Education Sector Working Group

JOINT EDUCATION NEEDS ASSESSMENT
ZA'ATARI REFUGEE CAMP – JORDAN

April 2013

EXECUTIVE SUMMARY

Following the conflict in Syria, the Jordanian government estimates that at least 470,000 Syrians have fled to Jordan. About 100,000 of them are currently living in Za'atari, a refugee camp in Al Mafraq governorate. While an estimated 36,000 of Za'atari's inhabitants are children of school going age (6-17), the large majority of them do not enrol at school in the camp, or have dropped out. The Joint Education Needs Assessment (JENA) therefore aimed at understanding a) the reasons behind children's non-attendance, and b) the measures which refugee children and their families consider the most helpful to promote equal access to education. Based on the secondary data review, it was decided to collect the primary data for this assessment through a representative household sample, and 20 focus group discussions with children and adults. In addition, in order to have a more extensive coverage and to avoid overlap, the assessment was harmonised with two related assessments. This report presents the key findings of the JENA, and the recommendations that are intended to guide the work of the Education Sector Working Group (ESWG). The below summarises the key findings.

ACCESS AND LEARNING ENVIRONMENT

Pre-school attendance: 16% of the pre-primary school aged children in Za'atari go to pre-school. For 67% of the children that do not attend, their families said that they are interested in enrolling them.

Formal education attendance: At the time of the survey, before the opening of the second school complex, 78% of the children between 6 and 17 in Za'atari were not in school. According to their parents, the most important reasons why they do not attend are that they are not interested, their families expect to return to Syria soon, and harassment / violence on the way to and from school. For the children themselves, particularly this last reason is very important.

Class schedule: School going children define it as problematic that they do not have breaks between classes. In addition, girls raise that school starts too early for them in the morning.

Lost school time: The majority of the children (66%) lost less than 3 months of school before arriving in Za'atari. At the other extreme, we have 23% of the children who lost more than a year of school. Longer disruption is a clear disincentive to re-enrolment.

Certification: Students and parents doubt that the education offered in Za'atari will lead to certification, as there have not been any exams yet, and 12th grade is not offered. In addition, they are worried that the Jordanian certification will not be recognised in Syria.

Non-formal/information education: Both boys and girls aged 12 to 17 are interested in Arabic classes. Girls would also like to take English and computer classes. Vocational training like construction, metal work and mobile phone repair are popular among boys, while girls are interested in tailoring/sewing and cooking.

Access routes: Getting to and from school is an issue in Za'atari, partly related to being in the wrong place at the wrong time, and partly to targeted harassment by other children.

Violence at school: Students, teachers and parents define children's aggressiveness at school as something that has to be dealt with. In addition, children describe the prevalence of verbal abuse and corporal punishment by (assistant) teachers.

Health and nutrition: Children say they do not eat enough. Teachers confirm that the fact that children are hungry is a barrier to learning at school.

TEACHING AND LEARNING

Formal curriculum: Maths, Islamic education and Arabic are children's favourite subjects, while English, social and national education, and science are the subjects they find most difficult. They miss subjects like arts, music and physical education.

Teaching and learning materials: Students, teachers and parents say that the children do not have school bags. In addition, many children lack the required books and do not have enough clothes to go to school. Boys would prefer a uniform.

Teacher training: Teachers would like to be trained in psycho-social support and classroom management. Parents would like the teacher training to include positive methods of discipline.

TEACHERS AND OTHER EDUCATION PERSONNEL

Jordanian and Syrian assistant teachers: Both groups agree that they share the burden in the classroom, but there is confusion in terms of the division of labour. Jordanian teachers feel that their authority is undermined, while the Syrians find their limited role in the classroom frustrating.

Class size: Both school staff and students point out that there are too many children per class.

Working environment: The Jordanian teachers do not feel comfortable in the camp because of what they see as security and health risks.

Collaboration with education partners: School staff call for better coordination between the different organisations working in formal education in Za'atari, and clearer communication channels.

School visitors: The teachers raised the disturbance caused by the many visitors to the school. In addition, many of them take pictures of the school staff and the students without asking permission.

Support and supervision: Teachers say they do not receive any regular support and do not have mechanisms to support each other. There is usually no follow up when children fall behind academically or start attending irregularly, while children with behavioural problems are referred.

COMMUNITY PARTICIPATION

Parents' involvement: The Jordanian teachers do not have any contact with parents. Syrian assistant teachers do, but not in any organised way. They are looking forward to the planned establishment of the Parents Teachers Association. Parents request a designated time to meet their children's teachers.

Syrian Education Committee: The Syrian Education Committee (SEC) defines itself as the link between the Jordanian school administration and the Syrian assistant teachers. The latter group feel, however, that they receive little information about the work of the SEC.

Student participation: Syrian assistant teachers recommend a higher involvement of the students at the school as one of the measures to deal with the issues the schools in Za'atari are faced with.

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- The Joint Education Needs Assessment (JENA) Task Force, consisting of the Norwegian Refugee Council, Questscope, Save the Children International, Save the Children Jordan, and UNICEF, who planned and implemented this assessment.
- The Za'atari based staff of the Task Force members, who implemented the 20 focus group discussions, wrote the focus group reports, and answered a long list of Za'atari related questions along the way.
- REACH, who conducted the sample survey in Za'atari.

We would also like to thank:

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ABBREVIATIONS

CFS	Child Friendly Space
ESWG	Education Sector Working Group
FE	Formal education
FGD	Focus group discussion
IFE	Informal Education
JD	Jordanian Dinar
JENA	Joint Education Needs Assessment
MoE	Ministry of Education
NFE	Non-Formal Education
NRC	Norwegian Refugee Council
SEC	Syrian Education Committee
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund
WASH	Water, sanitation, and hygiene

INTRODUCTION

CONTEXT

The protests that started in Syria in March 2011 have over the past two years developed into a country-wide armed conflict that has cost more than 70,000 lives. While four million Syrians are estimated to be displaced within the country, more than 1.3 million Syrians have fled to neighbouring countries (UNHCR Syria Information Sharing Portal).

In Jordan, as of 1 April 2013, UNHCR had registered 330,896 refugees from Syria (UNHCR Syria Information Sharing Portal). In addition, 63,980 refugees were waiting to be registered, which gives us a total of 394,876 refugees. However, not all refugees register with UNHCR. The Jordanian government consequently estimates that there are currently at least 470,000 Syrians in Jordan.

According to the official registration figures, 171,101 refugees are residing in Za'atari, the refugee camp in Al Mafraq governorate that was opened in July 2012. However, programming figures indicate that the actual number of refugees living in Za'atari is lower, probably about 100,000, as some families

	Boys	**Girls**	**TOTAL**
0 – 4	9.5 %	10.3 %	19.8 %
5 – 11	11.3 %	11.2 %	22.5 %
12 – 17	8.4 %	8.2 %	16.6 %
TOTAL	29.2 %	29.7 %	**58.9 %**

Figure 1: Disaggregation of children in Za'atari

returned to Syria, others have moved outside the camp etc.[1] Based on this adjusted figure, an estimated 36,000 of Za'atari's inhabitants are children of school going age (6-17)[2] (see Figure 1).

EDUCATION FOR SYRIAN REFUGEES IN ZA'ATARI

Za'atari currently counts two pre-schools. Both are run by Save the Children International, as private pre-schools, not under the Ministry of Education (MoE). Rainbow Kindergarten (see Figure 8 for the location) opened on 1 December 2012. While this pre-school has a capacity of 640 children, Rainbow currently enrols a thousand children, in four shifts: One in the morning and one if the afternoon, with each group of children attending 3 days a week. Little Hands Kindergarten (see Figure 8) opened on 1 March and has a capacity of 320 children. It operates with the same four shifts as Rainbow. Save the Children International plans to increase its pre-school capacity with an additional 600 places. In line with Jordanian regulations, children can start attending pre-school from the age of 3 years and 8 months, until the age of 5 years and 8 months, when they can enrol in primary school.

Formal education is currently being provided in two education complexes that are run by the MoE and supported by UNICEF. At the time of the data collection for this assessment (4-17 March 2013), however, only the Bahraini Complex – so called because the buildings were financed by the Government of Bahrain – was operational (see Figure 8: School 1). Also other partners are involved in the implementation of formal education: the Norwegian Refugee Council is responsible for establishing an information management and monitoring system (for students attendance), for

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[1] This implies that the majority of the Syrian refugees in Jordan live in host communities. According to the MoE, about 30,000 children are enrolled in schools in host communities. This report however only deals with Za'atari.

[2] School-going age is in this report defined as age 6 up to and including 17, as this covers the 12 grades of primary and secondary education that are provided both in Jordanian and in the Syrian education systems. For the purpose of this report, primary refers to grades 1 to 6, and secondary to grades 7 to 12.

training school staff, for the provision of catch-up classes that will enable children to be integrated in formal education, and for the establishment and training of Parent Teacher Associations.

In the end of March, UNICEF in collaboration with Relief International started organising remedial classes for school-going children who have fallen behind with their studies or who face difficulties coping with the curriculum (see Figure 8 for the location). Once they are referred by their teachers, they are provided with remedial classes in Arabic, English, mathematics and science. Each class gathers 10 to 16 students for three academic and one recreational session daily. Syrian case managers provide individual follow up and monitoring of students' educational progress, while Syrian community mobilisers accompany students to and from the remedial education centre. The programme runs in two shifts and has the capacity to assist 5,000 children. Depending on the needs, in the future, additional types of educational support might be provided as well (for example exam preparation classes, homework groups, etc.).

Save the Children Jordan with support of UNICEF has established a Help Desk in Za'atari. The Help Desk supports families with the registration of their children at school and with the referral of vulnerable children to appropriate education services. It also includes a follow up system and addresses psychosocial and protection challenges faced at school. This is closely linked to the school-based protection office in Za'atari. This office consists of a social worker, a psychologist, an information assistant and Syrian volunteers. The office is tasked with protection case management, the identification of children in need of psychosocial support, a referral system for other service providers according to student needs, awareness raising on the right to education, and school registration, in addition to conducting training sessions for all the teachers and school workers.

The formal education complexes each consist of four schools (an elementary school for girls, an elementary school for boys, a secondary school for girls, and a secondary school for boys) and operate in two shifts: The girls go to school from 08:00 to 12:00 hours, while the boys start at 12:00 and finish at 16:00 hours. Both complexes have a capacity of 5,000 students each and offer grades 1 to 11. It is presently not possible to take grade 12, the grade which prepares for the Tawjihi or General Secondary Education Certificate, in the camp. The reason is that, according to the MoE, a Syrian grade 11 certificate that has been endorsed by the Syrian embassy in Jordan and by the Jordanian Ministry of Foreign Affairs is required for enrolment in this grade. Very few Syrian refugees took this type of documentation with them when they fled Syria, though. It is expected that grade 12 will be provided in Za'atari from next school-year onwards. Students who had finished grade 11 in Syria already are encouraged to re-take this grade in Za'atari, as this will give them the required documentation to start grade 12.

Also different types of non-formal/informal education (NFE/IFE)[3] are available in Za'atari Camp. Finn Church Aid provides literacy and numeracy classes for youth between the ages of 15 and 24. Questscope is preparing to launch a programme that focuses on critical thinking skills, functional literacy, and pro-social behaviour for out of school children (boys 8-18, girls 8-20) (see Figure 8). NRC

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[3] In Jordan, non-formal education refers to the Ministry of Education programme for dropouts and children who have never been to school in Jordan that can lead to a 10th grade equivalent certificate. Informal education ranges from literacy and numeracy classes to extra-curricular activities, life skills etc. In this report, we use both terms together to refer to any educational activities outside the formal education system.

is currently conducting a market assessment that will inform their planned life skills, literacy, numeracy, possibly English language training and vocational skills courses. Based on this assessment, also Finn Church Aid is planning to start skills training programmes.

In addition to formal and informal education, 29 Child Friendly Spaces have been established in Za'atari. Za'atari also counts 6 Adolescent Friendly Spaces (12-18), and there are 7 playgrounds, where Mercy Corps provides different types of entertainment. Other activities that are offered in Za'atari include physical activities and psycho-social support through circus training (Finn Church Aid); mosaic and jewellery making workshops, a reading club and sports (UN Women and INTERSOS); games, face painting and football training (International Relief and Development); sewing, wood work and accessory making (Jordanian Institute for Family Health in collaboration with UNFPA); etc.

PRE-CRISIS SITUATION OF THE EDUCATION SECTOR IN SYRIA
Since 2002, education in Syria is compulsory and free from grade 1 to 9 (UNESCO 2010/11). Primary net attendance rates are high: 87 % for boys and 86 % for girls, while secondary net attendance rates drop to 63 % for both boys and girls (UNICEF 4-13 Dec 2012, figures from 2005-2010). Children are said to drop out because of poverty and the need to find paid work, because of the low quality of education, and because of various forms of violence in schools. Syria does not have a comprehensive ban on corporal punishment in public schools, but the MoE has issued a number of circulars explicitly prohibiting the use of physical and verbal violence at school (Save the Children 2011). Particularly when it comes to secondary education, attendance rates are markedly lower in the northern and north-eastern governorates, and there are substantial urban–rural and rich–poor disparities. Among the poorest quintile, for example, the secondary school net attendance ratio is only 37 % (Central Bureau of Statistics et al. 2008). According to UNICEF, pre-school attendance is at 9% for both boys and girls. In 2006, one third of the children who attended first grade at age 6 had attended pre-school the year before (UNESCO 2010/11).

EXPECTED EVOLUTION OF THE CRISIS SITUATION
As the influx of refugees from Syria continues, Za'atari is about to reach its full capacity. The camp is expected to close to new arrivals in coming months. This will lead to a stabilisation of the camp population, including the number of school aged children, which should facilitate the provision of different types of formal and non-formal education.

The Emirate Jordanian Camp opened on 11 April. It will be able to host a total of 25,000 refugees and already contains a school with a capacity of approximately 4,500 children, in double shift. If required, this camp can be expanded to accommodate 50,000 refugees, in which case a second school will be built. It is unlikely that formal education will start before September. Until then, the school premises will be utilised for remedial and informal education. Azraq Camp, which is expected to open in coming months, will accommodate 50,000 refugees in the initial phases but can be expanded to host an additional 60,000 refugees. Two schools are planned, with a total capacity for 10,000 children, but these schools will not be used for formal education until September.

