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Sustainable
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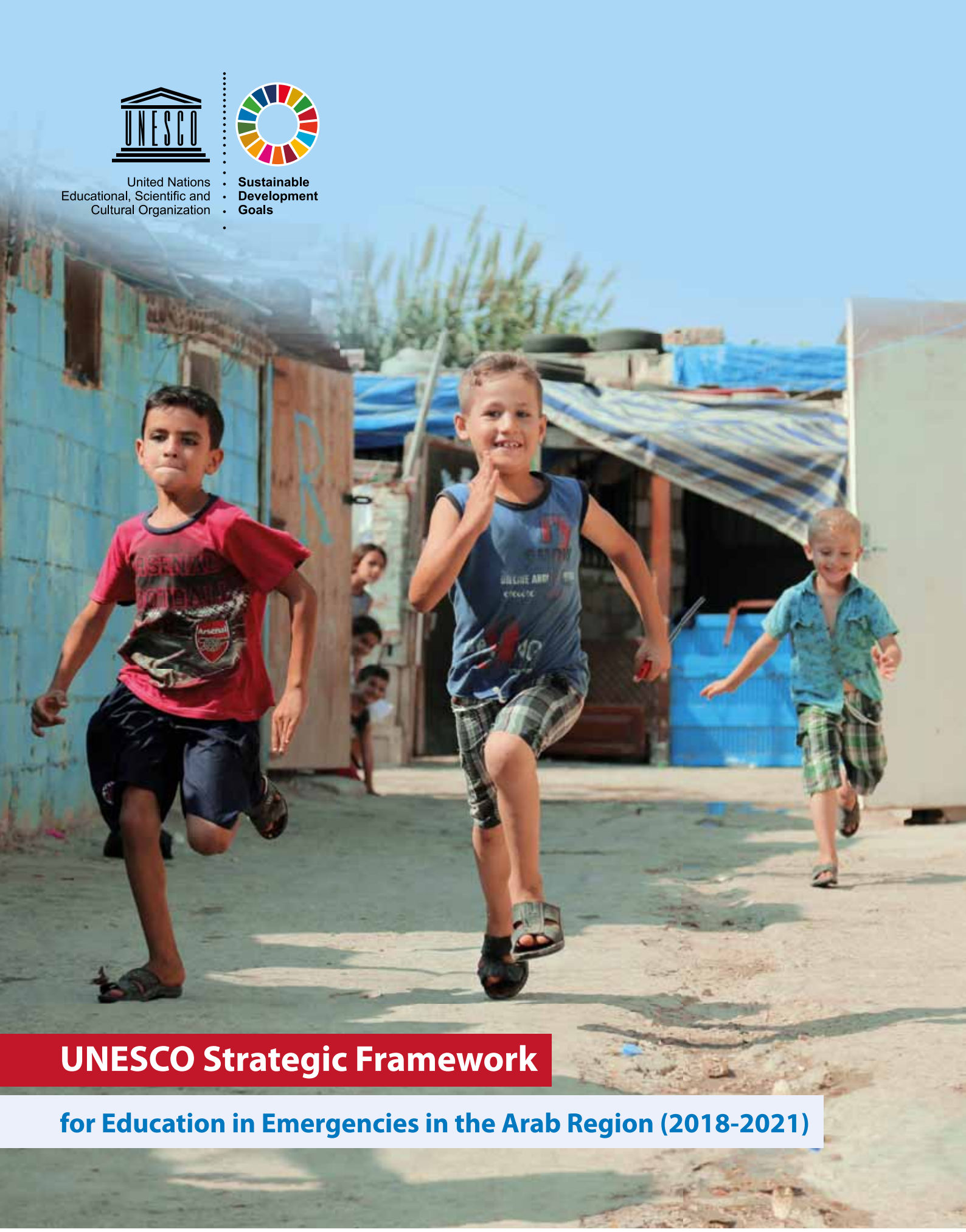
Goals



UNESCO Strategic Framework

for Education in Emergencies in the Arab Region (2018-2021)

Education 2030

UNESCO Strategic Framework

for Education in Emergencies

in the Arab Region (2018-2021)

The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to ***"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."*** The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.

United Nations Educational, Scientific and Cultural Organization

Sustainable Development Goals

Education 2030

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Foreword

by the Director-General

Over 47 million people across the Arab Region are affected by conflict and crises. This is not only an ongoing humanitarian crisis, it is a development one, affecting every part of society, especially young generations.

Over 13 million children and youth in the region are not going to school. Displaced persons in the region face deteriorating conditions.

Since 2015, UNESCO's regional response has focused on "Bridging Learning Gaps for Youth," with gains made in increasing access to post-basic education, providing psycho-social support and skills, and opening up non-formal pathways to learning.

Our vision is clear: education must be prioritized in the humanitarian response, because, in the face of tragedy and loss, it provides hope, stability, security and a sense of future. It is also the precondition for reconstruction and reconciliation.

This is what children, youth, parents and communities are asking for in all situations of conflict and crisis.

During the World Humanitarian Summit (2016) and the United Nations Summit for Refugees and Migrants, with the New York Declaration the same year, this message was clearly sent. We need development support to complement humanitarian interventions, with equal access to quality education for all those displaced by crises.

This is the thrust of Education Cannot Wait, a key outcome of the World Humanitarian Summit, which UNESCO has supported from the outset. This initiative is mobilizing political leadership and resources to raise awareness and bridge the relief to development divide through a rights-based, whole-of-system approach.

In the face of protracted crisis in the Arab region, rising pressure on host countries, communities, as well as donors, the need for strategic, flexible and multi-year predictable funding has never been so pressing, to address immediate humanitarian needs and long term development goals.

