



# Biennial Report 2016/2017

## UNESCO Regional Bureau for Education in the Arab States

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



United Nations  
Educational, Scientific and  
Cultural Organization

Beirut Office



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# BIENNIAL REPORT

## 2016/2017

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

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

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# Foreword

UNESCO has a long-standing partnership with Lebanon and the Arab Region since the establishment in 1961 of the UNESCO Regional Bureau for Education in Beirut, with collaboration in all of the Organization's areas of competence. In 2002, the Bureau also assumed the role of Cluster Office for Lebanon, Syria, Jordan, Iraq and the Palestinian Territories in the Middle East. It seeks to build peace through international cooperation in Education, the Sciences and Culture. UNESCO's programs contribute to the achievement of the Sustainable Development Goals defined in Agenda 2030, adopted by the UN General Assembly in 2015.

UNESCO's work in the region underwent dramatic shifts in the nature and scope since 2011 when the Syria crisis broke out. The protracted crisis has brought about unprecedented humanitarian situations and put enormous pressure on countries, such as Lebanon, Jordan and Iraq, as well as on their respective communities. In this context, UNESCO Beirut work focused primarily responding to the crisis through mobilizing technical and financial resources of the Organization and through interventions in Education, Social and Human Sciences, Communications and Information and Culture to help build resilience among learners and communities.

As Regional Bureau for Education, UNESCO Beirut is the lead coordinator for SDG 4 in the Arab Region. We strive to provide tangible support for each Member State in the region, taking into account national needs and priorities, thereby employing nationally relevant approaches. More specifically, our work aims to address both the humanitarian and development aspects brought about by the protracted crisis in Syria through bridging the learning gaps for the youth, both for Syrian refugees and vulnerable youth in host communities. Our response also targets teachers, mentors and facilitators as well as Ministries' technical officials. The crisis in Syria has created a need for specific support in education in emergencies and quality education to which we actively engage from both, upstream analytical and capacity building and downstream operational levels.

UNESCO Beirut has also strengthened its leadership to respond to the deliberate destruction of cultural heritage, illicit trafficking, and attacks against individuals on religious or cultural grounds. We raise the alarm to protect heritage in danger, assessing damages to World Heritage sites in conflict. We also

raise awareness among the public about the values of cultural heritage and the need to protect it for future generations. In today's diverse societies, the Organization's fundamental humanist mission guides us to support people, especially the youth, in understanding each other and working together to build lasting peace and enables people to create and use knowledge for just and inclusive societies. We continue to advocate free, independent and pluralistic media in print, broadcast and online to enhance freedom of expression as a contributor to peace, sustainability, poverty eradication and human rights.

It is through the joining of forces with our partners, whether from the UN or the international community, that UNESCO Beirut is able to leverage resources, expertise and competencies to promote the Organization's ideals and values, to achieve common development goals, and to strengthen visibility and impact of its action.

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

I hope you will enjoy reading this biennial report, which summarizes the work and achievements accomplished between 2016 and 2017 by our office.

Happy Reading!

**Hamed Alhammami**

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



# UNESCO's mandate

Created in London on 16 November 1945, UNESCO is the United Nations Organization for education, the sciences and culture. Its Constitution, drafted in the aftermath of World War II, opens with the following words, a road map for the Organization: 'Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed'.

More than 70 years after UNESCO's foundation, this vision of peace remains deeply relevant. It is moreover an essential condition for achieving sustainable development. The world needs to invest in education, the sciences and culture to breed tomorrow's talents, to foster tolerance and the shared value of our common humanity. In an unstable world marked by countless fractures, sustainable peace cannot merely rely on political and economic arrangements between governments. Sustainable peace must be built on the foundation of humanity's intellectual and moral solidarity.

UNESCO fosters dialogue and mutual understanding between peoples through education, the sharing of different cultures, and the free circulation of ideas and knowledge.

UNESCO gathers 195 Member States and 11 Associate Members.

Its Headquarters are located in Paris.





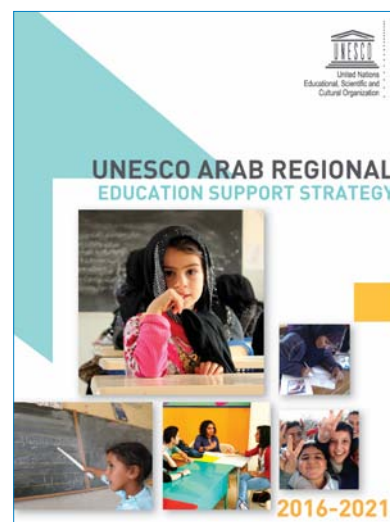
# CHAPTER 1

## Education Transforms Lives



# Education Transforms Lives

*As a Regional Bureau for Education, UNESCO Beirut (UBO) provides support to the Arab Region<sup>1</sup> to improve the quality and relevance of education and learning and promote a holistic approach to education encompassing all levels, pathways and modes of delivery. Throughout the 2016/7 period, UBO kept its focus on meeting the aims of the Education 2030 Agenda, encapsulated in Sustainable Development Goal 4 (SDG4)<sup>2</sup> – equity, inclusion, quality and lifelong learning – by working to improve education systems and convening countries to discuss issues of common concerns and agree on joint cooperation. In all its work, education is promoted as transformative.*



*The overarching strategy that guides UBO's work in education is the UNESCO Arab Regional Education Support Strategy for 2016/21 (UNARESS), which was developed in 2016 to help guide UBO's actions in the following four strategic directions:*

- ▶ *Coordinating and monitoring SDG4 – Education 2030 Agenda*
- ▶ *Enhancing Education Systems to promote quality and inclusive lifelong learning for all*
- ▶ *Empowering learners to be competent, creative and responsible global citizens*
- ▶ *Building Resilience among learners and communities through education to prevent and mitigate the impact of crises.*

*To strengthen support to Member States in meeting their educational needs in times of crisis, UBO, together with the UNESCO offices in the Arab Region, launched in November 2017 the UNESCO Strategic Framework for Education in Emergencies (2018/21). This strategy is closely linked to and fully supports the UNARESS.*

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

<sup>2</sup> SDG4 : Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

## Strategic Direction 1:

### Coordinating and Monitoring SDG4 – Education 2030 Agenda

#### *Translating global collective commitments into regional and national actions*

UNESCO led consultations on and shaped the SDG4 – Education 2030 Agenda (henceforth referred to as SDG4) during the consultation process for the new development goals, commonly referred to as the 2030 Agenda for Sustainable Development. The international community entrusted the Organization to coordinate the monitoring and implementation of SDG4.






#### **SDG4 : Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**

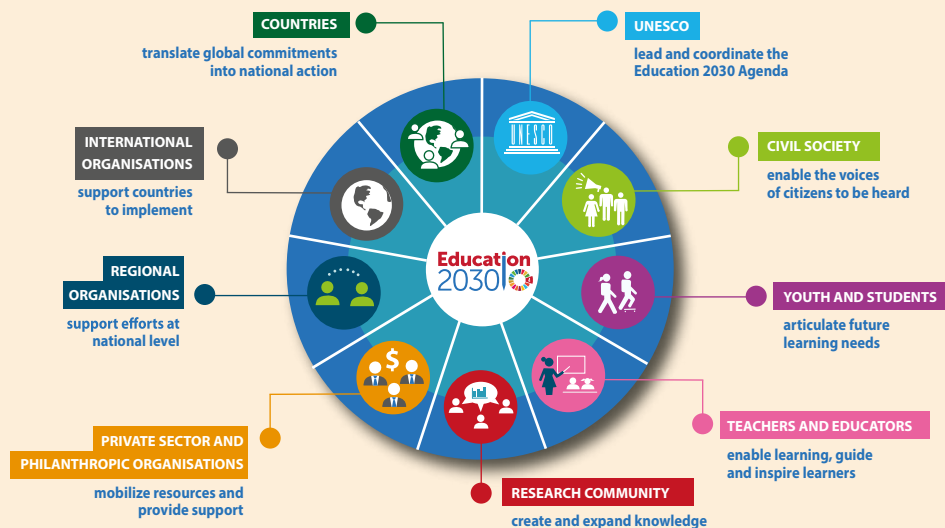
##### **Outcome Targets (7):**

-  4.1 Quality primary/secondary education for all
-  4.2 Early childhood & pre-primary education
-  4.3 Equal access to Technical Vocational Education Training (TVET) and higher education
-  4.4 Relevant skills for work
-  4.5 Gender equality & equal access for all
-  4.6 Youth and adult literacy
-  4.7 Global citizenship education for sustainability

##### **Means of Implementation (3)**

-  4.a. Safe & inclusive learning environments
-  4.b. Scholarships for higher education
-  4.c. Teachers' training and working conditions

## The world is working together for Education 2030



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### Examples of targeted interventions under this strategic direction include:

- ▶ Coordinating and sustaining multi-stakeholder partnership engagement through the regional partners platform;
- ▶ Enhancing the national education coordination mechanism and support national teams in their efforts to align strategies with SDG4;
- ▶ Developing and disseminating key materials to generate policy dialogue on key issues related to SDG4 targets and monitoring indicators (such as policy briefs and country profiles);
- ▶ Mainstreaming SDG4 Agenda into UNESCO's crisis response strategy and corresponding actions;
- ▶ Providing technical support to Arab countries in establishing their national monitoring and evaluation systems towards assessing and improving SDG4 indicators;
- ▶ Training on SDG4 policy making and strategic planning, including financing of education systems; Knowledge Management and Research.

Following the adoption of the **Education 2030 Framework for Action (FFA)**<sup>3</sup> in November 2015, Arab Member States set out to translating their commitments into action as relevant to national education development context. In order to provide a coherent, coordinated support, UBO

established the **Arab Regional Support Group** in 2016, comprising 21 organizations (UN/multilateral, regional organizations, civil society organizations and Member States representatives at SDG4-Education 2030 Global Steering Committee). UBO leads this group to mobilize commitment for the new education agenda through the implementation of **Arab Regional SDG4 Roadmaps**<sup>4</sup>, which guide the implementation of national and partners' commitments in a coordinated, coherent and transparent manner. Concretely, the Regional Support Group aims at defining and coordinating collective strategies and joint actions for advocacy, technical assistance as well as capacity development and to exchange best practices, tools and information.

<sup>3</sup> The FFA is available here: [http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en\\_2.pdf](http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf)

<sup>4</sup> The Arab Regional Roadmaps are adopted every two years during the Arab Regional Meetings on Education 2030.

# HIGHLIGHTS

## Dubai Roadmap for SDG4-Education 2030

The Regional Support Group, co-led by UBO and UNESCO Category II Regional Center for Educational Planning (RCEP), organized the Second Regional Meeting (ARMED II) in Dubai, in March 2017 to take stock of progress made since ARMED I (Cairo, December 2015). This led to the adoption of the "The Dubai Roadmap for SDG4-Education 2030 (2017-2018)" to serve as the guiding plan of action for Arab Member States to continue to mainstream/ integrate their commitments to national education processes and for partners to support such efforts.

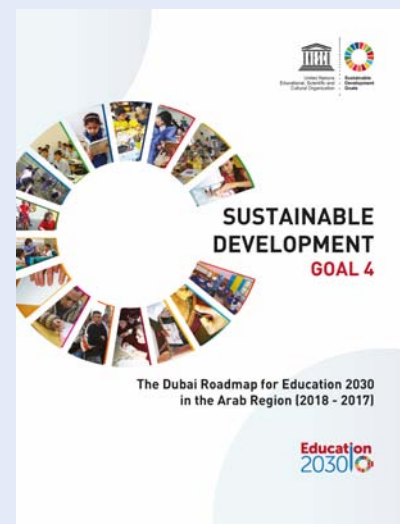
Closely aligned to the Roadmap of SDG4-Education 2030 Global Steering Committee, the Dubai Roadmap consists of five pillars, namely Advocacy and Communication; Monitoring and Reporting; Policies and Strategies; Financing; and Country Support. The Roadmap was regularly reviewed at both national and regional levels through three meetings of the Regional Support Group that were held during the 2016-2017 period.

The following **key achievements** were made:

1. Strong commitment and sustained engagement of Arab Member States: Arab Member States have led and remained substantially engaged in policy and technical dialogue.

2. Partners' commitment to collective efforts: A group of some 20 organizations has been working together since early 2014 and has remained as a solid technical group to date.
3. Positioning of SDG4 in the context of crisis situations: The region is confronted with multiple crises that heavily affect the state of education and has been implementing humanitarian response plans for more than a decade. While acute educational needs must be met for millions of out of school children, much-suffering teachers and dysfunctional/non-functional education system, countries in crisis and those affected by it equally recognize the need to combine both humanitarian and development interventions. Therefore, SDG4 provides an excellent opportunity to position itself as the long-term goal towards which countries plan to rebuild national education system.

