

LRP Education Sector Annual Workplan 2025

Sector Priorities & Mainstreaming Areas	Key Priorities	Main Activities [2025]	2025				Cross-Sector Support	Responsible	Main Partners (Optional)	Additional Comments	Status			
			Q 1	Q 2	Q 3	Q 4					Q 1	Q 2	Q 3	Q 4
Coordination		Review ToR of the working group and core group and selection process and confirm members of Education Sector Core Group for 2025	X	X	X	X		Coordination team MEHE	TBC after elections in April					
		Implement monthly (as minimum) Education Sector Core Group Meetings.	X	X	X	X		Coordination team	TBC					
		Implement monthly Education Sector Meetings led by MEHE or more often as needed on national and sub-national level.	X	X	X	X		Coordination team	TBC					
		Ensure timely preparation and sharing of agendas and meeting invitations and sharing of meeting documentation and minutes.	X	X	X	X		Coordination team	TBC					
		Conduct regular/weekly coordination meeting with MEHE on national level	X	X	X	X		Coordination team	TBC					
		Keep regular communication and information sharing with Regional Education Directors (REOs)	X	X	X	X		Sub-national sector coordinators	TBC					
		Participate in education relevant coordination fora including ISCG, Local Education Group, etc	X	X	X	X		SC & UNICEF sector coordinators	TBC					
		Conduct regular coordination meeting with MEHE and Education Sector Co-Leads	X	X	X	X		Coordination team	TBC					
		Conduct quarterly CLA meetings	X	X	X	X		Coordination team with HoO/Reps						
		Confirm Task Teams (e.g. themes) including participation	X	X	X	X		Core group and task team leads	TBC					
		Develop, agree, and monitor the progress of the sector workplan including deliverables	X	X	X	X		Core group	TBC					
		Regularly report on progress of task teams during Education Sector meetings	X	X	X	X		Task team leads	TBC					
		Agree on services to be mapped, maintain/Update service mapping and regularly share service mapping with Education Sector partners	X	X	X	X		Sector IMs	TBC					
		Coordinate partner's activities at field level to avoid duplication and gaps, and discuss and raise gaps during Education Sector meeting	X	X	X	X		Sub-national sector coordination team	TBC					
		Ensure cross attendance and participation in the other sector's working groups, task teams and provide important updates, especially protection	X	X	X	X		Coordination team	TBC					
		Develop indicators for tracking/monitoring progress of Education Sector work incl. Task Teams	X	X	X	X		Coordination team	TBC					
		Regularly update the contact list of partners and reach out to (main) education stakeholders not participating in Education Sector meetings to participate (e.g. Qitabi)	X	X	X	X		Sector IM	TBC					
	Conduct Mid Year review workshop to ensure/review progress of sector work plan			X			Coordination team	TBC						

Sector Priority		Harmonize and develop SOPs and unit costing for priority activities	X	X	X	X		Coordination team	TBC						
	Capacity Sharing & Exchange	Develop and conduct capacity development survey for 2025, which includes CERDP needs.			X				Capacity development task team						
		Map out sector priorities on areas that are interesting for the sector to strengthen,			X	X			Capacity development task team						
		Document and bring together Education Sector training materials to be accessible for all after a training has been completed			X	X			Capacity development task team						
		Develop and implement Education sector Strategy on localization and transitioning, including role of government and civil society.		X					Coordination team	TBC	The Capacity Sharing TT mainstreams				
		Develop education sector advocacy strategy and/or key messages	X	X	X	X			Core group	TBC					
	Advocacy	Include new groups based on vulnerable profiles to the advocacy TT. Ensure their reflection in MEHE SOPs (stateless, migrant workers' children, new refugee arrivals, PRS and Children without documentations.			X	X		MoL, MoJ, MEHE, MoIM, CP sector and Legal sector	Core Group in coordination with the inclusive task team	core grp partners. JSR. UNICEF. UNHCR. UNRWA					
		Update advocacy strategy if relevant, submit and channel to and through relevant stakeholders. follow up on outcomes		X	X	X		MoL, MoJ, MEHE, MoIM, CP sector and Legal sector	Core Group in coordination with the inclusive task team	TBC					
		Develop an advocacy platform for updates accessible to all related stakeholder issuing briefs of achievements, success stories, and needs assessment activities and needed funds.		X	X	X			Core group and coordination team	TBC					
		Develop advocacy strategy and /or messages specifically for increased domestic funding.		X	X	X			Core group	TBC					
		Update and advocate funding requirements/gaps to partners and donors		X	X	X		Education donors. Prime Minister Office and parliamentary education committee	Core group	TBC					
		1. Implement Joint Education Needs Assessment (JENA) 2. Conduct emergency needs assessments as needed 3. Conduct emergency needs analysis based on Secondary Data as needed 4. Develop Education Sector Situation Overview/Needs Analysis 5. REACH Secondary Data Review (SDR) 6. REACH to conduct a training on SDR and updating the SDR (spell out)		X	X	X			Sector IMs	TBC					
		1. Develop monthly dashboard for national and subnational needs, response and gaps 2. Develop quarterly dashboard for national and subnational needs, response and gaps 3. Develop regular inter-sectoral dashboard as requested by ISCG	X	X	X	X			Sector Coordination team	TBC					
	Monitoring & Evaluation & Reporting	Develop and share bi-weekly updates to the Education sector partners	X	X	X	X			Sector coordination team	TBC					
		Develop and share real-time dashboards to provide updates and to track progress continuously without waiting for periodic reports	X	X	X	X				TBC					
		Conduct regular Joint Sector and MEHE monitoring visits		X	X	X			Coordination team	TBC					
		Conduct Cluster Coordination Performance Monitoring (CCPM) and share results -	X	X	X	X				TBC					
		Maintain data sharing platform (e.g. Google Drive) including all key documents	X	X	X	X				TBC					

