



EDUCATION SECTOR

PEOPLE IN NEED



PEOPLE TARGETED



REQUIREMENTS(US\$)



PARTNERS



GENDER MARKER



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SECTOR OUTCOMES

Outcome #1

\$333.9 m

Enhance access to, and demand from, children youth, and their caregivers, for equitable formal or regulated non-formal education.

Indicators

Number of students (age 3-18) enrolled in formal education.

Outcome #2

\$21.6 m

Enhance quality of education services and learning environment to ensure grade-appropriate learning outcomes for children and youth.

Indicators

Completion rates by education cycle (% of children and youth of the corresponding graduation age who have completed a cycle/passage rate by end of basic cycle).

Retention rates by cycle (% of students who were at school the last scholastic year who remain at school the next scholastic year).

Transition rates by cycle (% of students at the last grade of one cycle the last scholastic year who are at the first grade of the next cycle the next scholastic year).

Number of students in public schools successful in grade 3 and grade 6 learning assessment tests.

Percentage of children and youth attending regulated NFE who transitioned to formal education.

Outcome #3

\$4.45 m

Enhance governance and managerial capacities of RACE 2 implementing institutions to plan, budget, deliver, monitor and evaluate education services.

Indicators

CERD Annual Statistics yearbook is published by 01 August every year for the last academic year inclusive of all refugee education data.

Annual RACE 2 operational and financial plan and report available.

POPULATION BREAKDOWN

POPULATION COHORT	PEOPLE IN NEED	PEOPLE TARGETED	51% Female	49% Male
Lebanese	451,323	240,000	122,400	117,600
Displaced Syrians	687,661	214,000	109,140	104,860
Palestinian Refugees from Syria	9,753	5,901	3,010	2,891
Palestinian Refugees in Lebanon	36,286	7,927	4,043	3,884

Overall sector strategy

The protracted nature of the Syria crisis, which entered its ninth year in March 2019, has overstretched the capacity of the public education system in Lebanon. To address the critical education needs of thousands of school age, vulnerable Lebanese and displaced Syrian children in Lebanon, the Ministry of Education and Higher Education (MEHE) has drawn up the Reaching All Children with Education Plans (RACE I: 2014-2016 and RACE II: 2017-2021).ⁱ

The overarching goal of the current Education sector strategy, i.e. RACE II, is that “the Lebanese national education system is able to provide equitable access to quality education opportunities for all children and youth.” The Education sector, led by MEHE, collaborates towards this goal through three main, but equally important, areas of intervention:

1. **ACCESS** to education opportunities: By enhancing access to, and demand from children, youth, and their caregivers, equitable formal or regulated non-formal education;
2. **QUALITY** of education services: By enhancing quality of education services and learning environments to ensure grade-appropriate learning outcomes for children and youth; and
3. **GOVERNANCE** of education systems: By enhancing governance and managerial capacities of RACE II implementing institutions to plan, budget, deliver, monitor, and evaluate education services.

To achieve this, the Education sector aims to drive measurable changes on three key levels:

At the child and community level: Sector partners will continue to reach out to the most marginalized and vulnerable populations – Lebanese and displaced Syrians alike. Communities will be supported to change their behaviours from negative coping strategies (a consequence of poverty) towards sustained, positive, and informed decisions that engage with education services and institutions. This increase in demand for education will be accompanied by comprehensive subsidies by education services providers to offset the opportunity costs of poorer children enrolling in education opportunities. This includes the opening of an additional shift in public schools to accommodate additional students as well as the subsidies (both in formal and non-formal education) towards enrolment fees, transportation, textbooks, and learning supplies. In addition, partners will support the improvement of learning spaces – both public schools and non-formal education (NFE) centres – by supporting the winterization of premises, rehabilitation of built spaces, and accessibility modifications, to name a few. The assumptions assembled around these set of interventions, holds that sustained behaviour change interventions and comprehensive subsidies to offset opportunity costs will increase the demand for, and

access to, formal and non-formal education. This would support the overall goal of reducing the numbers of children either out of school or out of learning.

