



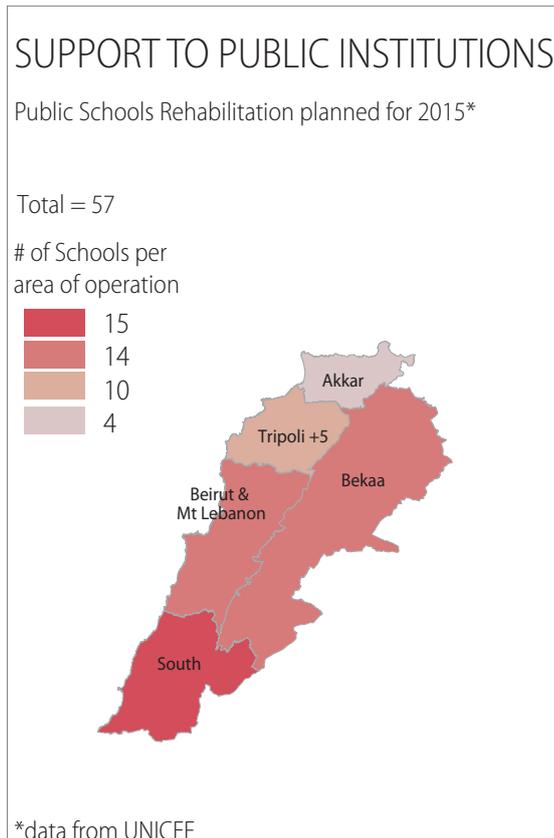
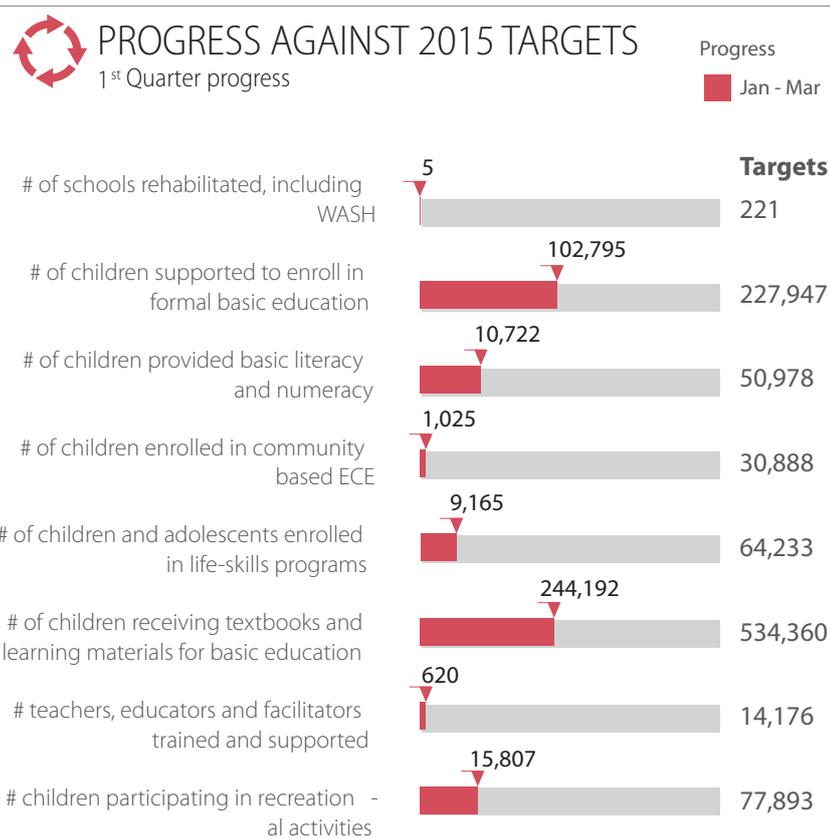
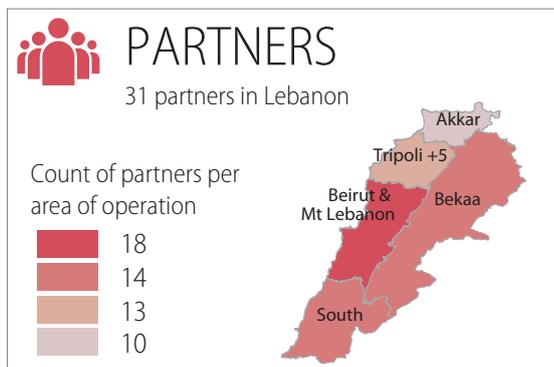
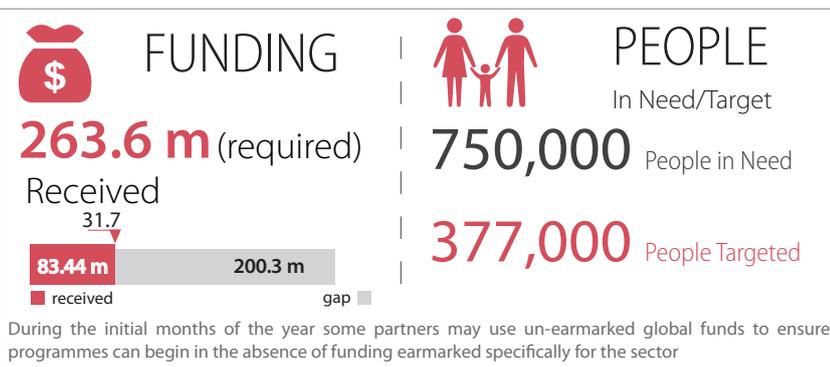
### SITUATION ANALYSIS

