

KidsRights Report 2018



Background Report

The Widening Educational Gap for Syrian Refugee Children



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'The kids in the school taught me how important school is. School is not only a place where you can learn how to write and read. It is also a place where you can make friends and memories, learn about new people, and teach other people about yourself. School is a place where you can express yourself freely and discuss your ideas with your peers and teachers. School is a place where you can improve your ideas and achieve your dreams.'

Mohamad Al Joude, winner of the International Children's Peace Prize 2017

Mohamad, a Syrian 17 year old youth who fled to Lebanon with his family as a child, is an inspiring example of the crucial importance of access to education. Like thousands of other Syrian refugee children, Mohamad could not go to school. He set out to provide them with education himself by building a school in a refugee camp. This school, located in the Bekaa Valley in Lebanon, now educates 200 children.



Summary

Two years after the Supporting Syria conference in London, where international donors and governments of host countries agreed to make sure that by the end of 2017 all 1.7 million Syrian school-aged children would be enrolled in school, **more than 40% of all school-aged Syrian children living in Turkey, Lebanon, Jordan, Egypt and Iraq still do not have access to education.**

With increasing levels of poverty among refugee families in the region, the future looks more bleak with the day for the more than half a million of young Syrians who are out of school, who do not have any chance to work on their future, and with that on the future of their home country.

Despite commitments made in London to provide US\$1.4 billion and additional pledges of the international community in Brussels a year later, alongside commitments from host countries to ensure access to quality education for all Syrian children, the international donors have failed to delivered their financial commitments and host countries maintain restrictive policies that keep children out of school. This is resulting in a complex mix of problems, from which the region does not seem to be able to escape, unless a Marshall plan for the region is put in place:

- During the 2016 conference in London, the funding ask for education was \$ 1.4 billion, of which, by the end of the year, only \$ 618 million, less than 50%, was received. In October 2017, 57% of the overall humanitarian pledges made during the 2017 conference in Brussels for the timeframe 2018–2020 was met. The United Nations and partners have requested \$841 million for education in their Regional Refugee and Resilience Plan 2018 – 2019, of which \$238 million (28%) was received in September 2017.
- Both donors and host governments are not able to provide transparent and reliable data on resources made available or received, which makes it extremely challenging to assess how much funding for education for refugee children and youth has reached the education system.
- Education for Syrian refugees has been underfunded

year in, year out. This is leading to overburdened public school systems in host countries, insufficient school buildings, a shortage of teachers, poor teacher trainings, and unavailability of appropriate catch up programs for children who have been out of school, including language classes. This leads to high levels of unsafety in schools and poor quality education services in both formal and non formal schools.

- As an increasing number of refugees are living in extreme poverty and with many debts, many families can hardly survive and are no longer able to keep their children in school. Whereas governments have waived school fees, parents are often no longer able to keep their children into school for financial reasons. Due to a lack of funding for humanitarian actors, cash support provided to refugees has been cut down. Restrictive policies are making it difficult or simply undoable for parents to obtain work permits, who are consequently no longer able to buy school materials or pay for transportation to school. Especially in extreme vulnerable families, children are often obliged to support the family income through child labour.
- Although many administrative barriers are formally removed by host governments, in practise parents and children are either not informed about new regulations or these are not implemented by schools. Also long periods to get through the administrative procedures to obtain ID cards is keeping children out of school.

This April, the international donors and host governments meet again for a second Brussels conference. The education sector, for years, has been one of the least funded in the overall humanitarian budgets. **The UN and partners urgently need \$603 million to fill the 72% funding gap. We urge donors to commit to- and deliver timely multi-year funding and to make education a top priority.**

But increased funding to build more schools and hire more teachers is not bringing more children into schools, if host countries do not more, together with the UN, to make sure that obstacles in the daily reality

of children are eliminated. Without a livelihood, their families will fall deeper into poverty, which will put more children out of school, and will trigger negative coping mechanisms, such as early child marriages and child labour. Increased funding for buildings and teachers is not bringing more children into schools,

if violence is used against the children inside these buildings, if these teachers are not supported to deal with the challenges that they face, if there is no money for materials or transportation and if going to school is not leading to a certificate, which brings children further in life.



Methodology

This report analyses the different barriers for Syrian refugee children to access primary and secondary education in the five neighboring countries that host the highest number of school-aged Syrian children: Turkey, Lebanon, Jordan, Iraq and Egypt. It is the result of an analysis of public data and reports on education for Syrian children in five neighbouring countries, Turkey, Lebanon, Jordan, Egypt and Iraq. These include donor conference reports and reports established by UN agencies, NGOs, and human rights groups.

KidsRights also conducted interviews by telephone or email with humanitarian actors working on education

in the region. We spoke to education specialists and program managers, responsible for implementing education support services to refugees. Given the sensitivity of the issue, their names are not mentioned in this report, to ensure their safety and the continuation of the work of their organisations.

We also spoke to children and youth about their experiences with accessing school as a refugee, in a series of youth consultations in Lebanon and Jordan, that took place in March 2018. These consultations were led by youth themselves, who were trained and assisted by KidsRights.

Introduction

The Syria Crisis started seven years ago, in March 2011, when peaceful anti-government uprisings, as part of the Arab Spring, spiraled quickly into a civil war. As we are entering the eighth year of the crisis, more than 465,000 Syrians lost their lives in the fighting, over a million were injured and over 12 million – more than half of the country's pre-war population – have been displaced from their homes. Several millions are internally displaced while over 5.5 million Syrians are registered as refugees in the neighbouring countries. This figure includes over 2 million Syrians registered by UNHCR in Egypt, Iraq, Jordan and Lebanon, over 3.5 million Syrians registered by the Government of Turkey, as well as more than 30,000 Syrian refugees registered in North Africa.¹ The total estimated number of Syrians in these countries might even be higher, as many Syrians are not registered as refugees. In addition, some of the Syrian refugees might have continued their journey to Europe or countries in the region without this being reflected in the data.²

The vast majority of the Syrian refugees live in urban, peri-urban and rural areas among the host communities, facing challenging socio-economic conditions, including high poverty rates, high costs of living, limited livelihood opportunities and the exhaustion of savings. Almost half of the registered refugees in Egypt, Iraq, Lebanon and Jordan are children (47,6%). As of February 2018, there were almost 1.9 million school-aged Syrian registered refugee children (5-17y old) in the region. Nearly 10,000 Syrian refugee children are either unaccompanied or separated.³

Children have been heavily affected by the Syria crisis, to the extent that governments, UN Agencies and International and National NGO's are fearing for a *lost generation*. This fear has been at the source of the No Lost Generation initiative, launched in 2013, in an aim to bring different donors together to achieve agreed outcomes essential for the education, protection, wellbeing and future of children and young people affected by the Syria and Iraq crises.⁴

Syrian refugee children have faced all kinds of barriers to access education in neighbouring countries, ranging

from restrictive government policies, to poor socio-economic conditions (leading to negative coping mechanisms such as child labour and child marriage), to children being harassed or bullied on the way to or in schools by bus drivers, teachers and other students.

This report analyses the different barriers to education that Syrian refugee children face in the five countries that together carry the biggest refugee burden: Turkey, Lebanon, Jordan, Iraq and Egypt.

