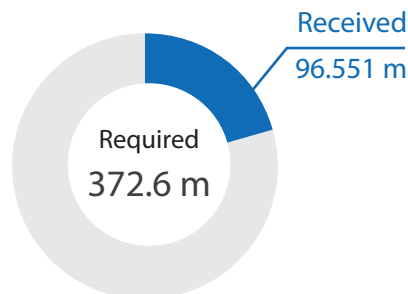




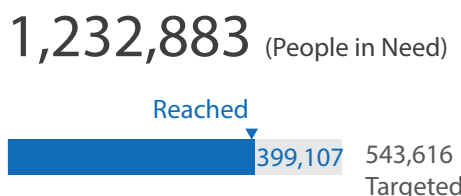
EDUCATION SECTOR DASHBOARD - January to July 2017

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) enhance access to, and demand from, children and youth, and their caregivers, for equitable formal or regulated non-formal education; 2) enhance quality of education services and learning environment to ensure grade-appropriate learning outcome to children and youth.

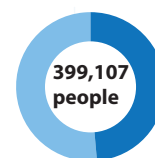
2017 Funding status as of June 2017



Targeted population groups



Population reached by cohort



SYR	194,760
LEB	204,347
PRL	*
PRS	*

Progress against targets

Outputs

of children and youth 6 years and above whose registration fees for public formal education are partially or fully subsidised for 2016-2017

reached / target
399,107 / 423,832

of children and youth 3 years and above whose registration fees for MEHE endorsed ALP are partially or fully subsidised for 2017

7,950 / 20,000

of teachers, education personnel trained in schools

365 / 20,333

of public school buildings rehabilitated that meet MEHE's effective public school profile (ESP) standards

1 / 181

0% 100%

Sources: MEHE, UNICEF & UNHCR reporting partners.

Facts and Figures

Facts and Figures

- 58,523** Syrian refugee children supported with transportation to public schools.
- 48,302** Children assisted with monthly cash transfer to continue education.
- 45,810** Syrian refugee children supported with transportation to NFE programmes.
- 22,093** Children and youth benefited from remedial & homework support programmes at public schools.
- 16,675** Children and youth benefited from remedial & homework support programmes at community level.
- 3,597** Parents participated in Parent Community Groups to enhance their engagement in education.
- 2,958** Syrian refugee children & youth benefited from Language programmes in community venues.
- 2,960** Lebanese & non-Lebanese NFE educators and facilitators were trained in interactive teaching learning techniques in community venues.
- 1,786** Refugee youth received scholarships for Higher Education for the 2016-2017 academic year.
- 148** Education Community Liaison volunteers trained.

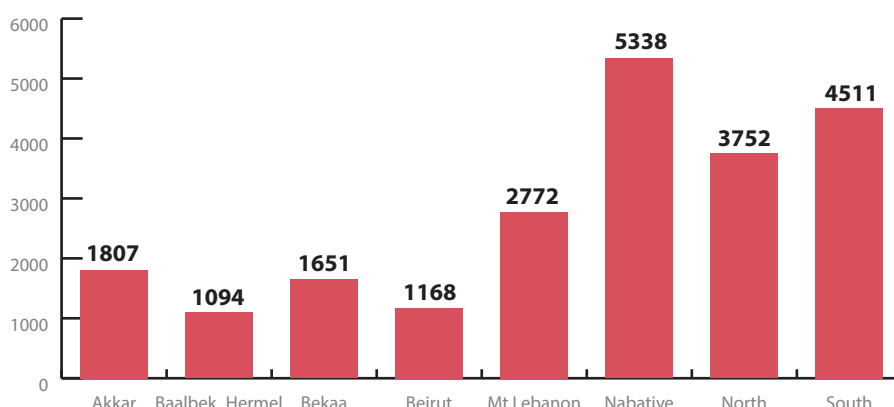
Sources: ActivityInfo, UNICEF, UNHCR & UNESCO.

Custom analysis

Enrollment in 2nd shift schools for the academic year 2016-2017 - Prep-ECE to G9 (MEHE, 2017).

2016/17	
Governorate	Non-Lebanese
Mount Lebanon	35,058
North	29,919
South	11,339
Nabatieh	6,962
Beirut	9,081
Bekaa	31,781
Total	124,140

Number of children and youth benefitting from homework support programmes inside public schools.



