ACCESS TO EDUCATION FOR SYRIAN REFUGEE CHILDREN AND YOUTH IN JORDAN HOST COMMUNITIES

JOINT EDUCATION NEEDS ASSESSMENT REPORT

EDUCATION SECTOR WORKING GROUP

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unicef

SUMMARY

More than three years on from the start of the crisis, Syrian refugees continue to flee their homes and seek safety in neighbouring countries. UNHCR Jordan had registered 605,719 Syrian refugees in Jordan at the time of data collection for this report,[1] with approximately 80% of the population residing in host communities according to estimations from the sixth Syria Regional Response Plan (RRP6). While pre-conflict figures once put Syrian child enrolment in formal school at over 95%[2], strong evidence suggest that this proportion was reduced drastically due to the conflict.

While the Jordanian government has taken considerable measures to accommodate the Syrian refugee influx, it has become clear to key stakeholders that Syrian refugee children are experiencing many barriers in accessing education, which are not fully understood. To address this gap in information, the Education Sector Working Group (ESWG) initiated a joint education needs assessment (JENA), with funding from UNICEF and technical support from REACH — the first to be undertaken in the Jordanian host community since the beginning of the Syrian crisis. The Education Sector Working Group (ESWG) in Jordan is a coordination forum in which all relevant stakeholders collaborate to support the public education system in current and future emergencies. The main priority of the group is to plan and implement a response strategy which ensures continued access to quality public education, in a safe and protective environment, for all vulnerable children.

This nationwide[3] assessment was designed by the ESWG, in close collaboration with the Ministry of Education JENA taskforce and the REACH/ACTED team to identify immediate priorities, challenges, needs and mitigation measures, with a particular focus on capacities and needs of Syrian refugee children aged 6-17[4], as well as exploring issues facing youth aged 18 to 24. A nationwide household survey was conducted to achieve a statistically significant sample of Syrian refugee households. In addition, 24 categories of key community stakeholder populations were identified and interviewed through focus group discussions (FGDs).

KEY FINDINGS

Formal education and population profile
- More than half of household members were aged less than 18 years (55%), which was reflected by a correspondingly high age-dependency ratio — with on average 1.66 dependents for every non-dependent.
- 19% of households were headed by women, who were almost twice as likely (17%) as male household heads (9%) to not have received any education at all.
- 61.6% of school-aged Syrian refugee children across Jordan were attending formal education, amounting to 63.5% of school-aged girls and 59.8% of school-aged boys.[5]
- The highest attendance rates were found across the younger age groups (6-11) in all governorates — 70% of boys and 70.4% of girls, compared to 47.2% of boys and 54.5% of girls aged 12-17.
- Both boys and girls had the highest attendance rates in Karak governorate (86.8% of boys aged 6-11, 84.3% of girls aged 6-11, and 65.9% of boys aged 12-17) except for girls aged 12-17 who had the highest attendance rates in Balqa governorate (63.5%).
- Both boys and girls had the lowest attendance rates in Aqaba governorate (54.7% of boys aged 6-11, 60% of girls aged 6-11, and 28% of boys aged 12-17) except for girls aged 12-17 who had the lowest attendance rates in Mafraq governorate (46.5%).
- The three most common reasons why children were not attending school were: never having attended school (which could render older children ineligible for formal schooling); not having resources to pay for

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school materials; and having to work to earn money for the household. Lack of appropriate documentation was also raised as a barrier during focus group discussions.

➢ Children in female headed households were found more likely to be attending school (70.4%) compared to children in male headed households (61%).The starkest difference was seen amongst boys aged 12-17, where only 44.7% of those who lived in a male headed household were attending school compared to 57.5% of those who lived in a female headed households. The smallest difference was found amongst boys aged 6-11, where 72.4% of those living in female headed households were attending school, compared to 69.3% of those living in a female headed household.

➢ Across all sex and age-groups, a positive association was found between the education status of the household head and the likelihood of children attending school.

➢ The later households arrived in Jordan, the less likely children were to be currently attending formal education, across all age groups.

Non-formal education[6]

➢ Children spoke positively about non-formal education centres in focus group discussions. Specifically boys highlighted how well they are treated by teachers and the flexibility of schedules while girls in particular highlighted the wide variety of activities.

➢ Safety is the largest concern for non-formal education students, with both boys and girls reporting facing harassment outside the centres, usually on their way to the NFE centres

Informal education[7]

➢ Most children interviewed in informal education settings reported that they attended informal education centres to complement formal education.

➢ Access to transportation to and from centres was the key issue raised by informal education students. Safety concerns did not feature as strongly here, with FGD participants largely reporting that they faced no particular safety and security issues when attending informal education.

Inclusive education – children with disabilities

➢ 3% of school-aged children sampled had at least one disability.

➢ Less than half (46%) of children with disabilities were attending formal education, with girls aged 6-11 twice as likely to be receiving a formal education (65%) compared to boys aged 12-17 (33%).[8]

➢ The most common disabilities were physical disabilities (36% of total disabilities), followed by visual disabilities (25%) and mental disabilities (19%).

➢ The most commonly stated reason for not attending formal education across all age-groups was that the school was not physically accessible.

Youth

➢ The main desires for the future expressed by youth (aged 18-24) in FGDs were to continue studying (9 mentions in boy FGDs and 13 in girl FGDs), go back to Syria (11 mentions in boy FGDs and 5 in girl FGDs), or obtain employment (3 mentions in boy FGDs and 5 in girls ones).

➢ Only 1% of households reported that household members aged 18-24 year were pursuing voluntary activities, however a quarter of youth consulted directly through FGDs indicated that they were using youth friendly spaces, and the vast majority expressed an interest in using them.[9]

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[6] Certified education services following MOE's NFE curricula (2 year course). The eligibility of students to NFE includes those who have missed at least 1 year of school or have never been enrolled in formal education in Jordan

[7] Educational activities that range from recreational activities to literacy numeracy, and life skills sessions. These educational activities are not certifiable by the Ministry of Education and not specifically bound to certain age or target group

[8] Since the sample was drawn from the overall population the number of children with disabilities is not high enough to enable generalisation of findings at any conventionally accepted level of statistical significance.

[9] See 'key education terms' table in the key findings section for definitions.

KEY RECOMMENDATIONS

Key recommendations that could be drawn from these findings include:

➢ More effort could be made to raise awareness about eligibility of students to attend formal schooling, to avoid students staying out of school due to the mistaken perception that they are not eligible.

➢ More effort could be made to arrange interim regulations that allow students to enter the formal schooling system temporarily with relaxed documentation, while awaiting formal documentation.

➢ Capacity of systems could be increased, through which families could be able to report difficulties experienced with the enrolment process, in line with the service already provided by Save the Children Jordan.

➢ Further training of teachers in psychosocial support and disability issues could be provided, along the lines of what has already been offered.

➢ Improving accessibility in schools, such as ramps and more inclusive WASH facilities, could allow more children with disabilities to attend school.

➢ Awareness raising and campaigns against bullying and the creation and expansion of safe spaces for youth — such as youth centres near school property — may help create a more welcoming school environment.

➢ NFE centre facilitators should be encouraged to discuss attendance issues, NFE centre activities, and NFE centre education mission with parents — especially parents of girls — to relax fears and enhance understanding of alternative education choices.

Syrians in Jordan are struggling with a variety of issues which create barriers to enrolment attendance and retention. Yet Syrian children may one day be looked upon to rebuild Syria after the war, rendering their attainment of education of crucial importance. Improving attendance rates is essential to avert a generational gap in the education of Syrian refugees which could set the country back years in recovery efforts. It is hoped that the high level of stakeholder input on the research design of projects will translate into high stakeholder buy-in as the Education Sector Working Group moves from the assessment phase into phases of advocacy and programme implementation.

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REACH operates under ACTED in Jordan and is a joint initiative of ACTED, IMPACT Initiatives and the UN Operational Satellite Applications Programme (UNOSAT). REACH was established by ACTED in 2010 to strengthen evidence-based decision making by aid actors through efficient data collection, management and analysis before, during and after an emergency. This contributes to ensuring that communities affected by emergencies receive the support they need. All REACH activities are conducted in support of the Government of

Jordan and UN partners, for the development of the Jordan Response Plan, and are within the framework of interagency aid coordination mechanisms.

GEOGRAPHICAL CLASSIFICATIONS

Governorate   The highest administrative boundary below the national level. Jordan has 12 governorates.

District   Governorates are divided into districts. There are 51 districts in Jordan.

Sub-district   Sub-divided into sub-districts, of which there are 89 in Jordan.

LIST OF ABBREVIATIONS/ DEFINITIONS

ALP	Accelerated Learning Programme
CBO	Community-based Organization
CFSME	Comprehensive Food Security Monitoring Exercise
ESWG	Education Sector Working Group
FGD	Focus Group Discussion
IFE	Informal Education
INEE	Inter-Agency Network for Education in Emergencies
INGO	International Non-governmental Organization
JENA	Joint Education Needs Assessment
JOD	Jordanian Dinar
MoE	Ministry of Education
NFE	Non-formal Education
ODK	Open Data Kit
PTA	Parent Teachers' Association
PTSD	Post-traumatic Stress Disorder
QRTA	Queen Rania Teacher Academy
RRP6	Regional Response Plan 6
UNESCO	United Nations Educational Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Emergency Fund
USD	United States Dollar
WFP	World Food Programme

INTRODUCTION

As of July 2014, UNHCR Jordan had registered 605,719 refugees from Syria in Jordan.[10] The 2014 Syria RRP6 estimated that 80% of refugees were residing outside of camps, with the highest concentrations of refugee populations found in northern and central Jordan.[11]

In March 2013, approximately 30,000 Syrian refugee children were enrolled in formal schooling across Jordan.[12] The figure climbed to 83,000 in late September 2013, accounting for 44% of all Syrian children registered with UNHCR.[13] For the 2013/2014 school year, approximately 100,381 Syrian students were enrolled in formal schooling across Jordan, according to MoE figures.[14] However the present assessment has confirmed what other studies have identified previously[15][16]; that around a third of school-aged Syrian children are not attending formal schooling. Key stakeholders tasked with ameliorating the issue of Syrian refugee education in Jordan include the Government of Jordan, notably the Ministry of Education (MoE) which oversees the education system serving Syrian refugees, in addition to members of the Education Sector Working Group (ESWG) co-chaired by UNICEF and Save the Children. The Education Sector Working Group (ESWG) in Jordan is a coordination forum in which all relevant stakeholders collaborate to support the public education system in current and future emergencies. The main priority of the group is to plan and implement a response strategy which ensures continued access to quality public education, in a safe and protective environment, for all vulnerable children. ESWG members include UN agencies; several international and national non-governmental organizations (INGOs; NNGOs); and Community Based Organisations (CBOs).

The ESWG initiated the present joint education needs assessment (JENA), after identifying key information gaps across education systems accessed by the Syrian refugee population. No nationwide thematic assessment focusing on education had been carried out in Jordan since the onset of the Syrian crisis in Jordan, although a Joint Education Needs Assessment (JENA) was conducted in 2013 in Za'atari refugee camp. Information gaps concerning Syrian refugee children in host communities included: estimations of current numbers of school attendance; dropout rates; primary reasons for dropping out and not attending; and general barriers to education. Furthermore, the JENA was tasked with clarifying refugee perceptions about education quality and with identifying ways to strengthen community participation in education. Information was overall found to be lacking across three overall educational contexts in Jordanian host communities – formal, informal and non-formal. In addition, key information gaps concerning youth aged 18-24 were identified, including what voluntary, social and civic activities Syrian youth prefer and participate in.[17]

This nationwide[18] assessment was designed by the ESWG, in close collaboration with the Ministry of Education JENA taskforce and the team to identify immediate priorities, challenges, needs and mitigation measures, with a particular focus on capacities and needs of Syrian refugee children. The overall objective of the JENA in closing the information gaps outlined above was to identify and reduce education barriers and thus facilitate Syrian children in returning to school in Jordanian host communities. Through the JENA, the ESWG therefore aimed to identify immediate education priorities through an analysis of the capacities and needs of Syrian refugee children aged 6–17 and to take a first step towards identifying the specific priorities, challenges, needs, and mitigation measures affecting young people aged 18-24.[19] This assessment report will outline key findings across formal, informal, non-formal and inclusive education contexts for Syrian refugee children in Jordan, as well as exploring topics related to youth. The assessment consists of a quantitative household survey which is contextualised with the aid of qualitative data collected through focus group discussions across all governorates of Jordan.

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[10] UNHCR Syria Regional Refugee Response Information Sharing Portal, note 1 *supra*

[11] UNHCR, *Syria Regional Response Plan – Jordan,* 2014, available at: http://www.unhcr.org/syriarrp6/docs/syria-rrp6-jordan-response-plan.pdf (accessed August 13, 2014).

[12] Ibid.

[13] UNHCR, note 11 *supra*

[14] Ministry of Education, *School Year 2013/2014 Enrolment of Syrian refugee children in Host Communities, Department of Planning*, June 2014

[15] UNICEF, *Syrian Refugee Children in Jordan: Assessments Desk Review*. Rep. Amman: UNICEF Jordan Country Office, 2013

[16] Syria Needs Analysis Project, *Jordan Baseline Information*, January 2014

[17] Joint Education Needs Assessment - Terms of Reference

[18] A full sample could not be achieved in Ma'an governorate due to insecurity which limited access for data collection teams.

[19] Joint Education Needs Assessment - Terms of Reference

SECONDARY DATA REVIEW

Prior to the Syrian crisis, the Government of Jordan (GoJ) was investing heavily in its public school system. Jordan's public schools performed well compared to other middle-income countries in the MENA region – enrolment and attendance rates in public schools exceeded 95% before the crisis.[20] From the onset of the Syrian crisis, the Jordanian government welcomed Syrian refugees into the public school system and the number of children enrolling in Jordanian public schools swelled. Efforts made by the GoJ to provide an education to Syrian refugee children are framed by the National Resilience Plan (NRP), which focuses on long-term strengthening of the education system and the Regional Response Plan (RRP), which focuses on the short-term humanitarian response. All activities under the RRP are in line with the "No Lost Generation" initiative, which focuses on the long-term effects of the crisis on Syrian children. Direct budget support provided under the RRP has assisted the GoJ in covering the cost of salaries for teachers and tuition fees for children.[21]

UNICEF estimated an increase in the number of Syrian children enrolled in formal schooling in Jordan from 42,098 in April to 82,232 in September 2013.[22] This rose to 85,493 as of October 2013 according to the Jordanian government.[23] In December 2013, there were an estimated 90,000 children out of school, of who 30,000 were eligible and 60,000 not eligible for formal education.[24]

A report by International Relief and Development (IRD) and UNHCR in November 2013 estimated that 39% of Syrian children in Jordan were attending school.[25] This stood in stark contrast with pre-crisis attendance rates amongst children inside Syria, where 100% of male and 98% of female school-aged children were attending regularly. At secondary school level, 67% of both male and female students attended.[26]

Even though less than half of Syrian students were estimated to be attending school in Jordan in 2013, those who did contributed to overcrowding in 41% of Jordanian public schools in the governorates of Amman, Irbid, Mafraq, and Zarqa according to the GoJ.[27] A UNHCR report in the same year indicated that some refugees who tried to enrol in public schools were not able to due to lack of space. As a result of overcrowding, the Jordanian education system is strained, leaving teachers with diminishing time to devote to each student, thus compounding the already difficult cultural and psychological transition Syrian that students face as they enter schools in Jordan.[28]

REASONS FOR LOW FORMAL ATTENDANCE RATES AMONGST SYRIAN CHILDREN

Several, often inter-linked, reasons for low formal attendance rates amongst Syrian children have been identified by previous studies, including: challenges in adjusting to the Jordanian curriculum; inability to catch up after missing months (sometimes years) of school; cost of education; cost of living; employment to generate household income; accessibility issues; and the environment or capacity of the school.[29]

> **REASONS FOR LOW ATTENDANCE:**
> ➢ Found it hard to adapt to curriculum
> ➢ Inability to catch up after missing school
> ➢ Do not have the resources to spend on school
> ➢ The school is overcrowded.

The IRD/UNHCR report from 2013 found that adjusting to the Jordanian curriculum was a challenge for Syrian children, particularly for those that had missed some schooling.[30] Support to assist them in catching up, through services such as remedial classes, were not widely available in Jordanian schools. Syrian refugee children arriving in Jordan have, in many cases, been out of school for several months or years. Some Syrian children never enrol

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[20] Ministry of Planning and International Cooperation, note 2 *supra*
[21] UNHCR, *Regional Response Plan 6 Mid-Year Review*, Jordan, 2014
[22] UNICEF, note 16 *supra*
[23] Ministry of Planning and International Cooperation, note 2 *supra*
[24] UN, *National Resilience Plan, 2014-2016*, January 2014
[25] IRD / UNHCR, *Syrian Refugees Living Outside Camps in Jordan*, 2013
[26] UNESCO, *EFA Global Monitoring Report*, Rep. Paris. 2014.
[27] Ministry of Planning and International Cooperation, note 2 *supra*
[28] UNHCR*, The Future of Syria: Refugee Children in Crisis*, November 2013
[29] IRD / UNHCR, note 26 *supra*
[30] Ibid.

and attend school after arriving in Jordan. This is partly due to the fact that students, until recently, could only enrol in formal education provided that there was no more than a 3-years-age difference between them and other students in the grade to which they are admitted.[31] If the difference was wider than 3 years they were essentially not eligible to enrol for schooling. However, eligibility cannot be considered the sole barrier to enrolment and attendance. As of June 2014, less than 45% of Syrian children (43,791 girls and 41,740 boys) who were eligible for formal public schools were enrolled.[32]

Cost of education and cost of living

Although the Jordanian government provide primary and secondary education free of charge to all students in Jordan, families bear auxiliary costs, which one study found amounted to an average 27 JOD per household per month. These include transportation and education materials, such as books, clothing, and stationery.[33]

Kindergarten does not current have the same amount of government support at primary and secondary education in Jordan. Approximately one third of Jordanian children are reported to attend kindergarten[34]. Amongst these, 88% attend private kindergarten.[35] While public kindergarten remains available to some (through the government and NGOs), the fact that the vast majority of kindergarten attending students are at private institutions highlights a relative inaccessibility for Syrian refugee children, whose families may not be able to afford school fees.[36] This puts Syrian students at a disadvantage; they are more likely to lack a foundation when they enter the first grade.

Syrian households may face difficulties in covering expenses of education and other basic needs due to several factors. For those accessing employment, wages have fallen, partly driven by the influx of refugee workers –while rents have risen, again driven by a population increase that has surpassed the provision of affordable housing. For Syrian households, as expenses have increased and incomes fallen, humanitarian assistance that have been relied on by many, has simultaneously been decreasing.[37] Syrian households are reported to be resorting to reliance on children to contribute to household incomes to cover basic needs such as rent. One study found that 47% of Syrian households reported that at least a portion of their income was earned by a child.[38]

Although particularly lower-income Jordanian households are likely to be similarly affected by rising rents and falling wages, child labour has been found to be more common among Syrian than Jordanian children; one study has found that over five times as many Syrian children are engaged in child labour.[39] This amounts to an estimated 30,000 (16%) Syrian children in Jordan that are engaged in child labour, a proportion that is four times higher than before the crisis.[40] The governorates with the highest percentages of child labour are Balqa (42%), and Ghor/Jordan Valley (41.75%). This can be attributed to the availability of seasonal work, driven by the relatively large agriculture sector in the governorates.

Problems with capacity of schools

Lack of accessibility, hostile environment, and low capacity of some schools has also reportedly prevented Syrian children from enrolling in formal public schools in Jordan. Jordanian schools have also been reported to lack the resources to fully support the refugees. Some schools are already operating at full capacity, amounting to 120 schools in 2013, and cannot financially afford to implement a two-shift system to increase capacity.[41]

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[31] The difference is calculated based on the average date of birth of the students in that grade (from 1 January to 31 December) and the admission age in the first grade as a base year.
[32] UNHCR, note 22 *supra*
[33] UNICEF, note 16 *supra*
[34] Creative Associates, *Jordan Education Reform Support*, 2011
[35] USAID, *Jordan Fiscal Reform Project*, 2011.
[36] USAID, *Kindergartens' Policies Review Report in the Ministry of Education in Jordan*, 2011.
[37] UNICEF, note 16 *supra*
[38] Child Protection and Gender Based Violence sub-working Group in Jordan, *Interagency/UN Women Assessment of Gender-Based Violence and Child Protection among urban Syrian refugees in Jordan, with a focus on early marriage*, 2013
[39] UNICEF Education Section & Save the Children Jordan*, Comprehensive Outreach Assessment on Education Needs of Syrians in Ghor and Irbid*, 18 Feb – 20 Mar 2013.
[40] Jordan Times, 'Rising number of working Syrian children hinders efforts to combat child labour', 11 June 2013, available at: http://jordantimes.com/rising-number-of-working-syrian-children-hinders-efforts-to-combat-child-labour
[41] UNHCR, Syria Regional Response Plan 6: Jordan 2014.

Syrian students who are eligible for schooling sometimes enrol before deciding to drop out. In addition to the difficulty in adjusting to the Jordanian curriculum, as mentioned above, Syrian students living outside refugee camps also cited long distances to schools. Others feared discrimination from both students and teachers in Jordanian schools and some reported leaving school after experiencing sexual harassment or violence.[42]

CHILDREN WITH DISABILITIES[43]

In October 2013, a UNICEF desk review estimated that up to 10% of Syrian refugee children may be living with a disability (physical, mental, or sensory) across the region,[44] which was largely in line with WHO global findings[45] as well as UNHCR data collected in the region in September 2013.[46] Children with disabilities face considerable barriers in obtaining an education, including attitudinal barriers with parents; physical barriers associated with accessibility at school; and lack of services and trained staff.

While data on school attendance amongst Syrian refugee children with disabilities living in Za'atari refugee camp in Jordan is available, no data could be located on Syrian refugee children with disabilities in host communities. If the trend in host communities is similar to that of Za'atari, Syrian children with disabilities are likely to have lower levels of school attendance than children without disabilities.[47]

Although the present JENA will attempt to shed light on access to education by children with disabilities, the sample was not drawn specifically from children with disabilities, hence the number of children encountered with disabilities during the assessment is not large enough to generalise findings with confidence to children with disabilities overall. Further research is recommended, targeting children with disabilities in particular, to generate quantifiable findings on this vulnerable group of children.

EDUCATION PROGRAMS IN JORDAN

Following the influx of refugees into Jordan, the Ministry of Education (MoE) of Jordan, UN agencies, INGOs, and NGOs introduced programs to address the gaps in Syrian children's education caused by the war. The Government of Jordan has prioritised education in their refugee response since the onset of the Syrian crisis. From 2011 to 2013 the MoE budget increased by 17%, with the bulk of this spent on primary and secondary education.[48] To accommodate the increase in the number of students as a result of the Syrian crisis, the Jordanian government have opened 98 double-shift schools.[49] The total proportion of students attending double-shifted schools rose from 7.6% in 2009 to 13.4% in 2014[50]. The number of double-shifted schools is expected to continue to increase.[51]

In particular, MoE and UNICEF are working with partners in host communities and camps to provide alternative education to students that are no longer eligible to enrol in public school, which were estimated at over 77,000 as of the RRP6 Mid-Year Update in June 2014.[52] The RRP6 Mid-Year Update also highlighted that there are currently 51 non-formal education centres that serve children and youth. These centres have programmes certified by the Jordanian MoE and have accelerated learning courses which allow children to obtain a qualification equivalent to the 10th grade certificate.

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[42]UNICEF, note 16 *supra*

[43] Children with disabilities is defined as, "those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others". Children with chronic illness and injuries were also included in this report.

[44] UNICEF, note 16 *supra*

[45] According to the World Health Organization (WHO), around 10 per cent of the world's children and young people, some 200 million, have a sensory, intellectual or mental health impairment. Specialists, however, agree on a working approximation giving a minimum benchmark of 2.5 per cent of children aged 0-14 with self-evident moderate to severe levels of sensory, physical and intellectual impairments. An additional 8 per cent can be expected to have learning or behavioural difficulties, or both.' as used by the Convention on the Rights of Persons with Disabilities.

[46] UNHCR, *Needs, Gaps and Targets-Presentation at the Regional Response plan workshop 2013-provisional results*, Sept 2013

[47] UNICEF, *Shattered Lives: Challenges and Priorities for Syrian Children and Women in Jordan*, Jordan, June 2013. This was supported by preliminary data from Handicap International, as reported in Education Sector Working Group, Joint Education Needs Assessment, Za'atari Refugee Camp, Jordan, April 2013.

[48] UN, note 25 *supra*

[49] UNICEF, *Syria crisis monthly humanitarian situation report*, April 2014

[50] Ministry of Planning and International Cooperation, note 2 *supra*

[51] UNHCR, note 22 *supra*

[52] Ibid.

METHODOLOGY

A mixed methods approach was used to implement this Joint Education Needs Assessment (JENA), consisting of a nationally representative quantitative household survey, supplemented by nation-wide focus group discussions. The overall objective was to explore topics related to **formal**, **informal** and **non-formal education** for Syrian refugees in Jordan, as well as issues relevant to **children with disabilities** and **youth**. Methodology and questionnaires were developed in close partnership with the JENA taskforce within the ESWG. Questionnaires were based on indicators developed using the Inter-Agency Network for Education in Emergencies (INEE) minimum standards.

SAMPLING

Quantitative data was collected to assess Syrian refugee children living in Jordanian host communities, with a focus on school-aged children, yielding a nationally representative **sample of 4,742 household interviews and 9,085 school-aged children**.[53] The target sample size aimed for a 95% level of confidence and a 5% margin of error on the governorate level, a conventionally used benchmark in the humanitarian and social research community[54], which was achieved for all governorates except four.[55] The sample was stratified by district level to ensure representation of refugees across districts within each governorate, with a target of 90% confidence level and 10% margin of error at the district level.[56]

The formula used to calculate the sample size – and estimate confidence level and margin of error once data was collected – was first outlined by Krejcie and Morgan in 1970 and has been widely used in social research (3,313 known citations).[57] It is described as follows:

$$n = X^2 \times N \times (1-P) / (ME^2 \times (N-1)) + (X^2 \times P \times (1-P))$$

Where:
n = Sample size
X^2 = Chi-square for the specified confidence level at 1 degree of freedom
N = Population size
P = Population proportion (assumed to be 0.5 to generate maximum sample size)
ME = desired Margin of Error (expressed as proportion)

District and governorate level registered refugee figures were used to calculate the target sample size. The overall Syrian refugee population numbers by district is not publicly accessible but was estimated using anonymised registration data from December 2013, obtained via the World Food Programme (WFP) during a previous assessment (the Comprehensive Food Security Monitoring Exercise).[58] This was the most accurate data source for the geographical distribution of refugees at district level that was available at the time of the assessment.[59]

The aim to sample from every district hosting Syrian refugees was achieved in all cases except one – Ma'an City, which could not be accessed at the time of data collection due to security reasons.

Quantitative sampling was conducted as follows:

- For each district, three sources of information were used to map all communities hosting Syrian households:

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[53] 69 interviews were excluded during the data cleaning process for containing inconsistent or contradictory information, reducing the sample from 4812.
[54] Used for example in UNICEF Multiple Indicator Cluster Surveys: http://www.childinfo.org/mics3_manual.html
[55] These were Balqa, Aqaba, Madaba and Ma'an governorates – please see Limitations section for details on increased margin of error in these governorates.
[56] For areas with very small refugee populations, target sample sizes were combined for two districts to reach the overall confidence level of 90% and 10% margin of error for two districts at a time. This did not affect the governorate level significance of findings, which was the level of analysis.
[57] Krejcie and Morgan, *Determining Sample Size for Research Activities*, 1970, Educational and Psychological Measurement, 30, pp. 607-610,
[58] WFP and REACH Initiative, *Comprehensive Food Security Monitoring Exercise (CFSME), Syrian Refugees in Jordan*, July 2014, available at: http://reliefweb.int/sites/reliefweb.int/files/resources/WFPCFSMEJuly2014_0.pdf
[59] Latest UNHCR registration figures could have been used as an alternative basis for estimating district level sampling size targets. However, access to this data had not been granted to REACH and was therefore not possible to consider.

- o Updates obtained from a network of 1,094 Syrian key informants that was first established in 2013;
    - o Consultations with community leaders and members;
    - o Consultations with local implementing agencies.
- Once areas with refugee populations were identified, systemised random sampling was used to select the targeted number of households for interview, a process which was supervised by field team coordinators.[60]
- In the event of non-response by a household, the data collector proceeded to visit the next household, this occurred with roughly 1% of selected households.[61]

The sampling was conducted at household level. Children assessed through these interviews are mapped on the next page, outlining the number assessed by district and governorate with resulting confidence level and margin of error.

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[60] Randomised sampling in the field is a commonly used approach when no complete listing of the overall population is accessible: UNICEF, *Rapid Assessment Sampling in Emergency Situation*, 2010, available at: http://www.unicef.org/eapro/Rapid_assessment_sampling_booklet.pdf
[61] Revisits were not possible given the scope and time-frame of data collection.

Map 1: Sampling – Number of Syrian children assessed by governorate and statistical significance

Number of children refugees aged 6 to 17 years* (per governorate)

10,000
5,000
1,000
100

Households interviewed

Number of children 0 - 17 represented by district

- 3 - 67
- 68 - 95 (90/10)
- 96 - 384 (95/10)
- more than 385 (95/5)
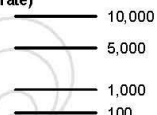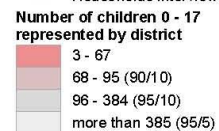
No data

estimate based on UNHCR registration data (June 2014)
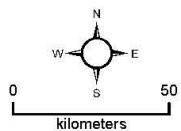
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Thematic Data: REACH - June 2014
Estimate number of refugee: UNHCR - June 2014
Administrative boundaries: UNOCHA
Background Imagery: USGS

Projection: GCS WGS 1984

File: REACH_JOR_EDUCSAMPLING_04AUG2014_A4_EN

Contact : reach.mapping@impact-initiatives.org

Note: Data, designations and boundaries contained on this map are not warranted to be error-free and do not imply acceptance by the REACH partners, associates or donors mentioned on this map.
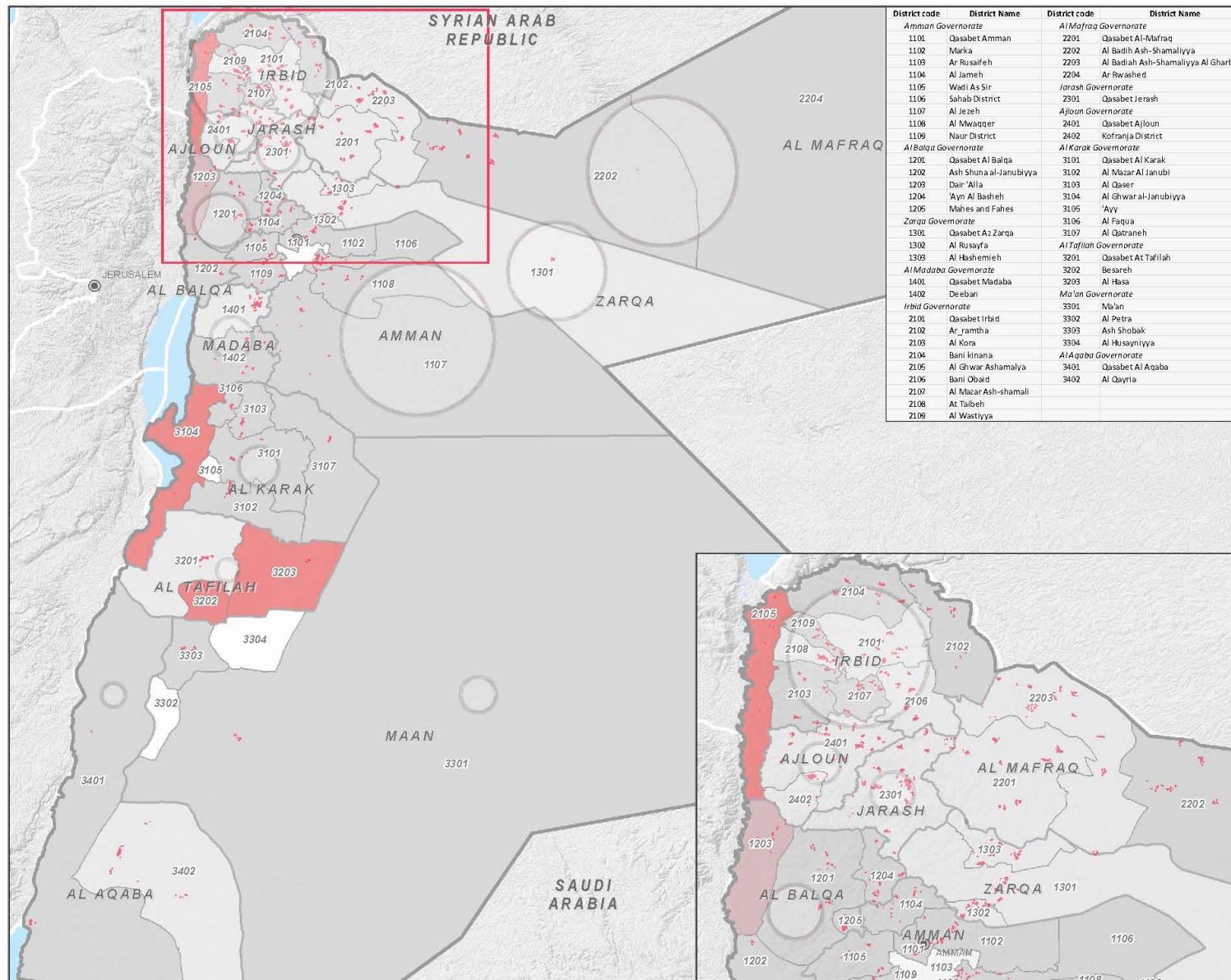
District code	District Name	District code	District Name
Amman Governorate		*Al Mafraq Governorate*	
1101	Qasabet Amman	2201	Qasabet Al-Mafraq
1102	Marka	2202	Al Badih Ash-Shamaliyya
1103	Ar Rusaifeh	2203	Al Badiah Ash-Shamaliyya Al Gharbeh
1104	Al Jameh	2204	Ar Rwashed
1105	Wadi As Sir	*Jarash Governorate*	
1106	Sahab District	2301	Qasabet Jerash
1107	Al Jezeh	*Ajloun Governorate*	
1108	Al Mwaqger	2401	Qasabet Ajloun
1109	Naur District	2402	Kofranja District
Al Balqa Governorate		*Al Karak Governorate*	
1201	Qasabet Al Balqa	3101	Qasabet Al Karak
1202	Ash Shuna al-Janubiyya	3102	Al Mazar Al Janubi
1203	Dair 'Alla	3103	Al Qaser
1204	'Ayn Al Basheh	3104	Al Ghwar al-Janubiyya
1205	Mahes and Fahes	3105	'Ayy
Zarqa Governorate		3106	Al Faqua
1301	Qasabet Az Zarqa	3107	Al Qatraneh
1302	Al Rusayfa	*Al Tafilah Governorate*	
1303	Al Hashemieh	3201	Qasabet At Tafilah
Al Madaba Governorate		3202	Besareh
1401	Qasabet Madaba	3203	Al Hasa
1402	Deeban	*Ma'an Governorate*	
Irbid Governorate		3301	Ma'an
2101	Qasabet Irbid	3302	Al Petra
2102	Ar_ramtha	3303	Ash Shobak
2103	Al Kora	3304	Al Husayniyya
2104	Bani kinana	*Al Aqaba Governorate*	
2105	Al Ghwar Ashamalya	3401	Qasabet Al Aqaba
2106	Bani Obaid	3402	Al Qayria
2107	Al Mazar Ash-shamali		
2108	At Taibeh		
2109	Al Wastiyya		

DATA COLLECTION

Quantitative data collection

Table 1: Proposed and achieved quantitative sample size – excluding 70 cases due to errors

Governorate	Proposed household sample	Achieved household sample
Amman	640	643
Al Balqa	385	331*
Zarqa	390	419
Madaba	400	240*
Irbid	720	859
Al Mafraq	400	486
Jerash	385	387
Ajloun	400	410
Al Karak	380	362
Al Tafiela	199	201
Ma'an	240	203*
Al Aqaba	315	191*
Total	5,974	4,732

See Limitations section below

Table 2: Children in sample, by age and gender

Age Group	# Girls	# Boys	# Children
Age 0-2	1,317	1,370	2,687
Age 3-5	1,748	1,996	3,744
Age 6-11	2,477	2,597	5,074
Age 12-17	1,915	2,096	4,011
Total	7,457	8,059	15,516

Quantitative data collection was conducted between 22 May and 30 June 2014, by 22 enumerators supervised by four field coordinators and organised by one field operations coordinator, working in mixed sex teams of two. The Open Data Kit (ODK) platform with GPS-enabled technology was used for quantitative data collection to enable data collection on smartphones, thereby reducing the incidence of inaccuracies and inconsistencies in the data collection, cleaning and analysis processes. Data collection was preceded by one week of training, led by an assessment officer. Quantitative data collection questionnaires were piloted with a small team of data collectors before the training and results from the pilot guided the database team in adjusting skip logic, constraints and translations in the ODK questionnaire. The pilot to test the questionnaire was followed by a full-team pilot on the final day of training, when the questionnaire was put to the test by the whole team, with feedback incorporated to clarify any remaining potentially confusing questions or options.

