



## EDUCATION SECTOR

PEOPLE IN NEED	1,232,883
PEOPLE TARGETED	497,171
REQUIREMENTS(US\$)	<p>2019 381 million</p> <p>2020 TBD million</p>
PARTNERS	37
GENDER MARKER	1
CONTACTS	<p><b>LEAD MINISTRY</b> Ministry of Education and Higher Education (MEHE) Iman Assi IAssi@MEHE.gov.lb</p> <p><b>COORDINATING AGENCIES</b> UNICEF Karim Rishani krishani@unicef.org</p>

### SECTOR OUTCOMES

#### Outcome #1 \$358.2 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 \$20 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).

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

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 \$2.8 m

Enhance governance and managerial capacities of RACE II 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 II operational and financial plan and report available.

### POPULATION BREAKDOWN

POPULATION COHORT	PEOPLE IN NEED	PEOPLE TARGETED	51% Female	49% Male
Lebanese	451,323	229,100	116,841	112,259
Displaced Syrians	705,000	254,243	129,664	124,579
Palestinian Refugees from Syria	14,041	5,901	3,010	2,891
Palestinian Refugees from Lebanon	62,519	7,927	4,043	3,884

## Situation Analysis and Context

### Background

The protracted nature of the Syria crisis has overstretched the capacity of the education system to address critical education needs in Lebanon. Seven years into the crisis, thousands of vulnerable school-aged children are in need of education assistance.

As of July 2018, the total population of Lebanese children in both public and subsidized schools is almost 392,000, with some 265,000 in public schools and 126,000 in subsidized schools. The aggregate is as follows: Lebanese children in public schools are approximately 265,000 versus 126,000 in subsidized schools. In addition, there were about 218,000 non-Lebanese in public schools in the 2017-18 school year.

The Ministry of Education and Higher Education (MEHE) has responded by consistently scaling up access to formal education for all vulnerable children every school year since the onset of the Syria crisis. Following the implementation of the Reaching All Children with Education (RACE I) strategy (2014-2016), the Ministry of Education and Higher Education developed, in collaboration with the international community, a five-year plan entitled Reaching All Children with Education II (2017-2021). This plan aims to further the equitable right to a quality and relevant education for all children and youth between 3 to 18 years of age in Lebanon, by addressing policy, systems, quality service-delivery, and demand bottlenecks at the national, subnational, and community levels.

In addition to the 65 functioning UNRWA schools which cater to the educational needs of Palestinian children, Lebanese public schools register Palestinian children where no UNRWA schools are available.

### Achievements and strategies

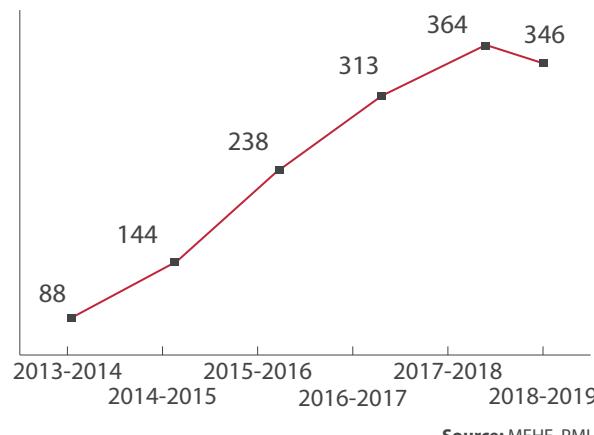
Results of interventions to date are significant. In terms of access, enrolment in basic public education has increased significantly. The cohort of non-Lebanese children enrolled in first shift public schools has doubled since the onset of the Syria crisis. This achievement is coupled with a 12 per cent increase of non-Lebanese in public schools and a 3 per cent increase of Lebanese in basic public schools. Approximately 45 per cent of registered students in basic public schools are non-Lebanese.

UNRWA schools<sup>1</sup> aim to promote the integration of Palestinian refugee children from Syria into regular classes through the provision of formal education in alignment with the Lebanese curriculum as well as through psychosocial activities. During the 2017/2018 school year, a total of 36,775 Palestinian refugee children were enrolled in UNRWA camp-based schools, out of which 5,482 were Palestinian refugee children from Syria. At the beginning of the scholastic year 2018/2019, 36,960

students were enrolled in UNRWA schools, out of which 5,254 were Palestinian refugee children from Syria.

Increased enrolment can partly be explained by consistent donor support and targeted outreach campaigns. Generous donor support to the Education sector has allowed the Ministry of Education and Higher Education to partially waive fees for all Lebanese and non-Lebanese children enrolled in basic education in public schools. It is worth noting that the government nevertheless still covers the large bulk of education costs. For instance, the average annual cost of public education is US\$2,000 per child. Education donors' contributions are so far limited to \$363 per child for the first shift and \$600 per child for the second shift including tuition fees, with the government bearing the rest of the costs.

### Second-shift schools in Lebanon from 2013 to 2019



Source: MEHE, PMU

Furthermore, the Ministry of Education and Higher Education joined efforts with donors for the launch of the Back to Learning campaign for the 2018-2019 school year. 14 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.

