



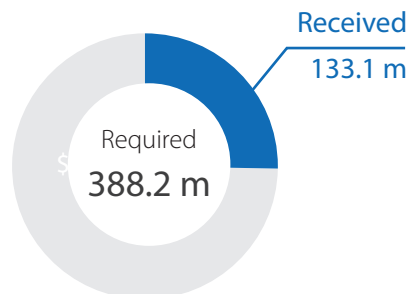
EDUCATION Quarter 1 Dashboard



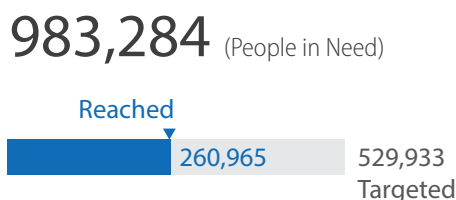
Inter-Agency
Coordination
Lebanon

The quarterly dashboard summarizes the progress made by partners involved in the Lebanon Crisis Response and highlights trends affecting people in need. Partners in Lebanon are working to: 1) ensure humanitarian assistance and protection for the most vulnerable among the displaced from Syria and poorest Lebanese; 2) strengthen the capacity of national and local delivery systems to expand access to and quality of basic services; and 3) reinforce Lebanon's economic, social, institutional and environmental stability.

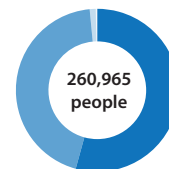
2016 Funding status as of 12 April 2016



Targeted population groups



Population reached by cohort



Syrian	114,504
Poor Lebanese	140,691
PRL	1,895
PRS	728

Progress against targets



Activities

	reached / target
# of [Non-Lebanese] children enrolled in formal basic public schools (school year 2015/2016)	150,000 / 200,000
# of adolescents enrolled in secondary public schools	2,280 / 2,080
# of children enrolled in CERD Accelerated Learning Program (ALP - first round 2016)	4,427 / 30,000
# of children participating in basic literacy/numeracy programs	1,530 / 45,000
# of children and adolescents participating in life-skills programs	5,805 / 40,000
# of children in formal basic education receiving school supplies	260,594 / 391,000
# of teachers receiving materials	54 / 400
# of children enrolled in remedial education, homework and reading support, and language programs	13,807 / 95,000

Sources: MEHE, UNICEF & UNHCR reporting partners



Outputs/Outcomes

reached / target

OUTCOME 1: Ensuring equitable access to educational opportunities for boys and girls	
# of boys and girls accessing learning	158,809 / 374,530
OUTCOME 2: Improving the quality of teaching and learning in formal education	
% of enrolled children who have passed end of year	No data to report
OUTCOME 3: Strengthening national education systems, policies and monitoring	
# of frameworks developed that enhance national education systems	1 / 3



Age/Gender breakdown



of children participating in basic literacy/numeracy programs

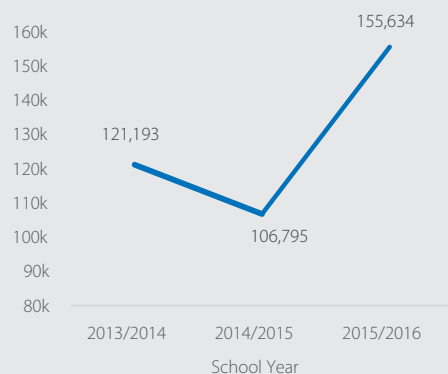


of children and adolescents participating in life-skills programs

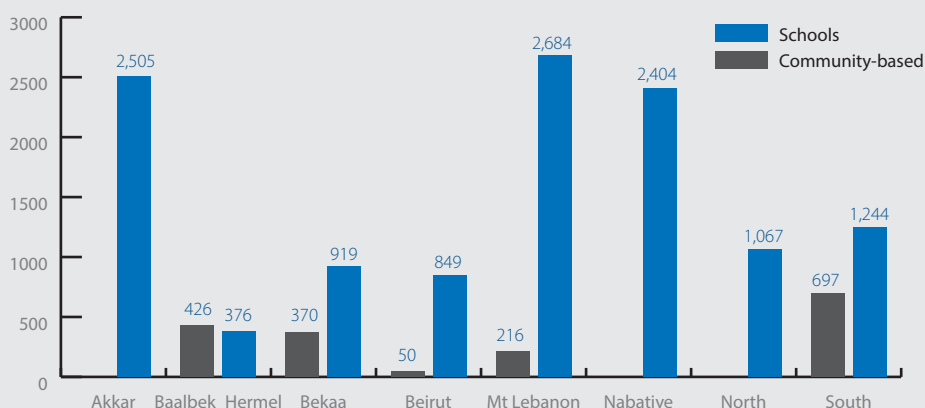
Boys
Girls

Custom analysis

Children enrolled in formal education



School retention support activities per Governorate



In January, UNESCO organized a consultative seminar on NFE to discuss existing opportunities and challenges in the region, and come up with recommendations that create synergies between non-formal and formal education in Lebanon. During this seminar, MEHE presented the Non-Formal Education Framework for Lebanon.

