



FORCED DISPLACEMENT AND
EDUCATION: BUILDING THE EVIDENCE
FOR WHAT WORKS

JORDAN CASE STUDY

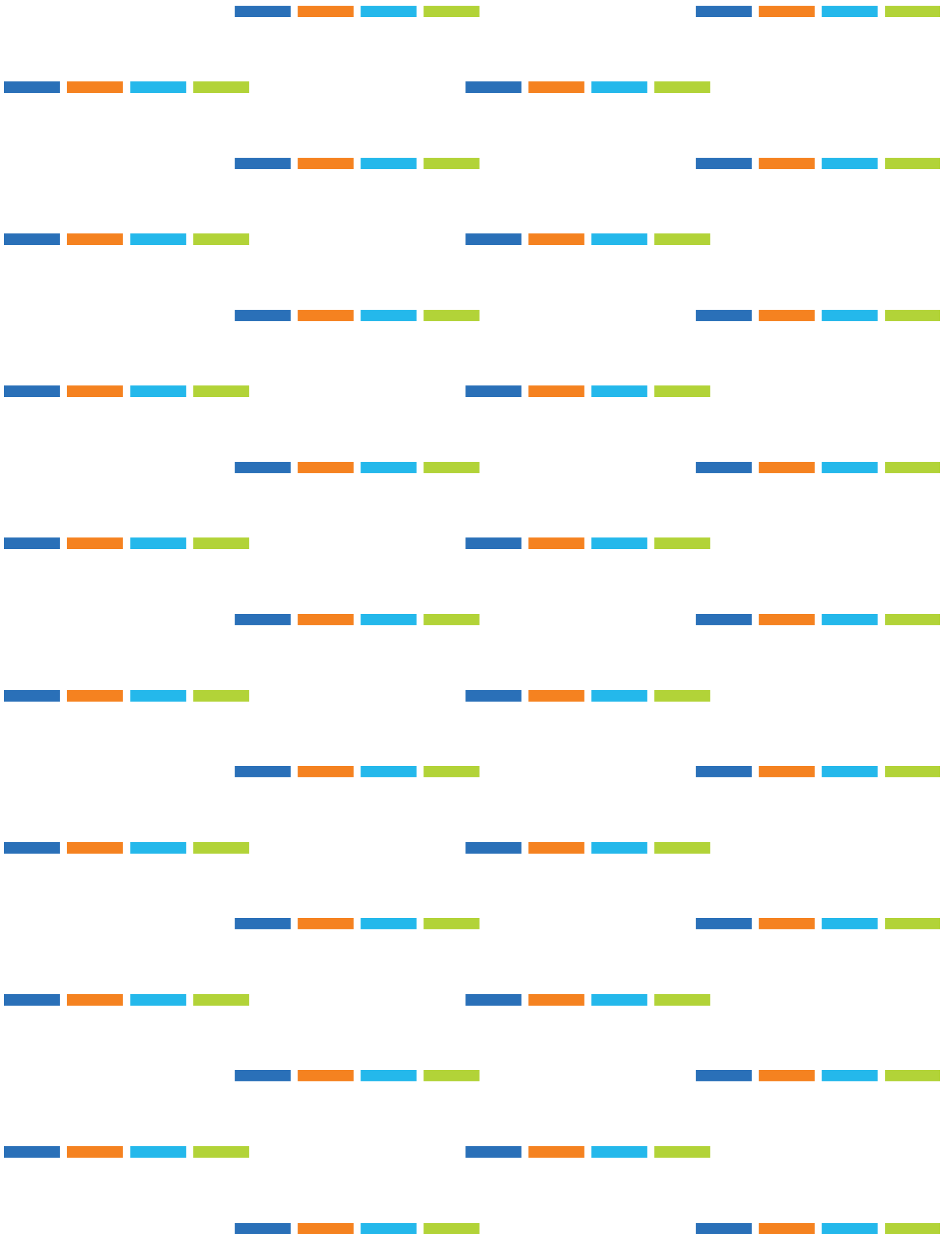
Chinmaya Holla | Thomas de Hoop

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WORLD BANK GROUP

Building the Evidence on Forced Displacement



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Chinmaya Holla | Thomas de Hoop

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1818 H Street NW
Washington DC 20433
202-473-1000
www.worldbank.org

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EXECUTIVE SUMMARY

A systematic review demonstrated a large evidence gap in terms of the costs and cost-effectiveness of education programs for forcibly displaced populations (Burde et al., 2022). Although the number of experimental and quasi-experimental studies of education programs in emergency settings increased considerably over the last 10 years, very few studies examine the costs and cost-effectiveness of these education interventions (Burde et al., 2022).

This study contributes to the limited evidence base on the costs of education programs in emergency settings using data on education expenditures at the macro, meso, and micro levels in Jordan. At the macro level, we analyzed the Jordanian government's education expenditures as a percentage of gross domestic product (GDP) and as a percentage of total government expenditures. We compared these descriptive statistics with those of other countries while conducting a descriptive analysis of United Nations High Commissioner for Refugees (UNHCR) education expenditures at the meso level. At the micro level, we conducted an in-depth costing analysis of a Save the Children-supported child protection project with a cash transfer component for education to benefit Jordanian host-population students and Syrian refugee students.

We focused specifically on this project because the cost data allowed us to examine the ingredient costs of a program that is relevant for both refugee and host populations in Jordan. Initially, we planned to conduct micro-level costing analyses of government-supported education programs aiming to benefit refugee students. However, we were not able to obtain access to cost data for such programs, limiting our ability to conduct costing analyses of government-supported programs. We were also not able to obtain cost data for education programs that were evaluated using a rigorous impact evaluation, limiting our ability to conduct a cost-effectiveness analysis.

KEY FINDINGS

The World Bank and UNHCR (2021) estimate that on average it would cost \$1,063.35¹ per student to integrate refugee students into Jordanian

government primary community education delivered to host populations, whereas the same primary education would cost \$886.12 for host populations, according to the same global report on the costs of inclusive education for refugees (World Bank & UNHCR, 2021). For secondary education, the estimated unit costs are \$1,250.86 for refugee students and \$926.56 for host populations (World Bank & UNHCR, 2021). The estimated costs for refugee education and education for host populations are considerably higher in Jordan and other upper middle-income countries than in most low-income and lower-middle income countries, highlighting the importance of efficiently allocating resources to impactful and cost-effective education policies and programs in Jordan. This is particularly important because Jordan is the third largest host country for Syrian refugees, with more than 212,000 school-age Syrian refugees as of 2018 (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2021). In addition, it is critical to link the education expenditures to data on the impacts of the funded education programs on learning and other educational outcomes. However, current data do not allow for conducting such impact and associated cost-effectiveness analyses because data on education expenditures are not linked to data on specific education programs or the impact of such expenditures.

UNHCR spent \$2.56 million on education in Jordan in 2021, which is relatively low for the large number of refugee students in Jordan but anticipated, considering the higher middle-income status of Jordan. We based the cost estimates on an analysis of UNHCR's education expenditures in Jordan. However, we were not able to obtain access to data on the number of refugee students reached by UNHCR specifically, thus limiting our ability to estimate UNHCR's education expenditures per student. Further, it was challenging to understand how resources were allocated to different education programs because the education expenditure data were not linked to specific education programs. Nonetheless, the education expenditure data suggest that UNHCR Jordan spends a considerable proportion of resources on staff. Of the total education expenditures, UNHCR Jordan spends 63.25% on staff,

¹ All figures referenced in this case study from the World Bank and UNHCR (2021) report are in 2020 USD.

11.84% on overhead, and 24.91% on operations.² Although UNHCR Jordan's education expenditures were relatively low for the number of refugees in the country, it is possible that co-funding from other stakeholders, such as the Ministry of Education, may have contributed to additional educational resources for refugee students covered by UNHCR Jordan. However, the government's education budget as a percentage of GDP (3.0%) is relatively low compared with that of other higher middle-income countries with a large inflow of refugees that are successful with the integration of refugees into national education systems, such as Colombia, which spends 4.5% of its GDP on education. This finding, combined with the relatively high costs of education in Jordan, suggests that Jordan may continue to experience challenges with integrating refugees into national education systems when it would not receive or allocate additional financing for the education of refugees.³ Various studies suggest that Jordan faces considerable budgetary challenges with the integration of refugees into national education systems even in comparison with other upper middle-income countries (Deane, 2016; Menashy & Zakharia, 2016; UNICEF, 2015; World Bank & UNHCR, 2021). The World Bank and UNHCR (2021) estimate that it would cost 16 percent of the total public expenditures on primary and secondary education to integrate all refugee children into government schools for host populations in Jordan, while the average costs of integrating refugee children into government schools for host populations amount to 4.3 percent for other upper middle-income countries according to the World Bank and UNHCR (2021).

Our costing analysis of a pilot of a comprehensive child protection program with a cash transfer for education for Jordanian host populations and refugee students indicates that the programs cost \$2,174.40 per student over 10 months (\$217.44 per month). The costs are driven primarily by cash transfers to program beneficiaries and personnel costs. The program includes a monthly cash-transfer payment of \$100.00 per child (\$1,100, including a bonus one-time transfer of \$100), indicating that the costs of the cash transfers are approximately 47% of the program costs. The pilot of the program requires a relatively large number of staff per student, resulting in staff costs of \$451.03 per student over the 10 month period (21% of the program costs). Save the Children Jordan (SCJ) allocates a significant proportion

of its DANIDA program resources to case managers and psychosocial support (PSS) facilitators, for example. Including these staff members is critical for complying with child protection guidance.

Combining the results of the systematic review on education in emergencies programming (Burde et al., 2020) with our costing analysis suggests that Save the Children's child protection project with a cash transfer for Jordanian host populations and Syrian refugees may deliver significant learning and psychosocial benefits, but the program requires its own impact evaluation for a rigorous cost-effectiveness analysis. For example, a cash-transfer program did show positive medium-term effects on school attendance in Lebanon (de Hoop, Morey, & Seidenfeld, 2019), and a different systematic review showed that cash-transfer programs are among the most effective programs to improve access to education in low- and middle-income countries (Snilstveit et al., 2017). While the DANIDA program was not studied using a rigorous impact evaluation, Save the Children did report 100% retention of cash-transfer beneficiaries at school and a positive trend in learning outcomes. In addition, a meta-analysis of programs that emphasize social-emotional learning (i.e., programs focused on psychosocial support services) showed that these programs have the potential to reduce depression and post-traumatic stress disorder (PTSD) (Burde et al., 2022). A report by UNICEF and ODI (2021) also recommends the use of cash transfers to support vulnerable adolescents in Jordan. However, effect sizes differ widely across experimental and quasi-experimental studies of similar programs in different contexts and across different time periods (Snilstveit et al., 2017). Unfortunately, therefore, we cannot assess the cost-effectiveness of Save the Children's program without a rigorous impact evaluation. It will be important to examine the cost-effectiveness of Save the Children's child protection project with a cash transfer component to assess the program's scalability as well as potential cost efficiencies of the program. In general, it is critical to conduct additional cost-effectiveness analyses of education programs targeting refugees, especially for government-supported programs. However, this would require greater access to cost data of education programs and associated data on the impact of these education programs for refugees and internally displaced populations.

² We do not have full information on what staff is included in the UNHCR staff costs. For example, we are not certain whether this line item includes teacher salaries.

