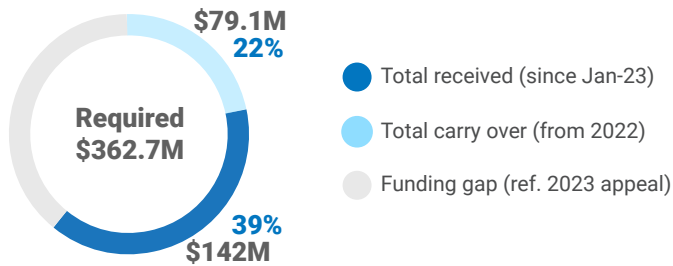




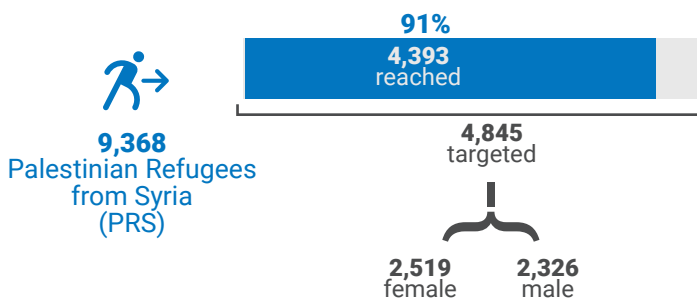
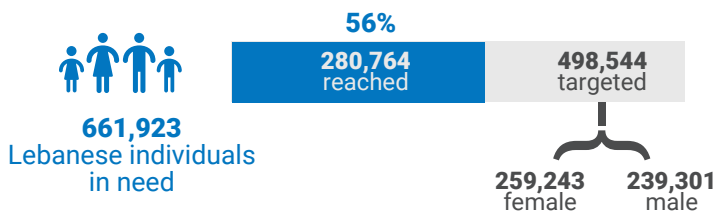
This dashboard summarizes the progress made by the Government of Lebanon and Sector Partners involved in the Lebanon Crisis Response and highlights trends affecting people in need. The Education Sector in Lebanon is working to: OUTCOME 1) increased equitable and inclusive access to, participation in, and completion of safe and protective education for all learners in Lebanon, with a focus on the most vulnerable children and their caregivers; OUTCOME 2) improved learning outcomes for children and youth through enhanced quality of formal and non-formal education services that are safe, protective, inclusive, and adapted to multi-crisis situations; and OUTCOME 3) enhanced governance, managerial and knowledge management capacities of the education system to deliver high-level results relying on evidence-based decision-making.

2023 Q4 Sector Funding Status

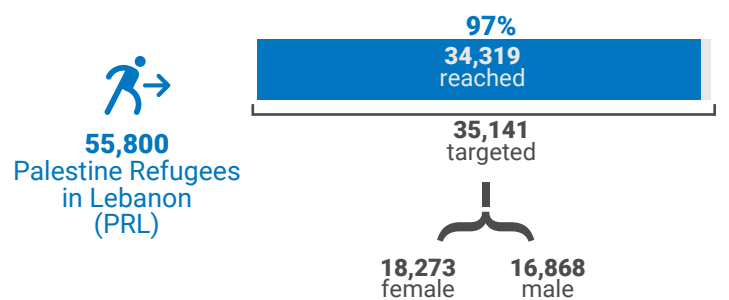
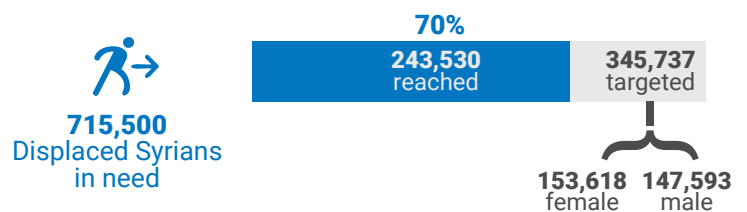
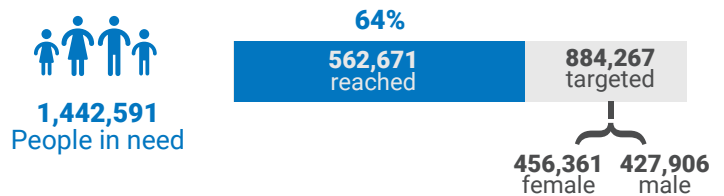
As of 31 December 2023



