## Ministry of Education and Higher Education, Lebanon

# Reaching All Children with Education: RACE II (2017-2021)

**August 2016**

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## ACRONYMS

| | |
|---|---|
| ALP | Accelerated Learning Programme |
| BLN | Basic Literacy and Numeracy |
| BTS | back-to-school |
| CERD | Centre for Educational Research and Development |
| CFS | Child Friendly Spaces |
| DOPS | Department of Orientation and Guidance |
| ECE | Early Childhood Education |
| ESDP | Education Sector Development Plan |
| ESP | Effective School Profile |
| GoL | Government of Lebanon |
| IT | information technology |
| KAP | knowledge, attitudes and practices |
| Learning spaces | Any physical space outside MEHE premises used to deliver regulated NFE programmes |
| MEHE | Ministry of Education and Higher Education |
| MICS | Multiple Indicator Cluster Survey |
| NFE | non-formal education;<br>This document refers only to MEHE-regulated NFE programmes |
| NGO | non-governmental organization |
| NLG | No Lost Generation |
| PMU | Programme Management Unit |
| PSS | psychosocial support |
| REC | RACE Executive Committee |
| SIP | school improvement plan |
| SOPs | standard operating procedures |
| TIMSS | Trends in International Mathematics and Science Study |
| TVET | Technical and Vocational Education and Training |
| 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 |
| USAID | United States International Development Agency |
| VASyR | Vulnerability Assessment of Syrian Refugees |

## EXECUTIVE SUMMARY

The RACE II Strategy (2017-2021) is being developed at a key transitional moment for Lebanon. The Syrian Crisis shows little sign of abating and the impact of this inter-generational Crisis continues to echo around the region. The MEHE and Education Partners acknowledge that existing systemic resource and capacity gaps will continue to widen; thereby impacting access to, and the quality of, social and protective services for vulnerable children, youth, and their families.

Substantial investments into the Lebanese education sector via RACE I has had noteworthy outcomes for children, both vulnerable Lebanese and non-Lebanese alike. Two significant successes stand out; first, that enrolment rates of Lebanese children into public school returned to pre-Crisis levels. Secondly, over 42% of (compulsory school-age) refugee children received a certified education despite significant documentation barriers.

RACE II seeks to build on RACE I, envisaging now a more strategic approach to the education sector response, on the premise of a stabilization and development agenda through these key strategic shifts:

- Aligning with the SDGs' Goal 4 on Education, RACE II will seek to integrate human right, child rights, and child protection principles, as key to its interventions
- Ensuring that quality education opportunities are available for the most vulnerable children and families; whether they be non-Lebanese or Lebanese.
- MEHE and its partners will implement systemic and holistic interventions that address both the demand for, and the availability of, quality public education services.
- An acceleration towards ensuring that all children and youth aged 03-18 years are enrolled in quality and inclusive education opportunities. This explicitly expands the Sector's responsibility to support education opportunities for all throughout their life-cycle; from early childhood education, to improving quality of teaching services for primary, secondary, and vocational education, and a focus on equipping children and youth with effective life-skills.

With an overarching vision for children and youth therefore, RACE II aims to contribute to furthering the equitable right to a quality and relevant education for all children and youth between 03-18 years of age in Lebanon, by addressing policy, systems, quality service-delivery and demand bottlenecks at the national, subnational and community levels. Based on mutual trust and respect, a financing and delivery compact will greatly increase the delivery of quality education services for children, and a transparent accounting of monies invested towards their future.

While MEHE commits to;

a. A significant increase in the number of students enrolled into formal education
b. Improving the curriculum, teaching quality, learning environments, and learning materials
c. Increasing transition rates and decreasing dropout rates in formal education
d. Regulating NFE opportunities as a pathway to formal education
e. Improving efficiency and accountability of its institutions
f. A transparent accounting of monies and progress of RACE II through periodic reviews

Donors are requested to;

1. Commit to large-scale, multi-year financing to exclusively support the RACE II framework
2. Support current RACE II costing estimates for at least **$350m a year** ($1.75bn over five years)
3. Support MEHE and its institutions develop their capacity to lead the planning, implementation, budgeting, coordination, and monitoring of RACE II

## CHAPTER I: IMPACT OF THE SYRIA CRISIS ON LEBANON

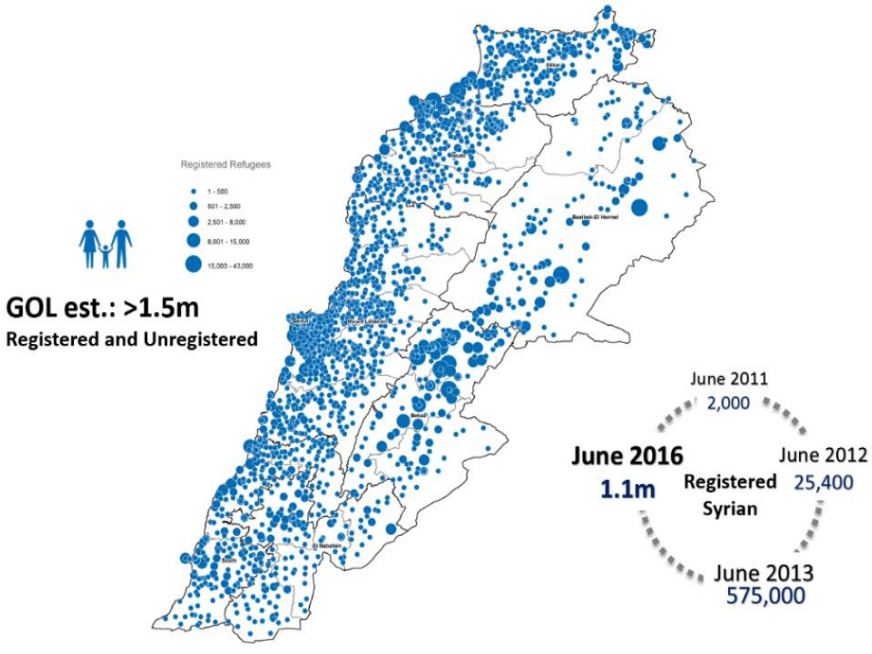
### OVERVIEW OF THE REFUGEE CRISIS IN LEBNON

