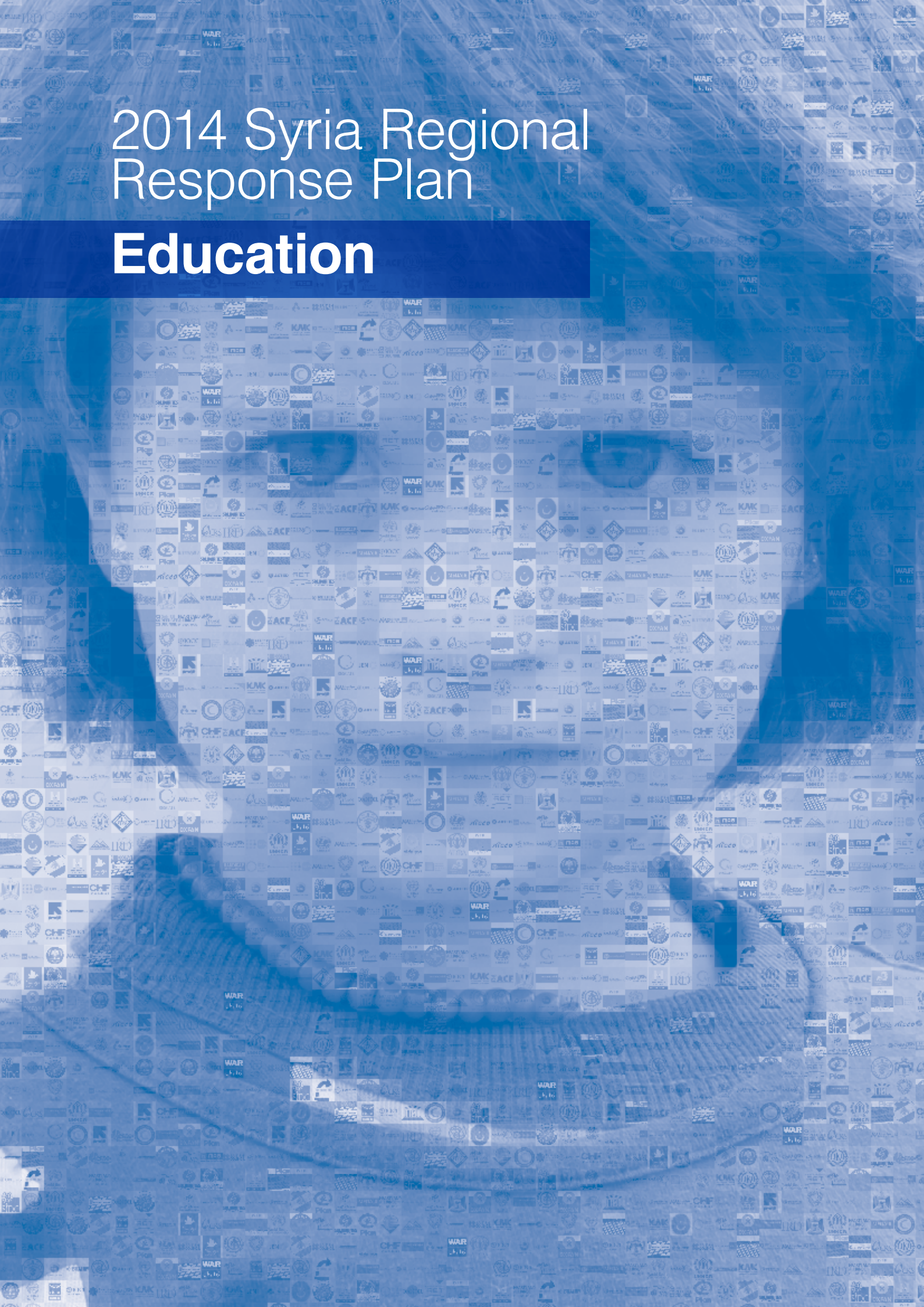


# 2014 Syria Regional Response Plan

## Education





## H. Education response

<b>Lead Agencies</b>	UNHCR		
<b>Participating Agencies</b>	UNICEF, Save the Children, Catholic Relief Service (CRS), Tadamon, AMERA, St. Andrew's Education Service, KG Supervisors League, International Organization for Migration (IOM) and Plan International		
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Access to education opportunities (formal and non-formal).</li> <li>2. Quality education in protective learning environment.</li> </ol>		
<b>Requirements from January to June 2014</b>	US\$13,655,391		
<b>Prioritized requirements (Jan-Jun)</b>	Life-saving or preventing immediate risk of harm	Preventing deterioration of vulnerabilities	Capacity-Building or Resilience
	US\$9,311,044	US\$2,746,347	US\$1,598,000
<b>Total 2014 indicative financial requirements</b>	US\$22,758,985		
<b>Contact Information</b>	Mohammed Shawky, <a href="mailto:shawkym@unhcr.org">shawkym@unhcr.org</a>		

### 1. ACHIEVEMENTS AND CHALLENGES

The quality of the school environment in Egyptian public schools is a significant barrier to the enrolment and retention of Syrian children, as are the difficulties they face in adjusting to the Egyptian dialect and curriculum. Syrian children find the instructional accent in the classroom difficult to understand and follow. Overcrowded classrooms, elements of discrimination, harassment, including sexual harassment, distance to available schools and problems with transportation represent major challenges for Syrian families, especially daughters who are particularly targeted for harassment in school and on their way to school. Many parents have expressed fear for the security of their adolescent girls and prefer to keep them at home rather than sending them to school. UNHCR will, in partnership with the community and Ministry of Education, be setting up more remedial classes in areas most affected by this problem.

In September 2013, a joint UNHCR, UNICEF and Ministry of Education Schools Needs Assessment was conducted in Cairo, Giza, Alexandria, Qalyoubeyyah and Damietta looking into enhancing the capacity of public schools and measures to enable them to absorb more Syrian children. The assessment found that public schools require considerable support in terms of additional educational supplies, teachers, teacher training, as well as support in creating a welcoming, safe and inclusive environment for Syrian girls and boys. Additional measures to address the needs of girls will be included.

CRS is UNHCR's partner registering all Syrian school children and in 2013 over 20,000 education grants have been distributed to approximately equal number of boys and girls. The grants assist families in paying for costs related to enrolment, such as school fees, safe transportation for children (especially girls), school supplies and uniforms, and remedial classes when necessary. Additional funds are available to families of children with specific needs. It is of paramount importance to



keep the education grant universal. Families advised that the grant, despite being modest, made it far easier to send their children to school as they are able to afford the cost of transport and without it they would have struggled to send all their children to school. Special grants also assist the most vulnerable children, and those with specific needs to specialized schools.

An education working group was established and regularly attended by all partners, as well as a representative from the office of the Egyptian Ministry of Education, to deal with challenges which were highlighted during the joint needs assessment missions.

There are a limited number of scholarships for higher education provided by foreign institutes but the Egyptian Ministry of Higher Education currently requests secondary certificates for admission to colleges and universities, which is often not possible for Syrian children who fled the war. In this regard, UNHCR, UNICEF and its partners will continue its advocacy efforts in this area in 2014. Recruiting more female teachers within the Syrian refugee community for schools is still a challenge.

## 2. NEEDS AND PRIORITIES

Population group	Population in need	Targeted population
Non-camp	250,000	100,000

All registered Syrian refugees in Egypt are living in non-camp areas and scattered in urban areas; 91 per cent of them reside in Greater Cairo, Damietta and Alexandria. Syrian refugees in Egypt have reported they are facing challenges in enrolling their children in public schools following the 30<sup>th</sup> June ousting of former president Morsi. This problem was exacerbated by a negative media-led campaign targeting Syrians residing in Egypt, which impacted on the attitudes of some officials registering Syrian children in their local schools. Advocacy efforts with the Ministry of Education highlighting the plight of Syrian refugees are paying dividends. UNHCR and partners will increase activities promoting community cohesion both in and out of schools.

UNHCR, UNICEF and the Ministry of Education, conducted a Schools Needs Assessment in areas with a high density of Syrian refugees. In 2014, even more children will be facing homelessness, food insecurity, pressure to drop out of school to find work, and security threats.

Based on this assessment, UNHCR and UNICEF will provide support to improve and rehabilitate schools in areas heavily populated by Syrian refugees. Mapping of government schools most frequented by Syrian children was concluded, and a report by the Egyptian General Educational Buildings Authority is now being discussed to finalize the implementation process and timeline. This report will inform the dialogue with the Ministry and around 85,000 children aged 6 to 17 from host communities will also benefit from the planned school rehabilitation programme. Once implemented in 2014, it will also include a component to address the gender-sensitive learning environment in 50 basic and secondary schools.

### 3. RESPONSE STRATEGY

UNHCR, through its partner CRS, provides additional funds to Syrian children to assist the most vulnerable families to pay government school fees, provide safe transportation for children (especially girls) living in isolated areas which lack nearby schools, buy school supplies and uniforms, and where necessary attend remedial classes.

In 2013 some 35 disabled Syrian children are supported in specialized private schools as no public schools are available for physically and mentally disabled children. These children receive special education grants to cover fees and special transportation needs. The number of children supported through this project will be increased in 2014 through increased community outreach. In addition, adult literacy and numeracy classes are provided to Syrian families to assist them in lifelong learning and to help them support their children's education. Many pre-school children have suffered trauma and loss and they require teachers who have received specialized training. Training and awareness sessions will therefore be provided to 100 teachers as well as psychosocial support for these children based on a needs assessment.

UNHCR and CRS have also initiated support to a Syrian community school in 6<sup>th</sup> October city where some 2,000 Syrian children are attending classes. The children are enrolled in local government schools and will sit national exams with the Egyptian students. However, Syrian teachers teach them the Egyptian curriculum and some Syrian subjects in the community school. This innovative approach allows the Syrian students to learn in a safe and culturally familiar environment with Syrian teachers, but they will receive Egyptian accreditation if they pass the national exams. UNHCR and partners put a proposal to the Minister of Education recommending the establishment of an umbrella network regulating all non-formal learning activities provided to Syrians in the community. This body would be established by the MoE to make sure that all learning activities provided meet the set standards by the ministry, to get it certified, to address the dialect and to the barriers to enrolment mentioned in the joint needs assessment. Interventions to increase quality of community-based schools will continue in 2014 and be linked to capacity-building efforts for school management. Strong monitoring systems will be put in place for both learning achievements and teacher professional development in order to adapt the programme to address evolving needs.

