

# MISSION REPORT - JAPAN PLATFORM

AMMAN, JORDAN - 21-27 OCTOBER 2017

RELEASED ON 6<sup>TH</sup> DECEMBER 2017

# Table of Contents

**Executive Summary**.....2

Main findings linked to monitoring mission general objectives: ..... 2

Suggestions for JAPAN PLATFORM and JEN collaboration..... 3

**Mission Objectives** .....4

General Objectives of the Monitoring missions in Sept-Oct 2017 as specified in the ToR..... 4

Specific Scope for Jordan – from inception report..... 4

**The Regional Response Plan**.....5

Humanitarian action in Jordan, past, present and future. .... 6

Past and future funding needs for WASH and EDUCATION ..... 6

WASH Sector needs, insight from other actors..... 7

EDUCATION Sector ..... 7

Future scenarios to be considered by JPF ..... 8

**Monitoring of Japan Emergency NGO (JEN) project in Jordan**.....9

Definitions ..... 9

Selection of Schools..... 9

JEN Intervention Strategy ..... 10

Identified Project Impact and Outcomes ..... 12

Current monitoring..... 12

**Lessons Learnt, Best Practices, Risks and Opportunities**.....13

Lessons learnt ..... 13

Best Practices..... 13

Risks and Opportunities..... 14

**What’s next? Considerations for the future** ..... 14

Sustainable WASH in schools remains a priority ..... 14

Monitoring of the project and visibility of its achievements ..... 14

Strengthening and simplifying the collaboration between JPF and JEN ..... 19

**Appendix 1 – Contact List – Jordan** ..... xx

**Appendix 2 – Activity Log** .....xxi

**Appendix 3 – Definitions and indicators examples** .....xxii

**Appendix 4 – MoE / UNESCO STRATEGIC PLAN 2018-2022** .....0

## Executive Summary

The mission focused only on Japan Emergency NGO (JEN) funded project in Jordan, and specifically about the component targeting the host community. From the data provided, JEN's work is efficient and effective in the visited locations, that consisted in closed project and current project sites.

For the future, it will be in the interest of both parties to continue addressing the WASH sector in Jordan due to the following reasons:

- a) Jordan remains a key humanitarian hub for the region. Consequently, it is important to:
  - a. growth JEN, and possibly JPF, visibility to increase leverage for the future.
  - b. keep a solid base in Jordan in order to be ready to quickly grasp intervention opportunities in Syria.
- b) Amman is a stable environment suitable for operational researches. This kind of researches could be interesting to consolidate JEN positioning in the area and to build on JEN's knowledge. If JEN will be interested in this kind of discussions, then JPF could benefit too, by increasing its visibility through addressing niche sub-sectors.
- c) JEN characteristics represent a good fit for JPF future aspirations.

### Main findings linked to monitoring mission general objectives:

1. **JEN implementation strategy is aligned with the Humanitarian Response Plan.** Targeted schools are selected by the MoE. This avoids duplications of activities among NGOs but could hinder the possibility to target specific geographical areas (as areas with high percentage of Syrian refugees). JEN has freedom about the methodology of implementation of WASH activities in schools, also thanks to its historical knowledge and its close relationship with other actors (UNICEF).
2. **High level of hygiene in schools remains an important issue to tackle in order to increase the attendance rates of students.** In the future, it will be more difficult to address this issue with vertical projects as already the shifting of the project scope in 2017 demonstrated (from mainly WASH to also school infrastructure extension). If Japan Platform wants to keep addressing WASH in schools in the future, it has to be aware that it cannot be done separately from rehabilitation/construction of classrooms and improvement of school environment in general.
3. **The partner organization seems a really good fit for JPF and its future ambitions.** JEN covers first and second phase responses timely and with effective results. Those results can be better highlighted through a more thorough and comprehensive data collection, visible from JPF level. JPF from its side should commit to allocate some fund for dedicated staff to perform M&E activities on site.

4. **JEN has developed good tools to monitor and evaluate its activities.** JEN constantly revises and improves its tools according to past experience and lessons learnt. As the submitted Logframe shows, indicators are mainly linked with outputs, and not much with outcomes. It is JPF responsibility to improve the Logframe structure, while JEN staff could be actively involved in the process.

**Suggestions for JAPAN PLATFORM and JEN collaboration.**

<b>INCREASE M&amp;E CAPACITY IN THE FIELD</b>	<p>JEN could increase its capacity to perform quality M&amp;E activities and better show the impact of its interventions, with at least 1 year visibility after the end of the project.</p> <p>JPF from its side should agree on investing in M&amp;E as higher M&amp;E capacity usually leads to higher quality and appropriateness of intervention.</p>
<b>FACILITATE PROGRAM MANAGEMENT</b>	<p>Find agreements between JPF and JEN to reduce the amount of paperwork and time wasted in change requests when they are easy to foresee. This with the idea to compensate for the increased workload for project monitoring and reporting.</p>
<b>INCREASE EMERGENCY RESPONSE CAPACITY</b>	<p>JEN could rise an emergency pot. Before using it, there could be a verbal agreement with JPF that will reimburse it after the time to process paperwork.</p> <p>This type of collaboration worked quite well between ECHO and MSF in the past.</p>
<b>LESSONS LEARNT</b>	<p>For the future, male schools with grade 1 to 10 could be avoided with a 1 year approach: there will be no impact of the project. Other kind of approach are needed to achieve some long-term results in this kind of contexts.</p>

