



United Nations
Educational, Scientific and
Cultural Organization

EVALUATION OF UNESCO'S ROLE IN EDUCATION IN EMERGENCIES AND PROTRACTED CRISES



CASE STUDY

1

UNESCO's Education Response to the Syria Crisis: Towards Bridging the Humanitarian- Development Divide



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ACRONYMS

3RP	Regional Refugee and Resilience Plan
BATT	Blended Approach to Teacher Training
BLGY	Bridging Learning Gaps for Youth
BTEC	Business and Technology Education Council
CDRR	Conflict and Disaster Risk Reduction
CSF	Community Systems Foundation
ECW	Education Cannot Wait
EiE	Education in Emergencies
EMIS	Education Management Information System
ETC	Education Training Centre
IDP	Internally Displaced Person
INEE	International Network for Education in Emergencies
JRP	Jordan Response Plan
KRI	Kurdistan Region of Iraq
LCRP	Lebanon Crisis Response Plan
M&E	Monitoring and Evaluation
MDG	Millennium Development Goal
MEHE	Ministry of Education and Higher Education of Lebanon
MoE	Ministry of Education
MoPIC	Ministry of Planning and International Cooperation, Jordan
NFE	Non-Formal Education
NRC	Norwegian Refugee Council
ODI	Overseas Development Institute
QRTA	Queen Rania Teacher Academy
RACE	Reaching All Children with Education
SDG	Sustainable Development Goal
ToT	Training of Trainers
TVET	Technical and Vocational Education and Training
UIL	UNESCO Institute for Lifelong Learning
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
WoS	Whole of Syria Approach
YES	Youth Education for Stability

1. INTRODUCTION

As the war in Syria enters its sixth year, with no political solution to the conflict in sight, its spillover is upholding a humanitarian, development, security, and socio-economic crisis in the entire region. Neighbouring countries are particularly affected by the influx of refugees, and aid agencies and host governments are beginning to consider the long-term impact of the crisis. Education gaps are particularly worrying. Over 5.7 million children and youth are in need of education assistance.¹ Many are out of school: 2.1 million children and youth inside Syria, and 700,000 refugee children and youth in neighbouring countries.² Filling these gaps requires providing access and delivering school materials, teachers and safe spaces immediately, but the protracted nature of the crisis also requires the strengthening of host countries' education systems. The need to respond to longer-term priorities in the midst of crisis, in addition to short-term concerns, poses a major challenge, and one that resonates with discussions within the international education in emergencies (EiE) community³ about the need to bridge humanitarian and development action.

UNESCO is one of many partners responding to the Syria crisis in the field of education. Its strategy Bridging Learning Gaps for Youth (BLGY)⁴, aims to position the organization to respond to the educational needs of Syrian refugee and host community youth in Jordan, the Kurdistan Region of Iraq (KRI), and Lebanon, as well as youth inside Syria.⁵ UNESCO has a global mandate in education and is the UN body designated to lead and coordinate the Sustainable Development Goal (SDG) 4 Framework

for Action.⁶ Continuous institutional changes in aid architecture influence its potential to contribute to education interventions in emergencies and protracted crises. Positioning itself strategically and responding to short-term needs along with longer-term priorities is one of the main challenges facing the Organization in its education response.

Globally, calls for a new approach and an overhaul of current aid architecture in the field of education have received increased attention over 2015-16. Over 33 million children in conflict-affected countries remain out of school, with girls almost two and a half times more likely to be out of school if they live in conflict. Wide gaps in humanitarian funding for education persist despite the 4 percent benchmark.⁷ Furthermore, the increasingly protracted nature of contemporary humanitarian situations is blurring the separation between humanitarian and development aid. Global level discussions on how to link humanitarian and development silos and support transition phases between the two are gaining more traction than ever before. Planning around the Education 2030 agenda, the World Humanitarian Summit (May 2016), and the UN Special Envoy for Education's promotion of the Education Cannot Wait (ECW) fund have contributed to this momentum. These global events and the discussions surrounding them point to the need for both institutional and technical shifts to bridge the humanitarian-development divide and support resilience-based transition phases.

This study examines UNESCO's education response to the Syria crisis in Jordan, KRI, and Lebanon with the aim of highlighting the areas of assistance relevant to bridging the humanitarian-development divide, and building knowledge on UNESCO's potential comparative advantage.⁸ The study does not, however, look into depth at the activities of other aid actors for comparison, but focuses on illuminating UNESCO's potential strategic niche areas.

1 OCHA 2015b.

2 UNICEF. 2016.

3 For the purpose of this study, the term Education in Emergencies (EiE) refers to emergencies and protracted crises.

4 See UNESCO 2015b for the initial version of the strategy and UNESCO 2016a for the updated version.

5 UNESCO's strategies include specific provisions supporting the reconstruction of education systems in countries affected by conflict and natural disasters. UNESCO's Medium-Term Strategy (37C/4) for 2014-21 states that UNESCO will "accompany countries in their education reform, paying particular attention to supporting the reconstruction of education systems in countries affected by conflict and natural disaster". UNESCO's Education Strategy for 2014-21 indicates that the Organization has been "called upon to play a greater role, alongside other UN organizations, in responding to emergency situations and contributing to the reconstruction of education systems following natural disasters or armed conflicts."

6 SDG4, or Sustainable Development Goal 4, refers to the goal of quality education and states: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

7 UNESCO 2015a. Four percent is the globally agreed target for the education sector's minimum share of total humanitarian aid to a country. However, the average share has been below 2 percent since 2010 (see UNOCHA Financial Tracking Service: <https://fts.unocha.org/>).

8 The study does not examine UNESCO's BLGY activities in Syria itself as this work was in preparatory stages at the time.



The first part of this study provides a background on the Syria crisis and its impact on the education of Syrian refugees and their host communities in the region. It also gives a brief overview of the education response by humanitarian and development actors. The importance of UNESCO's role in addressing crisis-related targets of SDG4 is also highlighted. The study then outlines the technical areas being discussed at the global level that are regarded as necessary for bridging the humanitarian-development divide. It provides specific examples of UNESCO's work in response to the Syria crisis, highlighting key areas of assistance where UNESCO has or could make important contributions to the transition phase between humanitarian and development assistance. Finally, it analyses UNESCO's Regional Education Response Strategy for the Syria crisis, the BLGY.⁹

This case study is part of an overall evaluation of UNESCO's role in education in emergencies and protracted crises. The evaluation involves a mapping and analysis of UNESCO's strategic positioning, its emergency response capacities and frameworks, and its participation in international coordination mechanisms in the field of education. Within the framework of this evaluation, four case studies are being prepared for more in depth illustration of each of these three dimensions. This study, on UNESCO's education response in the Syria crisis, focuses on the first dimension (strategic positioning), and the third (participation in the system-wide response).

Both the overall evaluation and this study aim to inform UNESCO's future work in education in emergencies and protracted crises, as well as the Organization's participation in joint UN mechanisms in view of the Education 2030 agenda.