The Za'atari education assessment will provide valuable lessons for the third school, currently under construction in Za'atari, and for the organisation of formal education and NFE/IFE in the new camps.

OBJECTIVES AND METHODS

PLANNING

The Education Sector Working Group (ESWG) in Jordan established a Task Force to plan and implement this inter-agency assessment. This Task Force consisted of the Norwegian Refugee Council, Questscope, Save the Children International, Save the Children Jordan and UNICEF. In addition, assistance was requested from the Global Education Cluster, which deployed a Rapid Response Team member to Jordan to coordinate the assessment and draft the report. In the first phase, the Task Force focused on the implementation of an education assessment in Za'atari. This will be complemented by an assessment in the host communities at a later stage.

In the planning phase, it was clear that many Syrian children of primary and secondary school age had not enrolled in Za'atari. In addition, of those that did enrol, many did not attend regularly or had dropped out.[4] Secondary data (CHF July 2012, IRC Oct. 2012, UNHCR Dec. 2012, in addition to personal communication with Za'atari based UN and NGO staff) cited a large number of reasons why children did not enrol or had dropped out in Za'atari: Children have lost too much school time and would need catch-up classes in order to be able to re-enter, they have to work to earn money, they drop out because of violence at school by teachers and students, families do not have the resources to spend on school, they expect to return to Syria soon etc.[5] It was unclear, however, which were the most important barriers to formal education. Understanding this question was consequently one of the main drivers for the education assessment in Za'atari.

OBJECTIVES

The key objective of this Joint Education Needs Assessment (JENA) was to identify immediate education priorities in Za'atari. This objective was broken down in the following research questions:
  – What are the most important barriers to education in Za'atari?
  – What do Syrian refugee children and their families consider the most helpful measures to promote equal access to education?

METHODS
Secondary data

Considering that this assessment developed into a comprehensive rather than a rapid assessment, the methods were adapted accordingly. This report builds on secondary and primary data. The secondary data that were reviewed include needs assessments already conducted in Za'atari, in Jordanian host communities, in Syria, and in other countries that have received refugees from Syria, both on education and related sectors. Also pre-crisis reports on education in Jordan and in Syria were included. The analysis of the secondary data has informed the methods used for the collection of the primary data.

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[4] In this report, dropping out means quitting school before graduation. Out of school children include both children who dropped out and children who never went to school.
[5] The reports we refer to here are about Syrian refugees living in host communities in Jordan, but many of the reasons why children do not attend school in Za'atari are similar.

Primary data

The primary data were collected through a sample household survey (from 12 to 17 March) and focus group discussions (from 4 to 13 March). For the household survey, a representative random sample of the Za'atari refugee households was selected. Surveying 380 households yields a statistical confidence level of 95%, with an error margin of 5%, which were deemed as acceptable values. To ensure equal representation of distinct areas and communities, points were randomly distributed across the entire area of the camp, with additional points added in more densely populated areas. The points were marked on the maps used by the six enumerators, who then interviewed a single household that was closest to each point on the map. Figure 2 shows the distribution of the children in the sample per month of arrival in Za'atari, and per area of residence in the camp.

The enumerators used mobile phones to collect the survey data. The phones were equipped with Open Data Kit (ODK), an open-source mobile data collection platform.

	1A	1B	Mod 2	Mod 3	Mod 4	Mod 5	Mod 7	Phase 5	Stage 1	Unknown	Total
Jul '12	21	3	-	-	5	4	-	-	-	-	**33**
Aug '12	59	4	2	-	5	3	-	-	-	-	**73**
Sep '12	23	10	3	3	4	5	-	5	-	-	**53**
Oct '12	7	11	1	19	-	8	-	-	1	-	**47**
Nov '12	32	29	3	19	10	12	-	-	16	-	**121**
Dec '12	48	28	32	11	4	2	-	1	18	-	**144**
Jan '13	36	37	83	62	48	88	3	17	69	-	**443**
Feb '13	42	16	46	57	78	46	-	120	56	4	**465**
Mar '13	20	23	24	2	11	2	-	20	28	-	**130**
Total	**288**	**161**	**194**	**173**	**165**	**170**	**3**	**163**	**188**	**4**	**1509**

Figure 2: Number of children in the sample per month of arrival in Za'atari and area of residence in the camp

The multi-sectoral questionnaire included six education related questions, in addition to questions on child protection, health, nutrition, and water, sanitation and hygiene (WASH). Some of the questions on other sectors have also been useful for this education assessment. All the education questions were asked about every child aged 3 to 17 living in the household. In total, 1,509 children were included in the survey: 406 children between 0 and 3 years 8 months, 183 children of pre-school going age (3 years 8 months to 5 years 8 months), and 920 children of school-going age (5 years 8 months to 17). The non-response rate differs for the different questions and is mentioned when the data are referred to for the first time in the report. It is important to keep in mind that the education questions were answered by the adults in the household, usually the children's parents, not by the children themselves.

The views of the children were collected through focus group discussions (FGD). Members of the Task Force conducted twelve FGD with children, with twelve different target groups, to ensure that different experiences were captured. In total, 142 school aged children participated in these FGD (see Figure 3).

Target group	Sex	Age group	Number of participants
Children going to school in Za'atari (Bahraini Complex)	Boys	Attending grades 1-6	13
		Attending grades 7-11	10
	Girls	Attending grades 1-6	12
		Attending grades 7-11	11
Children who dropped out of school in Za'atari (Bahraini Complex)	Boys	Dropped out of grades 1-6	12
		Dropped out of grades 7-11	10
	Girls	Dropped out of grades 1-6	11
		Dropped out of grades 7-11	10
Children who never enrolled in Za'atari	Boys	Aged 6-11	15
		Aged 12-17	15
	Girls	Aged 6-11	12
		Aged 12-17	11

Figure 3: Types of focus group discussions conducted with children

Because of the winter-break and the occupation of the Bahraini Complex by refugee families after their tents were flooded, there was not much teaching in January and February 2013. It was therefore agreed that the large majority of the children selected for the FGD would be children who arrived in the camp before the end of December 2012. In addition, the participants 1) were drawn from different areas of the camp, 2) included children who had been in Za'atari for a long time and others who had arrived more recently, and 3) represented different ages within the target groups.

An additional eight FGD were held with 93 adults, including different types of school staff and parents, as shown in Figure 4.

Target group	Age group	Number of participants
Jordanian teachers	Teaching in grades 1-6	11
	Teaching in grades 7-11	14
Syrian assistant teachers	Teaching in grades 1-6	15
	Teaching in grades 7-11	9
Principals and assistant principals	-	11
School counsellors	-	4 (out of 4)
Syrian Education Committee	-	6 (out of 6)
Parents of school going and non-school going children	-	23

Figure 4: Adult target groups of focus group discussions

All FGD were led by a facilitator, who was assisted by a note taker. For all the FGD with children, the facilitator and the note taker were of the same sex as the children. Some FGD in addition had an observer from another member of the Task Force. As the Norwegian Refugee Council, Questscope, Save the Children International and Save the Children Jordan all had Arabic speaking staff trained in conducting FGD, no additional trainings were conducted. It was agreed that only trained staff would be used as facilitators and note takers.

Before the start of every FGD, oral consent was given by the participants, after the facilitator had explained that they could leave the group at any point, and that they did not have to answer all the questions if they did not want to. In addition, for the children under 18, parents either gave their oral consent before the child's participation in the discussion, or the FGD was organised during school time, and the teacher agreed for the children to participate.

Harmonisation with other assessments

Because several of the members of the ESWG have 18 to 24 year olds as their target group for NFE/IFE programmes, this group was originally included in the Joint Education Needs Assessment. During the planning process, it became clear, however, that NRC intended to conduct a market assessment in Za'atari, which would focus on skills and vocational training, and which would include this age group. In order to avoid duplication, and to limit the assessment fatigue already noticeable in Za'atari, it was decided to harmonise both assessments. Draft questionnaires from both assessments were shared and commented on. Also it was agreed to make findings from both assessment available in a draft stage. The full market assessment report is expected to be available in May.

A similar approach was agreed upon with Handicap International. The Joint Education Needs Assessment intended to have a special focus on the education needs of children with disabilities in Za'atari. However, Handicap International was planning an accessibility assessment in Za'atari, and the education related topics they were looking into covered our needs. Handicap International consequently agreed to make their preliminary findings available so they could be included in this report. The full accessibility assessment report is expected to be available in May.

LIMITATIONS

The sample household survey conducted in Za'atari is representative for the camp population. However, the non-response rate varies for the different questions. This is probably partly a consequence of mistakes in the data entry, and partly because respondents did not answer all the questions they were asked. Non-response rates are common and only problematic if those who did not answer share particular characteristics. In the case of this survey, this is difficult to know, as we have no information about the respondents' area of origin, socio-economic status, literacy rates etc.

While FGD were held with in total 235 children and adults, the views of the participants are not necessarily representative of those of the target groups they were drawn from. In addition, while some of the reports based on the FGD were of high quality, other reports showed that it had been difficult for the facilitator to discern which answers required further probing. In certain cases, the instruction to select the 3 most important factors from a list was not followed, which did not allow for the planned prioritisation in the analysis of the data. More importantly, in some of the FGD, answering categories were read to the participants. This was not the intention, as it leads participants in a certain direction.

No interviews were conducted with NGO and UN staff working in education in Za'atari. This was partly in the interest of time, and partly because their opinions are included in this report as far as they were expressed in the secondary data, and through the review of the draft report by the members of the Task Force, all organisations active in education in the camp.

THE REPORT

This report is based on the database containing the results from the full household survey, on the reports from the FGD that were prepared by the members of the Task Force, and on secondary data. The findings and recommendations presented in the report were reviewed and finalised by the Task Force as an inter-agency effort. They are intended to guide the work of the ESWG.

The structure of the assessment report is based on the format proposed in the Global Education Cluster's *Joint Education Needs Assessment Toolkit* (2010) and on the *INEE Minimum Standards for Education: Preparedness, Response, Recovery* (2010). Every section contains recommendations. In addition, all the recommendations are collected in an annex.

KEY FINDINGS: ACCESS AND LEARNING ENVIRONMENT

EQUAL ACCESS

Pre-school attendance

At the time of the survey, 16 % of the pre-primary school aged children (in Jordan between 3 years 8 months and 5 years 8 months) in Za'atari went to pre-school. 52 % of them are boys and 48 % girls. For the 84 % that do not attend, in 67 % of the cases, their families said that they are interested in enrolling them (see Figure 5). This figure confirms the high demand experienced by the two pre-schools that are operational in Za'atari, which is illustrated by the fact that both of them operate in four shifts. The pre-primary attendance is higher in Za'atari than in pre-crisis Syria, where it was 9 %. The high interest in pre-school in Za'atari is not surprising. Enrolling children in pre-school is commonly considered important by parents living in a refugee camp, as it allows them to focus on basic needs such as shelter and food for their families, without having to worry about their children, who are being taken care of in a safe place.
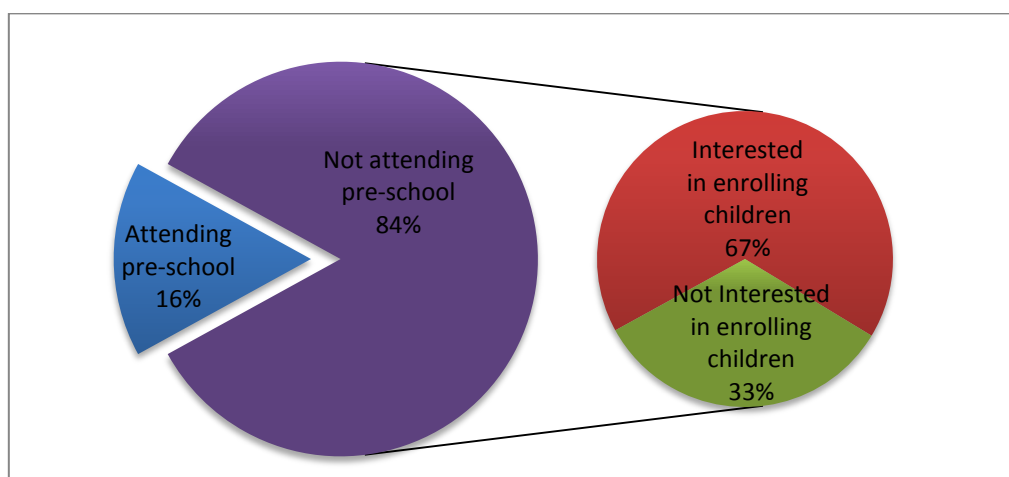

Figure 5: Pre-school attendance and interest in attending, according to the parents

RECOMMENDATIONS:

Strengthen pre-school in Za'atari:

- The ESWG to develop an advocacy brief for donors on the need to open additional pre-schools in Za'atari to ensure that a) more children can join, and that b) children can attend five days a week instead of three.
- Save the Children International to consider expanding the current services by offering additional children the possibility to join pre-school on Fridays, in a morning and an afternoon shift in both existing pre-schools.
- Education partners involved in pre-school and formal education in Za'atari to assess how many first graders in Za'atari went to pre-school in Syria.
- Education partners involved in formal education in Za'atari to reach out to potential first graders in pre-school before the start of the next school year.

Enrolment and attendance in formal education

The registration of about 12,000 children in the two schools in Za'atari demonstrates that many refugee families are aware that it is possible for their children

> **'My parents don't encourage me but I get dressed and go to school.'**
> Girl in primary school in Za'atari

to go to school in the camp. Still, the survey data show that 78% of the children between 6 and 17 in Za'atari do not go to school. This group includes children who have never gone to school in Za'atari, and children who have dropped out of school in the camp. This number is surprisingly high considering the fact that 66% of all the children of school going age in Za'atari were in school three months before arriving in the camp (see below). These attendance data were collected before the opening of the second school in Za'atari. Children have been able to register in the Bahraini Complex all along though; there have never been any restrictions in this regard.

