



Regional Forum on the Protection of the Right to Education during Insecurity and Armed Conflict in the Middle East and North Africa Region

January 19-21, 2014

Dead Sea Jordan

Final Report

Introduction

The ***Regional Forum on the Protection of the Right to Education during Insecurity and Armed Conflict in the MENA Region*** was organized from January 19-21, 2014 in the Dead Sea, Jordan as one of the main activities of a joint project between the United Nations Training and Documentation Centre for South-west Asia and the Arab Region (OHCHR-Doha Centre) and Protect Education in Insecurity and Conflict (PEIC) – a program of Education Above All Foundation.

The aim of this report is to provide information on the forum: its objectives, its findings and recommendations. Please note that for the purposes of this report, the phrases ‘protection of/protecting the right to education in times of insecurity and conflict’ include both the prevention and response to targeted attacks against education and protection against other education related violations of international human rights, humanitarian and criminal law as defined in the publication – ***Protecting Education in Insecurity and Armed Conflict: An International Law Handbook***.

Background

The Forum was attended by **104** participants from **24** countries (**19** from the region) – **see Annex 3 for more details** – and was covered by about 20 local and international TV stations and newspapers. The participants included policymakers and legal advisors from the ministries of education, justice, foreign affairs, and human rights; civil society and non-governmental organizations such as the International Committee of the Red Cross and the League of Arab States; national human rights commissions and institutions; academics and educationalists; legal practitioners including lawyers, legal officers working in regional human rights bodies; and several United Nations organizations and agencies such as UNRWA, UNESCO, UNHCR, UNOHCHR.

The main **objectives** of the forum were to:

- Present the Scoping Study conducted by the United Nations Training and Documentation Centre for South-west Asia and the Arab Region (OHCHR-Doha Centre), its findings and recommendations. The purpose of the study was to i) *map education-related violations of international law in the region*, (ii) *where possible, map*



associated impacts of the violations, and (iii) identify and recommend an appropriate regional approach to legal response to education-related violations, key stakeholders to implement such response, and entry points for the implementation of such response.

- Present PEIC's published Handbook "**Protecting Education in Insecurity and Armed Conflict: An International Law Handbook**" (2012). This publication provides a detailed analysis of the international legal framework (international human rights, criminal and humanitarian law) relevant to the protection of education in times of insecurity and armed conflict.
- Highlight education-related violations in the MENA region during insecurity and conflict, and raise awareness of the participants of the need to protect education in such situations.
- Evaluate the existence of and commitment to policies and laws that protect education in times of insecurity and armed conflict.
- Share and exchange strategies, experiences, and efforts made by key players in the field and learn from their success stories.
- Engage participants in providing suggestions and recommendations for protecting the right to education during insecurity and armed conflict in the MENA region.
- Create a network of stakeholders that is committed to the protection of the right to education during insecurity and armed conflict.

Note: Please refer to Annex 1 – the concept note – for more information on the forum.

Opening Remarks

The Forum was opened with speeches delivered by **Dr. Kishore Singh** – The United Nations Special Rapporteur on the Right to Education –, **Ms. Asma Khader** – Secretary General of the Jordanian National Commission for Women and former member of the Panel of Eminent Persons on United Nations-Civil Society Relations –, **Dr. Elobaid Ahmed Elobaid** – Head of the United Nations Training and Documentation Centre for South-west Asia and the Arab Region –, and **Dr. Margaret Sinclair** – Interim Director of Protect Education in Insecurity and Conflict.

Thematic Sessions

The main **topics** addressed during the Forum reflected its core objectives. They, therefore, included presentations on the international and regional legal frameworks related to the protection of the right to education during insecurity and armed conflict – the primary aim being to raise awareness of these frameworks. There were, in addition, presentations and discussions on challenges to as well as lessons learned in protecting the right to education during insecurity and armed conflict. Moreover, group sessions were arranged in order to develop



recommendations on the protection of the right to education in three categories: 1) research and documentation, 2) networking and partnership building, and 3) awareness raising and campaigning.

The sessions at the Forum were chaired by a diversity of key participating officials in the field of human rights. Papers were presented by a distinct range of participants coming from national and international, governmental and non-governmental institutions and organizations as well as independent experts in the fields of human rights and education.

Note: *Please refer to Annex 2 – the final program – for more information.*

Outcomes

Substantive discussions at the Forum on general themes as well as in group sessions, and the volume of mainly positive feedback provided by the participants during and after the Forum were evidence of its huge success. The organizers were able, for the first time in the MENA region, to bring together a professional and remarkable *mélange* of stakeholders and key players in national, regional and international governmental and non-governmental institutions and organizations, in addition to well-known individuals actively engaged in the field to discuss *the protection of the right to education during insecurity and conflict*. Deliberations throughout the duration of the Forum were in-depth, even when the topics being addressed were sensitive. Contributions from the participants reflected genuine concern about and commitment to protecting the right to education before, during and after conflict, and preventing it from being violated in such situations. The participants attached great importance to the theme of the Forum, with keen interest. The Forum enriched their knowledge and understanding, and provided them with opportunities to raise and shed light on many topic-related issues of significant importance and/or concern to them.

Regional priorities and concerns

Based on the wide range of discussions and feedback during the Forum, several regional priorities and concerns were raised regarding the general attitude towards and conditions necessary for the protection of the right to education in the MENA region. These include the following:

First of all, it was noted that there is a lack of reliable, comprehensive and factual documentation on education-related violations in the MENA Region. This concern was also reflected in participants' comments on the Scoping Study¹ which was, in part, criticized for being

¹ The Scoping Study – entitled *Education-related Violations in Conflict-affected countries* – presented Iraq, Libya, Palestine, Yemen and Syria as case studies. Forms of education-related violations within the five countries include recruitment of child soldiers, and attacks on students, staff and educational institutions. These forms of violations resulted in a number of economic, political, social and psychological impacts such as the death of staff and students, the partial or complete destruction of schools, very poor economic status of members of the society, violence and limited or no access to education. Measures that have been



incomplete and inaccurate. Nonetheless, at the same time, there was noteworthy commitment from some participants with purported access to verified and reliable information to contribute added strength to the Study either by sharing material on any aspect of the it with the consultants assigned to edit and finalize it or facilitating communication with relevant key stakeholders in the field in order to begin to address these criticisms.

Secondly, there was a call for a stronger focus on the prevention of education-related violations rather than on the response post violation. For these efforts to succeed, it is necessary to focus on building capacities nationally. This requires significantly more support from governments and international organizations.

Thirdly, it was pointed out that education is not considered, currently, a priority by State authorities in the region as evidenced by (i) a lack of full commitment to and effective implementation of strategies, laws and policies concerning the protection of the right to education during insecurity and armed conflict in the MENA region, and (ii) evidence of almost blanket impunity and lack of accountability for education-related violators.

Fourthly, there is a clear consensus that texts detailing legal frameworks on the protection of the right to education should be accompanied by practical tools on how to implement those frameworks. With this in mind, participants requested the development of a manual or guidelines containing practical methods and strategies on how to implement the substantive content of the Handbook – and other relevant texts – in order to protect against education-related violations. Such manuals/guides should be drafted to include not only professional practitioners as their audience, but also local communities (including students and parents).

Finally, education is key to empowering individuals and transforming societies. The majority of participants raised concerns about the quality of education provided in areas affected by conflict; education is either of poor quality or it is used to infuse specific doctrines that defy the concepts of equality, freedom and democracy. As a result, there was a collective call for incorporating human rights into the curricula in order to guarantee that students (as well as educational staff members) learn about their rights and are nurtured in a culture of human rights, respect for human dignity and for democratic citizenship.

