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Organización
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Организация
Объединенных Наций по
вопросам образования,
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منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

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Building partnerships and promoting innovative approaches,
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"Non-formal Education - Educating Drop-Outs"

Programme Name: Non-formal Education – Educating Drop-Outs
Implemented by: Questscope for Social Development in the Middle East, Jordan



"I will return to my community a changed person, and forgive everyone who has hurt me."- Khalil, age 15

Basic facts

Country: Jordan

Starting year: 2005

Outreach: approximately 283 children per year

Target Population: Drop-out children (age 13-18 for males, 13-20 for females)

Language of instruction: Arabic

Operating in: 12 schools (18 classes)

Facilitator/Beneficiary ratio:

Main Funding: European Union

Website: www.questscope.net

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Brief Description

Questscope's Non-Formal Education (NFE) programme uses dialogue as the guide to expand children's opportunities and reintegrate them back into mainstream society. In this holistic model, improvements in literacy are coupled with improvements in self-awareness, citizenship and preparation for competence to reach goals within the mainstream society.

Rationale

There are about 150,000 marginalised children aged 13-18 in Jordan. Their daily lives are characterised by the need to earn an income, exposure to dysfunctional families, violence and neglect, or repeated absences from school.

The failure of institutions and individuals - whose role is to protect these children and provide them with solutions - to take action has led to even greater vulnerability.

Objective

The overall objective of this project is to develop highly participatory environments that emphasize the educational rights of marginalized children in the department of Non-Formal Education in the Ministry of Education, in schools and neighbourhood catchment areas, and in a national governmental organization for vocational training. These transformed environments will be oriented to the aspirations, needs and ambitions of children/youth who are marginalised and enable to fulfil their right to education

Conceptual Model and Methodology

The model of the literacy programme is predicated on redefining three critical roles in the educational process: (1) the roles of child and community as citizen actors – active stakeholders in the learning process; (2) the role of delivery institutions (schools) as providers of services designed with stakeholders; and (3) the role of the regulatory body (Ministry of Education) as creator of the policy environment that rewards the efforts of children to gain educational certification and move forward into society.

The Non-Formal Education (NFE) programme breaks down into 3 levels – each level lasts for 8 months, and meets 5 days a week for 2 hours a day during the early evening. The main subjects of the NFE reading materials contain Arabic, Islamic culture, mathematics, health and the human body, social studies and vocational maturity. Specialized activities and sessions are also organised, aimed at rebuilding children's knowledge and attitudes, which open them up to new opportunities. The skills they learn are vocationally oriented and help marginalized children and youth to reach new levels of social and economic responsibility.

Innovative features

The use of Street Education Methodology (by Paulo Freire) and Participatory Education Methodology in order to enable the children and youth to change their attitudes and ethics.