

Middle East North Africa Regional Office

Thematic Education Report

January - December 2018



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Abbreviations and Acronyms

ILO	International Labour Organization
LSCE	Life Skills and Citizenship Education
MENA	Middle East and Northern Africa
MENARO	Regional Office for the Middle East and Northern Africa (UNICEF)
NGO	Non-Governmental Organization
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children Fund

Executive Summary

In the MENA region, with poverty on the rise, and continuing conflict, the number of out-of-school children in the region is increasing. In addition, there is consensus that despite progress in equitable access, current education systems do not produce the expected outcomes required to successfully advance individual, social and economic development.

Therefore, UNICEF's focus in education in the region is to promote a transformative learning agenda aimed at ensuring opportunities for all children to develop at their full potential with the best start for adult life. It assumes a wide range of skills, attitudes and values (**i.e. life skills**) are required to prepare them to *LEAP into the Future* so that they are ready to **Learn**, engage in **Employment**, be **Active Citizen** and in control of their own **Personal growth and empowerment**.

UNICEF MENARO initiated in 2016 the Life Skills and Citizenship Initiative (LSCE) that provides a framework to transform education systems into open learning systems that put life skills at the core of teaching and learning. To realize this vision, reform of learning contents, and teaching methods, curriculum, delivery and assessment systems, as well as the institutional environment in which learning takes place is required.

Strategic Context of 2018

Focus in 2016 and 2017 has been very much on the conceptualization of the LSCE framework. The initiative was officially launched in November 2017, as a regional partnership initiative that involved ministries of education, UN agencies, NGOs and the private sector.

In 2018, the focus was on country level implementation. Depending on the specific country context, challenges and opportunities, UNICEF's engagement with reform agenda promoted under LSCE, is approached from a different angle in different countries, depending on where the country is, and what provides a good entry point to push for the larger LSCE agenda.

For example, in some countries such as Egypt and Tunisia, the focus has been on integrating life skills into the curriculum. In Syria, life skills are being introduced into the new teacher development program, aimed at supporting new teaching methodologies and practices in the classroom. Other countries, such as Lebanon and Jordan, have developed specific skills development programmes for youth or specific vulnerable groups of children. In the State of Palestine, a life skill approach is used to address violence at home and in the school, targeting parents and children, even as early as preschoolers.

Even though the interventions are UNICEF led, they are agreed with and engage national governments. Funding is from various sources. In some cases, implementation is done in partnership with the regional partners of the LSCE initiative (e.g. ILO in the case of Lebanon, UNESCO in the case of Syria).

The role of MENARO is to i) provide technical support to shape the agenda, ii) document and share knowledge and best practices, and iii) generate knowledge – for example with regard to the development of a life skills assessment instrument (jointly with the World Bank).

Results Achieved in 2018

The thematic funding received in 2018 was used to strengthen the capacity of the MENARO education team, in its function to support country offices in further operationalizing the LSCE framework, particularly in the context of Emergency settings.

The results of this, additional capacity has been:

- Accessing additional regional funding from the Dutch as part of the Global Partnership on “*Inclusive Jobs and Education for forcibly displaced persons and host communities*”;
- Preparation of a guide for country level programming on LSCE;
- Documenting good practices (4) (see case studies);
- Initiating dialogue on implication of LSCE within the context of Emergency settings, for ECD and inclusive education;
- Maintenance of the LSCE website.

Case Studies

LSCE Website

<http://www.lsce-mena.org/>



Jordan

[Operationalisation of the LSCE Framework: Example of Jordan \(UNICEF, 2018\)](#)



Egypt

Operationalisation of the LSCE Framework: Example of Egypt (UNICEF, 2018)

UN, SDG, and Citizenship Education Initiative
Middle East and North Africa

LSCE

مبادرة التعليم للمهارات والبطاقة المدنية
الشرق الأوسط وشمال أفريقيا

A new learning agenda for the realization of SDG 4 in MENA

EGYPT
National Curriculum Reform

The **Life Skills and Citizenship Education (LSCE) Initiative** has advanced at country level through national consultations and in-depth mapping undertaken in most of the MENA countries. LSCE is about reimagining what we learn and how we learn, and promoting open learning systems that put the skills at the core of the 21st century learning agenda at all levels. This requires reform of learning contents and teaching methods, curriculum, delivery and assessment systems, as well as the institutional environment in which learning takes place.