Second, access to, and quality of, and a range of complementary educational services, including Non-Formal Education, have improved. The Ministry of Education and Higher Education/Project Management Unit - Reaching All Children with Education, through the Centre for Educational Research and Development (CERD) has developed and approved content for several regulated Non-Formal Education programmes that seek to help vulnerable children back into mainstream learning and training. This includes the Accelerated Learning Programme, Early Childhood Education programmes, Community Based Early Childhood Education and Literacy and Numeracy Packages for Youth.

Moreover, the Centre for Educational Research and Development has developed unified content for retention-support programmes enabling education

(1) UNRWA schools have approximately 35,000 non-Lebanese students (Palestinian refugees from Lebanon (PRL) and Palestinian refugees from Syria (PRS)).

partners to implement remedial homework support programmes to ensure retention of children enrolled in school, particularly those at risk of dropping out. In certain areas, and for a specific number of children, partners have also provided transportation support, distributed learning materials, conducted outreach, and mobilized communities to encourage families to send their children to school. In addition, partners have addressed barriers to education through language support and recreational activities to mitigate the psychosocial impact of violence and displacement. Partners have also piloted cash and school feeding programmes to retain children in schools.

Third, a strengthened education system is improving the equity, quality, and relevance of the education response. In collaboration with the Ministry of Social Affairs (MoSA) and the Ministry of Justice (MoJ), the Ministry of Education and Higher Education made considerable advances in 2017 on the development of a child protection policy that outlines the response and referral pathways for violent incidents taking place in schools, at home and in their communities.

In line with its framework "Ending Violence Against Children (EVAC)", UNRWA launched several activities in 2018 to identify and address children's protection concerns. The Ending Violence Against Children initiative will be further expanded in 2019.

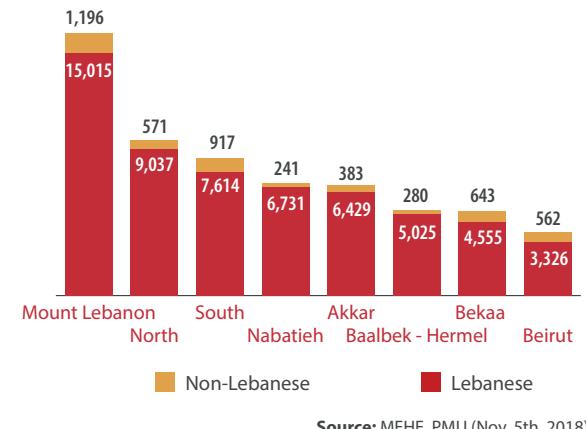
The Ministry of Education and Higher Education recognizes the importance of getting parents involved in a child's education. A circular issued to encourage parents' engagement with the public school directors represents a step towards improving students' achievements and outcomes. Partners are also supporting community-led initiatives in public schools aimed at increasing the engagement of parents and caregivers. A community initiative on Education Community Liaisons (ECL) has been operating to bridge the communication between schools and refugee communities. Until December 2018, 272 public schools running second shifts benefited from the presence of 389 trusted community members. These liaisons follow up on absenteeism, identify and prevent cases of violence not only in school, but also out of school and in the community, and promote tolerance and peaceful coexistence. They have served as a reference for refugee children in public schools and played a positive role in mediating quarrels between children, calling parents of absent children, and increasing the engagement of parents in the education of their children.

## Challenges and opportunities for 2019

**Out of School children (OOSC):** Despite these successes, 36 per cent of compulsory school aged children (6 to 14-year-old refugee children) are out of official public schools and 23 per cent are out of any type of learning – all of whom are at an increased risk of exploitation, physical or sexual violence and discrimination, given the critical years of education they have missed and protection challenges they face during displacement. Given the alarming percentages of refugee children out of school, the sector has a joint responsibility to design

programmes aimed to address the unmet educational needs of out of school children – the hardest to reach. Sector qualitative data and detailed profiling for out of school children is still lacking to roll out similar programmes. There is also an increase in the number of Lebanese children between 6 to 14 who have dropped out of school since the start of the Syria crisis.

## Formal Secondary Education Enrolment Figures for 2018-2019



Source: MEHE, PMU (Nov. 5th, 2018)

## Back to Learning (BTL) for the academic year 2018-19:

Profiling at national level has been the core objective of the Back to Learning 2018-19 campaign, focused on out of school children and youth. Guided by a mapping exercise that identified 301 cadasters with the highest concentration of children out of school, partners conducted outreach focused on out of school children instead of mass outreach.