⁹ The analysis for this study is based on the initial BLGY for 2015-2016. It is important to note, however, that a revised BLGY Strategy was published for 2016-2017 as this study was being finalized.



1.1 KEY QUESTIONS AND METHODOLOGY

RESEARCH QUESTIONS

The key research questions guiding this study are as follows:

- 1 How is UNESCO positioning itself to support the education of Syrian refugees, given the protracted nature of the crisis?
- 2 To what extent is UNESCO's support to the education of Syrian refugees responding to the key regional challenges and needs in the context of Education 2030 and the ECW fund?
- 3 What factors enable or constrain UNESCO's contribution in education to national and regional strategies?

METHODOLOGY

The case study was conducted between November 2015 and March 2016 through a desk study, interviews, and site visits to the region. The desk study covered documents drawn from academic and grey literature on the Syria crisis, regional and country strategies such as national development plans, humanitarian response plans, and education sector response strategies, needs assessments, situation analyses, specialist studies, evaluations and reports on education and Syrian refugee youth, as well as UNESCO strategy and

planning documents. It also included a review of key documents related to global level discussions on Education 2030 and the ECW fund, including background and consultation reports (see Annex A for a full list of references).

A two-week mission to UNESCO's regional office in Beirut and national offices for Jordan and Iraq¹⁰ in Amman during November 8-20, 2015 allowed for over 70 semi-structured interviews with UNESCO field office staff, and external partners and stakeholders, including government officials, education cluster and working group members, and beneficiaries. The evaluators also visited the UNESCO project site at Za'atari refugee camp¹¹ in northern Jordan. Preliminary findings of the study were presented at the Second Strategy Meeting of the Regional Education Response to the Syria Crisis that took place at UNESCO Headquarters during 2-3 March 2016. Discussions at this meeting also informed the present study. See Annex B for a complete list of people interviewed.

¹⁰ Time constraints prevented the team from visiting the KRI region and UNESCO's antenna in Erbil. Interviews with staff and selected partners in KRI were conducted by telephone, but were limited.

¹¹ At UNESCO's project site in Za'atari Refugee Camp the evaluators held group discussions with mothers and children beneficiaries of UNESCO's informal education programme run in partnership with War Child UK.

2. EDUCATION IN THE SYRIA CRISIS AND THE 2030 AGENDA

2.1 BACKGROUND: SYRIA CRISIS AND ITS IMPACT ON EDUCATION

The Syria crisis began in March 2011 with protests and fighting among various groups and the Syrian government. A little over a year later, it evolved into a full-scale civil war. Today Syria's neighbouring countries, Egypt, Iraq, Jordan, Lebanon, and Turkey are host to 4.9 million Syrian refugees.¹² The social and economic impacts of the refugee influx are immense¹³ and consequences for education are particularly worrying. Half of the 1.3 million school-age Syrian children across Egypt, Iraq, Jordan, Lebanon, and Turkey are out of school.¹⁴

In 2011, primary and secondary school enrolment in Syria were 91 and 75 percent respectively, and the country was lauded in the region for remarkable progress in achieving gender parity. Literacy rates hovered around 97 percent for young men (15-24), and 95 percent for young women.¹⁵ Today, primary enrolment has decreased by 44 percent, and upper secondary enrolment has decreased by 23 percent. Vocational secondary enrolment has decreased by 64 percent.¹⁶ The latest research on the economic cost of dropout from basic and secondary education in Syria, as of 2012, estimates a loss of US\$ 10,670 million, or 17.6 percent of Syria's pre-crisis 2010 GDP.¹⁷ This does not include the economic loss of refugee children's future economic activities, indicating that this number is, in reality, much higher.

As the crisis continues to displace communities within Syria and in neighbouring countries, governments,

¹² OCHA 2016.

¹³ In 2013, when Syrian refugees did not yet constitute more than a quarter of the population in Lebanon as today, a social and economic impact assessment of the refugee influx estimated that between "US\$ 1.4/1.6 billion would be required to reinstate access to and quality of public services to their pre-Syria conflict level". The same study reported that around 170,000 Lebanese had been pushed into poverty. See World Bank 2013.

¹⁴ UNHCR 2016.

¹⁵ UIS n.d. These estimates have a high margin of error.

¹⁶ Syria MoE EMIS for 2010/11 and 2014/15 school years. Enrolment for pre-primary to Grade 12.

¹⁷ Mizunoya, 2015.

civil society, and development partners are striving to provide access to and deliver quality education. Despite the broad expansion and adaptation of national education systems in host countries to accommodate Syrian refugees, demand for education far outweighs supply, and the quality of services for both refugees and host communities is compromised. Challenges common across the region are language barriers, curriculum selection, and the difficulty of obtaining official documentation from Syria on examination and graduation certificates that determine the grade-level enrolment into host countries' school systems. A number of factors that affected enrolment before the crisis continue to do so and are further exacerbated by it: the worrying trend of early marriage, keeping young girls at home for security reasons, and the pressure to work and contribute to family income, the latter affecting mostly young men. The risk of young men enrolling in militias is also a concern. Travel costs and safety, especially for girls, are further issues deterring enrolment as many education institutions are located far from affordable housing where urban refugees reside.¹⁸

The influx of Syrian refugees has not impacted neighbouring countries in a uniform way, not in the least because of the sheer differences in their numbers. The distinct socio-political and economic country contexts of Jordan, KRI, and Lebanon have influenced the state of education for both Syrian refugees and host communities in these countries in many ways.

2.2 HUMANITARIAN RESPONSE FOR EDUCATION AND UNESCO'S ROLE

The humanitarian system began to engage in Syria in 2012, when the crisis escalated from violent repression to armed conflict. Due to its protracted nature, initial humanitarian relief activity has since

¹⁸ Chatty et al 2014.

been evolving to address longer-term development strategies.

In September 2014, the Whole of Syria (WoS) approach was adopted as a result of UN Security Council Resolutions 2139 and 2165 to unite all humanitarian operations under a single framework. More than one thousand humanitarian actors and coordination structures with operations within Syria and across the border from Turkey and Jordan were brought together under the WoS. The *Regional Refugee and Resilience Plan (3RP)* is the latest incarnation of the international community's overall costed strategy for the region (which includes Egypt, Iraq, Jordan, Lebanon, and Turkey). The 3RP aims to assist with the nationally-led responses to address the influx of Syrian refugees, support impacted communities, and alleviate the additional burden on the national education systems of host countries. Its focus is on enrolment in primary and secondary schools, technical and vocational education and training (TVET), and higher education. In addition, the *No Lost Generation* initiative was launched in October 2013 and backed by numerous partners from UN and international agencies, donors, governments, and NGOs. This three to five-year framework focuses on quality education, child protection, and adolescent and youth engagement, and operates inside Syria and the five neighboring refugee host countries.

