



Whole of Syria Education Focal Point
وحدة تنسيق التعليم لكل سوريا



THE WHOLE OF SYRIA EDUCATION MEETING

7-9 September 2015
Istanbul, Turkey

REPORT



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ACKNOWLEDGEMENTS

Several organizations, experts and colleagues have contributed to the preparation of this report and provided insightful readings of its draft versions. In particular, Amina Kleit from Ana Aqra Association in Lebanon, Amson Simbolon from the Education Sector Working Group in Damascus, Kate Radford from War Child Holland in Sudan, Robert West, independent consultant, and Zeena Zakharia from the University of Massachusetts, Boston, all provided valuable comments on an early draft of the report. The following colleagues from the UNICEF Middle East and North Africa Regional Office (MENARO) contributed to the drafting and finalization of the report: Farida Aboudan, Reem Alamin, Francesco Calcagno, Dina Craissati, Reem Nashashibi, Daria Ng and Jorge Pescina.

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ABBREVIATIONS AND ACRONYMS

CLC	community learning centre
ESWG	Education Sector Working Group
HC	Humanitarian Coordinator
HNO	Humanitarian Needs Overview
HPC	Humanitarian Programme Cycle
HRP	Humanitarian Response Plan
IHL	International Humanitarian Law
INEE	Inter-agency Network for Education in Emergencies
JOPs	Joint Operational Plans
M&E	monitoring and evaluation
MOE	Ministry of Education
NGO	non-governmental organization
NLG	No Lost Generation (Initiative)
OCHA	Office for the Coordination of Humanitarian Affairs
SCR	Security Council Resolution
SIMAWG	Syria Information Management and Assessment Working Group
SRP	Syria Response Plan
ToR	terms of reference
WoS	Whole of Syria

INTRODUCTION AND OBJECTIVE OF THE MEETING

In 2014, Security Council Resolutions (SCRs) 2139, 2165 and 2191¹ allowed cross-border operations from Jordan and Turkey to deliver life-saving assistance to millions of people in need in Syria in hard-to-reach locations in Aleppo, Idleb, Quneitra and Dar'a. The Whole of Syria (WoS) approach was consequently established in September 2014 to ensure strategic and operational coherence in the delivery of humanitarian assistance in Syria. The WoS approach has one comprehensive framework, a common response plan and a supporting coordination structure for the interventions in Syria across three "Hubs": Damascus in Syria, Gaziantep in Turkey and Amman in Jordan.

Building on a first WoS Education Meeting held in Amman in February 2014, the second WoS Education Meeting was convened in Istanbul, Turkey, from 7 to 9 September 2015, to bring together education partners working on the education response inside Syria from the three Hubs. More than forty people participated in the meeting representing national and international organizations, United Nations agencies, civil society organizations and university-based consultants.²

The objective of the second WoS Education Meeting was to gain a better understanding of the added value of the WoS approach in responding to the needs of the education situation. Beyond the need to ensure a coherent and coordinated education response, the participants engaged around questions related to the type of education that is needed in the present context, and on the need to ensure quality and learning next to education access. The second WoS Education Meeting offered a space for representatives of the three Hubs and their partners to discuss the challenges and opportunities of programming for access to quality education, as well as setting the way forward for the education sector, including work modalities and communication mechanisms. The Meeting also addressed information management functions relevant to the education sector and ways to improve them.

This report outlines the key topics presented and discussed during the meeting.

¹ [http://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/2191%20\(2014\)](http://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/2191%20(2014))

² Names of participants are not disclosed in this report to ensure confidentiality.



THE ADDED VALUE OF THE WoS

In September 2014, three separate operations – the country operation in Syria and the cross-border operations from Turkey³ and Jordan⁴ – were brought together into a single response framework. In October 2014, partners from these three Hubs came together to draft the 2015 Humanitarian Needs Overview (HNO) and the 2015 Syria Strategic Response Plan (SRP). One united appeal for Syria was launched. In February 2015, the coordination of WoS was formalized with the implementation of the 2015 SRP. Since mid-2015, the WoS has been working on the 2016 Humanitarian Programme Cycle (HPC) and on ways to include partners in Lebanon and Iraq to ensure a coordinated overall response.⁵ Working together maximizes efficiency, reduces duplication, and ensures greater accountability, effectiveness and reach of humanitarian programming inside Syria. Creating a single response framework as well as common coordination mechanisms helps overcome fragmentation of responses and information firewalls. Inclusiveness is a key principle of the WoS and all relevant partners can participate.

The WoS does not represent a regional response: it coordinates hubs from different places that all provide humanitarian response inside Syria. Each sector decides where best to locate their coordinators. For education, the three WoS Hubs are based in Damascus, Gaziantep and Amman. They are coordinated by the WoS Focal Point based in Amman, which is co-led by UNICEF and Save the Children.

We want to reach out to Syrian children with the same humanitarian response, regardless of their location inside Syria. (Quote from one of the meeting participants)

Under the co-leadership of the Humanitarian Coordinator (HC) for Syria and the Regional Humanitarian Coordinator (RHC) for the Syrian crisis, the WoS coordination structure focuses on issues that need greater coherence across all three Hubs in responding to the Syrian crisis. Issues that are context specific are handled by Hub-based mechanisms.

WoS priorities include:

- Focused efforts for more effective and principled humanitarian response in Syria from all Hubs, as well as increased accountability throughout the HPC and enhanced operational coordination.
- Strategic advice on issues that require greater coherence and advocacy, such as protection, access and resilience.
- Strengthened needs assessments and needs identification, as well as monitoring and evaluation (M&E) to ensure a better-prioritized appeal for 2015 and a stronger evidence-based 2016 HNO and 2016 Humanitarian Response Plan (HRP).
- Efforts to strengthen information management and coordination capacities for WoS sectors and sector clusters at Hub level.

³ The Southern Turkey Education Cluster was officially activated in February 2015, but had been active as a sector working group since early 2013. It is co-led by UNICEF and Save the children.

⁴ The Education sector in Amman has been active since July 2015.

⁵ Currently, the SSG invites partners based in Iraq and Lebanon and working in Syria to report and coordinate their activities via the WoS Focal Points, rather than via other hubs.

Guiding principles sustaining the work of the WoS

- Response and coordination should take place as close to the beneficiaries as possible (principle of subsidiarity).
- The WoS coordination structure is as light as possible and must clearly add value.
- The WoS structure does not replace or duplicate, but complements Hub-level structures by focusing on areas where greater coherence across all Hubs is required.
- The WoS architecture must be respectful of local context.
- The WoS structure should not duplicate or overlap already established structures (principle of partnership).
- WoS bodies must have balanced representation between local stakeholders/constituencies and Hub bases.
- WoS coordination arrangements are flexible: they will be amended and reviewed based on performance or need, and adjusted or recalibrated as required.

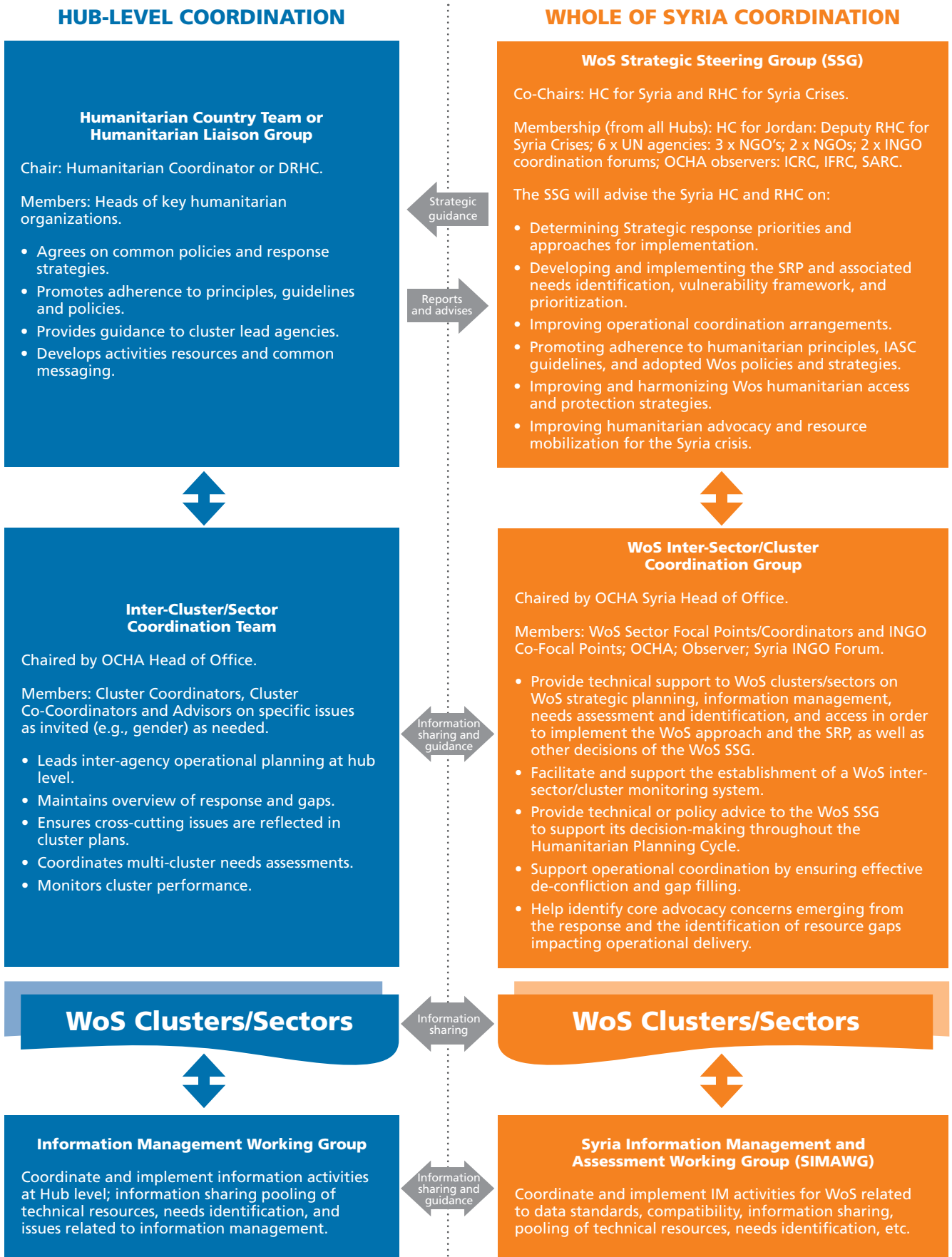
The added value of the WoS is to better address the needs of the Syrian people. The approach has enabled a space for significantly enhanced joint needs identification and response monitoring, ultimately leading to improved targeting and gap filling. It is no longer the perspective of one location defining the hard-to-reach areas. For example, the Damascus Hub may find that some areas in Aleppo are hard to reach, while reaching this area from the Gaziantep side may be easier.

The implementation of the WoS has been a vital step forward in ensuring strategic coherence for humanitarian action in Syria and has also resulted in great strides towards the implementation of the HPC throughout Syria. In addition, WoS implementation has kick-started a joint effort to tackle critical access and protection challenges that cannot be addressed from one Hub alone.

Some of the sectors of WoS are engaging actors in Lebanon and Iraq, either by receiving data, for example on food security and health, or implementing direct provision. When there was a large-scale displacement in Al-Hassaka, for example, direct provision and cash advances were conducted from Iraq, and there was a coordinated response at a basic level to ensure no duplication. Some of the active sectors in Lebanon and Iraq will also be working on the 2016 HRP, as there are thematic priorities covered by some sectors in these countries.

Although it is quickly evolving, the WoS structure presents challenges. There is debate on the division of labour between the WoS structure and the Strategic Steering Group (SSG). In June 2015, the SSG agreed to revise the coordination agreements, which were created in February, every six months. Information sharing is also extremely complicated, particularly for protection issues. Nevertheless, the WoS approach offers, for the first time, a monitoring system for all the sectors.

Figure 1 Coordination structure of the WoS



The methodology of the financial accountability of the current appeal (2015) remains a key issue because funds for undisclosed projects cannot be tracked. In 2016, a new costing methodology will be adopted and partners will be asked to contribute to it.

Regarding information management, the sub-district level of reporting is the minimum requirement for all the sectors. Some sectors have been reporting on this level since the beginning of operations, while other sectors still need to be supported to provide the minimum level required for reporting. Sectors have also established information-sharing protocols to meet their specific requirements.

The WoS Education Sector coordination and terms of reference

For the WoS Education Sector, the core functional responsibilities of the focal point, currently co-led by UNICEF and Save the Children, are:

- Representation and coordination
- Strategy development and planning
- Knowledge management and information management
- Advocacy
- Capacity development

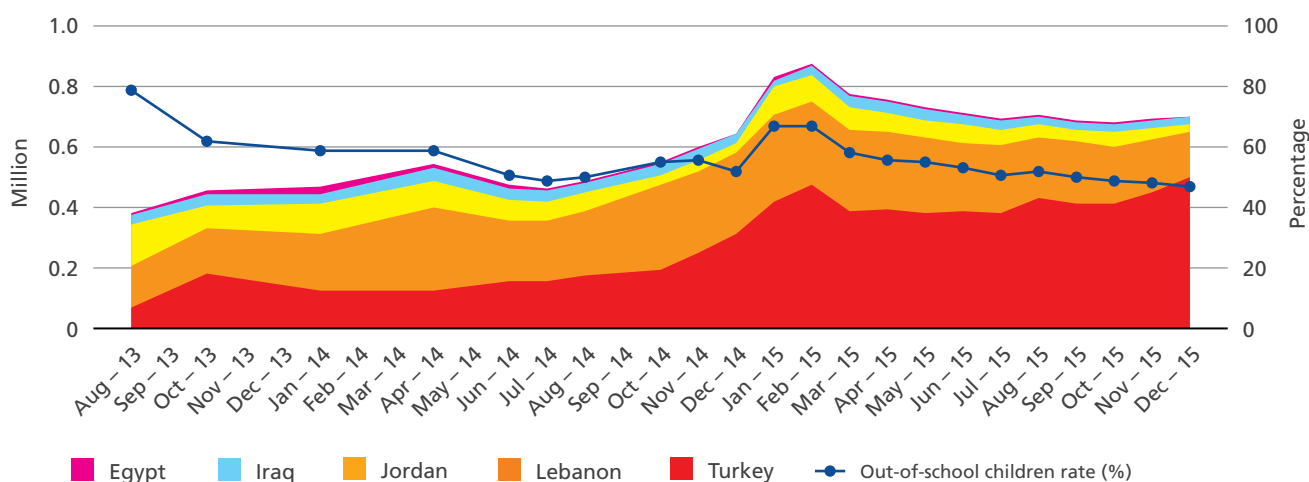
THE EDUCATION SITUATION FROM THE WoS PERSPECTIVE: THE SYRIA EDUCATION SECTOR ANALYSIS

The *Syria Education Sector Analysis* consists of quantitative EMIS data from 2010/2011 to 2014/2015 school years, enriched with qualitative data derived from visits to schools,⁶ and secondary data review. The qualitative analysis comprises information from both opposition and government-controlled areas.

