UNESCO ARAB REGIONAL
EDUCATION SUPPORT STRATEGY

2016-2021

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Foreword

Covering the period of 2016-2021, UNESCO's Arab Regional Education Support Strategy comes at a time where most Member States are at a crossroad. With the significant and complex socio-political changes witnessed across the Arab Region over the last decade, and the unprecedented threat from widespread conflicts of often protracted nature, it is imperative to continue supporting the development efforts of Member States in a cohesive and comprehensive manner.

Capitalizing on achievements made so far, UNESCO is reiterating its commitment to supporting Member States operationalize the Agenda 2030 for Sustainable Development, in particular the Sustainable Development Goal 4- Education 2030 Agenda. Benefiting from the organization's comparative advantages and competencies in Education, UNESCO will continue to provide tangible support for each Member State in the region, taking into account national needs and priorities and thus employing nationally relevant approaches.

As crisis in some of the Arab countries continue to effect access to quality education, and impact national education systems, UNESCO also aims to build resilience, while ensuring that learners are able to exercise their fundamental right to quality and equitable education, both in an emergency and post-conflict setting.

This strategy document is a result of various consultations with Member States including National Commissions for UNESCO and Field Offices. As multi-stakeholder partnerships are essential to the success of this ambitious Strategy, UNESCO hopes to be able to count on its generous donors and able partners for continued support in the implementation of all related programmes.

On behalf of the UNESCO Regional Bureau for Education in the Arab States and the Field Offices in the region, we look forward to working closely with all relevant stakeholders to achieve the important goals set forth in this Strategy.

Hamed Alhamami
Director
UNESCO Regional Bureau
for Education in the Arab States

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Abbreviations & Acronyms

3RP	Regional Refugee & Resilience Plan
ABEGS	Arab Bureau for Education in the Gulf States
ALESCO	Arab Education, Scientific and Cultural Organization
CCNGO	Collective Consortium of Non-Governmental Organizations
CONFINTEA VI	Sixth International Conference on Adult Education
DAC- OECD	Development Assistance Committee
EFA	Education for All
EMIS	Education Management Information System
FFA	Education 2030 Framework for Action
GCE	Global Citizen Education
HE	Higher Education
IEE	Independent External Evaluation
IOS	UNESCO Internal Oversight Service
ISESCO	Islamic Educational, Scientific and Cultural Organization
LAS	League of Arab States
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
NFE	Non-Formal Education
NGOs	Non-Governmental Organizations
OECD	Organization for Economic Co-operation and Development
RCEP	Regional Educational Planning Center
SDGs	Sustainable Development Goals
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute for Statistics
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
WEF	World Education Forum

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UNESCO in the Arab Region

SYRIA
LEBANON
PALESTINE
JORDAN
IRAQ
KUWAIT
BAHRAIN
QATAR
UNITED ARAB EMIRATES
OMAN
SAUDI ARABIA
YEMEN

TUNISIA
MOROCCO
ALGERIA
LIBYA
EGYPT
WESTERN SAHARA
MAURITANIA
SUDAN

**Regional Bureau for Education
in the Arab States:** Beirut

**Regional Bureau for Science
and Technology in the Arab States:** Cairo

Cluster Office Beirut
Iraq, Jordan, Lebanon
Palestinian Territories, Syria

Cluster Office Cairo
Egypt, Libya and Sudan

Cluster Office Doha
Bahrain, Kuwait, Oman, Qatar
Saudi Arabia, United Arab Emirates, Yemen

Cluster Office Rabat
Algeria, Mauritania, Morocco, Tunisia

National Offices: Amman, Iraq, Khartoum, Ramallah

* The designations employed and the presentation of material of this map do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or conerning the delimitation of its frontiers or boundaries.

The final boundary between the Republic of Sudan and the Republic of South Sudan has not yet been determined.

Section 1

Context

Section 1. **Context**

Since the turn of the century, the Arab Region[1] has made significant progress towards global development goals, particularly in improving life expectancy and school enrollment. With a total population of 385.3 million[2], this vastly diverse region holds great disparities in progress between and within each country. The region as a whole has seen unprecedented changes within the last two decades, and finds itself in a period of transition after the Arab Spring, with nations facing the challenge of forming new and accountable governments that address the needs and aspirations of their citizens. The Arab Region has also been marked by increased instability, slow economic growth rates and high levels of unemployment, particularly amongst the youth.

The Arab Region is the only developing region that has been showing an increase in poverty and hunger since 1990.[3] Extreme poverty has increased and the rate of reducing undernourishment is below the target by 20%.[4] With regard to the health sector, despite some achievements, significant challenges still persist resulting in insufficient access to quality health care services.

In recent years, rising income levels around the world have been accompanied by rising inequality in income, wealth and opportunities. When considering inequality as a factor, the human development index of the Arab States[5] drops by 25.4% (from 0.686 to 0.512) signifying a noteworthy presence of inequality in the region[6]. Gender inequality across the region is also prevalent especially when it comes to participation in economic life. Statistics show that only 25% of Arab women participate in the labor force, half the average for developing nations[7]. Furthermore, the women who have the opportunity to work are more likely to be involved in vulnerable employment.

The total unemployment rate in Arab States remains high at 17.3%[8]. As not enough jobs for youth are being created for the increasingly educated workforce, the youth unemployment rate is at a staggering 29% which is the highest worldwide[9]. Moreover, 10.5% of children between the ages of 5-14 are involved in some form of child labor to help support themselves or their families[10].

Globally, development gains and progress have also been under threat from the widespread conflicts, violence and human rights violations that have resulted in massive displacement

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[1]   The Arab region refers to 19 Arab Member States of UNESCO.

[2]   World Bank: http://data.worldbank.org/region/ARB

[3]   UNESCO, Education for All: Regional Synthesis Report of the 2015 National Reviews in the Arab States Region, http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Doha/pdf/UNESCOEFAReviewArabStatesENG.pdf

[4]   Ibid

[5]   Arab States comprise 22 Member States of UNDP.

[6]   UNDP, Human Development Report 2015, http://hdr.undp.org/sites/default/files/2015_human_development_report.pdf

[7]   UNDP, http://www.arabstates.undp.org/content/rbas/en/home/regioninfo.html

[8]   UNDP, Human Development Report 2015, http://hdr.undp.org/sites/default/files/2015_human_development_report.pdf

[9]   Ibid

[10]   Ibid

of people, within and outside of their countries. In 2016, UNHCR estimated that there are 59.5 million forcibly displaced people worldwide, 19.5 million of whom are refugees, and 10 million who are stateless[11]. The crisis in Syria alone has resulted in 6.6 million internally displaced persons and 4.8 million refugees, with the host countries, Jordan, Lebanon, Iraq, Egypt and Turkey baring the bulk of the humanitarian burden[12]. In Iraq, millions of Iraqis have been forced to abandon their homes after decades of conflict and violence, resulting in approximately 3.4 million displaced persons inside the country[13]. As for Yemen there are some 2.76 million internally displaced persons[14], while in Libya ongoing instability has impacted over 3 million people, with 2.4 million people in need of some form of humanitarian assistance[15]. As several Arab States are now in such dire situations, development recommendations are needed to build their capacity to handle these shocks, manage their losses and build their resilience.

Despite the many challenges, commendable progress has been made in the field of education. The Arab Region has done best in education when compared with other sectors. Progress in enrolment for instance has been most notable, rising to over 90% from an average of slightly over 60% in the 1970's[16].

However, Education for All (EFA) remains an unfinished business in the Arab States. Despite improvement, significant gaps still exist in access to education, with approximately 5 million school-aged children remaining out of school in the region, 60% of whom are girls[17]. While youth literacy rates are estimated to be 90% in the region, 23% of adults remain illiterate[18].

Access and enrollment in early childhood care and education, particularly for the most vulnerable and disadvantaged children, also remains low at 25%[19]. In addition, access and enrollment in post-basic education has not been prioritized in existing policies, as it is often considered costly for families living in poverty to send their children to school after reaching the culturally acceptable age for employment.

There still also remains a low level of awareness of the importance of girls' education. This has been a protection matter as well, with young girls often forced into early marriage or discouraged from attending school due to distance and unavailability of gender-sensitive school facilities (e.g. sanitary facilities).

Uneven quality of education and learning still persist in the region, and quality varies greatly within each country between the rich and the poor, urban and rural and core and marginalized populations. For instance, there is a need to address issues of quality in post-

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[11] UNHCR, http://www.unhcr.org/figures-at-a-glance.html

[12] OCHA, http://www.unocha.org/syria

[13] UNHCR, http://www.unhcr.org/iraq-emergency.html

[14] OCHA, http://www.unocha.org/yemen

[15] OCHA, http://www.unocha.org/romena/about-us/about-ocha-regional/libya

[16] UNESCO, Education for All: Regional Synthesis Report of the 2015 National Reviews in the Arab States Region, http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Doha/pdf/UNESCOEFAReviewArabStatesENG.pdf

[17] Ibid

[18] UNESCO Institute for Statistics, http://www.uis.unesco.org/Education/Documents/fs26-2013-literacy-en.pdf

[19] UNESCO, Education for All: Regional Synthesis Report of the 2015 National Reviews in the Arab States Region, http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Doha/pdf/UNESCOEFAReviewArabStatesENG.pdf

basic education, such as secondary and tertiary education, as well as TVET, which have often not been prioritized due to limited funding. With a high number of private tertiary institutions in many Arab States, governance and accreditation systems are unable to guarantee quality. Public institutions face their own challenges, with overcrowding and resource shortage leading to neglect in areas of teaching, pedagogy, curriculum and faculty. Furthermore, as quality of secondary education is often weak, it leads to a large number of students being underprepared for tertiary learning, creating a greater burden on the system and thus requiring additional resources[20].

Governance of higher education institutions, particularly public ones, in the region is likewise challenging in that public policies, laws and regulations governing tertiary education require significant reforms[21].

