



Beirut Office

United Nations
Educational, Scientific and
Cultural Organization

BIENNIAL ACTIVITY REPORT 2014/2015



**UNESCO REGIONAL BUREAU
FOR EDUCATION IN THE ARAB STATES**

**Cluster Office for Lebanon, Syria, Jordan, Iraq
and the Palestinian Territories in the Middle East Cluster**



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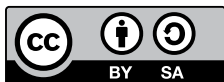
2014/2015

UNESCO REGIONAL BUREAU FOR EDUCATION IN THE ARAB STATES

Cluster Office for Lebanon, Syria, Jordan, Iraq
and the Palestinian Territories in the Middle East Cluster

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MESSAGE FROM UNESCO OFFICE IN BEIRUT



This biennial report summarizes the work and achievements accomplished between 2014 and 2015 by the UNESCO Office in Beirut that acts as the UNESCO Regional Office for Education in the Arab States and Cluster Office for Lebanon, Syria, Jordan, Iraq and the Palestinian Territories in the Middle East Cluster. All activities were implemented in line with the strategies of the UNESCO 37C/5 Programme and Budget (2014-2015) as well as national and regional humanitarian and development plans.

The report focuses on the progress and achievements related to all UNESCO programme sectors, namely:

1. Enhancing Quality Education and Lifelong Learning for All
2. Management of Biosphere Reserves and Water Resources
3. Promoting Social Transformations and Intercultural Dialogue
4. Protecting and Conserving our Culture
5. Fostering Freedom of Expression and Access to Knowledge

It also provides a summary of UNESCO's activities and contributions in response to the Syria Crisis, through the implementation of various activities and projects in Lebanon and Syria that have been made possible thanks to the generous financial support of donors namely the Arab Gulf Programme for Development (AGFUND), the European Union, the Government of Finland, the Government of Flanders, Kingdom of Saudi Arabia and the State of Kuwait.

As a Member of the United Nations Family, UNESCO forms part of the United Nations Country Team (UNCT) in Lebanon and Syria and actively contributes to the overall efforts by the UN supporting both governments, particularly through the development and implementation of humanitarian and development plans. The activities implemented jointly with sister UN agencies during the 2014-2015 period are also covered by the report. The Office also produced a significant number of resource and training materials which have supported national governments, educational and research institutions, as well as civil society.

The generous contributions from donors and increasing partnerships make it possible for UNESCO to implement ambitious programmes in all the five sectors and significantly contribute to Arab Member States' national development efforts and regional collective strive towards equitable and inclusive sustainable development.

Looking ahead for the next programming period of 2016/2017, and capitalizing on the achievements made and partnerships forged, UNESCO will be at the forefront of supporting Member States to operationalize the Agenda 2030 for Sustainable Development through the Organization's fields of competence, in particular in Education for the Sustainable Development Goal 4 – Education 2030 Agenda. UNESCO will also scale up its programme to contribute to resilience building in the context of the Syria Crisis response.

On behalf of the UNESCO Office in Beirut, I would like to take this opportunity to express my sincere appreciation to the Arab Member States, partners and donors for the excellent cooperation and collaboration, and at the same time reiterate our firm commitment and readiness to contribute to national and regional aspirations.

Happy Reading!

Hamed Alhammami

Director, Regional Bureau for Education in the Arab States
Representative to Lebanon and Syria

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List of Acronyms

ACOPED	Arab Community of Practice for Education Development
ACSS	Arab Council for Social Sciences
AGFUND	Arab Gulf Programme for Development
ALECSO	Arab League Educational, Scientific and Cultural Organization
APEEPA	Arab Programme on Education Evaluation and Policy Analysis
ARAIQ	Arab Regional Agenda for Improving Education Quality
ASCATEP	Arab States Center for Administration and Training of Education Personnel
AUF	Agence Universitaire de la Francophonie
CI	Communication and Information
CLT	Culture
CSO	Civil Society Organisation
CEB	Chief Executive Board for Coordination
DGA	Directorate General of Antiquities
EASE	Enhancing Access to Secondary Education & Quality Results Affected by the Syrian Crisis
ED	Education
ECCE	Early Childhood Care and Education
EFA TTF	Education for All Teacher Task Force
EPE	Entrepreneurship Education
ESCWA	Economic and Social Commission for Western Asia
ESD	Education for Sustainable Development
ETF	European Training Foundation
EXB	Extra Budgetary Funds
FAO	Food and Agriculture Organization
FIT	Fund in Trust
GCE	Global Citizenship Education
ICARDA	International Center for Agricultural Research In The Dry Areas
ICCROM	International Centre for the Study of the Preservation and Restoration of Cultural Property
ICOMOS	International Council on Monuments and Sites
ILO	International Labor Organization
INTERPOL	International Criminal Police Organization

KSA	Kingdom of Saudi Arabia
MOE	Ministry of Education
MOHE	Ministry of Higher Education
MOST	Management of Social Transformations
MS	Member States
NATCOM	National Commission for UNESCO
NBC	National Bioethics Committee
NETMED Youth	Networks of Mediterranean Youth project
PCPD	Post Conflict Post Disaster
QUEST	Quality Universal Education for Syrian Students and Teachers
RP	Regular Programme
SHS	Social and Human Sciences
SRGBV	School Related Gender Based Violence
TIMSS	Trends in International Mathematics and Science Study
TOT	Training of Trainers
TVET	Technical and Vocational Training
UN	United Nations
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNEVOC	UNESCO International Centre for Technical and Vocational Education and Training
UNIFIL	United Nations Interim Force in Lebanon
UNRWA	United Nations Relief and Work Agency
WCO	World Customs Organization
WH	World Heritage
WHC	World Heritage Centre
WSA	Whole-School Approach



Introducing UNESCO and the Beirut Office

UNESCO – The United Nations Educational, Scientific and Cultural Organization was established on 16 November 1945, and celebrated its *70th anniversary in 2015*. It is a United Nations Specialized Agency that promotes international co-operation among its 190 Member States and six Associate Members in the fields of Education, Science, Social Sciences, Culture, Communication and Information. UNESCO has a unique role to play in strengthening the foundations of lasting peace and sustainable development. The Preamble to the Constitution of UNESCO declares that *“Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed”* and as defined by the Constitution, the purpose of the Organization is “to contribute to peace and security by promoting collaboration among nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations”.

The *General Conference* is the primary decision-making body of the Organization, comprising representatives of all Member States. It meets every two years to determine the policies and main lines of work of the Organization. Following the principle of one vote per country, the General Conference approves UNESCO's programme and budget. Every four years, it appoints the Director General based upon the recommendations of the Executive Board.

The *Executive Board*, composed of 58 Member States, meets twice a year to ensure that decisions taken by the General Conference are implemented. It is also responsible for preparing the work of the General Conference and examining the Organization's programme and budget.

The *Secretariat* consists of the Director General and the Staff. UNESCO is the only UN agency to have a system of *National Commissions* in its 190 Member and Associate States. The Commissions form a vital link between the civil society and the Organization and provide valuable insight concerning the Organization's programme and help coordinate and implement initiatives at national level.

UNESCO is financed by the Member States through their contributions for a regular two-year budget. The Organization also benefits from substantial extra-budgetary resources to strengthen its programmes, especially in its network of 54 Field

Offices, and to increase its outreach activities. Since the beginning of 2002, the UNESCO Office in Beirut has assumed two new roles within a global network of offices and bureaus:

- Regional Bureau for Education in the Arab States
- Cluster Office for Lebanon, Syria, Jordan, Iraq and the Palestinian Territories in the Middle East Cluster

As a Regional Bureau, the UNESCO Office in Beirut is a centre of expertise in the field of Education for the Arab world serving 19 Arab countries in the region in the field of Education. In addition to their common language and culture, Arab countries enjoy cultural variations and different national and sub-regional priorities and concerns that UNESCO takes into account when fulfilling its mandate.

As a Cluster Office, its role is to implement UNESCO's Biennial Programme by adapting the implementation of programs in its fields of competence to the specific characteristics of the Cluster countries and working to ensure an active presence in each Member State. It is responsible for providing assistance both upstream and downstream through planning, programming, implementation, monitoring and evaluation of activities. The Director of the UNESCO Office in Beirut serves as both the Regional Director for Education in the Arab States and as the UNESCO Representative to Lebanon and Syria.



The UNESCO Office in Beirut closely coordinates and cooperates with 12 Category-2¹ Centres in all UNESCO disciplines in the region. Here is a list:

EDUCATION

- Regional Centre for Adult Education (ASFEC), Sirs El-Layyan, Arab Republic of Egypt
- Regional Centre for Educational Planning (RCEP), Sharjah, United Arab Emirates
- Regional Centre for Quality and Excellence in Education (RCQE), Kingdom of Saudi Arabia
- Regional Centre for Early Childhood Care and Education in the Arab States (RCECCE), Damascus, Syria

CULTURE

- Arab Regional Centre for World Heritage (Arc-WH), Bahrain
- International Museum for Women in the Arts (IMWA), Amman, Jordan

¹ Category-2 institutes and centres are under the auspices of UNESCO but are not legally part of the Organization; they are associated with it through formal arrangements approved by the General Conference. They contribute to the execution of UNESCO's programme through capacity building, the exchange of information in a particular discipline, theoretical and experimental research, and advanced training. UNESCO has also designated 81 International and Regional Institutes and Centres under its auspices

- Regional Centre for Contemporary Art, Doha, Qatar
- Regional Centre for safeguarding intangible cultural heritage in Africa, Algiers, Algeria

NATURAL SCIENCE

- Regional Centre for Shared Aquifer Resources Management (RCSARM) Tripoli, Libyan Arab Jamahiriya
- Regional Centre for Training and Water Studies of Arid and Semi-arid Zones (RCTWS), 6th of October City, Egypt

SOCIAL AND HUMAN SCIENCES (SHS)

- International Centre for Human Sciences (IHS), Byblos, Lebanon

COMMUNICATION AND INFORMATION

- Regional Centre for the Information and Communication Technology, Manama, Bahrain





UNESCO as a Member of the United Nations Family

As a member of the United Nations family, enhancing UNESCO's participation in the United Nations system is one of the main agreed directions for change in UNESCO's new programme cycle and one of the imperatives of UNESCO's reform. Hence, UNESCO has since been working towards contributing to creating the conditions of successful UN cooperation at country, regional and global levels through the competent inter-agency mechanisms, including assuming leadership positions at the Chief Executive Board for Coordination and its subsidiary pillars, as well as UN country teams. For the UNESCO Office in Beirut, as the representative office for Lebanon and Syria, the Organization forms part of the United Nations Country Team in these two countries and actively contributes to collective UN approach to supporting the Governments of Lebanon and Syria particularly through contribution to development and implementation of the United Nations Strategic Framework, the Lebanon Crisis Response Plans, Syria Response Plans and related strategies based on the Organization's comparative advantage. At the technical level, UNESCO is an active member of thematic groups for the Organization's fields of competence with particular focus on Education, Social and Human Sciences (youth and social cohesion) and Culture.

UNESCO also contributes to the operational cost of the United Nations System in accordance with agreements that specify the relevant financial and budgetary arrangements.

