# Syria Crisis Education Strategic Paper

London Progress Report
September 2016

#NOLOST GENERATION

The "Supporting Syria and the Region" Conference, held in London in February 2016, mobilized governments, education partners, donors and the international community to raise new funding to meet the immediate and long-term needs of those affected by the Syria crisis. The London Conference set ambitious goals for the education of Syrian children and youth inside and outside Syria, and for the support of the countries hosting them. These goals were outlined in the London **Syria Crisis Education Strategic Paper**. A total ask of US$1.4 billion a year was set: US$0.5 billion to reach 2.1 million out-of-school children inside Syria and US$0.9 billion to reach 1.7 million Syrian refugee and affected host community children in the five host countries.

Six years into the crisis, children in Syria continue to suffer the effects of war and grave child-rights violations, while Syrian refugee children, caught between household poverty and exclusion from education, are increasingly exposed to exploitation and child labour. **Inside Syria**, around 5.4 million children and youth (both in and out of school, including over 44,500 Palestine refugees) and 0.3 million education personnel are in need of education assistance. For the 2014/15 school year, an estimated 2.1 million children or 40 per cent of the school-age population (aged 5-17 years) were out of school.*

**In the five Syrian refugee host countries**, there were 1.65 million registered school-age Syrian refugee children as of July 2016. This represents an increase of 15 per cent from the November 2015 data reported in the Syria Crisis Education Strategic Paper. Around 861,000, or 52 per cent, of these children are out of school, which is a 24 per cent increase from the November 2015 figure of over 694,000 reported in the Paper. This is mainly due to the dramatic growth of the refugee population in Turkey, the change in the non-formal education (NFE) regulations in host countries, and a shortage in funding.

Low access rates to **post-basic education** is a grave concern. In Turkey for example, attendance was estimated at 19 per cent for the upper secondary age, while in Lebanon, 2 per cent of Syrian refugee youth (aged 15-18 years) were enrolled in upper secondary education in the 2014/15 school year.

In Iraq, out of over one million **internally displaced children** (aged 6-17 years), only 32 per cent have access to education (no major change since the data reported for the London Conference). In addition, approximately 118,000 **Palestine refugee children** in Syria, Lebanon and Jordan continue to be affected by the crisis.

Efforts are underway to implement the **strategic shifts** agreed in the London Education Strategic Paper in relation to system strengthening, the policy environment, and access to, and quality of, education. Advances are being also made in embedding the education response for Syrian refugee children and youth into improved national strategies. Progress in enrolment is expected for the 2016/17 school year as a result of the Back-to-Learning (BTL) campaigns currently underway inside Syria and in the five host countries.

However, **more needs to be done**, and the delivery of quality education inside Syria and in the five host countries continues to be hindered by multiple challenges. Increased long-term predictable and flexible financing is still necessary to deliver on the London Conference goals.

This **Progress Report** provides an update on the current situation of education. It outlines the progress made at the country level in each of the strategic shift areas defined for London, together with the challenges faced in each country. It concludes with a proposition for more systematic monitoring and reporting on progress within the framework of the No Lost Generation (NLG) Initiative, including the Regional Refugee and Resilience Plan (3RP) and Humanitarian Response Plan (HRP) processes.

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* New enrolment data for the school year 2015/16 is currently under review.

# ACRONYMS

| | |
|---|---|
| 3RP | Regional Refugee and Resilience Response Plan |
| ALP | Accelerated Learning Programmes |
| BLN | Basic Literacy and Numeracy |
| BTL | Back-to-learning |
| ECE | early childhood education |
| EiE | Education in Emergencies |
| KRG | Kurdistan Regional Government |
| KR-I | Kurdistan Region of Iraq |
| EMIS | Education Management Information System |
| GDP | gross domestic product |
| HRP | Humanitarian Response Plan |
| IDP | internally displaced persons |
| ILO | International Labour Organization |
| INEE | Interagency Network for Education in Emergencies |
| MEHE | Ministry of Education and Higher Education (Lebanon) |
| MoE | Ministry of Education |
| MoNE | Ministry of National Education (Turkey) |
| MS | minimun standards |
| NFE | non-formal education |
| NGO | non-governmental organization |
| NLG | No Lost Generation |
| OCHA | Office for the Coordination of Humanitarian Affairs |
| OOSC | out-of-school children |
| RACE | Reaching All Children with Education |
| SLP | Self-Learning Programme |
| TVET | Technical Vocational Education and Training |
| UNHCR | United Nations High Commissioner for Refugees |
| UNICEF | United Nations Children's Fund |
| UNRWA | United Nations Relief and Work Agency for Palestine Refugees in the Near East |
| WASH | Water, Sanitation and Hygiene |
| WoS | Whole of Syria |
| YOBIS | Education Management Information System for Foreigners |

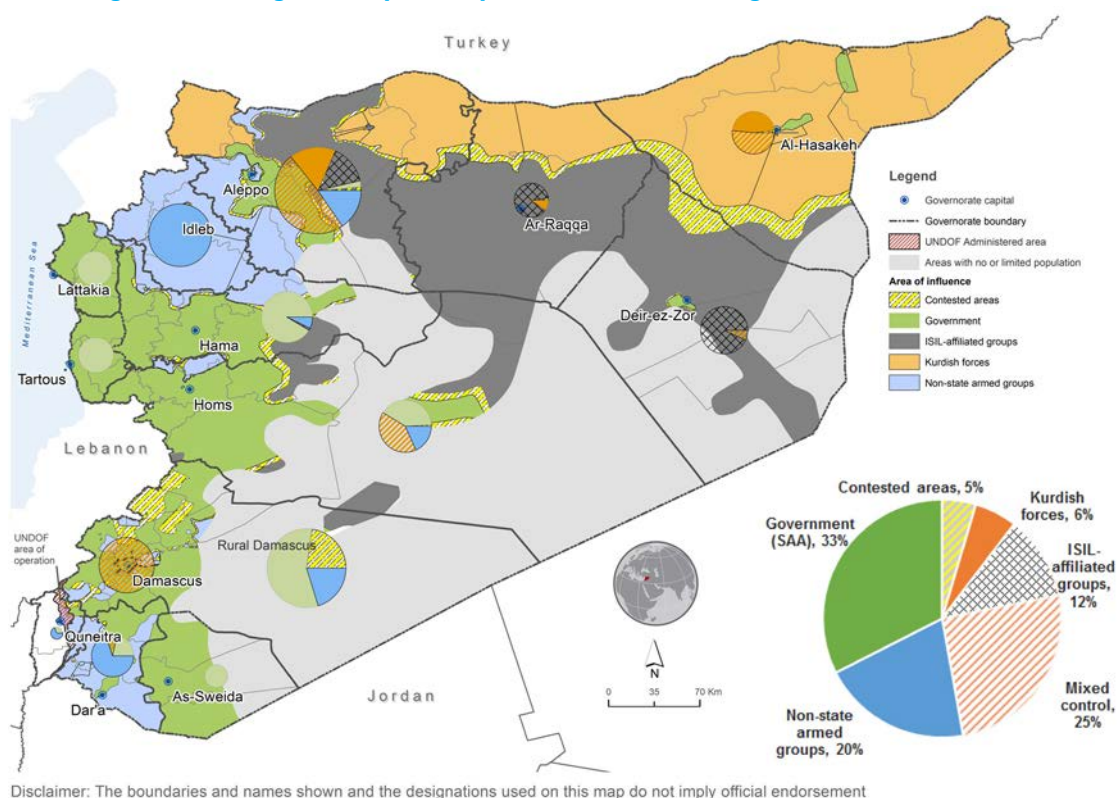# 1. UPDATE ON THE CURRENT SITUATION OF EDUCATION

## Inside Syria

Six years into the crisis, around 5.4 million children and youth (both in and out of school, including over 44,500 Palestine refugees) and 0.3 million education personnel are in need of education assistance. For the 2014/15 school year, an estimated **2.1 million children or 40 per cent of the school-age population (aged 5-17 years) were out of school** and a further 1.4 million children were at risk of dropping out.[1] This is the number reported in the Syria Crisis Education Strategic Paper.

