

Middle East and North Africa (MENA)

Education Thematic Report for Starwood
November 2014 - May 2016



A child from Syria reading © UNICEF/2015/Sonoda

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List of acronyms

3RP	Regional Refugee and Resilience Plan
BTL	Back to Learning
DoE	Directorate of Education
GER	Gross Enrollment Rate
HNO	Humanitarian Needs Overview
HRP	Humanitarian Response Plan
IDP	Internally Displaced Person
IM	Information Management
JOP	Joint Operational Plan
JRP	Jordan Response Plan
KRI	Kurdistan Region of Iraq
LCRP	Lebanon Crisis Response Plan
M&E	Monitoring and Evaluation
MENA	Middle East and North Africa
MENARO	Middle East and North Africa Regional Office
NFE	Non-formal Education
NGO	Non-governmental Organization
NLG	No Lost Generation
PTA	Parents-Teachers Association
TOR	Terms of Reference
ToT	Training of trainers
UN	United Nations
WoS	Whole of Syria

Final Report

CONTRIBUTION SUMMARY

Donor name	Starwood
Assisted country	Middle East and North Africa (MENA) Region
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Programmable amount	\$676,953
Funds utilized	100%
Period covered by the report	November 2014 – May 2016

EXECUTIVE SUMMARY

The Syria crisis has had a profound impact on the lives and education of millions of children from Syria and those in host communities in the five host countries (Turkey, Lebanon, Jordan, Iraq and Egypt¹). There are 5.4 million Syrian children inside Syria (5-17 years) and 1.4 million Syrian children (5-17 years) in the five host countries of Turkey, Lebanon, Jordan, Iraq and Egypt. Of these, 2.1 million Syrian children are out of school in Syria and some 0.7 million Syrian refugee children are out of school in the five host countries.

The Starwood funding has supported the UNICEF Middle East and North Africa Regional Office (MENARO) in responding to the Syria crisis in Syria and in the five host countries of Turkey, Lebanon, Jordan, Iraq and Egypt. Specifically, Starwood funding has contributed to **‘Support countries in scaling up and sustaining education response in crisis situations, in particular in relation to the Syria crisis’**. Starwood funding has contributed to generate needed evidence, knowledge and analysis for improved and equitable education response as well as to promote capacity development initiatives for actors working in the field of education in emergencies.

Thanks to the financial contribution of Starwood, the Education Section of UNICEF MENARO has promoted preparedness, planning and response capacity in key strategic areas of education in emergencies. In order to develop sound programmatic education responses, UNICEF MENARO has strengthened knowledge management (KM) capacity to generate analysis and evidence for improved sector response at regional and country levels. Furthermore, the Starwood programme has contributed to strengthening the capacity of UNICEF and partners to ensure that crisis-affected children enjoy their right to education and that severely disrupted education systems can be rebuilt back better.

¹The order of mentioning countries in this report (Syria, Turkey, Lebanon, Jordan, Iraq and Egypt) is made on the basis of the scale of the crisis and refugee influx.

PLANNED RESULTS

The funding proposal was submitted with the following objective: **Promote Education in Emergencies preparedness planning and response capacity in MENA.**

The following key results were planned:

1. 25,000 refugee children have access to 75 child friendly schools in Jordan, Lebanon and Yemen.
2. 300 Education and Child Protection frontline responders are trained to improve emergency preparedness and response planning and for disaster risk reduction (DRR).
3. 75 Education and Child Protection cluster coordinators trained to improve coordination and effectiveness for emergency preparedness and response.

KEY RESULTS ACHIEVED

The **results achieved** through the Starwood programme **have gone beyond those initially planned** while target beneficiaries and priorities have shifted during the implementation of the programme due to the nature of the multiple crises in the region. Emerging needs and priorities have been agreed with the donor. In particular, during a visit of representatives of Starwood Hotels and Resorts in October 2013 to Amman, Jordan, a greater focus on knowledge generating activities and functions, on supporting the Sahabati initiative (*former Syrian Curriculum and Certification Initiative - SCCI*) and on provision of technical support to Syria crisis affected countries were agreed upon. With the rapid evolvement of the Syria crisis, **knowledge gaps emerged** that were hampering a sound, evidence-based, equitable response to the needs of Syrian children. In particular, there was limited knowledge and information on the education programmes available for Syrian children in Syria and the five host countries, on the curricula that these programmes were offering, their status in terms of certification and accreditation, on the recruitment and policies towards the recruitment of Syrian teachers and on non-formal education programmes for Syrian children. In addition, **knowledge of the education situation in Syria was also limited**, thus spurring the initiation of the Syria Education Sector Analysis with technical support and guidance by UNICEF MENARO. Although a component of the project proposal, in March 2015, the focus on knowledge management and knowledge generating activities and functions was confirmed with the donor, together with a greater emphasis on the Syria crisis and the countries affected by the Syria.

During the reporting period from 1st November 2014 to 31st May 2016, Starwood funds were utilized to support Yemen and the Syria crisis affected countries of Iraq, Lebanon, Jordan and Egypt, to enhance knowledge management (KM) and strengthen capacity development efforts.

In addition to the results achieved and documented in the first and second progress reports, during this reporting period the following results were achieved.

1. In relation to **Planned Result n. 1: 25,000 refugee children have access to 75 child friendly schools in Jordan, Lebanon and Yemen,** the following was achieved:

- By the end of March 2016, **145,547 Syrian refugee children** enrolled in camp and non-camp schools in **Jordan**, while another **13,453 children** attended non-formal and informal education; in **Iraq**, **33,438 Syrian refugee children** are attending schools in camps and non-camps setting in the Kurdistan region; in **Egypt** **37,645 Syrian refugee children** are attending Egyptian public schools.
 - MENARO provided guidance to the UNICEF Country offices in preparation of their nationwide Back-To-Learning (BTL) campaigns to increase school enrolment, by delivering a package of education supplies (textbooks, school bags, school-in-a-box, recreational and early childhood development kits). By the end of December 2015, **UNICEF reached 1.3 million children in Syria** and **650 thousand children in the 5 host countries** in Turkey, Lebanon, Jordan, Iraq and Egypt.
 - MENARO technical assistance was instrumental in launching the new phase of the **No Lost Generation (NLG) initiative** for Syrian children and youth with the aim of strengthening the integration of crucial interventions in education, child protection and adolescents and youth, at policy and practice levels. The NLG has supported in 2015 the enrolment of **3.2 million children inside Syria** and **700 thousand Syrian refugee children** in the five host countries who were able to access formal and non-formal education opportunities.
 - As reported in the previous progress report, by the end of 2014, in Yemen, **32,376 school girls benefitted** from the physical rehabilitation of 170 schools in 9 governorates and **150,000 affected children in Amran received learning supplies** as part of the overall back-to-school (BTS) campaign, which uses radio and TV flashes focusing on timely enrolment and girls' education. In addition, since the last quarter of 2015, UNICEF MENARO is supporting the conceptualization and the development of the Self-Learning Programme (SLP) through a consultancy framework. The Self-learning Programme (SLP) is designed to reach out-of-school children and allow them to keep learning regardless of their living conditions and hardships.
2. In relation to **Planned Result n.2: 300 Education and Child Protection frontline responders are trained to improve emergency preparedness and response planning and for disaster risk reduction (DRR)**, the following was achieved:
- MENARO supported the roll out of INEE (Inter-Agency Network for Education in Emergencies) orientations in Syria that reached **340 education and child protection² frontline responders**. The orientation included components of emergency preparedness, response planning and elements of disaster risk reduction. Cascade trainings are planned to be rolled out in Syria in the 2nd quarter of the year with the aim to reach the governorates of Damascus, Homs, Tartous, Qamishli, and Aleppo.
 - Additionally, in October 2015, **50 education actors** were introduced to the INEE Minimum Standards and INEE Minimum Standards Contextualization.
 - To improve emergency preparedness and response planning and for disaster risk reduction (DRR) at country level, in coordination with INEE, MENARO re-printed and disseminated **500 copies of the Arabic version of the *INEE Minimum Standards for Education: Preparedness,***

