



FULL REPORT

Innovative Education Approach- Connected/Blended Learning for Refugees

**UNHCR Jordan
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Contents

1. Introduction
2. What is Connected/Blended Learning?
3. Benefits of Connected and Blended Learning
4. UNHCR and Connected / Blended Learning
5. Consultations with Refugees July 2018
 - 5.1 Rationale
 - 5.2 Methodology
 - 5.3 Sample Group composition
 - 5.4 Survey Questions and Responses
 - 5.5 Comments and Narratives
 - 5.6 Analysis of Findings
6. Follow-up Focus Group Discussions (FGDs)
 - 6.1 Analysis and Findings
7. Recommendations
8. References

1. Introduction

As part of the 2030 Agenda for Sustainable Development and the [2018 Global compact on refugees](#) which paved the way forward to ensure an “inclusive and equitable quality education” and to promote “lifelong learning opportunities for all”, UNHCR continues to explore innovative approaches to ensure greater access to quality higher education for refugees. In the MENA region, UNHCR and UNESCO co-hosted “[The Regional Conference on Higher Education in Crisis Situations](#)” held in Sharm El Sheikh, Egypt in 2017 towards achieving the objective of a more accessible education.

In Jordan, several initiatives have been launched recently to find ways to strengthen the Connected Learning approaches to benefit both Jordanians and displaced communities in the Kingdom. Key among them is the Connected Learning in Crisis Consortium (CLCC), co-led by UNHCR and the University of Geneva (InZone), which aims to promote, coordinate, and support the provision of quality higher education in contexts of conflict, crisis and displacement through a blended learning approach that combines face-to-face and online learning. In December 2018, CLCC, together with the Ministry of Higher Education (MoHE) organized the first “Round-Table for Connected Learning in Jordan”. Recommendations of this roundtable helped in drawing seeds for a future road map in the field on connected learning by establishing strong global and national partnerships with key international and national academic institutions.

Specifically, to fulfil the basic requirements for an accessible community-based education, UNHCR is establishing some 10 Community Learning and Innovation Hubs throughout Jordan in order to provide refugee youth with high quality post basic education pathways. [The first of these centres was inaugurated in Amman on 27/03/2019](#), in partnership between UNHCR, Google, Johud and Learning Equality.

2. What is Connected Learning/ Blended Learning?

Connected Learning is an approach to education in which learners pursue their personal interests with the support of peers, mentors, and caring adults, and in ways that open up opportunities for them. Connected learning puts progressive, experiential, and learner-centered approaches at the center of technology-enhanced learning.

Blended Learning is a brand-new approach which is currently used for technology integration in providing education courses, and it refers to an approach that mixes both traditional face-to-face learning and e-learning.

3. Benefits of Connected / Blended Learning

In addition to flexibility and the reduction of time and cost, there are other benefits of the blended learning (from the students' perspective) according to the small-scale research that was conducted by the University of Jordan, as follows:

- It has the potential to involve different learning styles to enhance the learning experience and the quality of the students' education.
- It is not restricted to a specific place and time.
- Students can study at their own pace and speed.

4. UNHCR and Connected/ Blended Learning

Blended learning is becoming an increasingly accepted form of education which is time and cost effective especially in the context of conflict, crisis and displacement. UNHCR partners with governments and international partners to ensure quality protective education to refugee children and youth. Education empowers by giving refugees the knowledge and skills to live productive, fulfilling and independent lives. UNHCR Jordan has been recently approached by a number of education providers ready to offer blended learning options to refugees.

In 2016 UNHCR partnered through SPHEIR, Strategic Partnership for Higher Education Innovation Reform and agreed to use its refugee networks to distribute a survey and conduct interviews about challenges to access to higher education and interest in on-line learning among refugees living in Jordan and Lebanon. As a consequence, the Partnership for Digital learning (PADILEA) has been launched with the support from UKAid <https://padileia.org/>

The Partnership produces and delivers blended higher education programs to Syrian refugees in Jordan and Lebanon and to local Jordanian and Lebanese students. Students can access curricula that provide micro-credentials in relevant fields, augmented by student support services and affordable pathways into locally delivered formal academic qualifications. The partnership aims to broaden access to high-quality educational programs, provide a foundation for further education and prepare students for their futures.

