



# WE MADE A PROMISE

ENSURING LEARNING PATHWAYS  
AND PROTECTION FOR SYRIAN  
CHILDREN AND YOUTH



**Brussels Conference**  
April 2018



**#NOLOST  
GENERATION**  
#لا نضيع جيل



**Supporting the future  
of Syria and the region**

Brussels II Conference 24-25 April 2018

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# KEEPING OUR PROMISE

At the London Conference in 2016, the international community made a commitment to secure learning pathways and protection for Syrian children and youth, whose educational future was jeopardized by the ongoing crisis. It committed to **reach all out-of-school children inside Syria, all school-age Syrian refugee children in the five host countries (Turkey, Lebanon, Jordan, Iraq and Egypt)**<sup>1</sup> as well as affected host-community children, with learning opportunities through a total funding ask of US\$1.4 billion per year.

One year after the London Conference, during the Brussels Conference in 2017, the Education Report called for more effective education response architecture inside Syria,<sup>2</sup> supporting public education systems in the five host countries, mainstreaming refugee response plans and policies, and strengthening child protection mechanisms.

In 2018, as the Syria crisis enters its eighth year, the need to honour that commitment is as pressing as ever. Yet many of the most vulnerable children inside Syria and in the host countries are still denied access to inclusive, equitable and quality learning opportunities. This puts the entire next generation at jeopardy.

Through the collective efforts of host-country governments – who continue to make a significant contribution by opening their national systems to refugee children – and the No Lost Generation (NLG) partners, some progress has been made. **School enrolment in Syria has stabilized**, with approximately 3.7 million children (64 per cent of school-age children) currently enrolled. **In the five host countries, the number of school-age Syrian children enrolled in formal or regulated non-formal education (NFE) has increased**,<sup>3</sup> from 1.04 million (59 per cent) in December 2016 to 1.25 million (65 per cent) in December 2017.

This progress, which has been achieved by strategic shifts in the education response focusing on the three pillars of access, quality and system strengthening, has averted an even worse situation for the children and youth concerned.<sup>4</sup> Yet, there is a long way to go if the promise made at the London Conference is to be kept. Around **2.08 million school-age Syrian children (36 per cent) remain out of school inside Syria and 689,000 school-age Syrian children (35 per cent) remain out of school in the five host countries**. Many of these children are the most vulnerable, including those with disabilities.

Barriers to access and effective learning for Syrian children and youth are complex and extend beyond the education sector to a wide range of protection and socio-economic issues. These complicating factors include the prevalence of child labour, child marriage, lack of identity documentation, lack of safety both at home and in school, the cumulative psychosocial effects of protracted trauma and displacement, and the need for young people to earn a livelihood for themselves and their families.

In 2017, the total funding requirement for the education humanitarian responses in Syria and the five host countries was calculated at US\$1,091 million.<sup>5</sup> By the end of the year, US\$566 million had been received, only 52 per cent of the funds required. This represented a decline from the US\$618 million (71 per cent of sector requirements) received in 2016,<sup>6</sup> posing a further challenge to an effective education response.

The need for multi-year, sustained and timely funding remains as urgent in 2018 as it was in 2016 if the education response is to be strategic and effective, and if the learning pathways and futures of all Syrian children and youth are to be secured as promised. The second conference in Brussels in April 2018 is an opportunity to renew the promise we made two years ago in London.

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<sup>1</sup> The order of mentioning host countries in this report (Turkey, Lebanon, Jordan, Iraq and Egypt) is made on the basis of the refugee influx.

<sup>2</sup> NLG. 2017. *Preparing for the Future of Children and Youth in Syria and the Region through Education, London One Year On: Full Report*. Available at: [http://wos-education.org/uploads/reports/170331\\_Brussels\\_paper.pdf](http://wos-education.org/uploads/reports/170331_Brussels_paper.pdf)

<sup>3</sup> The terminology 'school-age children' refers to children in the age range of 5-17 years.

<sup>4</sup> The terminology 'youth' refers to the age range of 15-24 years.

<sup>5</sup> Funding requirements are derived from the Syria and Iraq Humanitarian Response Plans (HRPs) and the five host countries Regional Refugee and Resilience Response Plan (3RP) funding appeals as of January 2017 and adjusted as per mid-year funding appeal updates, where applicable. Received funding is as of December 2017. See *Annex 2* on issues related to tracking funding.

<sup>6</sup> Please note that not all funding to the education sector is adequately covered. However, funding for the humanitarian education response remains a key concern (see *Section 3* and *Annex 2* for further discussion).

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## ACKNOWLEDGEMENTS

The following partners in Syria, Turkey, Lebanon, Jordan, Iraq and Egypt contributed to the drafting of this Report: Ministries and national institutions responsible for education; United Nations country office teams from the United Nations Educational, Scientific and Cultural Organization (UNESCO); the United Nations High Commissioner for Refugees (UNHCR); the United Nations Children’s Fund (UNICEF); country education donor groups; and Syrian and international non-governmental organizations (NGOs).

At the regional level, the following education and development partners provided technical inputs. From United Nations agencies: UNESCO, UNHCR, UNICEF, and the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA). From NGOs and foundations: Mercy Corps, the Norwegian Refugee Council and Save the Children. The contribution from the donor community included Canada, the Department for International Development (DfID), the European Commission/European Civil Protection and Humanitarian Aid Operations (ECHO)/European Neighbourhood Policy and Enlargement Negotiations (NEAR), and the Netherlands.

The conclusions and recommendations of the report were validated during the Education Consultation Meeting held on 15 March 2018 in Amman, Jordan.

In addition, insights shared by Syrian teachers and youth from refugee camps in Jordan during the consultation contributed to the development of this Report.

# 1

## LONDON TWO YEARS ON: THE SITUATION FOR CHILDREN AND YOUTH

Entering its eighth year, the conflict in Syria has **uprooted more than 11.6 million Syrians from their homes**: some 6.1 million have been internally displaced while 5.5 million have sought refuge in the five host countries of Turkey, Lebanon, Jordan, Iraq and Egypt.<sup>7</sup>

The NLG initiative was launched in 2013 to focus attention on the plight of children and youth affected by the Syria and Iraq crises. Building on the efforts made under the NLG initiative, the Supporting Syria and the Region Conference held in London in 2016 represented a significant shift in the international community's response to the Syria crisis. This included focusing on jobs and economic opportunities, the strategic role of education, and the need to make long-term commitments to provide adequate and predictable funding for Syria and the region.

### Box 1 The No Lost Generation (NLG) initiative

The NLG initiative is an ambitious commitment to action by humanitarians, donors and policy makers in support of children and youth affected by the Syria and Iraq crises. The aim of the initiative is to secure the safety and future of a whole generation of children and youth whose wellbeing, education and development stand to be decimated by seven years of war.

Programming under the NLG initiative is embedded within the Humanitarian Response Plans (HRP) for the Syria and Iraq crises, as well as the Regional Refugee and Resilience Response Plan (3RP) in the host countries in the region (Turkey, Lebanon, Jordan, Iraq and Egypt). It reaches children and youth under three programme pillars: education, child protection, and adolescents and youth. It aligns with the long-term vision of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, set out in the Sustainable Development Goal (SDG) 4 Education 2030 Agenda.

At the regional level, the NLG initiative:

- provides an overarching regional framework for key areas of the response;
- provides a platform for joint advocacy on priorities for children and youth;
- amplifies the voices and perspectives of adolescents and youth;
- links efforts in different sectors to achieve results on issues which cannot be addressed by one sector alone, such as child labour or child marriage;
- combines immediate responses with strategic investments for the future; and
- mobilizes resources for sectors at risk of underfunding.

Website: [www.nolostgeneration.org](http://www.nolostgeneration.org)

Participants at the London Conference set the ambitious goal of **reaching all out-of-school children inside Syria, all school-age Syrian refugee children in the five host countries, as well as affected host-community children**, with learning opportunities. Education funding of US\$1.4 billion per year was requested in order to fulfil this goal. Two years after London, and ahead of the second conference in Brussels in April 2018, this report presents the consensus of NLG partners, humanitarian and development actors, donors, and affected governments on:

<sup>7</sup> UNHCR (data as of February 2018).

- the extent to which NLG partners are **fulfilling their commitment** to provide learning opportunities for all Syrian children, as well as vulnerable children in host communities;
- the key strategies required to **reach those children** who are still out of school or out of other forms of recognized learning; and
- what needs to be done differently in the years to come in order to **secure learning pathways for all** children and youth affected by the crisis.

## 1.1 ACCESS TO LEARNING OPPORTUNITIES

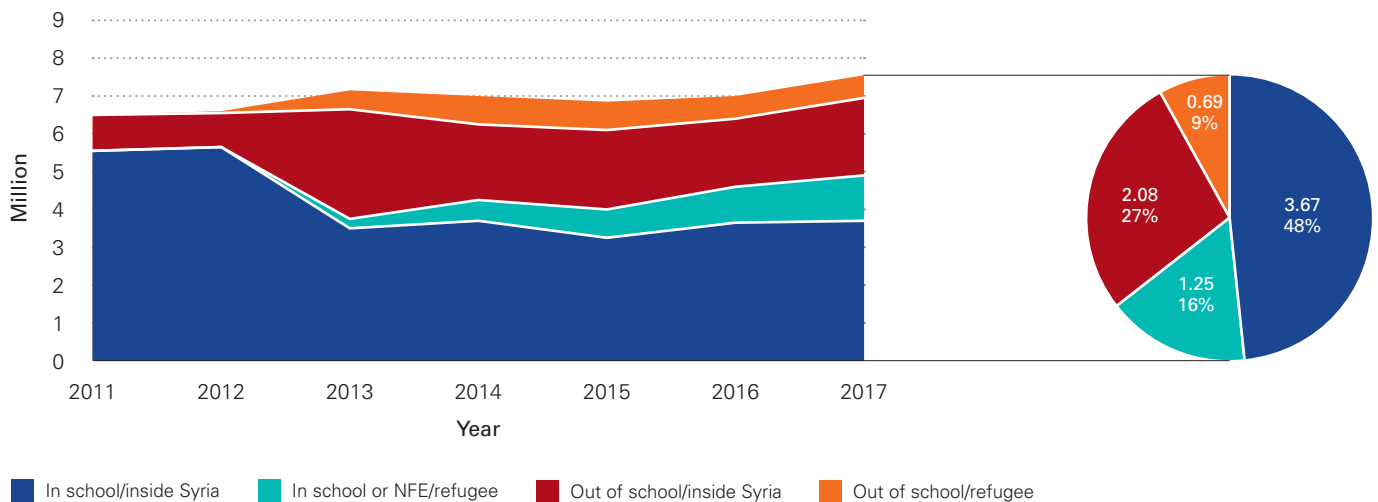
### Overall trends

Inside Syria and the five host countries, there is an estimated number of **4.9 million school-age Syrian children enrolled** in formal and non-formal education (64 per cent of the school-age population).<sup>8</sup> Trends show **stability** in enrolment inside Syria and **progress** in the five host countries – a positive course considering the unprecedented magnitude of the Syria crisis and the extremely difficult and ever-shifting circumstances (*Figure 1*).

**Host countries** continue to make a significant contribution by opening their national systems to refugee children and removing barriers to access. **Seven out of eight children** who engage in learning opportunities **are in formal schools. Non-formal education (NFE)**, strategically provided by national and international non-governmental organizations (NGOs), has contributed to the learning of nearly 300,000 Syrian and affected host-community school-age children of whom more than 160,000 were out-of-school Syrian children.

It is estimated that the sustained humanitarian response since 2014 has prevented 2.5 million children from becoming out of school.<sup>9</sup> Still, there is a long way to go before meeting the London 2016 goal of *reaching all out-of-school children inside Syria, all school-age Syrian refugee children in the five host countries, as well as affected host-community children*. **Around 2.8 million school-age Syrian children** (36 per cent) **remain out of school in Syria and the five host countries**.

**Figure 1** Number of school-age Syrian children and in and out of school in Syria and the host countries<sup>10</sup>



<sup>8</sup> Enrolment figure also includes a small number of Palestine refugee children inside Syria.

<sup>9</sup> Statement based on a simulation using the log-level regression for enrolment data in the first three years of the Syria crisis inside Syria, and the ordinary least square regression for enrolment in the first three years of the refugee crisis in the five host countries. The selection of models assumes that the governments of Syria and the five host countries have the capacity to slow down the increase in out-of-school children without additional support from the international community.

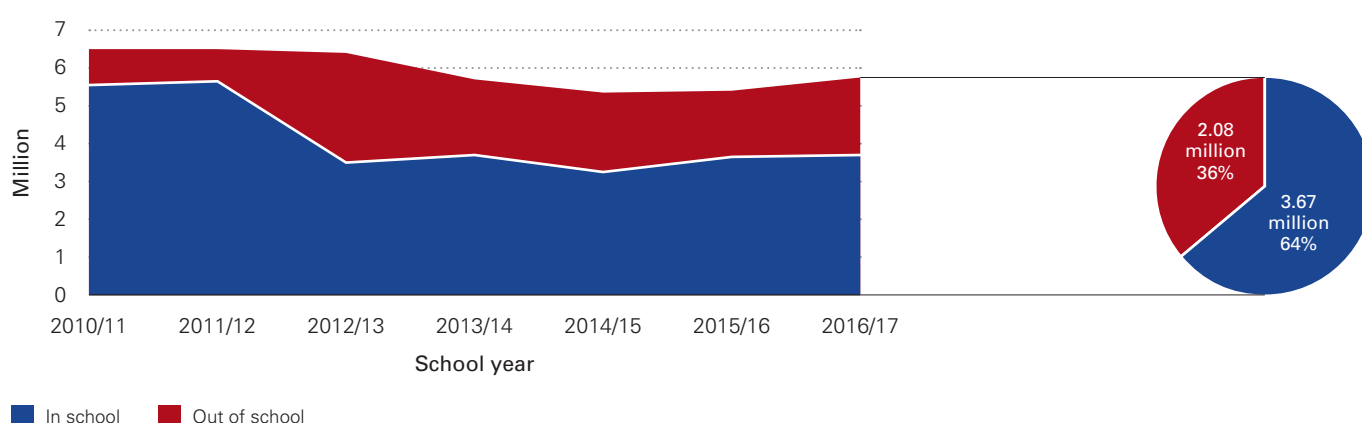
<sup>10</sup> See footnotes for *Figure 2* and *Figure 3*. The combination of data inside and outside Syria proxies the overall situation, but not with 100 per cent accuracy. Information inside Syria is reported on a school-year basis, while information outside Syria is reported on a calendar-year basis.

## Inside Syria

Amongst the 5.76 million school-age children inside Syria, **school enrolment has remained stable** after the sharp decrease in the 2011/12 school year, with around 3.7 million children (64 per cent) enrolled (*Figure 2*).<sup>11</sup> More than 40 per cent of the out-of-school children in Syria are in the age range of 15-17 years. Enrolment is slightly in favour of girls, with a gender parity index of 1.03 in the 2016/17 school year.<sup>12</sup>

A total of 3.9 million Syrian youth (15-24 years) are estimated to be inside Syria, 34 per cent of whom are at upper secondary school age. With only around 420,000 youth enrolled, the **upper secondary gross enrolment ratio is low** at 32 per cent. The number of girls in general upper secondary school is higher than that of boys (193,000 vs. 152,000), while the number of girls in vocational upper secondary schools is around half that of boys (27,000 vs. 51,000).