This Strategic Framework set out here aims to support Member States in meeting their educational needs in times of crisis, while striving to make headway on the targets and commitments in Sustainable Development Goal 4, with the focus on inclusion of the most vulnerable.

The Strategic Framework draws on UNESCO's comparative advantage, capitalizing on experience and achievements from our Syria crisis response. This is to increase access to quality learning opportunities for children and youth, to empower them with values, knowledge and skills for life and work, to support teachers and enhance the resilience of education systems.

Through this multidisciplinary approach, we strive to make education transformative. This is the importance of enhancing the civic engagement of youth, and to equip them with key skills to shape a more peaceful future. Through global citizenship education, we are acting to foster a sense of solidarity with others.

Working with Member States to improve systems, policies and legal frameworks to handle shocks and build their resilience, we are laying the ground to guarantee the sustainability of interventions.

Education is a human right, vital for recovery, reconciliation and peace. Investing in education at all levels in emergency settings, as well as post-crisis situations, is a development and security imperative for stability and lasting peace in the region, one that UNESCO is determined to take forward.

Irina Bokova

Executive Summary

The fourth Goal of the Agenda for Sustainable Development (SDG4) aiming to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030 cannot be achieved without meeting the needs of the most vulnerable populations in times of crisis. At the same time, strengthening crisis prevention and reducing risk and vulnerability has become high priority on the international agenda. The shift towards strengthening the humanitarian and development nexus is also providing a significant opportunity for the education sector to build resilience through improving quality and relevance of learning opportunities and strengthening national education systems.

The scale of crisis in the Arab Region has significantly reduced or reversed development gains and greatly affected education. With over 13 million children and youth in the Arab Region not going to school due to conflict, great challenges remain to ensure that all children and youth obtain a quality education.

UNESCO's Strategic Framework for Education in Emergencies in the Arab Region aims to support Member States in meeting their educational needs in times of crisis, and meet the commitments set out in SDG4. The Strategic Framework is designed to articulate UNESCO's comparative advantage and strategic directions to respond to education in times of crisis, and is founded in Pillar 4 of the UNESCO Arab Regional Education Support Strategy for 2016-2021, which lays out UNESCO's regional strategic vision and programmatic objectives and priorities.

Capitalizing on the achievements of UNESCO's work on education in emergencies, UNESCO aims to reduce the negative effects of crisis on education in the affected Arab countries by prioritizing its areas of comparative advantage, such **as promoting sector-wide lifelong learning, system strengthening and improving the quality of education**, and ensuring that **post-basic education for youth** is not overlooked.

The present document provides strategic direction and a programmatic framework for UNESCO's work in emergencies in the Arab Region for the 2018-2021 period in full alignment with the Refugee and Resilience Plans (3RP), humanitarian response and national response plans. Based on this strategic framework, UNESCO field offices in the Arab Region are to develop costed country plans to guide their programming for the next two years (2018-2019). Progress will also be measured at both national and regional level through strengthening monitoring and evaluation procedures.

The **Strategic Framework** consists of four strategic goals that are anchored in the three pillars of education **(Access, Quality and System Strengthening)** and which emphasize the importance of relevant and inclusive education to meet the challenges confronting learners, educators, and education systems in both crisis and post-crisis settings. The strategic goals are:

Strategic Goal 1: Children and youth affected by crisis access inclusive and quality learning opportunities

Strategic Goal 2: Learners affected by crisis are empowered with values, knowledge, and skills for life and work

Strategic Goal 3: Education actors provide quality education for better learning outcomes

Strategic Goal 4: Education systems are responsive and resilient to crisis

As crisis persist throughout the Arab Region, and the resources to address these challenges are increasingly becoming limited and overstretched, better strategic partnerships that ensure complementarity and sustainability in UNESCO's response is needed. UNESCO will also strenghen existing partnerships, such as with UNRWA, as well as link its efforts with existing coordination mechanisms. This will allow UNESCO to implement its programmes in a more efficient and effective manner in order to achieve its strategic goals.

Key Messages

13 million
children and youth
are out-of-school due to conflict in
the Arab Region

Meeting the needs of most
vulnerable populations in times of
crisis is essential to
achieving SDG4

Access, quality
and system strengthening
cannot be compromised in times
of crisis.

Education in crisis
must be **equitable, inclusive**
and holistic

Post-basic education
opportunities are
a necessity for youth

Education systems in the Arab
Region must become
resilient to crisis

Partnership and coordination
are vital for more efficient
and effective response to crisis

Peace education for learners and
communities promotes social
cohesion in times of crisis

Educators must be empowered
to deliver life-saving knowledge &
skills to those affected by crisis

Quality education
during crisis ensures
retention and transition
into higher levels of education

Alternative pathways
to education help
meet diverse learning
needs for the marginalized

Predictable multi-year funding
needs to address both
humanitarian and longer-term
development goals

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Context

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A Region in Crisis

Over the last decade, crisis has plagued parts of the Arab Region[1], threatening development gains and progress due to widespread conflict, violence, and human rights violations. This has created extensive humanitarian needs for 47 million people in the Region[2,3] as well as massive internal and cross-border displacement of over 17 million people, representing a quarter of the world's forcibly displaced population[4]. The magnitude of displacements has burdened host countries and communities, straining already limited economic and social resources, and increasing social tensions.

Impact on Education

The detrimental impact crisis has had on education is overwhelming. Despite the fact that education is a human right, over 13 million children and youth in the Arab Region are not going to school due to conflict[5].

Consequently, children and youth are missing out on education, and the quality of education that is provided has been greatly compromised. Common barriers to education are the:

- Cost of education (both direct and indirect)
- Low socio-economic conditions of families
- Lack of residency permits
- Lack of documentation, and no recognition of prior learning
- Difference in language of instruction and curriculum
- Safety and protection concerns

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The **low quality of education,** including the high number of untrained teachers, and over-crowded classrooms, that have been exasperated by an overall weak education system, are also deterrents for enrollment and retention in education during a crisis. There is also great need for psychosocial support for learners during crisis to help cope and enable learning in times of great stress and trauma, as well as discourage dropping-out and poor attendance. In some circumstances, there is a lack of functional **education systems** resulting in poor planning, and lack of regulation concerning equivalence and recognition of learning or certification.

