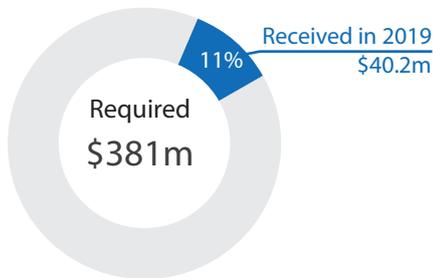


Education - Mid-Year 2019 Dashboard

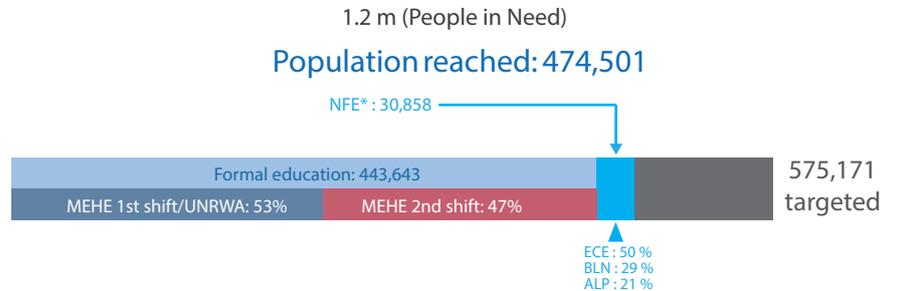
This dashboard summarizes the progress made by partners involved in the Lebanon Crisis Response and highlights trends affecting people in need. The Education Sector in Lebanon is working to enhance: **OUTCOME 1**) the access to, and demand from, children youth, and their caregivers, for equitable formal or regulated non-formal education; **OUTCOME 2**) the quality of education services and learning environment to ensure learning outcomes for children and youth; **OUTCOME 3**) the governance and managerial capacities of RACE 2 implementing institutions to plan, budget, deliver, monitor and evaluate education services.

2019 mid-year funding status

Funding received as of 26 June 2019



Targeted Population groups



Progress against targets

* NFE (Non-formal education) includes Community-Based Early Childhood Education (CB-ECE) and Basic Literacy and Numeracy (BLN) within communities, as well as Accelerated Learning Programs (ALP) which is conducted in public schools.

Outputs

of children and youth whose registration fees for public formal education/UNRWA schools are partially or fully subsidised for 2018-2019 school year

reached / target

* 237,931 / 497,171

of children and youth whose registration fees for regulated NFE programmes are partially or fully subsidised in 2019

30,858 / 78,000

of children and youth benefitting from remedial or homework support programs in 2019

12,186 / 70,000

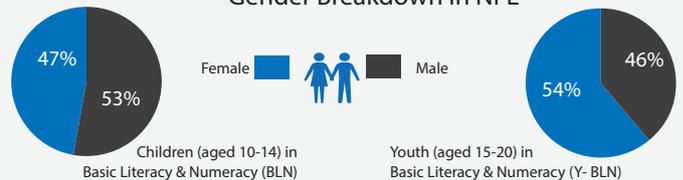
* This indicator was updated in September 2019.

Outcomes

	2017 Baseline				June 2019 Current				2020 Target			
	SYR	LEB	PRS	PRL	SYR	LEB	PRS	PRL	SYR	LEB	PRS	PRL
OUTCOME 1: # of students (age 3-18) enrolled in formal education	191,338	204,617	N/A	N/A	210,405	219,410	5,901	7,927	253,142	262,278	9,251	40,200
OUTCOME 2: Completion rates by cycle:												
- Cycle 1	68%	96%			N/A*	N/A*			>68%	>96%		
- Cycle 2	51%	87%			N/A*	N/A*			>51%	>87%		
- Cycle 3	52%	78%			N/A*	N/A*			>52%	>78%		

