



United Nations
Educational, Scientific and
Cultural Organization



Under the Auspices of Her Highness
Sheikha Mozah Bint Nasser Al-Missned

Stop Jeopardizing The Future of **IRAQ**

Paris, 30th October - 1st November 2008

FINAL REPORT



International Conference on the Right to Education in Crisis-Affected Countries

“STOP JEOPARDIZING THE FUTURE OF IRAQ”

UNESCO Headquarters, Paris, France
30 October-1 November 2008

Final report

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Report

Introduction

This conference was organized by UNESCO under the patronage of Her Highness Sheikha Mozah Bint Nasser Al-Missned, First Lady of Qatar, with the collaboration of the International Committee for the Protection of Iraqi Academics. It brought together more than 150 international experts to examine the current state of Iraq’s education system, with a spotlight on the right to attend school. The conference was organized around five themes: access to basic quality education; protecting Iraqi intellectuals, academics, teachers, students and institutions; universities; displaced persons; and refugees. Responses envisaged are placed in the context of the legal framework of the right to education in conflict situations; the role of the media; humanitarian responses; and post-conflict reconstruction in the education sector.

The report provides a synthesis of the presentations and discussions. The list of speakers, and other details about the conference are provided in annex.

Opening session

Four speakers provide a backdrop to the conference:

Mr. Koïchiro Matsuura, Director-General of UNESCO
Dr. Khudair Al-Khuza’i, Minister of Education-Iraq
Baroness Nicholson of Winterbourne
Mr. Nicholas Burnett, Assistant Director General for Education, UNESCO

Each paid homage to HH Sheikha Mozah of Qatar, who provided support to the conference as part of her long-standing engagement with issues concerning education for all and countries in crisis.

These introductions reminded participants of the long history of commitment to education and educational excellence in Iraq that has been broken down by the conflict of recent years. Education is a powerful means by which the values of society are

transmitted, and restoring this role in Iraq is the hope and aim of all participants. The broad and inclusive participation of Iraqis from inside and outside Iraq as well as of international partners was welcomed as a promising sign for the outcomes of the conference.

In conflict situations both participation in education and quality of education suffer: girls, displaced populations, teachers and intellectuals are all prevented from participating education for reasons stemming from conflict. A great many die. Quality suffers from the destruction of infrastructure, lack of personnel and materials. Education no longer plays its role as a cohesive force, jeopardizing the rebuilding of trust and confidence in society.

The big task is to turn the education system around, reclaiming education's capacity to reconstruct the intellectual, cultural and social quality of Iraq society. The first and fundamental task is to protect the safety of people participating in the education system. It also requires getting children, including girls, to school and then keeping them in school. It involves ensuring that internally displaced people have access to education and that teachers can be attracted to teaching again, and then be enabled to effectively teach. It means reforming the content and environment of education so that it can play its natural role in building the values required for a peaceful, inclusive and democratic Iraq.

This conference is tasked with finding the way forward. Some elements of this way include more and new resources. Others are legislative. Still others involve providing an environment in which people who have left Iraq can return, to participate in rebuilding Iraqi society and its education system. International cooperation, as well as the participation of all elements of Iraqi society (governmental and non-governmental) will be required. UNESCO is both urged to help and willing to help. Finding the way forward will mean suggesting very concrete measures that participants can begin working on as soon as they leave this conference.

Education in conflict and post-conflict reconstruction¹

The presentations and the ensuing discussion devoted to crisis situations in general can be grouped around five broad themes. A thread that ran throughout the discussion and sent a

¹ Presentations were made by:

- Mr. Saad Jabbar, Deputy Director of the Centre for North African Studies, Cambridge University (legal framework of the right to education in conflict)
- Mr. Mogens Schmidt, UNESCO (the role of the media)
- Ms. Deborah Haines, Save the children UK (humanitarian responses in the education sector)
- Mr. Kamel Braham, World Bank (Post-conflict reconstruction in the education sector)
- Ms. Aurora Iglesias, European Commission (Donors' commitment to post-conflict reconstruction in the education sector)
- Ms. Eli Waerum, UNESCO, Interagency Network for Education in Emergencies (INEE)
- Ms. Eldrid K. Midttun, Norwegian Refugee Council (Sound educational practices in Afghanistan)
- Mr. Kabir Sheikh, UNESCO / UNRWA (Sound educational practices in Palestine)
- Ms. Sandrine Pont, Regional Coordinator for the Middle East, Enfants du Monde-Droits de l'Homme (EMDH)

powerful message was the need to increase knowledge about dealing with crisis and about rebuilding healthy education systems: this includes statistics, studies, documentation of violence and methodologies for doing so, and sharing of good practice.

Violence, law and the right to education

Violence against teachers and learners is a disease that is eating away at the capacity of Iraq's education system. As one speaker put it, the murder of teachers is the murder of hope. Within displaced communities, domestic and inter-group violence is a widespread consequence of social disintegration. Children, particularly girls, are prevented from going to school by the fear and the reality of violence. Academics and teachers have been attacked and assassinated, resulting in many deaths in Iraq and a mass exodus. Periodic episodes of violence and paralysis of certain areas have prevented orderly holding of examinations. Teachers in crisis situations are sometimes very harsh themselves, contributing to the atmosphere of fear felt by learners.

Corrective measures proposed include the development of an internationally-enforced legal framework to protect those working in education: rights, measures of prosecution, methods of recording and documenting crime. The question of how to establish such a framework in complement to existing international agreements and structures is a question that will need to be examined in the near future. Stronger affirmation of the right to learning in times of crisis was called on, and UNESCO's role is central to this.

The fight against violence is both one of rebuilding lives and of rebuilding minds. Rebuilding lives is the recovery from crisis, with all the infrastructural and social issues that are involved. Rebuilding minds is partly the task of the education system, and participants were reminded that this is one that requires patience, interaction with learners, and new methods and technologies. More time and effort for sports, leisure and games is needed. Engaging parents themselves and educating them is also needed.

Corruption and politicization

Corruption is a cancer spreading through all crisis situations. Iraq is no exception, figuring near the bottom of Transparency International's list. The problem was noted many times during the discussion, but the complexity of the solution defied any quick answers. Outside partners can help but not solve it. Legislature and elected officials can and should play a strong role. Education can contribute.

Information and communications technologies

Distance learning is a tool to help children who cannot go to school learn at home. The new Iraqi Educational TV Channel, IRAQI EDU, launched by UNESCO, is designed for primary and secondary school students both within and outside of Iraq, and comes in response to security risks that result in a high rate of absenteeism and the closing of schools. Participants welcomed the initiative and insisted on the broader potential of television to educate journalists, parents, and teachers.

Distance education and other information and communications technologies should be more widely used. UNESCO's role was welcome, and UNESCO is invited to continue its efforts.

International partners: principles, actions

Crisis situations have some common themes, and solutions depend on rapid, quick and durable mobilization of external partners as well as communities. Education suffers immediately and badly in crisis, with enrollments dropping dramatically. Fortunately, education is also one of the motors for recovery.

Unsurprisingly, the keys to recovery are to be found in sound policy, human and financial resources, and focus. Education is not a separate element but an integral part of development and recovery. The work of international partners such as the World Bank, the European Union, the UN agencies, bilateral donors, international NGOs, or the Interagency Network for Education in Emergencies (INEE) were outlined. INEE, that brings together a wide network of actors, presents in its Minimum Standards and accompanying toolkit a global framework for educational preparedness and response. The network of users also is a resource for exchange and sharing.