2023 population figures by cohort



2023 population reached



Progress against targets

Key Achievements

of school-aged children and youth (age 3-18) whose registration fees for public/UNRWA schools are partially or fully subsidised for 2023-2024 school year. **430,978 / 665,325**

of children and youth whose registration fees for regulated NFE programmes are partially or fully subsidised in 2023. **63,849 / 95,000**

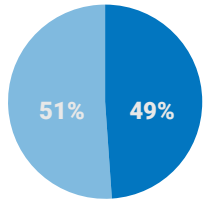
of children and youth benefiting from remedial or homework support programs in 2023. **49,382 / 28,450**

of parents/caregivers outreached with awareness sessions (on education and health). **66,968 / 65,000**

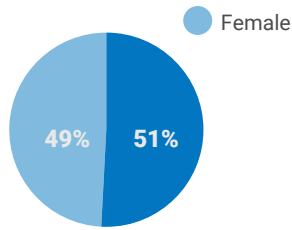


Gender Breakdown in Formal and Non-Formal Education

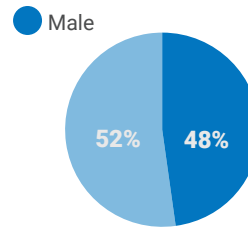
Students (aged 3-18) in Formal Education



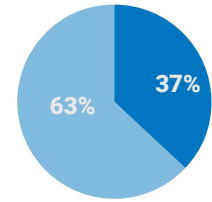
Children (aged 3-5) in Community-based Early Childhood Education



Children (aged 10-14) in Basic Literacy & Numeracy



Youth (aged 15-20) in Basic Literacy & Numeracy



1. Multi-sectoral situation update

The education sector in Lebanon faces multifaceted challenges due to a confluence of crises, primarily stemming from the economic downturn and subsequent impact on families' ability to access quality education services. Approximately 1.3 million children, comprising diverse demographics, require support for education in Lebanon. The vulnerable groups include those not attending school, stateless children, those with disabilities, experiencing learning disruptions, engaged in negative coping mechanisms like child labor and early marriage, and those at risk of dropping out due to the deteriorating economic situation.

Despite challenges, there has been a 2% increase in enrollment for the academic year 2022-2023. However, around 25% of children are still out of school, with higher rates among specific demographics like Syrian and Palestinian refugee children. Notably, the Bekaa and Baalbek-EI Hermel regions have the highest percentages of out-of-school children.

Gender disparities persist, with primary school enrollment slightly favoring girls in public schools, but lower secondary and upper secondary education showing higher gender parity for girls, in public schools. Overall, displaced Syrians, both boys and girls, face low school attendance rates, with girls experiencing a higher Not in Education, Employment, or Training (NEET) rate.

Common barriers across populations include transportation and material costs, administrative issues, child labor, and, for Lebanese, uncertainty about schools reopening. Discriminatory practices, documentation issues, and bullying affect migrant children's access to education.

Girls face additional challenges, including negative gender norms prioritizing boys' education, child marriage, safety concerns attending afternoon classes, and difficulties managing menstrual hygiene. For children with disabilities, exclusionary norms and additional costs contribute to lower enrollment and higher dropout rates, with girls facing heightened vulnerability.

Approximately 23% of out-of-school children engage in non-formal education programs, yet limited resources hinder meeting demand. Ongoing teacher strikes, and school closures, have impacted learning outcomes. Reading proficiency among Lebanese Grade 2 and 3 students is low, and gaps exist in training school personnel to identify and refer protection and gender-based violence cases.

Socio-political instability and clashes in Ein El Hilweh camp affect learning for 11,000 mainly Palestinian students. Recent conflict-related displacement near the southern border adds to Lebanon's challenges, disrupting education for tens of thousands, closing schools, and creating a burden on those still open.

In summary, Lebanon's education system faces a complex interplay of economic, social, and political crises, impacting access, quality, and safety. Addressing these challenges requires a multi-faceted approach, including addressing gender disparities, supporting children with disabilities, and mitigating the impact of ongoing conflicts on education.

2. Analysis of the achievements of the sector at the output level

In 2023, the sector expanded its partnership, growing from 65 to 145 partners, through the MEHE Expression of Interest (Eoi). The aim of the Eoi was to further harmonise tools, develop guidelines and develop capacity of partners to ensure effective response, in a continuously changing environment.