When we disaggregate these data for all the school going children by sex and age (see Figure 6), it becomes clear that 23 % of the primary school aged children in Za'atari go to school, while 77 % do not. This figure is the same for boys and girls. Among the secondary aged children, there is a 9 percentage points difference between boys and girls: While 24 % of the girls go to school, only 15 % of the boys do the same.

	Primary school aged children			Secondary school aged children			Total	
	Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**
Attending	23%	23%	23%	15%	24%	20%	20%	24%
Not attending	77%	77%	77%	84%	76%	80%	80%	76%

Figure 6: Percentage of children (not) going to school in Za'atari, disaggregated by sex and age group

Looking at the areas of the camp with the largest numbers of children out of school, as shown in Figure 7, it is clear that these are 1A, Module 2 and Phase 5. Relative to the numbers of children of school going age living in each area, the highest percentages of children not attending school live in Module 4 (88%), Phase 5 (88%), Module 2 (84%) and Module 3 (83%). The largest percentage of children are going to school in areas 1B (38%) and 1A (34%). These are the areas of the camp that were inhabited first when the camp opened. They are also the areas closest to the Bahraini school (see Figure 8).

	1A	1B	Mod 2	Mod 3	Mod 4	Mod 5	Phase 5	Stage 1
Going to school	67	24	20	18	13	23	14	21
Not going to school	128	39	103	88	98	73	102	86
TOTAL	**195**	**63**	**123**	**106**	**111**	**96**	**116**	**107**

Figure 7: Number of children (not) going to school per geographical area of Za'atari [6]

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[6] None of the households living in Module 7 that were included in this survey had any children of school going age. Module 6 was not included as it was not inhabited yet at the time of the survey.
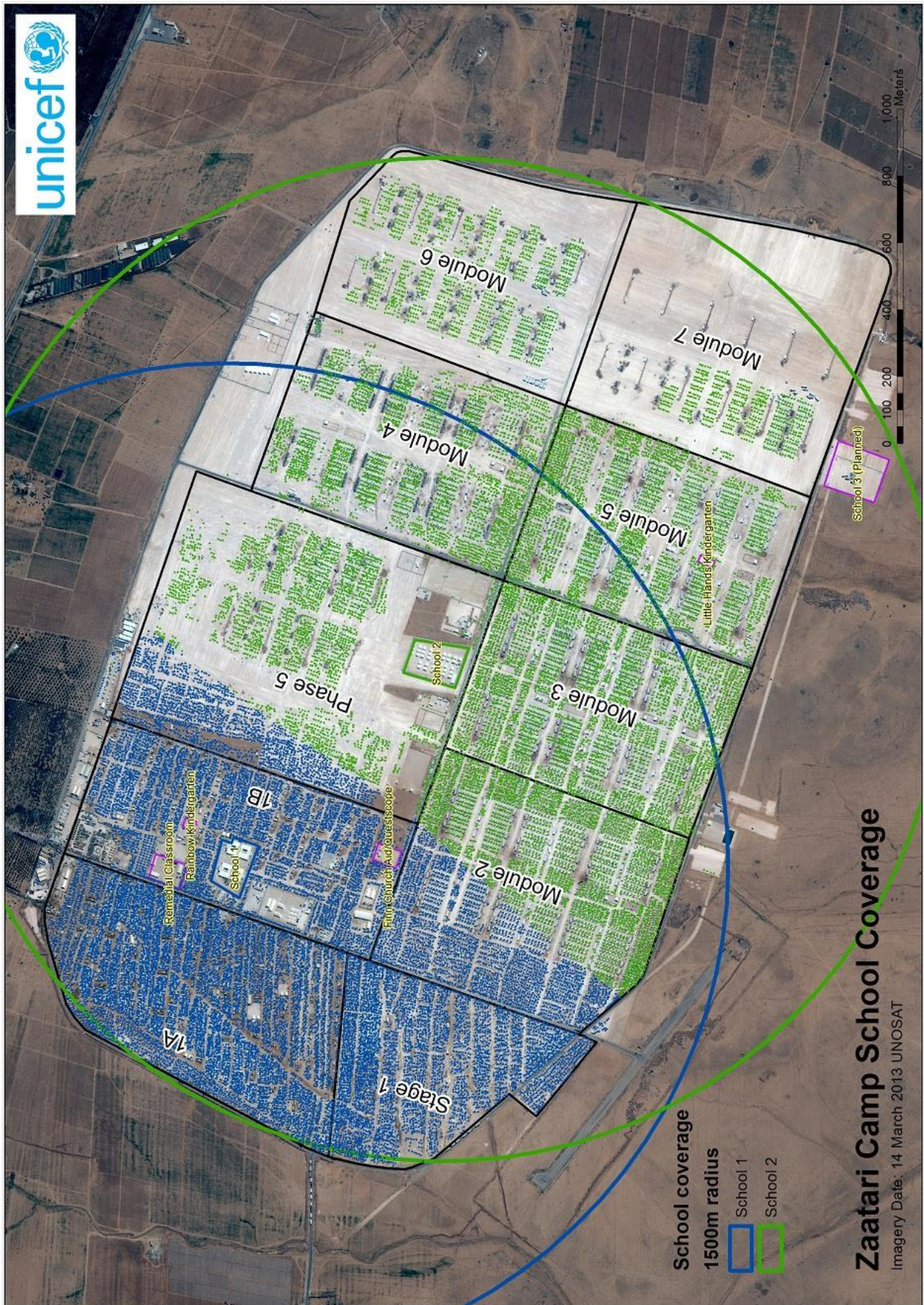
Zaatari Camp School Coverage
Imagery Date: 14 March 2013 UNOSAT

School coverage
1500m radius
School 1
School 2

Figure **8**

Zaatari Camp School Coverage
Imagery Date: 14 March 2013 UNOSAT
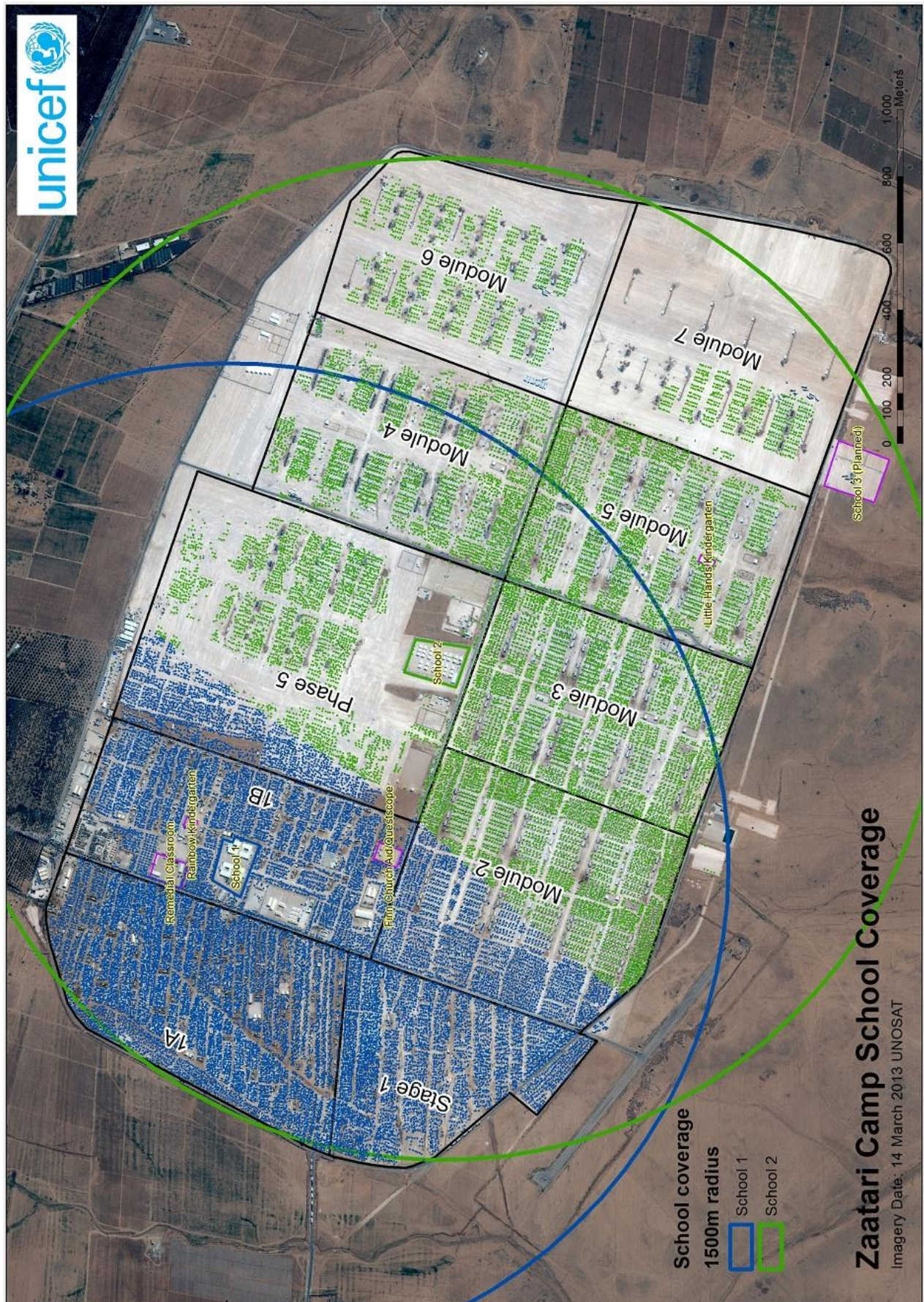
School coverage
1500m radius
☐ School 1
☐ School 2

Figure 8: Za'atari camp, indicating education facilities and the distance for children to the nearest school
The reasons why children do not attend school vary, but according to their parents, more than half of the children do not go to school in Za'atari because they are not interested in going to school (22%), because the family expects to return to Syria soon (20%), and because of harassment or violence on the way to and from school (11%). Also, children do not enrol or attend in Za'atari because they have to help at home (10%) or work to earn money (5%), because they have never been to school before/have been out of school for more than 3 years and are therefore not eligible to enrol in formal education in Jordan (8%), because they fear they will get sick at school (8%), and because of violence at school (6%). Additional, less important reasons are included in Figure 9.[7]
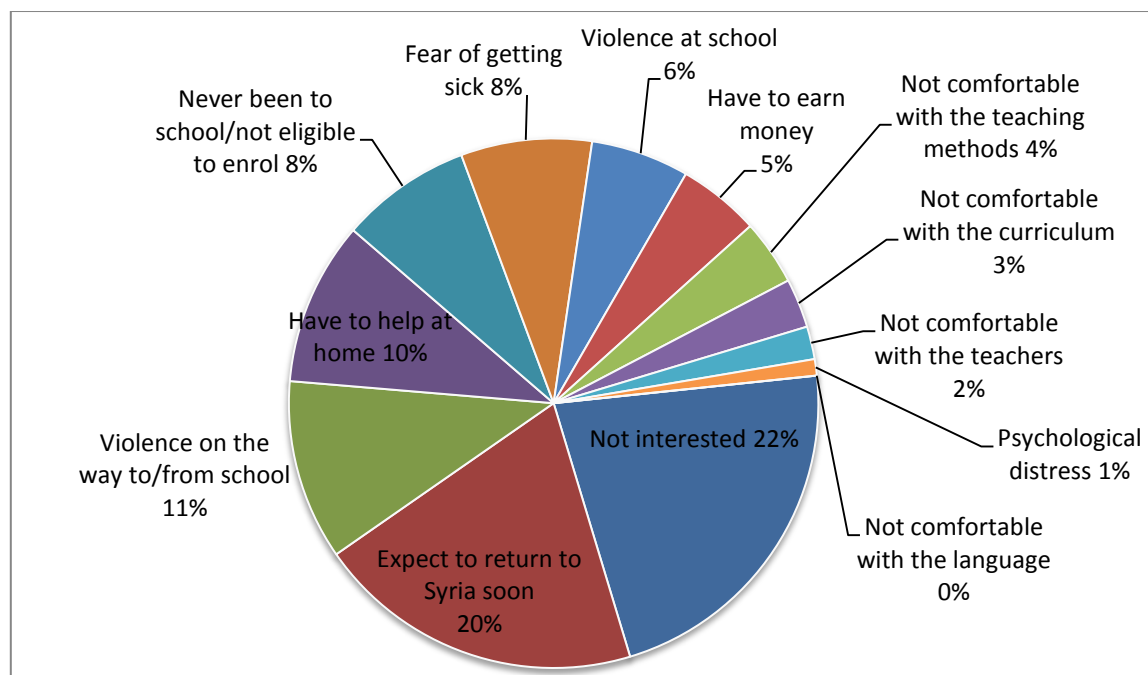

Figure 9: Reasons why children do not go to school, according to their parents

When we look at the five most important reasons for not going to school per age group, and disaggregate by sex, as shown in Figure 10, we notice some clear differences. Not being eligible for formal education or never having been to school is according to the parents a more important reason for not going to school for boys than for girls, where it does not appear in the top five. Helping at home is clearly a bigger issue for girls, while working to earn money is seldom given as a reason why girls do not go to school (see CP and GBV Sub-Working Group Jordan 2013 for more detailed data on child labour). Also, according to the parents, while 29% of the secondary school aged boys are not interested in going to school, this is only the case for 18% of the secondary school aged girls.

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[7] This question was answered for 534 out of the 720 children included in the survey that do not go to school, which gives a response rate of 74%. Respondents were allowed to give several reasons per child. There was no 'other' category.