Now in its sixth year, the Syrian Crisis has had a significant impact on Lebanon, its peoples, and its institutions. The Government of Lebanon currently hosts an estimated over 1.5 million Syrian refugees, in addition to an estimated 500,000 Palestinian refugees and 50,000 Lebanese returnees from Syria. Lebanon now fronts the list of countries with the highest refugee-per-capita, globally[1].

The World Bank assessed that the impact of the Syria Crisis on Lebanon may have cut GDP growth by 2.9 points per year, could double the unemployment rate (especially for youth), depress government revenue collection by US$ 1.5 billion while increasing government expenditure by US$ 1.1 billion; totalling a fiscal impact of US$ 2.6 billion to reinstate the Lebanese public services to their pre-2011 levels[2]. This has magnified the spread of poverty and pressure on the fabric of communities. To illustrate – in comparison with 2011 data, there were 61% more Lebanese classified as poor in 2015. Demographic estimates from 56 cadastres indicate that the population has more than doubled, while in 84 other cadastres the population has increased by 50 to 100%.[3] While this has resulted in contention over limited resources between host and refugee communities, there has not yet been open inter-community violence. Concerns are beginning to rise however, over Lebanon's fragile political and social balance.

The Government of Lebanon and its institutions, civil society, and the international community are therefore united on the need to develop durable strategies to enable Lebanon to respond to the crisis through national institutions, systems, and organizations.

*Figure 1: Distribution and evolution of displaced Syrians in Lebanon[4]*




[1] http://www.unhcr.org/558193896.html
[2] Lebanon: Economic and Social Impact Assessment of the Syrian Conflict. World Bank, September 2013
[3] Lebanon Crisis Response Plan 2015-16
[4] Adapted from historical UNHCR registration data and MEHE enrolment data, May 2016

## THE CONTEXT FOR CHILDREN AND YOUTH IN LEBANON

Children and youth in Lebanon bear a substantial burden of the impact from the Crisis. Around 1.2 million children and youth in Lebanon are currently identified as being *vulnerable*[5]. July 2016 estimates from UNHCR indicated that Lebanon hosts 488,236 children and youth (aged between 03-18 years). Of this population, approximately 42% of the compulsory school-age cohort (i.e., 06-15 years of age) were enrolled in formal public education programmes, during the 2015/16 scholastic year. An overwhelming majority of the rest either did not access school at all; with some enrolled in some form of non-formal education. As for those seeking employment – prospects seem bleak both for vulnerable Lebanese and non-Lebanese youth alike. Pre-Crisis, the unemployment rate for vulnerable Lebanese youth was already significant at 35%[6] [7]. As for non-Lebanese youth, curtailed mobility and restricted livelihood opportunities has contributed to negative coping mechanisms (school drop-out, engaging in low wage labour, and child marriage). A related consequence for school-age children who are not as legally restricted, is the rise of child-labour; with obvious consequences for their education. In such testing times, children and youth with physical and cognitive differences remain the most marginalised and heavily under-represented[8].

## EDUCATION FOR REFUGEES AND AFFECTED COMMUNITIES

*The provision of quality education and learning opportunities are time-tested as effective mitigation strategies in the contexts of chronic crisis, as currently in Lebanon. Education mitigates future threats to lives and livelihoods; providing children and youth with familiar routines and instilling hope for the future. Education helps mitigate the psychosocial impact of violence and displacement, fosters inclusion, human rights awareness, and conflict resolution. Education also empowers girls and women, by increasing their chances of getting jobs, staying healthy and participating fully in society. Education and learning supports the long-term processes of rebuilding and peace-building[9].*

The Reaching All Children with Education (RACE) Programme (in its first iteration for 2014-16), led by the Ministry of Education and Higher Education (MEHE), was the first step in this direction. Developed within the framework of the No Lost Generation (NLG) initiative, RACE I registered several successes; most notably an increased enrolment into formal public education from both Lebanese and non-Lebanese children.