Recommendations

Discussions in plenary and working group sessions at the Forum resulted in a number of recommendations as highlighted below:

1. States

- 1.1 States are encouraged to ratify, without reservations, human rights conventions, agreements and treaties.

taken by States to protect the right to education during insecurity and armed conflict include passing of legislation, relief campaigns and financial support. For more information on the study, please contact Ms. Yusra Diab at ydiab@ohchr.org.



- 1.2 States must ensure that their national legislation is in harmony with the obligations laid down in relevant international human rights, humanitarian and criminal instruments, and they must apply that legislation.
- 1.3 States must strengthen their national plans and strategies in the field of human rights and ensure that they are in conformity with international human rights law.
- 1.4 States must ensure the provision of good quality education as a prevention measure to build students' capacities, develop their skills and protect them from the devastating effects (pre, during and post) of conflict situations.
- 1.5 States must provide necessary funds for building a stronger educational infrastructure in marginalized and conflict-affected areas.
- 1.6 States, in transition towards democracy, need to make all efforts, when adopting new constitutions, in leading to policies and legislation that specifically protect the right to education in all situations.
- 1.7 States need to ensure that new constitutions provide adequate and appropriate remedies (including reparation) for education-related violations in times of insecurity and conflict.
- 1.8 States need to reinforce and strengthen domestic, regional and international mechanisms on monitoring and reporting the violations of the right to education and ensuring accountability and ending impunity for such violations.
- 1.9 States need to make available mechanisms that provide quality education to refugee students in host countries. In such cases, the cooperation of the international community and specialized agencies of the United Nations in shouldering and sharing the burden is imperative.

2. Forum organizers (OHCHR-Doha and PEIC)

- 2.1 The United Nations Training and Documentation Centre for South-west Asia and the Arab Region (OHCHR-Doha Centre) and Protect Education during Insecurity and Conflict (PEIC) should assist in and facilitate building partnerships and creating a network of civil society organizations, government sectors, private sectors, national human rights institutions, and regional inter-government organizations – such as the Arab League – to protect the right to education in times of insecurity and armed conflict.
- 2.2 Given the significance of education-related information, comments and recommendations provided by different UN human rights mechanisms and other international mechanisms (including the ICC), the OHCHR-Doha Centre should regularly provide information and updates on the work of these mechanisms to regional and domestic stakeholders.



- 2.3 OHCHR-Doha Centre needs to raise awareness about the rights incorporated within international human rights standards of internally displaced persons and refugees, including provisions for the protection of the right to education for such persons.
- 2.4 OHCHR-Doha Centre needs to create a website featuring comprehensive information concerning its joint project with PEIC on the ***Protection of the Right to Education during Insecurity and Armed Conflict***.
- 2.5 OHCHR-Doha Centre could provide technical assistance to states and institutions, required for working to achieve the protection of the right to education during insecurity and armed conflict.
- 2.6 OHCHR-Doha Centre, in cooperation with PEIC, could make available, in English and Arabic, and provide states within the region with training guides and guiding principles on how to develop national strategies to protect the right to education during insecurity and armed conflict.
- 2.7 OHCHR-Doha Centre and PEIC must disseminate information on good practices and successful experiences in protecting the right to education during insecurity and armed conflict.
- 2.8 OHCHR-Doha Centre and PEIC should distribute copies of the “***Protecting Education in Insecurity and Armed Conflict: An International Law Handbook***” in addition to all other relevant available resources to regional stakeholders such as legislators, judges, national human rights institutions and commissions, civil society organizations and all other relevant stakeholders and concerned parties.
- 2.9 OHCHR-Doha Centre and PEIC should aim to create a regional steering committee consisting of individuals interested in monitoring and following up on the implementation of the recommendations of the ***Regional Forum on the Protection of the Right to Education during Insecurity and Armed Conflict in the Middle East and North Africa Region***.

3. Other Stakeholders

- 3.1 Relevant interested stakeholders need to take the initiative and create a national non-governmental mechanism that protects the right to education in countries where such mechanisms do not exist.
- 3.2 Relevant stakeholders should look into more creative approaches to overcome obstacles to the protection of the right to education during insecurity and armed conflict, such as using places of worship and social venues to provide education.
- 3.3 Relevant stakeholders should develop initiatives that aim to rehabilitate students and reintegrate them into education post conflict.



- 3.4 Relevant stakeholders must seek to involve all groups, including children and adults, in activities concerned with awareness raising, campaigning, and building partnerships, and provide financial support and funding for these activities.

4. National human rights institutions and civil society

- 4.1 National human rights institutions and civil society organizations need to protect and promote their roles in raising awareness about, and implementation of, the protection of the right to education, and establish mechanisms for monitoring, reporting and documenting education-related violations.
- 4.2 Individuals and institutions working in the field of or are interested in the protection of the right to education must pro-actively build their capacities and develop skills on how to organize campaigns and utilize strategic planning tools to protect the right to education.

Forward-looking Steps

- OHCHR-Doha Centre and PEIC will continue their efforts in working with the participants to support and facilitate the implementation of the recommendations of the ***Regional Forum on the Protection of the Right to Education during Insecurity and Armed Conflict in the MENA Region*** held from 19-21 January, 2014 in Dead Sea, Jordan.
- OHCHR-Doha Centre and PEIC will be providing five civil society organizations with grants to help create and develop activities that promote and protect the right to education in the effort to encourage regional ownership and build capacity to enable sustained regional legal response. The grants were announced at the Forum, and the organizers are in the process of reviewing the application schedule and details. The revised application schedule and process will be sent out once finalized.
- OHCHR-Doha Centre and PEIC will engage themselves in working on building and/or facilitating the creation of a network of stakeholders committed to the protection of the right to education. This could possibly be achieved through the dissemination of the list of participants in the ***Regional Forum***, through collaboration between institutions, or through initiatives that can be facilitated, administered and/or moderated by OHCHR-Doha Centre and PEIC.
- OHCHR-Doha Centre will create and maintain a website dedicated to the ***Protection of the Right to Education during Insecurity and Armed Conflict in the MENA Region*** project. This website will provide extensive information about the project and its major activities, the partners on project-related activities, pre, during and post-forum publications, relevant announcements, and frequent updates on any relevant information.



- Based on the feedback received on the Scoping Study and on post-forum deliberations, no further amendments will be made to the Study. However, OHCHR-Doha Centre and PEIC wish to encourage participants to:
 - use the anticipated website as a means of sharing and collating information on any aspect of the study - education-related violations, impacts, measures taken.
 - conduct additional regional research independently and also through the grant process.

Conclusion

One of the main objectives of this Forum was to raise awareness of education-related violations in the MENA region. The response received at the Forum was exceptional, and the effective involvement of the participants contributed further to the achievement of the remainder of the objectives. The organizers, in highlighting such an issue, created a common ground on which key stakeholders in the fields of human rights, law and education were able to perform a critical and realistic analysis of the situation of education in the region. Discussions were in-depth and constructive, and resulted in a collective agreement on the fact that the right to education must be a priority during times of insecurity and armed conflict.

Many of the participants expressed genuine interest and commitment in sharing their knowledge, experience and success stories to continue to work and succeed in protecting the right to education as a fundamental right and basis of developed societies. Others expressed interest in taking advantage of these opportunities and learning about the effective practices and strategies of protecting education during insecurity and armed conflict.

The Forum paved the way for the establishment and/or development of more initiatives related to the protection of the right to education during insecurity and armed conflict. It most certainly provided the organizers with more opportunity to continue to raise awareness and protect the right to education in cooperation with major stakeholders, organizations and individuals within the region. As a result, OHCHR-Doha Centre and PEIC are more committed to advancing the protection of the right to education. Moreover, they are strongly dedicated to supporting the implementation of the recommendations – within their capacity – and encourage entities interested in collaborating and partnering to this effect to come forward.