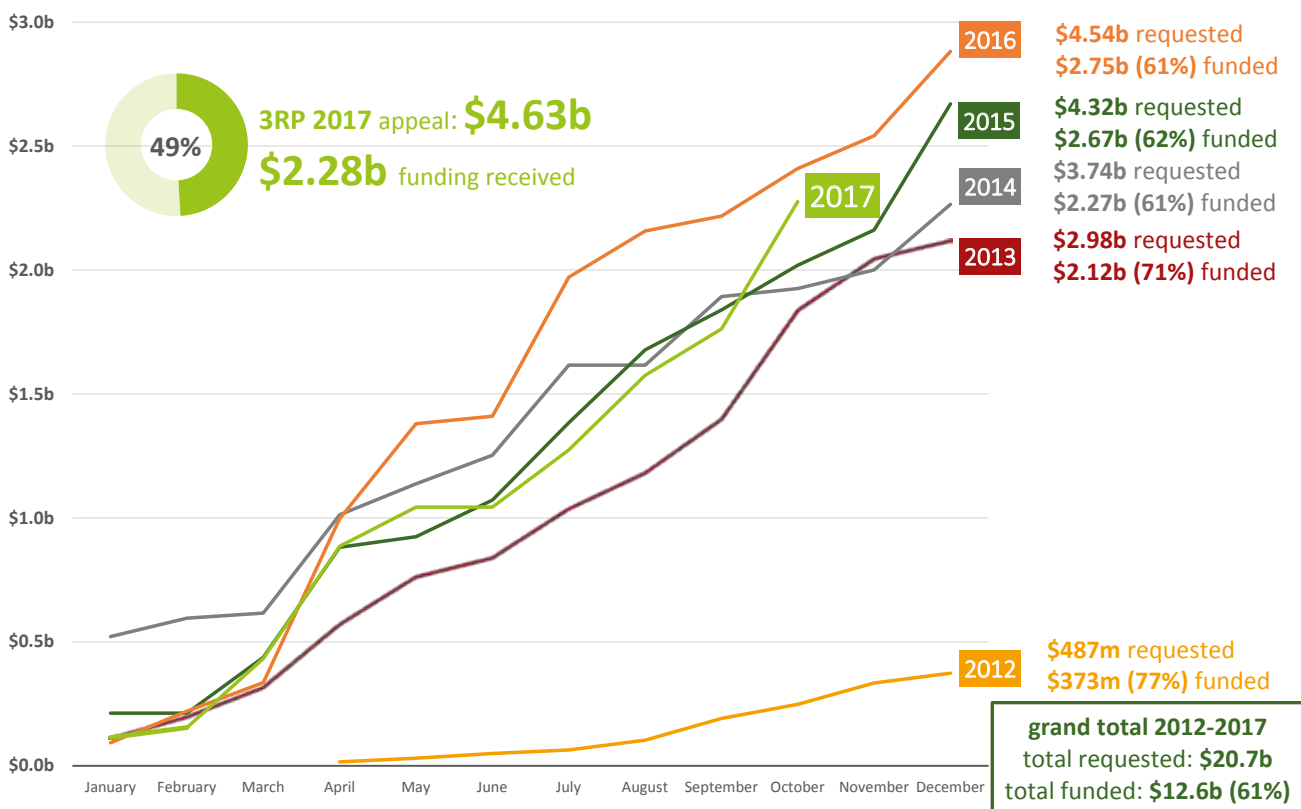
It is hard to find reliable and consistent data about the number of Syrian refugee children enrolled in education in the region. Data found in different reports are often contradicting and even data presented on different pages of one and the same report might tell different stories.⁵ Not having reliable data makes it challenging for governments and donors to monitor progress and ensure that all children gain access to education. In addition, the very nature of refugee crises makes population movements often hard to predict and as a consequence, it becomes very challenging to adapt policies and capacities according to continuing increases and decreases in refugee influxes. Nevertheless, for over a year now, there has been no large-scale arrival of refugees into neighbouring countries, neither are large-scale new arrivals anticipated in 2018.⁶ This should contribute to finding educational solutions for the refugee children that are currently residing in the neighbouring countries.

In addition to the challenges concerning reliable education statistics, it also remains very challenging to track and monitor how much funding is being provided to host countries (despite the various efforts to make donor funding more transparent such as the UNOCHA Financial Tracking Service). It happened that host countries reported that huge funding gaps were remaining, while key donors reported they fulfilled the pledges they had made.⁷ Nevertheless, the following data must give an indication of what the funding requirements are and to what extent host countries received what they needed to respond to the Syria crisis and the huge influx of refugees.

The chart on this page ⁸ provides an overview of how much funding was needed every year since 2012, and how much was actually provided. It becomes immediately clear that funding has been falling short every single year, and the funding gap (the difference between how much was required and how much was actually received) grew even bigger over the years, both in terms of percentage as in absolute terms. While the funding gap in 2012 was 23% (or 114 million USD short of what was needed), this percentage increased over the next years to 39% in 2016 (or 1,79

billion USD short of what was needed). For 2017, we see that only 49% of the required funding had been received by October. Although more funding might have come in after October 2017, there has been a call during the London Conference of 2016 already to make funding more predictable and provide funds in the first half of the year so governments and NGO's can plan their interventions well in advance. If we look at the period 2012-2017 as a whole, we see that only 61% of the total funding needs have been covered.

3R/RRP Yearly funding comparison



When we look at the needs in the education sector only, yearly an estimated 1.4 billion USD is required to ensure that all children in Syria and in the neighbouring countries have access to education, as was agreed during the *Supporting Syria and the Region Conference* in London in 2016, by participants from more than 70 countries, international organisations, NGOs, civil society and the private sector. By the end of 2016, only 618 million USD had been received, less than half of what was requested. The lack of funding contributes to many of the barriers mentioned in this report.

In that same London conference, participants also agreed that by the end of the 2016/17 school year, 1.7 million children would be in quality education.⁹ Almost 2 years after London, considerable progress has been observed, but we are still far removed from the ambitious targets set in London.¹⁰ **According to UNICEF, over 40% of Syrian refugee children remained out-of-school at the end of 2017.**¹¹ Moreover, objectives have become less ambitious after London. The regional target for 2018, agreed upon by different UN agencies and NGO's, is to have 1.558.520 children enrolled in formal general education. With

currently between 1 and 1.2 million children enrolled in formal education, even this target seems hardly realistic to achieve.^{12,13} The following table gives an

overview of the estimated number of Syrian refugee children in the five countries and the number of children enrolled in formal education.

Overview education situation of Syrian refugee children in the five host countries - estimations¹⁴

COUNTRY		REGISTERED SYRIAN REFUGEES	Registered school-age refugee children (5-17 years)				
			Total	In formal education	In non-formal education only	Out of school # and %	
TURKEY	Dec-17	3.424.237	1.109.453	573.104	14.528	521.821	47%
	Dec-16	2.814.631	872.536	491.896	13.310	367.330	42%
	Dec-15	2.291.900	710.489	278.890	3.096	428.503	60%
LEBANON	Dec-17	955.512	386.259	222.015	21.329	142.915	37%
	Dec-16	1.011.366	376.228	194.750	54.746	126.732	34%
	Dec-15	1.070.189	376.707	147.285	80.119	149.303	40%
JORDAN	Dec-17	657.628	232.800	126.127	21.673	85.000	37%
	Dec-16	655.675	232.868	125.000	67.658	40.210	17%
	Dec-15	632.228	221.134	145.458	43.610	32.066	15%
IRAQ	Dec-17	247.057	65.717			27.712	42%
	Dec-16	233.224	61.804	51.681	10.123		
	Dec-15	244.527	63.822	36.465	6.812	20.545	32%
EGYPT	Dec-17	126.688	39.780	36.000		0	0%
	Dec-16	116.013	37.356	35.884	1.472	0	0%
	Dec-15	123.585	39.053	39.000	53	0	0%
HOST COUNTRIES TOTAL	Dec-17	5.411.122	1.818.489	957.246	83.795	777.448	43%
	Dec-16	4.830.909	1.580.792	899.211	147.309	534.272	34%
	Dec-15	4.362.429	1.411.205	647.098	133.690	630.417	45%

