

JORDAN COUNTRY SPOTLIGHT

In this Spotlight, the main focus is on Syrian refugee children.

Jordan is an upper-middle income economy with a population of 6.6 million and a per-capita GDP of US\$ 5,422 as of 2014.¹ Since the civil conflict in Syria started in 2011, it poses the most complex and immediate humanitarian challenge to Jordan, which is now hosting 633,644² Syrian refugees. Jordan has a long history of refugee hosting, almost 60% of Jordan's citizens are of Palestinian origin who came as refugees during the 1948 and 1967 wars with Israel. Jordan also received several hundred thousand Iraqis in 1991 and a second wave after the U.S. invasion of Iraq in 2003. However, the scale of displacement and the increasingly protracted nature of the Syrian crisis are having a dramatic impact on the ability of Jordan to respond effectively, putting pressure on all sectors of life, affecting the refugee population itself as well as vulnerable Jordanians.

One of the sectors heavily affected by the on-going crisis is the education sector. In pre-crisis Syria, 97% of primary age children and 67% of secondary age children attended schools. Now five years into the conflict, over 3 million Syrian children are out of school inside Syria and in surrounding countries. Half of the 4 million refugees in neighbouring countries - Turkey, Jordan, Lebanon, Iraq, and Egypt - are children, including 1.35 million school-aged, host countries include. More than half of those are out of school, and the situation has worsened in the region, with figures increasing from 500,000 in 2014 to 714,000 Syrian refugee children without any learning opportunity in 2015. In Jordan, experiences of displacement, trauma, and violence, as well as limited resources and facilities have impacted the ability of refugees from Syria to continue their education. Pressure on the education system includes overcrowding in high population density areas, shortages of qualified teachers, and concerns about declining quality. There is therefore an urgent need for support to address overcrowding and violence amongst schoolchildren, while expanding coverage and the provision of alternative education opportunities. Our national campaign will focus on ensuring sustained quality educational services for all children living in Jordan. In this spotlight, the main focus will be on Syrian refugee children, as they are the most excluded group in education.

Overview of social exclusion

I – Scale of the education crisis

Jordan currently hosts 633,644 officially registered Syrian refugees of which 32% (approximately 201,600) are school aged children and youth.³ It is estimated that 40% – more than 90,000⁴ of these children are out of school. In Za'atari camp of 79,138 refugees, there are about 30,000 school-aged children; one third of them are out of school.⁵ In Azraq, another refugee camp in the north of Jordan, 43% of school-aged children are out of school.⁶ However, 85% of Syrian refugee children in Jordan live in host communities scattered around the kingdom but with the highest density in the north. In host communities, the numbers are slightly lower than camps, where about 38% of school-aged

¹ Data from World Bank <http://data.worldbank.org/indicator/NY.GDP.PCAP.CD>

² Data from UNHCR <http://data.unhcr.org/syrianrefugees/country.php?id=107>

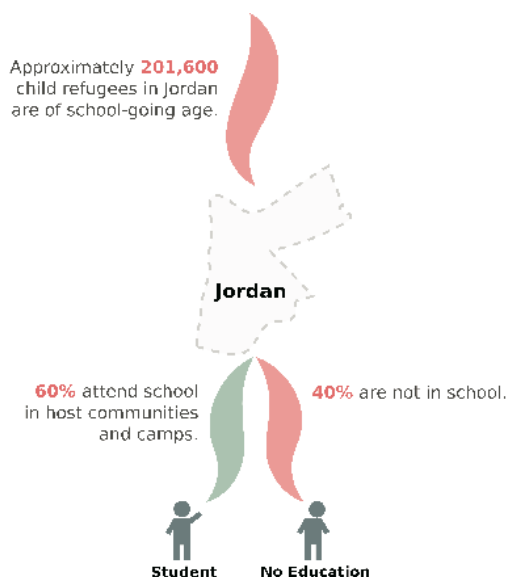
³ EducationSectorWorkingGroup, "Access to Education for Syrian Refugee Children," p.23; UNHCR, "Syrian Refugees: Inter-Agency Regional Update," April 26, 2015.