Quantitative analysis of the Syria Education Sector

The quantitative analysis of the Syria Education Sector provides an in-depth examination of the number and trends of out-of-school children. The number of Syrian children out of school in Syria increased to 2.1 million between the 2013/14 school year and the 2014/15 school year, due to displacement of children outside Syria, as well as a decrease of 12 per cent in enrolment inside Syria (from 3.7 to 3.2 million children enrolled). In the beginning of the 2014/15 school year, there were 2.1 million Syrian children out of school in Syria and an additional 0.55 million Syrian children out of school in the five host countries. Proportionally, 5 out of every 6 Syrian children are inside Syria, and, inside Syria, 2 out of every 5 children are out of school.

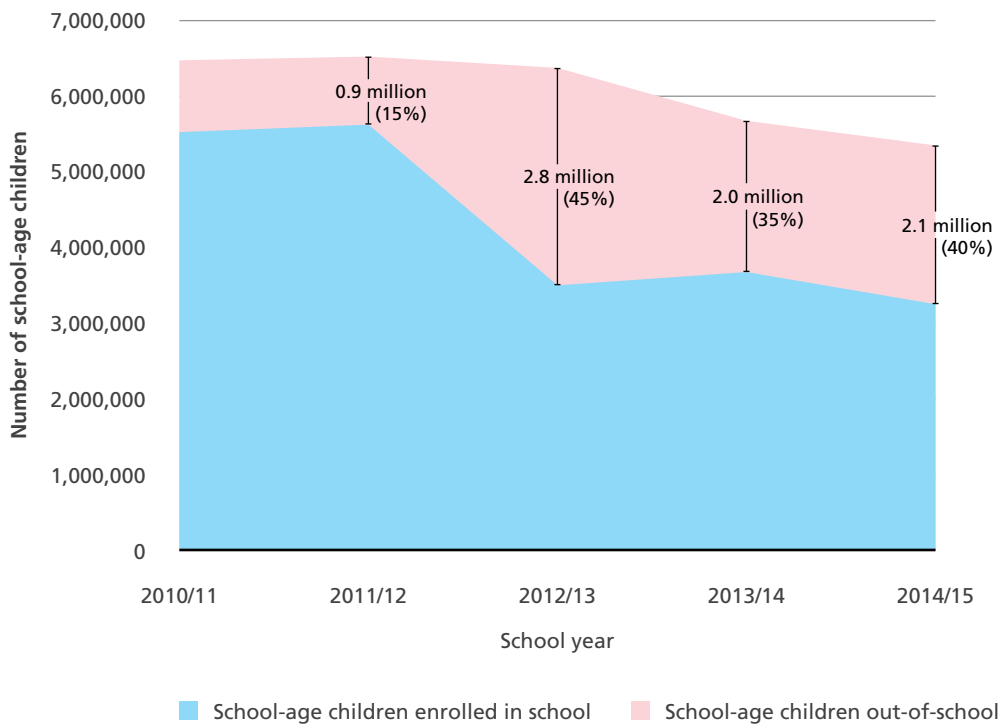
Figure 2 Syrian out-of-school children in the five host countries, August 2013 to December 2015



Source: UNICEF calculation based on UNHCR data and Regional Refugee and Resilience Plan (3RP) Education dashboards.

⁶ 59 schools in Syrian Government-controlled areas and 123 schools in opposition-controlled areas.

Figure 3 Out-of-school children in Syria



Source: UNICEF calculation based on EMIS data. From: UNICEF (forthcoming) Syria Education Sector Analysis 2010-2015.

In August 2015, 708,000 Syrian children (aged 5-17 years old) were out of school in the five host countries.

As of 2013, there were 15,000 schools reporting to the Ministry of Education (MOE) through EMIS. This represents a 32 per cent decrease from 2010. The MoE conducted a survey of government schools at the basic education level in 2014. They found 18,129 basic education schools of which 15,432 were functional, while the remaining, about 15%, were damaged, being used as shelters or inaccessible to the MoE.

Qualitative analysis of the Syria Education Sector

The qualitative analysis draws on data from two surveys: one conducted in the Syrian Government controlled areas and the other in opposition-controlled areas. Both surveys included semi-structured interviews with key informants, such as local council representatives, head teachers, focus group discussions with teachers, parents and children, and direct observation. The assessment adopts a 'purposive' sampling research method, which entails conclusions being drawn with a high level of confidence only on those included in the sample.

Some selected findings from the schools surveyed in opposition-controlled areas are summarized below:

Table 1 Selected findings from the survey in opposition-controlled areas, from the Syria Education Sector Analysis

Curriculum and assessment	Parents, when asked about their preferred curriculum, answered: 42 per cent Government of Syria (GOS) curriculum, 35 per cent Syria Interim Government (SIG) curriculum, and 8 per cent religious curriculum. When asked about the changes they would like to see at school, 20 per cent of children said the curriculum.
Classroom and environment	33 per cent of teachers said that safety is among the top five reasons for being out of school.
Discrimination at school	Teachers report that girls are victimized at school, but children feel that boys are also discriminated against at school. Families are aware of discrimination for family ties, but teachers and children are less aware of this.
Furniture and equipment	Overcrowding is one of the top five reasons given by the teachers for children being out of school. Overcrowding and an unsuitable environment are problems for 68 per cent of the teachers. Teachers say that improving the environment is one of the top three priorities.
Equipment and materials	Insufficient supply of equipment and materials is one of the problems reported by teachers.
Teachers	Remuneration constitutes an issue. 88 per cent of teachers interviewed said low salaries are among the top five problems, and teachers' low remuneration was also reported as one of the top problems by parents.
Training	25 per cent of teachers need training. 62 per cent said they need training in how to teach in a crisis environment (a combination of the threat of conflict, lack of furniture and supplies, overcrowding, over-aged children in the class, etc.).

Table 2 Source of teacher salaries, as stated during the survey for the Syria Education Sector Analysis

Source and percentage of teachers' salaries paid	
Government of Syria	46%
Non-government organizations	25%
Local authorities	11%
Syria Interim Government	2%
Benefactors	9%

The preliminary conclusions on the findings from the survey for the Syria Education Sector Analysis are the following:

- There are strongly held views on what the curriculum for Syrian children should cover.
- Results of national certificate examinations suggest that teaching challenges are not solely a result of the crisis.
- Discrimination in education needs to be acknowledged before it can be addressed.
- Teachers want to be able to act with confidence in an emergency.
- Learning is difficult in classrooms that are overcrowded and dirty, that lack furniture, and that have insufficient or inappropriate equipment and materials.
- Teachers cannot be expected to perform well if they are financially insecure and inadequately trained.
- Collaboration between home and school, and between the community and school, need to be stronger.

Cost estimation of human capital loss in Syria

To calculate the cost of the war in Syria, the study “Economic Loss from School Dropout due to the Syria Crisis” looks at how the pre-crisis situation would have developed in peaceful conditions and compares it to the current situation. It uses the pre-war Syrian Labour Force Survey to estimate the differences in lifetime earnings between people who graduated from primary education and those who did not, and people who graduated from general secondary and those who did not. It then applies these differences in lifetime earnings (adjusted by a discount rate) to the number of children out of school in primary and lower secondary age, respectively.

The difference in lifetime earnings and the number of children who have dropped out leads to an estimation of \$10.7 billion loss (17.6 per cent of 2010 Syrian GDP). To reverse this, the imperative is getting children back to school or to offer them alternative opportunities for the schooling they have lost.

Table 3 Cost estimation of human capital loss in Syria from student dropping out

Gender	Level at which students drop out	Number of students who drop out	PV of wage differential	Economic impact (in millions)	
				SYP (2011)	US\$ (2011 exchange rate)
Male	From basic education	937,000	295,600	276,977	5,844
	From secondary education	44,000	36,795	1,619	34
Female	From basic education	871,000	259,308	225,857	4,766
	From secondary education	48,000	25,281	1,213	26
Total	From basic education	1,808,000	–	502,834	10,610
	From secondary education	92,000	–	2,832	60
	Total	1,900,000	–	505,666	10,670

Source: UNICEF Economic Loss from School Dropout due to the Syria Crisis.

THE EDUCATION SITUATION FROM THE HUB PERSPECTIVE

Education operations are organized by the Hubs in Damascus, Gaziantep and Amman.

Damascus Hub: The Education Sector Working Group (ESWG) was established in 2011 and co-led at the national level by UNICEF and the MOE. This Hub has four working groups (in Damascus, Homs, Qamishli and Tartous) at sub-national level and another working group is about to be established in Aleppo.

Currently there are 50 organizations actively attending and contributing to the ESWG, and out these organizations only 23 partners implement education interventions across Syria. The ESWG has a dedicated coordinator and an information management officer in Damascus and double-hatting focal points in Homs, Tartous, Damascus and Hassakeh. Key interventions contribute to improving access, quality and capacity development (as per the SRP and the No Lost Generation (NLG) framework).

There were education interventions in 13 governorates in Syria, which reached half a million beneficiaries from January to July 2015. Of those beneficiaries, 15 per cent were in hard-to-reach areas.

In terms of lessons learnt, the ESWG in Damascus highlights inter-sectoral collaboration as crucial for success. The school-feeding programme in school clubs with WFP and the partnership between UNDP and UNICEF to rehabilitate schools are two examples of such collaboration. A note on school evacuation is also an example of collaboration between different sectors to ensure that schools are properly evacuated. Mine-risk education is conducted in partnership with the child protection sector, and psychosocial support is streamlined in the MOE.

Successful innovations in the Damascus Hub include having procurement for school rehabilitation and back to learning campaigns take place at the local level. This has cut time and costs, and has created a resilience component within the country.

Gaziantep Hub: Officially activated in February 2015, but active as sector working group since early 2013, the Southern Turkey Education Cluster is co-led by Save the Children and UNICEF. This Hub coordinates activities from the northern border of Syria, where 26 organizations are active in cross-border operations and implementation. Six of these are international organizations while 20 are national organizations. This Hub implements interventions in 11 governorates and in 16 districts, mostly in Idleb and Aleppo, because of the extreme needs and the number of people in these areas. Some of the organizations focus on a single geographical area and work across all the sectors, while others focus on one sector in several geographical areas. During the last six months, partners reached 84,801 children (52 per cent girls) and 3,298 adults that included teachers and education stakeholders (45 per cent women). Key interventions contribute to access, quality and system strengthening: 64,000 children were reached through access-related activities, 20,000 were reached through activities aimed at increasing the quality of education and 3,298 adults were reached for capacity building.

Key challenges remain in the accreditation of exams for Syrian children, and access and funding for programmes. However, the Hub has made progress in other key areas. In standardization and harmonization, a standard item list for student and teacher kits has been prepared, and an Information Sharing Protocol has been endorsed. The Gaziantep Education Cluster is in the process of finalizing their terms of reference (ToR) and developing best practices for working with local councils and for training programmes. Other capacity development achievements include working with the Child Protection Sector on protection and gender mainstreaming, and supporting partners through the Humanitarian Pooled Fund process. In advocacy work, the Hub is developing documents with partners along with a monthly newsletter for dissemination.

Amman Hub: This Hub is not yet operational. It is co-led by UNICEF and Save the Children. There are currently six partners: three international NGOs, two national NGOs and one United Nations agency. The ToR has been endorsed, the Information Sharing Protocol is under discussion, and small- to medium-scale implementation is ongoing while plans for 2016 are being developed.

THE INTER-AGENCY NETWORK FOR EDUCATION IN EMERGENCIES MINIMUM STANDARDS FOR EDUCATION

The Inter-agency Network for Education in Emergencies (INEE) Minimum Standards for Education were founded on a human rights framework, specifically the right to education, as expressed in key documents, including the Convention on the Rights of the Child, the Dakar Framework for Education for All (2000) and the Sphere Project's Humanitarian Charter. The creation of the INEE Minimum Standards was prioritized by early members of the network as a global tool that would articulate a common framework for quality education. The Minimum Standards aim to improve the quality of education policy and programming, increase access to safe and relevant learning opportunities, and ensure accountability in providing these services in all stages of an emergency response.

The Minimum Standards were developed through a highly consultative process involving over 3,500 education professionals from over 52 countries. They have since been used in over 110 countries.

Modelled on the Sphere Standards to guide education planning, the Minimum Standards provision and content are organized into five domains, within which there are 19 standards, each with accompanying key actions and guidance notes. The Minimum Standards are qualitative and applicable in any environment. Key actions are suggested in order to meet the standards. Guidance notes cover points of good practice to consider when applying the Minimum Standards and when adapting the key actions for different situations.

The Minimum Standards have been used in a number of different ways, including for project design, advocacy, M&E and MOE frameworks. Some organizations have also used them as frameworks for research. However, because the Minimum Standards are a global tool, they need to be adapted to the specific locations for implementation.

INEE Minimum Standards contextualization

Although written for global use, the Minimum Standards are more relevant and useful when they are made context specific. Thirteen governments (including Lebanon, Jordan, the Kurdistan Regional Government and the Occupied Palestinian Territories) have already contextualized the Minimum Standards. Contextualization is the process of making the language and the standards relevant to a particular location. Contextualization of the Minimum Standards has generally included these three steps:

1. Define the terms used in the standards.
2. Define the locally relevant actions and the methods for their verification.
3. Identify local best practices, challenges and any other elements that will help adapt the standards to the local context.

For example, Coordination Standard 1 requires stakeholders to consider what coordination mechanisms should be developed in their context. The process of contextualizing the standard allows stakeholders to:

1. Outline what coordination mechanisms already exist. For example, in Ethiopia, this meant analysing who or what agencies already have coordination responsibilities.
2. Clarify roles/responsibilities. For example, in Jordan, this meant identifying which agencies are responsible for certain standards.