4. Looking ahead in 2018 and beyond, following **key challenges** need to be addressed:
  1. In-depth national work – capacity development: More in-depth country support (capacity development) must

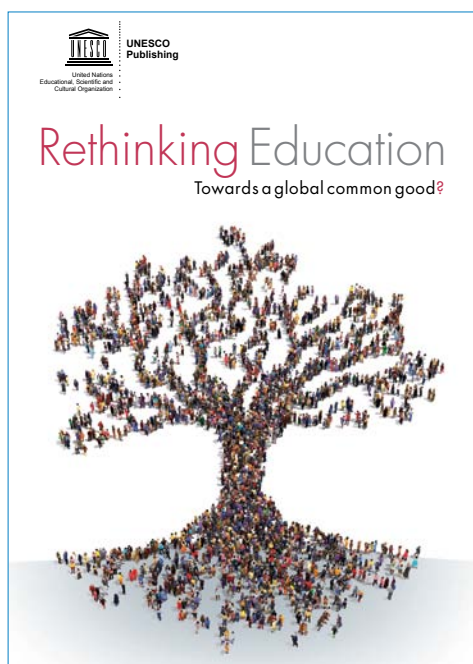


2. be provided to ensure integration of SDG4 into national education plans in a timely, technically sound manner
2. SDG and SDG4 – vertically and horizontally at national and regional level: As far as we can see from our region, SDG4 has the best implementation mechanism through its own Framework and regional/ national coordination and support mechanisms. It is nevertheless critical to ensure linking up with the Agenda-wide efforts both at national and regional level, so that education remains central to the Agenda as a whole. In this sense, we need to make sure that MOE focal points actively participate in national SDG work.

## Strategic Direction 2:

### Enhancing Education Systems to Promote Quality and Inclusive Lifelong Learning for All

The Education 2030 Framework for Action highlights the importance of systemic and sustainable efforts in all educational fields and levels so that learners benefit from quality education in both formal and non-formal settings, while being equipped with competencies as a basis for accessing equitably learning opportunities throughout life. Concretely, this means that governments should strengthen their **education systems to be inclusive and accountable to ensure quality education and conditions for effective education outcomes**. The education systems should target quality assurance, education management information systems, transparent and effective financing procedures and mechanisms, institutional management arrangements and ensure that comprehensive data is accessible in a timely manner.



Despite the many challenges, commendable progress has been made in the field of education. The Arab Region has done best in education when compared with other sectors. Progress in enrollment for instance has been most notable, rising to over 90% from an average of slightly over 60% in the 1970's (Ref: UNESCO, *Education for All: Regional Synthesis Report of the 2015 National Reviews in the Arab States Region*, <http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Doha/pdf/UNESCOEFARReviewArabStatesENG.pdf>)

However, Education for All remains an unfinished business in the Arab Region. Despite improvement, significant gaps still exist in access to education, with over 13 million children and youth remaining out of school in the region (Ref: UNICEF, 2015, *Education Under Fire*). While youth literacy rates are estimated to be 90% in the region, 23% of adults remain illiterate (Ref: UNESCO Institute for Statistics, <http://www.uis.unesco.org/Education/Documents/fs26-2013-literacy-en.pdf>)





**Examples of targeted interventions under this strategic direction include:**

- ▶ Support education sector diagnosis and assist in strategy development;
- ▶ Support Monitoring & Evaluation establishment and processes;
- ▶ Undertake cost and financing;
- ▶ Promote conceptual awareness and programmatic approaches to lifelong learning in formal and non-formal education;
- ▶ Introduce innovative modalities to implement lifelong learning;
- ▶ Scale up inclusive and gender-responsive quality literacy and NFE programmes through alternative and diverse modes of learning throughout life;
- ▶ Transform TVET through regional and national TVET strategy/policy development and support to implementation;
- ▶ Enhance synergies of skills for life and work;
- ▶ Enhance higher education provision through use of HE Regional Policy Framework;
- ▶ Improve quality of teaching and teachers through use of Teacher Regional Policy Framework;
- ▶ Promote, monitor and assess the processes and outcomes of competency-based learning;
- ▶ Strengthen regional networks and partnerships to allow for the exchange of developing trends, knowledge and experiences.

As part of the Organization's overall efforts to define strategic directions and priorities that meet the needs of quality and equitable education in the 21<sup>st</sup> Century, **Rethinking Education**<sup>5</sup> was launched in 2015 with a view to identifying preconditions of reaching

the ideal of education as a public good and fundamental human right. In this regard, UBO widely consulted with educational experts and stakeholders on topics of relevance to the Arab Region such as the role of teaching and learning for the 21<sup>st</sup> Century, curriculum and learning content, global citizenship education and trends in privatization in Education etc. Policy guidance papers in these areas have been developed as a result of these consultations and are expected to inform policy making/shaping in Arab Region to help contribute to the achievement of SDG4.

For the first time, **Higher Education (HED)** has been included among the SDG4 targets in the context of implementing SDG goals, based on enhancing access to quality learning opportunities for both boys and girls including in upper education stages.

As the United Nations agency with an outstanding mandate in HED, UNESCO is active in the field of recognition of studies, diplomas and degrees in higher education as a vehicle for promoting academic mobility, and strengthening international university intellectual cooperation. UNESCO's activities in this area are predominantly linked to its standard-setting function. UBO revitalized and updated the regional networks that had been working on the **Regional Convention on the Recognition of Studies, Diplomas, Degrees in Higher Education in the Arab Region**, which has been unrevised since 1978. Meetings of experts have taken place to set the review in motion. This work will carry on in the 2017/8 period. Following

<sup>5</sup> Rethinking available here: <http://unesdoc.unesco.org/images/0023/002325/232555e.pdf>

up on the experts' consultation meeting held on 30 March 2017 in Sharm-el-Sheikh, UBO organized the first working group meeting to review the **Arab Convention**, followed by the meeting in Cairo in October 2017, which gathered nominated experts from 13 Arab countries in addition to representatives from the Arab League, ISESCO, UNHCR, and other international organizations. The experts made progress on the revision process and agreed to continue their work in 2018. This revision will also address learning challenges of young people in crisis situations.

It is critical that the Arab Convention becomes current and flexible and based on comparable quality aspects in the Higher Education Systems of Arab Region while constituting a lever to attract and maintain quality faculty and students in the countries against dangerous brain-drain effects.

In the context of enhancing synergies within and cohesion of education systems with regard to meeting SDG4 targets, **curriculum** plays a pivotal role. Based on forward-thinking concepts of learning, curriculum is meant to equipping learners with the knowledge, skills and attitudes they need in order to face the challenges of today's and tomorrow's world. Curriculum spells out the values learning should be based on and reflective of, while emphasizing learning progression, as well as the means of assessing/measuring it. UBO has been instrumental in carrying out extensive textbook reviews and organizing capacity development workshops to help equip

education specialists to elaborate quality textbook. These reviews are necessary to ensure that textbooks are current and in line with forward-thinking learning concepts. They also help to assess if textbooks and other learning resources have been adapted to the learners' age, experience and learning needs through meaningful learning and assessment activities. UBO's technical assistance has been essential in the implementation in 2016 of the Qatar Curriculum Framework that UBO helped develop in the previous biennium, the development and review of the Syria National Curriculum Framework and the planning of the comprehensive review and revision processes in Egypt.

SDG4 identifies **foundational skills** (literacy and numeracy) and **skills development** for decent work and livelihood as critical contributions to peace and stability. UBO was involved in several important activities related to skills development for the youth population in the context of **Technical Vocational Education Training (TVET)** by means of strengthening **Youth networks, such as the Networks of Mediterranean Youth (NETMED Project)**<sup>6</sup> and enhancing the relevance of skills development for life and work from a sustainable development perspective. Such activities aimed to change the predominantly negative image of TVET in the Arab Region by emphasizing its potential for individual and societal development.

**Literacy** is essential for the achievement of human rights and is the foundation for lifelong learning as well as an important



prerequisite of participatory citizenship and sustainable development. Based on its extensive experience and special mandate in the field of literacy, non-formal and lifelong learning, UBO supports countries through advocacy for a stronger commitment to literacy, as well as through capacity development devoted to the reinforcement of literacy programmes at regional, sub-regional, national and community levels.

UBO is an implementing partner of the UNICEF-led **Regional Initiative on Life skills and Citizenship Education (LSCE)** officially launched in October 2017. The LSCE initiative aim at focusing on identifying and promoting 21<sup>st</sup> Century skills relevant to Arab countries that are associated with the four pillars of education defined in the 1996 UNESCO Delors Report: Learning to Learn; Learning to Do; Learning to Be; and Learning to Live Together. UBO contributed to the Initiative's Technical Group and is currently working with UNICEF and other partners in spelling out LSCE implications for curriculum and learning.

<sup>6</sup> Click here to obtain more information on this intersectoral project: <http://www.netmedyouth.org>

## HIGHLIGHTS

### Enhancing Education Systems in the Region



UBO assisted other UN agencies in their education-related and **curriculum development** work. Following the development by **UNRWA** of a “Curriculum Framework” (CF), UBO provided technical and capacity development support to UNRWA key curriculum staff to ensure that the CF is used effectively with a view to (1) enhancing teaching and learning in UNRWA schools and (2) aligning UNRWA teaching and learning with key UN values and principles as a continuing priority. In November 2017, a first forum with UNRWA Curriculum specialists contributed to refreshing their understanding of the CF and additional materials, as well as of their expected contributions to enhancing the quality of teaching and learning in UNRWA schools. As part of its ongoing

assistance to Syria, UBO provided meaningful follow up capacity development activities for the Syrian National Centre for Curriculum Development (NCCD) staff, especially with regard to reviewing and finalizing the Syria CF, and preparing the successful gradual implementation of new textbooks starting with the school year 2017/8. A series of workshops and training were organized in 2016/7 targeting more than 60 Syrian curriculum and textbooks specialists with a view to upgrading their skills in designing and implementing quality textbooks for primary and secondary education. The new textbooks should mainly reflect the NCCD learner-centered approach by promoting interactive teaching and learning, based on relevant content and classroom interaction.

UBO supports Arab countries in their efforts to enhance **Higher Education** quality through effective mechanisms of internal and external **Quality Assurance (QA)**. At the same time, it has organized Regional consultations and capacity development activities with regard to financing Higher Education Institutions (HEI) and systems that focused on the challenge of shifting higher education costs from the government to private sources, including financial markets, businesses, philanthropy and households. HED specialists identified important gaps in financing HED systems and HEI of Arab States while exploring promising avenues of enhancing financing policies and mechanisms of their effective implementation and evaluation.

With a view to supporting Member States to strengthening their capacities in **cost and financing of education**, UBO organized a series of sub-regional and national trainings and workshops on cost and financing simulation models. In May 2016, a training course targeted 15 senior technical officials in charge of planning, finance and monitoring, from Lebanon, Jordan, Syria, Iraq and Palestine. Similarly, in July 2017, and in collaboration with Syria’s Ministry of Education, training of trainers workshops on “SDG4 Targets and Thematic Indicators”

and “Education statistics and indicators” were organized in Damascus. A total of 48 participants, drawn from various departments of the Ministries of Education, Higher Education and Culture and Social Affairs, including education planners and statisticians from the central government and 10 governorates, were trained to enhance their capacities to integrate SDG4 targets into national education plans, measure the progress against thematic indicators and report on education data for planning and management.

Conceptualized in the context of supporting Arab Member States to integrate SDG4 into national education sector development, the trainings and workshops were based on UNESCO’s **International Institute for Education Planning (IIEP)** internationally recognized pedagogical approaches. Through adapting these approaches to the context of the region, the training involved collective reflections, hands on exercises on education sector planning within the SDG4 framework, projections, and simulation of education cost and financing within a macro economic framework.

Following its participation in the 8th International Policy Dialogue Forum – International Task Force on Teachers (Mexico City, March 2016), UBO contributed to the dissemination of the Mexico Declaration on Teachers 2030 in the Arab Region. To this purpose, a Teacher Education Research Group (TERG) was established in 2016 in view of organizing a first SDG4 Conference on **Teacher Professional Development (TPD)**, 14–15 December 2017, in Beirut, [www.arabtpd.org](http://www.arabtpd.org)). The Conference contributed to formulating concrete recommendations with regard to enhancing TPD as a means of achieving SDG4 targets in the Arab countries. Among such recommendations are the need of improving initial teacher education in the Arab States in compliance with new roles of teachers and forward-thinking concepts of learning as a basis of further professional development; and the need to strengthen innovative in-service professional development, especially school-based TPD and technology-enhanced TPD.





### Strategic Direction 3:

## Empowering Learners to be Competent, Creative and Responsible Citizens

The world today has become increasingly globalized. More globalization and interdependencies among people and nations does not necessarily lead to more openness and intercultural understanding. Education contributes to peaceful and sustainable societies. New technologies, the fast growth and evolving nature of information, demographic shifts, social transformations, climate change and the need to constantly upgrade skills to meet labour market demands, calls for learning needs to take place throughout life and empower learners to learn to know, learn to be, learn to do and learn to live together (the four pillars of education). Education systems must therefore enable learners to meet these goals. In the Arab Region specifically, education reform must address the growing need for citizenship education for children from early childhood and must incorporate skills that promote diversity, critical thinking and creativity. UBO addresses four thematic areas to strengthen the institutional capacities of Member States towards empowering learners to be competent, creative and responsible citizens through education. These are inclusive education, global citizenship education (GCE), peace-building and inter-cultural dialogue and education for sustainable development (ESD).



# 4.7



## Education for sustainable development and global citizenship

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development





**Examples of targeted interventions under this strategic direction include:**

**Inclusive Education**

- ▶ To advocate for policies and develop programmes at all levels that promote inclusive education from early childhood onwards;
- ▶ To develop resource requirements and professional training of teachers on inclusive education at school level;
- ▶ To undertake research on inclusive policies and quality learning enhancement especially for groups that are currently marginalized and excluded from a quality education system;
- ▶ To develop and implement a skills forecasting model that helps in the planning and mapping of needed skills.

