



ACCESS TO EDUCATION FOR SYRIAN REFUGEE CHILDREN IN ZAATARI CAMP, JORDAN

JOINT EDUCATION NEEDS ASSESSMENT REPORT

EDUCATION SECTOR WORKING GROUP

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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 has registered 605, 719 Syrian refugees in Jordan to date, 82,853 of whom are registered in Za'atari refugee camp.¹ According to the Ministry of Education, 18, 780 children enrolled in school in Za'atari camp in 2013/2014. However, despite pre-war figures of 97% of primary age-children and 67% of secondary-age children attending school in Syria,² this assessment found that **48.4% of all school-aged children in Za'atari camp are out-of-school. Further, 38.6% of school-aged children in Za'atari camp are not currently attending any form of education (formal or informal) and 28.3% have never attended any form of education in Za'atari camp.**

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.³ The ESWG initiated a joint education needs assessment (JENA), with funding from UNICEF, technical support from REACH, assessing education for Syrians in Za'atari camp and the host community. Two separate assessments were conducted and this report provides an outline of the key findings from Za'atari camp.

The joint needs assessment was designed by the ESWG in close collaboration with the Ministry of Education, JENA taskforce and REACH to identify immediate education sector response priorities. This was achieved through an analysis of the needs, motivations, activities, perceptions and priorities of Syrian refugee children aged 3 to 18 and their parents, as well as other relevant stakeholders. A key objective was to identify progress following the previous JENA which took place in 2013 in Za'atari camp. Of special focus is an analysis of the barriers which continue to hinder education access, particularly for children who are out-of-school. The involvement of teachers, parents and other stakeholders is also explored, to address further scope for their engagement and participation, and to identify their perceptions of how the quality of formal schooling has progressed since the previous JENA. The overall objective is to better inform education partners and relevant stakeholders with their programmatic decisions, thereby ensuring resources are effectively targeted to support children in Za'atari camp to access quality education which fulfils their learning needs.

This assessment utilised a mixed method approach. Surveys were conducted to provide statistically significant quantitative data, with the sample of 390 households generating data on 423 families and a total of 1734 children (862 girls and 872 boys). For each household in the sample, a questionnaire was administered to each family head as well as an additional questionnaire administered to all children aged 12-17. These questionnaires were combined with focus group discussions to provide additional detail, depth and context. The methodology and tools (see Annexes 2 and 3) were designed in close consultation with the Needs Assessment Task Force (NATF) at the national level as well as ESWG at the Za'atari camp level. Quantitative data collection was conducted during June-July 2014 by REACH staff, while education partner staff and REACH staff worked together on qualitative data collection during May 2014 (please see Annexe 1 for a full list of JENA team members).

Through data collection and analysis, REACH was able to extract key findings in relation to formal education, informal education, preschool, inclusive education, barriers to attendance and enrolment, and parental and community participation:

¹ Education Sector Working Group, Terms of Reference. <https://data.unhcr.org/syrianrefugees/download.php?id=5678> (accessed 9th July 2014).

² UNICEF et al. 2013, 'Syria Crisis: Education Interrupted', available: <http://www.unicef.org/media/files/Education_Interrupted_Dec_2013.pdf>

³ http://data.unhcr.org/syrianrefugees/working_group.php?Page=Country&LocationId=107&Id=14

Attendance across all education types:

- The attendance rate among all school-aged children is 51.6%, and is higher among girls (59.1%, compared to 44.1% for boys). However, only 33.2% of 12-17 year-old boys attending school, compared to 62.7% of 6-11 year-old girls, 52.7% of 6-11 year-old boys and 54.5% of 12-17 year-old girls.
- Similarly, 12-17 year old boys are the largest group not attending any form of education, 50.2%, compared to 27.6% of 6-11 year-old girls, 39.4% of 6-11 year-old boys and 36.5% of 12-17 year-old girls. Overall, 38.6% of all school-aged children are not attending any form of education, higher among school-aged boys as 44.1% are not attending any form of education compared to 33.1% of girls.
- **Therefore, the most vulnerable age-group is 12-17 year-old boys, with the lowest attendance rates (33.2%), the highest proportion not attending any form of education (50.2%) and the most likely to have dropped-out or never attended school in Za'atari (14.6% of the group).**
- A higher proportion of boys than girls attend informal education only (11.7% of school-aged boys compared to 7.8% of school-aged girls). Overall, 9.8% of school-aged children are attending informal education only.
- Attendance for all school-aged children varies significantly by district, ranging from 31.3% of school-aged children in District 12 attending, to 81.9% of school-aged children in District 1. School attendance rates are generally higher in the 'Old Camp' districts where refugees have been settled for longer, with rates in districts 1, 2 and 11 significantly above the camp average.
- Distance, a factor identified as a barrier to school attendance and a reason for dropping out and never attending, proved to be an important issue. Children within up to 250 metres of a school have an average attendance rate of 64.9%, in comparison to those located over 750 metres away where the average attendance rate falls to 36.2%.

Perceptions across all education types

- 75% of 12-17 year olds rated the overall quality of education services in Za'atari camp as 'very good', 'good' or felt 'neutral' and 74% of parents of school-aged children rated the overall quality of education services available as 'very good', 'good' or felt 'neutral'.
- Moreover, when asked to rate the importance of education, 82.3% of 12-17 year olds expressed that school is either 'important' or very 'important' and 89.9% of parents of school-aged children reported that they perceive education as either 'important' or 'very important'. Although there was no difference between the reporting of parents of 6-11 girls and boys, fewer 12-17 year-old boys reported education as 'very important', 9.7% compared to 19.3% of 12-17 girls, although a similar proportion reported education as important, 26.4% of girls and 27% of boys. However, a larger proportion of boys 12-17 reported education as of little importance or unimportant, 11.4% compared to 3.6% of 12-17 girls.

Formal education:

- The attendance rate has more than doubled since the 2013 JENA, from 22% to 51.6% of school-aged children, yet 48.4% of all school-aged children in Za'atari camp are still out-of-school.
- Of those who are out-of-school, 36.7% have never attended school in Za'atari camp and 11.9% of all school-aged children have dropped-out. Of those school-aged children who are out-of-school in Za'atari camp, 36.7% have never attended school in the camp and 11.9% of all school-aged children have dropped-out. This is comprised of 10.5% of 6-11 year-old girls who have never attended or dropped out, 13% of 6-11 year-old boys, 9.9% of 12-17 year-old girls and 14.6% of 12-17 boys.
- 49% of children who have never-attended school in Za'atari camp were still eligible but had been out-of-school for over a year, and all children who have never attended missed at least three months. This highlights the importance of catch-up classes in supporting reintegration into formal education.

Informal education:

- 32.1% of all children aged 6-11 reported having ever attended some form of informal education in Za'atari camp, with 28.2% currently attending. As with formal education, attendance rates were higher among girls. Of girls, 6-11, 35.9% ever attended IFE and 31% are currently attending some form of IFE, for 6-11 boys, 28.3% ever attended IFE and 25.4% are currently attending some form of IFE.
- The type of informal education (IFE) most commonly attended across both age-groups was religious education attended by 33.9% of 6-11s and 40.0% of 12-17s.
- This assessment found that 69% of 6-11 year olds attending IFE are also attending school; 10.7% of girls aged 6-11, and 8.7% of boys aged 6-11. In addition, 22% of all school-aged children have attended multiple types of IFE: 45.9% of 6-11 year-old girls, 29.5% of 6-11 year-old boys, 9.8% of 12-17 year-old girls and 14.8% of 12-17 year-old boys are attending multiple types of IFE.
- Interest in IFE was higher among girls than boys, with 10.9% of girls interested and only 6.4% of boys interested.

Preschool:

- 22% of children aged 3-5 are reportedly attending preschool in Za'atari camp; 10.8% are boys and 11.1% are girls. For each child aged 3-5 not currently attending, 51% of parents reported that they would like to enrol their child in pre-school, 50.3% for parents of boys compared to 51.9% of girls.

Inclusive education:

- 7.8% of school-aged children, 6-17, had a disability.⁴ Of 6-11 year olds, the disability rate was 8% for boys and girls and 9% for 12-17 year old boys. The disability rate was higher among boys at 8.0% compared to 6.3% of girls, and the highest rate of disability was among 3-5 year old boys at 11%.
- Among children with disabilities (CWD), 55% had a physical disability while 32% had a mental disability (13% of children with disabilities had both).
- The main reasons 6-11 year-old CWD do not attend formal school: Never been enrolled in school in Jordan (24%), school is not physically accessible (16%) and school is too far away (12%).
- The main reasons 12-17 year-old CWDs do not attend formal school: School is not physically accessible (16.7%), specialist education services are needed which are not available (16.7%), and the child has to help at home (11.1%).
- When disaggregated by age and type of disability, the school attendance rate varies greatly; only 22% of 12-17 year olds with physical disabilities are currently attending, and only 11.8% of 6-11 year olds who have difficulty communicating are attending. Yet for some age groups and disabilities, attendance is comparable to that of children without disabilities.

Barriers to enrolment and attendance:

- For all school-aged children, the main change needed to enable attendance was, the family need to receive financial support and/or supplies provided (18.9%), extra catch up classes (14%) and a solution to harassment/violence on the way to and from school (10.6%) and a different curriculum (9.6%).
- For all school-aged children, the most common reasons for never attending were school is too far away (24.9%), the quality of education is perceived as not good (9.3%), they have never been enrolled in school before in any location (8.3%) and they do not feel that education is important/applicable (7.1%).

⁴ Note that disabilities were self-reported by respondents of the survey and were not verified through medical assessments. The percentage is likely to be higher and results will be shared with technical agencies in the camp which will assess further.

- For all children aged 6-17, the main reasons for dropping out were a lack of interest in going to school (18.7%), feeling too insecure/unconfident to go to school (12.7%), distance to school (12.7%) and due to verbal and physical violence at school by other children (9%).
- There was significant overlap between barriers to enrolment and barriers to attendance. These barriers varied according to children's sex and age. However, cross-cutting themes included distance to school, violence on the way to school, violence at school and the perceived poor quality of education available.

Parental and community participation in education:

- Parents reported very low levels of communication with and involvement in schools.
- Improving communication between school and parents was ranked as the top priority for improvement by parents of children attending school, and teachers also strongly recommended it. A range of specific recommendations were made, including developing a system for informing parents about their children's attendance, sending notes to parents, holding regular meetings with parents and holding open days.
- The establishment of Parent Teacher Associations (PTAs) in every school was a key recommendation from the 2013 JENA. However, this assessment indicates that most schools either don't have PTAs at all or have PTAs that exist only unofficially.
- In contrast to school teachers, IFE facilitators reported strong parental and community involvement in their centers. Syrian IFE facilitators encouraged parental and community involvement through a range of strategies, some of which could be utilized in schools.

Based on the assessment findings, REACH recommends the following priority interventions:

1. Better monitoring of teachers, and increased communication and collaboration between parents and schools, will address a number of factors identified as barriers to education. This includes the perceived poor quality of education; violence experienced at school; children missing school; and a lack of discipline in the classroom.
2. Children with disabilities require further support to ensure that the education they receive is adapted to their specific needs. This also requires training and guidance for parents and teachers of these children.
3. The large number of children who are not attending any type of education service must be identified and supported, with initiatives in place to facilitate their return to school and their access to informal education services where appropriate. In addition, as the reasons for never attending and for dropping out differ across age-group and sex, it is important that the education sector response should consider carefully these differences in order to provide the most appropriate support for each sex and age groups within school-aged Syrian refugee children.
4. Coordination between IFE and formal schooling must be improved to ensure that the best practices from informal services, where possible, can be transferred to schools. Moreover, better coordination between schools and IFE providers will ensure that the existence of informal education does not create a disincentive for attending school and does not encourage children to miss school.
5. A number of recommendations from the previous JENA have since been implemented to address specific barriers identified in 2013. However, this assessment has found that many of those barriers remain and further exploration is needed to review the effectiveness and degree of implementation of these initiatives. As with all above recommendations, these issues should be addressed in collaboration with the protection sector and other relevant specialised partners.

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ABBREVIATIONS AND ACRONYMS

CWD	Children with disabilities
ESWG	Education Sector Working Group
FGD	Focus Group Discussion
GPS	Global Positioning System
IFE	Informal Education
INEE	Inter-Agency I Network for Education in Emergencies
JENA	Joint Education Needs Assessment
NATF	Needs Assessment Task Force
ODK	Open Data Kit
OOSC	Out-of-school Children
PTA	Parents and Teachers Association
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children’s Fund
WASH	Water, Sanitation and Hygiene

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INTRODUCTION

As of the 9th of July 2014, UNHCR Jordan had registered 605,719 refugees from Syria, 82,853 were registered in Za'atari refugee camp.⁵ During the 2013/2014 school year, 18,780 children in Za'atari camp were enrolled in school and an estimated 25% of all school-aged children in the camp are estimated to be eligible for school enrolment.⁶ Despite the relatively high enrolment rate, this assessment found that **48.4% of all school-aged children in Za'atari camp are not currently attending school.**⁷ Moreover, despite the various forms of informal education services available in Za'atari camp, **38.6% of school-age children in Za'atari camp are not currently attending any form of education, with 28.3% never having attended any form of education in Za'atari camp.**

The Education Sector Working Group (ESWG) sought an assessment to identify immediate education priorities, through an analysis of the needs, motivations, activities, perceptions and priorities of affected children aged 3 to 18 and their parents, as well as other relevant stakeholders.

A Joint Education Needs Assessment (JENA) was conducted in 2013 in Za'atari refugee camp. The assessment identified key challenges including low attendance, inadequate communication between teachers and parents, uncertainties with regards to the transferability of Jordanian educational certification and differing perceptions and functions of formal and informal education. Given the dynamic nature of the camp, and the importance of tracking and monitoring on-going progress, the Joint Education Needs Assessment for 2014 was carried out as two assessments, one nationwide and one in Za'atari camp, funded by UNICEF. The assessment has been led by the Education Sector Working Group (ESWG) in Jordan and its Needs Assessment Task Force (NATF), and seeks to understand how the education landscape has changed in Za'atari camp since 2013 with regard to the various types of education services available.

MAIN OBJECTIVE

The main objective of this Joint Education Needs Assessment (JENA) in Za'atari refugee camp is to identify immediate education priorities, through an analysis of the needs, motivations, activities, perceptions and priorities of affected children aged 3 to 18 and their parents, as well as other relevant stakeholders. The assessment builds on the key findings and recommendations of previous assessments, including the 2013 JENA in Za'atari refugee camp. Following from gaps and priorities identified by the NATF and the Za'atari Education Working Group this assessment has a special focus on:

- Barriers to education
- Inclusive education
- Perceptions of the quality of education services provided in Za'atari camp
- Relevance of certification
- Parental and community participation in education activities
- Community based and other informal education services

⁵ UNHCR Syria Regional Refugee Response Information Sharing Portal: <http://data.unhcr.org/syrianrefugees/regional.php> (accessed 9th July 2014).

⁶ This figure is based on MoE enrolment data, UNHCR registration data, and REACH eligibility data. <http://www.unhcr.org/syriarrp6/docs/Syria-rrp6-full-report.pdf>. For eligibility for school enrolment in Za'atari it has only been possible to provide a range. This is due to the 10% of school-age children whose eligibility cannot be determined. This group did not provide the date they last attended school as they had never attended school in any location. These children were all under the age of 12, with the younger part of this age bracket likely to still be eligible (given the Jordanian school system starts from age 6, it's not possible for 6, 7 or 8 year olds who have never attended to have missed more than 3 years of school). However, due to the limited age data collected it was not possible to determine what proportion would be eligible for school.

⁷ This means 14,496 school-aged children in Za'atari camp are not attending school. This is based on figures from the UNHCR Syria Regional Response Information Sharing Portal, July 9th 2014, which indicates that there are 29,827 school-aged children in Za'atari.

Throughout the process, the INEE Minimum Standards for Education: Preparedness, Response, Recovery were used as a framework to identify gaps and prioritize issues. As a result, the assessment incorporates elements from each of the INEE minimum standards domains.

SPECIFIC OBJECTIVES

1. Understand how the education landscape in Za'atari camp has changed since 2013, with regard to the various types of education services available.
2. Analyze the barriers/factors that continue to hinder education access, with particular emphasis on drop-out, access to informal education, and lack of community participation.
3. Assess student, parent, teacher and other stakeholder perceptions of any progress made in terms of the quality of formal schooling in Za'atari camp.
4. Understand current patterns of parental and community participation in education, and identify mechanisms for broadening parental and community participation in formal school (/education activities) in Za'atari camp.
5. Understand the function and usage of alternative education services in Za'atari camp, and identify opportunities to expand services currently offered.
6. Assess the educational priorities of school-aged children and their parents in Za'atari camp, including the importance of certification.
7. Assess the gaps of current interventions, in particular with regards to services promoting informal and inclusive education for more vulnerable children.

The report begins with a secondary data review, contextualising the education landscape of Za'atari camp. The next section outlines the methodology used to conduct this assessment, followed by a summary of key findings. Each area of focus is then analysed in-depth, including an overview of attendance and perceptions toward education for all education types, formal education, informal education, pre-school, inclusive education for children with disabilities, barriers to attendance and enrolment for all types of education, and community and parental perceptions. Finally, the conclusion outlines a list of recommendations to respond to the needs and challenges identified in the analysis of the findings, facilitating the process of prioritising short-term and long-term education needs for Syrian refugee children in Za'atari camp.

SECONDARY DATA REVIEW

FORMAL EDUCATION IN SYRIA

Prior to the Syria crisis, school attendance rates within Syria were 100% for male primary school level children and 98% of female primary school children in Syria. At the secondary school level, 67% of both male and female students attended school⁸. Following the onset of the crisis, many students dropped out of school while still living in their home country, primarily due to the schools direct exposure to violence which led to safety and security concerns for parents and their children. As children have fled the conflict into neighbouring countries, many have now experienced long periods out of school, barriers to accessing school and difficulties in learning when attending school in host communities and camps. As outlined in the Regional Response Plan 6 (RRP6, 2014), educational attainment and the experiences of children in Jordan will fundamentally impact their future and education is considered a priority in securing the well-being of Syrian refugee children in the long-term.

IN-CRISIS: EDUCATION PROGRAMS IN JORDAN

The Regional Response Plan 6 (2014) identifies uninterrupted education, early childhood interventions, and physical and social interventions as essential to ensuring children acquire the skills necessary to integrate into the host society and to rebuild their country when they return. Since the beginning of 2012, the Ministry of Education (MoE) of Jordan, and various NGO's and IGO's, introduced programs following the influx of Syrian refugees to close the gaps in Syrian children's education created by the war.⁹ The MoE and UNICEF, for example, trained 2,100 teachers, and created Accelerated Learning (AL) groups in Za'atari camp to help children who have dropped out of school to be re-integrated into formal schooling¹⁰. In addition, due to specific needs and challenges faced by adolescent boys and girls, education actors created a Youth Task Force for Za'atari camp, which aims to address the vulnerabilities of older children through a participatory approach.

There are currently three schools in Za'atari camp, informally known as the Bahraini school, Saudi School and Qatari school, reflecting their respective donors, operating on a double-shift system with girls attending in the morning and boys attending in the afternoon. The construction of three further schools is under way. Furthermore, a number of NGOs provide various types of informal education in Za'atari camp, including basic learning, technical skills/post basic education and recreational activities.

Despite such efforts, of the 29, 827 school-aged children in Za'atari camp¹¹, 48.4% of all school-age children are out-of-school. Further, 38.6% of school-aged children in Za'atari camp are not currently attending any form of education (formal or informal) and 28.3% have never attended any form of education in Za'atari camp.

REASONS FOR LOW ATTENDANCE RATES IN FORMAL EDUCATION

According to the 2013 Za'atari JENA report, the reasons for low enrolment and attendance rates vary widely. The 2013 assessment only explored the perceptions and responses of parents which were found to differ from students who participated in focus group discussions.

In the 2013 JENA findings, the key reasons stated by parents for low attendance or non-attendance were that students are not interested in going to school (22%), because the family expects to return to Syria (20%), due to violence on the way to and from school (11%), having to help in the home (10%), due to violence at school (6%) and the need to earn money (5%). However, during focus group discussions, when asked if they would like to go

⁸ UNESCO. EFA Global Monitoring Report. Rep. Paris. 2014.

⁹ ACTED, ADRA, AVSI, Caritas, DRC, FCA, Global Communities, ILO, IOCC, IRD, JEN, JRS, JHAS, LWF, Madrasati Initiative, Mercy Corps, MA, NICCOD, NRC, Questscope, RI, SCI, SCJ, TDH-I, Taghyee, UNESCO, UNHCR, UNICEF, WVI, War Child UK. Participating Government Entity: MoE <http://www.unhcr.org/syriarrp6/docs/syria-rrp6-jordan-response-plan.pdf#H>

¹⁰ UNESCO "Activities." Activities | United Nations Educational, Scientific and Cultural Organization. Office in Amman, Apr. 2013.

¹¹ This figure is based on the UNHCR Syria Regional Response information Sharing Portal, July 9th 2014.

to school, all the primary school-aged children and the overwhelming majority of the secondary school-aged children said they indeed would prefer to go to school. In addition, returning to Syria was mentioned only once by children as a reason to not attend school. This reflected discrepancies between parental and child perceptions to education, and the influence of parents on the overall attendance.

Moreover, according to the Jordanian system, students who have been out-of-school for over three years are not eligible to enrol and are only eligible if there is no more than 3 years age difference between them and other students in the grade they will be admitted to.¹² In Za'atari camp, according to this assessment, up to 14% of children are not eligible for enrolment, and up to 86% of which are not attending any form of informal education.

REASONS FOR LOW FORMAL EDUCATION ATTENDANCE (SECONDARY DATA REVIEW):

- Not interested in going to school
- Potential return to Syria
- Violence on the way to/from school
- Having to help at home
- Violence at school
- Need to earn money

Finally, findings from JENA 2013 indicated that Children with Disabilities (CWD) have limited access to education due to physical and attitudinal barriers, as well as a lack of appropriate facilities and staff in schools to facilitate their integration. The reasons parents give for their children's non-attendance include both physical and attitudinal barriers to accessibility; the school is too far and the child needs a wheelchair or other physical aids; the school is not physically accessible; the family fears other children will not accept the child; the family does not believe education is important or applicable for the child; and the child prefers to work.¹³

POST-CRISIS: IMPACT AND RESPONSE

Three years since the onset of the conflict, and two years since the opening of Za'atari camp, it is essential to identify how educational needs and barriers have changed and developed over time. Following multiple recommendations since the previous Za'atari camp assessment in April 2013, an assessment of current attendance rates, perceptions and challenges, are paramount to identifying areas of future focus and improvement for educational partners and the Jordanian government. Potential justifications for non-attendance, such as returning to Syria, may have transformed over time, and priorities of education are likely to have shifted as initiatives transition from emergency response to long-term development. The joint education needs assessments aims to inform relevant stakeholders of the educational landscape, thereby improving their ability to address current, continuing and potential barriers to educational attainment for Syrian refugees in both the host community and camps.

¹² According to the ESWG glossary, 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.

¹³ REACH/UNICEF Education Needs Assessment, Za'atari 2013.

METHODOLOGY

This assessment utilised a mixed method approach. Household level surveys were conducted to provide statistically significant quantitative data, which was combined with focus group discussions to provide additional detail, depth and context. The methodology and tools (see Annexes 2 and 3) were designed in close consultation with the Needs Assessment Task Force (NATF) at the national level as well as the Education Sector Working Group (ESWG) at the Za'atari camp level. Quantitative data collection was conducted by REACH staff, and education partner staff and REACH staff worked together on qualitative data collection (please see Annex 1 for a full list of JENA team members).

HOUSEHOLD SURVEY

The sample size for the survey was 390 households. This allowed for a confidence level of 95% and a 5% margin of error, based on the latest figure of 13,296 households in total in Za'atari camp from the most recent REACH population count (March 2014). The sample was created through the random generation of GPS coordinates across Za'atari camp (weighted for population density in each district), with assessors selecting the household nearest to each point. Only households with members aged 3-18 were interviewed, with ineligible households replaced with the household immediately to the left.

Sampling was conducted at household level, with the sample of 390 households generating data on 423 families and a total of 1734 children (862 girls and 872 boys), as outlined in tables 1 and 2 below.

Table 1: Description of sample

Sample	#
# Households	390
# Families	423
# Children 0-2	236
# Children 3-5	371
# Children 6-11	634
# Children 12-17	493
# Children	1734

Table 2: Children in sample, by age and sex

Age Group	# Girls	# Boys	# Children
Age 0-2	120	116	236
Age 3-5	177	194	371
Age 6-11	319	315	634
Age 12-17	246	247	493
TOTAL	862	872	1734

For each family in the household, assessors asked to interview the family head most involved with their child/ren's education (or another adult family member if not available). In addition, a separate questionnaire was administered to each member of the household aged 12-17 years old. The decision to gather data on household members in this age group by asking them directly was based on lessons learned in the 2013 JENA. It is designed to increase reliability as the responses of parents on behalf of children may be less reliable than their own accounts.

Where not all family heads or 12-17 year old household members were present at the time of the survey, assessors administered the questionnaire to those that were available and returned to the household once more

to maximize chances of interviewing the remaining relevant household member/s. All data collected at the household level was collected using smartphones with Open Data Kit (ODK) software. This allowed completed questionnaires to be uploaded directly from the phone to the online server, eliminating the need for data entry and improving accuracy.

Data collection was undertaken by mixed teams of female and male enumerators of both Jordanian and Syrian origin, who were trained extensively on the questionnaires. Males interviewed male 12-17 year olds and females interviewed female 12-17 year olds. Similarly, female headed households were interviewed by females. Furthermore, it is important to note that all of the collected data was anonymous and not related to any personal documentation in any way in order to mitigate any potential protection concerns. The survey began on 25th June 2014 and was completed on 7th July.

FOCUS GROUP DISCUSSIONS

24 focus group discussions (FGDs) were held, representing 224 people, gathering qualitative information from a wide range of target groups as outlined in Table 3 below.

Table 3: Target groups of focus group discussions

FGD #	Target Group		
1	Children attending school	Boys	Grades 1-6
2			Grades 7-12
3		Girls	Grades 1-6
4			Grades 7-12
5	Children who have dropped out-of-school	Boys	Ages 6-11
6			Ages 12-17
7		Girls	Ages 6-11
8			Ages 12-17
9	Children who have never attended school in Za'atari camp	Boys	Ages 6-11
10			Ages 12-17
11		Girls	Ages 6-11
12			Ages 12-17
13	Children attending informal education (IFE) programs	Boys	Ages 6-11
14			Ages 12-17
15		Girls	Ages 6-11
16			Ages 12-17
17	Parents of children who do not attend school		
18	Parents of children attending school		
19	Jordanian teachers, Syrian assistant teachers and school counsellors	Males	
20		Females	
21	PTA members		
22	Syrian volunteers/facilitators in informal education (IFE) programs	Males	
23		Females	
24	Community leaders engaged in community/religious education initiatives		

Each focus group had 6-12 participants. Purposive sampling was used, with efforts made to include all relevant sub-groups. For example, all three schools in Za'atari camp¹⁴ were represented, with recruitment for all groups relating to formal education coordinated by UNICEF and Save the Children Jordan. Similarly, as many IFE programs as possible were represented in FGDs with Syrian facilitators of IFE programs and children attending IFE programs (with participant recruitment for these groups coordinated by Norwegian Refugee Council and Save the Children International respectively). Participants for the community leaders group were recruited by Questscope, with the remaining groups recruited by REACH.

Staff from Mercy Corps, Norwegian Refugee Council, Save the Children International, Save the Children Jordan, and Questscope, were also involved in data collection as facilitators and note-takers for the focus group discussions, together with REACH staff. Following training of both REACH and partner staff, qualitative data collection took place from the 14th-21st May, with an additional focus group conducted on the 6th July. In addition to their role in the design and data collection phases, education specialists also gave input at the analysis phase, through a joint analysis workshop held on the 10th of July.

LIMITATIONS

- The household level sample is statistically significant and therefore representative of the Za'atari camp population. However, district level information and data for children with disabilities can only be taken as indicators that can be used as a basis for further analysis and research.
- Given that FGDs are a qualitative method of data collection it is important to highlight that while FGDs were held with a total of 224 children and adults, the views of the participants cannot be generalised to the population overall with any conventionally used level of significance. However, what can be deduced is that these views are represented in the target groups they were drawn from. FGD data thus supplements and contextualises quantitative data and can be used for further exploration for specific target groups.
- As we did not obtain information about the specific school that children previously attended, if they were currently out-of-school, we cannot form conclusions about relationships between barriers to attendance, or drop-out rates, and specific schools.
- There is no data on what proportion of 12-17s who are attending IFE are also attending school. Following discussions with the ESWG, the questionnaire for 12-17 year olds only asked out-of-school children whether they attended IFE, because IFE was designed for out-of-school children. However, our assessment found that many children attend both formal and IFE.
- Although no interviews were conducted with NGO and UN staff working in education in Za'atari camp, their input guided the formulation of the survey and they have contributed to identifying factors for data analysis during the preliminary findings workshop conducted in July. The draft report has been reviewed by the education task force.
- For eligibility for school enrolment in Za'atari camp it has only been possible to provide a range. This is due to the 10% of school-age children whose eligibility cannot be determined. This group did not provide the date they last attended school as they had never attended school in any location. To be eligible, children must not have missed more than three years of school. These children were all under the age of 12, with the younger part of this age bracket likely to still be eligible (given the Jordanian school system starts from age 6, it's not possible for 6, 7 or 8 year olds who have never attended to have missed more than 3 years of school). However, due to the limited age data collected it was not possible to determine what proportion would be eligible for school.

¹⁴ The schools in Za'atari are officially called School 1, School 2 and School 3 (unofficially known as the Bahraini school, the Saudi school and the Qatari school respectively).

DEFINITIONS

Key education terms used in this report are defined in Table 4 below. These definitions are line with those adopted by the ESWG on 24 July 2014.

Table 4: Key education terms

Term	Definition
GLOSSARY –24 July 2014: Education Sector Working Group – Jordan	
Formal Education	<p>- Certified education services provided by the Ministry of Education public schools (grade 1-12)</p> <p>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.</p>
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	Previously attended school in Za’atari camp but no longer attending ¹⁵
Out of School	School-aged children not attending school, including those who have never attended school in Za’atari camp and those who have dropped out. ¹⁶
Eligible	Eligible to enrol in school. According to the Jordanian system, students who have been out-of-school for over three years are not eligible to enrol in school.

It is important to note that there are multiple definitions of attendance we have incorporated into this report, reflecting the varying information needs of education partners and the different types of education services and target groups they specialise in. For example, attendance could refer simply to a ‘yes’ or ‘no’ response (either by 12-17 year olds or by of parents of 6-11 year olds) to the question of whether they/their children are currently attending a particular education service. In other cases, it refers to attendance for a specific number of days. School attendance rates have been calculated both out of eligible children only and out of all school-aged children. In all instances we have specified the relevant definition throughout our analysis.

¹⁵ Definition used for purpose of this report

¹⁶ Definition used for the purpose of this report

FINDINGS

The findings of this assessment aim to inform the ongoing education sector response, through filling information gaps around the needs, motivations, activities, perceptions and priorities of affected children aged 3 to 18 and their parents. All findings reported for the 6-11 year old age group were reported by the parents of these children.

SUMMARY OF KEY FINDINGS

Attendance and perceptions across different types of education

Attendance

- The attendance rate among all school-aged children is 51.6% (59.1% of girls, 44.1% for boys). However, this differs by age-group and sex with only 33.2% of 12-17 year-old boys attending school, compared to 62.7% of 6-11 year-old girls, 52.7% of 6-11 year-old boys and 54.5% of 12-17 girls.
- Similarly, 12-17 year-old boys are the largest group not attending any form of education, 50.2%, compared to 27.6% of 6-11 year-old girls, 39.4% of 6-11 year-old boys and 36.5% of 12-17 year-old girls. Overall, 38.6% of all school-aged children are not attending any form of education, higher among school-aged boys as 44.1% are not attending any form of education compared to 33.1% of girls.
- **Therefore, the most vulnerable age-group is 12-17 year-old boys, with the lowest attendance rates (33.2%), the highest proportion not attending any form of education (50.2%) and the most likely to have dropped-out or never attended school in Za'atari (14.6% of the group).**
- 9.8% of school-aged children are attending informal education only. A higher proportion of boys (11.7% of school-aged boys compared to 7.8% of school-aged girls); 9.7% of 6-11 year-old girls, 7.6% of 6-11 year-old boys, 5.3% of 12-17 year-old girls and 16.6% of 12-17 year-old boys are attending IFE only.
- Attendance for all school-aged children varies significantly by district, ranging from 31.3% of school-aged children in District 12 to 81.9% of school-aged children in District 1. School attendance rates are generally higher in the 'Old Camp' districts where refugees have been settled for longer, with rates in districts 1, 2 and 11 significantly above the camp average (81.9%, 75.5%, 72.8%, respectively). The exception is District 12, also part of the 'Old Camp', but with the lowest attendance rate of all districts (31.3%), possibly due to lack of proximity to any of the three schools.
- Distance proved to be an important issue. Children within up to 250 metres of a school have an average attendance rate of 64.9%, while attendance falls to 36.2% for those located over 750 metres away.

Perceptions

- When asked how they would rate the overall quality of all education services (formal and informal) available, 75% of 12-17 year olds rated all education services as 'very good', 'good' or 'neutral' and 74% of parents rated all education services available as 'very good', 'good' or 'neutral'. However, 32.7% of parents of 6-11 year olds rated the overall quality of education as good/very good, while 21.7% rated the quality as bad or very bad. For 12-17 year olds, 36.3% rated the quality as good or very good while 20% rated it as bad or very bad.
 - Parents of 6-11 girls: 18.5% said good or very good, 8.1% rated it as bad or very bad
 - Parents of 6-11 boys: 15.6% said good or very good, 12.4% rated it as bad or very bad
 - 12-17 girls: 21.7% said good or very good, 6.1% rated it as bad or very bad
 - 12-17 boys: 14.6% said good or very good, 20% rated it as bad or very bad

- Moreover, when asked to rate the importance of education, 82.3% of 12-17 year olds expressed that school is either 'important' or very 'important' and 89.9% of parents of school-aged children reported that they perceive education is either 'important' or 'very important'. Although there was no difference between the reporting of parents of 6-11 girls and boys, fewer 12-17 year-old boys reported education as 'very important', 9.7% compared to 19.3% of 12-17 girls, although a similar proportion reported education as important, 26.4% of girls and 27% of boys. A larger proportion of boys 12-17 reported education as of little importance or unimportant, 11.4% compared to 3.6% of 12-17 girls.
- Aspects of formal education that parents reported had improved were student motivation to attend, discipline, and homework now being set when previously it hadn't been. Teachers reported that stationery was received earlier in the semester, absences have decreased and the relationship between students and teachers has improved (although students did not mention that relationships had improved). Aspects of formal education reported to have deteriorated since last year were communication between schools (reported by teachers), spread of contagious diseases (parents)¹⁷ and teacher turn-over (students).

Formal Education

Attendance rates:

Overall attendance is 51.6%, 44.1% for boys and 59.1% for girls:

- 6-11 girls 62.7% attending, 37.3% not attending
- 6-11 boys 52.7% attending, 47.3% not attending
- 12-17 girls 54.5% attending, 45.5% not attending
- 12-17 boys 33.2% attending, 66.8% not attending

Although the attendance rate has more than doubled since the 2013 JENA, 48.4% of all school-aged children in Za'atari camp are still out-of-school. Of the out-of-school, 36.7% of all school-aged children have never attended school in Za'atari camp and 11.9% of all school-aged children have dropped-out.

Both never attended and dropped-out:

- 6-11 girls: 37% never attended or dropped out
- 6-11 boys: 46.7% never attended or dropped out
- 12-17 girls: 45.5% never attended or dropped out
- 12-17 boys: 66.8% never attended or dropped out

Never attended school and dropped out:

- 6-11 girls: 26% have never attended school, 11% dropped out
- 6-11 boys: 35.9% have never attended school, 10.8% dropped out
- 12-17 girls: 32.9% have never attended school, 12.6% dropped out
- 12-17 boys: 53.8% have never attended school, 13% dropped out

¹⁷ Earlier in the year, there were incidents of scabies in district 5 which led to rumours throughout the camp. Although many areas of the camp and schools were not affected, there was a perception by parents that this was a concern.

