EDUCATION SECTOR TREE FOR VULNERABILITY SCORING

EDUCATION SIGNIFICANCE TO THE VAF

Jordan has a population of 7.5 million including 2.9 million children under 18 years of age (SOWC 2015). Having ratified the Convention on the Rights of the Child in 1991, Jordan has been one of the model countries in the region in protecting and promoting the rights of children. Jordan has achieved universal primary education, with the latest primary net enrolment ratio at 96 per cent for girls and 98 per cent for boys. In secondary schools, it stands at 86 per cent for girls and 89 per cent for boys (State of World's Children Report, UNICEF 2015)[1]. Education is compulsory up to completion of the Year 10 certificate.

The escalation of the Syria crisis has had a deep impact on Jordanian society. The massive influx of over 655,000 refugees has put an immense strain on the economy and public services, including health, water, education, energy and service delivery, and youth employment. With over 220,000 school aged Syrian children in Jordan as a result of the Syria crisis refugee influx, and the country is making every effort in providing learning opportunities for these children (UNICEF, 2016).[2] The government is working closely with UNICEF and partners in strengthening its national institutions to ensure that vulnerable and disadvantaged children continue to access education.

At the commencement of the 2016 school year, to meet the urgent needs for adequate learning spaces, UNICEF collaborated with the Ministry of Education (MoE) in establishing an additional 102 double-shift schools (raising the total to 200) schools in camps and host communities. The new *Catch Up Program* (for children aged 9-12 years) is being implemented at these schools, to enable children who have missed more than three years of education to access certified education, and to re-enter the formal system. The MoE Non Formal Education 'Drop Out' Program (for 13-21 year olds) has increased in scale to address the growing population of adolescents and youth who have had interrupted education. This MoE certified program provides students with the Year 10 formal certification equivalence (over a two year period).

Access to Formal Education for Syrian Refugees
The number of the Syrian refugees with access to the formal education system is expected to increase by 75,000 in the 2016/2017 school year (with an additional 50,000 places available in the formal schools and 25,000 in the Catch Up Program).

[1] http://sowc2015.unicef.org/
[2] https://www.unicef.org/jordan/overview.html

Despite significant increases in available seats, it is anticipated that issues such as longer distances to the double-shift schools, the need for youth to contribute to the household income and children with a wide range of disabilities, will continue to pose access challenges for some.

Risk of Non Completion
The current priority has been for Syrian children to access the formal education system. However, of equal importance will be to ensure that all children can successfully be retained, and to complete up to a minimum of the Year 10 compulsory certificate. There are many factors which may contribute to early 'drop out' such as labor, marriage, difficulty 'catching up' after years of interrupted education, concerns for safety (double-shift schools finish later in the afternoons), transport issues and other challenges related to the double-shift system.

The VAF focus will be on two key areas: children who remain **out of school** despite the increase in available formal places; and children who are at **risk of not completing education** i.e. early 'drop out'. The results of the VAF will be used to identify trend data to inform education planning and management, as well as provide information about individual families/children who can be supported to access and/or complete compulsory education.

Access to education for registered Syrian refugee school aged children is currently free in Jordanian state schools; however Syrian families face a number of barriers to ensuring all their children are able to enroll and remain in education. These include social, protection, legal, economic and educational barriers: i.e. distance to school, availability of places in a school, financial/economic barriers, missed education, etc.

