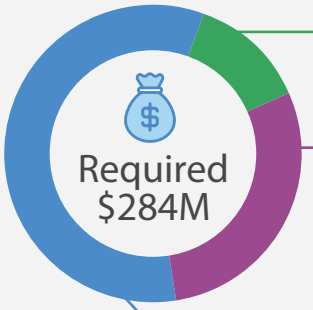
# 2024 Q2 Sector Dashboard
## Education

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 June 30th



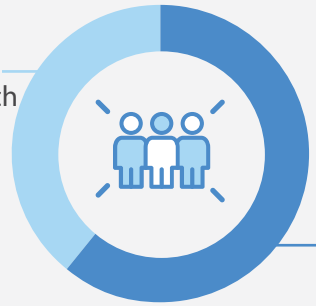

13% $36.97M
Total received
(since Jan-24)

29% $81.94M
Total carry over
(from 2023)

58% $164.64M
Required
(ref. 2024 appeal)

## 2024 Population Reached

1,302,606
People in Need



39%
To reach

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

61% (571,577)
Reached

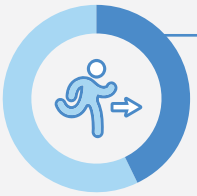
## 2024 Population Figures by Cohort

560,201
Lebanese individuals in need

273,889 (70%)
Reached

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

674,976
Displaced Syrians in need



248,274 (50%)
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

7,740 (176%)
Reached

50,574
Palestine Refugees in Lebanon in need

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

37,600 (110%)
Reached

10,551
Migrants in need

4,074 (120%)
Reached

3,393
Targeted
Male 916
Female 2,477

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## Education

## 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.

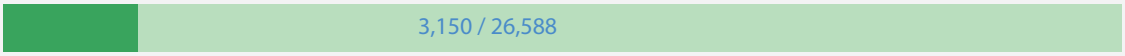
Indicator 1.1.A: # of school aged children and youth (age 3-18) whose registration fees for formal schools are partially or fully subsidized.

Indicator 1.1.B: # of school aged children (age 3-18) enrolled in regulated ECE / non-formal education (NFE) / Multiple Flexible Pathways (MFP).

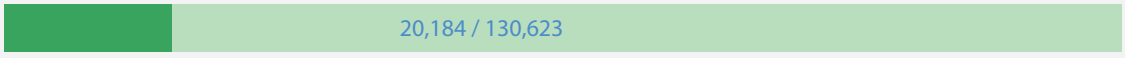
Indicator 1.1.C: # of children and adolescents (12-18) provided with programs, including TVET, life skills, functional skills, foreign language, digital skills, etc.

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.

Indicator 2.1.A: # of teachers, NFE educators, UNRWA teachers, facilitators and other education personnel engaged in professional development.




Indicator 2.1.B: # 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.



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## Education

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

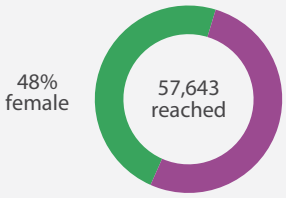
### Output 1.1: Children and youth have improved access to appropriately equipped public schools, learning centres and other learning opportunities, especially in underserved areas.

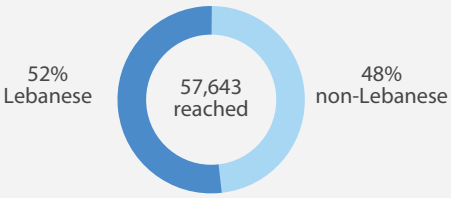
In In the second quarter of 2024, partners continue to enhance access to quality education for children and youth in public schools, reaching 504,414 children, of whom 51 per cent were girls. This included 197,600 Syrians, 341,977 Lebanese, 7,737 Palestinian Refugees from Syria (PRS), and 37,582 Palestinian Refugees in Lebanon (PRL). This compared to 511,423 reached in Q2 2023. For non-formal education, partners extended their reach to 39,160 children, predominantly Syrians, through various programs within community centers. Compared to 20,498 reached in 2023. The collaborative efforts between the Ministry of Education and Higher Education (MEHE) and Education sector partners in rehabilitating nad constructing 85 schools and solarizing 146 schools enhance system sustainability by improving infrastructure, reducing energy costs, and increasing resilience. Efforts in the South and Nabatieh regions continued to be hindered by cross-border conflicts. Additionally, emergency situations were addressed with targeted support for 14 designated MEHE Emergency hub schools.

