Ministry of Education
And Higher Education

Reaching All Children with Education in Lebanon
R.A.C.E

Lebanese and Syrian children attend a remedial class in a child-friendly center in North Lebanon
©UNICEF/2012/Brooks

June 2014

Map 1: Governorate boundary of Lebanon (©UNICEF/2013)

ACRONYMS

AFD	Agence française pour le développement
ALP	Accelerated learning programme
BPRM	Bureau of Population, Refugees, and Migration (USA)
C4D	Communication for Development
CAS	Central Administration of Statistics
CBOs	Community based organisations
CCCs	Core Commitments for Children
CDR	Council for Development and Reconstruction
CERD	Centre for Educational Research and Development
CFS	Child friendly spaces
DfID	Department for International Development (UK)
DOPS	Direction d'Orientation Pédagogique et Scolaire
ECD	Early childhood development (can be capitalized, if it refers to a specific programme)
ECE	Early childhood education
EMIS	Education management information system(s)
ESDP	Education Sector Development Plan
ESDS	Education Sector Development Secretariat
ESIA	Economic and Social Impact Assessment of the Syrian Conflict
ESWG	Education Sector Working Group
ETF	European Training Foundation
EU	European Union
GBV	Gender-based violence
GoL	Government of Lebanon
GDP	Gross domestic product
HP	Hygiene promotion
IMF	International Monetary Fund
INEE	International Network for Education in Emergencies
IRC	International Rescue Committee
ITS	Informal tented settlement
MDTF	Multi-donor trust fund
MEHE	Ministry of Education and Higher Education
MICS	Multiple Indicator Cluster Survey (UNICEF)
MoPH	Ministry of Public Health
MoSA	Ministry of Social Affairs
NFE	Non-formal education
NRC	Norwegian Refugee Council
NSDS	National Social Development Strategy

OCHA	Office for the Coordination of Humanitarian Affairs (UN)
ODI	Overseas Development Institute
OOSC	Out-of-school children
PRS	Palestinian refugees from Syria
PSS	Psychosocial support
PTA	Parent teacher association
RRP	Regional Response Plan
SBM	School-based management
SCI	Save the Children International
SDC	Social development centres
SHARP	Syrian Humanitarian Assistance Response
SIP	School improvement plans
TIMSS	Trends in International Mathematics and Science Study
TVET	Technical and vocational training
UIS	UNESCO Institute of Statistics
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency for Palestine Refugees
USAID	United States International Development Agency
WASH	Water, sanitation and hygiene
WB	World Bank
WVI	World Vision International

TABLE OF CONTENTS

PROGRAMME SUMMARY
1. INTRODUCTION: THE INTERNATIONAL CALL FOR INVESTMENT AND CONCERTED ACTION
1.1. Background and rationale: the Lebanon Syria crisis
1.2. Country level processes in response to the crisis
1.3. Framework for concerted action
2. SITUATION ANALYSIS AND PROGRAMME CONTEXT
2.1. Socioeconomic and political situation
2.2. The education sector
3. PROGRAMME COMPONENTS AND BUDGET
3.1. Rationale
3.2. Coverage
3.3. Programme components in detail
- PROGRAMME COMPONENT 1: Ensuring equitable access to educational opportunities
- PROGRAMME COMPONENT 2: Improving the quality of teaching and learning
- PROGRAMME COMPONENT 3: Strengthening national education systems, policies and monitoring

3.4. Programme budget
3.5. Monitoring and evaluation
4. PROGRAMME IMPLEMENTATION
4.1. Coordination and implementation arrangements
4.2. Financing modalities
4.3. Risks and mitigation measures
5. REFERENCES
6. ANNEXES

LIST OF TABLES

Table 1: Programme beneficiaries
Table 2: Programme cost coverage
Table 3: Implementation of activities (component 1)
Table 4: Programme linkages (component 1)
Table 5: Detailed budget (component 1)
Table 6: Implementation of activities (component 2)
Table 7: Programme linkages (component 2)
Table 8: Detailed budget (component 2)
Table 9: Implementation of activities (component 3)
Table 10: Programme linkages (component 3)
Table 11: Detailed budget (component 3)
Table 12: Programme budget in relation to overall needs
Table 13: Results framework

LIST OF FIGURES

Figure 1: ESDP Programme
Figure 2: Profiles of beneficiaries by education approach
Figure 3: Log frame

LIST OF MAPS

Map 1: Governorate boundary of Lebanon
Map 2: Distribution of Syrian refugees in Lebanon
Map 3: Vulnerability map
Map 4: Public schools and piped water
Map 5: Public schools and sanitation
Map 6: Public schools within vulnerable cadastral lo

PROGRAMME SUMMARY

Programme title	**Reaching All Children with Education in Lebanon**
Country	Lebanon
Lead	**Ministry of Education and Higher Education (MEHE)**
Programme start date and duration	• January 2014 • 3 years
Total budget	**Total: US$ 634 million** • Year 1: US$ 211.3 million • Year 2: US$ 191.3 million • Year 3: US$ 231.4 million
Overall objective	Vulnerable school-aged children (3-18 years) affected by the Syria crisis are able to **access quality formal and non-formal learning opportunities** in safe and protective environments.
Programme components and sub-components	**1. Ensuring equitable access to educational opportunities** 1.1. School rehabilitation and equipment 1.2. Enrolment support for formal basic education 1.3. Enrolment support for basic education (ALP) 1.4. Enrolment support for basic education (NFE) **2. Improving the quality of teaching and learning** 2.1. Textbooks, teaching and learning material for basic education 2.2. Teaching workforce capacity strengthening 2.3. School readiness and learning for adolescents **3. Strengthening national education systems, policies and monitoring** 3.1. Support to institutional development 3.2. Learning outcomes assessments and M&E strengthening 3.3. School-based management and monitoring and school grants
Beneficiaries	**An average 413,000 Syrian refugees and vulnerable Lebanese school-aged children (3-18 years) per year**

1. INTRODUCTION: THE INTERNATIONAL CALL FOR INVESTMENT AND CONCERTED ACTION

The 2013 United Nations General Assembly highlighted the deepening crisis in Syria and the impact on countries in the region. An emerging theme was the need to increase the focus on those sectors traditionally not well covered in humanitarian responses, but which are essential to protecting the future of an entire generation of children and the prospects of stability in Syria and the region. As part of the overall call for an increase in funding for education in emergencies, the UN Special Envoy for Global Education convened a focused meeting on the impact of the Syrian crisis on the Lebanese education system, informed by the *Education without borders* report from the Overseas Development Institute (ODI).[1] It was agreed that it is vital that the international community steps up to provide a joint response commensurate with the crisis in Lebanon, and as an essential investment towards re-building Syria.

As a follow-up, UN agencies and development partners, with the support of the Global Partnership for Education (GPE) and led by the Government of Lebanon (GoL), specifically the Ministry of Education and Higher Education (MEHE), committed to doing more to meet the acute and immediate education needs of Syrian refugee and Lebanese vulnerable children. They agreed to develop an expanded and well-coordinated three-year Programme for response, building on existing initiatives and providing a framework for bringing the immediate emergency and longer term development efforts together, while strengthening the Lebanese public sector to address the crisis and improve and sustain its provision of quality education for vulnerable children. Increased funding, with greater predictability, will open up opportunities for strengthening implementation capacity and reaching significantly larger numbers of children, and will enable the GoL and development partners to engage in a more strategic education approach to the Syria crisis with a focus on building the overall resilience of the system.

The overall objective is to ensure that vulnerable school-aged children (3-18 years), affected by the Syria crisis, are able to access quality formal and non-formal learning opportunities in safe and protective environments. More specifically, the Programme aims at ensuring equitable access to educational opportunities, improving the quality of teaching and learning, and strengthening national education systems, policies and monitoring. The Programme is costed at US$ 634 million. Non Formal learning is meant to be transitional in order to allow for Syrian students to enter the formal education system.

[1] Kevin Watkins. 2013. *Education without borders: A summary.*

The introduction of the proposal provides a background of the crisis and the general rationale for investment and concerted action, as well as a review of the present response and on-going initiatives that need to be brought together under a coordinated framework. Chapter 2/Two presents an analysis of the situation and Programme context, both at the socioeconomic and political levels, as well as of the education sector. Chapter 3/Three elaborates on the three Programme components and ten sub-components in detail together with coverage (beneficiaries and target areas) and their linkages to on-going initiatives and to the ESDP. It includes an overall and detailed budget as well as a monitoring framework. Chapter 4/Four concludes with a brief presentation on proposed implementation arrangements and funding modalities.

1.1. Background and rationale: the Lebanon Syria crisis

The Syria crisis in Lebanon is more than a refugee crisis; it is a refugee crisis compounded by an already fragile socioeconomic and political context and by a constrained public system, both in terms of resources and capacity. This crisis is both an issue of substantive scale and complex politics. For the education of Syrian refugee and Lebanese vulnerable children, it means addressing a rapid and massive surge in the number of out-of-school children (OOSC) while working on a policy dialogue with all education providers and stakeholders.

Syrian refugees in Lebanon: staggering numbers: As the Syria conflict enters its third year with little signs of abating, the influx of refugees fleeing the fighting into Lebanon continues to increase. As of May 2014, there is more than a Million Syrian refugees registered and much more awaiting registration, **which makes Lebanon the largest refugee receiving country in the region**. Large numbers of Syrians continue to cross the border daily to seek shelter. By December 2014, the number of registered Syrian refugees in Lebanon is projected to reach nearly one and a half million, a figure exceeding 30 % of the total population of the country. Demographic analysis shows that 42 % of the Syrian population are school-aged children between the ages of 3-18; among those, there are currently more than 280,000 out-of-school Syrian refugee children in Lebanon.[2]

Burdening communities and a fragile economy: The coping capacity of Lebanese host communities is also being eroded. While Syrian refugees in Lebanon are now hosted in over 1,400 cadastral localities across the country, the majority of the displaced continue to seek shelter in the traditionally deprived Northern (30 per cent) and Bekaa (34 per cent) regions of Lebanon.[3] These host communities are among the most vulnerable communities in the

[2] ESWG calculation. This number is a conservative estimate and could be much higher.
[3] UNHCR *Lebanon Daily Registration Statistics*. Retrieved 29 November 29 2013 from http://data.unhcr.org/syrianrefugees/syria.php.

country. The impact of the Syria crisis on the already difficult socioeconomic situation in these areas has been highlighted by the UN through a number of emergency assessments including high hosting ratios, increased expenditures and decreased incomes for Lebanese families hosting Syrian refugees.[4] Lebanon's fragile economy is not equipped to withstand the economic repercussions of the Syria conflict with a real gross domestic product (GDP) growth projected to have fallen to 1.5 per cent in 2011 from around 8 per cent in 2007-2010.[5] A lack of social safety nets means that the economic slow-down is hitting people across the country, particularly the most vulnerable Lebanese, especially children. There is increasing anecdotal evidence that Lebanese children are being pulled out of public school as a result of the crisis and because of the presence of Syrian refugees.

Rising socio-political tensions: Given the scale of the influx and the reality that the majority of people are migrating to areas that were previously underserviced, tensions between the refugee and host communities are inevitable - a tension that is mounting between the communities but also in the classroom and between children. It is fuelled by misperceptions around biased aid delivery, concerns over "stealing" of Lebanese jobs and tangible erosion of public services. Increasing engagement in the conflict inside Syria by a range of groups from Lebanon is further adding to these tensions. This is a burden that Lebanon, still recovering from many years of conflict and struggling to mitigate sectarian tensions exacerbated by the Syria conflict, cannot afford to withstand indefinitely.

Constrained public system resources and capacity: While Lebanon is quite generous in its support to refugees, the additional strain on an already overburdened public sector is beginning to compromise the ability of the country to address the needs of its own people. The scale of the needs of Syrian refugees has consistently outstripped available resources and capacities. It is estimated that an additional spending of US$ 1.4/1.6 billion would be required to reinstate the access to and quality of public services to their pre-Syria conflict level.[6] MEHE and the Ministry of Social Affairs (MoSA) remain under-resourced and are struggling with the burden of the increased caseload of vulnerable Syrian refugees in public schools and in non-formal education (NFE) programmes. Prior to the crisis, MEHE was already catering only for 30 per cent of its student population and is seeing this limited capacity further jeopardized.[7]

---

[4] UNDP. 2012. *Executive summary of the rapid assessment on the Impact of the Syrian crisis on the socioeconomic situation in the North and Bekaa.*

[5] IMF. 2011. *Regional Economic Outlook Update*. Retrieved 10 June 2013 from http://www.imf.org/external/pubs/ft/reo/2012/mcd/eng/pdf/mena-update0412.pdf.

[6] World Bank. 2013. *Lebanon: Economic and social impact assessment (ESIA) of the Syrian conflict*.

[7] UNICEF. Forthcoming. *Education for children and adolescents in Lebanon: A human rights-based, equity-focused analysis of the situation* (draft version).

1.2. Country level processes in response to the crisis

Two key planning and fundraising processes have been put in place in response to the crisis, which also include the field of education: (1) the Regional Response Plan (RRP), now in its sixth iteration for Lebanon (followed and supported by the "A Lost Generation?" Strategy) and (2) the stabilization framework developed as an outcome of the *Economic and social impact assessment (ESIA) of the Syrian conflict* conducted by the World Bank (WB), the GoL and the UN.

RRP: The Government and partners participating in the humanitarian response are guided by the RRP. The United Nations High Commissioner for Refugees (UNHCR) first launched the RRP process in three countries (Lebanon, Jordan, and Turkey) across the Middle East and North Africa in March 2012 in recognition of the escalating needs of refugees as they fled Syria into neighbouring countries. In its fifth incarnation, the RRP 5 is currently 47 per cent funded (the education sector just 35 per cent).[8] The earlier iterations of the RRP were meant to focus exclusively on the needs of the refugee communities within a six-month time frame. However, given the protracted nature of the crisis and the realities of the impact on national system, partners are now finalizing plans for 2014 (RRP 6) that will, for the first time, be expanded to a one-year time frame. In addition to strictly humanitarian interventions, RRP 6 will include activities that aim to prevent further deterioration of existing infrastructure and support capacity building and resilience.

"A Lost Generation?" Strategy: Aiming at renewed public support around the concept of preventing a lost generation, and building on the groundwork established by successive iterations of the Syrian Humanitarian Assistance Response Plan (SHARP) and the RRP, "A Lost Generation?" Strategy has been developed to ensure that a generation of Syrian children – whether living inside the country or abroad as refugees – is provided with the protective environment and learning opportunities it needs to reclaim its childhood. The Strategy aims to shed light on the gravity of the education and protection situation facing Syrian children – to make visible this invisible tragedy, with the objective of reversing current trends. It outlines a multiyear comprehensive approach to education and protection for all Syrian children, both inside Syria and in neighbouring countries, as well as for the communities hosting them/host communities. The Strategy, which is included in the RRP exercise in Lebanon, covers both immediate humanitarian response interventions as well as longer term support that will build the resilience of children, communities, the education and protection systems, and infrastructure that are so critical to their future.

[8] UNHCR as of September 2013.