In April 2018 UNHCR Jordan has partnered with JOHUD to implement a wide ranging Partnership Agreement combining community based service provision and education assistance to refugees and host communities in urban areas. One component of this project seeks to provide blended learning university level foundation course in three streams: Computer Science, Business / Economics and Social Work. It is delivered through the on-line education platform and is supported by Face to face instructions by tutors. The program has just commenced in three JOHUD Community Support Committee locations; Amman, Irbid and Mafraq and will be evaluated on completion of studies by 70 students in 2019.

The Education Sector Working Group, co-chaired by UNESCO, UNHCR has initiated a mapping of connected learning, blended learning and on-line learning tertiary activities opportunities available in Jordan. A template has been designed and the process of researching and compiling information will be coordinated by TESWG. UNHCR would like to compile a list of providers of online and lifelong learning opportunities" providers, to spread awareness of these opportunities within the refugee community, and form/strengthen partnerships with service providers, in order to reach the largest possible number of beneficiaries and solidify the positive impact such opportunities present.

UNHCR, recognizes that we cannot create a connected refugee population on our own. Partnerships are key – among refugees and host communities, and among governments, civil society and the private sector. In particular, we seek to build strong, multi-faceted partnerships with the technology and telecommunications sectors to ensure that refugees can benefit from the digital revolution.

We seek to leverage these technologies to strengthen protection, communications, education, health, self-reliance, community empowerment and durable solutions.

Sustainability

Many refugee households buy devices and plans at market rates, particularly in urban areas. This means they often spend a significant portion of their limited monthly disposable income on connectivity. Hence, to ensure accessibility and sustainability collaborations with the private sector to provide refugees with pricing models that reduce the cost yet offer some benefit to the companies concerned is essential.

While the priority is to identify market-based solutions, we recognize that there are **groups of extremely vulnerable refugees who could not afford connectivity no matter how low the market price**. To support these groups, UNHCR would explore targeted subsidies, as discussed in the Strategic Interventions.

Research indicates that while 7 per cent of refugee communities lack the requisite digital infrastructure for internet access and mobile communications, most of refugees in urban areas live in places that have 2G or 3G mobile coverage. For those in rural areas, however, the situation is far worse, with 20 per cent living in areas with no connectivity. Our assessment also found that refugees often spend up to a third of their disposable income on staying connected – highlighting the main obstacle to refugee connectivity: cost. Globally, refugees are 50 per cent less likely than the general population to have an internet-enabled phone, and 29 per cent of refugee households have no phone at all.

In all discussions between refugees and UNHCR staff, communication with friends and family was identified as the most important need from connectivity. Arguably, this need is greater for refugees than for the general population because displacement often separates refugees from their loved ones and can leave them isolated. Knowing where friends and family are and knowing that they are safe is of paramount importance to refugees.

Source: UNHCR: <http://www.unhcr.org/innovation/connectivity-for-refugees/>

One of initiatives launched recently by UNHCR is the Community Connectivity Fund

The Community Connectivity Fund supports the development of Connectivity for Refugees projects by UNHCR Operations worldwide, providing them with access to the funding needed to implement, evaluate and refine solutions.



A Connected Learning Hub in Jordan ©UNHCR / Mohammad Hawari

5. Consultations with Persons of Concern (Non-Connected Learning Users) July 2018

5.1 Rationale

As connected / blended learning is making a positive impact on Persons of concern to UNHCR (Pocs)' educational pathway and their future life prospects, even greater demand for blended learning opportunities by the refugee community in Jordan is anticipated. UNHCR is committed to a consultation process with PoCs and considers engagement with the users of the education programs supported by UNHCR as an important part of the decision-making process.

In order to examine the attitudes and perceptions of Pocs to blended learning, UNHCR Amman Education Unit has conducted its own small-scale consultations with beneficiaries.