One of the categories of the NFE framework is the Accelerated Learning Program (ALP) developed by the Center for Education Research and Development (CERD) under the guidance of the Ministry of Education and Higher Education. The ALP targets children between 7 and 17 years old who have missed two years or more of schooling, and prepares them for (re)integration in formal public education. In January and March, three rounds of placement tests were conducted by CERD to assess the level of competency of the children. The 1st cycle of the ALP started on 22 February in 32 schools selected by MEHE. Education partners played a significant role in outreach and awareness raising to children, their parents and communities about the programme. By the end of March, 4,427 children were enrolled in ALP. In addition, approximately 390 teachers were trained in the main core academic subjects, class management methodology and the INEE minimum standards for Education in Emergencies.

On the second of March, MEHE organized an ALP regional workshop in Beirut bringing together MEHE regional and central staff, UN and NGOs who supported the ALP outreach. In addition to a discussion about the ALP 2016 rolling plan, structure and components, PMU and CERD presented ALP updates for 2016 and the way forward. Working groups were formed to draft key recommendations for better harmonization of shared ALP activities in the field.

In addition, to ensure inclusion and coordination with education partners, CERD and MEHE PMU organized an ECE Inception Workshop on February 10th in order to build consensus among partners around the process and focus of development of a unified Non-Formal Early Childhood Education (ECE) package. Around 30 NGO's and UN agencies attended the workshop consultation, and organizations with on-going programmes targeting (3-5) year olds presented their current and

planned programmes.

In February, MEHE launched a homework support program in 123 schools across the country targeting 20,000 girls and boys at risk of drop-out, both Lebanese and Non-Lebanese. National and international education partners implemented the program. Community-based homework support groups managed by refugee and Lebanese volunteers and supported by education partners, flourished in the first quarter of 2016. By March 2016, 117 community venues have been made available to refugee children in second shift who need help with their homework or simply a safe learning space to spend time with their school work before classes start.

Refugee parents of children enrolled in formal public education are increasingly involved in the education of their children. 126 Parents Community Groups (PCGs) are active and meeting regularly to discuss and find sustainable solutions within the communities to challenges they are facing in sending their children to school, and challenges their children are facing in schools or their studies.



Facts and Figures

\$363	Formal basic 1st Shift cost/child/year
\$600	Formal basic 2nd Shift cost/child/year
\$350	ALP cost/child/cycle - excluding operational cost
\$250	Homework support cost/child/cycle
32	Schools running ALP
238	Second shift schools 2015/2016 academic year
117	Community-based homework support groups created
126	Active Parents Community Groups (PCGs)

Sources: LCRP, MEHE, UNICEF & UNHCR

Changes in context - first quarter

As of today, over 470,000 refugee children between the ages of 3 and 17 are registered with UNHCR in Lebanon. Of these, 150,000 students are currently enrolled in formal public education in the 2015-2016 academic year from kindergarten to 12th grade.

On February 4th, world Leaders came together with host governments from the region, Syrian civil society, youth representatives, NGOs and the private sector, at the London Conference, and agreed on the goal of providing 1.7 million Syrian refugee and host community children with education by the end of 2016/17 school year, alongside a commitment to accelerate access to safer learning for all 2.1 million children out of school inside Syria. Lebanon's education leadership was profiled extensively at the Conference through the presence of Education Minister Bou Saab.

In the first quarter of 2016, the Ministry of Education and Higher Education (MEHE) started the review of RACE (2014 – 2016) and the development of RACE II (2017 – 2021) with the support of the donor community and UN agencies. RACE II is a five year plan that seeks to build on the successes and lessons learned from RACE I to steer a strategic shift towards a more systemic approach towards evidence-based interventions and capacity development of the education sector. The main focus remains on ensuring access to quality education opportunities for all, including the most vulnerable and hardest-to-reach children and families, whether non-Lebanese or Lebanese.

In March, the Lebanese Government has announced that students at the public middle and high school levels (grades 9 and 12) of any nationality (including Lebanese returning from Syria, Syrians, Iraqis and others) are allowed to sit for the official exams for the scholastic year 2015-2016 without presenting transcripts or documentation of earlier schooling. This policy is a step forward in extending equitable rights to education for all students in Lebanon irrespective of their nationality.

UNICEF & UNHCR reporting partners:

Alpha, Ana-Aqra, ANERA, AVSI, CLMC, CONCERN, HOOPS, IRC, LOST, MS Lebanon, SCI, TdH - It, UNRWA