REGIONAL CONFERENCE

FINANCING EDUCATION 2030: REVISITING THE ROLE OF CIVIL SOCIETY
In the region of Middle East & East Europe

Beirut, 1-3 May 2018

REPORT
I. CONTEXT

At the World Education Forum 2015 (WEF, May 2015), 120 ministers and Government delegations from 160 countries and the education community adopted the Incheon Declaration and committed to a single, renewed education agenda that is holistic, ambitious and aspirational, leaving no-one behind, including groups facing additional marginalisation such as children with disabilities. This new Education 2030 agenda is fully captured in Sustainable Development Goal (SDG 4), “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

Following the adoption of the 2030 Agenda for Sustainable Development and its 17 SDGs which include SDG4 on education at the United Nations Sustainable Development Summit in New York in September 2015, the SDG4-Education 2030 Framework for Action was adopted at a high-level meeting alongside the 38th session of the General Conference of UNESCO in November 2015. It serves as the overall guiding framework for the implementation of SDG4-Education 2030 and outlines how to translate into practice the commitment made in Incheon at global, regional and national level. Therefore, urgent attention is now required to secure sufficient financing to enable the implementation of the ambitious new goals and targets.

Although the ultimate goal of the Education 2030 agenda is to leave no one behind, the Global Education Monitoring (GEM) Report 2016 emphasizes the urgent need for new approaches. On current trends only 70% of children in low income countries will complete primary school in 2030, a goal that should have been achieved in 2015. We need the political will, the policies, the innovation, and the resources to buck this trend.

In May 2017, the Dubai Roadmap for Education 2030 in the Arab Region (2017-2018), which was the outcome of the Arab Regional Meeting on SDG 4 - Education 2030 (ARMED II) reaffirmed the centrality of education in sustainable development, and recognized that the SDG4 agenda is key to obtain a humanistic vision of education and development based on human rights and dignity, social justice, protection, cultural diversity, and shared responsibility and accountability.

Following years of advocacy for sustainable development goal for education, global efforts have reached a critical point in ensuring its delivery in full. It is estimated that reaching universal pre-primary, primary and secondary education of good quality, in low and lower-middle-income countries will require a total of US$340 billion per year. This will require low-income countries to spend 6.56%

1 The World Education Forum was organized by UNESCO together with the co-convening agencies: UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR and hosted by the Republic of Korea in Incheon (19-22 May 2015).
of GDP on education, which will still leave a funding shortfall of US$39 billion\(^2\). The need to increase education spending is critical in most developing countries. Worldwide, 61 million children of primary school age are out of school\(^3\).

The Education 2030 Framework for Action recommends that governments allocate “at least 4-6% of Gross Domestic Product and/or at least 15-20% of total public expenditure to education\(^4\). However, on average, low income countries spend 3.9% of their GDP on education and allocate 16.7% of the national budget to education\(^5\). Furthermore, a contentious issue that requires immediate attention is the expectation that 97% of funding required to deliver on the SDGs is going to need to be met by domestic financing. In order to meet this target, governments will have to stop giving away unnecessary tax incentives, to take action on tax evasion, and to increase their tax bases, in order to increase domestic resource mobilization. Reality is that most countries in the Middle East and East Europe allocate less than 6% of GDP and less than 20% of government budget to education\(^6\) with only few exceptions from oil-producing countries. In countries that are in state of emergency, international donors cover as low as 3.5% of total response budgets (Yemen)\(^7\) and only 6% of actual emergency funding has been secured (Sudan)\(^8\).

Many of countries in the Middle East are affected by protracted crises to the detriment of the lives, rights and livelihoods of millions of displaced persons and communities as well as those in host countries affected by crises.

Significant numbers of children remain excluded from the education systems. It is estimated that more than 12.3m children are out of school: 4.3m primary school aged children (9%), 2.9m lower secondary aged children (12%) and 5.1m of pre-primary school age (58%). These figures do not include children who have been forced out of school by the crises in Syria, Iraq and Yemen \(^9\). Two countries in the region (Djibouti and Sudan) are known to have among the lowest out of school numbers and rates\(^10\). Children still do not go to school because of poverty, conflict, gender discrimination, educational quality, poor school environments (including violence in schools) and an epidemic of drop out.

Acute and protracted emergencies are predominant in the region mainly in Iraq, the Syrian Arab Republic, countries hosting Syrian refugees and Yemen, as well as emergencies in Libya, the State of

\(^2\) Global Education Monitoring Report 2016
\(^6\) Data is available in \[http://data.uis.unesco.org/\]. Some more updated data is available in Annex 1 of Financing Matters Toolkit. \[www.campaignforeducation.org/docs/..\]
\(^7\) Humanitarian Needs Overview of Yemen. OCHA November 2016.
Palestine and Sudan. There are 56.6 million people in need across the region. Violence has rendered 8,500 schools unusable and this is believed to be an underestimation to the real figure. In many cases school buildings have been transformed into internally displaced persons (IDP) shelters such as the case in Iraq and Yemen or inhabited by military groups or militias such as the case of Yemen.

It is expected that in cases of conflicts and wars, disability due to direct injury is estimated to increase dramatically. Children with disability have therefore doubled needs in the education sector. Of the estimated 1.4m Syrians who have found safety in Jordan, about a third, have a disability or serious health condition.

Recent surveys on Syrian refugees show that at least 22 per cent of surveyed Syrian refugees have a kind of impairment, 6 per cent of them have a severe impairment, while half of them experience difficulties in daily living activities. About 44.2 per cent of impairments recorded in this survey were physical. This is a very high number knowing that hosting communities and countries struggle to provide basic food and shelter services. For example, the Jordanian government admits it is unable to support everyone and to address the needs of the disabled, they need more money.

Almost half a million children are suffering from acute malnutrition in Yemen and 2,450 have been disabled. This number is increasing every day as children outside of school are at risk of being recruited into armed forces and prone to further injury and disability.

Due to the gendered, unequal roles of girls and boys, crises impact girls and boys differently. Disaster mortality rates are higher for women than for men. A study of 141 countries found that more women than men are killed during disasters; particularly in poor communities and at an earlier age. Gender inequality started time long before recent conflicts. However, girls are now more vulnerable and more disadvantaged. Conflicts always reduce access of girls to education. This is because girls start carrying caring responsibilities and also may be forced into child labor.

Girls also are liable during crisis for more Gender-based violence (GBV) which is rooted in unequal gendered power relations and often increases in times of crisis. This is due to a number of factors, including: a breakdown of law and order leading to impunity for the perpetrators of violence; risks

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11 This figure represents the aggregate total number of people in need as indicated in the Humanitarian Action for Children 2017 appeals for Djibouti, Egypt, Iraq, Jordan, Lebanon, Libya, the State of Palestine, the Sudan, the Syrian Arab Republic, Turkey and Yemen.
associated with displacement; and the use of rape as a weapon of war. Domestic violence, which can be exacerbated by the availability of weapons, may also increase during and after conflict\(^\text{18}\).

Measures of the impact of armed conflict and violence often focus on fatalities, not, for example, GBV/VAWG, and therefore the experience of girls and women tends to be less visible in determining responses.

However there is a power of quality education in preventing and mitigating the impact of conflict, providing protection in time of crisis, equipping the affected with the necessary knowledge and skills to become more resilient.

II. **GENERAL AND SPECIFIC OBJECTIVES**

The general objective of the conference was to consolidate efforts of civil society in the region towards a regional strategy for securing sufficient levels of financing for the achievement of the SDG4.

**Specific Objectives:**
1. To revisit the current role of civil society in responding to increasing challenges of education financing with more focus on countries in emergency.
2. To identify the challenges and obstacles facing civil society working in the field of education in country and region specific settings and identify feasible strategies to upscale their role and effectiveness.
3. To consolidate a common response strategy to increase domestic financing and protection and financing education in emergency.

III. **EXPECTED OUTPUTS**

- Identify a common vision and strategy of action for civil society towards upscale financing for education.
- Action plans for an effective intervention of civil society in protecting and financing education in emergency are in place.

IV. **THEMATIC AREAS**

The conference agenda was divided into three main thematic pillars that are relevant to the work of ACEA:

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1. **Domestic Financing for Education**: Under this theme, participants will discuss issues of current domestic spending on education, gaps in financing, taxation as source of financing and tax reform, as well as good governance.

2. **Education in Emergency**: Participants will discuss education under attack and the current impact of conflicts and emergency on education in the region. They will also discuss the role of civil society in protection of education facilities and schools, of school staff and students. Another topic under this theme will be funding mechanisms for education in emergency and available opportunities for civil society in this aspect.