**Figure 2** Number of school-age children in and out of school inside Syria<sup>13</sup>



While enrolment remains stable, the **number of out-of-school children inside Syria** shows an increase from 1.75 million in the 2015/16 school year to 2.1 million in the 2016/17 school year. This is mainly explained by the adjustment to higher estimates of school-age population by the United Nations Office for Coordination of Humanitarian Affairs (OCHA) (see *Annex 2*).

## In the five host countries

In December 2017, there were 1.94 million school-age refugee children from Syria in the five host countries (Turkey, Lebanon, Jordan, Iraq and Egypt), as compared to 1.77 million in the same month in 2016 (*Table 1*). The number of school-age **Syrian children enrolled in formal or regulated NFE has increased** from 1.04 million (59 per cent) in December 2016 to 1.25 million (65 per cent) in December 2017, mainly driven by the growth in formal enrolment in Turkey and in NFE in Lebanon. Correspondingly, **the number of Syrian children out of both formal and regulated NFE has decreased** from 731,614 (41 per cent) in December 2016 to 689,087 (35 per cent) in December 2017 (*Figure 3*).

There are an **estimated 1 million registered Syrian refugee youth aged 15-24**. Of these, 32 per cent are of upper secondary age. While the enrolment rate is stable for children in primary school, it **decreases dramatically at secondary level**. The gross enrolment rate for Syrian students in upper secondary education is under 25 per cent in all host countries except Egypt. It is at secondary and tertiary levels that a comparison between Syrian refugees and their host-community peers reveals the greatest gap. Despite marginal improvements in data availability and quality, information required to profile refugee youth for evidence-based programming tailored to their educational and protection needs is lacking.

<sup>11</sup> UNICEF. 2018 (forthcoming). *Quantitative Analysis of Education in Syria, 2010/11 to 2016/17*. Estimates rely mainly on the Ministry of Education (MOE) Education Management Information System (EMIS) applying the unchanged assumption of 25 per cent of pre-crisis enrolment in Ar-Raqqa and Deir-ez-Zor governorates.

<sup>12</sup> Gross enrolment rate for girls divided by gross enrolment rate for boys.

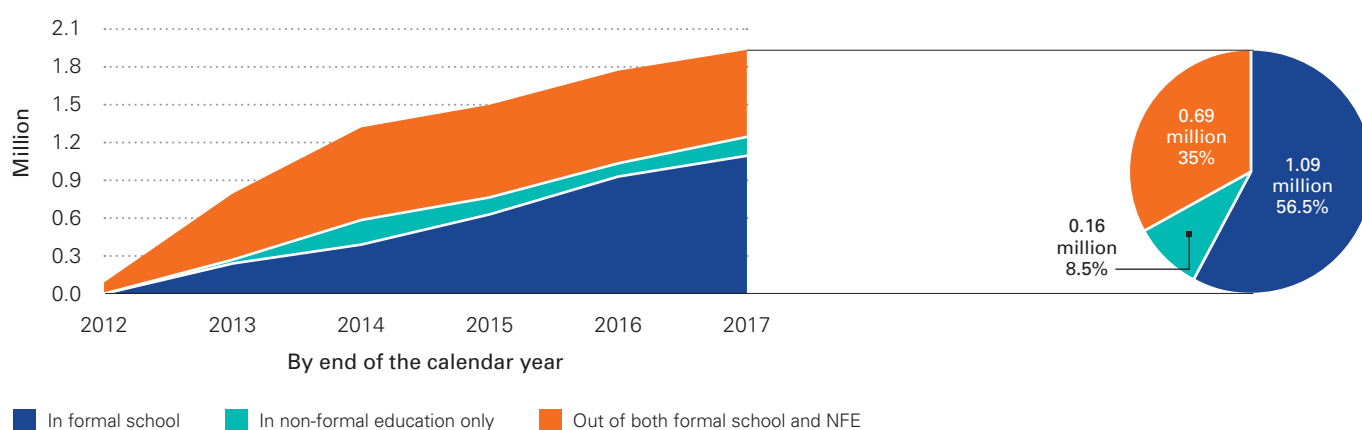
<sup>13</sup> Before 2015/16, school-age populations were estimated by taking an average of the estimates from the Syria Central Bureau of Statistics, United Nations Population Division (UNPD), and the US Census Bureau. Since 2015/16, the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) has been the sole provider of population estimates. Schooling figures are estimated using EMIS with an assumption of 25 per cent enrolment in the Islamic State of Iraq and the Levant (ISIL)-controlled area. Enrolment in NFE is counted as out of school.

**Table 1** Education snapshot in the five host countries: December 2017 and December 2016<sup>14</sup>

Country	Year	Registered school-age Syrian refugee children <sup>15</sup>					
		Total	In formal education	Gender parity	Only in non-formal education <sup>16</sup>	Out of both formal and non-formal education # and %	
Turkey	2017	976,200	610,515	1.08	20,000	345,685	35%
	2016	833,039	492,544		13,000	327,495	39%
Lebanon	2017	625,222	264,970	1.02	92,617	267,635	43%
	2016	604,133	247,025		54,746	302,362	50%
Jordan	2017	233,052	130,668	1.02	29,247	73,137	31%
	2016	232,868	126,127		19,537	87,204	37%
Iraq	2017	66,514	46,335	1.02	17,549	2,630	4%
	2016	61,804	29,172		18,079	14,553	24%
Egypt	2017	42,009	41,640	1.02	369	–	–
	2016	37,356	35,884		1,472	–	–
Total for all host countries	2017	1,942,997	1,094,128	1.05	159,782	689,087	35%
	2016	1,769,200	930,752		106,834	731,614	41%

**Turkey** continues to host the largest number of school-age refugee children, which increased to 976,200 in 2017 from 833,039 in 2016. Thanks to significant efforts, the number of refugee children enrolled has increased by about 25 per cent. With the Ministry of National Education's (MONE's) progressive inclusion of Syrian children in the national system, for the first time there were more school-age Syrian children enrolled in Turkish public schools (373,381) than in temporary education centres (237,134) in 2017. In **Lebanon**, enrolment of school-age Syrian children, both formal and non-formal, has increased from 301,771 in 2016 to 357,587 in 2017. Maximizing the use of public schools through the second-shift system has increased the absorption capacity of national education systems, particularly in **Lebanon** and **Jordan**.

**Figure 3** Number of school-age Syrian refugee children in and out of school in the five host countries<sup>17</sup>



<sup>14</sup> UNICEF calculation based on UNHCR data portal, 3RP monthly updates and UNICEF Syria Crisis Situation Report. While 3RP data is updated on a monthly basis, this report is based on reporting in December, when a thorough data analysis is conducted, double-counting is examined and corrected in consultation with education stakeholders and information management focal points in each country. Historical data is also reviewed and corrected when necessary, which is why some figures reported in December 2016 are different from those reported in last year's NLG report.

<sup>15</sup> Registered refugees refer to those either registered with UNHCR or the host country. In some cases, enrolment also covers unregistered refugees, therefore it is possible to see enrolment very close to the number of registered refugees (Egypt's case) or even larger. For Lebanon, the Syrian refugee children population corresponds to the total number of children known to UNHCR (i.e., both registered and others that have approached UNHCR for registration). In addition, education data in Lebanon pertains to the age group of 3 to 18 years given that this is the target population of the Lebanon RACE II framework.

<sup>16</sup> In 2017, 3RP partners have reached almost 300,000 children with NFE programmes. Some of these children were also enrolled in formal education and NFE was supporting their learning. Table 1 reports the estimated number of Syrian children that were only enrolled in NFE programmes and not enrolled in any other form of education (i.e., those out of school) as of December 2017.

<sup>17</sup> UNICEF calculation based on UNHCR data portal, 3RP monthly update and UNICEF Syria Crisis Situation Report. Due to the lag in reporting and data cleaning, reliable education statistics for refugees are reported by calendar year instead of school year.



In the five host countries, girls are more likely to enrol in formal education. Particularly in Turkey, the gender parity index is as high as 1.08. While the data available does not enable accurate calculation for 2017 in NFE, existing reporting implies a gender balance.

The Syria crisis continues to impose pressure on **host-community children and youth** in the five host countries, especially in the smaller countries where education resources are particularly stretched. Almost one out of three school-age children in Lebanon are Syrian, and one out of 12 are Syrian in Jordan.<sup>18</sup>

Participants at the London Conference made a commitment to reach 300,000 host-community children affected by the crisis in the host countries. Though it is difficult to provide an accurate number of host-community children who benefit from refugee education programmes, **progress has been reported**. In Lebanon, the second iteration of the Reaching All Children with Education (RACE II) plan has facilitated an increase in public school enrolment for Lebanese children from 185,659 in the 2014/15 school year to 209,759 in the 2017/18 school year.<sup>19</sup> In Jordan, 38,975 Jordanian children are now benefitting from NFE programmes that mainly target Syrian children; almost triple the number in 2016. Additionally, it is worth noting that some NFE programmes in Iraq target both Syrian refugees and Iraqi internally displaced children, and, in Egypt, school supplies delivered within the Regional Refugee and Resilience Response Plan (3RP) framework have managed to reach 1.8 million Egyptian and Syrian students.<sup>20</sup>

## 1.2 QUALITY OF EDUCATION

In addition to access and participation, the **quality of education and learning** remains a concern in Syria and the five host countries, as the limited available information demonstrates.

Inside Syria, a learning outcome assessment in Idleb shows that 59 per cent of 6<sup>th</sup> graders, 52 per cent of 7<sup>th</sup> graders and 35 per cent of 8<sup>th</sup> graders in surveyed schools do not possess grade 2 reading skills.<sup>21</sup> Additionally, the Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) conducted in Idleb, Rural Damascus, Rural Aleppo and Deir-ez-Zour found that less than 10 per cent of grade 3 students can read and perform basic mathematical tasks at the corresponding grade level.<sup>22</sup>

Trends in national examinations for grades 9 and 12 inside Syria reveal a significant decline in both access and quality of education.<sup>23</sup> The number of grade 9 examination candidates decreased by 34 per cent from 2011 to 2017, and grade 12 candidates by 42 per cent over the same period. The number of candidates who passed the exams for grades 9 and 12 also decreased by 39 per cent and 23 per cent, respectively.<sup>24</sup>

In Jordan, the effective measurement of 30 schools over the last three school years shows that the quality of education has slowly increased. However, challenges persist particularly in learning outcomes in formal education. Through the Early Grade Reading and Mathematics Project (RAMP), the Ministry of Education (MOE) undertook an EGRA and EGMA assessment, oversampling Syrians to provide a new baseline. The results indicate that Syrian children are performing lower than their Jordanian peers in reading but are at par with Jordanian children in mathematics.<sup>25</sup>

## 1.3 BARRIERS TO ACCESS AND LEARNING

The results presented are affected by a wide range of barriers: from overstretched education systems to protection issues of children and youth, as well as challenges to basic survival.

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<sup>18</sup> Based on the 2017 population estimate by UNPD and the UNHCR registration data up to December 2017.

<sup>19</sup> Information provided by the Ministry of Education and Higher Education (MEHE).

<sup>20</sup> Information reported by the 3RP education tracking sheet.

<sup>21</sup> International Rescue Committee. 2017. *Impact of War on Syrian Children's Learning*.

<sup>22</sup> Chemonics International. 2017. *The Status of Early Primary Education in Syria*.

<sup>23</sup> Government controlled areas.

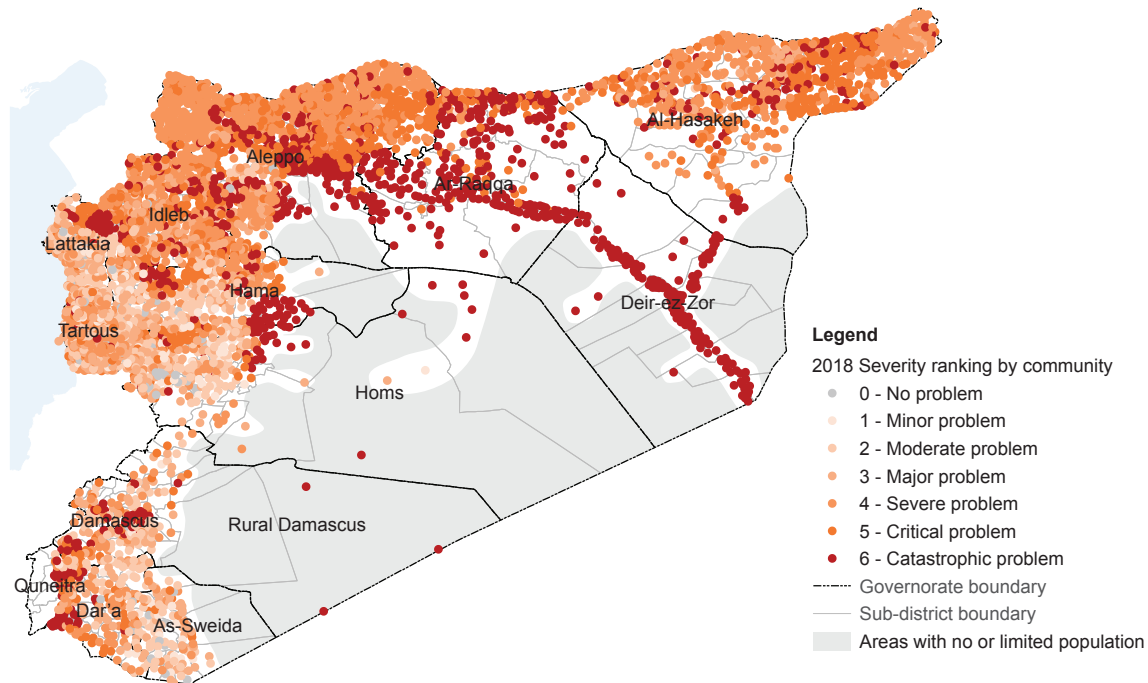
<sup>24</sup> National Center for Evaluation in Education, 2017.

<sup>25</sup> Jordan RAMP Early Grade Reading and Mathematics Initiative Midline Survey results, 2017.

## Inside Syria

It is estimated that **seven in ten school-age children**, or more than 4.2 million, live in communities where education support is urgently needed to maintain or revive the education system (see *Map 1*). Approximately 124,000 school-age children live in besieged areas where humanitarian assistance is extremely difficult to access and 738,000 live in areas that are hard to reach due to the Islamic State of Iraq and the Levant (ISIL) control, military encirclement or other reasons.<sup>26</sup>

**Map 1** Whole of Syria (WoS) education severity scale, by community<sup>27</sup>



**Disclaimer:** The designations employed and the presentation of material on this map do not imply the expression of any opinion whatsoever on the part of the Secretariat of the United Nations concerning the legal status of any country, territory or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

**Creation date:** November 2017

**Source:** OCHA, Whole of Syria education sector

Both children and teachers demonstrate **psychosocial distress** inflicted by conflict, including depression, anxiety and panic attacks. This increases their vulnerability and exposure to risks, including negative coping strategies.

### Box 2 Children with disabilities in Syria

The experience of children with disabilities is often one of marginalization and disempowerment. Many live isolated lives and struggle against stigma, discrimination and an environment that does not accommodate their needs and excludes them from social participation:

- An estimated 3.3 million children inside Syria are **exposed to explosive hazards**.
- **Lack of access to proper medical and psychological care** has prolonged or worsened injuries and disabling conditions amongst children.
- Children with disabilities are exposed to **higher risks of violence** and face difficulties accessing basic services including education.
- Families of children with disabilities in conflict or crisis often lack the means or ability to provide their children with the **assistive equipment they need**.

