

GOVERNMENT OF THE SYRIAN ARAB REPUBLIC
UNITED NATIONS DEVELOPMENT PROGRAMME

Project Title:

“Career Management Centre”

SYR/06/008

Brief Description

This pilot project is part of the 10th five year plan vision for creating a socio-economic environment that enables sustainable growth, employment, equity and protection. The project addresses the issue of unemployment among the graduated and undergraduate youth through facilitating a job matching process with the private and public enterprises. With the support of UNDP, the University of Damascus will design and implement a Career Management Center (CMC), which will play the role of a learning lab for the University of Damascus in its endeavor to be more market/customer oriented. The center will build bridges with the private sector, NGOs and other partners. It will provide support to Damascus University students (e.g. access to future jobs), and it will contribute to the alignment between the portfolio of programmes offered by the University and the market needs, and it will leverage the relationships between the Damascus University and the Ministry of Social Affairs and Labour in this respect. The project will establish linkages with Employment Offices through providing career counseling to registered university graduates and will establish linkages also with the Career Guidance Center to benefit from the analysed regular data collected by the CGC with a focus on the local labour market in Damascus. This project will be implemented by the University of Damascus in close coordination and cooperation with MoSAL.

Country: Syrian Arab Republic

UNDAF Outcome(s)

1. A socio economic environment that enables sustainable growth, employment equity and protection in place.

1.3 Employment environment and opportunities for skill-enhancement improved, for the under and unemployed especially women and youth

Expected Outcome(s):
(CP outcomes linked to the SRF/MYFF goal and service line)

A.3 Improving employment environment and opportunities for skill-enhancement for the under- and unemployed, especially women and youth.

Expected Output(s) / Indicator(s):

A.3.3 Model of higher education (administration and curriculum) in universities upgraded, with an internationally accepted standards and improved qualifications that fit the demands of the job market

of M/W finding employment through the CMC – baseline: 0 – target: 500 per year

of training sessions organized - baseline 0 – target: 10 per year
University of Damascus

Implementing partner:

Other Partners:

Programme Period: 2007-2011
Programme Component: Poverty Reduction and MDG Achievement
Project Title: Career Management Center
Project Duration: 1 year
Management Arrangement: NEX

Budget: 113,646 US\$
General Management Support Fee 1,190
Total budget: 114,836
Allocated resources:
• University of Damascus: 25,000 US\$
• UNDP: 89,836 US\$
• In kind contributions: (office premises & facilities) by the University of Damascus*(1)

Agreed by: **Dr. Tayssir Al-Raddawi**
Head of State Planning Commission
On behalf of the Syrian Government

Date:

Agreed by: **Dr. Diala Haj Aref**
Minister of Social Affairs and Labour
Partner

Date:

Agreed by: **Dr. Wael Mualla**
President of Damascus University
On behalf of the Implementing Partner

Date:

Agreed by: **Mr. Ahmed Al-Rhazaoui**
Officer in Charge – UNDP

Date:

The exchange rate to be used is: 1\$=47.65 SP (March 2008)



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Acronyms and Abbreviations

CCA	Country Cooperation Assistance
IT	Information Technology
BA	Business Administration
MoHE	Ministry of Higher Education
GOS	Government of Syria
ISS	Implementation Support Service
MDG	Millennium Development Goals
MYFF	Multi-year Funding Framework
PD	Project Document
SRF	Strategic Results Framework
TOR	Terms of Reference
UoD	University of Damascus

1- Situation Assessment:

Syria is going through a transitional phase towards a social market economy, and looks determined to continue a number of basic economic developments that necessitate a parallel changes in both educational and employment systems. The Government is well aware of the close links between education and training, employment, productivity and achieving the economic development goals. The 10th five-year plan (2006-2010) is based on an assessment of the previous plans as well as a status analysis to identify the challenges facing implementing the new economic policies. A good deal of the analysis is focused on human resources issues. In deed, without a substantial change in the individuals' mentality and attitudes, best achieved through education and training with an operational career management system, it would be very difficult to achieve the anticipated economic and developmental objectives.

There is a wide consensus on the important role of Life Long Learning (LLL) in boosting economic development; this consensus is supported by empirical evidence from every success story all over the world. Similarly, quality education is very important, simply because it represents a major vehicle towards achieving individual's aspiration on the one hand and improving the standard of living of the community on the other. Matching the profile of graduates with actual labour market needs became a necessity and so relevance of education is considered a corner stone for sustainable development.

