



## EDUCATION SECTOR

PEOPLE IN NEED	
	1,095,369
PEOPLE TARGETED	
	457,682
REQUIREMENTS(US\$)	
	2018 366.3 million
	2019 TBD million
PARTNERS	
	37
GENDER MARKER	
	1
CONTACTS	
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### SECTOR OUTCOMES

#### Outcome #1

 \$322.2 m

Enhance access to, and demand from, children youth, and their caregivers, for equitable formal or regulated non-formal education.

##### Indicators

Number of students (age 3-18) enrolled in formal education.

#### Outcome #2

 \$42.1 m

Enhance quality of education services and learning environment to ensure grade-appropriate learning outcomes for children and youth.

##### Indicators

Completion rates by education cycle (% of children and youth of the corresponding graduation age who have completed a cycle).

Retention rates by cycle (% of students who were at school the last scholastic year who remain at school the next scholastic year).

Transition rates by cycle (% of students at the last grade of one cycle the last scholastic year who are at the first grade of the next cycle the next scholastic year).

Percentage of children and youth attending regulated NFE who transitioned to formal education.

#### Outcome #3







 \$2 m

Enhance governance and managerial capacities of RACE 2 implementing institutions to plan, budget, deliver, monitor and evaluate education services.

##### Indicators

Annual RACE 2 operational and financial plan and report available.

### POPULATION BREAKDOWN

POPULATION COHORT	PEOPLE IN NEED	PEOPLE TARGETED	51% Female  49% Male 	
 Lebanese	451,323	220,000	112,200	107,800
 Displaced Syrians	586,540	226,000	115,260	110,740
 Palestine Refugees from Syria	9,796	5,482	2,796	2,686
 Palestine Refugees in Lebanon	47,710	6,200	3,162	3,038

## Situation Analysis and Context

### Background

The protracted nature of the Syrian crisis has overstretched the capacity of the education system to address critical education needs in Lebanon. Seven years into the crisis, thousands of vulnerable school-aged children are in need of education assistance. This includes 451,323 Lebanese children, 586,540 displaced Syrians between 3-18 years of age, and 57,506 Palestine refugees (47,710 Palestine Refugees in Lebanon and 9,796 Palestine Refugees from Syria) between 6-18 years of age.<sup>i</sup>

The Ministry of Education and Higher Education (MEHE) has responded by consistently scaling up access to formal education for all vulnerable children in each school year since the onset of the crisis. Following the implementation of the Reaching All Children with Education (RACE I) strategy (2014-2016), MEHE developed, in collaboration with the international community, a five-year plan entitled RACE II (2017-2021). This plan aims to further the equitable right to a quality and relevant education for all children and youth between 3-18 years of age in Lebanon, by addressing policy, systems, quality service-delivery, and demand bottlenecks at the national, subnational, and community levels.

In addition, 67 schools and a fully equipped vocational training centre have been established to cater to the educational needs of Palestine Refugee children, including those who fled from Syria.

### Achievements and strategies

Results of interventions to date are significant. **First**, in terms of **access, enrolment in basic education has increased significantly**. For the 2016-2017 school year, a total of 250,000 non-Lebanese children (between 3-18) benefited from formal (public and private) or non-formal learning opportunities in Lebanon.<sup>ii</sup> The cohort of non-Lebanese children enrolled in first-shift public schools has doubled since the onset of the crisis – 48 percent of registered students are non-Lebanese. This achievement is coupled with a 4 percent increase in basic education enrolment of the most vulnerable Lebanese children in public schools, compared to last year.

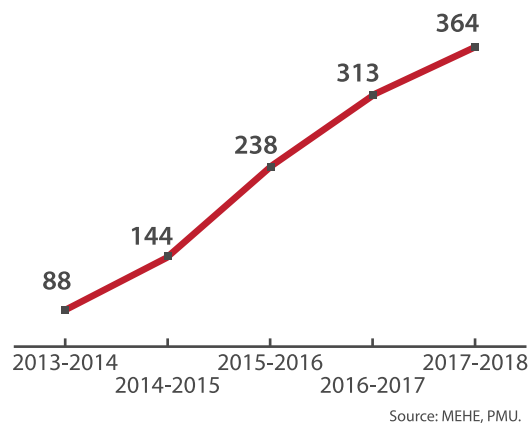
Partners supporting Palestine Refugee education were able to accommodate 5,251 Palestine Refugee children from Syria in camp-based schools for the 2016-2017 school year. The sector aims to promote integration of Palestine Refugees from Syria into regular classes and adaptation to the Lebanese curriculum through the provision of formal education and psychosocial activities. 36,088 Palestine Refugees were enrolled in UNRWA schools in the 2016-2017 school year, of which 4,443 are in secondary schools. In addition, 961 Palestinian youth are enrolled in a vocational training centre.

The increased enrolment can partly be explained by consistent donor support and targeted outreach campaigns. Generous donor support to the Education

sector has allowed MEHE to waive fees for all Lebanese and non-Lebanese children enrolled in basic education in public schools. It is worth noting that the Government nevertheless still covers the large bulk of education costs. For instance, the average annual cost of public basic education is US\$1,500 per child, and the cost of public secondary education is \$2,000 per child. Education donors' contributions are so far limited to \$363 per child for the first shift and \$600 per child for the second shift, which includes tuition fees. The Government bears the rest of the costs.

