EDUCATION
SECTOR

PEOPLE IN NEED

1,232,883

PEOPLE TARGETED

543,616

REQUIREMENTS(US$)

| 2017 | 372.6 million |
| 2018 | 372 million |

PARTNERS

32

GENDER MARKER

1

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SECTOR OUTCOMES

Outcome #1 $327.3 m

Enhanced 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 $28.2 m

Enhanced 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)

Number of students in public schools successful in grade 3 and grade 6 learning assessment tests

Outcome #3 $17.1 m

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

Indicators
CERD Annual Statistics yearbook is published by 01 August every year for the last academic year inclusive of all refugee education data

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	210,470	104,604	105,866
Displaced Syrians	705,000	280,911	146,074	134,837
Palestine Refugees from Syria	14,041	9,675	4,886	4,789
Palestine Refugees in Lebanon	62,519	42,560	21,493	21,067

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Situation Analysis and Context

The Syrian Crisis, now in its sixth year, has significantly impacted Lebanon. The Government estimates that it hosts over 1.5 million Syrian refugees, in addition to an estimated 300,000 Palestine Refugees and 35,000 Lebanese returnees from Syria. In September 2016, 1,017,433 Syrians were registered with UNHCR as refugees out of which about 487,212 (54%) are children and adolescents between 3 and 18 years of age.

The Ministry of Education and Higher Education (MEHE) responded quickly at the onset of the Crisis, working with Education Sector partners to develop an education response plan, the Reaching All Children with Education (RACE I) Strategy (2014-2016).

RACE I has achieved significant results. The enrolment of non-Lebanese children in public education increased almost threefold from 27,000 in the 2011/2012 school year to 103,000 in the 2013/2014 school year. In 2015/2016, with support from the international community, approximately 42 percent of eligible Syrian children were enrolled in formal public education programmes. Substantive work was also done on establishing alternative pathways for children who are unable to access mainstream schools. As a result 11,878 children, who did not qualify to enter formal public schools, were enrolled in regulated Accelerated Learning Programmes (ALP) designed to support their transition into formal schooling. However, an overwhelming majority of the children did not access any type of education, reasons for this include missing months and even years of their education, or because of factors such as child labour and early marriage, or barriers presented by French and English being the medium of instruction.

UNRWA was able to accommodate 5,318 in its schools for the scholastic year 2015-2016. Through its double shift system, UNRWA was able to provide formal education and academic assistance, as well as recreational, extra-curricular and psychosocial activities to Palestine Refugees from Syria to promote their integration into UNRWA's regular classes and their adaptation to the Lebanese curriculum.

Despite these successes, Lebanon still faces a number of educational challenges that need to be addressed. Structuring systemic interventions that holistically address entrenched demand and supply barriers to a quality education for all children in Lebanon, is key to maintaining past successes. Detailed below, is a listing of key challenges that remain:

- **The demand for public education** in Lebanon is not very high; especially from poor vulnerable families. Recent datasets indicate that almost 28 percent of Lebanese households are categorized as poor; while there is an increase of 30 percent of Syrian households living below the poverty line in 2015. Of these poor households, almost 52 percent are living below the survival minimum expenditure basket (twice

as many as in 2014). Poverty incentivizes children's entry into the labour market at a school-going age, and hampers demand for education. While Syrians in Lebanon are allowed to work in the sectors of agriculture, construction and cleaning services/environment, access to livelihood opportunities for adult males remains limited due to their lack of valid residency which leads to self-restriction of their movements. As a result, youth contribute to income generation for the family, thus preventing some to access education.

- **Parental and children's negative perception of the value of education** in relation to income-earning potential also leads to low demand for education. In addition, household-level education-related expenditure (including transportation, uniforms, learning materials) and the potential opportunity cost of sacrificed income are major deterrents to access.[i] Nearly 60 percent of Syrian working children interviewed in 2014 indicated that the choice to work was their own and that their desire to support their families was more compelling than attending school despite significant outreach campaigns year after year.[ii] Besides child labour, early marriage has also become an increasingly visible coping mechanism against poverty.

In 2016, more than half of the displaced Syrian population lacked valid residency. Without residency papers parents may self-impose a restriction of movement due to fear of detention and therefore not accompany their children to school.

Syrian childrens' lack of functional literacy, numeracy and comprehension in French or English presents a significant barrier for school attendance. French language schools are reportedly especially problematic since parents do not understand the language and therefore cannot provide sufficient support to their children.