Of the 48.4% of children who are out-of-school, there is a greater probability they have never attended rather than dropped-out:

- 12-17 girls: 72% have never attended, 28% dropped-out
- 12-17 boys: 81% never attended, 19% dropped-out
- 6-11 girls: 70% never attended, 30% dropped-out
- 6-11 boys: 79% never attended, 21% dropped-out

Reason for attending school:

82% of parents of 6-11 year olds cited learning/gaining knowledge as the main reason to attend formal school, while 77% of 12-17 year olds cited the same reason. Learning was a lower priority for 12-17 year old boys in comparison to the other groups, with greater emphasis placed instead on certification:

Main reasons for attending:

- 6-11 girls: 82.5% identified learning/gaining knowledge, followed by 14% who identified certification as the second main reason to attend
- 6-11 boys: 81.9% identified learning/gaining knowledge, followed by 13.3% who identified certification as the second main reason
- 12-17s girls: 82.8% of girls identified learning/gaining knowledge, followed by 13.4% that identified certification as the main reason to attend
- 12-17 boys: 70.7% identified learning/gaining knowledge as the main reason to attend, followed by 20.7% who identified certification as the main reason to attend.

Missing school

Percentage who usually attend less than five days per week, per age-group; 4% of 6-11 girls, 12% of 6-11 boys, 1% of 12-17 girls and 10% of 12-17 boys. Teachers reported this issue in FGDs and considered it an important obstacle to teaching and learning. Family responsibilities, work, and recreational activities were identified as the most common reasons for missing school. Recommendations raised in FGDs for addressing this issue included greater communication between parents and schools, and ensuring IFE activities are held outside of school hours.

Out-of-School Children:

- 48.4% of all school-aged children in Za'atari camp are out-of-school. Among these out-of-school children (OOSC), 75% have never attended school in Za'atari camp and 25% have dropped out.
- 72-92% of all OOSC aged 6-17 were eligible for school, highlighting the continuing importance of activities designed to attract and integrate eligible children into the formal system.¹⁸
- 42% of all reported drop-outs occurred in January and February 2014 (at the beginning of the 2nd semester of the school year 2013/2014). Possible reasons include the stage of the school year, cold weather as well as an outbreak of scabies in the camp at the time.

¹⁸ For eligibility for school enrolment in Za'atari camp it has only been possible to provide a range. This is due to the 10% of school-aged children whose eligibility cannot be determined. This group did not provide the date they last attended school as they had never attended school in any location. These children were all under the age of 12, with the younger part of this age bracket likely to still be eligible (given the Jordanian school system starts from age 6, it's not possible for 6, 7 or 8 year olds who have never attended to have missed more than 3 years of school). However, due to the limited age data collected it was not possible to determine what proportion would be out of school.

- Among school-aged children who had never attended school in Za'atari camp, 11-33% were ineligible for enrolment. 49% were still eligible but had been out-of-school for over a year, with all children having missed at least three months. This highlights the need for and importance of catch-up classes and other programs designed to support reintegration into the formal education system.

Informal Education

Attendance - Out-of-school children

25% of parents of all out-of-school children aged 6-17 report their child as having ever attended some form of IFE, with 20% currently attending IFE. Among children ineligible for formal schooling, an estimated 14-23% currently attend IFE. The IFE attendance rate among out-of-school children aged 6-17 is 21% for boys and 19% for girls.

Among OOSC aged 6-11, IFE attendance is significantly higher among girls than boys. Among OOSC 12-17 year olds, this pattern is dramatically reversed, with the attendance rate among boys more than double the rate of girls.

- 6-11 Girls: 26% currently attending, and 31% reported having ever attended IFE
- 6-11 Boys: 17% currently attending, and 19% reported having ever attended IFE
- 12-17 Girls: 12% currently attending, and 18% reported having ever attended IFE
- 12-17 Boys: 25% currently attending, and 33% reported having ever attended IFE

Focus group discussions (FGDs): Children who have dropped out cited several reasons for attending IFE as an alternative to formal education, including, the availability of academic activities, Syrian teachers, lack of violence from teachers and monetary incentives.

Attendance- All Children

32.1% of all children aged 6-11 reported having ever attended some form of informal education in Za'atari camp, with 28.2% currently attending. As with formal education, attendance rates were higher among girls. Girls 6-11, 35.9% ever attended IFE and 31% are currently attending some form of IFE, for 6-11 boys, 28.3% ever attended IFE and 25.4% are currently attending some form of IFE. The type of informal education (IFE) most commonly attended across both age-groups was religious education attended by 33.9% of 6-11s and 40.0% of 12-17s.

Although IFE programs are generally designed to provide alternative education opportunities for children who are unable or unwilling to go to school, this assessment found that 69% of 6-11 year olds attending IFE are also attending school; 10.7% of girls aged 6-11, and 8.7% of boys aged 6-11. Furthermore, of all children that have attended some type of IFE, 22% have attended multiple types of IFE:

Those attending multiple types of IFE:

- 45.9% of 6-11 girls
- 29.5% of 6-11 boys
- 9.8% of 12-17 girls
- 14.8% of 12-17 boys

Of the school-aged children not attending any form of education (formal or informal)

- 27.6% of 6-11 girls
- 39.4% of 6-11 boys
- 36.5% of 12-17 girls
- 50.2% of 12-17 boys

Of those not currently attending IFE, 80.7% of 12-17 reported that they were not interested in taking educational courses or training outside of school. Interest in IFE was higher among girls than boys, with 10.9% of girls interested and only 6.4% of boys interested.

The proportion of children not accessing any form of education (formal or informal) is likely to be higher than school and IFE attendance rates would imply, due to significant overlap. There may be double counting of beneficiaries attending multiple IFE services.

FGDs: Discussions highlight the potential for IFE programs to pull children out of school during school hours. Simple changes to some IFE programs in terms of timing and eligibility criteria may help ensure they are not creating incentives for children to miss or drop out-of-school. In addition, improvements in the way beneficiary details are recorded across the different service providers and stronger links and referral processes between services (especially between IFE providers and schools) may be beneficial.

Type of IFE

Of those attending some form of IFE, the most common type of IFE was religious education; attended by 33.9% of 6-11s and 40.0% of 12-17s.

- Girls 6-11: Religious education was the most common type, attended by 20.1% followed by basic learning classes with 17.7% attending.
- Boys 6-11: Religious education and Basic learning were most commonly attended, same rate of 13.8 %
- Girls 12-17: Religious education was the most common type attended by 12.6%, followed by basic learning, attended by 7.4%
- Boys 12-17: Religious education was the most common type attended by 27.4% , followed by technical skills/post basic education attended by 12.6%

Interest in IFE

Of those not currently attending IFE, 80.7% of 12-17 reported that they were not interested in taking educational courses or training outside of school. Interest in IFE was higher among girls than boys, with 10.9% of girls interested and only 6.4% of boys interested.

- For girls 12-17 interested in IFE, the main interest tailoring/sewing/knitting, reported by 27% of group, followed by 15% interested in cosmetics and also 15% in English.
- For boys 12-17 interested in attending IFE, the main interest was in literacy in Arabic, reported by 32%, followed by computer skills, reported by 22%.

IFE successes:

The value of IFE for participants came through very strongly in FGDs. IFE centres were perceived as safe and friendly spaces and places to seek advice and guidance. IFE was also valued for the opportunities it provided to make friends and participate in community life, form strong bonds with adults other than their parents, participate in recreational activities (though this was a stronger focus for boys than girls), supplement formal education through homework support and academic subjects, gain life-skills and confidence, and process, and heal from, their experiences in Syria.

Areas for improvement:

- WASH issues were identified as the top priority for improvement by both girls' focus groups and the 12-17 year old boys group.
- Other areas for improvement identified in FGDs included verbal and physical violence on the way to/from IFE centres; other students swearing and saying 'bad words' at the centres; teacher turnover; and IFE centres being too far away from homes (though in most cases this was considered too far due to the threat of violence along the way).

Pre-school

22% of children aged 3-5 are reportedly attending preschool in Za'atari camp. Of all children aged 3-5, 10.8% are boys currently attending pre-school and 11.1% are girls currently attending pre-school. For each child aged 3-5 not currently attending, 51% of parents reported that they would like to enrol their child in pre-school, 50.3% for parents of boys compared to 51.9% of girls.

Inclusive Education – Children with Disabilities

Due to small number of children with disabilities (124) in the sample, it has not been possible to disaggregate for all categories and therefore the figures outlined below should be considered indicative only.

Disability Rate:

7.2% of all children aged 0-17 surveyed had a disability, while 7.8% of school-aged children, 6-17, had a disability. The disability rate was higher among boys at 8.0% compared to 6.3% of girls, and the highest rate of disability was among 3-5 year old boys at 11%. Of 6-11 year olds, the disability rate was 8% for boys and girls and 9% for 12-17 year old boys and girls.

Disability type:

- Among children with disabilities, 55% had a physical disability while 32% had a mental disability (13% of children with disabilities had both).
- The proportion of school-aged children with difficulties communicating and remembering/concentrating is notable, particularly among 6-11 year olds. A relatively high proportion of 6-11 and 12-17 year olds also reported difficulty seeing (approximately 3% of children in each age group). This may be due to children with common difficulties, e.g. short sightedness, not being able to access optometry services or purchase glasses in Za'atari camp.

School and IFE attendance of CWD:

- 51-65% of eligible school-aged children with disabilities (CWD) are currently attending school. As with the attendance rate for all children, the rate of eligible CWD attending school is higher for girls than for boys.
- When disaggregated by age and type of disability, the school attendance rate varies greatly: only 22% of 12-17 year olds with physical disabilities are currently attending, and only 11.8% of 6-11 year olds who have difficulty communicating are attending, yet for some age groups and disabilities attendance is comparable to that of children without disabilities.
- The majority of CWDs surveyed are not attending IFE. There are no 12-17 year old female CWDs who attend IFE, while 29.2% of 6-11 girls attend IFE, 16.7% of 6-11 boys attend IFE and 18.2% of 12-17 boys attend IFE.

Training and support for parents and teachers of children with disabilities:

The number one need identified by teachers in terms of working with CWD was the need for specialists, particularly psychologists. Teachers also highlighted the need to have better student records (with disability information) and more communication with parents, because they were not always informed about students' special needs. Both teachers and parents suggested it would be helpful to have a school nurse to deal with student health issues.

For each child with a disability aged 0-11, parents were asked if they would like to receive professional training on how to care for their child. Parents were interested in receiving training in 32% of cases. The most common types of training requested were a) how to provide home schooling b) how to communicate with people with disabilities c) how to deal with aggression.

Barriers to Enrolment and Attendance

Qualitative and quantitative information gathered on barriers to enrolment, barriers to attendance, and barriers to education demonstrated significant overlap and can be generalised into a) specifically academic issues such as the quality of teaching, content of the curriculum and certification b) issues relating to the physical comfort of being in school e.g. WASH facilities, the school infrastructure, and c) safety and security, as many children report violence within the school environment (both from teachers and other students) or on the way to school.

Reasons for Dropping Out

For all school-aged children, 6-17, the main reasons for dropping out were a lack of interest in going to school (18.7%), feeling too insecure/ unconfident to go to school (12.7%), distance to school (12.7%) and due to verbal and physical violence at school by other children (9%). See Table 5 for a break-down of reasons by age and sex.

Three most common reasons for dropping out for boys aged 6-17:

- Not interested in going to school (28.4%)
- Felt too insecure/ unconfident to go to school (17.9%)
- Felt the quality of education is not good and need to work to earn money (9%)

Three most common reasons for dropping out for girls aged 6-17:

- Distance to school (20.9%)
- Because of verbal/physical violence at school by other children (10.4%)
Jordanian teachers difficult to understand and not interested in going to school (9%)

Most common reason for never attending:

For all school-aged children, 6-17, parents reported that the most common reasons for never attending were that the school is too far away (24.9%), the quality of education is perceived as not good (9.3%), they have never been enrolled in school before in any location (8.3%) and they do not feel that education is important/applicable (7.1%).

The most common reasons for never attending for boys aged 6-17:

- School is too far away (24.4%)
- The quality of education is not good (13%)
- Parents do not feel that education is important/ applicable for the child (7.7%)
- They have never been enrolled in school before in any location (6.9%).

The most common reasons for never attending for girls aged 6-17:

- School is too far away (25.6%)
- They have never been enrolled in school before in any location (10.4%)
- They got married/are preparing for marriage (6.7%)

See Table 5 for a break-down of reasons by age and sex.

Main change needed to enable children to attend every day

For all school-aged children, 6-17, the main change needed to enable attendance was the family need to receive financial support and/or supplies provided (18.9%), extra catch up classes (14%) and a solution to harassment/violence on the way to and from school (10.6%), a different curriculum (9.6%).

Three main changes needed for boys aged 6-17 to attend every day:

- Family would have to receive financial support and/or supplies provided (22.9%)
- A different curriculum (11.1%)
- A solution to harassment/violence on the way to and from school and extra catch-up classes (8.5%)

Three main changes needed for girls aged 6-17 to attend every day:

- Family would have to receive financial support and/or supplies provided (16.9%)
- Extra catch up classes (12.8%)
- A solution to harassment/violence on the way to and from school (11.5%)

See Table 5 for a break-down of reasons by age and sex.

Main Gender Specific Barriers:

- Early marriage: This applied to 12-17 year old girls. None of the 8% of married 12-17 year olds were attending school. Marriage has been identified as the second most important reason for 12-17 year old girls dropping-out.
- Work: Of children attending school, 6.1% of 12-17 year old boys and 1.8% of 6-11 year old boys work. Having to work was identified as a barrier by the group of 12-17 boys who had never attended school, but not discussed by any other group of OOS children. No girls attending school have reported working.

Table 5: Barriers to education broken down by age and sex

Reasons for Dropping Out				
	6-11Boys	6-11 Girls	12-17 Boys	12-17 Girls
Most common reason	11.3% Lack of interest in going to school	9.9% Distance to school	17.5 % Lack of interest in going to school	11.1% Distance to school
Second most common reason	11.3% feeling insecure /unconfident to go to school	8.5% verbal/physical violence at school	9.5% Need to earn money	6.3% Need to help at home 6.3% Preparation for marriage
Reasons for Never attending				
	6-11 Boys	6-11 Girls	12-17Boys	12-17 Girls
Most common reason	17.9% Distance to school	13.3% Distance to school	12.1%, Quality of education not good	7.5% Distance to school
Second most common reason	8.7% Never been enrolled in school before in any location 8.7% Do not feel that education is important/applicable for the child	8.7% Never been enrolled in school before in any location	11.7% Distance to school	3.3% Specialist education services needed which are not available
Main change needed to attend every day				
	6-11 Boys	6-11 Girls	12-17 Boys	12-17 Girls
Main change	12.8% Family needed financial support/supplies	8.4% Family needed financial support/supplies	10.2% Better teaching/teachers	11.2% Extra catch-up classes
Second change needed	8.4% A different curriculum	5.9% A different curriculum	9.2%, Financial support and/or supplies provided	7.1% Better teaching /teachers

Barriers to attendance for CWDs:

The main reasons parents of 6-11 year-old CWDs stated that their children do not attend formal school are:

- They have ever been enrolled in school in Jordan (24%)
- School is not physically accessible (16%)
- School is too far away (12%)

The main reasons 12-17 year-old CWDs do not attend formal school are:

- School is not physically accessible (16.7%)
- Specialist education services are needed which are not available (16.7%)
- The child has to help at home (11.1%)

Table 6 provides a breakdown by age and sex of the main reasons for never attending school for CWDs.

Table 6: Most common reasons for never attending school for CWD, break down by age and sex

Children with Disabilities: Most common reasons for never attending school				
	6-11 Boys	6-11 Girls	12-17 Boys	12-17 Girls
Most common	12% Never been enrolled in school in Jordan	12% Never been enrolled in school in Jordan	11.1% Need for specialist education services which are not available	11.1% Need to help in the home
Second most common reason	12% Physical accessibility of the school	8% School too far away	11.1% Physical accessibility of the school	5.6% Specialist education services needed which are not available 5.6% School is not physically accessible

When parents of 6-11 year old CWDs attending school were asked about the top difficulty their children faced in attending school, the most common response (chosen by 26%) was bullying at school by other students. A further 5% identified loneliness as the top issue. The importance of these social issues suggests that activities designed to promote inclusion and limit bullying may be an important way to improve the school experience of children with disabilities.

Community and Parental Participation

Community and parental participation with schools:

- 77% of parents of children attending school did not receive regular information from the school
- 60% of parents of children attending school reported that neither they nor other adults in their family had ever spoken to their child/ren's teacher
- 93% of parents of children attending school reported that neither they nor other adults in their family were involved in any way in what happens at their child/ren's school

- Improving communication between school and parents was ranked as the top priority for improvement by parents of children attending school, and teachers also strongly recommended it. A range of specific recommendations were made, including developing a system for informing parents about their children's attendance, sending notes to parents, holding regular meetings with parents and holding open days.
- The establishment of PTAs in every school was a key recommendation from the 2013 JENA. However, this assessment indicates that most schools either don't have PTAs at all or have PTAs that exist only unofficially.

Community and parental participation with IFE:

- In contrast to schools, IFE facilitators reported strong parental and community involvement in their centers. Syrian IFE facilitators encouraged parental and community involvement through a range of strategies including: holding regular meetings for families, encouraging families to visit IFE centers, following up with parents when children missed sessions, having a complaint box, liaising with religious and community leaders to identify new students, and arranging special events and inviting families to participate. While the context of IFE may make it easier to foster these links in some cases, and the large class sizes and other issues in schools are certainly limiting, some of the strategies IFE centres have adopted may be usefully applied in schools.

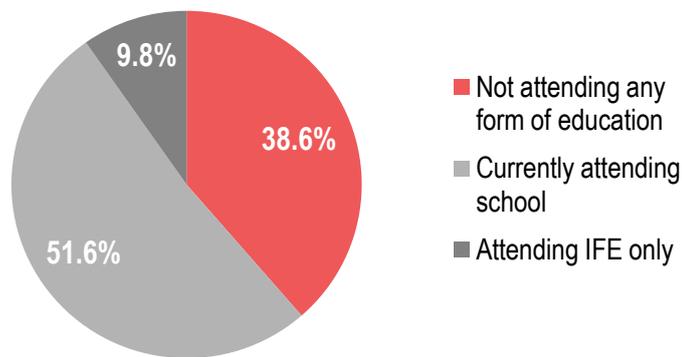
ATTENDANCE AND PERCEPTIONS ACROSS ALL TYPES OF EDUCATION

ATTENDANCE ACROSS DIFFERENT TYPES OF EDUCATION

This section is intended to give an overall picture of attendance across the different types of education in Za'atari camp, with more detailed data on attendance of formal and informal education in their respective sections.

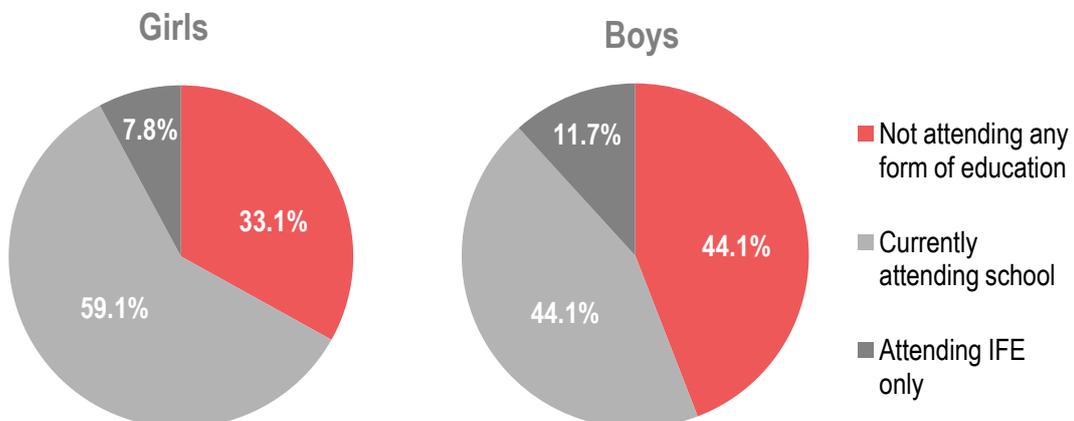
51.6% of all school-aged children in Za'atari camp are currently attending school, with 9.8% attending informal education only and 38.6% not attending any form of education (see Figure 1 below). This indicates that while great strides have been made in terms of increasing school attendance and providing IFE services, **over a third of school-aged children in Za'atari camp are still not accessing any form of education.**

Figure 1: Percentage of school-aged children in Za'atari camp accessing education, by type of education



School attendance rates in Za'atari camp are higher among girls, with 59.1% of school-aged girls attending school compared to 44.1% of school-aged boys (see Figure 2 below). A higher proportion of boys than girls attend informal education only (11.7% of school-aged boys compared to 7.8% of school-aged girls). Crucially, **44.1% of school-aged boys are not attending any form of education** (compared to 33.1% of school-aged girls). These findings highlight the urgency of reaching these children and supporting their (re)integration into the education system, and suggest a special focus on boys' access to education may be beneficial.

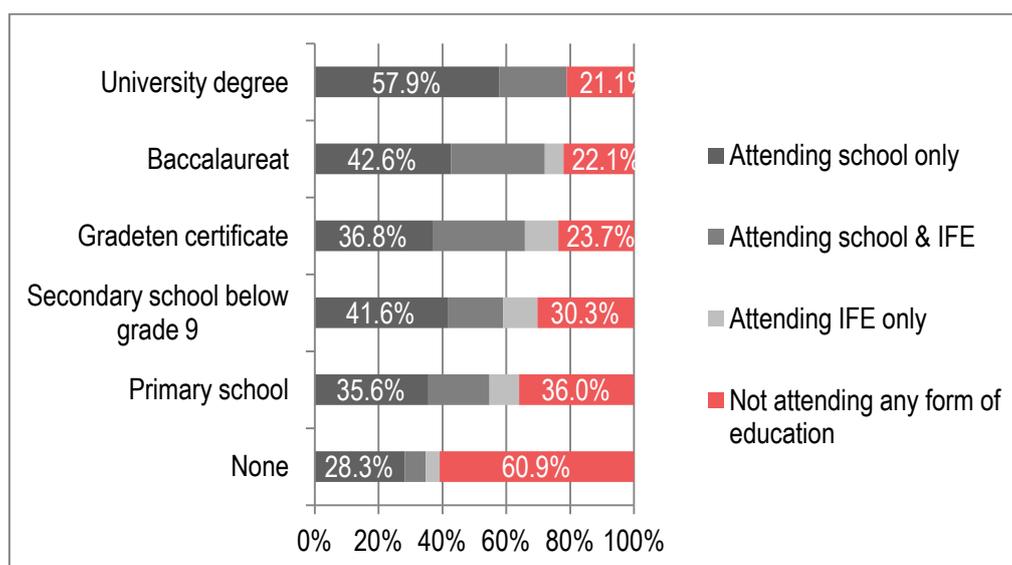
Figure 2: Percentage of school-aged boys and girls accessing education, by type of education



As expected, school attendance increases in line with the education level of the head of household (see Figure 3 below). Fully 79% of children in households headed by a university graduate attend school, compared to 35% of children in households headed by an adult with no formal education. This difference was much less pronounced in relation to informal education.

Interestingly, the phenomenon of children attending both formal and informal education appears relatively equally across households (with the exception of households headed by an adult with no formal education at all, where it appears much less often). This suggests that the phenomenon represents an enthusiasm for and valuing of education which extends beyond the highest socioeconomic groups.

Figure 3: Type of education service attended by 6-11 year olds, disaggregated by education level of HH head



PERCEPTIONS ACROSS DIFFERENT TYPES OF EDUCATION

When asked how they would rate the overall quality of all education services (formal and informal) available to their household, 75% of 12-17 year olds rated all education services as 'very good', 'good' or felt 'neutral' and 74% of parents of school-aged children rated all education services available as 'very good', 'good' or felt 'neutral'. However, 32.7% of parents of 6-11 year olds rated the overall quality of education as good/very good, while 21.7% rated the quality as bad or very bad. For 12-17 year olds, 36.3% rated the quality of education as good or very good while 20% rated it as bad or very bad:

- Parents of 6-11 girls: 18.5% said good or very good, 23.8% felt neutral, 8.1% rated it as bad or very bad
- Parent of 6-11 boys: 15.6% said good or very good, 45.7% felt neutral, 12.4% rated it as bad or very bad
- 12-17 girls: 21.7% said good or very good, 22.1% felt neutral, 6.1% rated it as bad or very bad
- 12-17 boys: 14.6% said good or very good, 43.6% felt neutral, 20% rated it as bad or very bad

Moreover, when asked to rate the importance of education, 82.3% of 12-17 year olds expressed that school is either 'important' or very 'important' and 89.9% of parents of school-aged children reported that they perceive education is either 'important' or 'very important'. Although there was no difference between the reporting of parents of 6-11 girls and boys, fewer 12-17 year-old boys reported education as 'very important', 9.7% compared to 19.3% of 12-17 girls, although a similar proportion reported education as important, 26.4% of girls and 27% of boys. However, a larger proportion of boys 12-17 reported education as of little importance or unimportant, 11.4% compared to 3.6% of 12-17 girls. See figure 4 and figure 5 below.

Figure 4: Perceptions of parents of 6-11 year olds on the importance of your children attending school

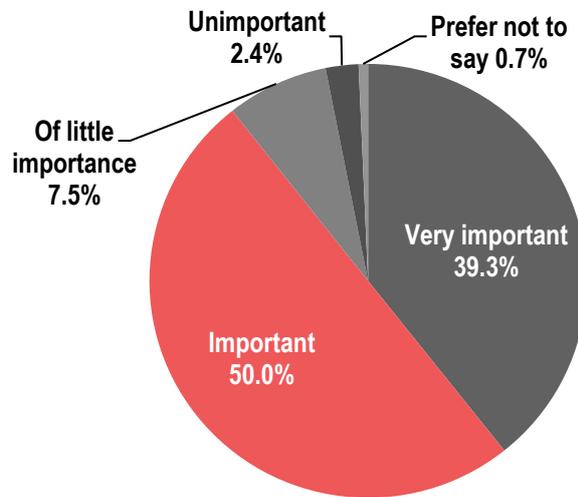
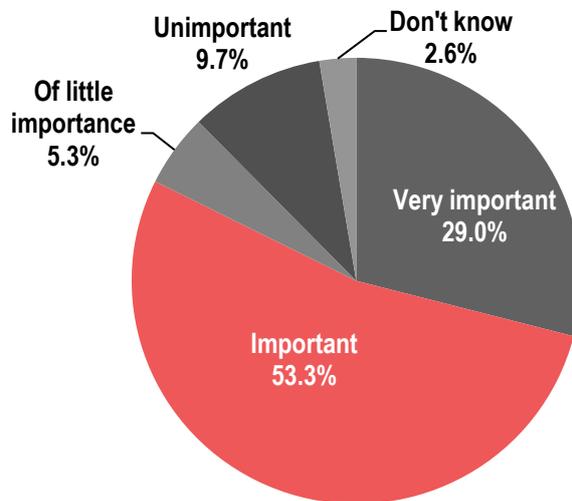


Figure 5: Perceptions of 12-17s on importance of education for children of their age-group



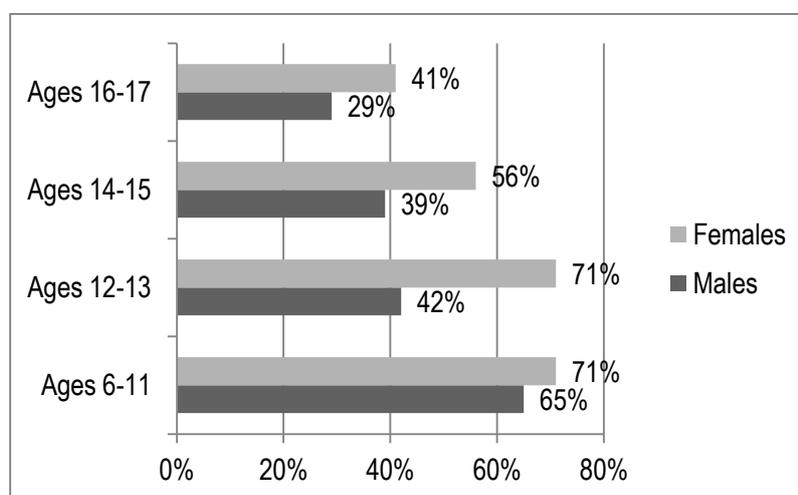
FORMAL EDUCATION

ATTENDANCE RATES

According to the Ministry of Education, 18, 780 children are enrolled in school in Za'atari camp. **The attendance¹⁹ rate among children eligible for school is 54-60%.²⁰** For girls the rate is higher: 61-66%, compared to 47-53% for boys. This pattern is consistent across age categories, with the sex difference least pronounced in the youngest age group (see Figure 6 below).

Attendance rates generally decrease with age. The sharpest drop for boys occurred between the 6-11 and 12-13 age groups. Interestingly, there was no decrease in attendance rates for girls between these age groups, but drops in attendance occurred later, with a significant drop between the 12-13 and 14-15 groups, and again between the 14-15 year olds and the 16-17 year olds.

Figure 6: Attendance rates²¹ among eligible children, by age and sex



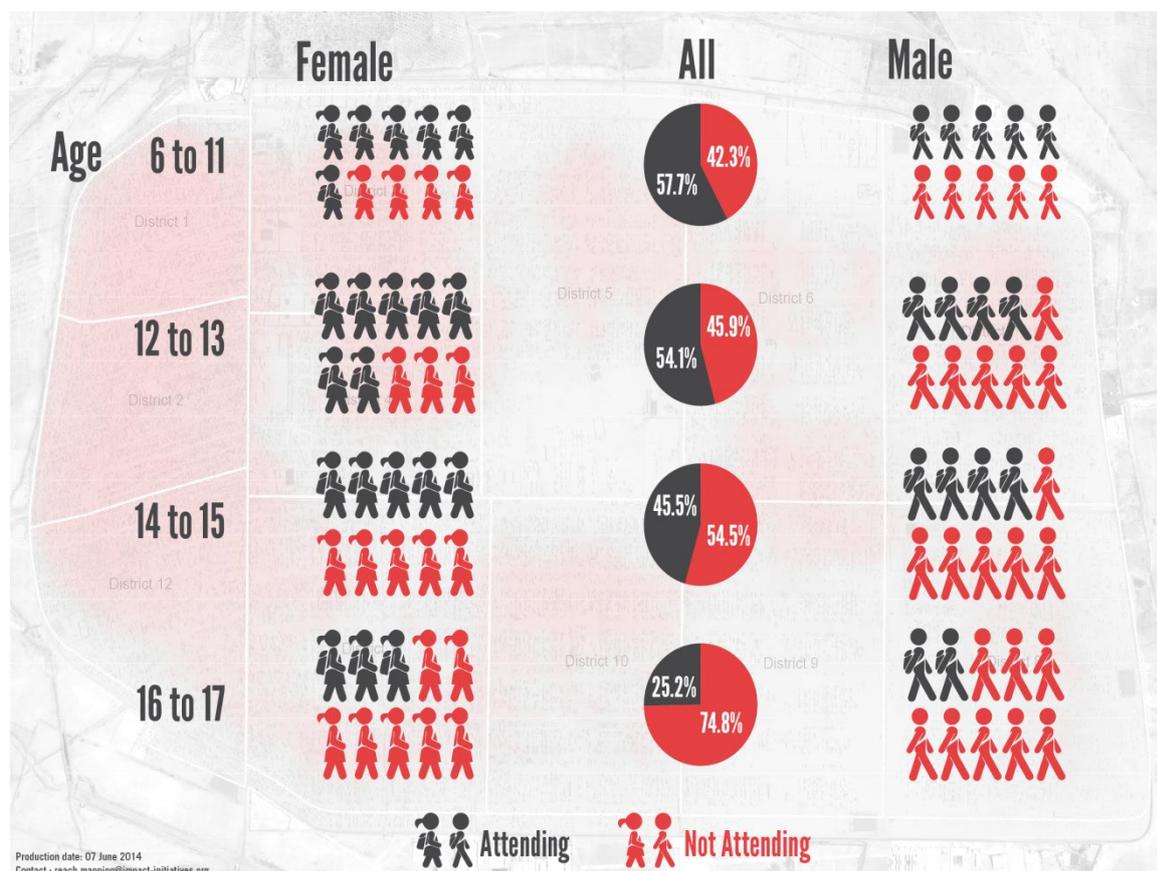
It is difficult to compare these attendance rates to those from last year, as the 2013 Joint Education Needs Assessment (JENA) calculated attendance rates based on the proportion of all children aged 6-17 attending school. Calculated in this way, the current attendance rate is 51.6%. The patterns are similar to the patterns observed in the attendance rate for eligible children: higher for girls (59.1%, compared to 44.1% for boys) and decreasing with age, as illustrated in Figure 7 below.

¹⁹ Attendance here is a simple measure of currently attending/not attending as reported by the parent (or child, for 12-17s). Further breakdown in terms of how many days per week children attend is included later in this section.

²⁰ As explained earlier in the report, a range is provided here, due to the 10% of school-age children whose eligibility cannot be determined. This group did not provide the date they last attended school as they had never attended school in any location. These children were all under the age of 12, with the younger part of this age bracket likely to still be eligible (given the Jordanian school system starts from age 6, it's not possible for 6, 7 or 8 year olds who have never attended to have missed more than 3 years of school). However, due to the limited age data collected it was not possible to determine what proportion would be eligible for school.

²¹ This graph shows the percentages at the high end of the range, which is calculated based on the minimum number of eligible children (which includes only those who are certainly eligible, and assumes all those whose eligibility can't be determined are ineligible).

Figure 7: School attendance rates among all school-age children, by age and sex

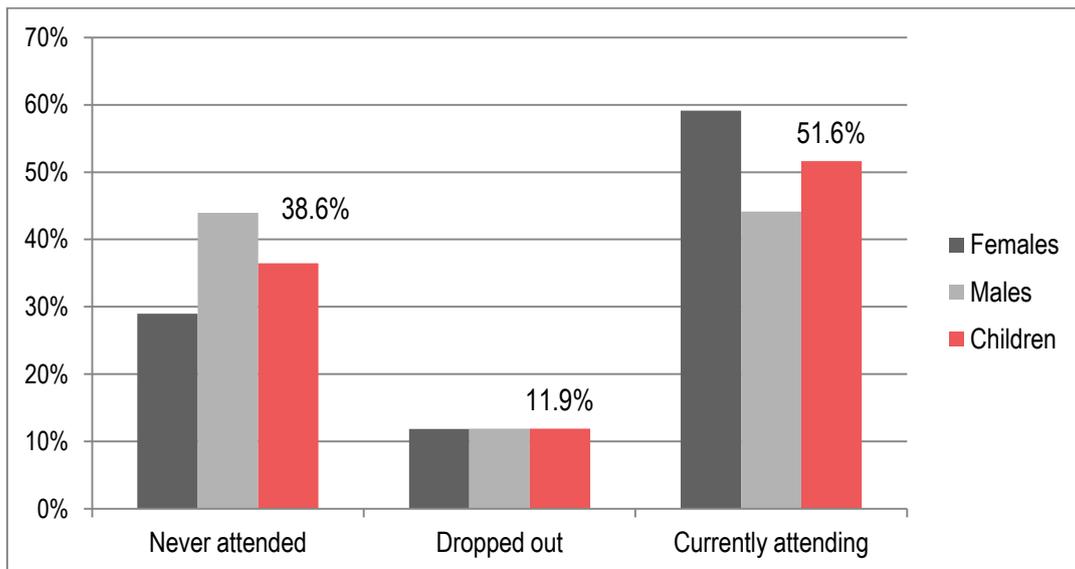


The current attendance rate of all children aged 6-17 indicates a tremendous improvement in school attendance in Za’atari camp over the past year: from just 22% in 2013, **the attendance rate has more than doubled to reach the current figure of 51.6%**²². This reflects the success of recent interventions, including the establishment of two additional schools in Za’atari camp. However, it also serves as a reminder of the continuing needs, with 40-46% of eligible children (and 49% of all school-aged children in Za’atari camp) still out-of-school. Further action is needed to reach these children, particularly boys and the older age groups which have the lowest attendance rates.

