



EDUCATION

Lead Ministry: Ministry of Education and Higher Education (MEHE)

Coordinating Agencies: UNICEF

Contact information: Iman Assi iassi@mehe.gov.lb; Dorine Farah dfarah@mehe.gov.lb; Gemma Bennink gbennink@unicef.org



* MEHE is currently in the process of selecting NGO partners who will be able to implement different components of the Education Results Framework. The first selection is expected to be finalized in January 2016. After this, MEHE will review new submissions from NGO partners every three months.



SECTOR OUTCOMES

OUTCOME	INDICATORS
<p>OUTCOME 1: Ensuring equitable access to educational opportunities for boys and girls.</p>	<p># of children and adolescents enrolled in formal education</p> <p># of children and adolescents enrolled in Non-Formal Education (NFE)</p>
<p>OUTCOME 2: Improving the quality of teaching and learning.</p>	<p># of children and adolescents referred to formal education including Accelerated Learning Programme (ALP)</p> <p>% and # of parents who are aware of the formal school registration process</p> <p># of individuals reached with outreach and awareness sessions</p>
<p>OUTCOME 3: Strengthening national education systems, policies, and monitoring.</p>	<p>% of children in remedial language education who remain in education</p> <p># of assessments undertaken</p> <p># of active parent groups and community committees</p>



PRIORITY INTERVENTIONS

- 1: Support enrolment to formal education for school-aged boys and girls.
- 2: Support enrolment to Non-Formal Education for children who are outside the formal system.
- 3: Outreach to get children to public schools.
- 4: Support to ensure retention in formal education.
- 5: Strengthen national education systems, policies, and monitoring.
- 6: Strengthen community engagement to support a sustainable behavioural change towards education.



1. Situation analysis and context¹

Approximately 477,000 displaced Syrian children and approximately 10,950 displaced Palestinian children from Syria are between the ages of 3 and 18². All these children have a right to access education as per the Convention of the Rights of the Child (CRC). This population influx in Lebanon has increased the demand for education services, not only in terms of numbers, but also in terms of variety of needs and impact on quality of the education system. Children impacted by displacement have often had their education disrupted. If they are able to access schools, they have to cope with a different curriculum and educational challenges. Many are not able to resume schooling due to their socioeconomic situation, or because they are over-age or discouraged. Some have also witnessed serious acts of violence and are in need of psychosocial support. The Lebanon Crisis Response Plan (LCRP) focuses on the most vulnerable populations affected by the Syria crisis, including displaced Syrians, vulnerable Lebanese, as well as displaced Palestine refugees from Syria.

The education situation analysis and response plan is presented according to three strategic components: access, quality and national systems, which is also in line with the 'Reaching All Children with Education' (RACE) plan. RACE was developed by the Ministry of Education and Higher Education (MEHE) in 2014 in response to the Syria crisis, and builds upon the "No Lost Generation" strategy and the Stabilization Framework developed by the World Bank, UN and GoL. The strategy outlines a multi-year comprehensive approach to education for all children affected by the Syria crisis, and covers both immediate humanitarian response interventions as well as longer-term support. The RACE plan commits government and partners to providing 470,000 school-aged displaced Syrian and poor Lebanese children with access to quality learning opportunities in safe and protective environments by 2016. Of this total, 200,000 Syrian children will be enrolled in formal education.

1.1. Insufficient Access to Education for Children and Adolescents Affected by the Syria Crisis

Before the Syrian influx, around 30 percent of the Lebanese population was enrolled in the public education system³. This group tends to be more economically vulnerable than those enrolled in semi-private or private primary schools⁴. The public sector accounts for only 19 percent of preschool service provision compared to 81 percent in the private and semi-private⁵. 48 percent of refugee children ages 6-14 were found to be out of school⁶. The number of children enrolled

drops after age 14. There is no significant gender imbalance reported for this age range.

A multisectoral assessment of the situation of Syrian refugee youth (ages 15-24) in Lebanon and their relationship with Lebanese host communities has been conducted between August 2013 and January 2014. In total, 1,121 Syrian youth and adolescents participated in the assessment. The results of the youth situation analysis show that 94 percent of them are not enrolled in formal education in Lebanon⁷. Of these, 35 percent were forced out of education, mainly due to displacement (51 percent of female and 44 percent of male respondents between the ages of 15 and 18). The study showed that adolescents and youth drop-outs value education and would like to return to school or to be enrolled in any form of education⁸.

