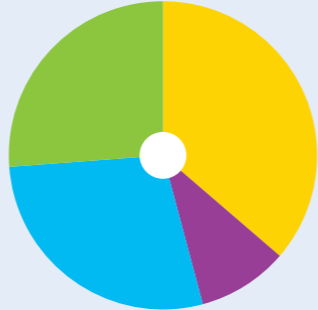


Response Plan

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 <ul style="list-style-type: none"> 1.1.1 Provide teaching and learning materials particularly to hard to reach areas: (Target: 10,000 units of desk/chair; 5,000 sets of stationary) 1.1.2 Provide catch up programme in basic and vocational education (Target: 20,000 in all 13 Governorates; 50% female) 1.1.3 Provide summer second chance opportunity programme (Target: 20,000 in all 13 Governorates; 50% female) 									
	ER2 Improved access to recognized and certified diverse learning pathways <ul style="list-style-type: none"> 1.2.1 Support enrollment in learning programme for youth (Target: 4,000 in at least 6 Governorates; 50% female) 1.2.2 Support enrollment in self learning programme (Target: 1000 in at least 6 Governorates; 50% female) 									
	ER3 Increased availability of safe and conducive learning environments <ul style="list-style-type: none"> 1.3.1 Provide rehabilitated learning spaces (Target: 20 in 5 Governorates) – inclusive of vocational institutes 1.3.2 Provide mobile learning spaces (Target: 10 units of 12 classrooms and 12 toilets, in at least 2 Governorates) 									
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 <ul style="list-style-type: none"> 2.1.1 Support to provision of learning opportunities in preventing violent extremism (PVE) (Target: 5,000 learners ; 50% female) 2.1.2 Support to provision of learning opportunities in Global Citizenship Education (Target: 5,000 learners ; 50% female) 2.1.3 Support to provision of learning opportunities in key areas of basic education, such as literacy, numeracy and scientific literacy (Target: 5,000 learners ; 50% female) 									
	ER 2 Enhanced learner preparedness for better livelihood opportunities <ul style="list-style-type: none"> 2.2.1 Provide short-term technical and vocational training including entrepreneurship skills (Target: 500 ; 30% female) 2.2.2 Provide guidance and counselling to make informed choices on career paths in TVET fields (Target: 500 ; 30% female) 									
SG3: Education actors provide quality education for better learning outcomes	ER1 Enhanced educator capacity to respond to learner needs <ul style="list-style-type: none"> 3.1.1 Train teachers in psychosocial support, active learning and multi-grade teaching and continuous assessment (Target: 5,000) 3.1.2 Train teachers in learning programme for youth (Target 5,000) 3.1.3 Train teachers and school managers in INEE (Target: 5,000) 3.1.4 Train teachers and school managers in the delivery of new National Curriculum Framework (Target: 5,000) 3.1.5 Train TVET instructors and personnel on work and lifeskills (Target: 20) 3.1.6 Train and support to curriculum and textbook developers at National Curriculum Development Center (Target: 30) 									
	ER1 Strengthened national capacities to plan, monitor and evaluate evidence-based resilient education systems <ul style="list-style-type: none"> 4.1.1 Implement School Integrated Management Information System (SIMIS) through capacity development 4.1.2 Develop higher education management information system 4.1.3 Capacity development of senior management and technical officers at national and governorate level in statistics, indicators, monitoring & reporting, cost and financing of education 									
	ER2 Enhanced national capacities to develop and operationalize sector-wide policies and strategies <ul style="list-style-type: none"> 4.2.1 Support to the implementation of a new National Curriculum Framework 4.2.2 Support to the reform of assessment and examination system in alignment with the new Curriculum Framework 4.2.3 Implement National Policy Framework for Alternative Education through capacity development at national and governorate level 4.2.4 Support to the development of national teacher policy and professional standards 4.2.5 Support to the development of new TVET curriculum, training modules and general system enhancement 4.2.6 Support to the enhancement of higher education sub-sector 									
	Resource Requirements (2018-2019) UNESCO resource requirements for the implementation of its response plan in Syria									
										
	<table border="1"> <tr> <td>SG1</td> <td>\$6,086,667.00</td> </tr> <tr> <td>SG2</td> <td>\$1,600,000.00</td> </tr> <tr> <td>SG3</td> <td>\$4,736,667.00</td> </tr> <tr> <td>SG4</td> <td>\$4,436,667.00</td> </tr> <tr> <td>Total</td> <td>\$16,860,000.00</td> </tr> </table>	SG1	\$6,086,667.00	SG2	\$1,600,000.00	SG3	\$4,736,667.00	SG4	\$4,436,667.00	Total
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SG2	\$1,600,000.00									
SG3	\$4,736,667.00									
SG4	\$4,436,667.00									
Total	\$16,860,000.00									



Country Plan

Syria

UNESCO's country plan for Syria, 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 long-term vision of national education development in Syria is to achieve Sustainable Development Goal 4 Goal by 2030. In 2016, Syria elaborated its national policy statement to progressively realize the Education 2030 Agenda as an opportunity to link the humanitarian and development nexus.

