

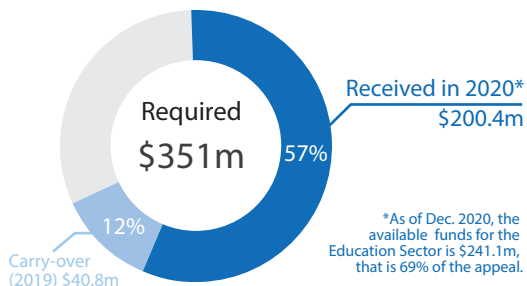


Education - End-of-Year 2020 Dashboard

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.

2020 mid-year funding status

Funding received as of 31 December 2020



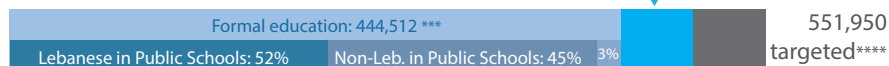
Targeted Population groups

1.2 m (People in Need)

Population enrolled in Learning: 497,119

ECE : 43 %
BLN : 57 %

NFE** : 52,607



** 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.

*** Formal Education figures are related to the 2019-2020 school year. Lebanese students enrolled in Secondary grades are not included in this figure, whereas Non-Lebanese are from KG to Grade 12.

**** This figure counts for population targeted, both in Formal Education and Non-Formal Education.

Progress against targets



Outputs

of children and youth whose registration fees for public formal education/UNRWA schools are partially or fully subsidised for 2019-2020 school year *

reached / target

266,562 / 471,950

of children and youth whose registration fees for regulated NFE programmes are partially or fully subsidised in 2020

52,607 / 80,000

of children and youth benefitting from remedial or homework support programs in 2020

11,192 / 18,600



Outcomes

OUTCOME 1:

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

	SYR	LEB	PRS	PRL	SYR	LEB	PRS	PRL	SYR	LEB	PRS	PRL
2017 Baseline												
June 2020 Current												
2020 Target												
	191,338	204,617	N/A	N/A	202,478	230,584	4,853	6,597	253,142	262,278	9,251	40,200

OUTCOME 2:

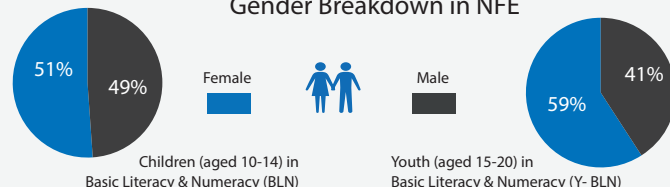
Completion rates by cycle:

- 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 (2020), MEHE/PMU (2020)