As the crisis drawn on, national governments in Jordan, Lebanon and Iraq are increasingly concerned about the pressure on basic social services (health, education, water etc.) and the need for longer-term assistance. The Lebanon Crisis Response Plan (LCRP 2015-16) aligns with the official education strategy of the Ministry of Education and Higher Education (MEHE), *Reaching All Children with Education (RACE 2014-17)*.¹⁹ UNESCO is a member of the RACE Steering Committee, and along with the United Nations High Commissioner for Refugees (UNHCR) initiated Higher Education Partners Meetings in February 2016. The Jordan Response Plan for the Syria Crisis (2016-18) is the current strategy in the Kingdom, in which UNESCO is the Secretariat for the Education Task Force. The Jordanian Education Sector Working Group (ESWG), established in 2008 in response to the Iraqi refugee crisis, is co-chaired by UNICEF and Save the Children. UNESCO is a member of the ESWG and the Youth Task Force, which is co-chaired

¹⁹ The strategy targets 413,000 Syrian refugee and host-community affected children from the ages of 3 to 18, focusing on the areas of access, quality and systems strengthening. A component on youth, aged 15-18, focuses on life skills programmes (health and hygiene), social and conflict resolution skills and community engagement, to foster social cohesion and mitigate tensions between Syrian and Lebanese youth. See MEHE 2014.

by the Norwegian Refugee Council (NRC) and UN Population Fund (UNFPA). UNESCO is also co-chair of the Tertiary Education Coordination Group along with UNHCR. The Iraq 3RP (2016) is meant to align with the refugee response programme for internally displaced persons (IDPs). The Iraq 3RP designates UNESCO as the main actor for promoting secondary school attendance. UNESCO is also a member of the Education Cluster in KRI.

Overview of UNESCO response

The Organization's education response to the Syria crisis began as early as 2012, particularly in Jordan and KRI, even in the absence of an organizational strategy. In 2013, the Director-General launched the Youth Education for Stability (YES),²⁰ a regional initiative between the Organization's Amman, Baghdad, and Beirut Offices, which was UNESCO's first flagship programme for education work for Syrian refugees and the communities hosting them in the region. The programme focused on providing children and youth aged 10 to 19 with secondary and higher education opportunities, including life and professional skills. It attracted approximately 4.4 million USD in resources, which enabled the UNESCO offices in Lebanon and Jordan to scale up their response to the crisis.

In September 2014, the region's education colleagues came together for a first strategic planning meeting at which they decided to revise the YES and develop a more comprehensive framework. The resulting BLGY 2015-2016 regional response strategy and programmatic framework was launched in early 2015 and subsequently updated for 2016-2017 following another strategic planning meeting in March 2016. BLGY aims to position the Organization to respond to the education needs of Syrian refugee and host community youth (aged 15-24). It focuses on three areas: (i) Access - bridging the access gaps for youth, (ii) Quality - bringing back quality at the heart of learning, and (iii) System strengthening - empowering education systems for resilience.

2.3 GLOBAL LEVEL DIALOGUE ON EVOLUTION OF EIE

Education 2030 and UNESCO's role

In September 2015, world leaders adopted the 2030 agenda for Sustainable Development. Its SDG4 encompasses lifelong learning and three out of its 10 targets make specific reference to

²⁰ UNESCO 2013.

emergencies and crises.²¹ The framework is more ambitious than its predecessor, the Millennium Development Goals (MDGs), which focused solely on primary education and expressed global education development targets. The development of a new global education agenda, therefore, has important consequences for UNESCO's work in EiE for a number of reasons.

UNESCO is the only UN agency with a mandate in education that spans a lifetime (from early childhood to higher education, but also TVET, literacy, non-formal, and adult education). The Organization, therefore, has an important role to contribute to the achievement of specific targets that refer to lifelong learning opportunities that go beyond primary and secondary education: target 4.3 speaks of “affordable and quality technical, vocational and tertiary education, including university”; target 4.4 refers to “youth and adults who have relevant skills, including technical and vocational skills”; target 4.5 explicitly refers to “ensure equal access to all levels of education and vocational training”; target 4.6 focusses on literacy and numeracy; target 4.b once again highlights the importance of “enrolment in higher education, including vocational training” and, target 4.a refers to “safe, non-violent, inclusive and effective learning environments for all”. The last part of target 4.5 “vulnerable situations” and target 4.a also specifically refer to emergencies and crises, thereby highlighting the need for education opportunities in these contexts. In addition, target 4.7 speaks of the “promotion of a culture of peace and non-violence”, which is UNESCO's *raison d'être*.

UNESCO is the UN body mandated to lead and coordinate the Education 2030 agenda and its corresponding Framework for Action. This last document specifically refers to the importance of maintaining education during situations of conflict, emergency, post-conflict, and early recovery.²² As a result, it provides the Organization with an important opportunity to play a role in shaping the future of EiE.

Funding education in emergencies and protracted crises

A series of global events and the discussions surrounding EiE are shaping the next evolution of



aid.²³ The recognition of the artificial dichotomy of humanitarian and development phases—addressing immediate relief issues versus long-term socio-economic goals—is not new. Protracted crises are on the rise (the average length of displacement is 17 years)²⁴ and emergency relief is extending into longer-term humanitarian support. The international aid architecture, however, remains compartmentalized into humanitarian, development and security-related activities, leaving wide gaps in institutional modalities, financing and capacities for transition phases.²⁵

In recognition of these gaps, the UN Special Envoy for Global Education has taken forward a recommendation to establish a fund for education in crises, the ECW fund. It aims to generate predictable, flexible funding of US \$3.85 billion over a five-year period, to establish a Breakthrough Fund for immediate and medium-term financing

²¹ Target 4.5 refers to “equal access to all levels of education for the vulnerable... including children in vulnerable situations”. Target 4.7 refers to the “promotion of a culture of peace and non-violence”. Target 4.a refers to “safe, non-violent, inclusive and effective learning environments for all”.

²² UNESCO, UNDP, UNFPA, UNHCR, UNICEF, UN-Women, World Bank, & ILO 2015.

²³ Global events include the World Education Forum (Korea, May 2015) which adopted the Incheon Declaration; the Oslo Conference on Safe Schools (Norway, May 2015); the Oslo Summit on Education Development (Norway, July 2015), and; the International Conference on Financing for Development (Ethiopia, July 2015).

²⁴ Internal Displacement Monitoring Centre 2014.

²⁵ Nicolai 2016.

of EiE at the national level, and an Acceleration Facility to advance good practice and strengthen data collection.²⁶ Work and related discussions on the modalities have been ongoing since the World Education Forum (May 2015), including consultations with education stakeholders globally and a series of research papers and proposals developed by the Overseas Development Institute (ODI).²⁷ UNESCO was a member of the Technical Support Group for the fund and is currently part of the interim Executive Committee responsible for strategic direction, management and financial oversight. The fund was officially launched during a Special Session at the World Humanitarian Summit (May 2016), during which donors pledged US \$90 million, and the Global Business Coalition pledged an additional US \$100 million in financial and in-kind contributions. The UNESCO Director-General co-hosted a side event at the Summit with the International Network for Education in Emergencies (INEE) promoting alignment of humanitarian response plans and longer-term education sector planning.

