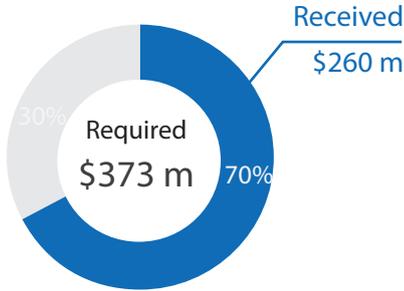




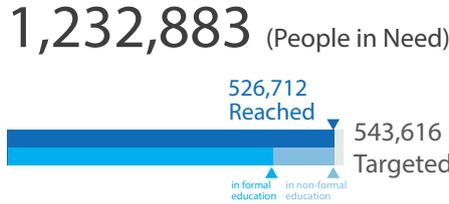
EDUCATION SECTOR 2017 - End of Year Dashboard

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) enhance access to, and demand from, children and youth, and their caregivers, for equitable formal or regulated non-formal education; 2) enhance quality of education services and learning environment to ensure grade-appropriate learning outcome to children and youth.

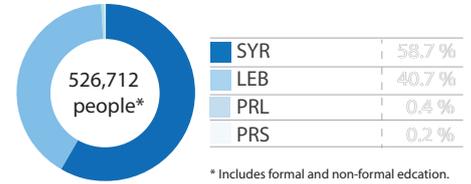
2017 Funding status as of December 2017



Targeted population groups

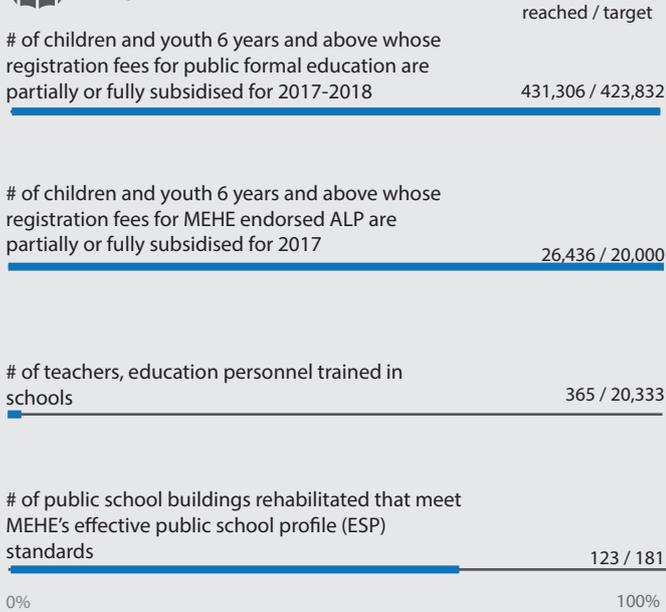


Population reached by cohort



Progress against targets

Outputs



Sources: MEHE, UNICEF & UNHCR reporting partners.

