



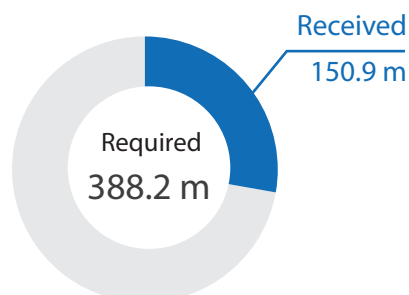
EDUCATION Jan - May 2016 Dashboard



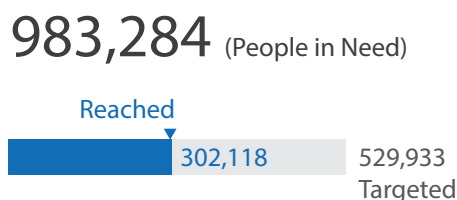
Inter-Agency
Coordination
Lebanon

The quarterly dashboard summarizes the progress made by partners involved in the Lebanon Crisis Response and highlights trends affecting people in need. Partners in Lebanon are working to: 1) ensure humanitarian assistance and protection for the most vulnerable among the displaced from Syria and poorest Lebanese; 2) strengthen the capacity of national and local delivery systems to expand access to and quality of basic services; and 3) reinforce Lebanon's economic, social, institutional and environmental stability.

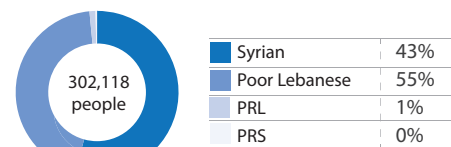
2016 Funding status as of 23 June 2016



Targeted population groups



Population reached by cohort



Progress against targets

Activities

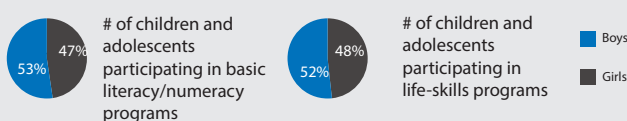
	reached / target
# of [Non-Lebanese] children enrolled in formal basic public schools (school year 2015/2016)	151,741 / 200,000
# of adolescents enrolled in secondary public schools	2,280 / 2,080
# of children enrolled in MEHE Accelerated Learning Program (ALP - first round 2016)	4,901 / 30,000
# of children and adolescents participating in basic literacy/numeracy programs	8,016 / 45,000
# of children and adolescents participating in life-skills programs	13,357 / 40,000
# of children in formal basic, secondary, technical-vocational education and kg receiving school supplies	302,118 / 435,800
# of teachers receiving materials	119 / 400
# of children enrolled in remedial education, homework and reading support, and language programs	29,226 / 95,000
	0% 100%

Sources: MEHE, UNICEF & UNHCR reporting partners

Outputs/Outcomes

	reached / target
OUTCOME 1: Ensuring equitable access to educational opportunities for boys and girls	
# of boys and girls accessing learning	174,551 / 374,530
OUTCOME 2: Improving the quality of teaching and learning in formal education	
% of enrolled children who have passed end of year	No data to report
OUTCOME 3: Strengthening national education systems, policies and monitoring	
# of frameworks developed that enhance national education systems (NFE framework)	1 / 3
	0% 100%

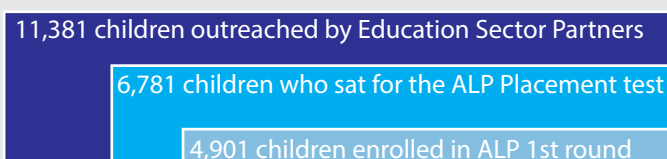
Age/Gender breakdown



Custom analysis



Facts and Figures - ALP



- 387** Teachers trained on ALP and INEE in all MEHE regional directorates
- 54** Public schools who conducted ALP 1st round placement test
- 32** Public schools who implemented ALP 1st round classes
- 1** MEHE/PMU ALP induction workshop for school directors and education partners

Sources: LCRP, MEHE, UNICEF & UNHCR

Currently there are a total of 487,615 children and youth aged 3-18 registered by UNHCR, of which 125,849 are in the preschool age (3-5) and 280,527 in the primary school-age (6-14) and 81,239 are secondary school-age (15-18 years). Until now, 151,741 refugee children have enrolled in pre- and primary formal education in the 2015/16 school year. This includes 19,046 3-5 year olds in kindergarten, and 132,695 6-14 year olds in primary. In the 2015/16 school year 3,313 adolescents aged 15-18 have been reached with formal education (2,280 were enrolled in formal secondary education and 1,033 adolescents in formal technical-vocational schools (TVET)). A further 87,608 children from 3-18 years are enrolled in private and semi-private schools.