### Cash for Education

# of children supported through unrestricted Cash for Education (ind. 1.2.A)

49%
57,643 Reached
117,477 Targeted

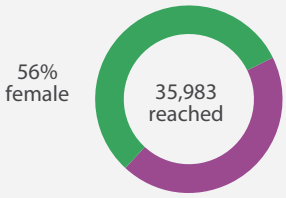


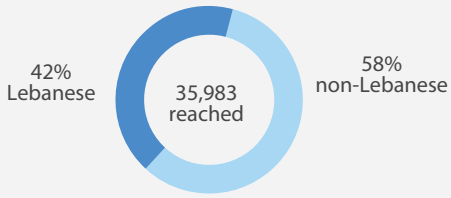




### Retention Support Programs

# of children and youth benefitting from remedial education, homework support and learning recovery programs (ind. 2.2.A)

31%
35,983 Reached
115,814 Targeted

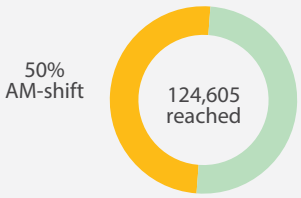


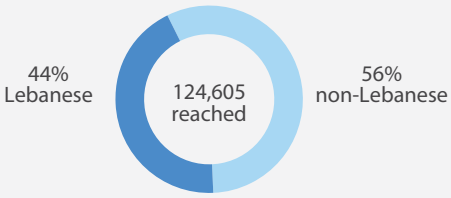




### School Meals

# of children and youth receiving nutritious meals or snacks at schools and learning centers (ind. 1.2.D)

86%
124,605 Reached
144,378 Targeted

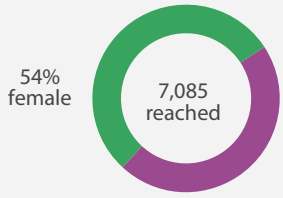


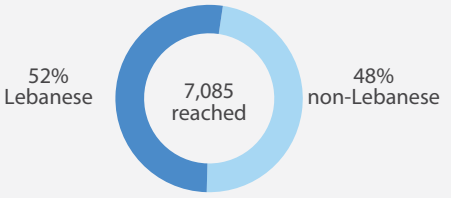




### Child Protection

# of children supported with SEL, PFA activities and/or non-specialised PSS activities (ind. 2.2.C)

28%
7,085 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.

To dismantle barriers to education, extensive support was provided to children, youth, and their caregivers. Cash for Education programs reached more than 57,600 (of the overall 141,000 target) children across public schools, targeting specific grades and children with disabilities. In 2023, this number was 71,000, due to funding availability, while the needs remain the same as pervious year. Responding to the urgent needs in the south, ongoing support for the educational continuity of approximately 10,000 children through emergency cash assistance and student support, including provisions such as internet bundles, snacks at schools, retention aid, and distribution of menstrual hygiene kits for girls aged 15-17. The Emergency Education Cash Assistance program supported displaced children, both Lebanese and non-Lebanese, who re-enrolled in public schools or attended remotely due to school closures. This initiative extended financial support to 8,125 internally displaced children, ensuring they could continue their education despite the crisis. Furthermore, about 125,000 children and youth, including 44 per cent Lebanese, received nutritious meals or snacks at schools and learning centers, addressing not only educational but also nutritional needs.