The education sector has received in Quarter 2 a total of 96,551,022 million USD which makes the sector 26% funded against its appeal so far. The sector was 39% funded at this time last year, indicating a slight funding decrease. Currently 74% of the sector needs remain unfunded. The funding shortfall will significantly impact core activities including rehabilitation of schools, transportation, the provision of remedial programmes and vocational trainings for youth. The funding gap, particularly related to the subsidization of tuition fees in formal education (estimated at USD million 25,406,023) might jeopardize the enrolment of 40,000 Non-Lebanese children and youth in second shift classes in the scholastic year 2017-18.

Activity Info data on school rehabilitation and learning support for children with disabilities indicate low performance and require urgent attention of education partners. Efforts are underway to promote inclusive education through a UN/MEHE pilot initiative on inclusive education. The project supports 30 public schools with increased capacity to provide services to children with disability.

The Min Ila Program piloted in Akkar and Mount Lebanon, providing cash to all children enrolled in 2nd shift schools in order to help reduce household reliance on negative coping strategies such as child labour, early marriage and reduction in meals. A total of 48,302 children at risk of dropout received monthly cash transfers; 49% were girls and 51% were boys.

The preparation for the Back to School (BTS) outreach campaign for the scholastic year 2017-18 concluded in July. The BTS outreach aims to raise awareness, mobilize parents and facilitate readiness of children ahead of the school year. The outreach campaign targets both vulnerable Lebanese and non-Lebanese children and youth by facilitating their enrollment and retention in certified formal and non-formal schools.

Under the leadership of MEHE, Education partners have completed the series of outreach mapping, training of frontline workers, established a unified database and hotline/call center and agreed on referral pathways for the education programs based on the needs of children and youth. In addition, the referral pathways for the children with disabilities and child protection cases are being developed to improve the inclusiveness of the outreach campaign; child headed household, child labor and child marriages will be flagged by partners during the outreach under the back to school and referred to child protection case management agencies.

Changes in context

The Expression of Interest (EOI) to identify qualified education partners for the implementation of RACE II has been finalized. 72 applications from International and National NGOs were assessed and the results have been shared by MEHE with concerned partners. Successful partners will implement programs and access resources under RACE II.

A workshop on "IM Education Crisis Response" was held in Amman on 10-12 July bringing together IM and Education experts from the region (Syria, Yemen, and Palestine). The aim of the workshop was to finalize the review of the list of education crisis response indicators and activities and ensure the alignment of the country indicators to the regional IM package. It also included a review of programmatic interventions in the Education sector in Syria and the five host countries Turkey, Lebanon, Jordan, Iraq and Egypt.

The guidelines for the Community Based Early Childhood Education program are being developed by MEHE. The national guidelines will help standardize ongoing CB-ECE program. At the same time, SOPs for remedial support program have been finalized and shared with education partners.

Child Protection (CP) policy to combat violence against children in schools has been endorsed by MEHE. The CP policy will promote accountability of stakeholders towards safety practices and mitigate risks of violence inside schools.

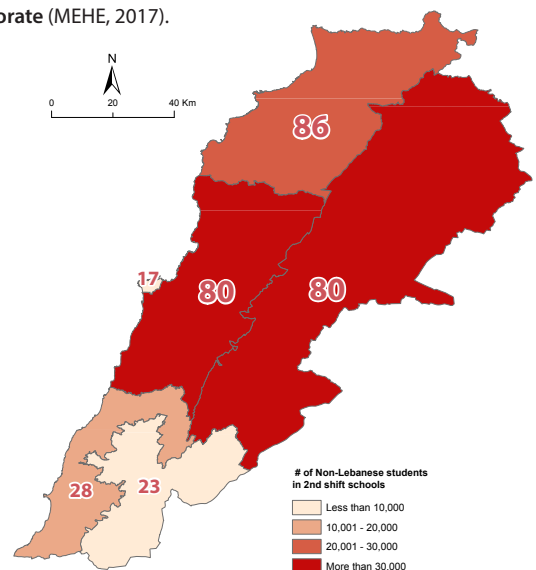
Transportation issues continue to impact education programs. The conduct of transport staff, condition of buses and high turnover of the drivers are critical factors disrupting safety and well-being of children and parents. The stakeholders are working to agree on a code of conduct to address transportation challenges and ensure protection of beneficiaries.

During the reporting period, an outreach campaign was launched for the second round of ALP targeting children between 7-17 years. In total 7,950 children, who have missed two years or more of schooling, were assessed and placed in the appropriate learning levels based on the result of pre-and post-tests. The Ministry of Education aims to improve literacy through the provision of alternative modes of education and ALP is one of the alternative modes that help consolidate learning children who are too old for formal primary classes.

In terms of retention, homework support groups have been especially active in this period with 207 groups, following the end of the school year, supporting close to 1,700 children with reading, writing, and recreational activities into the summer.