³ We recognize that the influx of refugees in Jordan and Colombia are not fully comparable. However, the difference in education expenditures as a percentage of GDP is very substantial, suggesting that the difference in governmental education expenditures as a percentage of GDP likely contributes to differences between Colombia and Jordan in their ability to integrate refugees into national education systems.

Greater linkages between data describing macro- and meso-level education expenditures and specific education programs, such as the DANIDA program, can generate benefits by shifting allocation of resources to education programs with larger effects on learning outcomes. Filmer and colleagues (2020) estimate that students in Jordan have 11.1 years of schooling, on average, during which they gain only 6.9 years of learning. Clearly, it is important to invest in education programs that generate, in a cost-effective manner, improvements in learning outcomes. This approach, however, would require more information on how education stakeholders in Jordan distribute resources across education programs as well as evidence on the expected effectiveness and cost-effectiveness of education programs for refugees in Jordan. Current data on education expenditures from the Jordanian government and UN agencies do not allow for an assessment of whether these stakeholders use evidence-based recommendations in their decisions to finance specific education programs. Further, gaining access to data on education expenditures in Jordan remains challenging. Setting up systems that link education expenditure data with data on the funding received by specific education programs and the evidence on the effectiveness of such programs may enable the government of Jordan to invest in education programs that improve learning outcomes in a more cost-effective manner. With the current information, we were not able to draw conclusions about education expenditures per student and could not link education expenditures to learning outcomes. As a result, it is currently not feasible to say which education investments generate the largest effects on learning and other educational outcomes for refugees in Jordan making it challenging to allocate resources to programs that are most cost-effective in improving learning and other educational outcomes for refugees and host populations in Jordan. This is despite considerable investments in education for refugees from national governments and international donors.

RECOMMENDATIONS

The effective integration of refugees into Jordanian national education systems could benefit greatly from linking education expenditures to data on the specific education programs and their effectiveness. At the macro and meso levels, international funders could contribute to this objective by providing technical assistance to the Jordanian government and UNHCR to revise the

government's and UNHCR's education expenditure reporting and link it to education programming. The government of Jordan currently faces challenges to effectively integrating refugees into national education systems because of limited resources, demonstrating the need to invest in education programs and policies that are effective in improving learning outcomes for refugees and host populations. Other factors, such as capacity constraints may also contribute to the ability of the government of Jordan to effectively integrate refugees into the national education system (Ministry of Planning and International Cooperation, 2020). Revising education expenditure reporting could also contribute to the development of cost-effectiveness analyses of education policies and programs that are evaluated using rigorous impact evaluation methods, which can ultimately generate the evidence that is required to invest in programs that are most cost-effective in improving learning and other educational outcomes for refugees and host populations in Jordan.

Though ideally we would have combined the analyses with data on government-supported education programs and analyses on the impact of education programs on learning and other educational outcomes, the costing analysis of Save the Children's DANIDA program demonstrates how detailed information on costs can provide valuable information about education expenditures for specific programs. International funders and government agencies should focus on setting up systems that enable costing analyses of education programs and policies that are implemented at scale and compare those analyses with analyses on the impact of education programs and costing analyses of pilot programs. This approach will enable policymakers and researchers to assess the cost-effectiveness of education programs and how scale influences the costs of education programs. Setting up systems that enable costing analyses of education programs and policies that are implemented at scale and combining those systems with estimates of the impact of education programs will allow for more accurate estimates of the costs and cost-effectiveness of education programs and policies at scale (Siwach et al., 2022). In addition, it will inform public debate by making data and decisions on education spending more transparent and accessible for civil society, which can ultimately contribute to investments in programs with the largest return on investment in improving learning outcomes for refugees and host populations.

At the meso level, UNHCR Jordan spends \$2.56 million on education in Jordan, which is relatively low for the large number of refugee students in Jordan but anticipated, considering the higher middle-income status of Jordan. However, at this moment, we do not have reliable information on the number of refugee students covered by these education expenditures, thus limiting our ability to estimate the per-student costs of UNHCR's education programming in Jordan. To obtain this information, UNHCR should invest in a system that directly links education expenditures to the number of students it covers, possibly with technical assistance and financial support from international donors.

At the micro level, Save the Children allocates a significant proportion of its DANIDA child protection project with a cash transfer component to case managers and PSS facilitators. International funders could assess the impact and cost-effectiveness of this approach using rigorous impact and cost-effectiveness analyses. Such analyses should also examine the feasibility and desirability of the scale up of programs such as the DANIDA program by national governments, including but not limited to the government of Jordan.

In general, pilot programs have high start-up costs because they require up-front investments in high-capacity staff. This fact also applies to the DANIDA program. International non governmental organizations (NGOs) could possibly generate cost savings after scale-up by building the capacity of community-based organizations (CBOs) and by planning to transfer their education programs to these CBOs during the scale-up of effective education programs. This approach will help generate cost savings for education programs implemented at scale, as shown in Burde and colleagues (2016) and Burde and associates (2019). SCJ, aligned with this approach, aimed to build the capacity of CBOs in its DANIDA program, with a view to transferring ownership at the end of the pilot program. Alternatively, international NGOs could transfer similar programs to the national government. However, it would require a rigorous impact and cost-effectiveness analysis to derive strong conclusions about the cost-effectiveness of transferring the DANIDA program to CBOs or the national government.

1. BACKGROUND AND CONTEXT

This section presents background on Jordan's government response to the Syrian refugee crisis with a focus on education, and on the implementation of the DANIDA program.

1.1 JORDAN'S GOVERNMENT RESPONSE TO THE SYRIAN REFUGEE CRISIS

Jordan is the third largest host country for Syrian refugees, with more than 212,000 school-age Syrian refugees as of 2018 (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2021). A review of the Education Strategic Plan 2018–2022 (Ministry of Education, 2018) further indicates that the country has shown a commitment to the inclusion of refugees within national education systems. In particular, the country's political will to integrate refugee students is exemplified by an alignment between international commitments and national policies and is catalyzed by an enabling policy environment (UNESCO, 2021).

Before the COVID 19 pandemic, Jordan made considerable progress in promoting access to education, both for host students and for refugee students (Sieverding et al., 2020; United Nations Children's Fund [UNICEF], 2019). Data from 2018 indicate that the net average enrollment rate was 94.7% for basic education and 71.2% for secondary education. The data further indicate that educational access is higher for girls and lower for Syrian refugees, especially in secondary schools. However, educational enrollment of Syrian refugees in Jordan is higher than in other countries with many Syrian refugees, such as Turkey (89% in primary education, 70% in lower secondary education, 33% in upper secondary education [Government of Turkey & UNICEF, 2020]) and Lebanon (60% in primary education and 4% in secondary education [Shuayb & Hammoud, 2020]). Furthermore, data provided by SCJ indicate that the net average enrollment rate for basic education dropped to 93% for basic education and increased to 73% for secondary education, after the pandemic.

Although Jordan made significant gains in learning outcomes before the COVID 19 pandemic, a report by the World Bank (2021a) early in the pandemic indicates that the country may experience significant learning losses due to the pandemic. Over 16% of students in Jordan do not have internet access. Further, one third of the students do not have access to a computer for schoolwork (World Bank, 2021a). Additionally, early in the COVID 19 pandemic, only 43% of 15-year-old students in Jordan attended schools with an effective online learning support platform, according to findings from a survey of school principals (World Bank, 2021a). A simulation model indicates that the pandemic likely negatively affected student learning through multiple channels, including school closures and reductions in family income. Specifically, the model suggests that the pandemic may reduce learning-adjusted life years in Jordan by an estimated 0.4 to 0.9 years (Azevedo et al., 2021; World Bank, 2021a).⁴ Results from PISA (2018) indicate that Jordan showed an improving trend in Mathematics and Science, when compared to earlier years. Close to 30% of refugee students scored in the top quarter of reading performance in the country where the PISA test was implemented. While a USAID report (2019) report on early grade reading and early grade math assessments did not find statistically significant differences in reading proficiency, math proficiency, and oral reading fluency in Grade 2 between Jordanian and Syrian students in regular public schools, Syrian students did perform slightly better. In a sample of students in regular public schools, 16.4% of Syrian children in the sample were proficient in reading compared to 13.2% of Jordanian children, and 30.2% of the Syrian children were proficient in Mathematics compared to 17.1% of Jordanian children. However, the lowest-performing students across all indicators resided in the refugee camp schools. It is also possible that Syrian refugee children may be disproportionately affected by the pandemic because Syrian workers were more likely to have permanently lost their jobs since the start of the pandemic (ILO, 2020).

⁴ This estimate comes from national-level data and thus includes both refugees and non-refugees.

In addition, the Jordanian government faces substantial funding gaps for education, which limit its ability to provide high-quality education to Syrian refugees. To resolve these challenges, UNESCO (2021) recommends institutionalizing and systematizing financial planning of contributions at the design stage, while ensuring consultations of all Jordanian and international stakeholders, including but not limited to the Ministry of Education, the Ministry of Planning and International Coordination, and various donor agencies.

This report will further examine these funding constraints by assessing educational expenditures of the government of Jordan and UNHCR and examining the ingredient costs of the DANIDA program, a child protection program with a cash transfer component for education of Jordanian host populations and Syrian refugees. Next, we provide an overview of Save the Children's DANIDA program.

1.2 DANIDA PROGRAM DESCRIPTION

The DANIDA program, implemented by SCJ, was designed to achieve three goals: (1) support refugees, and vulnerable children from host populations and their families, by encouraging children's cognitive, emotional, and social development; (2) encourage peer-to-peer learning through psychosocial support and resilience activities; and (3) address barriers to school enrollment for out-of-school children by providing educational cash assistance and referrals to certified educational pathways. The program aimed to include host-population and refugee children in Amman and Zarqa.

The DANIDA program includes comprehensive case management services; accelerated and remedial classes for Arabic, English, math, and science; and cash assistance of \$100 per child per family per month for 217 children. The children in the program also received psychosocial support by staff trained in child safeguarding, psychological first aid, basic child

protection, and basic child protection in emergencies. The psychosocial support services included sessions on Healing and Education through the Arts (HEART), basic life skills training, and children/youth resilience through sports.

SCJ partnered with CBOs to increase the number of children it reaches in Amman and Zarqa directorates. The program trained CBOs to host child-friendly interventions after selecting the CBOs based on two criteria: (1) their capacity to support the proposed intervention and (2) SCJ's ability to serve their capacity-building and infrastructure needs. SCJ then trained the CBOs to use a participatory approach to implement community-driven interventions in three main areas: data collection, mobilizing child-protection committees, and building the institutional capacity of the CBOs.

To provide children and their caregivers with psychosocial support services and training on parenting techniques, SCJ collaborated with key community stakeholders to form Community Protection Committees (CPCs). The CPCs met regularly to discuss existing and emerging child protection risks, and to develop and implement action plans to mitigate child protection risks. The CPC members were trained on Save the Children's common approach: Parenting without Violence (PwV). Furthermore, the CPC members provided PwV training sessions to the parents and caregivers of the children who participated in the intervention and to other children in the community who did not participate in the intervention. Additionally, the committees conducted awareness raising through door-to-door outreach.

SCJ selected the program participants using the interagency Vulnerability Assessment Framework and the Best Interest Analysis (we provide details on both tools in Appendices B and C). These tools include indicators related to child labor, early marriage, school enrollment, the risk of dropping out of school, and disability.