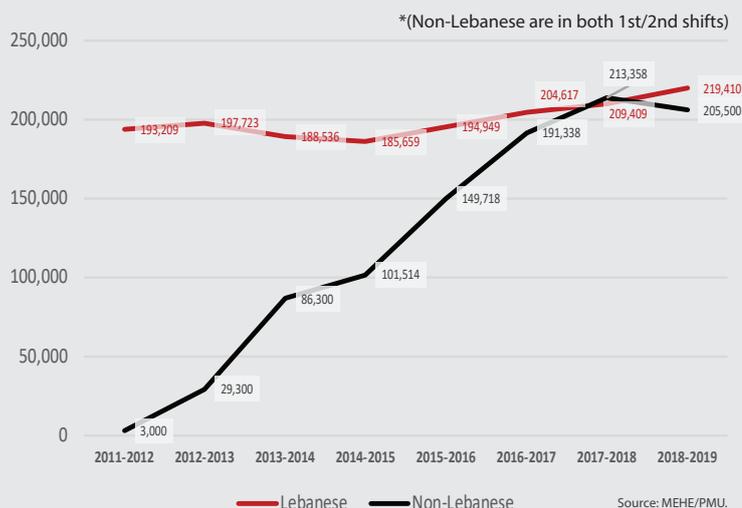
Source: LCRP Education Sector Logframe (2019) * N/A: No published data on this available.

Gender Breakdown in NFE



Analysis

Enrolment trend for Lebanese and non-Lebanese in public schools (KG/prep-ECE to G9)



Distribution of school snacks by WFP per Governorate for the 2018-2019 school-year.

Source: WFP (August 2019)

Governorate	Number of public schools	
	1st shift	2nd shift*
Akkar	13	5
Baalbek - El Hermel	3	3
Bekaa	7	6
South	3	3
Mount Lebanon	9	5
North	4	4
Total	39	26

* These are operating both as 1st and 2nd shifts.



KEY CONTRIBUTIONS OF THE SECTOR TO LCRP IMPACTS

Outcome 1: Ensuring equitable access to education opportunities

- At the end of the 2018-2019 academic year, around 152,550 children were enrolled in second shift public schools. This means that 65% of non-Lebanese children between the ages of 6 and 14 accessed formal education.
- 6,146 children sat for the post-test of Accelerated Learning Program (ALP) 2019/Round1 in June 2019. The children have been assessed and will be referred to formal education based on the results.
- 6,325 children are enrolled in ALP 2019/Round2 and are expected to complete in September.
- 5W mapping for Basic Literacy and Numeracy and Community-based Early Childhood Education was updated for Quarter 2. The mapping identifies where education services are available and will facilitate referral, while reducing duplication and highlighting gaps in the field.



Facts and Figures (January - June 2019)

15,405	Children (age 3-5) participating in community-based early childhood education (CB-ECE).
6,230	Children (age 6-14) participating in basic literacy and numeracy programme (Basic BLN).
2,645	Youth (15 to 20) participating in youth basic literacy and numeracy programme (Youth BLN).
875	Syrian refugee children & youth benefiting from Language support programmes in community venues.
327	Children and youth with disabilities and learning difficulties enrolled in CB-ECE and Basic BLN.
394	Education Community Liaison volunteers deployed in 297 2nd-shift public schools.

Sources: MEHE/PMU, ActivityInfo.

Outcome 2: Improving the quality of teaching and learnings

- 684 volunteers are deployed to assist class teachers in 753 preparatory-ECE classes across almost all second shift schools.
- The inclusion pilot project was implemented in 30 public schools for the academic year 2018-2019, with the main objective to facilitate safe access of children with disabilities (CwD) to public schools. This is the first time that CwD were included in regular public schools at this scale, with required support provided to the school, teachers, parents and children.

Outcome 3: Strengthening National Education Systems and policies and Monitoring

- The findings of the Out of School Children (OOSC) Profile exercise, which reviewed the current education status of 84,000 children outreached in 2018, were published. Education actors that contributed to the exercise received the details of the children they identified for referral to education programs as per eligibility. The objective of this exercise was to ensure follow up and referral of identified children.
- The National Policy of Alternative Pathway is being finalized by MEHE and will be launched in due date.



CHALLENGES

- The outstanding funding gap for the tuition fees including the academic year 2018-2019 is US\$ 9.3 million*. If this funding is not secured, it may affect the start date of the second-shift public schools for the academic year 2019-2020.
- More coordinated efforts are needed regarding cooperation between education, child protection and health sectors to facilitate the enrollment of OOSC in formal education, by addressing the issues of child labor, child marriage and access to vaccination and vaccination records.

* Updated in September 2019.