An ambitious plan to improve schools for thousands of host-community and refugee children is developed and will be implemented in 2014. This has been planned through discussions with the communities as well as in response to a joint needs assessment conducted by UNHCR, Ministry of Education and UNICEF in September 2013. This assessment revealed pressing need to construct, adapt and refurbish a large number of classrooms in order to enable the schools to absorb the increasing number of Syrian refugee students. Pre-school children will be supported in enrolment in nurseries and kindergartens run by the Ministry of Social Affairs and the Ministry of Education, and in addition community-based kindergartens will be established in those areas where gaps in coverage are identified. UNICEF will continue to build on its existing programme of cooperation with the Ministry of Education to strengthen existing public schools in Alexandria, Damietta and Greater Cairo as well as expanding access to pre-school education.

## 4. SECTOR RESPONSE OVERVIEW TABLE

Objective 1. Access to education opportunities (formal and non-formal).									
Output	Targeted population by type (individuals) in 2014			Location(s)	Total Requirements Jan - June (US\$)	Life-saving or preventing immediate risk of harm (US\$)	Preventing deterioration of vulnerabilities (US\$)	Capacity Building / Resilience (US\$)	Partners
	SYR in camps	SYR in urban	Other affected pop						
Output 1.1 Early childhood education provided or supported		6.000	1.425	Cairo, Alexandria, Damietta, upper Egypt, Giza, 6 October, Kalubia, Assuit	1.368.000	1.000.000	168.000	200.000	UNHCR, UNICEF, CRS, STC, TAD, Save the Children, Plan International, AMERA
Output 1.2 Primary education provided or supported		40.000	33.000	Cairo, Alexandria, Damietta, upper Egypt, Giza, 6 October, Kalubia, Assuit	5.784.424	5.764.424	20.000		UNHCR, UNICEF, CRS, STC, TAD, Save the Children, Plan International, AMERA
Output 1.3 Secondary education provided or supported		50.000	2.000	Cairo, Alexandria, Damietta, upper Egypt, Giza, 6 October, Kalubia, Assuit	1.983.000	1.713.000		270.000	UNHCR, UNICEF, CRS, STC, TAD, Save the Children, Plan International, AMERA
Output 1.4 Access to tertiary education provided or supported		5	-	Cairo, Alexandria, Damietta, upper Egypt, Giza, 6 October, Kalubia, Assuit	732.000		712.000	20.000	UNHCR, CRS, AMERA
Output 1.5 Lifelong learning opportunities provided or supported					111.000		103.000	8.000	Plan International, AMERA, UNHCR
<b>Objective 1</b>					<b>9.978.424</b>	<b>8.477.424</b>	<b>1.003.000</b>	<b>498.000</b>	

Objective 2. Quality education in protective learning environments.									
Output	Targeted population by type (individuals) in 2014			Location(s)	Total Requirements Jan - June (US\$)	Life-saving or preventing immediate risk of harm (US\$)	Preventing deterioration of vulnerabilities (US\$)	Capacity Building / Resilience (US\$)	Partners
	SYR in camps	SYR in urban	Other affected pop						
Output 2.1 Measures to promote girls' education		6.000		Cairo, Giza, Six of October, Kalubia, Alexandria, Damietta	359.624	196.624	29.000	134.000	UNHCR, UNICEF, CRS, Plan International, AMERA, CARE International
Output 2.2 Advocacy conducted		100.000		Egypt	43.100		17.100	26.000	UNHCR, CARE International, Plan International, AMERA
Output 2.3 Capacity development supported		27.000	85.000	Egypt	1.157.247		637.247	520.000	UNHCR, UNICEF, IOM, Save the Children, CARE International
Output 2.4 Educational infrastructure constructed, improved or maintained		6.000	4.000	Egypt	2.001.935	581.935	1.000.000	420.000	UNHCR, Save the Children, CARE International
Output 2.5 Safe learning environment promoted		3.600	2.400	Greater Cairo	115.061	55.061	60.000		UNHCR, Save the Children, CARE International
<b>Objective 2</b>		<b>100.000</b>	<b>85.000</b>		<b>3.676.967</b>	<b>833.620</b>	<b>1.743.347</b>	<b>1.100.000</b>	

Sector indicators	Target
# of children aged 3-5 enrolled in early childhood education	6.000
# of children enrolled in primary & Secondary education	50.000
# of measures in place to facilitate women and girls access to education	500
# of educational facilities receiving material support, constructed, improved or maintained.	20
# of children with specific needs enrolled in school	80

#### Education - Summary Requirements

	Requirements Jan-June 2014				Indicative requirements Jul-Dec 2014
	Total Requirements (US\$)	Life-saving or preventing immediate risk of harm (US\$)	Preventing deterioration of vulnerabilities (US\$)	Capacity Building / Resilience (US\$)	Requirements (US\$)
<b>SECTOR GRAND TOTAL</b>	<b>13.655.391</b>	<b>9.311.044</b>	<b>2.746.347</b>	<b>1.598.000</b>	<b>9.103.594</b>



## 5. SECTOR FINANCIAL REQUIREMENTS PER AGENCY

Education in Egypt (US\$)			
Agency	Total Jan-Dec 2014	Jan-Jun 2014	Jul-Dec 2014
CARE	743,985	446,391	297,594
IOM	500,000	350,000	150,000
PLAN	120,000	72,000	48,000
SCI	850,000	510,000	340,000
UNHCR	16,545,000	9,777,000	6,768,000
UNICEF	4,000,000	2,500,000	1,500,000
<b>Total</b>	<b>22,758,985</b>	<b>13,655,391</b>	<b>9,103,594</b>

## H. Education Response

<b>Lead Agencies</b>	UNICEF		
<b>Participating Agencies</b>	People in Need, ACTED-REACH, Save the Children, UPP, KURDS, NRC, Relief International, IRC, Triangle, UNFPA, UNESCO, UNHCR, UNICEF		
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. To increase access to inclusive and equitable education opportunities for Syrian refugees, boys and girls from pre-school to university education levels using formal and alternative approaches by December 2014.</li> <li>2. To improve quality of education for Syrian refugees, boys and girls, accessing inclusive education from pre-school to secondary level by December 2014.</li> </ol>		
<b>Requirements from January to June 2014</b>	US\$24,618,369		
<b>Prioritized requirements (Jan-Jun)</b>	Life-saving or preventing immediate risk of harm	Preventing deterioration of vulnerabilities	Capacity-Building or Resilience
	US\$19,482,823	US\$3,776,386	US\$1,359,160
<b>Total 2014 indicative financial requirements</b>	US\$39,204,302		
<b>Contact Information</b>	Ikem Chiejine, <a href="mailto:ichiejine@unicef.org">ichiejine@unicef.org</a>		

### 1. ACHIEVEMENTS AND CHALLENGES

Under RRP5, UNICEF established education coordination systems at all levels. In collaboration with other stakeholders, including UN agencies, NGOs and CBOs facilitated the enrolment of over 14,701 Syrian children in educational facilities both in camp and in host community schools. Education provision has been inclusive for all children (girls and boys) and involved mixing those with special learning needs in regular classrooms. Equal opportunity is being provided to both boys and girls to access education in camp and non-camp situations. Enrolment has been increasing over the past year as refugees resettle from transit to more permanent camps where semi-permanent classrooms have been constructed or rehabilitated in host community schools. During the last six months, eight schools were rehabilitated in Al Qa'im, three pre-fabricated schools were constructed in Domiz, and other 40 tented classrooms were provided with educational supplies in the new camps in Qushtapa, Kawergosk, Basirma, Akra and Gawilan camps. All pre-fab structures are being modelled to facilitate access for disabled children.

Several assessments including situation analysis of educational access for Syrian refugee children and youth in urban areas, rapid education assessments in new camps were conducted by UNICEF with technical support from NRC. Besides this, UNHCR and UNICEF conducted joint School Needs Assessment of Arabic medium schools in Erbil, Dohuk and Sulaymaniyah governorates for both basic education and secondary schools for which UNESCO also contributed. UNHCR partners are also conducting a Community Assessment of barriers for non-camp Syrian refugee children to access education in all governorates of the KR. The assessment will in addition examine how disabled Syrian refugee children have been accessing education and how education provision can be improved for children with special learning needs. UNESCO established 14 Community

Learning Centres (CLCs) in Erbil, Dohuk, Al Qa'im, Arbat, Dara Shakran and Kawergosk camps, from which about 1,700 youth, women and men have been benefitting; three pre-fab structures were provided for secondary education and four catch-up learning centres were established. Joint advocacy visits were undertaken by stakeholders to policy makers at the Ministry of Education and Directorates of Education for more support to be given to the education of Syrian refugee children.

Major challenges and concerns for the education sector are:

**Sector Coordination:** Reasonable level of sector coordination exists presently but requires dedicated personnel to focus only on coordination issues to ensure regular meetings and interaction among partners to reduce duplication, competition and seeming rivalry. Strong coordination will ensure accurate targeting and prioritisation of activities and bring synergy and focus to the emergency education interventions.

**Limited absorptive capacity of existing schools:** Existing Arabic speaking schools in the KR are insufficient to accommodate the existing and expected number of Syrian refugee children in the non-camp settlements. At present the needed space (1sq.m) per student as well as equipment/items including furniture etc. are insufficient for an anticipated higher number of enrolments. In addition, existing schools need some forms of rehabilitation, additional teachers, WASH facilities, teaching and learning materials including textbooks. In camps, while learning spaces and schools are being established, they have not yet been able to meet the educational demands of all the refugee children. Besides, there are expected movements of urban refugees to camps. If this occurs, the new influx will further strain learning spaces in camps.

**Economic situation of Syrian refugees:** The hidden cost of education which includes transport costs, cost of learning materials, uniforms, daily pocket money, school-time snacks etc. are obstacles discouraging a large number of Syrian families to send their children to school against which they rather have their children work outside as child labourers to earn more money to sustain the family.

**Language Issues:** Syrian Kurds did not study their mother tongue (Kurdish language-Kurmanji accent) in Syria; they studied in Arabic medium schools. The number of Arabic medium schools is limited in KR, which may limit their physical access to schools. For adults the limited knowledge of Kurdish restricts their capacity to socialise in the KR. In addition, there is a shortage of teachers for Arabic language as well as teachers who can teach other subjects in Arabic.

**Children's psychosocial support needs:** Syrian refugees continue to suffer from the emotional and mental consequences of forced displacement. Many claim to have witnessed bloodshed or generalized violence, which together with the trauma of being uprooted from their homes leads to various psychological conditions. According to the school social workers, Syrian children, as well as Iraqi IDP children, often display behavioural patterns which may require psycho-social support

**Lost education opportunities in Syria:** Most of the Syrian refugee children have been out of school for more than one year, and they may require some sort of support for resuming at their

grade level of education successfully, which may include catch-up classes, Accelerated Learning Programme, etc.

**Environment:** There is safety concern by parents and guardians for their children travelling unaccompanied in unfamiliar areas, especially for children attending school in host communities in KR who have to travel long distances to Arabic medium schools.