Stabilization roadmap: Despite the expanded focus of the RRP 6, it remains somewhat limited in scope as it is based on one year of implementation and is predominantly humanitarian in nature. The WB, together with the GoL and the UN developed a stabilization framework based on the *ESIA* released in October 2013. This framework is providing guidance on a medium-term perspective and has a stronger focus on system strengthening and stabilization. It is based on a four-track approach with the first and second tracks focused on addressing immediate stabilization needs, and the possible establishment of a pooled funding mechanism. The framework will also accommodate education reforms that had been planned prior to the current crisis.

Other efforts: Support to the public education sector was a development priority for many donors prior to the onset of the refugee crisis. The European Union (EU), WB and United States Agency for International Development (USAID) were all supporting initiatives under the 2010-2015 ESDP. These development interventions were collectively supporting MEHE to improve the quality of available public education in Lebanon, address the trends of lower academic achievement in public schools and increase the availability and quality of public pre-schools in disadvantaged areas. With the onset of the crisis, part of this support is being been redirected towards the emergency response, although some of the RRP 6 and WB stabilization framework planned activities are already ongoing under the ESDP.

1.3. Framework for concerted action

While the present response to the crisis led by the GoL with partners is remarkable in its generosity and rapidity, the scale, intensity and complexity of the crisis requires an approach that addresses the following needs in a more concerted and systematic way, and that the present Programme aims at embracing. These needs were also identified in initial discussions with development partners.

The education rights of Syrian refugee and vulnerable Lebanese children: Ensuring that the vulnerable children from the refugee and host communities are able to access education is integral to an effective and equitable response and helps address underlying issues of conflict. Investing in equity is part of investing in social cohesion. Education can play a key role in reducing the present social tensions while providing education services to all refugees and strengthening the quality of service for host populations.

Investing in the Lebanese public sector: Investing in equity also means investing in, strengthening and sustaining the systems that cater to the vulnerable and the marginalized. In the case of Lebanon, this is the public sector. Without upscale support to the overstretched public schools, the efficiency of the system is at serious risk and gaps in equity

threaten to grow significantly, with the marginalized groups bearing a disproportionate burden. Failure to invest in improving the education opportunities for vulnerable Lebanese students will have long term impacts on Lebanon's economic recovery in the face of the Syrian crisis.

Minimising disruption to the education of Syrian refugee children: Every month of not attending school significantly reduces the likelihood that children will return to school and finish their education. This has long term implications for the livelihoods of these children, their ability to contribute to re-building Syria in the future, and securing long term stability in the region. Furthermore, lack of education opportunities for youth can be particularly associated with increases in early marriage and violence.

A coherent package targeting access, quality and system strengthening simultaneously: The refugee crisis is not only an issue of access; quality is also key for keeping children in school. In Lebanon, quality constitutes an essential element in preventing dropout or transfers to the private sector. In addition, and as stated in the *ESIA* report, developing MEHE's capacity to address education needs is essential for a cost-effective and sustained response. These three components need to be implemented simultaneously in order to ensure sustainability from the start.

Building on what exists: It is essential to avoid creating parallel structures or mechanisms. There is a solid working foundation to build on in Lebanon in terms of assessments, frameworks and plans. These need to be integrated, strengthened and scaled.

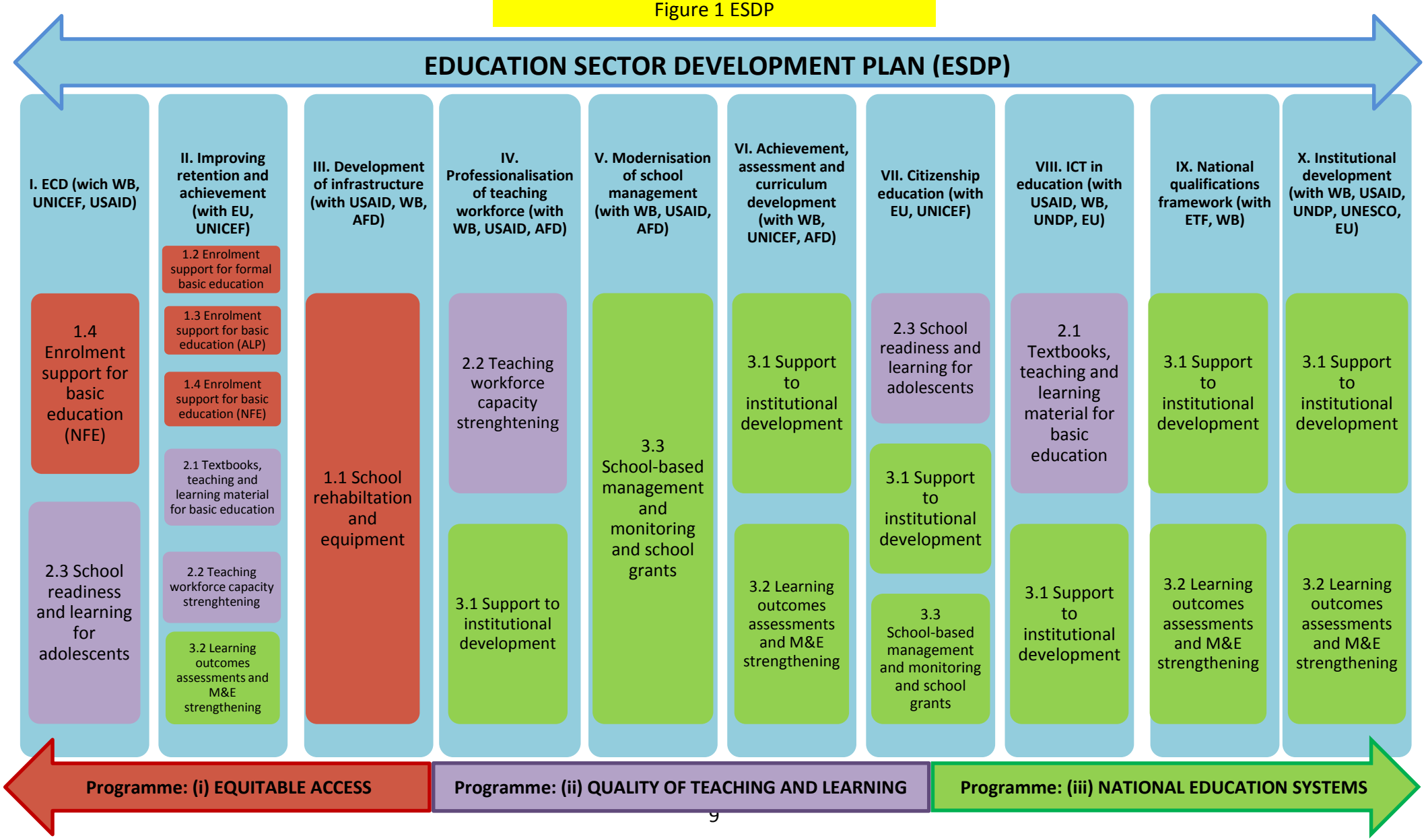
Bringing emergency and development responses together: An effective response needs to bridge between the humanitarian and the development divide, between meeting the most urgent education needs of the vulnerable and the longer term development priorities, which can strengthen and sustain the capacity of the education system to respond to needs in a protracted context. Investing in development means investing in resilience, and it needs to be made from the start.

Working within the framework of the Education Sector Development Plan: The ESDP was endorsed by the GoL Council of Ministers in 2010. It has a time span from 2010 to 2015 (though some donor programmes extend to 2017) and outlines ten programmes that respond to the priorities identified in the National Education Strategy.[9]

[9] The ESDP is at present largely funded by USAID (2011 – 2014): 75 million, EU (2010 – 2017) : 40 million, AFD (2014 – 2017): 60 million

The **present Programme** is in line with the emergency response under RRP 6 and the WB stabilization roadmap within a broader framework under the MEHE 2010-2015 ESDP. It involves a discussion on the strengthening of the MEHE towards building the resilience of the public sector to manage the crisis (over three years) while sustaining the longer term functioning of the education system. It targets both refugee Syrian and vulnerable Lebanese children. Figure 1 below shows how the three components of the Programme (access, quality, and system strengthening) and its ten sub-components are in line with the ten programmes of the ESDP.

Figure 1 ESDP



2. SITUATION ANALYSIS AND PROGRAMME CONTEXT

2.1. Socioeconomic and political situation

Since the outset of the fighting in March 2011, UN-OCHA reports a death toll within Syria of more than 100,000 people, over 7,000 of these deaths being children.[10] The humanitarian situation in the country has continued to deteriorate. And as the Syria conflict enters its third year, its impact on the neighbouring countries also deepens. One of the most visible consequences is the increasing number of people fleeing the fighting. These refugees have often been displaced internally within Syria before crossing borders. More than six million people are displaced within Syria[11] and over 2.2 million Syrians seeking refuge in Syria's neighbouring countries are now in need of humanitarian assistance. This number is forecast to rise to 3.4 million by December 2013. More than 50 per cent of the displaced population is comprised of children (UN-OCHA[12] and UNHCR[13]).

The numbers in Lebanon: On 27 November 2013, there were more than 805,000 registered (or pending registration) Syrian refugees in Lebanon, making it the largest refugee receiving country in the region. Realistically, there may be many more unregistered refugees in the country. Large numbers of Syrians continue to cross the border daily to seek shelter. In September 2013 alone, more than 56,000 Syrians had been registered by UNHCR, and in October they were more than 50,000. By December 2013, the number of registered Syrian refugees in Lebanon is projected to reach nearly one million, a figure equivalent to 25 per cent of the total population of the country.[14]

The profiles of refugees and vulnerable populations: Syrian refugees, those unable or unwilling to register, add to other vulnerable groups: Lebanese, Syrian migrant workers, Palestinian refugees from Syria (PRS), and Lebanese returnees from Syria. The number of displaced PRS reached 47,000 in August 2013, adding to the 436,154 Palestinian refugees estimated to be already residing in Lebanon,[15] and the number of Lebanese returnees is expected to reach 49,000 by end 2013.[16]

---

[10] http://reliefweb.int/report/syrian-arab-republic/syria-toll-passes-100000-peace-meet-prospects-fade.

[11] Syrian Arab Republic. Forthcoming. Humanitarian needs overview (draft).

[12] http://reliefweb.int/report/syrian-arab-republic/syria-regional-analysis-26-june-2013.

[13] UNHCR. *Lebanon Daily Registration Statistics*. http://data.unhcr.org/syrianrefugees/regional.php.

[14] The GoL has estimated in March 2013 that there were 1 million Syrians in Lebanon, taking into account migrant Syrian workers and their families and persons of means who had not registered with UNHCR.

[15] UNRWA-AUB 2010. *Socio-economic survey of Palestinian refugees in Lebanon*.

[16] *Syria RRP 5.* January to December 2013.

The children among the vulnerable populations: Demographic analysis shows that 53 per cent of current registered Syrian refugees are children between the ages of 0-17 (or approximately 424,462 children), and that 42 per cent are school-aged children between the ages of 3-18 (or approximately 349,212 children).[17]

Overlap between geographic distribution and vulnerabilities: In terms of geographical distribution, while Syrian refugees in Lebanon are now hosted in over 1,400 cadastral localities across the country, the majority of them continue to seek shelter among communities in the traditionally deprived Northern (30 per cent) and Bekaa (34 per cent) regions of Lebanon (see Map 2 below).[18] There are also approximately 400 informal tented settlements (ITS) throughout Lebanon, hosting an estimated 12.5 per cent of the registered refugee caseload plus a large proportion of unregistered refugees. 285 of these ITS (or 77 per cent) are also located in vulnerable poor areas (see below).

This geographical distribution of Syrian refugees adds pressure to already vulnerable host communities and erodes their coping capacity. In 2004, more than one-third of the Lebanese population (28.6 per cent) was considered poor (US$ 4 per capita per day) with 8 per cent living in extreme poverty (US$ 2.40 per capita per day). This overall level of poverty masks major regional disparities. In Northern Lebanon, 52.6 per cent of the population were considered poor and 17.8 per cent living in extreme poverty; in Bekaa, 29.4 per cent were considered poor and 10.8 per cent living in extreme poverty.[19]

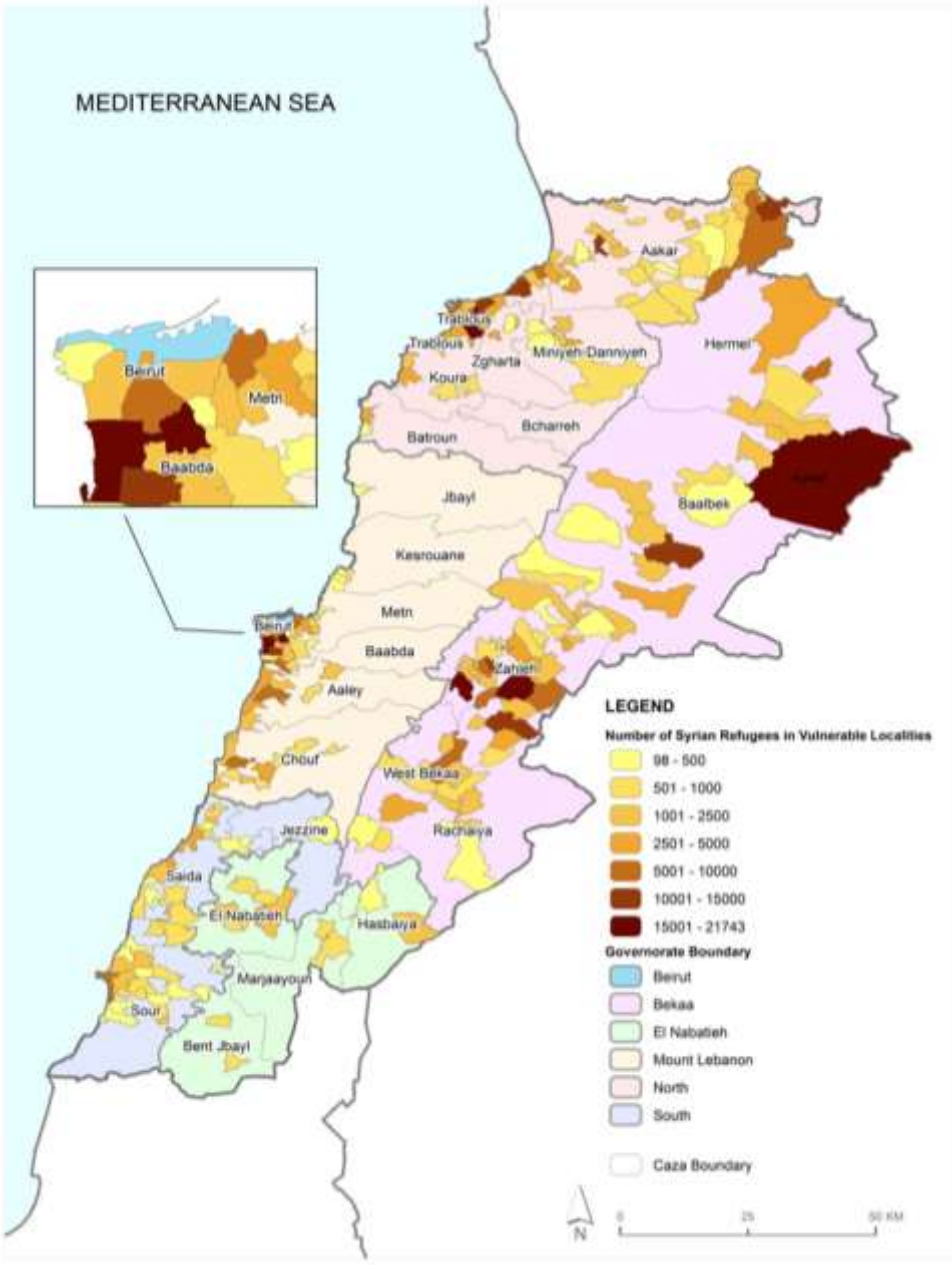
As a result, while a large majority of refugees amongst the initial influxes from Syria were able to build upon pre-existing support mechanisms through extended families and traditional family ties, especially in the border areas, more and more of the new arrivals have no support structure and are left with few options for shelter and social integration. And they are adding pressure on their hosts.