² Child protection frontline responders included actors working on Psychosocial support for children in schools, those providing child-friendly spaces and those working in NGOs providing education and child protection activities.

Response, Recovery. which have been used by UNICEF Country Offices in all MENA Region to roll out in-country trainings on INEE MS.

- MENARO completed the translation in Arabic of the Harmonized Training package for Education in Emergencies (19 modules) which is now available on the INEE website and will be used by the humanitarian front-line responders in the MENA region.
3. In relation to Planned Result n.3: 75 Education and Child Protection cluster coordinators trained to improve coordination and effectiveness for emergency preparedness and response, the following was decided:
- Activities relating to this result were not undertaken because other priorities emerged and strategies were adopted for rolling out training activities at country and global levels (through the Global Education Cluster) rather than at regional level.

Additional results achieved:

- Crisis affected countries received technical guidance and support from the regional office to intensify efforts to improve the **quality** of education provision and enhance the education response planning. This included support to the drafting of the countries education specific chapters of the Regional Refugee and Resilience Plan (3RP) 2015-2016, the Syria Strategic Response Plan (SRP) for 2015, the Syria Humanitarian Response Plan (HRP) for 2016 and the Strategic Response Plan (SRP) for Iraq.
- In terms of strategic partnerships, UNICEF MENARO role was instrumental to continue building robust alliances with the **Global Partnership for Education** (GPE) for Yemen and with the **Educate a Child** (EAC) Foundation for the Syria-crisis affected countries.
- To enhance the education response and ensure that **all marginalized and excluded children affected by the Syria crisis have access to education**, MENARO is guiding the development of the **Sahabati initiative** (former Syria Curriculum and Certification Initiative – SCCI) that will provide access to an online Arabic curriculum for grades 1 to 12, including four core subjects (Arabic, English, maths and science), through an interactive and multimedia-enhanced approach, together with formal certification. A feasibility study has been conducted in 2015 and the proposed programme is currently seeking accreditation by a third international party.
- Technical knowledge and expertise was mobilized at the Regional office to strengthen Information Management (IM) and Monitoring and Evaluation (M&E) functions for the education response to the crisis in Syria, the five host countries, Yemen and Libya. A pivotal study on “**Curriculum, accreditation and certification for Syrian refugees**” was officially launched in June 2015, the **Syria Education Sector analysis** was completed in 2015 and is going to be published in June 2016. UNICEF MENARO has taken the lead in preparing the **Syria Crisis Education Strategic Paper** for the ‘Supporting Syria and the region’ Conference held in London on 4th February 2016. Resulting from an intensive consultative process with national, regional and international education authorities and partners, the paper guided the discussions on education in London with the donor community and put forward policy and funding asks to

ensure that 4 million Syrian and host communities children and youth in Syria, Turkey, Lebanon, Jordan, Iraq and Egypt enroll in school by the academic year of 2016/17. MENARO has developed the Syria Crisis EdInfo and the Syria Crisis Education Table and is currently developing ToRs for launching a study on non-formal education (NFE) that will contribute to a solid theoretical and practical understanding of the NFE provision in the context of the Syria crisis.

STRATEGIC CONTEXT OF 2015 AND FIRST QUARTER OF 2016

In 2015, the Syria crisis entered its fifth year: civilians continued to be indiscriminately attacked, experiencing grave human rights violations and mass displacement both internally and towards neighbouring countries. Almost half of the displaced population is represented by children below 18 years.

Inside Syria, five years of conflict have pushed the capacity of basic social services – including education – to almost a breaking point. An estimated 2.1 million Syrian children remain out-of-school in Syria and at least 20 per cent had to cross active lines of conflict in June 2015 to reach operational examination centres. Children had to pass through checkpoints manned by armed fighters to sit for their examinations and get their graduation certificates. Reports of attacks on schools increased in 2015, with one in four schools either damaged, destroyed or no longer functional because being used as shelter for IDPs or for military purposes. The education system has become fragmented with new and different curricula being introduced according to areas of control. For example, a Kurdish curriculum in Kurdish was introduced in areas under control of the Kurdish Autonomous Government, and an adapted version of the official curriculum was adopted in areas controlled by the opposition. In areas under the control of the Islamic State, public schools have been appropriated and a new curriculum reflecting the group's ideology was developed.

In 2015, almost four million Syrian people fled to the **five host countries** of Turkey, Lebanon, Jordan, Iraq and Egypt, with half of them being children and approximately 34 per cent of the overall population being children of school-age (5-17 years). Turkey and Lebanon hosted the largest refugee populations, including from Syria and Iraq. Overall, 0.6 million Syrian children have been able to access formal education and 0.14 million non-formal education opportunities in 2015. Increased availability of learning spaces in Turkey, Lebanon, Jordan, Iraq and Egypt was ensured through the construction, rehabilitation and equipment of education facilities. Back to Learning campaigns were organized in the host countries and contributed to greater enrollment of refugee children. Although the number of Syrian children enrolled in December 2015 has increased by 60 per cent in formal education and 5 times in non-formal education as compared to January 2015, the percentage of Syrian children out of school has remained at around 50 per cent (representing approx. 0.7 million children), with the unabating influx of refugees.

In the first months of 2016, almost 250,000 Syrian people fled the country towards neighbouring countries, due to the sustained conflict (especially in areas such as Aleppo) and the deteriorated living conditions. As of May 2016, 4.8 million Syrian refugees were living in the five host countries with a school-age population of more than 2.9 million children.

