

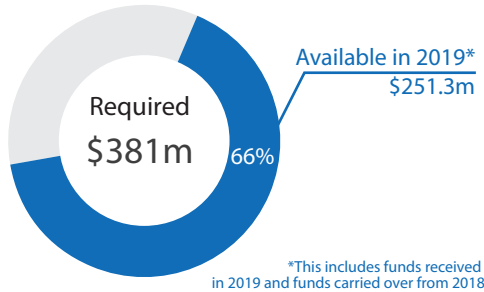


Education - End of Year 2019 Dashboard

This dashboard summarizes the progress made by the Government of Lebanon and Sector 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 end-of-year funding status

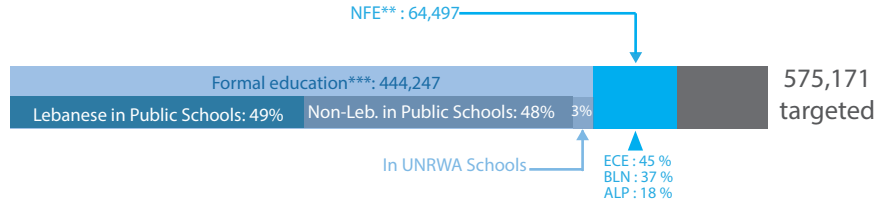
Funding received as of 31 December 2019



Targeted Population groups

1.2 m (People in Need)

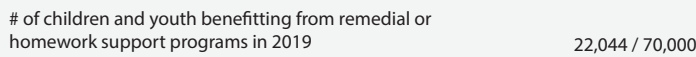
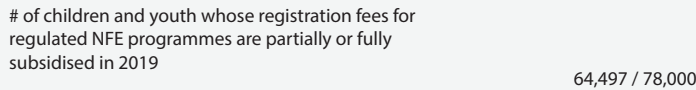
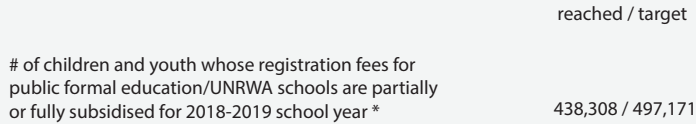
Population enrolled in Learning: 508,744



** NFE (Non-formal education) includes Community-Based Early Childhood Education (CB-ECE) and Basic Literacy and Numeracy (BLN and BLN-Youth) within communities, as well as Accelerated Learning Programs (ALP) which is conducted in public schools. *** This represents number of children enrolled for the school year 2018-2019, noting that Donors' contribution to enroll Lebanese students covers the Parents Council Fund (US\$60/student).

Progress against targets

Outputs



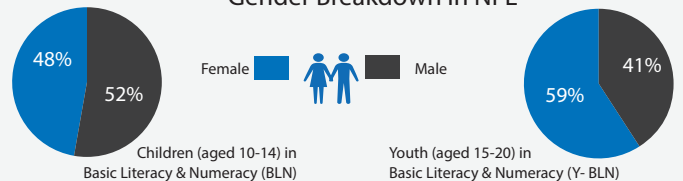
Outcomes

	2017 Baseline				Dec 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	210,966	219,455	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)

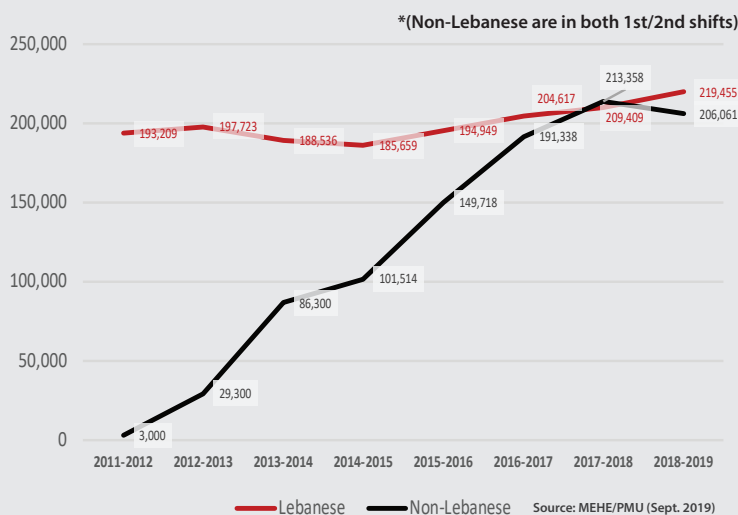
* N/A: No published data on this available.

