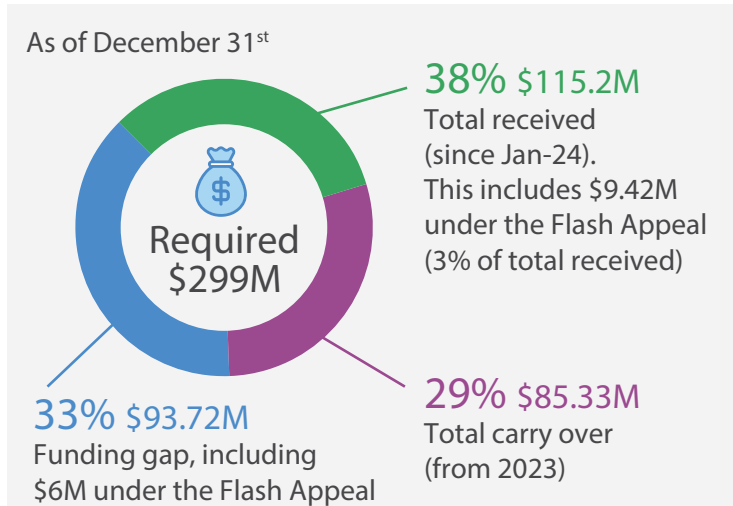


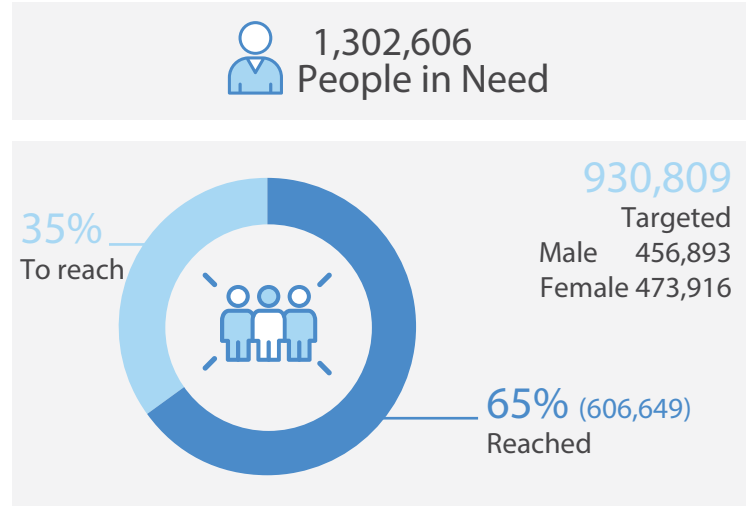


The Education Sector dashboard summarizes the progress made by Education sector partners involved in the Lebanon Response Plan (LRP) in the first quarter of 2024, identifies key challenges and priorities, and highlights trends affecting people in need. The Education sector in Lebanon is working towards: 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.