In total, the program targeted 217 students with cash transfers, 818 children for PSS activities, and 480 parents or caregivers to receive PwV training. The students included both Jordanian host-population students and refugees, and boys as well as girls. Exhibits 1 and 2 summarize the number of students targeted for the DANIDA program overall, and cash transfers specifically, by gender and refugee population.

EXHIBIT 1. PROGRAM BENEFICIARIES OF THE DANIDA CASH-TRANSFER PROGRAM

Syrian Beneficiary Students		Jordanian Beneficiary Students	
Boys	Girls	Boys	Girls
58	36	64	59

EXHIBIT 2. PROGRAM BENEFICIARIES OF THE OVERALL DANIDA CHILD PROTECTION PROJECT WITH A CASH TRANSFER COMPONENT FOR EDUCATION

Syrian Beneficiary Students				Jordanian Beneficiary Students				Other Beneficiary Students			
Boys	Girls	Women	Men	Boys	Girls	Women	Men	Boys	Girls	Women	Men
2	19	409	125	10	41	1033	403	0	2	14	3

2. STUDY DESIGN

2.1 RESEARCH QUESTIONS

This study feeds into the larger Forced Displacement and Education study, which focuses on the following overarching research question: *How can education systems be prepared and strengthened to become inclusive and resilient, and thus expand and deliver education services to both displaced and host-country children and youth in the short and long terms of a crisis?* To understand the costs of educational inclusion for Syrian migrants in Jordan, this case study explored the following research questions:

1. What are the fiscal costs of including refugees in the Jordanian education system?
2. What are UNHCR's expenditures to support the education of refugees in Jordan? How does UNHCR distribute these education expenditures?
3. What are the costs and potential cost-effectiveness of a child protection project with a cash transfer component for host populations and refugees in Jordan?

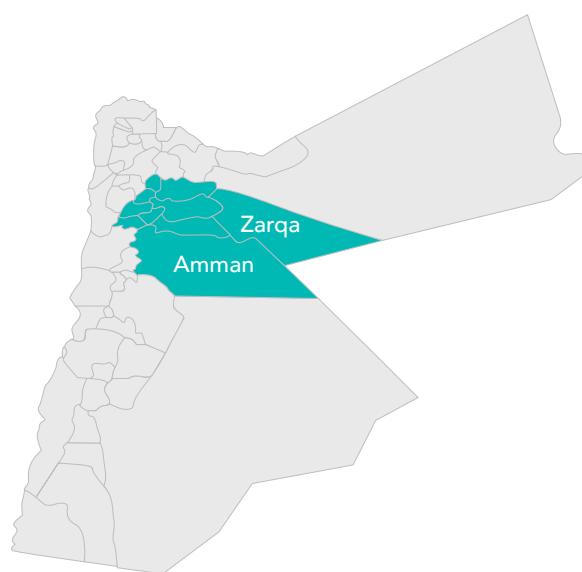
2.2 RESEARCH DESIGN

We conducted three analyses to address the research questions:

1. A descriptive analysis of the macro trends in education financing and the costs of education for displaced populations in Jordan
2. A descriptive analysis of UNHCR's education expenditures in Jordan
3. An ingredient cost analysis to determine the costs of SCJ's DANIDA program

Exhibit 3 summarizes the research design, and Exhibit 4 summarizes the data we used for the analyses.

Exhibit 3. Summary of Research Design



Data

- UNHCR Education Expenditure Data
- Save the Children Jordan DANIDA Program Cost Data



Coverage

- Jordan-wide for UNHCR
- Amman and Zarqa for Save the Children



Methods

- Desk review to understand macro-level education financing
- Cost categories analysis of UNHCR data
- Ingredients analysis of DANIDA program costs

EXHIBIT 4. JORDAN'S EDUCATION EXPENDITURE DATA

Data Received from UNHCR	Other Data Received
UNHCR education expenditure data	Save the Children education expenditure data on the DANIDA program

Analyzing the macro trends of education financing in Jordan

We started our analysis with a focus on the government's education expenditures and combined those analyses with an overview of the results from the global analyses of the costs of inclusive education for refugees in Jordan (World Bank & UNHCR, 2021). For the former, we examined education expenditures and education expenditures as a percentage of GDP as well as total education expenditures. For the latter, we presented estimates of the expenses on primary and secondary education for host populations as well as the costs of education for refugees if they are integrated into public schools based on the joint report by the World Bank and UNHCR on the global costs of education for refugees (World Bank & UNHCR, 2021).

Analyzing UNHCR's education expenditures in Jordan

The analysis of UNHCR's education expenditures relied on descriptive analyses using data on its education expenditures and budgets at the meso level, with a focus on Jordan. After examining the government's education expenditures, as well as education expenditures as a percentage of GDP, we analyzed UNHCR's education expenditures to assess how UNHCR allocates its education expenditures in the country.

Analyzing the costs of SCJ's DANIDA program

Finally, we conducted a costing analysis of expenditure data of the DANIDA program implemented by SCJ. We present our detailed costing analysis through the lens of the key objectives that SCJ desired to achieve through the program. We use this framework for two reasons that emphasize the importance of focusing on outcomes: (1) A focus on outcomes creates strong incentives for service providers to achieve results, and (2) a focus on outcomes grants service providers the autonomy to adjust implementation to achieve greater development impact (Global Partnership for Results-Based Approaches, 2019).

2.3 LIMITATIONS

We faced four main challenges in obtaining access to education cost, especially to education expenditure data. First, we were unable to obtain primary education expenditure data from the Ministry of Education in Jordan, and it was challenging to obtain education expenditure data from United Nations agencies and international agencies. We were also only able to obtain education expenditure data from UNHCR at a relatively late stage during the research process. We also did not have access to granular data for population and geographic characteristics, thus limiting our ability to differentiate costs for host and refugee populations. Second, we had access only to cost data for one specific child protection project with a cash component for education of Jordanian host populations and Syrian refugees: SCJ's DANIDA program. We were therefore only able to examine the ingredient costs of a specific education program for a relatively small program before its scale-up. It is likely that the costs per student decrease over time with the scale-up of education programs because of relatively high start-up costs (Siwach et al., 2022). In addition, the costs of education programs may change after transferring the program to the government or to CBOs. In the costing analysis of the DANIDA program, we also were not able to differentiate between the costs of education for Jordanian host populations and Syrian refugees.

Ultimately, we made use of the data we could obtain, but these data were not always suitable for addressing research questions related to the costs and cost-effectiveness of specific education interventions in Jordan. Ideally, we would have obtained access to cost data from at-scale education programs implemented by the government of Jordan and combined those data with data on the impact of such programs from a rigorous randomized controlled trial or quasi-experimental study. However, we were not able to obtain access to such data.

3.RESULTS

Jordan has higher education expenditures than many other countries in the Middle East but fewer expenditures than Colombia, a country that faces similar challenges with the integration of refugees into education systems and has had success with integrating refugees into national education systems.

Although the Jordanian government's education expenditures are relatively high as a percentage of GDP compared with other countries in the Middle East, its education expenditures are lower than those of higher middle-income countries with a high inflow of refugees that have successfully integrated refugees into national education systems, such as Colombia. Jordan allocates 3% of its GDP to education, which is higher than countries such as Lebanon (2.6%) but lower than Colombia, which allocates 4.5% of its GDP to education (World Bank, 2021b).

Jordan receives significant support from external agencies for its efforts to foster inclusion of Syrian refugees in the Jordanian education system. In 2019, the Jordanian Response Plan indicated that \$2.4 billion

was required to address the needs of Syrian refugees in Jordan. However, only 21% of the fund was secured, with the largest share made available to the education sector (\$104 million of the \$220 million required) (UNICEF, 2019).

We report estimates on how much education per child would cost if refugee children were enrolled in host community public schools based on the World Bank and UNHCR report (2021) on the global costs of education for refugee children. The report suggests that it would cost \$1,063.35 to provide government primary education to refugee children that is the same as for Jordanian host populations, which is lower than in Colombia but higher than for the other countries that we studied for this project: Sudan, Chad, and Pakistan⁵. The cost estimates are based on a model that includes the costs of primary and secondary education in government schools for host populations and a refugee markup to account for additional costs for refugees. Exhibit 5 depicts financial data on education in Jordan, and Exhibit 6 presents the estimated costs of primary education for refugee and host-population students.

EXHIBIT 5. FINANCIAL DATA ON EDUCATION IN JORDAN

Country	Total Population Size (in Millions)	Number of Refugees in 2020	Total Education Expenditures in 2020	Total Education Expenditures as a Percentage of GDP	Total Average Unit Cost of Education for Host Students	Total Education Expenditures on Refugees
Jordan	10.20	702,461 ⁶	\$1310.94 Million	3.0%	\$925.06	Data Not Available

Note: We use the average unit cost of education for host students as calculated in *The Global Cost of Inclusive Refugee Education* report (World Bank & UNHCR, 2021). The report calculates unit costs for primary and secondary education for host populations as total government expenditure (including current and capital costs) at each level of education divided by the total public enrollment at that level of education. The authors obtained the data from the UIS database.

⁵ We recognize that the influx of refugees in the different countries is not fully comparable. However, the Colombian government spends considerably more on education as a percentage of GDP than the other countries, suggesting that the difference in governmental education expenditures as a percentage of GDP likely contributes to some of the differences between Colombia and the other countries in their ability to integrate refugees into national education systems.

⁶ The 700,000 figure is UNHCR-registered refugees, while the Government counts the total number of refugees in Jordan as 1.3 million.

EXHIBIT 6. UNIT COSTS OF PRIMARY AND SECONDARY EDUCATION FOR HOST POPULATIONS AND REFUGEES IN COMMUNITY SCHOOLS

Country	Unit Costs of Primary Education for Host-population Students (per Student)	Unit Costs of Providing Government Primary Education to Refugee Students that is the Same as For Host Populations (per Student)	Costs of Secondary Education for Host-population Students (per Student)	Unit Costs of Providing Government Secondary Education to Refugee Students that is the Same as for Host Populations (per Student)
Jordan	\$886.12	\$1,063.35	\$926.56	3.0%

Note: We use the average unit cost of primary and secondary education for host students and refugees (if they would receive the same primary and secondary education as host population students) as calculated in *The Global Cost of Inclusive Refugee Education* report (World Bank & UNHCR, 2021). The report calculates unit costs for primary and secondary education for host populations as total government expenditure (including current and capital costs) at each level of education divided by the total public enrollment at that level of education. The authors obtained the data from the UIS database. The authors then calculate the unit costs of primary education for refugees by using a mark-up of 20 percent and the unit costs of secondary education for refugees by using a mark-up of 35 percent (World Bank & UNHCR, 2021).

3.1 JORDAN UNHCR EDUCATION SPENDING

Descriptive analyses of the UNHCR education expenditure data indicate that UNHCR spends relatively less on education in Jordan compared to low-income countries that we examined in other case studies. UNHCR Jordan spent \$2.56 million on its education program in Jordan, which is less than Chad, Sudan, and Pakistan. Jordan has a relatively high aid-dependency ratio compared with other higher middle-income countries (e.g., Colombia), indicating that Jordan may require additional support for the inclusion of refugees in national education systems. In fact, several studies

indicate that Jordan faces significant shortfall in the education budget even in comparison with other upper middle-income countries (Deane, 2016; Menashy & Zakharia, 2016; UNICEF, 2015; World Bank & UNHCR, 2021). The World Bank and UNHCR (2021) estimate that it would cost 16 percent of the total public expenditures on primary and secondary education to integrate all refugee children into government schools for host populations in Jordan, while the average costs of integrating refugee children into government schools for host populations amount to 4.3 percent for other upper middle-income countries according to the World Bank and UNHCR (2021).