[17] UNHCR. *Lebanon Daily Registration Statistics*. Retrieved 27 November 2013 from http://data.unhcr.org/syrianrefugees/country.php?id=122.

[18] UNHCR. *Lebanon Daily Registration Statistics*. Retrieved 11 November 2013 from http://data.unhcr.org/syrianrefugees/syria.php.

[19] UNDP and MoSA. 2008. *Poverty, growth and income distribution in Lebanon*.

Map 2: Distribution of Syrian refugees in Lebanon (©UNICEF/2013)



Mapping vulnerabilities: A vulnerability map – developed in cooperation with the Information Management Unit of the Prime Minister's Office, United Nations Children's Fund (UNICEF) and UNHCR – shows the distribution of poor Lebanese and registered Syrian refugees at cadastral locality level (using the latest Lebanese poverty data and UNHCR registration information). The correlation between a high percentage of refugees with a high percentage of vulnerable host community groups increases the vulnerability of the cadastral

locality. There are 250 such vulnerable localities (among the 1,577 in Lebanon),[20] most in the North and in the Bekaa, and these cover 85 per cent of registered Syrian refugees and more than 68 per cent of poor Lebanese (see Map 3 below).[21]

Map 3: Vulnerability map (©UNICEF/2013)

[20] A composite index of concentration of vulnerable population and registered refugees was used to define five quintiles of vulnerability. Lebanese data was based on the 2004 poverty study and Council for Development and Reconstruction (CDR) population estimates at the locality level and refugee data from UNHCR as of 30 April 2013. See UNICEF. 2013. Equity in humanitarian action.

[21] These maps are guiding programmatic interventions that benefit both host and refugee communities.

The economy: In addition, Lebanon's economy has been slowed by the conflict, impacting heavily on vulnerable Lebanese. Real GDP growth has fallen 2.9 percentage points each conflict year, currently estimated at 1.5 per cent in 2013.[22] The conflict has dramatically impacted on tourism, with a 17.5 per cent decrease in visitor arrivals from 2011 to 2012.[23] The border closure has interrupted the import of Syrian commodities, which are typically cheaper than their Lebanese equivalents. The influx of Syrians is furthermore impacting the casual labour market, causing up to a 60 per cent reduction in daily wages (with the increased competition for employment) and meaning that each household is accessing fewer days of work per month.[24] The price increases, combined with decreased income, has significantly increased the vulnerability of Lebanese households. An estimated 170,000 Lebanese have been pushed into poverty as a result of the conflict.[25]

Service provision: Public services are under pressure given the sudden and large increase in demand arising from the Syrian refugee influx. Across all core public services, the surge in demand is currently being partly met through a decline in public service access and quality. It is estimated that an additional spending of US$ 1.4/1.6 billion would be required to reinstate the access to and quality of public services to their pre-Syria conflict level.[26]

Peace and security: Not the least, Syria's crisis is threatening Lebanon's fragile internal stability by rapidly changing the country's demographic and socioeconomic profile. Most refugees are poor, swelling Lebanon's lowest economic quintile. Some have carried tensions across the border, setting up conflicts with Lebanon's communities and sometimes compounded by inflammatory rhetoric. Tensions are fuelled by perceptions around biased aid delivery, concerns over 'stealing' of Lebanese jobs and tangible erosion of public services.[27] The security context is extremely fragile, threatening sudden escalation of humanitarian consequences, particularly in border areas such as Arsal.

2.2. The education sector

Prior to the crisis, Lebanon faced many challenges in the delivery of education. The most striking is the low level of provision by the public sector, which caters to only 30 per cent of

[22] World Bank. 2013. *Lebanon: Economic and social impact assessment (ESIA) of the Syrian conflict*.
[23] Ministry of Tourism. 2013. *Total arrivals by nationality for the period 2011-2012.* Retrieved 11 November 2013 from http://mot.gov.lb/Content/uploads/Publication/130116035955540~TOTAL%20ARRIVALS%20FIX%202011-%202012%20(3).pdf.
[24] Save the Children and IRC. 2012. *Livelihoods assessment: Syrian refugees in Lebanon*.
[25] Save the Children and IRC. 2012. *Livelihoods assessment: Syrian refugees in Lebanon*.
[26] World Bank. 2013 *Lebanon: Economic and social impact assessment (ESIA) of the Syrian conflict*.
[27] World Bank. 2013. *Lebanon economic monitor: The brunt of the Syrian conflict*.

Lebanese students and serves areas and communities with the lowest socioeconomic indicators (described above as the vulnerable localities covering the Lebanese poor and the Syrian refugees). This makes the Lebanon case as a high middle income country particular during the present crisis in that it underlines the strong correlation between poverty and conflict, and the mounting pressures on a limited and under-resourced public education system that needs to address both.

The school system in Lebanon: The Lebanese education system is characterized by three type of schools, public, subsidized and private. Both public and private sectors work in parallel rather than complementary ways.[28] Although public and private schools are almost equal in number (1,365 public and 1,442 private and free private), the public sector accounts for only 29.2 per cent of students enrolled in the Lebanese education system.[29] The public sector also accounts for only 19 per cent of pre-school service provision compared to 66 per cent in the non-free private sector and 15 per cent in free private schools.[30] The majority of public schools are located in the 250 most vulnerable localities identified above.

School types in Lebanon

Free public schools: Education is free of charge, but there are still education fees mainly for registration, textbooks, school uniforms, transportation, and food.
Free private confessional schools: They are generally free and provided by non-profit generally religiously affiliated organisations. Some of them are subsidised by the state (semi-private) for each student enrolled (up to a maximum of 600 per school). Subsidised schools should not be asking fees from families and should use the Lebanese curriculum, although MEHE does not have a monitoring system in place to regulate.
Non-free private schools: They are generally requesting high fees and provided by for-profit organisations. They can teach specific curriculum and there is little monitoring by MEHE.
UNRWA schools: They mainly cater to Palestinian children at the primary level, are free and teach the Lebanese curriculum. Because of the scarcity of available public secondary schools, UNRWA has also recently started providing secondary education.

Teachers in Lebanon: The public sector accounts for only 43.8 per cent of the 88,413 teachers employed in 2009-2010.[31] According to MEHE statistics, there are sufficient numbers of teachers in Lebanon. While the national ratio of students per teacher is 7.4 in public schools,[32] these statistics mask regional disparities. Teacher qualification requires a four-year university degree. The way that teachers become "qualified" can limit the quality of teaching, with language skills in French and in English (the teaching languages for main subjects such as math, sciences and the main foreign languages in Lebanon) sitting at the top

[28] MoSA and UNDP. 2010. *National Social Development Strategy*.
[29] CERD. 2011-2012. *Yearly Statistical Bulletin*.
[30] UNICEF. Forthcoming. *Education for children and adolescents in Lebanon: A human rights-based, equity-focused analysis of the situation* (draft version).
[31] CERD. 2011-2012. *Yearly Statistical Bulletin*.
[32] CERD. 2009-2010. *Yearly Statistical Bulletin*.

of the list of areas in need of attention. One of the reforms prioritized in the ESDP is the establishment of a robust policy for the training, recruitment and monitoring of teachers.

Education spending: Historically, public education spending in Lebanon is far below global and regional averages,[33] negatively impacting learning opportunities for children from lower income families. More than one-third of the public school buildings in Lebanon are not state-owned, with MEHE renting more than 400 schools, adding to the financial burden of the institution. Public education is free of charge, though households still pay education fees for registration, textbooks, school uniforms, transportation, and food. Private provision of education is both fee-paying and free, with the latter provided by non-profit generally confessional organizations offering only kindergarten and elementary education subsidized in large part by the government.[34]

Access and equity prior to the crisis: Access to primary education has remained fairly stable and over 90 percent for the last decade. The Multiple Indicator Cluster Survey (MICS) 2009 reported high primary school net attendance at national level, 99.2 per cent, with little variation among regions. Net attendance for children of secondary school age drops to 85.2 per cent while it is lowest in North Lebanon, where it can reach 75.6 per cent in some districts like Akkar. At national level almost 5 per cent of secondary school age children are still in primary school. Gender parity is achieved at primary level while at secondary level attendance of girls is higher resulting in a gender parity index of 1.1. Particularly North Lebanon and Bekaa show a substantial gender gap to the advantage of girls due to boys starting work at an early age. While gender equity is slightly in favour of girls, disparities by geographical area at district level and socioeconomic status are more pronounced.

Learning and equity prior to the crisis: Disparities between public and private schools and among regions get more pronounced in terms of learning. Public schools exhibit lower academic outcomes in international and national assessments. The level of public school students was 10 per cent lower than that of private schools in the 2011 Trends in International Mathematics and Science Study (TIMSS) results which placed Lebanon 25th out of 42 countries for grade eight maths and 39th out of 42 for grade eight sciences. While official national data for the Brevet (grade 9) demonstrates increases over the last few years, results were also notably lower for the public sector (55 per cent as compared to 74 per cent for private schools). Repetition rates, a proxy-indicator for learning, show clear variation by region/district and by level. At national level the repetition rate stood at 18.2 per cent in

[33] Republic of Lebanon and UNDP. 2010. *Millennium Development Goals Lebanon: Interim Progress Report 2010.*

[34] MEHE. 2004. *The National Action Plan for Education for All 2004-2015.*

2010-11 while repetition rates for cycle 1 ranged from 3.5 per cent in Nabatiyeh in the South to 15.2 per cent in North Lebanon.[35]

Quality of public schooling as a key reason for dropout: Despite the increase in the number of public schools and MEHE's attempt to improve the quality of teaching and learning, the majority of parents continue to choose to send their children to private schools (if they can), and the percentage of students enrolled in public schools continues to drop due to the perception of poorer quality of teaching in these schools. Increasing tensions in the public school environment and surrounding communities are also contributing to an increased number of Lebanese students dropping out of public schools.[36] Gender-based violence (GBV) and early marriage in the most vulnerable communities are also on the rise.

In general, despite curriculum revision promoting participatory approaches in the classroom and child-centred learning, teaching practices remains largely didactic and curriculum-based, and the role of school leadership has changed very little. Although considerable efforts have been placed in rehabilitating public schools nationwide, a significant number of infrastructure deficiencies remain.[37] Functional water and sanitation facilities suffer. A 2011 survey shows that 78 per cent of public schools had access to piped water systems and there were on average 25.3 students per toilet in these schools – with very little gender disparity but with clear disparities between districts.[38] Maps 4 and 5 below show the correlation between schools with poor water and sanitation facilities and the 250 vulnerable localities in the North and the Bekaa (Map 3).

[35] Republic of Lebanon and UNDP. 2010. *Millennium Development Goals Lebanon: Interim Progress Report 2010.*

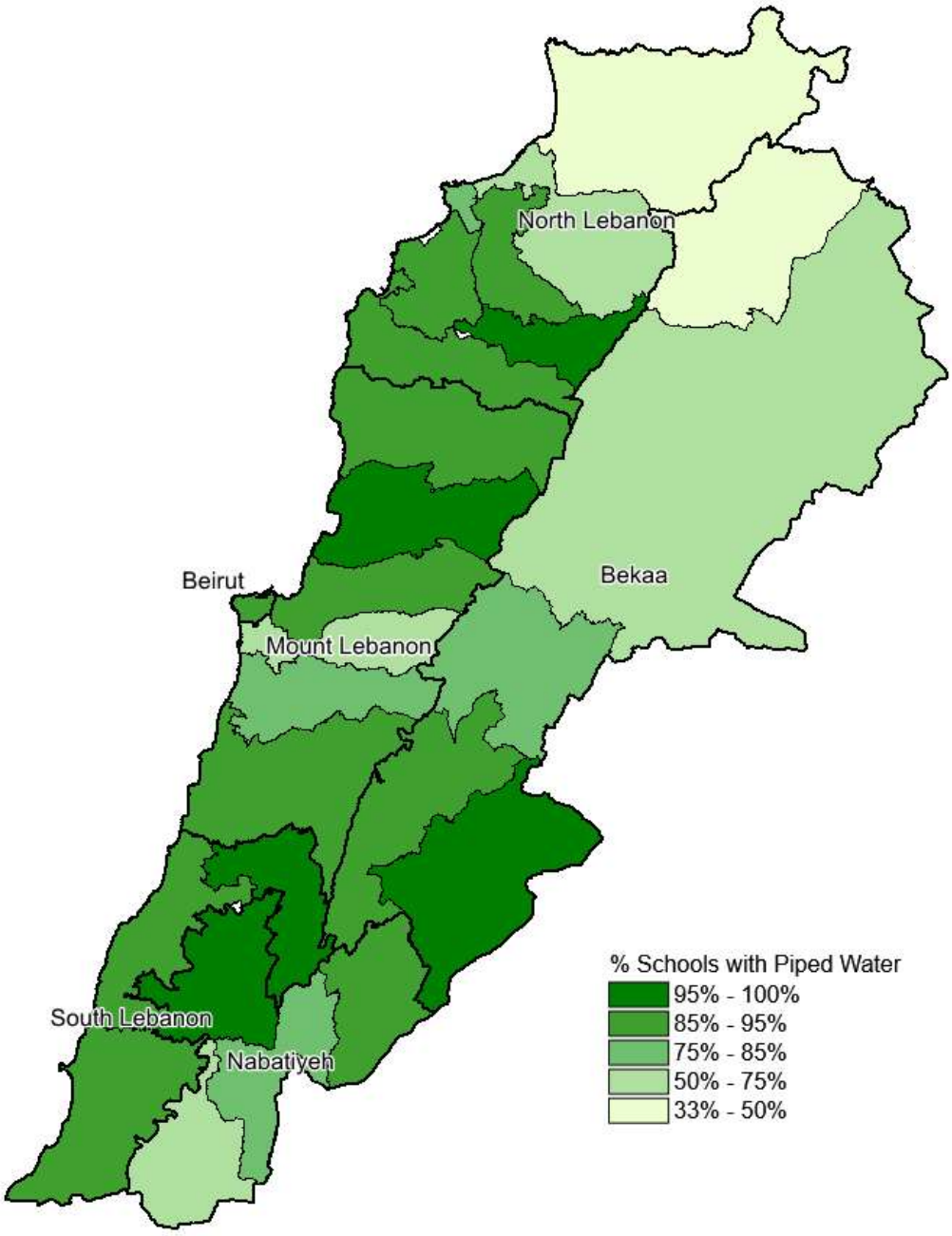
[36] T. Midgley et al. 2013. *Under Pressure: the impact of the Syrian refugee crisis on host communities in Lebanon*.