Gender Breakdown in NFE



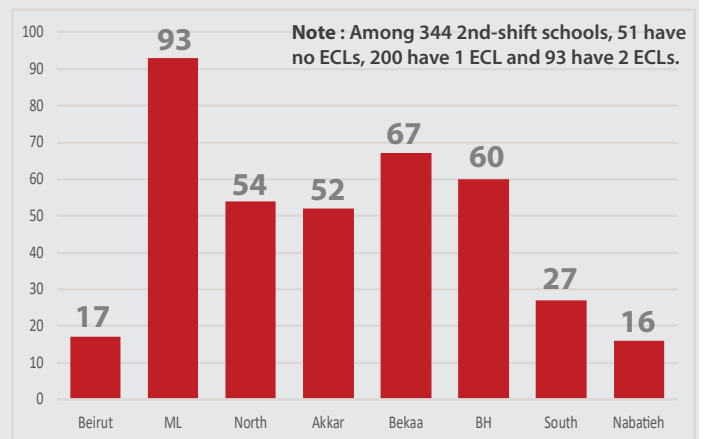
Analysis

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



Distribution of Education Community Liaison volunteers (ECL) in MEHE 2nd-shift schools per Governorate in 2019.

Source: MEHE/PMU.



The Education sector's strategy in response to the Syrian crisis, draws on the MEHE's RACE II strategy (2017-2021), with the objective to increase demand for and access to education, improving the quality of formal and non-formal education, and improved equity and relevance to reach most vulnerable. For the school year 2018-19, approximately 210,000 non-Lebanese and 277,000 Lebanese children, including Secondary level students, were enrolled in public schools ¹, with the most significant uptake of new entrants enrolling in preparatory ECE. All this is in addition to around 104,000 non-Lebanese children enrolled in private and semi-private schools, including UNRWA schools. 56% of non-Lebanese refugee children aged 6-14 were in school during the scholastic year 2018-2019 as follows: 45% of them are enrolled in public schools while 11% in private and semi-private.

The overall sustained levels of enrolment in public schools has been achieved by continued efforts of MEHE to reach all children with education, especially the most vulnerable children, targeted outreach and facilitating efforts by education partners, and consistent donor support². The MEHE/ RACE-PMU have already rolled out several Non-Formal education programs to bridge the access to formal education namely: Accelerated Learning Program (ALP), Preparatory Early Childhood Education (Prep ECE), Community Based Early Childhood Education (CB-ECE), Basic Literacy and Numeracy (BLN Basic and Youth). More than 64,000 children who were not eligible to join formal schools were enrolled in regulated non-formal education.

To improve the quality of teaching, a handbook for quality teaching and learning (QTL) was developed, in partnership between CERD, MEHE, Ana Aqra and Lebanese University- Faculty of Education, based on the lessons learned through the retention support regulated program. This endorsed QTL handbook is expected to support all educators working in emergencies and vulnerable communities with focus on teaching and learning approaches, teacher training and teacher coaching and a full chapter on field implementation guidelines.

Prep-ECE volunteers have been introduced to improve the school environment – especially for pre-primary. The UN has been supporting MEHE's prep-ECE program by supporting the deployment of over 600 volunteers in Second Shift public schools. The role of the volunteers has been essential to help teachers in managing the classroom and ensuring more close supervision and care to the young children to ensure child safety and increasing community involvement.

The Center for Educational Research and Development (CRDP/CERD) Preservice and In-Service Training Bureau (PIBT) developed and conducted training modules in response to identified needs and to support the ongoing agreed upon projects such as the Inclusive Schools Pilot project and the Child Protection Policy project. In addition to the training of 11,245 teachers in 2018, in 2019, CRDP-PIBT conducted 421 training sessions for 7,594 public school teachers (over 80% females) across all Lebanese governorates according to the following disaggregation: 5602 teachers trained on Child Protection, 1,457 teachers trained on Teaching with Technology and 535 teachers trained on inclusion-related modules.

