



MUNESCO

Forum: GC2

Issue: The impact large amounts of migrants have on the education system, with a special focus on Jordan

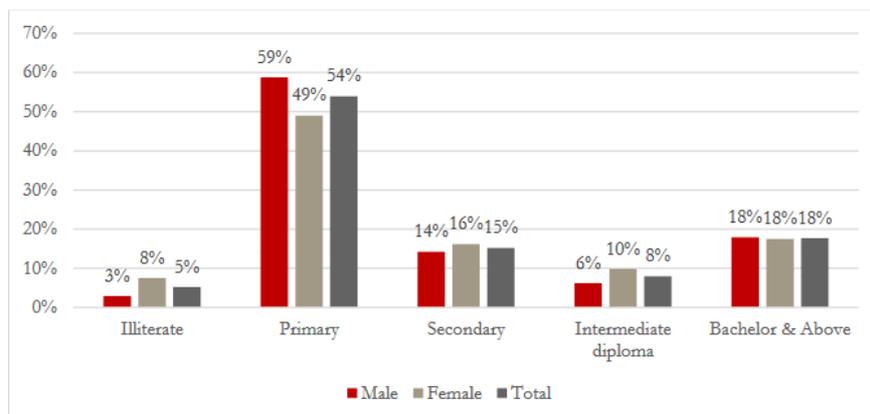
Student Officer: Muhammad Ilhan Zamir Khan

Position: Co-chair

Introduction

The Jordanian economy suffers from low economic growth rates due to the lack of available economic resources. In addition, Jordan's economy has been affected by crises, conflicts and wars in the region ever since 1948. The inflow of refugees to Jordan has played a key role in Jordan's increased total population. The migrants' and refugees' main countries of origin include Palestine, Iraq, Syria and Yemen 1. 31% of Jordan's total population consists of non-Jordanians. The majority of this population group are refugees living in camps or in host communities. A continuous increase to a total population of 10.5 million in 2018 hassled to more pressure on Jordanian economic resources and an increase in economic challenges.³ Among these challenges are the high youth unemployment rate, low labor participation rate, increased labor supply by refugees and foreign workers, and a shortage of available work opportunities.

The education and training system in Jordan offers various levels and pathways. It consists of basic and secondary education in schools (under the Ministry of Education), higher education at universities (under the Ministry of Higher education) and community colleges (under al-Balqa Applied University), in addition to the vocational training programs offered mainly by the public Vocational Training Corporation (VTC). The Jordanian population is relatively highly educated compared with the other countries in the region. Jordan also scores relatively high in terms of quality of education. Nevertheless, there are issues with the quality of education that the government is planning to address.



The government recently realized that the output of basic education serves as the input to the labor market, including technical and vocational training as well as higher education.

In the past few years, there has been a decline in the quality of education presented by Jordan, and the government has noticed it. Jordanian graduates may not be well enough for the labor



MUNESCO

markets expectations. Trends in International Mathematics and Science Study (TIMSS) results show that there is a decline in the results of an average Jordanian student, their scores are usually around 406 while other students from other countries score around 498

Definition of Key Terms

Migrant = A person who moves from one place to another, especially in order to find work or better living conditions.

Vocational Training Corporation = a governmental agency responsible for **vocational education** and **training**.

International Organization for Migration (IOM) = Intergovernmental organization that provides services and advice concerning migration to governments and migrants, including internally displaced persons, refugees, and migrant workers.

Background Information

The key problem which has led to the decline of education in Jordan is the poor pace of developments in the education sector; the educators lack sufficient expertise, the infrastructure is usually inadequate, there is a rapid increase in the number of students and the funding is unfortunately very limited and insufficient. The schools use an outdated education system, and parental and community engagement on education is limited. There is also financial insecurity leading to child labor and early child-hood marriage, indirect financial costs of entering schools such as for transport and books, as well as fear of bullying within the school system. Also some children don't have the necessary documentations for enrolling into a school, since most of these migrants come from war zones they lost everything.

The effects of displacement on people's psychological well-being have been studied from a number of theoretical perspectives, including "the psychology of place" and stress theories. Displacement involves a great deal of disruption to everyday life. People experience even moving house within the same town as stressful. There is a loss of attachment, routines and the ease associated with familiarity, and a need to orient the self in a new space, develop new routines, and a positive identity associated with the new locality. Displacement also creates a lot of time-consuming work. Refugees have to cope with the stresses associated with physical upheaval under the worst imaginable set of circumstances, without being able to prepare for it, often without hope of ever being able to return to their home place. This happens at a time when their personal, social and material resources are likely to be already exhausted. Different studies have shown rates of major depression in settled refugees to range from 10-40% and 5-15%, respectively. Children and adolescents often have higher levels with various investigations revealing rates of PTSD from 50-90% and major depression from 6-40%

Under humanitarian contexts, whether in camps, collective centers or home, often after a natural disaster or conflict, children are left to support their families, driving them out of the school system and depriving them of future possibilities. In these contexts, and in coordination with the Education Cluster and host governments, IOM ensures that their right to education is fulfilled, either by providing access, transportation, ensuring enrolment in local schools or paying the school fees. When schools are used as collective centers, IOM coordinates with governments and the Education Cluster to provide children with alternative spaces. At times, the Education Cluster sets up schools in camps, with the additional challenge of having to find teachers adequate to the public school curricula.