Frequency a reason was cited by parents: A: 5-9% A: 10-14% A: 15-19% A: 20-24% A: 25-29%		Primary	Secondary
	Boys	Fear sick Not interested Never been Expect return Violence on the way	Help at home Never been Not interested Expect return
	Girls	Fear sick Expect return Violence on the way Help at home Not interested	Help at home Fear sick Violence on the way Expect return Earn money Not interested
	Total	Help at home Expect return Fear sick Not interested Violence on the way	Earn money Expect return Not interested Help at home Never been

Figure 10: The top five reasons why children are not going to school, according to their parents, disaggregated by sex and age group

When the out of school children who participated in the focus group discussions (96 children in total) were asked why they do not go to school in Za'atari, their answers were somewhat different. None of the children said that they were not interested in school, although some of the younger boys who had never been to school in Za'atari mentioned that education is not considered important in their community, while some of the older ones said that they spend most of their time in the Child Friendly Space, which occupies their time. When asked if they would like to go 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. The fact that children want to go to school is a significant finding. It shows the importance of asking children for their opinions. We should consequently not take the parents' reply that their children are not interested in going to school at face value.

The expectation to return to Syria soon was only mentioned as a reason for not going to school in one of the 8 FGD with children who do not currently attend. In one of the other groups, some of the participants said that their families were waiting for bail and therefore did not feel that it was worth going to school in the camp, just for a short time.[8] In both cases, the decision to move will be made by the parents, not by the children. It is therefore not surprising that children do not give this as a reason for not going to school.

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[8] Under the bailout programme, which is organised by the Jordanian government, a Syrian refugee family in Za'atari can be sponsored by a Jordanian family, and consequently leave Za'atari to go and live in a host community instead.

Violence or harassment on the way to and from school was identified as a reason for not going to school by the four groups of drop out students and by both the primary and the secondary school aged girls who have never been to school in Za'atari. We will return to this issue below. In order to provide the full picture, and because some of the reasons that were given in a particular FGD might have been given by a large number of children, we also list the reasons that came up in some of the groups only (see Figure 11).

Reasons mentioned in at least 4 FGD	− Children feel too insecure to go to school. − Children have to help at home (queue to get bread, get water, cook, etc.) or work to earn money (carry goods to the market, selling goods, etc). − The school is too far from where they live. − The lack of appropriate WASH facilities at school.
Reasons mentioned in at least 3 FGD	− Families do not have the resources to spend on school.
Reasons mentioned in at least 2 FGD	− There are too many children in one class. − It is hard to adapt to the curriculum. − School is more difficult than in Syria. − School is easier than in Syria. − Preparing to get married. − No knowledge of the existence of a school in Za'atari.
Reasons mentioned in at least one FGD	− Violence at school. − The Jordanian teachers are difficult to understand. − Teachers did not teach in the beginning of the semester so we lost confidence in the school. − One teacher keeps on using his mobile phone during the class. − Difficulties doing homework (no electricity). − Too long break between two semesters. − School starts too early in the morning. − Too short breaks during school time. − No art, music or recreational activities at school. − Not allowed to go to school by parents. − Parents are reluctant to leave their daily chores to take us to school to register. − We heard that education is not certified in Syria. − There is no opportunity to take the Tawjihi. − We do not feel hygienic enough to attend school due to the lack of water.

Figure 11: Reasons why children do not go to school that were mentioned in one or more of the 8 FGD with children currently out of school.

The majority of these reasons for not going to school are supply rather than demand related, meaning that they have to do with the school ('too many children per class' and 'too short breaks' for example) rather than the household (for example 'have to help at home' and 'not allowed to go to school'). Some of them illustrate the potential risks of unlimited registration when the facilities and services available cannot keep up with the rapidly increasing numbers.

On the issue of marriage, secondary school aged children were asked if students who get married can continue their education. Less than half of the boys thought that this was possible, saying that

'the responsibilities become very hard after marriage'. Girls who had never been to school in Za'atari generally did not think this was possible either, adding that it depends on the family. The general sentiment, they said, is that education is only a right for boys. According to girls who dropped out of school in Za'atari, it depends on the husband. This was illustrated by one of the girls, who said that she would like to continue her education, but her fiancé does not accept that. In the sample survey, six of the 920 school aged children (0.7 %) were married. Since all of them were girls, this means that 1.4 % of the school-aged girls in Za'atari are married. In the sample, one of the married girls was aged 13, one 15, two 16 and two 17. None of them went to school.

RECOMMENDATIONS:
◦ The ESWG to develop an advocacy brief for donors on the need for additional places in formal education, and for additional NFE/IFE places in Za'atari.
◦ Education partners in Za'atari (FE/NFE/IFE) to reach out to out of school children by:
  − Continuing the outreach campaign in Za'atari, with a particular focus on
    a) The areas of the camp with the highest numbers of out of school children,
    b) Secondary school aged boys who are out of school, and
    c) New arrivals (to limit their out of school time).
  − Developing and using advocacy messages targeting parents (including on the advantages of going to school in Za'atari in preparation of going back to Syria, and dispelling fears of getting sick at school), and targeting children.
  − Considering incentives to encourage children to go to school.
  − With the active involvement of out of school children themselves, surveying this group to form a better picture of who they are, what their educational needs are, and what would be needed for them to enrol in FE or NFE/IFE.
  − Developing a joint intake form for NFE/IFE programmes to get a better idea of who the children out of school are, and to ease the referral process to FE.
  − Engaging children in NFE/IFE, especially for those children who have been out of school for a long time.
  − Engaging parents more actively in the education programmes (FE/NFE/IFE) their children participate in, as they to a large extent are the decision makers when it comes to children' enrolment and attendance.
  − Forming a committee that operates in collaboration with the Parent Teacher Association responsible for following up on drop outs.
  − Discussing the possibility for Syrian assistant teachers to get involved in following up on drop outs.
  − Inviting drop outs to join the catch-up classes and homework support when they start formal education.

Class schedule

Without being prompted, all four groups of school going children raised the fact that they do not have breaks at school as an issue. The boys said: 'There are no breaks, we go to school from 12:00 to 16:00.' For the primary school girls, it was the one thing they would like to change at school. Syrian assistant teachers raised this issue as well, proposing to shorten classes 'so that the children have a

five minutes break between the classes'. Breaks between classes would allow children to relax for a bit before the next class starts, and it would also give them the opportunity to socialise with other students. This was raised in FGD that were conducted in Za'atari earlier, where children claimed to have dropped out because of the lack of social interaction with other children at school.

The secondary school girls added that school starts too early for them. Also the group of girls who had dropped out of secondary school in Za'atari raised this, proposing to delay the start of the girls' shift. According to (assistant) principals, many girls come late in the morning because they are afraid in the dark, and because it takes time for them to walk to school. Parents added that it is cold when the girls have to get up, and that they do not have time to eat breakfast because school starts early.

On a very practical level, the girls currently attending secondary school recommend having maths as the final subject of the day. This seems to be related to the fact that maths generally is one of the children's favourite subjects (see below). Many children find it hard to concentrate during the last class of the shift, and would therefore rather have a subject they consider easy during that time. Both students and teachers pointed out that one of the reasons why the last class of the shift is particularly demanding is that students are hungry.

Some of the Jordanian teachers proposed to have longer classes than the current 35 minutes, 'as it takes time to control the class, which may shorten the length of the class and affect the coverage of the curriculum.'

Some parents suggested having one school complex for boys and one for girls, instead of having the girls and the boys shift in the same school complex, as is currently the case. They reasoned that this would give students the chance to spend more time at school. This would indeed have its advantages, as it would make it easier to have additional subjects and recreational activities at school while the other shift is on-going. The disadvantage would be that it would be further for children to walk to school.

RECOMMENDATIONS:
Education partners (FE) to explore options to adapt the school schedule to the needs of the children:
  – Provide at least one break during the school shift.
  – Consider starting the girls' shift later.
  – Consider adapting the timing of the shifts to the season (different in summer and in winter), taking into account the morning cold in winter and the afternoon heat in summer, as the latter is known to increase aggression.
  – Look into adapting the timetable not to end the shift with the subjects the children generally find most demanding.
  – Discuss the option of using one school complex only for girls, and one only for boys.

Lost school time

As a part of the household survey, parents were asked when their children dropped out of school in Syria.[9] For some, dropping out was related to the conflict, for others, it was related to other factors, possibly from before the conflict started. Unfortunately, because of an error in the programming of the mobile phones, the question 'What month did the child begin attending school in Za'atari?' was left out from the questionnaire. Still, by combining several of the other questions, we can see clear patterns related to lost school time.

The majority of the children in Za'atari (66%) lost less than 3 months of school before arriving in the camp. The second biggest group we find at the other extreme, as 23% of the children lost more than a year of school. In the middle, we have 8% who lost between 3 and 6 months, and 2% who lost between 6 and 12 months. When we disaggregate these figures (see Figure 12), we see that the children who were out of school between one and two months before arriving in Za'atari are the biggest group (39%). It is also clear that boys generally have been out of school longer than girls: One out of five of the primary school aged boys were out of school for more than a year. For the secondary school aged boys, this figure increases to more than one in three.

School time lost	Children of primary school age			Children of secondary school age			TOTAL
	Boys	Girls	Total	Boys	Girls	Total	
Less than 1 month	16 %	15 %	15 %	15 %	19 %	17 %	16 %
1-2 months	40 %	44 %	42 %	34 %	37 %	36 %	39 %
2-3 months	12 %	15 %	13 %	8 %	9 %	8 %	11 %
3-6 months	10 %	8 %	9 %	4 %	9 %	7 %	8 %
6-12 months	2 %	3 %	2 %	2 %	2 %	2 %	2 %
+ 12 months	20 %	15 %	17 %	36 %	24 %	31 %	23 %

Figure 12: Disaggregation of the school time children lost between dropping out in Syria and arriving in Za'atari

Disaggregating further and looking at the difference in lost school time between children who are currently going to school in Za'atari and those who are not, we notice that longer disruption is a disincentive to re-enrolment. Only 7% of the children who lost more than a year are currently in school. In contrast, 24 % of the children who arrived in Za'atari after having been out of school less than one month, and 31 % of those who lost 1-2 months are going to school in the camp. Since more girls than boys are in school in Za'atari, these figures are generally slightly higher for girls.

The FGD with school-going children were numerically dominated by children who had lost less than two months of school before arriving in Za'atari. Only one of the 46 participants had lost one year. None of the children had had any catch up classes in the camp. Primary school aged boys mentioned, however, that they sometimes stay late after school for extra classes. It is not clear who organises this.

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[9] This question was answered for 848 out of the 920 children included in the survey, which gives a response rate of 92%.

RECOMMENDATIONS:
◦ Education partners (FE/NFE/IFE) to support school-going children by:
  − Providing catch-up classes or non-formal education for out of school children in order to enable their re-entry into formal education.
  − Providing remedial classes for school-going children who have fallen behind in their studies or face difficulties coping with the Jordanian curriculum.
  − Offering homework support for school-going children, consisting of a space to do homework, with support staff available.
  − Extending the school year to include the summer holidays.
  − Initiating a particular outreach effort to children who have been out of school for more than half a year.
  − Conducting placement tests to identify the level of education of children who would like to enrol, and communicating to parents that their children will not benefit from enrolling in a higher grade, on the contrary.
◦ The ESWG to advocate with HCR for:
  − Having a Save the Children Jordan Help Desk linked to the refugee registration process.
  − The inclusion of education related questions (for example on lost school time) in the planned re-registration in Za'atari.

Certification

Two different issues related to certification were raised in the FGD: The first one has to do with the possibility for Syrian students to obtain a proof of learning achievements that is recognised in Jordan, the second centres around the question if the Jordanian certification will be recognised in Syria.

With regard to certification in Jordan, some of the students and parents doubt that the education in Za'atari will be recognised. As one of the Syrian assistant teachers put it: 'People do not believe that the school is serious.' Some of the Jordanian secondary school teachers confirmed this, saying that students do not take the school seriously 'because of the lack of exams and assessments'. They defined this as one of the reasons why their students drop out. Also the school counsellors raised the issue that parents are uncertain if the school's certificate will be recognised. The lack of assessment of the students makes students and parents in other words doubt that the education offered in Za'atari will lead to certification in the same way as in other, regular Jordanian schools. In addition, students and parents are worried that that there is no 12th grade in the school. Students fear that they will not be able to take the Tawjihi exam next year. The fact that they see that their older siblings are not able to continue their education is demotivating. For some of the children who currently do not go to school in Za'atari, this is exactly the reason why they do not enrol. Lastly, both students and parents are worried that the Jordanian certification will not be recognised in Syria, which is another reason for not enrolling or dropping out of school in Za'atari. Parents described this as one of their biggest worries in terms of their children's education.

RECOMMENDATIONS:

Education partners (FE) to address certification issues in Jordan and related to Syria by:

- Organising exams after every semester, starting this spring, for all students in Za'atari.
- Providing the opportunity for students in Za'atari to redo exams they did not pass, just like in regular Jordanian schools.
- Providing the opportunity for children in Za'atari to take 12th grade, including the Tawjihi exam.
- Improving the attendance registration in the schools in Za'atari to enable the MoE to assess student attendance.
- Preparing messages to inform students and parents in Za'atari about:
  a) The planned organisation of exams after every semester, starting this spring.
  b) The level of attendance required to be able to be upgraded.
  c) The pre-existing agreement between Jordan and Syria which ensures that education taken in Jordan is recognised in Syria (including making copies of the original document available).
  d) The planned opening of 12th grade in Za'atari next school-year.
  e) The steps that are being undertaken to ensure certification in Syria.
- Requesting the UNICEF MENA Regional Office to advocate with UNHCR and UNICEF Syria for sub-regional coordination on the certification of refugee education in Syria. This should include a mapping of the issues, consultation on solutions, and follow up.
- Giving children in 9th and 12th grade (when children in Syria write exams for the basic education certificate and the baccalaureate respectively) the possibility to prepare for return by writing Syrian exam papers from previous years, something which is common practice in many countries. This will have the additional advantage that it will reassure parents who are worried that they do not know how their children are doing compared to Syrian standards.

Non-formal/informal education

From the focus group discussions, it is clear that primary school aged boys and girls who are out of school would prefer to enrol in formal rather than non-formal/informal education. This is the case both for drop outs and for children who never enrolled in Za'atari.

