



United Nations
Educational, Scientific and
Cultural Organization

Bridging Learning Gaps for Youth

UNESCO Education
Response to the Syria Crisis
(2015-2016)





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Cultural Organization

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Response to the Syria Crisis
(2015-2016)**

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FOREWORD

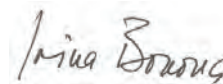
As the conflict in Syria is entering its fifth year, a profound humanitarian and development crisis has unfolded in the whole sub-region. Every part of society is affected. The impact on youth and children is particularly devastating. As I write, more than three million are out of school, with educational services and systems placed under severe strain inside Syria and in neighboring countries hosting large populations of Syrian refugees.

Since the onset of the crisis, UNESCO has been taking an active part in the education response along with its partners. While addressing urgent educational needs, we seek to strengthen the resilience of education systems to respond in a holistic manner and with durable solutions to the current crisis. For this, we are drawing upon the Organization's expertise in professional and institutional capacity development, and in educational planning, management and reform, as well as on our close working relationships with ministries, civil society, other United Nations agencies, multi-lateral and other development partners, including the private sector.

Our engagement teaches us that education can save and sustain lives, offering physical, cognitive and psychosocial protection when delivered in safe, neutral spaces. Investing in education at all levels has become an imperative for stability and lasting peace in the region.

Making education a real force for peace requires giving special attention to the needs of young people, as they become increasingly exposed to marginalization, manipulation and abuse. Capitalizing on the achievements made so far, this programme, "Bridging the access gaps for youth", outlines how UNESCO will contribute to improve access to quality secondary and higher education for affected youth, between ages of 15 to 30, both within Syria and in the region.

The future of the youth in the region depends on what we do today. Their access to quality education is the corner stone for the reconstruction of the fragile political, economic and social system in the region.



Irina Bokova
Director-General of UNESCO

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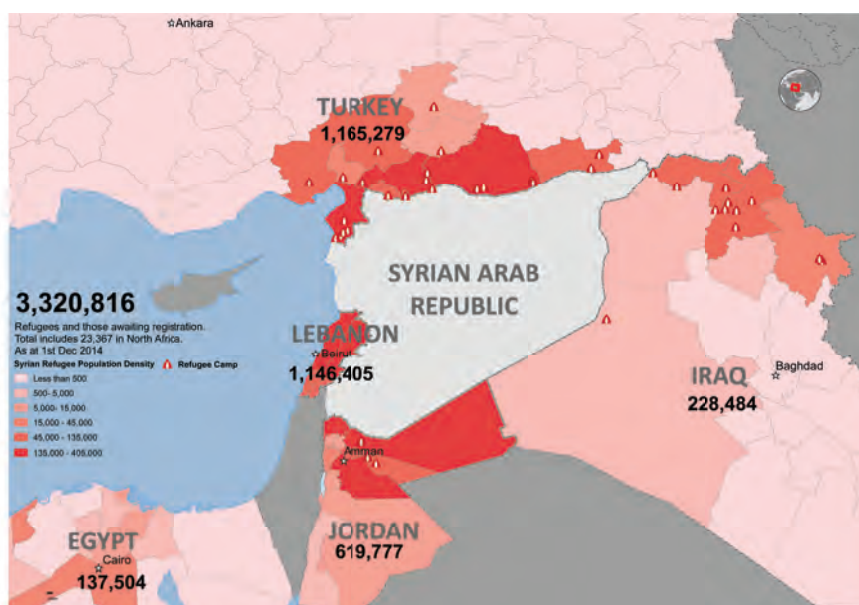
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INTRODUCTION

The Crisis: Magnitude and Impact in Syria and the Region

The crisis in Syria is entering its fifth year and has created an unprecedented humanitarian tragedy. The result of the protracted conflict is the internal displacement of almost 7 million people inside Syria and displacement of approximately 3.8 million Syrian people seeking refuge in neighboring countries in the region, particularly Iraq, Jordan, Lebanon and Turkey. The



Source: The Syria Regional Inter-Agency Update, UNHCR, January 2015

exponentially rapid influx of refugees and IDPs will require an annual humanitarian budget of US\$ 4.4 billion for the neighboring countries and US\$2.8 billion in Syria (UN, 2014). More than 50 percent of the internally displaced persons (IDPs) and refugees are children and youth.

According to the Inter-Agency Regional update (UNHCR, 2014), some 400,000 refugees are accommodated in refugee camps in the region. Amongst those refugees living outside of camps, it is estimated that about 40 per cent live in sub-standard shelter conditions. More than 1.5 million refugees need support for the winter in 2014, and almost 2 million refugees require food assistance. Humanitarian needs remain enormous. This situation is worsening on a daily basis and is showing no signs of abatement.

The massive and continuing internal and external displacement of refugees and IDPs has had enormous political, economic and social consequences on the region, derailing the development path of the countries and affecting the development gains achieved. Inside Syria, millions of IDPs have been forced to abandon their homesteads and livelihoods and to look for a safe refuge elsewhere living in harsh conditions with very little services if at all. In refugee recipient countries, local communities and authorities have been hit hard, having to absorb huge costs to address the adverse impact of the crisis on the national economy, infrastructure and social services including education.

In addition, the coping capacity of host communities has been overwhelmed by the sheer scale of the refugee crisis in particular in Lebanon, where refugees have settled predominantly in the already deprived northern and Bekaa region. Mounting tensions are evident, with host communities fearing, and in many cases experiencing, a loss of jobs, wages and access to public services. With youth employment affecting over one in five young people and the labor market suffering from widespread informality and low-quality jobs, the competition created by Syrian refugees inevitably fuels social discontent and tensions between the refugee and host communities.



© UNESCO Iraq/A young girl in a classroom in Kurdistan in Iraq

The Crisis: Its impact on young people and education and training

The sheer magnitude of the crisis that has unfolded in just a matter of 4 years has brought about detrimental impact on the lives of almost 11 million Syrians and millions more in host communities.

In this sense, the protracted conflict of Syria has become a major barrier to Education for All in Syria, reversing previous development gains in the country. In addition to widespread destruction of learning spaces, this

UNESCO's Assumptions on current Education Service Gap			
Pillar 1	Quality learning in secondary	Total estimated needs (100%)	
		Estimated ongoing priority target (around 10%)	Gaps (90%)
Pillar 2	Quality and relevant vocational trainings (low priority in RRP)	Total estimated needs (100%)	
		Ongoing priority target (less than 10%)	Gaps (>90%)
Pillar 3	Quality learning via alternative basic education pathways outside formal settings	Total estimated needs (100%)	
		Estimated ongoing priority target (around 30)	Gaps (70%)
Pillar 4	Quality, flexible and ubiquitous university learning (low Priority in RRP)	Total estimated needs (100%)	
		Estimated ongoing priority target (less than 10%)	Gaps (>90%)
Pillar 5	Teachers with specific training in emergencies situations	Total estimated needs (100%)	
		Estimated ongoing priority target (around 20%)	Gaps (80%)

“The best way to fight terrorism is not through guns. It’s through pens, books, teachers and school.”

*Ms Malala Yousafzai,
a Nobel Peace Prize
Laureate*

crisis has forced more than 3 million children and youth out of school in Syria. In 2011, Syria had achieved universal primary enrolment and near universal enrolment in lower secondary education¹. More concretely, 91 percent of primary school-aged children were in school in 2011, while the figure plummeted to an enrollment rate of 38 percent by the end of the 2013-14 school year². This situation is particularly catastrophic for the youth, a stark majority of whom is being deprived of learning opportunities and of hope for a meaningful life.

At the beginning of the 2014-2015 academic year, UNHCR reported that Iraq, Jordan and Lebanon have so far been able to accommodate only between 20 and 60 percent of school-age Syrian children and youth in the formal school system. This leaves a learning gap of nearly up to 70% for the generation of Syrian refugee youth without adequate quality education and training opportunities.

In Iraq, nearly 60 % of refugees live in urban areas outside camps and have limited access to secondary schools, as most Syrian refugee children are Arabic speakers, while the language of instruction is Kurdish language. According to a report jointly published by Norwegian Refugee Council and UNICEF³, only 10% of refugee children and youth in urban areas are attending school. Of the remaining 90 % not attending school, 76% dropped out of school in Syria and did not re-enroll in schooling.

What is common to Syria and the region is that the conflict has resulted in a massive educational displacement of millions of children and youth. Available evidence shows that the impact of armed conflict on education has been widely neglected worldwide, and what is happening to Syria is a case in point. This so-called ‘hidden crisis of education’ during conflicts reinforces poverty, undermines economic growth and holds back the progress of countries⁴.

The Bridging Learning Gaps for Youth: UNESCO’s Education Response

In this regard, the 2011 EFA Global Monitoring Report points out the reverse cycle of education’s influence on violent conflict: (1) limited or low

¹ USAID, the Fiscal Impact of the Syrian Refugee Crisis on Jordan, USAID, January 2014.

² UIS, 2014.

³ ‘One in Ten Schools’ Norwegian Refugee Council (NRC) and UNICEF, 2014.

⁴ The Education for All Global Monitoring Report, ‘The hidden crisis - armed conflict and education’. UNESCO, 2011.

“The most valuable thing we can offer these [refugee] children is education, to protect them from loss and despair, and prevent the refugee crisis from crippling their future”

You educate a woman, you educate a family. You educate a girl, you educate the future’

Her Majesty Queen Rania of Jordan, UNESCO Goodwill Ambassador

quality provision leads to unemployment and poverty; (2) a ‘youth bulge’ adds to the urgency of building a bridge from education to employment; (3) unequal access generates grievances and a sense of injustice; and (4) inappropriate use of school systems reinforces prejudice and intolerance.