At the service delivery level: Institutional stakeholders will coordinate to improve the quality of instruction and learning environments – both in public schools and NFE learning centres. These interventions are predicated on policies/reforms organized at the institutional level – through MEHE

- This includes the roll-out of the child protection policy inside public schools (iteratively across all schools in Lebanon), the training of public-school teachers on child-centred pedagogy (including modules in differentiated instruction, inclusion, gender, teaching with technology, etc.), and the opening of pilot inclusive schools to mainstream children with disabilities into public schools. This also includes the deployment of psychosocial support and health staff; and regular/formal monitoring of teaching practices in all second shift schools. These interventions combined, will contribute to improve the teaching and learning environment for students enrolled in public school – with the assumption that such interventions will improve attendance, reduce drop-out, and improve real learning outcomes for children.
- For those children who are out of formal education, MEHE has designed – in collaboration with key technical partners – the Non-Formal Pathway as a means for out-of-school children to transition into formal education. This is an important initiative because it includes the standardization of non-formal education content (mirroring the Lebanese curriculum) for all age group, from 3 to 18 years of age. The corresponding programmes that have been deployed in communities are community-based Early Childhood Education (ECE), Basic Literacy and Numeracy (BLN), and the Accelerated Learning Programme (ALP). MEHE has also introduced standard operating procedures to maintain minimum standards for the operationalization of these programmes. Going forward, much value would be added by also agreeing on minimum standards on child protection, accessibility, and learning measurement for non-formal programmes. It is assumed that standardizing the quality of non-formal programmes with a clear transition pathway – will support out-of-school children to learn sufficiently well to be eligible for entry into formal education.

At the institutional level: MEHE will continuously invest in strengthening existing systems (i.e., data collection, deployment of trained teaching corps and MEHE staff, developing teacher performance and monitoring standards for formal education, and administering the public-school system). In addition, MEHE will invest in the design of evidence-based and data driven child-friendly policies, the measurement of learning achievements beyond grade-to-grade transition and

public examinations, developing durable partnerships, designing a solid contingency plan, and creating a platform to coordinate the delivery of education programming. The combination of these system-level interventions – is assumed to support a systematic shift towards a more child-centred, policy-driven, and empowered governance structure of MEHE and its public school system. An accessible and well-governed public education system will directly impact the learning and education of children enrolled in Lebanese public schools.

By achieving the three main objectives of the Education sector, stakeholder interventions will contribute to ensuring the protection of vulnerable populations, supporting service provision through national systems, and supporting the reinforcement of Lebanon's economic, social, and environmental stability. To achieve these objectives, the sector strategy functions from the premise that if Lebanon has a strengthened education system for more inclusive gender-equitable access to quality education and learning, and if it can provide better employability, personal empowerment and skill sets to its people, then all children, especially the most vulnerable will have the opportunity to learn. A better response will be achieved through complementarity among sectors, and the best way to ensure that all school-aged children are reached with learning and are retained in education programmes is through ensuring the well-being of the child through a more integrated and inclusive approach to the programming and the response. The education strategy has been developed based on the assumption that other sectors will be working under these same general guiding principles and will have the same willingness to cooperate for the best interests of children and youth.

The sector acknowledges that children with disabilities continue to face considerable barriers accessing education opportunities, including prevailing social norms and attitudes towards disability, a lack of budgetary allocations supporting inclusion to the public education system, limited teacher capacity, a lack of effective teaching strategies to provide appropriate instruction, and limited access to schools with adequate facilities. In this respect, the sector strategy ensures that education fosters inclusion, human rights awareness and conflict resolution, and empowers girls and women by increasing their chances of employment, staying healthy, and participating fully in society.

The education plan for Palestinian refugee children is led by UNRWA and focuses on enrolment support for formal basic education, inclusive education, and psychosocial support. In particular, UNRWA continues to engage with partners to expand educational and learning support services for children to provide them with targeted support including psychosocial support, learning support, vocational training opportunities, and referrals to alternative education pathways. During 2019-2020, UNRWA continues to support the inclusion/integration of Palestinian refugee students from Syria with Palestinian refugees from Lebanon.

LCRP impact, sector outcomes, outputs and indicators

As of July 2019, more than one million children and youth in Lebanon aged 3-18 years, from all nationalities, were enrolled in formal education, in either public, private or subsidized schools and institutions, more than 722,000 of whom in the compulsory school age group (6-14 years).ⁱⁱ

Priority response areas for 2020 will continue to build on the existing education programme and work towards improving access, addressing retention barriers, improving quality, equity and inclusiveness, and strengthening national capacities and systems through achieving the three overarching objectives.

Outcome 1: Improved Demand and Access to Education Opportunities

The first outcome that the sector strategy addresses is enhancing access to, and demand for, equitable formal education or regulated non-formal education for children, youth, and their caregivers in Lebanon.

During the 2018-2019 school year, implementation results of RACE II were significant, including through enhancing the ability of the education system in Lebanon to host a large number of students.

Working children, particularly those engaged in the worst forms of child labour, are among the most vulnerable that are left behind. Children and families in these areas face several educational challenges that require systemic interventions to improve absorption capacity, to accommodate for refugees' demands, and to overcome economic barriers and language difficulties. The risk of child marriage, sexual and gender-based violence (SGBV), and other negative coping mechanism remains high. Young men work to support their families at the expense of continued education.