Full guidance was provided for each question on the screen and skip logic ensured that enumerators were guided through the questionnaire depending on answers provided by the respondent, removing the need for enumerators to manually check sections. Each interview was conducted with the household head or a parent and field team supervisors reviewed each completed questionnaire to enable return to household for verification of information, before uploading to the ODK server, where a second review was conducted by the Assessment Officer and Database teams with the aim of detecting errors on a daily basis and feedback immediately to the field teams. Personal and household identifiers for interviewed households were avoided during data collection to ensure respondents could provide answers openly and to mitigate any potential protection concerns.[62] However, unique codes were generated for each interview to enable linkage of individual and household data without the need for personal or household identifiers.

Qualitative data collection

Qualitative data collection was undertaken between 15 May and 29 June 2014 by a team of 20 enumerators supervised by three field coordinators and organised by one field operations coordinator.[63] Qualitative data collection was preceded by three full days of training, one day of piloting and a full day of pilot de-briefing and preparation for full-scale data collection led by an assessment officer. Qualitative data collection was undertaken with semi-structured questionnaires on paper-forms, enabling note-takers to record all that was said in the focus group discussions, which were guided by a pre-set range of questions which participants discussed freely.

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[62] Identifiers are of limited value given that data was collected on a sample as opposed to a full 'census' of the refugee population.
[63] Complementary data collection was undertaken on February 2015 to replace two FGDs in the NFE section that had been conducted with ineligible centres

Education facilities were identified through various sources. For formal and non-formal education (NFE), a list of schools was provided by ESWG, focal point contact details were then provided by the MoE focal point[64][65]. Two centres were discovered during the data analysis stage where implementation had not been provided by Questscope. FGD data from these centres were subsequently removed from the analysis and replaced by data from two eligible centres, which was collected in February 2015. Informal education centres were contacted directly by field teams visiting each governorate – either by directly approaching centres or through enquiries with local NGO offices that work to support informal education centres – to establish whether they catered for Syrian children and if so, include them in the survey.[66] This included centres supported by ESWG members in addition to community based organisations and other local actors. Once education facilities were identified, the data collection team worked with centres to convene FGDs in designated districts across all 12 governorates. FGD participants were selected from 24 categories identified by the JENA taskforce of the Education Sector Working Group. The assessment team completed 330 focus groups in total, with a total of 2,136 participants.

Table 3: Types of focus group by number of focus group discussions achieved

Focus Group Type	Total Achieved FGDs
Formal School	
Boys Syrians attending grades 1-6	16
Girls Syrians attending grades 1-6	16
Boys Syrians attend grades 7-12	18
Girls Syrians attend grades 7-12	15
Parents of children in school - in PTA	9
Jordanian teachers/counsellors/assistants - formal education	18
Key informant interview with headmaster	11
Dropped Out and Out of School	
Boys Syrians dropped out grades 7-12	10
Girls Syrians dropped out grades 7-12	10
Boys Syrians dropped out grades 1-6	16
Girls Syrians dropped out grades 1-6	14
Boys Syrians out of school age 12-17	16
Girls Syrians out of school age 12-17*	18
Boys Syrians out of school age 6-11	15
Girls Syrians out of school age 6-11	17
Parents of children not attending school	16
Non Formal Education	
Boys Syrians attending non-formal education	5
Girls Syrians attending non-formal education	3
Non formal education facilitators - Syrians or Jordanians	8
Informal Education	
Boys Syrians attending informal education	16
Girls Syrians attending informal education	16
Informal education facilitators - Syrians or Jordanians	16
Youth	
Male young people aged 18-24*	15
Female young people aged 18-24*	16
Total	**330**

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[64] See Ministry of Education portal: http://www.moe.gov.jo/MenuDetails.aspx?MenuID=29
[65] See Annex II for list of non-formal centres that could be contacted at the time of the survey and thus where FGDs were facilitated for this assessment.
[66] See Annex III for list of informal centres where FGDs were facilitated for this assessment.

Focus groups with six or more children (except for one FGD with boys in non-formal education) were conducted in homogeneous groups (with girls and boys separately) with a teacher present. Interviews with parents; school headmasters and facilitators were also undertaken. All focus group discussion findings disaggregated by age or grade range; type of education; and gender can be found in Annex VII.

DATA ANALYSIS

Quantitative data analysis was conducted using Microsoft Excel and SPSS. Given that the household level sampling was conducted to achieve a representative sample at the governorate level, stratified by district, a national level aggregated sample was drawn from the overall household level database, to ensure national level findings were weighted according to the refugee population size in each governorate. This was achieved by randomly selecting the maximum possible number of interviews from each governorate, while respecting the population proportion in relation to the refugee population size. The table below outlines the national level sample of 3,058, which was limited by the total sample size achieved in Mafraq governorate (486):[67]

Table 4: Number of households selected for national level findings – by proportion of total refugee population

Governorate	Households (Based on registered refugees as of June 2014)[68]	Proportion of overall households	Number of households interviewed and included in governorate level analysis	Number of households selected for national level analysis (weighted according to overall population proportion)
Ajloun	1,705	2%	410	63
Al Balqa	3,134	4%	331	116
Al Mafraq	12,226	15%	486	452
Al Tafiela	418	1%	201	15
Amman	26,824	32%	643	991
Aqaba	471	1%	191	17
Irbid	23,240	28%	859	859
Jerash	1,871	2%	387	69
Karak	1,586	2%	362	59
Ma'an	1,153	1%	203	43
Madaba	1,663	2%	240	61
Zarqa	8,460	10%	419	313
TOTAL	82,751	**100%**	**4,732**	**3,058**

To process the large amount qualitative data, an analysis matrix was designed to capture key phrases or words that emerged during focus group discussions. Themes distinguishable from the phrases and words captured during the FGDs were then summarised in tables to enable analysis — these summary tables are available in full in Annex VIII. All frequently encountered terms are outlined in the FGD glossary in Annex II.

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[67] The Mafraq governorate level sample had the smallest number of interviews per percentage of the nationwide refugee population (19.44) – hence 19.44 was the highest number of interviews that could be drawn from each governorate per percentage refugee population, generating a total sample of 1,912.
[68] Since governorate level registration figures are publicly available, registered refugee figures at the time of data collection (as of June 2014) were used to calculate the proportion of the sample from each governorate needed for a weighted national level sample.

LIMITATIONS

- For formal education, this assessment was limited to public schools in Jordan. It does not include other schools, such as UNRWA or private sector schools.
- 69 (1.5%) of household interviews were excluded from the final analysis after contradictory answers were identified during the data cleaning process.[69]
- A mistake in the Arabic translation of the household questionnaire created a gap of one year between two age-groups (25-59 and more than 60). It was discovered during the analysis phase that enumerators had entered those aged 60 in either the 25-59 group or the more than 60 group.
- Anonymised registration data obtained in December 2013 for a previous assessment (CFSME 2014) was the only data that could be accessed at the time of the survey to estimate population figures at the district level. More up-to-date registration data is likely to have improved estimations of sample sizes at the district level. This does not affect the confidence and error margin levels at the governorate level, which is the level at which results are reported.
- The anonymised registration data was on the household level; hence population size was inferred by assuming the average household size (6).[70] This assumes that families with school-aged children are approximately normally distributed across the refugee population, which was not always the case. Hence, the field teams sometimes faced challenges in achieving the target sample size in areas with lower than average number of school aged children per household.
- Given obvious challenges faced when drawing a random sample from a portion of a population (Syrians) within a host community without a comprehensive household list,[71] it cannot be argued that every Syrian household enjoyed equal probability of being sampled. Although the key informant network was consulted, as were community members at locations identified to be hosting Syrians, to maximise inclusion of Syrian households in the sampling frame, it must be conceded that some Syrian households are likely to have been omitted from the sampling frame. It should be stressed that exclusion bias can very rarely be fully eliminated in social research and is present also when sampling from lists (e.g. in the event of out of date phone numbers).
- The target sample size was not fully reached in 4 governorates. Although the confidence level (95%) is the same here as for the other governorates, the margin of error is slightly wider than 5%: 5.1% in Balqa, 5.5% in Aqaba, 5.9% in Madaba and 6.3% in Ma'an. Severe challenges faced the field teams in completing interviews in Ma'an due to widespread insecurity over several weeks during data collection. Challenges in locating households, coupled with a need to complete data collection within a given time frame, were otherwise the primary reasons for target sample sizes not being met.
- Qualitative data collection teams occasionally faced challenges when convening FGDs, where participants failed to show up at the agreed time and place. Qualitative data collection on NFE centres was hampered due to eligible centres found to be temporarily closed or not to provide services to Syrians at the time of data collection (5).
- Concerns were raised following data collection that the age-ranges for some FGDs may have been too wide to enable full participation of younger children, notably for the grade 1-6 group (age 6-11). This is a valid concern and it is recommended that age-ranges are reviewed should this exercise be conducted again.
- The distinction between NFE and IFE was not made clear to the enumerators, which made it impossible to differentiate within the household level data at analysis stage, between children that had experience with Informal Education and those with experience in Non-Formal Education. Given the fundamental importance of the definition in obtaining relevant data on children in IFE/NFE, the household survey data relating to both types was discarded. The NFE/IFE sections in this report are thus based on focus group discussion data alone.
- During data collection, human errors, along with a systematic problem with Open Data Kit (ODK), caused the database to record the wrong number of responses. During data cleaning, some responses were integrated into analysis as NR ("no response"). Each chart will detail a corresponding number of no responses in a footnote.

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[69] This was partly related to the lengthy questionnaire which sometimes led to failures in constraints (which prevents enumerators from entering a value that contradicts a previously filled section) as questionnaires were uploaded to be filled.

[70] The average household size of 6 is based on findings from prior REACH assessments, including the nationwide CFSME (see note 59 *supra*)

[71] The most recent census conducted in Jordan occurred in 2004.

FINDINGS

SUMMARY OF KEY FINDINGS

Population profile
- A large proportion of household members were aged less than 18 years (55%), which was reflected by a correspondingly high age-dependency ratio.[72]
- The average age-dependency ratio was 1.69 dependents for every non-dependent, with the highest ratio in Irbid at 1.90 and lowest in Maan at 1.35.
- 19% of households were found to be headed by a woman.
- A small percentage of households (0.25%) were found to headed by children, with 0.1% headed by a girl and 0.15% headed by a boy.
- Half of household heads (50%) had been educated to primary school level, with the proportion slightly lower amongst female household heads (47%).
- Female household heads were almost twice as likely (17%) as male household heads (9%) to not have received any education at all.

Formal education

Attendance

Overall attendance rates is 61.6%: 63.5% of school-aged girls and 59.8% of school-aged boys:
- 6-11 boys: 70% attending, 30% not attending
- 6-11 girls: 70.4% attending, 29.6% not attending
- 12-17 boys: 47.2% attending, 52.8% attending
- 12-17 girls: 54.5% attending, 45.5% not attending

Highest and lowest attendance rates by governorate:
- 6-11 boys had highest attendance rates in Karak governorate (86.8%) and the lowest in Aqaba governorate (54.7%).
- 6-11 girls had highest attendance rates in Karak governorate (84.3%) and the lowest in Aqaba governorate (60%).
- 12-17 boys had highest attendance rates in Karak governorate (65.9%) and the lowest in Aqaba governorate (28%).
- 12-17 girls had highest attendance rates in Balqa governorate (63.5%) and the lowest in Mafraq governorate (46.5%)

Children who never attended formal school in Jordan:
- 6-11 boys: 9% never attended
- 6-11 girls: 8% never attended
- 12-17 boys: 17% never attended
- 12-17 girls: 14% never attended

- The three primary reasons for children not to attend school were: never having attended school (which could render older children ineligible for formal schooling); not having resources to pay for materials; and having to work to earn money.
- More than half (51%) of households where children had dropped out identified cash assistance as a primary need to enable re-enrolment of children to formal schooling, with other primary needs felling far behind, with the next most commonly reported being provision of transport at just 7% of affected households.
- School-aged children in households where no member had registered with UNHCR or MoI were considerably less likely to be attending school compared to peers in households with registered members.
- Children in female headed households were found to be more likely to be attending school compared to children in male headed households, with the starkest difference seen amongst boys aged 12-17, who

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[72] Age dependency ratio is the ratio of dependents (people younger than 15 or older than 64) to the working-age population (those ages 15-64).

were less likely to be attending formal education if they lived in a male headed household (44.7%) compared to those living in a female headed household (57.5%).

➢ Across all sex and age-groups, a positive association was found between the education status of the household head and the likelihood of children attending school.

➢ Children in recently arrived households were considerably less likely to be attending formal education, across all age groups.

Reasons for not attending

➢ Sickness, bad weather and a need to renew UN registration were the most commonly mentioned reasons for being absent from formal education, amongst children that were currently enrolled.

➢ Both girls and boys in the higher grade groups (7-12) also cited a need to work as a reason to not attend.

➢ The most commonly highlighted problem facing children at school across the 1-6 grade groups was bullying from other students and long distances to the school.

➢ Bullying, discrimination and maltreatment were also highlighted as the most considerable problems facing students in the 7-12 grade group, although these issues were less reported by girls.

Reasons for dropping out

➢ Reasons for dropping out of formal education differed depending on age group – the most common reason stated for girls aged 6-11 were lack of resources for school materials; worries that they would be teased at school; that they had been turned away from school or that the school was too far away.

➢ Boys aged 6-11 were also said to have dropped out due to suddenly being turned away or that the school was too far away; in addition to overcrowding or that shifts were at inappropriate times.

➢ Girls aged 12-17 also reported dropping out because the school was too far away or, similar to younger girls, due to lack of resources for school materials. In addition they reported dropping out due to imminent expectation to return to Syria; or after experiencing aggression or violence from other children.

➢ Boys aged 12-17 were most often said to have dropped out of formal school to earn an income; but also due to facing aggression or violence from teachers or, as with girls in both age groups, due to lack of resources to obtain school materials.

➢ More than half (51%) of households where children had dropped out identified cash assistance as a primary need to enable re-enrolment of children to formal schooling.

Out of school

➢ Children aged 12-17 were most likely to be reported to never have attended formal schooling in Jordan — 16% and 18% of girls and boys respectively.

➢ Younger children were less likely to never have attended — which was reported for 10% and 11% of girls and boys respectively.

➢ Never having attended school before, which could until recently render a child ineligible for formal schooling if older than 9 years of age, was the most commonly stated reason for never having attended school for girls and boy aged 6-11 and the third most common reason reported for boys aged 12-17.

➢ Not having resources to afford materials and other education expenses was the most commonly stated reason for girls aged 12-17, second most common for girls aged 6-11 and boys aged 6-17.

➢ Having to work to earn money for the household was the most common reason stated for boys aged 12-17. This correlates with focus group discussions where boys and girls aged 12-17 stated that lack of money and working were two of the biggest reasons for never attending school.

Non-formal education

➢ Children spoke positively about non-formal education centres in focus group discussions. Specifically boys highlighted how well they are treated by teachers and the flexibility of schedules while girls highlighted the wide variety of activities.

➢ Safety is the largest concern for non-formal education students, with both boys and girls reported facing harassment outside the centres, usually on their way to the schools.

Informal education

➢ Most children interviewed in informal education settings, reported that they attended informal education centres to complement formal education.

➢ Access to transportation to and from centres was the key issue raised by informal education students. Safety concerns did not feature as strongly here, with FGD participants largely reporting that they faced no particular safety and security issues when attending informal education.

Inclusive Education – Children with disabilities

➢ The highest proportion of children with a disability was found in Jerash (3.8%) and the lowest in Aqaba (1.1%).

➢ The most common disabilities were physical disabilities (36% of total disabilities), followed by visual disabilities (25%) and mental disabilities (19%).

➢ Less than half (46%) of children with disabilities were attending school.

➢ Girls with disabilities in the 6-11 age group were almost twice as likely to be receiving a formal education (65%) compared to boys in the 12-17 age-group (33%).

➢ The most commonly stated reason for not attending formal education across all age-groups was that the school was not physically accessible.

Youth

➢ The main desires for the future expressed by youth (aged 18-24) in FGDs were to continue studying (9 mentions in boy FGDs and 13 in girl FGDs), go back to Syria (11 mentions in boy FGDs and 5 in girl FGDs), or obtain employment (3 mentions in boy FGDs and 5 in girls ones).

➢ Only 1% of households reported that household members aged 18-24 were engaging in voluntary activities — of which 38% were doing so with local CBOs, 29% were involved in the local mosque, 6% were involved in a local school, and 4% were volunteering at aid or advocacy organizations.

➢ One quarter of youth FGD participants reported using youth friendly spaces.

➢ Reasons for not using youth spaces given included that they were too far away; too busy; that they were not allowed by families; or that they found activities offered at the spaces uninteresting.

➢ Participants in all FGDs apart from one expressed an interest in using youth spaces.

POPULATION PROFILE

The majority of the Syrian refugee population assessed were found to be aged less than 18 years of age (55% of the total population), including 32% that were of school-age (6-17). 4% of the assessed population were found to be persons living with a disability. 3% of school aged children and 3.4% of youth aged 18-24 have at least one disability. 9% of the total assessed population are currently injured or chronically ill, including those in the population who are disabled.

Figure 1: Sex and Age Disaggregated Data for Assessed Population[73]
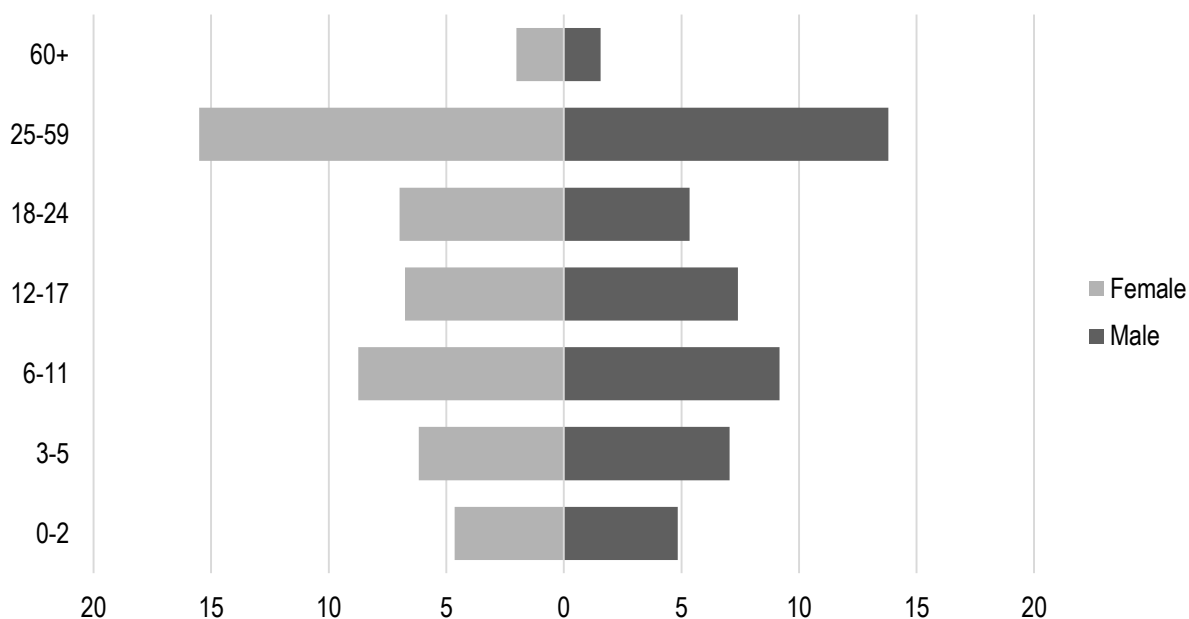
The large proportion of household members aged less than 18 years was reflected by correspondingly high age-dependency ratios. The overall average ratio was 1.66:1 – with considerable variation between governorates. Ajloun and Irbid had the highest average dependency ratios (1.9:1) – amounting to almost twice as many dependents (1.9) as non-dependents (1) on average across households.[74] By contrast, 60% of the population overall in Jordan was estimated to be of working age by a study in 2013, indicating a reverse trend in the host community population.[75] High age-dependency ratios can be an indicator of stretched household economies, as the age-brackets reflect ages when household members are expected to be economically active by working and generating income. A high number of dependents compared to non-dependents may mean that a high number of household members not economically active are supported by a low number of members that are.

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[73] 43 no responses removed
[74] Age-dependency ratio is used here, where household members aged less than 16 or 65 and over are considered dependents, while those aged between 17 and 64 are considered non-dependents.
[75] World Bank, Age dependency ratio (% of working age population), 2013 (accessed August 5th, 2014)

Figure 2: Average dependency ratio - by governorate[76]

| Ajloun | Al Balqa | Al Mafraq | Al Tafilah | Amman | Aqaba | Irbid | Jarash | Karak | Maan | Madaba | Zarqa |
| 1.86 | 1.66 | 1.69 | 1.41 | 1.58 | 1.55 | 1.90 | 1.69 | 1.54 | 1.35 | 1.46 | 1.61 |

1.35 — 1.90
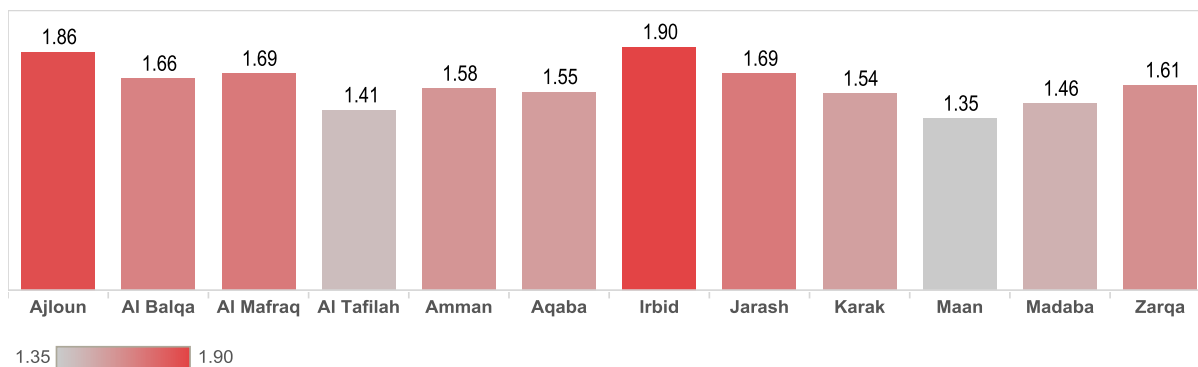
The survey found that 19% of Syrian refugee households were headed by women, and the remaining 81% were headed by men. Considerable variation in marital status was found amongst female and male households. Almost all male household heads were married (98%) which was found to be the case for less than two-thirds of female household heads (63%), amongst which 30% were widowed.

Figure 3: Proportion of school-aged boys and girls attending formal education[77]

Half of household heads (50%) had been educated to primary school level; with the proportion slightly lower amongst female household heads (47%) compared to male household heads (51%). Female household heads were almost twice as likely (17%) as male household heads (9%) to not have received any education at all.

FORMAL EDUCATION

Findings from this assessment indicate that the overwhelming majority of Syrian children attending forms of education in Jordan are attending formal education (93%).[78]

Attendance

61.6% of school-aged Syrian refugee children across Jordan were attending formal education at the time of the assessment, amounting to 63.5% of school-aged girls and 58.9% of school-aged boys.

| Girls 6 - 17 | Boys 6 - 17 | Children 6 - 17 |
| 63.5% | 59.8% | 61.6% |

- Girls 6 - 17
- Boys 6 - 17
- Children 6 - 17

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[76] 43 No responses removed

[77] 27 no responses removed

[78] This assessment did not collect information related to enrolment but focused on information related to attendance. Enrolment data can be accessed from the Ministry of Education (see Appendix).

Map 2: Proportion of school-aged Syrian refugee children not attending school

SYRIAN CRISIS - JENA Assessment
Percentage of chidren refugees aged 6 to 17 years not attending formal education

unicef

SYRIA
LEBANON
JORDAN
GYPT
SAUDI A

Number of children refugees aged 6 to 17 years*

10,000
5,000
1,000
100

Percentage of children refugees aged 6 to 17 years not attending formal education
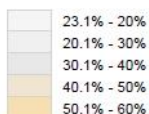
23.1% - 20%
20.1% - 30%
30.1% - 40%
40.1% - 50%
50.1% - 60%

* estimate based on UNHCR registration data (June 2014)

N
W E
S

0   50
kilometers
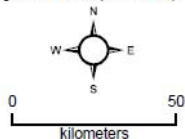
Thematic Data: REACH - June 2014
Estimate number of refugee: UNHCR - June 2014
Administrative boundaries: UNOCHA
Background Imagery: USGS

Projection: Palestine 1923 Palestine Grid

File:
REACH_JOR_ATTFormaleducation_09JUL2014_A4_EN

Contact : reach.mapping@impact-

Note: Data, designations and boundaries contained on this map are not warranted to be error-free and do not imply acceptance by the REACH partners, associates or donors mentioned on this map.

SYRIAN ARAB REPUBLIC

IRBID
AJLOUN
JARASH
AL BALQA
AMMAN
AL MAFRAQ
ZARQA
MADABA
AL KARAK
AL TAFILAH
MAAN
AL AQABA
SAUDI ARABIA
JERUSALEM

Boys

Al Aqaba	50.5%
Al Mafraq	46.2%
Amman	41.2%
Al Zarqa	41.1%
Al Tafilah	38.5%
Al Balqa	37.9%
Maan	35.5%
Madaba	33.8%
Jarash	33.4%
Irbid	31.2%
Ajloun	31.1%
Al Karak	24.1%

40% of boys aged 6 to 17 years old not attending school

Girls

Al Mafraq	45.3%
Al Aqaba	41.0%
Al Tafilah	40.8%
Amman	40.4%
Al Zarqa	37.9%
Maan	36.6%
Madaba	31.5%
Al Balqa	30.1%
Jarash	30.1%
Ajloun	28.9%
Irbid	27.1%
Al Karak	25.2%

36% of girls aged 6 to 17 years old not attending school
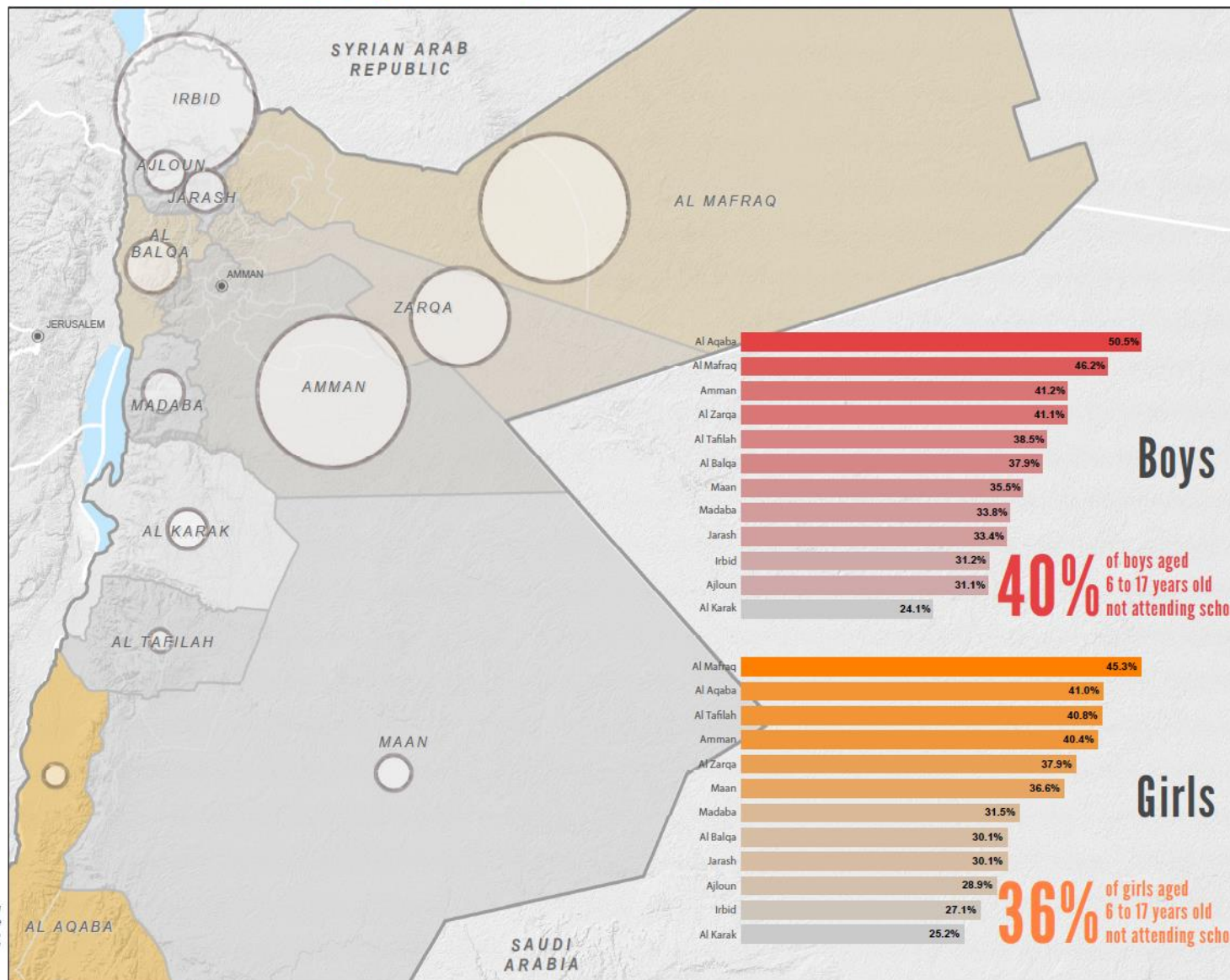
REACH An initiative of ACTED, IMPACT Initiatives and UNOSAT

The highest attendance rates were found across the younger age groups (6-11) in all governorates — 70% of boys and 70.4% of girls in this age-group attended formal education nationwide, as shown in Figure 4 below. The highest proportion of school-aged children attending amongst both boys (86.8%) and girls (84.3%) was found in Karak Governorate, while the lowest proportions were found in Aqaba, at 42% of boys and 59% of girls (see Figure 5 below).

Figure 4: Proportion of school-aged children attending formal education – by sex and age[79]
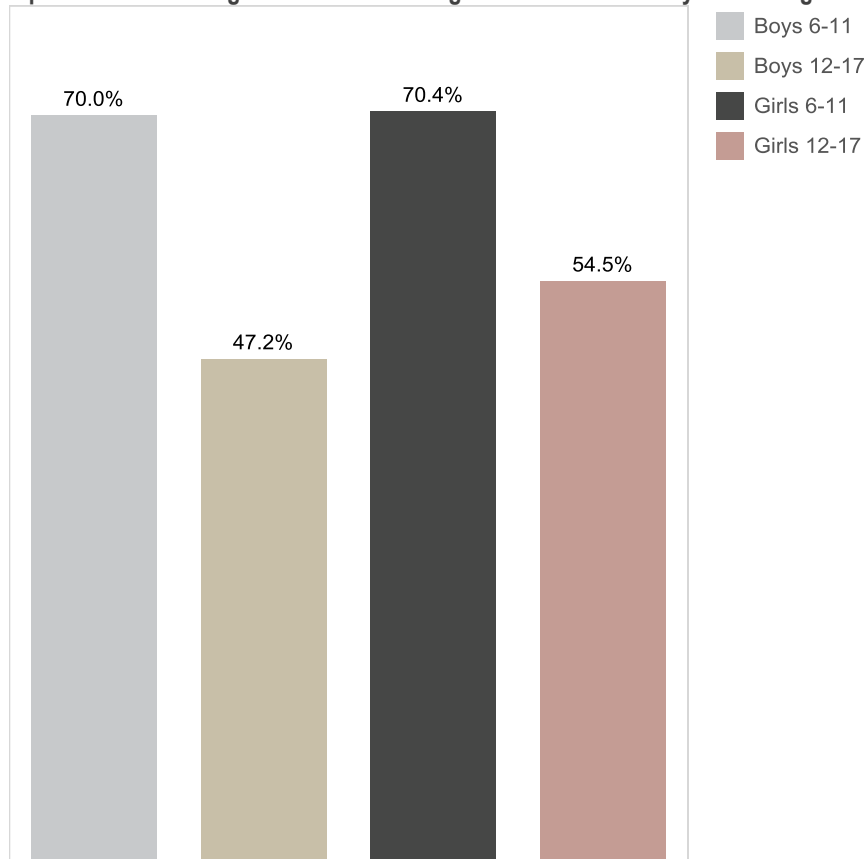
The older age-group (12-17) saw lower attendance rates overall across the governorates, particularly among boys — 47.2% of boys and 54.5% of girls in this group attended formal education nationwide (see Figure 4 above). The lowest proportion was seen in Aqaba Governorate for boys (28%) and in Mafraq Governorate for girls (46.5%), as illustrated by Figure 5 below.