While new EMIS data for the school year 2015/16 is currently under review, education partners reached 1.1 million children and youth (both in and out of school) with formal and non-formal education (NFE).[2]

The conflict has seen one in four schools damaged, destroyed or shut down, resulting in many children missing out on years of education.[3] The total economic loss due to the drop out from basic and secondary education in 2011 is estimated to be **US$10.7 billion**, equivalent to about 17.7 per cent of the 2010 Syrian GDP.[4]

Syria's education sector continues to face enormous challenges in terms of accessing children in **besieged and hard-to-reach areas**. The heavy bureaucratic procedures and multi-layer approval processes required to access many parts of Syria, including border crossing, negatively impact sustained quality programming, monitoring and reporting, and the capacity development of partners. Based on the areas of influence, around 33 per cent, or over 1.7 million, school-age children live in areas under the control of the Government of Syria; a further 30 per cent, or 1.6 million, in areas contested and under mixed control; and 38 per cent, or 2.3 million, in areas under the control of other actors (*see Map 1*).[5]

### Map 1. School-age children (aged 5-17 years) by area of influence (August 2016)[6]



Disclaimer: The boundaries and names shown and the designations used on this map do not imply official endorsement

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[1] UNICEF. 2016. *Syria Education Sector Analysis. The effects of the crisis on education in areas controlled by the Government of Syria, 2010-2015*.

[2] OCHA. 2016. *Periodic Monitoring Report. January – June 2016. Syrian Arab Republic*.

[3] OCHA. 2016. *Periodic Monitoring Report. January – June 2016. Syrian Arab Republic*.

[4] UNICEF. 2015. *Economic Loss from School Dropout due to the Syria Crisis: A cost-benefit analysis of the impact of the Syria crisis on the Education sector*.

[5] The percentages add up to 101 because they are rounded percentages.

[6] The data for this map has a limited number of sources, including parties to the conflict. The data has not been independently verified and is subject to error or omission, deliberate or otherwise by the various sources. Furthermore, due to the fluidity of the conflict, control status is likely to change.

Children travelled great distances and crossed active lines of conflict in order to attend **exam** centres and sit for the final exam, held during May and June 2016. Across the country, some 416,741 students (293,834 Grade 9 students and 122,907 Grade 12 students) took their certificate examinations between 30 May and 15 June 2016. Of these, an estimated 34,291 children, comprising 23,690 Grade 9 students and 10,601 Grade 12 students, were from besieged and hard-to-reach areas.[7]

## In the five host countries

As of July 2016, there were 1.65 million registered school-age Syrian refugee children in the five host countries, which represents an **increase of 15 per cent** from the November 2015 data reported in the Syria Crisis Education Strategic Paper. *Table 1* below provides further details by country.

**Table 1. Education snapshot, July 2016 (November 2015 in parenthesis)**

| Country | Registered Syrian refugees[8] | Registered school-age refugee children (5-17 years) | | | | |
|---|---|---|---|---|---|---|
| | | Total[9] | In formal education[10] | In non-formal education | Out-of-school number and percentage | |
| **Turkey** | 2,728,986 (2,181,293) | 936,042 (746,002) | 330,000 (278,890) | 11,689 (14,514) | 594,353 (452,598) | 63% (61%) |
| **Lebanon** | 1,033,513 (1,075,637) | 379,299 (371,095) | 154,021 (112,999) | 37,851 (77,677) | 187,427 (180,419) | 49% (49%) |
| **Jordan** | 657,048 (631,172) | 232,699 (220,910) | 145,458 (145,458) | 35,884 (43,610) | 51,357 (31,842) | 22% (14%) |
| **Iraq** | 249,395 (245,134) | 64,843 (64,225) | 35,754 (32,156) | 1,560 (6,812) | 27,529 (25,257) | 42% (39%) |
| **Egypt** | 114,911 (127,681) | 37,116 (40,347) | 37,116 (30,063) | – (6,180) | – (4,104) | 0% (10%) |
| **Host countries total** | 4,783,853 (4,260,917) | 1,649,999 (1,442,579) | 702,349 (599,566) | 86,984 (148,793) | 860,666 (694,220) | 52% (48%) |

Around 861,000, or 52 per cent, of these children are out of school, which is a **24 per cent increase** from the November 2015 figure of 694,000 reported in the Syria Crisis Education Strategic Paper (*see Figure 1*). This is mainly a result of the dramatic growth of the refugee population in Turkey, the change in the NFE regulations in host countries and a shortage in funding.

**Turkey** hosts the largest number of out-of-school refugee children, which increased from 183,085 in September 2014 to 594,353 in July 2016. The number of out-of-school refugee children in Turkey is now more than twice the number in the four other host countries combined (187,427 in Lebanon, 51,357 in Jordan, 27,529 in Iraq, none in Egypt).[11]

As of July 2016, Syrian refugee children enrolled in **NFE** represent only 5 per cent of the total refugee school-age children across the five host countries (*see Figure 2*). Since November 2015, the regional NFE enrolment has declined by 5 percentage points, mostly due to the change in NFE regulations in host countries.

The Syria crisis continues to affect children and youth in the host countries, especially in those where education resources are drastically stretched by the refugee influx. Based on the 2016 population estimate and the July 2016 United Nations High Commissioner for Refugees (UNHCR) refugee population registration data, the relative **ratio of host children to Syrian refugee children** (5-17 years old) is as low as 2.3:1 in Lebanon and 8.5:1 in Jordan (*see Table 2*).

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[7] UNICEF and Syria MoE, as of July 2016.

[8] UNHCR registered refugees as of July 2016.

[9] School-age children calculated using UNHCR registration as of July 2016. As of 6 May 2015, UNHCR Lebanon has temporarily suspended new registration as per the Government of Lebanon instructions. Accordingly, individuals awaiting to be registered are no longer included.

[10] All data is from July 2016. Children are considered out-of-school if they are not accessing either formal or non-formal education. For formal education: Data from the 3RP monthly update for Turkey, Lebanon, Jordan, Iraq, and Egypt. For non-formal education: Data from the 3RP monthly update for all countries. In Egypt 7,033 children were reported in non-formal education in the 3RP monthly update. Given close-to-full coverage of formal education, children enrolled in formal and non-formal are only reported as part of formal education. Lebanon data covers only UNICEF and UNHCR programming starting January 2016.

[11] In Egypt, all Syrian refugee children are registered in schools but they do not attend regularly.