Education is seldom a primary cause of conflict. Yet it often reinforces tensions in the political dynamic pushing countries towards violence. As the 2013 Arab Knowledge Report⁵ warned, if countries fail to provide young people with the knowledge and skills to facilitate development, the region would face greater challenges including high levels of unemployment, violence, criminality and extremism. Education can make a vital difference in all these areas by building and sustaining resilient education systems, tipping the balance in favor of peace.

While the humanitarian and development community together with host countries have done their utmost to assist a considerable number of children and youth in formal schooling, what is most urgently needed is to **BRIDGE LEARNING GAPS FOR YOUTH** through quality learning opportunities so that no single young man or woman is left behind in his or her quest for life and work. What underpins the provision of education is the resilience of national education systems. Capacity development of national authorities and partners in crisis-affected countries is therefore of paramount importance. This, in turn, will contribute to sustainable recovery and development in the region.

Covering the two-year period 2015-2016 and primarily targeting Syria, Iraq, Jordan and Lebanon, the **UNESCO Education Response** is fully aligned with the Regional Refugee and Resilience Plan (3RP). It supports the No Lost Generation (NLG) strategy, and is an integral part of the nationally-led response processes⁶.

The **UNESCO Education Response** constitutes, therefore, a concrete contribution to the call for complementarity and synergy within the humanitarian and development assistance community, so that education can become a real force for peace.

⁵ UNDP, 2013.

⁶ The Jordan Response Plan; the 2015-2016 Lebanon Crisis Response Plan and the Reach All Children in Education (RACE) Strategy (Lebanon); the 2015 Syria Response Plan.



THE UNESCO EDUCATION RESPONSE: BRIDGING LEARNING GAPS FOR YOUTH

The articulation of the UNESCO Education Response (hereafter referred to as the Programme) is the direct result of the Organization's experiences and knowledge gained through interventions in Iraq, Jordan, Lebanon and Syria since the onset of the crisis.

In Iraq, the Organization has concentrated on its work in Kurdistan Region, contributed to expansion of access to secondary education and technical and vocational training through infrastructure development and training as well as to capacity development of education authorities and stakeholders.

In full alignment to the Jordan Response Plan and partnership with Ministry of Education and partners, UNESCO has been supporting provision of alternative learning pathways to out of school refugee youth, training of teachers for quality delivery, and enhancement of the response capacity of Ministry of Education in times of emergencies by providing tools to address data and information gaps.

The Organization has been implementing a major initiative in Lebanon to empower young Syrian refugees with lifeskills training and to orient both Syrian and Lebanese youth to be positively engaged in community development.

In Syria, UNESCO has been supporting teacher training in the area of psychosocial support and lifeskills and vocational skills development.

Capitalizing on the achievements made so far and consolidating efforts, UNESCO is scaling up its response by addressing the learning gaps of the youth in Syria and neighboring countries in the region. The Programme comprises three Response Areas: (1) access – bridging the access gaps for the youth; (2) quality – bringing back quality at the heart of learning, and (3) system strengthening – empowering education systems for resilience.

The primary target groups of the Programme are Syrian young men and women between the ages of 15 to 30 affected by the crisis within the country,

Syrian refugee young man and women in Iraq, Jordan and Lebanon, as well as vulnerable youth affected by the crisis in the host communities. The Programme will also target teachers to have them improve their pedagogical skills, as well as national authorities and partners to strengthen their capacities to plan and manage education systems.

Response Area 1: Access - Bridging the access gaps for the youth

One of the major concerns in the provision of education in crisis-stricken countries is the fact that more priority is given to access to primary education to the neglect of subsequent levels of education. This signifies very limited financial resources made available for the provision



© UNESCO Project for Syrian Refugees in Lebanon



© UNESCO/Questscope - Handicraft Activity for Girls in the Za'atari Camp - Jordan

of post-primary educational opportunities. Available evidence clearly shows that quality secondary education especially for women and those in vulnerable groups, is vital to solidifying their foundational skills and acquiring the necessary skills for life and work. Such skills are vital to empower young people under such crisis circumstances.

Response Area 2: Quality –Bringing back quality at the heart of learning

Equally neglected in time of crisis is the quality and relevance of learning. There is a need to harness the development of innovative solutions that ensure the right of all youth to quality education and relevant learning in a manner that is inclusive and respectful of the diversity of learners needs.



© UNESCO Iraq/Students in a school Library in Iraq

Response Area 3: System strengthening – Empowering education systems for resilience

In the time of crisis and transition towards full recovery, education systems must build and at the same time, strengthen education systems in host countries to further develop and sustain resilience to cope with shocks, mitigate their impact, and ensure continuation of service delivery provision. This in turn can significantly contribute to peace building and social cohesion. As such, evidence-based advocacy, policy dialogue and capacity development are the strategic tools necessary to empower the educational systems towards resilience.



© UNESCO/CSF-OpenEMIS. Training for Jordan Ministry of Education officials on UNESCO new Data Collection System for monitoring refugees education

The detailed description of Programme Response Areas can be found below:

Programmatic Response Area 1: Access - Bridging the access gaps for the youth

Objectives	<ul style="list-style-type: none"> To provide youth, with particular focus on young women and youth within vulnerable communities, with opportunities for secondary education. To provide youth with access to higher education and skills development opportunities in universities and training centers within Syria as well as in the host countries.
Expected results	<ul style="list-style-type: none"> 50,000 young men and women have access to secondary education (grades 9 to 12) with a timely start of the academic year 50,000 young men and women are provided with textbooks, learning materials and stationary for secondary education; 6000 young people between the ages of 18 and 30 have access to higher education and professional skills development programmes

ER	Iraq	Jordan	Lebanon	Syria
Secondary education	10,000 (50% female)	10,000 (50% female)	10,000 (50% female)	20,000 (50% female)
Learning materials	10,000 (50% female)	10,000 (50% female)	10,000 (50% female)	20,000 (50% female)
HE and professional skills	1,000 (50% female)	2,000 (50% female)	2,000 (50% female)	1,000 (50% female)

Activity 1: Learning spaces

Target country:
Iraq and Syria

Brief description (what?)

Establish prefabricated schools and annexes to existing schools and renovate existing schools to increase capacity

- M&E Indicator:** Number of prefabricated schools, Number of annexes; and Number of renovated schools

Justification (why?)

Emphasis has been on primary education, leaving enormous support gaps for post-primary education. There are very few secondary schools and technical and vocational schools available for IDPs and refugees in host communities as well as in camps. There is a huge demand for secondary education and vocational training for refugees in Iraq and Syria.

<p>Activity 2: Teaching and learning materials</p> <p><i>Target countries: Iraq, Jordan, Lebanon and Syria</i></p>	<p>Provide textbooks, stationary, furniture and learning materials for IDPs, refugees and vulnerable youth in host communities</p> <ul style="list-style-type: none"> • M&E Indicator: <i>Number of youth (50% female) provided with a set of textbooks, stationary, and learning materials for secondary, higher education and skills development programmes</i> 	<p>There is budget deficit in both Syria as well as in host countries and they cannot provide textbooks, teachers' salaries, stationery and learning materials to refugee and IDP students.</p>
<p>Activity 3: Scholarship opportunities</p> <p><i>Target countries: Iraq, Jordan, Lebanon and Syria</i></p>	<p>Enroll Syrian refugee youth and IDPs in universities/training programmes in Syria and host countries.</p> <ul style="list-style-type: none"> • M&E Indicator: <i>Number of youth (50 percent female) provided with scholarship support.</i> 	<p>A substantial number of higher education learners have been forced to cut short their learning in Syria. There are limited post secondary learning opportunities in host countries primarily due to the lack of financial resources. It is critical to ensure continuation of learning for employment and livelihood.</p>
<p>Indicative Budget</p>	<p>38 million USD (Iraq: 9 million USD; Jordan: 9 million USD; Lebanon: 8 million USD; Syria: 12 million USD)</p>	

Programmatic Response Area 2: Quality - Bringing back quality at the heart of learning

Objectives

- To accelerate improvement and diversification of teacher competencies with innovative content and training modalities
- To equip youth with skills for life and work

Expected Results

- 5,000 teachers are better-resourced and equipped with knowledge and skills to deliver quality teaching to Syrian youth and youth in host communities
- Syrian youth and youth in host communities have gained skill sets necessary for life and work
- 20,000 of young people received psychosocial-based educational programmes

Activity 1: Teacher training and continuous professional development

*Target countries: Iraq,
Jordan and Lebanon*

Brief description (what?):

In cooperation with locally-accredited training institutions, design/upgrade pre-teacher and in-service training Programmes using interactive digital pedagogical resources, to equip teachers with contextual knowledge and adaptive pedagogy skills to deliver teaching in crisis-affected learning environments.

- **M&E Indicator:** *Number of teachers (50% females) trained per host country*

Justification (why?):

Studies on the impact of the Syria crisis have revealed consistent patterns of unpreparedness among teachers in the host countries to use adequate teaching methods and/or supportive psycho-affective communication strategies. These teachers are faced with large class size with refugee students who are affected by trauma, prone to violent behaviors, or subjected to bullying by their peers. These conditions lead to a large number of dropouts among youth in vulnerable communities.

Activity 2:
Expansion of certified Non Formal Education (NFE), equivalency and other accredited learning programs

Target countries: Iraq, Jordan, Lebanon and Syria

Standardize and accredit NFE and alternative learning programmes with equivalent to formal education in each host country within a regional framework through a mapping exercise across the curricula available for NFE and other existing certified, alternative learning programmes (ALPs) and supplemental curricula modules.

