






EDUCATION

Lead agencies: Ministry of Education and Higher Education (MEHE), UNICEF and UNHCR

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SECTOR OUTCOME

OUTCOME 1: Ensuring equitable access to educational opportunities	INDICATORS	 \$230.7 m
OUTCOME 2: Improving the quality of teaching and learning		 \$23.3 m
OUTCOME 3: Strengthening national education systems, policies and monitoring		 \$9.6 m
	# of boys and girls accessing learning	
	Retention rate of children (b/g) in learning	
	% of enrolled children (b/g) who have passed end of year EXAMS	
	# of guidelines updated / revised that enhance national education systems	



PRIORITY INTERVENTIONS

- 1: School Rehabilitation
- 2: Enrolment in 1st and 2nd shift
- 3: Enrolment support for NFE, ALP and ECE
- 4: Teacher training
- 5: Provision of learning and teaching supplies for children and teachers



FUNDING STATUS

Funding already received for 2015: **\$100 m**

Estimated sector needs for 2016: **\$255 m**

1. Situation Analysis and context

The education system in Lebanon is highly privatized. Only 30 per cent (275,000) of all Lebanese children in school attend public schools. The mass influx of refugees from Syria has increased the demand on the public education system in Lebanon by doubling the number of education spaces required. With the Ministry of Education and High Education (MEHE), humanitarian partners are facilitating school enrolment for children displaced from Syria and funding parent contributions for poor Lebanese children on an agreed cost-per-child basis. The first shift (morning classes) of the schools has expanded to include a large number of children displaced from Syria and a second shift (afternoon classes) has been created to accommodate a further caseload of children. Palestinian children are provided with educational services through UNRWA-managed schools. During the 2013/14 school year, 229,000 children out of the 619,100 in need received support in accessing education (see table below), leaving an estimated 390,100 children out of school, of which approximately 300,000 are Syrians registered with UNHCR as refugees.

The population influx in Lebanon has had a corresponding effect on the number of school-aged children in the country. Approximately 42 per cent of Syrian registered with UNHCR as refugees are between the ages of 3 and 18, meaning that they have a right to access education as per the Convention of the Rights of the Child. The Lebanon Crisis Response Plan focuses on the most vulnerable populations (including five population cohorts: Syrians registered as refugees by UNHCR, vulnerable Lebanese, Lebanese returning from Syria, as well as Palestine refugees from Syria and in Lebanon).

The table below outlines the current school-aged population by cohort as well as the projected school-aged population by end of 2015. In addition, there is a growing number of youth (19-24 years) that are in need of education and/or training and who have not been previously targeted.

Children in need of access to education

Cohort	Current number of school-age children (3-18) (Sept. 2014)	Projected number of school-age children (3-18) in 2015
Syrians registered with UNHCR as refugees	502,000	655,000
Out of school Lebanese	40,000	40,000
Lebanese Returnees	6,400	16,000
Palestine Refugees from Syria (PRS)	11,100	11,300
Palestine Refugees in Lebanon (PRL)	52,000	53,000
Total	611,500	775,300

Education programs for 2014	Children Enrolled	% Female	% Male
Formal Education for 2013/14 school year	141,000	51	49
Non-Formal Education	88,000	51	49
Total Children in Learning	229,000	51	49

Key achievements in 2014 included:

- ✓ 141,000 were supported to enroll in formal education
- ✓ 90,000 children registered as refugees by UNHCR were supported through payment of enrollment fees
- ✓ 44,700 poor Lebanese were supported with parent contributions
- ✓ 6,300 Palestine refugees from Syria students attended UNRWA-managed schools in Lebanon
- ✓ 99 schools were renovated in order to increase classroom capacity, improve school conditions, and provided WASH facilities for boys and girls
- ✓ 2,500 Lebanese teachers benefited from professional development
- ✓ Psychosocial support in learning centres and schools was increased to cater for nearly 55,000 children traumatized by the conflict.

The MEHE, supported by local and international organizations, remains under-resourced and is struggling with the increasing number of children in public schools. The quality of educational services remains a significant challenge, with teachers struggling to cope with the specific education needs of newcomers as well as struggling to maintain harmonious cohabitation between the various groups of students.