Moreover, most crisis interventions have **prioritized formal basic education** leaving a significant gap in early childhood education, post-basic education (secondary, TVET, and Higher Education), and non-formal education. In addition, educational **quality is often overlooked** in times of crisis as the primary focus is usually on ensuring children and youth's access to education.

Despite these challenges, both the countries and communities who are hosting displaced persons have shown incredible generosity with innovative interventions such as the establishment of second-shift schools, waiving of residency requirements, recognized distance and self-learning programs, and regularization of non-formal education to help re-entry into formal education, all of which have led to an increase in enrollment. Yet, despite the tremendous efforts being made to ensure that education is sustained during crisis, countless challenges remain, requiring programmatic responses to shift away from traditional models of interventions taking into consideration the changing global and regional landscape.

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Disruptive impact of conflict on education in the most affected Arab countries.

Iraq

- 3.3M children and youth are in need in of education assistance [6]
- In Mosul, 74,000 out of 141,000 school-age children are not accessing any form of education[7]

Yemen[8]

- 2.3M children are out of school
- 1,600 schools have been damaged, destroyed, sheltering displaced persons or being used for military purposes

Syria Arab Republic

- 1.73 M out-of-school [9]
- 150, 000 or over one third of education personnel lost, including teachers [10]
- 1 in 3 schools damaged, destroyed, sheltering displaced persons or being used for military purposes [11]

Syrian Refugee Host Countries

(Egypt, Iraq, Jordan, Lebanon, Turkey)

- 731,000 school-age refugee children (5-17) are still out of school[12]
- 74% of targeted youth are not accessing education opportunities (TVET and tertiary education)[13]

Libya[14]

- 300,000 children and youth are in need in of education assistance
- 558 schools have been damaged, destroyed, sheltering displaced persons or being used for military purposes

Palestine[15]

- 500,000 children and youth are in need in of education assistance

UNESCO & Crisis Situations

During any emergency or humanitarian crisis, which may be caused by conflict, situations of violence, forced displacement, epidemic, famine, or natural disaster, UNESCO focuses on **building resilience and promoting rapid recovery and transition.** With countries in the Arab Region increasingly facing chronic crisis situations and protracted crises, mainly due to conflict, special focus on preparedness, as well as sustainable solutions is required.

In crisis, all the way to recovery, quality education provides physical, psychosocial, and cognitive protection that can sustain and save lives. Education remains a fundamental human right, and quality learning opportunities should be available for all ages; from early childhood development to higher and adult education.

Source: INEE Minimum Standards for Education: Preparedness, Response, Recovery; http://www.ineesite.org/en/education-in-emergencies

Strengthening the Humanitarian and Development Nexus

The 2030 Agenda for Sustainable Development - Sustainable Development Goal 4 in Education

Crisis has been mainstreamed in the global development agenda with the adoption of the **SDG4 Education 2030 Agenda**, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030"[16]. The **Education 2030 Framework for Action (FFA)** provides a clear reference for humanitarian, development and government actors in their development of national education plans. Education in crisis situations is explicitly addressed calling for countries to ensure "inclusive, responsive and resilient education systems to meet the needs of **children, youth and adults in crisis contexts,** including internally displaced persons and refugees"[17].

The FFA specifically refers to the need for education sector plans and policies to take preventative actions to "anticipate risks and include measures to respond to the education needs of children and adults in crisis situations", and that all stakeholders should make sure that education institutions are protected during the crisis, including special measures to protect women and girls[18].

UNESCO's lead role in SDG4 has provided the organization with a critical responsibility to respond to the challenges of education in crisis, and ensure that the needs of the most vulnerable populations are met. By having humanitarian and development actors work together, UNESCO ensures that Member States are able to rethink their education systems to be responsive to crisis, meet the needs of the most vulnerable, while working towards longer-term development goals.

International humanitarian approaches

In addition to the Education 2030 Agenda, there have been noticeable shifts at the international level in the traditional approach to and discourse on education in crises. For one, the **World Humanitarian Summit (WHS)** marked another turning point to the traditional discourse on humanitarian interventions. Strengthening the humanitarian and development nexus was identified as a top priority, and the Grand Bargain[19], looked at further engaging humanitarian and development actors by changing the way humanitarian financing is conducted in order to make it more holistic and efficient.

The **New York Declaration for Refugees and Migrants**[20], which will guide the development of a Global Compact for Refugees and Migrants, was another noteworthy step for education in crisis settings, with commitments to support the provision of quality education for children and youth who are displaced, from early childhood education, all the way to higher education.

As is the case with FFA, which gives equal importance to accessing inclusive quality education and system strengthening, the education sector in humanitarian contexts has followed suit. Efforts to increase the value and demand for education through strategic outreach initiatives that target the most vulnerable and marginalized have been made. Furthermore, providing alternative pathways to education, investing in quality education and professional development for teachers, systematically targeting youth at the post-basic education level, meeting psychosocial needs of learners, and building resilient education systems are increasingly part of education in crisis programming.

Spotlight: Syria Crisis

The Syria Crisis Education Strategic Paper (London 2016 Conference), the Brussels Conference Education Report (April 2017), as well as the 2017 - 2018 Regional Refugee & Resilience Plan (3RP), all place greater focus on holistic approaches to education across the entire sector, as well as building resilience.

The strategic shifts in education aim to have more effective education response inside Syria and the five host countries, and emphasize the long-term commitments in education in alignment with SDG4, while focusing on short and medium-term priorities depending on the country context.