Of the children who are out-of-school, **the majority have never attended school in Za’atari camp rather than dropped out**. As Figure 8 below illustrates, 36.7% of all school-aged children have never attended school in Za’atari camp, compared to the 11.9% of all school-age children who have dropped out. There are a number of reasons for not attending which will be assessed further in the ‘Barriers’ section of this report.

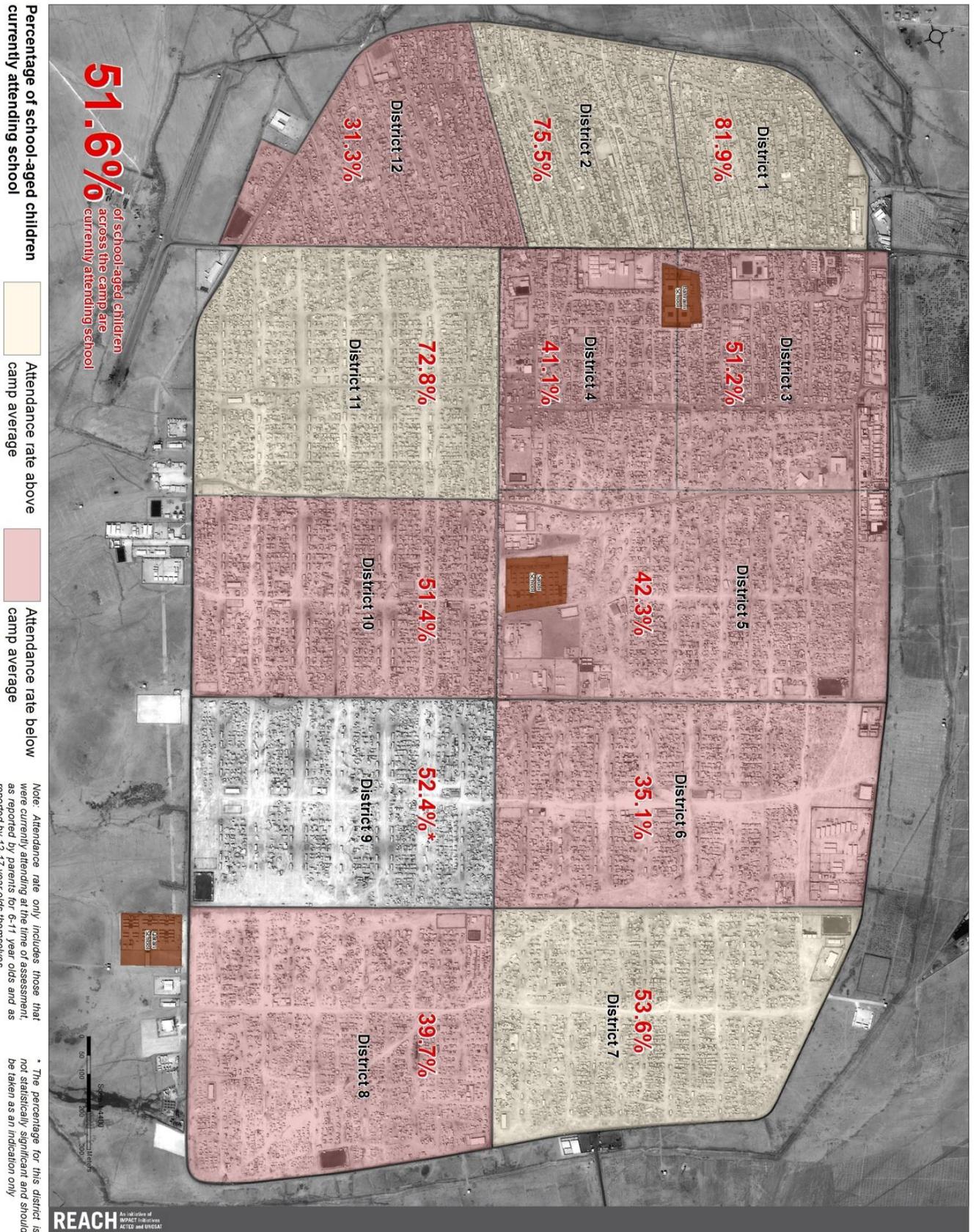
²² JENA 2013, p. 16.

Figure 8: Attendance status among all children aged 6-17



Analysing school attendance of all school-aged children by district shows that attendance varies significantly by district, ranging from 31.3% of school-age children in District 12 to 81.9% of school-aged children in District 1 (see Map 1 below). School attendance rates are generally higher in the 'Old Camp' districts where refugees have been settled for longer, with rates in districts 1, 2 and 11 significantly above the camp average (81.9%, 75.5%, 72.8%, respectively). The exception is District 12, also part of the 'Old Camp', but with the lowest attendance rate of all districts (31.3%), possibly due to lack of proximity to any of the three schools.

Map 1: School attendance rate by district



Reasons for Attending School

In both age groups, for boys and girls, the two key reasons for attending school were to learn/gain knowledge and to receive certification (see Table 7 and 8). Of 6-11 year olds, 82% stated learning/gaining knowledge was the main reason for attending school, while 82.8% of girls aged 12-17 and 70.7% of boys aged 12-17 identified this as the main reason.

Learning was a lower priority for 12-17 year old boys in comparison to the three remaining groups, 12-17 girls, 6-11 boys and 6-11 girls, instead, they placed greater emphasis on certification with 20.7% stating that this was a primary motivator in comparison to a range of 13-14% for the three remaining groups. In contrast, certification was only noted as a motivator for attending school in one focus group discussion, 6-11 year old girls.

Table 7: Main Reasons for Attending school 6-11

Age 6-11	Girls	Boys
To learn/gain knowledge	82.5%	81.9%
To receive certification	14%	13.3%
To improve future job prospects	2%	3.6%
To allow them to interact with other children	0.5%	0.6%
It's the best education option in Za'atari camp	0.5%	0%
To provide a sense of normalcy	0%	0.6%
To give them something to do during the day	0.5%	0%

Table 8: Main reasons for Attending School 12-17

Age 12-17	Girls	Boys
To learn/gain knowledge	82.8%	70.7%
To receive certification	13.4%	20.7%
To improve future job prospects	1.5%	3.7%
Education is important	1.5%	2.4%
Something to do during the day	0.7%	1.2%
My family encourages /instructs me to go	0.0%	1.2%

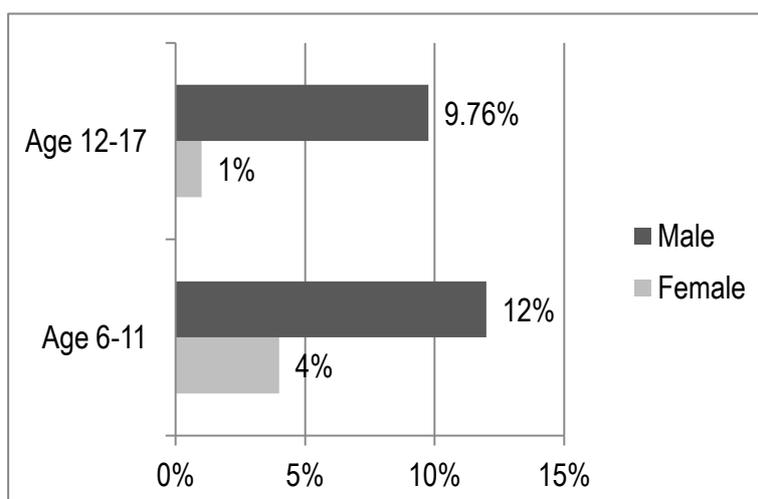
During FGDs of children who attend school, in addition to factors such as socializing and learning, which were identified in both quantitative and qualitative findings, children identified a number of themes which encourage them to go to school. These themes could be used to inform efforts aimed at increasing participation:

1. **Future goals:** Both girls groups and younger boys said that they go to school to achieve future career goals
2. **Encouragement from family:** All four groups mentioned support and encouragement from family
3. **Being active in community life:** Going to school also seemed to be regarded by some children and their parents as a decision to participate in community life: "My parents encourage me to go to school; they said that you should learn to be an active person" (12-17 boy).
4. **Teachers:** Participants in both girls groups and the older boys group expressed that they are motivated to come to school by the teachers.

MISSING SCHOOL

The issue of children missing school has been considered an important concern by education actors in Za'atari camp. **This assessment found that it is not as prevalent as previously thought, with only 6% of children currently attending school usually attending less than five days per week. Nevertheless, FGDs with teachers confirmed that the issue of children missing school is still detrimental to teaching and learning, and therefore requires intervention.** Teachers explained that it was difficult to cater to children who had missed classes while teaching those who had been attending every day. Teachers felt they had to keep going with current work and did not have time to go back and cover what some children had missed. The proportion of children attending school less than five days a week is higher among younger children and much higher among boys, reaching a peak of 12% among boys aged 6-11, as illustrated in figure 9 below.

Figure 9: Percentage of current students who usually attend school less than five days per week



The reasons for missing school were discussed by children in FGDs. Many of these reasons are also similar for barriers to general attendance and education which will be discussed further in the 'Barriers' section.

Reasons for missing school

Family responsibilities: This was mentioned by both 6-11 girls and boys (interestingly not by the secondary students). The boys group reported that this was the most common reason for missing school. For the younger boys, family responsibilities took the form of collecting food during food distribution, and this was reported as a more common reason for missing school than paid work. For the primary school girls, family responsibilities that caused them to miss school included helping their mothers to bring water and taking care of their siblings.

Work: Both 6-11 and 12-17 boys reported that they and their classmates sometimes missed school to work, for example helping their fathers in a family shop or other business.

Weather: All groups, except 6-11 girls mentioned weather as a reason they sometimes missed school, feeling that it was too hot to walk the long distance to school in summer, and that in the winter it had been too cold in the schools.

Football and other activities: Both the primary and secondary boys groups mentioned that they and their classmates sometimes missed school to play football, noting that there is no football field and limited opportunity to play sports at school. The students seemed to think that sports clubs scheduled official matches inside school hours, and teachers confirmed that students leave class to attend organised activities, clubs and courses. Parents of children attending school also raised the issue of child friendly spaces (CFS), commenting that their

children leave class and go to *Happy Land*, or go on the way to school. They suggested that children should be prevented from entering CFS during school hours. This may be worth investigating and improving, to ensure recreational and Informal Education (IFE) activities do not create incentives for children to miss school. Focus groups with children who have dropped out suggest that the availability of IFE activities (particularly those which teach income generating skills) as an alternative to school could also be encouraging children to drop out (see sub-section on Barriers).

Other reasons: Issues that did not come up in more than one group included missing school to avoid diseases such as scabies (mentioned by the secondary girls); coming to school late because of lessons at the mosque (mentioned by the younger boys); missing school to visit relatives (mentioned by the younger girls) and students missing school because 'others think that the student is stupid and not able to understand' (secondary boys). Three groups also mentioned students that miss school because they aren't really serious about attending: the older girls spoke about married students who come to school "just for fun", the older boys spoke about students who come just to take exams and do not attend every day, and the younger boys spoke about students who come to receive the biscuits and then escape through the fence straight afterwards.

Recommendations on how this issue could be addressed

Parents of children attending school felt this could be addressed by greater communication between teachers and parents. Parents reported that they are not informed by the school when their child does not attend, and emphasised that they would like to be kept informed. They explained it was often difficult for them to ensure their children were in school, as children could just leave during the day without permission. (The student groups confirmed this, reporting that their classmates sometimes climbed through the fence to leave school).

The focus on addressing the issue through parent-teacher communication was echoed in recommendations from teachers:

- Recording days missed by each student, and sharing this with their parents
- Facilitating greater interaction between parents and the school by holding regular meetings, and through teachers contacting parents on the phone or meeting with them face-to-face.
- Forming a committee of Syrian teachers and community members (two persons from every street) whose responsibility is to follow up on student absences.
- Ensuring IFE activities are held outside of school hours
- Holding a teachers meeting to discuss this problem (and allow enough time for proper discussion)

PERCEPTIONS OF PROGRESS IN SCHOOLS

There is a general consensus among teachers, students and parents that the overall quality of formal schooling in Za'atari camp has improved in the past year or at least stayed the same. This is reinforced by quantitative and qualitative findings.

During focus group discussions, parents stated that discipline had improved, homework was now being given and had previously not been, and that students were now more motivated to attend. Teachers stated that stationery was received earlier in the semester, absences have decreased and the relationship between students and teachers has improved (although students did not mention that relationships had improved).

However, factors identified as worse than previously included:

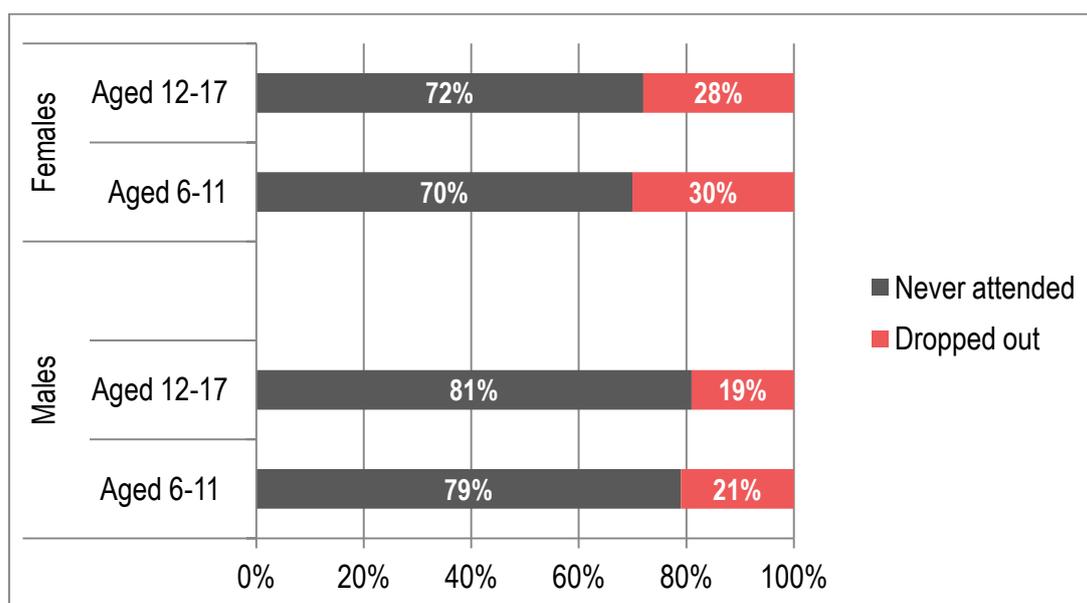
- Spread of contagious diseases (parents)
- Communication between schools (teachers)
- Teacher turn-over (students)

As the surveys differed from the 2013 JENA, it is not possible to provide a clear conclusion of the level of improvement and change in the past year. However, it is possible to judge based on issues which remain a concern for the respondents of JENA 2014.

OUT-OF-SCHOOL CHILDREN

Of the 49% of school-aged children in the sample not currently attending school, 75% had never attended school in Za'atari camp and 25% had dropped out. The proportion who had never attended was higher among boys than girls, as illustrated in figure 10 below.

Figure 10: Proportion of out-of-school children who have never attended or dropped out, by age and sex



72-92% of all out-of-school children (OOSC)²³ aged 6-17 were eligible for school.²⁴ This suggests that activities designed to attract and integrate eligible children into the formal system remain extremely important and relevant, alongside the provision of alternatives for the 8-28% of out-of-school children who are ineligible.

Children who have dropped-out

There was a **spike in drop-outs in February 2014**, with 24% of children who dropped out of school in Za'atari camp dropping out in this month, at the very beginning of the second semester. This was even higher than the 18% who dropped out in January 2014, at the end of the first semester (see Figure 11 below). One possible explanation is that children who have missed significant periods of school may quickly find themselves unable to keep up, and drop out soon after semester starts. Another part of the explanation, suggested by focus group findings, is that children may be attending school for a few days at the beginning of semester just to receive stationery and other items, though it's not clear how widespread this practice is.

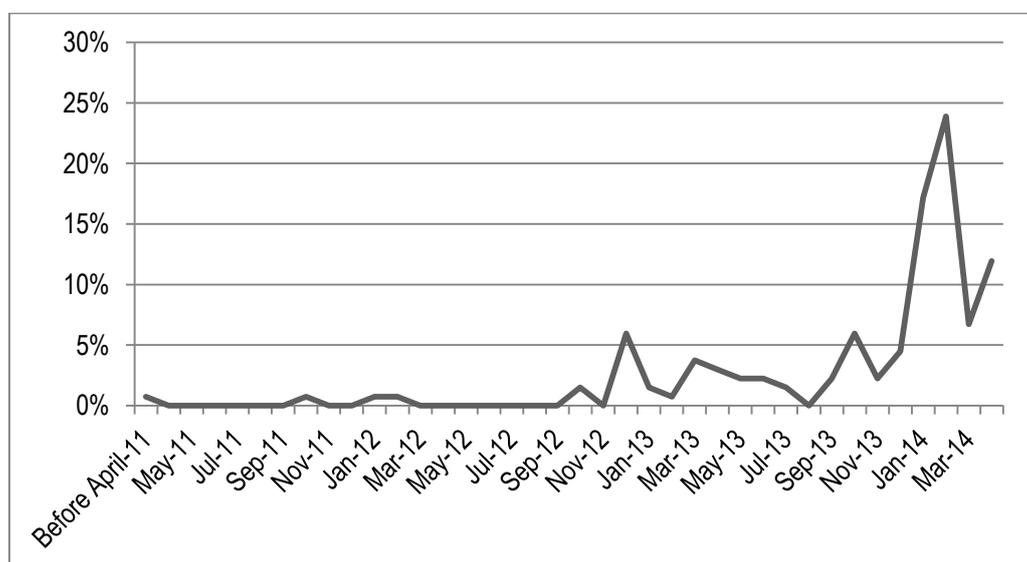
The dramatic nature of the spike in Jan-Feb 2014 (with 42% of all reported drop-outs occurring in these two months) may be partly due to the particularly cold winter this year, with a smaller spike noticeable at the

²³ Out-of-school children refers to those who have dropped out as well as those who have never attended school in Za'atari.

²⁴ A range is given here, as the eligibility of 20% of out-of-school children could not be determined (see footnote 6). The low end of the range assumes that all of the children whose eligibility is undermined are ineligible, and the high end assumes that they are all eligible.

beginning of the previous winter also. The cold weather and limited heating in schools was discussed as a barrier to attendance in several focus groups, which supports this explanation. The spread of scabies in the camp during this period may also have contributed to the spike in drop outs, with this issue identified as a barrier to attendance in two of four FGDs with children who had dropped out.

Figure 11: Date of dropping out-of-school in Za'atari camp



This assessment did not find any relationship between sex of students and rate of drop-out (see Table 9 below). However, this should be taken as an indication only, given the small sample size (with children who have dropped out of school representing only 7.7% of the total sample, or 134 individuals).

Table 9: Sex and age breakdown of children who have dropped out

6-11s that have dropped out-of-school in Za'atari camp, by sex	
Boys	49.30%
Girls	50.70%
12-17s that have dropped out-of-school in Za'atari camp, by sex	
Boys	50.80%
Girls	49.20%

Data was collected on female-headed households as part of this assessment, however due to the very small number of children from female-headed households who had dropped out of school in the sample (31 in total) it was not possible to establish any statistically significant relationship between the drop-out rate and the sex of the household head.

Profile of out-of-school children: In focus groups with children who had dropped out, the vast majority reported that they had siblings who were still going to school. They often attributed this to the fact that their school-attending siblings were either in lower grades or were male, and therefore the family prioritised their education.

Participants were also generally upset about having dropped out. Many felt bored without school, and missed the opportunity to meet and spend time with other children. For some, losing the structure and purpose of school after all their other losses was clearly devastating:

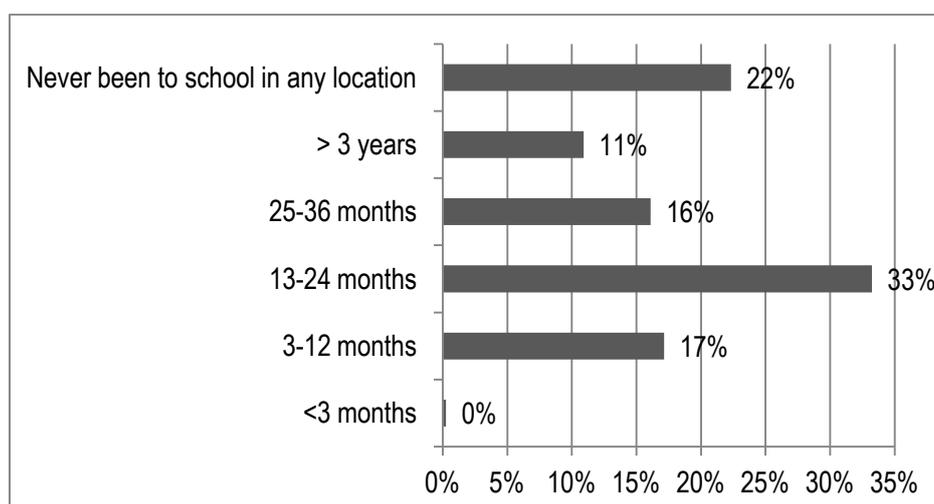
- “I am depressed, I hate everything and I can’t sense anything around me” (12-17 Girl)
- “Everything ended ...home country, education and future.” (12-17 Girl)

These responses underscore the urgent need to reintegrate these children into the school system.

Children who have never attended school

28.3% of all school-aged children have never attended school in Za’atari camp. Of these children, 11-33% were ineligible for enrolment as they had been out-of-school for more than 3 years.²⁵ An additional 49% were still eligible but had been out-of-school for over a year, with all having missed at least 3 months (see Figure 12 below). This indicates that only a very small proportion of children who have never attended school in Za’atari camp would be able to reintegrate into formal schooling without support. **This highlights the need for and importance of catch-up classes and other programs designed to support reintegration into the formal education system.**

Figure 12: Time out-of-school for children 6-17 who have never attended school in Za’atari camp²⁶



When children who have never attended school in Za’atari camp were asked if they would like to go to school, the vast majority of the girls said yes but the boys were more divided in opinion. Among those who did not want to return to school, the reasons given were often linked to general barriers to education, such as family responsibilities. There was also a sense from some children that due to the perceived poor quality of education offered they would not benefit from attending school, even though they really wanted to learn. Other children expressed a more general sense of the pointlessness of education: “If the country is destroyed what is the benefit from education? We have lost hope in life.” (12-17 Girl) This demonstrates that the motivation to attend school and reasons for remain out-of-school extend far beyond practical concerns such as registration periods and enrolment formalities.

²⁵ A range is given here, as the eligibility of 22% of children who had never attended school in Za’atari could not be determined (see footnote 12). The low end of the range assumes that all of the children whose eligibility is undermined are eligible, and the high end assumes that they are all ineligible.

²⁶ Please note this graph does not show the 22% who have never been to school in any location (for whom time out-of-school could not be calculated). However, this 22% has not been excluded from the total, so all percentages reflect the proportion of all children who have never attended school in Za’atari (not just of those whose time out-of-school can be calculated).

INFORMAL EDUCATION

Following the definition agreed and adopted by the education sector working group on 24th July 2014²⁷, informal education (IFE) can be understood as:

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 a certain age or target group. The main categories are:

1. *Basic learning*
2. *Technical skills/post-basic education*
3. *Recreational activities*

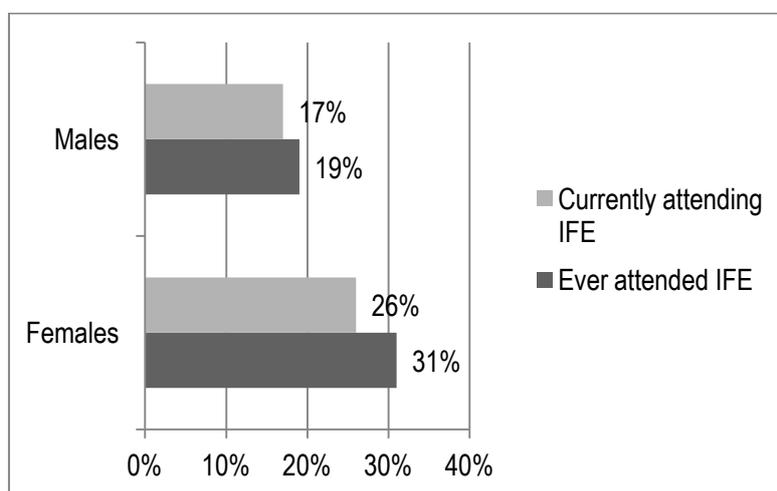
For the purposes of the assessment, religious education was included as an additional category, due to its importance in the Za'atari camp context and a strong interest from the Za'atari Education Sector Working Group (ESWG) in understanding more about it.

ATTENDANCE: OUT-OF-SCHOOL CHILDREN

25% of out-of-school children aged 6-17 report having ever attended some form of IFE, with 20% currently attending IFE. Among children ineligible for formal education, 14-23% currently attend IFE.²⁸

The current attendance rate among out-of-school children is very similar for out-of-school boys and girls overall (21% for boys aged 6-17 compared to 19% for girls in the same age group) with even less difference between the overall proportion of boys and girls who report ever having attended IFE. However, striking differences between the sexes emerge when we disaggregate by age group. Among out-of-school 6-11 year olds, IFE attendance is significantly higher among girls than boys, as Figure 13 illustrates below.

Figure 13: IFE Attendance rates of out-of-school children aged 6-11, by sex



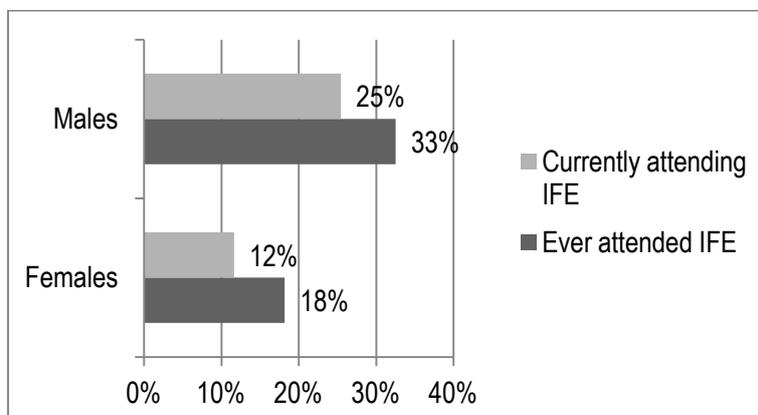
²⁷ Glossary of Terms of Education Services in Jordan, English and Arabic, 24th July 2014.

<https://data.unhcr.org/syrianrefugees/documents.php?page=1&view=grid&Org%5B%5D=305>

²⁸As explained earlier in the report, for eligibility/ineligibility for school enrolment in Za'atari it has only been possible to provide a range. This is due to the 10% of school-age children whose eligibility cannot be determined. This group did not provide the date they last attended school as they had never attended school in any location. These children were all under the age of 12, with the younger part of this age bracket likely to still be eligible (given the Jordanian school system starts from age 6, it's not possible for 6, 7 or 8 year olds who have never attended to have missed more than 3 years of school). However, due to the limited age data collected it was not possible to determine what proportion would be eligible for school.

Among out-of-school 12-17 year olds, this pattern is dramatically reversed, with the current IFE attendance rate among boys more than double the rate of girls. Possible explanations include the home responsibilities of girls in this age group, cultural norms and perceptions of safety that may limit the freedom of movement of girls more than boys, and targeting of IFE programs towards boys (see Figure 14).

Figure 14: IFE Attendance rates of out-of-school children aged 12-17, by sex



In focus group discussions with children who have dropped out, the following reasons were identified for attending IFE as an alternative to formal education:

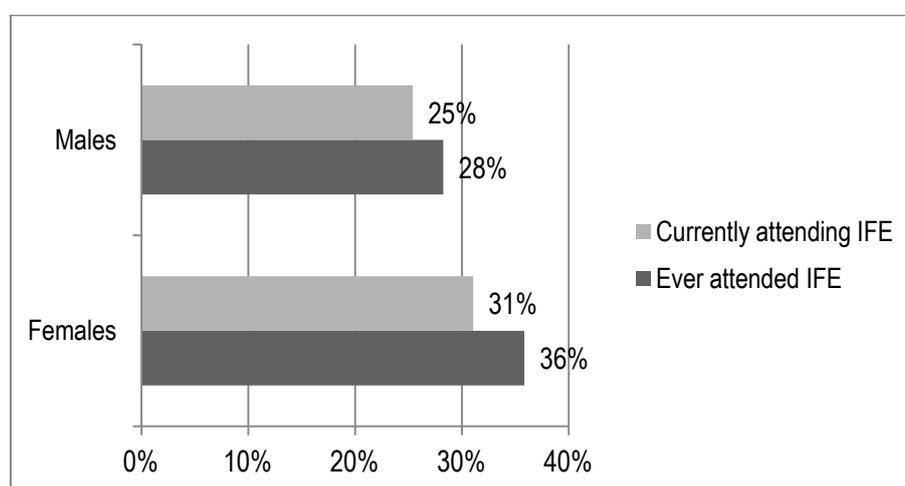
- **Non-academic activities available** such as sewing, knitting and sport
- **Academic activities available** : Some older girls attending IFE said that they are interested in academic learning and come to IFE because the education on offer at IFE centers is better than at schools (in terms of teaching style, curriculum, discipline system and overall quality) . This was echoed by some parents, who reported sending their children to school finding that they did not benefit, and discovering that IFE was more academically beneficial for their children.
- **Better teachers:** Many children and parents perceived IFE teachers as better, and more professional, than school teachers.
- **Syrian teachers:** Children reported a strong preference for Syrian teachers, feeling that they could relate to each other more easily due to their shared background.
- **Lack of physical and verbal violence from teachers:** It's particularly striking that a *lack* of violence from teachers is consistently reported in FGDs as one of the reasons children choose to attend IFE rather than school. This suggests violence by teachers is actively driving children away from school.
- **Smaller classes**
- **They are able to miss sessions without penalty:** This suggests that the more flexible schedules of some IFE programs are able to better cater to children who have family responsibilities or work which prevents them from being able to attend every day.
- **Monetary incentives:** Many children reported that at some Quranic schools, they are given 15JD as motivation to attend, as well as the chance to receive money for memorising the Qur'an.
- **Resources available at IFE centres:** Children appreciated the opportunity to use computers, and play with toys and games available at some IFE centres. The opportunity to learn to use computers was also something parents valued for their children.
- **IFE programs (particularly those run from mosques) are often located closer to home,** because there are many more mosques than schools. This was identified as a reason for attending IFE rather than school by both children and their parents.

IFE ATTENDANCE AMONG ALL SCHOOL-AGED CHILDREN

Although IFE programs are generally designed to provide alternative education opportunities for children who are unable or unwilling to go to school, this assessment found that **69% of 6-11 year olds attending IFE also attending school.**²⁹ This is supported by focus group data: Syrian IFE facilitators from Save the Children, Questscope, NRC, War Child and Relief International were asked to estimate the proportion of children attending their programs who were also attending school, and their estimate was at least 70%, extremely close to the 69% figure from the household questionnaire.

Given the finding that most children attending IFE are attending school as well, it is relevant to look at the proportion of all school-aged children attending IFE (not just the proportion of OOS children). This could not be calculated for 12-17 year olds (as only those who were not attending school were asked about IFE),³⁰ but the data was available for 6-11 year olds where 32% of all children aged 6-11 reported having ever attended some form of informal education in Za'atari camp, with 28% currently attending. As with formal education, the rates were higher among girls (see Figure 15 below).

Figure 15: IFE attendance rates of all children aged 6-11, by sex



The broad definition of IFE in the questionnaire included religious and recreational activities which may be more geared towards school children and as such could skew the results, but the strikingly similar estimate from IFE facilitators suggest that the finding that most children attending IFE are not out-of-school children applies to IFE programs run by international NGOs as well.

This finding has important implications. Firstly, if most of the children served by informal education are also attending school, **the proportion of children not accessing any form of education (formal or informal) is likely to be higher than school and IFE attendance rates would imply, due to the significant overlap.** This likely double counting also has a second layer; some children are attending multiple IFE services, as well as formal education. When asked why people sometimes miss IFE sessions, one female focus group participant

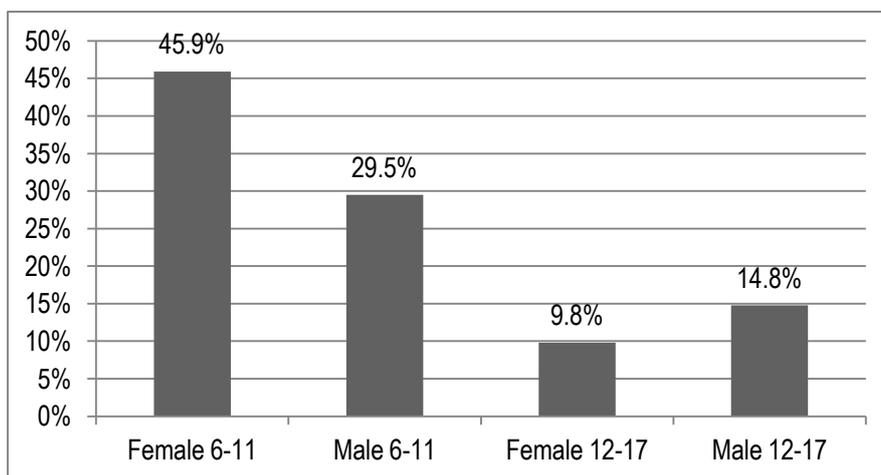
²⁹ There is no data on what proportion of 12-17s who are attending IFE are also attending school, as the questionnaire for 12-17 year olds questions about IFE were only asked to out-of-school children.

³⁰ Because IFE is designed primarily for out-of-school children, the questionnaire for 12-17 year olds was structured so that questions about IFE were only asked of out-of-school children.

explained, “maybe she goes to Mercy Corps and Save the Children and the American school.....it’s hard to be everywhere”.

Indeed, **of all children surveyed that have attended some type of IFE, 22% have attended multiple types of IFE.** This is particularly true of 6-11 year old girls where 45.9% attended more than one type of IFE, compared to 29.5% for 6-11 year old boys. The figures are lower for 12-17 girls and boys at 9.8% and 14.8% respectively (see Figure 16 below)

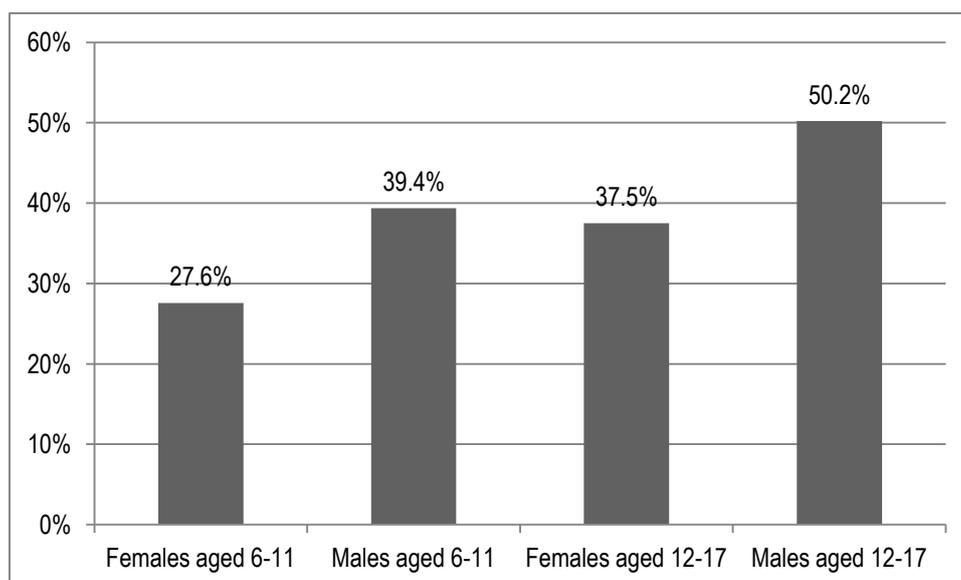
Figure 16: Percentage of children that have attended or are currently attending multiple types of IFE



This phenomenon reflects a clear desire to maximise educational opportunities among some children and their families, and in this sense is a very positive development. However, it does obfuscate the number of vulnerable and excluded children who are not accessing any educational services. This assessment shows that 38.6% of all school-aged children in Za’atari camp are not accessing any (formal or informal) education services, (see

Figure 17 below for sex and age breakdown). Moreover, **28.3% of all 6-17 year olds have never attended formal or informal education in Za’atari camp.** This highlights the urgent need to actively identify and reach-out to these children.