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

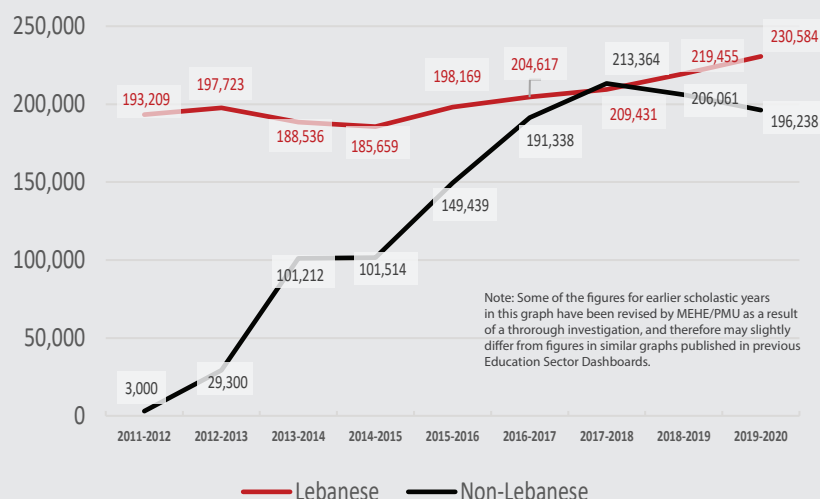
Gender Breakdown in NFE



Analysis

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

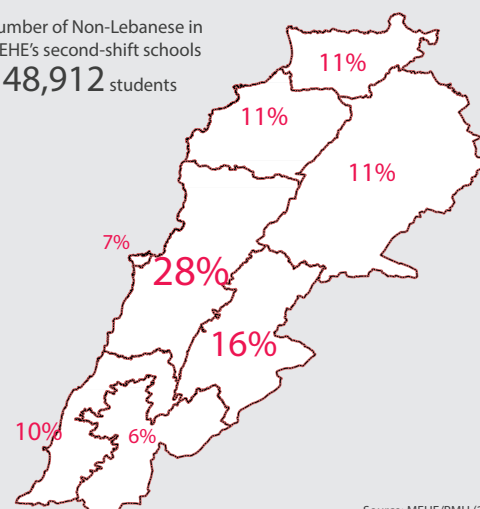
*(Non-Lebanese are in both 1st/2nd shifts)



Source: <http://racepmulebanon.com/images/RACE-PMU-Fact-Sheet-2021.pdf>

Distribution of Non-Lebanese students in MEHE 2nd-shift schools per Governorate in 2019-2020 scholastic year.

Number of Non-Lebanese in MEHE's second-shift schools
148,912 students



Source: MEHE/PMU (2020).



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 of learning opportunities to reach the most vulnerable. 2020 was marked by many devastating developments in the country, including the severe economic crisis, civil unrest, road blockages, Covid-19 and the Beirut Port Explosions. The emerging changes in the context have had a severe impact on the Education Sector in the country by disrupting education in two ways: directly by closure of schools and educational learning centers run by partners; and indirectly by pushing families to resort to negative coping mechanisms such as deprioritizing education and withdrawal of children from school.

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.

For the school year 2019-2020, approximately 202,000 non-Lebanese, including 5,733 Secondary level students, and 230,500 Lebanese children and adolescents, excluding secondary education, were enrolled in public schools against an annual target of 224,000 non-Lebanese and 236,500 Lebanese. This is in addition to around 103,000 non-Lebanese children enrolled in private and semi-private schools, including 34,557 students UNRWA schools, (out of which 11,450 students are included within the LCRP strategy). Around 45% of non-Lebanese refugee children and adolescents aged 3-18 were in school during the scholastic year 2019-2020 as follows: 77% of the total are enrolled in public schools while 23% in private and semi-private. While, according to CERD, there were 1,111 students with disabilities enrolled in public schools for the school year 2019-2020, it is not clear how many of them were supported under the Inclusive Schools pilot program.

In 2020, around 52,600 children (66% of the annual target) were enrolled in regulated Non-Formal Education programs, namely, Community Based Early Childhood Education (CB-ECE), Basic Literacy and Numeracy (BLN Basic and Youth) down from around 64,000 children in 2019. This decrease in enrolment is attributed to the Covid-19 pandemic which caused the closure of face-to-face education learning opportunities for most of 2020. However, there was an increase in the number of children and youth with special needs that were enrolled and supported in NFE education with the number this year reaching around 3,250, almost double the annual target of 1,600 (i.e. 2% of children enrolled in NFE). In spite of all the challenges, around 11,200 children were able to benefit from remedial and homework support, through distance learning. Children with disabilities, mostly high-risk or urgent cases, also continued to receive remote educational support, medical help and/or PSS.

The Covid-19 lockdown not only led to a smaller number of children enrolling in education opportunities but also has laid bare the inequities within communities by highlighting the challenges children faced during remote learning. The hindered outreach to the most vulnerable groups was prevalent, especially with the uneven access to devices and connectivity, for students and teachers, - both critical for quality distance learning.