5.2 Methodology

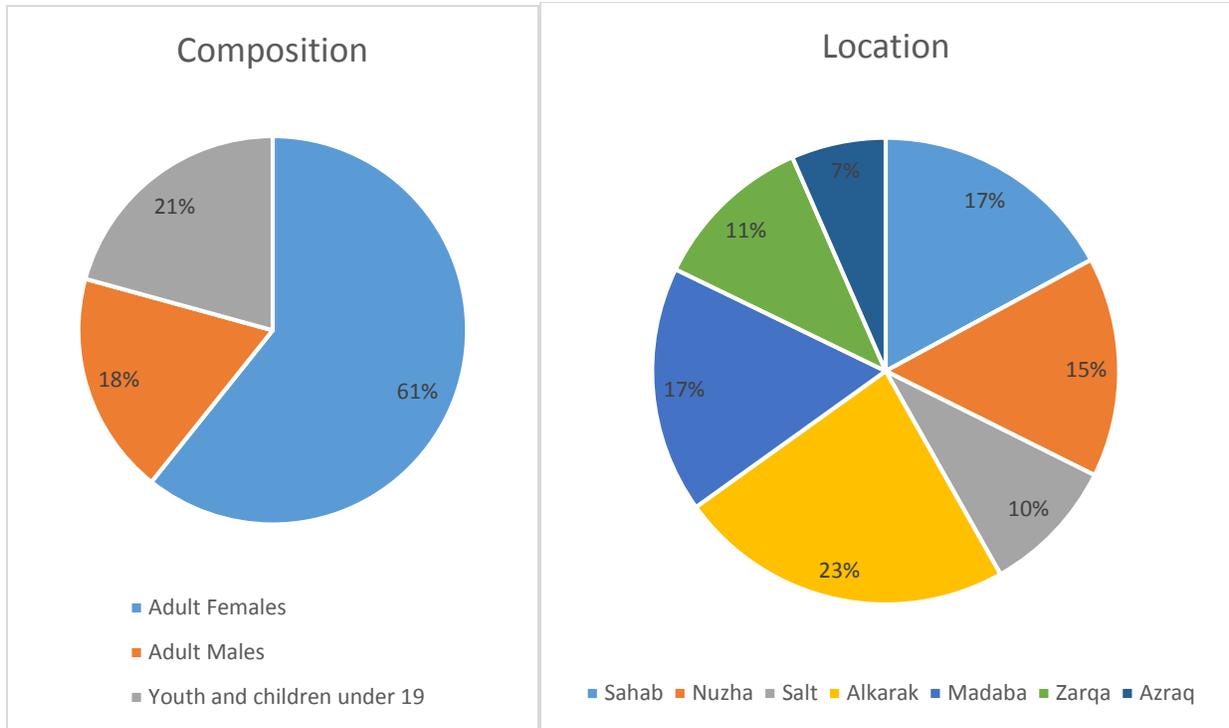
Ten Focused Group Discussions (FGDs) were conducted in July and November 2018. Seven FGDs were conducted in July with 275 refugees from different age groups who have never been enrolled in any Connected Learning approach, while some of them have experience with online courses. The FGDs were conducted in 7 different locations in Jordan: AlKarak, Sahab, Nuzha, Madaba, Salt, Zarqa, and Azraq. The other three FGDs were conducted in November with 26 participants who were enrolled in CL program(s). The majority of the participants were refugees (85%) along with Jordanian youth. The 3 FGDs were conducted in 3 different locations: Mafraq, Amman, and Irbid. In all FGDs, a questionnaire was designed to reflect the participants' experience with online courses and CL. The table below presents the participants' different responses.

-	Focus Group Discussions (FGDs) in July 2018	Focus Group Discussions (FGDs) in November 2018
Awareness of “connected learning” approach	49%	54%
Defining the CL approach	“Learning, studying, or researching a subject and gaining new knowledge and skills using the internet”.	“learning through the internet and taking online courses using electronic devices”
The percentage of those who completed online courses	25%	77%

The percentage of those who found the courses helpful	92%	85%
Preferred language of instruction	Arabic (58%)	English (77%)
Courses of interest	English language courses, Math, and Arabic	English language courses, computer science, and foreign languages