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[79] 27 no responses removed

Figure 5: Proportion of school-aged children attending formal education – by sex, age and governorate[80]

Governorate

Governorate	Boys 6-11	Boys 12-17	Girls 6-11	Girls 12-17
Ajloun	76.7%	53.7%	78.8%	60.7%
Al Balqa	61.7%	43.2%	75.4%	63.5%
Al Mafraq	66.2%	37.1%	61.2%	46.5%
Al Tafilah	76.9%	49.1%	67.5%	47.2%
Amman	63.0%	51.2%	63.0%	55.2%
Aqaba	54.7%	28.0%	60.0%	57.1%
Irbid	72.7%	55.2%	80.7%	63.2%
Jarash	69.7%	56.4%	75.8%	62.6%
Karak	86.8%	65.9%	84.3%	63.2%
Maan	76.1%	53.7%	71.2%	52.2%
Madaba	72.0%	50.6%	77.2%	57.3%
Zarqa	68.2%	41.9%	70.4%	50.9%

■ Boys 6-11
■ Boys 12-17
■ Girls 6-11
■ Girls 12-17
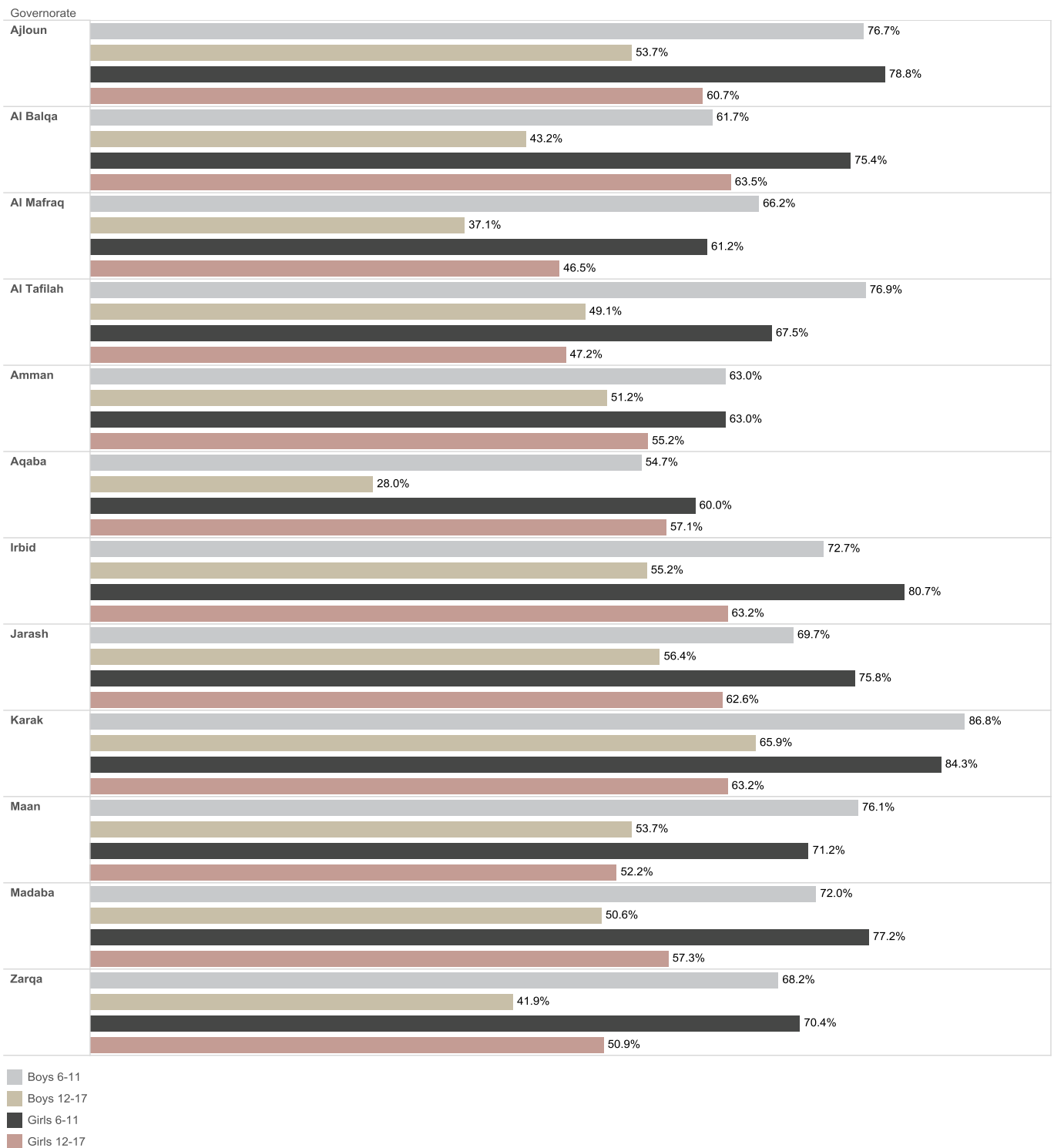
Across all sex and age-groups, a significant association was found between the education status of the household head and the likelihood of children attending school, as illustrated by Figure 6 below. Amongst boys aged 6-11, 63% were attending school where the household head had received no education, compared to 66.8% where the head had primary school education and over 80% where the household head held a university degree.

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[80] 27 no responses removed

The most pronounced difference was seen amongst girls aged 12-17 who were almost twice as likely to be attending school if they lived in a household headed by a member with a University degree (66.7%) compared to those who lived with a household head that had received no education (37.6%).

Figure 6: Proportion of school-aged children attending school – by education level of household head[81]

Boys 6-11	
None	63.0%
Primary Education	66.8%
Secondary Education below grade 9	73.9%
Grade 10 certificate	61.5%
Baccalaureate (Grade 12 equivalent)	79.1%
University degree	81.5%
Boys 12-17	
None	44.0%
Primary Education	41.7%
Secondary Education below grade 9	51.0%
Grade 10 certificate	53.6%
Baccalaureate (Grade 12 equivalent)	63.4%
University degree	61.1%
Girls 6-11	
None	57.0%
Primary Education	67.2%
Secondary Education below grade 9	72.0%
Grade 10 certificate	78.1%
Baccalaureate (Grade 12 equivalent)	82.1%
University degree	86.4%
Girls 12-17	
None	37.6%
Primary Education	53.0%
Secondary Education below grade 9	56.7%
Grade 10 certificate	63.6%
Baccalaureate (Grade 12 equivalent)	62.6%
University degree	66.7%

Legend:
- Boys 6-11
- Boys 12-17
- Girls 6-11
- Girls 12-17

Despite lower likelihood of having an educated household head, and higher likelihood of having a household head that is widowed and thus heading the household single-handedly, children in female headed households were found to be slightly more likely to be attending school compared to children in male headed households (see Figure 7 below). This held true in all age and sex groups, with the starkest difference seen amongst boys aged 12-17, who were less likely to be attending formal education if they lived in a male headed household (44.7%) compared to those living in a female headed household (57.5%). By contrast, the smallest difference was seen amongst boys aged 6-11, who were only slightly more likely to be attending if they lived in a female headed household (72.4%), compared to those living in a male headed household (69.3%). It could be that efforts have been made to target education services towards female headed households, further research is recommended to explore factors underpinning this variation.

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[81] 27 no responses removed

Figure 7: Proportion of girls and boys attending school – by sex of household head[82]
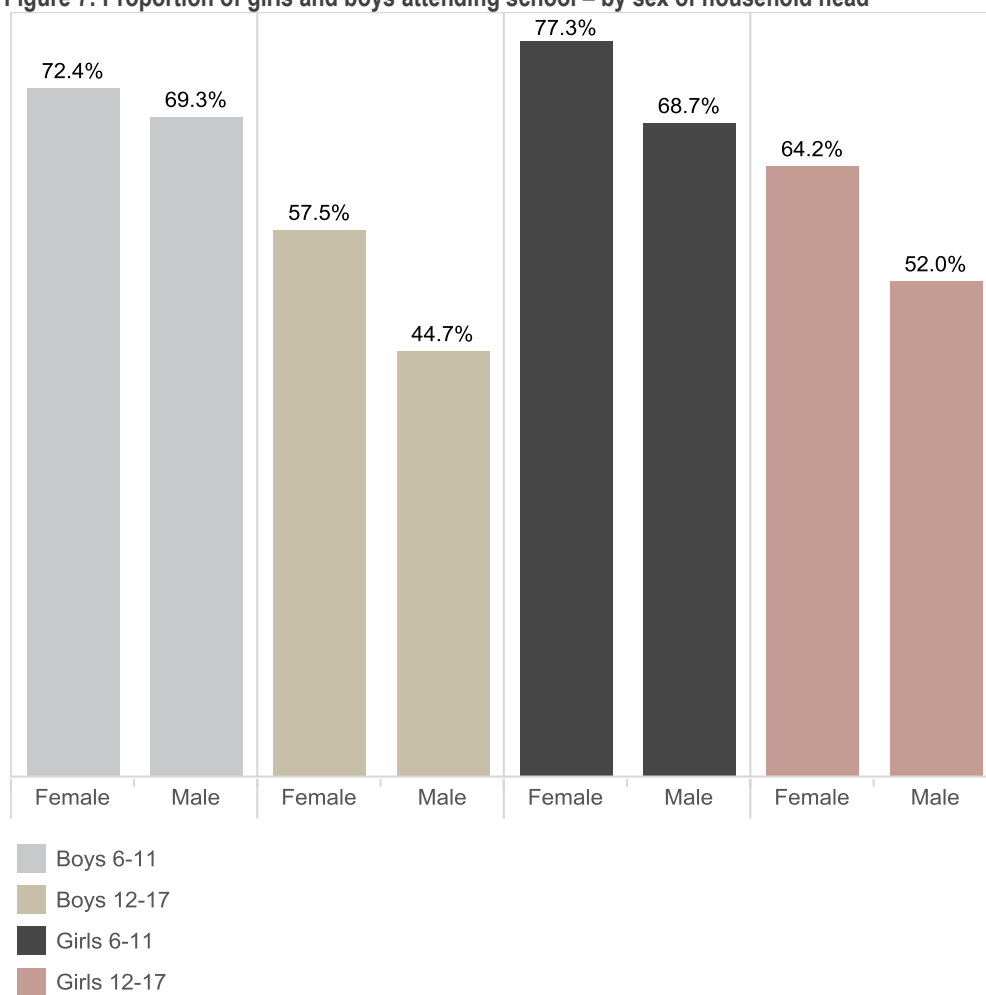
Another household characteristic that was explored in this assessment was registration status of the household with UNHCR or MoI. The sampling methodology used in this assessment, which took care not to exclude any particular type of Syrian refugee households from the sampling frame, enabled analysis of the association between access to education and registration status.

The majority of households were found to have at least one member registered with UNHCR/MoI but a small proportion (4%) was found to have no registered member. School-aged children in these households were found to be considerably less likely to be attending school compared to peers in households with registered members. The starkest difference was seen amongst boys aged 6-11, where 70.4% attended formal education of those living in a household with a registered member, compared to 55.2% of those living without a registered member (see Figure 8 below).

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[82] 27 no responses removed

Figure 8: Proportion of boys and girls attending school – by age group and whether at least one household member was registered with UNHCR/MOI[83]
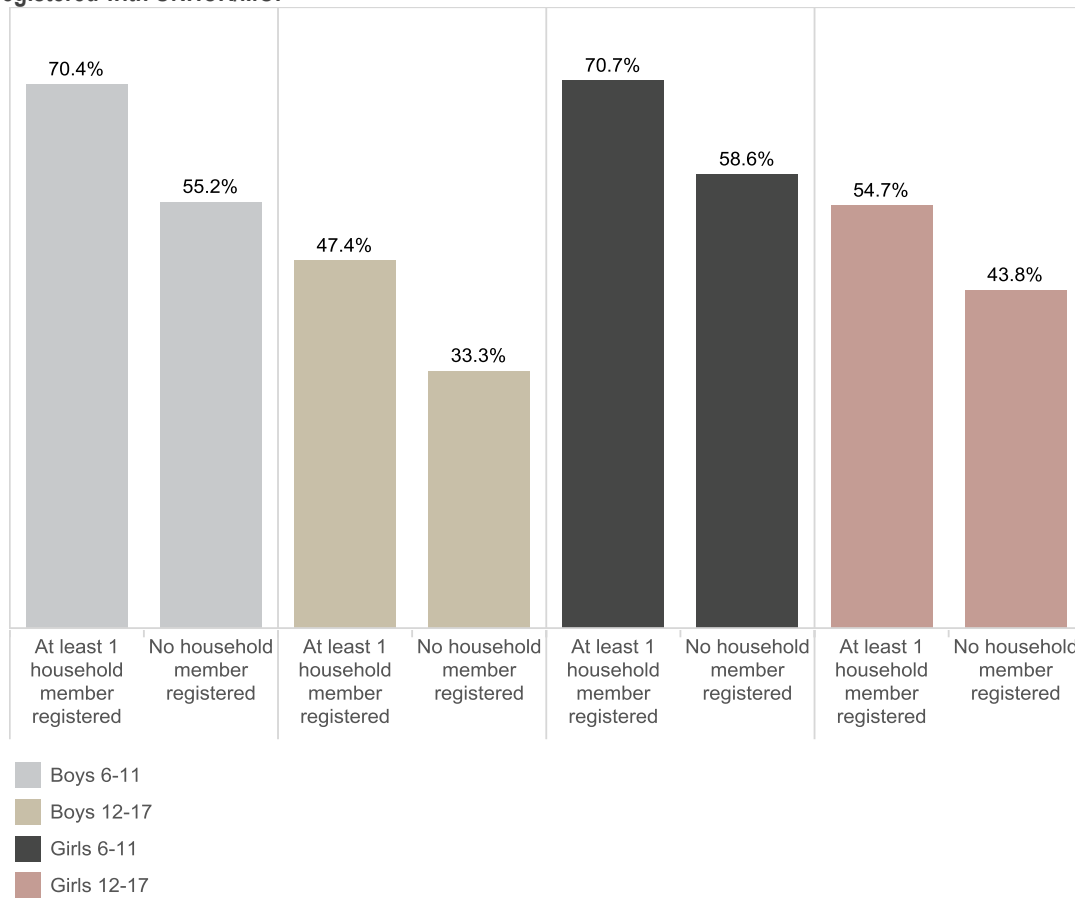
Level of school attendance was found to be correlated with time of arrival in Jordan, as shown in Figure 9 below, which held true when controlling for age and sex of children. Across all age and sex groups, children were more likely to be attending school if they had arrived in Jordan during 2012 compared to 2013. Settling in a new country may take some time and lower attendance figures at first may seem unnecessarily alarming, however, even though a steep increase can be seen between arrivals in 2014 compared to 2013, a gap remains compared to those that arrived even earlier, indicating that more effort could be made to enter children into the formal education system at a faster pace. It should be noted that attendance levels for children arriving in 2014 may be low because since they recently arrived, they are waiting for the next semester to being enrolled.

Figure 9 : Proportion of boys attending formal education – by age and time of arrival[84]

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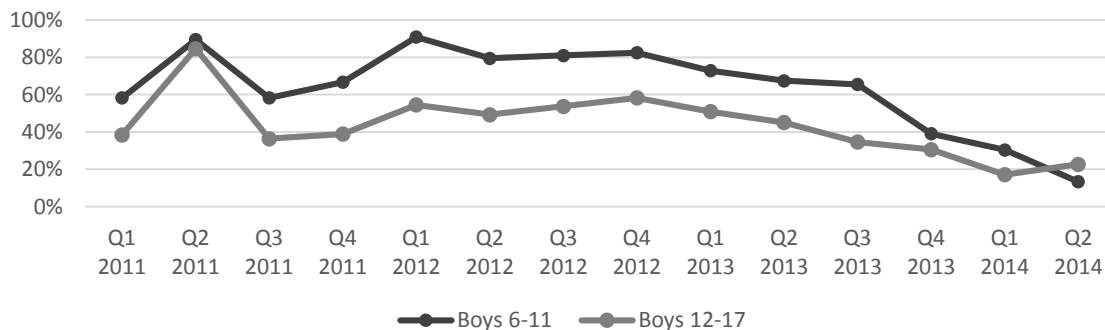
[83] 27 no responses removed
[84] 27 no responses removed

Figure 10: Proportion of girls attending formal education – by age and time of arrival
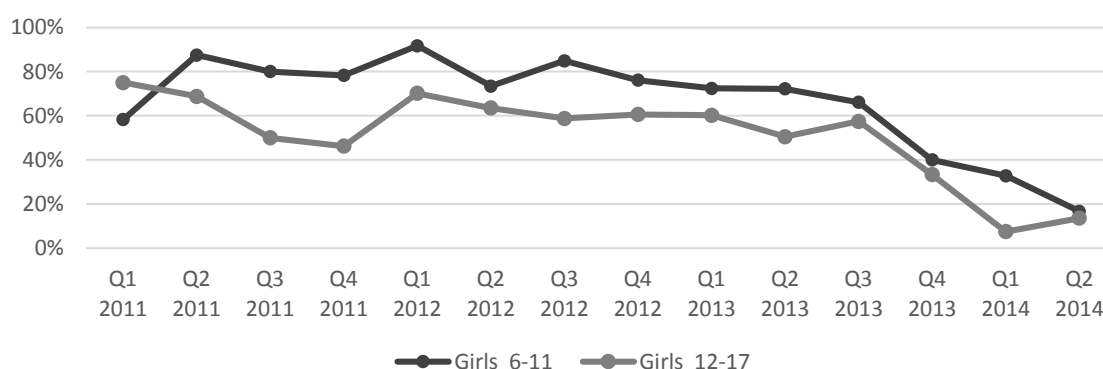
To contextualise findings from the quantitative data collection with qualitative data, REACH facilitated 65 focus group discussions with a total of 478 students attending formal school from 1st to 12th grade. Students were asked about likes and dislikes of attending school; reasons for going to school; reasons for missing school; and problems while attending school. Full FGD tables are included in Annex VIII while summary tables are provided in the sections below.

Likes and dislikes attending formal school[85]

Reasons why children enjoy or do not enjoy attending formal school were explored through focus group discussions. FGDs were divided into both gender and grade groups. In total, there were four group types: boys in grades 1-6, girls in grades 1-6, boys in grades 7-12, and girls in grades 712. The most commonly stated reasons for enjoying attending school, across all sex and age-groups, was that it was an opportunity for learning and meeting friends. Conversely, aggression faced from students or teachers was the most commonly stated reason for not enjoying going to school, again across all sex and age-groups (see Tables 5 and 6 below).

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[85] More in-depth explanation of FGD terms can be found in the appendix.

Table 5: Likes and dislikes of children attending formal school (grades 1-6)

Formal School Likes (Grades 1-6)	Boys	Girls	Total
Learning/studying	10	10	20
Playing	9	10	19
Meeting friends	13	4	17
Teachers do not beat them	0	8	8
Participating in activities	0	8	8
Teachers	5	0	5
Activities/Entertainment	4	0	4
Meeting teachers	1	1	2

Formal School Dislikes (Grades 1-6)	Boys	Girls	Total
Physical aggression	8	11	19
Problems/conflicts	11	0	11
Unsafe	2	5	7
Language	0	6	6
Discrimination	1	3	4
Classroom management	0	4	4
Others	2	9	11

(Formal School Grades 1-6, FGD total = 32)

(Formal School Grades 1-6, FGD total= 32)

Table 6: Likes and dislikes of children attending formal school (grades 7-12)

Formal School Likes (Grades 7-12)	Boys	Girls	Total
Meeting friends	13	9	22
Learning/studying	12	9	21
Teachers	6	8	14
Activities/ Entertainment	4	4	8
Other (4 categories)	5	1	6

(Formal School Grades 1-6, FGD total = 32)

Formal School Dislikes (Grades 7-12)	Boys	Girls	Total
Discrimination	14	8	22
Physical aggression	9	2	11
Unsafe Environment	4	4	8
Lack of Activities	3	2	5
Language	2	3	5
Forced to go	1	4	5
Uniforms	0	4	4
Other Reasons (8 categories)	5	5	10

(Formal School Grades 7-12, FGD total = 33)

Reasons for going to school - children attending formal education

Children were also asked the top reason for attending school. Similar to the top likes of going to school, the top reason for going to school for all age groups was to learn and study. For boys and girls in grades 1-6, playing was the second highest mentioned reason, followed by "wanting to go to in order to achieve their dreams". Boys and

girls in grades 7-12 had "to achieve dreams" as their second highest reason, followed by "wanting to go to school in order to get a job" as their third highest reason (see Table 7 below).

Table 7: Reasons for going to school

Reasons for going to school (Grades 1-6)	Boys	Girls	Total
To learn/study	17	14	31
To play	8	7	15
To achieve dreams	10	2	12
Country building	0	8	8
To make up missed class	0	5	5
Other (4 categories)*	5	3	8

(Formal School Grades 1-6, FGD total= 32)

Reasons for going to school (Grades 7-12)	Boys	Girls	Total
To learn/study	13	14	27
To achieve dreams	7	9	16
To get a job	4	3	7
To make friends	2	4	6
Other (5 categories)	5	4	9

(Formal School Grades 7-12, FGD total= 33)

Reasons for missing school - children attending formal education

When asked why children miss school children of all grade levels indicated sickness as their top reason. For boys and girls in grades 1-6, bad weather was the second most commonly stated reason, followed by missing school in order to review UN registration. For children in grades 7-12, renewing UN registration was their second most commonly stated reason for missing school, followed by a need to work. Both girls and boys cited a need to work (5 mentions in girl FGDS and 6 mentions in boy FGDs respectively).

Table 8: Reasons for missing school

Reasons for missing school (Grades 1-6)	Boys	Girls	Total
Sickness	15	14	29
Weather	4	4	8
Renew UN registration	5	2	7
Visiting relatives	1	3	4
Difficult curriculum	2	1	3
Other (5 categories)	7	2	9

(Formal School Grades 1-6, FGD total= 32)

Reasons for missing (Grades 7-12)	Boys	Girls	Total
Sickness	12	12	24
Renew UN registration	11	9	20
Work	6	5	11
Financial situation	3	3	6
Maltreatment	3	3	6
Family circumstances Other (6 categories)	9	4	13

(Formal School Grades 7-12, FGD total= 33)

Problems going to school and solutions – children attending formal education

Both FGD child population age-groups (grades 1-6 and 7-12) attending formal education were asked about key problems they faced in school. The tables below outline the frequency with which different problems associated with formal education attendance were mentioned. **The most commonly highlighted issues in 1-6 grade groups**

were bullying from other students and long distances to the school. Bullying was also highlighted in the 7-12 grade range in addition to discrimination and maltreatment. In contrast to the lower grade range, where distance to school was one of the most frequently mentioned problems, this was never mentioned in any FGDs with the 7-12 grade groups. It could be that students were interpreting the same problem in different ways. Distance to school for younger students were seen as a financial problem (lack of funding for transportation to school) for older students.

Table 9: Problems attending formal education

Problems attending formal education (Grades 1-6)	Boys	Girls	Total
Bullying from other students	9	8	17
Too far away from school	3	5	8
Teachers lack of interest	2	4	6
Discrimination	1	5	6
Physical aggression	0	5	5
No problems	4	0	4
Transportation	3	0	3
Fear of safety	3	0	3
Public facilities not clean	3	1	3
Weapons brought to school by students	2	0	2
Inability to understand the curriculum	2	0	2
UNHCR Registration	0	1	1

(Formal School Grades 1-6, FGD total= 32)

Problems attending formal education (Grades 7-12)	Boys	Girls	Total
Discrimination	11	7	18
Bullying from other students	7	4	11
Maltreatment	7	0	7
Difficult curriculum	3	3	6
Cursing/Verbal Abuse	2	4	6
Teachers lack of interest	3	2	5
Financial Situation	3	1	4
Long hours	2	1	3
Downgraded one academic year	0	2	2
Teachers beat students	2	0	2
No break time	1	0	1

(Formal School Grades 7-12, FGD total= 33)

When asked about solutions to these problems, boys and girls from grade 1-6 said that providing transportation is the best solution, followed by suggestions to build schools for Syrians only, while some felt that there was no solution to the problem they faced, usually when referring to bullying from other students. Students in grades 7-12 also suggested separating Syrians from Jordanians, as well as mentioned that the school needs to be more aware of the problems they face from other students. Others mention that receiving financial support would be helpful, which may be linked to the fact that missing school in order to work was mentioned in 1/3 of the FGDs, with students in this grade range attending formal education (see Table 8 above: Reasons for missing school).

Table 10: Solutions to problems attending formal education

Solutions to problems attending formal education (Grades 1-6)	Boys	Girls	Total
Provide transportation	6	6	12
Building separate school for Syrians	1	7	8
There is no solution	4	3	7
Teachers to take control of the situation	6	1	7
Give tutor lessons	0	6	6
Impose punishment on students misbehaving or bullying	4	0	4
Parent and school to intervene	0	3	3
Other (5 categories)	6	1	7

Solutions to problems attending formal education (Grades 7-12)	Boys	Girls	Total
Separate Syrians from Jordanians	10	6	16
School needs to have more awareness of problems	6	2	8
Receive financial support	4	3	7
Teacher to take control of the situation	5	1	6
Placing police patrols near schools	0	5	5
Building separate schools for Syrians	1	3	4
Create more participatory activities	3	1	4
Provide transportation	0	3	3

(Formal School Grades 1-6, FGD total= 32)   (Formal School Grades 7-12, FGD total= 33)

Girls were less likely to report discrimination, aggression, feeling unsafe or problems and conflicts in the FGDs than boys. While girls' FGDs always had a female facilitator, and men characteristically left the room if they were present when a sensitive question was asked, it is still possible that girls did not feel comfortable talking about some topics. It may of course also be the case that boys were experiencing these issues more than girls.

Students were asked what their main goals and desires were for the future – the most commonly mentioned goals related to further studies (18 FGD mentions by students in grades 7-12) and returning back to Syria (17 FGD mentions by students in grades 7-12). When boys and girls in grades 7-12 were asked if they had a desire to engage more with Jordanian youth, the majority (12 FGD mentions with boys and 10 FGD mentions with girls out of a total 32 FGDs) said yes. This is particularly interesting in the light of problems highlighted by the groups in their current relationships with Jordanian students (see above) – to which some had even suggested separation between Jordanian and Syrian students altogether. Despite current problems, and short-term solutions indicating a preference for separation, students seemed to hope to integrate with Jordanian peers in the long-term.

COMMUNITY AND PARENTAL PARTICIPATION

To gain an understanding of parental involvement in formal education, the data collection team facilitated 15 FGDs with parents involved in parent teacher associations (PTAs). Findings from FGDs with children had indicated that parents play an important role in encouraging children's education, with nearly all students that currently attended formal education stating that their parents had encouraged them to attend schooling. When asked about the main motivation for joining the parent-teacher association, parents usually mentioned a desire to examine the status of teachers; to follow up on their child's status at school; and to help solve problems and challenges at the school.

Figure 11: Why parents are involved in PTA

Figure 12: Challenges for parent-teacher associations
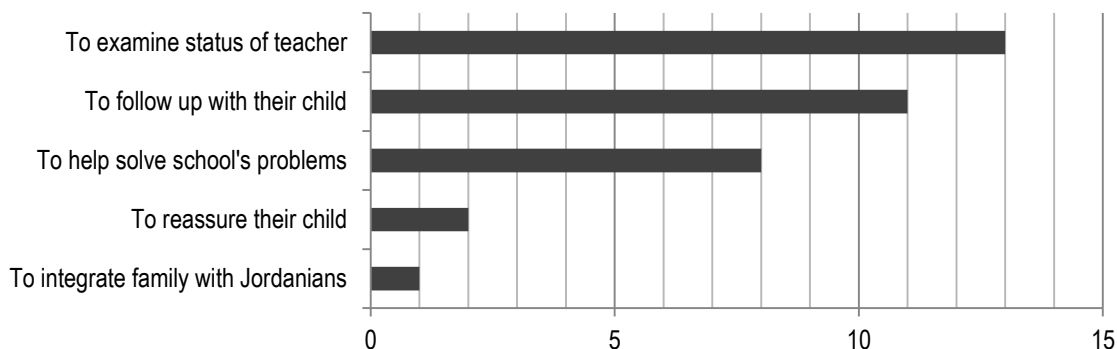
When asked what barriers they faced in being involved in their child's schooling, parents usually cited lack of involvement from other parents; scheduling conflicts between work and PTA meetings; and discrimination.
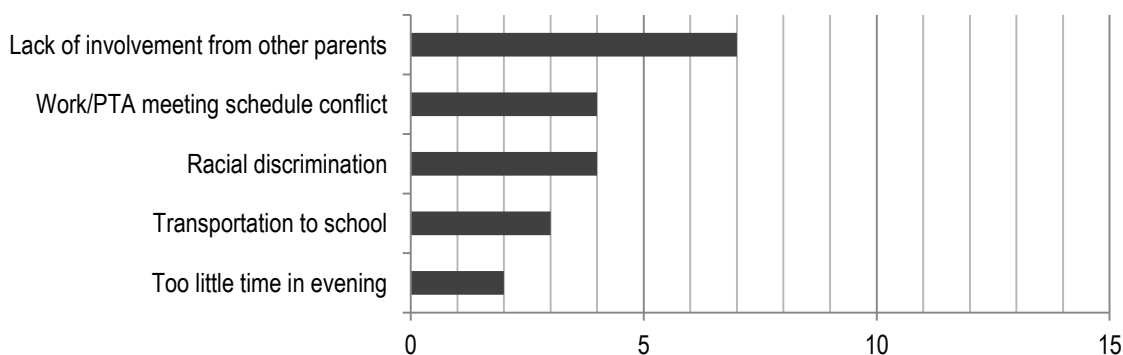
Nearly half of PTA members wanted to see improved collaboration between parents and the school. When asked for suggestions on how to accomplish this, parents proposed provision of financial support to families, providing transportation for students, creating more academic, recreational, and sports activities or programs, conducting tutoring programs for students.

CHILDREN WHO DROPPED OUT OF SCHOOL

During household interviews, information was collected on children who had dropped out of school. It should be noted in this section that disaggregation at this level renders a sample that is too small to draw any statistically significant conclusions from; hence the information below should be considered as indicative only. Quantification is of limited significance in a sample of this size. In sum, these findings can be relied on as a mode of identifying the types of reasons although they cannot give a reliable idea of the magnitude with which these reasons are experienced.

Findings from the household level interviews showed that girls aged 6-11 were most likely said to have dropped out because of lack of resources to spend on school materials, followed by worries that they would be teased at school, or that the school was too far away; or that they had been turned away from the school; or that they were suffering psychological effects since leaving Syria that rendered them unable to attend.

Boys aged 6-11 were most often said to have dropped out due to schools being overcrowded or due to having been turned away by the school. Distance to school and inappropriate time of shifts were also put forward as reasons. In focus group discussions with boys, "the shift is at an inappropriate time" was overall related to the child having to work to earn an income for the household.

The most common reasons given for dropping out amongst girls aged 12-17 was distance to the school, followed by lack of resources for materials and 3 records respectively stating that the family expected to return to Syria

imminently; concerns over risk of facing aggression or violence from other children at school; or worries that they would be teased or ridiculed. A range of disparate answers were entered as 'other' which were added up forming the largest group, including reporting that the school rejected their enrolment after leaving Za'atari and waiting for the next year to enrol.

The most commonly stated primary reasons for boys aged 12-17 that had dropped out were that they had to work to earn money, due to aggression or violence from teachers, or due to lack of resources.

Date of last attendance was asked about children who had dropped out in the 6 months preceding the survey. Findings indicated that almost a third (28%) had dropped out in January 2014, followed by February 2014 at 23% that had dropped out in March 2014.

Figure 13: Date of last attendance amongst children that had dropped out during the 6 months preceding the survey[86]
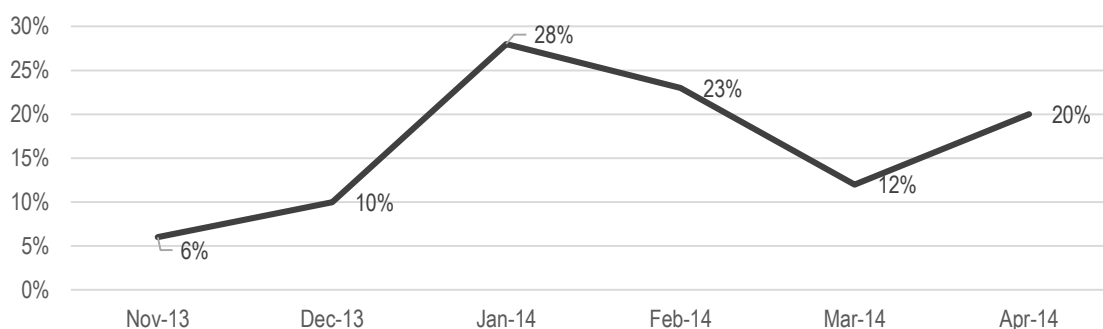
The team facilitated FGDs with 329 boys and girls who attended formal school but dropped out. Reasons for dropping out were aligned with problems faced in school explored above. The most commonly mentioned, and in many ways inter-linked, reasons for dropping out amongst the 1-6 grade groups were discrimination (22 mentions), followed by maltreatment (16 mentions), lack of safety (14 mentions) and oppression (10 mentions). The higher grade groups most often mentioned difficulties with the curriculum (13 mentions), followed by lack of safety and a need to work (10 mentions respectively).

Table 11: Reasons for dropping out of school

Formal School Dropped out Reason (Grades 1-6)	Boys	Girls	Total
Discrimination	14	8	22
Verbal abuse/bullying from students	9	7	16
Unsafe	8	6	14
Language barriers	5	6	11
Mistreatment from teachers	7	3	10
Money	7	3	10
Accommodation	6	4	10
Work	3	4	7
Move too often	2	0	2

(Formal School Grades 1-6, FGD total = 30)

Formal School Dropped out Reason (Grades 7-12)	Boys	Girls	Total
Difficult curriculum	5	8	13
Unsafe	5	5	10
Work	6	4	10
Verbal abuse/bullying from students	6	3	9
Mistreatment from teachers	5	2	7
Language barriers	3	3	6
Racism	2	3	5
Poor hygiene at school	2	1	3
Distance is too far	2	0	2

(Formal School Grades 7-12, FGD total = 20)

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[86] 7 no responses excluded

In particular, the two FGDs conducted in Mafraq with boys from grades 7-12 comprised of 13 boys specifically reported a cluster of issues, which might be related to the fact that Mafraq boys were found to have the lowest attendance rates according to the household survey. Both Mafraq boys grade 7-12 groups reported feeling unsafe, maltreatment from teachers and language barriers as issues related to their dropping out.