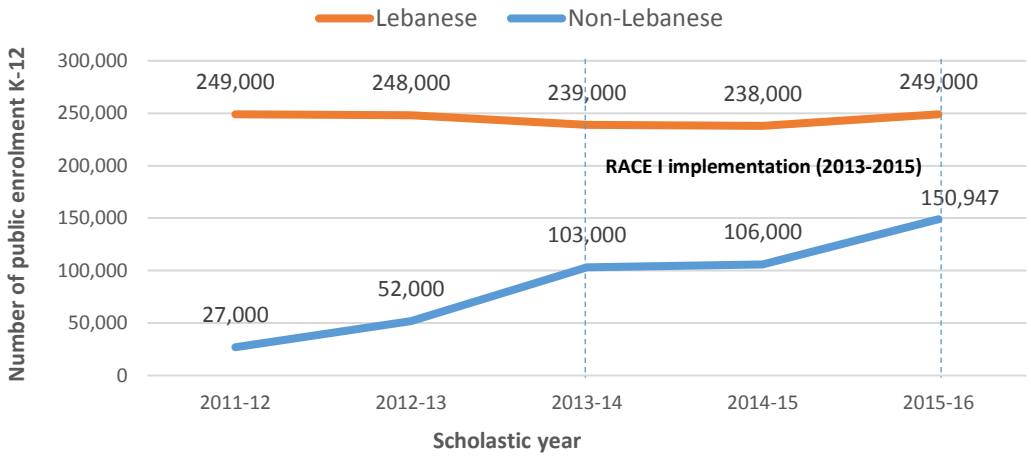
In 2014, enrolment of Lebanese children and youth into public schools had declined from 249,000 (2011) to 238,000. This was mainly due the reluctance of Lebanese parents to enrol their children with an increasing number of refugees and the perception that private education is of higher quality. MEHE's leadership led to the partial waiver of school fees under RACE I, enrolment of Lebanese children into public schools grew back to pre-crisis levels in the 2015/16 scholastic year (Figure 2).

A similar success story also for non-Lebanese children - enrolment in public education increased almost three times from 27,000 (2011-12 school year) to 103,000 (2013-14 school year). Thanks in large measure to the innovation of opening a Second Shift for afternoon sessions, enrolment also expanded exponentially for non-Lebanese children. The MEHE further incentivised enrolment into formal public

[5] Lebanon Crisis Response Plan 2015-16, year two; UNHCR registration data, July 2016
[6] World Bank (2015) Promoting Poverty Reduction And Shared Prosperity: A Systematic Country Diagnostic", Lebanon
[7] "Spotlight on youth", UNDP, 2015
8 Handicap International & Help Age International (2014). December 2014 Age and disability Monitor. Handicap International
9 http://www.ineesite.org/en/

education by waiving documentation requirements for non-Lebanese children, providing them with a certificate of completion, and providing them the opportunity to sit for official national exams for Grades 9 and 12. For those children and youth who could not qualify for entry into formal public schools, MEHE took the lead to regulate non-formal learning opportunities. As a result, a further 11,878 children were enrolled in regulated Accelerated Learning Programmes (ALP) to support their entry into formal schooling. A further 84,000 non-Lebanese children were estimated enrolled in private and semi-private formal schools[10].

*Figure 2: Enrolment trends for Lebanese and non-Lebanese in public education[11]*




Substantial investments from the international community was key to these noteworthy outcomes for vulnerable children and youth[12]. It is estimated that the Education Sector received a total of US$ 272 million for RACE I (an estimated 30% of which was channelled through MEHE). It must be noted however that RACE I was costed at US$ 600 million in total; implying that less than half of the budget was funded.

Many challenges still need to be overcome.

While RACE I made great strides in providing a significant number of vulnerable Lebanese and non-Lebanese with improved access to public education, the magnitude of the Syrian refugee-influx significantly impacted the institutional capacities of an already-compromised Lebanese public education system. Reeling from a chronic lack of underfunding since 2005, the erstwhile prestigious education system has been in slow decline. Much of this has significant correlation to dated approaches to pedagogy, unfavourable allocation of public resources to the education sector, low investment into education infrastructure and premises, and noticeably absent discourse towards investment in pre-primary and post-primary education. As a result, children who are enrolled in basic education in public schools receive an education of a relatively low quality. Structuring systemic interventions that holistically address entrenched demand and supply barriers to a quality education for all children in Lebanon, is key to maintaining the successes of RACE I. Chief issues amongst these barriers are analysed below:

[10] MEHE data, June 2016. 36,665 Syrian children, 40,560 Palestine refugee children, 1,270 Iraqi children and 9,113 other non-Lebanese children.
[11] MEHE data on enrolment, June 2016.
[12] Donors to RACE I were Austria, Canada, the EU, France, Germany, Italy, Kuwait, Netherlands, New Zealand, Norway, UK, USA BPRM, USAID.