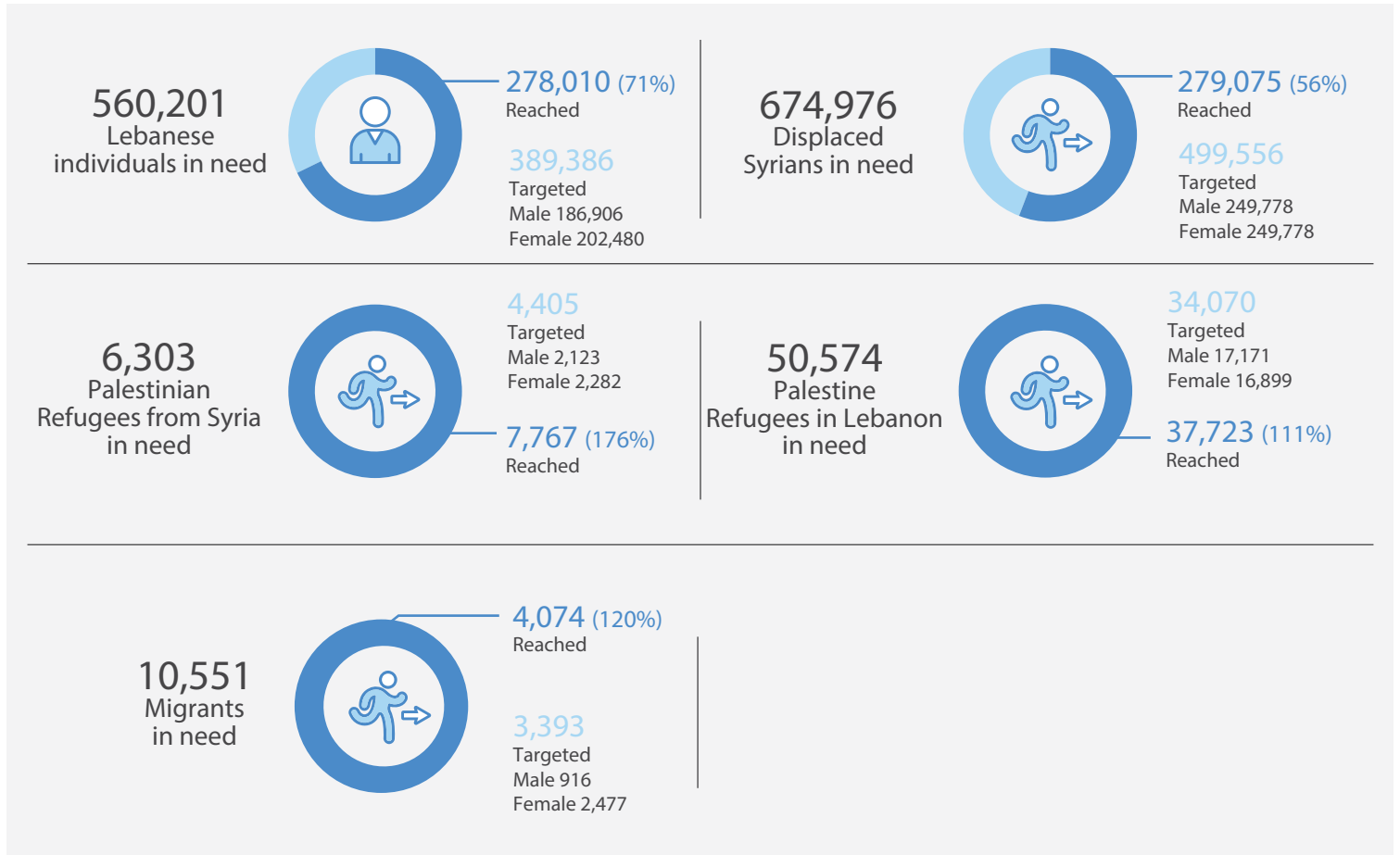
2024 Sector Funding Status*



2024 Population Reached



2024 Population Figures by Cohort



*This funding status is for Lebanon Response Plan 2024, while the Funding for the Flash Appeal is as follows: \$9.4m received (61% of Appeal).

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).



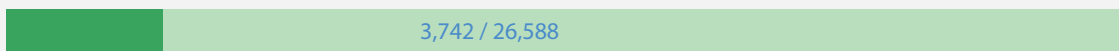
Indicator 1.1.C: # of children and adolescents (12-18) provided with programs, including TVET, life skills, functional skills, foreign language, digital skills, etc.



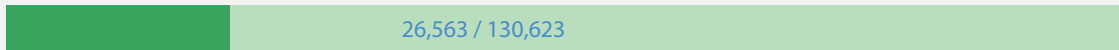
OUTCOME 2:

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.