There is also a pressing need to improve the quality of teacher education, and provide more better-trained teachers, as well as the need to support schools in attracting qualified teachers. The Arab Region has been struggling to supply enough skilled teachers, and countries will need to introduce an estimated half a million new teaching positions to keep up with demand[22].

[20] Brookings Institute, Higher Education Reform in the Arab World, https://www.brookings.edu/wp-content/uploads/2016/06/08_education_reform_wilkins.pdf

[21] Ibid

[22] Arabic Center for Research & Policy Studies,Teacher Shortage in the Arab World: Policy Implications, http://english.dohainstitute.org/release/bb81bdd8-6583-4c63-8c7e-f6584681928f

Section 2

Post-2015 Agenda
and Arab Regional Perspectives

Section 2. Post-2015 Agenda and Arab Perspectives

As the Millennium Development Goals (MDGs) were set to expire in 2015 with many goals left unmet, the international community analyzed the performance of the MDGs and the emerging challenges confronting the world through an extensive consultation process. Subsequently in September 2015, global leaders adopted the new development agenda at the UN General Assembly: Transforming our lives: the 2030 Agenda for Sustainable Development, which includes a set of 17 Sustainable Development Goals (SDGs) that aim to end poverty, foster peace, safeguard the rights and dignity of all people and protect the planet.

On the education front, an equally extensive highly participatory consultative process culminated in the adoption of the Incheon Declaration at the World Education Forum (WEF) on May 21, 2015 in Incheon, Korea. The declaration reiterated the vision, rationale and principles of Education 2030, and constituted the commitment of the education community to the 2030 Agenda for Sustainable Development, as well as its educational goals, widely referred to as SDG 4 - Education 2030, thereby recognizing the important role of education as a main driver for development.

Guiding the implementation of SDG 4 is the Education 2030 Framework for Action (FFA). The FFA outlines how to translate into practice the commitments made in Incheon at the national, regional and global levels. More specifically, it aims at mobilizing all countries and partners around SDG4 and proposes ways of implementing, coordinating, financing and monitoring SDG 4 to achieve the goal and "ensure inclusive and equitable quality education and lifelong learning opportunities for all"[23].

For the Arab Region, consultations led by UNESCO at the Sharm el Sheikh Conference in 2015 were held to plan for the post-2015 development agenda. Representatives of the Arab States gathered to identify priority areas of action for education, and agreed on the key messages of the region beyond the 2015 EFA, known as the Sharm El Sheikh Statement.

In line with the areas suggested by other regions, the Arab States agreed that while the EFA framework was still valid for the post-2015 agenda, the new framework needed to address all levels of education, focusing on learning and incorporating transformative and inclusive lifelong learning approaches. Also agreed upon was that Arab education systems should be transformed in order to provide all students with opportunities to be innovative, able to adapt to and assimilate to change and be able to continue pursuing their academic aspirations. Furthermore, it was suggested that Arab education should also shift its focus from access to education to learning and success, from schooling to lifelong learning and from a purely economic perception of education to a more humanistic one.

Other common areas for improvement in the Arab Region in the post-2015 agenda relate to the improvement of governance and management of Arab education systems through the implementation of accountability measures, greater community involvement, rationalization

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[23] UN, Sustainable Development Goals, https://sustainabledevelopment.un.org/?menu=1300

of education decisions through reliable and timely data and indicators (EMIS - Education Management Information System) and an increase of financial resources in education.

Based on an extensive analysis of performance of Education for All at the national level, the Arab States identified the following six priority areas for education post-2015, which correspond with the current education situation in the region:

1. Quality

As empirical evidence suggests that improvements in access have not been matched with gains in quality of education, the Arab Region being no exception, quality learning must be made a priority. To achieve this goal, concrete investments need to be made for effective policies, strategies and programmes which must be monitored and measured accordingly.

2. Teachers

In most Arab States, the issue around teachers is not as much related to a shortage of teachers but more so towards the quality of teachers or candidate teachers. Throughout the region, the lack of a comprehensive and integrated policy framework for teacher preparation, utilization and career development, in conjunction with an underdeveloped professionalized teacher-training module and lack of a continuous professional development framework, has resulted in teaching being less attractive to qualified candidates. Policies concerning teachers and professional development must therefore be made a priority in the education policy agenda in the Arab Region.

3. Equity

One of the leading factors as to why Arab States have not yet achieved full primary universal education can be explained by the fact that most of the students, primarily girls, left behind are from marginalized communities, including those affected by conflict, poor households, physical and/or learning disabilities and those living in rural and/or remote areas. Thereupon, the Education 2030 agenda should prioritize equity with each goal having a specific dimension dedicated to equity as well as focused targets (e.g. measuring progress for the bottom 20%). Equity should also be explicitly addressed along with its basic dimensions: enabling contexts, learning impact, learning process and direct learning outcomes.

4. Pre-Primary Education

Research equally shows the need for governments to ensure quality early learning and readiness to learn. Based on available data, while the global average enrolment rate increased by 19 percentage points over 12 years, reaching 53.6% in 2012, the Arab World in comparison only increased by 9.8 percentage points, reaching 25.3% that same year.

5. Secondary Education

The EFA framework was criticized worldwide for putting a high emphasis on primary education while diverting attention away from secondary education. In addition to emphasizing the importance of focusing on secondary education as a stand-alone post-2015 objective, the Arab States emphasized the necessity to assist youth in developing learning skills for successful transitions from school to work, aiming to provide broader, diverse pathways for youth aimed at bridging the gap between formal and non-formal education.

6. Re-Definition of Arab Education

The Arab Region has been called upon to re-define Arab education beyond school attendance and performance on tests and exams. Education systems in the region are facing serious challenges regarding their contributions to sustainable development. As such, the education agenda for the Arab States should be widened and encouraged to go beyond current EFA goals in response to emerging needs and priorities, including the many non-cognitive skills and attitudes essential to local and global citizenship participation.

Section 3

UNESCO Global Strategy and Regional Response

Section 3. UNESCO Global Strategy and Regional Response

UNESCO's Medium-Term Strategy for 2014-2021[24] articulates the strategic vision and programmatic framework for UNESCO's action in education, sciences, culture, communication and information at the global, regional and national levels over the next eight years.

In the field of Education, the 2014-2021[25] UNESCO Global Education Strategy centers around the following strategic objectives and thematic areas of expected results as summarized in the table below:

Table 1: UNESCO's Strategic Objectives for Education, 2014-2021

Strategic Objectives		
SO. 1. Supporting Member States to develop education systems to foster high quality and inclusive lifelong learning for all	**SO. 2.** Empowering learners to be creative and responsible global citizens	**SO. 3.** Advancing Education for All (EFA) and shaping the future international education agenda
Thematic Areas of Expected Results		
Sector-wide planning, policies and reform	Global Citizenship education	Foresight and research
Literacy	Education for sustainable development	Monitoring of education development and the right to education
Skills development for work	Health education	Partnerships for and coordination of education
Higher education		
Teachers		
Learning processes and outcomes		
ICT in education		

In the Arab region, in full alignment with the Global Education Strategy, UNESCO responds to Member States' needs and priorities so as to support their national education sector development towards achieving SDG 4.

During a National Commission meeting held in Shanghai in June 2016, the Arab Member States affirmed UNESCO's positive role in achieving all relevant SDGs, recognizing

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[24] UNESCO, Medium-Term Strategy 37 C/4, http://www.unesco.org/new/en/bureau-of-strategic-planning/resources/medium-term-strategy-c4/

[25] UNESCO, Education Strategy 2014-2021, http://unesdoc.unesco.org/images/0023/002312/231288e.pdf

UNESCO's efforts in producing the indicators for achieving these SDGs through the work of its specialized Institute for Statistics (UIS). Moreover, the Arab States stressed the need for more investment in capacity development in the region and confirmed the priorities for the region, underlining the need to focus on education for global citizenship and education in emergencies. Subsequently in July 2016, another consultation was undertaken by the UNESCO Regional Bureau for Education in the Arab States in Beirut through a questionnaire sent to Member States via the National Commission to get an assessment of UNESCO's work so far with the intention of identifying key priorities moving forward.

Based on the responses received, the following was noted:

1. The assessment of UNESCO's work in the region was rated overall positive, with the Education for All initiative, as well as the organizations' technical support to Member States for quality education, planning and policy management, and TVET, much appreciated;

2. Youth and early childhood education were identified as high priorities, echoing global recommendations. Additionally it was recommended that UNESCO in the Arab Region prioritize coordinating the work of the SDG 4 Agenda at the global, regional and national levels conjointly with education for sustainable development, teaching global citizenship and developing programmes designed to counter extremism, strengthen the monitoring and evaluation of learning outcomes and continue providing technical support on education planning and policy management. Furthermore, linking intangible heritage and culture to education and focusing on literacy and life skills programmes were also identified as important;

3. Education in emergencies was also noted as a priority for most Member States. Recommendations included supporting Member States in order to ensure that curriculums are flexible enough to be adapted to different needs during times of crisis and providing children with relevant education opportunities while developing the skills of youth in affected areas. Training teachers on education in emergencies, and providing psychosocial support for students were also highlighted;

4. Continued and improved coordination between UNESCO and national commissions, as well as other relevant collaborators was deemed necessary to facilitate the work in the field and ensure the effectual implementation of projects;

5. In terms of delivery modality, monitoring and evaluation, Members States noted that UNESCO should further invest in the capacity building of education sector collaborators as well as undertake further assessments, evaluations, and expert trainings. The need to develop indicators and quality standards designed to measure impact was also underlined;

6. Linking education with ICT, UNESCO was encouraged to increase the use of information and communication technology to support teaching, learning and assessment. It was also suggested to create an online platform with content relating good practices, recommendations and lessons learnt.

Section 4

The Regional Strategy

Section 4. The Regional Strategy

The Regional Strategy is designed to serve as a vehicle to support Member States as they progress towards achievement of the SDG 4 Goal: Ensuring inclusive and equitable quality education and lifelong learning for all in the Arab States by 2030 and national education plans to respond to country-specific needs.

