

### More than 652,000 children enrolled in formal education

#### REGIONAL HIGHLIGHTS:

In March, the Lebanese Government announced that students at public middle and high school levels (grades 9 and 12) of any nationality (including Syrians) are allowed to sit for the official exams for the scholastic year 2015-2016 without presenting transcripts or documentation of earlier schooling. This policy is a step forward in extending equitable rights to education for all students in Lebanon irrespective of their nationality.

Refugee parents of children enrolled in formal public education are increasingly involved in the education of their children. 126 Parents Community groups are active and meeting regularly to discuss and find sustainable solutions within their communities to the challenges they face in sending their children to school and the problems children are facing in their studies.

In Jordan, over 700 Syrian refugee and vulnerable Jordanian children aged 6-12 participated in the graduation ceremonies of Makani centres in Ramtha and Salt. In Azraq camp 3RP partners are increasing their cooperation to ensure a coordinated response to meet the emerging educational needs of children recently arrived children in Village 5. A two-day INEE-MS (Inter-Agency Network for Education in Emergencies - Minimum Standards) training was also conducted, where approximately 29 persons were trained including ESWG sector members and members of the Syrian Refugee Affairs Department (SRAD community police).

In Iraq, 33,438 children are enrolled in formal education, and more than 10,000 received school supplies or are being supported through cash grants. In Erbil, 26 teachers at the Ministry of Education Centre attended an ICT and Science training. The Cash programme for Education in Erbil Governorate conducted its Post Distribution Monitoring in eight different locations.

#### NEEDS ANALYSIS:

There are 1.7 million school age Syrian children in the five 3RP countries. However, only about half of school-age children, are accessing education opportunities. In 2016, Education interventions will prioritize school-age children who are currently out of school and children that receive low quality education services.

To absorb the number of Syrian students and increase response capacities, the public education systems in some of the countries have re-introduced or expanded double shifts in overcrowded schools, thus affecting the quality of education and slowing public education reform. The quality and relevance of education will be improved through professional development of teachers, facilitators and school staff on child-centered, protective and interactive methodologies, classroom management and psychosocial support.

In 2016, the Education Sector called for a significant budget increase for education programme to scale up the response in all areas of education including primary, technical and vocational training and teacher incentives.

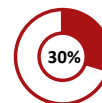


Zaatari Camp, Jordan. Chris Herwig/UNICEF

#### Sector Response Summary:



**2,506,900 Refugees & Local Community Members targeted for assistance by end of 2016**  
**742,880 assisted in 2016**



#### Syrian Refugees in the Region :



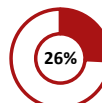
**4,687,000 Syrian Refugees expected by end-2016**  
**4,765,000 currently registered**



#### Education Sector Funding status:



**USD 638 million required in 2016**  
**USD 164 million received in 2016**



#### ACCELERATED LEARNING PROGRAMME IN LEBANON

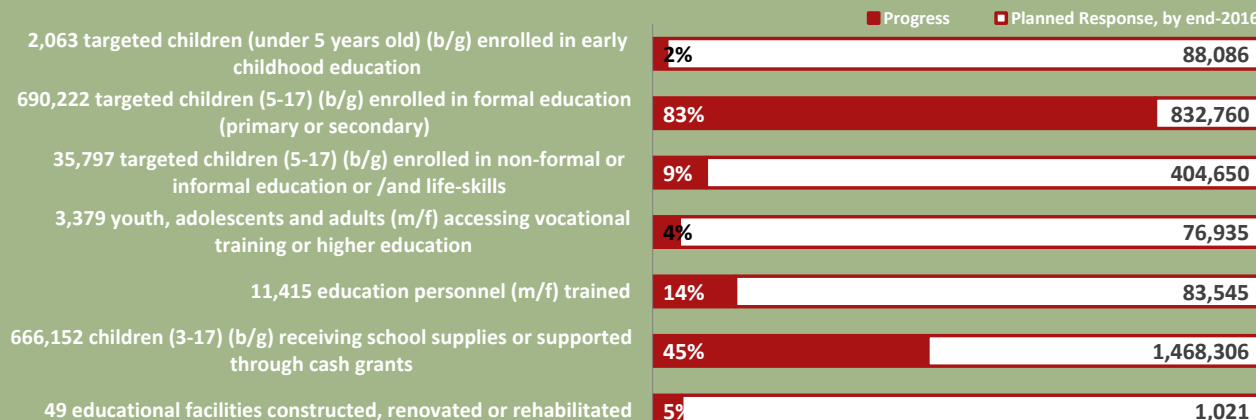
At the beginning of 2016, a consultative seminar on Non-Formal Education (NFE) took place in Lebanon to discuss existing opportunities and challenges in the region, and come up with recommendations that create synergies between non-formal and formal education. During this seminar, Non-Formal Education Framework for Lebanon was presented.

One of the parts of the NFE framework is the Accelerated Learning Program (ALP) developed by the Centre for Education Research and Development (CERD). The ALP targets children between 7 and 17 years old who have missed two years or more of schooling, and prepares them for (re)integration in formal public education. Three rounds of placement tests have been conducted by CERD to assess the level of competency of the children. Education partners played a significant role in outreach and awareness raising to children, their parents and communities about the programme. By the end of March, 4,427 children were enrolled in ALP. In addition, approximately 390 teachers were trained in the main core academic subjects, class management methodology and the INEE minimum standards for Education in Emergencies.

During March, an ALP regional workshop was organized in Beirut bringing together government staff, UN and NGOs who supported the ALP outreach. In addition to a discussion about the ALP 2016 rolling plan, structure and components, Program Management Unit (PMU) and CERD presented ALP updates for 2016 and the way forward. Working groups were formed to draft key recommendations for better harmonization of shared ALP activities in the field.

In addition, to ensure inclusion and coordination with education partners, an Early Childhood Education (ECE) Inception Workshop took place in February in order to build consensus among partners around the process and focus of development of a unified Non-Formal ECE package. Around 30 NGOs and UN agencies attended the workshop consultation, and organizations with on-going programmes targeting (3-5) year olds presented their current and planned programmes.

#### REGIONAL RESPONSE INDICATORS: JANUARY - MARCH 2016 \*



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 31 March 2016

\* Progress data not yet received for Turkey in March 2016