"While maintaining the humanitarian dimension of the education response, strategic shifts also need to occur towards longer-term approaches. This requires the strengthening of national education systems and promotion of national policy frameworks as well as scaling up access and adopting a strong focus on quality education. (…) Efficiency measures need to be undertaken to ensure a sustainable multi-year approach to education." Source: London Report, 2016

UNESCO Response

A Strategic Framework for Education in Emergencies in the Arab Region

Rationale

UNESCO has been responding to the Syria crisis at the country level since the onset of the crisis and more coherently through its regional education response strategy "Bridging Learning Gaps for Youth". The strategy, with a strong emphasis on youth and post-basic education, has provided UNESCO with the opportunity to use its technical expertise to mobilize human and financial resources to respond to the critical challenges in education in crisis affected Syria and neighboring host countries.

Significant strategic achievements[21] have been made by UNESCO both inside Syria and in Host Countries, namely:

- Increasing access to post-basic education,
- Ensuring that non-formal education is a viable and available option,
- Improving access to and use of timely data for evidence-based planning and management of national education systems.

However, against the backdrop of protracted and escalating conflicts in the Arab Region, UNESCO has been required to expand the scope of its education in crisis strategy to be more inclusive of all crisis-affected countries in the region.

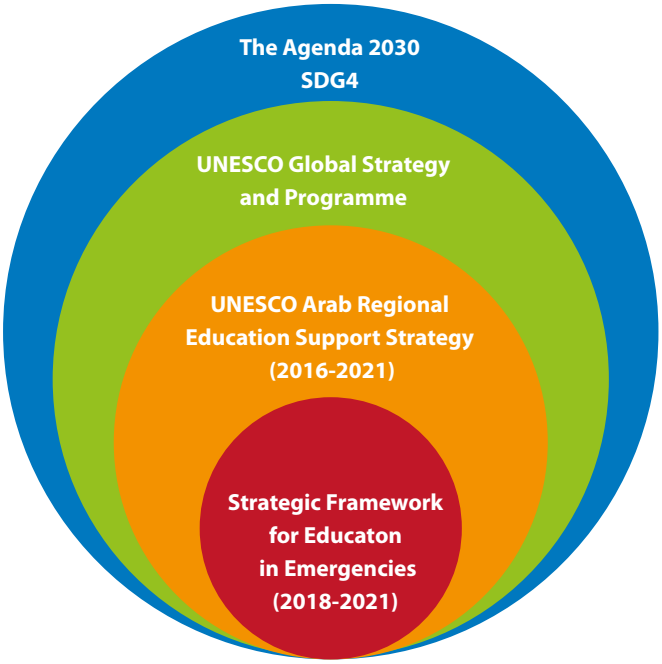
Therefore, capitalizing on the achievements and experience of UNESCO's Syria crisis response, and taking stock of important lessons learnt, UNESCO aims to reduce the negative effects of crisis on education by prioritizing the areas of UNESCO's comparative advantage such as system strengthening, and improving quality from a lifelong learning perspective, with a particular emphasis on youth.

UNESCO priorities also lie in linking humanitarian interventions with the longer-term development agenda and goals, such as the 2030 Agenda, to ensure the sustainability of the interventions. The organization will further make inter-sectoral[22] linkages, providing it with a unique opportunity to respond to the challenges of crisis in an innovative and holistic manner.

Approach

The overarching goal of the strategic framework is to support the learning needs of the most vulnerable and marginalized in times of crisis, while striving to meet the targets and commitments set out in SDG4. This strategic framework will provide direction and a programmatic framework for the region for the 2018 - 2021 period. The Strategic Framework serves as a regional guidance for UNESCO's work in crisis in the Arab region, through which UNESCO will develop country plans to guide their programming for the next two years (2018 - 2019)[23].

This Strategic Framework is an expansion of Pillar 4 of the UNESCO Arab Regional Education Support Strategy for 2016 - 2021, which lays out UNESCO's regional strategic vision and programmatic objectives and priorities. This strategic framework is also anchored in UNESCO's Global Strategy 2014 - 2021[24] aligned with UNESCO's 39/C5 programme and budget (2018 - 2019), where for the first time in UNESCO's history, there is an expected result explicitly dedicated to marginalized persons, including those who are displaced and affected by conflict.



