

The Meeting Minutes of ESWG Coordination Meeting At 12:00-14:00 hours, May $13^{\text{th}},2019$

UNICEF Jordan Office

Chaired by Bassam Saleh, UNICEF and Co-Chaired by Ahmad Rababah, Relief International and Ghada Abu Elrous, Save the Children

AGENDA:

- 1- HPM update
- NLG Brussels report briefing
- Financial reporting (financial tracking system) 3-
- 4- MEB (Minimum Expenditure Basket)
- 5- ESP/TWG updates
- Tertiary Education
 - Perspective of merging
 - Participatory discussion in groups on the vision of merging
 - Updates by TE members
- Mapping of HE scholarships
- Focal points (Gender, CP, etc)

ATTENDEES: 34 participants from 30 Organizations representing: JIF, Caritas Austria, Caritas Jordan, Luminus, JISR/JICA, ICMC, COOPI, Syria Relief, Violet, UNHCR, LWF, UNESCO, SDC, ANERA, RHAS, INTERSOS, IRC, TDH Italy, World Vision, MECI, CRP, JRS, Kiron, British Council, UNOPS, TDH, ICCS, Save the Children Jordan, Relief International, UNICEF.

	Action Point	Timelines/
HPM update: Presentation by UNCIEF on the updated results vs. targets in the HPM table.	the 4Ws matrix will be shared in the next meeting All organizations should enter the information on the ACTIVITY INFO in order to signify their interventions among	Status Ongoing
NLG Brussels report Investing in the Future: Protection and Learning for all Syrian Children. The No Lost Generation (NLG) partners at country and regional level have recently engaged around the preparation of a paper 'Investing in the Future: Protection and Learning for all Syrian Children and Youth' to be launched at the 'Supporting the Future of Syria and the Region' Brussels Conference in March 2019. Key messages of the paper revolve around the need of adapting the education response to respond to the needs of an ever-evolving situation on the ground, shifting towards longer-term multi-sectoral planning and programming that looks at both humanitarian and recovery needs of Syria's protracted crisis. (Report attached) -In order to address the barriers to learning (demand and supply related) there is a need for: • Integrated programming (in practice)— linking child protection, with education provision and the need for (families) to survive; • Strengthening systems — most children in learning are in public schools — continued efforts are required to ensure systems become inclusive and absorption capacity increased; • Innovative programming for children and youth out-of-school— it will be difficult for many adolescents to go back to formal system — focus on flexible skill development programmes (foundational, life and technical skills); • Programming for education should ensure continuity — Non Formal Education programming linked to schools, recognition of prior learning, multiple pathways.	other stakeholders UNICEF is conducting a study to identify the problem of school dropout, and the report is expected to be published in August. It is recommended to read the Education Strategic Plan (ESP) which provides information about the situation analysis of school-aged children in Jordan, including the different age groups and their nationalities.	Study is ongoing

 Better coordination and collaboration across clusters; Medium term planning and financing; Looking at education at the core of the Humanitarian and Development Nexus 		
Financial reporting: All organizations shall consider accessing the financial tracking system that was shared previously showing the steps of using the system by carrying out internal discussions with the finance Dept. The system helps to track the received amount versus the JRP projected amount of funds in each sector. Apart from UN funding, all the funds that are currently in the implementation process for 2019 should be entered into the tracking system on quarterly basis, including UN OCHA funds.	If an organization/ ESWG member is facing challenges in reporting on the financial tracking system, they may request a short training, which could be coordinated with UNHCR.	