- **M&E Indicator:** *Availability of a regional framework for standardization, accreditation and equivalency of NFE and ALPs; and number of NFE or ALP curricula framework jointly endorsed and recognized with each refugee hosting country.*

The capacity of the formal education system of the host countries has been able to accommodate so far only 33% on average of the refugees eligible for schooling in Iraq, Jordan and Lebanon. Hence alternative learning pathways using community based centers and facilitators has become a viable option to ensure that no young person is left behind without learning. It is essential to ensure that this schooling is awarded recognized certification or parents to agree to allow their children to attend.

Activity 3:
Expansion of demand-driven vocational skills programs for youth

Target countries: Iraq, Jordan and Lebanon

In cooperation with relevant line ministries of education of the host countries, support local vocational education and training centers to develop certified short and long-term vocational courses (including through e-learning delivery modality) tailored to the needs and aspirations of Syrian youth.

- **M&E Indicator:** *Number of new tailor-designed vocational programs per host country*

Syrian youth are known in the region for their skills in the crafts. The majority of the refugees are expected to return to Syria as soon as the situation permits. Equipping them with skills in domains that will be critical (e.g. construction industry,) to rebuild their country will help reinforce the capacity of local vocational centers for training both Syrian youth as well as youth in host countries.

Activity 4: ICT-enabled higher education programs

*Target countries:
Iraq, Jordan and
Lebanon*

Enable the creation or adaptation of diversified learning materials available in the public domain in order to expand rapidly quality higher education opportunities for refugees, especially for those living in resource poor environments through the use of Open Educational Resources (OER) platforms and partnership with Massive Open Online Courses (MOOCs) allowing free access and re-use by local eLearning providers. This will allow for the rapid expansion of quality higher education opportunities for refugees, especially for those living in environments where the capacities of local universities are inexistent or saturated.

- **M&E Indicator:** *Number of learning materials using OER platforms and MOOCs*

In coordination with Ministries of Higher Education in the region and e-learning providers, the Convention on the Recognition of Studies and Qualifications in Higher Education will be revisited to develop, pilot-test, validate, and scale up an Accreditation and Quality Assurance Framework for e-learning programs as a means to attract eligible Syrian refugees as well as vulnerable youth in hosting countries as a viable mode of continued learning.

- **M&E Indicator:** *Number of online students (50% female) per host country*

Although the dramatic situation of severe access gap to higher education has been well acknowledged in a series of regional response plans, it remains largely unaddressed up to now. Many experts attribute this situation primarily to the lack of financial resources for young Syrian refugee families, but also to administrative and other barriers such as gaps in service or space availability in host countries universities and internationally. This situation is likely to be detrimental to regional security and stability, since leaving idle and hopeless youth for so long without options for fulfilling their educational aspirations exacerbates frustration and may feed the already growing radicalism in the region.

<p>Activity 5: Psycho-social support</p> <p><i>Target countries: Iraq, Jordan, Lebanon and Syria</i></p>	<p>Provide Syrian refugee youth and internally displaced youth in Syria and those in host communities with psychosocial-based education programmes which include sports, cultural activities, recovery techniques and interactive theatre.</p> <ul style="list-style-type: none"> • M&E Indicator: Number of youth (50% female) provided with psycho-social support 	<p>Psychosocial support is neglected for refugee adolescents and vulnerable youth in host communities. There is a gap in engaging youth in peace building initiatives and youth-led as well as youth-targeted advocacy initiatives that promote social cohesion.</p>
<p>Activity 6: Curricular and co-curricular programs for learning to live together</p> <p><i>Target countries: Iraq, Jordan, Lebanon and Syria</i></p>	<p>Make available and contextualize UNESCO's field-tested curricular and co-curricular learning kits that are designed to promote life skills, youth community engagement.</p> <p>Fostering resilience among youth, improving peaceful co-existence with their host communities encouraging voluntarism and pro social behavior.</p> <ul style="list-style-type: none"> • M&E Indicator: Number of youth beneficiaries (70% male) per host country 	<p>There is an alarming trend toward increased tensions between refugees (particularly the young men) and the host communities that requires urgent mitigation measures through education for youth for vital social cohesion within the communities.</p>
<p>Indicative Budget</p>	<p>21 million USD (Iraq: 3 million USD; Jordan: 6 million USD; Lebanon: 6 million USD; Syria: 6 million USD)</p>	

Programmatic Response Area 3: Empowering education systems for resilience

Objectives

- To promote evidence-based advocacy for equity and equality
- To support policy dialogue and decision-making on educational provision in emergencies/post crisis situations at the national and regional levels
- To develop national capacities to plan and manage the education systems responsive to the crisis

Expected Results

- Ministries of Education in Iraq, Jordan, Lebanon and Syria have enacted policy decisions that ensure equitable access to, and participation in quality education for youth affected by the crisis
- National authorities and education service providers in Syria and the host communities have the knowledge, skills and tools to respond to the crisis and its impact on neighboring countries

Activity 1

Situational and gap analysis in secondary education, higher education and TVET including NFE

Target countries: Iraq, Jordan, Lebanon and Syria

Brief description (what?)

Conduct a comprehensive yet rapid situational analysis and gap assessment to establish the evidence base that includes mapping of providers and programmes and identification of priorities and needs.

- **M&E Indicator:** *Availability of a situational analysis and gap analysis study*

Justification (why?)

In order to inform any advocacy, policy dialogue and subsequent programmatic interventions, evidence must be available to ensure that provision meets the needs and bridges any gaps. This activity is particularly critical for TVET and the higher education sub-sector with enormous information gaps.

Activity 2

Advocacy and policy dialogue on critical issues in secondary, higher education and TVET, in emergencies

Revisit and reinforce the current sector working/dialogue mechanism aimed at pursuing the strategic priorities of the sector through aligning and coordinating policies and programmes of various education stakeholders in the country

- **M&E Indicator:** *Availability of reinforced sector working/dialogue mechanism in three refugee hosting countries*

Target countries: Iraq, Jordan and Lebanon

Promote evidence-based advocacy and policy dialogue through ministerial and technical forum in order to deliberate on and support enactment of policy actions in critical areas, such as equity, equality and quality issues.

- **M&E Indicator:** *Number of regional policy dialogue forum organized per year*

Identify specific measures and put in place to remove any barriers preventing learners, in particular youth, from accessing learning opportunities and having them recognized and accredited appropriately (an accreditation and quality assurance framework as connected to the 1978 Convention on the Recognition of Studies, Diplomas and Degrees in the Arab Region; accelerated learning programmes, etc.)

- **M&E Indicator:** *Number of regional policy guidelines issued in favor of education for refugee youth*

Available evidence clearly demonstrates that post crisis and emergency situations further marginalize and disadvantage population groups, such as the poor, girls, and people with disabilities; and also tend to create or magnify barriers that impede access to learning opportunities for learners affected by crisis and emergency situations. Therefore, it is critical that those barriers be identified, deliberated on, measures developed, and policy directives enacted.

Activity 3 Online knowledge hub of post secondary learning opportunities and networking of academic institutions

*Target countries: Iraq,
Jordan, Lebanon and
Syria*

Establish an online knowledge hub in partnership with the Arab Association of Universities using the technology of crowd sourcing. It will assist current and prospective students and provide orientation to them with regard to students' profiles, needs and possible opportunities available in host and Arab countries. It can also serve as a clearinghouse for all policy guidelines and challenges affecting stakeholders as well as advocacy initiatives.

- **M&E Indicator:** *Availability of an online knowledge hub*

Provide technical and financial support to Arab universities in hosting Syrian refugees and vulnerable youth from countries affected by the Syria crisis. M&E Indicator: Number of host universities receiving standardized per capita grant for each of Syrian refugee and vulnerable youth admitted Foster networking of higher education accreditation councils for best practice sharing, etc. to discuss challenges and issues related to the barriers faced by Syrian youth for learning and agree on a common framework of equivalency.

- **M&E Indicator:** *Availability of network of universities established and functional*

The current protracted crisis has led to disruption of learning for youth. In order to facilitate access to learning and continuation of further learning, a technology-based knowledge hub can serve the purpose of support to both current and prospective learners. At the same time, support must be provided to academic institutions receiving youth affected by the crisis, so that they can assist the youth through their academic experience and can be networked for the sharing of good practices and tools.

Activity 4
Capacity development of national and sub-national education authorities in planning and management of the education systems

Target countries: Iraq, Jordan, Lebanon and Syria

Provide technical support and capacity development opportunities for national and sub-national education authorities for the development of crisis-responsive tools like Education Management Information System (EMIS), costing and simulation models (using what has been developed in Jordan).

- **M&E Indicator:** *Number of system enhancing tools developed per each refugee hosting country*

Ensuring that national and sub-national authorities' capacities are strong enough to develop and sustain the resilience of education systems is key to contain adverse impact on their pre-crisis development trajectories and to anticipate more adequately the mitigation of ongoing or future vulnerabilities.

Ministries of Education often lack the essential data to plan and manage education sector. As such, development of crisis-responsive tools, such as EMIS and costing and simulation models, is critical for planning, budgeting (including exploring allocation of national resources) and financing of education systems.