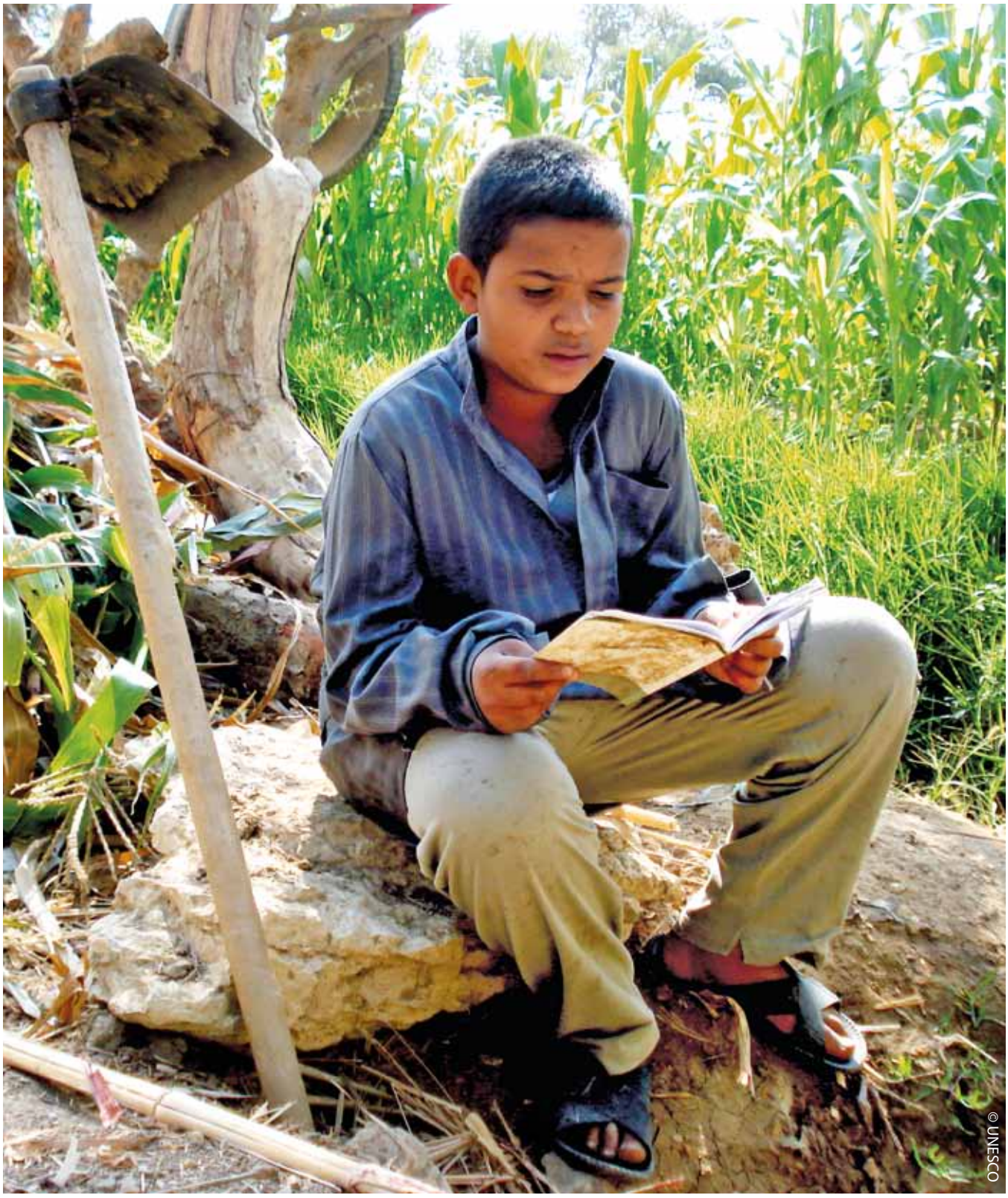
Target Beneficiaries

UNESCO will specifically target the most vulnerable and marginalized groups including those displaced by crisis, living in host communities, children and youth, women and girls, persons with disabilities and those who are out-of-school or at risk of dropping out. To achieve the Strategic Goals, UNESCO will also be targeting enablers such as teachers, educators, education actors and the education system as a whole.

This will be done through targeted needs assessments, collecting and analyzing disaggregated data, and ensuring that all target groups are mainstreamed throughout UNESCO activities and programmes.

Strategic Goals & Expected Results

The strategic framework consists of four strategic goals that are anchored in the three pillars of education (Access, Quality, and System Strengthening) and which emphasize the importance of relevant and inclusive education to meet the challenges confronting learners, educators and education systems in both crisis and post-crisis settings.



Strategic Goal 1	Expected Results	Key Activities
Children and youth affected by crisis access inclusive and quality learning opportunities	**1** Increased support to access, and remain in, relevant educational opportunities **2** Improved access to recognized and certified diverse learning pathways **3** Increased availability of safe and conducive learning environments	• Support the cost of education opportunities (both formal and non-formal) • Increase demand for education at all levels through targeted and strategic outreach efforts • Support the transition and completion rate of learners through retention activities and diverse learning pathways • Improve learning facilities, through rehabilitation and the provision of equipment, that are in line with national safety, security and quality standards

Strategic Goal 2	Expected Results	Key Activities
Learners affected by crisis are empowered with values, knowledge, and skills for life and work	**1** Enhanced learner knowledge, values and skills to prevent violent extremism and promote social cohesion and global citizenship **2** Enhanced learner preparedness for better livelihood opportunities	• Provide a platform to promote youth participation to mitigate social exclusion • Provide career guidance and counselling • Capacity development to equip young people with the skills they need to be active global citizens, such as mediation and conflict resolution courses • Provide short-term market oriented courses and entrepreneurship trainings

Strategic Goal 3	Expected Results	Key Activities
Education actors provide quality education for better learning outcomes	**1** Enhanced educator capacity to respond to learner needs **2** Enhanced institutional management and leadership skills	• Teacher preparation and professional development for crisis sensitive instruction • Capacity development for education management in crisis situations • Capacity development on using a variety of meaningful classroom assessment methods • Support the development and provision of customized resources and tools to enhance the delivery of quality education in crisis situations

Strategic Goal 4	Expected Results	Key Activities
Education systems are responsive and resilient to crisis	**1** Strengthened national capacities to plan, monitor and evaluate evidence-based resilient education systems. **2** Enhanced national capacities to develop and operationalize sector-wide policies and strategies	• Development of education information systems to improve data management to inform planning and policies • Conduct rapid needs assessments at onset of crisis • Capacity development for curriculum review • Comprehensive, inclusive and customized reviews/revisions of curriculum and assessment systems • Development of teacher policies and professional standards to enhance learning • Development and distribution of training materials for sector-wide use • Review of legal and policy frameworks across all levels

Strategic Goal 1

Children and youth affected by crisis access inclusive and quality learning opportunities

During a crisis, access to quality basic and post-basic learning opportunities, both formal and non-formal, becomes a challenge. The reality is that during a crisis, the increase in socio-economic vulnerabilities demands more resources thus reducing the priority of education. Schools are often damaged and learning materials are scarce. Additional barriers also hinder learners' access to education, such as legal requirements related to enrollment and difficulty adapting to new curricula, among others. In addition, children and youth who do benefit from support to basic education, increasingly find little or no opportunity to pursue further post-basic learning. Youth subsequently lack access to **relevant learning opportunities** and skills for employment. UNESCO's interventions under this Strategic Goal therefore aim to assist children and youth in accessing relevant learning opportunities.