Despite these successes, there are still unmet needs and challenges to be tackled. Concerning access, there is still scope to increase enrolment, strengthen demand, and improve infrastructure in the Education sector. The 2018 Vulnerability Assessment of Syrian Refugees in Lebanon (VASyR) estimates that 54 per cent of school-aged children (3 to 18) are still out of school,<sup>i</sup> many of whom do not have prior education or have had their education interrupted for an extended period of time. The majority of these children live in hard-to-reach areas, making reintegration into formal education a challenge. Children and families in these areas face several educational challenges that require systemic interventions to improve absorption capacity, to accommodate refugees demands and overcome economic barriers and language difficulties. The Ministry of Education and Higher Education/Reaching All Children with Education-Project Management Unit have already rolled out several non-formal education programmes 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) and Basic Literacy and Numeracy (BLN Basic and Youth).

Refugee youth (15 to 18) constitute almost 16 per cent of refugees in Lebanon. Yet despite efforts by the Ministry

of Education and Higher Education and partners, most remain without access to education. Youth are provided few opportunities to complete their education; they are often forced to drop out of school and work to provide for their families.<sup>ii</sup> Out of the 60,000 refugee youth in Lebanon, 3,905 have been enrolled in secondary public schools for the 2017-2018 school year.<sup>iii</sup> As for Technical and Vocational Education (TVE), 2,123 Lebanese and non-Lebanese adolescents (313 Lebanese and 1,810 non-Lebanese) and youth have been enrolled in vocational education and public institutions.

Enrolment in post-basic education remains low, with only around 6 per cent of secondary-school age non-Lebanese youth enrolled in public secondary and technical and vocational education schools. Socio-economic issues, namely the need to work and academic barriers, together with insufficient funding, have also negatively impacted the provision of secondary education, which falls outside of compulsory education and thus receives less attention.<sup>iv</sup> Demand-side barriers and family priorities (supporting boys' education over girls') have driven many displaced Syrian adolescent girls into early marriage and prevented them from continuing their education, with the risk of early marriage, sexual and gender-based violence (SGBV), and other negative coping mechanism remaining high. Young men work to support their families at the expense of continued education. Finally, the pool of qualified candidates who are eligible for formal education is limited.

According to a Participatory Assessment conducted during 2017, children and youth are obliged to work to support their families. Working children, particularly those involved in the worst forms of child labour, are among the most vulnerable that are left behind.

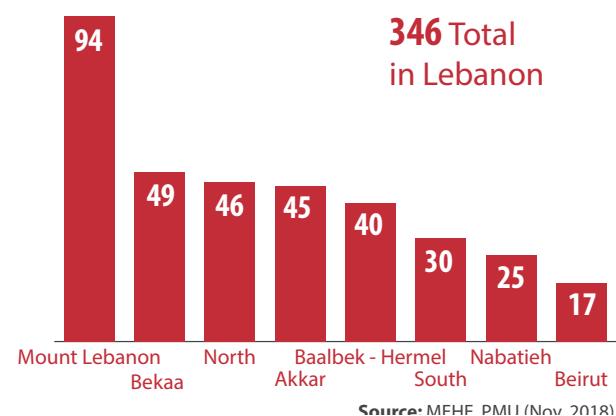
More efforts are needed to revisit traditional outreach programmes and understand the causes contributing to a lack of demand for education. Poverty is known to incentivize the entry of children into the labour market at an age they would normally be attending school, hampering demand for education. Datasets indicate that almost 28 per cent of Lebanese households are categorized as poor, along with 76 per cent of Syrian households. Of these poor households, almost 58 per cent are living below the survival minimum expenditure basket. The negative perceptions of parents and children regarding the value of education in relation to income-earning potential also contribute to low demand. Finally, household-level education-related expenditures (including transportation, uniforms, and learning materials) and the potential opportunity cost of sacrificed income, are major deterrents to education access.

According to the Ministry of Education and Higher Education, one third of public schools' premises are in bad conditions and in need of major rehabilitation. School maintenance following rehabilitation also remains a major gap that requires resource mobilization and support from donors and partners. Public schools, due to their use for accommodating large number of

students and operating as one shift or double shifts, are depreciating in three to five years rather than the expected life span of five to seven years. Due to the constant movement of the displaced Syrian population, a detailed analysis of the absorption capacities of public schools in areas with high concentrations of displaced Syrians is also necessary.

Children with disabilities continue to face considerable barriers accessing educational opportunities. These

### Second-shift schools in Lebanon per governorate for 2018 to 2019



barriers include prevailing social norms and attitudes towards disability, a lack of budgetary allocations supporting inclusion in 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. Rehabilitated public schools, wherever possible, have been made wheelchair-accessible, but needs are much higher. A recent assessment on the physical condition of schools conducted by the Ministry of Education and Higher Education/Program Management Unit is expected to provide information on accessibility of all public schools.

Second, in terms of quality, partners need to focus on strengthening the determinants of learning. A series of in-service professional-development trainings on pedagogy and subject contents is ongoing, delivered by the Centre for Educational Research and Development staff to public school teachers to improve their capacities.

Second, in terms of quality, partners need to focus on strengthening the determinants of learning. With the introduction of the second shift, public schools have exponentially increased the number of contractual teachers in service, which has led to a significant number of new teachers with limited teaching experience managing multi-level classrooms. A series of in-service professional-development trainings on pedagogy and subject contents is ongoing, delivered by CERD staff to public school teachers in order to improve their capacities.