Annex 1

Regional Forum on the Protection of the Right to Education during Insecurity and Armed Conflict in the Middle East and North Africa (MENA) Region

Date: January 19 – 21, 2014

Location: The Dead Sea, Jordan

Concept Note

Context

Situations of insecurity and armed conflict negatively impact the human right to education. They do so in a myriad of ways, including through multiple and varied violations of international law: schools and other education institutions are destroyed; teachers are assassinated; scholars are tortured; and young students are recruited into armed forces.

Each of these violations can result in the delay or complete denial of access to quality education. Short-term results of such violations are many, especially due to poor economic conditions. First of all, students decide to drop out of school to join armed groups that provide for them. Students also choose to work rather than study in order to support themselves and their families. Girls, moreover, drop out of school to marry to relieve their families of financial burdens. Long-term results, on the other hand, are more profound and present bigger challenges to societies. Students suffer from psychosocial traumas that either lead to fear or to violence and aggression.² Nonetheless, the most severe consequence of the violation of the human right to education is the creation of societies in which people are uneducated, unskilled, and incapable of taking advantage of employment opportunities. Such societies are bound to face poverty, social injustice, mass migration of efficient and qualified personnel, and eventually difficulties in emerging out of and rebuilding themselves after times of conflict.

Many countries in the MENA Region have witnessed gross education-related violations during the Arab Spring. In Syria, children between the ages of 14 and 17 have served in opposition brigades and have been used in combat to carry water and to load bullets.³ 167 education personnel, including 69 teachers, were reported to have been killed at the end of February 2013. Students as young as 10 years old have also been victims of arbitrary arrests, detention, torture, ill-treatment, and killings during peaceful demonstrations.⁴

In Iraq, 31,598 violent attacks against educational institutions were reported⁵ resulting in the destruction of schools and death of students. Children under the age of 15 have been recruited as child soldiers and used to carry out suicide bomb attacks while about 265 children were abducted on their way to school.

² "Education-related Violations in Conflict-affected Countries," Aboueldahab, N. and Kettler, S., 2013

³ "Report of the Secretary General on Children and Armed Conflict," 15 May 2013.

⁴ Some of these accounts are described in the Report of the Independent International Commission of Inquiry on the Syrian Arab Republic, Human Rights Council, A/HRC/S-17/2/Add.1, 23 November 2011.

⁵ "Human Rights Reports from May 2005 to December 2007," United Nations Assistance Mission for Iraq. <http://www.uniraq.org/docsmaps/undocuments.asp#HRReports> (accessed 9 August 2013).



In Libya, 33% of 4,800 schools were damaged while 25% were used for military purposes in 2011⁶; 90 boys between the ages of 15 and 19 were reportedly recruited as soldiers; and 15-18 year children were trained by rebel fighters.⁷ In 2012, the Ministry of Education reported attacks on many schools that resulted in the death of teachers and students as well as the increase in the number of arms for protection in schools.⁸

In Yemen, 400,000 to 500,000 internally displaced persons used 120-150 schools as shelter, which resulted in around 50,000 students losing partial or complete access to school. In 2011, 50-70 schools out of 140-150 schools were closed as a result of military occupation by both state and non-state armed groups.⁹

In Palestine, Operation Cast Lead resulted in the destruction of 280 schools and kindergartens¹⁰, the injury of 656 students and 19 teachers¹¹, the death of 250 students and 15 teachers, and the closure of schools.¹² Students and teachers have been harassed and attacked by Israeli settlers on their way to schools, and delayed at checkpoints. This resulted in them being physically and emotionally harmed and eventually not going to school.

In Darfur, Sudan, several school children were reported killed by a breakaway faction of the Sudanese Liberation Army on their way to school in 2006.¹³ In recent political uprisings, schools and universities were closed, and students were detained due to participating in protests. In Bahrain, teachers and students were discriminated against, attacked and detained during and subsequent to the political unrest in 2011.

Background

The Office of the High Commissioner for Human Rights (OHCHR) aspires to encourage international commitment to human dignity. Thus, it is dedicated to engaging local and international partners in promoting and protecting human rights for all, especially the human right to education as it is key to individuals leading better future lives in the long run.

The UN Human Rights Training and Documentation Centre, as a field office of OHCHR, is mandated “to undertake training and documentation activities according to international human rights standards and to support such efforts within the region by Governments, UN agencies and programmes, national human rights institutions and non-governmental organizations”. Within its specific mandate, the Centre works in close coordination with

⁶ “Nationwide School Assessment,” Libya Nationwide School Assessment Report 2012, UNICEF and Ministry of Education. 2012.

⁷ *Report of the International Commission of Inquiry to investigate all alleged violations of international human rights law in the Libyan Arab Jamahiriya*, Human Rights Council, June 2011.

⁸ “Protecting Education in Insecurity and Conflict”. Aboueldahab, N. and Kettler, S. (2013)

⁹ UNICEF Yemen. September 2013; and “Bi-Weekly Situation Report: Reporting period 1-15 November 2011,” UNICEF Yemen. http://reliefweb.int/sites/reliefweb.int/files/resources/F_R_439.pdf (accessed 15 August 2013).

¹⁰ “Human Rights in Palestine and Other Arab Occupied Territories,” Report of the United Nations Fact Finding Mission on the Gaza Conflict, 15 September 2009. <http://unispal.un.org/UNISPAL.NSF/0/25184E52D3E5CDBA8525763200532E73> (accessed 9 September 2013).

¹¹ “The Gaza Blockade: Children and Education Fact Sheet.” AIDA and OCHA.

<http://unispal.un.org/unispal.nsf/47d4e277b48d9d3685256ddc00612265/5ef76d3b4ff5563d8525760300464076> (accessed 15 August 2013).

¹² “Children affected by armed conflict – Israel and the Palestinian Occupied Territory,” UNICEF CAAC Bulletin, 2013.

http://www.unicef.org/oPt/UNICEF_-_CAAC_bulletin_-_January_2013.pdf (accessed 9 September 2013).

¹³ UNSC, Report of the Secretary-General on Children and Armed Conflict in Sudan.



regional representatives in the field, human rights units of peace missions and coordinators of regional units at OHCHR headquarters to foster respect for human rights and to strengthen emerging democracies in the region.

Protect Education in Insecurity and Conflict (PEIC), a multi-disciplinary policy, research, and advocacy organization, is concerned with the protection of education during insecurity and armed conflict. It is a program of the Education Above All Foundation, an independent organization chaired by Her Highness Sheikha Moza Bint Nasser of Qatar, UNESCO Special Envoy for Basic and Higher Education. PEIC's Legal Program contributes to such protection through the strategic use of international and national law. In 2011, PEIC responded to the widely acknowledged lack of legal literature on the protection of education in insecurity and conflict through developing a legal research series. The first publication in the series is '*Protecting Education in Insecurity and Armed Conflict: An International Law Handbook*'.

The Handbook was published in 2012 by PEIC in partnership with the British Institute of International and Comparative Law (BIICL). It provides a detailed analysis of the international legal framework (international human rights, criminal and humanitarian law) pertinent to the protection of education in times of insecurity and armed conflict. In so doing, it explores the right to education and related rights; the protection of education personnel; and, the protection of educational facilities.

In 2012, as a result of common and mutual interests, PEIC and the United Nations Human Rights Training and Documentation Centre for South-West Asia and the Arab Region (OHCHR-Doha Centre) decided to partner on the design and implementation of a project to initiate contextualization and implementation of the Handbook.