[37] UNICEF. Forthcoming. *Education for children and adolescents in Lebanon: A human rights-based, equity-focused analysis of the situation* (draft version).

[38] D-RASATI. 2011. *Survey*.

Map 4: Public schools and piped water

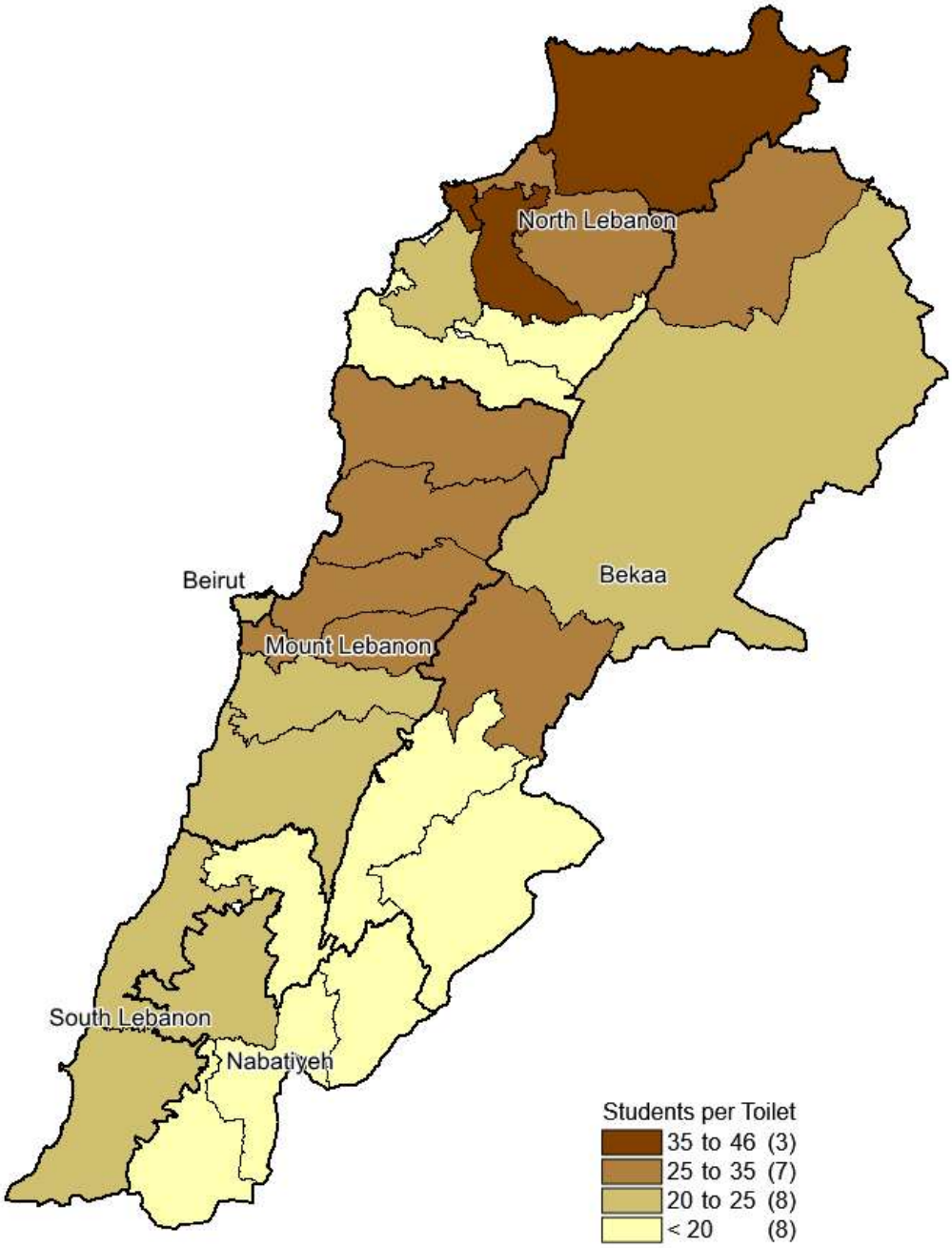
Percentage of Public Schools with Piped Water, 2011



Source: Dirasati survey 2011

Map 5: Public schools and sanitation

Students per Toilet in Public Schools, 2011



Source: Dirasati survey 2011

The crisis in student numbers:[39] In 2012, MEHE issued a memorandum instructing all schools to enrol Syrian students regardless of their legal status and to waive school and book fees. As enrolment for the 2012-2013 academic year closed, MEHE together with UNICEF and UNHCR had supported some 40,000 refugee children to enter the public school system.[40] Refugee children were enrolled at over 980 Lebanese schools. However, despite the best efforts of MEHE and partners, the overall enrolment of Syrian refugee children remained critically low amongst registered refugees at 38 per cent for primary school-aged children and less than 2 per cent at the secondary level during the 2012-2013 academic year.[41]

The numbers (November 2013)

Lebanese school-age children (5-14): 713,455
Syrian school-age children (5-14): 260,000 in 2013 (based on estimation of 1,000,000 Syrians in Lebanon); **390,000** in 2014 (based on assumption of 1,500,000 Syrians in Lebanon)
Lebanese children in public schools (6-14): 201,021
Syrian children in school (5-14): 51,805

Critically, the number of Syrian school-aged children for the 2013-2014 academic year is expected to be more than 300,000 (at primary and secondary levels). This number exceeds the total of Lebanese children at primary and secondary levels (275,000) currently enrolled in public schools, and it is around 10 times higher than the number of Syrian students who enrolled during the previous 2012–2013 academic year.

Most of the Syrian children enter schools in areas that are already under-privileged and the influx has led to overcrowding (26 to 35 students per learning space), particularly in rural areas in Tripoli. It is expected that these ratios will rise even higher in areas where there is a high influx Syrian refugees such as Akkar in the North of Lebanon. Given that the burden and increased resource requirements to absorb Syrian children in education falls on the public sector, this is impacting negatively on the capacity of MEHE to move forward with its reform plans. The crisis has stalled domestic response to the inequalities and inefficiencies in the Lebanese education system, and the structural risks already present are being exacerbated by the crisis.

---

[39] The numbers in the box reflect the most recent figures and are based on the following: UNICEF. Forthcoming. *Education for children and adolescents in Lebanon: A human rights-based, equity-focused analysis of the situation* (draft version); UIS. 2013. *Key indicators (MENA region)* (data referring to 2011); UNICEF and Save the Children. 2012. *Education rapid needs assessment for displaced Syrian children in schools, community and safe spaces*; estimations based on GoL and RRP 6.

[40] A further 15,000 Syrian students were enrolled in private schools during the 2012-2013 school year according to the ESWG field reports.

[41] UNHCR and UNICEF. Forthcoming. *Education joint needs assessment for displaced Syrian children in schools, community and safe spaces* (draft version). The low percentage at the secondary school level is attributed to the legal and academic constraints to enrolment in secondary education as well as socioeconomic factors forcing older children to work.

Out-of-school children and dropouts: There is a large number of refugee children currently out of school, many for more than two years. Girls and boys are enrolling in school in equal numbers. In fact, in many cases, girls' enrolment is higher as boys are obligated to find work to support their families. Retention rates are at the moment similar but girls are increasingly being forced to leave school due to early marriage or out of parental concern for their safety from sexual abuse and exploitation. During the 2011–2012 school year, some 70 per cent of Syrian students dropped out of school before the end of the academic year.[42] Failure rates among Syrian children are twice the national average for Lebanese children.

OOSC and dropouts

Lebanese OOSC (6-14): 46,437
Syrian OOSC (5-14): 208,195
Lebanese dropout rates (2012): 15 per cent
Syrian dropout rates (2011-12): 70 per cent

Obstacles to education access for Syrian refugee children include the prohibitive cost of transportation and other school-related fees for many refugee families to attend school; curriculum requirements related to foreign language instruction (French and English); differences in curricula and unfamiliar teaching methods; reintegration after time spent out of school; prevalence of discrimination and social tensions in schools; and lack of psychosocial support. Furthermore, Syrian students without education documents from their country of origin cannot sit for official exams and only receive course completion documents, preventing them from continuing education above basic or secondary education.

On the other hand, the dropout among Lebanese children in primary education has increased from 9.5 per cent in 2011[43] to 15 per cent in 2012.[44] The influx of refugees is occurring in those schools that already cater to vulnerable Lebanese populations and are thus least well prepared to manage the crisis, increasing and worsening existing inequities and sowing the seeds for new ones.

---

[42] UNICEF and Save the Children. 2012. *Education rapid needs assessment for displaced Syrian children in schools, community and safe spaces*. The actual level of school dropout during the current academic year has not yet been confirmed by MEHE but preliminary UNICEF analysis from 200 public schools benefiting from emergency education interventions across Lebanon has indicated that the dropout rates during the 2012-2013 academic year are substantially lower at 10 percent. The decrease is attributed to a number of education and psychosocial interventions that are being provided by MEHE with the support of UNICEF, its partners and the wider humanitarian community to the students and schools. UNICEF preliminary analysis of data provided by Balamand University (UNICEF implementing partner) for 200 schools.

[43] UIS. 2013. *Key indicators (MENA region)* (data referring to 2011).

[44] UNICEF and Save the Children. 2012. *Education rapid needs assessment for displaced Syrian children in schools, community and safe spaces*.

Strains on teachers: There are enormous strains on teachers in the public sector and their ability to provide their students with adequate teaching, especially in crowded classroom environments, and to cater to the extra demands by Syrian students who have additional learning and welfare needs. Though there is some ad hoc training around pedagogical methods, classroom management, and psychosocial support, teachers are on the whole not well prepared to manage the new needs.

Reports based on field surveys indicate that in some schools that have high numbers of Syrian students, teachers have been forgoing English and French as languages of instruction to mitigate failure rates and dropouts. This risks further undermining quality in the public system, where the relative weakness in foreign languages has already been recognized as a concern. Existing corporal punishment practices are likely to make violence an increasing resort for teachers who are struggling to cope. A UNICEF needs assessment conducted in 2012 found the incidence of violence in the classrooms to be at 70.4 per cent.[45] Syrian children already report suffering from verbal and physical abuse from teachers and students, and reports of GBV are on the rise.

Impacts on school infrastructure: Another impact is the increased use of school infrastructure facilities, including water and sanitation facilities, which leads to an increase need for supply and maintenance. Critical gaps exist in terms of water, sanitation and hygiene (WASH) facilities in schools, teaching equipment and availability of textbooks.[46] Around 700 public schools in the vulnerable 250 localities have been identified as having had significant student pressures due to the high presence of Syrian refugee students.[47] Heavy utilization has contributed to the depreciation and deterioration of the school infrastructure, equipment and furniture.

[45] From a purposeful sample of 27 schools. UNICEF and Save the Children. 2012. *Education rapid needs assessment for displaced Syrian children in schools, community and safe spaces*.
[46] UNICEF and Save the Children. 2012. *Education rapid needs assessment for displaced Syrian children in schools, community and safe spaces*.
[47] UNICEF. 2013. *Equity in humanitarian action*.

3. PROGRAMME COMPONENTS AND BUDGET

The overall objective of the Programme is to ensure that vulnerable school-aged children (3-18 years) affected by the Syria crisis are able to access quality learning opportunities in safe and protective environments. The Programme targets an average of 413,000 Syrian and Lebanese children per year starting 2014 over three years. This number is based on an estimate of actual needs for December 2013. It also represents UNICEF and UNHCR's targets in RRP 6. **The number of targeted children increases over the three years of the Programme from 360,000 in year one to 470,000 children in year three.**

The Programme consists of an integrated package of three main components articulated around ten sub-components. The three main components of the Programme are:

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

There are several key strategies underlying the Programme components. The first is the focus on the vulnerable localities, catering for high proportions of vulnerable Lebanese children and Syrian refugees, and where school provision is predominantly through public services. Using data from the recently completed vulnerability mapping exercise mentioned in Chapter 2/Two, the Programme targets the 250 cadastral localities which are amongst the most vulnerable areas in Lebanon. These host 85 per cent of the registered refugee population and more than 68 per cent of vulnerable Lebanese. Such targeting maximizes investments and improves coordinated action. Second, the absorption capacity of the public sector will be strengthened through increase in the pupil teacher rations in the first shifts and introducing a second shift. Third, and not the least important, a range of non-formal education learning opportunities will be introduced and strengthened to maximize access in hard-to-reach areas, allowing for a safe and smooth transition to formal education.

The overall budget for the Programme is US$634 million.

This chapter presents an overview of the three main components and ten sub-components of the Programme. Section 3.1 gives the rationale for each proposed main component of the Programme. Section 3.2 introduces the coverage of the Programme. Section 3.3 analyses the programmatic responses in detail and the linkages with the current humanitarian response, the WB stabilization roadmap, as well as the ESDP. Section 3.4 presents an overview of the budget. Finally, section 3.5 provides an overview of the monitoring framework of the Programme.

3.1. Rationale

While each of the three main Programme components has a rationale on its own, they are closely interdependent and only together they can contribute to the overall objective set forward for this Programme.

Component 1: Ensuring equitable access to educational opportunities

This component is constituted of school rehabilitation and equipment as well as enrolment support (fees) for formal, NFE and accelerated learning programs (ALP).

In order to return to a (or an improved) pre-crisis level quality of physical infrastructure as well as increase the capacity of the public sector to integrate extra children, there is an urgent need to rehabilitate and equip public schools in the 250 localities. This will include WASH facilities, the lack of which has been identified as a particular barrier to the retention of girls in public schools.[48]

There is also a need to invest on the demand side of access and to remove economic barriers to education from a household perspective. Most families in the targeted 250 localities do not have the means to bear the costs of sending their children to school, even to the free public schools which entail some costs to families for registration, textbooks, school uniforms, transportation, and food. Transportation costs to schools have been especially identified by previous assessments as a key barrier to access for Syrian and Lebanese vulnerable children. Widening access opportunities comes also with additional costs for the public sector. The Ministry estimated in 2010 that the annual cost of educating a child at the primary level was US$ 1,300.[49] The ESIA estimates costs per child per year at US$ 2,200.[50] **MEHE is already investing enormously in accommodating extra children within its system, in first and second shift classes. This cannot be sustained without financial support.**

The same rationale stands for children in non-formal settings. Given the enormous pressures on the public sector and the needs of refugees and their different starting-points, extra education programmes are be provided, outside of the public sector and as an interim measure, until MEHE is in a position to cater for all the Syrian children under the formal sector. Many Syrian children have already lost months and years of schooling and focused

[48] UNICEF and Save the Children. 2012. *Education rapid needs assessment for displaced Syrian children in schools, community and safe spaces*.