3. **Social Accountability**: Under this theme the role of civil society mainly national coalitions will be discussed towards better advocacy work and policy change aiming at increasing domestic and donor funding to education.

V. **SESSION ORGANIZATION**

The conference was launched by an opening session on the 1st of May where opening speeches were given by sponsors and organizers of the conference. It was followed by Open space where some of the education coalitions presented some of their work during the evening reception.

Sessions of the conference on the 2nd and 3rd of May, 2018 were organized in the form of panel discussions based on the three thematic pillars.

Please find Conference agenda in Annex No. 1.

VI. **LOCATION & LOGISTICS**

The conference was held in Le Commodore Hotel, Hamra, Beirut, Lebanon, 1-3 May 2018. Conference proceedings were in both English and Arabic.

VII. **CONFERENCE PARTICPANTS**

List of Conference participants can be found in Annex No.2.

VIII. **On the Arab Campaign for Education for All (ACEA)**

The Arab Campaign for Education for All (ACEA) is an independent, non-profit coalition, consisting of networks, national educational coalitions, non-governmental organizations, community-based organizations, teachers' unions, associations and other sectors active in the field of education in 14 countries in the Middle East & East Europe.
The founding of the Arab Campaign for Education for All (ACEA) comes within the framework of the Global Campaign for Education (GCE). The reference of ACEA establishment was Jomtien conference in 1990 and Dakar conference in April 2000. Currently, ACEA seeks to unite and mobilize the efforts of civil societies to work towards the accomplishment of the Education 2030 agenda and is referenced by the Incheon Declaration.

ACEA is formed of 11 national coalitions in the Arab Region, and is partnering with three coalitions in East Europe. National coalitions comprise active and representative civil organizations in their membership, including those that work to promote achievement of the Education 2030 Agenda, national education goals and other critical education issues through public awareness, mobilization, policy participation, advocacy, research and monitoring activities.

As part of its advocacy work, ACEA joins the pledge to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (Sustainable Development Goal 4). SDG4 will entitle increased financing for education, and failing to make adequate investments in education not only puts the success of the entire new Education 2030 Agenda at risk, but also that of the sustainable development goals as a whole. Furthermore, the Middle East region is going through a devastating humanitarian crisis that is hugely drawing back the regions achievements in education and making the 2030 education agenda more and more farfetched.

To enhance the role of civil society and increase the regional momentum towards increased accountability and strengthening the central role of civil society, ACEA is seeking to bring together all stakeholders in the member ME&EE countries for a relevant learning event.

For this purpose, ACEA is planning to hold this learning event under the title “Financing Education 2030: Revisiting the Role of Civil Society on the 2\textsuperscript{nd} and 3\textsuperscript{rd} of May 2018 in Beirut, Lebanon. The event will bring together not only national education coalitions but also official representatives of ministries of education, teachers’ unions, and the media. It will also bring in international organizations, institutions and funding agencies that are actively engaged in the field of education. The attendance and contribution of all these prominent parties active in the education field, and their contribution grounded on their expertise and resources, is vital in the advancement towards the achievement of the Education 2030 Agenda.

\textbf{IX. CONFERENCE PROCEEDINGS}^{19}

\textsuperscript{19} Full opening speeches, documents/presentations of speakers and photos can be accessed here: EN: (http://www.arabcampaignforeducation.org/page-1266-en.html)
1. Opening Ceremony Tuesday May 1st, 2018

The conference was kicked off with an evening opening ceremony held in Comodore Hotel, AL Hamra Beirut. An art show was provided by Peace of Art group.

This was followed by opening speeches given by sponsors and organizers of the conference as follows:

1.1 Dr. Hamad Al Hammami, UNESCO Regional Office Director

In his speech Dr. Al Hammami commended the excellent partnership between ACEA and UNESCO over the years to advance a common education agenda which is to provide equitable and inclusive quality education and lifelong learning for all children, youth and adults in the region.

He stated that civil society organizations and development partners hand in hand with governments have worked for more than two decades in a successive global movement towards the fulfillment of right to education, that is essential for peace, human fulfillment and sustainable development.

He pointed out that in the many countries in our region, affected by protracted crisis, we have reaffirmed the transformative power of quality education in preventing and mitigating the impact of conflict and providing protection and basis for recovery and reconstruction.

Arab Regional Meetings on Education 2030 held in Cairo in 2015, and Dubai 2017 which resulted in the first Arab road map followed by the Dubai road map 2017/8 respectively. These roadmaps serve as guiding frameworks to support the contextualization of national commitments to SDG4 and enhancing action by all stakeholders. The roadmap includes a pillar dedicated to financing of education which tackles issues of identifying financing gaps, developing financial frameworks including national financial accounts.

Dr. Al Hammami stressed the point that financing education is not the issue of whether funds are available or not only, but rather whether domestic and external funds are used in optimal, equitable and accountable manner. UNESCO has continued to support countries to plan and manage national education systems through elaboration of evidence based and costed education strategic plans, as well as capacity development. He concluded by wishing the best outcomes for the conference.

AR: [http://www.arabcampaignfoeducation.org/page-1264-ar.html](http://www.arabcampaignfoeducation.org/page-1264-ar.html)

Photos: [http://www.arabcampaignfoeducation.org/gallery-130-ar.html](http://www.arabcampaignfoeducation.org/gallery-130-ar.html)
1.2 Mr. Zahi Azar, general Secretary for the Arab Network for Popular Education

Mr. Zahi started his opening speech by emphasizing the importance of having contextualized vision for the Arab countries. For this, strategic planning should include all aspects of education process.

He stated that in order to achieve the 2030 agenda, innovation of the “school” concept should take place where not only quantitative indicators are stressed upon but also qualitative and innovative aspects are taken care of. A new education system should be based on values of participation, exploration, and it should be right-based. Values of pluralism, democracy and gender equality and peace building should be integrated boldly into our education systems.

Mr. Azar stated that our conflict-inflicted region is in great need for a higher and better level of participation from all societal components including civil society for the achievement of 2030 goals. Civil society is still young in the Arab world, it also lack initiative and is limited by a suffocating environment in many cases. Thus, establishment of dialogue between civil society and governments is crucial to improve the education process, Partnerships with private sector are key. Networking opens new horizons for all education stakeholders.

He welcomed all conference participants to Lebanon and concluded “Education that is not based on Freedom is in vain”.

1.3 Jalila AlSalman, Vice President of Bahrain Teacher’s Association (On behalf of Education International General Secretary David Edwards)

Ms. Jalila stated that it is important for EI to be in the conference as one of the founding organizations of GCE. The conference comes at a good time coinciding with Global Action Week for Education for All which demands from our members to urge their governments to invest more in free quality public education.

EI has 30 affiliates in 22 of the Arab countries. She stated that quality education for all is always at the core of EI cooperation in the region. In recent years with unprecedented influx of refugees from Syria, and the huge number of internally displaced people in Iraq and Yemen, partnerships and lobbying were developed to assure quality education for the poor, girls, disabled children, children in rural area, conflict and post-conflict areas.

She pointed out that current efforts towards 2030 are still far from perfect, whether in national educational systems or education in crisis. Gaps in financing education to achieve the SDG4 are huge, but this crisis entails that we all join forces; international organizations, national civil society and teachers unions should be in the lead as teachers are the ones closest to the daily challenges in the
schools. The role of teachers and as civil society, especially in the conflict areas going through violence and segregation- is to educate and promote diversity, tolerance, democracy, justice and peace.

Furthermore, governments have to believe in the importance of unions work and not undermine unionists or criminalize them for doing what they should do. She concluded by saying that that support of civil society to do the job is much needed.

1.3 Monique Fouilhoux, Global Campaign for Education (GCE) Board Chairperson

Ms. Fouilhoux on behalf of the GCE Board thanked ACEA for organizing this important conference for organizing the conference which is indeed a significant step bringing not only the members of ACEA but also the whole family of the Global Campaign for Education together. She noted with great pleasure the important participation of the unions of teachers in the region as well as leaders of EI. She commended the presence of other regions alongside members of the GCE Board of Directors.

She pointed out that ACEA is a key member of the GCE both working within the Right to Education Framework and fully subscribing to the Agenda for Sustainable Development, especially SDG4 and the Education 2030 Agenda.

Ms. Monique stated that if current trends continue, in 2030 only 1 out of 10 children from low income countries will be on track to gain basic secondary education skills. This is an important Conference for her because she stated it will allow us during these three days to discuss implementation, how to make these changes, what ways and means for more funding to be directed to education and properly used.