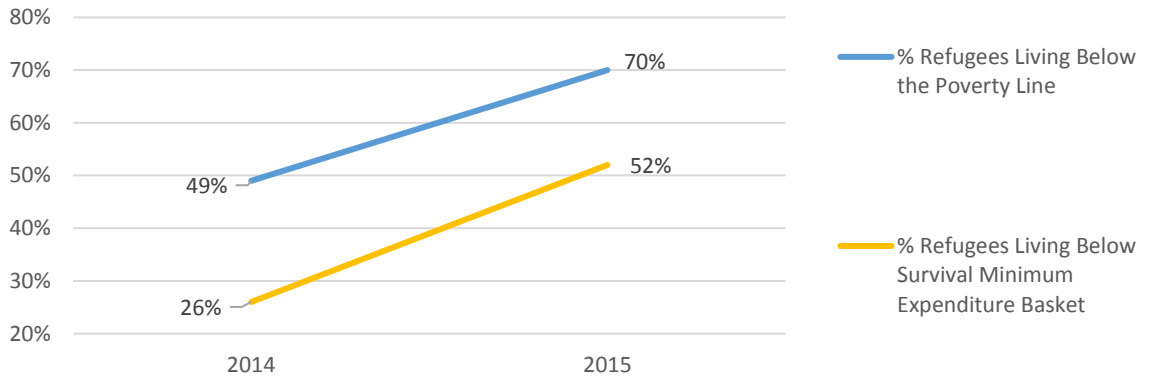
### Issues: Access to Education Opportunities

Enrolment into certified education is impacted by two variables: demand for, and supply of, accessible quality education. Despite RACE I's successes, Lebanon still has a large percentage of out of school children (those who have never accessed any form of certified education.

This is in large part because **demand for public education** in Lebanon is not very high; especially from poorer vulnerable families. Recent datasets indicate that almost 28% of Lebanese households are categorised as poor; while there is an increase of 30% of refugee households living below the poverty line in 2015. Of these poor households, almost 52% are living below the survival minimum expenditure basket (twice as many as in 2014). Poverty incentivises children's entry into the labour market at a school-going age, and hampers demand for education. While adult refugees in Lebanon have now been allowed to work in the sectors of agriculture, construction, and environment – children and youth still make up the bulk of bread-winners.

Parental and children's negative perception of the value addition of education to income-earning potential also leads to low demand for education. In addition, household-level education-related expenditure (including transportation[13], uniforms, learning materials) and the potential opportunity loss of scarified income are major deterrents to access. Nearly 60% of refugee working children interviewed in 2014 indicated that the choice to work was their own and that their desire to support their families was more compelling than attending school[14] despite significant outreach campaigns year on year. Besides child labour, early marriage is also become an increasingly visible coping mechanism against poverty.

*Figure 3: Syrian refugees living below poverty line and below SMEB*




Source: Vulnerability Assessment for Syrian Refugees - VaSYR (2014 and 2015)

Other specific demand-barriers for refugee children are:

- Refugee communities' lack of functional literacy, numeracy, and comprehension in French or English weighs significantly against them. French-language schools have been reported especially problematic because parents do not speak, understand, or use the language in their communities and therefore cannot offer their children support. In addition, for refugee communities who are new to the Lebanese schooling system, accessing the education system

[13] Jalbout 2015, Terre des Hommes, UNHCR and MEHE records
[14] Search for Common Ground 2014, UNHCR 2016 and IRC data, 2014.

and relevant information regarding existing education services, pathways, and options remains difficult.

- In 2016, more than half of refugees are still illegal residents in Lebanon. Without residency papers, they are at risk of detention if they are 18 and older; this can mean that parents hesitate to accompany children to school regularly or at all.

The **quality and availability of built spaces in public schools** can also pose as a barrier to accessing schooling. Surveys[15] found strong links between school enrolment and physical infrastructure; concluding that schools that are in better condition have more students enrolled and retained. The Survey also made explicit, measurable, and positive linkages between a school's perceived functionality scores and its associated impact on students' brevet success rates. A 2004 study by MEHE states that one third of school buildings assessed at the time did not meet the standards for Effective School Profiles (ESP); whereas one fifth required rehabilitation and renovation.[16] Facilities such as laboratories, libraries, workshops and computer rooms were also found to be scarce in public schools and, when available, were often not used effectively[17]. The spatial distribution of public schools is also not in line with population density - in some areas, public schools are significantly under-utilised while in other areas schools are over-crowded. This is now problematic with high refugee population condensed in specific high-density areas of Lebanon. In this context, most public schools are additionally ill-equipped to support children with disabilities.

### Issues: Quality of Education Services

Providing quality education services throughout the continuum of formal schooling significantly contributes to real learning outcomes for children; improving their life-skills, employability, and resilience.

**Teacher capacity** is central to a child's experience of a quality education. Once the anchor of the public education system, Lebanon's teaching corps is now a shadow of its former self. Professionally-educated teachers can no longer be easily attracted into the public teaching corps due to MEHE's restricted budget that can only offer limited compensation, benefits, and support infrastructure.

Legislature passed in 1985 and 2002, allowed for the recruitment of "contractual teachers" (with lower benefits and employment security) to be recruited in lieu of professional, tenured teachers. It became possible to engage contractual teachers on an ad-hoc basis, based on individual requests from schools. This would not be worrisome were the engagement of contractual teachers governed by a stringent set of recruitment policies and performance standards.

With weaker entry requirements (only a basic degree is required) and lower financial implications on the recruitment of contractual teachers, public schools have exponentially increased the number of contractual teachers in service leading to a significant **over-supply of under-qualified teaching staff in public schools for basic education**. More to the point, reliance on an under-qualified and unskilled teaching force has important consequences on the real learning outcomes of children in the public school system, with important disparities in learning outcomes amongst different regions, and further differences amongst nationalities.