International partners have done much work to harmonize their responses, saving energy and duplication of effort. For Iraq in particular, both the EU and the World Bank have devoted considerable resources and are committed to continuing their efforts. More dialogue with other interested parties, notably around the question of capacity building, will be welcomed.

Lessons learned from other crises

It is clear that information sharing is needed, both to understand the structural issues of crises and to share and improve the human response. Rebuilding infrastructure is already very difficult, but the rebuilding of the ability to learn, of confidence and of hope in children is even more difficult. Yet, the future lies in achieving all of these, so that the anecdotal information about child behaviour and the factors preventing learning hold as much power for those involved in rebuilding Iraq as do the structural descriptions.

Lowered or eliminated school attendance is the first and dramatic consequence of most crises. It is also the first to recover, however shakily. In order for school attendance to continue there must be basic infrastructure: water, food, desks and learning materials. Trained teachers are generally in short supply, so mobilizing and training volunteers—parents, peer educators, community members—is another important part of crisis response. Out of school education, peer education and distance learning are all useful for training teachers and upgrading their skills. It was pointed out that in accordance with the International Hyogo Framework for Disaster Risk Reduction, effective preparedness and prevention initiatives should be promoted, notably by developing a DRR plan for Education in Iraq.

Quality of education suffers from a number of factors: poor materials, materials not relevant to the target group (displaced persons find themselves using materials designed

for local people), discrimination by local populations against displaced persons. Girls often suffer more than boys, because they are called upon to do more work in crises and because they are in greater danger of physical violence. Attention to the production and availability of adequate and relevant teaching materials is thus an important factor of improving quality.

And, most speakers pointed out the need for involvement, indeed leadership, of the populations concerned in building their own futures.

Situation/needs analysis and challenges

The second day of the conference was devoted more specifically to the situation in Iraq, first with a plenary where presenters sketched out the current situation and challenges, and then followed by a lively debate. Many of the themes and topics evoked on the previous day found specific illustration in the Iraqi situation².

Problems

The educational system in Iraq has suffered greatly over the last five years. Some of the many problems highlighted by presenters and discussants include: lower enrolment ratios, higher adult illiteracy, declining quality of education at all levels, poor material conditions for learners, absent or run down basic facilities, diminished possibilities for research, difficulty in finding qualified teachers and university personnel (largely due to brain drain and to people leaving the profession), politicization in appointments and management at universities, are some of the many problems pointed out by presenters and discussants. Curriculum reform is badly needed, with special attention to improving foreign language skills, enhancing neglected areas of education such as arts and sports, and providing technical education that can help young people find jobs and more generally complement the economic sector. Several speakers highlighted that the crisis conditions have led to a neglect of humanities teaching, with the result that there is a generation of young people living in a sort of cultural vacuum.

² Presentations were made by:

Mr. Muhsin Abed-Ali Shlaga, Advisor to the Minister of Education, Iraq
Dr. Salam Hasan Taha, Deputy-Minister of Higher Education and Scientific Research for Scientific Affairs, Iraq
H.E. Dr. Dilshad Abdul Rahman Mohammed, Minister of Education, Kurdistan Region Government, Iraq
Dr. Idris Hadi Salih, Minister of Higher Education and Scientific Research, Kurdistan Region Government, Iraq
Dr. Ubay Al-Dawachi, President of Mosul University, Iraq
Mr. Jassim H. Mohammed, Representative of Teachers Syndicate, Iraq
Ms. Mette Nordstrand, Iraq UN Education Sector
Ms. Feda Gharaibeh, Director, Coordination Office for the Reconstruction of Iraq, Ministry of Planning and International Cooperation, Jordan
Mr. Marc Lucet, Deputy Representative, UNICEF Syria

Progress

In spite of problems, there has been progress and some successes. Presentations by three ministers and a university president signaled the commitment of government and civil society to rebuilding education. Enrolments in school, which dropped sharply five years ago, are increasing. Salaries of teachers and working conditions have improved and support for students is increasing. In the Kurdistan region, new public and private universities have diversified the higher education system, and collaboration with universities in other countries is on the increase. Linking education in universities and technical institutes to the economic sector is meeting with some success. Although assassinations continue, they are on the decline, giving hope for the future.

Needs

Concerning access, it was suggested that compulsory education should be extended to nine years all over the country. Diversifying the educational system, specifically to develop technical and vocational education that can provide a better link between education and economic development is another necessity. Diversifying the educational system by encouraging more public-private partnerships, more distance education, and more international exchange (including by drawing on the competencies of Iraqis abroad), is another area with potential to improve the system. Reform of curriculum, notably by recovering a proper place for arts and language instruction at all levels, placing more emphasis on human rights and peace education at all levels, by providing time for physical education and sports, and by also improving science and computer science education, is urgent. Improving infrastructure, from libraries to laboratories to widespread implementation of technologies for teaching and learning, are seen as very important also. Improved management can result from university autonomy, better data collection and analysis methods, and by building the capacity of education personnel. Admission to university and hiring of higher education teaching personnel should be transparent and equitable processes. The quality of university personnel should be improved, notably by returning to assessment of research and publication in peer-reviewed journals for hiring and promotion of academic staff.

Safety and security are persistent concerns, as is widespread corruption. Ensuring academic freedom and the physical safety of teachers and students in higher education institutes has to be a priority. Similarly, it is important to ensure that returnees can come back in good conditions, which includes but is not limited to safety considerations. Security concerns result in interrupted studies and reduced attendance, and these must be addressed by measures such as on-site housing for students and teachers under threat. In the other direction, difficulties in obtaining visas have severely handicapped the contact of Iraqi educators with their peers in other countries, and have a negative influence on the whole of the education system in Iraq.

Finally, although much has been done to develop a vision and a national strategy, there is still work to be done to bring all parties on board and achieve agreement on priorities and how to move to developing a national education strategy and to effective implementation. This includes consultation with unions and other interested parties.

Regional and international collaboration

Speakers pointed out that both Jordan and Syria have accepted a number of Iraqi students. Jordan had in the past benefited from the Iraqi higher educational system; now its experiences of private higher education, public-private partnerships, the use of ICTs for learning and teaching, and collaboration with universities in other countries can perhaps provide useful lessons for the development of higher education in Iraq. The foundations for a good system of education in Iraq are there, and the World Bank, UNESCO and UNICEF are collaborating with the Iraqi authorities to develop a long-term national strategic framework. The role of UNESCO and of other international partners is crucial for the future of education in Iraq.

Working group recommendations

Five working groups met simultaneously, to develop recommendations. They were:

Access to quality basic education in Iraq

Facilitator: Ms. Nour Dajani, Education Programme Specialist, UNESCO Iraq
Rapporteur: Dr. Shoubo Rasheed, Programme Communication Specialist, UNICEF Iraq

Recommendations:

*2. The State of Iraq and international partners need to take urgent measures to increase **access to education** by:*

- Meeting the need for additional schools and classes based on a mapping system, needs assessment, and appropriate designs including designs that meet the demands of special needs students;
- Expanding formal and non-formal learning opportunities for out-of-school children, youth and adult illiterates;
- Encourage private sector investment and community involvement in education to complement government efforts in increasing access;
- Activate the role of the government in reinforcing the right to education;

*3. The State of Iraq and international partners need to take urgent measures to increase **quality of education** by:*

1. curriculum development;
2. Qualification and performance standards for teachers, as well as enhancing the standard of living of teachers;
3. Pre-service and in-service training programmes for teachers;
4. Capacity building for improved school management and educational supervision;
5. Enhancing the quality of teaching and learning materials and equipment and promoting early childhood education and child-friendly schools;

Issues facing universities in Iraq

Facilitator: Dr. Musa Al-Musawi, President of Baghdad University, Iraq

Rapporteur: Dr. Ali Hadawi, Principal of Southend Adult Community College, UK.

