



JORDAN

# Every Child Learns

UNICEF Education Strategy 2019-2030

## *Learning, Life Skills and Citizenship Education and Social Cohesion through game-based sports – Nashatati Programme*

**Problem:** Jordan's education system has been facing challenges to offer quality learning opportunities to all children. These challenges were exacerbated by the large influx of Syrian refugees. Violence in school is widespread, with 15% of children reporting staying out of school at least one day a year for fear of bullying or being physically attacked. This figure is higher for refugee children: 70% of Syrian children in Jordan report being bullied in public schools.

**Solution:** Jordan's Education Sector Plan (2018-2022) allocates 20% of students' learning time to complementary co-curricular activities that develop life skills. The UNICEF-supported after-school programme *Nashatati* (My Activities in Arabic) aims to foster life skills and social cohesion by increasing children's participation and well-being, ultimately leading to greater tolerance and appreciation of diversity, inter-personal acceptance, teamwork and a shared sense of belonging.

## Advancing life skills and social cohesion education

*Nashatati* is an example of a life skills and citizenship education initiative that forces us to reimagine what students should learn and how they learn. It fits within an overall approach being used in Jordan that focuses on promoting school participation through creating safe and supportive school environments, fostering students' relationships, communication, conflict resolution and self-protection.

*Nashatati* targets all vulnerable school-aged children aged 12-15 across Jordan with creative learning activities such as sports and games that develop life skills and foster social cohesion, health living and personal development. The schools where *Nashatati* is implemented are selected based on defined criteria, including vulnerability of students, availability of a playground or safe outdoor space to accommodate activities, occurrences of violence, and a lack of existing extra-curricular interventions.

## A cross-sectoral approach for integrating life skills and social cohesion

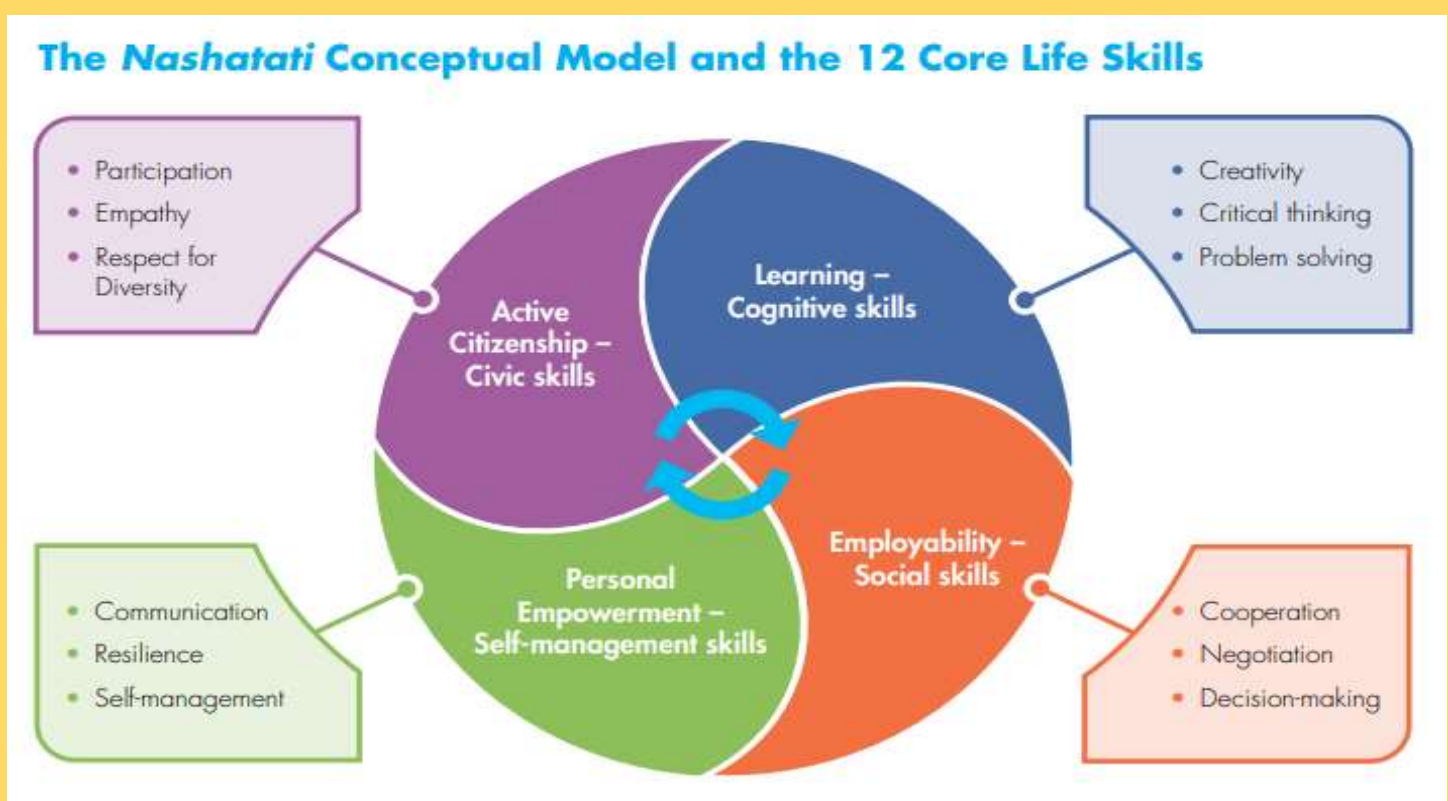
In its pilot phase between the 2017-2018 school year, the programme ran in 100 public schools, reaching 10,000 students.