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

In 2024, despite operational and financial constraints, the Education sector was able to reach its targeted populations effectively. The sector achieved 71.4 per cent of the overall target for Lebanese children (compared to 56% in 2023), 55.9 per cent for displaced Syrians (compared to 70% in

2023), and exceeded the target for PRS/PRS with 176.3% (compared to 91% and 97% for PRS and PRL respectively in 2023)*. These achievements underscore the sector partners' commitment and ability to adapt and prioritize within a challenging context.

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 2024, the Education sector in Lebanon faced severe disruptions due to the conflict and mass displacement that caused significant damage to educational infrastructure. Over 300 schools were damaged during the war, and up to 600 were repurposed as shelters, severely delaying the

academic year and diverting resources from educational pursuits. These challenges were compounded by financial constraints and safety concerns that disproportionately affected displaced communities and children with disabilities.

* 2024 targets for PRS and PRL have been relatively lower than the previous year. These have been revised for the 20205 LRP.

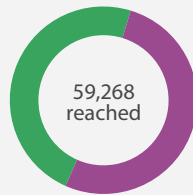
Cash for Education

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



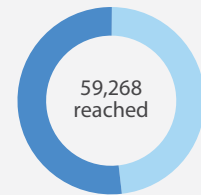
51%
59,268 Reached
117,477 Targeted

48% female



52% male

52% Lebanese



48% non-Lebanese

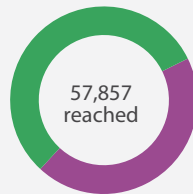
Retention Support Programs

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



50%
57,857 Reached
115,814 Targeted

55% female



45% male

48% Lebanese



52% non-Lebanese

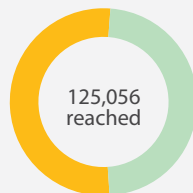
School Meals

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



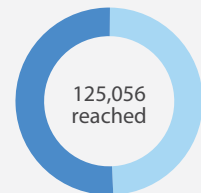
87%
125,056 Reached
144,378 Targeted

51% AM-shift



49% PM-shift

51% Lebanese



49% non-Lebanese

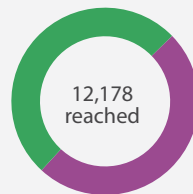
Child Protection

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



48%
12,178 Reached
25,477 Targeted

51% female



49% male

52% Lebanese



48% non-Lebanese

Despite these challenges, the sector managed to provide financial assistance and subsidized the enrolment of 386,932 children (ages 3-14) in public schools during the 2023/2024 school year, including 202,004 Lebanese and 184,928 non-Lebanese children of which 50 per cent were girls. This was achieved by covering salaries and allowances for 13,100 special contract teachers and staff, as well as funding for school and parents' council funds in 1,062 public schools across cycles 1-4. This effort enhanced inclusive access to education, particularly benefiting vulnerable groups such as Syrian children.

Moreover, the sector remained committed to its mission, implementing targeted outreach and referral initiatives that reached 80,000 children referring them to relevant formal or non-formal education, as well as other specialized services, such as health and protection services. Education partners furthermore supported nearly 70,000 marginalized and vulnerable children and youth and their caregivers through non-formal education addressing educational gaps and ensuring all children have the chance for a brighter future. Although there was an intent to support the reha-

bilitation of 277 schools, only 15 schools received support due to the escalation of hostilities and the repurposing of schools as shelters.

During the hostilities, partners implemented Education in Emergency (EiE) activities, and supported Internally Displaced Persons (IDP) children in shelters, benefiting 162,900 children with educational activities and recreational kits, including psychosocial support programs for 24,000 children. These efforts kept children engaged in their education while addressing their emotional and social needs during the crisis. The initiatives were designed to be gender-responsive and included protection-focused interventions, ensuring a comprehensive approach by referring children to relevant education and protection programs. In response to the use of schools as shelters, the Ministry of Education and Higher Education (MEHE), supported by Education partners, implemented blended learning opportunities. This adaptation equipped teachers with the necessary resources and training to deliver quality education both in-person and online, ensuring continued learning despite ongoing challenges

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 mitigate the learning losses due to the various crises, sector partners continued to provide retention support to nearly 60,000 children, of which 11,000 children received retention support during the emergency. These efforts helped reduce dropout risks and enabled vulnerable and displaced children to continue their education without interruption.