Several barriers have been identified preventing the access of children to schools. Removing some of the barriers for vulnerable Lebanese and displaced Syrian families and children will mitigate drop-out risks and contribute to improving retention. In numerous assessments, the cost of education has been identified as the main barrier, across all age groups beyond 6 years old⁹. This can be interpreted by overstretched capacity of schools and limited geographical coverage of schools in the areas that require parents of displaced Syrians coming from poor socio-economic backgrounds to cover the cost of transportation to schools. In addition to monetary concerns, security concerns prevail: participatory assessments with parents show that they are afraid of sending their children to schools due to their perception that schools might not be safe and children might be exploited on their way to or inside schools. The need to work appears as another major factor for the age group 10-14. There is a cohort of children whose families traditionally worked as migrants. Seasonal child labour is particularly prominent in the Bekaa, North and South at an increasing rate due to factors including the lack of access to livelihoods, depletion of resources and the reduction in WFP assistance. A report recently published by WFP demonstrates an increase in child labour as a result of the cut in food assistance.

Based on interviews conducted by the child protection sector for 700 street-based children in 18 districts in Lebanon, two-thirds of street-based children in Lebanon are boys, with over half between 10 and 14 years old. These street-based children are predominantly Syrian refugees (70 percent) and/or trafficked children who are increasingly seen living and working on the streets in the urban areas. In rural areas these children are increasingly seen being engaged in the agriculture sector.

Children of families who live in Informal Settlements (IS) appear especially prone to non-participation in formal

(1) Situational analysis was in part based on a literature review conducted by Anne Scowcroft from UNHCR.

(2) Registration data UNHCR and UNWRA.

(3) CERD: Centre for Educational Research and Development, 2011-2012 Yearly Statistical Bulletin, 2012. Available from <http://www.crdp.org/en/statistics-bulletin>

(4) IDRD, 2015; USAID, 2013.

(5) UNICEF. Forthcoming. Education for children and adolescents in Lebanon: A human rights-based, equity focused analysis of the situation.

(6) Both VASyR and household visits show the same results.

(7) UNICEF, UNFPA, UNESCO, UNHCR and SCI, Situation analysis of youth in light of the Syrian crisis, 2014. Available from <http://www.unfpa.org.lb/Publications.aspx>

(8) Ibid.

(9) Not being of school age is the most reason quoted for the group 3-5 years old.



education. Several cases have been reported of community leaders, or *Shawish*, in these settlements that refuse to allow children to go to school in order to send them to work. Evidence also suggests that parents of out-of-school children and community leaders were unaware of assistance opportunities and possibilities for fee exemption¹⁰. Therefore, parental education through awareness sessions is needed to educate parents and communities about the benefit of providing learning opportunities to children. Other deterrents for school enrolment are: insufficient functional literacy in English or French leading to difficulties in learning, psychosocial welfare of children, corporal punishment and abuse and violence cases reported such as early marriages for girls. Furthermore, the lack of a school management information system at the national level makes it difficult to monitor attendance at schools, in particular given the constant movement of families from a place to another. In-class monitoring in 2016 will be done by the Department of Orientation and Guidance (DOPS-Département d'Orientation Pédagogique et Scolaire at MEHE) that assesses teachers' performance and guides them to improve their teaching methods in order to provide quality education.

In 2012-2013 refugee enrollment in public education was estimated at 40,000, or approximately 13.5 percent of the total public school population¹¹. In 2013-2014 it was estimated at 88,000 or approximately 30 percent¹², and in 2014-2015 it was estimated at 106,735, or approximately 36 percent¹³. Monitoring of school attendance in second shift schools was done through third-party monitoring deployed by the UN. This last school year, enrolment support in public basic education was provided to 11,600 Lebanese students. UNRWA accommodated for 31,646 Palestine Refugees in Lebanon (PRL) children and 6,427 Palestine Refugees from Syria (PRS) children in 68 schools. The 20 percent increase in enrolment of displaced Syrians in public primary schools is attributed to a 61 percent increase in the number of schools that opened second shifts¹⁴. Further increase is observed in refugee enrollment in the school year 2015-2016 as the number of second shift schools increased almost two-fold. However, there continue to be some concerns regarding the need to increase the number of public schools operating a second shift for better geographical coverage to meet the needs (in particular in rural areas such as Zahleh, Keserwan coast, Batroun coast, Aarsal, and West Bekaa). Estimates for both displaced Syrian student participation per province and out-of-school children per province vary. Lebanese students in the Bekaa, North and South are especially affected

by poverty¹⁵. The North and South recorded the highest incidence of drop-out prior to the Syrian crisis¹⁶.