Recommendations:

4. *The State of Iraq and international partners should help to reform the higher education system by reinforcing administrative capacity, reviewing and upgrading the curriculum, by using modern technologies, by respecting autonomy and the exercise of democracy in university appointments, and by providing opportunities for further training for university lecturers;*
5. *Include courses and programmes in Iraqi universities that enhance national identity and promote active citizenship, freedom of expression, as well as civil society and human rights culture;*
6. *Through consultation with the relevant authorities, encourage the return to Iraq of academics and other qualified personnel, and benefit from the skills and expertise of Iraqi academics whether inside or outside Iraq;*
7. *With the help of universities in other countries and international organizations, increase the opportunities for Iraqi academics and students to teach, carry out research and study abroad.*

Protection of Iraqi intellectuals, academics, teachers, students and educational institutions

Facilitator: Dr Abbas Al-Hussaini, Secretary General of IHEOC, Westminster University

Rapporteur: Mr. Ahmed Al Shikaki, Researcher, CERMAM

Recommendations:

8. *The Government of Iraq should apply international human rights law regarding crimes against educators and work to end impunity for attacks on education. The Government of Iraq should establish a just, efficient and transparent mechanism for investigating such crimes and prosecuting the perpetrators. If needed and to carry out such investigations on its own, the Government of Iraq should seek and be provided with international support to fulfill such investigations. Furthermore, a UN rapporteur should be sent to Iraq to monitor the effort to end impunity and provide to the government some independent international oversight.*
9. *Mechanisms should be established in Iraq to ensure the safety and security of educators and students and to create an environment conducive to the return of those who have left. Fundamental to this will be the establishment of the neutrality of educational institutions through transparency and neutral curricula and administrative processes.*

10. *The Government of Iraq should implement national laws and prosecute all perpetrators under existing legislation and give compensation and on-going support to the families of assassinated educators.*
11. *UNESCO in coordination with other UN organizations should initiate a campaign to protect education personnel and the education system in Iraq and other crisis countries.*

Educational issues facing IDPs in Iraq and the implications of internal displacement for the Iraqi education system

Facilitator: Mr. AbdulKhaliq Zangana, Chair of Parliamentary Committee on Displacement
Rapporteur: Ms. Muna Fadhil, Communication Focal Point, IOM

Recommendations:

12. *To permit continuity of schooling for IDP children, use testing and referral systems or other temporary measures to permit students who have lost school certificates to continue schooling;*
13. *Expanding access to schooling for IDP children by expanding facilities, providing transport, offering teacher training to members of the IDP community in areas that host large numbers of IDPs;*
14. *Provide guidelines and training for short term and emergency responses to local actors (NGOs and community organizations) on measures to be taken according to the minimum accepted standards;*
15. *Address, in coordination between the Iraqi government and the KRG government, ways to ensure school attendance and ways to prevent factors that enforce discrimination, language barriers, lack of appropriate outreach to IDP communities and to inform them of services;*

Educational issues facing refugees in neighboring countries and their implications for the Iraqi education system

Facilitator: Mr. Imran Riza, Representative in Jordan, UNHCR
Rapporteur: Ms. Rula Dajani, Jordan Program Manager, IRC

Recommendations:

16. *UN agencies, NGOs, donors should help increase enrolment of Iraqi refugee children by providing financial and material support in the form of school uniforms, textbooks, school supplies, free transportation, waiver of school fees/donations, and Conditional Cash Transfers as applicable;*

17. *Donors, UN agencies, and host governments should continue to help build the capacity and resources of the Ministries of Education to address needs of refugees;*
18. *With the help of international partners, encourage and enable Ministries of Education to address issues of certification including cross-border examinations and accreditation systems;*
19. *UN agencies, NGOs, and host governments should make a concerted effort to create or strengthen child protection networks, mechanisms and institutions, notably through in order to:*
 - *Raise awareness among teachers and the general public about on the psychosocial issues impacting Iraqi refugees;*
 - *Provide training and support to teachers, counselors and community religious leaders on appropriate responses with children;*
 - *Provide family counseling and discussion/support groups;*
20. *International and national partners should broaden the means of access to learning through e-learning and ICTs in order to enhance non-formal and informal education.*

Closing session

At the closing session, the recommendations and closing statement were read out to the plenary and additional guests, and special thanks were addressed to UNESCO for organizing the conference as well as to Her Highness Sheikha Mozah Bint Nasser Al Missned, Consort of His Highness the Emir of Qatar, UNESCO Special Envoy for Basic and Higher Education, Chairperson of the Qatar Foundation for Education, Science and Community Development, for her unwavering support for education in countries in crisis, and for Iraq in this instance.

Mr. Koïchiro Matsuura, Director-General of UNESCO congratulated the participants on the outcomes. The broad participation, the intense debates, and the commitment of all partners could help build a better future. UNESCO would continue it unwavering support for rebuilding education in Iraq.

Mr. Boutros Boutros Ghali, former Secretary General of the United Nations, recalled the proud history of education in Iraq, the tragic events and dangers of the last few years, and the practical and positive nature of the work done at the conference as well as its recommendations. He saw this as an encouraging step towards recovery.

Dr. Alaa Makki, Delegate of the Iraqi Representative Council, President of the Education Committee-Iraq, spoke on behalf of the participants to salute the support by the organizers, the dialogue that had taken place, and the recommendations that would provide a platform for development.

Her Highness Sheikha Mozah Bint Nasser Al Missned, Consort of His Highness the Emir of Qatar, UNESCO Special Envoy for Basic and Higher Education, Chairperson of the Qatar Foundation for Education, Science and Community Development called for the international community to vigorously monitor and document all violations of the human right to education. She also urged that a committee be established to follow-up the recommendations of the Conference, saying that Doha stands ready to welcome the first meeting at the earliest opportunity.

Annexes

Annex 1: Recommendations

National strategy

1. Develop a national vision, mission and strategy for education at all levels based on a consultation of all stakeholders, and design policies based on updated, accurate data and relevant studies and analysis.

- Activate the role of the media to promote the educational issues and challenges;
- Encourage the State of Iraq to increase the budget allocation for education;

Access to quality basic education

2. The State of Iraq and international partners need to take urgent measures to increase access to education by:

- Meeting the need for additional schools and classes based on a mapping system, needs assessment, and appropriate designs including designs that meet the demands of special needs students;
- Expanding formal and non-formal learning opportunities for out-of-school children, youth and adult illiterates;
- Encourage private sector investment and community involvement in education to complement government efforts in increasing access;
- Activate the role of the government in reinforcing the right to education;

3. The State of Iraq and international partners need to take urgent measures to increase quality of education by:

5. curriculum development;
6. Qualification and performance standards for teachers, as well as enhancing the standard of living of teachers;
7. Pre-service and in-service training programmes for teachers;
8. Capacity building for improved school management and educational supervision;
9. Enhancing the quality of teaching and learning materials and equipment and promoting early childhood education and child-friendly schools;

Universities

4. The State of Iraq and international partners should help to reform the higher education system by reinforcing administrative capacity, reviewing and upgrading the curriculum, by using modern technologies, by respecting autonomy and the exercise of democracy in university appointments, and by providing opportunities for further training for university lecturers;