In Syria there is much evidence¹ that a good percentage of graduates from the education system who were able to get a job work in areas not related to their educational speciality. In addition, many university graduates are employed in jobs that do not require university skills. The number of those who seek employment in foreign labour markets or even migrate is on the rise. These facts are known to policy-makers and the country development plan includes ambitious goals to improve education at all levels and technical education as well as tertiary education in particular.

The labour force is growing at a high rate of 3.9% annually from about 4 millions in 1994 to more than 5 millions in 2004. Percentage of women in the labour force is also increasing from 12.8% in 1994 to 16.3% in 2004. This flux of new entrants to the labour market is not matched with appropriate new job opportunities. During the early 1990s (1990-1995) the Syrian economy was able to create 200.000 job opportunities annually, but this ability dropped during 1999-2003 to only 160.000. This shrinkage has been normally complemented by a growing informal sector from 23% in 1987, 36% in 1995 to 37.5% in 2003. Still, the total unemployment rate increased from 8.2% in 1999 to 12.3% in 2004. The 10th 5-year plan intends to create 1.25 million job opportunities to decrease the unemployment rate from 12.5% in 2005 to 8% in 2010.

A more detailed look into the figures shows that individuals are still inclined towards the public sector employment, which offers more job security and less concentration on

¹ See for example: "Alissa, Sufian (2007), "The School-to-Work transition of young people in Syria, ILO, Geneva

productivity (less accountability). The private sector (formal) was not able to absorb but about one third of those working leaving the largest group to the informal sector².

Underemployment, mainly due to the automatic employment of graduates of all types of education during the previous decades, is also a serious phenomenon in Syria. Over-staffing of most civil service and public sector bodies weakened possibilities of applying accountability rules, lowered productivity and resulted in undermining the concept of work as an economic activity rather than a social institution³.

Women, in particular young women, represent another group of those worst hit by unemployment. The considerable progress in extending education to more women was not complemented by a similar impact on their employment. In 2003, only 19% of all women were working or ready to work. Women employment rates are lower in urban areas than in rural ones, while men's participation rates were the same in both areas (around 77%). Also total unemployment of women is 2.68 higher than that of men. But regional break-down of data reveals important differences: public sector employment is essential for women in Damascus (68%) but relatively less in the Coastal area (58%) and even much less in the Northern and Eastern Governorates (21% and 24% respectively)⁴.

To achieve considerable progress in gender equality in employment, systematic effort is needed on many fronts. Decreasing women's reliance on informal jobs, closing the gap in earnings, reducing discrepancies and occupational segregation are but some of these fronts. Career guidance services can be a useful tool to achieve those outcomes by helping to change the traditional conception and stereotyping of roles, especially if these services are specifically designed to meet specific groups' needs⁵.

Following decades of using students' grades as the sole criteria for directing them to educational paths and automatic placement of graduates with date of graduation/ registration for job as the sole seniority factor; individuals' aspiration and self-reliance are jeopardised. Students' aptitudes and interests are neither considered as criteria for selecting their educational preference nor their jobs. Individuals' right to choose is an important determinant of productivity, sustainability and self-satisfaction. Meanwhile, free choice would enhance creativity, self responsibility and independence. Labour productivity, self-employment, entrepreneurial spirit and labour mobility would only work if the individual is responsible for his own career. Consequently, it was not surprising to see higher rates of unemployment and insistence of the youth on waiting for more than 6 years on the hope of getting a public sector job. The private sector is not yet able to replace the Government as the main employer in Syria, employing only 35% of those working. It is almost certain that the current economic developments will encourage foreign companies and multi-nationals to enter the Syrian market, already some banks and companies are there. Orienting the economy towards a social market economy would strongly influence the employment rules in Syria as well as being effected by it. Employment requirements are expected to take another shape, with focus on

² Geir Ovnsen and Pal Sletten (2007), "The Syrian Labour Market: Findings from the 2003 Unemployment Survey", Norway, FAFO.

³ In the bracket of 25 years and more, and depending on the specific demographic group, there was between 5.6 and 10 times more persons suffering from underutilization than underemployment, in 2003, according to Geir Ovnsen and Pal Sletten (2007), *ibid*.