Early Childhood Education (ECE) programming in schools is perceived as a means to foster school-readiness, and as such is considered part of basic education (even if it is not compulsory in Lebanon yet). In addition, community-based ECE continues to be needed as the public kindergartens cannot cover all needs. It appears that the means to create appropriate absorption for displaced Syrian children has not yet been achieved¹⁷. Secondary school participation is reported at 2 percent and vocational school participation at 1 percent for displaced Syrian children¹⁸. Adolescents between the ages of 14 and 18 account for more than 23 percent of the displaced Syrian school-aged children¹⁹. They need to be provided with learning and life skills opportunities that empower them to address the difficult context that they are facing, foster a sense of connection to their own people, and engage in meaningful activities that can contribute to positively supporting their community. Both secondary education and programmes targeting youth (technical and vocational, skills and life skills) are needed to address their needs and thus avoid their involvement in risky behaviours and conflict. Such programmes should include outreach interventions to support the learning of youth and ease rising tensions in communities, especially around schools.

Offering appropriate accelerated learning programming (ALP) leading to formal certification by MEHE is a RACE priority²⁰. Some children who have missed more than two years of education need to catch up on the missed years of schooling to resume their education in the appropriate grade. To meet the need for ALP, in 2015 CERD developed a condensed basic education curriculum for grades 1–9 from existing curricula with a specific learning methodology. The ALP pilot started in July 2015 and was designed for 10,000 children²¹. Over 13,000 sat for the placement test and over 5,500 children ended up attending the programme. The difference is mostly due to the difficulties reaching those children who sat for the placement test as a result of many factors such as the constant movement of families, lack of transportation and data sharing among communities.

Education partners agree that it is unlikely that the formal education needs of all vulnerable displaced Syrian children can be met given the complexity of the economic and social context. Additional opportunities are needed for children who are not ready to access formal education because they

(10) REACH, Barriers to Education for Syrian Refugee Children in Lebanon - Out of School Children Profiling Report July 2014.

(11) World Bank, Lebanon: Economic and Social Impact Assessment of the Syrian Conflict, 2013. Available from <http://www.arabstates.undp.org/content/dam/rbas/doc/SyriaResponse/Lebanon%20Economic%20and%20Social%20Impact%20Assessment%20of%20the%20Syrian%20Conflict.pdf>

(12) MEHE, RACE PMU scope and governance, 2014.

(13) Government of Lebanon (GoL), Lebanon Crisis Response Plan Education Sector Mid-Year Review, 2015.

(14) Ibid.

(15) GoL, Lebanon Crisis Response Plan: Education Chapter, 2014. Available from <http://www.unocha.org/cap/appeals/lebanon-crisis-response-plan-2015-2016>; Migration Policy Centre, EU / Thibos, Cameron, One million Syrians in Lebanon: A milestone quickly passed, 2014.

(16) CERD, 2012; MEHE, 2014; Brookings Institute / Jalbout, Maysa, Enrolment of school-age refugees in Lebanon's public schools: Opportunities for progress in 2015-16. Draft report, 2015a. UNICEF and Save the Children, Education rapid needs assessment for displaced Syrian children in schools, community and safe spaces, 2012.

(17) Jalbout, 2015a

(18) Jalbout, 2015b

(19) 107,614 adolescents according to the UNHCR registration data dated August 2015.

(20) 107,614 adolescents according to the UNHCR registration data dated August 2015.

(21) GoL, 2014; MEHE 2014



lack basic literacy and numeracy skills, either because of the lack of access to formal schools in their area of residence or because they are adolescents with specific needs who cannot be integrated in primary schools. Non-formal education opportunities should therefore also serve to reach children likely to remain excluded from formal education.

There is a great need to support the infrastructure and equipment in public schools, and a large number of schools need major rehabilitation work. WASH assessments suggest that 50 percent or more of public schools that welcome displaced Syrians do not have sanitary facilities that meet minimum requirements²². MEHE has identified 250 localities where public schools require improvements in order to accommodate increased number of students²³.