Indicative Budget

11 million USD (Iraq: 2 million USD; Jordan: 5 million USD; Lebanon: 3 million USD; Syria: 1 million USD)



عمل التلميذ
تدريجاً وتلقيناً

THE ORGANIZATIONAL MANDATE AND PROGRAMME IMPLEMENTATION STRATEGY

As a United Nations specialized agency, UNESCO was founded in 1945 out of the world's need for peace and development following the devastation of the World War II. As such, the paramount role of UNESCO in countries in crisis and transition is clearly enshrined in its Constitution: "... since war begins in the minds of men, it is the minds of men that the defenses of peace must be constructed."

Since then, the Organization has contributed to resilience efforts, reconstruction and development of Member States in crisis and transition through its five areas of competence: Education, Science, Culture, Social and Human Sciences, and Communication and Information, in close coordination with national governments and development partners, under the framework of the UN system-wide response.

In the field of education, as the global coordinator of Education for All, UNESCO has been at the forefront of promoting the right to education and quality learning as the critical vehicle for life and work. Specifically, the 2013-2021 Medium Term Strategy stipulates that UNESCO will advocate for a sector-wide approach for the rehabilitation of education systems in post-crisis situations, and to enhance their resilience. This approach gives equal attention to access and quality issues and avoids gaps in response affecting specific sub-sectors. UNESCO will leverage its role as an honest broker to advocate for, and support, policy changes in favor of vulnerable youth affected by the crisis. In addition, it will give special attention and support to peace education and psychosocial rehabilitation, as well as to critical areas of recovery and longer-term development, such as TVET and lifeskills for IDPs and

refugees, secondary education, higher education, including teacher education and training.

Over the six decades, the world has seen UNESCO's leading engagements in the field of education in countries affected by crisis and transitions, including Afghanistan, Iraq, Libya, Mali, Palestine, Pakistan, Somalia and South Sudan, to name just a few. UNESCO's technical and financial assistance and technical advisory services provide urgent support to assess damages, mitigate losses and address subsequent impact. In addition, UNESCO supports national authorities, international partners, and professional and civil society organizations in longer-term sustainable reconstruction, disaster risk reduction, and peace building efforts. UNESCO places its emphasis on the human and institutional dimensions of resilience, recovery and reconstruction, with specialized expertise in education at all levels. The six decades of direct operational experience have resulted in proven strategies and ready-made, easy-to-adopt tools, such as conflict-sensitive education planning, Education Management Information Systems, costing and simulation models, innovative teacher training approaches, peace education, life skills.

Looking beyond 2015, UNESCO has been coordinating the global, regional and national discourse on the future education agenda by way of promoting inclusive, participatory policy-level and technical dialogue. This includes the organization of the Arab State Regional Conference on Education Post-2015, together with the Government of Egypt

Arab Republic held at the end of January 2015 in Sharm El Shiekh, Egypt, which recognized that the most significant challenge to progress in education in the region is conflict which exacerbates inequality, poverty, exclusion and marginalization and puts pressures on national governments

and partners to protect the right to education and ensure access to quality education for internally displaced persons and refugee communities. As such, Ministers of Education, senior education officials, regional and international organizations as well as civil society organizations unanimously committed to the further collective efforts for the Education post-2015 agenda in ensuring the right of quality education and lifelong learning for all children and others affected by emergency and crisis situations primarily through long-term planning and financing and provision of special educational programmes and policies

In the context of the Syria crisis, UNESCO has been proactively engaged in supporting youth, teachers, authorities and partners in Iraq, Jordan, Lebanon and Syria. The Organization has gained significant experience in the region in the realm of teacher policy and practice, most notably through work in Iraq and Palestine. Given its international mandate in education as a high-level intellectual

“Education has the power to protect, to heal and to give hope. It enables young people to shape their future and to cope with adversity. It lays the foundation for lasting stability.”

*Mme. Irina Bokova,
Director-General,
UNESCO*

forum and standard-setter that is complemented by critical capacity development functions, UNESCO's advice, expertise and collaboration are sought by other international agencies working in emergency and post-conflict settings to contribute to enhanced synergies among international education stakeholders and partners.

With the aim of ensuring optimization of resources and expanded impact, the present UNESCO initiative takes into consideration existing aid coordination mechanisms and national plans at the country level. UNESCO is not only an active member of these coordination mechanisms at various levels but often plays a lead role. In Jordan, for example, UNESCO serves as the Secretariat of the Education Task Force in support of the Government's 'Jordan Response Plan'.

Covering the two-year period of 2015-2016 with a bi-annual review process, the Programme will employ an implementation strategy that entails the following five principles: (1) rights-based approach to programming; (2) full alignment with national strategies and full involvement of national authorities and strategic partnerships with Ministries of Education, national educational institutions and development partners; (3) involvement of youth both as beneficiaries and agents for change; (4) capitalization on, and mobilization of UNESCO in-house expertise from Headquarters, other regions and specialized institutes such as UNESCO's Institute of Statistics (UIS), the International Institute for Educational Planning (IIEP), the International Bureau of

Education (IBE); and (5) Common UN team strategies and coordinated inputs with such UN agencies as UNHCR, UNICEF, OCHA, and UNDP.

Given the significance of the Programme within the Organization, the Office of the Director-General through its dedicated coordination function on Crisis and Transition Response will coordinate the implementation of the Programme in close cooperation with the 3 concerned Field Offices, namely the Beirut Office (covering Syria and Lebanon and functioning as the Regional Office for Education), the Amman Office responsible for Jordan, and the Iraq Office. UNESCO Field Offices will identify, develop, implement, monitor and evaluate the Programme, while the operational coordination will fall under the responsibility of the UNESCO Beirut Office serving as the Regional Bureau for Education in the Arab States.

The sustainability of the Programme results and impact, beyond its completion date, will be assured by the exit strategy, which will rely on joint planning, implementation and monitoring of all activities with relevant national authorities to ensure a high degree of ownership of standards, processes, and achievements.

UNESCO will develop and implement a communication strategy for the Programme and also as part and parcel of projects to be developed at the national level, to ensure that appropriate communication/visibility is given to the Programme's activities, the beneficiaries, and the financial and technical partners.



BUDGET

UNESCO's response to the Syria Crisis as presented in this document has an estimated budget of USD 85 million, a breakdown of which can be seen below.

While having successfully secured approximately USD 15 million as at December 2014 and having already demonstrated tangible achievements, UNESCO requires an additional USD 70 million in order to deliver on its commitments to the youth in Syria and host countries as articulated in the Programme.

Response Area	Indicative Budget (in million USD)	UNESCO Contribution (in million USD)	Gaps (in million USD)	Partners
Access	39,4	1,4	38	Saudi Arabia, OCHA, UNHCR
Quality	31	10	21	EU, Saudi Arabia, Finland, OCHA, UNHCR, France
System strengthening	14,6	3,6	11	EU
Total	85	15	70	

An indicative breakdown of the resource gaps (in million USD) per target country is as follows:

Response Area	Iraq	Jordan	Lebanon	Syria	Total
Access	9	9	8	12	38
Quality	3	6	6	6	21
System strengthening	2	5	3	1	11
Total per target country	14	20	17	19	70



ANNEXES

ANNEX I: Logical Framework

Bridging Learning Gaps for Youth: UNESCO Education Response to the Syria Crisis (2015-2016)

Levels of Results	Obviously Verifiable Indicator(s) (OVI)	Means of Verification (MOV)	Risk and Assumption(s)
Impact			
Empowerment of youth affected in the Syrian crisis through bridging learning gaps in the access to and participation in quality post primary education systems towards resiliency and stability	<ul style="list-style-type: none"> • Host countries institutionalised education response platforms with policy guidelines designed for more access in learning systems by post primary youth learners in crisis-affected environments • Inclusive education with fast-track innovative solutions adopted by host countries focused on right to quality and diversity in compliance with legitimate expediencies of learning in emergencies. • At least 80% of the enrolled crisis-affected youth in established learning spaces promoted to next grade level (iv) Host governments allocated 5% of the education budget for the education of youth affected in Syria crisis. 	<ul style="list-style-type: none"> • Host country reports; anecdotal reports; evaluation reports • UNESCO Annual Report • On-site visit Report • Validation Report • Midterm Review Report • Final Programme Report 	Emergency education platform supported by host countries

Programme Outcomes (PO)

<p>PO1 Bridging access to secondary and higher education and skills development opportunities' provided to Syrian youth including crisis-affected young women in host countries</p>	<ul style="list-style-type: none"> • At least 90% of the learning spaces provided have on-going secondary and higher education classes for crisis-affected youth • At least 90% of the secondary school learners (Grades 9 to 12) utilised quality teaching-learning materials in host communities • At least 80% of higher education students age 18-30 accessed higher education and professional skills programmes through the scholarship opportunities 	<ul style="list-style-type: none"> • Host Country Enrollment Record • M&E Report • Ministry Report • Host Country Report • Learner Assessment Report • Psycho-social Intervention Assessment Report 	<p>Security conditions allow to conduct secondary, and higher education classes as well as psychosocial interventions</p>
<p>PO2 Re-engineering quality of learning established towards accelerated improvement and diversification of teaching competencies equipping crisis-affected youth with skills for life and work in host countries</p>	<ul style="list-style-type: none"> • At least 80% of the teachers benefitted the inclusive teacher-training programmes with continuous professional development adopting fast-track innovative solutions which focused on right to quality and diversity of education for youth in crisis-affected environments • A standardised regional framework on the expanded NFE or Accelerated Learning Program (ALP) curricula certified equivalency and accreditation system by hosting governments • At least 80% of Syrian youth completed long-short term certified vocational courses with e-learning delivery modality designed for demand-driven vocational skills • At least 80% of the trained teachers improved teaching competencies using digital pedagogical resources with new designed programs in teaching crisis-affected youth 		