Engagement with this agenda may be approached from a different angle in different countries, depending on where the country is, and what provides a good entry point to push for the larger LSCE agenda.

In the case of Egypt, the entry point for engagement on the LSCE agenda has been the reform of the national curriculum for general education (pre-school to secondary education) that the government embarked on in 2017.

Morocco

Operationalisation of the LSCE Framework: Example of Morocco (UNICEF, 2018)

UN, SDG, and Citizenship Education Initiative
Middle East and North Africa

LSCE

مبادرة التعليم للمهارات والبطاقة المدنية
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A new learning agenda for the realization of SDG 4 in MENA

From national and sub-national level to the realization of SDG 4 in MENA

MOROCCO
The Personal Project

The **Life Skills and Citizenship Education (LSCE) Initiative** has advanced at country level through national consultations and in-depth mapping undertaken in most of the MENA countries. LSCE is about reimagining what we learn and how we learn, and promoting open learning systems that put the skills at the core of the 21st century learning agenda at all levels. This requires reform of learning contents and teaching methods, curriculum, delivery and assessment systems, as well as the institutional environment in which learning takes place.

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In the case of Morocco, the focus has been on strengthening young people's skills in schools and providing them with support for their personal and professional development, including life skills education, career guidance and support that has been built on school to work.

State of Palestine

Operationalisation of the LSCE Framework: Example of Palestine (UNICEF, 2018)

UN, SDG, and Citizenship Education Initiative
Middle East and North Africa

LSCE

مبادرة التعليم للمهارات والبطاقة المدنية
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A new learning agenda for the realization of SDG 4 in MENA

STATE OF PALESTINE
Experiential Learning Objects Bank (ELOs)

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In the case of the State of Palestine, the focus has been on transforming the way the curriculum is reimagined, through the learning and teaching practices, using learning objects.

On the International Youth Day, the Ministry of Youth and Sports celebrates the continuation of the 'Meshwary' programme



UNICEF/Egypt 2018

Young people of Egypt aged from 10 to 24 comprise approximately 38 per cent of the total population, a number which is around 24 million, and the importance of the youth can't be emphasized enough. On the 11th of August, eve of the International Youth Day, the Ministry of Youth and Sports (MoYS) celebrated the continuation of the "Meshwary (My Journey)" programme, with the participation of key representatives of various ministries, governmental institutions, international organizations, private sector, civil society and media.

The Meshwary project, on its third phase in 2018, has been putting effort to provide adolescents and youth with career guidance and opportunities to build capacity. To create an enabling environment and to teach life, entrepreneurship and digital skills, UNICEF has supported this programme.

Aligning with Egypt's Vision 2030, Women Empowerment Strategy 2030 and Egypt's commitment to the Sustainable Development Goals (SDGs), more opportunities and participation of girls, as well as those with disabilities, is expected to be advocated to reduce the gender inequalities and social acceptance of violence.

Currently, 11 governorates of Egypt partake the Meshwary project to promote youth employability and empowerment. Mr. Haitham Nassar, the General Manager of Hilton Pyramids Golf Resort, addressed the importance of private sector in bridging the gap between skills and job market needs as well. Most importantly, the event witnessed 50 youth participants who presented business products exhibition and shared their experiences on skills development.

Financial Analysis

Table 1: 2018 Planned budget by Thematic Sector

Thematic Sector 4: Education

MENA RO

Planned and Funded for the Country Programme 2018 (in US Dollar)

Intermediate Results	Funding Type	Planned Budget
22-01 Equitable access to quality education	RR	0.00
	ORR	288,000.00
	ORE*	16,500,000
22-02 Learning outcomes	RR	0.00
	ORR	940,000.00
Total Budget		17,728,000.00

*ORE planned amounts are against HAC MENARO and Syria Refugee HAC

Table 2: Regional-level Thematic contributions to thematic pool received in 2018

Thematic Pool 4: Education

Thematic Contributions Received for Thematic Pool 4 by UNICEF MENA RO in 2018 (in US Dollars)

Donors	Grant Number	Contribution Amount	Programmable Amount
United Kingdom Committee	SC1899040016	38,781.20	36,934.48
Total		38,781.20	36,934.48

Table 3: Expenditures in the Thematic Sector

Thematic Sector 4: Education

MENA RO

2018 Expenditures by Key-Results Areas (in US Dollars)

Organizational Targets	Expenditure Amount			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
22-01 Equitable access to quality education	10,126,698	5,229,059	156,027	15,511,784
22-02 Learning outcomes	201	34,733	308	35,242
Total	10,126,899	5,263,792	156,335	15,547,026