GCE has been advocating for several years and is campaigning for the financing of education and we advocated and supported the recent GPE replenishment but it is very important to make sure that these resources reach those who need it most, ensuring that over the next three years, more boys, girls, youth and adults – particularly those from disadvantaged groups – can ensure their right to education is fully met. We were pleased to see that the discourse about inclusion and equity were pushed to the forefront of this year’s Replenishment. These words must be translated into meaningful action over the next years.

She highlighted the issue of Accountability as theme of Global Action Week for Education 2018. Right to education can only be realized if public education systems have these necessary resources to respond to the diverse needs of students. In the Middle East region this crucial obligation has a key importance, given the huge impact of protracted crises to the detriment of the lives, rights and livelihoods of millions of displaced persons and communities as well as those in host countries affected by crises.
She concluded by saying that this movement is unique and the voices must be heard at all levels, national, regional and global because by a phenomenon of capillarity the movement can be irrigated from national to global and vice versa, to make it more credible and to reinforce.

**1.4 Mr. Mubarak Abbas, ACEA President**

The president of ACEA stated in his opening speech that SDG4 is about ensuring equitable and inclusive education and life learning. This is the core of all advocacy work of ACEA. Financing education has become a crucial issue to be discussed in light of what we have achieved towards SDG4. Lack of investment in education sector does not only endangers the SDG4 agenda but also puts all SDGs at risk.

He stated that the Middle East is passing through unprecedented crisis. This crisis has destroyed the infrastructure of education as well as its systems and makes our efforts crucially needed to work on the SDG4 agenda during emergency.

**1.5 Mr. Refaat Sabbah, ACEA General Secretary**

In his speech, Mr. Sabbah welcomed all conference participants and stated “under the slogan of Global Action Week for Education – Keep your Promises!- we meet today!

He stated that financing education is the best demonstration of the accountability relationship between right holders and duty bearers. Talk about citizenship should not be addressed to students and teachers only but also to decision makers, business men. And everyone.

He read some alarming indicators from the region that show that it is time to act now. Government education budgets in the region are way below the international standards. Education budgets are still non-transparent and data is not available or reliable one education spending. Private sector role is very limited and is competing with public education sector in most vulnerable areas. Education facilities are targeted by conflict and education has become unsafe for children. Municipalities still withhold education taxes.

Amid all this, accountability systems are still very weak, and communities have little skills or space to monitor education budgets. Media does not support education and teachers needs a lot of support.

It is not surprising that our region is experiencing tense protracted conflicts since we spend huge amounts of money on arms and less and less on education.

Mr. Refaat gave few recommendation for the participants of the conference to think of. He proposed that private sector should play a more important role in supporting social accountability to education. He also advocated for better ties between educations spending and tax revenues.
Mr. Refaat stressed that financing education should be one main priority in countries that experience occupation or conflict. He also stated that Media should play a major role in support of better ad more quotable financing of education. He welcomed all participants to ACEA conference and wished for a more prosperous year to come in support of education.

1.6 Honoring of Lebanese Global Teacher Prize finalist

After opening speeches, the Lebanese Coalition for Education honored teacher Hiba Ballout, the finalist in the Global teacher Prize for 2018.

2. Day 1 Wednesday May 2nd, 2018

2.4 Presentation of Objectives and Agenda of the Conference

Heba E’tiefat from Arab Campaign for Education presented the objectives and the agenda of the conference. She also presented some logistic information.

2.2 Session 1: Reality of Education and Financing in the Middle East and East Europe
Moderator: ImadSabi-Open Society Foundations
Reporter: Irina Khantadze- Georgian Coalition for Education

2.2.1 Reality of Education in the Arab World. Speaker: Mr. Sobhi Tawil, Chief of Section-Education 2030 UNESCO

Mr. Sobhi elaborated on the development context in Arab region which is characterized by the largest share of young population, with highest youth unemployment rates, and at the same time causing socio-economic exclusion of young people. He stated that despite economic growth inequality of wealth redistribution is striking, and there is an increasing societal demand for more political participation and social justice. He also explained that violent conflicts are causing humanitarian crises with largest community of refuges. In this context, education is considered important and it constitutes priority issue for households and creates better ground for education reforms.

Over the previous years the obvious progress has been achieved in children enrollment rate as well as towards closing the gender disparity, pupil – teacher ratio has been generally improved also (particularly in primary education), though the attention to profession and teacher training is still a challenge. Not much progress was made with regard to quality. Education quality is still considered low based on international education research results.
Regarding education financing, education budgets are still far below the internationally recognized benchmarks and average stands at 3% of GDP which is half of acceptable standard. Due to limited transparency of education budget as well as efficient use of earmarked resources is also questionable.

SDG 4 constitutes a very good platform for the region to define clear national focus on education reforms for decade to come both with regard to equity/inclusion and quality/relevance of education. It is important to support more social cohesion and creation of shared responsibility between state or non-state actors as proclaimed in Ancheon Declaration. Dr. Sobhi called for a stronger role of civil society organizations to advocate for change and mobilize actors is vital for farther break through.

1.2.2 Reality of Education in East Europe – Speaker: Mr. Altin Hazizaj, Director of Albanian Coalition Leading Organization: Children’s Human Right Centre of Albania

The presentation by Mr. Altin provided an overview of situation in Eastern European countries of Albania, Moldova and Georgia. All three countries are rather small, and share similar experience of communist past history. Therefore they are exposed to relative poverty and have challenging education system with low outcomes.

Budget allocations for education in Albania (GDP 2.9%) and Georgia (GDP 3.1%) are far below to international benchmarks. Moldova earmarks for education 6.5% of GDP meeting international threshold though the with regard to share of state budget it is still lower. Despite intensive reforms of education system conducted in all three countries, they still face the challenge with equity of education as well as quality. The disparities with regard to students outcomes in urban rural areas, ethnic minorities or children with special education needs are evident and alarming and requires respective targeted policy interventions.

None of the countries have put SDG4 as a national priority so far. As a consequence there is limited information available in relation to the planning and implementation of the education indicators for 2030 and national budgets are not planned accordingly as well. Though all three countries have recently adopted national education strategies/action plans as well as started formal work on creating national indicators of SDGs. Coalition in all three countries are in communication with respective Ministries and other state actors to monitor the situation as well as advocate respective issues and alternatives. These documents are expected to become the key framework reference documents for farther policy dialogue.

1.2.3 Sustainability and Predictability of Global Education Financing – Mr. David Archer, GCE Board Member and Head of Programme Development, Action Aid International
David Archer’s intervention focused on how to efficiently advocate for increasing education budgets domestically. According to the presenter the impact as well as potential of International funding for education is overestimated. Based on assessments the education financing gap still remains huge with up to 39 billion after recent GPE funding pledge made in Dakar. The upcoming paradigm is to have more focus on mobilizing domestic financing and deepening national governments’ responsibility. The Arab region has the bed track record for recording data on education and on financing in general. It is important to demand transparency as foundation for accountability and effective advocacy.

The advocacy strategy is offered to be based on the following strategies:
- Advocate to increase **budget size** up to at least internationally recognized funding benchmarks through internal budget reallocations including revisiting volume of military spending;
- Advocate for better education **budget share**. For this the tax base is key. One major indicator to use is the tax to GDP ratio. In that regard 20% is an accepted minimum for having a functioning ‘social state’.
- Advocate to **expand tax base** and for that end review taxation system with the aim to increase state budget revenue through diminishing tax evasion, combating corruption, making taxation system fairer and more differentiated;
- Advocate to make budget more **sensitive** that means state policies to be more focused and targeted on socially vulnerable and excluded groups. Education budgets should disproportionally focus on improving the education opportunities for these most disadvantaged groups;
- Ensure much greater civil society **scrutiny** to make sure the funds arrive at destinations and engage citizens/communities in the process.