**Higher education:** There are concerns on the limited access of Syrian refugees to higher education and the absence of mechanism for addressing it. Presently access to higher education is treated on a case by case basis.

**Access to secondary school:** Currently there is no school offering secondary education in Al Obaidy camp and the lack of freedom of movement for refugees excludes their access to secondary or technical schools available in Al Qa'im.

## 2. NEEDS AND PRIORITIES

Population group	Population in need	Targeted population
<b>Camp</b>	160,000	67,200
<b>Non-camp</b>	240,000	100,800
<b>Total</b>	400,000	168,000

It is estimated that about 168,000 children and adolescents will be in need of educational services by December 2014 with about 60 per cent living in host communities. The numbers of target beneficiaries are reflected below:

Beneficiary Group	Total	Urban	Camp
Early Child Devel & Ed	10,399	6,239	4,159
Basic education	91,442	54,865	36,576
Secondary education	30,408	18,244	12,163
Accelerated Learning programme	12,803	7,681	5,121
Adult literacy	6,955	4,173	2,782
Vocational training	15,993	9,595	6,397
<b>Grand Total (Children and Adolescents)</b>	<b>168,000</b>	<b>100,800</b>	<b>67,200</b>
Teachers	3,566	2,194	1,372
Caregivers	520	312	208

According to the UNHCR, 205,000 people are presently registered as refugees out of which 39 per cent are reported to be between ages 0-18 years. This is expected to increase by June 2014 to 300,000 and probably 400,000 by December 2014 resulting in an increase in the target school age population to approximately 42 per cent. Consequently to adequately respond to this population the following needs have been prioritized:

- Adequately coordinate the education sector to ensure accurate targeting and prioritization, promote synergy, avoid duplication to promote smooth programme delivery;
- Provision of protective, safe and healthy learning spaces in camps and host communities to increase access to education and learning for all refugee children from pre-school to secondary education levels as well as in the acquisition of vocational education and training and life skills by adolescents;
- Support for schools in urban locations to accommodate refugee children including provision of additional classrooms, WASH facilities, rehabilitation of school buildings and teacher support;
- Provision of cash transfer, transportation support etc for ensuring the educational access for extremely vulnerable children;
- Promote retention of those already enrolled in elementary and secondary levels;
- Provision of teaching/learning and recreation materials relevant (language, culture etc) to the learners for all levels both in camp and urban locations/host communities;
- Provision of non-formal education through accelerated learning programme to catch up on the years out of school;
- Teacher training: improved pedagogy; standards of response in education in emergency; psycho-social support;
- Psychosocial support to all children up to 18 years, parents, especially mothers, teachers and Government officials on various concerns including SGBV and child protection;
- Life skills, vocational education and training and advocacy with Government to provide job support for qualified job seekers;
- Literacy courses for adults who are unable to read and write. Access to higher education either to university, polytechnic or technical college; and,
- Undertake various assessments to provide evidence for planning monitoring and evaluating education interventions for refugee children in urban locations especially on the needs of the Kurdish medium schools to facilitate the admission of Syrian refugee children in their schools.



### 3. RESPONSE STRATEGY

Within the context of the broad, long term strategic framework covered by the “A Lost Generation?” initiative, the RRP6 strategy will ensure that children will be able to access education, will be protected from harm and violence, and will seize opportunities before them because partners will work in ways that contribute to the broadest reach and impact adopting both formal and non-formal approaches. Consequently stakeholders will continue to engage Government to provide required leadership in all aspects of the education intervention for Syrian refugee children ensuring that emergency education is mainstreamed with the education sector plan to avoid establishing any parallel system of education delivery. MoE will be supported to train teachers in the use of Arabic language to ensure that Arabic language teachers are proficient in the language.

Advocacy with MoE will encourage the continuation of the recruitment of qualified Syrian teachers in camp and non-camp schools and to allow school enrolment outside the camp. It will be ensured that education interventions are well coordinated at all levels thus resulting in proper targeting and prioritization.

Teachers will be facilitated to attend various trainings to develop and strengthen their capacities in improved pedagogy, classroom management and psychosocial support. Advocacy with Government will address the need for Government to continue to pay teachers' salaries and to hire qualified Syrian nationals as teachers; this approach will be more than a short-term measure that can transition to the medium-term.

More learning spaces will be provided in camps to accommodate the expected influx of refugee children from urban settlements. In addition, more learning spaces will be provided within existing school facilities in urban communities to absorb more refugee children.

Integrated approaches will be adopted to provide education for children and youth involving WASH, Health and Nutrition as well as Protection working together to position the education system as a sustainable way to cater for the needs of the refugee communities. Comprehensive measures will be adopted to address the issue of out-of-school youth while advocating with MoE for long term strategy to address the certification and accreditation of Syrian refugee children.

Back to school campaigns will be organized in camp and non-camp settings to attract the participation of all children as so few are presently going to school now. Community mobilization will be an integral part of the programming to ensure better operation and maintenance of services. Through social mobilization communities will be encouraged to participate in the development of education.

Girls' participation and attendance will be facilitated to avail them of educational opportunities in safe learning environments. The DoE will be supported to provide educational and learning opportunities for boys and girls using alternative approaches.

Children with disabilities will be supported to access educational facilities and teachers will be trained to recognize and address children with special learning needs.

Government will be supported to undertake studies and assessments to understand the root causes of non-access to education, and what is required to train qualified personnel and teachers, develop good quality education and build capacities of education systems. Issues around language, certification, recognition of previous learning attainments, measures to ensure retention of children will be addressed.

Adequate contingency planning/emergency preparedness and response mechanisms will be established to ensure timely response in case of sudden refugee influx or disease outbreak.

**Priority interventions include:**

- Coordination of education sector interventions at all levels;
- Provision of safe and protective learning spaces in camps and refurbishing/rehabilitating existing elementary/intermediate/secondary schools to support refugees in host communities, camps and non-camp locations. These structures would be made accessible to children with disabilities;
- Provision of prefabricated classrooms to accommodate basic education and secondary school girls and boys in camps and schools in host communities in need of more learning spaces;
- Provision of catch up classes through an accelerated education programme in temporary structures;
- Provision of essential teaching/learning materials, recreation kits to students and teachers in camp and non-camp locations;
- Teachers' training in improved pedagogy, active learning and psycho-social support skills; training for care-givers and parental education in camp and host communities to improve the quality of teaching and learning;
- Training of teachers on International Network for Education in Emergencies (INEE) Minimum Standards incorporating gender equality and culture sensitive issues and provided within the existing framework of teachers in-service training in KR;
- Provision of transportation support for refugee children in non-camp locations to attend public schools;

- Create access to preparatory secondary, vocational education as a valuable education option
- Establishment of Early Childhood Care and Education centres with health education psychosocial support and counselling with care givers engaged from among Syrian refugees to implement a holistic approach that will involve inter-sectoral approaches;
- Syrian adult refugees (50% women) in camps and non-camp settings in KR receive training in literacy and life skills ( Human Rights, Health and Nutrition etc);
- Special attention will be addressed to the youth, especially due to the large number of youth in the KR; encouraging a resumption of activities and to explore possibility to enrol in secondary school or in university;
- Organise induction training for local partners including social workers, NGOs, universities and youth sport centres on INEE standards;
- Conduct participatory assessments in urban locations as already described under needs and priorities; and,
- Advocate for the establishment of mechanism for accessing higher education (universities, polytechnics, technical colleges and institutes).

## 4. SECTOR RESPONSE OVERVIEW TABLE

Objective 1. To increase access to inclusive and equitable education opportunities for Syrian refugees, boys and girls from pre-school to university education levels using formal and alternative approaches by December 2014.									
Output	Targeted population by type (individuals) in 2014			Location(s)	Detailed requirements from January - June 2014				Partners
	SYR in camps	SYR in urban	Other affected pop		Total requirements (US\$)	Life-saving or preventing immediate risk of harm (US\$)	Preventing deterioration of vulnerabilities (US\$)	Capacity Building / Resilience (US\$)	
Output 1.1 Access provided to Syrian refugee children 0-5 years to integrated Early Childhood Development services in camp and non-camp settings	4.159	6.239		Countrywide	896.500,00		896.500,00		UNICEF, SCI
Output 1.2 Access provided to Syrian refugee children 6-15 years to basic education through formal and alternative approaches in camp and non-camp settings	36.576	54.865		Countrywide	7.732.251,00	7.425.180,00	305.911,00	1.160,00	UNICEF, UNHCR, ACTED-REACH & CDO, & Harikar, NRC, IRC, PIN, RI, SCI, UPP, Kurds, Triangle GH, ISHO
Output 1.3 Access provided to Syrian refugee children 16-18 years to secondary education through formal approaches in camp and non camp settings	12.163	18.244		Countrywide	995.000,00	995.000,00			UNESCO

Output 1.4 Access provided to adolescents and adults in camp and non-camp locations to university, technical and vocational education, literacy, life-skills and entrepreneurship training.	14.300	21.449	Countrywide	2.235.000,00	240.000,00	1.795.000,00	200.000,00	UNESCO, REACH, CDO & Harikar, MOLSA, MoE, MoHE/FTE MODEM, MoP, Governorates of Erbil, Duhuk, Suleimania
Output 1.5 No lost generation initiative	6.350	9.525	Countrywide	5.000.000,00	5.000.000,00			UNICEF with all the partners
<b>Objective 1</b>	<b>73.548</b>	<b>110.322</b>		<b>16.858.751,00</b>	<b>13.660.180,00</b>	<b>2.997.411,00</b>	<b>201.160,00</b>	

**Objective 2. To improve quality of education for Syrian refugees, boys and girls, accessing inclusive education from pre-school to secondary level by December 2014.**

Output	Targeted population by type (individuals) in 2014		Location(s)	Detailed requirements from January - June 2014				Partners
	SYR in camps	SYR in urban		Other affected pop	Total requirements (US\$)	Life-saving or preventing immediate risk of harm (US\$)	Preventing deterioration of vulnerabilities (US\$)	
Output 2.1 ECED caregivers oriented on effective early learning and development support methodologies and parental education.	208	312	Countrywide	280.000,00		280000		UNICEF, DoE
Output 2.2 Teachers trained on improved pedagogy and child-centred methodology and capacity of school staff enhanced	1.372	2.194	Countrywide	2.159.480,00	2.159.480,00			UNICEF, UNESCO, NRC, DoE, SCI