Finally, in an effort to strengthen the 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 reliable national education data that can be meaningfully used for programming or policy interventions. A lack of timely information sharing and insufficiently detailed disaggregated figures on enrolment hamper evidence-based programming. MEHE is in the process of digitizing data-collection – both centrally and at the school level in the second-shift schools.

The public education system does not yet have national standards for the measurement of learning achievements beyond grade-to-grade transition and public examinations. The national education system applies an automatic promotion policy from grade one to three. The General Directorate of Education (GDE) and CERD are currently in the process of developing teacher-performance and monitoring standards for formal education, enabling teachers to continuously measure learning achievements, and to track students who are unable to perform at their grade-level or age-level.

Despite all the challenges, MEHE is progressing on policy formation and implementation to properly address barriers and to strengthen education delivery. Priority response areas for 2018 will build on an existing education programme to improve access and quality, and to strengthen national capacities and systems.

## Education documentation

It is important to ensure that students obtain their educational documentation<sup>2</sup> from formal basic, secondary, or vocational education they have attended and/or are attending in Lebanon. This will facilitate in obtaining equivalent educational documents and resume their education pathways upon safe return to Syria.

Finally, to strengthen the 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 used in a meaningful way for programming or policy interventions. A lack of dynamic information sharing and insufficiently detailed disaggregated figures on enrolment hamper evidence-based programming. The Ministry of Education and Higher Education/Reaching All Children with Education-Protection Management Unit already digitized data-collection – both centrally and at the school level in the second-shift schools.

The public education system does not yet have national standards for the measurement of learning achievements beyond grade-to-grade transition and public examinations. The national education system applies an automatic promotion policy from grades 1 to 3; unless the child's grade in major subjects is below 8/20 and above 8 and less than 10/20, the child sits for a makeup exam. The General Directorate of Education

(GDE) and the Centre for Educational Research and Development are currently in the process of developing teacher-performance and monitoring standards for formal education, enabling teachers to continuously measure learning achievements, and to track students who are unable to perform at their grade or age level.

Despite all the challenges, the Ministry of Education and Higher Education is progressing on policy formation and implementation to properly address barriers and strengthen education delivery. Priority response areas for 2019 will build on an existing educational programme to improve access and quality and strengthen national capacities and systems.



## Overall sector strategy

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Education and learning support the long-term processes of rebuilding and peace-building. Opportunities for learning, education, and interaction also help mitigate the negative psychosocial impact that violence and displacement have on children. Education fosters inclusion, human rights awareness and conflict resolution. Education also empowers girls and women by increasing their chances of employment, staying healthy and fully participating in society.

The Education sector's strategy in response to the Syria crisis draws on the Ministry of Education and Higher Education's Reaching All Children with Education II strategy (2017-2020), which aims at sustaining increased and equitable access to quality education and learning for all children and youth aged 3 to 18 years in Lebanon.

The education plan for Palestinian refugee children is led by UNRWA and focuses on enrolment support for formal basic education, remedial, and recreational activities, and psychosocial support.

### 2.1 Sector Outcomes and Outputs

#### Outcome 1 - Improved Access to Education Opportunities

**Enhance access to, and demand for, equitable formal education or regulated non-formal education for children, youth, and their caregivers.** Substantial gains made in 2017 will allow partners to follow a multi-layered comprehensive response plan to address gaps between demand and supply that impede children

(2) Documentation for formal education can be obtained from public schools, validated at the regional or central Ministry of Education and Higher Education offices and afterwards recognized / attested by the Lebanese Ministry of Foreign Affairs.

and youth enrolment in formal education. The focus of interventions will remain on subsidizing registration and education-related costs, addressing cultural norms and barriers, and increasing the availability of safe, appropriate learning and education spaces in the country, as detailed below.

**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 (NFE).**

A national Back to Learning initiative in specific areas only serves as a multi-faceted engagement tool to improve the ability of children and families to make informed and positive choices about formal education or educational opportunities. The campaign, which takes place for a specific period, has the following components.

- Support to public school administrators through the Ministry of Education and Higher Education/Reaching All Children with Education-Project Management Unit-led meetings with school directors and regional directors before the start of each school year, to prepare and endorse contextualized Standard Operating Procedures (SOPs) for the registration of students.
- A three-dimensional link between school directors, communities, and education partners to improve coordination on clear messaging for the initiative focusing on the Accelerated Learning Programme (ALP).



Aley public School. Photo credit: UNICEF, Fouad Choufany; 26/6/ 2018

The financial burden of education for families will be mitigated through a range of subsidies, including a partial subsidy of enrolment fees for children and youth in formal education for primary and secondary grades, as well as formal vocational opportunities, and higher-education scholarships and regulated Non-Formal Education programmes for children and youth who have missed years of schooling and cannot catch up with the Lebanese education system.