In addition to ensuring UNESCO's contribution to, and participation in, joint strategic planning, UNESCO proactively seeks out UN joint partnerships in implementation of programmes and policy-level support to Arab Member States. One major example of such partnership with the UN sister agencies is the agenda setting and consensus building around the Sustainable Development Goal's Agenda, particularly the Goal 4, commonly known as Education 2030, whereby UNESCO has been working very closely with co-conveners of the Goal, namely UNICEF, UNFPA, UNDP, UNFPA, ILO, as well as UNRWA. This process started in 2013 and culminated at the end of December 2015 in development of, and agreement on, a regional 'roadmap' to operationalize the 2030 Agenda in the Arab region.

Another example is the leveraging of UNESCO's convening power and technical competence as the only UN agency with mandate in culture to bring together high-level representatives of major stakeholders of the UN and the Government of Syria to broker a consensus on an action plan to halt the loss of cultural heritage and prepare post-conflict priority actions. A high-level strategic partnership

was successfully implemented during the 2014-2015 biennium with UNIFIL whereby within the framework of UNESCO's concern to protect and conserve cultural heritage, awareness raising and sensitization session of UNIFIL officers was held on the need to protect cultural property.

Furthermore, UNESCO is regularly called upon to provide high-level technical assistance, an example of which is with UNRWA, whereby UNESCO developed an evaluation framework for self-learning material and implementation guidelines in mid-2015.

In actual fact, since its inception in 1950, UNESCO has been supporting the UNRWA education programme by providing strategic and technical expertise through high-level UNESCO education staff. A Memorandum of Understanding signed in 2014 is testament to the importance of its partnership of more than 60 years in order that the two agencies work ever more closely to ensure provision of quality education for all Palestinian children and youth under the responsibility of UNRWA, as a fundamental human right and prerequisite for work and life.

السكان في المملكة الأردنية
يقسم المجتمع الأردني من حيث المصنفة إلى
١) الحضر وهم سكان المدن ويعملون بالوظائف وال
٢) الريف وهم سكان القرى ويعملون بالزراعة
٣) البدو وهم لسكان الصحراء يعملون بتربية المواشي



HIGHLIGHTING UNESCO BEIRUT PROGRAMME ACHIEVEMENTS



Enhancing Quality Education and Lifelong Learning for All

The 2014-2015 period was very critical for development in the education sector across the world, especially in the Arab region. UNESCO played a crucial role in mobilizing the Arab community to accelerate progress towards, as well as assessing the Education for All (EFA) goals before the 2015 deadline. In order to lay the foundations for the post-2015 education agenda, UNESCO provided technical support to the Member States to review the significant policy and programmatic developments and achievements since the EFA objectives were set by the international community including Arab Member States in Dakar in 2000. As a result, the Member States were able to reach a consensus on what the main education challenges and needs were to achieve the SDG 4 - Education 2030 goal of inclusive and equitable quality education and lifelong learning for all.

As one of UNESCO's global priorities is to promote gender equality worldwide, UNESCO also placed an importance on the issue of gender equality. At the regional level, UNESCO implemented programmes and activities focusing on advocacy and sensitization on gender equality and on enhancing capacities for gender mainstreaming at all levels of both formal and non-formal education and adult education.

Policy, Planning and Management



Sound policies and plans remain essential for achieving educational development goals and contributing effectively to lifelong learning. There is a growing demand for policy review that is emerging as a strategic process for promoting dialogue, exchange and peer learning around education challenges and related responses. UNESCO is called upon more than ever to support education policy development, in-country and regional policy analyses, and national strategic planning processes in light of the international development goals.

Capacity development for sector-wide policy formulation and planning in the Arab Region

As a critical vehicle to support Member States towards the achievement of the six EFA Goals, UNESCO launched in 2003 a major programme called *Capacity Development for Education for All* (by short, CapEFA). The primary objective, is to provide support to least developed countries furthest from achieving the EFA goals, to strengthen national capacities in order to develop and sustain national education systems towards attaining quality education for all. The Programme supports priority countries in four thematic areas:

1. Sector-wide policy and planning;
2. Literacy;
3. Teachers; and
4. Technical and Vocational Education and Training.

In the Arab region, an analysis of the 14 UNESCO Education Sector Support Strategy (UNESS) documents was conducted, which pointed to the critical need for the strengthening of national educational planning and management capacities as a priority to be addressed. In addition, a study was conducted to identify institutions in the region to support and address the priority needs. Following an extensive background study and comprehensive analysis, three centres were identified as collaborating institutions of a regional project with a focus on sector-wide policy and planning: *Centre d'Orientation et de Planification de l'Education (COPE) based in Rabat, Morocco, National Centre for Human Resource Development (NCHRD) based in Amman, Jordan, and Regional Centre for Educational Planning (RCEP) based in Sharjah, United Arab Emirates.*

Launched in 2010, the regional project had two principal objectives:

1. Assess and elaborate action plan on capacity development needs in educational policy, planning and management for selected number of countries in the region; and
2. Strengthen national capacity in educational policy, planning and management through the establishment of sustainable collaborative mechanisms to ensure continuity and regional self-sufficiency in capacity development. The project was designed in a way to enhance three collaborating centres' institutional skills for delivery of support to Member States in the Arab region. The respective Field Offices namely Rabat, Amman and Doha Offices, provided extensive support to implement project activities.

With 2015 being the target year of EFA, the CapEFA Programme is undergoing an external evaluation in order to find out to what extent the Programme's objectives have been achieved and inform programmatic orientation for the post-EFA agenda. The Arab regional programme has also been evaluated externally, after three successive phases. UNESCO organized a two-day Strategic Planning Meeting on 5 and 6 October 2015 with the participation of three centres Directors/Senior Staff and UNESCO Staff from HQ, IIEP and Field Offices in the region, in order to jointly plan a way forward in the light of a regional operationalization of the Education 2030 Agenda. The primary objective

of the Meeting was to plan for the next phase of this regional initiative with a focus on planning and managing the Education 2030 agenda in the Arab region, on the basis of the Regional Programme's external evaluation findings and recommendations.

On the basis of discussions on the findings and recommendations of the external evaluation and presentations and discussions made during the two-day meeting, the participants agreed to collectively work towards development of a new programme with the vision of transforming the three centres as *Sub-Regional Centres of Excellence in Education Planning and Management* by 2020, through further capacity development efforts. Proposed common expected outcomes could be two-fold:

1. The three centres have the strengthened capacities to serve as sub-regional centres of Excellence in EPM; and
2. The three centres contribute to and benefit from an enhanced regional network through sharing of expertise and experiences.

During the meeting, the participants worked on a draft workplan of action at the centre level. Taking on concrete recommendations made by the external evaluation, it was agreed that such a workplan would focus on five areas of intervention:

1. Political recognition and status,
2. Institutional capacity and training needs and modalities of implementation;
3. Advocacy;
4. Resource mobilization; and (5) Networking at regional level.

Arab Programme on Education Evaluation and Policy Analysis (APEEPA)

Improving the quality of education is one of the most important and urgent challenges for the future of the Arab world. This was acknowledged at the *Doha Colloquium on Quality Education for All* (September, 2010). The Doha Colloquium resulted in an Action Plan which proposed a programmatic response in the form of an *Arab Regional Agenda for Improving Education Quality* (ARAIEQ), endorsed by the Arab Ministers of Education on December 22, 2010. The Arab League Educational, Scientific and Cultural Organization (ALECSO) was responsible for the management and coordination of ARAIEQ, which was funded by the World Bank. The *Arab Programme on Education Evaluation and Policy Analysis* (APEEPA) was part of the regional initiative ARAIEQ and managed by UNESCO.

The overall goal of APEEPA was to strengthen national capacity in analyzing assessment data and offering contextual benchmarking for all

aspects of education quality. Arab States are heavily engaged in national and international assessments, but little work is done on the translation of data into information, policy and practice. APEEPA activities included:

1. *Mapping of national evaluation systems in the Arab countries:* Arab countries were invited to take part in benchmarking their evaluation systems using standardized tools developed by the World Bank Systems Approach for Better Education Results (SABER) program. Results of this mapping exercise have been published in a joint ALECSO-UNESCO report in both Arabic and English.
2. *Technical assistance to individual countries for the development of comprehensive national capacity in the area of assessment:* Two proposals have been developed for strengthening national evaluation systems in Libya and Mauritania.



3. *Technical workshops that aim at identifying national educational issues, improving analysis skills and developing national reports:* Two training workshops were organized in collaboration with the World Bank and the National Center for Human Resources Development in Amman to strengthen the analytical skills of national assessment experts using the 2011 Trends in International Mathematics and Science Study (TIMSS) database and results, and strengthen the writing skills of the TIMSS national teams.
4. *Regional seminar on student assessment in the Arab States:* Held in Kuwait on 19-20 November 2014, in collaboration with ALECSO, the World Bank and the IMF-Middle East Center for Economics and Finance (CEF) in Kuwait, to present evidence-based policy guidance to policy makers. The seminar was attended by

representatives from 21 Arab countries (including Comoros, Djibouti and Somalia). The seminar resulted in the following recommendations:

- Prioritize evaluation actions in accordance to national needs and interests, focusing more on enhancing classroom assessment;
- Careful planning of requirements of robust and sound assessment systems focusing on building national capacities, establishing sound governance and legal frameworks and introducing accountability mechanisms to education systems;
- Broaden the scope of assessment to include emerging trends such as global citizenship and meaningful learning outcomes.





Partnership for Arab Education Development

An important function of UNESCO as a Regional Bureau for Education was the creation of a network for education development tailored to the needs and specifications of the Arab region entitled *Arab Community of Practice for Education Development (ACOPED)*. ACOPED plays a central role in the facilitation of national, regional and global discourses around education development in the Arab States, and works to identify gaps, critical issues and emerging areas of need and interest related to education development. The network aims to broaden access to and improve the quality of education in the Arab Region, through dissemination of new trends and knowledge of teaching and learning practices at regional and international levels. The specific objectives of this project which is implemented in partnership with the Arab Thought Foundation are to:

1. Strengthen capacities of education stakeholders in the Arab region to plan and implement education systems by creating and facilitating a space for open discussion and experience sharing of education in the Arab States, in Arabic;
2. Improve the practice of education through the dissemination of trends, research outcomes, classroom-based techniques, effective practices, and tools and documents in Arabic, to be used at local levels by practitioners, administrators, planners and curriculum and policy developers;
3. Drive forward the education agenda within the Arab region through the establishment of a high-level platform for the identification, discussion and analysis of the regional and respective national educational needs.

EFA coordination, advocacy, partnership and monitoring in the Arab Region

The EFA Arab Regional Conference for the Arab States on Education Post-2015 was held in Sharm El Sheikh, Egypt (27-29 January 2015), in partnership with ABEGS, UNHCR and UNICEF. Around 160 participants including Ministers of Education and senior officials of Ministries of Education from 16 Member States in the region participated in the conference in order to discuss and agree on issues, trends, challenges and future priorities for education on the basis of the National EFA reviews, and develop regional recommendations for the international *Framework for Action* to be adopted at the World Education Forum in Incheon in 2015.