Furthermore, the Education sector implemented effective support programs, including Cash for Education and School Meals, to address the challenges faced by students. The Cash for Education program reached 51 per cent of its target by supporting nearly 60,000 children, focusing particularly on those affected by the conflict in the south and attendees of MEHE-hub schools, with a notable

emphasis on non-Lebanese and female students. Meanwhile, the School Meals program proved highly successful for the second consecutive year. It provided nutritious meals to over 126,000 children and youth. It achieved 84 per cent of its targeted recipients, ensuring that students received the necessary nutrition to support their learning and well-being amidst ongoing crises. These programs tackled economic obstacles and encouraged consistent attendance, fostering an educational support system that sustained learning despite ongoing crises. However, the sector's efforts faced significant challenges due to the conflict that started in the south and then escalated nationally, which disrupted operations nationwide and redirected priorities toward providing essential Education in Emergency support for children in shelters.

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

As part of the Learning Recovery Initiative and in collaboration with MEHE, education partners continued to reinforce the training of public-school teachers on the last two modules in Foundational Literacy and Numeracy, reaching approximately 5,000 teachers, of which 90 per cent are female, in cycles 1 and 2, as well as in Social Emotional Learning (SEL), impacting a similar number of teachers, of which 90 per cent are female, in kindergarten and cycle 3. Notably, about 30 per cent of these teachers also instruct non-Lebanese children in the PM shift. In addition, over 3,000 teachers were trained before the start

of the summer catch-up program in 2024, which significantly supported approximately 58,000 children from Grade 1 to Grade 8 across 244 schools. The Call & Learn Tutoring Hotline further supported this initiative by providing low-tech, individualized learning assistance to more than 78,000 children enrolled in formal education, of which 55 percent are girls and 31 percent are non-Lebanese, facilitated by 125 trained teachers through 149,661 individual and group calls.

To ensure the retention of children in second-shift schools, education liaison volunteers (ECLs) located across 485 second-shift schools, surpassing the target of 344, diligently followed up on absenteeism of the students enrolled. They provided personalized follow-up to Syrian students and efficiently identified and referred child protection issues, aligning with MEHE's Child Protection Policy. Moreover, 814 parent committees received support, enhancing parental engagement in improving education access and quality.

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 enhance the quality and inclusiveness of education, partners actively supported the MEHE in implementing inclusive education for children with disabilities. This was carried out through the inclusive education school program initially in 30 public AM shift schools, with an expansion to 30 additional schools later in the school year. MEHE subsequently announced a further expansion to include 50 more schools, aiming for a total of 117 inclusive schools across both AM and PM shifts. This initiative resulted in the enrolment and support of 3,788 children with disabilities, of which 44 per cent are girls and 56 per cent are boys, who received necessary assistive devices and therapy services.

In addition, 1,460 teachers, center staff, and frontline workers, of which 88 per cent are females and 12 per cent

are males, within the non-formal education programs underwent capacity building to enhance inclusion in the classroom. This training covered strategies for dealing with children with disabilities and implementing differentiated instructions to foster a more inclusive learning environment.

Furthermore, there was significant advancement in Social Emotional Learning (SEL), Psychological First Aid (PFA), and non-specialized Psychosocial Support (PSS) activities. Out of a target of 25,000 children, 12,000 were supported, achieving 48 per cent of the target. This marked a considerable increase compared to the previous year, driven by the sector's emphasis on these programs due to their proven effectiveness during emergencies in supporting children's learning and well-being

Further support included strengthening the School Information System (SIMS) by procuring essential Microsoft Licenses to maintain the system's operations, its archiving, and communications with schools. This effort ensured that the schools' infrastructure operated adequately, integrated with the main data center and its branches. Additionally, sector partners facilitated the update of the MEHE-NSL application to optimize data management for PM shift schools and conducted capacity-building and awareness sessions for all AM and PM school directors and SIMS operators. These initiatives ensured that staff were well-equipped with the necessary knowledge and tools for efficient system use.