**Figure 1. Syrian out-of-school children numbers (thousands) and out-of-school children rate (per cent of all refugee children) in the five host countries**[12]
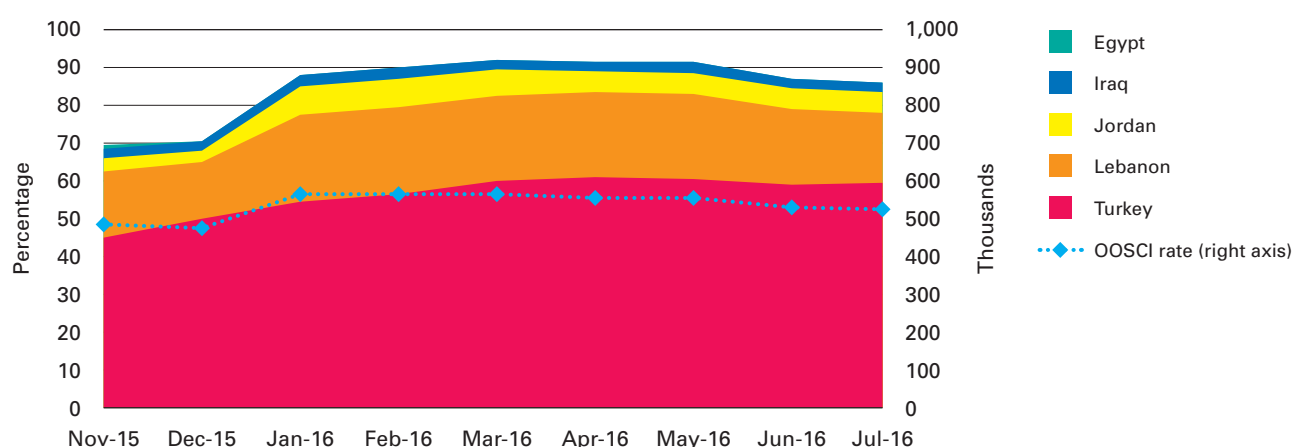


Legend:
- Egypt
- Iraq
- Jordan
- Lebanon
- Turkey
- ◆···◆ OOSCI rate (right axis)

**Figure 2. Syrian children access to education in the five host countries**[13]



November 2015
- **42%** Formal
- **10%** Non-formal
- **48%** Out of school

July 2016
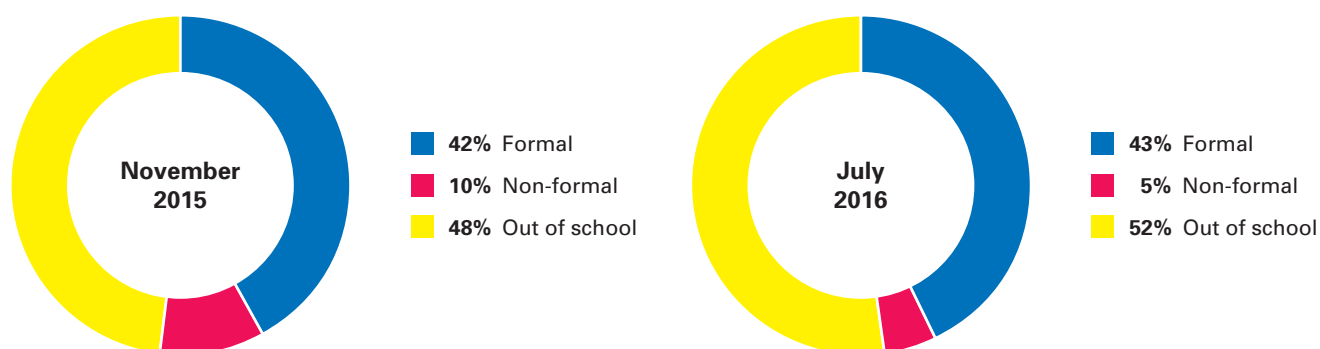- **43%** Formal
- **5%** Non-formal
- **52%** Out of school

**Table 2. Host country and refugee snapshot**

| Country | Number of children (5-17 years) | | | Percentage of children out of school | | |
|---|---|---|---|---|---|---|
| | Host[14] | Refugees | Host to refugee ratio | Host (5-14 years)[15] | Refugees (5-17 years) | Host to refugee difference[16] |
| **Turkey** | 16,467,000 | 936,042 | 17.6 | 13.4% | 63% | 50% |
| **Lebanon** | 871,907 | 379,299 | 2.3 | 9.3% | 49% | 40% |
| **Jordan** | 1,976,162 | 232,699 | 8.5 | 5.1% | 22% | 17% |
| **Iraq** | 11,809,788 | 64,843 | 182 | 20.4% | 42% | 22% |
| **Egypt** | 23,465,096 | 37,116 | 632 | 10.9% | 0% | -11% |
| **Host countries total** | 54,589,953 | 1,649,999 | 33 | – | – | – |

[12] Calculated from historical data following the method adopted for Table 1.
[13] Calculated from Table 1.
[14] UNPD data for population aged 5-17, retrieved August 2016.
[15] Out-of-school rate from OOSCI Country Reports, except Lebanon. Lebanon from OOSCI Regional Report. Out-of-school rate for host countries is for 5-14 years old group. For OOSCI Country and Regional Reports see: http://www.oosci-mena.org/.
[16] The percentage for refugees minus the percentage for host country. For Egypt it is 0%-10.9%= -10.9%.

The London Education Strategic Paper identified **Iraqi internally displaced and Palestine refugee children** in need of education assistance. In Iraq, out of over one million internally displaced children, only 32 per cent have access to education (no major change since the data reported for the London Conference).[17] In addition, approximately 118 thousand Palestine refugee children in Syria, Lebanon and Jordan continue to be affected by the crisis. Inside Syria, lack of humanitarian access has further limited the capacity to provide education to these children in hard-to-reach areas. Protection concerns, including the ability to maintain legal status, are a key barrier that Palestine refugees from Syria in Lebanon and Jordan face when accessing education services.[18]
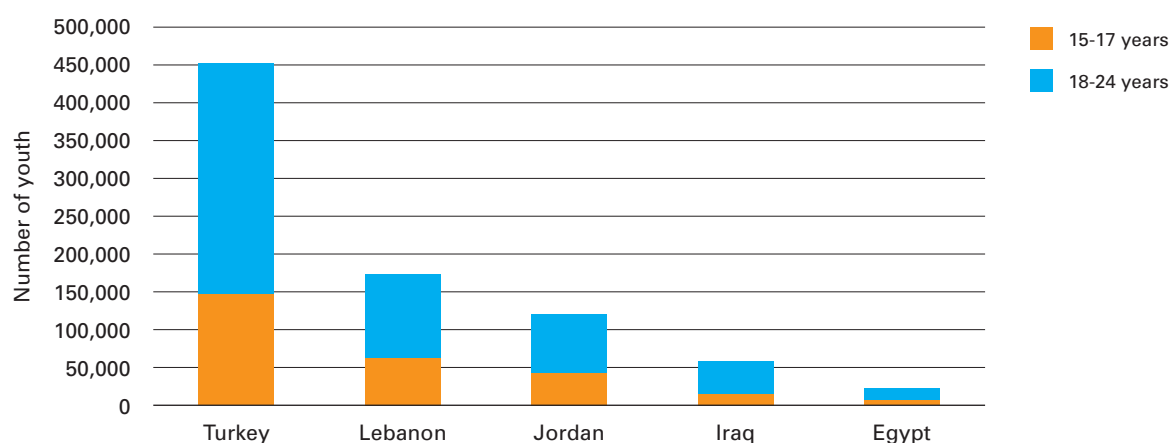
In the five host countries, **barriers** to access and quality learning for refugee children include limited space in schools, indirect costs such as transportation costs and financial constraints, overcrowded schools, protection constraints related to school safety and discrimination, different language of instruction and curriculum, and lack of participatory and child-centered approaches addressing the psychosocial needs of children. In addition, systemic challenges along with policy barriers are still undermining the provision of education services and relate to the lack of conducive regulatory frameworks, restrictive admission regulations and ill-defined links between formal and NFE. In this context, access to post-basic education, including Technical Vocational Education and Training (TVET), is further hindered by issues of quality, relevance and fragmentation, with ad-hoc interventions not embedded in a strategic and systemic approach.

## Targeting youth at the post-basic level

The London Syria Crisis Education Strategic Paper called for a key strategic shift towards engaging in a **more systematic targeting of youth at the post-basic education level**. This includes the need to expand access to multiple learning pathways available to Syrian refugees and the children and youth of affected host communities, including TVET – both in formal and non-formal settings – with a view of enhancing employability.