The meeting took stock of regional EFA progress, yielded lessons learnt for the future and examined issues, trends, challenges and future priorities that need to be addressed regionally in the future education agenda. The meeting resulted in an

outcome statement from the Arab region with recommendations for education post-2015 (which later informed the World Education Forum) and concluded in a shared vision and understanding of EFA status in the region, a regional perspective on the proposed post-2015 global education goal and targets and regional contributions to the development of the post-2015 *Framework for Action* and implementation strategy. Despite the heterogeneity in progress achieved and results reached and sustained, all countries in the Arab States Region have shown a certain level of commitment to the EFA agenda and have considered available resources to try and achieve better and more equal education for their young citizens. The region in general terms has made the most noticeable progress in EFA goals 2, 4 and 5; in primary enrolment rates, literacy and in gender parity and equality. Many obstacles persist in achieving better and faster progress in increasing access to pre-primary education and improving the general quality of education in the Arab States.





Regional Centre for Early Childhood Care and Education in the Arab States (RCECCE) in Syria

Available data suggests that regional progress in ECCE is falling behind. In order to enhance Early Childhood Care and Education (ECCE) foundation for learning and development, the Syrian Arab Republic has established a category-2 centre to serve as a regional centre promoting ECCE in the region in terms of policies and programs. In response to the urgent challenges facing ECCE, the centre is providing teacher training, as well as psychosocial support training to practitioners and is following up on capacity building and production of resources on education in emergencies in Syria. Due to ongoing Syria crisis, the centre is only functioning at a national level.

Teacher Policies and Practice in the Arab States

UNESCO's work on teachers focused on developing a *Regional Teacher Policy Framework and Resource Pack*. It is a document spelling out the concept of forward thinking teacher policy in the Arab Region by balancing quantitative and qualitative elements. It points to the ingredients of good policy, as well as to the appropriate policy levers to translate teacher policies into promising practice. The resource pack provides examples/cases of promising teacher policy and practice from the Arab States and from countries from a comparative perspective. The document is the results of several face-to-face workshops (Amman, Dec. 2012; Doha, Oct. 2013; Beirut, Dec. 2014) that have been carried out in cooperation

with UNESCO Amman, Doha and HQ, as well as of on-line cooperation. The views expressed by stakeholders and partners have been integrated in a finalized version shared during an expert meeting in Beirut (19-20 Oct. 2015). The Teacher Framework will be complemented by “Frameworks in the Framework”. For instance, for different issues/topics/dimensions addressed in the Framework, more in-depth concept papers and technical notes will be developed at sub-Regional/country level, based on customized needs. The Teacher Framework will be also accompanied by customized training materials for different topics/dimensions within specific policy areas and levers.

UNESCO has also contributed to UNESCO HQ’s work on teachers by providing an Arabic version of the *UNESCO Guide for Gender Equality in Teacher Education* and by contributing to the review of UNESCO’s Teacher Policy Guide developed by the Teacher Task Force for EFA.

The role of teachers in enhancing education quality has been explored through the *Whole-School Approach* (WSA) project carried out in Lebanon. A WSA handbook has been reviewed with teams from 18 Lebanese schools in the context of a WSA workshop held in Beirut (16-17 Oct. 2015). The WSA handbook addresses the need and possibilities that bottom-up and top-down approaches inform and support one another.

Design and implementation of TVET policies

Transforming TVET policies to meet regional and country merging issues, such as youth employment, the role of teachers and instructors, entrepreneurship education, and greening TVET, in line with TVET Congress Consensus (Shanghai, May 2012) and UNESCO Strategy for TVET (2010-2015), has been one of the important policy decisions that UNESCO has taken. UNEVOC centres in the region are the main partners together with UNESCO, ILO and ETF and pledged to support country efforts and plans on integrating entrepreneurship education



in both general education and TVET programmes. *Entrepreneurship Education (EPE) Training Modules* were developed in 13 Arab countries to promote Life-Long Learning and Distance Training for both Secondary education and TVET programmes in the Arab countries.

A total of 34 officials and experts from Ministries of Education: Teacher Training Departments, UNEVOC centres, and Universities took part in the regional workshop organized jointly by UNESCO, ALECSO, and the Virtual University of Tunis (VUT) to promote regional and international cooperation on TVET Innovative programmes. In a national seminar (Beirut, February 2015) 40 officials from governments, UNEVOC centres, and universities shared experiences on enhancing “Work and Life Skills” in the education and training system of Lebanon, involving Civil Society-NGOs, Business, and Industry, while 50 TVET teachers in Homs and Damascus benefited from two Training Workshops (March & April 2015) on the promotion of education for sustainable development in TVET Programmes, involving youth and local communities.

Quality and Quality Assurance of Higher Education Systems in the Arab States

UNESCO’s work in Higher Education has focused on developing a *Higher Education Policy Framework and Resource Pack*. Following two workshops in 2013 (Beirut, May 2013 and Khartoum, Nov. 2013), the main corpus of the Framework has been further on developed and several papers have been

added in 2014/2015. The document emphasizes the need to focus on quality and quality assurance (QA) on comprehensive education vision, as well as on forward-thinking concepts of learning in the context of a knowledge society and technology-permeated environments, including in labor markets. It unpacks important dimensions of quality and QA, while pointing also to policy levers that could help translate higher education policy into promising practice. Based on examples from the region and from other parts of the world, the document is also a means of learning from one another based on sound comparative approaches.

UNESCO has also co-organized a *WB-led MENA-Higher Education Conference* with a focus on *Governance and Information sharing* (May 2015) during which a second improved rendition of a Governance screening card has been shared. Through extensive cooperation with DGHE/MEHE, UNESCO has also contributed to national consultations in Lebanon on e-learning and internal quality assurance.

In preparation of several important programmes of the next Biennium, UNESCO conveyed a *Higher Education Expert Meeting* (18-19 Nov. 2015 in Beirut). The meeting focused on exploring the role of ICTs in higher education (i.e. promises and challenges), as well as on strategies of enhancing QA in the context of Lebanon, whose Universities will need to put in place internal quality assurance by 2017.

Quality and Relevance of Education



Quality and relevance of learning is central to achieving the Sustainable Development Goal 4. While significant progress on equitable access to education has been made over the years, there has never been a more pressing need to ensure the right of all to quality education and relevant learning in a manner that is inclusive and respectful to the diversity of learners needs. As a result, during the 2014-2015 period, UNESCO has been supporting Member States by providing technical assistance to curriculum reviews, and trained educators to improve the quality of education through enhanced teaching and learning, as well as material development to allow students to achieve meaningful learning outcomes.

Capacity development of educators in Arab States to scale up inclusive and gender sensitive literacy programs

Despite the increasing number of primary school enrollment in the Arab States, the region is still suffering from more than 50 million illiterate persons, two third of them women. There are six LIFE² countries in the region with low literacy rates; namely Egypt, Iraq, Sudan, Morocco, Mauritania, and Yemen. During the past five years, UNESCO has invested lots of efforts to enhance the capacity of literacy personnel in planning and delivery of literacy programmes in the above mentioned LIFE countries. Despite these efforts, illiteracy is increasing and the

quality of programs is deteriorating. UNESCO continues its efforts to build on past achievements and scale up the capacity for literacy personnel to plan and implement literacy work. Within this framework, capacity of literacy institutions in Iraq, Egypt, Morocco, and Mauritania to plan, deliver, and manage literacy and inclusive education was strengthened. In Iraq, for example, system building focusing on conducting large scale training and development of national core materials and a data system for literacy monitoring and management was done. This contributed in improving advocacy for literacy.

² A LIFE country either has 50% of population which is illiterate or the country has more than 10 million illiterate persons.

Furthermore, educational knowledge across the region was enhanced through the development of on-line platforms for sharing best practices and experiences among educators; such as the Arab Community of Practice and ECCE Arab Networks. Within the programme, resources were mobilized to develop innovative modalities for outreach, targeting refugees and other vulnerable communities, such as community learning centres in Iraq, life skills, income generating projects for women in Egypt, Iraq, and Morocco, and accelerated learning programme in Lebanon. Training on the *Minimum Standards for Education in Emergencies* were also delivered in Lebanon, Iraq and Jordan in collaboration with INEE and education partners in all three countries.



Learning and Competency Development in the Arab States

UNESCO over the last two years focused on exploring the links between learning, curriculum and competency development in the Arab States with a view of emphasizing the pre-conditions for the successful development of key competencies for studies, life and work. To this end, an expert meeting was held in Beirut (8-9 December, 2014) that aimed at identifying promising practices in, as well as challenges to, competency development in the countries of the Arab Region. Subsequent to this expert meeting UNESCO has developed a booklet on learning, curriculum and competency development in the Arab States that will inform future debates in the region, as well as education policies with regard to enhancing learning outcomes for all. The booklet explores effective avenues of balancing knowledge, skills and attitudes development within forward-thinking curriculum provisions. It envisages equally priorities that need to be tackled, such as developing higher-order thinking skills; and learning to live together peacefully.

UNESCO's expertise has been also requested in the context of different programmes focusing on learning and curriculum in the Region, such as the curriculum review programme of the Supreme Education Council/SEC, Qatar (2013-2014) and UNRWA's workshop on self-learning materials in the context of the Syria crisis (July 2015). UNESCO specialists have also contributed

substantively to several UNESCO HQ programmes focusing on learning, such as *Strengthening National Systems of Assessment* (expert meeting of February, 2015 in Paris) and *Global Citizenship Education* (throughout 2014).

Comprehensive Development of Commercial Education Curriculum

This project was implemented upon agreement between UNESCO and the Ministry of Education in the Kingdom of Bahrain. Its main objectives were to:

1. Review and update the curricula for the commercial subjects, both core and optional subjects, within the new unified stream of secondary education;
2. Prepare new textbooks for the commercial subjects based on the revised curriculum;
3. Train core teams of trainers on the introduction of the revised curriculum and new textbooks so that they can train all the teachers in teaching commercial subjects in general secondary schools.

The Directorate of Curricula/Ministry of Education-Kingdom of Bahrain was the main implementing partner of the project activities, in cooperation with UNESCO HQ and UNESCO Office in Beirut. In 2014/2015, two training workshops were held:

1. A training workshop for 28 teachers on the implementation of the new book on Banking and Banking Operations, (December 2014);



2. Training workshop for supervisors and senior teachers on textbook, E-Business within commercial education curricula (Manama, 15-17 November 2015).

The project which ended in December 2015 gave the following results:

1. 326 teachers and supervisors at the Ministry of Education benefited from the capacity development training workshops;
2. 18 secondary education textbooks in commercial education were reviewed and updated;
3. 20 international and national experts (from Bahrain) were part of the core experts/consultants in the project, from lead universities in Bahrain and the United Kingdom (UK).

Global Action Plan (GAP) for Education for Sustainable Development (ESD)

UNESCO, alongside government institutions (NATCOMs, MOEs, and MOHEs), and regional universities partnered together to implement the GAP-ESD as a follow-up to the ESD Declaration launched in Aichi-Nagoya, Japan, in November 2014. Lebanon hosted several expert meetings and workshops within the programme, including the *Regional Consultation Meeting on GAP-ESD* (Beirut, September 2014) and the *Regional Expert Meeting on CCESD* (Beirut, May 2015). A total of 90 officials and experts from 15 Arab Countries and UN agencies took part in the two expert meetings.