UNRWA indicates there are approximately 10,950 displaced Palestine children from Syria between the ages of 3 and 18. 35.4 percent of those are not enrolled in school. The average dropout rate is estimated to reach 7.1 percent among Palestine Refugees from Syria. Despite the successful performance of Palestine Refugee children from Syria in the official exams (both Brevet and Baccalaureat) and improvement in their enrolment at schools, enrolment in Preparatory (17.71%) and Secondary (4.28%) schools is still lower than those in Elementary School (78%). There are indications that this is due to the fact that Palestine Refugees from Syria tend to migrate outside of Lebanon, return to Syria or to find economic opportunities.

A 2004 study by MEHE states that one third of school buildings assessed at the time did not meet the standards for Effective School Profiles (ESP); whereas one fifth required rehabilitation and renovation.[iii] The spatial distribution of public schools is also not in line with population density - in some areas, public schools

are significantly under-utilized while in other areas schools are over-crowded. This becomes increasingly problematic with the increase in population created by the influx of displaced Syrians and the fact that the Syrian households congregate in specific high-density areas of Lebanon. Also, public schools are ill equipped to support children with disabilities.

With the initiation of the second shift, public schools have exponentially increased the number of contractual teachers in service. With weaker entry requirements (only a basic degree is required) and lower financial remuneration this has led to a significant over-supply of under-qualified teaching staff in public schools for basic education. Reliance on an under-qualified and unskilled teaching force has important consequences on the learning outcomes of children in the public school system. These disparities differ between geographical regions and amongst nationalities.

A child's and community's personal **experience of the school environment** has an import impact on children's learning. It is often reported that children experience bullying and corporal punishment in Lebanese schools. In addition, Syrian children have often experienced multiple and persistent displacement and violence. Parents are welcome to interact with the school administration and personnel on behalf of their children's academic, health, or social issues and counsellors specialised in psycho-social support identify and refer cases needing specialised interventions. However, accountable and structured interaction with parents and children on the improvement of school environments is not systematic. Support systems for children from parents and caregivers in poorer communities are also noticeably absent. Unsupportive school and home environments are often hidden causes for dropout and low learning achievements.

National data systems in Lebanon – both centrally and at the school level – are dated. As the custodian of national education data, the Center for Educational Research and Development's (CERD) technical and human resource capacities have been significantly under-funded over the years. As a result, data collection is still mostly paper based; making timely data collection, analysis, and dissemination difficult. Consequently, national education data is neither reliable nor relevantly analysed for meaningful programming or policy interventions.

Learning achievements in school are dependent on the relevance of curriculum content as well as the application of sound pedagogical methodology. The curriculum currently taught in Lebanese public schools is centred on subject-matter content rather than on competencies or skills. The Lebanese curriculum and correlated pedagogical standards were last updated in 1997. The curriculum is lacking a life-skills base and a gender lens and is not as learner-centred as industry-standards require.

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 for grade-to-grade transition. In the absence of national standards that enable teacher's to continuously measure learning achievements, students who are unable to perform at grade-level or age-level are not found until well into the late primary grades.

Despite several efforts by the current Minister of Education, there are insufficient and inefficiently implemented policy frameworks to properly address barriers to strengthened delivery of education services due to interminable delays of Lebanese political processes. There is a need to develop policy frameworks to support decentralisation of school governance, a sound teacher professional development strategy, alternate pathways to formal education, safeguards against violence in schools, the inclusion of children with special needs.

Overall sector strategy

Education and learning supports the long-term processes of rebuilding and peace building. Opportunities for learning, education and interaction also helps mitigate against the negative psychosocial impact that violence and displacement has on children. Education fosters inclusion, human rights awareness and conflict resolution. Education also empowers girls and women by increasing their chances of getting jobs, staying healthy and participating fully in society.[iv]

The Education sector's strategy draws on 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 03-18 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 UNRWA 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

Enhanced access to and demand for equitable formal education or regulated non-formal education for children, youth, and their caregivers. The Education Sector will take a multi-layered approach to addressing both demand and supply barriers that impede children's enrolment into formal education. This will be achieved by 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 (BTS) initiative will serve as a multi-faceted engagement tool, to improve children and families' ability to make informed and positive choices about formal or non-formal education opportunities. It will have four key components:

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

- Outreach and mobilization at the community level to re-inforce the value of education[1];

- 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 registration of students.

The financial burden of education for families will be mitigated through a range of subsidies, including full or partial subsidy of enrolment fees for children in formal education[2] and regulated Non Formal Education (NFE) programmes[3].