1.2. Impact of the Crisis on Quality of Teaching and Learning

The majority of the displaced population have witnessed and experienced untold violence and loss of family members, friends and their homes. These experiences significantly affect children's psychological and social wellbeing and development, both in the short- and long-term. The parents of young children report symptoms of deep distress and fear, including sleep disturbances, crying and screaming, bed-wetting, nightmares, clinginess and withdrawal²⁴. These symptoms may be exacerbated by unsafe living conditions, a lack of essential services and mounting tensions with the host community, coupled with isolation due to lack of proper documentation, causing refugee children to be dissuaded from playing outside and otherwise marginalized in certain areas of displacement. Given this backdrop, (child) protection interventions will contribute to continuing psychosocial support for children, including adolescents, as well as caregivers and women through the establishment of community-based networks to build community self-reliance and identify community-driven solutions to issues they identify.

The National Youth Policy Situation Analysis highlighted the following challenges facing young Lebanese with regard to education²⁵: disparities between private and public schooling, and shortcomings in providing students with scientific, analytical, critical and life skills that enable them to meet the challenges of modern times and prepare them to be effective citizens. The lack of sufficient teaching equipment and materials has been considered a critical gap in the provision of quality educational programming since the onset of the crisis²⁶. For the school years 2013-2014 and 2014-2015 all children, including Lebanese children, have received supplies, including stationary and textbooks

funded by various donors.

CERD provided the regular curriculum and lesson plans to teachers in second shift as a ToT in February 2015. Due to time constraints some chapters were deleted without affecting in a negative way the quality and the objectives of the curriculum²⁷. There are positive reports on the experience of the second shift from school administrators and parents, as well as host community members who benefit from increased employment opportunities²⁸. Still, school directors admit that the scale-up was predictably difficult, that teachers were not always sufficiently prepared or experienced to meet the emergency education needs of students. Further, the newly hired teachers did not always meet optimal qualifications for managing classrooms, dealing with traumatized children or working well for an extended number of teaching hours or without supervision²⁹. They also lack the incentives, mostly monetary, to enhance the quality of teaching in classrooms.

In addition, it is important to monitor not only access and attendance of public schools, but also the quality of learning outcomes in formal education. Third-party monitoring and DOPS visits, monitor attendance and quality of teaching. Learning outcomes are assessed through exams at the end of the year.

1.3. National Education Systems Need Further Strengthening

In order to provide access and deliver quality education services to all children in Lebanon, it was considered essential to establish robust national education policies and systems, as well as to strengthen MEHE's capacity for oversight and monitoring of education provision during the crisis and the transition to a post-crisis phase. A key component of institutional development is the strengthening of main departments of MEHE and the establishment of a Project Management Unit (PMU) supported by various donors. Education partners concentrated their efforts toward strengthening the capacity of the DOPS.

2. Overall sector strategy

The sector strategy reflected in the LCRP is built around RACE and includes support to formal education and non-formal activities that meet the growing educational needs in the country. The core of the education sector strategy is to strengthen the public education system with the priority to increase and sustain enrolment of displaced Syrian children in the formal public education system as outlined in RACE. This includes support to prepare out-of-school children to enter school, to improve the quality of education through supplies and training of teachers in the most vulnerable localities, and to empower adolescents and youth to continue

(22) NRC/UNHCR, June 2013; MEHE, 2014; UNHCR, 2014.

(23) Jalbout, 2015a.

(24) UNICEF, Under Siege: The devastating impact on children of three years of conflict in Syria, March 2014; UNICEF and IRC, Parenting skills, Training Module, 2014.

(25) UNICEF, UNESCO, UNDP, UNFPA, MASAR and Office of the Prime Minister, Youth Policy in Lebanon, 2012.

(26) MEHE, 2014a; UNICEF and Save the Children, 2012.

(27) Jalbout 2015a.

(28) UNHCR 2014: The Office of the United Nations High Commissioner for Refugees (2014c). Second Shift in public schools in Lebanon for Syrian Children.

(29) MEHE, 2014; UNHCR, 2014c; Jalbout, 2015b.

their education. Girls and boys will be equally targeted addressing specific gender issues such as early marriage for girls and child labour for boys, with a view to retaining them in school³⁰.

