2024 Q1 Sector Dashboard
Education

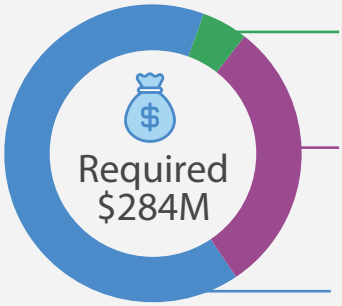
LEBANON Response Plan

The Education Sector dashboard summarizes the progress made by Education sector partners involved in the Lebanon Response Plan (LRP) in the first quarter of 2024, identifies key challenges and priorities, and highlights trends affecting people in need. The Education sector in Lebanon is working towards: OUTCOME 1) Increased equitable and inclusive access to, participation in, and completion of safe and protective education for all learners in Lebanon, with a focus on the most vulnerable children and their caregivers; OUTCOME 2) Improved learning outcomes for children and youth through enhanced quality of formal and non-formal education services that are safe, protective, adapted, and inclusive for multi-crisis situations; and OUTCOME 3) Enhanced governance, managerial and knowledge management capacities of the education system and all education stakeholders to deliver high-level results relying on evidence-based decision-making.

The Lebanon Response Plan is pending endorsement by the LRP Steering Committee. This dashboard is based on information reported by the Education sector partners operating under the sector strategy discussed with and endorsed by the Ministry of Education and Higher Education (MEHE).

2024 Sector Funding Status

As of March 31st



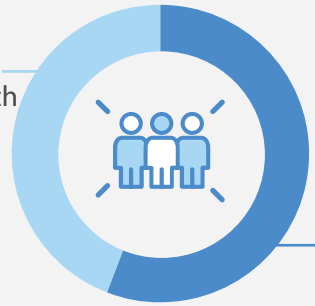
5% $15.7M
Total received
(since Jan-24)

30% $84.2M
Total carry over
(from 2023)

65% $184M
Required
(ref. 2024 appeal)

2024 Population Reached

1,302,606
People in Need



44%
To reach

930,809
Targeted
Male 456,893
Female 473,916

56% (527,213)
Reached

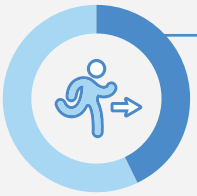
2024 Population Figures by Cohort

560,201
Lebanese individuals in need

264,163 (68%)
Reached

389,386
Targeted
Male 186,906
Female 202,480

674,976
Displaced Syrians in need



213,657 (43%)
Reached

499,556
Targeted
Male 249,778
Female 249,778

6,303
Palestinian Refugees from Syria in need

4,405
Targeted
Male 2,123
Female 2,282

7,737 (176%)
Reached

50,574
Palestine Refugees in Lebanon in need

34,070
Targeted
Male 17,171
Female 16,899

37,582 (110%)
Reached

10,551
Migrants in need

4,074 (120%)
Reached

3,393
Targeted
Male 916
Female 2,477

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Progress Against Targets

OUTCOME 1:
Increased equitable and inclusive access to, participation in, and completion of safe and protective education for all learners in Lebanon, with a focus on the most vulnerable children and their caregivers.

# of school aged children and youth (age 3-18) whose registration fees for formal schools are partially or fully subsidized.

504,414 / 545,891

of # of school aged children (age 3-18) enrolled in regulated ECE / non-formal education (NFE) / Multiple Flexible Pathways (MFP).

16,526 / 139,485

# of children and adolescents (12-18) provided with programs, including TVET, life skills, functional skills, foreign language, digital skills, etc.

618 / 88,222

OUTCOME 2:
Improved learning outcomes for children and youth through enhanced quality of formal and non-formal education services that are safe, protective, adapted, and inclusive for multi-crisis situations.

# of teachers, NFE educators, UNRWA teachers, facilitators and other education personnel engaged in professional development.

424 / 26,588

# of parents, caregivers, and community members reached through engagement and/or parent committee/group meetings to improve capacity in supporting children's learning and wellbeing.

5,231 / 130,623

LEBANON Response Plan

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1. Analysis of Achievements of the Sector at the Output Level

Output 1.1: Children and youth have improved access to appropriately equipped public schools, learning centres and other learning opportunities, especially in underserved areas.