Most feelings reported by children after dropping out of school were negative, including sadness, loss of fortune, emptiness, and regret. 5 focus group discussions in grades 1-6 (4 with girls and 1 with boys) mentioned that they felt safer after dropping out of school. The mentions of safety were not clustered in any one governorate.

Table 12: Feelings after dropping out

Feelings after dropping out of school (Grades 1-6)	Boys	Girls	FGD Mentions
Regretful	7	8	15
Bored	8	5	13
Sad	7	6	13
Uncomfortable	4	4	8
Safe	1	4	5

(Formal School Grades 1-6, FGD total= 30)

Feelings after dropping out of school (Grades 7-12)	Boys	Girls	FGD Mentions
Sad	6	9	15
Regretful	6	8	14
Uncomfortable	9	5	14
Empty	4	6	10

(Formal School Grades 7-12, FGD total= 20)

The majority of households, where children had dropped out identified cash assistance as a primary need to enable re-enrolment of children into formal schooling (see Table 13 below). This is reflected both by reported barriers to attendance seen in the case of children that have never been to school (see next section "Out of school") and the large proportion of households that reported being in debt (80.5% overall; see figure 20 below). Provision of transport was the second most common reported need that would aid re-enrolment (8%). A wide range of answers amounting to less than 1% of the sample were grouped as "other" in the graph below, which also outlines variation in the proportion reporting respective primary needs by governorate. Cash assistance was most often highlighted in Madaba (72%) while the lowest proportion highlighting cash was found in Mafraq (50%).

Table 13: Most common primary needs for reenrollment by governorate

Governorate	Cash assistance to help with the cost of school materials	Improve security in schools for Syrian students	Provide evening classes so that children who work can attend	Provide transport to and from school	Reduce overcrowding in single-shifted schools
Ajloun	52%	4%	1%	9%	1%
Al Balqa	55%	2%	1%	6%	7%
Al Mafraq	52%	3%	11%	11%	4%
Al Tafilah	52%	3%	3%	13%	3%
Amman	58%	2%	3%	9%	3%
Aqaba	43%	6%		5%	2%
Irbid	54%	1%	2%	5%	5%
Jarash	57%	1%	4%	6%	9%
Karak	47%	2%	4%	10%	1%
Maan	44%	4%	3%	6%	14%
Madaba	67%	1%	4%	7%	4%
Zarqa	53%	1%	2%	6%	4%

% of Total

1% ▬▬▬ 67%

Figure 14: Proportion of households by debt status and governorate[87]

	Ajloun	Al Balqa	Al Mafraq	Al Tafilah	Amman	Aqaba	Irbid	Jarash	Karak	Maan	Madaba	Zarqa
Not in debt	18.3%	21.5%	16.0%	20.9%	22.4%	37.7%	16.6%	19.1%	19.3%	19.7%	28.3%	16.7%
In debt	81.7%	78.5%	84.0%	79.1%	77.6%	62.3%	83.4%	80.9%	80.7%	80.3%	71.7%	83.3%

■ Not in debt
■ In debt

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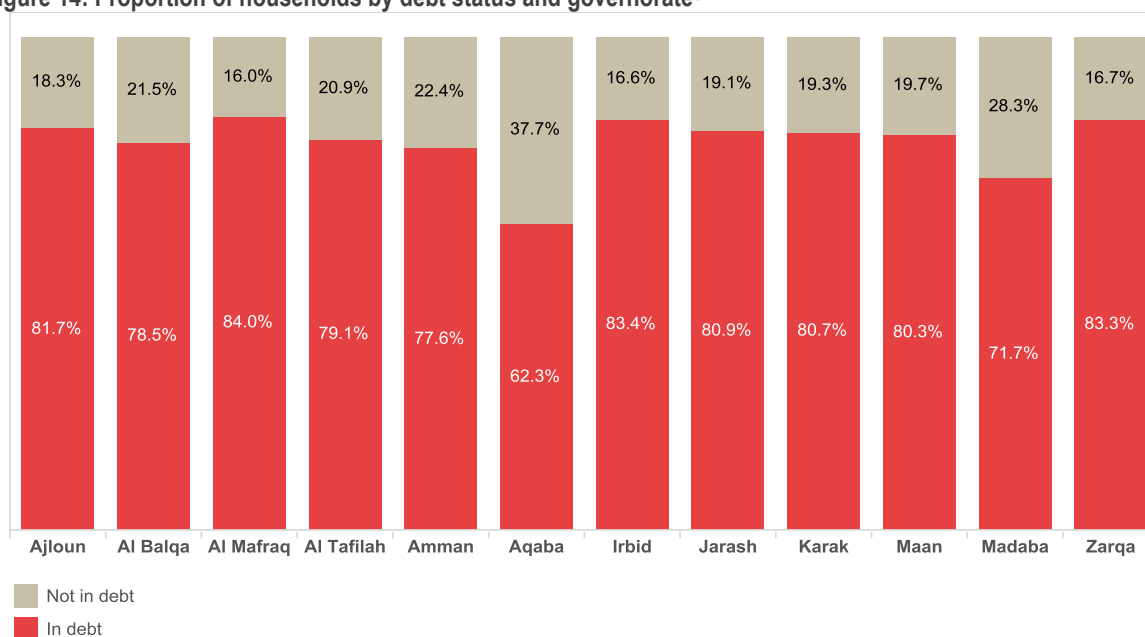
[87] 43 no responses excluded

OUT OF SCHOOL

The proportion of Syrian refugee children that had **never attended formal** school since arriving in Jordan varied depending on sex and particularly age-group. Girls and boys aged 12-17 were most likely to be reported to never have attended formal schooling in Jordan, at 16% and 18% of children in the group respectively. The proportion amongst girls and boys aged 6-11 was similar, at 10% and 11% respectively.

Figure 15: Proportion of school-aged boys and girls that never attended – by sex and age[88]
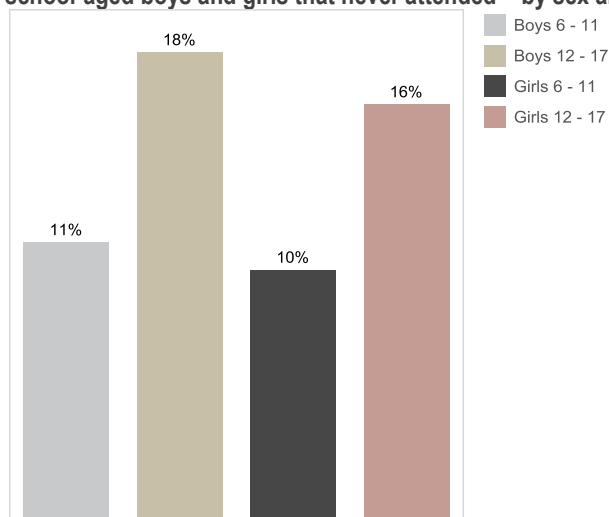
Considerable variation was found across governorates, as illustrated by Figure 16 below. In line with the findings on attendance rates above, more than a third (34%) of boys aged 12-17 in Aqaba had never attended school in Jordan, compared to just 1% of boys in the 6-11 age group in Karak.

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[88] 28 no responses excluded

Figure 16: Proportion of Syrian boys and girls who had never attended school in Jordan, aggregated by governorate[89]

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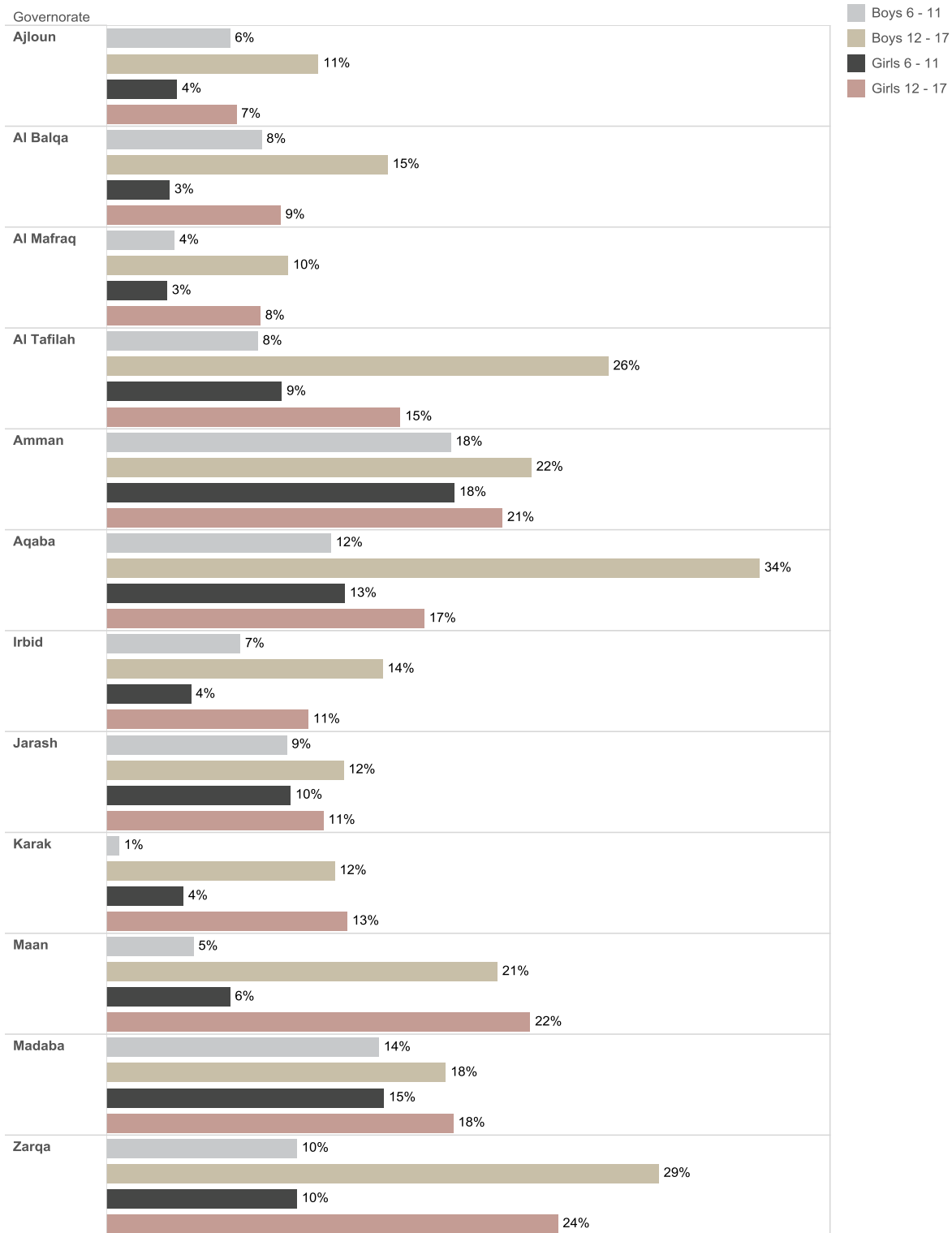
[89] 28 no responses excluded

Figure 17: Top barriers to attendance (boys 6-11)[90]

Primary reason male 6-11 never attend (group)

Governorate	Child suffering psychological effects of moving from Syria to Jordan	Do not have resources to spend on uniform, shoes, books, etc	Never been enrolled in school before in any location	Out of school for longer than 2 years and no longer eligible	School is overcrowded and/or lack of teaching materials	School is too far away	The shift is an inappropriate time	Worried that the child will be teased and ridiculed at school
Ajloun	9%	18%	45%	9%			9%	
Al Balqa	25%		8%		8%	8%	8%	8%
Al Mafraq		10%	10%			20%		10%
Al Tafilah		25%			25%		25%	
Amman	11%	13%	7%	4%	4%	4%	4%	
Aqaba		20%	20%				20%	20%
Irbid	10%	6%	19%	6%		6%	3%	3%
Jarash	6%	13%	19%		25%	6%		
Maan		33%						
Madaba				8%	8%		23%	
Zarqa		13%			20%			7%

% of Total

3% [gradient] 45%

The second most common barrier across all groups except boys aged 6-11 was lack of financial resources needed to attend school. This was most prominent for girls aged 12-17 that had never attended school (reported for 14%), compared to boys aged 6-11 who were least likely to report this barrier (11%). The third most common barrier for boys aged 6-11 was overcrowded schools, reported in 7% of cases.

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[90] 28 no responses excluded

Figure 18: Primary barriers to attendance (girls 6-11)[91]

Primary reason female 6-11 never attend (group)

Governorate	Do not have resources to spend on uniform, shoes, books, etc	Do not know where to register the child to gain refugee status	Never been enrolled in school before in any location	Out of school for longer than 2 years and no longer eligible	School is overcrowded and/or lack of teaching materials	School is too far away	Suffering psychological effects of moving from Syria to Jordan	The shift is at an inappropriate time
Ajloun	43%		29%			14%	14%	
Al Balqa						20%	20%	
Al Mafraq	13%		38%			13%		
Al Tafilah	33%	17%						
Amman	7%	5%	9%	5%	12%	9%	9%	9%
Aqaba	17%		17%					50%
Irbid		10%	14%	10%		5%		
Jarash	21%		21%		29%	7%		
Karak	40%		20%		20%			
Maan	50%							
Madaba				8%	8%	8%		25%
Zarqa	6%	6%	12%		18%		6%	

% of Total

5% ▭▭▭ 50%

In the younger female age-group, the most commonly stated reason for never attending formal schooling in Jordan was never having enrolled school at all in any location (13%). **This could be related to general eligibility to attend formal education, which until recently was lost once the child has been out of school for more than 3 years**. Unfortunately, the exact ages of children could not be recorded in the present assessment; hence, it is impossible to determine whether the children to whom this reason applied are aged more or less than 9 years of age (and hence eligible/not eligible). Other prominent barriers to attendance in this age-group included lack of resources (12%), followed by overcrowding or lack of materials in schools (9%); inappropriate timing of school-shifts (7%); long distances to schools (7%); psychological effects suffered after leaving Syria (5%). A further breakdown of most commonly stated reason by governorate can be seen above in Figure 18.

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[91] 28 no responses excluded

Figure 19: Primary barriers to attendance (boys 12-17)[92]

Primary reason male 12-17 never attend (group)

Governorate	Child suffering psychological effects of moving from Syria to Jordan	Do not feel education is important for child	Do not have resources to spend on uniform, shoes, books, etc	Never been enrolled in school before in any location	Out of school for longer than 2 years and are no longer eligible	School is overcrowded/ lack of teaching materials	The child has to work to earn money	The shift is at an inappropriate time
Ajloun	6%	17%	17%	17%	6%		11%	6%
Al Balqa	13%		13%	7%			27%	7%
Al Mafraq	9%	5%	5%	9%			9%	
Al Tafilah		9%	45%	9%			9%	9%
Amman	5%		8%	3%		13%	34%	3%
Aqaba		6%	6%	13%	6%	13%	25%	6%
Irbid	9%	4%	7%	11%	2%	2%	11%	
Jarash	5%			16%		21%		
Karak	7%	7%	21%				50%	
Maan	10%		30%		10%		40%	
Madaba		22%			11%	11%	11%	11%
Zarqa	10%	5%	15%	10%	2%	7%	15%	

% of Total

2% 50%

Boys aged 12-17 were most often reported to never have attended school because they had to work to support the household (19%). This was followed by lack of resources (12%); never having been enrolled in school before at any location (8%) – of which implications are discussed above; suffering of psychological effects since leaving Syria (7%); schools that are overcrowded or lack materials; or a perception that schooling is not important for the child (5%).

[92] 28 no responses excluded

Figure 20: Primary barriers to attendance (girls 12-17)[93]

Primary reason female 12-17 never attend (group)

Governorate	Do not feel education is important for child	Never been enrolled in school before	No resources to spend on school	School is overcrowded	School is too far away	Suffering psychological effects of moving from Syria	They got married/are preparing to marry	Worried that the child will be teased
Ajloun	11%		33%		33%			
Al Balqa		8%	8%		15%	15%	15%	
Al Mafraq		6%	18%		12%	18%	6%	6%
Al Tafilah			29%		14%	14%		14%
Amman	13%		13%	11%	3%	8%	8%	
Aqaba		17%	17%				17%	
Irbid		13%	5%		13%	3%	15%	
Jarash		13%	6%	25%	13%			6%
Karak	7%			7%	14%	14%	21%	7%
Maan			57%	14%	14%		14%	
Madaba	9%		9%	9%	9%		27%	
Zarqa	8%	8%	15%	8%		4%	8%	8%

% of Total

3% ▬▬▬▬ 57%

The most prevalent reason for not attending formal education for girls without disabilities aged 12-17 was lack of resources (14%); followed by preparing to/or having already been married (11%); and long distances to schools (10%). Over-crowding or lack of materials and psychological effects due to move from Syria were the primary barrier at 7% respectively, while lack of previous attendance was perceived as a barrier against attendance by 6%. A breakdown of reasons by governorate can be seen above in Figure 20.

Date of last attendance in Syria was asked to children who had never re-enrolled and attended school in Jordan. The first quarter of 2011 was the most common quarter where children had dropped out (19.95%), followed by peaks in the first quarters of 2012 (13.81%) and 2013 (10.23%). The proportion dropping out had then steadily dropped to a low of 1.23% that had dropped out in the second quarter of 2014 (see Figure 21 below). This can of course not be seen as evidence for reducing drop-out rates inside Syria, but simply an indication of the relatively small proportion of the Syrian refugee population overall in Jordan that have arrived during 2014.

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[93] 28 no responses excluded

Figure 21: Date of last attendance in Syria[94]
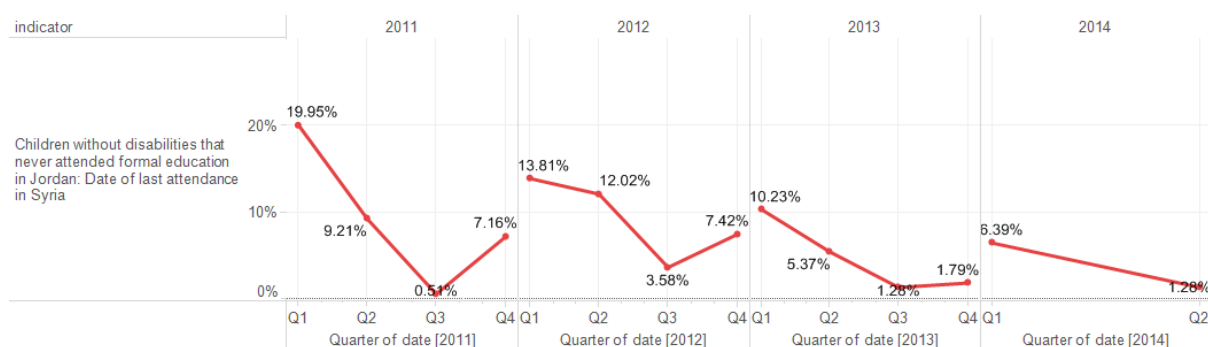
Focus group discussions were held with groups of children that had either never attended school in Syria or Jordan, or that had attended school in Syria but not in Jordan.

Amongst female FGD participants who were out of school aged 6-11, 31 participants had never attended school in Syria or Jordan. An additional 72 girls FGD participants aged 6-11 had attended school in Syria only. Amongst FGD girls aged 6-11 who had attended school in Syria only, participants had usually left school by third grade. Amongst boys out of school aged 6-11, 20 participants had never attended school in Jordan or Syria. An additional 87 boys had attended school in Syria only. These boys had also left school by third grade, on average.

Amongst girls out of school aged 12-17, all had attended school in Syria and had usually dropped out of school by 8th grade. Similarly, all boys who were out of school aged 12-17, except one, had all attended school in Syria. These male FGD participants had left school by on average 6th grade.

Reasons why children had never attended formal education in Jordan were largely similar across the two age groups. Lack of documentation or financial resources featured highest amongst the younger children (15 mentions respectively), with lack of financial resources also being the most commonly mentioned reason amongst children aged 12-17 (16 mentions) and lack of documentation the third most commonly mentioned reason (11 mentions).

Table 14: Reasons why children never attended formal education in Jordan

Reasons for never attending school (Age 6-11)	Boys	Girls	Total	Reasons for never attending school (Age 12-17)	Boys	Girls	Total
Lack of documentation	7	9	16	Financial situation	8	7	15
Financial situation	10	6	16	Insufficient seats	4	7	11
School is too far away	8	2	10	Lack of documentation	7	4	11
Problems and conflicts at school	6	0	6	Racism	1	7	8
Different customs and traditions	5	0	5	Work	4	1	5

(Never attended school age 6-11, FGD total= 32) (Never attended school 12-17, FGD total= 34)

Parents of children who were not attending formal education in Jordan who participated in FGDs raised similar concerns as the children out of school. The most commonly reported reason for children not attending school was

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[94] 28 no responses excluded

long distances to schools (10 mentions), followed by financial issues and fear of discrimination (9 mentions respectively).

Figure 22: Reasons parents gave for their children not attending formal education
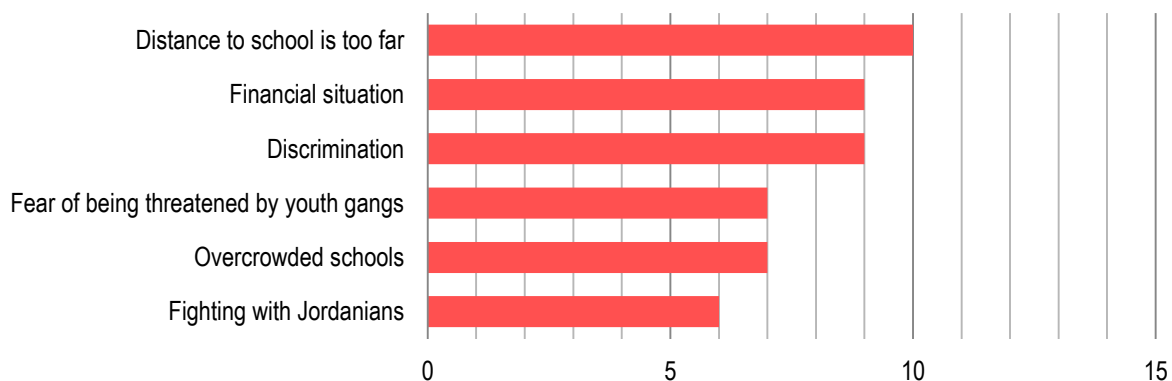
The most common suggestions put forward by parents to enable children to attend included provision of educational training courses (remedial/catch-up classes) for children (8 FGD mentions); of aid or support (6 FGD mentions); and of schools catering exclusively to Syrian children (5 FGD mentions).

NON-FORMAL EDUCATION

FGDs were held to explore information about what participants liked and disliked about attending non-formal education; problems they faced when attending and solutions they envisioned for these; frequency of attendance; reasons for missing classes or sessions; reasons for not attending formal education instead; and needs that could be better met to facilitate attendance in formal education.[95] Schools visited had non-formal programmes that allowed students to obtain a certificate equivalent to 10th grade education that is accredited by the Ministry of Education. After this, students can move on to the 11th grade in a formal school and pursue Tawjihi (Jordan education system equivalent to a high school diploma).

Likes

Overall, both boys and girls spoke positively of the education centres. Features that were most liked about non-formal education included opportunities to play with friends (6 mentions), positive treatment by teachers (6 mentions), and the activities and entertainment offered at the school (5 mentions).

There was consistent mention of how well students were treated by teachers, especially by the boys involved in discussions. Boys mentioned being hit by teachers if they answered a question wrong in previous schools before coming to the centre. There were no mentions of physical punishment in NFE centres and students spoke frequently about how patient teachers were them.

Some students mentioned a "free period" where they were able to play sports, meet with their friends, and eat together. Students also mentioned a wide range of activities in the centres, from planting gardens in the centre, to learning how to work with computers, to dancing and singing classes.

Dislikes

During the discussions, dislikes were mentioned fewer times and many were issues that happened outside the centre (such as transportation and safety during the journey to and from the centre). When safety and aggression were discussed, it was found these occurred outside the centre. Students mentioned gangs and bullies both on the road and in areas surrounding the centre. Students mentioned that some of these groups have guns; sell drugs; and expose knives and weapons to students when they walk by. One boy mentioned in the discussions that 10 young men surrounded three of them and pushed them around in a circle while they were walking home.

Lack of transportation was also mentioned a few times, sometimes within the context of safety. The lack of having consistent transportation, long distance students have to walk (which is harder during bad weather), and aggression faced on the way to school were all said to have a negative impact on attendance rates.

Attendance

The majority of students attended centres full time, however some students were only able to attend one to three days a week. Reasons for non-attendance differed between boys and girls.

In general, boys sometimes "took over the household" in the absence or lack of ability of the father in the household because of an injury or disability. Not attending school in order to work to provide income was mentioned in every FGD with boys at NFE centres. Along with providing income, boys also mentioned missing class at the centres in order to escort their sisters to school or NFE centres to protect them from gangs and going to the market for their mothers to pick up food and other goods. Other reasons boys missed classes include issues with transportation and leaving the NFE centre because they enrolled in formal school. In the FGD with only four students, participants said most of the absent students were working.

In general, girls missed class at NFE centres because of protection concerns. One girl mentioned that her father would not let her leave the house alone to catch the bus because the walk to the bus stop was too dangerous. Unless one of her brothers was able to walk her to the bus, she could not go to school. This was normally mitigated

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[95] REACH facilitated 8 FGDs consisting of 52 participants. All FGDs had a minimum of 6 participants except for one FGD consisting of 4 boys due to the centres lack of students that day (REACH facilitators were told some of the boys work regularly. This will be explored further in the "Attendance" section).

by having transportation close to the home or having a brother escort them to the NFE centre. In FGDs with girls, it was mentioned that parents sometimes lacked information about NFE centres and were suspicious about letting their daughters attend. Some girls reported that staff at centres had called their parents to explain the centre's mission and encourage them to allow their daughter to attend, resulting in their parents enrolling them in the centre.

Formal school attendance

No students mentioned attending formal school concurrently and many had never been enrolled in formal school in Jordan at all. For most, the non-formal education centre supplemented formal education. Boys mentioned the need to work and their domestic commitments as a reason for opting for non-formal education instead of formal school. The non-formal centre's flexible hours allowed them to do both, while formal school block hours (8am-2pm) were not possible for them to attend. Boys also mentioned violence from both students and teachers in formal schools as another reason for choosing non-formal education solutions over formal school. They mentioned issues with student gangs inside formal schools and older gangs outside the school, making NFE centres a safer choice. The second most common barrier to attendance following protection issues mentioned by girls were registration issues. Sometimes they did not have proper identification to enrol and some girls mentioned lack of cooperation or guidance from the schools principles in helping them navigate the system.

Teachers and facilitators of non-formal education

Facilitators of non-formal education highlighted methods they used in informing children about non-formal education initiatives. Distribution of flyers were mentioned (including flyers given to students in particular), as well as phone calls to parents and invitations to parents to visit the centre. During discussions with both students and facilitators, it was found that having connections to a centre, either through teachers, facilitators, or family members, increased the likelihood that parents would enrol their children in an education centre. Having these connections helped relieve parents' worries, which could include whether the programme would be useful and safe for their children. Reasons why facilitators preferred to teach in non-formal as opposed to formal education centres included poor treatment of students in formal centres, NFE teaching activities being more entertaining, higher level of safety in NFE centres, and financial incentives of teaching NFE.

Teachers and facilitators expressed a high level of interest in receiving training, although a small number had participated in training, including training in children's rights, awareness of sexual abuse, and anti-violence awareness. Reasons for missing sessions included sickness; a need to renew refugee documentation; and family issues. Key factors raised by facilitators that improve teaching conditions included better financial and material security for teachers; more entertaining activities; and a safe environment. Suggested changes to improve the learning experience for students included workshops for teachers; extra classes catering exclusively to Syrians; and transportation.

INFORMAL EDUCATION

Findings from FGDs held with children attending informal education indicated that they were often studying at Quranic schools. The most commonly stated motive for attending informal schooling was thus, unsurprisingly, found to be for 'religious reasons,' followed by 'to compliment formal education'. The following table illustrates the type of informal schooling Syrian children participating in FGDs were reportedly attending and what they learned there.

Table 15: Types of Informal Education

	Type	Activities	FGD mentions
Boys	Islamic school, Quranic or religious centre	Reading, exercise Studying Religious studies Tutoring remedial classes Memorization of the Quran	6
	Learning centre, Leisure and educational centre, support course	Reading, Tutoring English language Educational and fun activities Computer skills	8
Girls	Islamic school, Mosque, Quranic or religious centre	Reading, Religious studies Training programs Memorization of the Quran studying	7
	Leisure and educational centre, informal school	Learn Arabic Studying Educational and fun activities Training workshops	6

The amount of time for attending informal education was more likely to be between 1-3 days (24 FGD mentions) then 4-5 days (10 FGD mentions) per week. When asked what their main reasons were for missing sessions at their educational program, the two most commonly stated reasons were sickness and UNHCR registration.

Students in the informal education FGDs largely reported that they had 'no problems' attending informal education and the majority did not mention feeling unsafe, aggression, and harassment on the road or poor treatment. The largest problem was access to transportation (11 FGD mentions).

Because informal schooling, especially when it

Figure 23: Do you also attend formal school?

took the form of Quranic or religious studies, was often seen by FGD participants as supplemental to formal school, there could be potential to synthesize formal and informal schooling to serve complimentary roles. Furthermore, the fact that FGD participants indicated fewer problems in attending informal school compared to those attending other types of schooling, could indicate that elements of informal schooling may be possible to apply to formal education facilities to increase attendance.

Of the children who only attended informal education, the top reasons for not attending formal education mentioned were racism, violence, overcrowding, and the fact their families moved often to other areas.

Figure 24: What do you like most about going to educational centres?
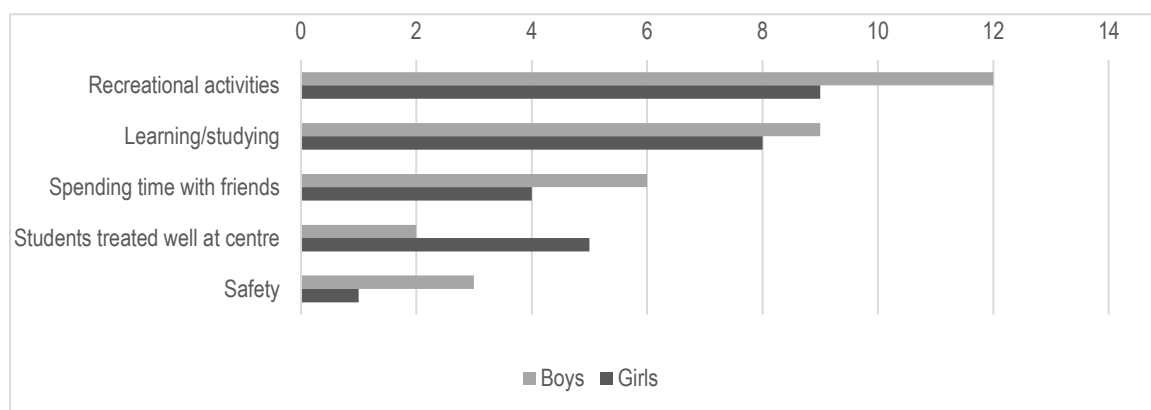
Focus group discussions with Syrian children show that the IFE educational centres act as a safe space where children can play and learn. Students mentioned recreational activities (12 FGD mentions by mentions by boys and 9 FGD mentions by girls), learning (9 mentions by boys and 8 mentions by girls), and spending time with friends (6 mentions by boys and 4 mentions by girls) as the aspects they enjoy most.

Transportation was the most common issue for students attending informal education. Difficult access to transportation was cited throughout FGDs as the biggest barrier to transportation, with 5 mentions in FGDs with boys and 6 mentions in FGDs with girls. Few other options were listed as barriers to attendance, with the second most common after transportation being "none" (7 FGD mentions in total, with 3 mentions in boy FGDs and 4 in girl FGDs respectively.

Facilitators of informal education

Table 16: Reasons students choose informal education over formal education mentioned by facilitators)

Reasons students choose informal education over formal education (According to facilitators)	FGD Mentions
Better treatment	9
Feel safe	9
Better location/Closer than formal school	8
Formal school too difficult	7
Better option financially	6
Better attention and follow up	5
Better relations with teacher and students	4

(Informal school facilitators, FGD total = 16)

100 facilitators of informal education participated in FGDs. The following table illustrates estimations given by these 16 FGDs.

When the facilitators were asked why they thought students choose informal education over formal schooling, their answers correlate with the problems students relayed about formal schools. The most commonly stated reasons concerned better treatment of students; safety; location; financially advantageous; better attention and follow-up by facilitators and better relations between teachers and students.

Teachers and facilitators reported that almost all of their students were also taking part in formal education, while a quarter was participating in other informal education, including Quranic teaching centres; associations and clubs; and other informal learning centres.

Informal education facilitators participating in the FGDs had received several types of training, and requested additional training. About half of the groups included participants that had signed a teachers' code of conduct.

Table 17: Trainings requested by informal education teachers

Training Received	Trainings Desired
• Creative thinking workshops • Counselling courses • Courses on how to teach children	• Art of dealing with others[96] • Self-improvement • Teaching skills • Psychosocial care

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[96] Concerns communication skills and motivation techniques.

INCLUSIVE EDUCATION – CHILDREN WITH DISABILITIES

Approximately 6% of households reported having a member with a disability, including 3% that were aged less than 18 years of age. The highest proportion of school-aged children with a disability was found in Jarash (3.7%) Madaba (3.7%), Zarqa (3.7%) and Balqa (3.6%), with the lowest proportion seen in Aqaba (1.1%).