## Mission Objectives

### General Objectives of the Monitoring missions in Sept-Oct 2017 as specified in the ToR.

- **Objective 1** To gain a better understanding of the Iraq/Syria crisis and implementation of the Regional Response Plan 2018. This should include the perspectives of UN agencies, NGOs, donors and host governments, with an analysis of future trends and scenarios.
- **Objective 2** To undertake a critical analysis of JPFs role with the regional response to inform the positioning of JPF for the next projects cycle 2018-2019.
- **Objective 3** To review and monitor partner organisations projects within the region. This will consist of quantitative and qualitative analysis, based primarily on project proposals, budgets and logframes (objectives, outputs, outcomes and indicators) submitted by partner NGO's in proposal documents and reporting.
- **Objective 4** To gain an overview of partner organisations projects and MEAL tools currently used. This will enable Japan Platform and partner organisations to develop MEAL tools more closely aligned with the Regional Refugee & Resilience Plan 2017-2018 (3RP and Country specific response plans) including the possible use of Activity info and sector standards, where appropriate.

### Specific Scope for Jordan – from inception report.

**In particular the mission aimed to monitor the implementation of the following activities:**

- a) WASH related activities including Hygiene Promotion.
- b) Construction and rehabilitation processes.
- c) Integration OpenEMI system<sup>1</sup>.
- d) General Project Management practices and tools.

### Out of scope:

Zaatari camp and related project components were out of the scope of this visit.

---

<sup>1</sup> It has not been possible to address this point during the visit.

## The Regional Response Plan

### Jordan Response Plan (JRP) 2017 – 2019 – WASH SECTOR

Currently in Jordan it is estimated that only 100 m<sup>3</sup> of water per person per year are coming from renewable resources, well below the level of “absolute scarcity” of 500 m<sup>3</sup> / person / year. While the average amount of water distributed per capita is around 60L/day, since 2014 the Northern governorates showed an increase in needs by 40%, double of the average at national level. Forecast shows the situation will not improve in the next future and this is the reason why the GoJ is pushing a lot on sustainability within all the sectors. At the same time the amount of funds requested for WASH in the JRP is remaining constant and reducing in 2019.

### WASH OBJECTIVES JRP 2017-2019

Within the JRP, the WASH sector objectives are the following:

1. Quantity, quality and efficiency of safe drinking water delivery improved and system optimized.
2. Sanitation services expanded and improved
3. Strengthened Sector planning, implementation, monitoring and coordination
4. Sustainable provision of safe and equitable access to water services in camps and host communities as per minimum standards.
5. Providing safe and equitable access to gender appropriate sanitation services in camps.
6. Improving environmental health as a result of the practice of key hygiene activities.

### MAIN ACTIVITIES PLANNED within the JRP.

- Rehabilitating and enhancing water and sanitation infrastructure in host communities and refugee settlements (outside camps) to restore the adequacy and efficiency of safe water distribution and sewerage collection networks;
- Installing new/upgrade existing sewerage treatment facilities to meet the additional & expanded demand for collection and treatment of waste and wastewater and to prevent epidemics;
- Rehabilitating and improving water distribution networks to reduce NRW and improve system efficiency;
- Improving WASH conditions in schools;
- Improving water quality monitoring;
- Developing sector capacity through national and subnational institutional improvements;
- Fostering partnerships for funding and technical support, private sector investment, and NGO contribution in order to accelerate and improve implementation of projects;
- Improving sector coordination, project management and performance monitoring/reporting;
- Ensuring quality implementation of projects by building the capacities and strengthening the performance monitoring of service providers, including water utilities;
- Supporting wastewater reuse where possible.

**Humanitarian action in Jordan, past, present and future.**

It is very ambitious to explain in few lines the humanitarian action in Jordan. Few trends though can be shown through the budget requested and planned for different sectors within the JRP from 2015 to 2019 and within the drafted MoE strategic plan for 2018-2022.

Sectors aside WASH and Education have been also superficially analysed during the monitoring visit to understand further possibilities of intervention. Moreover, some possible future scenario is expressed, with the aim to boost reflection among Japan Platform members.

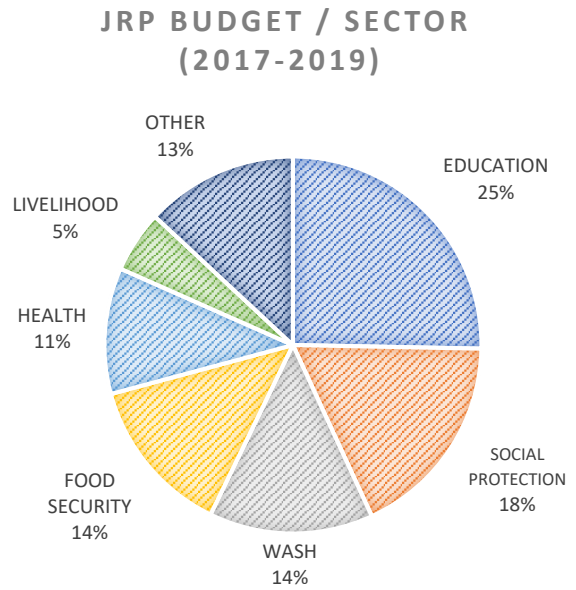


Figure 1 – Distribution of funds per sector in the current JRP (2017-2019)

**Past and future funding needs for WASH and EDUCATION**

Education and WASH represent together the 39% of all funds required by the JRP between 2017-2019 (Figure 1). The new strategy presented from UNESCO in collaboration with the MoE itself in Oct. 2017 will increase the funding needs for education. Education remains a high priority and the plan from the UNESCO and MoE for the next years demonstrate it (Figure 3). The difference in budget between the JRP and the MoE plans are due to the fact that JRP is only addressing improvement projects, while MoE has a more comprehensive approach about all the costs for education in Jordan.