5.3 Sample Group Composition

Location	Total	Adult Females	Adult Males	Youth and children under 19
Sahab	47	16	4	27
Nuzha	42	17	6	19
Salt	26	16	2	8
Alkarak	64	56	8	0
Madaba	47	36	8	3
Zarqa	31	16	15	0
Azraq	18	10	8	0
TOTAL	275	167	51	57



5.4 Survey Questions and Responses

	Yes	No
Have you heard of “connected learning?”	134	140
Have you attempted any on line courses? (started)	62	191
Have you completed any on-line courses – what were they?	62	
Would you rather take future courses in Arabic?	171	
Would you prefer to be presented the opportunity to develop your English and take courses in English?	126	
Did you find the course helpful? In what way? (Job, personal improvement, leading to further study?)	57	4
What do you understand by “connected learning”	Please See 5.5	
Some respondents did not answer		
What made you consider an on-line course?		
How did you find out about this course?		
For courses provided by universities, was this an accredited course?		

What was the cost? Did you receive any financial subsidy / assistance? Where from?	
What was your experience (good and bad) of doing a course online?	
Given an assisted opportunity to do an online course – what course would suit you?	

5.5 Comments and Narratives

What is blended learning?

- Learning using the internet
- Distance learning
- Studying
- facing challenges
- Brain Growth
- I don't Know
- Using Technology
- Using Computer
- Using Scientific websites
- Faster Learning
- Helping Us learn
- Learning using the internet
- Distance learning
- Studying
- facing challenges
- Brain Growth
- Learn from Any where
- Using Scientific websites
- Faster Learning
- Helping us learn
- Learning using the web
- Connecting with Universities
- Indirect education
- Nothing
- Great medium to overcome time and finance restrictions on learning.
- Very helpful to learn new skills, but not useful to get a job or continue education in government schools.
- My children always go online to look for ideas and find ways to repair items or solve problems (mathematics, physics).
- It's a good thing, but I wish there more Arabic or subtitled content
- Learning through the internet without a teacher or going to a classroom.

- A substitute to use when universities are overcrowded.
- Saves time and money and provides opportunities for working students.
- Not a good alternative to universities because it requires equipment and an internet connection.
- For university students only, not for school age children
- Boring and requires self-discipline, possible only if guidance and control are provided.
- Very helpful medium for people with full-time jobs, even though it would take a little longer than normal education.
- Valid if provided and certified by a recognized university.
- University students take their courses on the internet.
- Not efficient, students need someone to guide them

What made you consider on-line learning?

- FUN
- Colorful, with sounds and motion.
- Easy for children.
- Help with school.
- Youtube.
- Easy to understand.
- I am Weak in learning.
- Useful in my daily house work.
- To learn.
- Attractive.
- So I can help in teaching my children
- Easy and inexpensive way
- Develop talent and increase experience
- There is not enough time to learn and no material exists
- To learn
- Learn new skills
- I don't know
- To learn
- School projects
- For free and lack of time
- I work full time as a barber, I could learn in my own time.
- I needed help with mathematics in Tawjihi, so I started going online more frequently and learnt a lot of things.
- I didn't have the money to sign up for English lessons, so I started learning online.
- Free
- at my own pace
- I can repeat as much as I needed

- I didn't have to leave home.
- Free, on my own time, and you get to see what they are doing and what equipment they're using, but I couldn't understand everything they were saying, I still managed though.
- The specialty itself (HTML, CSS) is very costly to study in a recognized Institution.
- With my specialty, certification is not important (Graphic Design).
- Time constraints.
- The subject matter was not available except online

Providers

- Youtube
- ICDL
- Facebook
- Al-Awael
- openculture / English language
- English Beginner / Youtube
- Basics or Hair Styling / Youtube
- Google

How did you find out about the course (source?)

- Self-efforts
- Social network
- Links through WhatsApp
- Through the CSC
- UNICEF office
- Friends
- School
- TV
- Lectures
- Phones
- A family member who took online courses
- Online research
- Google search

5.6 Analysis and Findings

A total of 275 refugees participated in this consultation process through 7 Focused Group Discussions in 7 locations in July 2018. 167 (61%) were adult females, 51 (21%) were adult males and 27 (18%) were children and youth under 18.