MEB: The Minimum Expenditure Basket (MEB) is a way of establishing poverty lines for refugee populations. It is emerging as the primary tool to develop a cost and market based expression of minimum needs of refugees in any given country. It broadly follows the notion of a "cost of basic needs approach", including Education, as outlined in	Ad hoc meeting will be conducted between ESWG coordinators and the task force members to discuss the plan of action and identify the methodology and time frame.	By mid-June
the World Bank Poverty Manual from 2005. The MEB has been operationalized since July 2015. MEB in the education sector includes four main components: transport, daily	Meeting with refugee families to identify costs.	By end of June
allowance, supplementary school supply, and uniforms. The ESWG has been requested to form a small task force, who have access to refugee families. After revising MEB 2017 and 2018 they will have to review the reference points and update the costing of education expenditures. (Attached MEB Education 2017 and 2018)	Sharing the findings of the community meetings with sector coordinators to review and discuss.	1st week of July
Two main organizations have volunteered to be in the task force:	Share the findings with the ESWG members	TBC
ICCS and Caritas with support from ESWG coordinators. ESP update: the Education Strategic Plan(ESP) is owned by the MOE, the coordination structure has 3 levels of operations: -High level: steering committee chaired by the MOE to provide executive leadership for ESP implementation, monitoring and evaluation. The committee will meet at least bi-annually. It has been recently endorsed.	MoE will upload the mid-year and annual reports on the website to be available for all stakeholders.	
-Policy, planning and coordination (PPC) level:: PPC body will coordinate and track the activities of the Technical Working Groups (TWGs) and report to the High level Steering Committee on ESP activities, outputs and outcomes.		
- Technical working group level: Six TWGs(one for each of the domains) will be responsible for coordinating all ESP activities related to their domain and reporting to the PPC body. TWGs must be uniform but may follow different structures and procedures based on the unique characteristics and requirements of the individual domains. The selection of the TWGs members, which include nominations from ESWG, has not been announced yet.		
 Tertiary Education: reasons to merge the 2 groups (Education, and Tertiary education): Different sectors are not communicating to each other The scope of the tertiary education working group should be widened to include more than sharing of scholarships. JRP already sets tertiary education as a component under education. To create the platform for both groups of organizations to identify the gaps and opportunities and find more thematic discussions and agenda points. Only 5% of refugee youth have access to tertiary education. The MOE and Higher Education have become under one minister with expectations to be completely merged in the near future. 		
How do you view the merge between the ESWG and the ETWG in terms of: Coordination and information sharing, Planning and		

hallenges: Zuch of the following challenges could be perceived as an opportunity) 1. Low frequency of the meetings (bimonthly) while there will be huge agenda items to include both groups' points of interest. 2. The mandates are relatively different from each other (groups), which might hinder the aspired cooperation/coordination. (System strengthening vs advocacy and innovation) 3. The hig size of the group may not leave a room to discuss innovative ideas. 4. The difference in nature of membership, INGOs, National NGOs, TE/HE. Paportunities: 1. Education should be conceived as a full spectrum. 2. Better link TVET, life skills and livelihood. 3. It is an opportunity to include the basic life skills and vocational to primary and secondary education in certain momentum in order to meet the requirements for the teriary group. 4. It is participants to share information about universities and access to volunteering bodies through the larger group and not only the teritary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where the public universities. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training. Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities. Learning courses. etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector, constructive feedback and outcomes. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agends should be balanced (MoE and MHI!) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulat	monitor	ing, and Information management?		
action of the following challenges could be perceived as an opportunity) 1. Low frequency of the meetings (bimonthly) while there will be huge agenda items to include both groups' points of interest. 2. The mandates are relatively different from each other (groups), which might hinder the aspired cooperation/coordination. (System strengthening vs advocacy and innovation) 3. The big size of the group may not leave a room to discuss innovative ideas. 4. The difference in nature of membership, INGOs, National NGOs, TFHI. 2. Better link TVET, his skills and livelihood. 3. It is an opportunity to link the basic life skills and vocational to primary and secondary education in certain momentum in order to meet the requirements for the tertary education. 4. The participants to share information about universities and access to volunteering bodies through the larger group and not only the tertary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training. Secondary Education and High. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities. Flearning courses. etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility crimes. etc. 9. Build have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes. 15. With regard to pathways, data sharing and the ability to track students which will help bus measure the impact of children. Putting the two expertis	OI - II			
1. Low frequency of the meetings (bimonthly) while there will be huge agenda items to include both groups' points of interest. 2. The mandates are relatively different from each other (groups), which might hinder the aspired cooperation/coordination. (System strengthening vs advocacy and innovation) 3. The big size of the group may not leave a room to discuss innovative ideas. 1. The difference in nature of membership, INGOs, National NGOs, TE/HE. 2. Better link TVET, life skills and livelihood. 3. It is an opportunity to link the basic life skills and vocational to primary and secondary education in certain momentum in order to meet the requirements for the tertary education. 4. The participants to share information about universities and access to volunteering bodies through the larger group and not only the tertary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities. El-carning corness, etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector, constructive feedback and outcomes. 11. Discussing common issues, the amplienge. The meeting agenda should be balanced (Molž and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best parctices, sharing constructive feedback and outcomes. 15. With regard to pathways, data sharing and the ability to track students which will help bus measure the impact of children. Putting the two expertise together. 16.				