**2.2.4 International Reality and Trends in Education Financing – Speaker: Mr. Tanvir Muntasim, Education Specialist, Global Partnership for Education (GPE)**

Mr. Tanvir elaborated in his intervention on the major trends in international aid are as follows:
- It still plays a big role and constitutes substantial share of education budget of many low income countries,
- Though over the last decade the international funding has decreased from share of 10% in 2009 to 6.9% in 2015
- Education ODA funding has increased over last few years through GPE with focus high need specific countries only
- Some new facilities have been introduced like: Education cannot wait executed by UNESCO.
- Result based financing and payments schemes were introduced and are under high priority including low rate education loans
- The new countries joining the GPE donor pool (like in Dakar conference in 2018 UAE and Senegal made their first pledges)
2.3 Session 2: Accomplishments and Challenges in the Achievement of 2030 Agenda
Moderator: Yayoi Segi-Vltchek- UNESCO
Reporter: NagiElshafe- Sudanese Coalition for Education

This session was in the form of a panel discussion of Ministries of Education Representatives. In this session there were five panel members who presented main successes and challenges in achieving the 2030 agenda as follows:

2.3.1 Fadi Yarak, Lebanon
2.3.2 Mamoun Jaber, Palestine
2.3.3 Khadija Jimale, Somalia
2.3.4 Elsir Elsheikh, Sudan

Presentations of this session are available on ACEA website.

2.4 Session 3: Role of Education Teacher Unions in Accountability Towards Achieving ED 2030
Moderator: Lassaad Yaacoubi- Tunisian Coalition for Education
Reporter: Khalil Radwan- Jordanian Coalition for Education

Panel Discussion for Deputy General Secretary of Education International and EI Representatives:

Ms. Haldis Holst, Deputy General Secretary, EI confirmed the important role of teacher unions in improvement of quality of education, however she mentioned that there are challenges all over the world in finding the correct mechanism for teachers unions to participate. There should be an open and transparent dialogue between decision makers and unionists.

EI Representatives:

Medhat Shtaia (Palestine) stated that Palestinian teachers union was established in 1969 but teachers face extreme challenges under the occupation. He stated that international aid reached 50% of education budget in 2010 and reduced to 14% in 2017.

Hanan Faraj (Iraq) elaborated that Iraq used to have one of the best education systems in the region and during the period 1970-1984 the rates of literacy rocketed coinciding with high government spending on education sector. Since the war in Iraq and current status of displacement, which increased the number of students in each class. The schools were mandated by with two or three shifts to
accommodate the very high number of students. This has negatively affected the quality of learning of students. It is important to mention that ISIS occupation in the three governorates of Mousel, Salah Aldeen and Al Anbar caused complete destruction of schools in addition to change of school curriculums to accommodate the new concepts of ISIS. Drop out of school among displaced children are increasing and because schools in host communities were already overcrowded, learning caravans were established with less that minimum standards for education. After liberation of ISIS- occupied areas, displaced children returned to their homes, but to destroyed schools or non-functioning schools. In Iraq there is a great need for professionalization of teachers in addition to general support to education infrastructure. Iraqi Teachers union had a main role in issuing the teachers protection law through advocacy protests and lobbying. The union also demanded the increase of education budget.

Hussein Boujarra— Head of Permanent Committee of Arab Education Unions-Tunisia stated that education budgets reflect the economic and political choices of governments and the position of the educations sector among others in the state agenda. Setting education budgets is a constitutional and legislative issue. However, budgeting for education should be a participatory process. Teachers union and in addition to academia should be engaged in a democratic dialogue process with parliaments on education budgets. Civil society organizations working on education should also participate in this dialogue. Thus, education budgets is no a reduced role of legislators. Teachers unions have been overlooked when distribution of budgets takes place considering costs of unions is not a priority areas for funding.

Discussion on Session 3:

2.5 Session 4: Advocacy Efforts for Financing Education During Emergency

Panel A: Readiness and Response to Education in Emergency
Moderator: Maria Khan- Asia South Pacific Association for Basic and Adult Education (ASPBAE)
Reporter: MirgitVataj -Albanian Coalition for Education

Moderator expressed that this session was focused on advocacy efforts in emergency situations. It is important to secure education in humanitarian situations. Education has to continue in period of conflicts. He encouraged the panelists to give examples of education during emergency.

Barbara Bergamini-Education Advisor Norwegian Refugee Council/Non Formal Education Programing in Lebanon

Ms. Barbra briefed the audience on NRC’s program in Lebanon adopted as early intervention emergency program. According to her data, there are 631 Syrian children in Lebanon. The Ministry of Education in Lebanon has undertaken a commitment to respond to Syrian crisis by establishing and setting up in 5 years strategies.
Since 2013, 27000 refugee children were able to access former public schools, and this year we have 212 children enrolled in formal public education. Around 55% of refugee children are still out of school. This calls for a systematic intervention with collective effort of all stakeholders including civil society, ministry of education and donors to respond to different needs of children.

NRC has responded to Syrian crisis since at the beginning through different phases. First phase was education emergency response to children from Syria with a short three months education pack that was focused on psycho social support and creation of activities in order to set a safe and a restore normality in their lives. Second phase was to work on Lebanese curriculum developing a structure of non-formal education programs, working in language barriers in order to prepare children to enroll to public Lebanese schools. Third phase with the support of ministry of Education we were focused to inform the parents on education opportunities. At the same time with the support of media, special attention was dedicated to children that were enrolled in schools but they were at high risk to drop out of schools due to challenges that they face inside the schools.

In all this three phases NRC has adopted a holistic approach to ensure quality programs. The other component NRC intervention was to raise the capacities of educators and teachers to serve to children that are facing trauma with child centre approach. They were also focusing on child life monitoring in order to make sure that the program was adapted. This was accomplished in stronger collaboration with Ministry of Education.

Ms. Barbara also emphasized the need of diverse education in pathway for different needs of children. It is important to take into the consideration different barriers that boys and girls are facing. It is need to frame and target the interventions on the individual needs of beneficiaries. It is essential to have long term funding in order to enable both the ministry of Education but also the partners NRC to enable children to re-enter to school.

**Peter Hyll-Larsen**-Coordinator for Advocacy Inter-agency Network for Education in Emergencies (INEE)/ Application of Minimum Standards for Education during Emergencies

Mr. Hyll-Larsen stated that there are 90 standards divided in five domains to contextualize around 50 countries. Here in this region standards were contextualized in Jordan, Somalia, Palestine, Iraq, Lebanon, and Sudan. INEE has conducted trainings on this process. Even in Syria, trainings were conducted on how to apply minimum standards.

Contextualization means to take global standards that are designed for advocacy around education and financing to civil society to play their role. There are standards around participation and others around resource mobilization. There are also standards around coordination, assessment, evaluation,
accountability issues, policy formulation, formulation of law and the implementation of education laws.

INEE is a common platform for advocacy especially on financing. INEE would like to bring members together around few simple messages.

**Yousra Mohamed AbdelGhany-Plan International-EIE Monitoring and Evaluation/Making Education Accessible for all During Emergencies**

Ms. Yousra explained how PI recently established an office in Middle East region in Jordan and Lebanon. Recently PI has an increased presence because of the dynamics in the education sector and emergencies in the region. There was attention paid especially to cross the gap between humanitarian and development work.

PI is working for sustainable solutions for bettering in collaboration with different partners and communities. PI has partnered with ministries in different countries and civil organizations for better delivery of formal and non-formal education services.

IP’s strategic plan for 2020-2022 was developed to support education and hundred million girls to learn, lead and decide – focusing on right to education- and focusing on right to protection and participation. Still there are challenges to the schools capacities. Thee are large classes that have 100 students per class and the quality of the education is affected, also protection remains as an issue.

Capacities of school is also challenging especially dealing with the needs of refugee children. Psycho social support is very crucial in emergencies. In Jordan, PI works through local government to recognize partners. With local partners we work to address the needs, to address the actual need of the refugee. To manage and to prevent conflict sensitivities, there are still challenges to technical resources and capacity in the region to adapt the solutions. Communities are aware where the gaps are. PI will support them to access the tool through different resources.

**Khaled Al Mohareb-Jordanian MOE Representative/ Case Study of Jordan: Putting Principles of Conflict Sensitive Education into Practice**

Mr. Khalid explained the pressure on Jordanian government to respond to the need of refugee children. First, there was a need to build the new schools, then Ministry of Education took another initiative to make schools with double shifts for 2016-2017. Jordan Government created 43 new schools related to refugee situation. 4597 children were enrolled in classes. One of the challenges on integrated refugee children to school was that parents didn’t want to enroll children in schools. Ministry in cooperation with partners launched the campaign encourage and promote return to school.
PANEL B: Opportunities and Gaps in Financing of Education in Emergency Situations
Moderator: Fadi Abi Allam - Permanent Peace Movement, Lebanon
Reporter: Sahar Riahi - Tunisian Coalition for Education

John Solecki, Senior Advisor in Education Cannot Wait stated that ECW is a pioneer organization that defends the right to education during conflict and emergencies. He confirmed that only 3% of aid is directed to the education sector and that is not sufficient to respond to the huge challenges and needs. The aid provided by ECW has helped millions of children access education during emergency.