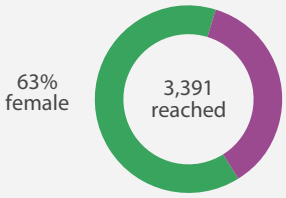
In the first quarter of 2024, partners focused on improving access to quality education for children and youth in public schools, reaching 504,414 children, 51 per cent girls, (target of 545,891), of which 193,000 Syrians, around 262,00 Lebanese, 7,737 Palestinian Refugees from Syria (PRS) and 37,582 Palestine Refugees in Lebanon (PRL). As for non-formal education, partners were able to reach around 16,500 children (51 per cent girls), nearly all Syrians, with various non-formal education programmes within community centres.

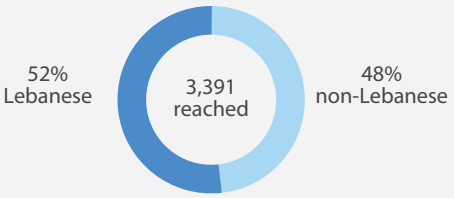
Collaborative initiatives between the Ministry of Education and Higher Education (MEHE) and Education sector partners ensured the provision of well-equipped schools and learning spaces through the rehabilitation of 81 and construction of 4. The planned solarization of 146 public schools includes 50 schools that have either received or are in the process of receiving solar panels across Lebanon, excluding the South and Nabatieh regions due to the cross-border conflict. Furthermore, emergency situations were addressed with additional support to the 14 identified MEHE Emergency hub schools.

Cash for Education

of children supported through unrestricted Cash for Education

3%
3,391 Reached
117,477 Targeted

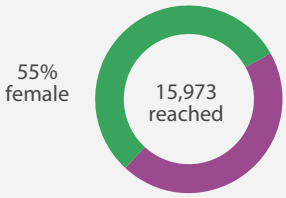


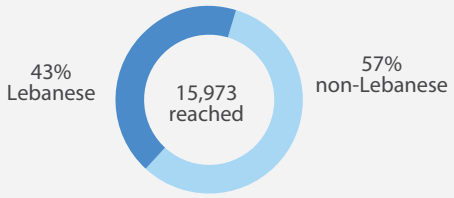


Retention Support Programs

of children and youth benefitting from remedial education, homework support and learning recovery programs

14%
15,973 Reached
115,814 Targeted

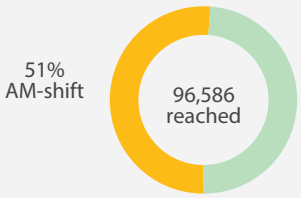


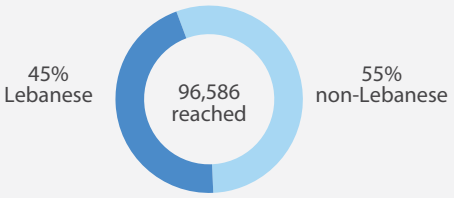


School Meals

of children and youth receiving nutritious meals or snacks at schools and learning centers

67%
96,586 Reached
144,378 Targeted

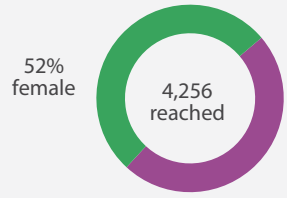


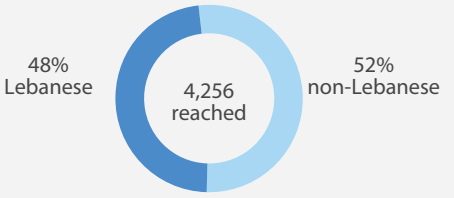


Child Protection

of children supported with SEL, PFA activities and/or non-specialised PSS activities

17%
4,256 Reached
25,477 Targeted





Output 1.2: Children, youth and their caregivers are provided with the necessary support to reduce the barriers in accessing to and completing education.

Children, youth and caregivers were provided with the necessary support to reduce barriers in accessing and completing education, and community outreach initiatives were conducted to identify and address the unique education needs of marginalized populations.

