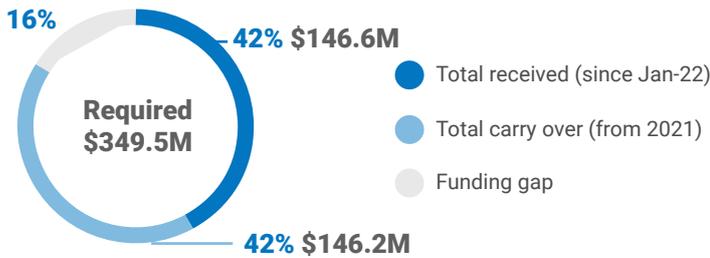




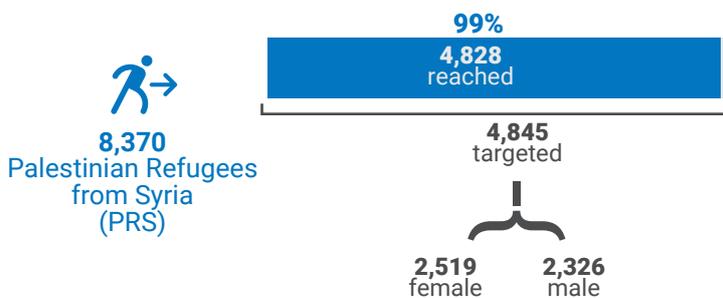
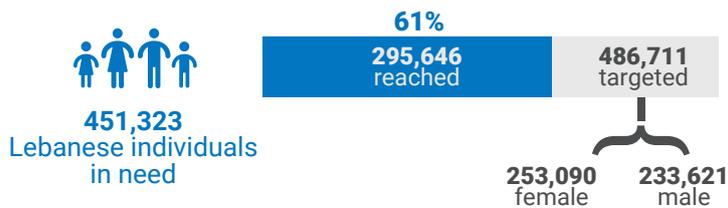
This dashboard summarizes the progress made by the Government of Lebanon and Sector Partners involved in the Lebanon Crisis Response and highlights trends affecting people in need. The Education Sector in Lebanon is working to: OUTCOME 1) increase equitable access to, participation in, and completion of education for all learners in Lebanon, with a focus on the most vulnerable; OUTCOME 2) improve learning outcomes for children and youth through enhanced quality of education services adapted to multi-crisis situations; and OUTCOME 3) to enhance governance and managerial capacities of the education system to plan effectively and manage efficiently so that resources are transformed into high-level results.

### 2022 Sector Funding Status

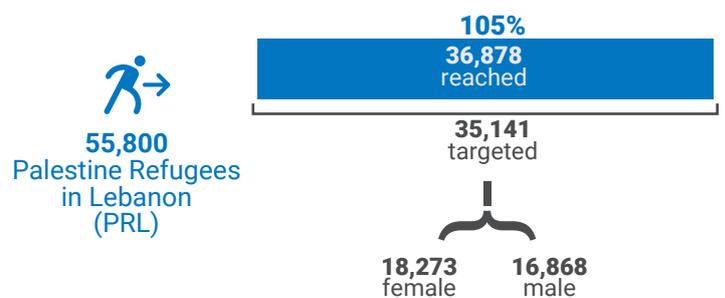
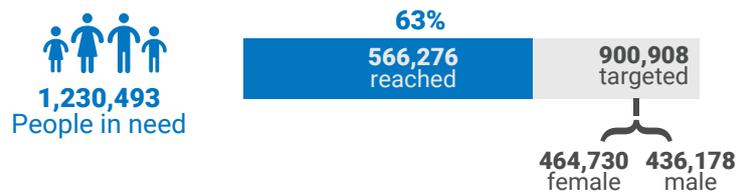
As of 31 December 2022



### 2022 population figures by cohort

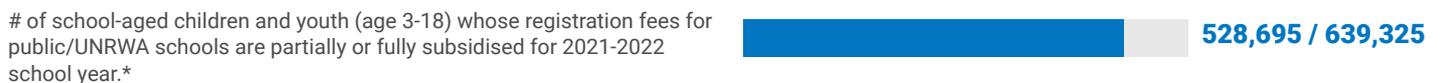


### 2022 population reached



### Progress against targets

#### Key Achievements

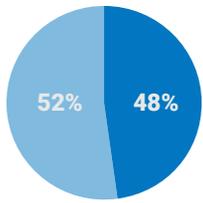


\* Figures are based on official data shared by MEHE; there may be differences from the previous dashboard due to administrative data cleaning from MEHE.