To achieve the objectives of this project, PEIC and OHCHR commissioned a MENA region **scoping study** to: (i) *map education-related violations of international law in the region*, (ii) *where possible, map associated impacts of the violations*, and (iii) *identify and recommend an appropriate regional approach to legal response to education-related violations, key stakeholders to implement such response, and entry points for the implementation of such response*.

The scoping study would provide the foundation upon which the subsequent elements of the project would build: 1) a regional forum, 2) grants for regional projects, and 3) a regional stakeholder network.

The Forum

The purpose of this three-day **forum** is to draw on the findings of the Scoping Study, and to initiate the contextualization of the Handbook in the MENA region through implementation of the legal framework presented therein.

The forum will take place in **the Dead Sea** in Jordan from **Sunday January 19 to Tuesday January 21, 2014**. It will be held in English and in Arabic with the support of simultaneous interpreters.



Objectives

The main objectives of the forum are to:

- present the scoping study, its findings and recommendations in the context of PEIC's legal resource ***Protecting Education in Insecurity and Armed Conflict: An International Law Handbook***
- highlight education-related violations in areas affected by insecurity and armed conflict in the MENA Region and raise participants' awareness of the need to protect the right to education during such times
- evaluate the existence of and commitment to policies and laws that protect education during conflict and insecurity
- share and exchange strategies, experiences, and efforts made to protect the right to education during conflict and insecurity
- engage participants in providing suggestions and recommendations for preventing and responding to education-related violations during insecurity and armed conflict in the MENA region
- create a network of stakeholders working toward the protection of education during insecurity and conflict

General themes

Building on the objectives of the workshop specified above, the main themes of the forum will evolve around:

1. presenting the legal framework for protecting education in insecurity and conflict
2. discussing current practices and trends which challenge the realization of the right to education in the MENA Region
3. exchanging and sharing of experiences and best practices in protecting education during times of insecurity and armed conflict
4. raising awareness of the obligations and roles of government and civil society actors in the protection of the right to education
5. making suggestions and recommendations on how to encourage commitment to laws and policies that call for provision and protection of education during insecurity and conflict

Outcomes

The outcomes will include:

- raised profile of education-related violations of international law in the region
- shared exchange of relevant information, knowledge, and opinion between participants
- facilitation of sustained knowledge sharing
- increased commitment of participants to the prevention of and protection against education-related violations
- increased commitment to the reduced impunity for education-related violations
- initiation and facilitation of engaged regional collaborations and networks



Outputs

The outputs of this forum will include:

- the publication of proceedings and papers relevant to the forum including a final edited version of the scoping study
- the development of a selection criteria for five civil society organizations to receive financial resources that will assist in creating activities related to legal responses for education-related violations
- the development of a legal stakeholder network to continue to work to protect the right to education and implement legal protections for students, teachers, schools, and universities, and
- formal commitments through draft plans of action, strategy papers and recommendations

Methodology

The forum is designed to provide interactive discussion during the three days under the themes mentioned above. The sessions will be moderated by experts in the area of the protection of the right to education during insecurity and armed conflict, but participants will be given the opportunity to work in groups to deliberate around the theme of each session and discuss freely in an open forum.

Participants

Around 120 participants will be invited to attend the forum. They will include policymakers, civil society organizations, national human rights organizations and/or institutions, academics and educationalists, NGOs, legal practitioners including lawyers, legal officers working in regional human rights bodies, and legal advisors in the ministries of education, justice and foreign affairs. This criteria targets individuals and organizations or institutes that specialize in human rights, legal advocacy, and education who will most certainly benefit from and add to the expert opinions to be shared at the forum. Moreover, the focus is on agents that have a main role in fostering commitment to the protection of the human right to education at all times, especially times of insecurity and armed conflict. Participants are expected to prepare for their participation in the forum in order to contribute objective data relevant to the protection of the right to education during insecurity and armed conflict and education-related violations as well as case studies/good practices and prospective strategies and recommendations that can be shared and built on.

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Annex 2

Regional Forum on the Protection of the Right to Education during Insecurity and Armed Conflict in the Middle East and North Africa (MENA) Region

Date: January 19 – 21, 2014

Location: The Dead Sea, Jordan

Final Program

<u>Day</u>	<u>Time</u>	<u>Proposed program</u>
Day 1 19.01.2014	08.30hrs – 09.30hrs	Registration
	09.45hrs – 10.45hrs	Official opening remarks <ul style="list-style-type: none"> • Dr.Kishore Singh – <i>United Nations Special Rapporteur on the Right to Education</i> • Dr.Elobaid Ahmed Elobaid – <i>Office of the High Commissioner for Human Rights</i> • Dr.Margaret Sinclair – <i>Protect Education in Insecurity and Conflict, a program of Education Above All Foundation</i> • Ms.Asma Khader – <i>Secretary General – The Jordanian National Commission for Women – Jordan</i> <p>Short film to highlight the magnitude of education-related violations</p>
	10.45hrs – 11.00hrs	BREAK
	11.00hrs – 11.15hrs	Introduction to the forum: goals and modalities Speaker: Ms.Yusra Diab – <i>EAAF/OHCHR Project Manager</i>
	Session 1 11.15hrs – 13.00hrs	Title: International and regional legal frameworks related to the protection of the right to education during insecurity and armed conflict Chair: Ms.Asma Khader – <i>Secretary General – The Jordanian National Commission for Women – Jordan</i> Rapporteur: Ms.Courtney Erwin – <i>Legal Program Manager – PEIC/EAAF</i>
	11.15hrs – 11.45hrs	Presentation – IHRL, IHL and ICL related to the protection of the right to education in insecurity and armed conflict within the context of PIEC's Handbook " Protecting Education in Insecurity and Armed Conflict: An International Law Handbook " Speaker: Ms.Kristin Hausler – <i>Associate Senior Research Fellow – British Institute of International and Comparative Law</i>



	11.45hrs – 12.15hrs	Presentation – The Regional Legal Framework: Regional human rights systems that protect the right to education in insecurity and armed conflict Speaker: Mr.Farid Hamdan – <i>Human Rights Officer – United Nations Training and Documentation Centre for South-west Asia and the Arab Region – OHCHR</i>
	12.15hrs – 13.00hrs	Open discussion
	13.00hrs – 14.00hrs	Lunch
	14.00hrs – 14.15hrs	Speech of Dr.Mohammad Thneibat – <i>Minister of Education – The Hashemite Kingdom of Jordan</i>
	Session 2 14.15hrs – 16.00hrs	Title: Regional Context: Education-related violations and their impacts in MENA Chair: Mr.Gerard Peytrignet – <i>Head of the International Committee of the Red Cross delegation for GCC countries – Kuwait</i>
	14.15hrs – 15.00hrs	Presentation – Findings of the scoping study “Education-related Violations in Conflict-affected Countries” Speakers: <ul style="list-style-type: none"> • Ms.Yusra Diab – <i>EAAF/OHCHR Project Manager</i> • Ms.Sophie Kettler – <i>Junior Consultant of Scoping Study</i> • Ms.Sarah Green – <i>Legal Advisor – PEIC/EAAF</i>
	15.00hrs – 15.15hrs	Announcement of next steps including grants for small projects (call for proposals). Speaker: Ms.Yusra Diab – <i>EAAF/OHCHR Project Manager</i>
	15.15hrs – 16.00hrs	Open discussion
		Closing of the first day
Day 2 20.01.2014	08.45hrs – 09.00hrs	Recap on discussion on Day 1 and presentation of day two
	Session 3 09.00hrs – 10.45hrs	Title: Early warnings and prevention measures of insecurity and armed conflict Chair: Dr.Anna Paolini – <i>Director of Doha Office – UNESCO</i> Rapporteur: Ms.Stefania Tripodi – <i>Human Rights Officer – OHCHR</i>