Furthermore, MEHE joined efforts with donors for the launch of the Back to School (BTS) campaign for the 2017-2018 school year, entitled 'School Heroes.' Fourteen donor countries and funds, four UN agencies, and more than 45 national and international NGOs have provided financial, operational, and logistical support to facilitate access to education.

### Second-shift schools in Lebanon from 2013 to 2018



**Second**, access to, and **quality of, a range of complementary educational services, including non-formal education, has improved**. MEHE, through the Center for Educational Research and Development (CERD) has developed and approved content for several regulated non-formal education programmes that seek to help vulnerable children back into mainstream learning and training. This includes the Accelerated Learning Programme, Early Childhood Education programmes, and Literacy and Numeracy packages for Youth.

Moreover, CERD developed unified content for retention-support programmes enabling education partners to implement remedial homework support programmes to ensure retention of children enrolled in school, in particular those at risk of dropping out. Partners have also provided transportation support, distributed learning materials, conducted outreach, and mobilized communities to encourage families to send their children to school. In addition, partners have addressed barriers to education through language support and recreational activities to mitigate the psychosocial impact of violence

and displacement. Partners have also piloted cash and school feeding programmes to retain children in schools.

**Third, a strengthened education system is improving the equity, quality, and relevance** of the education response. In collaboration with the Ministry of Social Affairs (MoSA) and the Ministry of Justice, MEHE has made considerable advances in 2017 on the development of a child protection policy that outlines the response and referral pathways for violent incidents taking place in schools.

In Palestine Refugee schools, under the framework of the “Ending Violence Affecting Children” initiative, several activities were launched in order to identify and address child protection concerns.

MEHE recognizes the importance of getting parents on board in a child’s education. A policy circular issued to encourage parents’ engagement with the school directors represents a step towards improving students’ achievements and outcomes. Partners are also supporting community-led initiatives in public schools aimed at increasing the engagement of parents and caregivers. A community initiative on Education Community Liaisons (ECL) has been piloted to bridge the communication between schools and refugee communities. At present, 114 public schools with first and second shifts have benefited from the presence of 185 trusted community members who serve as communicators between students/parents and school directors. In particular, these liaisons follow up on absenteeism, identify and prevent cases of violence in schools, and promote tolerance and peaceful coexistence.

### Challenges and opportunities for 2018

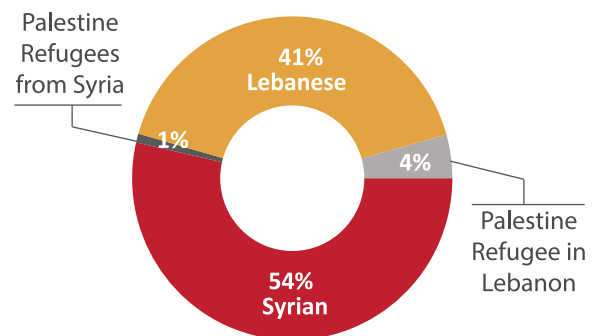
Despite these successes, there are still unmet needs and challenges to be tackled. **First**, concerning access, there is still **scope to increase enrolment, strengthen demand, and improve infrastructure** in the Education sector. The VASyR estimates that 54 percent of school-aged children (3-18) are still out of school, many of whom do not have prior education or have had their education interrupted for a long time. <sup>iii</sup> A majority of these children live in hard-to-reach areas, and their re-integration into formal education remains challenging. Children and families in these areas face several educational challenges that require systemic interventions to improve absorption capacity, to accommodate for refugees’ demands, and to overcome economic barriers and language difficulties. The provision of flexible education programmes, tailored to the learner’s needs, is an area to be explored for mainstream children and youth in hard-to-reach areas.

Refugee youth (15-18) constitute almost 16 percent of refugees in Lebanon. Yet despite efforts by the MEHE and partners, most remain without access to education. Youth are provided few opportunities to complete their education; they are often forced to drop out of school and work to provide for their families. <sup>iv</sup> Out of the 60,000 refugee youth in Lebanon, 3,100 have been enrolled in secondary public schools for the 2016-2017 school year. <sup>v</sup>

As for Technical and Vocational Education and Training (TVET), 1,945 Lebanese and non-Lebanese adolescents and youth have been enrolled in vocational education and public institutions. A large number of youth are also enrolled in private schools and non-formal education programmes.

Socio-economic and academic barriers, together with insufficient funding, have also negatively impacted the provision of secondary education, which falls outside of compulsory education and thus receives less attention. Enrolment in post-basic education remains low, with only around 6 percent of secondary-school age non-Lebanese youth enrolled in public secondary and TVET schools. <sup>vi</sup> Demand-side barriers and family priorities (supporting boys’ education over girls’) have driven many displaced Syrian adolescent girls into early marriage, and prevented them from continuing their education. The risk of early marriage, sexual and gender-based violence (SGBV), and other negative coping mechanism remains high. Young men work to support their families at the expense of continued education. Finally, the pool of qualified candidates who are eligible for formal education is limited; there is a need to expand formal secondary education and accredited non-formal education options.

### Vulnerable school-aged children



Source: Inter-Agency Coordination population package.