3. Share existing best practices and identify gaps, challenges and develop recommendations on how to improve existing mechanisms. For example, in Lebanon, this process highlighted the coordination problems.

Contextualization of the Minimum Standards offers a transparent, consultative and inclusive process. This allows for rights-based bottom-up development of standards, a holistic framework and enhanced quality and accountability.

The contextualization process

The contextualization process includes bringing together relevant actors, conducting a workshop where the Minimum Standards are presented and analysed, and developing an understanding of how the five domains and their respective standards could be adapted to the context where the stakeholders work. The group of participants would then define the terms and tasks under each standard. The process is inclusive in that it offers a space for different stakeholders to express their views and concerns. During the contextualization process in Lebanon, for example, it was revealed that NGOs were doing the bulk of education work with refugees, yet they were not prominent in discussions on refugee education, nor adequately consulted within the policy setting.

The question of who should be involved in the contextualization process is the first step. Experience has shown that the broader the participation, the better the result. In the context of the WoS Education Sector, the contextualization process needs to be thought through within the structure of the Hubs.

Most of INEE resources have been translated into Arabic. This includes workshop modules, case studies of contextualization, and thematic guidance on disability, teaching and learning, and conflict sensitive education.

The WoS and INEE Minimum Standards contextualization

During the meeting discussions, there was consensus that contextualizing the INEE Minimum Standards for the WoS would add value to current programming. Table 4 summarizes potential advantages and roadblocks to contextualizing and implementing the Minimum Standards for the WoS.

Table 4 Advantages and roadblocks of the INEE Minimum Standards contextualization and implementation for the WoS

Advantages	Roadblocks
Partners to set common standards for their work.	Potential restrictions by the GOS/SIG.
Standards could be used for advocacy with donors.	Buy-in of government and partners.
Standards establish consistency across the Hubs, in terms of frameworks, terminology, vision and accountability.	Possibility of standards creating less space for flexibility and/or innovation.
May lead to more targeted allocation of funds.	Issues of ownership.
Harmonization of national actions and holistic approach to education response.	Time-consuming process.
	How to ensure everyone complies with standards during implementation.
	How to implement the standards in the different specific contexts of each area in Syria.
	Security and access.
	Language used.
	Low capacity of education institutions.

There was consensus at the meeting that all stakeholders should be included (possibly the contextualization process should be preceded by a mapping exercise to ensure this inclusivity): national and international NGOs, United Nations agencies, GOS, SIG, MOEs and DOEs, non-state actors, donors, schools, children, parents, local councils, education experts, university lecturers, and specialists in WASH, child protection and nutrition. Different stakeholders should be involved at different levels, which would require multiple meetings. This would entail a phased approach, in which not everyone would be at all meetings. It was suggested that the INEE Headquarters could provide support and oversight to the process. Stakeholders in Syria would need short induction sessions on the INEE Minimum Standards, as some of them are not familiar with these standards. Ownership of the final product needs to be considered and wide consultations should be undertaken to gain buy-in from as many actors as possible.

To address the different contexts for implementation of the Minimum Standards in Syrian sub-regions, the contextualization process needs to include the perspectives of the Hubs, as well as the WoS. Two possible approaches include:

1. Conducting the initial contextualization process at the Hub level, then integrating these three Hub documents into one for the WoS. This integrated version would then go back to the Hubs for further comment.
2. Conducting the initial contextualization process at the WoS level, then sending this document to each of the three Hubs for further comment. There was some discussion regarding the feasibility of this approach given the many pressing needs of the education sector.

In conclusion, it was agreed that for either approach to the contextualization process, the first step would need to be capacity building at the Hub level regarding the INEE Minimum Standards.

CHALLENGES AND OPPORTUNITIES OF PROGRAMMING FOR ACCESS TO QUALITY EDUCATION

Curricula and certification

The issues of curriculum, certification and accreditation for refugee and internally displaced children and young people have generated a heated debate, as choices about these issues are politically sensitive. UNICEF has recently published a study, Curriculum, accreditation and certification for Syrian children in Syria, Turkey, Lebanon, Jordan, Iraq and Egypt, which provides a comprehensive review of the learning programmes available for Syrian children in the region, focusing on the curriculum, certification and accreditation challenges. The study describes the many barriers that Syrian children and families encounter in accessing education in Syria and the five neighbouring host countries. The study also documents different practices in Syria and the five host countries in the provision of curricula, content and certificates that validate (or fail to validate) the learning of Syrian children.

In public schools in these six countries, Syrian children are exposed to at least 11 different curricula, including different versions of the Syrian curriculum with different accreditation frameworks in different countries. The importance of reaching an agreement between the three Hubs on “standard” core curricula and certification must be prioritized. During the meeting discussions, the following points were touched upon:

- A harmonized curriculum is crucial for the WoS.
- Certification mechanisms will be intended for children both inside Syria and in neighbouring countries.
- United Nations agencies cannot provide certification and accreditation, as they have neither mandate nor function to implement quality-learning control for the Syrian education system.
- A recognized international institution is being explored for certification that is acceptable to everybody. It is possible that this could be accessible online. Meanwhile, local solutions in each of the Hubs are also being considered as alternative solutions.
- It was suggested that the WoS have a technical committee to deal specifically with curriculum and certification.

Table 5 summarizes key challenges and ways forward for curriculum and accreditation, as discussed during the meeting.

Table 5 Key challenges and ways forward for curriculum and certification

Key challenges	Ways forward
Disillusionment of families and children/Lack of trust in education/No encouragement for families to send children to school.	The WoS (possibly with a dedicated committee) can play a very important role in setting the minimum standards for the curriculum – revising it and making it neutral (although questions exist around the real neutrality of a curriculum).
More children will leave Syria if they cannot receive certificates.	The WoS can play a major role in advocacy and promoting phased programming to achieve the certification level (for example, curriculum accredited by a third party first, then recognition of the SIG/MOE certificate through an examination or equivalence test). One curriculum for Syria and core subjects that all parties can agree on.
Certificates issued by MOE/SIG: key challenge for children when they move to other countries. Recognition of the report cards or certificates, especially when children move from school to school.	Have a third party who can give certificates and that can be recognized by both parties.
Impact on the job market/Future career and economic growth of the country.	United Nations could certify learning programmes.
Increase of child labour and other child protection issues.	
Different parties giving certificates would put communities at risk of having fake certificates.	

Self-learning materials

The self-learning programme is designed for out-of-school children in hard-to-reach areas inside Syria to access education using a community-based approach in partnership with NGOs and communities (including having youths, parents and community leaders as facilitators to help children with their learning). The programme could also be implemented through community learning centres (CLCs), such as shelters for internally displaced people, mosques or NGO centres.

The self-learning materials can be used for unified content and a coherent approach for reaching out-of-school children inside Syria and as an entry point for e-learning for Syrian children. Self-learning presents a means for certification because it uses four core subjects (Maths, Arabic, English and Science) that can be acceptable to all parties in the conflict. The self-learning programme provides an additional opportunity for students to be engaged in learning. It should be considered as an alternative option to formal schooling in a crisis environment.

The WoS should provide technical guidance for the operationalization of self-learning in each of the Hubs. The self-learning programme can accompany other methods of learning, but it should not replace formal schooling or attract children who are in school. The self-learning programme is an option in a crisis situation where many children do not have access to school while there are community initiatives that could benefit from the use of the developed materials.

Table 6 summarizes key challenges and ways forward for the self-learning programme as discussed during the meeting.

Table 6 Key challenges and ways forward for the self-learning programme

Key challenges	Ways forward
Self-learning may not target the most vulnerable children.	Capacity building of partners, communities and facilitators.
Time commitment of children and families, who may not be in a position to support their children's learning.	Awareness raising and communication campaigns on the self-learning programme.
Buy-in from communities and children (who may prefer the physical space of the school).	Joining and linking the home schooling with the self-learning programme
Participation of the community to contextualize the materials.	Conduct an assessment of those areas that need self-learning materials and programmes.
Protection aspects.	Focus on children who do not reach the stage of certification.
Lack of certification as of today.	Self-learning programmes may help in reaching skills that are more adequate to the 21st century.
Transition from school to self-learning materials and vice versa/ NFE and FE frameworks.	
If the formal system is outdated, then the self-learning programme could be more appealing to children and therefore create problems of retention in formal schools.	
Lack of incentives to sustain children's learning.	

Hard-to-reach areas and e-learning as a means to reach marginalized children

An example of e-learning by War Child Holland in Sudan was brought to the attention of the participants in the meeting. The Sudan out-of-school curriculum has been transformed into a game for children, adequate to their learning and contextually relevant (the game setting, for example, is a village in Sudan). The didactic framework and the game have both been approved by the Sudan MOE. When the first pilot project started in 2009, the key question leading the M&E of the project was whether children were actually learning. The answer was that those children who knew less, learnt the most. Recently, as the project takes on more and more complexity, more questions have been included for M&E. Cost effectiveness of the project has also been demonstrated. Key to the success of the project has been the close collaboration with the MOE, local partner involvement, international partners providing distance learning, gaming and innovation management expertise, and the use of open source technology. Although open source, games are locally contextualized and therefore relevant to children in Sudan, but not necessarily relevant in other contexts.

Psychosocial support is built into the programme and into the design of the games, which are based on a slow learning model. The games can be used by children who are lagging behind or who take a little bit longer to reach the learning outcomes. Other elements of the model aim at fostering self-esteem and a feeling of accomplishment.

In this programme, testing takes place in different ways to expose children to various testing practices.

Table 7 summarizes key challenges and ways forward that workshop participants felt would be the result of a similar approach in Syria.

Table 7 Key challenges and ways forward for e-learning as a means for reaching marginalized children

Key challenges	Ways forward
In some areas, using tablets online would be very difficult as there is no Internet available.	Exploration of offline alternatives, as was done in Sudan.
Media is not enough in itself: there needs to be human resources and facilitators to support the learning process.	<p>The learning process can be supported within the game itself, for example, through the use of instructional videos explaining concepts and also by repeating exercises in different ways. The game itself includes feedback loops for the children as well as measuring their progress. Facilitation is needed to assist the children to gain familiarity with the approach, but there may be opportunities to involve communities in providing facilitation by developing simple facilitation training.</p> <p>If alternative approaches are sought, then radio-based interventions can also be considered. To increase the interactive nature of radio, this could be supplemented with reading and listening clubs, potentially facilitated by community members.</p>
Certification.	Both children and their caregivers place an emphasis on having a pathway to certification. Thus the e-learning intervention should look to support this through linking relevant certification authorities. If this is not possible, at least ensure that concepts are taught using an approach that supports competency attainment.
Relevance to communities. Nutrition and school-feeding programmes for schooling is also a priority.	The most appropriate intervention type should be chosen for each situation, based on needs coupled with resource availability.
Retention and progression of children.	E-learning can be a flexible delivery mechanism that allows children to continue learning, even when formal schools are not available. Thus, it can aid retention. For mobile populations look at ways to ensure that children can continue in their new locations, perhaps by providing an enrolment code which is recognized in multiple locations, security allowing.
Lack of Internet and electricity.	Solar power and other alternative power sources can be explored. Non-technology based materials to supplement in times when power is not available also needs to be explored. Online/offline solutions employed as an option in e-learning.
Training of teachers.	Developing communities of practice through social media to discuss learning issues could be useful. In addition, online self-paced training programmes would be helpful.
Reintegration of children who go back to Syria.	<p>There are two ways in which reintegration needs to be approached.</p> <ol style="list-style-type: none"> 1. Making the transition back to formal schools after self-paced learning study: It could be useful to encourage some group learning and social interaction development activities within any programme that includes self-learning via technology. Also, include a classroom set-up in the design of an e-learning approach, i.e., groups of children sitting together at the same time each day may also be helpful for reintegration. 2. Certification: The education in emergencies sector is looking at how it can support certification across countries affected by the Syrian crisis. This effort should be continued. Where possible, seek ways to include Syrian curriculum requirements in e-learning programmes. Targeting Syrian refugees would also be valuable.

Teacher professional development

Ana Aqra, an association that has been working in Lebanon developing teachers' skills, presented their teacher professional development experience.

Teachers need to know why they are teaching certain things, and students need to know why they are learning certain things. Children can retain and transfer knowledge better if they feel they own the learning process. Therefore, teachers should be making decisions inside the classroom and redesigning the content to teach according to the results of ongoing testing and the observation of students. In practice, however, this seldom happens. Setting the ground rules of the classroom and telling students what they are going to learn is easier than correcting behaviour and adjusting teaching content. In addition, level-appropriate books, and other teaching and learning materials need to be available in the classroom.

Professional development also needs to take into consideration teachers' motivations. Often teachers do not have enough incentives or opportunities for growth, and are not evaluated in a way that fosters support and direct feedback.

Table 8 summarizes key challenges and ways forward for teacher professional development, as discussed during the meeting.

Table 8 Key challenges and ways forward for teacher professional development

Key challenges	Ways forward
Standardized training modules/packages that are also adaptable to specific needs.	Training for teachers and training for organizations to be able to train teachers.
Sharing training materials.	Having standardized training packages that can be adapted.
Lack of funds/no long-term funds for teacher professional development and salaries/incentives for teachers.	Making the self-learning materials public.
Lack of structures for teacher training/periodic teacher training over the years/project and school-based teacher professional development.	Standardize teacher incentives across organizations. The WoS should facilitate standard packages for this together with ensuring sustainability.
Qualifications and certifications of teachers, but also competency-based approaches. The lack of competencies lead to children dropping out.	
Teacher monitoring and assessment to provide adequate training.	

Advocacy

Although education has been recognized as part of the humanitarian sector, it still receives only 2 per cent of the funding appealed. Advocacy covers areas from funding to education under attack to ensure that International Humanitarian Law (IHL) is respected. In Syria alone, more than 5,000 schools have been damaged. Other issues that could be addressed through advocacy efforts are accreditation and certification, curriculum, adherence to international standards, and IHL. In the Syrian context, the international forum for advocacy is the No Lost Generation initiative.

Table 9 summarizes key challenges and ways forward for advocacy, as discussed during the meeting.