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

Sector partners have effectively supported the government in enhancing the educational system by implementing activities aimed at expanding access and improving the quality of education. This support included developing and deploying an innovative aid modality, enhancing data systems, and broadening high-quality educational services for the most vulnerable and those marginalized. Additionally, partners facilitated learning recovery initiatives and supported general school operations to sustain educational progress.

At the system level, under the TREF implementation, sector partners backed the MEHE in advancing the national education reform agenda. This effort focused on increasing efficiency, governance, accountability, and transparency, particularly through enhancements in financial and data management at the school level.

Gender Analysis

The various crises has created significant obstacles to education, particularly for children and youth from economically vulnerable backgrounds. Approximately 27 per cent of children and youth are out of school, with the highest rates among Syrian displaced (58%) and Palestinian refugee children (19%). Gender inequality and disability further amplify these challenges, as girls—particularly those from displaced communities—are confronted with issues like early marriage and safety concerns.



Moreover, efforts are put to ensure that a transition pathway from non-formal to formal education is effective and in place. The legal Framework for the transition of out-of-school children (OOSC) from non-formal education to formal education was endorsed by the Government.

Additionally, the work on accreditation and certification processes is advancing, with the development of a structured certification system designed to facilitate smoother transitions for OOSC into formal education.

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.

The sector, through the MEHE Expression of Interest (Eoi), successfully expanded its collaboration to include a total of 153 national and international partners. This expansion included around 119 local organizations, significantly enhancing local engagement and capacity within the educational sector. These efforts broadened the reach and impact of educational initiatives. MEHE is progressing its plans to monitor and evaluate the activities of EOI partners.

In addition, the sessions included Inclusive Education to integrate students with diverse needs into mainstream education and Multiple Learning Modalities (MLM), which introduced various instructional strategies suitable for different settings. Child/Learner-Centered Pedagogy was highlighted to adapt teaching methods to the needs of the students, enhancing engagement and responsiveness. Moreover, the sessions reviewed the 2024 Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards, ensuring that educational initiatives met international standards for quality and accountability in emergency education settings. These efforts aimed to create a resilient, responsive educational framework capable of addressing the challenges posed by emergencies.

Sector partners conducted a series of comprehensive training sessions to enhance educational practices during emergencies, covering key areas such as Education in Emergencies, which provided educators with skills to continue teaching during crises. The training sessions also emphasized Gender in Education in Emergencies, focusing on gender-specific challenges to ensure equitable education access for females and males.

Conflict sensitivity:

Given the contextual relevance of the education sector during the mass displacement situation following the escalation of hostilities in 2024, conflict sensitivity was integrated in activities targeting schools that served as displacement centers. Context-specific recommendations were disseminated by the conflict sensitivity focal point in both regular and ad-hoc sector working groups and challenges were shared back in timely manner to ensure early action and mitigation of tensions, particularly in and around education institutions.

Cross-sectoral approaches:

There has been strong collaboration with the Child Protection sub-sector to safeguard the safety and well-being of children in emergency settings. Partnerships with social protection and livelihoods, and nutrition sectors have also been strengthened to tackle barriers such as economic constraints, documentation issues, and child labor risks, creating a holistic approach to supporting vulnerable populations in educational settings. Additionally, the sector also continues to coordinate during and after the conflict with the Site Management, Shelter, and WASH sectors to manage the decommissioning, commissioning, and rehabilitation of schools and educational institutions, ensuring continued access to education during transitions.

Prioritization and Localization:

Faced with increased needs and limited resources, the education sector focused on essential activities and emphasized localization. A significant portion, over 80%, of the sector partners were national entities actively engaged in strategic decision-making and leading training efforts. This approach facilitated a more tailored and effective response, driven by insights from the local community.



