



United Nations
Educational, Scientific and
Cultural Organization



Sustainable
Development
Goals

Country Plan

Egypt

UNESCO's country plan for Egypt, is a costed, two year plan (2018-2019), 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 Government of Egypt (GoE) continues to host Syrian refugees and extend its resources to accommodate them in an inclusive manner within the host communities and not in refugee camps. The GoE has extended full and equal access for Syrians to public education and healthcare in addition to government-subsidized public services such as energy, transportation and food¹. Needless to say, this inevitably constitutes an enormous financial burden on the GoE.

As of July 2017, **122,203 Syrian refugees were officially registered in Egypt**² though it is widely perceived that the actual number is much higher. The estimated numbers of impacted host communities in Egypt are almost 1.5 million³.

42,577 Syrian students registered in formal schools during the academic year 2016-2017, representing approximately half (48%) of the total number of refugee students in the system. Roughly **30,075**



(71%) are registered in public schools, while 12,502 (29%) are in private schools⁴.

In addition, about **4,300 refugee students were enrolled in Egyptian public universities and higher education institutes** during the academic year 2016-2017⁵.

Challenges and Opportunities

The GoE is accommodating Syrian students in the public system, by waiving or reducing barriers to entry through eliminating fees and replacing education certificates with placement tests. An alarming issue is the low enrollment rates in the pre-primary education stage. Though some agencies are working on increasing the number of available spaces, this is an area UNESCO will strive to intervene in.

The GoE is shouldering a significant financial and resource burden and

could greatly benefit from technical and financial assistance to continue to afford quality education to refugee students. In particular, GoE needs to enhance enrollment rates for refugee students across all education cycles, address the financial gaps that stand against the provision of well-equipped schools, train teachers and Ministry officials to be able to respond to the needs of refugee students and strengthen the education system in its entirety to be able to respond to crises of different magnitudes.

¹ Egypt, *Regional Refugee Resilience Plan 2017-2018*, UNHCR (<http://www.3rpsyriacrisis.org/the-3rp/egypt/>)

² UNHCR Egypt, *Monthly Statistical Report, July 2017* (<http://data.unhcr.org/syrianrefugees/download.php?id=13906>)

³ Egypt, *Regional Refugee Resilience Plan 2017-2018*, UNHCR

⁴ *Presentation by the General Department for Cultural Relations and Expatriates, Ministry of Education and Technical Education, 2017 – presented during a UNPDF consultation meeting*

⁵ Egypt, *Regional Refugee Resilience Plan 2017 – 2018*, UNHCR

cairo@unesco.org www.unesco.org/new/en/cairo

Education
2030

Response Plan

Strategic Goals	Activities by Expected Results
SG1: Children and youth affected by crisis access inclusive and quality learning opportunities	ER1 Increased support to access, and remain in, relevant educational opportunities
	1.1.1 Promote enrollment in TVET vocational and rehabilitation programmes for young men and women (Target:2,000 youth) 1.1.2 Providing financial support, advice and follow-up to enhance enrollment in higher education (Target:1,000 youth)
	ER3 Increased availability of safe and conducive learning environments
SG2: Learners affected by crisis are empowered with values, knowledge, and skills for life and work	ER1 Enhanced learner knowledge, values and skills to prevent violent extremism and promote social cohesion and global citizenship
	2.1.1 Develop specialized materials for each education cycle (for both refugees and Egyptians) to cover the following aspects: tolerance and counter-terrorism, cultural and social integration with local communities, preparation for post-conflict, intercultural dialogue, openness and tolerance, entrepreneurship, job placement, social dialogue and integration (Target: 250 schools and 50 universities/ TVET institutions)
	ER2 Enhanced learner preparedness for better livelihood opportunities
SG3: Education actors provide quality education for better learning outcomes	ER1 Enhanced educator capacity to respond to learner needs
	3.1.1 Deliver teacher training programmes on offering psychosocial support for refugee students (Target: 1,500)
	ER2 Enhanced institutional management and leadership skills
SG4: Education systems are responsive and resilient to crisis	ER1 Strengthened national capacities to plan, monitor and evaluate evidence-based resilient education systems
	4.1.1 Provide technical assistance to MoETE to develop a national plan for inclusion of refugee children of school age in the mainstream system 4.1.2 Provide capacity building to MoETE to collect and analyze evidence-based data

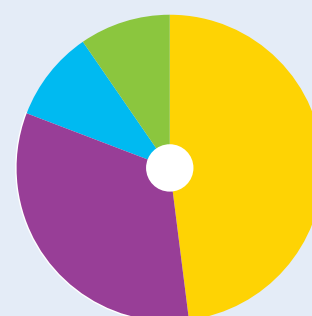


Key Partnership and Coordination Initiatives

UNESCO Cairo Office works in close collaboration with the National Commission for UNESCO in Egypt, the Ministry of Education and Technical Education (MoETE), Ministry of Higher Education (MoHE), National Center for Educational Research and Development (NCERD) in its capacity as national focal point for SDG-4, as well as many other relevant counterparts and stakeholders at national level. It also has a wide network of implementation partners from the pool of non-governmental organizations approved and endorsed by MoETE, who have wide outreach in the field and boast quick and effective mobilization capabilities.

Resource Requirements (2018-2019)

UNESCO resource requirements for the implementation of its response plan in Egypt



SG1	\$6,000,000.00
SG2	\$4,125,000.00
SG3	\$1,250,000.00
SG4	\$1,000,000.00
Total	\$12,375,000.00



Sustainable Development Goals