Table 9 Key challenges and ways forward for advocacy

Key challenges	Ways forward
In areas under ISIS, advocacy is very challenging.	Train national organizations on advocacy.
Media have their own agenda; therefore engagement with them for advocacy purposes needs to be conducted carefully.	WoS to set priority areas of advocacy.
	Establish an advocacy committee.
	Communicating achievements, good practices, etc. is a way of advocating with donors.
	Security for teachers, safety in schools and protection against attacks are some of the areas of advocacy proposed.
	Sharing human-interest stories for advocacy and key messages for communication.

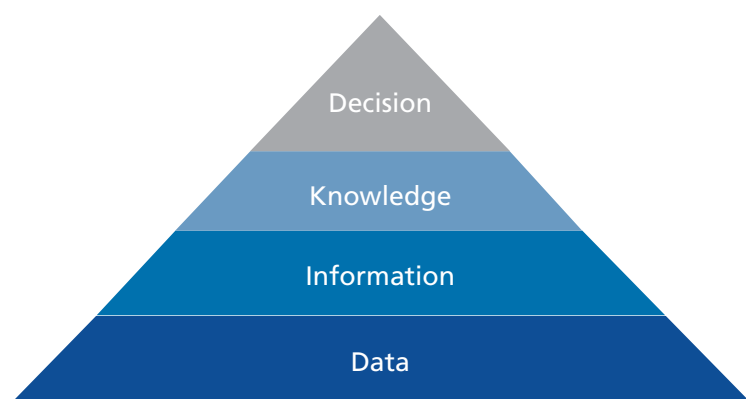
THE WoS INFORMATION MANAGEMENT FUNCTIONS AND RESPONSE MONITORING

Information management terminology and concepts were presented to the meeting participants, followed by group discussions and related recommendations to improve information management at both the Hub and WoS levels.

Information management is a process of capturing, handling, storing, analysing and disseminating data specifically pertaining to operations and the populations in need, including demographic and statistical information.

The importance of understanding the differences between data, information and knowledge was emphasized in the meeting (see Figure 4). This helped participants understand the progression from gathering data, analysing and using new knowledge to making evidence-based decisions.

Figure 4 Pyramid showing how data provide information to increase the knowledge that leads to decision-making

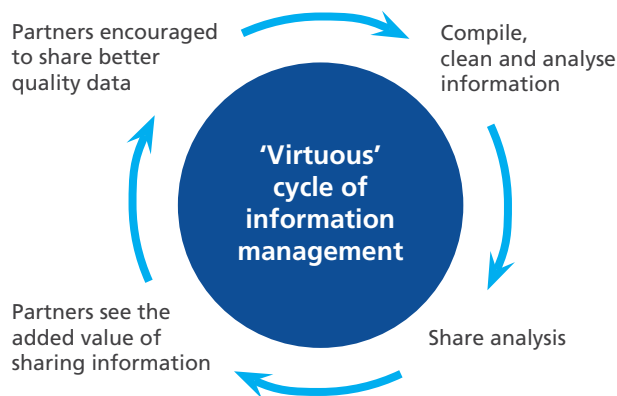


Information management characteristics:

- Accessibility: Open data – sharing information is powerful, share it to empower.
- Relevance: Collect only what you need and use what you have.
- Timeliness: Data/Information have “expiration dates.”
- Reliability: Based on confidence in sound information management processes and standards.
- Humanity: Do no harm.

At a regional level, it is important to acknowledge that the virtuous information management cycle relies not only on specialists, but also on other stakeholders responsible for analysing and sharing the data. Each stakeholder (implementing partner, cluster lead, coordinator, etc.) manages information, but at a different level. Implementing partners have a responsibility in collecting data on their implementation and sharing it with the cluster/sector to support coordination and a better decision-making process at the WoS level.

Figure 5 Virtuous information management cycle



The relevance of data collected is crucial and a common understanding of what is to be collected is very important in an extremely fluid situation such as Syria. Ensuring quality checks on the data is also important (e.g., triangulation of information). In addition, coordination forums are crucial to ensure the flow of the information management cycle, provide guidelines on the agreed data to be collected, agree on information management tools and perform inter-agency analysis. In the case of Syria, the Syria Information Management and Assessment Working Group (SIMAWG) supports data collection and analysis at WoS level.

Existing information management tools and products for the WoS Education Sector

A stock-taking of existing information management tools, products and coordination forums was shared with participants. There are variations with the types of products shared, frequency of reporting, dissemination of products, existing tools and frequency of coordination meetings/forums among the three Hubs supporting the WoS operations.

Gaps and challenges in information management

1. Human resources

- Limited resources (skilled personnel) in the field of information management.
- Capacity building (training programmes) for implementing partners in the field of information management to facilitate data collection.
- Burdening partners with various requests on data collection.

2. Process

- Understanding the importance of information management and the difference between data collection and information management.
- Coordination mechanisms vs. remote management (information management processes).

3. Tools and technology

- 4W (a system used to capture data from the field comprising who is doing what, where and when), databases, maps, etc.

4. Content

- Content of information collected (lack of structure for the data that needs to be collected in emergencies).
- Information sharing vs. security.
- Sharing products/outcomes disseminated back to partners/beneficiaries on how data is being used.

Group work discussions and recommendations

Three working groups were established, and each working group was provided with a specific scenario to collect and analyse data. The first group represented implementing partners, the second group represented the cluster coordinator and the third group represented WoS information management specialists. Working groups came up with observations about the challenges in data collection and reported as follows:

- Multiple interpretations of indicators can cause the propagation of errors. Clear indicators should be produced to harmonize sharing information across Hubs.
- Partners should comply with reporting timelines.
- Assertive approaches beyond email reminders should be undertaken by Cluster/Sector Leads to build and gain trust among partners.
- Clear guidelines on how the data is interpreted will improve data quality.

Following the group discussion, a presentation provided an example to demonstrate to partners how to work with existing data, and overcome challenges and gaps. It also provided visual examples of how data can be analysed and displayed (see Figures 6-9). The Joint Operational Plans (JOPs) were used for this presentation.

Figure 6 Data collection and processing

Number of Governorates covered by education partners	13
Areas of overlap in operations - Governorate level	11
Areas of overlap in operations - District level	15
Areas of overlap in operations - District level	N/A
Number of beneficiaries reached	N/A

Location in Syria	Number of children and adolescents (girls, boys) affected by the crisis supported to access formal and non-formal education opportunities	Number of educational programmes/initiatives that are being implemented at district level	Number of educational actors who enhance an effective and coordinated education response	Number of children and adolescents (girls, boys) affected by the crisis supported to access formal and non-formal education opportunities	Number of educational programmes/initiatives that are being implemented at district level	Number of educational actors who enhance an effective and coordinated education response	Number of children and adolescents (girls, boys) affected by the crisis supported to access formal and non-formal education opportunities	Number of educational programmes/initiatives that are being implemented at district level	Number of educational actors who enhance an effective and coordinated education response
	Damascus			Gaziantep			Total		
All Governorates	371966	366559	730	143571	322	6270	515537	366881	7000
Damascus	29517	730	280	-	-	220	29517	730	500
Aleppo	108750	44719	269	65843	166	3353	174593	44885	3622
Rural Damascus	79227	116008	-	5818	156	1646	85045	116164	1646
Homs	78530	58487	31	1468	-	146	79998	58487	177
Hama	34534	40888	22	3347	-	-	37881	40888	22
Lattakia	2366	22138	70	884	-	-	3250	22138	70
Idleb	-	1128	-	65740	-	157	65740	1128	157
Al-Hasakeh	26638	28983	45	345	-	63	26983	28983	108
Deir-ez-Zor	-	2785	-	126	-	-	126	2785	-
Tartous	8802	25983	13	-	-	-	8802	25983	13
Ar-Raqqa	-	-	-	-	-	-	-	-	-
Dar'a	3322	7548	-	-	-	550	3322	7548	550
As-Sweida	280	14873	-	-	-	-	280	14873	-
Quneitra	-	2289	-	-	-	135	-	2289	135

Areas not covered by either or both hubs

Figure 7 Preliminary analysis of data collected

- Education partners are operating in 13 governorates in Syria, and the two Hubs' interventions overlap in 11 governorates and 15 districts.
- In terms of intervention, Ar-Raqqa governorate has not been reached by either Hub. It is not clear if this is related to lack of access or if there are no needs identified in the area.
- Tartous and As Sweida are only accessed by the Damascus Hub. It is not clear if that means that the Gaziantep Hub has difficulty accessing the area or if the Damascus hub is covering the needs of the two areas.
- The highest number of activities has been registered in the district of Rural Damascus, with 87 activities, while Ar-Raqqa has registered zero activities.
- In terms of objective one under **Access: number children and adolescents (girls and boys) affected by the crisis supported to access formal and non-formal education opportunities**, between April and the end of June 2015, there had been a 56% increase in the number of beneficiaries reached, which totaled 515,537 children and adolescents.
- In terms of objective two under **Quality of Education: number educational programmes/ initiatives that are being implemented at district level**, between April and the end of June 2015, there had been a 44% increase in the number of beneficiaries reached, which totaled 405,914 children and adolescents.
- In terms of objective three under **System Strengthening: number of educational actors who enhance an effective and coordinated education response**, between April and the end of June 2015, there had been a **105%** increase in the number of beneficiaries reached, which totaled a number of **7,000** reached.
- As of the end of June 2015, the Education Cluster had reached almost **1 million** beneficiaries compared to approximately **500,000** as of the end of April 2015, which was a **50%** increase over two months.

Figure 8 Map displaying data collected: Activities implemented between January and June 2015

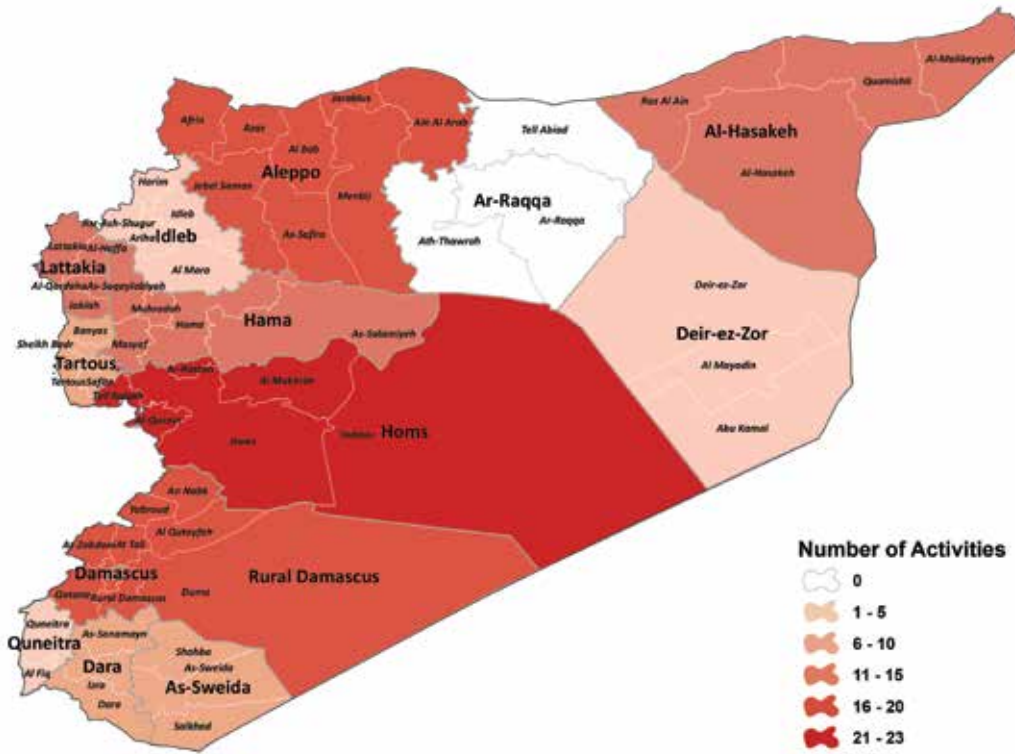
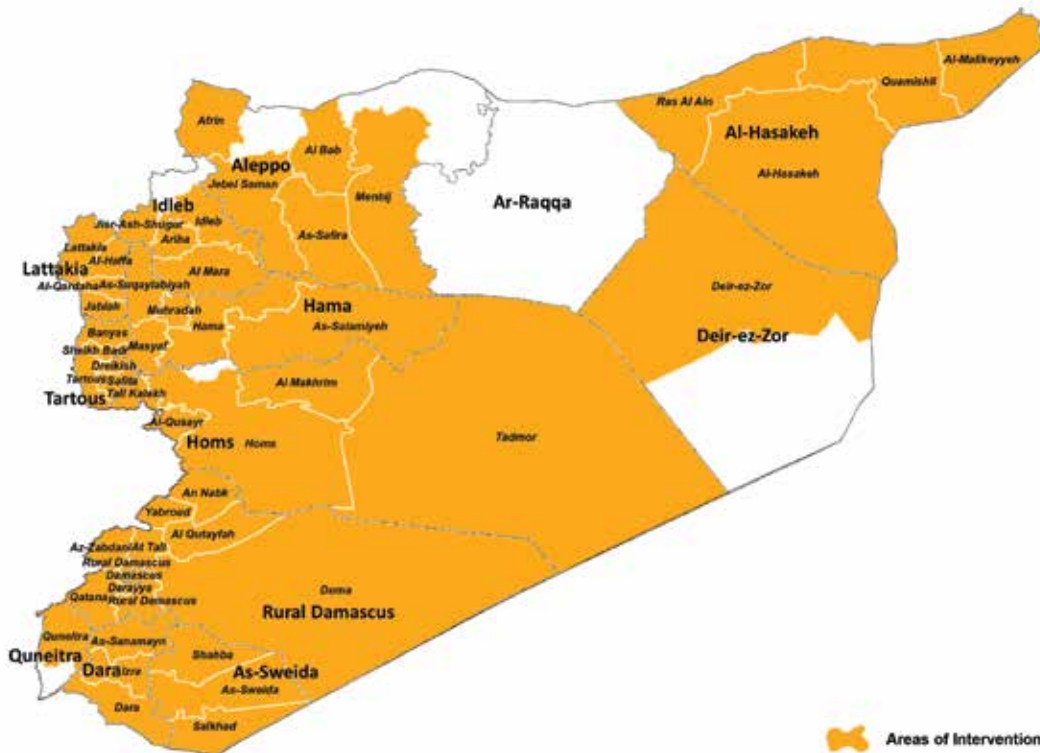


Figure 9 Map displaying data collected: Prioritized areas of intervention, July-December 2015



Discussions on indicators:

For the 2016 HRP the following indicators were presented to partners for discussion:

Indicator 1	Scale up equitable access to education <i>Number and % of children and adolescents (aged 5-17 years, boys/girls) enrolled in formal and non-formal education</i>
Indicator 2	Improve the quality of education <i>Number of self-learning, life skills and citizenship education programmes</i>
Indicator 3	Strengthen education systems <i>Number of schools and learning spaces strengthened through school-based management initiatives</i>

Observations on indicators:

- The indicator for access is easier to establish than the one for quality.
- Currently, life-skills and self-learning activities are combined to contribute towards quality of education.
- The indicator for strengthening education systems is the most complicated to set since it includes activities on building capacity of the MoE/local councils and school management activities.
- Attendance of children is not being monitored, as enrolment is the indicator.