134 participants (49%) indicated that they have been aware of connected learning and described it as learning, studying, or simply researching a subject and gaining new

knowledge and skills using the internet. 140 (51%) have not been aware of what the concept means.

62 respondents (25%) have undertaken and completed on line courses, but all of them were informal self-paced learning experiences through Youtube, ICDL, Facebook, Al-Awael, and Google.

57 (20.7%) respondents found this mode of learning very helpful, 5 were not satisfied.

171 (62.1%) respondents indicated their preference for the Arabic language as the preferred language of e- learning whereas 126 (45.8%) would prefer English. The noticeable contradiction in percentage is due to the fact that many of the participants would rather take both approaches at the same time, meaning, and start taking course in Arabic, while working on their English languages to take the courses in English when they are able.

The highest interest was expressed in English language courses, 242 (88%), Math, 60 (21.8%), Arabic language, 56 (20.3%) and many other subjects (see Table).

▪ English language	242
▪ Maths	60
▪ Arabic language	56
▪ Tailoring / dress making	33
▪ Computer IT skills	25
▪ Primary education	14
▪ Secondary education	11
▪ Tertiary education	6
▪ ECD/ games	6
▪ Art	5
▪ Cooking and life skills	5
▪ Human development	5
▪ General information	4
▪ Fashion design	4
▪ Photography	4
▪ Science	3
▪ Islamic studies / Quaraan	3
▪ Beauty and personal care	3
▪ Graphic design	3
▪ Teaching	2
▪ Physics	2
▪ Recycling	2
▪ E-marketing	1
▪ Film direction	1
▪ Business management	1

- Video editing 1
- Psychology 1

6. Follow-up Focus Group Discussions with Connected learning users (18-25 years old)

The seven Focused Group Discussions (FGDs) were followed by a post implementation review of online courses and connected learning mediums; the purpose of the follow-up FGDs is to evaluate the impact of said educational medium, as well as probe for opinions/insights from beneficiaries. Also, the aim was to benefit from the students' (where the majority was Refugees) experience in on-line courses and Connected Learning approach in order to know the advantages and disadvantages of this progressive method. In addition, the purpose was to find potential ways to improve this approach and expand it to encompass different academic and non-academic topics. Furthermore, one of the goals was to figure out how important this approach is, and what can be done to include different age groups. The session was conducted in Amman (Centre) and the North Irbid, and Mafraq. A total of 26 respondents attended the FGDs (6 in Amman, 10 in Irbid, and 10 in Mafraq).

Survey Questions and Responses

To achieve our goal, a questionnaire (see below) was distributed to the students which is similar to the one mentioned earlier (see 5.4) but with minor changes.

- **Have you heard of “Connected Learning” as a term?**

14 Students were familiar with the term “Connected Learning” while 12 of them have never heard of this term before despite being enrolled in connected learning programs.

- **What do you understand from the term “Connected Learning”?**

- To learn through the internet
- It is a new approach that means using electronic devices to study without having a tutor or teacher.
- To learn through the internet, and this kind of learning can help you pursue your education in universities
- Online-courses that are offered by the university
- A continuous learning that begins in the elementary level to the tertiary level
- Different levels of learning starting from level 1
- A student-centered approach that focuses on the students and not the teacher as the teacher is only a facilitator.

- A type of learning that links between the students' interests and the existing opportunities.
- Learning using two or more electronic devices.
- **Have you attempted/ started any on-line course(s)? What are they?**

Most of the participants took on-line English and Computer science courses that are offered. Only few students took other courses such as Business English, Marketing, Java Script, Business Administration, in addition to other courses that are offered by Edraak and Edx platform.