Non-tuition-fee costs related to education for non-Lebanese in either formal education or Non-Formal Education will be partially or fully subsidized. While textbooks will be provided to all enrolled non-Lebanese students (only) in basic education, stationary will be provided for non-Lebanese in second shift schools only. Furthermore, transportation subsidies and special-needs

equipment will be reviewed case-by-case, based on vulnerability.

Lebanese public schools will continue to provide equitable, quality and inclusive education for Lebanese and non-Lebanese students. UNRWA schools will provide the same education services for Palestinian children encompassing elementary, preparatory, and secondary education services in 65 schools (of which 64 are hosting Palestinian refugees from Syria). Education services will be delivered in alignment with the Government of Lebanon curriculum, allowing Palestinian refugees, and all non-Lebanese students to sit for the official exam at the end of the preparatory cycle (Brevet) and secondary cycle (Baccalaureate).

A mapping of out-of-school children is underway to understand the profiles of out-of-school children and youth, and identify the barriers hindering access and retention in school. This will provide policy makers with information about the scale of the problem, access barriers, and gaps in data, and will improve resource allocation to bring children back to school. Partners are also engaged 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 the well-being of children.

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

Rehabilitation and construction of schools will remain a priority, particularly in underserved areas and areas with a high concentration of displaced Syrians. The Ministry of Education and Higher Education will adopt a comprehensive approach to school rehabilitation, building on best practices and lessons learned through various donors, government, and partner-led interventions to increase educational access, with a particular focus on girls and children with specific 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 the Ministry of Education and Higher Education standards.

**Outcome 2 - Improved quality of education services**

**Enhance the quality of education services and learning environments to ensure grade-appropriate learning outcomes for children and youth.** Outcome two 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. The key role of teachers and educators, the importance of school governance, and the potential of community engagement in learning are prioritized. CERD and the GDE/Département d'Orientation Pédagogique et Scolaire' (DOPS) will continue to lead in design and

rollout of the many interventions under this Outcome. The RACE Project Management Unit (PMU) will ensure that standards set by these institutions are followed.

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

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

- a. Teachers (tenured and contracted teachers working in Lebanese public schools);
- b. Education personnel (school directors and supervisors working in Lebanese public schools); and
- c. Educators personnel (recruited to provide Non-Formal Education content in learning spaces).

The Centre for Educational Research and Development leads the development of training modules and teaching guides for these categories of education staff. The training content mainly focuses on learner-centered pedagogy, classroom management, positive discipline, psychosocial support, conflict-sensitive education, and the skills required to support children with different learning backgrounds and specific needs. The Teacher Training Curriculum Model (TTCM) is a training framework that targets capacity building of public school teachers from the Ministry of Education and Higher Education according to the standards in the Teacher Competency Framework (TCF) adopted by Ministry.

For education personnel, a combination of management and financial training packages are being developed to support the development of competencies required for the implementation of School Improvement Plans (SIPs). Educators in learning spaces will be recruited against specific profiles and competencies detailed by the Centre for Educational Research and Development, in close coordination with the Project Management Unit, and will benefit from standardized training packages developed by the Centre for Educational Research and Development.

The Sexual and Gender-based Violence task force has recommended the integration of human rights, gender diversity, equality, and safe referral mechanisms in teacher and educator trainings, in order to enhance the gender sensitivity of the school staff and environment.

To measure the quality of teaching and learning, the General Directorate of Education of the Ministry of Education and Higher Education will be in charge of monitoring visits to second-shift schools through Département d'Orientation Pédagogique et Scolaire counsellors, to ensure teaching staff adhere to national performance standards.

The capacity of the Palestinian teaching workforce will also be enhanced through trainings on Individual Education(IE) and Individual Education Plans (IEP) enabling the early identification and response process to

student's needs, whether these are related to learning, health, psychosocial well-being or to disability, and trainings on basic psychosocial support with a view to foster cohesion between Palestinian refugee children from Syria and students 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 is an area that 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.

To provide inclusive, safe, healthy and protective environments in second shift schools, the following interventions will be implemented in close collaboration with the Département d'Orientation Pédagogique et Scolaire. In the case of any Ministry of Education and Higher Education premises used for regulated Non-Formal Education programmes, interventions will be supervised by the Project Management Unit; A minimum of two health checks per year will be guaranteed for each student enrolled in second-shift schools. DOPS 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;

- 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 student health;
- In line with the Child Protection Policy developed by the Ministry of Education and Higher Education, the General Directorate of Education / Département d'Orientation Pédagogique et Scolaire Central will roll out the child protection policy to teachers, education personnel, psycho-social support counsellors, on national protocols for the identification and referral of any student impacted by violence at school, at home, or in their community. Cases that need specialized intervention or services will be referred to the General Directorate of Education / Département d'Orientation Pédagogique et Scolaire psychosocial support counsellors for appropriate action, and;
- School personnel will be trained to ensure active involvement in the appropriate referral of children and youth with specific needs (whether they be physical or cognitive).

Students identified as "at risk of dropping out" are assisted with retention support activities under the supervision of the Project Management Unit, 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 NGO partners. Once granted authorization, NGOs have been utilizing public school premises to implement summer programmes recapping the previous school year and preparing children for the next year.