Non tuition fee costs related to education in either formal or NFE will be partially or fully subsidized. While textbooks and stationery will be provided to all enrolled students, transportation subsidies and special-needs equipment will be reviewed on a case-by-case basis based on vulnerability . A pilot cash transfer programme will be rolled out as additional support to poor families, which will be scaled up if proven effective.

Tuition fees to access UNRWA schools will be subsidized allowing the access of Palestine children coming from Syria to elementary, preparatory and secondary educational services in 67 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 (Baccalaureat). Other types of support such as provision of learning materials, transportation and recreational activities will also be provided to Palestine Refugee children from Syria to increase their access to education.

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

Rehabilitation of schools will be prioritized in underserved regions and areas with high concentration of Syrian communities. Rehabilitation will be in line with MEHE's Effective School Profile framework which defines regulations for water, sanitation and hygiene (WASH) standards, structural integrity, gender neutrality standards and accessibility for students with special needs. Addition of new classrooms or construction of new schools (meeting standards of GoL Decree 9091/2001) will also be undertaken based on needs-assessments. Selected schools will be equipped

EDUCATION IN LEBANON
CYCLE-AGE DISTRIBUTION

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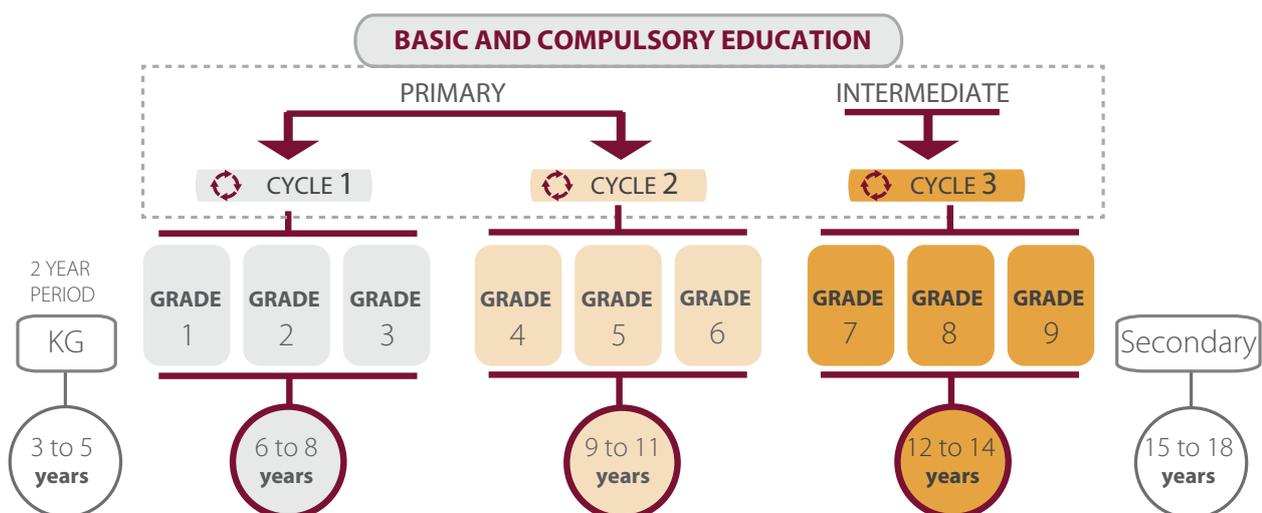
(1) Two surveys on Knowledge, Attitudes, and Practices (KAP) will be conducted respectively in 2017 and in 2020 to set baseline information and gauge change in caregivers' attitudes in relation to their children accessing learning opportunities.
(2) Pre-primary, primary, secondary education, or TVET.
(3) Community-based Early Childhood Education, Basic Literacy and Numeracy (BLN, ages 10-18), the Accelerated Learning Programme (ALP) (ages 07-24), Youth BLN (ages 16-20), and Technical/Vocational Training (ages 15-24).

according to MEHE's specifications for arts, music, sports, sciences and IT laboratories, and furnished based on MEHE specifications.

Rehabilitation is also planned for UNRWA schools to improve the safety and environmental health of the schools and ensure secure and equipped spaces for the provision of recreational activities.

Outcome 2 - Improved quality of education services

Enhanced quality of education services and learning environments to ensure grade-appropriate learning outcomes for children and youth. Outcome 2 focuses on delivering quality education services and learning environments throughout the continuum of formal or 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 'Département d'Orientation Pédagogique et Scolaire' (DOPS) will design and rollout many interventions under this Pillar. The RACE Project Management Unit (PMU) will maintain centrality in ensuring that standards set by these institutions are followed as relevant.