Non-formal education (NFE) programmes have been put in place across the country to meet the educational needs of the numerous out-of-school children and prepare them to enter the formal system as opportunities arise.

Persons displaced from Syria indicate that transportation costs, language barriers, discrimination, social and economic issues and unpredictable enrolment regulations are the main barriers to education. The vast majority of children displaced from Syria who are in school are in primary school, with only an estimated 3,000 enrolled in secondary school. The education needs of children are not necessarily homogeneous, as some children displaced from Syria have missed multiple years of schooling, have never been to school or have specific needs. These groups, in particular children with disabilities, have limited opportunities, making them vulnerable to child labour, child marriage or other forms of abuse and exploitation.

2. Overview of 2015 Response

Within the scope of the MEHE 2010-2015 Education Sector Development Plan, the Ministry launched its 'Reaching All Children with Education' (RACE) plan. RACE aims to bridge the needs of children displaced from Syria as defined in the No Lost Generation strategy with the development objectives of the Lebanese education system. The plan commits government and partners to providing 470,000 Syrian school-aged children (3-18 years) affected by the Syria crisis 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. The sector strategy reflected in the LCRP is built around RACE and includes support to formal education and additional 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 enrolment of children displaced by Syria 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 their education. Girls and boys will be equally targeted addressing specific gender issues such as early marriage for girls and child labor for boys, with a view to retaining them in school.

Strengthening the public education system will increase the capacity to absorb and retain more children. However, the public system will be unable to serve all the children in need. Complementary non-formal education options are required. Standardization, recognition and certification of these non-formal alternatives are essential to ensure quality and relevance of these programmes.

Education can provide a safe, productive environment for children and youth, offering protection from abuse and exploitation. The holistic approaches chosen by the education sector that support both host communities and populations displaced from Syria will help mitigate tensions between communities. Parents will be consulted and

supported to play a meaningful role in the education of their children. This will help to ensure that integration of children in the public system is successful and sustainable.

Key elements of the educational response:

- ✓ Promoting equal access to formal and non-formal education for girls and boys.
- ✓ Easing rising tensions within and between Syrian and Lebanese communities through interventions to address challenges in and around schools.
- ✓ Equipping children and teachers with minimum learning and teaching materials and textbooks
- ✓ Supporting efforts to certify learning that will be recognised in Lebanon and beyond.
- ✓ Staff of MEHE are provided with training in active learning, classroom management, language and positive discipline
- ✓ Procuring financial and human resources to support MEHE's investment in accommodating extra children within its system, in first and second shift classes.
- ✓ Continuing the support to rehabilitate and equip public schools, including with WASH facilities responding to the specific needs of girls and boys and children with disabilities.
- ✓ Increasing learning opportunities through a variety of NFE, strengthening programme development to meet the learning needs of the high number of out-of-school children to assist students in transitioning to formal education.
- ✓ Developing policies and guidelines, standardizing NFE content and strengthening the assessment and M&E functions at national and sub-national levels to ensure collection of sex and age disaggregated data.
- ✓ Supporting the management and oversight of RACE implementation.

3. Overall Sector Target Caseload

Seventy One per cent of children displaced from Syria and Palestine Refugee from Syria school-aged children between the ages of 3 and 18 have not accessed any learning opportunities. In addition, due to the evolving political and security situation in Syria, Lebanon is facing further challenges regarding the mass influx of refugees, which will affect the education sector. Youth (19-24 years) consist of 8.5 per cent of the total Syrian *de facto* refugee population. Girls and boys will be equally targeted, based on registration figures.

The sector will primarily focus on continued and expanded access to education for boys and girls from the below-mentioned cohorts. This will include keeping the 141,000 children already enrolled in the formal education system in school for 2015 and 2016, as well as reaching additional 50,000-60,000 children as per agreement with MEHE. Non-formal educational programs will be targeting the large number of out-of-school children to prepare them to enter the formal education system. Youth populations will be targeted for additional educational opportunities, including provision of scholarships to university, based on the results of their needs from the UNFPA assessment on youth in 2014.