Links between schools and refugee communities continue to be strengthened by Community Liaison Volunteers, who will continue to take on the responsibility of providing personalized follow up to Syrian students and assist communities in addressing or finding solutions to issues, such as bullying, violence, or discrimination, that often lead to children dropping out. Furthermore, Community Liaison Volunteers will follow up with parents on school absenteeism and assist in bringing children back to school.

Palestinian refugee students will benefit from learning support through summer learning activities organized during summer vacations. UNRWA will also continue 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. UNRWA's efforts to respond to children's special needs are complemented through the referral to therapeutic consultations where required.

### **Outcome 3 - Strengthened Capacity of the Education System**

**Enhance governance and managerial capacities of Reaching All Children with Education II implementing institutions to plan, budget, deliver, monitor and evaluate education services.** This outcome aims at supporting the Ministry of Education and Higher Education's ability to manage the national education system. This will be achieved by continuous investment in improving institutional technical capacity, strengthening the policy base, developing durable partnerships and creating a platform to coordinate the delivery of education programming. This will also ensure systematic shifts towards a stabilization and development agenda in the context of the protracted Syria crisis.

#### **Output 3.1 - The Center of Education Research and Development is capacitated to administer an effective education-management information system.**

The Center of Education Research and Development, as the statistical and research institution, will lead the design, training, and rollout 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 Syrians, the Reaching

All Children with Education-Project Management Unit will ensure data credibility, within the same timelines for second shift public schools as well as regulated Non-Formal Education progress and 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 Center of Education Research and Development, will be guided by the conceptualization of a learner-centered 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.). The Center of Education Research and Development envisions a consultative revision process and will be soliciting inputs from technical experts, education partners, teachers, and parents on an e-platform. On approval from the National Higher Committee, the curriculum will be piloted in selected schools. The feedback from this process will be incorporated into the final curriculum before national textbooks are designed.

In addition to the revision of the formal education curriculum, the Center for Education Research and Development, in close coordination with the Project Management Unit will review and develop content for regulated Non-Formal Education) programmes. Currently, the Center of Education Research and Development has completed a curriculum content-review for the Accelerated Learning Program, Community-Based Early Childhood Education (CBECE), Preparatory Early Childhood Education (PREP ECE), Youth Basic Literacy and Numeracy (YBLN), remedial support, whereas basic literacy and numeracy (BLN) is in the final stages before endorsement. The Center of Education Research and Development has started engaging with stakeholders to develop a Secondary Accelerated Learning Programme (SALP). Within the Ministry of Education and Higher Education's Non-Formal Education framework, and under the supervision of the Project Management Unit, e-learning, psycho-social support, and life-skills education will be mainstreamed into the content of all regulated Non-Formal Education programmes.

#### **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 in Reaching All Children with Education II, the following frameworks, standards and strategies will be

## 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					
<b>GRAND TOTAL</b>	<b>1,232,883</b>	<b>497,171</b>					

developed for operationalization:

- **A national learning assessment strategy** for measuring learning achievements is currently under review. The strategy will focus on Grade 3 (to detect early difficulties in basic reading, writing, and numeracy skills) and Grade 6 (to detect difficulties in math, science, and language subjects). These assessments will be derived from new curriculum, which will set out standards for age-appropriate learning outcomes. The strategy will also integrate measurements of learning related to life-skills education, including;
- **A national teacher-assessment framework and teacher observation tools** will be developed to set out the standards to assess teachers' competencies. The Center of Education Research and Development and the General Directorate of Education, through the Département d'Orientation Pédagogique et Scolaire, will jointly design teacher observation tools, which will be used by General Directorate of Education/ Département d'Orientation Pédagogique et Scolaire academic counsellors during their school monitoring visits. Evaluation notes from these monitoring visits will be aggregated into a performance report for each teacher.
- **Standard Operating Procedures for school-based management(SBM) in second-shift schools.** A national school-based management framework already exists in Lebanon, which aims to increase the involvement and accountability of school communities and personnel in the administration of their schools. Provided with small grants, each recipient school will provide a school improvement plan, drawn up collaboratively by school directors, teachers, parents, and students. The implementation of the school improvement plan will result in school administrators and the school community jointly analyzing, managing and monitoring improvements to school environments, with consequent impact on students' learning outcomes.
- **Policy and mechanisms to monitor violence against children in schools.** The development of the Child Protection Policy by the Ministry of Education and Higher Education, covering both public and private schools, has been completed. This policy includes main engagements and strategic objectives to prevent and protect students from institutional violence (inside schools) and family/community violence (outside schools). The internal and external referral mechanisms

for each pre-defined type of violence in the public education sector, and unified related tools to support the identification and management of different cases, were completed. The plan is to pilot the fully-fledged mechanisms in 20 schools, to provide feedback and make the necessary changes before operationalizing the mechanisms in all public education institutions. In the interim period, and until the child protection referral mechanisms are endorsed, the Ministry of Education and Higher Education have shared a referral template to be used by NGOs to share complaints of institutional violence.

