

January to August 2022

# WHOLE OF SYRIA

## Education Response

©UNICEF Syria/2020/Abdullah Aldroubi



**6.6 million**  
People in need



**6.4 million**  
Children in need



**2 million**  
Children out of school



**1.6 million**  
Children at risk of dropping out



**1.0 million**  
Children with disabilities



**1/3 schools**  
damaged or destroyed

## SITUATION

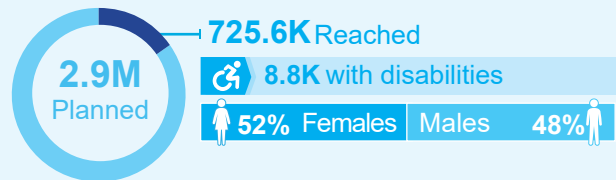
There are 6.4 million children (50 per cent girls) in need of education assistance in Syria. This includes 2 million out-of-school children, nearly 40 per cent of whom are girls. Younger children, adolescents and children with disabilities face further challenges.

The worsening education situation is driven by the impact of 11 years of conflict. Close to 90 per cent of the population lives below the poverty line, pushing even more children out of school, including to work. The lack of certified curricula remains an issue in parts of the country and can impact the demand for education services. In north-west (NW) Syria, where insecurity continues, needs are particularly acute. Of 1,017 assessed internally displaced person (IDP) sites there were only 196 schools.

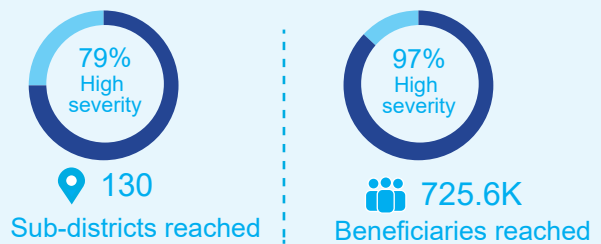
A third of schools were non-functional according to the 2020 Humanitarian Needs Overview, with few schools functioning in north-east (NE) or NW Syria. At the current rate of funding, UNICEF and education partners would need another 30 years to rehabilitate all damaged schools. UNICEF has identified multiple barriers, that prevent Syrian children from returning to learning:

- ▶ Limited access to schools for vulnerable children (including children with disabilities)
- ▶ Limited flexibility and poor quality of available programmes
- ▶ Limited modalities and innovations to disseminate education services to out of school children.
- ▶ Limited capacity to document the status of out of school children in Syria
- ▶ Poor capacity to deliver learning programmes that include children with disabilities)
- ▶ Limited purchasing power of families to support enrolment in learning programmes (learning supplies)
- ▶ Gendered social norms (girls are married early; boys are expected to work)

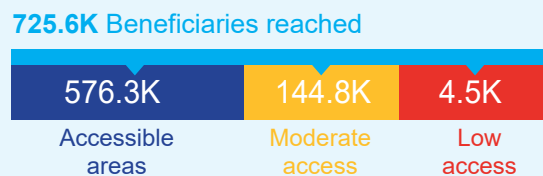
### Beneficiaries



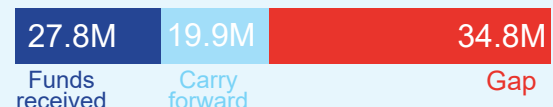
### Education reach by severity



### Education reach by access quality



### Funding status (\$) 82.5M REQUIRED



# RESPONSE

Over the past 10 years, UNICEF has led the Education response in Syria with the aim to prevent the education loss of a generation. Over 1.5 million children have been supported every year since 2016; this is nearly one in every five school-aged children in the country. Throughout the crisis, UNICEF has rehabilitated schools and provided prefabricated buildings; distributed furniture, learning supplies and textbooks; mobilized communities to enroll their girls and boys; trained teachers; and developed pedagogies and materials for accelerated and self-learning.

Considering the on-going economic crisis, high levels of poverty and insecurity, UNICEF will need to continue to provide supplies for the most vulnerable and marginalized. At the same time, UNICEF will shift the bulk of its investments into early recovery focus and efforts to sustain the resilience of families, schools and communities:



Helping children return to and learn in **child-friendly, violence-free and inclusive public schools and alternative learning platforms**. Develop and operationalize a strategy to guarantee inclusive access for children with disabilities to education, in the framework of the child-friendly and safe school protocols.



Providing **food- and cash-for-education support** for children to overcome poverty-related barriers to education (e.g. transportation, school supplies and winterization support).



**Rehabilitating and maintaining schools** (considered to be humanitarian infrastructure). Develop a Recovery Plan that allows for accelerated resumption and rehabilitation of schools that are adaptable to climate-change .



**Aligning multiple education pathway curriculums** with the national curriculum, to facilitate and monitor transition and placement of children back into public schools



**Developing teacher capacity:** Teachers are humanitarian frontline workers and require pedagogical skills development, learning assessment skills and training to provide life skills and psychosocial support.



Supporting community-based and public **Early Childhood Development (ECD)** and engaging adolescents and youth in 'learning beyond schooling' for skills development, participation and social cohesion; support long-term ECD systems strengthening

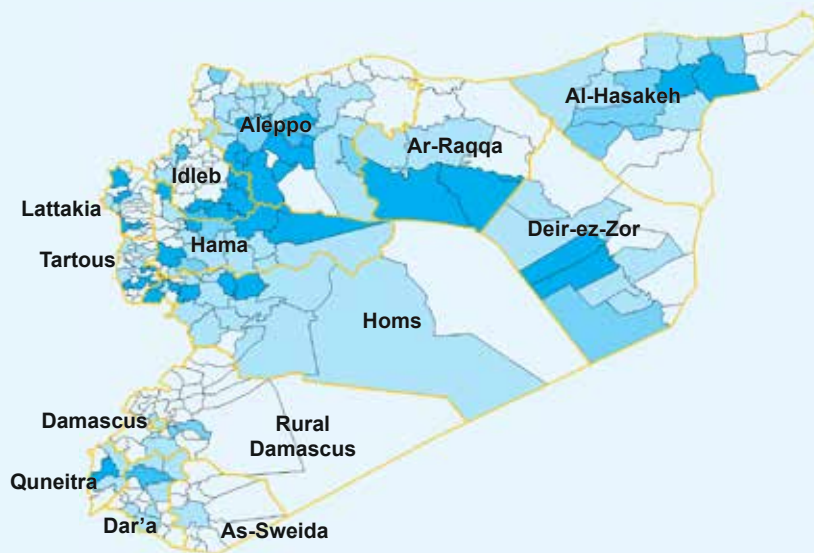


Operationalize **digital education**, through the digitalization of learning modalities so that children inside and outside of Syria can learn online, through blended learning platforms.

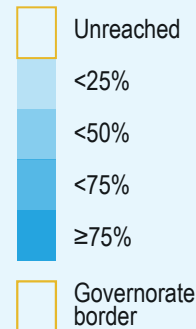


## PROPORTION OF PLANNED BENEFICIARIES REACHED BY SUB-DISTRICT

Disclaimer: The boundaries and names shown, and designations used, on this map do not imply official endorsement or acceptance by the United Nations.



Proportion of planned beneficiaries reached by sub-district



## KEY RESULTS 2022

■ Planned  
■ Reach