2. Key contributions of the Sector to LRP Outcomes and Impacts

The sector's outcomes and outputs have closely aligned with the objectives of the Education Strategy despite the changing environment, effectively responding to the multifaceted crises affecting children and their caregivers. Outcome 1 enhanced equitable and inclusive access to safe, protective education for all learners, directly supporting Lebanon Response Plan's (LRP) Objective 1 by prioritizing the protection of vulnerable populations, especially IDP children, and children with disabilities. The rehabilitation and operationalization of public schools and learning spaces (Output 1.1) backed LRP Objective 3, strengthening service provision through national systems and ensuring sustainability and alignment with MEHE standards. Moreover, Output 1.2 addressed LRP Objective 2 by reducing barriers to education through community outreach, cash-for-education programs, and referrals to child protection and Gender Based Violence (GBV) services, meeting the critical needs of marginalized families and children.

Outcome 2 improved learning outcomes through quality education services, aligning with both LRP Objective 1 and LRP Objective 4. Targeted support for learning recovery, inclusive education, and teacher capacity-building (Outputs 2.1 and 2.2) protected vulnerable learners by address-

ing the academic and psychosocial effects of interrupted education and contributed to Lebanon's social stability by enhancing the overall quality and inclusiveness of the education system. These initiatives ensured that education services were resilient to multi-crisis situations, advancing equity and well-being. By preventing dropouts and enhancing the quality of learning, the sector addressed immediate humanitarian needs while fostering long-term socio-economic stability as envisioned in LRP Objective 4.

Finally, Outcome 3 focused on governance and knowledge management, substantially supporting LRP Objective 3 by enhancing MEHE's capacity to lead and manage education in times of crisis. Efforts to strengthen data collection, EMIS systems, and policy development under Output 3.1 improved equity, efficiency, and preparedness in education, especially during the conflict, reinforcing service delivery through national systems. Additionally, the focus on building the capacity of education sector partners (Output 3.2) ensured effective implementation and monitoring of education programs in alignment with LRP Objectives 1, 2, and 4, fostering a coordinated, sustainable, and inclusive response that addressed Lebanon's immediate needs and long-term recovery goals.

3. Challenges, Risks and Mitigation Measures

The Lebanon Education sector faced severe disruptions due to overlapping crises, with over 300 schools damaged and 600 repurposed as shelters, delaying the academic year and diverting resources from education. This situation is compounded by significant barriers to education access, including financial constraints, safety concerns, and bureaucratic hurdles, which particularly affect displaced communities and children with disabilities.

Gender disparities and socio-economic inequalities have deepened, leading to increased dropout rates, child labor, and child marriage. There is also a pressing need for Mental Health and Psychosocial Support (MHPSS) to ensure the well-being of students and teachers and maintain a conducive learning environment.

The shift to remote learning has highlighted the digital divide, with inadequate access to devices and connectivity posing significant challenges, particularly for girls and children with disabilities. Additionally, the demand for non-formal education far exceeds available resources, highlighting the need for more inclusive and accessible educational opportunities.

To effectively mitigate and respond to these challenges, it was crucial to prioritize the rehabilitation of educational infrastructure and continue investing in support mechanisms to reduce barriers to access. Strengthening Mental Health and Psychosocial Support (MHPSS) services and enhancing non-formal education programs were vital steps taken. Additionally, under the leadership of MEHE, improving digital infrastructure was essential to support effective remote learning.

Funding gaps remain in critical areas such as infrastructure, MHPSS, non-formal education, and digital learning resources. Lessons learned emphasize the importance of strong coordination and adaptive strategies to address educational disruptions effectively. Engaging the community and leveraging good practices, such as flexible learning modalities and catch-up classes, have shown promise in improving enrolment and educational outcomes. Moving forward, continuous monitoring and stakeholder engagement are necessary to adapt sector strategies effectively and ensure that interventions meet the evolving needs of affected children and youth in Lebanon.



