For every Syrian child, learning and hope
Syrian refugees: some data

- Around 5.6 million Syrians left Syria
- They are living in five neighboring countries (Jordan, Lebanon, Turkey, Iraq and Egypt)
- While Turkey absorbed most of the Syrian refugees (3.6 mln), in Lebanon, 1 out of 6 persons is a Syrian refugee
- Only around 10% live in camps
- More than 1/3 are children in the age group 5-17 years old
- No downwards trend yet – partially due to the relatively high population growth
IMPACT OF CRISIS INSIDE SYRIA

6.18 million
Total IDPs

<table>
<thead>
<tr>
<th># of IDPs in sub-districts</th>
<th># of Sub-districts</th>
<th># of IDPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;100,000</td>
<td>13</td>
<td>3,223,944</td>
</tr>
<tr>
<td>30,000 - 100,000</td>
<td>32</td>
<td>1,656,165</td>
</tr>
<tr>
<td>10,001 - 30,000</td>
<td>50</td>
<td>898,451</td>
</tr>
<tr>
<td>1,001 - 10,000</td>
<td>96</td>
<td>376,949</td>
</tr>
<tr>
<td>1 - 1,000</td>
<td>59</td>
<td>28,411</td>
</tr>
<tr>
<td>No IDPs</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Grand Total</td>
<td>270</td>
<td>6,183,919</td>
</tr>
</tbody>
</table>

3.11M Female
3.07M Male
2.63M Children
1.23M Girls
1.40M Boys
Impact on children and their education

Inside Syria

In-school
Out-of-school

In the five host countries

By end of the calendar year

In formal school
In non-formal education only
Out of both formal school and NFE
Impact on children and their education

• **Post-basic:** Very low enrolment in upper secondary, tertiary and TVET. This area is less prioritized in the education response.

• **Gender parity:** The gender parity index (GPI) for the gross enrolment ratio (GER) shows a disadvantage for boys.

• **Children with disabilities:** Lack of data and low availability of facilities for children with disabilities.

• **Learning outcomes:** For refugee children the achievement gap remains compared to host communities.
Barriers to participation and learning

- Need to survive
- Safety (on the way to) school
- Distress/exposure to traumatic events
- Stigmatization
- Lack of functioning schools
- Sheer numbers affected
Going to school provides stability and a sense of belonging

“My old school is much more beautiful. Going to school, even if it is a tent, is important. I feel safe here. I no longer have to see the fighting.”

9 year-old Marwa, though she used to miss school on days when fighting in east Ghouta intensified
Education for a better future

“Despite all of this I never dropped out of school. I go to school 25km away now but I know that learning is important for my future.”

Diyaa, 15 year old boy, north-eastern Syria’s Hassakeh, 2 times displaced in one year
AN ESTIMATED 180,000 TEACHERS ARE NO LONGER IN SERVICE. SOME 40 PER CENT OF SCHOOLS HAVE BEEN DAMAGED OR DESTROYED, AND MANY OTHERS HAVE BEEN USED TO SHELTER DISPLACED PEOPLE.

ALL SYRIAN CHILDREN HAVE A RIGHT TO EDUCATION WITHOUT DISCRIMINATION, AND THIS RIGHT MUST BE PROTECTED, RESPECTED AND FULFILLED.
### Education response: examples

| Formal schools | 9 out of 10 children in learning are in formal schools |
|               | In Turkey, language classes are offered to facilitate participation |
|               | In Lebanon and Jordan, second shifts were introduced |
| Accelerated learning programs | Targeting older children with a focus on certification and possibly reintegration |
|               | Mostly in non-formal settings |
|               | Inside Syria, side-by-side with normal curriculum (curriculum A and B) |
| Catch up programs | Facilitate (re-) integration in formal system |
|               | Makani centres (Jordan) |
| Innovations | Hakeem chatbot- easy, fast and free way to access further educational resources online |
|               | Tech for Food project (Iraq) - mobile skills to access the digital marketplace, promoting their chances of employment through online jobs. |
Lessons learned

- Keeping systems alive
- Intersectoral approach to address barriers
- Multiple pathways and innovation to be explored
- Teacher at the core of the response
- Multi annual financing required
- Generational impact of the crisis

Education in Emergency can save lives
Opportunities

• Importance given to education by parents and partners
• Resilience of communities and children
• Technologies
• High level of coordination and partnership

Challenges

• Highly politized context
• Difficulties to address some of the root causes of the crisis (political, social, economic)
• Predictable and longer term financial commitments
• Uncertainty of “what is next” – rate of return
Self-Organized Syrian refugee returns as verified by UNHCR* as of 31 March 2019

**50,900**
Refugee returns in 2017

**56,047**
Refugee returns in 2018

**21,575**
Refugee returns so far in 2019

* The numbers reported are only those monitored/verified by UNHCR and do not reflect the entire returns.

** These figures include only those verified by UNHCR. General Security reported additional figures from their group returns and these total 484 individuals were not known to UNHCR.

*** The figures following the re-opening of the border in October 2018 are tentative. UNHCR identifies returns based on departure lists regularly obtained from the Government.
Syrian children require our support, now even more than ever!

Thank you!