

This report is produced by the Education Sector Working Group in response to the Syria crisis. It shows progress made in project implementation and the funding status in the reporting period. It summarizes achievements and challenges and highlights predicted needs for the following quarter. For monthly updates, please find the [Monthly Sector Dashboards](#).

## Reporting and Monitoring Phase

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

#### Partners by Component (Total 29)

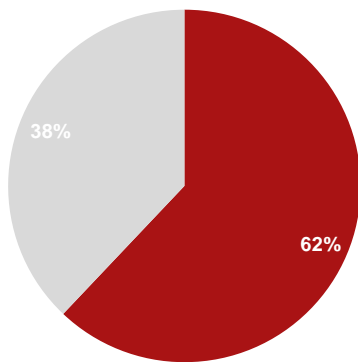
**REFUGEE:** 24 Partners, 12 Governorates  
Locations: Ajlun, Amman, Aqaba, Irbid, Jerash, Karak, Mafrqa and Zarqa Governorates

**RESILIENCE:** 18 Partners, 12 Governorates  
Locations: Ajlun, Balqa, Amman, Irbid, Jerash, Madaba, Mafrqa and Zarqa Governorates

#### Funding Status (Refugee component)

Requested: **\$66,012,446**  
Received: **\$40,972,223**  
Gap: **\$25,040,223**

Source : [Jordan Financial Tracking](#)

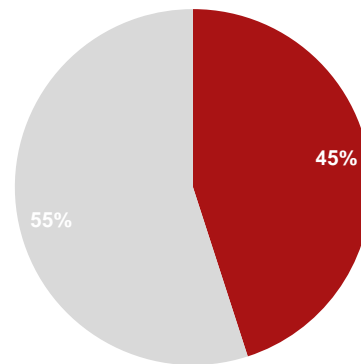


■ Received ■ Gap

#### Funding Status (Resilience component)

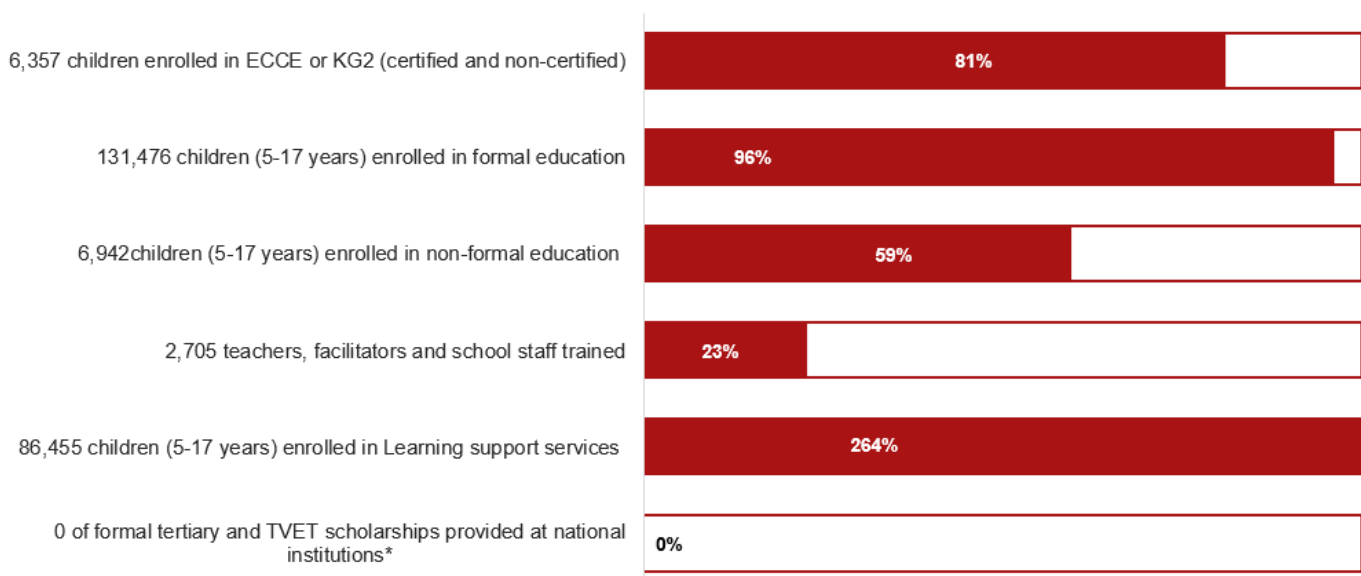
Requested: **\$36,460,000**  
Received: **\$16,414,029**  
Gap: **\$20,045,971**