<sup>26</sup> According to OCHA update to besieged and hard-to-reach locations and data set, 19 December 2017.

<sup>27</sup> The education severity scale is generated by the WoS education sector to describe the needs in education. The scale is initially calculated at community level. The calculation assigns heavier weight to the enrolment, availability of learning facilities and availability of teachers' indicators. These indicators are sensitive to the internally displaced people caseload and intensity of conflict indicators. For greater details, please refer to [http://wos-education.org/uploads/WoS%20-%20Resources/Maps/HNO2018\\_CommSeverity\\_2018-03-27.png](http://wos-education.org/uploads/WoS%20-%20Resources/Maps/HNO2018_CommSeverity_2018-03-27.png)

### Box 3 'This is more than violence': An overview of child protection needs in Syria<sup>28</sup>

Children in Syria endure multiple protection risks and violations of their rights on a daily basis. Child protection issues are interconnected and compounding, as children rarely experience a particular protection issue in isolation from other protection issues and vulnerabilities. Risks and violations experienced by children inside Syria include:

- **Child labour** – Many children are involved in economic activities that are mentally, physically or socially dangerous and limit or deny their right to education.
- **Child recruitment** – Children often get involved in frontline combat roles, military training and support roles.
- **Child marriage** – Children and their families may resort to child marriage as a negative coping strategy to respond to economic difficulties and protection concerns.
- **Civil documentation/birth registration** – Unregistered children face difficulties in accessing basic services including education.
- **Family violence** – Changes in family structure and deteriorating financial and living conditions have contributed to increased family violence.
- **Death and injuries** – More than 3 million children remain exposed to the risk of explosive hazards.
- **Psychosocial distress** – Children's experiences of violence in communities, schools and homes, combined with deterioration of living conditions, profoundly affect their wellbeing, development and ability to learn.

**Child labour** remains a major barrier to education, with over 2,110 (40 per cent) of communities surveyed in Syria considering the need of children to work or help the family as one of the key reasons for being out of school.<sup>29</sup> In 82 per cent of assessed communities, respondents reported that child labour was an issue of concern. Boys are more likely to be involved in hazardous forms of labour and girls in domestic work.<sup>30</sup>

**Child recruitment** is a concern for boys, with many under the age of 15 reported to have engaged in active combat roles.<sup>31</sup> Since the onset of the conflict, there have been reports of an upward trend in **child marriage** for girls, although the scope is unknown. In 69 per cent of assessed communities, respondents reported child marriage as an issue of concern, with 20 per cent reporting it as a common or very common issue.<sup>32</sup>

The lack of access to **identity documentation** impedes access to education as well as critical humanitarian assistance. It is the most frequently identified protection need in both the 2017 and 2018 Humanitarian Needs Overviews (HNO), reportedly affecting 83 per cent of assessed communities.<sup>33</sup>

An additional and emerging protection concern is the situation of **foreign children stranded** in former ISIL-controlled territory. These children have no valid legal documents and very limited access to basic services, including education. Syrian children who used to live in ISIL-controlled areas are also at high risk of being stigmatized and denied basic rights, including non-discriminatory access to education.

Deliberate and indiscriminate attacks on education have killed students and teachers, and have destroyed schools. In 2017, **67 attacks on education** were verified, the majority of which occurred in Idlib (18), Aleppo (14) and Deir-ez-Zor (10). In addition, 22 incidents of military use of schools were verified, 16 of which were subsequently attacked.<sup>34</sup>

Because of a shortage of functional classrooms, about 1 million children are accessing schools in **double or more shifts**. The number of teachers in the formal education system has decreased since 2011/12 by more than half, to less than 200,000 teachers in 2017. In the 2017 Multi-Sector Needs Assessment (MSNA) conducted by OCHA, 45 per cent of communities in Syria indicated teacher-related needs as the priority educational need.<sup>35</sup>

<sup>28</sup> Whole of Syria Child Protection Area of Responsibility. 2018. *An Overview of Children Protection Needs in Syria*.

<sup>29</sup> Ibid.

<sup>30</sup> OCHA. 2018. *Syrian Arab Republic Humanitarian Needs Overview*.

<sup>31</sup> Ibid. Eighteen per cent of 300 verified cases involved 289 boys under the age of 15 – with some as young as 12 years.

<sup>32</sup> Ibid.

<sup>33</sup> Ibid.

<sup>34</sup> Whole of Syria. 2018. *Attacks on Education in Syria (March 2011 – December 2017)*. Available at: [http://wos-education.org/uploads/WoS%20-%20Resources/Resources/Infograph\\_2018-03-22.pdf](http://wos-education.org/uploads/WoS%20-%20Resources/Resources/Infograph_2018-03-22.pdf)

<sup>35</sup> OCHA. 2017. *Multi-Sector Needs Assessment (MSNA)*. There are 17 options in the questionnaire, five related to teachers: qualified teachers, teaching and learning materials for students, resources to pay teachers, provision of teaching supplies/kits, and teacher training.

## In the five host countries

In the host countries, Syrian refugee children and youth continue to be exposed to multiple and ever-growing **protection risks**, due to protracted displacement, depletion of household assets and limited access to basic social services. After years in exile and with savings depleted, there is growing evidence of an increased recourse to both **child labour** and **child marriage** as negative coping strategies amongst refugees from Syria.<sup>36</sup> These practices are also prevalent amongst vulnerable children and youth from host communities. Another significant challenge to accessing learning opportunities is the trend for girls to be kept at home and have their movements restricted, particularly by families who fear for their safety and wish them to primarily contribute to household work.<sup>37</sup> Updated data is needed on the prevalence of home-bound children, and the effect of this practice on access to education, with particular attention to disaggregating data by age, gender and other factors, including disabilities. In addition, **insecurity and violence in schools** are also disincentives to attendance and lead to longer-term psychosocial issues. Refugee children are suffering from cumulative **psychosocial distress** resulting from individual and collective experiences of war, violence, family separation and displacement, combined with new sources of stress in their countries of refuge, all of which have an impact on their ability to learn.

## The specific case of youth

At the 2016 London Conference, NLG partners called for a **more systematic targeting of youth**, both inside Syria and in the five host countries. Despite promising practices in Lebanon and Jordan, interventions in the areas of **Technical and Vocational Education and Training (TVET)** and skills development remain fragmented and limited to direct service delivery. The total number of reported beneficiaries is negligible in comparison to the needs. **Tertiary education** remains accessible only to refugee youth who can afford it or who have access to scholarships, and those who possess the necessary identity documents or legal residence status.

Protection concerns, reinforced by inequity and socioeconomic constraints across Syria and the host countries, seem to particularly impact youth, resulting in dropout and low access rates to post-basic education. In addition, young people have expressed concern with a mismatch between skills they acquire through education and skills they require to access the labour market (see NLG brief on youth).<sup>38</sup>

## 1.4 REACHING PALESTINE REFUGEES<sup>39</sup>

Close to 55,000 Palestine refugee students in Syria, Lebanon, Jordan and Gaza continue to be affected by the crisis.<sup>40</sup> Prior to the crisis in Syria, during the school year 2010/11, there were 67,242 Palestine refugee students enrolled in UNRWA basic education schools. Due to the crisis, attendance decreased to only 21,962 students in February 2013. However, with the support of the UNRWA education in emergencies (EiE) programme and the use of some government schools for second shifts, the number stabilized at 47,585 in the 2017/18 school year.

UNRWA extends education services to Palestine refugees from Syria who have fled to Lebanon, Jordan and Gaza. Currently, 5,482 Palestine refugee children from Syria are enrolled in UNRWA schools in Lebanon, 974 in Jordan (with an additional 422 Syrian national students) and 344 in Gaza.

However, in 2018 the ability of UNRWA to continue to provide education services to Palestine refugees in the region has been severely challenged by a large funding deficit, putting education in UNRWA schools and in host-country systems under pressure, subsequently jeopardizing both access to and quality of the education delivered.

<sup>36</sup> Women's Refugee Commission. 2016. *A Girl No More: The Changing Norms of Child Marriage in Conflict*, available at <https://reliefweb.int/sites/reliefweb.int/files/resources/Changing-Norms-of-Child-Marriage-in-Conflict.pdf>. Save the Children. 2014. *Too Young to Wed: The growing problem of child marriage amongst Syrian girls in Jordan*, available at <https://jordan.savethechildren.net/news/too-young-wed>; UNHCR. 2013. *The Future of Syria: Refugee Children in Crisis*, available at <http://www.refworld.org/docid/529c3b4d4.html>

<sup>37</sup> Please refer to footnote 36. Furthermore, other assessments highlight that girls may opt for marriage as a way to escape confinement at home, especially where home environments are abusive: UNICEF. 2014. *A Study on Early Marriage in Jordan*, available at [https://reliefweb.int/sites/reliefweb.int/files/resources/UNICEFJordan\\_EarlyMarriageStudy2014.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/UNICEFJordan_EarlyMarriageStudy2014.pdf).

<sup>38</sup> NLG. 2018. *No Lost Generation Evidence Brief: Hear the Voices of Syria's Adolescents and Youth*.

<sup>39</sup> UNRWA. February 2018.

<sup>40</sup> UNRWA reintegrated 344 Palestine refugee students from Syria into UNRWA schools in Gaza as a result of families seeking refuge there.

# 2

## SECURING LEARNING PATHWAYS: THE STRATEGIC RESPONSE SO FAR

The strategic shifts outlined in the Syria Crisis Education Strategic Paper presented in London in 2016 and reiterated in Brussels in 2017 are articulated around the three pillars of access, quality and system strengthening. They exemplify education responses at the **nexus of humanitarian and development** approaches and include joint data collection and analysis, planning within multi-year frameworks, and increased coherence of aid deployment. They move away from a supply-oriented model towards longer-term investments in local leadership and national education systems, meeting the immediate needs of the protracted crisis, reducing vulnerabilities and better supporting trajectories towards sustainable development and the resilience of families, communities and systems.

### 2.1 INCREASING ACCESS TO EDUCATION

Notably neglected at the beginning of the crisis, **early childhood education (ECE)** has seen increased attention by education partners and governments in the five host countries, particularly in Lebanon, Jordan and Turkey. ECE especially supports the learning readiness of Syrian children in those countries where language barriers exist.

NLG partners have developed a joint strategy to address **child labour** in almost all of the host countries in consultation with governments and civil society.<sup>41</sup> The strategy includes the establishment of a Child Labour Technical Group in Turkey and a pilot programme in Jordan. Attention has been given to **social protection frameworks**, including the use of cash-based interventions. In Turkey, a conditional cash transfer for education (CCTE) programme provides vulnerable Syrian children under temporary protection with bi-monthly cash payments. Building on the existing national social protection system, the programme has reached 188,000 refugee children in 2017, adopting a unique approach of integrating social and child protection components with education while also considering social cohesion and sustainability issues. In Jordan, a similar programme provides aid to more than 53,000 children of different nationalities (86 per cent Syrians) and has helped more than 3,200 out-of-school children go back to school. Cash transfers and education grants are also key elements of the education response in Iraq and Egypt, whereas protection partners in Syria and Jordan are providing cash assistance to families and children at risk, including those with disabilities.

Disproportionately denied their right to education, **children with disabilities** have been supported across the region in accessing learning opportunities (see *Box 4*).

Efforts to **reach youth** with greater learning opportunities have shifted focus from project-based approaches towards more systemic and evidence-based interventions in the field of **employability and employment**. In Jordan, the provision of certified vocational training was scaled up in partnership with the private sector, including through the establishment of vocational training centres in refugee camps.

In 2017, almost 8,000 scholarships were awarded to Syrian youth in the host countries for bachelor's degrees, TVET diplomas and preparatory language programmes by multiple providers. In Turkey, 5,000 students were awarded full scholarships. In Jordan, 1,692 youth received scholarships and technical skills training, while in Iraq, access to tertiary education improved significantly with the provision of 220 scholarships.

<sup>41</sup> UNHCR. 2017. *Child Labour within the Syrian Refugee Response: A Regional Strategic Framework for Action*, available at <http://www.refworld.org/docid/5a74728d4.html>

#### Box 4 Enabling children with disabilities to access education: Strategic responses

Key initiatives aimed at enabling children with disabilities in Syria and the host countries to access education have included:

- **Syria** – Rehabilitation of schools including ramp entry and wheelchair-accessible wash rooms; national survey on disabilities to assess access to services and status of social inclusion.
- **Turkey** – Teacher guidebook on working with children with disabilities, developed in Turkish and Arabic, and distributed to 5,000 teachers working in temporary education centres in 23 provinces.
- **Lebanon** – The MEHE is undertaking a pilot programme to test a model of inclusive education that incorporates children with disabilities and learning difficulties into existing schools. The pilot programme is designed to generate evidence on successful inclusion practices to inform MEHE’s policy development on inclusive education.
- **Jordan** – Integrated social protection programme for education including cash assistance to more than 4,700 children with disabilities (6-15 years) and inclusive education interventions reaching 3,600 children in camps and host communities.
- **Iraq** – Targeted programmes including life skills and civic engagement designed for youth with disabilities who cannot access youth centres, and school rehabilitation and construction facilitating access of children with motor disabilities.
- **Egypt** – Allocation of education grants to children with disabilities to cover education-related costs and provision of assistance, such as hearing aids, eye glasses and wheelchairs to facilitate their learning process.

At the regional level, NLG partners convened various high-level forums with Member States in the Arab region to advocate for increased access to education for refugees at post-basic level.<sup>42</sup> Member States committed to favourable policy responses that guarantee the right to education for refugees, recognition of refugee qualifications and increased attention to post-basic level education.<sup>43</sup>

In addition, several **innovation and technology** programmes were implemented in Jordan and the Kurdistan Region of Iraq (KRI). In higher education in Jordan, the Connected Learning in Crisis Consortium has advocated for the use of innovative technologies that combine approaches to widen access to higher education for refugee learners. In January 2018, the Ministry of Higher Education held a convening session with members of the consortium to exchange knowledge and explore ways to amplify connected learning approaches for the benefits of Jordanian and refugee communities in Jordan. At the regional level, the NLG EdTech Summit held in March 2017 was followed by an NLG symposium in Silicon Valley, which initiated four collaborations between private tech companies and implementing agencies to develop scalable solutions to the challenges faced by youth in accessing learning opportunities.

## 2.2 IMPROVING QUALITY OF EDUCATION

Key investments have been made in the **continuous professional development** of more than 144,000 Syrian and national teachers and education personnel in the region. In Turkey, teacher training programmes were combined with the acquisition of officially recognized qualifications within national strategies and sustainable incentive schemes.

Improvements were made in **measuring learning**. NLG partners undertook standardized assessment studies in Syria, Jordan and Iraq measuring foundational learning skills using EGRA and EGMA, as well as other tools adapted from the Annual Status of Education Report (ASER). Findings from these studies have been used to tailor the teacher/facilitator training opportunities offered within the context of the crisis response. UNRWA also provides an agency-wide Common Monitoring Framework drawing on a range of measurement tools, including a perception survey, monitoring of learning achievement tests and classroom observation studies.

<sup>42</sup> These include High Level Regional Meeting on Education for Refugees in the Arab Region: Challenges and Future Prospects held in Tunis (ALECSO) in May 2017 and the UNESCO/UNHCR Regional Conference on Higher Education in Crisis Situations in March 2017 in Sharm El-Sheikh.