5. *Include courses and programmes in Iraqi universities that enhance national identity and promote active citizenship, freedom of expression, as well as civil society and human rights culture;*
6. *Through consultation with the relevant authorities, encourage the return to Iraq of academics and other qualified personnel, and benefit from the skills and expertise of Iraqi academics whether inside or outside Iraq;*
7. *With the help of universities in other countries and international organizations, increase the opportunities for Iraqi academics and students to teach, carry out research and study abroad.*

Protection of Iraqi intellectuals, academics, teachers, students and educational institutions

8. *The Government of Iraq should apply international human rights law regarding crimes against educators and work to end impunity for attacks on education. The Government of Iraq should establish a just, efficient and transparent mechanism for investigating such crimes and prosecuting the perpetrators. If needed and to carry out such investigations on its own, the Government of Iraq should seek and be provided with international support to fulfill such investigations. Furthermore, a UN rapporteur should be sent to Iraq to monitor the effort to end impunity and provide to the government some independent international oversight.*
9. *Mechanisms should be established in Iraq to ensure the safety and security of educators and students and to create an environment conducive to the return of those who have left. Fundamental to this will be the establishment of the neutrality of educational institutions through transparency and neutral curricula and administrative processes.*
10. *The Government of Iraq should implement national laws and prosecute all perpetrators under existing legislation and give compensation and on-going support to the families of assassinated educators.*
11. *UNESCO in coordination with other UN organizations should initiate a campaign to protect education personnel and the education system in Iraq and other crisis countries.*

Internally Displaced Persons

12. *To permit continuity of schooling for IDP children, use testing and referral systems or other temporary measures to permit students who have lost school certificates to continue schooling;*
13. *Expanding access to schooling for IDP children by expanding facilities, providing transport, offering teacher training to members of the IDP community in areas that host large numbers of IDPs;*

14. Provide guidelines and training for short term and emergency responses to local actors (NGOs and community organizations) on measures to be taken according to the minimum accepted standards;

15. Address, in coordination between the Iraqi government and the KRG government, ways to ensure school attendance and ways to prevent factors that enforce discrimination, language barriers, lack of appropriate outreach to IDP communities and to inform them of services;

Refugees

16. UN agencies, NGOs, donors should help increase enrolment of Iraqi refugee children by providing financial and material support in the form of school uniforms, textbooks, school supplies, free transportation, waiver of school fees/donations, and Conditional Cash Transfers as applicable;

17. Donors, UN agencies, and host governments should continue to help build the capacity and resources of the Ministries of Education to address needs of refugees;

18. With the help of international partners, encourage and enable Ministries of Education to address issues of certification including cross-border examinations and accreditation systems;

19. UN agencies, NGOs, and host governments should make a concerted effort to create or strengthen child protection networks, mechanisms and institutions, notably through in order to:

- *Raise awareness among teachers and the general public about on the psychosocial issues impacting Iraqi refugees;*
- *Provide training and support to teachers, counselors and community religious leaders on appropriate responses with children;*
- *Provide family counseling and discussion/support groups;*

20. International and national partners should broaden the means of access to learning through e-learning and ICTs in order to enhance non-formal and informal education.

Annex 2: Final Declaration

Considering that education is one of the fundamental human rights which must not be violated, attack on educational systems is an infringement upon that right, regardless of whether that infringement has already been perpetrated or may be committed during the years succeeding that violation.

Such crimes reach their high point when they target students, professors and academics. Hence, dealing with violence in the educational field is viewed as an issue of utmost importance. Crises cannot be used as a pretext for depriving refugees, the victims of conflicts, from benefiting from the educational services and gaining access to knowledge.

Based upon these principles, protection of any country is dependent upon the vitality and commitment of all its vital forces, including academics and intellectuals, who must enjoy full freedom to exercise their different specializations without being exposed to any threats, whether inside or outside their respective institutions. Therefore, the increasing number of countries undergoing crises and the deteriorating situation caused by these conflicts, constitute a direct threat to the future of education and a shame on humanity.

In this context, an international conference was organized at the UNESCO Headquarters in Paris from October 30th to November 1st, 2008, under the title of "Right to Education in Crisis-affected Countries" and the slogan of "Stop Jeopardizing the Future of Iraq". The conference was attended by about 200 participants, directly concerned with the issues of education in Iraq and other countries undergoing similar crises. The participants came from different sectors concerned with education, including educators, academics, and representatives of public and private sectors, civil societies, donors, as well as UN agencies.

The Conference, organized through partnership of UNESCO, the Office of Her Highness Sheikha Mozah bint Nasser Al-Missned - UNESCO Special Envoy for Basic and Higher Education, and the International Committee for Solidarity with the Iraqi Academicians, identified a number of objectives. Priority was given to diagnosing the circumstances prevailing in the crises regions, and their impact upon the educational systems, in addition to exchanging experiences and drawing conclusions as well as preparing an action plan based on strategic priorities arrangement.

Its foundation principles are Millennium Development Goal (MDG) 2 which concerned with the right to education and universal primary education, the Education for All (EFA) objectives, the Convention against Discrimination in Education, the Universal Declaration on Human Rights and the Convention Relating to the Status of Refugees. The Conference Agenda dealt with a series of issues, through which the participants discussed, during both opening and specialized sessions, numerous crises that formed a threat to the right to

education in crisis-affected countries. They also discussed certain elements, which aimed to overcome those conditions.

The educational circumstances in Iraq were particularly highlighted by the conferees. They focused their interventions and discussions on the impact of the internal situation upon the educational system in Iraq, and the means to prevent that situation from deteriorating.

The participants, while recognizing improvements in the educational system, especially the reduction of school destruction, recognize that the situation is still critical. This is particularly evident vis-à-vis generalization of education and quality assurance, caused by the security situation that threatens educators with violence and assassinations. As a result of the prevailing circumstances, 50,000 children have dropped out of school, in addition to the shortage of educational institutions, reaching 4000 schools. Illiterate population has reached about 5 million citizens. Besides, more than 250 university professors have been assassinated and displaced, and refugee population reached more than three million citizens, 20% of whom are children at elementary school level. Most of these people experience psychological trauma and socio-economic problems. Children, in particular, are enduring the decreased opportunities for benefiting from the school advantages.

The conference debated the education issues facing other countries in crisis and believed that overcoming the crisis in Iraq could set good practice for other countries. The participants developed global recommendations concerning the follow-up to the meeting and focused on the urgent needs of the education sector. Participants also emphasized that UNESCO has an essential role to play in such situations and that partnership and coordination with all concerned parties will be essential for implementing the recommendations.

Recommendations

It is vital to recover the capacity of education in Iraq to build the social, cultural, and intellectual quality of an inclusive society, for today and tomorrow. We, the conferees participating in this Conference today, urgently appeal for mobilizing intensive efforts inside Iraq, at international community level, towards achieving that objective. Therefore, we:

1. Strongly denounce the gross violations faced by the educational system in Iraq, and consider these practices a flagrant breach of the principles of human rights a human international law.
2. Demand the Government of Iraq and all concerned parties in and outside Iraq to shoulder their responsibilities for ending the deteriorating situation in the educational field as a whole.
3. Call upon the international community to coordinate with all the proactive elements in and outside Iraq, and to exert every possible effort to protect the educational system and implement appropriate mechanisms required for facing all violations.