A sub-regional consultation for the Arab Gulf States and Yemen was also organized by UNESCO in cooperation with UNESCO in Doha and Jakarta, the National Commission for UNESCO and the Al Saad Foundation, to promote both “*Green*

School Initiatives” and the “*Global Action Plan on ESD*” priority areas (Kuwait, October 2015). Four Sub-Regional Studies on Climate Change Education for Sustainable Development (CCESD) were completed and disseminated to NATCOMs in the Arab countries. The studies included best practices on CCESD and Disaster Risk Reduction (DRR) and covered:

1. Mashriq Countries (5)-Beirut Office Cluster;
2. Arab Gulf Countries and Yemen (7)- Doha Office Cluster;
3. Wadi-ElNile Countries (3)- Cairo Office Cluster; and
4. Maghrib Countries (4)- Rabat Office Cluster.

The Studies and the Final Report of CCESD (Beirut, May 2015) are available on CD (Arabic and English) and the websites of UNESCO-Beirut and the ESD Section.



Regional Study on School-Related Gender Based Violence in the Arab Region

UNESCO launched, in November 2014, a regional study on *School-Related Gender-Based Violence* (SRGBV) in the Arab region, with a focus on SRGBV in school and teacher policies, as well as teacher education and training. The study aims to enhance knowledge on SRGBV in general, and in the Arab region in particular, and to make policy and capacity building recommendations, specifically with respect to school and teacher policies, teacher codes of conduct, and their role in the response to SRGBV.

As part of the study, a short desk review was conducted regarding the scope and scale of SRGBV in the region and revealed that both boys and girls are subject to school violence in the Arab region. While boys are significantly more prone to



physical abuse and violence by the teachers, girls are rather subject to verbal abuse. Students also use violence against teachers and their peers and teachers and/or administrators are also a source of violence against students at school. Female students are more inclined to use verbal and psychological abuse while male students use physical violence against their peers. The study also revealed that physical and psychological abuse is the most prevalent type of violence, followed by sexual violence:

1. Physical violence is the most common form of violence in Yemen, Sudan, KSA and Morocco.
2. Verbal abuse is the most spread phenomenon in Palestine, Lebanon, Qatar and Bahrain.

Analysis show that violent behavior against children is socially acceptable and overlooked since violent behavior against children is deemed a part of child rearing and disciplining at school and at home. According to the review outcome, although Arab countries have signed international covenants and conventions related to children protection from all types of violence, persecution and exploitation, some countries still need additional efforts to integrate the necessary changes into their laws and legislations, and adopt the necessary measures to translate them into reality through policies and sufficient and effective interventions that can address the reasons behind this phenomenon.

Safe and inclusive learning environments for Palestinian youth in refugee camps

The Future for the Deprived Palestinian Youth is a project targeting Palestinian youth in refugee camps of Lebanon. The objective of the project was to enhance the learning environment of Palestinian youth, namely from the Shatila camp centre, living in conflict and under difficult circumstances. The main activities carried under this project were:

1. Provision of extra-curricular activities, such as singing as part of the UNESCO choir;
2. Training of Trainers on psychosocial support skills and activities;
3. Enhancement of physical learning environment through equipment of the library of the centre.



Civic Education in Arab States

The recent turmoil in the Arab region has evoked tension, violence, and instability. Policy makers are seeking assistance from the international community and have requested reference guides to reform their education curriculum, in particular civic peace education to enhance positive values of peace and tolerance in the Arab States. UNESCO reached out to support the development of a regional guide for Civic Education in the Arab States through financial support of the Kingdom of Saudi Arabia. This guide will benefit the staff of the ministries of education responsible for curriculum development and basic education policy makers.



King Abdullah Bin Abdul-Aziz International Programme for Peace and Dialogue – HAWER

UNESCO and the Government of Saudi Arabia, in collaboration with the King Abdul Aziz Centre for National Dialogue, signed an agreement to promote and foster a culture of peace and dialogue in the Arab States under the framework of the *King Abdullah Bin Abdul-Aziz International Programme for Peace and Dialogue - HAWER*. The Kingdom of Saudi Arabia has appropriated US\$ 5 m for the programme, with the aim of developing a culture of dialogue and strengthening attitudes geared towards openness, tolerance, mutual understanding and the promotion of common human values. The programme extends from 2012 to 2016, and targets ten Arab countries: Lebanon, Sudan, Iraq, Syria, Libya, Jordan, Tunisia, Yemen, Bahrain, and Palestine. Towards this end, the programme has worked to strengthen policies and practices for peace and dialogue and pursued a set of interrelated strategies through partnering with the education sector and the community at large. Since its launch, the programme has been well received and contributed to a wide range of activities and initiatives as listed below:

1. ***The Creation of HAWER University Certified Accredited Courses:*** This initiative stresses the important responsibility of universities in providing a space for nurturing a culture of peace and dialogue through knowledge, skills, values, and community services. It has so far attracted more than 25 universities in the region, built the capacity

of its faculty and professors, and reached out to graduate and undergraduate students. In phase one of the project, 3 courses focusing on *Intercultural Dialogue Competence, Migration and Refugees and the Foundation for Peace and Conflict* were developed, adopted, and implemented in more than 10 universities in the region.

2. ***Development of a Massive Online Open Course- MOOC:*** A course on *Intercultural Dialogue Competences* has been developed in partnership with the Agence Universitaire de la Francophonie (AUF) and in collaboration with La Sagesse University and The University of St- Joseph. The course is intended to target graduate students and will concentrate on the core concepts and general principles and skills of intercultural dialogue that stem from understating the importance of cultural diversity for a society that respects and celebrates differences. The course combines both theoretical and practical aspects, aiming at providing students with hands-on experience in the area of promotion of intercultural dialogue. The specific objective of this course is to equip students with the competence of examining the field of intercultural dialogue according to the theories that inform this field. It is planned to have the course launched and be available to students by spring 2016.



3. *Promoting Global Citizenship Education (GCE)*: UNESCO has developed a GCE framework for the Arab States. The framework, widely disseminated among 14 Ministries of Education in the Arab States, targets policy makers, curriculum developers, and professional educators involved in the design, delivery and evaluation of education programs in and out of school. It provides a road map for national authorities for the implementation of GCE in the region. In addition, a manual entitled *Global Citizenship Education: Topics and Learning Objectives* has been produced in Arabic. The manual intends to support policy makers and curricula developers to mainstream and implement GCE. Within the same lines a regional conference on GCE has been organized in Egypt and included more than 200 participants. The conference is considered a milestone step towards advancing this field in the Arab States.

4. *Promoting Peace-Building and Dialogue Competences in Early Childhood Education*: A manual on dialogue competencies in early childhood education has been produced by the programme and aims to empower ECCE local leaders, teachers, parents and civil society actors to facilitate constructive dialogue that promotes intercultural awareness and peaceful co-existence, as well as one of the long term goals of education

which is to overcome discrimination and exclusion through quality human rights-based education. A series of capacity building events around the topic is taking place at the sub-regional and national levels.

5. *Development of an Online Platform - HAWER Website (www.hawer.org)*: The website offers a range of resources and support tools on the topics of intercultural dialogue. It targets civil society organizations, academic institutions, researchers, scholars, youth, students, and professionals. HAWER website provides a comprehensive, easy-to-use, searchable, Internet-based bibliographic and full-text database (when available) of intercultural dialogue resources and information.
6. *Creating a Pool of Certified Trainers on Dialogue for Peace*: The network, including 60 trainers working in 12 Arab countries, aims to foster cooperation between key actors in the field of peace and dialogue; produce recommendations, guidance and tools for practitioners and decision-makers, and support the implementation of HAWER programme activities.
7. *Creating a Network of Religious Leaders*: A network of religious leaders and

institutions has been created with the aim to facilitate venues of partnerships related to promoting a culture of peace and dialogue among youth in the Arab States. The network has been working to:

- Providing a deeper understanding of how and why religious communities can positively contribute to the promotion of peace and dialogue;
- Exchanging concrete examples of collaborative work in the area of peace and dialogue;
- Outlining strategies for effectively engaging with religious communities;
- Discussing some approaches to planning, monitoring and evaluation of partnerships programming.

8. *Creating a Network of Media Professionals*: A support network of media professionals has been created under the HAWER programme. To date the network has worked on:
 - Discussing and identifying main existing opportunities and challenges faced by the media sector;
 - Sharing successful existing experiences /initiatives that contributed to the promotion of a culture of dialogue through the media;
 - Translating the Rabat Declarations³ into tangible activities;

³ http://www.unesco.org/dialogue/rabat/Rabat_Commitment.pdf

- Strengthening and sensitizing a regional structure for media support for the promotion of a culture of dialogue in the Arab states;
 - Development of media guidelines for promoting intercultural dialogue in the Arab States which aims to provide a guiding structure and enable an informed discussion among media stakeholders towards developing a code of conduct that is specific to intercultural dialogue.
9. *Training Youth on Advocacy through Media:* The programme has developed a training module for youth to empower them on the use of video and photography to promote messages of peace and dialogue in the region. Youth participants have produced to date a set of advocacy photos and documentaries. In addition, a network of schools in Lebanon were established, students were trained on the promotion of learning to live together through media and art, and three street murals were displayed in diverse communities.
10. *Launching a Media Campaign:* The potential of the media in supporting democracy and development will continuously be highlighted by UNESCO, through a free, independent and pluralistic media. A series of media tools promoting the concepts of

dialogue were produced by UNESCO and disseminated on TV channels, conferences and social media, including posters, television spots, radio messages and Facebook campaign adds.

11. *Scaling-up the UNESCO Choir "Singing for Peace":* By creating community choirs, the programme has invested efforts in creating an open space for expression, discussion and interaction between children through music and singing. The Choir Initiative is a school-based initiative piloted in 3 cities Tyre, Saida and Tripoli, involving 3 schools in each area, thus a total of 9 schools. An audio CD was produced under the title UNESCO Choir Signing for Peace, and contains 3 songs specially written and composed for the choir.



Managing Biosphere Reserves and Water Resources



Within the framework of UNESCO's Major Programme on Natural Sciences, UNESCO has been working on promoting Science for the benefit of society in the Arab region, as well as improving human security through a better management of the environment. UNESCO's strategy to achieve these goals include the advancement, transfer and sharing of scientific knowledge through teaching, research and cooperation, as well as the application of scientific knowledge to sustainable development and technology. UNESCO undertook two main activities at the cluster level during the 2014-2015 period reflecting these priorities, and highlighting the importance of linking scientists and decision-makers.

