



MAKANI – MY SPACE COMPREHENSIVE APPROACH

“I am safe, I learn, I connect”

Regional Child Protection Workshop

7th November 2016

unite for
children

unicef 

- Jordan is host to about 1.4 million Syrians (53% children) as per the government data
- 665,365 persons of concern registered with UNHCR as of November 2016
- 83% of refugees have settled in host communities (remainder hosted in camps)
- Influx of Syrian refugees = strain on govt. public services

Syrian crisis prompted an innovative approach to:

- ✓ expand learning opportunities for out of school vulnerable children and youth; and
- ✓ respond to the urgent needs of vulnerable Syrian and Jordanian children, adolescents and their families

Government of Jordan has provided access to Syrian children:

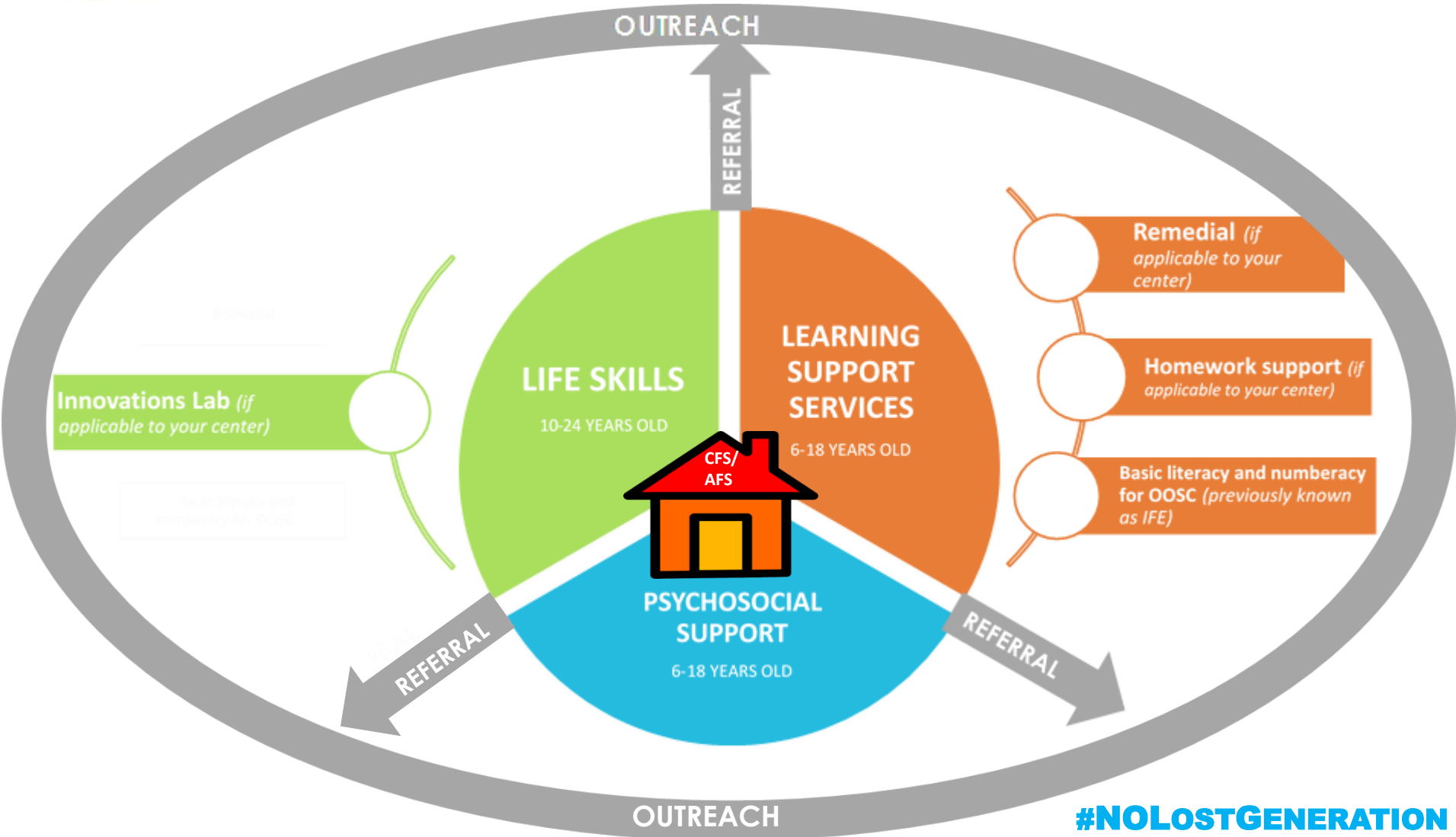
- Of 228,717 Syrian school-aged children in Jordan, 145,458 are enrolled in MoE schools
- 83,259 Out of School Children
- 50,000 to be targeted for formal education (2016/2017) through the new 102 double shifted schools

Vulnerable children (Syrian + Jordanian) are exposed to high risks of child labour exploitation and early marriage:

- 218,000 to benefit from structured and sustained PSS and child protection
- 80,000 access life skills training/initiatives

Resilience approach

- Promote and enhance social cohesion
- Strengthen govt systems (remedial, homework support, Catch up classes) etc..