Secondary school aged boys and girls are interested in a range of different types of trainings and courses (see Figure 13). Boys who dropped out in the camp are interested in taking literacy courses in Arabic, and training as a barber and a mason. Boys who never enrolled in Za'atari are also interested in literacy training in Arabic, in addition to religious education, metal work and carpentry. Girls who dropped out in Za'atari are interested in tailoring, sewing, cooking, computer and cosmetics/make-up training. Girls who never enrolled in the camp would like to join classes in Arabic (especially grammar), English, art, health related subjects, about life in Jordan, first aid training, and computer classes. These interests are in line with the preliminary findings of NRC's market assessment and Youth Task Force focus group discussion findings in Za'atari, which also show that

girls are interested in more advanced Arabic classes (instead of literacy) and in English and computer classes. This can be explained by the fact that girls generally have a stronger educational background than boys.

Target group		NFE/IFE interested in
Secondary school aged boys	Dropped out in Za'atari	Arabic literacy, barber, masonry / construction
	Never enrolled in Za'atari	Arabic literacy, religious education, metal work, carpentry
Secondary school aged girls	Dropped out in Za'atari	Tailoring, sewing, cooking, computer, cosmetics/make-up
	Never enrolled in Za'atari	Arabic (especially grammar), English, art, health related, about life in Jordan, first aid, computer

Figure 13: Trainings secondary school aged children in Za'atari who are out of school express interest in.

The preferences expressed by girls and boys have quite a strong overlap with the types of NFE/IFE their parents think they would be interested in, as shown in Figure 14 and Figure 15 below.[10]
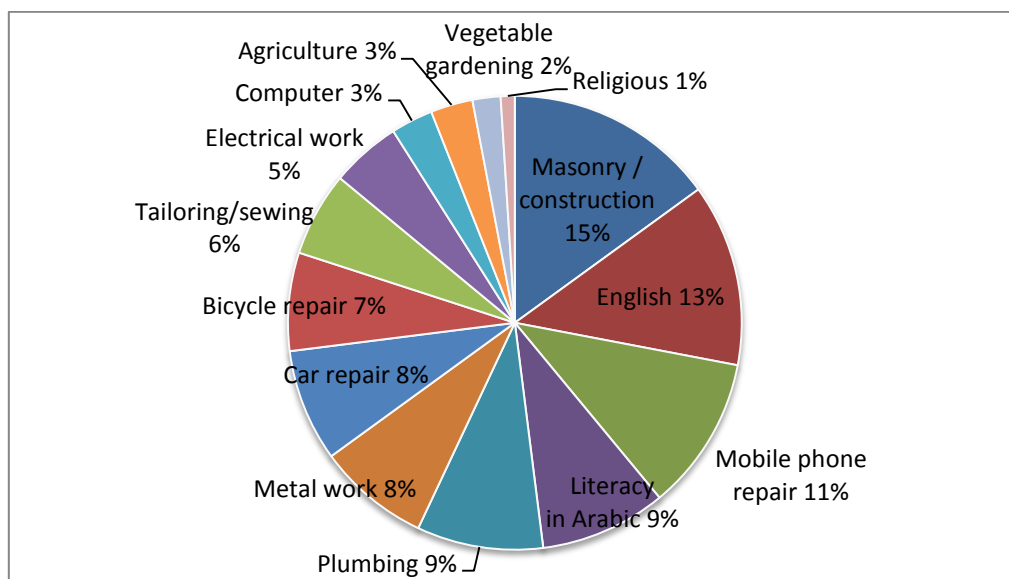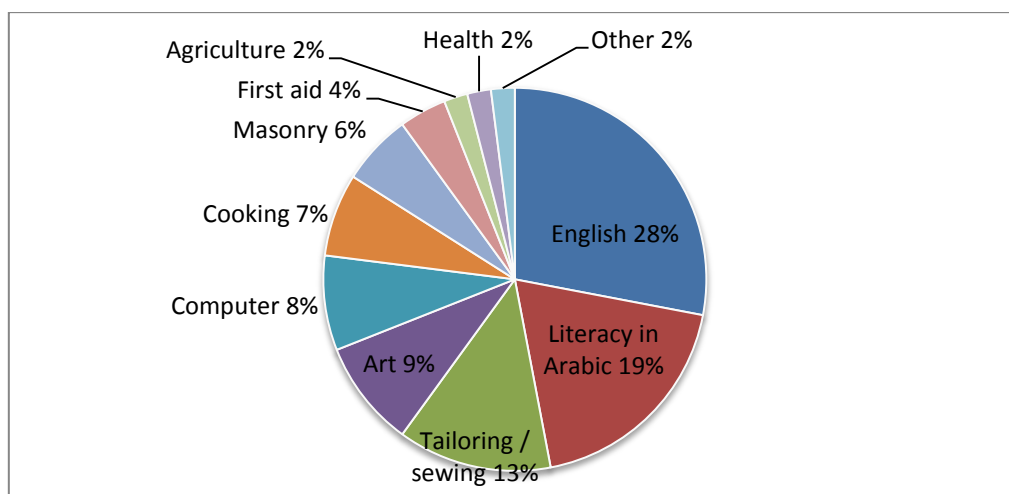

Figure 14: Interest in NFE/IFE among boys aged 12-17 currently not going to school, according to their parents

[10] This question had a low response rate (41%). Multiple answers could be given per child.

Figure 15: Interest in NFE/IFE among girls aged 12-17 currently not going to school, according to their parents

NRC's market assessment also shows that many boys (up to the age of 24) acquired skills in Syria through informal apprenticeships. Depending on the time they spent training on the job, they are considered semi-skilled workers (after up to one year) or craftsmen (after 3 to 5 years). Girls usually did not work outside the home in Syria, but many are involved in agriculture and sewing and weaving. Both boys and girls are interested in improving their skills through formal training.

In the different JENA FGD, participants were asked how they would like trainings or courses to be organised. They agreed among themselves that individual sessions should last maximum two hours (one group said one hour). While some prefer the mornings and others the afternoon, all said that the sessions should finish before dark. The girls added that this type of education should be for boys and girls separately, and that it should not be far from where they live. According to the boys who had never been to school in Za'atari, such activities should take place in a place similar to a school set up. Boys who had dropped out in Za'atari added that they should have the potential to generate income, and that a meal should be offered in connection with the activity. The girls who had never been to school in Za'atari added that they would like to learn a skill starting from the basics, following through to an advanced level in order to become proficient. Some expressed interest in doing this type of activities in addition to formal education. Parents voiced their concerns about what they perceived as the abundance of activities for girls, while boys often were excluded. They would like to see more activities specifically targeted at boys.

RECOMMENDATIONS:
◦ NFE/IFE partners to extend the provision of NFE/IFE in Za'atari by:
  – Sharing the data collected from out of school children and their parents through this assessment with relevant partners.
  – Assessing the need for more activities targeting boys.
  – Reaching out to out of school boys to encourage them to join NFE/IFE.
◦ The ESWG to:
  – Develop an NFE/IFE advocacy strategy for donors, considering that NFE/IFE will have to cover the largest group of children in the camp.
  – Coordinate NFE/IFE activities to ensure that they cover the widest possible range of activities, target groups, and geographical coverage in the camp.
  – Elaborate a referral system to enable a child or youth to attend the most suitable education programme.

Child Friendly Spaces

When we link data on school attendance to data on Child Friendly Space (CFS) attendance, we see that 17 % of all the children in Za'atari that are of school going age but do not go to school, go to a CFS.[11] As shown in Figure 16, CFS-attendance is especially high among boys. Twice as many school boys (22%) go to a CFS compared to girls (11%). From a programmatic point of view, this means that

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[11] This information is extracted from the survey question "Has the child attended a Child Friendly Space (not playground) in the last week?"

more than one out of five of all the out of school boys can be reached through CFS. For the primary school aged boys, this figure increases to more than one out of four. In comparison, about one out of seven primary school aged girls who are out of school goes to a CFS, while this figure decreases to about one out of 14 for girls of secondary school age (see Figure 16).

	Primary school age children who are out of school but go to a CFS	Secondary school age children who are out of school but go to a CFS	Total
Boys	27 %	14 %	22 %
Girls	14 %	7 %	11 %

Figure 16: Percentage of out of school children who go to a CFS, disaggregated by sex and age group

RECOMMENDATIONS:

Education partners to:

- Reach out to out of school children, especially boys, through Child Friendly Spaces, to encourage them to enrol in formal education or NFE/IFE.
- Assess the need for the establishment of more Adolescent Friendly Spaces in Za'atari, and for information on them for the target group.

PROTECTION AND WELL-BEING

Access routes

What comes out very clearly from the focus group discussions is that getting to and from school is an issue in Za'atari. This is partly related to being in the wrong place at the wrong time (see below), and partly related to targeted harassment by other community members. The latter confirms the *Findings from the Inter-Agency Child Protection and Gender-Based Violence Assessment*

> **'During the girls' shift there are large numbers of boys outside the school verbally abusing girls and asking embarrassing questions.'**
> Girls who dropped out of primary school in Za'atari

in Za'atari (CP and GBV Sub-Working Group Jordan 2013), which highlighted harassment while walking to services, school in particular. Boys and girls of all ages who have dropped out of school in Za'atari say they experienced both verbal and physical harassment/violence on the way to and from school almost on a daily basis. They define this as one of the reasons why they dropped out, and one of the issues that would need to be addressed for them to be able to return to school. One of the younger boys described how, walking to school, other children threw stones at him without any reason. Other primary school aged boys said that 'other children in the street offered us work for money on the way to school.' Children and adolescents who have never been to school in Za'atari also raised problems related to going to and from school when explaining why they do not go to school. Primary school aged girls, for example, say they do not feel safe to walk to school alone. Also, parents hesitate to send their children to school because they worry about them walking to and from school in the camp.

Interestingly, with the exception of the older girls, school-going children do not define harassment/violence on the way to and from school as an issue. As the girls in primary school put it, 'normally we feel safe.' The boys agreed, saying that 'the problem is the violence at school, not on

the way.' We will return to this comment below. The only problems most of the school-going children raised were related to protests in the camp, which at times disturb their school-going routines. One of the girls expressed a common feeling when she said that 'sometimes there are protests in the camp, especially near the food distribution centre, and then we are afraid of the tear gas and of stones being thrown.' Also the older girls raised this, saying that 'the school's location next to the food and bread distribution centre is not good as the problems usually happen there.' In contrast to the other school-going groups, the older girls described how they are harassed on the way to and from school, especially by the groups of boys outside the school during the girls' shift.

Other issues that were raised related to getting to and from school focused on the fact that the Bahraini Complex was too far from some of the living areas, on the dangers caused by the many cars and tankers on the road, and on the fact that children had heard rumours about kidnappings.

In order to deal with the problems on the way to and from school, school-going children requested more guards around the school and more security inside the camp. They also recommended walking to school together, and building a school near areas that are far from the Bahraini Complex. Also the school counsellors recommended for the children to walk to school in groups, accompanied by older boys or girls. Parents proposed to have busses to take their children to and from school. However, now that two educational complexes are operational in Za'atari, as the map of Za'atari (Figure 8) shows, no child has to walk more than 1.5 kilometres to go to school.

RECOMMENDATIONS:
Education partners to address children's feelings of lack of safety on the way to and from school by:
- Organising a system which allows children to walk to and from school in groups, leaving from marked assembly points at agreed times.
- Collaborating with the Child Protection Working Group, Handicap International and the Youth Task Force in Za'atari on organising a system whereby groups of children walk to and from school accompanied by older boys/girls from the community who have received training in child protection and have learned how to deal with potential harassment or violent incidents. This would have the added benefit that it would offer youth the opportunity to volunteer in the camp, something this group repeatedly has expressed interest in.
- Addressing the issue of groups of boys hanging outside the school entrance during the girls' shift.
- In collaboration with the Child Protection Working Group, advocating for safer traffic in Za'atari (limiting traffic in the camp, introducing speed limits in the camp, speed bumps etc.)
- Advocating for the location of pre-schools, formal schools and NFE/IFE services away from areas where tensions are to be expected, for example food distribution centres.

Students' well-being

Both Jordanian teachers and Syrian assistant teachers notice clear differences between teaching in Za'atari and teaching in a regular school. They agree that the children in Za'atari find it more difficult to concentrate, are more aggressive and show more behavioural problems. Syrian assistant teachers explain how students 'still freak out whenever a plane flies past the camp'. The (assistant) principals say that they have noticed that the children very much rely on their brothers and sisters. According to the parents who participated in the FGD, their children feel better / are in a better mood since they started going to school in Za'atari. They added that the school provides their children with a sense of normalcy and continuity, and helps nurture their sense of commitment to something.

School-going children and children who dropped out of school in Za'atari were asked what they liked about going to school in Jordan. The most consistent replies were that it gives them the opportunity to learn new things, and to spend time with their friends. Primary school aged boys who dropped out of school in the camp added that they felt safe at school. Also Syrian assistant teachers describe the school as safe, as a protective area for children. In several of the FGD, children mentioned that the teachers are nice. By going to school, secondary school aged boys said, 'we remember the school days when we were still in Syria.' Similarly, for girls in the same age group, it is a way to make them forget their situation as refugees. Both the younger and the older children look ahead as well, saying that they do not want to waste a year not going to school, and that continuing to go to school will allow them to 'become what we want when we grow up'. Under the following headings we will elaborate on two school-related factors which impact negatively on the well-being on students.

Violence at school
All FGD raised aggressiveness at school as an issue they feel has to be dealt with. We already mentioned that boys in primary school defined violence at school as a problem, rather than violence on the way to and from school. They explained how some children are very aggressive and hit each other. They added that older students hit younger students and take their bags. For the boys who have dropped out of primary school in Za'atari, violence at school is one of the reasons why they dropped out. According to those in the same age group who never enrolled in Za'atari, 'assuring order and control in the school' was one of the prerequisites for them to enrol. Also all the older boys who had dropped out had experienced aggressive behaviour from other students while still at school. Those who are still going to school define stopping the violence at school as the one thing they would like to see changed at school.