[15] The USAID-funded Developing Rehabilitation Assistance to Schools and Teachers Improvement (D-RASATI) project, in collaboration with MEHE studied the physical spaces and built structures of 1,280 out of 1,281 public schools in Lebanon.
[16] MEHE (2004) National Education Strategy in Lebanon, p.63
[17] A Study of the High School Teachers' Union 2001

The experience of the school environment and community has equal import on children's learning. It is often reported that children experience **bullying and corporal punishment** in Lebanese schools. Refugee children in addition have the experience of **multiple and persistent displacement and violence**. The public system does provide some support for this: PSS counsellors identify and refer cases needing further specialised interventions and support through interaction with students during monitoring visits. In addition, parents are allowed to interact with school administration and personnel on behalf of their children's academic, health, or social issues. However, accountable and structured interaction with parents and children towards the improvement of school environments is not systematic or required. Support systems for children from parents and care-givers in poorer communities are also noticeably absent. Unsupportive school and home environments are often hidden causes for dropout and low learning achievement.

Education datasets for Lebanon are telling in this regard. The Trends in International Mathematics and Science Study (TIMSS) 2011 scores for Lebanon prior to the Crisis indicated that 27% of Lebanese students in Grade 8 did not meet minimum standards in Math, while 47% did not meet minimum standards in Science. TIMSS 2011 results for Syria showed lower scores in Math but higher scores in Science – 57% and 37% respectively. When compared to the TIMSS 2007 results, it is clear that learning outcomes have been stagnating for Lebanon, and in decline for Syria. In the context of the current Crisis, this trend will likely continue into TIMSS 2015.

**Children with Disabilities**

- Lebanon's Disability Law (220/2000) details the welfare services provided to people with disabilities, as well as the obligations of state and private institutions to those having disabilities. Provided with Disability Card on registration with MOSA, people with disabilities are also supported with a range of subsidies on public medical services, specialized equipment, taxation etc. With respect to education services, the Law requires that all schools accept children and youth with disability, and ensure their premises are disable-friendly.
- Around 14,000 Lebanese children have been issued a Disability Card, as of date. (However, if using the international benchmark disability rate of 2.5%, it is likely that there are actually around 40,000 additional children with disabilities in Lebanon who have not been registered or provided with a Disability Card for various reasons.) Currently, only 5,800 registered children are in one of the 100 specialized institutions (contracted by MOSA) receiving some form of education. This implies that almost 50% of Lebanese children with a Disability Card are not in any form of certified education[18].
- MEHE, UNICEF, and some NGOs (like Forum of the Handicapped and Youth Association for Blind) have converted a few public schools to be accessible for children with physical disabilities.
- As for Syrian refugee children, there has been no comprehensive assessment of disability prevalence. Limited data from VASYR 2015, estimates that over 72% of Syrian children with disabilities are not enrolled in school. Other studies indicate that almost 80% of Syrian children with disabilities from the most vulnerable and poor families are not enrolled in education of any sort.[19]

[18] UNESCO (2013) Social Inclusion of Young Persons with Disabilities (PWD) in Lebanon
[19] UNHCR & AUB (2016) Profiling of Syrian Refugees in Lebanon - DRAFT

### Issues: Lebanese National Education System

With the public education system accustomed to catering for less than a third of Lebanese students (pre-Crisis estimate)[20], the scale and context of the Syria Crisis has exponentially increased the challenges faced by MEHE and its institutions. The **capacities of any state institution** would be justifiably challenged when approaching a response of this magnitude. Laudable efforts from the MEHE have resulted in noteworthy results for children and youth. To sustain this momentum and ensure resilience of the MEHE to possible future shocks, a structured undertaking to mainstream industry-standards in the planning, management, regulation, and monitoring of emergency education programming, is key. Also central, is the need to add to MEHE's existing capacities to further develop accountable, decentralised, and inclusive governance systems. This will vastly improve MEHE's ability to steer the national education system to deliver quality education services for children in a sustained and inclusive way.

Several systemic issues need urgent addressing to make this a reality, as listed below:

- **National data systems** in Lebanon – both centrally and at the school level – are dated. As the custodian of national education data, CERD's technical and human resource capacities have been significantly under-funded over the years. As a result, data collection is still mostly paper based; making timely data collection, analysis, and dissemination difficult. Consequently, national education data is neither reliable nor relevantly analysed for meaningful programming or policy interventions.
- The crux of learning is found in the relevance of content taught at schools; as well as in the pedagogical methodology with which students are approached. The **curriculum** currently taught in Lebanese public schools is centred more on subject-matter content rather than on competencies or skills. Last updated in 1997, the Lebanese curriculum and correlated pedagogical standards are not as learner-centred as industry-standards require, lacking a life-skills base or a gender-appreciation lens.
- The public education system does not yet have national standards for the **measurement of learning achievement** beyond grade-to-grade transition and public examinations. This is an important gap for the national education system given the grade-to-grade automatic promotion policy that does not hold students back on account of non-performance. Students therefore are often found unable to perform at grade-level or age-level, well into the late primary grades.
- Despite several efforts by the current Minister of Education, there are insufficient and inefficiently implemented **policy frameworks** to properly address barriers to strengthened delivery of education services because of the interminable delays of Lebanese political processes. Necessary policy frameworks to support decentralisation of school governance, a sound teacher professional development strategy, alternate pathways to formal education, safeguards against violence in schools, the inclusion of children with special needs – are lacking.
- **MEHE's human resource strategy and structure** also needs urgent addressing. A decree issued in 1959 by the Lebanese Council of Ministers, set out the legal organisational structure of the MEHE; detailing its directorates, departments, and types of posts needed to serve the nascent Lebanese public school system. The scope of MEHE's technical services, administrative needs, and number public schools has expanded considerably since then, while the structure of MEHE has been required to maintain its form. To expand MEHE's structure (i.e., opening of new

[20] Data from the UNESCO Institute of Statistics and CERD, 2012.

directorates, departments, or services) requires a full and formal endorsement from either the Parliament or the Lebanese Council of Ministers. Given the current political process, this is understandably a stalled venture.