A total of **3.3 million** Syrian youth are estimated to be inside Syria (1.2 million aged 15-17 years and 2.1 million aged 18-24 years).[19] In the five host countries there were an estimated **823,527 registered Syrian refugees**, aged 15-24 years, as of December 2015. One third of this group falls into the upper secondary age (aged 15-17 years), while two thirds are at, or above, tertiary education age (aged 18-24 years). Seventy-six per cent of the Syrian refugee youth (aged 15-24 years) are in Turkey or Lebanon.[20] *Figure 3* presents the number of refugee youth by country, broken down by age group.

**Figure 3. Syrian refugee youth (15-24 years old), by host country**[21]

[17] OCHA. 2016. *Humanitarian Needs Overview Iraq.*
[18] UNRWA. 2015. *Syria Regional Crisis Progress Report.*
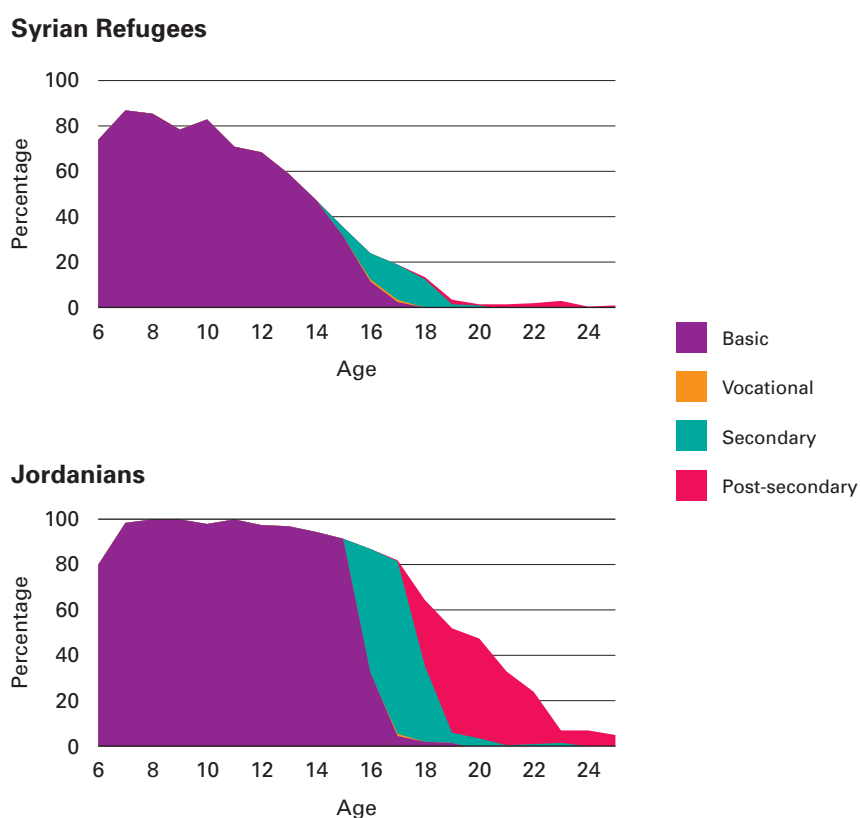[19] Calculated from UNPD, US Census Bureau, Central Bureau of Statistics (Syria).
[20] UNHCR registered refugees, as of December 2015.
[21] UNHCR registered refugees, as of December 2015.

**Low access rate to post-basic education** is a grave concern. In Turkey for example, attendance was estimated at 19 per cent for the upper secondary age,[22] while in Lebanon, 2 per cent of Syrian refugee youth (aged 15-18 years) were enrolled in upper secondary education in the 2014/15 school year.[23] It is at secondary and tertiary level that enrolment comparison between Syrian refugees and their host community peers shows the greatest gap. *Figure 4* displays the comparison between the enrolment of Syrian refugee children and youth and the enrolment of their peers in Jordan according to the same education level. Syrian refugees' access to TVET represents a negligible proportion as compared to general secondary education.

Concerning **TVET opportunities**, a majority of the programmes tracked within the education sector represent piece-meal approaches to vocational training, which raises concerns about quality and sustainability. This is compounded by the fact that Syrian refugees generally do not have the right to work in host countries, such as Jordan and Lebanon, as a result of existing regulatory practices limiting the issuing of work permits to refugees.[24] Following the London Conference, the Government of Jordan, through the 'Jordan Compact', has eased conditions for obtaining work permits for Syrian refugees. This allows them to work in sectors open to migrant workers while maintaining their refugee status. Since early 2016, Syrian refugees under temporary protection in Turkey have the right to apply for a work permit, however, several challenges remain in the implementation of this right.

**Figure 4. Comparison between enrolment of Syrian refugees in host communities and national peers in Jordan[25]**



Significant efforts have been put in place across the region to support **tertiary education** opportunities. This resulted in an increased number of scholarships, strengthened operational partnerships, coordination between providers, and innovative e-learning solutions that aim to mitigate obstacles faced by refugees, including lack of resources, geographic isolation and restricted mobility.

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[22] Dorman, S. 2014. *Educational Needs Assessment for Urban Syrian Refugees in Turkey.*

[23] Jalbout, M. 2015. *Reach All Children with Education Opportunities: opportunities for action, their world and a world at school.*

[24] Danish Refugee Council, Norwegian Refugee Council, Oxfam International and Save the Children. 2016. *From Words to Action. Reviewing the commitment made at the Supporting Syria and the Region Conference six months on,* available at: http://reliefweb.int/report/syrian-arab-republic/words-action-reviewing-commitments-made-supporting-syria-and-region.

[25] ILO and Fafo. 2015. *Impact of Syrian refugees on the Jordanian labour market. Findings from the governorates of Amman, Irbid and Mafraq.*

# 2. OVERVIEW OF COUNTRY RESPONSE

Following the London Conference, efforts have been made in several countries to engage in strategic shifts related to system strengthening, the policy environment, and access to and quality of education. This section provides a brief overview of the progress made and the ongoing plans at the country level in terms of these shifts. Despite increased commitments, more needs to be done as stated in the recent report developed by 48 organizations and four NGO platforms.[26] This section also highlights challenges that are still affecting access to quality education and the collective commitments made at the London Conference.[27]

## SYRIA

### Progress

- **System strengthening:** As part of the Whole of Syria (WoS) education sector response for 2016, education partners from the three Hubs of Damascus (for Government-controlled areas), Gaziantep (for the north of Syria) and Amman (for the south of Syria) are working to strengthen the capacity of the education system to deliver a timely, coordinated and evidence-based education response. Efforts to date include the training of 1,755 education personnel on policy, planning, data collection and sector coordination, and plans are ongoing for streamlining and mainstreaming capacity development initiatives throughout the education system. With the technical support of education sector partners, the Ministry of Education (MoE) in Damascus is also strengthening its Education Management Information System (EMIS) to ensure systematic and timely data collection for evidence-informed planning and advocacy. Initiatives at the sub-national and community levels (e.g., Education Directorates) are improving the delivery of formal and NFE in the context of the protracted crisis.

- **Policy development:** Accreditation mechanisms for out-of-school children to access education are being established, and they include examination and certification through "Curriculum B," which is an accelerated learning programme for dropouts, as well as pre-and post-registration testing for the Self-Learning Program (SLP) for children in besieged and hard-to-reach areas.

- **Access:** While new EMIS data for the school year 2015/16 is currently under review, efforts for expanding access to education from January to June 2016 resulted in the delivery of formal and non-formal learning opportunities to 1,092,305 children and youth (52 per cent girls and 48 per cent boys), 46,668 Palestine refugees, 93,312 children in besieged areas, and 263,833 children in hard-to-reach areas. These efforts include the provision of non-formal education programmes, including the SLP (*see Box 1*) – conducted in alternative learning centres, in second-shift schools, in community centres and through mobile units. Teaching and learning materials and school supplies were distributed to 535,247 children in protective learning spaces with gender sensitive Water, Sanitation and Hygiene (WASH) facilities. The Back-to-Learning Campaigns 2016/17 launched in September 2016, will provide access to and quality of education opportunities for vulnerable children in both the formal and informal sector. Awareness raising activities and community mobilization at national and sub-national levels will be instrumental to getting vulnerable children back to school.