The quality of the educational programs will be stressed to increase the capacity of these programs to absorb and retain increasing numbers of children in need of educational assistance. Such initiatives in the public system would influence longer-term education gains for children displaced from Syria and Lebanese children, strengthening social stability amongst communities.

Population cohorts

Category	Female		Male		Total	
Syrians registered with UNHCR as refugees	3-5yrs	65,991	3-5yrs	68,978	3-5yrs	132,575
	6-14yrs	138,032	6-14yrs	146,114	6-14yrs	280,224
	15-18yrs	43,908	15-18yrs	39,649	15-18yrs	81,176
	19-24yrs	66,268	19-24yrs	33,652	19-24yrs	94,739
	Total	314,199	Total	288,393	Total	602,592
Palestine refugees from Syria	6-17 yrs	5,650	6-17 yrs	5,650	6-17 yrs	11,300
Vulnerable Lebanese	20,000		20,000		40,000	
Lebanese Returnees	8,000		8,000		16,000	
Palestine Refugees in Lebanon	6-17 yrs	26,500	6-17 yrs	26,500	6-17 yrs.	53,000

Gateways for service delivery

Category	Number	Modality of implementation/ how the institution is engaged
Municipalities	68	Capacity building, service provision, in kind
SDCs	57	Capacity building, service provision, in kind
Universities and other academic institutions (schools)	985	Capacity building, service provision, in kind
National government ministries and offices.	6	Capacity building, service provision, in kind
Community centers	153	Capacity building, service provision, in kind
Informal settlements	205	Capacity building, service provision, in kind
Palestinian Camp	47	Capacity building, service provision, in kind

4. Mainstreaming of Child Protection, SGBV, WASH, Livelihoods and Social Stability

In order to be able to meet the needs of the most vulnerable children and youth, both boys and girls, a holistic approach and greater coherence across interventions will be ensured through cross-sectoral engagement. The areas to be mainstreamed in education are child protection, SGBV, WASH, social stability and livelihoods.

1. **Child protection:** Child Protection and Education will work together on child protection mechanisms, strengthening coordination for the identification and referral of children at risk or victims of violence and abuse, or children currently out of school, bolstering social stability through educational activities, and mainstreaming gender by providing inclusive education. Additional focus will be placed on educational institutions themselves as well as student empowerment and parental associations with the school.

By harmonizing with child protection, the school will become an environment in which classes and additional projects, such as psychosocial support activities, can be provided to students in need. Stronger ties between psychosocial support programmes and education, as well as referring out-of-school children to education actors for formal and non-formal learning opportunities, are vital in protecting children from being forced into negative coping mechanisms.

2. **SGBV:** Adolescent girls and the specific obstacles that they face in accessing school are major concerns for SGBV and Education. These groups will work together in ensuring access to secondary and non-formal education. Through the development of information interventions, particular types of violations affecting adolescent girls, such as forced/early marriage, will be targeted in order to encourage female access to education.
3. **WASH:** The WASH and education sectors share a united goal in promoting hygiene for youth across Lebanon. Rehabilitation of WASH facilities in public schools, which can include improving access to segregated toilets/latrines and shower areas, will provide a safe and sanitary environment for children at school.
4. **Social Stability:** Several themes connect the social stability and education sectors in their work. The development of peace education activities targeting youth is essential in creating open, inclusive communities, a necessity in schools where multiple population groups intermingle. In some cases, basic services delivery will also be coordinated between these two sectors.
5. **Livelihoods:** Both the education and livelihoods sectors operate in planning activities that promote vocational skills. These programs are vital in helping to equip vulnerable persons with the abilities needed for future employment; however, careful coordination between the sectors in evading overlap is needed.

5. Partnerships

This Sector is under the leadership of the Ministry of Education and Higher Education.

List of Partner Agencies

ACTED	CONCERN	Makhzoumi	UNICEF
ActionAid	CCPA Lebanon	NRC	UNRWA
ADRA	Digital Opportunity Trust	PU-AMI	WCH
AMEL Lebanon	HWA	RET	WVI
ANERA	IOCC	RI	Toastmasters International
AVSI	IR Lebanon	Save the Children	UNESCO
British Council	IRC	Seraphim Global	UNHCR