The MEHE has circumvented this variously. The MEHE has periodically approached Lebanese authorities to authorise an increase in number of personnel (not posts, departments, or directorates). Failing this, the MEHE has intermittently used regional or school funds to recruit against specific local needs. In other cases, the MEHE has recruited within its own ranks of contractual teachers to fill in for pressing administrative needs, as was the case in October 2015. These ad-hoc measures have not led to an intuitive human resource strategy; saddling the MEHE with opacity in recruitment policies, limited accountability, and low quality of service delivery. The MEHE is crucially lacking professional technical specialists, planners, economists, legal advisors, and finance analysts.

**RACE II (2016-2021)** is being developed within such context. While maintaining the humanitarian dimension of the Syria crisis response, strategic shifts need to occur towards longer term approaches that cater for the protracted nature of the crisis. This requires the strengthening of the Lebanese public education system and the promotion of relevant national policy frameworks that sustainably support the improved availability of quality education services with a strong focus on relevant learning outcomes for children. Education interventions need also to be more systematically linked to child protection systems and livelihoods opportunities for youth. Finally, rigorous costing and efficiency measures need to be undertaken to ensure the successful implementation of the 5-year approach to education provision.

## CHAPTER II: THE RACE II PROGRAMME

Building on the successes and challenges of RACE I, its next iteration - RACE II, proposes an ambitious five-year programme to sustain increased and equitable access to quality education and learning for all children and youth aged 3-18 years in Lebanon by holistically addressing access, quality, and systems issues detailed above.

### PILLAR I: IMPROVED ACCESS TO EDUCATION OPPORTUNITIES

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

Programming under Pillar I aims at addressing demand and supply barriers that impede enrolment into formal education. Demand-side barriers are clustered around perceptions of the value of education, cultural norms that prioritise immediate financial safety over long-term social security, and the real opportunity cost of losing bread-winners in vulnerable families. Addressing these social barriers requires a multi-layered approach – addressing the child, family, and community – across multiple service points. In addition, subsidising the costs of education and increasing the availability of quality education spaces is a proven strategy to increase access to learning opportunities.

**OUTPUT 1.1. Children, youth, and their caregivers, are provided with the necessary support to increase their demand for formal education or regulated non-formal education**

- A multi-year national **Back-to-School (BTS) initiative** will run the span of RACE II. The Initiative will be a multi-faceted engagement tool, with the intent to improve children's and families' ability to make informed and positive choices about formal or non-formal education opportunities. It will have four key components: a mass media campaign at national level, outreach and mobilization at the community level, case management at the family level, and an increased engagement and readiness of public school administrators.
    - A national **mass-media campaign** (through radio, TV, and SMS) will start in advance of each scholastic year. These campaigns will systematically disseminate (among children, caregivers, and community leaders) public information related to enrolment and education opportunities that may not be readily accessible at community level.
    - The second component involves **outreach and mobilization** at community level, primarily to re-inforce the value of education in the face of negative social norms. Two surveys on Knowledge, Attitudes, and Practices (KAP) will be conducted respectively in 2017 and in 2020 to set baseline information and gauge change in caregivers' attitudes in relation to their children accessing learning opportunities. Information will also be shared about existing education opportunities (including regulated NFE options), enrolment procedures, documentation and legal requirements as well as protection referral mechanisms.
    - The MEHE will meet with school directors and regional directors before the start of each school year to ready themselves in support of the Initiative. These planning sessions will be organised to jointly discuss and endorse contextualised **Standard Operating Procedures (SOPs)** for registration to be followed at each public school.
    - **Case management** mechanisms at household levels will be activated if persistent absenteeism is noticed or if children in intervention areas do not enrol at all in any education programme. Sensitive issues like child labour, early marriage, special needs

for children with cognitive or physical differences, and school violence – factors that arrest enrolment and retention can be safely discussed with case workers.

- Financial barriers (both registration fees and education-related costs) at the household/family level will be mitigated through a range of **subsidies**:
  - **Enrolment fees** will be partially or fully subsidized for children and youth who opt to enrol into:
    a. the **formal education** stream (pre-primary, primary, secondary education, or TVET)
    b. **regulated NFE programmes**, which covers
      » Preparatory Early Childhood Education (Prep-ECE) (for ages 05 and early 06)
      » Community-based Early Childhood Education (CB-ECE) (for ages 03-05)
      » Basic Literacy and Numeracy (BLN) (for ages 10-18)
      » the Accelerated Learning Programme (ALP) (for ages 07-24)
      » Youth BLN (for ages 16-20)
      » Technical/Vocational Training (for ages 15-24)
  - **Education-related costs** for children accessing either formal or non-formal opportunities will be partially or fully subsidised on commonly agreed vulnerability-criteria. While textbooks and stationery will be provided to all enrolled students, transportation subsidies and special-needs equipment will be reviewed on a case/vulnerability basis. A pilot cash transfer programme will be rolled out as additional support to poorer families. If successful, this programme will be scaled up.