Improving Biosphere Reserves Management for Sustainable Development

In cooperation with the Ministry of Environment, local committees of nature reserves, and local universities, UNESCO conducted an awareness meeting to introduce a project that aimed at empowering the work of local committees as well as post-graduate students. In parallel, participants also used this opportunity to discuss their work and current projects, as well as to exchange ideas. As per UNESCO request, Natural Reserves (NR) shared their research priorities with universities in an effort to map those priorities with university expertise and research interests. A

call for proposal was opened for universities and accordingly, 18 proposals from 7 universities were received. The committee formed by UNESCO and the Ministry selected 7 proposals that engage 6 universities (2 proposals were accepted from the national Lebanese university) with 7 NRs. UNESCO then initiated the cooperation between the post graduate students at universities and focal points at the natural reserves and followed up with them through the life cycle of the project by providing technical advice as well conducting field visits. The project lasted almost nine months, and has resulted in 7 research studies conducted at 6 NRs. Those studies will feed into the improvement of the NR's overall management plan for sustainable development.

Enhancement of Water Resources Management at Beirut Cluster

The Arab region hosts some of the most water-scarce nations in world, and faces serious water management challenges. The Beirut Cluster in particular faces various constraints towards sustainable development due to water scarcity. Hence, more serious efforts are needed to enhance the institutional and human resources capacity to utilize the *Integrated Water Resources Management* (IWRM) tools to deal with this matter in a sustainable manner. Within that context, UNESCO launched the *Enhancement of Water Resources Management* with the aim to build the

capacities of national actors in Water Resources Management taking into account the peculiar challenges of the region such as security.

UNESCO launched this activity in cooperation with the Hariri Foundation and in collaboration with the Prime Minister's Office, the Ministry of Energy and Water, the Ministry of Environment, the Ministry of Agriculture, ESCWA, FAO, AUB, and the Rafik Hariri University, in order to find a suitable action plan in the event of a draught. Together, a national conference was organized on *coping with water scarcity*. The result of the conference was a set of recommendations towards a national action/readiness plan on draught/water scarcity.



Promoting Social Transformations and Intercultural Dialogue



The Social and Human Sciences Programme (SHS) promotes tolerance and helps people “Learn to Live Together”. It strives to strengthen the research policy nexus by promoting a culture of evidence informing policy making for inclusive societies, particularly through its intergovernmental programme for *Management of Social Transformations* (MOST) as well the *Culture of Peace and Non-Violence Programme* which include, inter alia, initiatives for democracy and global citizenship, social inclusion, intercultural dialogue and peace-building. Five main activities at both regional and cluster levels have been the core of the SHS activities in UNESCO during 2014/2015.

Social Science Research and Policy Making

In partnership with the Arab Council for Social Sciences (ACSS), a group of international and regional experts reflected on innovative ways to engage youth into social sciences research in a roundtable organized jointly by UNESCO and CLASCO (March 2015). As a follow up to some recommendations from that meeting, an outreach strategy to promote social sciences among secondary school and university students in the Arab region was drafted with comments from 28 experts from 4 countries (Lebanon, Egypt, Morocco and Oman) in a 2-day workshop (Beirut, October 2015). ACSS, with the support of UNESCO and its networks will be piloting a campaign in 2016, showing the different career development paths through social sciences among secondary students and supporting them to make an informed decision in their school to work transition. The consultations also provided further recommendations such as the need to support the continuous capacity development of social sciences teachers.

Building on the draft manual developed out of a national workshop in Lebanon on *Disability Mainstreaming* (Beirut, May 2015), a group of 20 social policy experts from Ministries of Social Affairs and Education as well as civil society organizations from Lebanon and Syria have been trained in a 5-day Training of Trainers (TOT) on mainstreaming disability in humanitarian response. A group of 40



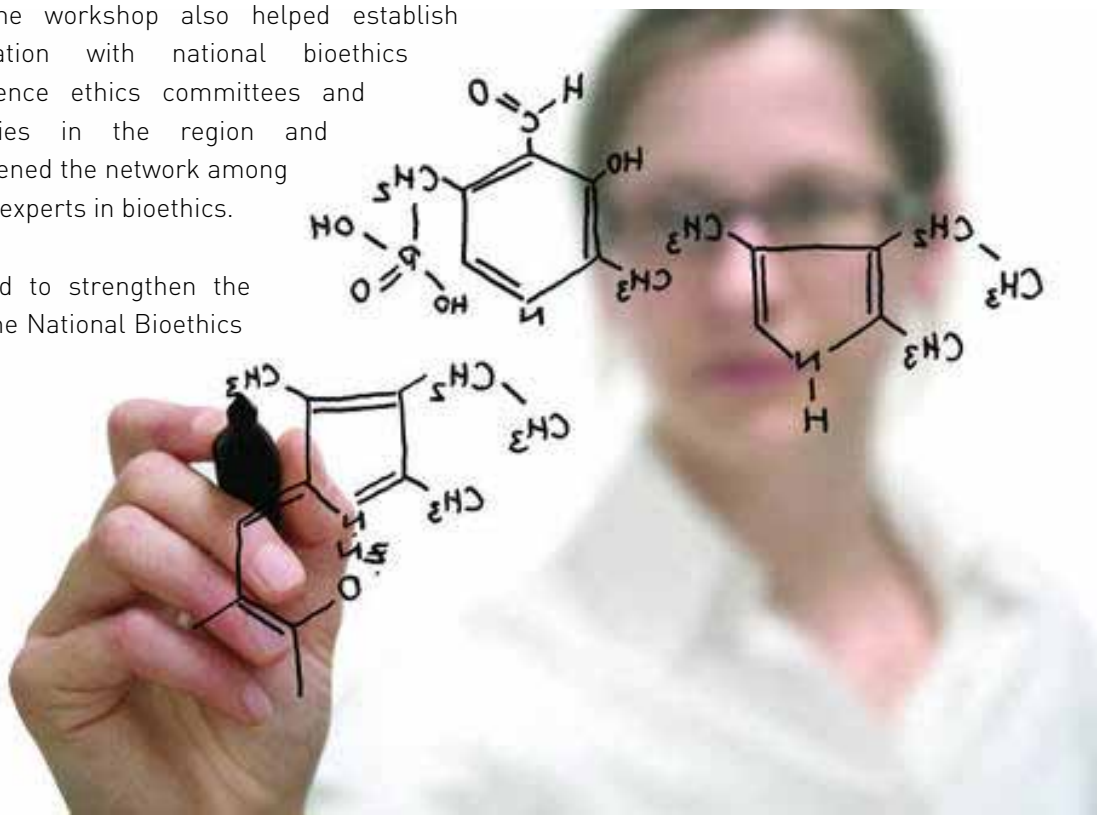
Lebanese social workers, 20 Palestinian social workers and educators (working in Lebanon) and 60 Syrian social workers were trained on the same topic by a team of trained trainers from July to September 2015. The evaluation of the workshops confirmed that the sessions provided new knowledge on social inclusive programme management in humanitarian settings. A revised training manual (in Arabic) was edited for online publication. Building on the experiences of a pilot assessment of public policies in terms of social inclusiveness development by SHS sector (2013), a participatory policy assessment was conducted in Palestine in partnership with Muwatin Centre in Ramallah. A final report, including the revision of a set of qualitative indicators in 3 sectors (Education, Media and Civic engagement and political participation) was reviewed by a national expert group (Ministries, CSOs and UN) in a national workshop in Ramallah (July 2015).

Bioethics

A group of 93 tertiary level teachers and practitioners in medical, public health and biotechnology (48 women and 45 men) from 9 Arab countries (Lebanon, Jordan, Oman, KSA, Sudan, Egypt, Tunisia, Algeria and Morocco) were trained in 4 regional 4-5 day workshops on an *Ethics Teacher Training Course* (ETTC), which introduced *UNESCO's Bioethics Core Curriculum* (BCC), as well as tools and approaches to enhance classroom communication in ethics teaching targeting medical and science students at universities. These were held in Amman in September 2014, in Muscat in December 2014, in Beirut in June 2015 and in Tunis in September 2015. The workshop also helped establish collaboration with national bioethics and science ethics committees and universities in the region and strengthened the network among regional experts in bioethics.

The need to strengthen the role of the National Bioethics

Committee (NBC) in promoting policy research and dialogue in the area of bioethics in the Gulf region was also advocated among experts and policymakers from Gulf States in a 2-day workshop in Kuwait (May 2015) hosted by Kuwait Institute for Scientific Research (KISR) and coordinated jointly with Kuwait National Commission. Regional experiences and good practices of establishments and activities around NBCs were shared with participants mainly from Kuwait (Ministries, Academia and CSO) and a number of recommendations on the establishment of a new NBC in Kuwait were made.



Youth Empowerment and Engagement

In view of supporting effective youth civic engagement a group of 20 young practitioners and activists (including 10 women) from 5 Arab countries (Lebanon, Jordan, Palestine, Yemen and Bahrain) working in conflict situations, as well as managers of youth volunteer programme at CSOs, were trained on motivational and empowering volunteer management in a 5-day regional ToT in Amman (November 2015). The training content was jointly developed with UN Volunteers and in coordination with Action Aid-Global Platform Jordan. Building up on the capacity of youth trainers, a 3-day sub-cluster workshop on peer-learning was implemented in Lebanon (Alley, Feb 2015) with Makhzoumi Foundation, a local Lebanese NGO, to further target 10 Lebanese and 10 Syrian youth leaders from CSOs on volunteer management. Workshop evaluation shows that participants appreciated their newly acquired knowledge and network with peers in the region.

In view of supporting Member States in the youth policy process, a group of 25 regional experts from Ministries (Youth and Social Affairs), civil society organizations and media institutions from 7 Arab countries (Lebanon, Syria, Jordan, Palestine, Morocco, Bahrain and Sudan) shared good practices and lessons learnt in monitoring policies and programmes with youth participation and youth targeting in a 2-day regional workshop (Beirut, May 2015). The participants were also introduced on different monitoring tools and trained on making



a monitoring plan for a national youth policy. The pre/post workshop evaluation shows the learning curve of the participants, who expressed the relevance of the contents to their needs.

As part of the regional programme on “Networks of Mediterranean Youth” (NETMED Youth) funded by European Union (EU), a series of youth-led and youth targeting activities have been designed and implemented in close collaboration with key ministries, youth and civil society organizations as well as other UN agencies, maximizing the benefit of the inter-sectoral (SHS lead with ED and CI) approach. In Lebanon, a number of capacity development initiatives on diverse topics aims to enhance the role of youth and media in the national policy formulation, monitoring and implementation, including employability, which the youth feel most concerned about. The project’s goal is to strengthen the role of youth in promoting social cohesion among Syrian and Lebanese youth in under-privileged host communities.

Intercultural Dialogue and Youth Leadership

As part of the inter-sectoral programme (SHS lead, ED and CI) on intercultural dialogue supported by the Saudi fund, a group of 22 teachers and youth leaders from various NGOs in Lebanon and Syria were trained on *using sports as a tool of intercultural dialogue* in a 4-day workshop (Beirut, Oct/ Nov 2015). They also shared experiences and challenges in promoting social cohesion among Lebanese and Syrian youth and with a broader community of stakeholders including municipalities, parents and teachers, with a specific aim to reach out to girls and young women. A series of 7-8 weekend camps targeting diverse youth (namely Syrians and Lebanese) using sports will be implemented in 2016.



Inclusive Democratic Transitions

The *International Centre on Human Sciences* (Byblos) is a UNESCO's category-2 centre, which is mandated to implement UNESCO's integrated strategy on democracy. Technical support has been provided in ensuring the transition of the management structure of the Centre following the establishment of an international administrative board in 2013 and its annual meeting.