Figure 17: Percentage of all school-aged children not attending any form of education by age-group



A first step may involve improving the way beneficiary details are recorded across the different service providers to make it easier to identify which children are attending multiple services. Stronger links and referral processes between services – particularly between IFE providers and schools - may also help to ensure that where places are limited, those not already accessing other forms of education can be prioritised. Strengthening these links may also assist with reintegrating children into the formal education system, where appropriate. The issue of children accessing multiple services in this context raises complex practical and ethical issues, and developing appropriate solutions that ‘do no harm’ and are fair to all will be challenging. **However, with 38.6% of school-aged children not accessing any form of education, the urgency of the task is clear.**

A second implication of the overlap between school students and IFE participants is **the potential for IFE to pull children out-of-school**. Teachers, school students and IFE participants reported in FGDs that this was occurring. Male students in two focus groups mentioned missing school to play football (with official sports club matches scheduled in school hours), with teachers confirming that students leave class to attend organised activities, clubs and courses. This may be worth investigating and improving, in order to **ensure recreational and IFE activities do not create incentives for children to miss school**.

More concerning is focus group data (from FGDs with children who have dropped out) which suggests that the availability of IFE activities (particularly those which teach income-generating skills) as an alternative to school could in some cases be encouraging children to drop out-of-school altogether. One 12-17 year old girl who had dropped out-of-school explained that ‘our families want us to learn sewing and wool craft more than learning’. This highlights the potential for the provision of IFE opportunities in Za’atari camp to act as a disincentive to school attendance. Of course, this is not to suggest that these types of IFE programs should not exist, but it does underline the importance of being aware of the issues and putting measures in place to limit these risks. Even simple measures relating to timing and eligibility criteria of IFE programs could have a significant impact.

These issues around attracting children who are already attending services elsewhere and potentially disincentivising school attendance stem from and highlight the fact that IFE providers are offering excellent services that are highly valued by children and their families.

TYPES OF INFORMAL EDUCATION

The type of IFE most commonly attended across both age groups was religious education (attended by 33.9% and 40% of 6-11s and 12-17s attending some form of IFE respectively). For 6-11 year olds, this was followed by basic learning (attended by 31.5%), as outlined in Figure 18.

As expected, basic learning was less commonly attended by 12-17 year olds, with recreational activities as the second most commonly attended type of IFE for that age group. Recreational activities were popular among all age groups, though least attended by 12-17 year old girls, perhaps reflecting their domestic duties as well as greater restrictions on their permission to attend, as identified in FGDs. This difference between the sexes was also present in religious education, with boys aged 12-17 more than twice as likely to attend, than their female counterparts. As expected, technical skills/post-basic education was mainly attended by 12-17 year old boys. *A full sex and age breakdown is provided in Figure 19 below.*

Figure 18: Types of IFE attended

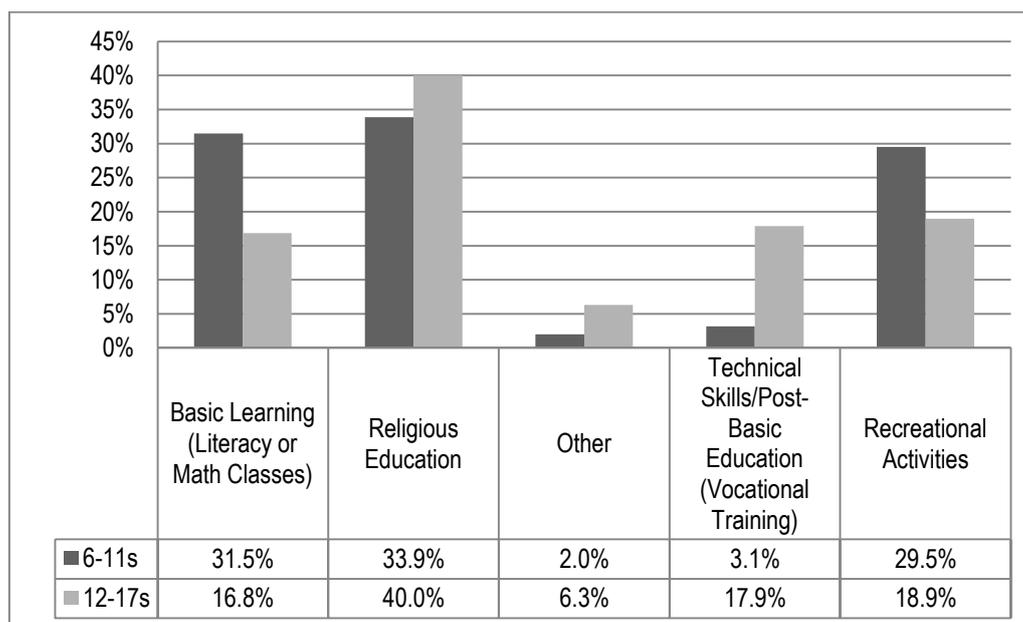
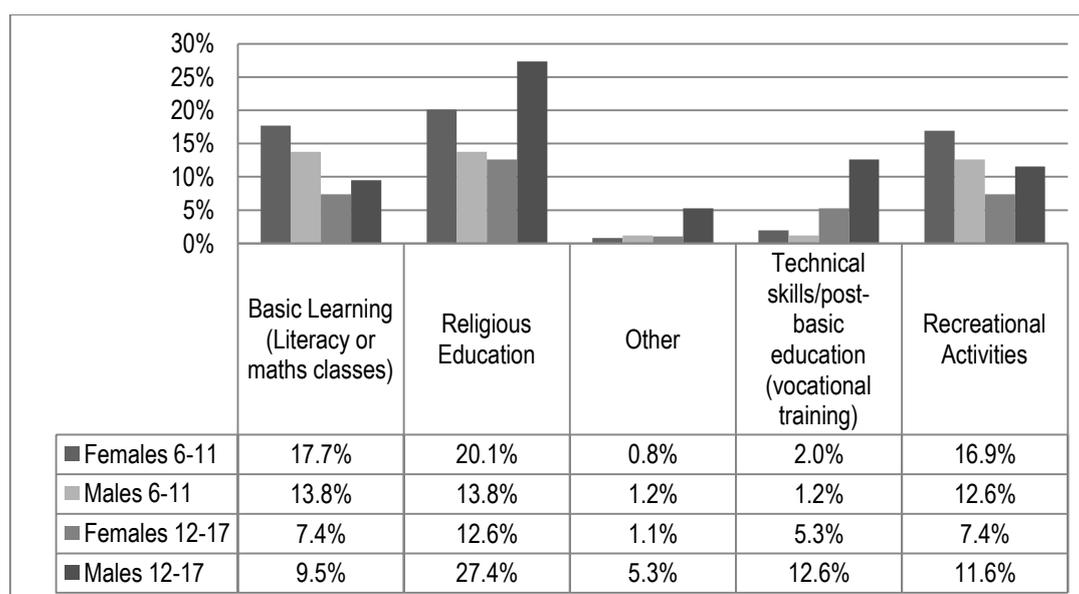


Figure 19: Type of IFE attended by age and sex



Informal education programs run from mosques

Despite the prevalence of educational programs run from mosques in Za'atari camp, little is known about them, and they were not included in the 2013 JENA. Addressing this information gap was one of the objectives of this JENA, and to this end a focus group discussion was held with community leaders engaged in religious education initiatives. It is important to note that this was conducted with three individuals only, due to participants cancelling or not attending, even after rescheduling the FGD. Despite this limitation, the information gathered from the FGD serves as an important foundation for future research, given the lack of any previous research into these services. With the high rates of children attending IFE programs run from mosques (see previous section), future research building on these findings will be particularly important.

FGD participants explained that most of their initiatives offered general education (including subjects such as history, sport and Arabic) as well as religious education. Some also offered vocational education, such as sewing

courses. Potential students heard about the programs through the mosques, and there were classes for both girls and boys. Depending on the program, children sometimes started from as young as 3, with the cut-off point for children's classes around 14 or 15 (after which children study with adults). According to the FGD participants, all the teachers had Bachelor degrees. Programs were reportedly financed through private institutes, including the Qatari RAF foundation. Students did not have to pay to attend, and teachers received symbolic sums.

Some educational programs were held on the weekend, while others were held daily during the week. Most were held in dedicated caravans, with these buildings approved by camp management. Students received certificates, and there were awards for the best students. Although it wasn't mentioned in this focus group, children in other focus groups reported that there were monetary incentives to attend. They explained that some Quranic schools offered 15JD as motivation to attend, as well as the chance to win additional money as prizes for memorising Qu'ran.

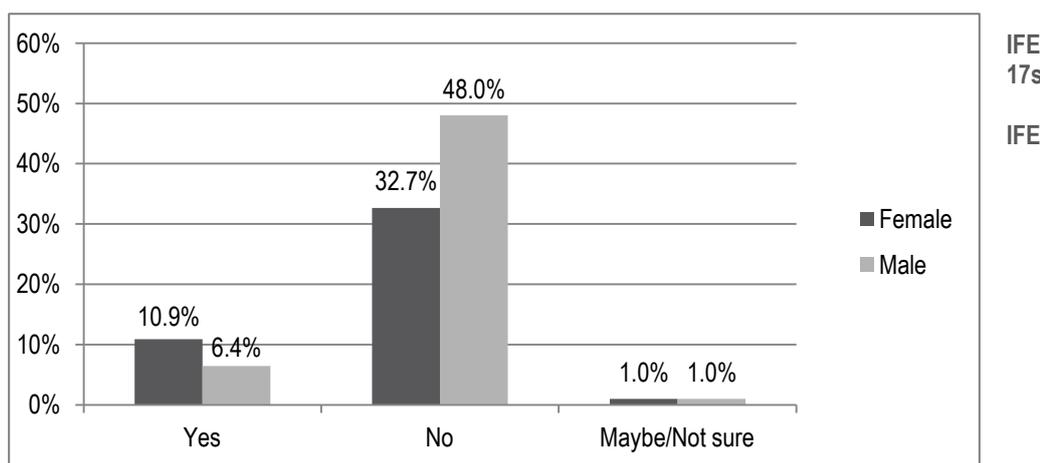
FGD participants reported that more than 75% of participants in their programs also went to school. This indicates that these programs function mainly as a complement to formal education, rather than as an alternative. Community leaders felt the main advantage of their initiatives over formal school was the religious atmosphere provided, and this was echoed by some parents of out-of-school children. The disadvantages were seen by community leaders as limited funding and resources, with not enough seats or space for all students.

Given the number of children they serve, and their strong links with the community, it may be useful for the ESWG to engage with these IFE providers, and identify mutually beneficial areas of cooperation.

INTEREST IN IFE AMONG CHILDREN NOT CURRENTLY ATTENDING

All 12-17 year olds not currently attending IFE were asked if they were interested in taking educational courses or training outside of school, with 80.7% reporting that they were not interested. Interest was higher among girls than boys (see Figure below). It is important to note that the low levels of interest reported may be partly due to the wording of the question, which could have been interpreted by some respondents to mean academic courses and training only.

Figure 20:
Interest in attending among 12- not already attending



12-17 year olds who were not already attending IFE but were interested in attending were asked what the main type of courses or training they would be interested in. English and computer skills were a common area of interest for both girls and boys. The main area of interest for girls, reported by 27%, was tailoring, knitting and sewing, followed by cosmetics and English (both identified by 15% of girls). The main area of interest for boys (identified by 32%) was literacy in Arabic, followed by computer skills (22%) and English (13%). Other types of courses and training 12-17 year olds reported being interested in are detailed in figure 21 and 22.

Figure 21: Top types of IFE courses/training girls aged 12-17 are interested in

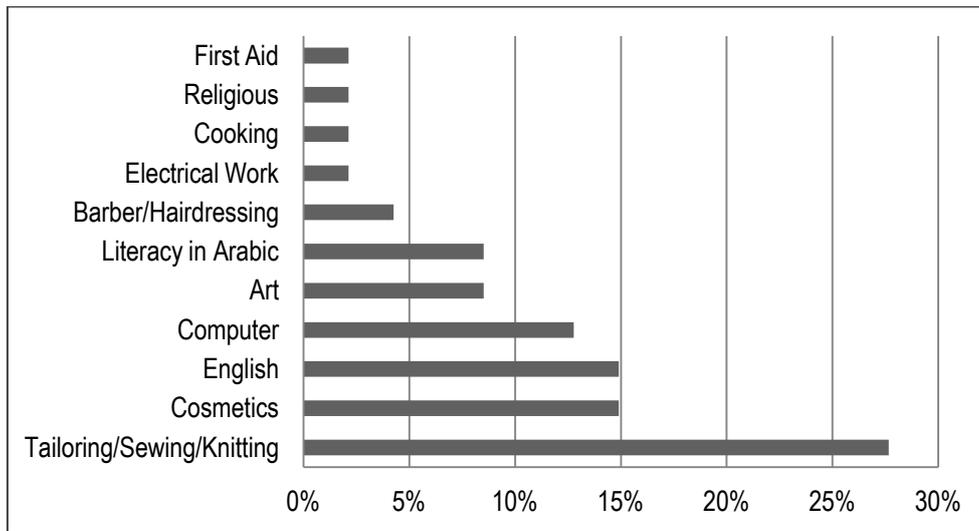
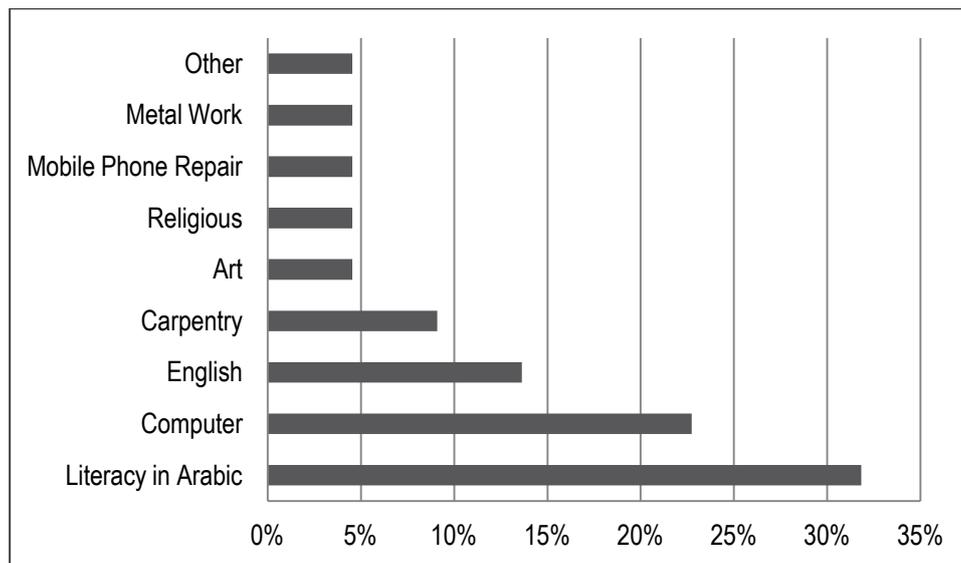


Figure 22: Top types of IFE courses/training boys aged 12-17 are interested in



IFE SUCCESSES

The value of informal education for participants came through very strongly in FGDs with participants of IFE programs.³¹ Girls aged 12-17 were particularly expressive in their positive accounts (Table 10) which may be reflective of a reluctance of boys to express such opinions in the presence of their peers. The key functions of the centres include:

- A safe and friendly space
- A place to seek advice or guidance
- An opportunity to participate in recreational activities including art, sport and music (though this was a stronger focus for boys than girls). Girls also mentioned enjoying reading and creative writing.
- A place to gain life-skills and confidence
- A place to supplement formal education through support in homework and academic subjects
- An opportunity for healing from their experience in Syria
- An opportunity to make and connect with friends, and participate in the community
- A place to form strong bonds with adults other than their parents

Table 10: Girls 12-17 FGD, functions of IFE

Function	12-17 Girls' Response in FGD
A safe and friendly place	<ul style="list-style-type: none"> • <i>This is like my second home</i> • <i>I feel happier than in my house</i> • <i>When you come here, there is no need to be afraid or scared from anything</i>
A place to seek advice or guidance	<ul style="list-style-type: none"> • <i>I love coming because the teachers tell us, if you face anything, you can come back to me and discuss the problem</i> • <i>If there's anything difficult in my life, I come here to find a solution for it</i>
Healing	<ul style="list-style-type: none"> • <i>In this site, they let us forget what happened in Syria</i> • <i>They let us have a diary to write what happened to us.</i> • <i>They made a book of memories, we write everything in it.</i>
Life skills and Confidence	<ul style="list-style-type: none"> • <i>We learn here how to depend on ourselves</i> • <i>I was shy but now I participate and became more confident</i>
Community Participation	<ul style="list-style-type: none"> • <i>I come here to know people, make new friends</i> • <i>I come here just to see my friends</i> • <i>They teach us how to participate in our communities, how to participate in everything</i>
Bond with Teachers	<ul style="list-style-type: none"> • <i>I love the teachers, they are very good and kind</i> • <i>Teachers are collaborating with students, so we like this centre</i>

³¹ FGD participants for these groups were referred through ESWG partners, so the FGD data reflects IFE programs run by these partners (rather than community-run IFE programs such as those run from mosques).

IFE: AREAS FOR IMPROVEMENT

Although IFE was overwhelmingly positively received by participants, potential areas for improvement were also identified during focus group discussions. These included water, sanitation and hygiene (WASH) issues, verbal and physical violence on the way to/from IFE centres; other students swearing and saying 'bad words' at the centres, teacher turnover; and IFE centres being too far away from homes (though in most cases this was considered too far due to the threat of violence along the way).

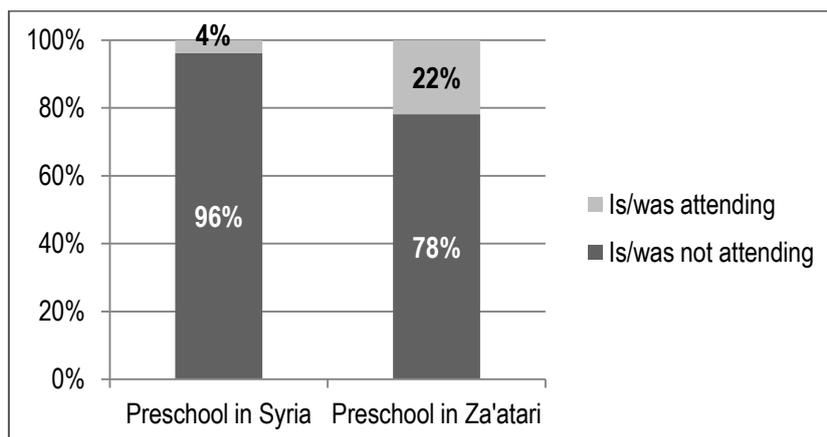
WASH issues were identified as the top priority for improvement by the two female groups and the 12-17 year old boys (and mentioned by all four FGDs with children attending IFE). Many mentioned that there was no WC inside the IFE site or that the closest toilet is too far away, and there was a perception that the water provided was dirty and that they could get sick from it. It is worth noting that challenges with WASH are prevalent throughout Za'atari camp and therefore recommendations for improvement must acknowledge the broader camp context in which water distribution, access and use are ongoing challenges.

Many of the areas of improvement identified were also discussed in relation to formal education and should not be viewed as unique challenges to IFE attendance.

PRESCHOOL

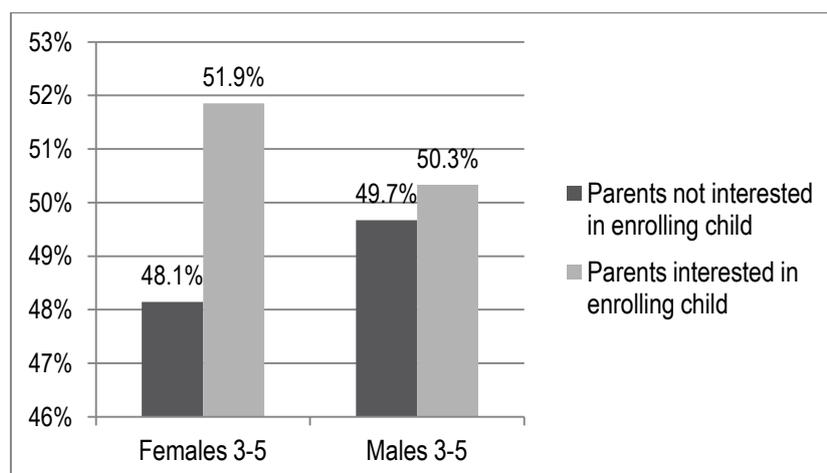
While only 4% of the children surveyed aged 3-5 went to pre-school in Syria, 22% are reportedly attending pre-school in Zaatari camp (See Figure 23). Of all children aged 3-5, 10.8% are boys currently attending pre-school and 11.1% are girls currently attending pre-school. We should be cautious in attributing this increase entirely to the accessibility and desirability of preschool services in Za'atari camp, as the increase likely also captures a number of children who were simply too young to attend in Syria but are now old enough.

Figure 23: Preschool attendance in Syria and in Za'atari camp among children aged 3-5



For each child aged 3-5 not currently attending, parents were asked if they would like to enrol the child in preschool. The response was very split, with parents answering yes for 51% of children. There was very little difference between boys and girls, with parents wanting to enrol 50.3% of boys compared to 51.9% of girls (see figure 24 below). The gap between preschool attendance rates for boys and girls (both in Syria and in Za'atari camp) was similarly small.

Figure 24: Interest in preschool enrolment



INCLUSIVE EDUCATION- CHILDREN WITH DISABILITIES

As part of this assessment, respondents were asked whether they (in the case of 12-17s) or their child (for parents of children 6-11) experienced:

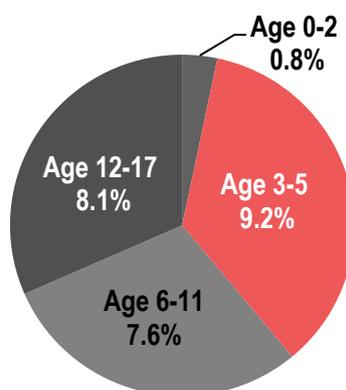
- Difficulty seeing, even when wearing glasses
- Difficulty hearing, even when wearing a hearing aid
- Difficulty with self-care, such as washing all over or dressing
- Physical difficulties including difficulty with movement, walking or loss of limb (excluding temporary injuries)
- Difficulty communicating, because of a physical mental or emotional health condition
- Difficulty remembering or concentrating³²

The questions in this survey followed best practice for collection of disability statistics;³³ however, it is important to note that the data is based on self or parental reporting and not a medical assessment. Moreover, due to the small number of children with disabilities included in the household sample (124 individuals), disability related data from this assessment cannot be generalized and should be considered indicative only.³⁴

DISABILITY RATE

7.2% of all children aged 0-17 surveyed had a disability and 7.8% of 6-17 year olds had a disability.³⁵ The disability rate was generally higher among boys, and was highest among boys aged 3-5, as Figure 25 below illustrates.

Figure 25: Percentage of children with disabilities



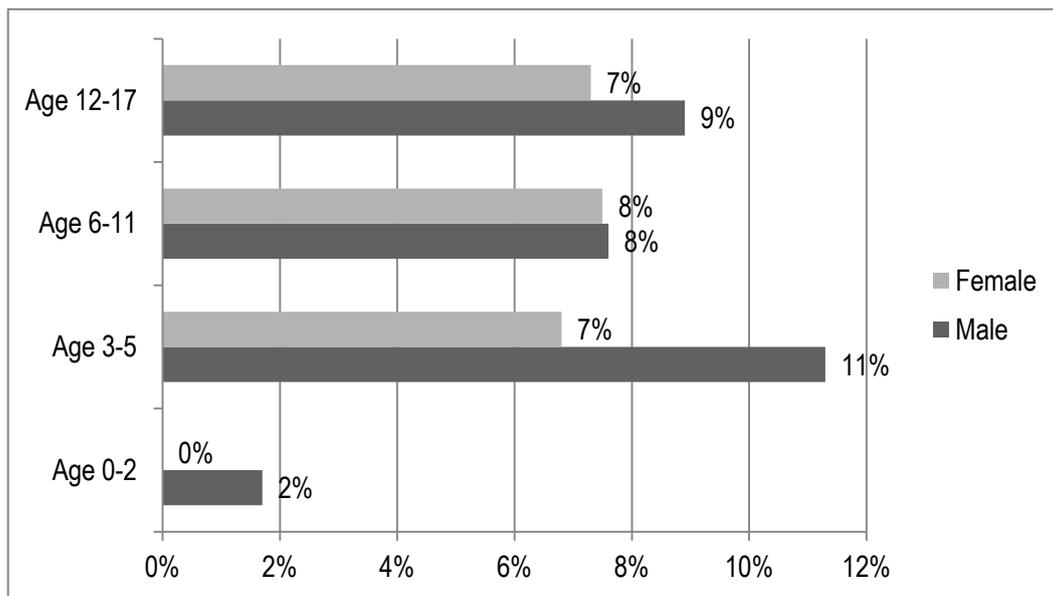
³² Parents of children aged 0-2 were not asked if their child had difficulties with self-care, communication or remembering/concentrating due to the difficulty of distinguishing in such young children whether difficulties are due to a disability or simply stage of development.

³³ The questions used in this survey were based on questions endorsed by the Centers for Disease Control and Prevention (CDC) Washington Group on Disability Statistics, accessed April 2014: <http://www.cdc.gov/nchs/washington_group/wg_questions.htm>.

³⁴ The small number of children with disabilities included in the sample is due to the sample being random, created through the random generation of GPS coordinates across Za'atari camp.

³⁵ Note that disabilities were self-reported by respondents of the survey and were not verified through medical assessments. The percentage is likely to be higher and results will be shared with technical agencies in the camp which will assess further.

Figure 26: Percentage of children with disabilities, by age and sex



TYPE OF DISABILITY

55% of children with disabilities had a physical disability while 32% had a mental disability (13% of children with disabilities had both). However, disability type varied significantly across age groups, with the proportion of mental disabilities increasing in the older age groups (see Figure 27 below). The high proportion of mental disabilities (indicated by difficulty communicating and difficulty remembering/concentrating) reported by 12-17 year olds may be associated with post-traumatic stress disorder.

Figure 27: Percentage of children with mental and physical disabilities by age

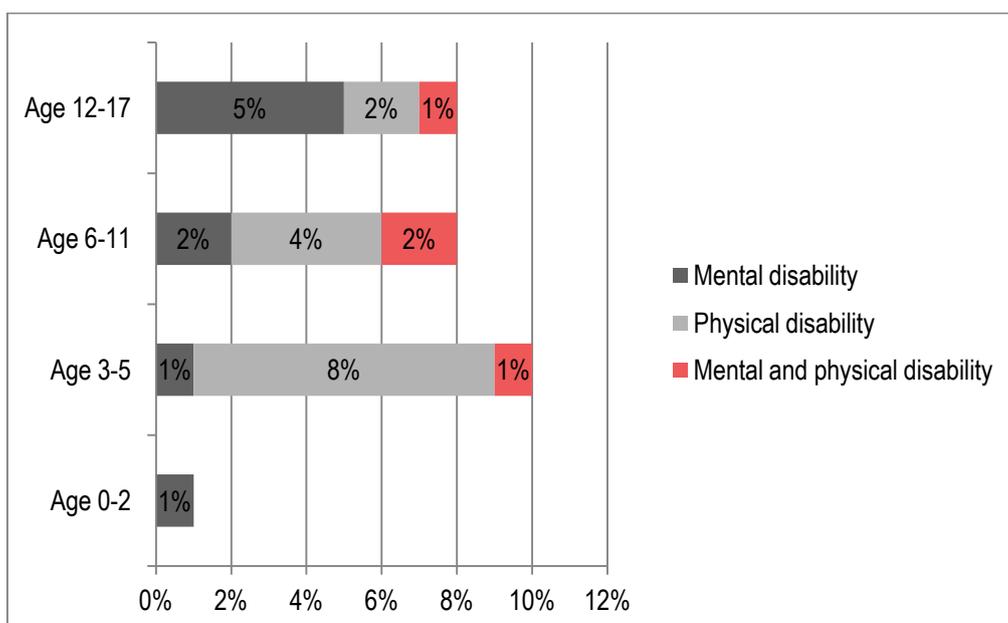
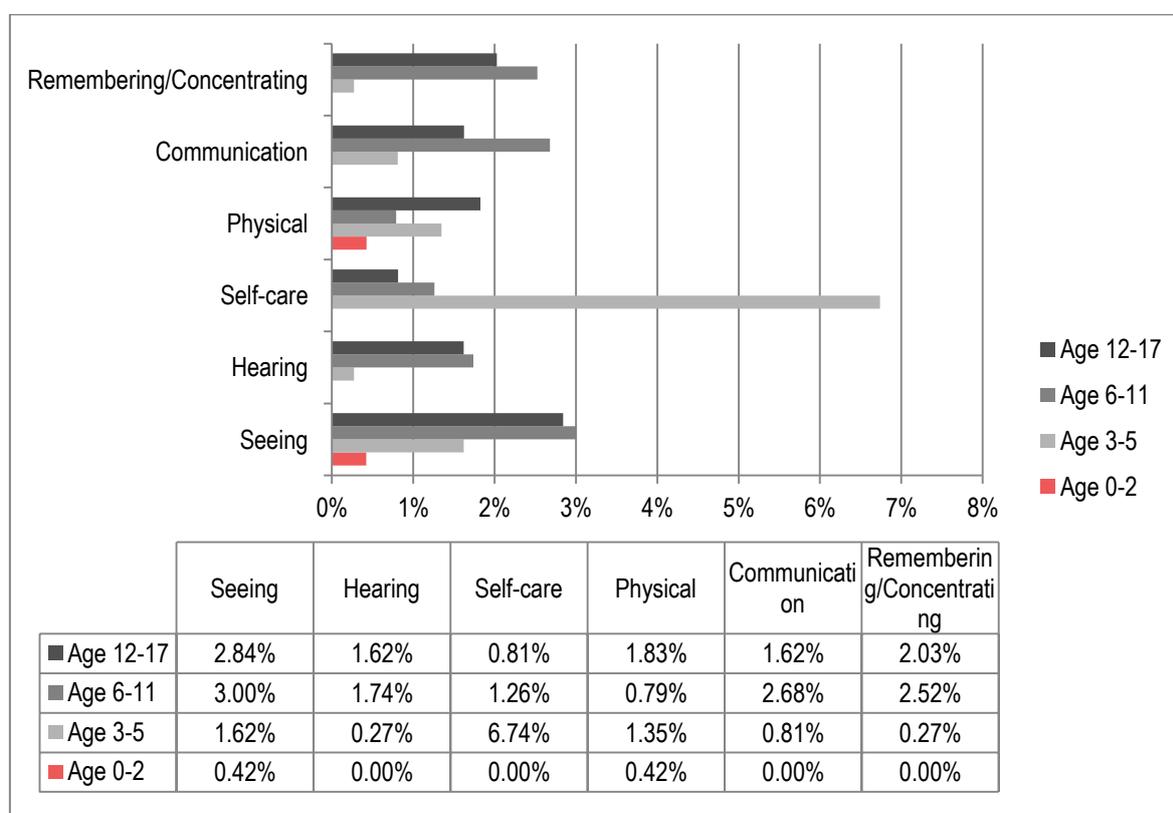


Figure 28 below outlines the specific types of mental and physical difficulties reported. A high proportion of 3-5 year olds in this assessment were reported to have difficulties with self-care (such as washing all over or dressing), but this is likely due to respondents including difficulties associated with the normal development of 3-5 year olds, as well as difficulties indicating a disability.³⁶ More relevant is the relatively high proportion of 6-11 and 12-17 year olds reporting difficulty seeing (approximately 3% of children in each age group). This may be due to children with common difficulties (eg. short sightedness) not being able to access optometry services or purchase glasses in Za'atari camp. This needs further investigation, but given the potential educational impact of vision difficulties among school-aged children it is important to note.

As highlighted in the mental/physical disability breakdown, the proportion of school-aged children with difficulties communicating and remembering/concentrating are also notable, particular among 6-11 year olds (see Figure 28 below). Like difficulties with vision, difficulties communicating and remembering/concentrating are likely to have a significant educational impact.

Figure 28: Percentage of all children with each type of difficulty, by age



The disability questions were intended to exclude temporary injuries and chronic illnesses, with these assessed separately. Only 1% of all children 6-17 in our sample had a temporary injury. It was slightly higher among boys and older children, reaching 2% among boys aged 12-17. Of all children aged 6-17, 2% had a chronic illness, which was also higher among boys and particularly among 12-17 year old boys, of whom 4% reported having a chronic illness. Difficulties of and recommendations for supporting children with disabilities and health issues at school were raised by teachers in focus group discussions, and are reported in the section on children with disabilities and health issues in the classroom.

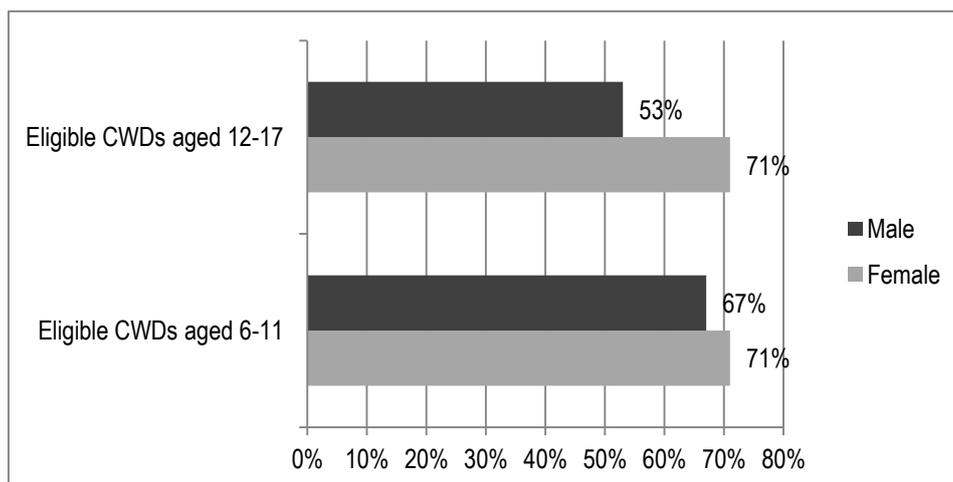
³⁶ For this reason, this was not asked of children 0-2

ATTENDANCE: CHILDREN WITH DISABILITIES

Formal Education

51-65% of eligible school-aged children with disabilities (CWD) are currently attending school³⁷. As with the general attendance rate, the rate of eligible CWD attending school is higher for girl than for boys, as illustrated in Figure 29 below. However, it is important to note that due to the relatively small number of eligible school-aged girls and boys with disabilities in the sample, this pattern should be considered indicative only as the number is not large enough to enable generalisation to this group overall.