What predicates the Strategy and corresponding actions on the part of UNESCO are the four principles enshrined in the Education 2030 Framework for Action that guides the implementation of SDG 4, namely:
1. Education: fundamental human right and public and common good;
2. Equity;
3. Inclusion;
4. Gender equality.

Cognizant of UNESCO's role in supporting the international community's commitment to the new global development agenda and the immense diversity that exists both in the region and within Member States, the Regional Strategy consists of four Programmatic Pillars to encapsulate UNESCO's support to Member States through the mobilization of organization-wide network of technical, human and financial resources in partnership with stakeholders active in the region.

4.1 Coordinating and monitoring SDG 4- Education 2030 Agenda

Following the adoption of the Education 2030 Framework for Action at the UNESCO High Level Meeting in November 2015, taking into consideration the recommendations made by Arab States, the Arab Regional Roadmap for SDG 4 – Education 2030 was agreed upon in Cairo, Egypt later in December, detailing the significant milestones and deliverables of both the Arab Member States and education partners to be achieved in 2016 in order to operationalize the Education 2030 Agenda in the region. Particular attention was given to the needs of crisis-affected countries, given the importance of addressing education and education quality in emergencies and post-conflict settings.

Bearing in mind that the new education agenda is Member States-led, achieving the aspirations of the education goals and targets in the 2030 Agenda for Sustainable Development requires coordinated efforts among all partners involved at all levels. In all cases, strong multi-stakeholder partnerships and unity of action are essential for the successful integration of SDG 4 – Education 2030 commitments into national education development efforts. As such, a Regional Support Group comprising of UN co-conveners and partners, regional organizations, regional representatives of Collective Consortium of NGOs (CCNGO) and the private sector was formally established in July 2016 to support national efforts and ensure harmonization between efforts at the global and national levels. The regional level is key both in informing the SDG 4 – Education 2030 Steering Committee about regional realities and national priorities and in translating global support provided by the global Steering Committee into country-level action.

In this regard, as the lead coordinator, UNESCO will focus its efforts on advocating and communicating the Agenda, supporting national and regional monitoring and providing policy and programmatic support with the aim of enhancing global-country linkages. This Pillar will contribute to SDG 4 agenda as a whole.

⮕ **Expected Results**
1. Coordination and monitoring mechanisms established and sustained in support of Member States in order to implement the Agenda as an integral part of national education sector development;
2. Strategic policy and programmatic linkages enhanced between national and regional crisis response for Syria and the SDG4 – Education 2030 Agenda (with particular focus on crisis-affected countries).

⮕ **Strategic Actions**
1. Coordinate and sustain multi-stakeholder partnership engagement through a regional partners platform;
2. Enhance the national education coordination mechanism;
3. Develop and disseminate key materials to generate policy dialogue on key issues related to each target and monitoring indicators (such as policy briefs and country profiles);
4. Provide a web-based platform for generating and disseminating knowledge;
5. Support national teams in their efforts to align strategies with SDG4;
6. Provide intra-regional/intra-national coordination, partnership and peer learning mechanisms;
7. Develop and sustain regional monitoring mechanisms;
8. Provide nationally-relevant technical support in monitoring and reporting;
9. Advocate for bridging the humanitarian – developmental divide through the Agenda;
10. Mainstream SDG 4 Agenda into UNESCO's crisis response strategy and corresponding actions;
11. Strengthen regional networks and partnerships to allow for the exchange of developing trends, knowledge and experiences.

4.2 Enhancing education systems to promote quality and inclusive lifelong learning for all

The Regional Education for All Synthesis of National Reviews[26] revealed that while Arab Member States made much advancement, many national education systems require further enhancement and capacity development measures to enable them to do what is needed.

In supporting Member States to implement the SDG 4 Agenda, the Education 2030 Framework for Action (FFA) strongly calls for focusing on efficiency, effectiveness and equity of education systems in order to provide assess to, attract and retain those who are currently excluded or at risk of being marginalized. At the same time, the FFA

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[26] UNESCO, Education for All: Regional Synthesis Report of the 2015 National Reviews in the Arab States Region, http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Doha/pdf/UNESCOEFAReviewArabStatesENG.pdf

recommends that to ensure both quality education and conditions for effective education outcomes, governments should strengthen education systems by instituting and improving appropriate, effective and inclusive governance and accountability mechanisms targeting quality assurance, education management information systems, transparent and effective financing procedures and mechanisms, institutional management arrangements and a system that ensures that comprehensive data is accessible in a timely manner.

In this regard, UNESCO's regional education strategy entails the enhancement of national capacities in planning and managing education systems towards building and sustaining resilience for development. This Pillar will also contribute to SDG 4 agenda as a whole.

➲ **Expected Results**

1. National capacities enhanced to plan and manage nationally coherent, evidence-based education systems;
2. National capacities strengthened to develop and implement evidence-informed, sector-wide policies and programmes.

➲ **Strategic Actions**

1. Support education sector diagnosis;
2. Assist in strategy development;
3. Support M&E establishment and processes;
4. Undertake cost and financing;
5. Promote conceptual awareness and programmatic approaches to lifelong learning in formal and non-formal education;
6. Introduce innovative modalities to implement lifelong learning as a follow up to CONFINTEA VI;
7. Scale up inclusive and gender-responsive quality literacy and NFE programmes through alternative and diverse modes of learning throughout life;
8. Transform TVET through regional and national TVET strategy/policy development and support to implementation;
9. Enhance synergies of skills for life and work;
10. Enhance higher education provision through use of HE Regional Policy Framework;
11. Improve quality of teaching and teachers through use of Teacher Regional Policy Framework;
12. Promote, monitor and assess the processes and outcomes of competency-based learning;
13. Strengthen regional networks and partnerships to allow for the exchange of developing trends, knowledge and experiences.

4.3 Empowering learners to be competent, creative and responsible global citizens

Education contributes to peaceful and sustainable societies that provide citizens with the knowledge, attitude and skills required for dynamic participation in social development. Learners, including those with vulnerabilities and disabilities, need 21st century skills for social transformation that lead towards a more just, peaceful, tolerant, inclusive, secure and sustainable world.

Within this context, education systems must enable learners to meet these goals. In the Arab Region specifically, education reform must address the growing need for citizenship education for children from early childhood and must also incorporate skills that promote diversity, critical thinking and creativity[27].

UNESCO's role therefore is to strengthen the institutional capacities of the Member States towards empowering learners to be competent, creative and responsible citizens through education. One of the areas of support is the promotion of Global Citizen Education (GCE) policy dialogue, mainstreaming of GCE into education systems and promoting sharing of resources and innovative practices to advance the GCE agenda[28].

This pillar contributes to SDG 4 focusing on strategies that address five thematic areas: inclusive education; global citizenship education; peace building and inter-cultural dialogue; education for sustainable development; and health education.

➲ **Expected Results**
1. Capacities of Member States strengthened in order to mainstream inclusive education at all levels, adapt curricula and teaching practices to meet the diverse needs of learners including those with disabilities and vulnerable learners and to understand and respond to changing [national] skill needs;
2. Capacities of Member States strengthened to promote global citizenship education and mainstream it into policies, curricula and teaching practices in both formal and non-formal education;
3. Capacities of Member States supported in order to promote intercultural understanding, peace-building and respect for diversity through education;
4. Capacities of Member States strengthened in order to provide education that imparts knowledge, attitude, values and skills that contribute to sustainable development;
5. Capacities of Member States strengthened in order to promote health education.

➲ **Strategic Actions**

Inclusive Education
1. To advocate for policies and develop programmes at all levels that promote inclusive education from early childhood onwards;
2. To develop capacities for policy-making and system management to support strategies towards innovative inclusive education solution including the non-formal education sector and higher education;
3. To develop resource requirements and professional training of teachers on inclusive education at school level;
4. To collect, analyze and disseminate good practices;
5. To undertake research on inclusive policies and quality learning enhancement especially for groups that are currently marginalized and excluded from a quality education system;

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[27] Muhammad Faour and Marwan Muasher (2011) Education for citizenship in the Arab World Key to the future. http://carnegieendowment.org/files/citizenship_education.pdf
[28] UNESCO, Global Citizen Education, http://en.unesco.org/gced

6. To develop and implement a skills forecasting model that helps in the planning and mapping of needed skills;
7. To network and coordinate among various stakeholders working in inclusive education;
8. To enhance and spread inclusive education at university level.

Global Citizenship Education

1. To promote policy dialogue amongst education policy developers and decision makers to increase integration of GCE into policies and practices;
2. To support the promotion of transformative and active learning pedagogies that encourage core skills development, such as problem-solving and critical thinking.
3. To build the capacity of teachers and educators in recognizing their central role in promoting GCE for both formal and non-formal education;
4. To scale up and disseminate GCE concepts and good practices through the production of resources and electronic platforms (Hawer Programme);
5. To support the existing networks and facilitate new partnerships which would advance the GCE agenda in the Arab States region;
6. To promote conceptual and programmatic approaches in favor of a strong commitment by Member States and civil societies to nurture "peace" and prevent "violent extremism through education";
7. To invest in teachers through training and professional development in order to increase their understanding of relevant topics and appropriate teaching methods;
8. To influence national curricula matrices and create standalone courses to accommodate GCE.

Peace Building and Intercultural Dialogue

1. To foster an enabling environment for learners that contribute to forging a stronger society equipped with the opportunities, tools and knowledge to make responsible decisions based on positive value, critical thinking, cultural literacy and intercultural dialogue;
2. To harness new advocacy venues aiming to mobilize education partner engagement, stimulate dialogue and integrate the key messages of the International Decade for a Culture of Peace into education;
3. To spread the concept of culture of peace and dialogue, its mechanisms and its methodologies in education, in order to help young learners address contemporary, regional and global challenges in constructive ways;
4. To build a regional online hub and resources that aim at enhancing knowledge and skills development in intercultural competencies;
5. To invest in accredited teaching and training programmes that contributes to empowering learners and youth through intercultural dialogue skills.

