



Economic Map of New Syria

Education and Labour Development

Abstract



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This is just a summary of the complete study. It covers an overview of the Education and Labour Development in Syria and the recommendations for this sector.

This research aims to study the reality of education sector and its outputs in Syria, qualification of labor and resolving the problem of unemployment and analyzing the surrounding environment due to the current crisis in an effort to reach some suggestions that would help in the advancement of such sector when the crisis come an end.

- Prequalifying education:

Expenditure on education reached 12% of the budget, which is low percentage in comparison to other countries. The amounts were approximately 113 billion SYP for education and 30 Billion SYP on higher education with 15% average growth rate.

Crisis in Syria and its effects of the Education's Sector

The number of schools at the end of 2010 reached approximately 21.484 schools. 10% of schools were damaged (2073 school till September 2012), in addition, other 796 schools were converted to shelters for the displaced and emigrants within Syria. Damages were estimated by 5.444 billion SYP. Number of schools in service decreased to 19.677 in 2012, instead of rising to be 22.270. Data shows that in order for the educational process in Syria to return to its normal path, it needs the addition of 3.113 schools during 2013.

Number of pre – university students was approximately 5.319.495 student in 2010, with 96.000 student as annual increase. Also, there are 1.200.000 student who did not join Syrian schools this year due to poor security conditions.

Suggestions for the development of education sector after the end of the crisis

- Needs: restoring and building 3.113 school, assigning 15.000 teacher and printing 50 million books.

Doing justice to the education sector in northern and eastern areas:

There was a systematic policy for spreading ignorance and poverty in these areas

by denying them (Aleppo, Edlib, Raka, Der Alzour and Hasaka) from their simplest rights in regard to education, or even the minimum required limit from teachers, administrators and educational buildings, in comparison to the coastal area (Lattakia and Tartos) as follow:

- The share of one student in basic education within northern and eastern areas reached 11.000 SYP, and only 9.800 SYP in Aleppo, while at the coastal area it reached 28.300 SYP and 31.300 SYP in Lattakia, which equals 3 times the student's share in Aleppo, taking into consideration that the average in Syria is 20.000 SYP.
- The share of students in basic education of teachers in the Northern and eastern areas is 23 student per teacher, while in the coastal area it is 10 students per teacher. As for the administrators, coastal area enjoys the share of 32 students per employee, while Aleppo it is 186 students per employee (6 times more).
- The third secondary class – scientific branch in Aleppo accommodates 46 students in average, while the same class in Lattakia contains 25 students in average. This number reached 83 students per class at the southern and eastern neighborhoods of Aleppo in 2010. As for vocational education, the percentage reached 8 students per teacher in Aleppo and 3 students per teacher in Lattakia.
- Investment expenditure reached 1.130 million SYP in Aleppo University that accommodates 93.795 students in 2010, while it reached 1.350 million SYP in Teshreen University that accommodates 56.095 students, i.e: student's share in Aleppo is 12.047 SYP while in Lattakia it is twice the number equaling 24,066 SYP.
- In the university of Aleppo, students distribution equals 51 student per each university instructor, while in Teshreen University such distribution was 20 students per each university instructor (i.e 2.5 times).
- The share of Science Collage in Aleppo University is 1 teacher for every 28 students, while it is 1 teacher for every 20 students in the same collage in Teshreen University. as for the Collage of Medicine, this share is 1/24 students in Aleppo and 1/5 students in Teshreen. In regard to the Faculty of Letters, Aleppo has the rate of 1/302 students, and Teshreen 1/73 students (i.e: 4 times).

So, special budget should be allocated for restoring this gap and compensating the lack in teachers, buildings, equipment and scientific labs in northern and eastern areas, were the deficit in teachers and administrators is estimated by 45 thousand

and these area are short by 4000 schools with their equipment.

Recommendations

1. During the first 6 months after the crisis ends:
 - Counting damages and losses that affected the sector of education and estimate the funds needed for its advancement.
 - Finding temporary solutions for the sharp lack in schools such as: renting alternative and temporary buildings until the construction of new schools is done.
 - Working on redistributing teachers as needed, and employ new ones to cover the required needs.
 - Providing financial and moral motivations for teachers to attract the ones with ability and talent and maintain them in this profession as long as possible.
 - Applying the principle of mandatory basic education strictly and limiting wastes.
 - Caring for psychological guidance in schools.

2. During the coming years after settlement:
 - Merging the Ministry of Education with the Ministry of Higher Education to enhance their adequacy, and because they have integrated and linked activities, remove the deficiency of coordination within the education sector in Syria, and setting the necessary suggestions to restructure these ministries in accordance with the new situation.
 - Setting specific timely plans with clear targets to enhance the level of education, and its adequacy regarding quality and quantity in Syria.
 - Working towards finding suitable economic projects under the Ministry of Education to support its budget in order to apply the set put plan.
 - Opening academic departments and specialized training centers to supply the schools with the required number and quality of teachers.
 - Approving new salary scale to promote the teacher functionally.
 - Encouraging privet sector to invest in education with focus on secondary stage.
 - Focusing on Planning and Statistical Directorates in the Ministry of Education and regulate their statistics.
 - Reviewing the terms of acceptance in collages and institutions to motivate students to complete their education.

