**Ministry of Education and Higher Education**

# Lebanon five-year General Education Plan 2021-2025

Ministry of Education
and Higher Education
2021

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# ABBREVIATIONS

| | |
|---|---|
| AER | Average Exchange Rate |
| ALP | Accelerated Learning Programme |
| BDL | Banque du Liban |
| CAS | Central Administration of Statistics |
| CERD | Centre for Educational Research and Development |
| CCT | Coordination Core Team |
| CIC | Currency in Circulation |
| CNA | Capacity Needs Assessment |
| CSO | Civil Society Organization |
| CTP | Continuous Training Programme |
| DLP | Digital Learning Platform |
| DMS | Document Management System |
| DOPS | Direction d'Orientation Pédagogique et Scolaire |
| ECE | Early Childhood Education |
| ECERS | Early Childhood Environmental Rating Scale |
| EDP/EDP2 | Education Development Plan |
| ESDP | General Education Plan 2010-2015 |
| ESSN | Social Safety Net Project |
| ETF | Education Training Foundation |
| FBO | Faith Based Organization |
| GBV | Gender Based Violence |
| GER | Gross Enrolment Rate |
| GDP | Gross Domestic Product |
| GRM | Grievance Redress Mechanism |
| HRM | Human Resources Management |
| ICT | Information and Communications Technologies |
| ILSA | International Large-Scale Assessments |
| ILO | International Labour Organization |
| ISF | Internal Security Forces |
| JICA | Japan International Cooperation Agency |
| KfW | German Development Bank |
| LCRP | Lebanon Crisis Response Plan |
| LDP | Leadership Development Programme |
| MEHE | Ministry of Education and Higher Education |
| MENA | Middle East and North Africa Region |
| MYRP | Multi-Year Resilience Plan |
| MOSA | Ministry of Social Affairs |

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|---|---|
| NAPRL | Lebanon's National Action Plan for Remoting Learning |
| NER | Net Enrolment Rates |
| NFE | Non-Formal Education |
| NGO | Non-Governmental Organization |
| NPTP | World Food Programme |
| NSWL | National Strategy for Women in Lebanon 2011-2021 |
| OECD | Organization for Economic Co-operation and Development |
| PITB | CERD's Pre- and In-service Training Bureau |
| PISA | Programme for International Student Assessment |
| PMU | Programme Management Unit |
| PSS | Psychosocial Support |
| PVE | Preventing Violent Extremism |
| QITABI | Quality Instruction Towards Access and Basic Education Improvement Project |
| REO(s) | Regional Education Office(s) |
| RACE | Reaching all Children with Education in Lebanon |
| S2R2 | Support to RACE 2 |
| SDGs | Sustainable Development Goals |
| SEN | Students with educational needs |
| SEND | Special education needs and disabilities |
| SIMS | Schools Information Management System |
| SIP | School Improvement Plan |
| SME | Small and Medium Enterprises |
| SOPs | Standard Operating Procedures |
| SUFA | Sustainable Facility Management Framework |
| SWOT | Strengths, weaknesses, opportunities, and threats |
| TIMSS | Trends in International Mathematics and Science Study |
| TVET | Technical and vocational education and training |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNHCR | United Nations High Commission for Refugees |
| UNICEF | United Nations Children's Fund |
| UNRWA | United Nations Relief and Works Agency for Palestine Refugees in the Near East |
| USAID | United States Agency for International Development |
| USE | Upper Secondary Education |
| VASyR | Vulnerability assessment of Syrian Refugees |
| WASH | Water, sanitation, and hygiene |
| WB/ WBG | World Bank / World Bank Group |

# FOREWORD

By H.E the Minister of Education and Higher Education

Lebanon has stood as a beacon of culture and quality education, building a promising human capital for many generations. Today Lebanon is at a crossroad, battered by unprecedented crises that are nothing but complex and severe. This why today, quality, and resilient education is paramount; it is the cornerstone of a society that cares about its most vulnerable and strives to ensure that all children have access and equal opportunities to thrive and contribute to a better future.

As the Minister of Education and Higher Education, I present this Lebanon five-year general education plan for 2021 – 2025, that builds on successes and lessons learned from previous programs and plans. The Plan presents an ambitious framework, and it recognizes the importance of early childhood education and enrolment, keeping children in schools and providing learning opportunities for those who are not in school. We must put our investment and hope in our children and design an education system that is cognizant of the needs of the future workforce, the posture and principles of our citizens that aspire for peace, rejects violent extremism and work to build a better and fairer Lebanon for all.

It is clearly recognized that for the Plan to be successful, partnerships and coalitions of the 'Education Family' must work together for the student who must see themselves at the centre of any change. The student, and their parents must be active participants in decisions that determine their future. Similarly, teachers and school leaders are demanding a great role in building quality education learning systems that provide them with the skills and tools to delivery inclusive education.

As a member of our education family, The Centre for Educational Research & Development- CERD, has already started work on designing a new K-12 curriculum to develop new content, competencies, and skills adapted to the 21$^{st}$ century and to the needs of lifelong learners. The National Student Learning Assessment Framework has been endorsed and will be part of a new approach to teaching and learning in Lebanon. The plan sets out the priorities, challenges, and reforms to be met in education, recognising the ongoing impact of Covid-19 on schools and other education settings. The Plan emphasizes the need to understand and invest in tackling psychosocial problems, build resilience and foster the wellbeing of students and teachers.

A one-size-fits-all approach to education for students needs in Lebanon will not work. To address this, MEHE will work closely with all our partners to deliver in key areas within Education. We will work with other Government Agencies, the Private Sector and with the Civil Society while always seeking to learn what works and adapting as appropriate.

We thank our international partners for their wholehearted support of the Five-Year General Education Sector Plan. To deliver the Plan, the Sector will require not only their financial support but their access to research and lessons that will enhance education in Lebanon. The Ministry is committed to leading the implementation of this plan with CERD with accountability and transparency as core guiding principles with supportive strategies and mechanisms.

# ACKNOWLEDGMENT

This Five-Year General Education sector plan has been developed with the inputs of many members of the education family. Lebanon Humanitarian INGO Forum (LHIF) representatives have made their voices heard in different forum and this has contributed to the formulation of the plan. The Centre for Educational Research and Development (CERD) who play a critical role in curriculum development, teaching and learning are committed to improving education for all in Lebanon and have provided suggestions that are incorporated in the Plan.

We thank national and international education partners namely, EU delegations, the USA, Germany, and France who have worked with us to tackle the many crises that affect the education of all children in Lebanon and have called for a clear framework from the Ministry; we offer them the Five-Year Plan as a framework to align their good intentions and investments. The World Bank and UNICEF have provided direct inputs into the Plan through comments, structured discussions, and research. The World Bank Research for Results and other documents have given us valuable evidence on which we have built.

MEHE extends its special thanks and gratitude to UNESCO and to the Team at the International Institute for Educational Planning (IIEP) for their extensive work with the MEHE Team in the facilitation and the formulation of this national instrument and the coherent set of strategies that contributes towards building a stronger future for basic education. Through Oxford Policy Management (OPM), the Foreign & Commonwealth Development Office (FCDO) supported MEHE with a Technical Assistance Team that worked collectively with civil servants of the Ministry. This plan would not have been realized without the dedication of these civil servant and the leadership in the Ministry who gave of their ideas, and time while working to secure continued quality education for our children.

Director General, MEHE
Fadi Yarak,
August 2021

# EXECUTIVE SUMMARY

**Executive Summary**

It is universally recognized that education is an essential part of human development. This is recognized in the Sustainable Development Goals, where education is both a stand-alone Goal and an enabler in many others. The Sustainable Development Goal 4 (SDG4) on Quality Education seeks a commitment by Governments and their Partners, including Civil Society and the Private Sector, National and International to "develop education systems that foster quality inclusive education that promotes lifelong learning opportunities for all."[i] SDG4 puts quality at the centre of the policy agenda. The 'World Development Report 2018: Learning to Realize Education's Promise' gives evidence to demonstrate that schooling is not the same as learning.  Further, while access has improved and there has been much investment in quality-oriented resources (e.g., teacher qualifications, or textbooks), learning outcomes are a focus in many countries, and they are much worse for the disadvantaged.[ii]

This global scenario forms part of the background that shaped the preparation of the five-year General Education Plan. This Plan is also shaped by Lebanon's national commitments and its existing policy and planning documents.

This General Education Plan is developed in a context characterized by crises, which have led to increased disparities. These various crises, financial and economic, COVID-19 and the Beirut Blast, have resulted in social disruption and political instability. There is a marked increase in poverty and vulnerability in the displaced, refugee and Lebanese communities.  A World Bank report suggests that "as a direct fallout of the increases in poverty, households will come under increasing strain to smooth consumption and delay needed investments in education, nutrition and healthcare. As the poorest are most likely to bear the brunt of the economic contraction, an increase in early marriages, child labour, abuse and inequality is also very likely".[iii]

**The growing number of vulnerable persons in Lebanon has shifted the discourse from speaking about national, displaced and refugee populations to placing the focus clearly on all who are vulnerable regardless of nationality. Indeed, beyond nationality and legal status, markers of vulnerability include poverty, gender, ethnicity, disability, religion, or being part of a family or community under stress.**

Building on the deliberations and policy positions of previous education plans and strategies, and to respond to the context, the following vision is proposed as a guide for this General Education Plan:

*All children living in Lebanon will have access to equitable and quality basic education, secondary education, TVET, and higher education. The public education system will be of higher quality, so that learning outcomes improve and that students leave with employable competencies and skills. The system will strengthen its resilience, so that crisis situations are effectively managed. The system will build responsible citizens and contribute to stronger human capital and the achievement of lifelong learners.*

This five-year General Education Plan is the first stage in the development of a sector-wide education plan. A Higher Education Plan will be developed next with a TVET plan to follow at an appropriate time. This Plan focuses on the public sector while seeking synergies with the private school sector, and opportunities for efficiencies by working together to improve access and learning outcomes. The Plan will also provide a framework for public-private initiatives that will bring innovation to the delivery of education services. The Plan will not succeed without the active involvement of communities, parents, and students. The student is at the centre of the Plan.

## Situation Analysis

In 2021 Lebanon is responding to five major shocks starting with the Syrian crisis which brought over 1.2 million Syria displaced in the country between 2011 and 2015 followed by the economic collapse in 2019, various social movements and political instability as from October 2019, the COVID 19 pandemic and the Beirut Port blast on August 4, 2020. All these shocks have had a significant impact on the socio-economic situation of the country, wellbeing on the wellbeing and am increased level of poverty and vulnerability in the Lebanese, Displaced and Refugee communities, as well as on the provision of education services.

The social impact, already dire, could become catastrophic; more than half the country's population is estimated to be below the poverty line with 22 per cent of households living in extreme poverty, according to the Ministry of Social Affairs. Surveys conducted in November-December 2020 by the UN-World Food Programme found that 41 per cent of households faced challenges in accessing food and other basic needs this has increased as the economic crisis deepens.

Geographical disparities in the subnational poverty rates are high with the regions of Bekaa, North (including Akkar) and South Lebanon having higher poverty rates compared to those in Beirut and Mount Lebanon. Data from 2012 indicated that the subnational poverty rates ranged between 16 per cent in Beirut and 38 per cent in Bekaa (CAS 2012, see *Figure 2*). The poverty rate among the population aged 22 or older without a university degree was about three times higher than the poverty rate of those who have a university degree.

# Education situation analysis

**Enrolment: access and retention**

Historically Lebanese families have relied strongly on the private sector to educate their children. Private schools used to enrol some 55 per cent of all children in fully private schools and 14 per cent in some 'free' private schools[iv], i.e., nearly 70 per cent in total. While private schools are concentrated in a few regions, public school are distributed across all regions. Recently the proportion of children enrolled in the private sector declined by 10 per cent from 70 per cent to 60 per cent. Children have started to migrate from the private sector to the public sector, probably because families can no longer afford the schooling expenses. Migrations take place at lower secondary level, children migrating from grade 6 in a private school to grade 7 in a public school. Recently a significant and increasing number of children have started migrating at primary level as well. The number of children who migrated at primary level increased from 18,705 in 2018/19 to 22,032 in 2019/20 and 36,190 in 2020/21. Total enrolment in the first shift of public schools increased by 14 per cent in 2020/21 at primary level and 10 per cent at secondary level. More children are expected to migrate soon as some private schools may close down.

**Enrolment by nationality in public schools**

With the arrival of large numbers of Syria displaced as from 2012, reaching over 1.2m in 2015, it became necessary to open a second shift in some public schools to enrol Syrian students. Most Syrians settled in low-income areas such as Bekaa, North Lebanon, South and parts of Beirut. Out of the 1,237 public primary and secondary schools 358 have opened a second shift to accommodate the Syria displaced pupils in basic education. In 2020/21 there are nearly as many non-Lebanese as Lebanese students enrolled in the public schools, morning and afternoon shifts combined. Looking at the distribution of enrolment by nationality and by shift, some 88 per cent of all pupils enrolled in the first shift of public schools – kindergarten, primary and secondary schools – are Lebanese, the other 9 per cent being Syrian, 3 per cent Palestinian and others.

Whatever the nationality of the students, there are slightly more boys than girls enrolled in kindergarten and primary education <u>until grade 6</u>. But as from grade 7 there are more girls than boys enrolled. Overall, there are slightly more girls than boys enrolled: girls represented 51.2 per cent of total enrolment from K1 to G 12 in 2020/21. At upper secondary level, girls constituted 60.4 per cent of enrolment. This indicates that boys tend to drop out earlier than girls, particularly boys from the poorest families who start looking for possible work as from the age of 13.

**Completion rates**

A study published in 2020 (Abdul-Hamid and Yassine, 2020) puts completion rates at 78 per cent in primary and at 59 per cent in lower secondary schools. All data concur that completion

rates have decreased over the past years as the result of increased poverty and vulnerability in the Lebanese and non-Lebanese population. Completion rates are also highly unequal among socio economic groups, with only half of 18-year-olds from the lowest economic quantiles completing secondary school (CASE 2020 cited in WB 2021)[v].

**Number of out of school children and specific programs**

Several Lebanese students drop out before finishing 9-year basic education. Distance to school (particularly to those offering grade 7 to 9), various schooling costs (in particular transportation, textbooks, and uniforms) and the need to make a living are the greatest barriers for vulnerable children from disadvantaged socio-economic groups to continue their studies. The number of non-Lebanese pupils who drop out is even higher: VASyR 2020 for instance indicates sharp increases in the proportion of Syrian households who in the last year cannot afford the survival minimum expenditure. Different measures will have to be found to reduce the numbers of those who drop out, for instance by including the provision of children in education programmes with some support such as a food programme. Non-Lebanese children. and among them Syria displaced children, constitute the largest proportion of out of school population.

MEHE is also in the process of formulating a strategy on reducing drop-out. It supports three key objectives: i) Conduct an analysis on drop outs by characteristics (rural vs urban; region; grade and gender; repetition and absenteeism; temporary withdrawn from schools) in order to identify the most vulnerable student groups and schools; ii) Collect academic grades, classroom records e.g. formative assessments of the poorest performers from the current school year and identification of existing learning gaps and educational barriers that could limit participation and achievements and could lead to exclusion (Disability, psycho-social, institutional, qualified teaching and non-teaching staff, etc.); iii) Mapping of interventions and best practices.

**Remote learning during COVID-19 crisis:** During the COVID 19 crisis schools closed at the end of February 2020 and remained closed until April 2021.
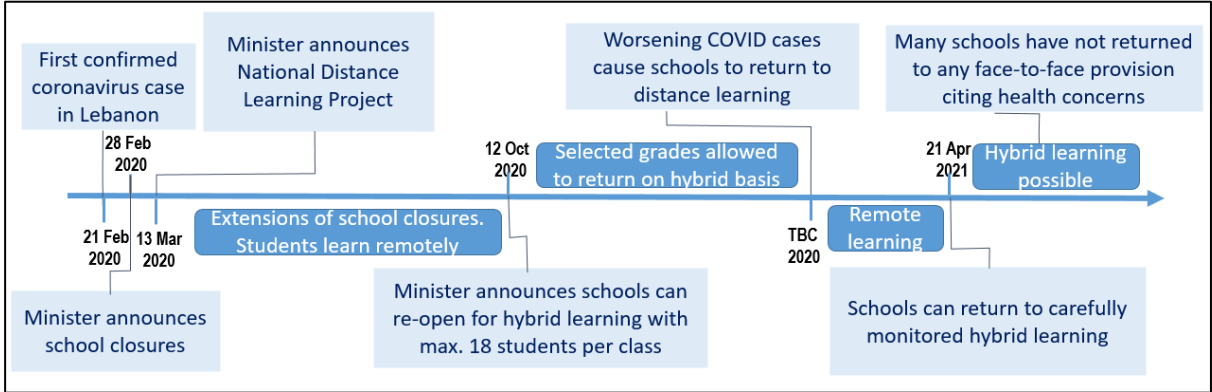
**Figure 3**

In March 2020, Lebanon officially commenced remote learning by adopting three parallel educational paths:

A. E-learning through various educational platforms and social media platforms;
B. Television broadcasting lessons through the Lebanese national channel;
C. Home delivered paper-based learning.

There are no measurements for impacts as analytics and details on the implementation of components B and C and the number of pupils who were able to continue studying this way are not available. TV broadcast did not continue in 2020/21.

**Estimating effective learning**

Before the onset of COVID-19, the World Bank estimated in its Human Capital Index[vi] that while the average Lebanese student undergoes 10.2 years of schooling by the age of 18, if this number is adjusted for effective learning, the actual number of effective years of schooling is equivalent to 6.3 years of learning, below the median for the Middle East of 7.9 years.

The time of effective learning has undoubtedly been further reduced by the social and political unrest in October 2019 and by the pandemic, which both caused school closures. In fact, in the academic year 2019/20, students completed no more than 90 out of 176 scheduled days of schooling. This trend has continued unto the Academic Year 2020/21 with an abridged curriculum and schools operated remotely – apart from a short period in October 2020 – until uneven reopening in April 2021 onwards. The full extent of learning loss caused by disruptions during these two years has yet to be accurately and reliably measured.

In 2018, PISA noted that *'Students in private schools are roughly two years of schooling ahead of their public-school counterparts, while students in rural schools score 1.5 school years behind their counterparts in urban schools.'* It can be expected that the gap will have further increased during the past two academic years. Learning loss will certainly be inequitably distributed across the country.

**Curriculum Reforms**

The current national curriculum for K-12 was developed in 1997, and while it clearly defines the general and educational objectives of the different subject areas and grade levels, it fell short in terms of modern pedagogical approaches and appropriate assessment bylaws for development. The curriculum content for each subject also guided the development of textbooks that were produced three years later. To date, those same textbooks are being made available to students but are greatly outdated since no textbook reviews or updates have taken place since their original publication.

The Centre for Educational Research and Development CERD, is mandated to carry out curriculum development and reforms. A Ministerial Decision was issued on 26 March 2021 for the formation of Curricula Higher Committee (CHC). The Curriculum work plan and SOPs

were developed by CERD in 2021 and approved by the CHC, and then endorsed by the Minister by the end of March 2021.

Moving forward, the main goal is to implement a modern curriculum promoting 21$^{st}$ century skills and equip all students with necessary knowledge, skills and values in a cohesive and well-sequenced way, and assure that student learning is assessed appropriately. The new curriculum will include student learning outcomes and a scope and sequence for content and skills across subjects and grade levels. The Joint Academic Departments-JAD—the main unit at CERD responsible for all curricula (formal and subsidiary) for Grades K-12—has already prepared a comprehensive list of 21st century competencies and co-developed the recently created *National Framework for Learner Assessment*, as well as other initiatives and activities such as learning support and literacy and numeracy programs. The new curriculum will also emphasize the integration of Social and Emotional Learning (SEL) across the curriculum.

It is also envisioned that curriculum reforms will have a positive impact on the educational system and school performance as a whole. School teachers will require in-service training and coaching on new content, learning outcomes, innovative pedagogy. Similarly, school principals and administrative staff will need additional capacity building to ensure that school leadership and management effectively supports the roll out of the new curriculum.

**Early Childhood Education – ECE**

Early Childhood Education is not yet mandatory in Lebanon, but it is part of the education offer (public & private). Significant education policy changes over the past decade have drawn attention to the importance of 'quality' public preschools to prepare pupils to enter into primary education and be ready to learn. Figures for current gross enrolment in ECE are estimated at 70-80 per cent but that figure is skewed by the near full attendance of those in higher wealth quintiles while enrolment among the lowest quintiles, including displaced and refugee children are much lower. MEHE has 45 dedicated ECE centres; most are built onto existing primary public schools. In 2020/21, out of 962 primary schools, 805 offered some sections of KG, making a total of 2,983 KG classes. The teacher-student ratio, targeted at 25, easily reaches 40 students per class.

**Teachers' quality and training**

The quality of teachers has a profound impact on the learning outcomes. There is consensus that all categories of teachers in Lebanon can benefit with programmes to improve their quality. Permanent teachers and contractual teachers for the most part do not have the same level of training. Permanent teachers must complete preservice training which may extend from 3 months to 18 months based on the qualifications of the teachers and the stream they are enrolled in i.e., primary, or secondary. There is no pre-service training for contractual teachers, and they are hired with a variety of qualifications.

CERD, via its "The Pre, and In-Service Training Bureau-PITB, provides training in thirty three resource centres across Lebanon. They also collaborate with other educational institutions to provide specialized training on IT literacy and ICT in education. DOPS contributes to the improvement in the quality of teachers and teaching by providing subject-specific support and supervision (including in-class follow-up, counselling, modelling, and mentoring) to teachers if they practice in Lebanese public-school classrooms. There is concern that resource constraints hamper access to resources for the improvement in the quality of teachers.

**Teachers' management and deployment**
There is no systematic approach to education workforce planning in Lebanon. Factors such as teacher pupil ratios, location of schools, disparities across regions and cazas, satisfaction of teachers are rarely considered in the deployment of teachers. This results in difficulties in the recruitment of teachers with the appropriate expertise, language and or content. There is also mistrust among teachers, many of whom believe that positions are not given based on merit but instead based on politics.

**School principals**
School leadership, principals, are central to the quality of teachers, the environment of teaching and, therefore, student outcomes. The faculty of education at the Lebanese University carries out the training of school principals at MEHE upon a formal request from GDE. In addition to providing instructional leadership, principals must also effectively and efficiently direct the work of the schools they manage and engage with communities to ensure that maximum resources are directed to achieve high levels of student success for all learners. To carry out their responsibilities they must also have skills and competencies related to leadership, human resources, legal and financial management. The literature suggests that principals to be effective must have enough autonomy to respond to the environment and needs of their school.
A number of initiatives were led by MEHE for training school principals on leadership skills and the development of an effective workforce in schools. Currently, MEHE and CERD are working on a School Principal Competency Framework and effective schools standards.

**Infrastructure and school places**
In 2019/20 MEHE was responsible for 963 public primary and 274 public secondary schools. A good number of public schools are located in poor cazas where demand for public education is the highest. A third of primary as well as secondary schools are rented.

About a third of schools (358 schools) operate a second shift to accommodate Syria displaced students. A significant number[vii] of Syrian youngsters (about 383,000) are still out of school and it would be necessary to open more school places in second shift. 94 public schools have also been destroyed or damaged in the Port of Beirut blast and these will need to be

reconstructed/rehabilitated adding to the already high demand for school construction, expansion and provision of furniture and equipment.

## Outcomes

**Learning Outcomes**

Students in Lebanon are not learning enough. As mentioned above an average of 10.5 years spent in school only delivers 6.8 years of learning. Average performance of students in Lebanon has been below international averages in such subjects as readings, maths and science and in all international assessments, particularly in TIMSS (2011, 2015 and 2019) and in PISA (2015 and 2018).[viii] Findings can also be drawn from the analysis of the results of official Exams and other research conducted by CERD especially those relevant to the impact of language on performance and attitudes of learners on themselves (self-perception) and attitudes towards future profession and others.

## Summary on recent achievements and remaining challenges

The education sector faces many challenges, but it has also had some notable achievements that can be use as a solid base to build on. A few of these are outlined in this Sector Plan. Chief among them is the response of the system to the Syrian displaced students and refugees from Palestine, Iraq and other countries who are enrolled in public schools, mostly in the second shift. This amounts to a total of almost 200,000 students, more than 90% of whom are displaced Syrians[ix].

A recent rapid diagnostic conducted by The Education Training Foundation identified the following: "'Collective willingness': Consultations conducted which have involved around one hundred persons, have revealed readiness and eagerness of a diversity of actors, at all levels (from the schools and their community of parents, students, teachers, etc.) to the national level to actively contribute to addressing the problems faced by the current system." A SWOT analysis was conducted primarily with internal education stakeholders, information from CERD and studies by the World Bank (R4R) and reviews of the sector. The analysis informs the 5-year Plan for General Education.

### Vision for the future Lebanese education

This 5-year Plan for General Education forms part of a government-wide effort to transform Lebanon. This is reflected in the national development goal for Lebanon's future:

*Lebanon's high-quality human capital strengthens socio-economic development, innovation and resilience.*

To contribute to this transformation, the education system is guided by an ambitious vision for the future of the Lebanese education sector. It has been formulated considering the overall socio-economic development vision of the country, and its international commitments in education (SDG 4) with special attention to reduce vulnerabilities (gender, disabilities, Special Education Needs) and to strengthen citizenship values. It emphasises:

- good quality education for all
- providing young people with the skills they will need in the 21st century
- contributing to rebuild the country and its economy.

The goal of this education reform is to develop responsible active innovative citizens and workforce that are well prepared for local and global competitiveness, including the inclusion of "students at risk", who would play an active role in developing the socio-economic conditions of the country while preserving and ensuring the sustainability of our natural, cultural heritage, and social traditions and values.

This is the Vision of the 5 Year General Education Plan. This five-year General Education Plan is the first stage in the development of a sector-wide education plan. A Higher Education Plan will be developed next with a TVET plan to follow at an appropriate time.

## Policy priorities

To achieve this vision, actors in the education system, led by the Ministry of Education and Higher Education, will need to intervene in a wide range of areas, through a diversity of programs.

The identification of these areas carries three main risks: there may be so many of them that their implementation will be impossible; their contribution to achieving the vision is not made explicit; and the coordination between these areas is essential, which requires a clear structure of the Plan. To identify and structure these many possible interventions, a Theory of Change was developed, which connects the Plan's vision to three major objectives, and a set of seven outcomes. Graph 1 presents this Theory of Change.

The three main objectives are reflected in three main Pillars, focusing respectively on equitable access, learning, and governance:

- Pillar 1: ***To increase equitable access, participation, and completion*** of education for all learners in Lebanon, with a focus on the most vulnerable
- Pillar 2: ***To ensure improved learning outcomes*** for children and youth through enhanced quality of education services
- Pillar 3: ***To ensure that the education system is effectively planned, managed and governed***, so that resources are transformed into high-level results.

These three pillars build upon and are consistent with recent policy, planning or programming documents prepared by MEHE. RACE II works also with three pillars, respectively on access, quality, and capacity. The "Education" chapter in the 2021 update of "Lebanon's crisis response plan 2017 - 2021" works towards three outcomes, respectively on access & equity, quality & learning outcomes, and governance & capacities.

In addition to these overarching objectives, the Plan puts emphasis on various cross cutting factors, in particular gender. It is recognized as one of the factors of vulnerability. The analyses and research carried out in the priority areas and programs will be disaggregated to allow for gender sensitive policy and education delivery actions. The results framework includes indicators, which are disaggregated by gender and by other categories, which can be considered sources of disadvantage and vulnerability.

The successful implementation of the Plan will be strengthened by putting forth a Professional Learning Communities (PLC) that engages learners, practitioners, educators, policymakers, and the community.

It is important to keep in mind that this 5-year Plan concerns the general education sector, and not TVET neither higher education.

**Graph 1**

| Challenges | Outcomes | Objectives | Goal | Impact |
|---|---|---|---|---|

**Challenges:** Economic crisis · Refugee crisis · Social unrest · Covid-19 pandemic

**Outcomes:**
- Improved enrolment and retention of vulnerable children, through socio-economic measures, inclusion, catch-up programmes and flexbile education pathways ✔
- A strenghtened early childhood education to increase school readiness ✔
- Improved physical and digital learning environment ✔
- Improved quality of teaching and workforce management through training, and allocation according to estimated needs ✔
- A curriculum that provides students with skills for the modern work environment, supported by adequate learning assessments, and an emphasis on language proficiency ✔
- Improved school performance and management through stronger school leadership, enhanced school autonomy and accountability ✔
- A system characterized by evidence-based decision-making, planning, and management ✔

**Objectives:**
1. Increase equitable access, participation and completion, with a focus on the most vulnerable
2. Improve the quality of education and learning outcomes, strenghten citizenship
3. Improve system strengthening and governance

**Goal:** All children living in Lebanon have equitable access to a resilient higher quality public education that prepares them to contribute to a stronger human capital base

**Impact:** Lebanon's high-quality human capital strengthens socio-economic development, innovation and resilience

## Priority Areas

Each of the Pillars have priority areas. Pillar 1 **Intended result:** The education system provides all children with opportunities to access education and supports them, including through early childhood education, social support programs, and appropriate infrastructure and equipment, so that they complete as a minimum basic education.