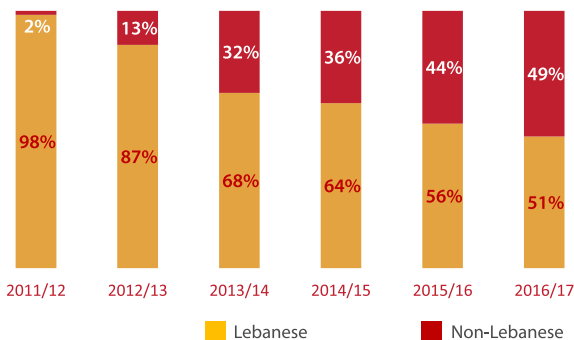
For Palestine Refugees from Syria, only 65 percent of school-age children (between 6-18) are enrolled in school, and enrolment significantly declines from elementary to secondary cycles – from 88 percent of Palestine Refugees from Syria enrolled in elementary school to just 36 percent enrolled in secondary school. <sup>vii</sup> Enrolment is significantly higher for camp residents than for those residing outside the camps, indicating the impact that restrictions on movement and transportation can have on Palestine Refugee children from Syria located outside the camps. Female Palestine Refugees from Syria are three times more likely to have never attended school compared to males.

More efforts are needed to revisit traditional outreach programmes and understand the causes contributing to a lack of demand for education. Poverty is known to incentivize the entry of children into the labour market at an age they would normally be attending school, hampering demand for education. Datasets indicate that almost 28 percent of Lebanese households are

categorized as poor, along with 76 percent of Syrian households.<sup>viii</sup> Of these poor households, almost 58 percent are living below the survival minimum expenditure basket.<sup>ix</sup> The negative perceptions of parents and children regarding the value of education in relation to income-earning potential also contribute to low demand. Finally, household-level education-related expenditure (including transportation, uniforms, and learning materials) and the potential opportunity cost of sacrificed income, are major deterrents to education access.

According to the MEHE, two thirds of public schools are still in need of rehabilitation. School maintenance following rehabilitation also remains a major gap that requires resource mobilization and support from donors and partners.

### Share of Lebanese and non-Lebanese students in public schools (from 2011/12 to 2016/17 school years)



Source: Preparing for the Future of Children and Youth in Syria and the Region through Education: London One Year On, Brussels Conference Education Report, April 2017.

The geographic distribution of public schools is also not in line with the distribution of displaced Syrians in Lebanon, an issue exacerbated by the constant movement of displaced Syrian families (mainly in the North and Bekaa). In some areas, public schools are significantly under-utilized, while in other areas schools are over-crowded and inadequate to cover the needs. This issue requires analysis of the absorption capacities of public schools in areas with high concentrations of displaced Syrians.

Children with disabilities continue to face considerable barriers accessing education opportunities. These barriers include prevailing social norms and attitudes towards disability, a lack of budgetary allocations supporting inclusion to the public education system, limited teacher capacity, a lack of effective teaching strategies to provide appropriate instruction, and limited access to schools with adequate facilities. 64 schools were made wheelchair-accessible through a school rehabilitation programme, but the needs are much higher. A recently-conducted assessment on the physical condition of schools conducted by the MEHE/Program Management Unit (PMU) will provide information on the accessibility of all public schools.

**Second**, in terms of quality, **partners need to focus on**

**strengthening the determinants of learning.** With the introduction of the second shift, public schools have exponentially increased the number of contractual teachers in service, which has led to a significant number of new teachers with limited teaching experience managing multi-level classrooms. A series of in-service professional-development trainings on pedagogy and subject contents is ongoing, delivered by CERD staff to public school teachers in order to improve their capacities.

**Finally**, in an effort to **strengthen the education system**, more efforts must be directed toward collecting and analysing national education data, improving the quality of teaching, and developing curricula. One of the major sector gaps is reliable national education data that can be meaningfully used for programming or policy interventions. A lack of timely information sharing and insufficiently detailed disaggregated figures on enrolment hamper evidence-based programming. MEHE is in the process of digitizing data-collection – both centrally and at the school level in the second-shift schools.

The public education system does not yet have national standards for the measurement of learning achievements beyond grade-to-grade transition and public examinations. The national education system applies an automatic promotion policy from grade one to three. The General Directorate of Education (GDE) and CERD are currently in the process of developing teacher-performance and monitoring standards for formal education, enabling teachers to continuously measure learning achievements, and to track students who are unable to perform at their grade-level or age-level.

Despite all the challenges, MEHE is progressing on policy formation and implementation to properly address barriers and to strengthen education delivery. Priority response areas for 2018 will build on an existing education programme to improve access and quality, and to strengthen national capacities and systems.

### Overall sector strategy

Education and learning support the long-term processes of rebuilding and peacebuilding. Opportunities for learning, education, and interaction also help mitigate the negative psychosocial impact that violence and displacement have on children. Education fosters inclusion, human rights awareness and conflict resolution. Education also empowers girls and women by increasing their chances of employment, staying healthy, and participating fully in society.

The Education sector's strategy 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. The Education sector plan contributes to this overall strategy by addressing issues of access, quality, and systems in a congruent plan.

The education plan for Palestine Refugees is led by

Education sector partners and focuses on enrolment support for formal basic education, remedial, and recreational activities, and school rehabilitation.