<sup>43</sup> The summits will feed into the ongoing process of the revision of the Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States (UN, 1978), available at [http://portal.unesco.org/en/ev.php-URL\\_ID=13517&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=13517&URL_DO=DO_TOPIC&URL_SECTION=201.html)

### **Box 5 Life Skills and Citizenship Education: A systems approach to quality education for the 21<sup>st</sup> century**

As a response to improve the overall quality and relevance of the learning experience of children and youth in the MENA region, the Life Skills and Citizenship Education (LSCE) initiative was launched and endorsed in 2017 by ministries of education in the region.

The LSCE initiative provides a collaborative strategic framework for the acquisition of 21st century skills, with a holistic, life-long and rights-based vision of education that maximizes the potential of all children and youth in the region and better equips them to create meaning out of knowledge, as well as to face the transitions from childhood to adulthood, from education to work, and from unreflective development to responsible and active citizenship.

Within the context of the Syria crisis, the LSCE initiative provides a model for connecting theory and practice, ensuring quality learning outcomes within a lifelong learning perspective. Programmatic support is being put in place in relation to content development, system strengthening, establishment of supportive and nurturing learning environments, and the promotion of multiple learning pathways beyond formal schooling.

For more information: [www.lsce-mena.org](http://www.lsce-mena.org)

Innovative practices and research have been initiated to evaluate how **psychosocial support** and interventions aiming at improving the socio-emotional wellbeing of children impact learning. In Jordan, the measurement of a civic education and life skills programme developed with strong psychosocial and socio-emotional learning components provided further information on how changing attitudes and behaviours are impacting the learning of refugee children.

The **UNRWA EiE innovative approach** has enabled its education system to adapt to the evolving needs of children, delivering education in alternative ways, including self-learning materials, interactive learning games, UNRWA TV and safe learning spaces. Extensive **psychosocial support**, safety and security training have also been provided, as has expanded livelihoods' assistance for youth. In Jordan and Lebanon, UNRWA has worked to integrate Palestine refugee youth from Syria in its TVET programme.

## **2.3 SYSTEM STRENGTHENING**

The work around **system strengthening** inside Syria is coordinated by the **Whole of Syria (WoS)** architecture, which achieves results in access and quality for the sector as a whole, in both government and non-government controlled areas. The establishment of an **Education Dialogue Forum (EDF)** has brought together actors working on education-related humanitarian and development programmes to achieve system-level improvements at national, governorate and school levels.

In the five host countries, national policy frameworks for the accreditation of **NFE** that benefits both refugee and host-community children and youth have been supported, with significant results in Lebanon, Jordan and Iraq. Improved refugee-sensitive **data collection systems** in Turkey, Lebanon and Jordan now provide more accurate and timely data for monitoring equity, quality and inclusiveness. At the regional level, education partners are working to develop EiE outcome indicators that aggregate the output indicators of the Syria Crisis Education Information Management Package,<sup>44</sup> and also to create stronger linkages with the monitoring of and reporting on national and partner commitments to achieving SDG4 education targets.

<sup>44</sup> NLG. 2017. *Syria Crisis Education Information Management Package*. Available at: [http://wos-education.org/uploads/guidelines\\_and\\_tools/Syria\\_Crisis\\_Education\\_IM\\_Package.pdf](http://wos-education.org/uploads/guidelines_and_tools/Syria_Crisis_Education_IM_Package.pdf)

# 3

## FUNDING ANALYSIS AND RESOURCE MOBILIZATION

In 2017, the funding requirements for education responses planned in Syria and the five host countries were calculated at US\$1,091 million.<sup>45</sup> However, by the end of the year, an amount of US\$566 million (US\$116 million for Syria, US\$450 million for the host countries) was received, leaving the education sector with only 52 per cent of the funds required (*Figure 4*). The funding for 2017 was not only far from the London ask of US\$1.4 billion per year, but was also **lower than the funding received in 2016**, both in terms of the amount (falling from US\$618 million to US\$566 million) and the fulfillment of sector requirements (falling from 71 per cent to 52 per cent).

**Figure 4** Education funding in 2016 and 2017



At the London Conference, the need for **multi-year, sustained, predictable and timely funding**, based on country-specific planning cycles, was reiterated as key to preserving gains and ensuring effective and efficient planning. Funding should be received by the first quarter of the year to enable ministries’ planning and increased student intake for the school year starting in September. **With less than 60 per cent of the received funds for 2017 available during the first half of the year**, there is still significant room for improvement in the timely disbursement of financial resources.

It is worth noting that the funding amounts requested and received for the education sector are obtained from HRP/3RP financial tracking systems (FTS) and refer to HRP/3RP funding only. This tracking does not cover funding directed to development budgets, loans and investments by governments (whether in crisis response or other responses). Both donors and implementing organizations need to work together to improve on timely, consistent and transparent tracking.<sup>46</sup>

<sup>45</sup> Funding requirements are derived from the Syria and Iraq HRPs and the five host countries 3RP funding appeals as of January 2017 and adjusted as per mid-year funding appeal updates, where applicable. Received funding is as of December 2017. See *Annex 2* on issues related to tracking funding.

<sup>46</sup> See Section 5.



# 4

## SECURING LEARNING PATHWAYS: KEY CHALLENGES

### On access to education:

- While enrolment figures point to a stabilizing picture, **regular attendance in Syria is affected by conflict**, violence, displacement and the use of schools to host displaced families or for military purposes. Schools are not safe and often under attack. The current crisis creates high levels of distress, hindering learning.
- Education participation is limited by protection concerns and the need to provide for families.
- School-age children in the age range of 15-17 years represent 40 per cent of the out-of-school children inside Syria.
- **Children and youth with disabilities** face particular challenges to access basic services, including education, and are exposed to higher risks of violence and other protection issues.

### On quality of education:

- Challenges of teaching students include different ages, learning levels, backgrounds, language of instruction proficiency (in some of the host countries), in addition to overcrowded schools and a lack of sufficient teachers and resources, all of which continue to **compromise the quality of education**.
- Both children and teachers demonstrate psychosocial distress inflicted by the conflict, including depression, anxiety and panic attacks.
- Youth experience a **mismatch of skills taught in formal education** with those sought after by the labour market.

### On system strengthening:

- Today's youth in particular miss out on quality learning, attesting to the inadequate education response throughout the crisis.
- Lack of recognition and accreditation of learning in non-formal settings challenges transitions to the formal system or the world of work.
- While **data generation and monitoring systems** have improved in Syria and the five host countries, both in terms of accuracy and disaggregation, there remain education and financial data gaps to deepen analysis that is necessary to design adequate responses.
- Public systems in host countries are under pressure by increased enrolment and are in need of more resources, classrooms and learning materials.

### On financing:

- Although financial information on annual allocations and disbursements to the Syria crisis education response in Syria and the five host countries may be underreported, **total financing** for the response is declining and lacks **flexibility and multi-year provision**.
- Today, the ability of UNRWA to continue providing education services to Palestine refugees in the region, including in Syria, is severely challenged. The UNRWA is confronted with the most difficult funding crisis in its history, which has an impact on both access to and quality of education.

# 5

## RECOMMENDATIONS

### 5.1 MAIN ASKS FOR THE COMING YEAR: BRUSSELS CONFERENCE

- **Ending the conflict, the deliberate and indiscriminate attacks on education, and the military use of school buildings** is the most effective step to improve education access and quality, and to secure the protection of all children and youth. Whilst the conflict intensifies, the scale and severity of the effects on children and youth mean that the international community is fighting an uphill battle against increasing challenges for maintaining access to quality education.
- Without **opportunities to access recognized learning at all levels** – particularly at the post-basic level – the development of cognitive, social and emotional skills, as well as skills relevant to labour markets and civic values, will be lost to a generation of children and youth.
- To address the specific needs of children and youth affected by the Syria crisis, **comprehensive medium-term and longer-term plans are required**, as well as improved **multi-sectoral responses** that include education, protection and livelihoods. **Investment in child protection** remains critical to mitigate children’s vulnerabilities to a wide range of risks and to ensure better educational outcomes.
- Plans should be **adequately financed through multi-year and flexible funding**, and accompanied by **results-based monitoring** systems at country level that track both funding and education results.
- Prioritizing progress towards learning and the acquisition of life skills requires adequate **tools for monitoring learning outcomes** to inform evidence-based decision making.
- To realize the above, it is pivotal to recognize **the nexus between the humanitarian and development interventions** and the **coordination amongst all education stakeholders** involved.

### 5.2 STRATEGIC DIRECTION FOR THE NLG PARTNERSHIP – SHORT AND MEDIUM TERM

#### On access to education

- As challenges to participation and retention go beyond the education sector, promote integrated **cross-sectoral approaches that**:
  - Ensure schools are safe and protective for all children;
  - Increase social protection and livelihood opportunities and measures for families to free children from child labour and pressures for child marriage; and
  - Enable youth to engage in both learning and work to allow them to support their families and prepare them for the world of adulthood.
- Ensure access for **children and youth with disabilities**, both in formal and non-formal settings, thus removing multiple barriers that hinder their full participation in the learning process, including those grounded in social norms.
- **Promote multiple pathways to learning in formal, non-formal and informal settings, and ensure diverse learning opportunities for youth** in addition to vocational training, including access to tertiary education.

- **Engage with the private sector more effectively** to link learning with job opportunities and embed provision of TVET in public-private partnerships.
- **Invest in ECE** to increase readiness of children for primary education and enhance social cohesion amongst parents of refugees and host communities.
- In **tertiary education**, extend provisions beyond scholarships to post-graduation support through internships, entrepreneurship training and soft skills for employability, as well as institutional capacity development of higher education institutions. Increased attention to language support, blended learning and certification are also required.
- Further examine and exchange good practices in the use of **cash-based interventions** in improving access to education, and **strengthen evidence** on how they can be used most effectively as a tool of protection for children affected by the crisis, especially those identified as being at risk.

## On quality of education

- Prioritize **psychosocial support** in schools and learning centres to address psychosocial barriers to learning and needs of children, including those related to experiences of toxic stress.
- **Integrate life skills** into the curriculum or extra-curricular activities and teaching practices to ensure resilient and empowered children and youth are capable of engaging in further learning and work.
- Continue to invest in school-based **professional development, motivation and retention** of teachers and education personnel. Encourage the engagement of **whole communities** (teachers, principals, education personnel, parents, students, etc.) in school improvement plans. Involve volunteers from the community in supporting overcrowded classrooms (especially those including children with disabilities) to ensure adequate attention to the needs of individual children.
- Invest in **measuring learning outcomes and the acquisition of life skills** to help teachers and programme implementers to better accompany and improve student learning.
- Ensure core **child protection interventions** are sustained in order to strengthen children's overall resilience and coping mechanisms, and ultimately their overall learning outcomes, through investment in complementary service delivery pathways at the community level.

## On system strengthening

- Continue to support host-country governments in building **inclusive, protective and gender-sensitive national education systems** through legal and policy framework development, capacity development and the removal of barriers to learning (including child protection related barriers).
- Ensure a more explicit linkage between **humanitarian and development interventions**, rooted in the long-term vision of education and learning set out in the SDG4 education targets.
- Strengthen pathways from **non-formal education to formal** education through clear policies and frameworks.
- Where relevant, put in place, through advocacy with relevant authorities in Syria, necessary legal and policy frameworks for the certification and recognition of learning. Conduct similar advocacy in the host countries for the **certification and recognition** of learning in non-formal education programmes.
- **Continue to strengthen data generation, monitoring, analysis and use**, including improved disaggregation and coverage, interpretation for decision-makers, and data sharing between agencies, in order to promote the efficiency, transparency and accountability of investments made into the education sector:
  - Generate improved data and analysis regarding **access and retention** for both formal and non-formal education;
  - Generate more data and analysis on the **quality of education** (such as learning outcomes, transition/progression, etc.) through country-level data collection systems where possible;
  - Ensure that educational decisions, policies, practices, budgeting and implementation mechanisms are evidence-based; and
  - Put in place a monitoring plan based on targets and disaggregated data to ensure reporting/tracking on attendance, dropout and other retention indicators where possible.

## On financing

- While acknowledging the heavy burden on host countries and communities, **ensure equitable financial burden sharing** between governments and the international community, and set up monitoring mechanisms to be jointly accountable for improving the timely, consistent and transparent **tracking of all funding provided** to facilitate results based monitoring.
- Strengthen nationally led, inclusive **partnership and coordination structures beyond the sectors/clusters**, drawing on existing national capacity and focusing on the alignment of financial support and specific interventions.
- **Ensure additional funding** supports the provision of coherent, holistic, equitable education in line with overall plans, and that the funding envelope for supporting education for refugee children and youth increases significantly. Promote the **engagement of the private sector** in order to release funding to the response.
- Support the development of **costed and multi-year plans in Syria and the host countries**. Plans should better match with the school year and ensure predictable and timely funding based on improved budgeting for the needs of all vulnerable children and youth at all levels of learning, and should be integrated in national humanitarian and development plans rather than being project-based.
- Ensure **adequate flexible funding and multi-year commitments**. Funding mechanisms need to reflect the many phases of the response, from acute emergency to protracted emergency, early recovery and durable solutions. Funding needs to be flexible enough to prioritize the hardest to reach and most vulnerable as the situation evolves on the ground.
- Focus on adequate and effective **youth programmes**, recognizing that they require additional investments and commitments, as they are more expensive than initiatives for other age groups given the multi-sectoral approaches needed to address their holistic needs and aspirations.

# ANNEX 1 OVERVIEW OF COUNTRY RESPONSES

# SYRIA

For many Syrian children, attending first grade is a dream. But it is a dream that Ahmad never gave up on.

In 2012, when it was time for Ahmad to go to school for the first time, ISIL had already attacked and taken over his town in Northeast Syria. He could not even enrol in first grade.