Health Education

1. To provide learners of all ages with opportunities to acquire, throughout life, the knowledge, skills, values and attitudes that are needed to build peaceful, healthy and sustainable societies;
2. To encourage innovations and networks that contribute to education for sustainable development;

3. To deliver good quality health education including teaching practices that contributes to healthy lifestyles and gender equality;
4. To promote early identification for disabled children;
5. To make learning environments safe and healthy, entailing violence prevention, promotion of access to safe water and latrines and referrals to youth-friendly health services.

4.4 Building resilience amongst learners and communities through education to prevent and mitigate the impact of crises

The harmful impact of crises on education, particularly in protracted crises, has been well documented and consequently, it is increasingly recognized that education must be a principal part of any humanitarian response. UNICEF has estimated that more than 13 million children are out-of-school due to conflict in the region[29]. The crisis in Syria alone has forced more than 2.1 million children and youth out of school inside Syria, with an additional 3.3 million also in need of educational assistance[30].

In the five countries hosting Syrian refugees, 1.4 million Syrian refugee children and youth are facing educational challenges. In Lebanon, 40% of registered Syrian refugee children are out of school, while 32% of school-aged children in Iraq, and 64% of school-aged children in Turkey are also not receiving an education[31]. The numbers are equally staggering for youth in post-basic education. In Lebanon for instance, only 3% of registered secondary school-age Syrian children are enrolled in public secondary education[32], while 72% of youth ages 18-24 inside Syria and 83% in the Arab States region, are not enrolled in any form of tertiary education[33].

In Iraq, 69% (0.6 million) of displaced Iraqi children are out of school[34] and in Yemen, 3,600 schools have closed, leaving 1.8 million children without an education in addition to the more than 1.6 million who were out of school before the conflict escalated in 2015[35]. With the resurgence of fighting in Libya since 2014, 2 million children are reported out of school and in Benghazi, enrollment rates have dropped by 50%, with only 65 schools out of 239 are reported as functioning[36].

As is typical in most crisis situations, delivering quality education is made more challenging due to instability in the region, consequently highlighting the pressing need to recruit and train teachers as the accessibility to trained teachers dwindles. Moreover, assistance is also

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[29] UNICEF, Education Under Fire: How conflict is driving children out of school across the Middle East, http://www.unicef.org/mena/EDUCATION_DRAFT_8.pd

[30] UNESCO, Bridging the Learning Gaps for Youth, http://unesdoc.unesco.org/images/0024/002443/244333e.pdf

[31] UNICEF, Syria Crisis: Education Factsheet Five Years of Crisis and Conflict, http://allinschool.org/wp-content/uploads/2016/03/Syria_Crisis_5_Year_Education_Fact_Sheet_English_FINAL.pdf

[32] HRW, War is No Excuse for Depriving Children with Disabilities of an Education, https://www.hrw.org/news/2016/05/16/war-no-excuse-depriving-children-disabilities-education

[33] UNESCO, Bridging the Learning Gaps for Youth, http://unesdoc.unesco.org/images/0024/002443/244333e.pdf

[34] UNICEF, Syria Crisis: Education Factsheet Five Years of Crisis and Conflict; http://allinschool.org/wp-content/uploads/2016/03/Syria_Crisis_5_Year_Education_Fact_Sheet_English_FINAL.pdf

[35] UNICEF, Education Under Fire: How conflict is driving children out of school across the Middle East, http://www.unicef.org/mena/EDUCATION_DRAFT_8.pd

[36] Ibid

needed in order to reinforce education systems that improve and expand learning spaces, provide learning materials and mainstream refugees into national education policies to ensure equity and inclusiveness across systems.

In order to build resilience among learners and communities through education to prevent and mitigate the impact of crises on education, UNESCO's strategy will be comprised of the following three response areas:

1. Access – Bridging access gaps for learners in crises;
2. Quality – Restoring quality and relevance at the heart of learning;
3. System strengthening – Empowering education systems for resilience.

➲ Expected Results

Access:
1. Learners are provided with opportunities for basic and secondary education through innovative modalities and diverse pathways, with particular focus on girls, women and vulnerable groups within host communities;
2. Youth are provided with access to quality TVET and higher education opportunities.

Quality:
1. Teacher skills are improved and adapted to national/regional contexts through innovative content, training modalities and strategies;
2. Learners are equipped with relevant skills for life and work.

Systems Strengthening:
1. Evidence-based advocacy for equity and equality is promoted;
2. Policy dialogue, sharing of promising practices and decision-making on education provision in emergencies and post-crisis situations are strengthened;
3. National capacities to plan, manage and report on education systems' responsiveness to crisis are enhanced.

➲ Strategic Actions

Access:
1. Implement a financing mechanism for registration in and access to basic and secondary education for each academic year;
2. Support provision of learning materials in the form of "school in a box", "school in a bag", equipment and/or supplies;
3. Develop innovative approaches for accessing opportunities and scholarships in higher education and vocational skill development based on market needs;
4. Support capacity development of education institutions to increase access and provide quality learning opportunities.

Quality:
1. Develop resource requirements and professional training of teachers to ensure quality teaching of learners;

2. Develop resources and conduct training for national actors related to areas in need of progress and bridge programme;
3. Conduct training on skills necessary for life and work for learners;
4. Implement psychosocial-based education programmes to ensure integration and social cohesion for all learners.

Systems Strengthening:
1. Develop information systems to inform planning and decision making using improved data management and monitoring framework;
2. Conduct capacity development programme on policy planning and management for education officials from ministries of education to address equitable and quality access of education for learners affected by crisis;
3. Conduct capacity development programme for national education institutions, stakeholders, education service providers and host communities to impart knowledge, skills and tools to improve their response to crisis and its impact;
4. Support development of formal and non-formal curricula and programmes that respond to the diverse needs of learners.

Section 5

Implementation Mechanisms

Section 5. Implementation mechanisms

5.1 Coordination and Partnerships

Partnerships are firmly embedded in UNESCO's functionality at global, regional and national levels. UNESCO has a long-standing tradition of partnering with institutions, entities and individuals of many kinds, including governments, the wider UN family, intergovernmental organizations, NGOs, private sector entities, corporate and philanthropic foundations, media organizations, parliamentarians and Goodwill Ambassadors. Additionally, UNESCO works with many other specialized networks such as the Category 2 Institutes and Centers, Clubs for UNESCO, UNESCO Associated Schools and UNESCO Chairs, UNEVOC Network and National Commissions. UNESCO's partnerships come in different forms, through consultations on the elaboration of UNESCO's programme, implementation, contribution to the development of policies, provision of technical assistance and advisory services, monitoring of progress against established goals and results, provision of funds,in-kind contributions and many more.

Within the framework of its Comprehensive Partnership Strategy, and to ensure greater efficiency in its actions, UNESCO will continue to collaborate with its extensive network of partners and form strategic alliances with new partners at both a regional and national level.

As part of the United Nations System, UNESCO will also continue to support and take part in policy dialogue and coordinated action through the United Nations Development Group and the Regional Coordination Mechanism in the Arab States, in addition to thematic working groups and UN inter-agency programmes and initiatives such as the implementation of the Sustainable Development Goals or the elaboration of a strategy on the prevention of extremism for example.

UNESCO is also actively engaged with the coordination mechanisms in its countries of operation, such as with local education working groups and Inter-Agency groups such as the UN Country Team and Humanitarian Country team. With regard to the Syria crisis, UNESCO is also taking part in the drafting and execution of the Regional Refugee & Resilience Plan (3RP) in addition to country specific planning such as the Lebanon Crisis Response Plan, the Jordan Response Platform for the Syria Crisis and the Iraq Humanitarian Response Plan. All of the organization's work is done in close collaboration with national governments and pertinent ministries and institutions. Regional and sub-regional intergovernmental bodies such as the League of Arab States (LAS), the Islamic Educational, Scientific and Cultural Organization (ISESCO), the Arab Educational, Scientific and Cultural Organization (ALECSO) and the Arab Bureau for Education in in the Gulf States (ABEGS) are also important platforms for multi-sectoral planning and action.

UNESCO will draw upon the expertise of relevant Category 2 Centers[37] as potential resources of expertise and partnerships for studies, reports and research. For example, the Regional Educational Planning Centre's (RCEP) work contributes to UNESCO's efforts in improving capacity development of education systems by providing specialized Arabic language training in educational planning and management in the Arab States. In addition, RCEP is a key partner in launching the Education 2030 agenda in the GCC Countries and collaborates with UNESCO and the Arab Bureau of Education for the Gulf States (ABEGS) in the implementation of capacity development for educational planners to assure rigorous analysis at the country level.

Combining expertise and resources with civil society will allow UNESCO to enhance efficiency and effectiveness of programme implementation by strengthening visibility and impact of its action and presence globally, regionally and at country level, and by enhancing its capacity to reach all segments of societies.

As the lead UN agency to coordinate international efforts to reach the SDG 4 Goal, UNESCO is already working closely with governments, development agencies, civil society, academics and the private sector to support the integration and implementation of the Education 2030 agenda in all countries in the region. UNESCO will provide a regional platform for dialogue, knowledge sharing, collaboration and monitoring on SDG 4, and other related goals, where all major regional actors involved in education development can come together to define and coordinate collective strategies and joint actions for advocacy, technical assistance and capacity development, allowing them to exchange best practices, tools and information.

5.2 Monitoring and Evaluation

UNESCO has a well-established monitoring and evaluation system in place to keep track of the Organization's performance and to ensure optimal utilization of financial resources. UNESCO has also recently stepped up its efforts to improve its results reporting framework, which constitutes an important step toward better evidence-informed decision-making. The Results Framework under Annex I, which will serve the Regional Bureau to monitor and evaluate the present strategy, is an example of such an improvement.