[49] MEHE. 2010. *Quality education for growth. National Education Strategy Framework.*

[50] This includes also textbooks which are provided free of charge to students. In the Programme, textbooks are provided under a separate sub-component.

support for their reintegration to mainstream education is crucial to avoid a lost generation. Widening access opportunities through NFE and the strengthening and further development of ALPs is therefore timely as well as highly needed. This also cannot be sustained without financial support, both on the demand and supply sides.

Component 2: Improving the quality of teaching and learning

This component is constituted of back to learning packages, textbooks and teaching and learning material for basic education; the development of an e-learning programme for NFE; school libraries; teacher and facilitators training; school readiness and life skills programmes; and outreach activities.

Widening access to education means impinging on issues of quality. These are multidimensional and require a range of activities that, although involving a relatively smaller education spending in relation to access, have a strong impact on retention and learning. Children and teachers need to be equipped with the minimum learning and teaching materials and textbooks. In addition, providing schools with libraries is key to enrich children's learning, make teaching more relevant and public schools more attractive, and counteract pervasive rote learning and memorization. The introduction of e-learning programmes can contribute powerfully to reaching marginalized children in a crisis context that requires flexibility and adaptation. Interactive e-learning can benefit Syrian and Lebanese children alike and ultimately foster better education quality for all.

Teachers, and particularly contractual teachers hired to cater to the influx in the first and second shifts, as well as other educators and facilitators in non-formal settings, need to be trained to manage larger classes, engage in child-centred pedagogical practices, address language barriers, further health and nutrition, address issues of conflict, and provide psychosocial support (PSS).

Youth between the ages of 15-24 account for more than 10.1 per cent of the refugee population and suffer from both denied education and employment opportunities.[51] They need to be provided with learning and life skills opportunities that empower them to address the difficult context they are facing, foster a sense of connection to their own people, and engage in meaningful activities that can contribute to supporting their community. This can be furthermore enhanced through outreach interventions that are highly needed to support the learning of children and ease the rising tensions within and between Syrian and Lebanese communities, especially in and around schools. Parents and community members have an integral role to play in determining the demand for education. When consulted, refugee parents have expressed a keen interest in being provided

[51] ESWG calculation.

opportunities to better understand the Lebanese curriculum and to be able to support their children's learning. Communication channels between schools and refugee communities can be widened to Lebanese communities around a common concern, which is the education and wellbeing of their children. This is a key opportunity to engage all community members positively and in the medium/long term can pave the way to tackling tensions and discrimination and enhance social cohesion.

Component 3: Strengthening national education systems, policies and monitoring

This component is constituted of support to institutional development (DOPS strengthening, development of policies and guidelines on languages and curricula, standardization of NFE content); strengthening of assessments and M&E functions of MEHE at national and sub national levels; and training on school-based management and provision of school grants.

In order to sustain the humanitarian immediate response, there is a paramount need to act at the institutional level and strengthen the public education system through robust policies and strengthened governance, oversight and monitoring especially in the non-formal education. Like the teacher workforce, the Direction d'Orientation Pédagogique et Scolaire (DOPS), in charge of school counselling, is seeing its capacity to provide and coordinate counselling services overstretched by the refugee influx and by the increasing counselling and psychological needs of refugees children. The DOPS requires specific strengthening to support the integration of Syrian children as well as compensation of school counsellors for additional workload.

This will need to be accompanied by additional technical assistance to MEHE to develop policies and guidelines on language, curricula, and certification. The non-formal option is not yet well regulated and yet provides a key learning space for the majority of Syrian refugee children. The non-formal option will be further regulated and programmed throughout the current project.

Furthermore, an increasing number of international and local NGOs are implementing through partnerships with UNICEF and UNHCR various temporary non-formal education programmes (remedial, ALP, Basic Non formal, ECE), which will require adequate NFE education standards and regulation in order to insure the quality of non-formal education. MEHE has agreed to take a lead role in quality assurance and control of all NFE content developed and used by all implementing partners in Lebanon so that children can eventually attend formal education.

MEHE's capacity on information management and M&E will also need to be strengthened to support adequate targeting and effective interventions as well as improved learning. IT and

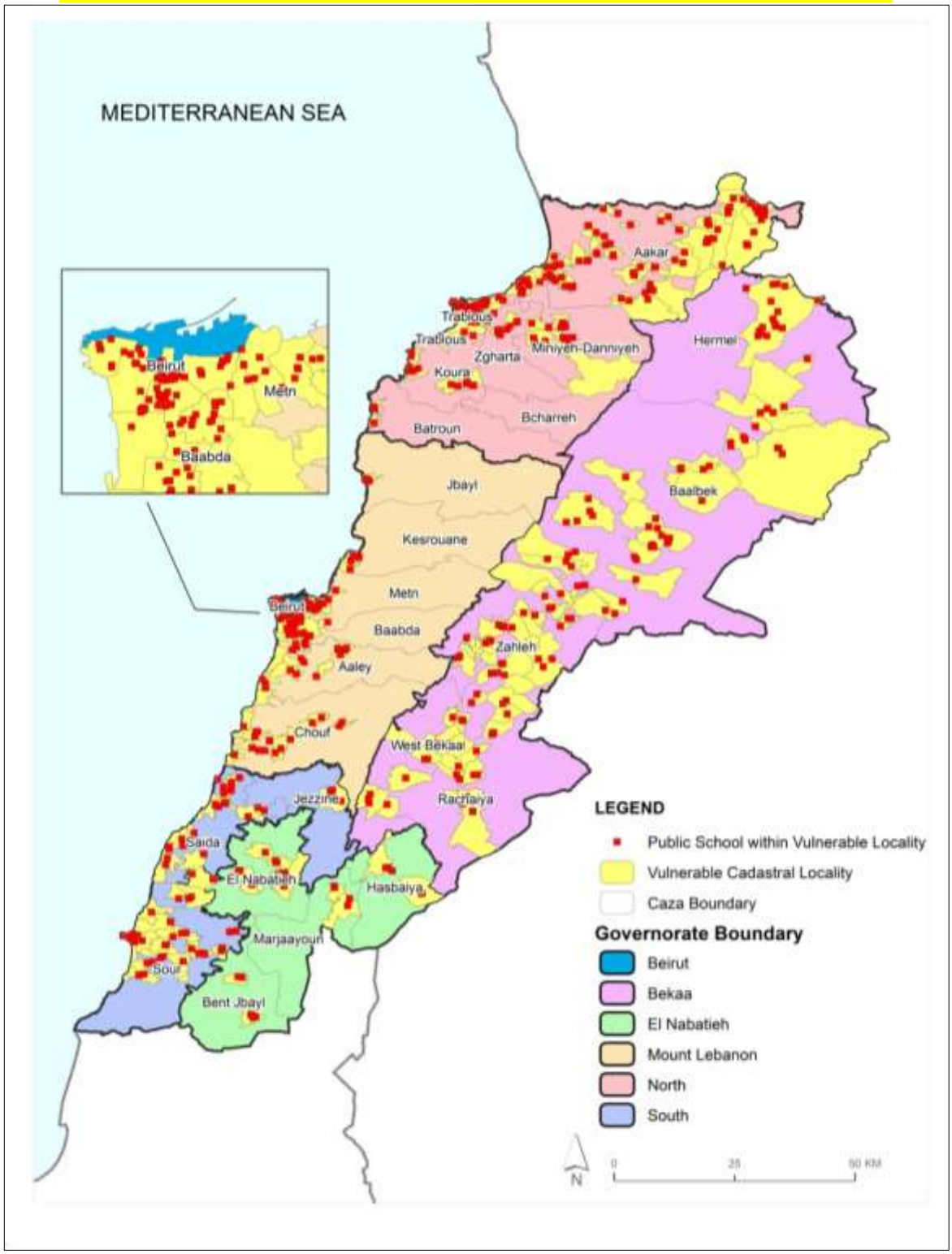
M&E staff need to be deployed to the regions to expand the capacity of the regional level and facilitate and sustain the work of the Ministry.

Finally, there is a major need to strengthen schools in managing the influx of students. While school absorption capacity has differed between communities and regions, the brunt of the influx had to be managed at the school level by principals and teachers. There is therefore a need to strengthen capacities for school management at local level. The development of school improvement plans and their implementation through school grants are key tools for reaching OOSC, improving quality and enhancing learning.

3.2. Coverage

The Programme will focus on the identified 250 most vulnerable localities, which also contain the majority of public schools (see Map 6 below).

Map 6: Public schools within vulnerable cadastral localities (©UNICEF/2013)



Within these localities, the Programme will target an average of 413,000 children per year over the 3 years period between the ages of 3-18. Access to basic education will be prioritized through formal and NFE opportunities. Those children who, for different reasons – limited public school absorption capacity, loss of school time, and distance from school – cannot access public schools, will be supported in gaining relevant and meaningful knowledge and skills in non-formal settings (through ALP, basic numeracy and literacy courses, and life skills programmes). Community-based early childhood education (ECE) will also be established to improve school readiness for 40,000 children.

Other targets include:	
Trained teachers:	20,000
Rehabilitated schools:	250
Equipped classrooms:	2500
Established school libraries:	250

Figure 2 lists the major education programmes together with the profiles of children targeted by them.

Figure 2: Profiles of beneficiaries by education approach

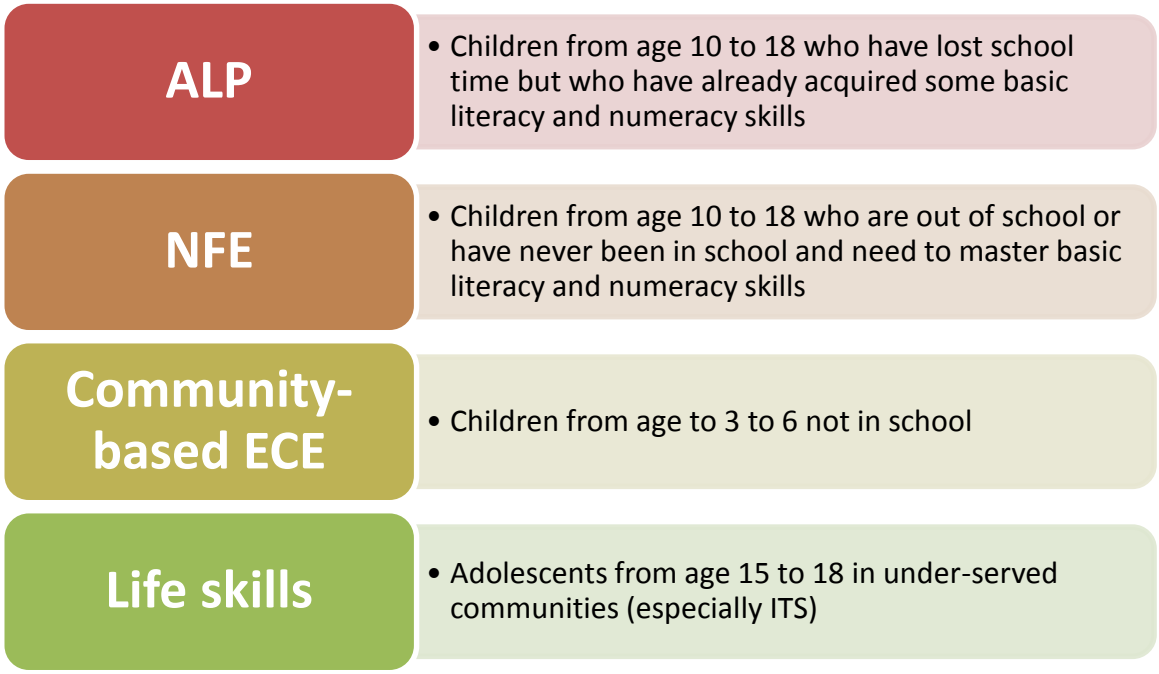


Table 1 below relates the Programme's diverse interventions to the beneficiary group age, the providers and learning spaces, the numbers and the cost per child. Based on the analysis by the WB stabilisation framework of the current population demographics, the targeted children will include 65 per cent Syrian refugee children, 20 per cent Lebanese children from the host communities, 10 per cent Palestinian refugee children from Syria (PRS) and 5 per cent Lebanese returnee children from Syria (5%).

Table 1: Programme beneficiaries

Type of education	Age group	Provider	Where	How many	Groups in %	Cost per child
Formal Basic (1st shift)	6-14	MEHE	Public schools	30,000	65% Syrian refugees 20% host communities 10% PRS 5% Lebanese returnees	363
Formal Basic (2nd shift)	6-14	MEHE	Public schools	170,000		600
ALP	10-18	NGOs/MEHE (quality assurance)	Public schools/community centres	90,000		350
NFE (basic literacy and numeracy/e-learning)	10-18	NGOs	Community centres/ITS	45,000		250
Community-based ECE	3-6	NGOs	Community centres/ITS	40,000		363
Life skills	15-18	NGOs	Community centres/ITS	35,000		75

The number of beneficiaries is a yearly average. The total average number per year is 413 000 children, based on an estimate of actual needs for December 2013. It also represents UNICEF and UNHCR's targets in RRP 6. The number of children is increased throughout the three years in the present Programme from 360 000 for year 1 to 470 000 for year 3.

3.3. Programme components in detail

The key components contributing to the overall objective of the Programme touch on access, quality, and system strengthening. They are presented and analysed in this section around the following: (i) description of the sub-components, (ii) review of links to the RRP 6, the WB stabilization roadmap as well as the ESDP as the overarching framework (together with a table highlighting these links), (iii) a table (to be filled in a consultation exercise) on activities in line with the ESDP and implemented by MEHE and activities implemented by the UN/NGOs and

Categorization of RRP 6 outputs

Outputs of activities included in the RRP 6 have been categorized as 'Life-saving', 'Preventing deterioration of vulnerabilities', and 'Capacity building/resilience'. The categorization takes into consideration the risk of physical and social harm to refugees, the impact on access to protection and strengthening host communities' absorption capacity. The categorization is intended to assist donors and others in making resource allocation decisions, taking into account the multi-faceted nature and multiplier impact of various interventions.

monitored by MEHE, and (iv) a detailed budget for the Programme component.

PROGRAMME COMPONENT 1: Ensuring equitable access to educational opportunities US$ 557 million

In order to meet the growing needs of both Lebanese and refugee children seeking access to education opportunities, support is being provided to the education system through a number of different approaches.

Sub-component 1.1: School rehabilitation and equipment

This activity entails the improvement of learning environments and classrooms for 250 schools over three years. School rehabilitation will include, but will not be limited to, upgrading the electrical system, assessing and waterproofing roofs and walls, safeguarding existing schools, replacing broken windows and doors, minimizing danger and increasing safety. Structural integrity of school buildings will be ensured. Prevention of health problems for children and teachers will be mainstreamed in the school rehabilitation activities (addressing asbestos material, for example). Additional equipment (including desks and chairs) will be provided to schools to accommodate the extra number of children. The Programme will use MEHE's developed standards for furniture in public schools. A significant component of the school rehabilitation activity will focus on WASH in schools.

