



HIGHLIGHTS

- 106,735 refugee children enrolled in formal public education, of which 44,507 in the first shift and 62,228 in the second shift. The total number of Palestinian children returning from Syria (PRS) registered in UNRWA schools is 6,527 and the number of Palestinian children residing in Lebanon (PRL) is 31,646.
- 12,865 children participated in the roll-out of the placement test for the Accelerated Learning Programme (ALP) pilot. The ALP, developed by MEHE through CERD, provides subjects required by the official Lebanese curriculum, in addition to life skills and psycho-social support modules. The ALP allows boys and girls aged 9 to 17 who have been out of school for more 2 years, to catch up with the Lebanese educational system. ALP children will get within core subject equivalent to one formal grade within 4 months ALP. Therefore a full school year can allow children to acquire the competencies corresponding to a compressed 3 years formal education. Outreach to out-of-school children was facilitated by NGO's, with the guidance of MEHE. Once they complete the ALP programme which is expected to start early July in more than 40 schools, the students will be able to enrol in public schools
- Education partners continued to provide other non-formal education (NFE) programs for children that are not yet attending school to prepare them to enter formal education. By the end of June 2015, a total of 31,172 children were enrolled in non-formal education programmes.
- The RACE Program Management Unit (PMU) is up and running and is moving in the right direction. The Education Sector has established linkages with the PMU and a revised education coordination structure (to replace the old Education Sector Working Group) is being proposed under the leadership of MEHE and with support of the UN.
- A draft advocacy strategy was formulated by the education sector that will enable the sector to advocate on specific education priorities with different partners.
- The education sector, with IM and data analysis support of the UNICEF and UNHCR, started a mapping of out-of-school children based on available data. This mapping will lead to a clearer understanding of the profiles of out-of-school children and the development of different pathways into formal education for these children (through non-formal education programmes).
- As in previous years, the Council of Ministers approved a waiver for refugee children without ID documents to sit for exams. Documentation on learning attainments from previous year remains however needed to receive the final certificate in case of success. Exams for this school year are in process, meaning first shift is over. However, second shift schools are still going on and is expected to close not before August 10 after their end of school-year test.
- During the Education Conference in Washington mid-April 2015, the Education Minister agreed for the upcoming 2015/2016 school year to provide a total of 200,000 spaces in public schools for the first and second shift for refugee children. This is almost doubling this year academic results and in line with the original RACE plans. Also, the Minister suggested establishing a regulatory framework so that NGO's can complement the Ministry's work and provide education to children not eligible for formal education. This will include early childhood and accelerated learning programs for refugee children who missed several years of education, so as to allow them to sit in the correct grade for their age.



FUNDING

(in Million \$)



PEOPLE

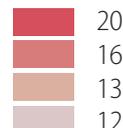
(In Need/Target)