Global level dialogue on the specific role of EiE in the Syria crisis is also growing. Refugee-hosting countries affected by the crisis have been ineligible for funding from traditional donors such as the Global Campaign for Education. This has resulted in an effort to find ways to finance the education response in the region. Part of the impetus behind the ECW fund arose from this.

The donor community has also acknowledged the need for and become more accepting of long-term financing options because of the "resilience-based approach" to development presented by the 3RP strategies and regional discussions, such as the Resilience Agenda at the Dead Sea Resilience Development Forum in November 2015.²⁸

In February 2016, the fourth international pledging conference for the Syria crisis took place in London. In preparation for the conference, UNESCO advocated for a strong focus on youth education that extends beyond basic schooling and for longer-term funding commitments. The resulting conference declaration called for US\$ 1.4 billion per year in pledges to provide schooling for 1.7 million refugee and host community children, and 2.1 million children within Syria.

Furthermore, it included a specific mention of the "need to prepare young people for work, by increasing access to vocational training", thereby also advocating for longer-term education opportunities. Several gains were made for EiE financing at the conference as donors pledged over US\$ 650 million for education and the governments of Jordan, Lebanon and Turkey committed to providing school places for one million Syrian refugee children by the end of the 2016-17 academic year.²⁹ Funds were also pledged for immediate and longer-term financing for "linking relief and development efforts".

KEY AREAS OF ASSISTANCE FOR ACHIEVING THE SDG4

On the basis of analysis of the global discussions in preparation for the launch of the ECW fund, the Education 2030 agenda, and financing for the Syria crisis³⁰ this study has identified a number of key areas of work. Apart from the traditional EiE response (focused mostly on providing access to schooling), the following areas emerge as also requiring more attention in practice: (i) Capacity building of local actors, including teacher training and professional development, (ii) strengthening of data and information systems, (iii) improving needs assessment and transition planning, (iv) crisis sensitive analysis in planning, sector analysis and budgets (v) conflict and disaster risk reduction (CDRR) and preparedness, and (vi) technical and vocational training. An evidence paper for the ECW fund issued in May 2016 also references the need for UNESCO's contribution in the following areas: accreditation of non-formal education (NFE), strengthening of information systems – e.g. education management information system (EMIS), and crisis planning.³¹ These areas of assistance are regarded as necessary for achieving the SDG4, bridging the humanitarian-development divide, and supporting acute, protracted and recovery stages of crises. The following section of this study examines UNESCO's contributions in these areas in the context of the Syria crisis.

²⁶ UNICEF 2016a.

²⁷ Nicolai 2016.

²⁸ UNDP 2015.

²⁹ A World at School 2016.

³⁰ Nicolai et al. 2016, Nicolai, Hine, and Wales 2015, Anderson 2016, INEE 2015. "Co-hosts declaration of the Supporting Syria and the Region Conference", London 4 February 2016.

³¹ Nicolai, S., et al. 2016.

3. UNESCO'S CONTRIBUTION TO BRIDGING THE HUMANITARIAN-DEVELOPMENT DIVIDE

UNESCO had been supporting national education systems in the region for several years before the start of the Syria crisis. While its mandate has not changed with the influx of refugees, its programmatic focus and working modalities have adapted to the changing context. This study found that UNESCO's work in the region is well-aligned to all the technical areas mentioned above for bridging the humanitarian-development divide. Most of UNESCO's education activities in response to the Syria crisis that fall within the key areas of technical assistance described above are taking place in Jordan. Other systems strengthening work is focusing on improving the long-term sustainability of humanitarian work in Lebanon, and more traditional humanitarian work is being undertaken in KRI.³² Distinct country contexts have determined the nature of UNESCO's activities in the countries bordering Syria to a large extent, along with other factors described further in the Challenges and Opportunities section below.

One common thread among UNESCO activities (with the exception of a few) is their focus on strengthening host country education systems as well as providing opportunities for host communities, rather than providing services exclusively to refugees. There is broad recognition that focusing only on the latter would further exacerbate the risk of social tensions between refugees and their host communities. This is further highlighted in the resilience based approach that is being adopted in the region.

³² This study does not cover UNESCO's activities under the Access pillar of the BLGY, as these activities were not found to fall within the technical areas identified as critical for bridging the gap between humanitarian and development work.

3.1 UNESCO'S CONTRIBUTION IN TECHNICAL AREAS

3.1.1 Capacity building

Teachers' Professional Development programme in Jordan

The steady influx of Syrian refugees into Jordan has caused enormous strains on the Kingdom's education system, as Jordan's Ministry of Education (MoE) opened enrolment at the primary and secondary level for Syrian refugees. Due to over-crowding, second shifts were introduced in nearly 100 schools and 3,000 new and often inexperienced teachers were recruited to teach in camp and host community schools. Newly appointed as well as regular teachers all face the challenges brought to their classrooms by the arrival of Syrian students. They also lack the necessary skills to manage large classrooms and children affected by trauma or psychosocial stress. To address the diminishing quality of education and the training gap among teachers, in 2012, UNESCO began a partnership with the Queen Rania Teacher Academy (QRTA) to develop a comprehensive teacher training package and capacity development programme. To date, 439 ministry trainers and 1,955 teachers have received intensive training, which has since been significantly scaled up.³³

The Teachers' Professional Development (TPD) programme first developed five training modules based on materials from the Iraqi refugee crisis that drew from the INEE Minimum Standards for EiE.³⁴ These were endorsed by the MoE. UNESCO then supported the QRTA to develop an enhanced cascaded training model, which includes follow-up coaching and monitoring visits by trainers for additional support, and an assessment of the extent to which teachers are able to apply the recently

³³ UNESCO 2016b.

³⁴ The five training modules are: Psychosocial Support, Classroom Management, Children's Rights and Protection Against Abuse, Teaching and Learning, and Academic and Behavioural Assessment.

acquired content to their teaching.³⁵ Stakeholders interviewed for this study indicated that the MoE, trainers and teachers all highly valued this innovative approach to follow-up. Teachers also especially valued the skills covered by the training which they reported as critical whether they teach in schools with Syrian refugees or not.³⁶

Following consultation with the MoE, UNESCO's decision to target in-service Jordanian teachers working in the first shift, rather than teachers hired to teach Syrian students in the second shift, emphasizes its intent to strengthen the capacity of the education system as a whole, and for the long-term. Stakeholders and beneficiaries see the TPD programme as an effective means for allowing teachers to better attend to the learning needs of both Syrian and Jordanian students as well as to build bridges between them, thereby contributing to enhanced social cohesion.