Source : [Jordan Financial Tracking](#)

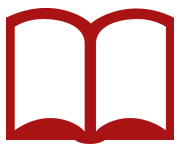


■ Received ■ Gap

## Progress against Targets: Sector Priority Indicators



\*Nothing was reported on Activity info



## Key achievements

- **Early Childhood Education (ECE):** The MOE and sector partners accelerated efforts to increase access to ECE (both certified and non-certified), with 6,357 children (or 81 per cent of the annual sector target) benefitting from KG2 services in refugee camps and the host community. UNICEF supported the MOE to draft the by-laws and regulations for KG licensing to simplify the licensing process towards the universalisation of quality ECE services.
- **Access to formal education:** During the second semester of the academic year 2018/19, more than 131,400 registered Syrian refugees (5-17 years; 50.7 per cent female) returned to formal education in camps and the host community, following the winter break. This number of children who returned to school corresponds to 96 per cent of the annual sector target for registered Syrian refugees enrolled in education.
- **Teacher development:** More than 2,700 school teachers benefitted from professional development activities at directorate and school levels, including training on pedagogy and learning support. Notable progress was also made in supporting technical committees in MOE to formulate action plans of national education reform through teacher

## Challenges faced during the reporting period

- **Disruption of learning:** At the beginning of the 2019/20 academic year, a month-long strike organized by teachers disrupted learning for children in the morning shift in the host community. Classes resumed for children in early October, after an agreement was reached between the Jordanian teacher's syndicate and government. The school year has been extended to make up for lost learning time. Syrian children in camp schools and afternoon shift were not affected as the workforce is made up of contract teachers.
- **Dropout in formal education:** Compared with the first semester of 2018/19, enrolment data demonstrated that 2,645 Syrian registered refugee children had dropped out of formal education during the second semester. High dropouts for female students at grades 7-10 were observed. This suggests a critical need for the sector to address high dropout at lower secondary education level and improve school retention, while adopting gender specific solutions that can address the root causes of dropout for all children.
- **Poor learning:** The education sector partners reached more than 86,400 children with Learning Support Services to improve their basic literacy and numeracy in vulnerable areas. Beneficiaries included Syrian refugee and non-Syrian refugee children. However, most of these children are in school, and still require additional learning assistance. As reported by UNESCO Institute for Statistics and the World Bank, 52 per cent of ten-year-old children in Jordan are not able to read an age appropriate text. This suggests the sector partners need to invest more in teaching and learning for all activities.

## Gaps and key priorities foreseen in the next quarter

### ◇ Gaps:

- **Data gaps:** The sector partners are gradually shifting towards national-level strategy development, education system strengthening and institutional capacity development. However, significant data gaps remain, including the areas of disabilities in EMIS, in-depth analysis of out-of-school children, and comparable performance data on teaching and learning. It is crucial to address these information gaps at the sector level for 2020.
- **Funding gaps:** The funding gaps of the education sector remained large in Q3 2019. Only 63 per cent were funded in refugee component and 45 per cent in resilience component. The sector-level underfunded amount accounted for USD 44.5 million in total. Should funding gaps continue in a similar matter, there will be significant impacts for children's learning in the Kingdom, including the sector's ability to support teacher certification, non-formal education, inclusive education and other education enabling services for vulnerable children.