**Pillar 1** therefore consists of three Priority Areas:

**Priority area 1:**   **Improve enrolment and retention of vulnerable groups**
**Priority area 2:**   **Early Childhood Education**
**Priority area 3:**   **Improved learning environment: Physical and digital**

**Pillar 2 Intended result: Better trained teachers and qualified personnel and a more adapted curriculum** in public schools contribute to improve learning achievements and retention.

**Pillar 2 therefore consists of three Priority Areas:**

**Priority area 4:**   **Improved quality of Teaching and Workforce Management**
**Priority area 5:**   **Curriculum and Assessments**
**Priority area 6:**   **Improved school management and School Leadership**

**Pillar 3 Intended result:** The **education system is more effective and resilient**, with policies, plans and resource allocations informed by evidence, **in fruitful collaboration with stakeholders**

**Priority area 7: Support** programmes towards a positive and safe educational ecosystem

**An overview of Lebanon 5-year General Education Plan- Table 1**

| National Development Goal: |
|---|
| Lebanon's high-quality human capital strengthens socio-economic development, innovation, and resilience |

| Education Sector Development Vision: |
|---|
| Increase equitable access to education for all children living in Lebanon, and improve the learning outcomes through a resilient higher quality public education to contribute to a stronger human capital base |

| PILLAR 1<br>Objective: Increased equitable access to and participation in education evidenced by increased enrolment and retention in first and second shift schools and reduced vulnerabilities | PILLAR 2<br>Objective: Improved quality of education and higher learning outcomes to all students and strengthen citizenship | PILLAR 3<br>Objective: System strengthening & Governance |
|---|---|---|
| **PRIORITY AREA 1:  Improve enrolment and retention of vulnerable groups** | **PRIORITY AREA 4: Improved quality of Teaching and Workforce Management** | **PRIORITY AREA: 7 Support programmes towards a positive and safe educational ecosystem** |
| **Programme 1.1**: Expand retention among vulnerable groups through social measures such as cash for education, linkages to the Lebanon Emergency Crisis and Covid-19 Response Social Safety Net Project (ESSN), school feeding, transportation cash transfers, | **Programme 4.1:** Improved pre-service and in-service teacher training, coaching and peer support | **Programme 7.1:** Information management for evidence-based policy formulation and decision-making |
| **Programme 1.2:** Improve enrolment ratios in primary and secondary public schools. | **Programme 4.2:**  Teacher IT skills for distance teaching | **Programme 7.2**:  Performance management |
| **Programme 1.3:** Improve school inclusion and remove barriers to learning and participation. | **Programme 4.3:** Improved teacher management and teacher allocation to schools | **Programme 7.3**: Resources management and distribution (including physical and human resources) |

| | | |
|---|---|---|
| **Programme 1.4:** Child protection and psycho- social support including Gender Based Violence, Social Cohesion and Preventing Violent Extremism (PVE) | **PRIORITY AREA 5: Curriculum reforms, learning assessments** | **Programme 7.4:** Budgeting and financial management |
| **Programme 1.5:** Addressing learning losses through catch-up programmes to reduce the out-of-school population including among displaced and refugee students | **Programme 5.1:** Curriculum reform and revised learning assessment with special attention towards inclusive citizenship, and student's life skills. | **Programme 7.5:** Crisis management |
| **Programme 1.6:** Leading national efforts on multiple and flexible pathways to education (Non-Formal Education) | **Programme 5.2**: Improve Students Learning Outcomes through Language Proficiency | **Programme 7.6:** Partnership development with national education stakeholders (includes NGOs and private sector |
| **PRIORITY AREA 2: Early Childhood Education** | **PRIORITY AREA 6: Improved school performance and management** | **Programme 7.7:** Governance, Legal framework, and institutional capacity |
| **Programme 2.1**: Legal & institutional frameworks supported by adequate funding | **Programme 6.1:** Improved school performance through stronger school leadership, enhanced school autonomy, accountability | |
| **Programme 2.2:** National systems can provide equitable, high quality and inclusive Early Childhood Education for all children | **Programme 6.2** Focus on improving performance and the overall achievements of poor performing schools | |
| **PRIORITY AREA 3: Improved learning environment: Physical and digital** | | |
| **Programme 3.1:** School construction and improved infrastructure | | |

**Strategies** :

For each priority area strategies are identified and defined, with baselines and targets. To date 128 strategies are proposed as a means of realizing the priority. It is understood that as wider discussions are held with education partners, regarding the priorities and strategies some will be removed, and others added.

# IMPLEMENTATION ARRANGEMENTS, MONITORING AND EVALUATION

The implementation of this ambitious 5-year General Education Plan will undoubtedly encounter several challenges. The most important can be grouped under four factors: the capacity of the educational administration at all levels; the available funding; the coordination among the different actors; and the uncertainties that are inherent to the present context, which is characterized by several crises and disruptions along with an unpredictable national, regional, and global environment.

**Coordination and implementation**

The implementation of the Plan must have an effective coordination structure which works with each area of MEHE and CERD to develop operational plans. The education partners must be part of the coordination to ensure effective execution of the investments in the Plan. Coordination requires a participatory process with a strong level of engagement and accountability. Communication mechanisms and community outreach are critical to the successful implementation

**Monitoring and Evaluation**

A results framework with a focus on outcomes has also been prepared. Each priority area will have its own set of target indicators and plans for monitoring progress and ensuring timely and effective delivery and reporting on results.

# CHAPTER 1: INTRODUCTION

It is universally recognized that education is an essential part of human development. This is recognized in the Sustainable Development Goals, where education is both a stand-alone Goal and an enabler in many others. The Sustainable Development Goal 4 (SDG4) on Quality Education seeks a commitment by Governments and their Partners, including Civil Society and the Private Sector, National and International to "Develop education systems that foster quality inclusive education that promotes lifelong learning opportunities for all".[x] SDG4 puts quality at the centre of the policy agenda. The 'World Development Report 2018: Learning to Realize Education's Promise' further clarifies, supported by evidence, that schooling is not the same as learning and that, while access has improved and there has been much investment in quality-oriented resources (e.g., teacher qualifications, or textbooks), learning outcomes are preoccupying in many countries, and they are much worse for the disadvantaged.[xi]

This global scenario forms part of the background that shaped the preparation of the five-year General Education Plan. This Plan is also shaped by Lebanon's national commitments and its existing policy and planning documents.

*Key policy documents*

The Republic of Lebanon endorsed the Sustainable Development Goals (SDGs) in September of 2015 building on a rich history of recognition that education is a critical element in the development of the country. A vision for education in Lebanon was expressed in The National Social Development Strategy of Lebanon 2011-2021.

*"Education in Lebanon available on the basis of equal opportunity; education that has good quality and contributes to building an information society, to social integration, and to economic development."[xii]*

The five-year General Education Plan (ESDP) 2010-2015 was endorsed by the Council of Ministers, April 22, 2010. The five major components in the ESDP were consistent with the Vision of Education presented above. They are:

1. Education available on the basis of equal opportunity
2. Quality Education that contributes to building a knowledge society
3. Education that contributes to social integration
4. Education that contributes to economic development
5. Governance of education.

In support of the ESDP, donors have funded a series of programmes and projects designed to improve access to education for all children in Lebanon including the influx of displaced Syrians since 2011, to improve education outcomes, and to strengthen the education delivery system.

There are other strategies that highlight the role of education[xiii], in particular the National Strategy for Women in Lebanon 2011-2021[xiv] (NSWL), and the Youth Policy in Lebanon (2012)[xv].

The NSWL's strategic goal is 'promoting opportunities for girls and women in education and training'. The Youth Policy calls for the education system to provide youth with the academic and life skills and prepare them to be active citizens in all social aspects. The more recent National Strategic Framework for Technical and Vocational Education and Training (TVET) 2018-2022[xvi] recognizes the need for better coherence between education and training and the needs of the labour market.

*A response to a context of crisis and of disparities*

This General Education Plan is developed in a context characterized by crises, which have led to increased disparities. These various crises, financial and economic, COVID-19 and the Beirut Blast, have resulted in social disruption and political instability. There is a marked increase in poverty and vulnerability in the displaced, refugee and Lebanese communities. A Report of The World Bank suggests that "as a direct fallout of the increases in poverty, households will come under increasing strain to smooth consumption and delay needed investments in education, nutrition and healthcare. As the poorest are most likely to bear the brunt of the economic contraction, an increase in early marriages, child labour, abuse and inequality is also very likely".[xvii]

The growing number of vulnerable persons in Lebanon has shifted the discourse from speaking about national, displaced and refugee populations to placing the focus clearly on all who are vulnerable regardless of nationality. Indeed, beyond nationality and legal status, markers of vulnerability include poverty, gender, ethnicity, disability, religion, or being part of a family or community under stress. In practice, vulnerable children often have special needs on several dimensions where they require support and resources if they are to be able to learn and benefit from being in education. MEHE's analysis is that the main sources of vulnerability in the Grade 1-9 age population in Lebanon are:

***Nationality/legal status:*** non-Lebanese children, who comprise almost 50% of the school population, are still more likely to be out of education than their Lebanese peers. It is difficult to establish the size of the out-of-school population, but more work is required to ensure this group of children has access to learning, either in formal schools or through non-formal access routes.

***Poverty/unemployment:*** Even before the collapse of the economy the labour market was fragile, and Lebanese and non-Lebanese families alike were under pressure. Enrolment in public education is itself frequently a marker of economic and social vulnerability[xviii], demonstrated by recent migrations from private to public schools. Meanwhile, the "Vulnerability Assessment of Syrian Refugees in Lebanon" (VASyR) 2020 indicates sharp increases in the last year in the proportion of Syrian households unable to afford even the survival minimum expenditure basket. This is also a significant issue for the education workforce, who have seen the purchasing power of their wages collapse.

***Language:*** The Lebanese system uses French or English from Grade 4 onwards in several core subjects, including mathematics. This can be a significant barrier to learning for non-Lebanese students (for example, the Syrian system teaches exclusively in Arabic), and for Lebanese children from families where a second language is not commonly spoken (there is a strong correlation with poverty in these cases).

***Disability/special educational needs:*** MEHE has conducted some promising pilots on inclusive education for children with special educational needs and disabilities (SEND) under RACE II. However, provision for these children requires much more work and investment before Lebanon can say it can provide these vulnerable children with the support they need to learn and thrive.

***Mental health/psychosocial needs:*** Work was done under RACE II using counselling approaches to support the mental health needs of students affected by displacement from their homes in Syria. This marker of vulnerability has become more prominent in all parts of the population since 2018. Children from all communities are being affected by the deep economic and social impacts of the economic crisis and Covid-19 on their families. Meanwhile, many in Beirut and Mount Lebanon lost homes as well as loved ones in the Beirut Blast in 2020. This is also a significant issue for the education workforce, given the universal impact of recent events.

***Gender:*** The evidence for gender as a marker of vulnerability is mixed and complex. Official data for the 2020/21 school year show that 52% of the full first shift school in K-12 cohort is female. This roughly equitable gender distribution holds for all nationalities (including Syrians, Palestinians, and Iraqis as well as other), as well as for all governorates and cazas. Analysis by grade shows 49% of the cohort is female in kindergarten, Cycle 1, and Cycle 2 (to end of Grade 6), rising to 54% in Cycle 3 (the final years of mandatory education), and 60% in secondary grades. These grade distributions also hold by governorate and caza, although there is more variation in secondary grades than elsewhere.[xix] In terms of enrolment therefore, there is little gender disparity, and what exists, is in favour of girls. But issues of gender go beyond enrolment, to questions of stereotypes and empowerment. It will therefore

be important to consider gender in a highly nuanced way, focusing in on the specific vulnerabilities of children connected to their sex.

Building on the deliberations and policy positions of previous education plans and strategies, and in order to respond to the context, the following vision is proposed as a guide for this General Education Plan:

***All children living in Lebanon will complete basic education, and have equitable access to secondary education, TVET, and higher education. The public education system will be of higher quality, so that learning outcomes improve and that students leave with employable competencies and skills. The system will strengthen its resilience, so that crisis situations are effectively managed. The system will build responsible citizens and contribute to stronger human capital.***

This five-year General Education Plan is the first stage in the development of a sector-wide education plan. A Higher Education Plan will be developed next with a TVET plan to follow at an appropriate time. This Plan focuses on the public sector while seeking synergies with the private school sector, and opportunities for efficiencies by working together to improve access and learning outcomes. The Plan will also provide a framework for Public Private initiatives that will bring innovation to the delivery of education services. The Plan will not succeed without the active involvement of Communities, Parents and Students. The Student is at the centre of the Plan.

The Plan is the overarching framework to incorporate the spectrum of education related initiatives which can range from Emergency Access Back to School as part of the Lebanon Crisis Response Plan (LCRP), to targeted programs like the Multi-Year Resilience Plan, and Bilateral Programmes with Donors and Direct Funding activities with Partner Governments, and National and International Non-Governmental Agencies.

*A comment on the structure of the plan document*

Following this introduction, the plan document consists of four chapters. These responds, to a large extent, to four questions that are inherent to any strategic planning process.

First, what is the present situation of the education system, what is the recent evolution, and what are the main challenges and opportunities for improvement? Chapter 2 on the situation analysis examines both the context within which the education system reforms and its recent performance.

Second, what do we want to achieve in the future? What do we want our system to look like at the end of this plan period? What are the priorities that will guide the action of all education

stakeholders? Chapter 3, on the vision, main goals, and priorities, answers these different questions. It presents the vision that inspires the plan and the main objectives, that result from it. It offers an overview of the three pillars that constitute the plan, and the different priority areas that are part of these pillars. The reader who wants to grasp the broad outline of the plan, will find sufficient information in this chapter 3.

Third, how shall we achieve this vision and these objectives? Which programmes and strategies will allow us to come closer to that vision? Chapter 4 defines and describes, for each of the seven priority areas, the different programmes, each of which contributes to the achievement of the objectives of that priority area. For each programme, the plan presents its objective, its intended result and a few indicators to measure progress on achieving this result. Subsequently, it offers a description of the programme, and of the main strategies, with relevant indicators for each strategy. Unavoidably, chapter 4 repeats some of the elements that are in chapter 3, the difference being that it enters into much more detail. As such, chapter 4 is particularly useful for those actors and stakeholders who will manage, implement, support, and monitor these different programmes.

The fourth and final set of questions are addressed in chapter 5. They include: how will we know that we are making progress towards achieving the plan's objectives? What indicators will we use to do so? Who will be responsible for coordinating the implementation, monitoring, and evaluation of the plan? The document offers broad answers to these questions and proposes a set of "key performance indicators" that allow for a fairly quick assessment of the progress made with implementation, and of the plan's major achievements.

# CHAPTER 2: SITUATION ANALYSIS

In 2021 Lebanon is responding to five major shocks starting with the Syrian crisis which brought over 1.2 million Syria displaced in the country between 2011 and 2015 followed by the economic collapse in 2019, various social movements and political instability as from October 2019, the COVID 19 pandemic and the Beirut Port blast on 4 August 4 2020. All these shocks have had a significant impact on the socio-economic situation of the country, on the level of poverty and vulnerability in the Lebanese, Displaced and Refugee communities as well as on the education service. The preparation of the General Education Plan will therefore start with a presentation of the economic and social context, an analysis of the present condition of the public education sector before summarizing the recent achievements and the major challenges which will have to be addressed in the Plan.

## 2.1 Country context

Lebanon is a middle-income country with a population estimated at about 6.67 million in 2018 (including displaced and refugee populations). According to the Central Administration for Statistics-CAS (2020), the number of residents in Lebanon is estimated at 4.8 million Lebanese plus some 1.6 million non-Lebanese residents, among whom 1.5 million are Syria displaced (UNHCR).[xx]   Additionally, UNRWA accounts 475,075 Palestine refugees (2018) with an estimated 270,000 currently residing in Lebanon. Life expectancy at birth was 78.9 years in 2018. The average GDP per capita which was estimated at US$ 10,139 in 2014 was brought down to US$ 4,891 in 2020 (World Bank).

Lebanon is highly urbanized with more than 85 per cent of the population living in major cities. Population growth was high until about 2010 and then declined and stabilized at 1.2 per cent per year. Approximately 51.9 per cent of the total working age population (15 to 64 years) is actively participating in the labour force. In 2014 the unemployment rate was close to 6 per cent, affecting more women than men (World Bank, 2014). The unemployment rate has increased since then.

Even before the recent profound crises situation, Lebanon's GDP growth rate was moderate at 2 per cent per annum (World Bank 2014), due to frequent political shocks, which have characterized its modern history. The long-standing civil war between 1975 and 1990, the Syrian conflicts, and other political upheaval have brought about significant fluctuations in the economic growth rate, which in turn has affected the business and investment climate in the country. In 2016, Lebanon ranked 123 in the Ease of Doing Business Index, which is much low

er than that of other Middle Eastern countries such as Jordan (Rank 113), Saudi Arabia (Rank 82), Turkey (Rank 55), and the United Arab Emirates (Rank 31) (World Bank, Ease of Doing Business Report, 2016). In the meantime, undoubtedly, its position has worsened.

**Economic crisis: Real GDP is estimated to have declined by 20.3 % in 2020**.

Of all the compounded crises that Lebanon had to face since October 2019, the economic crisis has had by far the largest (and most persistent) negative impact. Lebanon is enduring a severe, prolonged economic depression. The banking sector, which informally adopted strict capital controls, has ceased lending and does not attract deposits. The burden of the ongoing adjustment and deleveraging is highly regressive, falling hardest on the smallest depositors and on Small and Medium Enterprises (SMEs).

The country suffers from a balance of payments crisis, an economic as well as a banking sector crisis. The sudden stop in capital inflows, coupled with a continued large current account deficit, has implied a steady depletion in foreign exchange. *Figure 1* illustrates the depth of the crisis: overall, the World Bank Average Exchange Rate (AER) depreciated by 129 per cent in 2020. Meanwhile, currency in circulation (CIC) surged by 227 %, while inflation rates are in the triple-digits, averaging 84.3 % in 2020.

**Figure 1**
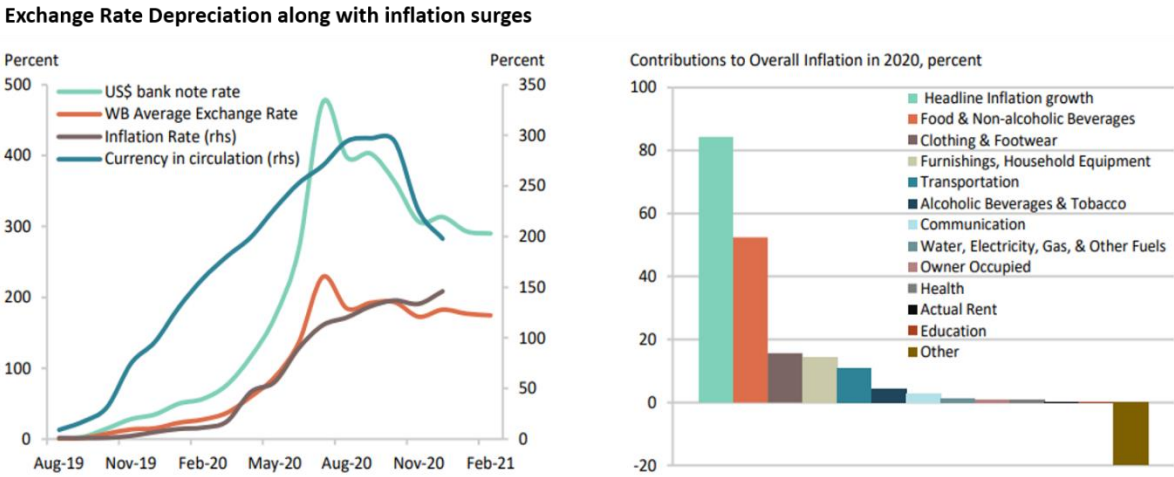


Source: World Bank, Lebanon Economic Updates, 2021

The social impact, already dire, could become catastrophic; more than half the country's population is estimated to be below the poverty line with 22 per cent of households living in extreme poverty, according to the Ministry of social affairs. Surveys conducted in November-December 2020 by the UN-World Food Programme found that 41 per cent of households faced challenges in accessing food and other basic needs. The share of households having

difficulties in accessing health care rose from 25 per cent to 36 per cent around the same dates.

Geographical disparities in the subnational poverty rates are high with the regions of Bekaa, North (including Akkar) and South Lebanon having higher poverty rates compared to those in Beirut and Mount Lebanon. Data from 2012 indicated that the subnational poverty rates ranged between 16 per cent in Beirut and 38 per cent in Beqaa (CAS 2012, see *Figure 2*). The poverty rate among the population aged 22 or older without a university degree was about three times higher than the poverty rate of those who have a university degree. Based on World Bank estimates of GDP growth and inflation rates in the first half of 2020, extreme (food) poverty rate reached 22 per cent in 2020, and the overall poverty rate was estimated at 45 per cent in 2020. This translates into approximately 1.7 million people falling under the poverty line, of which 841,000 people are under the food poverty line.[xxi]

By the end of 2020, gross foreign exchange reserves at BDL reached US$24.1 billion, having declined by US$12.5 billion since October 2019.

**Figure 2**
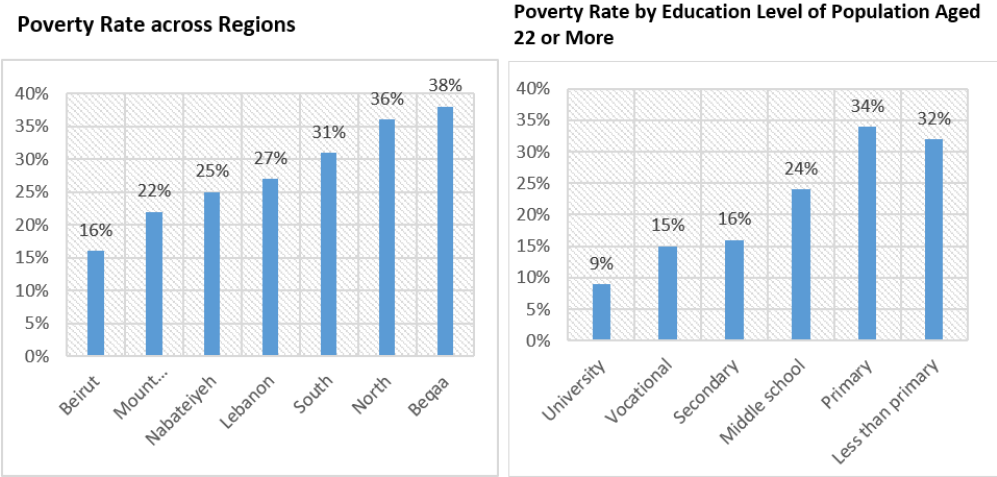


Lebanon has also been dealing with the COVID-19 pandemic through intermittent lockdowns and other measures that aimed to mitigate the impact of the virus both on people and the already weak health system. Vaccination, launched on 14 February 2021 with initial financing from the World Bank, is progressing according to the National COVID-19 Deployment and Vaccination Plan. The Plan is to vaccinate 70 per cent of the total population, citizens and non-citizens in a multi-phase rollout by the end of 2022.

The Beirut port blast caused a national tragedy with hundreds of people killed, thousands injured and some 300 000 residents homeless; it seriously damaged some 160 public and private schools interrupting learning opportunities for more than 85,000 Lebanese and non-Lebanese children. It also shocked a high proportion of the population, as it was interpreted

as a symbol of the fragility and powerlessness of the State. In response to the blast, the World Bank, United Nations and European Union have developed the 3RF: Reform, Recovery and Reconstruction Framework. The 3RF supported immediate policy actions to enable recovery and critical reforms to enable scaling up of reconstruction in key sectors during the short term.

# 2.2 Education situation analysis

## 2.2.1 Enrolment: access and retention

**Migration of students from private to public education**

Historically Lebanese families have relied strongly on the private sector to educate their children. Private schools used to enrol some 55 per cent of all children in fully private schools and 14 per cent in some 'free' private schools[xxii], i.e., nearly 70 per cent in total. While private schools are concentrated in a few regions, public school are distributed across all regions. They enrol more students than fully private schools in four regions (Mount Lebanon, the North (including Akkar caza), Baalbeck, South, and Nabatyeh. These regions along with the Bekaa have a high poverty incidence. Private schools in Mount Lebanon, the North and Beirut enrol more than 70 per cent of the students in these three regions.

Recently the proportion of children enrolled in the private sector declined by 10 per cent from 70 per cent to 60 per cent. Children have started to migrate from the private sector to the public sector, probably because families can no longer afford the schooling expenses. Migrations take place at lower secondary level, children migrating from grade 6 in a private school to grade 7 in a public school. Recently a significant and increasing number of children have started migrating at primary level as well. The number of children who migrated at primary level increased from 18,705 in 2018/19 to 22,032 in 2019/20 and 36 190 in 2020/21. Total enrolment in the first shift of public schools increased by 14 per cent in 2020/21 at primary level and 10 per cent at secondary level. More children are expected to migrate in the near future as some private schools may close down. There is no guarantee that there will be enough school places in the public schools in the surrounding area. This means that more school places will have to be planned in public schools at primary and secondary level to accommodate these transfers, particularly in regions where there were many private schools and a limited number of public schools.

**Enrolment by nationality in public schools**

With the arrival of large numbers of Syria displaced as from 2012, reaching over 1.2 M in 2015, it became necessary to open a second shift in some public schools to enrol Syrian students.

The majority of Syrians settled in low-income areas such as Bekaa, North Lebanon, South and parts of Beirut. Out of the 1,237 public primary and secondary schools 358 have opened a second shift to accommodate the Syria displaced pupils in basic education. In 2020/21 there are nearly as many non-Lebanese as Lebanese students enrolled in the public schools, morning and afternoon shifts combined. Looking at the distribution of enrolment by nationality and by shift, some 88 per cent of all pupils enrolled in the first shift of public schools – kindergarten, primary and secondary schools – are Lebanese, the other 9 per cent being Syrian, 3 per cent Palestinian and others.

Whatever the nationality of the students, there are slightly more boys than girls enrolled in kindergarten and primary education until grade 6. But as from grade 7 there are more girls than boys enrolled. Overall, there are slightly more girls than boys enrolled:  girls represented 51.2 per cent of total enrolment from K1 to G 12 in 2020/21. At upper secondary level, girls constituted 60.4 per cent of enrolment.  This indicates that boys tend to drop out earlier than girls, particularly boys from the poorest families who start looking for possible work as from the age of 13.

No population data being available, it is not possible to have recent estimate of the proportion of the relevant age group who enters into primary education (admission rate) and the proportion who is enrolled in primary education or in the 9-year basic education (Gross and Net Enrolment Rates). The ILO however has made estimates, on the basis of a survey, of the Net Enrolment Rates in 2018/2019[xxiii]: they indicate that there is still a large difference in the enrolment rates between Lebanese and non-Lebanese residents. 92.4 per cent of Lebanese residents 6-11 years old were enrolled at primary level, 78.5% at the intermediate level (12-14 years old), and 64.9 per cent at upper secondary level (15-17 years old). The NER was much lower for non-Lebanese residents: 74.4 per cent at primary level, 28.7 per cent at intermediate level, and 15.0 per cent at upper secondary level.

**Completion rates**

Information on completion rates comes from different sources. While they are not fully consistent, all indicate a preoccupying situation.  Data are available on the number of pupils who drop out at the end of each grade, from different sources. On the basis of these dropout rates, completion rates can be calculated: in 2018/19, 85.8 per cent of pupils reach the end of primary education and 69 per cent finish the 9-year basic education in the first shift schools[xxiv]. A study published in 2020 (Abdul-Hamid and Yassine, 2020) puts completion rates at 78 per cent in primary and at 59 per cent in lower secondary schools. All data concur that completion rates have decreased over the past years as the result of increased poverty and vulnerability in the Lebanese and non-Lebanese population.  Completion rates are also highly unequal among socio economic groups, with only half of 18-year-olds from the lowest economic quantiles completing secondary school (CASE 2020 cited in WB 2021)[xxv].

**Number of out of school children and specific programs**

A number of Lebanese students thus drop put before finishing 9-year basic education. Distance to school (particularly to those offering grade 7 to 9), various schooling costs (in particular transportation, textbooks, and uniforms) and the need to make a living are the greatest barriers for vulnerable children from disadvantaged socio-economic groups to continue their studies. The number of non-Lebanese pupils who drop out is even higher: VASyR 2020 for instance indicates sharp increases in the proportion of Syrian households who in the last year cannot afford the survival minimum expenditure. Different measures will have to be found to reduce the numbers of those who drop out, for instance by including the provision of children in education programmes with some support such as a food programme.