The UNHCR expenditure data also indicate that UNHCR allocates a considerably higher percentage of funds to its staff and a lower percentage to operating expenses in Jordan, when compared to other case study countries for which we have access to UNHCR data (Colombia, Chad, Sudan, and Pakistan). The data show that UNHCR allocates 60% of its education funding to staff in Jordan. UNHCR allocates 26% of its education expenses to operations in Jordan. These data may reflect the fact that UNHCR requires more resources in upper middle-income countries to run its operations due to higher personnel costs. We summarize these data in Exhibit 7.

In general, it is challenging to interpret the UNHCR education expenditure data because of limited opportunities to link the data to specific interventions and the effectiveness of those interventions in improving educational access, learning outcomes, and student well-being. The UNHCR education expenditure data do not provide information on the education interventions, or the impact of the interventions funded by UNHCR. Yet the data provide some opportunities

to analyze the education expenditures that UNHCR dedicates to cash transfers. UNHCR’s education expenditures on cash transfers as a percentage of the total education expenditures were 6.53% in Jordan. The resources dedicated to cash transfers seem relatively low, considering the importance UNHCR attributes to this programming modality (UNHCR, 2017) and because systematic reviews show that cash transfers are considered one of the most effective programs for improving educational access in low- and middle-income countries (Snilstveit et al., 2017). A rigorous quasi-experimental study on the impact of a UNHCR-supported cash transfer program in Lebanon also indicates that cash transfers have the potential to improve educational access for refugees (de Hoop, Morey, & Seidenfeld, 2019).

The next section presents a costing analysis of Save the Children’s child protection project with cash transfers for education of Jordanian host populations and Syrian refugees, which shows the relevance of linking education expenditures to specific education programs.

EXHIBIT 7. UNHCR’S EDUCATION EXPENDITURE DATA

Country	Education Budget	UNHCR Education Expenditure	Percentage Allocated to OPS	Percentage Allocated to Staff	Percentage Allocated to Overhead	Percentage Allocated to Cash Transfers	Number of Refugee Students	Education Expenditure per Refugee Student (in USD)
Jordan	\$2,495,507.06	\$2,568,789.54	26%	61%	13%	6.5%	Unclear	Unclear

Note: We use the average unit cost of education for host students as calculated in *The Global Cost of Inclusive Refugee Education* report (World Bank & UNHCR, 2021). The report calculates unit costs for primary and secondary education for host populations as total government expenditure (including current and capital costs) at each level of education divided by the total public enrollment at that level of education. The authors obtained the data from the UIS database.

3.2 COSTING ANALYSIS OF THE DANIDA PROGRAM

In this section, we present results of the costing analysis of the DANIDA program implemented by SCJ. The total 10-month costs of the DANIDA program were \$519,074.87, which amounts to a per-child cost of \$2,392.05 for the length of the program implementation (10 months).⁷ The costs include a monthly cash-transfer payment of \$100.00 to 217 households with children for the duration of the program (10 months or 1 academic year) and a bonus cash transfer of \$100.00 to 217 households with children at the end of the program. These findings imply that 52% of the program costs was spent on cash transfers (see Exhibit 8) for the children who were part of the program, including a 1-percentage-point cost of transferring the money. Further, 21% of the program costs was incurred for personnel⁸—teachers, volunteers, case managers, PSS facilitators, and SCJ staff who helped coordinate the program. Among personnel costs, the spending on teachers was the highest, amounting to 6.3% of the overall costs.

Next, we present the results of the costing analysis by objective.

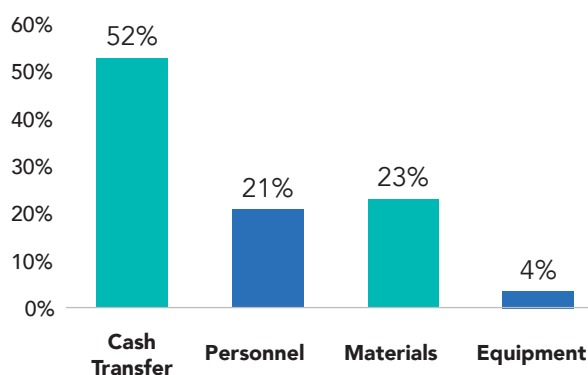
Objective 1: Vulnerable conflict-affected children have increased resilience⁹

Save the Children’s psychosocial interventions aim to address children’s issues and needs in a holistic manner and place psychosocial interventions inside wider developmental contexts such as education or healthcare. The program aims to create an integrated developmental approach to promoting the psychosocial well-being of children. SCJ reached 818 children through the activities designed for this objective. These activities were implemented by CBO staff, with support from SCJ.

We start with an analysis of the costs of achieving resilience for vulnerable, conflict-affected children. To achieve this objective, SCJ incurred two types of costs: (1) start-up costs that included refreshments provided during training for children and stationery purchased for use during training, and (2) continued costs of conducting youth initiatives as part of the psychosocial support program.

The largest cost driver of Objective 1 were the start-up costs that were incurred as part of the initial training for children. These start-up costs include the training refreshments provided as part of the 10-15 days PSS training implemented by CBOs trained by SCJ. At a per child cost of \$42.00 over the course of training, the costs for refreshments total \$34,356. Additionally, SCJ spent \$7.00 per child on input costs, specifically stationery. The program also includes initiatives centered on building resilience among children such as Healing and Education through the Arts (HEART), basic life skills training and children/youth resilience through sports. Each of these initiatives cost \$395.00, totaling \$1,580.00. This implies a per-child cost of \$1.93. Overall, SCJ spent \$50.93 per child to achieve objective 1 over the 10 months of the program, of which \$49.00 was spent on start-up costs including refreshments and stationery.

Exhibit 8. DANIDA Percentage Expenditures by Category



Note: Figures are based on authors’ calculations. We received data on costs incurred for individual personnel over the course of the program or on a per-month basis. For the monthly costs, we multiplied the number by 10 to obtain the cost for the entire program that was implemented for 10 months. We were provided with data on the value for cash transferred per child per month. Separately, we were provided with costs incurred for infrastructure and equipment as well as materials such as stationery. To obtain per-child figures for cash transfers for the duration of the program, we divided the total costs incurred by 217, i.e., the total number of beneficiary children. The figures for personnel, materials, and equipment are based on the number of parents trained or the number of children involved in PSS activities, as appropriate.

⁷ All cost estimates for the DANIDA program are shown in USD 2021 prices.

⁸ Due to sensitivities around sharing staff salaries, we have not presented individual personnel costs. Instead, we present personnel cost per beneficiary throughout this section.

⁹ Resilience is the manifestation of competence in children although they have been exposed to stressful events (Garmezy et al., 1984). It also refers to the individual’s capacity to thrive, mature, and develop competence despite adverse circumstances (Gordon, 1995).

The PSS component of the DANIDA program could help reduce depression and PTSD among the children who are part of the program. Our meta-analysis in Phase 1 of the project to determine the impact of programs with a focus on social-emotional learning on psychosocial outcomes indicates that we may expect to observe a reduction in depression and PTSD of approximately a 0.30 standardized mean difference on average (confidence interval = -0.43, -0.16) if the activities of SCJ are comparable to those implemented in the programs included in the meta-analysis (Burde et al., 2022). However, the DANIDA program implemented a much larger bouquet of support services, indicating that the program may have larger or similar effects as described in the meta-analysis by Burde and colleagues (2022). Nonetheless, we need to exercise some caution in interpreting results, because experimental and quasi-experimental studies have found widely divergent effect sizes of similar programs in different contexts (Snilstveit et al., 2016). While the DANIDA program was not studied using a rigorous impact evaluation, Save the Children did report 100% retention of cash-transfer beneficiaries at school and a positive trend in learning outcomes. A report by UNICEF and ODI (2021) also recommends the use of cash transfers to support vulnerable adolescents in Jordan.

Objective 2: Parents and caregivers are better able to support their children's child protection and psychosocial needs

SCJ incurred costs in three categories for Objective 2: (1) Personnel, which included one coordinator, four case managers, four PSS facilitators, four volunteers, and eight teachers; (2) Materials, which included refreshments provided to parents who participated in the training

on positive parenting; and (3) Miscellaneous ("Others" category) expenses that included cash payments provided to mothers to facilitate transportation to the training site.

To drive this outcome, SCJ organized a 5-day training workshop for parents to enable a better support system for children's psychosocial needs through positive parenting techniques and created parent support groups after the 5-day training. SCJ continued to sustain parent support groups to help implement the techniques learnt during the workshop. In addition, SCJ delivered a program for parents and caregivers of children with a disability. Positive parenting focuses on three core techniques to foster a healthy environment at home for the child: (1) creating a positive environment by expressing love, creating a routine, and involving children in daily activities, (2) building positive interactions by giving praise and actively listening to children, and (3) managing children's anger by comforting them and staying calm even when they've lost their temper. SCJ's aim is to provide parents/caregivers with the knowledge, skills, and attitudes to parent positively without violence; improve relationships and communications between parents/caregivers and children, as well as among fathers and mothers and other family members; and transform gender and power dynamics within families.

The activities associated with this outcome require intense involvement from SCJ staff, which in turn is the largest cost driver. The staff working on this outcome for 480 parents/caregivers consist of one coordinator, four case managers, four facilitators, four volunteers, and eight teachers. Exhibit 9 presents the costs per beneficiary over the duration of the program.

EXHIBIT 9. PERSONNEL COSTS FOR OBJECTIVE 2

Role	Cost per Beneficiary (in USD)
Coordinator	26.27
Case Manager	78.75
Facilitator	78.75
Volunteer	38.50
Teacher	137.33
Total Personnel Cost	359.60

Note: Figures are based on authors' calculations. We were provided with data on costs incurred for individual personnel over the course of the program or on a per-month basis. For the monthly costs, we multiplied the number by 10 to obtain the cost for the entire program that had lasted 10 months. To obtain per-beneficiary figures over the duration of the program, we divided the total costs incurred by 480, i.e., the total number of parents who received training on positive parenting.

The material costs for this objective were \$21, which accounts for 5.3% of the total costs incurred to achieve this objective. The material costs include costs for two items: (1) \$2,145.00 (\$4.46 per child) spent on stationery for teachers and (2) \$10,080.00 spent on refreshments for parents during the training organized for them (\$4.20 per parent each day for 5 days). Finally, parents/caregivers received \$3.50 to cover their transportation costs for training they attended, totaling \$8,400.50.

Objective 3: Barriers preventing vulnerable, hard-to-reach, and out-of-school children from accessing education are addressed

The key activity that SCJ organized to drive Objective 3 was a cash transfer that aimed to encourage students to continue to attend primary school. As part of this objective, the household of the child received \$100.00 per month for 10 months. In the final month, SCJ transferred double the regular amount because there was a surplus in the budget allocated for the program. The total amount transferred by SCJ to students was \$238,700. SCJ paid a transaction fee of \$2.11 per transaction, totaling \$4,578.70.