Facts and Figures

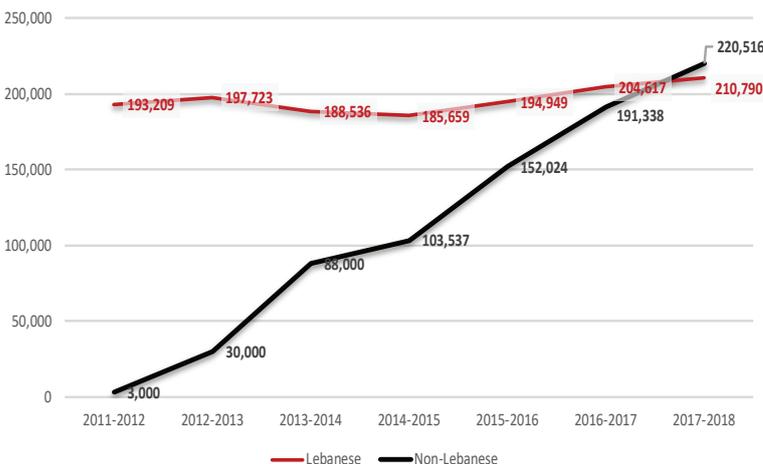
Facts and Figures

- 94,988 Children and youth enrolled in non-formal education provided with transportation in 2017.
- 36,775 Palestine Refugees children enrolled in 66 UNRWA schools in Lebanon in basic and secondary education at the start of the 2017-18 scholastic year (5,482 of which are PRS).
- 37,247 Children (age 3-5) participating in community-based early childhood education (CB-ECE).
- 20,646 Children (age 6-14) participating in basic literacy and numeracy programme (Basic BLN).
- 11,077 Youth (above 15) participating in functional basic literacy and numeracy programme (Youth BLN).
- 6,714 Parents participated in Parent Community Groups to enhance their engagement in education.
- 3,830 Syrian refugee children & youth benefited from Language programmes in community venues.
- 339 Education Community Liaison volunteers trained.

Sources: ActivityInfo, UNICEF, UNHCR & UNESCO.

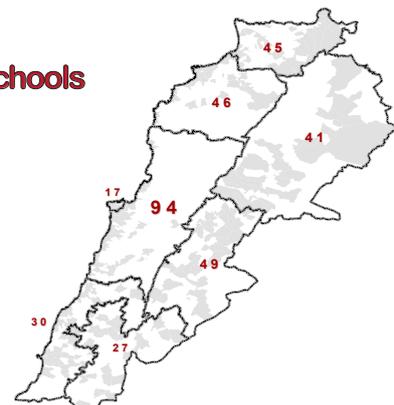
Custom analysis

Number of students in public basic education (2011-2018).



Number of MEHE public schools operating as 2nd-shift for the 2017/18 school year.

Total 349 schools



Source: MEHE.

Key contributions towards LCRP impact(s)

The overarching aim of the sector strategy was that vulnerable school children and youth (3-18 years) affected by the Syria crisis are able to access quality formal and non-formal learning opportunities in safe and protective environments. To reach this overall objective the sector identifies three outcomes:

- Outcome 1: Ensuring equitable access to educational opportunities
- Outcome 2: Improving the quality of teaching and learning
- Outcome 3: Strengthening national education systems, policies and monitoring

Under the leadership of Ministry of Education (MEHE), the Education Sector partners take forward the Emergency response strategy of Syrian crisis through the RACE II five years' plan. Structured over three outcome areas – Improving Access, Quality, and Systems of Education, the first year of the RACE II resulted in many successes.

Outcome 1: Ensuring Equitable Access to Educational Opportunities

MEHE and Education partners continued to implement formal and non-formal education programs for vulnerable Lebanese and Non-Lebanese children. A total of 431,306 children were provided access to quality basic education through distribution of teaching and learning material, rehabilitation of schools, full or partial subsidization of school cost, opening of 349 second shift schools and transportation. In addition, 3,905 Non-Lebanese youth were supported to access formal secondary education.

The Education partners are also committed to support Palestinian refugee children and youth gain appropriate knowledge and skills by providing universal primary education. A total of 36,775 Palestine Refugee children were provided access to quality basic education through the employment of critical teaching staff, distribution of learning materials, rehabilitation of schools, and distribution of back to school kits and textbooks.

Education partners have extended support to children out of school. The majority of these out-of-school children required substantial educational support to prepare them for (re)integration into formal education. To bring these children back to learning, MEHE in partnership with Education partners defined and formalized alternate pathways to education in Lebanon enabling children to acquire the needed skills before accessing the correct education program tailored to their age. Over 95,000 children were supported through non-formal education programs in 2017. All of these children enrolled in non-formal programs have received learning materials and if eligible, transportation support to ensure their continuous attendance and completion of the coursework

In preparation for school year 2017-18, the Ministry of Education with a support of Sector partners launched a national Back to School (BTS) outreach campaign to mobilize and sensitize vulnerable communities with information around school enrollment. Over 69,000 Households including 182,000 children and youth were reached with education messaging out of which 0.6% have disabilities. As a result of these concerted efforts, 2017/2018 school year witnessed 13% increase in enrolment of non-Lebanese children and a 3% increase in enrolment of Lebanese children in public Basic Education schools, with comparison to the previous school year. In addition, 26% increase observed in secondary education enrollment.