Non-Lebanese children -and among them Syria displaced constitute the largest proportion of out of school children as reflected in the above-mentioned net enrolment rates: 48 per cent of non-Lebanese children of school-going age – 58 per cent of Syrian school aged children – would be out of school. To enrol displaced and refugee children at a Lebanese public school in Basic Education (KG to Grade 9) some documents are required. Students who provide a formal document proving his/her identity should in principle be admitted in any of the classes in the afternoon shift. The Non-Formal Education Assessment in Lebanon draft report (June 2021) addressed the age gap (7-10), "as children face delay in joining formal education due to limited capacity of public schools to enrol this age group". A child who reached nine years old without having been enrolled in any school before or who has been out of school for more than two years is not admitted. Such a child will be referred to the Accelerated Learning Programme (ALP).

The Accelerated Learning Programme (ALP) is a programme which has been put in place by MEHE under RACE with the support of UNICEF and which allows the child/youngster who had to interrupt his/her studies to learn and return to school afterwards. Ultimately it can become a system which provides children and youth with the knowledge and skills which respond to their needs (MEHE National Policy for Alternative Education Pathways).

MEHE is also in the process of formulating a strategy on reducing drop-out. It supports three key objectives:  i) Conduct an analysis on drop outs by characteristics (rural vs urban; region; grade and gender; repetition and absenteeism; temporary withdrawn from schools) in order to identify the most vulnerable student groups and schools; ii) Collect academic grades, classroom records e.g. formative assessments of the poorest performers from the current school year and identification of existing learning gaps  and educational barriers that could limit participation and achievements and could lead to exclusion (Disability, psycho-social, institutional, qualified teaching and non-teaching staff, etc.);  iii) Mapping of interventions and best practices.

**Remote learning during COVID-19 crisis:** During the COVID 19 crisis schools closed down at the end of February 2020 and remained closed until April 2021.
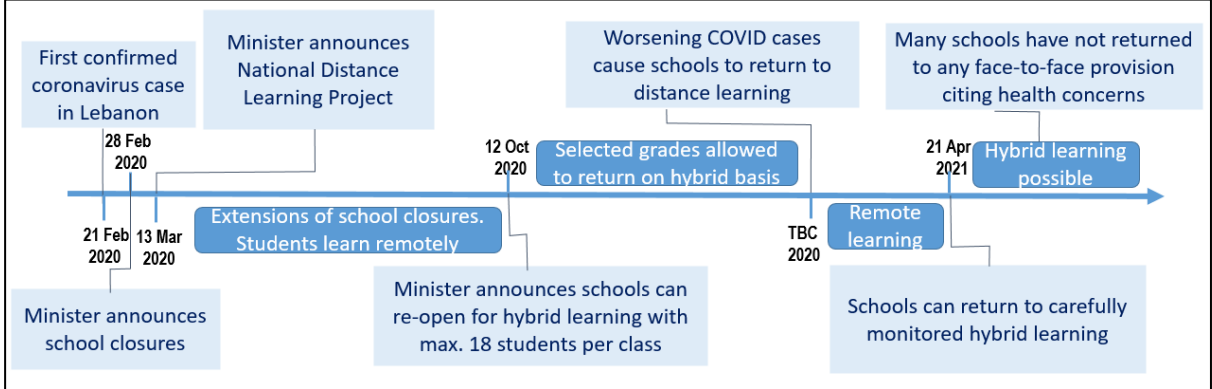
**Figure 3**



In March 2020, Lebanon officially commenced remote learning by adopting three parallel educational paths:

D.  E-learning through various educational platforms and social media platforms;
E.  Television broadcasting lessons through the Lebanese national channel;
F.  Home delivered paper-based learning.

There are no measurements for impacts as analytics and details on the implementation of components B and C and the number of pupils who were able to continue studying this way are not available.  TV broadcast did not continue in 2020/21.

Component A was broken down into three separate components:

A1.  Use of Microsoft Teams as a platform for remote learning. Nearly 400 thousand (396,249) accounts were created for public school students. Support to private schools was based on schools' request but with a high rate of engagement. To accompany this, teachers as well as IT personnel were trained.[xxvi]

A2.  The Classera learning management system (not yet rolled out).

A3.  The Mawaridi Distance Learning platform which hosts graded digital content.

**Estimating effective learning**

Before the onset of COVID-19, the World Bank estimated in its Human Capital Index[xxvii] that while the average Lebanese student undergoes 10.2 years of schooling by the age of 18, if this number is adjusted for effective learning, the actual number of effective years of schooling is equivalent to 6.3 years of learning, below the median for the Middle East of 7.9 years.

The time of effective learning has undoubtedly been further reduced by the social and political unrest in October 2019 and by the pandemic, which both caused school closures. In fact, in the academic year 2019/20, students completed no more than 90 out of 176 scheduled days of schooling.  This trend has continued unto the Academic Year 2020/21 with an abridged curriculum and schools operated remotely – apart from a short period in October 2020 – until uneven reopening in April 2021 onwards. The full extent of learning loss caused by disruptions during these two years has yet to be accurately and reliably measured. It largely depends on the effectiveness of the remote learning strategy, be it through TV programmes, the provision of learning provided, and e-learning. It also depends on student engagement. A strategy will have to be put in place to catch up on lost learning, for all students in general and for most disadvantaged and vulnerable children in particular.

In 2018, PISA noted that *'Students in private schools are roughly two years of schooling ahead of their public-school counterparts, while students in rural schools score 1.5 school years behind their counterparts in urban schools.'* It can be expected that the gap will have further increased during the past two academic years. Learning loss will certainly be inequitably distributed across the country. The final lag in learning will depend on the effectiveness of remote learning as compared to traditional, face-to-face learning and the degree to which students were able to access and engage with such learning. The latter has been deeply impacted in different parts of the country by five factors: access to electricity, access to devices, connectivity, the suitability of content for e-learning and cost of materials.

**Early Childhood Education – ECE**

Early Childhood Education is not yet mandatory in Lebanon but it is part of free basic education. Significant education policy changes over the past decade have drawn attention to the importance of 'quality' public preschools to prepare pupils to enter into primary education and be ready to learn. Figures for current gross enrolment in ECE are estimated at 70-80 per cent but that figure is skewed by the near full attendance of those in higher wealth quintiles while enrolment among the lowest quintiles, including displaced and refugee children are much lower. MEHE has 45 dedicated ECE centres; most are built onto existing primary public schools. In 2020/21, out of 962 primary schools, 805 offered some sections of KG, making a total of 2,983 KG classes. The teacher-student ratio, targeted at 25, easily reaches 40 students per class.

MEHE's efforts towards improving the quality of ECE provision were mainly supported by the World Bank while UNICEF supported a condensed one-year ECE for non-Lebanese students. The ECE strategy is looking at ways to increase access, improve quality and involve parents.

## 2.2.2 Quality of inputs and processes

The Lebanese public teaching body consists in 2020/2021 of 35,944[xxviii] teachers. A teacher joining the public-school system is either a civil servant i.e., a permanent teacher or contractual i.e., recruited on contractual basis. Some 40 % of public teachers (14,598) are civil servants and the remainder (21,346) are contractual, distributed across 1,237 public schools. The distribution of permanent teachers is unevenly skewed to higher grades. A large majority of secondary school teachers are permanent staff (58 per cent) while primary schools have nearly twice as many contractual teachers as permanent staff. A large majority of teachers are female (82 per cent). The private sector employs some 45,000 teachers, most of whom are also female, in 1,566 schools.

**Teachers' quality and training**

Before joining any school, newly selected permanent teachers must enrol in a pre-service teacher training in addition before joining any school, newly selected permanent teachers must enrol in a pre-service teacher training."

The pre-service training is conducted by the Faculty of Education in the Lebanese university Only for secondary education whereas preschool and basic education it is led by PITB office in CRDP

Pre-service training may extend from 3 months to 18 months based on the qualifications of the teachers and the stream they are enrolled in i.e., primary, or secondary. After completing successfully this training, permanent teachers join the public school they are assigned to. As from 2017 the recruitment of civil service teachers has been frozen essentially for budgetary reasons. There is no pre-service training for contractual teachers and they are hired with a variety of qualifications. Altogether 54 per cent of existing teachers do not hold a postgraduate degree and only 4 per cent hold a specialized degree. Contract teachers are paid by MEHE (82 per cent), municipalities or donors (13 per cent) at lower salary levels than permanent staff. The fact that they represent a significant proportion of all teachers, may have consequences for the quality of teaching in the long run.

Permanent and contractual public teachers can enrol in the in-service training programme at CERD's Continuous Training Programme (CTP).  This programme provides face to face and lately online trainings (during the pandemic). It is led by a cadre of trainers who are public school teachers. The trainers are selected based on criteria such as level of education, teaching years of experience by subject-matter/by cycle, training experience, language, ICT skills etc. Once selected, each master trainer has to follow an intensive continuous training of 120 hours (3 weeks) conducted at CERD. Upon completion of this training, master trainers are certified

and they are ready to conduct cascade training in different CERD "resource centres".[xxix] Training is accessible over the weekends or after school time in the dedicated six training CERD centres spread across the country (one centre per mohafaza).  CTP-CERD provides subject-matter and pedagogical training.  It also provides, in collaboration with other educational institutions or local I/LNGOs, specialized training on IT literacy and ICTs in education. Teachers enrolled in the CTP obtain a certificate of completion for each training session they attend. This certificate does not result in any financial incentives.

While The Pre, and In-Service Training Bureau-PITB at CERD provides educators with out-of-school training, the Direction d'Orientation Pédagogique et Scolaire "DOPS" of MEHE is tasked with providing subject-specific support and supervision (including in-class follow-up, counselling, modelling, and mentoring) to teachers if they practice in Lebanese public school classrooms. DOPS has around 562 counsellors distributed across Lebanon and they visit public schools gradually, they observe classrooms and give direct feedback.

Resource constraints limit the duration and the depth of the in-service training on content and pedagogy that is provided. This is regrettable now that many teachers are contractual teachers who did not attend any pre-service training. Moreover, a general lack of language fluency specifically among teachers who teach in English, hampers their ability to research and learn new strategies and teaching methodologies on their own. While there are resources in the Arabic language there are significant more in the English language. Finally, although some schools do have computers and technology, teacher familiarity with information and communication technologies (ICT) to support pedagogy, soft skills acquisition as well as language learning is low[xxx] and these resources will need to be exploited more to support the in-service system (progressively replacing cascade training with online training) and encouraging the formation of virtual communities of learning among diverse teachers, both in content areas and pedagogy.

It should be added that CRDP has developed the learner profile, the curriculum plan, The active citizenship framework, Framework for children online safety, updated the specifications of schools and equipment and those for green schools. Also, SEL framework is co-constructed with DOPS and QITABI II project.

**Teachers' management and deployment**

The issues related to teacher (civil servant and contractual) deployment, salary scales, and teaching workload policy are acute, and the sector lacks a systematic scheme to incentivize performance.

The national average pupil teacher ratio in public schools is very low: 20[xxxi] in primary education and 9 in secondary education in 2020/21, suggesting that there is a surplus of teachers in the system. However, pupil teacher ratio should be more contextualized (urban,

semi-urban and rural) as it varies from one school to another, from one district/casa to another. The low average is due to the fact that different teachers have different working hours depending on whether they are permanent staff or not, the number of years of service of permanent staff, the language they teach in, and the time availability of contract teachers. Some permanent teachers have extremely low teaching hours per day; others do not teach and fulfil other tasks: in regional Education Offices, as principal or as deputy principal. Should it be possible to increase the number of teaching hours of teachers, this could allow enrolling more students without recruiting many more teachers in areas where PTR is low.

Salary levels used to be high but following the economic crisis and the high rate of inflation, the purchasing power of teacher salaries has been almost depleted e.g., on average, a primary education teacher monthly remuneration is around 2 million LBP, which amounted before the crises to US$1,330, and in today's market rate accounts only to ~US$100. In 2011, when the TIMSS Survey was carried out, teachers' job satisfaction levels were higher in private than in public schools, regardless of the type of residence (see *Figure 4*). Teachers' absenteeism rates were already very high in public urban schools, and higher than in private schools in suburban areas, but lower in smaller cities and towns (see *Figure 5*). The effect of the drastic decline of teachers' salaries in real terms on absenteeism will need to be assessed as well as the subsequent effect on performance.

**Figure 4**

**Teacher Satisfaction Levels**



Source: TIMSS, 2011.

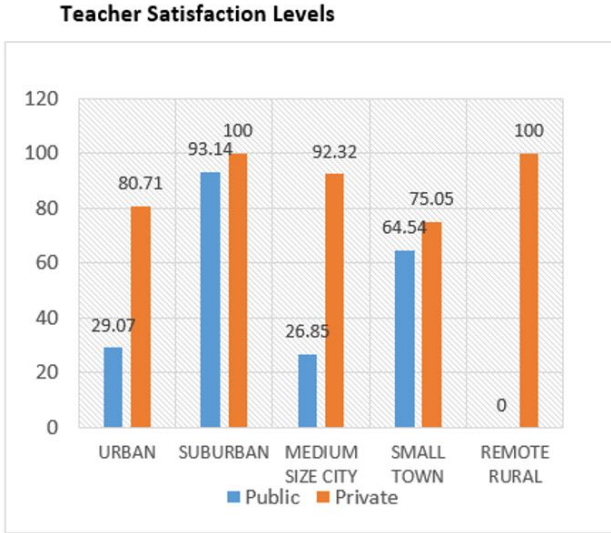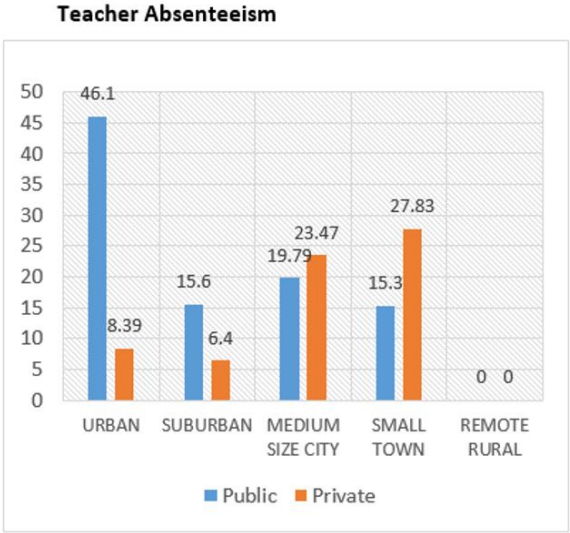**Figure 5**

**Teacher Absenteeism**



Source: TIMSS, 2011.

### School principals

School principals in Lebanon are civil servant teachers who have been promoted to a management role. They continue at their current pay scale but receive an increase of up to 15 per cent. There are 1,237 principals for first shift schools. Often primary principals cover both

the first and the second shift, but sometimes the second shift schools have their own principals. Schools are overseen by the Regional Education Office who can also provide additional support.

The faculty of education at the Lebanese University carries out the training of school principals at MEHE upon a formal request from GDE. In addition to providing instructional leadership, principals must also effectively and efficiently direct the work of the schools they manage, and engage with communities to ensure that maximum resources are directed to achieve high levels of student success for all learners.

The Leadership Development Programme (LDP), a project funded by the WBG, introduced public school principals for the first time to the culture of school assessment and to carrying self-evaluation prior to preparing a school improvement plan.  Results from this programme were very positive. The School Improvement Planning Programme (SIPP) is a continuity programme to the LDP. It started with Education Development Plan - EDPI and resumed with EDPII. It consists of three phases: the school self-assessment instrument, the school improvement plan (SIP) and the school grant programme. One cohort of 450 principals prepared a SIP so far and received a grant sponsored by the WB, the programme was put on hold awaiting an internal evaluation by MEHE for a national scale up.  The teacher is not formally appointed as a school principal unless she or he completes the in-service training provided by the Lebanese University. For lack of funds and capacity, this training ceased since 2014. In consequence, most of the current school principals are nominated such as, but not formally appointed.  Moreover, recently nominated principals have not received training on the skills and competencies related to leadership, operations, HR, legal, and financial management of their school.

**Infrastructure and school places**

In 2019/20 MEHE was responsible for 963 public primary and 274 public secondary schools. A good number of public schools are located in poor cazas where demand for public education is the highest. A third of primary as well as secondary schools are rented. Around 55 per cent of schools are connected to an internet network. However, no information is available on how many have access to an operational internet connection.  The connection of those schools is uneven in terms of quality and capacity, sometimes leading to backlogs in data submission or data. As of 2020, 95 per cent of public schools[xxxii] were utilising the school information management system-SIMS.

Principals in public schools and in schools attended by disadvantaged students, often report, however, that shortages of material affect instruction and that teachers are less prepared to teach using technology.[xxxiii]

About a third of schools (358 schools) operate a second shift to accommodate Syria displaced students. A significant number[xxxiv] of Syrian youngsters (about 383,000) are still out of school and it would be necessary to open more school places in second shift. 94 public schools have also been destroyed or damaged in the Port of Beirut blast and these will need to be reconstructed/rehabilitated adding to the already high demand for school construction, expansion and provision of furniture and equipment.

**ECE Quality & Curriculum Reforms**

In 2008, a guide has been developed on the specification of Pre-school classrooms and the teaching aids that should be provided.  An revised ECE competency based curriculum was also developed by CERD  with teaching learning resources.

MEHE via its Orientation and Coaching Directorate (DOPS) has 28 coaches who are trained in assessing the quality of ECE learning environment using the Early Childhood Environmental Rating Scale as a standard measurement instrument for quality indicators. There is variation in quality and several ECE facilities fall below minimum standard for educational facilities as assessed by the Early Childhood Education Rating Scale- ECERS-R).

# 2.2.3 Outcomes

**Learning Outcomes**

It is commonly admitted in the education community that students in Lebanon are not learning enough. As mentioned above an average of 10.5 years spent in school only delivers 6.8 years of learning.  Average performance of students in Lebanon has been below international averages in such subjects as readings, maths and science and in all international assessments, particularly in TIMSS (2011, 2015 and 2019) and in PISA (2015 and 2018).[xxxv] Findings can also be drawn from the analysis of the results of official Exams and other research conducted by CERD  especially those relevant to the impact of language on performance and attitudes of learners (self-concept) and attitudes towards future profession and others.

Average results of 15-year-old students in PISA assessment are not significantly different in 2018 from the results in 2015 in reading, mathematics and science. There has been no statistically significant improvement between 2015 and 2018 in these subjects (PISA 18).

Performance in reading is especially low: 58 points below the MENA average and 134 points below the OECD average (PISA 2018). Two thirds of 15-year-olds do not meet the basic proficiency level placing them at risk of exclusion. Lebanon has the lowest result in reading of all six countries in the MENA region who participated in the assessment.

In the case of mathematics, students in Lebanon were below the average level of OECD countries by 96 points which is equivalent to three years of schooling. Again, two thirds of 15-year-olds do not meet the basic proficiency level.

Inequalities in learning achievements according to the socio-economic background of the students are also very large: there are four years of schooling difference between students of the top and those at the bottom income quintiles (PISA 2018). The income inequalities in the society are clearly reflected in the educational achievement. Students in private schools are roughly two years of schooling ahead of their public counterparts. Students in rural areas score 1.5 school years behind their counterpart in urban areas.[xxxvi]

The share of immigrants (including displaced and refugees) population in the PISA sample was low (6 %) and they scored 51 points lower than non-immigrant students in reading[xxxvii]. First shift students outperform second shift students at a level that is statistically significant in all grades and subjects – with math in English as the exception.[xxxviii] The difference in learning outcomes between Lebanese and non-Lebanese students is however lower than expected, considering the fact that non-Lebanese students have shorter school days, and study in larger class sizes with less trained teachers.

Female students are nearly one year of schooling ahead of their male peers in reading (PISA 2018) and there are no reverse gender gaps observed in mathematics and science. Girls outperform boys in all subjects but both boys and girls score very low compared to other countries.

These results which are everything but satisfactory represent the situation in 2018 before the long school closure in October 2019 and from February 2020 till April 2021. In 2018/2019, Grade 9 success rates were at 62.15 per cent for public school students in the morning shift – lower than in 2017/2018 (73 per cent) – and 46 per cent for second shift students. Success rates at Grade 12 examination results were 77.75 per cent, lower than in 2017/2018 (88 per cent). No examination was held in 2020. New examination results will be available for 2020/21. It will be interesting to study the results and how they compare with the results of earlier years.

Compared to other countries repetition is high in Lebanon – particularly in rural areas – and this affects significantly pupils' achievements. Bullying is another key factor in hindering learning. Bullying is prevalent in Lebanese public schools at a much higher level than in other countries. Both male and female students admitted they experienced bullying about weekly (26 per cent of boys and 14 per cent of girls). This is way above the international average, which has only 8 per cent of students reporting weekly bullying. (R4R 2021). Lower student effort would be another factor for low achievements (ILSA).

Whatever the results it will be necessary to organize catch up programmes as discussed above.

**Outcomes: human capital development**

The 2018 -2019 ILO CAS "Labour Force and Household Living Conditions Survey 2018-2019 Lebanon" showed that:

- Among young persons in employment, 31.5 per cent were engaged in occupations with qualification requirements below their level of education, and 21.3 per cent were engaged in occupations with qualification requirements above their level of education (i.e., they were undereducated).
- The people not in employment, education or training represented about 22 per cent, significantly higher among young women (26.8 per cent) than among young men (16.7 per cent).
- 50 per cent of the unemployed youth had been seeking employment for more than 12 months at the time of the survey.
- The youth unemployment rate (15 to 24 years old) was more than double the general unemployment rate, and was even higher among youth with a university degree (35.7 per cent).

These various indicators reflect the fact that youngsters – particularly the most educated ones – may prefer to remain unemployed rather than taking a job which does not correspond to their expectation. This may indicate that they can afford to wait. The situation may not have remained the same in 2020/21 due to deteriorated living conditions. It is likely that the proportion of youngsters experiencing various forms of labour underutilisation will increase.

Workshops led by the Centre for Education Research and Development (CERD) with PISA experts and sector partners found that the curriculum emphasized rote learning and retention of knowledge rather than such competencies and skills such as critical thinking, problem solving, or creativity.

CERD is currently working on a full curriculum review and the preparation of a new curriculum will insist a lot more on various competencies and skills that may facilitate access to a variety of modern occupations. Within the framework of the S2R2 programme, a Higher Curricula Committee was established in March 2021 and a new Curriculum Plan and SOPs were endorsed by MEHE. The changes in the new curriculum will also address implementing societal values in pedagogical practices. Such work is timely given the current complex and diverse crises that most children are coping with and more generally, that the country is currently facing.

The ECE curriculum was updated in 2013 and there are five topic areas with intended learning outcomes for each stage of ECE. Subjects taught in English or French include basic maths and

exploratory science. Currently CERD is working towards a revision of the curriculum – introducing quality assurance standards.

## 2.2.4 Summary on recent achievements and remaining challenges

In spite of the numerous difficulties which Lebanon encountered in recent years and which have seriously affected the student population and the educational service, a number of recent achievements have taken place which are worth noting and which will influence the future policy for the better:

1. The large proportion of Syria displaced students and refugees from Palestine, Iraq and from other countries, enrolled in public schools, mostly in the second shift. This amounts to a total of almost 200,000 students, more than 90 % of whom are displaced Syrians[xxxix].

2. The development of early childhood education which aims at preparing pupils to learn in primary education.

3. The organization of multiple pathways to formal education which can allow vulnerable children – Lebanese as well as well as non-Lebanese – to take accelerated courses in non-formal education before returning to the formal sector to complete their studies, should they not enter in primary or drop out early.

4. The implementation of a remote learning strategy through various channels and more particularly through an online platform which can be used in the future should new school closures occur or as an additional support to learning. It can also provide teachers and students with more adequate content and adapted material. Use of ITC can also be a very powerful instrument for improving and intensifying in-service teacher training.

5. Preparation for a new curriculum which emphasizes subject matter, teaching and learning approaches and skills for the 21st century.

6. Preparation and endorsement by the Minister and MEHE stakeholders of an information management strategy and of a unified data framework. Implementation of activities at all levels, for SIMS data quality and usage for decision-making. Moreover, SIMS data have started to be published and debated within international events.

The recent study prepared by Education Training Foundation ETF on the rapid diagnostic of the education sector, highlighted key positive features of the system which could become assets to build on in the near future. They include:

- Resilience and resistance,
- Absorption capacity and adaptation,

- "Collective willingness": Consultations conducted which have involved around one hundred persons, have revealed readiness and eagerness of a diversity of actors, at all levels (from the schools and their community of parents, students, teachers, etc.) to the national level to actively contribute to addressing the problems faced by the current system."

- Systemic reform measures: "Some recent measures are promising in view of improving the conditions for successful systemic reforms. For example, the on-going consolidation of databases and information management systems could become a cornerstone for improved monitoring and evaluation of the system and policies."

These strengths and new opportunities are presented in the table hereunder together with existing weaknesses and threats.

| STRENGTHS | WEAKNESSES |
|---|---|
| 1. Enhanced ability and capacities at MEHE in Managing education reforms plan. <br> 2. Curriculum reforms initiated by MEHE & CERD and a Higher Curricula Committee is overseeing the process. <br> 3. A strengthened School Information Management System, unification of data sources, and improved reporting. <br> 4. Provision of Pre-service by the LU, Regular in-service training of teachers by CERD and subject specific teacher coaching workforce by MEHE. <br> 5. Non-formal education and organization of multiple pathways to join the formal sector. <br> 6. Organization of remote learning using different media. <br> 7. Several good quality public schools with good principals are accommodating an increasing demand for school places. <br> 8. Private sector provides quality education for many. | 1. Poor learning outcomes as evidenced in numerous international assessment studies such as TIMSS and PISA. <br> 2. Learning gaps resulting from high inequalities in access, retention and learning outcomes of pupils between fee-paying private schools and public schools, between urban and rural areas, between socio economic groups and between nationalities. <br> 3. Teaching and workforce management such as the large number of contractual teachers with possibly low level of qualification and no training upon recruitment, no mandatory continuous training, inappropriate management of teachers; low average pupil-teacher ratio; low teaching hours per teacher do not contribute to quality teaching, comparatively low pay level of teachers and educational personnel, ageing teacher population… <br> 4. Excessive centralization <br> 5. Fragmented Communication and cooperation <br> 6. Language of instruction as disadvantaged and vulnerable students have difficulties in French or English. <br> 7. Lack of a national research agenda on education. Including those related to the labour market <br> 8. Governance and accountability measures not fully enforced. |

| OPPORTUNITIES | THREATS/ CHALLENGES |
|---|---|
| 1. Curriculum will be updated to balance knowledge and 21st century skills. | 1. Challenges emerging from drop out, health and emotional problems among vulnerable children. |
| 2. Promotion of remote learning under COVID 19 conditions is encouraging the development of more IT infrastructure, and more digital teaching and learning. | 2. Private sector schools may close without sufficient school places nearby. |
| 3. Important learning loss due to schools' lockdown is encouraging the development of catch-up programs and alternative non-formal education programs. | 3. Due to increased poverty, families may delay investment in education, nutrition, and health care and will not send their children to school. |
| 4. The success of schools having implemented a school improvement plan will encourage extending the programme and providing additional funds based on performance. | 4. Devalued lira leads to strikes and may contribute to teachers being absent, leaving the profession or migrating to another country. |
| 5. 500 schools rehabilitated and 7% schools merged will contribute to better utilization of teachers and facilities. | 5. Insufficient public funds may delay launching of various important programs. |
| 6. Experimentation of an ITC platform which will be strengthened. | 6. Inequality will increase between urban and rural areas, between regions and between income groups as distance teaching and learning requires reliable access to electricity and internet. |
| 7. Increased enrolment of large groups of displaced and refugees with nearly as many as Lebanese children enrolled in public schools. | |
| 8. Availability of support by international partners for education including curriculum development. | |

# CHAPTER 3: VISION, MAIN GOALS AND PRIORITIES

## 3.1 Vision for the future Lebanese education

This 5-year Plan for General Education forms part of a government-wide effort to transform Lebanon. This is reflected in the national development goal for Lebanon's future:

*Lebanon's high-quality human capital strengthens socio-economic development, innovation and resilience.*

To contribute to this transformation, the education system is guided by an ambitious vision for the future of the Lebanese education sector. It has been formulated taking into account the overall socio-economic development vision of the country, and its international commitments in education (SDG 4) with special attention to reduce vulnerabilities (gender, disabilities, Special Education needs) and to strengthen citizenship values.  It emphasises:
- good quality education for all
- providing young people with the skills they will need in the 21$^{st}$ century
- contributing to rebuild the country and its economy.

The goal of this education reform is to develop responsible active innovative citizens and workforce that are well prepared for local and global competitiveness, including the inclusion of "students at Risk", who would play an active role in developing the socio-economic conditions of the country while preserving and ensuring the sustainability of our natural, cultural heritage, and social traditions and values.