⁴ 3RP July 2015

⁵ UNICEF

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refugees are out of school. The least likely cohort to attend school are boys between the ages of twelve to seventeen, across camps and host communities.



While not all children are eligible for formal education, every child, regardless of nationality, has the right to access learning.⁷ Primary education is in fact compulsory under Jordanian law, up to the age of 15 (the first 10 grades).⁸

The pressure on the Jordanian education system and competition for services is not only creating tensions but also increasing existing vulnerabilities in Jordan. Prior to the Syrian conflict, Jordan had a net school enrolment rate of 91% in primary education and a 94% gross enrolment rate in lower secondary, leaving 83,000 children out-of-school⁹. Vulnerable Jordanian children are therefore more at risk of being out of school or dropping out. Many attend makeshift and

underequipped schools that have been setup in host communities and informal settlements where both Jordanian and Syrians volunteer to teach refugee children. About 24,000 Syrian refugee children attend such alternative forms of education. However, such education facilities also do not receive the numbers they should.

The main reasons for lack of attendance of children include the location of the schools being perceived as too far, the threat of violence and harassment, and the perceived poor quality of education.¹⁰

II - Barriers to Syrian children's education in Jordan

Threatened livelihoods:

This includes cost of living and lack of employment for adults to generate household income, which encourages negative coping mechanisms such as child labour.¹¹ Child labour is rarely combined with school attendance. To the contrary, the need for additional cash often contributes to keeping children out of school, as it is often easier for children to find informal work compared to their parents.¹² An assessment has shown that 47% of refugee families surveyed rely partly or entirely on income generated by their children, and work coupled with double-shifting is causing children to drop out. In Jordan, the income-expenditure gap in refugee families can range from US\$211 to US\$410. Struggling to make ends meet, the limited aid and available income limits the family to incur additional costs such as those related to education (transportation, school uniforms and supplies, and pocket money). This is especially true outside camps where the cost of living is higher with rent and transportation. As refugees often live in the outskirts of urban areas where rent is

⁷ Jordan Out of School Children Study, MENA Out of School Children Initiative, UNICEF/UNESCO, October 2014.

⁸ <http://www.moe.gov.jo/Departments/DepartmentsMenuDetails.aspx?MenuID=324&DepartmentID=5>

⁹ UNESCO, EFA GMR 2014 Teaching and Learning: Achieving quality for all

¹⁰ Ibid

¹¹ Joint education needs assessment report titled "Education Needs of Syrian Refugee Children In Jordanian Host Communities," unpublished, Drat August 2014.

¹² Gaëlle Sundelin, "60-70% of Working Children in Jordan Are Syrians—Ministry," *Jordan Times*, November 30, 2013, available at <http://jordantimes.com/60-70-of-working-children-in-jordan-are-syrians----ministry>.

cheaper, it means that they are often far away from local schools. Thus, transportation cost becomes a practical necessity for school attendance. Moreover, lack of employment and livelihood opportunities for Syrians within Jordan is consistently reported as one of the main factors in early marriage. They place a huge strain on the ability of parents to provide for their families. Reducing the economic burden on families – by reducing the number of ‘mouths to feed’ in a household – has been identified as a motivating factor for families to seeking marriage for daughters. In this manner, child marriage becomes a barrier to education and play, with girls expected to leave school in order to care for their husband and home, or to begin childbearing and childcare.¹³

Legal and regulatory obstacles:

Syrian children can access free education in Jordan only if their families have registered with both UNHCR and the Ministry of Interior. This policy can be a barrier to children’s education when families lose their refugee legal status. Refugees who cross the border informally are brought into camps but many of them leave the camps for urban areas without the bail required by the government, putting them at risk of losing the legal papers – the Mol service card – required to access education services.¹⁴

The Ministry of Education requires students to provide official documentation of previous schooling to be allowed to attend public schools, which many refugees do not have with them upon arriving in Jordan, causing an additional obstacle for education. However, this has become less of an issue in recent years as families and schools have found a way around it by having children sit for placement exams. Moreover, according to the MoE’s rules and regulations, refugee children who have been out of school for more than three years cannot re-enrol in formal education, and children who do not have official documentation of previous schooling have to sit for a placement test that is available only once a year.¹⁵