Figure 25: Proportion of children with a disability in each governorate[97]
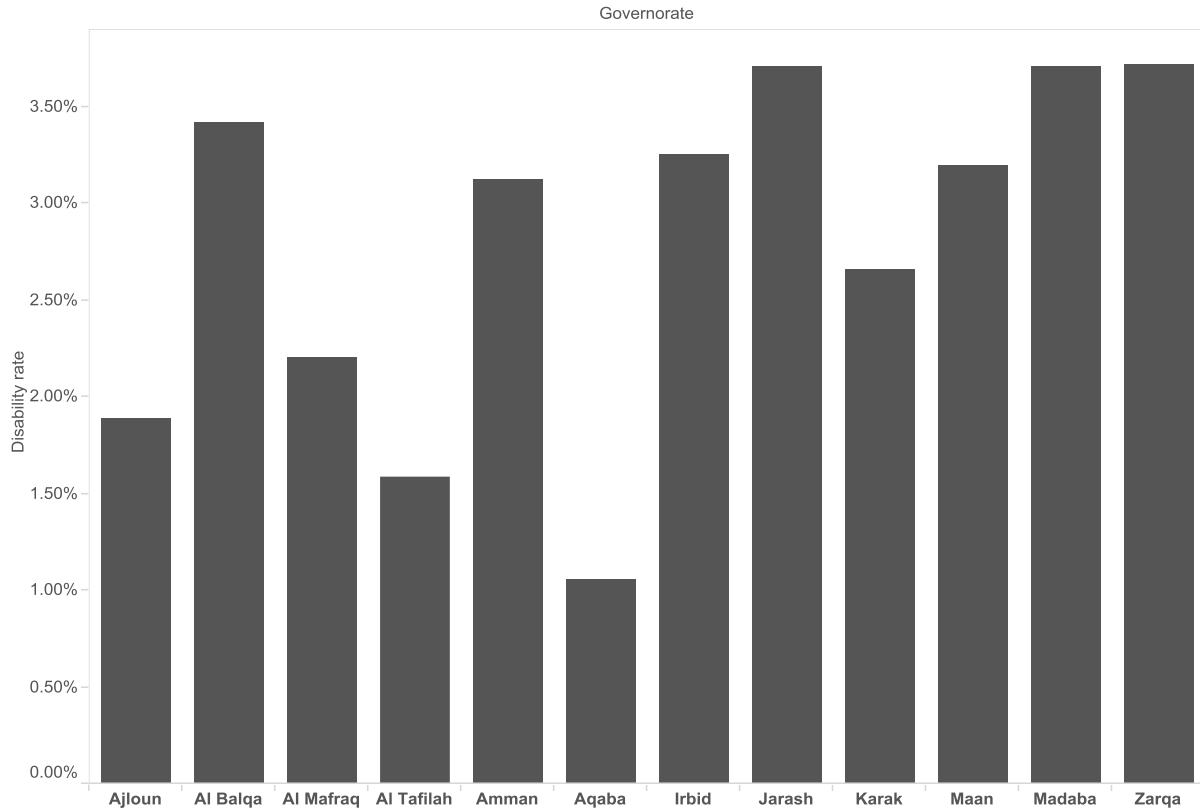
The assessment asked what type of disability children were living with — these included physical, visual, auditory or hearing impairments; mental disabilities; intellectual impairments; chronic illnesses; or a temporary injuries. The following graph illustrates that the highest type of reported disabilities among school aged children 6-17 was physical disabilities at 36%. Since respondents were able to report more than one disability, it is important to note that many who were chronically ill or injured also have some sort disability.

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[97] 23 no response cases excluded

Figure 26: Disability type among school aged children with reported disabilities[98] [99]

- Chronically ill — 91%
- Physical disability — 35%
- Visual disability — 25%
- Temporary injury — 18%
- Mental disability — 17%
- Intellectual disability — 17%
- Auditory disability — 17%
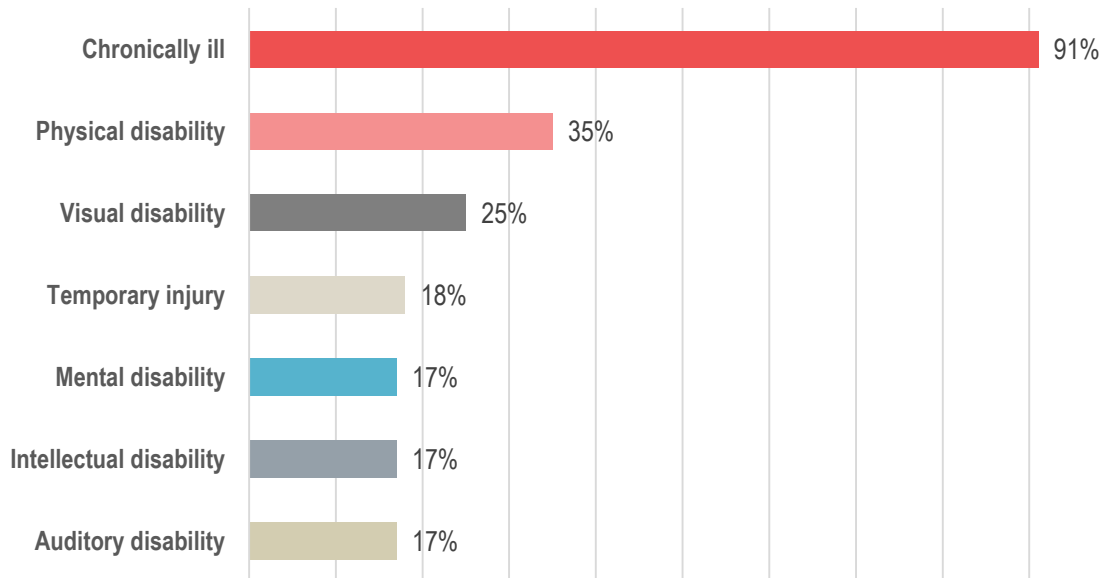
Below are children with disabilities desegregated by gender. It is important to note the sample size of school aged children with disabilities was so low (n=268, 155 boys and 113 girls) that statistical significant conclusions could not be made from this disaggregation. Because of this, these findings can only be considered indicative.

Figure 27: Disability type among school aged children with reported disabilities by gender[100]

- Physical disability - boys — 35%
- Physical disability - girls — 36%
- Visual disability - boys — 23%
- Visual disability - girls — 27%
- Temporary injury - boys — 23%
- Temporary injury - girls — 10%
- Mental disability - boys — 18%
- Mental disability - girls — 15%
- Intellectual disability - boys — 17%
- Intellectual disability - girls — 17%
- Auditory disability - boys — 18%
- Auditory disability - girls — 15%

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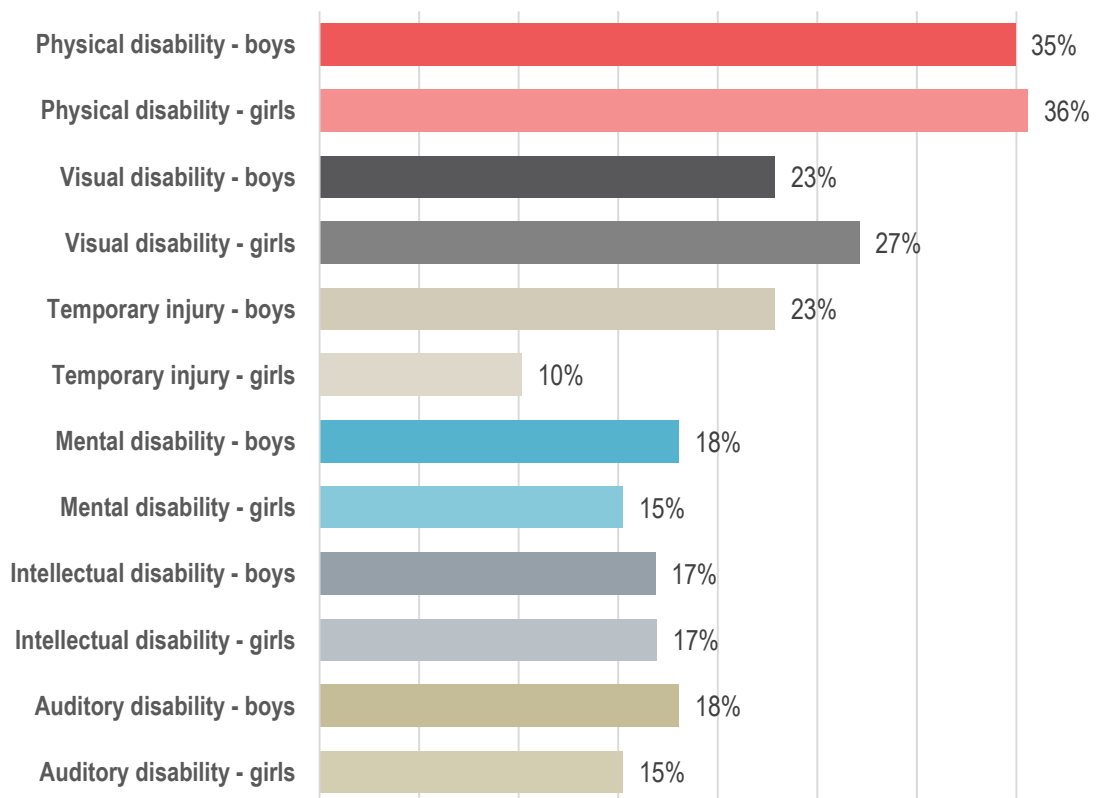
[98] 23 no response cases excluded
[99] Mental disability can be defined by a serious mental disorder such as depression, manic depression, and schizophrenia. Intellectual impairment can be defined as the person has difficulty remembering, communicating, or concentrating. All disability definitions can be found in Annex I in the questionnaire.
[100] 23 no response cases excluded

Overall, 46% of children with disabilities were attending school, with 51% of boys 6-11 with at least one disability, 33% of boys 12-17, 65% of girls 6-11, and 47% of girls 12-17 attending. Although a smaller proportion compared to children overall, the trend across age-groups followed a similar pattern, with younger children more likely to be attending formal education compared to older peers, as shown in the graph below. There was also considerable difference depending on sex, with girls more likely to be attending formal schooling than boys. Girls with disabilities in the 6-11 age-group were twice as likely to be receiving a formal education (65%) compared to boys in the 12-17 age-group (33%).
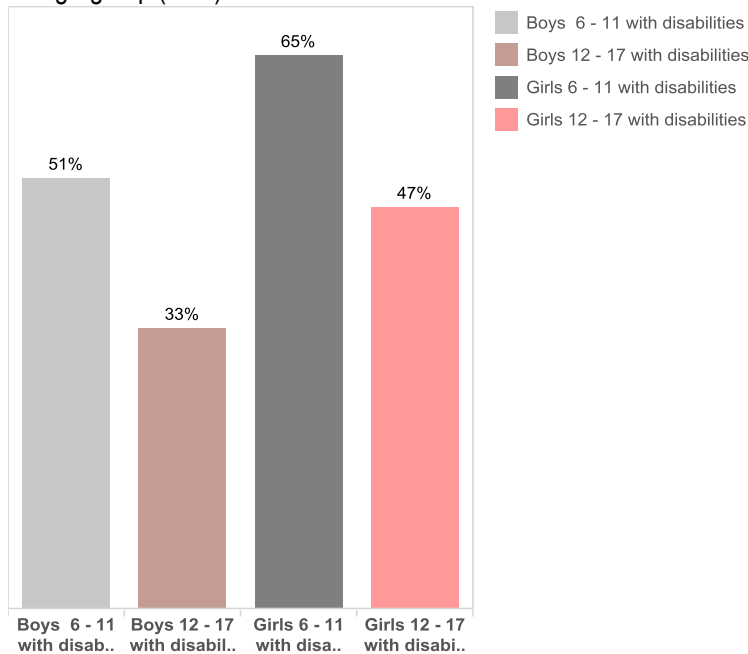
Figure 28: Proportion of boys and girls with a disability that were currently attending formal education[101]

Disaggregation to the governorate level was not possible here given that the portion of the sampled children that had disabilities was relatively small, hence findings at this level would not be statistically significant. Further research with a representative sample of children with disabilities is recommended to shed further light on education in this group.

A review of reasons why children with disabilities drop out of formal education is possible, although findings should be considered as indicative only given the small sample size.

Amongst girls aged 6-11 with a disability, the most commonly stated primary reasons for not attending formal schooling included physical inaccessibility of school; lack of specialist education services; or expectations held by the family that they were soon to return to Syria, recording twice respectively.

Figure 29: Number of girls aged 6-11 with a disability that were not attending formal schooling – by reason for not attending
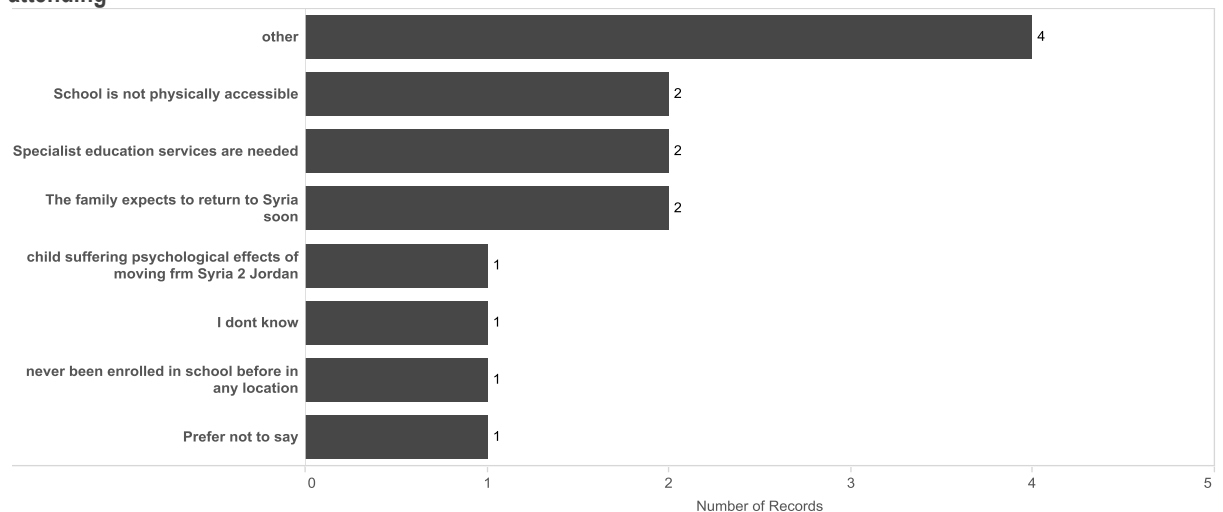
Boys in the 6-11 age-group were most often said to not be attending because the school was not physically accessible (9 records), or that specialist education services were lacking (5 records).

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[101] 23 no response cases excluded

Figure 30: Number of boys aged 6-11 with a disability that were not attending formal schooling – by reason for not attending[102]
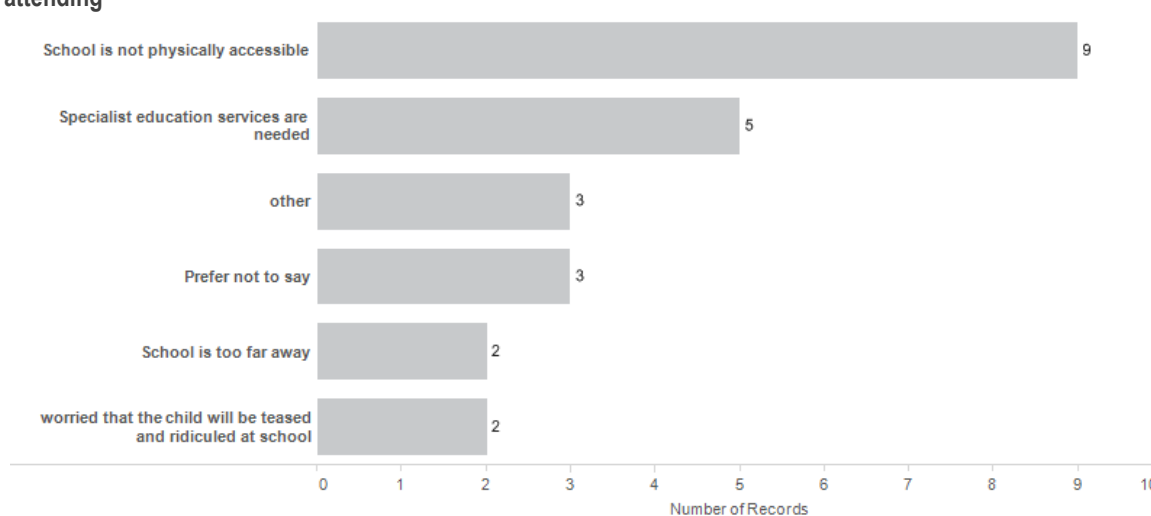
The primary reason for not attending amongst girls aged 12-17 with a disability was that the school was physically inaccessible (6 records), that they were suffering psychological effects since leaving Syria (4 records), or that specialist education was lacking (3 records).

Figure 31: Number of girls aged 12-17 with a disability that were not attending formal schooling – by reason for not attending[103]
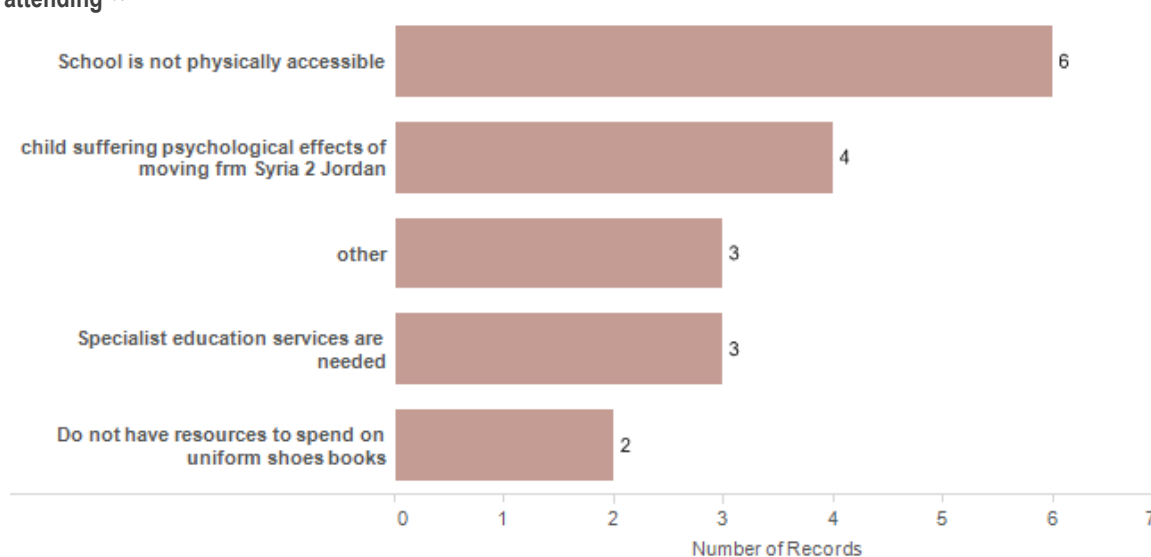
Boys in the 12-17 age group were said to not be attending due to the school not being physically accessible (8 records), that specialist education services needed were not available (6 records), or that they were suffering psychological effects after leaving Syria (5 records).

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[102] 23 no response cases excluded
[103] 23 no response cases excluded

Figure 32: Number of boys aged 12-17 with a disability that were not attending formal schooling – by reason for not attending
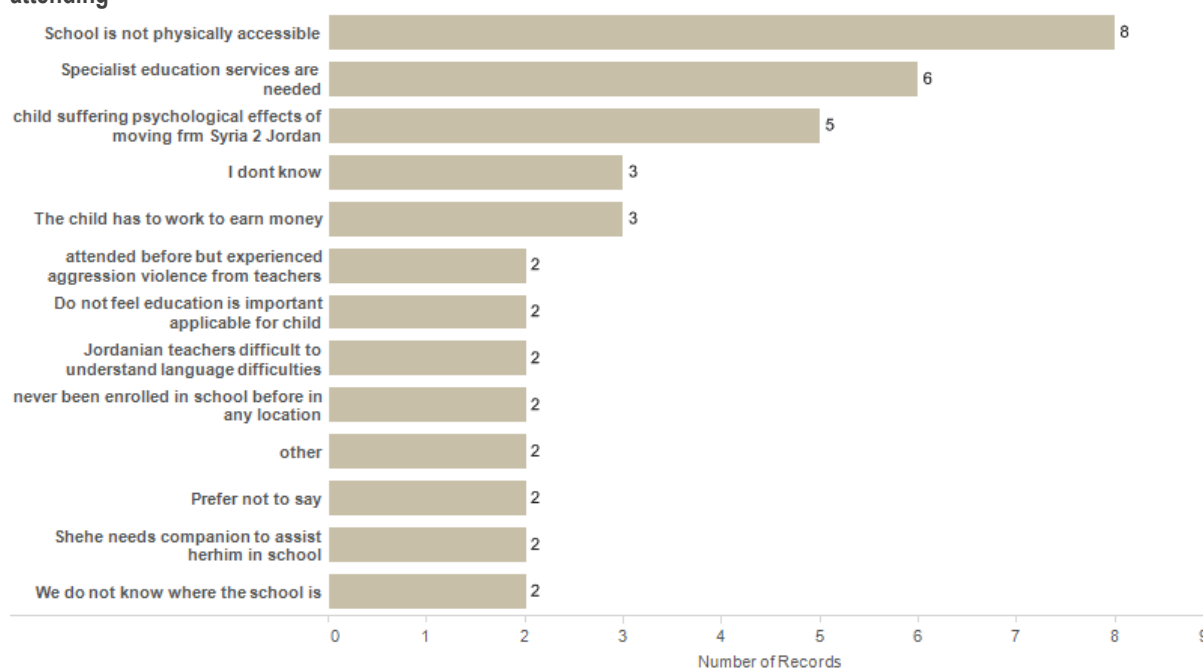
Date of last attendance was recorded for school-aged children with disabilities that were not attending formal school. Almost half had dropped out at some point during 2011, after which drop-out rates had steadily reduced. Interestingly, across 2012 and 2013 a slight pickup was seen in the second quarter which saw the highest proportion of dropouts in both years (see Figure 33 below).

Figure 33: Drop-out rates - children with disability in formal education[104]
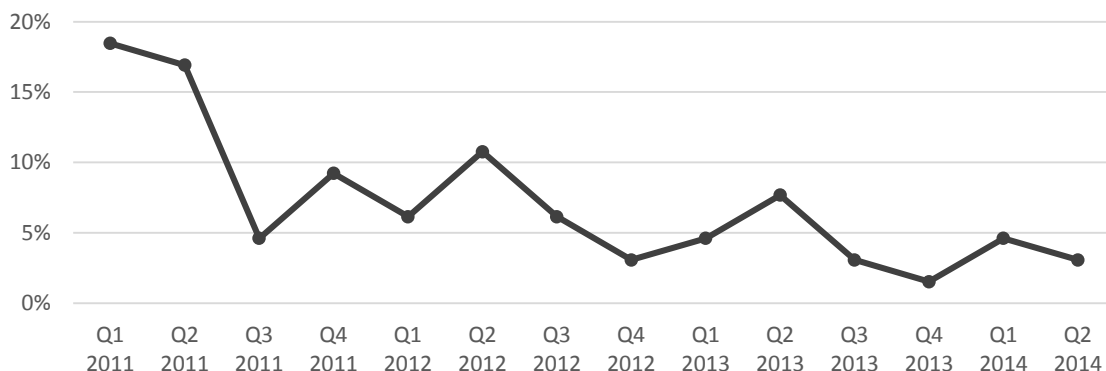
Table 18: Formal education teachers who had at least one student with a disability in their class

Disability	FGD Mentions
None	8
Physical	4
Auditory	3
Mental	3
Visual	2

More than half of all teachers participating in formal education FGDs taught students with disabilities in their classrooms. Key challenges mentioned by these teachers included difficulties enabling children to achieve goals; (3 FGD mentions); lack of specialised classroom support (3 FGD mentions); and feeling depressed due to these challenges (1 FGD mention).

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[104] 23 no response cases excluded

Teachers highlighted several improvements that would help them improve learning for students with disabilities. These included increased knowledge and ability of teachers to cater for students with disabilities (6 FGD mentions); better equipped classrooms (4 mentions); special classes exclusively for children with disabilities (4 mentions); and provision of wheelchairs (1 mention).

Table 19: Needs to improve learning for students with disabilities

Teacher Needs	FGD Mentions
Increase the knowledge and ability of teachers	6
No suggestions	5
Properly equipped classroom	4
Special classes for children with disabilities	4
Provide wheelchairs	1

Further research is recommended to explore the particular barriers faced by Syrian refugee students with disabilities in accessing education. It is clear from the findings of this assessment that students with disabilities are less likely to attend school than those without, and that teachers and facilities, could be better equipped to support them.

YOUTH

One of the objectives of the JENA was to find out how young people aged 18-24 progressed once leaving secondary school. The household survey found that only 1% of households reported that any youth in their household were engaging in voluntary activities. It is possible that the low proportion is due to youth within this age range opting for paid employment, however further research is recommended to verify this. Amongst those involved in voluntary activities, 38% were engaged with local CBOs, 29% were involved in the local mosque, 6% were involved in a local school, and 4% were volunteering at aid or advocacy organizations. Some activities, (such as being involved in sports clubs) were left out as they were not related to volunteering.

Focus group participants suggested a range of activities that youth were interested in participating in, including educational and cultural activities or courses. They also expressed an interest in visiting gyms, clubs or job centres.

Table 20: Main goals for youth 18-24

Suggested Activity	Boys	Girls	Total
Further study	9	13	22
Return to Syria	11	5	16
Get a job	3	5	8
Help provide necessities to household	5	0	5
Have a sense of safety	4	0	4

When youth were asked what their main goals were, most wanted to continue studying (9 boy FGD mentions and 13 girl FGD mentions), go back to Syria (11 mentions in boy FGDs and 5 in female FGDs), or get a job (3 mentions in FGDs with boys and 5 mentions with girls).

Other suggestions included providing for the household (5 mentions in total) and attaining a sense of safety (4 mentions in total).

Table 21: Activities suggested by youth focus groups

Suggested Activity	Boys	Girls	Total
Educational Course/Activities	8	5	13
Cultural/Sports Activities	9	3	12
Gym	6	0	6
Clubs	2	1	3
Job centres	0	2	2

Examples of educational courses and activities that FGD participants suggested included teaching Syrian children; religious courses; computer courses; English and French language courses; as well as awareness sessions about issues such as rejecting violence.

Cultural sports and activities were specified, including action plays; arts; and cultural folklore activities.

Participants in the youth FGDs were largely interested in engaging with other Jordanian youth (Yes: 19 FGD mentions, No: 7 FGD mentions), with girls more keen to do so than boys. Further probing for reasons why some youth were not interested in connecting with Jordanian youth revealed that these often related to a fear of 'mistreatment', or a generally 'neutral' attitude towards integration:

Table 22: Reasons Syrian youth gave for not wanting to integrate

Governorate	District	Reasons given to not integrate with Jordanians
Boys		
Zarqa	Zarqa Qasabah District	• Prefer to avoid contact (neutrality)
Ajloun	Ajloun Qasabah District	• Different customs and traditions[105]
Madaba	Madaba Qasabah District	• Mistreatment • Different customs and traditions • Neutrality about integration
Karak	Karak Qasabah District	• Mistreatment
Tafiela	Bsaira District	• Mistreatment • Different customs and traditions • Neutrality about integration
Aqaba	Quairah District	• Prefer to avoid contact
Girls		
Amman (girls)	*Al Jizah or Qaismeh district	• Insecurity • Parents not allowing engagement

Table 23: Youth using youth friendly spaces

Do you use youth friendly spaces?			
	Male	**Female**	**Total**
Yes	3	3	6
No	11	10	21
Reason for Not Using Spaces			
Too Far	3	0	3
Unsafe	2	2	4
Too Busy	2	1	3
Not Interested	1	0	1
Family Not Allow	1	1	2
Activity Not Interesting	2	1	3
Don't Know	3	1	4
Not Available	6	6	12
Activities you would like to be available			
Cultural/Sport Activities	9	3	12
Educational Course/Activities	8	5	13
Play Area	6	0	6
Clubs	2	1	3

One quarter of Syrian youth aged 18-24 in the FGDs indicated that they were using youth friendly spaces in Jordan (Yes: 6 FGD mentions, No: 21 FGD mentions). Reasons for not visiting youth spaces included that these were too far away; the spaces themselves were unsafe; they were too busy; their families did not allow it; or that the activities offered there were not interesting – however, all FGDs apart from one expressed an interest in using youth spaces.

When asked what activities they would like to have available, respondents discussed educational courses and activities (mentioned in 8 FGDs with boys and 5 with girls) as well as culture or sports activities (mentioned in 9 FGDs with boys and 3 with girls).

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[105] The FGD participants expressed feelings of exploitation by their employers and landlords, which impacted their psyche and confidence in dealing with Jordanians.

CONCLUSIONS AND RECOMMENDATIONS

Syrian children in Jordan are struggling with a variety of issues which create barriers to their enrolment and attendance in the education system. The drop seen in Syrian school attendance since the start of the conflict is creating a generation gap in the education of Syrians, which will deeply affect recovery efforts after the war if steps are not taken now to mitigate the situation in host countries like Jordan.

FORMAL SCHOOL

In creating policy recommendations, the policy trade-offs between refugees, host communities, and service providers must therefore be weighed in order to prioritize what can be done in order to encourage Syrian children to re-enrol and for Jordanian communities to adapt (for example, by building on existing resources). For example, the problem of 'overcrowding' in Jordanian schools should be addressed in more detail — Who decides that a school is at full capacity? What does this mean? Can schools somehow operate over their full capacity in order to afford education for Syrian refugees? How does the implementation of a double-shift system affect the quality of education? In addition, given the amount of protection-related language that was expressed in the focus groups, more research needs to be done on the psychosocial issues impacting these children and their education. There are differences in barriers faced by boys and girls, and across different age groups, indicating a need for tailored solutions for different groups of children. Lastly, further research needs to be done on youth who are passing out of school age to ensure that they have the tools to prepare them for the future, such as further educational opportunities or skills training.

More effort could be made to help Syrian children and youth integrate with their Jordanian peers. The desire and need for better integration that has been expressed by all sex and age-groups in this assessment is clearly currently not being met. As seen here, the greatest problems facing children in school, according to children themselves, often relate to their relationship with other students and teachers (bullying, aggression, maltreatment) and while desperate, short-term solutions were proposed (including segregation from Jordanian students in "Syrian only schools"), their most frequently expressed desires for the future included better integration.

There also seems to be a need for improved support to new Syrian arrivals to meet the documentation requirements for entering school. Additional actions could be taken such as creating interim system for new arrivals lacking full documentation. The above interventions should also benefit from targeted information campaigns designed to disseminate information to Syrians on how to enrol their child in school. Awareness raising regarding eligibility criteria for formal education may help some children return to school — especially for those who are currently out of school due to a mistaken perception of not being eligible.

Moreover, local schools could improve their capacities to follow up on irregular attendance and dropouts. Local schools may have overstretched capacities, and may thus require additional support, including the expansion of staff and training. Systems where families can report their difficulties enrolling a child in a given school would help draw attention to vulnerable cases, and families who have strained resources would have a mechanism to seek out further support. A referral system would need to ensure that such families are referred properly and in a timely way to organizations and agencies. This assessment revealed that provision of relatively limited resources could help children into schools — for instance through support in obtaining uniforms, school supplies or transport.

NON-FORMAL AND INFORMAL SCHOOL

Given that more than a third of school-aged children were found to be out of school, more effort could be made to enrol students that are not eligible for formal education into alternative schooling such as NFE and IFE centres. Both students and facilitators in NFE centres highlighted flexibility of the scheduling of classes, which gives non-formal education potential to enrol students who are unable to enrol in formal schooling. Despite the positive feedback from facilitators and students at NFE centres, one key finding of the assessment was the apparent lack of non-formal schooling options in several governorates, exemplified by the challenges faced by field teams in convening FGDs in all districts, indicating an opportunity to expand NFE.

As with formal education, relatively limited resources could help remove barriers to attendance in informal and non-formal education, given that lack of resources was consistently mentioned as a key barrier for children that had dropped out of either type of education.

Awareness raising around local NFE and IFE facilities could also help improve student access to schooling. It was discovered that many of the students enrolled in NFE centres because their family knew facilitators there. Lack of knowledge of facilities was often mentioned during household interviews and it is possible that attendance could be raised with outreach by centres through phone calls to families by facilitators and fliers.

CHILDREN WITH DISABILITIES

Children with disabilities were found to have a higher overall non-attendance rate than children without disabilities. Therefore, it seems imperative that these students be given extra attention within the greater implementation of a project to enrol more children in school. Disability issues particularly pertinent to temporary injury (as per the findings of the report) should be mainstreamed into any initiative. Given the discrepancy in attendance in formal education seen across the sex and age groups, further research is recommended to explore what particular barriers faced by some groups, and how to alleviate this.

YOUTH

Lack of psychosocial support has been highlighted by the assessment findings. However, psychosocial support create a broader protection mainstreaming action which would include: the identification and capitalization upon potential safe spaces for youth; the development of a strong initiative against bullying (initiative should address bullying both in school and on the way to school, and the program would need to include both Jordanians and Syrians); and targeted campaigns against early marriage and in support of girls education.

Youth also expressed strong interest in youth friendly spaces. Creating spaces that provides sports activities, cultural activities, and education courses would give youth the opportunity to progress after finishing secondary education.

CONCLUSION

In the end, it is the Jordanian government — in partnership with key stakeholders like the Education Sector Working Group and UNICEF — and above all the parents of these children, who will face the challenges of putting a whole generation Syrian children back to school. The education of each Syrian child remains vital to the long-term political development of Syria upon the refugees' return, as well as to the stability of the political and security situation in Jordan. The more the Syrian crisis evolves in to a protracted crisis likely to last for years to come, the more the education sector needs, throughout the region, to be on the top of the response agenda for Governments, Donors, UN Agencies and both international and national civil societies.

ANNEXES

ANNEX I: QUANTITATIVE QUESTIONNAIRE

    1. a. Governorate **(Cascading)**

    1. b. District **(Cascading)**

    1. c. BSU

    1. d. Other BSU

    1. e. Sex of person being interviews **(record without asking)**

    2. a. How many families live in this household?

    2. b. How many people live in this household?

    2. c. How many household members do you have in each of these age-groups? **(Cannot be greater than the value entered for question 3a; if no children between 6-18 years are recorded, then skip to the "Youth" section)**

Male   ☐ 0-2y ☐ 3-5y   ☐ 6-11y ☐12-17y ☐18-24y ☐25-59y ☐60+y

Female   ☐ 0-2y ☐ 3-5y   ☐ 6-11y ☐12-17y ☐18-24y ☐25-59y ☐60+y

    1.   a. What is the highest level of education obtained by the head of this household?

    ☐ None   ☐ Baccalaureate

    ☐ Primary school   ☐ University degree

    ☐ Secondary school below grade nine   ☐ Prefer not to say

    ☐ Grade ten certificate

    3. b. What is the sex of the head of this household?

                  ☐ Male ☐ Female

    3c. What is the marital status of the head of this household?

                  ☐ Married ☐ Single ☐ Divorced ☐ Widowed

                  ☐Separated family member above the age of 18 acting as caregiver

    4. a. How many members of this household are registered with UNHCR or Ministry of Interior?

    4. b. How many members of this household are not registered with UNHCR or Ministry of Interior?

    5. How many school-aged children between 6-18 years are ***eligible** for formal education? ***Definition of eligible for formal education: children been in school during the last three years <u>and</u> who do have refugee registration status. Include children with and without disabilities (Value cannot be greater than the value entered for question 3a for the 6-17 range)**

                  ☐ Number of children

    6. a. Number of people who have disabilities, special support and health:

Definitions: (**Physical** disabilities including difficulty with movement, walking or loss of limb (do not include temporary injuries such as a broken leg or another injury which is expected to heal), **Visual** difficulties seeing even if wearing glasses, **Auditory/Hearing** difficulties even if using a hearing aid, **Mental disability** – this can be defined by a serious mental disorder such as depression, manic depression, schizophrenia. Post-traumatic stress syndrome where the physiological integrity of the person has been affected by a serious incident. **Intellectual impairment** –the person has difficulty remembering, communicating, or concentrating.)