The final phase of the TPD programme has focused on developing the Blended Approach to Teacher Training (BATT), an online platform through which all Jordanian MoE teachers will be able to access the materials developed with the QRTA, in addition to others already available in Arabic. The training combines face-to-face sessions with online modules and includes assessment, examination, monitoring, and evaluation for a more interactive approach. In early 2016, the BATT programme was in the pilot stage. This expansion of the original TPD programme offers an alternative training pathway for all Jordanian teachers and, therefore, aims to contribute to the enhancement of quality of the entire education system.

Tracking System for Teachers Professional Development in Jordan

Work on the TPD programme revealed the lack of a practical tool that allows the MoE and the Education Training Centre (ETC) to determine teachers' training needs, to prioritize and keep track of them. In response, UNESCO proposed to set up a Tracking System for Teachers Professional Development. By partnering with USAID and drawing from its own

experience in the development of the country's new Education Management Information System (OpenEMIS) (see below), UNESCO agreed to develop this database for the professional development of all Jordanian teachers.³⁷ This activity is yet another example of strengthening Jordan's education system in response to the Syria crisis.

INEE Trainings in Lebanon and the Kurdistan Region of Iraq

Since the start of the Syria crisis, UNESCO has facilitated a series of workshops on the INEE Minimum Standards for EiE in Jordan, KRI, and Lebanon. In Lebanon, in collaboration with INEE, NRC, and UNICEF, UNESCO co-led the contextualization of the INEE Minimum Standards in 2013. The resulting standards were then used to develop a training programme for MEHE staff. Following a ToT approach, UNESCO supported a series of workshops for 100 school directors on the standards.³⁸

In KRI, UNESCO organized two INEE Minimum Standards workshops for different stakeholders. The first one took place in August 2013³⁹ and targeted staff from the region's Education Directorates, national and international NGOs, as well as UN agencies. The workshop aimed to increase understanding of the INEE Minimum Standards among major stakeholders involved in the Syria crisis education response in the Kurdistan region. Its outcome was the establishment of an Education Working Group to provide further technical support and capacity building to actors working in the region. Another training session based on the INEE Minimum Standards took place in Erbil in May 2014 and was again co-organized by UNESCO and the NRC.⁴⁰ This time the training targeted 28 education practitioners (of which only 8 were women) teaching Syrian refugees in camp and community schools as well as officials involved with the education response in the camps. The training was more hands-on with a focus not only on understanding key EiE concepts, but also how to apply them in assessing, planning, and delivering EiE programmes.

UNESCO co-organized the trainings with its partners; however, they were brief and not part of longer-term capacity development programmes. Still, they are examples of UNESCO building national capacities in response to a crisis, which

35 The programme then trained a core team of 50 MoE trainers. The core team delivered 12 training of trainers (ToT) workshops for a total of 493 school supervisors and counsellors (59% of which were women) responsible for delivering support to teachers and conducting coaching and monitoring visits. Out of these trainees, 120 were selected to deliver teacher training workshops in schools across the country in governorates with large concentrations of Syrian refugee students. In the fall of 2013, 60 teacher training workshops were conducted for 1,955 teachers (80% of which were women).

36 The first phase of the Teachers' Professional Development programme was funded by the Government of Bulgaria between October 2012 and June 2013. The programme was then continued and expanded with funding from the European Union and is still ongoing.

37 To access Jordan's OpenEMIS, see <https://for.openemis.org/portal/>.

38 INEE and Lebanon Education Working Group 2014.

39 INEE, NRC, & UNESCO 2013.

40 INEE, NRC, & UNESCO 2014.

has been identified as a technical area that bridges the humanitarian-development divide. Evaluations of the trainings indicate that they are very much in demand and should be scaled up.

3.1.2 Information strengthening

OpenEMIS

Until recently, Jordan's MoE relied on a private company to operate its EMIS. Dependence on a single provider to manage and produce statistical reports was costly and often resulted in delays to access information. The MoE therefore sought UNESCO's technical assistance to replace this system with open source software that could be maintained independently by the MoE's EMIS unit – OpenEMIS.⁴¹ As education data related to Syrian refugees was also in demand by the MoE and its partners, a special module for refugees was added to the project.

UNESCO partnered with the Community Systems Foundation (CSF) to customize the existing system and related technical services. UNESCO then trained six MoE EMIS unit staff on how to maintain, operate, and upgrade OpenEMIS independently. Additional training on how to use the OpenEMIS interface for policy formulation, planning, and monitoring and evaluation (M&E) purposes is ongoing. The MoE has already trained 600 teachers and administrators at the regional level in data collection and entry for the new system, who have then trained over 13,000 EMIS focal points at the school level. Data collection was piloted in November 2014 for the first time.

The OpenEMIS Refugees component, a rapid data collection tool, was developed to capture raw data at the school level on basic indicators, including the number of Syrian refugees enrolled in schools or on waiting lists. Over time, it is expected to systematically monitor enrolment and attendance of Syrian refugee students across the country. Since December 2015 it is being deployed in the Za'atari refugee camp with UNICEF support for equipment and training on data collection in camp schools.

Interviews with the MoE show that it is pleased with the results so far. The OpenEMIS Refugee

⁴¹ OpenEMIS is part of a global support programme led and conceived by UNESCO Headquarters to encourage country-level capacity development in the area of education strategic planning and management. OpenEMIS addresses the need for a generic open source EMIS, designed to collect, manage, analyze and report data on education systems, and customizable to the specific needs of member states. For further information, see www.openemis.org.

component also fills an important gap of the previous unavailability of reliable data on the magnitude of the impact of the refugee crisis, making it a valuable source of information for the MoE, and development and humanitarian partners, along with all education stakeholders. By supporting the development of the EMIS, UNESCO is strengthening the capacities of the MoE and helping to meet immediate data needs related to the Syria crisis.

UNESCO Jami3ti Initiative

Among the many barriers Syrian refugees face in accessing higher education is the lack of information and guidance tailored to their specific needs. Evidence-based policy responses to the educational needs of Syrian refugee youth as well as donor resource allocations to support higher education also require evidence on the nature and scope of the demand. OpenEMIS only covers students up to the secondary school level. The UNHCR's aggregated statistics on refugees are also insufficient to match higher education opportunities to refugees' schooling profiles.

To address this gap, the Education Unit in UNESCO's Amman Office has developed Jami3ti, an online platform for dissemination of information for seekers and providers of higher education opportunities or services in Jordan and abroad.⁴² Jami3ti brings together university programmes, higher education courses, trainings, and scholarships in one place. Refugees with a UNHCR identification number are able to create profiles online and search for opportunities, whereas institutions can create profiles and upload related openings and offers. To date, over 2,200 Syrian refugees and 18,000 institutions have registered on the website. Za'atari refugee camp had the highest participation rate as NGOs such as the NRC and International Relief and Development have supported refugees to register on the website.