To better understand the changing needs and adjust the response accordingly, the sector undertook a Learning Readiness Rapid Assessment (LeaRA) in March-April 2020 with around 10,000 households representing over 45,000 children, predominantly refugees. The assessment aimed to contribute to partners' programming to ensure that children have access to proper means for continued engagement in learning. The LeaRA confirmed that there is a need for support and an enabling environment. On average each household has access to one smart phone, while availability of electronic devices other than smartphone and TV is negligible. As 95% of the children do not own a device (smart phones, tablets, Laptops), this required at least two children to share the household device given the limited number of electronic devices available at home. The assessment also found that while 92% of the households stated having access to internet from different sources; 67% of the HH have stable internet access through different sources (WhatsApp bundle, 3/4G, home Wi-Fi), the other 33% still have access to internet but through different sources (neighbors' Wi-Fi, others' Hotspot). This is in addition to the fact that the majority of HHs (92%) know how to use WhatsApp, while only 14% are familiar with other communication applications (e.g. Telegram, Skype, etc.), which meant that WhatsApp would be the preferable method of communication during distance learning which is neither practical nor comfortable for the students. Finally, in spite of the willingness of parents to support their children during remote learning, 21% of parents lack the literacy and numeracy to provide any type of education support.

With this information, NFE providers were able to plan appropriately children's ability to access remote learning. Outreach, albeit mostly by phone or social media, continued throughout the year to ensure continued interest in education. The pandemic and the economic situation have not only adversely affected the refugees but have affected the most vulnerable regardless of nationality, with poverty in Lebanon likely to surpass half the population by 2021⁽¹⁾. The severe socioeconomic crisis pushed more Lebanese children from private to public schools for the scholastic year 2019-2020 due to families' inability to cover school fees. All this is in addition to the closure of schools for about 50 percent of the year.



Facts and Figures (Jan - Dec. 2020)

22,536

Children (age 3-5) participating in community-based early childhood education (CB-ECE).

23,102

Children (age 6-14) participating in basic literacy and numeracy programme (Basic BLN).

6,969

Youth (15 to 20) participating in youth basic literacy and numeracy programme (Youth BLN).

3,247

Children and youth with disabilities and learning difficulties enrolled in CB-ECE and Basic BLN.

377

Education Community Liaisons actively deployed across in 288 2nd-shift public schools.

Sources: ActivityInfo, UNHCR.

Output 1.2 - Children and youth have improved access to appropriately equipped public schools and learning centers especially in underserved areas.

The initially intended results under this second output were not achieved due to the crises faced by the country leading to deprioritizing the general rehabilitation and construction work. The August 4, 2020 Beirut Port explosions caused the damage of a large number of private and public schools, TVET institutes, University buildings and NFE centers. This shifted the focus of the education response to ensuring that those severely and moderately damaged schools are accessible to children: conducted as part of the Beirut Port Explosion response plan. In response to COVID-19, the sector supported MEHE to develop the necessary protocols for safe reopening of schools as well as provided the public schools with the necessary WASH materials and PPEs to be able to reopen. This was also coordinated outside of the LCRP response.

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

The activities under this output were substantially amended to respond to the new context, as all the previously-planned training agendas and topics for Formal and Non-Formal Education became invalid with the need to adapt the school year for remote learning. MEHE introduced a tailored guidance for teachers and school personnel on the use of Microsoft teams, following which 30 live sessions were conducted for school directors, IT personnel and teachers from all basic and secondary public schools in Lebanon. The guidance materials were made available online for all education personnel, including those from the private sector. As a result, Formal Education teachers are now able to deliver online learning to students. Regarding NFE, based on the findings of the LeaRA, the sector developed a guiding framework for short term response during COVID-19, which was based on the MEHE approved curricula and core competencies per age group and level. The framework included three main inter-linked components: 1) health Awareness on COVID-19 for students and their parents/ caregivers; 2) wellbeing/PSS for students and parents/ caregivers to support them in coping with the situation, conducted in close collaboration with the Child Protection Sector; and 3) alternative learning materials and approaches to cater to the lack of accessibility to full curricula. The sector increased the focus on parent-engagement across all components. Technical Task Teams were launched on each of the three components to further develop them; and resources and learning materials were organized and curated, based on agreed upon key competencies and skills, and uploaded on a shared folder. Outcomes were shared with partners and educators were trained on the use of the materials, using them to enhance their remote non-formal education delivery and ensure that children continued to be engaged in the learning process despite the lockdown.