Considering the heavy damage caused to the educational system in Iraq as a result of the deteriorating security situation; and

Based upon the firm belief by the participants that handling the educational situation in Iraq may constitute an example to be followed by other countries and regions for solving similar crises; and

In recognition by the participants of the role played by UNESCO in confronting such circumstances, and the importance of building partnerships with all parties concerned for achieving these goals; and

Based upon the participants' commitment to obtain the assurances required for achieving the Conference recommendations; and

In recognition of the continued efforts exerted by Her Highness Sheikha Mozah bint Nasser Al-Missned in support of the educational system in Iraq,

The participants, having examined some educational systems that are exposed to crises and unrest, especially the Iraqi case, would like to present deep thanks and gratitude to Her Highness, under whose patronage the Conference was held. They would also like to thank the organizing authorities, including UNESCO, Her Highness Office, and the International Committee for Solidarity with the Iraqi Academicians. And, having discussed and endorsed the recommendations issued by the Conference, the participating conferees, recommend the following:

1. The Conference Recommendations shall be considered and treated as an official instrument.
2. The following five issues shall enjoy high priority by all parties concerned with handling the educational situation in Iraq:
 - a. Access to quality basic education
 - b. Rebuilding universities
 - c. Protection of Iraqi educators at all levels
 - d. Caring for the education of internally displaced persons
 - e. Ensuring education for refugees in neighboring countries
3. Appealing to Her Highness Sheikha Mozah bint Nasser Al-Missned, under whose patronage the Conference was held, in her capacity as UNESCO's Special Envoy for Basic and Higher Education, in cooperation with UNESCO, to act appropriately to ensure activation of the Conference recommendations and achievement of its objectives.

Annex

Following the reading of the closing statement and its endorsement by the participants, the Conference Secretariat received a number of observations, which were annexed to the closing statement, and were adopted as an official document for the conference activities.

1. H.E. Dr. Khudeir Al-Khuzaaay, the Iraqi Minister of Education highlighted the importance of the persistent efforts of the Iraqi government to improve the education situation in Iraq and stop school dropouts in addition to ensuring better security for the entire education system.
2. Dr. Ala'uddin Makki, Chairman of the Parliament's Education Committee, stressed the positive supervisory and legislative role of this Committee in the education field. He added that the Education Committee was working hard to increase the allocations earmarked for education.
3. Dr. Hilal Idris, member of the International Committee for Solidarity with Iraqi Academics (Baghdad Branch) affirmed that despite the government efforts to support and protect the education system, the aggressions and assassinations targeting Iraqi professors and academics continued. He maintained that the education sector needed urgent support and protection from the government and other stakeholders.
4. Dr. Siham Hasan Kareem stressed the need to highlight the role of the media inside and outside the country with regard to raising awareness of the significance of the education process and the necessity to protect the education institutions and staff.

Annex 3: Agenda



Under the auspices of
Her Highness Sheikha Mozah Bint Nasser Al-Missned

International Conference on the
Right to Education in Crisis-Affected Countries

“STOP JEOPARDIZING THE FUTURE OF IRAQ”

UNESCO Headquarters, Paris-France
30 October-1 November 2008



29 October 2008

16:00-18:00 Registration – Hôtel Le Méridien Montparnasse

30 October 2008 – Room XII

08:30-09:00 Registration – UNESCO Headquarters

09:00-09:30 Welcome address

Mr. Nicholas Burnett, Assistant Director-General for Education, UNESCO

Opening speeches

Mr. Koïchiro Matsuura, Director-General of UNESCO

Dr. Khudair Al-Khuza'i, Minister of Education, Iraq

09:30-09:40 Short documentary movie: “Empty seats”

09:40-09:50 Keynote Address by H.E. Baroness Emma Nicholson De Winterbourne,
Member of the European Parliament, UK.

09:50–10:15 Coffee Break

10:15-10:30 Introduction to the conference and review of agenda

Dr. Abduljalil Lahmanate, Advisor of Her Highness' Office

Dr. Hasni Abidi, International Committee For Solidarity With Iraqi Academics

Mr. Mohamed Djelid, Director, UNESCO Iraq Office

10:30-11:30

Education in conflict and post-conflict reconstruction

Chair: Mr. Brendan O'Malley, Journalist

- **The legal framework of the right to education in conflict**
Mr. Saad Jabbar, Deputy Director of the Centre for North African Studies, Cambridge University
- **Role of the media in advocacy for that right**
Mr. Mogens Schmidt, Deputy Assistant Director-General for Communication and Information, UNESCO
- **Humanitarian responses in the education sector**
Ms. Deborah Haines, Emergency Education Adviser, Save the Children UK
- **Post-conflict reconstruction in the education sector**
Mr. Kamel Braham, Scholarships Administrator, World Bank

11:30-12:00

Plenary Discussions

12:00-14:00

Lunch

14:00- 15:30

Education in conflict and post-conflict reconstruction (continued)

Chair: Mr. Kamel Braham, Scholarships Administrator, World Bank

- **Donor's commitment to post-conflict reconstruction in the education sector**
Ms. Aurora Iglesias, Quality Management Officer in the Education Sector, European Commission
- **Presentation of the Interagency Network for Education in Emergencies**
Ms. Eli Wærum Rognerud, UNESCO's representative on the Working Group of the INEE Minimum Standards (Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction)
- **Sound educational practices in Afghanistan**
Ms. Eldrid K. Midttun, Senior Education Adviser, Norwegian Refugee Council
- **Sound educational practices in Palestine**
Mr. Kabir Sheikh, Director of Education, UNESCO / UNRWA
- **Sound educational practices in Iraq**
Ms. Sandrine Pont, Regional Coordinator for the Middle East, Enfants du Monde-Droits de l'Homme (EMDH)

15:30 – 16:00

Coffee Break

16:00- 17:00

Plenary Discussions

31 October 2008 – Room XII

09:30-10:30

Situation/needs analysis and challenges

Chair: Dr. Ala Alwan, Assistant Director-General, WHO

- Mr. Muhsin Abed-Ali Shlaga, Advisor to the Minister of Education, Iraq
- Dr. Salam Hasan Taha, Deputy-Minister of Higher Education and Scientific Research for Scientific Affairs, Iraq
- H.E. Dr. Dilshad Abdul Rahman Mohammed, Minister of Education, Kurdistan Region Government, Iraq
- Dr. Idris Hadi Salih, Minister of Higher Education and Scientific Research, Kurdistan Region Government, Iraq

10:30-10:45

Coffee Break

10:45-11:45

Situation/needs analysis and challenges

Chair: Dr. Hasni Abidi, International Committee For Solidarity With Iraqi Academics

- Dr. Ubay Al-Dawachi, President of Mosul University, Iraq
- Mr. Jassim H. Mohammed, Representative of Teachers Syndicate, Iraq
- Ms. Mette Nordstrand, Iraq UN Education Sector
- Ms. Feda Gharaibeh, Director, Coordination Office for the Reconstruction of Iraq, Ministry of Planning and International Cooperation, Jordan
- Mr. Marc Lucet, Deputy Representative, UNICEF Syria

11:45-12:30

Plenary Discussions

12:30-14:00

Lunch

14:00- 15:30

Simultaneous Working Group Sessions

Room XII

1. Access to quality basic education in Iraq

Facilitator: Ms. Nour Dajani, Education Programme Specialist, UNESCO Iraq

Rapporteur: Dr. Shoubo Rasheed, Programme Communication Specialist, UNICEF Iraq

Room VI

2. Issues facing universities in Iraq

Facilitator: Dr. Musa Al-Musawi, President of Baghdad University, Iraq

Rapporteur: Dr. Ali Hadawi, Principal of Southend Adult Community College, UK.