## 2.1 Sector Outcomes and Outputs

### Outcome 1 - Improved Access to Education Opportunities

**Enhance access to, and demand for, equitable formal education or regulated non-formal education for children, youth, and their caregivers.** Substantial gains made in 2017 will allow partners to follow a multi-layered comprehensive response plan to address gaps between demand and supply that impede children and youth enrolment in formal education. The focus of interventions will remain on subsidizing registration and education-related costs, addressing cultural norms and barriers, and increasing the availability of safe, appropriate learning and education spaces in the country, as detailed below.

#### Output 1.1 - Children, youth, and their caregivers, are provided with the necessary support to increase their demand for formal education or regulated non-formal education

A national Back to School initiative serves as a multi-faceted engagement tool to improve the ability of children and families to make informed and positive choices about formal or non-formal education opportunities. The campaign, that takes place all year, has the following components:

A national mass-media campaign to systematically disseminate (among children and youth, caregivers, and community leaders) public information related to key education messages, enrolment, and education opportunities;

- Outreach and mobilization at the community level to reinforce the value of education, coupled with capacity building of education partners to develop interpersonal communication skills needed to convince families to send their children to school;
- Family-level follow up and case-by-case interventions to address persistent absenteeism or non-enrolment;
- Support to public school administrators through MEHE-led meetings with school directors and regional directors before the start of each school year, to prepare and endorse contextualized Standard Operating Procedures (SOPs) for the registration of students; and
- A three-dimensional link between school directors, communities, and education partners to improve coordination on clear messaging for the BTS campaign and Accelerated Learning Programme (ALP).

The financial burden of education for families will be mitigated through a range of subsidies, including a full or partial subsidy of enrolment fees for children and

youth in formal education for primary and secondary grades, as well as formal vocational opportunities, and higher-education scholarships and regulated Non-Formal Education (NFE) programmes for children and youth who have missed years of schooling and cannot catch up with the Lebanese education system.

Non-tuition-fee costs related to education in either formal education or NFE will be partially or fully subsidized. While textbooks and stationery will be provided to all enrolled students in basic education, transportation subsidies and special-needs equipment will be reviewed case-by-case, based on vulnerability.

Tuition fees for Palestine Refugee schools will be subsidized, allowing access for Palestine Refugee children from Syria to elementary, preparatory, and secondary educational services in 66 schools. Educational services will be delivered in accordance with the Lebanese Government curriculum, permitting Palestine Refugee students to participate in the official exams at the end of the preparatory cycle (Brevet) and secondary cycle (Baccalaureate). Other types of support, such as the provision of learning materials, learning support, transportation, and recreational activities will also be provided to Palestine Refugee children from Syria to increase their access to education.

In 2017, a number of displaced Syrian children escaped violence and arrived in Arsal. Many of them need education support. Similarly, recurring clashes in Palestine refugee camps caused short-term displacement and disrupted education activities. Restoring education access to the newly displaced will be a priority for the MEHE and education partners. Contingency stock of essential education supplies will be stored in strategic locations to mitigate supply gaps in schools receiving additional children, in line with the 2017-2018 Contingency Plan. Simultaneously, partners in Palestine Refugee camps will ensure that there is contingency planning for areas that have recurring clashes and/or conflict situations.

A mapping of out-of-school children is underway to understand the profiles of out-of-school children and youth and identify the barriers hindering access and retention in school. A comprehensive study on Out of School Children (OOSC) being implemented by the MEHE, in collaboration with education partners (mainly UN agencies). This will provide policy makers with information about the scale of the problem, access barriers, and gaps in data, and will improve resource allocation to bring children back to school.

Partners are also engaged in the provision of recreational activities for boys and girls and the distribution of recreational kits to mitigate the psychosocial impact of violence and displacement, foster inclusion and human rights awareness, and maintain the well-being of children. Some recreational activities are embedded in existing education interventions, while others are standalone activities targeting children traumatized by war, separation, and displacement.

**Output 1.2 - Children and youth have improved access to appropriately equipped public schools, and learning centers especially in underserved areas.**

Rehabilitation and construction of schools will remain a priority, particularly in underserved areas and areas with a high concentration of displaced Syrians. The MEHE will adopt a comprehensive approach to school rehabilitation, building on best practices and lessons learned through various donors-, Government-, and partner-led interventions to increase educational access, with a particular focus on girls and children with specific needs. Selected schools will be equipped with gender-sensitive latrines and other facilities such as arts, music, sports, sciences and Information Technology laboratories, based on the MEHE's standards.

Rehabilitation is also planned for Palestine Refugee schools to improve the safety and environmental health of the schools, ensure secure and equipped spaces for the provision of recreational activities, and ensure regular maintenance and upkeep of education facilities.

**Outcome 2 - Improved quality of education services**

**Enhance the quality of education services and learning environments to ensure grade-appropriate learning outcomes for children and youth.** Outcome two focuses on delivering quality education services and learning environments throughout the continuum of formal and non-formal schooling pathways, to ensure meaningful and grade-appropriate learning for children and youth. The key role of teachers and educators, the importance of school governance, and the potential of community engagement in learning are prioritized. CERD and the GDE/'Département d'Orientation Pédagogique et Scolaire' (DOPS) will continue to lead in design and rollout of the many interventions under this Outcome. The RACE Project Management Unit (PMU) will ensure that standards set by these institutions are followed.