The BTS campaign also targeted Palestinian refugee population in Lebanon. Home visits were conducted, reaching a total of 19,063 households and 40,151 children from 3 to 18 years old. Home visits were carried out across the country covering all camps in addition to 14 gatherings. As a result of these efforts, a total of 231 new PRS students and 456 PRL students joined UNRWA schools in SY 2017-18, totaling 687 new PRS and PRL students.

While in order to improve the school environment, a total of 123 public school buildings have been rehabilitated that includes improvement of WASH facilities and play areas. Of the 123 rehabilitated public schools, 55 were specifically rehabilitated to include accessibility components to mainstream children with special needs into existing classrooms. Furthermore, partners extended support to equip 19 public vocational schools and provided learning material to secondary public school to improve access and learning environment for youth. 10 Palestinian refugee schools were also rehabilitated to improve WASH facilities, school canteens and play areas.

Partners continued facilitating access to tertiary education for a number of refugee youth, through a series of scholarships provided to youth to pursue their higher education. In 2017, a total of 350 refugee youth were supported with scholarships by Higher education providers.

Outcome 2: Improving the Quality of Teaching and Learning

The MEHE's quality assurance arm – the Department d'Orientation et Pédagogique Scolaire (DOPS), is responsible to ensure that teachers are delivering with quality within public schools. DOPS, in partnership with the PMU, extended this quality assurance functions to all Second Shift schools, where the majority of Syrian refugee children are enrolled, to maintain equal quality standards and ensure teaching staff adhere to national performance standards. Report from DOPS academic counsellors regularly visiting schools are fed back to the MEHE to continuously improve service delivery in public schools. As a result of these visits, improvements in teaching methodologies are in process such as interactive teaching, development of lesson plans, and implementation of standardized class management rules. In addition, the PMU, has also deployed health and PSS personnel into Second Shift schools.

In partnership with the Ministry of Education Institution mandated for Curriculum Development, Training and Research (CERD) a Teacher Training Curriculum Model (TTCM) was designed, based on the national Lebanese competency framework and quality standards. Workshops for 240 Master Trainers have been completed with a vision to train 5,000 teachers on the three developed modules having at their core the child-centered pedagogical approach.

To further reduce the number of children who are excluded or who are unable to attend formal learning or certified education, MEHE partnered with UN agency on an Inclusive School Pilot project, which comprises 30 public schools. This includes hiring and training special educators, paraprofessional teams, and therapists. Piloted over two scholastic years, this Pilot Project will inform an inclusive education policy for Lebanon.

Under MEHE's guidance, partners are supporting at-risk children in public schools to improve their skills in order to remain and succeed in school. Partners adopted the CERD unified package that helps develop children's skills on literacy and comprehension in Arabic and foreign languages, and Math. The Retention support program includes the Homework support (during the academic year- in winter) and the Remedial support during summer.

Community-based programs supporting school retention and homework remains an important element of the education response in 2017. The Education partners continued supporting community-based education programs contributing to school retention such as homework and foreign language support to children at risk of drop-out and facing protection risks; through community based activities, partners help communities in creating favorable community environment which prevent children from dropping out from schools.

Under UNRWA's broader learning support programs, 678 PRS and 3,451 PRL students attended the summer learning programs – a two-week English Summer Camp for students promoted to grades 5 and 6. The purpose of the English Summer camp was to provide students with an opportunity to improve their English skills during the summer vacation.

Outcome 3: Strengthening National Education Systems, Policies and Monitoring

The CERD, in collaboration with technical experts from education partners, developed the content and guidelines for Community-Based Early Childhood Education (CB-ECE) and Retention Support programs. The roll-out of the CB-ECE package was crucial to supporting 03-05 year old children access to quality early learning. The roll-out of the remedial and homework support packages, especially in the context of the refugee children learning in foreign languages, helps retention and continuation of education in formal education.

