



United Nations  
Educational, Scientific and  
Cultural Organization



Sustainable  
Development  
Goals

Country Plan

# Syria

UNESCO's country plan for Syria, is a costed, two year plan (2020-2021), which aims to respond to the education needs of the country. It is in line with the UNESCO Strategic Framework for Education in Emergencies in the Arab Region (2018-2021) and its strategic goals and expected results.

## Context & Data

The protracted crisis in Syria, now in its ninth year, has provoked detrimental humanitarian tragedy. According to UNHCR, there are 11.7 million people in need, including 6 millions inside the country in need of humanitarian assistance. The 2019 Humanitarian Response Plan targets 4.2 million Syrians in need. 6.2 million people are internally displaced (HNO 2019). The crisis has forced an estimated 2.1 million children out of school and has put a further 1.3 million at risk of dropping out of school.

Hostilities have left more than one-in-three schools damaged, destroyed, occupied for shelter or otherwise unusable and schools account for an estimated 32 per cent of collective centers used by IDPs across the country. In some areas, over half of children with a disability also have an unmet need for education and over two thirds require specialized health services, which are not available in their area. 1 in 8 children per classroom have psychosocial support needs requiring specialized interventions for effective teaching and learning. 2.15 million school-aged children and youth are out of school.

Over 5.8 million school-aged children (including more than 100,000 Palestine refugee children) and about 245,000 education personnel are in need of education assistance inside Syria, 61



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per cent of whom are in acute and immediate need. A 2018 assessment of 226 camps in Aleppo and Idleb governorates found that 73 per cent of camps and settlements have no education services at all, showing no improvement from 2017. Due to a shortage of functional classrooms, classes are overcrowded and over one million children required to attend double-shift schools. Teaching capacity remains overstretched. The irregular and under payment of qualified teachers has also negative effects on the quality and provision of education. Children who are out of school face increased protection risks including child marriage and the worst forms of child labour. The escalation of violence has led to increasing war-related psychological trauma for children, their families and education personnel. Exposure to violence decreases attendance, leads to drop out, and affects learning outcomes by limiting concentration.

While responding to immediate learning crisis throughout the country, Syria set out reforming its education system by diversifying learning pathways, improving quality and relevance of learning through a new national curriculum (curriculum framework, subject curricula and new learning materials) and revised assessment system, and strengthening national system by way of ensuring availability and use of quality data.

Note: Data and figures from HRP, HNO 2019 and UNHCR

6 Million Children and  
120,000 Teachers in Need  
of Education Assistance

140,000  
Teachers and Education Personnel  
no Longer in their Teaching Posts

40 per cent  
15-17 Year old out-of-School  
Children have Differentiated  
Learning and Livelihoods Needs

One in Three  
Schools Damaged, Destroyed,  
no Longer Accessible

762  
Attacks on Education  
Reported since 2011

5,636,155  
Registered Syrian Refugees in Five  
Neighbouring Countries

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Education  
2030

# UNESCO Key Achievements

## 2018 - 2019



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Development and publication of:

- National Alternative Education Policy
- Teacher toolkit on psychosocial support (PSS) and accelerated learning programme (ALP)
- The first-ever Statistical Report 2011-2017
- Teacher Guide on Assessment for Learning
- Syria National Curriculum Framework for K-12 (2019)



74,337 learners across the country benefitted from summer second chance (14 Governorates) and catch up program (Aleppo, Al-Raqqa and Deir el Zor Governorates)



Contributed to the elaboration of Transitional Education Plan through advocacy, capacity development and technical support



1 school fully rehabilitated in the Old City of Aleppo, UNESCO World Heritage Site



9,000 learners provided with school desk/chair in Aleppo, Hama and Deir el Zor Governorates



School Integrated Management Information System (SIMIS) enhanced and rolled-out capturing humanitarian and quality related data



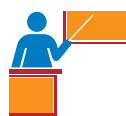
14,936 National teacher trainers, principals, teachers and educational supervisors in 14 Governorates trained in pedagogical approaches, accelerated learning, psychosocial support



200 National curriculum specialists trained in revising subject curricula and producing new textbooks, integrating GCED & life skills



32 Educators from Syrian universities and technical institutions trained on digital content and pedagogy



82 Master trainers and champions from the National Assessment and National Curriculum Centers trained in approaches to assessment for learning and in developing teacher guide on assessment for learning



12 Supervisors from 6 Governorates trained on developing teacher assessment tools

# Challenges and Opportunities

Syria has undergone significant changes since the beginning of last country plan period. This meant start of return of Syrian refugees from Lebanon and Jordan and of internally displaced Syrians back to their place of origin. This impacted heavily on education provision. While positive strides have been made, the country continues to experience very fragile and volatile operational environments due to ongoing political and security challenges, which gravely impact the extent, scope and nature of UNESCO's continued engagement with predicatable financial resources from inside the country.

Nevertheless, since 2014, UNESCO has made great strides in contributing to educational provision throughout the country. As such, there is a firm foundation to build on and exponentially scale up the response programme over the next two years. First, there remains strong commitment and leadership by existing national education authorities tasked to lead the Arab Region's commitment to achieve Sustainable Development Goal 4 which guides national education system reconstruction. Second, despite its non-resident status, UNESCO has further solidified substantial partnership with Ministries of Education and of Higher Education, Syria National Commission for UNESCO and associated technical institutions. Third, UNESCO has positioned itself strategically as the technical lead in supporting the country to bridge the humanitarian and development nexus by diversifying education provision with alternative pathways to learning and by strengthening capacities in education planning and management at both national and governorate levels.