Output 2.1 - Teachers, education personnel, and educators have enhanced capacities to provide learner-centred 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 will lead the development of training modules and teaching guides for these categories of education staff. The content will focus on learner-centered pedagogy, classroom management, positive discipline, psychosocial support and the skills required to support children with different learning backgrounds and special needs.

For education personnel, a combination of management and financial training packages will be developed to support the development of the competencies required for the implementation of School Implementation Plans. 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.

To measure the outcomes from this comprehensive teacher and educator capacity development strategy, CERD and DOPS will jointly develop a National Teacher Assessment Framework and teacher observation tools. DOPS will train its academic counsellors on the

use of the teacher observation tools and also on the subject matter that they will be monitoring teachers on. DOPS Central is in charge of planning the roll out of continuous monitoring visits in second shift schools to ensure teaching staff adheres to national performance standards.

The capacity of the UNRWA teaching workforce will also be enhanced through diverse types of trainings that will allow the Palestinian children from Syria to be better prepared to pass the Lebanese official exams.

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

Accountability and governance at school-level will be increased through support to school personnel in the administration of schools and the involvement of communities in the education of their children. second shift schools will be supported with nominal grants to implement their School Improvement Plans (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.

- DOPS Central will train all teachers, education personnel, educators and DOPS psycho-social support counsellors on national protocols for the identification and referral of any student impacted by violence at school, home or in the community. Cases that need specialized intervention or services will be referred to DOPS psycho-social support counsellors for appropriate action.

- School personnel will be trained to ensure active involvement in the appropriate referral of children and youth with special needs (whether they be physical or cognitive).

DOPS academic counsellors will visit second shift schools to monitor pedagogical performance of teachers in classrooms, using the updated National Teacher Assessment Framework and teacher observation tools. Based on feedback from these assessments, CERD will recalibrate its teacher-training packages.

Students identified by teachers as "at risk of dropping out" will be supported with either remedial support or homework support programmes. Remedial support

programmes will be organized inside public schools and implemented jointly by MEHE and NGOs. Homework Support Programmes will be implemented either inside the school or in community centres/tents and implemented through NGO partners.

Links between schools and refugee communities will be strengthened by appointing Community Liaison Volunteers who will take on the responsibility of providing personalized follow up to Syrian students and address issues such as bullying, violence or discrimination that often lead to children dropping out.

Remedial programs will also take place inside UNRWA schools where a learning support program will be provided to Palestine Refugee Children from Syria at risk of dropping out.

Outcome 3 - Strengthened Capacity of the Education System

Enhanced governance and managerial capacities of RACE II implementing institutions to plan, budget, deliver, monitor, and evaluate education services. This outcome aims at supporting MEHE's ability to manage the national education system. This will be achieved by improving institutional technical capacity, strengthening the policy base, develop durable partnerships and create a platform to coordinate the delivery of education programming. This will also ensure systemic 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 MEHE, will lead the design and roll out 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.

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-centred pedagogy and key competencies that cover the cognitive, the individual, the instrumental and the 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 process to the revision process and will be soliciting the inputs from technical experts, teachers, and parents on an e-platform. On approval from the National Committee, the curriculum will be piloted in select schools, the feedback from which 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 Accelerated Learning Programme (ALP). CERD will review and approve content for the following NFE programmes: preparatory Early Childhood Education (ECE), Community Based Early Childhood Education, (CBECE), Basic Literacy and Numeracy (BLN), Remedial Support and Basic Literacy and Numeracy for Youth. 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.

Non-Formal Education
Structure of NFE Pathways
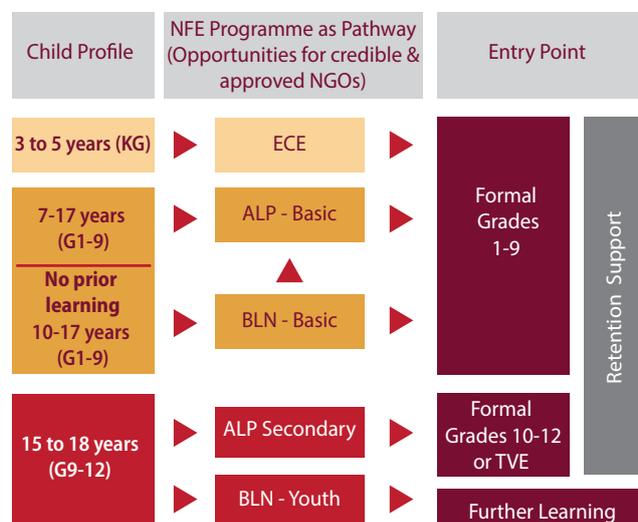
Output 3.3 - Appropriate policy frameworks are endorsed and implemented to regulate education programmes and services, strengthen school management and professionalise teaching services.