The Curriculum reforms are seeking to equip learners with powerful leadership skills including "decision making" skills based on rational and evidence, away from personal interests, and who are endowed with collaborative-cooperative planning competencies guided by inquiry, governance, and accountability. This can be achieved by developing "Lifelong Learners", including "Special Educational Needs (SEN)", who are ready for the highly evolving world and eventually who are endowed with the twenty first century skills and who are equipped with adequate academic, emotional, and social competencies to enhance their self-concept, self-determination, and resilience and employability skills that tends to augment the opportunities for moving them up the socio-economic ladder. Also, the achievement of such learner requires the development of the "Standards of Effective Schools" which hosts the development of such learners and citizens.

The successful achievement of this learner and school approaches, requires the development of "Positive and Safe Educational Ecosystem" lead by "Effective Administrative and Educational Management" of the whole educational system which guides the substantial change and revolution in education and which requires "Strategic Leadership Combined with

Transformational Approaches and Practices". The attainment of this effective management should be supported by "Good Governance" that encourages "Evidence-Based Policy Making" and provision of "Policy Tools" and "Clear Operational Procedures" that ensure the "Effective Policy implementation" and which is accompanied by fair, clear, well explained "Accountability System" in alignment with the intended policies and don't allow for further interpretation.

This vision can be summarised as follows:

***All children living in Lebanon will have access to equitable and quality basic education, secondary education, TVET, and higher education. The public education system will be of higher quality, so that learning outcomes improve and that students leave with employable competencies and skills. The system will strengthen its resilience, so that crisis situations are effectively managed. The system will build responsible citizens and contribute to stronger human capital and the achievement of lifelong learners.***

# 3.2 Policy priorities

To achieve this vision, actors in the education system, led by the Ministry of Education and Higher Education, will need to intervene in a wide range of areas, through a diversity of programs.

The identification of these areas carries three main risks: there may be so many of them that their implementation will be impossible; their contribution to achieving the vision is not made explicit; and the coordination between these areas is essential, which requires a clear structure of the Plan. In order to identify and structure these many possible interventions, a Theory of Change was developed, which connects the Plan's vision to three major objectives, and a set of seven outcomes. Graph 1 presents this Theory of Change.

The three main objectives are reflected in three main Pillars, focusing respectively on equitable access, learning, and governance:

- Pillar 1: To increase equitable access, participation, and completion of education for all learners in Lebanon, with a focus on the most vulnerable
- Pillar 2: To ensure improved learning outcomes for children and youth through enhanced quality of education services
- Pillar 3: To ensure that the education system is effectively planned, managed and governed, so that resources are transformed into high-level results.

These three pillars build upon and are consistent with recent policy, planning or programming documents prepared by MEHE. RACE II works also with three pillars, respectively on access, quality, and capacity. The "Education" chapter in the 2021 update of "Lebanon's crisis response plan 2017 - 2021" works towards three outcomes, respectively on access & equity, quality & learning outcomes, and governance & capacities.

In addition to these overarching objectives, the Plan puts emphasis on various cross cutting factors, in particular gender. It is recognized as one of the factors of vulnerability. The analyses and research carried out in the priority areas and programs will be disaggregated to allow for gender sensitive policy and education delivery actions. The results framework includes indicators, which are disaggregated by gender and by other categories, which can be considered sources of disadvantage and vulnerability.

The successful implementation of the Plan will be strengthened by putting forth a Professional Learning Communities (PLC)" that engages learners, practitioners, educators, policymakers and the community.

It is important to keep in mind that this 5-year Plan concerns the general education sector, and not TVET neither higher education.

**Graph 1**

The further construction of each of the three Pillars started from the question: what are the main impediments to achieve the main objective? What are the deeper causes to explain the present challenges? This identification was helped by various analyses, including the recent findings and recommendations from MEHE & CERD internal stakeholders, the ETF Sector Diagnosis, the World Bank R4R reports and webinars and economic analyses, the UNICEF sponsored NFE Report.

The Plan aims at overcoming these impediments and addressing these causes, through seven Priority Areas. The following paragraphs present the reasoning for the selection of these Priority Areas.

Pillar 1 **Intended result:** The education system provides all children with opportunities to access education and supports them, including through early childhood education, social support programs, and appropriate infrastructure and equipment, so that they complete as a minimum basic education.

This result will be achieved:

- **if** school enrolment is facilitated for vulnerable groups of children and social measures enable them to attend and remain in class, through cash transfers, feeding programmes or reduced costs of transportation; through psycho-social support; through inclusion-focused measures; through catch-up programmes; and through the design of multiple pathways to education to accommodate different needs, and
- **if** early childhood education is strengthened in order to better equip children for the following school years and to enhance their readiness to learn; and
- **if** the education sector provides sufficient and adequate education infrastructure (physical and digital infrastructure) to welcome all children.

**Pillar 1 therefore** consists of three Priority Areas:

**Priority area 1:** **Improve enrolment and retention of vulnerable groups**
**Priority area 2:** **Early Childhood Education**
**Priority area 3:** **Improved learning environment: Physical and digital**

**Pillar 2 Intended result:** Better trained teachers and qualified personnel and a more adapted curriculum in public schools contribute to improve learning achievements and retention.

This result will be achieved:

- **if** teachers receive regular quality training through peer support, coaching, pre-service and in-service training, including in IT skills and distance teaching; and they are well-managed and optimally allocated to equally teach to all students across the country, and

- **if** the curriculum is reformed for all education levels, if learning assessments are revised, if the quality of teaching and learning is assessed for continuous improvement, with special attention towards inclusive citizenship, life skills and languages, and

- **if** school principals gain greater leadership and management skills to improve autonomy and accountability of schools and collective support from school communities.

**Pillar 2** therefore consists of three Priority Areas:

**Priority area 4:**   **Improved quality of Teaching and Workforce Management**
**Priority area 5:**   **Curriculum and Assessments**
**Priority area 6:**   **Improved school management and School Leadership**

**Pillar 3 Intended result:** The education system is more effective and resilient, with policies, plans and resource allocations informed by evidence, in fruitful collaboration with stakeholders

This result will be achieved:

- **if** MEHE further develops its methods and tools for evidence-based policymaking through better information management,

- if it reviews performance management, resource management, and financial management; if it builds stronger partnerships with civil society actors (e.g., NGOs, FBOs, the private sector, Academia).

- if it strengthens its legal framework and institutional capacity, and

- if it emphasises crisis management.

**Pillar 3** includes one Priority Area.

**Priority area 7: Support** programmes towards a positive and safe educational ecosystem

## 3.3 Programmes

Each of the seven priority areas consists of several programmes. The term "programme" can be understood here as a set of activities that aim at the same result, are inspired by the same theory of change, and, by being implemented together, have a stronger impact. Some priority areas are more complex than others, because the challenge that they address is more multi-form and has a more diverse range of causes. Priority areas 1, 4, and 7 are the most complex ones. Graph 2 at the end of this chapter shows the overall structure of the Plan, with the three Pillars, the seven Priority Areas, and the 23 Programmes.

The objective of Priority area 1 is "To ensure that all children receive the support they need to access, participate, and complete education". This priority focuses on the vulnerable children. Research, for instance by the "Research for Results" programme[xl], demonstrates that there are a variety of reasons for vulnerable children to drop out from school. There is also a diversity of strategies to predict who may drop out, and prevent them from dropping out, and to attract those who dropped out to and keep them in school. This Priority Area is made up of six programmes, including the provision of social measures such as cash for education, school feeding, Child protection and psycho- social support, catch-up programmes, and the design of multiple pathways to completing education.

Priority Areas 2 and 3, under the same Pillar, consist of two programmes each. Those under Priority Area 2 cover the legal and institutional framework to strengthen ECE and a range of interventions to improve quality, school readiness and expand the offer. Those under Priority Area 3 focus on infrastructure, with a specific programme on digital infrastructure.

Priority areas 4, 5, and 6, under Pillar 2, concentrate on three key elements that research, in Lebanon and elsewhere, have demonstrated to be essential to realizing the objective of Pillar 2, namely improvement in quality and learning. These elements are teachers, curriculum, and school management. Many factors influence the performance of teachers; the focus in this Plan is on teacher professional development (with specific attention to IT skills) and teacher management, to ensure teacher allocation in function of needs. Priority Area 5 emphasises the need to closely link curriculum and assessment, and to ensure the use of assessment results for decision-making, as the "Research for Results" programme does. It also pays attention to language proficiency, to improve student learning outcomes and thereby strengthen Lebanon's international competitiveness. Priority Area 6 has two programmes. The first covers all schools and aims at strengthening school leadership for more effective management. The second is cross-cutting in nature: it demands that the whole system focuses attention on the least performing schools, to ensure that all students gain minimum competencies.

The only Priority Area under Pillar 3 has eight closely interconnected programs. Better information systems and more constructive use of evidence are a condition for and intend to lead to improved management in four areas. These are: performance of the system and of the staff; management of human and physical resources; management of finances and budgets; and management of crises to ensure a more resilient education system. The educational administration (MEHE, CERD, REOs and school managers) are not the only actors; the partnerships with other stakeholders are essential to the effective governance of the educational system. The sustainability of these reforms needs robust institutional capacity and an appropriate legal framework. Finally, this Priority Area contains a cross-cutting programme, intended to ensure that the education system as a whole focuses its attention on the schools with the poorest results.

Chapter 4 describes in more detail each of these programmes, by indicating some of the main strategies to achieve their intended results, and suggesting key indicators to allow for monitoring and evaluation of the Plan's implementation.

## 3.4 Overview of Lebanon 5-year General Education Plan

| National Development Goal: Lebanon's high-quality human capital strengthens socio-economic development, innovation, and resilience |
| --- |
| **Education Sector Development Vision:** Increase equitable access to education for all children living in Lebanon, and improve the learning outcomes through a resilient higher quality public education to contribute to a stronger human capital base |

| PILLAR 1 Objective: Increased equitable access to and participation in education evidenced by increased enrolment and retention in first and second shift schools and reduced vulnerabilities | PILLAR 2 Objective: Improved quality of education and higher learning outcomes to all students and strengthen citizenship | PILLAR 3 Objective: System strengthening & Governance |
| --- | --- | --- |
| **PRIORITY AREA 1:  Improve enrolment and retention of vulnerable groups** | **PRIORITY AREA 4: Improved quality of Teaching and Workforce Management** | **PRIORITY AREA: 7 Support programmes towards a positive and safe educational ecosystem** |
| **Programme 1.1**: Expand retention among vulnerable groups through social measures such as cash for education, linkages to the Lebanon Emergency Crisis and Covid-19 Response Social Safety Net Project (ESSN), school feeding, transportation cash transfers, | **Programme 4.1:** Improved pre-service and in-service teacher training, coaching and peer support | **Programme 7.1:** Information management for evidence-based policy formulation and decision-making |
| **Programme 1.2:** Improve enrolment ratios in primary and secondary public schools. | **Programme 4.2:**  Teacher IT skills for distance teaching | **Programme 7.2**:  Performance management |
| **Programme 1.3:** Improve school inclusion and remove barriers to learning and participation. | **Programme 4.3:** Improved teacher management and teacher allocation to schools | **Programme 7.3**: Resources management and distribution (including physical and human resources) |

| | | |
|---|---|---|
| **Programme 1.4:** Child protection and psycho- social support including Gender Based Violence, Social Cohesion and Preventing Violent Extremism (PVE) | **PRIORITY AREA 5: Curriculum reforms, learning assessments** | **Programme 7.4:** Budgeting and financial management |
| **Programme 1.5:** Addressing learning losses through catch-up programmes to reduce the out-of-school population including among displaced and refugee students | **Programme 5.1:** Curriculum reform and revised learning assessment with special attention towards inclusive citizenship, and student's life skills. | **Programme 7.5:** Crisis management |
| **Programme 1.6:** Leading national efforts on multiple and flexible pathways to education (Non-Formal Education) | **Programme 5.2**: Improve Students Learning Outcomes through Language Proficiency | **Programme 7.6:** Partnership development with national education stakeholders (includes NGOs and private sector |
| **PRIORITY AREA 2: Early Childhood Education** | **PRIORITY AREA 6: Improved school performance and management** | **Programme 7.7:** Governance, Legal framework, and institutional capacity |
| **Programme 2.1**: Legal & institutional frameworks supported by adequate funding | **Programme 6.1:** Improved school performance through stronger school leadership, enhanced school autonomy, accountability | |
| **Programme 2.2:** National systems can provide equitable, high quality and inclusive Early Childhood Education for all children | **Programme 6.2** Focus on improving performance and the overall achievements of poor performing schools | |
| **PRIORITY AREA 3: Improved learning environment: Physical and digital** | | |
| **Programme 3.1:** School construction and improved infrastructure | | |

# CHAPTER 4: PRIORITY AREAS and PROGRAMMES

## PILLAR 1: Equitable access to and participation in education

**Goal/overall objective:**

To increase equitable access, participation, and completion of education for all learners in Lebanon, with a focus on the most vulnerable.

**Intended result:**

The education system provides all children with opportunities to access education and supports them, including through quality early childhood education, social support programs, and appropriate infrastructure, so that they complete as a minimum basic education and achieve expected learning outcomes

| Indicators to measure progress (outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| GER primary | N/A | Above 95% | SMIS |
| Completion rate lower secondary | 59%[xli] | TBD | SMIS |
| Enrolment rates in KG in vulnerable areas (Lebanese & Non-Lebanese) | 50% | >90% | MEHE |

**List of priority areas:**

**Priority area 1:    Improve enrolment and retention of vulnerable groups**

**Priority area 2:    Quality Early Childhood Education**

**Priority area 3:    Improved learning environment: Physical and digital**

## PRIORITY AREA 1:

## Improve enrolment and retention of vulnerable groups

**Goal/overall objective:**

To ensure that all children receive the support they need to access, participate, and complete education

**Intended result:**

All children, regardless of their origin or background have access to, participate in and complete education from KG to USE

| Indicators to measure progress (outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| 1. GER primary segregated by public & private schools<br>2. GER secondary segregated by public & private schools<br>3. Completion rate primary[1] segregated by public & private schools<br>4. Completion rate lower secondary[2] segregated by public & private schools | 1. TBD<br>2. TBD<br>3. 78%<br>4. 59% | 1. Above 95%<br>2. Above 90%<br>3. TBD<br>4. TBD | EMIS |

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[1] WB 2021. Foundations for building forward better: An Education Reform Path for Lebanon.

[2] Ibid.

## PROGRAMME 1.1
**Expand retention among vulnerable groups through social measures such as cash for education.**

**Objective Programme 1.1:**

To ensure that vulnerable groups encounter fewer constraints to access schooling, stay in school for longer and complete basic education in greater numbers, achieving expected learning outcomes

**Intended Result Programme 1.1:**

Vulnerable children of basic education age benefit from social measures which aim to ensure access, participation, and completion of education regardless of nationality, gender, disability, preferred language of instruction, or socio-economic status

| Indicators to measure progress (intermediate outcomes) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| % of children of school-going age benefitting from school support programmes, like transportation, school-feeding, etc. disaggregated by gender, nationality, language of instruction | TBD | TBD | MEHE and international partners |

*Description of programme*

To this Education Sector Plan, 'vulnerable groups' are defined as follows: *Vulnerable groups are physically, mentally, or socially and economically disadvantaged persons who may be unable to meet their basic needs and may therefore require specific assistance. Persons exposed to and/or displaced by conflict or natural hazard may also be considered vulnerable (INEE).*

*This programme draws from key documents produced for the Lebanon Crisis Response plan (LCRP), the Multi-Year Resilience Plan (MYRP), Emergency Social Safety Net- (ESSN) and the Research for Results- R4R.*

Recent evidence from Lebanon shows persistent exclusion of vulnerable groups, including from displaced and refugee backgrounds as well as children with disabilities, for various reasons: low parental demand for education, low supply in rural areas, socio-economic factors, perceived opportunity costs, as well as several health & hygiene-based reasons. Each

of these requires a slightly different intervention to address the underlying causes and are contingent on a highly contextualized understanding of the factors involved in non-enrolment and/or non-attendance. Further, the World Bank has recently set up a social safety net programme which will extend to education provision to such vulnerable groups. Now, data from the National Poverty Targeting Programme (NPTP) shows that 15% of children in the programme have never enrolled in school, with 50% of them giving financial reasons not to do so.

However, with the limited size of the NPTP and the possibility that extreme poverty will more than double in coming years, the provision to support vulnerable groups needs to be extended and enhanced. Therefore, the NPTP is supplemented by the Emergency Crisis and Covid-19 Response Social Safety Net Project (ESSN)[3] which aims to arrest the increase in extreme poverty and to preserve the human capital of 13 - 18 years old children enrolled in public schools. Subsequently, the following programmes are needed to address enrolment issues:

- Need for more detailed knowledge on the causes of non-enrolment, non-attendance, or drop-out. This will build on the research initiated by the WB focusing on ECE and drop-outs.
- Based on this research, specific programmes should be implemented to address and alleviate non-tuition costs identified.
- Cash transfer programmes, including the NPTP and ESSN to cover all direct costs of schooling.
- Ill health often causes students not to enrol, or to enrol but not attend regularly. As such, health and hygiene programmes should be rolled out to support enrolment and retention. These may include COVID-response programmes, hand-washing programmes, menstrual hygiene programmes etc.
- Children with disabilities face considerable barriers to accessing education opportunities. Increasing access to and availability of inclusive schools require investments in the development of physical infrastructure and the learning environment.
- Mental health issues contribute to school drop-out. To prevent and mitigate drop out MEHE has developed a range of mental health and psychosocial programmes. The scope of PSS programmes will have to be carefully defined.
- Parental communication programmes are central to improving enrolment rates. These have often been run under the banner of 'Back-to-school campaigns' but can happen at any stage in the year.

As this programme is likely to encompass Ministry, development partner and NGO-led interventions, the definition of 'vulnerable children' must be agreed with relevant

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[3] The ESSN is a US$246 million 3-year project that will provide cash transfers and access to social services to extreme poor and vulnerable Lebanese populations affected by the economic and COVID-19 crises. Source: WB, 2021.

stakeholders. This will likely take its guidance from the Education Cannot Wait *Multi Year Resilience Plan (MYRP)* which will launch several vulnerability assessment results and must consider that the number of vulnerable children will continue to increase due to the economic situation.

| Main strategies (or programme components) | | Indicator (output) | Baseline SY 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|---|
| 1.1.1 | Producing relevant knowledge of the educational situation of vulnerable children | Published research findings with recommendations of suitable interventions | X published reports | Y published reports | Education Research (MEHE/CERD partners) |
| 1.1.2 | Continuing to support targeted households with payment of direct school costs (NTPT) | Number of target households receiving cash transfers | 43,000 | TBD | MOSA/NTPT data  MEHE |
| 1.1.3 | Identifying and adding additional households to the ESSN cash transfer programme | Number of households added to the NPTP/ESSN programmes | 87,000 | TBD | MOSA/ESSN data  MEHE |
| 1.1.4 | Alleviating non-tuition costs, including transportation, uniforms, textbooks, school meals | % of children benefiting from social measure strategies based on defined interventions and aggregate data from across programmes | TBD | TBD | MOSA/MEHE |
| 1.1.5 | Implementing appropriate health and hygiene programmes in schools | % of learners benefiting from health and hygiene-based programmes | TBD | TBD | Data collected by DOPS Health Counsellors at MEHE |
| 1.1.6 | Implementing mental health programmes in schools | % of learners benefiting from mental health-based programmes | TBD | TBD | Data collected by Child Protection team in DOPS at MEHE |

| 1.1.7    Implementing parental communication programmes to promote enrolment of all children, regardless of age, gender, or special needs | % of schools with parents participating in communication programmes | TBD | > 75% | School Improvement Plans |
|---|---|---|---|---|

***Description of main strategies:***

Research into the underlying causes of non-enrolment and/or non-attendance and drop out specifically among vulnerable children is needed to better design and adapt existing programmes for vulnerable learners. Ongoing research will form the basis to produce knowledge and policy guidance.

43,000 households will receive NPTP educational benefits while the programme assesses the needs of further households to join the programme. The design and roll out of the ESSN allows for top-up cash transfer to cover all direct costs of schooling for 87,000 Students aged between 13 and 18 years.

Programmes to alleviate non-tuition costs, including transportation, uniforms, textbooks, and school meals will be key to ensure that non-educational factors do not prevent students from enrolling and completing their education. In the current economic crisis this support is of particular importance for vulnerable learners of all ages.

Continuation of existing and introducing new health and hygiene programmes are crucial to get students into school and keep them there. Such programmes should work across the Ministry of Education and the Ministry of Public Health and is either delivered in-school, in the community or in medical centres.

Much work has already been done in the field of psychosocial support (PSS) in Lebanon, but continuation of support is necessary to sustain progress and reach more students. The programme will include screening of students and supporting identified students with specific psychological disorders.

Parental education is often one of the greatest barriers to enrolment and while enrolment drives have been successful in the past, many more children will be out of school due to the pandemic. To this end, strategy 5 aims to increase awareness among parents of the importance of enrolling children and returning to school regardless of age, gender, or special needs, by highlighting the economic return of education and support provided by the education sector.

## PROGRAMME 1.2
## Improve enrolment ratios in primary and secondary public schools

| Objective Programme 1.2: | | | |
|---|---|---|---|
| To ensure that all students enrol, attend and complete schooling | | | |

| Intended Result Programme 1.2: | | | |
|---|---|---|---|
| Out-of-school children and youth enrol in primary and secondary public schools | | | |

| Indicators to measure progress (intermediate outcomes) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| Increase in enrolment ratios | Proxy for NER | Target proxy for NER | MEHE, UNHCR, LCRP, |

*Description of programme*

Progress in efforts made towards universal enrolment have likely been slowed or reversed by the COVID-19 pandemic and the economic crisis. Failure to enrol students and ensure that learning losses are recuperated will jeopardize a generation's contribution to society and could potentially provide a destabilizing effect on the country. To this end, programme 1.2 aims to create more detailed knowledge on the causes of non-enrolment, non-attendance, or drop-out. Based on this research, specific programmes will be implemented.

MEHE has done a lot of work to improve the public perception of education across the country. This is important in enrolment/re-enrolment decisions, decisions to extend schooling (primary to secondary, lower secondary to upper secondary etc.), and ongoing parental support to help student succeed academically and socially at school. Parental communication programmes are central to improving enrolment rates. These have often been run under the banner of 'Back-to-school campaigns' but can happen at any stage in the year.

| Main strategies (or programme components) | Indicator (output) | Baseline SY 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|
| 1.2.1 Establish early warning system on at risk students and dropouts | Early warning framework is in place and implemented | N/A | Framework implemented | Attendance data SIMS/Learning data |

| 1.2.2 | Implement a media communication campaign to improve the general perception of public education | Communication campaign implemented | N/A | Campaign implemented | MEHE communications function |
|-------|------------------------------------------------------------------------------------------------------|-------------------------------------|-----|----------------------|------------------------------|
| 1.2.3 | Organize outreach campaigns using diverse communication channels to reach parents and communities to promote enrolment of all children, regardless of age, gender, or special needs | % of schools with parents participating in outreach programmes | TBC | >90% | School Improvement Plans |

### *Description of main strategies*

Research into the underlying causes of non-enrolment and/or non-attendance and drop out specifically among vulnerable children is needed to better design and adapt existing programmes for vulnerable learners. To identify potential dropouts and take concerted action an early warning system, which includes academic performance, is being proposed. Ongoing research will form the basis to produce knowledge and policy guidance. Public perception of education is important to support decisions by parents to enrol their children in full-time education while also ensuring that parents value education highly when in competition with other opportunities (from completing chores, to paid work, to early marriage).

Parental education is often one of the greatest barriers to enrolment and while enrolment drives have been successful in the past[xlii], many more children will be out of school due to the pandemic. To this end, this programme aims to increase awareness among parents of the importance of enrolling children and returning to school regardless of age, gender, or special needs, by highlighting the economic return of education and support provided by the education sector.

## PROGRAMME 1.3
## Improve school inclusion and remove barriers to learning and participation

**Objective Programme 1.3:**

To ensure that all children of school-going age receive the support needed to attend school regardless of disability

**Intended Result Programme 1.3:**

All children of school-going age attend school regardless of special needs and receive support as needed

| Indicators to measure progress (intermediate outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| National Inclusion policy and multi-year implementation plan in place | N/A | Policy and plan endorsed and then implemented | Ministerial approval for both |

*Description of programme*

In Lebanon, high quality inclusive education facilities have historically been the preserve of the private sector. MEHE acknowledges the need to ensure inclusive education and is completing its first pilot of offering 30 inclusive public schools. With support from UNICEF, the number of inclusive schools is likely to increase in the forthcoming years. Currently, Lebanon lacks a national inclusion policy, adequate data to identify students with special needs as well as a costed implementation plan for inclusion. To this end, programme 1.3 aims to develop a national inclusion policy and multi-year implementation plan, upscale promising strategies such as the inclusive school's model and the screening system to identify special needs students. The programme also includes strategies to train teachers and ensure classroom support for inclusive practices. MEHE will also look into global best practices to optimise benefits to all students.

| Main strategies (or programme component) | | Indicator (output) | Baseline SY 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|---|
| 1.3.1 | Consulting on and crafting a national inclusion policy and multi-year implementation plan | Existence of national inclusion policy, costed plan, with allocation of responsibilities | N/A | Policy and costed plan Completed in 2022 | Ministerial approval of both |
| 1.3.2 | Developing inclusive school's model | # of inclusive school's models | 30 | 90 | MEHE/UNICEF data |
| 1.3.3 | Designing and implementing an inclusive hub model for complex and combined special needs students | # of students with complex special needs who are enrolled in inclusion hubs | TBD | TBD | MEHE's & CERD's Inclusion team |
| 1.3.4 | Implementing a common and coherent screening process which captures common disabilities (sight, hearing etc.) | # of students screened per year | 0 | TBD | MEHE's partner data |
| 1.3.5 | Training teachers on SEN categories, classroom management techniques, | % of teachers trained on special needs | TBD | TBD | CERD PITB-CERD Training Management System (TMS) DOPS mentoring visit data (Visit Information Management System, VIMS) |
| 1.3.6 | Supporting teachers on modifying existing and new curriculum to support and benefit SEN students | % of teachers with appropriate practices when supporting SEN students | TBD | TBD | DOPS counsellors lesson observations |
| 1.3.7 | Ongoing additional classroom support to teachers to adapt pedagogies to differentiate and be more inclusive | # of teacher support visits from DOPS counsellors per year to support on inclusive practices | TBD | TBD | DOPS mentoring visit data (VIMS) |
| 1.3.8 | Addressing discriminatory practices towards disability | Education campaigns targeted at addressing discriminatory practices | TDB | TBD | Survey to determine prevalence of discriminatory practices |

***Description of main strategies***

Programme 1.3 aims to develop a national inclusion policy which outlines support to SEN learners. The policy will be based on a shared understanding of Lebanon's model of inclusion, i.e., either through full inclusion in mainstream schools, or mixed models (with some mainstream and some pull-out sessions), or to entirely separate, specialized instruction. The policy also outlines roles and responsibilities of various education stakeholders and identifies required resources for policy implementation. The policy will also identify strategies to accommodate students with complex special needs in the public sector, building on lessons from examples in the private sector where possible. This can be augmented by campaigns targeted at schools to reduce discriminatory practices toward people with disabilities.

The inclusive school's model will be upscaled beyond the existing 30 schools to ensure national coverage, all Governates. Lessons learnt from the inclusive schools' pilot will inform the upscaling. It is to be noted that CERD has a dedicated center for Special Needs.

A common screening process (involving all necessary partners) for pupils is necessary to identify students who are most in need of support and to make resource allocation decisions. This data does not currently exist in one place which hampers planning for national inclusion. Teachers need training on the complexities of including SEN students in mainstream classes while maintaining standards for all students. Ongoing support to teachers to interpret and make alterations to their practice will be provided. This may take the form of curriculum modifications, additional support and adapted pedagogies to differentiate schooling for SEN students.

Additional classroom support, likely from DOPS counsellors to teachers to adapt pedagogies to differentiate and be more inclusive will continue.

## PROGRAMME 1.4
## Child protection and psycho- social support including Gender Based Violence, Social Cohesion and Preventing Violent Extremism (PVE)

**Objective Programme 1.4:**

To protect the welfare of all children in Lebanon ensure a physical, mental, psychological, and social environment which is conducive for learning

**Intended Result Programme 1.4:**

Learners have access to a physical, mental, psychological, and social environment which is conducive for learning

| Indicators to measure progress (intermediate outcomes) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| Adoption of the child protection policy in all schools in Lebanon (public, private, subsidized private and UNRWA) | Less than 30 % | 100% | MEHE |
| Share of teachers and partners with understanding of safeguarding issues | TBD | TBD | Training figures or self-assessment |

### *Description of programme*

From February to November 2020, the Internal Security Forces (ISF) reported to have a 102% increase in calls to their domestic violence hotline number, mostly from Lebanese nationals. The COVID-19 pandemic, political uprising and the devaluation of the Lebanese pound compounded one of Lebanon's worst socio-economic crises since the civil war, high levels of unemployment and inflation is leaving individuals and families inability to meet their basic needs, including paying for rent. All these factors are likely to contribute to an increase in the prevalence of gender-based violence

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. Though this does not fall in its entirety under the responsibility of the education sector, MEHE has a large role to play including in protecting children from abuse and maltreatment; preventing harm to children's health or development; ensuring children grow up with the provision of safe and effective care; and taking action to enable all children and young people to live and learn in a safe environment.