EXHIBIT 10. COUNTRY STAFF COSTS

Role	Cost per Beneficiary (in USD)
MEAL Officer	27.38
Child Protection Specialist for Case Management	21.20
Education Specialist	14.12
Project Manager	10.18
Driver	9.12
Volunteers	3.23
Finance and Information Technology Director	0.36

Objective 4: Enrolled children benefit from a quality learning and participatory educational environment

Materials costs comprised the largest proportion of the costs for the activities related to Objective 4. SCJ provided refreshments for each child, at a cost of \$4.20 per child, for the duration of the program. This amount was equivalent to a total of \$343,560.¹⁰ Stationery provided to students was associated with an additional cost of \$4,465. In total, material costs were \$348,025, or \$420.54 per child over the duration of the program. Additionally, SCJ incurred considerable equipment costs. SCJ had to provide laptops for CBO staff, internet bundles, photocopiers, and mobile devices. In total, these costs were \$13,918, or \$73.12 per child.

Overall staff costs

The staff costs incurred by SCJ on staff who are core to the program were low, amounting to less than 1% of the total costs. The personnel cost of key staff deployed by SCJ, including personnel not categorized as core to the program, amounted to \$91.42 per child, which was 4% of the total cost of the program. The largest drivers of this cost category were the Monitoring, Evaluation, Accountability, and Learning (MEAL) Officer and the Child Protection Specialist, both of which are program-related roles. These roles are critical to the successful implementation of the program, plausibly requiring skills that command a premium in the market. Exhibit 10 summarizes the country staff costs.

¹⁰ SCJ worked with 818 beneficiaries to achieve this objective. SCJ provided refreshments to all beneficiaries ten days a month for ten months.

Finally, the total local administration costs, including items such as communications and transportation costs, were \$12,210. This implies a per-child cost of \$9.40.

We present a summary of costs incurred for each of the objectives SCJ aimed to achieve, along with country office costs, in Exhibit 11.

EXHIBIT 11. SUMMARY OF COSTS PER BENEFICIARY BY OBJECTIVE (IN USD)						
	Materials	Equipment	Personnel	Training	Others	Total
Objective 1: Vulnerable conflict-affected children have increased resilience	\$7.00	\$0.00	\$0.00	\$42.00	\$1.93	\$50.93
Objective 2: Parents and caregivers are better able to support their children's child protection and psychosocial needs	\$25.47	\$0.00	\$359.60	\$0.00	\$17.50	\$402.57
Objective 3: Barriers preventing vulnerable, hard-to-reach, and out-of-school children from accessing education are addressed	\$0.00	\$0.00	\$0.00	\$0.00	\$1,121.10	\$1,121.10
Objective 4: Enrolled children benefit from a quality learning and participatory educational environment	\$425.45	\$73.12	\$0.00	\$0.00	\$0.00	\$498.58
Country Office	\$0.42	\$8.98	\$91.42	\$0.00	\$0.38	\$101.21

4. CONCLUSIONS

This section presents the conclusions of the costing analysis in response to the research questions, along with implications for policy and practice.

1. What are the fiscal costs of including refugees in the Jordanian education system?

A comprehensive analysis by the World Bank and UNHCR (2021) suggests that the costs of enrolling refugee children in government primary schools is \$1,063.35 in Jordan, which is the second highest among the countries that we studied for this project. Moreover, Jordan spends close to 3% of its GDP on education, which is higher than in conflict-affected countries in the region, such as Lebanon, but lower than in higher middle-income countries, such as Colombia, which has made significant efforts to improve the inclusion of refugees in national education systems.

Although Jordan spent considerable resources on education (\$1.45 billion in 2017) (UNICEF, 2019), its education budget is likely not sufficient to integrate refugees into national education systems without additional education financing (Deane, 2016; Menashy & Zakharia, 2016; UNICEF, 2015). As discussed in the other case studies, even Colombia (with an education budget that is 4.5% of GDP) faces considerable challenges with the successful integration of refugees into national education systems. Further, various studies indicate that Jordan faces a considerable shortfall in its education budget because of the inflow of refugee students, even in comparison with other upper middle-income countries (Deane, 2016; Menashy & Zakharia, 2016; UNICEF, 2015; World Bank & UNHCR, 2021). The World Bank and UNHCR (2021) estimate that it would cost 16 percent of the total public expenditures on primary and secondary education to integrate all refugee children into government schools for host populations in Jordan, while the average costs of integrating refugee children into government schools for host populations amount to 4.3 percent for other upper middle-income countries according to the World Bank and UNHCR (2021).

2. What are UNHCR's expenditures to support the education of refugees in Jordan? How does UNHCR distribute these education expenditures?

UNHCR spent \$2.56 million in 2021 on education in Jordan, which is relatively low for the large number of refugee students but anticipated, considering the higher middle-income status of Jordan. UNHCR Jordan spent 63.25% on staff, 11.84% on overhead, and 24.91% on operations. While UNHCR Jordan's education expenditures were relatively low for the number of refugees in the country, it is possible that co funding from other stakeholders, such as the Ministry of Education, may have contributed to additional educational resources for refugee students covered by UNHCR Jordan.

It is challenging to understand how UNHCR's education expenditures in Jordan were allocated to different education programs because the expenditures are not linked to specific programs. As a result, it is hard to assess whether UNHCR's education expenditures fund evidence-based education programs or policies. We were able to analyze only the amount of funding that UNHCR dedicates to cash transfers specifically. UNHCR's education expenditures on cash transfers as a percentage of the total education expenditures were 6.53% in Jordan, which seems relatively low considering that systematic reviews show that cash transfers are regarded as one of the most effective programs for improving educational access in low- and middle-income countries (Snilstveit et al., 2017).

3. What are the costs and potential cost-effectiveness of a comprehensive program delivering cash transfers and psychosocial support services to host populations and refugees in Jordan?

Our costing analysis of a pilot of a comprehensive education program covering cash transfers and psychosocial support services for Jordanian host populations and refugee students indicates that the programs cost \$2,174.40 per student to implement over 10 months (\$217.44 per month). Fifty-two percent of the costs included cash transfers to the children's households. Staff costs were also a significant driver of the costs. Save the Children incurred \$225.51 for staff over the 10 months of the program, or approximately 21% of the per-child costs.

Although staff costs comprise a considerable portion of the staff during the pilot phase, it is possible that the per-child staff costs will decrease after the program scale-up. The program pilot requires a relatively large number of staff per student. However, the costs per

student would reduce by \$225.51 if Save the Children can double the number of beneficiary students without adding personnel.

Greater linkages between data describing macro- and meso-level education expenditures and specific education programs can generate benefits by shifting allocation of resources to education programs with larger effects on learning outcomes. Current data on education expenditures do not allow for assessment of whether education stakeholders in Jordan use evidence-based recommendations in their decisions to finance specific education programs. Further, gaining access to data on education expenditures in Jordan remains challenging. Creating linkages between information on how education stakeholders in Jordan distribute resources across education programs would help in generating data systems for evidence-based policy, especially if those systems also can be connected to evidence on the expected effectiveness and cost-effectiveness of education programs for refugees in Jordan.

5. RECOMMENDATIONS AND NEXT STEPS

The findings indicate that effective integration of refugees into Jordanian national education systems could greatly benefit from linking education expenditures to data on the specific education programs and their effectiveness. At both the macro and the meso levels, international funders could contribute to this objective by providing technical assistance to the Jordanian government and UNHCR to revise the government's and UNHCR's education expenditure reporting and link it to education programming. The Jordanian government currently faces challenges to effective integration of refugees into national education systems because of limited resources, demonstrating the need to invest in education programs and policies that are effective in improving learning outcomes for refugees and host populations. Revising education expenditure reporting also could contribute to the development of cost-effectiveness analyses of education policies and programs that are evaluated using rigorous impact evaluation methods, which can ultimately contribute to the allocation of resources to education programs that are most cost-effective in improving learning and other educational outcomes of refugees and host populations in Jordan.

Exhibit 12 links findings and conclusions to needs and recommendations.

EXHIBIT 12. RECOMMENDATIONS						
#	Findings	Conclusion	Need	Recommendations	Who	How
1	The Jordanian government currently faces challenges to effective integration of refugees into national education systems because of limited resources, even in comparison with other upper middle-income countries (Deane, 2016; Menashy & Zakharia, 2016; UNICEF, 2015; World Bank & UNHCR, 2021).	The effective integration of refugees into Jordanian national education systems could benefit greatly from linking education expenditures to data on the specific education programs and their effectiveness.	Information that stakeholders can use to make investments in education programs and policies that are effective in improving learning outcomes for refugees and host populations.	International funders could contribute to setting up a revised expenditure reporting system that enables education expenditure data to be linked to education programming.	International funders and the Jordanian government	Provide technical assistance to the Jordanian government to revise its education expenditure reporting and link it to education programming.
2	It is challenging to understand how UNHCR's education expenses were allocated to different education programs.	Current education expenditure data do not allow for analyses of how education expenses were allocated to different education programs.	An understanding of how education funds are allocated to education programs, and of their effectiveness	International funders could create an incentive structure that stimulates the Jordanian government, U.N. agencies, and NGOs to transparently share education expenditure data that can be linked to specific education interventions, and to evaluations of these interventions.	International funders	Provide technical assistance to government and U.N. agencies to revise their education expenditure reporting and link it to education programming.

#	Findings	Conclusion	Need	Recommendations	Who	How
3	Estimates of differences in the costs of education between refugees and host populations are primarily based on simulations.	Current data on the costs of education do not allow for credibly distinguishing between the costs of education for refugees and the costs of education for host populations.	An understanding of how the costs of education differ between refugees and host populations and the factors (i.e., age, location, school level, etc.) driving these differences.	International funders, UN agencies, and national governments should identify the factors that drive differences in the costs of education between refugees and host populations in order to identify what additional support is required to provide education to refugees.	International funders, UN agencies, national governments	Conduct country-specific assessments to identify what additional support is required to provide education to refugees by examining how the costs of education differ between refugees and host populations and the factors (i.e., age, location, school level, etc.) driving these differences.
4	Costs of country program staff who are critical to the success of the DANIDA program are high, but their cost per program participant may gradually decrease when responsibility is transferred to community-based organizations (CBOs).	In line with SCJ's approach during the pilot, increased responsibilities for local community-based organizations potentially could decrease the unit costs of the program. However, it would require a rigorous impact and cost-effectiveness analysis to derive strong conclusions about the cost-effectiveness of transferring the education program to CBOs.	Capacity building initiatives for CBOs	In line with its current approach, SCJ should continue building capacity of the local CBOs, to enable a transfer of the DANIDA program to local CBOs after the program scale-up. International funders could support a cost-effectiveness analysis of the transfer of the DANIDA program to local CBOs.	SCJ Local CBOs International funders	Transfer the responsibility for program implementation to CBOs after training and capacity building and support a cost-effectiveness analysis of this transfer.

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APPENDIX A. INSTITUTIONAL REVIEW BOARD CERTIFICATE

Attachments:

- Notification of Exemption for B&P# 88655 -Forced Displacement and Education: Building the Evidence for What Works, Jordan Case Study.pdf



AIR IRB

Exemption Notification

To: Chinmaya Udayakumar Holla
From: IRB Administrator
Subject: B&P# 88655
Date: 01/21/2022

B&P# 88655 -Forced Displacement and Education: Building the Evidence for What Works, Jordan Case Study has been verified by Chris Paek as **Exempt** on 01/21/2022.