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. 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 as a function of the 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 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 a School Improvement Plan (SIP), drawn up collaboratively by school directors, teachers, and parents. The implementation of the SIP will result in school administrators and the school community jointly analysing, managing and monitoring improvements to their students/children's school environments; with consequent impact on their learning outcomes.

- **Policy and mechanisms to monitor violence against children in schools.** The development of a child protection policy for the education sector is underway to detail protocols for the early detection, preliminary evaluation and referral of cases of violence against children. Whether a case of violence occurs in the school or in the community, school directors, DOPS personnel and teachers will be sensitized (by DOPS Central) to appropriately support the child for appropriate referral to specialized institutions. To ensure that affected children receive appropriate services that are under the remit of other Ministries, the MEHE will initiate collaboration with the Ministry of Social Affairs (MoSA), Ministry of Interior and Municipalities (MoIM) and Ministry of Justice (MoJ). The development of SOPs will be supported by UN agencies with a view to clarifying roles, responsibilities, and accountabilities of school personnel and school communities. DOPS psycho-social support counsellors will play a key role in ensuring the continuum of services for the child from detection and evaluation to referral.

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

- **Standards for learning spaces and for educator profiles.** MEHE's Education in Emergencies Committee will lead, in collaboration with PMU and

CERD, to define standards for the physical spaces proposed for implementation of regulated NFE programmes. On endorsement, such spaces will be formally referred to as learning spaces. Likewise, minimum professional standards will be set for any personnel proposed to be recruited for the implementation of NFE programmes in learning spaces.

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

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

RACE II coordination mechanisms will be designed and managed for coordinated and collaborative implementation of the RACE II Programme. Led by the PMU, working groups or sub-committees will be formed as required and have a membership composed of UN agencies, donors, NGOs or academic institutions as needed. 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 DOPS all require capacity support in the areas of project administration, procurement 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 eventual) internal audits.

Enrolment trends for Lebanese and non-Lebanese in public education
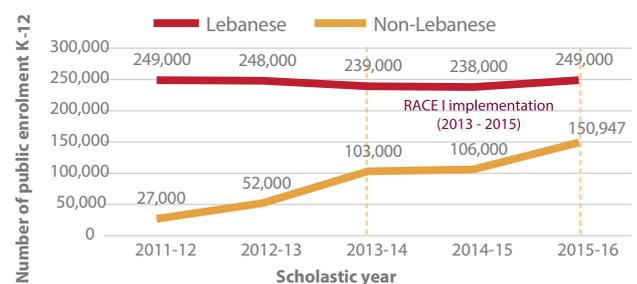
Identification of sector needs and targets at the individual/HH, institutional and geographical level

Targeting is based on the overall number of children, the enrolment rate based on previous years and the capacities of MEHE. 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 high concentration of displaced Syrians. In addition, an out-of-school mapping exercise will be done based on available data and this data can inform where other educational activities should be implemented.

displaced Syrians and the host communities. Education builds bridges between children and parents from different groups and can have a strong mitigating impact on possible conflicts. Peace education initiatives 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 from different backgrounds in the same school, in order to strengthen social cohesion inside the classroom and the school premises.

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

Total sector needs and targets 2017

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	210,470	104,604	105,866			
Displaced Syrians	705,000	280,910	146,074	134,837			
Palestine Refugees from Syria	14,041	9,675	4,886	4,789			
Palestine Refugees in Lebanon	62,519	42,560	21,493	21,067			
GRAND TOTAL	1,232,883	543,616	277,057	226,559			

Type of Institutions	Total	Targeted
Schools	1,257	1,257

Mainstreaming of Conflict Sensitivity, Gender, Youth, Protection and Environment

Conflict sensitivity

More focus on providing education and employment opportunities for adolescents and youth is needed since many have not been able to access such opportunities. Programmes are needed to support school-readiness and learning specifically for youth and adolescents. Engaging them in educational and meaningful activities will not only empower them, but also increase social stability. So far, most programmes for youth and adolescents have focused on life skills education. In 2017, stronger focus will be on enrolling adolescents in technical education, NFE, remedial and homework support.