Recommendations for improving information management:

- Children with learning difficulties need to be monitored more closely.
- In addition to using life skills training and different types of life skills to measure quality, there needs to be some solid measurement of education quality.
- Parents are included in measuring the indicator about access and are partially included in measuring the indicator about system strengthening (through parent-teacher associations), but they should also be included in measuring the indicator about quality.
- Information management should start measuring changes and should therefore impact the trend of reporting only on activities completed, rather than the real changes brought. The former should no longer be acceptable.

Information management way forward:

- Information management protocols (in Arabic and English) should be agreed upon by partners to address the issue of security (protection/anonymity) or to aggregate information to an adequate level to improve information sharing in each of the Hubs.
- Capacity building beyond training should be provided for partners so that misunderstanding and miscommunication on sharing information (for what reason, to whom and why) is minimized.
- Standardized indicators at the Hub and WoS levels should be produced to help monitor the achievement of education targets in an efficient way.

CONCLUSIONS AND WAY FORWARD

In setting the way forward and the next steps, the WoS Education Focal Point developed a WoS workplan, which was discussed and approved. The participants also agreed on the following:

Meetings

It was agreed that the next WoS Education Meeting would take place in September 2016. Amman or Beirut as potential locations will be discussed at Hub level for aspects related to accessibility. Ad-hoc meetings at Hub level, with the participation of coordinators from other Hubs, will also take place, but not necessarily with physical participation (use of technology).

Communication

Hubs have agreed on the WoS Education website and on the following:

- Add pages on archives and challenges.
- Explore ways to encourage interaction between users.
- Web interface should be in English and Arabic.

Capacity development

In relation to the INEE Minimum Standards contextualization, it was agreed to:

- Circulate to the Hubs the INEE resources on Iraq, Jordan and Lebanon.
- Provide capacity development on INEE Minimum Standards and later, if necessary, on the contextualization process.

In addition, it was agreed that Hubs would identify specific topics/areas for capacity development at WoS level. Suggested areas were:

- Capacity development on information management.
- Capacity development for report writing/proposal writing, which can also be done at Hub level.

Advocacy

It was agreed that NGOs need to reach consensus on which advocacy messages the WoS Education Focal Point can convey, and NGOs need to be in contact with the WoS on this. Finally, the WoS will circulate the NLG advocacy document.

ANNEXES

ANNEX I: AGENDA OF THE MEETING

Whole of Syria (WoS) Education Meeting

7-9 September 2015

Istanbul, Turkey

Objectives of the meeting:

1. Gain a better understanding of the added value of the WoS approach
2. Gain a better understanding of the education situation and needs from a WoS perspective
3. Discuss the challenges and opportunities of programming on access to quality education
4. Gain a better understanding of the WoS information management functions and ways to improve them
5. Set the next steps for the WoS

DAY 1: MONDAY, 7 SEPTEMBER 2015

Time	Agenda	Presenters	Chair
09.00 – 9.30	<p>Welcome and introduction</p> <ul style="list-style-type: none"> • Introduction to the WoS coordination (5 minutes) • Introduction to Damascus, Gaziantep and Amman Hubs: Structure and partners (5 minutes each, total 15 minutes) • General remarks from the floor (5 minutes) • Logistics (5 minutes) 	<p>Amson Simbolon (Damascus ESWG Coordinator)</p> <p>Elizabeth Lock and Afnan Alhadidi (Gaziantep Education Cluster Co-Leads)</p> <p>Francesco Calcagno (Amman ESWG Coordinator)</p>	<p>Dina Craissati and Luca Fraschini (WoS Co-Focal Points)</p>
09.30 – 10.30	<p>Understanding the added value of the WoS</p> <ul style="list-style-type: none"> • WoS structure and functions (15 minutes) • Discussion (15 minutes) • WoS Education coordination and terms of reference (15 minutes) • Discussion (15 minutes) 	<p>Rosaria Bruno (Office for the Coordination of Humanitarian Affairs [OCHA])</p> <p>Dina Craissati and Luca Fraschini (WoS Co-Focal Points)</p>	<p>Yayoi Segi-Vltchek (UNESCO)</p>
10.30 – 10.45	Coffee break		
10.45 – 12.30	<p>Understanding the education situation from the WoS perspective</p> <ul style="list-style-type: none"> • WoS quantitative assessment (15 minutes) • Discussion (15 minutes) • WoS qualitative assessment (15 minutes) • Discussion (15 minutes) <p>Understanding the education situation from the Hub perspective:</p> <p>a. key programmatic interventions</p> <p>b. key results</p> <p>c. key challenges and opportunities</p> <ul style="list-style-type: none"> • Presentation by the Damascus Hub (10 minutes) • Presentation by the Gaziantep Hub (10 minutes) • Presentation by the Amman Hub (10 minutes) • Discussion (15 minutes) 	<p>Robert West (Consultant)</p> <p>Amson Simbolon (Damascus ESWG Coordinator)</p> <p>Elizabeth Lock and Afnan Alhadidi (Gaziantep Edu Cluster Co-Leads)</p> <p>Francesco Calcagno (Amman ESWG Coordinator)</p>	<p>Rosaria Bruno (OCHA)</p>
12.30 – 13.30	Lunch break		

DAY 1: MONDAY, 7 SEPTEMBER 2015 (CONT.)

Time	Agenda	Presenters	Chair
13.30 – 14.00	<p>INEE Minimum Standards for Education</p> <ul style="list-style-type: none"> Contextualization for Syria crisis (What are the INEE Minimum Standards? Contextualization in countries. What are the advantages of INEE contextualization for the WoS?) (20 minutes) Discussion (10 minutes) 	<p>Zeena Zakaria (University of Massachusetts, Boston)</p>	<p>Luca Fraschini (WoS Co-Focal Point)</p>
14.00 – 14.45	<ul style="list-style-type: none"> Group work on INEE contextualization for the Syria crisis (45 minutes) 	<p>There will be three groups with mixed participation from the three Hubs. Please look at the list. Each group will choose a facilitator and a rapporteur. Questions will be distributed for guidance.</p>	
14.45 – 15.15	<p>Extended coffee break and Market Place</p>	<p>During the Market Place, the Hubs and participant organizations will have the possibility to introduce themselves and display material (leaflets, reports, videos, etc.) about their work, their organizations and their programmes.</p>	
15.15 – 16.15	<p>The WoS and INEE contextualization</p> <ul style="list-style-type: none"> Report to plenary by each group (30 minutes) Plenary discussion (30 minutes) 		<p>Luca Fraschini (WoS Co-Focal Point)</p>
16.15 – 16.30	<p>Brainstorming on Day 1 (What did we find useful? What did we find less useful?)</p>	<p>Dina Craissati (WoS Co-Focal Point)</p>	<p>Francesco Calcagno (Amman ESWG Coordinator)</p>

DAY 2: TUESDAY, 8 SEPTEMBER 2015

Time	Agenda	Presenters	Chair
09.00 – 10.00	<p>Discussing the challenges and opportunities of programming in access to quality education</p> <ul style="list-style-type: none"> • Curricula and certification (10 minutes) • Q&A (10 minutes) • Self-learning materials (10 minutes) • Q&A (10 minutes) • Hard-to-reach areas: e-learning as a means to reach marginalized children (10 minutes) • Q&A (10 minutes) 	<p>Farida Aboudan (UNICEF)</p> <p>Bartholomeus Vrolijk (UNICEF)</p> <p>Kate Radford (War Child Holland)</p>	<p>Itaf Al Awawdeh (Save the Children International)</p>
10.00 – 11.45	<p>Thematic group work</p> <ul style="list-style-type: none"> • Curricula and certification • Self-learning materials • Hard-to-reach areas: e-learning as a means to reach marginalized children 	<p>There will be three groups with mixed participation from the three Hubs. Please look at the list. Each group will choose a facilitator and a rapporteur. Questions will be distributed for guidance. Each group will discuss the three topics and needs to organize its time accordingly. The resource persons will walk around the tables for support. Coffee will be served at 10.45. Groups can decide on their own coffee break.</p>	
11.45 – 13.15	<p>Report to plenary by the three groups</p> <ul style="list-style-type: none"> • Curricula and certification (15 minutes, 5 minutes each group) • Discussion (15 minutes) • Self-learning materials (15 minutes, 5 minutes each group) • Discussion (15 minutes) • Hard-to-reach areas and e-learning as a means to reach marginalized children (15 minutes, 5 minutes each group) • Discussion (15 minutes) 		<p>Zeena Zakaria (University of Massachusetts, Boston)</p>
13.15 – 14.15	Lunch break		
14.00 – 14.30	<p>Discussing the challenges and opportunities of programming in access to quality education</p> <ul style="list-style-type: none"> • Teacher professional development and incentives (10 minutes) • Q&A (10 minutes) • Advocacy • Q&A (10 minutes) 	<p>Amina Kleit (Ana Aqra)</p> <p>Ariel Rivera Soleri (Nowegian Refugee Council)</p>	<p>Bartholomeus Vrolijk (UNICEF)</p>

DAY 2: TUESDAY, 8 SEPTEMBER 2015 (CONT.)

Time	Agenda	Presenters	Chair
14.30 – 15.30	<p>Thematic group work</p> <ul style="list-style-type: none"> • Teacher professional development and incentives • Advocacy 	<p>There will be three groups with mixed participation from the three Hubs. Please look at the list. Each group will choose a facilitator and a rapporteur. Questions will be distributed for guidance. Each group will discuss the three topics and needs to organize its time accordingly. The resource persons will walk around the tables for support.</p>	
15.30 – 15.45	Coffee break		
15.45 – 16.45	<p>Report to plenary by the two groups</p> <ul style="list-style-type: none"> • Teacher professional development and incentives (15 minutes, 5 minutes each group) • Discussion (15 minutes) • Advocacy (15 minutes, 5 minutes each group) • Discussion (15 minutes) 		<p>Afnan Alhadidi (Gaziantep Education Cluster Co-Lead)</p>
16.45 – 17.00	<p>Brainstorming on Day 2 (What did we find useful? What did we find less useful?)</p>	<p>Luca Fraschini (WoS Co-Focal Point)</p>	<p>Francesco Calcagno (Amman ESWG Coordinator)</p>

DAY 3: WEDNESDAY, 9 SEPTEMBER 2015

Time	Agenda	Presenters	Chair
09.00 - 10.30	<p>Understanding the WoS information management functions and response monitoring:</p> <ul style="list-style-type: none"> Information management in humanitarian and emergency contexts Information management cluster/sector support How can information management support coordination How can information management support effective programming for results and humanitarian response How can information management support assessments How can information management support accountability to populations in need How can information management support advocacy <p>(The presenter will take questions in between the topics of the presentation)</p>	Andrew Alspach (OCHA)	Francesco Calcagno (Amman ESWG Coordinator)
10.30 – 10.45	Coffee break		
10.45 – 12.00	<p>Information management tools and products for the WoS education sector:</p> <ul style="list-style-type: none"> Information management tools and products including dissemination plan of these products Information management coordination forums/meetings, lesson Gaps and key challenges in Information management <p>(The presenter will take questions in between diverse topics of the presentation)</p>	Reem Nashashibi (WoS Information Management Specialist)	Andrew Alspach (OCHA)
12.00 – 13.00	Lunch break		
13.00 – 13.30	<p>Working group on data collection and analysis:</p> <ul style="list-style-type: none"> Group 1 (30 minutes) Group 2 (30 minutes) Group 3 (30 minutes) 	There will be three groups with mixed participation from the three Hubs. Each group will choose a facilitator and a rapporteur. Scenarios and questions will be distributed for guidance. The resource persons will walk around the tables for support.	
13:30 – 14:30	<p>Report to plenary:</p> <ul style="list-style-type: none"> Group 1 (10 minutes) Group 2 (10 minutes) Group 3 (10 minutes) Discussion (30 minutes) 		Andrew Alspach (OCHA)

DAY 3: WEDNESDAY, 9 SEPTEMBER 2015 (CONT.)