Figure 29: Percentage of eligible children with disabilities attending school, by age and sex³⁸



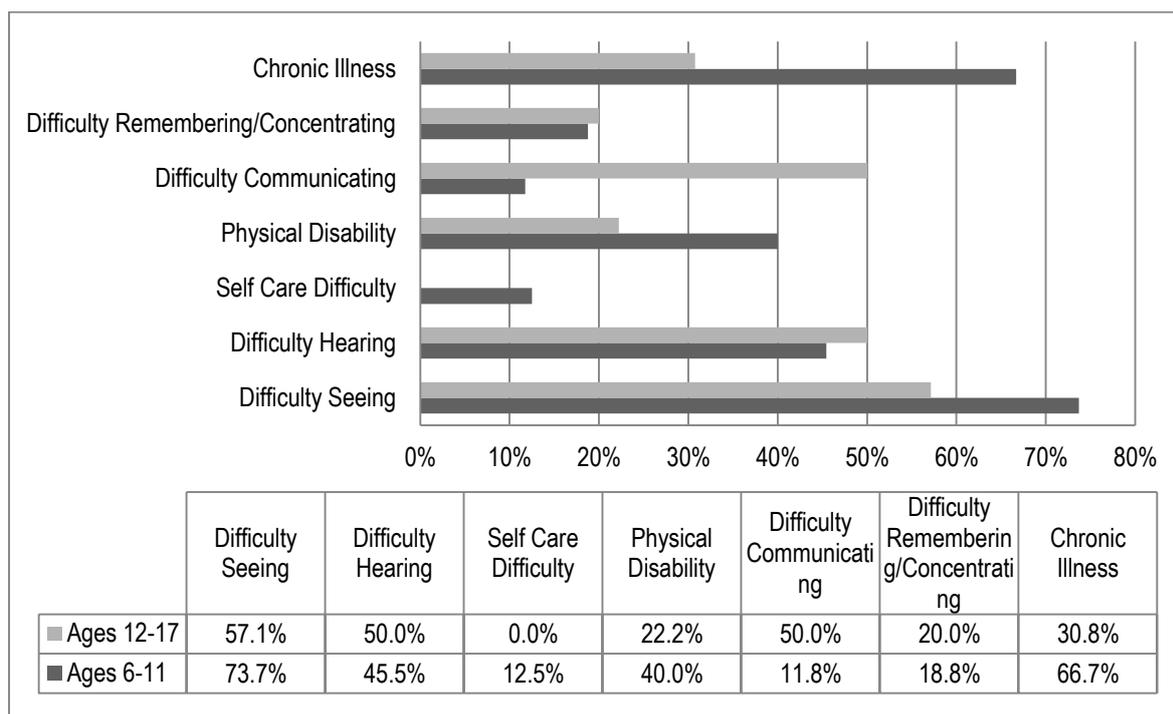
In addition, when disaggregated by specific disabilities the attendance rate for some groups of children is very low. Only 22.2% of children with physical disabilities, aged 12-17 are currently attending and only 11.8% of 6-11 year olds who have difficulty communicating are currently attending. However, for some age groups and disabilities, attendance is comparable to that of children without disabilities and even above average. Children who have difficulty with seeing have a high attendance rate both for 12-17 and 6-11; 57.1% and 73.7% respectively.

This demonstrates that there are some successes in facilitating and integrating children with certain types of disabilities, but there are clearly significant barriers which remain, particularly in establishing a consistent approach which ensures that all children with disabilities, whatever the type, have equal support and access to education.

³⁷ For eligibility for school enrolment in Za'atari it has only been possible to provide a range. This is due to the 10% of school-age children whose eligibility cannot be determined. This group did not provide the date they last attended school as they had never attended school in any location. These children were all under the age of 12, with the younger part of this age bracket likely to still be eligible (given the Jordanian school system starts from age 6, it's not possible for 6, 7 or 8 year olds who have never attended to have missed more than 3 years of school). However, due to the limited age data collected it was not possible to determine what proportion would be eligible for school.

³⁸ This graph shows the percentages at the high end of the range, which is calculated based on the minimum number of eligible children (which includes only those who are certainly eligible, and assumes all those whose eligibility can't be determined are ineligible).

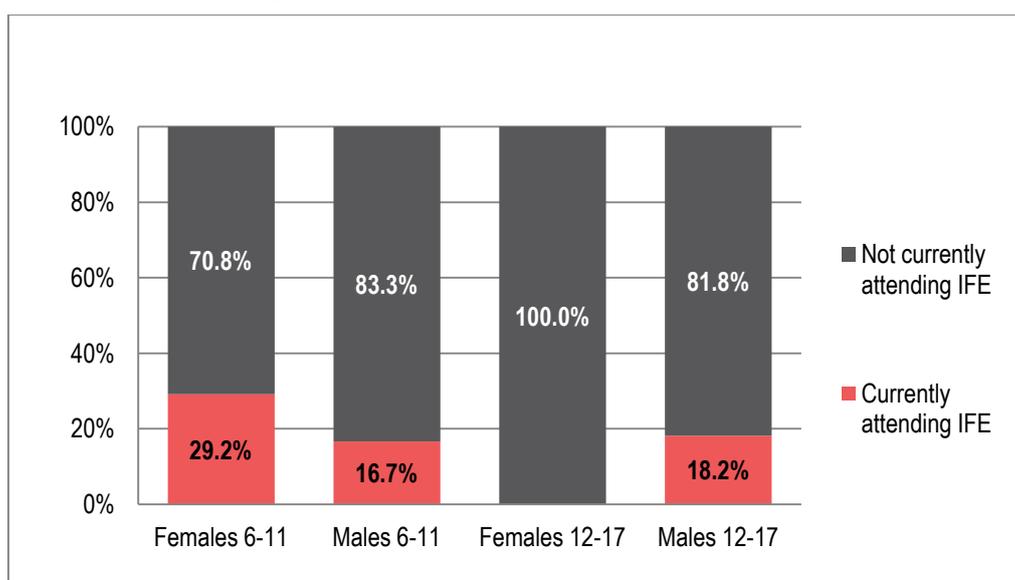
Figure 30: Percentage of children with disabilities currently attending school



Informal Education

A majority of CWDs surveyed are not attending IFE. There are no 12-17 girls with disabilities who attend IFE and 18.2% of 12-17 boys with disabilities currently attend IFE. The highest attendance rate is among 6-11 girls where 29.2% reported attending IFE, compared to 16.7% of boys aged 6-11. Once again, due to the small number of respondents, this is only an indication for further analysis (see Figure 31).

Figure 31: CWD currently attending IFE



Children with disabilities in the classroom

In the focus groups, teachers and school counsellors discussed children with disabilities relating to eyesight, hearing, speech, mobility, and psychological issues attending school. Teachers emphasised that they did their best to integrate children with disabilities and encouraged them to participate in the classroom, but also identified clear needs in order to better work with children with disabilities.

The number one need identified by teachers was the need for specialists, particularly psychologists. Some male teachers discussed how difficult it was to deal with students with behavioural issues, particularly in overcrowded classrooms without specialist staff. They also recommended having a small clinic at the school, with medical staff to deal with student health issues. The idea of having a school nurse was also suggested by parents of children attending school. The female teachers and school counsellors identified the need to have better student records (with disability information) and more communication with parents, because **teachers were not always informed about students' special needs.**

When parents of 6-11 year old CWD attending school were asked about the top difficulty their children faced in attending school, the most common response (chosen by 26%) was bullying at school by other students. A further 5% identified loneliness as the top issue. The importance of these social issues suggests that activities designed to promote inclusion and limit bullying may be an important way to improve the school experience of children with disabilities, and potentially reduce drop-out rates in this group.

Other issues identified as the top difficulty for CWD attending school included the inaccessibility/unsuitability of the curriculum (16%), difficulty getting to and from school (16%), difficulty concentrating due to their impairment (11%), and the teacher not being trained to include CWD in the lessons (11%). Only one parent mentioned inaccessibility of the school building, and this was in relation to School 1 (Bahraini school).

Although none of the focus groups specifically targeted children with disabilities or other health issues, many children mentioned teachers smoking in the classroom, with one focus group participant with chronic asthma identifying this as a barrier to school attendance. The Ministry of Education prohibits teachers from smoking in schools (World Health Organization n.d, p. 6)³⁹, but greater awareness and stricter enforcement of this policy in Za'atari camp schools may be necessary.

Training for parents of children with disabilities

For each child with a disability aged 0-11, parents were asked if they would like to receive professional training on how to care for their child. Parents were interested in receiving training in 32% of cases. The most common training requested was how to provide home schooling, followed by how to communicate with people with disabilities, followed by how to deal with aggression.⁴⁰

³⁹ http://www.who.int/tobacco/training/success_stories/en/best_practices_jordan_media.pdf

⁴⁰ Due to the very small sample size of parents of CWD interested in receiving training, it's not possible to specify the proportion of parents of CWD who would be interested in each type of training. These requests are provided as an indication only.

BARRIERS TO ENROLMENT AND ATTENDANCE AT SCHOOL

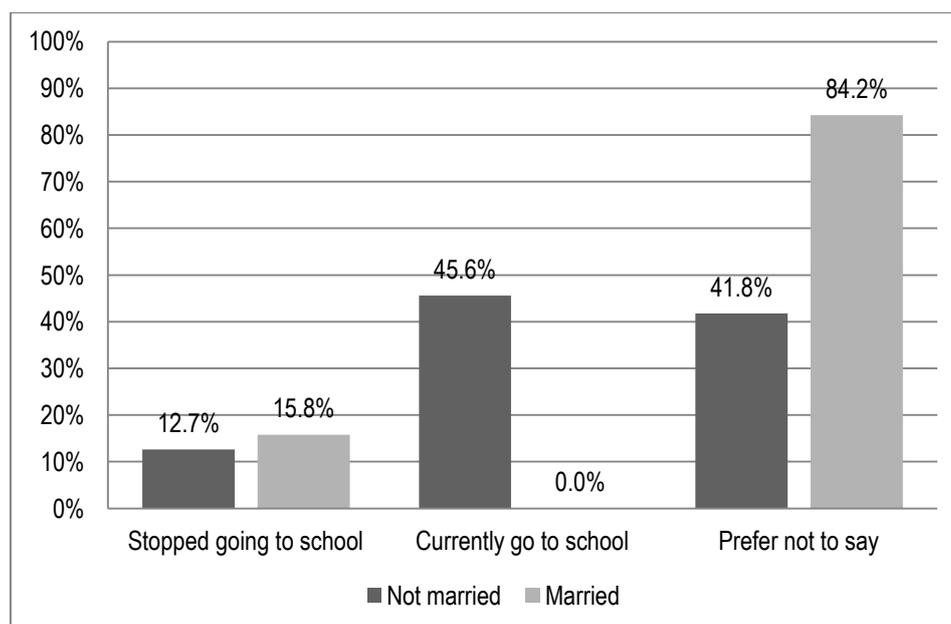
This section outlines the barriers to attendance and enrolment, initially exploring marriage, work and distance to school as barriers. The section then continues with a breakdown of age group and sex of reasons for dropping out, main reasons for not attending school, and the main changes needed for children to attend every day.

EARLY MARRIAGE AS A BARRIER TO EDUCATION

For 8% of 12-17 year old girls surveyed, early marriage was a barrier to education with no married girls stating that they attend school and 84.2% stating that they prefer not to say (compared to 41.8% of non-married girls). Another 15.8% previously attended but stopped going to school. No 12-17 year old boys were married. This was also reported in focus group discussions. Marriage has been identified as the second most important reason for 12-17 year old girls dropping-out, which suggests that there is space to direct efforts towards encouraging girls to complete their education before marriage.

It has not been possible to provide district level information on the proportion of 12-17 year olds who have never attended school because they are preparing to marry or get married, as the small sample size (with only 16 individuals in the sample in this category) means findings are not statistically significant at district level.

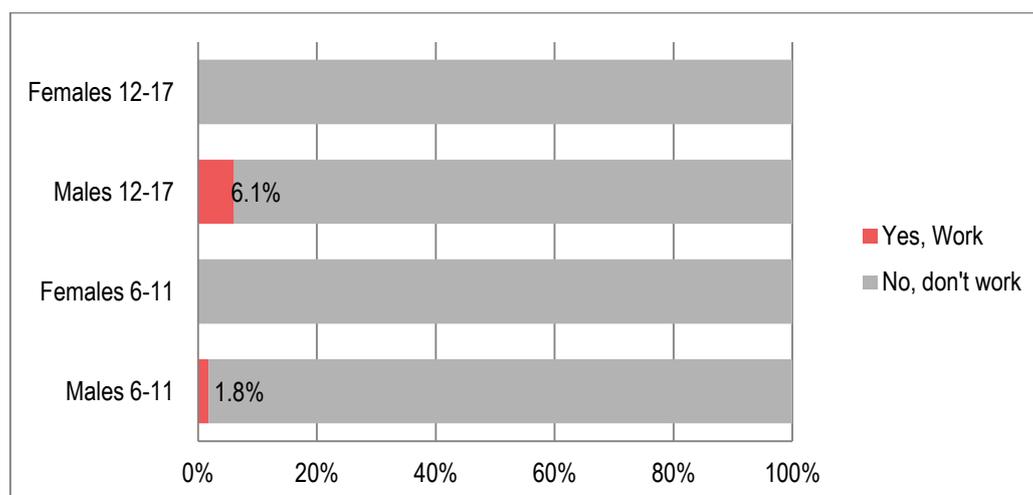
Figure 32: School and Marriage Status of 12-17



WORK AS A BARRIER TO EDUCATION

Of all children attending school, no girls work while 6.1% of 12-17 year old boys and 1.8% of 6-11 year old boys work. Although this has not prevented these children from attending school, this could potentially hinder their performance and ability to engage with their studies. This requires further exploration and analysis.

Figure 33: Percentage of children attending school who also work



Having to work was identified as a barrier in the FGD of 12-17 boys who had never attended school, but not discussed by any other group of OOS children. Some of these older boys explained that they are responsible for providing for their families and that this was more important than attending school. This was particularly the case for those whose fathers were not present: “if my father is in Jordan, I can go to school” (secondary boys). Although it was not discussed in FGDs with children who had dropped out, teachers reported this was an important reason for students dropping out.

Quantitative data was collected through the surveys on work as a reason for never attending school in Za’atari camp, as a reason for dropping out of school in Za’atari camp, and as a reason for never attending IFE in Za’atari camp. However the very small numbers of individuals in each of these categories in the sample (13, 11 and 24 respectively) mean that meaningful relationships between attendance of education services, work, and district cannot be established.

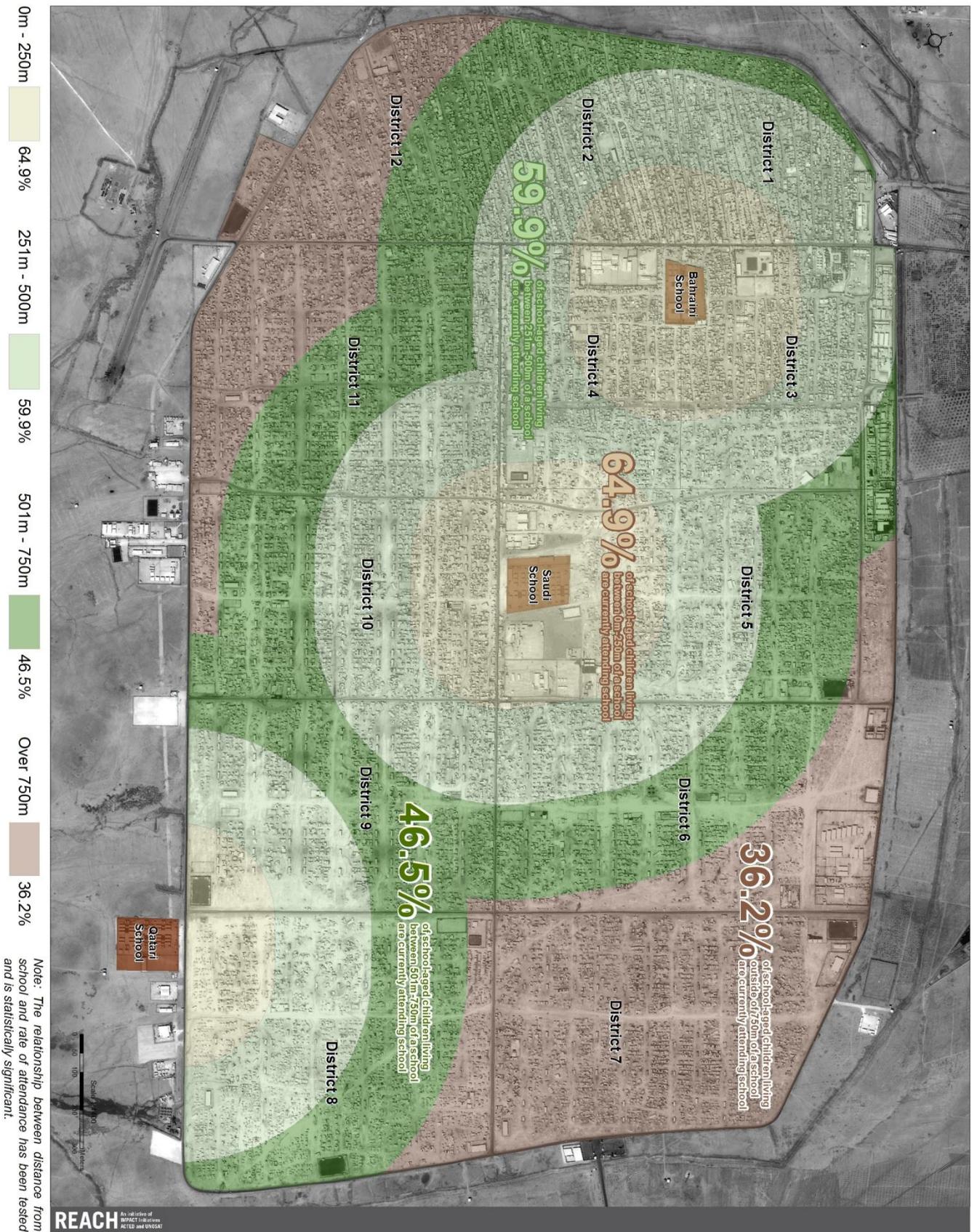
DISTANCE AS A BARRIER TO EDUCATION

Distance from school has consistently been cited as a barrier to education. It was identified by parents as the main reason for never attending school for 6-11 boys and girls; 12-17 year old girls identified this as the main reason for never attending school; parents of 6-11 girls with disabilities also cited this as the main reason for not attending. Distance was also one of the main reasons for dropping out for girls of all age-groups.

It has been noted that distance must be understood within the context of a broad range of factors, such as violence experienced on the way to and from school, as well as clear societal and cultural norms which lead to this being a greater barrier to attendance for girls of all categories. Nevertheless, **this assessment found that there is a statistically significant negative correlation between school attendance rates and distance to school.**

Map 2 shows that children within up to 250 metres of a school have an average attendance rate of 64.9%, in comparison to those located over 750 metres away where the average attendance rate falls to 36.2%. These findings highlight the urgency of establishing the three further schools due to open in the camp.

Map 2: School attendance rate by distance to school

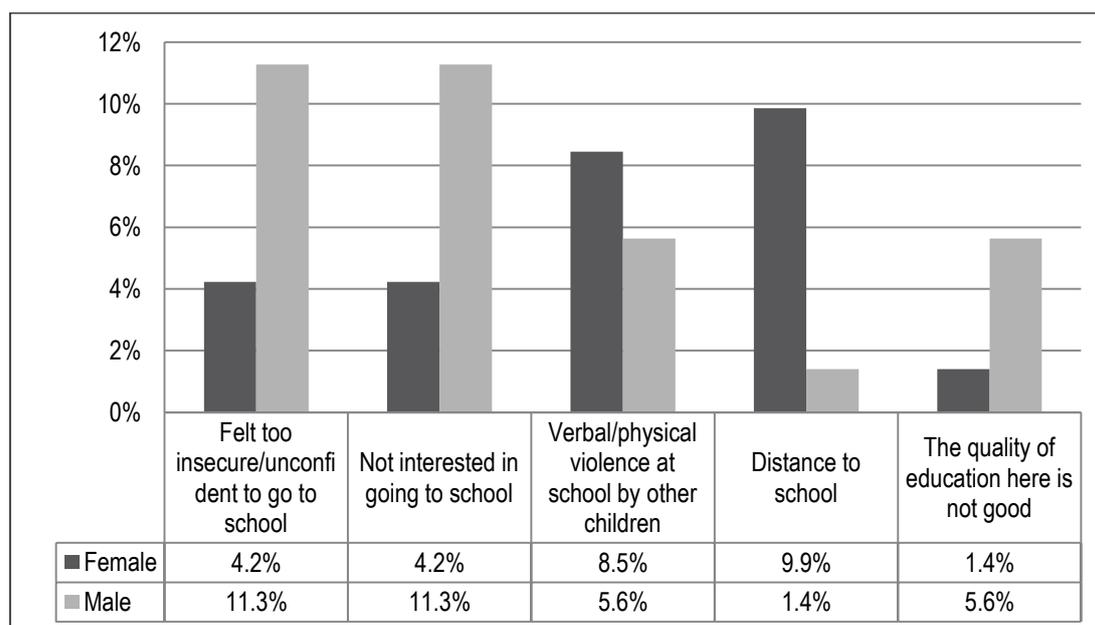


Reasons for Dropping Out

6-11 Age Group

The main reason for dropping out for 6-11 year olds differed for boys and girls. For boys, the two main reasons were a lack of interest in going to school (11.3%) and feeling insecure/unconfident to go to school (11.3%). In contrast, the main reason for dropping out for girls was distance to school, reported for 9.9%, followed by verbal/physical violence at school, reported by 8.5%. This demonstrates that barriers such as 'distance from school' must be understood within the cultural and social context of the camp where what is considered long distance for boys may not be the same as girls.

Figure 34: Main reason for dropping out 6-11



Distance to school was also identified as an important barrier to education during FGDs, but for others it was seen as something that could be easily overcome if they had enough motivation to attend: "We go to Saudi school because we love it...even if it's so far" (female student). FGDs also indicate that concern about safety on the way to school affected both boys and girls, but in some cases did appear to have a gendered element: "because we are girls, our parents don't feel safe for go and back to school alone" (12-17 girl attending IFE). It also seemed to particularly affect boys and girls without family members or friends who were willing and able to walk them to school: 'My parents didn't let me go to school, unless my sister (she's in the fifth grade) goes with me. If the road is safe, I can go alone' (12-17 girl attending IFE).

12-17 Age Group

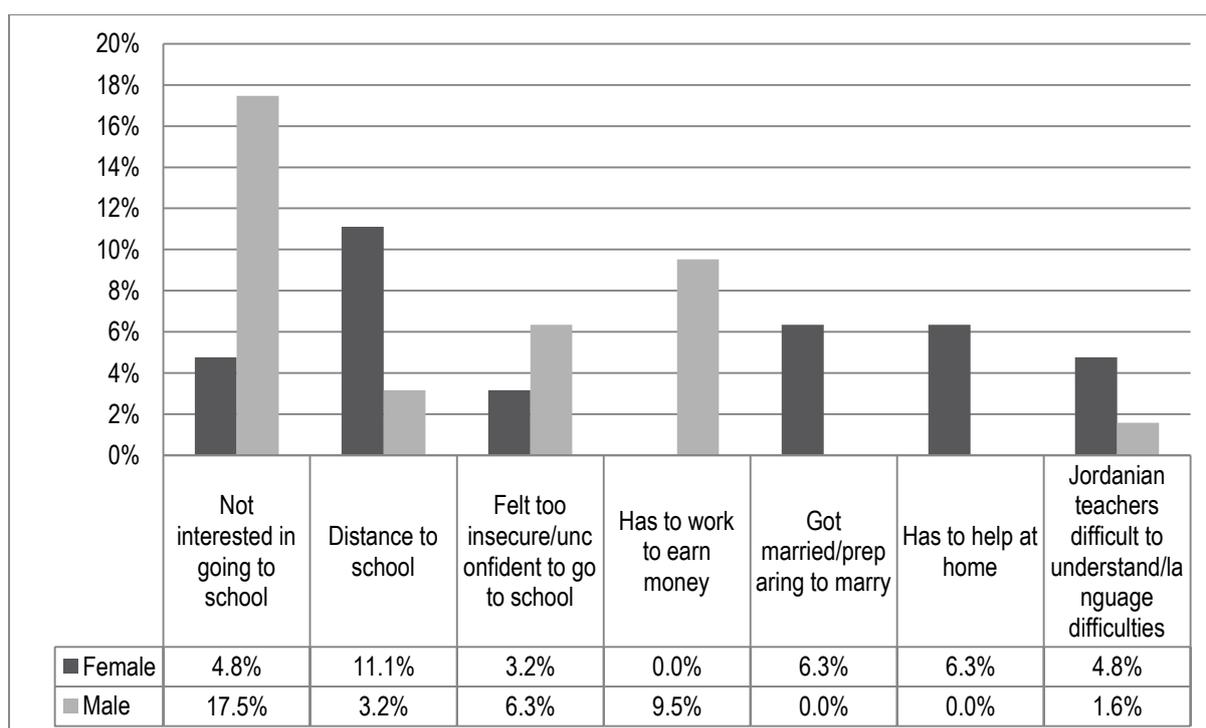
Once again, the reasons for dropping out for 12-17 years differed for boys and girls. Interestingly, there are clear parallels between the age groups. As with 6-11 year old girls, the main reason for dropping out for 12-17 girls was distance from school, reported by 11.1%. The need to help at home and preparation for marriage, were second equally reported reasons for dropping out for 12-17 girls, both factors identified by 6.3% of respondents.

Domestic work was discussed during FGDs as a barrier by the older girls who dropped out and the younger boys who'd never attended. Both groups specifically discussed having to bring water, which suggests improved water distribution in Za'atari camp may have a positive impact on school attendance. Parents also confirmed this as a reason for children not attending school, commenting that 'we need our children to help us at home'. However, this was not always a barrier, with some children able to balance domestic responsibilities with school

attendance and even IFE attendance as well. As one 12-17 year old girl explained, 'when we come back from school, we eat, then we help our mothers then we go to the [IFE] site'. Nevertheless, as this has been identified as a reason for dropping out it demonstrates that those currently attending who have domestic duties are at higher risk of leaving the school system.

For boys, once again, there was a direct parallel with the 6-11 age group, with the main reason for dropping out identified as a lack of interest in going to school. However, a larger proportion of older boys reported this as the main reason, identified by 17.5%. Once again, in reflection of the different responsibilities of older boys, the second main reason for dropping out, identified by 9.5% of 12-17 boys, was the need to work to earn money.

Figure 35: Main reason for dropping out 12-17



A lack of interest in attending school could also be linked with an underlying theme identified by FGDs of children not attending. It was noted that children and parents of children felt they do not benefit from school. This links with several barriers, including perceived poor teaching, lack of materials, and overcrowding. It was often mentioned by children who had dropped out, and parents of children not attending school ranked it as the top barrier for both boys and girls.

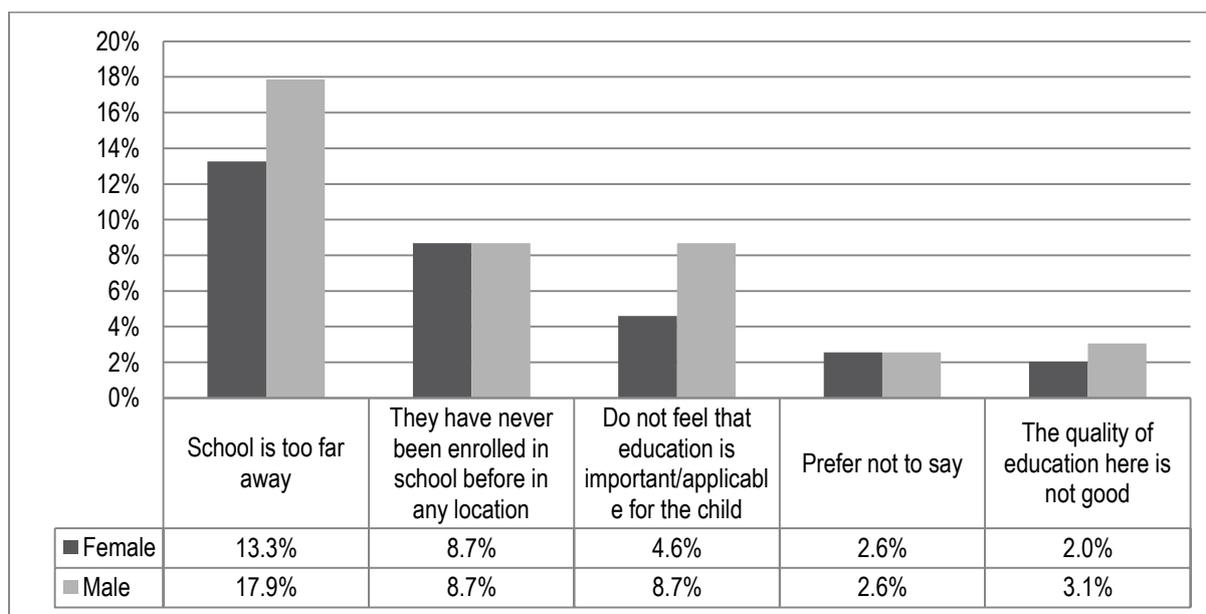
For the parents, it was not only to do with class size and the quality of teaching, but the feeling that “there is no care”, “there is no encouragement” and “there is no follow-up for children: this is the most important thing” (parents of children not attending school). Parents felt that in some cases, the teacher did not care if the student learnt anything or not.

MAIN REASON FOR NEVER ATTENDING

Age 6-11

The main reason for never attending for both boys and girls aged 6-11 is that the school is too far away, identified by 13.3% of girls, and by a much larger proportion of boys at 17.9%. A second important reason for both boys and girls is never having been enrolled in school before in any location.

Figure 36: Main reason for never attending school: 6-11 age group



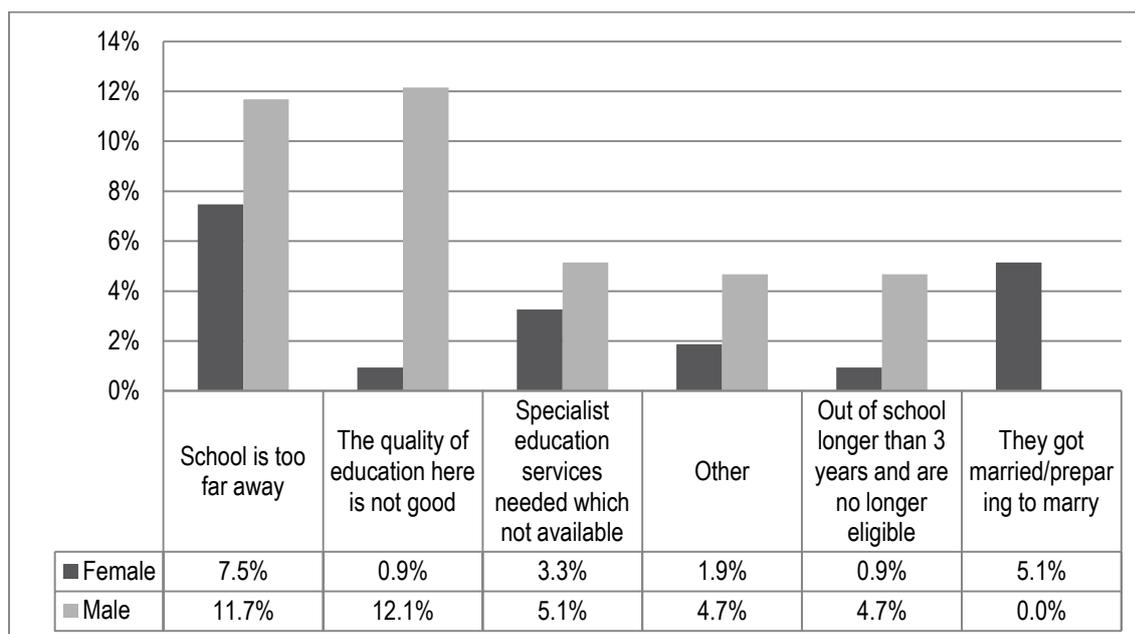
Formal education not being valued by family was discussed in both groups of 12-17 year old girls (those who had dropped out and those who had never attended), as well as in the group of younger boys who had never attended school. Interestingly, it was also raised by 12-17 year old boys who were attending school: 'Our parents reject education; they think that work is better than education'. It's difficult to tell whether these attitudes reflect a genuine valuing of work over education, or simply the reality of pressing financial needs. One 12-17 year old girl who had dropped out-of-school explained that 'our families want us to learn sewing and wool craft more than learning', which suggests the provision of informal education opportunities in Za'atari camp (particularly those which teach income-generating skills) could actually be disincentivising school attendance.

Families not valuing education was reported as a barrier by both boys and girls, but in some cases there seemed to be a strong gendered element, with the FGD with 12-17 year olds attending IFE commenting that some 'families reject sending their daughters to school'. A lack of value for education can influence other indicators such as an interest in going to school, how far children are willing to travel to school, and attitudes toward marriage. However, it is important to note that a perception that school is not important may be more directly related to the fact that *in light of the view that the quality of education is poor, school is not perceived as important*.

Age 12-17

As with the younger age group, the main reason for never attending for 12-17 year old girls was that the school is too far away. Once again, more boys than girls reported this, 11.7% in comparison to 7.5%. For 12.1% of boys the main reason was that the quality of education is not good, a factor which was not significant for girls.

Figure 37: Main reason for never attending school: 12-17 age group



This could also be linked to safety, which was discussed in three out of four groups of children who had dropped out, and three out of four groups of children who had never attended (in both cases, it was not mentioned by the younger boys). FGD participants generally felt unsafe because of violence from other children, but the younger girls also reported that they were afraid to walk to school because they believed there were kidnappers on the way.

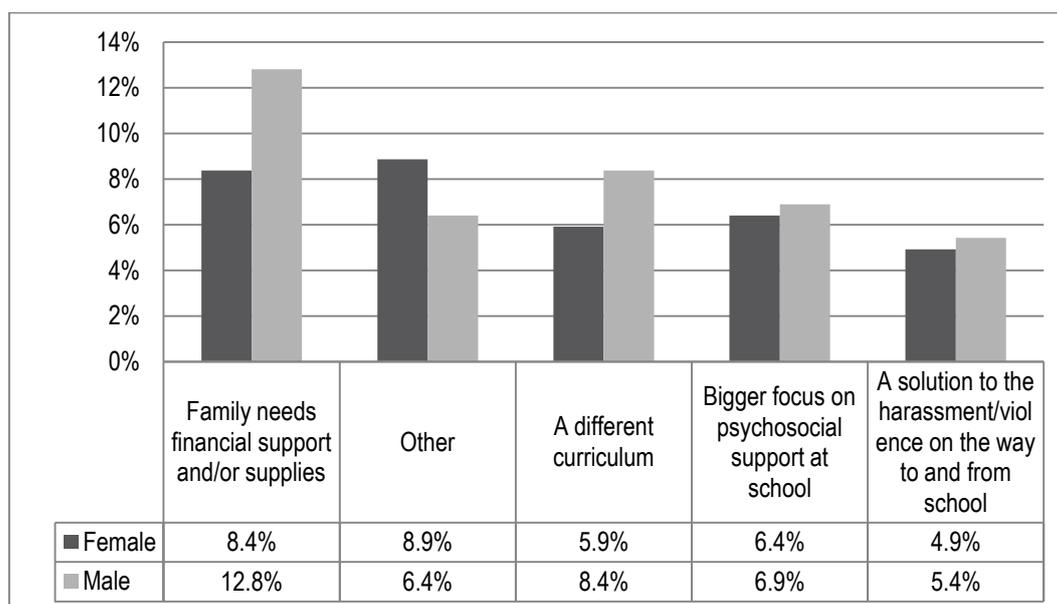
Worries about safety on the way to school were also expressed by parents. Among other issues, parents were concerned about children getting lost, and expressed the need for 'more signs, more visibility of which district you're in, names of roads, and ways of identifying kids with badges with their name, age, phone number etc' (male parent of child attending school).

MAIN CHANGE NEEDED TO ENABLE CHILDREN TO ATTEND EVERY DAY

Age 6-11:

The main change needed to enable attendance for boys and girls was that the family need financial support/supplies. This was identified by 12.8% of respondents for boys, and 8.4% for girls. As the need to work is a greater barrier for education for boys, this was also identified by 12-17 year old boys, though interestingly did not take precedence over a need to improve the quality of teaching. This was not raised in FGDs with parents, but teachers did suggest household payments to families without an income provider as a recommendation to stop children from dropping out of school to support their families.