Turkey

Turkey is home to the largest refugee population in the world. By the end of 2017, almost 3.8 million refugees and asylum seekers were registered in Turkey, of which 3.4 million Syrians.¹⁵ There are more than 1.1 million registered Syrian refugees at school-age (5 to 17y old). The Turkish government has been generally very welcoming to Syrian refugees, but this doesn't translate in Syrians having easy access to services related to jobs, health and education. Specifically for education, it took the government quite some time to realize that many Syrians will never go back to Syria, and as a consequence, that the education system will need to integrate all Syrian refugee children in the public school system. At the beginning of the 2016/17 school year, for the first time since the start of the crisis, the number of children in school was higher than the number of out-of-school children.¹⁶

Turkey had taken considerable steps in the past to provide protection and access to services for Syrian refugees, mainly through the Temporary Protection Regulation, which also granted free access to education for Syrian Refugee children.^{17, 18} Furthermore, when it became clear that Syrian refugee children struggled entering directly into the public school system, the Turkish Ministry of National Education (MoNE) had accredited the so-called Temporary Education Centers (TEC), temporary learning centers staffed with Syrian teachers using a modified Syrian Arabic curriculum, in order to prepare children for transitioning into Turkish Public Schools (TPS).^{19, 20} These days, the Government of Turkey is very focused on gradually integrating all refugee children in the Turkish Public School System and to close the TEC's. At the end of 2017, for the first time since the beginning of the refugee crisis in Turkey, more Syrian children were enrolled in Turkish public schools (373,381) than in TECs (237,134).²¹

Despite these efforts, several barriers are still causing children not to enroll in schools, or to attend not regularly, or to drop out at an early stage. In what follows, we look a bit closer at the main barriers preventing Syrian children to access education.

Difficult socio-economic situation

According to recent assessments, nearly 67% of Syrian refugees live below the poverty line.²² Poverty and the challenging socio-economic situation in which Syrian refugee families live is, according to education experts working for INGO's, the number one reason why children are out-of-school. It is hard for Syrians to get access to work permits and jobs in Turkey. Turkey is in theory a leader among host countries for creating a pathway for Syrians to obtain work permits. In practice, however, the number of work permits made available would accommodate fewer than 1 percent of Syrian refugees, since employers must sponsor them and promise to pay a minimum wage. In addition, Turkey has a very high unemployment rate (above 11% in 2017, youth unemployment stood even at 19.3% in Oct. 2017).^{23, 24} Furthermore, now that the Turkish government is closing the TEC's, many Syrian teachers are at risk of losing their jobs which will again negatively affect their ability to send their own children to school, as well as the ability of children to access education. Of the adult Syrians without a job, many are coming from rural areas where they were mainly working in agriculture, which makes it challenging to enter the regular labour market in Turkey.²⁵ Children who want to attend school are often unable to afford transportation to schools²⁶, although recently Syrian refugee children would get access to free transportation in rural areas. Syrian children often drop out of school to work, to supplement their family's income, while they are paid even less than Syrian adults. Boys above 12 years old are at particular risk of dropping out and engaging in child labour to support their family. This may also be due to the fact that Syrian refugee parents perceive (secondary) education as not very important compared to working and gaining an income. In June 2017, with the support of international donors, the national Conditional Cash Transfer for Education (CCTE) was extended to refugees, with the aim of promoting attendance, reducing drop-out, and encouraging enrolment for some 230,000 children by end 2017. Nevertheless, from our understanding, it has been difficult to access the helplines and it takes a long time before the initial payments come through, and the amount of the payments wouldn't be sufficient to convince parents to reintegrate their children in schools.^{27, 28}

Language

The language of instruction in schools, Turkish, remains a challenge for many Syrian refugee children.^{29, 30, 31} For most Syrian children who enroll in Turkish public schools, the language of instruction is foreign and new, and access to accelerated language learning programs is limited. There are limited opportunities for children to enroll in pre-school education where they could get exposed to the language from a young age. While younger children have less difficulties to learn a new language and adapt, older children, mainly in higher grades, are often unable to understand lessons in Turkish, and drop out.³² The MoNE recruited 3,600 Turkish language teachers to enable Syrian students to improve their Turkish language proficiency and new, age-appropriate language teaching modules were under development, but several NGO experts confirmed that the language barrier is still a considerable obstacle preventing children from accessing education.^{33, 34}

No endorsed Accelerated Learning Program (ALP)

Many Syrian refugee children have lost many months to even years of schooling, and appropriate catch-up classes are lacking.³⁵ An education expert from an INGO explains that the GoT does not have an endorsed Accelerated Learning Program (ALP) curriculum and some schools would try to set up their own ALP. Nevertheless, refugee children would find it too hard to follow and drop out as a result, often seeing more benefits in working instead of attending school. It also happens that children are being put back in lower grades because of the years of schooling they have missed, which in itself is demotivating and leads to children dropping out.³⁶

Restrictive government procedures

Turkey's generous enrollment policy does not require Syrian refugee children to prove their residency,

but does require them to produce Turkish-issued identification (ID) cards. In 2015, nearly all Syrian refugee families Human Rights Watch interviewed had obtained these cards without undue difficulty or delay. However, after Turkish authorities introduced a new "pre-registration and screening" step in March 2016, Syrian families described a backlog with waiting times of up to six months for these cards. In some areas, Turkish public school administrators refused to allow Syrian children to enroll even if they had the identification cards, or the school officials demanded other documents.^{37, 38} According to one education expert working for an INGO, the GoT had difficulties dealing with such a high influx of refugees, and government institutions and departments dealing with refugee and migration issues lacked the capacity to process the many requests and respond to the many needs. In addition, since the failed coup of July 2016, the GoT has been very restrictive towards NGO's involved in the education sector, as the GoT wants total control of what is being taught to children and how. The GoT only allows NGO's to intervene in so-called 'hardware' activities such as construction of schools and distribution of school materials, but not in software activities such as training teachers.^{39, 40}

Lack of education capacity and other barriers

Another important barrier, that also exists in other countries in the region, is the lack of school buildings in high-density refugee-hosting areas. Furthermore, there is a lack of teachers to cover the high number of refugee children in need of education. Teachers who are available, are not trained to deal with refugee children who might need more support and for whom the language of instruction is not their native language, often even not a language they master.⁴¹ Other barriers mentioned in reports were Syrian refugee children being victim of bullying, harassment and perceived discrimination⁴² and the limited options in informal and certified non formal education.⁴³

Recommendations

- Provide vulnerable refugee families with livelihood opportunities.
- Ensure that work permits are easily accessible for vulnerable families.
- Ensure that all vulnerable families can easily benefit from the Conditional Cash Transfer for Education (CCTE) program, and increase the amount of cash.
- Ensure that all Syrian refugee children have access to free accelerated Turkish language classes.
- Train and support teachers to deal with refugee children for whom Turkish is not their native language.
- Develop and/or endorse an accelerated learning program for children who missed several months/years of schooling, to allow them to be reintegrated in the public school system.
- Ensure that government services dealing with refugee issues have the capacity and training to adequately and timely deal with the huge caseload.
- Ensure close collaboration between the GoT, UN Agencies, NGO's and donors to work together to ensure all refugee children get access to education.
- Ensure that either school buildings are constructed and teachers trained in high-density and remote refugee areas, or that refugees are being hosted in or moved to areas where education capacity is underused.
- Ensure that all refugee children have access to education without delays due to a backlog of ID card applications or other administrative issues for which the bottleneck is at the government level.
- Ensure that Syrian refugee children are not being bullied or harassed in or on the way to school.