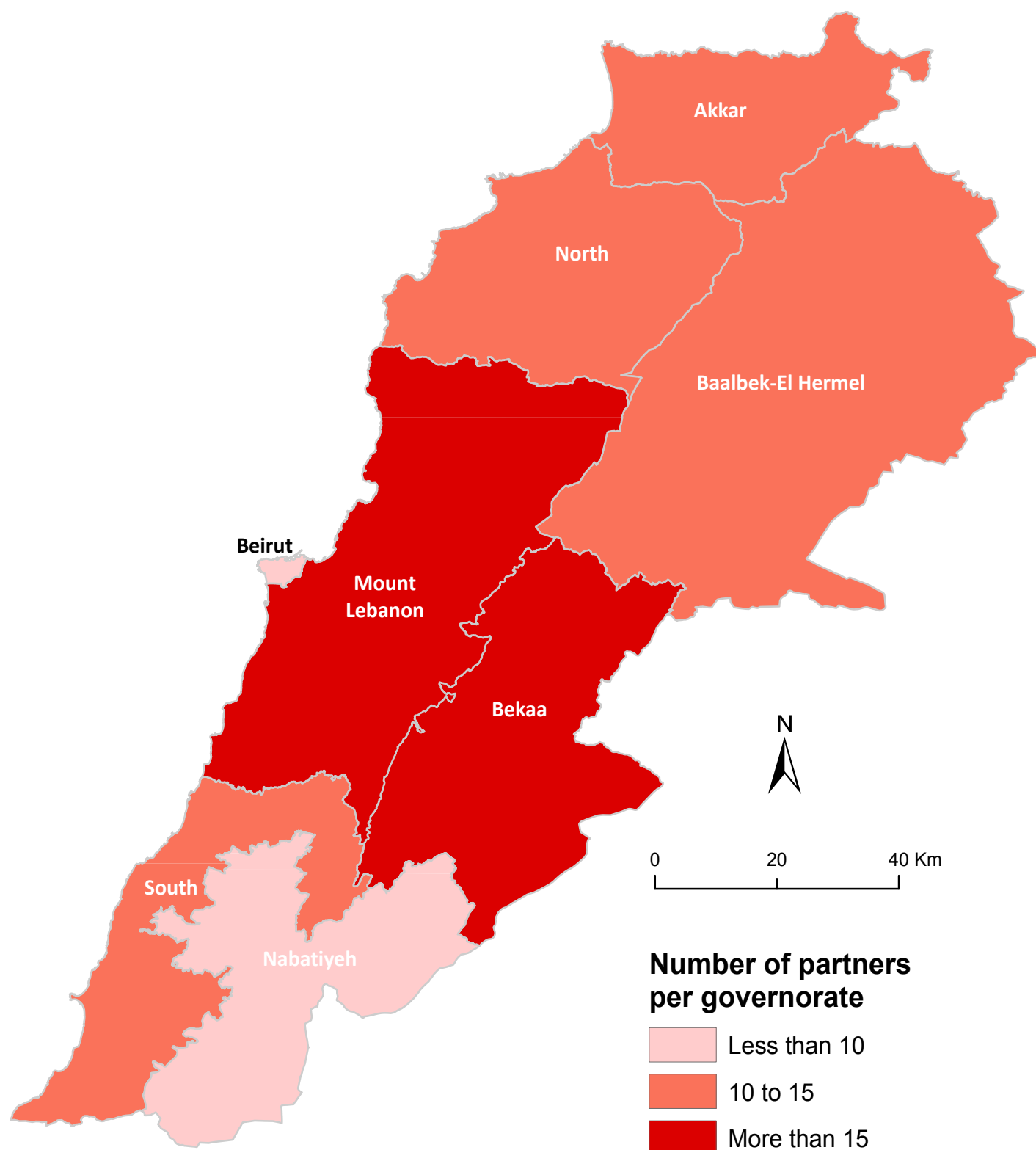
By the end of July, 148 Education Community Liaison officers were deployed by the UN in a total of 86 second shift schools to improve the schools' communication between parents and refugee communities. The ECLs are refugee volunteers based inside schools who follow up on refugees' absenteeism and attendance, refer children to relevant education support groups according to their needs, establish walking groups to accompany children to and from school and work hand in hand with school staff to create a safe learning environment. An initial evaluation showed very positive feedback and possibility to scale up to cover as many second shift schools as possible.

Distribution of 2nd shift schools and Non-Lebanese students per governorate (MEHE, 2017).





Organizations per governorate



Number of partners per governorate

- Less than 10
- 10 to 15
- More than 15

Note:

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