An important policy contribution, was the development of an inter-ministerial Child Protection Policy which provides an integrated, systems approach, to improving the protection of children inside and outside of public schools. The policy lays out legal referral pathways that the concerned Ministries (Ministries of Social Affairs, Education and Higher Education and Justice) are meant to coordinate in support to children victim of violence and/or abuse in and outside of public schools.

Challenges

An unknown number of unregistered Syrian learning centers are operating across the country. Many refugee children and youth have been enrolled in these unregistered centers following Syrian curriculum. Despite their role in providing education to refugees, there is no official framework to regulate or mainstream these learning centers. Recognition of student certification issued by Syrian centers possess significant barrier and can halt access to further education and livelihood opportunities.

Key priorities and gaps foreseen - 1st quarter of 2018

Over the past 7 years, the MEHE and partners have performed well in expanding access to formal and non-formal education opportunities, though ensuring the provision of quality education remains a challenge. To support the increased demand, the partners will continue to support subsidies for Lebanese and Non-Lebanese children enrolled into public formal and both in first and second shift schools.

Analysis from focus group discussions and vulnerability surveys showed that poverty and negative attitudes to education are among the primary bottlenecks to vulnerable children enrolling in schools or non-formal learning. To respond to this, MEHE, in partnership with the education partners, lead a national year-long Back to School campaign in which there were efforts to target children and youth in hard-to-reach areas or with the special needs. Cash assistance should help families to overcome some of their financial barriers in order to prioritize formal and non-formal education for their children. It is expected that future BTS outreach campaign will focus targeted outreach based on VASyR and Out of School Children (OOSC) survey data.

Expanding the provision of formal secondary education and skill building programs targeting youth is needed to provide relevant learning opportunities for this age group and to avoid the youth's involvement in risky behavior and conflict. The BLN Youth package has been developed and a training plan is currently being agreed with the Project Management Unit (PMU) of Ministry of Education and Higher Education.

“..Education is their weapon”

First, there is the language. In Lebanon, the curriculum is taught in French and English, while students in Syria learn in Arabic. Second, many Syrian refugee families live in overcrowded and often basic conditions. In Lebanon, more than 1 million Syrian refugees are scattered throughout more than 2,100 urban and rural communities, many living in substandard shelters. For a young person trying to concentrate on their homework, peace and quiet are scarce commodities.

For those lucky enough to encounter volunteers like Noor Ismail, however, it has become less of an ordeal.

Homework support groups were introduced by UNHCR, the UN Refugee Agency, and several of its partner organizations as a way of helping refugee students keep up with schoolwork and encourage them to attend regularly. At present, there are 325 active homework support groups in Lebanon – in tents, shelters, community centres, living rooms and even outdoors.

Besides UNHCR, the aid organizations Save the Children, Caritas, Terre des Hommes and the International Rescue Committee are also involved in running activities in venues that children can attend. The unpaid volunteers, most of whom have backgrounds in education, are mainly refugees themselves, but Lebanese such as Noor have also become involved.

A 22-year-old Lebanese university student majoring in political science, Noor heard about the homework support sessions from a friend who was already volunteering. She first started helping out at a support group run by Caritas in the town of Saida, in southern Lebanon, in October 2016. “I’ve been a facilitator ever since,” she says.

Twice a week, she works with groups of children aged between 10 and 15, not just to help them with homework, but to talk through any problems they may be having in class.

She loves her responsibilities and cares strongly about her new charges, aware of the pressures refugee children, particularly girls, are under to support their families.

“I consider them as my siblings and want them to thrive.”



More than 2,500 children attended homework support programmes in Lebanon in the 2016-2017 academic year. About three-quarters of the groups continued throughout the summer, even after school was over. The volunteers and students went over what was covered in lessons to make sure the children were ready to move on to the next grade.