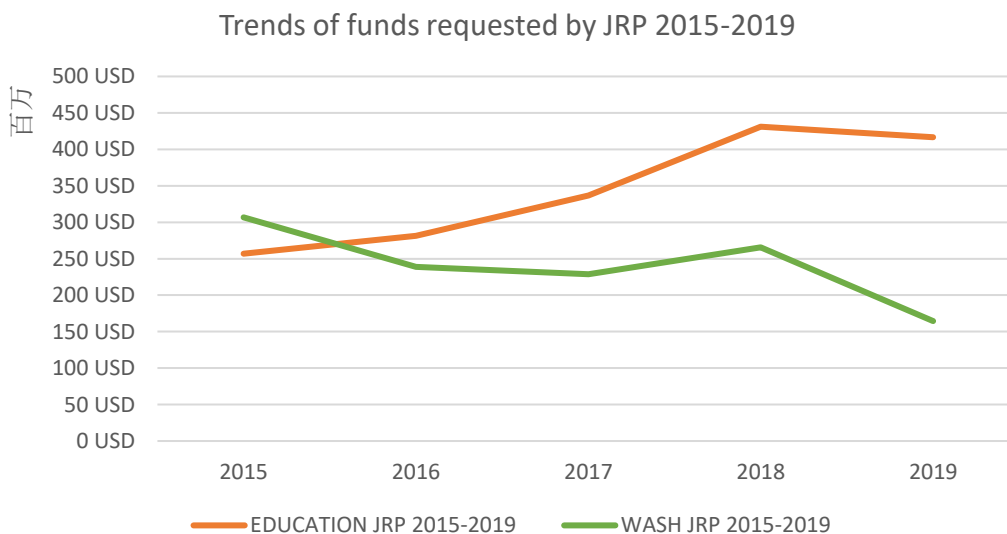


Figure 2 – Trends of funds for Education and WASH in Jordan (JRP)



Figure 3 – Trends of funds for Education and WASH in Jordan (source MoE)

WASH funding needs are decreasing for the next future (Figure 2). The main issue about WASH in Jordan remains around **Sustainable Water Management**. This aspect should be highlighted within the next WASH project documents in the whole region. Sustainability touches the whole cycle of Water, Sanitation and Hygiene. One approach can be to reduce water wasted for bad network or misuse. Another one wo to reuse it as much as possible. Other approaches could focus on sanitation and waste management.

### WASH Sector needs, insight from other actors

UNICEF vision about WASH sector remains anchored to current plans. Environmental sustainability and increase impact durability remain central in the cluster strategy, and this should be addressed by all future funded projects in Jordan. Other organizations involved in WASH could not give an overview of priorities in Jordan, apart from the current one.

Considering that all interviewed persons were professional in their fields, it means that the Jordan Response Plan is a valuable reference for future projects. It is good though to keep in mind that the HRP is not an impartial document, as it is influenced by different political trends. It is always valuable to have a critical approach to it, even if NGOs have to follow it, it does not mean they cannot do better than what is written in it.

### EDUCATION Sector

UNESCO and MoE designed a strategic plan for Education from 2018 to 2022. It is a very ambitious plan that has been presented on the 25<sup>th</sup> of October 2017.

The plan is based on the following priorities:

- 1- EARLY CHILDHOOD DEVELOPMENT: increase enrolment in KG2.
- 2- ACCESS & EQUITY: more schools, improve accessibility, and targeting adults.



- 3- SYSTEM STRENGTHENING:
  - A. Institutional Performance Management
  - B. Management of Educational Information System
  - C. Risk and crisis management
- 4- QUALITY
  - A. Curriculum and assessment
  - B. ICT in Education
  - C. School leadership and community participation
  - D. Accountability (internal audit, General supervision, EQAU)
  - E. Safe and stimulating school environment
- 5- HR DEVELOPMENT
  - A. Selection Qualification and Recruitment of Teachers
  - B. Development and licensing of educational leaders
  - C. In-service professional development and licensing for teachers.
  - D. Teacher rewards and incentives
  - E. **M&E**
- 6- VOCATIONAL EDUCATION
  - A. Improving management
  - B. Increasing access
  - C. Improving quality

A more detailed minute is annexed to this document (Appendix 5)

## **Future scenarios to be considered by JPF**

### **1- Increase access to Syria.**

Funds for Jordan programs could reduce when accessibility to Syria, and consequently projects inside it, will increase. Of course, immediate needs are much higher in Syria than in Jordan. However, donors, included the Japanese Government, should not turn their back to the Jordanians.

### **2- Rising of tension in Jordan among different nationalities**

After very few informal chats with Jordanians it seems possible to expect some sort of friction increase between host community and refugees. The GoJ is slowly opening the job market to Syrians, releasing working permits for them. Although the permits target only the lower skill profiles and are very much restrictive in the possibilities of finding a job outside certain criteria, Jordanians could feel it as a risk to their job security. A bit as it is happening in Europe currently.

Real bursts of violence seem very far from the actual reality, though some monitoring should be done in order to not get surprised.