KEY PRIORITIES AND GAPS FORESEEN FOR THE NEXT SIX MONTHS

Currently, preparations are under way for the 2019-2020 academic year. The priority focus are:

- Closing the financial gap of US\$ 9.3 million for tuition fees for the 2018-2019 scholastic year.
- Minimizing dropout of children already in public schools by ensuring they have correct information on registration for the new academic year, register on time, receive information on the nearest school if they had moved, as well as receive retention support.
- Securing space in formal education for CB-ECE Level 3 students by improving coordination between NGOs and PMU, information dissemination and referrals.

The decision on ALP Round3 for 2019 is pending on funding availability. If not held, identified OOSC will not have a clear pathway back to formal education.

Acronyms used in the Dashboard

ALP	Accelerated Learning Program
BLN	Basic Literacy and Numeracy
CB-ECE	Community-based Early Childhood Education
KG	Kindergarten
MEHE	Ministry of Education and Higher Education
NFE	Non-Formal Education
OOSC	Out-of-School Children
Prep-ECE	Preparatory Early Childhood Education
RACE	Reaching All Children with Education



Boosting inclusion in the non-formal education sector in Lebanon (WVI)

World Vision's Dar al Sadaka education center at Zahle in Lebanon's Bekaa region is full of young children taking their first steps in education, eager to play and learn. Among them, is Fatima who at first seems to be shy. Taking her place at the art table, soon she is busy with her classmates and working with paper and glue creating a collage. Like the children around her, Fatima is a refugee, but this lively four-year-old is also living with Down Syndrome.

World Vision's center hosts 500 children in class every day, 250 in the morning and 250 in the afternoon. It's a bright, fun place to be. All the children are refugees, and Fatima is one of five children with disabilities or learning difficulties participating in the early childhood education programme at the center.

Fatima's teachers at Dar al Sadaka involve her in every aspect of school life, and on an equal basis with her classmates. "At first, Fatima struggled to give even the most basic eye-contact to her classmates and me", her class teacher Lita remembers. "But with persistence and patience, she has opened up and become a lively member of the group. Through this experience, as she starts her life, we can give Fatima the opportunity to become a valued member of society".

Tracy Khalaf, an inclusion officer for World Vision, recalls how Fatima came to her attention. "We regularly visit informal settlements in the Bekaa to make sure parents and caregivers know how and where to register their children for school. We met Fatima and her family and knew she had Down Syndrome. We assured her parents that our center would be the best place for Fatima, that it was a safe space, and that Fatima would receive the necessary services as a part of UNICEF's inclusive education program that provides additional training and support for children with disabilities. They wanted the best for their daughter. Every now and then her parents visit us and tell us of the changes they've seen in Fatima at home. They tell us how Fatima can complete more tasks on her own a little more, she's more confident to socialize too. She's not afraid of being who she is."

After a year at Dar al Sadaka, four-year-old Fatima is no longer defined by her disability. Instead, she's loved and valued by her teachers and classmates for the bright young girl that she is.

"Initially, Fatima wouldn't play with other children, and they are still too young to understand why not. Their natural reaction was to ignore her. We worked with Fatima and her classmates and encouraged them to play together. Quickly, Fatima felt secure, and any barriers were removed". Today, Fatima throws herself energetically into all aspects of classroom life – and is always the last to leave at the end of the day. "Fatima no longer sees herself as being any different from her classmates. She feels accepted, and this reflects in the development of her character and her behavior". Decades of research has proven that inclusive education substantially increases academic performance and the rate of employment for individuals with intellectual disabilities. Her teacher notes, "By including Fatima in lessons at this young age, it benefits everyone in the class and throughout the center. We are raising awareness of disabilities and erasing ignorance. Through this, there becomes more acceptance of those who may be different from us. The beneficiary isn't Fatima alone – it extends throughout a much wider circle." Today, through the UNICEF initiative that helped bring Fatima to Dar al Sadaka, has helped the misperceptions of a community.





Organizations per district

The achievements described in this dashboard are the collective work of the following 30 organizations:

ADRA, Al-Fayhaa, Alpha, AMEL, Ana Aqra, ANERA, AVSI, Caritas Lebanon, CWW, Fista, Humanity & Inclusion, IRC, LOST, Mouvement Social, NRC, NRDC, Rahma, RI, Safadi F., SCI, TdH-It, TdH-L, WCH, WVI, Makassed, SBO, UNHCR, UNICEF and UNRWA.