⁴ Project Team: Strengthening the Strategic Capacities of MoLSA (2007), "Situation Analysis", a background paper prepared by the team, Damascus (unpublished paper).

⁵ Alan Abrahart, Iqbal Kaur, Zafiris Tzannatos (2000), "Government Employment and Active Labour Market Policies in MENA In a Comparative International Context", World Bank, March 2000.

personal competencies rather than educational certificates. Individuals should be able to search for jobs, apply for vacancies and prove themselves during applicants' screening and selection process. They should be capable of realistically negotiating the terms of their contracts and motivated to enhance productivity, once employed. Individuals' interests and abilities must be adequately assessed to enable them to have informed choices. In absence of this important instrument, career guidance, individuals' choices in education and employment are usually affected by several other factors. It is not only the family that is likely to have a directive approach to career orientation.

A 2007 report⁶ rightly points to the education system as one of the main challenges facing economic development in Syria "one of the important challenges facing Syria is developing the educational system. Syrian workers appear uncompetitive by regional standards. A massive upgrading of the quality of the human resources base is required to take up the challenges of opening up the economy. The Syrian labour market is characterised by large demographic pressures, sluggish labour demand and deeply embedded rigidities leading to high youth unemployment". Lack of integrated career guidance services in the educational system means that a good deal of what is taught in schools is, as indicated earlier, either irrelevant to the needs of the labour market or do not match individuals' interests and aptitudes.

PART 1B STRATEGY

1. Government Strategy:

There is a consensus among observers that current economic reform in Syria is here to stay and even nominated to accelerate. The vision is clear, moving from a centrally-planned economy with all responsibilities falling in the Government yard, to a social market economy aiming to balance the role of the Government with those of the employers and other social partners. The 10th five-year plan states this fact clearly as a continuation from the 9th five-year plan. to achieve a balanced development through comprehensive policies that take into account the social dimensions of development, as well as the impact of policies on all groups in society, particularly the marginalized ones⁷. The new five-year development plan heritage a group of chronic difficulties and must work to solve them, mitigating unemployment tops the list and is seen by many as the "make or break" factor. It is well known that combating unemployment is not the responsibility of one ministry or body but a joint effort by all parties including the private sector, individuals, NGOs, and all other concerned bodies.

Achieving objectives of the 10th five-year plan is facing a number of challenges; one of them is how to combine labour market flexibility sought in the plan with the necessity of organizing the labour market. Relevant legislations are to be revised with promoting productivity and ultimate utilization of the human capital at the heart of the anticipated changes. The Government, in particular the MoSAL, is working with the International Labour Organization (ILO) in formulating a national employment strategy. There is also a tendency towards linking such strategy to investment policies to ensure adequate job creation. A major weakness is well recognized by the 10th five-year plan, this is the lack of coordination between various concerned ministries and other bodies. Such coordination is

⁶ Maldaoun, I. (2006). "Career Guidance in the MEDA Region:: Country Report on Syria". Torino-Italy,: European Training Foundation.(ETF)

⁷ Country Planning Commission (2006), *ibid*, p.6.

essential and crucial for the formulation of a comprehensive national human resources development strategies and policies necessary to achieve a well- coordinated comprehensive approach to alleviating poverty⁸. Career guidance would provide individuals with skills to choose their study track and jobs based on trusted information on the needs of the labour market as well as their own competencies and interests, in such a way they would complement the efforts of the Government in achieving the anticipated coordination.

The Tenth Five-Year Plan constitutes a qualitative move with respect to higher education reform. The strategy is committed to giving this level of advanced learning its fundamental role in the social transition process and the achievement of the long term national goals (Syria 2025). It will also ensure that universities are valued as major driving forces for placing the national economy onto the threshold of the digital revolution and the development of a knowledge-oriented economy. In addition to these goals, the overall strategic policies strive to prepare capable and well trained manpower equipped with new and diversified skills.

A major priority of the 10th 5 year plan is to link education policies to labour and employment market development which implies the amendment of the policies of acceptance in secondary schools, institutes and universities as well as the creation of new departments and elimination of others according to the market requirements. Among the goals of the 10th 5 year plan are the following:

- 1- Qualify graduates through professional courses for the labour market, acquaint them with the available private sector employment opportunities and enlighten them with projects' types, feasibility and costs.
- 2- Give the educational system new tasks and tools to develop an academic focus on social market culture, as well as the principles and values of free and private business. This way the students will be provided with the economic and administrative culture and the following skills:
 - Cognitive and Creative Skills;
 - Technical skills related to work site;
 - Personal and creative skills;
 - Civil and citizenship skills;
 - Functional skills.