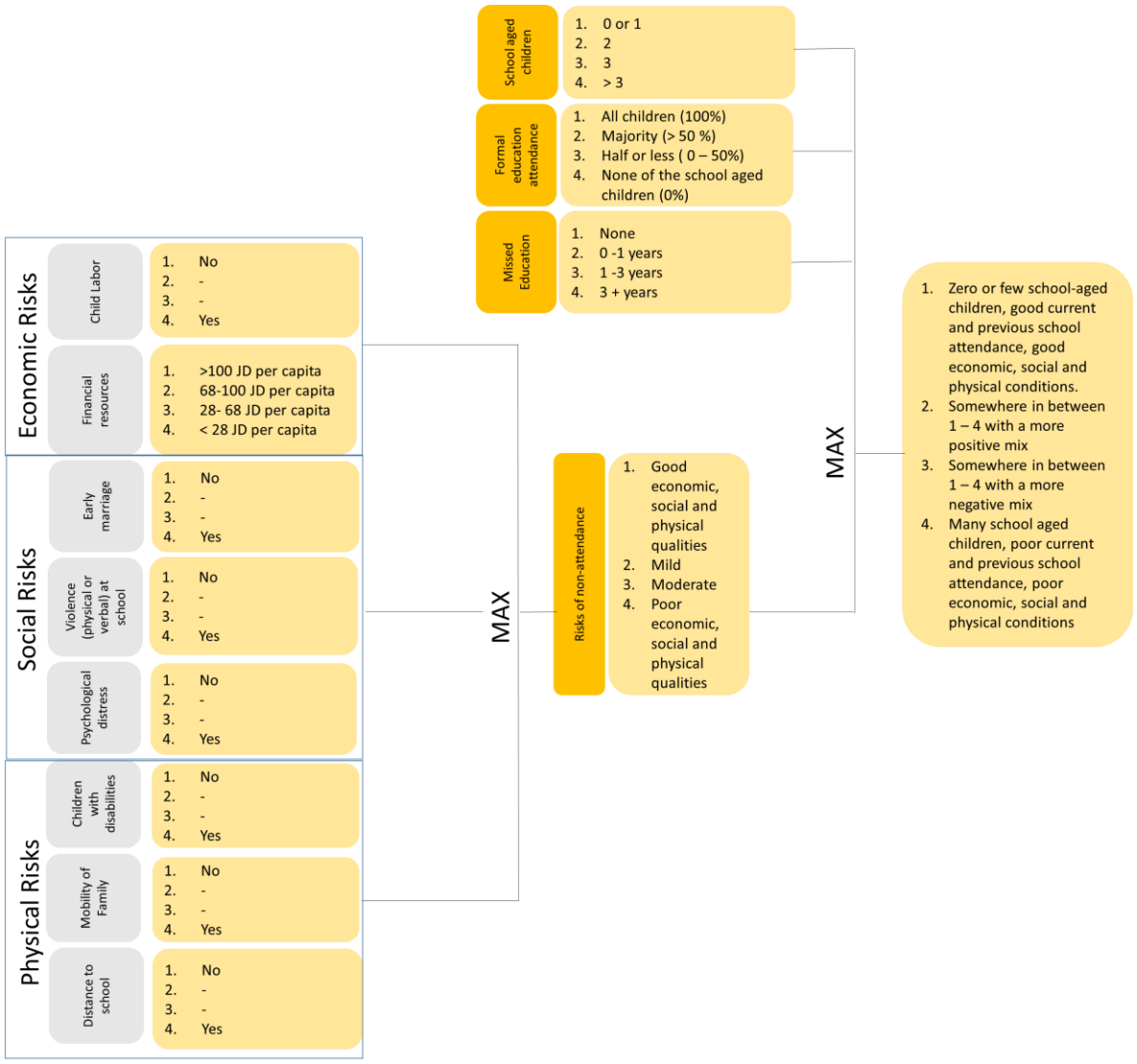
EDUCATION SECTOR TREE V.1

The original sector tree was developed by the Education sector chairs and partners in 2014. As the VAF is traditionally a case level assessment the education sector acknowledged the need to request specific information in relation to the individuals within the case that were of school age in order to respond more appropriately.

Composite indicators were based on the following:
# of school aged children (0 - >3)
% of children attending formal education (0%- 100%)
# of years of missed education (0 – 3+)

The sector identified three primary factors as risks of non-attendance:
1) **Economic Risks;** comprised of the following sub-factors:
   child labor; and
   financial resources / debt per capita
2) **Social Risks;** comprised of the following sub-factors:
   early marriage,
   violence (physical or verbal) at school;
   and **psychological distress**
3) **Physical Risks** comprised of the following sub-factors:
   children with disabilities,
   mobility of family; and
   distance to school.

EDUCATION SECTOR TREE V.1



A year after implementation, and having reviewed VAF data collected for the Education sector, Education partners reviewed the existing sector tree. Partners agreed that the above sector tree is limited in terms of scope, and restrained in terms of the questions it asks to provide an accurate vulnerability score.

The sector reviewed the appropriateness of the questions that were previously asked, It was decided by the members of the Education sector to dramatically change the existing model in to something more tightly aligned with the Education objectives within the JRP and 3RP.