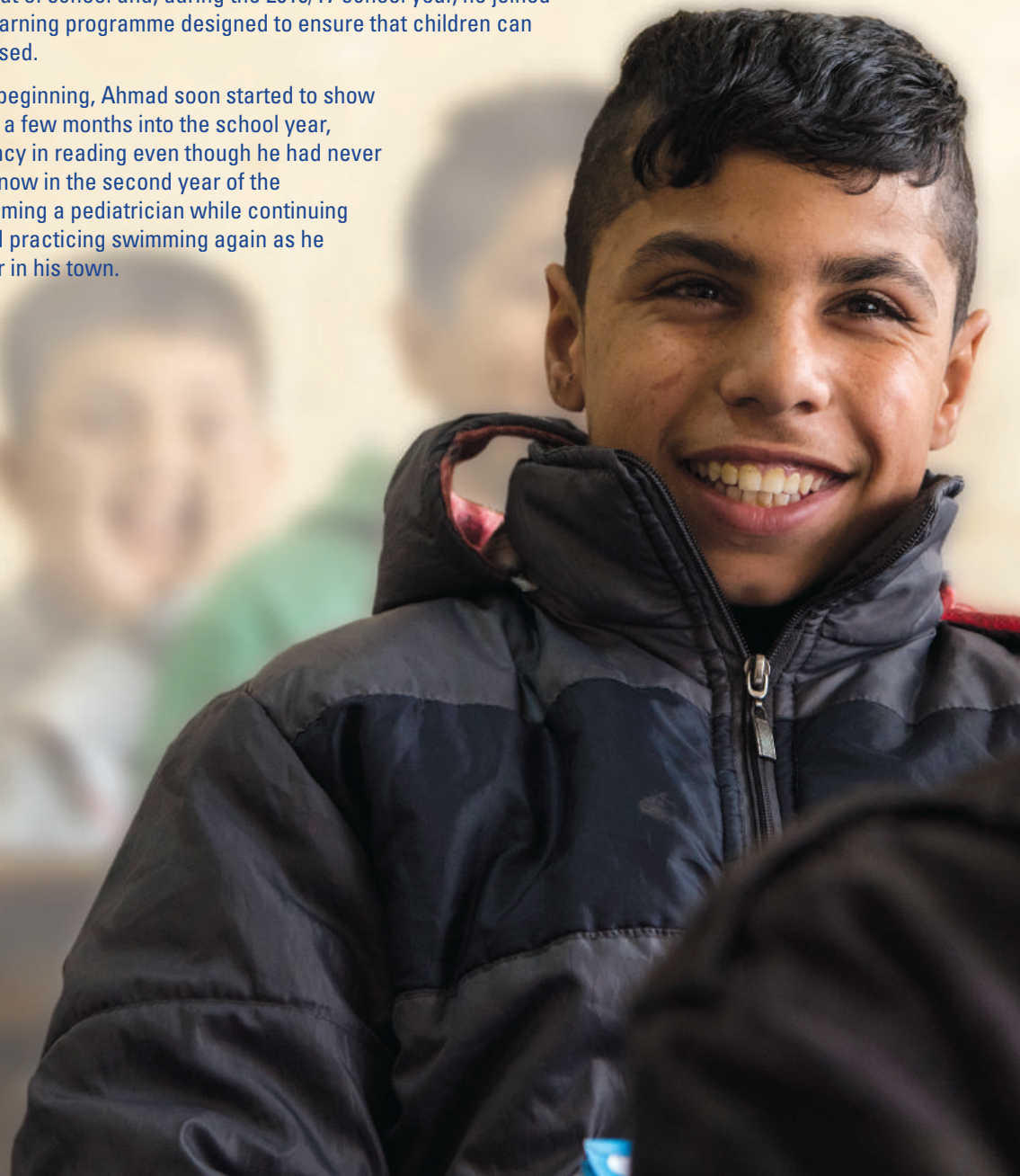
Ahmad, who was orphaned at the age of ten, says

**“ I could hear the sounds of shells and explosions but I did not know what to do. I could not find a safe place to hide. I love education and like to go to school, but I couldn't. ”**

Forced out by the conflict, Ahmad fled to Damascus two years ago to live with his brother in a family with 13 members. Although school was within reach, Ahmad was ashamed to attend first grade and sit with much younger children.

Through the Back to Learning campaign, Ahmad got to know about some of the alternative education options for children out of school and, during the 2016/17 school year, he joined Curriculum B, an accelerated learning programme designed to ensure that children can catch up on what they have missed.

Although it was not easy at the beginning, Ahmad soon started to show commitment for his classes and a few months into the school year, he received awards for his fluency in reading even though he had never enrolled in school before. He is now in the second year of the programme and dreams of becoming a pediatrician while continuing his hobby of playing football and practicing swimming again as he used to do in the Euphrates river in his town.



# 1 SYRIA

**Syria has stabilized education access for nearly 3.7 million children. Seven in ten school-age children live in communities where support is urgently needed to maintain or revive the education system.**

## 2017 education response

- **System strengthening:** Under the framework of the Education Cannot Wait (ECW) investment for Syria, the Whole of Syria (WoS) response has strengthened its collaboration with non-humanitarian actors to achieve system-level education improvements throughout Syria. Efforts around a single reporting platform, and coherent and comprehensive information management are underway with the aim of improving coordination, and targeting of the most vulnerable boys and girls. As part of the 2017 WoS strategic response, close to 1,000 education actors were trained on data collection, emergency preparedness and response planning, programme cycle management, and the Inter-agency Network for Education in Emergencies (INEE) Minimum Standards. Technical support was provided to the Ministry of Education (MOE) in Damascus to strengthen the Education Management Information System (EMIS), and a School Integrated Management Information System is under development to strengthen school-level data collection and analysis. A national curriculum framework for basic education integrating global citizenship, sustainable development and life skills is under development by the MOE in Damascus with technical support from partners.
- **Policy development:** An EMIS policy and a standard operating manual have been developed with training plans for 2018. The education sector advocated for equitable access to national examinations for all children and youth and assisted almost 12,000 children and youth to cross active lines of conflict to sit for final exams in grades 9 and 12. With the technical support of partners, the MOE in Damascus is working on a policy framework and implementation plan for non-formal education. The operational standards for the Self-Learning Programme (SLP) were endorsed by the MOE and implemented at the sector level.

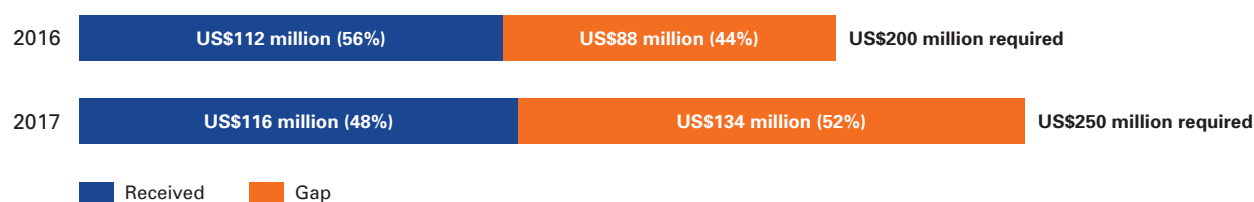
- **Access:** Overall, 2,815,531 children and youth, teachers and education personnel (50 per cent female) benefitted from education interventions, with 68 per cent of beneficiaries living in communities classified as 'high' on the education severity scale.<sup>47</sup> In UN-declared besieged and hard-to-reach areas, 34 per cent of beneficiaries were reached and 31,000 children (51 per cent girls) enrolled in early childhood care and education programmes. The school feeding programme benefitting more than 350,000 children (45 per cent girls) has contributed to access and retention of children in schools and learning centres, while cash transfer programmes facilitated the enrolment and retention of 12,630 children (46 per cent girls).

Sector partners' efforts focused on widening access to school through the rehabilitation and expansion of classrooms, Back-to-Learning (BTL) campaigns, the accelerated learning programme (Curriculum B), and distribution of teaching and learning materials. Non-formal education programmes, including but not limited to SLP, basic literacy and numeracy programmes, remedial, catch-up, and summer school activities, proved to be successful and flexible for displaced girls and boys. Through the BTL campaigns, 1.8 million children were reached with textbooks and teaching and learning materials throughout the country. Over 6 million people were reached with BTL education messages through radio, TV and SMS, whilst over 155,684 community members, teachers and children were reached with door-to-door visits for awareness raising. Education sector partners rehabilitated 12,809 classrooms benefitting 524,400 children (51 per cent girls), and established about 250 prefabricated classrooms for 13,058 children (59 per cent girls) across the country.

- **Quality:** Teacher training was provided on psychosocial support and EiE, LSCE, child-centred and protective pedagogy (gender-sensitive inclusive education, positive discipline, classroom management, codes of conduct and anti-bullying), and teaching literacy and numeracy. Approximately 25,000 teachers and educators (76 per cent females) have received trainings on new pedagogical and child-centred methodologies. In addition, a teacher handbook on psychosocial support was developed to equip teachers to respond to the needs of children who have been through long and protracted distressful experiences due to the crisis. Over 340,000 children (54 per cent girls) were trained on life skills and citizenship education programmes in formal and non-formal settings.

<sup>47</sup> See Map 1 on page 6.

## 2016 and 2017 education funding in Syria<sup>48</sup>



## Challenges and opportunities

The volatile security situation inside Syria has a direct impact on the provision of learning opportunities for children (both those displaced and those returning to their areas of origin within Syria), which includes children who are in need of catching up on missed years of schooling. Accreditation and certification of learning continues to be a challenge for girls and boys who need to cross active lines of conflict to sit for national examinations.

Attacks on education continue to disrupt children's access to education.<sup>49</sup> Clashes and military operations in East Ghouta resulted in frequent school closures. Education in Northeast Syria has been substantially disrupted with a separate education system endorsed by the Syrian Democratic Forces. Displacements within and to Idleb put additional pressure on already overstretched communities and education systems.

The psychosocial safety and physical protection of children has been seriously compromised throughout the crisis, with over 80 per cent of students reporting that they feel anxious, worried or stressed.<sup>50</sup> Children, especially those in areas under ISIL control, are facing constant challenges in safely accessing education and coping with the distressful impact of conflict and hostilities.

Quality of education has been affected and more support is required for developing baselines and tools to assess and improve the quality of teaching and learning. The learning outcome assessments that have been carried out,<sup>51</sup> although limited in scope, point out the need for continued support to improve the quality of education. Under the ECW investment, in 2018 the WoS will pilot a standardized learning assessment tool in Syria to measure foundational learning skills.

The efforts made with the development of the new curriculum, and the scaling up of Curriculum B and the SLP, together with retention programmes implemented by education partners, will sustain equitable access to quality education beyond the crisis. Engagement with education content in Syria provides space for influencing education provision, practice and policy to be more inclusive and conflict-sensitive.

## What do we need to do differently in 2018?

With the crisis in Syria entering its eighth year, a longer-term, holistic and costed education sector plan is needed with increased donor coordination and support. In 2017, the WoS in coordination with the Syria education Development Partners Group (DPG) was successful in securing US\$15 million (for 2 years) from the newly established ECW. The programme aims to provide a strategic approach to address the severe and complex education needs inside Syria. The WoS approach ensures equitable distribution of ECW resources to Syria's most marginalized children across the country. The establishment of the Syria EDF, under the auspices of the ECW, is a concrete example of how relevant stakeholders discuss system-level improvements for strengthening education access and quality. Evidence-based planning using quality and disaggregated data that goes beyond enrolment is to be undertaken by improving tracking and information management systems in formal and non-formal settings. Investing resources for transitional and non-formal accredited learning pathways should be sought as a strategy to support the transition of out-of-school children back to the formal system. Investment is also needed in meaningful livelihood programmes and alternative pathways for youth that provide them with the knowledge, skills and attitudes required to actively contribute to the development of their country.

<sup>48</sup> Funding requirements are derived from the Syria and Iraq HRPs and the five host countries 3RP funding appeals as of January 2017, and adjusted as per mid-year funding appeal updates, where applicable. Received funding is as of December 2017. See *Annex 2* on issues related to tracking funding.

<sup>49</sup> In 2017, 67 attacks on education were verified, the large majority of which occurred in Idleb (18), Aleppo (14) and Deir-ez-Zor (10). In addition, 22 incidents of military use of schools were verified and of these, 16 schools were subsequently attacked.

<sup>50</sup> Chemonics International. 2017. *The Status of Early Primary Education in Syria*.

<sup>51</sup> Amongst others, EGRA, EGMA, ASER, and Literacy Boost Assessments have been carried out in non-government controlled areas.



Within the framework of the ECW investment for Syria, in 2018 the WoS will design and implement an EiE capacity development programme providing education stakeholders at the national level with professional development opportunities and action-oriented experiential learning. This initiative will equip them with the knowledge and skills required to plan, implement and coordinate high-quality EiE responses in complex emergencies. The education sector will continue to advocate with relevant authorities for recognition of education documentation to allow children to enrol in formal education and access national exams, expand support for children to access official exams, and invest in quality teachers' professional development opportunities that encourage life skills and conflict-sensitive approaches to teaching and learning. Long-term predictable funding for sustainable educational priorities continues to be crucial to achieve all of this.

# TURKEY

The Reshid family left Syria for Turkey in 2012, eventually settling in Istanbul. Mother of two girls and two boys, Leyla's first move was to look for a school for her children. But the challenges of their new life made providing for her children very difficult. With four children to support, Leyla and her husband even thought about having Ahmad, their 13-year-old son, become another breadwinner. "For God's sake, he is still a child. He belongs in school." Leyla said.

In 2017, Leyla's four children, Ahmad (13), Ibrahim (8), Melek (7) and Zeinab (7), benefitted from cash assistance, which helped them join and stay in school. Similar to them, more than 188,000 children have benefitted from the programme, allowing vulnerable families to send and keep their children in school.

"They love their school and do not want to miss a day." Leyla, who herself did not get a chance to study further than grade 9, but is now able to send all her children to school, says: "I feel very proud every morning when they leave for school and I feel more hopeful every evening when they come back home."

“**My happiest moment of the day is when I send my children off to school. I pray for them and watch them from the window of our house as they walk to school.**”



## 2 TURKEY

Turkey has made progress in reducing the number of out-of-school Syrian children by 25 per cent between 2016 and 2017, despite a 17 per cent growth in the number of school-age Syrian refugees.

### 2017 education response

- **System strengthening:** The education response is led and coordinated by the Ministry of National Education (MONE) under its strategic framework, and in collaboration with NLG partners supporting the provision of quality education to Syrian children under temporary protection.<sup>52</sup> The Presidency for Turks Abroad and Related Communities (YTB) and the Higher Education Council (YÖK) also play a key role in facilitating access to higher education. The MONE-administered education management information systems (e-okul and YOBIS) are effectively used to generate data on children under temporary protection that can inform policy development and programming. Moreover, YOBIS has been upgraded to generate data on student attendance and was integrated within the national social assistance database to inform the implementation of the Conditional Cash Transfer for Education (CCTE) programme.
- **Policy development:** Turkey has achieved significant policy changes to gradually include Syrian children into Turkish public schools. For the first time, more Syrian children are enrolled in Turkish public schools than in temporary education centres. In ECE, the regulation for alternative ECE models is under revision. Necessary preparations were made to ensure that grade 12 students studying in temporary education centres received an equivalency certificate for their learning achievements. In addition, a total of 8,000 Syrian 12th graders took the open high school exam.<sup>53</sup> Students who pass the exam obtain a Turkish high school certificate, recognized by state institutions in Turkey and abroad. Syrian students enrolled in state universities continue to benefit from a tuition fee waiver supported by the Turkish Government.
- **Access:** The Government of Turkey continues to make progress towards its commitment to have all Syrian children under temporary protection in some form of education, including the facilitation of enrolment for those missing documentation (ID cards or previous school report cards). By the beginning of the 2017/18 school year, more than 600,000 Syrian children were enrolled in school.<sup>54</sup> Enrolment rates are high for children in primary school, but decrease dramatically for secondary school. Tendering for the construction of 741 schools (both permanent and prefabricated) has been completed. Over 800 new classrooms were constructed for ECE and formal education. Almost 70,000 students were provided with school transportation. As part of the CCTE programme, more than 188,000 children had received at least one payment by December 2017. More than 870,000 school kits have been distributed to Syrian and vulnerable Turkish students in addition to 1.6 million Turkish language textbooks. Around 230,000 children in 404 temporary education centres benefitted from the school maintenance support programme.<sup>55</sup> More than 43,000 students enrolled in schools benefitted from a remedial education programme. The number of Syrian students in Turkish universities increased from over 14,000 in 2016 to more than 20,000 in 2017. Almost 6,000 students participated in higher education preparation programmes that enable them to meet the language proficiency requirements for admission to Turkish universities; and almost 4,000 students were awarded full scholarships, of which over 2,000 were provided by YTB. Approximately 150,000 Syrian children, youth and adults benefitted from MONE non-formal education activities provided at the public education centres and around 17,000 benefitted from informal education.
- **Quality:** MONE has recruited 5,600 Turkish language teachers to help Syrian students to improve their Turkish language proficiency. In addition, new and age-appropriate language teaching modules are under development, with a system to assess Syrian students' skills in Turkish language. A comprehensive psychosocial support programme in schools is being developed and 500 school counsellors were recruited to provide psychosocial support to vulnerable Syrian children. More than 18,000 Syrian and 120,000 Turkish teachers and administrators were trained, and more than 13,000 Syrian volunteer teachers continue to be paid monthly incentives.