The Ministry of Education and Higher Education (MEHE) convened a meeting with Ambassadors and Head of Agencies early March to provide an update on the implementation of RACE. The Ministry announced that there are now around 106,795 – mostly – Syrian children in public schools (44,507 in the first shift and 62,288 children in the second shift), which is around 25% of Syrian children who need access to a full, formal quality education. However, there are large regional variations, with enrolment rates in Beirut were far higher than in Bekaa where school location and transportation is a major issue. In order to monitor the achievements in second shift, MEHE and the UN started conducting joint monitoring visits to second shift schools. In addition, there is a total of 6,118 Palestine children from Syria (PRS) (2,918 males and 3,200 females) regularly attending 60 UNRWA schools throughout Lebanon. Non-formal education programs, focusing mostly on basic literacy and numeracy (BLN), were ongoing in March and 12,594 children were enrolled in non-formal education programs. The preparations for this new ALP programme have been finalized and planning for the implementation have started. The initial pilot target of 10,000 children.

To improve the learning environment, the UN is supporting the rehabilitation and renovation of schools. So far, nearly 300 schools were assessed, of which 68 will be rehabilitated and/or renovated. In addition, 39 public schools will have their WASH facilities improved in 2015 based on the standards adopted by MEHE. Education partners, continued to distribute school supplies to all public schools. 985 primary public schools received school supplies covering the needs of all children enrolled in the first and second shift. As of the end of March 2015, UNICEF supplied over 458 primary public schools with an altitude higher than 500 meters with fuel to provide children in classrooms with proper heating.

Education partners trained a 77 facilitators and education in March on inclusive education, psychosocial support and positive discipline in non-formal education. The UN provided refreshing pedagogy courses through its partners for 134 (PRS) elementary teachers at UNRWA schools. Recreational support activities reached a total of 11,803 Syrian children, and recreational support activities targeting Palestinian children in UNRWA schools and partner centers reached more than 2,000 children in March. A small number of adolescents and youth (less than 2,000) continued to benefit from support to access secondary education and formal vocational education. Access to educational opportunities for youth remain a major gap.