Time	Agenda	Presenters	Chair
14:30 – 15:00	<p>Way forward</p> <ul style="list-style-type: none"> • JOPs development and lessons learnt for future planning processes • Information sharing protocols (across Hubs and WoS) • Planning timeline cycle • Areas (pillars) of activities 	<p>Andrew Alspach (OCHA)</p> <p>Reem Nashashibi (WoS Information Management Specialist)</p>	<p>Amson Simbolon (Damascus ESWG Coordinator)</p>
15.00 – 15.15	Coffee break		
15.15- 16.30	<p>WoS Workplan</p> <ul style="list-style-type: none"> • Meetings • Communication (newsletter, website) • INEE contextualization • Information Management • Advocacy • Capacity development <p>(Each topic will be presented and followed by a discussion on next steps)</p>	<p>Dina Craissati and Luca Fraschini (WoS Co-Focal Points)</p>	<p>Elizabeth Lock (Gaziantep Education Cluster Co-Lead)</p>
16.30 – 17.00	<p>Concluding remarks and evaluation by the participants</p>	<p>Dina Craissati and Luca Fraschini (WoS Co-Focal Points)</p>	<p>Dina Craissati (WoS Co-Focal Point)</p>

ANNEX II: GLOSSARY OF TERMS

Term	Definition
Whole of Syria (WoS)	<p>The WoS coordination structure was established in January 2015 by the Humanitarian Coordinator for Syria and the Regional Humanitarian Coordinator for the Syria Crisis.</p> <p>The WoS approach was developed to ensure strategic and operational coherence in the delivery of humanitarian assistance in Syria. This approach has one comprehensive framework, common response plan, and supporting coordination structure for the interventions in Syria across three Hubs, which are in Gaziantep, Damascus and Amman.</p> <p>The WoS is responsible for coherence across the Hubs in the areas of sector/cluster coordination, information management, needs identification and analysis. And response at the WoS level, as well as to refine and harmonize guidance for strategic planning processes where coherence across Hubs is critical.</p> <p>The WoS coordination architecture includes the Strategic Steering Group (SSG), Inter-Sector/Cluster Coordination Group (ISCCG), WoS Clusters/Sectors, and Syria Information Management and Assessment Working Group (SIMAWG).</p>
Whole of Syria Education Focal Point	<p>The overall goal of WoS Education Focal Point is to ensure coherence and consistency of humanitarian action in Syria across the three Hubs in Gaziantep, Damascus and Amman.</p> <p>The role of WoS Education Focal Point is to provide support to the Hubs by facilitating WoS analysis, planning and reporting, and ensuring coherence and harmonization of standards across the three Hubs.</p> <p>Through consultation with the three Hubs, UNICEF and Save the Children have been selected to be co-leaders of the Focal Point for WoS Education. Both organizations co-lead the Global Education Cluster and have the necessary experience and expertise.</p>
Hub	<p>'Hub' refers to each of the operational centres for executing the WoS response, including the national Hub in Syria, and the cross-border Hubs in Southern Turkey and Jordan. At a later date, if required, there may be cross-border Hubs in Iraq and Lebanon.</p>
Whole of Syria (WoS) Strategic Steering Group (SSG)	<p>The WoS SSG will advise the Syria Humanitarian Coordinator and Regional Humanitarian Coordinator on:</p> <ul style="list-style-type: none"> • Establishing strategic response priorities and approaches for implementation • Developing and implementing the SRP and associated needs identification, vulnerability framework and prioritization • Improving operational coordination arrangements • Promoting adherence to humanitarian principles, the Inter-agency Standing Committee (IASC) guidelines, and adopted WoS policies and strategies • Improving and harmonizing WoS humanitarian access and protection strategies • Improving humanitarian advocacy and resource mobilization for the Syria Crisis

Term	Definition
WoS Inter-Sector/Cluster Coordination Group (ISCCG)	<p>WoS ISCCG was established in January 2015 by the Humanitarian Coordinator for Syria and the Regional Humanitarian Coordinator for the Syria Crisis. The purpose of the ISCCG is to facilitate and ensure coherence across Hubs in the areas of inter-sector/cluster coordination, information management, needs identification, and analysis and response at the WoS level, as well as to refine and harmonize guidance for strategic planning processes where coherence across Hubs is critical.</p> <p>The ISCCG supports the Strategic Steering Group (SSG) in ensuring that aid is delivered with minimum overlap, in a principled, effective and timely manner.</p> <p>The Group is chaired by the OCHA Syria Head of Office and the membership includes the WoS Sector Focal Point/Coordinator and INGOs. The main tasks are:</p> <ul style="list-style-type: none"> • Provide technical support to WoS clusters/sectors on WoS strategic planning, information management, and needs identification and assessment in order to implement the WoS approach and the SRP as well as providing support for other decisions of the WoS SSG; • Facilitate and support the establishment of a WoS inter-sector /cluster monitoring system; • Provide technical and policy advice to the WoS SSG to support its decision-making throughout the Humanitarian Planning Cycle; • Support operational coordination by ensuring effective de-confliction and gap filling; • Help identify core advocacy concerns emerging from the response.
Whole of Syria Information Management	<p>The purpose WoS information management to manage the collection, analysis and sharing of information that is needed for the sector/cluster participants to make informed (evidence based) strategic decisions. It strengthens the capacity of the Education Sector to obtain timely and accurate information about the needs, plans and activities of education stakeholders working on the response within Syria from the three Hubs in Gaziantep, Damascus and Amman.</p>
Syria Information Management and Assessment Working Group (SIMAWG)	<p>The SIMAWG coordinates and implements information management activities for the WoS related to data standards, compatibility, information sharing, pooling of technical resources and needs identification.</p> <p>Gaziantep has an active information management and assessment group, which is called Syria from Turkey Information Management and Assessment (STIMA) while Jordan and Damascus have informal information management working groups. However, the three Hubs come together under SIMAWG.</p>
Syria from Turkey Information Management and Assessment (STIMA)	<p>Coordinate and implement information management activities at Gaziantep Hub level. This includes information sharing, pooling of technical resources, needs identification, and other issues related to information management.</p>
Cross Border (XB) intervention	<p>XB intervention operations are allowed under the SCRs 2139, 2165 and 2191 to deliver life-saving assistance to millions of people in need, in hard-to-reach locations in Aleppo, Idleb, Quneitra and Dar'a.</p>
Whole of Syria Assessment (WoSA)	<p>WoSA is a complementary needs and gaps assessment at sub-district level. It will provide valuable information for analysis during the 2016 WoS Humanitarian Needs Overview (HNO)</p> <p>WoSA is a multi-stakeholder process involving all WoS sectors, OCHA offices and multi-sector assessment initiatives of organizations such as REACH, the International Organization for Migration (IOM) and International Relief & Development (IRD).</p>

Term	Definition
<p>Humanitarian Country Team (HCT)</p> <p>or</p> <p>Humanitarian Liaison Group (HLG)</p>	<p>The HCT/HLG is chaired by the Humanitarian Coordinator or Deputy Regional Humanitarian Coordinator with a membership that includes the heads of key humanitarian organizations. The main tasks are:</p> <ul style="list-style-type: none"> • Agree on common policies and response strategies; • Promote adherence to principles, guidelines and policies; • Establish clusters and designate cluster lead agencies; • Provide guidance to cluster lead agencies; • Activate resource mobilization mechanisms and advise on allocation of resources and common messaging.
<p>Inter-Cluster Coordination Team (ICCT)</p> <p>or</p> <p>Inter-Sector Coordination Team (ISCT)</p>	<p>The Team is chaired by OCHA Head of Office Members: Cluster Coordinators, Cluster Co-ordinators and Advisors on specific issues (e.g., gender) as needed. The main tasks are:</p> <ul style="list-style-type: none"> • Lead inter-agency operational planning at hub level; • Maintain overview of response and gaps; • Ensure cross-cutting issues are reflected in cluster plans; • Coordinate multi-cluster needs assessments; • Monitor cluster performance.
<p>Inter-Agency Standing Committee (IASC)</p>	<p>IASC is the primary mechanism for inter-agency coordination of humanitarian assistance. It is a forum involving the key United Nations and non-United Nations humanitarian partners. The IASC was established in June 1992 in response to United Nations General Assembly Resolution 46/182 on the strengthening of humanitarian assistance.</p>
<p>Humanitarian Needs Overview (HNO)</p>	<p>An HNO describes the impact of a humanitarian crisis, explains which population groups have been affected and estimates the number of people affected, analyses the population's situation and presents the operational environment. A HNO captures both the current situation and the projected evolution of needs.</p> <p>An HNO is based on existing information derived from multi-cluster and sectoral assessments, monitoring data, survey results, and contextual judgement by humanitarian actors and of local sources such as government, community bodies and representatives from affected communities. An HNO is informed by shared and collated data and the development of a joint needs analysis.</p> <p>Developing an HNO is a process in which the humanitarian community collaboratively analyses existing information and reaches a shared understanding of the most pressing issues and the likely evolution of the situation in order to inform a country team's strategic response.</p>
<p>Strategic Response Plans (SRPs)</p>	<p>Strategic response plans are primarily management tools for the Humanitarian Coordinator (HC) and Humanitarian Country Teams (HCTs). In addition, they can be used to communicate the scope of the response to an emergency to donors and the public, and, therefore, serve a secondary purpose for resource mobilization.</p> <p>SRPs are required for any humanitarian crisis that demands the support of more than one agency. They are based on a humanitarian needs overview (HNO), which provides the evidence base and analysis of the magnitude of the crisis and identifies the most pressing humanitarian needs, and are prepared by the HCT.</p> <p>The needs presented in the HNO inform the strategic objectives in the SRP and the various cluster plans follow from these strategic objectives.</p>

Term	Definition
Joint Operational Plans (JOP)	The Strategic Steering Group (SSG) has requested the WoS Inter-Sector/Cluster Group (ISCCG) to work with sectors to develop JOPs and to undertake a light costed project-based prioritization of the Strategic Response Plan (SRP) at mid-year. Taking stock of the current underfunding as well as both the achievements and gaps in the response, the JOPs outline the highest priority activities at the sectoral and inter-sectoral levels for the upcoming six months of the year, including the related funding requirements. In addition, the JOPs identify key planning activities along with the related funding needs. This is an estimate of what is required to respond effectively to the humanitarian consequences of developments on the ground based on the trends identified in the first half of the year.
4Ws (Who, what, where and when) 4Ws)	<p>The 4W is a system used to capture data from the field comprising who is doing what where and when. The Whole of Syria 4W system feeds sector and inter-sector operational coordination, analysis and information products, such as maps and tables of achievements to date.</p> <p>The WoS 4W system builds upon the coordination undertaken by sectors in respective hubs, as well as the initiatives to promote a comprehensive WoS needs, response and gap analysis. It aims at maximizing current practices and strengthening joint operational response and coordination.</p>
Periodic Monitoring Report (PMR)	A PMR is an internal management tool to help Humanitarian Country Teams (HCTs) regularly examine whether sufficient progress is being made in reaching strategic and cluster objectives. It is designed to aid in determining why any of the objectives are not being met and to provide an evidence base for taking decisions on the direction of the response.
UN Security Council Resolution (SCR) 2139	Demands that all parties, in particular the Syrian authorities, promptly allow rapid, safe and unhindered humanitarian access for United Nations humanitarian agencies and their implementing partners, including across conflict lines and across borders, in order to ensure that humanitarian assistance reaches people in need through the most direct routes.
UN Security Council Resolution (SCR) 2165	Demands that the United Nations humanitarian agencies and their implementing partners are authorized to use routes across conflict lines and the border crossings of Bab al-Salam, Bab al-Hawa, Al Yarubiyah and Al-Ramtha, in addition to those already in use, in order to ensure that humanitarian assistance, including medical and surgical supplies, reaches people in need throughout Syria through the most direct routes, with notification to the Syrian authorities, and to this end stresses the need for all border crossings to be used efficiently for United Nations humanitarian operations.
UN Security Council Resolution 2191	Demands that all parties to the Syrian domestic conflict, in particular the Syrian authorities, immediately comply with their obligations under international humanitarian law and international human rights law, and fully and immediately implement all the provisions of Security Council Resolutions 2139 (2014) and 2165 (2014), and the Presidential Statement of 2 October 2013 (S/PRST/2013/15), and recalls that some of the violations and abuses committed in Syria may amount to war crimes and crimes against humanity.
No Lost Generation (NLG) Initiative	<p>No Lost Generation is an initiative supported by the United Nations, international and non-governmental organizations, and governments, to alleviate the impact of the Syrian crisis on children's learning and psychological wellbeing and address the potential long-term consequences for a generation of children and young people in Syria and neighbouring countries.</p> <p>Launched in October 2013, NLG aims to expand access to education, increase psychosocial support, strengthen child protection, bolster social cohesion and promote peace building so that the children of Syria can build a better future for themselves, their families and their communities.</p>

Term	Definition
Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards	<p>The INEE Minimum Standards are based on the Convention on the Rights of the Child and the Dakar 2000 Education for All goals. The Minimum Standards are meant to be used as a capacity-building and training tool,</p> <p>And are designed for use in emergency preparedness, response and recovery, and in humanitarian advocacy. They give guidance on how to prepare for and respond to acute emergencies in ways that reduce risk, improve future preparedness and lay a foundation for quality education.</p> <p>The Minimum Standards are applicable in a wide range of situations, including natural disasters and armed conflicts. They provide flexibility in responding to needs, most importantly, at the community level – while providing a harmonized framework to coordinate the educational activities of national governments, other authorities, funding agencies, and national and international agencies.</p>
Curriculum	<p>Outlines the skills, attitudes, and values pupils are expected to learn from schooling. It includes statements of desired pupil outcomes, descriptions of materials, and the planned sequence that will be used to help pupils attain the outcomes.</p>
Accreditation	<p>Accreditation accords a programme official recognition or endorsement – most likely by a ministry of education. Accreditation applies more to establishing the status/ validity of a learning programme.</p>
Certification	<p>Certification is defined as a mark of quality that attests the worth of a learning programme to the public. Certification might be the provision of a formal certificate recognizing a student’s achievement at the end of cycle examinations.</p>
Advocacy	<p>Advocacy is the deliberate process, based on demonstrated evidence, to directly and indirectly influence decision makers, stakeholders and relevant audiences to support and implement actions that contribute to the fulfilment of human rights. Thus, advocacy is a means of seeking change in government policy, attitudes, social relations and institutional functions.</p> <p>Advocacy supports actions which are taken at scale, and which address underlying barriers to the fulfilment of children’s rights. The goal of advocacy can be to address imbalances, inequity and disparities, and to promote human rights, social justice and a healthy environment, including promoting access to opportunities for and the participation of children and women.</p>
Teacher professional development	<p>Teacher professional development is a body of systematic formal teacher-learning activities, including training, induction courses, in-service training, and continuous learning opportunities for teachers within school settings. Thus, professional development is a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers and other educators improve their professional knowledge, competence, skill and effectiveness. In practice, teacher professional development should encompass a broad range of topics and formats.</p>

ANNEX III: SUMMARY OF PARTICIPANTS' EVALUATION

The Evaluation Form of the Whole of Syria (WoS) Education Meeting was administered at the end of the last session of the meeting on 9 September 2015.

The **total number of duly filled evaluation forms was** 31 out of 43 participants (72 per cent) in the WoS Meeting.