In order to make the educational system more productive and relevant to labour market needs, with a tendency for creating more job opportunities and new competitive skilled labour, the present plan will emphasize the necessity for a well-balanced educational process.

Within this comprehensive framework, the education and participation of women will occupy a prominent position, allowing them, not only, to have ample educational opportunities but to contribute to and participate in the labour force.

The plan adopts a new policy for employment and unemployment reduction for graduates and new-comers to the labour market. A national training policy to develop skills based on labour market demand will be drawn out. That is expected to increase employment rates. The training policy will be linked to the creation of a public institution for vocational formation in coordination with the private sector to determine possible fields of employment. The state aims to achieve a new qualitative perspective for learning and to ensure a well-equipped and highly qualified workforce, possessing all-round knowledge and expertise. This

⁸ Country Planning Commission (2006), Ibid. p.186.

knowledgeable workforce would strongly contribute to shifting the national economy towards a highly demanding globalization era, characterized by scientific advancement, sharp competitiveness, and openness onto world economies.

It is also important to lay out criterion aimed at increasing internal efficiency as opposed to the external efficiencies of the educational institutions and the teaching process. These criteria should also respond to present and future labour market needs.

2. Project Strategy

The strategy of the project is to establish a Management Career Center aiming at:

- Match between the supply and demand side of the labour market. For this purpose, the project will building on the outputs of the employment strategy which is currently being developed by the MoSAL with the support of UNDP.
- Building a partnership between, the private sector, NGOs, the University of Damascus and MoSAL (Employment Offices, Career Guidance Centre). This partnership will be translated into a training programme to be designed and provided to university students by well established business men in the private sector. This partnership will be translated also through creating a job matching process.
- Creating a link and benefit from the comprehensive database and other surveys and studies to be developed by the project “The establishment of a database for a comprehensive employment strategy” which will be implemented by MoSAL
- Promoting accessibility of women to the job market.
- Providing information and training on entrepreneurship as an avenue to employment in Syria. This would require training and information on the requirements and procedures currently related to setting up businesses, as well as bringing in entrepreneurs with university degrees as presenters in training sessions.
- Supplying, matching, and facilitating for prospective employers and giving them incentives to hire. This would involve lowering their costs in getting information and risks in making recruitment decisions. The costs in time and money involved in advertising for jobs and screening suitable candidates can be reduced through:
 - a. Creating a CV database by discipline and interest;
 - b. Setting up a job posting system.
 - c. Training employers (esp. private sector) about decent work policies.
 - d. Constructing an Alumni Database: Database where alumni can post their current employment and contact information as a reference resource for current students. Students can contact alumni for guidance and/or information on career paths, employment (skills, satisfaction, etc.), within all disciplines and sectors;

- e. Creating a Fact/Resource Sheets: As a resource within the CMC, quick-reading, user-friendly fact sheets listing prospective employers, businesses, organizations, etc. as well as contact information (websites, HR contact) in quick, succinct one/two-sided papers.
- f. Organising a job matching process, where students will be requested to register and to provide updated CVs to the centre with a list of their three top industries, job functions and geographic desires. CVs are matched against job opportunities coming through the job posting system from companies. Suitable resumes are forwards to companies and students are advised to establish direct contact with them
- g. Setting up Informational Workshops: Organize informational sessions for students throughout the year whereby prospective employers can meet with students/prospective employees and interns;
- h. Designing an internship program providing students with work experience and employers with a risk-free trial of employees;
- i. Training students on creating their personal websites on the internet including similar job market components and contact information;
- j. Establishing a student/jobseeker groups, who would meet on a voluntary basis in the centre to support each other in their job search, with the support of a UNV/academic counsellor. The group will help each other in writing CVs and in performing interviews role plays and sharing experience. The academic counsellor will provide other counselling services on career planning and management.