The sector further identified that the existing model over-inflated vulnerability education scores, as a result of taking the 'maximum' value from both atomic and composite indicators and carrying it over to the final score.

In order to improve the identification and response to education vulnerabilities, and to enable the prioritizing individuals that are severely vulnerable, the Sector Working group established variance within the scores and looked at children as individuals rather than pooling them all collectively at case level.

3RP REGIONAL SECTOR STRATEGY 2016-2017

The overarching goals of the Education Sector in the five 3RP countries are to ensure access to safe, equitable and quality education for children and adolescents affected by the crisis and to strengthen the capacities of education systems and communities to deliver a timely, coordinated and evidence-based education response. Education interventions will prioritize school-age children who are currently out of school and children receiving low-quality education services.

Children in affected host communities will be supported to access quality education opportunities. Partners are working to overcome barriers in the education sector by **widening access opportunities** for children in formal and non-formal education, improving the quality of education (through **reducing risk of non-completion**) and supporting education systems to provide a better response to education needs. (3RP Strategy 2016-2017)[3]

JRP SECTOR STRATEGY 2017-2019

ACCESS: JRP AGREED INDICATORS

REF 1.2 Increase access for Syrian children (boys and girls) to public school education in camps and double shift schools in the host communities

REF 1.5 Increase and expand access to certified Non-formal education for Syrian children (boys and girls) aged 9-12 who are currently eligible for public schools

RES 2.1 Increase sustainable quality educational services for children and youth impacted by the Syria Crisis

RES 3.4 Increase and expand access to certified Non-formal education for adolescents and youth (boys and girls) who are not eligible for public schools in Host Community

RES 3.7 Increase the number of spaces for children through constructing new classrooms and WASH facilities, rehabilitation and maintaining the existing facilities.

RES 3.8 Increase the number of spaces for children through rehabilitation & maintaining the existing facilities.

RISK OF NON-COMPLETION: JRP AGREED INDICATORS

RES 2.2 Increase and improve protective and safe learning environments for children and youth

RES 2.3 Increase the use of technology to provide quality education for children (6-18) in formal schools

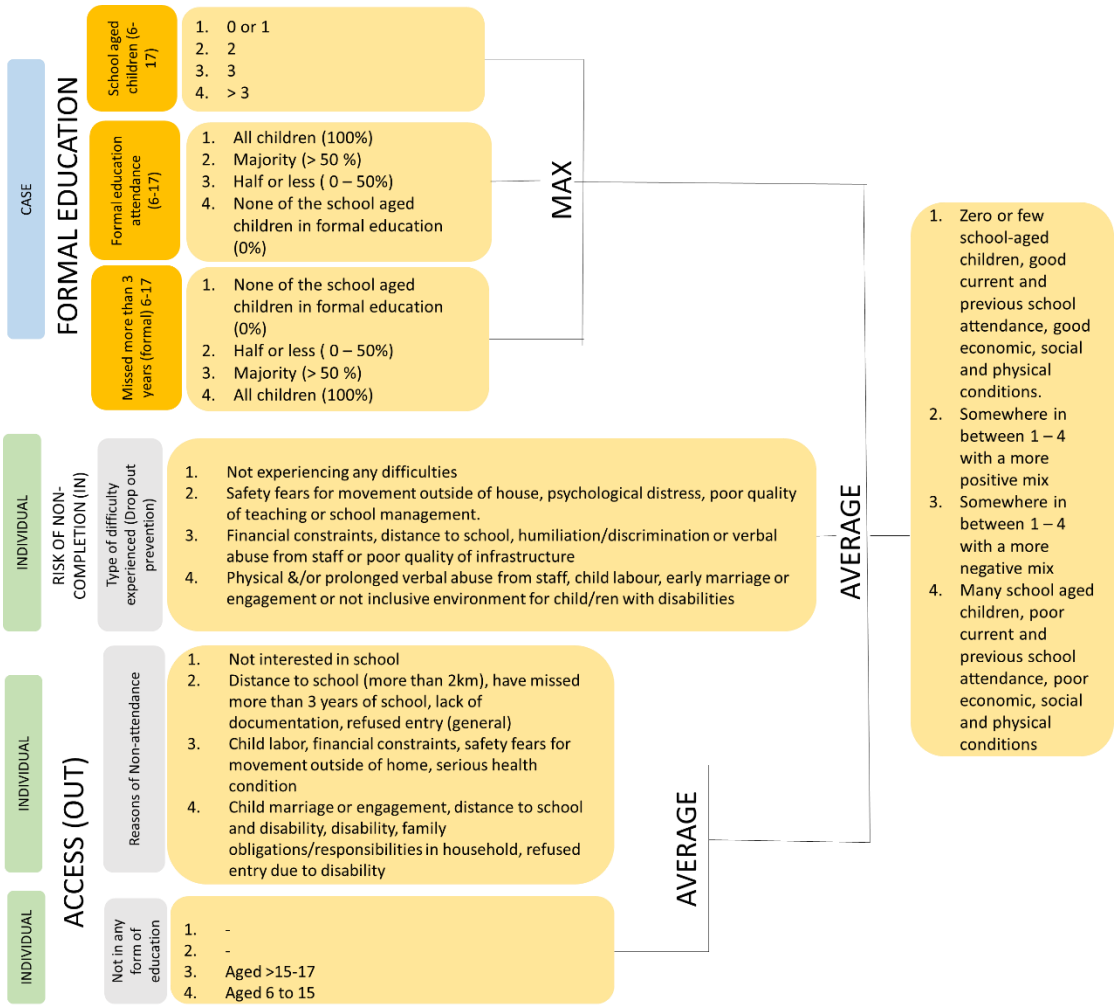
RES 3.3 Provide remedial classes for vulnerable children grade 4-12