Those who have either missed out on school or have had their education interrupted and have been out of the formal system for some time, also find it hard to access education and keep up with formal schooling, increasing their risk of dropping out of the system.

UNESCO will address the need for **access to certified and quality non-formal learning opportunities that support transition into either formal education or the job market.** UNESCO will also provide **retention support,** to ensure that learners who struggle with differences in the language of instruction and the curriculum have the support they need to stay in the system and learn.

Strategic Goal 1	Expected Results	Key Activities
Children and youth affected by crisis access inclusive and quality learning opportunities	**1** Increased support to access, and remain in, relevant educational opportunities **2** Improved access to recognized and certified diverse learning pathways **3** Increased availability of safe and conducive learning environments	• Support the cost of education opportunities (both formal and non-formal) • Increase demand for education at all levels through targeted and strategic outreach efforts • Support the transition and completion rate of learners through retention activities and diverse learning pathways • Improve learning facilities, through rehabilitation and the provision of equipment, that are in line with national safety, security and quality standards

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Learners affected by crisis are empowered with values, knowledge, and skills for life and work

Education helps mitigate the risk of harmful practices, such as early marriage, child labor, and violent extremism, and provides children and youth with vital skills for life and work. However, with education systems increasingly overstretched during crisis, it is difficult to meet the needs of learners who are exposed to crisis, and yet need the appropriate skills to face and resolve the challenges they face. This in turn increases their risk of dropout if education is not meaningful and education programmes do not offer relevant learning experiences. Furthermore, crisis often increases the risk of social tensions and exclusion, making it essential that all members of a community learn new skills and values in human rights, respect, tolerance and diversity.

To this purpose, UNESCO will provide opportunities for learners to engage in crosscutting and emerging issues, such as **Sustainable Development and Global Citizenship Education (GCED), Preventing Violent Extremisms (PVE), and Learning to Live Together (LTLT).** At the same time, attention will be given to the preservation and development of competencies that will empower those affected by crisis to pursue **livelihood opportunities**.

Strategic Goal 2	Expected Results	Key Activities
Learners affected by crisis are empowered with values, knowledge, and skills for life and work	**1** Enhanced learner knowledge, values and skills to prevent violent extremism and promote social cohesion and global citizenship **2** Enhanced learner preparedness for better livelihood opportunities	• Provide a platform to promote youth participation to mitigate social exclusion • Provide career guidance and counselling • Capacity development to equip young people with the skills they need to be active global citizens, such as mediation and conflict resolution courses • Provide short-term market oriented courses and entrepreneurship trainings

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Strategic Goal 3

Education actors provide quality education for better learning outcomes

Investing in the professional development of teachers is essential as it equips them to continue teaching during a crisis despite the many deterrents, and ensures that there is a sufficient number of qualified and competent teachers to secure continuity in education.

To improve the quality of education during crisis and ensure transition to higher levels of education, UNESCO will work on enhancing the pedagogical skills of education personnel by developing their **capacity to respond to multi-age/level learners** as well as different educational needs. UNESCO will also work on **improving school management and leadership** to ensure that teachers and education personnel are empowered to facilitate better learning outcomes even in times of crisis.

Furthermore, schools must be safe and protective places for children and youth to regain a sense of normalcy during a crisis. UNESCO will thus help ensure that educators have the capacity and knowledge to work in crisis settings, and are able to **provide life-saving knowledge, skills, and psychosocial support** to those affected by crisis.

Strategic Goal 3	Expected Results	Key Activities
Education actors provide quality education for better learning outcomes	**1** Enhanced educator capacity to respond to learner needs **2** Enhanced institutional management and leadership skills	• Teacher preparation and professional development for crisis sensitive instruction • Capacity development for education management in crisis situations • Capacity development on using a variety of meaningful classroom assessment methods • Support the development and provision of customized resources and tools to enhance the delivery of quality education in crisis situations

Education systems are responsive and resilient to crisis

The need to strengthen education systems and invest in the capacity of governments in the Arab Region to handle shocks, and build their resilience is critical. Education systems have traditionally been reactive to crisis, with little preventative measures in place to ensure continuous provision of education opportunities as early as possible during a crisis. Furthermore, the lack of consistent, timely and disaggregated data makes programming and prioritization difficult, and provides a challenge to proper planning, budgeting, monitoring and evaluation.

UNESCO aims at enhancing the **resilience of the education systems** to ensure efficient and effective preparedness and response, as well as post-conflict reconstruction. This opportunity will allow for education and training to be a transformative and positive agent of change despite crisis. **Capacity development for system-wide and forward-thinking policy and planning** will also be fostered.

This entails such things as **mainstreaming approaches to crisis sensitive national education planning and costing, enhancing national education governance and accountability, and curriculum review**.

Supporting the generation of evidence, through **quality research, data collection and management** will be particularly prioritized.

Furthermore, within the context of the 2030 Agenda for Sustainable Development UNESCO will support governments in the monitoring and evaluation of SDG4 targets through crisis-sensitive indicators.