This will lead to generating job opportunities for the university youth (graduates and undergraduates) through strengthening their communication skills in order to be more employable; and meeting the market needs, through a job matching process between the youth applicants and the demanding enterprises. In achieving these objectives, the project will be functioning at two levels:

a) Macro level: through having direct links with the government's strategic development plans in order to identify the resulting forthcoming economic activities and consequently assess the market labour needs. Liaise with the management of Damascus University on the strategic sectors that the government has identified as tools for boosting the economy; in order to focus more attention on the relevant educational needs.

b) Micro-level: build the managerial capacities of the University staff to enable them administer the Center in order to facilitate a smooth exit strategy for UNDP, as well as, to ensure the sustainability of the project. The CMC will assist in the following:

Job Opportunities:

- 1- Identify job opportunities through maintaining close coordination with the public/private sectors collecting data on job opportunities and advertising vacancy announcements with required qualifications. In this respect a job database can be designed for easy access and matching.
- 2- Identify opportunities for short time employment for undergraduates.
- 3- Career Planning.

4- Counseling.

University Education:

- 1- Provide advice on undergraduate specialization.
- 2- Provide advice on post graduate specialization.
- 3- Assist with internships.

The CMC will be located within the Damascus University campus. The CMC will be quipped with the necessary equipment in order to facilitate electronic access to information. The project will have a National Project Director, an Administrative Assistant and several national consultants from different specializations will be contracted at different stages to visit the center regularly and meet the students for counseling.

The project will be gender sensitive with clear indicators on gender equity, ensuring that equal opportunities are provided to both men and women.

Although unemployment is highest among the less educated, the CMC will facilitate transition to a social market economy through supporting the transition of labour from the public to the private sector and hence contribute to supporting sustainable growth critical for future development.

3. UNDP Strategy

The challenges facing the country and opportunities for the UN to assist in addressing them were outlined in the Common Country Assessment (CCA) prepared in 2005, as well as in the second national Millennium Development Goals (MDG) report, reflecting the Government's strategies for achieving the MDGs. The MDG report showed that, while Syria is on target towards achieving many of the MDGs at the national level, there are significant disparities among and within regions, which must be addressed in order to reach the goals.

Taking these assessments into account, as well as an outline of the new plan, representatives from the Syrian government, nongovernmental organizations and the UN agencies held a three-day brainstorming in June 2005 and came up with five statements of shared goals, related broadly to economic growth, governance, basic social services, the environment and disaster management. They also identified gender as a cross-cutting theme. These statements became the five UNDAF Outcomes. Since June 2005, these ideas have been fleshed out into the full UNDAF document. Running through the five UNDAF outcomes is the theme of reducing poverty and achieving the MDG goals and targets.

This project is linked to the UNDAF Outcome 1. A socio economic environment that enables sustainable growth, employment equity and protection in place. Output 1.3 Employment environment and opportunities for skill-enhancement improved, for the under and unemployed especially women and youth

It is also linked to MYFF Goal 1: Achieving the MDGs and reducing human poverty
Service Line: 1.5 - Private sector development

It is linked to CP Outcome: A.3 Improving employment environment and opportunities for skill-enhancement for the under- and unemployed, especially women and youth. Output A.3.3 Model of higher education (administration and curriculum) in universities upgraded, with an internationally accepted standards and improved qualifications that fit the demands of the job market

4. Target Beneficiaries:

The primary beneficiaries of the project are the new graduate students as well as the undergraduates, both males and females, from Damascus University. The indirect beneficiary will be the labour market including the private and public sector, which will be attracting a more experienced and suitable calibre to match their needs. The project will ensure a gender equitable approach. The success of the project can be judged by its impact on enhancing the performance of national private and public enterprises which will be using the new expertise. The success can also be measured by higher rates of employability of the graduates and the higher levels of satisfaction by the employers.