> **Box 1:** The Self-Learning Programme (SLP) aims to reach out-of-school children who are internally displaced and living in besieged and hard-to-reach areas with limited or no access to schooling. It enables them to continue learning at home or in community centres and prepare for national exams. Close to 100,000 out-of-school children have been reached with the SLP.

- **Quality:** The focus on improving quality learning through teacher professional development led to the training of 4,364 teachers on child-centered protective and interactive methodologies, classroom management, psychosocial support and risk education, building on the Inter-Agency Network for Education in Emergencies (INEE) minimum standards. Incentives were also provided to 8,461 teachers, as a way to reinforce motivation and increase job satisfaction and retention. Advocacy will be conducted at all levels to promote schools as "zones of peace", with strict adherence to the key principles of International Humanitarian and Human Rights Laws, as well as the United Nations Security Council Resolution 1612, which aims to halt grave violations of children's rights in armed conflict (prevention of attacks on schools, students, teachers, and other education personnel).

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[26] Danish Refugee Council, Norwegian Refugee Council, Oxfam International and Save the Children. 2016. *From Words to Action. Reviewing the commitment made at the Supporting Syria and the Region Conference six months on*, available at: http://reliefweb.int/report/syrian-arab-republic/words-action-reviewing-commitments-made-supporting-syria-and-region.

[27] The country accounts are based on reports provided by the education sector Working Groups or Clusters at the country level. Other country accounts are referenced in footnotes.

## Challenges

Syria's education system continues to be overburdened and overstretched. Schools and learning spaces are still overcrowded and under resourced. Security and safety concerns, including attacks on schools, not only cause physical and material damage, but also disrupt the delivery of services. These incidents have led to school being suspended and make families reluctant to send their children to school even when they are operating. Children are exposed to severe stress, hampering their ability to learn. The lack of access to education puts children at increasing risk of exploitation, child labour, early marriage and recruitment into armed groups. Funding gaps have severely affected the sector's ability to scale up the education response country wide. As of September 2016, the Syria HRP is 43 per cent funded with a funding gap of US$113,983,818.[28]

# TURKEY

## Progress

- **System strengthening:** In order to better respond to the education needs of Syrian refugee children and youth, the Ministry of National Education (MoNE) established the Education in Emergencies and Migration Unit within the Directorate for Lifelong Learning to develop a roadmap for the education of Syrian refugee children and youth in coordination with other sections of MoNE. Nineteen Provincial Action Plans were instrumental in the improved targeting of Syrian refugee children and youth at the decentralized level. Advanced discussions with key municipalities, the Ministry of Youth and Sports, and national non-governmental organizations (NGOs) are taking place to collaborate on delivering informal education opportunities to out-of-school Syrian refugee children and youth in a cost efficient, sustainable and regulated manner. The foreign Student Education Management Information System, YOBIS, a key achievement in promoting evidence-based programming, is being further improved to ensure better quality and frequency of data entered by schools.

- **Policy development:** Updated MoNE instructions were issued in August 2016 for the integration of Syrian refugees into Turkish schools and for the hiring and compensation of additional teachers to meet the increase in student numbers. In June 2016, the Grade 12 equivalence examination was conducted for students under temporary protection, with successful students being issued diplomas by MoNE. These diplomas can be used when applying to universities and higher education scholarships in Turkey. Additional work on Syrian teachers' formalization into the public education system is planned. This includes an increase in Syrian volunteer teachers' incentives in alignment with the national minimum wage standards. A normative framework is in the making, and will include guidance on minimum standards for service providers, learning materials and clear referral pathways linking informal and non-formal education to formal education.

- **Access:** In camps, hundreds of tented classrooms are being upgraded to container classrooms to improve learning environments. School construction in host communities for 70 new schools has been initiated. In higher education, the Government of Turkey continues to waive tuition fees for students at state universities and is planning to offer 1,600 full scholarships for the 2016/17 school year. MoNE will direct students toward registration in all available modalities of education, including open learning and TVET, and disseminate information on enrolment procedures and conditions of registration. In order to address socio-economic factors affecting school enrolment and attendance, the Ministry of Family and Social Policy, MoNE and education sector partners are finalizing a modality for the provision of conditional cash transfers to vulnerable families, to ensure school attendance. This innovation complements the planned introduction of "Emergency Social Safety Nets" for vulnerable Syrian families.

- **Quality:** As of September 2016, students enrolling in either kindergarten or Grade 1 will be enrolled in Turkish schools. They will also be given the opportunity to take extra-curricular Arabic language classes within school hours and after school to maintain their identity, culture and mother tongue. In addition, MoNE is currently prioritizing a plan for developing curricula and learning materials for Turkish as a Foreign Language for Syrian students. The existing psychosocial support programme is being reviewed to benefit all children in Turkey. A 90-hour teacher training programme was developed and is now being implemented, targeting more than 18,000 Syrian volunteer teachers. Certificates of completion are issued to teachers who pass a test at the end of the training to enable Syrian teachers to have their qualifications officially recognized. MoNE plans to enhance Syrian teacher competencies through the provision of comprehensive training leading to the eventual alignment with Turkish standards for teacher qualifications.

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[28] OCHA, 2016. Information extracted from the online Financial Tracking System.

## Challenges

Despite the MoNE-issued 2014/21 Circular eliminating administrative barriers to the public school system for Syrian refugee children and youth, the language of instruction remains a challenge. The limited availability of age-specific Turkish teaching and learning materials for Syrian refugee children learning Turkish as a second language hinders their ability to access higher education. Other challenges include lack of school space in areas of high refugee density, transportation costs, socio-economic factors, and limited numbers of civil society groups or NGOs offering informal and NFE opportunities. Limited access to post-basic education, including TVET and higher education programmes, is also a concern.[29] In this regard, the demand for scholarships remains high, with over 13,000 applications for higher education scholarships from students already residing in Turkey. As of June 2016, the Education sector is 39 per cent funded, with a funding gap of US$71,597,142.[30]

# LEBANON

## Progress

- **System strengthening:** The Reaching All Children with Education (RACE) II Strategy has been developed under the leadership of the Ministry of Education and Higher Education (MEHE), and with the technical support of education sector partners. It represents an ambitious improvement of RACE I, focusing on building institutional capacity, policy frameworks, and data systems to support evidence-based interventions in the delivery of quality education services to both refugees and vulnerable children and youth between 3-18 years of age. The wider education sector will also focus on increasing educational opportunities for refugee and host community youth above 18 years of age through the expansion and delivery of quality TVET programmes, and through the provision of tertiary education scholarships.

- **Policy development:** Important progress has been made to formalize the role of the NGO community in RACE II. An NGO subcommittee was established under the Programme Management Unit within MEHE with representation of national and international NGOs and academia. The Lebanese NFE framework has been endorsed, with only regulated NFE programmes being implemented.

- **Access:** The Accelerated Learning Programme (ALP) and community-based early childhood education (ECE) are being scaled up. Other NFE initiatives are being developed, such as the Basic Literacy and Numeracy (BLN) programme and the Secondary Accelerated Learning Programme. A multi-year, national Back-to-School Initiative – the first of its kind in Lebanon – has been launched in September for the 2016/17 school year. The initiative is a multi-faceted engagement campaign, with the intent to improve children's and families' abilities to make informed and positive choices about formal or NFE opportunities. It has four key components: a mass media campaign at national level; an outreach and mobilization campaign at the community level, using technology and communication tools that are accessible to refugees; case management at the household level; and an increased engagement and readiness of public school administrators. For the first year of RACE II, the MEHE has set a minimum target of supporting 169,000 non-Lebanese children and 198,980 Lebanese children with access to formal education (kindergarten to Grade 9, secondary education, and TVET). An additional 51,000 or more non-Lebanese children will also be targeted through non-formal learning opportunities (community-based ECE, preparatory ECE, BLN, ALP, and short vocational courses), and another 50,000 with retention support. This comes to a total of 460,000 vulnerable children supported with learning opportunities in 2017 through RACE II.