**Global Citizenship Education**

- ▶ To promote policy dialogue amongst education policy developers and decision makers to increase integration of GCE into policies and practices;
- ▶ To support the promotion of transformative and active learning pedagogies that encourage core skills development, such as problem-solving and critical thinking;
- ▶ To build the capacity of teachers and educators in recognizing their central role in promoting GCE for both formal and non-formal education;
- ▶ To support the existing networks and facilitate new partnerships which would advance the GCE agenda in the Arab Region and scale-up and disseminate



GCE concepts and good practices through the production of resources and electronic platforms (Hawer Programme);

- ▶ To promote conceptual and programmatic approaches in favor of a strong commitment by Member States and civil societies to nurture “peace” and prevent “violent extremism through education”.

**Education for Sustainable Development**

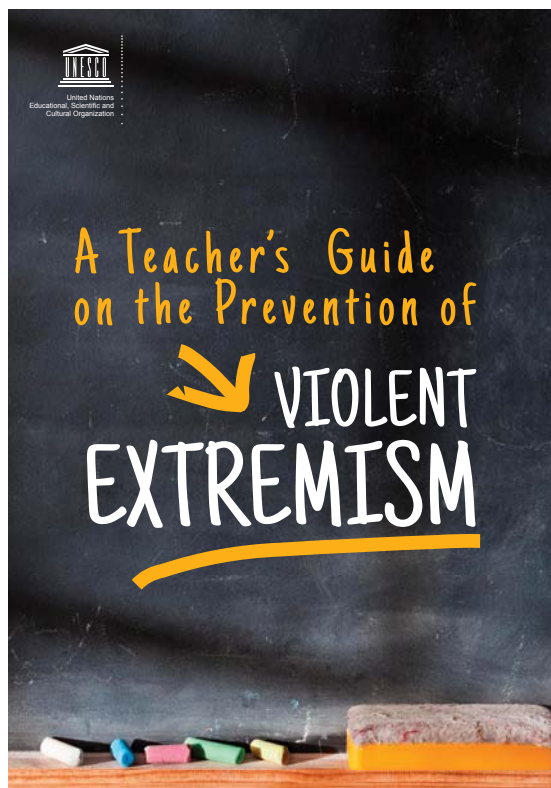
- ▶ Empower youth leaders and youth-led ESD networks to inspire and mobilize others and to take action towards building more sustainable, just and resilient communities;
- ▶ Integrate sustainability principles into education and training settings; Provide youth with education for sustainable development and global

citizenship, and for meeting the demand for an integrated approach to skill types and diverse fields of study;

- ▶ Increase capacities of educators and trainers to more effectively deliver ESD.

**Peace Building and Intercultural Dialogue**

- ▶ To spread the concept of culture of peace and dialogue, its mechanisms and its methodologies in education, in order to help young learners address contemporary, regional and global challenges in constructive ways;
- ▶ To harness new advocacy venues aiming to mobilize education partner engagement, stimulate dialogue and integrate key messages of the International Decade for a Culture of peace into education.



UBO promotes **Global Citizenship Education (GCE)** policy dialogue, mainstreaming of GCE into education systems and promoting sharing of resources and innovative practices to advance the GCE agenda. It has contributed to the development of different programmatic GCE documents, as well as to the development of a GCE Framework for the Arab Region. Through the constitution of the Arab GCE Network, UBO works actively on promoting GCE through national policies, curriculum developments, and teacher professional development through mobilizing dedicated networks of education specialists and stakeholders. The Arab Network will

serve as catalyst for integrating GCE in national education systems based on sound policy and delivery mechanisms. It includes Intercultural and Inter-faith dialogue based on the work of dedicated communities of practice across the Arab Region.

Given the increase in radicalism and terrorist attacks the world over, **Preventing Violent Extremism through Education (PVE-E)** has become a priority for UNESCO. Faithful to its belief that “it is in the minds of men that the defences of peace must be constructed”, UNESCO developed a series of materials dedicated to promoting PVE-E through appropriate learning content and environments, as well as meaningful teaching and learning strategies. One such capacity development tool is UNESCO’s Teacher Guide on the Prevention of Violent Extremism (2015) that UBO helped translate into Arabic. The document has been used to clarify the PVE-E concept in the context of integrating prevention of violent extremism in initial teacher training in Lebanon. UBO also supports the Government of Lebanon in the elaboration of its national strategy on PVE-E and an active member of the Regional Task Force on the PVE.

**Education for Sustainable Development (ESD)** is a key element of quality education and a crucial enabler for sustainable development. The Global Action Programme (GAP) on ESD is the follow-up programme to the Decade of ESD (2005/14) that seeks to generate and scale-up ESD and to accelerate progress towards sustainable development. UBO is actively engaged in

implementing UNESCO’s Global Action Plan (GAP) in the Region through the sensitization, mobilization and engagement of the youth population, recognized as key to the success of GAP. The GAP aims to contribute substantially to SDG4 through the reorientation of education and learning so that everyone has the opportunity to acquire the knowledge, skills, values and attitudes that empower them to contribute to a sustainable future and through the strengthening of education and learning in all agendas, programmes and activities that promote sustainable development.

UNESCO believes in the key role of universities in bringing about change and progress in societies and that the promotion of a culture of understanding, dialogue, and **conflict resolution skills** is crucial to ensuring a positive transformation in crises and induces peace and stability. UBO and some of its partners engaged in training ten teams of students from six Lebanese universities in skills and competencies to help them solve conflicts in non-violent ways. The model of such trainings will be used in the future to engage more higher education learners and faculty.

## HIGHLIGHTS

### Launching of the Arab Regional GCE Network

UBO has been actively working on promoting GCE at the regional level with the aim of assisting education authorities in the development and implementation of GCE policies, learning content and practices. With the goal to solidify global action on GCE, UBO and the Asia-Pacific Centre of Education for International Understanding (APCEIU), under the auspices of UNESCO and in cooperation with King Abdullah bin Abdulaziz International Centre for Interreligious and Intercultural Dialogue (KAICIID), launched in October 2017 the **Arab Regional GCE Network**, at a conference held in Luxor, Egypt. The Network will serve as an “Accelerator” for GCE to enhance the impact and accelerate the delivery and mechanisms towards the achievements of target 4.7 under SDG4. It will also serve as a “Bridge” to connect the different institutions and organizations within and beyond the region, and connect with other stakeholders to know about GCE. Finally, it will act as a “Community” of practice to strengthen the institutional and individual learning capacity through monitoring, data collection, and evaluation. The Arab Regional GCE Network includes education partners from the region, with expertise in GCE.

### Awareness Raising of Education Practitioners on GCE and PVE-E

UBO organized in May 2017 a “National Workshop on Mainstreaming Global Citizenship Education and Prevention of Violent Extremism in the National Teacher Preparation Program in Lebanon”. The workshop, which targeted more than 60 professors from different departments and fields of expertise from the Faculty of Education of the Lebanese University, aimed to introduce Education practitioners to educational approaches, needed to ensure that **education systems contribute to promoting GCE**, fostering a positive sense of identity and belonging, and **building young people’s resilience to**

**violent extremism messaging**. The four-day workshop was divided into two parts: a one-day national seminar to a larger group of audience, and three days of in-depth courses for selected faculty. During the workshop, participants were introduced to the rationale and basic concepts of the SDG 4, GCE and PVE-E as well as other practices and current trends. The participants engaged in group activities and reflected on the GCE and PVE-E coverage in the current curriculum, the subjects that could be integrated, as well as teaching methods and resources that can be utilized.



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## HIGHLIGHTS

### Inter-university Contest on Mediation in Lebanon

In partnership with the Professional Center for Mediation of the University of Saint Joseph, UBO launched in May 2017 the First Inter-University Contest on Mediation. Organized in collaboration with the Agence Universitaire de la Francophonie and the Friedrich Ebert Foundation, the contest aimed at promoting the spirit of mediation and peaceful resolution of conflicts in the minds of youth.

Ten teams from six universities in Lebanon, who were trained by 20 mediators from the Center for Mediation of the University, participated in the contest. They acquired **skills and competencies that would help them solve conflicts in non-violent ways, and interiorized a culture of peace, tolerance, and mutual understanding.**



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### Introducing Education Practitioners to ESD

In the framework of the **Global Action Programme for Education for Sustainable Development (GAP-ESD)**, UBO organized a regional meeting in Cairo in May 2016 to introduce education experts and officials in the Arab States on the ESD Global Action Programme. The meeting aimed to ensuring renewed commitment to ESD; introducing strategies and approaches for integrating ESD in teaching and learning; incorporating ESD strategies and approaches in in-service and pre-service teacher education programmes;

developing follow up mechanisms to monitor the implementation of the strategies and approaches in participating countries; and identifying and developing strategies to address challenges to the **integration of ESD in education**. Education professionals from all Arab States, including Jordan, Saudi Arabia, Sudan, Syria, Iraq, the Sultanate of Oman, Palestine, Qatar, Lebanon, Egypt, Morocco, and Mauritania, participated in the meeting, in addition to a group of Egyptian and international experts in ESD



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## HIGHLIGHTS

### The Skills Forecasting Initiative

In the Framework of the NETMED project, UBO developed in the Arabic language, the **'Animator's Guide on Future Occupations and Skills'**, covering the five sectors covered by the Skills Forecasting project; Engineering and Creative Services, Energy, Oil and Gas, Agriculture, Food and Restaurant, ICT, and Transport and Logistics for Lebanon, which is conceived as a tool to counsel and orient young women and men toward promising sectors, thus bridging

the gap between supply and demand in the labor market. The guide is based on the findings of a series of workshops held with national stakeholders, (in particular staff from the National Employment Office, representatives from the private sector, and NGOs active in youth training and employment). The workshops examined labor market trends and the forces driving them, identified key competencies and skills needed in different sectors,

and discussed anticipated dynamics and their impact on recruitment in the sectors. With the purpose of ensuring the continuity and sustainability of the Skills Forecasting Model over the long-term, National Employment Office staff and NGOs active with the youth, were trained on anticipating future skills needs and the use of this guide. They will be in charge of introducing young people directly to the labor market trends through youth orientation seminars.





## Strategic Direction 4:

### Building Resilience among Learners and Communities through Education to Prevent and Mitigate the Impact of Crises

In a region that is marred by **protracted crises** that continue to put pressure on host countries, communities as well as donors and affecting over 47 million people<sup>7</sup>, ensuring that each individual has an equal opportunity for educational progress is particularly challenging. Apart from this ongoing humanitarian crisis, the international community is slowly beginning to comprehend that the situation is also a serious developmental one. Children and youth are out of school (over 13 million<sup>8</sup>) which means that their futures are at risk. Schools have turned into shelters forcing teachers out of work and to move to other places. Moreover, delivering quality education becomes a tremendous challenge because local institutions have become ill equipped to cope with situations of this magnitude.



<sup>7</sup> OCHA, May 2017. Key Figures, Middle East and North Africa. <http://www.unocha.org/romena>. This includes the needs from Syria, Yemen, Iraq, Libya and Palestine. The figure has been calculated based on a triangulation of data from these countries, based on the OCHA 2017 needs for each one.

<sup>8</sup> UNESCO. 2015. Education Under Fire.

**Examples of targeted interventions under this strategic direction include:**

- ▶ Support access to secondary education and remedial retention programme such as second chance learning;
- ▶ Support provision of learning materials in the form of “school in a box”, “school in a bag”, equipment and/or supplies;
- ▶ Develop innovative approaches for accessing opportunities and scholarships in higher education and vocational skill development based on market needs;
- ▶ Support capacity development of education institutions to increase access and provide quality learning opportunities;
- ▶ Develop resource requirements and professional training of teachers to ensure quality teaching of learners;
- ▶ Develop resources and conduct training for national actors related to areas in need of progress and bridge programme;
- ▶ Conduct training on skills necessary for life and work for learners;
- ▶ Implement psychosocial-based education programmes to ensure integration and social cohesion for all learners;
- ▶ Develop information systems to inform planning and decision making using improved data management and monitoring framework;
- ▶ Conduct capacity development programme on policy planning and management for education officials from ministries of education to address



- equitable and quality access of education for learners affected by crisis;
- ▶ Conduct capacity development programme for national education institutions, stakeholders, education service providers and host communities to impart knowledge, skills and tools to improve their response to crisis and its impact;
- ▶ Support development of formal and non-formal curricula and programmes that respond to the diverse needs of learners.

UBO has gained considerable experience and reached concrete results in Syria with the implementation of its *Regional Education Response Strategy: Bridging Learning Gaps for Youth (GAP – 2015/7)* to help increase quality access education for youth while at the same time strengthening national education

systems to become resilient in the face of any possible future threats. This response contributes to bridging the gap between humanitarian and development nexus.

Building on the achievements of the GAP, UBO's strategy under this strategic direction comprises a three-thronged approach:

**Access:** to bridge the gaps in learning, provide alternative learning modalities such as catch-up classes in basic and vocational education.

**Quality:** honing of teacher skills to national/ regional contexts and equipping learners with relevant skills for life and work.

**Systems Strengthening:** empowering education systems to become more resilient in the face of adversity, through the development of policy framework and capacities.



UBO successfully implements several long-term projects to serve the needs of both refugee learners and host communities in countries affected by the protracted **Syria crisis**, such as Lebanon and Syria. These projects target youth beyond basic education, which is very often neglected in crisis situation owing to the fact that more attention is usually given to primary and lower secondary learners. However, Secondary and Higher Education are crucial in preparing a new generation of committed and skilled people that may contribute to reconstructing Syria and other communities in the region affected by the Syria crisis.