At national level, the RACE Executive Committee (REC) has met on a regular basis to coordinate the RACE plan and plans have been put in place for the establishment of a RACE Project Management Unit (PMU) composed of 24 staff members.





## **Progress towards sector Outcomes and Outputs in Quarter 1**

The education sector's main priority is enabling access to formal education for vulnerable Lebanese and refugee children. In the first quarter of 2015, the Ministry of Education and Higher Education (MEHE), with UN support, focused on the enrollment and support of Syrian children in second shift. A total of 156 public schools opened second shifts. Transportation has been identified as a major obstacle in attending second shift schools. The distances can be long. Three-quarters of the enrolled children receive support for transportation. During the quarter, more than 110,000 children were enrolled in public schools, including Palestinian children from Syria in UNRWA schools. A total of 106,795 of those enrolled in both first and second shifts were refugee children under UNHCR's mandate.

Since the start of the school year, education partners focused on referring children from previous non-formal education (NFE) programs to public schools. At the same time, non-formal education programs were provided for children who are not yet attending school to prepare them to enter the formal education system. NFE programs also provide additional support to refugee children who are in public schools but have difficulty keeping up with the curriculum.

The focus of education partners has been on outreach campaigns for formal education. It is expected that numbers will increase during the summer months to prepare children for the coming school year 2015/2016. MEHE is finalizing standard procedures for rolling out a new Accelerated Learning Program (ALP). The ALP will help out-of-school children catch up on the years of education that they missed, helping them to better integrate once they enter formal schooling. The preparations for the ALP were finalized in 2015. The pilot will roll out in the second quarter.

To improve the quality of the learning environment, assessments were conducted in schools that will be rehabilitated or renovated, including WASH facilities. School supplies, textbooks, and pens were distributed to all public schools. Schools also received fuel for heating in the first semester of the year.

Less than 3,000 refugee children aged 15 and above are currently enrolled in secondary and vocational schools.

## **Changes in context in Quarter 1**

The education sector strategy is outlined in the 'Reaching All Children with Education' (RACE) plan launched by MEHE in June 2014. The strategy includes support to formal and non-formal education to meet growing educational needs through the strengthening of the public education system. The enrolment of Syrian children in the formal public education system remains a priority under this plan.