Male   ☐ 0-2y ☐ 3-5y   ☐ 6-11y ☐12-17y ☐18-24y ☐25-59y ☐60+y

Female   ☐ 0-2y ☐ 3-5y   ☐ 6-11y ☐12-17y ☐18-24y ☐25-59y ☐60+y

    6. a. Number of people are chronically ill or have a temporary injury. Definitions: Chronically ill (WHO definition – chronically ill means a injuries not passed from person to person. It is of long duration. Examples include – stroke, heart attack, cancer, asthma, diabetes. Temporary injury – this means

damage to the physical body of the person. It is not a mental condition. It could have resulted from violence inflicted on the person, an accident or attempted suicide.)

Male   ☐ 0-2y ☐ 3-5y   ☐ 6-11y ☐12-17y ☐18-24y ☐25-59y ☐60+y
Female   ☐ 0-2y ☐ 3-5y   ☐ 6-11y ☐12-17y ☐18-24y ☐25-59y ☐60+y

6. b. Number of people in each age group has disabilities, by male and female (the same person can be listed more than once).

6. c. for each person ask the level of difficulty:

-Small level of difficulty

 -A lot of difficulty

 -Cannot do this at all

	0-2y	3-5y	6-11y	12-17y	18-24y	25-59y	>60y
Physical disabilities including difficulty with movement, walking or loss of limb (do not include temporary injuries such as a broken leg or another injury which is expected to heal)							
Visual difficulties seeing even if wearing glasses							
Auditory/Hearing difficulties even if using a hearing aid							
Mental disability – this can be defined by a serious mental disorder such as depression, manic depression, schizophrenia. Post-traumatic stress syndrome where the physiological integrity of the person has been affected by a serious incident.							
Intellectual impairment –the person has difficulty remembering, communicating, or concentrating.							
For the two items below, do not include the–difficulty							
Chronically ill (WHO definition – chronically ill means a disease not passed from person to person. It is of long duration. Examples include – stroke, heart attack, cancer, asthma, diabetes.							
Temporary injury – This means damage to the physical body of the person. It is not a mental condition. It could have resulted from violence inflicted on the person, an accident or attempted suicide.							

6. d. If children under the age of 18 have any of these disabilities, then would you like to receive training on how to care for them? **(Question only asked if a positive value is entered for the 0-17 age range)**
        ☐ Yes ☐ No

6. e. If yes, what training would you like to receive? (Select multiple)

a)   How to provide home schooling for pre-primary education
b)   How to provide home schooling for primary education
c)   How to provide home schooling for secondary education
d)   Daily life skills such as basic washing and feeding care
e)   How to deal and interact with your disabled child
f)   Behaviour modification (for example, dealing with aggression)
g)   **Other (specify**)
h)   None

7. a. How many members of this household of any age accessed professional medical services in the last 30 days?

 7. b. What did they pay?

a)   Paid in full: ___
b)   Subsidised: ___
c)   Paid nothing: ___

OTHER HOUSEHOLD INFORMATION

8. a. Where are you from in Syria, Governorate?

8. b. Where are you from in Syria, District? **(Cascading to District level)**

9. a. What month and year did the first members of this household arrive in Jordan?

9. b. What month and year did the last members of this household arrive in Jordan?

9. c. What month and year did the first members of this household arrive in this district?

9. d. What month and year did the last members of this household arrive in this district?

10. a. Is this household currently in debt? (Includes loan from any source, rent payments which are late or money owed to shops or at the local market)

10. b. If yes, then how much debt? ☐ **JOD**

SHELTER

11. Currently, what is your household's primary source of drinking water?
a) Water supplied by a private vendor (trucked water)
b) Water purchased in shop or market
c) Municipal pipeline (informal)
d) Municipal pipeline (formal)
e) None
f) Other

12. Over the course of the last 30 days, how many days did you spend without access to water? **(Value cannot be greater than 30)** ☐ Days

13. If you did not have access to drinking and washing water at some point over the last 30 days, what did you do to cope with this? **(Select one)**

a) Borrowed from family/neighbours
b) Borrowed money to buy water
c) Shop credit
d) Nothing (stayed without water)
e) Other

14. a. Does this household have a private toilet? **(If No, go to Q10b; if yes, skip to Q10c)**
☐ Yes ☐ No

143. b. If no, do you have access to a communal toilet? ☐ Yes ☐ No

14. c. If you have a private toilet, what type of toilet does your household use? **(Select one)**
a) Traditional open pit without slab
b) Latrine with cement slab
c) VIP latrine
d) Other (Specify)

15. How do you dispose of your household waste? **(Select one)**
a) Collective bin
b) Rubbish pit/unused septic pit
c) Burn
d) Dump near the household
e) Dump in an open field
f) Other (Specify)

RATES OF ATTENDANCE TO FORMAL AND ACCESS/BARRIERS TO FORMAL EDUCATION

FORMAL EDUCATION:

16. a. For all of the children in this household eligible to attend **formal education** (based on definition used in question above, how many attend **formal education** five days a week, 4 days a week, 1-3 days/week or do not attend school at all? DO NOT INCLUDE CHILDREN WITH DISABILITIES, WE WILL ASK ABOUT THEM LATER

	Male 6-11y	Male 12-17y	Female 6-11y	Female 12-17y

5 days a week				
4 days a week				
1- 3 days a week				
Do not attend formal education at all				

16. b. How many school-aged children attend formal education at all at pre-primary, primary and secondary school level?**)** DO NOT INCLUDE CHILDREN WITH DISABILITIES, WE WILL ASK ABOUT THEM LATER **(Pre-primary", "Primary" and "Secondary"; values entered for breakdown cannot be greater than the value entered for question 3b)**

	Male 3-5y	Male 6-11y	Male 12-17y	Female 3-5y	Female 6-11y	Female 12-17y
Pre-primary						
Primary						
Secondary						

17a. For those children without disabilities reported as not attending, when was the last time that they attended school? **(Looping based on value entered for "Do not attend formal education" option in Q15a.)**

- ☐ April 2014
- ☐ March 2014
- ☐ Feb 2014
- ☐ Jan 2014
- ☐ Dec 2013
- ☐ Nov 2013
- ☐ Oct 2013
- ☐ Sept 2013
- ☐ Aug 2013
- ☐ July 2013
- ☐ June 2013
- ☐ May 2013
- ☐ April 2013
- ☐ March 2013
- ☐ Feb 2013
- ☐ Jan 2013
- ☐ Dec 2012
- ☐ Nov 2012
- ☐ Oct 2012
- ☐ Sept 2012
- ☐ Aug 2012
- ☐ July 2012
- ☐ June 2012
- ☐ May 2012
- ☐ April 2012
- ☐ March 2012
- ☐ Feb 2012
- ☐ Jan 2012
- ☐ Dec 2011
- ☐ Nov 2011
- ☐ Oct 2011
- ☐ Sept 2011
- ☐ Aug 2011
- ☐ July 2011
- ☐ June 2011
- ☐ May 2011
- ☐ April 2011
- ☐ Before April 2011
- ☐ Prefer not to say

17. b. For each age group containing a child, and by sex, what are the top 3 reasons that they do not attend formal education? **(Looping based on values entered for Q15a.; select and rank top 3 options; insert constraint on duplicate responses; add "None" as a secondary, skip logic option.)**

a) Do not feel that education is important/applicable for the child
b) They have never been enrolled in school in Jordan
c) We do not know where the school is
d) School is too far away
e) Do not know where to register child to gain refugee status
f) They have been out of school for longer than 3 years and are no longer eligible
g) Turned away from school or the school was not welcoming
h) The school is overcrowded and/or there is a lack of teaching materials
i) There are not appropriate toilets of hygiene facilities at the school
j) The shift is at an inappropriate time
k) Poor performance/has lost so much school time that it is difficult to follow

l)   Do not have the resources to spend on school (uniform, shoes, books etc.)
m)   The quality of education here is not good
n)   Found the Jordanian teachers difficult to understand (language difficulties).
o)   Found it hard to adapt to the teacher / teaching methods / curriculum
p)   The formal education certification provided is not useful
q)   I am worried that the child will be teased and ridiculed at school
r)   The child attended school before but experienced verbal or physical aggression/violence from teachers
s)   The child attended school before but experienced verbal or physical aggression/violence from other children
t)   The child has to work to earn money
u)   The child has to help in the home
v)   They got married / They are preparing to marry.
w)   The family expects to return to Syria soon.
x)   Prefer not to say
y)   I don't know
z)   Other (specify)

DROP OUTS:

18. a. Have any school-aged children aged 6-17 years without disabilities residing in this household attended formal education in the last 6 months but have now dropped out? **(Constraint: only to be asked if a value greater than 0 is entered for Q15a, option "Do not attend")**

☐ Yes ☐ No

18. b. If yes, then how many children have dropped out?

	Male 6-11y	Male 12-17y	Female 6-11y	Female 12-17y
Dropped out of formal education				

18. c. For those children without disabilities reported as dropped out, when was the last time that they attended school? **(Looping based on value entered for "Do not attend formal education" option in Q15a.)**

☐ April 2014
☐ March 2014
☐ Feb 2014
☐ Jan 2014
☐ Dec 2013
☐ Nov 2013
☐ Oct 2013
☐ Sept 2013
☐ Aug 2013
☐ July 2013
☐ June 2013
☐ May 2013
☐ April 2013
☐ March 2013
☐ Feb 2013
☐ Jan 2013
☐ Dec 2012
☐ Nov 2012
☐ Oct 2012
☐ Sept 2012

☐ Aug 2012
☐ July 2012
☐ June 2012
☐ May 2012
☐ April 2012
☐ March 2012
☐ Feb 2012
☐ Jan 2012
☐ Dec 2011
☐ Nov 2011
☐ Oct 2011
☐ Sept 2011
☐ Aug 2011
☐ July 2011
☐ June 2011
☐ May 2011
☐ April 2011
☐ Before April 2011
☐ Prefer not to say

18. d. For each age group containing a child without disabilities who has dropped out of formal education, and by sex, why did they drop out? **(Looping based on values entered for Q15b; select and rank top 3 options; insert constraint on duplicate responses; add "None" as a secondary, skip logic option)**

a) Do not feel that education is important/applicable for the child
b) We do not know where the school is
c) School is too far away
d) Do not know where to register the child to gain refugee status
e) They have been out of school for longer than 2 years and are no longer eligible
f) Turned away from school or the school was not welcoming
g) The school is overcrowded and/or there is a lack of teaching materials
h) There are not appropriate toilets of hygiene facilities at the school
i) The shift is at an inappropriate time
j) Poor performance/has lost so much school time that it is difficult to follow
k) Do not have the resources to spend on school (uniform, shoes, books etc.)
l) The quality of education here is not good
m) Found the Jordanian teachers difficult to understand (language difficulties).
n) Found it hard to adapt to the teacher / teaching methods / curriculum
o) The formal education certification provided is not useful
p) I am worried that they will be teased and ridiculed at school
q) The child attended school before but experienced verbal or physical aggression/violence from teachers
r) The child attended school before but experienced verbal or physical aggression/violence from other children
s) The child has to work to earn money
t) The child has to help in the home
u) They got married / They are preparing to marry.
v) The family expects to return to Syria soon.
w) Prefer not to say
x) I don't know
y) Other (specify)

NEVER ATTENDED FORMAL EDUCATION IN JORDAN:

19. a. Have any school-aged children without disabilities aged 6-17 years residing in this household never attended formal education in Jordan? **(Constraint: only to be asked if a value greater than 0 is entered for Q14a, option "Do not attend")**

☐ Yes ☐ No

19. b. If yes, then how many children have never attended in Jordan?

	Male 6-11y	Male 12-17y	Female 6-11y	Female 12-17y
Never attended formal education in Jordan				

19. c. For those children reported as never attending in Jordan, when was the last time that they attended school in Syria? **(Looping based on value entered for "Do not attend formal education" option in Q17b.)**

☐ April 2014	☐ Sept 2012
☐ March 2014	☐ Aug 2012
☐ Feb 2014	☐ July 2012
☐ Jan 2014	☐ June 2012
☐ Dec 2013	☐ May 2012
☐ Nov 2013	☐ April 2012
☐ Oct 2013	☐ March 2012
☐ Sept 2013	☐ Feb 2012
☐ Aug 2013	☐ Jan 2012
☐ July 2013	☐ Dec 2011
☐ June 2013	☐ Nov 2011
☐ May 2013	☐ Oct 2011
☐ April 2013	☐ Sept 2011
☐ March 2013	☐ Aug 2011
☐ Feb 2013	☐ July 2011
☐ Jan 2013	☐ June 2011
☐ Dec 2012	☐ May 2011
☐ Nov 2012	☐ April 2011
☐ Oct 2012	☐ Before April 2011
	☐ Prefer not to say

19. d. For each age group containing a child who does never attend formal education in Jordan, and by sex, why do never attend? **(Looping based on values entered for Q17b; select and rank top 3 options; insert constraint on duplicate responses; add "None" as a secondary, skip logic option)**

a)   Do not feel that education is important/applicable for the child
b)   They have never been enrolled in school before **in any location**
c)   We do not know where the school is
d)   School is too far away
e)   Do not know where to register the child to gain refugee status
f)   They have been out of school for longer than 2 years and are no longer eligible
g)   Turned away from school or the school was not welcoming
h)   The school is overcrowded and/or there is a lack of teaching materials
i)   There are not appropriate toilets of hygiene facilities at the school
j)   The shift is at an inappropriate time
k)   Poor performance/has lost so much school time that it is difficult to follow
l)   Do not have the resources to spend on school (uniform, shoes, books etc.)
m)   The quality of education here is not good
n)   Found the Jordanian teachers difficult to understand (language difficulties).
o)   Found it hard to adapt to the teacher / teaching methods / curriculum
p)   The formal education certification provided is not useful
q)   I am worried that the child will be teased and ridiculed at school
r)   The child attended school before but experienced verbal or physical aggression/violence from teachers
s)   The child attended school before but experienced verbal or physical aggression/violence from other children
t)   The child has to work to earn money
u)   The child has to help in the home
v)   They got married / They are preparing to marry.
w)   The family expects to return to Syria soon.
x)   Prefer not to say
y)   I don't know
z)   Other (specify)

FORMAL EDUCATION AND CHILDREN WITH DISABILITIES

20. a. How many school-aged children with disabilities aged 6-17 years attend **formal education**: **(looping based on values entered for "Full time", "1-3 days/week" and "Do not attend"; only to be asked if the value for the 6-18 range for Q4c is greater than 0; values entered for breakdown cannot be greater than the value entered for question 4c)**

	Male 6-11y	Male 12-17y	Female 6-11y	Female 12-17y
5 days a week				
4 days a week				
1- 3 days a week				
Do not attend formal education				

20. b. For those children with disabilities reported as not attending, formal education when was the last time that they attended school? **(Looping based on value entered for "Do not attend formal education" option in Q15a.)**

- ☐ April 2014
- ☐ March 2014
- ☐ Feb 2014
- ☐ Jan 2014
- ☐ Dec 2013
- ☐ Nov 2013
- ☐ Oct 2013
- ☐ Sept 2013
- ☐ Aug 2013
- ☐ July 2013
- ☐ June 2013
- ☐ May 2013
- ☐ April 2013
- ☐ March 2013
- ☐ Feb 2013
- ☐ Jan 2013
- ☐ Dec 2012
- ☐ Nov 2012
- ☐ Oct 2012
- ☐ Sept 2012
- ☐ Aug 2012
- ☐ July 2012
- ☐ June 2012
- ☐ May 2012
- ☐ April 2012
- ☐ March 2012
- ☐ Feb 2012
- ☐ Jan 2012
- ☐ Dec 2011
- ☐ Nov 2011
- ☐ Oct 2011
- ☐ Sept 2011
- ☐ Aug 2011
- ☐ July 2011
- ☐ June 2011
- ☐ May 2011
- ☐ April 2011
- ☐ Before April 2011
- ☐ Prefer not to say

20. c. For each age group containing a child with disabilities, and by sex, what are the top 3 reasons that they do not attend formal education? **(Looping based on values entered for Q15a.; select and rank top 3 options; insert constraint on duplicate responses; add "None" as a secondary, skip logic option)**

a) School is not physically accessible (no disabled services to aid physical access)
b) Specialist education services are needed which are not available at school
c) She/he needs companion to assist her/him in school.
d) Do not feel that education is important/applicable for the child (for example, their disability is severe and will not benefit, or education is not important for other reasons)
e) They have never been enrolled in school in Jordan
f) We do not know where the school is
g) School is too far away
h) Do not know where to register child to gain refugee status
i) They have been out of school for longer than 3 years and are no longer eligible
j) Turned away from school or the school was not welcoming
k) The school is overcrowded and/or there is a lack of teaching materials
l) There are not appropriate toilets of hygiene facilities at the school

m) The shift is at an inappropriate time
n) Poor performance/has lost so much school time that it is difficult to follow
o) Do not have the resources to spend on school (uniform, shoes, books etc.)
p) The quality of education here is not good
q) Found the Jordanian teachers difficult to understand (language difficulties).
r) Found it hard to adapt to the teacher / teaching methods / curriculum
s) The formal education certification provided is not useful
t) I am worried that the child will be teased and ridiculed at school
u) The child attended school before but experienced verbal or physical aggression/violence from teachers
v) The child attended school before but experienced verbal or physical aggression/violence from other children
w) The child has to work to earn money
x) The child has to help in the home
y) They got married / They are preparing to marry.
z) The family expects to return to Syria soon.
aa) Prefer not to say
bb) I don't know
cc) Other (specify)

RATES OF ATTENDANCE TO INFORMAL AND INFORMAL EDUCATION AND ACCESS/BARRIERS

21. a.1. How many school-aged children aged 6-17 with and without disabilities attend **non-formal** education? **(Values for breakdown cannot be greater than the value entered for question 2c)**

	Male 6-11y	Male 12-17y	Female 6-11y	Female 12-17y
Non-formal				
Informal				

21.B If children **attends to _non-formal_** education activities, what are the top three reasons you send or have sent this child to courses or educational classes in **_non-formal_** education activities/services? **(Looping based on values entered for informal and non-formal options in Q20. Select and rank top 3 options; insert constraint on duplicate responses; add "None" as a secondary, skip logic option)**
a) To help them be a part of the community
b) For religious instruction
c) To learn their culture
d) Smaller class sizes
e) More convenient shifts
f) Having Syrian teachers
g) It is a more useful curriculum
h) It is cheaper than formal education
i) It is better quality than formal education
j) They are interested in it
k) It complements the formal education they are receiving
l) I prefer the curriculum that they are being taught
m) Smaller class sizes
n) Different shifts
o) The presence of Syrian teachers
p) Other (please specify)
q) Prefer not to say

21.C If children **attends to _informal_** education activities, what are the top three reasons you send or have sent this child to courses or educational classes in informal education activities/services? **(Looping based on values entered for informal and non-formal options in Q20. Select and rank top 3 options; insert constraint on duplicate responses; add "None" as a secondary, skip logic option)**
a) To help them be a part of the community

b) For religious instruction
c) To learn their culture
d) Smaller class sizes
e) More convenient shifts
f) Having Syrian teachers
g) It is a more useful curriculum
h) It is cheaper than formal education
i) It is better quality than formal education
j) They are interested in it
k) It complements the formal education they are receiving
l) I prefer the curriculum that they are being taught
m) Smaller class sizes
n) Different shifts
o) The presence of Syrian teachers
p) Other (please specify)
q) Prefer not to say

22. Have any children with and without disabilities in the household never attended **non-formal** or **informal** education in Jordan, or dropped out **since arriving in Jordan?**

	Male 6-11y	Male 12-17y	Female 6-11y	Female 12-17y
Never attended **non-formal** education in Jordan				
Dropped out of **non-formal** education in Jordan in the last six months				
Never attended **informal** education in Jordan				
Dropped out of **informal** education in Jordan **since arriving in Jordan**				

Barriers to not attending and dropping out of <u>non-formal</u> education:

23. a. For male and female children with and without disabilities aged 6 – 17 in the household who have **never attended non-formal** education in Jordan, why do they not attend? (**Select and rank top 3 options; insert constraint on duplicate responses; add "None" as a secondary, skip logic option**)
a) The child is disabled and it is not suitable for them
b) No need to as they are attending formal education
c) Do not feel **non-formal** education is applicable for the child
d) We do not know where non-formal education is available
e) **Non-formal** education is too far away
f) Turned away from **non-formal** education or was not welcoming
g) **Non-formal** education is overcrowded and/or there is a lack of materials
h) There are not appropriate toilets or hygiene facilities at the **non-formal** education facility
i) The day and time is inappropriate
j) Do not have the resources to attend to buy the materials they need
k) The quality of **non-formal** education here is not good
l) Found the teachers difficult to understand (language difficulties)
m) Found it hard to adapt to the teaching methods at **non-formal** education facility
n) The **non-formal** education certificate provided is not useful
o) I am worried the child will be teased or ridiculed at **non-formal** education facility
p) The child attended **non-formal** education before but experienced verbal or physical abuse from the teachers/facilitators
q) The child attended **non-formal** education before but experienced verbal or physical abuse from the other children
r) Has to work to earn money
s) Has to help in the home

t) They got married – they are preparing to marry
u) The family expects to return to Syria soon
v) Prefer not to say
w) I don't know
x) Other (specify)
y) Has to help at home

23. b. For male and female children aged 6 – 17 in the household who have **dropped out of non-formal education in Jordan since arriving in Jordan,** why have they dropped out? (**Select and rank top 3 options; insert constraint on duplicate responses; add "None" as a secondary, skip logic option**)
a) The child is disabled and it is not suitable for them
b) No need to as they are attending formal education
c) Do not feel **non-formal** education is applicable for the child
d) We do not know where non-formal education is available
e) **Non-formal** education is too far away
f) Turned away from **non-formal** education or was not welcoming
g) **Non-formal** education is overcrowded and/or there is a lack of materials
h) There are not appropriate toilets or hygiene facilities at the **non-formal** education facility
i) The day and time is inappropriate
j) Do not have the resources to attend to buy the materials they need
k) The quality of **non-formal** education here is not good
l) Found the teachers difficult to understand (language difficulties)
m) Found it hard to adapt to the teaching methods at **non-formal** education facility
n) The **non-formal** education certificate provided is not useful
o) I am worried the child will be teased or ridiculed at **non-formal** education facility
p) The child attended **non-formal** education before but experienced verbal or physical abuse from the teachers/facilitators
q) The child attended **non-formal** education before but experienced verbal or physical abuse from the other children
r) Has to work to earn money
s) Has to help in the home
t) They got married – they are preparing to marry
u) The family expects to return to Syria soon
v) Prefer not to say
w) I don't know
x) Other (specify)
y) Has to help at home

Barriers to not attending and dropping out of <u>informal</u> education:
24. A. For male and female children aged 6 – 17 in the household who have **never attended informal education in Jordan,** why do they not attend? (With and without disabilities)
a) The child is disabled and it is not suitable for them
b) No need to as they are attending **formal or non formal** education
c) Do not feel **informal** education is applicable for the child
d) We do not know where informal education is available
e) **Informal** education is too far away
f) Turned away from non-formal education or was not welcoming
g) **Informal** education is overcrowded and/or there is a lack of materials
h) There are not appropriate toilets or hygiene facilities at the **Informal** education facility
i) The day and time is inappropriate
j) Do not have the resources to attend to buy the materials they need
k) The quality of **Informal** education here is not good
l) Found the teachers difficult to understand (language difficulties)
m) Found it hard to adapt to the **activities** at **Informal** education facility
n) I am worried the child will be teased or ridiculed at **Informal** education facility

o) The child attended **Informal** education before but experienced verbal or physical abuse from the teachers/facilitators
p) The child attended **Informal** education before but experienced verbal or physical abuse from the other children
q) Has to work to earn money
r) Has to help in the home
s) They got married – they are preparing to marry
t) The family expects to return to Syria soon
u) Prefer not to say
v) I don't know
w) Other (specify)
x) Has to help at home

24. b. For male and female children aged 6 – 17 in the household who have **dropped out of informal education in Jordan,** why do they drop out? (With and without disabilities)
a) The child is disabled and it is not suitable for them
b) No need to as they are attending **formal or non formal** education
c) Do not feel **informal** education is applicable for the child
d) We do not know where informal education is available
e) **Informal** education is too far away
f) Turned away from non-formal education or was not welcoming
g) **Informal** education is overcrowded and/or there is a lack of materials
h) There are not appropriate toilets or hygiene facilities at the **Informal** education facility
i) The day and time is inappropriate
j) Do not have the resources to attend to buy the materials they need
k) The quality of **Informal** education here is not good
l) Found the teachers difficult to understand (language difficulties)
m) Found it hard to adapt to the **activities** at **Informal** education facility
n) I am worried the child will be teased or ridiculed at **Informal** education facility
o) The child attended **Informal** education before but experienced verbal or physical abuse from the teachers/facilitators
p) The child attended **Informal** education before but experienced verbal or physical abuse from the other children
q) Has to work to earn money
r) Has to help in the home
s) They got married – they are preparing to marry
t) The family expects to return to Syria soon
u) Prefer not to say
v) I don't know
w) Other (specify)
x) Has to help at home

QUALITY OF FORMAL EDUCATION IN THE COMMUNITY AND OTHER FACTORS

25. How would you rate the quality of formal education services available to your household in this community?
a) 1 – Very good
b) 2 – Good
c) 3 – Neutral
d) 4 – Bad
e) 5 – Very bad

26. Do you think that the Jordanian formal school **curriculum** can be transferred and legally accepted in Syria? `
☐ Yes ☐ No ☐ Don't know

27. If given the chance to, would the school-aged children residing in this household prefer to be enrolled in: **(select one)**

☐ Formal education ☐ Non-formal education ☐ Informal education

☐ None of the above

28. Do you know if there are any psychosocial support programmes available for children aged 6-17 in this community to help with signs of psychological effects of moving from Syria to Jordan including signs of aggression, anger, behavioural problems, not wanting to socialise or play with other children?

☐ Yes ☐ No

29. If yes, then do the children in this community who suffer from these problems make use of such psychosocial support programs?

☐ Yes ☐ No

NEEDS TO ATTEND FORMAL EDUCATION

30. For those children who have never attended school in Jordan, have dropped out or attend formal education between 1 and 3 days a week, what do you feel are the top three requirements needed for these children to permanently re-enrol in full time formal education? **(Select and rank top 3 options; insert constraint on duplicate responses; if "None" is selected as the first option, skip to Q20)**

a) Cash assistance to help with the cost of schooling (materials, uniforms, transport, food, etc)
b) Reduce overcrowding in double-shifted schools
c) Reduce overcrowding in single-shifted schools
d) Improve the quality of teaching in local schools
e) Language differences in the curriculum need to be addressed
f) Help to catch up with/readjust to the Jordanian academic curriculum
g) Remedial classes for older students so that they are not held back a grade
h) Institute sex-segregated classes
i) Provide mid-day meals for all students
j) Improve security in schools for Syrian students
k) Provide adequate sanitation facilities to improve hygiene
l) Provide transport to and from school
m) Provide evening classes so that children who work can attend school
n) None; they have no intention of going back to school
o) Other (Specify)

31. To what extent do you feel that Jordanian students are prioritised over Syrian students when it comes to education; this refers to admissions, the amount of time devoted by teachers, resources provided to Jordanian students, etc?

a) 1 – Strongly agree
b) 2 – Agree
c) 3 – Neutral
d) 4 – Disagree
e) 5 – Strongly disagree

32. If school-aged children residing in this household are enrolled in full time education, then is the head of household, parent or caregiver engaged with the Parent-Teacher Association (PTA) of this school? **(If no, skip to Q22)** ☐ Yes ☐ No

YOUTH COMPONENT

(Constraint; entire "Youth" section is contingent on values >0 being entered for the 18-24 age range in Q3b.)

34. a. Are the youth in this HH aged 18-24 engaged in unpaid voluntary work or any form of social/civic activity in the community in which you reside?

☐ Yes ☐ No

34. b. If yes, then which types of activities are they engaged in? **(Select all applicable options)**
a)   Youth clubs
b)   Sports clubs
c)   Local mosques
d)   Volunteering for local Community-based Organisations
e)   Volunteering for aid agencies and awareness campaigns
f)   Orphanage
g)   Elderly centres
h)   At the local kindergarten, school and/or university
i)   Other(Specify)

35. a. Are any youth aged 12-17 engaged in unpaid voluntary work or any form of social/civic activity in the community in which you reside?
☐ Yes ☐ No

35. b. If yes, then which types of activities are they engaged in? **(Select all applicable options)**
j)   Youth clubs
k)   Sports clubs
l)   Local mosques
m)   Volunteering for local Community Based Organisations
n)   Volunteering for aid agencies and awareness campaigns
o)   Orphanage
p)   Elderly centres
q)   At the local kindergarten, school and/or university
r)   Other(Specify)

INTENTIONS

36. a. Does your household intend to leave this community? **(Select one)**
☐ Yes ☐ No ☐ Don't know

36. b. If yes, then when do you intend to leave? **(Select one)**
☐ Now ☐ less than 2 weeks ☐ 2 weeks – 1 month ☐ 1-3 months ☐ 3-6 months
☐ Don't know

36. c. If yes, then where do you intend to go? **(Select one)**
a)   Host community **(specify Governorate and District; cascading sheets)**
b)   Return to Area of Origin in Syria
c)   Another country
d)   Refugee camp (Al Za'atari)
e)   Refugee camp (**not** Al Za'atari)

36. d. If yes, then why do you intend to go? **(Select and rank top 3 reasons; insert constraint on duplicate responses)**
a)   Lack of employment/income earning opportunities in this area
b)   Inadequate access to health services in this area
c)   Inadequate access to education in this area
d)   Inadequate water in this settlement
e)   Poor quality of shelter in this settlement
f)   Joining friends/family
g)   Cost of food in this area is too high
h)   Cost of housing in this area is too high
i)   Eviction
j)   Safety/security concerns in this area
k)   Improved security in Area of Origin
l)   Depleted savings
m)   None
n)   Other (Specify)

Contacts

37. Please can we contact the head of household for
more information in the near future?
37. a. If yes, Name,
37. b If yes, Telephone number
38. GPS Coordinates?

ANNEX II: NON-FORMAL EDUCATION CENTRES COVERED BY THIS ASSESSMENT

Informal Education Centres			
Location	Name of centre	Classification	Focal point
Amman Governorate			
Marka	Johud Centre	Female Syrians enrolled in NFE	Johud Centre
Al Quaismeh	Khraibt Al Souq	Male Syrians enrolled in NFE	Khraibt Al Souq
Marka	Ikrema Boys Centre	Male Syrians enrolled in NFE	Ikrema Boys Centre
Madaba Governorate			
Madaba	Princess Basma	Male Syrians enrolled in NFE Female Syrians enrolled in NFE	Princess Basma Centre
Zarqa Governorate			
Al Hashmya	Al Hashmya for Boys	Male Syrians enrolled in NFE	Al Hashmya for Boys
Al Ameer Mohammed	Prince Abdulla	Male Syrians enrolled in NFE	Prince Abdulla Centre
Masoom	Fatima bnt Al Khattab	Female Syrians enrolled in NFE	Fatima bnt Al Khattab Centre

ANNEX III: INFORMAL EDUCATION CENTRES COVERED BY THIS ASSESSMENT

Informal Education Centres			
Location	Name of centre	Classification	Focal point
Ajloun			
Ajloun	Ajloun Centre to care for orphans and the poor	Male Syrians enrolled in IFE Female Syrians enrolled in IFE IFE Facilitators	Mohammad Ali Alqudah
Amman Governorate			
Wadi As Sir	Private place	Male Syrians enrolled in IFE Female Syrians enrolled in IFE	Abu Al-Noor
Qasabet Amman	Hawth Alkawther Association	IFE Facilitators	Um Saif
Balqa Governorate			
Qasabet Al Balqa	Yafa School with Mikey Foundation	Male Syrians enrolled in IFE Female Syrians enrolled in IFE IFE Facilitators	Suhair Alnsoor
Mahes and Fahes	Islamic Centre	Female Syrians enrolled in IFE IFE Facilitators	Islamic Centre
'Ayn Al Basheh	Islamic Centre	IFE Facilitators	Islamic Centre
Irbid Governorate			

Al Ghwar Ashamalya	Iman Centre	Male Syrians enrolled in IFE Female Syrians enrolled in IFE	Iman Centre
Bani Obaid	Private place	Male Syrians enrolled in IFE Female Syrians enrolled in IFE	Samer Dyib
Qasabet Irbid	Save the Children	IFE Facilitators	Save the Children
Al Mazar Ash-shamali	Princess Basma Box	IFE Facilitators	Princess Basma Box
Jarash Governorate			
Qasabet Jerash	Othman Bin Afan Centre	Male Syrians enrolled in IFE Female Syrians enrolled in IFE IFE Facilitators	Othman Bin Afan Centre
Madaba Governorate			
Madaba	Caritas Association	Male Syrians enrolled in IFE Female Syrians enrolled in IFE IFE Facilitators	Cristina Khalil
Mafraq Governorate			
Qasabet Al-Mafraq	Islamic Centre	Male Syrians enrolled in IFE Female Syrians enrolled in IFE IFE Facilitators	Suliman Alqadi
Al Badih Ash-Shamaliyya	Aldfyiana Centre for Development	Male Syrians enrolled in IFE Female Syrians enrolled in IFE IFE Facilitators	Hana'a Alissa
Zarqa Governorate			
Qasabet Az Zarqa	NICCOD	Male Syrians enrolled in IFE Female Syrians enrolled in IFE IFE Facilitators	Jamilah Alnajar
Al Rusayfa	Al Sabrin Foundation to Sustainable Development	Male Syrians enrolled in IFE Female Syrians enrolled in IFE IFE Facilitators	Mohammad Hussain

ANNEX IV: FOCUS GROUP DISCUSSIONS – FREQUENTLY OCCURRING TERMS

Term	Description
Aggression	Beatings by teachers and students. Older children (Jordanian students and children not in school) were reported to beat up formal school-attending younger students.
Prefer to avoid contact	Described as a coping mechanism caused by the Syrian perception of not being welcome.

Better rules	The idea that teachers need to establish better classroom management rules which will protect the children from bullying, aggression, and erase the perception of discrimination.
Bullying from other students	Verbal abuse or physical aggression from other students, often Jordanians, sometimes perceived as a strategy to coerce the target into a particular action.
Discrimination	The perception of being treated differently based on characteristic.
Due to cultural conflict	Tensions that arise from cultural differences, which are perceived to carry the risk of resulting in physical aggression.
Language barriers	Some Syrian students found Jordanian teachers difficult to understand—this caused them embarrassment when asked or asking a question in class. They also worried that would be teased and ridiculed when they speak.
Maltreatment/ poor treatment	Cruel or violent treatment of a Syrian student in the school or on the road to school (by other students, teachers or Jordanian people).
Money/financial issues	No money for school-related supplies, uniforms or transport.
Safe environment	Access to safe spaces within the school or community.
Verbal abuse	Curses or 'dirty' words directed at Syrian students.