As the only platform gathering systematic information on the demands for higher education of Syrian refugee youth in Jordan, as well as available opportunities, partners are unanimous in suggesting that Jami3ti could be a powerful tool to better understand demographics and inform decision-making on higher education. By capturing data on the refugee population, Jami3ti is contributing to filling the data gap on education supply and demand for youth and young adults, and building a system and model for the long-term. Expectations for the Jami3ti portal are high, however, as registered

⁴² See: <https://unesco.org/jami3ti>.



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youth, institutions, and policy-makers are waiting to see how the system can provide fully funded education opportunities. To attract larger numbers of youth, there are plans to add TVET programmes to the portal and include a feature to monitor the number of scholarship recipients that are able to enroll in education programmes after being linked up through Jami3ti. Meeting the demands of the registered youth and attracting thousands more that are without any opportunities in the region remain big challenges for UNESCO.

3.1.3 Transition planning

Jordan Response Plan 2016-18, Education Sector Response Plan

UNESCO has played a critical role in supporting the Ministry of Planning and International Cooperation (MoPIC) to prepare Jordan's latest education strategy for refugees. The MoPIC chairs the government's policy planning body, the Jordan Response Platform, and has led the development of the Jordan Response Plan (JRP) 2016-18. Due to their long-established and trusted relationship, the MoE requested UNESCO to coordinate the Education Task Force and to prepare the Education Sector Response Plan, one of eleven sectors covered by the JRP. As a co-financier of the JRP Secretariat hosted within MoPIC, UNESCO is a member of the Steering Committee, which provides the Organization with an additional platform for policy advice.

While the JRP 2015 sought to "bridge the divide between resilience and humanitarian systems",⁴³ the JRP 2016-18 "further integrated refugee and resilience response into one single plan for each sector".⁴⁴ During the planning process between May and October 2015, UNESCO ensured that planning for the refugee education response was embedded in national development plans, and the JRP 2016-18 was aligned with objectives of the Executive Development Plan 2016-18, as well as the Governorate Development Plan 2016-18. At the same time, UNESCO supported capacity and institution building through its work with the Ministries of Education and Planning and International Cooperation. Ministry officials appreciated not only the technical assistance that UNESCO provided, but also UNESCO's collaborative approach in planning. As one government representative noted, "We worked together, side by side ... the process is equally as important as the product".

In June 2013, the UNESCO Amman Office with UNESCO-IIEP also organized a workshop on Education Sector Strategic Planning in the Context of the Syria Crisis. Thirty-six Jordanian government officials from MoPIC, Queen Rania Al Abdullah Centre for Education Technology, the Department of Statistics, and MoE technical staff from governorates most affected by the Syria crisis, were trained over a five-day period in the formulation of educational strategies and responses within the context of Syrian children enrolled in Jordanian public schools.

⁴³ MoPIC 2015, pp. 6.

⁴⁴ MoPIC 2016, pp. 9.

The training, however, was not part of a longer-term approach and was not scaled up.

3.1.4 TVET

Skills Development Programme in Jordan

To address an ever increasing need for skills training among both Jordanian and Syrian youth, UNESCO partnered with Al Quds College in Amman to offer a one-year certified skills development programme. The aim of this initiative is to provide at least 400 Jordanian and Syrian youth with an opportunity to obtain the internationally recognized Business and Technology Education Council's (BTEC) Level 3 diploma in one of six fields (construction and built environment, hospitality, art and design, engineering, creative media production, and graphic design). Al Quds College and UNESCO tapped into a number of existing youth networks, including UNESCO's own Jami3ti portal, to ensure the participation of Syrian youth, both from host communities and from the Za'atari Camp.

The provision of post-basic and post-secondary education opportunities has become an urgent priority in the Syria crisis as youth remain out of school for many years, or finish a school cycle with no opportunity for transition to the next level. Access to higher education is also essential to build the skills of people who can eventually return and support reconstruction in Syria. Offering training for future employment is not without major challenges. Until recently, Syrians were not legally entitled to work in Jordan; however, following the London Conference, the position of the Jordanian Government has been changing. By enabling youth to earn an internationally recognized diploma, the programme with Al Quds College can equip young Syrians with skills that are recognized abroad. The programme also includes training on setting up one's own business.

As the UN agency with a mandate in education for all stages of life, UNESCO is clearly positioned to offer skills training to youth in the region. By targeting both Jordanian and Syrian youth, UNESCO's programme aims to address immediate education and income needs and contribute to longer-term stability in communities.

3.1.5 Recognition, Regularization and Certification of Non-Formal Education

Throughout life and especially in times of conflict, much learning takes place in non-formal settings. Following the Syria crisis, many children, youth, and

adults have been unable to access formal education opportunities due to continued displacement, lack of proper documentation, the nonexistence of host country regulations on (re)entry into formal education, or the absence of means to access education opportunities. As a result, high numbers of refugees have turned to NFE with the hope one day of reentering into the formal system. Of those children and youth with access to education, 20 percent are enrolled in NFE.⁴⁵ The recognition, regularization, and certification of NFE are, therefore, becoming topics of increased importance in Syria and its neighboring countries.⁴⁶

In partnership with UNESCO's Institute for Lifelong Learning (UIL) and MEHE in Lebanon, UNESCO's Regional Bureau for Education in Beirut has initiated the process of developing policy frameworks for the recognition, regularization and certification of NFE in the Arab region. During 27-29 January 2016, the three partners convened a regional meeting in the UNESCO Beirut Office with the participation of over 60 representatives from Egypt, Iraq, Jordan, Lebanon, Libya, Morocco, Sudan, Syria, and Yemen.⁴⁷ The aim of the meeting was to deepen participants' conceptual understanding of NFE, to share experiences and challenges from countries in the region, and to learn from successful experiences elsewhere such as in the Asia-Pacific region, presented by UNESCO's Office in Bangkok. The outputs included the development of a joint publication between UNESCO Beirut and the UIL on the state of accreditation of learning competencies in the Arab region, a conference report with policy recommendations on NFE for Member States, and the development of a roadmap on the way forward.

In parallel to the regional seminar, UNESCO offices in the region are supporting the development of national policy frameworks on the regularization and recognition of NFE. For example, Offices in Beirut and Amman have developed a framework and roadmap for the certification, accreditation, and validation of Syrian refugees' education in Jordan, though it has yet to be adopted by the Jordanian Government. Furthermore, UNESCO is partnering with UNICEF and UNHCR to operationalize the frameworks, for

⁴⁵ UNICEF 2016b.

⁴⁶ Note, in Jordan NFE refers to government programmes, including homeschooling, adult literacy programmes, dropout programmes, and evening classes, which aim to get children and youth back into the formal system. Informal education programmes cover life skills, psychosocial support, and socio-emotional skill building, along with foundational literacy and numeracy skills, which are not regulated by the governments and are not certified.