Output 2.3 Essential teaching/learning materials and recreational kits provided in camp and non-camp schools	40.735	61.104		Countrywide	2.879.973,00	2.619.183,00	260.790,00	0,00	UNICEF, MoE, DoE, IRC, PIN, SCI, STEP
Output 2.4 Psychosocial support provided to increase well-being of refugee children from pre-school to secondary level.	52.898	79.348		Countrywide	1.402.165,00	1.043.980,00	238.185,00	120.000,00	Triangle GH, UNICEF, STEP, UNHCR, REACH, CDO, Harikar, UPP & Qandil, SCI, IRC
Output 2.5 Training and orientation of PTA conducted for their effective participation in school governance.	457	686		Countrywide	823.000,00			823.000,00	UNICEF, SCI, STEP, DoE, NRC
Output 2.6 Sector coordination strengthened for effective emergency education preparedness and response.				Countrywide	165.000,00			165.000,00	SCI, ACTED-REACH, UNICEF
Output 2.7 Minimum standards on education in emergency are mainstreamed in programme planning, implementation and monitoring				Countrywide	50.000,00			50.000,00	UNESCO, MoE, MOLSA, MoHE, MoHE/FTE MODEM, MoP, Governorate of Erbil, Dohuk, Sulaimania, Al-Qaim, NGOs INEE
<b>Objective 2</b>	<b>95.670</b>	<b>143.644</b>			<b>7.759.618</b>	<b>5.822.643</b>	<b>778.975</b>	<b>1.158.000</b>	

Sector indicators	Target
a) # Syrian children attending ECD facility	10,399
b) parents received parental education	520
# Syrian refugee children/adolescents attending school and received educational materials	91,442
a) Primary:	30,408
b) Secondary:	
# Teachers and school staff received training	3,566
# children/adolescents with access to psychosocial services	132,246
# adolescents with access to technical and vocational education, literacy, life-skills and entrepreneurship training.	35,749

**Education - Summary Requirements**

	Requirements Jan-June 2014				Indicative requirements Jul-Dec 2014
	Total Requirements (US\$)	Life-saving or preventing immediate risk of harm (US\$)	Preventing deterioration of vulnerabilities (US\$)	Capacity Building / Resilience (US\$)	Requirements (US\$)
	24,618,369	19,482,823	3,776,386	1,359,160	14,585,933
<b>SECTOR GRAND TOTAL</b>					

## 5. SECTOR FINANCIAL REQUIREMENTS PER AGENCY

Education in Iraq (US\$)			
Agency	Total Jan-Dec 2014	Jan-Jun 2014	Jul-Dec 2014
ACTED	52,000	52,000	
IRC	884,000	884,000	
KURDS	640,000	640,000	
NRC	3,544,000	3,219,000	325,000
PEOPLE IN NEED	404,000	320,000	84,000
RI	2,240,000	1,120,000	1,120,000
SCI	1,000,000	673,000	327,000
TGH TRIANGLE GH	456,000	228,000	228,000
UNESCO	6,048,000	3,024,000	3,024,000
UNFPA	1,200,000	600,000	600,000
UNHCR	2,092,302	1,046,151	1,046,151
UNICEF	20,600,000	12,768,218	7,831,782
UPP	44,000	44,000	
<b>Total</b>	<b>39,204,302</b>	<b>24,618,369</b>	<b>14,585,933</b>

## H. Education response

<b>Lead Agencies</b>	UNICEF and SCI		
<b>Participating Agencies</b>	ACTED, ADRA, AVSI, Caritas, DRC, FCA, Global Communities, ILO, IOCC, IRD, JEN, JRS, JHAS, LWF, Madrasati Initiative, Mercy Corps, MA, NICCOD, NRC, Questscope, RI, SCI, SCJ, TDH-I, Taghyee, UNESCO, UNHCR, UNICEF, WVI, War Child UK. <i>Participating Government Entity: MoE</i>		
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Children and youth have sustained access to appropriate education opportunities</li> <li>2. Children and youth benefit from learning environments that promote quality education, protection and their well-being.</li> </ol>		
<b>Requirements from January to June 2014</b>	US\$51,790,265		
<b>Prioritized requirements (Jan-Jun)</b>	Life-saving or preventing immediate risk of harm	Preventing deterioration of vulnerabilities	Capacity-Building or Resilience
	US\$28,678,219	US\$16,049,166	US\$7,062,881
<b>Total 2014 indicative financial requirements</b>	US\$86,317,109		
<b>Contact Information</b>	Maria Paradies, <a href="mailto:mparadies@unicef.org">mparadies@unicef.org</a>		
<b>Gender Marker</b>	2A		

### 1. ACHIEVEMENTS AND CHALLENGES

As the crisis in Syria enters its third year and the emergency assistance to refugees protracts, Syrian children's well-being and futures will be shaped by their experiences in Jordan. Uninterrupted education, including early childhood interventions, and physical and psycho-social protection, is essential to ensure they acquire the skills necessary to integrate into the host society and to rebuild their country once they return. The number of Syrian children registered in Jordan's host community public schools and camp schools increased significantly; from 30,000 children in March 2013 to over 83,000 children<sup>65</sup> in late September 2013. This represents 44 per cent of the total registered school-aged Syrian children with UNHCR, and includes over 1,000 children benefitting from formal education in Zaatari camp and the Emirati Jordanian Camp. While the Government of Jordan (GoJ) has demonstrated commitment to support vulnerable Syrian children to continue with their formal schooling in Jordan, the ever-increasing number of Syrian refugees in country is placing enormous pressure on a public education system already strained due to a deteriorating economic climate.

Since the beginning of 2012, Education Sector partners have been providing emergency education assistance to displaced Syrian children within the framework of the Regional Response Plan. In formal education, UNICEF, together with the Ministry of Education (MoE), has ensured that Syrian children benefit from free access to public schools across the country, regardless of their status.

<sup>65</sup> MoE, September 2013

Pending their registration with the Ministry of Interior, Syrian refugee children have access – with donors' support – to public schools during the academic year 2013/14. Remedial and catch-up classes have been provided in both host communities and camps so vulnerable Syrian children are able to overcome the learning difficulties they were facing after weeks, and sometimes months, without school access.

In 2013, in order to relieve overcrowded classrooms in host community public schools, the MoE and UNICEF provided teacher training and financial support to operationalize the double shifting of 77 schools in directorates with high numbers of Syrian children. Furthermore, UNICEF and Save the Children International (SCI) have completed small-scale renovations and established child friendly spaces (CFS) in 44 schools in directorates with high numbers of Syrian students. In addition, 23 schools received prefabricated classrooms to increase the number of learning spaces. This was based on the public school absorption capacity mapping exercise jointly carried out by UNICEF and MoE in August 2013. Nearly 3,000 teachers, counselors, and MoE staff have been trained by various partners including UNICEF/MoE and UNESCO. Training included basic induction and psycho-social topics to strengthen capacity of teachers to respond to students' needs. Furthermore, over 12,000 children have benefited from psycho-social activities in schools and community centres.<sup>66</sup>

Outreach activities ensured accurate information regarding education services are provided to families and children. Through its Help Desk project, Save the Children Jordan (SCJ) in partnership with UNICEF reached over 141,000 parents and children across the country with necessary and vital information in order for Syrian children to access education services and follow-up referral services.<sup>67</sup>

Various education partners including UNICEF, SCI, Questscope, Caritas, Finn Church Aid, Jesuit Refugee Service, Madrasati Initiative, East Amman Charity, Yarmouq Baqa Centre, Association of Volunteers in International Service, Children without Borders, Norwegian Refugee Council, Nippon International Cooperation for Community Development and Un Ponte Per have provided informal/non-formal education, basic life skills, vocational training, and recreational activities to over 39,000 adolescent girls and boys as well as youth in host communities and the Zaatari camp. These services assist those adolescents who are not able to re-integrate into formal education. In addition, approximately 7,100 young children have benefited from pre-primary education services provided by SCI and Jesuit Refugee Service. In addition, almost 69,000 vulnerable Syrian and Jordanian children have received education kits (basic stationery items), uniforms, and basic clothing.

In light of the clear gap in assistance to adolescent girls and boys and youth, education actors endeavored to further strengthen the coverage and coordination through a dedicated forum: the Youth Task Force. Created under both the Education Sector and Child Protection (CP) Sub-Sector, this task force aims to ensure that existing gaps are filled. Additionally, it strives to guarantee that youths' education, peace building and participation needs are addressed in a participatory manner in Zaatari camp.

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66 The figures are as of end of September 2013 (sources: MoE, UNICEF)

67 The first phase of the assessment done in August and September in Amman, Ramtha, Mafraq, Irbid, Jerash, Jordan Valley, and Zarqa (16,641 cases tracked) indicates that the main causes for children to be out of school are the following: no school capacity (30 per cent), no financial ability (30 per cent), distance (16 per cent), Child labour (9 per cent)



### CHALLENGES

Ensuring continuous and adequate support for the Jordanian public education system to absorb a growing number of Syrian refugee children in host communities and build MoE capacities to respond to future “shocks” remains a key priority and challenge. The capacity of the public education system is overstretched with an increasing number of Syrian refugee children as well as some 35,000 Jordanian students moving from private schools to public schools<sup>68</sup> during the 2013/14 academic year. The lack of space and capacity in public schools hinders the continued access for Syrian girls and boys. In Zaatari camp, the current formal school infrastructures have capacity for up to 15,000 girls and boys yet close to 25,000<sup>69</sup> children are eligible for formal education.

Concomitantly, Syrian parents in host communities face economic and geographic challenges (school costs and distance, respectively) which prevent them from sending their children to school. Moreover, as the vulnerability of Syrian refugee families increases, other protection issues such as child labour and early marriage are hindering children’s access to education. Refugee children who are able to access public schools often fall behind for reasons including differences in the curriculum, and the loss of school time.

Persons with special needs, especially children with physical disabilities, are often the most affected group as their access to services is further limited by displacement. Assistance to this population is further constrained by a lack of data. While the GoJ is committed to inclusive education, several factors pose significant obstacles to the inclusion of children with disabilities in mainstream education: a) accessibility of school facilities and transportation; b) lack of resources and capacity in schools; c) lack of public awareness about the rights of children with disabilities to education, in particular among parents of those children. Serving this population requires an innovative approach that addresses these interrelated issues, and responds to the immediate needs of Syrian refugee children with disabilities while building the long-term capacity of the MoE to ensure children with disabilities the right to education.

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68 MoE and Al Rai newspaper

69 Based on 100,000 estimated refugee population in Zaatari camp, approximately 25 percent was calculated as eligible for formal education.

## 2. NEEDS AND PRIORITIES

Population group	Total Population	Targeted population <sup>i</sup> (*school-aged children 36% of total population)
Camp refugees	200,000	72,000*
Non-camp refugees	600,000	216,000*
Other affected population	700,000	40,000 <sup>ii</sup>

i Further details on populations to be targeted can be found in sector objective and output table below. Information on target population at activity level is available through UNHCR Jordan or the Sector Chairs.

ii Based on highest figure of Jordanians receiving essential learning materials.

