



# End Year 2021 SECTOR DASHBOARD

## Education

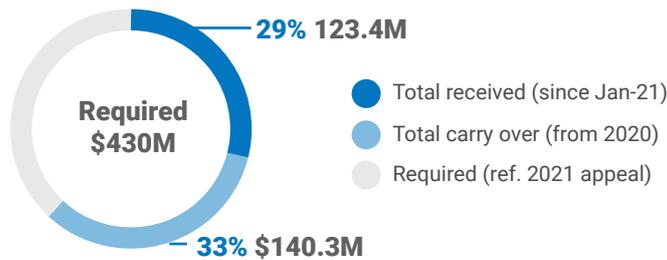


Inter-Agency  
Coordination  
Lebanon

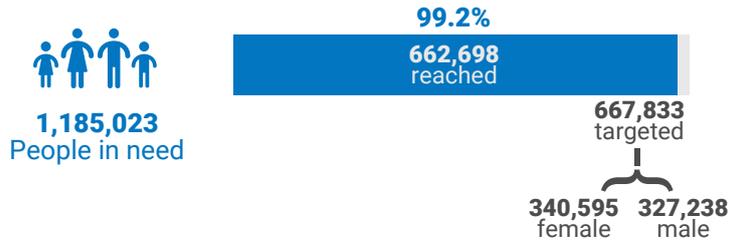
This dashboard summarizes the progress made by the Government of Lebanon and Sector Partners involved in the Lebanon Crisis Response Plan and highlights trends affecting people in need. The Education Sector in Lebanon is working to enhance: OUTCOME 1) the access to, and demand from, children youth, and 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.

### 2021 Sector Funding Status

As of 31 December 2021

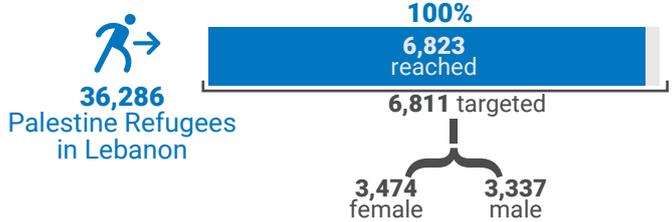
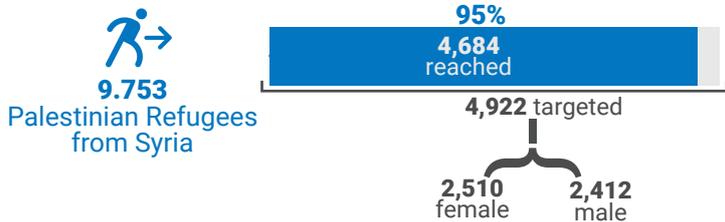
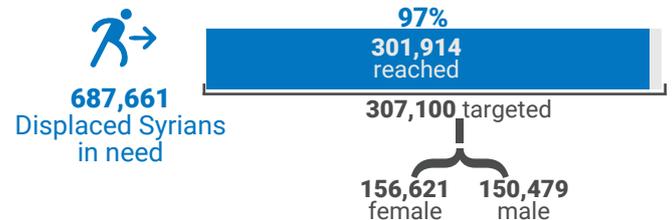
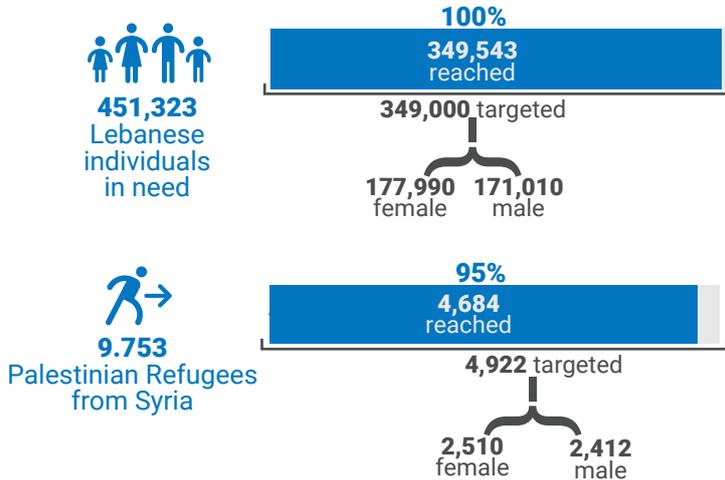


### 2021 population reached



\*This target is different than the one in LCRP 2021 document (528,213), since it has been revised to include beneficiaries in TVET and non-formal education (NFE).