EDUCATION SECTOR TREE V.2

The new phase of the 'No Lost Generation' campaign aims to improve quality formal and non-formal learning opportunities for children in the refugee host countries. This will be achieved by strategically focusing on the two primary problems faced in Jordan and in accordance with JRP/3RP and 'No Lost Generation' Campaign:

1. **Access to Education** and capturing what are the risks of non-enrolment / non-attendance and the reasons why children are not attending school. It was identified that access to education can often be a multi-faceted issue and several underlying issues eventuating in a child not attending school.
2. **Risk of Non Completion-**focuses on identifying potential reasons why a child may drop out of school

3 http://www.3rpsyriacrisis.org/wp-content/uploads/2015/12/3RP-Regional-Overview-2016-2017.pdf



Pertinent to both categories:

- # of children
- Gender
- # of children in formal education and not enrolled in school and age disaggregation

This shall cater to varying scenarios which cases may have some children in school and some children out of school and to identify the risk posed by the age).

As vulnerability increases with age, it was agreed that the following age disaggregation is more appropriate to understanding barriers to education:

6-12: caters to primary school children, it was noted that the between ages 6-12 is a crucial age for educational development, and for ensuring functional literacy and numeracy.

13-15: Middle school children and age 15 highlights the Jordanian compulsory formal education attendance age but where the risk of non-access and early drop out increases

16-17: considered as Youth, where high school education and vocational training are applicable to this age group, does not have to mandatorily attend school according with law in Jordan and can work.

18-24: considered as Youth where tertiary education and vocational training are applicable to this age group, does not have to mandatorily attend school according with law in Jordan and can work.

Are all of your children attending formal education?

Formal Education

1. All Children (100%)

2. Half and majority (>75%)
3. Half or less (0-50%)
4. None of the school-aged children are in formal education (0%)

1. ACCESS TO EDUCATION-Children who are currently out of school

Scaling up opportunities for equitable access to formal and non-formal education:

Using this methodology advocacy campaigns and programming can determine the cases which have children that are severely vulnerable and have multiple barriers to accessing formal education. This methodology will help identify:

a) Placements needed vs placements available (particularly for the Catch Up and NFE Drop Out Programs, and geographical distances)
b) Cash grants to assist children/ families at severe risk of non-enrolment
c) Equitable access – disability

Increasing demand for learning by engaging families and communities in the education of their children.

d) Targeting and prioritizing children not attending school and have not attended school for more than 3 years as priority for programming (by UN agencies and partner organizations)

Number of years of missed education

- Less than 3 years
- More than 3 years/ never been to school

If a child misses school for more than 3 consecutive years, they were previously not eligible to go back to formal certified schooling within MoE formal schools. The Catch Up Program seeks to address this but it is anticipated that these children will remain more vulnerable due to the challenges of 'catching up'. . The revised sector tree enables the identification of children to be prioritized to assist the process of enrolling and supporting them to complete the Catch Up or NFE Drop Out Programs.