Strengthening the public education system will increase the capacity to absorb and retain more children. However, the public system is unable to serve all the children in need. Complementary non-formal education options are required. Regularization and certification of these non-formal alternatives are essential to ensure quality and relevance of these programmes. The framework for regularization of NFE in Lebanon is currently being developed in a joint effort by MEHE, the different UN agencies and several interested donors.

Formal education activities will be implemented by MEHE with financial and planning support from the UN and donors. Education activities outside the formal system (e.g. non-formal education, transport, awareness and outreach), as well as retention activities, will be supported by national and international NGOs.

2.1. Ensuring Equitable Access to Educational Opportunities

This component is constituted of school rehabilitation and equipment as well as enrolment support (fees) for formal education, non-formal education, and support to children to access education.

In order to increase the capacity to integrate extra children, there continues to be a need to rehabilitate and equip schools in the 250 localities. This will include water, sanitation and hygiene facilities, the lack of which has been identified as a particular barrier to the retention of girls in public schools.

MEHE is directly supported by donors to cover the parent's contribution to school funds and parents committees funds related to the provision of education in schools. This includes the marginal cost incurred in the first shift (US\$363 per child per year³¹), and the cost per child of the second shift (US\$600 per child³²). In addition to these costs, there is a need to ensure support to facilitate enrollment, ranging from outreach, information sharing, and identification of out-of-school children, and analysis of community feedback on conditions of access to schools. Adolescents age 14 to 18 will also be supported to access formal technical and vocational schools and institutes.

The first national Non-Formal Education (NFE) framework developed by MEHE will guide the NFE activities of education partners in order to provide opportunities for children and adolescents who cannot be reached by the public education

system for many reasons, among them being the need to work and support their families. The NFE framework is expected to be ready by early 2016.

2.2. Improving the Quality of Teaching and Learning

Widening access to education means impinging on issues of quality. These are multidimensional and require a set of interventions which contribute to the retention of children throughout the entire academic year.

Teachers and educators will require structured capacity development to manage larger classes, engage in child-centred pedagogical practices, facilitate the introduction of foreign language, and address issues of conflict, psychosocial, health and nutrition. The provision of basic learning material for teachers and students and the creation of school libraries will also be key to support relevant teaching, ensure children's learning and contribute to enrich the learning environment.

In order to address the language barrier issue some students will have to be supported by a remedial/homework support programme based on the Lebanese curriculum with a specific focus on foreign language conducted by experienced teachers and supported by relevant material. Psychosocial and recreational activities in and around schools will enhance children's wellbeing and provide gateways to engage with out-of-school children. Parents and communities will be made aware about the importance of their commitment and engagement in their children's learning and how they can contribute, facilitate and improve it.

2.3. Strengthening National Education Systems, Policies and Monitoring

MEHE has agreed to take a lead role in quality assurance and control of all non-formal education content developed and used by all implementing partners in Lebanon so that children can eventually attend formal education. Support will be provided to MEHE to develop policies and guidelines on language, curricula and certification.

A major undertaking is the development by MEHE of a national Non-Formal Education framework in collaboration with UNICEF, UNESCO and UNHCR³³. Based on the framework, the following NFE programmes are currently being developed: basic literacy and numeracy (BLN), accelerated learning programme (ALP) and community-based early childhood education (ECE). In addition, retention activities are needed to prevent children from dropping out of formal education. Such activities include: life skills, language support, recreational activities, homework support and psychosocial support.

There is a major need to continue to strengthen schools in

(30) UNICEF and Save the Children, Education rapid needs assessment for displaced Syrian children in schools, community and safe spaces, 2012.

(31) Cost of first shift is marginal; it includes parental contribution fees and school fees.

(32) Cost of second shift includes all running costs that are related to operating second shift schools, i.e. school and parental committee fees, salaries of school personnel and teachers, depreciation of educational infrastructure, maintenance fees, etc.

(33) Brookings Institute / Jalbout, Maysa with Steven A. Zyck, Financing education in Lebanon, Opportunities for action: Country Case Study for the Oslo Summit on Education for Development, 2015; IRC, Fact Sheet: IRC Street and Working Children, January 2014. IRC, Lebanon Fact Sheet: IRC Street and Working Children, June 2015.

managing the influx of students. While school absorption capacity has differed between communities and regions, the brunt of the influx had to be managed at the school level by principals and teachers. There is therefore a need to strengthen capacities for school management at the local level. The development of school improvement plans jointly designed with all education stakeholders to achieve better educational results and their implementation through school grants are key tools for improving quality and enhancing learning, and ultimately reaching out of school children.

