

This report is produced by the Education Sector Working Group in Jordan in response to the Syria crisis. It shows **progress** in project implementation and funding status during the reporting period. It summarizes achievement and challenges and highlights foreseen needs for the next quarter. For the monthly update, please see the Monthly Sector Dashboard [here](#).

Reporting and Monitoring Phase

Implementation of Inter-Agency Appeal in Support of Jordan Response Plan

Partners by Component (37 partners provided services to Syrian and Jordanian)

REFUGEE: 29 Partners, 12 Governorates

Locations: Ajlun, Amman, Al Balqa , Madaba Irbid, Jarash ,Mafraq , Zarqa , Maan , Tafeleh , Karak and Aqaba

RESILIENCE: 19 Partners, 12 Governorates

Locations: Ajlun, Balqa, Amman, Irbid, Jerash, ,Madaba, Mafraq and Zarqa Governorates

Funding Status (Refugee component)

Requested: **\$74,896,544**

Received: **\$33,202,135**

Gap: **\$41,694,409**

Funding Status (Resilience component)

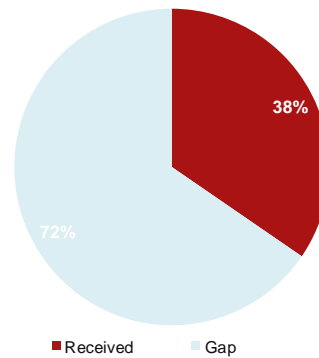
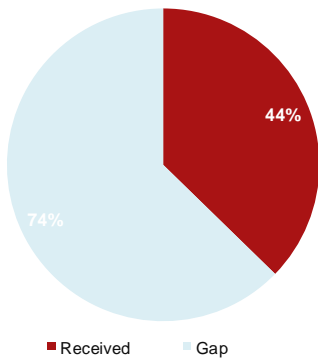
Requested: **\$86,500,768**

Received: **\$33,087,051**

Gap: **\$53,413,717**

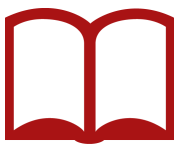
<http://scs.raisunhcr.org/FTS/tst.aspx>

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Progress against Targets: 142,091 Represents the total number of children who had access to certified and uncertified education services.

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|--|--------|---------|
| 2,642 children (boys and girls) enrolled in ECCE (early childhood care/education) or pre-primary education - KG2 (certified) | 74% | 3,550 |
| 0 children (boys and girls) enrolled in ECCE (early childhood care/education) or pre-primary education - KG2(Non-certified) | 0% | 4,325 |
| 130,668 children (5-17 years, boys and girls) enrolled in formal education ¹ | 77% | 170,000 |
| 925 children (5-17 years, boys and girls) enrolled in non-formal education –Catch up | 6% | 15,000 |
| 2,359 children (5-17 years, boys and girls) enrolled in non-formal education –Drop out | 21% | 11,000 |
| 2,670 Teachers, facilitators and school staff trained (male/female) | 28% | 9,600 |
| 80,907 children (5-17 years, boys and girls) enrolled in Learning Support Services (in and out of school) | 121% | 67,000 |
| 337 children enrolled in Tertiary education and TVET | 26.00% | 1,300 |



Key achievements

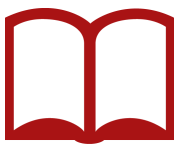
- ⇒ Advocacy and resource mobilization: ESWG finalized Jordan chapter of NLG report to be launched and disseminated during donor conference in Brussels on 24 April 2018. The report contains education achievement made in 2017 including challenges, lessons learnt and challenges.
- ⇒ A joint meeting with the Child Protection sub working group was held in April to discuss to strengthen inter-sector coordination and review challenges and opportunities for collaboration. A task force was formed to develop recommendations for preventing Violence in Schools and subsequent meetings will be held in the next quarter.
- ⇒ Finalized the gender analysis report and met with sector chair to discuss way forward. The Group is working to enhance visibility through improved community communication of visibility materials.
- ⇒ Overachieved the number non certified educational services (learning support services), which exceeded the 67,000 target for 2018. Twenty-four organizations reported 72,418 children providing LSS services.

Challenges faced during the reporting period

- ⇒ Joint monitoring and reporting needs to be enhanced in order to update existing gaps and needs of education. In addition, multi- interpretation of partners against JRP education indicators resulted in double reporting of activities.
- ⇒ Barriers to schooling vary:
 - Poverty drives children and youth into child labour and early child marriage.
 - Financial constraints hinder access to post-basic education, technical and vocational training or higher education.
 - Number of available scholarships does not meet the demand.
 - The majority of children with disabilities face multiple barriers to access education and protection services.
 - Insufficient quality of education, inadequate learning environments and violence in schools contribute to early drop out.
 - School maintenance has become a critical issue due to the intense use of infrastructure.
- ⇒ Quality suffers due to overcrowded classrooms, poor learning environments, insufficiently trained teachers and condensed teaching time in double-shift schools.