Such projects have been the results of collective efforts in fund raising and activity planning in collaboration with important donors, such as the Governments of the Kingdom of Saudi Arabia and Kuwait

## Projects benefiting refugees and host communities affected by the Syria crisis

**Enhancing Access to Secondary Education and Quality Results for Youth Affected by the Syria Crisis (EASE):** the project aimed at supporting Syrian refugee learners and vulnerable youth of host communities to access and finalize secondary studies in Lebanese schools. Quality secondary education is particularly critical for youth affected by the Syria crisis as it equips them with the knowledge and skills to protect themselves from any form of abuse and exploitation and to become agents for positive change in society.

**Quality Universal Education Services for Students and Teachers (QUESST):** the project aimed at supporting refugee students and vulnerable youth of host communities to access and complete their higher education studies.

**Reaching the Unreached: Innovative and Diverse Learning Pathways for Syrian Refugee Youth in Lebanon (REACH):** the project aims to reach the unreached amongst Syrian refugee youth in Lebanon through quality innovative and diverse learning pathways in formal secondary and alternative learning programme at secondary level.

Foundation for the Advancement of Sciences, the Ministries of Education in Lebanon and Syria, schools and universities, and community-based partners.

**UBOs' Strategic Framework for Education in Emergencies in the Arab Region (2018/21),** launched in November 2017, aims to respond to the crisis in the region through supporting Member States in meeting their educational needs and the commitments set out in SDG4.

The Strategic Framework, jointly elaborated by UNESCO field offices in Lebanon, Jordan, Iraq, Egypt, and Palestine, aims to increase **access to quality** learning opportunities for children and youth, to empower them with values, knowledge and skills for life and work, to support teachers and enhance the **resilience of education systems**.

الدعم النفسي  
الاجتماعي  
والتعلم في  
ظروف الأزمات

رزمة المعلم  
مدخل إلى  
الدعم النفسي  
الاجتماعي في  
الظروف الصعبة  
الجزء التمهيدي





## HIGHLIGHTS

### Leaving No One Behind - Building Resilient Education Systems in Times of Crisis

Over the last decade, crisis has plagued parts of the Arab Region, threatening development gains and progress due to widespread conflict, violence, and human rights violations. This has created extensive humanitarian needs in the Region as well as massive internal and cross-border displacement. The magnitude of displacements has burdened host countries and communities, straining already limited economic and social resources, and increasing social tensions.

**Syria and Yemen** are two of the countries hit by the world's worst humanitarian crisis. The result of protracted conflict is that more than half of all Syrians have been forced to leave their homes, often multiple times, while in Yemen more than 20 million people are in dire need of assistance.

The detrimental impact crisis has had on education is overwhelming. Despite the fact that education is a human right, millions of conflict-affected children and youth are not going to school, are not learning even though they are in school or are at risk of dropping out due to conflict.

Under the banner of 'leaving no one behind,' the **SDG4-Education 2030** places strong emphasis on countries affected by adverse

situations. It urges governments to put in place robust and responsible policies, strategies, and systems to ensure quality education in challenging contexts, and calls upon the international community to build back better by providing coordinated support and investing where education needs are the most acute.

In this context, taking over from GIZ, the role of Chair, Local Education Group and Coordinating Agency of Global Partnership for Education in October 2016, UBO has been supporting Yemen to build resilient national education system through Capacity Development for Education programme (CapED) with focus on sector-wide policy and planning. In particular, UBO, together with UNESCO Institute of Education Planning (IIEP) and GIZ, has been facilitating engagement of education actors across Yemen in the process of developing a **Transitional Education Plan (TEP)** for the 2019-2021. The TEP development process enables a consultative, participatory and inclusive approach within the country and with partners to build consensus around key issues and challenges and costed priority interventions under the acute humanitarian context.

In Syria, UBO has been working with national and international partners to respond to immediate educational needs,



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such as **provision of diverse learning opportunities** (catch up, second chance summer programme), capacity development of education partners and teachers in **psychosocial support**, and at the same time, to build a stronger education system by strengthening central and governorate level capacity in planning and management of the education sector. Initiatives included are the development of **School Integrated Management Information System (SIMIS)**, elaboration of education statistical digest, education projections and simulation model.

Both Syria and Yemen are committed to turning crisis into an opportunity. UBO is accompanying this process to strengthen the humanitarian and development nexus.

## HIGHLIGHTS

### Learning to Live Together; a New Approach to Manage and Support Education in Emergencies



In the framework of UNESCO efforts to support countries affected by the Syria Crisis, UBO organized a 3-day workshop in November 2016 to introduce teachers to a new programme on “**Learning To Live Together (LTLT)**”. Teachers from UNESCO’s Enhancing Access to Secondary Education (EASE) project and UNESCO’s Associated Schools Network in Lebanon, as well as teachers and trainers from other countries affected by the Syria Crisis (i.e. Egypt, Iraq, Jordan, and Syria) were trained under this initiative.

#### **The workshop constituted an exploratory endeavour that served two main objectives:**

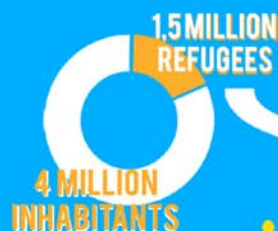
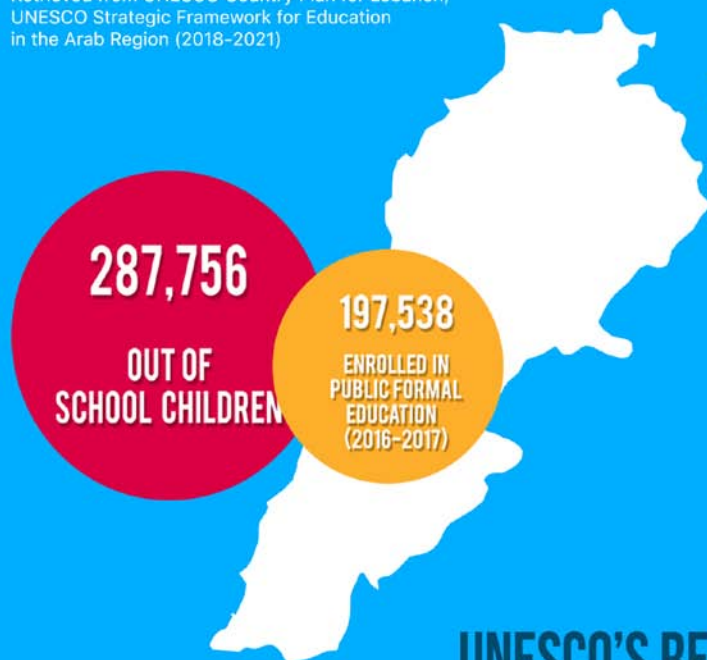
1. To facilitate the hands-on training of a number of teachers from the EASE project schools in Lebanon, so that they can immediately apply their knowledge and skills in promoting LTLT in their respective schools and classrooms.
2. To assess the relevance of the training programme to be implemented in other countries in the region.

During this three-day workshop, the trainees and observers benefited from an illuminating combination of theory and practice that provides them with both the understanding and the skills required to apply the programme in the context of Education in Emergencies, as well as in non-emergency settings.



# FOCUS ON LEBANON

Sources: UNHCR and MEHE figures in 2017  
(Figures are for non-Lebanese)  
Retrieved from UNESCO Country Plan for Lebanon,  
UNESCO Strategic Framework for Education  
in the Arab Region (2018-2021)



205,362 REFUGEE  
YOUTH BETWEEN  
15 AND 24 YEARS OLD



ONLY 3% OF NON-LEBANESE  
SECONDARY SCHOOL AGED YOUTH  
ENROLLED IN PUBLIC SCHOOLS, AND  
ONLY 6% OF YOUTH AGED 18 AND  
ABOVE ENROLLED IN HIGHER EDUCATION

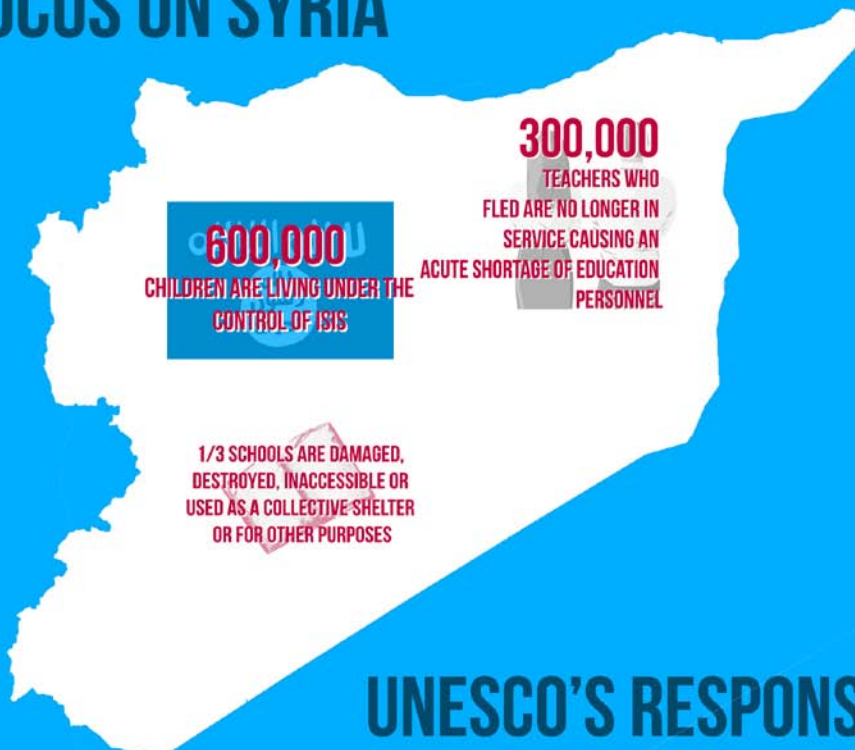
## UNESCO'S RESPONSE



- 400** UNIVERSITY STUDENTS TRAINED ON CONFLICT RESOLUTION AND MEDIATION SKILLS
- 135** TEACHERS AND EDUCATION PERSONNEL TRAINED ON ALTERNATIVE PATHWAYS TO EDUCATIONN EDUCATION PLANNING IN TIMES OF CRISIS, LEARNING TO LIVE TOGETHER AND SUSTAINABLE DEVELOPMENT
- 60** FACULTY MEMBERS FROM THE LEBANESE UNIVERSITY TRAINED ON MAINSTREAMING GCED AND PVCE INTO TEACHER PREPARATION PROGRAM CURRICULA



# FOCUS ON SYRIA



**72%** OF YOUTH BETWEEN THE AGE OF 18 AND 24 HAVE BEEN OUT OF LEARNING INSTITUTIONS FOR A MINIMUM OF 5 YEARS.

**OVER 6 MILLION** YOUTH AND CHILDREN IN NEED OF ASSISTANCE

**1.75 MILLION LEARNERS ARE OUT OF SCHOOL WITH 1.35 MILLION AT RISK OF DROPPING OUT**



## UNESCO'S RESPONSE

**10** SCHOOLS REHABILITATED WITH SOLAR POWER AND GENERATORS AND **12** MOBILE CLASSROOMS CONSTRUCTED

**6,000** UNITS OF SCHOOL DESK/ CHAIR PROVIDED FOR **18,000** LEARNERS

**312** COMPUTERS AND IT UNITS PROVIDED TO PUBLIC UNIVERSITIES



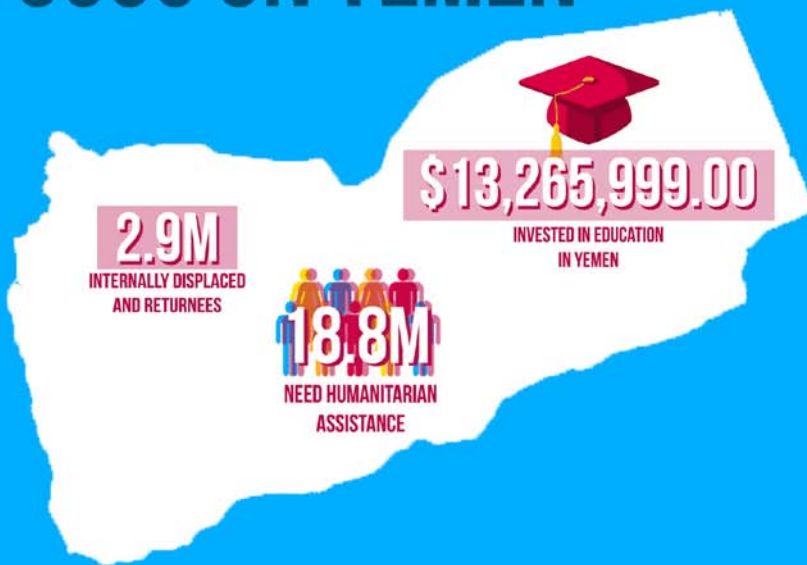
**1,000** GRADE 1 AND **639** GRADE 9 LEARNERS IN ALEPPO BENEFITED FROM CATCH UP PROGRAMME.