1. Low frequency of the meetings (himonthly) while there will be huge agenda items to include both groups' points of interest. 2. The mandates are relatively different from each other (groups), which might hinder the aspired cooperation/coordination. (Sysem strengthening vs advocacy and innovation) 3. The big size of the group may not leave a room to discuss innovative ideas. 4. The difference in nature of membership, INGOs, National NGOs, TEHE. **Proportunities** 1. Education should be conceived as a full spectrum. 2. Better link TVET, life skills and livelihood. 3. It is an opportunity to link the basic life skills and vocational to primary and secondary education in certain momentum in order to meet the requirements for the tertiary education. 4. The participants to share information about universities and access to volunteering bodies through the larger group and not only the tertiary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning courses, etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector, constructive feedback and outcomes. 11. Discussing common issues such as cligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive fe		• • • •		
be huge agenda items to include both groups' points of interest. 2. The mandates are relatively different from each other (groups), which might hinder the aspired cooperation/coordination. (System strengthening vs advocacy and innovation) 3. The big size of the group may not leave a room to discuss innovative ideas. 4. The difference in nature of membership, INGOs, National NGOs, TE/HE. Pportunities: 1. Education should be conceived as a full spectrum. 2. Better link TVET, life skills and livelihood. 3. It is an opportunity to link the basic life skills and vocational to primary and secondary education in certain momentum in order to meet the requirements for the teritary education. 4. The participants os share information about universities and access to volunteering bodies through the larger group and not only the teritary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning courses, etc. 10. Clear assessment about the entire education sector, constructive feedback and outcomes. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formuluting pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two				
interest. 2. The mandates are relatively different from each other (groups), which might hinder the aspired cooperation/coordination. (System strengthening vs advocacy and innovation) 3. The big size of the group may not leave a room to discuss innovative ideas. 4. The difference in nature of membership, INGOs, National NGOs, TEHE. pportunities: 1. Education should be conceived as a full spectrum. 2. Better link TVET, life skills and livelihood. 3. It is an opportunity to link the basic life skills and vocational to primary and secondary clausation in certain momentum in order to meet the requirements for the tertiary education. 4. The participants to share information about universities and access to volunteering bodies through the larger group and not only the tertiary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livellihood, education and vocational training. Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities. E-Learning courses, etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as cligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (Mole and MHE). 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes. 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expert	1.			
2. The mandates are relatively different from each other (groups), which might hinder the aspired cooperation/coordination. (System strengthening vs advocacy and innovation) 3. The big size of the group may not leave a room to discuss innovative ideas. 4. The difference in nature of membership, INGOs, National NGOs, TE/HE. Poportunities: 1. Education should be conceived as a full spectrum. 2. Better link TVET, life skills and livelihood. 3. It is an opportunity to link the basic life skills and vocational to primary and secondary education in certain momentum in order to meet the requirements for the tertiary education. 4. The participants to share information about universities and access to volunteering bodies through the larger group and not only the tertiary grout per ducation gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and rivelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning courses.etc. 9. Build clearer am wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector, constructive feedback and outcomes. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes. 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two ex				
(groups), which might hinder the aspired cooperation/coordination. (System strengthening vs advocacy and innovation) 3. The big size of the group may not leave a room to discuss innovative ideas. 4. The difference in nature of membership, INGOs, National NGOs, TEHE. **Proportunities** 1. Education should be conceived as a full spectrum. 2. Better link TVET, life skills and livelihood. 3. It is an opportunity to link the basic life skills and vocational to primary and secondary education in certain momentum in order to meet the requirements for the tertiary education. 4. The participants to share information about universities and access to volunteering bodies through the larger group and not only the tertiary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training. Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning courses.etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as chigibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes. 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor	2			
advoacey and innovation) 3. The big size of the group may not leave a room to discuss innovative ideas. 4. The difference in nature of membership, INGOs, National NGOs, TE/HE. **Poportunities** 1. Education should be conceived as a full spectrum. 2. Better link TVET, life skills and livelihood. 3. It is an opportunity to link the basic life skills and vocational to primary and secondary education in certain momentum in order to meet the requirements for the tertiary education. 4. The participants to share information about universities and access to volunteering bodies through the larger group and not only the tertiary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training. Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities. E-Learning courses, etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes. 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. 26. Paying more attention to labor market. 27. Chonical transport of the part of the part of the contraction of the part of the pa	2.			