09.00hrs – 09.30hrs	Presentation – Indications and prevention measures of insecurity and armed conflict Speaker: Mr. Alaa Shalaby – <i>Secretary General – Arab Organization for Human Rights – Egypt</i>
09.30hrs – 10.00hrs	Presentation – The roles of civil society and NHRIs in the protection of the right to education Speaker: Dr. Abdelsalam Sidahmed – <i>Regional Representative of the UN High Commissioner for Human Rights – Regional Office – Lebanon</i>
10.00hrs – 10.45hrs	Open discussion
10:45hrs – 11:00hrs	BREAK
Session 4 11.00hrs – 14.45hrs	Working groups Title: Closing the Gap between Legal Standards and Practice
11.00hrs – 13.00hrs	Group 1: Bridging the Gap: international and regional law Chair: Mr. Farid Hamdan – <i>Human Rights Officer – United Nations Training and Documentation Centre for South-west Asia and the Arab Region – OHCHR</i> Rapporteur: Mr. Awsan Al-Aud – <i>Human Rights Officer – Ministry of Foreign Affairs – Yemen</i>
	Group 2: Evaluating laws and policies that protect education within the different states in the MENA Region Chair: Ms. Joumana Merhi – <i>Country Coordinator – Arab Institute for Human Rights – Lebanon</i> Rapporteur: Ms. Reem Al-Khalifa – <i>Legal Researcher - PEIC/EAAF</i>
	Group 3: Regional and domestic accountability practices and processes: future strategies to protecting the right to education in the MENA region Chair: Dr. Sabrina Meddour – <i>International Humanitarian Movement Coordinator – Qatar Red Crescent</i> Rapporteur: Ms. Perihane Allam – <i>League of Arab States – Egypt</i>
13.00hrs – 14.00hrs	Lunch
14.00hrs – 14.45hrs	Plenary – Sum up of working group session and discussion Chair: Ms. Taghreed Jabr – <i>Regional Director, Middle East and North Africa – Penal Reform International – Jordan</i>



	<p>Session 5 14.45hrs – 16.30hrs</p>	<p>Title: Lessons Learned: Challenges, successes, and good practices for protecting the right to education Chair: Ms.Costanza Farina – <i>United Nations Resident Coordinator Jordan – UNDP – Jordan</i> Rapporteur: Ms.Somoud Abuayyash – <i>Diplomatic Attaché/Lawyer – Ministry of Foreign Affairs – Palestine</i></p>
	14.45hrs – 16.00hrs	<p>Plenary – Lessons learned from protecting the right to education in the MENA Region</p> <ul style="list-style-type: none"> • Dr.Abdullah Al-Hamedi – <i>Vice Minister – Ministry of Education, Yemen</i> • Mr.Mohamed Najib Abdelmoula – <i>General Inspector of Education – Ministry of Education, Tunisia /The Arab Institute for Human Rights</i> • Mr.Jamal Mohammed Ali AlJawahiri – <i>Program Director – Alamal Association, Iraq</i> • Ms.Ahlam Ben Taboon – <i>Director - Foundation for Future, Libya</i> • Dr.Abdullah Modhesh – <i>Education Adviser – Save the Children</i> • Mr.Bassam Shawa – <i>Chief Education Program Coordinator and Mr.Michael Schoiswohl</i> – <i>Acting Senior Protection Coordinator – UNRWA</i> • Mr.Gabriel El Khili – <i>Post-Conflict/Post-Disaster Officer – UNESCO</i> • Mr.Tayyar Sukru Cansizoglu – <i>Senior Regional Protection Coordinator – UNHCR</i>
	16.00hrs – 16.30hrs	Open discussion
		Closing of the second day
Day 3 21.01.2014	08.45hrs – 09.00hrs	Recap on discussion on Day 2 and presentation of day three
	<p>Session 6 09.00hrs – 11.00hrs</p>	<p>Title: Developing national, regional networks and partnerships Chair: Dr.Rashid Albalushi – <i>Secretary General - National Human Rights Commission – Oman</i> Rapporteur: Ms.Sophie Kettler – <i>Junior Consultant</i></p>
	09.00hrs – 9.15hrs	<p>Plenary – The importance of developing a network of regional stakeholders Speaker: Dr.Elobaid Ahmed Elobaid – <i>Head of the United Nations Training and Documentation Centre for South-west Asia and the Arab Region – OHCHR</i></p>



09.15hrs – 09.45hrs	Plenary – Identifying strategies to support and encourage the protection of the right to education in insecurity and armed conflict Speaker: Dr. Abdel Mitaal Girshab – <i>Director General – The Regional Centre for Training and Development of Civil Society – Sudan</i>
09.45hrs – 10.30hrs	Presentation – Regional initiatives on protecting the right to education <ul style="list-style-type: none"> • Global Coalition to Protect Education from Attack – Ms.Courtney Erwin – PEIC/EAAF • Arab Campaign for Education for All – Mr.Refaat Sabah • Iqra' Association – Ms.Amina Kleit
10.30hrs – 11.00hrs	Open discussion
11.00hrs – 11.15hrs	BREAK
Session 7 11.15hrs – 16.30hrs	Working groups Title: Development of strategies and recommendations for protecting the right to education in the MENA region
11.15hrs – 13.00hrs	Group 1 – Research and Documentation Chair: Mr.Reyadh Al-subuh – <i>Head of Strategic Planning - National Center for Human Rights – Jordan</i> Rapporteur: Mr.Mohamed Zeyada – <i>Civil Society Activist – Qatar</i>
	Group 2 – Networking and partnership building Chair: Mr. Mohamed Najib Abdelmoula – <i>General Inspector of Education – Ministry of Education, Tunisia /The Arab Institute for Human Rights</i> Rapporteur: Ms.Amal Loubani – <i>Junior Professional Officer – OHCHR</i>
	Group 3 – Awareness raising and campaigning Chair: Ms.Soumicha Riyaha – <i>Expert on Human Rights Education – Arab Institute for Human Rights – Morocco</i> Rapporteur: Ms.Arwa Alsanosi – <i>Civil Society Activist – Qatar</i>
13.00hrs – 14.00hrs	Lunch
14.00hrs – 15.30hrs	Plenary – Sum up of group session and discussion Chair: Dr.Bushra Salman – <i>Member of High Commission of Human Rights – Iraq</i>



	15.30hrs – 16.00hrs	Recommendations will be presented to audience. Speaker: Ms.Lamia Grar – <i>Executive Director – Arab Institute for Human Rights – Tunisia</i>
	16.00hrs – 16.30hrs	Closing speeches <ul style="list-style-type: none">• Ms.Courtney Erwin – PEIC• Dr.Elobaid Ahmed Elobaid – OHCHR

Annex 3

Regional Forum on the Protection of the Right to Education during Insecurity and Armed Conflict in the Middle East and North Africa (MENA) Region

Date: January 19 – 21, 2014

Location: The Dead Sea, Jordan

List of Participants

No	Country	Institution English	المؤسسة	Name	الاسم الكامل	Position	المهنة
1	Algeria	Rassemblement Actions Jeunesse	جمعية تجمع عمل شبيبية	Mr. Habib Khedim	أ. حبيب خديم	Teacher	أستاذ
2	Algeria	Ramtane Observer Institute	مؤسسة لرمتان الراصد	Ms. Nana Rachid	أ. نانا راشيد	Director	مديرة
3	Algeria	National Commission for the Promotion and Protection of Human Rights	اللجنة الوطنية الاستشارية لترقية حقوق الإنسان وحمايتها	Mr. Mohammed Tayeb Badache	أ. محمد الطيب بعداش	Director	مدير الإدارة والوسائل العامة باللجنة
4	Bahrain	National Institution for Human Rights	المؤسسة الوطنية لحقوق الإنسان	Ms. Eman Ali Alaboo	أ. ايمان علي العبو	Researcher in National Law	باحثة بوحدة التشريعات الوطنية
5	Bahrain	National Institution for Human Rights	المؤسسة الوطنية لحقوق الإنسان	Dr. Fawzeya Alsaleh	د. فوزية الصالح	Member of Council of Commissioners	عضو مجلس المفوضين