He stated that among the important lessons learned is that access to education and motivation of children and communities to keep services available is key. He shared the work of ECW in Somalia, Syria and Yemen and the future plan to engage in Gazza.

Delphine Dorsi, Director of Right to Education Initiative explained that human rights law applies in all contexts. People do not lose their human rights because of conflict, or natural disasters. States cannot transfer their obligations under any circumstances.

During armed conflict, States parties have to do everything in their power to improve the enjoyment of economic, social and cultural rights.20

Minimum core obligations remain in emergency contexts and include:
- ensuring the right of access to public educational institutions and programmes on a non-discriminatory basis;
- ensuring that education conforms to the its objectives
- providing primary education for all
- adopting and implementing a national educational strategy which includes provision for secondary, higher and fundamental education
- ensuring free choice of education without interference from the State or third parties, subject to conformity with “minimum educational standards.

She stated that international law recognised a role for private actors in education. This is necessary to preserve individual freedom of opinion, religion and political conviction against the risk that the State will use the educational system to enforce its own values, religion or other ideology on individuals.

Conditions:
➢ Does not lead to any form of discrimination, create or increase inequality;
➢ Does not lead to fee-charging private primary schools being the only option for compulsory education

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20 Report of the High Commission on Human Rights on the protection of economic, social and cultural rights in situations of armed conflict, with a specific focus on the rights to health and to education, E/2015/59, 2015, para. 11
➢ Does not undermine the humanistic mission of education
➢ Conforms to the minimum educational standards, being adequately regulated and monitored
➢ Are publically debated in line with the principles of transparency and participation

She discussed the ethical tensions between humanitarian and profit motivations of businesses to invest in this crisis.

- The primary obligation to respect, protect and fulfil the right to education remains on the State, regardless of whether it has permitted or funded private providers. This is particularly important in emergencies contexts where there is a need for coordination among the various actors delivering education and for looking at the long term, giving particular attention to the content of education (eg.: life skills, learning to live together)
- The liberty of individuals and bodies to establish and direct educational institutions is subject to compliance with minimum standards laid down by the State and to the core values of the right to education.
- Public financing of private actors met particular conditions.

PANEL C: Reflections from National Education Coalitions on “Conflict Sensitive Education”
Moderator: Dr. Iqbal Samalouti- Arab Network for Literacy and Adult Education (ANLAЕ)
Reporter: Suad, Egyptian Coalition for Education

The following coalitions presented their experience working in the area of conflict sensitive education:

1. Fatima Abubaker, Somali Coalition for Education
2. EslyWakil, Lebanese Coalition for Education
3. Khuzama Al-Rasheed, Jordanian Coalition for Education
4. AyadSalih, Iraqi Coalition for Education

3 Day 2: Thursday May 3, 2018
3.1 Session 5: Evidence Based Advocacy for Education Financing: Global, Regional and National Lessons

PANEL A
Moderator: Elsy Wakil- Lebanese Coalition for Education
Reporter: George Chanturia - Georgian Coalition for Education

**Mr. Hugh Mclean, representative from the Open Society Foundation** discussed the role and importance of CSOs in the advocacy and how important it is to have evidence based advocacies. The major point, according to him, in those advocacy campaigns is to have a back from the local
population. “Even if the issue is correct, uncles we have a dialogue with the local population it won’t succeed. It is not just convincing the top, but the local population, as well.”

He also briefly discussed the role and experience of Open Society Foundation starting from 1990s. According to him, closing of the central office OSF in Hungary is an attack on democracy and shows how difficult it might get for the CSOs.

In closing, he reiterated that it is pointless to finance campaigns or reforms if you do not have population behind you.

**Mr. Chikezie Anyanwu – Director of CSEF** concentrated more about GCE and its work on the global level and how it works with both regional and national levels, too. At the end, he provided recommendations for CSOs (for more details, please see slide used at the presentation).

**Ms. Dagmar Award-Gladewitz** briefly discussed the work of GIZ around the globe and concentrated her presentation on Yemen. According to her, GIZ as a technical assistance, does not provide financial support per se, but assist to create the atmosphere for dialogue and cooperation, e.g. training, capacity building activities, consultations and so forth. This does not include only teachers, but can be school management and other personnel, too. In order to make sure that the system works both horizontally and vertically.

In cooperation with other stakeholders, GIZ provides support in terms of school management, psychosocial one and support to improve school managements in crisis. Making education decentralized in order to have more capabilities of tackling challenges during crisis situation. According to her, advocacy for more financing of education is absolutely necessary. However, what is a lesson learned in Yemen is that absorption capacity of a country needs to be taken into consideration. In other words, whether implementation can be insured by the capacity available in the country. Last but not least, it was underlined that if there is no equal focusing on other SDGs such as SDG 16 – Peace, Justice and Strong Institutions or SDG 17 – Partnerships for the Goals, then it is very difficult to have real impact on development.

**PANEL B**

Moderator: Mariana Ianachevici - Moldovan Coalition for Education

Reporter: Adam Adam - Somali Coalition for Education

1. **Refaat Sabbah, General Secretary**, presented a regional Case Study of ACEA. Mr. Sabbah explained the mechanism of work of the Arab Campaign and the collaboration among its Arab and East Europe member under the umbrella of GCE. Mr. Refaat elaborated on the key issues that ACEA is working on mainly on domestic financing.
2. Helen Dabu, Deputy Regional Coordinator Asia South Pacific Association for Basic and Adult Education (ASPBAE) presented the case study of East Asia. She elaborated on the main aspects of financing which the regional coalition is working on including: Transparency - Access to Documents & Information, Public Participation in Budget Process, CSO Representation in Budget-Making Bodies/Committees, Greater public awareness on Budget and More substantial public debate on the Budget. She mentioned some of the advocacy strategies used by the regional coalition such as capacity building, planning and designing intervention, strategies, information dissemination and media engagement, and lobbying and intervention.

Ms. Helen stated the following lessons learned from her region on education budgeting:

1. There is a need to identify key actors in the budget process (Stakeholders Analysis/mapping)
2. There must be concrete proposals with good basis
3. Budget proposals should be simple (“demystify” budgets)
4. Must have credibility, with constituency, with machinery
5. There must be champions or allies in the government
6. There should be intimate knowledge of the engagement terrain and flexibility in dealing with Government
7. Expertise and capacity must be developed in budget advocacy

- Teopista Birungi, Regional Coordinator, Africa Network Campaign for Education for All (ANCEFA) presented the regional experience of holding the governments to account for the fulfillment of their commitment to the six EFA goals enshrined in the Dakar Framework for Action and campaigning for strong public education policies backed by adequate resources and sound financial management through initiatives such as Education watch, budget tracking, score cards.

Mrs. Birungi stated that education which once appeared to be one area that may have been immune from the dominance of the market is now under unprecedented threat. There is a break-up of traditional school systems, the emergence and spread of privately managed, corporate owned, and in many instances, for-profit schools, colleges and universities. This is giving more and more prominence to education as a commodity, a private, positional as opposed to a public, societal good and it is undermining social cohesion and democracy.
Education corporations in various aspects of education governance; (like Pearson which sits on the GPE Board) have emerged with sale and provision of for-profit education and education services, such as standardised testing, curricula and teacher evaluation tools and support to the introduction and expansion of *Low Fee For-Profit Schools*.

ANCEFA mobilised members and partners of the Privatisation consortium (*to which we are members*) against the MDG Assessment Report 2014, by UNDP, Africa Development Bank (AFDB) and Africa Union Commission (AUC). The assessment clearly called to private sector to accelerate progress towards achieving MDGS without any caution or guidance to governments to regulate. This had to be challenged.

With its members & partners they coordinated a challenging feedback to African Union when it called for increased private sector involvement in the Continental Education Strategy 2025. **More actions included:**

- Developing an ANCEFA policy position on Privatisation of Education to guide our membership in their Advocacy work at National level.
- Setting up of an Africa consortium against privatisation in education with a clear policy position and launch a continental campaign.
- To campaign for Domestic Resource mobilization is about enhancing the National Revenue base, ANCEFA plans to partner with Taxi Justice Network to support our members.
- Continue the Training of coalitions using the GCE toolkit on privatisation in Education.
- Re directing advocacy to target the National actors at National level

3. **Madeleine Zúñiga, National Coordinator of Peruvian Campaign for the Right to Education**, Latin American Campaign for the Right to Education (CLADE) presented a paper entitled “System for Monitoring the Financing of the Human Right to Education in Latin America and the Caribbean.