advocacy and innovation) 3. The big size of the group may not leave a room to discuss innovative ideas. 4. The difference in nature of membership, INGOs, National NGOs, TEHE. pportunities: 1. Education should be conceived as a full spectrum. 2. Better link TVET, life skills and livelihood. 3. It is an opportunity to link the basic life skills and vocational to primary and secondary education in certain momentum in order to meet the requirements for the tertiary education. 4. The participants to share information about universities and access to volunteering bodies through the larger group and not only the tertiary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training. Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities. E-Learning courses.etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the bariers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes. 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market.		8 1 1 1 1		
3. The big size of the group may not leave a room to discuss innovative ideas. 4. The difference in nature of membership, INGOs, National NGOs, TE/HE. 1. Education should be conceived as a full spectrum. 2. Better link TVET. life skills and livelihood. 3. It is an opportunity to link the basic life skills and vocational to primary and secondary education in certain momentum in order to meet the requirements for the tertiary education. 4. The participants to share information about universities and access to volunteering bodies through the larger group and not only the tertiary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning courses.etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the bariners is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two experies together. 16. Paying more attention to labor market.				
innovative ideas. 4. The difference in nature of membership, INGOs, National NGOs, TE/HE. Ipportunities: 1. Education should be conceived as a full spectrum. 2. Better link TVFT, life skills and livelihood. 3. It is an opportunity to link the basic life skills and vocational to primary and secondary education in certain momentum in order to meet the requirements for the tertiary education. 4. The participants to share information about universities and access to volunteering bodies through the larger group and not only the tertiary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training. Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning coursesetc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes. 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two experties together. 16. Paying more attention to labor market.				
4. The difference in nature of membership, INGOs, National NGOs, TEHE. 1. Education should be conceived as a full spectrum. 2. Better link TVET, life skills and livelihood. 3. It is an opportunity to link the basis life skills and vocational to primary and secondary education in certain momentum in order to meet the requirements for the tertiary education. 4. The participants to share information about universities and access to volunteering bodies through the larger group and not only the terriary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning courses.etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes. 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two experties together. 16. Paying more attention to labor market. 18. Completed order focal points previously, Suzan houried decine technical advisor/LWF and Lina Maraga/RHAS will in coordination with ISWG	3.	The big size of the group may not leave a room to discuss		
NGOs, TE/HE. pportunities: 1. Education should be conceived as a full spectrum. 2. Better link TVET, life skills and livelihood. 3. It is an opportunity to link the basic life skills and vocational to primary and secondary education in certain momentum in order to meet the requirements for the tertiary education. 4. The participants to share information about universities and access to volunteering bodies through the larger group and not only the tertiary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning courses, etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two experies together. 16. Paying more attention to labor market. 27. Completed 28. Completed 29. Completed		innovative ideas.		