Overall, the sector partners were able to reach 68 % of its target (601,000) out of the total (884,000 target). Per population breakdown, it was able to reach 97 % of the PRL (of which 52 % were girls), 91 % of the PRS (of which 52 % were girls), 70 % of the Syrian population group (of which 57 % were girls), and 64 % of the targeted Lebanese population group (of which 52 % were girls).

Output 1.1: Children, youth and their caregivers are provided with the necessary support to expand access to and retention in education

Partners reached out to more than 93,000 boys and girls (130,000 260,000 target), of which 48 % were girls. Most outreach activities happened in the north (35,000), followed by Akkar (17,000) and Bekaa (16,000), while in other areas, the average outreach was around 6,000 children and youth per region. Outreach activities included following up on children who were out of education and those who had dropped out – including tailored gender-responsive outreach interventions – following up on children at risk of dropping out, in collaboration with the child protection sector, and referrals of children to relevant education and protection programmes.

Sector partners ensured access to schools for the most vulnerable children by providing assistance with public school subsidies and school funds for 1,038 schools and parent council funds for 1,074 schools. This allowed access for 527,712 students

(of which 50 % were girls), with 53 % of them being Lebanese and 47% non-Lebanese. Also, 13,766 special contract teachers and counsellors, at both the primary and secondary levels, were supported with salaries.

While overall access to education remains a challenge for Syrian children, it is worth noting that the primary school enrolment rate has increased by five percentage points since 2022 within this group. This increase is likely attributable to the removal of some administrative barriers by the Ministry of Education and Higher Education (MEHE), as a significant proportion of Syrian students enrolled in public schools was in Grade 1.

To reduce the main barriers to education, often linked to economic vulnerability, and to encourage attendance of children, sector partners supported children through the provision of school feeding and cash for education programmes at public schools and community centres. Cash for education programmes reached around 90,000 children, including Children with Disabilities (CwD), from kindergarten to grade 6 in first-shift schools and from Prep-ECE to grade 9 in second-shift schools, and selected children in grade 1 in all public schools, serving both first- and second-shift schools, as well as UNRWA schools. As part of the response in the South, around 5,500 internally displaced children were also provided with a transportation allowance. Around 77,000 children and youths (113% of the target of 68,000) received meals or snacks in 270 public schools and non-formal centres. This includes support provided to the emergency hub schools identified by MEHE following the escalation of hostilities in the South. In addition, children and youth were reached through the establishment of public-school kitchens, involving around 7,790 individuals (5,500 annual target).



The Mount Lebanon governorate had the highest number of children (23 %) benefitting from the school feeding programme.

As for non-formal education, partners supported the learning of 63,849 children (41 % girls). And while this only represented 67 % of the yearly target, it doubled the number reached in reporting year 2022. This was mainly attributed to a more cost-effective programme and alignment among partners. The Education Sector also conducted a survey and consultation process to create recommendations for the MEHE reforms related to Multiple Flexible Pathways. The survey found that 46,000 children were on the waitlist among partner programs, mainly in Akkar and the South.

Disruptions over the past few years have led to a cumulative impact on learning outcomes for children attending school; e.g. the reading proficiency of Lebanese children in public schools is low, with only 2.9 percent of Grade 2 and 3 students reading at grade level in Arabic (USAID, 2022). To address this learning loss, sector partners increased their retention support activities for children and youth by providing remedial or homework support programmes to contribute to the completion of their learning and reduce the possibility of their dropping out. Nineteen partners reported on these programmes for around 50,000 children (of which 53 % were female), both in schools and learning centers. This represents nearly 190% of the target of 28,000, demonstrating the impact of the strategic shift of the Education Sector during the school closures at the start of 2023. Of these children, 63% were non-Lebanese and 36 % Lebanese.

Additionally, 156,477 children (compared to 98,000 children in 2022) benefitted from the summer school programme for a third year. This is a part of the Learning Recovery effort, which provides an opportunity for students to catch up on learning and incentivizes their return to school for the 2023/2024 school year. The programme uses a comprehensive approach that offers languages, maths and science classes and extracurricular activities related to social and emotional learning (SEL). In total, it supports around 12,000 teachers across 587 (previous year 455) public schools.

Output 1.2: Children and youth have improved access to appropriately equipped public schools, learning centres and other learning opportunities, especially in underserved areas.