## 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 safeguard and enhance the well-being of children through psychosocial support services and social-emotional learning activities. A total of 378 community volunteers played a crucial role in facilitating communication and raising awareness within refugee communities, particularly during the second shift in schools, fostering a safe and supportive learning environment. This initiative also involved monitoring absenteeism, referring at-risk children to remedial programs, and promoting social cohesion between host and refugee communities. Additionally, 20,184 parents and caregivers participated in awareness sessions, receiving guidance on providing 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 provided children with enhanced learning opportunities that contributed to improved educational outcomes, protection, and overall well-being. In the first quarter, around 7,085 children engaged in social-emotional learning, psychological first aid, and other psychosocial activities. To prevent dropouts, nearly 40,000 (out of 116,000 yearly target) children received retention education support, focusing on inclusive education to ensure equal access for all students. This is 7,000 children more reached than last year. Digital infrastructure initiatives were prioritized to prepare students for a digital future, with comprehensive capacity-building efforts for educators and caregivers to effectively utilize digital resources.

### Gender

With the multiple crises in Lebanon, has significantly impacted the lives and experiences of women and girls, and particularly those from marginalized groups, including displaced people and migrants, women and girls with disabilities, vulnerable Lebanese as well as single women heading their households. Following the displacement in the south, focus group discussions with displaced adolescent girls in Nabatieh and Tyre revealed severe psychological, educational, and social challenges due to displacement, including Post-Traumatic Stress Disorder symptoms, difficulties with online learning, long travel times to schools, financial burdens, and bullying. The girls expressed a pressing need for improved infrastructure, accessible online learning tools, and psychosocial support. Recommendations emphasized strengthening community and school collaborations, advocating for policies to protect displaced students' rights, and providing safe transportation and financial assistance.

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

Unified data collection protocols were implemented to inform sector-wide decision-making, particularly in response to escalating situations in the South. Efforts were made to regulate education programs, ensuring a safe and high-quality learning environment for every child. Ongoing technical assistance supported the execution of Education sector strategies and enhanced the Ministry of Education's expertise and leadership capacity.

### 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.

A comprehensive capacity assessment among partners revealed the need for conflict-sensitive, gender-inclusive, and Education in Emergency trainings. The capacity development strategy aims to align partners' abilities with sector requirements, enabling them to address complex crises effectively.

Escalation of Hostilities in the South:

Collaboration with the Ministry of Education and Higher Education (MEHE) is enhancing remote learning by improving digital teaching skills for around 2,000 teachers and providing online education for approximately 6,775 students aged 3-18. Additionally, intensive summer remedial classes are being prioritized to address persistent learning disruptions for children in the South, who have faced educational interruptions for the fifth consecutive year. IDPs face significant barriers to accessing education, both in-person and online, due to financial constraints, logistical difficulties, and psychological stress. Online learners struggle with unreliable internet and frequent power outages, impacting their engagement and comprehension, with a high dropout rate of approximately 90% anticipated. Educational challenges are further compounded in border areas due to limited access to reliable internet and devices. Displacement exacerbates protection and mental health issues, affecting student well-being. Additionally, students are dealing with the risks of ongoing instability, including bombings and sonic booms, as they are relocated to different governorate centers for exams, such as those from Nabatieh to Beirut, facing additional commuting challenges. MEHE was supported with 8 school buses to transport students including IDPs from and to official exams centers in Nabatieh escorted by the Lebanese army and in coordination with the regional education office.

Cross-sectoral Interventions:

In a collaborative effort to enhance the well-being of vulnerable children, the Education sector and the Child Protection sector have joined forces to provide comprehensive support. This partnership includes the integration of psychosocial support within educational activities, ensuring that children affected by trauma receive both emotional and academic assistance. Together, they continue to work on enhancement of referral systems for specialized protection services, addressing both educational needs and safeguarding the mental health and safety of children in Lebanon including the crisis-affected areas, and the closer collaboration with shelter sector, to ensure that during crisis schools are only used as last resort to shelter IDPs.