The Cash for Education programme aims to remove barriers to education by providing financial assistance. So far, it has reached nearly 3,400 children, including those with disabilities, out of a target of 117,500. This initiative focuses on 1st and 2nd shift public schools, specifically targeting children in grade 1 and children with disabilities from KG 3 to grade 6 in first-shift schools, and from Prep-ECE to grade 9 in second-shift schools. Children with disabilities in inclusive schools are among the prioritized groups for cash assistance.

Additionally, in response to needs in the south, the Emergency Education Cash Assistance programme supports displaced children, both Lebanese and non-Lebanese, who have re-enrolled in other public schools during the 2023-24 academic year or are attending remotely due to school closures. This assistance covers all grades from Prep-ECE to Grade 12, and is coordinated with MEHE.

More than 96,500 children and youth of which 46 per cent are Lebanese (out of the target 144,378) are receiving nutritious meals or snacks at schools and learning centers.

Output 2.1: Teachers, education personnel, educators, parents and communities have enhanced capacities to ensure qualihty, learner-centred education in public schools or learning spaces.

Support mechanisms were established to protect and enhance the well-being of children, including psychosocial support services and social emotional learning activities. A total of 378 Community volunteers facilitated communication and awareness within refugee communities inside second-shift schools to establish an avenue for dialogue between families and the school administration. The overall aim of this programme is to ensure a safe enabling environment that supports learning for all students, in addition to following-up on absenteeism, referring at-risk children to remedial programmes and promoting social cohesion between host and refugee communities. In addition, a total of 5,231 parents and/or caregivers were reached through awareness sessions. Moreover, efforts were made to provide additional academic and life skills support through extracurricular activities.

Output 2.2: Children in schools and learning spaces are supported with enhanced learning opportunities that contribute to improved learning outcomes, protection and wellbeing.

To ensure quality learning, sector partners support children in schools and learning spaces with enhanced learning opportunities, contributing to improved learning outcomes, protection, and well-being. In quarter one, around 4,250 (of the yearly 25,477) girls and boys supported Social Emotional Learning, Psychological First Aid activities and/or non-specialised psycho-social activities. Targeted support programs were expanded to mitigate dropout risks and address learning losses, with a focus on inclusive education to ensure equal access for all students. To avoid dropouts, around 16,500 children (51% girls) out of the total yearly target of 115,00 children were reached with retention education support, of which 45 per cent were Lebanese. The sector is conducting additional surveys to ensure reporting of retention activities by all partners. Additionally, digital infrastructure and connectivity initiatives were prioritized to prepare students for a digital future, with capacity-building efforts for educators and caregivers to effectively utilize digital resources.

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Output 3.1: Education governance and preparedness are enhanced at central and regional levels.

Unified data collection protocols and compliant systems were utilised to inform sector-wide decision-making, in regard to the escalations in the South. Furthermore, efforts were made to regulate education programmes to ensure a safe and high-quality learning environment for every child, with ongoing discussions on reforms to improve non-formal education programming. Technical assistance supported the implementation of education sector strategies and strengthened the Ministry of Education's expertise and leadership capacity is ongoing as well.

Output 3.2: Education Sector Partners have enhanced capacity to effectively implement and monitor education programming that is harmonised and contributes to Education Sector strategies.

To enhance the capacity of education sector partners to effectively implement and monitor education programming, MEHE Expression for Interest (EoI) was launched, with a total of 134 partners approved, the overall aim being to further strengthen partnerships between governmental and non-governmental actors, ensuring coordinated response. In the meantime, a survey has been developed to ensure capacity-development of partners, with the overall aim to align partners' capacities with sector requirements to address the complex crises effectively.

Escalation of Hostilities in the South:

Sector partners supported a total of 14 emergency hub-schools, alongside the MEHE, ensuring 90 per cent of the children receive education via remote learning methods. Other support of partners includes cash for families and teachers, provision of snacks at schools to around 12,000 children, retention support, distribution of menstrual hygiene kits for girls aged 15-17, and referrals to specialized protection services. School funds are provided to these hub schools. To support online learning more than 3,000 laptops for students and 2,400 laptops for teachers were distributed. Support is also provided to approximately 1,000 children to address learning losses and prevent dropouts. Outreach and referrals of over 4,500 children to NFE programmes has also been done in conflict zones and displacement areas. Children in shelters have also been provided with learning materials and Laha hygiene kits for adolescent girls to address period poverty and enhance access to education.