Strategic Goal 4	Expected Results	Key Activities
Education systems are responsive and resilient to crisis	**1** Strengthened national capacities to plan, monitor and evaluate evidence-based resilient education systems **2** Enhanced national capacities to develop and operationalize sector-wide policies and strategies	• Development of education information systems to improve data management to inform planning and policies • Conduct rapid needs assessments at onset of crisis • Capacity development for curriculum review • Comprehensive, inclusive and customized reviews/revisions of curriculum and assessment systems • Development of teacher policies and professional standards to enhance learning • Development and distribution of training materials for sector-wide use • Review of legal and policy frameworks across all levels

Implementation Modalities

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Implementation Modalities

Monitoring and Evaluation

UNESCO will measure the progress of the Strategic Goals and their expected results at both national and regional level through a logical framework, annual and mid-term reporting, programme and project monitoring plans, and strengthened monitoring and evaluation procedures. To increase accountability, particular emphasis will be made on outcomes and impact.

Furthermore, regular and thorough internal and external evaluations of all projects and programmes will support the achievement of the strategic goals by generating data, conclusions and programmatic recommendations that will inform decision making at all levels. Evaluations will be in line with UNESCO's Global Evaluation Policy (2014-2021)[25] . Regular data collection will strengthen the quality assurance mechanisms that are in place.

Partnerships and Coordination

Greater emphasis has been made in increasing coordination mechanisms for both service provision and financing between different actors during crisis. In order to effectively implement the activities mentioned in this strategic framework, and ensure its sustainability, UNESCO will continue to maintain a strong working partnership with **all relevant line ministries** and their institutions at both national and local levels in each of its countries of operation. UNESCO will also continue to work closely with **National Commissions for UNESCO,** and build upon the expertise of **its Category 1 institutes such as the International Institute for Educational Planning (IIEP), International Bureau of Education (IBE), and UNESCO Institute for Statistics (UIS) and Category 2 centers[26].**

Given the immense challenges in achieving the strategic goals within a crisis context, particular attention will be given to strengthening its multi-stakeholder partnerships to achieve shared commitments with field actors, such as **UN agencies, international non-governmental organizations (INGOs), civil society organizations (CSOs), and academia.** Drawing up on complementarities, UNESCO's ability to outreach to target beneficiaries, implement its programmes in a more efficient and effective manner, as well as achieve its strategic goals will be enhanced.

UNESCO will work on diversifying its partnerships, while continuing to link its efforts within the existing coordination mechanisms. This will ensure that UNESCO continue working in its area of comparative advantage, and that its programmes and activities are in line with sector priorities and that there is no duplication of efforts. For instance, as the coordinator of the Arab Regional Support Group for SDG4[27], UNESCO will leverage its work within the group to bring together a broad range of actors beyond the traditional humanitarian sphere to address the national and regional needs emerging from crisis while supporting countries that strive to achieve SDG4.

Furthermore, UNESCO, which sits on the global steering committee of the **Interagency Network for Education in Emergencies (INEE)**, will also make further use of the material developed through the network in its capacity building initiatives, and will ensure that the **implementation of this strategic framework is done in compliance with global standards on education in crisis** situations, such as the INEE Minimum Standards.

Knowledge Generation and Dissemination

To secure sustainability and promote regional cooperation and collaboration, UNESCO will mobilize its organization-wide resources to generate and disseminate substantial knowledge to benefit not only the region but also other countries that may be confronted by similar crises. Significant investment will be made for knowledge production and dissemination in the Arabic language.

Spotlight: UNESCO & UNRWA

Over the past six decades, the UNESCO/UNRWA partnership in education has been key to the provision of quality and equitable learning opportunities for millions of Palestine refugees in the Middle East, despite the myriad crises the region has endured.

Today, with UNESCO's technical support, UNRWA provides **free basic education to over 515,000** Palestine refugee children and youth in 702 schools, 8 vocational training centers and 2 educational science faculties in Gaza, West Bank, Lebanon, Syria, and Jordan.

At the heart of UNRWA's education programme is a strong commitment to **quality, inclusive, and equitable education.** Under the leadership of the UNESCO employed Director, UNRWA embarked in 2011 on a major Education Reform, which further strengthened the UNRWA education system.

With the onset of the Syria crisis, UNRWA faced a new challenge in the delivery of education in conflict – to continue to address Palestine refugee children inside Syria, whilst extending services to those forced to flee to neighboring countries. UNRWA's response was to work to strengthen its systems, whilst complementing these with innovative approaches to deliver education to children unable to reach school and address the psychosocial needs of those suffering from the traumas of war. Dedicated self-learning and computer based materials have been developed and existing curricula revised to focus on key concepts and skills, with UNRWA's ground-breaking TV channel serving as a learning resource to students dispersed across the region. Teachers and schools have been empowered through training and awareness raising on safety and security issues. UNRWA materials have also been made available to host countries and other organizations including UNESCO, to serve as a public good for all children affected by the crisis.

UNESCO and UNRWA have collaborated in other key technical areas such as UNRWA's Human Rights Education Programme, which has been shared in UNESCO's Global Citizenship programme, and UNRWA's Curriculum Framework that was developed with UNESCO technical support. UNRWA is also now hosting UNESCO's Project Office in its Syria Field Office.

Partnership with UNESCO was key throughout and in March 2014 a new **Memorandum of Understanding (MoU)** was signed between UNESCO and UNRWA which reaffirmed the UNESCO commitment through the continued provision of the UNRWA Education Director and Deputy Director and for the two agencies to work strategically together. This partnership is key in ensuring continued access to quality, inclusive, and equitable education to Palestine Refugee children in the region, but also in sharing lessons learned and successful practices and initiatives more widely through UNESCO's regional and global network.

Resource Mobilization

UNESCO has developed country plans based on this strategic framework to guide the implementation of this plan on a national basis. They are costed with a two-year timeframe, and are meant to be revised annually to ensure that they meet the demands of rapidly changing and evolving situations in the Region.

Alongside this strategic framework, UNESCO is in the process of developing a region-wide resource mobilization strategy, which will serve as a guiding tool for raising the needed resources to effectively and efficiently deliver on its commitments.