For older students in secondary education, one obstacle is the difference between the Syrian *Baccalaureate* and Jordanian *Tawjihi* final examination – a prerequisite for access to higher education. While the exams are similar, the requirements differ. Syrian students are often unprepared and untrained for this, which is why very few choose to take it. Only 45 Syrian students took the Jordanian *Tawjihi* final examination in 2014 despite them being eligible to take it upon completion of the twelfth grade. However, 500 students sat for the Syrian Baccalaureate available for Syrians to take by the Ministry of Education and Syria Alliance.¹⁶ Refugees are also concerned about the accreditation and certification for the formal or informal education that they complete in Jordan, namely that their certification will not be acknowledged in Syria upon their return.

The impact of displacement:

Many Syrian refugee children have missed months, and sometimes years of education, which affects their ability to enrol or keep up in the formal education system. Without specialised assistance such as accelerated learning classes, these children are at risk of never entering school or of dropping out because they lose hope in being ever able to catch up. In Za’atari, 51% of children who had attended school but had dropped out had missed between 3 and 12 months of education, and 32% had missed between 25 and 36

¹³ UNICEF, Child marriage in Jordan, 2014

¹⁴ Acaps, Nov-Dec 2014, Regional analysis Syria brief, <http://acaps.org/img/reports/b-ras-brief--1-nov---7-dec-2014.pdf>

¹⁵ UNICEF, 2015. Curriculum, Accreditation and Certification for Syrian Children in Syria, Turkey, Lebanon, Jordan, Iraq and Egypt. http://www.oosci-mena.org/uploads/1/wysiwyg/150527_CAC_for_Syrian_children_report_final.pdf

¹⁶ UNICEF and Save the Children, “RRP6 Monthly Update - June 2014 (Education),” June 2014, available at <http://reliefweb.int/report/jordan/jordan-rrp6-monthly-update-june-2014-education>.

months.¹⁷ Another assessment in the camp has shown that the third main reason reported for not attending education by children aged 12-17 was that specialist education services were not available and “extra classes to catch-up” featured amongst the top three main changes needed for them to attend.¹⁸

Furthermore, many children are suffering from trauma due to the violence they have witnessed or been victim of, or because of the high levels of distress from the displacement itself. Some children have lost parents or have been separated from them, but many children are also affected by the stress and financial problems their families are experiencing and by the discrimination they perceive. A quantitative and qualitative study¹⁹ of Syrian adolescents’ mental health and psychosocial priorities showed that Syrian refugee adolescents in Jordan identified as feeling sad in general, were living in fear of bombs and airplanes, experienced or witnessed community violence, and had bad dreams and general worries about life. These high levels of anxiety and stress have an impact on children’s ability to learn and without services to help them cope with their experiences, children may be unable to concentrate in class and make the necessary changes needed to be able to learn. In Za’atari, refugee children aged 6-11 identified “a bigger focus on psychosocial support at school” as their second most needed change to enable them to attend school daily.²⁰

Social tensions at school:

Violence in school is one of the main reasons for not enrolling or dropping out, especially among boys. According to the World Bank,²¹ Syrian student drop-out rates are twice as high as the national average both in Jordan and Lebanon. The violence and tensions in school are often the cause of the violence those students have witnessed, complemented by inadequate psychosocial support. An assessment in Za’atari camp has shown that the perception of attending school as being an unsafe activity had grown from 10% in 2013 to 25% of refugee parents and children surveyed in 2015.²² In another assessment in Za’atari, children and teachers reported feeling unsafe on the way to and from school due to potential violence from other children as well as feeling vulnerable to violence or verbal abuse while in school as being barriers to education.²³ The distance between school and home is reported to be an issue for Syria children, where harassment, bullying and traffic hazards are worrying for parents and children. A survey in September 2014 had shown that education was identified as a key driver of community tension by 53% of the respondents. Host communities have also expressed that they perceive that refugees receive an unfair amount of external aid. This is causing violence and harassment in school that is directly affecting children’s education. Syrian children often reported bullying and violence in school or on transport to school as a reason for dropping out or not attending school. Qualitative evidence points to higher rates of bullying and violence in those segregated double-shifting schools (i.e. Jordanians 1st shift, Syrians 2nd shift) particularly between Jordanian and Syrian boys during the shift change. This segregation between Jordanian and Syrian student has created another layer of exclusion, especially as the morning shift – more favourable among parents – is restricted for Jordanian children.