⁴⁷ See: <http://www.unesco.org/new/en/beirut/areas-of-action/education/educational-policy-planning-management/towards-policy-framework-for-securing-the-recognition-regularization-and-certification-of-non-formal-education/>.

example through developing accelerated learning programmes (in Lebanon) that would prepare students for entry into formal education systems. The main challenge of this ongoing work is the validation of policy frameworks by national governments, which would lead to the formal certification and alignment of the multitude of NFE programmes that are currently being offered by various actors, including many civil society organizations.

Triggered by the Syria crisis, this important initiative is an example of policy work that is bound to address not only the immediate needs of Syrian refugees in NFE, but also the millions of individuals enrolled in education programmes outside the formal systems in the region. It is therefore an excellent example of UNESCO's work in bridging the humanitarian-development divide, by addressing immediate to long-term education priorities.

3.2 CHALLENGES AND OPPORTUNITIES

Absence of a global UNESCO strategy for its work in education in emergencies and protracted crises has consequences for organizational set-up and human resources

UNESCO does not have an organization-wide strategy to clearly guide and position its education work in crisis contexts, such as the Syria crisis. Until the BLGY was launched in March 2015, education programme specialists in the region had no strategy to turn to and could not rely on any crisis-specific frameworks or procedures for their work.

Furthermore, very few working structures and specialized units are in place to operationalize UNESCO's education response to the Syria crisis. UNESCO's operations in the region are also mainly project-based, which means that its staff are hired for limited durations, and this makes it more difficult for the Organization to engage in longer-term systems strengthening work. In the absence of a dedicated EiE unit at Headquarters, a three-person unit was established in 2014 in the Beirut Office, four years into the Syria crisis. No such unit exists in the Iraq Office (although an Emergency Education Coordinator post has been funded by various extrabudgetary projects for a number of years), and in Jordan, a team of education specialists combine EiE, resilience, and development backgrounds. To respond to the crisis, education staff, who coordinate and manage projects but are not all specialists in EiE, have had to learn and adapt their programmes to the evolving situation in the region. Finally, a one-person EiE Desk was set up in the Education

Sector's Executive Office at Headquarters only in 2015 and the region has benefited from some assistance from the Crisis and Transition Unit in the Office of the Director-General, but overall technical backstopping from Headquarters has been limited.

Potential of UNESCO's Bridging Learning Gaps for Youth is unrealized

To better structure UNESCO's education work in the region, country directors and education staff from the concerned UNESCO Offices came together to develop a regional programmatic framework in the form of the BLGY in early 2015. The BLGY proved to be effective in mobilizing funds from Arab donors during the Kuwait Donor Conference in March 2015, which has allowed the Beirut Office to significantly scale up its response in Lebanon and Syria, and strengthen the ongoing responses in Jordan and KRI. Following initial fundraising efforts, however, the document was not widely disseminated, and partners and stakeholders at the country level generally unaware of it. An important opportunity was missed for UNESCO to communicate on its strategic positioning in the wider education response to the Syria crisis.

By giving equal weight to the three pillars (access, quality, and systems strengthening) and focusing on youth, instead of demonstrating further significant achievements in its important systems strengthening work, the 2015-2016 version of the BLGY does not sufficiently highlight UNESCO's already recognized contributions to the crisis nor does it help position the Organization in areas where it holds true comparative advantage.

Regional scope of BLGY does not facilitate country-level implementation

The regional nature of the BLGY is attractive to donors as they see the value of reaching three countries with one pledge. Indeed, as mentioned earlier the BLGY has been instrumental in raising funds for both the Beirut and Amman offices. A number of regional projects have been initiated, but in practice they are national in nature. The regional administration of projects has raised additional administration challenges as UNESCO's financial and operating frameworks are not designed to function at the regional level.

Donor environment that favors short-term humanitarian action over longer-term development presents challenges and opportunities, and is evolving

Research shows that in crisis situations donors are more willing to support educational infrastructure than initiatives to improve quality, such as teacher

training and salaries or strengthening local institutions.⁴⁸ Despite the fact that national and regional aid strategies for the Syria crisis as well as country-level development plans increasingly stress the system strengthening and resilience dimension of programming, and the London Conference also called for donor pledges for long-term investment, fundraising for longer-term initiatives has remained challenging. UNESCO has had more success in fundraising for this type of programming in Jordan where longer-term system strengthening programming is more accepted by the Jordanian Government and the donor community. Overall, to mobilize funds for its systems strengthening work, UNESCO's offices in the region have designed programmes that also integrate shorter-term activities that respond to immediate needs. UNESCO has therefore engaged in more visible humanitarian work that has traditionally been outside areas where it holds comparative advantage.

UNESCO's work in providing access to schooling, such as NFE programming in Jordan, does not constitute a niche area for the Organization, nor does it possess the resources to scale up these initiatives. However, implementing humanitarian activities outside UNESCO's traditional niche areas has provided for certain strategic advantages and created important learning opportunities for UNESCO staff. For example, the implementation of a small-scale informal education programme in the Za'atari refugee camp in northern Jordan, in partnership with War Child UK, provided UNESCO with the knowledge and experience of working in a camp setting that has, in turn, further informed its already ongoing systems strengthening work such as the OpenEMIS and the UNESCO Jama3ti Initiative.

Furthermore, engaging in direct implementation of humanitarian programming has provided UNESCO with an opportunity to sit at the table alongside both humanitarian and development actors. UNESCO's projects in access to education have built the expertise of its staff "on the ground" and, thereby, increased UNESCO's credibility among humanitarian partners. It has also secured its role in both humanitarian and development coordination mechanisms, which ultimately reinforces the Organization's role as an actor that helps bridge humanitarian and development needs.

The remaining challenge for UNESCO is to determine until what point it should remain engaged in humanitarian work before deciding to focus its limited resources and specialised expertise in areas where it has a comparative advantage.

Aid effectiveness depends on local leadership

The need for country-led strategies and leadership is not new, and is critical for success in either humanitarian or development fields. This can be a major challenge in fragile and conflict-affected environments. The ability of UNESCO and other actors to engage in technical areas that bridge humanitarian and development action, therefore, also depends on the leadership of national authorities.

Different national contexts present different challenges. For example, as mentioned above, prior to the London Conference there was much resistance to wide-scale TVET programming for Syrian refugees in Jordan as they did not have the right to work. Today the government is implementing new measures to issue work permits for Syrian refugees in certain sectors.⁴⁹ Local leadership in Lebanon has been more open to investment in TVET due to differences in the informal labor market and because TVET is seen by some as strictly education, to be put to use when refugees return home. In KRI, refugees already have the right to work. Local and national leadership, thus, determines the scope of activities that actors such as UNESCO are able to engage in.