At the start of the year, MEHE presented the Framework for the Regularisation of Non-Formal Education in Lebanon. In addition, the UN is working with MEHE to develop an NFE National Policy on Alternative Education Pathways for Sustainable Development. The policy addresses NFE policy issues related to flexible learning, capacity building, service delivery, resource mobilization, partnership development and sustainability. To inform the development of the national NFE policy document, consultations were carried out with NGOs through focus group discussions, intensive consultations were held with MEHE, as well as a questionnaire on NFE was sent out. The findings of the questionnaire and overview on the progress of the policy development were presented at a meeting at MEHE. As part of the NFE Framework, action plans are also being developed for different NFE components: ALP, ECE, and Secondary ALP.

One of the successful components of the NFE Framework being implemented since last year is the Accelerated Learning Program (ALP) developed by the Center for Education Research and Development (CERD) under the guidance of the MEHE. The ALP targets children between 7 and 17 years old who have missed two years or more of schooling, and prepares them for (re)integration in formal public education. Round 1 in 2016 of the program was rolled out in February in 32 schools across Lebanon targeting 6,781 children who were assessed of their level of education through placement tests held in January and/or March. The program lasted until May 2016. The majority of the

4,901 children enrolled in this round of ALP will upgrade to the next level and enroll in the second round. Education partners mobilized their resources to sensitize the communities on the ALP program and refer children who are out of school to the nearest ALP schools. In May, an outreach campaign was launched for the second round of ALP targeting 9,000 out-of-school-children. A total of 9,271 children sat for the placement test and classes will start on 23 June 2016. The target of students enrolling in ALP for 2016 is 30,000.

Early 2016, MEHE launched a homework support program in 123 schools across the country targeting 20,000 children, mostly Syrian, at risk of drop-out. Community-based homework support groups are managed by mixed groups of refugee and Lebanese volunteers and supported by partners. By June, 165 community venues have been made available to refugee children in second shift who need help with their homework or simply a safe learning space to spend time with their school work before classes start. The homework support programs will continue in the summer with shifting the focus from homework to basic literacy and numeracy, and language support in addition to recreational activities. Refugee parents have been active in 126 nationwide parent community groups (PCGs) throughout the school year, where they have received mini trainings on topics like "positive communication with children" from education partners and discussed how to come up with community based solutions to their children's challenges in school.

A stronger focus was this year on mapping and increasing the support to higher education. The UN together with MEHE organized a one-day Higher Education Operational Workshop to synchronize Higher Education activities and initiatives that are currently being undertaken in Lebanon, by sharing best practices and by establishing stronger communication and cooperation mechanisms between all relevant actors. A mapping of formal higher education opportunities available to youth in Lebanon was conducted. A total of 131 male and female refugee students were supported to pursue their higher education in the academic year 2015-16 through access to public universities in Lebanon, in addition to counseling and guidance.

Changes in context - Jan - May

In the first half of 2016, there were some important changes in the operational context for education partners in Lebanon. At the 'Supporting Syria and the Region' conference held in London on February 4, the Lebanese Government presented a unified plan comprised of an ambitious five-year programme on education and economic opportunity and jobs. Lebanon committed to getting all children aged 5-17 in education by the end of the 2021 through its RACE II strategy. Lebanon's political commitment must be matched by a serious commitment from the international community to provide large-scale, multi-year financing for this plan of at least \$350m a year (\$1.75bn over five years).

Early 2016, the Ministry of Education and Higher Education (MEHE) started the review of RACE (2014 – 2016) and the development of RACE II (2017 – 2021) with the support of the donor community and UN agencies. Envisioned within the framework of Lebanon's commitment to achieving the Sustainable Development Goal 4 in Education by 2030, the main objective of RACE II is for the Lebanese education system to be able to provide equitable and inclusive access to quality education opportunities for all children and youth between 3-18 years of age in Lebanon.

Compared to RACE, RACE II commits MEHE to a significant increase in the number of students enrolled and retained in formal education with amplified focus on quality, a full review of the curriculum, increase in transition rates and improved efficiency and accountability. It will also regulate provision of NFE programmes as a pathway to formal education and increase the focus on youth through improving the provision of post-basic formal and non-formal education opportunities, such as secondary education, TVET and life skills. By mid-year the executive summary and framework were finalized by MEHE with the support of UN agencies. The RACE II executive summary was presented by the Lebanese Minister of Education at the IMF and World Bank Spring Conference in Washington DC as well as the Donors' Meeting convened by the Minister in Beirut in May 2016.

Following considerable discussions, on June 7th the Minister appointed 2 INGOs, 4 LNGOs and 1 academic institution to serve on the NGOs Sub-Committee that will serve as a link between PMU, REC and the partners.

UNICEF & UNHCR reporting partners:

Alpha, Al-Fayhaa, Ana-Aqra, ANERA, AVSI, CLMC, CONCERN, HOOPS, IRC, LOST, MS Lebanon, SCI, TdH - It, UNRWA