That being said, it is important to note that the available resources to education in crisis in the Arab Region are insufficient compared to the scale of the crisis, growing economic vulnerability of displaced persons and subsequent needs. While great strides have been made in increasing political commitment and generating additional funding, such as the Education Cannot Wait Fund [28], the Syria and Yemen pledging conferences [29], as well as regional and national appeals, **the funding gap for education remains an estimated at USD3.8 billion[30].**

UNESCO thus echoes the call of the international community regarding the need for flexible, multi-year, sustained, predictable and timely funding.

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UNESCO's main donors, both past and current, for its work on education in crisis

- Arab Gulf Programme for Developement (AGFUND)
- Bulgaria
- Canada
- Education Above All Foundation
- European Union
- Finland
- France
- Germany
- Japan
- King Suleiman Foundation
- Kingdom of Saudi Arabia
- Kuwait Foundation for the Advancement of Sciences (KFAS)
- OPEC Fund for International Development
- Procter & Gamble
- Republic of Korea
- Saudi Committee for the Relief of Palestinian People
- Saudi Development Fund
- State of Kuwait
- Switzerland
- United Nations High Commissioner for Refugees (UNHCR)
- United Nations Office for the Coordination of Humanitarian Affairs (OCHA)
- Walton Family Foundation

Since 2010,

less than 2% of humanitarian funding has been spent on education.
USD 8.5 billion is needed annually to close this gap.

Source: Education Cannot Wait

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References

1 For the purpose of this document, when referring to "Arab Region" or "Region" UNESCO refers to 19 Arab Countries which fall under the mandate of the UNESCO's Regional Bureau for Education in the Arab States. These countries are: Algeria, Bahrain, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestinian Territories, Qatar, Saudi Arabia, Sudan, Syria, Tunisia, United Arab Emirates, Yemen.

2 OCHA. May 2017. Key Figures, Middle East & North Africa. http://www.unocha.org/romena/ . This includes the needs from Syria, Yemen, Iraq, Libya and Palestine. The figure has been calculated based on a triangulation of data from the above mentioned countries, based on the OCHA 2017 needs overview for each one.

3 The numbers for Afghanistan have been removed from the total numbers of persons in need, as Afghanistan doesn't fall within the area of concern for UNESCO's Regional Bureau for Education in the Arab States.

4 UNHCR. June 2017. Figures at a Glance. http://www.unhcr.org/figures-at-a-glance.html.

5 UNICEF. 2015. Education Under Fire.

6 OCHA. 2017. Iraq Humanitarian Needs Assessment.

7 OCHA. June 2017. Iraq: Mosul Humanitarian Response Situation Report No. 37

8 OCHA. 2017. Yemen Humanitarian Needs Overview.

9 UNICEF. September 2017. Syria Crisis Education Response Update

10 OCHA. 2017. Humanitarian Needs Overview – Syrian Arab Republic

11 OCHA. 2017. Humanitarian Needs Overview – Syrian Arab Republic

12 UNICEF. September 2017. Syria Crisis Education Response Update

13 Brussels Conference Education Report. April 2017

14 OCHA. 2017. Libya Humanitarian Needs Overview.

15 OCHA. 2017. OPT Humanitarian Needs Overview.

16 Sustainable Development Goal 4

17 Education 2030. Framework for Action. Article 26.

18 Education 2030. Framework for Action. Articles 26 & 27.

19 The Grand Bargain is an agreement between more than 30 of the biggest donors and aid providers to reform humanitarian financing to make aid more efficient and effective. It was agreed upon during the World Humanitarian Summit in Istanbul, in May 2016.

20 The New York declaration for Refugees and Migrants was a result of the UN summit held in September 2016 where the UN General Assembly adopted a set of commitments for the protection of refugees and migrants. This was the start of negotiations that will lead up to an international conference and the adoption of a global compact for safe, orderly and regular migration in 2018.

21 Evaluation of UNESCO's Role in Education in Emergencies and Protracted Crisis 2016

22 UNESCO operates in 5 sectors: Education, Culture, Social and Human Sciences, Communication and Information and Natural Sciences

23 Country plans will be for two-year period only to allow for revision given the unpredictable and dynamic nature of crisis.

24 http://www.unesco.org/new/en/bureau-of-strategic-planning/resources/medium-term-strategy-c4/

25 UNESCO Evaluation Policy (2014-2021), http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/IOS/images/UNESCO_Evaluation_Policy_EN.pdf

26 Category 1 institutes build scientific capacity in Member States, essentially in developing countries. Category 2 institutes and centers 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.

27 The Regional Support Group serves 19 Member States in the region. It aims to support the integration and implementation of the Education 2030 in all countries in the region, and endeavors to bring together all UN and non-UN agencies and organizations (including CSOs, higher education networks, research community, teachers' unions or representations, etc.) working on education development in the Arab region to coordinate and harmonize strategies and efforts.

28 The World Humanitarian Summit saw the launch of the Education Cannot Wait Fund, which was the first fund to prioritize education in humanitarian action.

29 Five international high-level pledging conferences (Kuwait City 2013-2015, London 2016, and Brussels 2017) for Syria have taken place so far in support of those affected by the Syria crisis. For Yemen, a high-level pledging conference was held in Geneva in April 2017.

30 This is calculated based 3RP funding received for 2017 (including Turkey), and OCHA Financial Tracking Service for Yemen, Syria, and Iraq as of June 2017.

Stay in touch

UNESCO Regional Bureau for Education in the Arab States
Sports City Avenue, Bir Hassan
P. O. Box 11-5244
Beirut - Lebanon
Tel: 961.1.850013/4/5
Fax: 961.1.824854

beirut@unesco.org

www.unesco.org/new/beirut

UNESCO Office in Beirut

@UNESCOBEIRUT