Two joint activities have been implemented to focus on youth in the transition process:

1. A regional analysis paper entitled *Youth and Social Justice in the Arab world* was produced as part of the Centre's Autumn School in Byblos (September 2015) targeting 35 Master and PhD students in social sciences (including 18 women) from 3 countries (Lebanon, Palestine and Syria) and 18 trainers (including 4 women) from academia, policy makers and universities from 5 countries (Lebanon, Syria, Palestine, Bahrain & Tunisia).
2. A national youth organizations' directory in Lebanon was produced to collect updated information on 185 civil society organizations in Lebanon, which targets youth populations and/or are led by young men and women.

Protecting and Conserving our Culture



With cultural heritage in the Arab region increasingly becoming victim of armed conflict, UNESCO scaled-up its interventions during the 2014-2015 period to mitigate the various threats to cultural heritage sites in Syria, including those on the UNESCO World Heritage List which have been severely damaged due to the on-going conflict. UNESCO has worked to address this alarming situation through awareness raising, and by assisting the relevant Syrian authorities in protecting all forms of its heritage, be it built, movable, or intangible. UNESCO has also dedicated considerable resources to support local authorities in Lebanon in the preservation and safeguarding of their heritage, which is considered an essential step towards cherishing cultural pluralism, achieving sustainable peace and economic prosperity. The Organization also worked on intercultural dialogue for youth, as a means to promoting a culture of peace and non-violence in the region.

Protection and Conservation of the Qadisha Valley

Lebanon, a post conflict country that endured several wars, has five sites registered on the UNESCO's World Heritage list; Anjar, Baalbek, Byblos, Qadisha Valley and Tyre. The state of conservation of the Qadisha Valley (inscribed in 1998) is alarming and the uncontrolled breaches on the authenticity and integrity of the sites have increased and could threaten the attributes of outstanding universal value that led to the inscription of the Valley on the World Heritage list. Since 2010 the World Heritage Centre has been alerted of these breaches. Accordingly, a reactive monitoring mission to the Qadisha Valley was conducted in April 2012 and a detailed report was submitted with concrete recommendations.

An awareness raising workshop for the municipalities of the Region held last biennium recommended that UNESCO assist the Lebanese Ministry of Culture in elaborating a detailed action plan for the Qadisha Valley

and organize a seminar in the presence of all stakeholders including the Ministries and Municipalities concerned in order to agree on the action plan and identify concrete proposals to be funded and submitted to potential donors. The action plan was finalized in March 2015, and several coordination meetings took place with the Directorate General of Antiquities / Ministry of Culture to discuss in detail the proposed action plan in addition to two coordination meetings with the representative of the Patriarchate and local authorities of the region. The Lebanese National Commission for UNESCO organized in coordination with UNESCO a 2-day seminar (23-24 October 2015) for the municipalities of the region and concerned Ministries and other stakeholders to discuss and adopt the action plan for the Valley. The seminar was held under the patronage of the Patriarch and took place at Diman, Lebanon. Following the seminar, awareness raising activities for the schools of the Region are planned for the next biennium.



UNESCO Documentation and Advisory Services (UDAS) for World Heritage sites in Lebanon

The Baalbek and Tyre archaeological sites are inscribed on the UNESCO World Heritage List. In accordance to article 172 of the Operational Guidelines for the Implementation of the World Heritage Convention, the State party, represented by the Directorate General of Antiquities (DGA), is required to inform the World Heritage Committee of their intention to undertake or to authorize major restorations or new constructions which may affect the outstanding universal value of the property (UNESCO, WHC 11/01 - November 2011: 45). This undertaking is part of the official process for monitoring the state of conservation of World Heritage. UNESCO and the Lebanese Government represented by the Council for Development and Reconstruction signed a self-benefiting F.I.T agreement (1 June 2015) to provide advisory services and high level technical assistance to the Ministry of Culture/

DGA with respect to these two World Heritage sites. Within this context, UDAS aimed at helping the DGA control the works of the two concerned sites as well as in meeting the World Heritage requirements, in terms of consultation and monitoring of conservation measures implemented. The objective input of UNESCO and ICOMOS specialists will help control what can be regarded as a pilot project for the Heritage sites and the region. Consequently, four consultation workshops were organized, and a local heritage management expert was contracted to help the DGA to properly address all reporting tasks to the World Heritage Centre. The World Heritage Centre will be kept informed throughout the whole process by series of specific reports focused on the specified consultation process and the progress of implementation.



Protection of Cultural Property in the event of Armed Conflict

In view of the ongoing tensions in the region, the threat to cultural heritage nowadays is not limited to the natural decay of the physical material but is more related to man-made destructions, in particular armed conflicts. There is an urgent need to train museum professionals to be able to respond to emergency situations. Hence UNESCO organized a training seminar on *Museum Emergency Preparedness* (26 to 28 May 2015), under the patronage of Minister of Culture, and in close collaboration with the Lebanese National Committee of ICOM.

This training was dedicated to more than 45 museum professionals and institutions involved in the protection, preservation and safeguarding of cultural heritage. This activity's major objectives included identification of potential risks facing the various institutions, preparation and development of emergency plans, as well as measures and response planning in cases of emergencies. The ratification of the second protocol of The Hague Convention was discussed with the Minister of Culture during the official visit of UNESCO's Director General to Lebanon.



Fostering Freedom of Expression and Access to Knowledge



Through its current programme on Communication and Information (CI), UNESCO is working to promote the free flow of ideas, while broadening access to information. With a heavy focus on youth, UNESCO invested significant resources during the 2014-2015 period to ensure equitable access to opportunities for sharing knowledge and promoting the creativity that technologies provides, as well as to assist policy makers in building up their skills in communication and information, and to improve infrastructure relating to media, information services and networks.

Promoting an Enabling Environment for Freedom of Expression

As a UN specialized agency, UNESCO operates a dedicated mandate to promote freedom of expression and press. UNESCO celebrated the 2014 World Press Freedom Day (WPDF) under the theme *Media Freedom for a Better Future: Shaping the Post-2015 Development Agenda*. This event brought together over 65 participants, including the Ministry of Information, the Maharat Foundation, members of media faculties at various Lebanese universities, journalists, media activists and bloggers, to talk about media challenges, media protection, professionalism and career development. In addition, the event discussed the role of universities in bringing up future journalists and gave students a window to express their view on how they see themselves contributing to the current media landscape.

The following year, UNESCO celebrated WPDF 2015 under the theme *Let Journalism Thrive! Towards Better Reporting, Gender Equality and Media Safety in the Digital Age*. Under the auspices of his Excellency the Minister of Information, and in the presence of over 75 participants from journalists, academics, jurists and activists in the field of freedom of expression, as well as the United Nations Special Coordinator in Lebanon, the event explored the challenges of freedom of expression by holding two panels:

1. Independent and Quality Media in the Digital Age
2. Challenges for Freedom of Expression in the Digital Age

In parallel, a media campaign was initiated to lobby for a new media law by youth activists, universities, parliamentarians and journalists. Meetings were conducted at the policy level through Members of Parliament, as well as the academic level through universities. Info graphics and audiovisual material were developed to serve this purpose and help raise awareness.



Freedom of Expression for Displaced Syrian Youth

In order to help displaced Syrian youth integrate into their new environments, UNESCO and World Vision partnered to set up *Youth Information Centres* (YIC). Two centres in Lebanon have been set up and operational in KfarZabad and Khiyam. The YIC have a computer lab, library section and a meeting/activities space. Each centre is equipped with 10 computers, over 1,300 book and DVD titles, LCD projector, TV screen, heating system, laptops and stationary. Syrian and Lebanese youth volunteers are engaged in this centre in addition to a centre coordinator. Approximately 2-3 activities are conducted on a monthly basis within those centres in addition to its daily usage. Activities and trainings vary from centre management to first aid training, including topics such as conflict, dialog, hygiene, environment, education. The centre also hosts cultural events, organizes a mini-marathons and special events on holidays,

such as Independence Day, Eid Holidays, etc. In parallel, a radio programme was established in partnership with a local radio station (Voice of Lebanon, 93.3 FM). 12 Syrian youth were selected and trained on radio reporting and techniques, 4 of which acted as reporters to the programme from different areas of Lebanon. The program, which started in April 2014 and continued until December 2015 on a weekly basis (Thursday 3-4PM), was a big success and targeted both a Syrian and Lebanese audience. Two additional Lebanese reporters were added to the team of reporters in order to cover a wider range of topics and geographical areas. UNHCR supported the programme by contributing 1,000 radio units to be distributed to Syrian family from different communities across Lebanon. The success of the radio programme also allowed different field actors and sister UN agencies to use the programme as an outreach mechanism for their humanitarian and development work.



Mobile Applications for Sustainable Development

Following the global launch of the *Youth-Mobile Initiative*, UNESCO engaged young people to develop mobile apps for sustainable development and help with youth employment. The initiative dealt with the customization of material and trained youth in Lebanon on mobile application development. The work has been implemented through the network of universities

and ICT experts that was created following the establishment of a regional *Free and Open Source Software (FOSS) Centre* by UNESCO and UNDP and is hosted at the Balamand University in Lebanon. This initiative has allowed educational bodies to access free and open training resources. A series of training sessions were conducted in partnership with the Lebanese America University and targeted 15 teachers and 70 students from 15 ASP-NET schools within Lebanon.



Universal Access to Information through ICT Accessibility

Despite the work done by civil society along with international organizations like UNESCO, persons with disabilities are still facing a social constraint within the Arab region that is affecting their inclusion within their communities. UNESCO worked at the decision making level on building capacity towards ICT accessibility, especially for persons with disabilities. Awareness and advocacy work helped decision makers integrate ICT accessibility and persons with disabilities within their overall national plans. This was achieved through partnership with researchers, government bodies, and associations for persons with disabilities. Several meetings with concerned NGOs lead to a national conference in Lebanon for

all stakeholders in November 2015. The conference brought together the Ministry of Education & Higher Education, the Ministry of Social Affairs, the Ministry of Communication, alongside UNESCO, and UNICEF, as well as special needs associations, academics and people with disabilities along with their families. The conference discussed the fundamental right to education and knowledge, and UNESCO's model policy on *ICT in Education for people with disabilities*. The aim was to arrive to a common ground on ways of integration for various disabilities in the education system (where applicable), present the current availability of ICT within Lebanon for people with disabilities, as well as associations working with them, and finally, create awareness towards a national policy to integrate ICT in education for people with disabilities.





UNESCO'S MULTI-DISCIPLINARY RESPONSE TO THE SYRIA CRISIS



UNESCO's programming period covered the fourth and fifth year of the Syria Crisis that broke out in 2012. Arguably the world's largest humanitarian crisis in years, almost 6.6 million people have been internally displaced within Syria, and nearly 4.8 million Syrians have sought refuge in nearby countries such as Egypt, Iraq, Jordan, Lebanon and Turkey. UNESCO has been active in responding to the crisis by assisting Syrian refugees and host communities in Iraq, Jordan and Lebanon and by safeguarding Syria's cultural heritage.