MEHE Child Protection Policy in Schools, developed with technical support from UNICEF, was rolled-out in 300 schools, where two focal points were nominated in each school to support the operationalization of the policy. These focal points, in addition to school directors received induction on key principles of the MEHE policy, key commitments and strategic objectives, as well as on their roles in the referral mechanism of child protection cases. Also, 50 roving PSS counsellors of GDE-DOPS visit schools for prevention and response to child protection concerns and gender-based violence and coach the CP Focal Points. MEHE, in collaboration with UNICEF is developing an Operational Framework for the Policy which outlines the main actions and activities that MEHE would take to ensure schools are safe and protective of children. A hotline and email address are established in MEHE for reporting cases of violence.

CERD in coordination with the MEHE/PMU reviewed and approved "The Better Learning Program (BLP) approach to be implemented in public schools", proposed by the Norwegian Refugee Council. BLP is an evidence-based psychosocial intervention to support children cope with stress and improve their study skills built on research and years of implementation experience. The materials, with a professional development package for all second shift PSS counsellors and a number of first shift Arabic teachers in cycles 1 and 2, was rolled out starting the beginning of school year 2019/2020. The first phase of the project, training Master Trainers on the BLP, started in all second shift schools and in the assigned first shift schools. In addition, PSS activities, aimed to develop social-emotional learning of children, are being conducted in second shift schools by fixed PSS counsellors.

The beginning of 2019-2020 academic year (late 2019), saw challenges, including significant increase in the number of children registering in public school, and teachers' protests, mainly due to economic crisis, as well as lockdown due to large scale protests. The situation resulted in weeks long disruption of and delays in re-opening of formal schools and non-formal education programmes, which are to have effect on 2019-2020 academic year.



Facts and Figures (Jan - Dec. 2019)

28,924	Children (age 3-5) participating in community-based early childhood education (CB-ECE).
15,787	Children (age 6-14) participating in basic literacy and numeracy programme (Basic BLN).
7,984	Youth (15 to 20) participating in youth basic literacy and numeracy programme (Youth BLN).
4,182	Syrian refugee children & youth benefiting from language support programmes in community venues.
822	Children and youth with disabilities and learning difficulties enrolled in CB-ECE and Basic BLN.
150	Education Outreach Volunteers deployed across all UNHCR Field Offices.

Sources: ActivityInfo, UNHCR.

1. As of July 2019, over 1 million children and youth aged 3-18 years old in Lebanon, from all nationalities, are enrolled in formal education in public, private and subsidized schools and institutes, out of which over 722,000 children belong to the compulsory age group (6-14 years).

2. Fourteen donor countries and funds, four UN agencies, and more than 45 national and international NGOs have provided financial, operational, and logistical support to facilitate access to education

KEY CONTRIBUTIONS OF THE SECTOR TO LCRP IMPACTS

The Education Section contributions towards the LCRP impact through the implementation of RACE II have been significant. In 2019, the education sector ensured equitable access to education opportunities which has become evident with the increased enrolment of Lebanese and non-Lebanese children in the public education system in 2018/2019 school years. This plan aims to further the equitable right to a quality and relevant education for all vulnerable children and youth between 3-18 years of age in Lebanon, by addressing policy, systems, quality service-delivery, and demand bottlenecks at the national, subnational, and community levels. In an effort to decrease the number of out-of-school children, the education sector conducted targeted outreach for out-of-school children including those who are most vulnerable, often living in remote areas. MEHE and civil society actors supported more than 64,000 children who were not ready or eligible to join formal schools through regulated non-formal education. For the 2020 coming year, the sector strategy will continue to address enhancing access to, and demand for, equitable formal education or regulated non-formal education for children, youth, and their caregivers in Lebanon.

In 2019, the Education sector supported in strengthening National Education Systems, policies and monitoring. In addition to the Child Protection Policy in Schools that was rolled out in the 300 schools in Lebanon, another key systems' success was the continued implementation of a pilot project on inclusive education for 30 schools in Lebanon to include children with learning difficulties and disabilities in formal public schools. The pilot includes teacher trainings, support of paraprofessional teams, provision of technical supplies to the schools and the children, etc.