## Monitoring of Japan Emergency NGO (JEN) project in Jordan

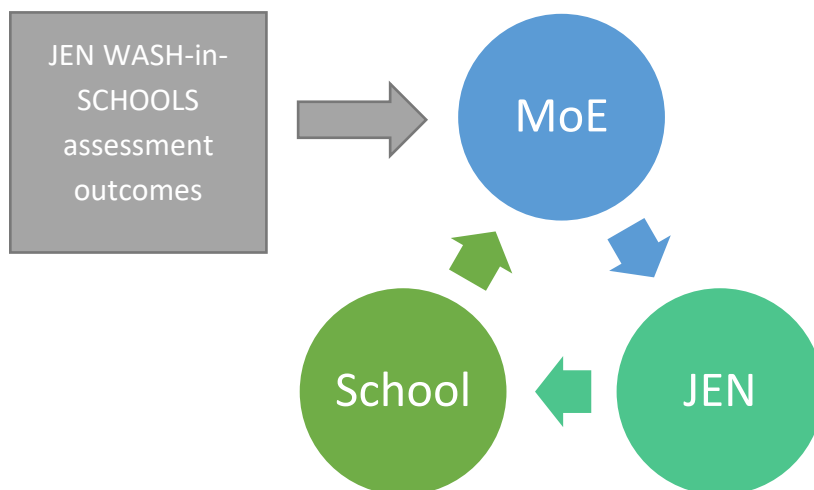
### Definitions

Terminology used in this report about activity, output, outcome and impact and related indicators refers to the OECD DAC<sup>2</sup> definitions (Annex 3).

### Selection of Schools

The monitoring mission focused on past and current projects performed by JEN within host communities. The term host communities should not lead to incomprehension as refugees are also living outside the camps. JEN aims to work within communities with high percentage of Syrians, though this it is not always possible.

The MoE keeps a strong central role in coordinating the activities of NGOs and Agencies supporting schools, and for these reasons the nationwide WASH-in-schools assessment produced by JEN is highly valuable as it gives a good base to prioritize the needs for intervention.



*Figure 4 - Hygiene Improvement Initiation Process.*

The cycle allows coordination of interventions and ownership for the MoE and local Directorates of Education (DoE), but the process hinders the possibility of freedom of choice from JEN side. Moreover, it complicates the management process from JEN and JPF side as they will have to communicate, and ask for a change request once the MoE will indicate the schools to intervene.

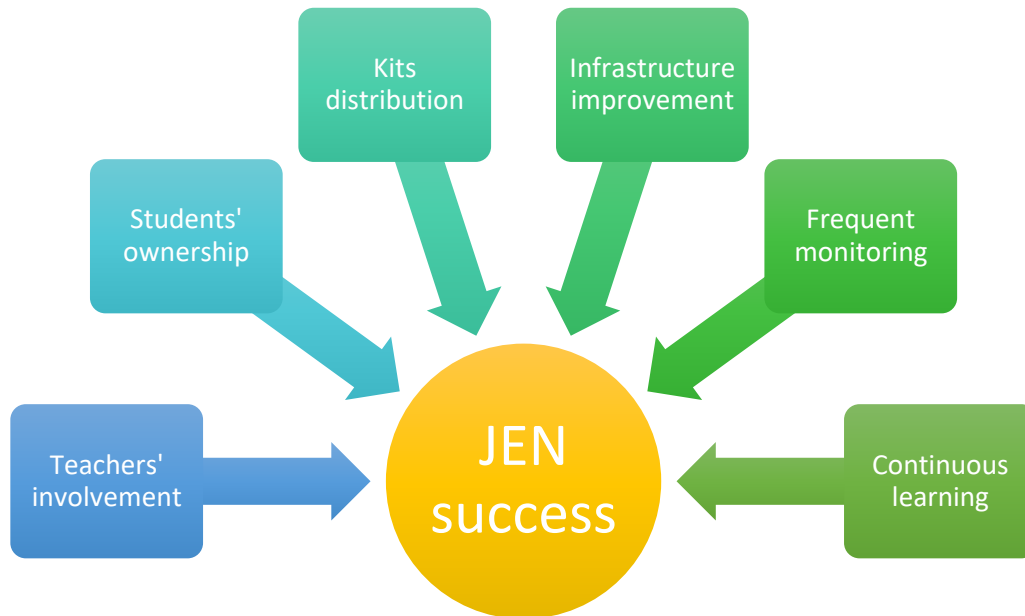
In the current year JEN approach to WASH in schools slightly modified from past years. The current program includes the extension and rehabilitation of classrooms to increase the capacity (and possibly the quality) of the schools. This is a requirement from the MoE and its holistic

<sup>2</sup> OECD (2010). *Glossary of Key Terms in Evaluations and Results Based Management*. OECD, 2002, re-printed in 2010.

approach to schools. This will be even more strengthened by the publication of the MoE Strategic Plan for 2018-2022.

### JEN Intervention Strategy

The visit helped identifying 6 blocks that contribute to JEN success:



*Figure 5 – Identified blocks that contribute to JEN success.*

#### 1. Teachers' involvement.

Teachers are empowered through **Training of Trainers** sessions: they consist in short sessions with teachers involved in the project. The aim is to give them some content and tool to promote the message by themselves among the students of their school.

Together with UNICEF, JEN developed some specific tool for hygiene in schools:

- a. booklets for students
- b. booklets for teachers
- c. story for younger scholars

In the schools visited, teachers showed great interest in it, as they see and acknowledge the problem, but possibly for lack of time, and some knowledge about hygiene, they couldn't solve by themselves.