#NOLOSTGENERATION



Psychosocial support

Provides level 2 support –community and family support (IASC Guidelines for Mental Health and Psychocosal support in Emergency Settings)

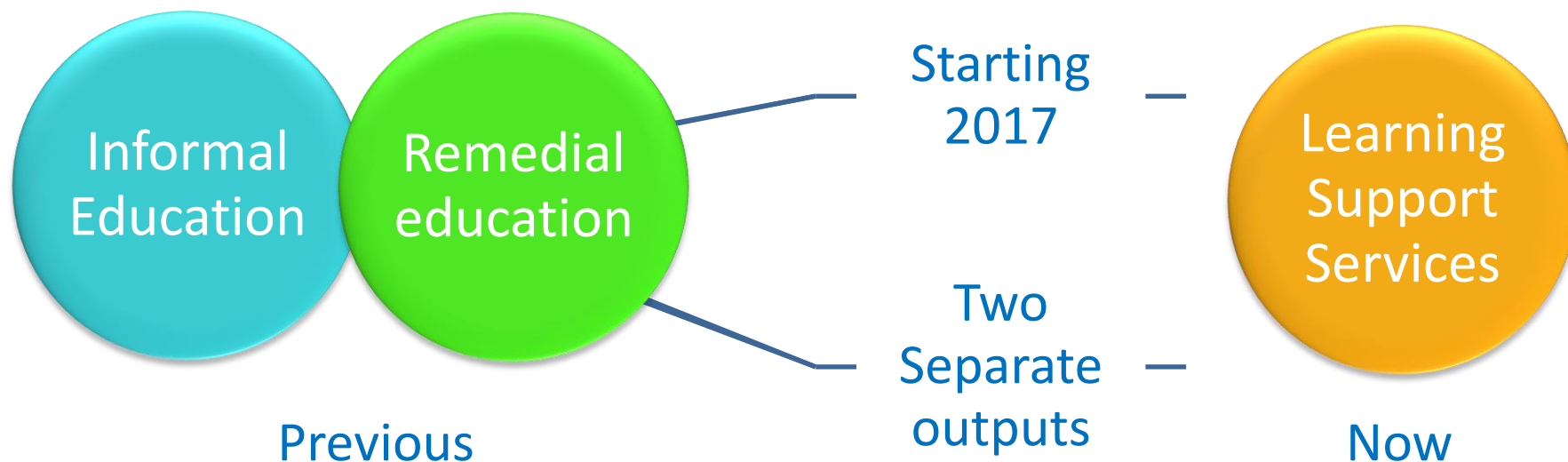
- ✓ *Structured recreational activities for children*
- ✓ *Awareness raising for parents and children on CP (violence against children including GBV).*
- ✓ *Identification of CP concerns, referrals and case management*

Resources used

- ✓ *Parents sessions' manuals*
- ✓ *Amani campaign materials*
- ✓ *PSS activity manuals*

Vision: To integrate PSS in education programme and focus more on community mobilization in CP

Background



With the Education Accelerated plan to enroll 25,000 in catch up program and 50,000 in additional 102 schools , UNICEF entered a new shift in its educational intervention at MAKANI to enroll ALL Children in Education services at MAKANI

Target Group

This program targets all school-aged children (6-18) from all **nationalities** and whether they are **in or out of school**





Life Skills

4 main modules to cover 4 life situations:

1. Life Skills for every day
2. Life Skills in Humanitarian Situations
3. Life Skills for Civic Engagement
4. Life Skills for Employability

Trainers decide on which module to give based on the needs, the results of the pre assessments, the context, etc...

4 sets of skills - Each set covers 4-6 basic skills:

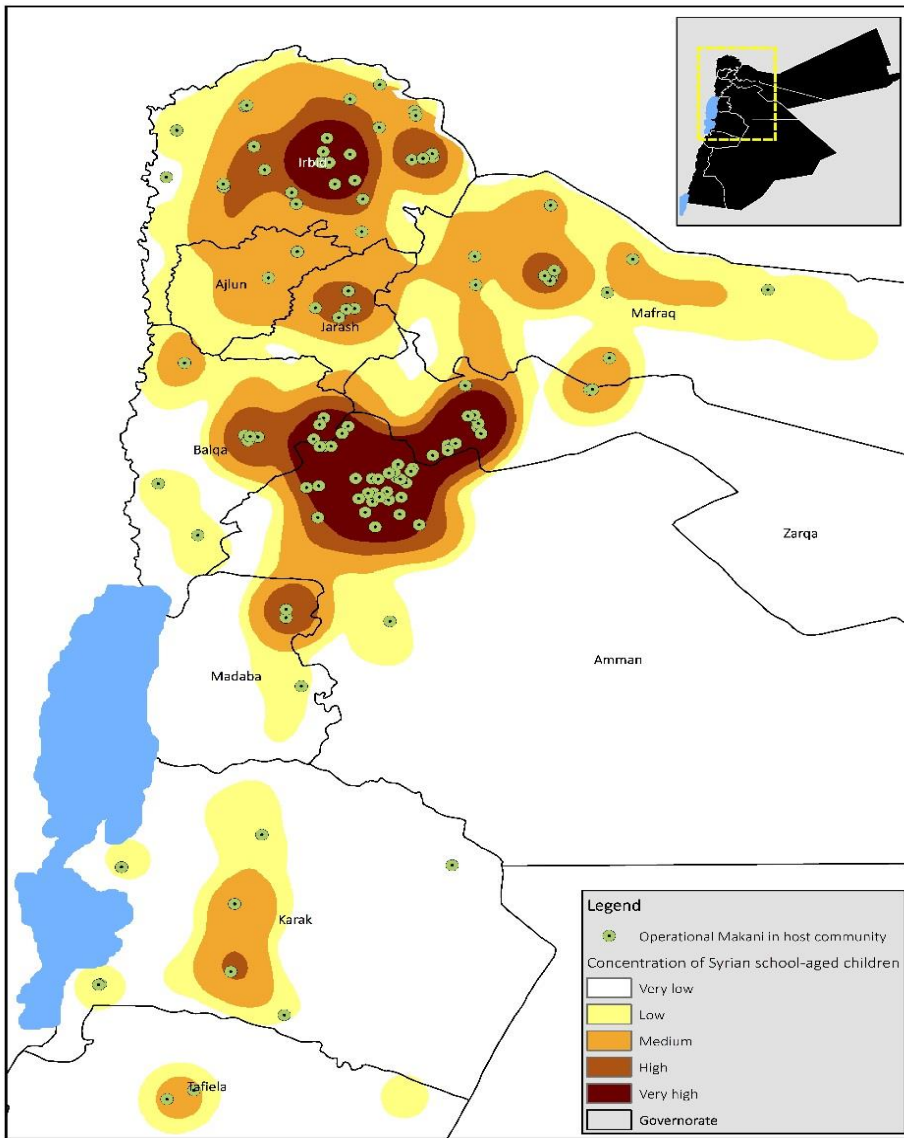
1. **Self management skills:** Self awareness, self esteem and confidence, asserting identity, responsibility and stress management
2. **Cognitive skills:** Creative and critical thinking, decision making and problem solving
3. **Social skills:** Listening, communication, accepting others, assertiveness and negotiation
4. **Joint Action skills:** appreciative inquiry, planning, team work, leadership and campaigning