	<ul style="list-style-type: none"> • At least 90% of the crisis-affected youth completed psycho-social-based education programmes with coping mechanisms integrated in sports, cultural activities, recovery techniques and interactive theatre for crisis-affected youth in host communities. • At least 90% of the trained teachers with adaptive skills managed the delivery of the diversified-accredited-certified-ICT enabled programs for youth in learning emergency • At least 80% of crisis-affected youth fostered resilience with positive social behaviour during community engagements among youths in host communities. 	<ul style="list-style-type: none"> • Host Country Report • M&E Report • Ministry of Education Report • On-site-Validation Report • Teaching Competency Assessment 	Security conditions allow to conduct secondary, and higher education classes and training
PO 3 Education systems for resilience strengthened towards sustainable peacebuilding and social cohesion among youth in host communities	<ul style="list-style-type: none"> • Evidence-based advocacy for equality and equity promoted through ministerial and technical forum in host countries • Educational provisions for post crisis situations supported through policy dialogues at the national and regional levels • Education systems responsive to resiliency developed with national capacity management plan with crisis responsive tools 	<ul style="list-style-type: none"> • Host Country Report • M&E Report • Ministry Reports • Mission Reports • Gap Analysis Survey Report 	Learning in emergency environment remained a priority by policy decision makers in host governments

Expected Outputs (EO)

<p>EO 1.1 Learning spaces for secondary and higher education established in host communities for youth affected in Syrian crisis in Iraq</p>	<ul style="list-style-type: none"> • At least 150 learning spaces provided to learners in host communities • At least 50 pre-fabricated schools to identified existing or new schools in host communities • At least 50 existing schools renovated to increase enrollment capacity in host communities • At least 50 annexes constructed to accommodate more learners in host communities • At least 10,000 youth with ages between 18-30 accessed higher education and professional skills development programmes 	<ul style="list-style-type: none"> • Host Country Enrollment Record • M&E Report • Ministry Report • Host Country Report 	<p>Host governments support crisis-affected youth in host communities</p>
<p>EO 1.2 Quality teaching-learning materials provided to youth affected in Syrian crisis in host communities</p>	<ul style="list-style-type: none"> • At least 50,000 enrolled learners with 50% female from crisis-affected areas received teaching-learning materials for secondary, higher education and skills development programmes in host communities • At least 90% of trained teachers in crisis-affected areas utilised the provided teaching-learning materials during classroom teaching 	<ul style="list-style-type: none"> • Host Country Enrollment Record • M&E Report • Ministry Report • Host Country Report • Learner Assessment Report 	<p>Host governments support crisis-affected youth in host communities</p>
<p>EO 1.3 Scholarship opportunities available for higher education opportunities with better academic competencies and professional skills</p>	<ul style="list-style-type: none"> • At least 6,000 Syrian refugees with 50% women enrolled in host country universities' training programs towards employability • At least 80% of the enrolled Syrian refugees provided with scholarships 	<ul style="list-style-type: none"> • Host Country Enrollment Record • M&E Report • Ministry Report • Host Country Report • Learner Assessment Report 	<p>Host governments support crisis-affected youth in host communities</p>

<p>EO 2.1 Teachers equipped with better resources and skills in delivering quality teaching to Syrian youth in host communities</p>	<ul style="list-style-type: none"> • At least 5,000 teachers (with 50% females) trained with adaptive skills in delivering classroom learning to youth in crisis-affected environments • At least 90% trained teachers accessed interactive digital pedagogical resources with continuous professional development designed for teaching crisis-affected environments • Standardised NFE or ALP curricula framework equivalent to formal education in each host country developed within the regional framework with certified learning pathway programs • At least 5 new tailor-designed vocational programs per host country developed with certification including e-learning delivery specifically Syrian young boys and girls in host countries 	<ul style="list-style-type: none"> • Host Country MoE Report • M&E Report • Validation reports 	<p>Security conditions allow to conduct secondary, and higher education classes and training of teachers with the new adaptive skills</p>
<p>EO 2.2 Diversified and more attractive skillsets for youth</p>	<ul style="list-style-type: none"> • Diversified learning materials through Online-courses adapted with Open Educational Resources (OER) in partnership with Massive Open Online Courses (MOOCs) for crisis-affected youth in host countries • At least 90% of the eligible Syrian refugees vis-a-vis crisis-affected youth attracted to e-learning programs delivered with scaled-up Quality Assurance Framework • At least 90% of the online students in higher education per host country expanded the quality of learning on ICT-enabled higher education programs while living in poorly resourced environments • At least 90% youth beneficiaries enrolled in co-curricular programs fostered resilience with peaceful co-existence in host communities 	<ul style="list-style-type: none"> • Host Country MoE Report • M&E Report • Validation reports 	<p>Security conditions recognized the use of diversified learning within the existing education systems</p>

<p>E02.3 Crisis-affected youth provided with psychosocial-based education programmes</p>	<ul style="list-style-type: none"> • At least 20,000 youth with 50% female in crisis-affected environments received psycho-social support programmes • Psychosocial-based education programme designs for youth in crisis-affected environments integrated in sports, culture activities, recovery techniques and interactive theatre • At least 80% of adolescents and young adults enrolled in psycho-social programmes with interventions in applying better coping mechanisms in facing crisis • At least 5,000 youth per host country received UNESCO's curricular-co-curricular learning kits that promoted life skills and community engagement • At least 80% of crisis-affected youth contextualised learning derived from UNESCO's curricular-co-curricular learning kits 	<ul style="list-style-type: none"> • Host Country Report • M&E Report • Joint Validation Report • Stakeholders' Review 	
<p>EO 3.1 Policy decisions enacted by Ministries of Education by host countries towards ensured equitable access to, and participation in quality education for youth affected by the crisis;</p>	<ul style="list-style-type: none"> • Host governments identified gaps in the delivery of secondary education, higher education, TVET and NFE systems specifically on the equitable access to, and participation in quality education for crisis-affected youth in host communities • Evidence-based advocacy promoted policy dialogues on removing barriers that prevent learners from access to quality education in two refugee hosting countries • One regional policy guideline on accreditation and certification advocated by MoE host governments in favor of education for refugee youth 	<ul style="list-style-type: none"> • Host Country MoE Report • M&E Report • Validation reports • Stakeholders' Feedback 	<p>Host government recognized the learning gaps by youth who are affected in Syria crisis</p>