¹⁷ REACH, Comprehensive Child Focused Assessment - Za’atari Refugee Camp – June 2015

¹⁸ Joint Education Needs Assessment Za’atari Camp, Jordan - September 2014

¹⁹ UNICEF, 2014. Mental Health Psychosocial and Child Protection for Syrian Adolescent Refugees in Jordan

²⁰ Education Sector Working Group, “Joint Education Needs Assessment: Za’atari.”

²¹ Ibid

²² Syrian Refugee Assistance Directorate, 2015. Za’atari Syrian Refugee Camp Safety Perceptions Survey 2013-2015.

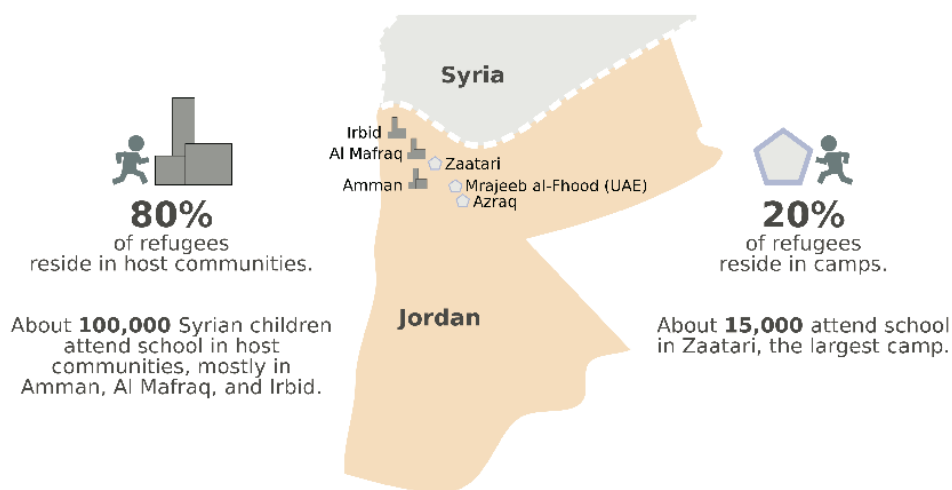
http://reliefweb.int/sites/reliefweb.int/files/resources/SRAD_EN_Za%E2%80%99atari_Safety_Perception_s_Survey_Presentation_MM_2015-05-21%20%281%29.pdf

²³ Reach, Education Sector Working Group, Joint education needs assessment, September 2014

Accountability and Quality:

Multiple challenges contribute to a reduction in the quality of education provided in schools, ranging from capacity gaps to logistical difficulties to community deficits. These challenges include reduced class time due to double-shift strategies, and overcrowded classrooms,²⁴ which has shown to have a negative impact on learning achievements for all students regardless of nationality.²⁵ The average number of students per class reached 55 students on average in MoE schools and 70-100 in camps. Moreover, qualitative evidence points to higher rates of tension and indirect discrimination between students in segregated double-shift schools. There are also administrative challenges such as the lack of strong leadership, particularly in boys' schools, as principals are overwhelmed and rarely make the effort to ameliorate the growing animosity between students. This results in a failure to ensure accountability for student learning, especially in respect of afternoon shifts, where lack of funding takes its toll. Students are frequently dismissed from school after only two hours of study, often because computer and science labs are not available or sufficient, or stationary and other learning materials are not in adequate supply. Refugee children with disabilities are also most impacted from the lack of access and quality education. Whilst families struggle to pay for transportation, there is also a lack of inclusivity in school to accommodate the needs of refugee children with disabilities. In a survey, refugee children with disabilities stated that the most commonly stated reason for not attending formal education across all age-groups was that the school was not physically accessible, and the assessment showed less than half (46%) of children with disabilities were attending formal education, with girls aged 6-11 twice as likely to be receiving a formal education (65%) compared to boys aged 12-17 (33%).