The Evaluation Form consisted of seven different sections. The main findings of the evaluation analysis are as follows:

- **Interest and relevance of sessions:** the findings show that the meeting was relevant and captured the interest of participants. Average interest across all sessions was 3.96 while average relevance was 4.03 (both out of 5).
- **Topics learned during the meeting:** respondents cited 'Information Management', 'Structure of Hubs and Cross Borders' and 'WoS Approach and Goals' as the three major categories of topics learned during the meeting.
- **Objectives and contents of the meeting, resource persons' contributions and group work:** more than half of the participants (58 per cent) agreed that meeting's objectives were met while 61 per cent agreed that contents of the sessions met the needs of the participants. 55 per cent of participants strongly agreed that the resource persons' contributions were very useful. 48 per cent of participants strongly agreed and, similarly, 48 per cent also agreed that they were encouraged to take an active part in discussion and group work. Another 44 per cent of respondents agreed that the four topics discussed during the group work were useful.
- **Venue and logistics:** the overall organization received an average score of 4.52 (out of 5) and the meeting space a 4.03 (out of 5). Meals/refreshments and simultaneous interpretation scored 3.97 and 3.77 respectively (both out of 5).
- **WoS Meeting understanding:** more than three quarters (77 per cent) of the participants agreed that the meeting was successful in helping them understand the WoS approach and the challenges and opportunities of education programming in the context of the Syria crisis.
- **Way forward:** 65 per cent of participants confirmed that the WoS Meeting helped them understand and define a way forward.
- **Other comments:** respondents thanked the organizers, highlighted the importance of gathering and sharing information, and confirmed the importance of follow-up actions and continuous efforts to move forward with the WoS approach.

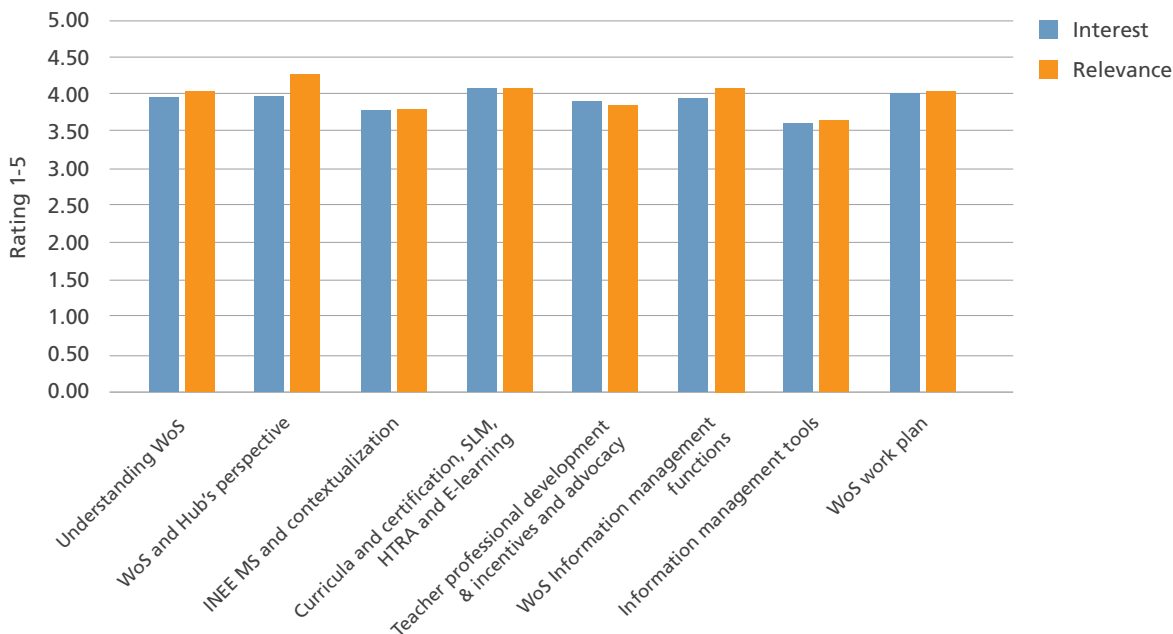
Interest and relevance of sessions

Participants were asked to express the degree of interest and relevance of all eight sessions.

The average **interest** across all sessions was 3.96 (out of 5), indicating that resource persons and consultants' presentations had high levels of attention and curiosity among the respondents. In detail, the highest rated session was 'Challenges and opportunities of programming in access and quality education'. Next in ranked sessions was the 'WoS work plan' and 'Understanding the education situation from a WoS and Hubs perspective' while the two sessions on 'Understanding the added value of WoS' and 'Understanding the WoS Information Management and response monitoring' were equally rated.

Another trend appeared when analysing the **relevance** of sessions. The sessions' average score stands at 4.03. The highest score (4.32) was assigned to 'Understanding the education situation from a WoS and Hubs perspective'. 'Challenges and opportunities of programming in access and quality education' and 'Understanding the WoS information management functions and response monitoring' were ranked second while 'Understanding the added value of the WoS' and the 'WoS work plan' were third on the list of relevance.

Interest and relevance of sessions



Topics learned during the Meeting:

Please list the three most important things you learned during the WoS Education Meeting

Participants were asked to list the three most important topics learned during the meeting. Responses have been clustered as below:

Information management: 12 respondents (39 per cent) indicated that the information management function, sharing of information, assessments, surveys, 4Ws, and all data and information-related issues were the most important topics learned during the WoS Meeting.

Structure of Hubs and cross-borders interventions: 11 respondents (35 per cent) indicated that learning about the different perspectives and contents from the Hubs in Damascus, Gaziantep and Amman was one of the main interesting topics that captured their attention during the three-day meeting. Although the three Hubs and the cross-border interventions are working with different mechanisms, they do share the same objectives and goals. The meeting was seen as a forum where education partners from the three locations met and discussed their points of view.

WoS approach and goals: 10 respondents (32 per cent) cited that sessions about the general concepts and goals of WoS were very informative and useful for them to better tackle education problems in the affected areas. Knowing the function and role of the WoS Focal Point was also an added value. Participants also stated that joining the WoS could contribute to improving their work on the ground in Syria, improving the quality of services provided and allowing partners to exchange expertise.

In addition, participants listed the following topics:

- Curriculum, accreditation and certification: the importance of accredited certificates to ensure the rights of children to education, in addition to the challenges and possible opportunities associated with the quality of education to Syrian children.
- Coordination and partnership: the coordination mechanism at regional, country and Hub levels and the necessity of involving Syrian partners in order to achieve the results.
- Planning the way forward and Joint Operational Plans.
- INEE Minimum Standards and contextualization: the framework and the feasibility of conducting a contextualized exercise to the Syrian context.
- Challenges and opportunities of the Syrian Crisis: difficulties and possibilities in access to quality education and how to overcome the obstacles.
- Advocacy: the need for a consistent advocacy policy across the three Hubs and regions.
- Work Group discussion: discussion and reaching to a common understanding despite different contexts.
- From the participants' points of view, the least interesting topic was "E-learning as an alternative solution to scale up access to education for Syrian and host community's children".

Content of the Meeting and experts contributions

Participants were asked to what extent they agreed or disagreed with the statements below, using a scale from 5 (strongly agree) to 1 (strongly disagree).

- Contribution of resource persons was useful.
- Content met needs.
- Meeting objectives were met.
- Group work on INEE Minimum Standards contextualization was useful.
- Group work on curricula and certification, self-learning materials, hard-to-reach areas and e-learning was useful.
- Group work on teacher professional development and advocacy was useful.
- Group work on information management was useful.

Resource persons' contribution was useful for 97 per cent of respondents who either agreed or strongly agreed with the first statement; only 3 per cent of respondents did not agree or disagree.

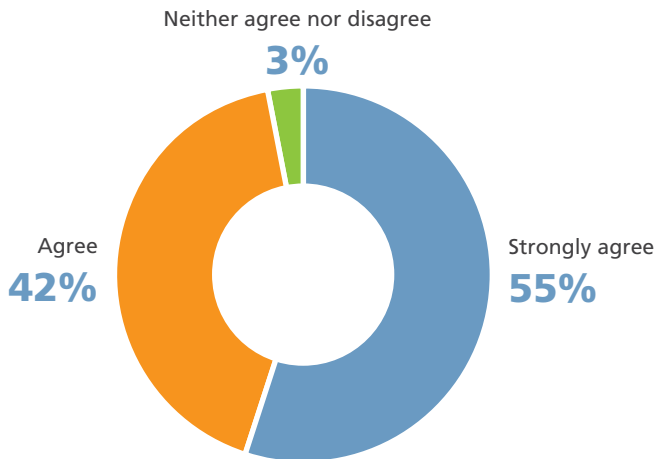
Sessions' contents were adequately covered for 61 per cent of participants, in comparison to 13 per cent who strongly agreed. Six participants did not agree nor disagree while two respondents disagreed and strongly disagreed to the contents of the sessions.

58 per cent of participants agreed that the meeting objectives were met while 13 per cent strongly agreed on the objectives. Ten per cent disagreed and strongly disagreed while 19 per cent neither agreed nor disagreed on the objectives of the meetings.

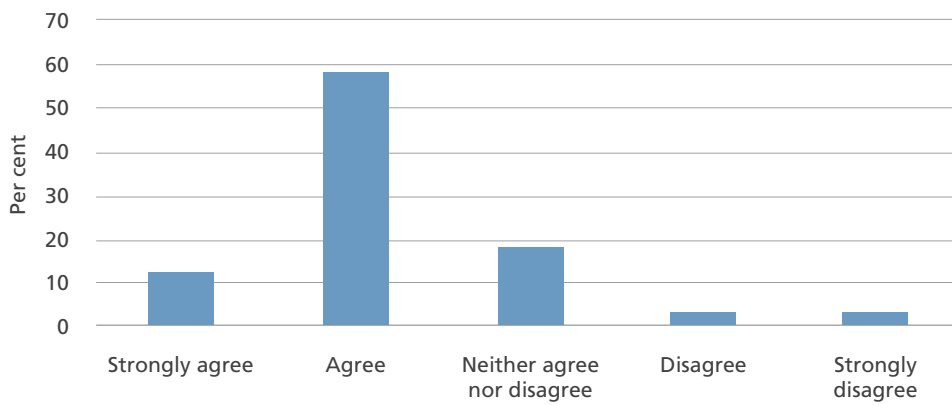
A majority of about 97 per cent of respondents agreed or strongly agreed that participants were encouraged to take an active part during the discussion and group work. This validates the participatory approach adopted by the organizers.

The four group work sessions were useful for an average of 66 per cent of participants. About 21 per cent of respondents did not express any opinion and only an average of 14 per cent were in disagreement.