PROJECT RESULTS AND RESOURCES FRAMEWORK

Intended Outputs	Indicative Activities	Responsible parties	Inputs
1. Awareness on the importance of matching educational outputs with the labour market created	1.1 Organize a seminar to analyzing the present relation between the UoD and the labour market involving relevant stakeholders (public, private, NGOs, etc..) 1.2 Review the international success stories of linking the university graduates with the labour market needs 1.3 Organize and facilitate a workshop introducing the concept of career management to the UoD professors, staff, other stakeholders, NGOs, UNDP, MoSAL 1.4 Informational workshops	UoD/UNDP	Logistical cost \$ 2,000
		UNDP	National Consultant \$ 2,000
		UoD/UNDP	International Consultant (10 days *400 +DSA and ticket) = \$ 8,000 Workshop logistics: \$ 4,000
		UoD/UNDP	National Academic Consultants US\$ 7,000 Logistical Cost US\$ 5000
Output 1 Subtotal			\$ 28,000
2. The link between the UoD and the labour market enhanced	2.1 Establishment of a Career Management Centre at Damascus University 2.2 Identify and recruit the project team	UoD/UNDP	Office space, equipment and furniture are in kind contribution by UoD detailed in annex I National Project Director: 1500*12= US\$ 18,000 Admin. Assistant: 600*12= US\$ 7,200 UNV/Academic Counselor: US\$ 9,000

	2.3 Develop CMC Website with an Alumni and CV database	UNDP	Web designer and programmer fees \$ 4,000
	2.4 Job Matching exercise for university students	UNDP	\$ 3,000
	2.5 Design and prepare training to Employers on "Decent Work"	UNDP	International Consultant Fees + DSA and travel (3 days) = US\$ 3000 Logistical cost \$ 3,000
	2.6 Design of internship programme, job posting system and fact/resource sheets	UoD/UNDP	National Consultant \$ 4,000
	2.7 Design and prepare training sessions to beneficiaries annex II	UoD/UNDP	National Consultant US\$ 2000 Trainers US\$ 10,000 Training cost \$ 10,000
	2.8 Design and prepare training sessions for university staff annex II	UNDP	National Consultant US\$ 2000 Training cost \$ 10,000 Misc: \$ 446
	Output 2 Subtotal:		\$85,646
	Total		US\$ 113,646

PART 3 MANAGEMENT ARRANGEMENTS

The project will be nationally executed (NEX), in accordance with the established UNDP rules and procedures, by the UoD. The UoD, referred to as the implementing partner, will be responsible for the overall implementation of the project and for ensuring that the day to day activities are implemented in accordance with the work plan.

The UoD will provide office space for the project, clearly marked with the UNDP logos with the specifications detailed in annex I. The furniture and equipment will be provided by the University of Damascus as part of their in kind contribution detailed in annex I. In case the UoD is unable to provide immediately a suitable space with the detailed specifications, the UoD will provide a temporary location where the activities of the project can be executed temporarily pending the provision of the final location. The in kind donated equipment, furniture and office space will be the property of the UoD upon the finalization of the activities at the end of the project.

A Project Board (PB) will be established to monitor the project's progress towards its results. The PB will consist of representatives from the UoD, MOSAL, UNDP and SPC. The National Project Director (NPD) will act as a secretariat to the PB. The PB will meet at least once during the life time of the project.

A National Project Director (NPD) to be identified and recruited by UoD/UNDP according to UNDP's roles and regulations. The NPD will be accountable for the implementation of all the activities of the project, coordination among the different stakeholders, ensuring adherence to and application of acceptable financial management systems and monitoring the progress of the project. He/She will be accountable to the PB, and any changes in the milestones and outputs of the project will be discussed with and agreed upon by the Board.

The UoD will assign a project coordinator to follow up on the progress with of the project as per the attached TOR. The UoD will identify a team of national university staff to be trained throughout the project duration in consultation with and with the approval of UNDP. The university staff will be responsible for managing the centre upon the finalization of the project.

The MoSAL will be requested to assign a Coordinator who will act as a focal point for the ministry in the project and will facilitate the establishment of a link between the Center, the Employment Offices and the Technical Guidance and Development Center. The Coordinator will facilitate the exchange of information and will provide valid input to reports, surveys and other deliverables. The Coordinator can be located at the center.

It is preferable to allocate the center in Al-Mezzeh campus due to its strategic location and nearness to the student's housing. The size of the location can range between 100- 150 m2 to be divided into a reception area, resource center, computer area, management, and conference and counseling area.

The project will operate in accordance with UNDP policies and procedures as set in the UNDP programming manual including those for procurement, recruitment and finance. The National Project Director's selection will be in accordance with UNDP's principles of transparency and openness, giving full and equal opportunities to all candidates both males and females. Selection should be made on a competitive basis with paramount consideration to efficiency, competence

and integrity. Selection should also be made by consensus between the UoD and UNDP and at least one UNDP staff member should be present on the interview panel. The TORs for all staff should clearly identify the outputs, remuneration and evaluation process and should be agreed upon by both the Government and UNDP.