With 550,000 Syrian refugees registered in Jordan as of October 2013,<sup>70</sup> some 190,000<sup>71</sup> are school-aged boys and girls. Of those, over 83,000<sup>72</sup> are enrolled in public schools in camps and host communities. 47,000 children still need to be enrolled. Almost 60,000 more require alternative education opportunities through massive outreach, with specific efforts to address barriers faced by girls and boys. Jordan has accepted Syrian children in public schools with financial support from donors; however, the burden on the public system is taking its toll. Double-shifting in overcrowded schools to absorb Syrian students is affecting quality and derailing ongoing public education system reform. In August 2013, the MoE estimated that hosting a further 60,000 children in the public system, with infrastructure costs, would amount to US\$344 million.

According to the overall assumption of the RRP6 2014, up to 800,000 Syrian refugees will be in Jordan by the end of December 2014. The Education Sector estimated some 36 per cent of the population will be school-aged children (5–17 years)<sup>73</sup> which represents 147,000 boys and 131,000 girls. Based on estimation, up to 200,000 Syrian boys and girls will require access to formal education while 88,000 Syrian boys and girls will need alternative education opportunities such as informal and non-formal education. During the process of RRP6 target-setting, the Education Sector aims to provide formal education to 150,000 school-aged children representing 75 per cent of the total formal education needs of school-aged children. An additional 62,500<sup>74</sup> Syrian boys, girls, and youth are to be provided with alternative education services such as informal or non-formal education coupled with life skills activities. The services are also provided to Jordanian children. In addition, almost 10,700 Syrian and Jordanian young boys and girls will be provided with pre-primary education, and 4,520 children with disabilities will receive the support necessary to access education services.

70 UNHCR refugee registration data, October 2013.

71 UNICEF, *Analysis of Out of School Students*, October 2013.

72 MoE enrolment data, September 2013.

73 According to UNHCR demographic data of registered Syrians, 36 percent of total registered Syrians are of age between 5-17 years. In particular, 17.8 per cent are boys and 17.1 per cent are girls.

74 This represents 70 per cent of the Syrian school aged children who are not readily eligible for formal education.

According to the needs assessment conducted in Zaatari camp in April 2013, fewer boys than girls were attending secondary schools.<sup>75</sup> When linking school attendance to data on CFS, the attendance of out-of-school boys is double that of girls.<sup>76</sup> Girls and boys also advised that they were concerned about the level of violence on the way to and from school as well as within the school. Teachers mentioned that aggression between boys is common.<sup>77</sup> Psycho-social support is still needed so as to promote a conducive learning environment where all students feel safe and protected.

Servicing the needs of adolescents and youth remains a clear gap resulting from limited access to schooling, life skills and vocational training. The provision of informal and non-formal education services for Syrian adolescent boys and girls and youth in host communities remains a key focus for 2014. Psycho-social support for children in education settings is needed to ensure that children can learn and play with their peers while promoting peace building and integration within classrooms.

Few children with disabilities access education services due to physical and cultural barriers, along with the lack of specialized staff to help with their integration. Support for these children to access adequate education facilities is a priority along with awareness-raising activities in 2014. Early childhood development and pre-primary education for younger children needs to be scaled up to ensure young children have better chances to access and succeed in primary education. In order to facilitate the increasing number of education actors as well as to ensure that a proper referral mechanism is in place, the Education Sector will continue its efforts through quality information management. It will continue to link and reinforce collaboration with other sector services, in particular with Protection, Health and Water, Sanitation and Hygiene so as to address the needs and the challenges mentioned above.

The priority for 2014 will be to ensure uninterrupted access to public education for displaced Syrian children across the country including those in refugee camps. Given the large number of refugees living in host communities, Syrian children are enrolling in public schools across Jordan. Support to boost the capacity of the public education system is much needed including providing extra learning spaces as well as remedial/catch-up classes for those children who have missed out on weeks and months of schooling. Capacity building of teachers is also a priority to ensure the quality education adherent to global norms and standards established by Inter-Agency Network for Education in Emergencies Minimum Standards. Moreover, to ensure equal access to all school-aged boys and girls for education, the Education Sector and the CP Sub-Sector are collaborating to ensure child centred services are provided in both CFS and schools.

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75 Education Sector, *Joint Education Needs Assessment in Zaatari Camp*, April 2013.

76 Education Sector, *Joint Education Needs Assessment in Zaatari Camp*, April 2013.

77 Education Sector, *Joint Education Needs Assessment in Zaatari Camp*, April 2013.

### 3. RESPONSE STRATEGY

As the crisis in Syria continues, schooling for boys and girls is further disrupted resulting in a longer-term impact on an entire generation of children. The key assumption of the education strategy are:

1. The GoJ continues to accept displaced Syrian children (regardless of their registration status with UNHCR) in public schools throughout the academic years of 2013/14 and 2014/15;
2. Children in camp settings are to receive relevant education services within the camps;
3. Syrian refugee population continues to enter Jordan with a maximum planning figure of 800,000 by December 2014.

UNICEF and its partners are working to ensure all vulnerable Syrian boys and girls have access to appropriate learning opportunities wherever they are, recognizing that uninterrupted access to education is key to shaping their future and that of their country.

The Host Community Platform, an initiative addressing the longer-term developmental needs and impact of refugees, is also being created for the Education Sector and will ensure that the humanitarian assistance within the RRP6 framework is linked up with medium and longer-term development needs in host communities. Student councils and Parent Teacher Associations to ensure community and student participation represent a crucial element in reducing the potential negative impact of the refugee influx and transforming a crisis into an opportunity for a longer-term improvement. UNICEF, together with SCJ, is supporting the MoE to ensure that all teachers sign a Code of Conduct in 2014. Syrian teachers and Jordanian teachers working in camps and in double-shifted schools in host communities will be prioritized.

The Education Sector will continue to collaborate with the Protection Sector (CP and Mental Health and Psycho-social Support Sub-Sectors) on key issues such as psycho-social support and reducing the exposure to child labor and early marriage risks through accessing education, and ensuring a safe learning environment in schools. Education actors will design psycho-social support activities to ensure that the needs of boys and girls are adequately and consultatively addressed. Following the lessons learnt, key education actors will encourage synergy and complementarity with child protection. This will include provision of informal education services in CFS and youth friendly spaces.

4. SECTOR RESPONSE OVERVIEW TABLE

Objective 1. Children and youth have sustained access to appropriate education opportunities.									
Output	Targeted population by type (individuals)			Location (s)	Detailed requirements from January - June 2014				Partners
	SYR in camps	SYR in urban	Other affected pop		Total requirements (US\$)	Life-saving or preventing immediate risk of harm (US\$)	Preventing deterioration of vulnerabilities (US\$)	Capacity Building / Resilience (US\$)	
Output 1.1 School aged Syrian boys and girls benefit from formal education (primary and secondary)	50.000	100.000	7.505	Country Wide (Amman, Aqaba, Irbid, Karak, Ma'an, Mafraq, Tafleeh, Zarqa)	12.137.292	12.077.292	60.000		ACTED, DRC, IRD, RI, TDHI, UNICEF, WarChild UK, WVI (MoE, MercyCorps, Save the Children Jordan)
Output 1.2 Out-of-school boys and girls including adolescents and youth (6-24 years) benefit from alternative education services such as informal, non-formal education, and basic life skills activities.	6.000	18.000	6.000	Country Wide (Amman, Aqaba, Azraq, Emirati Jordanian Camp (EJC), Irbid, overnorate, Karak, Ma'an Mafraq, Tafleeh, Zaatari Camp, Zarqa)	12.129.727	11.620.927		508.800	ACTED, AVSI, Caritas, DRC, FCA, Global Communities, JRS, NICCOD, NRC, RI, Save the Children, Save the Children Jordan, Taghyeer, TDHI, UNESCO, UNICEF, WarChild UK, WVI, (Yarmouq Baqa, East Amman Charities, SCJordan)
Output 1.3 Boys and girls (3-6 years) have access to pre-primary education services	4.300	2.060	840	Country Wide (Ajlun, Amman, Irbid, Zaatari Camp, Zarqa)	1.220.520		1.132.320	88.200	Caritas, IOCC, JRS, Save the Children International, WarChild UK, WVI
Output 1.4 Children with specific needs access educational and psychosocial services	500	1.000	500	Country Wide (Amman, Irbid)	5.220.000	4.980.000	240.000		Caritas, Mercy Corps, UNHCR, UNICEF (MercyCorps)



Output 1.5 Youth benefit from Secondary and higher education	2.400	750	750	Country Wide (Amman, Irbid, and camps (Zaatari, EJC, and Azraq Camp)	5.950.800	600.000	5.350.800	JRS, NRC, RI, UNESCO, UNHCR, UNICEF (NRC)
<b>Objective 1</b>					<b>36.658.339</b>	<b>2.032.320</b>	<b>5.947.800</b>	

Objective 2. Children and youth benefit from a learning environment that promotes quality education, protection and well-being.									
Output	Targeted population by type (individuals) in 2014			Location (s)	Detailed requirements from January - June 2014				Partners
	SYR in camps	SYR in urban	Other affected pop		Total requirements (US\$)	Life-saving or preventing immediate risk of harm (US\$)	Preventing deterioration of vulnerabilities (US\$)	Capacity Building / Resilience (US\$)	
Output 2.1 Boys and girls benefit from activities that support psychosocial development and resilience in public schools	5.000	5.000	5.000	Country Wide (Amman, Irbid, Zarqa)	1.206.600		1.206.600		MADRASATI, UNICEF, WarChild UK (Madrasati, East Amman Charities, Yarmouq Baqa, Relief International)
Output 2.2 Quality of teaching is ensured through training of education service providers such as teachers, school supervisors, and counsellors	1.250	70	2.450	Country Wide (Amman, Irbid, Mafraq and Camps (EJC and Zaatari))	1.115.081			1.115.081	ILO, NRC, Save the Children International, Taghyeer, UNESCO, UNHCR, UNICEF (Cader, MoE, **All agencies doing education train their own teachers be in formal or non-formal education)
Output 2.3 Children receive essential learning materials including basic stationery and other education supplies	50.000	40.000	40.000	Country Wide (Amman, Aqaba, Azraq, Irbid, Jarash, Ma'an, Mafraq, Tafleh Zarqa, and Camps (EJC, and Zaatari))	3.840.211		3.840.211		ADRA, DRC, JHAS, LWF, MA, NICCOD, NRC, TDHI, UNICEF, WarChild UK (Save the Children Jordan)
Output 2.4 Jordanian public schools supported with additional learning spaces	40.000	40.000	20.000	Country Wide (Amman, Azraq Irbid, Mafraq, Zarqa, and Camps (EJC, and Zaatari))	8.970.035		8.970.035		ACTED, JEN, LWF, MA, MADRASATI, NRC, Save the Children International, UNHCR, UNICEF (UNICEF, Madrasati)
<b>Objective 2</b>					<b>15.131.927</b>		<b>14.016.846</b>	<b>1.115.081</b>	