MEHE has recently developed a national child protection policy, but its uptake has been uneven. Many stakeholders, in both schools and serving within MEHE are not aware of the details of the policy. It therefore must be communicated and adopted more widely across the country. Further, indications of when issues should be escalated, how and to whom are necessary to make the policy effective.

Other initiatives will be implemented to promote social cohesion and decrease harmful societal trends such as gender-based violence (GBV) and preventing violent extremism (PVE). Lebanon's education system plays a central role in building social cohesion through citizenship educational programming. This teaches the next generation of Lebanese students how to interact respectfully to overcome the social tensions that hinder development, re-construction, and democracy in Lebanon.

Even though the level of violent extremism activity has declined during the last three years, violent extremism remains to be a real and imminent threat to Lebanon's security and stability. The PVE National Action Plan (2021-2023) and PVE National Strategy (2018) have been designed to mitigate the potential for PVE to increase during the current crises.

| Main strategies (or programme component) | Indicator (output) | Baseline SY 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|
| 1.4.1 Strengthening understanding of the centrality of safeguarding across all units of MEHE | # staff members demonstrating increased understanding of safeguarding issues | Baseline survey results in 2020 | Edline survey results in 2025 | Self-assessment survey developed and delivered by DOPS CP team |
| 1.4.2 Orienting and training school staff (teaching and non-teaching staff) based on safeguarding and child protection including Policies and SOPs governing the work of associated caregivers. | # of principals, teachers, administrators, maintenance staff, IT support staff, nurses trained on safeguarding and child protection | TBD | TBD | Training figures shall be retrieved from the CERD_PITB Training Management System (TMS) and DOPS-CP Training |

| 1.4.3 | Developing a strategy for addressing child protection concerns at school level in line with national level strategy | Existence of strategy for child protection at school level | N/A | 1 | DOPS/ CERD and achool Principals |
|---|---|---|---|---|---|
| 1.4.4 | Providing specialized expertise and support in child protection cases at the individual student level, intricately linked with MEHE's GRM function | # of counselling sessions with individual students at national level | TBD | TBD | Session figures collected by DOPS CP team |
| 1.4.5 | Providing training on repertoire of PSS activities in all schools | # of reported PSS activities conducted across 1st and 2nd shift schools | TBD | TBD | Training figures shall be retrieved from the CERD_PITB Training Management System (TMS) and DOPS-CP |
| 1.4.6 | Implement citizenship educational programme through curriculum | # teachers trained on citizenship educational programme | TBD | TBD | Training figures shall be retrieved from the CERD_PITB Training Management System (TMS) and DOPS mentoring visit data (VIMS) |
| 1.4.7 | Implementing the National strategy to prevent violent extremism | Number of PVE National Action Plan recommendations successfully implemented | TBD | All recommendations adopted | Government of Lebanon implementation data |

| 1.4.8 | Developing a strategy and costed action plan to end gender-based violence | Existence of national GBV policy, costed plan, with allocation of responsibilities | N/A | 1 | Government of Lebanon implementation data |
|---|---|---|---|---|---|

### *Description of main strategies*

Programme 1.4 includes a series of concrete strategies to protect and ensure the well-being of learners. The programme aims to strengthen staff skills in addressing child protection concerns at school level, including increased prevalence of self-harm, the impact of suicide, and physical harm and physical or psychological bullying. Psycho-social support materials are available in Lebanon though their prevalence in use is higher in second compared to first-shift classes resulting from the often-traumatic relocation of displaced and refugee students.

Lebanon's citizenship educational programming will form part of the revised national curriculum. Such school-based programming will require the curriculum to be broken down into teaching units, supported by teacher training, and be closely monitored longitudinally to demonstrate success. Components of the PVE National Action Plan (2021-23) include: policy reform, countering stigmatization and labelling of specific group with VE, early warning instruments, supporting social values and norms that support social cohesion and citizenship.

Components of a national gender-based violence programme are likely to include high quality case management services; collaboration between mental health and psychosocial support sectors; joint initiatives with Child Protection actors; activities for women, girls, and marginalized groups to improve inclusiveness of remote activities; and raising awareness on online safety, harassment, and blackmail especially among women and girls.

## PROGRAMME 1.5
### Addressing learning losses through catch-up programmes to reduce the out-of-school population including among displaced and refugee students

**Objective Programme 1.5:**

To ensure that no child falls behind academically and meets developmental and learning milestones

**Intended Result Programme 1.5:**

All children of school-going age receive academic support to quality education which mitigates learning loss as needed

| Indicators to measure progress (outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| Gap between higher and lower achieving students | Progress since PISA 2018 | TBD | PISA in Lebanon in 2022 and 2025 |

*Description of programme*

At the student level, learning loss leads to decreased student self-perception, low motivation and often to school drop-out. While at a teacher-level, the presence of numerous students well below age expected levels (as well as others who are naturally performing above age expected levels) makes for a hugely heterogeneous classroom which is challenging to teach.

Learning loss must be addressed at two levels in Lebanon: 1) newly enrolled children who, for whatever reason, enter or re-enter the system behind age expected levels, and 2) children who have remained in formal education but who have fallen behind. The first group of learners is likely to require placement tests and intensive targeted support to return students to a suitable academic grade, while the second group will require student remediation strategies to identify and support specific areas of weaknesses.

Structured pedagogy through consistently applied approaches, e.g., scripted lesson plans, activities can ensure that teachers are prepared to support children at different levels. This can also include approaches to grouping children by level rather than age and transitioning children based on progress (through learning los mitigation programmes). As well as well scripted lesson plans, afterschool supplementary classes, monitoring and teacher coaching can be core elements of improving learning and addressing learning loss

| Main strategies (or programme component) | Indicator (output) | Baseline SY 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|
| 1.5.1 Developing a nationwide strategy based on extensive formative assessment and summative assessment to address learning loss across the country | Costed strategy approved and implemented | N/A | 1 | The Strategy will be based on valid and reliable survey |
| 1.5.2 Learning loss mitigation strategies for students who have been long-term out of school, have not benefited from remote learning or out of contact with school | % of students who have fallen >1 yr. behind age expectations receiving remedial education support | TBD | TBD | MEHE Relevant Committee |
| 1.5.3 Providing accelerated learning programmes to out of school students | % of targeted students enrolled in accelerated learning programmes | TBD | TBD | Relevant Committee |
| 1.5.4 Active strategies for mitigating learning loss, for all levels, included in new curriculum[xliii] | Existence of appropriate content and instructions | 0 | 1 | New curriculum documentation |

**Objective Programme 1.6:**

To provide a better regulated, cost-effective, multi-pronged set of NFE Programmes as alternative education pathways for the diverse learning needs of the most vulnerable

**Intended Result Programme 1.6:**

The number of out of school children is reduced and NFE services delivered are responsive to the needs of the child and family

| Indicators to measure progress (intermediate outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| % of all out of school children (3-18) (out of school rate) | 40% | 20-25% | MEHE, UNICEF and UNHCR data |
| Parents' perception of the flexible learning opportunities NFE services | TBD | TBD | Small sample surveys, VASyR |

### *Description of programme*

Poverty and vulnerability among displaced, refugee and Lebanese communities have significantly increased as Lebanon faces a financial and economic crisis, the COVID-19 pandemic, effects from the Beirut blast, continued social disruption and political instability. As a result, an increased number of school aged students do not enter or drop out of formal education. Programme 1.6 aims to improve the governance and delivery of alternative pathways and transition to formal education for children and youth that are not in formal education.

Through improved governance, the education sector aims to provide better regulated, cost-effective and diverse NFE programmes that take into consideration the environment of vulnerable children and families and provide them with the support and services they require to access and participate in learning opportunities. MEHE's National Policy on Alternative Pathways recognizes that educational content is directly relevant to the specific needs of the learners and is based on the Lebanese curriculum empowering out of school children and youth to catch up with their peers in the formal education system.[4] Expected results and indicators at the programme level are presented below.

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[4] MEHE (2019). National Policy on Alternative Education pathways: Meeting the Diverse Learning Needs for the Vulnerable and Marginalized Children and Youth in Lebanon.

| Main strategies (or programme component) | | Indicator (output) | Baseline SY 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|---|
| 1.6.1 | Strengthening the governance structure of NFE led by a MEHE Committee | Active existence of Sub-Committees of key stakeholders | n/a | Sub-committees established and fully functional | Committee reports |
| 1.6.2 | Developing an in-depth study on the methods of NFE service delivery and costing structures (cost per student) to develop strategies for more efficient use of resources in the delivery of NFE services | In-depth study developed and used to inform programme implementation | n/a | 1 | MEHE committee and sub-committees, quarterly reports |
| 1.6.3 | Developing a unique identifier for children in NFE programmes | Unique identifier developed and implemented | n/a | Unique identifier established and implemented | MEHE, SIMS, UNHCR |
| 1.6.4 | Increasing the skills of the education workforce, teachers and NFE facilitators in managing large groups and providing psychosocial support | Number of NFE educators and facilitators with enhanced skills certificate | TBD | 50% | Skills mapping of NFE workforce and Administrative data from skills enhancement activities |
| 1.6.5 | Providing a data system that combines different data bases generating disaggregated data on NFE enrolment and participation to inform planning and support coordinated implementation of NFE programmes[1] | Functional data base available to inform planning and implementation of NFE programmes | n/a | NFE database available | MEHE and UNICEF |

| 1.6.6 | Developing engagement strategies to increase the involvement of parents in education planning and delivery of NFE services | Number of parents participating in education and learning committees in their communities | To be determined | 20% increase on baseline | Administrative NFE programme records |
|-------|--------|--------|--------|--------|--------|

***Description of main strategies***

The main strategies for the implementation of Programme 1.6 are designed to improve the Governance and delivery of NFE services with the intention of building coherence in the multi-pronged approaches that will be used. The Committee to supervise NFE Programmes has been established by the Honourable Minister of Education. The membership is comprised of the Director General, the Directors of Private Education, Primary Education, Secondary Education, DOPS and a representative of CERD. The Minister has also appointed two NFE Experts. The Committee will review data on learning and teaching outside the formal education system.

This information will be used to coordinate the implementation of a broad range of NFE strategies and activities to realize equity and efficiencies in education. NFE approaches may include community-based early childhood education, basic literacy and numeracy, psychosocial support, and life skills education. The delivery of services can take place in centres or make use of schools with space. It is expected that if existing school space, public or private are utilized, costs such as rental costs can be reduced. The strategies will in part be based on the results of the UNICEF contracted study of Non-Formal Education in Lebanon 2019/2020. The programme aims to develop methods to better identify students outside of the formal education system so that follow-up can take place. A data system bringing together existing individual data bases will also be created to provide better data for planning and implementation.

## PRIORITY AREA 2:

## Early Childhood Education

**Goal/overall objective:**

To provide at least one year of equitable, high quality and inclusive early childhood education for all children a year before the official primary entry year

**Intended result:**

Improved participation and attendance lead to improved school readiness among all children of pre-primary age including children with special needs

| Indicators to measure progress (outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| Enrolment rates in KG in vulnerable areas (Lebanese & Non-Lebanese) | 50% | >90 | MEHE |
| National average attendance rate | 80% | 95 % | Classroom records |
| Increase in School Readiness in core competencies | TBD | % increase in normal achievement<br><br>% increase in high achievement | CERD |
| Increase in quality of the learning environment of a national sample of schools | ECERS 2018 results | % increase/ above 2018 average | MEHE |

**List of Programs under Priority Area 2:**

2.1 Legal and institutional frameworks supported by adequate funding

2.2 National systems can provide equitable, high quality and inclusive Early Childhood Education for all children

## PROGRAMME 2.1
## Legal & institutional frameworks supported by adequate funding

**Objective Programme 2.1:**

To revise and improve the existing legal & institutional framework for ECE in Lebanon including MEHE oversight on private and community based ECE providers

**Intended Result Programme 2.1:**

At least one year of ECE is mandatory for all children in Lebanon and adequately financed by the GoL, CSOs and the private sector

| Indicators to measure progress (outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| Endorsement of regulatory framework on the provision of at least one year of mandatory ECE for all children | N/A | Regulatory framework endorsed | MEHE |
| Existence of quality assessment system to improve governance, oversight, and quality assessments | Pilot | Institutionalized Quality Assessment System | MEHE |

*Description of programme*

While Early Childhood Education (ECE) is not mandatory in Lebanon, significant education policy changes over the past decade have drawn attention to the 'quality' of public preschools. More recently, under the Education Development Plan Phase 2, MEHE provided a review of the Lebanese public preschools attended by children from both rural and urban settings. There are 3 years of ECE in Lebanon, KG1, KG2 and KG3, with the latter being the year immediately preceding Grade 1 entry. The Government of Lebanon will focus most resources on KG3 to specifically target the transition into formal education.

| Main strategies | Indicator (output) | Baseline SY 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|
| 2.1.1 ECE Institutional & legal framework | New/amended regulatory framework on ECE | N/A | Regulatory framework endorsed | MEHE |

| 2.1.2 Feasibility studies and costed ECE policy/strategy 2025 & 2030, incl. assessment of resource requirements for alternative options and financing plan up to 2030 in cooperation with MEHE partners | % increase of spending on ECE as a % of government budget<br><br>Additional subsidy (school /parents funds) dedicated to ECE | N/A | TBD | MEHE |
|---|---|---|---|---|

### Description of main strategies

Responsibility for ECE, both internally within MEHE and more broadly across Lebanese Ministries, is less clearly defined than for primary, secondary, and tertiary education. This means that often even existing legislation is not fully followed. To this end, as a first step, it is necessary to decide upon the need to change the law; issue clarification on meaning; or simply to implement the existing law more robustly.

MEHE will lead the development and legislation of an amended ECE institutional framework for Lebanon, including through consultation with stakeholders, development of options, design of legal framework, costing of options, implementation/M&E considerations, roles, and responsibilities, and leading the process politically through the Council of Ministers to full legislation and implementation.

It is also necessary to understand the ECE situation from both ends: firstly, enrolment in ECE at KG1/2/3 levels and then the relative impact of 1/2/3 years of ECE on Grade 1 entrants. Such information will allow the Ministry to make ECE decisions in a cost-effective manner based on expected levels impact per unit invested. Lebanon has previously received much support from international funders on ECE and the appetite to continue partnership remains. As such, new ECE financial planning needs to be completed after consideration of all partner inputs on top of the contribution of the Lebanese state.

Subsequently, MEHE aims to build well-articulated alternative options for ECE progression. These should be prioritized, costed with funding modalities identified, and an implementation plan clearly agreed on including with development partners. Such feasibility studies will orient the decisions reflected in the national policy and legislative framework. It is also recognised that a government increase in expenditure on ECE may have an impact on primary expenditures, and therefore, should be addressed by policymakers and the leadership at MEHE.

**PROGRAMME 2.2**
**National systems can provide equitable, high quality and inclusive Early Childhood Education for all children**

**Objective Programme 2.2:**

To improve the quality of the ECE learning environment and ensure inclusive and effective school leadership & a qualified ECE workforce

**Intended Result Programme 2.2:**

Improved (1) quality of ECE centres as per set standards, (2) inclusive & healthy ECE, (3) pre-service and in-service training of pre-school teachers and (4) effective leadership & School Based Management of ECE centres

| Indicators to measure progress (outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| Number of ECE centres constructed, rehabilitated, and equipped as per quality standards. | | TBD | MEHE |
| Student-Teacher Ratio disaggregated by region | National Av. 25 | 15-20 in all regions | MEHE |
| Children with disabilities/special education attending regular ECE centres/programs | TBD | % increase | MEHE |
| Number of ECE centres offering inclusive ECE | 5 | TBD | MEHE |

*Description of programme*

MEHE aims to increase the percentage of children enrolled in public pre-schools for age 3 to 5, especially in vulnerable areas of the country with the goal to increase the school readiness of Lebanese and non-Lebanese children upon entry into primary school. MEHE's efforts towards improving the quality of ECE provision were mainly supported by the World Bank along with funding from UNICEF towards supporting non-Lebanese students, including a condensed, one-year ECE offer at KG 3-level.

MEHE aims to define a clear quality assurance mechanism for ECE and to communicate this to all stakeholders. This will contribute significantly to improving learning outcomes of children at all levels. Quality expectations and indicators are to be defined and communicated to all stakeholders, to monitor progress and incentivize continuous quality improvements. Given the work on ECE within EDP 2, MEHE will build upon this work to establish clear standards,

indicators, along with the evaluation methods (preferably both internal to the school and external by other units within MEHE) that will define the expectations of quality schools in Lebanon, starting with ECE. The development of these mechanisms will be discussed in a consultative manner to ensure full buy-in and support.

| Main strategies (or programme component) | Indicator (output) | Baseline SY 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|
| 2.2.1 Improving the quality of learning environment - physical and virtual environments | Space and Furnishings Quality Indicators as set by the ECE rating scale-ECERS; this subscale includes the following indicators: 1. Indoor space 2. Furniture for care, play, and learning 3. Furnishings for relaxation and comfort 4. Classroom arrangement for play 5. Space for privacy 6. Child-related display 7. Space for gross motor play 8. Gross motor equipment | ECERS-R results under EDP-II | 2 points Increase | MEHE |
| 2.2.2 Improving health and child wellbeing | Results on Child Personal Care Routines as set by the ECE rating scale- ECERS | ECERS-R results under EDP-II | 2 points Increase | MEHE |
| 2.2.3 Improving the teaching of language, early literacy and strengthening learning activities through curriculum reform | Existence of new curriculum addressing language of teaching and early literacy | 2013 Decree | New Curriculum established | MEHE |

| | | | | |
|---|---|---|---|---|
| | Results on Language, Literacy and Learning Activities as set by the ECE rating scale | ECERS-R results under EDP-II | 2 points Increase | |
| 2.2.4 Improving child-teacher interactions in class | Child- Teacher Interaction scale | ECERS-R results under EDP-II | 2 points Increase | MEHE |
| 2.2.5 Enhancing household support for ECE | Parents-Teachers Interactions scale<br><br>Child-Parents Interaction Scale | N/A | TBD | |
| 2.2.6 Enhancing child-centred pedagogies (transitions, play & learning) | Programme Structure Scale enhanced | ECERS-R results under EDP-II | TBD | MEHE |
| 2.2.7 Strengthening the ECE workforce through enhanced qualifications and training | % of teachers with a university degree in ECE<br><br>% of non-teaching staff who receives training on ECE | ECERS Scores (Ref 2018 Results)<br><br>TBD | >90%<br><br>TBD | CERD- MEHE |
| 2.2.8 Delivering language instruction programs | % of learners receiving language instruction | TBD | TBD | MEHE & CERD |
| 2.2.9 Intensifying community engagement | # Children in Community Based-ECE<br><br>Community/Parents engagement scale | 28,924 in 2020 (50% of displaced/refugee population) | TBD | MEHE |
| 2.2.10 Support to vulnerable Parents/Caregivers | # of vulnerable and SEN households reached by outreach programs | TBD | TBD | MEHE & MOSA |

***Description of main strategies:***

2.2.1 To improve the quality of learning environment - physical and virtual environments (this includes the space and furnishings) with minimum infrastructure requirements of ECE centres, including classroom space, space for play/circulation, safety, inclusive spaces for SEN learners, age-appropriate toilet facilities, etc.

2.2.2 Numerous targeted interventions to keep children in ECE centres for longer and therefore able to learn more, including transportation, eye/tests, overall health check-ups for malnutrition/stunting, school feeding schemes, safeguarding and child protection services, mental health programs etc.

2.2.3 Curriculum support to continually update and build linkages between ECE and early years curricula; this could also include training for teaching and non-teaching staff on STEAM approaches to learning.

2.2.4 Ensuring the utilization of appropriate child-centred pedagogies for ECE instruction, including learning lessons from the Lebanese private sector & global good practices, in-class support from DOPS counsellors, internal ECE centre support structures (observation and feedback, co-teaching etc.)

2.2.5 Early childhood education must be supported at home by the main caretaker. Parents must understand, support, and reinforce learning trajectories through simple steps and practice (e.g., learning through play, basic reading support to children, storytelling, facilitation of unstructured play, etc.). This strategy should also explore cost- effective measures for support to parents assisting in learning.

2.2.6 Conducting research on child-centred pedagogies to explore how early learners learn best in Lebanon. Exploring and mapping practical experiences of learning through play, effective classroom transitions, etc.

2.2.7 Teacher professional development – specific opportunities for teachers to learn, re-learn and upgrade their early childhood teaching skills in a relevant and cost-effective manner.

2.2.8 Support teachers' efforts to enhance children's language skills to a) support uptake of multiple languages, b) develop higher order reasoning skills in both, cognitive and language-specific domains.

2.2.9 ECE is often provided through faith- and community-based centres. For ECE scale-up and further enrolment, the benefits of ECE need to be communicated effectively to be deeply institutionalized as commonplace within the community

2.2.10 Specialized programs to target vulnerable and special needs parents. These groups are often under-represented in ECE and will need specific interventions to overcome physical, financial, and other barriers. This could build on the lesson learned from the RACE 2 programme which established community liaison to reach out to the community at large.

## PRIORITY AREA 3:

## Improved learning environment: Physical and digital

**Goal/overall objective:**

To ensure a renovated and continuing maintenance of learning spaces, more comprehensive network of public schools offering adequate learning spaces from KG to USE that are well equipped including with IT infrastructure, secure and with decent sanitary conditions for children of all backgrounds

**Intended result:**

All children, regardless of their origin or background, have continuous access to education from KG to USE, including through remote learning

| Indicators to measure progress (outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| GER primary | TBD | Above 95% | SIMS |
| GER secondary | TBD | Above 90% | |

**List of Programmes under Priority Area 3:**

3.1 School construction and improved infrastructure

3.2 Infrastructure for digital learning

## PROGRAMME 3.1
## School construction and improved infrastructure

**Objective Programme 3.1:**

To build new schools and renovate existing ECE, primary and secondary schools to increase the number of places available and improve the learning environment for all children aged 3 to 18, regardless of student background and origin

**Intended Result Programme 3.1:**

A renovated public-school network providing an adequate learning environment is available to accommodate increased demand for schooling among Lebanese and non-Lebanese children aged 3 to 18

| Indicators to measure progress (intermediate outcomes) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| Yearly increase of all students enrolled in 1st shift public schools | +13% | +30%-+40% evolution between 2021 and 2025 | SIMS |
| Student-s classroom ratio | TBD | TBD | SIMS |

*Description of programme*

The yearly increase in enrolment has taken rapid pace in 2021 with more than 53,000 students leaving private schools to enrol in public schools in the SY 2020/2021 due to the worsening economic crisis. Before the onset of the economic crisis in 2019, the annual increase of children enrolled in the first shift was on average 4%. In 2021/21 the annual increase reached 13%. MEHE enrolment projections show a slow progressive decrease over the five-year period of the ESP, reaching 7% annual increase in the last year of the ESP which amounts to 500,000 to 540,000 students enrolled in public schools by 2025. As a result, the existing public schools' network faces an unprecedent pressure. More while many private schools will not be able to sustain their activities unless a financial support programme is put in place.

Programme 3.1 aims to expand and improve public school infrastructure and equipment in all regions of Lebanon to respond to the growing demand for public education services while assuring a quality and safe place for all children to learn. To this end, the programme comprises seven strategies including school construction for all levels of education, including

ECE and special education, the continuation of rehabilitation and extension of schools to ensure an improved quality and adequate learning environment, the implementation of the maintenance policy, the adaptation of selected schools to accommodate children with special needs and the optimization of the schools' network by integrating rented schools and small schools into larger school complexes.

| Main strategies (or programme components) | Indicator (output) | Baseline SY 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|
| 3.1.1 Building new school complexes with a capacity ranging from 700 to 1,200 students, including ECE | Number of school complexes constructed | 0 | Between 5 to 9 | SIMS |
| 3.1.2 Building new schools including ECE | Number of schools constructed | 0 | 40-60 in first phase, Between 120 and 140 second phase | MEHE Engineers Unit - PPD |
| 3.1.3 Merging and transferring rented schools into newly built schools | % of rented schools | 33% | Less than 20% (less than 10% long term) | School construction needs assessment study |
| 3.1.4 Extending and rehabilitating schools | % of schools with adequate premises | 60% | More than 95% | School construction needs assessment study |
| 3.1.5 Expanding the Sustainable Facility Management framework (SUFA) | Premise's status monitoring framework and technological tool operational | N/A | Premises' status monitored, maintained | MEHE- PPD |

| 3.1.6 | Equipping schools and school grounds to ensure accessibility for children with disabilities | Number of inclusive and fully equipped schools | 30 | Above 120 | DOPS |
|---|---|---|---|---|---|
| 3.1.7 | Expanding, rehabilitating, and equipping the official examination centres | % of examination centres fully equipped one month before exam start date | TBD | Above 95% | Exams unit |

*Description of main strategies*

The construction needs assessment study conducted in 2019 recommends the **construction** of approximately 140 new schools, including around 10 large school complexes with a capacity ranging from 700 to 1,200 students, and the extension of approximately 50 schools. These will be distributed in all regions of Lebanon with a focus on regions with a higher share of vulnerable populations. The school network is expected to reach a total of 1,350 schools in 2025 (coming from 1,237 in 2021). The construction of school complexes is reflected in S2R2, and programme financed by KfW.

School construction needs also include the **transfer of existing rented schools**. MEHE rents approximately 400 schools of which 350 which will be merged within the extended school network, creating efficiency gains, and providing students access to quality premises and equipment. In implementing the public schools' network extension strategy, organizational aspects will be considered such as the reallocation and transfer of staff from old to new schools and additional or new transportation needs.

Several programmes and partners support **school rehabilitation**, including the WB S2R2, UNICEF, and the school damage recovery programme following the Beirut Blast in August 2020. Under S2R2, 200 schools are planned to be rehabilitated to meet the Effective School Profile (ESP) standards, however slow process of procurement of construction services has delayed the work start.

**School maintenance** is essential to keep learning environments operational, safe, hygienic, and conducive for learning. School maintenance will cover in priority MEHE owned schools. MEHE will design and roll out a school maintenance policy to be applied in every school and will monitor its implementation in the regions, alongside an adequate programme for rehabilitation. To support efficient monitoring and maintenance of school premises, new

technologies and tools will be implemented and used by designated persons at school level and controlled at regional level.

The **Sustainable Facility Management** at Public Schools in Lebanon project (SUFA) will be extended and implemented throughout the plan period. The project was launched in 2019 with support from GIZ Lebanon and aims to introduce Sustainable Facility Management measures and the Green Schools concept which includes both, the installation of environmental hardware, outdoor facilities, and school gardens as well as environmental education at the school level.

The official examination process for grade 9 and 12 is one of the main education services that is under the management and responsibility of MEHE and essential for students' educational path. Official state exams are conducted in 250 schools/examination centres for G12 and in around 800 schools/examination centres for Grade 9. Schools hosting **examination centres** require yearly furnishing, equipment, and maintenance to create an adequate and safe environment for students to perform their exams and for teachers to correct. The equipment provision and maintenance include furniture (desks), IT infrastructure and equipment, and office equipment such as special printers.

## PROGRAMME 3.2
## Infrastructure for digital learning

**Objective Programme 3.2:**

To provide opportunities for teachers and students to access and benefit from digital teaching and learning resources to support learning

**Intended Result Programme 3.2:**

More children at primary, LSE and USE have access to digital resources which are curated and adapted to student needs and context by skilled teachers

| Indicators to measure progress (intermediate outcomes) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| % of public primary and secondary schools equipped with adequate hardware to provide hybrid/remote learning | TBD | 100% | School assessment, technology distribution data from IT Unit |
| % of schools regularly accessing the MS Teams platform or DLP or the Classera Learning Management System – measured through >50% of students logged in/viewing pages | % of classes taught digitally by teachers | TBD | Unique user/page view/log-in data from IT Unit distance learning strategy monitoring data |
| | % of students accessing digital delivered classes | TBD | Unique user/page view/log-in data from IT Unit distance learning strategy monitoring data |

*Description of programme*

In recent years, school closures in Lebanon have been caused by both political unrest and the covid-19 pandemic. To ensure uninterrupted delivery of educational services, Lebanon plans to provide a well-articulated alternative plan in form of TV and digital learning for continuous education, including for periods when face-to-face learning is not possible.

Further, the new Lebanese curriculum (see Programme 5.1) is based on teaching the necessary skills for the 21st century including the use of IT for critical thinking and problem solving. To this end, CERD is tasked to develop digital resources to support learning. This has begun through the establishment

of the Digital Learning Platform Mawaridy (https://dl.crdp.org/). Students and teachers will therefore need to be supported to access and make best use of such digital resources.