The Organization's response to the crisis has addressed both the pressing humanitarian needs and the longer-term development challenges. UNESCO has mobilized its human and financial resources, as well as donor support through a multi-sectoral approach (ED, SHS, CLT, and CI), in support of implementing its Syria Crisis response. The response is integrated into nationally-led response processes and is fully aligned with the *Humanitarian Response Plan (HRP)* and the *Regional Refugee and Resilience Plan (3RP)*.

Education

In the field of education, UNESCO's response focuses on youth education and provides education opportunities in both formal and non-formal settings, while enhancing the quality of teaching and learning. In February 2015, UNESCO launched its *Bridging Learning Gaps for Youth* programme to enable access to secondary and higher education to Syrian refugees and vulnerable youth in Syria and the host communities. The programme also aims to improve the quality of education, and build resilient education systems both within Syria and in the region. Considering significant gaps in provision of post basic education (as much as 95 % of secondary school-aged youth were out of school last year), UNESCO believes there must be further efforts made in support of youth and their learning and training, for life and work, which in turn helps them gain critical knowledge and skills to prevent themselves from any form of abuse and extremism. UNESCO has provided its technical, financial and operational support to the Government of Lebanon for the implementation of its national education in emergencies strategy *Reaching All Children Through Education* (RACE), as well as the update of the strategy that is expected to be launched in 2016. UNESCO has also dedicated substantive work to supporting teachers working in emergencies through advocacy and capacity development activities. Below is a table listing UNESCO projects, for all sectors, alongside the donor for these projects.



UNESCO projects responding to the Syrian Crisis

Sector	Name of project	Donor
ED	Enhancing Access to Secondary Education and Quality Results for Youth Affected by the Syria Crisis (EASE)	Saudi Fund for Development
	Enhancing Access to Secondary Education and Quality Results for Youth Affected by the Syria Crisis (EASE II)	State of Kuwait
	Quality Universal Education for Syrian Students and Teachers (QUESST)	State of Kuwait
	Enhancing Skills Development for Youth in Lebanon affected by Syrian Crisis	Government of Finland
	Supporting Emergency Education in Lebanon and Syria	UNESCO Regular Programme
	Training programme for out-of-school youth and supporting reintegration of out-of-school youth in schooling	AGFUND
CLT	The Emergency Safeguarding of the Syrian Cultural Heritage	European Union with a co-financing by the Government of Flanders
Multi sectoral (SHS, ED, CLT and CI)	The Network of the Mediterranean and Youth Project (Net-MED)	European Union

Second Chance Education

UNESCO established a Project Unit based in Damascus, to respond to the needs of the country at the request of the MoE including a new initiative to respond to an increasing number of grade 9 students failing school and leaving examination at the end of the basic education cycle, due to

the ongoing crisis inside the country. As such, the new initiative supports second chance education during a 2-month summer holiday where those students can go through an intensive programme, at the end of which they are given an examination to transit to the next cycle of education (secondary education). This initiative

responds to capacity needs of MoE in the area of curriculum development and assessment, and concerns education sector capacity development of the Ministry itself, looking at their capacities in planning and management of the sector with main focus on monitoring and evaluation, and cost and financing of education, in the context of the Education 2030 agenda.

Accelerated Learning Programs (ALP)

UNESCO emergency education programs for Syrian refugee children in Lebanon include providing support to the MoE to develop Accelerated Learning Programs (ALP) and condensed programs. The aim of these programs is to provide second educational opportunity for refugee children in Lebanon and displaced children inside Syria. ALP also helps to reintegrate out-of-school children in formal education. UNESCO also provides training for Ministry of Education policy makers and teachers in Lebanon to work with the ALP.

Non-Formal Education (NFE)

With the significant number of out-of-school children and youth due to the Syrian crisis, UNESCO has been providing technical support to MEHE for an NFE initiative to organize, manage and regulate the provision of NFE services for out-of-school children in Lebanon. The NFE initiative aims to support children aged 3-18 years who are not in formal education, empowering/enabling them to enroll in formal education.

Teacher Training and Professional Development

Another major activity undertaken by UNESCO in support of the Syrian crisis is the publishing of an advocacy paper on teacher training and professional development. The paper discusses the main features of, and pre-conditions for, quality teaching and learning in the context of the Syria Crisis that affect both Syrian refugees and local Lebanese communities hosting the refugees. The paper focuses on specific issues related to quality education in emergency/crisis situations that could become core reference and concern to all training and professional development programmes aiming at enhancing competencies and working conditions of all concerned parties with quality education delivery. UNESCO has contributed to the *UNESCO Task Force for Global Citizenship Education (GCE) and Measurement*, and the review of the first draft of the *GCE Framework and Indicators that include teacher aspects*.



Enhancing Access to Secondary Education and Quality Results for Youth Affected by the Syria Crisis (EASE and EASE II)

With the financial support from the Saudi Fund for Development, UNESCO launched an initiative titled *Enhancing Access to Secondary Education and Quality Results for Youth Affected by the Syria Crisis* (EASE), which seeks to address unmet needs in the overall educational response to the Syrian crisis, by focusing on accelerating access to quality secondary education for young people affected by the crisis, bringing back quality at the heart of learning and strengthening education systems for resilience in Lebanon and Jordan.

In Lebanon, by collaborating with the Ministry of Education and Higher Education (MEHE), UNESCO is in the process of supporting the tuition for approximately 1500 secondary education students for at least two academic years. UNESCO also distributed 37 sets of *School in a Box* in 7 schools with the highest number of refugees, and 1285 sets of *School in a Bag* for both Lebanese and non-Lebanese students in grade 10 and 11.

At the same time, teachers and administrators of partner schools will benefit from capacity development activities with a focus on psychosocial support, inclusive education, ICTs in education, GBV, INEE minimum standards for education in emergencies, etc. Schools will be equipped to integrate ICTs and e-learning, while also catering for an inclusive and learner-

empowering environment. Ministry specialists and decision makers will be supported in developing their capacities with regard to process management, monitoring and evaluation. In order to identify and priorities the capacity development needs of the secondary schools, UNESCO organized an *Open Dialogue Session* in November 2015 with representatives from MEHE and the 37 identified schools (teachers and directors).



Technical and Vocational Education and Training

As part of the Organizations efforts to enhance skills development for youth affected by the Syrian Crisis in Lebanon, UNESCO, in cooperation with the Centre for Educational Research and Development (CERD) and the General Directorate for Vocational and Technical Education (GDVTE) conducted a needs assessment survey on youth and Syrian refugees in the Bekaa area (2014-2015) in order to facilitate education and learning opportunities for young Syrian women and men. The survey involved private schools hosting double shift classes for Syrian students, as well as non-profit Vocational Training Centres (VTCs) providing accelerated and short term vocational programmes for both Lebanese and Syrian youth. The actions are guided by *UNESCO TVET Strategy for (2010-2015) and the Fund in Trust Finland Project*.

In addition to the survey, four (4) training workshops were held in Syria for more than 100 TVET teachers and instructors on work and life skills using UNESCO resource materials and normative instruments (CDs and Guidelines), in cooperation with NATCOM and MOE/Directorate of VTE in Syria.

Quality Universal Education for Syrian Refugee Students and Teachers (QUESST)

In Lebanon, UNESCO, in collaboration with MEHE, and through funds donated by the State of Kuwait, aims to support Syrian refugee learners, as well as vulnerable Lebanese youth, in accessing and completing their higher education studies

by providing comprehensive support packages. In parallel, the goal is to also enhance the institutional capacities of Lebanese universities in responding to the Syria crisis by turning crisis into development opportunities. Through the QUESST initiative, UNESCO will enhance awareness of the learning gaps in higher education in the context of the Syria crisis and possible policy responses through a regional conference on higher education in emergencies. In collaboration with Ministry specialists and officials, a clear mechanism will also be identified to facilitate the recognition of studies of diplomas in the context of the Syria crisis, as well as to identify best practices based on other education in emergency contexts. The QUESST initiative aims equally at balancing the demand and supply of higher education through an online clearinghouse platform, in order to create a reliable one-stop shop to facilitate information sharing and decision-making by both students and higher education institutions.

In preparation for the launch of a higher education programme in Lebanon, UNESCO and MEHE consulted with Lebanese universities in November 2015 in order to gather information and input from the relevant stakeholders with a view to maximize the QUESST programme outcomes and impact. A total of 23 universities participated in the consultation, where they were introduced to the QUESST programme, and explored cost-effective solutions to scale up higher education access and quality in Lebanon. Before the consultation,

a questionnaire was developed jointly by DGHE/MEHE and UNESCO to collect data on Lebanese universities, already hosting or interested in hosting, Syrian refugee students pursuing higher education studies in Lebanon.

Culture

UNESCO has been in the vanguard of internal efforts to safeguard Syria's rich cultural heritage which continues to suffer considerable damage since March 2011. There is growing evidence of destruction of Syria's most important monuments, looting and destruction of its movable cultural heritage and rupture in the practice and transmission of its intangible heritage.

Within this context, UNESCO is implementing a project entitled *The Emergency Safeguarding of the Syrian Cultural Heritage* funded by the European Union with the support of the Flemish Government and aims to provide an operational response to halt the on-going loss of cultural heritage and prepare post-conflict priority actions in Syria. This is a three-year project that started on 1 March 2014 and has so far succeeded in implementing the following activities:

1. Three-pronged approach to monitor and assess the cultural heritage situation in Syria through updated and continued *knowledge and documentation*;
2. Mitigate the destruction and loss of Syrian cultural heritage through national and

international *communication and awareness raising efforts*;