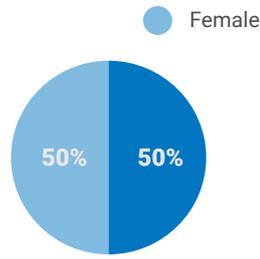


## Gender Breakdown in Formal and Non-Formal Education

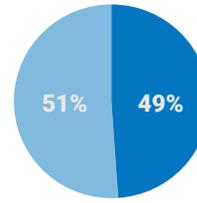
Students (aged 3-18)  
in Formal Education



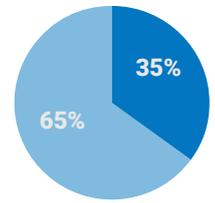
Children (aged 3-5) in Community-based  
Early Childhood Education



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



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



## Sectoral Situation Update

In 2022, the combined impact of the socioeconomic crises led to mounting challenges which increased vulnerability of school-aged children across all populations in Lebanon, leading to increasing obstacles to accessing education due to high living costs and difficulty in providing basic educational needs. Many parents prioritized securing other urgent needs, thus disrupting the education of the most vulnerable children. This increased risks of drop-out and adoption of negative coping mechanisms, such as child labour and early marriage, posing high protection and well-being risks to children.

Additionally, the current deterioration has had a remarkable negative impact on the education system in the country on two main levels, both significantly affecting the quality of learning. First, both teachers' and students' wellbeing and motivation has suffered, especially in times of inconsistency in teaching shifts and the unaffordability of key teaching resources. Second, schools' infrastructures have been impacted, highlighted by the cholera outbreak that further emphasized needs of

schools for support in rehabilitation. Other challenges relate to the competition for access to education services that continues to increase social tensions in communities.

The most vulnerable children across all populations are those not accessing education at all, those with protection risks, those who have learning disruptions or low attendance due to negative coping mechanisms, and those at risk of drop-out. Based on the multidimensional poverty index, an estimated 1.45 million school-aged children are considered in need of support to access basic needs, including education, of whom around 662,000 are Lebanese (52 per cent girls), more than 715,000 Syrians (51 per cent girls), around 13,300 migrants (73 per cent girls) and about 56,000 Palestinian refugees (52 per cent girls). Refugees as well as most Lebanese are struggling to pay for education needs, thus leading them to deprioritize education over providing other essential basic needs.

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

In the context of multiple crises and increasing inequalities, partners continued implementing outreach activities targeting children, youth and caregivers for critical needs to expand access to and retention in education. Partners reached more than 87,297 children out of 260,000 targeted (48 % girls), of which 3,820 were Lebanese and 83,477 were non-Lebanese. Most outreach activities happened in Mount Lebanon (20,000), Bekaa (19,000) and Baalbek-El Hermel (18,500), followed by Akkar (10,500) and North Lebanon (9,500). The outreach activities included follow-up with children who were out-of-education, those who had dropped out and those referred to relevant education and protection programmes. This is in addition to conducting tailored gender-responsive outreach interventions and follow-up of children at risk of dropping out in collaboration with other relevant sectors to address various gender challenges.

Regarding enrolment in public schools for children and youths (ages 3-18), the registration fees for public schools were partially or fully subsidized for 528,695 children (253,774 males; 274,921 females), representing an 83% achievement rate, with 56% for Lebanese and 44% non-Lebanese students. Partners also distributed national textbooks for all students from all nationalities in public and some selected private schools (including 65 UNRWA schools, free schools, semi-private schools and other schools struggling financially). Partners also covered school fees for 1,326 children with disabilities in 30 inclusive schools.

The breakdown of enrolment by gender in the morning shift public schools demonstrates the consistent gender parity that prevails in the Lebanese education system. The overall share of 52% girls and 48% boys remained nearly unchanged, particularly for afternoon shift schools, which enrolled the same number of girls as boys in 2021-2022. However, the gender distribution differs significantly when the data is drilled down at the cycle level: in the 2021-2022 school year, 54% of cycle 3 students and 61% of secondary students in morning shift schools were girls. This gap points out the potential transition of boys to technical education or to the labour market in higher grades.