ANNEX V: GLOSSARY OF TERMS

Term	Definition
GLOSSARY – draft 24 July 2014: Education Sector Working Group – Jordan	
Formal Education	Certified education services provided by the Ministry of Education public schools (grade 1-12) in addition to schools of Private Education Sector, UNRWA and Armed Forces Culture. **Kindergarten**: Second year of Kindergarten stage (KG2) for those children who were born from Jan 1st until Dec. 31st, provided that the child's age is not over 5 years **Lower Primary Education**: This includes the first 3 grades (First, Second, and Third) The eligibility of students for first grade includes those children who were born between Jan 1st - Dec. 31st, provided that the child's age does not exceed 10 years on 31/12 for the same year. **Higher Primary Education**: This includes grades 4 to 10 **Secondary Education**: This includes grades 11 and 12 for all branches **Remarks:** Students who have dropped-out of school can go back to formal education, provided that there is no more than 3-year- age difference between them and the other students in the grade they will be admitted in. This is to be decided based on the average date of birth of the students in that grade (from 1 Jan to 31 Dec), and based on the admission age in the first grade as a base year.
Non-Formal Education	**DROP OUT EDUCATING PROGRAMME** Certified education services following MOE's NFE curricula (2 year course). The eligibility of students to NFE includes those who have missed at least 1 year of school or have never been enrolled in formal education in Jordan. When completed 2 years of NFE, the learner will receive a certificate which equals to a public school 10th grade completion (drop-outs educating programme). Learners who are willing to go on with their education reaching up to Tawjihi can enroll in the homeschooling programme as shown below: Students who completed the drop out educating programme requirements and have obtained their certificate can continue studying with homeschooling programme based on their age as described below: 14.5-16 y.o. will do the 7th grade placement test and study 8th grade as homeschoolers; 16-17 y.o. will do the 8th grade placement test and study 9th grade as homeschoolers; 17+ y.o. will do the 9th grade placement test and study 10th grade as homeschoolers. After the completion of 1 year as homeschoolers, learners can go back to Formal school if their age allows them (3 years age difference). **HOME SCHOOLING PROGRAMME** Students who don't hold any certificate and are 12years old and above can do a 6th Grade placement test and study 7th grade as homeschooler.

		Students who have 6th grade certificate and above and are 18 years old and above can do a 9th grade placement test and study 10th grade as homeschoolers. **EVENING STUDIES PROGRAMME** Educational services provided by the Ministry of Education in its schools (after school) for people who wish to pursue education that could not be achieved through formal education. Learners have to pay 60JDs a year and buy text books. **SUMMER STUDIES PROGRAMME** This program aims to organize summer study centres in order to strengthen or expand students' abilities and develop their aptitudes, skills, arts and culture. Summer studies plan includes all subjects and educational activities that the student chooses receive more strengthening or deepening or expansion **ADULT EDUCATION AND LITERACY PROGRAM** This program is divided in terms of educational level into two stages: a) stage of novices: it lasts for 16 months (or two years); the graduate is given a certificate equivalent to that of fourth (4th) grade. b) stage of followers: it lasts for 16 months; the graduate is given a certificate equivalent to that of the sixth (6th) grade.
Informal Education		Educational activities that range from recreational activities to literacy numeracy, and life skills sessions. These educational activities are not certifiable by the Ministry of Education and not specifically bound to certain age or target group. The main categories are: 1. Basic learning; 2. Technical skills/Post Basic education; 3. Recreational activities.
Additional definitions used during the joints education needs assessment		
Dropped Out		No longer attending formal education in Jordan.
Out of School		Never attended school in Jordan, but may have attended in Syria.
Education for Children with Disabilities		Encompasses formal public education for children with a range of disabilities or impairments, including physical, visual, mental, auditory, or an intellectual (mild to severe).
Youth Friendly Spaces		Safe and secure spaces designed for youth up to the age of 24 which are ideally highly inclusive and non-discriminatory while offering a stimulating and supportive environment through which youth may gather or conduct activities.[106]

ANNEX VI: TOTAL SYRIAN STUDENTS ENROLLED IN FORMAL EDUCATION FOR THE YEAR 2013 2014 (SOURCE: MINISTRY OF EDUCATION)

Secondary	Primary	Number of students	Directorate of Education	#
0	10	10	Southern Al A'gwar	1
0	120	120	Nourthern Al A'gwar	2
43	1207	1250	Nourth East Badiah	3
143	4075	4218	Nourth West Badiah	4
0	172	172	Petra	5

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[106] Definition adapted from: Guidelines for Child Friendly Spaces in Emergencies, January 2011.
http://www.unicef.org/protection/Child_Friendly_Spaces_Guidelines_for_Field_Testing.pdf (accessed August 21, 2014.)

11	1949	1960	Al-Rsaifah	6
0	11808	11808	Ramtha	7
154	3759	3913	Zarqa'a 1	8
58	1591	1649	Zarqa'a 2	9
1	77	78	Southern Al-Shonah	10
24	243	267	Tafilah	11
4	212	216	Al-Qaser	12
66	1228	1294	Al-Korah	13
6	521	527	Southern Mzar	14
55	543	598	Nourthern Mzar	15
55	1936	1991	Bani Kinana	16
1	28	29	Southern Shonah	17
3	111	114	Shobak	18
125	2999	3124	Jerash	19
5	105	110	Dair A'la	20
0	25	25	Thiban	21
145	2519	2664	Ajlon	22
25	675	700	A'ain Albasha	23
50	898	948	Salt City	24
33	608	641	Karaq City	25
140	7761	7901	Mafraq City	26
399	5778	6177	Al-Jame'ah District	27
17	452	469	Jisah District	28
112	2136	2248	Quaismah District	29
16	368	384	Moager District	30
1	49	50	Bsaira District	31
0	4262	4262	Bani O'baid District	32
20	1394	1414	Sahab District	33
590	15031	15621	Irbid City	34
497	8613	9110	Amman City	35
607	6600	7207	Marka District	36
43	594	637	Na'oor District	37
221	2187	2408	Wadi Alsair District	38
0	1630	1630	Altaibah , Alwasatiah District	39
54	1209	1263	Madba	40
20	478	498	Aqaba	41
16	660	676	Ma'an	42
3760	96621	100381	**Total**	

Total number of students in the schools of the Syrian refugee camps

18780	Za'atari
1394	Emiratei
20174	Total
120555	Grand Total

ANNEX VII: SECONDARY DATA REVIEW – BIBLIOGRAPHY

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ANNEX VIII: FOCUS GROUP DISCUSSION DATA – SUMMARY TABLES

CHILDREN 1ST-6TH GRADE ATTENDING FORMAL EDUCATION

Grade 1-6 Attending Formal Education			
Reasons for going to school			FGD mentions (# of districts)
	Male	Female	Total
Learn/Study	17	14	31
Achieve dreams	10	2	12
Get a job	2	0	2
Playing/entertainment	8	7	15
Practice activities	1	3	4
Learning life principles	2	0	2
Country building	0	8	8
Make up missed class	0	5	5

Grade 1-6 Attending Formal Education			
Do you receive encouragement from your parents?			FGD mentions (# of districts)
	Male	Female	Total
Yes	16	14	30
No	2	3	5

Grade 1-6 Attending Formal Education			
What do you like most about going to school?			FGD mentions (# of districts)
	Male	Female	Total
Learn/study	10	10	20
Teachers	5	0	5
Playing	9	10	19
Meeting with friends	13	4	17
Joining university	1	0	1
Entertainment	4	0	4
Work	1	0	1
Teachers do not beat students	0	8	8
Participating in school activities	0	8	8
Meeting with teachers	1	1	2

Grade 1-6 Attending Formal Education			
What do you not like about going to school?			FGD mentions (# of districts)
	Male	Female	Total
Language	0	6	6
Unsafe	2	5	7
Aggression	8	11	19
Uniform	1	1	2
Forced to go	0	0	0
No laboratories	1	1	2
Problems/Conflicts	11	0	11
Public facilities not clean	2	0	2
Discrimination	1	3	4
Transportation	0	1	1
Financial situation	0	1	1
Bullying from students	0	2	2
Traffic safety	0	2	2
Classroom management	0	4	4

Grade 1-6 Attending Formal Education

What are the main problems you face at school?			FGD mentions (# of districts)
	Male	Female	Total
No problems	4	0	4
Bullying from students	9	8	17
Teacher's lack of interest	2	4	6
Weapons	2	0	2
Inability to understand curriculum	2	0	2
UNHCR registration	0	1	1
Public facilities cleaning	2	1	3
Too far distance	3	5	8
Transportation	3	0	3
Aggression	0	5	5
Unsafe	3	0	3
Discrimination	1	5	6

Grade 1-6 Attending Formal Education

What are the solutions to these problems?			FGD mentions (# of districts)
	Male	Female	Total
No solution	4	3	7
Impose punishment	4	0	4
Inspect students' school bags	2	0	2
Teachers' control over situation	6	1	7
Provide transportation	6	6	12
Students' interaction	1	1	2
Mutual respect/encourage students	1	0	1
Educating Jordanians	1	0	1
Transfer to another school	1	0	1
Build new school for Syrians	1	7	8
Parent and school intervention	0	3	3
Giving tutor lessons	0	6	6

Grade 1-6 Attending Formal Education

How many days per week are you in school?			FGD mentions (# of districts)
	Male	Female	Total
1-3 days	11	3	14
4-5 days	15	15	30
6 days	3	0	3

Grade 1-6 Attending Formal Education

Main reasons for missing school			FGD mentions (# of districts)
	Male	Female	Total
Sickness	15	14	29
Renew UN registration	5	2	7
Security issues	1	1	2
Weather	4	4	8
To receive aid	2	0	2
Family circumstance	2	0	2

Difficult curriculum	2	1	3
Discrimination/Problems	1	0	1
Completing the curriculum	1	1	2
Visiting relatives	1	3	4
When father leaves the country	0	0	0

Grade 1-6 Attending Formal Education

Which other forms of education do you attend?			FGD mentions (# of districts)
	Male	Female	Total
Type			
Mosques	5	4	9
Qur'an Teaching Centres	6	8	13
Tutorial Classes	3	0	3
Not Going	6	3	9
Red Crescent	0	1	1
Participants			
Syrian students	4	7	11
Jordanian students	3	6	9
Teachers			
Sheikh	2	2	4
Volunteers	2	0	2
Reason			
Learn and memorize Qur'an	5	6	11
Attend parties	1	2	3
Get prices	2	1	3

Grade 1-6 Attending Formal Education

Suggestions	FGD mentions (# of districts)
No suggestion	13
Conduct tutorial classes	3
Financial support	2
Soccer play field	2
Building schools for Syrians	3
Paying attention to Syrian students	1
Easing curriculum	1

CHILDREN 7TH-12TH GRADE ATTENDING FORMAL EDUCATION

Grade 7-12 attending formal education

Reasons for attending school			FGD mentions (# of districts)
	Male	Female	Total
Learn/study	13	14	27
Achieve dreams	7	9	16
Get a job	4	3	7
Make friends	2	4	6
Fear of missing academic year	1	1	2
Break daily routine	2	0	2
Parents' encouragement	2	1	3
Obtain certificate	0	1	1
Make up missed classes	0	1	1

Grade 7-12 attending formal education

Do you receive encouragement from your parents?			FGD mentions (# of districts)
	Male	Female	Total
Yes	17	11	28
No	0	0	0

Grade 7-12 attending formal education

What do you like most about going to school?			FGD mentions (# of districts)
	Male	Female	Total
Learning/study	12	9	21
Teachers	6	8	14
Meet friends	13	9	21
Activities/Entertainment	4	4	8
Enhance quality of life	2	0	2
Academic qualifications	1	0	1
Playing	3	0	2
Achieve dreams	1	0	1
Socialising	0	1	1

Grade 7-12 attending formal education

What do you not like about going to school?			FGD mentions (# of districts)
	Male	Female	Total
Language	2	3	5
Unsafe	4	4	8
Aggression	9	2	11
Uniform	0	4	4
Forced to go	1	4	5
Discrimination	14	8	22
Lack of activities	3	2	5
Long hours	1	1	2
Sarcasm	0	2	2
Teachers not paying attention	0	1	1
Financial situation	1	0	1
School infrastructure	1	0	1
Public facilities	1	0	1
Difficult curriculum	0	1	1
Behavior of young people in front of school girls	0	1	1

Grade 7-12 attending formal education

Problems experienced at school			FGD mentions (# of districts)
	Male	Female	Total
Discrimination	11	7	18
Financial situation	3	1	4
Bullying from students	7	4	11
Teachers not fulfilling their duties	3	2	5
Difficult curriculum	3	3	6
Maltreatment	7	0	7
Teachers beat students	2	0	2
Cursing God/Verbal abuse	2	4	6
Long hours	2	1	3
No break time	1	0	1
Downgraded one academic year	0	2	2

Grade 7-12 attending formal education

What are the solutions to problems			FGD mentions (# of districts)
	Male	Female	Total
Awareness	6	2	8
Financial support	4	3	7
Control the situation	5	1	6
Isolating Syrians	10	6	16
Participatory activities	3	1	4
No solution	1	0	1
Involving parents	1	1	2
Provide transportation	0	3	3
Building school for Syrians	1	3	4
Placing police patrols near school area	0	5	5
Not socializing	0	1	1

Grade 7-12 attending formal education

What are the reasons for missing school?			FGD mentions (# of districts)
	Male	Female	Total
Work	6	5	11
Maltreatment	3	3	6
Sickness	12	12	24
Renew UN registration	11	9	20
Security issues	1	1	2
Financial situation	3	3	6
Transportation	0	1	1
Family circumstances	5	0	5
Distance	1	1	2
Friends	2	0	2
Psychological reasons resulting from crisis	0	2	2
Attending festivals	0	2	2

Grade 7-12 attending formal education

How has the quality of education changed over the last 6 months?			FGD mentions (# of districts)
	Male	Female	Total
Better off	9	11	20
Worse off	8	4	12
No change	5	5	10

Grade 7-12 attending formal education

How do you find the Jordanian curriculum?			FGD mentions (# of districts)
	Male	Female	Total
Good	7	9	16
Not good	6	5	11
		Reason	
Different from Syrian curriculum	5	4	9
Not benefiting students	2	1	3
Easy curriculum	5	0	5
Very benefiting	0	2	2
Part if the curriculum is difficult	6	7	13

Grade 7-12 attending formal education

Are you attending extra classes?			FGD mentions (# of districts)
	Male	Female	Total
Yes	3	4	7
No	13	10	23
If yes, name of organization			

Wadi A-sir District: in the teacher's home   **Zarqa Qasabah District:** Bait Com
Mazar Janoobi District: Basmah Prince Centre   **Ain Al-Basha District**: Cultural Club and Centre
Aqaba Qasabah District: Islamic Organization Centre

When			
After school	2	0	2
Before school	0	1	1
Weekends	0	0	0
School holiday	1	0	1
Useful?			
Yes	3	3	6
No	0	0	0
Still attending?			
Yes	0	2	2
No	0	2	2

Grade 7-12 attending formal education

Do you attend other forms of education?			FGD mentions (# of districts)
	Male	Female	Total
Type			
Yes	10	4	14
No	5	10	15
Participants			
Jordanian	7	3	10
Syrian	9	4	13
Different ages	2	3	5
Teachers			
Jordanians	3	1	4
Reason			
To memorize Qur'an	4	2	6
To learn Prophet tradition	2	1	3
Financial incentives	2	0	2

Grade 7-12 attending formal education

Suggestions		FGD mentions (# of districts)
No suggestion	11	
Further study (post graduate study)	1	
Tutorial classes	1	
Allow registering students as university	1	
Provide shaded area inside the school	1	
Building school for Syrians	1	
Refrain from being harmed by Jordanians	1	

Grade 7-12 attending formal education

Do you engage in activities?			FGD mentions (# of districts)
	Male	Female	Total
Engaging in activities			
NGO/CBO	4	2	6
School university	4	3	7
Mosque or Church	4	1	5

Orphanage	0	0	0
Elderly Centre	0	0	0
Did not engage	7	7	14
Reason for engaging			
Learn new skills	3	0	3
Improve job	1	0	1
Help others	7	0	7
Contribute	6	2	8
Keep busy	2	1	3
Meet friends	2	0	2
Volunteer works	1	1	2
For the sake of God	1	1	2
Reason for not engaging			
Too far	4	2	6
Dangerous	1	0	1
Too busy	2	0	2
Not interested	1	3	4
Family not allow	2	1	3
Activity not interesting	3	0	3
Don't know	7	5	12

Grade 7-12 attending formal education			
How do you spend your leisure time?			FGD mentions (# of districts)
	Male	Female	Total
Work	6	0	6
Stay at home	7	6	13
Play with friends	8	3	11
Learn/study	2	3	5
Help family/others	4	1	5
Watch TV	2	0	2
Use internet	2	7	9
Memorize Qur'an	1	1	2
Activities to enhance academic achievements	0	1	1
Visit friends/family	2	5	7

Grade 7-12 attending formal education			
How do you communicate with friends?			FGD mentions (# of districts)
	Male	Female	Total
Home visits	10	4	14
Via internet	7	7	14
Meeting at school	2	1	3
Over phone	7	9	16
At work	1	0	1
Meeting at Qur'an memorization centres	1	0	1
Social networks	2	0	2

Grade 7-12 attending formal education			
How do you find out information about your main interests?			FGD mentions (# of districts)
	Male	Female	Total
Internet	13	11	24
TV	6	7	13
Library	5	7	12
Person to person	4	2	6

	Male	Female	Total
Novels	1	0	1
Phone	0	1	1
Facebook	0	1	1
Teachers	0	2	2

Grade 7-12 attending formal education

What are your main goals in life? FGD mentions (# of districts)

	Male	Female	Total
Further study	12	6	18
Return back to Syria	8	9	17
Development personal hobbies	3	2	5
Obtain certificate	1	0	1
Excel in study	0	4	4
Worship God	0	1	1
Volunteer for military service	0	1	1
Creating own family	0	0	0
Live in safety	1	0	1
Work abroad	1	0	1
Look for job	1	0	1

Grade 7-12 attending formal education

Who would you say is your 'community' here in Jordan? FGD mentions (# of districts)

	Male	Female	Total
Civil	8	7	16
Tribal	8	5	12

Grade 7-12 attending formal education

Are you interested in engaging with Jordanian youth? FGD mentions (# of districts)

	Male	Female	Total
Yes	12	10	22
No	5	3	8
If no, why?			
To avoid problems	1	0	1
Due to ethnic conflict	2	0	2
Discrimination	0	1	1

Grade 7-12 attending formal education

What activities would you like to have available? FGD mentions (# of districts)

	Male	Female	Total
Training courses	0	1	1
Library	0	1	1
Contests	0	0	0
Play fields/Swimming pool	5	0	5
Field trip	3	2	5
Sports clubs	2	1	3

Grade 7-12 attending formal education

Suggestions FGD mentions (# of districts)

Provide prayer room	5	
Conduct tutorial classes	3	
Recreational/sport activities	7	
No suggestions	3	

Education activities	1
Incentive programs	1
Form soccer team	2
Child friendly space	2
Make bazaar to help poor people	1

PARENTS OF CHILDREN IN FORMAL EDUCATION IN A PARENT TEACHERS ASSOCIATION

Formal education – Parents of children in formal education in a PTA		
Why did you get involved in the PTA?		FGD mentions (# of districts)
Examining in status of teacher	13	
Following up with student	11	
Solving problems and challenges	8	
Integrate them with Jordanians	1	
Reassurance of students	2	

Formal education – Parents of children in formal education in a PTA		
How is the PTA organized?		FGD mentions (# of districts)
Annual meeting	2	
School administration	8	
At different times	5	
When needed	4	
By affiliation	1	
Directly informed	2	
Optional process	1	

Formal education – Parents of children in formal education in a PTA		
What are the activities of the PTA?		FGD mentions (# of districts)
Periodical classes	2	
Involve in activities	4	
Tutor classes	3	
Improve conditions	1	
Periodical meetings	3	
Civil defense course	3	
Health initiatives in cooperation with the ministry	3	
No trust	5	
Cleaning campaigns	1	
No activities	2	

Formal education – Parents of children in formal education in a PTA		
What are the achievements of the PTA?		FGD mentions (# of districts)
School radio	1	
Tutor classes	2	
Treating psychological problems	2	
Fundraising to help the poor	1	
Festivals to support the students	2	
No utility from PTA	3	
Vocational activity and community	1	
Merge people with each other	1	

No achievements	2

Formal education – Parents of children in formal education in a PTA		
What are the main challenges facing the PTA?		FGD mentions (# of districts)
Working time contradiction	4	
Overloaded curriculum	1	
Financial situation	2	
Lack of cooperation from parents	7	
Transportation	3	
Racial discrimination	4	
Short time in the evening	2	
There is no constant time	2	

Formal education – Parents of children in formal education in a PTA		
What are the solutions to the challenges of the PTA?		FGD mentions (# of districts)
Provide financial support	5	
Awareness	9	
Increased regulation	6	
Increased activities	4	
Transport Insurance	3	
Improve the level of the students	3	
Separate schools	1	
Coordination before meetings	1	

Formal education – Parents of children in formal education in a PTA		
What are the problems and solutions associated with dropping out?		FGD mentions (# of districts)
Problems		
Work	4	
Transportation	5	
Financial Situation	8	
Discrimination	7	
Living	2	
Educating families	4	
Solutions		
Separating students	6	
Promotion of students	1	
Fairness and justice in aid distribution	2	
Provide transportation	1	

Formal education – Parents of children in formal education in a PTA		
What are the reasons for children missing school?		FGD mentions (# of districts)
Transportation	3	
Personal issues/Circumstances	7	
Child labour	2	
Secure housing	4	
There is no parental control to encourage them to go to school	6	
UNHCR	2	
Parents tighten control on the children	1	
Extra classes with NGO	1	

Providing financial support   0

Formal education – Parents of children in formal education in a PTA	
What are the ways parents can be involved with what happens at the school?	
	FGD mentions (# of districts)
School management committee	6
Phone calls	7
Periodical meetings	9
Convince and motivate parents	6
Courses	1
Take notes in a student notebook	2

Formal education – Parents of children in formal education in a PTA	
Challenges to 'walking bus' program	FGD mentions (# of districts)
Difficult application of program due to the student's residential area	3
This program does not exist	14
Impossible to control due to time/location	1

Formal education – Parents of children in formal education in a PTA	
How has the quality of education changed over the last 6 months?	FGD mentions (# of districts)
Better off	11
Worse	5
No change	5

Formal education – Parents of children in formal education in a PTA	
Ways to improve the quality of education in host communities	FGD mentions (# of districts)
Training courses for teachers	8
Provide educational facilities	8
Evaluating and assessing students at the beginning of the year	5
Having a school psychologist	1
Educate students	5
Create summer clubs	4
Allow teaching for Syrians	3
Financial Aid	1
Students caring	1
Course for students	1

Formal education – Parents of children in formal education in a PTA	
Suggestions	FGD mentions (# of districts)
Conduct tutor courses	2
Conduct recreational and sport activities	2
Provide transportation for students	4
Integrate Syrian students with Jordanians	1
Financial support to the families	6
Provide justice	1
Improve utilities	2
Intensification of school activities	3

FORMAL EDUCATION – TEACHERS' ASSISTANT, TEACHERS, SCHOOL COUNSELLORS

Formal Education – Teachers and school levels		
Governorate	**Teacher, Assistant Teacher, Counsellor**	**Primary, Secondary, Both**
Amman		
Amman Qasabah District	Teachers	Both
Marka District	Teachers	Primary
Irbid		
Bani Kenanah District	Teachers	Primary
Aghwar Shamaliyah District		
Zarqa		
Zarqa Qasabah District		Primary
Russeifa District		Primary
Balqa		
Dair Alla District	Teacher	Secondary
Ain Al-Basha District	Teachers	Both
Mafraq		
Badiah Shamaliyah District	Teachers	Both
Rwaished District	Teachers	Primary
Ajlun		
Ajlun Qasabah District	Teachers	Secondary
Jarash		
Jarash Qasabah District	Teachers	Primary
Madaba		
Madaba Qasabah District	Teachers	Both
Karak		
Karak Qasabah District		
Ma'an		
Huseiniya District		
Tafiela		
Tafiela Qasabah District	Teachers	Secondary
Aqaba		
Quairah District	Teachers	Secondary

Formal education – Teachers, assistant teachers, and school counselors	
Do you have children with disabilities in your school?	FGD mentions (# of districts)
Physical	4

Visual	2
Auditory	3
Mental	3
None	8

Formal education – Teachers, assistant teachers, and school counselors		
Impact of disabilities on education process		FGD mentions (# of districts)
No disabilities	6	
Late in achieving goals	3	
Teachers become depressed	1	
No impact	2	
Financial	3	

Formal education – Teachers, assistant teachers, and school counselors		
Needs to better integrate children with disabilities		FGD mentions (# of districts)
Provide wheelchair	1	
No suggestions	5	
Properly equipped classrooms	4	
Knowledge and ability of teachers	6	
Special classes	4	

Formal education – Teachers, assistant teachers, and school counselors		
What are the main reasons your students have for missing school?		FGD mentions (# of districts)
Sickness	8	
Parents are afraid	2	
Family circumstances	7	
School is too far	2	
Poor education level	3	
Work	2	
Nature of the area	2	
No desire to study	4	
Early marriage	1	
Parents don't think it's important	7	
Move houses too often	5	
No reason provided	1	

Formal education – Teachers, assistant teachers, and school counselors		
What solutions do you recommend to avoid them missing school?		FGD mentions (# of districts)
Educate students on importance of education	11	
Punishment for absenteeism	5	
Conducting tutor classes	4	
Financial aid	5	
Ban child labor	3	
Separating Syrians from Jordanians	3	
Increase parents' awareness	6	
Psychosocial services for students	5	
Parents should live in the same neighborhood	1	
No solution provided	1	

Formal education – Teachers, assistant teachers, and school counselors

What are the main reasons for dropping out?		FGD mentions (# of districts)
Early marriage	7	
Frequent movement	1	
Students' bad behavior	2	
Work	5	
Family circumstances	7	
Move around too often	3	
Distance	2	

Formal education – Teachers, assistant teachers, and school counselors		
Solutions to prevent students dropping out		FGD mentions (# of districts)
Laying down strict rules	4	
Create a better study environment	4	
Help from the school	7	
Awareness	8	
Psychological support	5	
Bus System	0	
Financial aid	2	
None	2	

Formal education – Teachers, assistant teachers, and school counselors		
What are the biggest challenges you face in the host communities?		FGD mentions (# of districts)
Rented schools	4	
Disparity in students' level of education	7	
Teachers' poor performance	3	
Overcrowded schools	11	
Frequent moving	1	
Lack of communication with parents	2	
Entering students biodata	0	
Violence	3	
Financial difficulties	7	
Sub-optimal curriculum	3	

Formal education – Teachers, assistant teachers, and school counselors		
What are the solutions to these challenges?		FGD mentions (# of districts)
Laying down specific instructions	7	
Providing school premises	5	
Separating Syrian students	6	
Teaching Syrian curriculum	1	
Giving tutor classes	5	
Playing fields	3	
Follow up with parents	4	
Financial aid	5	

Formal education – Teachers, assistant teachers, and school counselors		
What are the methods of communication with parents and parents' involvement in the school?		FGD mentions (# of districts)
Meeting with parents		
Communication over the phone	11	
Attending meetings	8	

Informed by their students	6		
Visit parents	6		
School management committee			
Conducting meetings	7		
Visiting the community	1		
Parents and Teachers Association			
Communication with headmaster	4		
Individual visits	3		
No PTA	2		

Formal education – Teachers, assistant teachers, and school counselors	
How has the quality of education changed over the last 6 months?	FGD mentions (# of districts)
Better off	9
Worse	8
No change	8

Formal education – Teachers, assistant teachers, and school counselors	
Training needs & suggestions to improve policies	FGD mentions (# of districts)
Training needs	
Training courses for teachers	8
Not in need	3
Activities	6
Increase teaching staff	3
Increase number of classes	3
Suggestion to improve policies	
Double shift	5
Admission	3
Communication education	0
More use of technology	1
No double shift	3
Workshop for teachers	2
Increase teachers wages	1

Formal education – Teachers, assistant teachers, and school counselors	
Suggestions	FGD mentions (# of districts)
Accepting students at the beginning of each academic year	0
Providing school textbooks	1
Computers and a library	4
Make it impossible to skip a grade	2
Application tests	2
Make applying easier	2
Separate boys and girls	2
None	3

CHILDREN WHO ATTENDED GRADE 7-12 BUT DROPPED OUT

Children who attended grade 7-12 but dropped out			
What did you like most about going to school?			FGD mentions (# of districts)
	Male	Female	Total

Friends	7	7	14
Teacher's good treatment	6	5	11
Learning to get a job	5	4	9
Building a future	1	3	4
Dialogue/chats with teachers	0	1	1
Studying	0	0	0
Nothing	0	0	0

Children who attended grade 7-12 but dropped out

Why did you stop going to school?			FGD mentions (# of districts)
	Male	Female	Total
Language barriers	3	3	6
Unsafe	5	5	10
Difficult curriculum	5	8	13
Teacher's mistreatment	5	2	7
Verbal abuse	6	3	9
Work	6	4	10
Poor hygiene in school	2	1	3
Racism	2	3	5
Move too often	1	0	1
Distance	2	0	2

Children who attended grade 7-12 but dropped out

What are the main reasons for dropping out of school?			FGD mentions (# of districts)
	Male	Female	Total
Verbal abuse	3	4	7
Maltreatment	7	6	13
Different curriculum	2	6	8
Teacher's inattention	2	1	3
Distance/transportation issues	6	5	11
Financial difficulties	4	4	9
Safety	4	2	6
Was not accepted	0	0	0
Don't get along with other students	0	1	1
Work	1	0	1
Don't want to go	0	1	1

Children who attended grade 7-12 but dropped out

How did you feel after dropping out?			FGD mentions (# of districts)
	Male	Female	Total
Uncomfortable	9	5	14
Sadness	6	9	15
Loss of fortune	6	8	14
Emptiness	4	6	10

Children who attended grade 7-12 but dropped out

Do you attend other forms of education?			FGD mentions (# of districts)
	Male	Female	Total
Type			
Qur'an Teaching Centres	5	4	9
Training Centres	0	4	4

None	5	4	9
Participants			
Jordanian students	1	3	4
Syrian Students	1	3	4
Both	2	1	3
Teachers			
Jordanian volunteers	2	2	4
Reason			
Kill leisure time	0	1	1
Learn English language	0	0	0
Memorise Qur'an	1	0	1
Lean how to draw	0	0	0
Encouragement from teachers	2	0	2
Free (no cost)	2	0	2
Formal schools too far	1	0	1

Children who attended grade 7-12 but dropped out Are you interested in activities and trainings?			FGD mentions (# of districts)
	Male	Female	Total
Yes	10	10	20
No	7	5	12
Conditions of joining			
Timeframe	1	0	1
Income-generating course	1	0	1
Age	1	2	3
None	3	2	5
Attending time			
Morning	4	2	6
Afternoon	1	0	1
Evening	3	2	5
Working days	0	0	0
Weekends	2	0	2

Children who attended grade 7-12 but dropped out Would you like to go back to school?			FGD mentions (# of districts)
	Male	Female	Total
Yes	8	8	16
No	4	4	8
If no, why not?			
Conflicted	1	1	2
School environment	0	0	0
Work	2	0	2
Intend to (following semester)	1	0	1

Children who attended grade 7-12 but dropped out Suggestions		FGD mentions (# of districts)
None	6	
Go back to school	2	

Financial support	7
Remedial classes (support/level adjustment)	5
Separate Jordanian and Syrian students	3
Reject some students	2
Field trips	2
Schools only for Syrians	2
Open education clubs	2
Treat Syrian kids better	3

Grade 7-12 dropped out

Do you engaging in activities?			FGD mentions (# of districts)
	Male	Female	Total
NGO/CBO	1	3	4
School University	0	0	0
Mosque Church	0	0	0
Orphanage	0	0	0
Elderly Centre	0	1	1
None	5	6	11

Grade 7-12 dropped out

Reason for Engaging			FGD mentions (# of districts)
	Male	Female	Total
Learn New Skills	1	6	7
Improve Job	0	0	0
Help Others	1	0	1
Contribute	1	0	1
Keep Busy	2	1	3
Meet Friends	1	1	2

Grade 7-12 dropped out

Reason for Not Engaging			FGD mentions (# of districts)
	Male	Female	Total
Too Far	0	2	2
Dangerous	1	1	2
Too Busy	1	0	1
Not Interested	0	0	0
Family Not Allow	0	1	1
Activity Not Interesting	0	0	0
Don't Know	3	3	6

Grade 7-12 dropped out

How do you spend your leisure time?			FGD mentions (# of districts)
	Male	Female	Total
Watching TV	6	7	13
Surfing Internet	2	4	6
Doing House Works	0	8	8
Hang out with friends	6	2	8
Go to work	4	0	4
Playing with friends	2	0	2
Reading Qur'an	1	2	3

Grade 7-12 dropped out

How do you communicate with friends?			FGD mentions (# of districts)
	Male	Female	Total

	Male	Female	Total
Telephone	8	8	16
Social Media Network	6	7	13
Mutual Visits	5	3	8
Family Visits	2	1	3
No Communication	1	0	1

Grade 7-12 dropped out How do you keep updated with your main interests?		FGD mentions (# of districts)	
	Male	Female	Total
Search Engines	7	7	14
Books	1	4	5
Television	3	6	9
None	0	1	1
Friends	2	0	2
Internet	2	1	3

Grade 7-12 dropped out What are your main goals in life?		FGD mentions (# of districts)	
	Male	Female	Total
Further Study	7	8	15
Build Better Future	5	2	7
Return to Syria	6	4	10
Treat Jordanians with respect	1	0	1
Realize ambitions	1	0	1

Grade 7-12 dropped out To what community do you feel you belong in Jordan?		FGD mentions (# of districts)	
	Male	Female	Total
Civil	3	4	7
Family	8	7	15

Grade 7-12 dropped out Are you interested in engaging with Jordanian Youth?		FGD mentions (# of districts)	
	Male	Female	Total
Yes	5	8	13
If No,			
Maltreatment	6	2	8
Fights	4	0	4
Racism	3	0	3

Grade 7-12 dropped out Do you use Child Friendly Spaces?		FGD mentions (# of districts)	
	Male	Female	Total
Yes	1	4	5
No	1	1	2
Available activities			
Swimming Pools	0	0	0
Learn New Skills	0	0	0
Meeting Friends	1	0	1
Field trips	1	0	1
Reasons, if not using spaces			
Too Far	7	2	9
Dangerous	0	1	1
Too Busy	0	0	0
Not Interested	0	1	1

Family Not Allow	3	2	5
Activity Not Interesting	0	1	1
Don't Know	1	4	5
Too expensive	1	1	2
Activities to be available in the future			
Training Workshops	6	6	12
Athletic fields	6	2	8
Parks, gardens, etc	5	2	7
Intellectual activities	5	3	8
Remedial classes	0	1	1