Lebanon

Lebanon continued to shoulder a disproportionate burden of Syrian refugees by hosting over 1.5 million refugees (almost one million registered with UNHCR, including about 554,000 children), along with a pre-existing population of about 300,000 Palestinian refugees.⁴⁴

The Government of Lebanon has been extremely welcoming to refugees, having by far the highest ratio of refugees-to-nationals in the world (For every three Lebanese nationals there is one refugee residing in the country). The education system in Lebanon has struggled to keep pace with the growing number of Syrian refugees in the country. At the end of 2011, just 5,000 Syrian refugees were registered with UNHCR in Lebanon. By the beginning of the 2015–2016 school year, there were already 495,910 registered Syrians aged 3–18, far more than the 249,494 Lebanese children enrolled in public schools that year. These figures may be an undercount, since they are based only on Syrians who are registered with UNHCR. The Government of Lebanon has taken several initiatives to improve the access of Syrian refugee children in the education system. In 2014, Lebanon adopted the Reaching All Children with Education (RACE) policy, which has helped increase the number of Syrian children enrolled in public schools to 158,321 by the end of the 2015–2016 school year. In January 2016, the Education Ministry rolled out an accelerated learning program for children aged 7–17 who have been out of school for two or more years, with capacity for 18,990 students in 57 schools. Also in 2016, Lebanon adopted a five-year RACE II plan with the goal of enrolling 440,000 Syrian children in formal education by the 2020–2021 school year.⁴⁵ Furthermore in early 2016, it finalized a framework for non-formal education, leading to the regularization and formalization of non-formal education (NFE) enrolment and increased pathways to formal education.⁴⁶

Despite the efforts highlighted above and the ambitious target set by the Government of Lebanon to enrol all children aged 5–17 in formal and non-formal education by the end of the 2016–2017 school year, more than 200,000 refugee children remain out of school.⁴⁷ The main barriers to education faced by Syrian refugee children are the following:

Difficult socio-economic situation

Lebanon imposed new residency requirements on Syrian refugees in January 2015, obliging all of those age 15 and older to pay annual residency renewal fees of \$200 per person, present valid identification and an entry slip obtained at the border, submit a housing pledge confirming their place of residence, two photographs stamped by a Lebanese local official (mukhtar) and – for those not registered with the United Nations refugee agency – sponsorship by a Lebanese sponsor to legally stay in the country. The percentage of households where all members have legal residency permits has decreased dramatically over the years, from 58% in 2014, to 28% in 2015, to 21% in 2016, to only 19% in 2017. The residency requirements are exacerbating refugees' poverty, because refugees without valid residency are at risk of arrest, which limits their ability to travel in search of informal work. Parents without residency are afraid to enroll their children if their school is located beyond a checkpoint.⁴⁸

Obtaining work permits is almost impossible for Syrian refugees. Even refugees who secure a Lebanese sponsor to renew their residency, and who therefore do not have to sign a pledge not to work, do not necessarily have the right to work in Lebanon.⁴⁹ Syrian refugees almost only work in the informal sector (construction, agriculture, day contracts). This makes families extremely vulnerable for negative coping strategies affecting children's access to education, such as child labour and child marriage. Child labour is widespread among Syrian refugee families with children between 8 and 15 years old being at risk of having to find work to complement family income. Children are also asked to take care of siblings or do domestic tasks to allow for parents to work informally. Child marriage is also very common with girls being married off at the age of 12 and older, based on cultural practices or economical motives.⁵⁰

Language

Beginning in grade 7, Lebanese public schools teach most morning shift classes entirely in English or French—unfamiliar languages for many Syrian children. In afternoon shifts at primary schools, most

classes are supposed to be taught in Arabic, but science and math classes are also taught in English or French, and in practice some teachers are teaching all classes in those languages. In secondary schools, there are even no Arabic language shifts.⁵¹ From a survey done by UNHCR with 80 children, 66% would name the language as the main reason why they were not attending school.⁵² The language of instruction has also been reported by all education experts working for NGO's as a main reason why Syrian children do not attend or drop out of school.⁵³

Lack of education capacity

The Lebanese education system is divided into public, private, and free private schools. Public schools account for only 30 percent of students enrolled in the Lebanese education system, with most schools located in the 250 most impoverished areas in the country. Most refugees rely on Lebanon's public education system, which was already weak before the Syria crisis, suffering high rates of grade repetition and dropouts, a shortage of qualified teaching and administrative staff, an absence of the infrastructure required for a suitable learning environment, and a lack of necessary laws and regulations. The influx of Syrian refugees has further strained public schools, with the number of school-aged Syrian refugees far exceeding the 249,494 Lebanese children enrolled in public schools in 2015–2016. Many Lebanese students attend private schools and pay high fees, which is rarely an option for Syrian refugees. Although the number of classroom spaces has increased, there are still not enough for Syrian refugees in public schools. There were 200,000 places available for Syrians in public schools for the 2015–2016 school year—less than half needed for the 495,910 school-age Syrian refugees registered with UNHCR at the beginning of that year. Yet not all of those spaces were filled because schools with available spaces are not necessarily located in the areas of need. Furthermore, second-shift classes only open if there is demand from at least 20 to 25 students, which is especially an issue at higher grade levels as many children drop out due to child labour. In these cases, Syrian students who wish to enroll have no option but to repeat lower grades, which leads to demotivation and drop-out. In other places second-shift school are overcrowded and the quality of teaching is very poor. Furthermore, Lebanon does not allow Syrian refugees

to work as public school teachers—one possible way to relieve the overwhelmed public education system. Other refugee-hosting countries have, to various degrees, allowed Syrians to work in classrooms.^{54, 55}

For children who have missed several months/years of education, there is an accelerated learning program endorsed by the government of Lebanon, but the quality is very poor, with children reported being bored and expectations and targets being unrealistic. Last but not least, the pathways to formal and non-formal education, developed by the government of Lebanon, are considered rigid and increase the risk of children not being able to access any form of education.⁵⁶

Corporal punishment

Syrian families also describe widespread corporal punishment of children, as young as 5, by teachers, school administrators, bus drivers, other children and bystanders. Families reported that some teachers would not allow students to use the bathroom, or that facilities were too dirty to use. Although a 2001 memorandum from the Ministry of Education and Higher Education banned corporal punishment in Lebanese public schools, the practice remains widespread. Human Rights Watch interviewed several families whose children dropped out or who withdrew their children from public school because of corporal punishment. Although corporal punishment affects both Lebanese and Syrian children, in most cases in which Syrian families interviewed described corporal punishment by teachers, the children were enrolled in all-Syrian second shifts.⁵⁷

Older children and children with disabilities face particular barriers to access education

Syrian refugees trying to enroll in secondary school face barriers beyond those found at the primary level, including documentation requirements, restrictions on freedom of movement, increased distances to schools, lack of Arabic-language second shifts or non-formal options, and pressure to work. Lack of job prospects and limited opportunities for higher education can also deter students from completing secondary education. Furthermore, older children are more prone to being victim of negative coping mechanisms like child labour and early marriage.