**120,000** LEARNERS, IN **13** GOVERNORATES, PROVIDED WITH SUMMER SECOND CHANCE OPPORTUNITY PROGRAMME, IN 2016 AND 2017, RESULTING IN **86%** PASS RATE

Sources: OCHA. September 2017. Key Figures Syria. <http://www.unocha.org/syria>  
 UNESCO Regional Education Response Strategy for the Syria Crisis (2016-2017): Briding Learning Gaps for Youth.  
 UNESCO Country Plan for Syria. UNESCO Strategy Framework for Education in the Arab Region (2018-2021)



# FOCUS ON YEMEN



**1600**  
DESTROYED SCHOOLS



**2M**  
OUT OF SCHOOL  
CHILDREN

## UNESCO'S RESPONSE

SUPPORT TO DRAFT A TRANSITIONAL EDUCATION PLAN FOR GPE FUNDING

**500** SETS OF SCHOOL STATIONARY AND MATERIALS PROVIDED

RAPID ASSESSMENT ON UNESCO'S SUPPORT IN YEMEN CONDUCTED

**20** TONS OF PRINTING PAPER PROVIDED TO SCHOOLS



**6** TEACHER TRAINING WORKSHOPS IN **6** GOVERNORATES DELIVERED

**21** TRAINERS TRAINED ON PSYCHOSOCIAL SUPPORT

**8** DECISION-MAKERS UNDERTOOK FIELD VISIT TO EGYPT TO LEARN  
ABOUT ALTERNATIVE EDUCATION SYSTEMS

**20** TVET INSTRUCTORS AND PERSONNEL TRAINED ON WORK AND LIFE SKILLS

Sources: OCHA and Education Cluster, June and September 2017, Key Figures Yemen. <http://www.unocha.org/yemen>  
UNESCO Country Plan for Yemen, UNESCO Strategic Framework for Education in the Arab Region (2018-2021).





## CHAPTER

# 2

**Protecting our  
Heritage, Safeguarding  
our Culture**



# Protecting our Heritage, Safeguarding our Culture

*In today's interconnected and globalized world, cultural heritage provides a sense of belonging for communities disrupted by bewildering change. Heritage in its diverse manifestations – ranging from historic monuments and museums to traditional practices and contemporary art forms - is the embodiment of the civilization and history of a country; it thus represents the strongest bond to one's identity and an essential component of a nation's culture. Against this backdrop, the Culture sector at UBO focused its activities in 2016/7 on the implementation of international conventions and UN resolutions that aim at the preservation of tangible and intangible cultural heritage.*

## ■ Protecting World Heritage and Modern Heritage

In line with the 1972 Convention concerning the Protection of the World Cultural and Natural Heritage, UBO organized a series of events aimed at protecting Lebanon's old and modern heritage.

### **UNESCO Technical Missions to Tyre and Baalbek World Heritage Sites**

In the framework of the 'UNESCO Documentation and Advisory Services – UDAS' project, conservation experts were invited by UBO in order to provide technical assistance to the Ministry of Culture/ Directorate General of Antiquities to control works and monitor conservation measures at the two World Heritage properties of Baalbek and Tyre. For this purpose, two consultation workshops including several site visits to the aforementioned sites were organized in 2016 and 2017. These workshops brought together all the



UNESCO experts discussing the conservation project at Tyre World Heritage Site

concerned parties, including the Directorate General of Antiquities, the Council for Development and Reconstruction, the consultants and contractors implementing the conservation works at both sites, in addition to the UNESCO structural and surface conservation experts. Discussions focused on the adopted conservation measures and strategies with respect to the World Heritage requirements and standards. These discussions continued during the site visits and the inspection of the implemented measures to ensure that the foreseen conservation measures do not affect their Outstanding Universal Value for which the two sites were inscribed on the World Heritage List. Following each workshop, the experts submitted technical reports with their observations and recommendations. These discussions and reports will assist and guide the Directorate General of Antiquities in future decision-making.

### ***Calling for the protection of Lebanon's Modern Heritage***

In parallel to providing advisory services and technical assistance to Lebanon in protecting World Heritage properties, UBO raised awareness on the necessity to protect modern urban heritage. Lebanese cities have been experiencing unprecedented urban development since the mid-19<sup>th</sup> century. Heritage of the 20<sup>th</sup> century has been continuously exposed to various types of pressure mostly linked to uncontrolled, aggressive or chaotic development.

This reality poses many challenges for the preservation of Lebanon's urban heritage including that of the modern period. Lebanon's modern heritage has been generally undervalued compared to cultural heritage of earlier periods. This is quite evident in the absence of the concept of modern heritage protection from the

current urban planning regulations and the weak enforcement of the current Law on Antiquities concerning the heritage of modernity. This reality explains the absence of this type of "heritage" from both National and World Heritage Lists.

Against this backdrop, UBO organized a 3-day conference, an exhibition and a field visit during November 2017. The international conference 'Modern Heritage in Lebanon: Opportunity or Threat' brought together local, regional and international experts in the field of Modern Heritage conservation to initiate a debate and benefit from the regional and international experience in the field of modern heritage protection. The activities also aimed at advocating for a better legal and administrative framework to protect Lebanon's modern heritage and raise awareness on the heritage value of architecture, town planning and landscape design of the modern era.

Experts called for a more holistic approach to the conservation of the city's resources, including its tangible and intangible heritage elements that belong to all periods. UNESCO representatives also encouraged the State Party to consider revising the Lebanese Tentative List for World Heritage, to include properties of urban and architectural modernity. This in addition to a series of recommendations that will be published along with the conference proceedings in 2018.

*Awareness exhibition "Heritage of Urban and Architectural Modernities in the Arab World", 6-17 Nov 2017*



## Strengthening the Fight against Illicit Trafficking of Cultural Objects

In recent years, the opening of borders under the effect of globalization, the proliferation of conflicts and wars, and rising levels of poverty, have encouraged the illicit trafficking of cultural property. The number of robberies and thefts of ancient artefacts is rising, both on archaeological sites and in museums themselves, especially in countries afflicted by armed conflict. With the development of e-commerce, private collectors can now have easy access to art pieces and artefacts smuggled illegally. In addition to posing a threat to cultural heritage, the phenomenon of illicit trafficking of cultural property also represents a great source of funding for extremist groups. Cognizant of the importance of heritage protection and the need to prevent illicit trafficking of cultural properties, the Culture unit at UBO sought to strengthen the implementation of the Convention on the

Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (1970) through awareness-raising initiatives and capacity building of state and non-state actors to protect heritage.

### **Workshops and consultation meetings to discuss challenges in the fight against illicit trafficking of cultural property**

In 2016/7, UBO consolidated cooperation with international organizations and regional institutions. A number of conferences and workshops were held with the aim to reviewing major challenges in the fight against illicit trafficking of cultural property and elaborating effective strategies and measures for the implementation of related international agreements and UN resolutions. Moreover, capacity-building



*National training workshop on "Preventing Illicit Traffic in Cultural Property: The Role of Customs and Security Forces", 22 - 23 September 2017*

workshops were organized in order to deliver adequate trainings to support relevant local and regional institutions in their work to prevent this crime.



Regional workshop to provide support to local customs institutions in the Middle East and North Africa through practical training on how to combat illicit trafficking in cultural property, especially at borders.

*World Customs Organization and UNESCO's train the trainer workshop on the prevention of illicit trafficking of cultural objects*



More than 30 customs and police officers from key regional countries and international organizations (ICCROM, ICOM, INTERPOL, UNESCO and WCO, as well as the Ancient Near East Museum in Berlin, Germany) met at UNESCO Beirut Office to discuss the fight against the illicit trafficking of cultural property.

*INTERPOL and UNESCO's 2<sup>nd</sup> Conference on the Protection of Cultural Heritage in the Middle East: Elaboration of standard operating procedures for police and customs in their fight against the illicit traffic of cultural property*



National training workshop targeting Lebanese Customs and Security Forces was organized in collaboration with the Lebanese National Commission for UNESCO, the International Centre for Migration Policy Development (ICMPD) and the World Customs Organization (WCO) to prevent illicit trafficking in Lebanon.

*Participants to the national training workshop representing several national institutions*



Poster of the  
National  
awareness  
campaign  
against illicit  
trafficking  
of cultural  
properties in  
Lebanon

# OUR HERITAGE IS NOT FOR SALE

DON'T TAKE PART IN THE THEFT AND  
ILLICIT TRADING OF ANTIQUITIES



THE NATIONAL CAMPAIGN  
AGAINST ILLICIT TRAFFICKING  
OF CULTURAL PROPERTY

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## ***Public Campaign to Leverage the Awareness and Appreciation for Cultural Heritage***

UBO launched in December 2017 a national campaign entitled #Our\_Heritage\_is\_not\_for\_sale to fight the illicit trafficking of cultural property in Lebanon.

The campaign, which is broadcasted on local TV channels and promoted on social media, aims to raise awareness among the Lebanese public about the values of cultural heritage and the need to protect it for future generations. It focuses on the fact that a country's cultural property is not merely a commodity traded in world markets; it is an embodiment of its history and the identity of its people. Its loss due to theft and illicit trafficking can lead to the disintegration of societies or their inability to develop and recover, especially after crises.

## ***Education as a means to raise awareness on the Illicit Traffic of Cultural Property***

Believing in the importance of education in sensitizing youth on heritage and in raising their awareness about the dangers of illicit trade in antiquities, UBO launched a first-of-a-kind initiative in Lebanon that aims at combating illicit trafficking in cultural property through heritage-focused educational programs. "No to Illicit Traffic in Antiquities" is a project initiated by the Culture unit at UBO in partnership with Biladi Association, and in collaboration with the Ministry of Culture and the Ministry of Education.



It brought together 1500 Lebanese and Syrian refugee students aged 8 to 16 years old, from 35 public schools in Lebanon, to rediscover their cultural heritage through field trips, workshops and panel discussions. In addition to touring the museum and learning about the history through the available collection, students attended a workshop where they played a collective game that introduces them to World Heritage properties in Lebanon, their location, and their history.

To make the complex topic of illicit traffic in antiquities accessible to young people, a unique interactive educational material has been developed. Through cartoons, colourful drawings, and a “puzzle” game, students learn about Lebanese reality and the tragedy that Syria is currently experiencing in antiquities traffic. In the workshop, students explored important archaeological sites on large maps; they were then introduced to the dangers of war on these sites and the three scenarios the sites face, from the best case to the worst case, based on real examples. The first scenario is protection against looting and the second is post-looting recovery through the use of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. The third scenario, the worst-case scenario, is the disappearance of the artefacts. In order to ensure the sustainability of the project, workshops were organized with history and civic education teachers from participating schools to train them and hand over the educational material developed for later use with their students in extracurricular activities.



*Syrian and Lebanese students learn about the risks of illicit trafficking at the National Museum in Beirut*



*Introducing the significance of World Heritage to young Lebanese and Syrian students at Tyre World Heritage Site*

## Culture in Emergencies: Supporting Member States in Protecting and Safeguarding Cultural Heritage in Times of Armed Conflict

*Training on the safeguarding of built heritage*



Since the start of the armed conflict in March 2011, the destruction of Syria's exceptional archaeological, urban and architectural heritage has reached deplorably high levels and has continued to seriously affect all six inscribed properties, the twelve sites inscribed on the Tentative List, and a wide number of highly significant cultural heritage sites all over Syria. Cognizant of the role of cultural heritage in restoring social cohesion, stability and sustainable development, UBO focused its efforts in 2016-2017 on protecting cultural

heritage and safeguarding cultural pluralism in Syria. In particular, UNESCO Beirut sought to implement UN Security Council Resolution 2199 (2015), which prohibits trade in cultural property from Iraq and Syria, and UN Security Council Resolution 2347 on the 'Maintenance of international peace and security: destruction and trafficking of cultural heritage by terrorist groups and in situations of armed conflict' (2017), the first ever resolution adopted by the Security Council to focus on the protection of cultural heritage in situations of armed conflict.

A Joint Memorandum of Intent on cooperation for the protection and preservation of cultural and archaeological heritage has been signed, in June 2016, by UNESCO and the German Archaeological Institute (DAI), which is coordinating a network of 18 German institutions aiming at preserving cultural properties. In this framework, UBO developed a project in 2017, in partnership with and financed by the DAI, on building capacities and providing technical and media support for the protection of Syrian cultural heritage.

This resulted in (i) training of 25 Syrian heritage professionals from several institutions (Directorate General of Antiquities and Museums, Universities of Damascus and Tartous, the Syndicate of Engineer, the NGO Al Adyiat, the National Library) with reinforced capacities on recording, storing and analysing cultural heritage research data (ii) 5 Massive Open Online Courses (MOOC) comprising interactive audio-visual training materials on recording, storing and analysing cultural heritage research data produced and distributed; (iii) translation into Arabic of international standards in the field of Information Technology related to cultural heritage documentation; and (iv) capacities reinforced to geo-reference & analyse documentation by purchasing 25 scanning and Network Attached Server (NAS) hardware.



Additional partnerships were created with the DAI during the reporting period, leading to (i) strengthening of the capacities of 86 Syrian heritage professionals (DGAM, Syndicate of Engineers, Aleppo City Council, Homs City Council, Damascus University, Al Adiyat, Balamand University, Ministry of Awqaf, Damascus City Council, National Library, Damascus Historical Foundation, independent experts and researchers) in safeguarding and digitizing historic documents and archives in Syria; (ii) digital data storage and management; and (iii)

building documentation and damage assessment. Instruments and equipment were made available to train other Syrian colleagues in Syria and to contribute to the cultural heritage documenting process.