Through its periodic statutory reporting to its governing bodies on progress achieved, UNESCO provides strategic analysis on the implementation status of its programmes and budget to help facilitate decision-making and future planning. An online reporting mechanism (SISTER) is also set in place with the principles of transparency, delegation of authority and accountability. Relevant and evidence -based data to measure achievements towards results are routinely reviewed. This mechanism ensures that the progress assessments at the strategic policy levels encompasses results achieved at the global, regional and country level and reflects the use and impact of both Regular Programme and extra budgetary resources.

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[37] 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. UNESCO has also designated 81 International and Regional Institutes and Centres under its auspices.

In addition to statutory reporting the organization has in place, project-specific monitoring plans are developed jointly with the donors/partners in order to enhance and maximize partnerships. These plans cover management, administration, finance and programme activities – governed by UNESCO rules and regulations - and fall under the responsibility of the respective project staff and implementing partners, and when and as necessary, UNESCO's Internal Oversight Service (IOS).

UNESCO's evaluation function mandated under IOS and the Independent External Evaluation (IEE), plays a critical role in enabling the Organization to meet its mandate by providing credible and evidence-based information that feeds into various decision-making processes. UNESCO's evaluation and results-based management culture has been enhanced over the years through targeted evaluation activities and advisory services and enhanced quality, type and coverage of evaluations throughout UNESCO in support of programme improvement and accountability.

Project-specific evaluations are conducted with the support of international experts according to international professional standards. For each project, periodic reports and a final report, covering both programmatic and financial activities, are provided to the respective donor. These reports include information on the progress made against the project's objectives, shortcomings, challenges, and lessons learned as well as recommendations for corrective measures. UNESCO will ensure monitoring and evaluation through joint meetings with key stakeholders, whereas regular coordination and implementation meetings will be held with key governmental partners and stakeholders. A final internal evaluation will be performed at the end of the project in consultation with IOS. Beneficiaries and key stakeholders will be involved in the monitoring and evaluation of the activities through a participative approach. During regular field visits and meetings, UNESCO staff will report on the on-going activities, challenges and solutions, listen to their inputs and evaluations on how the project is proceeding with regards to objective achievement.

During the final external evaluation, key beneficiaries and stakeholders will be interviewed to assess their evaluation of the project design, implementation and impact.

5.3 Resource Mobilization

In periods of financial constraints, the relevance and effectiveness of UNESCO, especially in the field, is strongly related to the level of extra-budgetary funding (or voluntary funding). It is therefore necessary that extra-budgetary funds complement regular programme priorities and contribute to meeting preset goals. However, in situations of protracted crisis such as those witnessed within the Arab region, the perception that refugees and/or internally displaced persons can only be addressed through humanitarian means can impede or delay the achievement of sustainable solutions and consequentially reduce development aid to the benefit of humanitarian assistance. Although the trend today is to attempt to link development and humanitarian aid, there remain many challenges such as differences in working principles, mandates, values and assumptions of humanitarian and development actors.

Although education is one of the major pillars for development, the amount of aid allocated to education has stagnated since 2010 when the financial crisis in high income countries began, and as of 2014, financial aid allocated to education was 8% below its 2010 peak of $13.1 billion[38]. Total aid to education fell by almost $600 million, or 4%, between 2013 and 2014, even though total aid levels increased by $10.1 billion[39]. This suggests that most donors give education a lower priority within their aid budgets. While bilateral donors have decreased their share of education aid, the share from multilateral donors have risen and now account for 29% of total aid to education, 18% of which is now allocated to secondary education[40].

In the Arab Region specifically, although the overall international assistance to education has decreased, the share allocated to the Arab Region has increased, particularly for basic education. Aid to basic education for the Arab States was the highest of all regions, increasing by 17.6% per annum between 2002 and 2012, compared to 5.9% per annum globally[41]. Iraq, Jordan, Lebanon and the Syrian Arab Republic all experienced record levels of growth in aid to basic education, exceeding 30% per annum[42]. By contrast, aid to secondary education in the region was among the lowest of all regions.

Domestic expenditures for education is not a priority in many national budgets in the Arab Region, with the percentage of the government budget allocated to education falling below 20% in all the nine countries in 2012[43]. The share ranged from less than 10% in Bahrain and Lebanon to more than 17% in Morocco, Tunisia and the Syrian Arab Republic. The share has declined in Tunisia since 1999, as well as in Djibouti, but has increased in four countries: Lebanon; Oman; Sudan and the Syrian Arab Republic[44]. The share ranged from less than 10% in Bahrain and Lebanon to more than 17% in Morocco, Tunisia and the Syrian Arab Republic[45]. Bearing in mind that the Addis Ababa Action Agenda (Third International Conference on Financing and Development, Addis Ababa, July 2015) has recommended that countries allocate at least 4% of their respective GDPs, or at least 15% to 20% of public expenditure, to education in order to support the realization of Education 2030 Agenda, it is clear that both domestic and international aid to education in this region must rise considerably.

Given the situation above, UNESCO will need to enhance its efforts to mobilize resources to help fund the education financing gap in the region. The region is a receives substantial amounts of humanitarian assistance due to the current regional context but education remains an under-prioritized and underfunded sector of humanitarian aid. A strategic shift is therefore required for long-term approaches for the education sector and it is hoped that the outcomes of the London 2016 Conference will be the beginning of such a strategic shift

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[38] UNESCO, Global Education Monitoring Report, http://unesdoc.unesco.org/images/0024/002448/244817E.pdf
[39] Ibid
[40] Ibid
[41] Ibid
[42] Ibid
[43] UNESCO, Regional Overview: Arab States, Education for All Global Monitoring Report 2015, http://en.unesco.org/gem-report/sites/gem-report/files/regional_overview_AS_en.pdf
[44] Ibid
[45] Ibid

to address the educational challenges resulting from the Syria crisis. Aid provision was once the preserve of OECD donors however recently, emerging economies have been formalizing development cooperation through the creation of aid agencies. For example, Kuwait and the United Arab Emirates, which have started reporting aid levels to the OECD Development Assistance Committee (DAC), provide the majority of education aid to countries in the Arab Region, with Kuwait disbursing US$21 million and United Arab Emirates disbursing $110 million in 2012[46].

The UNESCO Regional Bureau will undertake a mapping of expected results by donor category with a view to help better monitor resource mobilization efforts and broaden the donor base within the governmental and non-governmental sectors to tap into multilateral donors, who are gradually shifting their aid to secondary education. The Bureau will also more systematically engage with non-traditional donors including private sector entities and middle income countries by improving its participation in joint UN funding initiatives.

In order to successfully attract donors, it is important to enhance relations with potential donors at an early stage of the elaboration of a project. Based on the mapping of expected results by donor category, UNESCO will develop a databank of concept notes to facilitate the preparation of project proposals in areas that have potential to attract funds. It is also important for UNESCO to focus its resource mobilization efforts in order to maintain leadership in areas where it maintains a global communications role, where its expertise is recognized and where it maintains comparative advantage in the context of the Education 2030 agenda.

5.4 Public Information and Communication

Communications is a critical tool that adds value to all development work carried out by the Regional Office. For an organization such as UNESCO, whose primary objectives remain largely interconnected with the progress of the people it targets, visibility of its programmes and initiatives remain fundamental to meeting the Organization's development objectives and further resource mobilization. Thereupon, public perception and trust towards UNESCO and its programmes rest upon how well a strategic communications plan is implemented. Favorable public opinion and a trusted, impartial public image of UNESCO will further help in strengthening relationships with key partners and stakeholders. Therefore, understanding target audiences, documenting experiences and using those experiences to further expand and enhance UNESCO's relationship with varying levels of community will further improve the effectiveness and efficacy of the work done in the Arab States Region.

As part of its public information and communication strategy, UNESCO will strive to strengthen its existing ties with media organizations and news outlets, keeping the media informed of UNESCO's work in the region in order to reinforce UNESCO's image as a legitimate and credible authority in its various fields of action. To ensure that UNESCO raises

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[46] UNESCO, Regional Overview: Arab States, Education for All Global Monitoring Report 2015,
    http://en.unesco.org/gem-report/sites/gem-report/files/regional_overview_AS_en.pdf

awareness and mobilizes public support for priority issues, in addition to ensuring that key messages reach as wide an audience as possible, the Regional Office's external communications and information dissemination on major current activities will be updated via press releases, op-ed articles, Facebook posts and tweets. Social networking sites will be improved to provide a powerful and immediate avenue for the delivery of any message, however the immediacy of social networking sites makes it necessary that messages are constantly updated, at least daily.

The time required may be tedious and restrictive, however it is an investment of little cost and will assist in seeking relevant and specific assistance or keeping the public away from affected areas, perhaps leading them to channel their efforts into more appropriate ways of participating. The UNESCO website acts as the main entry point to obtain knowledge on UNESCO's activities and achievements and website will be redesigned in such a way so that the information provided is pertinent, relevant and engages the audience it seeks to attract, such as ministries, independent institutions, development partners, civil society, internal staff and the general public for example.