- **Quality:** The recruitment of refugee community liaison officers for second shift schools is being implemented to support the decrease in violent incidents, bullying and harassment. The community liaison officers are instrumental in mobilizing active community members and volunteers. Community-based high quality language classes (French and English) will be offered to refugee children and youth, in and out of school, in the 2016/17 school year, in addition to the ongoing and growing community-based homework support and school-based retention support.

[29] Kevin Watkins. 2016. *No Lost Generation – holding to the promise of education for all Syrian refugees*. Global Business Coalition for Education.
[30] 3RP financial data, January to June 2016. All data provided by Agencies as of June 2016.

## Challenges

Major constraints are still affecting access to education based on gender, special needs, legal status, area of residence, distance from school, family composition, economic vulnerability, and parents' attitudes towards the value of education, among others. Access rates at pre-primary and lower secondary remain extremely low. This is coupled with increasing rates of child labour and exploitation.[31] Once in school, children face additional learning barriers, including discrimination, bullying and violence, and many still struggle with adapting to the Lebanese curriculum, in terms of content and language of instruction. Little analysis has been made in relation to post-basic opportunities that are available for Syrian refugee youth. This is coupled with fragmentation and issues of quality and market relevance of existing TVET service provision. In this regard, there is a need to expand access to multiple learning pathways, including TVET, both in formal and non-formal settings, and by both public and private training providers. As of September 2016, the education sector is 75 per cent funded, with a funding gap of US$89,000,000.[32]

# JORDAN

## Progress

- **System strengthening:** Education sector partners actively contributed, and will provide support, to the recently-launched National Human Resources Development Strategy, which includes a section on the integration of Syrian refugees in the Jordanian education sector and labour force. In addition, work will focus on strengthening the MoE's internal communication, systematic programme and sector planning, delivery, and monitoring capacity. In August 2016, the Open EMIS was officially launched with the goal to improve data on Syrian refugee children, as recommended in the Jordan Compact, to improve planning and decision-making processes based on official and more accurate data.

- **Policy development:** Education sector partners successfully advocated for the establishment of two joint committees with the MoE to discuss policies and programmes related to Syrian refugees and vulnerable children. This resulted in the development of an operational plan to guide the implementation of relevant annual interventions and the definition of priorities and policy shifts regarding refugee education. As agreed in the Jordan Compact, the MoE, together with education sector partners, has designed and launched the new NFE programme – Catch-Up – for Syrian out-of-school refugee children aged 9-12 years. Catch-Up will assist children in accelerating their learning to later be able to reintegrate back into formal schooling. Support will be systematized for universalizing ECE and exponentially expanding MoE's certified NFE programme for school age children who are currently not enrolled in any form of schooling. Sector partners are advocating for lifting documentation barriers and bottlenecks related to enrolment criteria to ensure all children are eligible for official education (formal and non-formal). The Government of Jordan formed a high level committee to look into how TVET can be made more relevant to the needs of the labour market. The past few months also witnessed an increase in the number of Higher Education seats and scholarships available for Syrian refugees.

- **Access:** As a result of the Learning for All/Back-to-Learning campaign, 44,000 children have been pre-registered in host communities and camps in nine governorates. The MoE has extended school registration until the end of September 2016, with feedback mechanisms established to follow up on children facing registration challenges. Pre-primary education has been expanded for the 2016/17 school year in camps and host communities. Increased access to certified formal education opportunities is now possible through the establishment of 102 double-shifted schools and the launching of a new catch-up programme that will target 75,000 children in the next three years. Additional classrooms and WASH facilities were established to increase the absorption capacity of schools. Support to the MoE will continue to expand the number of double-shifted schools.

- **Quality:** The MoE, in collaboration with sector partners, has initiated in-service teacher training programmes. Learning support services targeting in-school and out-of-school children were mainstreamed and comprise remedial education, homework support and BLN. Focus on the quality and relevance of education and on reducing violence in schools will continue through expanding safe, violence-free and protective leaning environments.

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[31] Danish Refugee Council, Norwegian Refugee Council, Oxfam International and Save the Children. 2016. *From Words to Action. Reviewing the commitment made at the Supporting Syria and the Region Conference six months on*, available at: http://reliefweb.int/report/syrian-arab-republic/words-action-reviewing-commitments-made-supporting-syria-and-region.
[32] Financial figures provided by the Lebanon RACE Executive Committee (REC) members.

## Challenges

At the policy level, Syrian children who have missed school time cannot be enrolled in formal schools due to rigid enrolment criteria and limited alternative pathways for reintegration into formal education. In addition, children who lack documentation are being denied their right to education. In terms of operational capacity, the education system is overstretched and Jordan suffers from overcrowded public schools in areas of high-density refugee populations. Children living in informal tented settlements and in remote hard-to-reach areas are also of concern. Child protection concerns such as child labour and early marriage resulting from poverty and negative coping strategies are on the rise. Child labour is becoming increasingly common in Jordan, with children joining the labour market to help their families augment their income. Forty-five per cent of refugee households reporting paid employment rely partly or entirely on income generated by a child.[33] Households are increasingly resorting to early marriage for girls as another coping mechanism to deal with economic vulnerability. As of June 2016, the Education sector is 40 per cent funded, with a funding gap of US$60,333,313.[34]

# IRAQ

## Progress

- **System strengthening:** Following advocacy the government, the MoE of the Kurdistan Region of Iraq (KR-I) established an Emergency Education Unit to coordinate Education in Emergencies (EiE) activities and represent the MoE within the education cluster. Led by the MoE KR-I, the education cluster is committed to facilitating the development of an emergency preparedness and response plan to strengthen the education response.

- **Policy development:** A conceptual framework on NFE has been developed following a major policy shift by the Kurdistan Regional Government (KRG) to allow the transition between non-formal and formal education. Iraq has completed the contextualization process of the INEE minimum standards which will inform both Government counterparts and the international community of the standards for EiE programming.

- **Access:** Interventions include the establishment of additional learning spaces; the use of mobile units targeting Syrian refugee children in host communities; and launching of the BTL campaign through radio messaging, banners in communities and the use of social media. Technical support and funding will be provided to the MoE KR-I to further develop NFE approaches and e-learning/virtual schooling for scaling up access to learning opportunities for refugee and displaced children. Partners have been engaged in summer school activities targeting Syrian refugee children across the country, including catch-up classes, exam revision support, sports competitions, Kurdish language lessons, and various art, music and drama programmes. The education cluster is further providing support to 332,000 internally displaced children through the implementation of EiE programmes, including the establishment of temporary learning spaces with prefabricated classrooms, tents and rented spaces. A total of 100,000 displaced children have received education supplies, and 179,000 displaced children have received teaching and learning materials to continue their education.

- **Quality:** Support has been provided to the MoE KR-I in the training of refugee teachers, enabling them to acquire recognized teaching certificates in KR-I. Implemented training programmes cover improved pedagogy, classroom management, subject matter and psychosocial support. Additional support will focus on addressing the cash flow challenge currently faced by the KR-I with the provision of incentives to volunteer teachers. An e-learning initiative is being modelled to enable the use of educational technology to provide education to Syrian refugee children in three locations in Erbil, Sulaymaniyah and Dohuk. In addition, support in scaling up NFE and accelerated learning programmes is benefitting a further 65,000 displaced children.