Sector partners commenced activities to ensure that children and youths had improved access to appropriately equipped public schools and learning centres, especially in underserved areas. A total of 26 public schools were rehabilitated as per MEHE standards and handed over, work was started on the rehabilitation of 80 schools, and another 24 were supplied with solar systems. The construction of four new schools commenced. School-wide assessments of connectivity infrastructure, digital equipment, power supply and WASH services were also conducted across all public schools and UNRWA schools. The sector also supported the distribution to the new inclusion schools (both a.m. and p.m. shifts) of 156 kits with learning and playing materials to facilitate inclusive learning. Assistive devices, tablets and didactic materials were issued to children according to their individual needs.

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

As part of the learning recovery efforts, more than 22,000 teachers from kindergarten to grade 9 were trained in differentiated instruction and the integration of social emotional learning into foundational literacy and numeracy. In addition, partners provided training to nearly 7,000 teachers and educators within non-formal education programmes and to another 1,600 teachers and educators to support the retention of children attending schools.

Technical support was provided to all 110 piloted inclusion schools (90 schools with a.m. shift and 20 schools with p.m. shift) in the form of four types of specialists (a special educator, psychologist, psychomotor therapist, and speech and language specialist). A total of 218 out of 440 paraprofessionals were deployed (91 psychologists, 40 psychomotor therapists, 60 speech therapists and 27 special educators). The Centre for Educational Research and Development (CERD) trained 152 newly recruited paraprofessionals and special educators, 1,404 teachers and 84 school principals in 65 inclusive schools on differentiated learning, inclusive education and inclusion and leadership (CERD-certified modules).

Output 2.2: Learning spaces and their communities are capacitated to an inclusive, safe, healthy and protective environment that is conducive to learning.

With the rollout of MEHE's Child Protection Policy, 219 new school focal points were

trained, resulting in 692 schools being reached since the policy's launch in 2018. Referral pathways for survivors of gender-based violence (GBV) identified in school were finalised, including standard operating procedures for addressing child protection violations in schools including GBV integration. Awareness-raising sessions were conducted, and hygiene Laha kits were distributed to over 3,700 adolescent girls in 23 public schools.

To ensure retention of children in schools, education liaison volunteers in 360 of 384 second-shift schools continued to follow up on absenteeism, providing personalised follow-ups to Syrian students and identifying and referring child protection issues in schools in accordance with MEHE's Child Protection Policy. In addition, 814 parent committees were supported, thus increasing parental engagement in improving education access and quality.

Output 2.3: Children in learning spaces have enhanced academic and non-academic competencies (PSS, life skills, social and emotional learning, recreational/extra-curricular activities)

In 2023, partners engaged with over 40,000 parents in awareness-raising sessions to improve access to education and address relevant barriers to educational achievement, such as mental health and a lack of psychosocial support, especially for children with disabilities. This engagement has been essential, especially in the south.

Output 3.1: Sector supporting MEHE An effective unified education data management system is developed and administered.

To inform sector-wide decision making, including emergency response and preparedness, partners under MEHE's leadership enhanced unified data collection protocols and compliant systems under the student information management system (SIMS). When linked with education identification numbers (IDs), the SIMS allows MEHE to track students' and teachers' information and provide relevant educational support. SIMS data will also support inclusive education programming through the identification and support for participation of children with disabilities, including identifying their barriers to education. Similar efforts will be made in 2024 to generate unified data on non-formal education to inform its coordinated implementation.

Output 3.2: Evidence-based policy frameworks developed, revised, endorsed, and implemented to regulate education programs and services

In June 2023, MEHE and key partners launched the National Policy on Inclusive Education for Children with Special Needs in Lebanon. The policy aims to provide a national framework for inclusive education implementation in Lebanon, based on lessons learned from the inclusive education programme and international best practices. Policy frameworks, such as MEHE's Action Plan for Child Protection, are being implemented in 1,235 public schools, with the orientation training of 42 counsellors on safeguarding children and child protection.

In addition, the Technical and vocational education and training (TVET) National Strategic Framework policy (2024-2028) with the aim to improve the TVET system in Lebanon was finalised. The framework aims to reflect the Lebanese government's continued and renewed commitment to promote a TVET system that prepares young people to be active in the development of their society and provides competencies and skills required in the labour market to enhance access to decent work and meet the skills demand for economic growth. The National Strategic Framework will be launched before the end of Q1 of 2024.

Output 3.3: MEHE's governance enhanced through technical assistance

Sector partners enhanced MEHE's governance by providing technical support for, among other things, the development, revision, endorsement and implementation of policies, such as TVET and MEHE's newly adopted inclusive education policies. Their support aims to improve the equity, efficiency and effectiveness of Lebanon's education system for a more sustainable education sector, including within the public and private sectors and formal and non-formal education.