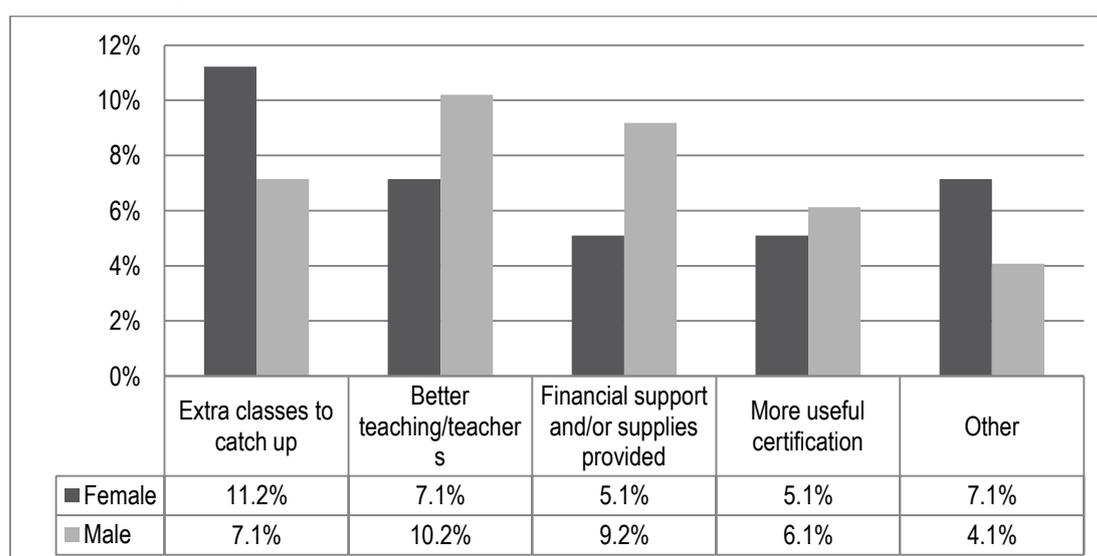
Figure 38: Main change needed to enable daily attendance of 6-11 year olds



Age 12-17

For 12-17 year old girls, the main change necessary to enable daily attendance was extra catch-up classes, reported by 11.2%. For boys, 10.2% reported that better teaching/teachers would enable them to attend daily, compared to 7.1% of girls who identified this as the second most important change necessary to enable daily attendance. The second most important reason for boys, reported by 9.2%, was financial support/or supplies provided.

Figure 39: Main change needed to enable daily attendance for 12-17 year olds, by sex



The issue of feeling confused and not being able to keep up due to missed school was raised occasionally during focus groups (and was probably under-reported due to potential feelings of embarrassment). One child reported that “the teacher said to me don’t come back here because i can’t read or write” (6-11 boy who has dropped out). If this is an indication of a more widespread issue, it might be useful to ensure teachers are familiar with referral

pathways for children who need catch-up classes or other support, to ensure these children are not excluded from educational opportunities.

SUMMARY OF BARRIERS IDENTIFIED DURING FOCUS GROUP DISCUSSIONS

Barriers to education were similar for OOSC and those currently attending. There is a significant overlap between factors identified by current attendees and the factors identified as reasons children have never attended or have chosen to drop-out.

Formal Education

Table 11 below summarises the barriers to school attendance identified and recommendations proposed during FGDs relating to formal education. This includes focus groups with teachers and counsellors, boys attending school in grades 1-6, girls attending school in grades 1-6, boys attending school in grades 7-12, girls attending school in grades 7-12, parents of children attending school and parents of children who have dropped out. The groups mentioning each issue are listed in the first column.

Table 11: Barriers to School Attendance identified during FGDs and participant recommendations

Barriers to School Attendance	Comments and Recommendations proposed during FGDs
Academic Barriers	
<p>Class Size</p> <p>Teachers and both secondary student groups</p>	<p>Students complained that classrooms were overcrowded and so noisy they often could not follow the lessons. This is exacerbated by a lack of discipline.</p> <p>Recommendation: Additional schools and additional staff, to improve student teacher ratios and ensure psychological specialists are available. This was a recommendation from both groups of teachers.</p>
<p>No breaks</p> <p>Mentioned by secondary students and the primary school boys, as well as one group of teachers.</p>	<p>Students felt it was extremely difficult to concentrate for so long without a break, that they did not have time to socialize, and that they could not go to the bathroom during class (which may create additional difficulties for menstruating girls). The teachers felt just as strongly about this issue as the students.</p> <p>Recommendation: This is a key issue which relates to the double-shift system operating in the camp. Although including more breaks is the likely suggested change, it would have to be considered within the constraints of the double-shift system.</p>
<p>Education Foundations</p> <p>Parents of children attending school</p>	<p>Concerned that the basics were not being adequately covered, reporting that many children don't know the alphabet and are being taught above their level.</p> <p>Recommendation: No direct recommendation was made within the groups. This could be addressed with a review of existing knowledge of students or an assessment prior to school entry.</p>
<p>Perceived poor quality of teaching</p> <p>Parents of children attending school</p>	<p>There was a perception among some parents and students that the style of teaching was geared towards rote learning rather than dialogue between the teacher and students. Some parents commented that 'teachers don't explain lessons well'.</p> <p>Recommendation: More monitoring of teachers, by principals and/or a committee. This was a recommendation from parents, and they felt it was extremely important</p>

<p>Resource Rooms Mentioned by parents and teachers</p>	<p>Parents wished that the schools had computers, libraries and educational resources like maps and sports equipment. Recommendation: No direct recommendation was made by the groups, but this would require greater funding toward effectively equipping schools with educational materials.</p>
<p>Certification Mentioned by secondary boys</p>	<p>Whether certification in Jordan would be recognised elsewhere. Secondary boys considered this a major problem. Recommendation: The male secondary students suggested that a committee be established, and be responsible for raising awareness among the community that the certification offered is recognised.</p>
<p>Lack of sport, music and art classes Both secondary school groups. This was reinforced by the female teachers</p>	<p>The primary groups did not specifically request more of these activities, but the younger girls identified music and craft activities as one of their favourite things about going to school in Za'atari camp. This was also identified as an issue by children who had dropped out: 'in the school we did not have any extra-curricular activities. If they start to give us some activities like sewing, drawing....there's a lot of girls who will come back to school' (female IFE participant). Recommendation: It has been noted by education partners that an effort has been made to ensure schools provide sports, music and other creative activities for students. However, it is recommended to assess to what extent this has been implemented by analysis of each school.</p>
<p>Curriculum Parents of children attending school, and mentioned without prompting by the secondary boys group, but not the girls</p>	<p>Issues with the Jordanian curriculum as different to/ easier than, the Syrian curriculum. Most of the boys felt the curriculum was easy compared to the Syrian curriculum, and while for some this was a problem ("too easy") for others this was one of the things they liked most about going to school in Za'atari camp. The male students recognised that some parts of the curriculum were beneficial, but felt that other parts were not, especially the national education course about Jordan, when they wanted to learn about Syria. When the facilitator asked the female secondary students about the curriculum, the group felt the curriculum was useful for them and that they had learned from it. Recommendation: Including aspects of the Syrian curriculum in Za'atari camp schools. Secondary girls and boys (as well as IFE attending older girls), expressed a strong interest in learning French, which they missed from the Syrian curriculum.</p>
Physical and Material Barriers	
<p>Stationery and Materials Mentioned by parents and teachers as a major issue, although not mentioned by children</p>	<p>Both teachers and parents reported problems with not having enough books and stationery, or it arriving late (sometimes just before exams, affecting student performance). Additionally, parents complained that if their children were not there on the day when books and stationery were given, they did not receive the materials at all. Recommendation: Increase availability of stationery and books. This was a recommendation from teachers and parents.</p>

<p>WASH</p> <p>Both male and female primary school students mentioned this, and it was the top issue for both groups.</p>	<p>Drinking water was the main priority: students considered the water provided to be dirty and felt they had to bring drinking water from home. Both groups also mentioned that bathrooms at school were dirty, with no taps, no water and no soap. The water and the conditions in the bathrooms were thought to cause sickness.</p> <p>Recommendation: Addressing this issue must be considered within the broader context of Za'atari camp where access to water and adequate WASH facilities is a camp-wide challenge.</p>
<p>Inadequacy of school building and grounds</p> <p>Mentioned by Teachers, parents and male primary students</p>	<p>Noted that the rocky ground is dangerous and that the buildings are too hot in summer and too cold in winter.</p> <p>Recommendation: No direct recommendation was made by the groups, however greater maintenance could address this.</p>
<p>Unclear Schedule</p> <p>Mentioned by parents</p>	<p>Parents reported that there was no clear regular schedule, and consequently students had to bring all their books every day, which is heavy to carry especially for those that had a long walk to school. This was a relatively minor problem, but also one that could be easy to fix.</p> <p>Recommendation: Establish a schedule and communicate it to students, so they don't have to carry all their books every day.</p>
<p>Personal and Security-related Barriers</p>	
<p>The teachers don't build relationships with the students</p> <p>Mentioned by parents of students attending school</p>	<p>Poor relationships (between teachers and students, as well as parents and teachers) can be seen as an underlying theme of many of the issues identified in this assessment. Issues relating to this (e.g. stories of violence from teachers, children feeling that the teachers did not care about them) came up across many groups.</p> <p>Recommendation: More oversight and monitoring of teachers, by principals and/or a committee. This was a recommendation from parents, and they felt it was extremely important.</p>
<p>Violence on the way to school</p> <p>Mentioned by all four student FGDs, though in two it only after prompting</p>	<ul style="list-style-type: none"> - The younger girls reported boys throwing stones at them on their way to school. They were also concerned about road safety. - The primary school boys also reported having stones thrown at them, with some mentioning that they try to come to school early to avoid the stone throwing. They also reported other boys stealing from them and beating them on the way to school. This group were particularly fearful of this violence, particularly after their experiences in Syria; "although we escaped from bombing... now some boys organise gangs and beat us" (primary school boy). - Various sources of tension were reported, including clashes between districts, clashes between school students, and tension 'because we are from different villages and the families hate each other' (secondary girl). <p>Recommendation: No recommendations were suggested by the group. The 'walking school bus' (see additional recommendations below) could partly address this. This should be a top priority in efforts to improve participation.</p>

<p>Violence at school</p> <p>Reported by all four groups of students, but only mentioned after prompting in three groups, perhaps due to reluctance to raise such a sensitive issue</p>	<p>The younger boys reported fighting among the students, while both male groups and the younger girls group reported teachers practicing corporal punishment, including violent incidents that they had personally experienced:</p> <ul style="list-style-type: none"> ○ “The teacher beat me on my head” (6-11 girl) ○ “A teacher hit a student after he made noise; another teacher put the student’s hand on the door and closed the door on his hand.” (12-17 boy) <p>Recommendation:</p> <ol style="list-style-type: none"> 1. Better discipline system: Teachers felt that they needed ‘more power to monitor students’, and there was a strong feeling among some of the students that “when students do something wrong, they should be punished” (female secondary student). However, there was some disagreement about what this could involve. Some male parents expressed the belief that corporal punishment would lead to more effective learning. Other parents disagreed, and many students and parents identified violence from teachers as something they disliked and a cause of children dropping out. 2. More oversight and monitoring of teachers, by principals and/or a committee.
<p>No complaints mechanism</p> <p>Parents of children who had dropped out</p>	<p>Felt they did not know who to speak to resolve complaints and issues (for example, regarding distribution of stationery and books).</p> <p>Recommendation: Improving communication between school and parents.</p>

Additional recommendations:

1. **Identified in Table 11, improving communication between school and parents was ranked as the top priority for improvement by parents of children attending school**, and teachers also strongly recommended it: “We need to communicate with families and hold meetings to encourage the interaction among students, teachers and the school” (female teacher). Parents felt this would encourage children to try harder in school, and both groups felt it was critical in addressing the issue of attendance. The main focus was on communication from school to parents, for example in communicating student absences.
2. **Opportunities to access tertiary education:** Secondary girls and boys were not sure what would happen when they finished secondary school, and expressed an extremely strong desire to attend college in Jordan. Secondary aged girls who had dropped out of school also specifically asked if Syrians who had completed secondary education would have the opportunities to pursue tertiary education. This suggests uncertainty around this may be affecting the motivation of students to go to secondary school.
3. No parents or students mentioned the **‘walking school bus’**: This was an initiative designed to address concerns about safety on the way to school, arising out of recommendations from the previous JENA. Most participants in the FGD with parents of children attending school had not heard of this initiative, with some saying that they had heard a lot about it but not seen anything.

While there had been suggestions that the walking school bus could (or should) be a volunteer-run activity, parents in the FGD felt strongly that it should be an employee who is responsible for running the program, as ‘parents don’t have time to walk a group of kids to school – we have to get water, and work’. This suggests that while parents seem to support the idea of the walking school bus, maintaining it as an NGO-run program (at least in the short term) and broadening awareness is likely to be important to its success.

Barriers to accessing school reported during FGDs by those who had dropped out and never attended

Many of these barriers are the same as barriers to education identified by those attending. These include:

- **Poor WASH Facilities:** This was a reason for dropping out for younger girls. The drinking water was perceived as dirty because it was connected with the same pipe as the toilet and because it was reportedly full of stones.
- **Certification not recognized in Syria** was discussed only in one group (older boys who had never attended) but in this group it was ranked as the most important reason they did not attend school.
- **Violence at school from other students:** This was mentioned by parents of out-of-school children, but it was not specifically mentioned by other groups. Violence from children was discussed as occurring mostly on the way to school rather than at school, and violence at school was discussed mostly as violence from teachers.
- **Overcrowding** was discussed in both female groups of children who had never attended, and the older male group of children who had dropped out. It was also discussed by parents of OOS children. FGD participants reported that overcrowding severely undermined the ability of teachers to teach.
- **Discipline:** There was a perceived lack of classroom discipline, which made it difficult for students to concentrate and also meant that children could reportedly leave class whenever they wanted. These discipline issues were highlighted by parents of children not attending school.
- **Physical conditions at the school:** The school being too hot, too cold or too dirty was discussed by both groups of younger girls (those who had never attended and those who had dropped out).
- **Curriculum differences:** This was not identified as a barrier by any group of children who had never attended, but it was discussed by both groups of girls who dropped out of school. One girl who dropped out commented that 'the difference of curriculum is not a problem, but the problem is that the teachers don't take into account that difference'. This suggests that training of teachers could be useful, to allow them to understand where the curriculum is different and where Syrian students may need additional support.
- **Not having materials** (books, pencils and notebooks) was mentioned by parents of out-of-school children and the younger girls who had dropped out. Although bags and other materials are generally provided by schools, some children reported that they were not given bags or stationery (this may be because they were absent on the day of distribution). Some children reported that teachers asked students to purchase their own pencils and notebooks.
- **Violence from teachers** was discussed in the two younger groups of children who had dropped out, and the two male groups of children who had never attended. It was raised both as a reason they personally did not want to go to school, and as a reason their families did not allow them to go to school. Children reported various forms of corporal punishment, including teachers hitting them with an electrical cable and forcing them to stand on one foot for long periods. Verbal abuse (such as insults from teachers) and threats were also mentioned, with one 6-11 year old boy reporting "the teacher told me if I see you again, I will break your leg". One young girl explained "I wanted to complete my education in Bahraini school, but when I asked the teacher to explain the lesson again, she said 'you are donkeys and don't understand anything'...because of that, I left school'.

Physical and verbal violence was also reported among children currently attending school, and many younger children said that they were afraid of their teachers. Often, physical and verbal violence occurred as punishment for children missing days of school. Reports from children who dropped-out

underline the importance of ensuring disciplinary action in relation to missed school does not create fear that discourages returning to school.

- **Teachers and teaching perceived as poor:** This was discussed in 3 out of 4 groups of children who had dropped out, and in the two older groups of children who had never attended. It was also discussed by parents of children not attending school. Teachers were widely perceived as 'unqualified', which may be due to Za'atari camp schools being largely staffed by relief teachers. In addition, there were many reports of teachers playing games on their phones, eating, drinking, smoking and putting on makeup during class. This gave a poor impression of teachers, and in some cases had a severe impact on teaching and learning: "We go to school and don't learn anything because the teacher always plays on his phone and he doesn't teach us" (12-17 boy, dropped-out). Teachers playing games on their phones instead of teaching is likely to be an effect of the extremely difficult teaching and learning environment as well as a cause of it, but it is also damaging in itself. A lack of professionalism from teachers was a major contributor to the belief that the quality of schooling in Za'atari camp was poor, which was in turn an important reason children were not attending school.
- **No breaks in the school day** was not identified as a barrier by children who had never attended, but was discussed as a reason for dropping out by three out of four groups of children who had dropped out. In these groups, it tended to be ranked as a very important issue (sometimes even above violence).

FGD participants felt that without breaks, it was extremely difficult to concentrate for the full shift and there was very limited opportunity to socialize. Some groups also reported that they weren't allowed to drink water or go to the bathroom during class (which may create additional difficulties for menstruating girls).

This issue was raised in the previous JENA, but is difficult to address due to the time pressures created by double shifting. However, as it is still contributing to dropping-out, it may be worth considering ways to balance the need for breaks with the need to maximize limited teaching time. Even without additional breaks, the impact of this issue could be mitigated by creating opportunities for students to socialize before or after the shift, and ensuring students are allowed to go to the bathroom during class. The latter may involve working with teachers to find solutions to a reluctance to allow children to go to the bathroom due to violence near the bathrooms, and children not returning to class once they've been excused.

Additional Barriers identified specifically by those who are currently not attending:

- **Fear of diseases** was discussed by parents of out-of-school children, the two younger groups of children who had dropped out, and in the two female groups of children who had never attended. Generally children were worried about catching lice and scabies, though one group also expressed concern about more serious health issues, such as tuberculosis.
- **Registration period over:** This was identified as a barrier by both groups of younger children who had never attended school, as well as by out-of-school girls attending IFE.

BARRIERS- CHILDREN WITH DISABILITIES

The main reason for 6-11 CWDs not attending school is that they have never been enrolled in school in Jordan – this was reported in equal proportions by boys and girls, 12%. The second main reason for the younger age group differed for boys and girls, with school physical accessibility a main reason for boys, identified by 12%, and the school being too far away identified by 8% of girls.

Notably, for both 6-11 and 12-17 groups, the physical accessibility of the school was identified as a more significant barrier for boys than girls with only 4% of 6-11 girls and 5.6% of girls 12-17 identifying this as a main reason for not attending, in contrast to 12% of 6-11 boys and 11.1% of 12-17 boys.

For girls 12-17 CWDs, the main reason for not attending school is the need to help in the home, whereas boys 12-17 highlight the need for specialist education services in addition to the physical accessibility of the school.

Figure 40: Main reasons 6-11 CWDs not attending school

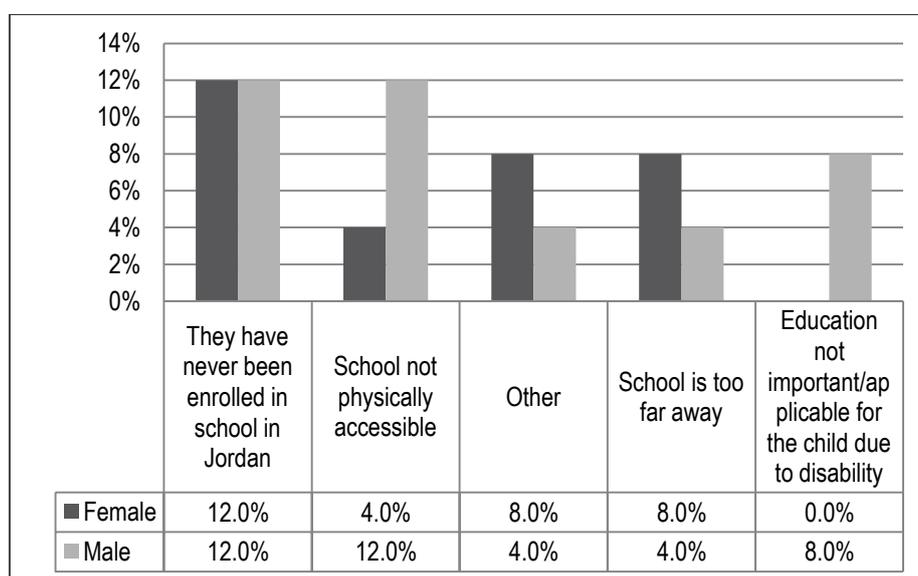
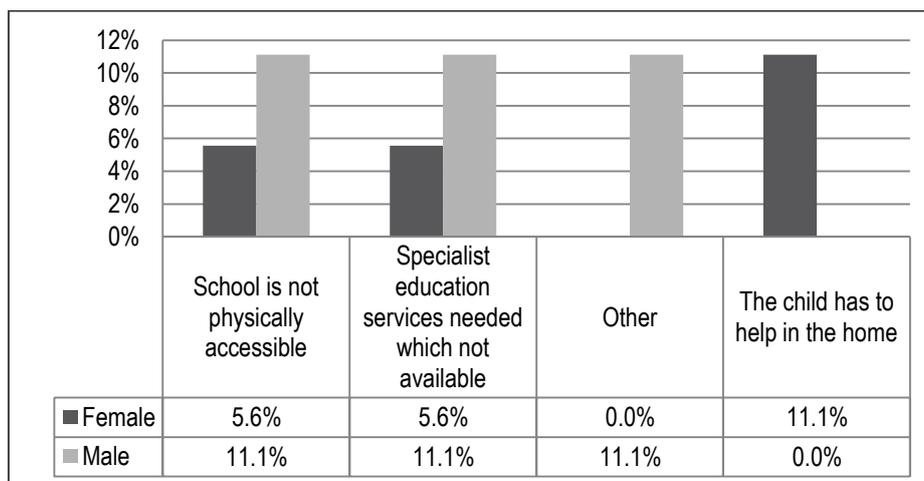


Figure 41: Main reasons 12-17 CWDs not attending school



COMMUNITY AND PARENTAL PARTICIPATION

As identified earlier in perceptions toward education, 89.3% of parents of 6-11 year olds stated that school is either important or very important. Yet challenges remain in engaging parents who report that they feel disconnected from their children's experience of education at school. This assessment identified more effective communication as the first step in improving community and parental involvement, as outlined below.

FORMAL EDUCATION

Parents of children attending school reported very low levels of communication and involvement with schools:

- 77% said they did not receive regular information from the school
- 60% reported that neither they nor other adults in their family had ever spoken to their child/ren's teacher
- 93% reported that neither they nor other adults in their family were involved in any way in what happens at their child/ren's school

Improving communication between school and parents was ranked as the top priority for improvement by parents of children attending school, and teachers also strongly recommended it.

Recommendations from teachers and parents included:

- Holding regular meetings with parents (individual parent teacher meetings as well as large meetings for all parents)
- Informing parents about their child's attendance
- Forming a committee of Syrian teachers and community members (two persons from every street) whose responsibility is to follow up on student absences
- Writing notes to parents in children's notebooks
- Creating a more welcoming environment for parents and days where parents are officially invited to visit the school.

INFORMAL EDUCATION

In contrast to schools, IFE facilitators reported strong parental and community involvement in their centres. Syrian IFE facilitators were extremely active in encouraging parental and community involvement through the following mechanisms:

- Holding meetings for families (for one IFE program, meetings were held every 15 days)
- Families frequently visiting IFE centres to ask about their children
- Following up with parents when children missed sessions
- Having a complaint box
- Liaising with religious and community leaders to identify new students: "we told the mosque's imam to persuade families to send their children just for a week to try and see how their children will benefit" (Female IFE facilitator).
- Arranging special events to honour good students and inviting families to participate in these activities.

The context of IFE may make it easier to foster these links in some cases, and the large student numbers in schools are certainly limiting. However, some of the strategies IFE centres have adopted may be usefully applied in schools.

PARENTS AND TEACHERS ASSOCIATIONS

The establishment of PTAs in every school was a key recommendation from the 2013 JENA. However, this assessment indicates that most schools either don't have PTAs at all or have PTAs that exist only unofficially. The PTA members in the PTA focus group discussion reported that 'the PTAs are not official; they are just a group of people who are near to the school and do the responsibilities of PTA'. Participants explained that they were the parents the school called in to assist with any problems that came up (as they lived near to the school), and the group was formed on this ad hoc basis. No elections or other formal processes were mentioned, and the group did not meet regularly.

When asked about the main achievements of the PTAs, PTA members spoke about informally addressing individual incidents (such as talking with a student who broke a window), rather than systematic responses to larger issues. The PTAs did not give feedback to the school or to NGOs involved in education, but they did informally give feedback to other parents and students, one-on-one.

When asked about the challenges PTAs face, PTA members highlighted the fact that they are not officially appointed, reducing their legitimacy. They also identified the lack of financial resources to carry out activities, with some parents also indicating that given their financial situation they may not be willing or able to work without pay. In order to address these issues, focus group participants recommended officially appointing PTA members and providing financial support to PTAs. However, they also expressed concern that if this were to be implemented, the PTA positions would all be taken by Almahajjah people (families from Al Mahajah village in Syria, who were perceived to have most of the NGO-funded positions in the camp) and underlined the importance of ensuring any official positions would be allocated fairly.

CONCLUSION

The educational landscape in Za'atari camp has progressed and evolved since the previous JENA assessment conducted in 2013. With regards to formal education, there is a general perception by parents and teachers that the situation has improved, with greater attendance, more materials and more structure. In addition, school attendance rates have more than doubled since the previous year from 22% of all school-aged children in Za'atari camp to 51.6%. This reflects the success of recent interventions and the continuing efforts of education actors to improve access to education in Za'atari camp. However, it also serves as a reminder of the continuing needs, with 48.4% of all school-aged children still out-of-school. Older boys, aged 12-17 are particularly vulnerable, with the lowest attendance rates (33.2%), the highest proportion not attending any form of education (50.2%) and the most likely to have dropped-out or never attended school in Za'atari camp (14.6% of the group).

Informal education plays an important role for the learning and personal development of children in Za'atari camp. A large proportion of children attend informal education as well as school, with focus group discussions showing highly positive accounts by young people who describe these education services as supportive and engaging. However, although the reach and success of informal education is an encouraging finding, the overlap between school and informal education has some potentially detrimental implications.

Many children are missing school or leaving school early to participate in informal education activities which are taking place during school hours. This can be avoided through better coordination between schools and informal education services, to ensure that the timing of activities, and the eligibility of attending, are organised such that children are not incentivised to miss school to participate in informal education activities. As 38.6% of children are not attending any form of education services, a more complex issue is how to prioritise these vulnerable children for informal education while not limiting access for children attending school.

Upon the recommendation of the Needs Assessment Task Force, this assessment also addressed the role of mosques as informal education providers. Although unexplored in the previous JENA, the findings suggest that this is the most common source of informal education for children in Za'atari camp, demonstrating the need for greater collaboration and coordination between mosques and all other education providers.

It is not possible to make direct comparisons between the two JENA reports as the 2014 assessment included the additional 12-17 survey, measuring eligibility of students, as well as new focus on children with disabilities. Nevertheless, we can observe that a number of recommendations from the previous report have been effectively implemented. For example, although still identified as a barrier to education by some respondents, parents and teachers reported that children now had more books and learning materials. In addition, the new schools being built will address the frequently cited barrier of large class sizes and over-crowding. It is difficult to discern the extent to which these achievements are a result of the previous report and its use in informing action or advocating for change. However, objectively, the context has improved with reference to these indicators.

However, significant challenges remain with many of the barriers to education reported in 2013 being identical to those reported in this current assessment. Violence on the way and on the way back from school, a lack of school breaks, and incidents of violence by teachers against students within schools, remain of serious concern to children and their parents. In addition, many of the initiatives that were proposed and had been implemented appear to no longer be functioning or not be effectively contributing to the issues they sought to address.

One such example is the 'Walking school bus', which was designed to protect children from violence to and from school, and does not appear to be operating. Other examples include efforts to increase recreational and

creative activities within school. A lack of such activities was identified as a barrier to attending formal education. Implementing Syrian Education Committees were also suggested by respondents but this was proposed in 2013 and therefore, if operating, the community are not aware of their existence. Another final example is the parent and teacher associations. Although many education partners believe that these are set-up and running within schools, REACH assessment suggests that this is not the case for all schools and is potentially only true of one school. Other 'PTAs' were in fact informal groups of parents who lived close to the school. They stated that not being officially recognised hindered their ability to actively engage with schools and other parents.

Given the complexity and changing circumstances of Za'atari camp, it is understandable that similar challenges remain to the previous report and that sufficient time is necessary to implement recommendations. For example, although PTAs do not appear to be functioning well, the existence of parents who are now aware of their purpose and in some way engaged with schools, means that progress has been made in establishing functioning PTAs in the longer-term.

Interestingly, many of the key challenges that do remain are linked to relationships between children and other children, teachers and parents, and children and teachers. For example, parents reported having a breakdown of communication with teachers, explaining that they had no way of knowing whether their children were attending school, and felt there was no mechanism for feedback and complaints. Children felt unsafe on the way to and from school due to potential violence from other children and they similarly felt vulnerable to violence or verbal abuse while in school - by both children and teachers. This theme could be explored further by education stakeholders who aim to create a positive learning environment where children feel safe, parents feel engaged and teachers are passionate about their work and the communities they serve.

RECOMMENDATIONS

Based on the report and analysis, REACH developed the following list of recommended priority interventions. These are also largely informed by respondents of the household and 12-17 survey:

- As 12-17 year-old boys, have the lowest attendance rates (33.2%), the highest proportion not attending any form of education (50.2%) and the most likely to have dropped-out or never attended school in Za'atari (14.6% of the group), they require special, targeted focus. Particularly as they are most likely to perceive the quality of education as poor and to perceive education as unimportant.
- As the reasons for never attending school and dropping-out differ by age and gender, a targeted approach, addressing the unique challenges of each group, should be established to improve school attendance and reintegrate children. For example, the perception that school is not important for some parents of 6-11 year olds could be addressed through community engagement. However, further research is required to understand why parents perceive this to be the case. This may be linked with the quality of teaching, the fact that school is not important enough to justify subjecting their child to violence on the way to school and at school, or that school is not important given the families need for the children to work. Therefore, tackling the perception of parents becomes secondary to tackling more fundamental concerns such as safety on the way to/and from school, or a lack of livelihood opportunities for families. These issues require further exploration and verification.
- As 72-92% of all out-of-school children (OOSC) aged 6-17 were eligible for school, targeted initiatives to integrate these students into the formal education system are paramount, in addition to alternatives for the 8-28% of out-of-school children who are ineligible.

- Violence on the way to school is a significant concern for all age groups and similarly for parents. This creates a clear barrier to attendance and encourages students to drop out. The 'walking school bus' does not currently appear to be functioning and the reasons for this should be explored before either reinstating this or developing an alternative way to protect children from potential violence. Different areas of the camp could have appointed and formally employed individuals to walk with children to school after meeting at an established point. This would also address the fact that some parents expressed that they do not have time to take their children to school but may be willing to take them to a closer meeting point where a trusted individual will accompany them.
- Children missing school creates challenges to effective teaching and undermines educational attainment. In addition, it has been noted that some children leave school to attend IFE activities which are held during school hours. To address this, better communication between teachers and parents would enable parents to have greater awareness of whether their children actually attend and if they leave during the school day. This could be achieved through teachers recording days missed by each student, and sharing this with their parents; holding regular meetings with parents; and forming a committee of Syrian teachers and community members (two persons from every street) whose responsibility is to follow up on student absences. In addition, greater coordination is needed with IFE centres to ensure activities are held outside of school hours.
- As 42% of all drop-outs occurred during January and February, largely due to cold weather, greater efforts must be made to ensure that schools are equipped with means to ensure children stay warm. It is likely that children and parents who must travel longer distances to school also consider the weather when travelling to and from school as a barrier to attendance and a potential contribution to dropping-out.
- Better coordination is needed to understand which students have no access to services. A first step may involve improving the way beneficiary details are recorded across the different service providers to make it easier to identify which children are attending multiple services. Stronger links and referral processes between services – particularly between IFE providers and schools - may also help to ensure that where places are limited, those not already accessing other forms of education can be prioritised. Strengthening these links may also assist with reintegrating children into the formal education system, where appropriate. The issue of children accessing multiple services in this context raises complex practical and ethical issues, and developing appropriate solutions that 'do no harm', and are fair to all, will be challenging. However, with 38.6% of school-aged children not accessing any form of education, the urgency of the task is clear.
- Given the number of children they serve and their strong links with the community, it may be useful for the ESWG to engage with Mosques who are also IFE providers, and identify mutually beneficial areas of cooperation.
- Many of the successes of IFE service are not easily transferable to schools due to larger student numbers, yet the wide gap between the quality of IFE and formal education creates the potential to discourage students from attending school. Addressing fundamental issues, such as at violence at school, would go some way in tackling this. For example, students who have dropped-out described better bonds with teachers in IFEs as a reason why they perceive it as a better alternative to formal school. It is recommended that best practices from IFEs are applied within formal school settings where appropriate e.g. the stronger links and communication with parents.

- To address the barriers to education which exist for CWDs, mechanisms must be established to ensure that teachers are informed when children have a specific disability. Greater support is necessary to equip teachers with assistance and knowledge of how to teach children with different disabilities. Specialist education services should be provided where appropriate. This will enable a consistent approach which ensures that all children with disabilities, whatever the disability type, have equal support and access to education. Schools should be assessed to improve their physical accessibility, and teachers should be trained to address the social barriers faced by CWD, such as bullying at school.
- It is important to provide support to the 32% of parents of CWDs aged 0-11 who expressed a desire for training in how to communicate with children with disabilities, how to home-school and how to deal with aggression.
- Many children mentioned teachers smoking in the classroom, with one focus group participant with chronic asthma identifying this as a barrier to school attendance. The Ministry of Education prohibits teachers from smoking in schools but greater awareness and stricter enforcement of this policy in Za'atari camp schools may be necessary. School inspection and monitoring is necessary to avoid unprofessionalism which also contributes to disincentivising children from attending school.
- As work was a barrier to education, particularly for older boys, it is important to identify affected families and children to provide alternative sources of income generating opportunities or potential cash assistance.
- There should be clearer communication with regard to opportunities to access tertiary education. Secondary girls and boys were not sure what would happen when they finished secondary school, and expressed an extremely strong desire to attend college in Jordan. Secondary aged girls who had dropped out of school also specifically asked if Syrians who had completed secondary education would have the opportunities to pursue tertiary education. This suggests uncertainty around this may be affecting the motivation of students to go to secondary school which could be addressed through more effective communication and information dissemination.
- Class size was mentioned as barrier with reports of over-crowding and difficulty in controlling classes. Additional schools should address this issue but must be reviewed and measured when children begin to attend the new schools.
- As with JENA 2013, many school children and teachers still identify a lack of breaks at school as a barrier to education. As this is tied to the double-shift system, teachers and education partners should identify ways to work within the current constraints of the school hours. Even without additional breaks, the impact of this issue could be mitigated by creating opportunities for students to socialize before or after the shift, and ensuring students are allowed to go to the bathroom during class. The latter may involve working with teachers to find solutions to a reluctance to allow children to go to the bathroom due to violence near the bathrooms, and children not returning to class once they've been excused.
- It is recommended that the curriculum is reviewed to address whether it is sufficiently challenging and incorporates aspects of the Syrian curriculum which would be of long-term use to a community which has a strong desire, and belief, in one day returning to Syria. During this review, educational foundations can also be assessed to address the concerns of parents that the basics of education are not being covered for some children who are in need.

- More oversight, training, support and monitoring of teachers will address a number of key barriers to education. Firstly, it must be acknowledged that teachers work in a challenging context. However, the assessment identified concerning incidents of unprofessionalism and even physical violence by teachers which were stated as barriers to school attendance as well as reasons for dropping out. Focus group discussions with parents led to debates over whether teachers should be allowed to use corporal punishment for disciplinary purposes. This suggests children are vulnerable to violence and a clear line of communication must be developed to ensure parents and teachers do not accept violence as a legitimate tool for disciplining children in school. In addition, teachers need greater support to address a lack of discipline, exacerbated by large class sizes. To address the perception of poor teaching quality, teachers should be provided with further training and a mechanism should exist to ensure that teachers can access learning materials and lesson plans to improve the delivery of lessons. Existing complaints mechanisms should be reviewed to ensure both children and parents have avenues to report incidents, or access feedback, where necessary.
- It has been noted by education partners that an effort has been made to ensure schools provide sports, music and other creative activities. However, as older children and teachers identified a lack of these activities as a barrier to attendance, there is a need to assess the extent to which this is being implemented in each school. This is linked with a preference for IFE which may discourage children from attending formal school.
- The physical conditions of school premises as well as access to WASH facilities were also identified as potential barriers. As WASH is a camp-wide concern and extends beyond the school context, greater collaboration with WASH partners, education partners and protection committees could ensure that maintenance of and accessibility to WASH facilities for children attending school becomes a high priority.

The implementation of these recommendations requires planning and coordination initiated by the Education Sector Working Group. However, greater collaboration with other working groups, such as Protection and WASH, is essential for an improvement to all aspects of the education landscape for children in Za'atari camp.

This assessment sought to identify the priorities for the ESWG and, as such, these centre around improvements to relationships between parents, children, teachers and schools; more effective coordination between different types of education providers; and addressing the specific barriers to education faced by boys, girls and across all age-groups to ensure equal access for all.