Both the RRP 6 and the stabilization roadmap aim at rehabilitating school and learning spaces and at providing school equipment. The RRP 6 targets 442 schools over 2014 with rehabilitation works including WASH. School rehabilitation is a key priority within the ESDP. In the ESDP programme III 'Development of infrastructure,' the objective is to have adequate and equitable distribution of schools facilities in all regions; 183 schools have been rehabilitated until April 2013. The Agence française pour le développement (AFD) has also a programme aiming at constructing new schools in disadvantaged rural areas in North Lebanon and Bekaa. Efforts will be synchronized between the different implementers of school rehabilitation in the targeted areas of the Programme.

Sub-component 1.2: Enrolment support for formal basic education

An average of 200,000 vulnerable Syrian refugee, Lebanese and PRS children will be supported yearly to access the formal education system. In order to do so effectively, the absorption capacity of public schools will be enhanced by augmenting the teacher/students ratio and establishing a second shift mechanism. Mechanisms for double shifts will be aligned with the WB stabilisation framework as well as the provision of 24 prefabs/precasts over the programme period to increase the number of students able to be absorbed in targeted public schools

The Programme will cover the costs associated with enrolling students in public schools, both in the first and second shifts. This financial support will contribute towards running costs (not including transportation costs) for children in the first shift. For the second shift, financial support will contribute towards running costs and teacher salaries. Table 2 provides a breakdown of costs by school and education type.

Some of the costs covered by the Programme are generally borne by families through the payment of a registration fee (used mainly for running costs). At the family level, barriers to access will be therefore eliminated through the removal of registration fees. The Programme will cover part of the running costs incurred by MEHE for each child per year at the rate of US$363 per child in the first shift and US$600 per child in the second shift. These amounts have been agreed between MEHE and the different donors, based on the calculations of MEHE and the real expenditures of the Donors/NGOs. It appeared that these amounts are much less than the relevant expenditures benchmark in the neighbouring countries.

Table 2: Programme cost coverage

School/ education type	Cost per child	Cost coverage	Notes
Public schools (1st shift)	US$ 363	Running costs	Fee agreed upon between MEHE and Donors
Public schools (2nd shift)	US$ 600	Running costs and contribution to teacher salaries	Fee agreed upon between MEHE and Donors
ALP (NGOs)	US$ 350	Running and full transport costs and full teacher salaries	ALP costs are higher compared to NFE because of the longer teaching/learning time, the higher qualifications for teaching staff and their relative higher salaries.
NFE (NGOs)	US$ 250	Running and full transport costs and full teacher salaries	Basic NFE costs are lower from ALP as they usually take place in ITS and community centres with lower costs than in schools buildings.
ECE (NGOs)	US$ 363	Running and full transport costs and full teacher salaries	ECE is less expensive because of shorter learning time and lower qualifications for teaching staff (if compared to ALP and NFE).

Vulnerability criteria for selecting pupils will be set, with the purpose that at least half of all children reached by this intervention will be girls. The criteria will prioritise children from the most vulnerable families such as single-parent households, households with disabled children, households with unemployed parents and households with more than three children.

This sub-component is in line with the ESDP programme II 'Improving retention and achievement'. While prior to the crisis, dropout of Lebanese children was already significant, it increased from 9.5 per cent in 2011 to 15 per cent in 2012 and anecdotal evidence points out that dropout is on the rise as a consequence of the crisis. Removing some of the economic barriers to access for vulnerable Lebanese and Syrian families and children will mitigate dropout risks and contribute to the objective set forward in the ESDP of improving retention.

Sub-component 1.3: Enrolment support for basic education – ALP

Under this activity, tailored support will be provided to 90,000 Syrian, Lebanese and PRS children, whose education has been interrupted. Currently this activity is managed by NGOs in partnership with UNICEF, including the selection and recruitment of teachers. Running five days per week in community centres and targeting children from 10 to 18 years old, ALP classes primarily receive 10 to 14-year-old children who are at a critical stage in their education and making the transition from primary to secondary schooling. In ALPs, children have also access to psychosocial support. In terms of learning outcomes, children undertake an assessment at the beginning and at the end of the activity to ensure they are well equipped for reintegration into the formal education system the following years. The Programme will build on this existing activity and contribute to the costs associated with enrolling students into accelerated learning courses (see Table 2). At the family level, key barriers, such as transportation costs, will be removed. Involved partners will also actively seek and recruit Syrian educators who have the capacities and skills to teach ALP. The selection and recruitment of the teachers shall be regulated by MEHE throughout the implementation and progress of this program.

ALP
Accelerated learning generally means that children complete a number of years of education in a shorter time period. Accelerated learning programmes are usually designed for children older than 10 whose primary school years were interrupted.

Sub-component 1.4: Enrolment support for basic education – NFE

An average of 45,000 vulnerable Syrian refugees, Lebanese and PRS children per year over three years will be supported to access basic NFE. Notwithstanding the expansion of the public sector absorption capacity, there still will be children not able to access formal schools because they have already lost one year of education or even more. To ensure that their right to basic education is fulfilled, children, especially those in ITS, will be able to engage with basic literacy and numeracy learning activities. These activities are currently managed by UNICEF in partnership with NGOs and run in

NFE
The term NFE is generally used for activities delivered to targeted social groups where there is a possibility to provide attention to individual learners. NFE in this context provides children and adolescents with basic literacy and numeracy skills so that they can make the transition to either mainstream school or ALP.

temporary learning spaces or community-based centres. Temporary learning spaces are designed for non-formal learning support and involve a mobile education team travelling throughout target communities providing identified school-aged children with non-formal learning support 2 – 3 times per week. The Programme will build on these activities and contribute to the costs associated with enrolling students (see Table 2). At the family level, key barriers, such as transportation costs, will be removed. Syrian facilitators will also be actively involved in the provision of NFE education as they could be better equipped to support vulnerable Syrian children.

40,000 children will also be able to attend ECE and structured recreational activities in community-based centres. This last activity is in line with the ESDP programme I 'Early childhood education'. However, while the ESDP aims to increase the percentage of children enrolled in public kindergartens between the age of 3 and 5, the present Programme will extend services to children (age group 3-6) through community-based activities in terms of approach, and will reach out to underserved areas such as the ITS, in terms of geographical coverage.

The regulatory responsibility for the NFE programmes lies with MEHE who will ensure that all delivered NFE are in respect with international standards.

Tables 3, 4 and 5 below provide the following:

(i) An overview of the linkages between the Programme, the ESDP, the RRP 6, and the WB stabilization framework.
(ii) A detailed budget for component one of the Programme.

Table 4: Programme linkages (component 1)

		Age Group	Form/ALP/NFE	Key activities of the Programme	Linkage with ESDP programmes	Linkage with RRP6/Lost Generation? objectives, outputs and prioritization categories	Linkage with WB stabilization roadmap
Component 1: Ensuring equitable access to educational opportunities	1.1 School rehabilitation and equipment	3-18	Formal	School Rehabilitation, provision of equipment and furniture, WASH	Development of infrastructure (P III, with USAID/WB/AFD)	**Objective 1**: Ensure that the right to education for all children (girls and boys) is fulfilled in a protective learning environment. **Output 3:** School/learning space environments are improved and conducive to learning outcomes.	Component 1 - Rehabilitation and equipment of schools (Tracks 1 and 2)
	1.2 Enrolment support for formal basic education	6-14	Formal	Covering access costs (school running costs, teacher salaries, transportation costs)	Improving retention and achievement (P II, with EU/UNICEF)	**Objective 1:** Ensure that the right to education for all children (girls and boys) is fulfilled in a protective learning environment. **Output 1:** School aged children (girls and boys) affected by the Syrian crisis have access to formal and non-formal education programmes	
	1.3 Enrolment support for basic education (ALP)	10-18	ALP				
	1.4 Enrolment support for basic education (NFE)	6-14	NFE				

Legend:	
	Life-saving or preventing imminent risk of harm
	Preventing deterioriation of vulnerabilities
	Capacity Building / Resilience

Table 5: Detailed budget (component 1)

		Detail of unit costs and budgets	Unit	Est. avg. unit cost	# 2014	# 2015	# 2016	Budget 2014	Budget 2015	Budget 2016	Budget total
Component 1: Access	1.1 School rehabilitation and equipment	School Rehabilitation (incl. WASH)	School (10 classrooms)	90,000	100	75	75	9,000,000	6,750,000	6,750,000	22,500,000
		Prefab and Equipment (furniture)	School (16 classrooms)	760,000	12	6	6	9,120,000	4,560,000	4,560,000	18,240,000
	1.2 Ebnrolment support for formal basic education	Cost public school 1st shift	Child	363	30,000	30,000	30,000	10,890,000	10,890,000	10,890,000	32,670,000
		Cost public school 2nd shift	Child	600	105,000	170,000	245,000	63,000,000	102,000,000	147,000,000	312,000,000
	1.3 Enrolment support for basic education (ALP)	Cost ALP (10/12-18)	Child	350	90,000	90,000	90,000	31,500,000	31,500,000	31,500,000	94,500,000
	1.4 Enrolment support for basic Education (NFE)	Cost NFE basic literacy/numeracy (10-18)	Child	250	60,000	45,000	30,000	15,000,000	11,250,000	7,500,000	33,750,000
		Cost community-based ECE (3-6)	Child	363	40,000	40,000	40,000	14,520,000	14,520,000	14,520,000	58,080,000
					Total Component 1			**153,030,000**	**181,470,000**	**222,720,000**	**557,220,000**

PROGRAMME COMPONENT 2: Improving the quality of teaching and learning US$ 51.8 million

Most of the Syrian refugee children are concentrated in areas where public schools are suffering from low quality of education. The quality of education in both the formal and non-formal settings will be improved and sustained in line with the three ESDP pillars on improving the quality of education (teaching, school management and curriculum). The Programme focus on quality will be supported through a number of key activities detailed below.

Sub-component 2.1: Textbooks, teaching and learning material for basic education

This sub-component supports the ESDP programme II 'Improving retention and achievement', in that it improves the quality of learning. An average of 215,000 per year children will be reached with 'back to learning' packages. Each package contains a uniform, a school bag and school stationery. The whole set of textbooks in public schools (for the three cycles of basic education) will be provided to children with the proviso that they return them once they complete the school year. This will reduce operation costs and increase school sense of ownership in monitoring distribution and maintenance.

For children enrolled in ALP and NFE, learning materials, textbooks (for ALP), hands-out and other instructional materials will be provided. Teacher guidelines and textbooks along with teacher stationery (attendance book, etc.) will also be provided. An innovative technology-based education programme will also be operationalized in NFE and formal settings and its implementation and monitoring supported. The budgeted US$6 million within this Programme will be used for hardware, software and connectivity, while digital interactive content will be developed and implemented in targeted areas.

In order to improve quality and quantity of reading and learning material available in public schools, school libraries will be established in the targeted 250 schools. Currently a pilot project on school libraries is being tested by UNICEF in one location in the North of Lebanon. School libraries are organized with levelled books available for children and teachers during learning time. Levelled books allow students to read and comprehend various types of texts, exposing them to information and vocabulary they can understand and helping them gradually move onto higher level texts. Furthermore, having school libraries within the classrooms make reading material easily accessible to children and integrated in classroom processes.

Sub-component 2.2: Teaching workforce capacity strengthening

Existing training for teachers and facilitators is focussing on child-centred teaching methodologies and positive discipline. The Programme will complement these ongoing

activities and support the training of 20,000 teachers, school administrators, educators and facilitators. Training (including in-service training) will include inclusive education, child-centred teaching and active learning, child-friendly classroom management, positive discipline, PSS and hygiene promotion (HP). A detailed training plan will be developed in consultation with education actors and validated by MEHE. It will include lessons learned from previous experiences and move from an institution-based approach to a classroom coaching approach with multiple training sessions (thus allowing for internalization of knowledge and reflection on the part of teachers and follow up). It is expected that each teacher, education and facilitator trained will reach at least 20 students.

Teaching workforce

Teacher: is formally recruited by MEHE and is of Lebanese nationality.
Educator: teaches the ALP and is recruited by NGOs. S/he can be either Lebanese or Syrian.
Facilitator: teaches the NFE or coordinates the ECE community-based activities. S/he is recruited by NGOs and can be either Lebanese or Syrian.

Teacher training aligns with the RRP 6 objective of strengthening systems to deliver quality education, through teacher and educational personnel increased acquisition knowledge and skills, and with the WB stabilization framework focus on improving the quality of teaching through in-service training and monitoring. This sub-component supports the ESDP programme IV 'Professionalization of teaching workforce'. This sub-component will align with national plans to professionalize the teaching workforce and systematize an approach to certification, training, capacity building and monitoring.

Sub-component 2.3: School readiness and learning for adolescents

School readiness and learning opportunities for adolescents have been grouped together under this sub-component because they both fall under NFE activities. Furthermore, this sub-component includes community outreach activities because these are also intrinsically linked to community engagement in early learning and through adolescents.

To complement non-formal learning programmes being offered to older children, early learning and recreational activities for vulnerable Syrian and Lebanese children will be implemented, with a particular focus on ITS. This component will include training of community members in the vulnerable communities such as educators, mothers, and youth volunteers on facilitating recreational activities and on the use of recreational supplies. This will create a cohort of trained community individuals that are able to plan and implement recreational activities. Community-based ECE spaces will be provided with supplies including early childhood development (ECD) and recreational kits. Relevant materials and stationery will also be made available for facilitators. As noted above on financial support to ECE, this sub-component will complement the ESDP programme I on 'Early childhood education'.

Focusing on adolescents from the age group 15 to 18, life skills programmes will include health and HP, alcohol/drug prevention, social and conflict resolution skills, sports for development, and community engagement. Based on the active participation of Syrian and Lebanese communities, these activities will also contribute to stronger social cohesion and mitigating tensions among groups.

Community level outreach will be conducted through an awareness-raising and community mobilization large campaign. With the aim of identifying all out of schools children and learning needs, and creating positive behavioural changes in individuals and communities.

This activity will also focus on promoting access to education by addressing area-specific issues hindering student enrolment and retention. A mapping of cultural/social practices in specific areas which have an impact on student enrolment will be conducted together with identification of key actors of influence. Key messages and communication guidelines will be developed and community level dialogues conducted to analyse bottlenecks that hinder student enrolment.

Developed awareness-raising and community mobilization materials will then be utilized to conduct community level dialogue and sensitization and will support planned national outreach exercises. Open houses will be organized for both refugee and host communities to discuss issues related to education. For Syrian families, these events will also provide an opportunity to discuss in details their children's main barriers to access and learning and any other concern related to education and at the same time become more acquainted with the Lebanese system. Based on the participation of Lebanese and Syrian parents and families, these events will foster greater community integration and understanding.

The sub-component on community outreach aligns with the objective set forward in the ESDP programme VII 'Citizenship education', which constitutes the third priority of the national education strategy. It recognises the role of education, and mobilisation around education, as ways of promoting social cohesion. Linkages to this ESDP programme are also explicit through the engagement of students in community services and volunteerism. MEHE will make sure that the implementation of this sub-component is aligned with the National Plan for Extracurricular Activities and Community Engagement, developed within the ESDP programme VII.

