

## Fatima's experience in 2018 second chance summer program in Aleppo, Syria



My name is Fatima Kurdi. I am 13 years old. When I failed in Grade 7, I learned about the Second Chance program to take place in my school during the summer. Although my weakness was only in Mathematics, the program helped me not only succeed in it but also improve in English and Arabic language subjects. After I passed the Second Chance program, I entered Grade 8 and found myself doing well in English and Arabic language subjects. I realized that this program helped me so much because I did not have to go for a tutor or private courses.

I am very happy because I did not have to repeat Grade 7. Otherwise, I would have lost one year of my life. I am now learning well with my friends in Grade 8!

### Publications

#### Psychosocial Handbook for Teachers:

<http://www.unesco.org/new/en/beirut/publications/>

#### Videos

##### Second Chance Programme - Aleppo 2018:

<https://www.youtube.com/watch?v=isP0KbtQoGI>

##### Ahmad Darwish School Rehabilitation - Aleppo 2018:

<https://www.youtube.com/watch?v=9W6c8x1ur9k>

## Stay in touch

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Country Plan Update 2019

## Syria



### Context & Data

The protracted crisis in Syria, now in its ninth year, has provoked detrimental humanitarian tragedy, 13 million were people in need, including 5.6 million of children as at December 2018 and January 2019, respectively<sup>1</sup>. 6.6 million people are internally displaced. 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<sup>2</sup>.

2.63 million children have been displaced within Syria. Schools in IDP/returnee-receiving communities have limited absorption capacity for newly arriving students, causing overcrowding, while in most camps education services are insufficient or non-existent. In public schools in locations in Rural Damascus, Quneitra, Daraa and Hassakeh, classroom sizes reached 150 students per teacher in September 2018. A 2018 assessment of 226 camps in Aleppo and Idlib 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. In some areas, over half of children with a disability have an unmet need for education, and over two thirds require specialized health services which are not available in their area.

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.

<sup>1</sup> OCHA, December 2018 and UNICEF, January 2019.

<sup>2</sup> Idem.

5.8 M  
children and 120,000  
teachers in need of  
education assistance

140,000  
teachers and education  
personnel no longer  
in their teaching posts

40%  
15-17 year old  
out-of-school children  
have differentiated learning  
and livelihoods needs

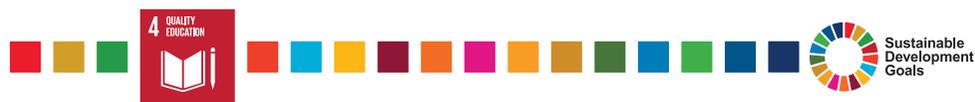
One in Three  
schools damaged, destroyed,  
no longer accessible

762  
attacks on education  
reported since 2011

5,626,205  
registered Syrian  
refugees in five  
neighbouring countries<sup>3</sup>

Source: OCHA Syria

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Education  
2030

## UNESCO Key Achievements 2018

 30651 learners in 12 Governorates provided with 2018 summer second chance opportunity program (77.92% pass rate) as part of UNESCO Capacity Development for Education (CapED) Programme

 1848 Teachers in basic education in 12 Governorates trained to deliver accelerated learning.  
22 National core trainers trained in pedagogical approaches to accelerated learning



1,316 Grade 1 in Afrin district / Aleppo and 3,524 Grade 9 learners in Al Raqqa and Deir el Zor benefited from catch up program



88 National core trainers trained in psychosocial support.  
Awareness sessions on psychosocial support conducted for 10000 teachers and 1500 educational supervisors and principals schools in 14 governorates



1 school fully rehabilitated in the Old City of Aleppo



3,000 units of school desk/chair provided in Aleppo, Hama and Deir el Zor Governorates benefitting 9,000 learners



Syria's School Integrated Management Information System (SIMIS) developed



MoE published first-ever Statistical Report covering the period 2011-2017 with the UNESCO technical support



Intensive capacity development delivered for national curriculum specialists in revising subject curricula and producing new textbooks, via integrating GCED & life skills



Capacity development programme provided for National Assessment Center to improve assessment for learning in light of a new Curriculum Framework

## Response Plan 2019

### Strategic Goal and Expected Results

#### SG1: Children and youth affected by crisis benefit from quality learning opportunities

- 1 ER1 Increased support to access and remain in relevant educational opportunities
- 2 ER Improved access to recognized diverse learning pathways
- 3 ER3 Increased availability of safe and conducive learning environments

### Activities

- Provide teaching and learning materials and equipment
- Support summer second chance programme
- Rehabilitation of partially damaged schools in the Old City of Aleppo.

#### SG2: Learners affected by crisis are empowered with values, knowledge, and skills for life and work

- 1 ER1 Enhanced learner knowledge, values and skills to prevent violent extremism (PVE) and promote social cohesion and global citizenship
- 2 ER2 Enhanced learner preparedness for better livelihood opportunities

- Conduct a consultation meeting on life and work skills for Syrian youth

#### SG3: Education actors provide quality education for better learning outcomes

- 1 ER1 Enhanced teacher capacity to respond to learner needs

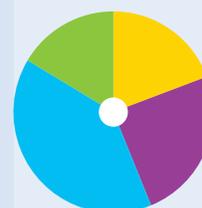
- Train teachers and school managers in accelerated and alternative learning programmes in basic education
- Train teachers in comprehensive package of psychosocial support, active learning and multi-grade teaching and continuous assessment
- Train educators from Syrian universities and technical institutions on digital content and Pedagogy

#### SG4: Education systems are responsive and resilient to crisis

- 1 ER1 Strengthened national capacities to plan, monitor and evaluate evidence-based resilient education systems
- 2 ER2 Enhanced national capacities to develop and operationalize sector-wide policies and strategies

- Support expansion of School Integrated Management Information System
- Support elaboration of Transitional Education Plan for 2020-2022
- Support launch and implementation of the new Syrian National Curriculum Framework
- Strengthen capacity for curriculum development specialists in addressing competency development for life and work through the new Syrian curriculum, including the new Curriculum Framework
- Support assessment for learning initiative in line with the new Syrian National Curriculum Framework

### Resource Gap



SG1	\$2,355,333.00
SG2	\$3,000,000.00
SG3	\$4,855,333.00
SG4	\$2,005,333.00
<b>Total</b>	<b>\$12,215,999.00</b>

### Partners

- Ministry of Education
- Ministry of Higher Education
- Syria National Commission for UNESCO
- UNICEF
- WFP
- Education Sector