ANNEXES

ANNEXE 1: LIST OF JENA TEAM MEMBERS

Coordination
Fadi Shinnawi (REACH)
Giselle Hall (REACH)
Majid Al-Shdaifat (REACH)
Maria Paradies (UNICEF)
Nadia Kevlin (REACH)
Zulfiye Kazim (REACH)
Technical input from education specialists (NATF)
Maisa Asmar (Mercy Corps)
Tasneem Ayesha (Mercy Corps)
Camilla Lodi (Norwegian Refugee Council)
Reem Shammout (Norwegian Refugee Council)
Mike Niconchuk (Questscope)
Amira Hanafieh (Save the Children Jordan)
Wisam Al-Masri (Save the Children International)
Aoife Dineen (UNICEF)
Debora Di Dio (UNICEF)
Maria Paradies (UNICEF)
Ministry of Education
Dr. Zainab Al Shawabkeh – Director of Counseling Directorate
Recruitment of focus group participants
Loreen Badra (Norwegian Refugee Council)
Muhanad Obied (Norwegian Refugee Council)
Reem Shammout (Norwegian Refugee Council)
Mike Niconchuk (Questscope)
Fadi Shinnawi (REACH)
Majid Al-Shdaifat (REACH)
Noor Al-Zaben (Save the Children Jordan)

Doa'a Al Hiary (Save the Children International)
Shorouq Fakhouri (UNICEF)
Qualitative data collection (FGD facilitators and note-takers)
Baha'a Abu Swelim (Mercy Corps)
Eman Albaik (Mercy Corps)
Hiba Kilani (Mercy Corps)
Loreen Badra (Norwegian Refugee Council)
Muhanad Obied (Norwegian Refugee Council)
Mahmoud Alahmad (Questscope)
Zaher Al Dere (Questscope)
Abdelsalam Al-Khaldi (REACH)
Abdul Kareem Abushendi (REACH)
Amal Shra'ah (REACH)
Amani Khaldi (REACH)
Awatef Msa'eed (REACH)
Banan Al-Mousa (REACH)
Eman Jraideh (REACH)
Mohammad Al-Khaateeb (REACH)
Hamza Olaimat (REACH)
Noaf Khaldi (REACH)
Rashed Al-Hosban (REACH)
Doa'a Al Hiary (Save the Children International)
Osama Kanan (Save the Children International)
Asmaa Rababah (Save the Children Jordan)
Hisham Saeed (Save the Children Jordan)
Mai Mansour (Save the Children Jordan)
Quantitative data collection
Abdalkader Alsoud (REACH)
Abdalkrem Abo Shendi (REACH)
Abdelsalam Al-Khaldi (REACH)
Adel Alhamad (REACH)

Amani Balkhi (REACH)
Basel Ahmad (REACH)
Banan Al-Mousa (REACH)
Ekhlas Salo'a (REACH)
Hala Masaed (REACH)
Heba Sharifa (REACH)
Hedaya Dairi (REACH)
Khaled Dara'an (REACH)
Maali Nhood (REACH)
Mariam Fa'uri (REACH)
Mohammad Bdewi (REACH)
Mohammad Khazaaleh (REACH)
Nedal Al-Fawareh (REACH)
Rashed Al-Husban (REACH)
Sajeda Alnaimat (REACH)
Wesaam Refa'l (REACH)
Yasmeen Horani (REACH)
Yousef A'eed (REACH)
Translation
Hana'a Al-Khaldi (REACH)
Data analysis and reporting
Giselle Hall (REACH)
Hillary Johnson (REACH)
Zulfiye Kazim (REACH)

HOUSEHOLD QUESTIONNAIRE

Household Profile

1. Record GPS coordinates of household
2. District (**Cascading**)
3. How many people are there in your family?
4. How many families live in this household?
5. How many people live in this household?
6. Is this a female headed household?
 Yes
 No
 Prefer not to say
7. What is the highest level of education the head of household has achieved?
 None
 Primary school
 Secondary school below grade nine
 Gradeten certificate
 Baccalaureat
 University degree
 Prefer not to say
8. How many people under the age of 18 are there in your family?
9. Could you tell me the age and gender of each member of your family under the age of 18?
ODK constraint: entries to match number entered in Q8
 Male 0-2y 3-5y 6-11y 12-17y
 Female 0-2y 3-5y 6-11y 12-17y
10. a) Do any of your children under the age of 12 have difficulty in seeing even when wearing glasses
 Yes No Prefer not to say
 b) If yes, the child/ren of which age and sex?
 Male 0-2y 3-5y 6-11y
11. a) Do any of your children under the age of 12 have difficulty in hearing even when wearing a hearing aid?
 Yes No Prefer not to say
 b) If yes, the child/ren of which age and gender?
 Male 0-2y 3-5y 6-11y
 Female 0-2y 3-5y 6-11y
 c) Ask for each child mentioned in (b): is this
 Some difficulty in seeing even when wearing glasses
 A lot of difficulty in seeing even when wearing glasses
 Cannot do this at all
12. a) Do any of your children under the age of 12 have difficulty with self-care such as washing all over or dressing?
 Yes No Prefer not to say
 b) If yes, the child/ren of which age and gender?
 Male 0-2y 3-5y 6-11y
 Female 0-2y 3-5y 6-11y
 c) Ask for each child mentioned in (b): is this
 Some difficulty
 A lot of difficulty
 Cannot do this at all

13. a) Do any of your children under the age of 12 have **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)
Yes No Prefer not to say
- b) If yes, the child/ren of which age and gender?
 Male 0-2y 3-5y 6-11y
 Female 0-2y 3-5y 6-11y
- c) Ask for each child mentioned in (b): is this
 Some difficulty
 A lot of difficulty
 Cannot do this at all
14. a) Because of a physical, mental or emotional health condition, do any of your children under the age of 12 have difficulty communicating, for example understanding others or others understanding them?
Yes No Prefer not to say
- b) If yes, the child/ren of which age and gender?
 Male 0-2y 3-5y 6-11y
 Female 0-2y 3-5y 6-11y
- c) Ask for each child mentioned in (b): is this
 Some difficulty
 A lot of difficulty
 Cannot do this at all
15. a) Do any of your children under the age of 12 have difficulty remembering or concentrating?
Yes No Prefer not to say
- b) If yes, the child/ren of which age and gender?
 Male 0-2y 3-5y 6-11y
 Female 0-2y 3-5y 6-11y
- c) Ask for each child mentioned in (b): is this
 Some difficulty
 A lot of difficulty
 Cannot do this at all
16. a) Do any of your children under the age of 12 have a **chronic illness** – chronically ill means a disease of long duration which is not passed from person to person. Examples include – stroke, heart attack, cancer, asthma, diabetes.
Yes No Prefer not to say
- b) If yes, the child/ren of which age and gender?
 Male 0-2y 3-5y 6-11y
 Female 0-2y 3-5y 6-11y
17. a) Do any of your children under the age of 12 have a **temporary injury** – this means damage to the physical body of the person. (Interviewer note: It is not a mental condition. It could have resulted from violence inflicted on the person, an accident or attempted suicide)
Yes No Prefer not to say
- b) If yes, the child/ren of which age and gender?
 Male 0-2y 3-5y 6-11y
 Female 0-2y 3-5y 6-11y
18. a) *Asked if yes at 10a, 11a, 12a, 13a, 14a OR 15a:* Would you like to receive professional training on how to care for this child/ren?
 Yes No
- b) If yes, what training would you like to receive? (*select one*)
 How to provide home schooling for pre-primary education
 How to provide home schooling for primary education
 How to provide home schooling for secondary education
 Basic washing and feeding care

- How to communicate with people with disabilities
- How to deal with aggression
- Other

Preschool

To be asked for every member of the household between 3 and 5 (identified at Q9) [Looped]

- 19 Did this child ever go to preschool in Syria?
 Yes No Prefer not to say
- 20 Does this child currently go to pre-school?
 Yes No Prefer not to say
- 21 (If no at 20) Would you like to enroll this child in preschool?
 Yes No Prefer not to say

Access to education for CWD

To be asked for every member of the household between 6 and 18 with a disability [Looped]

- 22 Does this child attend formal school?
 Yes No Prefer not to say
- 23 a) Only if no at 22: What is the MAIN reason for that?
- School is not physically accessible.
 - Specialist education services are needed which are not available at school
 - Teacher's cannot deal with her/his disability.
 - She/he needs companion to assist her/him in school.
 - 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)
 - They have never been enrolled in school in Jordan
 - We do not know where the school is
 - School is too far away
 - Found the Jordanian teachers difficult to understand (language difficulties).
 - They have been out-of-school for longer than 3 years and are no longer eligible
 - Turned away from school or the school was not welcoming
 - The school is overcrowded and/or there is a lack of teaching materials
 - The shift is at an inappropriate time
 - Poor performance/has lost so much school time that it is difficult to follow
 - Do not have the resources to spend on school (uniform, shoes, books etc.)
 - The quality of education here is not good
 - Found the Jordanian teachers difficult to understand (language difficulties).
 - Found it hard to adapt to the teacher / teaching methods / curriculum
 - The formal education certification provided is not useful
 - I am worried that the child will be teased and ridiculed at school
 - The child attended school before but experienced verbal or physical aggression/violence from teachers
 - The child attended school before but experienced verbal or physical aggression/violence from other children
 - The child has to work to earn money
 - The child has to help in the home
 - They got married / They are preparing to marry.
 - The family expects to return to Syria soon.

- I don't know
- Had to join a lower grade compared to Syria, which was discouraging.

Other (please specify):

Prefer not to say

b) Only if no at 22: What is the second most important reason (if any) that this child is not attending formal school?

- School is not physically accessible.
- Specialist education services are needed which are not available at school
- Teacher's cannot deal with her/his disability.
- She/he needs companion to assist her/him in school.
- 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)
- school in Jordan
- Found the Jordanian teachers difficult to understand (language difficulties).
- We do not know where the school is
- School is too far away
- They have been out-of-school for longer than 3 years and are no longer eligible
- Turned away from school or the school was not welcoming
- The school is overcrowded and/or there is a lack of teaching materials
- The shift is at an inappropriate time
- Poor performance/has lost so much school time that it is difficult to follow
- Do not have the resources to spend on school (uniform, shoes, books etc.)

- The quality of education here is not good
- Found the Jordanian teachers difficult to understand (language difficulties).
- Found it hard to adapt to the teacher / teaching methods / curriculum
- The formal education certification provided is not useful
- I am worried that the child will be teased and ridiculed at school
- The child attended school before but experienced verbal or physical aggression/violence from teachers
- The child attended school before but experienced verbal or physical aggression/violence from other children
- The child has to work to earn money
- The child has to help in the home
- They got married / They are preparing to marry.
- The family expects to return to Syria soon.
- I don't know
- had to join a lower grade compared to Syria, which was discouraging.
- Other (please specify):
- None
- Prefer not to say

c) Only if no at 22: What is the third most important reason (if any) that this child is not attending formal school?

- School is not physically accessible.
- Specialist education services are needed which are not available at school
- Teacher's cannot deal with her/his disability.
- She/he needs companion to assist her/him in school.

- 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)
- They have never been enrolled in school in Jordan
- We do not know where the school is

- Found the Jordanian teachers difficult to understand (language difficulties).
- School is too far away
- They have been out-of-school for longer than 3 years and are no longer eligible
- Turned away from school or the school was not welcoming
- The school is overcrowded and/or there is a lack of teaching materials
- The shift is at an inappropriate time
- Poor performance/has lost so much school time that it is difficult to follow
- Do not have the resources to spend on school (uniform, shoes, books etc.)
- The quality of education here is not good
- Found the Jordanian teachers difficult to understand (language difficulties).
- Found it hard to adapt to the teacher / teaching methods / curriculum
- The formal education certification provided is not useful
- I am worried that the child will be teased and ridiculed at school
- The child attended school before but experienced verbal or physical aggression/violence from teacher
- The child attended school before but experienced verbal or physical aggression/violence from other children
- The child has to work to earn money
- The child has to help in the home
- They got married / They are preparing to marry.
- The family expects to return to Syria soon.
- I don't know
- had to join a lower grade compared to Syria, which was discouraging.
- Other (please specify): _____
- None
- Prefer not to say

24 a) If yes at Q22: What is the main difficulty which this child experiences related to going to school?

- Getting to and from school
- Inaccessibility of the school buildings
- Inaccessibility of the water and sanitation facilities at school
- Inaccessibility/unsuitability of the curriculum
- Teacher is not trained in including CWDs in the lessons
- Their impairment makes it difficult to concentrate (ie. If suffering from a mental illness)
- Bullying at school by other students
- Found the Jordanian teachers difficult to understand (language difficulties).
- No companion to assist her/him in school
- Discrimination at school
- She/he feels lonely at school
- Other (specify): _____
- Prefer not to say

b) If yes at Q22: What is the second most important difficulty (if any) which this child experiences related to going to school?

- Getting to and from school
- Inaccessibility of the school buildings
- Inaccessibility of the water and sanitation facilities at school
- Inaccessibility/unsuitability of the curriculum
- Teacher is not trained in including CWDs in the lessons
- Found the Jordanian teachers difficult to understand (language difficulties).
- Their impairment makes it difficult to concentrate (ie. If suffering from a mental illness)
- Bullying at school by other students
- No companion to assist her/him in school
- Discrimination at school
- She/he feels lonely at school
- Other (specify): _____
- Prefer not to say

c) If yes at Q22: What is the third most important difficulty (if any) which this child experiences related to going to school?

- | | |
|--|--|
| <input type="checkbox"/> Getting to and from school | <input type="checkbox"/> Their impairment makes it difficult to concentrate (ie. If suffering from a mental illness) |
| <input type="checkbox"/> Inaccessibility of the school buildings | <input type="checkbox"/> Bullying at school by other students |
| <input type="checkbox"/> Inaccessibility of the water and sanitation facilities at school | <input type="checkbox"/> No companion to assist her/him in school |
| <input type="checkbox"/> Inaccessibility/unsuitability of the curriculum | <input type="checkbox"/> Discrimination at school |
| <input type="checkbox"/> Teacher is not trained in including CWDs in the lessons | <input type="checkbox"/> She/he feels lonely at school |
| <input type="checkbox"/> Found the Jordanian teachers difficult to understand (language difficulties). | <input type="checkbox"/> Other (specify): _____ |
| | <input type="checkbox"/> Prefer not to say |

25 Does this child attend any kind of education other than formal schooling?

- Yes No Don't know Prefer not to say

Access to and attendance at formal schools

To be asked for every member of the household between 6 and 11 years old [Looped]

26 Was this child going to school in Syria before the conflict?

- Yes No Prefer not to say

27 Has this child ever been to school in Za'atari camp?

- Yes No Prefer not to say

28 If no at Q27, when was the last time this child went to school? (What month?)

- | | | |
|-------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> April 2014 | <input type="checkbox"/> Feb 2013 | <input type="checkbox"/> Dec 2011 |
| <input type="checkbox"/> March 2014 | <input type="checkbox"/> Jan 2013 | <input type="checkbox"/> Nov 2011 |
| <input type="checkbox"/> Feb 2014 | <input type="checkbox"/> Dec 2012 | <input type="checkbox"/> Oct 2011 |
| <input type="checkbox"/> Jan 2014 | <input type="checkbox"/> Nov 2012 | <input type="checkbox"/> Sept 2011 |
| <input type="checkbox"/> Dec 2013 | <input type="checkbox"/> Oct 2012 | <input type="checkbox"/> Aug 2011 |
| <input type="checkbox"/> Nov 2013 | <input type="checkbox"/> Sept 2012 | <input type="checkbox"/> July 2011 |
| <input type="checkbox"/> Oct 2013 | <input type="checkbox"/> Aug 2012 | <input type="checkbox"/> June 2011 |
| <input type="checkbox"/> Sept 2013 | <input type="checkbox"/> July 2012 | <input type="checkbox"/> May 2011 |
| <input type="checkbox"/> Aug 2013 | <input type="checkbox"/> June 2012 | <input type="checkbox"/> April 2011 |
| <input type="checkbox"/> July 2013 | <input type="checkbox"/> May 2012 | <input type="checkbox"/> Before April 2011 |
| <input type="checkbox"/> June 2013 | <input type="checkbox"/> April 2012 | <input type="checkbox"/> This child has never been to school |
| <input type="checkbox"/> May 2013 | <input type="checkbox"/> March 2012 | |
| <input type="checkbox"/> April 2013 | <input type="checkbox"/> Feb 2012 | |
| <input type="checkbox"/> March 2013 | <input type="checkbox"/> Jan 2012 | <input type="checkbox"/> Prefer not to say |

29 If no at Q27: Was this in Syria or Jordan?

- Syria
 Jordan
 Other (specify): _____
 Prefer not to say

30 a) If no at Q27, what is the MAIN reason this child has never been to school in Za'atari camp?

- | | |
|---|---|
| <input type="checkbox"/> Do not feel that education is important/applicable for the child | <input type="checkbox"/> They have never been enrolled in school before in any location |
| | <input type="checkbox"/> We do not know where the school is |

- School is too far away
- They have been out-of-school for longer than 3 years and are no longer eligible
- Turned away from school or the school was not welcoming
- The school is overcrowded and/or there is a lack of teaching materials
- The shift is at an inappropriate time
- Poor performance/has lost so much school time that it is difficult to follow
- Do not have the resources to spend on school (uniform, shoes, books etc.)
- The quality of education here is not good
- Found it hard to adapt to the teacher / teaching methods / curriculum
- The formal education certification provided is not useful

- I am worried that the child will be teased and ridiculed at school
- The child attended school before but experienced verbal or physical aggression/violence from teachers
- The child attended school before but experienced verbal or physical aggression/violence from other children
- The child has to work to earn money
- The child has to help in the home
- They got married / They are preparing to marry.
- The family expects to return to Syria soon.
- Prefer not to say
- I don't know

b) If no at Q27, what is the second most important reason (if any) this child has never been to school in Za'atari camp?

- Do not feel that education is important/applicable for the child
- They have never been enrolled in school before **in any location**
- We do not know where the school is
- School is too far away
- They have been out-of-school for longer than 3 years and are no longer eligible
- Turned away from school or the school was not welcoming
- The school is overcrowded and/or there is a lack of teaching materials
- The shift is at an inappropriate time
- Poor performance/has lost so much school time that it is difficult to follow
- Do not have the resources to spend on school (uniform, shoes, books etc.)
- The quality of education here is not good

- Found it hard to adapt to the teacher / teaching methods / curriculum
- The formal education certification provided is not useful
- I am worried that the child will be teased and ridiculed at school
- The child attended school before but experienced verbal or physical aggression/violence from teachers
- The child attended school before but experienced verbal or physical aggression/violence from other children
- The child has to work to earn money
- The child has to help in the home
- They got married / They are preparing to marry.
- The family expects to return to Syria soon.
- Prefer not to say
- I don't know

c) If no at Q27, what is the third most important reason (if any) this child has never been to school in Za'atari camp?

- Do not feel that education is important/applicable for the child
- They have never been enrolled in school before **in any location**
- We do not know where the school is
- School is too far away

- Found the Jordanian teachers difficult to understand (language difficulties).
- They have been out-of-school for longer than 3 years and are no longer eligible
- Turned away from school or the school was not welcoming

- The school is overcrowded and/or there is a lack of teaching materials
- The shift is at an inappropriate time
- Poor performance/has lost so much school time that it is difficult to follow
- Do not have the resources to spend on school (uniform, shoes, books etc.)
- The quality of education here is not good
- Found it hard to adapt to the teacher / teaching methods / curriculum
- The formal education certification provided is not useful
- I am worried that the child will be teased and ridiculed at school
- The child attended school before but experienced verbal or physical aggression/violence from teachers
- The child attended school before but experienced verbal or physical aggression/violence from other children
- The child has to work to earn money
- The child has to help in the home
- They got married / They are preparing to marry.
- The family expects to return to Syria soon.
- Prefer not to say
- I don't know

31 Does this child currently go to school in Za'atari camp? (Skip if no at Q27)

- Yes No – this child has stopped going. Prefer not to say

Interviewer note: if the answer is sometimes please record as a yes.

32 If no or prefer not to say at Q31, when was the last time this child went to school? (What month?)

- | | | |
|-------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> April 2014 | <input type="checkbox"/> March 2013 | <input type="checkbox"/> Feb 2012 |
| <input type="checkbox"/> March 2014 | <input type="checkbox"/> Feb 2013 | <input type="checkbox"/> Jan 2012 |
| <input type="checkbox"/> Feb 2014 | <input type="checkbox"/> Jan 2013 | <input type="checkbox"/> Dec 2011 |
| <input type="checkbox"/> Jan 2014 | <input type="checkbox"/> Dec 2012 | <input type="checkbox"/> Nov 2011 |
| <input type="checkbox"/> Dec 2013 | <input type="checkbox"/> Nov 2012 | <input type="checkbox"/> Oct 2011 |
| <input type="checkbox"/> Nov 2013 | <input type="checkbox"/> Oct 2012 | <input type="checkbox"/> Sept 2011 |
| <input type="checkbox"/> Oct 2013 | <input type="checkbox"/> Sept 2012 | <input type="checkbox"/> Aug 2011 |
| <input type="checkbox"/> Sept 2013 | <input type="checkbox"/> Aug 2012 | <input type="checkbox"/> July 2011 |
| <input type="checkbox"/> Aug 2013 | <input type="checkbox"/> July 2012 | <input type="checkbox"/> June 2011 |
| <input type="checkbox"/> July 2013 | <input type="checkbox"/> June 2012 | <input type="checkbox"/> May 2011 |
| <input type="checkbox"/> June 2013 | <input type="checkbox"/> May 2012 | <input type="checkbox"/> April 2011 |
| <input type="checkbox"/> May 2013 | <input type="checkbox"/> April 2012 | <input type="checkbox"/> Before April 2011 |
| <input type="checkbox"/> April 2013 | <input type="checkbox"/> March 2012 | <input type="checkbox"/> Prefer not to say |

33 a. Ask if no at Q31: What is the MAIN reason this child has stopped going?

- Has to help at home
- Has to work to earn money
- Not interested in going to school
- Got married / preparing to marry.
- Felt too insecure / unconfident to go to school.
- Felt discriminated against at school.
- Poor performance/has lost so much school time that it is difficult to follow.
- Family didn't have the resources to spend on school (uniform, shoes, books etc.)
- Family expects to return to Syria soon.
- Family expects to leave Za'atari camp (and move elsewhere in Jordan) soon
- Distance to school
- Lack of appropriate WASH facilities at school.
- Because of the verbal / physical violence at school by teachers
- Because of the verbal/physical violence at school by other children
- Because of the verbal / physical violence on the way to and from school.
- Health and hygiene concerns at school (contagious disease, lice etc)
- Found the Jordanian teachers difficult to understand (language difficulties).
- Found it hard to adapt to the teacher / teaching methods / curriculum.
- Didn't feel comfortable wearing the school uniform.
- The quality of education here is not good.
- Overcrowdedness and lack of supplies
- The certification provided is not useful.
- The shift is at an inappropriate time

- After the placement test she/he had to join a lower grade compared to Syria, which was discouraging.

Other (please specify):

Prefer not to say

b. Ask if no at Q31: What is the second most important reason (if any) this child has stopped going?

- Has to help at home
- Has to work to earn money
- Not interested in going to school
- Got married / preparing to marry.
- Felt too insecure / unconfident to go to school.
- Felt discriminated against at school.
- Found the Jordanian teachers difficult to understand (language difficulties).
- Poor performance/has lost so much school time that it is difficult to follow.
- Family didn't have the resources to spend on school (uniform, shoes, books etc.)
- Family expects to return to Syria soon.
- Family expects to leave Za'atari camp (and move elsewhere in Jordan) soon
- Distance to school
- Lack of appropriate WASH facilities at school.
- Because of the verbal / physical violence at school by teachers

- Because of the verbal/physical violence at school by other children
 - Because of the verbal / physical violence on the way to and from school.
 - Health and hygiene concerns at school (contagious disease, lice etc)
 - Found the Jordanian teachers difficult to understand (language difficulties).
 - Found it hard to adapt to the teacher / teaching methods / curriculum.
 - Didn't feel comfortable wearing the school uniform.
 - The quality of education here is not good.
 - Overcrowdedness and lack of supplies
 - The certification provided is not useful.
 - The shift is at an inappropriate time
 - After the placement test she/he had to join a lower grade compared to Syria, which was discouraging.
 - Other (please specify):
-

None

Prefer not to say

c. Ask if no at Q31: What is the third most important reason (if any) this child has stopped going?

- Has to help at home
- Has to work to earn money
- Not interested in going to school
- Got married / preparing to marry.
- Felt too insecure / unconfident to go to school.
- Felt discriminated against at school.
- Found the Jordanian teachers difficult to understand (language difficulties).
- Poor performance/has lost so much school time that it is difficult to follow.
- Family didn't have the resources to spend on school (uniform, shoes, books etc.)
- Family expects to return to Syria soon.
- Family expects to leave Za'atari camp (and move elsewhere in Jordan) soon
- Distance to school
- Lack of appropriate WASH facilities at school.
- Because of the verbal / physical violence at school by teachers

- Because of the verbal/physical violence at school by other children
 - Because of the verbal / physical violence on the way to and from school.
 - Health and hygiene concerns at school (contagious disease, lice etc)
 - Found the Jordanian teachers difficult to understand (language difficulties).
 - Found it hard to adapt to the teacher / teaching methods / curriculum.
 - Didn't feel comfortable wearing the school uniform.
 - The quality of education here is not good.
 - Overcrowdedness and lack of supplies
 - The certification provided is not useful.
 - The shift is at an inappropriate time
 - After the placement test she/he had to join a lower grade compared to Syria, which was discouraging.
 - Other (please specify):
-

None

Prefer not to say

34 If yes at Q31, which school does this child go to?

Interviewer note: if respondent names other school, clarify talking about formal schools here and go back to Q31.

- Khalid Bin alwaleed school ("Saudi School" grade 1-4)
- Omar bin Alkattab school ("Saudi School" grade 5+)
- Mukhaim al-za'atari secondary school ("Bahraini School")
- Saed bin abi Waqqas school ("Qatari School" grade 1-4)
- Othman bin Affan school ("Qatari School" grade 5+)
- Prefer not to say

35 If yes at Q31, how many days per week does this child usually attend school?

- Usually 1 day per week
- Usually 2 days per week
- Usually 3 days per week
- Usually 4 days per week
- Usually 5 days per week
- Don't know
- Prefer not to say

36 a. If 1 day, 2 days or 3 days at Q35, ask: What is the MAIN reason this child does not go to school every day?

- | | |
|---|--|
| <input type="checkbox"/> Has to help at home | <input type="checkbox"/> Because of the verbal / physical violence on the way to and from school. |
| <input type="checkbox"/> Has to work to earn money | <input type="checkbox"/> Health and hygiene concerns at school (contagious disease, lice etc) |
| <input type="checkbox"/> Not very interested in going to school | <input type="checkbox"/> Found the Jordanian teachers difficult to understand (language difficulties). |
| <input type="checkbox"/> Got married / preparing to marry. | <input type="checkbox"/> Found it hard to adapt to the teacher / teaching methods / curriculum. |
| <input type="checkbox"/> Felt too insecure / unconfident to go to school. | <input type="checkbox"/> Didn't feel comfortable wearing the school uniform. |
| <input type="checkbox"/> Felt discriminated against at school. | <input type="checkbox"/> The quality of education here is not good. |
| <input type="checkbox"/> Poor performance/has lost so much school time that it is difficult to follow. | <input type="checkbox"/> Overcrowdedness and lack of supplies |
| <input type="checkbox"/> Family didn't have the resources to spend on school (uniform, shoes, books etc.) | <input type="checkbox"/> The certification provided is not useful. |
| <input type="checkbox"/> Distance to school | <input type="checkbox"/> The shift is at an inappropriate time |
| <input type="checkbox"/> Lack of appropriate WASH facilities at school. | <input type="checkbox"/> After the placement test had to join a lower grade compared to Syria, which was discouraging. |
| <input type="checkbox"/> Because of the verbal / physical violence at school by teachers | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Because of the verbal/physical violence at school by other children | <hr/> |
| | <input type="checkbox"/> Prefer not to say |

b. If 1 day, 2 days or 3 days at Q35, ask: What is the second most important reason (if any) this child does not go to school every day?

- | | |
|---|---|
| <input type="checkbox"/> Has to help at home | <input type="checkbox"/> Poor performance/has lost so much school time that it is difficult to follow. |
| <input type="checkbox"/> Has to work to earn money | <input type="checkbox"/> Family didn't have the resources to spend on school (uniform, shoes, books etc.) |
| <input type="checkbox"/> Not very interested in going to school | <input type="checkbox"/> Distance to school |
| <input type="checkbox"/> Got married / preparing to marry. | <input type="checkbox"/> Lack of appropriate WASH facilities at school. |
| <input type="checkbox"/> Felt too insecure / unconfident to go to school. | |
| <input type="checkbox"/> Felt discriminated against at school. | |

- Because of the verbal / physical violence at school by teachers
- Because of the verbal/physical violence at school by other children
- Because of the verbal / physical violence on the way to and from school.
- Health and hygiene concerns at school (contagious disease, lice etc)
- Found the Jordanian teachers difficult to understand (language difficulties).
- Found it hard to adapt to the teacher / teaching methods / curriculum.
- Didn't feel comfortable wearing the school uniform.
- The quality of education here is not good.
- Overcrowdedness and lack of supplies
- The certification provided is not useful.
- The shift is at an inappropriate time
- After the placement test had to join a lower grade compared to Syria, which was discouraging.
- Other (please specify):

- None
- Prefer not to say

c. If 1 day, 2 days or 3 days at Q36, ask: What is the third most important reason (if any) this child does not go to school every day?

- Has to help at home
- Has to work to earn money
- Not very interested in going to school
- Got married / preparing to marry.
- Felt too insecure / unconfident to go to school.
- Felt discriminated against at school.
- Poor performance/has lost so much school time that it is difficult to follow.
- Family didn't have the resources to spend on school (uniform, shoes, books etc.)
- Distance to school
- Lack of appropriate WASH facilities at school.
- Because of the verbal / physical violence at school by teachers
- Because of the verbal/physical violence at school by other children
- Because of the verbal / physical violence on the way to and from school.
- Health and hygiene concerns at school (contagious disease, lice etc)
- Found the Jordanian teachers difficult to understand (language difficulties).
- Found it hard to adapt to the teacher / teaching methods / curriculum.
- Didn't feel comfortable wearing the school uniform.
- The quality of education here is not good.
- Overcrowdedness and lack of supplies
- The certification provided is not useful.
- The shift is at an inappropriate time
- After the placement test had to join a lower grade compared to Syria, which was discouraging.
- Other (please specify):

- None
- Prefer not to say

Children currently attending formal schooling

To be asked for every member of the household between 6 and and 11 years old who is attending school [Looped]

- 37 a. What is the MAIN reason you send this child to school?
- To gain knowledge
 - To receive certification
 - To improve their job prospects in the future
 - To give them something to do during the day
 - To allow them to interact with other children
 - To allow the adults of the household to do other things
 - To provide a sense of normalcy/continuity
 - It's the best education option available in Za'atari camp
 - It's the only education option available in Za'atari camp
 - Other (please specify)

- Prefer not to say

b. What is the second most important reason (if any) you send this child to school?

- | | |
|--|--|
| <input type="checkbox"/> To gain knowledge | <input type="checkbox"/> To provide a sense of normalcy/continuity |
| <input type="checkbox"/> To receive certification | <input type="checkbox"/> It's the best education option available in Za'atari camp |
| <input type="checkbox"/> To improve their job prospects in the future | <input type="checkbox"/> It's the only education option available in Za'atari camp |
| <input type="checkbox"/> To give them something to do during the day | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> To allow them to interact with other children | <input type="checkbox"/> None |
| <input type="checkbox"/> To allow the adults of the household to do other things | <input type="checkbox"/> Prefer not to say |

c. What is the third most important reason (if any) you send this child to school?

- | | |
|--|--|
| <input type="checkbox"/> To gain knowledge | <input type="checkbox"/> To provide a sense of normalcy/continuity |
| <input type="checkbox"/> To receive certification | <input type="checkbox"/> It's the best education option available in Za'atari camp |
| <input type="checkbox"/> To improve their job prospects in the future | <input type="checkbox"/> It's the only education option available in Za'atari camp |
| <input type="checkbox"/> To give them something to do during the day | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> To allow them to interact with other children | <input type="checkbox"/> None |
| <input type="checkbox"/> To allow the adults of the household to do other things | <input type="checkbox"/> Prefer not to say |

38 Does this child also work while going to school?

- Yes No Don't know Prefer not to say

39 If yes at Q38: what type of work does this child do?

Interviewer note: if more than one answer given, probe for main type of work)

- | | |
|---|--|
| <input type="checkbox"/> Wheelbarrow porter | <input type="checkbox"/> Other (specify) _____ |
| <input type="checkbox"/> In a local shop/business | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Begging | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Waiting in lines for money | |

40 If yes at Q38, when does this child work? (select all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Before school | <input type="checkbox"/> During school time |
| <input type="checkbox"/> After school | <input type="checkbox"/> Other |
| <input type="checkbox"/> On the weekend | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> In the school holidays | <input type="checkbox"/> Prefer not to say |

Children who have dropped out, never attended or usually attend 3 days a week or less

To be asked for every member of the household between 6 and 11 years old who attends 3 days per week or less OR has dropped out OR has never attended. [Looped]

41 Would you like for this child to go to school (every day) in Za'atari camp?

- Yes No Don't know Prefer not to say

42 a. If yes at Q41, what would be needed in order for this child to go to school every day? Please tell me the most important thing first.

- | | |
|--|---|
| <input type="checkbox"/> Family would have to receive financial support and/or supplies provided | <input type="checkbox"/> A solution to the violence at school. |
| <input type="checkbox"/> Better WASH facilities | <input type="checkbox"/> Closer involvement of parents in the management of the school. |
| <input type="checkbox"/> A different curriculum | <input type="checkbox"/> Alternatives for children who cannot / do not want to enrol in the public system |
| <input type="checkbox"/> Extra classes to catch up. | <input type="checkbox"/> Other (specify):
_____ |
| <input type="checkbox"/> Have a bigger focus on psychosocial support at school. | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> A different type of uniform. | |
| <input type="checkbox"/> A solution to the harassment/violence on the way to and from school. | |

b. If yes at Q41, what would be the next most important thing needed (if anything) in order for this child to go to school every day?

- | | |
|--|---|
| <input type="checkbox"/> Family would have to receive financial support and/or supplies provided | <input type="checkbox"/> A solution to the violence at school. |
| <input type="checkbox"/> Extra classes to catch up. | <input type="checkbox"/> Closer involvement of parents in the management of the school. |
| <input type="checkbox"/> Better WASH facilities | <input type="checkbox"/> Alternatives for children who cannot / do not want to enrol in the public system |
| <input type="checkbox"/> A different curriculum | <input type="checkbox"/> Other (specify):
_____ |
| <input type="checkbox"/> Have a bigger focus on psychosocial support at school. | <input type="checkbox"/> None |
| <input type="checkbox"/> A different type of uniform. | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> A solution to the harassment/violence on the way to and from school. | |

c. If yes at Q41, what would be the next most important thing needed (if anything) in order for this child to go to school every day?

- | | |
|--|---|
| <input type="checkbox"/> Family would have to receive financial support and/or supplies provided | <input type="checkbox"/> A solution to the violence at school. |
| <input type="checkbox"/> Extra classes to catch up. | <input type="checkbox"/> Closer involvement of parents in the management of the school. |
| <input type="checkbox"/> Better WASH facilities | <input type="checkbox"/> Alternatives for children who cannot / do not want to enrol in the public system |
| <input type="checkbox"/> A different curriculum | <input type="checkbox"/> Other (specify):
_____ |
| <input type="checkbox"/> Have a bigger focus on psychosocial support at school. | <input type="checkbox"/> None |
| <input type="checkbox"/> A different type of uniform. | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> A solution to the harassment/violence on the way to and from school. | |

Access to and attendance at informal education

43 (To be asked of ALL children) Has this child taken any courses or educational training in Za'atari camp, outside of formal school?

- | | |
|---|---|
| <input type="checkbox"/> Yes, technical skills/post-basic education (ie. vocational training) | <input type="checkbox"/> Yes, religious education |
| <input type="checkbox"/> Yes, basic learning (e.g literacy or maths classes) | <input type="checkbox"/> Yes, other (specify):
_____ |
| <input type="checkbox"/> Yes, recreational activities | <input type="checkbox"/> No |
| | <input type="checkbox"/> Prefer not to say |

44 a. If yes at Q43, What is the main reason you send or sent this child to courses or educational training outside of formal school?