No	Country	Institution English	المؤسسة	Name	الاسم الكامل	Position	المهنة
6	Bahrain	Bahrain Transparency Society	جمعية الشفافية البحرينية	Dr. Abdulnabi Hasan Alekry	د. عبدالنبي حسن منصور العكري	President	رئيس
7	Bahrain	Ministry of Education	وزارة التربية والتعليم	Mr. Fawaz Ahmed Alshorooqi	أ. فواز أحمد الشروقي	Director of public relations and media	مدير إدارة العلاقات العامة والإعلام
8	Bahrain	Ministry of Education	وزارة التربية والتعليم	Mr. Jasim Mohamed AlMuhanadi	أ. جاسم محمد المهدي	Head of Psychological Counseling	رئيس الإرشاد النفسي
9	Egypt	League of Arab States	جامعة الدول العربية	Ms. Perihane Allam	أ. بريهان علام	Employee	موظفة
10	Egypt	Arab Organization for Human Rights	المنظمة العربية لحقوق الإنسان	Mr. Alaa Shalaby	أ. علاء شلبي	Secretary General	الأمين عام
11	Germany			Ms. Sophie Kettler	أ. صوفي كيتلر	Independent Consultant	مستشار مستقل
12	Iraq	Iraqi Al-Amal Association	جمعية الأمل العراقية	Mr. Jamal Al Jawahiri	أ. جمال الجواهري	Programme Director	مدير برامج
13	Iraq	High Commission for Human Rights	المفوضية العراقية العليا لحقوق الإنسان	Dr. Bushra Salman Husain	د. بشرى سلمان حسين	Member of Council	عضو مجلس
14	Iraq	Ministry of Human Rights	وزارة حقوق الإنسان	Dr. Abdulkareem Shallal	د. عبدالكريم شلال	Deputy Minister	وكيل الوزارة



No	Country	Institution English	المؤسسة	Name	الاسم الكامل	Position	المهنة
15	Jordan	United Nations/UNDP	مكتب الأمم المتحدة الإنمائي	Ms. Costanza Farina	أ. كوستانزا فارينا	United Nations Resident Coordinator	المنسق المقيم للأمم المتحدة، الأردن
16	Jordan	Raoul Wallenberg Institute of Human Rights and Humanitarian Law (RWI)	معهد رؤول ولنبرغ لحقوق الإنسان والقانون الإنساني	Ms. Farah Alkassim	أ. فرح القاسم	Regional Programme Officer	مسؤولة البرامج الإقليمية
17	Jordan	Adaleh Center for Human Rights Studies	مركز عدالة لدراسات حقوق الإنسان	Mr. Asem Miqdad	أ. عاصم مقداد	Executive President	رئيس تنفيذي
18	Jordan	UNRWA	وكالة غوث وتشغيل اللاجئين الفلسطينيين (أونروا)	Mr. Bassam Shawa	أ. بسام الشوا	Chief Education Programme Coordination	رئيس تنسيق برنامج التعليم
19	Jordan	The National Centre for Human Rights	المركز الوطني لحقوق الإنسان	Mr. Reyad AlSubuh	أ. رياض الصبح	Head of Strategic Planning	رئيس وحدة التخطيط الاستراتيجي واعداد الخطط والتقارير
20	Jordan	UNRWA	وكالة غوث وتشغيل اللاجئين الفلسطينيين (أونروا)	Ms. Ozlem Eskiocak Oguzertem	أ. اوزليم اسكيوكاك اوجوزيرتيم	Human Rights Education Program Coordinator	منسق برنامج تعليم حقوق الإنسان
21	Jordan	UNRWA	وكالة غوث وتشغيل اللاجئين الفلسطينيين (أونروا)	Mr. Jihad Hamdan	أ. جهاد حمدان	Chief Field Education Programme	رئيس برنامج التربية الميدانية



No	Country	Institution English	المؤسسة	Name	الاسم الكامل	Position	المهنة
22	Jordan	The National Centre for Human Rights	المركز الوطني لحقوق الإنسان	Ms. Nahla Almomni	أ. نهلا المومني	Head of Awareness and Empowerment Division	رئيسة وحدة التوعية والتمكين
23	Jordan	UNRWA	وكالة غوث وتشغيل اللاجئين الفلسطينيين (أونروا)	Mr. Alberto Biancoli	أ. ألبرتو بيانكولي	Education Program Specialist	أخصائي برنامج التعليم
24	Jordan	Penal Reform International	المنظمة الدولية للإصلاح الجنائي	Ms. Taghreed Jabr	أ. تغريد جبر	Regional Director, Middle East and North Africa	المدير الإقليمي للشرق الأوسط وشمال إفريقيا
25	Jordan	UNRWA	وكالة غوث وتشغيل اللاجئين الفلسطينيين (أونروا)	Ms. Elin Gjertsen	أ.الن جرتسن	Education in Emergencies Specialist	مختصة التعليم في الأزمات
26	Jordan	The Jordanian National Commission for Women	اللجنة الوطنية الأردنية لشؤون المرأة	Ms. Asma Khader	أ.أسمي خضر	Secretary General	الأمين العام
27	Jordan	Ministry of Foreign Affairs	وزارة الخارجية	Mr. Muhib Nimrat	أ. مهيب نمرات	Director of Human Rights Department	مدير دائرة حقوق الإنسان
28	Jordan	Ministry of Foreign Affairs	وزارة الخارجية	Mr. Moath Otoom	أ. معاذ عتوم	Second Secretary	سكرتير ثاني
29	Jordan	Ministry of Education	وزارة التربية والتعليم	Dr. Mohammad Thneibat	د. محمد دنيبات	Minister of Education	وزير التربية والتعليم



No	Country	Institution English	المؤسسة	Name	الاسم الكامل	Position	المهنة
30	Jordan	UNHCR	المفوضية السامية لشؤون اللاجئين	Mr. Tayyar Sukru Cansizoglu	أ. تيار سكرو	Senior Regional Protection Coordinator	منسق الحماية الإقليمية
31	KSA	Human Rights Commission	هيئة حقوق الإنسان	Dr. Mohammad Alsaif	د. محمد بن حمود السيف	Member	عضو
32	Kuwait	International Committee of the Red Cross	اللجنة الدولية للصليب الأحمر	Mr. Gerard Peytrignet	أ. جيرارد باترنييه	Head of ICRC delegation for GCC Countries	رئيس بعثة اللجنة الدولية الإقليمية لدول مجلس التعاون الخليجي
33	Lebanon	Arab Institute for Human Rights	المعهد العربي لحقوق الإنسان	Ms. Joumana Merhi	أ. جومانا مرعي	Head of AIHR, Country Director	مديرة مكتب بيروت للمعهد العربي لحقوق الإنسان
34	Lebanon	Iqra' Institution	جمعية اقرأ	Ms. Amina Naim Kleit Elmasry	أ. امينة نعيم كليت المصري	Programme Director	مديرة البرنامج
35	Lebanon	Iqra' Institution	جمعية اقرأ	Ms. Wafa Nasser	أ. وفاء ناصر	Consultant for health and hygiene	مستشار الصحة والنظافة الصحية
36	Lebanon	UN-OHCHR Middle East Region	المفوضية السامية لحقوق الإنسان	Dr. Abdel Salam Sidahmed	د. عبدالسلام سيد أحمد	Regional Representative	الممثل الإقليمي للمفوض السامي لحقوق الإنسان
37	Lebanon	UNESCO	منظمة الأمم المتحدة للتربية والعلوم والثقافة (اليونسكو)	Mr. Gabriel El Khili	أ. جابريل الخيلي	PCPD Officer	مسؤول ما بعد النزاعات وما بعد الكوارث
38	Libya	Foundation for Future	مؤسسة المستقبل الدولية	Ms. Ahlam Ben Taboon	أ. احلام بن طابون	Director	مديرة