Where do Syrian refugees reside and get educated in Jordan?



Sources: UNHCR, Education Sector Working Group

Policy Analysis

While Jordan is generously granting Syrian children in host communities access to primary and secondary education in public schools, free of charge, the influx of Syrian refugees has added to the existing pressure and overcrowding in many Jordanian schools. There is thus

²⁴ RD UNHCR, Syrian Refugees Living Outside Camps in Jordan, 2013.

²⁵ National Assessment for Knowledge Economy

a continual need for new schools and teachers to accommodate the growing number of students. There are simply not enough classrooms and teachers to meet the increased demand.

Expanding school resources

Double-shift schools are being used as one tool to address the increasing demand, where schools operate in two shifts. The morning shift starts at 8:00 while the afternoon shift starts at 12:20. However, as demand outpaces supply, these are creating a barrier to education for Syrian refugees and Jordanian authorities are repeatedly voicing the need for international support to provide assistance to the Syrian refugees.

Prior to the Syrian crisis, in an effort to improve the quality of education, Jordan had a policy to dismantle double-shift schools. However, in order to accommodate as many students as possible, double-shift schools have become the main tool for providing education to Syrian children and youth, implemented at nearly 100 schools in 2015. Teachers are concerned that reduced teaching time in the double-shift system is compromising the quality of Jordanian education. Despite the negative impacts on quality, double shifts are more effective in terms of quantity, offering education to more students. This also affects the safe learning environment in schools and increased violence rates among students as the different groups of students come in contact with each other between the two shifts, sometimes resulting in violence.

Because of Jordanian employment regulations, only Jordanian teachers can be employed in schools. However, MoE and UNICEF, who oversee schools and Early Childhood Care and Development (ECCD) centers in the camps, do allow Syrian refugees to serve as teacher assistants through a 'volunteer' contract for which they receive a stipend. Other policies include 'Teacher Training' as a means to address curricular and pedagogical challenges. However, one limitation of teacher training is the lack of infrastructure currently available to support additional enrollment and classrooms. To deliver quality education, teachers also need to be trained – or assisted by trained staff – to provide children with psychosocial support.

Save the Children Helpdesks in the camps' schools provide psychosocial support through the social workers who conduct PSS activities, in addition to individual and group therapy for serious cases through the psychologists. Any severe case is referred to the responsible organization and followed up on by Save the Children's staff in the helpdesk.

Improving livelihoods of Syrian families

A strategy where people are allowed to earn a legal living will provide refugees with necessary means to support their livelihoods, including expenses related to education, and create a sense of security and stability. Legal integration of Syrians into the workforce will create a win-win situation, giving the refugees a reasonable income whilst contributing to government resources. In specific areas of the labour market that are usually undertaken by immigrant labour, the GoJ can allow Syrians to work while maintaining control mechanisms to regulate work permits. This is something which is currently being explored by the Jordan Hashemite Charity Organization. To address this issue and introduce long term solutions, more data is needed to identify the barriers and understand the needs of refugee children so that decision makers can better respond.

Beneficiaries Assistance and Information System (BASIS) was created as a solution to support Save the Children in decision-making. BASIS allows Save the Children to analyze large amounts of data, to execute with maximum efficiency, minimize errors, cut down on unessential costs and ensure that all data collected is properly documented. BASIS is accessible through any smart device, at anytime and anyplace. It can be adaptable and is highly extensible through an Application Programs Interface (API) with other organizations such as the Ministry of Education (MoE), and United Nations Higher Commission for Refugees (UNHCR). This enables organizations to work collaboratively in real-time, with instant online feedback. Save the Children is currently working towards developing BASIS to include beneficiaries of all programs in the system.

Informal and non-formal community-based education

Informal and Non-formal Community-Based Education Programing are cost effective ways to provide the most vulnerable children with quality education. It is a strategy to overcome the education system deficits and insufficient funding for government schools. This policy offers a great opportunity to improve enrollment rates for urban refugee students in Jordan and decrease the likelihood of dropping out. Accessing formal education can be a challenge for the most vulnerable refugee children for the numerous reasons mentioned above.