There are however significant disparities in students' digital literacy in Lebanon –namely between private and public schools, urban and rural, and often even within schools depending on teacher readiness and IT skills. To this end, programme 3.2 aims to significantly upgrade the current digital infrastructure available in Lebanon's public schools. This long-term investment in the digital transformation of schools will broaden and enhance both teaching and learning opportunities. Further, long-term plans are needed to ensure maintenance to optimize the lifespan of existing resources and for gradual replacement once lifespans have been exceeded. Programme 3.2 is broken down into five sub-components which expressly follow the organization of the National Remote Learning Plan (MEHE, 2021), including Learning Delivery through Devices; Infrastructure and connectivity; Platform and Educational Contents; Teacher Readiness and Parents' Outreach and Engagement.

| Main strategies (or programme component) | Indicator (output) | Baseline SY 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|
| **3.2.1 Learning delivery through Devices** | | | | |
| Developing and implementing a device distribution plan to maintain minimum thresholds of online access at home | Number of students receive digital resources for home use | Unknown | 200,000 or 600,000 (Depending on scenario chosen) | Device distribution data |
| **3.2.2 Infrastructure and connectivity** | | | | |
| Providing digital equipment to public primary and secondary schools | % of public primary and secondary schools connected with a minimum of one teacher laptop per grade | TBD | 100% | IT Unit hardware distribution logs, SIMS assets database |
| Strengthening school resilience and ability to deliver education despite shocks to the system | % of schools with school level policies/strategies in place to switch from face-to-face to remote learning | TBD | 100% | SIMS |
| **3.2.3 Platform and Educational Content** | | | | |

| | | | | |
|---|---|---|---|---|
| Orienting and training school IT teams and teachers on software packages which have been nationally procured | % of public schools with at least one teacher trained on MS teams, CERD's DLP and Classera | TBD | 100% | From National Action Plan for Remote Learning |
| Supporting students to access digital platforms and content, both in school and on household devices | % of public-school students accessing platforms/packages of education content | c.30% accessing MS Teams | 90-100% | From National Action Plan for Remote Learning |
| **3.2.4 Teacher Readiness** | | | | |
| Developing a national teacher IT training plan guiding the national distance learning strategy | Number of public-school teachers trained | 30,000 | 57,750 | Training figures shall be retrieved from the CERD_PITB Training Management System (TMS) |
| **3.2.5 Parents outreach** | | | | |
| Implementing a digital information campaign among parents | % schools held >1 parent meeting on digital learning | TBD | 100% | SIMS |

*Description of main strategies*

Pre-conditions for infrastructure development include reliable access to electricity and internet. Contingency approaches that address unstable electricity must be explored with municipalities and the private sector. These could include regional hubs that are fully equipped and electricized with needed generators. Each regional hub will be used by cluster of schools. Other alternatives could include equipped centres in each city/village municipality through (PPP). Without these a number of the programmes below cannot be successful. There are 1,234 public schools in Lebanon, all of which require adequate connectivity to ensure teacher access to relevant platforms, as well as student access to either online lessons or to asynchronous materials which are downloaded at school and supported remotely via low-tech tools (such as WhatsApp).

To ensure that all Lebanese schools have appropriate technology installed and functioning, MEHE is tasked to determine minimum specifications of the technology required for schools,

the number of devices per headcount at the school, procurement plans, maintenance contracts, and expected lifetimes/turnover/replacement of technology.

Lebanon's National Action Plan for Remote Learning (NAPRL, 2021) National Remote Learning (MEHE, 2021) must be continually updated to reflect most recent context and implemented. This includes the provision of devices to households so that students can access digital resources outside the school environment. There is currently a well-evidenced shortfall of such devices, recently estimated by the NAPRL at between 200,000 and 600,000 depending on the scenario (which takes into account rotation and sharing devices between siblings). This should include situations where households do not have any devices as well as those situations when households do not have sufficient number or timeshare on existing devices. The number of devices needed is set out below according to MEHE's preference to prioritize grades 9, 11 and 12. The basic rationale behind this decision has been to support students' preparation for their official examinations.

MEHE and CERD are tasked to develop an integrated teaching platform including assessment tools and metrics and sufficient quality content aligned to the Lebanese curriculum. Several learning management systems were explored by MEHE including Learning Classera, Passport and other platforms. The one decided upon is Classera as it was the most compatible with MEHE's digital ecosystem and overall budget. An agreement with Classera has been signed by the government and covers the period of 2 years. Alongside this, educational content development and platform optimization will be led by CERD's digital learning initiative.

This will require orientation and training of school IT support agents and teachers on key software packages which have been procured on a national basis, including a) communications platforms such as MS Teams, b) data entry platforms like SIMS/compiler/CASE which allow MEHE and CERD to make real-time evidence-based decisions, and c) Learning Management Software like Classera.

Engaging families and parents/caregivers has long been recognized as an important factor in the learning process. Now more than ever, families must be supported to engage with their children and help them continue their learning so that when the pandemic is contained and schools operate normally, their children will be able to transition smoothly back to school. Communication campaigns will inform parents and communities about modalities and pedagogical support methods for remote and digital learning. Key messages will be delivered on how to support students with access to devices, which platforms to use, how to support students when in need, and how to escalate issues to teachers and the school.

## PILLAR 2: Improved quality of education and higher learning outcomes to all students and strengthen citizenship

**Goal/overall objective:**

To ensure improved learning outcomes for children and youth through enhanced quality of education services.

**Intended result:**

Better trained teachers and educated personnel and a more adapted curriculum in public schools contribute to improve learning achievements and retention

| Indicators to measure progress (outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| % of students who pass grade 9 school exam<br><br>Achievement on international assessment tests: PISA (TBD) | TBD | TBD | SIMS |

**List of priority areas**

**Priority area 4:  Improved quality of Teaching and Workforce Management**

**Priority area 5: Curriculum and Assessments**

**Priority area 6: Improved school management and School Leadership**

## PRIORITY AREA 4:

## Improved quality of teaching and workforce management

**Goal/overall objective:**

To ensure that good instruction leading to effective learning is provided by teachers who are allocated to the various public schools according to their needs

**Intended result:**

Teachers acquire comprehensive knowledge, skills, and values, and are allocated to schools according to their needs, to improve teaching and learning outcomes in all schools.

| Indicators to measure progress (outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| % of PED and SED teachers who have attended a defined number of in-service training programmes on subject matter and pedagogical skills. | N/A | 80-100% | SED, PED, CERD, DOPS. |
| % of teachers with appropriate IT skills | N/A | At least 70 % | |

**Programme 4.1: Improved pre-service and in-service teacher training, coaching and peer support**

**Programme 4.2: Teacher IT skills for distance teaching**

**Programme 4.3: Improved teacher management and teacher allocation to schools**

## PROGRAMME 4.1
## Improved pre- and in-service teacher training, coaching, peer support

**Objective Programme 4.1:**

To improve teaching methods used by teachers at all levels whether contractual or civil servants.

**Intended Result Programme 4.1:**

Teachers apply more innovative teaching methods emphasizing problem solving skills and critical thinking.

| Indicators to measure progress (intermediate outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| % of public teachers who have been trained by CERD-PITB and quality of training measured. | N/A | 80-100% PED and SED teachers | PED, SED, CERD. |
| % of DOPS's counsellors trained at the LU | N/A | 100% DOPS counsellors | DOPS. |

*Description of programme*

The objective of programme 4.1 is to improve teacher training programmes to improve teaching quality.

Teacher training is one of the essential elements improving the quality of education. A well-trained teacher can provide students with principal competencies to critically think, analyse and improve their skills to meet 21$^{st}$ century challenges.

Within this line, teacher training in Lebanon is an integral block of the education system. It is either pre-service targeting new appointed teachers and this is led by the Faculty of Education at the Lebanese University or In-service conducted by CERD and which targets all teachers enrolled in the system whatever permanent or contractual. In the last four years no pre-service training has been organized due to the freeze of public service employment; only in-service training persists which should be intensified. On another side, DOPS is the unit responsible for counselling and orientations at school level.

| Main strategies (or programme component) | Indicator (output) | Baseline SY 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|
| 4.1.1 Assessing training needs of teachers: Creation of a regularly updated database on teacher profiles, including education and training courses followed | Existence of updated CERD-CTP database | No data base | Data base in place and regularly updated | Training figures shall be retrieved from the CERD_PITB Training Management System (TMS) |
| 4.1.2 Developing and intensifying subject matter and pedagogical in-service training on subject matter. | % of teachers following in service training courses per year | N/A | 80%-100% | Training figures shall be retrieved from the CERD_PITB Training Management System (TMS) |
| 4.1.3 Coaching and in school counselling of teachers | % of counsellors who got trained. | N/A | 80%-100% | MEHE- DOPS |
| 4.1.4 Creating a teacher community of practice allowing exchange of experience between teachers in the same school or on a platform | Existence of an operating CERD platform for teachers to communicate and exchange experience | One digital platform is in place by CERD i.e., MAWARIDI[5] | Greater access and use of the Platform | MEHE, CERD |
| 4.1.5 Setting up a sustainability teacher training plan via development of relevant policies linking teachers' pay to performance | Existence of a five-year training plan | N/A | The teacher training plan is developed | GDE and CERD |

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[5] https://almawridinstitute.org/

*Description of main strategies*

A successful teacher training programme in Lebanon should entail:

- A need-based subject led training programme focusing on academic content as a vehicle to improve both content and pedagogical skills and knowledge.
- A challenging teacher community of practices equipping teacher's contemporary teaching skills and expertise to produce student's achievement gains.
- A training reflecting the national strategy of education applied by MEHE

To achieve this:

1. This training should target all public teachers in Lebanon (permanent and contractual).
2. This training should be supported by all relevant policies leading to teachers' performance enhancement (such as better teaching conditions, teaching materials, in school leadership programme, promotion opportunities …...)
3. The Quality of delivery for all training should be continuously assessed via a Quality measurement instrument/tool.

Specifically, the following strategies will be followed in programme 4.1:

- Assessment of training needs of teachers (PED, SED) and improvement of the existing TMS database along with regular updates on teacher profiles which would include the different education and training courses followed.
- Development/intensification of in-service training for all teachers (permanent or contract teachers) on subject matter and related pedagogical skills. This will involve training of trainers and more intensive use of ICT in delivering courses.
- Coaching and in school counselling for all PED and SED teachers: this will involve regular training of counsellors to update their knowledge on subject matter and teaching techniques
- Create a teacher community of practice allowing exchange of experience between teachers in the same school on in schools nearby as well as on a platform using ICT technology.
- Set up a sustainability teacher training plan via development of relevant policies linking teacher's pay to performance: Develop a five-year in-service teacher training plan targeting all teachers at public schools along with aligning teachers' pay to performance. Permanent Teachers in Lebanon, by virtue of law, receive a salary increase every two years regardless of their performances i.e., even poorly performed teachers receive this increase. It is planned to propose laws aligning

teachers' compensations to their performances based on a national performance framework to trigger teachers' performance.

**PROGRAMME 4.2**
**Teacher IT skills for digital teaching**

| **Objective Programme 4.2:** |
| To enable teachers to use digital platform to develop appropriate digital teaching content and pedagogies to enhance student learning outcomes. |

| **Intended Result Programme 4.2:** |
| Teachers are ITC literate and able to deliver all necessary components of the National Action Plan for Remote Learning and minimum digital expectations of the new curriculum. |

| **Indicators to measure progress (intermediate outcome)** | **Baseline 2019/20** | **Target 2025** | **Source of information** |
|---|---|---|---|
| Number of teachers trained on the basics of digital teaching | ~30000[1] | All public teachers | SIMS |

*Description of programme*

This programme builds on the hardware and software outlined in Programme 3.2. It is designed to support teachers to adapt to the current and upcoming expectation in a digital future- this includes both periods of remote learning caused by COVID, and future digital pedagogies included in the new Lebanese curriculum. From an uneven baseline of teacher IT skills, this requires teacher skills to be brought up to minimum levels before/while higher order skills are taught.

| **Main strategies (or programme component)** | **Indicator (output)** | **Baseline SY 2019/20** | **Target 2025** | **Source of information** |
|---|---|---|---|---|
| 4.2.1    Assessing overall ICT literacy among public teachers and providing support to targeted groups | Number of low-skill public teachers equipped with minimum ICT skills such as computer and web-based applications, processing and presenting data …. | 30000 | All public teachers | SIMS and . CERD_PITB Training Management System (TMS) |

| 4.2.2 Training all public teachers on integration of ICT into in-class teaching, blended or remote learning classrooms. | Number of public teachers trained on platforms and software | N/A | All public teachers | SIMS and . CERD_PITB Training Management System (TMS |
|---|---|---|---|---|
| 4.2.3 Providing pedagogical support for teachers on how to maintain child-centred learning in online environments | Number of public teachers trained on appropriate online pedagogies | N/A | All public teachers | SIMS and . CERD_PITB Training Management System (TMS |
| 4.2.4 Supporting teachers on how to access digital resources from MEHE's & CERD's chosen repositories | Number of public teachers who receive Orientation on Classera and the Digital Learning Initiative | N/A | All teachers in public schools | SIMS and . CERD_PITB Training Management System (TMS |
| 4.2.5 Sustaining ICT training with regular teachers' observation and coaching | Number of target teachers who receive ICT training refresher programs and coaching | N/A | All target teachers in public schools | DOPS visit information management system (VIMS) data & CERD Training Management Systems (TMS) |

### Description of main strategies

1. Teachers will have their ICT skills audited and a training plan rolled out which differentiates between teachers based on their specific needs. At a foundation level, teachers must be upskilled to have the basics necessary to teach a digital curriculum using appropriate online and face-to-face pedagogies to do so. This will require basic IT orientation for teachers whose skills lag minimum expectations.

2. The National Action Plan for Remote Learning (2021) which sets out a plan 'to enhance the competencies of teachers to provide high-quality remote education with the aim of improving learning outcomes for learners. This involves two main agencies:
   - CERD's Pre- and In-service Training Bureau (PITB) trainings for teachers and educational staff. They include face-to-face trainings, the asynchronous and synchronous trainings, and online self-paced modules training.
   - DOPS coaching for teachers. They include face-to-face as well as synchronous coaching.

However, synchronous training sessions, can be inefficient due to electricity, internet, and time constraints for all the teachers. Therefore, an interactive self-paced module should be developed and uploaded on CERD's Moodle to enable the trainee to access the module through the Training Management System (TMS), to do the interactive activities and the self-assessments of the module at their convenience. PITB are then able to track and assess the progress of principals, teachers, coaches, IT personnel and students in all public schools.

3. As well as being able to access platforms (such as MS Teams, Classera and the Digital Learning Platform- Mawaridy), teachers need to able to adapt their pedagogies to remote environments. This will ensure that they are able to continue to harness the benefits of technology to facilitate horizontal (student-to-student) and personalized remedial interactions to enhance the quality of teaching. Failure to do so often results in unnecessarily high proportions of lecturing and individual work.

4. However, beyond the period of remote learning, teachers need to be access and make the most of the new digital curriculum. This will require teachers to know where to access the many repositories of digital teaching resources which have been identified, graded, and adapted to the Lebanese curriculum. These can then be integrated into either remote, blended, or face-to-face teaching situations to enhance student learning outcomes.

5. As technology does not stand still, this training programme will need to be continued to 2025 and beyond to make sure that teachers are aware of, and make use of available platforms, software and resources while utilizing a range of pedagogies which gets the most out of the available technology.

**Objective Programme 4.3:** To better manage the distribution, deployment of all categories of teachers working in the public sector.

**Intended Result Programme 4.3:** Teachers are allocated to the different schools according to their estimated needs and disparities between schools are reduced.

| Indicators to measure progress. (Intermediate outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| % of Cazas with students per section within 20% of agreed norms for Lebanon | | 60% of Cazas | SIMS/GIS |
| % of teachers satisfied with their teaching conditions and support they receive | TBD | TBD | Joint survey MEHE and Teacher Representative Organizations |

*Description of programme*

The programme will improve teacher management through changing processes and practices and mitigating psychosocial concerns (well- being of educational staff). It will identify the present barriers to effective allocation of teachers to schools and regions and propose a new planning model of teacher workforce which addresses the supply and demand for teachers, based on the strategic goals of the education system. National norms will be developed with the input of the GDE, CERD, Teachers' representatives and other key stakeholders.

Several physical and social factors have had an impact on the degree of satisfaction of teachers and influence teacher motivation and commitment. These will be addressed in the programme.

| Main strategies (Or programme component) | Indicator (output) | Baseline SY 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|
| 4.3.1 Developing a teacher planning model to identify the need for teachers of different types. | Existence of a planning model | | Planning model is used to inform training needs and teacher allocation | MEHE |
| 4.3.2 Undertaking a revision of regulations and standard operation procedures (SOPs) for the deployment and reallocation of civil servant and contract teachers | Existence of new regulations and SOPS, endorsed by MEHE<br><br>Disparity in number of students per section | | New regulation is used for the deployment of teachers.<br><br>Disparities in number of students per section reduced. | MEHE/Regional Education Offices |
| 4.3.3 Recruit teachers to teach subjects in which they have knowledge and skills | % of teachers teaching subjects in which they are academically trained | R4R studies 2021 | 80 % of teachers allocated to teach their area of academic competence | PED/Principals/DOPS |
| 4.3.4 Identifying specific social and physical measures to improve the motivation of teachers and elaborating jointly with teacher unions a physical and psychological support programme | % of teachers satisfied with support they receive | | More than 70% of teachers | Surveys by MEHE and Teacher Unions |

***Description of main strategies:***

4.3.1 Development of a teacher planning model. The model will identify the current workforce, forecast future demands, identify gaps, and develop scenarios for policy actions. The planning model will guide the deployment of new teacher resources to reduce geographic

disparities and improve teaching and learning conditions in all schools and reduce disparities between schools and cazas.

4.3.2 Revision of regulation and Standard Operation Procedure. New regulations and standard operating procedures will be proposed that support a system that is transparent and based view as being fair. There is an underlying belief amongst teachers and communities that the actual deployment of teachers is not guided by an objective appreciation of needs nor on teachers' performance but by influence. It is critical that trust in the system be rebuilt by ensuring that the underlying regulations and practices are transparent

4.3.3 Research by the World Bank R4R finds that there are a significant number of teachers in primary education that are not performing because they are allocated to teach subjects for which they do not have the knowledge or skills. The process for recruitment must ensure that the academic background should match the subjects to be taught.

4.3.4 Social and physical measures proposed to improve teacher motivation. Lack of motivation is cited as[xliv] a significant problem among teachers. As a result, several teachers leave the profession. A recent article[1] examined extrinsic and intrinsic factors influencing teachers' job satisfaction in Lebanon. Extrinsic factors included remuneration, working conditions, teaching resources, job security etc. Intrinsic factors included self-growth motivation, autonomy, relationships with peers, students, and management etc. Addressing this issue requires targeted, managerial, administrative and peer support initiatives. A physical and psychological support programme will be elaborated in collaboration with teacher unions

## PRIORITY AREA 5:

## Curriculum Reforms, Learning Assessments

### Goal/overall objective:

To implement a modern curriculum promoting 21st century skills, and equip all students with necessary knowledge, skills and values in a cohesive and well sequenced way and assess learning outcomes accordingly.

### Intended result:

An effective and inclusive curriculum is in place which equips students with 21st century skills such as creativity, problem solving skills, critical thinking and cognitive flexibility and is supported by a new assessment scheme measuring what students have learnt.

| Indicators to measure progress (outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| Existence of an endorsed Reformed National Curriculum Framework | Initiated | New curriculum is implemented in public and private schools | Curriculum Higher Committee - CERD |
| Implementation of National Learning Assessment Strategy | Endorsed July 26th, 2021 | Implemented | CERD- MEHE |
| Availability of results of formative assessment tests in grade 3 and 6 in Language and Math[xlv] | For Internal use | Results published on MEHE & CERD websites | MEHE & CERD |
| Percentage of students citing as main reason for being out of school the difficulties with the language of instruction | TBD | TBD | CERD |

**List of programmes under Priority Area 5.1:**

- Programme 5.1: Curriculum reform and revised learning assessment with special attention towards inclusive citizenship, and student's life skills.
- Programme 5.2: Improve Students Learning Outcomes through Language Proficiency

## PROGRAMME 5.1:
**Curriculum reform and revised learning assessment with special attention towards inclusive citizenship, and student's life skills.**

**Objective programme 5.1:**

To ensure that a new National Qualifications Framework for K-12 curriculum is available promoting learning and acquisition of skills and competencies necessary for employment in the 21st century together with national assessment strategy measuring learning outcomes in public & private schools such as student's knowledge, competencies and life skills, social cohesions & inclusive citizenship.

**Intended Result programme 5.1:**

New National Qualifications Framework overarching the new curriculum is effective along new operational learning assessment scheme.

| Indicators to measure progress (outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| Level of progress with the new National Qualifications Framework NQF | 10 % (Higher Curriculum Committee, with an action Plan & SOPs- already endorsed in March 2021) | Curriculum is ready and rolled out at national level | Higher Curriculum Committee & CERD |
| Development of new Learning Assessment Strategy | National Learning Assessment Strategy Endorsed on July 26th, 2021 | Implementation and annual review of Learning Assessment Strategy and Implementation plans | CERD, GDE |
| Availability of tools permitting assessment of students | | The new learning assessment tools are developed and in use | |
| New Curriculum SOPs | Curriculum SOPs endorsed in March 2021 | SOPs are used and reviewed | CERD |
| % of Teachers trained on new curriculum | 0% | 100%. | CERD |
| Existence of reformed Grade 9 & 12 examination | NA | Examinations are reformed | MEHE & CERD |

### Description of programme

This programme aims at putting in place a modernized curriculum responding to the 21$^{st}$ century skills addressing inclusive citizenship and equipping students with lifelong learning skills along with measuring their learning outcomes. It entails the review of the reform of the existing national K-12 curricula, develop a new national curriculum framework and put in place a new national learning assessment strategy.

| Main strategies (or programme component) | Indicator (output) | Baseline SY 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|
| 5.1.1 Finalizing the Assessment and review of the current K-12 curriculum | Assessment report of curriculum | Initiated | Completed (before end of 2021) | CERD |
| 5.1.2 Curriculum designing, endorsement and implementation planning | Reformed Curriculum endorsed by the Higher Curriculum Committee | NA | New curriculum endorsed. | Higher Curriculum Committee & CERD & DGE |
| 5.1.3 Implementing the Curriculum through training of teachers, teacher trainers and counsellors. | % of teachers trained on New Curriculum | NA | 100% | CERD-TMS |
| 5.1.4 Undertaking Curriculum Based Assessment | National Learning assessment strategy<br><br>New competencies with focus on outcomes and real-world performance. | Learning assessment strategy endorsed<br><br>baseline for New Competencies identified | Learning implementation plans are executed<br><br>New competencies are fully integrated | CERD |

| | Number of public schools in which Formative school-based assessment is carried out as per approved strategy | | All public schools | CERD |
|---|---|---|---|---|
| | Reform of national examinations | | Grade 9 and 12 examinations reformed | CERD |
| 5.1.5 Enhancing inclusive citizenship and social cohesion via partnership with CSOs. | Level of attention to social cohesion in the curriculum | To be assessed | Curriculum reflects social cohesion | Specific research |

*Description of main strategies*

1. **Finalize the Assessment and review of the current K-12 curriculum:** this aims at reviewing the current curriculum, identifying existing gaps and advising on the new curriculum trends that the country should adopt.

2. **Curriculum designing, endorsement and implementation planning. This consists of two complementary strategies.**
**First, to develop curriculum approaches and set relevant SOPS/benchmarks.** This strategy aims at defining the approach the new K-12 curriculum should be based on such as backward design, systemic approach, 3Cs, 4Ds etc.
**Second, to prepare for the new NQF.** This component addresses the creation and development of the base for K-12 curricula and identifies the new content, competencies, and skills to be developed and the approach to be used such as competency-based curriculum, competency-based pedagogy, and learner centred education. Such skills as digital skills, problem solving skills, social and communication skills, emotional skills will be emphasized. The New Curriculum will apply a STEAM approach i.e., a meaningful math, science, and technology content to support students' ability to solve real-world problems through hands-on learning activities and creative design.

3. **Build the capacity of teachers and counsellors** and train them on the new Curriculum: The teachers' trainers will be trained first, then teachers and counsellors on the new dimensions of the new K-12 curricula to equip them with relevant knowledge and skills. Non-teaching staff will also be trained. Support will be provided to teachers and learners in the form of teaching materials. In as much as possible new materials will be provided on a digital platform.

4. **Development of New learning assessment scheme/strategy:** This addresses the creation of a new learning assessment framework to measure the students learning outcomes. This will not be limited to the national exams (G9 and G12) that are the traditional assessment tools used but it will also institutionalize the use of formative assessments at G 1, 3 & 6. Improved Summative assessment results & formative assessments will be published on SIM.

   The country will continue participating in the measurement of the learning outcomes at international level such TIMSS and PISA.

   Grade 9 & 12 examination will be reformed considering the new curriculum: National exams are reshaped considering the new curriculum. Subject matters and testing methodologies are tailored to reflect the curriculum learning trends.

5. To enhance and support **inclusive citizenship and social cohesion via partnership with CSOs**. MEHE will build on lessons learned from previous initiatives with the community. Cooperation between schools and communities will be extended to strengthen social cohesion in school.  Research will also be launched and completed to measure to what an extent the new curriculum builds national values, and contributes to social cohesion

## PROGRAMME 5.2
## Students' Learning Outcomes Through Language Proficiency
## Improved

**Objective Programme 5.2:**

To promote quality teaching in the language of instruction in French, English, Arabic

**Intended Result Programme 5.2:**

Pupils and students can follow courses and learn in English or French, and this will contribute to their improved learning outcomes in core subjects.

| Indicators to measure progress. (Intermediate outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| Number of teachers certified to teach in one foreign language of instruction | | Increased by 20% | MEHE/Schools French Institute, |
| Percentage of out-of-school citing as main reason for being out of school: "difficulties at school with curriculum or language of instruction" by age group, gender, and region. | TBD | | Survey VASyR 2020 UNHCR Specially designed sample surveys |

*Description of programme*

The objective of the Language Proficiency Programme is to provide students with the necessary language skills- which is too often a barrier to learning- and to improve the language skills of teachers so that they can improve the quality of their teaching. This will lead to improved learning outcomes and bolster language skills in an increasingly global labour market.

Specifically, Programme 5.2 aims at improving the skills of teachers who teach languages and of those teachers who teach subjects in a foreign language. Supports should also be provided for students for whom mastery of a foreign language is a barrier to learning. This is especially important for older students, and vulnerable students.

| Main strategies (Or programme component) | Indicator (output) | Baseline SY 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|
| 5.2.1 Developing methods to assess the proficiency of languages for teachers and students in line with curriculum learning requirement. | Existence of language assessment methods endorsed by CERD and MEHE | NA | Language Proficiency Assessment Instruments are used for language resource decisions | CERD/MEHE |
| 5.2.2 A. Promoting the importance of cooperation with language specialized agencies | % of teachers being trained | To be determined | 20 % more teachers being trained | CERD/MEHE/Specialized language agencies |
| 5.2.2 B. Creating language hubs in various CERD training Centres in the Education Regions | Number of language hubs. | 0 | Two funded language hubs | School Principals/MEHE & CERD-PITB |
| 5.2.3 Developing language proficiency standards to assess student learning outcomes | Existence of standards | | Standards exist | MEHE/CERD/ Selected language agencies. |
| 5.2.4 Investing in IT as a means for supporting and Improving language acquisition | Number of schools where IT is used to support language teaching. | NA | TBD | MEHE |
| 5.2.5 Developing and delivering targeted language classes for children in NFE | % of children transitioning from NFE to formal education (language ~~barrier~~ reduced) | NA | % increased by 12-20% | MEHE/ Language provider |

*Description of main strategies*

Language proficiency in English or French is a critical element throughout the education and learning process as certain subjects are taught in English or French as from Grade 1.

The language skills requirement is determined by the curriculum and supported by learning assessments for the students and the certification and recertification of teachers. Language proficiency standards are used as a reference for assessing students' proficiency across school grades and cycles.
The strategies are focused on teachers and teacher trainers. In as much as possible partnerships will be developed with language specialized agencies.  Language hubs will also be developed in various CERD training centres.  Investment in ITC will take place to support language teaching and learning in as many schools as possible.

One strategy focuses on displaced and refugee children who do not have language (French, English) skills.

## PRIORITY AREA 6:

## Improved school performance and management

**List of programmes under Priority Area 6:**

- Programme 6.1: Improved school performance through stronger school leadership, enhanced school autonomy, accountability.
- Programme 6.2: Focus on improving performance and the overall achievements of poor performing schools

### PROGRAMME 6.1
**Improved school performance through stronger school leadership, enhanced school autonomy, accountability**

**Objective Programme 6.1:**

To improve the quality of education services provision at school level, by developing school leadership, autonomy, and accountability.