The protracted situation and the economic situation have not only adversely affected displaced populations, but all of the most vulnerable, regardless of nationality. The number of Lebanese children between 6-14 dropping out of school to engage in child labour in order to support their families economically, continues to increase. In addition, a number of students have had to move from private to public schools for economic reasons as well. In secondary education, which is not compulsory nor free, the most vulnerable Lebanese are at a high risk of dropping out from school for not being able to pay their registration fees and education-related costs such as textbooks. An increasing number of Lebanese children in public schools will force schools to prioritize in the first shift, thus pushing more displaced Syrian children into already saturated second shift schools.

Given the alarming percentages of out-of-school children, especially among displaced communities, the sector has a joint responsibility to design more innovative programmes and initiatives that aim to address the unmet educational needs of children who

are out of school – the hardest to reach.

In order for demand-generation to be more effective, there needs to be a supply side that is adequate enough to ensure that absorption and retention are possible. There is a risk that schools have limited capacity and that funding for non-formal education remains lower than needed. In order to ensure that the demand is met, the sector strategy focuses on different levels of objectives, including improving physical access and environment, improving quality of education and learning, and ensuring that systems are adequately strengthened to respond to the needs of the most vulnerable and to build for a sustainability that goes beyond the crisis at hand.

However, there is still a scope to increase enrolment, strengthen demand, and improve infrastructure in the Education sector. To achieve improved access to education opportunities, the sector response plan focuses on two outputs.

Output 1.1 – Children, youth, and their caregivers, are provided with the necessary support to increase their demand for formal education or regulated non-formal education

Moving from the premise that lack of access to information and knowledge as well as the availability of programmes are not the only barriers to education, and that the current increased level of poverty and unemployment rate are pushing more children into a work situation and out of education, the sector strategy will look into more creative alternative methods to increase demand on non-formal education and regulated systems.

Such methods will include more integrated and effective outreach approaches, relying on the assumption that other sectors will also be focusing on the same level of outreach. Outreach will also aim to increase the engagement of parents in education, in order to change their thinking towards education and send their children to formal or non-formal education. The sector aims to work closely with the Child Protection Working Group and Health sector, as well as with different youth programmes, to ensure that those in need are reached through outreach and referral.

The sector will continue to provide basic assistance and transportation but will also focus on exploring different modalities. Various transportation modalities that have been used will be revisited, to ensure that they contribute to the retention of children in schools. One of the main issues that the sector will focus on is on better support for dropouts, which has been insufficiently addressed so far. Close coordination with the Basic Assistance and Livelihoods sectors will be necessary to ensure that the needs and ways forward are identified for the best interest of the children.

To encourage children to stay in schools or learning spaces, and for parents to send their children and keep them there, new incentives will be explored. For this to happen, the sector will focus on strengthening its work on parent engagement. It will also maintain a proper

coordination mechanism within the sector, as well as joint quarterly sector meetings at the field level where proper engagement is done with other relevant sectors such as Livelihoods, Health, Child Protection, and Water.

Partners will continue to engage in the provision of recreational activities for boys and girls and the distribution of recreational kits to mitigate the psychosocial impact of violence and displacement, foster inclusion and human rights awareness, and maintain and improve the well-being of children.

Output 1.2 – Children and youth have improved access to appropriately equipped public schools and learning centres especially in underserved areas

According to MEHE, more than one third of the country's public schools are in bad condition and in need of major rehabilitation. In addition, 42 percent of MEHE public school premises are rented, and some rentals are located in residential buildings and not school buildings.

Rehabilitation and construction of schools, thus, will remain a priority, particularly in underserved areas and areas with a high concentration of displaced Syrians. MEHE will adopt a comprehensive approach to school rehabilitation, building on best practices and lessons learned through interventions led by various donors, the Government and partners to increase educational access, with a particular focus on girls and children with special needs. Selected schools will be equipped with gender-sensitive latrines and other facilities such as arts, music, sports, sciences and information technology laboratories, based on MEHE's standards.

In addition, the sector strategy focuses on adding physical improvements to non-formal education structures to ensure a safer learning environment that complies with international child protection standards, including proper accessibility and equipment for children with special needs. The sector will seek the support of the Child Protection Working Group as well as the Water sector to ensure appropriate standards of water safety and hygiene in both schools and learning spaces.

Outcome 2 – Improved Quality of Education Services

The second outcome of the sector strategy addresses enhancing the quality of education services and learning environments to ensure grade-appropriate learning outcomes for children and youth. It focuses on delivering quality education services and learning environments throughout the continuum of formal and non-formal schooling pathways, to ensure meaningful and grade-appropriate learning for children and youth. In the RACE II, MEHE has been able to improve access to, and quality of, and a range of complementary educational services, including non-formal education.