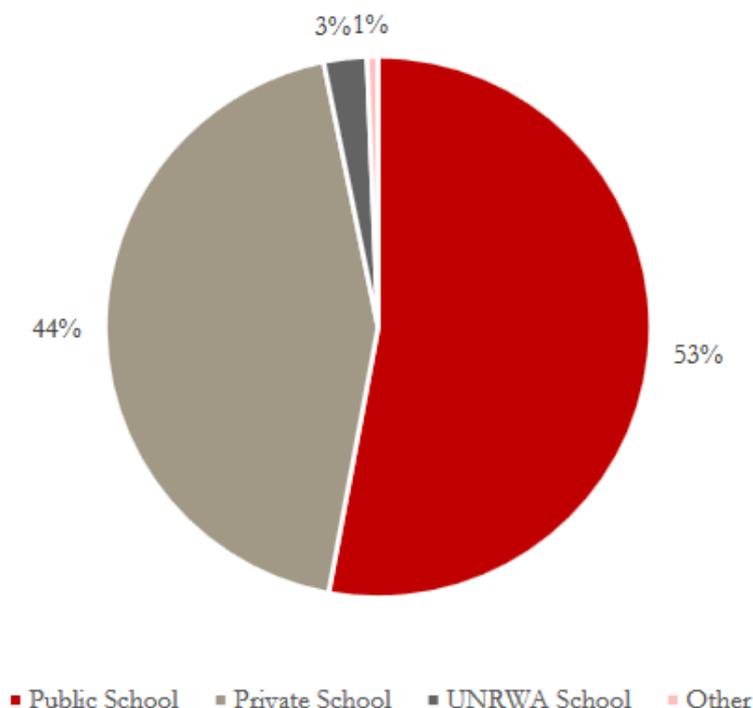
MUNESCO

More often than not, teachers are selected among the adult residents in the camp. Standard curricula for schools are not always possible to apply under these circumstances; however, the schools in camps are considered as a last resort and only for short periods of time.

Migrant children have specific vulnerabilities stemming from their limited life experience as well as physical vulnerabilities. IOM's advocacy role is to ensure these children are granted the assistance required and offer the possibility to participate in either formal or informal education and/or livelihood activities. Informal education for youngsters may include individual monitoring, improved life skills and psychosocial support.

If immigrants and natives are taught in the same classes, teachers of some subjects may slow the pace of instruction to accommodate non-native speakers. If immigrant students have previously had a low quality education, or if they had less education than their native classmates, teachers may lower expectations for these students. This is why teacher training is very important, the teachers need to be able to have a good pace in class and ensure that the non-natives can follow the lecture. Also the teachers have to be capable of giving aid to the migrants, most of the migrants come from under developed and at-war-countries, they ought to have mixed feelings such as worries, hate, sadness, depression and extreme frustration.

Another problem is that the education system is divided into private and public education systems. So, why is this a problem? Private schools provide a higher quality of education, with other essentials such as books, clothing and transportation to and from the school. But because they are more expensive than public schools, most of the people are forced to send their children to public schools, which are generally of poorer quality. The sheer number of these private schools is also an issue, there are about 3600 public schools compared to 3000 thousand private schools.



Education: School-based primary education is compulsory and free in public schools and consists of ten levels (grades). After a student has successfully completed the ten grades of primary education, they can join an academic or vocational track of secondary education



MUNESCO

or a vocational training program at one of the VTC's depending on his/her average grades. For each level of education and training, there is an accreditation body that ensures the required quality is in place. Primary education is the same for all students and consists of 10 grades. **Once students complete the 10th grade they have the choice to either go directly into the labor market or to continue with higher education.** When students choose to enroll in secondary education, consisting of grade 11 and 12, they can choose between the academic and the vocational stream. On average, **class units consist of 25 students, equally divided between male and female students. For every 16 students, one teacher is in place,** with the majority of the teachers being female. In total, **19.4% of the total population was enrolled in basic and secondary education.**

Secondary education lasts for two years and ends with students sitting for the national General Secondary Education Certificate (GSEC) examination (also called "Tawjihi"), which qualifies successful graduates to join public and private universities and community colleges, depending on their grades and resources. Students who attend two years in community colleges prepare for a national examination called "Al-Shamel" (the comprehensive one), which qualifies students to work in the public or private sectors or to join universities (under certain conditions) The rigorous General Secondary Education Certificate (GSEC) examination, or Tawjihi, determines whether students are qualified to go to university, at which public university they can enroll, and in which specialism they can major. In total, 101,730 students were enrolled in the 11th and 12th grade in the 2016-2017 academic year.