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

With the unforeseen interruption of learning, all activities aimed at enhancing learning environments were suspended and replaced with an alternative approach to address rising needs for distance learning.

MEHE trained 50 health counselors on Psychological First Aid and on PSS to be able to put in place a helpline for parents and children while distance learning. However, it is not clear whether the helpline became functional and/or effective. In spite of all the challenges, around 11,200 children were able to benefit from remedial and homework support, through distance learning.

Volunteers were also mobilized in the communities to help parents and children cope with distance learning by providing learning material and instructions, encouraging positive parenting and sharing child-friendly activities to keep the children motivated.

Primarily the efficacy of teaching through distance learning appears to be hindered by technical barriers that include unstable internet connections and electricity supply; the cost of data for virtual lessons or video streaming/ resources; limited electronic devices per household; limited hours of TV programming etc. Distance Learning was also impacted by the (lack of) educational qualifications or technological expertise of Lebanese and refugee parents which prompted many schools to work across WhatsApp groups, where the participation rate by students was higher. Schools resorted to WhatsApp worksheets rather than the online portal for parents struggling to help their children transition.

Additional Child Protection concerns were also identified including on internet security as children become at risk of cyberbullying, cyber predators, phishing among others especially with the ad hoc approach to distance learning that was taken in 2020; increased risk of child labor which restricts their access to formal and non-formal education, as well as to distance learning opportunities. Furthermore, in spite of the increase in the number of enrolled children with disabilities in NFE, the new context causes the exclusion and reduced participation of children with disabilities as they are more affected by the lack of accessibility that faced the whole sector.

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

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

While both the SIMS and Compiler information management systems continue to be functional and able to capture the enrolment and progress of students in Formal Education, it was not possible to have disaggregated data on the enrolment of children by February 1, 2020 as per the output. This was due to the interruption in learning, caused by road closures between October 2019 and January 2020, and the delays in registration, with deadline being extended several times. Data was however, released by CERD in their yearly statistical report later during the year.

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.

With the distance learning, MEHE reduced the Formal Education curriculum to 50% and made the materials available online. This is in preparation for a more comprehensive MEHE distance learning plan that was not finalized in 2020.

In response to COVID-19, MEHE also launched a distance learning initiative to resume schooling in public and private schools, using three pathways: Media, Online Platforms and Non-ICT methods. First and second shift schools resumed distance learning in the second quarter of 2020, notwithstanding challenges faced by children in E-learning, mainly connectivity, accessibility to IT content, insufficient quantity and coherence of digitized curriculum, and limited parental support.

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

In 2020, MEHE and education partners continued to roll out the Child Protection Policy in Schools and the inclusive education project for public schools, however, with education moving into remote learning, the implementation of these activities was interrupted. MEHE-PMU continued to work on updating the CB-ECE and the YBLN curriculum.



KEY CONTRIBUTIONS OF THE SECTOR TO LCRP OUTCOMES AND IMPACTS

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

In addition to the overstretching of the public education system caused by the protracted Syria crisis, the deteriorating economic situation and the COVID-19 outbreak have taken a heavy toll on learning. The Beirut Port explosions added to the vulnerability of children with schools, NFE centers, TVET institutions and universities being damaged and with severe psychological impact on children, parents and education personnel. Increased risk of school dropout, the increased vulnerability of marginalized children and those with specific needs and post-traumatic impacts on learners have all put the continuity of quality education at risk. To face these challenges, the education sector has adapted the response to ensure the outcomes of the LCRP are fulfilled and children are able to access learning opportunities given the Covid-19 restrictions.

The main achievement in education for 2020 was the continued engagement in learning of over 600,000 children and youth, from public education and NFE. During the 2019-2020 scholastic year there was a general closure of schools for about 50 percent of the year. Children could only physically attend between 12-18 weeks of school (while the regular school year range is between 31 to 33 weeks in Lebanon), with an average of 22 weeks taught. This interruption was caused both by protests that started in October 2019 and hindered access to schools in most parts of the country, as well as the onset of the Covid-19 pandemic with the physical closure of schools on end February 2020. Children in second shift schools had less weeks, 4 to 5 weeks, of learning as they started school later than those of first shift. During the school year 2019-2020, 50% of the schools were able to provide distant learning to its students noting that this percentage varied among cycles; 44.8% of schools were able to provide distant learning for Prep-ECE classes, 49.6% for Cycle 1, 53% for Cycle 2, and the percentage further increased to 71.75% for Cycle 3 varying between 57% of the schools who applied distant learning for Grade 7 and 8, whereas 86.5% who applied it for grade 9.