Also school staff described violence at school as an issue. The school counsellors mentioned aggression between students as one of the three main problems faced by students in Za'atari, adding that 'aggression between students is common due to the violence that took place in Syria, and it makes students fear attending school'. For Jordanian teachers, the violence between the children is one of the most important problems the schools face. They describe violence at school as 'very high' and especially raise the bullying and violence between (male) students, and the fact that they themselves do not feel safe at school. Syrian assistant teachers agree that there is violence at school, but add that this is not because the children are badly behaved, but because 'they suffer from psychological pressures.' When parents in their FGD were asked what they were most worried about in terms of their children's education, one of the things they raised was that children 'have developed aggressive behaviour due to the conflict they experienced in Syria'. As one of the ways of

dealing with this, Syrian assistant teachers propose to have a wall magazine, and to more actively engage the children at school, for example by establishing a disciplinary committee among them.

Parents also linked children's aggressiveness to what they termed 'the lack of discipline at school', saying that 'the children can get away with anything, while at the same time, the child is not rewarded when he or she does something well.' These comments are in line with those by other groups. The Syrian Education Committee agrees that 'students have more freedom in Za'atari and can get away without punishment when they misbehave.' Syrian assistant teachers say students have unlimited freedom in the school in Za'atari, while they are not used to that. According to the (assistant) principals, there is a need for a system of punishment and rewards for good behaviour.

RECOMMENDATIONS:
Education partners to address the aggressiveness at school by:
  – Increasing the number of recreational activities (including sports, art and music) that are offered at school.
  – Advocating with donors for funding for spaces to have extra-curricular and recreational activities (through the ESWG).
  – Linking more closely between formal education, NFE/IFE, extra-curricular activities and recreational activities offered in Za'atari.
  – Expediting the process of recruiting counsellors for the schools.
  – Including positive discipline and non-violent classroom management in teacher training.
  – Implementing the Ma'an-campaign, a communications campaign on violence at school which has already been developed in Jordan, in Za'atari.
  – Implementing other initiatives like a Violence Free Week, a competition for the most innovative student initiatives to address violence at school, etc.
  – Breaking up the schools into several 'schools within schools'. This more personal approach will increase attendance and performance.
  – Having the children develop a code of conduct for students.
  – Strengthening the psycho-social support offered at school.
  – Strengthening the referral and case management system at school.
  – Developing a school level behavioural modification programme which involves school staff, students and parents.
  – Exploring the proposals from the Syrian assistant teachers, as these will be measures the children are familiar with.

Verbal abuse and corporal punishment
In addition to violence between the students, children also described the prevalence of verbal abuse and corporal punishment by the teachers and assistant teachers. Of the different groups, primary school aged boys expressed this as the biggest problem, saying that 'the teachers hit us and shout at us' and asking to 'stop the punishments' at school. According to girls in the same age group, some teachers verbally abuse children, and some hit students. Older girls did not raise this as an issue, and older boys described corporal punishment and verbal abuse as a problem among the boys in the

lower grades, not in their own classes. Secondary school aged boys who have never been to school in Za'atari shared rumours about corporal punishment at school. Children also pointed out that there is no mechanism to deal with complaints about violence from children and teachers.[12]

RECOMMENDATIONS:

Education partners to enforce the zero tolerance of the school by:

- Training all school staff (including guards, cleaning staff etc.) on child protection, child rights, and the need to treat all children equally and with respect, in collaboration with the Child Protection Working Group.
- Training all teachers, assistant teachers and (assistant) principals in psycho-social support, positive discipline and non-violent classroom management.
- Developing a code of conduct for all school staff in Za'atari, including standard operating procedures for managing breaches of the code of conduct. All school based staff are to be trained on, and sign the code of conduct.
- Developing a reporting system on verbal and physical violence for both students and teachers.

FACILITIES AND SERVICES

School facilities

Talking about the school facilities in Za'atari, children generally focused on the lack of a playground inside the school compound. School staff mentioned that the buildings (doors, ceilings and walls) need repairs as a consequence of their occupation by refugee families. Both students and teachers pointed out that the blackboards need fixing, since it not possible to read what is written on them, or that they should be replaced with whiteboards.

RECOMMENDATIONS:

Education partners to improve the school facilities by:

- Looking into the possibility of having a playground in the school compound.
- Repairing the buildings.
- Repainting the blackboards.

Inclusive education

As mentioned earlier, children with disabilities were not purposively targeted as participants in the FGD conducted with children in and out of school. Instead, it was agreed that the data collected through Handicap International's accessibility assessment in Za'atari would be incorporated in this Joint Education Needs Assessment. The children in the accessibility assessment were either included in Handicap International's database (because the organisation works with their families or because of referrals), or were approached when they visited the clinic in Za'atari. The assessment, therefore, does not give a complete representation of the needs and barriers faced by all the children with disabilities in the camp.

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[12] Children's comments about verbal abuse and corporal punishment do not distinguish between Jordanian teachers and Syrian assistant teachers. Therefore, the term 'teachers' might refer to either or both groups.

Handicap International's preliminary data show that children with disabilities generally do not go to school. The reasons their 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, the child prefers to work etc.

The following table (see Figure 17) provides an overview of the children with a disability that have been identified in Za'atari. This overview is not comprehensive. First of all, the numbers are too low. According to the UN, about 10 % of the world population live with a disability (UN Enable no date). Based on this figure, we can expect an estimated 3,600 children of school going age with a disability in Za'atari. The overrepresentation of children with physical disabilities in the table can be explained by the fact that they are easier to identify.[13] The table includes a large group of children with a physical disability which makes it more difficult for them to move around. This points to the need for all school buildings (formal education and NF/IFE), including the water and sanitation facilities, to be accessible. For certain children, transport to and from school will have to be available as well.

Type of disability	0-5 years old			6-18 years old			TOTAL
	Girls	Boys	Total	Girls	Boys	Total	
Moving	13	25	38	29	50	79	**117**
Moving and speaking	-	1	1	1	6	7	**8**
Moving and hearing	-	-	-	1	-	1	**1**
Moving and learning	-	1	1	-	-	-	**1**
Moving, speaking, hearing					1	1	**1**
Moving, speaking and learning	-	-	-	-	1	1	**1**
Moving, speaking and seeing				2	2	4	**4**
Unspecified	1	5	6	1	9	10	**16**
TOTAL	**14**	**32**	**46**	**34**	**69**	**103**	**149**

Figure 17: Breakdown of identified school-going children with a disability in Za'atari.

RECOMMENDATIONS:
Education partners to promote inclusive education by:
- Ensuring that all buildings where education activities (pre-school, formal education, NFE/IFE, catch-up classes, remedial education etc.) are provided, including their WASH facilities, are physically accessible. (For the Bahraini Complex, see the accessibility assessment that Handicap International conducted on 19 March 2013.)
- Collaborating with UNHCR, Handicap International and other relevant partners to systematically collect data on school aged children with a disability.
- Accepting Handicap International's offer to provide teacher training on inclusive education (free of charge).

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[13] Intellectual disabilities are included in the category 'learning disabilities'.

- Reaching out to the children with a disability who are currently enrolled in formal or NFE/IFE to assess their needs.
- Reaching out to the out of school children with a disability, and their parents, to assess the assistance that would be required to enable them to access appropriate education, and to encourage them to enrol if possible.
- Collaborating with Handicap International to make sure that the system whereby children walk to school in groups, accompanied by an older boy/girl, is fully inclusive.

Water, sanitation and hygiene

Despite the fact that the WASH facilities meet the Sphere standards, school staff raised the point that there are not enough toilets at the school, and not enough drinking water. Also the contamination of water at the school was highlighted. Students were concerned that the toilet doors do not close, and that there is a lack of water and soap in the toilets. Girls in secondary school pointed out the lack of privacy in the toilets, and the lack of sanitary pads at home as their biggest WASH-related issues, in addition to not being allowed to go to the toilet when they need to during class time. The (assistant) principals call for hygiene and cleaning materials for the schools, and the school counsellors would like to have bins in the school in order to raise awareness about cleanliness among the students.

RECOMMENDATIONS:

Collaborate with the WASH sector to assess the WASH situation at school by:

- Assessing the student to toilet/water and teacher to toilet/water ratios.
- Ensuring that toilet doors can be locked from the inside.
- Explore types of soap that cannot be removed from the facilities.
- Providing bins for the school that are fixed to the wall or the floor.
- Collaborating with the WASH sector on the establishment on child-led School Hygiene Clubs, a measure which also has the potential to address fears of getting sick at school.
- Ensuring WASH facilities at school are available for children and adults with disabilities.
- Advocating for concrete support for menstruating girls to avoid that they drop out of school.

Health and nutrition

Both the FGD with children and with adults give the clear impression that students' nutritional status is a barrier to learning at school. Many children do not seem to eat three meals a day. Some children said that 'it would already be good if we had two meals a day', and secondary school children said 'We do not have food after we go home from school.' According to Syrian assistant teachers, 'most of the children do not eat well.' It is consequently not a surprise that all the focus groups requested school feeding. School counsellors stated that this 'will enhance children's concentration, which will result in effective learning'. They added that it would attract more children to school as well. Jordanian teachers, Syrian assistant teachers, (assistant) principals and parents consider a meal at

school the most efficient measure to avoid drop out. Some groups were of the opinion that another solution could be to have a place in the school where the children could buy something to eat. Also in the different FGD with children, these two options were fronted.

We have already mentioned that parents mention the risk of getting sick at school as one of the reasons why children do not go to school in Za'atari. Parents are also concerned about lice and request health and hygiene awareness at school.

RECOMMENDATIONS:
◦ Education partners to address the nutrition situation by:
   − Informing the camp population about the recent introduction of a school feeding programme.
   − Discussing a potential health messaging campaign concerning nutrition for school-going children with the school nurses.
   − Raising the apparent issue of insufficient food for school-going children with the health centre in Za'atari that is operated by the Ministry of Health, and discussing a potential response.
◦ Education partners to address the health situation by:
   − Collaborating with the WASH sector on the establishment of child-led School Hygiene Clubs, a measure which also has the potential to address fears of getting sick at school.
   − Requesting the Health sector to organising a deworming campaign at school.
   − Discussing a potential response to the issue of lice at school with the school nurses.

KEY FINDINGS: TEACHING AND LEARNING

CURRICULA
Formal curriculum
The curriculum which is taught in Za'atari consists of the core elements of the Jordanian curriculum. Other subjects, like art, music and physical education are currently not taught.

In all eight FGD with children who have ever gone to school in Za'atari, four with school-going children and four with drop outs, maths came out as the children's favourite subject. Children who are still going to school in Za'atari added Islamic education as a subject they liked, while drop outs described Arabic as one of

> **'Maths makes you use your mind to solve problems, like a puzzle'.**
> Secondary school boy in Za'atari

their favourite subjects. Children who like Arabic and Islamic studies often add that they would like to become Arabic teachers, those who like sciences that they hope to become doctors. In many cases, children say they like certain subjects because they are easier than in Syria, or because they like the teachers who teach them, sometimes adding that these teachers 'treat them well'. Others like the subjects their families can help them with. Often, however, children say that they like to study in general.

When it comes to their least favourite subjects, school going children pick English and social and national education. Children who dropped out from Za'atari say they dislike science and English. Primary school aged children who dropped out also struggled with reading and writing Arabic. Children describe English and science as difficult subjects. Those in primary school say they find it difficult to read English, and some add that they have difficulties understanding the English of the teachers. Talking about social and national education, children say it is 'a lot of memorising'. The focus of the latter subject on the modern history of Jordan explains why this is not an easy subject for Syrian children. Other reasons children give for not liking particular subjects are that they do not understand the teacher's way of explaining the subject matter, that they are not allowed to participate in class, and that the teachers cannot control the class.

When school-going children were asked if there were any subjects they had in Syria which they would like to have in Za'atari as well, all four groups mentioned music. Three groups added arts and sports, while the secondary aged boys and girls also included computer science. The secondary girls mentioned French as well.

RECOMMENDATIONS:
Education partners to support school-going children by:
– Providing catch-up classes for those children who have lost too much schooling to be able to follow at school.
– Offering homework support for children who feel they have difficulties with certain subjects.

- Expediting the process of recruiting arts, music and physical education teachers, so all children have at least one of these subjects, especially since they have the potential to improve the psycho-social well-being of children.
- Engaging in a consultative process with Syrian assistant teachers, students and parents on the potential introduction of subjects that are part of the Syrian curriculum but that are currently not being taught in Za'atari. These subjects would prepare children for return to Syria, and they could be taught by the Syrian assistant teachers (see also Certification).
- Also in preparation of return, considering the introduction of life skills like risk education (aimed at reducing the risk of injury from mines, unexploded ordnances etc.) at school in Za'atari, in collaboration with the UNICEF Regional Office, which has prepared the materials that are currently used in Syria.

Language of instruction

Both children currently going to school in Za'atari and children who dropped out of school in the camp were asked if they had any difficulties understanding the Arabic of the Jordanian teachers. The only group that reported these types of difficulties were the boys who dropped out of secondary school, where eight of the ten boys said that 'they could not understand the Jordanian teachers'. Other groups did not report any problems understanding the Jordanian teachers.

Homework

School going boys say they sometimes have homework, not daily and not that much. School going girls all have homework, and the primary aged girls say they have a lot of homework. Children add that doing homework is difficult because of the lack of space and electricity.

RECOMMENDATIONS:
Education partners to:
- Aim at similar amounts of homework for boys and girls by addressing this issue with the school principals.
- Offer homework support for school-going children, consisting of a space to do homework, with support staff available.

Recreational activities

Secondary school boys are interested in having access to computers and internet, and in vocational activities and workshops like for example carpentry. Secondary school girls are interested in sports. According to the boys, these activities should not be longer than 2-3 hours and finish before dark. They stress that all the materials should be provided and the activities must be organised and supervised. The girls agree that these activities should finish before dark, be maximum 2 hours, and preferably take place at the school. It is interesting to note that school-going children are interested in vocational activities in their spare time.

RECOMMENDATIONS:
Education partners to increase access to recreational activities by:
- Sharing the data collected through this assessment with the Youth Task Force in Za'atari.
- Providing a noticeboard inside or at the entrance of the school compounds where recreational activities for children are announced.
- Requesting the Youth Task Force in Za'atari to assess the need for more activities targeting boys.
- Advocating with donors for funding for additional recreational activities, and for the spaces to organise extra-curricular and recreational activities.