The paper discussed the **Scope and data for monitoring investment in education**. She stated that the system compiles information from 20 countries of the region in the period 1998-2015. It collects official data provided by the national governments and consolidated by international organizations as UNESCO Institute of Statistics, but it also considers information given by studies carried on by civil society organizations that might be better updated.
The data is analysed in three dimensions: Public Financial Effort; Availability of Resources and Equity in School Access. We will briefly present the content and findings on these dimensions and an overall reflection about what we have learned from this effort until now.

More recent information provided by civil society organizations report a regrettable decrease in resources in some countries in the region, mainly Argentina, Brazil, El Salvador and Honduras. This is the reason for the constant demand for more resources for education in teachers and students demonstrations and other activists who fight for the realization of the human right to education.

In the end of her presentation, Ms. Madeline presented some key lessons learned from her regional work:

- All governments in the region must double their efforts to fulfil their engagement with 2030 Education Agenda and their effort should seriously consider a critical view to tax regulations to avoid and eliminate the privileges that are an obstacle for better tax collection. The struggle to achieve free inclusive and quality education cannot succeed without tax justice.

- No economic crisis should be attended considering the reduction of resources for the realization of human rights, keeping in mind that international human rights legal frameworks prohibit setbacks in the realization of human rights, which have to be met progressively.

- It is fundamental to reform and encourage citizen participation in the definition of education policies and their accountability. In many countries of our region, spaces for the participation of civil society have been closed and sometimes there is a growing criminalization, particularly of students.

PANEL C National Lessons Learned on Advocacy for Education Financing
Moderator: Nazaret Nazaretyan - DVV Regional Director, Middle East
Reporter: Amal Wehda- Palestinian Coalition for Education

This session included short interventions by national coalitions who presented some of their lessons learned working at national level. The following national coalitions presented lessons learned from their countries:

1. Liliana Rotaru, President of APSCF, Moldovan Coalition for Education
2. George Chanturia, National Coordinator, Georgian Coalition for Education
3. Mirgit Vataj, Albanian Coalition for Education
4. Osman Abu Baker, AL-Massar General Director, Sudanese Coalition for Education
5. Amal Barghouthi, Coalition Coordinator, Palestinian Coalition for Education

Presentations of this session are available on ACEA website.
3.2 Session 6: What Can be Done? Civil Society Strategies on Accountability
Moderator: Khalid Elnabris - ACEA Advisor
Reporter: Wessam Sherif - Egyptian Coalition for Education

In the beginning of the session, Ms. Camilla Croso, president of GCE gave an intervention on the role of education coalitions in the future.

Mrs. Croso welcomed the presence of national and regional coalitions of education. She stated that presence of all actors including INGOs, foundations and donors as well as representation of governments demonstrates not only the convening power of ACEA but also the political culture it promotes; that dialogue, debate and collective reflection and collective motivation and drive is transformative.

I chose this terms as not all action is transformative. Some actions are geared to promote the maintenance of the status quo. However what we saw here is a drive for transformation for a different horizon, dream and utopia. She stated that it is time to celebrate the movement. We should remember that ACEA was seeded in the GCE meeting in San Paulo. This shows the force of this movement and power of collective exchange and action. Coming together enriches and expands our horizon and inspires us with new ideas to promote change.

Networking is the strategy that is crucial for strengthening democracy and civil society as legitimate actors for active engagement and participation in policy formulation and decision making.

She underlines the importance of participation, freedom of expression and association as human rights enshrined in the international instruments and also recognized in SDG4.

Mrs. Camilla stated that there are tremendous challenges in the current context with change political scenes and shrinking space for CSOs to enjoy democracy. That is why everyone should work together hand in hand.
She concluded by saying that the struggle for increased financing for education should go hand in hand with transformative education.

STRATEGIES FOR CSO ENGAGEMENT:

Then, participants were divided into groups to discuss the strategies that could be adopted by different stakeholders to advocate for sufficient financing of SDG4.

The following are some of the outcomes of the groups work:
1. National Civil Society Strategies (Arabic Speaking)

- Pressure the government through advocacy for more transparent education budgets.
- Enhance and work with parliaments for holding states accountable and target parliamentarians in capacity building activities.
- Partner with government in planning and attempting to make these plans inclusive.
- Effective collaboration between government and civil society to respond to education needs during emergency.

2. Role of CSOs in increasing domestic financing for education:
- Increase awareness of communities on the importance of active citizen participation and contribution to domestic financing.
- Participation of communities in planning education budgets.
- Enhance the role of CSOs in advocacy for better education financing.
- Investment in human resources
- Documentation and dissemination of success stories of civil society in advocating for better education financing.

3. International Aid
- Reach to a common vision on what is the kind and value of needed international aid
- Change the relationship with donors to become more of mutual trust and transparency
- Advocate for aid to respond to local needs

Common Strategies:

1. Adopt independent mechanisms for protection according to international mechanisms to develop shadow reports and monitor violations to right to education,
2. Maintain a regional data base and facilitate access to data
3. Use and strengthening of utilization of social accountability tools.
4. Make coalitions with media towards better accountability to education.
5. Conduct studies and research and collaborate among expertise

Institutionalization:

- Adoption of ministries of education of policy papers for social accountability
- Lift all constraints on civil society to perform its monitoring role
- Engage CSOs effectively in policy, planning and monitoring national committees.

MAIN CONFERENCE OUTCOMES
ACEA conference brings together national and regional civil society coalitions, main stakeholders and key players of the education sector in the Middle East and East Europe in addition to attendees from different regions “Latin America, Africa, and Asia South Pacific” and worldwide.

Significant Contributions were from those who fill in the financing gap, such as Education Cannot Wait; networks that set standards of work, like the Inter-Agency Network for Education in Emergencies (INEE); supporting agencies (UNESCO, Open Society Foundations, GIZ); and practitioners from the field whose everyday challenge is to make education accessible to all, including those affected by conflicts and emergencies such as the Norwegian Refugee Council (NRC) and the Right to Education Initiative (RTI)

On the subject of the Domestic Financing for Education, it was emphasized that the sustainability of local financing is the main guarantee of achieving quality, safe and inclusive education in line with sustainable development goals 2030, which requires adequate efforts to develop and strengthen local finance both by tax reform and by raising education budgets and spending by the governments in addition to raising levels of transparency, and ensuring that free and compulsory education is the responsibility of States.

Participants also red flagged the significant rise in arms spending on the expense of the development spending especially education - in light of the appalling indicators of the reality of education, particularly in countries experiencing armed conflicts and refugees issues.

The attendees called on the government and international donors to fulfill their obligations to protect the right to education, both in relation to education in emergencies and education 2030.

With conflict situations becoming more and more permanent in a number of countries, the development of emergency education systems, proactive planning and strategy development to deal with long-term crisis and finding mechanisms to ensure adequate funding to achieve them are unavoidable commitments.

Participants also stressed the need for Governments to commit to eliminate rural, urban and nomadic disparities and to ensure that marginalized groups have access to the right to education as well as the expansion of technical and vocational education.

The conference valued and shed the light of the great efforts of the educational coalitions in promoting community participation in education in line with the government efforts. We called for activating these efforts, especially in the implementation of social accountability, and developing the capacities of the educational coalitions, the teachers unions and civil society in their efforts on the social accountability to education.

The Conference also emphasized on the activation of advocacy tools, the creation of means that make them effective and influential, the exchange of experience of civil society around the
world, the improvement of the work of coalitions and governments in dealing with education in emergency.