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

- **Rehabilitation of schools** will be undertaken especially in underserved regions and where host population are the most impacted because of high concentration of refugee communities. Rehabilitation of schools is regulated by MEHE's Effective School Profile (ESP) framework that dictates regulations for water, sanitation and hygiene (WASH) standards, structural integrity, gender neutrality standards, and accessibility for students with special needs. Addition of new classrooms or **construction** of new schools (meeting standards of GoL Decree 9091/2001) will also be undertaken based on needs-assessments.

- Rehabilitated schools that meet the ESP standards will be provided with **equipment** according to MEHE's specifications for arts, music, sports, sciences, and IT laboratories. **Furniture** will also be provided to schools according to MEHE specifications and will include furniture for children, teachers, and school administration.

## PILLAR II: MPROVED QUALITY OF EDUCATION SERVICES

Enhanced quality of education services and learning environments to ensure grade-appropriate learning outcomes for children and youth

Interventions under Pillar II are designed towards delivering quality education services and learning environments throughout the continuum of formal or non-formal schooling pathways, to support meaningful and grade-appropriate learning for children and youth. The key role of teachers and educators, the importance of school governance, and the potential of community engagement in learning, are prioritised. CERD and DOPS – given their mandated roles within the MEHE – play a key role in the design and roll-out of many of interventions under this Pillar. The PMU, in its capacity as the

emergency arm of the MEHE will maintain centrality in ensuring standards set by these institutions are followed as relevant.

**OUTPUT 2.1: Teachers, education personnel, and educators have enhanced capacities to provide learner-centred pedagogy in public schools or learning spaces**

- In the context of RACE II, three sets of teaching personnel will be capacitated:
  - **Teachers** : either tenured or contracted teachers working in Lebanese public schools
  - **Education personnel**: school directors and supervisors working in Lebanese public schools
  - **Educators**: teaching personnel recruited to provide NFE content in learning spaces
- Based on the content of the revised curriculum, CERD will design **content for teacher training** strongly focused on learner-centred pedagogy. Teacher-training modules will also address capacities for classroom management, positive discipline, psychosocial support, as well as skills to support teaching to children with different learning backgrounds and special needs. To ensure that teachers have appropriate tools, **teaching materials and guides** will be also be updated and standardized by CERD.
- For education personnel, a combination of management and financial training packages will be developed, by CERD in coordination with MEHE heads of departments, which will tie into competencies required by school managers for the implementation of School Implementation Plans.
- Educators in learning spaces will be recruited against specific profiles and competencies detailed by CERD in close coordination with the PMU. This cohort of educators are expected to have minimum competencies which will be built upon via standardised training packages, developed by CERD.
- CERD will therefore lead, the design and roll-out of a comprehensive, structured, and standardized capacity development plan for all three categories of personnel.

- To measure the outcomes from this comprehensive teacher and educator capacity development strategy, CERD and DOPS will jointly develop a **National Teacher Assessment Framework and teacher observation tools**. DOPS will train its academic counsellors on the use of the teacher observation tools and also on the subject matter that they will be monitoring teachers on. DOPS central is in charge of planning the roll out of continuous monitoring visits in Second Shift schools to ensure teaching staff adhere to national performance standards.

**OUTPUT 2.2. : Teachers and education personnel at the school-level, and educators in learning spaces, are capacitated to contribute to inclusive, safe, healthy, and protective environments**

- Increasing the agency of school personnel in the administration of schools and the involvement of communities in the education of their children lends to improved accountability and governance at the school-level. Under RACE II, Second Shift schools can apply for grants to implement their **school improvement plans** (SIPs) to address specific needs of schools in terms of equipment, educational services and co-curricular or extra-curricular activities. SIPs in Second Shift schools will require the involvement of the entire school community - school directors, teachers, parents, and students - around common goals related to improving the learning environment of their schools.

- To provide inclusive, safe, healthy, and protective environments (in Second Shift schools and any MEHE-premises used for regulated NFE programmes), the following interventions will be implemented in close collaboration with DOPS:
    - **Health**: A minimum of two health checks per year will be guaranteed for each student enrolled in Second Shift schools. DOPS health counsellors will follow students' medical files and monitor the quality of health checks performed by school doctors.
    - **Safety and Protection**: DOPS Central will train all teachers, education personnel, educators, and DOPS PSS counsellors on national protocols for the identification and referral of any student impacted by violence at school, at home, or in the community. Cases needing specialised intervention or services will be managed by DOPS PSS counsellors for appropriate action.
    - **Inclusion:** School personnel will also be trained to ensure active involvement in the appropriate referral of children and youth with special needs (whether they be physical or cognitive).

- DOPS academic counsellors will continue to conduct visits in Second Shift schools to **monitor pedagogical performance of teachers in classrooms**, using the updated National Teacher Assessment Framework and teacher observation tools. Performance feedback from these visits will be reported back to CERD. If there are clear patterns to the types of under-performance reported nationally, CERD will recalibrate its teacher-training packages. Despite such recalibration, if DOPS academic counsellors report persistent deviations from minimum set-standards for individual teachers (whether contracted or tenured), such cases are reported to the relevant (Primary or Secondary Directorates) for appropriate action.