Children with disabilities are particularly at risk of not benefiting from any public services, including education. Public schools often reject Syrian children on the basis of their disabilities claiming lack of resources or skills to educate them. Schools are rarely

accessible for children with physical disabilities. One expert working for an INGO said: “providing children with disabilities with access to education is considered charity rather than a basic right for all”.^{58, 59}

Recommendations

- Use the refugee crisis as an opportunity to invest in the capacity and quality of the public education system.
- Ensure that second shift schools are opened in high density refugee areas and increase the number of qualified teachers to absorb the high number of Syrian refugee children in the education system.
- Allow refugees to work as teachers if they have a pedagogic background, which would release part of the burden on the limited number of Lebanese teachers and allow for a better link between Syrian curricula and Lebanese curricula.
- Ensure that Syrian refugee families can get residency and work permits, and are allowed to work in all sectors, in order to improve their socio-economic situation and reduce child labour and child marriage.
- Set up conditional cash programs focused on education.
- Provide livelihood opportunities for vulnerable refugee families.
- Provide accelerated language classes for Syrian refugee children for English and French.
- Offer homework support classes for children for whom the language of instruction is not their native language.
- Train teachers to better support refugee children for whom English or French is not their native language.
- Introduce and enforce guidelines to ensure that corporal punishment and bullying and harassment is not accepted in schools and on the way to schools.
- Improve accessibility for children with physical disabilities and make sure schools are inclusive for all children.
- Make entry requirements for the different types of education (FE, NFE) less rigid so all children have a way to be reintegrated in the education system.
- Ensure that schools have clean sanitary facilities that are accessible for children attending first and second shift classes.



Jordan

Jordan continued to offer protection and assistance to 2.7 million refugees, including about 656,000 registered Syrian refugees (51 % children).⁶⁰ Prior to the Syrian crisis, Jordan's public schools performed well compared to other middle-income countries in the region – enrolment and attendance rates in public schools exceeded 95% before the crisis. The Government of Jordan has been welcoming Syrian refugee students into the public school system from the early stages of the crisis, and the number of children enrolling in Jordanian public increased quickly.⁶¹ In order to deal with the additional burden on the existing public school system, the Ministry of Education had introduced the double shift system, establishing a total of 206 double-shift schools in host communities.⁶²

Thanks to the double-shift system, over 126,000 Syrian refugee children were attending formal education in Jordan as of August 2017. Nevertheless, 41 % of registered Syrian refugee children remain out-of-school.⁶³ The out-of-school situation is more acute for children in the host community, where the out-of-school children rate is three times higher than that in the camps (46 % v 15 %).⁶⁴ In what follows, we provide an overview of the main barriers Syrian refugee children face in accessing education in Jordan.

Difficult socio-economic situation

97% of the Syrian refugee population lives outside of camps bearing difficult economic conditions.⁶⁵ Syrian households face difficulties in covering expenses of education and other basic needs due to several factors. For those accessing employment, wages have fallen, partly driven by the influx of refugee workers –while rents have risen, again driven by a population increase that has surpassed the provision of affordable housing. Syrian households are reported to be resorting to reliance on children to contribute to household incomes to cover basic needs such as rent. One study found that 47% of Syrian households reported that at least a portion of their income was earned by a child. Although particularly lower-income Jordanian households are likely to be similarly affected by rising rents and falling wages, child labour has been found to be more common among Syrian than

Jordanian children; one study has found that over five times as many Syrian children are engaged in child labour. More than half (51%) of households where children had dropped out identified cash assistance as a primary need to enable re-enrolment of children to formal schooling, with other primary needs falling far behind, with the next most commonly reported being provision of transport at just 7% of affected households. Both girls and boys in the higher grade groups (7–12) cited a need to work as a reason to not attend school. Boys aged 12–17 were most often said to have dropped out of formal school to earn an income.⁶⁶

Poverty and desire to satisfy basic socio-economic needs increases adolescent's vulnerability to drop out of schools and eventually, exacerbating illiteracy among the growing Syrian refugee population in Jordan.⁶⁷ A UN assessment found in 2015 that 97 % of school-age Syrian children are at risk of not going to school because of financial hardship. Until recently, it was virtually impossible for Syrian refugees to obtain work permits, and Jordan imposed penalties on those caught working without permits including arrest, fines, involuntary relocation to refugee camps, and in some reported cases, deportation. Most Syrians still lack permits because the requirements include the sponsorship of an employer, who may be unwilling to sign contracts and pay the minimum wage, while Syrians who lack service cards are ineligible to apply for work permits. Most vulnerable families are unable to afford education for their children.⁶⁸ In a recent UNICEF report, 16% of vulnerable families mentioned that children need to support household income as one of the main factors for them not able to attend school or needing to drop out of school. Another 11% mentioned that they were unable to afford the costs related to schooling.⁶⁹

Lack of education capacity

The government of Jordan has been struggling with a lack of capacity to absorb the many Syrian refugee children almost since the beginning of the refugee influx. Even though less than half of Syrian students were estimated to be attending school in Jordan in 2013, those who did contributed to overcrowding

in 41% of Jordanian public schools in different governorates according to the Government of Jordan. A UNHCR report in the same year indicated that some refugees who tried to enroll in public schools were not able to do so due to lack of space. Human Rights Watch interviewed Syrian parents who said their children were not learning in school, with Jordanian teachers who had no training and faced classrooms of up to 50 students. Students were at risk of dropping out due to inexperienced teachers deployed to the second shift in double shifted schools, rapidly deteriorating school infrastructure requiring maintenance, poor learning environments, insufficient and underqualified teachers, inadequate teacher training and outdated curriculum and pedagogy methods. Addressing these sector-wide issues are key to reducing the number of out-of-school children and youth, as well as mitigating the risk of dropping out.⁷⁰

Administrative issues

According to a recent UNICEF report, focused on mainly Syrian refugee families (Syrian refugee families made up 86% of the study population), almost half (46 %) of the families with out-of-school children quoted administrative issues (including lack of identity documents to register children in school) as a barrier to access schooling. The Syria Crisis Education Strategic Paper presented at the London Conference in 2016 mentioned that, in spite of serious efforts to remove administrative barriers to education, 11 to 33 % of children were not eligible for formal schooling due to existing admission regulations and can only access NFE or informal education (IFE) opportunities.⁷¹

Nevertheless, administrative barriers had not been quoted among the main reasons for children not attending school by an NGO expert. In addition, also according to the earlier mentioned recent UNICEF baseline study report, a Jordan MoE directive ordered all schools to accept children regardless of their documentation status.⁷² Part of the reason that children are unable to enroll in schools might be that according to Government of Jordan directives, Syrian refugee children that had been out-of-school for more than three years were ineligible to be reintegrated in formal schooling, and options of non-formal and informal education are often limited.⁷³

Lack of proper and safe transportation

Already during a Joint Education Needs Assessment published in March 2015, Syrian students living outside refugee camps had cited the long distances to schools as one of the main reasons for not attending or dropping out of school. One of the most common reasons stated for dropping out of formal education for girls and boys aged 6–11 was that the school was too far away. Access to transportation to and from informal education centres was also the key issue raised by informal education students.⁷⁴ According to a very recent UNICEF report, the long distance to school was still the main barrier to education for 11% of the students, while 5% mentioned there were no places available at the nearest schools, another 11% mentioned that they had been unable to afford the costs related to schooling, which might be partly transportation costs, and another 2% cited that the way to school was too dangerous.⁷⁵



Recommendations

- Invest in the capacity and quality of the formal education system
- Ensure that there are enough second shift schools to cover for the out-of-school refugee children, and that they have the resources and staff to provide quality education
- Provide cash-assistance to vulnerable families on the condition of keeping their children enrolled in schools and reintegrating the children that are out-of-school back into the formal school system.
- Ensure that Syrian refugees get access to work permits
- Facilitate income-generating activities for refugees
- Enforce the implementation of the government of Jordan directive that allows Syrian refugee children to enroll in schools regardless of any administrative requirements
- Ensure that the MoE monitors schools and takes action against schools that refuse to enroll Syrian refugee children based on administrative issues
- Ensure that children have access to education institutions in a walkable distance from their homes
- Ensure that the roads to schools are safe or that children are being accompanied by adults
- Provide free transportation to children that need to travel a considerable distance to go and get back from school