PARTNERS

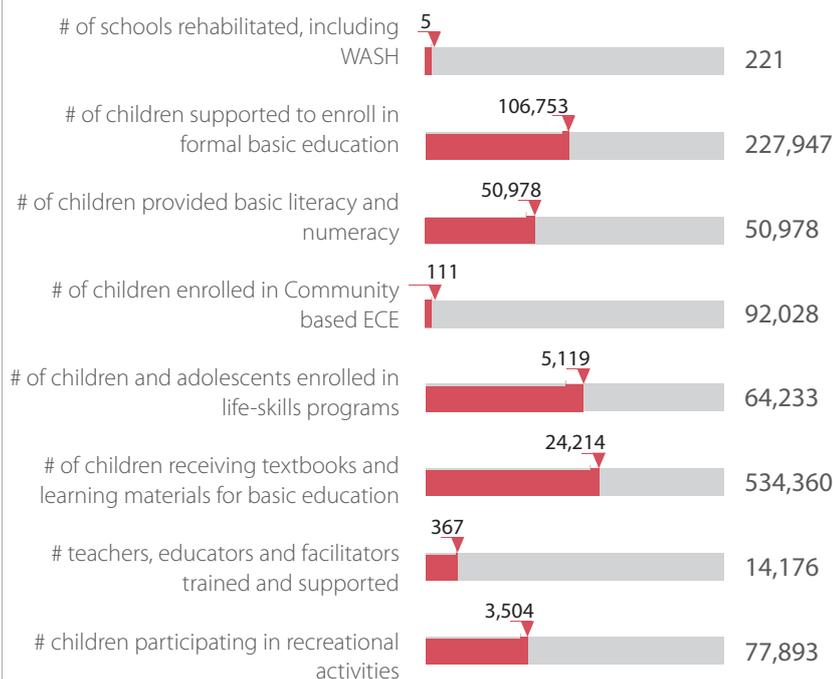
32 in Lebanon

count of partners per area of operation

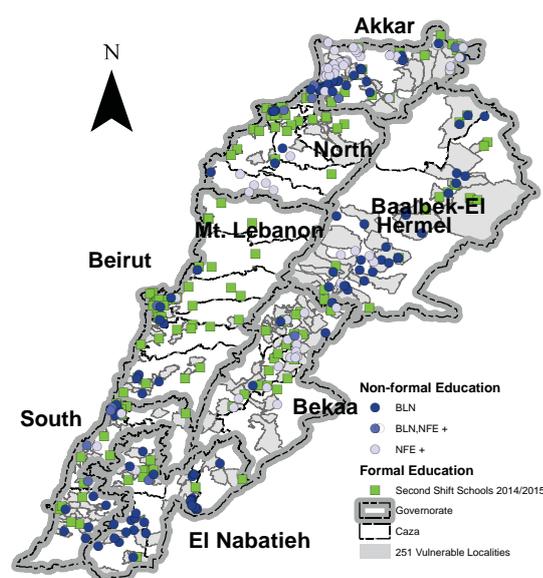


PROGRESS AGAINST 2015 TARGETS

January - June progress



2nd Shift Schools & Non-formal Education 2014/2015 School Year



BLN - Basic Literacy/Numeracy
NFE+ - Non-formal Education

Reporting Agencies





Situation analysis and change in context

The Government of Lebanon has shown strong commitment to providing refugee children in Lebanon with access to education through committing to the RACE strategy. To support an effective implementation of the strategy, the Ministry of Education and Higher Education (MEHE) established a Project Management Unit (PMU) early 2015. In the first six months of 2015, the UN and education partners have forged a strong working relationship with the PMU that will contribute to a coherent and effective education sector response to the Syria crisis.

A lack of comprehensive data on the situation, needs and number of children outside formal and non-formal education supported by partners within the sector has been acknowledged as a serious issue and steps are being taken to put in place a system to gather and regularly update this information. Evidence is emerging that refugee children are confronted with a number of barriers to access formal learning: increased vulnerabilities, poor coping mechanisms of families resulting in drop out, lack of places in schools close to their homes; financial constraints leading families to withdraw their children to engage in income generation; delays in the start of the school year (second shift started in January 2015); transportation had to be arranged for some first and most second shift children.

In addition it has become clear that implementation of programmes targeting youth should be a focal area (less than 3,000 reportedly access formal secondary and vocational education).

The Accelerated Learning Programme (ALP) introduced by MEHE will provide a pathway for children who have missed some formal learning to enter school. However, more targeted programmes are needed for children who have missed many years of education, children with specific needs and children at risk, such as street children and working children who remain the hardest to reach. MEHE intends to provide a regulatory framework for other alternative education programmes during the second half of 2015. This will provide education opportunities for those out of schools and not yet ready for formal education. Subject to donor commitments for the new school year 2015/2016, MEHE has committed to open schools for up to 200,000 children of non-Lebanese origin affected by the Syria crisis. In addition, MEHE is aiming for 100,000 children to be enrolled in non-formal education programs (ALP and Basic Literacy and Numeracy BNL).

Progress to date

The RACE Executive Committee, chaired by H.E. the Minister has met regularly and has proven to be an essential forum for exchange of ideas and the resolution of strategic challenges as well as a number of operational issues.

In the school year 2014 - 2015, Lebanese public schools were supported to absorb children affected by the Syrian crisis in the first shift. In addition 145 public schools were identified to open for second shift (compared to some 90 in 2013-14). The total number of refugee children supported in public schools so far is 106,735 Syrian, a 20% increase on last year. However, regional differences in school enrollment are large, with the highest number out of school in Bekaa (85%) (the lowest is Beirut (7%), a significant reason being the proximity of schools, which is much higher in Beirut.

The ALP program has been developed by CERD and is being piloted. 12,000 students sat the placement test in April and May. The pilot program will be reviewed and then can be rolled out nationwide assuming sufficient funding for the ALP and the subsequent enrolment in formal education.

Education partners continued to provide other non-formal education (NFE) programs for children who are not yet attending school in order to prepare them to enter formal education. By the end of May 2015, a total of 31,172 children were enrolled in non-formal education programmes. Of this number, 19,483 children were enrolled in Basic Literacy and Numeracy (BLN) (39% of target). The sector is awaiting the MEHE guidance on a standardised and regulated BLN program. So far only 1,048 children enrolled in community-based ECE (1% of target). The low achievements are due to the lack of funding for community ECE programmes. 34,349 children and adolescents were enrolled in life-skills programs at the end of May, which is around 54% of target.

Currently education partners with MEHE are conducting a mapping of out-of-school children at district level, which will provide a more complete overview of the number of children currently enrolled in the formal education system. The mapping will also systematically map the different barriers for children not attending formal schools.