**Output 2.1 - Teachers, education personnel, and educators have enhanced capacities to provide learner-centered pedagogy in public schools or learning spaces**

All categories of personnel in the Education sector will be provided with support to enhance their capacities:

- a. Teachers (tenured and contracted teachers working in Lebanese public schools);
- b. Education personnel (school directors and supervisors working in Lebanese public schools); and
- c. Educators (teaching personnel recruited to provide NFE content in learning spaces).

CERD leads the development of training modules and teaching guides for these categories of education staff. The training content mainly focuses on learner-centered pedagogy, classroom management, positive discipline, psychosocial support, conflict-sensitive education, and

the skills required to support children with different learning backgrounds and specific needs.

For education personnel, a combination of management and financial training packages are being developed to support the development of competencies required for the implementation of School Improvement Plans (SIPs). Educators in learning spaces will be recruited against specific profiles and competencies detailed by CERD, in close coordination with the PMU, and will benefit from standardized training packages developed by CERD.

The Protection Sector has recommended the integration of human rights, gender diversity, equality, and safe referral mechanisms in teacher and educator trainings, in order to enhance the gender sensitivity of the school staff and environment.

To measure the quality of teaching and learning, DOPS will be in-charge of monitoring visits to second-shift schools, to ensure teaching staff adhere to national performance standards.

The capacity of the Palestinian teaching workforce will also be enhanced through diverse types of trainings that will better prepare Palestine Refugee children from Syria to pass the Lebanese official exams. Teachers and other education staff will be trained on how to implement a newly-launched psychosocial recreational guide. Teachers and education specialists will also be given grants to carry out innovative projects to improve learning and teaching practices in classrooms.

**Output 2.2 - Teachers and education personnel at the school level, and educators in learning spaces, are capacitated to contribute to inclusive, safe, healthy, and protective environments**

Accountability and governance at the school-level is an area that requires support from school personnel in the administration of schools and the involvement of communities in the education of their children. Activities with school directors, teachers, and parents will focus on greater engagement, meaningful classroom instruction, and inclusive leadership in schools, in order to be more child-friendly. Second-shift schools will be supported with nominal grants to implement their SIPs. SIPs in second-shift schools will require the involvement of the entire school community (school directors, teachers, parents, and students) to define common goals related to improving the learning environment of their schools.

To provide inclusive, safe, healthy and protective environments (in second shift schools and any MEHE premises used for regulated NFE programmes), the following interventions will be implemented, in close collaboration with DOPS:

- A minimum of two health checks per year will be guaranteed for each student enrolled in second-shift schools. DOPS health counsellors will follow students' medical files and monitor the quality of health checks performed by school doctors. The health counsellors will continue to follow up and conduct hygiene awareness sessions and

observations to improve the health of students;

- In line with the Child Protection Policy developed by the MEHE, DOPS Central will train all teachers, education personnel, educators, and DOPS psychosocial support counsellors on national protocols for the identification and referral of any student impacted by violence at school, at home, or in their community. Cases that need specialized intervention or services will be referred to DOPS psychosocial support counsellors for appropriate action; and
- School personnel will be trained to ensure active involvement in the appropriate referral of children and youth with specific needs (whether they be physical or cognitive).

Students identified by teachers as “at risk of dropping out” are assisted with retention support activities, such as homework- or language-support programmes. Remedial support is also provided during summer vacations. Homework-support programmes are implemented either inside the school or in community centers/tents, and are implemented through NGO partners. Once granted authorization, NGOs have been utilizing public school premises to implement summer programmes recapping the previous school year and preparing children for the next year.

Links between schools and refugee communities will be strengthened by Community Liaison Volunteers, who will continue to take on the responsibility of providing personalized follow up to Syrian students and assist communities in addressing or finding solutions to issues, such as bullying, violence, or discrimination, that often lead to children dropping out. Furthermore, Community Liaison Volunteers will follow up with parents on school absenteeism and assist in bringing children back to school. Remedial programmes will also take place inside Palestinian schools, where a learning support programme will be provided to refugee children at risk of dropping out.

### **Outcome 3 - Strengthened Capacity of the Education System**

**Enhance governance and managerial capacities of RACE II implementing institutions to plan, budget, deliver, monitor, and evaluate education services.**

This outcome aims at supporting the MEHE’s ability to manage the national education system. This will be achieved by continuous investment in improving institutional technical capacity, strengthening the policy base, developing durable partnerships, and creating a platform to coordinate the delivery of education programming. This will also ensure systematic shifts towards a stabilization and development agenda in the context of the protracted Syrian crisis.

**Output 3.1 - CERD is capacitated to administer an effective education-management information system**

CERD, as the statistical and research arm of the MEHE, will lead the design and rollout of a national education-management information system that will enable the timely and accurate collection and analysis of education-related data. For enrolment data on Syrians, the PMU will ensure data credibility, within the same timelines as for formal schools, and will ensure the timely analysis and dissemination of disaggregated education data with partners to identify gaps and inform programmatic decision-making.

**Output 3.2 - Revised curricula for schools and non-formal education programmes are developed and endorsed to improve quality learning, life skills, and employability for children and youth**

The curriculum revision process, led by a National Higher Committee and conducted by CERD, will be guided by the conceptualization of a learner-centered pedagogy, and will include key competencies that cover the cognitive, individual, instrumental, and social dimensions of learning. The revised curriculum will address life skills, personal empowerment, employability, and social cohesion (such as analytical thinking, problem solving, creativity, teamwork, tolerance, respect for diversity, etc.). CERD envisions a consultative revision process, and will be soliciting inputs from technical experts, education partners, teachers, and parents on an e-platform. On approval from the National Higher Committee, the curriculum will be piloted in selected schools. The feedback from this process will be incorporated into the final curriculum before national textbooks are designed.