In Yemen, the intensification of violence since March 2015 has brought an already fragile country to the verge of collapse. As of August 2015, thousands of schools were closed and at least 1.8 million children were without an education in addition to more than 1.6 million children who were out of school before the conflict. Disruption of basic services including education has triggered the need for the development of a self-learning programme that would keep children learning despite on-going violence and conflict.

PROGRAMME IMPLEMENTATION

Technical Support

The UNICEF MENARO plays an important role in providing **technical support** to country offices affected by crises (including those affected by the Syria crisis, Yemen, and Libya).

Guidance was provided to the Whole of Syria Hubs in Damascus and Gaziantep in preparation of the Back-to-Learning (BTL) campaigns to increase school enrolment, by delivering a package of education supplies (textbooks, school bags, school-in-a-box kits, recreation and Early Childhood Development kits) for school children. **By the end of 2015, 1.3 million children received BTL materials.** In addition, the RO provided technical support in ensuring that all Hubs target different schools to ensure no-duplication and overlaps through a Joint Operational Plan (JOP). Within the BTL campaign in Iraq in 2015, school-based management through Parents-Teachers Associations (PTAs) and community engagement have resulted in the rapid rehabilitation of **more than 500 schools** occupied as shelter by Iraqi internally displaced persons (IDPs) in the Kurdistan Region of Iraq (KRI) and the resumption of learning for children.

The No Lost Generation Initiative

In 2013, UNICEF and partners united their efforts to reach out to children in Syria and the five host countries through the No Lost Generation (NLG) initiative. The NLG supports national leadership of ministries of education and mobilizes partnerships around national plans, with the aim of bridging immediate response with long-term development efforts around three pillars: education, child protection and adolescent and youth engagement. The NLG initiative represents a globally significant shift in supporting the leadership of national ministries of education to integrate refugees in national education systems and support affected host community children equitably. It provides a 3-5 year framework that remains flexible to respond to changing dynamics in affected countries to expand the delivery and access, while increasing focus on the quality of education, child protection, social protection and adolescent and youth engagement. In 2015, MENARO supported the launch of a new phase of the NLG with the aim of strengthening the integration of critical interventions in education, child protection and adolescents and youth, at policy and practice levels. Interventions in the education sector focus around three key areas of system strengthening, scaling up access and improving learning. The NLG is anchored and embedded in the Syria Humanitarian Response Plan (HRP) and the Regional Refugee and Resilience Plan (3RP). Acting as a catalyst for action and change, the **NLG has supported in 2015 the enrollment of 3.2 million children inside Syria** and of **700,000 Syrian refugee children in the five host countries** who were able to access formal and non-formal education opportunities.

Regional Response Refugee and Resilience Plan guidance

The Regional Response Refugee and Resilience Plan (3RP) is a country-driven, though regionally coherent, planning process that builds upon national response plans in the five host countries such as the Lebanon Crisis Response Plan (LCRP) and the Jordan Response Plan (JRP) and country plans for Turkey, Iraq and Egypt. Covering two years (2016-2017), the 3RP brings together the government and national and international partners to deliver integrated and mutually reinforcing humanitarian and stabilization interventions. UNICEF MENARO has provided technical support to country offices throughout all the phases of the 3RP (from needs assessments, to response design and technical support to implementation). In order to align the 3RP broad objectives with the NLG framework, UNICEF MENARO has provided thorough technical guidance to country offices on 3RP outcome and output indicators as well as on categorization of activities and methodology for establishing outcome and output indicators. Moreover, the MENARO has provided guidance on the categorization of 'life skills' activities, as an early attempt to systematize this area of intervention. Having developed clear guidelines on indicators and activities, the UNICEF MENARO is promoting regional coherence to and comparability of specific activities of each country office which all contribute towards the overarching outcomes of education access, quality of education and education system strengthening (in line with the NLG framework).

Sahabati (former Syrian Curriculum and Certification Initiative - SCCI)

Given the magnitude of the Syria crisis, current education-response interventions have fallen short of meeting the needs of Syrian children and vulnerable children in host communities. As the crisis enters its sixth year, it is imperative and urgent to ensure that all Syrian and vulnerable children in host communities have access to quality and certified education. Investing in the education systems in Syria and the five host countries is crucial for providing education opportunities for Syrian children. However, overstretched and overburdened formal and non-formal education (NFE) provision, difficulties in registering in school, documentation requirements, and language and curriculum barriers have led to staggering numbers of Syrian children being out of school. Innovative and bold initiatives need to expand and complement current education provision. One such proposed initiative is **Sahabati** (meaning 'my cloud' in Arabic). Adopting a long-term vision that upholds the right of children and adolescents affected by crises to continue their education wherever they are, the UNICEF MENARO is developing Sahabati within the framework of the NLG initiative, and in line with the Syria HRP and 3RP.

Sahabati aims to provide: (i) Access to an online Arabic curriculum for Grades 1 to 12, including four core subjects (Arabic, English, maths and science); (ii) Online certification for basic and secondary cycles (Grades 9 and 12, four core subjects); (iii) Online formative and summative assessments and placement testing with quality-assurance mechanisms (management system); (iv) A blended approach: combining e-learning (in schools/community learning centres equipped with hardware and Internet connection) together with access to learning spaces (formal or non-formal), tutoring by teachers and facilitators, and communication with peers; (v) Professional development for teachers and facilitators.

In the development of Sahabati, UNICEF MENARO has extensively engaged in discussions with crisis-affected UNICEF country offices and UNICEF headquarters. These discussions were followed by a feasibility study in Syria and the five host countries financially supported by Starwood. The study entailed exploring legal, policy and management frameworks, including those of governments, regional bodies, United Nations agencies, non-governmental organizations (NGOs) and donors. The study focused on five components: (i) Legal and policy implications of Sahabati; (ii) Platform design and development; (iii) Management; (iv) Content development; and (v) Operationalization. Building upon the feasibility study's results, UNICEF MENARO is further developing the proposed programme and is currently seeking **accreditation** of Sahabati by a third international party, which would ensure that children enrolled in Sahabati receive recognized certificates for their learning.

Knowledge Management

Generation of evidence, analysis and up to date knowledge of the situation on the ground and on specific themes and issues are crucial to develop sound and equitable programmatic education responses that ensure the learning needs of all children are met. UNICEF MENARO has used a considerable amount of funding from Starwood to generate and support data and information collection to inform education in emergencies programmes and policies.