Teaching and learning materials
School-going children generally said that they need books and bags to go to school. Many of the children who participated in the FGD did not have school bags. Teachers confirmed this, saying that their students have difficulties carrying their books. Also parents specifically raised the lack of school bags. The secondary school girls especially pointed out that they do not have English books, the boys that they need pens and notebooks. They added that 'the Jordanian curriculum requires internet access to do research, which we do not have.' School books are mentioned by all 8 out of school groups as something which is needed for them to go or return to school. In one group it was mentioned that 'the long delay in the distribution of books and stationery had caused children to drop out.' According to the Jordanian teachers in secondary school, many of the challenges currently faced at the school will be solved when the children have all the textbooks and the stationery they need.

The FGD with children give the clear impression that clothes are an issue as well. This is confirmed by Syrian assistant teachers, who said that children come to school early in the morning without shoes or appropriate clothing. The primary school boys said that they need shoes, and the secondary school boys said that they do not have clothes to go to school. They would prefer a uniform. The primary school aged girls feel comfortable in their uniform, although some did not have a uniform yet. Some of the older girls do not feel comfortable in their uniform, saying that some sizes are too small or too short.

RECOMMENDATIONS:
Education partners to provide school-going children with:
- School bags, notebooks and stationery, keeping a record of who has received what.
- School books, to be shared in pairs if required.
- Uniforms for boys and girls, paying special attention to the appropriateness of the size for secondary school girls.
- Provide pedagogical materials to be utilized by the teachers during the classes to enhance the quality of teaching.

TEACHER TRAINING

Both the Jordanian teachers and the Syrian assistant teachers would appreciate psycho-social support training, combined with training on classroom management. Also the school counsellors define these types of training as two of the most important measures to tackle the challenges currently faced at the school. They added that the classroom management training should include 'innovative ways to handle the massive numbers of students'. The Syrian Education Committee recommended teacher training on student assessment, on the identification of students' needs and follow up. Parents requested a bigger focus on psycho-social support at school, and proposed teacher training on alternative methods of discipline as an essential element of dealing with the current challenges.

RECOMMENDATIONS:
− Provide teacher training on child protection, psycho-social support and classroom management, including on teaching large groups of students and on alternative/positive methods of child discipline.
− Develop a school level behavioural modification programme which includes methods for the reinforcement of positive behaviour.

KEY FINDINGS: TEACHERS AND OTHER EDUCATION PERSONNEL

CONDITIONS OF WORK

What works well?

The Jordanian teachers who participated in the focus group discussions defined registration, and the consequent high enrolment, as something which works well in Za'atari. The Syrian assistant teachers support their colleagues in this, illustrating this with the increased enrolment in the second term of the Bahraini Complex compared to the first term. They added that the outreach campaign was very helpful and recommend repeating that effort.

The Jordanian school staff also pointed out that the organisation of the classes works well. Jordanian teachers added that student participation is good, especially after the distribution of textbooks and notebooks. They also laud the Syrian students' acceptance of the Jordanian curriculum and of the Jordanian teachers' teaching strategies. For the (assistant) principals, two other things that stand out are the collaboration between all the school staff, and the fact that the teachers manage to work in difficult circumstances. Syrian assistant teachers stressed that the distribution of school books works well in the Bahraini Complex, and highlight that the (assistant) teachers are committed to teaching.

Jordanian teachers and Syrian assistant teachers

Jordanian teachers and Syrian assistant teachers agree that having assistant teachers is an advantage because it divides the burden in the classroom. However, they have different opinions on how the responsibilities should be divided.

The Jordanian teachers and (vice) principals who participated in the focus group discussions (36 in total) explained that the Syrian teacher controls the often large classrooms and helps taking attendance. They stressed that the division of labour is unclear, though. Some Jordanian teachers find it problematic that the children always turn to the assistant teachers instead of to them. They feel that this undermines their authority. In addition, in one of the two groups, it was raised that having two teachers in the classroom is confusing, as both think that the other will do the job, which results in blaming each other. Some said that the Syrian teachers assist with the teaching, give valuable insight, and help understand Syrian society. Others mentioned that some of the Syrian teachers do not hold a degree. It was pointed out that the collaboration between the Jordanian teachers and Syrian assistant teachers works better in the girls' schools than in the boys' schools.

The Syrian teachers who participated in the focus group discussions (24 in total) would like to see more collaboration with the Jordanian teachers. They stressed that many of the Syrian teachers are more experienced than most of the Jordanian teachers. Also, according to the Syrian teachers, they are more likely to be able to explain difficult issues to the children, as they are familiar with the way children used to be taught in Syria. They concluded, therefore, that the children feel more comfortable with the Syrian teachers. In general, Syrian teachers find it frustrating only to be involved in administrative tasks and not in the teaching process, especially since the Jordanian curriculum is so similar to the Syrian curriculum.

RECOMMENDATIONS:
Education partners to develop the collaboration between Jordanian teachers and Syrian assistant teachers by:

- Clarifying the division of labour, drawing on the strengths of both groups.
- Documenting and using lessons from the classrooms where this collaboration works well, especially in the girls' schools.
- Considering the introduction of subjects that are part of the Syrian curriculum but that are currently not being taught in Za'atari. These subjects would prepare children for return to Syria, and could be taught by Syrian assistant teachers.
- Giving qualified Syrian assistant teachers the opportunity to apply for the position of teacher once they have worked as an assistant teacher in Za'atari for a certain period of time and are familiar with the Jordanian curriculum.

Class size

At the time of the FGD organised for this assessment, student teacher ratios were very high in the Bahraini Complex. According to Jordanian teachers and (assistant) principals, some of the classes had more than 120 students. Also students pointed out that there were too many children in each class. Both the Jordanian teachers and the secondary school students defined reducing class sizes as an important measure to tackle the challenges faced at school. It is worth adding that the FGD were conducted right before the opening of the second school in Za'atari. This second school should have taken some of the pressure from the first one.

RECOMMENDATIONS:
Strive towards student teacher ratios that follow Jordanian national standards by:

- Reducing class sizes.
- Advocating with donors for funding to cover the running costs of the third school in Za'atari.

Working environment

The Jordanian teachers and (assistant) principals who participated in the FGD do not feel comfortable in the camp, saying that 'they feel constant anxiety.' Getting to the camp is difficult, and they often face entry permit issues. They say they contemplate leaving the school because of these logistical problems, and propose that transportation by bus be organised for them. Transport to and from the camp is expensive as well. According to the Jordanian school staff, their salaries are low, and a large part goes to the transportation to and from the camp. In addition, they have not been paid for several months. Some of the staff have been threatened, had their cars damaged during demonstrations, and suffered from tear gas in Za'atari. Also, they feel at risk of diseases in the camp because they might not have the required vaccinations. Syrian assistant teachers add that there have been instances of students attacking and hitting them.

In terms of salaries paid in the camp, all agencies have agreed to pay one Jordanian Dinar (JD) per hour, and up to 6 JD per day. For the Jordanian teachers and the Syrian assistant teachers, an

exception is made, however. They earn 10 JD per day. The Jordanian teachers get an additional hardship/transport allowance of 130 JD per month.

RECOMMENDATIONS:

Education partners to improve the working environment by:

- Looking into entry permit issues to assess the possibility of smoothening this daily process.
- Collaborating with health colleagues on the preparation of a flyer for the school staff with information on health risks in the camp and recommended vaccinations.
- Assessing the potential provision of the required vaccinations to the teachers at reduced cost or free of charge.
- Developing a school level behavioural modification programme which involves school staff, students and parents.

Collaboration with education partners

School staff point out that it is unclear to them what the responsibilities are of the different organisations involved in formal education in Za'atari. They illustrate this by saying that they often receive the same requests from different organisations, at different times. They call for better coordination between the different organisations and for clearer communication channels, for example when a mistake has been made by school staff. In general, they request the involved organisations to have more realistic expectations about what can be achieved in the current environment.

RECOMMENDATIONS:

Education partners to strengthen the collaboration with school staff by:

- Defining clear roles and responsibilities for the different organisations involved, and sharing this information in writing with the school staff.
- Establishing clear communication channels between the different organisations involved and school staff, and sharing these in writing with the school staff.
- Establishing a sub-group of the ESWG in Za'atari for the organisations involved in formal and NFE/IFE education, with the aim of strengthening coordination at the implementation level.

School visitors

In the FGD, Jordanian teachers, Syrian assistant teachers and (assistant) principals all raised the disturbance caused by the many visitors to the school in Za'atari. Jordanian teachers pointed out that 'guests

> **'We are not monuments.'**
> Syrian assistant teacher in response to the many pictures taken by visitors

and media disrupt classes on a daily basis.' Also the Syrian assistant teachers highlighted that the high number of visitors the school receives 'is very disruptive to the children and their educational process', adding that 'we need to teach.' According to the (assistant) principals, the many visitors

cause 'delays in the education plans'. In addition, teachers and (assistant) principals commented on the fact that visitors take many pictures of the school staff and the students, without asking permission.

📖 RECOMMENDATIONS:
Education partners, in collaboration with school staff, to develop standard operating procedures for visits to the schools in Za'atari, including:
– Clear communication channels with regard to school visits.
– Clear rules on taking pictures of teachers and students.

SUPPORT AND SUPERVISION

When asked which types of support they receive on a regular basis, both the Jordanian teachers and the Syrian assistant teachers who participated in the FGD replied that they do not receive any regular support.

> **'I receive support from my students, based on their feedback.'**
> Female Jordanian teacher in Za'atari

There are no mechanisms among the teachers to support each other either. Only in the female schools in the Bahraini Complex, teachers said that they receive support from the headmaster. It is worth pointing out that not all the Jordanian teachers seem to be aware that there are counsellors available at the school to assist them.

The Syrian assistant teachers added that they would like to see more collaboration among each other. They feel they should have a representative in the Syrian Education Committee (SEC), since they know very little about the meetings and the decision making process in the SEC today. In addition, the Syrian assistant teachers pointed out that the education monitors help a lot, and that they would like to collaborate more closely with Save the Children Jordan, not only related to cases of corporal punishment or complaints about teachers. Also the (vice) principals expressed the cooperativeness of Save the Children, saying that 'they are always available.'

Jordanian teachers say that it is hard for them to intervene when a child falls behind academically or starts attending irregularly because there has been very limited follow up on student performance and achievement so far. Some Syrian teachers say that they try to contact the student's parents when this happens, while others say that there is no time to follow up on cases like this. Children with behavioural problems are referred to a school counsellor or to Save the Children Jordan. Some teachers seem to think, however, that Save the Children Jordan's role is limited to collecting data and that the organisation does not actually assist in such cases. (Assistant) principals point out that they cannot implement the behaviour support plan because the school building is occupied all day.

📖 RECOMMENDATIONS:
Education partners to strengthen the support for Jordanian teachers and Syrian assistant teachers by:
– Concretising and strengthening the role of the school management in terms of teacher support.

- Putting in place a system for follow up of children who fall behind academically or start attending irregularly.
- Informing (assistant) teachers about the role of the school counsellors, and explaining the differences between the role of the school counsellors and the role of Save the Children Jordan.
- Clarifying the role of the Syrian Education Committee, including its membership (currently only 6 people), selection procedures, and communication lines with school staff.

KEY FINDINGS: COMMUNITY PARTICIPATION

PARENTS' INVOLVEMENT IN THEIR CHILDREN'S EDUCATION

The Jordanian teachers who participated in the FGD in Za'atari did not have any contact with the parents of their students, saying that this type of contact is not organised by the school, and that parents do not contact them on their own initiative either. One teacher does have contact with parents, after they got in touch to ask about their child's progress and development.

The Syrian teachers who participated in the FGD said that they have contact with parents, but not in any organised way. Usually they are approached by parents when they walk around in the camp. They consider this contact to be very helpful and hope that it will become more frequent in the future. They would in general like to see more active parents' engagement in the school, saying that the students' parents were more involved in their children's education in Syria.

The Syrian school counsellors describe their contact with parents as 'strong and friendly', even though they say that it is not always easy to get hold of a particular student's parents. When the parents are not able to go to the school, the counsellors do home visits to discuss the student. Also the six members of the Syrian Education Committee reach out to parents through home visits, especially when children have dropped out. They hope to have more interaction with the parents with the planned establishment of the Parent Teacher Association.

Parents themselves request a designated time for them to meet their children's teachers to discuss their progress and follow up.

RECOMMENDATIONS:
Strengthen the involvement of parents in their children's education by:
 − Organising meeting times for parents to discuss their children's progress with their teachers.
 − Establishing a school wide Parent Teacher Association in every school.
 − Provide training for the members of the Parent Teacher Associations.

THE SYRIAN EDUCATION COMMITTEE

The Syrian Education Committee (SEC) currently consists of six members, three men and three women. Four of them were teachers in Syria, while one worked as a lawyer, and one was a university student. It is unclear why the SEC only has six members. In their FGD, the members of the SEC defined their role as the link between the Jordanian school administration and the Syrian assistant teachers. At the same time, a number of the Syrian assistant teachers raised in their FGD that they know very little about the meetings and the decision making process in the SEC. Some requested having a representative from the Syrian assistant teachers in the Syrian Education Committee. Elaborating on their role, the members of the SEC say they helped with the establishment of the first school, assist with the enrolment of children by spreading awareness about the importance of education, identify children with special needs, do health promotion within the school etc. In terms of the ideal role of the SEC, the members would like to have more decision

making power when it comes to assessing the quality of education and the recruitment of Syrian assistant teachers. They also hope to have a stronger focus on the child in the future, including follow up of their educational level.

RECOMMENDATIONS:
Education partners to clarify the role of the Syrian Education Committee by:
- Redefining its role in comparison to Parent Teacher Associations that are currently being established, including rewriting the SEC's terms of reference.
- Reassessing its membership (currently only 6 people), selection procedures, and communication lines with school staff.