Timeline of Major Events

2020	The current net migration rate for Jordan is -4.976 per 1000 population, a 153.49% increase from 2019.
2019	The net migration rate for Jordan in 2019 was -1.963 per 1000 population, a 286.95% decline from 2018.
2018	The net migration rate for Jordan in 2018 was 1.050 per 1000 population, a 82.37% decline from 2017.
2017	The net migration rate for Jordan in 2017 was 5.955 per 1000 population, a 45.17% decline from 2016.

Major Countries and Organizations Involved



MUNESCO

Syria

As of November 2015, UNHCR reported that there are 4,289,994 **Syrian** "persons of concern" of whom 630,776 are registered as **refugees in Jordan**. There are about 1.8 million **Syrian refugees in Jordan**, only 20 percent are living in the Za'atari, Marjeb al-Fahood, Cyber City and Al-Azraq **refugee** camps.

Israel

More than 2 million registered Palestine **refugees** live in **Jordan**. Most Palestine **refugees in Jordan**.

UNICEF

UNICEF has a key role in Jordan, such as Implementing an innovative cash-transfer programme for families in the most vulnerable districts to enable them to enroll their children in KG2 and Enhancing social cohesion for all young people

UNRWA

The **UNRWA mission** is to help Palestine refugees achieve their full potential in human development under the difficult circumstances in which they live, consistent with internationally agreed goals and standards.

Previous Attempts to Solve the Issue

UNICEF is supporting the Government to build a more inclusive and accessible education system for all children. This includes making all public schools inclusive by 2028. To date:

- Over 1,600 Ministry of Education teachers have been trained to deliver inclusive education services inside public schools;
- Two model inclusive schools - designed and equipped so that every student, no matter their ability, can learn together - have opened;
- 4,000 children with disabilities have been supported to enrol in public schools and receive the assistance they need to attend regular classes and reach their potential over the last five years.

UNICEF supports quality preschool education and stimulating caregiving services for all children. This includes supporting the Government to achieve the universalization of Kindergarten (KG) 2 by 2025 through:

- Opening new KG classrooms in refugee camps and in community-based centers across Jordan and mainstreaming play-based and child-centered learning in the curriculum and teacher training;
- Strengthening the system for KG provision through a one-stop shop for licensing, quality assurance and capacity building of teachers and service providers;
- Implementing an innovative cash-transfer programme for families in the most vulnerable districts to enable them to enroll their children in KG.



MUNESCO

UNICEF's expertise in bringing together education, youth engagement and child protection programmes is helping to create a better learning environment for children and youth in Jordan, including:

- Scaling the capacity of the Ministry of Education to improve teacher performance and motivation to improve student learning;
- Supporting safe learning environments, including for children with disabilities;
- Enhancing social cohesion for all young people;
- Stepping up prevention, reporting and response to violence against children

The first major program to offer higher education scholarships to refugees of Syrian origin was DAFI in October 2013, with an initial 33 places offered and then continued in 2014 with 144 scholarships offered throughout the region.²⁶ Of this total MENA allocation, in Jordan 17 Syrians secured scholarships in 2013, a total of 57 in 2014, with 13 Iraqi and one Somali recipient. As of June 2015, 59 Syrian students were receiving DAFI scholarship in Jordan.

Possible Solutions

- Raise More funds for Jordan to spend more Money on their education sector
- Provide free Psychological aid for the children who are refugees and might have PTSD
- Make sure that the teachers have the skills to teach
- Give aid to the refugees settling in the country

Bibliography

<https://es.unesco.org/gem-report/sites/gem-report/files/Think%20piece%20-%20International%20migration%20and%20education%20-%20Tani%20-%20FINAL.pdf>

http://www.seo.nl/uploads/media/Annex_B_Jordan.pdf

<https://www.macrotrends.net/countries/JOR/jordan/net-migration>

<https://www.oecd.org/migration/forum-migration-statistics/2.B-3-Ahmed-A-Momani.pdf>

<https://www.unicef.org/jordan/education>

https://reliefweb.int/sites/reliefweb.int/files/resources/access_to_higher_education_for_refugees_in_jordan.pdf

<https://www.unhcr.org/dafi-scholarships.html>

<https://www.oecd.org/education/Helping-immigrant-students-to-succeed-at-school-and-beyond.pdf>



MUNESCO

<https://plan-international.org/jordan/education-jordan>

<https://www.educationcounts.govt.nz/publications/schooling/5463/chapter-5>

https://publications.iom.int/system/files/pdf/iom_migration_education_report.pdf

<http://www.nesse.fr/nesse/activities/reports/activities/reports/education-and-migration-pdf>

<https://refugeehealthta.org/physical-mental-health/mental-health/>

<http://reporting.unhcr.org/jordan>

https://www.unrwa.org/sites/default/files/about_unrwa.pdf

http://jo.one.un.org/uploaded/publications_book/1508663169.pdf