Iraq

The safety and security situation in Iraq has been a concern for years now and remains very volatile till this day. Although major military operations concluded in late 2017, the humanitarian crisis in Iraq is far from over. The toll of four years of intensive combat on Iraq's civilian population has been enormous. Of the almost 6 million people displaced since the rise of ISIL in 2014, some 2.6 million remain displaced at the beginning of 2018. Despite the end of major anti-ISIL operations, multiple, unpredictable volatile dynamics are expected to continue throughout 2018. Asymmetric attacks cannot be ruled out, particularly in areas where ISIL retains local support, and other sources of instability may emerge.⁷⁶ The continuation of the conflicts in both Syria and Iraq has been a major constraint in reaching the most vulnerable children and youth.⁷⁷

Over 247,000 Syrian refugees had registered with UNHCR in Iraq as of January 31st, 2018, almost all of them in the Kurdistan Region in the north of Iraq. There are over 65,000 school-aged registered Syrian refugee children in Iraq. It is estimated that 27,712 Syrian children (30 % of school-age population) have no access to any form of education.⁷⁸ Education Partners reached an agreement with the Directorate of Education (DoE) in the Kurdistan Region of Iraq (KRI) that children who have successfully participated in non-formal education projects, will be eligible for reintegration in the formal system for the 2017-2018 academic year. In September 2017, the Kurdistan Regional Government (KRG) Ministry of Education (MoE) issued a directive making Syrian refugee children in Iraq at Grade 1 age eligible for enrolment in schools in host communities that use Kurdish as the language of instruction.⁷⁹ Almost 1/3 of Iraq's schools are operating on a multiple shift system.⁸⁰

Difficult socio-economic situation

In 2017, the needs of Syrian refugees have increased due to the poor socio-economic situation in the Kurdistan Region of Iraq (KRI) and reduced livelihood opportunities. While the situation for refugees in Iraq is relatively better than other regional refugee-hosting countries, the situation is deteriorating particularly for those who cannot obtain an income. 37 % of refugees

are now estimated to be below the poverty line. With around 40 % of Syrian refugees being under 18 years, the need for education access remains high. Although refugees in camps are comparatively well served, those in host communities may not have regular access to basic education, primary healthcare, regular safe water supply, or adequate sanitation.⁸¹ Transportation costs is one of the financial barriers that Syrian families face that keeps them from sending their children to school.⁸² To deal with the difficult socio-economic situation, child labour is widespread in Iraq, with an estimated 500,000 children between the ages of 5 and 14 involved in child labour, mostly in rural areas.⁸³

Lack of education capacity

The need to increase school infrastructure has been exacerbated by the influx of Iraqi internally displaced persons and NFE opportunities are very limited.⁸⁴ Although education partners have been providing tents and prefabricated structures, limited space for education services remains a big challenge, especially in host communities. Education facilities are overstretched, conducting triple and quadruple shifts with fewer hours of instruction for children in all shifts. Due to the current financial crisis in the Kurdistan Region of Iraq, coupled with challenges in coordination at different levels, the MOE has not been able to pay refugee teacher incentives or provide textbooks to Syrian refugee children. Youth have limited TVET and employment opportunities. The lack of official documentation and strict regulations are hampering children's placement at the right education level once they register in school. A shortage of learning materials, including textbooks, continues to affect the quality of learning in the camps.⁸⁵ In 2017, UNICEF continued to advocate with the Ministry of Education (MoE) for improved quality of education in Syrian refugee schools, as protracted economic downturn has negatively impacted MoE-level supervisory capacity and teacher motivation. Many civil servants have only received partial salaries since 2016. There is relatively high turnover among Syrian refugee teachers on voluntary contracts, and many are newly-qualified. In this context, there is a continuing need for induction training and continuing professional development, however, due to lack of

funding, UNICEF-supported teacher training could not take place at the planned scale. Smaller-scale

trainings were run by other education partners.⁸⁶

Recommendations

- Support vulnerable families with income generating activities.
- Provide cash transfers to vulnerable families on the condition of school enrollment and school attendance of children.
- Remove potential costs linked to education such as transportation costs, school fees, costs for school supplies, etc.
- Increase school infrastructure to allow more children to enroll in education.
- Ensure NFE opportunities are available and accessible as well as catch up programmes for children that have missed several months or years of schooling.
- Ensure teachers are getting adequate training and salaries to provide quality education to refugee children.



Egypt

Being one of the few stable middle-income countries in the region, Egypt has increasingly attracted refugees and migrants due to regional social unrest and political instability, and a deterioration in conditions along the usual migratory route through Libya. Egypt hosts more than 217,831 registered refugees mainly from Syria (60 %), Sudan, the Horn of Africa and Iraq. While some refugees and migrants use Egypt as a point of departure for irregular migration, many live in the country for years in protracted emergency situations.⁸⁷

Egypt seems to succeed quite well in ensuring that Syrian refugee children get access to the education system. Of a total of 1,700 school-aged children surveyed for a Plan International study in 2015, only 4% said that they did not attend school. Of those attending, 56% attended public schools, 15% attended private schools, and 37% attended educational centres.⁸⁸ UNHCR reported slightly lower percentages in their vulnerability assessment of 2016: 82% of Syrian refugee children were attending school; of whom more than 87% through the public school system.⁸⁹ According to the education paper presented at the Brussels Conference in April 2017, all Syrian refugee children were attending school.⁹⁰

Notwithstanding these positive results, the integration and retention of Syrian refugee children doesn't seem to be a given, in particular not in the Egyptian public school system, which seems to struggle to keep up quality. Several barriers have come up in different reports that may lead to children attending irregularly, dropping out prematurely or parents deciding not to enroll their children in the future or only in educational centers outside of the formal public school system.

Difficult socio-economic situation

Vulnerability levels of Syrian refugees in Egypt remain alarming. Data from the second Egypt Vulnerability Assessment for Refugees (EVAR) showed that 82 % of the registered Syrian refugees are considered highly or severely vulnerable, and live in overcrowded and impoverished urban and semi-urban settings. A large proportion of the Syrian refugee population is at increased risk of becoming food insecure. 73 % of

households incur debt, raising protection concerns linked to harmful coping strategies including school dropout and child labour.⁹¹ Many Syrian refugee households are dependent on multi-purpose cash grants and food vouchers, with 52 % of the population receiving food vouchers from WFP in 2015, and 40 % receiving multi-purpose cash assistance from UNHCR. This assistance represented 59 % of total household income. Monthly per capita expenditures increased by 20 % in 2016 with food and rent comprising 80 % of total monthly expenditures. In order to address gaps in household cash-flow, 86 % of households borrow money, which has resulted in 73 % of households being in debt.⁹²

In the context of an overall drop in support from service providers, including UNHCR, many Syrian families struggle to find the resources to cover educational costs. In addition to educational materials, families need to cover transportation costs and meals. Since the Egyptian system generally requires that students take additional private tuition outside of school as the mainstay of their education, children's education becomes very costly, even at the primary school level. Given these costs, children who are attending school in the morning, may be working in the afternoons and evenings. Stakeholders interviewed for a Plan International Study in 2015, reported that Syrian families were increasingly relying upon children to earn an income and contribute to household expenses. Some Syrian families would prefer to send a young boy to work before they would send the mother of the family. This practise is exacerbated by the fact that alternative childcare arrangements do not exist for supervising younger children if the mother went to work.⁹³ A UNHCR Vulnerability assessment in 2016 found that 7% of surveyed children were engaging in child labour, a large increase as compared to 2.7% in 2015. Five per cent of these working children engaged in high-risk, exploitative, and/or illegal jobs as an emergency coping strategy. Half of the children working do not attend school.⁹⁴