NGOs, TE/HE. pportunities: 1. Education should be conceived as a full spectrum. 2. Better link TVET, life skills and livelihood. 3. It is an opportunity to link the basic life skills and vocational to primary and secondary education in certain momentum in order to meet the requirements for the tertiary education. 4. The participants to share information about universities and access to volunteering bodies through the larger group and not only the tertiary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning courses, etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two experies together. 16. Paying more attention to labor market. 27. Completed 28. Completed 29. Completed	4.	The difference in nature of membership, INGOs, National		
1. Education should be conceived as a full spectrum. 2. Better link TVET, life skills and livelihood. 3. It is an opportunity to link the basic life skills and vocational to primary and secondary education in certain momentum in order to meet the requirements for the tertiary education. 4. The participants to share information about universities and access to volunteering bodies through the larger group and not only the tertiary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning courses, etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (Molf and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two experties together. 16. Paying more attention to labor market. 17. Cholarship mapping 18. Released by UNESCO, and will be shared in order for everyone to respond. 29. A meeting with focal points will be arranged in coordination with fixed points will be arranged in coordination with fixed points will be arranged in coordination with fixed points will be				
1. Education should be conceived as a full spectrum. 2. Better link TVET, life skills and livelihood. 3. It is an opportunity to link the basic life skills and vocational to primary and secondary education in certain momentum in order to meet the requirements for the tertiary education. 4. The participants to share information about universities and access to volunteering bodies through the larger group and not only the tertiary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning courses, etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (Molf and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two experties together. 16. Paying more attention to labor market. 17. Cholarship mapping 18. Released by UNESCO, and will be shared in order for everyone to respond. 29. A meeting with focal points will be arranged in coordination with ISWG 30. June)				
2. Better link TVET, life skills and livelihood. 3. It is an opportunity to link the basic life skills and vocational to primary and secondary education in certain momentum in order to meet the requirements for the tertiary education. 4. The participants to share information about universities and access to volunteering bodies through the larger group and not only the tertiary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning courses.etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 17. Cholarship mapping 18. Released by UNESCO, and will be shared in order for everyone to respond. 28. TBD (By end June)				
3. It is an opportunity to link the basic life skills and vocational to primary and secondary education in certain momentum in order to meet the requirements for the teritury education. 4. The participants to share information about universities and access to volunteering bodies through the larger group and not only the teritary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training. Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning coursesetc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 17. Cholarship mapping 18. Released by UNESCO, and will be shared in order for everyone to respond. 28. TBD (By end June)		•		
to primary and secondary education in certain momentum in order to meet the requirements for the tertiary education. 4. The participants to share information about universities and access to volunteering bodies through the larger group and not only the tertiary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning courses.etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 17. Cholarship mapping 18. Released by UNESCO, and will be shared in order for everyone to respond. 28. Paying more attention to labor market. 29. Completed order focal points will be arranged in coordination with ISWG				
order to meet the requirements for the tertiary education. 4. The participants to share information about universities and access to volunteering bodies through the larger group and not only the tertiary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning courses.etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 17. Completed on order for everyone to respond. 18. A meeting with focal points will be arranged in coordination with ISWG	3.			
4. The participants to share information about universities and access to volunteering bodies through the larger group and not only the tertiary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning courses, etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 17. Cholarship mapping 18. Released by UNESCO, and will be shared in order for everyone to respond. 18. TBD (By end houri/education technical advisor/LWF and Lina Maraqa/RHAS will houri/education technical advisor/LWF and Lina Maraqa/RHAS will		• •		
access to volunteering bodies through the larger group and not only the tertiary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning coursesetc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 7 completed by UNESCO, and will be shared in order for everyone to respond. 8 cleased by UNESCO, and will be shared in order for everyone to respond. 9 deeder focal points 18 EICI staff was the gender focal point previously, Suzan hourifeducation technical advisor/LWF and Lina Maraqa/RHAS will in coordination with ISWG				
5. Involving the tertiary group. 5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning courses.etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 17. Completed of the provision of the public of the provision of the provision of the provision of the provision of the public of the provision of the provision of the public of the provision of the public of the p	4.			
5. Involving the ministry of higher education gradually, so it is an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning courses.etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 17. Completed order for everyone to respond. 18. Completed order for points 18. Completed in coordination with ISWG		access to volunteering bodies through the larger group and		
an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning courses.etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes practices, sharing constructive feedback and outcomes should be suited that the properties of the practices, sharing constructive feedback and outcomes should be suited that the practice of the practices, sharing constructive feedback and outcomes should be suited that the practice of the practices, sharing constructive feedback and outcomes should be suited that the practices of the practices, sharing constructive feedback and outcomes should be suited that the practice of the practices, sharing constructive feedback and outcomes should be shared to practice, sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 17. Completed on the properties of the practice of t		not only the tertiary group.		