#### 2. Students' ownership.

JEN supports the creation of **Hygiene Clubs** in schools. Probably the most important pillar for the good results of the project. Hygiene clubs are composed by scholars from different classes and grades, coordinated by teachers that received the ToT. Those clubs can be the

agent of change about hygiene conditions in the schools as the kids are the owners of the change. They propose ideas about how to pass the message into the school, which activities to do, and they also proactively recall students who do not respect the 'hygiene rules'. Clubs seem to work very well in primary schools and in primary and secondary female schools rather than in male secondary schools. Moreover, in a primary male school visited (Na'ur), hygiene club members had a pin (a smile emoji) to identify them, playing on kids' proud.

### **3. Distribution of Hygiene Kits**

Colourful bags have been distributed with big logos of UNICEF and JEN on them. Children acquired immediate ownership of the kit, bringing it from home to school every day (almost).

In school visited kids from KG2 brought the same kit into 1<sup>st</sup> grade. Good sign that they will use it for a while also in the future.

### **4. Infrastructure improvement**

Rehabilitation, extension and construction of sanitation facilities within schools are executed according to the needs. JEN rely on a network of construction companies authorized by and registered with the GoJ. This should ensure a certain level of quality and protection of JEN if something goes wrong, as companies are pre-approved by the Government itself.

### **5. Frequent monitoring**

The outreach team makes frequent visits to the schools within the program, till 10 times per school during the whole project cycle. Considering that a cycle could last few months (3 or 4) it means that the team work with a school more or less every 2 weeks. A final survey is conducted after 3 months a project in a school ends.

### **6. Continuous learning**

Tools, knowledge and ideas are shared among the team. Tools also are constantly revised to increase the efficiency and the effectiveness of the job executed. A real *kaizen* (改善) approach, that is expected from a Japanese organization.

## Identified Project Impact and Outcomes

The project has several outcomes that go beyond the school frontier. The impact of this component of the program, and outcomes are suggested below.

### IMPACT:

Attendance rate increases in the target schools.

Personal and environmental hygiene is improved in schools.

### OUTCOMES:

- 1- School environment is clean. Students pay more attention to throw waste in the right places, or at least to clean up their spaces.
- 2- Waste produced in schools has been reduced.
- 3- Sanitation facilities are clean, do not smell, and students use them without problem.
- 4- Personal hygiene of students increased.
- 5- Scholars bring home what they learnt at school about hygiene. Would be interesting to make a KAP survey targeting the families of the students.
- 6- Community also benefits from it. Some school tries to increase the link with the community aiming to improve the environment and its hygiene conditions.

The outcomes here identified are not comprehensive, several other externalities can be selected. From a qualitative point of view, it really seems that JEN presence is improving all of the above. Although quantitatively it cannot be seen from Japan Platform level: the main issue is linked to the project documentation and current reporting format.

## Current monitoring

The following are the indicators written in the Logframe within the project proposal for the “WASH in schools” component of JEN project. In light green have been highlighted the outcome indicators.

Out of the 7 indicators suggested in the Logframe (Table 1) only 2 are monitoring the **outcomes** of JEN activities, and none the **impact**. Consequently, the outcomes of the project are not easy to quantify, at least not from Japan Platform point of view. Only indicator 3-2-4 is meaningful for the fact that represents a quantified change in behaviour due to the activities of the project, while 3-1-2 tells only about the fact that kids are using the facilities. Not much about the quality of the facilities themselves.

As the project is successful it could present itself much better using indicators and data addressing the impact and the 6 outcomes identified.

Code <sup>3</sup>	Indicator	Type of indicator
3-1-1	18 classrooms built and existing facilities are repaired in selected schools.	OUTPUT
3-1-2	New or restored classrooms and school facilities in 18 schools are used by children.	OUTCOME
3-2-1	Health education sessions are performed by teachers who received training in the 18 schools.	OUTPUT
3-2-2	Health Committees regularly carry out promotion activities related to water conservation, hand washing, maintenance and management of water sanitation.	OUTPUT
3-2-3	Students and teachers 11,520 people to receive hygiene materials and hygiene kits.	OUTPUT
3-2-4	70% of the students are practicing hand-washing before using the toilet or after the meal.	OUTCOME
3-2-5	18 community health sessions are carried out.	OUTPUT

Table 1 – indicators from Logframe submitted to JPF. In green are highlighted the outcome indicators.

## Lessons Learnt, Best Practices, Risks and Opportunities

### Lessons learnt

A short visit into a school in Amman where JEN worked with UNICEF funds demonstrated that the approach could be differentiated according to the size and type of school targeted. This was only an example, so better and further investigations would be required before jumping to conclusions. Male schools, with all grades (1 to 10 grade) included in compulsory education should be approached with a longer plan. A 1 year project, would produce a top-quality sanitation facility that would be ruined in few months. It would be simply a waste of time and money to target these schools with a one year program. This kind of schools in poor neighbourhoods would need a more holistic approach that goes beyond the Syrian crisis and consequently would be out of scope of our intervention.

### Best Practices

Something can be studied and adapted from JEN to other projects within education sector implemented by other Japanese NGOs. The entire project is structured around the goal to give the

<sup>3</sup> Codes are the same as per Logframe within the submitted Project Proposal.

ownership of change to the beneficiaries themselves, thus increasing the possibilities for longer-term impact. JEN strategy could also be applied in informal schools. Some Hygiene aspect, even if not the priority for the project could be addressed. JEN approach can be replicated in a smaller and adapted scale into supplementary classes, or at least the implementing partners could consider this option.