Increased Knowledge Management Capacity

To ensure adequate planning, coordination, advocacy and communication, and thanks to Starwood contribution, the education section at the UNICEF regional office continued to support a Knowledge Management function to ensure that standards and effective Monitoring and Evaluation (M&E) processes were used by the different UNICEF country offices responding to the Syria crisis. The Knowledge Management Specialist supported greater harmonization and consistency of approaches in the education response of the Syria crisis affected countries and more systematic collection of education data in all the affected countries. In particular, the knowledge management work contributed to the following areas:

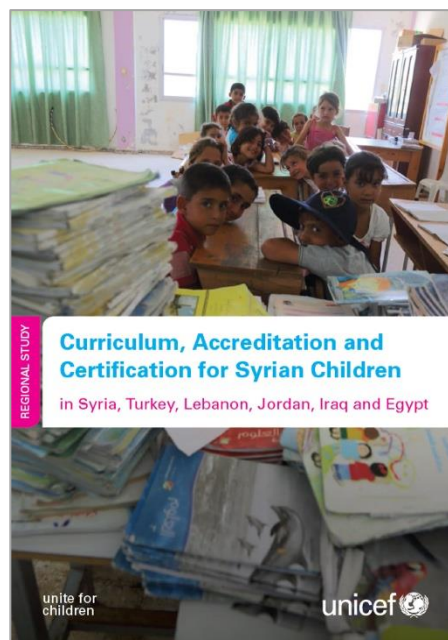
- 1) Monitoring of information on education within the Syria crisis context (including review of Arabic translation of key documents).
- 2) Strategic review of studies, reports and evaluations relating to the Syria crisis and contributed to a better understanding of the crisis context, situation and developments.

These endeavors have resulted in a better understanding of the situation on the ground that has in turn informed planning and programming of MENARO and UNICEF country offices, including through highlighting areas requiring further attention, such as the provision of non-formal education, and more consistent M&E systems in the countries affected by the Syria crisis.

Below some key products relating to knowledge management are highlighted.

Curriculum, Accreditation and Certification (CAC) Study

As reported in the previous progress report, the MENA regional office has undertaken a study on 'Curriculum, Accreditation and Certification for Syrian children in Syria, Turkey, Lebanon, Jordan, Iraq and Egypt'. The study was publicly launched and disseminated in June 2015. It provides the first comprehensive review of the learning programmes available for Syrian children in the region, focusing on curriculum and certification challenges. It analyses access to formal and non-formal education for Syrian children and considers the provision of education according to the different versions of the revised Syrian curriculum and the use of Syrian teachers in the five host countries. Further issues around assessments, certification and accreditation are also explored. The study has contributed to a better understanding of the education situation of Syrian children in Syria and in host countries. The findings are being used to inform the education response in the Syria crisis affected countries and policy development. Findings have guided the formulation of the Regional refugee and resilience Plan (3RP) and the Humanitarian Response Plan (HRP) for 2015 and 2016, especially in areas relating to teacher professional development, non-formal education and certification. Specific recommendations, such as for example the need to standardize the provision of non-formal education, were taken on board by relevant stakeholders and frameworks for the recognition and accreditation of NFE programmes are currently under development. These frameworks will allow thousands of out-of-school Syrian children in the five host countries to have an opportunity to be reintegrated into formal education. The CAC study has also been translated in Arabic and both English and Arabic versions are available on line on the MENA OOSCI website www.oosci-mena.org/syria-crisis.



Syria Education Sector Analysis

As anticipated in the previous progress report, UNICEF MENARO has provided technical support and guidance to conduct a comprehensive education assessment in Syria to acquire evidential data and information needed for a good understanding of the situation in the country and for targeted and equitable sector response for 2015 and 2016. The Syria Education Sector Analysis draws on a quantitative and qualitative data analysis of the effects of the crisis on education both in areas controlled by the government of Syria and in areas controlled by opposition groups covering the time range from 2010 to 2015. The Sector Analysis provides detailed education information on affected population groups and on geographical disparities in access to education. It provides analysis disaggregated by sex, education levels and district levels and identify where assistance in reaching beneficiaries is necessary. The analysis was conducted in partnership with the Gaziantep Hub, thus providing added information on cross border areas. The highlights of the Analysis are the following.

Total enrolment of K-12 education in Syria fell by more than 2.4 million (5.5 to 3.2 million) from

2010-11 to 2014-15. Most of the loss (2.1 million) over this period occurred in basic education, in particular from the Aleppo (0.9 million) and Deir-ez-Zor (0.4 million) governorates. Efforts to ensure an adequate supply of resources and infrastructure investment should therefore especially be focused on the areas found to be receiving or experiencing re-enrolment. The number of children enrolled in education has decreased overall, although in an uneven manner: pre-primary enrolment has decreased by 89 per cent, basic (primary and lower secondary) enrolment has decreased by 44 per cent, and whereas upper general secondary enrolment has decreased by 23 per cent, enrolment in TVET at upper-secondary level has decreased by 64 per cent. The national Gross Enrolment Rate (GER) for the largest educational category, basic education, in 2014-15 (78.1 per cent) was far worse than even the earliest (1996) recorded value; in other words, the war set back educational progress by more than two decades. The conflict appears to have affected girls and boys equally in kindergarten, basic and general secondary education. Vocational secondary schools, however, which historically exhibited an already skewed gender ratio, saw a further substantial number of female dropouts in many governorates, most notably Quneitra (above 90%) and Rural Damascus (above 50%).

Findings from the analysis have constituted the backbone of the 2016 Humanitarian Needs Overview (HNO) and the Syria Humanitarian Response Plan (HRP) as well as UNICEF and the education sector programming for 2016. For instance, when Programme Cooperation Agreements between UNICEF and implementing partners are being developed, the out-of-school children data is always used for identification of needs and gaps on the ground. More recently, in the development of the strategy for the Self-learning programme, data from the Education Sector Analysis has been instrumental for the geographical and numerical targeting of children. The Education Sector Analysis has been finalized and is currently being designed for online and print dissemination. Starwood funds partially contributed to the Education Sector Analysis, by funding the quantitative data analysis.

Syria Crisis Education Strategic Paper

At the end of 2015, UNICEF MENARO has taken the lead in preparing a key background document for the 'Supporting Syria and the region' Conference held in London on 4th February 2016. The **Syria Crisis Education Strategic Paper** provides a shared understanding of the current situation in Syria, Turkey, Lebanon, Jordan, Iraq and Egypt with regards to needs of Syrian children and vulnerable children in host communities in pre-primary, basic and post-basic formal and non-formal education. It supports the overall fundraising objectives of the conference and guided discussions on key strategic shifts that ought to take place in education to effectively address the education challenges resulting from the Syria crisis. Strategic shifts relate to the education policy environment, access and quality of education. In terms of policy environment, the paper highlights the need to recognize NFE as a necessary mode of delivery because of its flexibility and rapidity in reaching out to children and youth for whom the formal system may be inaccessible, and recommends that NFE provision needs to be coherent, cost effective and regulated. Breakthroughs need to take place regarding certification of learning both in the formal and non-formal sector and Syrian teachers need to be factored in within national education plans and considered a resource to support the education response to refugee children. The paper also

advocates for the strengthening of social protection frameworks to overcome financial barriers to schooling and reduce negative coping mechanisms.