Enhanced parental engagement is also needed after 5 years of the crisis in order to support a sustainable behavioural change towards education. Support to retention for children will be carried out through community-based peer support mechanisms such as Parents Community Committees, homework support groups and engagement of Refugee Outreach Volunteers. The ultimate objective is to foster a culture of dialogue between the school authorities, teachers and directors, and parents. In addition, student councils will be established in secondary schools by student council initiative in collaboration with DOPS. This initiative is a youth policy recommendation that targets Lebanese students inside public schools.

3. Sector outcomes, outputs and indicators

The overarching aim of the sector strategy is that vulnerable school children (3-17 years) affected by the Syria crisis are able to access quality formal and non-formal learning opportunities in safe and protective environments. To reach this overall objective the sector has three components:

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

Outcome 1 - Ensuring Equitable Access to Educational Opportunities. By the end of 2016, the LCRP targets are: 600 schools rehabilitated; 370,000 children enrolled in formal basic, secondary and technical education; 184,000 children enrolled in non-formal education programmes; and 500,000 individuals reached with awareness-raising sessions.

Outputs: school rehabilitation and equipment; enrolment support for formal basic education, secondary and technical education, and for non-formal education; support and community-based outreach.

Outcome 2 - Improving the Quality of Teaching and Learning. By the end of 2016, the LCRP targets are: 620,530 learning materials provided; 15,000 teachers, educators and facilitators trained and

their capacity strengthened; 199,950 children reached with retention programmes.

Outputs: textbooks, teaching and learning materials; teaching workforce capacity strengthened; support to ensure retention.

Outcome 3 - Strengthening National Education Systems, Policies and Monitoring.

By the end of 2016, the LCRP targets are: 30 staff deployed and supported at MEHE; 9 assessments undertaken, ALP programme developed, NFE framework developed and bridging programme for youth developed; 300 school administrators trained; 500 parent groups and community committees formed; 200 student committees formed.

Outputs: technical and managerial capacity of the Ministry of Education and Higher Education enhanced; systems support provided to the education sector and its partners; school-based management and monitoring and school grants; strengthened community engagement in the teaching and learning process.

4. Identification of sector needs and targets at the individual, institutional and geographic level

A total of 477,034 Syrian refugee children, 10,950 Palestine children from Syria, 41,850 Palestine refugees in Lebanon and 453,450 Lebanese children between the ages of 3 and 18 are in need. 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 the different available data sets, assessments and studies conducted. Based on the available data, the most vulnerable areas were identified and school selection for second shift was based on concentration of displaced Syrians. In addition, an out-of-school mapping exercise was done based on available data and this data can inform where other educational activities should be implemented. MEHE is collecting data on learning centres or schools that provide



Photo: UNICEF

education programmes without its permission or knowledge.

Total sector needs and targets:

Governorate	Projected Number of School Aged Children (3-18) in Need	Targeted Number of School Aged Children (3-18 years)		
		Total	Male	Female
Displaced Syrians *	477,034	459,800	215,186	244,614
Palestine Refugees from Syria	10,950	6,500	3,217	3,283
Palestine Refugees in Lebanon	41,850	6,600	3,267	3,333
Vulnerable Lebanese	453,450	81,033	41,327	39,706
Total	983,284	553,933	262,997	290,936

Breakdown by Age: Displaced Syrian Refugees Registered with UNHCR				
Age	Total Number of Displaced Syrians Registered with UNHCR as of August 2015	Targeted		
		Total	Formal Education	Nonformal Education
Displaced Syrians 3-5	130,641	63,400	12,000	51,400
Displaced Syrians 6-14	282,495	337,600	245,000	92,600
Displaced Syrians 15-17	63,898	58,800	18,800	40,000
Total	477,034	459,800	275,800	184,000

Type of institution	Total	Targeted
Schools	1,266	1,266

Central Ministry	MEHE	MEHE
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5. Mainstreaming of conflict sensitivity, gender, people with specific needs (PWSN) and environment

Conflict sensitivity and youth:

More focus on providing education and employment opportunities for adolescents and youth, is needed, as 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 2016, stronger focus will be on enrolling adolescents in technical education, NFE education, 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 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 in communities. 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 schools, 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 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 socio-economic status are more pronounced (TRACE, June 2014). The non-enrolment and drop-out rates for both boys and girls are 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 to children in order to provide both girls and boys with equal opportunities for enrolment inside the public schools.