A piloting partnership to develop 3 trainings (January and June 2016 and January 2017) for 31 Syrian professionals of the DGAM on emergency 3D recording and archiving of cultural heritage in high risk zones has been established with CyArk, ICOMOS and the Yale Institute for the Preservation of

Cultural Heritage. The Syrian institutions were equipped with 3D scanners and other instruments to continue the documentation process of damaged heritage.

In the framework of the Cultural Emergency Response (CER) initiative, financed by the Prince Claus Fund, UBO, in partnership with the DGAM, organized in December 2016 a training on conservation and restoration of the built heritage at Homs old city benefitting 30 DGAM staff members based at the Homs governorate.



*Training on  
the digitizing  
of archives*



Courtyard, Umayyad  
Mosque, Aleppo, Syria.





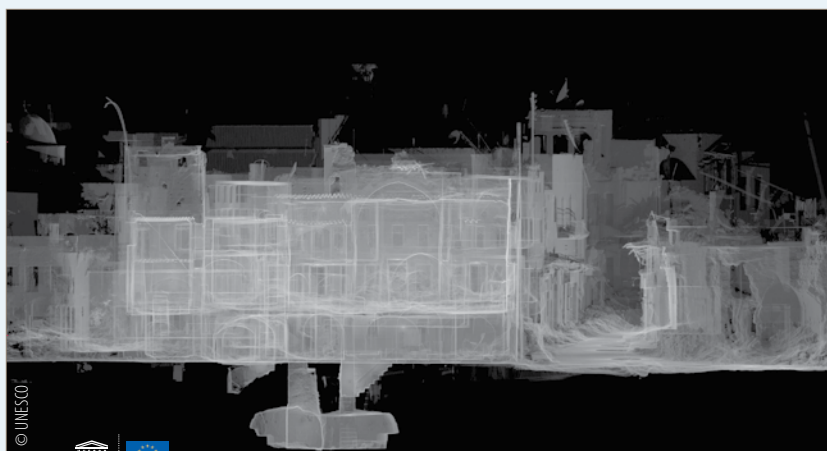
# The Emergency Safeguarding of the Syrian Cultural Heritage Project

The Emergency Safeguarding of the Syrian Cultural Heritage project, funded by the European Union and supported by the Government of Flanders and Austria, aims to provide an operational response to halt the on-going loss of cultural heritage and prepare post-conflict priority actions in Syria. The project is managed at the UBO to ensure geographical proximity with Syria and readiness to undertake field missions, as well as swift communication with national partners and access to Syrian stakeholders.

The project main objective is to contribute to restoring social cohesion, stability and sustainable development through the protection and safeguarding of cultural heritage in view of the on-going and growing destruction and loss of Syria's rich and unique cultural heritage. The project is a first step to monitor the damage and loss of cultural heritage, to mitigate its destruction, and to prepare post-conflict priority actions, as well as establish medium and long term actions to restore normalcy and social cohesion in the country.

In the framework of this project, and in partnership with ICCROM, ICOMOS, several other partners such as the German Archaeological Institute (DAI), and local partners, UNESCO focused its activities in 2016-2017 on three areas of action:

1. monitor and assess the cultural heritage situation in Syria through updated



*Bruno Deslandes/  
Art Graphique  
et Patrimoine,  
September  
2017, Beit  
Achiqbash,  
Aleppo, Syria,  
3D scan*

2. mitigate the destruction and loss of Syrian cultural heritage through national and international awareness-raising efforts. A multimedia

knowledge and documentation shared by UNESCO, its partners and all stakeholders involved in safeguarding Syria's cultural heritage, and widely disseminated on the Observatory of Syrian Cultural Heritage. This platform provides information on damages and looting of sites, buildings and collections as well as information on on-going projects and initiatives to protect and safeguard cultural heritage. In parallel, a database of experts and available documentation on cultural heritage in Syria are being constantly updated to create optimal conditions for post-conflict recovery activities.

3. awareness-raising campaign, using international, regional and national media and social networks, includes the creation and dissemination of video clips, a documentary and publications on Syrian cultural heritage.
3. protect and safeguard Syrian cultural heritage through enhanced technical assistance and capacity-development for national stakeholders to fight illicit trafficking of cultural property, together with police forces and customs officers in Syria and adjacent countries; to protect movable heritage and museums; to protect built cultural heritage by planning conservation and restoration works in view of the recovery phase; to safeguard the intangible cultural heritage by identifying elements and creating inventories.

# EMERGENCY SAFEGUARDING OF THE SYRIAN CULTURAL HERITAGE

SUPPORTED BY



IN PARTNERSHIP WITH



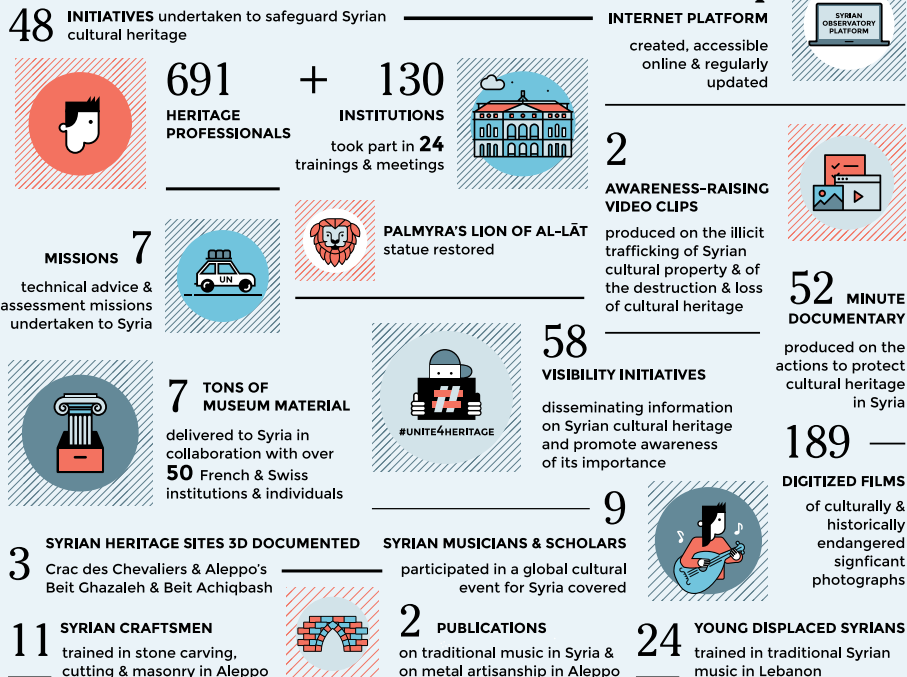
The Emergency Safeguarding of the Syrian Cultural Heritage project was officially launched on 1 March 2014. Funded by the European Union with the support of the Flemish Government and the Government of Austria, it aims to provide an operational response to halt the on-going loss of cultural heritage and to prepare post-conflict priority actions in Syria.

Through a Project Management Unit based at the UNESCO Office in Beirut, UNESCO is implementing a three pronged approach to monitor and assess the cultural heritage situation in Syria through updated and continued knowledge and documentation; mitigate the destruction and loss of Syrian cultural heritage through national and international communication and awareness-raising efforts; and protect and safeguard Syrian cultural heritage through enhanced technical assistance and capacity building activities for national stakeholders and beneficiaries.

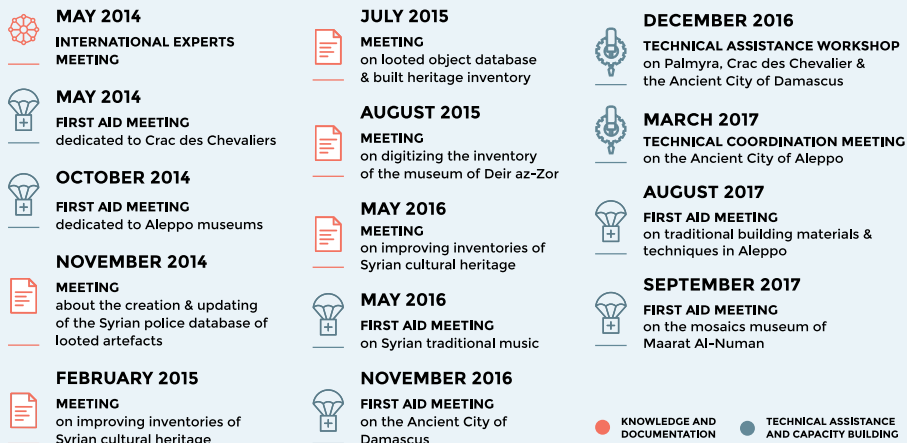
FOR MORE INFO

<https://en.unesco.org/syrian-observatory/>

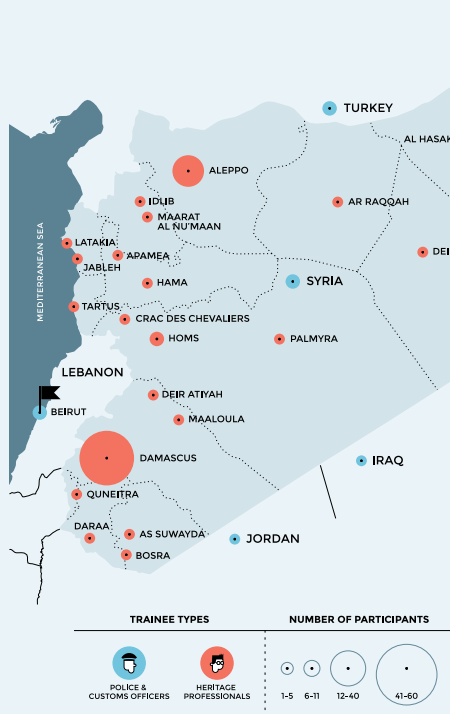
## Outputs of the project until November 2017:



## Meetings & trainings



Outputs of the project until November 2017.



TRAININGS		
TRAINEES          TRAINERS		
TRAINING	TRAINEES	TRAINERS
TRAINING I	25	9
TRAINING II	23	10
TRAINING III	30	9
TRAINING IV	22	2
TRAINING V	29	11
TRAINING VI	13	9
TRAINING VII	5	2
TRAINING VIII	15	2
TRAINING IX	25	5
TRAINING X	10	2
<b>TOTAL NUMBER</b>	<b>197</b>	<b>61</b>

#### I NOVEMBER 2014

on fighting illicit trafficking of Syrian cultural properties for police and customs officers from Syria and neighbouring countries

#### II NOVEMBER / DECEMBER 2014

course on first aid to cultural built heritage in Syria

#### III JANUARY 2015

to protect movable heritage during and after the conflict and protect the museum from looting

#### IV FEBRUARY 2015

on the 2003 convention for the safeguarding of intangible cultural heritage

#### V JUNE 2015

Follow-up training on the course of First Aid to built cultural heritage in Syria

#### VI NOVEMBER / DECEMBER 2015

on fighting illicit trafficking of Syrian cultural properties for police and customs officers from Syria and neighbouring countries

#### VII JANUARY 2016

on emergency 3D recording and archiving of cultural heritage in high risk zones

#### VIII JUNE 2016

on follow-up emergency 3D recording and archiving of cultural heritage in high risk zones

#### IX SEPTEMBER 2016

on emergency recording and archiving of cultural heritage in high risk zones

#### X JANUARY 2017

on emergency 3D recording and archiving of cultural heritage in high risk zones

## Documentation and 3D Recording and Archiving

With the ongoing conflict in Syria, historic monuments and archeological sites are at significant risk of being destroyed or lost forever. To protect precious monuments, precise documentation is critical for their conservation and potential restoration.



### Creating 3D Models of Damascus Sites:

To consolidate and expand their expertise in collecting and analysing visual data, Syrian experts received a third hands-on training from CyArk in emergency documentation of Syria's cultural heritage sites at UNESCO's office in Beirut.

*CyArk Training on creating 3D models of Damascus Sites. Beirut, Lebanon, January 2017.*



### Follow-up Training on Emergency Recording & Archiving:

In order to create architectural drawings and accurate 3D models of important sites, UNESCO, in partnership with ICOMOS (International Committee on Monuments and Sites) and CyArk, continued to train Syrian engineers and architects to build capacity and capture as many sites as possible.

*Training on Emergency 3D recording and archiving of cultural heritage in high risk zones. Beirut, Lebanon, January 2017.*



### Syrian Experts trained to safeguard their manuscripts and archives

For a week, UNESCO and the German Archaeological Institute (DAI) trained Syrian experts on the best practices for safeguarding and digitizing their manuscripts, historic documents and archives.

*Experts training on safeguarding of manuscripts and archives. Beirut, Lebanon.*





Syria's rich cultural and religious blend has been historically the source of a wide variety of musical traditions in the country. Syrian traditional music is an endangered expression of Syrian intangible heritage and its safeguarding is an urgent need. Displaced Syrian communities in Lebanese refugee camps face difficult living conditions and suffer from war, displacement, violent political turmoil and extreme poverty.



© UNESCO

## Global Week for Syria festival

In 2017, the Global Week for Syria Beirut festival, under the patronage and support of UNESCO, presented musicians, scholars and other cultural activists from 12 countries united to share their energy and mastery to encourage hope and belief in positive future.

*Global Week for Syria. Beirut, Lebanon, July 2018.*



## Syrian experts unite at UNESCO to preserve Syrian traditional music:

As the Syrian conflict aggravates leading to deplorable human losses, massive displacements, and damages and destructions of important archeological sites and monuments, six of which are UNESCO World Heritage sites, the country's intangible cultural heritage continues to suffer. Music is particularly affected by the crisis.