Relating to access, the paper recommends to maximize utilization of public schools through the formalization of second shifts; it advocates for the adoption of new technologies that provide relevant and certified education, and the continuity of learning at the post-basic level through a more systematic targeting of youth aged 15-17 as well as the expansion of access to diverse forms of tertiary education.

Relating to quality of education, the paper recommends to promote life skills education as an integral part of quality formal and non-formal provision for all age groups and grades, further citizenship education and human rights as the core of quality and life skills education, and as the pathway to social cohesion by promoting values of active tolerance, peaceful coexistence, participation and solidarity. It concludes by recommending to systematize efforts at creating protective school environments, including the implementation of psychosocial support programmes in and around schools and learning spaces, with greater emphasis on the most vulnerable and disadvantaged children, including those with disabilities.

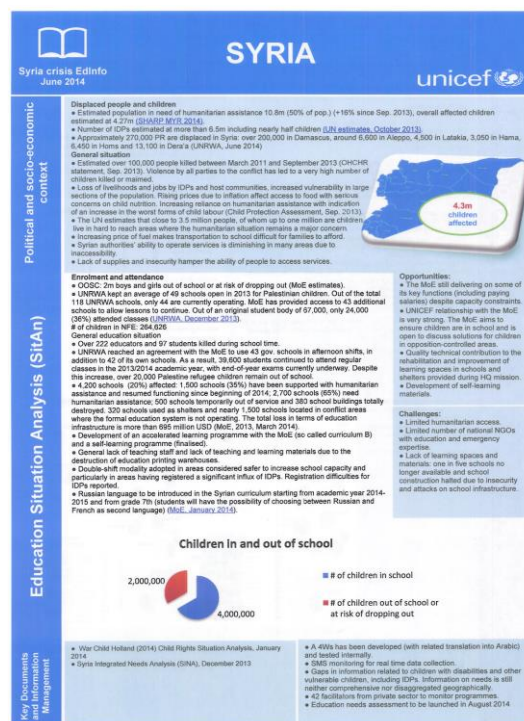


Written within the framework of a renewed No Lost Generation (NLG) initiative aiming at bridging humanitarian and development efforts, the paper was the result of an intensive consultative process with national education authorities, country and regional level development and education partners, and the donor community. The conference “Supporting Syria and the region” brought together more than sixty Member States as well as international organizations, representatives of the private sector, Syrian civil society and people, to agree on a comprehensive new approach for the response to the Syria crisis by focusing on jobs and economic opportunities as well as on education. The Syria Crisis Education Strategy Paper, presented at the conference, **mobilized support to 4 million Syrian and affected host-community children and youth (aged 5-17 years) to have access to, and learn in, safe, inclusive and quality formal and non-formal certified learning opportunities in the 2016/17 school year in Syria and the five host countries.**

The Syria Crisis Education Strategy Paper is available on line on the MENA OOSCI website: www.oosci-mena.org/syria-crisis and a longer version that includes inputs and contributions from education partners is being finalized at the time of the writing of this report.

Syria Crisis EdInfo

As part of the UNICEF MENARO's responsibility to strengthen Information Management (IM), Knowledge Management and Monitoring and Evaluation (M&E) functions of the education response to the Syria crisis, UNICEF MENARO developed the Syria Crisis EdInfo. The Syria Crisis EdInfo are data factsheet that provide the most updated information on the situation of education and UNICEF's programmatic interventions and priorities in the six countries affected by the Syria crisis, namely in Syria, Lebanon, Turkey, Jordan, Iraq and Egypt. Updated twice a year, the Syria Crisis EdInfo provide updated information on the country's education situation and UNICEF's education programme status and performance in one brief document. They flag priority areas for technical support and resource mobilization; contribute to sharing of information and further harmonization and coordination of approaches to the education response to the Syrian crisis and serve as basis to produce other information products for external use.



Given the protracted nature of the Syria crisis and the increasing efforts at bridging the humanitarian response to the Syria crisis with long-term development goals, UNICEF MENARO has discontinued the production of the Syria Crisis EdInfo and has merged them with the regular EdInfo that the section was producing before the Syria crisis. The EdInfo has the same aim of the Syria Crisis EdInfo of providing update information on the education programmes of countries, on key education indicators and on progress of programmes.

Syria Crisis Education Table

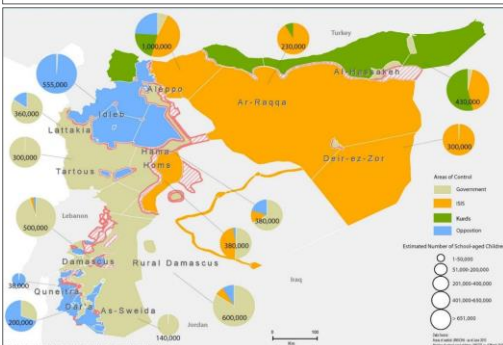
As part of the knowledge management and information management (IM) component of UNICEF MENARO, Syria Crisis Factsheets have been produced monthly since 2014, with one extended version of the factsheet issued in March of each year (to mark the Syria crisis' anniversary). The Syria Crisis Education Table comprises information on Syrian children in and out of school both in Syria and the five host countries. It provides updated data on distribution of Syrian school-age children in Syria according to the different areas of control (i.e. government, opposition, Islamic State, etc.) as well as key highlights in terms of significant changes in enrollment patterns. The Syria Crisis Education Table presents similar information for the five host countries of Turkey, Lebanon, Jordan, Iraq and Egypt. A copy dated June 2015 is presented below.