Annexes

Annex 1: Results Framework

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all			
Pillars	Pillar One: Coordinating and monitoring the SDG 4 – Education 2030 Agenda	Pillar Two: Enhancing education systems to promote quality and inclusive lifelong learning for all	
Expected results	ER1: Improved coordination and monitoring support to Member States and partners to implement the SDG 4 Agenda as an integral part of national education sector development ER2: Strategic policy and programmatic linkages enhanced between national and regional crisis response for Syria and the SDG4 – Education 2030 Agenda	ER 1: National capacities enhanced to plan and manage nationally coherent, evidence-based education systems ER 2: National capacities strengthened to develop and implement evidence-informed, sector-wide policies and programmes	

	Pillar Three: Empowering learners to be competent, creative and responsible citizens	Pillar Four: Building resilience amongst learner and communities through education to prevent and mitigate the impact of crises
	ER 1: Capacities of Member States strengthened to mainstream inclusive education at all levels and adapt curricula and teaching practices to meet the diverse needs of learners including those with disabilities and vulnerable learners, and to understand and respond to changing skill needs ER 2: Capacities of Member States strengthened to promote global citizenship education and mainstream it into policies, curricula, and teaching practices ER 3: Capacities of Member States supported to promote intercultural understanding, peace-building, and respect for diversity through education ER 4: Capacities of Member States strengthened to provide education that imparts knowledge, attitude and skills that contribute to sustainable development ER5: Capacities of Member States strengthened in order to promote health education.	ER1: Learners are provided with opportunities for basic and secondary education, with particular focus on girls and women and vulnerable groups within host communities ER 2: Youth are provided with access to quality ER 3: Teacher skills are improved and adapted to national/regional context through innovative content, training modalities and strategies ER 4: Learners are equipped with skills for life and work ER 5: Evidence-based advocacy for equity and equality is promoted ER 6: Policy dialogue, sharing of promising practices and decision-making on education provision in emergencies and post-crisis situations are strengthened ER 7: National capacities to plan and manage education systems' responsiveness to crisis are enhanced

Results	
Expected Result 1: Coordination and monitoring mechanisms established and sustained in support of Member States in order to implement the Agenda as an integral part of national education sector development	
Output 1.1: Established regional and national partners coordination mechanism for the SDG 4 Agenda	
Output 1.2: Developed strategies and monitoring mechanisms for SDG 4 agenda, and disseminated knowledge, products and good practices	
Expected Result 2: Strategic policy and programmatic linkages enhanced between national and regional crisis response for Syria and the SDG4 – Education 2030 Agenda (with particular focus on crisis-affected countries)	
Output 2.1: Undertook advocacy for bridging the humanitarian – development divide through the SDG 4-Education 2030 Agenda	
Output 2.2: Mainstreamed SDG 4-Education 2030 Agenda into UNESCO's crisis response strategy and corresponding actions	

	Performance Indicator (PI), Baseline (B), Targets (T)	Means of Verification	Assumptions and Risks
	Level of participation of Member States and partners in coordination and monitoring of the SDG 4 Agenda	Reports from the partnership meetings and Monitoring visits	Full participation of countries, expertise, and adequacy of resources
	PI: Number of regional and national partners' coordination meetings held PI: Number of multi-stakeholder technical partnership engagements PI: Number of operational regional/ national mechanism in place for peer learning	Reports from the partnership meetings	
	PI: Existence of a regional monitoring mechanism framework PI: Number of technical assistance on monitoring and reporting of the SDG 4 Agenda PI: Established a web based platform for disseminating knowledge	M&E reports Report of website content and visits	
	Extent to which strategic policy and programmes are linked between the Syrian crisis resilience response and SDG 4-Education 2030 Agenda	Education sector plans and programme/project documents	Political commitment and availability of adequate financial resources
	PI: Number of advocacy forums for bridging the humanitarian – development divide through the SDG 4-Education 2030 Agenda PI: Number of regional networks and partnerships engaged in sharing of knowledge and expertise	Advocacy materials	
	PI: Number of forums held that mainstream SDG 4-Education 2030 Agenda into UNESCO's crisis response strategy and corresponding actions PI: Number of key policy dialogue materials on SDG 4 targets developed and disseminated	Project documents and evaluation reports	

Pillar Two:

Enhancing education systems to promote quality and inclusive lifelong learning for all

Results	
Expected Result 1: National capacities enhanced to plan and manage nationally coherent, evidence-based education systems	
Output 1.1: Conducted national capacities on education sector diagnosis, strategic planning, cost and financing, and implementation of quality education	
Output 1.2: Conducted national capacities on monitoring and evaluation of the SDG 4- Education 2030 Agenda	
Expected Result 2: National capacities strengthened to develop and implement evidence-informed, sector-wide policies and programmes	
Output 2.1: Develop and integrate alternative pathways to formal education on NFE, Adult literacy and diverse modes of learning throughout life	
Output 2.2: Transform education provision in a reformed TVET and higher education provision strategy on skills for life and work incorporating competency based learning	

Performance Indicator (PI), Baseline (B), Targets (T)	Means of Verification	Assumptions and Risks
PI: Proportion of Member States capacity built on planning and managing coherent, evidence-based education systems	Workshop and Evaluation reports	Member States commitment; Relevant officials in the training
PI: Number of capacity building forums on education sector diagnosis, strategic planning, and cost and financing PI: Number of capacity building forums, and monitoring of learner outcomes PI: Number of technical assistance on teacher policy framework and pedagogy	Workshop and Evaluation reports	
PI: Number of capacity building forums on monitoring and evaluation of the SDG 4- Education 2030 Agenda PI: Number of SDG 4 indicators reported	Workshop and Evaluation reports	
P1: Proportion of Member States capacity built on development and implementation of evidence-informed, sector-wide policies and programmes P2: SDG 4 Indicators: Completion, Parity indices, Youth literacy, Skills	Evaluation Reports	Member States commitment; Relevant officials in the training
P1: Number of awareness activities that promote conceptual awareness and programmatic approaches to Lifelong learning in formal and NFE PI: Implemented innovative modalities to implement Lifelong learning as a follow up to CONFINTEA V1 PI: Increase in access to programmes on inclusive and gender-responsive quality literacy and NFE programmes through alternative, diverse modes of learning throughout life	Reports	
PI: Transform TVET through regional and national TVET strategy development and support to implementation PI: Curricula integrated with relevant skills for life and work PI: Number of capacity building forums on higher education provision through use of HE regional policy framework PI: Number of teachers trained to Improve quality of teaching using Teacher regional policy framework PI: Regular monitoring and assessment of the outcomes of competency-based learning PI: Number of regional networks and partnerships that allow exchange of new trends, knowledge and experiences	Reports	

Pillar Three:
Empowering learners to be competent, creative and responsible citizens

Results	
Expected Result 1: Capacities of Member States strengthened to mainstream inclusive education at all levels, and adapt curricula and teaching practices to meet the diverse needs of learners including those with disabilities and vulnerable learners, and to understand and respond to changing skill needs.	
Output 1.1: Conducted national capacities for integration of strategies for inclusive education in ECCE, primary, secondary and higher education	
Output 1.2: Undertake research on inclusive education and skills assessment to inform policy and forecast on skills requirements	
Expected Result 2: Capacities of Member States strengthened to promote global citizenship education and mainstream it into policies, curricula and teaching practices in both formal and non-formal education.	
Output 2.1: Promoted policy dialogue among stakeholders on integration of GCE concepts and practices, and developed platform for sharing and networking knowledge and resources	
Output 2.2: Built national capacities on transformative actions and pedagogies on GCE.	
Expected Result 3: Capacities of Member States supported in order to promote intercultural understanding, peace-building, and respect for diversity through education	

	Performance Indicator (PI), Baseline (B), Targets (T)	Means of Verification	Assumptions and Risks
	P1: Proportion of Member States supported to mainstream inclusive education at all levels P1: SDG 4 Indicators - All inclusive access to education at all levels	Monitoring and evaluation reports	Political commitment and resource provision for inclusive education
	PI: Number of policies and programmes promoting inclusive education PI: Number of national capacity workshops conducted on inclusive education PI: Number of teacher professional trainings conducted on inclusive education	Workshop reports	
	PI: Availability of research results on inclusive education PI: Existence of skills forecasting model for planning and implementing a quality education system PI: Number of document and disseminated good practices	Workshop reports	
	Mainstreamed global citizenship education into policies, curricula and teaching practices	Monitoring and evaluation reports	Political commitment and resource provision for global citizenship education
	PI: Number of policy dialogue forums conducted on GCE policies and practices PI: Number of dissemination resources uploaded in electronic platform(HAWE) on GCE PI: Number of partnerships and networks on GCE agenda in the region.	Workshop reports	
	PI: Number of national capacity workshops on transformative and active learning pedagogies on GCE PI: Number of teachers and educators trained on GCE	Workshop reports	
	PI: Improved capacities of Member States in promoting intercultural understanding, peace-building, and respect for diversity through education		Political commitment and resource provision for peace building and intercultural dialogue

Output 3.1:
Built the national capacities in promoting peace, prevention of extremism and stimulating inter-cultural dialogue and key messages through education

Output 3.2:
Integrated peace and intercultural dialogue in curricular and teacher professional development to foster a learning environment that contributes to a society of positive value and a culture of peace and non-violence

Expected Result 4:
Capacities of Member States strengthened in order to provide education that imparts knowledge, attitude and skills that contribute to sustainable development.

Output 4.1:
National capacities strengthened to enhance learner acquisition of education for sustainable development

Expected Result 5:
Capacities of Member States strengthened in order to promote health education.

Output 5.1:
Built capacity for an all inclusive education for sustainable development through knowledge, skills, values and attitudes for peaceful, healthy and sustainable societies.

Output 5.2:
Promoted safe and healthy learning environments, entailing violence prevention, promotion of access to safe water and latrines and referrals to youth-friendly health services.