Informal educational activities range from recreational activities to literacy numeracy, and life skills sessions. These educational activities are not certifiable by the Ministry of Education and not specifically bound to certain age or target group. The main categories are: Basic learning; technical skills/post basic education; and recreational activities.

To address the specific needs of these children, Save the Children establishes learning spaces in informal settlements, trains education facilitators from the community and implements flexible class times to cater to working children. When accelerated learning programmes are not provided in the formal school system, non-formal classes can help children catch up on the school time missed and be ready to integrate the formal system. In partnership with Pearson, Save the Children's "Every child learning" programme is piloting solutions to ensure out-of-school refugee children and host communities can be reached and prepared to integrate into the Jordanian system by providing them with a combination of academic and extracurricular activities that are adapted to their needs. The goal of the programme is to provide Syrian refugee children and host communities with increased access to education in a safe and supportive environment. It also aims to improve learning outcomes, skills and progression rates and strengthen the ability of education systems to cope with the influx of school-aged children.

Makani – My Space was established from the lessons learnt from child protection and education emergency response by UNICEF in Jordan and elsewhere. The Makani programming model fits in emergency settings to offer cost effective multi-sectoral services (child protection, GBV, social cohesions, psychosocial, alternative education and life skills) to girls, boys, young people and women and to create an environment that helps improve their safety, health and well-being as well as to provide young people in Jordan with skills to help them shape their future. The purpose of Makani is to protect the children who have no access to formal education, and equip them with sufficient skills and knowledge to pass the MoE placement test and bridge the gap to formal education. Further, the Makani model offers and promotes a protective and stimulating environment for girls and boys, adolescents through offering Life Skills, Psychosocial Support and four subjects (Science, Math, English and Arabic). Save the Children is currently responsible for developing the operational manual of Makani, the curricula which includes Science, Math, Arabic and

English (Extracted from MoE curriculum), and the training of Makani partners on Informal Education (IFE).

Non-formal education programmes are certified education services following MOE's NFE curricula (two year course). The eligibility of students to NFE includes those who have missed at least one year of school or have never been enrolled in formal education in Jordan. When two years of NFE are completed, the learner will receive a Drop Out Educating Programme certificate, which equals to a public school 10th grade completion. Learners who are willing to go on with their education reaching up to Tawjihi can enroll in the homeschooling programme. Besides the 'Drop Out Educating Programme' refugees can also benefit from homeschooling programmes, summer studies programme, evening studies programme, and adult education and literacy programme.

Addressing sources of violence in school and in the community

Violence in schools, including but not limited to corporal punishment, has been on MOE's agenda since 2009. It remains a problem that has become more complex with 100,000 Syrian refugees being absorbed into government school. In addition, violence against children remains the area where the most work is needed: In 2014, 66% of children aged 2 to 14 years reported experiencing psychological aggression and 88% of children aged 2 to 14 years reported experiencing physical punishment in the past month.²⁶

In camps and host communities, a series of initiatives have begun to tackle the challenge of violence, inside and outside schools. Save the Children has an ongoing agreement with the Ministry of Education to manage protection and violence cases in public schools. This involves supporting and intervening on behalf of students who have faced physical, verbal, and in rare cases, sexual violence in schools from fellow students or teachers. A total of 783 individuals were offered case management services (299 in Camps and 484 in Host Communities) as a result of violence in schools during 2014.

International support to fund education in Jordan

The international community has recognized the need to galvanize support for education as part of the Syria response. Two years ago, a No Lost Generation Initiative (NLGI) emerged to expand Syrian children's access to learning and provide them with physical and psychological protection inside Syria and in host countries, including Jordan.

It is difficult to evaluate the contribution of the NLGI to the funding of education of Syrian refugees, as there is no centralized tracker to monitor all funding allocated to the initiative. Since the launch of NLGI, the proportion of out of school Syrian children in host countries has decreased from 70% in August 2013 to 49% in July 2014, but progress has stalled since then with the proportion of out-of-school refugee children increasing to 53% in 2015. As the situation is worsening for many refugee families in Jordan, the NLGI now needs to address the existing barriers to Syrian refugee education as well as the new drivers of exclusion that have arisen since its launch.