- It was agreed that the conference will be held every two years; to review the performance of the Arab and East Europe countries towards achieving SDG4
- The Kuwaiti teachers union (EI Member) expressed their intention to establish Kuwaiti coalition for education with support of EI. In addition participants from Mauritanian coalition for education (GCE member) expressed their aspiration to join ACEA
- Various meetings were held in conjunction with the conference such as the coalitions with Varkey Foundation about teachers prize, CSEF Project countries meeting with GCE, EI regional meeting with the representatives of the unions, GCE board members meeting and the secretariat of CCNGO group meeting

The conference final statement was presented by the Nagi Al Shafi from the Sudanese Coalition for Education. The final conference statement can be found in Annex #

ANNEX 1: CONFERENCE AGENDA

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>WHO</th>
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<tbody>
<tr>
<td>12:00-15:30</td>
<td>Registration</td>
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<td>16:30-17:30</td>
<td>Art Show</td>
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<tr>
<td>17:30-18:30</td>
<td>Opening Speech by Lebanese Minister of Education and Higher Education</td>
<td>H.E. Mr. Marwan Hamadeh</td>
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<tr>
<td>17:30-18:30</td>
<td>Opening Speech by UNESCO/Regional Office, Beirut</td>
<td>Dr. Hamed Al Hammami Regional Office Director</td>
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<td>17:30-18:30</td>
<td>Opening Speech by Lebanese Coalition for Education</td>
<td>Mr. ZahiAzar General Secretary of the Arab Network for Popular Education</td>
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<td>17:30-18:30</td>
<td>Opening Speech by Education International (EI)</td>
<td>Mr. David Edwards General Secretary</td>
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<td>17:30-18:30</td>
<td>Opening Speech by Global Campaign for Education (GCE)</td>
<td>Ms. Monique Fouilhoux GCE Chairperson</td>
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<td>17:30-18:30</td>
<td>Opening Speech by Arab Campaign for Education (ACEA)</td>
<td>Mr. Mubarak Abbas ACEA President</td>
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<tr>
<td>17:30-18:30</td>
<td>Opening Speech by ED2030 Regional Support Group</td>
<td>Mr. RefaatSabbah ACEA General Secretary</td>
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### Day 1: Wednesday May 2, 2018

**Honoring Global Teacher Prize Top 50 Finalists, 2018.**
- **18:30-18:45** | Lebanese Teacher Hiba Ballout | Lebanese Coalition for Education

**Reception - Open Space for Networking** | 18:45-20:30

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### Session 1: Reality of Education and Financing in the Middle East and East Europe

**Moderator:** Imad Sabi - Open Society Foundations  
**Reporter:** Irina Khantadze - Georgian Coalition for Education

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<tr>
<th>Time</th>
<th>Activity</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>9:00-9:15</td>
<td>Presentation of Objectives and Agenda of the Conference</td>
<td>Heba E’tiefat - Arab Campaign for Education</td>
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<tr>
<td>9:15-10:15</td>
<td>15 minutes each</td>
<td>Sobhi Tawil - Chief of Section-Education 2030 at UNESCO</td>
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<tr>
<td>Reality of Education in the Arab World</td>
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<td>Sobhi Tawil - Chief of Section-Education 2030 at UNESCO</td>
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<td>Reality of Education in East Europe</td>
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<td>Altin Hazizaj - Director of Albanian Coalition for Education</td>
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<td>Sustainability and Predictability of Global Education Financing</td>
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<td>David Archer - GCE Board Member and Head of Programme Development at ActionAid International</td>
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<td>International Reality and Trends in Education Financing</td>
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<td>Tanvir Muntasim, Education Specialist at GPE</td>
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<td>10:15-11:00</td>
<td>General Discussion</td>
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<td>11:00-11:30</td>
<td>Coffee Break</td>
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### Session 2: Accomplishments and Challenges in the Achievement of 2030 Agenda

**Moderator:** Yayoi Segi - Vltchek - UNESCO  
**Reporter:** Nagi Elshafei - Sudanese Coalition for Education

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<th>Time</th>
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| 11:30-12:15 | Panel Discussion of Ministries of Education Representatives | Deputy Ministers and Minister's Representatives:  
- Besa Shahini, Albania  
- Fadi Yarak, Lebanon  
- Mamoun Jaber, Palestine  
- Khadija Jimale, Somalia  
- Elsir Elsheikh, Sudan |
| 12:15-12:30 | Q&A | |

### Session 3: Role of Education Teacher Unions in Accountability Towards Achieving ED 2030

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### Moderator: Lassaad Yaacoubi - Tunisian Coalition for Education  
**Reporter:** Khalil Radwan - Jordanian Coalition for Education

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<th>Time</th>
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<th>Participants</th>
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| 12:30-13:15  | Panel Discussion for Deputy General Secretary of Education International and EI Representatives | Ms. Haldis Holst  
Deputy General Secretary, EI  
EI Representatives:  
Hussein Boujarra – Tunisia  
Slim Ghriss – Tunisia  
Medhat Shtaia – Palestine  
Hanan Faraj – Iraq  
Adnan Borji – Lebanon       |
| 13:15-13:30  | General Discussion                                                                      |                                                                               |
| 13:30-14:45  | Lunch Break                                                                              |                                                                               |

#### Session 4: Advocacy Efforts for Financing Education During Emergency

**Panel A**

**Readiness and Response to Education in Emergency**

**Moderator:** Maria Khan - Asia South Pacific Association for Basic and Adult Education (ASPBAE)  
**Reporter:** Mirgit Vataj - Albanian Coalition for Education

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Participants</th>
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| 14:45-15:30  | Non Formal Education Programming in Lebanon                                               | Barbara Bergamini  
Education Advisor, Norwegian Refugee Council (NRC)                        |
|              | Application of Minimum Standards for Education During Emergencies                        | Peter Hyll-Larsen  
Coordinator for Advocacy, Inter-agency Network for Education in Emergencies (INEE) |
|              | Making Education Accessible for all During Emergencies                                     | Yousra Mohamed AbdelGhany  
PLAN INTERNATIONAL - EIE  
Monitoring and Evaluation Officer, Egypt                                      |
|              | Case Study of Jordan: Putting Principles of Conflict Sensitive Education into Practice    | Khaled Al Mohareb, Jordanian MOE Representative                               |

**Panel B**

**Opportunities and Gaps in Financing of Education in Emergency Situations**

**Moderator:** Fadi Abi Allam - Permanent Peace Movement, Lebanon  
**Reporter:** Sahar Riahi - Tunisian Coalition for Education

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<th>Time</th>
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|              | The Role of Education Cannot Wait Fund in Filling the Financing Gaps of Education During Emergency | John Solecki  
Senior Advisor                                                                 |
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<tbody>
<tr>
<td>15:30-16:00</td>
<td>General Discussion</td>
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<td>16:00-16:30</td>
<td>Coffee Break</td>
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<td>16:00-17:15</td>
<td><strong>PANEL C</strong></td>
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<tr>
<td>Moderator:</td>
<td>Dr. Iqbal Samalouti- Arab Network for Literacy and Adult Education (ANLAE)</td>
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<tr>
<td>Reporter:</td>
<td>Abdulmaged Al-Hanash, Yemen Coalition for Education for All</td>
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<tr>
<td>16:30-17:15</td>
<td>Reflections from National Education Coalitions on “Conflict Sensitive Education”</td>
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<td>7 minutes</td>
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Day 2: Thursday May 3, 2018

Session 5: Evidence Based Advocacy for Education Financing: Global, Regional and National Lessons

**PANEL A**

Moderator: Elsy Wakil - Lebanese Coalition for Education

Reporter: George Chanturia - Georgian Coalition for Education

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<td>9:00-10:30</td>
<td>Advocacy for Financing Education: Collaboration of Global, Regional and National Education Coalitions</td>
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<td>Reflections on Advocacy for Education: The Case of Open Society Foundations</td>
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<td>Lessons Learned from GiZ Work in Education in the Region</td>
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<td></td>
<td>Chikezie Anyanwu</td>
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<td>Global Coordinator, Global Campaign for Education (GCE)</td>
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<td></td>
<td>Hugh Mclean</td>
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<td>Director, Education Support Programme, Open Society Foundations</td>
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<td></td>
<td>Dr. Dagmar Awad-Gladewitz</td>
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<td>Head of Quality of Education Improvement Program Head</td>
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# PANEL B

**Moderator:** Mariana Ianachevici - Moldovan Coalition for Education  
**Reporter:** Adam Adam - Somali Coalition for Education

| Regional Case Studies | Refaat Sabbah  
|-----------------------|-------------------------  
|                       | General Secretary, Arab Campaign for Education for All (ACEA) |
| Lessons learned on Advocacy from Asia | Helen Dabu  
|                       | Deputy Regional Coordinator  
|                       | Asia South Pacific Association  
|                       | for Basic and Adult Education (ASPBAE) |
| Lessons learned from Africa: Public and Private Education | Teopista Birungi  
|                       | Regional Coordinator, Africa Network Campaign for Education for All (ANCEFA) |
| Lessons learned from Latin America: Monitoring of Government Spending on Education | Madeleine Zúñiga  
|                       | National Coordinator  
|                       | Peruvian Campaign for the Right to Education, Latin American Campaign for the Right to Education (CLADE) |