<sup>52</sup> Temporary protection is a form of international protection that is granted when people enter a country during periods of mass influx. Under temporary protection, they are granted the right to remain in the country and receive immediate protection. In the Turkish context, temporary protection is included in Section 91 of the Law on Foreigners and International Protection (Law 6458) and the Temporary Protection Regulation was passed in October 2014.

<sup>53</sup> The Open High School Exam provides an opportunity for students who attended temporary education centres to obtain a grade 12 completion certificate issued by the MONE that is equivalent to the diploma awarded to Turkish students in the national system and is internationally recognized.

<sup>54</sup> MONE data (October 2017).

<sup>55</sup> The school maintenance support programme aims to make financial resources available at the temporary education centres level by contributing to enhancing the quality of education provided (e.g., availability of basic teaching material and keeping the school environment clean and safe). This programme is expected to contribute to social cohesion between Syrian and Turkish families by reducing pressure on the limited resources allocated for school local costs especially in schools operating two shifts where students are both Syrian and Turkish.

## 2016 and 2017 education funding in Turkey<sup>56</sup>



## Challenges and opportunities

In Turkey, education is compulsory from grade 1 to 12, yet despite ongoing efforts by the MONE and other education stakeholders about 35 per cent of school-age Syrian children remain out of school, and unable to benefit from language classes, and relevant technical and vocational skills training. Most of these children are aged 12-17 years and are vulnerable to risks such as child labour or child marriage. More information on the profiles of out-of-school children is needed to design appropriate programmes that address their education and protection needs. Turkish public schools, particularly in areas with high concentrations of Syrians, are suffering from overcrowded classrooms and limited capacity. ECE provision is also limited for Syrian and vulnerable Turkish children. Making more resources available at the school level is crucial for maintaining social cohesion in local communities. The capacity building of Turkish teachers and Syrian volunteer teachers, and other education personnel who work with both Turkish and Syrian children, should continue with a focus on adopting more inclusive teaching approaches, especially when dealing with students with disabilities, academic and psychosocial needs and/or students with low Turkish language proficiency. Increased Turkish language learning opportunities are crucial for children, youth and adults, not only to support their academic performance but also to promote social cohesion and access to services and the labour market. Moreover, activities to support mother-tongue language abilities are also required. The first phase of a MONE-led accredited accelerated learning programme targeting at least 20,000 out-of-school children aged 10-17 years will be implemented in 2018 as one of the innovative solutions for children who have missed out on several years of learning.

## What do we need to do differently in 2018?

A comprehensive long-term education sector strategy and costed action plan for the provision of quality learning opportunities for children, youth and adults under temporary protection is of critical importance at this point in the Syria crisis. Such a plan will enable the MONE and other education stakeholders to ensure the sustainable provision of quality certified education at scale, with clear financial contributions from partners and increased fiscal space in the national budget allocation. Investing in Syrian learners should be a critical element in the forthcoming 11th National Development Plan (2019-2023) and the 2020-2024 Strategic Plan of the MONE. A clear framework outlining the multiple pathways for learning within the education sector is also needed to ensure certification and referrals of graduates of different education programmes.

The availability of disaggregated data on attendance and quality indicators (including learning outcomes and completion rates) is critical to inform strategy development, prioritize investment, monitor the progress made, and facilitate further development of targeted programming for the most vulnerable groups of learners. Needs-based professional development for Turkish teachers and Syrian volunteer teachers, and other education personnel, should continue. Advocacy at all levels should continue for the regularization of the status of Syrian education personnel, while simultaneously integrating them into the Turkish education system.

Dissemination of information on education, provision of school transportation, and informal and non-formal learning opportunities need to be scaled up in close collaboration between the MONE and the education sector partners, including civil-society organizations. The provision of post-secondary learning opportunities is essential to develop the human capacity of Syrians under temporary protection, helping them to become self-reliant and contribute effectively to their communities and the future rebuilding of Syria. Career counselling is needed to help students make informed study choices and eventually transition from education programmes to work. To scale up the provision of cost effective non-formal education and post-secondary learning opportunities, development of e-content could be considered together with innovative modes of delivery. Strategic opportunities could be pursued to utilize Syrian volunteer teachers to support MONE's policy of including Syrian children from temporary education centres into Turkish public schools, and could further contribute to building a resilient and inclusive national education system.

<sup>56</sup> Funding requirements are derived from the Syria and Iraq HRP and the five host countries 3RP funding appeals as of January 2017, and adjusted as per mid-year funding appeal updates, where applicable. Received funding is as of December 2017. See Annex 2 on issues related to tracking funding.

# LEBANON

Bashir, a 13-year-old boy from Syria, is unequivocal when asked if he is happy right now.

“ It’s really nice to feel like I’m back in school. I forgot everything and now I feel like I’m learning it all again. At first it was difficult, but now it’s getting easier for me. ”

Bashir’s experience is a typical one. The war in Syria disrupted his education along with everything else in his life, even before he found refuge in Lebanon with his family. He was behind most other kids his age. For him, and thousands of other children in the country, having the opportunity to attend basic literacy and numeracy sessions gives them an opportunity to continue learning.

The basic literacy and numeracy sessions rely on different activities and methodologies that engage and reach children with diversified needs and learning levels. The sessions aim to provide children with basic knowledge and prepares them to smoothly bridge into the accelerated learning programme and ultimately integrate into the Lebanese formal education system. The programmes run three hours a day for three months, and include reading and writing workshops, phonetics, science and math, and even music breaks.



## 3 LEBANON

**Lebanon has made progress in reducing the number of Syrian children out of both formal and non-formal education from 50 per cent in December 2016 to 43 per cent in December 2017.**

### 2017 education response

- **System strengthening:** The second iteration of the Reaching All Children with Education (RACE II) five-year plan (2017-2021) continues to guide the sector response.<sup>57</sup> Anticipating the enduring impact of the crisis on the education system, the Ministry of Education and Higher Education (MEHE) in Lebanon is currently drafting a sustainable costing model to further support a transparent and accountable budgeting framework for the education response. This could be key to more dependable, flexible and multi-year funding. Data availability at the system level has improved considerably in 2017, with MEHE publishing disaggregated enrolment data by region, first/second shifts and gender. This has supported the MEHE and the education sector in programming for the upcoming school year. The MEHE has continued playing a central role in managing partnerships with the international community, convening donors, United Nations agencies, and NGOs through several coordination and technical fora in order to provide better data, reports and technical briefings to its partners.
- **Policy development:** Lebanon has finalized an inter-ministerial child protection policy. A remarkable collaboration involving the Ministries of Justice, Interior, Education, and Social Affairs, the policy is testament to the government's commitment of delivering on child rights. At the first Brussels Conference in 2017, the Government of Lebanon made a statement on the importance of supporting youth at risk. In 2017, the youth basic literacy and numeracy programme was completed and ready to be piloted and scaled up in 2018. In 2018, the Government will deliver a cross-ministerial strategy on TVET, which will bring coherence, complementarity and vision to the four key ministries (Education and Higher Education, Labour, Social Affairs, and Agriculture) working on TVET and youth.
- **Quality:** Following on its commitment to improve the quality of teaching and learning in Lebanon, the MEHE has implemented a series of structural interventions towards inclusive education programming and better protection of children in schools. The Government's child protection policy was piloted in several schools in 2017. After an assessment of the pilot implementation, the roll-out is expected to be scaled up in more than 200 schools in 2018. Additionally, the reinforcement of the second-shift monitoring with school counsellors carrying out more than 7,000 monitoring visits resulted in better classroom management including in interactive teaching and the development of lesson plans.
- **Access:** The MEHE and the international community continued financing vulnerable Lebanese and non-Lebanese children to access public schools. As a result, over 400,000 Lebanese and non-Lebanese children were reached in the 2017/18 school year. Partially subsidized enrolment fees and support costs (stationery, textbooks, transportation), a year-long outreach campaign, the opening of 349 second-shift schools, and improved school premises (heated and rehabilitated schools) were the main drivers of this success. Healthy school snacks were provided to more than 15,000 Syrian and Lebanese students in primary schools. Even traditionally under-served areas (such as the northern and eastern governorates) showed increases in public school enrolment.

In the 2017/18 school year, there were 3,905 refugee youth enrolling into public secondary education, representing a 26% increase from the previous school year. A further 2,000 youth were supported with scholarships for higher education. For those children who did not qualify for formal education, the MEHE and the sector partners supported multiple non-formal education pathways. In 2017, 92,617 children accessed community-based ECE, basic literacy and numeracy, accelerated learning programmes, youth basic literacy and numeracy, or technical training programmes.

### Challenges and opportunities

Teaching staff continue to struggle with classes of refugee students with different languages, levels and ages, despite MEHE's efforts to recruit and train personnel. Issues such as seasonal dropout and classroom bullying still remain prevalent. Scarce livelihood options in a competitive and unregulated job market impact inter-communal cohesion and families' wellbeing, thereby impacting the education of children, as well as learning outcomes for

<sup>57</sup> The Ministry of Education and Higher Education (MEHE) Lebanon. 2016. *Reaching All Children with Education: RACE II (2017-2021)*. Available at [http://www.mehe.gov.lb/uploads/file/2016/Oct/RACE%20II\\_FINAL%20Narrative\\_29AUG2016.pdf](http://www.mehe.gov.lb/uploads/file/2016/Oct/RACE%20II_FINAL%20Narrative_29AUG2016.pdf)

both host and refugee children. In addition to supporting children at risk, who struggle with language or the curriculum in the formal system, the MEHE has rolled out a regulated retention support/remedial package for both Lebanese and non-Lebanese children, currently implemented by education sector partners. Initial post-assessment results show encouraging and positive impact on children’s learning capacities. The retention support package could potentially develop into a quality after-school learning programme for the Lebanese public system. Finally, the innovative Community Liaison Volunteers initiative has contributed to improving the school experience of refugee children by facilitating communication and collaboration between refugee parents and school administration on issues facing children in schools.

### 2016 and 2017 education funding in Lebanon<sup>58</sup>



### What do we need to do differently in 2018?

A particular benefit of RACE II is that it builds humanitarian and development programming in one plan – capturing MEHE’s vision to positively and progressively impact the Lebanese system as the crisis continues. Joint donor coordination and advocacy towards this has successfully resulted in dependable funding over many years for Lebanon. Led by the MEHE, this has supported the resilience and capacity of the education sector to readily programme for potential emergencies. MEHE and the sectors should further capitalize on donors’ strong commitment to Lebanon and shift RACE II’s strategies towards Lebanon’s 2030 agenda, focusing on improving the quality of education and learning outcomes. This in turn would encourage donors to provide multi-year unearmarked funds.

The MEHE is launching a comprehensive national needs assessment for school construction in 2018. Made available publicly, such technical assessment will reinforce MEHE’s standing as a transparent and reliable institution in which to invest for construction. The availability of timely and reliable data and strategic analyses is key to improving the sector’s targeting and programming. For example, more refined analysis on the continuum of outreach, enrolment, retention, learning and transition would enable the MEHE and the sector to better understand key drivers of change, at the institutional, community and child levels. This could better support programming for resilience to include unreached children who have never been exposed to any form of learning before, children with special needs, and those at the crucial age of 15-24 who could be reached within the TVET strategic road map that MEHE has led with the concerned ministries. In particular, more tailored programmes would be needed to respond to the needs of children and youth who have never been to school, or who have been out of the formal system for a number of years, thus not being eligible for currently available non-formal programmes. Strengthened collaboration with education stakeholders, including public-private partnerships, is also needed for innovative education programmes.

<sup>58</sup> Funding requirements are derived from the Syria and Iraq HRPs and the five host countries 3RP funding appeals as of January 2017, and adjusted as per mid-year funding appeal updates, where applicable. Received funding is as of December 2017. See *Annex 2* on issues related to tracking funding.

# JORDAN

About three years ago, Malak left Syria, losing her home, family, friends and, not least of all, her education, and arrived at the Zaatari camp in the North of Jordan, home to over 80,000 Syrian refugees.

With a combination of multiple health issues, Malak's journey has been even more difficult. At the age of 16, Malak is smaller than average and has a deviation of the spine. She experiences weakness in her arms and can only walk for short periods. For two years she could not attend any of the schools in the camp due to their lack of resources to accommodate a student with her conditions. But Malak did not give up: the young girl had a dream and worked towards realizing it.

This year, Malak attended one of the camp schools where she sits on a custom-fitted desk designed and made for her. In addition to education, she now receives physical therapy, and the love and support of her classmates and teachers. "I feel like being in school is like a second life" says Malak, with a never-fading smile on her face.

In 2017, 3,601 children with disabilities, almost half of them girls, received inclusive learning opportunities for improved access to schools in camps and host communities in Jordan. Regarding her dreams for the future, Malak said,

**“ I’m studying to make something of myself. I want to be a teacher and teach girls. I love everyone and they love me back. ”**





## 4 JORDAN

**Jordan has stabilized education access for over two thirds of school-age Syrian refugee children, with significant investments in increasingly inclusive, quality learning opportunities.**

### 2017 education response

- **System strengthening:** The system for collecting and managing education data in Jordan was considerably strengthened through the OpenEMIS. Two hundred and fifty school facilitators were deployed for data collection in double-shift schools and directorates in host communities, which contributed to timely and reliable data on enrolment of refugee children. Supervision and quality assurance in camp schools were strengthened by the establishment of supervisory units and the deployment of school supervisors.
- **Policy development:** The Ministry of Education (MOE) Strategic Plan (2018-2022) was developed and launched in line with government commitments, including the national Human Resources Development Strategy (2016-2025) and the 2030 Agenda for sustainable development.<sup>59</sup> MOE and its partners remain committed to provide equitable access to quality education for all children in Jordan, regardless of their nationality or legal status. Circulars were issued to allow the enrolment of every child in the 2017/18 school year, and children were exempted from tuition and textbook fees.
- **Access:** According to the latest data from the MOE, overall national enrolment in public schools accounted for more than 1.3 million children at all levels in the 2017/18 school year, a slight increase compared to the previous school year. The enrolment of school-age Syrian refugee children pointed to a positive trend in camps and host communities, increasing from 126,127 children in the 2016/17 school year to 130,668 in 2017/18 school year. The upper secondary gross enrolment rate (grades 11-12) accounts for 24 per cent, much lower than the basic education enrolment rate of 66 per cent. This implies that older age groups are more likely to be out of school. Despite the increased enrolment in formal education, a large number of children still remain out of school, including an estimated 73,137 Syrian refugee children. To address this, MOE and its partners accelerated collective efforts, providing NFE to 29,247 Syrian out-of-school children (including 4,032 in certified catch-up and dropout programmes; 7,532 in non-formal kindergartens and 17,683 in non-certified learning support services).<sup>60</sup> In addition, 2,634 children in the Berm, near Jordan's north-eastern border with Syria, received educational services. Investments in school infrastructure in camps and host communities further increased access and provided an opportunity for the rationalization process of double-shift schools for cost efficiency. The number of double-shift schools increased from 197 to 207 in host communities, and to 45 in camps. Furthermore, the Learning for All campaign reached 126,707 children, including out-of-school children. Transportation schemes, targeted cash interventions (the Hajati programme) and the national school feeding programme helped the most vulnerable families, including Syrian refugees. Special efforts were made to improve access to schools for 3,601 children with disabilities (48 per cent girls) in camps and host communities, and to promote social cohesion through the after-school programmes delivered with Syrian volunteers' support. Initiatives were undertaken to address violence in schools, including the establishment of an inter-agency task force and implementation action. To improve access to TVET and higher education, nearly 1,700 youth received scholarships, and many were provided with technical and skills training.
- **Quality:** The international donor community has been in dialogue with the MOE to improve the quality of education through the Common Results Framework, which aligns all the major donors in their support to the MOE system. The effective measurement of 30 schools over the last three school years shows that the quality of education has slowly increased. However, challenges persist particularly in learning outcomes in formal education. Through the Early Grade Reading and Mathematics Project (RAMP), the MOE undertook an EGRA and EGMA assessment oversampling Syrians to provide a new baseline. The results indicate that Syrian children are performing lower than their Jordanian peers in reading but are on par with Jordanian children in mathematics.<sup>61</sup> To address this, over 10,000 teachers in camps and double-shift schools were provided with training opportunities that cover child-centred methodologies, blended learning, psychosocial support, life skills, awareness on violence against children, and care for children with disabilities and those in need of special