	Emergency Preparedness & Response	Conduct Comprehensive assessment/after-action review of the emergency response in 2024, including discussions with other sectors and existing task teams, and resulting in a lessons-learned document that leads to a guidelines document.		X			WASH, CP sector	Coordination team	TBC					
		Drafting a guidelines document that includes points related to re-programming instructions (i.e. transition between normal education programming to education in emergencies)			X	X			Core group	TBC				
		Continue updating guidelines on advocacy efforts to ensure that education is considered a life-saving activity.	X	X	X	X			Coordination team	TBC				
		Draft preparedness actions to preempt future emergency situations (for example, mapping schools that are accessible for people with disabilities, risk an mitigation, scale up on EiE programmes etc...)		X	X	X	Inter-Sector		Coordination team	TBC				
		Setting up a task-team for to ensure emergency preparedness is followed up on.		X					Core group	TBC				
Mainstreaming Area	Protection	In collaboration with protection sector to monitor, identify and address documentation-related barriers to education through referrals and monitoring of trends. Engage with PRT sector on advocacy related matters esp. related to CP impacts & documentation impacts/challenges.	x	x	x		EDU/ PRT	Sector	TBC					
		AAP - Referrals: update shelter sector services in the Inter- Agency Eligibility PPT, promote partners to attend Inter- Agency referral orientation sessions, report on the Inter- Agency service mapping and their referral trends quarterly. Discuss referral bottlenecks and priorities based on the referral trends quarterly in the Sector WG	X	X	X	X	AAP focal points in agencies		Coordination team	TBC				
		Standardize disaggregation of all data by gender and disability	X	X	X	X			IM	TBC				
		Work with Child Protection sector to ensure the timely and effective safe identification and referral of children out of learning and in learning spaces, as well as coordination within the responsible MEHE counterparts.	X	X	X	X			Sector coordination team	TBC				
		Develop a referral SOP/Guidelines in collaboration with the GBV and Child protection sectors, clarifying types of cases to be referred to GBV and those that need to be referred to GBV agencies		X	X	X	CP		Sector Coordination team	TBC				
	Accountability for Affected Population	AAP - Complaint & Feedback: Share and promote the Inter- Agency Minimum Standards on Complaints and Feedback Mechanisms and the sharing of Complaint & Feedback trends through sector WGs. Integrating AAP principles into protection work with GBV and referral systems, to ensure that interventions are more responsive, accountable, and more effective in addressing the needs of affected communities.					AAP focal points		Sector Coordination team	TBC				
		Work with child protection and youth actors to ensure that children in non-formal learning spaces have protection safeguards and access to feedback/complaint mechanisms - update check list and ensure dissemination of it.	x	x	x	x	CP		Sector coordination team	TBC				
	Gender, Disability and inclusion &		Identify gender, GBV, PSEA focal point for the sector		X	X	X			Sector Coordination team	TBC			
			Implement Gender and GBV Risk Mitigation in Humanitarian Action Training for all sector partners and Education Core Group members <u>For the complete list of actions to be conducted this year please refer to the sector's Gender and GBV Mitigation Action Plan.</u>		X	X	X	GBV sector		CP and Education	TBC			
			All Education assessments include gender specific questions and gender analysis; Include education sector members on the revised Safety Audit and ensure that Education sector assessments include questions on safety and security risks of girls and boys when accessing formal/ non formal schools as well as other centers where children learn; Undertake regular assessments on barriers to access schools for adolescent girls and ensure awareness and support girls at risk of drop out to ensure retention and school return		X	X		GBV, Protection, CP		Coordination team	TBC			
Ensure partners commitments to increase female, children and parents involvement in programme design and feedback mechanisms			X	X	X	X	Protection		Core group	TBC				

	GBV	Disability tasks to be added		X				Core group, inclusion task team	TBC					
		Present results of mapping of women's organizations and meeting on how to engage with them to strengthen assessments and delivery.			X			Core group	TBC					
		Analyze disaggregated sector results on a quarterly basis and adapt activities to address gender inequalities	X	X	X	X		Core group with gender focal point	TBC					
		Ensure 2 youth actors are represented in the core group to highlight youth needs and specifically female youth needs to allow more engagement in vocational training and access to employment		X				Core group	TBC					
	Conflict sensitivity	Develop a sector specific guidance package on conflict sensitivity, Advocacy for Syrians returning from Lebanon back to Syria. Advocacy for certified academic certificates , advocacy for Diplomas,		X	X			UNDP	Core group	TBC				
		Analysis & Data: regularly conduct presentations in WG on tensions analysis and trends. To include CS mainstreaming considerations in planning. Adopt an adaptive management approach that allows for flexibility and responsiveness to changing conflict dynamics and context specific challenges.	X	X	X	X		UNDP	Sector Coordination team	TBC				
		Ensure training on conflict sensitive programming			X	X			Sector coordination team	UNDP and international Alert				
	PSEA	Appoint focal point for PSEA for the sector		X					Core group	TBC				
		Develop minimum action plan on Child Safe Guarding			X	X			Core group	TBC				
		PSEA and child safeguarding training for partners			X	X			Capacity development task team	TBC				