STUDENT PARTICIPATION

Syrian assistant teachers recommend a higher involvement of the students at school. They argue that this has the potential to contribute towards solving a number of the issues the schools in Za'atari are faced with. Student participation might indeed be an effective measure, as it can have strong psycho-social benefits, for example by increasing students' feeling of ownership of the school and the educational process.

RECOMMENDATION:
Education partners to engage students by establishing a mechanism for student participation (for example a student council) in all the schools.

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WEBSITES

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ANNEX: COMPILATION OF THE RECOMMENDATIONS

EDUCATION SECTOR WORKING GROUP:
- Organise a workshop to plan the implementation of the recommendations, in collaboration with child protection partners working in Za'atari.
- Develop an advocacy brief/strategy for donors on the need:
  o To open additional pre-schools in Za'atari to ensure that more children can join, and that children can attend five days a week instead of three.
  o For additional places in formal education (including but not limited to funding to cover the running costs of the third school in Za'atari).
  o For additional NFE/IFE places, considering that NFE/IFE will cover the majority of the children in Za'atari.
  o For recreational activities.
  o For spaces to have extra-curricular and recreational activities in Za'atari.
- Advocate with UNHCR for:
  o Having a Save the Children Jordan Help Desk linked to the refugee registration process.
  o The inclusion of education related questions (for example on lost school time) in the planned re-registration in Za'atari.
- Request the UNICEF MENA Regional Office to advocate with UNHCR and UNICEF Syria for sub-regional coordination on the certification of refugee education in Syria. This should include a mapping of the issues, consultation on solutions, and follow up.
- Establish a sub-group of the ESWG in Za'atari for the organisations involved in formal and NFE/IFE education, with the aim of strengthening coordination at the implementation level.
- Coordinate NFE/IFE activities to ensure that these cover the widest possible range of activities, target groups, and geographical coverage in the camp.
- Advocate for the location of pre-schools, formal schools and NFE/IFE services away from areas where tensions are to be expected, for example food distribution centres.

EDUCATION PARTNERS IN ZA'ATARI INVOLVED IN PRE-SCHOOL AND FORMAL EDUCATION:
- Consider expanding the current services by offering additional children the possibility to join pre-school on Fridays, in a morning and an afternoon shift, in both existing pre-schools.
- Assess how many first graders in Za'atari went to pre-school in Syria.
- Reach out to potential first graders in pre-school before the start of the next school year.

EDUCATION PARTNERS IN ZA'ATARI INVOLVED IN FORMAL EDUCATION:
- Develop and use separate advocacy messages targeting parents and children:
  o On the advantages of going to school in Za'atari in preparation of going back to Syria.
  o Dispelling fears of getting sick at school.
  o On the planned organisation of exams after every semester, starting this spring.
  o On the level of attendance required to be able to be upgraded.
  o On the pre-existing agreement between Jordan and Syria which ensures that Jordanian certificates are recognised in Syria (including providing copies of the original document).
  o On the planned opening of 12th grade in Za'atari next school-year (once confirmed).
  o On the steps that are being undertaken to ensure certification in Syria.

- Training for school staff:
  o Train all school staff (including guards, cleaning staff etc.) on child protection, child rights, and the need to treat all children equally and with respect, in collaboration with the Child Protection Working Group.
  o Train all teachers, assistant teachers and (assistant) principals in psycho-social support, positive discipline and non-violent classroom management.
  o Provide teacher training on child protection, psycho-social support and classroom management, including on teaching large groups of students and on alternative/positive methods of child discipline.
  o Include positive discipline and non-violent classroom management in teacher training.
  o Accept Handicap International's offer to provide teacher training on inclusive education (free of charge).
- Parent Teacher Association (PTA):
  o Establish a school wide PTA in every school.
  o Provide training for the members of the PTA.
  o Form a committee under the umbrella of the PTA in charge of following up on drop outs.
- Drop outs:
  o Discuss the possibility for Syrian assistant teachers to follow up on drop outs.
  o Invite drop outs to join the catch-up classes and homework support when they start formal education.
- Support to school-going children:
  o Reduce class sizes.
  o Conduct placement tests to identify the level of education of children who would like to enrol, and communicate to parents that their children will not benefit from enrolling in a higher grade, on the contrary.
  o Improve the attendance registration in the schools in Za'atari to enable the MoE to assess student attendance.
  o Provide remedial classes for school-going children who have fallen behind in their studies or face difficulties coping with the Jordanian curriculum.
  o Offer homework support for children who feel they have difficulties with certain subjects.
  o Expedite the process of recruiting arts, music and physical education teachers, so all children have at least one of these subjects, especially since they have the potential to improve the psycho-social well-being of children.
  o Engage in a consultative process with Syrian assistant teachers, students and parents on the potential introduction of subjects that are part of the Syrian curriculum but that are currently not being taught in Za'atari. These subjects would prepare children for return to Syria, and they could be taught by the Syrian assistant teachers (see also Certification).
  o Also in preparation of return, consider the introduction of life skills like risk education (aimed at reducing the risk of injury from mines, unexploded ordnances etc.) at school in Za'atari, in collaboration with the UNICEF Regional Office, which was involved in the preparation of the materials that are currently used in Syria.
  o Aim at similar amounts of homework for boys and girls by addressing this issue with the school principals.

- Class schedule:
  o Provide at least one break during the school shift.
  o Consider starting the girls' shift later.
  o Consider adapting the timing of the shifts to the season (different in summer and in winter), taking into account the morning cold in winter and the afternoon heat in summer, as the latter is known to increase aggression.
  o Look into adapting the timetable not to end the shift with the subjects the children generally find most demanding.
  o Discuss the option of using one school complex only for girls, and one only for boys.
  o Extend the school year to include the summer holidays.
- Exams:
  o Organise exams after every semester, starting this spring, for all students in Za'atari.
  o Provide the opportunity for students to redo exams they did not pass, just like in regular Jordanian schools.
  o Provide the opportunity for children to take 12th grade, including the Tawjihi exam.
  o Give children in 9th and 12th grade (when children in Syria write exams for the basic education certificate and the baccalaureate respectively) the possibility to prepare for return by writing Syrian exam papers from previous years, something which is common practice in many countries. This will have the additional advantage that it will reassure parents who are worried that they do not know how their children are doing compared to Syrian standards.
- The way to and from school:
  o Organise a system which allows children to walk to and from school in groups, leaving from marked assembly points at agreed times.
  o Collaborate with the Child Protection Working Group, Handicap International and the Youth Task Force in Za'atari on organising a system whereby groups of children walk to and from school accompanied by older boys/girls from the community who have received training in child protection and have learned how to deal with potential harassment or violent incidents. This would have the added benefit that it would offer youth the opportunity to volunteer in the camp, something this group repeatedly has expressed interest in.
  o Address the issue of boys hanging outside the school entrance during the girls' shift.
  o In collaboration with the Child Protection Working Group, advocate for safer traffic in Za'atari (limiting traffic in the camp, introducing speed limits in the camp, speed bumps etc.)
- Aggressiveness at school:
  o Expedite the process of recruiting counsellors for the schools.
  o Implement the Ma'an-campaign, a communications campaign on violence at school which has already been developed in Jordan, in Za'atari.
  o Implement other initiatives like a Violence Free Week, a competition for the most innovative student initiatives to address violence at school, etc.
  o Break up the schools into several 'schools within schools'. This more personal approach will increase attendance and performance.
  o Have the children develop a code of conduct for students.

- o Strengthen the psycho-social support offered at school.
- o Strengthen the referral and case management system at school.
- o Develop a school level behavioural modification programme which involves school staff, students and parents.
- o Explore the proposals from the Syrian assistant teachers to limit aggressiveness, as these will be measures the children are familiar with.
- o Develop a code of conduct for all school staff in Za'atari, including standard operating procedures for managing breaches of the code of conduct. All school based staff are to be trained on, and sign the code of conduct.
- o Develop a reporting system on verbal and physical violence for both students and teachers.
- − School facilities:
  - o Look into the possibility of having a playground in the school compound.
  - o Repair the buildings.
  - o Repaint the blackboards.
- − WASH:
  - o Assessing the student to toilet/water and teacher to toilet/water ratios.
  - o Ensuring that toilet doors can be locked from the inside.
  - o Exploring types of soap that cannot be removed from the facilities.
  - o Providing bins for the school that are fixed to the wall or the floor.
  - o Collaborating with the WASH sector on the establishment of child-led School Hygiene Clubs, a measure which also has the potential to address fears of getting sick at school.
  - o Ensuring WASH facilities at school are available for children and adults with disabilities.
  - o Advocating for concrete support for menstruating girls to avoid that they drop out.
- − Nutrition:
  - o Inform the camp population about the introduction of a school feeding programme.
  - o Discuss a potential health messaging campaign on nutrition with the school nurses.
  - o Raise the apparent issue of insufficient food for school-going children with the health centre in Za'atari operated by the Ministry of Health, and discuss a potential response.
- − Health:
  - o Collaborate with the WASH sector on the establishment of child-led School Hygiene Clubs, a measure which also has the potential to address fears of getting sick at school.
  - o Request the Health sector to organise a deworming campaign at school.
  - o Discuss a potential response to the issue of lice at school with the school nurses.
  - o Collaborate with health colleagues on the preparation of a flyer for the school staff with information on health risks in the camp and recommended vaccinations.
  - o Assess the potential provision of the required vaccinations to school staff at reduced cost or free of charge.
- − Materials:
  - o School bags, notebooks and stationery, keeping a record of who has received what.
  - o School books, to be shared in pairs if required.
  - o Uniforms for boys and girls, paying special attention to the appropriateness of the size for secondary school girls.
- − Work with (assistant) principals, Jordanian teachers and Syrian assistant teachers:

- o Clarify the division of labour, drawing on the strengths of both groups.
- o Document and use lessons from the classrooms where this collaboration works well, especially in the girls' schools.
- o Consider the introduction of subjects that are part of the Syrian curriculum but that are currently not being taught in Za'atari. These subjects would prepare children for return to Syria, and could be taught by Syrian assistant teachers.
- o Give qualified Syrian assistant teachers the opportunity to apply for the position of teacher once they have worked as an assistant teacher in Za'atari for a certain period of time and are familiar with the Jordanian curriculum.
- o Concretise and strengthen the role of the school management in terms of teacher support.
- o Put in place a system for follow up of children who fall behind academically or start attending irregularly.
- o Inform (assistant) teachers about the role of the school counsellors, and explain the differences between the role of the school counsellors and Save the Children Jordan.
- o Define clear roles and responsibilities for the different organisations involved in education in Za'atari, and share this information in writing with the school staff.
- o Establish clear communication channels between the different organisations involved and school staff, and share these in writing with the school staff.
- o Develop standard operating procedures for visits to the schools in Za'atari, including velar communication channels with regard to school visits, and clear rules on taking pictures of teachers and students.
- o Look into entry permit issues to assess the possibility of smoothening this daily process.
- – Participation:
  - o Clarify the role of the Syrian Education Committee, including its membership, selection procedures, and communication lines with school staff.
  - o Redefine the role of the Syrian Education Committee in comparison to Parent Teacher Associations, including rewriting the SEC's terms of reference.
  - o Organise meeting times for parents to discuss their children's progress with their teachers.
  - o Engage students by establishing a mechanism for student participation (for example a student council) in all the schools.

EDUATION PARTNERS IN ZA'ATARI INVOLVED IN NON-FORMAL/INFORMAL EDUCATION:
- – Engage children in NFE, especially those children who have been out of school for a long time.
- – Reach out particularly to out of school boys to encourage them to join NFE/IFE.
- – Share the data collected from out of school children and their parents through this assessment with relevant partners.
- – Assess the need for more activities targeting boys.

EDUATION PARTNERS IN ZA'ATARI INVOLVED IN FORMAL AND NON-FORMAL/INFORMAL EDUCATION:
- – Continue the outreach campaign for out of school children, with a particular focus on
  - o The areas of the camp with the highest numbers of out of school children,
  - o Secondary school aged boys who are out of school,
  - o New arrivals (to limit their out of school time), and

- o Children who have been out of school for more than half a year.
- Out of school children:
  - o With the active involvement of out of school children themselves, survey the out of school children to form a better picture of who they are, what their educational needs are, and what would be needed for them to enrol in formal education or NFE/IFE.
  - o Develop a joint intake form for NFE/IFE programmes to get a better idea of who the children out of school are, and to ease the referral process to formal education.
  - o Engage parents more actively in the education programmes (FE/NFE/IFE) their children participate in, as they to a large extent are the decision makers when it comes to children's enrolment and attendance.
  - o Consider incentives to encourage children to go to school.
  - o Reach out to out of school children, especially boys, through Child Friendly Spaces, to encourage them to enrol in formal education or NFE/IFE.
  - o Provide catch-up classes for out of school children to enable their re-entry in formal education.
- Inclusive education:
  - o Ensure that all buildings where education activities (pre-school, formal education, NFE/IFE, catch-up classes, remedial education etc.) are provided, including their WASH facilities, are physically accessible. (For the Bahraini Complex, see the accessibility assessment that Handicap International conducted on 19 March 2013.)
  - o Collaborate with UNHCR, Handicap International and other relevant partners to systematically collect data on school aged children with a disability.
  - o Reach out to the children with a disability who are currently enrolled in formal or NFE/IFE to assess their needs.
  - o Reach out to the out of school children with a disability, and their parents, to assess the assistance that would be required to enable them to access appropriate education, and to encourage them to enrol if possible.
  - o Collaborate with Handicap International to make sure that the system whereby children walk to school in groups, accompanied by an older boy/girl, is fully inclusive.
- Recreational activities:
  - o Share the data collected through this assessment with the Youth Task Force in Za'atari.
  - o Provide a noticeboard inside or at the entrance of the school compounds and NFE/IFE facilities where recreational activities for children are announced.
  - o Request the Youth Task Force in Za'atari to assess the need for more activities targeting boys.
  - o Increase the number of recreational activities (including sports, art and music) at school.
  - o Link more closely between formal education, NFE/IFE, extra-curricular activities and recreational activities offered in Za'atari.
  - o Assess the need for the establishment of more Adolescent Friendly Spaces in Za'atari, and for information on them for the target group.