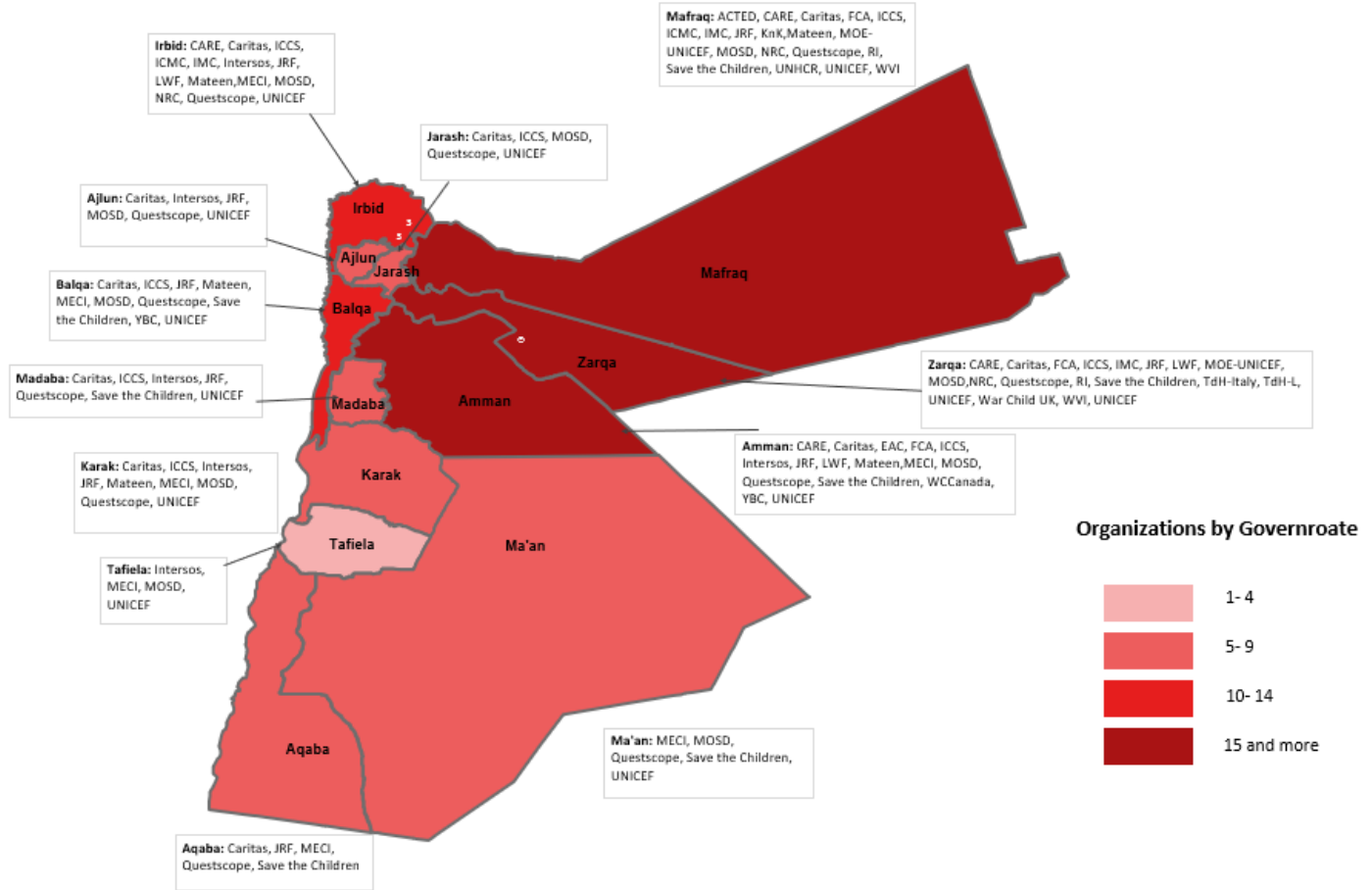
### ◇ Key Priorities:

- **JRP-ESP nexus:** There is a need to continue sector-level dialogues as to how to best to align Jordan Response Plan (JRP) within the Education Strategic Plan (ESP). The technical discussion around how to operationalise the two distinctive plans will remain a priority into 2020.



## Organizations and coverage

The achievements described in this report are based on the inputs provided by the following organizations through the ActivityInfo 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=36>