The above trends were further highlighted by the VASyR 2020 results, where child enrolment in formal education for Syrian refugees remained stable at 16% (similar to the previous year) for pre-primary education (ages 3-5 years) and primary education (ages 6-14) at 16% and 67% respectively, while the rate for secondary school, ages 15 to 17, increased from 22% in 2019 to 29% in 2020. However, according to the VASyR sample of 4,563 Households, most students did not attend school, not even remotely, mostly due to lack of or insufficient internet. The rates of students who were able to follow online distance learning, after the COVID-19 related school closure, increased by age, as follows: 12% for the 3-5 years age group, 17% for the 6 to 14 and 15 to 17, and 23% for those between 18 and 24 years old.

The 2020-2021 scholastic year started with the same level of interruption and delays in registration due to the deteriorating COVID situation in the country. During the last quarter of 2020, MEHE issued a series of circulars to facilitate the return of children to school. Children were supported by partners to ensure their return to safe schooling and effective distance learning for the 2020-21 school year. Partners mobilized their community structures to widely disseminate Back to School messages to promote children's access to education.

OUTCOME 2: Enhanced quality of education services and learning environment to ensure grade-appropriate learning outcomes for children and youth.

Ensuring quality education proved a huge challenge for the sector in 2020, with the lack of preparedness plans and pre-existing capacity building for teachers to provide distance learning while dealing with the stress and the psychological burden of the situation both on them and on the children. The shift in learning modality was abrupt: the adaptation of the teachers and education personnel has been slow and the engagement of children in remote education remained a challenge. It is particularly difficult to evaluate the results of the distance learning that was provided, without a proper learning assessment upon the actual return to school to assess the impact on the learners. Therefore, the sector resorted to focusing on what was possible to be done remotely with children and parents, by prioritizing sensitization on the importance of education and on self-care in the face of the deteriorating socio-economic situation and health crisis in Lebanon and the risk of refugee families further de-prioritizing education. Educational content, such as lessons, worksheets and videos, as well as activities to improve children's social emotional learning (SEL) were shared mainly via WhatsApp. Parents were also engaged in discussions around community-based solutions to address barriers to education. Children were also supported where possible with access to electronic devices, connectivity, power etc. and low-tech solutions for those who lack a conducive learning environment at home.

A compilation of health and awareness material, PSS and social and emotional learning material, as well as academic material was made available for refugee children, parents, caregivers and frontline staff to ensure refugees' retention in education.

Following the completion of the 2019-20 school year, refugee children continued to be supported to remain engaged in education as much as possible during the summer period through recreational activities mostly implemented online and with transitional catchup programmes to catch up with the hours of schooling they missed in the previous year and get ready to return to school.

OUTCOME 3: Enhanced governance and managerial capacities of RACE 2 implementing institutions to plan, budget, deliver, monitor and evaluate education services.

When it comes to Outcome 3 on enhanced governance, while MEHE continues manage the LCRP Education sector response and to be supported by sector partners, there was an obvious gap this year in a distance learning strategy to respond immediately to the unforeseen crisis. The Sector continues to lack a comprehensive contingency plan to respond to potential emergency scenarios that might disrupt schools and NFE activities, thus affecting the quality of learning for the children as it has been witnessed due to the spread of Covid-19.

In addition, more efforts must be directed toward collecting and analyzing national education data, improving the quality of teaching and developing curricula. One of the major sector gaps is the availability of sex and age disaggregated timely national education data to be used for programming or policy interventions.