In spite of all the effort put into improving the quality of education services and learning environment, there remain several challenges that delay the full achievement of the outcome. However, the sector will continue to aim for improved results through providing professional development to education personnel as well as through

ensuring a child friendly environment in schools and learning centres.

Output 2.1 – Teachers, education personnel, and educators have enhanced capacities to provide learner-centred pedagogy in public schools or learning spaces

The key role of teachers and educators, the importance of school governance, and the potential of community engagement in learning, are prioritized. The Center for Educational Research and Development (CERD) and the General Directorate of Education (GDE) at MEHE/ Direction d'Orientation Pédagogique et Scolaire (DOPS) will continue to lead the design and roll-out of the many interventions under this Outcome. The RACE Project Management Unit (PMU) will ensure that standards set by these institutions are followed as relevant.

Additional effort is required to improve the quality of both formal and non-formal education in 2020. Despite several learning packages and system support policies and plans that have been developed throughout the last few years, more training is required for teachers and educators to roll out these policies and implement learner-centred approaches.

All categories of personnel in the Education sector will be provided with support to enhance their capacities:

- Teachers (tenured and contracted teachers working in Lebanese public schools, including in second shift);
- Education personnel (school directors and supervisors working in Lebanese public schools); and
- Education personnel recruited to provide NFE content in learning spaces.

For education personnel, training packages are being developed to support the development of management and financial competencies required for the implementation of School Improvement Plans (SIPs). The aim is to strengthen the educational role of school directors. Educators in learning spaces will be advised on the minimum criteria for competencies required by a non-formal education educator for regulated programmes, in partnership with CERD and PMU. CERD will also assist in improving the quality of non-formal education by training educators on regulated non-formal education packages.

To measure the quality of teaching and learning, MEHE/GDE will be in charge of monitoring visits to second-shift schools through DOPS counsellors, to support, coach and guide teaching staff and ensure that they adhere to national performance standards.

The capacity of the Palestinian teaching workforce will also be enhanced through in-service trainings and trainings on Individual Education (IE) and Individual Education Plans (IEP) to be delivered to newly appointed education staff, thereby strengthening the identification and response process to student's needs. Training on psychosocial support will continue to be delivered with a view to enhance the cohesion between Palestine students from Syria and Palestine students from Lebanon and to improve retention.

Output 2.2 – Teachers and education personnel at the school level and educators in learning spaces are capacitated to contribute to inclusive, safe, healthy, and protective environments

Accountability and governance at the school level requires support from school personnel in the administration of schools and the involvement of communities in the education of their children. Activities with school directors, teachers and parents will focus on greater engagement, meaningful classroom instruction, and inclusive leadership in schools, in order to be more child friendly.

The sector will focus on school improvement plans to provide inclusive, safe, healthy and protective environments (in both second shift schools and regulated NFE learning spaces). The following interventions will be supervised by PMU:

A minimum of two health checks per year will be guaranteed for each student enrolled in second shift schools. Health counsellors will follow students' medical files and monitor the quality of health checks performed by school doctors. The health counsellors will continue to follow up and conduct hygiene awareness sessions and observations to improve the health of students;

In line with the Child Protection Policy developed by MEHE, GDE/DOPS Central has rolled out to teachers, education personnel and psychosocial support counsellors, national protocols for the identification and referral of any student impacted by violence at school, at home, or in their community. During the school year 2019/2020, MEHE – in collaboration with UNICEF – is developing an Operational Framework for the policy outlining the main actions and activities for MEHE to undertake to ensure that schools are safe and protective of children. A hotline and email address are available at MEHE for reporting cases of violence. The Child Protection Unit at MEHE/GDE is receiving and processing these cases in accordance with the referral process.

- School personnel and NFE educators will be trained to ensure active involvement in the appropriate referral of children and youth with specific needs (whether physical or cognitive)
- The sector will work with the Child Protection Working Group on ensuring minimum protection safeguards are available in NFE classrooms, and on the needed referral and follow-up with caregivers.
- The sector will work with the Health sector to ensure that children in NFE spaces are enjoying access to proper health care and follow-up.

Students identified as at risk of dropping-out will continue to be assisted with retention support activities under the supervision of PMU, such as homework or language support programmes. Remedial support is also provided during summer vacations. Homework support programmes are implemented either inside the school or in community centres/tents and are implemented through eligible NGO partners.