In 2018-2019, the programme was scaled up to an additional 100 schools, reaching a total of 18,013 students in the 200 schools. The programme

provided a total of 60 hours of quality programme for each participating student during the year, including sessions on Saturdays to receive both students and parents within a community and in support of sustained behavior change outcomes.

In February 2019, the programme was piloted as a co-curricular activity during the normal school day as part of the Ministry of Education's decision to allocate 20 per cent of the school day to co-curricular activities. This decision has enabled the programme to take place in an additional 300 schools for Grades 7-10, bringing the total number of participating schools to 500. In these schools, the programme benefitted 55,534 (52 per cent girls). This co-curricular pilot of the programme has resulted in significant cost savings of roughly 82 per cent.

The *Nashatati* model is meant to enhance 12 different core life skills in students, including civic, cognitive, self-management, and social skills. The model aims to help students build the skills they will need to be active citizens, learn, communicate, self-regulate, as well as cultivate emotion and social intelligence that will serve them well when they transition from school to work. The full *Nashatati* conceptual model is described in the graphic below.



## Preliminary results, lessons learnt and next steps

A participatory evaluation approach was taken to measure changes in participants' attitudes in terms of enhanced communication skills, self-esteem, appreciation of diversity, social cohesion, sense of belonging and hope for the future. The evaluation process engaged both teachers and students through focus groups, group discussions and writing and experience-sharing exercises. The process provided opportunities for all voices to be heard and helped generate a sense of ownership among teachers and students.

The results from the participatory evaluation demonstrated that school teachers and students

participating in the programme improved peer-to-peer relationships, increased confidence and tolerance, and enhanced communication and problem-solving skills and a greater sense of community.

The post-pilot scale-up has been possible due to the following:

- The flexibility of learning interventions included in the programme curriculum designed enabled *Nashatati* to best serve the needs identified at community level. This instructional time at school that best suits the community, children and school staff.

The impact on children and youth

33%

increase

in confidence in speaking in front of others

34%

increase

In the ability to deal calmly with confrontation and not resort to violence

35%

increase

In willingness to play and work with other students of different age and nationalities.



- One of the key success is the ownership and support of the Ministry of Education from the onset of the programme. This led to smooth implementation and taking the programme to scale.
- The *Nashatati* programme has been designed to support and strengthen the capacity of national institutions in Jordan, ensuring cost efficiency and long-term sustainability.
- UNICEF managed to institutionalize the programme with the Ministry of Education.

During the 2019-2020 academic year, the programme will be implemented within the instructional time allocated to co-curricular activities across 1,000 schools covering Grades 7 to 10.

**Cost effectiveness:**

For US \$2,000,000, the *Nashatati* programme reached 73,547 beneficiaries.

The positive achievement and flexibility demonstrated in the early stages of the *Nashatati* programme contributed to the scalability of the programme and its integration within in-school activities. Furthermore, the curriculum puts flexibility and equity centre-stage for teachers for the decade to 2030 – so that “**Every Child Learns**”.

For more info, please contact:

Rana Kawar, Education Specialist, UNICEF Jordan [rkawar@unicef.org](mailto:rkawar@unicef.org)

Nickolas Neibauer, Donor Relations Specialist, UNICEF Jordan [nneibauer@unicef.org](mailto:nneibauer@unicef.org)

Vina Barahman, Education Specialist, UNICEF MENA [vbarahman@unicef.org](mailto:vbarahman@unicef.org)

**unicef**   
for every child