The Transition and Resilience Education Fund (TREF) architecture and new costing model for school funds and parent council funds, ensures direct disbursement to beneficiaries of the cash assistance programme and of teachers' payments, with the aim of ensuring continuity of learning, decreasing dropouts and improving teachers' well-being, and therefore strengthen the Education System.



Gender Analysis

Gender parity for lower secondary was 1.28 and that of upper secondary was 1.01. However, the overall rate of school attendance of displaced Syrians remains extremely low for both boys and girls at secondary level: 24 % of males and 34 % of females for ages 15–17. Gender parity in public schools shows more girls enrolled in public schools than boys, at around 1.08, while private school gender parity is around 0.96. Further research is needed to understand the root of this disparity.

Children with Disabilities

Children with disabilities are highly vulnerable in Lebanon. Around 13 % of children aged 0–17 live with disabilities; however, only 1 % of school-aged children with disabilities are enrolled in mainstream public schools. Around 72 % of Syrian children with disabilities are not enrolled in school (compared to 57 % of Syrian children overall), and 29 % of Palestinian refugee children with disabilities are not enrolled in any kind of education. Barriers to non-enrolment are attributed to the norms and practices around disability inclusion (13 % out of the total OOSC), coupled with the possible additional cost of living with a disability and lack of knowledge about inclusive educational opportunities (at both the formal and non-formal education levels). Around 62 % of students with disabilities in inclusive public schools are boys, and only 38 % are girls. There is a need to further strengthen MEHE's Inclusive Education policy, launched in June 2023, and any

other related policies linked to data management on CWD to widen the scope of inclusive schools in Lebanon

Mainstreaming activities

In an effort to enhance the well-being of frontline workers impacted by the current deteriorating situation, a series of training events titled 'Frontliners' focused on Well-Being Preventative Care. The sector also worked with a specialised organisation on conflict sensitivity programming to ensure that conflict sensitivity and 'do no harm' concepts are mainstreamed across programmes implemented by the partners within the sector.

The sector is dedicated to ensuring that children, particularly those affected by conflict and displacement, have access to learning opportunities that are protective and inclusive and that support well-being. A key focus is the integration of children and youth, including those with disabilities, into formal education systems, thus recognising the vital role of schools in providing both physical and psychological protection during emergencies. In the southern region, the sector worked closely with the child protection sector to ensure safe identification by specific protection services, as well as referrals for provision of suitable education options for displaced children.

3. Key contributions of the sector to the LCRP Outcomes and Impacts

The sector ensured an increase in inclusive and equitable learning opportunities for children and youth (outcome 1) by supporting school fees for all public schools, both Lebanese and non-Lebanese. The sector also supported households through activities such as cash for education, which was provided to over 90,000 children, and school feeding, in which more than 77,000 children and youth received meals or snacks in public schools or community centres. A special focus was the support of 110 inclusive MEHE schools. At the same time, the sector invested in retention support, meeting 180 % of the target, and learning recovery, providing summer school programming opportunities for a third year. Over 156,477 children benefited from summer school 2023 as part of the

learning recovery effort, which provides an opportunity for students to catch up on learning and incentivizes their return to school for the 2023/2024 school year. In addition, 12,000 teachers were trained within the Learning Recovery Programme, thereby enhancing learning outcomes in formal and non-formal education (outcome 2). To support MEHE in enhancing managerial capacities, the Transition and Resilience Education Fund (TREF) architecture and new costing model for school funds and parent council funds are in place, thus ensuring direct disbursement to beneficiaries of the cash assistance programme and of teachers' payments, with the aim of ensuring continuity of learning, decreasing dropouts and improving teachers' well-being.

4. Challenges, risks and mitigation measures

In the first quarter of 2023, significant interruptions to education occurred due to school closures and the widespread teacher strikes in the first- and second-shift public schools across Lebanon during January and February of 2023 (total of 8 weeks). The Education Sector partners mobilised to mitigate learning losses through the provision of retention support, doubling the target.