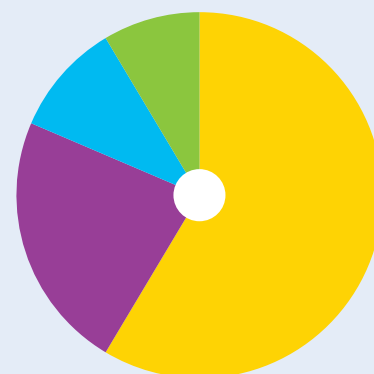
## Key Partnership and Coordination Initiatives

UNESCO works in close coordination and collaboration with Syria National Commission for UNESCO, Ministries of Education and of Higher Education, National Curriculum Development Center, and National Center for Educational Measurement and Evaluation. UNESCO is a permanent member of Education Sector Working Group co-led by MOE and UNICEF and belongs to 'Damascus Hub' of the Whole of Syria approach. With its Aleppo-based programming, UNESCO forms part of Aleppo-based Humanitarian Coordination Team and Education Sector working groups. Increasingly, UNESCO will pursue partnerships with non-governmental organizations active in the field of education to expand outreach and scope of operations particularly at the governorate level.

# Response Plan

Strategic Goals	Activities by Expected Results
<b>SG1: Children and youth affected by crisis benefit from quality and inclusive learning opportunities</b>	<b>ER1 Increased support to access and remain in relevant educational opportunities</b> <p>1.1.1 Provide teaching and learning materials, recreational toolkit and equipment, particularly to hard to reach areas: (Target: 10,000 units of desk/chair; 5,000 sets of stationary)</p> <p>1.1.2 Support catch-up programme in rural Aleppo &amp; Al-Raqqa, Al Hasska, Idlib</p> <p>1.1.3 Support summer second chance programme (Target: 20,000 in all 13 Governorates; 50% female)</p>
	<b>ER2 Improved access to recognized diverse learning pathways</b> <p>1.2.1 Support enrollment in learning programme for youth (Target: 4,000 in at least 6 Governorates; 50% female)</p> <p>1.2.2 Support enrollment in self learning programme (Target: 1000 in at least 6 Governorates; 50% female)</p>
	<b>ER3 Increased availability of safe and conducive learning environments</b> <p>1.3.1 Rehabilitation of partially damaged schools in Aleppo and rural areas</p> <p>1.3.2 Provide prefabricate classrooms for completely damaged school in rural Aleppo with wash facilities</p> <p>1.3.3 Provide mobile learning spaces (Target: 10 units of 12 classrooms and 12 toilets, in at least 2 Governorates)</p>
<b>SG2: Learners affected by crisis are empowered with values, knowledge, and skills for life and work</b>	<b>ER1 Enhanced learner knowledge, values and skills to prevent violent extremism and promote social cohesion and global citizenship</b> <p>2.1.1 Raising awareness for PVE through parental and PTA sessions</p>
	<b>ER2 Enhanced learner preparedness for better livelihood opportunities</b> <p>2.2.1 Conduct a consultation meeting on life and work skills for Syrian youth</p> <p>2.2.2 Develop Curriculum for out-of- school adolescents and youth (literacy, Numeracy , TEVT, life skills, citizenship)</p>
<b>SG3: Education actors provide quality education for better learning outcomes</b>	<b>ER1 Enhanced teacher capacity to respond to learner needs</b> <p>3.1.1 Train teachers and school managers in accelerated and alternative learning programmes in basic education</p> <p>3.1.2 Train teachers in comprehensive package of psychosocial support, active learning and multi-grade teaching and continuous assessment</p> <p>3.1.3 Train educators from Syrian universities and technical institutions on digital content and pedagogy</p> <p>3.1.4 Train teachers (sport, music, art) to design and provide PSS</p> <p>3.1.5 Train psychpsocial counselors to deal with the gender based violence (GBV) and case management, referral</p> <p>3.1.6 Train sport, music and art teachers to design and provide PSS activities and to deal with children with disabilities</p>
<b>SG4: Education systems are responsive and resilient to crisis</b>	<b>ER1 Strengthened national capacities to plan, monitor and evaluate evidence-based resilient education systems</b> <p>4.1.1 Support expansion of School Integrated Management Information System (SIMIS) through capacity development</p> <p>4.1.2 Capacity development of senior management and technical officers at national and governorate level in statistics, indicators, monitoring and reporting, cost and financing of education</p> <p>4.1.3 Support evidence-based development of strategies to respond to learning needs of youth (15-24) through literacy and life skills assessment</p> <p>4.1.4 Conduct a field study on Higher Education in Syria in post 2011</p> <p>4.1.5 Strengthen capacity for curriculum development specialists in addressing competency development for life and work through the new Syrian curriculum, including the new Curriculum Framework</p> <p>4.1.6 Support National Center for Educational Measurement and Evaluation for monitoring SDG4</p>
	<b>ER2 Enhanced national capacities to develop and operationalize sector-wide policies and strategies</b> <p>4.2.1 Support to the elaboration and operationalization of Transitional Education Plan for 2020-2022 through Governorate-level planning</p> <p>4.2.2 Support launch and implementation of the new Syrian National Curriculum Framework</p> <p>4.2.3 Support to the reform of assessment and examination system in alignment with the new Curriculum Framework</p> <p>4.2.4 Support governmental participation to the national/regional Conference on the role of the Arab universities in achieving SDGs and the International Conference of States on the Adoption of the Revised Higher Education Convention</p>

**Resource Requirements (2019-2020)**  
UNESCO resource requirements for the implementation of its response plan in Syria



SG1	\$4,836,667.00
SG2	\$1,600,000.00
SG3	\$4,236,667.00
SG4	\$3,936,667.00
<b>Total</b>	<b>\$14,610,001.00</b>