	PI: Number of national capacity forums on promoting societies that nurture "peace" and prevent "extremism". PI: Number of advocacy forums engaged with education partners' engagement to stimulate dialogue and integrating the Decade's Key messages into education PI: Existence of a regional online hub for knowledge and skills development in intercultural competencies	Workshop reports	
	PI: Number of teachers participated in professional development on integrating peace and intercultural dialogue in teaching. P2: Number of schools that benefit from a learning environment that in calculates positive value and a culture of peace and non-violence.	Workshop reports	
	Improved national capacities of Member States to ensure provision of education that imparts knowledge, attitude and skills that contribute to sustainable development.	Monitoring reports	Political commitment and resource provision for inclusive education
	PI: Proportion of Learners with relevant competencies on knowledge, skills, values and attitudes for sustainable development	Learning assessment reports	
	Improved national capacities of Member States to promote and mainstream health education of the education system.		Political commitment and curriculum review
	P1: Proportion of learners who have opportunities to acquire, throughout life, the knowledge, skills, values and attitudes that are needed to build peaceful, healthy and sustainable societies. P2: Number of innovations and networks that contribute to education for sustainable development.	Reports	
	P1: Proportion of institutions with safe and healthy learning environments (violence prevention, promotion of access to safe water and latrines and referrals to youth-friendly health services). P2: Number of trainings conducted on good quality health education including teaching practices that contributes to healthy lifestyles and gender equality.	Reports	

Pillar Four:

Building resilience amongst learner and communities through education to prevent and mitigate the impact of crises

Results	
Expected Result 1: Learners are provided with opportunities for basic and secondary education, through innovative modalities and diverse pathways, with particular focus on girls, women and vulnerable groups within host communities.	
Output 1.1: Innovative approaches implemented to improve access to secondary education and provision scholarship to higher education and vocational training	
Expected Result 2: Youth are provided with access to quality TVET and higher education opportunities	
Output 2.1: Provision of quality of TVET and higher education enhanced through instructional materials and capacity development	
Expected Result 3: Teacher skills are improved and adapted to national/regional context through innovative content, training modalities and strategies	
Output 3.1: Improved teachers' pedagogical skills on crisis situations through resilience material development and professional training	
Expected Result 4: Learners are equipped with relevant skills for life and work	
Output 4.1: Learning implemented on skills for life and work and psycho-social based education programmes	

	Performance Indicator (PI), Baseline (B), Targets (T)	Means of Verification	Assumptions and Risks
	PI: Increased participation rate in basic and secondary education	EMIS reports	Political commitment and resource provision for inclusive education
	PI: Number of students registered and financed for secondary education PI: Number of opportunities and scholarships for higher education and vocational skill development	EMIS reports	
	PI: Percentage Increase in enrolment of the youth in TVET and higher education	EMIS reports	Political commitment and resource provision for TVET and higher education
	PI: Number of learning materials in the form of "school in a box", "school in a bag", equipment and/or supplies provided PI: Number of higher education institutions capacity developed for quality access of learners	Project progress reports	
	PI: Improved teacher practices	Evaluation report	Political commitment and resource provision for continuous professional development
	PI: Number of professional development modules and trainings conducted for teachers on quality teaching of youth PI: Number of national actors trained on teaching on related to areas of catch up and bridging programme.	Workshop report	
	PI: Improved learners competency in skills for life and work	National Assessment report	Political commitment and resource provision for secondary and tertiary education
	PI: Number of Conduct training on skills necessary for life and work for learners with particular focus on youth PI: Implement psychosocial-based education programmes to ensure integration and social cohesion for youth	Workshop and Project reports	

Expected Result 5:
Evidence-based advocacy for equity and equality is promoted

Output 5.1:
Monitoring Information systems developed and utilised for planning and decision making

Expected Result 6:
Policy dialogue, sharing of promising practices and decision-making on education provision in emergencies and post-crisis situations are strengthened

Output 6.1:
Capacities of education officials on policy planning and management of education emergencies enhanced.

Expected Result 7:
National capacities to plan, manage and report on education system responsiveness to crisis are enhanced

Output 7.1:
Capacities of education institutions, service providers, stakeholders and communities on education systems response to crisis strengthened

	PI: Increased usage of evidence in policy and planning	Regional evaluation report	Political commitment and resource provision for inclusive education
	PI: Existence of a monitoring framework using an information system that provides data to inform planning and decision making	Regional and EMIS reports	
	PI: Increased exchange of best practices in education provision in emergencies and post-crisis situations		Political commitment and resource provision for emergencies and post-crisis situations
	PI: Number of education officials benefiting from a capacity development on education policy planning and management for equitable and quality access of education for youth affected by crisis	Monitoring reports	
	Improved national capacities to plan and manage education in crisis situation	Regional and reports	Political commitment and resource provision for crisis situations
	PI: Number of capacity building forums for national education institutions, stakeholders, education service providers and host communities imparted with knowledge, skills, and tools to improve their response to crisis and its impact	Workshop reports	

Annex II: UNESCO's presence in the Arab region

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UNESCO Office in Beirut and Regional Bureau for Education in the Arab States
Cluster Office for Iraq, Jordan, Lebanon, Palestinian Territories, Syria
Bir Hassan, Cite Sportive Avenue
P. O. Box 11-5244
Beirut - Lebanon
Tel: +961 1 850 013/4/5; +961 1 824 038 /9
Fax: +961 1 824 854
E-mail: beirut@unesco.org
Web: http://www.unesco.org/new/en/beirut/

Project Office in Damascus, Syria:
c/o UNRWA Syria Arab Republic Field Office
Mezzeh Highway/Beirut Road intersection
UN compound (opposite old airport)
Damascus
Syria

UNESCO Office in Cairo and Regional Bureau for Science and Technology in the Arab States
Cluster Office for Egypt, Libya and Sudan
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E-mail: cairo@unesco.org
Web: http://www.unesco.org/new/en/bfc/office-in-cairo

UNESCO Office in Doha
Cluster Office for Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates and Yemen
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UNESCO Office in Khartoum

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Rabat - Maroc
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UNESCO Office in Ramallah

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Annex III: Facts and Figures in the Arab region

Table 2: Selected Education Indicators on Arab Region Participation Rates, 2009-2014

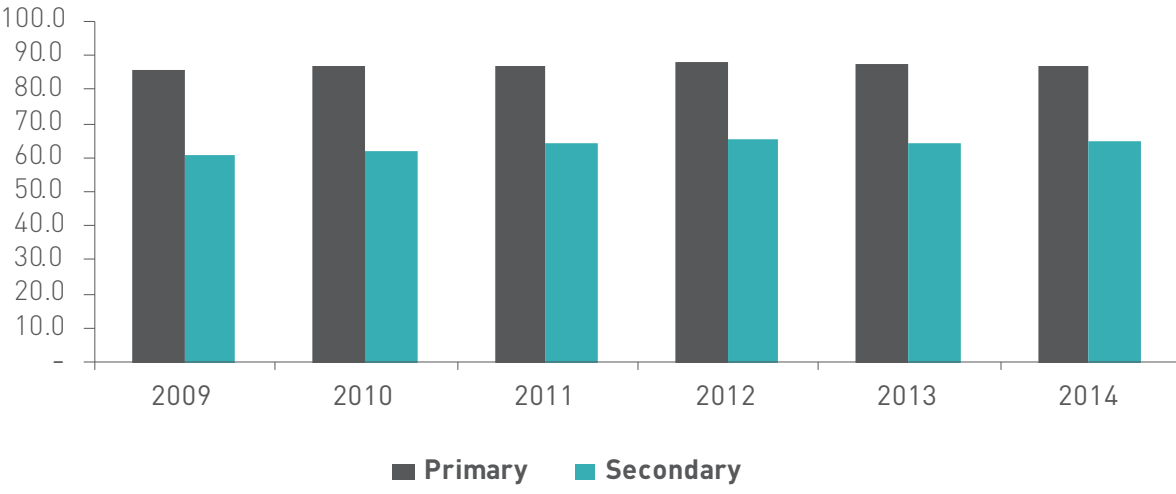| Indicators	2009	2010	2011	2012	2013	2014
Education Institutions Enrolment						
Pre-Primary	4,015,155	4,169,305	4,249,202	4,430,457	4,423,247	4,920,772
Primary	40,573,838	41,264,808	41,533,183	42,893,574	43,035,532	44,476,932
Secondary	29,423,643	29,979,158	31,137,779	31,642,789	31,075,922	30,793,398
Post Secondary (non tertiary)	273,405	246,881	218,586	204,182	309,866	327,637
Tertiary	8,355,324	8,687,614	8,564,491	9,115,836	9,656,439	9,933,082
Gross Enrolment Rate (GER)						
Pre-Primary	24.4	24.9	25.0	25.4	24.8	27.0
Primary	100.1	100.8	100.2	101.9	100.4	99.8
Secondary	68.6	69.9	72.8	73.9	72.4	73.0
Tertiary	24.7	25.3	24.9	26.4	28.0	28.9
Net Enrolment Rate (NER)						
Primary	85.8	87.1	87.2	88.5	87.6	87.2
Secondary	61.1	62.4	64.6	65.7	64.3	65.3
Adjusted Net Enrolment Rate (ANER)						
Primary	87.0	88.1	88.1	89.0	88.4	
Gender Parity Index (GPI)						
Primary	0.93	0.93	0.93	0.94	0.94	0.94
Secondary	0.93	0.93	0.93	0.93	0.93	0.93