3. Protect and safeguard Syrian cultural heritage through *technical assistance and capacity building*.



Outcomes Projects 2014-2015

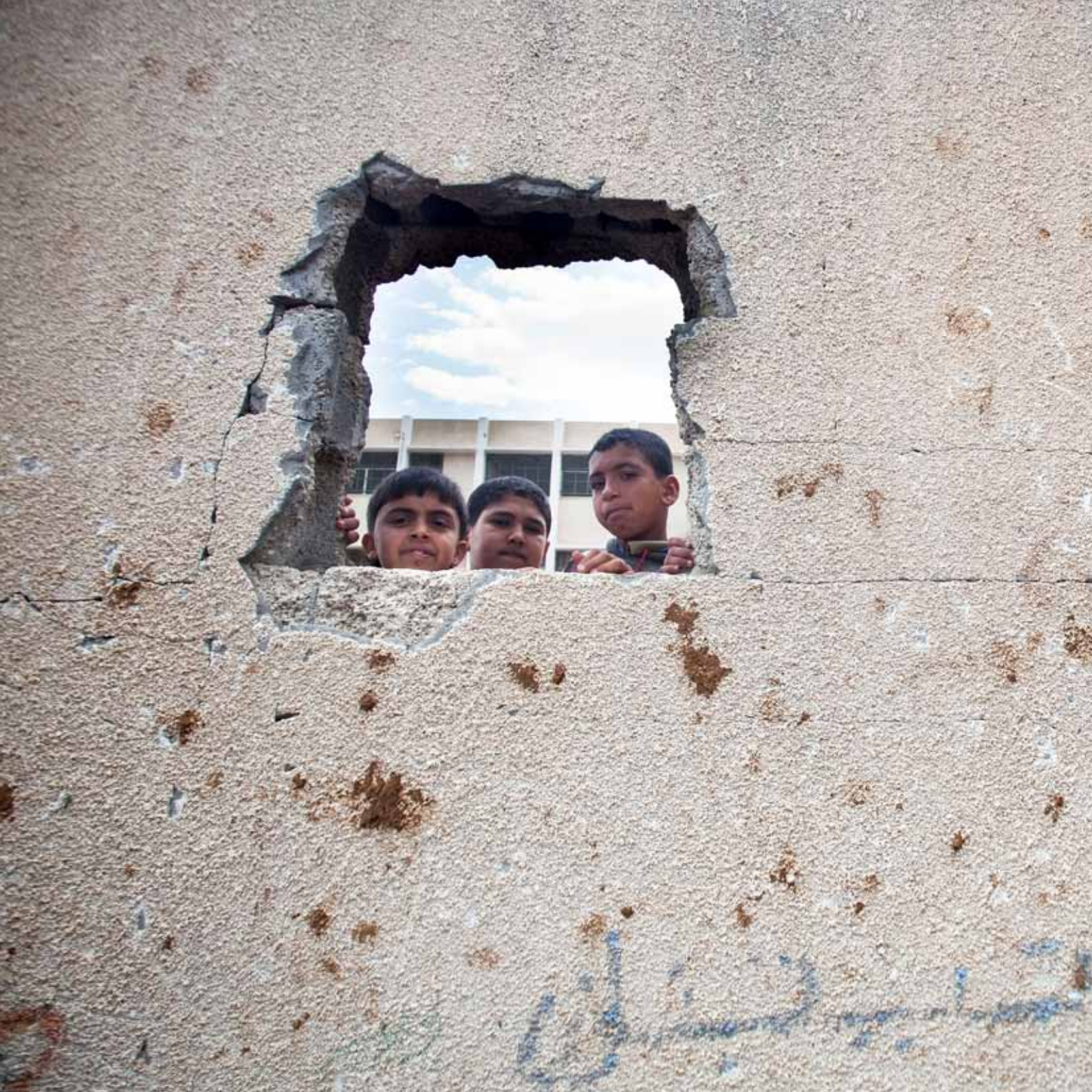
Number	Activity
120	International experts took part in the International Experts Meeting for the Preservation of the Syrian Cultural Heritage
1	Internet platform (roster of experts, information sharing network, observatory of Syrian Cultural heritage) created, accessible on-line and updated regularly
600	Contact details of experts gathered
98	Entities represented on the roster of experts and information sharing network
6	Specialized reports in conformity with UNESCO technical standards assessing the updated situation of the Syrian cultural heritage
39	Archive documents uploaded on the Information Sharing Network
20	Visibility initiatives undertaken at local and international levels that effectively disseminate information on Syrian cultural heritage and promote awareness of its importance
100	Participants (trainees) to the capacity building activities carried out during the first year of the project
852	Visits per month (on average) to the on-line platform focused on protection, safeguarding and restoration of cultural property in Syria
12	Safeguarding initiatives undertaken in the field of Syrian cultural heritage that reflect the principles and objectives of the UNESCO Conventions and the broadest participation of communities

Social and Human Sciences (SHS)

As part of the NETMED project, a series of capacity development workshops for Syrian youth refugees in Lebanon were designed and implemented in close partnership with Lebanese local NGOs. A group of 25 youth activists engaged in civic initiatives were trained on results-based project management and proposal formulation in five geographic groups. Three proposals out of five, youth-led and youth targeting interventions aiming to promote social cohesion in host communities were supported to be implemented.

A series of six 2-3-day summer camps were designed and implemented by a group of Syrian and Lebanese youth targeting both a group of Syrian and Lebanese children and youth. Camps touched upon diverse topics (such as art, culture, citizenship, human rights and life skills such as critical thinking, team playing, effective and cultural sensitive communication, between July and November 2015. A total 185 youth including (61 Syrian men, 53 Syrian women 36 Lebanese men, 35 Lebanese women) benefitted from this activity.





ANNEXES

ANNEX I: PARTNERS AND DONORS

In September 2013, UNESCO issued a Comprehensive Partnership Strategy to ensure a professional and sound approach to working with partners and donors. UNESCO would like to strengthen the partnership approach with bilateral governments, private sector, NGO's, international, national and regional organizations, and sister UN agencies. UNESCO has a long history of successful partnerships which has proven to be very effective and meaningful for the implementation of the activities especially with the increasing work load resulting from the Syrian crisis.

Below is a list of partners and donors who have collaborated with the office during the 2014-2015 period.

Agence Universitaire de la Francophonie (Lebanon)

Al Arabiya TV
Al Azhar Al Sharif
Al Jinane University
Al Yarmouk University
Al-Hadi Institute
Al-Jadeed TV
American University for Science and Technology
American University of Beirut
American University of Cairo



Ana Aqra
Arab Bureau for Education in the Gulf States
Arab Council for Social Sciences
Arab League Educational Cultural Scientific Organization
Arab Thought Foundation
Association of Arab Universities
Balamand University
Beirut Arab University
Beyond Reform & Development
Caritas Lebanon
Category-2 centres in the Arab Region
Center for Analysis of Conflicts and Their Modes of Solutions
Centre d'orientation et de Planification de l'Éducation (Rabat)
Centre for Lebanese Studies
Curriculum Foundation
Ecole Doctoral du Moyen Orient
Educate a Child – Education Above All Foundation
Education International
European Union
Food and Agriculture Organization
General Directorate for Vocational and Technical Education/Ministry of Education and Higher Education
Lebanon
Goethe Institute
Government of Kuwait
Government of Saudi Arabia
Handicap International
Higher Education Institutes in the Arab States
International Association of Universities
International Center for Agricultural Research in the Dry Areas
International Centre for the Study of the Preservation and Restoration of Cultural Property
International Council on Monuments and Sites
International Federation of Journalists
International Labour Organization

Islamic Educational, Scientific and Cultural Organization
Joint United Nations Programme on HIV and AIDS
Kayani Foundation
King Abdulaziz Center for National Dialogue
King Abdulla Bin Abdulaziz International Centre for Interreligious and Intercultural Dialogue
Kuwait Institute for Scientific Research
La Sagesse university
LASER
League of Arab States
Lebanese American University
Lebanese Ministries of Information, Communication, Environment, Social Affairs, Energy & Water
Lebanese National News Agency
Lebanese Protected areas/Biosphere Reserves
Lebanese University
Mabarrat Foundation
Maharat Foundation
Makhzoumi Foundation
Mansoura University
Masar Association
May Chediak Foundation
Ministries of Education and Culture in all the Arab States
Ministries of Social affairs and social development in all the Arab States
Ministries of Youth and Sports in all the Arab States
Ministry of Foreign Affairs (France)
Ministry of Social Affairs (Lebanon)
MS-Action Aid/ Global Platform
Municipalities
National Association for the Rights of disabled in Lebanon
National Center for Human Resources Development (Amman)
National Council for Scientific Research
National Youth Forum for National Youth Policy (Lebanon)
Notre Dame University (Lebanon)
Office of the United Nations Special Coordinator for Lebanon World Bank

Radio Liban
Radio Voice of Lebanon
Rafik Hariri Foundation
Red Cross
Regional Centre for Educational Planning (Sharjah)
Regional Centre for Quality and Excellence (Saudi Arabia)
Regional Centre for Adult Education (Egypt)
Regional Early Childhood Centre (Syria)
Resale Scout
Safadi Foundation
Spark
Statistics Lebanon
Sultan Qaboos University
The Centre for Educational Research and Development
UNESCO National Commissions in the Arab States
United Nations Children's Fund
United Nations Development Programme
United Nations Economic and Social Commission for West Asia European Training Foundation
United Nations Environment Programme
United Nations High Commissioner for Refugees
United Nations Information Centres
United Nations Population Fund
United Nations Relief and Works Agency for Palestine Refugees in the Near East
United Nations Volunteers
University of Alexandria
University of Cairo
University of Tunis in Tunisia
University Saint Joseph
World Vision
World Youth Alliance

ANNEX II: List of publications

Within the 2014-2015 biennium a number of reports, books, manuals and digital productions have been produced by UNESCO.

- A country positional paper on “Developing Skills Forecasting in Lebanon” (2015)
- A directory of youth organizations in Lebanon, by Dr Ali Khalife and Zeina Mir, International Centre on Human Science (CISH), 2015
- A multi-media tool on “National youth policy in Lebanon” (2015)
- Conference report on “Scaling up Quality Education Provision for Syrian Children and Children in Vulnerable Host Communities, 2015, EN
- Education for All Regional Synthesis Report on the 2015 National Reviews in the Arab States Region, 2015
- Four Studies and the Final Report on Climate Change Education for Sustainable Development CCESD – CD, Arabic and English (May 2015)
- Positive discipline in the inclusive, learning-friendly classroom: a guide for teachers and teacher educators (in Arabic) UNESCO, 2014
- Practical tips for teaching large classes: a teacher’s guide (in Arabic) UNESCO, 2014
- Regional Mapping Report on Assessment in the Arab States: Survey of Student Assessment Systems in the Arab States - SYSTEMS APPROACH FOR BETTER EDUCATION RESULTS (SABER), by Adnan El Amine, 2014
- Report on “Intercultural Dialogue for Respect, Inclusion and Peace: An Advocacy and Capacity Building Project in Lebanon” by Cedric Choucair, 2015
- Report on the assessment of social inclusiveness in public policies in Palestine (2015), by Dr. Ammar Dwaik, BirZeit University
- Teaching children with disabilities in inclusive settings (in Arabic) UNESCO 2014
- The War Follows Them: Syrian University Students and Scholars, By: Keith David Watenpugh, Adrienne L. Fricke, and James R. King, June 2014, EN
- UNESCO Beirut Newsletter, April – June 2015
- UNESCO Beirut Newsletter, January – March 2015
- UNESCO Beirut Newsletter, July – September 2015
- UNESCO Beirut Newsletter, October- December 2015

The following publications are in preparation:

- Desk Review Report on School-Related Gender-Based Violence in Arab Countries, by Mohamed Matar, Fatma Al-Batma, Fatina Wathaify, Faysal Ortany
- Dialogue Competencies in Early Childhood, 2015 – AR
- Global Citizenship Education: A Framework for the Arab States, 2015 – AR & EN
- Global Citizenship Education: Topics and Learning Objectives, 2015 – AR
- Learning, Curriculum and Competency Development in the Arab States, EN
- Model university course on Safety of Journalists, AR & EN
- Regional HED Policy Framework and Resource Pack, EN
- Regional Teacher Policy Framework and Resource Pack, AR & EN
- Report of the Case Study on SRGBV in Palestine, by Mohamed Matar, Fatma Al-Batma, Fatina Wathaify, Faysal Ortany
- UNESCO Guide on Gender Equality in Teacher Education, AR
- Whole-School Approach Handbook (WSA), AR & EN

BIENNIAL ACTIVITY REPORT

2014/2015



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