Life Skills

- 1 module of minimum 30 hours/1week maximum 4 modules of 120 hours. This can be completed one time in a workshop (5days of 6h) or divided in sessions over a duration of 3 months per cohort/intake/cycle
- Main target group are adolescents and youth aged 10 to 24 separated into three groups (10-14, 15-17,18-24)
- Aim to target the most marginalised, at risk and vulnerable adolescents and youth identified across the Kingdom through outreach, social workers, referrals

Informal Education Standards				
STANDARD DEFINITION	Level 1	Level 2	Level 3	Level 4
Number of days IFE offered per week/subject	Class meets 1 day/week/subject	Class meets 2 days/week/subject	Class meets 3-4 days/week/subject	Class meets 5-6 days/week/subject
Number of students in a class	More than 40	30-40	25-30	20-25
Number of facilitators per IFE subjects per 20-25 students	One volunteer per subject	One facilitator per subject	One facilitator and one volunteer per subject	
Learning Materials	Learning materials available but not in use	Learning materials only in use by facilitator	Learning materials used by learners on a 1 x 1 basis	Learning materials used interactively by groups of learners
Delivery of content	Facilitator centered and not levelled	Facilitator centered and students are engaged – answer questions, on task; not leveled	Facilitator actively engages learners in solving problems and/or discussion; activities per mixed levels in session	Learner centered activities – Facilitator moves from learner to learner providing individual/group support based on leveled groups
Attractiveness of learning space	Walls unadorned	Walls adorned with non-education related materials	Walls adorned with education materials	Walls adorned with learner work AND education materials
Room arrangement	No furniture; learners on floor	Desks in rows	Desks in U-shape	Desks in groups and or tables allowing for student interaction
Technology	Little or no technology in use	2 or 3 computers available for use by facilitators	Computer lab available for use by learners	Computer lab, data show and screens available and in use to supplement learning
Learner records (intake assessment, progress reports, teacher observations)	No learner records available	Learner records available and used by administration – not by facilitator	Learner records available in classroom and used by teacher for lesson planning	Learner records available, used by teacher for planning and shared with learners and parents
Inclusive composition of session	Session accommodates only single nationality, single gender and no children with disabilities	Session accommodates mixed nationality only. Single gender and no children with disabilities.	Session accommodates mixed nationality and mix gender (where appropriate) and no children with disabilities.	Mixed gender (as appropriate), nationality and children with disabilities accommodated for in session.