Source: UIS

Note: Includes Comoros and Djibouti

Figure 1: Trend in Gross Enrolment Rate (GER) at all levels of Education, 2009-2014
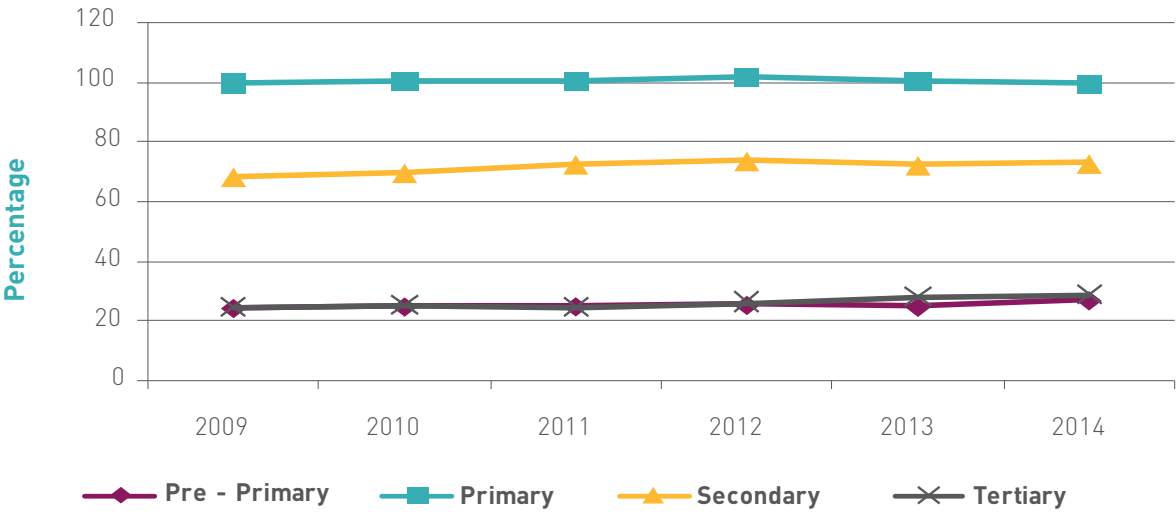
Figure 2: Trend in Net Enrolment Rate (NER) at Primary and Secondary Education, 2009-2014
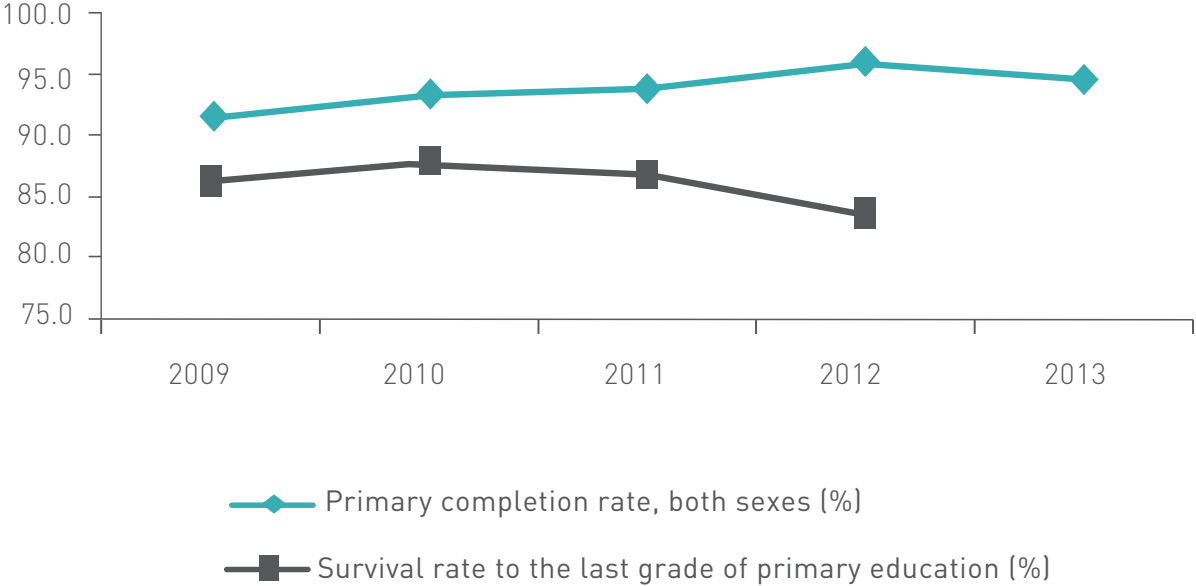
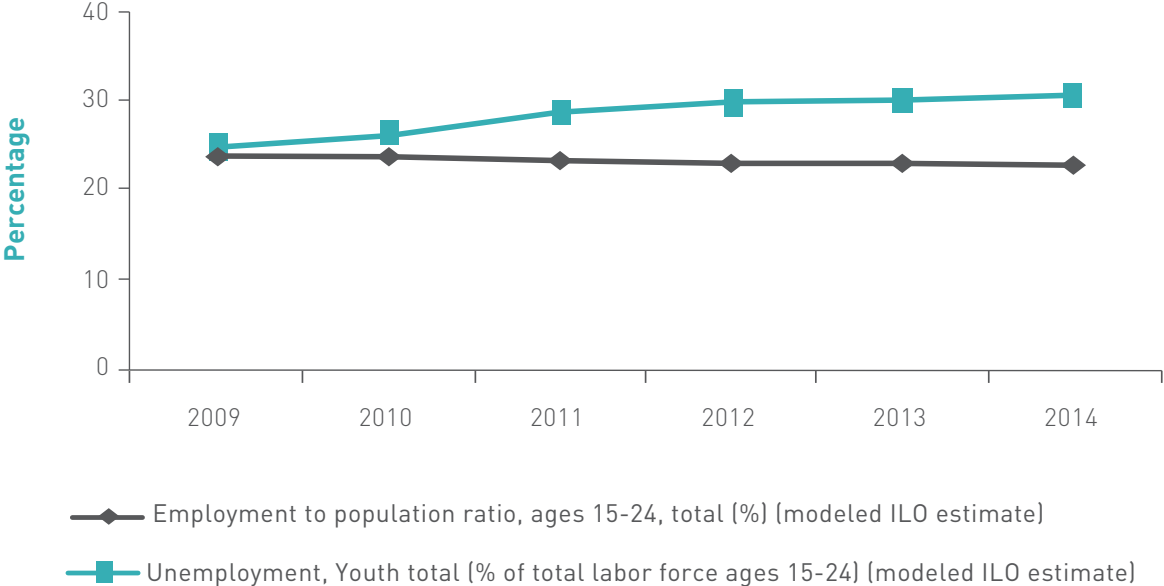**Table 3: Selected Socio-Demographic and Education Indicators for Middle East & North Africa, 2009-2015**

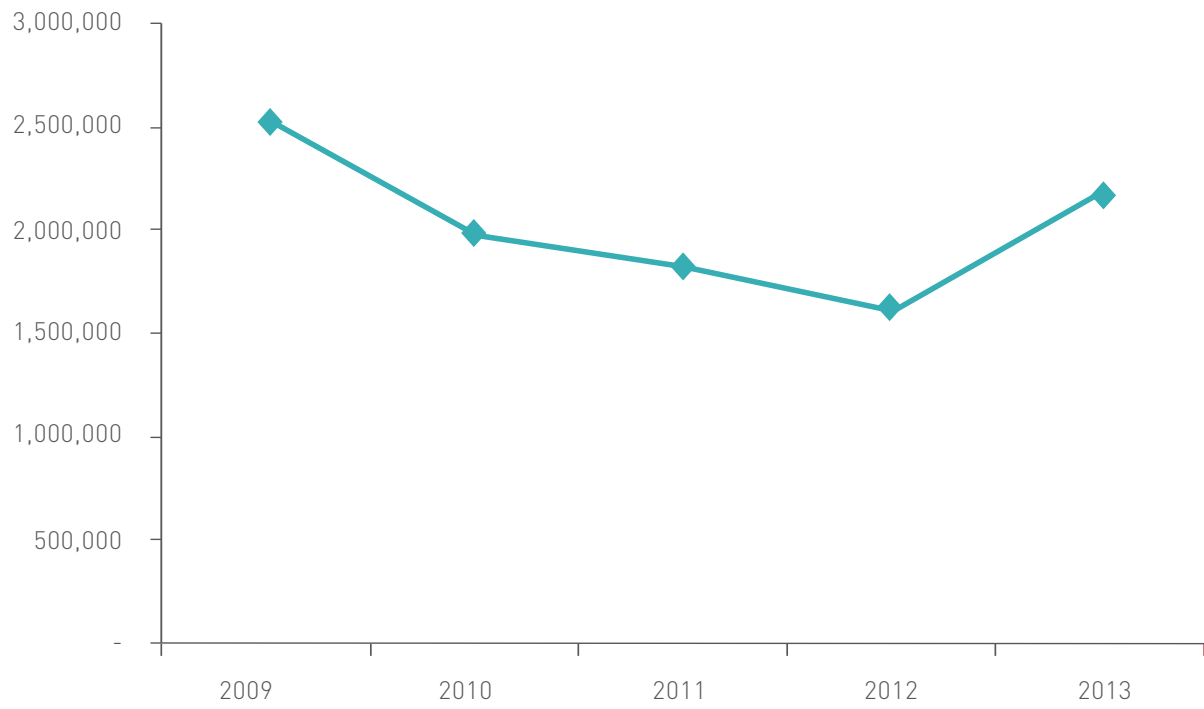| Indicator Name	2009	2010	2011	2012	2013	2014	2015
Population, total	377,485,338	385,417,024	393,274,154	401,032,763	408,731,939	416,401,841	424,065,257
GDP growth (annual %)	1.6	5.1	3.7	4.2	2.2	2.5	2.9
Employment to population ratio, ages 15-24, total (%) (modeled ILO estimate)	24.1	23.7	22.8	22.8	22.8	22.7	
Unemployment, youth total (% of total labor force ages 15-24) (modeled ILO estimate)	24.7	25.9	28.7	29.7	29.9	30.4	
Out-of-school children of primary school age, both sexes (number)	2,535,437	1,978,946	1,829,441	1,612,263	2,183,238		
Primary completion rate, both sexes (%)	91.4	93.4	93.9	96.1	94.4		
Pupil-teacher ration in primary education (headcount basis)	20.5	20.6	19.3	18.6	19.3		
Survival rate to the last grade of primary education, both sexes (%)	86.4	87.9	86.9	83.6			
Percentage of repeaters in primary education, all grades, both sexes (%)	6.6	6.3	6.0	5.8	5.8		
Percentage of students in secondary vocational education who are female (%)	39.3	38.4	39.0	38.9	38.1		
Youth literacy rate, population 15-24 years, both sexes (%)		92.6					
Adult literacy rate, population 15+ years, both sexes (%)		80.3					

Source: World Bank

Figure 3: Trends in primary completion rate and survival rate last grade of primary education

- Primary completion rate, both sexes (%)
- Survival rate to the last grade of primary education (%)

Figure 4: Trends in youth employment and unemployment rate (age 15-24 years)

- Employment to population ratio, ages 15-24, total (%) (modeled ILO estimate)
- Unemployment, Youth total (% of total labor force ages 15-24) (modeled ILO estimate)

Figure 5: Out-of-school Children of primary school age, both sexes (number)