- **What made you consider an on-line course?**
 - Find new ways to learn
 - Learning through the internet is a progressive way of learning,
 - It is much easier than the traditional ways
 - No obstacles comparing to learning in a classroom
 - Learn new things at any time you want
 - Self-development
 - To improve English language level
 - Easy access (you can access at home)
 - Reach the information easily
 - Earn certificate from International universities
 - Save time and efforts
 - Unique, especially if it is followed a scholarship.
 - To pursue my education
 - Seize the opportunity to pursue education in one of the international university and achieve my goal
 - love to learn
 - Geographic Proximity: Centers close to home
 - Increase our knowledge (esp. in English and computer), and learn new skills, and general information
 - Save money (low cost)- free
 - There is nothing to lose
 - Fun way to learn, you never get bored
 - To help my children in their homework and study
 - This is the only way of direct learning as I am not enrolled at any university as I cannot afford the tuition.
- **How did you find out about this course?**
 - Social media
 - Friends
 - Community Centers (Princess Basma Center for Human Development)

- Call
 - Education platforms
 - JOHUD
 - Searching online
- **What was the cost? Did you receive any financial subsidy / assistance? Where from?**

All the 26 participants said that the courses they accessed are free (though scholarship) Limited Transportation allowance provided.

- **How was your experience with on-line courses? Good or bad? If good, why? And if bad, what were the difficulties/ challenges that you face?**

Feedback varied. Some saw it as a positive experience whereas others perceived it as negative. The following justifies their answers:

Good because

- Easy and fun
- Free as we can't afford paying
- You can learn at home or any place
- You can learn at anytime
- Some facilitators are really good at teaching and knowledgeable.
- Fast (the course does not last for a long time)
- progressive way of learning
- You have many choices to learn from
- The facilitator role is very important in order to guide the learners/give them guidelines.
- No certificates are required as a prerequisite.
- Easy access
- Help my kids learn in a better way and understand the curriculum
- Enhance my knowledge about my major
- They are provided through the internet

Bad because

- It needs high English skills since most courses are in English
- No motivation
- Nothing clear about pursuing my education in accredited universities.
- Interrupted internet connection which means that it will take a long time
- No PC / access through cell phones (very slow)

- No hardcopy certificate rather soft copy which is not recognized for job application.
- In advanced levels, the content is difficult to be understood
- Difficult tasks/ Homework as one of them was to write more than 300 words in English.
- Not as expected
- Not serious like traditional learning
- You get distracted easily
- Boring, sometimes, as there is no interaction between the students frequent change of facilitators
- No previous notification about the date of the session.
- Lack of knowledge re registration process.
- limited courses available

6.1 Analysis and Findings

The total number was 26 participants (18-35 years old). 16 (62%) were females, while 10 (38%) were males. 22 (85%) were refugees. 50% of the participants are current college/ university students or have graduated from a college/ university, while the other half of the learners are not enrolled at any educational institution at the tertiary level.

14 participants (54%) mentioned that they are familiar with “connected learning” and defined it as learning through the internet and taking on-line courses using electronic devices. 12 (46%) have never heard of the concept.

20 (77%) participants have completed on-line courses that were offered by different universities, such as: Hong Kong University and Stanford University through Kiron platform, in addition to coursera and Edraak Platform. Only 6 (23%) respondents have not completed any on-line courses yet.

Only 9 (35%) participants believe that the certificate they received after completing the on-line courses is accredited as it is from international university, 8 (30%) believe that the degree is not recognized, and 9 (35%) do not know as they have not tried to use it to pursue their education or find a job.

22 (85%) respondents found this learning approach helpful for different reasons, such as self-development (14), leading to future studies (14), improving their English language (3), and enhancing their C.V. and find a good job (3). The overlap between the numbers is due to the fact that some participants mentioned more than one reason. On the other hand, only 4 (15%) do not believe that it is useful as the on-line degree is not an official degree and it is not accredited while looking for a job.

Regarding the main language of instruction, 5 (19%) participants indicated that the on-line courses were in English, and that they did not face any difficulties because of the facilitator. However, 18 participants (69%) stated that the courses were in English and

they faced difficulties in grammar, new terminologies, vocabulary, and in communication. Also, some students are weak in English and have no previous experience in how to use the computer and they have to use the dictionary a lot; while 2 (8%) participants mentioned that the courses were in Arabic with no difficulties at all.

