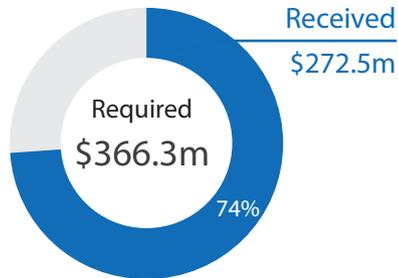


Education - End of Year 2018 Dashboard

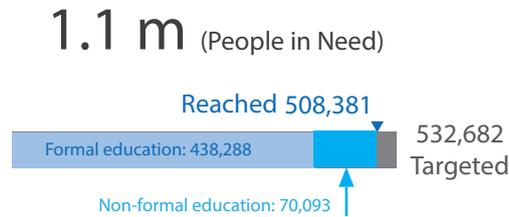
This dashboard summarizes the progress made by partners involved in the Lebanon Crisis Response and highlights trends affecting people in need. The Education Sector in Lebanon is working to enhance: OUTCOME 1) the access to, and demand from, children youth, and their caregivers, for equitable formal or regulated non-formal education; OUTCOME 2) the quality of education services and learning environment to ensure grade-appropriate learning outcomes for children and youth; OUTCOME 3) the governance and managerial capacities of RACE 2 implementing institutions to plan, budget, deliver, monitor and evaluate education services.

2018 Q4 Funding Status

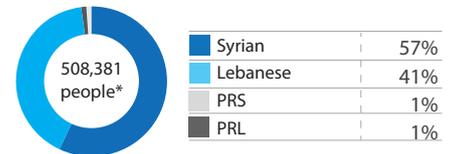
Funding received as of 31 December 2018



Targeted Population groups



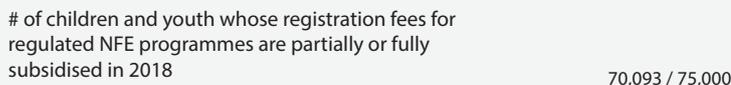
Population reached by cohort



* people reached through formal (Lebanese public as well as UNRWA schools) and non-formal education.

Progress against targets

Outputs

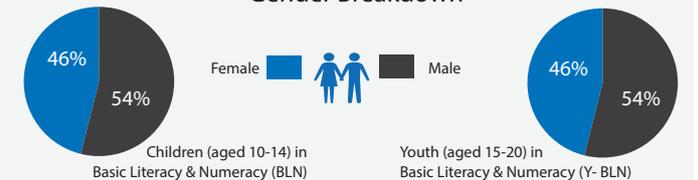


Outcomes

| | LCRP 2017/2020 Baseline | | | | December 2018 Current | | | | 2020 Target | | | |
|--|-------------------------|--------|-----|-----|-----------------------|-----|-----|-----|-------------|---------|-------|--------|
| | SYR | LEB | PRS | PRL | SYR | LEB | PRS | PRL | SYR | LEB | PRS | PRL |
| OUTCOME 1: # of students (age 3-18) enrolled in formal education | 191,338 | 204,61 | N/A | N/A | 217,263 | N/A | N/A | N/A | 253,142 | 262,278 | 9,251 | 40,200 |
| OUTCOME 2: Completion rates by cycle: | | | | | | | | | | | | |
| - Cycle 1 | 68% | 96% | | | N/A | N/A | | | >68% | >96% | | |
| - Cycle 2 | 51% | 87% | | | N/A | N/A | | | >51% | >87% | | |
| - Cycle 3 | 52% | 78% | | | N/A | N/A | | | >52% | >78% | | |

Source: LCRP Education Sector Logframe (2018)