Weak monitoring and evaluation hampers the Organization's ability to communicate about its results and comparative advantages

Elaborate M&E frameworks are resource intensive and often overlooked in most UNESCO projects. In response to the Syria crisis, UNESCO has engaged in important systems strengthening work such as capacity building for governments, technical assistance, and information strengthening. However, very little, if any, follow-up activity has been built into existing work in order to identify lessons learned or to measure results over time. Consequently, an important opportunity to measure and record the impact of UNESCO's "invisible" systems strengthening work is lost. This in turn makes it more difficult for the Organization to communicate the results in the areas where it has a potential comparative advantage.

⁴⁸ See, Carfax Education 2014 and Winthrop, Dolan, Golden, & Ndaruhutse 2012.

⁴⁹ Dunmore 2016.

4. CONCLUSIONS

As the UN body mandated to lead and coordinate the Education 2030 agenda and its corresponding Framework for Action, UNESCO has a clear role to play in supporting education in crises. Specific targets under SDG4 underline the importance of the Organization's work in lifelong learning, including in vulnerable situations, such as the protracted crisis in Syria and its neighbouring countries.

UNESCO has made a number of important contributions to strengthening the education systems of countries affected by the influx of Syrian refugees. By addressing both short-term needs that have arisen since the start of the crisis, as well as longer-term development objectives in its technical assistance and capacity-building initiatives, UNESCO's work is effectively contributing to bridging the humanitarian-development divide.

However, UNESCO does not have an organizational EiE strategy to clearly state its potential contribution to crisis contexts. The BLGY, developed for the Syria crisis, has proved to be a useful and effective tool for fundraising, but is largely unknown to partners and has been less effective as a strategic and planning document at the national level.

The challenge for UNESCO is to make visible its "invisible" systems strengthening work, where its real comparative advantage lies and where it contributes to bridging the humanitarian-development divide.

5. ANNEXES

ANNEX A: REFERENCES

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ANNEX B: LIST OF PEOPLE INTERVIEWED

LEBANON

Rana Abdul Latif, Programme Assistant, UNESCO Beirut
Hamed Al Hammami, Director and Representative to Lebanon and Syria, UNESCO Beirut
George Awad, National Programme Officer for Communication and Information and for Natural Sciences, UNESCO Beirut
Maysoun Chehab, Education Project Officer, UNESCO Beirut
Najwa Dagher, Biology teacher and Inspector, INEE training participant, MEHE, Lebanon
Chaouki Diab, Directeur adjoint, le CNAM Liban
Shereen El Daly, Education Project Officer, UNESCO Beirut
Dakmara Georgescu, Education Programme Specialist, UNESCO Beirut
Sanaa Hajj Safa, Chef du département Economie et Gestion, le CNAM Liban
Hegazi Ibrahim, Education Programme Specialist, UNESCO Beirut
Ahmad Jammal, Director-General for Higher Education, MEHE, Lebanon
Hilda R. El Khoury, Counselling & Guidance Director, General Directorate, MEHE, Lebanon
Sonia Khoury, Project Management Unit, RACE, MEHE, Lebanon
Yannick Martin, Humanitarian Affairs Officer, UNOCHA
Sara Mitri, Orthodox Youth Movement
Audrey Nirrengarten, Education Officer, UNHCR Lebanon
Amal Obeid, Adolescent and Youth Programme Officer, UNICEF Lebanon
Fatima Safa, Associate Education Officer, Inter-Agency Coordination Unit, UNHCR Lebanon
Aline Sfeir, Education Officer, NRC Lebanon
Sélim El Sayegh, Director Master's Programme in Diplomacy, La Sagesse
Seiko Sugita, Programme Specialist for Social and Human Sciences, UNESCO Beirut
Yayoi Segi-Vltchek, Senior Education Advisor, UNESCO Beirut
Sulieyman Sulieyman, Education Programme Specialist, UNESCO Beirut
Amita Vohra, Regional Education Programme Coordinator, UNESCO Beirut
Fadi Yarak, Director-General, MEHE, Lebanon

JORDAN

Hadeel Abedo, Project Manager, War Child – UK, Jordan
Sumayyah Abu Hamdieh, National Programme Officer for Teacher Education, UNESCO Amman
May Ajram, Education Project Officer, UNESCO Amman
Claude Akpabie, Education Programme Specialist, UNESCO Amman
Ziad Al-Nsour, Secretary-General, Jordan National Commission for UNESCO
Job Arts, Attaché, Programme Manager for Education and Youth, Delegation of the European Union to the Hashemite Kingdom of Jordan
Firyal Aqel, Head of Donor Coordination Unit, MoE, Jordan
Susan Ayari, Chief of Education, UNICEF Jordan
Haif Bannayan, Chief Executive Officer, Queen Rania Teacher Academy
Helen Barley, Country Director, War Child – UK, Jordan
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Costanza Farina, Director, UNESCO Amman
Lina Farouqi, Regional Director, Middle East Children's Institute

Paul Fean, Coordinator, NRC Jordan
Daad Hidayal, Programme Manager for UNESCO Programme, Queen Rania Teacher Academy
May Ishaq, National Project Officer for Education, UNESCO Amman
Leana Islam, Emergency Youth Officer, UNFPA Jordan
Issam Kafawin, EMIS Section, Directorate of Planning, MOE, Jordan
Ibrahim Laafia, First Counsellor, Head of Operations & Development Section, Delegation of the European Union to the Hashemite Kingdom of Jordan
Ayman M. Maqableh, The Dean, Al Quds College
Farrukh Mirza, Coordinator, UNICEF Jordan
Irene Omondi, Camp Manager Zaatari, UNHCR Jordan
Walid Abed Rabbo, Senior Coordinator, Jordan Response Plan, MoPIC, Jordan
Nichole Saad, Associate Project Officer, UNESCO Amman
Ibrahim Al Safadi, CEO, Luminus Education
Nujoud Serhan, Deputy Business Development Manager, Luminus Education
Hala Taher, Director of Programmes & Development, Queen Rania Teacher Academy
Nuha Tarawneh, Teacher Trainer, English Supervisor for Ministry of Education, Jordan
Marzouq Zyoud, Education Focal Point, National Commission for UNESCO Jordan
Women and children beneficiaries of the NFE programme at Za'atari Camp

IRAQ

Zulfiqar Ali, Project Officer/Coordinator for IDPs & Syrian Refugees Response, UNESCO Iraq
Muhammed Fadhil, Iraqi Al-Mortaqa Foundation for Human Development
Ahmed Hussein, Project Manager, Iraqi Al-Mortaqa Foundation for Human Development
Ahmad Habeeb, Director, Bojeen Organization for Human Development
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Dashati Khader, Director of Planning, Ministry of Education of the Kurdistan Regional Government of Iraq
Karly Kupferberg, Education Cluster Coordinator, Save the Children, Iraq
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Axel Plathe, Director of Office and Representative to Iraq
Ali Rasul, Assistant Programme Officer, UNHCR Erbil
Bashadar Sarbaz, OIC Follow-Up Director, Ministry of Education of the Kurdistan Regional Government of Iraq
Matthew Swift, Education Cluster Coordinator, UNICEF Iraq
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