Table 4: Thematic expenses by Results Area

Row Labels	Expense
Other Resources - Emergency	587,322
22-01 Equitable access to quality education	587,322
22-02 Learning outcomes	
Other Resources - Regular	1,521,916
22-01 Equitable access to quality education	1,487,250
22-02 Learning outcomes	34,666
Grand Total	2,109,238

Table 5: Expenses by Specific Intervention Codes

Fund Category: All Programme Accounts

Year: 2018

Business Area: MENA, Jordan – 234R

Prorated Goal Area: 22 Learn

Fund Sub-Category: Multiple Items

Interventions	Expense
22-01-03 Provision of (formal and non-formal) primary education (including in temporary learning spaces)	926,893
22-01-05 Provision of (formal and non-formal) multiple-levels or alternative pathways of education (including in temporary learning spaces)	7,150,148
22-01-07 System strengthening - inclusive education for other vulnerable children poorest quintile, ethnic/linguistic minorities, migrant children, non-citizens/undocumented children etc.	490,159
22-01-08 System strengthening - risk informed programming, including climate, resilience, disaster, conflict, and emergency preparedness	4,723
22-01-13 Education humanitarian cluster/humanitarian sector coordination	4,978,050
22-01-99 Technical assistance - Equitable access to quality education	1,261,868
22-02-18 System strengthening - learning assessment systems	29,280
26-01-01 Country programme process (including UNDAF planning and CCA)	1,104
26-01-03 Humanitarian planning and review activities (HRP, RRP, UNICEF HAC)	39,549
26-02-01 Situation Analysis or Update on women and children	152,213
26-03-99 Technical assistance - Cross - sectoral communication for development	3,773
26-04-01 CO/RO Supply - technical assistance and collaboration in supply chain, procurement of goods and services, and logistics	-180,846
26-05-05 Evaluation innovation learning, uptake and partnerships for evaluation	11,250
26-06-02 Innovation activities	
26-06-04 Leading advocate	164,056

26-06-08 Emergency preparedness (cross-sectoral)	116,913
26-07-01 Operations support to programme delivery	228,386
27-01-06 HQ and RO technical support to multiple Goal Areas	27,068
27-01-14 RO planning and quality assurance	131
28-07-02 Management and Operations support from RO	142,307
Grand Total	15,547,026

Table 6: Planned Budget for 2019

Thematic Pool Area 4: Education

MENA RO

Planned Budget and Available Resources for 2019

Intermediate Result	Funding Type	Planned Budget	Funded Budget	Shortfall
22-01 Equitable access to quality education	RR			
	ORR			
22-02 Learning outcomes	ORE	93,442	93,442	00.00
	ORR (Thematic and Dutch Funds)	948,020	948,020	00.00
Sub-total Regular Resources		0	0	00.00
Sub-total Other Resources - Emergency		93,442	93,442	00.00
Sub-total Other Resources - Regular		948,020	948,020	00.00
Total for 2019		1,041,462	1,041,462	00.00

Future Work Plan

In 2019, MENARO will continue focusing on promoting and operationalizing the transformative learning agenda of the LSCE initiative. Priority will be given to;

- i) Strengthening the regional partnership aimed at increased joint programming at both regional and country level,
- ii) Documenting and sharing good practices through 4-pagers and videos, as well as tools and programmes,
- iii) Technical support (direct or through LTAs) to country offices in terms of mainstreaming the LSCE agenda within existing and new country programmes, and
- iv) Developing tools/guiding notes focusing on LSCE in emergency, LSCE as a systems approach and LSCE as a life cycle approach.

Funding is assured primarily through the Global Thematic Funding. Additional funding could benefit support to operationalization of LSCE in emergency contexts.

Expression of Thanks

UNICEF would like to take this opportunity to express its sincere appreciation to the people of the United Kingdom for their generous and timely financial contribution in support of children in the Middle East and North Africa. On behalf of the entire UNICEF MENA Regional Office and Country Office teams, we thank you for helping to advance our shared commitments to protecting the rights and improving the well-being of children in MENA.

Thank you for being a valuable partner of UNICEF. We strive to improve our reporting on results, and are grateful for any feedback you can provide at the following link

[English version](#)

[French version](#)