Prioritization and Localization:

The sector has identified the capacity and training needs of its partners, primarily national organizations, and is currently developing a strategy to ensure adequate training and alignment for an effective response within the sector.

## 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. While ensuring support for children to access to education is a first and key activity for partners, partners have increasingly focused on the quality of education, retention support, as well as the emphasizing for parental engagement programs. These programs significantly enhance children's learning outcomes and overall well-being by fostering a supportive home environment that reinforces school learning, leading to improved academic performance and higher retention rates. Furthermore, parental involvement strengthens school-community relationships, promoting a collaborative approach to educational challenges and creating a more inclusive and supportive learning environment. By investing in parental engagement, sector partners can leverage existing community resources, making it a sustainable and economical strategy to improve education for all children.

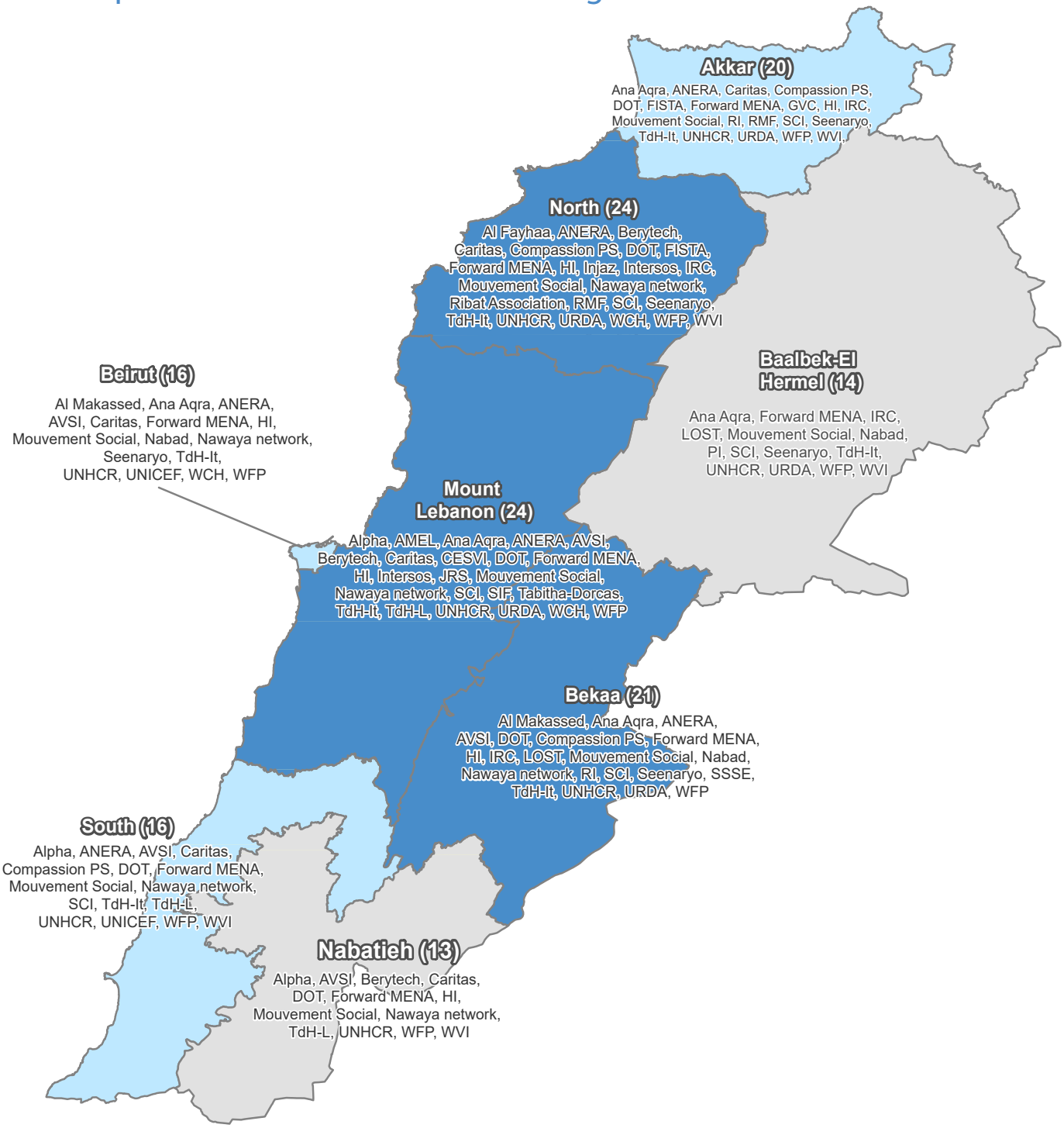
## 3. Key Priorities for the Next Quarter