## **Risks and Opportunities**

There is a risk identified in distributing kits. While useful to encourage students to apply appropriate hygiene practices, new scholars admitted to schools after the project end will not get the same kit as the others. It can be a bit discriminating, and although already basic, something more sustainable could be thought about, possibly with a link to Livelihoods project that could be linked to Japanese NGOs. It will be not for JEN to provide it afterwards. Other organizations working in development could follow up on that, ensuring the good hygiene practices continue in years to come.

## **What's next? Considerations for the future**

### **Sustainable WASH in schools remains a priority**

Hygiene in schools will remain an important part of intervention in Jordan for years to come. Although it will not be possible anymore to address it in a vertical way. MoE is asking for more and more investments on infrastructure (buildings) and if Japan Platform wants to continue within this sector, then it has to agree that it will remain quite expensive.

It will be much important to capitalize on JEN's experience and consolidate its position in Jordan, as right now, this is an important hub for humanitarian action in the whole region.

A Water Resource Management section in the next project proposal would be really interesting in order to tackle sustainability aspects of WASH management in Jordan.

### **Monitoring of the project and visibility of its achievements**

A lot of data are already collected by the outreach team from KAP surveys and monitoring activities. The following suggestions should not trigger major issues within the daily management of JEN. Moreover, due to the size and maturity of JEN, it is assumed these suggestions can be easily incorporated, if accepted.

These are just few ideas, not exhaustive and that need further discussions.

<b>IMPACT</b>	<b>Increased attendance rate due to better sanitation facilities in schools.</b>	
<b>indicator</b>	<b>(%) Attendance rate</b> <b>Days of absences of male students per grade</b> <b>Days of absences of female students per grade</b>	
Possible Baseline:	Baseline Source:	Monitoring:
Previous year monthly attendance rate. Previous year monthly days of absences disaggregated per sex.	School registers	Monthly reports to JEN on these indicators. Teachers can be responsible for it, if JEN builds their capacities and gives them the tools. Possible base for survey is suggested in appendix 4.
Comments	It can be done by remote through the use of mobile apps. It is needed someone who'll follow up the trends after project closure. It could be linked with the MoE data Management system.	
<b>OUTCOME 1</b>	<b>School environment is clean. Students pay more attention to throw waste in the right places, or at least to clean up their spaces.</b>	
<b>indicator</b>	<b>% of targeted school have acceptable environmental conditions.</b> <b>% of students respecting the school environment.</b>	
Possible Baseline:	Baseline Source:	Monitoring:
Scoring the school environmental conditions. Scoring the behaviour of students, possibly according to standards used in Jordan and other actors (UNICEF? MoE?)	Establishing or using an existing a scoring system for school environment with a minimum level for acceptable conditions. KAP survey executed by JEN staff together with Teachers	Using the same questionnaires and surveys used for the baseline every 6 months. Teachers could be responsible for it, if JEN builds their capacities and gives them the tools. Or budget could be allocated for this activity.
Comments	Possibly it can be developed for waste management too.	



<b>OUTCOME 2</b>	<b>Solid waste produced in schools has been reduced</b>	
<b>indicator</b>	<b>xx% of reduction in produced waste from targeted schools</b>	
Possible Baseline:	Baseline Source:	Monitoring:
Quantifying the monthly production of waste before the starting of the project. Literally weighing it and reporting it on a monthly basis.	Semi-industrial scales should be purchased in order to report the Kgs of waste produced / month.	Monthly reports of Kgs of waste produced. Someone within the Hygiene Committee should be held responsible to report it.
Comments	Potential to develop some sustainability sensitivity among students with waste segregation. Biological waste can be reused to produce compost, that could generate income for the school in the future. It can be done by remote through the use of mobile apps. It is needed someone who'll follow up the trends after project closure. It can be linked with the MoE data Management system.	

<b>OUTCOME 3</b>	<b>Sanitation facilities are clean, do not smell, and students use them without problem.</b>
<b>OUTCOME 4</b>	<b>Personal Hygiene of students has increased.</b>
<b>indicators</b>	<p><b>100% of restored or newly built sanitation facilities are well maintained after 1 year of project closure.</b></p> <p><b>100% of students use the facilities correctly after 1 year of project closure.</b></p> <p><b>100% of students knows about the right techniques and tools to prevent and to respond to hygiene related issues</b></p> <p><b>90% of students correctly use the tools provided.</b></p>

Possible Baseline:	Baseline Source:	Monitoring:
Scoring of sanitation facilities after intervention. Scoring the behaviour of students, possibly according to standards already used.	Scoring based on a checklist executed on newly built sanitation facilities KAP survey executed by JEN staff together with Teachers	Using the same checklists and KAP surveys used for the baseline every 3 months. Teachers can be responsible for it, if JEN builds their capacities and gives them the tools.
Comments	It can be done by remote through the use of mobile apps. It is needed someone who'll follow up the trends after project closure. It can be linked with the MoE data Management system.	

<b>OUTCOME 5</b>	<b>Students bring home what they learnt about hygiene and family members benefit from it.</b>	
<b>indicators</b>	<b>% of students' family members who know about the right techniques and tools to prevent and to respond to hygiene related issues.</b> <b>% of students' family members who correctly behave towards hygiene issues.</b>	
Possible Baseline:	Baseline Source:	Monitoring:
KAP survey and questionnaire based observations before the starting of the project.	KAP survey executed by JEN staff together with MoH staff.	3 and 12 months after the end of the project.
Comments	It can be touchy, but it could be done in collaboration with the MoH enhancing the possibility of really doing it. For 500 families, keeping a confidence interval of 99% and a margin of error of 15%, 65 families are to be surveyed <sup>4</sup> . To notice that if the school is in a neighbourhood of 15,000 people, keeping the same confidence interval and margin of error, it would mean to interview 74 households.	