Furthermore, the escalation of hostilities in the South resulted in over 20,000 school-aged children being displaced and more than 50 schools in the border areas facing operational and security challenges, leading to school closures and affecting both teachers and students. This created an additional burden on schools which are registering those children re-allocated to areas that are considered safe. Addressing the protection, well-being and learning continuity of children affected by the conflict will mitigate learning challenges and catalyse recovery. Prior to the border crisis, many children were already

facing challenges in accessing schools, primarily because of the economic crisis, which affected families' abilities to access education, and the availability of continuous, quality education services. Particularly in the South, the presence of partners has been limited, and more investment is needed to respond to the additional vulnerability of the children in the South.

To mitigate the financial constraints for schools and households, sector partners continued to support contractual teachers' salaries to ensure that schools stay open for in-person learning. To reduce the financial burden on households and ensure retention of children in school, sector partners increased programmes such as retention support and continued cash for education and school feeding support. The sector continued removing demand-side barriers to learning and skills development, including building up parents', teachers' and leaders' commitment to quality and inclusive education for the most marginalised children.



5. Case Study

Access, Retention and Success, a story from World Vision Lebanon

In 2022, 37 % of children aged 6 to 14 years did not attend schools in Akkar (VASyR 2022). The top reasons reported by Lebanese and Syrians were the high cost of transportation and stationery, the need to work and their disability status. Also, and as per the MSNA 2022, the highest rate of households with at least one child dropping out in the previous year was in the north (17 %). Moreover, 6 % of Syrian children and 12 % of Lebanese children not enrolled in schools are engaged in child labour (VASyR & MSNA 2022).

To align with the sector's strategy and to ensure students' access to and retention in education, World Vision Lebanon (WVL) targeted 2,100 Lebanese and Syrian students registered in grades 1 to 9 in public schools with retention support, life skills (394 girls, 453 boys), cash for education (614 girls, 670 boys), and WASH services (527 girls, 436 boys) during the 2022–2023 scholastic year. The integrated intervention was implemented in Wadi Khaled and Halba through LHF's funding and the implementation of WVL's local sub-partner, Hadatha.

The first noteworthy achievement was Hadatha's development and capacity building as a result of the partnership. Not only did they develop internal systems and build capacities, but this was done while keeping the localization agenda in mind through equipping Hadatha to independently apply for and implement future projects. Secondly, the holistic approach (education, cash, child protection, and WASH components) allowed students to stay in their schools and perform better. This was achieved through each component eliminating certain barriers: the cash component reduced the financial burden families face; the retention component helped students overcome academic challenges; the WASH component raised awareness, promoted healthy hygiene practices and provided females with menstrual hygiene kits to ensure equal educational opportunities for girls and boys; and the child

protection component helped build resilience and ensure students' well-being. This was confirmed in WVL's end-line assessment that showed the majority of participants were satisfied with the retention support sessions that were provided and that they had stayed in school (93.3 % and 89.4 % respectively). This was also reflected in students' pre- and post-test results: in one retention centre in Wadi Khaled for example, the average score for the Arabic pre-test was 5/20, whereas the post-test was 16/20, while results for the French test shifted from 3.5/20 to 13/20.

As a child-focused organisation, World Vision ensures child participation and engagement at different stages of the project. One of the main findings of a focus group discussion conducted with the children was the importance of including extracurricular and recreational activities in parallel with the retention support sessions; this was taken into consideration and included in the activities of the same project for the current implementation. Another lesson learned was the importance of recruiting public school teachers. On one hand, they are aware of the academic needs of students enrolled in the programme due to their daily interactions with them, and on the other, what they gain (in terms of capacity building) is reflected in their teaching practices in their classrooms, thus ensuring local capacities are built and maximizing the project's desired impact for sustainability overall.

The following is a picture of Shaymaa, a 12-year-old student who attended the retention support sessions. She said the following about the project: "I took part in this project because I wasn't doing well in math. I was not able to properly understand my teachers back at school. Here, the teachers are very supportive. I learned how to be better at math. I used to get 8, now I am getting 19 over 20."





Partners per Governorate

The achievements presented in this dashboard are the collective work of the following 42hh NGO Partners:

Al-Fayhaa, Alpha, AMEL, Ana Aqra, AND, ARCS, AVSI, Borderless, Caritas Lebanon, CESVI, COOPI, FISTA, HAND, H&I, Intersos, IR Lebanon, IRC, JRS, LOST, LSESD, MMKN, Mouvement Social, Nabad, NRC, PI, RI, Ribat Association, RMF, Salam LADC, Sawa Association, SCI, SDAid, SIF, SSSE, Tabitha-Dorcas, TdH-It, TdH-L, UNHCR, UNICEF, WCH, WFP, WVI.