**Result Programme 6.1:**

Public schools' principals have the skills, the capacity, and the autonomy to plan, implement and lead educational and administrative activities at their school level which should allow to improve the quality of the educational service and students learning outcomes

| Indicators to measure progress (outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| % of schools having implemented a school improvement plan | 30% | More than 75% | PED and SED |
| % of schools with positive financial balance in their schools' funds | TBD | More than 95% | School Budgets/SIMS |

*Description of programme*

Literature suggests that school leadership can significantly influence the quality of teaching and learning in schools by particularly improving working conditions of their teachers and the climate and environment of their schools[xlvi]

The highest performing schools in the country have in common the fact that they benefit from strong leadership with their principal engaging in classroom teaching, providing guidance and support to teachers, developing a vision of the school together with members of the community and sometime fund raising. The government policy is to give more autonomy to school leaders to solve problems and to use and manage additional funds to improve the performance of their school, especially learning outcomes.

Principals who participated in the school leadership programme previously developed the culture of school assessment and self-evaluation before preparing a school improvement plan. Expanding the scope of this programme is expected to result in a positive school climate and improved learning.

| Main strategies (or programme component) | Indicator (output) | Baseline SY 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|
| 6.1.1 Developing an effective school leader profile and improving the legal framework to nominate school principal | % of new principals nominated based on this profile | NA | TBD | MEHE |
| 6.1.2 Providing formal in-service training to all newly appointed school principals in the Lebanese University. | % of newly appointed school principals having received this training | 35% | 100% | MEHE / SED |
| 6.1.3A Strengthening capacity of all school principals to efficiently handle administrative and financial operations (training by central MEHE) | % of trained school principals | 3% | >50 % | MEHE |
| 6.1.3B Providing training to school principals and | % of trained school principals and administrative staff | 30% | More than 90% | CERD-PITB |

| administrative staff on effective school leadership | | | | |
|---|---|---|---|---|
| 6.1.4. Expanding the School Improvement Plan programmes and provide incentives to all schools to improve their performance | Number of schools benefiting from leadership improvement programmes | 30% of schools | %<br><br>More than 75% | MEHE |

*Description of main strategies*

6.1.1: Develop an effective school leader profile to be used when appointing new principals and pass the necessary decrees to improve the legal framework. The legal framework could include a greater degree of decentralized decision -making by principals.

6.1.2 Training of newly appointed principals. All school principals will be trained when they are nominated: The in-service training for new school principals is regulated and is provided by the Lebanese university. It will cover in a systematic and in a timely manner all new nominated schools' principals. After successfully completing this training, the school principals can be formally designated at their position.

6.1.3 -A Capacity strengthening of all school principals to efficiently handle administrative and financial operations will be undertaken internally by MEHE staff. Capacity development of school principals aims at building better knowledge of administrative processes and improve communication flows between school principals, REOs and central MEHE. This will help in increasing the efficiency of those processes by decreasing the administrative errors, avoiding delays because of unnecessary back and forth with central administration, and strengthen accountability of school principals regarding the quality of processes.

6.1.3 -B- School leadership trainings are provided to principals and their administrative staff. It includes the following:

- transformational school leadership; school performance and planning.
- Improving the quality of learning environment; Motivating teachers and non-teaching staff
- improve health and well-being of the students
- improve parental and community interaction with schools
- provide methods of assessment to use in school improvement plans, such as self-assessment framework.
- Improve financial funds management, budgeting, and reporting

6.1.4. Develop and expand the school improvement planning programme (SIP) which provides incentives to develop a variety of activities likely to improve the performance of the school (such as mentioned above). This new programme will draw on past programmes supported by WB, JICA and NGOs and will enable a variety of incentive-based initiatives.

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**PROGRAMME 6.2**

**Focus on improving the overall achievements of poor performing schools**

**Objective Programme:**

To ensure that all types of resources, knowledge, financial, human and innovation are focussed on improving poor performing schools

**Intended Result Programme**

The number of poor performing schools will be reduced especially in the second shift and schools in the North Governate[xlvii]

| Indicators to measure progress (outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| % of poor performing schools in North Governate reduced | R4R 2021 data | 25 % improvement in student assessment scores | Education Research (MEHE/CERD and partners) |
| % of poor performing schools in second shift reduced | R4R 2021 data | 25 % improvement in student assessment scores | Education Research (MEHE/CERD and partners) |

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*Description of programme*

This programme is truly cross-cutting because it requires interventions from all three Pillars to be successful. It requires a policy decision that resources will be targeted to poor performing schools and their effects monitored and adjusted as required.

| Main strategies (or programme component) | Indicator (output) | Baseline SY 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|
| 6.2.1 Developing a clear policy to target resources to poor performing schools | Policy in place | No policy | Policy being monitored and reported on | MEHE |
| 6.2.2 Designing a plan of action to target poor performing schools | Plan developed and being implemented | No Plan | Monitoring report on impact of implemented plan | MEHE at all levels |
| 6.2.3 Establishing a Committee to guide this initiative | Committee with clear terms of reference | No Committee | Committee functioning properly | MEHE – committee reports |
| 6.2.4 Learning lessons from high performing public schools | Lessons of high performing schools validated and shared | Draft report on Six high performing public schools | Rorts shared on 30 high performing public schools | MEHE and Partners |
| 6.2.5 Organizing an ongoing research programme like the R4R | Funded Research Programme | R4R reports, data and findings | Updated and new research for policy decisions | |

## Description of strategies

The strategies begin with a clear commitment by MEHE leadership which signals to partners and key stakeholders that the disparities between first and second shift schools and between schools in different Governates will be reduced by improving the poor performing ones. This will be accomplished while working to improve the entire education system.  This is ambitious and will require a broad coalition of decision makers, national and sub-national actors (Governates, Municipalities), closely aligned ministries, researchers, development partners, NGOs, INGOs, private business sector, teacher representatives and most important parents and students.

This focus will require strong guidance, monitoring, and the use of data in making resources allocation decisions. The establishment of a research programme, beginning with a research agenda, will support the overall General Education 5 Year Plan and contribute to a focus on the poor performing schools.

# PILLAR 3: Objective: System strengthening & Governance

## PRIORITY AREA 7:
## Support programmes towards a positive and safe educational ecosystem

**Goal/overall objective:** To ensure that the education system is effectively planned, managed, and governed, so that resources are transformed into high-level results

**Intended result:** The education system is more effective, with policies, plans and resource allocations informed by evidence, in fruitful collaboration and cooperation with stakeholders

| Indicators to measure progress (outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| Established Policy and Planning Support Function in the GDE | Ad 'hoc function | All aspects of the policy cycle working effectively | MRHE |
| Citizens' satisfaction with the quality of education services delivered. | NA | 10 % of annual increase | Citizens' survey |
| % of REOS and schools staffed with appropriately trained and skilled personnel (e.g., Accountants, IT agents, GRM, Field Engineers, Managers etc.). | Current staffing structure | 60-70 % of REOs with trained staff complements | REOs, Schools |
| % of Public Schools budgets audited and published. | NA | 30% -50% of school budgets are audited and published | SED and PED |
| % reduction in poor performing schools | R4R Student Assessment (2021) | 30% reduction in poor performing schools | Sample Survey |

**List of Programmes under Priority Area 7:**

7.1 Information management for evidence-based policy formulation and decision-making and planning

7.2 Performance management

7.3 Resources management and distribution (including physical and human resources)

7.4 Budgeting and financial management

7.5 Partnership development with national and international education stakeholders (includes NGOs, INGOs and private sector)

7.6 Governance, Legal framework, and institutional capacity

7.7 Institutionalizing crisis management for a more resilient education system

Good knowledge and information guide educational planning and the management of various processes performance management) and resources (physical, human, financial). This also requires good collaboration with stakeholders.

**Objective Programme 7.1:**

To improve access to information systems, data analysis and sharing, and use of evidence at all levels.

**Intended Result Programme 7.1:**

Greater use is made of a unified school information management system, including through more competent MEHE staff

| Indicators to measure progress (outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| A unified school information data system | Unified school information management framework | Fully unified school information system with clear access policies and SOPs | MEHE/CERD |
| % of educational and resource data available and of good quality | 60% of educational and resource data is available and of | 95% of SIMS data is of quality and available to use for decision making at the start of each | SIMS, MEHE & CERD |

| | quality at the start of school year | school year. By March of every year | |
|---|---|---|---|
| % of staff trained to use SIMS | To be defined | More than 75% of school and REO administrative staff are trained to use SIMS data for reporting and decision making | Idem |
| Publication of an annual Education Management Report that highlights key organizational and system factors | No regular publication of education reports | Annual Education Management Report Education Key highlights report published yearly | Idem |
| % of (first and second shift) students with a unique SIMS student ID | No unique ID for second shift students | 100% of 1st shift and 2nd shift students (target reached 2022) | Idem |

### *Description of programme*

Quality information and knowledge are essential to making effective decisions in the education system. While the MEHE has made much improvement in the quality of data and their accessibility, through the SIMS, further work is needed. SIMS will continue to expand to serve the information needs of the general education sector.

Over the past three years, substantial progress on SIMS and collection of quality data was made; every student in public (except second shift) and private school in general education was allocated a unique student ID, which will help with the tracking of student scholar path and management. However, until recently, information systems in CERD and the MEHE (including the Programme Management Unit [PMU] overseeing the second shift) remained fragmented. In 2021, there was recent progress made under S2R2 programme in agreeing on a framework for unified data and information system.

In line with the goal of transparency and open access to data, the objective of this programme is to make data available in an accessible way for internal and external use and analysis. The intended result is that MEHE will use evidence-based and more effective decisions in policy

formulation, planning, monitoring, and optimization of resources, through improved use and access to information systems at all levels. Capacity will be built to strengthen all aspects of the policy cycle; Policy identification, Policy formulation (planning, analysis, and design), Policy legitimization (decision-making), Policy implementation, Policy evaluation and Policy change.

| Main strategies (or programme component) | Indicator (output) | Baseline SY 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|
| 7.1.1 Developing a clear **policy**, procedures and guidelines for data access, security, sharing and publishing. | Existence of policy, procedures, and guidelines | No policy, procedures, or guidelines | Policy exists. Relevant procedures and guidelines are available | Information Management Strategy Implementation plan |
| 7.1.2 Strengthening the **capacity** of the internal stakeholders to use the available data for policy formulation and planning, decision-making, and operational work | Minimum # of staff per MEHE directorates and REOs competent in the use of SIMS for decision-making | 0 to 2 | Min 2 per directorate and REOs | MEHE |
| 7.1.3 Improving the quality and of School Information Management **System** | % of data in SIMS that are assessed as accurate, valid, and available in a timely manner | 100% students and sections data completed but with delay. 90% teachers entered but 50% in the process of verification | 100% of data on students' sections, staff, school premises and assets are assessed as accurate, valid, and available in a timely manner | SIMS data completeness and quality reports |
| | Number of completed and integrated modules in SIMS | Second shift application not included in SIMS | SIMS with completed modules for 1st and second shift 2022-2023. | |

| 7.1.4 Improving the accessibility of the information to a wider group of users at all levels (Schools, REOs, central administration & CERD) | % of schools using SIMS via real-time connection. | 95% of schools uses SIMS via the internet. | more than 99% of schools use SIMS via real-time connection | SIMS-ICT department at MEHE |
|---|---|---|---|---|
| 7.1.5 Ensuring the transition from a project-based IT function to a full-fledged IT department | Existence and application of decree for the creation and institutionalization of an IT department in MEHE | Project based function in MEHE | Decree applied (Formal Embedded IT department in MEHE) | MEHE |

### *Description of main strategies*

To achieve this objective, this programme covers five areas, related respectively to 1) policy, 2) capacity, 3) an information system (SIMS), 4) access and accessibility, and 5) ministry organization.

Brief rationale of the choice of strategies:

- Improving SIMS usage and data quality will lead to an effective management and targeting of limited education resources to improve learning outcomes, access, and equity.
- The development of a clear data access policy will reduce the risk of sensitive data loss or mistreatment, which will improve the good operation and trust of ministry's activities and information shared.
- There is a clear need to continue to improve technically the existing SIMS platforms, so it covers a complete set of modules and is used as a unique platform to mainstream and manage educational data. Important modules such as school financial module and assets are partially developed and not used yet. Second shift and private schools' students' management is done via separate platforms that will need to be integrated with SIMS.
- Improved IT governance and Sustained IT services and resources embedded in MEHE will strengthen the system and operation of the MEHE administration. The embedded IT unit will provide quality IT service aligned with MEHE needs, within clear and formal reporting lines and work processes.

1. Transparency and data access policy: Transparency will be guided by a data access policy, which will apply to all stakeholders, external and internal. This means implementing

policies and measures for data protection, access and sharing related to the needs of activities and as per the national laws and the international standards.

2. Capacity development and trainings:
   - At MEHE administration and ROE level, capacity will be built to use SIMS data and reporting in research skills, scenario-based planning based on evidence, problem solving for allocation of resources. Methodologies, panning tools will be provided and trained on.
   - At school level, SIMS users training will be continuous and expanded to civil servant staff at the level of schools, REOs and Directorates. SIMS "Master trainers" will be selected in each district (Caza) and will be trained to support continuous training to the users at school and REO level.

3. Several modules have been completed, and important modules such as the teacher module are in progress this school year. In addition, the Student Unique ID system has been developed further to ensure higher accuracy and to track the scholar path of a student. Further enhancement on the application modules is required to ease the data collection process and add needed fields, to provide valuable information on students' achievement and assessment, such as financial budget module, learning assessment, assets, and health.

4. SIMS will not function properly if not all public schools are connected to a quality network. This programme strategy would cover a centralized procurement of internet connectivity for all public schools. This will achieve economies of scale and value for money, while ensuring a homogeneous quality of internal connexion among schools and meeting the required technical connectivity standards for SIMS operation and data usage.

5. Improved IT governance and Sustained IT services and resources embedded in MEHE, will strengthen the system and operation of the MEHE administration. A legal framework is needed to institutionalize the creation, staffing and operation of an IT unit in MEHE.

## PROGRAMME 7.2
### Performance and quality management at MEHE

**Objective Programme 7.2:**

To improve organizational performance so that MEHE achieves results through efficient processes, continuous organizational learning, and a focus on accountability for performance

**Intended Result Programme 7.2:**

MEHE provides high-quality education services through the efficient use of its resources, adequate governance that focuses on impacts/results and accountability at all levels.

| Indicators to measure progress (outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| % of staff who participate in annual performance reviews | 0% | > 50% | HR unit |
| % of schools engaged in self-assessment guide i.e., CERD framework of shared governance | 0% | >15 % annual increase | CERD |
| Citizens' satisfaction with the quality of education services delivered. | NA | >65% | Citizens' survey |
| Min number of internal audit reviews | NA | Min 3 internal audit reviews per year | Audit reviews |

*Description of programme*

The objective of this programme is to improve overall organizational performance of MEHE at all levels through continuous learning, self-assessment, process efficiencies and accountability.

As a result, MEHE is expected to have improved operational efficiencies, and high-quality education services provision through the efficient use of its resources while focusing on results and accountability.

To achieve the objective, the programme comprises a set of six main strategies that will allow the compliance with administrative rules and procedures, but also a shift of focus towards output controls and results.

| Main strategies (or programme component) | Indicator (output) | Baseline SY 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|
| 7.2.1 Developing and implementing a performance management consisting of self-assessments and professional development | Existence of clear structure and mandates for MEHE entities, and clear roles and objectives for the staff | NA | Performance management framework in place | MEHE |
| 7.2.2 Streamlining, automating and digitizing processes via automated workflows, collaboration tools, and update of operational legal framework | Number of processes streamlined | High centralization of decision in administrative operations | Between three and five Main added value MEHE processes simplified. | Information Management Strategy Implementation plan |
| 7.2.3 Installing and using document management systems | % of paperwork between REOs and central MEHE | 95% operation paperwork based | Less than 50% | DMS report |
| 7.2.4 Building and Strengthening Regional Offices | % of students with unique ID validated by end of March of each scholar year | 40% | More than 75% | SIMS |
| 7.2.5 Implementing an internal Audit function at MEHE | Number of staff with the internal audit function in central MEHE | 0 | Between 4 and 6 | MEHE |
| 7.2.6 Conducting a citizen satisfaction survey | Min number of satisfaction survey | 0 | 1 annual | MEHE |

### *Description of main strategies*

1. At MEHE staff level, a performance management framework will comprise the following components:

   o Aligning staff activities with the institution goals. Staff should understand how their goals contribute to the institution overall achievements.

   o Developing specific job-performance outcomes. Effect of staff work on the

institution, interaction/ communication with stakeholders, colleagues, manager, procedures to use and related.

- o Creating measurable performance-based expectations.
- o Defining job-development plans.
- o Annual appraisal and regular evaluation meetings.
- o School self-assessments.

2. Streamlining of processes will target the simplification and digitation of high-value services that MEHE provides to citizens such as the process of official examination, the Grievance Redress mechanism for child protection, diploma equivalencies. Resource-consuming internal administrative processes will be also simplified, and the related regulatory framework adapted, such as the transfer of a teacher across schools, staff leave requests…

3. A document management system will help increase internal efficiencies, transparency. It will include the purchase of dedicated equipment, software, change management and training. The DMS will have a pilot and be deployed by phase: the operations between REOs and central MEHE first, then rolled out to cover schools' operations between REOs and central administration.

4. Strengthening REOs: REOs are closer to the points of delivery of education services, they can, therefore, have a better understanding of the environment (physical, political, social, and economic) and the type of actions that are required. Effective REOs are essential for a high performing Primary and Secondary Education System in Lebanon. An assessment of gaps has started and will continue to improve efficiencies in REO, covering:

- o the lines of decision-making
- o the working processes and a review of the associated mandates
- o the Inter-relationships between the functions of each department
- o the existence of a common understanding of the directions of the REO and MEHE
- o the relationships between the REO and the Schools and Primary Directorate and other key stakeholders

5. Internal Audit function: Internal Audit is a continuous process of reviews of operation and evaluation and monitoring of risk management, reporting, and control practices. It is an independent and objective oriented assurance and consulting activity designed to add value and improve the operations of the Ministry.

Internal Audit will help the Ministry to accomplish its objectives by bringing in a systematic and disciplined approach to evaluate and improve the effectiveness of operations.

The Internal Audit function does not currently exist in MEHE. The implementation of S2R2 requires that this function be present in MEHE as a support to the accountability of the Programme.

- o A group of staff has been selected based on agreed criteria and trained to become a group of independent internal auditors in MEHE.
- o The training plan focuses on auditing, risk management, financial analysis, quality assurance, budgeting, and transparency.
- o A set of tools to allow for the internal audit function will be developed.
- o The legal framework to institutionalize this function will be designed and implemented
- o Regular Audit reviews will be held in all MEHE departments

6. Satisfaction surveys will be designed and conducted to assess specific services provided by MEHE according to a set of agreed criteria, then measure progress for continuous quality improvement.

## PROGRAMME 7.3
## Resources management (including physical and human resources)

**Objective Programme 7.3:**

To exercise equitable and efficient physical and human resources management to improve sector performance.

**Intended Result Programme 7.3:**

Physical and human resources i.e., administrative and logistics are effectively distributed among schools, REOs and directorates across the country.

| Indicators to measure progress. (outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| % of directorates and schools procured with timely, necessary physical assets required for operations (computers, scanners, cabinets etc.) | TBD | 60-70% of entities with required physical assets | PED, SED, REOs, Schools |
| % of REOS and schools staffed with appropriately trained and skilled personnel (e.g., Accountants, IT agents, GRM, Field Engineers, Managers etc.). | Current staffing structure | 60-70 % of REOs with trained staff complements | REOs, Schools |
| % of REOS and GDE Departments with standardize and streamlined processes to increase efficiency. | Review of a set of processes | 15-20 processes streamlined | REO, SIMS. PED, SED, |

*Description of programme*

This programme aims at assuring fair and equitable allocation of necessary physical and human resources, including administrative and logistics support, to enable effective performance at central and regional levels. The procurement of physical and human resources is guided by the relevant procurement laws. In many instances, the rigid centralization of the public administration in Lebanon accompanied by political intervention can result in less-than-optimal resources shortages where they are required thus impeding the institutional performance.

| Main strategies (or programme component) | Indicator (output) | Baseline SY 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|

| 7.3.1 Incorporating Asset Management Module in SIMS | SIMS physical assets module implemented | # of physical resources contracts procured to GDE | Physical assets module operational and used for decision making | PED, SED, SIMS, Engineering Chief, Chief Accounting Officer |
|---|---|---|---|---|
| 7.3.2 Developing a Human Resources Management Module on SIMS and assessing administrative human resources at various levels of GDE, Schools, REOs, directorates | SIMS HRMS module developed | Number and type of Staff in Administrative positions at the Centre, REOs and Schools | HRMS module is in place and active. | PED, SED, SIMS, REOs and |
| 7.3.3 Developing an HRM function in DGE with responsibility for planning administrative staff needs, developing training plans, career development plans etc. | Existence and implementation of training plans | NA | Number of training plans and level of implementation | DGE/Current HRM Unit, |
| 7.3.4 Providing relevant professional development to staff involved in HRM with relevant tools and procedures (e.g., performance appraisals) | Number of staff trained in modern HRM methods | NA | Two staff trained in modern HRM methods | DGE |
| 7.3.5 Strengthening the procurement function in MEHE | Share of procurement procedures operating in a timely manner based on government norms | N/A | TBD | MEHE/Chief Financial Officer |

### Description of main strategies

1. Assessment of physical resource needs at various levels (GDE, Schools, REOs, directorates). There is no one data base at GDE tracking the physical resources needs of GDE. This component aims at developing the physical assets module on SIMS to identify needs, fill them with needed resources and keep the sector operating.

2. Development of a human resources management module and assessment of administrative human resources at various levels of GDE, Schools, REOs, directorates: this will enable the Senior Management to plan the administrative needs of the different levels of the education system. The Assessment will identify disparities and shortages in human resources at different levels and facilitate approaches to fill them. The development of an HRMS module on SIMS can be used to minimize inefficiencies due to personnel recruitment and management problems.

3. Develop an HRM function in DGE with responsibility for planning administrative staff needs, developing training plans, career development plans etc.: This function will begin the establishment identify the needs of the personnel, that contribute to the building of their capacity. The function is to be performed in a fair and equitable manner and in the process build moral and motivation.

4. Providing relevant professional development to staff involved in HRM with relevant tools and procedures: There is a need to train or recruit staff in modern HRM methods and to ensure that they have the tools and approaches to carry out their responsibilities.

5. Strengthen the procurement function in MEHE:  While the procurement function exists, the organization has not been able to build a function that allows for timely execution of projects and ongoing needs of the Ministry. To execute the ESP, it is necessary that this function be high performing.

## PROGRAMME 7.4
## Fiduciary Systems and Financial Management

**Objective programme 7.4:**

To ensure effective fiduciary performance with ex-ante and ex-post controls through the integration of financial planning with budgeting processes

**Intended Result programme 7.4:**

This system improves fiduciary oversight and ensures the effectiveness of financial planning and use of resources aligned to needs with transparency and accountability; this applies across the DGE & CERD

| Indicators to measure progress. (outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| % of Departments planning their requirements based on needs with special attention to vulnerable children. | NA | 50% of departments | GDE/ new budget function |
| % of Budget preparation and execution done in in a timely manner at all levels (schools, REOs, departments, CERD, …) | NA | Budgets prepared and executed as planned on time | Accounting Department & the administrative units and the financial committee at different levels |
| % of Schools budgets audited and published. | NA | 30% -50% of school budgets are audited and published | SED and PED |
| Fully functional procurement planning and procedures system (DGE & CERD) | NA | 80% of procurement documents and actions completed within industry standard time. | Tender Committee and Bidding Committee (schools, REOs, departments, and appropriate functions at CERD) |

***Description of programme:***

The Ministry of Education, through its various departments, continues its quest for the sustainability of education, through the development of the financial system to rationalize spending on education.

The programme covers issues that must be addressed through financial analysis at the macro level of budget preparation, budget execution procedures, including accounting standards, reporting, money management, internal audit, procurement, and financial management information system design.

To develop the readiness of the system to deal with the integration of financial planning and budgeting processes and their execution, it is necessary to help administrative units and schools to develop their financial skills competencies. This entails working towards the achievement of the optimal use of available resources. Processes and procedures must be improved, with rigorous documentation and adherence to existing regulations. This will reduce financial risk of MEHE and its Partners.

MEHE has identified the needs of the administration and schools to develop mechanisms that will improve the links between budgeting and needs of the different levels of the organization. MEHE intends to ensure that budgeting is viewed and used as one aspect of planning and management. This is a conscious decision to move towards international standards (within Lebanon's Legal Framework). To improve these critical functions of financial management and budgeting a team of competent and dedicated individuals, capable of financial analysis, reporting to the Director General is required (CNA Report, 2019). This function does not take place in isolation of the rest of the economy. A medium - term expenditure review will provide MEHE with valuable information for its negotiations with the Ministry of Finance and development partners.

| Main strategies (or programme component) | Indicator (output) | Baseline SY 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|
| 7.4.1 Creating within the DGE, a financial management function, engaged in financial planning analysis, choice of financing modalities, costed models and scenarios, projects & programs performance, value for money and potential savings. | Number of civil servants trained to financially manage projects and programs | Apart from admin accounting under JAD, Financial management is projects/programs based | Increased number of trained staff in relevant Ministry Units | Accounting Department, administrative units, financial committee at various levels |

| | | | | |
|---|---|---|---|---|
| 7.4.2 Increasing the number of staff with financial management capacity, accounting at the Regional Education Offices | % of REOs with staff trained in accounting | Two with accounting in their education but not trained in all required aspects | All REOs with Staff trained in accounting | REO Administration, PED, and SED |
| 7.4.3 Developing the budget model and automating it in SIMS | % of public schools that implement the electronic financial system Sims | NA | 100 % | School reports |
| 7.4.4 Building the capacities in MEHE to use the budget model as a planning tool | % of relevant staff trained to use the budget model as a planning tool | NA | 75 % of relevant staff | Financial Management Unit |
| 7.4.5 Strengthening procurement function | % of procurement decisions based on biannual plan for MEHE | Limited procurement planning – strictly projects/programme based | 75% of procurement decisions are reflected in a biannual plan | Tender Committee and Bidding Committee (schools, Reos, departments) |
| 7.4.6 Using MTEF to link the national budget to the priorities of the ministry | MTEF developed, agreed by stakeholders, and used | NA | MTEF used as a planning instrument to effectively manage public expenditure | Accounting Department, administrative units, financial committee at various levels |
| 7.4.7 Further strengthening the IA unit and developing the capacities for risk assessment and risk management, and publishing regular reports | % of identified risks, that are mitigated | Initiated- civil servants selected and trained | Mitigation of 30% of risks identified | GDE & JAD at MEHE |

*Description of main strategies*

1. Creation within the DGE, of a financial management function to carry out financial planning analysis, costed models and scenarios, projects/programs performance. The function will also review and better target the subsidy programme to 'free 'private schools and ensure accountability of public funds spent in the private sector. This function will provide data and information for the already established Committee for

Financial Supervision of Externally and Internally Funded Projects.

2. The process of preparing and implementing school budgets is still based on Resolution 1845, despite the work on developing the new budgeting model. MEHE will develop procedures and take the necessary steps to adopt a more structured and automated budget preparation and execution system on SIMS and Drafting a new budget system resolution and guidelines.

3. To use the budgeting model as a planning tool, MEHE will develop a specialized training policy that provides training activities for MEHE staff on an ongoing basis. The target group will include the groups in charge of budget preparation and financial planning as well as new employees or employees who have been trained in organizing the new budget. The work will focus on studying the comprehensive training policy developed within the framework of the Financial System Development Support Project and identifying training activities and service providers. A syllabus and dedicated training units will also be developed - and executed - that will be officially approved by the Ministry. International experts will be hired to provide on-the-job training while this policy is in place.

4. When the procurement law, which is in the stage of discussions in the parliamentary committees, will be issued, the administrations will be required to prepare tender documents, solicit offers, train a specialized staff to be responsible for public procurement, create and manage a database on all public procurement contracts, and provide information to all parties within the scope of its specialty. Public procurement reforms have positive effects on modernizing and enhancing the transparency of financial planning, budgeting, and implementation of functions. This strategy aims to make MEHE's procurement system on par with the best in the Public Sector in Lebanon.

5. A Medium-Term Expenditure Framework will place the education sector in the overall economy and provide a basis for medium term planning with the Government, Ministry of Finance, and the Development Partners. It will be used for financial scenario planning and be a basis for setting priorities that are cognizant of exogenous factors.

6. The IA unit will be further strengthened to address in a timely manner effective and strong fiduciary internal controls, compliance rules, financial risk management (ex-ante and Ex post). The reporting and financial statements process as well as the timetable of these reports will be developed and made available internally and with all key partners. Summaries of Audit Reports and Consolidated financial statements will be published on MEHE website to ensure transparency and accountability.

## PROGRAMME 7.5
## Partnership Development

**Objective Programme 7.5:** To build partnerships among schools, universities, families, private schools, private enterprises, NGO's national and international, communities, unions of teachers and student organizations, development partners, and other interested parties, to enhance student learning.