KEY PRIORITIES FOR 2021

For 2021, the LCRP Education sector will focus on continued access to education services for children and youth, as well as contributing to alleviating some of the economic pressure on parents. The PMU will continue to coordinate with several entities including sector coordination team, UN agencies, NGOs, donors, and academic institutions to ensure effective implementation, in addition to the high-level engagement at the RACE Executive Committee (REC) and the Education sector.

Partners will continue supporting MEHE with the implementation of its distance learning to promote equitable access to formal education, by addressing the current context gaps and inequities that are hindering refugees and the most vulnerable Lebanese from accessing distance and blended learning. Evidence generation/management work including the harmonization of the approach to assessments, data collection and analysis, and improving the quality of teaching, professional trainings to public school teachers and developing curricula are also priorities.

Focus will also be placed on refining and updating Distance Learning modalities for NFE programs, provision of retention support for children struggling with distance learning in public schools and access to NFE for out-of-school children and youth particularly those with special needs, vulnerable girls and those who are at risk of child labor. Focus will be on adapting the retention support programs to fit the new context and emerging needs of different populations.

Psychosocial support and social emotional learning (PSS SEL) for children, parents and education personnel to be able to cope with the impact of the COVID-19 outbreak and distance learning will be prioritized; along with enhancing an integrated response and referrals across sectors and increasing support to and better engagement of parents/caregivers in programs through awareness raising activities; and capacity building to ensure a supportive learning environment at home for Lebanese and refugee children.



Youth in TVET Programme Support the Restoration Process in Beirut following the Blasts

15-year-old Abdullah, a Lebanese youth, started working in electricity when he was 14 to support his family due to their unstable income. He always felt the need to know more. When Abdallah heard about the short vocational training sessions, he was very excited to join and enrolled hoping for a better future.

“The training was very important, as my knowledge in the field was basic. I learnt a lot on both a professional and personal level. Two months of intensive training gave me know-how as well as self-confidence”, said Abdullah.

The youth were part of a short-term training TVET programme that targeted more than 200 youth aged 15-24, 76% of whom were Lebanese 33% Syrian refugees. The programme trainings and courses aimed to equip youth with vocational and technical skills aligned with labor market needs and personal employment aspirations, as well as with basic literacy, life skills and entrepreneurship skills, to foster their economic participation and contribute to the reduction of poverty and improved livelihoods.

Following the Beirut Blasts on 4th August 2020, which left thousands of families and businesses devastated, 30 trainees from the TVET Programme were chosen to help with tiling, plumbing, electricity, and carpentry in the rebuilding efforts in Beirut.

“I was very excited to support the affected small businesses in Beirut. This could be a major step in the lives of the affected people, as well as in mine. It is a huge experience not only professionally, but for my personal growth as well”, concluded Abdullah.

With limited financial means and work opportunities Hazem, a 16-year-old Syrian, was searching for an opportunity to end his family’s struggles. He joined the electricity training, in the hope of finding a job to be able to help his father financially, and was selected as one of the 30 trainees to take part in the response to the Beirut Blast.

“I was forced to work at a very young age due to our difficult situation, but I always dreamt of pursuing my studies; I wanted to be more successful” said Hazem. “The professional training was a very fruitful opportunity, and I can say I learned a lot”, he added. “When I was informed that I would be joining the team that would go to Beirut, I was thrilled,” said Hazem, concluding that he was so grateful that he got to be part of this experience.

All the youth agreed that they could not stand aside and watch the country they are living in, in ruins and the vulnerable people suffering without feeling the urge to support them by any means. “We felt compelled to come to Beirut and participate in the restoration process, so we can help the Lebanese families to rise again”.

Beside enhancing their skills and putting into practice what they had learned in the trainings, this activity gave the youth the chance to explore their values, and to show their sense of responsibility towards others, as well as their civic engagement, in the hope of living in a better society.



Photo Credit:
UNESCO.