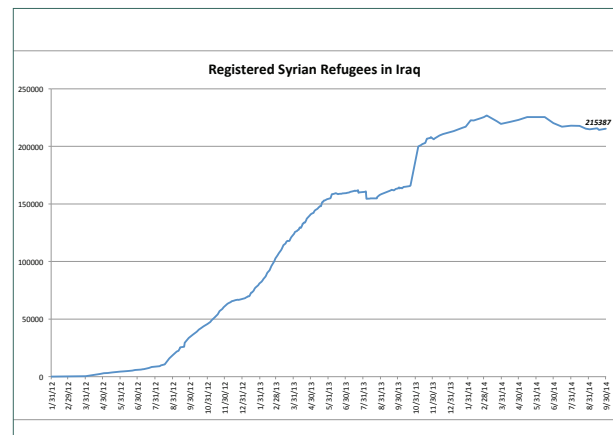
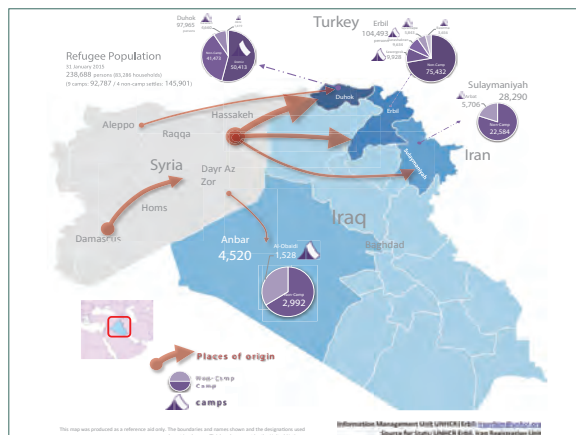
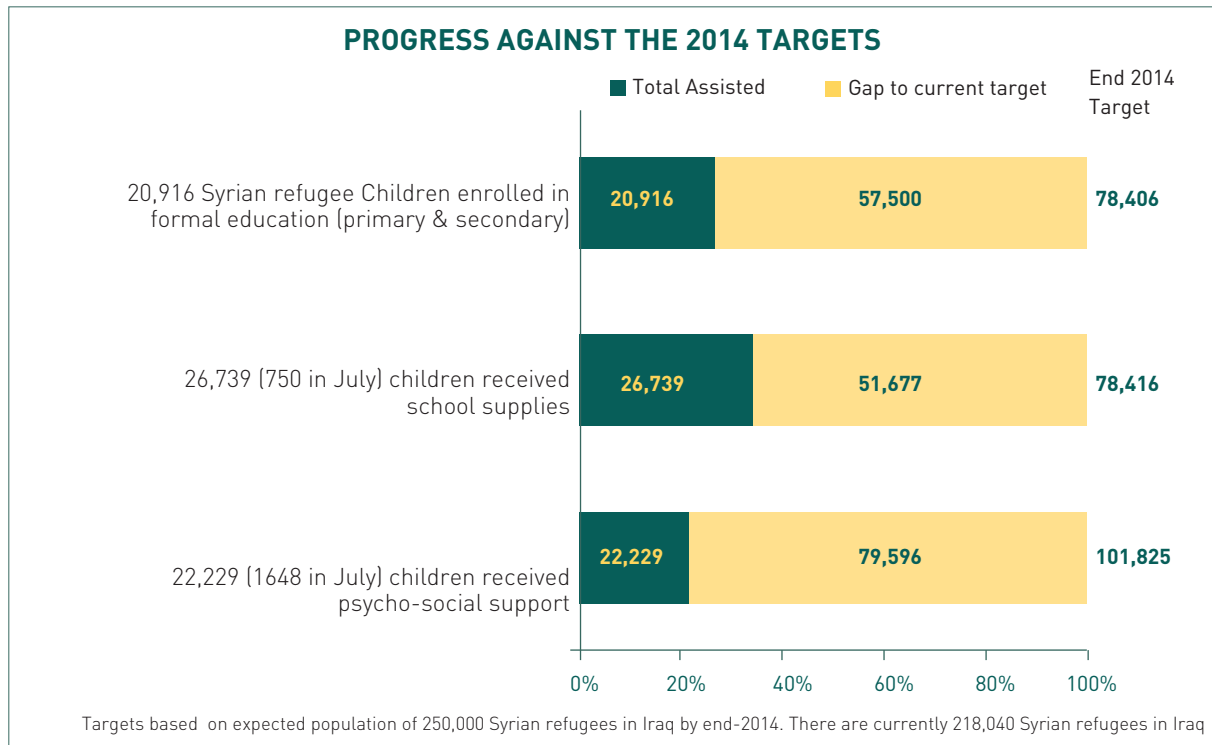
<p>EO 3.2 Crisis-affected youth ensured with knowledge, skills and tools in responding to learning in emergencies by national authorities, education providers and host communities</p>	<ul style="list-style-type: none"> • Infrastructure support provided to the established online knowledge hub for post secondary learning opportunities with networking of academic institutions in host countries • A functional network of universities established towards fostering higher education accreditation councils for sharing best practices with agreed common framework for equivalency • One-system enhancing tool for each refugee hosting country developed covering crisis-responsive development tools specifically EMIS, costing and simulation models patterned from Jordan • At least 2000 senior staff management level provided with capacity and skills development in managing newly developed crisis-responsive tools from education providers, national staff in MoE, and teachers at national and regional levels 	<ul style="list-style-type: none"> • Host Country MoE Report • M&E Report • Validation reports • Random interviews with host communities 	<p>Security conditions allow to development of crisis responsive learning tools</p>
ACTIVITIES			
<p>1.1 Provide learning Spaces</p>	<p>Provide 150 learning spaces for each host country in target areas for Syrian Refugees (establishing 50 prefabricated, 50 annexes to schools or new school and 50 existing schools renovated to increase capacity)</p>		
<p>1.2 Provide teaching and learning materials</p>	<p>Provide teaching-learning materials including textbooks, stationery, furniture, etc to 50,000 students</p>		
<p>1.3 Provide scholarship opportunities</p>	<p>Provide scholarship opportunities for enrolled 6,000 higher education students in host country universities/training programmes.</p>		
<p>1.4 Establish psycho-social support</p>	<p>Refurbish recreational/sports spaces, trained psychosocial support facilitators and recreational based educational materials for psychosocial-based educational programmes for the access of 20,000 adolescents in host countries</p>		

2.1 Establishing teacher training and continuous professional development	<ul style="list-style-type: none"> • Design or upgrade teacher training programs to provide freshly recruited teachers or actual teachers with adaptive skills and for continuous professional development • Train 5,000 (50% female) teachers per host country on adaptive skills to handle emerging challenges in classrooms • Provide 5,000 teachers with access to interactive digital pedagogical resources for their continuous professional development.
2.2 Developing the expansion of certified Non Formal Education (NFE), equivalency and other accredited learning programs	<ul style="list-style-type: none"> • Conduct a matching exercise across the curricula available for NFE and other existing certified alternative learning pathway programs and supplemental curricula modules, as applicable, to allow for policy level cross-border recognition of the resulting curricula framework(s). • Develop one joint NFE or Accelerated Learning Program (ALP) curricula framework with each refugee hosting country.
2.3 Developing the expansion of demand-driven vocational skills programs for youth	<ul style="list-style-type: none"> • Support local vocational education and training centers to develop certified short and long-term vocational courses (including through e-learning delivery modality) tailored to the needs and aspirations of Syrian young boys and girls in the host-countries. • Tailor-design 5 new vocational programs per host country
2.4 Implement ICT-enabled higher education programs	<ul style="list-style-type: none"> • Develop partnership with Open Educational Resources (OER) platforms and Massive Open Online Courses (MOOCS) on diversified learning delivery • Enable the creation or adaptation of diversified learning materials for their release in the public domain allowing free access and re-use by local eLearning providers • Expand rapidly quality higher education opportunities for refugees, especially for those living in resource poor environments (e.g. camps where they cannot be bailed out). • Develop, pilot-test, validate and scale up an Accreditation and Quality Assurance Framework for e-learning programs as a means to attract confidence and interest of eligible Syrian refugees in coordination with ministries of higher education in the region and eLearning providers, UNESCO will leverage its role as global custodian of the Conventions on the Recognition of Studies and Qualifications in Higher Education . • Enroll 1000 online students (50% females) per host country
2.5 Curricular and co-curricular programs for learning to live together	<ul style="list-style-type: none"> • Make available and contextualized its various field-tested curricular and co-curricular learning kits • Design learning kits that promote life skills, youth community engagement through voluntarism, their pro-social behavior, etc. as a means to fostering their resilience and improving peaceful co-existence with their host communities • Enroll 5000 youth beneficiaries (70% male) per host country for this curricular and co-curricular programs for learning to live together

3.1 Situational and gap analysis in secondary education, higher education and TVET including NFE	<ul style="list-style-type: none"> • Conduct a comprehensive yet rapid situational analysis and gap assessment secondary and higher education, TVET and NFE • Mapping of providers and programmes and identification of needs and priorities
3.2 Advocacy and policy dialogue on critical issues in secondary, higher education and TVET, in emergencies	<ul style="list-style-type: none"> • Promote evidence-based advocacy and policy dialogue through ministerial and technical forum • Deliberate on and support enactment of policy actions in critical areas, such as equity, equality and quality issues. • Identify specific measures and how to remove any barriers preventing learners, in particular youth from accessing learning opportunities • Having youth recognized and accredited appropriately (an accreditation and quality assurance framework as connected to the 1978 Convention on the Recognition of Studies, Diplomas and Degrees in the Arab Region; accelerated learning programmes, etc.) • Advocate for and support policy changes in favor of youth affected by the crisis.
3.3 Online knowledge hub of post secondary learning opportunities and networking of academic institutions	<ul style="list-style-type: none"> • Establish in partnership with the Arab Association of Universities on using the technology of crowd sourcing with online knowledge hub quickly • Assist current and prospective students • Provide orientation with regard to students' profiles, needs and possible opportunities available in host and 3rd countries • Establish a clearinghouse for all policy guidelines and challenges affecting stakeholders as well as advocacy initiatives.(refer to www.whed.net) • Provide support to Arab universities in hosting Syrian refugees and youth from countries affected by the Syrian crisis • Networking of higher education accreditation councils for best practice sharing, etc. discuss challenges and issues related to the barriers faced by Syrian youth (vis-a-vis crisis-affected youth for learning and agree on a common framework of equivalency
3.4 Capacity development of national and sub-national education authorities in planning and management of the education systems	<ul style="list-style-type: none"> • Provide technical support and capacity development opportunities for national and sub-national education authorities • Develop of crisis-responsive tools like EMIS, costing and simulation models with reference to what has been developed in Jordan • Providing capacity and skills development to teachers, senior MoE staff and education providers in managing the newly developed crisis-responsive tools in host communities at national and regional levels
Crosscutting Activities	<p>Joint missions with engaged host countries Monitoring and evaluation activities across host countries Management oversight Management reviews Midterm and final evaluation Stakeholders' feedback</p>
	Others