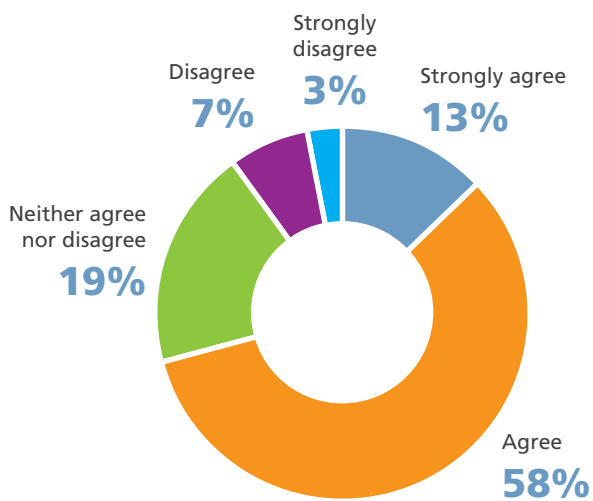
Contribution of resource persons



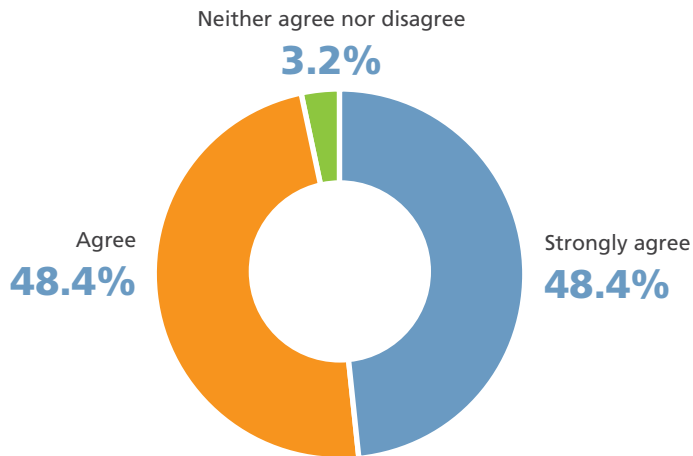
Content met needs



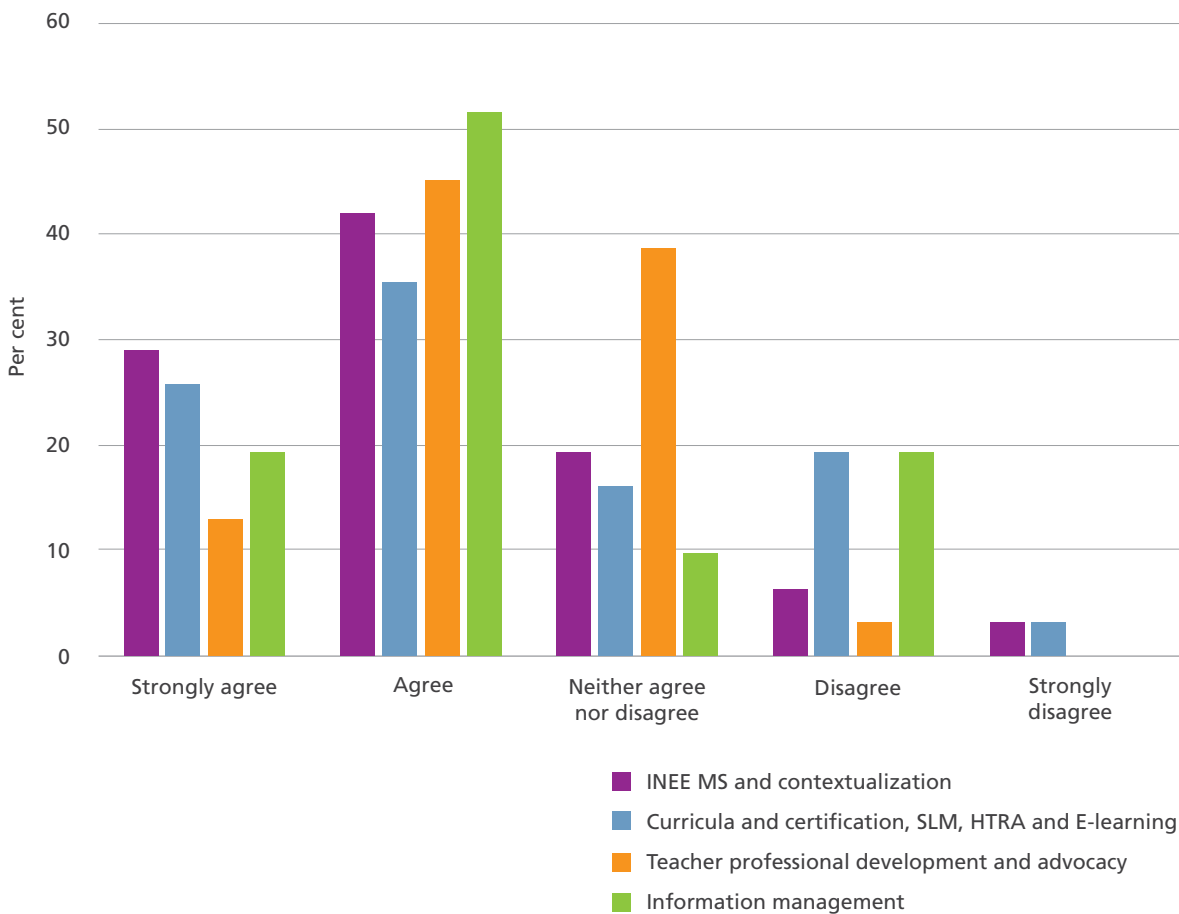
Meeting objectives met



Participants encouraged to participate



Usefulness of groups' work



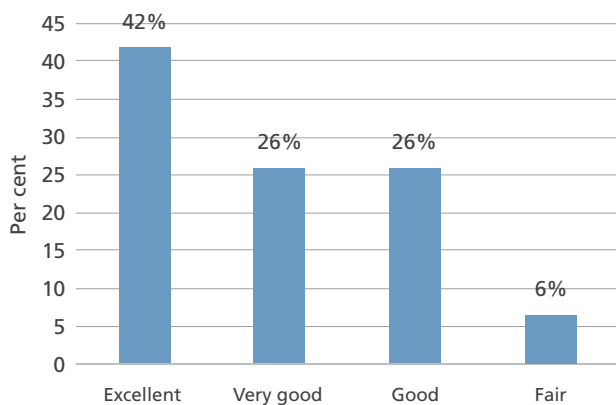
Venue and logistics

Participants were asked to rate the venue and the logistics of the three-day meeting on a scale from 5 'Excellent' to 1 'Poor'.

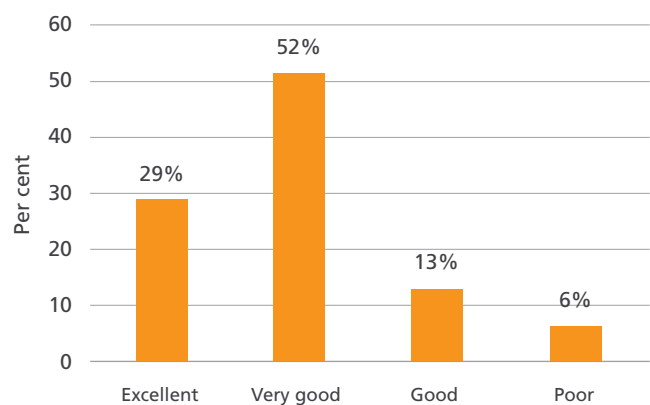
- Meeting space
- Meals/refreshments
- Simultaneous interpretation
- Overall organization

The **Meeting space** received a mean score of 4.03 (42 per cent of participants ranked the venue as 'excellent' while about 52 per cent ranked the venue as 'very good' and 'good'). **Meals and refreshments** received a mean score of 3.97 (52 per cent and 29 per cent of participants consider them as 'very good' and 'good' respectively). **Simultaneous interpretation** received an average score of 3.77 (70 per cent of participants defined it as either 'excellent' or 'very good'). Finally the **Overall organization** had a 4.52 average score (55 per cent and 42 per cent of participants considered it 'excellent' and 'very good' respectively).

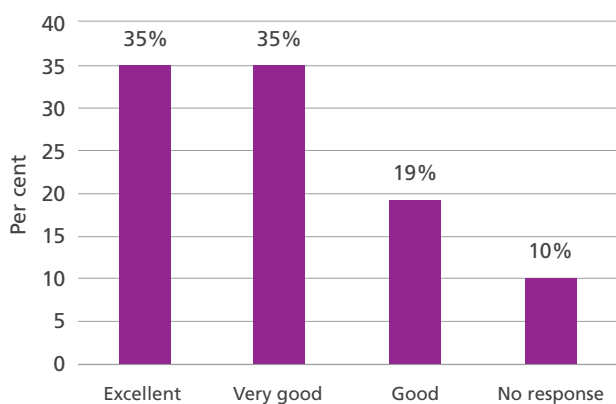
Meeting venue



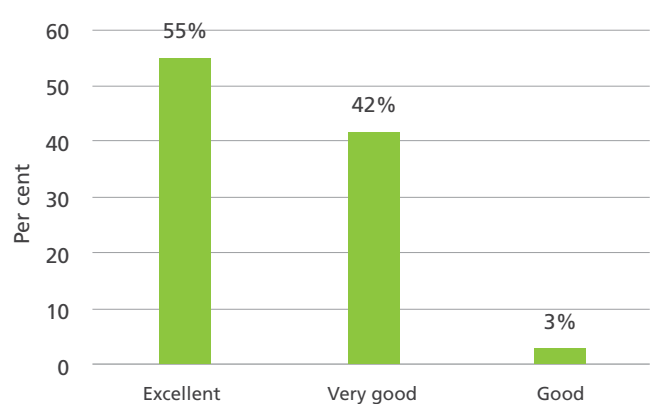
Meals/Refreshments



Simultaneous interpretation



Overall organization



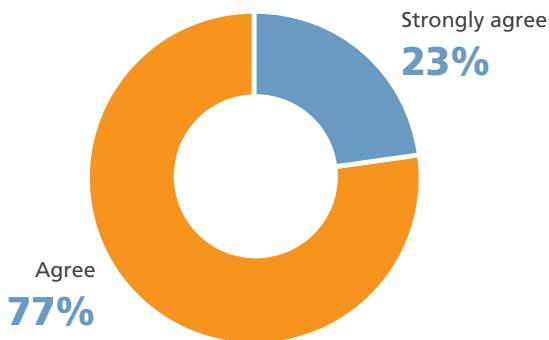
Conference understanding

Did the Meeting help the participants understand the WoS approach, challenges and opportunities of programming in the context of the Syria Crisis?

Participants were asked to what extent they agreed or disagreed with the statement above, using a scale from 5 'strongly agree' to 1 'strongly disagree'.

77 per cent (24 out of 31 participants) agreed while 23 per cent (seven persons) strongly agreed that the WoS Meeting was successful in helping them understand WoS challenges and opportunities for education provision for children affected by the Syria Crisis.

The meeting helped the participants understand the WoS approach



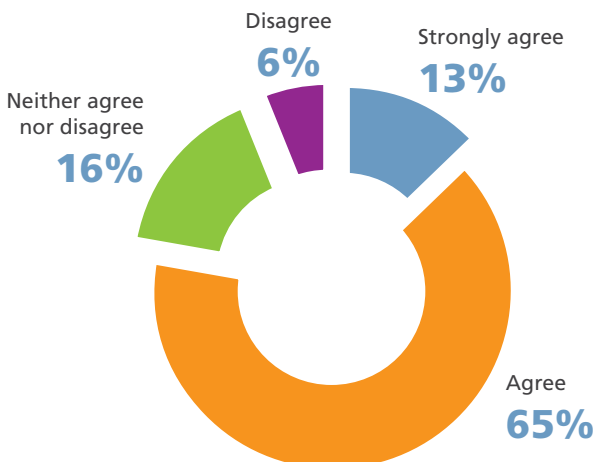
Way forward

Did the Meeting help the participants and the Hubs define the way forward?

Participants were asked to what extent they agreed or disagreed with the statement above, using a scale from 5 'strongly agree' to 1 'strongly disagree'.

78 per cent of respondents indicated that the meeting helped them understand and define the way forward as opposed to 6 per cent who did not agree with the above statement. Sixteen per cent of the participants did not express any opinion.

Way forward



Other comments

Other comments?

Participants were asked to indicate in an open-ended question if they had any other comments to share with the organizers.

About 42 per cent of the submitted comments were left blank while some of the comments were to thank the organizers and the excellent opportunity given to the participants to exchange their experiences and work together in achieving WoS goals. The participants also expressed their willingness to see the outcomes of this meeting and wished to come up with viable solutions for education problems in Syria.

Other comments/recommendations include:

- Allocate more time to create a concrete action plan with a clear timeframe and assigned responsibilities.
- Organize periodic WoS meetings to strengthen coordination and cooperation among different stakeholders.
- Ensure timely follow-up and continuous needs assessment for WoS needs and define the ways forward.
- Consider fund mobilization to ensure quality education for Syrian children of all ages and grades, and in all the countries affected by the Syrian crisis.
- In terms of overall organization and preparations, it would be a good idea to electronically share the meeting materials and documents with the participants prior to the meeting in order to ensure active involvement and quick responses. It would also be recommended to shorten the three-day meeting to be only two days.
- Inviting the Global Cluster would be particularly useful given its valuable technical experience.

ANNEX IV: TERMS OF REFERENCE FOR THE WHOLE OF SYRIA EDUCATION FOCAL POINTS

Background

The overall goal of the Whole of Syria (WoS) Education co-Focal Points is to ensure coherence and consistency of humanitarian action in Syria across the three Hubs.

For Education, the necessity for this role is clearly highlighted by the ‘No Lost Generation Initiative’, which underlines that strategic investments in the education of children affected by the crisis in Syria can provide children with the skills and sense of civic responsibility to help rebuild their society. The need for a well evidenced, articulated, coherent and costed strategy across the three Hubs to rebuild education in Syria is paramount and the WoS approach gives an opportunity to help make this a reality.

Full responsibilities for coordination and implementation (including those prescribed by IASC guidelines for clusters) are vested in the sectors/cluster at the Hub level in Damascus, Gaziantep and Amman. The role of WoS Education Focal Point is to provide support to the Hubs by facilitating WoS analysis, planning, reporting, and ensuring coherence and the harmonization of standards across the three Hubs.

UNICEF and Save the Children have been selected as the Co-Focal Points through consultation with the three Hubs. Both organizations are co-lead of the Global Education Cluster and bring in the necessary experience and expertise.

Core functional responsibilities

The WoS Education co-Focal Points will work impartially with all members of the education sectors/cluster and represent the group as a whole, as follows:

Representation and Coordination:

- Represent the education sectors/cluster in the monthly Inter-Sector Cluster Coordination Group (ISCCG) of the WoS;
- Synthesize communication and information to the WoS Strategic Steering Group (SSG);
- Facilitate quarterly meetings and monthly ad hoc Skype calls among the three Hubs.

Strategy development and planning

- Provide overall guidance to all Hubs in the development of the 2016 Humanitarian Needs Overview (HNO) and Syria Strategic Response Plan (SRP);
- Facilitate WoS analysis, planning and reporting and ensure coherence, harmonization and contextualization of INEE Minimum Standards across the three Hubs;
- Establish a work plan for the WoS education sector/cluster in 2015.

Knowledge and Information Management

- Supporting WoS Coordination functions;
- Ensuring flow of Information Management on the education situation and needs;
- Facilitating and support capacity development initiatives. Please see Annex A for details.

Advocacy

- Support the Hubs to develop key advocacy messages including the use of innovative approaches;
- Support wider regional advocacy initiatives (No Lost Generation) and SSG efforts to advocate and mobilize resources for education.

Capacity building

- Identify and support capacity development initiatives across the Hubs;
- Where relevant, strengthen sectors/cluster partners' programmatic implementation in the field.

Geographic focus

The WoS Education two Co-Focal Points from UNICEF and Save the Children are based in Amman, Jordan in the UNICEF Middle East and North Africa Regional Office (MENARO) and the Middle East and Eurasia (MEE) Regional Office of Save the Children International (SCI), respectively.

The main geographical focus of the WoS Education Focal Points' work will be on the three Hubs of the Syria response: Damascus/Syria, Gaziantep/Turkey and Amman/Jordan.

The SIMAWG, the ISCCG and the SSG are based in Amman/Jordan.

ANNEX V: WHOLE OF SYRIA EDUCATION FOCAL POINTS FOR KNOWLEDGE AND INFORMATION MANAGEMENT

Under the guidance of the WoS Education Co-Focal Points, the IM Specialist will be responsible for the following:

WoS coordination

- Adapt existing in-country information management approaches for collecting, analysing and reporting education activities and resources, and identifying information gaps;
- Maintain and update contact lists, mailing lists and shared folders;
- Establish and maintain information databases that consolidate, analyse and report/disseminate information critical to decision making;
- Provide technical assistance and advice to Hubs;
- Prepare and disseminate products, reports and maps based on information received from partners.

Information management

- Respond to the Education Sectors/Cluster participants' needs for information;
- Consolidate all information, periodic or ad-hoc, including the 3-4W matrices, received from the three Hubs and generate WoS comprehensive standard products as agreed by the ISCCG and SIMAWG and by the WoS Education co-Focal Points;
- Support development of periodic reports, products and maps as requested by the SIMAWG, ISCCG and SSG;
- Use GIS mapping for map production and geographic data management;
- Manage flows of information and dissemination in an appropriate way, including website management;
- Provide technical inputs for the finalization of HNO, AoO, MSNA Reports, as requested by the WoS Education co-Focal Points;
- Coordinate closely with the IM officers located in the hubs and ensure complementarity, coherence and compatibility of the format and the products that are produced and used;
- Ensure at all times the security of data, and respect the confidentiality agreements with partners;
- Represent education in the inter-sectoral WoS IM meetings (SIMAWG) and activities.

Capacity development

- Work with Hubs to identify information gaps at different levels and propose ways to bridge those gaps;
- Provide technical advice and support to the IM officers located in Hubs, as requested;
- Provide information management leadership in assessments and monitoring, including joint assessments and training;
- Develop and strengthen information management capacity through capacity development trainings on IM, including technical support to education needs assessments as requested.

For more information
visit our Website:
www.wos-education.org



Whole of Syria Education Focal Point
وحدة تنسيق التعليم لكل سوريا