In addition to the revision of the formal education curriculum, CERD will review and develop content for regulated NFE programmes. Currently, CERD has completed a curriculum content-review for the ALP, Community-Based Early Childhood Education (CBECE), and remedial support. CERD will soon complete the package of Basic Literacy and Numeracy (BLN) for youth, and start engaging with stakeholders to develop a Secondary Accelerated Learning Programme (SALP). Within the MEHE NFE framework, e-learning, psycho-social support, and life-skills education will be mainstreamed into the content of all the regulated NFE programmes.

**Output 3.3 - Appropriate policy frameworks are endorsed and implemented to regulate education programmes and services, strengthen school management, and professionalize teaching services**

To better support the various systems interventions planned in RACE II, the following frameworks, standards, and strategies will be developed for operationalization:

- A national learning assessment strategy for measuring learning achievements is currently under review. The strategy will focus on Grade 3 (to detect early difficulties in basic reading, writing, and numeracy skills) and Grade 6 (to detect difficulties in math, science, and language subjects). These assessments will be derived from new curriculum, which will set out standards for age-appropriate learning outcomes. The strategy will also

integrate measurements of learning related to life-skills education;

- A national teacher-assessment framework and teacher observation tools will be developed to set out the standards to assess teachers' competencies. CERD and GDE, through DOPS, will jointly design teacher observation tools, which will be used by DOPS academic counsellors during their school monitoring visits. Evaluation notes from these monitoring visits will be aggregated into a performance report for each teacher;

- SOPs for school-based management (SBM) in second-shift schools. A national school-based management framework (SBM) already exists in Lebanon, which aims to increase the involvement and accountability of school communities and school personnel in the administration of their schools. Provided with small grants, each recipient school will provide an SIP, drawn up collaboratively by school directors, teachers, parents, and students. The implementation of the SIP will result in school administrators and the school community jointly analyzing, managing and monitoring improvements to school environments, with consequent impact on students' learning outcomes;

- Policy and mechanisms to monitor violence against children in schools. The development of the Child Protection (CP) Policy for the MEHE, covering both public and private schools, has been completed. This policy includes main engagements and strategic objectives to prevent and protect students from institutional violence (inside schools) and family/community violence (outside schools). The internal and external referral mechanisms for each pre-defined type of violence in the public Education sector, and unified related tools to support the identification and management of different cases, have been completed. The plan is to pilot the fully-fledged mechanisms in 20 schools, to provide feedback and make the necessary changes before operationalizing the mechanisms in all public education institutions. In the interim period, and until the CP referral mechanisms are endorsed, the MEHE have shared a referral template to be used by NGOs to share complaints of institutional violence;

DOPS psychosocial support counsellors will play a key role in ensuring the continuum of services for children, from detection and evaluation to referral. In addition, a child protection expert has been deployed at the MEHE to advise DOPS on the CP Policy and coordinate protective measures and actions around children;

- Policy framework for specific needs education. A national study, led by the MoSA and supported by MEHE, is currently assessing existing national safety nets and social discourse surrounding children with specific needs. The study will assess the extent to which rights (legal, welfare, and social) are afforded to children and youth in Lebanon with cognitive, physical, and sensory difficulties. The study aims to serve as a reference for relevant ministries and to support them to better address existing policy gaps. The MEHE will develop a

comprehensive specific needs education framework to address barriers to relevant education and employment for these children and youth.

To promote inclusive education in Lebanon, the MEHE, with the support of the UN, has initiated a pilot in 30 public schools that includes special educators, teacher training, specific needs supplies, and mobile paraprofessional teams;

- Standards for learning spaces and for educator profiles. The MEHE's Education in Emergencies

Committee will, in collaboration with the PMU, define standards for the physical spaces proposed for implementation of regulated NFE programmes. Upon endorsement, such spaces will be formally referred to as "learning spaces." Likewise, minimum professional standards will be proposed for any personnel recruited for the implementation of NFE programmes in learning spaces; and

- Document on Risk Screening of Public Schools under the NSSP. A framework will be developed to define standards and procedures for the systematic risk screening of public schools under the National School Safety Programme (NSSP). Based on these standards, all public schools in Lebanon will be assessed for their Disaster Risk Preparedness. These standards will also provide the basis for a future disaster risk reduction policy framework for school construction and rehabilitation.

### **Output 3.4 - The PMU, in collaboration with CERD and GDE, is capacitated to lead RACE II with MEHE departments and relevant education stakeholders**

RACE II coordination mechanisms are functional under the leadership of the Director General of Education and the PMU. The PMU will continue to coordinate with several entities including UN agencies, donors, the NGO sub-committee, and academic institutions, in addition to the high-level engagement at the RACE Executive Committee (REC) and the Education sector. The PMU will ensure inter-departmental coordination within the MEHE so that RACE II implementation is guided by coherent decisions from the relevant MEHE institutions.