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[33] ILO.2015. *Impact of Syrian Refugees on the Jordanian Labour Market*. Jordan: International Labour Organization Regional Office for the Arab States. Main findings available at http://www.ilo.org/beirut/media-centre/news/WCMS_369592/lang--en/index.htm

[34] 3RP financial data, January to June 2016. All data provided by Agencies as of June 2016. For Jordan, only the InterAgency Appeal (UN and NGOs) was tracked as reported in the 3RP Mid-Year Report.

The unavailability of learning spaces continues to be a challenge, especially for internally displaced children in host communities, although educational tents have been largely replaced by prefabricated structures. The education system is overburdened due to triple/quadruple shifts for children in schools, with fewer hours of instruction for children across all shifts. Due to the on-going financial crisis in KR-I, from September 2016 the MoE KRG will be unable to pay refugee teacher incentives or provide textbooks to Syrian refugee students. This is coupled with limited coordination between the federal and regional government in providing educational services in humanitarian settings. The increasing internally displaced persons (IDP) caseload within Iraq puts additional pressure on the humanitarian response with overstretched capacity to address the additional education needs in the IDP settlements that are outside the fairly well-established and well-resourced refugee camps in the country. The Iraq HRP is 44 per cent funded with a funding gap of US$46,334,498,[35] while the 3RP Education sector is 37 per cent funded, with a funding gap of US$31,114,599.[36]

# EGYPT

**Progress**

- **System strengthening:** Efforts have been made to support the MoE in service delivery at decentralized levels through strengthening school-based management. Specific interventions aim to further streamline professional development opportunities and trainings for school managers and key education personnel.

- **Policy development:** Continued advocacy and strengthened partnerships with the MoE to support policy development are priorities. The education sector partners continue to work towards removing barriers faced by Syrian children to access schools, including supporting school registration and the waiving of tuition fees. Education sector partners are further collaborating with the MoE in the development of an education strategy in line with the National Education Strategic Plan 2030.

- **Access:** Public pre-primary education reaches less than one third of the eligible children in the country, with very few Syrian refugee children being enrolled. For this reason, education partners are supporting the establishment of community kindergartens that employ Syrian teachers to ensure that young learners are in safe spaces. Vulnerable refugee children are supported with the provision of cash grants and the waiving of tuition fees. In addition, the Government of Egypt is promoting inclusive education programmes that support the enrolment of Syrian children with disabilities and learning difficulties in public schools. Interventions include teacher training, MoE staff training, and monitoring and evaluating trainings for improved service delivery that emphasizes inclusive education measures.

- **Quality:** To further quality education, sector partners are implementing 'literacy boost' interventions in primary schools to continue the professional development of teachers. The MoE, together with education partners, are in the process of re-introducing a handwriting manual, to improve the reading and writing of learners in primary school, while also establishing Information Technology and science labs to enhance education services.

**Challenges**

Before the Syria crisis, issues of access to quality education in safe environments were already prevalent in the country. Syrian refugee children are accessing public education, but the overcrowding of classrooms, language barriers and violence in schools represent major challenges in areas of high-density refugee populations. In response to overcrowded classrooms, Syrian Community Schools were established to provide education services to Syrian children in Egypt. However, these schools remain unrecognized by the Government of Egypt, have little or no monitoring, and lack quality assurance mechanisms. Poverty remains a major concern and leads to school drop out and child labour. According to the latest UNHCR's Socio-Economic Assessment,[37] about 60 per cent of refugees are living below the poverty line, and an additional 25 per cent are classified as "high" vulnerable (close to the poverty line), thus leading to school drop out and child labour. Access to higher education remains limited and is further hampered by the different fees that apply to Syrian refugees. As of June 2016, the education sector is 10 per cent funded, with a funding gap of US$18,510,471.[38]

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[35] OCHA. 2016. Information extracted from the online Financial Tracking System.
[36] 3RP financial data, January to June 2016. All data provided by Agencies as of June 2016.
[37] UNHCR. 2015. *UNHCR Socio-economic assessment 2014/2015.*
[38] 3RP financial data, January to June 2016. All data provided by Agencies as of June 2016.

# 3. WAY FORWARD

The London Education Strategic Paper has brought together all NLG partners within the framework of the Regional Refugee and Resilience Plan (3RP) and Humanitarian Response Plan (HRP) to **improve programming and reporting around key strategic shifts**. Efforts are underway to streamline and strengthen processes for the 2017/18 reporting period. This Progress Report represents a preliminary account to be followed by a more systematic and coherent reporting mechanism on the post-London education response.

The monitoring and reporting of the 3RP and HRP interventions face **challenges** related to measurement, interpretation of indicators and activities, frequency of reporting and alignment with national education and data management information systems. At the country level, current indicators mostly dwell on the numbers of beneficiaries reached, and not on the quality of interventions nor their strategic significance. Furthermore, there are no indicators that monitor learning achievements. National EMIS, which collect data once a year, do not accurately capture information on moving populations (refugees or IDPs). At the regional level, the main challenge relates to differences between the country indicators and monitoring systems. In addition, the disconnect between humanitarian reporting and monitoring within regular education programmes poses a challenge to a coherent regional reporting framework.

With a view to address these challenges, UNICEF, UNHCR and Save the Children, as focal points for the 3RP and HRP processes, organized a sub-regional Information Management workshop in Amman in July 2016. Participants included education sector teams from inside Syria and the five Syrian refugee host countries. The objective was to develop a **coherent system for monitoring the humanitarian response across the six countries**, in line with the London strategic shifts of system strengthening and policy development, access and quality.

A list of activities and indicators (see Annex 1), together with an accompanying guidance on programming and methods of calculation, are being finalized. They will be used by partners starting the 2017 reporting period and will have a major **impact on harmonization, comparability, quality of reporting, and tracking of goals set for the London Conference**.

UNICEF, in collaboration with UNHCR (for the refugee host countries) and Save the Children (for the Whole of Syria), will thus be able to provide **quarterly reports** with programmatic updates on the education situation in Syria and the five host countries in relation to the goals set by the London Conference. These quarterly reports will be in the form of a four-pager, based on the list of indicators provided in Annex 1 and will include analysis, maps and graphs, as well as reporting on key country or regional initiatives as relevant. The first quarterly report, due in March 2017, will include progress made by countries in terms of the enrolment of children thanks to the BTL campaigns conducted in September and October 2016.

Simultaneously, the process of indicator development is contributing to **improved programming** in areas that have not been strong to date, such as the enhancement of regulatory frameworks for non-formal/informal education provision; the scaling up of the Self-Learning Programme in besieged and hard-to-reach areas (including improved tracking, quality standards and learning measurement); better targeting of youth for post-basic education provision (specifically TVET and higher education); the mainstreaming and measurement of life skills and citizenship education in formal, non-formal and informal education; and the embedding of the Syria crisis response into national education strategies.

The **financial tracking** in the six countries is a more complex endeavor for several reasons. Pledges in London were not specific to education and not all financing to the education sector goes through the humanitarian mechanisms of the 3RP and HRP. There are multiple funding sources, and information on education financing for the Syria crisis is scattered, making data collection difficult. The development of an education financial tracking system, or small observatory, for the Syria crisis is being explored as education stakeholders begin to recognize the need for tracking the education pledges made in London.