- To help them be a part of the community
- For religious instruction
- To learn their culture
- Smaller class sizes
- More convenient shifts
- Having Syrian teachers
- It is a more useful curriculum
- It is cheaper than formal education
- It is better quality than formal education
- They are interested in it
- It complements the formal education they are receiving
- Other (please specify)
- Prefer not to say

b. If yes at Q43, What is the second most important reason (if any) you send or sent this child to courses or educational training outside of formal school?

- To help them be a part of the community
- For religious instruction
- To learn their culture
- Smaller class sizes
- More convenient shifts
- Having Syrian teachers
- It is a more useful curriculum
- It is cheaper than formal education
- It is better quality than non-formal education
- They are interested in it
- It complements the formal education they are receiving
- Other (please specify)
- None
- Prefer not to say

c. If yes at Q43, What is the third most important reason (if any) you send or sent this child to courses or educational training outside of formal school?

- To help them be a part of the community
- For religious instruction
- To learn their culture
- Smaller class sizes
- More convenient shifts
- Having Syrian teachers
- It is a more useful curriculum
- It is cheaper than formal education
- It is better quality than formal education
- They are interested in it
- It complements the formal education they are receiving
- Other (please specify)
- None
- Prefer not to say

45 (to be asked if answered NO at question 43) What are the reasons you have never sent your child to informal education in Za'atari camp?

- No need to as they are attending formal education
- Has to help at home
- Has to work to earn money
- Not very interested in going to school
- Got married / preparing to marry.
- Felt too insecure / unconfident to go to school.
- Felt discriminated against at school.
- Family didn't have the resources to spend on school (uniform, shoes, books etc.)
- Distance to school
- Lack of appropriate WASH facilities at school.
- Because of the verbal / physical violence at school by teachers
- Because of the verbal/physical violence at school by other children
- Because of the verbal / physical violence on the way to and from school.
- Health and hygiene concerns at school (contagious disease, lice etc)
- Found the Jordanian teachers difficult to understand (language difficulties).
- Found it hard to adapt to the teacher / teaching methods / curriculum.
- The quality of informal education here is not good.
- Overcrowdedness and lack of supplies
- The certification provided is not useful.
- The shift is at an inappropriate time
- Other (please specify):

- Prefer not to say

46 (To be asked if answered YES at question 43). Is this child currently attending informal education, or have they dropped out?

- They are currently attending
- They have dropped out

47 (To be asked if answered 'they have dropped out' in question 46). What are the main reasons this child dropped out of informal education?

- | | |
|---|--|
| <input type="checkbox"/> No need to as they are attending formal education | <input type="checkbox"/> Because of the verbal/physical violence at school by other children |
| <input type="checkbox"/> Has to help at home | <input type="checkbox"/> Because of the verbal / physical violence on the way to and from school. |
| <input type="checkbox"/> Has to work to earn money | <input type="checkbox"/> Health and hygiene concerns at school (contagious disease, lice etc) |
| <input type="checkbox"/> Not very interested in going to school | <input type="checkbox"/> Found the Jordanian teachers difficult to understand (language difficulties). |
| <input type="checkbox"/> Got married / preparing to marry. | <input type="checkbox"/> Found it hard to adapt to the teacher / teaching methods / curriculum. |
| <input type="checkbox"/> Felt too insecure / unconfident to go to school. | <input type="checkbox"/> The quality of informal education here is not good. |
| <input type="checkbox"/> Felt discriminated against at school. | <input type="checkbox"/> Overcrowdedness and lack of supplies |
| <input type="checkbox"/> Family didn't have the resources to spend on school (uniform, shoes, books etc.) | <input type="checkbox"/> The certification provided is not useful. |
| <input type="checkbox"/> Distance to school | <input type="checkbox"/> The shift is at an inappropriate time |
| <input type="checkbox"/> Lack of appropriate WASH facilities at school. | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Because of the verbal / physical violence at school by teachers | <hr/> |
| | <input type="checkbox"/> Prefer not to say |

Parents perception of and involvement in formal schools

To be asked for respondents who have at least one child attending formal schooling – does NOT need to be asked for each child.

48 In the last year, has the **overall quality** of formal schooling in Za'atari camp gotten better, worse or not changed much?

- | | |
|--|--|
| <input type="checkbox"/> Better now | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Worse now | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Little or no change | |

49 Do you (or other adults in your family) receive regular information from your child's school?

- | | |
|--|--|
| <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Yes – through notes sent home | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Yes – other | |

50 Have you (or other adults in your family) ever spoken to your child/ren's teachers?

- Yes No Don't know Prefer not to say

51 Are you (or other adults in your family) involved with what happens at your child/ren's school? (Select all that apply)

- | | |
|--|--|
| <input type="checkbox"/> No | <input type="checkbox"/> Yes, I am a member of the Parent Teachers Association |
| <input type="checkbox"/> Yes, I am a member of the School Management Committee | <input type="checkbox"/> Yes, I am a teacher |

- Yes, I have another job in the school (eg cleaners)
- Yes, other (specify)
- Don't know
- Prefer not to say

52 If no at Q51, would you (or other adults in your family) like to be more involved?
 Yes No Prefer not to say

- 53 If yes at Q52, In what ways would you (or other adults in your family) be interested in being involved with what happens at your child/ren's school? (Record all mentioned)
- I would be interested in attending parent-teacher meetings
 - I would be interested in more communication from the school
 - I would be interested in joining the Parents and Teachers Association
 - I would be interested in joining the School Management Committee
 - Not sure what avenues are available but would like to be involved in some way.
 - Other (specify)
 - Prefer not to say

Parents' perceptions and priorities

To be asked for all respondents with school-aged children– does NOT need to be asked for each child.

54 On a scale of 1-5 where 1 is very good and 5 is very bad, how would you rate the quality of all education services available to your household in Za'atari camp?

- 1 – Very good
- 2 – Good
- 3 – Neutral
- 4 – Bad
- 5 – Very bad

55 Do you consider it important that your children go to school in Za'atari camp?

- Unimportant
- Of little importance
- Important
- Very important
- Prefer not to say

56 If important or very important at Q49, ask: Until which age for boys?

- Until the age of ____
- Prefer not to say

57 If important or very important at Q49, ask: Until which age for girls?

- Until the age of ____
- Prefer not to say

58 Do you think that certification from Jordanian schools (including schools in Za'atari camp) can be transferred and legally accepted in Syria?

- Yes
- No

ANNEXE 3: 12-17s QUESTIONNAIRE IN ENGLISH

QUESTIONNAIRE FOR 12-17s AT HOUSEHOLD LEVEL

Hello, my name is _____. I work for REACH, which is an organization that does research in Jordan as well as in other countries. We are here today as part of a big research project on education. The aim of the project is to get a better understanding of the issues affecting boys and girls in your community, and the topic is education. We have some questions about school and other kinds of learning in Za'atari camp. We know that some people go to school and some people don't, for all kinds of reasons. With these questions I am about to ask, there are no right or wrong answers – please just answer honestly about your own experience and feelings. If there's anything you don't want to answer, just tell me that you'd prefer not to say, and we can skip that question, no problem. Please know that anything that you do tell us will be confidential. We are talking to hundreds of boys and girls, and we will never tell anyone which person gave which answers.

Is that ok with you?

Make sure consent is given before you begin.

Profile

17. Record GPS coordinates of household 14 or 15
 16 or-17
18. District (Cascading)
19. How old are you?
Interviewer note: screen out if not aged 12-17
 12 or 13
 Yes No Prefer not to say
20. Sex (interviewer to record without asking)
 Male Female
21. Are you married?
22. Do you have difficulty in seeing even when wearing glasses
 No Yes, lot of difficulty in seeing even when wearing glasses
 Yes, some difficulty in seeing even when wearing glasses Yes, cannot see at all
 Prefer not to say
23. Do you have difficulty in hearing even when wearing a hearing aid?
 No Yes, cannot hear at all
 Yes, some difficulty Prefer not to say
 Yes, a lot of difficulty
24. Do you have difficulty with self-care such as washing all over or dressing?
 No Yes, cannot do this at all
 Yes, some difficulty Prefer not to say
 Yes, a lot of difficulty
25. Do you have a have **Physical** disability including difficulty with movement, walking or loss of limb (interviewer note: do not include temporary injuries such as a broken leg or another injury which is expected to heal)

- No
- Yes, some difficulty
- Yes, a lot of difficulty

- Yes, cannot do this at all
- Prefer not to say

26. Because of a physical, mental or emotional health condition, do you have difficulty communicating, for example understanding others or others understanding them?

- No
- Yes, some difficulty
- Yes, a lot of difficulty

- Yes, cannot do this at all
- Prefer not to say

27. Do you have difficulty remembering or concentrating?

- No
- Yes, some difficulty
- Yes, a lot of difficulty

- Yes, cannot do this at all
- Prefer not to say

28. Do you have a **chronic illness**? This means a disease of long duration that is not passed from person to person. Examples include – stroke, heart attack, cancer, asthma, diabetes.

- Yes
- No
- Prefer not to say

29. Do you have a **Temporary injury** – this means damage to the physical body of the person. (Interviewer notes: It is not a mental condition. It could have resulted from violence inflicted on the person, an accident or attempted suicide).

- Yes
- No
- Prefer not to say

Access to and attendance at formal schools

30. Were you going to school in Syria before the conflict?

- Yes
- No
- Prefer not to say

31. Have you ever been to school in Za'atari camp?

- Yes
- No
- Prefer not to say

32. If no at Q15, when was the last time you went to school? (What month?)

- | | | |
|-------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> April 2014 | <input type="checkbox"/> March 2013 | <input type="checkbox"/> Feb 2012 |
| <input type="checkbox"/> March 2014 | <input type="checkbox"/> Feb 2013 | <input type="checkbox"/> Jan 2012 |
| <input type="checkbox"/> Feb 2014 | <input type="checkbox"/> Jan 2013 | <input type="checkbox"/> Dec 2011 |
| <input type="checkbox"/> Jan 2014 | <input type="checkbox"/> Dec 2012 | <input type="checkbox"/> Nov 2011 |
| <input type="checkbox"/> Dec 2013 | <input type="checkbox"/> Nov 2012 | <input type="checkbox"/> Oct 2011 |
| <input type="checkbox"/> Nov 2013 | <input type="checkbox"/> Oct 2012 | <input type="checkbox"/> Sept 2011 |
| <input type="checkbox"/> Oct 2013 | <input type="checkbox"/> Sept 2012 | <input type="checkbox"/> Aug 2011 |
| <input type="checkbox"/> Sept 2013 | <input type="checkbox"/> Aug 2012 | <input type="checkbox"/> July 2011 |
| <input type="checkbox"/> Aug 2013 | <input type="checkbox"/> July 2012 | <input type="checkbox"/> June 2011 |
| <input type="checkbox"/> July 2013 | <input type="checkbox"/> June 2012 | <input type="checkbox"/> May 2011 |
| <input type="checkbox"/> June 2013 | <input type="checkbox"/> May 2012 | <input type="checkbox"/> April 2011 |
| <input type="checkbox"/> May 2013 | <input type="checkbox"/> April 2012 | <input type="checkbox"/> Before April 2011 |
| <input type="checkbox"/> April 2013 | <input type="checkbox"/> March 2012 | <input type="checkbox"/> Prefer not to say |

33. *If no at Q15: Was this in Syria or Jordan?*

- Syria
- Jordan
- Other (specify): _____
- Prefer not to say

34. a. *If no at Q15, what is the main reason you have never attended?*

- School is not physically accessible (no disabled services to aid physical access)
- Specialist education services are needed which are not available at school
- She/he needs companion to assist her/him in school.
- 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)
- We do not know where the school is
- School is too far away
- They have been out-of-school for longer than 3 years and are no longer eligible
- Turned away from school or the school was not welcoming
- The school is overcrowded and/or there is a lack of teaching materials
- The shift is at an inappropriate time
- Poor performance/has lost so much school time that it is difficult to follow
- Do not have the resources to spend on school (uniform, shoes, books etc.)
- The quality of education here is not good
- Found the Jordanian teachers difficult to understand (language difficulties).
- Found it hard to adapt to the teacher / teaching methods / curriculum
- The formal education certification provided is not useful
- I am worried that the child will be teased and ridiculed at school
- The child attended school before but experienced verbal or physical aggression/violence from teachers
- The child attended school before but experienced verbal or physical aggression/violence from other children
- The child has to work to earn money
- The child has to help in the home
- They got married / They are preparing to marry.
- The family expects to return to Syria soon.
- Prefer not to say
- I don't know
- Other (specify)

b. *If no at Q15, what is the second most important reason (if any) you have never attended?*

- School is not physically accessible (no disabled services to aid physical access)
- Specialist education services are needed which are not available at school
- She/he needs companion to assist her/him in school.
- 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)
- We do not know where the school is
- School is too far away
- They have been out-of-school for longer than 3 years and are no longer eligible
- Turned away from school or the school was not welcoming
- The school is overcrowded and/or there is a lack of teaching materials
- The shift is at an inappropriate time
- Poor performance/has lost so much school time that it is difficult to follow
- Do not have the resources to spend on school (uniform, shoes, books etc.)
- The quality of education here is not good
- Found the Jordanian teachers difficult to understand (language difficulties).
- Found it hard to adapt to the teacher / teaching methods / curriculum
- The formal education certification provided is not useful

- I am worried that the child will be teased and ridiculed at school
- The child attended school before but experienced verbal or physical aggression/violence from teachers
- The child attended school before but experienced verbal or physical aggression/violence from other children
- The child has to work to earn money
- The child has to help in the home
- They got married / They are preparing to marry.
- The family expects to return to Syria soon.
- Prefer not to say
- I don't know
- Other (specify)

c. If no at Q13, what is the third most important reason (if any) you have never attended?

- School is not physically accessible (no disabled services to aid physical access)
- Specialist education services are needed which are not available at school
- She/he needs companion to assist her/him in school.
- 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)
- We do not know where the school is
- School is too far away
- They have been out-of-school for longer than 3 years and are no longer eligible
- Turned away from school or the school was not welcoming
- The school is overcrowded and/or there is a lack of teaching materials
- The shift is at an inappropriate time
- Poor performance/has lost so much school time that it is difficult to follow
- Do not have the resources to spend on school (uniform, shoes, books etc.)
- The quality of education here is not good
- Found the Jordanian teachers difficult to understand (language difficulties).
- Found it hard to adapt to the teacher / teaching methods / curriculum
- The formal education certification provided is not useful
- I am worried that the child will be teased and ridiculed at school
- The child attended school before but experienced verbal or physical aggression/violence from teachers
- The child attended school before but experienced verbal or physical aggression/violence from other children
- The child has to work to earn money
- The child has to help in the home
- They got married / They are preparing to marry.
- The family expects to return to Syria soon.
- Prefer not to say
- I don't know
- Other (specify)

35. Do you currently attend school in Za'atari camp?

- Yes No – I have stopped going Prefer not to say

Interviewer note: if the answer is sometimes please record as a yes

36. Do you currently attend informal education in Za'atari camp?

- Yes No – I have stopped going No, have never attended Prefer not to say

Interviewer note: if the answer is sometimes please record as a yes

37. Do you currently attend community-based education in Za'atari camp?

- Yes No – I have stopped going No, have never attended Prefer not to say

Interviewer note: if the answer is sometimes please record as a yes

38. If no or prefer not to say at Q19, When was the last time you went to school? What month?

- | | | |
|-------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> April 2014 | <input type="checkbox"/> Feb 2013 | <input type="checkbox"/> Dec 2011 |
| <input type="checkbox"/> March 2014 | <input type="checkbox"/> Jan 2013 | <input type="checkbox"/> Nov 2011 |
| <input type="checkbox"/> Feb 2014 | <input type="checkbox"/> Dec 2012 | <input type="checkbox"/> Oct 2011 |
| <input type="checkbox"/> Jan 2014 | <input type="checkbox"/> Nov 2012 | <input type="checkbox"/> Sept 2011 |
| <input type="checkbox"/> Dec 2013 | <input type="checkbox"/> Oct 2012 | <input type="checkbox"/> Aug 2011 |
| <input type="checkbox"/> Nov 2013 | <input type="checkbox"/> Sept 2012 | <input type="checkbox"/> July 2011 |
| <input type="checkbox"/> Oct 2013 | <input type="checkbox"/> Aug 2012 | <input type="checkbox"/> June 2011 |
| <input type="checkbox"/> Sept 2013 | <input type="checkbox"/> July 2012 | <input type="checkbox"/> May 2011 |
| <input type="checkbox"/> Aug 2013 | <input type="checkbox"/> June 2012 | <input type="checkbox"/> April 2011 |
| <input type="checkbox"/> July 2013 | <input type="checkbox"/> May 2012 | <input type="checkbox"/> Before April
2011 |
| <input type="checkbox"/> June 2013 | <input type="checkbox"/> April 2012 | <input type="checkbox"/> Prefer not to
say |
| <input type="checkbox"/> May 2013 | <input type="checkbox"/> March 2012 | |
| <input type="checkbox"/> April 2013 | <input type="checkbox"/> Feb 2012 | |
| <input type="checkbox"/> March 2013 | <input type="checkbox"/> Jan 2012 | |

39. a. If no at Q19, what is the MAIN reason you stopped going?

- | | |
|---|--|
| <input type="checkbox"/> Has to help at home | <input type="checkbox"/> Because of the verbal / physical violence on the way to and from school. |
| <input type="checkbox"/> Has to work to earn money | <input type="checkbox"/> Health and hygiene concerns at school (contagious disease, lice etc) |
| <input type="checkbox"/> Not interested in going to school | <input type="checkbox"/> Found the Jordanian teachers difficult to understand (language difficulties). |
| <input type="checkbox"/> Got married / preparing to marry. | <input type="checkbox"/> Found it hard to adapt to the teacher / teaching methods / curriculum. |
| <input type="checkbox"/> Felt too insecure / unconfident to go to school. | <input type="checkbox"/> Didn't feel comfortable wearing the school uniform. |
| <input type="checkbox"/> Felt discriminated against at school. | <input type="checkbox"/> The quality of education here is not good. |
| <input type="checkbox"/> Poor performance/has lost so much school time that it is difficult to follow. | <input type="checkbox"/> Overcrowdedness and lack of supplies |
| <input type="checkbox"/> Family didn't have the resources to spend on school (uniform, shoes, books etc.) | <input type="checkbox"/> The certification provided is not useful. |
| <input type="checkbox"/> Family expects to return to Syria soon. | <input type="checkbox"/> The shift is at an inappropriate time |
| <input type="checkbox"/> Family expects to leave Za'atari camp (and move elsewhere in Jordan) soon | <input type="checkbox"/> After the placement test I had to join a lower grade compared to Syria, which was discouraging. |
| <input type="checkbox"/> Distance to school | <input type="checkbox"/> Other (please specify):
_____ |
| <input type="checkbox"/> Lack of appropriate WASH facilities at school. | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> Because of the verbal / physical violence at school by teachers | |
| <input type="checkbox"/> Because of the verbal/physical violence at school by other children | |

b. If no at Q19, what is the second most important reason (if any) that you stopped going?

- Has to help at home
- Has to work to earn money
- Not interested in going to school
- Got married / preparing to marry.
- Felt too insecure / unconfident to go to school.
- Felt discriminated against at school.
- Poor performance/has lost so much school time that it is difficult to follow.
- Family didn't have the resources to spend on school (uniform, shoes, books etc.)
- Family expects to return to Syria soon.
- Family expects to leave Za'atari camp (and move elsewhere in Jordan) soon
- Distance to school
- Lack of appropriate WASH facilities at school.
- Because of the verbal / physical violence at school by teachers
- Because of the verbal/physical violence at school by other children
- Because of the verbal / physical violence on the way to and from school.
- Health and hygiene concerns at school (contagious disease, lice etc)
- Found the Jordanian teachers difficult to understand (language difficulties).
- Found it hard to adapt to the teacher / teaching methods / curriculum.
- Didn't feel comfortable wearing the school uniform.
- The quality of education here is not good.
- Overcrowdedness and lack of supplies
- The certification provided is not useful.
- The shift is at an inappropriate time
- After the placement test I had to join a lower grade compared to Syria, which was discouraging.
- Other (please specify):

- None
- Prefer not to say

c. If no at Q19, what is the third most important reason (if any) that you stopped going?

- Has to help at home
- Has to work to earn money
- Not interested in going to school
- Got married / preparing to marry.
- Felt too insecure / unconfident to go to school.
- Felt discriminated against at school.
- Poor performance/has lost so much school time that it is difficult to follow.
- Family didn't have the resources to spend on school (uniform, shoes, books etc.)
- Family expects to return to Syria soon.
- Family expects to leave Za'atari camp (and move elsewhere in Jordan) soon
- Distance to school
- Lack of appropriate WASH facilities at school.
- Because of the verbal / physical violence at school by teachers
- Because of the verbal/physical violence at school by other children
- Because of the verbal / physical violence on the way to and from school.
- Health and hygiene concerns at school (contagious disease, lice etc)
- Found the Jordanian teachers difficult to understand (language difficulties).
- Found it hard to adapt to the teacher / teaching methods / curriculum.
- Didn't feel comfortable wearing the school uniform.
- The quality of education here is not good.
- Overcrowdedness and lack of supplies

- The certification provided is not useful.
- The shift is at an inappropriate time
- After the placement test I had to join a lower grade compared to Syria, which was discouraging.
- Other (please specify): _____
- None
- Prefer not to say

40. If yes at Q19, which school do you go to?

- Khalid Bin alwaleed school ("Saudi School" grade 1-4)
- Omar bin Alkattab school ("Saudi School" grade 5+)
- Mukhaam al-za'atari secondary school ("Bahraini School")
- Saed bin abi Waqqas school("Qatari School" grade 1-4)
- Othman bin Affan school ("Qatari School" grade 5+)
- Prefer not to say

Interviewer note: if respondent names other school, clarify talking about formal schools here and go back to Q19 and redo from there.

41. If yes at Q19, how many days per week do you usually attend school?

- Usually 1 day per week
- Usually 2 days per week
- Usually 3 days per week
- Usually 4 days per week
- Usually 5 days per week
- Prefer not to say

42. a. If 1 day, 2 days or 3 days at Q25, ask: What is the MAIN reason you do not go to school every day?

- Has to help at home
- Has to work to earn money
- Not very interested in going to school
- Got married / preparing to marry.
- Felt too insecure / unconfident to go to school.
- Felt discriminated against at school.
- Poor performance/has lost so much school time that it is difficult to follow.
- Family didn't have the resources to spend on school (uniform, shoes, books etc.)
- Distance to school
- Lack of appropriate WASH facilities at school.
- Because of the verbal / physical violence at school by teachers
- Because of the verbal/physical violence at school by other children
- Because of the verbal / physical violence on the way to and from school.
- Health and hygiene concerns at school (contagious disease, lice etc)
- Found the Jordanian teachers difficult to understand (language difficulties).
- Found it hard to adapt to the teacher / teaching methods / curriculum.
- Didn't feel comfortable wearing the school uniform.
- The quality of education here is not good.
- Overcrowdedness and lack of supplies
- The certification provided is not useful.
- The shift is at an inappropriate time
- After the placement test had to join a lower grade compared to Syria, which was discouraging.
- Other (please specify): _____
- Prefer not to say

b. If 1 day, 2 days or 3 days at Q25, ask: What is the second most important reason (if any) you do not go to school every day?

- Has to help at home
- Has to work to earn money
- Not very interested in going to school
- Got married / preparing to marry.
- Felt too insecure / unconfident to go to school.
- Felt discriminated against at school.
- Poor performance/has lost so much school time that it is difficult to follow.
- Family didn't have the resources to spend on school (uniform, shoes, books etc.)
- Distance to school
- Lack of appropriate WASH facilities at school.
- Because of the verbal / physical violence at school by teachers
- Because of the verbal/physical violence at school by other children
- Because of the verbal / physical violence on the way to and from school.
- Health and hygiene concerns at school (contagious disease, lice etc)
- Found the Jordanian teachers difficult to understand (language difficulties).
- Found it hard to adapt to the teacher / teaching methods / curriculum.
- Didn't feel comfortable wearing the school uniform.
- The quality of education here is not good.
- Overcrowdedness and lack of supplies
- The certification provided is not useful.
- The shift is at an inappropriate time
- After the placement test had to join a lower grade compared to Syria, which was discouraging.
- Other (please specify):

- Prefer not to say

c. If 1 day, 2 days or 3 days at Q25, ask: What is the third most important reason (if any) you do not go to school every day?

- Has to help at home
- Has to work to earn money
- Not very interested in going to school
- Got married / preparing to marry.
- Felt too insecure / unconfident to go to school.
- Felt discriminated against at school.
- Poor performance/has lost so much school time that it is difficult to follow.
- Family didn't have the resources to spend on school (uniform, shoes, books etc.)
- Distance to school
- Lack of appropriate WASH facilities at school.
- Because of the verbal / physical violence at school by teachers
- Because of the verbal/physical violence at school by other children
- Because of the verbal / physical violence on the way to and from school.
- Health and hygiene concerns at school (contagious disease, lice etc)
- Found the Jordanian teachers difficult to understand (language difficulties).
- Found it hard to adapt to the teacher / teaching methods / curriculum.
- Didn't feel comfortable wearing the school uniform.
- The quality of education here is not good.
- Overcrowdedness and lack of supplies
- The certification provided is not useful.
- The shift is at an inappropriate time
- After the placement test had to join a lower grade compared to Syria, which was discouraging.
- Other (please specify):

- Prefer not to say

43. Do you consider it important that 12-17 year olds go to school? Would you say it is (read options):

- Unimportant
- Of little importance
- Important
- Very important
- Don't know
- Prefer not to say

44. On a scale of 1-5 where 1 is very good and 5 is very bad, how would you rate the quality of education services available to you in Za'atari camp?

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> 1 – Very good | <input type="checkbox"/> 5 – Very bad |
| <input type="checkbox"/> 2 – Good | |
| <input type="checkbox"/> 3 – Neutral | |
| <input type="checkbox"/> 4 – Bad | |

For those attending formal schooling (yes at Q19)

45. a. What is the main reason you go to school?

- | | |
|--|---|
| <input type="checkbox"/> To learn/ to gain knowledge | <input type="checkbox"/> To allow me to interact with others my age |
| <input type="checkbox"/> To receive certification | <input type="checkbox"/> To keep a sense of normalcy/continuity |
| <input type="checkbox"/> To improve my job prospects in the future | <input type="checkbox"/> It's just what you do |
| <input type="checkbox"/> Education is important | <input type="checkbox"/> It's compulsory |
| <input type="checkbox"/> To give me something to do during the day | <input type="checkbox"/> My family encourages/instructs me to go |
| <input type="checkbox"/> It's fun/interesting | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> A meal is provided | <input type="checkbox"/> Prefer not to say |

b. What is the second most important reason (if any) you go to school?

- | | |
|---|--|
| <input type="checkbox"/> To learn/ to gain knowledge | <input type="checkbox"/> To keep a sense of normalcy/continuity |
| <input type="checkbox"/> To receive certification | <input type="checkbox"/> It's just what you do |
| <input type="checkbox"/> To improve my job prospects in the future | <input type="checkbox"/> It's compulsory |
| <input type="checkbox"/> Education is important | <input type="checkbox"/> My family encourages/instructs me to go |
| <input type="checkbox"/> To give me something to do during the day | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> It's fun/interesting | <input type="checkbox"/> None |
| <input type="checkbox"/> A meal is provided | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> To allow me to interact with others my age | |

c. What is the second most important reason (if any) you go to school?

- | | |
|---|--|
| <input type="checkbox"/> To learn/ to gain knowledge | <input type="checkbox"/> To keep a sense of normalcy/continuity |
| <input type="checkbox"/> To receive certification | <input type="checkbox"/> It's just what you do |
| <input type="checkbox"/> To improve my job prospects in the future | <input type="checkbox"/> It's compulsory |
| <input type="checkbox"/> Education is important | <input type="checkbox"/> My family encourages/instructs me to go |
| <input type="checkbox"/> To give me something to do during the day | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> It's fun/interesting | <input type="checkbox"/> None |
| <input type="checkbox"/> A meal is provided | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> To allow me to interact with others my age | |

46. Do you also work?

- Yes No Prefer not to say

47. If yes at Q30, what type of work? (If more than one answer given, probe for main type of work)
- Wheelbarrow porter
 - In a local shop/business
 - Paid to hold places for others in queues (eg. bread distribution queue)
 - Other
 - Prefer not to say
48. If yes at Q30, when do you work? (select all that apply)
- Before school
 - After school
 - On the weekend
 - Prefer not to say
 - In the school holidays
 - During school time
 - Other
49. In the last six months, has the overall quality of formal schooling in Za'atari camp gotten better, worse or not changed much?
- Better now
 - Worse now
 - Little or no change
 - Prefer not to say

For those who have dropped out, never attended, or usually attend 3 days per week or less

50. Would you like to go to school every day in Za'atari camp?
- Yes No Prefer not to say
51. a. If yes at Q34, what would be needed in order for you to go to school every day? Please tell me the most important thing first.
- Financial support and/or supplies provided
 - Extra classes to catch up.
 - A solution to the harassment/violence on the way to and from school.
 - A solution to the violence at school.
 - Different school hours
 - More breaks
 - Better WASH facilities at school
 - More useful certification
 - A solution to overcrowdedness
 - Better teaching/teachers
 - Better quality of education (general)
 - A different type of uniform.
 - Support/encouragement from family to attend school
 - Alternatives for those who cannot enrol in the formal system
 - Other (specify): _____
 - Prefer not to say
- b. If yes at Q34, what would be the next most important thing needed (if any) in order for you to go to school every day?
- Financial support and/or supplies provided
 - Extra classes to catch up.
 - A solution to the harassment/violence on the way to and from school.
 - A solution to the violence at school.
 - Different school hours
 - More breaks
 - Better WASH facilities at school
 - More useful certification
 - A solution to overcrowdedness
 - Better teaching/teachers

- Better quality of education (general)
- A different type of uniform.
- Support/encouragement from family to attend school
- Alternatives for those who cannot enrol in the formal system
- Other (specify):

- None
- Prefer not to say

c. If yes at Q34, what would be the next most important thing needed (if any) in order for you to go to school every day?

- | | |
|---|---|
| <input type="checkbox"/> Financial support and/or supplies provided | <input type="checkbox"/> Better teaching/teachers |
| <input type="checkbox"/> Extra classes to catch up. | <input type="checkbox"/> Better quality of education (general) |
| <input type="checkbox"/> A solution to the harassment/violence on the way to and from school. | <input type="checkbox"/> A different type of uniform. |
| <input type="checkbox"/> A solution to the violence at school. | <input type="checkbox"/> Support/encouragement from family to attend school |
| <input type="checkbox"/> Different school hours | <input type="checkbox"/> Alternatives for those who cannot enrol in the formal system |
| <input type="checkbox"/> More breaks | <input type="checkbox"/> Other (specify):
_____ |
| <input type="checkbox"/> Better WASH facilities at school | <input type="checkbox"/> None |
| <input type="checkbox"/> More useful certification | <input type="checkbox"/> Prefer not to say |
| <input type="checkbox"/> A solution to overcrowdedness | |

52. If no at Q34, would you be interested in taking other educational courses or training?

- Yes No Maybe/not sure Prefer not to say

53. If yes or maybe at Q36, what types of educational courses or training would you be interested in?

(Record all mentioned)

- | | | |
|---|--|--|
| <input type="checkbox"/> Literacy (in Arabic) | <input type="checkbox"/> Barber/hairdressing | <input type="checkbox"/> Vegetable gardening |
| <input type="checkbox"/> English | <input type="checkbox"/> Bicycle repair | <input type="checkbox"/> Health related |
| <input type="checkbox"/> Masonry | <input type="checkbox"/> Car repair | <input type="checkbox"/> First Aid |
| <input type="checkbox"/> Metal work | <input type="checkbox"/> Mobile phone repair | <input type="checkbox"/> Computer |
| <input type="checkbox"/> Plumbing | <input type="checkbox"/> Electrical work | <input type="checkbox"/> Art |
| <input type="checkbox"/> Carpentry | <input type="checkbox"/> Agriculture | <input type="checkbox"/> Religious |
| <input type="checkbox"/> Tailoring/Sewing/ Knitting | <input type="checkbox"/> Cooking | <input type="checkbox"/> Other (specify):
_____ |
| <input type="checkbox"/> Cosmetics | | <input type="checkbox"/> Prefer not to say |

Access to and attendance at informal education classes – for those who answer yes or no, have dropped out at question 20

54. Which courses or educational training have you attended in Za'atari camp, outside of formal school?
- Technical skills/post-basic education (ie. vocational training)
 - basic learning (e.g literacy or maths classes)
 - recreational activities
 - religious education
 - other (specify): _____
 - No
55. a. What is the main reason you go or used to go to these courses/trainings outside of formal school?
- It's something to do with my time
 - It can help me find a job/earn money
 - It's interesting/fun
 - My friends go
 - Family supports/encourages me to go
 - To be part of the community
 - For religious instruction
 - I prefer to be taught by members of my own community
 - It is relevant/more relevant than formal education
 - It is convenient/more convenient than formal education (suitable hours, closer, etc)
 - It is safe/safer than formal education
 - It is cheap/cheaper than formal education
 - Formal school was too overcrowded
 - It is good quality/better quality than formal education
 - I feel comfortable there/more comfortable there than in school
 - It was too difficult to follow in school
 - Other (please specify)
 - Prefer not to say
- b. What is the second most important reason (if any) you go or used to go to these courses/trainings outside of formal school?
- It's something to do with my time
 - It can help me find a job/earn money
 - It's interesting/fun
 - My friends go
 - Family supports/encourages me to go
 - To be part of the community
 - For religious instruction
 - I prefer to be taught by members of my own community
 - It is relevant/more relevant than formal education
 - It is convenient/more convenient than formal education (suitable hours, closer, etc)
 - It is safe/safer than formal education
 - It is cheap/cheaper than formal education
 - Formal school was too overcrowded
 - It is good quality/better quality than formal education
 - I feel comfortable there/more comfortable there than in school
 - It was too difficult to follow in school
 - Other (please specify)
 - None
 - Prefer not to say
- c. What is the third most important reason (if any) you go or used to go to these courses/trainings outside of formal school?
- It's something to do with my time
 - It can help me find a job/earn money
 - It's interesting/fun
 - My friends go
 - Family supports/encourages me to go
 - To be part of the community

- For religious instruction
- I prefer to be taught by members of my own community
- Smaller class sizes
- More convenient shifts
- Having Syrian teachers
- It is a more useful curriculum
- It is safe/safer than formal education
- It is cheap/cheaper than formal education
- Formal school was too overcrowded
- It is good quality/better quality than formal education
- I feel comfortable there/more comfortable there than in school
- It was too difficult to follow in school
- Other (please specify)
- None
- Prefer not to say

56. (Ask if answered no- dropped out to question 20) What were the main reasons you dropped out of informal education? (Multiple choice)

- Has to help at home
- Has to work to earn money
- Not very interested in going to school
- Got married / preparing to marry.
- Felt too insecure / unconfident to go to school.
- Felt discriminated against at school.
- Poor performance/has lost so much school time that it is difficult to follow.
- Family didn't have the resources to spend on school (uniform, shoes, books etc.)
- Distance to school
- Lack of appropriate WASH facilities at school.
- Because of the verbal / physical violence at school by teachers
- Because of the verbal/physical violence at school by other children
- Because of the verbal / physical violence on the way to and from school.
- Health and hygiene concerns at school (contagious disease, lice etc)
- Found the Jordanian teachers difficult to understand (language difficulties).
- Found it hard to adapt to the teacher / teaching methods / curriculum.
- The quality of education here is not good.
- Overcrowdedness and lack of supplies
- The certification provided is not useful.
- The shift is at an inappropriate time
- Other (please specify):
- Prefer not to say

57. (Ask if answered no, never attended at question 20). Why have you never attended informal education in Za'atari camp? (multiple choice).

- Has to help at home
- Not aware of informal education being offered in Za'atari camp
- Has to work to earn money
- Not very interested in going to school
- Got married / preparing to marry.
- Felt too insecure / unconfident to go to school.
- Felt discriminated against at school.
- Poor performance/has lost so much school time that it is difficult to follow.
- Family didn't have the resources to spend on school (uniform, shoes, books etc.)
- Distance to school
- Lack of appropriate WASH facilities at school.
- Because of the verbal / physical violence