No	Country	Institution English	المؤسسة	Name	الاسم الكامل	Position	المهنة
39	Libya	New Libya Foundation	مؤسسة ليبيا الجديدة	Ms. Amira Abugrin	أ. اميرة ابو قرين	Coordinator	منسق عضوية بالمؤسسة
40	Libya	Ministry of Youth and Sport	وزارة الشباب والرياضية	Ms. Fawzia Faraj Al Masri	أ. فوزية فرج المصري	Director of Strategic Planning	مديرة ادارة التخطيط الاستراتيجي
41	Mauritania	Fondation Nationale du Développement des Talents	المؤسسة الوطنية لتنمية المواهب	Mr. Sidi Ethmane Cheikh Malainine	أ. سيدي عثمان ولد الشيخ ماء العينين	President	رئيس
42	Mauritania	Commission Nationale de Droite De l'Homme	اللجنة الوطنية لحقوق الإنسان	Mr. Hadrami ElGharabi	أ. حضرمي الغرابي	Conseiller Charge des Affaires Administratives	مسؤول الشؤون الادارية
43	Mauritania	National Committee for Education, Culture and Science	اللجنة الوطنية الموريتانية للتربية والثقافة والعلوم	Ms. Mekfoula Agatt	أ. مكفولة آكات	Secretary General	الأمين العام
44	Morocco	Arab Institute for Human Rights	المعهد العربي لحقوق الإنسان	Ms. Soumicha Riyaha	أ. سميشة رياحة	Head of Regional Committee for Human Rights - Casablanca	رئيسة اللجنة الجهوية لحقوق الإنسان الدار البيضاء
45	Morocco			Mr. Abdellatif Elyousfi	أ. عبداللطيف اليوسفي	Member of the High Council for Education Expert on Human Rights Education	عضو المجلس الأعلى للتعليم وخبير مستشار في التربية على حقوق الإنسان



No	Country	Institution English	المؤسسة	Name	الاسم الكامل	Position	المهنة
46	Oman	National Human Rights Commission	اللجنة الوطنية لحقوق الإنسان	Dr.Rashid AlBalushi	د. راشد بن حميد البلوشي	Secretary General	الأمين العام
47	Palestine	UNRWA	منظمة الأونروا	Mr. Michael Schoiswohl	أ. مايكل تشايسول	Acting Senior Protection Coordinator/ Legal Officer	منسق الحماية القانونية
48	Palestine	Ministry of Foreign Affairs	وزارة الخارجية	Ms. Somoud Abuayyash	أ. صمود ابو عياش	Diplomatic Attaché/ lawyer	ملحق دبلوماسي/محامية
49	Palestine	Save the Children International	منظمة إنقاذ الطفل	Mr. Hazem Salama	أ. حازم سلامة	Monitoring & Reporting /Meal Manager	مدير الرصد والإبلاغ
50	Palestine	Teacher Creativity Center	الحركة العالمية للدفاع عن الأطفال	Mr. Refaat Sabbah	أ. رفعت صباح	Director General	المدير العام
51	Palestine	Right 2 Education	حملة الحق في التعليم	Ms. Sundos Hammad	أ. سندس حماد	Coordinator	منسقة الحملة
52	Palestine	Defense for Children International	الحركة العالمية للدفاع عن الأطفال	Mr. Rifat Kassis	أ. رفعت قسيس	Director General	المدير العام
53	Palestine	Palestinian Institute for Human Rights	المعهد الفلسطيني لحقوق الإنسان	Dr. Wa'el Abunemeh	د. وائل ابو نعمة	Chairman, Board of Directors	رئيس مجلس الإدارة



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54	Palestine	Ministry of Education	وزارة التربية والتعليم العالي	Mr. Mohammed Abuzaid	أ. محمد أبوزيد	Deputy Minister	وكيل الوزارة
55	Palestine	The Independent Commission for Human Rights	الهيئة المستقلة لحقوق الإنسان "ديوان المظالم"	Mr. Belal Almallah	أ. بلال الملاح	Field Researcher	باحث ميداني
56	Palestine	Ministry of Foreign Affairs	وزارة الشؤون الخارجية	Dr. Omar Awad Ala	د. عمر عوض الله	Head of UN and Human Rights	رئيس دائرة الأمم المتحدة وحقوق الإنسان
57	Palestine	The Independent Commission for Human Rights	الهيئة المستقلة لحقوق الإنسان	Dr. Ahmad Mousa Harb	د. أحمد موسى حرب	General Commissioner	مفوض عام
58	Qatar	Qatar University	جامعة قطر	Dr. Adamantia Rachovitsa	د. ادامانتيا راهوفيستنا	Assistant Professor of International Law	برفسور مساعد في القانون الدولي
59	Qatar	Qatar red Crescent	الهلال الأحمر القطري	Dr. Sabrina Meddour	د. صابرينا مدور	International Humanitarian Movement Coordinator	منسق وحدة المناصرة الدولية الإنسانية
60	Qatar	Qatar University	جامعة قطر	Ms. Lamyaa Malaeb	أ. لمياء ملاعب	Student	طالبة
61	Qatar	UNESCO	منظمة الأمم المتحدة للتربية والعلوم والثقافة (اليونسكو)	Dr. Anna Paolini	د. آنا باوليني	Director of Doha Office	مديرة مكتب الدوحة، قطر



No	Country	Institution English	المؤسسة	Name	الاسم الكامل	Position	المهنة
62	Qatar	Qatar University	جامعة قطر	Dr. Yaser Khalaileh	د. ياسر خلايلي	Associate Professor International Law	برفسور مساعد في القانون الدولي
63	Qatar	Protect Education in Insecurity and Armed Conflict	حماية التعليم في ظروف النزاع وانعدام الأمن	Dr. Margaret Elizabeth Sinclair	د. مارغريت سنكلير	Interim Director	المدير المؤقت
64	Qatar	Protect Education in Insecurity and Armed Conflict	حماية التعليم في ظروف النزاع وانعدام الأمن	Ms. Mouza Al-Derham	أ. موزة الدرهم	Organizer	منظم
65	Qatar	Protect Education in Insecurity and Armed Conflict	حماية التعليم في ظروف النزاع وانعدام الأمن	Ms. Courtney Paige Erwin	أ. كورتنى بايج إيروين	Legal Program Manager	مديرة البرنامج القانوني
66	Qatar	Protect Education in Insecurity and Armed Conflict	حماية التعليم في ظروف النزاع وانعدام الأمن	Ms. Reem AlKhalifa	أ. ريم آل خليفة	Legal Researcher	باحثة قانونية
67	Qatar	UNOHCHR-Doha Centre	المفوضية السامية لحقوق الإنسان	Ms. Yusra Diab	أ. يسرا دياب	Project Manager	مديرة المشروع
68	Qatar	UNOHCHR-Doha Centre	المفوضية السامية لحقوق الإنسان	Dr. Elobaid Ahmed Elobaid	أ. العبيد احمد العبيد	Head	رئيس