### 2021 population figures by cohort



### Progress against targets

#### Key Achievements

# of children and youth whose registration fees for public formal education/UNRWA schools are partially or fully subsidised for 2020-2021 school year.

545,160 / 515,213

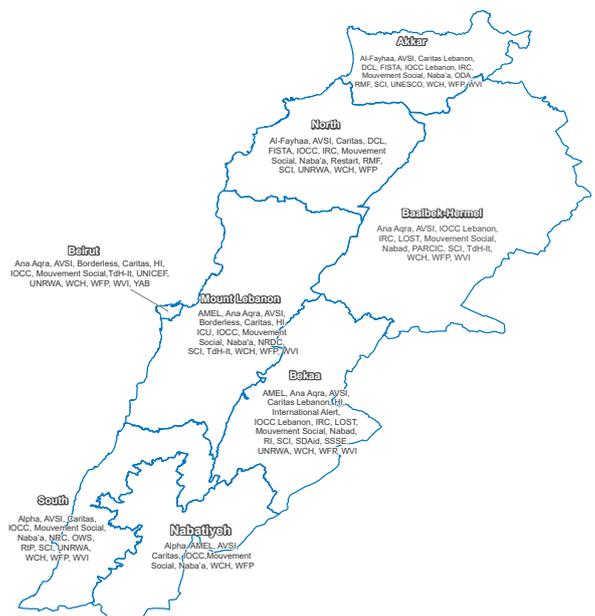
# of children and youth whose registration fees for regulated NFE programmes are partially or fully subsidised in 2021.

78,336 / 80,000

# of children and youth benefiting from remedial or homework support programs in 2021.

37,002 / 91,368

### Partners per Governorate



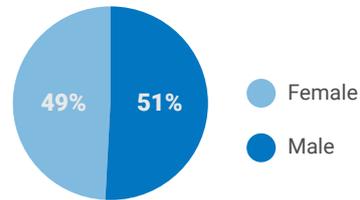
The following 38 organizations have contributed to the achievement of the Education Sector Outcomes prioritized under the LCRP and reporting under ActivityInfo during the period Jan-Dec. 2021: Al-Fayhaa, Alpha, AMEL, Ana Agra, AVSI, Borderless NGO, Caritas Lebanon, DCL, FISTA, HI, ICU, International Alert, IOCC Lebanon, IRC, LOST, Mouvement Social, Naba'a, Nabad, NRC, NRDC, ODA, OWS, PARCIC, RESTART, RI, RMF, RIP, SCI, SDAid, SSSE, TdH-it, UNESCO, UNICEF, UNRWA, WCH, WFP, WVI, YAB.



## Gender Breakdown in NFE programs (CB-ECE and BLN)

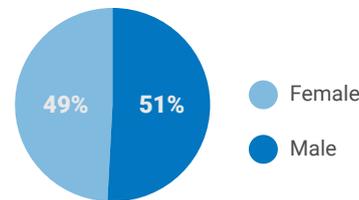
Children (aged 3-5) in community-based  
Early Childhood Education (CB-ECE)

Total: 32,414



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

Total: 40,513



### 1. Analysis of achievements of the sector at the output level

In 2021, the Education sector partners were able to reach over 660,000 beneficiaries, which is nearly 100 per cent of the targeted population, including students, teachers, and parents both in support of formal and non-formal education. Of those 660,000 targeted population, 51 per cent were female and 49 per cent were male.

In regard to access to formal education, more than 545,000 non-Lebanese and Lebanese children and youth (51 per cent girls and 49 per cent boys), were enrolled in public schools in the 2020-2021 school year and benefitted from partial or fully subsidised registration fees for public formal education or UNRWA schools. As for non-formal education, education partners were able to reach 98 per cent of the target population of 80,000, with more than 78,000 beneficiaries.