Cross-sectoral Interventions:

The Sector is actively collaborating closely with the Water, Sanitation, and Hygiene (WASH), and Shelter sectors within schools to ensure thorough support and implementation of essential measures. This partnership involves a concerted effort to tackle diverse aspects including infrastructure, hygiene facilities, and shelter provisions within educational settings. Through this joint endeavor, these sectors strive to establish safer, healthier, and more conducive learning environments for students. The sector continues to work with the Child Protection sub-sector to ensure improved geographic targeting based on the needs of the most vulnerable, using Child Protection and Education indicators.

Prioritization and Localization:

The Sector saw an increase of national partners, currently 115 national organizations, under the MEHE Expression of Interest. Of these partners, five have been identified as members of the Strategic Advisory Group / core group of the sector, and therefore part of the decision making of key sector interventions. Capacity development aiming to support national organiztions are ongoing, and currently the sector is identifying the capacity needs and training needs of their organizations.

Gender

In a country facing multiple crises, systemic gender-based inequalities significantly impact the lives and experiences of women and girls, and particularly those from marginalised groups, including displaced people and migrants, women and girls with disabilities, vulnerable Lebanese as well as single women heading their households. According to VASyR 2023, approximately 32.1 per cent of young women, including both Lebanese and non-Lebanese individuals, are not involved in any form of education, employment, or training (NEET), compared to 26.1 per cent of young men. Among the 1.45 million school-aged children requiring assistance, over 50 per cent are girls within Lebanese, Syrian, and Palestinian communities, with migrant communities seeing even higher rates at 73 per cent. Marriage remains a significant barrier to education access, particularly for Syrian displaced girls, with 13 per cent citing it as the main obstacle in 2022, compared to six per cent in 2021.

The Education sector developed a Gender Action plan as well as a gender Tipsheet to strengthen integration of gender and GBV risk mitigation into assessments, planning, implementation and monitoring and evaluation.

2. Challenges, Risks and Mitigation Measures

Insufficient resources limit the sector's ability to address critical needs, including access to quality education, teacher training, and infrastructure development. This underfunding results in overcrowded classrooms, inadequate facilities, and limited access to educational opportunities for marginalized and displaced populations. Moreover, the lack of funding hinders efforts to implement innovative educational approaches, support students with special needs, and ensure inclusive and equitable access to education for all children, perpetuating cycles of disadvantage and hindering long-term development outcomes. Addressing the underfunding of the education sector is crucial to safeguarding children's right to education, promoting resilience, and fostering sustainable development in affected communities.

Challenges in the Escalation of Hostilities in the South:

Ensuring quality education in emergencies in the south faces significant challenges, including the risk of drop-outs among children not participating in online learning, difficulties stemming from displacement and disruption, as well as the psychological toll on displaced populations. Additionally, enhancing parental engagement is essential for better support and continuity of learning. Moreover, limited reporting on education activities, especially regarding non-formal education initiatives, hinders the understanding of the programme effectiveness and areas needing improvement, underscoring the need for enhanced monitoring and evaluation mechanisms.