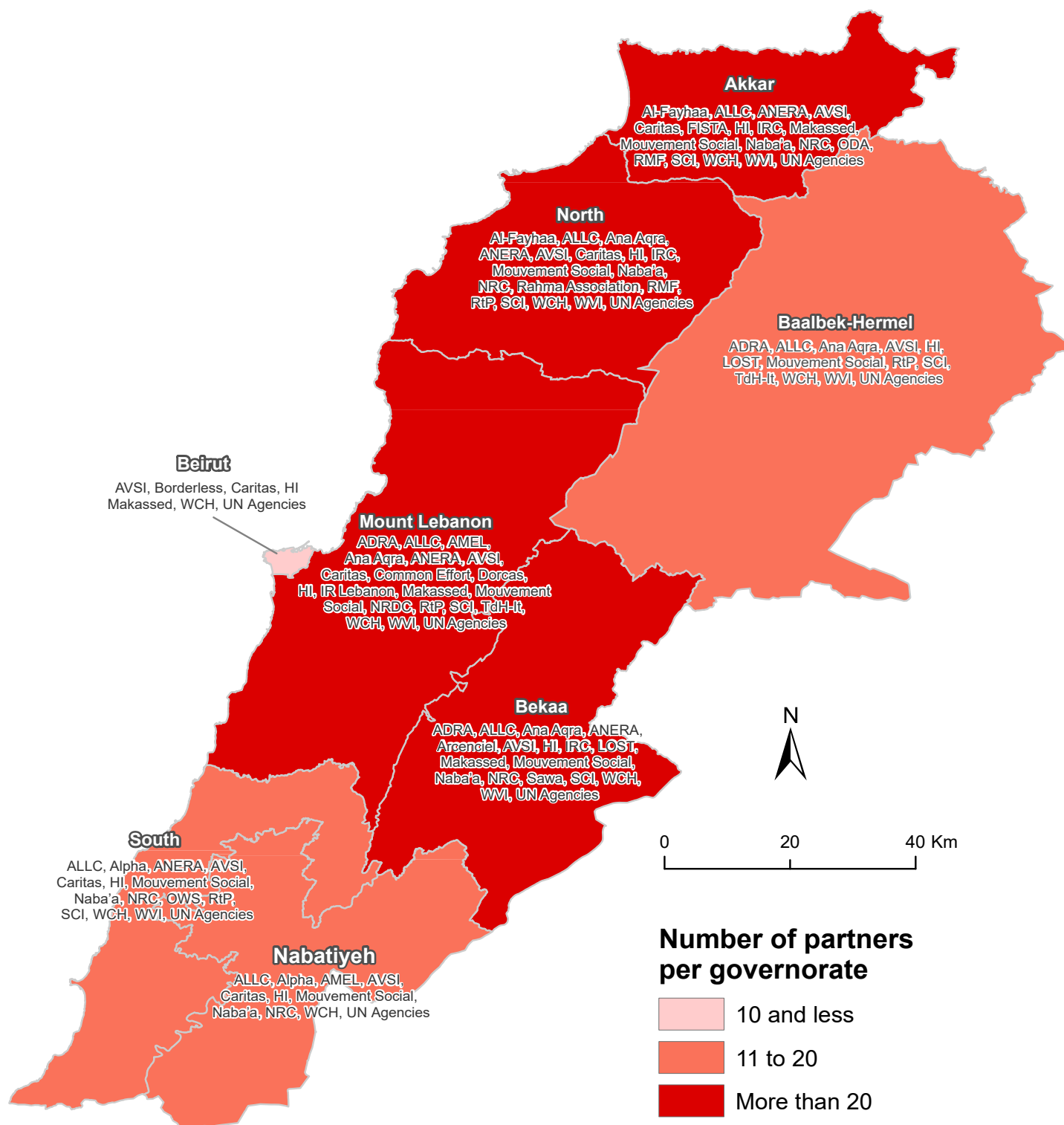


Photo Credit:
UNESCO.



Organizations per Governorate

The achievements described in this dashboard are the collective work of around 37 organizations, including UN Agencies UNESCO, UNICEF, UNHCR and UNRWA.



Note: This map has been produced by UNHCR based on maps and material provided by the Government of Lebanon for UNHCR operational purposes. It does not constitute an official United Nations map. The designations employed and the presentation of material on this map do not imply the expression of any opinion whatsoever on the part of the Secretariat of the United Nations concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.