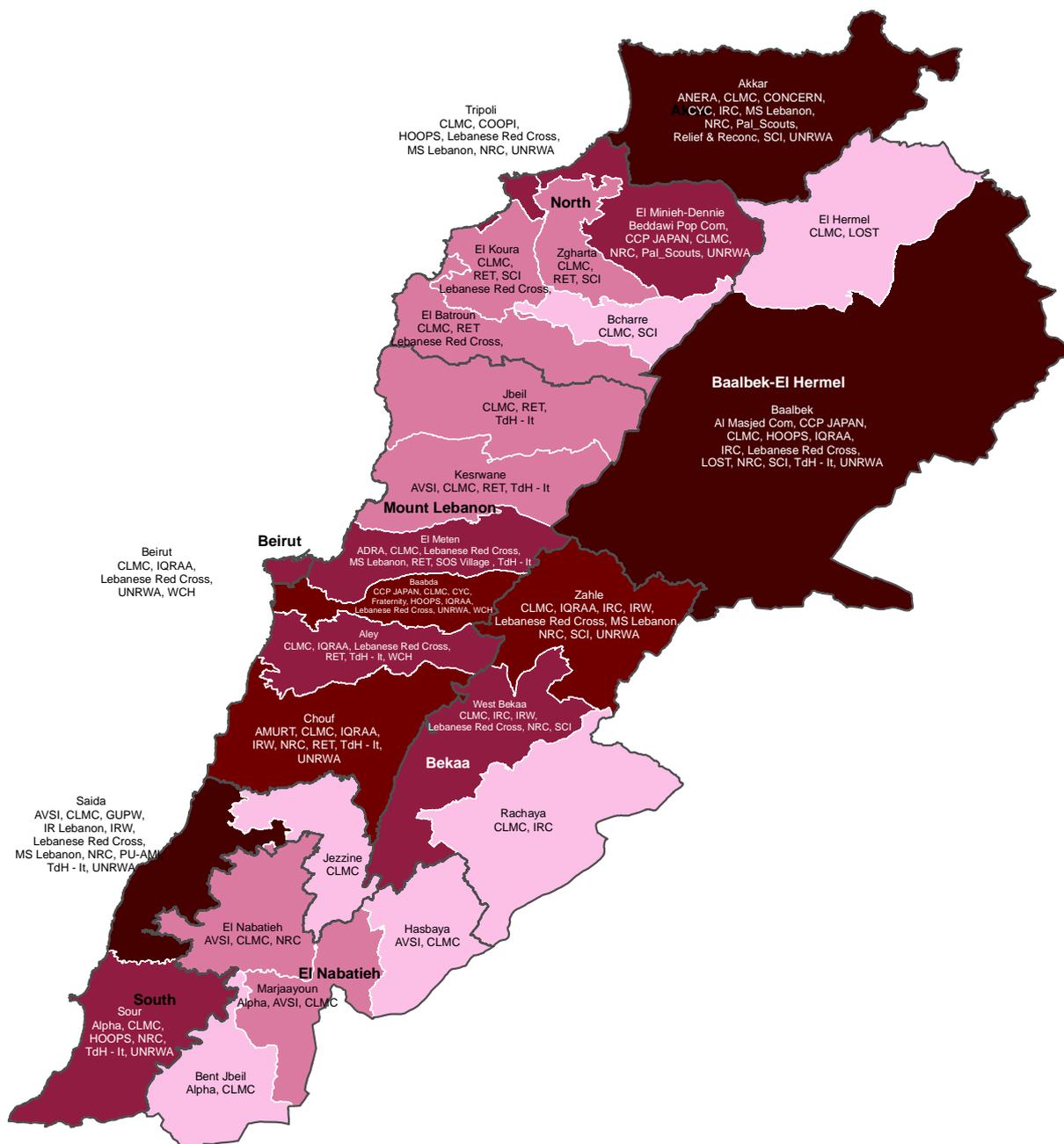
In the first quarter of 2015, MEHE established a Project Management Unit (PMU) composed of 24 staff members to coordinate the implementation of the RACE plan. MEHE has also launched a review of the RACE document with the aim to finalize a revision by end of June.

The priority of RACE is to strengthen the capacity of the public education system to absorb and retain more children affected by the Syria crisis. Barriers that will need continued attention are not just financial. They include, among others, language barriers, distance to schools, discrimination, fear, financial limitations of parents, and the fact that many refugee children have now missed out on several years of education, both in Syria and since arriving in Lebanon. Children unable to attend schools because they are too young, too old or live in areas where there are no schools require complementary non-formal education options. Standardization, recognition and certification of these non-formal alternatives are essential to ensure quality and relevance of programmes. Education partners will continue to advocate for more predictable funding in support of RACE to allow the opening of additional schools in 2015/16 and to ensure that children have access to complementary, non-formal alternatives where required.

# Number of Partners per Caza/District

March 2015

**A Total Number of 31 Organizations Currently Report Their Activities**



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**Legend**

- Governorate
- District

**# of Education Organisations**

- 1 - 2
- 3 - 4
- 5 - 7
- 8 - 9
- 10 - 12

**Reporting Partners:**

ADRA, Al Masjed Com, Alpha, AMURT, ANERA, AVSI, Beddawi Popular Committee, CCP JAPAN, CLMC Lebanon, CONCERN, COOPI, CYC, Fraternity, GUPW, HOOPS, IQRAA, IR Lebanon, IRC, IRW, Lebanese Red Cross, LOST, MSL Lebanon, NRC, Pal\_Scouts, PU-AMI, RET, SCI, SOS Village, TdH - It, UNRWA, WCH