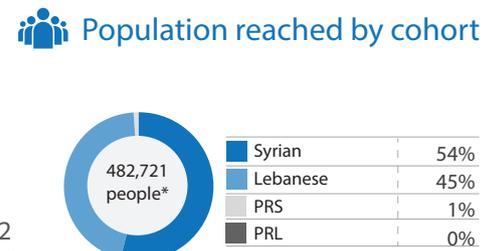
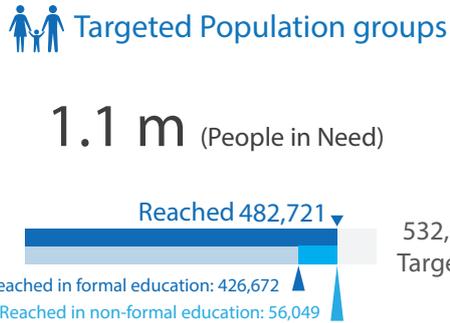
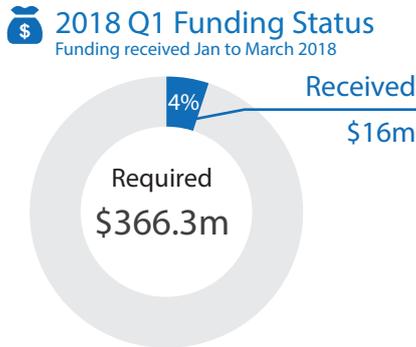


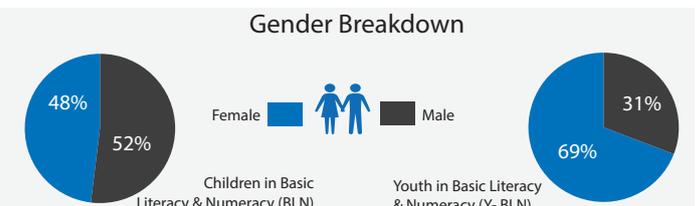
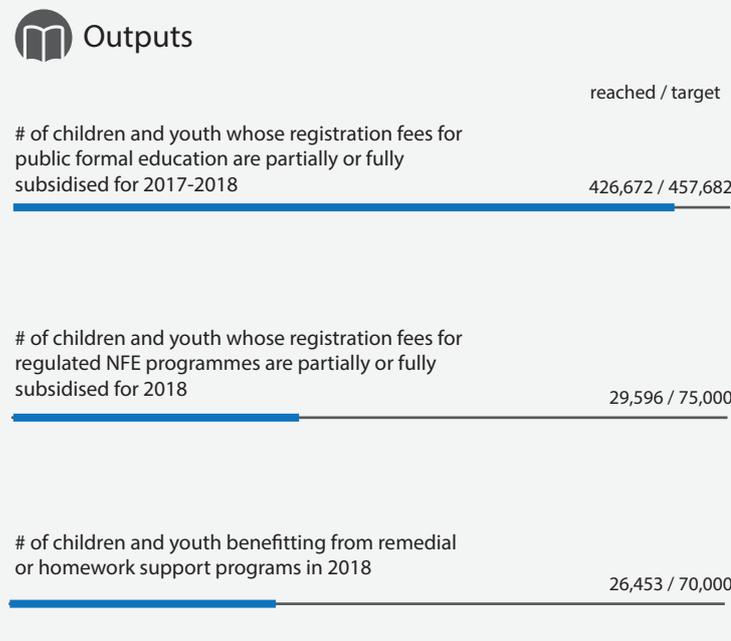
# Education - Jan-April 2018 Dashboard

This dashboard summarizes the progress made by partners involved in the Lebanon Crisis Response and highlights trends affecting people in need. The Education Sector in Lebanon is working to enhance: **OUTCOME 1**) the access to, and demand from, children youth, and their caregivers, for equitable formal or regulated non-formal education; **OUTCOME 2**) the quality of education services and learning environment to ensure grade-appropriate learning outcomes for children and youth; **OUTCOME 3**) the governance and managerial capacities of RACE 2 implementing institutions to plan, budget, deliver, monitor and evaluate education services.