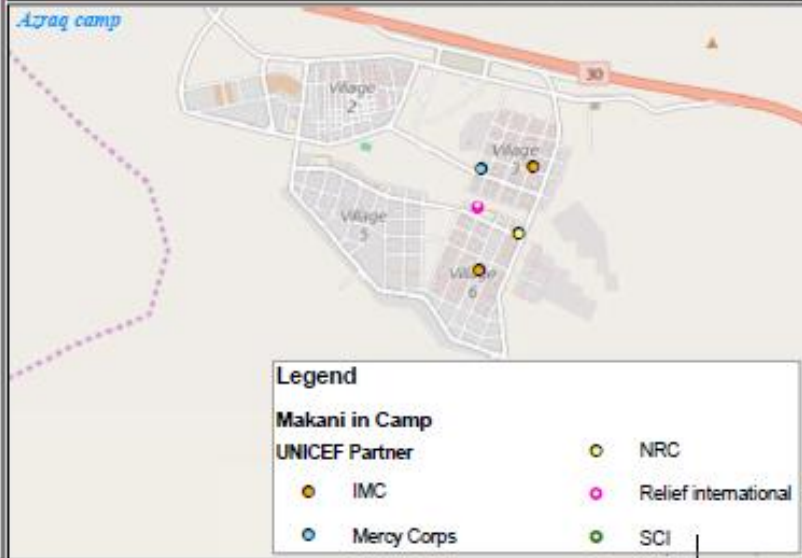
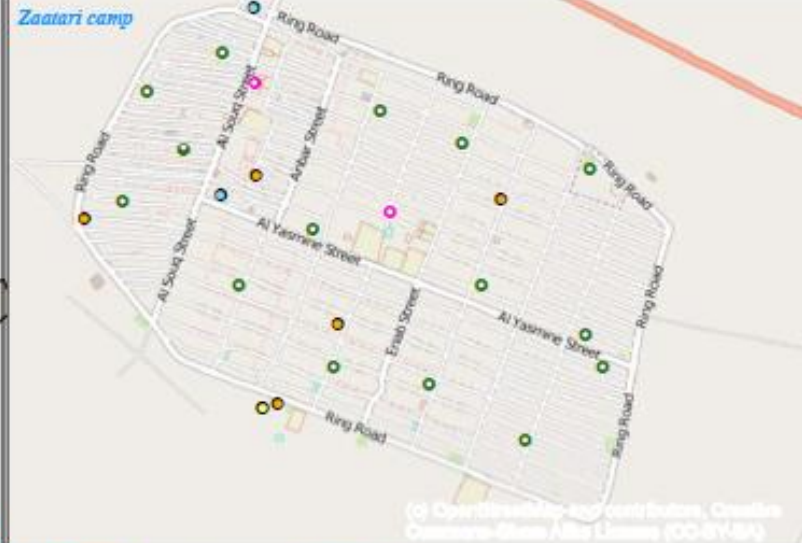
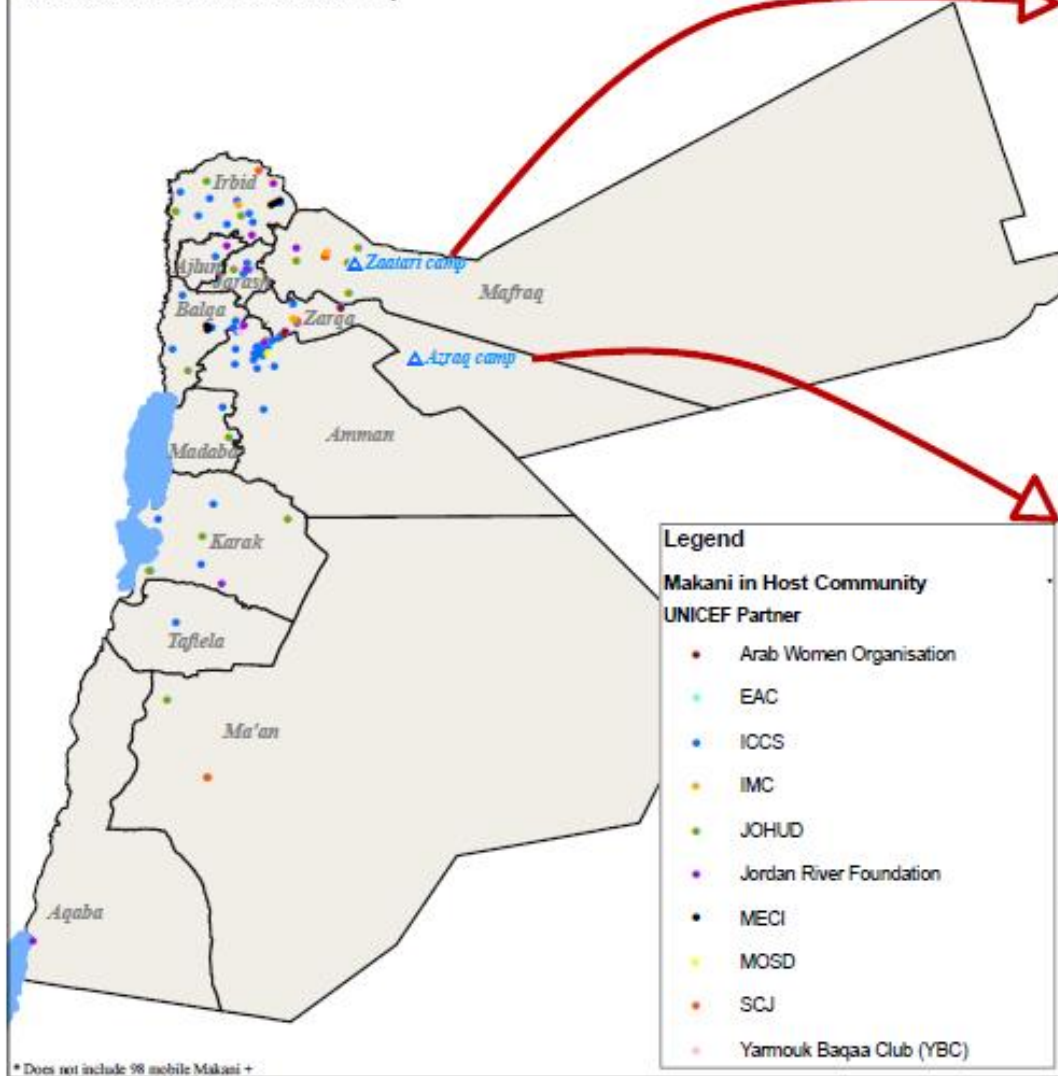