Room VIII

3. Protection of Iraqi intellectuals, academics, teachers, students and educational institutions

Facilitator: Dr Abbas Al-Hussaini, Secretary General of IHEOC, Westminster University

Rapporteur: Mr. Ahmed Al Shikaki, Researcher, CERMAM

Room IX

4. Educational issues facing IDPs in Iraq and the implications of internal displacement for the Iraqi education system

Facilitator: Mr. AbdulKhaliq Zangana, Chair of Parliamentary Committee on Displacement

Rapporteur: Ms. Muna Fadhil, Communication Focal Point, IOM

**Room XIII
(Bonvin)** **5. Educational issues facing refugees in neighbouring countries and their implications for the Iraqi education system**

Facilitator: Mr. Imran Riza, Representative in Jordan, UNHCR
Rapporteur: Ms. Rula Dajani, Jordan Program Manager, IRC

15:30 – 16:00 Coffee Break

16:00- 17:00 **Simultaneous Working Group Sessions (Continued)**

1. Access to quality basic education in Iraq
2. Issues facing universities in Iraq
3. Protection of Iraqi intellectuals, academics, teachers, students and educational institutions
4. Educational issues facing IDPs in Iraq and the implications of internal displacement for the Iraqi education system
5. Educational issues facing refugees in neighbouring countries and their implications for the Iraqi education system

19:00 **Cocktail organized by the Permanent Delegation of Iraq to UNESCO**
UNESCO Headquarters, 7th floor

1 November 2008

09:30-10:15 **Chairs:** Dr. Abduljalil Lahmanate, Advisor of Her Highness' Office
Mr. Mohamed Djelid, Director, UNESO Iraq Office
Dr. Hasni Abidi, International Committee For Solidarity With Iraqi Academics

Presentation of the recommendations of Working Group Sessions by the General Rapporteur

10:15-11:30 **Plenary Discussions**

11:30-12:30 **Closing session**

Master of ceremony: Mr. Qian Tang, Deputy Assistant Director General for Education and Director of Executive Office, UNESCO

Declaration of the Conference by Dr. Hasni Abidi, International Committee For Solidarity With Iraqi Academics

Address by Mr. Koïchiro Matsuura, Director-General of UNESCO

Address by Mr. Boutros Boutros Ghali, former Secretary General of the United Nations

Address by Dr. Alaa Makki, Delegate of the Iraqi Representative Council, President of the Education Committee-Iraq

Closing Speech by Her Highness Sheikha Mozah Bint Nasser Al Missned, Consort of His Highness the Emir of Qatar, UNESCO Special Envoy for Basic and Higher Education, Chairperson of the Qatar Foundation for Education, Science and Community Development

12:30 **Cocktail offered by the Office of Her Highness Sheikha Mozah**

Annex 4: List of Participants (Alphabetical order)

Ser.	Name	Title	Organization
1	Abbas Al-Hussaini	Secretary General of Iraq Higher Education Organising Committee, IHEOC	Westminster University, UK
2	Abdali Kadem Shaded Al-Mamore	Professor, Administration and Economics	Babylon University, Iraq
3	Abdel Moniem Mohamed Osman El-Hussien	Director of Regional Office Beirut	UNESCO Beirut
4	Abdelrahmman Azzam	Media Director	Office of Her Highness Sheikha Mozah
5	Abdul Jabbar N.A. Al-Shammari	Professor	Advisory group of Iraqi academics in Jordan
6	Abdulhameed Dhahir Abbas	President of Teacher Association	Teacher Association, Iraq
7	Abduljalil Lahmanate	Advisor	Office of Her Highness Sheikha Mozah
8	Abdulkhaliq M. R. Zangana	Chair, Parliamentary Committee on Displacement	Iraqi Parliament - Baghdad
9	Abdulla Al Thani	Vice President of Education in Qatar Foundation for Education, Science and Community Development	Qatar Foundation for Education, Science and Community Development
10	Abdulla Hussain Al-Kubaisi	Director of Her Highness Sheikha Moza Bin Al-Missned's Office	Office of Her Highness Sheikha Mozah
11	Abdulrahman Najm Abed	Chief of Economic Studies Department, Al-Mustansirya Centre for Arab and International Studies.	ICSIA – Baghdad, Iraq
12	Abdulrasul A. Jassim Al-Saadi	Professor	ICSIA – Baghdad, Iraq
13	Abid Kathem	NGO representative	Culture for All, Iraq
14	Ahmad Kamal Ahmad Khedher Agh	President of Teacher Association – Al Nahrain University	Teacher Association, Iraq
15	Ahmed Al Shikaki	Researcher	Arab and Mediterranean Studies Center (CERMAM), Switzerland
16	Ahmed Joudi Al Baghdadi	Vice Iraqi Cultural Counselor	Iraqi Embassy, UK
17	Aidan Goldsmith	Program Director Iraq	International Rescue Committee
18	Akram M. Othman Al-Mashaykhi	Professor	Advisory group of Iraqi academics in Jordan
19	Alaa Makki AbdulRazzak Al-Qaraghuli	Iraqi Parliamentarian, President of Education Committee - Baghdad	Iraqi Parliament - Baghdad

20	Aladin A.S. Alwan	Assistant Director General	WHO
21	Ali Hadawi	Principal	Southend Adult Community College, UK
22	Ali Kubba	Seniors Lecturer	King's and St Thomas' School of Medicine, UK
23	Ali Mousa Jaafar Al-Baidhani	Escort to the Minister of Education - Baghdad	MoE, Iraq
24	Ali Wajeeh Altaee	TV Director	Iraqi TV AL SHARQIA
25	Ali Zainal	Ambassador	Permanent Delegation of Qatar to UNESCO
26	Aline El-Mourani	Journalist	An-Nahar Newspaper, Lebanon
27	Alya Hassan Ismael	DG - Musel Directorate	MoE - Musel Directorate, Iraq
28	Amer Hasan Fayyadh	Dean of the college of Political Sciences	Baghdad University, Iraq
29	Amer Yad Khudhair	NGO representative	Peace and Solidarity Council, Iraq
30	Amina Feitas	Journalist	Al-Ahdass, Algeria
31	Angel Gabilondo	President of the Spanish Rector Council	Autonomus University of Madrid, Spain
32	Anne Lonsdale	Deputy Vice Chancellor	University of Cambridge, UK
33	Asma Abdullah Saleh.	Iraqi Parliamentarian - Thiqr	Member of the Parliament, Iraq
34	Athir Youssef Hana Haddad	Professor	Committee Iraqi Professors - Jordan
35	Aun Ling Lim	Head of Programs Department at ROTA	Reach Out to Asia (ROTA) Foundation, Qatar
36	Aurora Iglesias	Quality Management Officer	Social and Human Development - Education, European Commission
37	Baidaa Wadi Wattan Al-Maliki	Director	Teacher Institute, Iraq
38	Baroness Emma Nicholson De Winterbourne	Chief and Member of the European Parliament	Amar International Charitable Foundation
39	Basim Kadhim Hasan Jrew	Professor	Advisory group of Iraqi academics in Jordan
40	Bechir Lamine	Higher Education Specialist	UNESCO Beirut
41	Beriwan Muslih A. Al-Khailany	Minister Advisor	MOHE of KRG, Iraq
42	Bothaina Farouk Abd El Galil El Menoufy	Journalist	Radio Qatar
43	Brendan O'Malley	Journalist	
44	Carole Stevan	Journalist	Le Temps, Genève
45	Catherine Didion	Director, Committee on Women in	National Academy of