- Qualifying labor and solving the problem of unemployment.
One of the most important education's outputs is qualified labor (Graduates). They supply labor for Public and private sectors and companies (production and services), that's why they must be qualified and trained after graduation through:
 - Qualifying and training new graduates.
 - Such training should be the result of the requirements of restructuring labor and establishments.
 - Continuous training and qualification.

The waste resulted due to lack of training (for the graduate of basic stage alone) in 2007, is estimated by 91 billion SYP annually. There is an urgent need to establish a higher authority for training with branches and equipment (investment).

Unemployment and ways of prevention:

The unemployed, more accurately the one without a job is: the person who is searching for a job, and is able to work, but can't find it. Unemployment rate is 14.9%, 32% of it is among the population between 15-30 years at the beginning in 2011. This rate is high at the eastern area, beside that there is big percentage of Syrian immigrants (domestically and abroad) in general.

Second: Unemployment during the crisis:

1. During the presence of Syrian crisis, we can't do a survey for the number of the unemployed, but the expectations are that it is no less than 50%. The most important reasons for this increase include:
 2. The destruction and burning down of hundreds of thousands of houses. It is estimated that the number of local emigrants reached 7 million citizens, and another half million abroad and in camps.
 3. Most economic establishments stopped working due to:
 - a. Their locations being in hot spots.
 - b. The destruction and burning down of thousands of production and service facilities and establishments.
 - c. Lack of raw materials, necessities, spare parts and the malfunctioning of transport and customs procedures.
 - d. Many owners and businessmen exiting Syria and withdrawing their money.
 - e. Inflation and the decrease in the value of SYP, which has lost 90% of its value till now.

4. Banks stopped granting loans due to the high rate of inflation and the increase in the risks of credit, plus the increasing difficulties in submitting necessary guarantees for financing, in addition to firing great numbers of workers in private banks.
5. Stealing a lot of banks' money via large fake loans for specific people, and transferring the remaining amounts to finance and arm the Shabiha.
6. Firing hundreds of workers in public sector for several reasons: helping the revolution, not showing to work due to the hardship in reaching their work places, and the lack of demand from public sector for workers.
7. Several international organizations stopped their projects in Syria: UNDP, German Agency for Technical Collaboration and JICA.

Third: suggested solutions to qualify labor and limit unemployment:

- Providing people without a job with the necessary and qualifying training to enter the labor market.
- Depending on accurate realistic statistics for the unemployed, market needs, training courses , and issuing every individual a national training card.
- Finding professional guidance centers in the governorates to guide job seekers to the type of training needed.
- Establishing a specialized training authority (General Training Establishment) to unify and coordinate training activities for all bodies.
- Working on performing a complete survey by the General Training Establishment) for public and private training centers, supervising their licenses, regulation their activities (training map) in accordance with the needs of each area.
- Focusing on supporting (mini, micro and medium size projects with high density labor) and supporting them.
- Unifying bodies that care for supporting and supervising projects.
- Solving the problem of financing projects and establishing a private bank to finance all types of projects, and establishing a joint stock company to guarantee the risks of credit.
- Solving the problem of obtaining necessary permits for establishing projects.
- Paying the necessary attention to small and Micro financing institutes.
- Unifying projects' definitions (Large, Medium, small, and micro)
- Finding incentives for the owners of medium, small and micro projects.

- Establishing business incubator for those who can't find a place to establish their projects.
- Finding a map for all types of projects and their distribution around the country, and marketing them.
- Spreading the culture of increase business, and teaching it within various study stages.
- Attracting Arab and foreign investments and promoting investment in Syria.
- Establishing specialized authority for employment (General Commission for Employment) related to the Ministry of Work and Social Affairs. It's mission is to provide working opportunities in public and private sectors in coordination with the (General Training Establishment), and (Publish Agency for Projects Development). It should have a website for announcing available working opportunities within the public and private sectors.
- Establishing a periodic magazine specialized for advertising working opportunities in public and private sectors and training courses available at the training centers.
- Establishing companies and encouraging the establishment of companies that contract with job seekers to qualify them according to the requirements of the labor market, and provide them with (unemployment compensation) until they are provided with working opportunities, for a percentage of their monthly wages.
- Establishing a fund for the unemployment compensations.
- Planning and programming the return and attraction of immigrant Syrian labor, as New Syria will need all her sons and their minds.
- Enhancing the cooperation relations with Arab countries and the countries attracting the Syrian Labor, and benefitting from the successful international experiences aiming to limit unemployment.

Financial needs of the Education Sector for qualifying labor are estimated as follow:

First stage (short) – the first 6 months after the end of the crisis: 2770 million USD.

Second stage (medium) – till the end of the first 2 years : 9870 million USD.

Third stage (long) – till the end of the first five years: 20480 million USD

Total finance needed for all stages (5 years) is estimated by: 33077 million USD, in an average of 6615 million USD annually.