The education funding gap in Jordan is hard to estimate as there are different mechanisms tracking funding to education, and often the data is not disaggregated by sector. According to the amount reported by agencies in June 2015, **education in Jordan received only 35% of requested funds** under the 2015 Syria Regional Refugee and Resilience Plan (Syria 3RP). This totals \$28 million USD or half the amount that was received for

²⁶ UNICEF. Hidden in Plain Sight: A statistical analysis of violence against children. September, 2014.

education at mid-point last year under the Regional Response Plan 6 (RRP6). The percentage of funding requirements met for education of Syrian refugees in Jordan by June 2015 was therefore **40 points lower** than that met in June 2014 (75%).

Development aid to education in the region has also been declining since the beginning of the Syrian crisis, and the share of **total aid for Jordan going to education fell from 20% in 2011 to 18% in 2012**. The 2015 Jordan Response Plan (JRP) for the Syria crisis, which tracks both humanitarian and development aid to refugees and vulnerable Jordanians affected by the crisis, reported in July that education received only 13% of the funding requested.

Significant efforts are therefore needed from the international community to support the continued education of Syrian refugee children in Jordan by **increasing humanitarian funding to education** whilst also **complementing it with longer-term funding modalities**, including development aid and domestic financing.

Policy Recommendations

The education system's capacity deficit is not only prolonging the time refugee children and youth spend outside of formal education, it is also raising the bar for those seeking to return to school and creating a risk that many Syrian children and youth will drop out of formal education altogether, creating a lost generation. This situation suggests a number of innovative entry points for improving Syrian refugees' education in Jordan. Beyond bolstering the capacity of the education system itself, improving livelihoods and employment opportunities for heads of Syrian refugee households would help create the conditions at home that enable children to attend school.

Strengthen the capacity of the education system and increase quality learning opportunities for Syrian refugee children:

- Ensure children are accessing quality education – teachers must be trained and the quality of education monitored. Emphasis must be placed on teachers who can maximize Syrian children's learning.
- Donors to fully fund and prioritize education as part of the Jordanian Response Plan. Funding should be long-term – including development and domestic funding – and flexible in order to meet the greatest education needs and make the biggest impact
- Support and scale-up of non-formal education opportunities when the public education system is not able to accommodate all children and caters to their needs.

Address the underlying causes of Syrian children's exclusion from education:

- Reduce the economic barriers that Syrian refugee households face in sending their children to school. This could include granting Syrian refugees limited permits to work in certain jobs where they would not necessarily compete with the Jordanian labor force.
- Efforts must be made so that Syrian refugee children's learning will count. This includes easing administrative barriers that prevent refugee children from registering and ensuring the implementation of a predictable and consistent method of certifying students' results in school, which could help to bridge the gap

- in education requirements between the Jordanian and Syrian systems.
- Easing refugees' registration requirements could facilitate more regular access to education, or refugees could be issued an international document that grants them access to essential aid and services, including education, regardless of their formal status and registration.
 - Implement anti-bullying programs to promote social cohesion and create joint classes between the two daily shifts that otherwise divide Syrian and Jordanian students.
 - Host communities should be better supported and root causes of tensions should be addressed through the creation of opportunities and improved conditions for host communities.
 - Child protection and education programming need to be integrated to address the psychosocial impact of the crisis on children.

****ANNEX** – this doesn't necessarily have to be an annex, when the design team create a design for the spotlights, it can be incorporated into the part where we talk about why children were not enrolled in school, especially since this data was created by SC Jordan.

When Save the Children conducted an Outreach, the teams recorded whether the refugee families' children were in school; if they were not, then the family was asked which factor continued to hinder enrolment.

Reasons behind Syrian children abstaining from enrolment at schools:

First visual data: Host Communities

Source: Save the Children Jordan Database (BASIS)

Reasons behind Syrian children abstaining from enrolment at schools:

Second visual data: Camps

Source: Save the Children Jordan Database (BASIS)