Links between schools and displaced communities are strengthened through Education Community Liaisons

(ECLs) and Community Liaison Volunteers, who will continue to provide personalized follow-up to displaced Syrian students and assist communities in addressing or finding solutions for issues such as bullying, violence, or discrimination, that often lead to children dropping out. These liaisons will follow up on absenteeism and identify and prevent cases of violence both inside and outside of school and in the community, while promoting tolerance and peaceful coexistence. UNRWA's School Counsellors will work alongside the school administration, children, caregivers, student parliaments and parent/teacher associations to create an enabling environment for children where they are safe and protected; they will serve as frontline focal persons for all psychosocial support and protection matters in schools.

The sector will continue to work towards providing inclusive education in public schools through the 30 pilot "Inclusive Schools". The objective of this programme is to operationalize and test a model of inclusive education in Lebanon and scale-up and inform inclusive education policy development. The sector will continue with the training and sensitization of teachers and school principals and through the continuous use of the inclusion kits which consist of games and activities directed at developing different cognitive and psychomotor skills of the child.

Palestinian refugee students will continue to benefit from learning support through summer learning activities organized during the summer vacations. UNRWA will continue also to support students with disabilities to access special education through subsidies to cover respective tuition fees, where mainstream schooling appears not to be the best development option for them. The Agency's efforts to respond to children's special needs are complemented through the referral to therapeutic consultations where required.

As part of the strategy, there will be capacity strengthening to ensure that all sector partners have the same level of knowledge concerning child protection (identification and referral); gender-based violence; inclusion, basic water, sanitation and hygiene, in order to ensure that children's well-being is met in all NFE centres and activities to the highest standards. Partners, especially at the field level, will also benefit from additional support in contingency planning and preparedness on scenarios that have not been previously accounted for in contingency plans.

Output 2.3 – Children in public schools and learning spaces have enhanced capabilities and life skills through additional operational subjects and extra-curricular activities

Non-Lebanese children in public schools and learning spaces will benefit from additional support to develop their technical and life skills. Education and learning for these children will include recreational activities, as well as operational/practical subjects that will help develop their life skills and non-academic skills, based on their preferences and on market needs, especially for the

youth. This will build on ongoing efforts also by partners on life skills, socio-emotional skills, and recreational activities.

Outcome 3 – Strengthened Capacity of the Education System

The third sector outcome addresses interventions that enhance governance and managerial capacities of RACE II implementing partners to plan, budget, and monitor the delivery of public education services.

There have been several key successes under this outcome during this past year. For example, the Child Protection in Schools Policy, launched by MEHE in 2018 – continues to be iteratively rolled out across hundreds of public schools across Lebanon. Institutionally, a central Child Protection Hotline was established directly with schools and school communities and is currently being used to support the safe and confidential reporting of instances of protection violations to MEHE.

Another key systems success was the continued roll-out of MEHE's Inclusive Schools Pilot in 30 public schools, in partnership with the United Nations. A "rolling lessons-learned" exercise from each of these public schools is systematically feeding back into MEHE's strategic vision about the future of Lebanese schools mainstreaming children with special needs into all public school premises. Several learning initiatives were also undertaken by MEHE in partnership with the UN and other governments. These significant achievements strides are moving MEHE towards the initial broad designs for an inclusive education policy for Lebanon. However, considerable challenges exist in the recruitment of qualified paraprofessionals, particularly in remote areas. The accessibility of schools is another barrier, as not all schools are adjusted for motor disability. Many of the schools are currently at full capacity, with no space available for additional children, which makes the scale-up to more schools a priority.

Also, the Basic Literacy and Numeracy (BLN) programme and the Secondary Accelerated Learning Programme (SALP) are still under design. Education sector partners will support MEHE in improving the quality of NFE delivery by jointly agreeing on minimum standards for protection services, psychosocial support services, and life skills education in the content of all the regulated NFE programmes. In the meantime, MEHE successfully launched its NFE national policy in 2019.

To strengthen these already important initiatives into the public education system, more efforts must be directed toward collecting and analysing national education data, improving the quality of teaching, and developing curricula. One of the major sector gaps is timely national education data that can be meaningful and used for programming or policy interventions.

The sector lacks a proper contingency plan to respond to potential emergency scenarios that might affect Lebanon, including financial crises and civil unrest, which might disrupt schools and NFE activities, thus affecting

the quality of learning for the children.

Despite these challenges, MEHE is progressing on policy formation and implementation to properly address barriers and strengthen education delivery. It has indicated that the following main areas will form its strategic plan under Outcome 3:

Output 3.1 – CERD is capacitated to administer an effective education management information system

CERD – as the statistical and research institution – will lead the design, training, and roll-out of a national education management information system that will enable the timely and accurate collection and analysis of education-related data. For enrolment data on displaced Syrians, PMU will ensure data credibility, within the same timelines for second shift public schools as well as regulated non-formal education progress. CERD will ensure the timely analysis and dissemination of disaggregated education data with partners to identify gaps and inform programmatic decision-making.