In second shift public schools, psychosocial support counsellors will play a key role in ensuring the continuum of services for children, from detection and evaluation to referral.

• **Policy framework for specific needs education.** A national study, led by the Ministry of Social Affairs with support from the Ministry of Education and Higher Education, 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, and sensory difficulties. The study aims to serve as a reference for relevant ministries and support them to better address existing policy gaps. The Ministry of Education and Higher Education will develop a comprehensive specific needs education framework to address barriers to relevant education and employment for these children and youth.

To promote inclusive education in Lebanon, the Ministry of Education and Higher Education, with the support of the UN, has initiated a pilot in 30 public schools that includes special educators, teacher training, specific needs supplies and mobile paraprofessional teams.

• **Standards for learning spaces and for educator profiles.** The Ministry of Education and Higher Education's Education in Emergencies Committee will, in collaboration with the Project Management Unit, define standards for the physical spaces proposed for the implementation of regulated Non-Formal Education programmes. Upon endorsement, such spaces will be formally referred to as "learning spaces." Likewise, minimum professional standards will be proposed for any personnel recruited for the implementation of Non-

Formal Education programmes in learning spaces, and;

**• Risk screening of public schools under the National School Safety Plan (NSSP) including roll-out of the Disaster Risk Management (DRM).** Under the National School Safety Programme, awareness was raised for selected schools on Disaster Risk Management concepts and Disaster Risk Reduction (DRR) principles were drafted for inclusion in the curriculum. In addition, a risk screening tool was developed to measure the vulnerability of school buildings (physical, seismic, and social). A risk assessment for the public schools in Lebanon was also carried out. Based on the available raw data, schools were categorized into high, medium and low risk categories. Future planned steps include refinement of the qualitative risk assessment and categorization of school buildings into different structural categories. The feasibility of the different retrofitting options for each structural type will then be assessed. The results will further strengthen the evidence-based approach of Disaster Risk Reduction policies for school construction and rehabilitation.

**Output 3.4 - The Project Management Unit, in collaboration with the Centre for Educational Research and Development and the General Directorate of Education, is capacitated to lead Reaching All Children with Education II with the Ministry of Education and Higher Education departments and relevant education stakeholders**

Reaching All Children with Education II coordination mechanisms are functional under the leadership of Director General of Education and the Project Management Unit. The Project Management Unit 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 Reaching All Children with Education Executive Committee (REC) and the Education sector. The Project Management Unit will ensure inter-departmental coordination within the Ministry of Education and Higher Education so that the implementation of Reaching All Children with Education II is guided by coherent decisions from the relevant Ministry of Education and Higher Education institutions.

As the main institutional implementers of Reaching All Children with Education II, the Project Management Unit, the General Directorate of Education and the Centre for Educational Research and Development 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 as 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 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.

**Identification of sector needs and targets at the individual/household, institutional, and geographical level.**

Targeting is based on the overall number of children, the enrolment rate (based on previous years), and the capacities of the Ministry of Education and Higher Education and partners. The total number targeted is calculated based on available data sets, assessments and studies. Based on the available data, the most vulnerable areas have been identified, and the selection of second-shift schools was based on areas with a high concentration of displaced Syrians.

**Mainstreaming of Conflict Sensitivity, gender, youth, people with specific needs (PwSN) and environment**

**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 wellbeing 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 (PEI) and Prevention of Violence and Extremism (PVE) messages will therefore play a stronger role in the sector in the coming years, particularly in building capacity on how 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-resolution, mediation skills, 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 at the primary level, while at secondary level, attendance of girls is higher, resulting in a gender parity index of 1.1. Particularly in the North and the Bekaa, there is a substantial gender gap in favour of girls, due to the practice of boys starting work at an early age. While gender equity is slightly in favour of girls, 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 and growing number of girls are exposed to early marriage and are more prone to 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.

The Back to Learning campaign will be used as an entry point to identify and reduce risks associated with access to formal and Non-Formal Education for both boys and girls who are out of school, but also raise awareness on safe identification and referrals. Moreover, initiatives are planned by partners to enhance the gender sensitivity of the overall school environment, including training teachers on sexual and gender-based violence, human rights, and safe referral mechanisms, promoting gender diversity among teachers and school administrative staff, developing and advocating for policies that promote gender equality, rolling out child protection policies within the school environment, 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 sexual and gender-based violence risk reduction, including training on child protection 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).

## Youth

More focus on providing education for youth is needed, since many have not been able to access such opportunities. 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. 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 and life-skills education. In 2018, stronger focus will be placed on enrolling adolescents and youth in technical education, NFE, and remedial and homework support.

## Inter-sector linkages

**Protection/Child 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, and exploitation. Violence, abuse, and exploitation negatively affect children's educational achievements and consequently their short and long-term wellbeing and ability to achieve their full potential. To ensure complementarity, both sectors work strongly together and meet on a regular basis. Activities where the sectors collaborate include the back to school outreach campaign, 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. Département d'Orientation Pédagogique et Scolaire psychosocial support counsellors will play a key role in ensuring the continuum of services for children, from detection and evaluation to referral.