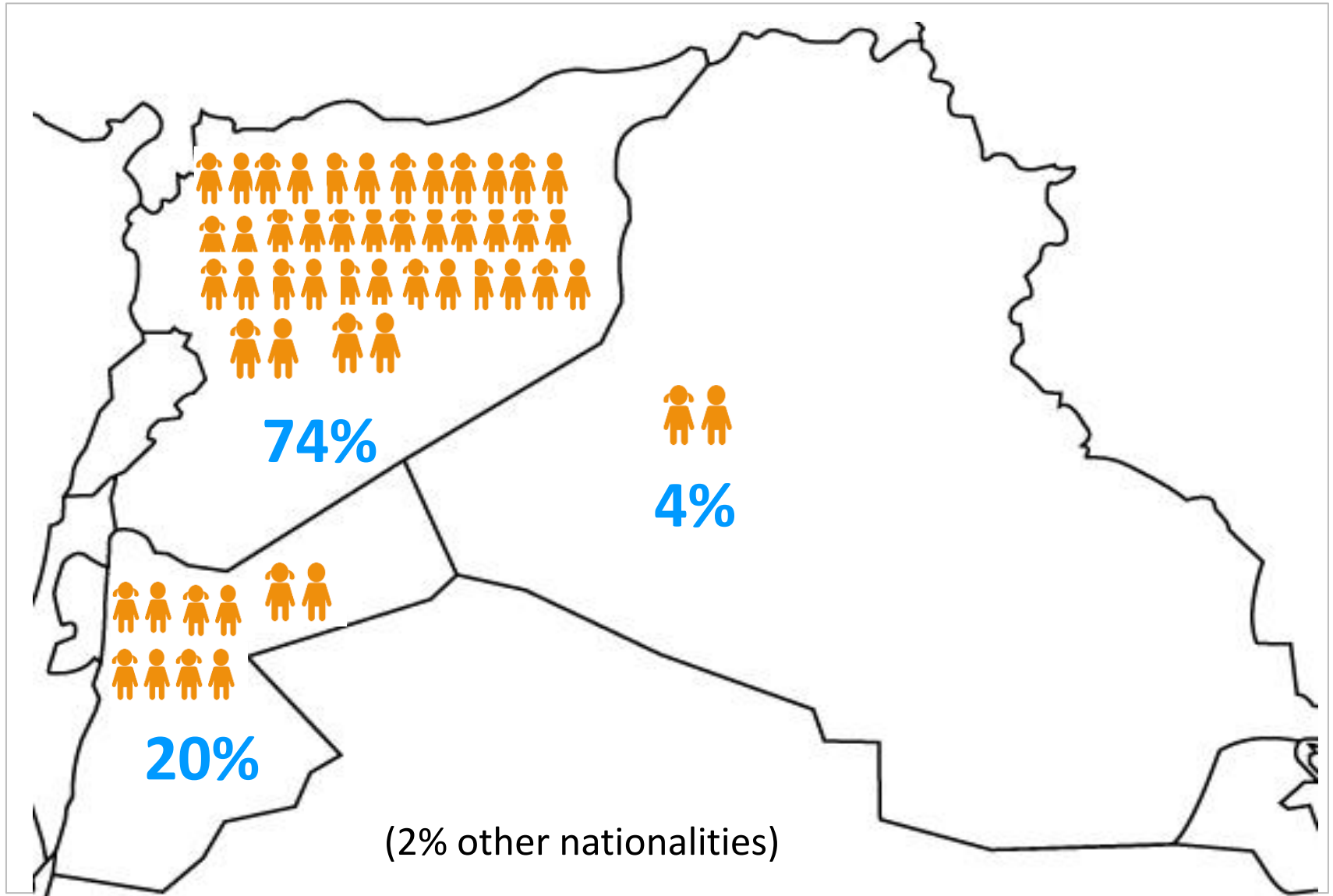
Centres by Location:

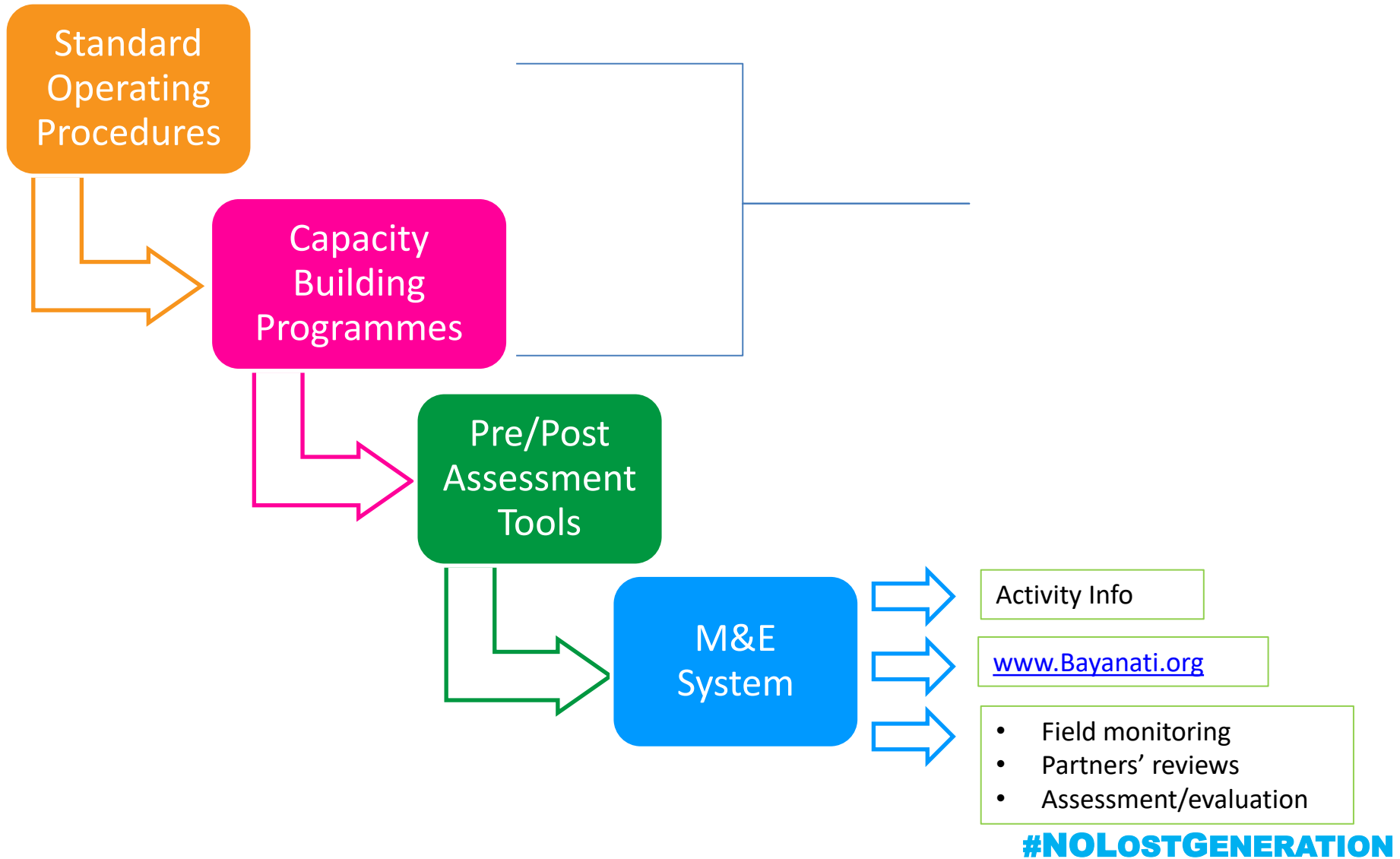
Makani centers in camps	31
Makani centers in host communities	129
Makani centers in ITS	88

Total number of partnerships: 20

Overview Makani centres in host community *







Makani

Performance Dashboard

- INTERNAL - 25 September 2016 -

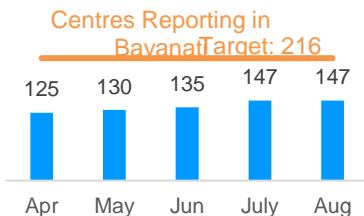


Overall Registration

Total centres: 216

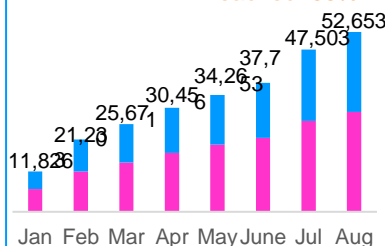
Children registered: 55,742

- 90% Syrians
- 10% Jordanians
- <1% Other
- 51% Females



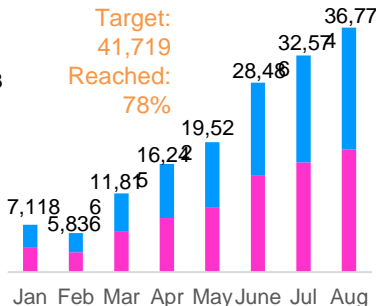
Life Skills

Target: 80,000
Reached: 66%



Informal Education

Target: 41,719
Reached: 78%



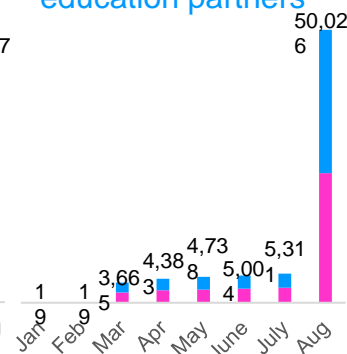
Referrals by education partners

15 of 26 Programme monitoring visits

81% closed Actions from Programme monitoring visits closed

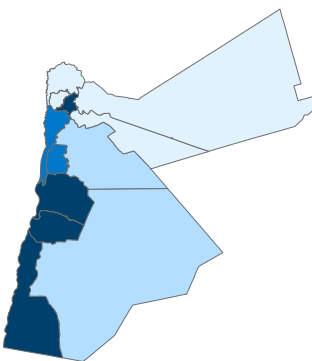
Partner review meetings held: 16

41% closed Actions from review meetings closed



Participation Coverage by Governorate

(as percentage of Syrian population)



Children registered:

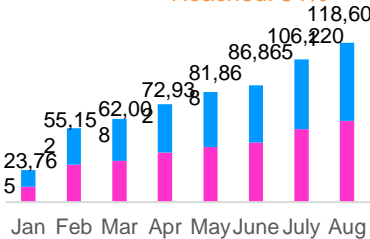
Ajloun	589	44% OOSC
Al Baqa	3,888	28% OOSC
Amman	12,975	31% OOSC
Aqaba	705	13% OOSC
Irbid	8,464	34% OOSC
Jeresh	2,238	17% OOSC
Kerek	3,239	15% OOSC
Ma'an	809	20% OOSC
Madaba	2,124	36% OOSC
Mafraq	7,471	36% OOSC
Talfeh	340	17% OOSC
Zarqa	3,197	36% OOSC