\* people reached through formal and non-formal education

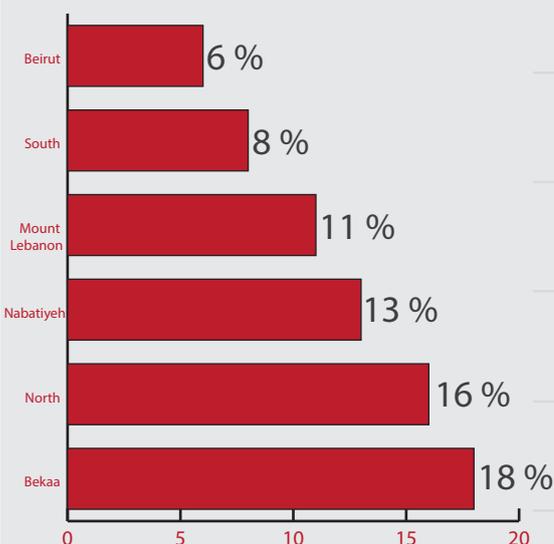
## Progress against targets



## Analysis

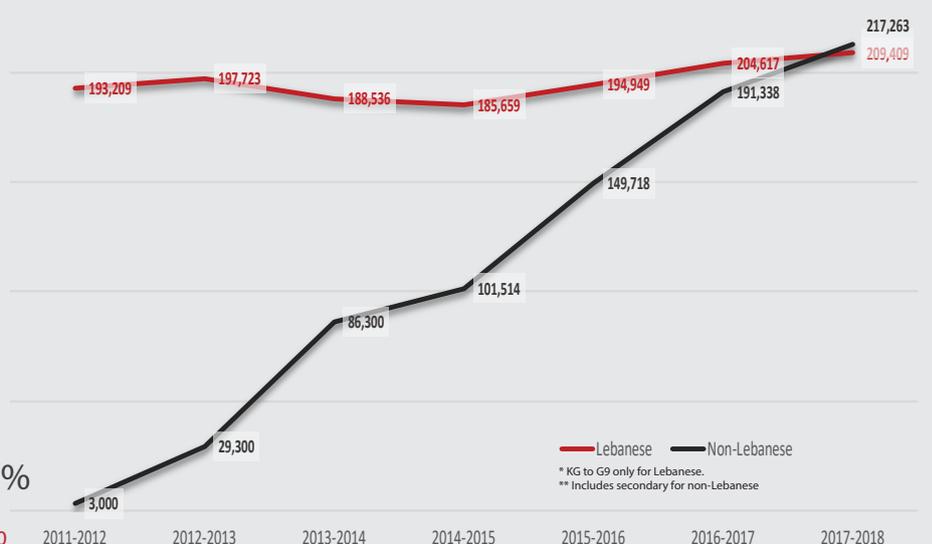
Increase (in %) in non-Lebanese (KG to G9) in second-shift public schools between 2016/17 and 2017/18 per Governorate.

Source: MEHE, PMU (March 2018)



Enrolment trend in formal education in Lebanese public schools .

Source: MEHE, PMU (May 2018)





## KEY ACHIEVEMENTS and KEY CONTRIBUTIONS TOWARDS LCRP IMPACTS(S)

Outcome 1: Ensuring equitable access to educational opportunities.

- Target of second shift enrollment (215,000) in 2017-2018 was reached.
- Accelerated Learning Programme (ALP) 1st round of 2018 is on-going.
- Implementation of the standardized Community Based Early Childhood Education (CB-ECE) Programme: Partners have received 3 batches of unified CB-ECE materials from MEHE and started implementing a standardized CB-ECE program.
- Basic Literacy and Numeracy (BLN) programs are implemented in community while waiting for a standardized BLN curriculum for basic education.
- Finalization of the youth BLN package to be used by all partners implementing youth BLN once the program is officially launched (Summer 2018).
- Support Programs to retain children in first and second shift in public schools and help them to successfully complete their academic year were implemented in school and community. Partners used the unified retention program certified by MEHE.
- Coordination efforts of NFE partners by subgroups (CB-ECE, Retention, BLN) at the field level to facilitate referral and avoid duplication.

Outcome 2: Improving the quality of teaching and learning.

- Providing Preparatory ECE classes in almost all second shift schools with volunteers to assist the class teachers.
- Children in need of psycho-social support were attended by the PSS counselors deployed in all the second shift schools and the necessary referrals were made.
- Field coordinators visiting schools regularly and checking among many issues: enrollment, hygiene, and violence free environment.



### Facts and Figures (Jan-April 2018)

19,680	Children and youth in homework support programs in public schools and community venues.
6,773	Children and youth in remedial programs in public schools and community venues.
10,207	Children (age 3-5) participating in community-based early childhood education (CB-ECE).
5,687	Children (age 6-14) participating in basic literacy and numeracy programme (Basic BLN).
3,476	Youth (15 to 20) participating in functional basic literacy and numeracy programme (Youth BLN).
2,119	Syrian refugee children & youth benefiting from Language support programmes in community venues.
521	Prep-ECE volunteers deployed in public schools.
467	Education Community Liaison volunteers deployed in 2nd-shift public schools.