People with Specific Needs (PWSN) and Environment:

A lack of data on children and youth with disabilities and other specific needs is severely constraining the ability of the education sector to support MEHE to monitor their situation. Current data does not allow for in-depth understanding of the cross-cutting disadvantages faced by girls and boys with disabilities in Lebanon and link them to education outcomes. More data on the needs of children with disabilities, the barriers they face to access education, and the pathways to identify and refer them to schools, are required to address the needs at the national level and mainstream children with disabilities in the sector programmatic design. Many partners have included children with specific educational needs in their programmes. However, much more concentrated efforts should be made to ensure children with specific educational needs have access to formal education and/or non-formal education opportunities. Efforts include rehabilitation and adjustments to public schools and learning centres to accommodate for children with physical disabilities. They also include reaching out to children and conducting awareness sessions that aim to sensitize children on how to deal with peers with disabilities inside schools. Also, awareness sessions, individual support and training of teachers and school directors are necessary to facilitate the integration of children in the classrooms and programmes. A system for the identification and referral of children with

disabilities and other specific educational needs must be put in place in close collaboration with other sectors.

It is also important to ensure the integration of environmental education by providing needed training and teaching tools to teachers. Environmental education initiatives aim to promote awareness of children and their parents on environmental concerns resulting from the Syrian crisis, including environmental health concerns.

6. Inter-sector linkages

- **Protection:** Education is one of the best ways to protect children, provide them with safe learning spaces, normalize their lives, provide psychosocial support and identify children at risk, or victims of violence, abuse and exploitation for referral. 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. In addition, a child protection expert will be deployed at MEHE to advise the DOPS counsellors on psychosocial and child protection issues, these counsellors will in turn support the teachers inside public schools. The child protection expert will also set up a referral system in schools.

- **Energy & Water:** The education sector plan includes the renovation/construction of schools including water, sanitation and hygiene facilities, while hygiene promotion activities and training in schools are included in the Energy and Water sector plan. Environmental education is part of the hygiene promotion curriculum and will be implemented through teacher training and provision of teacher tools. Environmental education aims to promote awareness of children and parents on environmental and health concerns.

- **Health:** Schools are also key places to address issues related to public health and children's wellbeing. Schools are good points of entry to reach children, for example, with vaccination campaigns and education on healthy behaviour.

- **Basic Assistance:** The preliminary results of VASyR have highlighted an increase in vulnerabilities compared to last year. Households are more reliant on loans, credit and foods vouchers, and therefore are more likely to resort to negative coping mechanisms. This includes withdrawing children from school. RAIS gathers information from household visits and collaboration with the Basic Assistance sector will revolve around data analysis, trends and economic profiling of population cohorts affected by the crisis. This data is needed to identify the barriers faced by children in accessing education across the country and will feed into the design of programmes that address those barriers and prioritize needs-based interventions.

- **Food security:** School feeding programmes have been

introduced as a solution to prevent drop out from schools and to sustain the retention rate for children enrolled in the formal system. In 2015, different partners expressed interest to implement a school feeding programme. A more thorough assessment is needed to review the viability and sustainability of such a programme. Other recreational activities, like school gardening which aims to increase nutrition awareness and small scale gardening agriculture practices, will be planned and implemented in direct collaboration with the Food Security sector.

• **Livelihoods:** Education programmes that overlap with the Livelihoods sector are twofold: On one hand, formal technical vocational programmes, which are promoted as the best option for youth, are planned, implemented and reported under the Education sector. On the other hand, competency-based technical vocational education, as well as upgrading informal apprenticeships taking place in non-formal settings, will be led by the Livelihoods sector.

PARTNERS PER OUTPUT:

Education Sector Partners: Not specified yet. MEHE is currently in the process of selecting NGO partners who will be able to implement different components of the Education Results Framework. The first selection is expected to be finalized in January 2016. After this, MEHE will review new submissions from NGO partners every three months.