Output 3.2 – Revised curricula for schools and non-formal education programmes are developed and endorsed to improve quality learning, life skills, and employability for children and youth

The curriculum revision process, led by a National Higher Committee and conducted by CERD, will be guided by the conceptualization of a learner-centred pedagogy, and will include key competencies that cover the cognitive, individual, instrumental, and social dimensions of learning. The revised curriculum will address life skills, personal empowerment, employability, and social cohesion (such as analytical thinking, problem solving, creativity, teamwork, tolerance, respect for diversity, etc.). CERD envisions a consultative revision process, and will be soliciting inputs from technical experts, education partners, teachers, and parents through an e-platform. Upon approval from the National Higher Committee, the curriculum will be piloted in selected schools. The feedback from the pilot process will be incorporated into the final curriculum before national textbooks are designed.

The sector will aim to have minimum quality criteria in place in NFE classrooms in terms of ensuring children’s well-being, with an inclusive environment respectful of the protection of children, delivering the same level of quality learning to all children in NFE.

Output 3.3 – Appropriate policy frameworks are endorsed and implemented to regulate education programmes and services, strengthen school management, and professionalize teaching services

To better support the various systems interventions planned under RACE II, the following frameworks, standards and strategies in development for operationalization will be further supported:

- Policy framework for special needs education. A national study, led by the MoSA and supported by MEHE, is currently assessing existing national safety nets and social discourse surrounding children with specific needs. The

study will assess the extent to which rights (legal, welfare, and social) are afforded to children and youth in Lebanon with cognitive, physical or sensory difficulties. The study aims to serve as a reference for relevant ministries and to support them in better addressing existing policy gaps.

- Based on the lessons learned from the inclusive education pilot programme and consultations with organizations, parents, schools and relevant ministries, MEHE will develop an inclusive education policy to ensure access for every learner to quality education in safe inclusive settings. MEHE’s Education in Emergencies Committee will, in collaboration with the PMU, also define standards for the physical learning spaces proposed for implementation of regulated NFE programmes. This will be linked to the further roll-out of its Child Protection Policy, launched in 2018, aiming to increase the credibility of public schools as protective, inclusive spaces for child-centred learning, able to prevent violence and provide a safe learning environment to all children. Upon endorsement, such spaces will be formally referred to as “learning spaces.” Likewise, minimum professional standards will be proposed for any educator personnel recruited for the implementation of NFE programmes in learning spaces.
- Risk screening of public schools, vocational schools, and teaching training centres under the National School Safety Plan (NSSP), including roll-out of Disaster Risk Management (DRM). The Disaster risk management (DRM) concepts and disaster risk reduction (DRR) principles, developed under the National School Safety Programme (NSSP), are in need of updating and integration into the curriculum. Future planned steps include refinement of the qualitative risk assessment and categorization of school buildings into different structural categories. The feasibility of the different retro-fitting options for each structural type will then be assessed. The results will further strengthen the evidence-based approach of a DRR policy for school construction and rehabilitation. Finally, a scaled-up awareness campaign to cover all public schools on DRM concepts and DRR principles is needed.

Output 3.4 – PMU, in collaboration with CERD and GDE, is capacitated to lead RACE II with MEHE departments and relevant education stakeholders

PMU will continue to coordinate RACE II with several entities, including UN agencies, donors, the NGO sub-committee, and academic institutions, in addition to the high-level engagement at the RACE Executive Committee (REC) and the Education sector. PMU will ensure inter-departmental coordination within MEHE, so that RACE II implementation is guided by coherent decisions from the relevant MEHE institutions.

As the main institutional implementers of RACE II, PMU, GDE and CERD all require capacity support in the areas of project administration, procurement, monitoring, and financial management. Existing technical capacities and staffing structures will be assessed by an external consulting firm to better understand current

functionality compared to projected needs. A detailed technical assistance plan will be drawn up, proposing solutions for current capacity issues. Implementation of this plan will occur iteratively over the five years of RACE II implementation, with standards and performance milestones set for planning, human resource management, financial frameworks, and procurement processes. Assurance functions will be built-in in the form of external and (eventually) internal audits.

Mainstreaming of accountability to affected populations, protection, conflict sensitivity, age and gender, youth, persons with specific needs, and environment

Accountability to affected populations

Information-sharing and clear communication channels between affected communities and service providers are a priority for the Education sector. It is most important for the sector to ensure that people receiving support are heard and are taking part in identifying their needs, that they are aware of all information related to the services being provided to them and the referral pathways that are available, and that they have effective feedback channels as well as complaints and response mechanisms. In order to have more effective accountability to affected populations, the sector will work closely with other sectors to identify collective barriers and opportunities, to ensure an integrated approach with the affected communities to address these. The sector worked with the Child Protection Working Group to ensure that child protection cases in schools are reported and followed up, through a clear system based on the Child Protection Policy. More work will be done this year to make sure that children and youth in learning spaces have child protection safeguards and feedback/complaint mechanisms that are similar to those available in formal education.