Tables 6, 7 and 8 below provide the following:

(i) An overview of the linkages between the Programme, the ESDP, the RRP 6, and the WB stabilization framework.
(ii) A detailed budget for component two of the Programme.

Table 7: Programme linkages (component 2)

		Age Group	Form/ALP/NFE	Key activities of the Programme	Linkage with ESDP programmes	Linkage with RRP6/Lost Generation? objectives, outputs and prioritization categories	Linkage with WB stabilization roadmap
Component 2: Improving the quality of teaching and learning	2.1 Textbooks, teaching and learning material for basic education	3-18	Formal/ALP/NFE	Back to learning packages, provision of textbooks, provision of ALP and NFE teaching and learning material, development of e-learning programme for NFE, school libraries	Improving retention and achievement (P II, with EU/UNICEF)	**Objective 1:** Ensure that the right to education for all children (girls and boys) is fulfilled in a protective learning environment. **Output 3:** School/learning space environments are improved and conducive to learning outcomes.	Component 2 - Quality of teaching and learning (Track 2): basic education materials for teachers; in-service training; strengthening of foreign language instruction
	2.2 Teaching workforce capacity strengthening	3-18	Formal/ALP/NFE	In-service training (inclusive education, child centered teaching and active learning, child friendly classroom management, positive discipline, PSS and HP)	Professionalization of teaching workforce (P IV with WB/USAID/AFD)	**Objective 2:** Strengthening the system to deliver quality education to respond to the escalating Syrian crisis in a protective learning environment. **Output 1:** Educational personnel and school teachers have increased knowledge and skills.	
	2.3 School readiness and learning for adolescents	3-6 and 15-18	NFE	Community-based ECE, recreation kits, life skills programmes, outreach activities	ECD (P I, with WB/UNICEF/USAID); citizenship education (P VII, with EU/UNICEF)	**Objective 1:** Ensure that the right to education for all children (girls and boys) is fulfilled in a protective learning environment. **Output 4:** Adolescent at risk have access to adequate learning opportunities and increased knowledge on lifeskills.	

Legend:	
	Life-saving or preventing imminent risk of harm
	Preventing deterioriation of vulnerabilities
	Capacity Building / Resilience

Table 8: Detailed budget (component 2)

		Detailes of unit costs and budgets	Unit	Est. avg. unit cost	# 2014	# 2015	# 2016	Budget 2014	Budget 2015	Budget 2016	Budget total
Component 2: Quality	2.1 Textbooks, teaching and learning material for basic education	Back to learning package (uniforms, school bags, stationery)	Child	25	360,000	150,000	135,000	9,000,000	3,750,000	3,375,000	16,125,000
		Textbooks for formal basic (the whole set)	Child	20	200,000	150,000	135,000	4,000,000	3,000,000	2,700,000	9,700,000
		Teaching material for formal basic (the whole set) + 5% replacement rate (for deterioration)	Teacher	30	8,000	400	400	240,000	12,000	12,000	264,000
		Learning material/textbooks for ALP + 5% replacement rate (for deterioration)	Child	15	90,000	4,500	4,500	1,350,000	67,500	67,500	1,485,000
		Teaching material/textbooks for ALP + 5% replacement rate (for deterioration)	Teacher	15	1,250	63	63	18,750	938	938	20,625
		Learning material/textbooks for NFE basic literacy/numeracy (the whole set)	Child	15	60,000	45,000	30,000	900,000	675,000	450,000	2,025,000
		Teaching material for NFE basic literacy/numeracy (the whole set) + 5% replacement rate (for deterioration)	Teacher	15	2,000	100	100	30,000	1,500	1,500	33,000
		School libraries	School	10,000	100	75	75	1,000,000	750,000	750,000	2,500,000
		Development of e-learning programme for NFE + IT equipment	Lump sum	6,000,000	1	0	0	3,000,000	1,500,000	1,500,000	6,000,000
	2.2 Teaching workforce capacity strengthening	Teacher training on inclusive education and child friendly classroom mgt	Teacher	100	5,000	2,500	2,500	500,000	250,000	250,000	1,000,000
		Teacher training on positive discipline	Teacher	100	5,000	2,500	2,500	500,000	250,000	250,000	1,000,000
		Teacher/educator training on PSS	Teacher/educator	100	5,000	2,500	2,500	500,000	250,000	250,000	1,000,000
		Teacher/educator training on HP	Teacher/educator	100	5,000	2,500	2,500	500,000	250,000	250,000	1,000,000
	2.3 School readiness and learning for adolescents	Learning material/textbooks for ECE (recreational kits)	Child	10	40,000	40,000	40,000	400,000	400,000	400,000	1,200,000
		Teaching material for ECE + 5% replacement rate (for deterioration)	Teacher	25	1,333	67	67	33,333	1,667	1,667	36,667
		Life skills provision (subsidies to facilitators and other costs)	Adolescents	75	35,000	35,000	35,000	2,625,000	2,625,000	2,625,000	7,875,000
		Outreach activities	Localities	1,000	150	200	225	150,000	200,000	225,000	575,000
					Total Component 2			**24,747,083**	**13,983,604**	**13,108,604**	**51,839,292**

PROGRAMME COMPONENT 3: Strengthening national education systems, policies and monitoring US$ 17.6 million

In order to provide access and deliver quality education services to all children in Lebanon, it is essential to establish robust national education policies and systems as well as strengthen MEHE's oversight and monitoring of education provision during the crisis and in the transition to a post-crisis phase. Similar efforts are envisaged within the framework of the RRP 6 and the stabilization roadmap. The present Programme will build on these through several key interventions, introduced below.

Sub-component 3.1: Support to institutional development

A key component of institutional development is the strengthening of main departments of MEHE. Some of the training priorities in this regard have already been identified. This set of activities, steered at an institutional level, will ultimately lead to strengthening system, community and children resilience.

Another key area of institutional development is that of policies, strategies and guidelines related to curricula and certification, specifically for disadvantaged OOSC. This sub-component will build on the current efforts by UNICEF to support MEHE in developing guidelines on language, curricula, exams and certification to facilitate the smooth (re)integration and transition of Syrian refugee and other vulnerable children into the formal education system in Lebanon or back in Syria.

A full ALP curriculum will be developed to enable OOSC complete basic primary education (Grades 1-6).[52] The curriculum will be standardized and adapted to the Lebanese context, the Syrian crisis and the diverse needs of OOSC and those whose education has been interrupted in Lebanon. MEHE will play a supervisory on the ALP and NFE in general, ensuring quality and supporting monitoring of the programme. This will contribute to sustain national standards as well as certification and accreditation.

In order to ensure evidence-based programming, adequate targeting and effective interventions, several thematic assessments and mappings will be conducted (ECE, needs assessments, youth, curriculum etc.). The knowledge of the International Network for

[52] The ALP is a condensed way of learning and allows children to study an academic year in shorter time of regular schooling. The ALP developed in Lebanon is based on a basic competencies curriculum and at present includes French, English and mathematics. It consists of three main cycles and the curriculum for cycle 1 has already been developed by UNICEF and CERD. The CERD was created in 1971 and it is responsible for the development of strategies and programs for the education sector, training and upgrading of human resources, and all related tasks under the tutelage of MEHE.

Education in Emergencies (INEE) Minimum Standards amongst humanitarian actors and national organizations will be improved and further contextualized through training. Technical assistance to MEHE will be provided through additional recruitment of technical human resources, including the deployment of technical staff at the regional levels to sustain the work.

Sub-component 3.2: Learning outcomes assessment and M&E strengthening

In line with the ESDP programme X 'Institutional development', and specifically the activities set under 'Information for planning and management', this sub-component will contribute to enhancing school information systems, the education management information system (EMIS) and other M&E functions, with a view of addressing the new and rising M&E needs following the crisis. More specifically, the component will strengthen and expand UNICEF's work undertaken with the University of Balamand on a school-based monitoring system in 200 targeted public schools. Several student monitoring forms are developed with a set of variables to monitor access, retention, learning and psychosocial situation of students in primary schools as well as kindergartens. Capacity development activities with teachers, school health workers and principals will be undertaken for using the monitoring system and tools and for planning and conducting rapid response education activities. This school-based monitoring system provides schools and education stakeholders with timely and accurate information on refugee children and their situation and facilitates timely and effective response.

Sub-component 3.3: School-based management and monitoring and school grants

Building on the ESDP programme V 'Modernization of school management', particularly the 'School-based development and improvement' components, and on the WB initiated effort in this field, this sub-component will expand the work in the targeted areas with a view of empowering schools to effectively address the influx of students and improve the quality of learning as well as enhancing social cohesion through engagement of parents and communities in and around the schools. School-based management (SBM) is a form of education decentralization whereby the capacity of the school is enhanced in making decisions and undertaking functions and activities based on the local situation and on specific needs. While it can take many forms,[53] in Lebanon the SBM programme developed by the WB is at its design stage and is composed of grants based on school improvement plans (SIPs) to implement projects.

[53] School-based management can take many forms: from the constitution of parent teacher associations (PTAs), the development of SIPs, to the procurement of textbooks and school material, the improvement and maintenance of the school infrastructure and environment, the development of curricular activities, the training of teachers, other capacity development activities, and the hiring of school staff at school level.

Tables 9, 10 and 11 below provide the following:

(i) An overview of the linkages between the Programme, the ESDP, the RRP 6, and the WB stabilization framework.

(ii) A detailed budget for component three of the Programme.

Table 10: Programme linkages (component 3)

		Age Group	Form/ALP/NFE	Key activities of the Programme	Linkage with ESDP programmes	Linkage with RRP6/Lost Generation? objectives, outputs and prioritization categories	Linkage with WB stabilization roadmap
Component 3: Strengthening national education systems, policies and monitoring	3.1 Support to institutional development	3-18	Formal	DOPs strengthening, technical assistance to MEHE, development of policies, strategies and guidelines (curricula and certification); M&E staff strengthening at regional levels	Professionalization of teaching workforce (P IV with WB/USAID/AFD); achievement, assessment and curriculum development (P VI with WB/UNICEF/AFD); institutional development (P X, with WB/USAID/UNDP/UNESCO/EU)	**Objective 2 :** Strengthening the system to deliver quality education to respond to the escalating Syrian crisis in a protective learning environment. **Output 2:** Institutional support is provided to MEHE Departments and services. **Output 3:** Effective coordination and leadership is established.	Component 3 - Strengthening national education systems, policies, and monitoring (Tracks 1 and 2)
	3.2 Learning outcomes assessment and M&E strengthening	3-18	Formal	Learning outcomes assessments; EMIS	Achievement, assessment and curriculum development (P VI with WB/UNICEF/AFD); institutional development (P X, with WB/USAID/UNDP/UNESCO/EU)		
	3.3 School-based management and monitoring and school grants	3-18	Formal	Training of school headmasters and managers on school management and monitoring, school grants for school improvement plans	Leadership program and modernization of school management (P V, with WB/USAID/AFD)	**Objective 2:** Strengthening the system to deliver quality education to respond to the escalating Syrian crisis in a protective learning environment. **Output 1:** Educational personnel and school teachers have increased knowledge and skills.	Component 2 - Quality of teaching and learning (Track 2): school monitoring mechanisms; school grants for extra maintenance costs and additional non-teaching personnel

Legend:	
	Life-saving or preventing imminent risk of harm
	Preventing deterioriation of vulnerabilities
	Capacity Building / Resilience

Table 11: Detailed budget (component 3)

		Detailes of unit and budgets	Unit	Est. avg. unit cost	# 2014	# 2015	# 2016	Budget 2014	Budget 2015	Budget 2016	Budget total
Component 3: System Strengthening	3.1 Support to institutional development	DOPS strenghtening	Lump sum	1,600,000	0.33	0.33	0.33	533,333	533,333	533,333	1,600,000
		Technical Assistance to MEHE (IM and technical personnel)	Lump sum	345,000	0.33	0.33	0.33	115,000	115,000	115,000	345,000
		IT/M&E staff at regional level	Lump sum	3,000,000	0.33	0.33	0.33	1,000,000	1,000,000	1,000,000	3,000,000
		Guidelines on curricula and certification	Lump sum	1,000,000	0.30	0.40	0.30	300,000	400,000	300,000	1,000,000
		Thematic assessments	Lump sum	230,000	0.50	0.50	0.00	115,000	115,000	0	230,000
		ALP curriculum + Textbooks	Lump sum	1,000,000	1.00	0.00	0.00	1,000,000	0	0	1,000,000
		NFE curriculum	Lump sum	300,000	1.00	0.00	0.00	300,000	0	0	300,000
		INEE MS workshop	Lump sum	100,000	0.50	0.50	0.00	50,000	50,000	0	100,000
	3.2 Learning outcomes assessment and M&E strengthening	Learning outcomes assessments and EMIS	Lump sum	1,500,000	0.45	0.30	0.25	675,000	450,000	375,000	1,500,000
	3.3 School-based management and monitoring and school grants	School administrators training on school management and SIP preparation	Public Schools (3 adm per school)	600	400	200	200	240,000	120,000	120,000	480,000
		School grants	Public schools	10,000	400	200	200	4,000,000	2,000,000	2,000,000	8,000,000
					Total Component 2			**8,328,333**	**4,783,333**	**4,443,333**	**17,555,000**

3.4. Programme budget

As noted above, the Programme targets and average of 413,000 per year Syrian and Lebanese children, starting 2014 for each year over three years. This number is based on an estimate of actual needs for December 2013. The number of 413,000 will increase throughout the three years of the Programme from 360,000 in the first year to 470,000 in the third year. However, the needs may very well grow to roughly 1.5 million for 2014, 2 million for 2015 and 2.5 million for 2016. In such a case, the Programme would be covering only around half of the needs.

Some other donor investments related to the Programme will need to be calculated as contributing to the funding gap. Such exercise will be undertaken with donors and integrated in the excel document attached to this Document, together with an analysis of MEHE spending in relation to the components of the Programme. An effort will be made to analyse programmatic and geographic convergence of all interventions with the Programme targets.

Table 13 presents the detailed costs of the three Programme components in relation to the overall needs and the funding gap for the three years. An amount of US$17.5 million is dedicated for institutional support to MEHE.