		Science, Engineering, and Medicine, National Academies	Sciences, USA
46	Chloe Tuot	Consultant, ED/EFA unit	UNESCO
47	Christopher Talbot	Chief ai, Section for Education in Post-Conflict and Post-Disaster Situations	UNESCO
48	Cindi Warren Mentz	Director Middle East & North Africa Programs	US Civilian Research & Development Foundation (CRDF)
49	Claude Poulet	Cultural Counselor	French Embassy in Baghdad
50	Deborah Haines	Emergency Education Adviser, Save the Children UK	Save the children UK
51	Denise Conway	Education Specialist, Canadian International Development Agency (CIDA)	CIDA, Canada
52	Dindar Mahmoud Al-Zibari	Chief Coordinator	Office of the Coordinator of UN Affairs, Kurdistan Region Government, Iraq
53	Dlshad Abdulrahman Mohammad	Minister	Ministry of Education (MoE) – KRG, Iraq
54	Dominic Gould	London Manager	Amar International Charitable Foundation, UK
55	Eldrid K. Midttun	Senior Education Adviser	Norwegian Refugee Council
56	Eli Rognerud	Programme Specialist, Section for Education in Post-conflict and Post-disaster Situations	UNESCO
57	Faten Hani Koaik	CEO DIFC Centre of Excellence	Dubai International Financial Centre (DIFC)
58	Fatimah Kadhim Bahir Al-Behadili	NGO representative	Iraqi Ferdaws Association
59	Feda Gharaibeh	Director, Coordination Office for the Reconstruction of Iraq	Ministry of Planning and International Cooperation, Amman, Jordan
60	Francesco FOLLO	Permanent Observer of the Holy See to UNESCO	UNESCO
61	George Haddad	Director, Division of Higher Education	UNESCO
62	Ghada Georgie	Programme Officer / Education Sector	UNESCO Iraq
63	Ghassan Alsaffar	CTA-SDE& TVET project Manager	ILO
64	Günter Overfeld	Ambassador, Permanent Delegate	Permanent Delegation of the Federal Republic of Germany

65	Hadi Aziz Ali	Expert in Human and International Law	Baghdad University
66	Hamed Al-Hamami	UNESCO Representative in the Arab States of the Gulf. Director, UNESCO Doha Office	UNESCO Doha
67	Hanibeche Mohamed	Editor in chief	Al-Jazeera – Doha, Qatar
68	Hasanain Fadhil Abaas Mualla	Secretary General	National Commission to UNESCO, Iraq
69	Hashim Ridda Ali Al-Khateeb	Iraqi Parliamentarian - Karbalaa	Iraqi Parliament - Baghdad
70	Hasni Abidi	Representative and Director of the Arab and Mediterranean Studies Center, Geneva.	ICSIA, Geneva
71	Hazim Abdulhameed Ghaeb Al-Nuaimi	Researcher / Teacher at Al-Mustansirya University	ICSIA – Baghdad, Iraq
72	Helene Sekutowicz	First Secretary	French Permanent Delegation
73	Herve De Baillenx	Deputy Regional Director, Programmes Department	International Rescue Committee
74	Hilal Edrees Majeed Al-Hially	Professor	ICSIA – Baghdad, Iraq
75	Hussein Ali Harif	Chief, Department of Art Education - Faculty of Fine Arts - Baghdad University	Baghdad University, Iraq
76	Hussein Ali Naser	DG - Rasafa 3 Directorate	MoE - Rasafa 3 Directorate, Iraq
77	Hussein Mohammed Ajeel Al-Mamoori	Journalist	Aswat Al-Irak
78	Idries Hadi Salih	Minister	Ministry of Higher Education and Scientific Research (MOHESR) – KRG, Iraq
79	Imran Riza	Representative in Jordan	UNHCR
80	Irina Bokova	Ambassador Extraordinary and Plenipotentiary of the Republic of Bulgaria to France, Permanent Delegate	Permanent Delegation of Bulgaria
81	Izzaldin Mustafa Rasool	Professor, Suleimanya Univ.	Suleimanya University, Iraq
82	Jaafar Maan Mehsin	DG - Dyala Directorate	MoE - Dyala Directorate, Iraq
83	Jabbar Mashjel Faraj Al-Khmaysawee	Technical Supervisor	Al Resafa Directorate of Education, Iraq
84	Jane Kalista	Consultant, Section for Education in Post-conflict and Post-disaster Situations	UNESCO
85	Jani Kassab	Professor	Bangor University, Wales, UK

86	Janice Eastman	Deputy Secretary General	Education International
87	Jasim Hussein Mohammed Al-Lami	Representative of Teachers Syndicate	Teachers' union, Iraq
88	Jason Erb	Deputy Country Director, Emergency Programs, Jordan/Lebanon Country Office	Save the children
89	Jo Hironaka	BFC/CPO, Section for Conflict and Post-Conflict Operations	UNESCO
90	John Akker	Executive Secretary	CARA, UK
91	John Packer	Director Human Rights Centre	University of Essex, UK
92	Jonathan Cunliffe	Emergency Coordinator	UNICEF Jordan
93	Joseph Daher	Assistant	CERMAM, Geneva
94	Jürgen Scheller	Deputy Permanent Delegate	Permanent Delegation of the Federal Republic of Germany
95	Kais Jewad	President	ICSIA
96	Kamel Braham	Fellowships Administrator	World Bank
97	Karim Altaï	Professor	James Madison University USA
98	Kate Robertson	Deputy Executive Secretary, Council for Assisting Refugee Academics	CARA, UK
99	Khalid Hantoosh Sachit Al-Mohammedawi	Teacher, NGO representative	Al Amal Association, Iraq
100	Khalil Ibrahim Kalf.	President	Anbar University, Iraq
101	Khawla Shaheen	EFA International Coordination Team, SENIOR PROGRAMME SPECIALIST	UNESCO HQ
102	Khudeir Mussa Jafer Al-Khuzayy	Minister	Ministry of Education (MoE) - BAG
103	Khvaja Kabiroddin Shaikh	Director of Education	UNRWA
104	Labid Abawi	Deputy Minister	Ministry of Foreign Affairs - Iraq
105	Laura Rupp	Rector	Free University in Amsterdam
106	Linda King	ED/BAS/RVE, Section for Promotion of Rights and Values in Education, Chief of section	UNESCO
107	Louay N. Abboushi	Director of the International Section	Al Watan, Qatar
108	Louise Ann Haxthausen	Head of Ramallah Office	UNESCO Ramallah Office
109	Loulia Kouchaji	Assistant	CERMAM, Geneva
110	Lulua Al Khater	Media Officer	Office of Her Highness Sheikha Mozah