Grade 7-12 dropped out	
Suggestions	FGD mentions (# of districts)
	Total
Learning workshops	4
Internet	1
None	2
Playing fields	2
Martial arts centres	1
Intellectual centres	1
Handicraft workshops	1

CHILDREN WHO ATTENDED GRADE 1-6 BUT DROPPED OUT

Children who attended grade 1-6 but dropped out			
What did you like most about going to school?			FGD mentions (# of districts)
	Male	Female	Total
Learn/study	14	13	27
Made friends	13	11	24
Involved in activities	10	10	20
Loved a teacher	5	3	8
Built the future	1	0	1
Good teachers	1	0	1
Nothing	0	2	2

Children who attended grade 1-6 but dropped out			
Why did you drop out of school?			FGD mentions (# of districts)
	Male	Female	Total
Language	5	6	11
Unsafe	8	6	14
Oppression	7	3	10
Work	3	4	7
Discrimination	14	8	22
Maltreatment	9	7	16
Transportation	3	4	7
Accommodation	6	4	10
Money	7	3	10
Dislike	1	0	1
Movement	2	0	2
Missing documentation	1	1	2
Overcrowding	0	1	1
Difficulty of the curriculum	0	1	1
Rejected	0	1	1
Books not available	0	2	2
Lack of understanding	1	1	2

Children who attended grade 1-6 but dropped out

Main reasons for dropping out of school — FGD mentions (# of districts)

	Male	Female	Total
Work	0	1	1
Discrimination	7	4	11
Maltreatment	8	6	14
Transportation	0	0	0
Caning	0	0	0
Insults	7	3	10
Different curriculum	1	3	4
Far	7	5	12
Money	3	1	4
Vernacular	3	0	3
Books not available	1	0	1
Nothing	1	0	1
Unsafe	0	5	5
Overcrowding	0	3	3

Children who attended grade 1-6 but dropped out

How did you feel after dropping out? — FGD mentions (# of districts)

	Male	Female	Total
Comfortable	4	0	4
Regretful	7	8	15
Bored	8	5	13
Sad	7	6	13
Uncomfortable	4	4	8
Deviation	1	0	1
Safe	1	4	5
Lonely	0	1	1

Children who attended grade 1-6 but dropped out

Do you attend other forms of education? — FGD mentions (# of districts)

	Male	Female	Total
		Type	
Mosque	3	3	6
Islamic Charity	7	8	15
NGO	2	0	2
Youth Centre	2	0	2
		Participants	
Syrian Students	2	1	3
Unenrolled	4	2	6
Jordanian Students	2	1	3
		Teachers	
Sheikh	3	0	3
Jordanian Teachers	0	3	3
Volunteer	0	3	3
		Reason	
Entertainment	0	0	0
Study/Learn	0	2	2
No other option	0	1	1

Children who attended grade 1-6 but dropped out

Would you like to go back to school? — FGD mentions (# of districts)

	Male	Female	Total
Yes	41	50	91
No	15	5	20
If not, why?			
Maltreatment	5	5	10
Discrimination	0	0	0
Too far distance	2	0	2
Youth harassment	0	0	0
Low money	3	0	3
Don't understand school	2	0	2
Misuse of public utilities	3	0	3
Transportation	0	3	3
Different language	0	2	2
Reducing chapter	1	0	1

Children who attended grade 1-6 but dropped out Suggestions			FGD mentions (# of districts)
	Male	Female	Total
Summer courses	4	0	4
School kits	1	0	1
Money	2	0	2
Separate	2	5	7
Fun time	2	0	2
Transportation	2	3	5
Accept	0	3	3
Back	0	2	2
Double shift	0	3	3

CHILDREN AGED 12-17 OUT OF SCHOOL

Age 12-17 Out of School What are the reasons you never attended school?			FGD Mentions (# of districts)
	Male	Female	Total
Lack of documentation	7	4	11
Insufficient seats	4	7	11
Threats	5	0	5
Lack of Security Guards	2	0	3
Provocation	0	0	1
Money	8	7	16
Work	4	1	5
Racism	1	7	9
Far	0	1	1
Return Back Class	0	2	2
Security	0	1	1
Cultural Differences	1	3	5

Age 12-17 Out of School Do you attend other forms of education?			FGD mentions (# of districts)
	Male	Female	Total
Type			
Qur'an Teaching Centres	5	6	11
Islamic Charity	2	2	4

Princess Basma Youth Resource Centre	0	0	0
Participants			
Jordanians	5	2	7
Syrians	5	3	8
Teachers			
Jordanian Volunteers	5	2	7
Shikh	1	0	1
Reason			
To kill time/Leisure	1	2	3
To Learn/Study	4	3	7
Unacceptable	0	1	1
Inability to go to school	2	0	2

Age 12-17 Out of School			
Are you interested in participating in other activities or trainings?			FGD Mentions (# of districts)
	Male	Female	Total
Yes	36	38	74
No	29	40	69

Age 12-17 Out of School			
What do you like most about going to school?			FGD mentions (# of districts)
	Male	Female	Total
Conditions for enrolling			
Timeframe	2	3	5
Income Generating Course	2	3	5
Healthy	1	0	1
Age	4	0	4
Syrian	1	0	1
Reading and Writing	0	1	1
UNHCR Card	1	0	1
No Conditions	5	4	9
Don't know	3	2	5
Attending Time			
Morning	4	3	7
Afternoon	4	2	6
Evening	3	3	6
Workdays	0	0	0
Weekends	0	1	1

Age 12-17 Out of School			
Are you interested in attending school?			FGD Mentions (# of districts)
	Male	Female	Total
Yes	70	68	138
No	13	12	25
If no, for what reasons?			
Problems and Violence	1	0	1
Poor Teaching Process	1	0	1
Lack of Documentation	0	1	1
Different Approaches	0	1	1

Age 12-17 Out of School			

Suggestions			FGD mentions (# of districts)
	Male	Female	Total
Transportation	1	0	1
Courses and Activities	1	4	5
Full Support	3	0	3
Sport Activities	1	0	1
Separate (by gender)	3	3	6
Facilitate the admission procedures	2	1	3

12-17 Out of School			
Do you engage in any activities?			FGD mentions (# of districts)
	Male	Female	Total
Engaging in Activities			
NGO/CBO	1	1	2
School/University	0	0	0
Mosque/Church	1	0	1
Orphanage	0	0	0
Elderly Centre	0	0	0
Reasons for Engaging			
Learn New Skills	1	0	1
Improve Job	1	0	1
Help Others	2	0	2
Contribute	2	0	2
Keep Busy	1	0	1
Meet Friends	1	0	1
Reasons for Not Engaging			
Too Far	3	2	5
Dangerous	0	0	0
Too Busy	3	1	4
Not Interested	1	0	1
Family will not allow it	0	0	0
Activity not interesting	1	1	2
Don't Know	8	7	15
Work	1		1

12-17 Out of School			
What do you do in your leisure time?			FGD mentions (# of districts)
	Male	Female	Total
Work	6	1	7
Reading Books	1	3	4
Watching TV	9	6	15
Playing Games	3	0	3
Doing House Work / Chores	0	5	5
Sitting at Home	10	8	18
Visits	3	3	6
Using the Internet	2	2	4

12-17 Out of School			

How do you communicate with friends?			FGD mentions (# of districts)
	Male	Female	Total
Telephone	12	13	25
Visits	10	7	17
Stay at Home with friends	0	1	1
No connection with friends	3	0	3
Social media and chats	2	1	3

12-17 Out of School

How do you stay informed about your interests?			FGD mentions (# of districts)
	Male	Female	Total
Search Engines	14	10	24
TV	5	4	13
Books	3	0	2
Facebook	3	0	3
Mobile	2	1	3
Social Media	4	6	10
Magazines	1	0	1

12-17 Out of School

What are your main goals in life?			FGD mentions (# of districts)
	Male	Female	Total
Study	9	11	20
Return to Syria	7	5	12
Work	4	1	5
Achieve dreams/ambitions	1	0	1

12-17 Out of School

To which 'community' do you say you belong here in Jordan?			FGD mentions (# of districts)
	Male	Female	Total
Tribal	6	7	12
Civilian	8	9	17
Rural	2	1	3
Urban	3	1	3

12-17 Out of School

Are you interested in engaging with Jordanian youth?			FGD mentions (# of districts)
	Male	Female	Total
		Yes	
Yes	7	11	18
		No, Reasons	
Problems	4	1	5
Aggressive Behaviour	4	2	6
Mistreatment	7	2	9
Inconsistencies	3	0	3
Different cultures	0	1	1
Discrimination	4	0	4

12-17 Out of School

Do you use Child Friendly Spaces?			FGD Mentions (# of districts)
	Male	Female	Total
Yes	5	3	8
No	7	9	16

If yes, for which activities?			
Football Field	1	0	1
Park	5	1	6
Electronic Games	1	0	1
Reasons for not using the spaces			
Too Far	6	3	9
Dangerous	0	1	1
Too Busy	1	0	1
Not Interested	2	0	2
Family will not allow it	1	1	2
Activity not interesting	0	1	1
Avoid	1	0	1
Don't know	1	1	2
Not available	4	1	5
Future desired activities			
Football Field	1	0	1
Activities	5	5	10
Training and Recreational	5	4	9
Sporting Activities	8	5	13
Internet	1	0	1

12-17 Out of School			
Suggestions			FGD mentions (# of districts)
	Male	Female	Total
Youth Sport Courts	2	1	3
Jobs	3	1	4
Cultural clubs	1	4	5
Qur'an Memorisation Club	1	1	2
Sporting Activities	2	1	3
Activities	2	1	3
Identity security	1	0	1
Financial aid	1	0	1

CHILDREN AGED 6-11 OUT OF SCHOOL

Age 6-11 Out of School			
What are the reasons you have for missing school?			FGD mentions (# of districts)
	Male	Female	Total
Lack of Documentation	7	9	16
Financial Situation	10	6	16
Too far distance	8	2	10
Different customs/traditions	5	0	5
Problems	6	0	6
Registering during the semester	3	1	4
Overcrowded School	5	0	5
Discrimination	2	0	2
Moving from one place to another	3	0	3
Rejected by the school	2	2	4
Safety	0	3	3
Family Rejection	0	0	0
Downgrading Students	0	1	1

Age 6-11 Out of School			
Do you attend any other forms of education?			FGD mentions (# of districts)
	Male	Female	Total
Type			
Qur'an Teaching Centres	6	4	10
Other	1	2	3
Did not join	5	9	14
Participants			
Jordanians	2	1	3
Syrians	1	1	2
Teachers			
Syrian and Jordanian Volunteers (Male)	3	0	3
Syrian and Jordanian Volunteers (Female)	2	0	2
Reason			
To Learn/Study	2	0	2
To make friends	2	0	2

Age 6-11 Out of School			
Are you interested in attending school?			FGD Mentions (# of districts)
	Male	Female	Total
Yes	20	20	40
No	5	3	8
If no, why?			
Violence	5	2	7
Financial Situation	4	0	3
Distance	3	0	3

Age 6-11 Out of School	
Suggestions	FGD mentions (# of districts)
	Total
Return to school/Further study	12
Build school for Syrians	12
Centre for illiterate students	2
Rehabilitation centres	10
Financial Support	3
Provide transportation	2
Not downgrading students	3
No suggestions	3
Open Qur'an centre	1

PARENTS WHO ARE NOT PTA MEMBERS - OUT OF SCHOOL CHILDREN

Parents - Non-PTA Members - Out of School Children	
Participants	
	Total
Number of Male Students not Attending	127

Number of Female Students not Attending	122
Total	249

Parents - Non-PTA Members - Out of School Children	
Main reasons children are not going to school	FGD mentions (# of districts)
	Male + female
Discrimination	9
Customs and Traditions	0
Financial Situation	9
Fear of Diseases	2
Too Far Distance	10
Fear of Being Threatened by Youth Gangs	7
Overcrowded Schools	7
Work	0
Poor treatment	3
Were not accepted	1
Fighting with Jordanians	6
Total	**54**

Parents - Non-PTA Members - Out of School Children	
Are there any groups of children for whom it is particularly difficult to attend school?	
	FGD mentions (# of districts)
	Male + Female
Child Group	5
Adult Group	2
None	8
Female groups only	1
Mix of groups	2
Total	**18**

Parents - Non-PTA Members - Out of School Children	
Do you have any children who are attending school?	FGD mentions (# of districts)
	Male + female
Yes	9
No	12
Reasons, if yes	
To study	5
Total	**5**

Parents - Non-PTA Members - Out of School Children	
What would need to change for you to send your children to school?	FGD mentions (# of districts)
	Male + female
Provide Transportation	8
School Admission	4
Awareness Campaign	5
Educational Equipment	4
Security	4
Cancel Evening Shift	2
Accept Syrians	6

Remedial classes	1
Improve security	3
Offer summer classes	3
Total	**40**

Parents - Non-PTA Members - Out of School Children	
Do your children attend any other forms of education?	FGD mentions (# of districts)
	Male + Female
Qur'an Teaching Centres	6
Vocational Training Centres	1
Illiteracy Centres	1
Tutor Classes	3
Volunteer centres	3
None	5
Total	**19**

Parents - Non-PTA Members - Out of School Children	
If yes, what are their reasons for attending?	FGD mentions (# of districts)
	Male + Female
Learn/Study	5
Killing Leisure Time	5
Memorise Qur'an	3
Work to Help the Family	0
Don't want to stay home	1
No reason	5
Awards	2
Unhappy psychologically	3
Total	**24**

Parents - Non-PTA Members - Out of School Children	
What are the conditions for your children to join these types of activities?	FGD mentions (# of districts)
	Male + Female
Type of Activity	2
Time and place	1
Age	2
Health Condition	1
Rules	5
Activities	2
Safety	3
Time	1
Qur'an memorization	0
Total	**17**

Parents - Non-PTA Members - Out of School	
Suggestions	FGD mentions (# of districts)
	Male + Female
Conducting Educational Training Courses	8
Provide Aid/Support	6
Provide Transportation	3
Schools only for Syrians	5

Improve treatment of students	2
Give opportunity to work	2
Offer summer classes	1
Total	**27**

NON-FORMAL EDUCATION - ATTENDING

Non-Formal Education – Attending			
Do you have any test/exam or do you obtain a certificate through your centre?			
			FGD mentions (# of districts)
	Male	Female	Total
Yes	3	2	5
No	2	1	3
Total	**5**	**3**	**8**

Non-Formal Education – Attending			
If yes, what type of certificate do you receive?			
			FGD mentions (# of districts)
	Male	Female	Total
Certificate of Appreciation	1	1	2
Experience Certificate	2	1	3
Total	**3**	**2**	**5**

Non-Formal Education – Attending			
What do you like most about going to educational centres?			
			FGD mentions (# of districts)
	Male	Female	Total
Playing with friends	4	2	6
Trips	3	0	3
Treatment by teachers	4	2	6
Entertainment	2	3	5
Teaching	2	1	3
Forget the situation in Syria	0	1	1
Better than staying at home	1	2	3
Total	**15**	**11**	**26**

Non-Formal Education – Attending			
What do you not like about going to educational centres?			
			FGD mentions (# of districts)
	Male	Female	Total
Unsafe	2	2	4
Aggression	1	0	1
Nothing	3	0	3
Far from home	1	2	3
Not enough activities	1	0	1
Total	**8**	**4**	**12**

Non-Formal Education – Attending			
What are the problems you face attending the centres?			
			FGD mentions (# of districts)
	Male	Female	Total
No Problem	2	0	2
Don't get aid	1	1	2

Racism	0	1	1
Verbal abuse	0	2	2
Violence	0	1	1
Work	1	0	1
No transportation	1	1	2
Total	**5**	**6**	**12**

Non-Formal Education – Attending			
What are the solutions to these problems?			FGD mentions (# of districts)
	Male	Female	Total
No Solution	1	0	1
Entertainment	1	1	2
Remedial classes	0	1	1
Punishment	0	1	1
Transportation	4	1	4
Improve financial situation	1	0	1
Total	**7**	**4**	**11**

Non-Formal Education – Attending			
How many days per week do you attend?			FGD mentions (# of districts)
	Male	Female	Total
(1-3) Days	9	9	8
(4-5) Days	17	9	26
Depend Free Days	1	0	1
Total	**27**	**18**	**35**

Non-Formal Education – Attending			
What are the reasons you miss educational classes?			FGD mentions (# of districts)
	Male	Female	Total
Sickness	1	2	3
Work	4	1	5
Refugee registration	2	2	4
Attending religious classes instead	0	1	1
Safety	1	0	1
Difficulty in transportation	2	1	3
Financial situation	2	0	2
Total	**12**	**7**	**19**

Non-Formal Education – Attending			
Do you also attend formal school?			FGD mentions (# of districts)
	Male	Female	Total
Yes	0	1	1
No	4	2	6
Total	**4**	**3**	**7**

Non-Formal Education – Attending			
Reason if No			FGD mentions (# of districts)
	Male	Female	Total
Overcrowding in schools	1	0	1
Hours Work	2	0	2

Dropped out of education	1	1	2
Total	**4**	**1**	**5**

Non-Formal Education – Attending			
Reasons if Yes			FGD mentions (# of districts)
	Male	Female	Total
Entertainment	0	1	1
Good treatment	0	1	1
Total	**0**	**2**	**2**

Non-Formal Education – Attending			
Would you like to attend formal school?			FGD mentions (# of districts)
	Male	Female	Total
Want	3	2	5
Do not Want	2	1	3
Total	**5**	**3**	**8**

Non-Formal Education – Attending			
What would be needed for you to be able to attend school?			FGD mentions (# of districts)
	Male	Female	Total
Stationary and books	3	3	6
Auxiliary expenditures	3	2	5
Transportation	3	2	5
Syrian-only schools	2	1	3
Easier procedures	1	1	2
Total	**12**	**9**	**21**

Non-Formal Education – Attending			
Reasons not wanting to attend school			FGD mentions (# of districts)
	Male	Female	Total
None	1	1	2
Work	2	0	1
Total	**3**	**1**	**3**

Non-Formal Education – Attending	
Suggestions	FGD mentions (# of districts)
	Male + Female
None	1
Registration in schools	2
Financial aid	2
Simplify procedures	2
Transportation	2
Remedial classes	1
Skill workshops	1
Total	**11**

NON-FORMAL EDUCATION - SYRIAN VOLUNTEERS & FACILITATORS

Non-formal Education - Syrian Volunteers/Facilitators	
Methods of Informing Children about Initiatives	FGD mentions (# of districts)
	Total
Distributing flyers	3
Paper invitations for students	2
Phone calls to parents	2
Syrian volunteer	1
Invite parents to the centre	2
Initiatives	2

Non-formal Education - Syrian Volunteers/Facilitators	
Attending Other Form of Education	FGD mentions (# of districts)
	Total
Yes	3
No	1
If yes, what type?	
Centre for Qur'an	2
Cultural centre	0
Formal school	1

Non-formal Education - Syrian Volunteers/Facilitators	
Reasons for Attending Private Centre instead of FE	FGD mentions (# of districts)
	Total
Poor treatment of students at FE	2
Freedom to change	1
Less violence	1
More safety	2
Entertaining activities	2
Teaching	0
Financial cost	2

Non-formal Education - Syrian Volunteers/Facilitators	
Reason of Attending Private Centre instead of CEI	FGD mentions (# of districts)
	Total
More fun activities	2
Safety	2
More initiatives	2
Financially better	3
Overriding age limits for those over 15 years old	1

Non-formal Education - Syrian Volunteers/Facilitators	
Why do the children attend your centres?	FGD mentions (# of districts)
	Total
Parties	2
Fun activities	3
Mixing between Jordanian and Syrian kids	1

Non-formal Education - Syrian Volunteers/Facilitators	
Would it be good for the Syrian community to be more involved in the educational activities of your centre? FGD mentions (# of districts)	
	Total

Good	4
Not Good	1
Reason, if no	
Financial limitations	1

Non-formal Education - Syrian Volunteers/Facilitators	
What methods can the Syrian community be more involved?	FGD mentions (# of districts)
	Total
Fun activities	2
Participating in parties	2
Teaching them to engage in activities	1
Engaging the parents	1

Non-formal Education - Syrian Volunteers/Facilitators	
What are the Non-Educational needs of your students?	FGD mentions (# of districts)
	Total
Health	2
Protection/Safety	2
Financial	2
Who do you refer to for support for these needs?	
NGOs	0
None	4

Non-formal Education - Syrian Volunteers/Facilitators	
What training have you received?	FGD mentions (# of districts)
	Total
Children's Rights Workshops	2
Sexual abuse	1
Anti-violence	3

Non-formal Education - Syrian Volunteers/Facilitators	
Did you sign a Code of Conduct?	FGD mentions (# of districts)
	Total
Signed	3
Not Signed	2

Non-formal Education - Syrian Volunteers/Facilitators	
What reasons do students have for missing sessions?	FGD mentions (# of districts)
	Total
Sickness	4
Renew refugee papers	3
Family issues	2

Non-formal Education - Syrian Volunteers/Facilitators	
What are the solutions to students missing sessions?	FGD mentions (# of districts)
	Total
Home visits	2
Phone call parents	2
Awareness	1

Non-formal Education - Syrian Volunteers/Facilitators	
Are there children in the host communities not benefiting from any type of education?	
	FGD mentions (# of districts)
	Total
Yes	3

No   2

Non-formal Education - Syrian Volunteers/Facilitators	
What are the reasons children do not attend FE?	FGD mentions (# of districts)
	Total
Were not accepted	2
Prefer activities in NFE	1

Non-formal Education - Syrian Volunteers/Facilitators	
What are the most important learning opportunities to provide to students in formal/non-formal education? FGD mentions (# of districts)	
	Total
Financial and material security	3
More fun activities	3
Safe environment	3

Non-formal Education - Syrian Volunteers/Facilitators	
Suggestions	FGD mentions (# of districts)
	Total
Workshops for teachers	2
Extra classes only for Syrians	2
Facilitated transportation	1

INFORMAL EDUCATION – ATTENDING

Informal Education – Attending			
Do you take a test through your IFE centre?			FGD mentions (# of districts)
	Male	Female	Total
Yes	8	8	16
No	7	5	12
Total	**15**	**13**	**28**
Do you receive a certificate?			
Yes	11	8	19
No	5	2	7
Total	**16**	**10**	**26**
If so, what type?			
Certificate of Appreciation	6	6	12

Informal Education – Attending			
What do you like most about going to educational centres?			FGD mentions (# of districts)
	Male	Female	Total
Recreational Activities	12	9	21
Learn/Study	9	8	17
Exercise Activities	5	4	9
Safety	3	1	4
Spend time w/ friends	6	4	10
Students treated well	2	5	7
Good deal from Teacher	1	3	4
Simple Curriculum	0	1	1
Total	**38**	**35**	**73**

Informal Education – Attending

What do you not like most about going to educational centres?		FGD mentions (# of districts)	
	Male	Female	Total
Unsafe	0	1	1
Aggression	0	2	2
Difficult curriculum	1	0	1
Poor treatment	1	1	2
The difficulty of life	2	0	2
Bad transportation	2	3	5
Harassment in the road	1	2	3
None	6	5	11
Total	**13**	**14**	**27**

Informal Education – Attending

What problems do you face at the centres?		FGD mentions (# of districts)	
	Male	Female	Total
Difficult Access to Transportation	5	6	11
Difficult curriculum	3	2	5
Bad treatment	3	1	4
No use going	1	0	1
Unsafe	1	0	1
The presence of children	0	1	1
None	3	4	7
Total	**16**	**14**	**30**

Informal Education – Attending

What are the solutions to these problems?		FGD mentions (# of districts)	
	Male	Female	Total
Improve teaching	3	1	4
Supervise teachers	2	0	2
School for Syrians only	1	1	2
Transportation	6	0	6
Marketing	1	0	1
Give certificates	0	0	0
Education courses	1	0	1
None	5	4	9
Remedial classes/workshops	0	1	1
Change hour come	1	0	1
Give Entertainment	0	1	1
Total	**20**	**8**	**28**

Informal Education – Attending

How many days do you attend the centre per week?		FGD mentions (# of districts)	
	Male	Female	Total
(1-3) Days	14	10	24
(4-5) Days	3	7	10
Total	**17**	**17**	**34**

Informal Education – Attending

What are your reasons for missing sessions?		FGD mentions (# of districts)	
	Male	Female	Total
Renew UN Registration	6	10	16
Sickness	13	13	26
Special Cases	4	6	10
Family Problems	1	3	4
Work	2	1	3
Distance	1	0	1
Fights	2	0	2
Financial difficulties	1	0	1
Something with parents?	0	3	3
Total	**30**	**36**	**66**

Informal Education – Attending

Are you also attending formal school?		FGD mentions (# of districts)	
	Male	Female	Total
Yes	12	12	24
No	5	6	11
Total	**17**	**18**	**35**
Reason, if no			
Racism	3	0	3
Violence	2	0	2
Overcrowding	2	0	2
Frequently move to other area	2	0	2
Total	**9**	**0**	**9**
Reason, if yes			
Learn/Study	9	6	15
Entertainment	3	5	8
Total	**12**	**11**	**23**

Informal Education – Attending

Would you like to attend formal schooling?		FGD mentions (# of districts)	
	Male	Female	Total
Want	12	0	12
Do not Want	6	0	6
Total	**18**	**0**	**18**

Informal Education – Attending

What would you need to be able to attend?		FGD mentions (# of districts)	
	Male	Female	Total
Pocket Money	7	0	7
Educational Equipment	7	0	7
Clothes	2	0	2
Transportation	4	0	4
Being accepted regardless of age	2	0	2
Schools for Syrians only	1	0	1
Total	**23**	**0**	**23**

Informal Education – Attending

Reasons for not wanting to attend formal schooling	FGD mentions (# of districts)		
	Male	Female	Total
Racism	6	0	6
Frustration moral	1	0	1
The difficulty of material	0	1	1
Far	1	0	1
Mobility	1	0	1
Total	**9**	**1**	**10**

Informal Education – Attending

Suggestions	Male and Female
None	7
Separation	2
Financial support	2
Facilitate transportation	4
Improve the quality of teachers	1
No beating	1
Total	**17**

INFORMAL EDUCATION - SYRIAN VOLUNTEERS FACILITATORS

Informal Education - Syrian Volunteers/Facilitators

Methods of Informing Children about Initiatives	FGD mentions (# of districts)
	Male + female
Advertisements	9
Invitation Cards	3
Over the Phone	7
Old Students	2
Internet	1
Student Book Notes	1
Sessions religious	3
Family visits	7
Total	**33**

Informal Education - Syrian Volunteers/Facilitators

Are your students attending other forms of education?	FGD mentions (# of districts)
	Male + female
Yes	10
No	1
Total	**11**
If so, what type?	
Qur'an Teaching Centres	4
Formal Schools	6
Associations	4
Informal Centres	1
Total	**15**

Informal Education - Syrian Volunteers/Facilitators
Number of Participants

	Male + female
Informal	238
Formal	470
Not Attending	235
Total	**943**

Informal Education - Syrian Volunteers/Facilitators
Reasons for attending IFE instead of FE — FGD mentions (# of districts)

	Male + female
Good Treatment	9
Feel Safe	9
Attention and Follow Up	5
Social Relations	4
English language	2
Like the Location	4
Difficulty of formal school	7
Closer location	4
Financially better	6
Total	**50**

Informal Education - Syrian Volunteers/Facilitators
Reason for attending IFE instead of CEI — FGD mentions (# of districts)

	Male + female
Attractive Activities	5
Various Activities	5
Learning languages	1
None	1
Psychological awareness	4
Closer to the home	2
Low money	5
More flexible with age than formal schools	1
Total	**24**

Informal Education - Syrian Volunteers/Facilitators
Why do students attend your centre? — FGD mentions (# of districts)

	Male + female
Participate in Recreational Activities	9
Participate in Parties	6
Workshops for teachers	5
Participation in ideas to learn	2
Presentation of Support	7
Total	**29**

Informal Education - Syrian Volunteers/Facilitators
Would it be good to have the Syrian community involved in your activities?

FGD mentions (# of districts)

Male + female

Good	10
Bad	0
Total	**10**

Informal Education - Syrian Volunteers/Facilitators	
In what ways can the Syrian community be involved in your activities?	FGD mentions (# of districts)
	Male + Female
Educational and Recreational Activities	3
Parties	3
Periodical Meetings	2
Encouragement	2
Provide facilities and Solve the difficulties	4
Management committee/board	2
Total	**16**

Informal Education - Syrian Volunteers/Facilitators	
What are the Non-Educational Needs of your students?	FGD mentions (# of districts)
	Male + Female
Health	8
Security	6
Psychological Support	5
Financial aid	6
Preaching and Guidance	3
Transportation	1
Total	**29**

Informal Education - Syrian Volunteers/Facilitators	
What training have you received?	FGD mentions (# of districts)
	Male + female
Teaching Children Courses	5
English Language Course	2
Counselling Course	7
None	2
Creative thinking workshops	7
Total	**23**

Informal Education - Syrian Volunteers/Facilitators	
What training is needed for improvement?	FGD mentions (# of districts)
	Male + female
Psychological and Sociological Care	4
Theatre Arts	0
First Aid	1
Art of Dealing with Others	6
Self-Improvement	5
Human Resources Building	2
Teaching skills	5
Total	**23**

Informal Education - Syrian Volunteers/Facilitators

Did you sign a trainers' Code of Conduct?	FGD mentions (# of districts)
	Male + female
Signed	3
Not Signed	4
Total	**7**

Informal Education - Syrian Volunteers/Facilitators What are your students' reasons for missing sessions?	FGD mentions (# of districts)
	Male + female
Sickness	3
Renew UN Registration	1
Family Circumstances	5
Moving areas	8
No reason	1
Low Money	4
Early Marriage	1
Exceptional Cases	3
Total	**26**

Informal Education - Syrian Volunteers/Facilitators What are the solutions to these problems?	FGD mentions (# of districts)
	Male + female
Help Students' Health Situation	1
Communicate with Families	7
No solution	3
Improve financial situation	4
Trips	2
Financial Support	3
Transportation	1
Total	**21**

Informal Education - Syrian Volunteers/Facilitators Are there children not benefiting from education facilities in the host communities?	FGD mentions (# of districts)
	Male + female
Yes	4
No	7
Total	**11**

Informal Education - Syrian Volunteers/Facilitators Reasons for attending informal centres rather than formal schools	FGD mentions (# of districts)
	Male + female
Free transportation	2
More entertaining	5
Less fee	3
Students who attend IFE	2
Total	**12**

Informal Education - Syrian Volunteers/Facilitators	
Needs to provide educational opportunities for children	FGD mentions (# of districts)
	Male + female
Financial Support	4
Transportation	1
Private Schools	1
Put on grade depend age	2
More Support from NGO	1
Near School	1
Total	**10**

Informal Education - Syrian Volunteers/Facilitators	
Suggestions	FGD mentions (# of districts)
	Total
Enhancing and Supporting Centres	7
Developing Educational Tools	6
None	3
Separate Syrians	3
Visit schools	2
Guaranteed transportation	2
Financial aid	2
Training to learn career	0
Total	**25**

AGE 19-24 - YOUTH COMPONENTS

Youth Components - 19-24			
Do you engage in activities?			FGD mentions (# of districts)
	Male	Female	Total
NGO/CBO	2	2	4
School University	0	0	0
Mosque Church	0	1	1
Orphanage	0	0	0
Elderly Centre	0	0	0

Youth Components - 19-24			
Reason for Engaging			FGD mentions (# of districts)
	Male	Female	Total
Learn New Skills	1	0	1
Improve Job	0	0	0
Help Others	1	0	1
Contribute	1	0	1
Keep Busy	2	1	3
Meet Friends	0	1	1

Youth Components - 19-24			
Reason for Not Engaging			FGD mentions (# of districts)
	Male	Female	Total
Too Far	2	2	4
Dangerous	0	0	0
Too Busy	4	1	5
Not Interested	1	1	2
Family Not Allow	0	2	2
Activity Not Interesting	0	0	0

Don't Know	9	4	13
Work	2	1	3

Youth Components - 19-24
How do you spend your leisure time?
FGD mentions (# of districts)

	Male	Female	Total
Reading	6	9	15
Working	7	1	8
Surfing Internet	5	3	8
Watching TV	7	12	19
Doing House Works	1	10	11
Social networking	6	3	9
Play	5	0	5
Sitting at home	4	2	6

Youth Components - 19-24
How do you communicate with friends?
FGD mentions (# of districts)

	Male	Female	Total
Over the Phone	9	12	21
Social Media Networks	12	3	15
Trips and work	1	0	1
Continues to direct personal	3	0	3
Visits	3	10	13
Internet	0	3	3
No Communicate	1	0	1

Youth Components - 19-24
How do you keep updated with your interests?
FGD mentions (# of districts)

	Male	Female	Total
Search Engines	14	12	26
Books	4	3	7
Parents	4	4	8
TV	4	7	11
Phone	1	0	1
Not Interested	0	1	1

Youth Components - 19-24
What is your main goal in life?
FGD mentions (# of districts)

	Male	Female	Total
Further Study	9	13	22
Get a Job	3	5	8
Back to Syria	11	5	16
The provision of food and drink	5	0	5
Feel safe	4	0	4
Pay rents houses	1	0	1
Care of their children	0	1	1

Youth Components - 19-24
To which community do you feel you belong in Jordan?
FGD mentions (# of districts)

	Male	Female	Total
Tribal	6	5	11
Civilian	4	7	11
No Belonging	1	0	1
Villager	2	2	4
Rural	3	1	4

Youth Components - 19-24			
Are you interested in engaging with Jordanian Youth?			FGD mentions (# of districts)
	Male	Female	Total
Yes	8	11	19
If No,			
Mistreatment	3	0	3
Different customs and traditions	3	0	3
Neutrality	2	0	2
Insecurity and not allow parents	0	1	1
Avoid	2	0	2

Youth Components - 19-24			
Do you use Child Friendly Spaces?			FGD mentions (# of districts)
	Male	Female	Total
Yes	3	3	6
No	11	10	21
Available activities			
Educational Activities/Courses	0	0	0
Recreational/Sport Activities	0	0	0
Games	2	0	2
Entertainment	2	1	3
Interesting	1	1	2
Reason for Not Using Spaces			
Too Far	3	0	3
Dangerous	2	2	4
Too Busy	2	1	3
Not Interested	1	0	1
Family Not Allow	1	1	2
Activity Not Interesting	2	1	3
Don't Know	3	1	4
Not Available	6	6	12
Activities to be available in the future			
Cultural/Sport Activities	9	3	12
Educational Course/Activities	8	5	13
Play Area	6	0	6
Clubs	2	1	3
Centres works hand	0	2	2

Youth Components - 19-24			
Suggestions			FGD mentions (# of districts)
	Male	Female	Total
Provide Job Opportunities for Syrians	4	2	6
Support University Students	4	1	5
Cultural/Sport Activities	3	3	6
Financial support	2	2	4
Liaison offices	0	1	1

ANNEX IX: JENA TEAM MEMBERS

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