Table 12: Programme budget in relation to overall needs

		2014			2015			2016			Total 2014-2016		
		Needs	Prog	Gap	Needs	Prog	Gap	Needs	Prog	Gap	Needs	Prog	Gap
Comp 1: Access	1.1 school rehabilitation and equipment	24.2	18.1	6.1	11.3	11.3	0.0	11.3	11.3	0.0	46.8	40.7	6.1
	1.2 Enrolment support for formal basic education	38.0	69.0	-31.0	38.0	108.0	-70.0	38.0	153.0	-115.0	114.0	33.0	-216.0
	1.3 Enrolment support for basic education (ALP)	84.4	31.5	52.9	116.2	31.5	84.7	154.3	31.5	122.8	354.9	94.5	260.4
	1.4 Enrolment support for basic education (NFE)	134.0	23.0	98.0	182.0	19.3	150.0	240.0	15.5	211.0	556.0	57.8	459.0
	Total component 1	280.6	141.6	116.0	348.9	170.1	154.6	443.6	211.3	232.6	1073.1	523.0	503.2
Comp 2: Quality	2.1 Textbooks, teaching and learning material for basic education	37.7	19.5	18.2	20.2	9.8	10.4	24.4	8.9	15.5	82.3	38.2	44.1
	2.2 Teaching workforce capacity strengthening	4.0	2.0	2.0	2.0	1.0	1.0	2.0	1.0	1.0	8.0	4.0	4.0
	2.3 School readiness and learning for adolescents	6.0	3.2	2.8	8.0	3.2	4.8	10.3	3.3	7.0	24.3	9.7	14.6
	Total component 2	47.7	24.7	23.0	30.2	14.0	16.2	36.7	13.1	23.6	114.6	51.8	62.8
Comp 3: System strengthening	3.1 Support to institutional development	3.4	3.4	0.0	2.2	2.2	0.0	1.9	1.9	0.0	7.6	7.6	0.0
	3.2 Learning outcomes assessment and M&E strenghtening	0.7	0.7	0.0	0.4	0.5	-0.1	0.4	0.4	0.0	1.5	1.5	0.0
	3.3 School-based management and monitoring and school grants	4.2	4.2	0.0	6.1	2.1	4.0	8.1	2.1	6.0	18.4	8.5	9.9
	Total component 3	8.3	8.3	0.0	8.7	4.8	3.9	10.4	4.4	6.0	27.5	17.6	9.9
Programme management/coordination and contingencies		2.5	2.5	0.0	2.5	2.5	3.9	10.4	4.4	6.0	27.5	17.6	9.9
Total		339.1	177.2	139.0	388.9	191.3	174.8	492.9	231.4	238.4	1220.9	599.9	552.2

3.5. Monitoring and evaluation

Figure 3 below presents the log frame of the Programme and Table 14 the results framework. They are based on the RRP 6, the WB stabilization roadmap as well as the ESDP. While the Programme will have diverse implementers, including MEHE, as well as different funding modalities and funding channels, policy dialogue will take place to ensure that the Programme has only one joint overarching monitoring and reporting framework that will be supported by MEHE. This will facilitate building on lessons learned (including finding efficiencies, cost-savings, and adapted scenarios to meet challenges) and ensure a solid, coherent, synchronized and sustained response. Different implementers will be reporting to their direct funders using the Programme overarching framework. The work undertaken under Programme component 3 (EMIS, learning assessment, school-based monitoring) will feed into and strengthen the overarching monitoring framework.

Figure 3: Log frame

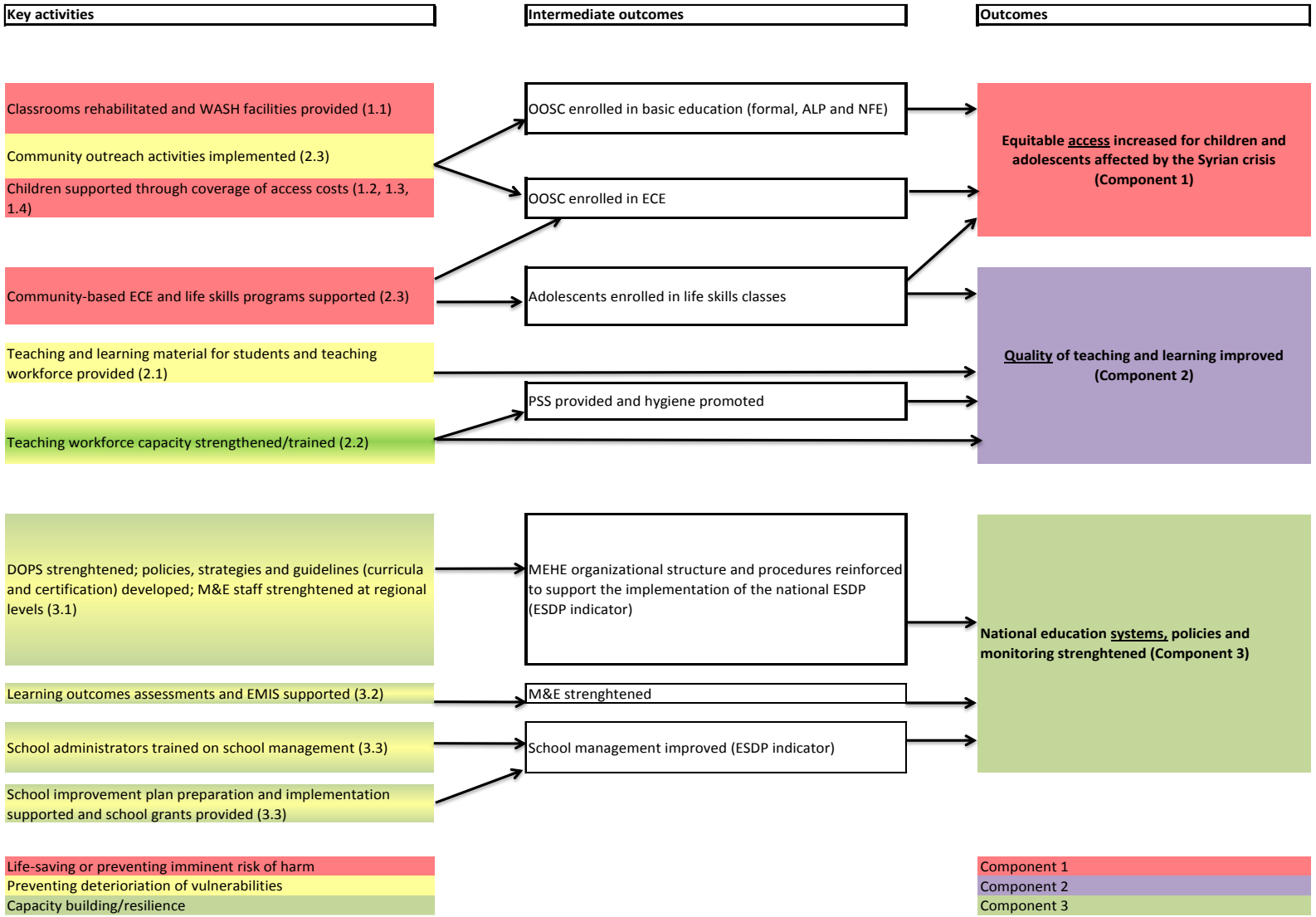


Table 13: Results framework

Reaching All Children with Education in Lebanon

Results framework

NB1: Due to the specific situation of moving population,"# of OOSC enrolled in…" type of indicator were prefered to enrolment ratio for the outcome/intermediate outcome indicators

NB2: Indicators have to be computed for the 225 most vulnerable localities targeted by the Programme, except for component 3

NB3: All targets (except the national official exam pass rate) are estimated as additional to current other programmes (full attribution to the Programme)

	Outcome/intermediate outcome Indicators	Targets			Data sources
		2014	2015	2016	
Component 1: Access	# of OOSC enrolled in formal basic education (public schools, cycles 1 to 3)	135,000	200,000	275,000	MEHE EMIS
	# of OOSC enrolled in ALP (cycles 1 to 3)	90,000	90,000	90,000	MEHE EMIS, implementing agencies reports
	# of OOSC enrolled in NFE (cycles 1 to 3)	60,000	45,000	30,000	MOSA, implementing agencies reports
	# of OOSC enrolled in ECE	40,000	40,000	40,000	MEHE, implementing agencies reports
Component 2: Quality	End of cycle 2 national official exam pass rate (ESDP OC-IND-6.01)	70%	72%	74%	MEHE
	# of schools where the subjects are being taught using active and learner-centered teaching methods (ESDP OC-IND-4.02)	500	750	1,000	MEHE, agencies field monitoring reports
	# of adolescents enrolled in life skills programme	35,000	35,000	35,000	implementing agencies reports
Component 3: System strenghtening	# of schools with active school council including parents and representatives of community (ESDP OC-IND-5.02)	400	200	200	MEHE
	# of schools with SIP approved and under implementation (ESDP OC-IND-5.01)	400	200	200	MEHE

	Output indicators	2014	2015	2016	Data sources
Component 1: Access	# of schools rehabilitated (including WASH facilities and furniture)	100	75	75	MEHE, implementing agencies reports
	# of localities provided with awareness-raising outreach activities	150	200	225	MEHE, implementing agencies reports
Component 2: Quality	# of children having received school supplies (ECE, formal basic, ALP, NFE)	400,000	515,000	630,000	MEHE, implementing agencies reports
	# of teachers/educators/facilitators having received teaching material package (ECE, Formal Basic, ALP, NFE)	13,333	14,000	14,667	MEHE, implementing agencies reports
	# of teachers/educators/facilitators trained	5,000	2,500	2,500	MEHE, implementing agencies reports
	# of teachers/educators/facilitators trained on PSS	5,000	2,500	2,500	MEHE, implementing agencies reports
Component 3: System strenghtening	# of new guidelines prepared and implemented	0	3	5	MEHE
	Learning outcomes assessments strengthened	Instruments for NFE prepared and tested	NFE learning assessment up and running	NFE learning assessment up and running	MEHE
	# of school principals and other educational and administrative staff trained on designing viable and realistic SIPs (ESDP OP-IND-5.01)	1,200	1,800	2,400	MEHE
	# of schools receiving school grants (stabilization roadmap)	200	200	200	MEHE

4. PROGRAMME IMPLEMENTATION

4.1. Coordination and implementation arrangements

The approach is based on the principles of a strong partnership and collaboration toward a more synchronized and effective overall response. This means strengthening existing coordination mechanisms and/or creating new ones, if necessary, streamlining communication with MEHE, and developing joint approaches.

The Syria crisis response to date is being coordinated by the Education Sector Working Group (ESWG) that has a membership of more than 45 NGOs and UN agencies. The ESWG is led by MEHE and chaired by UNHCR, with UNICEF as co-chair. It recently established a Steering Committee to enhance management and improve coordination with the multitude of NGOs, especially those acting at decentralized levels.

There is another much smaller group of partners – mainly donors with the World Bank and key UN agencies – that was coming together within the framework of the ESDP, and most recently the WB stabilization framework. It is also proposed to strengthen the MEHE in this regard (a budget line is included for this purpose). This is consistent with the drive towards institutional development and strengthening of the public sector to ensure timely approach and financial reporting in line with the results framework, to support communication between national and field levels, and to support further resource mobilization.

4.2. Financing modalities

Funds will be channelled through multiple modalities and mechanisms, including direct budget support, contributions to multi-partner funding mechanisms, as well as multilateral and bilateral financing. A combination of these options will be chosen depending on the preference of donors for different channels, but attention will be given to simplification and cost-effectiveness. These will be articulated in more detail in the coming period.

4.3. Risks and mitigation measures

To date, a great deal of the focus from the international community has been on responding to the needs of the refugee population, though equal attention is needed towards the most vulnerable Lebanese children and the medium and longer term needs. Interventions must be carried out in a way that is to the benefit of the increasingly overstretched Lebanese public system to respond to the crisis and to build for the post-crisis phase. The situation in Lebanon is unique in that the Government, agencies, NGOs and donors are together

supporting a stabilization process in parallel with a humanitarian response. This provides an opportunity for strengthening resilience and sustainable interventions while addressing the multiple challenges of the present context.

The present approach proposes to catch this opportunity through the provision of a framework of interventions that brings together emergency and development partners to address the immediate emergency needs and build for an enhanced public sector and through robust coordinated country level processes under the leadership of MEHE. While there are multiple operational, financial, socioeconomic, political, and security risks (a risk analysis is to follow), the strength of the approach provide solid mitigation measures: coordination, alignment, coherence, cost-effectiveness, and capacity development.

5. REFERENCES

- CERD. 2009-2010. *Yearly Statistical Bulletin*.
- CERD. 2011-2012. *Yearly Statistical Bulletin*.
- D-RASATI. 2011. *Survey*.
- Kevin Watkins. 2013. *Education without borders: A summary.* A report from Lebanon on Syria's out-of-school children.
- IMF. 2011. *Regional Economic Outlook Update*. http://www.imf.org/external/pubs/ft/reo/2012/mcd/eng/pdf/mena-update0412.pdf
- MEHE. 2004. *The National Action Plan for Education for All 2004-2015*.
- MEHE. 2010. *Quality education for growth. National Education Strategy Framework.* Education Sector Development Plan: 2010-2015.
- Ministry of Tourism. 2013. *Total arrivals by nationality for the period 2011-2012*. http://mot.gov.lb/Content/uploads/Publication/130116035955540~TOTAL%20ARRIVALS%20FIX%202011-%202012%20(3).pdf
- MoSA and UNDP. 2010. *National Social Development Strategy*.
- Republic of Lebanon and UNDP. 2010. *Millennium Development Goals Lebanon: Interim Progress Report 2010.*
- Save the Children and IRC. 2012. *Livelihoods assessment: Syrian refugees in Lebanon*.
- *Syria RRP 5*. January to December 2013.
- *Syria RRP 6*. Draft. 2013.
- Syrian Arab Republic. Forthcoming. *Humanitarian needs overview* (draft).
- T. Midgley et al. 2013. *Under Pressure: the impact of the Syrian refugee crisis on host communities in Lebanon*. A joint World Vision Lebanon and World Vision UK report.
- UIS. 2013. *Key indicators (MENA region).*
- UNDP. 2012. *Executive summary of the rapid assessment on the impact of the Syrian crisis on the socioeconomic situation in the North and Bekaa*.
- UNDP and MoSA. 2008. *Poverty, growth and income distribution in Lebanon*.
- UNHCR. *Lebanon Daily Registration Statistics*. http://data.unhcr.org/syrianrefugees/syria.php
- UNHCR and UNICEF. Forthcoming. *Education joint needs assessment for displaced Syrian children in schools, community and safe spaces* (draft version).
- UNICEF. 2013. *Equity in humanitarian action* (ppt presentation).
- UNICEF. Forthcoming. *Education for children and adolescents in Lebanon: A human rights-based, equity-focused analysis of the situation* (draft version).
- UNICEF and Save the Children. 2012. *Education rapid needs assessment for displaced Syrian children in schools, community and safe spaces*.
- UNRWA-AUB. 2010. *Socio-economic survey of Palestinian refugees in Lebanon*.

- World Bank. 2013. *Lebanon: Economic and social impact assessment (ESIA) of the Syrian conflict*.
- World Bank. 2013. *Lebanon economic monitor: The brunt of the Syrian conflict*.
- http://reliefweb.int/report/syrian-arab-republic/syria-toll-passes-100000-peace-meet-prospects-fade
- http://reliefweb.int/report/syrian-arab-republic/syria-regional-analysis-26-june-2013

6. ANNEXES

- Excel sheet including linkages between the Programme and other frameworks, log frame, results framework, overall needs versus Programme targets, costing of overall needs, costing of Programme targets
- RRP 6
- A Lost Generation?
- ESIA and stabilization roadmap
- ESDP and Progress Report