



Education partners are helping to improve the capacity of education personnel, with 9,477 trained this year

REGIONAL HIGHLIGHTS:

Efforts continued to enhance the capacity of the teachers in both camp and non-camp schools which is aimed at improving the quality of education to benefit school-aged children in the region.

In Iraq, a series of trainings were organised in several governorates on fundamentals of good teaching practice, which benefitted over 179 teachers in both camp and non-camp settings in Erbil and Arbat governorates. In addition, some 190 teachers received refresher training in Duhok and Sulaymaniyah governorates. In Duhok, the Education Working Group is in the process of establishing Parent Teacher Associations in the camps, with the aim of ensuring higher quality of education and consistency with Government requirements.

In Turkey, as of end April, a total of 4,958 volunteer teachers working in both camps and host communities were provided with incentives under an initiative which was started in 2014. It is anticipated that this will contribute to improving the quality of education provided to about 190,000 Syrian refugee children by ensuring stability and motivation among the teachers.

During the month of April, 42 Syrian teachers received training on general teaching skills in 6th October city in Egypt, bringing the total number of educators trained to 180 for the year.

As part of ongoing development, 1,223 teachers, educators and facilitators have been trained in Lebanon this year.

In Jordan, 345 teachers, school supervisors, counsellors and other educational personnel have benefitted from training so far this year.

NEEDS ANALYSIS:

While education ministries in refugee hosting countries have generally welcomed Syrian children into their education systems, there is a profound strain on resources, leading to significant needs in terms of access and quality. Some 750,000 (57 per cent) Syrian refugee children are out of school.

There are a range of factors contributing to low enrolment and attendance rates, including policy and bureaucratic regulations, with many children required to take placement tests and provide documentation for school registration, which many families no longer have or are unable to obtain.

There are issues in the quality of education, including: new and different curricula; language of teaching; lack of appropriate infrastructure; teacher capacity; overcrowding; lack of certified education programmes; students with trauma and distress; and limited programmes to address lost years of schooling. Targeted education interventions are needed to address the risks of negative coping behaviours.



Syrian refugee children attending school in Sanliurfa, south-eastern region of Turkey. IOM

Sector Response Summary:



1,414,255 Refugees & Local Community Members targeted for assistance by end-2015
689,783 assisted in 2015



Syrian Refugees in the Region:



4,270,000 Syrian Refugees expected by end-2015
3,978,825 currently registered or awaiting registration



3RP Overall Funding Status:



USD 4.5 billion required in 2015 (Agencies)
USD 881.73 million received in 2015



INITIATIVES TO SUPPORT ACCESS TO EDUCATION FOR OUT-OF-SCHOOL CHILDREN

The large number of school-aged refugee children in the region not attending formal or non-formal education remains a concern. To address this issue, new initiatives and projects have been introduced in collaboration with the authorities of the respective countries which is aimed at benefitting thousands of Syrian refugee children who are out of school.

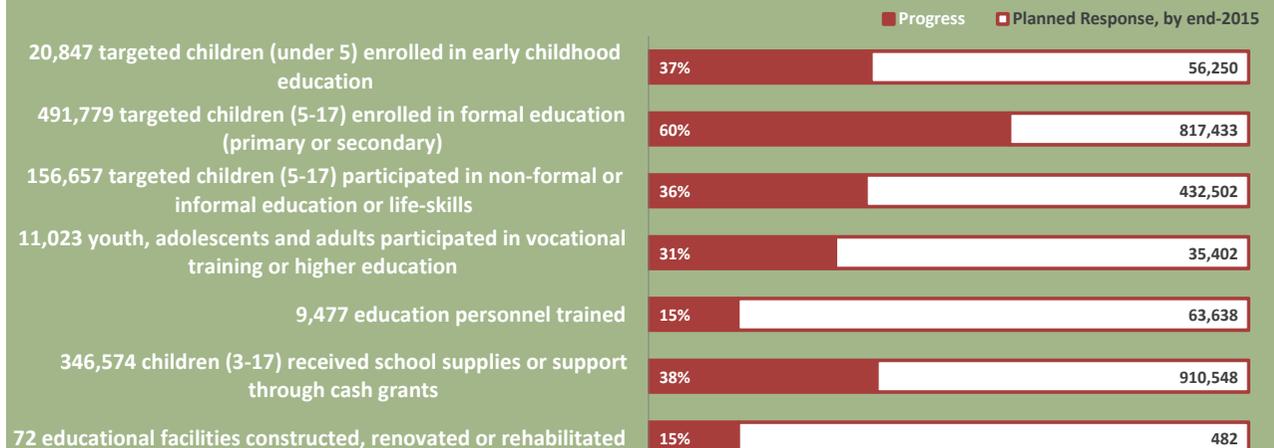
The Ministry of Education and Higher Education (MEHE) in Lebanon has introduced a new Accelerated Learning Programme (ALP) in April which is aimed at providing out-of-school children with the required competencies to enable their enrolment in the Lebanese formal education system. This initiative, which is planned to benefit over 10,000 children who have missed school for over two years, is composed of nine intensive levels (each level lasts for period of four months) corresponding to the nine grades in the Lebanese basic education system. Children taking this programme will eventually be able to enrol in public schools next year.

In Turkey, 3RP partners continues to support the efforts of the Ministry of National Education and other stakeholders to provide quality education to children of all ages in camp and non-camp settings. A new education centre for Syrian children was opened in Kahramanmaraş in southern Turkey which has been built in partnership with the Turkish Disaster and Emergency Management Authority (AFAD) and the Ministry of National Education. Some 1,080 Syrian children will now be able to access mother-tongue education at the centre. The project will provide opportunities and incentives for Syrian teachers to remain engaged in education initiatives for their community.

In Iraq, planning or construction is underway on four new schools to expand educational opportunities for refugees in camp and non-camp locations.

In Jordan during April, 10,500 Syrian and 3,919 host community children received non certified informal and basic skills training. Across the whole region, non-formal, informal or life-skills training has reached almost 160,000 children so far this year.

REGIONAL RESPONSE INDICATORS: JANUARY - APRIL 2015



These dashboards reflect the achievements of the more than 200 partners, including governments, UN Agencies, and NGOs, involved in the 3RP response in Egypt, Iraq, Jordan, Lebanon and Turkey. Progress and targets may change in line with data revisions. All data on this Dashboard is current as at 30 April 2015.