# PANEL C

**Moderator:** Nazaret Nazaretyan - DVV Regional Director, Middle East  
**Reporter:** Amal Wehda - Palestinian Coalition for Education

| Lessons learned from East Europe: Financing and Implementing Inclusive Education | Liliana Rotaru, President of APSCF, Moldovan Coalition for Education  
|-----------------------------------------------------------------------------|-------------------------------------------------------------------  
|                                                                             | George Chanturia, National Coordinator, Georgian Coalition for Education  
|                                                                             | Albanian Coalition for Education |
| Lessons learned from Arab World: Teaching the Beduins | Osman Abu Baker  
|                                                          | AL-Massar General Director  
<p>|                                                          | Sudanese Coalition for Education |</p>
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<td>10:30-11:00</td>
<td>Lessons learned on Social Accountability on Disability</td>
<td>Amal Barghouthi Coalition Coordinator, Palestinian Coalition for Education</td>
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<td>11:00-11:30</td>
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<td>11:30-11:40</td>
<td>Reflections: The Role of Civil Society in Advocating for Better Financing for Education Especially During Emergencies</td>
<td>Camilla Croso President Global Campaign for Education</td>
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<td>11:40-13:30</td>
<td>Developing Strategies to Enhance the Role of Civil Society in Enhancing Social Accountability in Education</td>
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<td>13:30-14:45</td>
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<td>14:45-15:45</td>
<td>Presentation of Group Work and Discussion</td>
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<td>15:45-16:15</td>
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<td>16:15-17:00</td>
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ANNEX 2: PARTICIPANT LIST

ANNEX 3: ACEA CONFERENCE PRESS RELEASE ARABIC

بيروت – لبنان 1 أيار 2018 تتجه أنظار الوطن العربي في الأول من أيار إلى العاصمة اللبنانية بيروت التي تحتضن المؤتمر الدولي لتمويل التعليم 2030 تحت عنوان “تمويل التعليم 2030: إعادة النظر في دور المجتمع المدني” ويجمع هذا الحدث الذي تنفذ الحملة العربية للتعليم 2030 للجميع – آكيا ليس فقط الائتلافات التربوية الوطنية والممثلين الرسميين لوزارات التربية والتعليم من الدول العربية وشرق أوروبا، ولكن أيضا نقابات المعلمين ووسائل الإعلام بالإضافة إلى وكالات التعليم الدولية والأممية ومؤسسات المجتمع المدني واتحادات التعليم على مستوى دولي تبادل أفضل الممارسات والتجارب.

يعقد المؤتمر تحت رعاية معالي وزير التربية والتعليم العالي في لبنان السيد مروان حماده وبالتعاون مع اليونسكو ومؤسسة المجتمع المفتوح والجمعية الألمانية لتعليم الكبار والشبكة العربية للتربية الشعبية والحملة العالمية للتعليم.

ورغم ما تبذل العوامل الدولية والوطنية من جهود لتطوير العملية التعليمية بهدف الوصول إلى مخرجات تعليمية تلبية احتياجات تلك الدول غير أن هذه الاحتياجات تتصادم بالميزانيات المختلفة للتعليم في تلك الدول والتي لا تلبى بالغرض المطلوب للتطوير العملية التعليمي.

رفعت صباح السكرتير العام للحملة العربية للتعليم – آكيا أعبرب عن أمله في أن يتمكن المؤتمر من تحقيق أهدافه في حق الدعم اللازم للتعليم خلال الاعوار العاترة المتبقية وكذلك من خلال التأثير على صناع القرار بضرورة رفع ميزانيات التعليم المحلية في بلدانهم.

وأكد الصبح على أن موازات جيدة للتعليم سيكون لها مخرجات جيدة في العملية التعليمية ومخبراتها.
حوالي توقعات الصباح من المؤتمر قال أن التوقعات والآمال كبيرة على هذا المؤتمر وأن مخرجات المؤتمر لو تحققت ستعكس نفسها على كافة مناحي الحياة العربية. يأمل أن يخلص المؤتمر إلى تحقيق رؤية وإستراتيجية مشتركة لعمل المجتمع المدني نحو تمول التعليم، ووضع خطط عمل لتدخل فعال للمجتمع المدني في حماية وتمول التعليم وخاصة في حالات الطوارئ.

وذكر مبارك عباس رئيس الحملة العربية للتعليم (آكيا) أن الهدف الرابع من أهداف التنمية المستدامة سما التعد "بضمان التعليم الجيد المنصف والشامل للجميع، وتعزيز فرص التعليم مدى الحياة للجميع". يعتبر في صلب أعمال المناضلة التي تقوم بها الحملة العربية للتعليم: لمحة على تحديد رؤية وإستراتيجية مشتركة لعمل المجتمع المدني نحو تمويل التعليم والتعليم في حالات الطوارئ، ووضع خطط عمل لتدخل فعال للمجتمع المدني في تمويل التعليم في حالات الطوارئ.

وذكر أن الحملة العربية للتعليم (آكيا) هو تحالف متنوع وغير ربحي تتكون من المنظمات غير الحكومية والمنظمات المجتمعية، ونقابات المعلمين واتحادات وما إلى ذلك من المنظمات المهتمة بالتعليم. وتتكون الحملة العربية للتعليم من 11 تحالف من المنظمات المهتمة بالتعليم في منطقة الشرق الأوسط، وتضم الانتقادات الوطنية في عضويتها منظمات دولية نشطة.

ANNEX 4: ACEA CONFERENCE PRESS RELEASE ENGLISH

The Focus of the Arab World on the 1st of May 2018 is directed towards the Lebanese Capital of Beirut where the International Conference "Financing Education2030: Revisiting the Role of Civil Society" is held from 1-3 May 2018. This conference which is organized by the Arab Campaign for Education for all brings together national and regional education coalitions, official representatives from the ministries of education from the Arab world and East Europe. In addition to teacher unions, media persons, international and regional educational agencies and educational coalitions at international level to share good practices and experiences.

The Conference is conducted under the patronage of his Excellency Mr. Marwan Hamadeh the Lebanese Minister of Education and higher education, in cooperation with UNESCO, Open Society Foundation, DVV International, the Arab Network for Popular Education and the Global Campaign for Education for all.

Despite the efforts of the Arab and East Europe Countries to develop the educational process in order to reach educational outputs that meet the needs of those countries, those needs collides with the allocated budgets to education which don’t meet the required purpose to develop the learning process.
The General Secretary of ACEA Mr. Refat Sabbah expresses his hope that the conference will achieve its objectives in mobilizing the needed support for education over the next 10 years by influencing decision makers to raise local education budgets in their countries. Mr. Al Sabbah assured that the good budgets for education will lead for good quality in the learning process and its outputs, regarding his expectations of the conference; he said that the expectations and hopes are great for this conference and if the outcomes of the conference are achieved this will reflect on all aspects of educational life in the Arab world. He hopes that the conference will identify a common vision and strategy for the work of civil society towards funding education and develop action plans for effective intervention by civil society in the protection and financing of education, especially during emergencies.

Mr. Mubarak Abbas ACEA president stated that SDG4 and especially "to ensure equitable and inclusive education for all, and to promote lifelong learning opportunities for all" is within the core of the advocacy work of ACEA. Moreover, Increasing funding for achieving SDG4 has become an urgent necessity and the lack of adequate investment in education not only jeopardizes the entire Education 2030 agenda, but also the goals of sustainable development as a whole. In addition, the Middle East is undergoing a devastating humanitarian crisis, which is significantly hampering the region's achievements in education and making the education agenda 2030 more and more elusive.

Mr. Sabbah said the conference will set up a social partnership to ensure sufficient local funding for education, and also to commit donor countries to their commitments to finance education for developing countries and to combine all civil and governmental efforts to secure all funding requirements for education, Tax reform as well as good governance.

The conference will revolve around three main themes: Domestic financing for education, emergency education and social accountability. The role of civil society will be discussed mainly especially the role of national coalitions to improve advocacy work and policy change with a view to increasing local financing and donor financing for education.

The Arab Campaign for Education for All (ACEA) is an independent, non-profit coalition, consisting of networks, national educational coalitions, non-governmental organizations, community-based organizations, teachers' unions, associations and other sectors active in the field of education in 14 countries in the Middle East & East Europe.

ACEA is formed of 11 national coalitions in the Arab Region, and is partnering with three coalitions in East Europe. National coalitions comprise active and representative civil organizations in their membership, including those that work to promote achievement of the Education 2030 Agenda, national education goals and other critical education issues through public awareness, mobilization, policy participation, advocacy, research and monitoring activities.
## ANNEX 5: ACEA CONFERENCE MEDIA COVERAGE

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