Syria Crisis Education Table: Syria

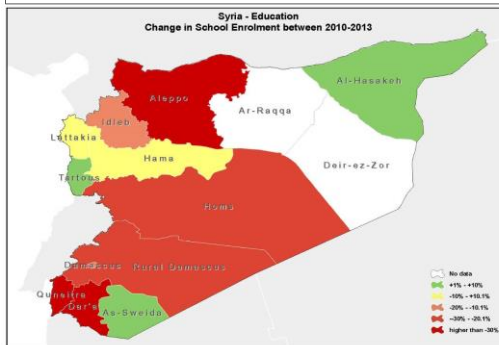
Updated: June 2015



Map 1: Estimated distribution of school-age children in Syria by areas of control per governorate



Map 2: Change in enrolment between 2010 and 2013 per governorate



Syrian Children - Overview

Country	Estimated # of school-age children (5-17) ¹		# of school-age children enrolled ²		# of school-age children out of school ³	
	2013/14	2014/15	2013/14	2014/15	2013/14	2014/15
Syria	5.7 million	5.1 million	3.7 million	3.1 million	2 million	2 million
Host countries	0.7 million	1.3 million	0.28 million	0.6 million	0.4 million	0.7 million
Total	6.4 million	6.4 million	4 million	3.7 million	2.4 million	2.7 million
					38%	43%

Highlights from Syria Overview:

- As of the 2014/2015 school year, there were 2 million children out of school in Syria and an additional 0.7 million Syrian children out of school in the five host countries. Proportionally, 4 out of every 5 Syrian children are inside Syria at this point.
- The number of Syrian children out of school in Syria remained at 2 million between the 2013/14 school year and the 2014/15 school year, due to displacement of children outside Syria, as well as a decrease in enrolment inside Syria (from 3.7 to 3.1 million).
- Based on the areas of control (Map 1), close to a million children are estimated to be in areas under the control of ISIS as of June 2015.
- Between the 2010/11 and 2013/14 school years areas of intense conflict such as Aleppo or Dara have experienced sharp drops in enrolment. Other governorates have seen an increase in enrolment, for example Tartous and Sweida (Map 2). These changes are linked to an increase of IDPs in these governorates, and to the programmatic response of partners.

Notes

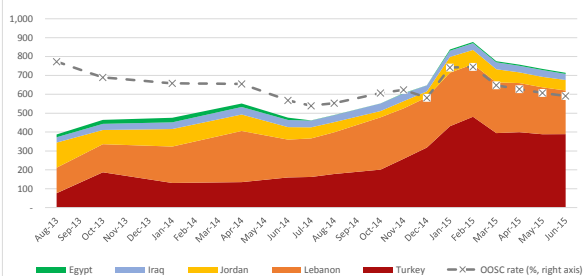
- 1: Average of population estimations using data from UN Population Division (UNPD), Syria 2011 Statistical Year Book, Syria 2004 Census and Population projections of the U.S. Census Bureau. These estimates are for the beginning of 2013/14 and 2014/15 school years. Registered refugee children population in October 2013 and 2014 respectively, are subtracted from the total population. Host countries data for 2013/14 is for Oct 2013, for 2014/15 is for June 2015.
- 2: For 2013/2014: Data refers to students in pre-school, basic, general secondary and vocational secondary in 12 out of 14 governorates. Data from Raqqa and Deir ez-Zor is not available. All data is from MoE - EMIS.
- 3: The figure is calculated using data from MoE-EMIS, UNHCR, UNPD, Syria 2011 Statistical Year Book, Syria 2004 Census and Population projection of the U.S. Census Bureau.

Syria Crisis Education Table: Five Host Countries

Updated: June 2015



Graph 1: Syrian OOSC (in thousands of children) and OOSC rate (in % of all refugee children) in five host countries



Highlights from five host countries:

- The percentage of OOSC in the five host countries in June 2015 was 53%, 2% points higher than in June 2014, but 2% lower than in May 2015. The OOSC rate reached its maximum in February 2015, at 67%; a consistent decrease in OOSC rate has been observed since then.
- The lower rate of OOSC has been driven by lower OOSC rates in Turkey and Lebanon. 75% of all Syrian refugee school-age children live in these two countries.
- The rate of OOSC has decreased in Turkey from 83% in February to 65% in June. In Lebanon the OOSC rate has decreased from 70% to 57% over the same period. In Jordan a relatively stable number of refugees and continued programming has allowed the OOSC rate to decrease from 32% in June 2014 to 25%.
- As of June 2015, children accessing non-formal and informal education represented 19% of the children accessing education, and 9% of all school-age refugee children.
- The relative ratio of the host to refugee population varies greatly by country, from 555 host children for every refugee in Egypt to 2.6 host children for every refugee in Lebanon.

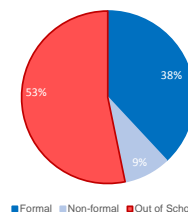
Syrian refugee children in 5 host countries - Overview

Country	Registered Syrian refugees	Registered school-age refugee children (5-17 yrs)			
		Total ⁴	In formal education ⁵	In non-formal education ⁵	Out of school
Turkey	1,761,486	602,428	210,648	2,853	388,927
Lebanon	1,174,690	405,268	106,753	67,480	231,035
Jordan	628,160	218,600	129,354	33,688	55,558
Iraq	249,566	73,372	34,386	6,812	32,174
Egypt	134,324	41,506	29,432	6,000	6,074
Totals host countries	3,948,226	1,341,174	510,573	116,833	713,768
		34%			53%

Host country and refugee snapshot

Country	# of children (5-17 yrs)		% of children out of school		
	Host ⁷	Refugees	Host to refugee ratio	Host (5-14 yrs) ⁷	Refugees (5-17 yrs)
Turkey	19,288,517	602,428	32.0	13.4%	65%
Lebanon	1,059,892	405,268	2.6	9.3%	57%
Jordan	2,181,551	218,600	10.0	5.1%	25%
Iraq	12,046,939	73,372	164.2	20.4%	44%
Egypt	23,019,380	41,506	554.6	10.9%	15%
Totals host countries	57,596,279	1,341,174	43	--	--

Syrian Children's Access to Education in Five Host Countries



- 4: School-age population calculated using UNHCR registration as of June 2015. As of 6 May 2015, UNHCR Lebanon has temporarily suspended new registration as per Government of Lebanon's instructions. Accordingly, individuals awaiting to be registered are no longer included.
- 5: June 2015: Data from 3RP Monthly update for Turkey, Lebanon, Jordan, Iraq and Egypt. For non-formal education: Data from 3RP Monthly update for all countries. Jordan figures represent 31% of 108,671 reported beneficiaries of non-formal and informal education. This follows the Education Sector Working Group recommendation for the estimation of the number of children reached, given that a child can be a beneficiary of multiple programs.
- 7: UIS data for school age population for pre-primary, primary, secondary for 2015. OOSC rate from OOSCI Country reports, except Lebanon, Lebanon from OOSCI Regional report. OOSCI rates for host countries are for 5-14 years old group.