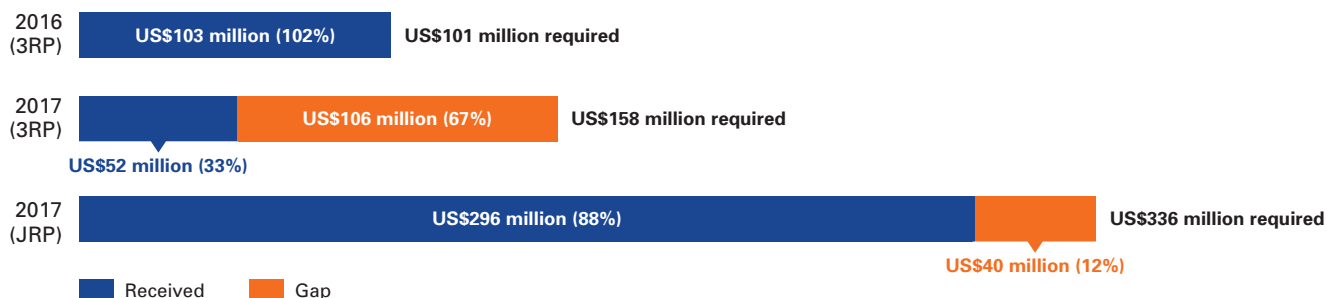
<sup>59</sup> Government of Jordan. 2015. *Education for prosperity: delivering results. A National Strategy for Human Resource Development (2016-2025)*. Available at: [https://docs.wixstatic.com/ugd/176e64\\_5ad5680491ba47deb1579b450950ac46.pdf](https://docs.wixstatic.com/ugd/176e64_5ad5680491ba47deb1579b450950ac46.pdf)

<sup>60</sup> The learning support service in Jordan is a non-certified learning opportunity to improve children's academic performance and prevent them from dropping out. It is designed for school-age children, regardless of their nationality and education status (in school and out of school). In learning support services, a total of 118,107 Syrian and Jordanian children at risk of dropping out are enrolled, of whom 79,132 are Syrian. Of the Syrian children, 61,449 (77.7 per cent) are in school and 17,683 (22.3 per cent) are out of school.

<sup>61</sup> Source: Jordan RAMP Early Grade Reading and Mathematics Initiative Midline Survey results, 2017.

assistance. In camp settings, remedial education and preparation support to Tawjihi (a secondary education certification exam) helped boost the pass rate of students in camps from 8 per cent in 2017 to 22 per cent in January 2018, compared with the national average of 66 per cent.

## 2016 and 2017 education funding in Jordan<sup>62</sup>



In 2017, funding provided by the international community increased to strengthen and expand Jordan's formal education system. In total, US\$296 million were provided, accounting for 88 per cent of the US\$336 million requested for 2017 through the Jordan Response Plan (JRP). This amount includes US\$47 million in budget support, US\$171.5 million in resilience support, and US\$77.5 million in refugee support.

## Challenges and opportunities

Barriers to schooling vary in the Jordanian context. Poverty results in families having to deprioritize children's schooling and drives children and youth into child labour and child marriage. Financial constraints hinder access to post-basic education, technical and vocational training or higher education, and the number of scholarships does not meet demand. The majority of children with disabilities face multiple barriers to access education and protection services. Insufficient quality of education, inadequate learning environments and violence in schools contribute to early dropout. The universalization of KG2 (pre-primary education) contributes to better preparedness of children for school and provides opportunities to better support children with disabilities, and children with learning difficulties. School maintenance has become a critical issue, due to the intense use of infrastructure. Although some schools and learning spaces have been rented, and additional teachers were recruited and trained, more equipment and materials are required. Indeed, the needs on the ground outweighed the available funding.

Quality has suffered due to overcrowded classrooms, poor learning environments, insufficiently trained or demotivated teachers and condensed teaching time in double-shift schools. According to the 2015 Trends in International Mathematics and Science Study (TIMSS), Jordan witnessed that achievements are not only low, but are also in further decline.<sup>63</sup> Investment in the certification and professional development of teachers, directors and education personnel will improve the quality of education in the medium to long term.

Whilst the OpenEMIS and NFE database have been operationalized, data analysis disaggregated by key variables, such as dropout, out of school and disability, need to be disseminated in a timelier fashion. Accessibility to real-time and reliable data is essential for evidence-informed planning and programming.

The MOE Education Strategic Plan, launched in March 2018, provides opportunities for strengthening partnerships and coordination required to support the transitioning from the humanitarian response into long-term resilience and sustainable development. This contributes to strengthen a system that can adequately respond to the pressures caused by the influx of refugees, whose situation remains precarious. The operationalization of OpenEMIS and the provision of tools for analysing and reporting data is envisaged to promote evidence-informed decision-making at central and regional levels. Further capacity development at decentralized levels (directorates

<sup>62</sup> Funding requirements are derived from the Syria and Iraq HRPs and the five host countries 3RP funding appeals as of January 2017, and adjusted as per mid-year funding appeal updates, where applicable. Received funding is as of December 2017. See *Annex 2* on issues related to tracking funding. While HRP/3RP tracking system tracks the funding that goes to UN and international NGOs, the Jordan Response Plan (JRP) tracking system tracks all funding including those directly transferred to the Government of Jordan and local NGOs.

<sup>63</sup> In terms of mathematics for grades 4 and 8, Jordanian students placed fourth last of 48 countries/territories and third last of 36 countries, respectively. In science, grade 8 students were sixth last of 37 countries/territories. Jordan dropped by 20 points in mathematics and 23 points in science amongst students aged 9-10 years from 2011 to 2015.

of education and schools) for utilizing data will contribute to improving school-based management. Furthermore, refugees have been actively engaged in community mobilization and contributed to support access to learning for Syrian children and youth in camps and host communities in the country.

### What do we need to do differently in 2018?

The MOE Education Strategic Plan is expected to make education sector support more coherent, mainstreaming the operational costs and targets for Syrian children into one nationally led strategy. MOE and its sector partners seek to gradually align the JRP with the education strategic plan, enhancing synergy and complementarity and bridging the humanitarian response with longer-term development. This is envisaged to allow for the leveraging of expertise and resources in an effective and efficient manner.

There is an urgent need for the formal and non-formal sectors to come together to address violence against children and ensure the safety and protection of all children. Cross-sectoral efforts must be scaled up to address violence against children. Non-formal education services should be expanded for the most vulnerable children and youth who do not enter the formal system, while extra-curricular activities across the formal and non-formal sector should be used to promote greater equity and social cohesion. Resources must be mobilized and leveraged to ensure that transportation and cash support are continued to help keep children in school.

# IRAQ

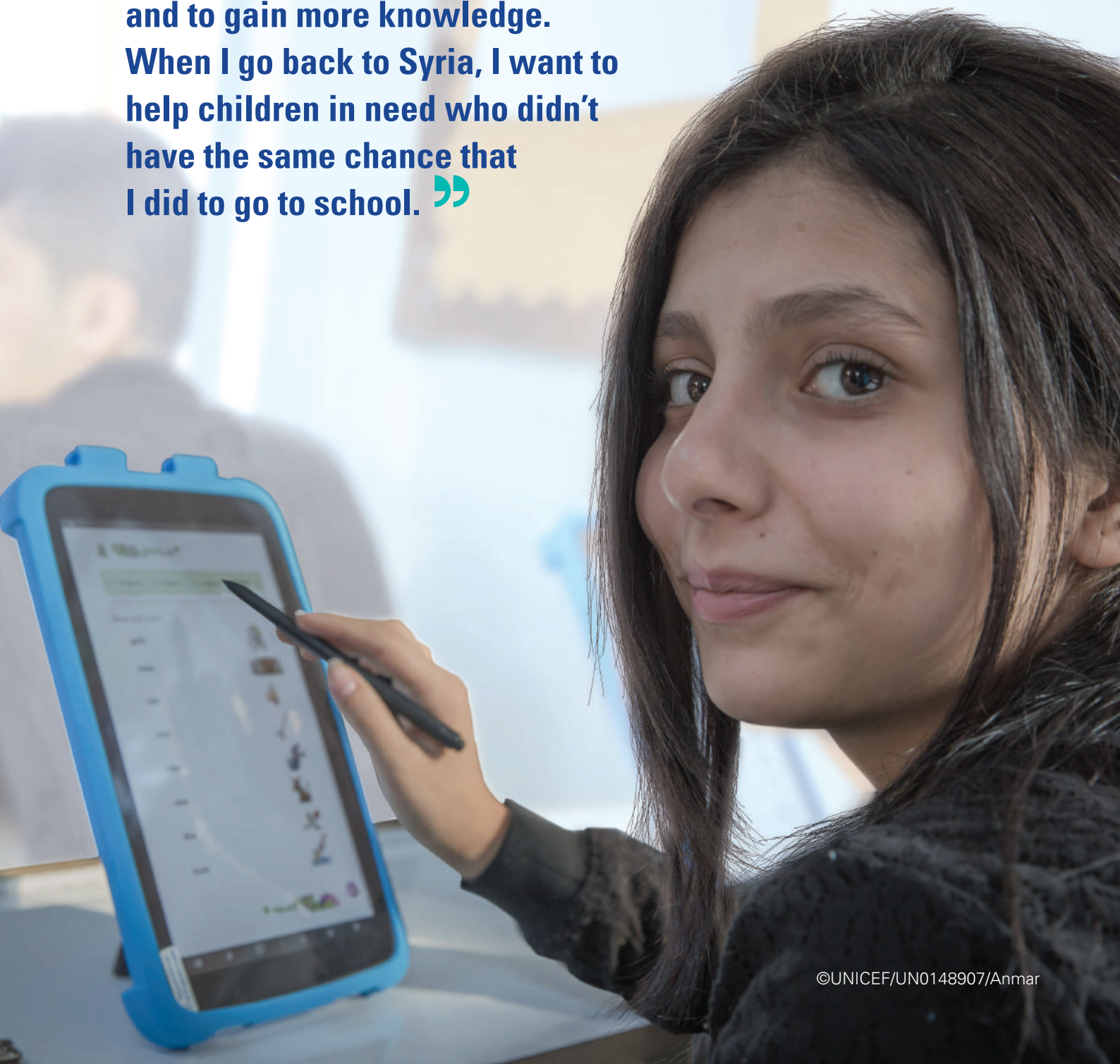
Mariam and her family fled their hometown of Hassakeh, Syria, in 2013. They eventually came to Dohuk, a small town in the mountainous region of Northern Iraq.

Mariam is among 300 Syrian refugee students that participate in a pilot e-learning project run for children who face challenges in accessing schools, such as significant distances between home and school, language barriers, and economic demands that keep them out of classrooms.

She visits the learning centre three times a week, using transportation provided through the pilot project, where she and other students use tablets pre-loaded with homework, course materials, tests, and supplemental modules recorded by the teacher that the students can refer back to and complete at their own pace. The curriculum has been developed so that a six-year education period can be covered in three years.

Mariam hopes to eventually return to Syria to help rebuild her home country using the knowledge she gained in Iraq.

“**This school helped me read and write, and to gain more knowledge. When I go back to Syria, I want to help children in need who didn't have the same chance that I did to go to school.**”



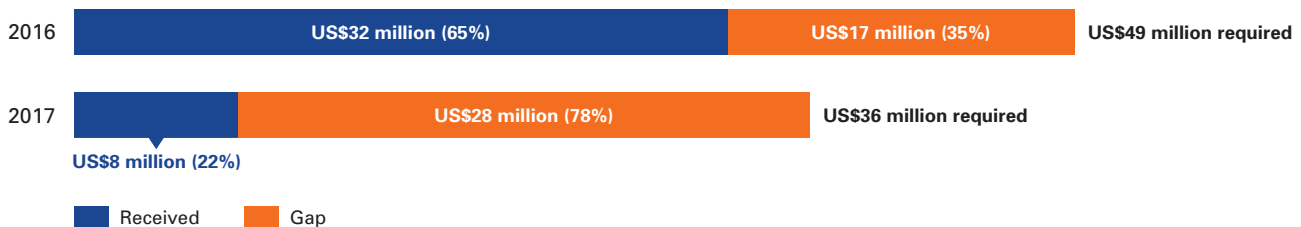
## 5 IRAQ

Iraq has made progress in increasing the enrolment of school-age Syrian refugee children by over 30 per cent between 2016 and 2017, despite the challenges in language of instruction and financing.

### 2017 education response

- System strengthening:** 2017 saw greater collaboration between education partners, the Ministry of Education (MOE) and the various directorates of education in terms of coordination, teacher recruitment, training and administering exams. In an effort to empower public schools hosting Syrian and internally displaced children, a school-based management approach was introduced at the end of 2016. The aim of this approach is to improve school governance, quality of education and children’s learning outcomes, as well as to foster partnerships amongst schools, parents, communities, children and directorates of education. Consequently, a total of 1,080 parent-teacher association members (49 per cent female) contributed to the school-based management and school improvement plans through trainings in the 2017/18 school year.
- Policy development:** In September 2017, the MOE in the Kurdistan Region of Iraq (KRI) introduced a new integration strategy which allows first grade Syrian refugee children to enrol in public schools. The aim of this policy is to include Syrian refugee children into the KRI public schools using Kurdish as the language of instruction. Although still in a pilot phase, the policy is viewed by some education stakeholders as a positive step.
- Access:** Although the majority of public schools in KRI opened registration for refugee children for first grade at the beginning of the school year in October 2017, lack of clear communication and preparation has caused limited applications and registration of Syrian refugee students in government schools using Kurdish as the language of instruction. Overall, access to information about the integration of refugee children remains limited. Education partners supported 10,936 children (50 per cent girls) with cash assistance in the 2017/18 school year and a total of 18,344 (51 per cent girls) benefitted from winter school uniforms as part of winterization kits. On the tail end of the general financial crisis, and to attract and retain teaching staff, education partners provided incentives to 1,638 volunteer teachers in KRI public schools hosting refugee children. Access to tertiary education improved during the 2016/17 school year for Syrian refugees. At the beginning of the school year 2017/18, 116 Syrian refugees and asylum seekers received tertiary education scholarships and an additional 104 tertiary scholarships were issued for the same cohort by December 2017, bringing the total number to 220. In addition, education cluster partners supported 1.4 million (38 per cent) internally displaced children to access both formal and non-formal education through the implementation of various interventions such as the establishment of temporary learning spaces, renovation and repair of damaged schools, and provision of education supplies including teaching and learning materials.
- Quality:** A total of 1,314 refugee teachers received training on pedagogy, classroom management, subject matter and psychosocial support. A total of 5,712 refugee boys and girls benefitted from the life skills and citizenship education programmes in and out of camp settings as part of non-formal education programme interventions.