As for the non-formal education/Multiple Flexible Pathways programmes, partners were able to partially or fully subsidize the registration fees of 34,989 students (51 per cent girls), of which:

**Community-Based Early Childhood Education (CB-ECE) (Ages 3-5):** A total of 14,532 children, representing 58% of the target, with the highest number being in the Bekaa governorate (as reported by sector partners), where 38% of children aged between 3 and 5 were enrolled. During 2022-23 scholastic year, less funds were allocated to partners who work at scale.

**Basic Literacy and Numeracy (BLN) (Ages 10-14):** A total of 17,893 children, representing 71.5% of the annual target (as reported by 19 partners). Of these, 99% were non-Lebanese, 51% were female and 2% were children with disabilities (CwD), with the highest number of enrolments in Bekaa, where 26% of children aged between 10 and 14 were enrolled, 20% in Akkar and 18% in the North governorate.

**Youth Basic Literacy and Numeracy (YBLN):** A total of 2,564 young learners, aged 15 years and older, being 23% of the target. Of these, 92% were non-Lebanese, 65% were female and less than 1% were students with disabilities. The highest records were reported in Baalbek-El Hermel and Mount Lebanon, with 38% and 20% enrolment rates, respectively. Similar to ECE, during 2022-23 scholastic year, less funds were allocated to partners who work at scale.

To ensure retention of children registered in public schools and to avoid drop-outs of the most vulnerable children, sector partners increased their efforts in providing students in public schools and community centres with school feeding and Cash for Education. Around 77,000 (representing 113% of the targeted 66,000) children and youth received meals or snacks in public schools or community centres. Of those reached, 43% were in morning shift schools, 48% in afternoon shift schools and 9% in community centres where retention support is provided. In addition, children and youth were reached through supported public school kitchens, involving around 8,000 individuals (140 percent of the annual target). Of these people, 45% were in morning-shift schools and 55% were in afternoon shift schools. Mount Lebanon governorate had the highest number of children (36.5%) benefitting from the school feeding programme. As for the Cash for Education programme, over 90,000 children received cash for education support in both morning and afternoon shifts.

To address learning losses and disruptions, partners continued to support children and youth in providing remedial/homework support to ensure the completion of their learning and reducing the possibility of dropout. This targets Lebanese and non-Lebanese children enrolled in public schools from Grades 1-9 (Basic Education), who were at risk of dropping out due to poor academic performance and achievements. The programmes focus on providing these children with individualized learning support in all the subjects in which they need help, especially the major subjects in the national curriculum (Arabic language, foreign language, mathematics and science). These were provided by 18 partners to around 32,000 children, exceeding the target by 12% compared to the target group of 28,450 children. Of these, 77% were non-Lebanese, 51% were female and 4.2% (1,328 students) were CwD.



The programme was conducted in community centres for 83% of the children and in public schools for 17% of the students. Additionally, a total of 98,000 children benefitted from the Summer School programme, a part of the Learning Recovery effort which provides an opportunity for students to catch up on learning and incentivizes the return to school for the new school year 2022/2023. The programme is a comprehensive approach that offered languages classes, maths and science, and extracurricular activities related to social and emotional learning. In total, 6,000 teachers and around 2,300 school staff participated in the summer school programme across 455 public schools.

While all public schools were supported with funds to ensure the implementation of the additional health and administrative interventions required for safe and inclusive re-opening of schools, the sector partners commenced with activities to ensure that children and youth had improved access to appropriately equipped public schools and learning centres, especially in underserved areas. In this regard, 27 public schools are currently in progress of rehabilitation, out of the targeted 143 schools; 93 schools are in the design phase; and site works have been started for the construction of three new schools.

Additionally, partners distributed hygiene supplies to support the health and safety of children, teachers and school personnel across all public schools, including both first and second-shift schools (including thermometers, face masks, soap, hand sanitizers and bleach). A total of 588,517 children, of which 52% girls, and 53,500 school personnel were supported over a six-month period across all public schools, including both first and second-shift schools.

As part of the learning recovery efforts, more than 22,800 teachers were trained in learning recovery, and an additional 1,320 teachers were trained in non-formal education settings. Sector partners also provided training fees to 233 MEHE General Directorate Education specialists in inclusive education and to 3,077 teachers and school principals in 60 inclusive schools.