As the main institutional implementers of RACE II, the PMU, CERD and GDE all require capacity support in the areas of project administration, procurement, monitoring, and financial management. Existing technical capacities and staffing structures will be assessed by an external consulting firm to better understand current functionality as compared to projected needs. A detailed technical assistance plan will be drawn up, proposing solutions for current capacity issues. Implementation of this plan will occur iteratively over the five years of implementation, with standards and performance milestones set for planning, human resource management, financial frameworks, and procurement processes. Assurance functions will be built-in in the form of external and (eventually) internal audits.



## Total sector needs and targets 2018

Population Cohort	Total Population in Need	Targeted Population	No. of Female	No. of Male	No. of Children (0-17)	No. of Adolescent (10-17)	No. of Youth (18-24)
Lebanese	451,323	200,970					
Displaced Syrians	705,000	211,411					
Palestine Refugees from Syria	14,041	9,251					
Palestine Refugees in Lebanon	62,512	40,200					
<b>GRAND TOTAL</b>	<b>1,232,883</b>	<b>457,682</b>					

### Identification of sector needs and targets at the individual/household, institutional, and geographical level.

Targeting is based on the overall number of children, the enrolment rate (based on previous years), and the capacities of the MEHE and partners. The total number targeted is calculated based on available data sets, assessments, and studies. Based on the available data, the most vulnerable areas have been identified, and the selection of second-shift schools was based on areas with a high concentration of displaced Syrians.

### Mainstreaming of Conflict Sensitivity, gender, youth, people with specific needs (PwSN) and environment

#### Conflict sensitivity

Education is a concern for all parents and can therefore bring communities closer together. Stronger interaction between host and displaced communities is encouraged, with a focus on the academic wellbeing of children. This provides a key opportunity to positively engage community members and pave the way to mitigating social tensions and enhancing conflict-sensitivity between displaced Syrians and host communities. Education builds bridges between children and parents from different groups, and can have a strong mitigating impact on potential conflicts and sources of tension. Peace Education Initiatives and Preventing Violent Extremism (PVE) messages will therefore play a stronger role in the sector in the coming years, particularly in building capacity on how to address differences/tensions between children and youth from different backgrounds in the same school, in order to strengthen social cohesion inside the classroom, school premises, and beyond. Trainings on conflict-resolution, mediation skills, and intercultural dialogue will also be implemented to promote social cohesion among Lebanese youth and between Lebanese and non-Lebanese youth.

#### Gender

Gender parity is achieved at primary level, while at secondary level attendance of girls is higher, resulting in a gender parity index of 1.1. Particularly in the North and the Bekaa, there is a substantial gender gap, in favour of

girls, due to the practice of boys starting work at an early age. While gender equity is slightly in favour of girls, disparities at the district level and socio-economic status are more pronounced. The number of girls and boys not enrolling in school, or dropping out, is similar, however it is triggered by different reasons. An alarming, and growing, number of girls are exposed to early marriage.<sup>x</sup> Adolescent girls in particular face gender-based violence. On the other hand, some of the most vulnerable boys and youth are being recruited as workers. Gender parity in outreach to children seeks to provide both girls and boys with equal opportunities for enrolment in public schools.

The Back to School campaign will be used as an entry point to identify and reduce risks associated with access to formal and non-formal education for both boys and girls who are out of school, but also raise awareness on safe identification and referrals. Moreover, initiatives are planned by partners to enhance the gender sensitivity of the overall school environment, including training teachers on SGBV, human rights, and safe referral mechanisms, promoting gender diversity among teachers and school administrative staff, developing and advocating for policies that promote gender equality, rolling out CP policies within the school environment, revising the curriculum and textbooks, and conducting training and awareness sessions for community workers, parents, and school principals on gender equality.

The Education sector is also looking into strengthening collaboration with other sectors, to jointly achieve goals on SGBV risk reduction, including training on CP for school staff; training on safe identification and referrals for child survivors; advocacy on early marriage; protection interventions (safety monitoring of routes/transportation options to/from schools); and WASH and shelter interventions (safe school/latrines rehabilitation and maintenance; distribution of hygiene kits/menstrual hygiene management (MHM) materials to adolescent girl students).

#### Youth

More focus on providing education for youth is needed, since many have not been able to access such opportunities. Programmes are needed to support school-readiness, retention, and transition to higher grades – specifically for youth. This includes language

support programmes offered at secondary schools to ensure retention in education. Engaging youth in educational and meaningful activities will not only empower them, but also increase social stability. So far, most programmes for youth have focused on access to formal secondary and life-skills education. In 2018, stronger focus will be placed on enrolling adolescents and youth in technical education, NFE, and remedial and homework support.

## Inter-sector linkages

**Protection:** Education provides children with safe learning spaces, brings normalcy to their lives, provides psychosocial support, and helps identify children who are at risk or are victims of violence, abuse, and exploitation. Violence, abuse, and exploitation negatively affect children's educational achievements and consequently their short- and long-term wellbeing and ability to achieve their full potential. To ensure complementarity, both sectors work strongly together and meet on a regular basis. Activities where the sectors collaborate include the BTS outreach campaign, psychosocial support and teacher training on CP, and joint information initiatives to ensure children – including adolescent boys and girls – have access to formal and non-formal education. DOPS psychosocial support counsellors will play a key role in ensuring the continuum of services for children, from detection and evaluation to referral; in addition, a child protection expert has been deployed at the MEHE to support the DOPS counsellors on protective measures and actions around children.