### 2016 and 2017 education funding in Iraq<sup>64</sup>



<sup>64</sup> Funding requirements are derived from the Syria and Iraq HRPs and the five host countries 3RP funding appeals as of January 2017, and adjusted as per mid-year funding appeal updates, where applicable. Received funding is as of December 2017. See Annex 2 on issues related to tracking funding.

## Challenges and opportunities

During 2017, the limited education provision for ECE (3-5 years of age) combined with the lack of programmes focused on this age group represented a key challenge. There is currently limited data on key quality indicators such as attendance, retention, learning outcomes and teacher performance to identify gaps and needs.

Language of instruction for refugee children continues to be a barrier to access education. Specifically, the lack of schools with Arabic as the language of instruction in non-camp areas remains a constraint. Despite the provision of cash assistance in the 2017/18 school year, families still struggle financially to cover transportation, uniforms, books and stationery. Provision of cash transfers (US\$30 per child per month) will enable families to cover education-related costs, and can be eventually linked with social protection schemes to ensure sustainability.

Children who have missed two or more years of school face significant challenges with re-entering formal education under current policies. In addition, lack of documentation remains a challenge for youth who wish to pursue higher education.

## What do we need to do differently in 2018?

In 2018, partners will support the implementation of the integration strategy. Refugee children need bridging classes or language courses to fully integrate into the KRI education system. Further policy reforms and dedicated support are needed for out-of-school children to facilitate their ability to re-enter formal education. There is a continuing need to improve education quality as a key means of encouraging school retention and increasing access to secondary and tertiary education. In addition, there is a need to develop and reinforce teacher code of conduct to address cases of bullying and discrimination against Syrian refugee children reported in schools. Integrated child protection and education services will be strengthened in 2018 to ensure safety and protection of children in learning spaces. This entails scaling up teacher training programmes on child protection, referral pathways and how to deliver life-saving messages to students. At the same time, child protection caseworkers need to be trained to support vulnerable and out-of-school children. And finally, systematic data collection on quality will need to be used to ensure that education systems and programmes addressing gaps and activities are effectively improving access and quality of education.

# EGYPT

Despite the challenges that children of Syria go through, the hope for a better future is still alive. Alaa, Tareq and Wassim, three Syrian refugees now settled in Cairo, Egypt, dream of becoming healthcare professionals to provide free medical service for those in need.

The three young boys were among over 200 children who enjoyed the Children-Take-Over experience that took place last December in celebration of World Children's Day. Many of them are refugee children, both Syrian and non-Syrian, as well as children with disabilities and other disadvantaged children accessing community-based schools in the rural areas of Egypt. Syrian refugee children have access to the formal education system in Egypt, and such events provide the opportunities for them to engage in interactive learning and edutainment.

For one day, the children had an unforgettable experience learning about different jobs through role-play. When asked what they would like to do in the future, they all talked about the dream of helping their community: a fruit merchant, a dentist, a teacher, a fireman, and doctors – with a dream to treat what they called

“ all sick people God created ”



## 6 EGYPT

**Egypt continues to reach school-age Syrian refugee children, including those with disabilities, through either formal or non-formal learning opportunities.**

### 2017 education response

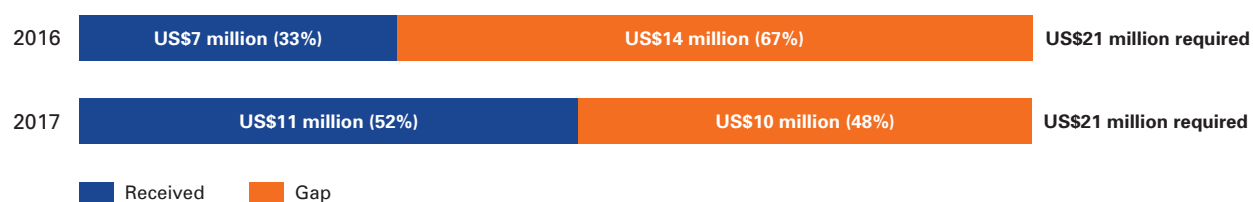
- **System strengthening:** Education partners continue to liaise closely with the MOE in the facilitation of inclusive education policies for refugees in Egypt. In line with the MOE plan of education reform that includes life skills and citizenship education as well as digitalizing education services, education partners established computer labs in 30 public schools with high numbers of Syrian refugee children. Additionally, 740 smart classrooms were established in public schools in the six most impacted governorates.<sup>65</sup>
- **Policy development:** An enabling policy allows Syrian children to access the same learning opportunities in the country as their national peers through a ministerial decree that is renewed on a yearly basis.
- **Access:** The Government of Egypt continues to grant full access to education for Syrian children, however, financial constraints for refugee families negatively impact children's access to schools. During 2017, education partners supported the distribution of education grants to 26,062 Syrian refugee children and 16,994 refugee children of other nationalities. These grants cover the life cycle of a child from pre-primary to secondary school and support vulnerable refugee families to buy school uniforms and textbooks, and to cover tuition fees and transport costs. Education partners also provided targeted support to ensure access to educational opportunities for children with disabilities, and unaccompanied and separated children. During 2017, 117 children with disabilities (63 per cent female) benefitted from education grants. An additional 72 children with disabilities received assistance such as hearing aids, eye glasses and wheel chairs to facilitate their learning processes. Nine public schools in Damietta governorate were supported to include over 2,000 Syrian children diagnosed with mild disabilities. The year also saw an increase in the numbers of unaccompanied and separated children in Egypt. While 80 per cent of unaccompanied and separated children traditionally are from the Horn of Africa, during 2017, a new trend emerged with a 55 per cent increase in the number of Syrian separated children, mainly boys, registered in Egypt. Education partners reached 537 unaccompanied and separated children with psychosocial support and language classes, to assist with integration and access to services. Additionally, 114 of the unaccompanied and separated children were assisted with education grants to enrol in schools. Finally, extensive renovation of 20 public schools and five community schools was conducted focusing on water, sanitation and hygiene (WASH) standards to encourage school accessibility for both Egyptian and Syrian boys and girls. In higher education, 348 youth benefitted from scholarships for both public and private universities across Egypt. Additionally, 79 Syrian refugee university graduates received scholarships to pursue master's degrees. These scholarships are offered to refugee students in Egypt and fully cover tuition and living expenses.
- **Quality:** Education partners continued to support both national system and community-based initiatives to enhance the quality of education. The strategies employed focused on capacity building of teachers and social workers who work with communities, as well as provision of relevant skills for refugee and host-community children that promote social cohesion. During 2017, 1,962 Egyptian teachers received training on active learning, positive discipline, critical thinking and problem solving in public schools that have a high number of Syrian refugee children. Additionally, 330 Syrian community-centre teachers were trained on active learning methodologies, literacy skills, critical thinking and problem solving.

To address protection issues in schools, 339 social workers and school psychologists were trained on positive discipline and behavioural changes. Furthermore, to ensure that children are learning in a safe environment, a health and safety programme was implemented in 40 public schools reaching 2,000 Syrian refugee children and 6,000 Egyptian children. Moreover, education partners provided school snacks to 349,000 students in 399 primary schools in four governorates with a high number of refugee children. School capacity was strengthened to improve food storage modalities and improve sanitation services. Education partners also reached 379 Syrian children with literacy camps aimed at improving reading and writing skills. In addition, 1,328 children and youth participated in psychosocial/life skills group activities, aimed at improving skills such as communications, leadership and networking.

<sup>65</sup> Smart classrooms refer to public school classrooms that have been provided with smart boards, clickers, interactive curriculum and tablets.



## 2016 and 2017 education funding in Egypt<sup>66</sup>



## Challenges and opportunities

Providing education responses in an urban refugee context poses challenges in terms of access to timely and accurate information about refugee children. Despite the favourable legal context for Syrian refugees in the country, lengthy procedures are needed to obtain or renew residency permits, which in turn pose additional challenges on school enrolment. Additionally, due to the increasing population in Egypt, which leads to overcrowded classrooms, issues of access, enrolment and retention in public schools remain a challenge for refugee children.

Despite the challenges, there is a strong political commitment from the Government of Egypt to strengthen support for Syrian refugees. The current education reform, with emphasis on life skills and citizenship education, provides an opportunity for further inclusion and social cohesion in public schools.

## What do we need to do differently in 2018?

While there is room for improvement of the quality of education in Egypt, further support is needed in terms of the provision of teaching materials, development of teacher qualifications and establishment of multiple learning pathways for all learners. To enhance the quality of education for all children, it is essential to continue supporting the MOE as well as community-based initiatives that address additional gaps for refugee children. There is a need for more focus on programmes that empower youth, including unaccompanied and separated children, and strengthen the linkages between the education and livelihoods sectors. Partnerships need to be expanded beyond the education sector to ensure the development of holistic approaches that address the needs of children and youth.

<sup>66</sup> Funding requirements are derived from the Syria and Iraq HRP and the five host countries 3RP funding appeals as of January 2017, and adjusted as per mid-year funding appeal updates, where applicable. Received funding is as of December 2017. See *Annex 2* on issues related to tracking funding.

# ANNEX 2 METHODOLOGY AND DEFINITIONS

This Report is based on primary and secondary data sources (EMIS, ministries of education, OCHA, UNHCR, UNICEF and UNRWA), as well as information from discussions and consultations with relevant stakeholders at country and regional levels. Data limitations and gaps are highlighted in the text and footnotes of the Report.

While **school-age Syrian children** inside and outside Syria constitute the focus of this Report, host-community children affected by the crisis in the five host countries are also considered, together with Palestine refugee children affected by the crisis. The terminology **school-age children** refers to the age range of 5-17 years, while the terminology of **youth** refers to the age range of 15-24 years. Data by gender and camp/internally displaced person status exist, but are not regularly reported. Statistics on child vulnerabilities (disability, child labour, child marriage, etc.) remain limited.

**Early childhood education (ECE)** in this Report refers to one year of pre-primary education for children aged five years, with the exception of Lebanon where ECE includes children aged 3-5 years. **Basic education** refers to primary and lower secondary education, targeting children aged 6-13 years in Turkey, 6-15 in Jordan and 6-14 in the rest of the countries (Syria, Lebanon, Iraq and Egypt). **Post-basic education** refers to education for youth aged 15-24 years and can be further divided into general upper secondary education and TVET (15-17 years), as well as tertiary/higher education, including university education and TVET (18-24 years).

**Formal education** refers to education that is institutionalized through public organizations and recognized private bodies. This – in its totality – constitutes the formal education system of a country as per the standard definition in the International Standard Classification of Education. It refers to education that is provided and approved by a State and certified by national education authorities. **Non-formal education (NFE)** refers to any organized and sustained education activity that is provided outside formal education. Depending on the context, it may cover catch-up, self-learning and accelerated learning programmes, remedial education programmes (language support, literacy and numeracy), or e-learning, and may or may not lead to a transition to formal education. In Jordan and Turkey, remedial education programmes are referred to as informal education.

**Out-of-school children** in the context of the Syria crisis and in this Report refer to the age group 5-17. Inside Syria, children not enrolled in formal education are considered as out of school. In the five host countries, children not enrolled in either formal or non-formal education are considered as out of school.

For **children inside Syria**, the school-age population (5-17 years) is estimated using mid-year OCHA population data, and the school enrolment number is extracted from the EMIS. For areas newly liberated from ISIL, it is assumed that 25 per cent of the pre-crisis enrolment has been sustained. Due to the limitations of data collection, it is difficult to estimate regular school attendance. It is worth noticing that the main reason behind the growth in the out-of-school children number inside Syria is the adjusted estimates of **school-age children**. Based on OCHA population estimates, the school-age population (5-17 years) in Syria was 5.4 million in the 2015/16 school year and 5.76 million in the 2016/17 school year.

Estimates of children in and out of school are based on population projection and enrolment data. For **Syrian refugees in the five host countries**, the school-age population (5-17 years) is calculated from data provided by UNHCR and the Government of Turkey. Enrolment in formal and non-formal education are both counted as in school, and the information is collected from UNHCR and UNICEF.

In 2017, improvements in data reporting were made that also led to adjustments/**changes in the historical data** presented in earlier reports, primarily because of better reporting on NFE, which helped disaggregate data and avoid double counting of Syrian and non-Syrian children that benefit from support both in and out of the formal system.

In the specific case of Lebanon, a different age group taken into consideration was expanded to 3-18 years to align with the RACE II framework which also includes unregistered children known to UNHCR.

Concerning **education funding**, the requested and received funding amounts for the education sector are obtained from HRP/3RP financial tracking systems (FTS) and refer to HRP/3RP funding only. The tracking does not cover funding going to development budgets and investments by governments. For Jordan, funding information from the Jordan Response Plan (JRP) is available and has been included in the Report (covering direct budget support, funding for resilience and refugee programming).

# ACRONYMS

3RP	Regional Refugee and Resilience Response Plan
ALP	Accelerated Learning Programme
ASER	Annual Status of Education Report
BTL	Back-to-Learning
CCTE	conditional cash transfer for education
DfID	Department for International Development (UK)
DPG	Development Partners Group
EC/ECHO	European Commission/European Civil Protection and Humanitarian Aid Operations
ECE	early childhood education
ECW	Education Cannot Wait
EDF	Education Dialogue Forum
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EiE	education in emergencies
EMIS	Education Management Information System
FTS	financial tracking systems
HNO	Humanitarian Needs Overview
HRP	Humanitarian Response Plans
IFE	informal education
INEE	Inter-agency Network for Education in Emergencies
ISIL	Islamic State of Iraq and the Levant
JRP	Jordan Response Plan
KRI	Kurdistan Region of Iraq
LSCE	Life Skills and Citizenship Education
MEHE	Ministry of Education and Higher Education (Lebanon)
MOE	Ministry of Education
MONE	Ministry of National Education (Turkey)
MSNA	Multi-Sector Needs Assessment
NEAR	European Neighbourhood Policy and Enlargement Negotiations
NFE	non-formal education
NGO	non-governmental organization
NLG	No Lost Generation
OCHA	Office for the Coordination of Humanitarian Affairs
RACE	Reaching All Children with Education
RAMP	Early Grade Reading and Mathematics Project (Jordan)
SDG	Sustainable Development Goal

<b>SLP</b>	Self-Learning Programme
<b>TIMSS</b>	Trends in International Mathematics and Science Study
<b>TVET</b>	Technical and Vocational Education and Training
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>UNICEF</b>	United Nations Children’s Fund
<b>UNPD</b>	United Nations of Population Division
<b>UNRWA</b>	United Nations Relief and Works Agency for Palestine Refugees in the Near East
<b>WASH</b>	water, sanitation and hygiene
<b>WoS</b>	Whole of Syria
<b>YÖK</b>	Higher Education Council (Turkey)
<b>YTB</b>	Presidency for Turks Abroad and Related Communities

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