With the aim to ensure retention of children in schools, education liaison volunteers in 322 of the 344 second-shift schools continued to follow up on absenteeism, providing personalized follow-ups to Syrian students, identifying and referring child

protection issues in schools in accordance with MEHE's Child Protection Policy. They assisted communities in addressing or finding solutions to issues which often lead to children dropping out, such as absenteeism, bullying (including cyber bullying), violence or discrimination. This activity supports social cohesion as it provides an avenue for dialogue between families, the broader community and the school administration. Also, at community level, outreach volunteers reached 475 of the 500 education-outreach programmes, raising awareness of communities around the importance of education and education-related procedures as well as the MEHE national child protection policy.

Sector partners aim to support children, together with their parents/caregivers, schools and learning centres, with the necessary resources to ensure children's psychosocial well-being and their safe return to learning. In this regard, education sector partners reached 46,434 out of 291,213 children and parents with awareness sessions on COVID-19 and other health-related issues. The number reached was lower due to the improvement of the Covid situation in the year, and therefore the set target was too high. 24,189 of 37,000 parents were supported in engaging their children with distance learning. For this, over 750 Prep-Early Childhood Education (prep-ECE) volunteers provided support on ECE activities across 284 second-shift schools, and over 920 health and psychosocial support (PSS) health counsellors provided school health services to all 1,234 schools. Additionally, parents and caregivers were also contacted by sector partners with awareness sessions on topics related to education and health. In 2022, 733 parents and caregivers (out of the 37,500 targeted) received outreach for this purpose, which indicates under-reporting from the partners.

As for the system strengthening component of the response, relevant studies are being conducted to improve child learning and wellbeing in MEHE public schools. The student information management system (SIMS) at the MEHE is unified and generates reports. Appropriate policy frameworks, such as the MEHE Action Plan for Child Protection, have been endorsed, and this is being implemented in 1,235 public schools, with orientation training of 42 counsellors on safeguarding and child protection. The sector was also able to finalize the national inclusive education policy, which will be implemented in 2023.

## 2. Key contributions of the sector to LCRP Outcome and Impacts

The Sector was able to ensure an increase in inclusive and equitable learning opportunities for children and youth (outcome 1), through supporting school fees for all public-school children, both Lebanese and non-Lebanese; support to all public schools and households through key activities, such as cash for education to over 90,000 children; and school feeding, where more than 75,000 children and youth received meals or snacks in public schools or community centres. A special focus has also been given to piloting of special education schools (in 30 schools). These activities have led to an overall increase in attendance across all population groups during school opening (VASyR 2022). At the same time, the Sector has invested a lot in learning recovery, by providing 350,000 children with a Learning Recovery Package/learning material, and more than 98,000 children benefitted

from Summer School 2022 as part of the learning recovery effort, which provides an opportunity for students to catch up on learning and incentivizes the return to school for the new school year 2022/2023. In addition, 20,000 teachers were trained within the overall Learning Recovery Programme, therefore enhancing learning outcomes in formal and non-formal education (outcome 2). As for supporting 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, 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 teachers' wellbeing.

## 3. Challenges, risks and mitigation measures

Further deterioration of the economic situation has led to multiple phases of disruption in the academic year, including teachers' and educators' strikes due to low salaries and lack of motivation, and teachers leaving the profession completely. In addition, due to financial constraints and the increased vulnerability of many Lebanese and non-Lebanese families, children continue to drop out of formal or non-formal education to support their families, thus increasing the risks of early marriage for girls and child labour for boys and negatively affecting retention efforts. To mitigate this, sector partners continue to support teachers with salaries and to ensure schools stay open for in-person learning. To reduce the financial burden on households, sector partners increased programmes such as Cash for Education and school feeding, with the aim of ensuring retention of children in school. The Sector furthermore continued removing demand-side barriers to learning and skilling, including building up parental, teacher and leader level commitment to quality and inclusive education for the most marginalized children. The Multiple Flexible Pathways programme in formal, semi-private schools and in the community exists to provide quality and inclusive learning opportunities and pathways to learning and for work. Sector partners continued supporting system-strengthening and improving accountability of schools to provide a quality and inclusive education through more and better data, policy, planning and budget-

ing routines to support priority programmes of the MEHE Five Year Plan on Education.

With the disruption for the third scholastic year for children in Lebanon, the Sector recognizes the increased need for retention programmes and teacher training, including wellbeing support. For 2023, preparations are ongoing on data routines from all schools to centralize levels to ensure payments to more than 14,000 teachers and workforce and all 1,233 public schools, serving both as first and second-shifts.