Lastly, MEHE launched its Non-Formal Education National Policy which sets up prospects to meet the diverse learning needs for the marginalized children and youth. The policy supports efforts to address quality education for all children and to work towards supporting cohesion and harmony, avoiding conflict and promoting coexistence among the most vulnerable as well as the refugees. Likewise, it provides evidence for how non-formal and lifelong learning could feed together into a coherent framework for the regularization of all education. Its elaboration is aligned with the Sustainable Development Goals, Education Agenda 2030, the long-term development priorities and existing successes driven by Lebanese Government. With a new vision of learning, reflecting national and local contextual realities, each child and youth in Lebanon, regardless of their origin, could become an agent of positive change in society.

CHALLENGES

Despite the successes in reaching large numbers of children, many remain out of school. 44% of compulsory school aged refugee children (6-14-year-old) are out of formal education and 36% are out of any type of learning. These children are missing the critical years of education during their displacement, and are at an increased protection risk including exploitation, physical or sexual violence and discrimination. Working children, particularly those involved in the worst forms of child labor, are among the most vulnerable. These children and families face economic difficulties that hinder their access to education and require support and system that can accommodate their needs, help to overcome economic barriers, and increased absorption capacity in schools. Data has shown that around one third of the children (approximately 39,000) who have been enrolled during the school year 2018/2019 did not show up for the scholastic year 2019-2020, noting that a number of these children enrolled in private schools.

Poverty is known to incentivize the entry of children into the labor market instead of attending school, also hampering the demand for education. Datasets indicate that almost 30 percent of Lebanese households are categorized as poor³, along with 76 percent of Syrian households. The negative perceptions of poor Lebanese and non-Lebanese parents and children regarding the value of education in terms of income-earning potential also contribute to low demand. An Out-of-School children mapping⁴ and profiling of 70,000 mainly non-Lebanese refugee children facing multiple vulnerabilities, highlighted the main barriers that prevented them from sustaining access to school - Labor has been cited by 6% of the 6-14 age cohort and at 25% by the 15-17 cohort as a barrier, while 8% of 6-14-year-old and 11% of 15-17 year-old children indicated negative perception of the value of education⁵.

Demand-side barriers and family priorities have driven many displaced Syrian adolescent girls into child marriage (approximated at 7% from VASyr 2019 findings) resulting in girls not continuing their education; 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. Likewise, enrolment in post-basic education remains low, with only around 8 percent of secondary-school age non-Lebanese youth enrolled in public secondary and TVET schools.

The sector is continuing to work towards supporting inclusion in public education system. Moving in the direction of school across Lebanon becoming fully inclusive, it is a step by step process and implementation is ongoing. 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. Effort have been and are continuing to be put in place in means of tackling these barriers such as intervention for new training approaches targeting special needs, public school renovations, and specialized services being offered.

3. Lebanese Population Planning Figures, LCRP 2017.

4. Out of School Profiling exercise, March 2019.

5. Idem.

Equally, the large-scale protests due to the political and economic crises in Lebanon resulted in many schools being closed and interrupting education of Lebanese and non-Lebanese students. Despite the government and partners' efforts, the challenges are expected to continue, presenting additional budget on public system and families.

KEY PRIORITIES AND GAPS FORESEEN FOR 2020

The key priority response areas for 2020 will be to continue building on the existing education programme and work further toward improving access, addressing retention barriers, improving quality, equity and inclusiveness and strengthening national capacities and systems through achieving three overarching objectives. The PMU will continue to coordinate 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. The PMU will ensure inter-departmental coordination within the MEHE so that RACE II implementation is guided by coherent decisions from the relevant MEHE institutions.

It is clear that there is an opportunity to improve access to appropriately equipped public schools and learning centers especially in underserved areas in Lebanon. These physical improvements to NFE structures to ensure a safer learning environment that complies with international Child Protection Standards, including proper accessibility and equipment for children with special needs. Retention remains a gap and is priority for education sector follow up in the coming months.