On the basis of this review, the IRB has determined that the activity, as described in the materials submitted, does not meet the definition of research provided in 45 CFR §46.102(i). The purpose of the activity is to assess the cost of providing education services to refugee children in Jordan. The activity is not a systematic inquiry designed for the development of generalizable knowledge. Therefore, the activity is not research involving human participants, and IRB oversight does not apply.

Please note that changes to your protocol may affect its exempt status. Please contact the IRB directly to discuss any changes you may contemplate.

Thank you,
Erin Morrison
IRB Administrator
emorrison@air.org

Please be reminded that all projects must undergo IRB review before initiating any recruitment or data collection/analyses. Material changes to project activities also must undergo review via the Amendments tab.

APPENDIX B. VULNERABILITY ASSESSMENT FRAMEWORK

The table below contains a detailed description of the “Vulnerability Assessment Framework” that Save the Children Jordan uses to target beneficiaries for their programs.

The following table outlines the criteria that could lead to a risky situation for the child. The selection of them can help to define the level of risk of the child during the case management system. The number of criteria cumulated will define the risk of violence that the child could face and the emergency and necessity of an urgent response.

The case management and the child protection vulnerability criteria are based on the case management guidelines, the interagency guidelines, the ILO criteria and follow the rules and regulation of Jordan.

Any referral, disclosure or identification of children in the following list will be assessed by a case manager and a case will be open or supported based on the assessment. The assessment will be the Best Interest Assessment (BIA) form developed by interagency in Jordan. The vulnerability criteria set the standards for eligibility for the conditional cash for education assistance. The Consortium will provide direct assistance to the children victim or at risk of:

GENERAL CONTEXT SITUATION					
Family Criteria	Health of Family Members	Living Conditions	Economic Criteria	School Situation	Legal Status
Family's members more than 5	Psychological disorder	Small living space (shared room, no intimacy)	Very low income (less than 28 JD per person/per month)	Working and attending school regularly	New asylum in Jordan
Single parent	Sick, chronic diseases	Shared houses or apartment	Debt	Registered but not attending for less than 1 year (for different reasons: school violence, crowding)	No legal bailout from the camps
Illness and/or inability and/or disability of parents	Disabled/ Injured	Lack of utilities (water, electricity, etc.)	Little or no support from any organization	Not registered	Papers held by authorities
Unaccompanied or separated	Signs of physical abuse	No basic furniture		Out of school for more than 1 year	Not registered/ civil status (Syrian)
Child is head of household	Injuries caused by war, accident, or any other	Poor hygiene at home			No birth certificate or official document

CHILD SITUATION

Child Labor	Early Marriage	OOSC (Conditional Cash for Education)
Less than the legal age of work (16 in Jordan)	Less than 18 years	Children with disabilities
Above the legal working hours (6 hours per day, during daylight)	Forced marriage	Homebound girls
Involved in armed conflict	Domestic violence (neglect, verbal and physical violence from family members of family in law)	Unregistered children with UNHCR or Ministry of Interior
Victim of severe forms of exploitation (including slavery)	Health consequences due to marriage	Children living in ITS's, ITSs that have 18 children or less
Involved in illicit activities (petty crime, pickpocketing, drug dealing, etc.)	Early pregnancy	Children living in hard-to-reach/ rural areas
Involved in worst forms of child labor: <ul style="list-style-type: none"> • Sexual commercial exploitation (e.g., prostitution) • Hidden work situations in which girls are at special risk (housemaid, shopmaid, etc.) • Work that exposes children to physical, psychological, or sexual abuse 		Main income provider for the household

Child Labor	Early Marriage	OOSC (Conditional Cash for Education)
<ul style="list-style-type: none"> • Work underground, under water, at dangerous heights or in confined spaces • Work with dangerous machinery, equipment, and tools or that involves manual handling or transport of heavy loads • Work in an unhealthy environment that may, for example, expose children to hazardous substances, agents, or processes or to temperatures, noise levels, or vibrations damaging to their health 		
		<p>Families with more than one child out of school (cash assistance will be decided on a case-by-case basis and following a Best Interest Assessment)</p>

DIRECT ASSISTANCE

Conditional cash: Cash can be provided for the purpose of working less and in better conditions and for education to the family on the condition that the child is attending informal education activities or is going back to school.

Case management services

Community-based initiatives to address and prevent child-labor issues and to address barriers to education

EXTERNAL REFERRALS

External referrals will be organized for specific needs outside of Save the Children Jordan (health, legal representation, psychological counselling, vocational training, etc.)

APPENDIX C. BEST INTEREST ANALYSIS

Inter-Agency Best Interests Assessment Form

ASSESSMENT FORM (for completion for all Child Protection cases including UASC) نموذج تقييم (لتقييم جميع الحالات المتطرفة بحماية الطفل بما فيها حالات الأطفال غير المصحوبين والمنفصلين عن ذويهم)					
PRIORITY*:	1: 2 days <input type="checkbox"/>	2: 1 week <input type="checkbox"/>	3: 30 days <input type="checkbox"/>	4: Non Urgent (date)	CPIMS No: <input type="text"/>
For completion at end of assessment. للإكمال بعد الانتهاء من التقييم.				RAIS/ProGres No	<input type="text"/>
Has the child been previously interviewed and registered by a Child Protection Agency in Jordan? هل تم مقابلة أو تسجيل الطفل مسبقاً من قبل أي من المنظمات المعنية بحماية الطفل؟					Yes <input type="checkbox"/> No <input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/>
If yes, who did interview the child?					
If yes, note any information given on the provider and services they gave. إذا نعم، أذكر أية معلومات نكروها الطفل عن مقدم الخدمة والخدمات التي تلقاها					
<input type="checkbox"/> Protection		<input type="checkbox"/> Education		<input type="checkbox"/> Food	
<input type="checkbox"/> NFIs		<input type="checkbox"/> WASH		<input type="checkbox"/> Financial assistance	
				<input type="checkbox"/> Shelter	
CONSENT FOR SHARING INFORMATION الموافقة على مشاركة المعلومات مع جهات أخرى					
Have you completed the confidentiality agreement with the client? هل تم استكمال الاستمارة الخاصة بسرية المعلومات مع المستفيد؟					Yes <input type="checkbox"/> No <input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/>
Is there a data protection issue with this client? If yes, refer to consent form while managing case* هل هناك أية مخاوف متعلقة بحماية بيانات المستفيد؟ إذا نعم، الرجاء الاطلاع على استمارة الموافقة*					Yes <input type="checkbox"/> No <input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/>
Have you taken a photo of the child? هل تم أخذ صورة للطفل؟					Yes <input type="checkbox"/> No <input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/>
SECTION 1 - CHILD'S PERSONAL DETAILS (BIO-DATA) القسم 1 - بيانات الطفل الشخصية					
Explain to the child and/or caregiver "I am now going to ask you some basic information about yourself/your child" اشرح للطفل والوالد/مقدم الرعاية بأنك ستقوم بطرح أسئلة حول بعض المعلومات الأساسية المتعلقة بالطفل ومقدم الرعاية					
Child's Name English & Arabic* اسم الطفل	Name الاسم	Father Name اسم الأب	Grandfather Name اسم الجد	Family Name اسم العائلة	Nickname/Alias لقب/اسم لغير مستخدم
	Name الاسم	Father Name اسم الأب	Grandfather Name اسم الجد	Family Name اسم العائلة	Nickname/Alias لقب/اسم لغير مستخدم
Permanent address of child and family in country of origin prior to separation عنوان الطفل السابق في سوريا	Country المحافظة	Province المحافظة	District المنطقة		
	Village / City القرية / المدينة	Street Name and House Number اسم الشارع	Landmark معلم		
Current Address* العنوان	Country	Governorate	City / Town / Camp		
	Neighbourhood / Sector or Module	Street Name, House Number / Block and Caraven or Tent Number	Landmark معلم		
Sex* الجنس	Male <input type="checkbox"/> نكر <input type="checkbox"/>	Female <input type="checkbox"/> أنثى <input type="checkbox"/>	Estimated age given by the case worker* العمر التقديري	Date of Birth (DD/MM/YY)* تاريخ الميلاد	<input type="text"/>
RAIS/ProGres No CP IMS No	National ID No.		Ration Card / Service ID No. رقم البطاقة التموينية	<input type="text"/>	

Inter-Agency Best Interests Assessment Form

Other ID No (specify kind) رقم أي بطاقة شخصية أخرى	<input type="text"/>	Child / Caregiver Tel. No. Arabic Needed	<input type="text"/>	Other Tel. No. (specify) Arabic Needed	<input type="text"/>
Citizenship* الجنسية	Syrian سورية <input type="checkbox"/>	Palestinian فلسطينية <input type="checkbox"/>	Jordanian <input type="checkbox"/>	Country of Origin	
	Iraqi عراقية <input type="checkbox"/>	Other (specify) أخرى - حدد <input type="text"/>		<input type="text"/>	

Father's Name*	Name الاسم	Father Name اسم الأب	Grandfather Name اسم الجد	Family Name اسم العائلة	Nickname/ Alias اللقب/ اسم آخر مستخدم
	RAIS/ProGres ID Number				

Citizenship of the father* الجنسية	Syrian سورية <input type="checkbox"/>	Palestinian فلسطينية <input type="checkbox"/>	Jordanian <input type="checkbox"/>	Country of Origin	
	Iraqi عراقية <input type="checkbox"/>	Other (specify) أخرى - حدد <input type="text"/>		<input type="text"/>	

Mother's Name* اسم الأم/ مقدمة الرعاية الرئيسية	Name الاسم	Father Name اسم الأب	Grandfather Name اسم الجد	Family Name اسم العائلة	Nickname/ Alias اللقب/ اسم آخر مستخدم
	RAIS/ProGres ID Number				

Citizenship of the mother* الجنسية	Syrian سورية <input type="checkbox"/>	Palestinian فلسطينية <input type="checkbox"/>	Jordanian <input type="checkbox"/>	Country of Origin	
	Iraqi عراقية <input type="checkbox"/>	Other (specify) <input type="text"/>		<input type="text"/>	

If child has been living with caregivers other than the parents explain why, for how long, their relationship to the child, and give their names below
إذا لم يكن مع والديه، وضح لماذا ومنذ متى

<input type="text"/>

If father or mother believed dead, give details including whether information has been verified
في حال الشك أو الاشتباه بوفاة الأم أو الأب، أنكر التفاصيل، بما في ذلك إذا تم التأكيد من صحة المعلومات

<input type="text"/>

Male Primary Caregiver's Name (if applicable)* اسم الأب/ مقدم الرعاية الرئيسي	Name الاسم	Father Name اسم الأب	Grandfather Name اسم الجد	Family Name اسم العائلة	Nickname/ Alias اللقب/ اسم آخر مستخدم
	UN ID Number رقم بطاقة المفوضية				

Female Primary Caregiver's Name (if applicable)* اسم الأم/ مقدمة الرعاية الرئيسية	Name الاسم	Father Name اسم الأب	Grandfather Name اسم الجد	Family Name اسم العائلة	Nickname/ Alias اللقب/ اسم آخر مستخدم
	UN ID Number رقم بطاقة المفوضية				

Child Protection concerns:	<input type="checkbox"/> Children at risk <input type="checkbox"/> Unaccompanied/Separated children
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Inter-Agency Best Interests Assessment Form

Briefly describe the child's major concern/issue*
 اشرح بشكل مختصر أهم المخاوف والقضايا الرئيسية المتعلقة بالطفل

Note: If child is separated or unaccompanied, complete all sections. If child is not separated or unaccompanied, go directly to section 3.