The school year 2021/22 started in mid-October for the first shift, in mid-November 2021 for grades 1 to 9, and for preparatory early childhood education (Prep-ECE) students in the second shift. As part of the back-to-school campaign initiatives addressing information needs of parents and communities in relation to enrolments, the Sector partners did outreach in communities and developed a Q&A document to address questions from parents/caregivers enrolling their children in Lebanese public schools for the 2021-2022 academic year. Despite the delay of the start of scholastic year, partners were able through community and engagement activities to reach out to more than 98,000 children and their caregivers during the calendar year 2021. These children were referred to public formal, non-formal schools and other needed services, such as psychosocial support.

Through the efforts of partners, gender parity was achieved at the primary school level with girls making up 50 per cent of the non-Lebanese student population and 53 per cent of the Lebanese student population. At the secondary school level, gender parity is achieved with 51 per cent boys. Gender disparities at the district level and by socio-economic status are more pronounced. The number of girls and boys not enrolling in school or dropping out is similar; however, this is triggered by different reasons. According to field reporting, child marriage case figures are lower during the COVID-19 outbreak; however, the risk of child marriage has increased due to lack of household income and reduced access to school. Adolescent girls also face sexual and gender-based violence. Some of the most vulnerable boys and youth are being recruited as workers, often in exploitative conditions.

The Education Sector, under the leadership of the MEHE has developed the LCRP Education Strategy for 2022, in line with the five-year General Education Plan of the Government



## 2. Key contributions of the Sector to LCRP Outcome and Impacts in 20221

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

Increased risk of school dropout, increased vulnerability of marginalized children and those with specific needs have all put the continuity of quality education at risk.

Under the leadership of MEHE, the education sector has continued its response to ensure the outcomes of the LCRP are fulfilled and children are able to access learning opportunities given the COVID-19 restrictions.

The 2021/22 scholastic year started with delays in registration, due to the deteriorating COVID-19 situation in the country, as well as the economic situation in the country, affecting the teachers' salaries and leading to teachers' strike. During the last quarter of 2021, MEHE issued a series of circulars to facilitate the return of children to school. Partners mobilized their community structures to widely disseminate "Back to School" messages and to promote children's access to education.

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

The sector continued to support remotely children and parents. It created educational content, (lessons, worksheets and videos) and activities to improve children's social emotional learning (SEL), shared mainly via WhatsApp platform. Parents were also engaged in discussions around community-based solutions to address barriers to education. Children were also supported where possible with access to electronic devices, connectivity, power etc. and low-tech solutions for those who lack a conducive learning environment at home.

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

## 3. Challenges and Mitigation Measures

The year 2021 has severely impacted the Education Sector in Lebanon. In addition to overstretching of the public education system caused by the protracted nature of the Syria crisis, the deteriorating economic situation and the COVID-19 pandemic have taken a heavy toll on learning. The prolonged lockdown caused severe effects on the quality of education provided and also slowed down the planned activities and reforms such as early childhood education, addressing learning outcomes, designing new curriculum, rehabilitation of inclusive classes, national scale-up of teachers' performance standards, etc.

These factors have resulted in growing learning gaps and also to the de-prioritisation of education, leading to the rise in negative coping mechanisms such as child labour (affecting mainly boys) and child marriage (mainly affecting adolescent girls), depriving many of their rights to education.

Teacher strikes, mostly linked to the deterioration of the Lebanese economy and the devaluation of the Lebanese Pound, have largely contributed to the disruption of learning for the most vulnerable children at the start of the 2021/22 school year (leading to an interruption of learning for a third scholastic year now). The start of scholastic year 2021/22 was postponed several times, and started mid-November, as the Government of Lebanon (GoL) negotiated with the teachers' union an adjustment packages for teachers.

Meanwhile, operations in second-shift schools, which are intended to open for the bulk of displaced Syrian children, are facing similar challenges. Despite the extension of the deadline for registration by the government, enrolment processes were delayed, as school administrations continued to be closed, leading to many children not having the chance to enrol and being out of education.