The significant learning losses students have experienced, even more so in the south, have compounded challenges, as well continued challenges for out-of-school children (OOSC). The Education sector will continue to prioritize the implementation of activities aiming to ensure an effective response to learning losses, such as providing the needed support for intensive remedial classes/retention support sessions during the summer, given that the learning of children from the South has been disrupted for the fifth consecutive year through expanding the coordination with new partners under the leadership of MEHE. In additional to retention support provided by many partners, MEHE supported by partners prepared to implement a summer school catch-up program, which will be available to all Lebanese and non-Lebanese children from both public and private schools, covering first and second shifts. In addition, provided needed services within the delivered programs such as psychosocial support (PSS) and recreational activities, for affected and displaced children in South Lebanon and Nabatieh through utilizing existing partners' support. This is crucial as 33 per cent of IDPs are children under 18 years old. Advocacy efforts will be led and supported to ensure coordinated ground-level activities meet technical and quality standards, effectively reaching target populations.

Referral Trends:

By Quarter 2 of this year, 1,296 referrals have been made to the Education Sector, reported by 16 partner Organizarions. This represents 2.7 per cent of the total referrals for the same period, compared to 4.7 per cent for the same period of 2023.
The majority of the referrals to the Sector were done in Mount Lebanon (21 per cent), Bekaa (17 per cent), South (17 per cent) and Baalbek-El Hermel (16 per cent), followed by North (11 per cent), Nabatieh (9 per cent), Akkar (5 per cent) and Beirut (4 per cent).
In total, 63 per cent of this year's referrals have been accepted by receiving parties, compared to 49 per cent for the same period of 2023, the highest being in Mount Lebanon.
The main reason for not accepting referrals has been the non-eligibility criteria for the service (43 per cent of the reasons), followed by the capacity of the Organization (30 per cent) and the lost of contact with the individual/household (24 per cent).

## 4. 3W Map of Education Sector Partner Organizations




All 42 organizations mentioned below have contributed to the achievement of Education Outcomes prioritized under the LRP and reporting under ActivityInfo:
Al Fayhaa, Al Makassed, Alpha, AMEL, Ana Aqra, ANERA, AVSI, Berytech, Caritas Lebanon, CESVI, Compassion Protestant Society, DOT, FISTA, Forward MENA, GVC, Handicap International, Injaz, Intersos, IRC, JRS, LOST, Mouvement Social, Nabad, Nawaya network, Plan International, RI, Ribat Association, RMF, SCI, Seenaryo, SIF, SSSE, Tabitha-Dorcas, TdH-It, TdH-L, UNHCR, UNICEF, URDA, WCH, WFP, World Learning, WVI.

According to the Q2 2024 financial update, the top 10 donors to the Educaton Sector under the LRP are listed below:
UNITED STATES OF AMERICA, NORWAY, NETHERLANDS, SWITZERLAND, EUROPEAN UNION, ITALY, GERMANY, ECW, LHF-OCHA and UNITED KINGDOM.