Sector indicators*	Target
# of boys and girls, parents, community members provided with information relevant for education and assisted with referral services	335.360
# of school aged Syrian boys and girls registered in Jordanian public schools	151.000
# of school aged boys and girls who attend remedial and catch-up classes	21.050
# of children and youth benefiting from alternative education service such as informal education and life skills	138.266
# of children and youth benefiting from alternative education service such as non-formal education	13.281
# of boys and girls with specific needs provided with inclusive education and psychosocial services	3.290
# of boys and girls benefiting from psychosocial development course in public school setting including extra-curriculum activities, recreation activities and sports.	17.300
# of boys and girls provided with individual education kits (school bags and stationery)	165.210
# of schools provided with furniture, equipment, etc to support formal education	151
# of schools provided with prefab classrooms, double-shifted, rented space, etc to support formal education	252
* these are just a sample of the total indicators being monitored under the RRP6 Jordan	

EDUCATION - Summary Requirements		Requirements Jan-June 2014		Indicative requirements Jul-Dec 2014	
		Total Requirements (US\$)	Life-saving or preventing immediate risk of harm (US\$)	Preventing deterioration of vulnerabilities (US\$)	Capacity Building / Resilience (US\$)
		51.790.265	28.678.219	16.049.166	7.062.881
<b>SECTOR GRAND TOTAL</b>					<b>34.526.844</b>

## 5. SECTOR FINANCIAL REQUIREMENTS PER AGENCY

Education in Jordan (US\$)			
Agency	Total Jan-Dec 2014	Jan-Jun 2014	Jul-Dec 2014
ACTED	380,000	228,000	152,000
ADRA	77,500	46,500	31,000
AVSI	300,000	180,000	120,000
Caritas	3,250,000	1,950,000	1,300,000
DRC	1,380,000	828,000	552,000
FCA	1,500,000	900,000	600,000
Global Communities	1,000,000	600,000	400,000
ILO	30,000	18,000	12,000
IOCC	30,000	18,000	12,000
IRD	500,000	300,000	200,000
JEN	1,500,000	900,000	600,000
JHAS	200,000	120,000	80,000
JRS	667,000	400,200	266,800
KnK	300,000	180,000	120,000
LWF	1,186,440	711,864	474,576
MA	290,000	174,000	116,000
Madrasati Initiative	2,525,900	1,515,540	1,010,360
Mercy Corps	2,000,000	1,200,000	800,000
NICCOD	292,000	175,200	116,800
NRC	8,895,000	5,337,000	3,558,000
RI	2,700,000	1,620,000	1,080,000
SCI	3,125,000	1,875,000	1,250,000
SCJ	400,000	240,000	160,000
Taghyeer	220,000	132,000	88,000
TDH I	369,000	221,400	147,600
UNESCO	2,747,679	1,648,607	1,099,072
UNHCR	3,750,000	2,250,000	1,500,000
UNICEF	44,759,280	26,855,568	17,903,712
WarChild UK	385,110	231,066	154,044
WVI	1,557,200	934,320	622,880
<b>Total</b>	<b>86,317,109</b>	<b>51,790,265</b>	<b>34,526,844</b>

## G. Education response

<b>Lead Agencies</b>	UNHCR and UNICEF		
<b>Participating Agencies</b>	MEHE, MOSA, AVSI, British Council, FPSC, HWA, INTERSOS, IOCC, NRC, Relief International, RET, Save the Children, UNESCO, UNRWA, WCH, WVI		
<b>Objectives</b>	<p>3. Ensure that the right to education for all children (girls and boys) is fulfilled in a protective learning environment.</p> <p>4. Systems strengthened to deliver quality education to respond to the escalating Syrian crisis in a protective learning environment.</p>		
<b>Requirements from January to June 2014</b>	US\$91,445,351		
<b>Prioritized requirements (Jan-Jun)</b>	Life-saving or preventing immediate risk of harm	Preventing deterioration of vulnerabilities	Capacity-Building or Resilience
	US\$74,029,718	US\$13,431,507	US\$3,909,126
	US\$182,815,702		
<b>Contact Information</b>	Kerstin Karlstrom, karlstro@unhcr.org Nathalie Hamoudi, nhamoudi@unicef.org		

### 1. ACHIEVEMENTS AND CHALLENGES

Concerted action by the Ministry for Education and Higher Education (MEHE) with humanitarian partners enabled some 30,000 Syrian children to enrol in the Lebanese public school system for the school year 2012/2013. Some 7,000 Palestine refugee children from Syria enrolled in schools managed by UNRWA in the 2013/2014 school year. A further 45,000 vulnerable children (Syrian, Lebanese returnees and vulnerable Lebanese populations) accessed non-formal education.

Despite these efforts, the continuing influx from Syria has overwhelmed the capacity of public school system to respond. As the 2013/2014 school year begins, there are approximately 280,000 Syrian 3-18 year old refugee children registered with UNHCR in Lebanon, and 20,000 Palestine children from Syria. Based on current projections, some 693,000 children (Syrians, Lebanese Returnees and Palestine children from Syria) will be in need of schooling by the end of 2014.

The Lebanese public school system currently caters for 300,000 children. MEHE has indicated that only an additional 90,000<sup>32</sup> children can be accommodated in the public school system in 2013/2014 with capacity support from the international community. However, some 500,000 Syrian children will need to access education outside the formal public system, or face limited future prospects and increased exposure to protection risks.

The strain on the public school system has affected the quality of schooling for Lebanese children. Communities hosting the largest numbers of refugees are among the most vulnerable. In these locations the number of Lebanese children attending public schools is high. Most families do not have the means to send children to private schools in contrast to the norm in Lebanon where 70%

32 World Bank Assessment, 20 September 2013, "Lebanon – Economic and Social Impact Assessment of the Syrian Conflict"

of the children attend private schools. Prior to the Syrian crisis Lebanon had achieved considerable progress in moving towards the Education for All goals, including eradicating illiteracy. However, overcrowded classrooms and inadequate school facilities and supplies linked to displacement have led to deteriorations in the learning environment. Without up-scaled support to public schools, gaps in the equity and efficiency of the system risk widening significantly, with the most disadvantaged Lebanese citizens bearing a disproportionate burden.

## 2. NEEDS AND PRIORITIES

Population group	Population in need	Targeted population
Syrian Refugees	597,000	207,000
Palestine Refugees from Syria	35,000	25,000
Affected Lebanese	111,400	82,000
Lebanese returnees	33,000	17,000

In line with the inter-agency vulnerability assessment<sup>33</sup>, the interventions in this appeal aim to provide learning opportunities to a targeted number of these children. The target population of some 331,000 will cover 43% of children identified as in need by the sector and 82% of the needs defined in the regional *No Lost Generation* strategy. The target has been agreed based on partner capacities to deliver quality programmes as well as the need to take availability of funds into consideration as the costs of formal education rise. Partners will identify children through community outreach activities, including refugee outreach volunteers, and will prioritize those living in informal settlements and other substandard temporary housing who have been out of school for an extended period of time. Partners will not be able to reach some 400,000 children, leaving a gap of almost 60% in the provision of education services.

Enrolment and school retention among Syrians are critically low. According to the Joint Education Needs assessment, 80% of refugee children do not attend school, while non-attendance among older children reaches above 90%. This contrasts with pre-conflict enrolment rates in Syria, which averaged over 95%.

The reasons why children and youth do not attend school vary. Common barriers include costs of transportation and tuition fees which can be excessive for refugee families with limited resources. Language barriers and safety concerns of Syrian parents contribute to a high drop-out rate among refugee children. More information is needed on specific barriers for girls. Activities currently target girls and boys equally however as the situation develops, anecdotal stories of girls being marginalized are arising. During 2014 greater efforts will be made to document and address gender disparities.

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33 *Vulnerability Assessment for Syrian Refugees (VASyR)*, WFP, UNHCR, UNICEF



The destabilizing effects of the Syrian conflict also affect the education of Lebanese citizens. A recent World Bank assessment<sup>34</sup> estimates that an additional 170,000 Lebanese (70,000 children) will be pushed below the poverty line in 2014. These children will be at risk of dropping out of school as families struggle to cope with the financial situation. Continued support to help vulnerable families with the costs of education including under the National Poverty Targeting Programme is a key priority, and must be matched by increased efforts to support vulnerable children to integrate into the system.

The costs of integrating displaced children into the public system have increased significantly for 2014. Existing school capacity has been eclipsed by refugee numbers, resulting in a decision to create a second shift to cater for Syrian children. This requires significant investments in additional capacity. Whereas the humanitarian community previously covered a unit cost per child of US\$60, it is now necessary to pay US\$600 per child to cover running costs for the additional school shift.<sup>35</sup> Discussions on the modalities and costs of the second shift are ongoing, to enable more children to join the first shift and reduce the unit cost per child in the second shift, however it is anticipated that significantly increased international support will be needed to secure formal education for children.

Strengthening teacher and management capacity to manage growing class sizes and children facing trauma is a priority. The sector will work on a sustained package of measures to increase classroom capacity, expand the cadre of teaching staff and mitigate against the concerns of parents and communities on deteriorations in quality. Special consideration and support for children with specific needs is integrated into programme activities, including support through specific activities.

Providing children with formal education that will pass equivalency processes in other countries will remain the priority but given the overwhelming numbers of out of school children, partners will not be able to ensure formal education places for all children. Partners will deliver non-formal education interventions to ensure that out-of-school children access protective, safe environments where they are given an opportunity to learn and develop. These will range from structured programmes such as Accelerated learning to less structured community based literacy classes, and be organized to facilitate transition to more formal options in the future.

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34 *Lebanon - Economic and social impact assessment of the Syrian conflict (ESIA)*, World Bank, 20 September 2013

35 According to the recent WB report the government cost of primary education averages US\$2,200 so the cost for second shifts is highly subsidized by the government.

### 3. RESPONSE STRATEGY

The response strategy seeks to ensure that every child's right to education is fulfilled. Current projections indicate that there will be 693,000 Syrian, Palestine children from Syria and Lebanese returnees between the ages of 3 and 18 in Lebanon by the end of 2014. An additional 630,000 Lebanese children in the same age-group will be affected by the increasing demand for education. Out of the 1,323,000 affected school aged children it is estimated that some 770,000 will be out of school by end 2014.

The sector will not target children based on age group. For the purpose of this appeal, the school-aged population is defined as the 3-18 years old based on every child's right to education and also responds to a demand among the Syrian and Lebanese populations to provide children with school readiness, protecting them from harm while also ensuring they do not fall behind in their education.