The Cholera outbreak in Lebanon also required the Sector to step up, to ensure timely and relevant interventions from partners. In this regard, the sector led by MEHE conducted a WaSH in Schools survey to assess the WaSH situation in public and semi-private schools in Lebanon and to ensure an evidence-based, targeted response. To assess the situation in schools within a short time-frame, a phone survey was conducted with 1,332 (of the intended 1,755) schools across Lebanon, distributed among the eight governorates, including 1,109 public schools (83% of the total sample), 96 semi-private schools and 127 public vocational/technical vocation and education training (TVET) schools. These findings will support WaSH interventions in schools in 2023.



## 4. Case Study

An important component of the education sector response is the Multiple Flexible Pathways programme, where partners are supporting the implementation of different programmes designed to support children who have dropped out of school or are otherwise unable to access formal education. The Multiple Flexible Pathways programme is included in all three outcomes of the sector strategy, though the project highlighted here particularly contributes to outcome 1: "Increased equitable access to, participation in, and completion of education for all learners in Lebanon, with a focus on the most vulnerable."

The project "Supporting Vulnerable Girls and Boys to Access and Remain in Education in Lebanon" ensured the children most impacted by the crises, including those out-of-school, were identified and referred to the most relevant education services. Through this project (December 2021 – April 2022), Save the Children and UNICEF referred 3,168 children (52 per cent girls) to non-formal or formal education services and supported 1,319 children (23 per cent girls) in retention support in collaboration with the public schools, including 103 children (50 per cent girls) with disabilities. Community-based early childhood education was provided to 1,268 children (53 per cent girls), and 581 children (43 per cent girls) were enrolled in basic literacy and numeracy courses. In addition, 744 children (52 per cent girls) were referred to appropriate services (i.e., Child Protection, WaSH, Health). The following is a case-study illustrating the impact of the Basic Literacy and Numeracy programme within Multiple Flexible Pathways.

Walid\* is a 10-year-old displaced Syrian child living with his family in Marj, Bekaa. His parents sought out refuge in Lebanon in 2013 and, after moving around for a while, the family settled in the Marj informal tented settlement (ITS). Since residing in Lebanon, the family struggled financially, in which certain sacrifices were made, mostly in the name of ensuring their children's survival. As such, their three children never received proper education.

Through Save the Children's intervention, Walid registered in the basic literacy and numeracy (BLN) programme implemented in partnership with UNICEF and funded by FCDO, Norway and France. Due to the COVID-19 pandemic and in keeping with the health regulations, classes were largely held online. With Save the Children and UNICEF's support, Walid\* received rechargeable mobile cards, a learning kit, and BLN books.

Walid's mother, Sahar\*, explained how her son benefited greatly through this programme, not only for the education he received but also for giving him the confidence to stand up for himself and dream for a better future. "The last time my son set foot in a classroom was over 3 years ago. To us, this programme was a gift. On the very first day, as they began online classes, he



(C) Save the Children International (SCI)

was nervous and worried, and he even asked me if he could skip. I remember he worried he would stand out, worried that he wouldn't understand anything and feared he'd be ridiculed by his fellow classmates and teachers. After some persuasion, he decided to try, and he never looked back! He truly blossomed during those months. Even his teacher commended his progress, especially considering his rather weak education background." Sahar said.

When asking Walid about his experience, he launched into telling us how much he enjoyed the classes: "I loved them! At first, I was scared because what if other students made fun of me. On the other hand, what if I wouldn't understand anything the teacher was saying? None of that happened. I had the best teacher; she was very kind and supportive. She would answer all our questions, and if I had any problems, she always answered me when I messaged her. I didn't feel like I didn't belong, I felt very safe and happy to study because it's been such a long time since I studied or learned anything. When I grow up, I want to become a math teacher because it was my favorite subject and I'm very good at it."

\* Names used in this story are not real.



(C) UNICEF



**Partners per Governorate**

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

ADRA, Al Fayhaa, Al Makassed, Alpha, AMEL, Ana Aqra, AND, ANERA, AVSI, Borderless, Caritas Lebanon, FISTA, HI, IRC, JRS, LAsER, LOST, Mouvement Social, Naba'a, Nabad, NRC, NRDC, OWS, parcic, Plan International, RESTART Lebanon, RI, Ribat, RMF, Sawa Association, SCI, SDAid, SSSE, Tabitha-Dorcas, TdH-It, UNICEF, URDA, WCH, WFP, World Learning, WVI, YAB.