20 (77%) participants would prefer to take the on-line courses in English to improve their English skills and to learn new vocabulary. 2 (7%) participants showed their preference to take the on-line courses in Arabic, whereas 2 (7%) participants indicated that it depends on the course. For example, they prefer to take medical, English, computer, and political sciences courses in English, while other courses to be offered in Arabic. 2 (7%) participants indicated that they prefer the course to be offered in a combination between the two languages. Only 1(3%) participant indicated that the language does not matter as long as he is learning.

Given an assisted opportunity, the participants expressed their interest to take different on-line courses, especially English and Computer skills courses as both of them are very essential while looking for a job. The highest interest was expressed in English language courses, 14 (54%), computer science/computer skills and a whole Business Administration course, 9 (35%), languages, (Turkish/German/ Italian/French), 7 (27%), in addition to other subjects (see below).

▪ English language	14
▪ Computer Science/ Computer Skills	9
▪ Whole Business Administration course	9
▪ Political Sciences	2
▪ Fashion design	1
▪ Nursing	1
▪ Law	1
▪ Mass Media	1
▪ Engineering	1
▪ Literature	1
▪ Social Work	1
▪ Child Education	1
▪ Sociology and psychology	1
▪ Web development	1
▪ Data entry	1
▪ Medical courses (advanced public health, first aid)	1
▪ Renewable energy	1
▪ Education	1
▪ Industry	1

In addition to the academic courses, participants are also interested in improving different social and life skills, such as:

- English skills- written and spoken English skills (conversation) 20

▪ Computer skills - ICDL (essential while looking for a job)	6
▪ How to write a CV.	5
▪ Self- development and how to be independent and achieve my goal	3
▪ How to apply for the universities' scholarships	2
▪ General life skills	2
▪ Languages (Dutch and Turkish)	2
▪ How to learn through the internet	1
▪ Business	1
▪ ToT courses	1
▪ Medical skills	1
▪ Improving writing skills	1
▪ How to get involved in a new community.	1
▪ How to apply for a job	1
▪ Career terminologies	1

Recommendations for the Way Forward

1. Always offer English language and computer skills as preparatory on-line modules as these two skills are mandatory in most online courses.
2. Combine face to face coaching by instructors as well as peer interaction for it proved achieving successful connected learning results.
3. Provide learners' original stamped hard-copy certificates once they complete the on-line courses.
4. Recognize and accredit Certificates will help in terms of job searching or when pursue education in colleges and universities inside and outside Jordan.
5. Offer courses in different and various majors and aspects (academic and non-academic courses), and not to be limited to particular majors.
6. Offer courses that are related to different life skills (communication and interpersonal skills, critical thinking, decision making and problem solving, in addition to courses that show the learners how to engage in a new community).
7. Counselling provision before the students' enrolment in on-line courses to explain clearly the purpose of the courses, recognition and accreditation aspects for pursuing education and applying for jobs and what future opportunities it will provide.
8. Offering online courses that consist of intermediate and advanced level.

7. Conclusion

Taking into consideration the obstacles and the challenges that refugees encounter in e-learning, UNHCR seeks to find sustainable solutions for various problems, such as offering offline educational platforms and collaborating with leading satellite operators to provide internet access solutions for urban and rural areas where CL programs will be implemented. As observed in FGDs, Blended/Connected learning is making a positive impact on the learners' educational pathway and their future life prospects, while providing flexibility and accessibility. Also, Blended/Connected learning can open employment opportunities for refugees to work as facilitators in various CL programs, by developing and utilizing their educational capacities and skills. Greater demand and interest in blended learning opportunities by the refugee community in Jordan is anticipated.

8. References

www.connectedlearning.edu.mt

Blended e-learning Approach at the University of Jordan” Dua’ Saadeh University of Jordan, Jordan doaa.saadah@ju.edu.jo, Qays Al-Karimi University of Jordan, Jordan alkarimi@live.com

<https://padileia.org/>

<https://campus.kiron.ngo/>

<http://www.unhcr.org/innovation/connectivity-for-refugees/>

<http://www.unhcr.org/innovation/connectivity-for-refugees/fund/>

MoE Strategic Plan document – insert full details

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For more information, please visit <https://data2.unhcr.org/en/working-group/49>