The Education strategy outlines two objectives:

- **The right to education is fulfilled for boys and girls in a protective learning environment** by responding to the immediate needs of children;
- **The education system is strengthened and quality standards are maintained**, including through linkages to stabilization initiatives;

The response will focus on:

- A) Enrolment in formal education** including community outreach for enrolment; support with tuition fees and the costs of transportation; improvement of school environments; winterization through fuel for schools; running second shifts and providing learning support to ensure school retention, including language instruction;
- B) Enrolment in non-formal education programmes** including through the introduction of a structured Accelerated Learning Program accredited by MEHE/CERD<sup>36</sup>;
- C) Increased support to the quality of education** as well as measures to secure the well-being and healthy development of children through psycho-social support;
- D) Capacity building** of government officials and partners to strengthen national capacity to respond to the needs of Lebanese children and increasing numbers of refugees; and,
- E) Professional development** for teachers and educational personnel.

Palestine children arriving from Syria will be provided educational services through UNRWA managed schools.

In order to address increasing levels of poverty in communities hosting refugees as a result of the crisis, the Government's National Poverty Targeting Programme will be scaled up to ensure that eligible persons benefit from national assistance with education, in line with Track 1 of the Roadmap of Priority Interventions for Stabilization from the Syrian Conflict.

<sup>36</sup> The ALP curriculum for cycle one has been developed, cycle two is in process and cycle three is yet to be developed. A comprehensive package including training needs will be completed after the first year of piloting the program

Support with fees for children enrolling in formal schools is a strategic priority of the response but has not been included in RRP budgets due to on-going advocacy efforts to improve policies on inclusion of children in second shifts and reduce high unit costs. Detailed plans and requirements for formal education in 2014/2015 will be determined through the mid-year review process, to coincide with the new school year starting in October.

The sector is coordinated through the Education Working Group which is co-led between MEHE, UNHCR and UNICEF. A steering committee<sup>37</sup> provides direction on strategic ways forward and monitors progress towards sector targets. Partners coordinate closely with the Working Groups on Protection, Child Protection and SGBV, to ensure comprehensive follow-up to the needs of girls and boys.

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37 Members – MEHE, UNHCR, UNICEF, UNRWA, UNESCO, WCH, SCI, British Council, WVI and NRC

## 4. SECTOR RESPONSE OVERVIEW TABLE

Objective 1. Ensure that the right to education for all children is fulfilled in a protective learning environment									
Output	Targeted population by type (individuals)			Location(s)	Total Requirements Jan - June (US\$)	Life-saving or preventing immediate risk of harm (US\$)	Preventing deterioration of vulnerabilities (US\$)	Capacity Building / Resilience (US\$)	Partners
	Syrian refugees	Palestine Refugees from Syria	Affected Lebanese						
Output 1.1 School-aged children affected by the Syrian crisis have access to formal and nonformal education programs	182.000	50.000	82.000	17.000	National	53.860.051	47.312.741	6.547.310	UNHCR, UNICEF, UNRWA, UNESCO, SCI, HWA, RI, WGH, AVSI, TdH, NRC, Intersos, RET, FPSC, WVI
School-aged children affected by the Syrian crisis have access to formal and nonformal education programs			15.500		National	3.150.000		3.150.000	MOSA
Output 1.2 School-aged boys and girls are learning in a safe and protective environment	59.800	11.950	11.950	35.850	National	9.383.833	8.675.453	708.380	UNHCR, UNICEF, UNRWA, SCI, IOCC, HWA, RI, AVSI, TdH, NRC, Intersos
School-aged boys and girls are learning in a safe and protective environment					National				MEHE

Output 1.3 School/ learning space environment are improved and conducive to learning	63.301	12.660	12.660	37.981	National	12.982.980	9.018.609	3.964.371	UNHCR, UNICEF, UNRWA, SCI, HWA, TdH, Intersos, FPSC, WVI
School/learning space environment are improved and conducive to learning	31.250				National	16.337.500		16.337.500	MEHE
Output 1.4 Adolescents at risk have access to adequate learning opportunities and increased knowledge on life skills	18.475	3.695	3.695	11.085	National	9.900.001	8.322.915	1.372.086	UNHCR, UNICEF, UNESCO, SCI, WCH, NRC, RET, FPSC
Adolescents at risk have access to adequate learning opportunities and increased knowledge on life skills					National				MEHE
<b>Objective 1</b>						<b>86.126.865</b>	<b>73.329.718</b>	<b>12.592.147</b>	<b>205.000</b>
<b>GoL</b>						<b>19.487.500</b>		<b>19.487.500</b>	

## Objective 2. Systems strengthened to deliver quality education to respond to the escalating Syrian crisis in a protective learning environment

Output	Targeted population by type (individuals)				Location(s)	Detailed requirements from January - June 2014				Partners
	Syrian refugees	Palestine Refugees from Syria	Affected Lebanese	Lebanese returnees		Total Requirements Jan - June (US\$)	Life-saving or preventing immediate risk of harm (US\$)	Preventing deterioration of vulnerabilities (US\$)	Capacity Building / Resilience (US\$)	
Output 2.1 Educational personnel and school teachers have increased knowledge and skills	51.150	10.250	30.700	10.250	National	3.388.411	650.000	737.260	2.001.151	UNHCR, UNICEF, UNRWA, UNESCO, SCI, IOCC, British Council, TdH, HWA, RI, AVSI, NRC
Educational personnel and school teachers have increased knowledge and skills	100.000				National	2.525.000	2.500.000	25.000		MEHE
Output 2.2 Institutional support is provided to MEHE departments and services	69.250	13.850	41.550	13.800	National	1.586.028			1.586.028	UNHCR, UNICEF, UNESCO, RI, NRC
Institutional support is provided to MEHE departments and services	100.000				National	625.000		625.000	0	MEHE
Output 2.3 Effective coordination and leadership is established	6.750	1.350	4.050	1.350	National	269.047	50.000	102.100	116.947	UNHCR, UNICEF, UNESCO, SCI

Effective coordination and leadership is established					National	100.000	100.000		100.000	MEHE
<b>Objective 2</b>						<b>5.243.486</b>	<b>700.000</b>	<b>3.704.126</b>	<b>839.360</b>	
<b>GoL</b>						<b>3.250.000</b>	<b>2.500.000</b>	<b>750.000</b>		

Sector indicators	Target
# of 6-15 year old children in basic education (girls and boys)	105.000
# of 3-18 year old children in non-formal learning opportunities (girls and boys)	225.000
# of children in psycho-social support (girls and boys)	94.700
# of schools rehabilitated including WASH facilities	1.200
# of teachers and education personnel who have strengthened their capacity through training sessions (men and women)	5.000

Education - Summary Requirements					
	Requirements Jan-June 2014				Indicative requirements Jul-Dec 2014
	Total Requirements (US\$)	Life-saving or preventing immediate risk of harm (US\$)	Preventing deterioration of vulnerabilities (US\$)	Capacity Building / Resilience (US\$)	(US\$)
<b>Humanitarian agencies</b>	<b>91.370.351</b>	<b>74.029.718</b>	<b>13.431.507</b>	<b>3.909.126</b>	<b>91.445.351</b>
<b>Government of Lebanon</b>	<b>22.737.500</b>	<b>2.500.000</b>	<b>20.237.500</b>		<b>22.737.500</b>

## 5. SECTOR FINANCIAL REQUIREMENTS PER AGENCY

Education in Lebanon (US\$)			
Agency	Total Jan-Dec 2014	Jan-Jun 2014	Jul-Dec 2014
AVSI	174,000	87,000	87,000
BC	975,700	487,850	487,850
FPSC	645,000	322,500	322,500
HWA	485,000	242,500	242,500
INTERSOS	505,800	215,400	290,400
IOCC	5,416,000	2,708,000	2,708,000
NRC	2,845,000	1,422,500	1,422,500
RET	480,000	240,000	240,000
RI	2,168,568	1,084,284	1,084,284
SCI	5,350,000	2,675,000	2,675,000
UNESCO	6,054,000	3,027,000	3,027,000
UNHCR	53,728,494	26,864,247	26,864,247
UNICEF	87,852,274	43,926,137	43,926,137
UNRWA	12,241,813	6,120,907	6,120,906
WCH	2,801,803	1,400,901	1,400,902
WVI	1,092,250	546,125	546,125
<b>Total</b>	<b>182,815,702</b>	<b>91,370,351</b>	<b>91,445,351</b>
<b>GoL</b>	<b>45,475,000</b>	<b>22,737,500</b>	<b>22,737,500</b>



## G. Education response

<b>Lead Agencies</b>	UNHCR, UNICEF		
<b>Participating Agencies</b>	IOM		
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Ensure access to formal and non-formal education for Syrian refugee children in camps and non-camp settings.</li> <li>2. Increase the quality of education for Syrian refugee children in a safe and secure learning environment, in camps and non-camp settings.</li> </ol>		
<b>Requirements from January to June 2014</b>	US\$29,229,068		
<b>Prioritized requirements (Jan-Jun)</b>	Life-saving or preventing immediate risk of harm	Preventing deterioration of vulnerabilities	Capacity-Building or Resilience
	US\$13,811,349	US\$13,519,319	US\$1,898,400
<b>Total 2014 indicative financial requirements</b>	US\$62,219,416		
<b>Contact Information</b>	Shannon Kahnert, kahnert@unhcr.org Felicia Mandy Owusu, owusu@unhcr.org Brenda Goddard, goddard@unhcr.org Gemma Bennink, gbennink@unicef.org		

### 1. ACHIEVEMENTS AND CHALLENGES

Access to and the quality of education in camps and host communities remain critical issues in need of urgent interventions. Many Syrian children living in Turkey have now missed up to three years of education and are running the risk of becoming a lost generation.

For the school year 2012- 2013, the average enrolment rate for children, both boys and girls, in primary schools in camps was 60per cent. Estimates indicate that only approximately 14per cent of school aged children outside of camps are attending school. Schools outside of the camps are generally organized and run by municipalities and/or NGOs. In non-camp settings, the lack of schools and transportation to schools presents significant obstacles. Language related barriers and the lack of formal documentation may prevent enrolment in Turkish schools. The availability of qualified teachers remains a challenge both in and out of camps. Female and male Syrian teachers are working in schools both inside the camp as well as informal Syrian schools in urban areas, but are working on a voluntary basis. In all camps there are a number of vocational training courses, including language courses. NGOs have begun to provide vocational and language training in urban areas for non-camp refugees. Opportunities for extra-curricular activities also exist in the camps, whilst in non-camp settings these remain limited. Access to education for children with disabilities remains a significant challenge.

UNHCR facilitated focus group discussions with camp management, teachers, principals, students and parents on education, focusing on the main reasons for school drop-out and why children do not attend school in the camp. Lack of accreditation was one of the main reasons for drop-out. Early marriage was also given as a reason why some girls leave school, while for boys, some work to support the family.