Protection

Education provides children with safe learning spaces, brings normalcy to their lives, provides psychosocial support, and helps identify children who are at risk or are victims of violence, abuse, or exploitation. Violence, abuse and exploitation negatively affect children's educational achievements and consequently their short- and long-term well-being and ability to achieve their full potential. To ensure complementarity, the Education and Protection sectors work together strongly and meet on a regular basis. Activities where the sectors collaborate include psychosocial support and teacher training on child protection and joint information initiatives to ensure children – including adolescent boys and girls – have access to formal and non-formal education, and community-based psychosocial support and educative activities that support children and youth deal with

immediate shocks (e.g. community-wide demolitions and evictions) and develop resilience. Psychosocial support and school counsellors will play a key role in ensuring the continuum of services for children, from detection and evaluation to referral.

Conflict sensitivity

Education is a concern for all parents and can, therefore, bring communities closer together. Stronger interaction between host and displaced communities is encouraged, with a focus on the academic well-being of children. This provides a key opportunity to positively engage community members and pave the way to mitigating social tensions and enhancing conflict sensitivity between displaced Syrians and host communities. Education builds bridges between children and parents from different groups and can have a strong mitigating impact on potential conflicts and sources of tension. Peace Education Initiatives and messages on Prevention of Violence and Extremism (PVE) will therefore play a stronger role in the sector in the coming years, particularly in building capacity to address differences/tensions between children and youth from different backgrounds in the same school, in order to strengthen social cohesion inside the classroom, school premises, and beyond. Trainings on conflict transformation, mediation skills, citizenship, civic participation and intercultural dialogue will also be implemented to promote social cohesion among Lebanese youth, and between Lebanese and non-Lebanese youth.

Gender

Gender parity is achieved in education at primary level, while at secondary level there is a gender parity index of 1.1, with 51 percent male. However, disparities at the district level and socio-economic status are more pronounced. The number of girls and boys not enrolling in school, or dropping out, is similar; however, it is triggered by different reasons. An alarming number of girls are subjected to exposed to child marriage¹. Adolescent girls face gender-based violence. On the other hand, some of the most vulnerable boys and youth are being recruited as workers. Gender parity in outreach to children seeks to provide both girls and boys with equal opportunities for enrolment in public schools.

Moreover, initiatives are planned by education partners to enhance the gender sensitivity of the overall school environment, including training teachers on SGBV, human rights, and safe referral mechanisms, promoting gender diversity among teachers and school administrative staff, developing and advocating for policies that promote gender equality, revising the curriculum and textbooks, and conducting training and awareness sessions for community workers, parents, and school principals on gender equality.

The Education sector is also looking into strengthening collaboration with other sectors, to jointly achieve goals on SGBV risk reduction, including training on child protection for school staff; training on safe identification

(1) Ministry of Social Affairs, UNICEF (2016), Baseline Survey.

Total sector needs and targets 2019

Population Cohort	Total Population in Need	Targeted Population	No. of Females	No. of Males	No. of Children (0-17)	No. of Adolescents (10-17)	No. of Youth (18-24)
Lebanese	451,323	229,100					
Displaced Syrians	705,000	254,243					
Palestinian Refugees from Syria	14,041	5,901					
Palestinian Refugees from Lebanon	62,512	7,927					
GRAND TOTAL	1,232,883	497,171					

and referrals for child survivors; advocacy on child marriage; protection interventions (safety monitoring of routes/transportation options to/from schools); WASH and shelter interventions (safe school/latrine rehabilitation and maintenance; and distribution of hygiene kits/menstrual hygiene management materials to adolescent girl students).

Youth

More targeted outreach for youth is required, to refer those who are out-of-learning to appropriate opportunities, and to raise awareness on the value of education for the future of young girls and boys. Therefore, programmes are needed to support school-readiness, retention, and transition to higher grades – specifically for youth. This includes language support programmes offered at secondary schools to ensure retention in education. Youth-led initiatives and engaging youth in educational and meaningful activities will not only empower them, but also increase social stability. So far, most programmes for youth have focused on access to formal secondary education and life skills education. In 2020, stronger focus will be placed on enrolling adolescents and youth in Technical Vocational Education (TVE), including short technical courses implemented in MEHE TVE schools under guidance of DGTVE, on non-formal education, and on remedial support.