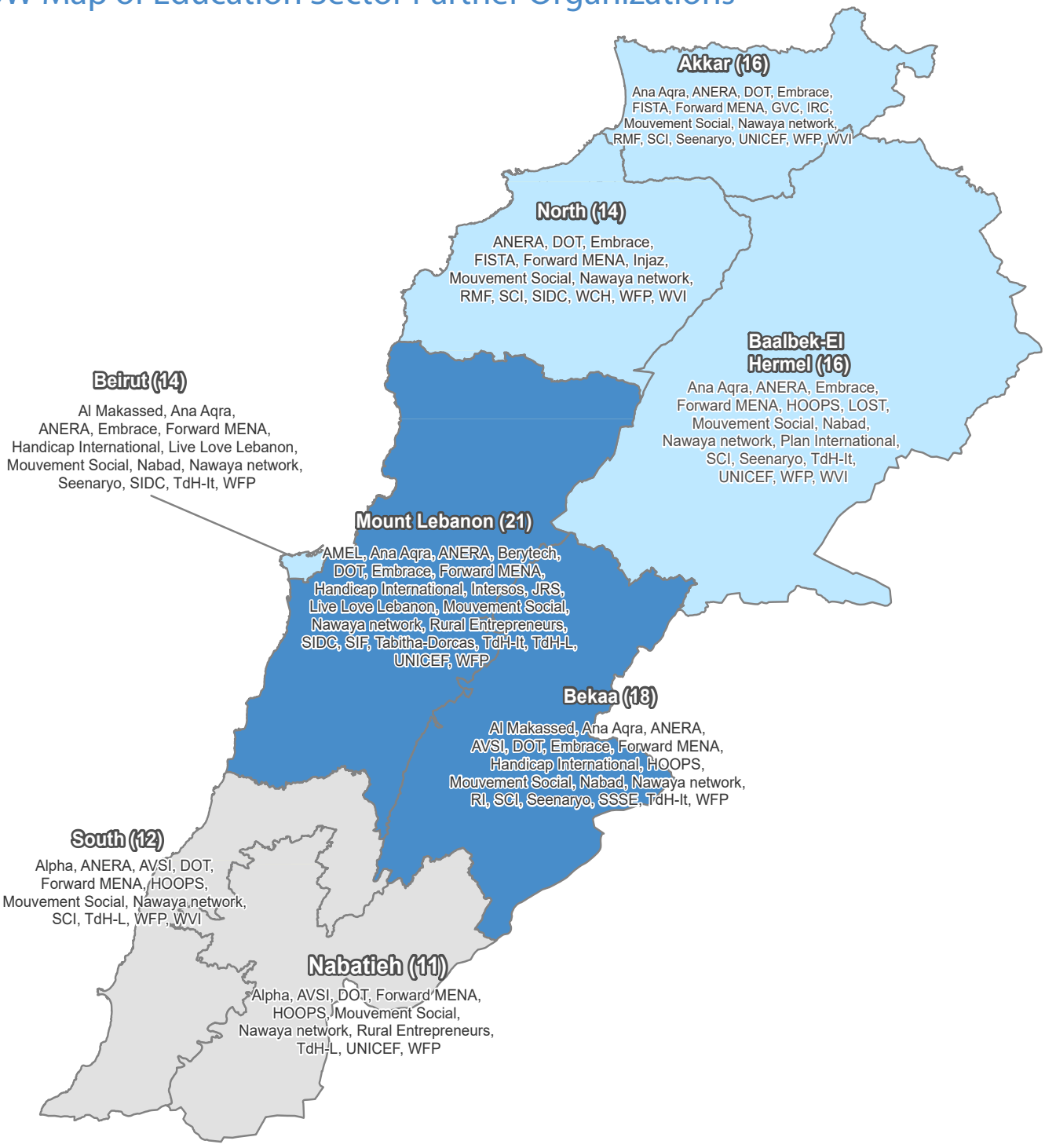
3. Key Priorities for the Next Quarter

1. Increased alignments of partners programme, through the provision of guidelines for implementation of education programmes both in formal and non-formal settings.

2. Joint Education Needs Assessment to be conducted to ensure comprehensive understanding of the needs of the sector.

3. Capacity development of new partners within the sector based on education capacity development strategy following a comprehensive survey.

4. 3W Map of Education Sector Partner Organizations



All 40 organizations mentioned below have contributed to the achievement of Education Outcomes prioritized under the LRP and reporting under ActivityInfo:
Al Makassed, Alpha, AMEL, Ana Aqra, ANERA, AVSI, Berytech, DOT, Embrace, FISTA, Forward MENA, GVC, Handicap International, HOOPS, Injaz, Intersos, IRC, JRS, Live Love Lebanon, LOST, Mouvement Social, Nabad, Nawaya network, Plan International, RI, RMF, Rural Entrepreneurs, SCI, Seenaryo, SIDC, SIF, SSSE, Tabitha-Dorcas, TdH-It, TdH-L, UNICEF, WCH, WFP, World Learning, WVI.

According to the Q1 2024 financial update, the top 10 donors to the Educaton Sector under the LRP are listed below:
EUROPEAN UNION, FRANCE, NETHERLANDS, UNITED STATES OF AMERICA, GERMANY, SWITZERLAND, NORWAY, ITALY, UNITED KINGDOM and PRIVATE DONORS.

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