3 ملاحظة: أكمل كافة الأقسام في حال كان الطفل غير مصحوباً أو منفصلاً عن نويه. إذا لا، انتقل مباشرة إلى القسم 3

Source of Identification*
 مصدر التعرف على الطفل

Date of Identification (DD/MM/YY)*
 تاريخ التعرف على الطفل

Date of Arrival in Jordan (DD/MM/YY)*
 تاريخ الوصول إلى الأردن

Date of Arrival in Current Location (DD/MM/YY)*
 تاريخ الوصول للموقع الحالي

Options: Self-Referral, Identification by CP Community Worker (eg. CBCPN), CFS, UNHCR-Registration, UNHCR-Protection, Medical Agencies, Education Provider, Govt SW, Police, Community Leaders, Other Agency, Other - specify
 الخيارات: تحويل ذاتي، تحديد من قبل شبكة حماية الطفل، المساعدات المدنية للطفل، قسم التسجيل بالهوية، قسم الحماية بالهوية، المؤسسات الطبية، مزودو الخدمات الطبيعية، القامرون الاجنبيون من الجهات الحكومية، الشرطة، قادة المجتمع، آخري - حدد

SECTION 2 - Separated and Unaccompanied Children
 القسم 2 - الأطفال غير المصحوبين والمنفصلين عن ذويهم

CP IMS No: RAIS/ProGRes No.

Section 2.1: Details of separation and plans for placement and care
 القسم 2.1 - تفاصيل حول انفصال الطفل عن نويه وخطط الرعاية

Inform the child "I will now ask you some questions about how you were separated from your parents/the adult who usually cared for you"
 أعمد الطفل بأنك ستقوم بطرح بعض الأسئلة المتعلقة بكيفية الانفصال عن نويه أو مقدم الرعاية السابق

Separation Status*
 تصنيف الحالة

Unaccompanied طفل غير مصحوب
 Separated طفل منفصل عن نويه
 Any name/s given to the child after separation? If yes, mention:
 هل تم اعطاء الطفل اي اسماء اخرى بعد الانفصال؟ إذا نعم، اذكر:

History and reasons for separation from parents / previous caregiver
 تاريخ وأسباب الانفصال عن الوالدين/ مقدمو الرعاية السابقين

For safety Death / sickness of caregiver Family violence Separated at border
 Cause of Separation
 To work For Family reunification Family returned to Syria without the child without documentation returned to camp by police
 Fear of sexual violence To access to services Targeted for persecution
 To avoid conscription separated during flight Other (specify):

How, when and where was the child separated from their parents / previous primary caregiver
 كيف تم انفصال الطفل عن والديه/ أو مقدم الرعاية؟

List any movements between place of separation and current location

Inter-Agency Best Interests Assessment Form

Section 2.2 - Current Care Arrangements القسم 2.2 ترتيبات الرعاية الحالية					
<p><i>Inform the child "I will now ask you some questions about where you are currently living and who is living with you"</i> أعلم الطفل بأنك ستقوم بطرح أسئلة حول مكان سكنته ومع من يعيش حالياً</p>					
<p>Child is currently living* <input type="checkbox"/> Reception Center <input type="checkbox"/> Transit center <input type="checkbox"/> Stand by family Care arrangement <input type="checkbox"/> Kinship care <input type="checkbox"/> Independent living arrangement</p> <p>الطفل يقم حالياً في: مع: <input type="checkbox"/> Spontaneous Foster Care <input type="checkbox"/> Formal Foster Care <input type="checkbox"/> Residential Care <input type="checkbox"/> Child headed household <input type="checkbox"/></p> <p>Spontaneous Foster Care: رعاية بنبلة رسمية <input type="checkbox"/> Formal Foster Care: رعاية رسمية <input type="checkbox"/> Residential Care: رعاية مؤسسية <input type="checkbox"/> Child headed household: <input type="checkbox"/></p>	<p>Date this care / living arrangement started: متى بدأت ترتيبات الرعاية هذه؟ <input type="text"/></p> <p>Are there siblings in the same care arrangement? هل يوجد للطفل أخوة في نفس مكان الرعاية؟ <input type="checkbox"/> Yes نعم <input type="checkbox"/> No لا <input type="checkbox"/></p> <p><i>If yes, complete separate forms for each sibling if information differs</i> إذا نعم، املأ نموذج لكل أخ في حال اختلاف المعلومات</p>	<p>Telephone number of caregiver رقم هاتف مقدم الرعاية <input type="text"/></p>			
IF THE CHILD IS IN ADULT CARE COMPLETE THIS SECTION: أكمل القسم التالي إذا كان الطفل تحت رعاية شخص بالغ					
Caregiver's Name	Name الاسم <input type="text"/>	Father Name اسم الأب <input type="text"/>	Grandfather Name اسم الجد <input type="text"/>	Family Name اسم العائلة <input type="text"/>	Nickname/Asm مستخدم <input type="text"/>
Citizenship* الجنسية	Syrian سورية <input type="checkbox"/>	Palestinian فلسطينية <input type="checkbox"/>	Jordanian <input type="checkbox"/>	Country of Origin <input type="text"/>	
	Iraqi عراقية <input type="checkbox"/>	Other (specify) <input type="text"/>	<input type="text"/>		
Sex	Male <input type="checkbox"/>	Female <input type="checkbox"/>			
Age:					
RAIS/ProGres No:	<input type="text"/>	National ID Number رقم الهوية الأردنية <input type="text"/>	Ration Card / Service ID Number رقم البطاقة التموينية <input type="text"/>		
Other ID Number رقم اي بطاقة هوية أخرى	<input type="text"/>	Telephone Number رقم الهاتف <input type="text"/>	Relationship to Child علاقة مقدم الرعاية بالطفل <input type="text"/>		
Caregiver's Name	Name الاسم <input type="text"/>	Father Name اسم الأب <input type="text"/>	Grandfather Name اسم الجد <input type="text"/>	Family Name اسم العائلة <input type="text"/>	Nickname/Asm مستخدم <input type="text"/>
Citizenship* الجنسية	Syrian سورية <input type="checkbox"/>	Palestinian فلسطينية <input type="checkbox"/>	Jordanian <input type="checkbox"/>	Country of Origin <input type="text"/>	
	Iraqi عراقية <input type="checkbox"/>	Other (specify) <input type="text"/>	<input type="text"/>		
Sex	Male <input type="checkbox"/>	Female <input type="checkbox"/>			
Age:					
RAIS/PRoGreS No:	<input type="text"/>	National ID Number رقم الهوية الأردنية <input type="text"/>	Ration Card / Service ID Number رقم البطاقة التموينية <input type="text"/>		
Other ID Number رقم اي بطاقة هوية أخرى	<input type="text"/>	Telephone Number رقم الهاتف <input type="text"/>	Relationship to Child علاقة مقدم الرعاية بالطفل <input type="text"/>		

Inter-Agency Best Interests Assessment Form

Did the child and caregivers know each other before? Yes No If yes, how and for how long?

نعم لا

If the current address is temporary, where do the child / caregiver plan to move to?

في حال كون العنوان الحالي مؤقتا، إلى أين ينوي الطفل/ مقدم الرعاية الانتقال؟

Admin Level 1	Admin Level 2	Admin Level 3
Admin Level 4	Admin Level 5	Admin Level 6

FOR ALL UNACCOMPANIED CHILDREN IN INFORMAL FOSTER CARE:

Does the child want to stay in this care arrangement? Yes No If no, why not?

نعم لا

IF THE CHILD IS WITHOUT ADULT CARE COMPLETE THIS SECTION:

أكمل القسم التالي إذا لم يكن الطفل تحت رعاية شخص بالغ

What are the child(ren)'s main concerns about their living arrangement. Have any adults supported them? (If yes give details). Is there anyone in the community the child(ren) would feel comfortable living with? What would the child(ren) like to happen for their long-term care? Does the child(ren) have risky or positive coping mechanisms? Are they exposed to any negative influences (note any observations as well as what the child says)?

Was the child reunified with the Verified Adult? Yes No

هل تم جمع شمل الطفل مع الشخص (البائع) الذي تم التحقق منه؟ نعم لا

SECTION 3 - ASSESSMENT OF CHILD'S CURRENT SITUATION القسم 3 - تقييم الوضع الحالي للطفل	CP IMS No:	<input type="text"/>
	RAIS No: or ProGRes No:	<input type="text"/>

For each of the below sections, consider the opinions of the child, their family, teachers, etc and your own observations. Find out what is already being provided in the community and what child and community strategies can be strengthened.

لمر كل من الأجزاء التالية، يجب الأخذ بعين الاعتبار آراء الطفل الشخصية وعائلته ومدرسيه... الخ، إضافة ملاحظاتك الشخصية أيضا. حاول التعرف على أية حلول أو تدخلات مجتمعية موجودة وتعزيزها. الأنشطة اليومية والعلاقات الاجتماعية والحالة النفسية 3.1

3.1 Daily Activities and Social Relations

When interviewing the child, inform them: I am now going to ask you questions about your daily activities and social relations

عند مقابلة الطفل، قم بإعلامه بأنك ستقوم بطرح أسئلة متعلقة بأنشطته اليومية وكيفية تعامله مع أية مشكلات قد يعاني منها

Apart from school or work, how do you spend your day? Whom do you spend your time with? And where?

بعيدا عن العمل أو المدرسة، كيف تقضي يومك؟ ومع من تقضي وقتك؟ وأين؟

What do you prefer to do when you have free time and with whom?

كيف تفضل ان تقضي وقت فراغك ومع من؟

How is the time spent with your family members or other adults (e.g. neighbours, etc.)?