On the humanitarian front, with the crisis in its seventh year, Syria has continued to suffer from the world's worst humanitarian crisis in modern history. According to OCHA by the end of May 2017, 13.5 million people were in need of assistance, including 6.3 million internally displaced persons. 4.53 million people reside in hard-to-reach and besieged areas. The UNHCR data in September 2017 illustrates that more than 5.2 million people have sought refuge in neighboring countries namely Turkey, Lebanon, Jordan, Iraq and Egypt¹. ISIS and other entities designated as terrorist by the United Nations Security Council continue

to use education to indoctrinate and recruit children. In the education sector, over 6 million children and youth from pre-school to secondary school age (in and out of school) and education personnel are in need of education assistance, including:

- 118,000 Palestinian refugee children and 270,000 education personnel
- 1.75 million learners are out of school with 1.35 million at risk of dropping out
- 1.3 million learners in hard-to reach locations
- 300,000 in UN-declared besieged areas
- 2 million school-age children are displaced as a result of the hostilities
- 600,000 children are living under the control of ISIS
- 150,000 are living in contested areas with active hostilities
- 300,000 teachers who fled are no longer in service causing an acute shortage of education personnel

- 1/3 schools are damaged, destroyed, inaccessible or used as a collective shelter or for other purposes
- 72 percent of youth between the age of 18 and 24 have been out of learning institutions for a minimum of five years²

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

¹ <http://data.unhcr.org/syrianrefugees/regional.php>. Retrieved on 5 September 2017.
² UNESCO Regional Education Response Strategy for the Syria Crisis (2016-2017): Bridging Learning Gaps for Youth. p.15



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UNESCO Key Achievements

2015-2017



Capacity development, policy and technical advisory provided to National Curriculum Development Center for development of new National Curriculum Framework, National Policy Framework for Alternative Education, and Education Management Information System



50,000 teachers received teacher training package for psychosocial support, multi-grade teaching, active learning and catch up programme



7,000 teachers in basic education in 13 Governorates trained to deliver accelerated learning for second chance opportunity programme



312 computers and IT units provided to public universities



6,000 units of school desk/ chair provided for 18,000 learners



Rapid situational analysis of the state of TVET conducted



15 national core trainers trained in Accelerated Learning and Alternative Education



10 schools rehabilitated with solar power and generators and 12 mobile classrooms constructed



20 TVET instructors and personnel trained (ToT) on work and life skills



120,000 learners in 13 Governorates provided with 2016 and 2017 summer second chance opportunity programme, resulting in 86% pass rate



National curriculum developers trained in integrating Global Citizenship Education in national textbooks and learning contents



1,000 Grade 1 and 639 Grade 9 learners in Aleppo benefited from catch up programme.

Challenges and Opportunities

While an increasing number of displaced persons have reportedly started returning home³, 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.

Response Plan

In order to review the work undertaken thusfar and collectively plan ahead, UNESCO, Ministry of Education and Syria National Commission for UNESCO organized a National Consultation in February 2017. The outcomes of such broad-based consultation indicate that for the 2018-2019 period, UNESCO must scale up ongoing initiatives to consolidate gains made and to take stock of lessons from them, including through UNESCO's Capacity Development for Education (CapED) initiative, while expanding partnerships to ensure sector-wide coverage. Target beneficiaries include, first and foremost, learners in basic, secondary, TVET and university education, education personnel and national and governorate authorities. Identification of target beneficiaries will be made in line with sector assessments per governorate/area and in close coordination and collaboration with national, UN and other partners.

³ UNHCR issued a statement on 30 June 2017 that the agency noted that approximately 400,000 internally displaced persons had returned during the first half of 2017, while since 2015, approximately 260,000 Syrians have returned primarily from Turkey (<http://www.unhcr.org/news/briefing/2017/6/595612454/unhcr-seeing-significant-returns-internally-displaced-amid-syrias-continuing.html>).



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 the Evaluation of Education. 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.