an opportunity to involve the public universities. 6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning courses.etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 2 cholarship mapping 2 Released by UNESCO, and will be shared in order for everyone to respond. 3 A meeting with focal points will be arranged in coordination with ISWG 3 TBD (By end June)	5.	Involving the ministry of higher education gradually, so it is		
6. Addressing the needs of the secondary education, information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning coursesetc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 17. Completed order for everyone to respond. 18. Completed order for everyone to respond. 19. Completed order for everyone to respond. 19. Order for everyone to respond. 20. Completed or track and track and track and the admiration of the properties of the proper				
information sharing where to help in building more evidence based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning coursesetc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 17. Completed 18. Bridging Secondary Education and Higher Education and HE. 8. Bridging Secondary Education and Higher Education and HE. 8. Bridging Secondary Education and Higher Education and Higher Education sector, constructive feedback and outcomes about the education sector, constructive feedback and outcomes and the should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will be year and the ability to track students which will be shared in order for everyone to respond. 16. Paying more attention to labor market. 17. Completed TBD (By end June)	6			
based programs. 7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning courses.etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 17. Cholarship mapping 18. Released by UNESCO, and will be shared in order for everyone to respond. 19. Completed on order for everyone to respond. 19. A meeting with focal points will be arranged in coordination with ISWG	0.			
7. Designing and implementing integrated interventions that make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning courses, etc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 17. Completed Completed TBD (By end June)		* * *		
make connection between education and livelihood, education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning coursesetc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 17. Released by UNESCO, and will be shared in order for everyone to respond. 18. Released by UNESCO, and will be shared in order for everyone to respond. 19. Completed TBD (By end June)	7	* *		
education and vocational training, Secondary Education and HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning coursesetc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 17. Completed 18. Bridging Secondary Education and Higher Education through and international universities, E-Learning coursesetc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes about the education sector, constructive feedback and outcomes 16. We will have the chance to learn more about the business model. 17. We will have the chance to learn more about the business model. 18. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 19. We will have the chance to learn more about the business model. 10. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 19. We will have the chance to learn more about the business model. 10. We will have the chance to learn more about the business model. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national outcomes 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways an	7.			
HE. 8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning coursesetc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 2. Completed ender focal points 16. ECI staff was the gender focal point previously, Suzan houri/education technical advisor/LWF and Lina Maraqa/RHAS will				
8. Bridging Secondary Education and Higher Education through sharing scholarship opportunities, local and international universities, E-Learning coursesetc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. cholarship mapping Released by UNESCO, and will be shared in order for everyone to respond. Released by UNESCO, and will be arranged in coordination with ISWG TBD (By end June)				
through sharing scholarship opportunities, local and international universities, E-Learning coursesetc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 17. Completed 18. Released by UNESCO, and will be shared in order for everyone to respond. 18. Released by UNESCO, and will be shared in order for everyone to respond. 19. A meeting with focal points will be arranged in coordination with ISWG	0			
international universities, E-Learning coursesetc. 9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. Cholarship mapping Released by UNESCO, and will be shared in order for everyone to respond. ECI staff was the gender focal point previously, Suzan houri/education technical advisor/LWF and Lina Maraqa/RHAS will in coordination with ISWG TBD (By end June)	8.			
9. Build clearer and wider ideas about the education sector, constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. Cholarship mapping Released by UNESCO, and will be shared in order for everyone to respond. Released by UNESCO, and will be shared in order for everyone to respond. TBD (By end June)				
constructive feedback and outcomes. 10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. cholarship mapping Released by UNESCO, and will be shared in order for everyone to respond. ender focal points IECI staff was the gender focal point previously, Suzan houri/education technical advisor/LWF and Lina Maraqa/RHAS will TBD (By end June)				
10. Clear assessment about the entire education sector. 11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 17. Paying more attention to labor market. 18. Released by UNESCO, and will be shared in order for everyone to respond. 19. Completed order for everyone to respond. 19. A meeting with focal points will be arranged in coordination with ISWG 19. June)	9.	Build clearer and wider ideas about the education sector,		
11. Discussing common issues such as eligibility criteria. 12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 17. Paying more attention to labor market. 18. Released by UNESCO, and will be shared in order for everyone to respond. 19. Completed order for everyone to respond. 19. A meeting with focal points will be arranged in coordination with ISWG 19. TBD (By end June)		constructive feedback and outcomes.		