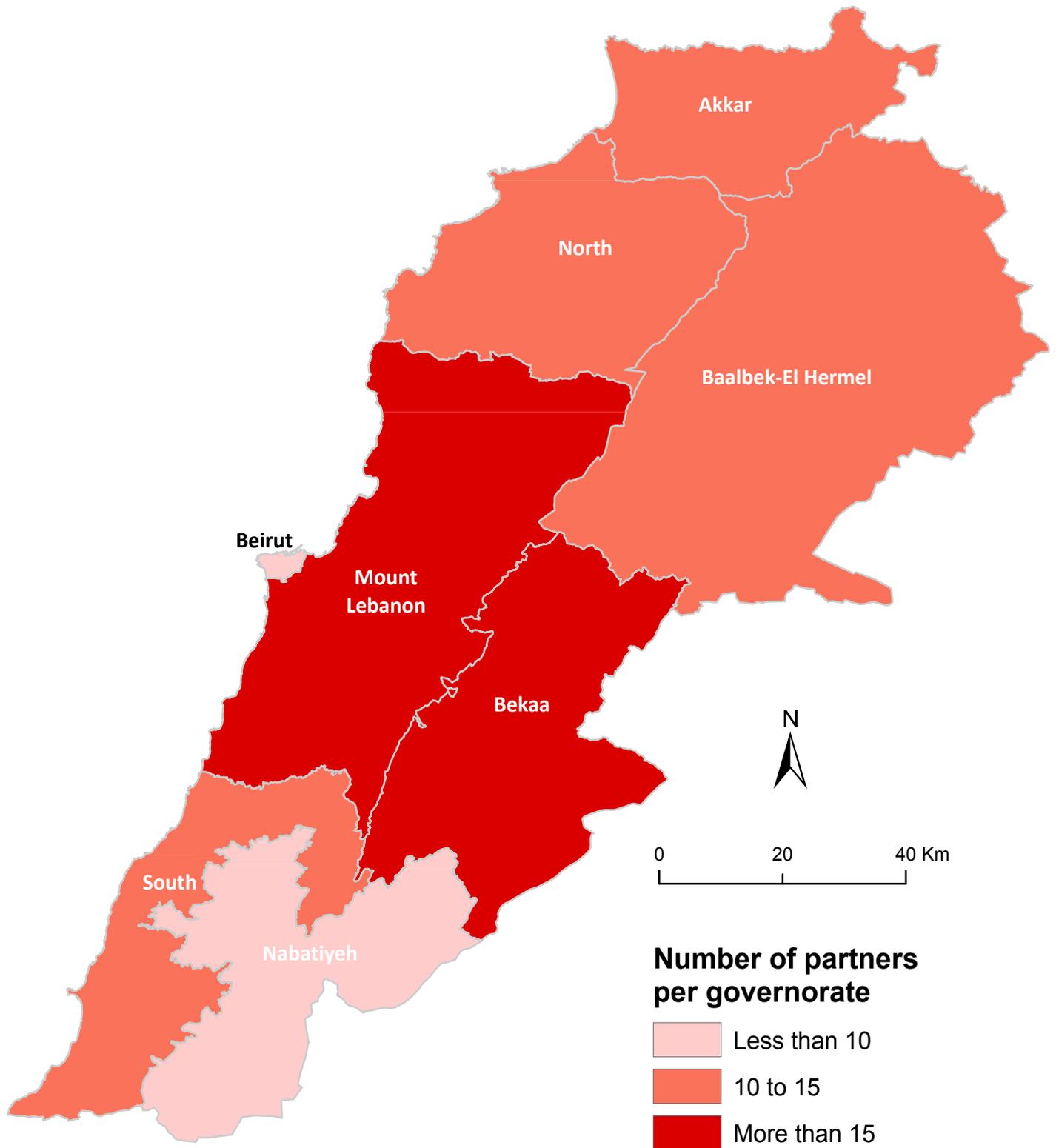
One of Noor's students, 10-year-old Maria, found the transition from the Syrian education system to her Lebanese school difficult because of the language barrier. “When I was in Syria, our curriculum was all in Arabic, but here it is mostly in English. When I came here, I didn't know a word of English but Noor taught me everything. I love these sessions.”

For Noor, the sessions are about more than school work. “I give them moral support,” she says. “I talk to them about their future and the importance of education.”

“Education is their only weapon.”



Organizations per governorate



Note:

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