Coverage

- < 20%
- 20 - 30%
- 30 - 40%
- 40 - 50%
- 50 - 60%
- > 60%

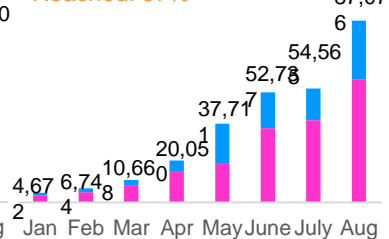
Psychosocial Support

Target: 218,284
Reached: 54%



Awareness Sessions

Target: 130,000
Reached: 87%



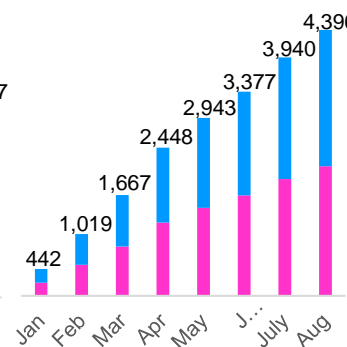
CP/GBV Referrals

17 visits HACT Programme monitoring visits

81% closed Actions from HACT Programme monitoring visits closed

Partner review meetings held: 5

73% closed 38 Actions from review meetings closed



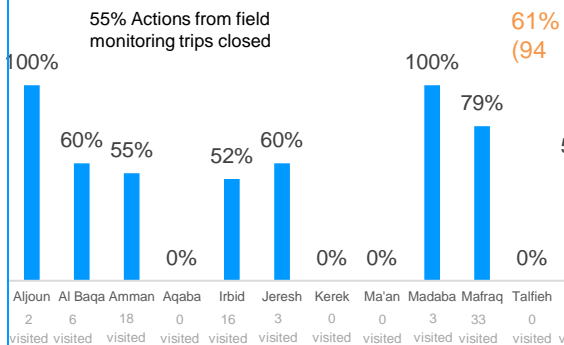
Participation by Camp

(as percentage of camp population)

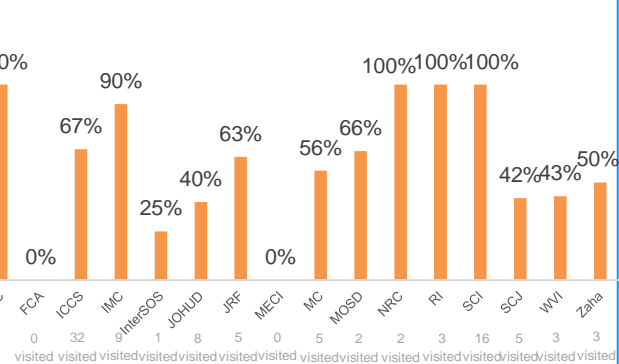
Za'atari: 7,429 children participating

Azraq: 2,274 children participating

Centres Visited by Governorate (2016)



Centres Visited by Partner (2016)



Rationalization Milestones

- X Joint Partner Review Meeting
- o Finalized mapping of centres vs vulnerabilities
- x New centres opened
- o Innovation Labs opened (lab in Village 5 launched)
- x New Makani Strategy finalized