<sup>4</sup> <https://www.surveymonkey.com/mp/sample-size-calculator/>

<b>OUTCOME 6</b>	<b>Community also benefits from it. Some school tries to increase the link with the community aiming to improve the environment and its hygiene conditions.</b>	
<b>indicators</b>	Note: It is very difficult to provide indicators on this aspect. I strongly believe that operational research should be done to understand the strength of the linkage between schools and community and factors that can influence this particular outcome.	
Possible Baseline:	Baseline Source:	Monitoring:
Comments		

One of the most interesting part of this monitoring process is to create some M&E tool for the teachers with the teaches themselves. There is something from the MoE but can be complemented with JEN knowledge. Rather than using paper, JEN team could use other tools as mobile apps (e.g. Kobo tool). The same tool can be used by the teachers. For example, they could do a monitoring check every 3 months, filling a survey on the app. The results would be automatically recorded on JEN database. In this way JEN can have a sense of what is happening on previously supported schools without losing much time. Schools would expect some return from JEN after filling the template. This could be potentially linked to the 3 stars scoring system of JEN.

### **Strengthening and simplifying the collaboration between JPF and JEN**

To ease the project management processes from JEN side in Jordan, Japan Platform should think about agreeing with JEN on criteria of intervention during the project proposal phase, rather than on exact school, as, for example:

- % of Syrians in the neighbourhood of the school.
- total number of students in the schools < #.###
- male schools only from 1<sup>st</sup> to 6<sup>th</sup> grade for 1 year project. Otherwise it should be discussed together with other partners (1<sup>st</sup> year JPF, 2<sup>nd</sup> year UNICEF....)
- schools with average number of students per classroom > XX#
- schools scoring < # stars.

This should contribute in reducing the paperwork needed and should allow JEN to immediately start activities without waiting for change requests. When the MoE designates a school for JEN within these characteristics, JEN could immediately start the project without change request needed

## Appendix 1 – Contact List – Jordan

Persons contacted and met during the Monitoring mission.

	<i>Who</i>	<i>ORGANIZATION</i>	<i>ROLE</i>	<i>mail</i>	<i>tel.</i>
Ms	Fiona Ward	UNICEF	WASH Specialist	<a href="mailto:fward@unicef.org">fward@unicef.org</a>	+962790241687
Ms	Hiba Abu Al-Rob	UNICEF	WASH Officer	<a href="mailto:habualrob@unicef.org">habualrob@unicef.org</a>	+962790160650
Mr	Esmaeil Ibrahim	UNICEF	Chief of WASH Sector	<a href="mailto:eibrahim@unicef.org">eibrahim@unicef.org</a>	+962798608203
Ms	Yumna Abu Hassan	Save the Children	Programs Director	<a href="mailto:yumna.abuhassan@savethechildren.org">yumna.abuhassan@savethechildren.org</a>	+962790000208
Ms	Yukiko Matsuyoshi	UNESCO	Education Program Specialist	<a href="mailto:y.matsuyoshi@unesco.org">y.matsuyoshi@unesco.org</a>	+962798891076
Ms	Lina Baj	EMBASSY OF THE KINGDOM OF THE NETHERLANDS	Programme Coordinator Jordan	<a href="mailto:lina.baj@minbuza.nl">lina.baj@minbuza.nl</a>	+96265902223
Mr	Shumet Amdemichael	ACF	Head of WASH dept. (Co-chair WASH cluster)	<a href="mailto:hodwash@jo.missions-acf.org">hodwash@jo.missions-acf.org</a>	+962778465104
Mr	Abded Alrazaq Haddad		Tour Guide	<a href="mailto:topa_jo@yahoo.com">topa_jo@yahoo.com</a>	+962776095940
Ms	Laura Buffoni	UNHCR	Senior Livelihoods Officer	<a href="mailto:buffoni@unhcr.org">buffoni@unhcr.org</a>	+962791096299
Mr	Dr. Shoaib mihammad	MSF-OCA	Medical Coordinator	<a href="mailto:jordan-medco@oca.msf.org">jordan-medco@oca.msf.org</a>	+962799267942
Mr	Brett Davis	MSF-OCA	Head of Mission	<a href="mailto:jordan-hom@oca.msf.org">jordan-hom@oca.msf.org</a>	+962798971783
Mr	Jalal Al-Khasawneh	EVAS Energy Group	General Manager	<a href="mailto:jkhasawneh@evasgroup.com">jkhasawneh@evasgroup.com</a>	+962799020935
Mr	Mohammad Qatouni	EVAS Energy Group	Senior Energy Engineer	<a href="mailto:mqatouni@evasgroup.com">mqatouni@evasgroup.com</a>	+962796965633
Ms	Nahoko Araki	JEN	Senior Program Officer	<a href="mailto:nahoko.araki@jen-npo.org">nahoko.araki@jen-npo.org</a>	+962791528268
Mr	Ma'en Al Alem	IRC	Security Manager	<a href="mailto:maen.alalem@rescue.org">maen.alalem@rescue.org</a>	+962777508040