Gender parity in outreach to children seeks to provide both girls and boys with equal opportunities for enrolment in public schools. The Education sector is also looking into strengthening collaboration with other sectors, to jointly achieve goals on SGBV risk reduction, including training on CP for school staff; training on safe identification and referrals for child survivors; advocacy on early marriage; protection interventions (safety monitoring of routes/transportation options to/from schools); and WASH and shelter interventions (safe school/latrine rehabilitation and maintenance; distribution of hygiene kits/menstrual hygiene management (MHM) materials to adolescent girl students).

The shortage of reliable and predictable funding is hampering efforts to increase the number of second shift schools in the areas with high concentration of school-aged children. A priority is to improve the understanding of the underlying drivers of access and retention in public schools (enrolment-learning-transition continuum) and of the educational problems of OOSC which is ongoing. In addition, there are no funds to cover the need for retention support and remedial support which will be high priority due to the interruptions facing the 2019-2020 school year given COVID-19 health crisis and Lebanon's socio-economic condition.

One of the major sector gaps is timely national education data that can be meaningful and used for programming or policy interventions. An integrated data management system at student level between Non-Formal Education programs and Formal education to track learning and transition is in progress by PMU and will be given priority. In spite of the many efforts done by NFE partners to enhance children's well-being (through PSS, SEL, etc.), the sector as a whole is still missing a standardized approach to most NFE content and minimum quality criteria to ensure that the sector is delivering the same level of quality learning to all children in NFE. This is coupled with educators not being constantly trained on NFE content.

Despite the increasing number of students completing basic education and moving into secondary education and growing demand, opportunities for non-Lebanese youth in post basic education remain scarce. There is, therefore, a need to make better use of existing data analyses about this age group to have a more effective understanding of the gaps, including the need for young people to work to support their families at the expense of continued education; to better inform interventions; and to increase support to access formal secondary education and other post-basic learning opportunities.

The education sector lacks adequate contingency plan to respond to potential emergency 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.

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



Ismail, a classroom story of hope

Ismail, 5 years old refugee boy from Syria living in Lebanon, is born with growth delay and speech difficulties.

Ismail is enrolled in Ana Aqra's "Community-Based Early Childhood Education" program (CB-ECE) in Choueifat, which is currently running in partnership with UNICEF.

Ana Aqra implements its non-formal CB-ECE education program in line with the MEHE curriculum developed for children of ages 3-5 years. The program intends to prepare children with the pre-requisites needed to transition to formal, compulsory schooling.

Just like friends his age, Ismail likes to play- he is very sociable and friendly, and he has a positive attitude towards his educator and friends.

Ismail suffers from a short stature that prevents him from moving freely around the classroom and from participating in activities requiring particular physical effort. He also has speech difficulties represented by pronunciation and articulation challenges.

Since May 2019, Ismail started receiving speech therapy sessions, once a week, as well as attending a classroom where Ana Aqra implements interventions to assist him in learning and maneuvering more easily. The interventions include re-organizing the classroom space, selecting a more appropriate seating place for Ismail, providing physical assistance when needed, receiving feedback from Ismail himself for what is comfortable and what is not, implementing activities that are suitable for Ismail's case, among many more.

Today, Ismail's verbal communication is improving day by day, and now he feels more integrated and included with his peers in the classroom. He enjoys participating in group activities and making new friends. Grateful for the help that they are receiving, Ismail and his family hope that they will continue to be given the support experienced thus far.

His educator, Nadia Hassouna, said proudly "I am glad to start seeing improvement in Ismail's case. When I first met him Ismail seemed clever but too sensitive. I noticed his nice handwriting. He used to hide under the table whenever he feels upset. I was very keen to show him that I treat him just like his friends. Now Ismail is no longer hiding under the table and he is able to express himself in a better way".

Inclusive education is at the heart of the Ana Aqra's education strategy, which aims to address the needs of all children, to foster their growth and realize their potential, regardless of their socio-economic status, gender, intellectual, physical and psychosocial strengths or challenges.

Thanks to UNICEF, Ana Aqra was able to open the doors for Ismail and his friends, among other children with special needs- working together for a safe, inclusive space for all children, including Syrian refugees.



* Case Study provided by Ana Aqra Association.
Photo Credit: AAA.



Organizations per Governorate

The achievements described in this dashboard are the collective work of the around 35 organizations, including UN Agencies UNICEF, UNHCR and UNESCO.