*First Aid Meeting for Traditional Syrian Music.*



## Displaced Syrian Youth Graduation Concert from Music School in Lebanon:

Developing and providing traditional music training opportunities for these communities helps them meet the challenges they face with tools for self-expression, knowledge, healing, creativity and communication, while safeguarding the rich and diverse Syrian musical through study and practice.

*Music School Concert. Beirut, Lebanon, September 2017.*



## Displaced Syrian Music School Students End of Year Concert in Beirut:

One of the ways that the civil society in Lebanon is helping displaced Syrian communities cope with their new environment, is by providing musical training opportunities.

*Mal El Hawa End of year Concert, Action for Hope Music School. Beirut, Lebanon, December 2017.*

© Action for Hope

© Action for Hope



## Technical Assistance and First aid Initiatives



### UNESCO hosts First International Coordination Meeting for the recovery of Aleppo's heritage

UNESCO brought together Syrian stakeholders and international experts to evaluate damage to historic monuments including the citadel, madrasa al-sultaniya, grand serail, and souk of the Ancient City of Aleppo, a World Heritage site, and to strategize Aleppo's recovery (March 2017).

*International coordination meeting for the recovery of Aleppo's Heritage. Aleppo, Syria, January 2017.*



### UNESCO meeting discusses the Ancient City of Damascus 08 March 2017

A recent fire that devastated a neighbourhood of the Ancient City of Damascus raised the alarm about the need to protect the old city, inscribed on the World Heritage list, from future catastrophes and sparked discussions about post-conflict action in Syria (March 2017)

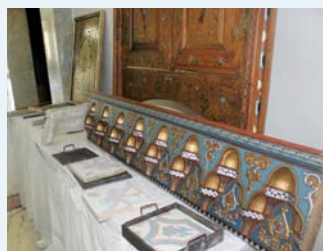
*Meeting to preserve the Ancient City of Damascus. Damascus, Syria, March 2017.*



### Restoration of the Lion of Palmyra:

The 2000-year old statue Lion of Al-lāt, that once watched over the ancient city of Palmyra in Syria, stands proudly once again, thanks to UNESCO's Emergency Safeguarding of the Syrian Cultural Heritage project ( October 2017)

*Restoration of the Lion of Palmyra. Palmyra, Syria, October 2017.*



### Experts meet in Aleppo to discuss traditional building materials and technique:

On 10 and 11 August 2017, UNESCO organized a meeting on traditional building materials and techniques in Aleppo with the aim to estimate, based on available damage assessments and analyses, the needs of the World Heritage site of the Ancient City of Aleppo, and at setting the bases for a vocational school on traditional building crafts and skills

*Experts meeting in Aleppo for traditional building materials and techniques. Aleppo, Syria, August 2017.*

## ■ Post Crisis Reconstruction in Syria – Learning from the Lebanese Experience

Once the conflict ends, Syria will face the daunting mission of reconstruction. Post war reconstruction and heritage conservation is an extremely complex field, which involves a wide array of parameters, including the political, social, economic, financial, and technical aspects. It also raises numerous challenges, such as international and national coordination during the recovery phase, short time frames for decision making, development pressures, possible new archaeological discoveries, etc. Within this framework, a two-day workshop entitled 'Post-crisis reconstruction and revitalization of historic cities' was held in Damascus.

The workshop aimed to share the Lebanese experience and lessons learnt from its pitfalls and success stories in order to initiate a Syrian reflection on this topic and lay the foundations for an elaborated approach to post-crisis reconstruction in Syria. It also aimed to foster networking and better communication between the different stakeholders, to enable them to better prepare strategies for post-crisis reconstruction.

Syrian heritage officials from various disciplines attended the workshop and discussed with their fellow Lebanese experts their experience and knowledge built on real cases they went through during post-crisis reconstructions in Lebanon.



© UNESCO

*Participants to the workshop entitled 'Post-crisis reconstruction and revitalization of historic cities', Damascus, 5-6 September 2017*

For two days, the workshop reflected on the issue of post-conflict reconstruction in the Syrian context, taking Beirut, Nahr el Bared and South-Lebanon as pilot cases and as previous experiences. The workshop also addressed theoretical and deontological issues through a reflexive overview of the Heritage Protection initiatives during post-war reconstruction. Experts who were personally involved in post-crisis reconstruction introduced the participants to the different aspects of the Lebanese experience.

They presented the decision-making processes on the different private and public levels regarding heritage valuations and protection in Beirut and elsewhere.

In addition, interactive sessions focused on post-crisis case studies and possible solutions and options for reconstruction, thus giving the participants a hands-on approach to the topic based on lessons learnt from the Lebanese case.

The workshop concluded with the release of a Concise Document based on the experts' presentations and the different outcomes of the workshop. This document will serve as a guide to good practice in similar contexts.



## Safeguarding Intangible Cultural Heritage

Lebanon ratified the Convention for the Safeguarding of the Intangible Cultural Heritage in 2007 and participated in the Mediterranean Living Heritage project. The project was an opportunity to make an assessment of the available structures, programs and experiences pertaining to the ICH safeguarding. The inventory of the read or chanted poetry, in particular the zajal, was launched and led to establishing an ICH national inventory, drafting an application file to register zajal on the UNESCO Representative List of the Intangible Cultural Heritage and adopting a decree to set up an ICH unit at the Ministry of Culture.

By virtue of Article 13 of the Convention that encourages the development of a policy and a legislation to safeguard the ICH, UBO assisted the Ministry of Culture to develop a Cultural Policy to safeguard the Intangible Cultural Heritage.

Several consultation meetings were held with the experts and national stakeholders involved in intangible heritage where a draft law proposal for the safeguarding of the Intangible Cultural Heritage prepared by the legal expert has been shared and discussed as well as the draft Cultural Policy to safeguard the Intangible Cultural Heritage. A network made up of different institutions and stakeholders involved

in the research, documentation and promotion of the Intangible Cultural Heritage was set. At the end, a draft Cultural Policy to safeguard the Intangible Cultural Heritage has been submitted to the Minister of Culture where it has been emphasized on the linkage between ICH and Education.

*Intangible Heritage Experts during one of the consultation meetings*



## Promoting Social Cohesion and Integration through the Enhancement of the Diversity of Cultural Expressions and Cultural Heritage

In an armed conflict or disaster situation, culture is particularly at risk, owing to its inherent vulnerability and tremendous symbolic value. At the same time, culture is as a driver of recovery, strengthening the resilience of a community; it has the potential to promote peace-building, recovery and reconciliation.

With the aim of promoting social cohesion and fostering interaction among Lebanese and Syrian Youth, UBO organized a series of workshops under the title: 'Shared World Heritage Values for Common Grounds: An Artistic Approach'. The workshops, which targeted 400 students, aimed at promoting a culture of peace, living together and mutual understanding among youth from Lebanon and Syria by highlighting the

shared values and common cultural heritage of both countries. They also aimed at providing refugee children with tools of self-expression through art. 132 art workshops were organized in 22 public schools of 11 Union of Municipalities in Lebanon.

Students were divided into two groups according to age categories: elementary school students aged between 7 to 10 years were asked to describe their daily activities in their homelands and were given cardboard boxes to draw "homes". High school students aged between 15 to 17 years were asked to write stories in which characters from different backgrounds work together to reach a common goal and achieve unity in the face of diversity. They were then asked to paint canvases that illustrate these stories.

The workshops offered a platform where children learnt to work collectively, and explore and understand each other's culture and heritage. The students' artworks and stories were exhibited at Beirut Souks in September 2017 and at the World Bank headquarters in Washington DC in October 2017.



*Intercultural dialogue through art among Lebanese and Syrian students*



## Celebrating International Jazz Day in Beirut

Jazz is more than music — It is a universal message of peace, harmonizing rhythm and meaning, carrying values significant for every woman and man, providing unique opportunities for mutual understanding, through listening, playing, improvisation. This spirit has inspired musicians, as well as poets, painters and writers all over the world, reminding us that culture is far more than entertainment — culture is a window onto the soul, culture is the shape we give to that which we most cherish. This is why UNESCO celebrates on 30 April of every year the International Jazz Day.

Under the Patronage of UBO, the 4<sup>th</sup> edition of the Beirut International Jazz Day was celebrated on 30 April 2016 at Beirut Central District, where free concerts took place honoring Lebanese talents who succeeded abroad and are now well-known internationally.

The International Jazz Day team was inaugurated in the presence of the UNESCO officials, the Lebanese Ministers of Culture and Tourism, ambassadors, media and jazz lovers. The festival featured a number of local and international artists and bands, including, the Avo Tutunjian - Jazz Quintet, the Raffi Mandalian - Jazz Quintet, the Monday Blues Band, Iyad Sfeir, Aralucia Band, Gurumiran, Raed El Khazen and Ruby Road. Attracting over 20,000 people, the Beirut International Jazz Day has been supported by UNESCO for the last four consecutive year .

# BEIRUT INTERNATIONAL JAZZ DAY 2016

## SATURDAY APRIL 30 & SUNDAY MAY 1ST

FOCH ALLENBY SECTOR  
7:00 PM TILL 11:00 PM

### FREE CONCERTS

### SATURDAY APRIL 30

 <p><b>AVO TUTUNJIAN JAZZ QUINTET</b> 7:00 p.m.</p>	 <p><b>RAFFI MANDALIAN JAZZ QUINTET</b> 8:00 p.m.</p>	 <p><b>MONDAY BLUES BAND</b> 9:00 p.m.</p>	 <p><b>IYAD SFEIR &amp; THE PROUD MUSIC SOCIETY</b> 10:00 p.m.</p>
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### SUNDAY MAY 1ST

 <p><b>ARALUCIA BAND</b> 7:00 p.m.</p>	 <p><b>GURUMIRAN</b> 8:00 p.m.</p>	 <p><b>RAED EL KHAZEN</b> 9:00 p.m.</p>	 <p><b>RUBY ROAD</b> 10:00 p.m.</p>
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United Nations  
Educational, Scientific and  
Cultural Organization

In support of

**#UNITE4HERITAGE**

متحدون مع التراث

beirut **JAZZ** festival

solidere

Poster of  
the Beirut  
International  
Jazz Day 2016

Since 2013, Beirut has been participating in the celebration of this day, with the belief of the role of jazz in bringing communities, schools, artists, historians, academics and jazz enthusiasts together. This opportunity was seized to follow up

on the of #UNITE4HERITAGE campaign from Beirut Central District together with the civil society and the youth, where the logo of the campaign was displayed on all the posters, invitations and banners.





# CHAPTER 3

## Learning to Live Together

# Learning to Live Together

*The Social and Human Sciences (SHS) enhance understanding of contemporary challenges and help the international community to respond to them more effectively by delivering on the goals set by the 2030 Agenda for Sustainable Development. UNESCO's (SHS) sector assists countries in developing capacities that may contribute to attaining Sustainable Development Goal 16<sup>9</sup>, especially target 16.7 "Ensure responsive, inclusive, participatory, and representative decision-making at all levels".*

*UBO promotes the development and use of social science knowledge that contributes to better understanding and managing social transformations in the Arab region. It focuses on improving the linkage between research and policy-making, including the formulation, monitoring and evaluation of development actions and processes, the dissemination of research results, best practices and capacity building.*

## ■ Social and Human Sciences for Inclusive Policy-making

At the World Humanities Conference (Liege, August 2017), Arab thinkers and researchers in humanities reviewed and debated ways to rethink humanities in the region. Their input was based on a Consultation meeting titled "Recentring Humanities: Theories, approaches, knowledge production in the Arab region" organized by UBO in Byblos, in May 2017, in collaboration with the Arab Council for Social Sciences (ACSS) and the International Center on Human Sciences (CISH).

Management of Social Transformations (MOST) is UNESCO's intergovernmental programme on social transformations. MOST works with governments, social and human science communities and civil

societies to improve connections between knowledge and action, connections that are one key to reaching a positive social change. In particular, the MOST School provides a unique learning space for young researchers and policy makers. The Lebanese MOST school, launched by UBO and hosted by the Observatory of Good Governance at the University Saint Joseph (USJ) in Beirut, is the first of its kind in the Arab Region. Bringing together more than 40 academics, researchers, students and representatives from key ministries and civil society organizations, the MOST schools held various meetings in 2016/7 to explore inter-university collaboration in the form of consortium and to discuss a number of national priority issues.

In addition, in 2016/7, UBO supported the Arab Council for Social Sciences in piloting a campaign in Lebanon, Morocco, and Egypt among secondary and university students on the relevance of SHS in their career development. The paper "Towards a New Generation of Social Scientists in the Arab World" analyzes lessons learnt and provides recommendations for a regional approach in promoting social and human sciences.

<sup>9</sup> "Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels".



## **Ethics and Human Rights**

Since the 1970s, the field of bioethics has grown considerably. While it is true that bioethics today includes medical ethics issues, its originality lies in the fact that it goes much further than the various professional codes of ethics concerned. It entails reflection on societal changes and even on global balances brought about by scientific and technological developments. To the already difficult question posed by life sciences – How far can we go? – other queries must be added concerning the relationship between ethics, science and freedom.

