



55,809 Syrian children registered with UNHCR Egypt

SEPTEMBER HIGHLIGHTS:

- PLAN International, started its programme to support 25 public schools and 15 existing community schools reaching 20,000 children in Cairo, Alexandria and Damietta over the period 2015/2016. Support to schools includes maintenance, training, psychosocial support and recreational activities. 10,000 children (80% Egyptian & 20% Syrian) will receive vouchers (L.E. 160) to cover school stationary. Children eligible to receive the vouchers are identified by social workers.
- CARE & Save the Children work in Greater Cairo and Sharkia with 36 public schools and 4 Syrian learning centers. Support includes: conducting participatory planning with schools, supporting school based training units, Boards of Trustees, etc. and setting criteria to identify the most vulnerable children.
- Education grants first instalment in both Cairo and Damietta was paid to, 3476 families with 7,251 school age children received the school grants and children are now enrolled in education institutes. 33 families with 39 school age disabled children were paid an enhanced education grant designed for disabled children to facilitate their access to specialized schools that meets their health and care needs. Some 181 families/275 individuals, were found to be extremely vulnerable and received an additional amount to help them sent their children to school their VC extra amount.



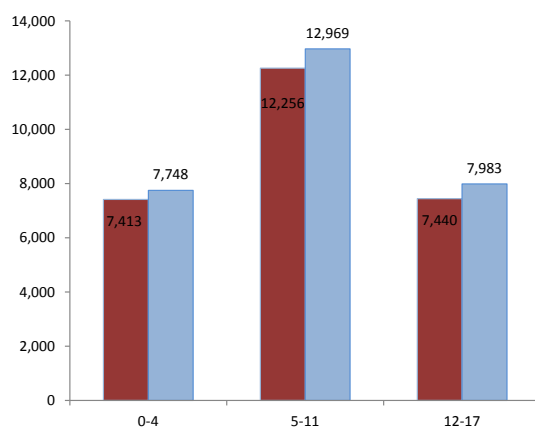
Syrian refugee children take part in classes at the private community school, 6th of October, Cairo, Egypt. S.Nelson/UNHCR

Key Figures:

Planned Sector Response:



Refugee Children Breakdown in Egypt



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Participating Agencies: UNHCR, UNICEF, CRS, IOM, Plan International, FARD Foundation, Ministry of Education, St. Andrews Education services, Tadamon Council

NEEDS ANALYSIS:

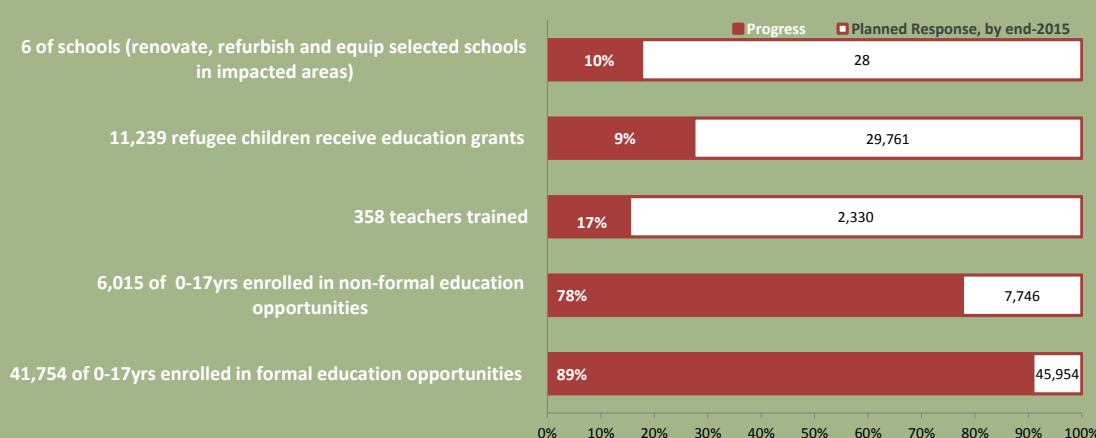
The Egyptian Government granted Syrians access to public schools under same rules that apply to Egyptian nationals. In practice several challenges have arisen when Syrian families attempted to enrol their children in public schools most importantly the required documentation, overcrowding and safety concerns inside and outside of school. The lack of capacity and quality of the environment in public schools remains a significant barrier to the enrolment and retention of Syrian children.

A key objective of the Education Sector is to promote and facilitate access to primary education through addressing those challenges Syrians face. Efforts are made to support national education systems to accommodate refugee children, including through support to teachers inside classrooms. Education is also an entry point to provide child-centred support and a mechanism to address the scars of war affecting those traumatized children and adolescents.

In order to enhance access to education for the most vulnerable boys and girls, around 100 disabled Syrian children will be supported in specialized private schools, as no public Egyptian schools currently have appropriate model of education and care required. These children will receive special education grants to cover the special needs school fees and their transportation needs. The education response plan is based on the assumption that the current Government policy under which Syrian students have access to public schools will be continued.

Based on the needs assessment conducted in December of 2014 by Ministry of Education (MoE) through their General Authority for Educational Buildings (GAEB), and the assessment planned by Save the Children International in early 2015. UNHCR and UNICEF will provide support to improve and rehabilitate schools in most impacted areas by Syrian refugee crisis. Mapping of government schools most frequented by Syrian children has already been concluded, and a report by the GAEB has been compiled listing the needs and work required to enhance the absorption capacity of the most affected schools in impacted areas. This report will continue to inform the dialogue with the Ministry. Around 62,000 children aged six to 17 from host communities should directly benefit from the planned school rehabilitation programme. Once implemented in 2015, it will also include a component to address the gender-sensitive learning environment in 50 basic and secondary schools. The Education Working Group continue to promote effective coordination through quality information management and a continuous collaboration with other sectors such as protection, health and water, sanitation and hygiene.

REGIONAL RESPONSE INDICATORS: SEPTEMBER 2015



Foot note: Education grants for 2014/2015 academic year have been disseminated under RRP6.