Sources: ActivityInfo, MEHE/PMU.

- Finalization of the Child protection in schools' policy to be launched in May 2018.
- The inclusion pilot project is ready to be launched (in May 2018).

Outcome 3: Strengthening national education systems, policies and monitoring.

- Finalization of the first draft of the Out of School study lead by UNICEF and UNESCO.
- Finalization of the NFE policy paper first draft. The final draft will be ready in summer 2018.



## CHALLENGES

In some areas there was an overlap of education services offered by partners, whereas there was a gap in education services (second shift, preparatory ECE or ALP schools) in other areas. Additionally, there is a continuous presence and increase of uncertified schools or Syrian learning centers mainly in Akkar, Tripoli and Bekaa, which affect the enrolment of school-aged children in formal schools. Another challenge that partners are facing is the fact that the BLN curriculum is not yet harmonized and each actor is implementing a different curriculum with different number of hours. Actors had as well some difficulties to reach 10-14 years old children out of school as most of them are working to provide for their families especially that many parents were negatively affected after the cut in the WFP cash service. Moreover, the space and capacities of second shift public schools remains a challenge especially in high concentration areas with school-aged children especially in Aarsal, the southern suburbs of Beirut, Akkar and some areas of Mount Lebanon.



## KEY PRIORITIES AND GAPS FORESEEN FOR THE NEXT 4 MONTHS

In the light of the current funding gap, there is a need to adapt the next year Back to School campaign accordingly with a focus on the most vulnerable areas where out of school children are, and on reaching street and working children including nomadic families with the adequate education program that meets their needs and lifestyle. Additionally, there is a need to discuss the future of ALP students and their transition to formal education, and to have a unified BLN curriculum that targets the out of school children who cannot be enrolled in formal education or ALP. The provision of flexible education programmes tailored to the learner needs is an area to be explored to mainstream children and youth who are hard to reach in specific geographical locations. Launching the Child protection policy and planning to roll it in all schools is another priority, as well as involving parents more and more in the educational future of their children. Furthermore, there is a big need to target more and more quality of education programs after a big focus on access for more than 6 years.



“Education is the most powerful weapon which you can use to change the world”  
Nelson Mandela

Since 2013, War Child has worked with partners to identify, refer and integrate out-of-school children into the formal education system, as well as to provide non-formal education alternatives. With the support of the UN and the international NGOs, War Child has steered its programmes to meet needs on the ground and to reflect the priorities outlined in RACE by the Ministry of Education and Higher Education (MEHE). This resulted in a partnership with UNICEF in 2017 on Early Childhood Education and will continue in 2018 to provide Early Childhood Education activities targeting 2,900 children aged 3-5 years without access to Kindergarten.

The CBECE program was implemented in different community based organizations in Tripoli and Akkar area targeting the most vulnerable children including children with special needs and involving parents in order to create parent committees with parents of children in the ECE programme.

One of our stories worth mentioning is Hasan, a Syrian child aged five years old who was diagnosed with global developmental delays. He had limited social skills and exhibited difficulty in managing behaviors because of his specific needs: he has an acute hearing difficulty, but it was the unavailability of special needs center that most worried his parents, specially that they were not able to provide the needed earphone for both him and his sister who is suffering from the same special need so they provided only one pair putting one in his ear and one in his sister's ear. In the beginning, he was not able to engage with the group, spending the whole session going from a room to another, playing alone, checking his sister's earphone to make sure she didn't lose it. Through the CB-ECE intervention with War Child, and following intensive early intervention services provided, including social and educational activities and communication program, Hassan started to better engage with other children of his age. Hassan made a remarkable progress, he is now friendly and initiates interactions with other children, his anxiety has almost completely disappeared, and he has developed strong communication skills. Also, his sister aged 3 years old suffering from the same specific need as him, participated in ECE program for two cycles, and she is now interacting with others and showing improvement.