Gaps and key priorities foreseen in the next quarter

- ⇒ Special attention should be given to those youth and children who are most vulnerable, including children with disabilities, and those at risk of dropping out.
- ⇒ Although some schools and learning spaces have been rented, and additional teachers were recruited and trained, more equipment and materials are required. The needs on the ground outweigh the available funding.
- ⇒ Data analysis disaggregated by key variables, such as dropout, out-of-school and disability, need to be disseminated in a timelier fashion to ensure real-time and reliable data is accessible for planning and programming.
- ⇒ Improving quality of response through cross-sectoral and cross cutting convergence .
- ⇒ To face the funding shortfalls partners need to seek sustainable funding with MOE and donors by :
 - Rationalizing and nationalizing partnerships with MOE.
 - Move from services provision to System strengthening and Quality.
- ⇒ Coordinate the alignment of education response to the MoE Education Strategic Plan 2018-2022 to support the transition from the humanitarian response into long-term resilience and sustainable development.
- ⇒ Scale up cross-sectoral efforts (e.g. Education and Child Protection) to address violence against children.



EDUCATION SECTOR

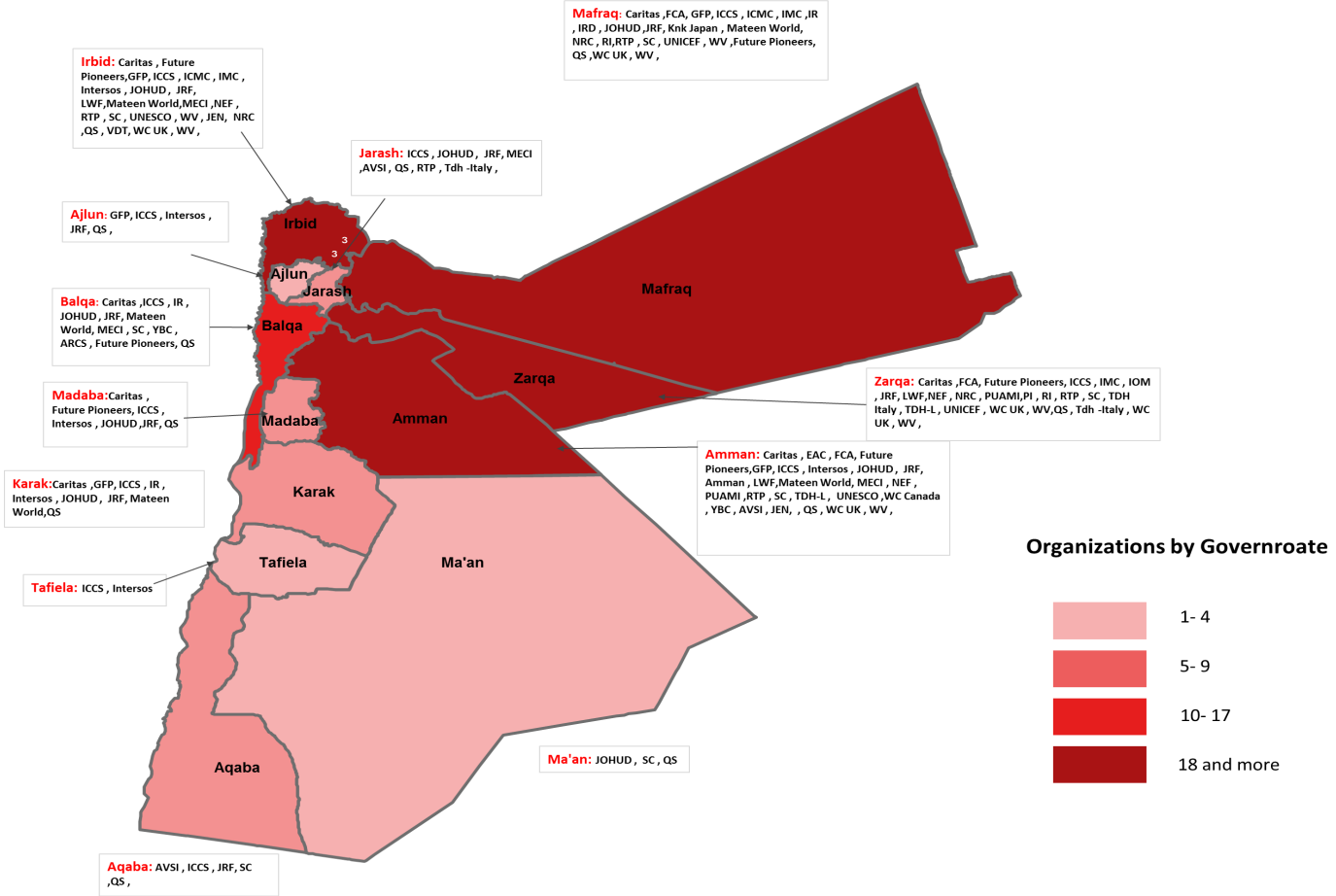
Quarterly Report (April 2018 – June 2018)



Inter-Sector Working Group
Jordan

Organizations and coverage

The achievements described in this report are based on the inputs provided by the following organizations through the Activity Info database.



For more detailed information on the services provided by sector partners, please refer to the Services Advisor: <http://jordan.servicesadvisor.org/>

For more information on the Education sector please look at: <https://data2.unhcr.org/en/working-group/45?sv=4&geo=0>