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69	Qatar	UNOHCHR-Doha Centre	المفوضية السامية لحقوق الإنسان	Mr. Farid Hamdan	أ. فريد حمدان	Human Rights Officer	مسؤول حقوق الإنسان
70	Qatar	UNOHCHR-Doha Centre	المفوضية السامية لحقوق الإنسان	Mr. Jihad Kutkut	أ. جهاد كتكت	Information Assistant	مساعد معلوماتية
71	Qatar	UNOHCHR-Doha Centre	المفوضية السامية لحقوق الإنسان	Ms. Amal Loubani	أ. أمال لوباني	Human Rights Expert	خبيرة حقوق الإنسان
72	Qatar	UNOHCHR-Doha Centre	المفوضية السامية لحقوق الإنسان	Mr. Abdelrahim Alamin	أ. عبدالرحيم الأمين	Public Relations and Protocol Officer	مسؤول العلاقات العامة والمراسم
73	Qatar	Georgetown University	جامعة جورجتاون	Ms. Arwa Elsanosi	أ.اروى السنوسي	Civil society activist	ناشطة مجتمع مدني
74	Qatar	Qatar University	جامعة قطر	Ms. Hibat Alla Elsidig	أ.هبة الله الصديق	Organizer	منظم
75	Qatar	Qatar University	جامعة قطر	Ms. Sally Gornas	أ.سالي قرناص	Organizer	منظم

No	Country	Institution English	المؤسسة	Name	الاسم الكامل	Position	المهنة
76	Qatar	Embassy of Kenya	السفارة الكينية	Mr. Mohamed Zeyada	أ. محمد زيادة	Civil society activist	ناشط مجتمع مدني
77	Qatar	National Human Rights Committee	اللجنة الوطنية لحقوق الانسان	Ms. Jawaher Obaedli	أ. جواهر العبيدي	Head of Regional Section	رئيس القسم الاقليمي
78	Sudan	Peace Bridge Society	جمعية جسر السلام	Mr. Abdelwahab Gadmery	أ. عبدالوهاب قدرماري	Human Rights Officer	مسؤول حقوق الإنسان
79	Sudan	National Commission for Human Rights	المفوضية القومية لحقوق الانسان	Mr. Joseph Soliman	أ. جوزيف سليمان	Deputy Chairperson	نائب الرئيس
80	Sudan	The Regional Centre for Training and Development of Civil Society	المعهد الإقليمي لتنمية المجتمع المدني	Dr. Abdel Mitaal Girshab	د. عبدالمتعال قرشاب	Director General	المدير العام
81	Switzerland	UNOHCHR	المفوضية السامية لحقوق الإنسان	Ms. Stefania Tripodi	أ. ستيفانيا تريبودي	Human Rights Officer	مسؤول حقوق الإنسان
82	Switzerland	UNOHCHR	المفوضية السامية لحقوق الإنسان	Dr. Kishore Singh	د. كيشور سينغ	United Nations Special Rapporteur on the Right to Education	مقرر الأمم المتحدة الخاص المعني بالحق في التعليم
83	Switzerland	UNOHCHR	المفوضية السامية لحقوق الإنسان	Mr. Mohamed Kheir	أ. محمد خير	Desk Officer	مسؤول مكتب



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84	Syria	Syrian Association of Citizenship	الرابطة السورية للمواطنة	Ms. Mariam Alhallak	أ. مريم الحلاق	Member	عضو في الرابطة
85	Syria	UNRWA	منظمة الأونروا	Mr. Mohammad Adel Ammouri	أ. محمد عاد عموري	Chief Field Education Programme	رئيس تنسيق برنامج التعليم
86	Tunisia	Ministry of Foreign Affairs	وزارة الخارجية	Mr. Badriddin Gamoudi	أ. بدر الدين قامودي	Education Inspector	متفقد المدارس الاعدادية والمعاهد
87	Tunisia	Arab Institute for Human Rights	المعهد العربي لحقوق الانسان	Ms. Lamia Grar	أ. لمياء قرار	Executive Director	المدير التنفيذي
88	Tunisia	Tunisian Red Crescent	الهلال الأحمر التونسي	Dr. Taher Chenti	د. طاهر شنتي	Secretary General	الأمين العام
89	Tunisia	Ministry of Education	وزارة التربية والتعليم	Mr. Ahmed Galai	أ. احمد القلعي	Human Rights Expert	خبير في حقوق الإنسان
90	Tunisia	Ministry of Education	وزارة التربية والتعليم	Mr. Mohamed Nejb Abdelmoula	أ. محمد نجيب عبدالمولى	General Inspector in Education	مفتش عام في التعليم
91	Tunisia	Ministry of Justice	وزارة العدل	Ms. Monia Ammar	أ. منية عمار	Judicial Advisor	مستشارة بمحكمة التعقيب
92	United Arab Emirates	Ministry of Education	وزارة التربية والتعليم	Dr. Fawzia Mohammed Badri	د. فوزية محمد بدري	Director of Research and Pedagogy	مديرة إدارة البحوث والدراسات التربوية



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93	The United Kingdom	Right to Education Project	برنامج حق في التعليم	Ms. Baily Cadence Grey	أ. بايلي كادينس جراي	Coordinator	منسقة
94	The United Kingdom	Protect Education in Insecurity and Armed Conflict	حماية التعليم في ظروف النزاع وانعدام الأمن	Ms. Sarah Elizabeth Green	أ. سارة إليزابيث جرين	Legal Advisor	مستشار قانوني
95	The United Kingdom	British Institute of International and Comparative Law	المعهد البريطاني للقانون الدولي والمقارن	Ms. Kristin Hausler	أ. كرسستن هاوولر	Associate Senior Research Fellow	مساعدة زميل باحث
96	The United Kingdom	Lawyers for Justice in Libya	المحاميين من أجل العدالة في ليبيا	Mr. Thomas Rowley	أ. توماس رولي	London Programmes Coordinator	منسق برامج لندن
97	The United States of America	Hamad Medical Corporation	مؤسسة حمد الطبية	Dr. Thomas Jude Hallahan	أ. توماس جود هالاهان	Professor	بروفسور
98	Yemen	UNESCO - National Yemeni Committee for Education, Culture and Science	اللجنة الوطنية اليمنية للتربية والثقافة والعلوم - اليونسكو	Dr. Ahmed AlMaamri	د. أحمد المعمري	Secretary General	الأمين العام
99	Yemen	Ministry of Human Rights	وزارة حقوق الانسان	Mr. Ameen AlMashwali	أ. أمين المشولي	General Director of Planning	مدير عام التخطيط والمتابعة
100	Yemen	Ministry of Foreign Affairs	وزارة الخارجية	Mr. Awsan Al-Aud	أ. أوسان العود	Human Rights Officer	مسؤول قضايا حقوق الإنسان



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101	Yemen	Ministry of Education	وزارة التربية والتعليم	Dr. Abdullah Alhamedi	د. عبدالله الحامدي	Vice Minister	نائب وزير التربية والتعليم
102	Yemen	Ministry of Education	وزارة التربية والتعليم	Mr. Anes AlQadasi	أ. أنيس القداسي	Deputy Director General of the Office of the Vice Minister	نائب مدير عام مكتب نائب الوزير
103	Yemen	Higher Council for Motherhood and Childhood	المجلس الأعلى للأمم المتحدة الطفولة	Mr. Adel Ali AIRaeeni	أ. عادل علي الرعيني	Director of planning coordination and follow up	مدير إدارة التخطيط والتنسيق والمتابعة
104	Yemen	Save the children International	منظمة إنقاذ الطفل	Dr. Abdullah Modhesh	د. عبدالله مدهش	Education Advisor	مرشد تعليمي