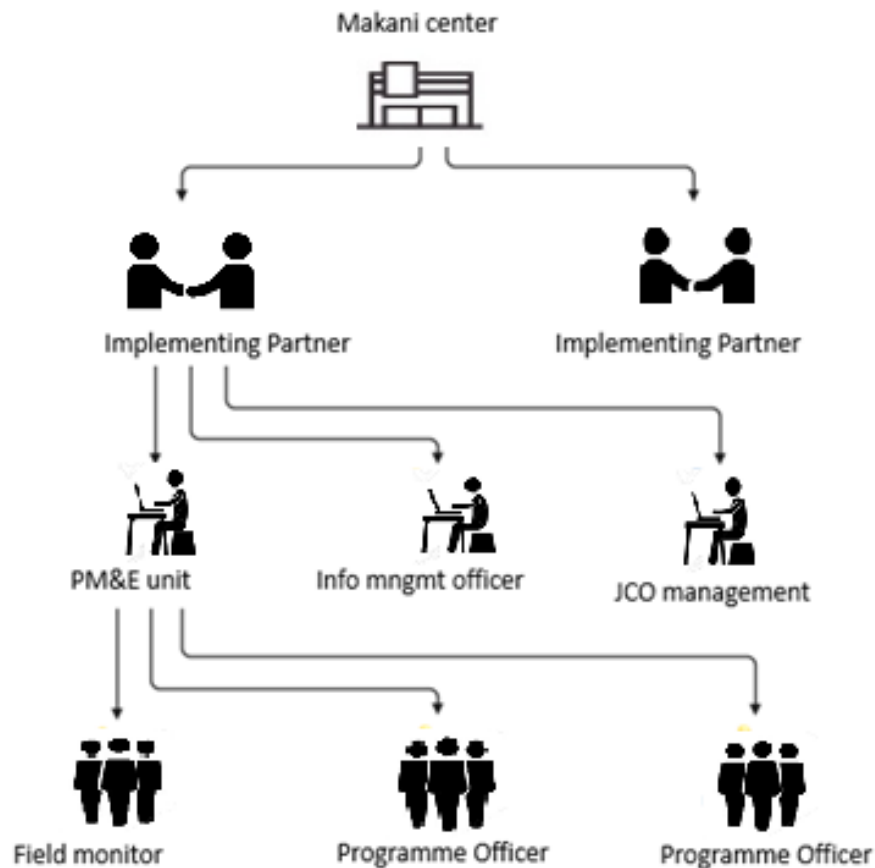
DATA ENTRY IN REAL TIME

Bayanati Software

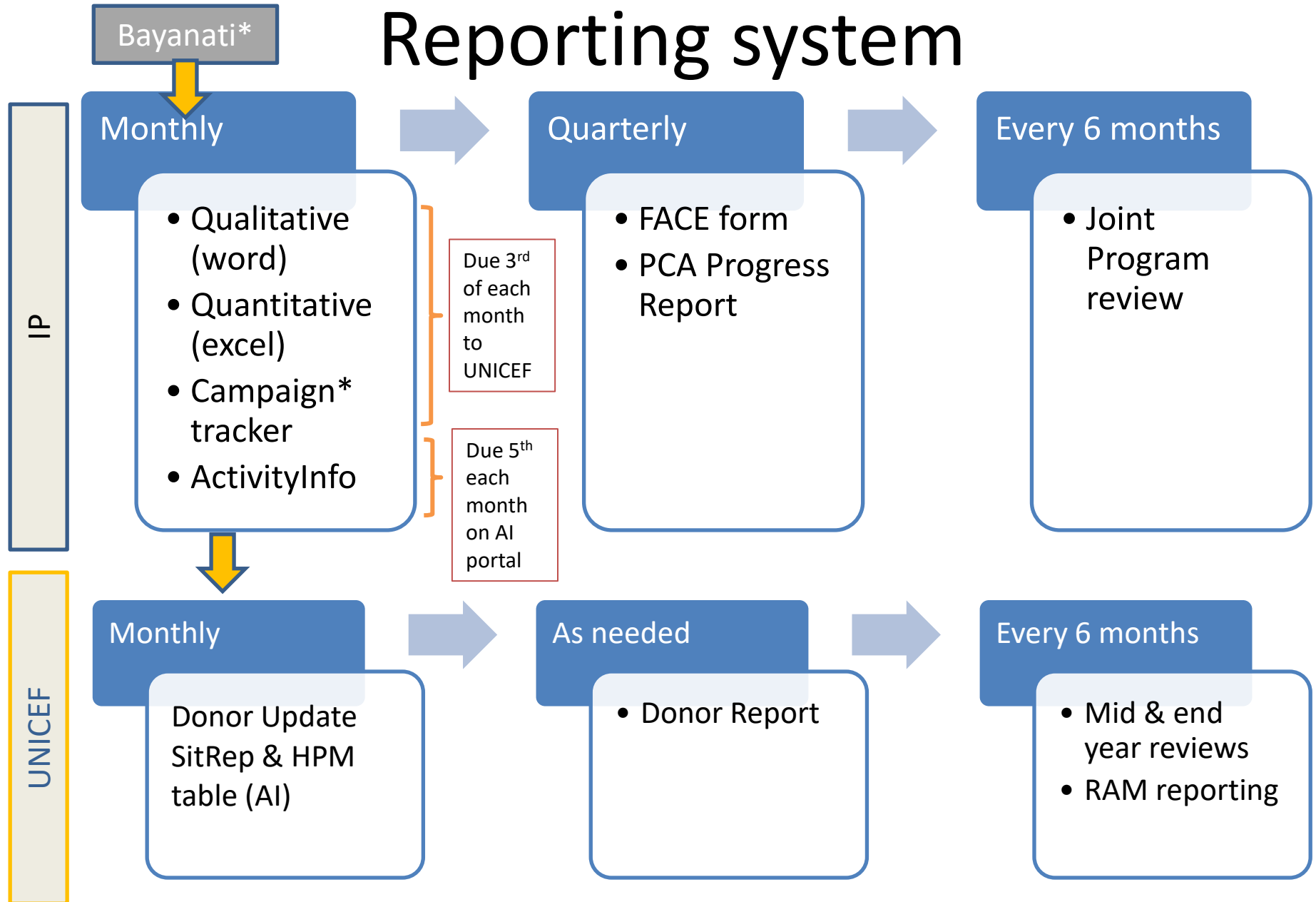
DATA QUALITY ASSURANCE

DATA ANALYSIS

FOLLOW UP



Reporting system



*Applicable for Makani partners

- ✓ **Target audience:**
- ✓ **Referrals to the specialized services**
- ✓ **High costs for providing transportation to children**
- ✓ **Infrastructure-related challenges**
- ✓ **Accessibility for children with disabilities**
- ✓ **Engagement of parents and community members in centers' activities**
- ✓ **Application of a Makani module in ITSs**
- ✓ **Achieving targets: are we realistic in setting those?**

- Build on **existing programmes/interventions** + adjusting based on **need/vulnerability assessments**
- Leverage **local resources** and **capacities**
- Align with **govt action plans**, systems and **humanitarian architecture**
- Innovate ways for hard-to-reach children and youth to access basic education, protection and skills to enable them to fulfil their rights: **“Children’s rights can’t wait!”**
- Management vision and drive is critical for any integrated programme to function successfully
- Having agreed operational procedures and programmatic guidance is critical including standardized package of services and templates
- Robust M&E system to complement existing tools and systems is important e.g. Bayanati
- Strengthen and utilize existing internal and external coordination platforms
- Active community engagement at all stages of programme implementation



Thank you!

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www.unicef.org/jordan