Monitoring & Evaluation:

The project management and the government counterpart MOSAL will be responsible for delivering the outputs of the project, the implementation, input management, and sound administrative management. The NPD will develop and submit a detailed project work plan, a procurement plan at the outset of the project, quarterly financial reports, and quarterly progress reports to the UNDP/UNFPA country office. The report should include two sections, namely project implementation and project performance. It should receive inputs from Deliverable Descriptions, Outputs Definitions, Quality Log, Issues Log, and Risks Log. Additionally, a final project review report at the end of the project will be submitted to UNDP/UNFPA. These documents will provide critical information and lessons learnt regarding the effectiveness of the implementation strategy and the delivery of outputs.

The Project Board will meet on a regular basis in order to take stock of the progress of the project. The TC will also participate in a Final Review Meeting at the end of the project duration, where a Final Project Review Report highlighting the main achievements, results, and lessons learnt will be reviewed and discussed. The project is subject to auditing at least once in its lifetime, in accordance with NEX regulations.

PART 4 LEGAL CONTEXT

This document shall be the instrument referred to as such in Article 1 of the Standard Basic Assistance Agreement between the Government of the Syrian Arab Republic and the UNDP, signed by the parties in 1981. The host country, which is the executing agency, shall refer, for the purpose of the Standard Basic Assistance Agreement, to the Government cooperating agency described in the agreement.

The following types of revisions may be made to this document with the signature of the UNDP Resident Representative and the State Planning Commission provided he or she is assured that the other signatories of the document have no objections to the proposed changes:

Revisions of, or additions to, any of the annexes of the PA;
Revisions that do not involve significant changes in the immediate objectives, outputs, or activities of a project, but are caused by the rearrangements of inputs agreed to or by cost increases due to inflation; and
Mandatory annual revisions, which re-phase the delivery of agreed project inputs or increased Consultant or other costs due to inflation or take into account agency expenditure flexibility.

The office of the Resident Representative of the UNDP will provide the Ministry of Higher Education and the State Planning Commission with the necessary logistical and administrative support for the implementation of the project.

Annex I
In Kind Contributions

Center Location: (Preferably Mezzeh Campus)

Size (100- 150 m2)

- Internal Divisions:
- 1- Reception area.
 - 2- Resource center.
 - 3- Computer area.
 - 4- Management area including a conference room and counseling area.

Furniture:

Description	Qty	Estimated cost SP	Total SP
Reception Counter	1	20000	20000
Bookshelves	6	40000	240000
Reading table	6	15000	90000
Chairs	30	3000	90000
computer tables	6	30000	180000
conference table for 10 people	1	50000	50000
		Total	670000

Equipment:

Description	Qty	Estimated cost	Total
Computers	10	30,000	300000
Printers	3	35000	105000
Photocopiers	1	100000	100000
Switchboard	1	75000	75000
Computer network	1	300000	300000
Fax	1	25000	25000
Telephone set	8	2500	20000
		Total	925000

The total cost of furniture and equipment will be approximately SYP 1595000. The in kind contribution will include manual resources and electronic subscriptions to recommend website to be agreed upon with the UoD.

CMC Training Framework
Beneficiaries
annex II

The training that will be offered by the CMC will cover the following themes:

I: Basic Career finding skills:

- Form of training: Workshops
- Trainer background: Professional Trainer in the field subject of the Training
Categories:
 - o Basic CV writing skills
 - o Job Interview Skills

II. Career Planning:

The aim of this theme is to make the students identify their own skills as well as to know their true ambition in order to find the job that is suitable to them

- Form of training: Workshops
- Trainer background: Professional Trainer & Successful Entrepreneurs

III. Introduction to Job Sectors:

The aim of this theme is to make students better identify the industry sector that they are seeking job opportunities into and to also explore the different job opportunities available in these sectors

- Form of training: Interactive presentations
- Trainers: Consultants according to their industry sectors specialization

IV. Introduction to Entrepreneurship:

The aim of this theme is to encourage students to become entrepreneurs and therefore becomes Job makers rather than Job Seekers

- Form of Training: Presentation
- Trainer Type: Entrepreneur)

V. Success Stories:

Informal gathering in which successful stories from the local and regional community are explored in an attempt to raise the enthusiasm of the students as well as to showcase the reasons behind such successes

VI. General Training:

In addition to the career related training, the CMC can act as a link between other training courses providers and the students, such training can include:

- Languages Courses
- IT courses
- Professional qualifications

**Generic
TOR
Government Project Coordinator**

Project Title: [REDACTED]

Project No: [REDACTED]

Project Background:

Objective:

The Government national project coordinator is the focal point of the executing agency vis-a-vie the project. He/ She facilitates the implementation aspects of project activities.