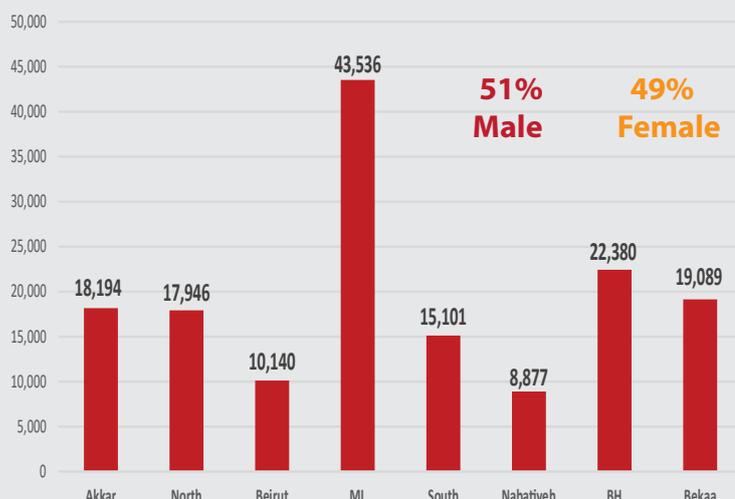
Gender Breakdown



Analysis

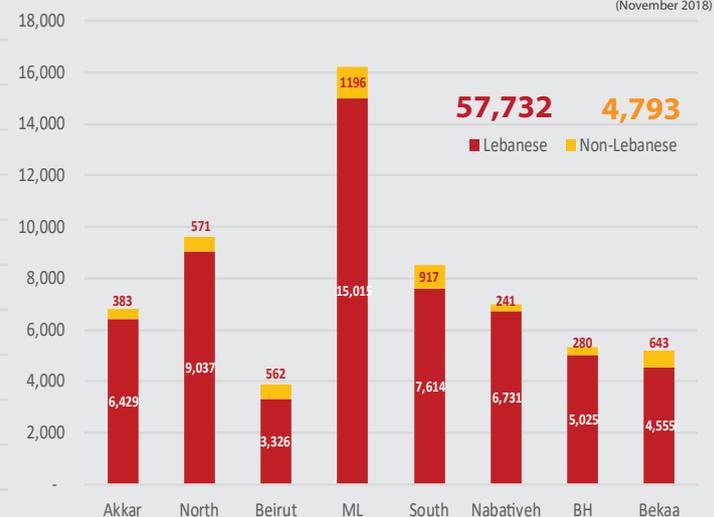
Enrolment in MEHE's 2nd-shift public schools for the scholastic year 2018-2019 per gender and Governorate

Source: MEHE/PMU.



Enrolment in formal secondary education for 2018-2019 school year per Governorate.

Source: MEHE/PMU - Race II Factsheet (November 2018)





KEY CONTRIBUTIONS OF THE SECTOR TO LCRP IMPACTS

The Education sector's priority in response to the Syrian crisis draws on the MEHE's RACE II strategy (2017-2020), which aims at sustaining increased and equitable access to quality education and learning for all children and youth aged 3-18 years in Lebanon.

- Increase in enrolment of Lebanese & non-Lebanese from previous academic year and transition from NFE to Formal Education.
- Development of the Community Based Early Childhood Education(CB-ECE) including the curriculum, SOPs, and training for NGOs by CERD.
- Launch of Child Protection Policy.
- Launch of Inclusive Education Policy.
- Shift from mass outreach to outreach focused on Out of School Children (OOSC).
- Progress of Out of School Children OOSC Profile analysis.
- Digitizing of data-collection process undertaken by MEHE / RACE-PMU at both centrally and second-shift school level.



Facts and Figures (January - December 2018)

30,716

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

18,189

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

8,752

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

5,033

Syrian refugee children & youth benefiting from Language support programmes in community venues.

735

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

389

Education Community Liaison volunteers deployed in 2nd-shift public schools.

Sources: ActivityInfo.



CHALLENGES

According to VASyR (2018) more than half of school-aged Syrian refugee children (3-18) are still out of school, many of whom do not have prior education or have had their education interrupted for a long time.

Many of these out of school children live in areas far from public school and making their re-integration into formal education even more challenging.

Demand-side barriers to education for refugee families remains challenging. Refugee families often have to prioritize economic needs, and children are required to work to support family income, resulting in dropping out of public schools. Refugee families have also highlighted the transportation costs as one of the major reasons for dropping out of second shift public school.

One of the barriers to education is early marriage. Syrian adolescent girls are pushed into early marriage due to economic difficulties thus preventing them from continuing their education.

Despite the introduction of the Child Protection Policy, alleged cases of violence and discrimination at home, on the way to school and in school (peer to peer and between students and teachers) are among the most cited barriers hindering enrolment or causing the families to withdraw their children from school.