Language

The Arabic spoken in Egypt is very different from the Arabic spoken in Syria, so children have often

difficulties understanding their teachers and interacting with other students in schools. In addition, according to Syrian parents, the curriculum in Egypt is also very different from what Syrian children are used to. Both these reasons make it hard for Syrian refugee children to integrate in the Egyptian school system.⁹⁵

Lack of education capacity

Public schools are so ill equipped that students need to buy all of their own supplies. According to a study commissioned by Plan International in 2015, classrooms in Egypt are densely overpopulated, with as many as 75 – 90 students in a classroom. This is not just due to the influx of Syrians – Egyptian schools are generally grossly overcrowded. Furthermore, the relationship between teachers and parents, and teachers and students is reportedly very different in Egypt compared with Syria, and as such parents are not satisfied with the treatment their children receive from the teacher. The most striking example of this is the routine use of corporal punishment in Egyptian schools. Parents complain also about the overall quality, cleanliness and safety of the school environment. Schools have very limited resources, not just classrooms but the overall facilities. There is a lack of chairs, lack of sports facilities, and a lack of materials. Infrastructure in schools is poor and deteriorating, in some cases to the extent of being potentially lethal for students. Parents were also afraid that their daughters might be kidnapped, harassed, or otherwise treated poorly by Egyptian male students. In addition, the low educational standards due to

overcrowding and the practice of delaying Syrian students were mentioned as important concerns for parents.⁹⁶

Informal Parallel Systems

Regular lessons in the public school system don't seem to suffice for students to master the subjects and pass the exams. Children specifically mentioned struggling with English, Maths and Social Studies. The majority of children felt that they need special lessons and additional support – both teaching and materials – in order to keep up. However these lessons are costly, and in the case of the governmental strengthening groups, are usually attended by force, extortion or threat from teachers. The system of private lessons supplementing regular schooling is completely entrenched in Egypt. Private tuition is expensive and perceived by Syrian parents as an unnecessary parallel system that enables ineffective public education in schools. The after-school strengthening groups run by governmental teachers often use extortion to force students to enroll and thereby increase the payment made to the teachers. All students enrolled in public schools expect to take private lessons outside of school and then attend the exam at school at the end of the semester. Private lessons have proliferated, and one stakeholder mentioned that some 40% of Egyptians' disposable income is spent on private tutoring. This practice of private lessons is difficult for Syrians to afford, so they have started their own unregistered educational centers (community schools) with Syrian teachers, students and no formal exams.⁹⁷



Recommendations

- Ensure that vulnerable refugee families get access to livelihood opportunities and income-generating activities
- Provide conditional cash transfers to Syrian refugee families linked to the school attendance and performance of their children
- Ensure that refugee children don't face costs related to their education, such as costs related to buying school supplies, transportation costs, complementary lessons, etc.
- Improve the quality of the public education system, by making sure schools have the necessary infrastructure, providing schools with the materials and equipment they need, make sure that teachers are well trained and supported to provide high quality education, ensure that teachers are not using corporal punishment to discipline children, etc.
- Maintain a healthy teacher – number of children ratio that does not surpass 55 children per teacher, either by expanding the number of schools or introducing (more) double shift schools) and training more teachers
- Ensure that refugee children that are struggling with the language have access to extra support, through homework support groups, the use of visual aid materials during classes, training teachers to better address Arabic dialect differences, develop learning aids that bridge the gap between the Syrian school curriculum and the Egyptian, etc.
- Ensure that teachers in parallel education systems are not harassing, discriminating or threatening Syrian refugee children.
- Ensure that private lessons are affordable and consider extra group lessons for Syrian children struggling with specific topics such as English, Mathematics and Social Studies.

Endnotes

- 1 UNHCR Inter-Agency Information Sharing Portal, updated on February 15th 2018, retrieved February 19, 2018 from <https://data2.unhcr.org/en/situations/syria>
- 2 For estimates of the total number of Syrians in neighboring countries, see the Regional Refugee and Resilience Plan (3RP) 2018–2019, pg.29
- 3 UNICEF, 2018 *Humanitarian Action for Children Appeal, Syrian refugees*, 2018 – 2019, pg. 1
- 4 No lost generation – Update, January – September 2017, pg.5
- 5 Human Rights Watch; *Remove barriers to Syrian Refugee Education*; April 5th, 2017
- 6 Regional Strategic Overview, Regional Refugee & Resilience Plan (3RP) 2018 – 2019, pg. 17
- 7 Human Rights Watch ; *Following the money, Lack of transparency in donor funding for Syrian Refugee Education*; September 2017
- 8 3RP Syria Crisis; *2017 Progress Report, Regional Refugee & Resilience Plan 2017 – 2018*; October 2017; pg.14
- 9 Co-hosts declaration from the Supporting Syria & the Region Conference, London 2016
- 10 Preparing for the Future of Children and Youth in Syria and the Region through Education: London One Year On; Brussels Conference Education Report; April 2017; pg. 2
- 11 UNICEF; End of Year Situation Report 2017 – Syria Crisis; pg. 1
- 12 Regional Strategic Overview, Regional Refugee & Resilience Plan (3RP) 2018 – 2019, pg. 34
- 13 According to the the Regional monthly update of November 2017 of the 3RP, around 1.2 million Syrian refugee children were enrolled in formal education in the five host countries.
- 14 All data for 2015 and 2016 come from: Preparing for the Future of Children and Youth in Syria and the Region through Education: London One Year On; Brussels Conference Education Report; April 2017. Data for 2017 are taken from UNICEF's end of year 2017 situation report for the Syria Crisis and own calculations based on UNHCR data portal, 3RP reports, inter-agency dashboards etc. It is very challenging to get consistent and reliable data, as numbers vary across different reports and even between different paragraphs of the same reports. Some cells are left blank when estimates were not possible at all.
- 15 UNICEF; End of Year Situation Report 2017 – Syria Crisis; pg. 3
- 16 Preparing for the Future of Children and Youth in Syria and the Region through Education: London One Year On; Brussels Conference Education Report; April 2017; pg. 4
- 17 2017 Progress Report – 3RP 2017 – 2018, pg 23, published October 2017
- 18 Regional Strategic Overview, Regional Refugee & Resilience Plan (3RP) 2018 – 2019, pg. 17
- 19 Education for Syrian Refugee Children: What Donors and Host Countries Should Do; Human Rights Watch; 16 September 2016
- 20 When I picture my future, I see nothing; Barriers to Education for Syrian Refugee Children in Turkey; Human Rights Watch, November 2015
- 21 UNICEF; End of Year Situation Report 2017 – Syria Crisis; pg. 23
- 22 UNICEF; End of Year Situation Report 2017 – Syria Crisis; pg. 3
- 23 Eurostat and CIA World Fact Book
- 24 According to data from the Turkish Statistical Institute (TÜİK) released on Jan. 15
- 25 Interview with NGO expert who wanted to remain anonymous
- 26 Education for Syrian Refugee Children: What Donors and Host Countries Should Do; Human Rights Watch; 16 September 2016
- 27 2017 Progress Report – Regional Refugee & Resilience Plan 2017 – 2018, pg 24, published Oct 2017
- 28 Interview with NGO expert who wanted to remain anonymous
- 29 Preparing for the Future of Children and Youth in Syria and the Region through Education: London One Year On; Brussels Conference Education Report; April 2017; pg. 15
- 30 Syria Crisis Education Strategic Paper, London 2016 Conference, pg.1
- 31 UNICEF; End of Year Situation Report 2017 – Syria Crisis; pg. 3
- 32 Education for Syrian Refugee Children: What Donors and Host Countries Should Do; Human Rights Watch; 16 September 2016
- 33 Preparing for the Future of Children and Youth in Syria and the Region through Education: London One Year On; Brussels Conference Education Report; April 2017; pg. 14
- 34 Syria Crisis Education Strategic Paper, London 2016 Conference, pg.1
- 35 Preparing for the Future of Children and Youth in Syria and the Region through Education: London One Year On; Brussels Conference Education Report; April 2017; pg. 15