111	Madiha Sultan	Journalist	UN Radio
112	Mahdi Alwan Abbood	President Department of Physics	Wassit University, Iraq
113	Majed Abdullah M Alhujailan	Journalist	Al Ikhbariya, KSA
114	Maki Mohsen Mohaws Al-Bobesairi	DG - Basrah Directorate	MoE - Basra Directorate, Iraq
115	Malene Nielsen Mansour	Deputy Permanent Delegate	Permanent Delegation of Denmark for UNESCO
116	Marc Lucet	Deputy Representative	UNICEF Syria
117	Mario Novelli	Coordinator, Research programme on Education and Development	Autonomus University of Madrid
118	Marion Raquel Fiore	Consultant	UNESCO Iraq
119	Mark Richmond	ED/UNP, Division for the Coordination of United Nations Priorities in Education, Director	UNESCO
120	Marwan Kamal	President	Philadelphia University - Jordan
121	Mathieu Routier	Consultant	International Programme Management, Middle East and North Africa Specialist
122	Mehair Kathem	Development Manager/Co-founder	Culture for All, Iraq
123	Mette Nordstrand	Chief Education, UNICEF Iraq	UNICEF ISCA
124	Michael Worton	Vice-Provost	University College London
125	Mirna Abu Ata	Programme Assistant / Education Sector	UNESCO Iraq
126	Mogens Schmidt	CI/FED, Division for Freedom of Expression, Democracy and Peace Deputy Assistant Director-General/Director	UNESCO
127	Mohamad AbdulMohsin Maarich Al-Hajaj	College of Science	Basrah University, Iraq
128	Mohamed Djelid	Director	UNESCO Iraq
129	Mohamed Yacine Benlamnouar	Journalist	Al Arab Newspaper, Doha, Qatar
130	Mohammad Al-Rubeiy	Professor	University College Dublin, Ireland
131	Mohammad Sadik	President	Salaheddin University, Iraq
132	Mohammad Sadik Hashim Husien Nasrullah	Cultural Counselor	Iraqi Embassy - Jordan
133	Mohammed Hamdan	Professor	Arab Open University
134	Mohammed Majid Mashjel Al-Khamisawee	NGO Representative	Ansaq Group for Culture and Arts, Iraq
135	Mokhles Balasim Saadoon Al-Aamil	Iraqi Parliamentarian - Thiqar	Iraqi Parliament - Baghdad

136	Mosa Jawad Aziz Al-Mosawe	President	Baghdad University, Iraq
137	Muhsin Abed Ali Shlaga Al-Furajy	Advisor to the Minister	MoE, Iraq
138	Muhyi Al-Khateeb	Ambassador	Iraqi Permanent Delegate to UNESCO
139	Muna Firas Fadhil	Communication Focal Point	IOM, Iraq Mission
140	Mustafa Selem	Executive Manager	Arabic Centre for Career Development, UK
141	Nabeel Mohammed Saleem Younis	Professor	ICSIA – Baghdad, Iraq
142	Nabil Abdulkarim Sadik	Professor	Czech Republic
143	Nada Abedal - Majed Abedal Ridha	Dean of Science	Al Mosul University, Iraq
144	Nadia Gadou	Journalist	Al-Ahram, Cairo, Egypt
145	Naeema Al Gasseer	WHO Representative in Iraq	WHO
146	Nasih F. Othman	REACH's education programme consultant	REACH
147	Nawal Abdul Karim	Member of Iraqi Academics Union	Iraqi Academics Union, UK
148	Nicolas Burnett	Assistant Director General for Education	UNESCO
149	Nizam Assaf	Director	Amman Center for Human Rights Studies in Amman, Jordan
150	Noha Bawazir	Programm Specialist, Division of cooperation with extra budgetary funding sources	UNESCO
151	Nour Dajani	ED Programme Specialist	UNESCO Iraq
152	Obay Said Ahmed Al-Dewachi	President	Mosul University, Iraq
153	Omar Shdifat	Minister	Ministry of Higher Education and Scientific Research (MOHESR) - Jordan
154	Peder Wallenberg	Founder of Carpe Vitam	CARA Sweden
155	Pedro Rojo	Member of the Coordination Group of the Spanish Campaign to support Iraqi Academics	Autonomus University of Madrid
156	Peter Fell	Senior Education Specialist	British Council, UK
157	Pierre Hugues		French Ministry of Foreign Affairs
158	Qassim Al-Khafaf	Member of Iraqi Academics Union	Iraqi Academics Union, UK
159	Qusai Abdul Wahab	Iraqi Parliamentarian	Iraqi Parliament - Baghdad
160	Rasheeda Zaher-Draey	Director of Relations	MoE of KRG, Iraq

161	Rhada El Nagar	Project Officer / Education Sector	UNESCO Iraq
162	Rhett Bowlin	Director, Higher Education Support Programme	Open Society Institute (OSI)
163	Riyadh Aziz Hadi Saleh Nema	Scientific Assistant to President of Baghdad University	Baghdad University, Iraq
164	Robert Ménard	President	Reporters sans frontières
165	Roja Fazaeli	Lecturer in Islamic Studies at Trinity College Dublin, Ireland	Scholars at risk
166	Rula El Dajani	Jordan Program Manager	International Rescue Committee
167	Saad Husssain Fathalla Al-Ibrahem	Director General of Human Rights Institute	Ministry of Human Rights, Iraq
168	Saad Jabbar	Deputy Director	Centre for North African Studies, Cambridge University
169	Sabah Jassem	Professor	Buckingham University, UK
170	Saeed Hussein Ali.	Dean College of Science	Tikrit University, Iraq
171	Salam Hasan Taha	Deputy Minister, Scientific affairs	Ministry of Higher Education and Scientific Researches (MoHESR) - Iraq
172	Salman Sheikh	Director of Policy and research	Her Highness Sheikha Mozah Office, Qatar
173	Sami Nassar	Professor	Cairo University, Egypt
174	Samia Djacta	Chargée d'affaires	ISESCO
175	Sandrine Pont	Regional Coordinator for the Middle East	Enfant du Monde
176	Sarwat Mustafa Ali	Director General of Construction and Renovation	MOE of KRG, Iraq
177	Sawsan Chebli	Policy advisor on Arab affairs	German Parliament
178	Sebastien Duhaut		French Ministry of Foreign Affairs
179	Shoubo Rasheed	Programme communications specialist	UNICEF ISCA
180	Siddharth Chatterjee	Chief of Staff, UNAMI Baghdad, Iraq	UNAMI
181	Siham Hassan Karim Al-Maliky	Professor and expert in Education of Physically Handicapped - Ibn El Haitham College	Baghdad University, Iraq
182	Stefania Lenoci	BFC/CPO, Section for Conflict and Post-Conflict Operations Assistant Programme Specialist	UNESCO
183	Svein Østtveit	ED/EO/SPM, Strategic Planning and Monitoring Section, Coordinator (extra budgetary	UNESCO

		projects)	
184	Tareq Yousif Ismael	Professor of Political Sciences - International University of Iraq Project	University of Calgary - Canada
185	Thamer Kamil Mohammed Al-Khazraji	Chief of Research and Development	Ministry of Higher Education and Scientific Research, Iraq
186	Thanaa Abbas Salman Hilmi	DG Technical Affairs in Central Statistics Department	Ministry of Planning, Iraq
187	Veronica Pinto	Assistant	CERMAM, Geneva
188	Victoria Curzon Price	Member of Education Committee at the Geneva Parliament	University of Geneva and Parliamentarian
189	Waleed Al Tayeb	External Coordinator	Office of Her Highness Sheikha Mozah
190	Wathab Al-Sadi	Representative	ICSIA
191	Wisal Najeed Arif	Dean of Political Sciences College	Al-Nahrain University, Iraq
192	Wisam Sabbar Abdul Rahman	Professor of International Law	Al Mustansiryia University, Iraq
193	Xavier Roze		French Ministry of Foreign Affairs
194	Yasen Saad Mohamad Al-Azzawi	Professor	ICSIA – Baghdad, Iraq
195	Yvonne Jänchen	Consultant	GIPRI
196	Zaina Dawani	Education Sector Outcome Officer	UNAMI
197	Ziyad Abd. Ahmed	Senior Advisor to the Minister of Education	MOE of KRG, Iraq