Self-learning Programme in Syria and Yemen

Due to the ongoing crisis in Syria, an estimated 2.1 million school-age children (5-17 years) remain out of school and half a million are at risk of dropping out of school, according to the 2015 education sector analysis by UNICEF, the Syrian Ministry of Education and the Central Bureau of Statistics. The economic loss of human capital formation due to the significant scale of school dropout in the country is estimated to be US\$ 10.7 billion, or about 17.7 per cent of the Syrian gross domestic product in 2010, if children do not return to school. UNICEF MENARO has provided extensive technical support to the development of the self-learning programme for Syria out-of-school children to keep learning regardless of their living hardship and conditions. The Self-Learning is a comprehensive programme corresponding to the national curriculum designed for out-of-school children. Children can study at home, in places of worship or other community learning spaces with the support of an adult, caregivers, community volunteers and family members. The key objective of the programme is to help Syrian and Palestinian children who are out-of-school or at risk of dropping out and help them prepare for their national exams and gain the required educational certifications. Only in the last quarter of 2015, 19,000 Syrian children resumed their studies through the Self-learning programme. The MENA Regional Office has currently started to replicate this experience in the context of the Yemen crisis.

Out-of-School Children Initiative (OOSCI) and Whole of Syria (WoS) websites

The MENA Regional Office has in 2015 launched the Out-of-School Children Initiative (OOSCI) website as a repository for the country and regional studies prepared within the OOSCI in the region. During the second half of the year, a dedicated section for the Syria crisis has been created where key reports prepared by UNICEF and partners are uploaded for dissemination among NGOs, UN agencies, journalists and the public, in general. OOSCI alerts to highlight recent publications are also sent out regularly. The link to the website is the following: <http://www.oosci-mena.org>. Similarly, the MENA Regional Office has launched in the first quarter of 2016, the Whole of Syria (WoS) education website where key documents relating to the education response inside Syria will be uploaded for further dissemination and information sharing with education partners and the public. The link to the website is the following: www.wos-education.org. Since the MENA OOSCI website was launched in the second quarter of 2015, over 13,700 users have visited the website as of April 2016. A 10 day social media campaign also drew many new users to the website as well as the attention of influencers such as Queen Rania of Jordan, who mentioned OOSCI and UNICEF's work on education. The audience for the website is broad and varied, including NGOs, UN agencies, educators, media and the general public. The websites, as well as the email alerts connected to them that are sent to a listserv of over 2,000 people, have proven to be important advocacy and knowledge sharing platforms that allow the MENA Education team to reach a wide audience.

Capacity development

INEE Minimum Standards for Education in Emergencies

As a follow up to the WoS Education Meeting held in Istanbul on 7-9 September 2015 where **50 education actors** working on the education response to the Syria crisis in Syria were introduced to

the INEE Minimum Standards and the INEE Minimum Standards Contextualization³, MENARO provided support to the WoS response by working closely with the WoS Hubs in Gaziantep and Damascus to strengthen the capacity of Education Sector partners in the knowledge and skills related to INEE Minimum Standards, with the view of developing an effective and coordinated education response from, for, and by Syria. The RO provided support for the selection of the consultants who then provided the INEE orientations. For Damascus Hub, the INEE orientation was designed according to a cascading model by orienting a group of selected participants from the MoE, the Directorates of Education (DoEs), NGOs and UN from 13 governorates. A Training of Trainers (ToT) for the national orientation was conducted in Beirut, Lebanon facilitated by an international facilitator and supported by five national co-facilitators. The roll out was conducted inside Syria and led by UNICEF and co-chaired by MoE/DoE and UNICEF. Gaziantep Hub organized two face-to-face orientations in January and April 2016 for NGO partners facilitated by 2 international consultants. **A total of 340 individuals were oriented on the INEE MS.**

INEE Minimum Standards Education in Emergencies Training Package in Arabic

The current challenges for education in the Middle East and North Africa (MENA) region with several on-going crises (in Syria, Yemen, Libya, Sudan) are of exceptional scale and impact. Ensuring the right to education for children caught up in conflict and other crises requires well trained education actors working within globally accepted standards. Humanitarian education programmes need to occur in a coordinated manner that adhere to international norms and standards. In the education sector such framework is provided by the Inter-Agency Network for Education in Emergencies (INEE), an open global network of more than 10,000 members in 170 countries working to ensure all persons the right to education in emergencies. The *INEE Minimum Standards for Education: Preparedness, Response and Recovery* are the only global tool that articulates a minimum level of education quality and access in emergencies through to recovery. Drawing on the core concepts enlisted in the INEE Minimum Standards for Education, INEE and the Inter-Agency Standing Committee (IASC) Education Cluster have developed an Education in Emergencies training package that combines the INEE Minimum Standards, the International Institute for Educational Planning (IIEP) and the Front Line Responders training packages. The materials include 19 modules with power point presentations, facilitator guides and exercises as well as guidance on adapting the training materials. These materials have been successfully used to train education actors in the world. Developed in English, they have been translated to French and Spanish, while an Arabic version was not available. To ensure that education actors in the MENA region, where capacity development for Education in Emergencies is much needed, can access and use these materials in a language they understand, and thanks to Starwood funding, the UNICEF MENARO has undertaken **the translation in Arabic of the 19 available training modules.**

At the time of this report, translation has been completed and modules have been proofread and finalized. They will be publicly available on line on the following website and will greatly contribute to the training and capacity development of education actors in the region:

³ INEE Minimum Standards are generic and applicable to all contexts. The process of making the actions to be undertaken to achieve each standard specific to a context is called contextualization.

http://toolkit.ineesite.org/inee_minimum_standards/education_in_emergencies_training_materials

Non-formal education study

As a key component of the education sector response in emergency affected countries, non-formal education (NFE) programmes can help address the learning needs of various categories of children. NFE programmes take different forms within a single country and across the countries affected by the Syria crisis. While this may be attributed to the specific nature of NFE, it is also due to the different actors involved, and to a general lack of overall coordination and oversight. The relative size of NFE programmes also vary meaningfully across countries, with an overall sub-regional reach of 20 per cent Syrian children (aged 5-17) enrolled in some forms of education.

UNICEF MENARO is currently developing Terms of Reference (TORs) for launching a study that will contribute to a solid theoretical and practical understanding of NFE provision in the context of the Syria crisis (Syria and the five host countries). In particular, it will clarify concepts and definitions relating to NFE provision (catch-up, accelerated learning programmes, remedial, etc.) highlighting differences and similarities across countries (for example, NFE vs informal education) and provide a sound conceptual framework relevant to the Syria crisis affected countries. It will provide an initial mapping of NFE programmes available in Syria and the five host countries and data on current NFE provision and relevant and feasible recommendations to further NFE provision in the Syria crisis affected countries. The study is planned to be launched in the last quarter of 2016.

KEY CHALLENGES AND FUTURE PLANS

During the implementation of the Education in Emergencies programme, it has been evident that humanitarian and development actors are engaging with a crisis of unprecedented magnitude and have to develop capacity, knowledge and evidence for planning under extremely difficult circumstances to respond to the ever changing nature of the crisis. In addition to this, humanitarian needs resulting from the Syria crisis have exacerbated already existing development needs and plans in Syria and the five host countries and have in some cases delayed or reversed progress. The need of shifting paradigms from responding to short-term immediate needs to providing long-term sustainable responses for systems to cater for the needs of vulnerable children has been anonymously recognized. This needs to be concretized also by the pooling of humanitarian and development funding together. Lack of adequate, predictable and timely multi-year funding is hampering the design and development of the education response of agencies and ministries of education while pledges of funding are still to be fulfilled.