Persons with disabilities

As indicated in the strategy above, the Education sector will continue to work towards improved inclusivity and non-discrimination, with a focus on improved physical accessibility as well as inclusive programming, curricula and professional development of teachers, staff and educators on inclusive education models. The sector has included inclusion as a main component in all the outcomes and outputs of the strategy.

Environment

Environmental education is part of the hygiene-promotion curriculum and will be implemented through teacher training and the provision of teacher tools.

Endnotes

- i. Available at <http://racepmulebanon.com/index.php/features-mainmenu-47/race2-article>.
- ii. CERD, 2019.

Sector Logframe

Outcome 1: Enhance access to, and demand from, children youth, and their caregivers, for equitable formal or regulated non-formal education

Indicator 1	Description	Means of Verification	Unit	Frequency
Number of students (age 3 to 18) enrolled in formal education	Covering costs for public school 1st shift/school rent / counselors/provision of transportation for vulnerable boys/girls	SIMS/MEHE Second Shift database (Compiler), MEHE	Child	Yearly
 Lebanese	 Displaced Syrians	 Palestinian Refugees from Syria (PRS)	 Palestinian Refugees from Lebanon (PRL)	
Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020
	230,000	214,000	4,853	6,597

Outcome 2: Enhance quality of education services and learning environment to ensure grade-appropriate learning outcomes for children and youth

Indicator 1	Description	Means of Verification	Unit	Frequency
Completion rates by cycle	Percentage of children and youth of the corresponding graduation age who have completed a cycle/ passage rate by end of basic cycle	CERD/ MEHE registration database/SIMS. MEHE	Children	3 years
 Lebanese	 Displaced Syrians	 Palestinian Refugees from Syria (PRS)	 Palestinian Refugees from Lebanon (PRL)	
Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020
Cycle 1 96%	Cycle 1 68%			
Cycle 2 87%	Cycle 2 51%			
Cycle 3 78%	Cycle 3 52%			

Indicator 2	Description	Means of Verification	Unit	Frequency
Retention rates by cycle	Percentage of students who were at school the last scholastic year who remain at school the next scholastic year	CERD/ MEHE registration database/SIMS. MEHE	Children	3 years
 Lebanese	 Displaced Syrians	 Palestinian Refugees from Syria (PRS)	 Palestinian Refugees from Lebanon (PRL)	
Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020
99%	Cycle 1 99%			99%
	Cycle 2 94%			94%
	Cycle 3 93%			93%

Indicator 3	Description	Means of Verification	Unit	Frequency
Transition rates by cycle	Percentage of students at the last grade of one cycle the last scholastic year who are at the first grade of the next cycle the next scholastic year	CERD/ MEHE registration database/SIMS, MEHE	Children	3 years
 Lebanese	 Displaced Syrians	 Palestinian Refugees from Syria (PRS)	 Palestinian Refugees from Lebanon (PRL)	
Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020
Cycle 1 - 2 100%	Cycle 1 - 2 96%			
Cycle 2 - 3 94%	Cycle 2 - 3 82%			
Cycle 3 - Secondary 91%	Cycle 3 - Secondary 82%			
Indicator 4	Description	Means of Verification	Unit	Frequency
Number of students in public schools successful in grade 3 and grade 6 learning assessment tests		CERD/ MEHE registration database/SIMS. MEHE	Children	
 Lebanese	 Displaced Syrians	 Palestinian Refugees from Syria (PRS)	 Palestinian Refugees from Lebanon (PRL)	
Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020
Indicator 5	Description	Means of Verification	Unit	Frequency
Percentage of children and youth attending regulated NFE who transitioned to formal education	Transition rates from NFE to Formal Education	Cross check of CLM with MEHE registration database/SIMS. Education Partners and MEHE	Children	Yearly
 Lebanese	 Displaced Syrians	 Palestinian Refugees from Syria (PRS)	 Palestinian Refugees from Lebanon (PRL)	
Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020	Baseline: Result 2018 Result 2019 Target 2020
	ALP 35%:	ALP 65%		

Outcome 3: Enhance governance and managerial capacities of RACE II implementing institutions to plan, budget, deliver, monitor and evaluate education services

Indicator 1	Description	Means of Verification	Unit	Frequency
CERD Annual Statistics yearbook is published by 01 August every year for the last academic year inclusive of all refugee education data				
Indicator 2	Description	Means of Verification	Unit	Frequency
Annual RACE II operational and financial plan and report available	RACE II operational and financial plan	Operational and financial plan and report MEHE		Yearly



Palestinian refugee students from Syria at Media School in Tripoli.
Photo Credit: UNRWA, Maysoun Mustafa, 03/08/2019.