ACCESS- Is your child experiencing any difficulties to attending formal education? Please tick up to a maximum of 4 that apply

Please tick up to a maximum of 4 that apply:

Appropriate scores have been identified (1 low vulnerability, 2 moderate vulnerability, 3 high vulnerability, 4 severely vulnerable)

1	• Not interested in school (/cultural/not useful)
4	• Child marriage/engagement
3	• Child labor/work with other priorities
3	• Financial constraints (transport, uniforms, etc.)
2	• Distance to school (more than 2km excluding physical disability, with disability 4)
3	• Safety fears for movement outside the home
4	• Disability
4	• Serious Health Condition
2	• Missed more than 3 years of education
4	• Family obligations/ responsibilities in the household
2	• Lack of documentation (preventing higher education)
2	• Refused entry (general)
4	• Refused entry due to disability

2. Type of Education

Types of school/education service currently being attended were restructured to include only the necessary information needed for educational providers to design new educational interventions:

- Formal primary or secondary school (public or private)

a. Morning shift-regular school

b. Morning shift- double shifted school (e.g. does quality of education reduce in double-shifted schools, or is there propensity of bullying in schools that have converted to the double-shift system, i.e. conflict between Syrians and host community as a result of changes?)

c. Afternoon shift

- Government certified Non Formal Education (Catch Up or Non Formal Drop Out)
- Other educational services (learning support services, literacy and numeracy, community centers, Makani etc.)
- Government Certified vocational/training institution
- Government or Private Higher Education

3. Risk of Non Completion (i.e. early drop out)

Is your child/ren experiencing any difficulties while attending or to remain in formal education? Please tick up to a maximum of 4 that apply (not list read, open ended question to beneficiary).

This question is addressing the concerns regarding drop-out rates and retention rates. This portion identifies areas to be advocated for with the Ministry of Education, in terms of identification of teacher/school leadership training needs and/or infrastructure responses, cultural awareness and/or improvement of bus / transportation needs. The increasing incidences of bullying and/or violence occurring within formal education environments are reported to be a major deterrent for children to remain in school.

The following adjustments were made from the original sector tree to the new sector tree for the following reasons:

In reference to the original tree the options were too many and not phrased in a way serving the purpose of identifying an important problem in the eyes of education providers, to create new programs for and/or is a duplicate which was covered in the above questions e.g. concerns about physical and/or verbal abuse by staff, psychological distress/difficulties concentrating, family awaiting return to CoO, difficult dialect, moved to a new area.

As a result, a priority list in terms of risks of non-completion was developed:

Appropriate scores have been identified (1 low vulnerability, 2 moderate vulnerability, 3 high vulnerability, 4 severely vulnerable)

3	• Financial constraints (transport, uniforms, etc.)
3	• Distance to school
4	• Engagement or early marriage
3	• Need for family income
4	• Child labour
4	• Physical &/or prolonged verbal abuse from staff
3	• Humiliation, discrimination, verbal abuse from staff
3	• Bullying amongst students
2	• Safety fears for movement outside home
2	• Psychological distress / severely distressed
2	• Poor quality of teaching and/or management (service)
3	• Poor quality of infrastructure (i.e. WASH facility, classroom furniture etc.)
4	• Not inclusive for children with disabilities (environment)
1	• Not applicable

According to WHO CP Policy[4] and our education partners mandate define abuse as: All forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.

[4] https://www.unicef.org/violencestudy/pdf/CP%20Manual%20-%20Introduction.pdf

METHODOLOGY

1	Low	Zero or few school-aged children, good current and previous school attendance, good economic, social and physical conditions.
2	Moderate	Somewhere in between 1 – 4 with a more positive mix
3	High	Somewhere in between 1 – 4 with a more negative mix
4	Severe	Many school aged children, poor current and previous school attendance, poor economic, social and physical conditions

For more information on decision making processes in relation to the revised Education Sector tree please contact Farrukh Mirza (UNICEF) fmirza@unicef.org, Tatjana Klein kleint@unhcr.org or Dina Al Masri from Middle East Children's Institute (MECI) dalmasri@mecinstitute.org. For more information on how to become a VAF partner please contact Olivia Cribb cribb@unhcr.org.