# ANNEX 1. LIST OF ACTIVITIES AND INDICATORS

**Education Syria Crisis**
**Logframe**

**Outcome Statement** Scaling-up access to quality education for children affected by the Syria crisis
**Outcome Indicator** Number of children (3-17 years, girls/boys) accessing formal and non-formal/informal quality education

| Programme area | Output indicator | Activity |
|---|---|---|
| **ACCESS: Increase access to education for crisis-affected children** | | |
| 1.1 Early Childhood Care and Education (ECCE) and pre-primary education (3-5 years) | 1.1a Number of children (3-5 years, girls/boys) enrolled in ECCE and pre-primary education | Provide children with ECCE or pre-primary education |
| 1.2 Formal general education (5-17 years) | 1.2a Number of children (5-17 years, girls/boys) enrolled in formal general education | Provide support to formal general schools (including double-shift classes) |
| 1.3 Non-formal education (5-17 years) | 1.3a Number of children (5-17 years, girls/boys) enrolled in accredited non-formal education | Provide children with remedial classes |
| | | Provide children with Curriculum B |
| | | Provide children with accelerated learning programmes (ALP) |
| | | Provide children with catch-up classes |
| 1.4 Informal education (5-17 years) | 1.4a Number of children (5-17 years, girls/boys) enrolled in informal non-accredited education | Provide children with remedial classes |
| | | Provide children with accelerated learning programmes (ALP) |
| | | Provide children with catch-up classes |
| | | Provide children with literacy and numeracy classes |
| | | Provide children with language classes |
| | | Provide children with e-learning |
| | 1.4b Number of children (5-17 years, girls/boys) enrolled in Self-Learning Programme (SLP) | Provide children with SLP |
| 1.5 Technical vocational education and training (TVET) (15-17 years) | 1.5a Number of youth (15-17 years, girls/boys) enrolled in formal TVET | Provide youth with accredited TVET opportunities in formal settings |
| | 1.5b Number of youth (15-17 years, girls/boys) enrolled in non-formal TVET | Provide youth with accredited TVET opportunities in non-formal settings |
| | 1.5c Number of youth (15-17 years, girls/boys) benefiting from informal vocational education | Provide youth with informal vocational education opportunities through on-the-job training and apprenticeship programmes |
| 1.6 Tertiary education (>18 years) | 1.6a Number of students (>18 years, female/male) enrolled in tertiary education | Assist students to enrol in higher education (scholarship opportunities, online/distance learning) |
| 1.7 Back-to-Learning (BTL) campaigns | 1.7a Number of BTL campaigns conducted | Conduct BTL campaigns (media outreach, radio programs, awareness raising activities, community mobilization and community outreach) |
| 1.8 Education facilities | 1.8a Number of classrooms constructed, established or rehabilitated | Construct new classrooms; Establish classrooms in tents, pre-fabs or rented rooms; Rehabilitate classrooms; Provide schools with school furniture (desk, chairs, blackboards, etc.); Provide maintenance and running cost (such as fuel for heating) in learning centres and schools |
| | 1.8b Number of children (5-17 years, girls/boys) benefitting from classrooms constructed, established or rehabilitated | |
| | 1.8c Number of schools benefitting from gender-sensitive and disability-sensitive WASH facilities | Construct, rehabilitate or improve gender-sensitive and disability-sensitive WASH facilities |

| Programme area | Output indicator | Activity |
|---|---|---|
| 1.9 Education supplies | 1.9a Number of children (3-17 years, girls/boys) receiving school supplies | Provide students with learning materials (stationary, pens, notebooks) |
| | | Provide school bags to children |
| | | Provide Early Child Development (ECD) kits to children |
| | 1.9b Number of teachers/facilitators (female/male) receiving teaching materials | Provide teachers and facilitators with teaching materials |
| 1.10 Social protection | 1.10a Number of children (5-17 years, girls/boys) provided with school transportation | Provide children with transportation to school |
| | 1.10b Number of children (5-17 years, girls/boys) supported by cash-transfers | Provide children with tuition fees and scholarships |
| | | Provide support to children through cash-grants |
| | 1.10c Number of children (5-17 years, girls/boys) benefitting from school feeding programmes | Provide children with school feeding programmes in formal or non-formal/informal settings |
| **QUALITY: Improve the quality of formal and non-formal education within a protective environment** | | |
| 2.1 Teacher and education personnel professional development | 2.1a Number of teachers and education personnel trained (female/male) | Train teachers and education personnel on child-centred and protective pedagogy (life-skills and citizenship education, gender-sensitive inclusive education, classroom management, codes of conduct and anti-bullying) |
| | | Train teachers and education personnel on psychosocial support and referral mechanisms |
| | | Train teachers and education personnel on Education in Emergencies (EiE) and national/INEE (Inter-Agency Network for Education in Emergencies) Minimum Standards (MS) |
| 2.2 Teacher and education personnel recruitment and retention | 2.2a Number of teachers and education personnel receiving incentives (female/male) | Provide teachers and education personnel with incentives |
| | 2.2b Number of teachers and education personnel receiving teaching resources, kits and guides (female/male) | Provide teachers and education personnel with teaching resources, kits and guides |
| 2.3 Life skills and citizenship education | 2.3a Number of children (5-17 years, girls/boys) benefiting from life skills and citizenship education programmes in formal settings | Provide children both in formal and non-formal/informal settings with life skills and citizenship education programmes; Develop programmes to establish and support school parliaments, school councils, school clubs and other participation mechanisms in and around schools; Support innovative approaches for introducing life skills and citizenship education into teaching and learning processes; Establish complaint mechanisms in schools to report bullying and school violence; Work at community level to create an enabling environment and increase awareness on the importance of life skills and citizenship education |
| | 2.3b Number of children (5-17 years, girls/boys) benefiting from life skills and citizenship education programmes in non-formal settings | |
| | 2.3c Number of children (5-17 years, girls/boys) benefiting from life skills and citizenship education programmes in informal settings | |
| | 2.3d Number of teachers and educational personnel receiving training in life skills and/or citizenship education | |
| 2.4 Teaching and learning materials | 2.4a Number of children (5-17 years, girls/boys) receiving textbooks | Provide textbooks for children |
| | 2.4b Number of children (5-17 years, girls/boys) receiving supplementary materials in formal and non-formal/informal settings | Provide supplementary learning materials for children attending formal and non-formal/informal education |
| | 2.4c Number of children receiving recreational materials | Provide children with recreational materials |

| Programme area | Output indicator | Activity |
|---|---|---|
| **SYSTEM STRENGTHENING: Strengthen the capacity of the education system to deliver a timely, coordinated and evidence-based education response** | | |
| **3.1** Policies and strategies | **3.1a** Number of crisis-sensitive policies and strategies developed and endorsed | Support the development of IDP and refugee-sensitive policies aimed at removing legal barriers for children's access to public education |
| | | Support the improvement of child protection policies and referral mechanisms in schools |
| | | Support the development of evidence-based policies aimed at improving access to and the quality of education |
| | | Foster collaborative frameworks between education authorities and civil society in the provision of education |
| | | Develop accreditation frameworks for non-formal education, including TVET, together with pathways to formal education opportunities |
| | | Support mainstreaming of the humanitarian response in national education plans |
| **3.2** Data collection systems | **3.2a** Number of programmes implemented to improve crisis-sensitive data collection | Build the capacity of education personnel at all levels in crisis-sensitive data collection and analysis and dissemination |
| | | Strengthen data collection processes at school and decentralised levels |
| | | Improve data collection related to non-formal education |
| | | Strengthen and mainstream rapid assessments and real-time monitoring |
| | | Explore and enhance tools for measuring learning |
| **3.3** Capacity development | **3.3a** Number of education actors (female/male) trained on policy, planning, data collection, sector coordination and INEE MS | Build the capacity of education authorities to lead, coordinate, manage and monitor the education sector |
| | | Build the capacity of education personnel and partners in evidence-based policy development and planning |
| | | Train education actors on national standards, EiE and INEE MS |
| | | Train education actors on advocacy of the needs and rights of children in crisis contexts |
| | | Provide support to the supervisory function of the education system |
| | **3.3b** Number of Parent Teacher Associations (PTA) supported or established | Support or establish school-based governance and accountability mechanisms (e.g. Parent Teacher Associations, School Councils) to support school operations |
| | | Introduce frameworks for school-based management and monitoring |