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 engage community members positively and pave the way to mitigating social tensions and enhancing conflict sensitivity between the

and the Bekaa there is a substantial gender gap to the advantage of girls due to boys starting work at an early age. While gender equity is slightly in favour of girls, disparities by geographical area at district level and socioeconomic status are more pronounced.[v] The number of girls and boys not enrolling in school or dropping out is similar however they are triggered by different reasons. An alarming and growing number of girls are getting married early to minimize risk of wider assault and to reduce the burden on their families of feeding and protecting them. 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 is solicited in the outreach of children in order to provide both girls and boys with equal opportunities for enrolment inside the public schools.

Youth

Primary youth focus of the education sector are adolescents (14-18 year old) in both formal and non-formal education as well as vocational training. Basic literacy and numeracy will prioritize young people up to the age of 20. Improved quality and expanded reach in this group are expected to better chances for them to find employment in the future.

Protection

The MEHE, in partnership with MoSA, MoJ, and MoI, will seek to establish appropriate policy, mechanisms and protocols to monitor violence against children in schools. The relevant government personnel, caregivers and education stakeholders will be trained in the appropriate referral of cases to protective services.

Inter-sector linkages

Child Protection: Education provides children with safe learning spaces, brings normalcy to their lives, provide psychosocial support and helps identify children at risk or victims of violence, abuse and exploitation which negatively affects children's educational achievements and consequently their short-term 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 are psychosocial support and teacher training on child protection, and joint information initiatives to ensure children - including adolescent boys and girls - have access to formal and non-formal education. A child protection expert is deployed at MEHE to advise the DOPS counsellors on psychosocial matters and set up a referral system to fight violence, bullying and discrimination inside schools.

Water and Environment: 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 provision of teacher tools.

Health: The education sector strategy incorporates health as a key focus for an improved school environment. The priority activity will be to by regularise health checks for second shift schools, while building capacity of teachers to educate children on health.

Food security: School feeding programmes have been introduced as a possible measure to reduce drop out from schools. While preliminary school feeding projects have started in 2016, a more thorough assessment is needed to review the viability and sustainability of such a programme.

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. In addition, competency-based technical vocational training and informal apprenticeships in non-formal settings will be additionally supported by the Livelihoods sector.

Endnotes

i.　MAYSA JALBOUT (August 2015), *Race Enrolment Lessons Learned Review: To Inform School Year 2015/16 Enrolment.*

ii.　Search for Common Ground (2014), UNHCR 2016 and IRC data, 2014. (TRACE, June 2014).

iii.　MEHE (2004), *National Education Strategy in Lebanon*, p.63.

iv.　http://www.ineesite.org/en/

v.　TRACE, June 2014.

Sector Logframe

Outcome 1: Enhanced access to, and demand from, children youth, and their caregivers, for equitable formal or regulated non-formal education

Indicator 1	Description	Means of Verification	Unit	Frequency
Number of students (age 3 to 18) enrolled in formal education	Covering costs for public school 1st shift, school rent, counselors, provision of transportation for vulnerable boys and girls			

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
201,470				211,911				9,651				42,560			

Outcome 2: Enhanced quality of education services and learning environment to ensure grade-appropriate learning outcomes for children and youth

Indicator 1	Description	Means of Verification	Unit	Frequency
Completion rates by cycle	Percentage of children and youth of the corresponding graduation age who have completed a cycle			

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 96%	52.6%	52.6%	52.6%	Cycle 1 68%											
Cycle 2 87%				Cycle 2 51%											
Cycle 3 78%				Cycle 3 52%											

Indicator 2	Description	Means of Verification	Unit	Frequency
Retention rates by cycle	Percentage of students who were at school the last scholastic year who remain at school the next scholastic year			

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			

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 - Cycle 2 100% Cycle 2 - Cycle 3 94% Cycle 3 - Secondary 91%				Cycle 1 - Cycle 2 96% Cycle 2 - Cycle 3 82% Cycle 3 - Secondary 82%											

Indicator 4	Description	Means of Verification	Unit	Frequency
Number of students in public schools successful in grade 3 and grade 6 learning assessment tests	Remedial support			

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
0				0				0				0			

Indicator 5	Description	Means of Verification	Unit	Frequency
Percentage of children and youth attending regulated NFE who transitioned to formal education				

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
35%															

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

Indicator 1	Description	Means of Verification	Unit	Frequency
CERD Annual Statistics yearbook is published by 1 August every year for the last academic year, inclusive of all refugee education data				

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