Raising awareness among refugee parents/caregivers of children in public schools regarding the importance of collecting and safekeeping their children's school records (report cards) will facilitate their academic achievements and mobility



KEY PRIORITIES AND GAPS FORESEEN FOR 2019

The shortage of reliable and predictable funding is hampering efforts to increase the number of second shift schools in the the areas with high concentration of school-aged children.

One of the major sector gaps is the lack of an online (dynamic) information management system and insufficiently detailed disaggregated figures on enrolment. A fully integrated data management system at student level between Non-Formal Education programs and Formal education to track learning and transition is in progress and will be given priority.

Approximately 20,000 children who were enrolled in second-shift public schools in the academic year 2017-18 have not shown up in the academic year 2018-19. Retention remains a gap that needs further follow up. On the other hand, more than 39,000 new students showed up during this scholol year.

A priority is to improve the understanding of the underlying drivers of access and retention in public schools (enrolment-learning-transition continuum) and of the educational profiles of OOSC which is ongoing.



The story of Saeed Al Saeed, by The Lebanese Organization for Studies and Training (LOST)

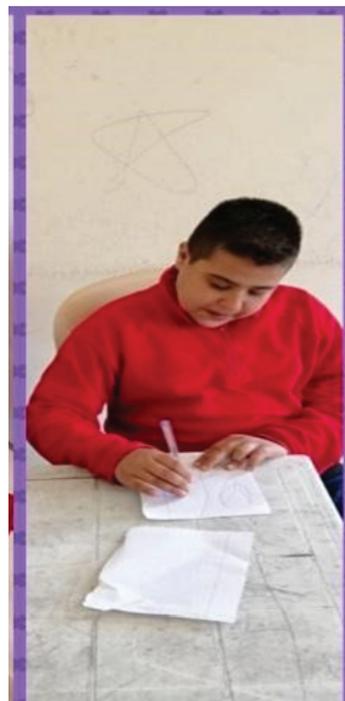
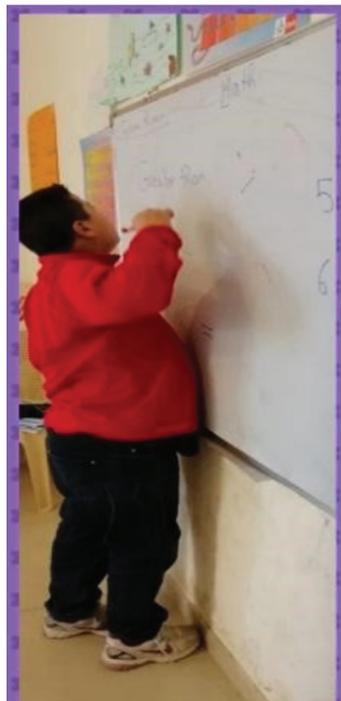
Saeed, a ten-year-old boy, is the younger son of a modest Syrian family of eleven members. The family is currently living in a humble home at Derzanoun-Bar Elias which became their residence since the start of the Syrian crisis.

Saeed was referred by Caritas to a Basic Literacy and Numeracy program (BLN) executed by the Lebanese Organization for Studies and Training (LOST) in partnership with UNICEF at Majdal Anjar-Bekaa. The LOST team addressed his learning needs since day one. His first week at the center was not easy. Saeed cried, refused to attend his classes, and he was not able to interact and socialize with his classmates and surroundings. Academically, Saeed was not able to focus, memorize, nor pay attention to the educators.

The educators at LOST made serious efforts to accommodate Saed's needs, and help him get all the academic and social support required. Educators removed a few posters that were distracting Saeed from focusing and created a relaxing and calm atmosphere.