UBO promotes a human-centered, ethical approach to science through:

- ▶ Inter and intra-regional cooperation among National Bioethics committees (NBCs). The 2<sup>nd</sup> Arab Regional Summit of National Ethics and Bioethics Committees, jointly organized with WHO, in Muscat in April 2017, explored a coordinated approach to address common challenges in the region;
- ▶ Supporting NBCs through capacity development: UBO provided a set of tailored training courses to NBCs in Kuwait, Morocco, and Oman.
- ▶ Setting standards and criteria to promote ethics teaching: UNESCO Beirut organized a set of regional “Ethics Teacher Training Courses (ETTC)” in Amman, Muscat, Beirut, Tunis, Khartoum, Damascus, and Riyadh, that aimed at strengthening the capacity of ethics teachers, and introducing experts and students to UNESCO’s Bioethics Core Curriculum.



## Advocacy for Inclusive, Sustainable and Peaceful Societies

Promoting social inclusion at national, institutional and human capacities levels requires generating, managing, and applying knowledge for inclusive, equitable development that is based on ethical values and human rights. City stakeholders and member cities of Coalition of Inclusive and Sustainable Cities (ICCAR) are privileged partners to advocate for inclusive policy-making.

In 2017, UBO, in partnership with UN Habitat and Beirut Arab University, launched a report on “Inclusive and Sustainable Cities: Municipalities Good Practices in Lebanon”. The report showcases successful and innovative approaches by Lebanese municipalities to promote inclusiveness in urban settings, exposes lessons learnt, and provides recommendations for the future.

In partnership with the Lebanese Physical Handicapped Union (LPHU), UBO launched the project “Empowering Youth and Local Communities on Leadership and Advocacy for the Rights of Young Persons with Disabilities (PWDs) in Lebanon”. The participants took part in a series of training workshops and practical fieldwork activities for the mapping of the accessibility of public spaces to PWDs in three different areas in Lebanon (Said, Akkar, Bekaa).



*"Accessibility assessment of public space for an improved social inclusion" with Lebanese Physical Handicapped Union as part of UNESCO NETMED youth project, August 2017.*



## **Youth-led Action to Address Societal Challenges and Consolidate Peace**

The interest and demand to place the youth at the heart of social development are increasing globally, and more specifically in the Arab region. UNESCO supports policy research and dialogue, which promotes the inclusion, engagement, participation and empowerment of young men and

women in partnership with all interested stakeholders. UBO supports youth to become agents of positive change in their societies, through promoting youth volunteerism and entrepreneurship, developing youth capacities and exploring innovative partnerships with youth organizations.

As a follow-up to the consultation and high-level dialogue organized by UBO in Amman in December 2016 to which a group of 59 Arab youth peacemakers took part and discussed priority action to promote peace in the region, UBO – in partnership with UNDP – launched a youth-led advocacy campaign titled “Shughel Shabab”. The campaign aims to shed light on the positive role of youth in promoting peace and creating a regional platform of youth to support the UN Security Council Resolution 2250 on Youth, Peace and Security<sup>10</sup>.

The Network of Mediterranean Youth (NETMED youth project)<sup>11</sup>, funded by the EU, has enhanced youth-led and youth-targeting initiatives nationwide to support youth participation in policy dialogue and promote social cohesion in Lebanon. In partnership with municipalities and local civil society organizations, a number of young men and women were trained to effectively participate in local governance through the establishment of youth councils (Hazmieh and Beirut).

UBO also produced the regional report “Youth policies implementation challenges: how to move from theory to effective public governance”, which analyzes challenges and lessons learnt from youth policies in five Arab countries.

<sup>10</sup> This resolution, adopted unanimously, urges Member States to increase representation of youth in decision-making at all levels for the prevention and resolution of conflict. Full text of the resolution: [https://www.un.org/en/ga/search/view\\_doc.asp?symbol=S/RES/2250%282015%29](https://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/2250%282015%29)

<sup>11</sup> Click here to obtain more information on this intersectoral project: <http://www.netmedyouth.org>





*"UNESCO  
Regional  
ethics teacher  
Training  
Course (ETTC)  
in Beirut" in  
December  
2016*



A person wearing a dark helmet and a blue and black striped vest is running through a street. The background is filled with smoke and a building with a clock tower is visible. The scene is captured in a low-angle, slightly blurred shot, suggesting movement and a sense of urgency.

# CHAPTER 4

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## Fostering Freedom of Expression

# Fostering Freedom of Expression

*The Communication & Information sector works to foster free, independent and pluralistic media in print, broadcast and online. Media development in this mode enhances freedom of expression, and contributes to peace, sustainability, poverty eradication and human rights. The sector also works to create inclusive knowledge societies and empower local communities by increasing access to and preservation and sharing of information and knowledge in all of UNESCO's domains. In Lebanon, UNESCO supports all stakeholders to enhance press freedom and the safety of journalists, and promotes independent journalism based on professional ethics and self-regulatory principles. UBO works on fostering gender equity in the media as well as on empowering individuals whether producing or consuming information through Media and Information Literacy and journalism education. UBO also promotes 'Openness' in content, technology, and processes through awareness raising and capacity building.*

## Strengthening the Environment for Freedom of Expression and Journalistic Safety

As part of its work towards strengthening an environment for freedom of expression and safety of journalists, UBO organized solidarity meetings/conferences with media partners on various international days, including World Press Freedom Day, International Radio Day and International Day to End Impunity for Crimes against Journalists. These celebrations targeted a wide range of beneficiaries, ranging from media professionals to civil society activists passing through academia and policy makers. A special focus was made on the theme of every international day with a cross cutting approach through coordination, networking and engagement of all relevant actors.

Safety of journalists is one of UNESCO's priorities. As the Arab region is witnessing a series of conflicts and wars, and while

the region has the highest rate of killing of media professionals, UBO joint efforts with local and regional partners to build the capacity of current and future journalists in safety matters. A series of workshops were organized in Beirut and Damascus to raise awareness and train media professionals on safety measures in covering conflicts and wars. Furthermore, UBO partnered with the International Federation of Journalists to produce a model course for universities on safety of journalists in both Arabic and English in consultation with over 17 Arab universities from the region.

In addition, ethical and independent journalism is vital nowadays whether offline or online. UBO organized training workshops in Lebanon and Syria aimed at enhancing the skills of young journalists



*International Day to End Impunity for Crimes against Journalists*

in ethical media coverage and at building their capacities to reach out to reliable information and content across countries.



## **Enhancing Pluralistic Media, Including by Adoption of Gender- Sensitive Policies**

Diverse media, Media and Information Literacy, all through a gender sensitive approach are continuous priorities driven by UNESCO. In this regard, and as part of the institutional capacity-building component, UBO supported the Ministry of Information by conducting a study/assessment of the national radio, Radio Liban, with a special focus on personnel and programs. In addition, institutional capacity-building for the Ministry of Social Affairs was conducted on Media and Information Literacy, social media as well as conflict resolution.

In parallel, to help integrate the gender sensitive approach in media at both institutional and material production levels, UBO joint efforts with UN Woman to train middle managers at various media outlets (press, audio-visual, online) on UNESCO Gender Sensitive Indicators for Media (GSIM) and how to help roll it out within their organizations.

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## Promoting Universal Access to Information with a Focus on Open and Online Solutions

Universal access to information and knowledge is key to building peace and promoting sustainable social and economic development, and intercultural dialogue. Through the technical possibilities made available by the increased ICTs and user-oriented social media, open and online solutions have now expanded to include highly diverse realms of public domain activity. In this regard, with its YouthMobile initiative, UBO collaborated with local universities to train students as well as youth (Lebanese & Syrian) from rural communities on the creation of mobile apps for sustainable development. The training exposed participants to the basic requirements for creating mobile applications as well as to new technical skills that could help young entrepreneurs in their possible future initiatives.

Over the recent years, the number of attacks by violent extremists has been on the rise in societies across the world. This threat affects the security and well-being of many individuals, posing a global threat to peaceful and sustainable ways of life. Violent extremism is not confined to any age, group or gender. However, young people are particularly vulnerable. This calls for new efforts to empower young women and men, to strengthen their ability to think critically and challenge simplistic and one-dimensional truths. To address this issue, an international conference took place in Beirut, Lebanon, under the theme "Youth and ICT: Towards Countering Violent Extremism in Cyberspace". The conference gathered experts, academics, students, and representatives of key ministries and civil society organizations, and addressed innovative ways to counter violent extremism in the cyberspace.



*Young people learning on working & Living together through Media and Information Literacy*



*Left: Youth competing for best mobile application following a training as part of YouthMobile*

*Right: Opening of a public library and computer lab in Damascus for youth*



## Supporting Youth and Youth NGOs

Youth participation, youth integration, youth empowerment were the different outcomes of the Network of Mediterranean Youth (NETMED)<sup>12</sup> project funded by the EU and implemented by UNESCO. Through this project, various initiatives and priorities set by youth were supported. A network of over 150 youth-targeted or youth-driven NGOs was established in Lebanon. These NGOs were empowered with technical skills (proposal writing, social media, dealing with media, reporting etc.) as well as given the tools and spaces to achieve and fulfil their needs.

An online platform was provided for all NGOs in partnership with ArabGIS to facilitate their projects management and the reporting aspects of their work. This was backed up with a mobile application to give them access to their cloud/space while in the field.

In addition to those empowering tools, space was also provided to help youth execute and achieve their dreams. Two Youth Information Centers were established in the North and South of Lebanon and one in Damascus. They are set with a library area as well as a computer lab and a training space. This initiative allows reaching out to various communities around these centers, and provides youth with the requisite set of skills.

<sup>12</sup> Click here to obtain more information on this intersectoral project: <http://www.netmedyouth.org>



*Social cohesion through NET-MED Youth project*





# ANNEX

## Annex I: Partners

### Governments and governmental agencies/institutions

#### Arab Region

Ministries of Education and Higher Education  
Ministries of Technical and Vocational Education and Training  
Ministries of Culture  
Ministries of Tourism  
Ministries of Communication and Technology  
Ministry of Telecommunications (Lebanon)  
Ministries of Social Affairs (Lebanon)  
Ministries of Youth and Sports  
Higher Education Institutions and Networks  
National Centre for Education Research and Development (CERD), Lebanon  
National Coordination Unit for the Prevention of Violent Extremisms, Lebanon  
National Centre for Curriculum Development, Egypt  
National Centre for Curriculum Development (NCCD), Syria  
National Center for the Measurement and Evaluation of Education, Syria

#### Financing partners

Finland  
France  
Germany  
Japan  
Kuwait  
Saudi Arabia  
Saudi Fund for Development  
Switzerland

#### Regional Organizations

Arab Bureau of Education in the Gulf States (ABEGS)  
Arab Fund Programme for Development (AGFUND)  
Arab League Educational, Cultural and Scientific Organization (ALECSO)  
League of the Arab States (LAS)



## **United Nations and Multilateral organizations**

Education Cannot Wait (ECW)  
European Union (EU)  
Global Partnership for Education (GPE)  
Islamic Bank for Development  
Islamic Educational, Scientific and Cultural Organization (ISESCO)  
United Nations Children's Fund (UNICEF)  
United Nations High Commissioner for Refugees (UNHCR)  
United Nations Relief and Works Agency for Palestinian Refugees in the Near East (UNRWA)  
United Nations Population Fund (UNFPA)  
United Nations Information Centre (UNIC)  
United Nations Economic Commission for Western Asia (ESCWA)  
International Labor Organization (ILO)  
United Nations Development Programme (UNDP)  
World Food Programme (WFP)  
World Bank

## **Universities and Higher Education Networks**

Agence Universitaire de la Francophonie (AUF)  
American University in Beirut, Lebanon (AUB)  
American University for Science and Technology, Lebanon (AUST)  
Arab Open University, Lebanon (AOU)  
Beirut Arab University, Lebanon (BAU)  
Haigazian University, Lebanon (HU)  
Lebanese American University  
Lebanese University, Lebanon (LAU)  
Notre Dame University, Lebanon (NDU)  
Professional Centre for Mediation (CPM), Saint-Joseph University (SJU), Lebanon  
TERG\* (Teacher Education Research Group), Lebanon  
University of Balamand, Lebanon (UOB)  
Université Libano-Française, Lebanon (ULF)

## **INGOs, NGOs and Foundations**

Arigatou International  
Arab Thought Foundation  
Centre for Lebanese Studies (CLS)  
Friedrich Ebert Stiftung – Beirut  
Hariri Foundation  
International Network of Education in Emergencies (INEE)

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\* TERG includes Lebanese University; Lebanese American University; Haigazian University; Centre for Lebanese Studies

King Abdullah bin Abdulaziz Centre for National Dialogue (KACND)  
King Abdallah International Programme for a Culture of Peace and Dialogue (KAICIID)  
Kuwait Foundation for the Advancement of Sciences (KFAS)  
War Child Holland

## UNESCO Category I and II centers

### Category I Institutes:

International Bureau for Education (IBE), Geneva  
International Institute for Educational Planning (IIEP), Paris  
UNESCO Institute of Statistics (UIS), Montreal  
UNESCO Institute of Lifelong Learning (UIL), Hamburg

### Category II Centers

#### Education

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

#### Natural Science

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

#### Social and Human Sciences

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

#### Culture

- Arab Regional Centre for World Heritage (Arc-WH), Bahrain
- International Museum for Women in the Arts (IMWA), Amman, Jordan Regional Centre for Contemporary Art, Doha, Qatar
- Regional Centre for safeguarding intangible cultural heritage in Africa, Algiers, Algeria

#### Communication and Information

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

## Donors

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



## Stay in touch

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