12. More linkages with national bodies, though one of the barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 17. Paying more attention to labor market. 18. Released by UNESCO, and will be shared in order for everyone to respond. 19. Completed order for everyone to respond. 19. A meeting with focal points will be arranged in coordination with ISWG 19. June)	10.	Clear assessment about the entire education sector.		
barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 17. Paying more attention to labor market. 18. Released by UNESCO, and will be shared in order for everyone to respond. 19. Completed 19	11.	Discussing common issues such as eligibility criteria.		
barriers is the language. The meeting agenda should be balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 17. Paying more attention to labor market. 18. Released by UNESCO, and will be shared in order for everyone to respond. 19. Completed 19	12.	More linkages with national bodies, though one of the		
balanced (MoE and MHE) 13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. 17. Paying more attention to labor market. 18. Released by UNESCO, and will be shared in order for everyone to respond. 19. Completed				
13. We will have the chance to learn more about the business model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. Cholarship mapping Released by UNESCO, and will be shared in order for everyone to respond. Ender focal points IECI staff was the gender focal point previously, Suzan houri/education technical advisor/LWF and Lina Maraqa/RHAS will TBD (By end June)				
model. 14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. Cholarship mapping Released by UNESCO, and will be shared in order for everyone to respond. Table (By end June)	13.			
14. Sharing knowledge and formulating pathways and best practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. Cholarship mapping Released by UNESCO, and will be shared in order for everyone to respond. Tender focal points IECI staff was the gender focal point previously, Suzan houri/education technical advisor/LWF and Lina Maraqa/RHAS will TBD (By end June)	13.			
practices, sharing constructive feedback and outcomes 15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. Cholarship mapping Released by UNESCO, and will be shared in order for everyone to respond. Tender focal points IECI staff was the gender focal point previously, Suzan houri/education technical advisor/LWF and Lina Maraqa/RHAS will TBD (By end June)	14.			
15. With regard to pathways, data sharing and the ability to track students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. Cholarship mapping Released by UNESCO, and will be shared in order for everyone to respond. Completed Completed Completed TBD (By end June)				
students which will help us measure the impact of children. Putting the two expertise together. 16. Paying more attention to labor market. Released by UNESCO, and will be shared in order for everyone to respond. Render focal points IECI staff was the gender focal point previously, Suzan houri/education technical advisor/LWF and Lina Maraqa/RHAS will A meeting with focal points will be arranged in coordination with ISWG TBD (By end June)	1.5			
Putting the two expertise together. 16. Paying more attention to labor market. Released by UNESCO, and will be shared in order for everyone to respond. Completed Completed Completed Completed A meeting with focal points will be arranged in coordination with ISWG TBD (By end June)	13.			
16. Paying more attention to labor market. Cholarship mapping Released by UNESCO, and will be shared in order for everyone to respond. Completed Completed Completed Completed A meeting with focal points will be arranged in coordination with ISWG TBD (By end June)				
cholarship mapping Released by UNESCO, and will be shared in order for everyone to respond. Completed order for everyone to respond. A meeting with focal points will be arranged in coordination with ISWG TBD (By end June)	1.0			
order for everyone to respond. ender focal points IECI staff was the gender focal point previously, Suzan houri/education technical advisor/LWF and Lina Maraqa/RHAS will order for everyone to respond. A meeting with focal points will be arranged in coordination with ISWG TBD (By end June)	16.	Paying more attention to labor market.		
render focal points IECI staff was the gender focal point previously, Suzan houri/education technical advisor/LWF and Lina Maraqa/RHAS will order for everyone to respond. A meeting with focal points will be arranged in coordination with ISWG TBD (By end June)	cholar	ship mapping	Released by UNESCO, and will be shared in	Completed
IECI staff was the gender focal point previously, Suzan houri/education technical advisor/LWF and Lina Maraqa/RHAS will A meeting with focal points will be arranged in coordination with ISWG TBD (By end June)				
houri/education technical advisor/LWF and Lina Maraqa/RHAS will in coordination with ISWG June			A mosting with food points will be asset 1	
				-
e the next focal points/with support from the co-chair Ahmad			in coordination with 13 w G	June)

be the next focal points/with support from the co-chair Ahmad

Rababah