## Appendix 2 – Activity Log

Date	Activities
21/10/2017	- landed at 09:35 in Amman, Jordan. Meeting with JPF M&E Officer in the evening to plan the last details of the visit.
22/10/2017	<ul style="list-style-type: none"> <li>- meeting with IRC Security Manager</li> <li>- meeting with Laura Buffoni (Livelihoods UNHCR)</li> <li>- participate to a Livelihoods events held by <i>Un Ponte Per</i> NGO, <a href="https://www.unponteper.it/en/">https://www.unponteper.it/en/</a></li> </ul>
23/10/2017	<ul style="list-style-type: none"> <li>- Visit to a school in Salt (ended JEN project)</li> <li>- Meeting with MSF-OCA Head of Mission and Medical Coordinator</li> <li>- Meeting with UNICEF WASH sector (WASH Specialist, Chief of WASH, Host Com. WASH Officer, Camps WASH Officer)</li> </ul>
24/10/2017	<ul style="list-style-type: none"> <li>- Visit to a school in Zafra (current JEN project)</li> <li>- Visit to a school in Amman (ended JEN-UNICEF project)</li> <li>- Meeting with ACF Head of WASH.</li> </ul>
25/10/2017	<ul style="list-style-type: none"> <li>- Visit to a school in No'ur (ended JEN project)</li> <li>- Visit to a second school in No'ur (ended JEN project)</li> <li>- Attending presentation at the MoE for future plans.</li> <li>- Meeting with the JEN IRAQ TEAM</li> </ul>
26/10/2017	<ul style="list-style-type: none"> <li>- Meeting with JEN Jordan Senior Program Manager</li> <li>- Starting to write down the report.</li> <li>- Writing the ToR for the ICT consultant to be hired.</li> </ul>

### Appendix 3 – Definitions and indicators examples.

	<i>Definition from OECD DAC</i>	<i>Example of indicators</i>
<b>IMPACT</b>	Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended.	
<b>OUTCOMES</b>	The likely or achieved short-term and medium-term effects of an intervention's outputs.	Outcome Indicators <b>MUST</b> refer to a baseline. This can be produced during assessments or at the initial phase of the project. Days of absences reduced by ##% after the first year of intervention % of students with a proper attitude towards hygiene. ## Litres of water used per school ## Litres of water available per school
<b>OUTPUTS</b>	The products, capital goods and services which result from a development intervention; may also include changes resulting from the intervention which are relevant to the achievement of outcomes.	# of schools built or restored # of Hygiene Promotion Sessions held / school
<b>ACTIVITIES</b>	Actions taken or work performed through which inputs, such as funds, technical assistance and other types of resources are mobilised to produce specific outputs	
<b>INPUTS</b>	The financial, human, and material resources used for the development intervention.	

## Appendix 4 – MoE / UNESCO STRATEGIC PLAN 2018-2022

Presented in October 2017.

### 1- EARLY CHILDHOOD DEVELOPMENT.

Increase KG2 from 59% to 80% in 2022

### 2- ACCESS & EQUITY

#### A. Infrastructure

- a. BUILD (300 new schools for boys and girls, special needs, Jordanians and refugees by 2020)
- b. Renovate 420 schools for accessibility to disabled kids
- c. Increase GER for Syrians from 36,7% to 60% and for other nationalities to 50%

#### B. Special needs:

- a. Increase enrolment rate for students with disabilities from 5% in 2016 to 10% in 2022/2023

#### C. Lifelong learning

- a. decrease illiteracy among adults from 9,5% to 7,4% for females and from 3,4% to 2,56% for males.
- b. Increase of out of school catch up

### 3- SYSTEM STRENGTHENING

#### A. Institutional Performance Management

- a. Implementing revision organizational structure in line with decentralization at all level by 100% by 2022.
- b. Enhanced strategic policy, planning and M&E function at all levels by 100% by end of 2022
- c. Enhanced school mapping (ESM) functionality and utilization of WebGIS tool.
- d. Strive to achieve institutional and individual excellence at the regional national and global level. Make this more specific at decentralized level.

#### B. Management of Educational Information System

- a. Ensuring readiness for the necessary structure
- b. Ensuring electronic reading on systems for educational and geographical info management systems.
- c. Building capacity of the staff
- d. Updating auditing and providing data on systems to serve the decision makers

#### C. Risk and crisis management

- a. Contingency strategy on risk management, with a UNIT operating it. Training and having Focal Points in order to cooperate and implement this strategy.

### 4- QUALITY

#### A. Curriculum and assessment

- a. Review curriculum for all schools
- b. Develop a system for M&E educational outcomes for each level of education

#### B. ICT in Education



- a. Increasing number of ICT access...
- C. School leadership and community participation
  - a. Increase schools that actively participate with parents by 100%
- D. Accountability (internal audit, General supervision, EQAU)
  - a. Quality system applied from 15 to 141 schools
- E. Safe and stimulating school environment
  - a. Increase % of safe schools by 100%

#### 5- HR DEVELOPMENT

- A. Selection Qualification and Recruitment of Teachers
  - a. Increase % of qualified new teachers to 70% by 2022
- B. Development and licensing of educational leaders
  - a. Develop mechanism for selecting and developing leadership at all admin levels by 2022.
  - b. 65% leaders from public 30% private schools
- C. In-service professional development and licensing for teachers.
  - a. % of teachers with a license increased.
- D. Teacher rewards and incentives
- E. **M&E**

#### 6- VOCATIONAL EDUCATION

- A. Improving management
- B. Increasing access
  - a. Increase % of Grade 10 students who transition to vocational education from 14% to 20% for both males and females.
- C. Improving quality
  - a. Increase % of trained teachers
  - b. Develop at least 1 partnership with private sector for each vocational specialty by 2022.