4. Case Study

From Silence to Strength: Psychosocial Support in Education*

"My child has shown remarkable progress in his studies and is more confident now. This project has been a blessing" (Caregiver).

In line with the sector's strategy and Amel Association International's vision to ensure access to quality education for all children, Amel targeted 5580 children of different backgrounds and nationalities in public or semi-private schools during 2023-2024. These children were provided with retention support, Psycho-Social Support (PSS), and child protection services.

Through Amel's community centers, Mobile Units, and the intervention in public schools, Amel implemented a comprehensive and holistic approach aiming to enhance the educational opportunities for vulnerable populations by improving access to education, learning environments, and community engagement. The intervention was carried out in Beirut Mount Lebanon (Ain El Remeneh and Haret Hreik), the south (Kfar Jouz), and West Bekaa (Kamed El Loz and Kfar Denise).

One such child, Karim, embodies the power of resilience and the impact of the retention support program. His journey to finding success has been an inspiration for many children in Lebanon. Despite the obstacles and the struggles someone might go through, success can still be achieved if one is determined and focused.

Karim was raised in a refugee camp located in the Western Bekaa. Being a child himself, it was common for him to experience emotions and feelings such as social withdrawal and introversion. After several observations, it was determined that Karim's feelings and emotions prevented him from collaborative activities, forming strong peer relationships, and interacting with other children. Moreover, he was struggling to integrate into the classroom environment, which significantly affected his engagement, confi-

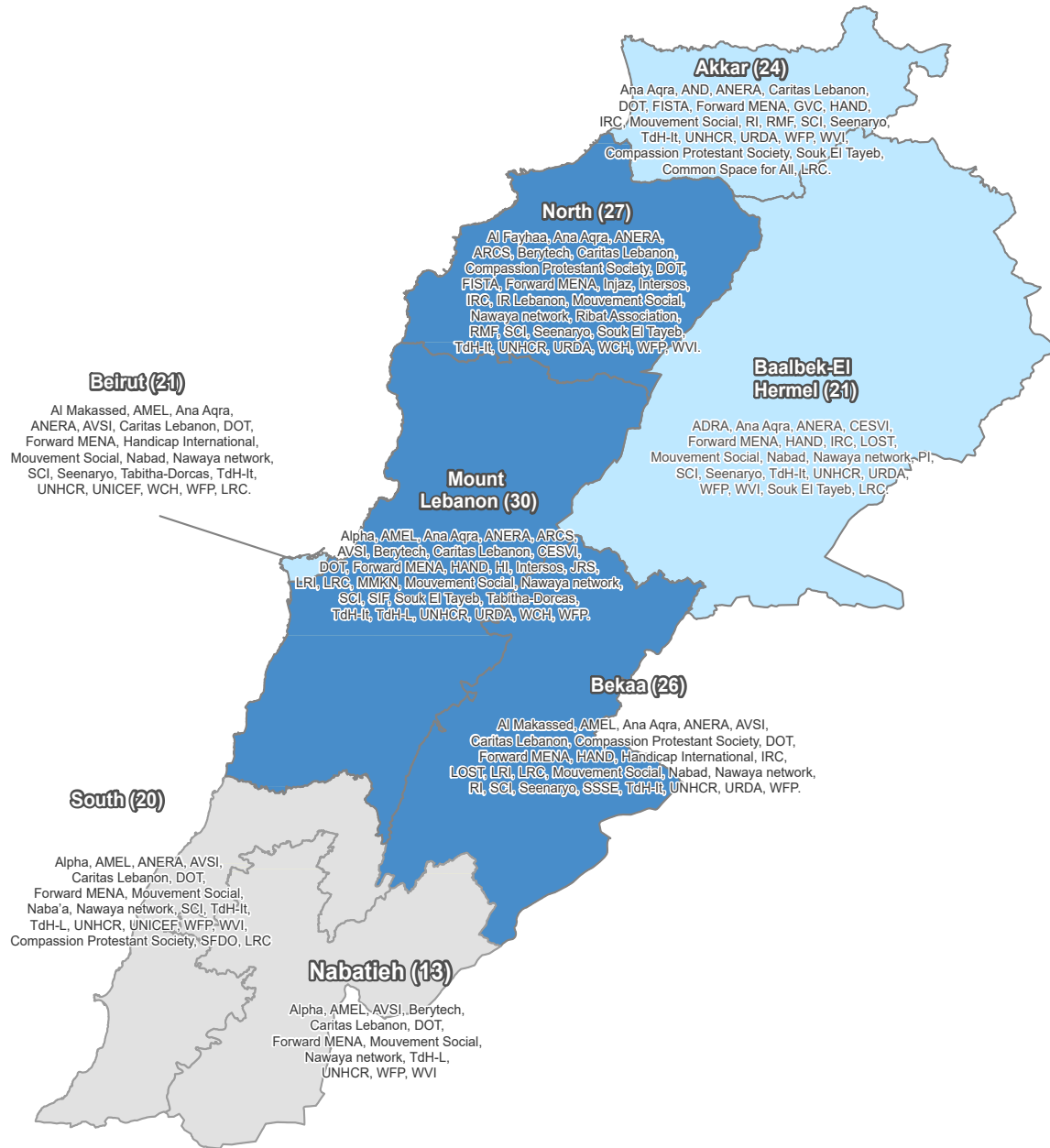
dence, and academic performance.