**Water:** The Education sector plan includes the renovation/construction of schools, including WASH facilities, while hygiene promotion activities and training in schools are included in the Water sector plan. Environmental education is part of the hygiene-promotion curriculum, and will be implemented through teacher training and the provision of teacher tools. Lack of access to gender-specific toilets for girls acutely affects menstruating adolescent girls — putting their health and education at risk. This is an area requiring strong collaboration between the two sectors and line ministries. Another potential area requiring operational collaboration and support is connecting selected schools to water sources and improving sewerage systems.

**Health:** The Education sector strategy incorporates health as a key area of focus for an improved school environment. The priority activity will be to regularize health checks for second-shift schools, while building capacity of teachers to educate children on health. A Health Education programme is an important part of a public education system, motivating children to maintain their health, and preventing and reducing risks of disease outbreak. The Education and Health sectors, in collaboration with the MEHE, will explore ways to increase the role of health interventions in second-shift schools.





**Food security:** The School Feeding Programme (SFP) have been introduced as a possible measure to reduce drop-out rates in schools. The School Feeding Programme has two components: first, a UNICEF/WFP humanitarian cash transfer programme entitled No Lost Generation (NLG) (or the "Min Ila" programme) for children enrolled in second-shift schools and ALP in three Governorates; and second, a WFP school snacks programme. These programmes provide both educational and health benefits to the most vulnerable children, thereby increasing enrolment rates, reducing absenteeism, and improving food security at the household level. Improved coordination and data sharing will continue to take place between the two sectors to maximize impact and reduce the vulnerability of the school-aged population.





**Livelihoods:** The sector strategy maintains a strong focus on developing tailored technical vocational education and/or training. Education programmes that overlap with the Livelihoods sector are twofold: formal technical vocational programmes are planned, implemented, and reported under the Education sector; meanwhile competency-based technical vocational training and informal apprenticeships in non-formal settings will be additionally supported by the Livelihoods sector. The provision of life skills training, among other youth initiatives, that focuses on developing skills for learning, employability, personal empowerment, and active citizenship, is something to be pursued in the near future.

## Endnotes

- i. UNHCR (2017), Registration Figures, as of May 2017.
- ii. RACE II Quarterly Fact Sheet, September 2017.
- iii. UNHCR, UNICEF, WFP (2017), *Vulnerability Assessment of Syrian Refugees in Lebanon 2017*.
- iv. UNHCR, UNICEF, WFP (2016), *Vulnerability Assessment of Syrian Refugees in Lebanon 2016*.
- v. RACE II Quarterly Fact Sheet, September 2017.
- vi. RACE II Quarterly Fact Sheet, September 2017.
- vii. UNRWA, *American University of Beirut (2015), Survey on the Socioeconomic Status of Palestine Refugees in Lebanon*.
- viii. Lebanese Population Planning Figures, LCRP 2017.
- ix. UNHCR, UNICEF, WFP (2017), *Vulnerability Assessment of Syrian Refugees in Lebanon 2017*.
- x. Lebanon, Ministry of Social Affairs, UNICEF (2016), *Baseline Survey*.



Indicator 3	Description	Means of Verification	Unit	Frequency												
Transition rates by cycle	Percentage of students at the last grade of one cycle the last scholastic year who are at the first grade of the next cycle the next scholastic year	CERD/ MEHE registration database/SIMS, MEHE	Children	3 years												
 Lebanese	 Displaced Syrians	 Palestine Refugees from Syria (PRS)	 Palestine Refugees in Lebanon (PRL)													
Baseline	Target 2017	Target 2018	Target 2020	Baseline	Target 2017	Target 2018	Target 2020	Baseline	Target 2017	Target 2018	Target 2020	Baseline	Target 2017	Target 2018	Target 2020	
Cycle 1 - 2 100%			100%	Cycle 1 - 2 96%			96%									
Cycle 2 - 3 94%			94%	Cycle 2 - 3 82%			82%									
Cycle 3 - Secondary 91%			91%	Cycle 3 - Secondary 82%			82%									

Indicator 4	Description	Means of Verification	Unit	Frequency												
Percentage of children and youth attending regulated NFE who transitioned to formal education	Transition rates from NFE to Formal Education	Cross check of CLM with MEHE registration database/SIMS. Education Partners and MEHE	Children	Yearly												
 Lebanese	 Displaced Syrians	 Palestine Refugees from Syria (PRS)	 Palestine Refugees in Lebanon (PRL)													
Baseline	Target 2017	Target 2018	Target 2020	Baseline	Target 2017	Target 2018	Target 2020	Baseline	Target 2017	Target 2018	Target 2020	Baseline	Target 2017	Target 2018	Target 2020	
				ALP 35%			ALP 65%									

**Outcome 3:** Enhance governance and managerial capacities of RACE 2 implementing institutions to plan, budget, deliver, monitor and evaluate education services

Indicator 1	Description	Means of Verification	Unit	Frequency
Annual RACE 2 operational and financial plan and report available	RACE 2 operational and financial plan	Operational and financial plan and report MEHE		Yearly



An eight year old Syrian refugee, attending class in the Accelerated Learning Programme in Bar Elias, Bekaa.  
Photo credit: UNICEF, Hedinn Halldorsson, 2016