**Water and Environment:** The Education sector plan includes the renovation/construction of schools, including WASH facilities, while hygiene promotion activities and training in schools are included in the Water sector plan. Environmental education is part of the hygiene-promotion curriculum, and will be implemented through teacher training and the provision of teacher tools. Lack of access to gender-specific toilets for girls acutely affects menstruating adolescent girls — putting their health and education at risk. This is an area requiring strong collaboration between the two sectors and line ministries. Another potential area requiring operational collaboration and support is connecting selected schools to water sources and improving sewage systems.

**Health:** The Education sector strategy incorporates health as a key area of focus for an improved school environment. The priority activity will be to regularize health checks for second-shift schools, while building capacity of teachers to educate children on health. A Health Education programme is an important part of a public education system, motivating children to maintain their health, and preventing and reducing disease outbreak risks. The Education and Health sectors, in collaboration with the Ministry of Education and Higher Education, will explore ways to increase the role of health interventions in second-shift schools.

**Food security:** The School Feeding Programme (SFP) was rolled out as a possible measure to reduce drop-out rates in schools. The School Feeding Programme has two components: the "Reaching School" programme for children enrolled in second-shift schools and WFP's school snacks programme. These programmes provide both educational and health benefits to the most vulnerable children, thereby increasing enrolment rates, reducing absenteeism, and improving food security at the household level. Improved coordination and data

sharing will continue to take place between the two sectors to maximize impact and reduce the vulnerability of the school-aged population.

**Livelihoods:** The sector strategy maintains a strong focus on developing vocational training. Education programmes and the Livelihoods sectors are complimentary to each other; formal technical vocational education are planned, implemented, and reported under the Education sector; meanwhile competency-based vocational training and informal apprenticeships in non-formal settings will be additionally supported by the Livelihoods sector. The provision of life skills training, among other youth initiatives, that focus on developing skills for learning, employability, personal empowerment, and active citizenship, are being pursued.

**Energy:** The Education and the Energy sectors, under the guidance of the Ministry of Education and Higher Education will implement Renewable Energy projects mainly (distribution of solar photovoltaic systems) and installation of energy efficient (LED Lighting) projects in public schools. The installation of solar photovoltaic in schools can generate monetary savings throughout its lifespan (c.a. 20 years), The financial savings can be re-directed to core education activities such as school enrolment.

## Endnotes

- i. UNHCR, UNICEF, WFP (2017), *Vulnerability Assessment of Syrian Refugees in Lebanon (VASyR) 2017*.
- ii. UNHCR, UNICEF, WFP (2016), *VASyR 2016*.
- iii. Reaching All Children with Education II Quarterly Fact Sheet, September 2017.
- iv. Reaching All Children with Education II Quarterly Fact Sheet, September 2017.
- v. Lebanese Population Planning Figures, LCRP 2017.
- vi. UNHCR, UNICEF, WFP (2017), *VASyR Lebanon 2017*.
- vii. Lebanon, Ministry of Social Affairs, UNICEF (2016), *Baseline Survey*.



Donated hand knitted hats, North Lebanon. Photo credit: UNHCR, Fidaa AlFakih; 26/11/ 2018

## 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	Target 2019	Target 2020	Baseline	Result 2018	Target 2019	Target 2020	Baseline	Result 2018	Target 2019	Target 2020	Baseline	Result 2018	Target 2019	Target 2020
	229,100	262,278			254,243	253,142			5,901					7,927	

**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	Target 2019	Target 2020	Baseline	Result 2018	Target 2019	Target 2020	Baseline	Result 2018	Target 2019	Target 2020	Baseline	Result 2018	Target 2019	Target 2020
Cycle 1 96%		>96%		Cycle 1 68%			>68%								
Cycle 2 87%		>87%		Cycle 2 51%			>51%								
Cycle 3 78%		>78%		Cycle 3 52%			>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	Target 2019	Target 2020	Baseline	Result 2018	Target 2019	Target 2020	Baseline	Result 2018	Target 2019	Target 2020	Baseline	Result 2018	Target 2019	Target 2020
99%			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	Target 2019	Target 2020	Baseline	Result 2018	Target 2019	Target 2020	Baseline	Result 2018	Target 2019	Target 2020	Baseline	Result 2018	Target 2019	Target 2020
Cycle 1 - 2 100%			100%	Cycle 1 - 2 96%			96%								
Cycle 2 - 3 94%			94%	Cycle 2 - 3 82%			82%								
Cycle 3 - Secondary 91%			91%	Cycle 3 - Secondary 82%			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	Target 2019	Target 2020	Baseline	Result 2018	Target 2019	Target 2020	Baseline	Result 2018	Target 2019	Target 2020	Baseline	Result 2018	Target 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	Target 2019	Target 2020	Baseline	Result 2018	Target 2019	Target 2020	Baseline	Result 2018	Target 2019	Target 2020	Baseline	Result 2018	Target 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