- ³⁶ Interview with NGO expert who wants to remain anonymous
- ³⁷ Human Rights Watch; *Education for Syrian Refugee Children: What Donors and Host Countries Should Do*; 16 September 2016
- ³⁸ Human Rights Watch; *Remove barriers to Syrian Refugee Education*; April 5th, 2017
- ³⁹ Based on interviews with several NGO's.
- ⁴⁰ UNICEF; End of Year Situation Report 2017 – Syria Crisis; pg. 23
- ⁴¹ Based on interview with education expert from an INGO.
- ⁴² *Education for Syrian Refugee Children: What Donors and Host Countries Should Do*; Human Rights Watch; 16 September 2016
- ⁴³ *Preparing for the Future of Children and Youth in Syria and the Region through Education: London One Year On; Brussels Conference Education Report*; April 2017; pg. 15
- ⁴⁴ UNICEF; End of Year Situation Report 2017 – Syria Crisis; pg. 3
- ⁴⁵ Human Rights Watch ; *Growing up without an education, Barriers to Education for Syrian Refugee Children in Lebanon*, July 2016
- ⁴⁶ *Preparing for the Future of Children and Youth in Syria and the Region through Education: London One Year On; Brussels Conference Education Report*; April 2017; pg. 4
- ⁴⁷ 2017 Progress Report – 3RP 2017 – 2018, pg 29, published October 2017
- ⁴⁸ Human Rights Watch; *Education for Syrian Refugee Children: What Donors and Host Countries Should Do*; 16 September 2016
- ⁴⁹ Human Rights Watch; *Remove barriers to Syrian Refugee Education*; April 5th, 2017
- ⁵⁰ Based on interviews with several education experts working for NGO's in Lebanon.
- ⁵¹ *Education for Syrian Refugee Children: What Donors and Host Countries Should Do*; Human Rights Watch; 16 September 2016
- ⁵² 5 challenges to accessing education for Syrian refugee children ; By UNHCR's Learn Lab ; August 2016
- ⁵³ Interviews with several NGO experts working in Lebanon
- ⁵⁴ Human Rights Watch; *"Growing up without an education", Barriers to Education for Syrian Refugee Children in Lebanon*; July 2016
- ⁵⁵ The lack of capacity and poor quality of the education system in Lebanon had been repeatedly mentioned as a serious barrier by education experts interviewed.
- ⁵⁶ Based on interviews with education experts from NGO's in Lebanon
- ⁵⁷ Human Rights Watch ; *Growing up without an education, Barriers to Education for Syrian Refugee Children in Lebanon*; July 2016
- ⁵⁸ *"Growing up without an education", Barriers to Education for Syrian Refugee Children in Lebanon*, July 2016
- ⁵⁹ Interviews with several education experts working for NGO's in Lebanon
- ⁶⁰ UNICEF; End of Year Situation Report 2017 – Syria Crisis; pg. 2
- ⁶¹ Education Sector Working Group Jordan; *Joint Education Needs Assessment*; March 2015; pg.12
- ⁶² 2017 Progress Report – 3RP 2017 – 2018, pg 35, October 2017
- ⁶³ UNICEF; End of Year Situation Report 2017 – Syria Crisis; pg. 2
- ⁶⁴ 2017 Progress Report – 3RP 2017 – 2018, pg 35, October 2017
- ⁶⁵ UNICEF; End of Year Situation Report 2017 – Syria Crisis; pg. 2
- ⁶⁶ Joint Education Needs Assessment – Education Sector Working Group Jordan – March 2015, pg.21
- ⁶⁷ Inter-Agency Task Force (IATF) Health Sector Gender Analysis, Final Report, July 2016, pg.8
- ⁶⁸ UNICEF; End of Year Situation Report 2017 – Syria Crisis; pg. 11
- ⁶⁹ UNICEF; *My needs, our future, Baseline study report for Hajati Cash Transfer*, March 2018, pg.10
- ⁷⁰ 2017 Progress Report – 3RP 2017 – 2018, pg 35, published October 2017
- ⁷¹ Syria Crisis Education Strategic Paper, London 2016 Conference, pg.1
- ⁷² UNICEF; *My needs, our future, Baseline study report for Hajati Cash Transfer*; March 2018, pg.10
- ⁷³ Education Sector Working Group Jordan, *Joint Education Needs Assessment*, March 2015, pg.13
- ⁷⁴ Education Sector Working Group Jordan; *Joint Education Needs Assessment*; March 2015, pg.14
- ⁷⁵ UNICEF; *My needs, our future, Baseline study report for Hajati Cash Transfer*; March 2018, pg.10
- ⁷⁶ UNOCHA; *About the crisis – Iraq*; <http://www.unocha.org/iraq>, retrieved on March 8th.
- ⁷⁷ No lost generation update, January – September 2017, pg.9
- ⁷⁸ UNICEF; End of Year Situation Report 2017 – Syria Crisis; pg. 15
- ⁷⁹ Regional Strategic Overview, Regional Refugee & Resilience Plan (3RP) 2018 – 2019, pg. 17
- ⁸⁰ No lost generation update, January – September 2017, pg.6

- ⁸¹ UNICEF; End of Year Situation Report 2017 – Syria Crisis; pg. 2
- ⁸² UNICEF; End of Year Situation Report 2017 – Syria Crisis; pg. 15
- ⁸³ No lost generation update, January – September 2017, pg.6
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- ⁸⁵ Preparing for the Future of Children and Youth in Syria and the Region through Education: London One Year On; Brussels Conference Education Report; April 2017; pg. 21
- ⁸⁶ UNICEF; End of Year Situation Report 2017 – Syria Crisis; pg. 15
- ⁸⁷ UNICEF; End of Year Situation Report 2017 – Syria Crisis; pg. 3
- ⁸⁸ Refugee Rights Assessment: Final Report, A study commissioned by Plan International, Cairo, May 2015, pg. 12
- ⁸⁹ Vulnerability assessment of Syrian refugees in Egypt 2016; UNHCR; pg.6
- ⁹⁰ Preparing for the Future of Children and Youth in Syria and the Region through Education: London One Year On; Brussels Conference Education Report; April 2017; pg. 22
- ⁹¹ 2017 Progress Report – Regional Refugee & Resilience Plan 2017 – 2018, pg 48
- ⁹² Refugee Rights Assessment: Final Report, A study commissioned by Plan International, Cairo, May 2015, pg. 13
- ⁹³ Refugee Rights Assessment: Final Report, A study commissioned by Plan International, Cairo, May 2015, pg. 20
- ⁹⁴ UNHCR; *Vulnerability assessment of Syrian refugees in Egypt 2016*; pg.6
- ⁹⁵ Refugee Rights Assessment: Final Report, A study commissioned by Plan International, Cairo, May 2015, pg. 13
- ⁹⁶ Refugee Rights Assessment: Final Report, A study commissioned by Plan International, Cairo, May 2015, pg. 12
- ⁹⁷ Refugee Rights Assessment: Final Report, A study commissioned by Plan International, Cairo, May 2015, pg. 13



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