ANNEX II: Country Profiles

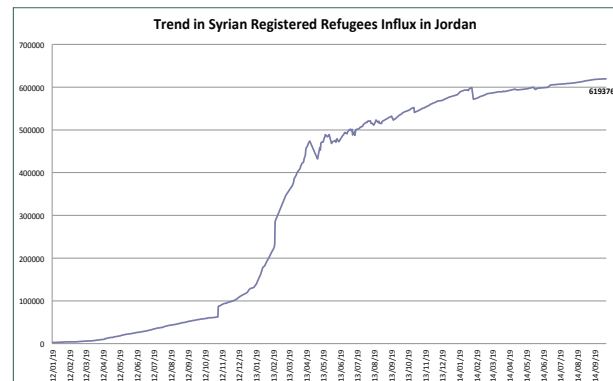
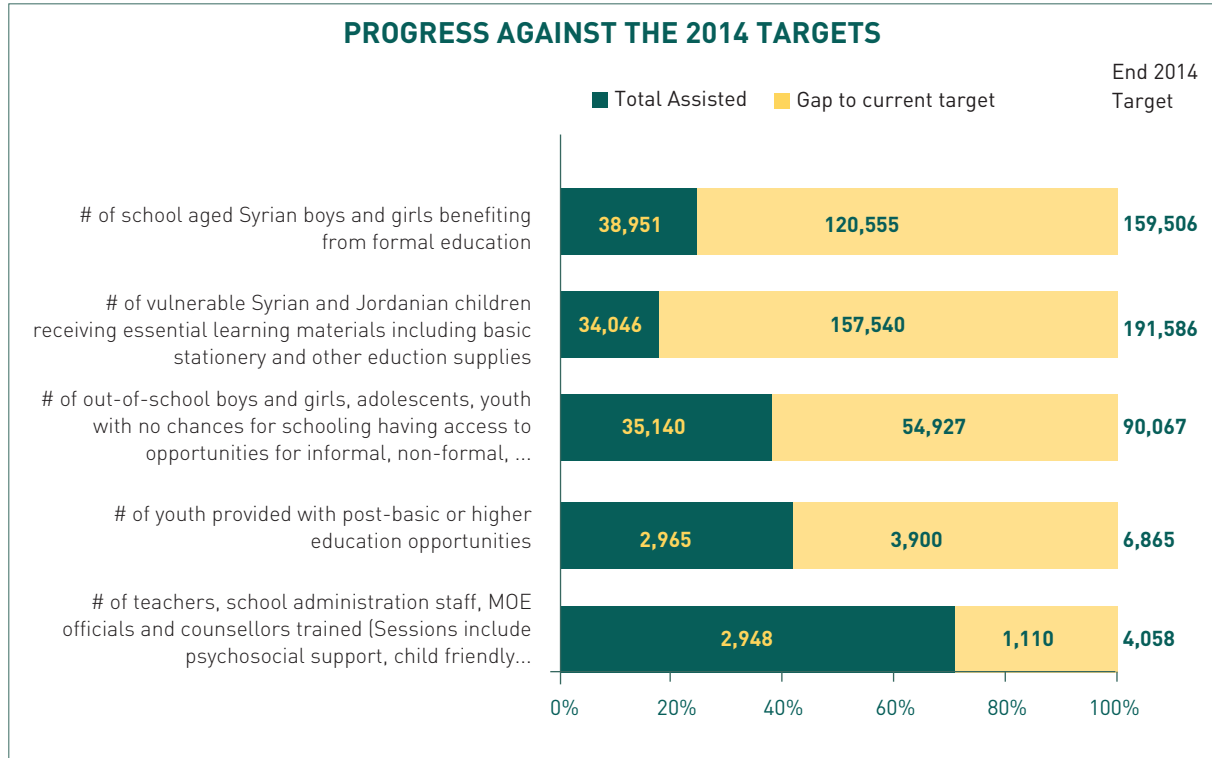
IRAQ				
Socio-economic and host community education (2012) indicators Source: World Bank (2012)	Indicators	Refugees demography breakdown Source: UNHCR	Male (%)	Female (%)
Total population (in thousands)	32,778.0	Proportion of Syrian refugees by age group and gender (0 - 4)	7.7	7.5
Annual population growth (%)	2.5	Proportion of Syrian refugees by age group and gender (5 - 11)	8.0	7.5
Population aged 14 years and younger (in thousands)	13,262.0	Proportion of Syrian refugees by age group and gender (12 - 17)	6.3	4.5
Population aged 15-24 years (in thousands)	6,534.8	Proportion of Syrian refugees by age group and gender (18 - 59)	34.9	21.7
Rural population (% of total population)	34.0	Proportion of Syrian refugees by age group and gender (60 +)	0.9	1.0
Poverty headcount ratio at 2 PPP\$ a day (% of population)	21.4	Proportion of Syrian refugees by gender (Total)	57.8	42.2
GDP per capita - PPP\$	4,177.0	Percentage of out-of-school age refugees in Iraq (Total)	63%	
Annual GDP growth (%)	8.4	Funding gap (All sectors - Iraq - as of 14/10/2014)	31%	
GDP in billions - PPP\$	13.0	Funding gap (Education-Iraq)	
Education indicators (host community)		Refugees registration trend	Total	
School-age population by education level, Pre-primary, (age 4-5)	1,825,631			
School-age population by education level, Primary, (age 6-11)	5,071,781	Registered Syrian Refugees in Iraq by year as of (12/31/2012)	67,625	
School-age population by education level, Secondary, (age 12-17)	4,373,497	Registered Syrian Refugees in Iraq by year as of (12/18/2013)	210,612	
School-age population by education level, Tertiary, (age 18-20+)	3,110,530	Registered Syrian Refugees in Iraq by year as of (30/09/2014)	215,387	



Source: UNHCR

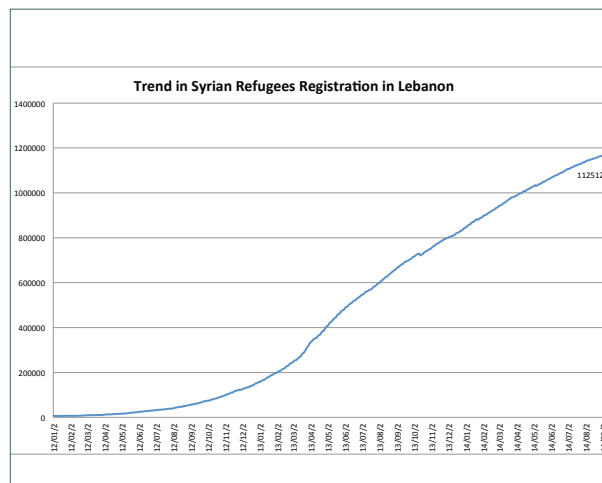
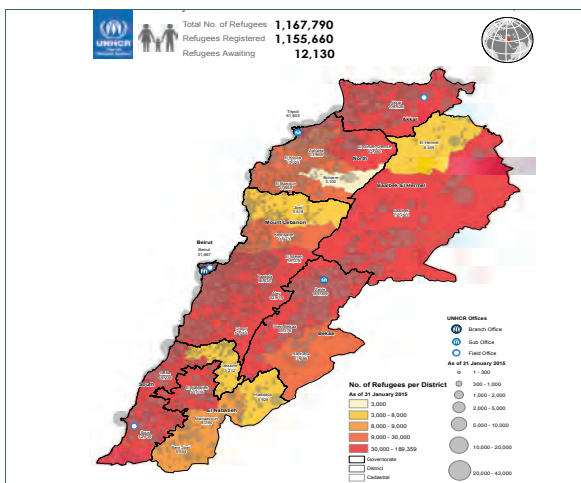
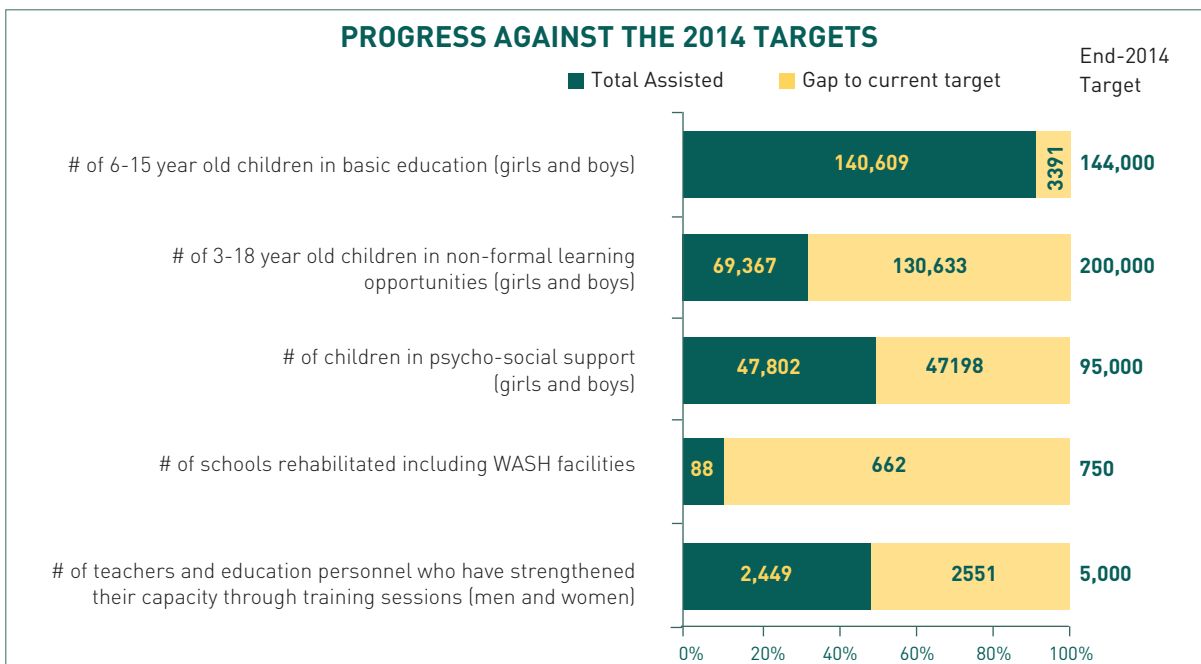
JORDAN				
Socio-economic and host community education indicators Source: World Bank (2012)	Indicators	Refugees demography breakdown Source: UNHCR	Male (%)	Female (%)
Total population (in thousands)	7,009.0	Proportion of Syrian refugees by age group and gender (0 - 4)	9.2	8.7
Annual population growth (%)	2.2	Proportion of Syrian refugees by age group and gender (5 - 11)	10.7	10.2
Population aged 15-24 years (in thousands)	1,360.9	Proportion of Syrian refugees by age group and gender (12 - 17)	7.0	6.5
Population aged 14 years and younger (in thousands)	2,414.0	Proportion of Syrian refugees by age group and gender (18 - 59)	20.7	23.5
Rural population (% of total population)	17.0	Proportion of Syrian refugees by age group and gender (60 +)	1.4	2.0
Poverty headcount ratio at 2 PPP\$ a day (% of population)	1.6	Proportion of Syrian refugees by gender (Total)	49.1	50.9
GDP per capita - PPP\$	6,037.0	Percentage of out-of-school age refugees in Jordan (Total)	43%	
Annual GDP growth (%)	2.7	Funding gap (All sectors - Jordan - as of 14/10/2014)	55%	
GDP in billions - PPP\$	38.0	Funding gap (Education-Jordan - as of 25/08/2014)	25%	
Education indicators (host community)		Refugees registration trend		
School-age population by education level, Pre-primary, (age 4-5)	322,322			
School-age population by education level, Primary, (age 6-11)	862,857	Registered Syrian Refugees in Iraq by year as of (12/31/2012)	117,321	
School-age population by education level, Secondary, (age 12-17)	824,730	Registered Syrian Refugees in Iraq by year as of (12/18/2013)	576,354	
School-age population by education level, Tertiary, (age 18-21+)	657,868	Registered Syrian Refugees in Iraq by year as of (14/10/2014)	619,376	