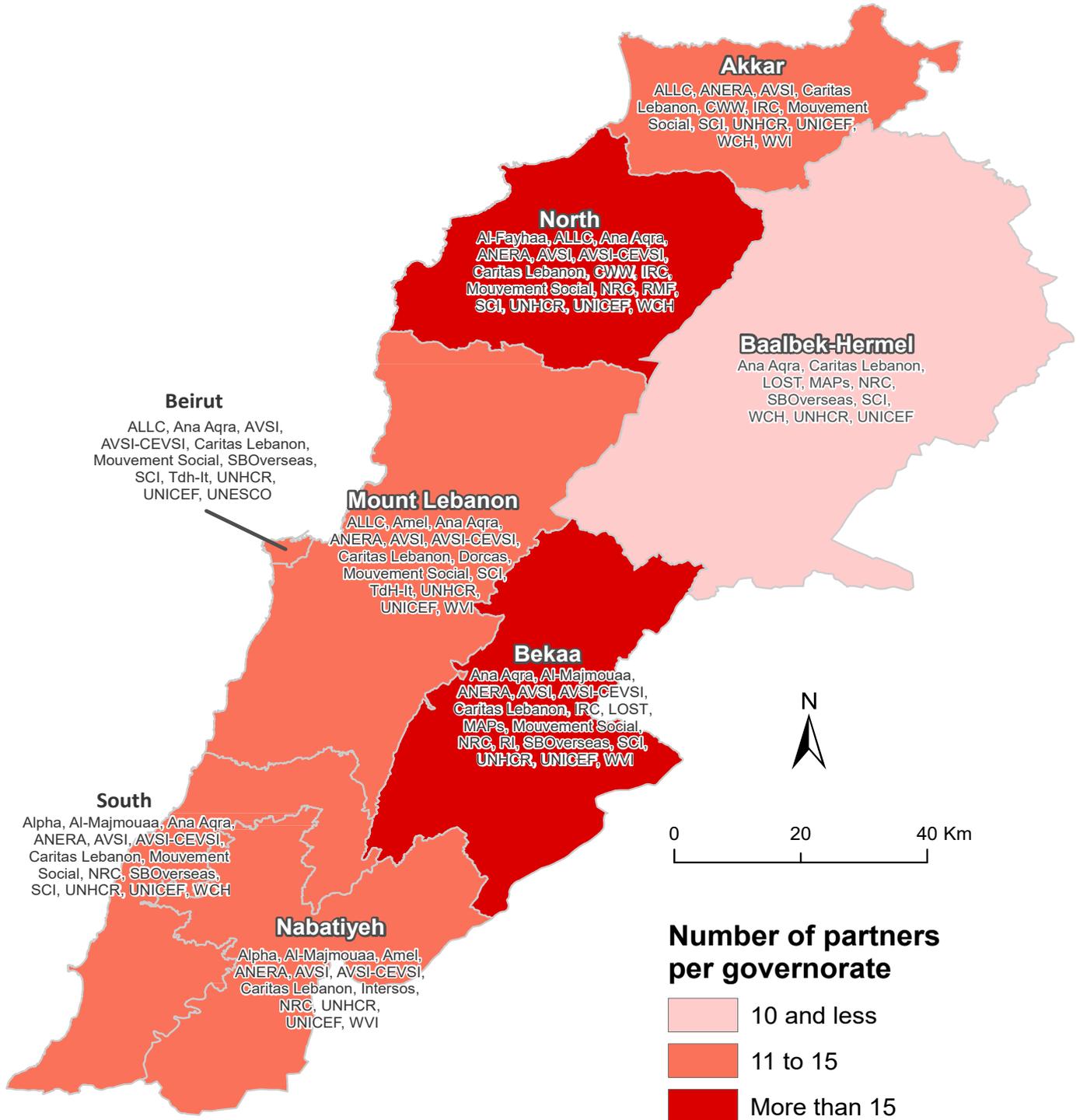
\* Case Study provided by War Child Holland (WCH).  
Photo Credit: WCH.



## Organizations per Governorate

The achievements described in this dashboard are the collective work of the following 28 organizations:

Al-Fayhaa, ALLC, Al-Majmouaa, Alpha, AMEL, Ana Aqra, ANERA, AVSI, AVSI-CEVSI, Caritas Lebanon, CWW, Dorcas, Intersos, IRC, LOST, MAPS, Mouvement Social, NRC, RMF, SBO, SCI, TdH-It, WCH, WVI, RI, UNICEF, UNESCO and UNHCR.



Note: This map has been produced by UNHCR based on maps and material provided by the Government of Lebanon for UNHCR operational purposes. It does not constitute an official United Nations map. The designations employed and the presentation of material on this map do not imply the expression of any opinion whatsoever on the part of the Secretariat of the United Nations concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.