To address Karim's challenges, efforts were made to create a supportive and inclusive environment tailored to his needs. A variety of teaching strategies and psychosocial support activities were implemented to encourage Karim's participation, including play-based learning, group work activities, debates, and team-building exercises. These activities were designed not only to foster his social engagement and emotional well-being but also to foster his academic growth.

Initially, it was difficult for Karim to open up or engage with the group. However, consistent encouragement, motivation, and patient involvement helped him gradually build trust and confidence. Over time, Karim became an active member of the class. He developed a group of friends and participated enthusiastically in the activities. This boost in self-esteem indirectly resulted in improved academic performance, as Karim became more active in class and more willing to ask questions, seek help, and engage in lessons. Karim's life was transformed from introversion and shyness to enthusiasm and positivity. With a bright vision for his future, Karim began to dream of becoming a doctor to help others in need. His story highlights the critical role of psychosocial support and interactive teaching methods in helping children rebuild their confidence, improve academically, and envision a better future. The picture shows a group of children who participated in the retention support program, during a psychosocial support (PSS) session. A parent said about these sessions: "The PSS sessions have been very helpful for my child. He feels more understood and supported".

* Story from Amel Association International

4. 3W Map of Education Sector Partner Organizations



All 55 organizations mentioned below have contributed to the achievement of Education Outcomes prioritized under the LRP and reporting under ActivityInfo:

ADRA, Al Fayhaa, Al Makassed, Alpha, AMEL, Ana Aqra, AND, ANERA, ARCS, AVSI, Berytech, Caritas Lebanon, CESVI, Compassion Protestant Society, Common Space for All, DOT, FISTA, Forward MENA, GVC, HAND, HI, Injaz, Intersos, IRC, Islamic Relief Lebanon, JRS, Lebanese Red Cross, LOST, LRI, MMKN, Mouvement Social, Naba'a, Nabad, Nawaya network, PI, RI, Ribat Association, RMF, SCI, Seenaryo, SFDO, SIF, Souk El Tayeb, SSSE, Tabitha-Dorcas, TdH-It, TdH-L, Teach for Lebanon, UNHCR, UNICEF, URDA, WCH, WFP, World Learning, WVI.

According to the Q4 2024 financial update, the top 10 donors to the Education Sector under the LRP are listed below: European Union, United States of America, Italy, Norway, Germany, United Kingdom, Netherlands, EDW Fund, Switzerland and Private Donors.