**Intended Result Programme 7.5:** Working relationships with partners have improved and enable the execution of MEHE's priorities

| Indicators to measure progress (outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| Percentage of explicit partnership arrangements with clear objectives and plans | | Majority of partnerships with positive measures of success | MEHE- Unit responsible for monitoring partnerships |
| Existence of procedures that are developed to improve the interrelationships between schools, families, students, teachers, administrators, and the community. | | Procedures exist | MEHE – Unit responsible for monitoring partnership |
| Increase in human and financial resources resulting from partnerships that can be used to enhance student learning | | 20% Increase in human and financial resources | MEHE- Unit Responsible for monitoring partnerships |

### *Description of programme*

Partnerships in education, schools, and learning play an important role in decision making, accountability and generating resources (human and financial). Partners with common objectives can contribute to an improved education delivery system which addresses the needs of diverse populations across Lebanon. National and International NGOs have traditionally played a significant although sometimes uncoordinated role in advancing education in Lebanon. This programme recognizes the potential of all these stakeholders including the private sector.

| Main strategies (or programme component) | Indicator (output) | Baseline SY 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|
| 7.5.1 Establishing a partnership unit (responsible person/s) | Existence of Partnership Unit | No unit | Partnership unit functions | MEHE- Partnership Unit |
| 7.5.2 Initiating and disseminating guidelines | Use of guidelines by MEHE and Partners | Limited guidelines | Guidelines are used | MEHE- Partnership Unit |
| 7.5.3 Outreach engagement strategies to develop public-private partnership. | Existence of a strategy for public-private collaboration and partnerships | | Strategy established for public -private arrangements | MEHE – Partner responsible |

### *Description of main strategies*

The key strategies include, establishing a unit with the mandate of building, facilitating, and monitoring partnerships with clear objectives and guidelines, monitoring of partnerships, engagement strategies at decentralized levels and public-private partnerships.

7.5.1 Establishing a partnership unit (responsible person/s) with the mandate to actively cultivate partnerships with NGOs and international NGOs and civil society to reach high-need groups of all backgrounds. Its functioning will be reflected in the execution of operational plans.

7.5.2 Initiating and disseminating more comprehensive general guidelines, with clear objectives for any partnership contributing to the fulfilment of MEHE's strategy. Agreeing on success measures for each partnership agreement, collecting data and learning lessons.

7.5.3 Outreach engagement strategies used to develop public-private partnership with private schools and economic sectors. Actively providing information on MEHE programmes and opportunities for partnerships between school, families, students, teachers, administrators, and the community.

## PROGRAMME 7.6
## Legal Framework and monitoring

**Objective Programme 7.6:**

To improve the regulatory framework and synergies across public and private educational entities

**Intended Result Programme 7.6:**

The coordination, accountability, and alignment of efforts of different educational entities have improved and provide quality education.

| Indicators to measure progress (outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| Number of indicators in framework for quality standards and oversight regularly used | NA | Number of indicators to be defined | |

### *Description of programme*

The Lebanese education sector lacks the regulatory framework to a- formalize the coordination across MEHE, CERD LU and inspection, b- hold public and private institutions accountable to outcomes and learning, c- organize and regulate the non-formal education. Better regulation of the system and coordination within MEHE will improve the governance and efficiency of Lebanon's education system and reduce fragmentation between formal and informal service delivery. Close coordination between CERD and MEHE are critical for the achievement of critical milestones in the development of the sector.

The objective of the programme is to improve regulatory framework and the monitoring schemes that will enable strong synergies and coordination across the different educational entities in providing quality education services.

| Main strategies (or programme component) | Indicator (output) | Baseline SY 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|
| 7.6.1 Setting the legal coordination framework | Existence of legal coordination framework | No framework | Framework in place | |

| | | | | |
|---|---|---|---|---|
| 7.6.2 Updating the private schools monitoring legal framework | Functioning of Quality Overseeing committee | | Committee meets at least once a year | |
| 7.6.3 Following up regularly on implementation of laws and decrees | Level of implementation of laws | TBD | TBD | |
| 7.6.4 Setting-up steering committees and governance committees | Number of Steering and governance committees legally constituted | 0 | Min 6 | |

## *Description of main strategies*

The programme will capture the general work on regulatory framework and reforms in education sector, focusing on improving synergies across stakeholders and accountability. The framework for quality standards and oversight should be developed in consultation with all stakeholders and implemented by an oversight body under the umbrella of the ministry.

This includes the following strategies:

7.6.1 Setting the legal coordination framework that defines and formalizes the work across different actors in education (MEHE, CERD, LU, Inspection)

7.6.2 Updating the private schools monitoring legal framework for better monitoring of quality and homogenization of educational services provided

7.6.3 Following up regularly on implementation of laws and decrees

7.6.4 Setting-up steering committees and governance committees

## PROGRAMME 7.7:
## Institutionalizing crisis management for a more resilient education system

**Objective Programme:**

To strengthen MEHE's institutional capacities to ensure the provision of continuous quality education during crisis more effectively and efficiently

**Intended Result Programme**

The institutional preparedness of MEHE is enhanced so that it can manage, oversee, coordinate, communicate on and monitor education crisis response measures that help prevent, prepare for, and mitigate negative effects from natural hazards and man-made disasters

| Indicators to measure progress (outcome) | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|
| Education-specific crisis and risk management framework endorsed and supported by internal and external partners | N/A | Framework endorsed | MEHE |

### *Description of programme*

The ESP pays specific attention to providing targeted support to the most vulnerable learners to prevent and address drop out and learning loss, and to ensuring continuous quality education service delivery during crisis, such as through blended learning approaches.

In addition, MEHE recognizes the need to learn from past crises including the regional crisis, the complex socio-economic crisis, and the Beirut port blast to further build its capacities to effectively prevent, prepare for and mitigate crisis effects by institutionalizing crisis management in education. In 2020, MEHE began to strengthen its organizational capacities to manage crises, including through scenario-planning to continue providing quality education services within constraints. This includes for example the *Back-to-School plan* in the context of the COVID-19 *crisis,* which involves several MEHE units and working groups from other sectors as well as key partners. The plan allowed for a coordinated response to school closures by providing the required legal and financial framework, coordinating closely with school staff to ensure that teaching and learning remained of good quality and that school premises were safe and hygienic following health protocols. The plan also allowed for effective human resource management and planning to address student influxes from the private sector.

Programme 7.7 includes a series of strategies to strengthen crisis management in education by developing an education-specific crisis and risk management framework with provision for effective coordination, communication, and oversight to prepare for and manage crises;

continuous learning, evidence, and research for crisis management; and strengthening planning and management skills for crisis preparedness, response, and recovery at all levels of education.

| Main strategies (or programme component) | Indicator (output) | Baseline SY 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|
| 7.7.1 Strengthening institutionalized approaches to crisis management including coordination, communication and oversight, linkages with national programs (ESSN, LCRP, 3RF) | Review of past crisis response to identify bottlenecks and areas for improvement | N/A | Review available | MEHE |
| | Education-specific crisis and risk management framework | N/A | Framework developed and endorsed | MEHE |
| 7.7.2 Strengthening continuous learning, evidence and research on crisis and risk mitigation strategies and scenario planning | Learning and research methodology for crisis management | N/A | methodology developed | MEHE |
| | Reports providing evidence on crisis effects on education and the effectiveness of crisis response to inform MEHE policy and planning decisions | N/A | # of reports | |
| 7.7.3 Strengthening individual capacities for crisis management from school to central levels | Crisis-management training programme for education leaders at all levels of education | N/A | Training programme developed | MEHE |

### Description of strategies

A review of the effectiveness of previous crisis responses helps to identify bottlenecks and potential strategies to improve crisis management mechanisms, tools, and processes. Specific attention will be given to MEHE's oversight, coordination and communication function during crisis which is at the heart of a functioning risk management cycle to ensure timely and contextualized crisis response. The review will inform the **development of a crisis management framework for education** which serves as a roadmap for MEHE to

institutionalize crisis management and to secure the necessary financial and technical support to manage crises. The framework will be based on a comprehensive hazard/risk and vulnerability assessment which analyses the education sector's exposure and sensitivities to natural hazards and man-made disasters as well as the sector's adaptive capacity to manage hazards/risks which allows MEHE to effectively reduce and respond to internal and external crises.

The framework outlines Standard Operating Procedures (SOPs) and a business continuity plan to ensure effective implementation through coordination and communication among internal actors (schools, regional offices, and central directorates) and external partners (both, national and international) based on crisis scenarios. The framework also defines the roles and responsibilities of MEHE staff to carry out the various crisis management functions. This includes liaising with MEHE directorates tasked to manage the data information management system to ensure availability of relevant data for crisis prevention, preparedness, and response, including as part of needs assessment, monitoring, and evaluating crisis response measures to devise lessons learned, avoid repetition of mistakes, and improve procedures. A learning and research methodology for crisis management will allow MEHE to identify financial aspects of crisis prevention and response, scenario planning and benchmarking.

The framework also outlines institutional structures needed to move from ad hoc responses to strategic crisis-sensitive planning and management such as in form of a MEHE unit or working group.

Furthermore, MEHE aims to strengthen individual competencies at all levels of the education system by training crisis management 'champions' including students, teachers, principals, education planners, managers and decision makers to ensure the safety and well-being of learners and education staff and continuous education service delivery. The crisis management framework will identify required skills and tools for school and system leaders during each phase of crisis management, including emergency, early and long-term recovery.

# CHAPTER 5:  IMPLEMENTATION ARRANGEMENTS, MONITORING AND EVALUATION

The implementation of this ambitious 5-year General Education Plan will undoubtedly encounter several challenges. The most important can be grouped under four factors: the capacity of the educational administration at all levels; the available funding; the coordination among the different actors; and the uncertainties that are inherent to the present context, which is characterized by several crises and disruptions along with an unpredictable national, regional, and global environment.

The first of these challenges is addressed in Pillar 3 and Priority Area 7, on "system strengthening and governance". The priority includes various capacity development strategies, such as the creation of pertinent structures, the clarification of roles and responsibilities, the use of evidence-based decision-making, the strengthening of accountability, professional development, and training. In addition, Priority Area 6 puts emphasis on strengthening school leadership, through reinforcing the capacity of the principals, among other strategies. This capacity development covers the core functions of the educational administration and reaches out to the central level all the way down to the school level. These core functions (information management; performance management; human, material, and financial resource management; and crisis management) are essential to translating policies and plans into action.

The second challenge, available funding, is not addressed in this draft version of the Plan. Once the cost and funding data are available, the financing gap will be identified. This can feed into a policy dialogue, where the level of ambition of the Plan will need to be adapted and where programmes and interventions need to be prioritized in line with the available or potential funding.

This chapter proposes key elements of response to the third and fourth challenge. There are programmes in the plan which respond to some extent to both these issues, in particular Programme 7.6 on partnerships and Programme 7.5 on crisis management. However, additional interventions, which have a more direct focus on plan implementation, are necessary.

## 5.1  Coordination of implementation

Ideally, this General Education Plan guides all the actors, and in particular the various departments and directorates of MEHE in their activities. By providing a unified vision and priorities, it aims at bringing together all stakeholders and partners to work in a coherent way towards achieving this vision.

To coordinate the implementation and ensure that, as much as possible, all actors are guided by and work towards the goals of the Plan, four sets of interventions are proposed.

*(i)      An effective coordination structure*

The coordination of plan implementation is government-led and will be exercised internally by MEHE. The existing projects' steering committee can be expanded. It includes senior leadership from the main MEHE departments (PED, SED, DOPS). For it to play a coordinating role of the implementation of the Plan, it can be further expanded through the inclusion of CERD, and other potential external actors. This committee will be chaired by the Director General and will be supported by a core team with appropriate skills and competencies.  The CCT (coordination core team) will act as the Secretariat to this steering committee. It will collect reports and data from implementing actors, ensure reporting schedules, and prepare the agenda and the meetings of the steering committee. A representative from CERD will be invited to be a member of the CCT or at minimum an active liaison.

*(ii)      Translating the 5-year General Education Plan into operational plans.*

The 5-year Plan provides a broad policy framework. This includes a series of priority areas and programmes, and suggestions on strategies. This broad framework has been designed mainly by the central MEHE, with inputs from implementing actors. The next step is that MEHE departments and REOs prepare their own implementation plans, of a more operational nature, inspired by the 5-year General Education Plan. MEHE can draw from its recent experience of annual work planning here (such as S2R2). This may proceed in somewhat different ways for MEHE departments then for Regional Offices.

MEHE departments will work on specific programmes in the 5-year Plan, which relate to their mandate, and will further develop these, by completing the strategies, identifying who is responsible for which strategy, reflecting on the targets, and estimating required and available resources. Where several departments are involved in one programme, the CCT will assign responsibilities for the preparation of these more detailed programmes. The objective is that each department has an operational plan, which is based on and refers to the detailed programmes, and contains strategies, activities, and, where relevant, indicators, with targets.

CERD will also take responsibility for areas within its mandate and competence, to develop specific strategies and implementation plans that are fully aligned with the 5-year General Education Plan.

The regional offices will need to examine most of the Plan, their main task being to adapt it to their specific situation and the characteristics of their region. The purpose is to remain as close as possible to the policy framework, while adapting the programmes by emphasizing those strategies that are particularly relevant to their situation and identifying appropriate targets.

### (iii)    Guiding implementing actors

The development of the operational plans is interpreted as a process of capacity development and to strengthen ownership of the Plan, as well as accountability for its implementation. Through the involvement of internal MEHE stakeholders in the preparation of these plans, capacity will be developed in research skills, scenario-based planning based on evidence, problem solving for allocation of resources, and project management. The CCT, seconded by a pool of experts, will guide the process, provide methodologies and planning tools, and offer feedback. It will ensure communication between the different departments and integration in their modes of implementation. It will organize the workshops for the development of these operational plans, and, where need be, call on external facilitators.

The participatory process and capacity building will allow both a strong level of engagement and accountability of MEHE actors responsible for the implementation of the activities in their segment.

### (iv)    Communication with and coordination of development partners

The development partners play a central role in the implementation of the 5-year General Education Plan, not only in financial terms, but also in programmatic terms. The projects that they design, and fund shape the content of the Plan. There is a significant risk that these donor-funded activities are not guided by the national framework and objectives, but by their own priorities. It is therefore imperative that the design of the donor-financed programmes is aligned with the government's policy and plan and that their implementation follows the government's operational systems.

To satisfy the requirement that donor-funded activities be anchored within the government plan and be implemented through the ministries' systems and governance; three steps are proposed. These are in addition to the strategies proposed under Programme 7.6 on "Partnership development". They are more directly concerned with coordination around plan implementation, while Programme 7.7 focuses on the strengthening of existing partnerships and the creation of new ones.

- The existing donor platform will be reformed to include ministry representatives. This "Lebanese education group" will be led jointly by the Ministry and a donor coordinating agency.

- The formal information flow between MEHE and its international partners, will be better organized. The "partnership unit", which Programme 7.7 proposes to set up, will ensure that there are regular and commonly planned meetings of the education group. It will also promote exchange of information, including through the creation of a database on projects and programmes, accessible to all partners.

- Partners, who propose specific projects, will mention explicitly to which General Education Plan programme(s) their intervention is expected to contribute. Project documents will include a monitoring framework that is in line with the indicators in this Plan and will explain how the project will strengthen government's own actions.

The overall purpose is that government and all its partners become jointly accountable for the Plan's implementation.


## 5.2 Monitoring and evaluation

Crises create uncertainty and uncertainty is inimical to long-term planning. In a context of crisis, planning needs to be flexible. The Plan must continuously evolve and adapt. It needs to adapt to the changes in the context, and by considering the achievement of targets and milestones. This demands that periodical reviews are organized, to examine the achievements, to discuss the possible reasons for lack of progress or success, to reflect on new strategies, where needed, and to agree on a revised plan.

This demands actions in several areas:
- The identification/strengthening of a unit/department/committee in charge of monitoring and evaluation.

- The setting up of indicators, targets, milestones, and KPIs in a way which allows for straightforward data collection, monitoring of trends, and analysis.

- Appropriate disaggregation of indicators and targets to allow for the various needs of government, ministry and external partners including but not limited to gender, socio-economic status, nationality, and SEN status.

- The organization of strategic review meetings, at least once a year. These meetings should bring together all the members of the "Lebanese education group", as well as representatives of ministry departments, agencies, and REOs.

- The preparation of review reports, in a participatory manner, coordinated and guided by this unit/department/committee, based on inputs from the implementing actors at central and regional level, and on implementation reports of projects. These review

reports should contain an assessment of progress on key indicators, as well as an in-depth examination of possible causes for progress or lack of progress.

- The preparation of a final evaluation, through a hybrid methodology, combining internal stakeholders and an external team.
- The development of a "results framework", with key performance indicators (with baselines, intermediate and end targets).
- The capacity development of MEHE administration staff on the monitoring and evaluation methodology and implementation.

The table on the following pages proposes a results framework for the 5-year Plan. It contains a limited and carefully selected set of "key performance indicators". These reflect the three Pillars of the Plan and its seven priority areas. They focus, as much as possible, on the "outcomes" of the Plan, not on inputs, activities, or specific projects. The table includes a column with a level of disaggregation. It is indeed important to ensure that the situation of specific groups is carefully monitored, students with special needs, as well as the differences and disparities between boys and girls, and between regions.

| | Key Performance Indicators | Disaggregation | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|---|
| PILLAR 1: Equitable access to and participation in education |
| 1 | GER primary | ● Gender<br>● Region<br>● Socio-economic group<br>● SEN students<br>● Lebanese & Non-Lebanese | TBD | Above 95% | SIMS |
| 2 | GER secondary | | TBD | 90% | |
| 3 | Completion rate primary | | 78% | TBD | SIMS |
| 4 | Completion rate lower secondary | | 59% | TBD | |
| 5 | % of out of school children primary (out of school rate) | | 40% | 20-25% | MEHE, UNICEF and UNHCR data |
| 6 | Enrolment rates in KG in vulnerable areas | | ~50% | >90 | MEHE |
| 7 | Increase in School Readiness in core competencies | | TBD | % increase in normal achievement<br><br>% increase in high achievement | CERD |
| 8 | Students to classroom ratio | ● Region<br><br>● Setting (rural, semi urban & urban) | From 5 to 50 | From 10 to 35 | SIMS |

| | Key Performance Indicators | Disaggregation | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|---|
| **PILLAR 2: Improved quality of education and higher learning outcomes to all students and strengthen citizenship** | | | | | |
| 9 | % of students who pass grade 9 exam | ● Gender<br>● Region<br>● Socioeconomic group<br>● SEN students<br>● Lebanese & Non-Lebanese | TBD | TBD | MEHE & CERD |
| 10 | Availability of results of formative assessment tests in grade 3 and 6 in Language and Math | | For Internal use | Results published on MEHE & CERD websites | MEHE & CERD |
| 11 | Gap between higher and lower achieving students on international assessments | | Progress since PISA 2018 | TBD | PISA in Lebanon in 2022 and 2025 |
| 12 | % of PED and SED teachers who have attended in service training programmes on subject matter and pedagogical skills. | ● Gender<br>● Region<br>● Public/private | N/A | 80-100% | SED, PED, CERD, DOPS. |
| 13 | % of Teachers trained on new curriculum | | 0% | 100%. | CERD |
| 14 | % of teachers with appropriate IT skills | | N/A | At least 70% | CERD |
| 15 | Existence of an endorsed Reformed National Curriculum Framework | Not applicable | Initiated | New curriculum is implemented in public and private schools | Curriculum Higher Committee - CERD |
| 16 | Implementation of National Learning Assessment Strategy | Not applicable | NSLAF endorsed Implementation plans and committees TBD | Committees established and Plans Implemented | CERD- MEHE |
| 17 | Percentage of students citing as main reason for being out of school the difficulties with the language of instruction | ● Lebanese & Non-Lebanese | TBD | TBD | CERD |
| 18 | % of schools having implemented a school improvement plan including professional development & self assessments | ● Region<br>● Public/private | 30% | More than 75% | |

| | Key Performance Indicators | Disaggregation | Baseline 2019/20 | Target 2025 | Source of information |
|---|---|---|---|---|---|
| PILLAR 3: System strengthening & Governance | | | | | |
| 19 | Citizens' satisfaction with the quality of education services delivered. | ● Gender<br>● Region<br>● Socioeconomic group<br>● Parents of SEN students<br>● Lebanese & Non-Lebanese | NA | 65% | Citizens' survey |
| 20 | % of REOS and schools staffed with appropriately trained and skilled personnel (e.g., Accountants, IT agents, GRM, Field Engineers, Managers etc.). | ● Region | Current staffing structure | 60-70 % of REOs with trained staff complements | REOs, Schools |
| 21 | % of educational and resource data available and of good quality | ● Region | 60% of educational and resource data is available and of quality at the start of school year | 95% of SIMS data is of quality and available to use for decision making at the start of each school year. | Information Management Strategy Implementation plan |
| 22 | % of Departments planning their requirements based on needs with special attention to vulnerable children. | Not applicable | NA | 50% of departments | GDE/ new budget function |
| 23 | % of Schools budgets audited and published. | ● Region | NA | 30% -50% of school budgets are audited and published | SED and PED |
| 24 | Number of Steering and governance committees legally constituted, including on crisis-management | Not applicable | 1 SC for S2R2 | Min 6 | MEHE |

# CHAPTER 6: BUDGETED COST OVER 5 YEARS

| PROGRAMS | BUDGETED COST (US $) |
|---|---|
| 1.1  Expand retention among vulnerable groups through social measures such as cash for education | 143,691,810 |
| 1.2 Improve enrolment ratios in primary and secondary public schools | 151,025,613 |
| 1.3 Improve school inclusion and remove barriers to learning and participation | 2,067,500 |
| 1.4  Child protection and psycho- social support including Gender Based Violence, Social Cohesion and Preventing Violent Extremism (PVE) | 410,000 |
| 1.5 Addressing learning losses through catch-up s to reduce the out-of-school population including among displaced and refugee students | 11,950,000 |
| 1.6 Leading national efforts on multiple and flexible pathways to education (Non-Formal Education) | 895,000 |
| 2.1 Legal & institutional framework for ECE in Lebanon is improved and supported by adequate funding | 225,000 |
| 2.2  National systems can provide equitable, high quality and inclusive Early Childhood Education for all children | 4,308,850 |
| 3.1  School construction and improved infrastructure | 285,600,000 |
| 3.2  Infrastructure for digital learning | 168,719,000 |
| 4.1 Improved quality of teaching and workforce management | 3,900,000 |
| 4.2 Teacher IT skills for digital teaching | 3,971,840 |
| 4.3 Improved teacher management and teacher allocation to schools (primary, LSE, and USE) | 625,000 |
| 5.1 Curriculum reform and revised learning assessment with special attention towards inclusive citizenship, and student's life skills | 10,275,000 |
| 5.2. Improved Students' Learning Outcomes Through Language Proficiency | 2,580,000 |
| 6.1  Improved school performance through stronger school leadership, enhanced school autonomy, accountability | 13,351,875 |
| 6.2  Focus on improving the overall achievements of poor performing schools | 1,295,000 |
| 7.1  Knowledge development and information management for evidence-based policy formulation and decision-making | 30,332,583 |
| 7.2  Performance and quality management at MEHE | 1,980,000 |
| 7.3  Resources management (including physical and human resources) | 450,000 |
| 7.4  Fiduciary Systems and Financial Management | 567,000 |
| 7.5  Partnership Development | 175,000 |
| 7.6  Legal Framework and monitoring | 175,000 |
| 7.7Institutionalizing crisis management for a more resilient education system | 245,000 |
| **TOTAL BUDGETED COST** | **838,816,071** |

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[iii] The World Bank, 2020. Lebanon Emergency Crisis Response Social Safety Net Project (P173367) Report No. PAD 3055

[iv] Subsidized private schools. While the fully private schools are attended by the children of the wealthiest socio-economic groups there is not much different in the socio-economic profile of those attending "free" private schools (children of teachers and civil servants) and those attending public schools.

[v] Abdul-Hamid H., Yassine M., (2020), Political Economy of Education in Lebanon: Research for Results Program, World Bank. p.14. Children from the poorest quintile would only constitute 4 % of enrolment at post-secondary level while children from the richest quintile would constitute 38% of enrolment at that level.

[vi] Source : https://tcdata360.worldbank.org/indicators.

[vii] During the 2018-2019 school year, only 42 % of the 660,000 school-age Syrian children in Lebanon were in school, including 9 % in private schools. Access to education deteriorated even further during the 2019-2020 school year. About 190,000 Syrian children in Lebanon enrolled in public schools in the 2020-2021 school year, while another 25,000 who should have re-enrolled or entered grade 1 did not (Human Rights Watch report, March 2021).

[viii] R4R. Lebanon's performance in International Large-Scale Assessments (ILSA)

[ix] The total of displaced and refugee students comes up to 197,824 students, broken-down as follows: 150,632 displaced Syrians enrolled in 2nd shift, 36,311 Syrians enrolled in 1st shift along with 6240 Palestinians (Non UNRWA schools), 430 Iraqi and 4211 from other nationality (Data source: SIMS, school year 20-21).

[x] UNESCO Task Force on the 2030 Agenda for Sustainable Development. 2017. http://en.unesco.org/sdgs

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[xv] http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Beirut/images/Youth_Policy_in_Lebanon_English_.pdf

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[xviii] This is not the case for Grades 10-12, where private to public migration has been common over many decades.

[xix] Enrolment data provided by MEHE from SIMS for 2020/21, correct as of 21 April 2021.

[xx] The inconsistencies on the total population make it very difficult to calculate some essential education indicators, related in particular to enrolment rates.

[xxi] Extract from: Lebanon Emergency Crisis and COVID-19 Response Social Safety Net Project (ESSN) Brief. More recent estimates or projections of poverty are not available due to the lack of survey data.

[xxii] Subsidized private schools. While the fully private schools are attended by the children of the wealthiest socio-economic groups there is not much different in the socio-economic profile of those attending "free" private schools (children of teachers and civil servants) and those attending public schools.

[xxiii] ILO Labour Force and Living Conditions Survey 2018-219

[xxiv] ETF Support Document for Technical discussion on the Rapid Education Diagnostic Assessment June 2021

[xxv] Abdul-Hamid H., Yassine M., (2020), Political Economy of Education in Lebanon: Research for Results Program, World Bank. p.14. Children from the poorest quintile would only constitute 4 % of enrolment at post-secondary level while children from the richest quintile would constitute 38% of enrolment at that level.

[xxvi] From October 2020 until March 2021, CERD trained 16,401 "Mawridi-e"(resources platform for teachers) with 1,170 synchronous 2 hours workshops on PSS, online learning/teaching, CERD platforms and how to use them . Public and Private schools' IT Support Personnel were trained on the features of MS Teams through more than 10 video tutorials designed, developed, recorded and shared by the ICT Department.

[xxvii] Source : https://tcdata360.worldbank.org/indicators.

[xxviii] SIMS, 2021

[xxix] Resource centres are the CERD's training centres spread across the country.

[xxx] Research for Results, 2021, WB

[xxxi] Calculated as the number of pupils over the number of permanent teachers plus the full time equivalent contractual teachers.

[xxxii] SIMS 2020

[xxxiii]R4R.  Lebanon's performance   in International Large-Scale Assessments (ILSA) June 2021

[xxxiv] During the 2018-2019 school year, only 42 % of the 660,000 school-age Syrian children in Lebanon were in school, including 9 % in private schools. Access to education deteriorated even further during the 2019-2020 school year. About 190,000 Syrian children in Lebanon enrolled in public schools in the 2020-2021 school year, while another 25,000 who should have re-enrolled or entered grade 1 did not (Human Rights Watch report, March 2021).

[xxxv]R4R.  Lebanon's performance   in International Large-Scale Assessments (ILSA)

[xxxvi]  World Bank. PISA LEBANON 2018. Middle East and North Africa Division

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[xxxviii] Student Learning Assessment in Lebanon. R4R student assessment presentation. June 2021

[xxxix] The total of displaced and refugee students comes up to 197,824 students, broken-down as follows:  150,632 displaced Syrians enrolled in 2nd shift, 36,311 Syrians enrolled in 1st shift along with 6240 Palestinians (Non UNRWA schools), 430 Iraqi and 4211 from other nationality  (Data source: SIMS, school year 20-21).

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"An Unfair Start: Inequality in Children's Education in Rich Countries", UNICEF, October 2018:

https://www.unicefirc.org/publications/pdf/an-unfair-start-inequality-children-education_37049-RC15-EN-WEB.pdf

[xliii] The nature of curricula can incorporate this level of flexibility. Normally content is arranged in a spiral way in which the same content (eg fractions) is returned to repeatedly at different levels of complexity (eg in Gr 3 then Gr 4 then Gr 5). The curriculum can therefore cope with time out of school by eg condensing all Gr 3+4 fraction work into one unit taught in Gr4. But teachers need to know how to do this.

[xliv] Baroudi S., Hojeif Z., (2020). A quantitative Investigation of Intrinsic, Extrinsic Factors Influencing Teachers' Job Satisfaction in Lebanon. Leadership in Schools March 2020.
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