In view of the emerging and changing needs of MENA countries and the aggravation of the education situation for girls and boys, the Regional Office will continue to provide technical support to UNICEF Lebanon, Jordan, Iraq, Egypt, Yemen, Sudan and State of Palestine Country offices. The RO will continue, before the start of the new school year, to provide guidance in preparation of nationwide BTL campaigns to increase school enrolment by delivering a package of education supplies (textbooks, school bags, school in a box kits, recreation and ECD kits) for school

children, together with awareness campaigns through media and community mobilizations activities.

UNICEF MENARO will continue to work towards the improvement of the quality of education provision to children affected by the Syria crisis, including those of the host communities. This will include the strengthening of the capacity of the education stakeholders, including communities and local authorities, to deliver an effective education response, in line with the INEE MS for Education, the NLG Initiative and the Do-No-Harm principles.

The Sahabati initiative will be furthered as one of the key sub-regional strategies to scale access education for OOSC and for those at risk of dropping out in countries affected by the Syria crisis. The Self-learning Programme, a flagship for the WoS response, will be scaled up in Syria and beyond (Turkey). The Information Management and the Monitoring and Evaluation systems will be strengthened by supporting the undertaking of Multi Sectoral Need Assessments and education studies (on NFE, education innovations, etc.) to clear identify the population to target but also to assess their specific needs in terms of Education.

FINANCIAL ANALYSIS

The total programmable Starwood contribution is \$1,275,006 of which this report covers for the 2nd and 3rd installments as follows:

2014: \$362,517 – Starwood contribution was 25% of global thematic funds

2016: \$314,436 – Starwood contribution was 10% of global thematic funds

Please note that the attribution of the funds to the results was calculated as a percentage of Starwood specific funds versus the total global thematic funds.

Total Amount pledged by STARWOOD		\$1,500,000
PBA/Grant Reference	Starwood - SC109901 (0281)	
Amount Received	07-Oct-12	\$598,053
	30-May-14	\$362,517
PBA/Grant Reference	Starwood - SC149905 (0361 - 0365)	
	17-Jun-15	\$314,436
	Total programmable amount received	\$1,275,006
Amount Spent in the reporting period	1 May 2013 – 31 October 2014	\$422,490
Amount Spent in the reporting period	1 November 2014 - 31 May 2016	\$852,516

EXPRESSION OF THANKS

UNICEF MENARO would like to express its gratitude to Starwood to allow UNICEF to continue strengthening the education response to the Syria crisis and beyond in MENA. UNICEF shares the same willingness and commitment you have in deepening the understanding of the impact and consequences of conflicts and natural disasters on children's education. The Starwood contribution to UNICEF MENARO programmes is crucial and has supported UNICEF in responding effectively to the crisis, especially in Syria and in the neighboring countries.

Thanks to your support, UNICEF is able to act quickly and respond to the silent damage that conflicts are creating to children's education. In the difficult weeks and months ahead, UNICEF will remain focused on maintaining and growing its response to the crisis, reaching children that are the most vulnerable, and ensuring that the right to education of children remains a top priority. Together with partners and country offices, UNICEF MENARO will continue to work relentlessly to scale up access to quality education to the most vulnerable and marginalized children in this region. On behalf of the many lives you have touched, thank you for sharing in our mission of saving children's lives through education.

Annex 1: Human Interest Stories

The MENA Education team commissioned a production company, Wired Ltd., to produce 12 short education documentaries in the six Syria crisis affected countries (Syria, Turkey, Lebanon, Iraq, Jordan and Lebanon). The purpose was to document children's unique education experiences living in conflict or as refugees, and to raise awareness to the general public. Filming took place between October-December 2015 and the films were launched in March 2016 to coincide with the Syria crisis five-year mark. The films were launched on UNICEF's social media channels to an overwhelmingly popular response from the public and from the media. The story of Saja, a 12 year old displaced girl in Aleppo who lost her leg, has been particularly inspiring because of her determination to pursue her education (see Annex 1). Saja's story has been viewed by millions and has received wide pick-up by influencers and media including CNN, Al Jazeera Plus, MSN, Queen Rania of Jordan and professional footballer Adlene Guedioura

- Saja is a 12 year old girl from Syria who has been displaced by the war for three years and now lives in Aleppo. Saja has lost her leg but despite that, she walks to her school every day and loves playing football. She hopes to become a gymnastics coach in the future because she used to be a gymnast. She has also lost many of her friends, but her determination to get an education is as strong as ever. Her story has been captured in the following video: https://www.youtube.com/watch?v=2_8rWRpKLeY
- "I lost my friend Omar," says Moheb, 11. "Before he died, he gave me his notebook as a gift. It's the most precious thing I own." Moheb was uprooted from his home when the conflict in Syria started. With his six family members, he found shelter in the city of Aleppo. Moheb often misses his home and his friends. Moheb's story has been captured in the following video: <https://www.youtube.com/watch?v=xlaBgmfbjEA>
- Nine-year old Maya is a Syrian refugee in Egypt. Maya is sending a message of peace to the world with the hope that children can fulfill their wishes and dreams, many of whom, can become true through education. Maya's story has been captured in the following video: <https://www.youtube.com/watch?v=7H5xrh8euRw>

Annex 2: Donor Feedback Form

Report Feedback Form

UNICEF is working to improve the quality of our reports and would highly appreciate your feedback. Kindly answer the questions below for the above-mentioned report. Thank you!

Please return the completed form back to UNICEF by email to:

Name: Fadwa Fraih

Email: ffraih@unicef.org

SCORING: 5 indicates “highest level of satisfaction” while
0 indicates “complete dissatisfaction”

1. To what extent did the narrative content of the report conform to your reporting expectations? (For example, the overall analysis and identification of challenges and solutions)

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

2. To what extent did the fund utilization part of the report meet your reporting expectations?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

SCORING: 5 indicates “highest level of satisfaction” while
0 indicates “complete dissatisfaction”

3. To what extent does the report meet your expectations in regard to the analysis provided, including identification of difficulties and shortcomings as well as remedies to these?

5

4

3

2

1

0

If you have not been fully satisfied, could you please tell us what we could do better next time?

4. To what extent does the report meet your expectations with regard to reporting on results?

5

4

3

2

1

0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

5. Please provide us with your suggestions on how this report could be improved to meet your expectations.

6. Are there any other comments that you would like to share with us?

Thank you for filling this form!