Inter-Agency Best Interests Assessment Form

3.2 Emotional Wellbeing **3.2 الأنشطة اليومية والعلاقات الاجتماعية والحالة النفسية 3.2**

When interviewing the child, inform them: I am now going to ask you questions about how you feel and how you deal with any problems
 عند مقابلة الطفل قم بإعلامه بانك ستقوم بطرح أسئلة متعلّقة بأشغاله اليومية وكيفية تعامله مع أية مشاكل قد يعاني منها

Can you tell me two things that worry you the most?
 هل من الممكن ذكر أكثر أمرين يشعرك بالقلق أو عدم الارتياح؟

How do u deal with your worries? Does someone help you? Who helps you? What do you do otherwise?
 كيف تتعامل مع الأمور التي تشعرك بالقلق؟ هل هناك أي شخص يساعدك بالتعامل معها؟ وماذا تفعل كخيارات أخرى في التعامل معها؟

Do Not Ask But Record if Mentioned: Are there any physical and mental impairments in the child's daily functioning?
 لا تسأل فقط سجل ملاحظة: هل هناك دلائل على أن الطفل لديه مشاكل نفسية أو سلوكية؟

Do Not Ask But Record if Mentioned: Have you witnessed or experienced violence?
 لا تسأل فقط سجل ملاحظة: هل شيدت النطق تجربة عنف؟

Do Not Ask But Record if Mentioned: Does the child appear to have any emotional problems or behavioural problems?
 لا تسأل فقط سجل ملاحظة: هل هناك دلائل على أن الطفل لديه مشاكل نفسية أو سلوكية؟
 frightened (مترعب) withdrawn (منزول) unhappy (حزين) difficulties sleeping (مشاكل في النوم) aggressiveness (عنيف) lack of confidence discriminated (عدم الثقة بالنفس) difficulties concentrating (صعوبات في التركيز) conflict with others (نزاعات مع الآخرين) lack of confidence discriminated (عدم الثقة بالنفس)

3.3 Education, Skills and Livelihoods Assessment **تقييم سبل العيش والمهارات ومستوى التعليم 3.3**

What did the child do in their country of origin? ماذا كان يعمل الطفل في سوريا؟	School <input type="checkbox"/> بالـمدرسة	Unpaid work <input type="checkbox"/> العمل بدون أجر	Paid work <input type="checkbox"/> العمل بأجر	Recreational activities <input type="checkbox"/> أنشطة ترفيهية	Other (specify) <input type="checkbox"/> نشاطات أخرى - حدد
	Activities for the household (chores, other) - specify no. of hours أعمال منزلية (تنظيف، رعي، الخ)				

What does the child do in Jordan? ماذا يعمل الطفل في الأردن؟	School <input type="checkbox"/> بالـمدرسة	Unpaid work <input type="checkbox"/> العمل بدون أجر	Paid work <input type="checkbox"/> العمل بأجر	Recreational activities <input type="checkbox"/> أنشطة ترفيهية	
	Activities for the household (chores, other) - specify no. of hours أعمال منزلية (تنظيف، رعي، الخ)				

If the child is working, tick all that applies: إذا كان الطفل يعمل، ضع علامة على الخيارات المناسبة:	Paid work under 16 <input type="checkbox"/> عمل مدفوع الأجر - تحت سن 16	Paid work over 16, 6 hours / day or less <input type="checkbox"/>	Paid work over 16 more than 6 hours / day <input type="checkbox"/>
	Work is harmful for child's development <input type="checkbox"/> العمل يعوق ويؤذي عملية تنطور الطفل	Worst forms of child labour <input type="checkbox"/> اسوء انواع عمالة الأطفال	Family or child depend on child's income <input type="checkbox"/> العائلة معتمدة على منخول الطفل يعيش من منخوله

Briefly describe child's situation for education (including alternative education or vocational training) including whether they go to school / training and if so which school, grade, regularity. Briefly describe child's attitude toward school and if they have any problems at school. If the child is not in school, explain why not, and if would s/he like to go to school?

صف باختصار وضع الطفل التعليمي (بما في ذلك التعليم البديل أو التعليم المهني) إذا كان الطفل يذهب إلى المدرسة/ التدريب وانا كانت الإجابة نعم فاني مدرسة يرتادها الطفل، في أي صف، انتظامه بالذهاب إلى المدرسة. قم بوصف رأي الطفل بارتاده المدرسة، اذا كانت لديه مشاكل في المدرسة. في حال ان الطفل لا يذهب إلى المدرسة اشرح الأسباب، وانا كانت لديه الرغبة بالذهاب ام لا؟

If the child is working: what is the main reason for the child to work? What is needed for the child to stop working?
 في حال ان الطفل يعمل: ماهي الأسباب الرئيسية التي تدفعه إلى العمل؟ ما الاجراءات اللازم اتباعها ليتوقف الطفل عن العمل؟

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<p>How many people are working? Do they run any businesses? Do they receive any income support? Do they have any assets? Can they provide their basic needs? Did they work or have businesses in the country of origin (if, yes, give details)?</p> <p>اذكر تفاصيل حول وضع العائلة الاقتصادي ووسائل كسب الرزق (بما في ذلك العائلة المرووسة من قبل طفل)، هل من أحد يعمل بالعائلة؟ هل يديرون عمل خاص؟ هل يصنعون دخل من مكان؟ هل لديهم ممتلكات؟ هل يقومون بتأمين حاجياتهم الأساسية؟</p>	
<p>Is the family receiving food rations, coupons or cash assistance?</p> <p>هل تحصل العائلة على حوز، كوپونات، او مساعدات مالية؟</p>	
<p>What is the family's gross monthly income?</p> <p>ما هو دخل العائلة الشهري؟</p>	
<p>How much is the rent? How much do their utilities cost?</p> <p>كم تدفع العائلة كاجار؟ وكم تبلغ قيمة مقابل خدماتهم؟</p>	
<p>3.4 Health and Nutrition Needs</p>	<p>الاحتياجات الصحية والاساسية 3.4</p>
<p>Does the child have any immediate medical needs or long-term health concerns?</p> <p>هل الطفل بحاجة الى تدخل طبي عاجل، او هل يعاني الطفل من امراض سارية؟</p>	

<p>Does the child have access to medical care - if not, why not?</p> <p>هل يستطيع الوصول الى الخدمات الصحية، اذا لا، لماذا؟</p>	
<p>How many meals a day do you have? Do you feel that is enough for you?</p> <p>كم عدد الوجبات التي تتناولها يوميا؟ هل هي كافية بالنسبة لك؟</p>	
<p>3.5 Basic Survival Needs (and home setting)</p>	<p>الاحتياجات الاساسية 3.5</p>
<p>Does the child have sufficient clothing?</p> <p>هل يلبس الطفل ملابس لائقة؟</p>	
<p>Does the child have access to clean water?</p> <p>هل يستطيع الطفل الوصول الى مصدر مياه نظيفة؟</p>	
<p>Are they able to access safe, clean toilets and showers? If not, explain.</p> <p>هل يستطيع الوصول الى دورات مياه آمنة ونظيفة؟ اذا كان الجواب لا، لماذا؟</p>	
<p>Describe the child's living / accommodation situation - the number of rooms in the home, how many people live there, if the accommodation is shared with any other family, if there are any ventilation or damp issues.</p> <p>قم بوصف وضع المسكن الذي يعيش به الطفل، عدد غرف المنزل، عدد الأشخاص الذين يعيشون بالمنزل، هل هناك مشاركة بالسكن مع عائلة أخرى؟ كيف هو وضع التهوية، وهل هناك رطوبة في المنزل؟</p>	

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إذا كان الجواب نعم، أذكر التفاصيل

2

If the assessment shows the need for intervention that is in addition or in conflict with the wishes of the child, has this been discussed with the child? If not, why not? If this has been discussed what is the outcome? If the child is at risk, outline what steps are needed to ensure their safety and well-being.

Yes
نعم

إذا أظهر التقييم الحاجة إلى تدخل يتعارض مع رغبة الطفل أو يضيف إليها، هل تمت بمناقشة هذا الأمر مع الطفل؟ إن لم تتم المناقشة، لماذا؟ وإذا تمت المناقشة، ماذا كانت النتيجة؟ إذا كان الطفل معرض للخطر، ما هي الخطوات المطلوبة اتخاذها لضمان سلامته وحسن حاله؟

No
لا

SECTION 5 - Additional information/ Consideration from the caregivers

Person interviewed اسم الشخص	What they said and when they were interviewed الملاحظات المذكورة
1	
2	
3	

General recommendations from the caregivers

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SECTION 6 - PROPOSED INTERVENTION / RECOMMENDATIONS (to be developed with the child and caregiver and reviewed by Supervisors)
القسم 6 - التدخل المقترح - يتم إقراره مع المشرف

Referral to Other Services Provide information to beneficiary on all available services and complete the Interagency Referral - ensure consent has been given before referral - see Consent Form)

التحويل لخدمات أخرى ، تأكد بانك قمت بالحصول على موافقة المستفيد قبل التحويل - الرجاء الاطلاع على استمارة الموافقة (زود المستفيد بجميع المعلومات المتعلقة بالخدمات المتوفرة، وقم باكمال استمارة الخاصة بالتحويل)

Briefly Describe Required Intervention	Service Required	Name of Organisation Referring To اسم المنظمة المحول اليها	Consent Given
	BID required <input type="checkbox"/> Emergency Medical Care <input type="checkbox"/> General Medical Care <input type="checkbox"/> Legal Assistance <input type="checkbox"/> Protection Services (e.g. registration, shelters / safe haven) <input type="checkbox"/> Education <input type="checkbox"/> Community Activities (e.g. CFS) <input type="checkbox"/> MHPSS <input type="checkbox"/> Shelter / NFI <input type="checkbox"/> Alternative Care <input type="checkbox"/> Family Tracing <input type="checkbox"/> Livelihoods / Cash <input type="checkbox"/> Other (specify) <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/>
			Y <input type="checkbox"/> N <input type="checkbox"/>
			Y <input type="checkbox"/> N <input type="checkbox"/>
			Y <input type="checkbox"/> N <input type="checkbox"/>
			Y <input type="checkbox"/> N <input type="checkbox"/>
			Y <input type="checkbox"/> N <input type="checkbox"/>
			Y <input type="checkbox"/> N <input type="checkbox"/>
			Y <input type="checkbox"/> N <input type="checkbox"/>

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safe haven) <input type="checkbox"/>		Y <input type="checkbox"/> N <input type="checkbox"/>
Education <input type="checkbox"/>		
Community Activities (e.g. CFS) <input type="checkbox"/>		Y <input type="checkbox"/> N <input type="checkbox"/>
MHPSS <input type="checkbox"/>		
Shelter / NFI <input type="checkbox"/>		Y <input type="checkbox"/> N <input type="checkbox"/>
Alternative Care <input type="checkbox"/>		
Family Tracing <input type="checkbox"/>		Y <input type="checkbox"/> N <input type="checkbox"/>
Livelihoods / Cash <input type="checkbox"/>		
Other (specify) <input type="checkbox"/>		Y <input type="checkbox"/> N <input type="checkbox"/>

Direct Actions to be Taken by the Case Worker (in order of priority)
 الإجراءات المباشرة التي يجب اتخاذها من قبل الباحث الاجتماعي (الترتيب حسب الأولوية)

Action Taken During the Interview / Visit الإجراءات المتخذة خلال المقابلة/ الزيارة	Next Planned / Needed Actions الإجراءات المتوى اتخذها مستقبلا	Frequency	Date (DD/MM/YY)		
1		What is the duration of time			
2					
3					
4					
Case transferred to another agency هل تم تحويل الحالة لمنظمة أخرى؟	Yes <input type="checkbox"/> No <input type="checkbox"/> نعم <input type="checkbox"/> لا <input type="checkbox"/>	If yes, name of organisation: إذا نعم، اذكر الاسم:			

SECTION 7 - FORM COMPLETED / APPROVED BY القسم 7 - إتمام النموذج/ تمت الموافقة عليه من قبل

Completed By: Case Worker Name / Code* تم اعداده من قبل: اسم رمز الباحث الاجتماعي المشرف على الحالة		Date of Interview (DD/MM/YY)* تاريخ المقابلة					
Approved By: Supervisor Name / Code* موافق عليه من قبل: اسم رمز المشرف		Date of Review / Approval by Supervisor (DD/MM/YY)* تاريخ مراجعة التقييم/موافقة المشرف					
Signature of Approving Supervisor* توقيع المشرف	is it going to be linked to any Case Management service provider?	Organisation* المنظمة	UNHCR	SCJ	IMC	IRC	JRF