PROGRESS AGAINST THE 2014 TARGETS



Source: UNHCR

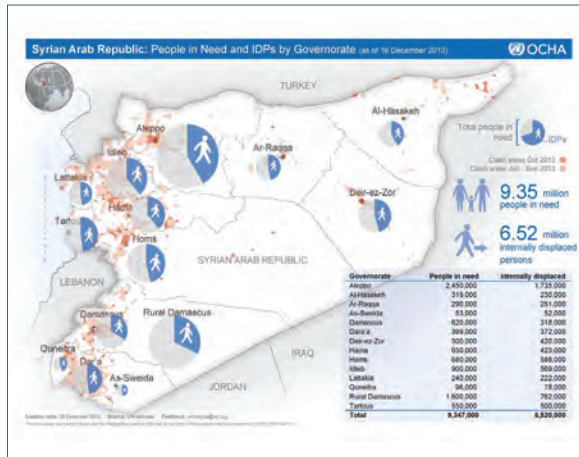
LEBANON				
Socio-economic and host community education indicators Source: World Bank (2012)	Indicators	Refugees demography breakdown Source: UNHCR	Male (%)	Female (%)
Total population (in thousands)	4,647.0	Proportion of Syrian refugees by age group and gender (0 - 4)	9.9	9.5
Annual population growth (%)	1.0	Proportion of Syrian refugees by age group and gender (5 - 11)	11.0	10.4
Population aged 14 years and younger (in thousands)	1,003.0	Proportion of Syrian refugees by age group and gender (12 - 17)	6.2	6.2
Population aged 15-24 years (in thousands)	939.4	Proportion of Syrian refugees by age group and gender (18 - 59)	19.2	24.8
Rural population (% of total population)	13.0	Proportion of Syrian refugees by age group and gender (60 +)	1.2	1.6
Poverty headcount ratio at 2 PPP\$ a day (% of population)	...	Proportion of Syrian refugees by gender (Total)	47.5	52.5
GDP per capita - PPP\$	14,373.0	Percentage of out-of-school age refugees in Lebanon (Total)	80%	
Annual GDP growth (%)	1.4	Funding gap (All sectors - Lebanon - as of 14/10/2014)	43%	
GDP in billions - PPP\$	64.0	Funding gap (Education-Lebanon)	
Education indicators (host community)		Refugees registration trend	Total	
School-age population by education level, Pre-primary, (age 3-5)	174,346			
School-age population by education level, Primary, (age 6-11)	428,045	Registered Syrian Refugees in Lebanon by year as of (12/31/2012)	129,106	
School-age population by education level, Secondary, (age 12-17)	520,188	Registered Syrian Refugees in Lebanon by year as of (12/31/2013)	805,835	
School-age population by education level, Tertiary, (age 18-20+)	459,244	Registered Syrian Refugees in Lebanon by year (as of 09/10/2014)	1,125,122	



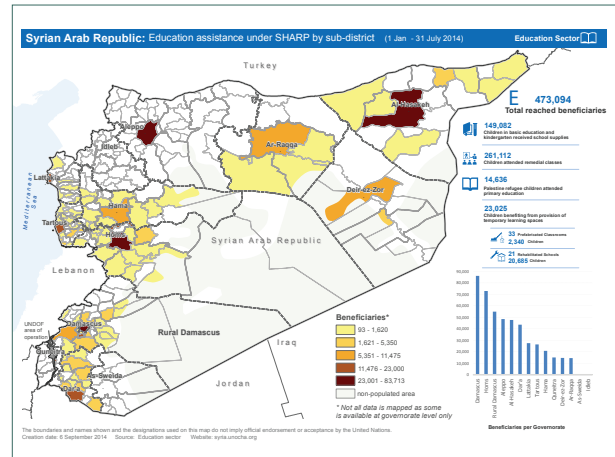
Source: UNHCR (31 January 2015)

Syria Arab Republic				
Socio-economic and host community education indicators Source: World Bank (2012)	Indicators	Refugees demography breakdown Source: UNHCR/OCHA	Male (%)	Female (%)
Total population (in thousands)	21,889.7	Proportion of Syrian IDPs by age group and gender (0 - 4)	8.8	8.4
Annual population growth (%)	1.97	Proportion of Syrian IDPs by age group and gender (5 - 11)	16.3	15.4
Population aged 14 years and younger (in thousands)	7,738.0	Proportion of Syrian IDPs by age group and gender (12 - 17)	14.2	13.6
Population aged 15-24 years (in thousands)	4,361.4	Proportion of Syrian IDPs by age group and gender (18 - 59)	56.0	55.1
Rural population (% of total population)	43.5	Proportion of Syrian IDPs by age group and gender (60 +)	4.7	7.6
Poverty headcount ratio at 2 PPP\$ a day (% of population)	...	Proportion of Syrian IDPs by gender (Total)	50.1	49.9
GDP per capita - PPP\$	5,347.4	Percentage of out-of-school age IDPs in Syria (Total)	
Annual GDP growth (%)	...	Funding gap (All sectors - Syrian SHARP - as of 11/12/2014)	54.2%	
GDP in billions - PPP\$	119.8	Funding gap (Education-Syria)	61.9%	
Education indicators (Syria)		Refugees registration trend	Total	
School-age population by education level, Pre-primary, (age 3-5)	1,584,048			
School-age population by education level, Primary, (age 6-11)	2,088,093	Registered Syrian IDPs in Syria by year as of (12/31/2012)	
School-age population by education level, Secondary, (age 12-17)	3,863,902	Registered Syrian IDPs in Syria by year as of (12/31/2013)	2,016,500	
School-age population by education level, Tertiary, (age 18-20+)	2,180,247	Registered Syrian IDPs in Syria by year (as of 09/10/2014)	6,520,800	

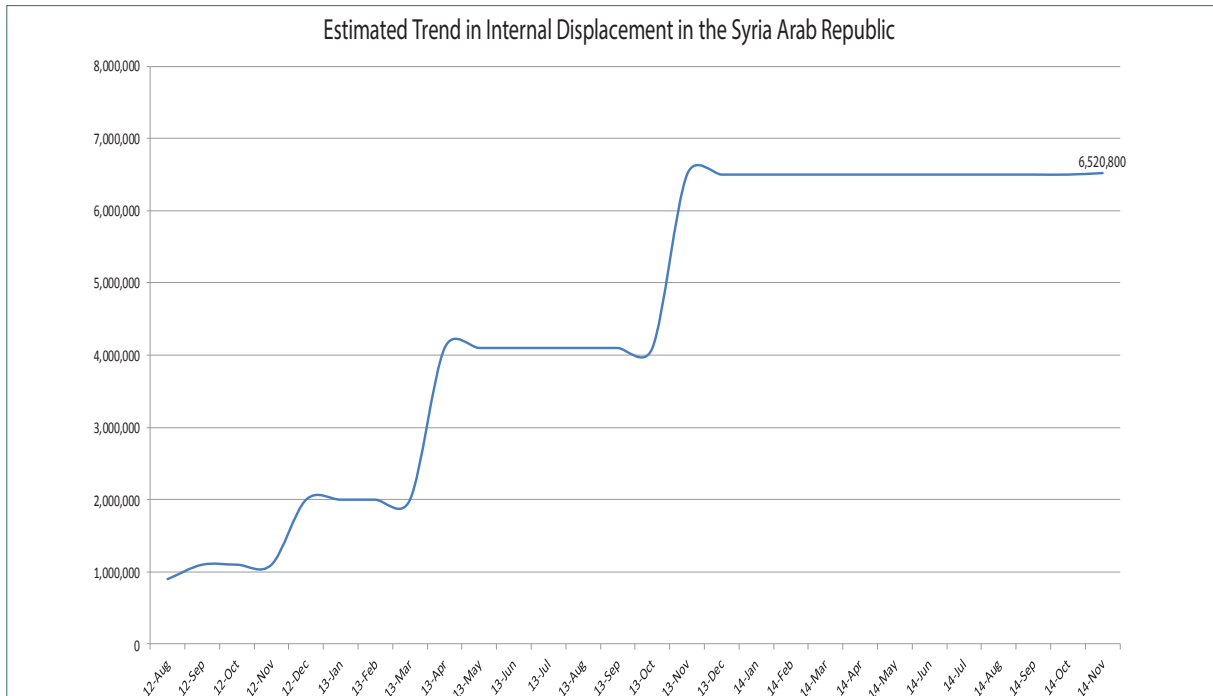
UNESCO EDUCATION RESPONSE TO THE SYRIA CRISIS 2015 - 2016



Source: OCHA



Source: OCHA





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