Other participants cited cultural and psychosocial reasons for non-attendance to school. It has been noticed that both boys and girls have similar school enrolment rates and in some of the camps girls have higher enrolment rate.

The adoption of a revised Syrian curriculum, following authorization from the GoT, has expanded access and sustainability of education. As noted, the lack of certification and accreditation however is perceived to be one of the biggest obstacles for school attendance, and UNICEF is currently discussing short and long-term solutions for the recognition and certification of learning achievements with the Ministry of National Education (MoNE).

UNICEF has purchased educational materials, tents, prefabricated schools, and furniture and supplies for newly built schools. UNHCR has procured stationary items to support education the camps and encourage children to enrol into schools. In addition, UNICEF has provided training to camp teachers, and introduced teacher incentives and support mechanisms. Moreover, UNICEF carried out a back-to-school campaign and funded intensive Turkish language courses for students between high school and university. Child Friendly Spaces where recreational and extra-curricular activities are being conducted for children and adolescents have been established in most camps through TRC.

## 2. NEEDS AND PRIORITIES

Population group	Total expected number of children	Total expected number of school-age children	Total expected number of pre-school (3-5)age children	Targeted children for education interventions
<b>Camp</b>	159,000	103,350	23,850	127,200
<b>Host Communities</b>	636,000	413,400	95,400	305,280
<b>Total</b>	<b>795,000</b>	<b>516,750</b>	<b>119,250</b>	<b>432,480</b>

Based on the following assumptions: 53per cent of the population is children (0-18 years) and of that 65per cent is expected to be of school-age (6-17 years), and 15per cent are pre-school age (3-5).

The availability of schools and educational materials is a priority in ensuring access to education. Space needs to be identified and prefabricated schools built where appropriate. There is also a high need for learning materials to be provided to all students. Campaigns and targeted community-based activities need to be undertaken to promote school enrolment, attendance, and retention, in camps as well as non-camp settings. Cash support is needed for the most vulnerable families in non-camp settings, to encourage school attendance and to discourage parents from sending their children to work. Opportunities for vocational training and extra-curricular activities will need to be expanded in parallel. The impact of war on children is enormous, affecting children's well-being and consequently school attendance. Recreational activities to address and alleviate such

hardships need to be provided and links between the schools and the Child Friendly Spaces should be established. In order to increase school attendance in non-camp settings, transportation support for children needs to be provided to be able to go to school.

The availability of trained and qualified teaching staff is critical in ensuring quality education. Support and incentives for teachers need to be provided as teachers do not receive any salary, which severely affects their availability and motivation. Teachers and teaching personnel require training and a local system should be set up for ongoing support, including psychosocial and material. Teachers need strengthened skills to deal with the psychosocial impact of war on students, and need to know where to refer severely traumatized children. There is an acute need for literacy and catch-up classes for children whose education was interrupted by war.

### 3. RESPONSE STRATEGY

Recognizing that education is a central child protection response, the education response strategy will focus on ensuring that Syrian refugee children have access to formal and non-formal education both in camps and in host communities, as well as increasing the quality of education. The marked increase in Syrians living in non-camp settings has created an additional need to provide education and learning opportunities for Syrian children outside camps. Increased resources will be used to create access to quality education in non-camp settings.

In the camps, UNICEF will establish temporary learning spaces and procure prefabricated classrooms. Outside the camps, this will be done in several ways: by using the space in the Turkish schools, refurbishing existing schools, increasing the capacity of schools inside the camps to receive non-camp children, as well as by establishing new prefabricated schools targeting Syrian children, which could also benefit Turkish children in the future. In situations where WASH facilities are not provided in schools, UNICEF will work together with municipalities and governorates to provide adequate WASH facilities in all refurbished schools and pre-fabricated schools. WASH interventions in schools will also include teacher training in hygiene awareness and promotion, and the provision of soap to schools as required. UNICEF will also provide school-feeding in schools in non-camp settings and set up a system to provide cash support to the most vulnerable families. UNHCR and UNICEF will also coordinate to provide education materials to school-aged children. UNHCR and UNICEF will continue to support vocational training for adolescents and youth, extra-curricular activities, catch-up and language classes and ensure there are classes for children with disabilities in the schools, supporting these classes with material assistance, staffing and funding. Considering the vulnerability of children aged 3-5, UNICEF will also provide training and materials for pre-school educators and children in camps and host communities. Materials will include Early Childhood Development kits, which offer young children access to play, stimulation and early learning opportunities. IOM will also provide transportation for children from camps to schools and for children in host communities. UNICEF and UNHCR will conduct awareness-raising and outreach to encourage increased school enrolment of school-aged children.

In order to strengthen the quality of education for Syrian children, UNICEF, in collaboration with the education authorities and partners, will provide periodic, relevant and structured training for teachers and teaching personnel, additionally setting up a support and coaching system for teachers and teaching personnel. In the absence of salaries, UNICEF will continue to provide teachers with cash incentives. In coordination with the authorities, a monitoring system will be set up, not only to monitor school attendance and performance, but also to teacher's performance.

As part of its project with the MoFSP and AFAD, UNHCR will support social workers and child development specialists to work with the refugee community to identify the educational needs of the refugees and to assess why refugee children may not be attending school. Social workers and child development specialists will work with boys, girls and their parents to improve access to education and reduce drop-out. The project will focus on the inter-linkages between child protection and education, by identifying and addressing protection threats that may prevent children from attending school, including GBV, child labour, early marriages, recruitment of children into armed groups, and discrimination of disabled persons.

UNHCR will support NGOs to expand Child Friendly Spaces in municipalities hosting Syrian refugees, through which refugee children living in urban areas will be provided educational support in the form of catch-up classes, personal development of children programmes, and educational and instruction games.

## 4. SECTOR RESPONSE OVERVIEW TABLE

Objective 1. Ensure access to formal and non-formal education for Syrian refugee children in camps and non-camp settings									
Output	Targeted population by type (individuals)			Location(s)	Detailed requirements				Partners
	SYR in camps	SYR in urban	Host communities		Total requirements (US\$)	Life-saving or preventing immediate risk of harm (US\$)	Preventing deterioration of vulnerabilities (US\$)	Capacity Building / Resilience (US\$)	
Output 1.1 - Pre-school, primary, secondary and high-school education, enrolment and retention of Syrian children in camps and non-camp settings supported, including children with specific needs.	127,200	305,280	-	"Syrian refugee camps in the South-east of Turkey  Provinces that host Urban Syrians in Turkey"	5,973,748	2,311,349	3,111,349	551,050	"UNICEF, UNHCR (with AFAD, MoNE and NGOs)"
Output 1.2 - Educational facilities constructed or refurbished, educational materials provided to Syrian children in camps and non-camp settings.	127,200	305,280	-	"Syrian refugee camps in the South-east of Turkey  Provinces that host Urban Syrians in Turkey"	13,738,720	7,800,000,00	5,938,720	-	"UNICEF, UNHCR (with AFAD, MoNE and NGOs)"
Output 1.3 - Life skills, language training and vocational training for Syrians in camps and non-camp settings supported.	60,000	120,000	-	"Syrian refugee camps in the South-east of Turkey  Provinces that host Urban Syrians in Turkey"	2,485,850	-	2,485,850	-	"UNICEF, UNHCR (with AFAD, MoNE and NGOs)"

Output 1.4 - Measures ensuring accreditation and recognition of school certificates of Syrian children put in place or supported.	119,250	286,200	-	"Syrian refugee camps in the South-east of Turkey Provinces that host Urban Syrians in Turkey"	883,350	-	-	883,350	"UNICEF, UNHCR (with AFAD, MoNE and NGOs)"
<b>Total</b>					<b>23,081,668</b>	<b>10,111,349</b>	<b>11,535,919</b>	<b>1,434,400</b>	
<b>Objective 2. Increase the quality of education for Syrian refugee children in a protective learning environment, in camps and non-camp settings.</b>									
Output	Targeted population by type (individuals)			Location(s)	Total requirements (US\$)	Detailed requirements			Partners
	SYR in camps	SYR in urban	Host communities			Life-saving or preventing immediate risk of harm (US\$)	Preventing deterioration of vulnerabilities (US\$)	Capacity Building / Resilience (US\$)	
Output 2.1 - Measures to improve capacity of teachers and quality of teaching taken or supported.	2,757	5,993	-	"Syrian refugee camps in the South-east of Turkey Provinces that host Urban Syrians in Turkey"	5,096,350	3,700,000,00	1,182,350	214,000	"UNICEF, UNHCR (with AFAD, MoNE and NGOs)"
Output 2.2 - Education monitoring system for Syrian children in camps and non-camp settings established or supported.	127,200	305,280	-	"Syrian refugee camps in the South-east of Turkey Provinces that host Urban Syrians in Turkey"	250,000	-	-	250,000	"UNICEF (with AFAD and MoNE)"
Output 2.3 - Syrian children and youth in camps and non-camp settings are supported with recreational, social and extra-curricular activities	127,200	305,280	-	"Syrian refugee camps in the South-east of Turkey Provinces that host Urban Syrians in Turkey"	801,050	-	801,050	-	"UNICEF, UNHCR (with AFAD, MoNE and NGOs)"
<b>Total</b>					<b>6,147,400</b>	<b>3,700,000</b>	<b>1,983,400</b>	<b>464,000</b>	

Sector indicators	Target
# of Syrian children enrolled in primary, secondary and high school in camps and non-camp settings.	432.480
# of Syrians in camps and non-camp settings, participating in vocational, language and life skills trainings.	180.000
# of educational facilities constructed / refurbished and accessible by Syrian children in camps and non-camp settings	30
# of teaching and learning materials provided to Syrian children in camps and non-camp settings	432.480
# of qualified teachers trained or supported	8.750

Education - Summary Requirements					
	Requirements Jan-June 2014				Indicative requirements Jul-Dec 2014
	Total requirements (US\$)	Life-saving or preventing immediate risk of harm (US\$)	Preventing deterioration of vulnerabilities (US\$)	Capacity Building / Resilience (US\$)	
<b>SECTOR GRAND TOTAL</b>	<b>29.229.068</b>	<b>13.811.349</b>	<b>13.519.319</b>	<b>1.898.400</b>	<b>32.990.348</b>

## 5. SECTOR FINANCIAL REQUIREMENTS PER AGENCY

Education in Turkey (US\$)			
Agency	Total Jan-Dec 2014	Jan-Jun 2014	Jul-Dec 2014
IOM	700,000	500,000	200,000
UNHCR	24,274,020	10,106,370	14,167,650
UNICEF	37,245,396	18,622,698	18,622,698
<b>Total</b>	<b>62,219,416</b>	<b>29,229,068</b>	<b>32,990,348</b>



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