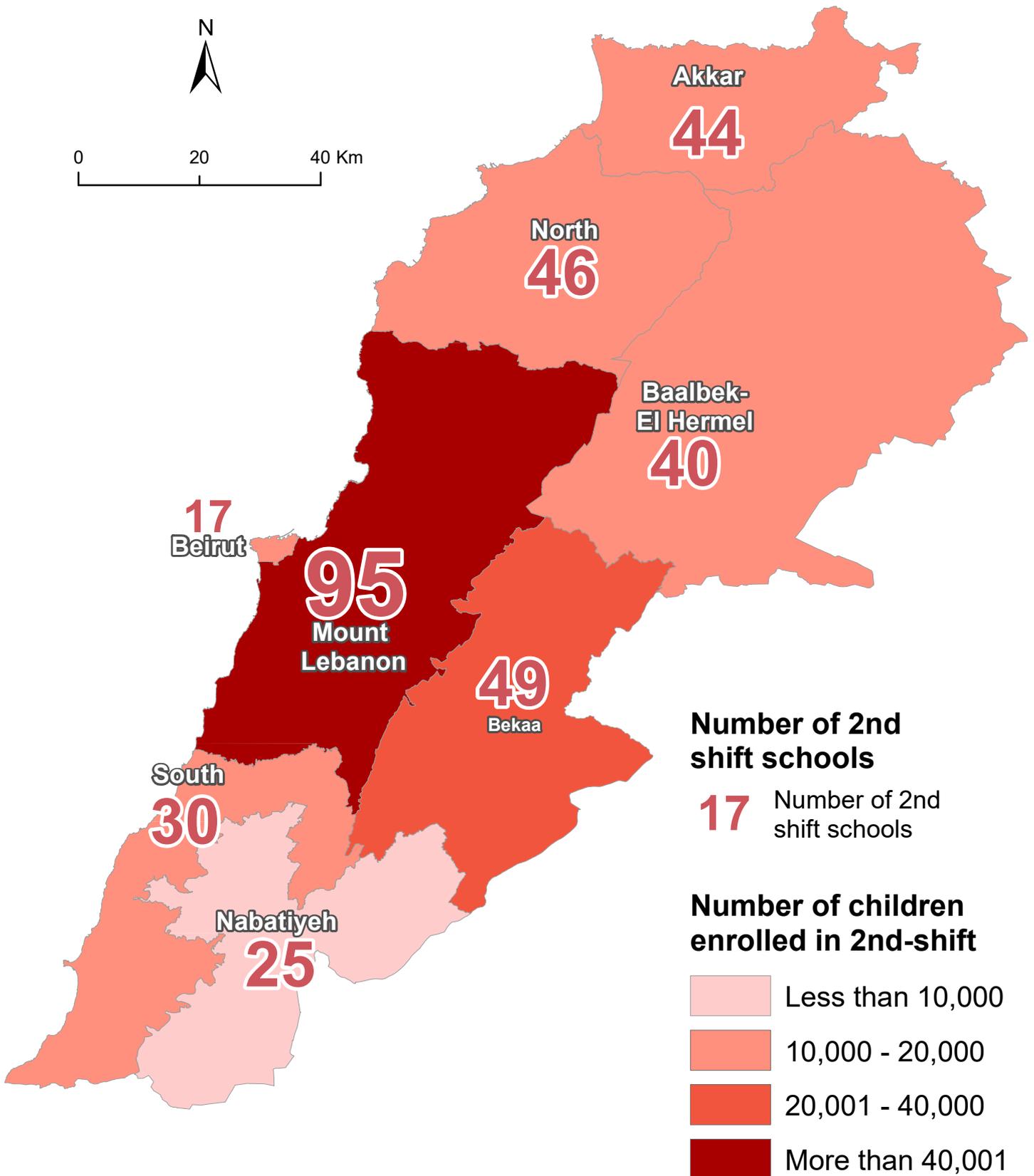
Saeed was also trained on social behaviors in addition to discussions on how one's behavior affects others. Saeed showed real progress during the cycle, became committed, and gained many skills. He began greeting his educators and friends, respecting everyone and asking for permission for going out. Saeed made great improvement in learning, writing letters and numbers correctly.

Ibrahim and Hanaa, Saeed's parents, expressed how thankful they are for seeing their son learning and socializing like his peers. "I happy that my son Saeed has changed a lot. I am thankful for the educators and LOST", stated Hanaa. By the end of the BLN cycle, Saeed was referred to Accelerated Learning Program (ALP) managed by MEHE.



* Case Study provided by LOST.
Photo Credit: LOST.

Distribution of Public 2nd shift schools across Lebanon and enrollment of Non-Lebanese children in 2018-2019 school year.



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