Duties:

The coordinator will act on behalf of the related ministry (execution agency) and will have the following responsibilities:

- Ensures coordination of all project activities between all parties (related ministry - UNDP and other).
- Follows up on all activities and transfer opinion of executing agency to project during implementation.
- Participates in the periodic project meetings as well as TPR and Steering Committee.
- Assures homogeneity at all levels (technical/ functional) related matters and insure quality assurance of process.
- Participates in preparing project progress and quarterly reports, biannual, and final reports.
- Provides information on the technical level and administrative issues (rules and regulations of the ministry) to enhance the link between UNDP- project and the ministry.
- Facilitates the job of the National Project Director and staff in implementing project activities.
- Ensures smooth continued support from the staff of the ministry.
- Reports any problems obstacles to the head of the executing agency and obtains relevant solution.

Generic
TOR for National Project Director

Project Title: [REDACTED]

Project No: [REDACTED]

Name: [REDACTED]

I. Background: (Brief description of project in present tense)

II. Responsibilities:

1) Management:

- a) Assumes operational management of the project in consistency with the project document.
- b) Ensures that UNDP rules and regulations are implemented in all projects' activities, procurement and recruitment cases and others;
- c) Manages project staff;
- d) Participates in all project meetings and annual reviews;
- e) Liaises with UNDP programme officer on daily/weekly basis to ensure proper monitoring and realizing results;
- f) Supports resource mobilization efforts to increase resources in cases where additional outputs are required and insures cost sharing paid on time where applicable.
- g) Supports to media/communications work of the project;
- h) Ensures that UNDP is invited to all important meetings.

2) Technical: (add issues as necessary)

- a) Assumes overall responsibility for the successful execution and implementation of the project towards achieving the outputs.
- b) Prepares annual and detailed quarterly work plans and discusses draft with UNDP and executing agency.
- c) Obtains approval on quarterly work plans and annual work plan from Project Steering Committee.
- d) Implements quarter work plan and monitors activities.
- e) Ensures proper resources and level of effort provided to insure timely delivery of activities.
- f) Plans and arranges, in consultation with UNDP, the procurement of project services in line with laid out process;
- g) Shares with UNDP draft document and outputs for comments, as well as final products.
- h) Prepares ToR for relevant project's staff and consultants and follow up their work.

3) Financial

- a) Acts on behalf of the executing agency in preparing and adjusting commitments and expenditures.

- b) Acts as the sole authorizing officer for all project financial transactions (i.e. approve all financial expenditures and sign all direct payments.)
- c) Authorizes commitments of resources and expenditures for inputs including staff, consultants, goods and services and training
- d) Acts as the Responsible officer for delivery of project's services and achieving annual financial delivery targets;
- e) Manages the project resources e.g. vehicles, office equipment, furniture and stationery procured under the project and maintain asset register;
- f) Ensures that appropriate accounting records are kept and organized;
- g) Facilitates and cooperate with audit requirements at all times, as required.

4) Reporting

- a) Prepares draft technical and other documents as required including the reporting on the following requirements:
 - Monthly and quarterly technical reports of progress on project. activities and financial statements of expenditure for the project.
 - Annual project reports (APRs) and a Terminal Report at the end of the project in line with UNDP's formats.
 - Final financial report at the end of the project.
 - Technical, policy and briefing papers as requested by UNDP and the executing agency.
 - Any documents needed for the TPR meeting and other meetings.

5) Facilitation

- a) Ensures that UNDP's name is mentioned in all publications, workshops, and project's activities;
- b) Serves as the focal point of the project for coordination of the project activities with UNDP, the Government and other partners.
- c) Ensures that the Government in kind inputs for the project are available;
- d) Leads efforts to build partnerships for the support of outputs indicated in the project document;
- e) Any other business as required.

IV. Reporting Line: - To the Implementing Agency (Project Board) and respective UNDP Programme Officer.