- Community involvement and active parenting to support children's learning is also a key priority under RACE II. To this end;
    - Students identified by teachers as "at-risk-of-dropout" will be supported with either remedial support or homework support programmes. **Remedial support programmes** will be organised inside public schools and implemented jointly by MEHE and NGOs. **Homework Support Programmes** will be implemented either inside the school building or in community centres/tents and it is implemented through NGO partners.
    - Links between schools and refugee communities will be strengthened by appointing **Community Liaison volunteers** who will take on the responsibility of providing personalized follow up to refugee students and address issues such as bullying, violence, or discrimination that often lead to refugee-students dropping out.

## PILLAR III: STRENGTHENED CAPACITY OF THE EDUCATION SYSTEM

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

MEHE's ability to better steer the national education system is pivotal to the sustainability of interventions planned under RACE II. While RACE I delivered more prominently in improving access to education, RACE II differs in that it seeks to highlight the importance improved institutional technical capacity, a strengthened policy base, durable partnerships, and a coordinated platform have on the delivery of education programming. Ensuring systemic shifts to progress towards a stabilization and

development agenda in the context of the protracted Syria crisis, is therefore the crux of Pillar III programing.

**OUTPUT 3.1: CERD is capacitated to administer an effective education data management system**

CERD, mandated as the statistical and research arm of the MEHE, will hold a prime role in designing and rolling-out a **national education data management** system. As a first step, CERD will be supported to identify the gaps in MEHE's current (disparate) data collection systems. This assessment will be followed by a public tender to procure/contract suitable software and technical capacity for contextualisation and roll-out into the Lebanese education sector. This would include the generation of a unified set of protocols for data collection and a data management system to verify data compliance and credibility. Significant investment will be needed for hardware installations and equipment both at CERD and in all public schools to ensure accurate student-level data timely and school-level reporting. The national data management system will have to be mainstreamed in public and private schools alike, for data compatibility at the national level. As a consequence, this will require that all MEHE staff, including directors and teachers (in public and private schools) are trained in the use of the data management software. If executed across all formal schools in Lebanon, this would allow enrolment data and national exam data to be available publicly on a standard date, year on year. For refugee enrolment data, the PMU will be tasked with ensuring data credibility before submission to CERD, within the same timelines as all other formal schools.

**OUTPUT 3.2: Revised curricula for schools and learning spaces are developed and endorsed to improve quality learning, life skills, and employability for children and youth**

- The **revision of current curricular approaches** and the establishment of an interactive curriculum will be a crucial step towards improving learning outcomes for children and youth. The curriculum revision process, led by a National Higher Committee and conducted by CERD, will be guided by the conceptualization of a learner-centred pedagogy and key competencies (covering the cognitive, the individual, the instrumental, and the social dimensions of learning). Curriculum revision will also include the development of life skills necessary to the process of learning, personal empowerment, employability and social cohesion (such as analytical thinking, problem solving, creativity, teamwork, tolerance, respect for diversity, etc.). CERD envisions a consultative process to this curricular revision; by soliciting the inputs from technical experts, teachers, and parents on an **e-platform**. On approval from the National Committee, the **curriculum will be piloted in select schools**, the feedback from which will be incorporated into the final curriculum before national textbooks are designed. When the new curriculum is deployed, it is foreseen that the e-platform will also be used to host digitized textbooks and **interactive learning content**. In the long term, the e-platform could potentially serve to open e-learning in schools.

- In addition to the revision of the formal education curriculum, CERD will review and develop **content for regulated non-formal education programmes**. Currently, CERD has completed content-review for the Accelerated Learning Programme. CERD will review and approve content for the following NFE programmes: preparatory ECE, CB-ECE, BLN, Remedial Support, and Youth-BLN. Within the MEHE NFE framework, e-learning, PSS, and life-skills education will be mainstreamed into the content of all the regulated NFE programmes.

**OUTPUT 3.3: Appropriate policy frameworks are endorsed and implemented to regulate education programmes and services, strengthen school management, and professionalize teaching services**

To better support the various systems' interventions planned in RACE II, the following frameworks, standards, strategies will be developed for operationalisation:

- **A National learning assessment strategy**
  In response to the lack of national standards for the measurement of learning achievement, CERD will develop and operationalize a comprehensive national learning assessment strategy. Attention will be given to Grade 3 (to detect early difficulties in basic reading, writing, and numeracy skills) and to Grade 6 (to detect difficulties in Math, Science, and language subjects). These assessments will derived as a function of the new curriculum which will set out standards for age-appropriate learning outcomes. The strategy will additionally integrate measurement of learning related to life-skills education.

- **Development of a National Teacher Assessment Framework and teacher observation tools**
  Key competencies will be required of teachers in public schools under the new curriculum. As stated previously, CERD will design and roll-out a comprehensive set of training modules to prepare all public school teachers with the competencies they require. A National Teacher Assessment Framework (also designed by CERD) will be drafted, setting out the standards by which these competencies will be assessed. CERD and DOPS will also jointly design teacher observation tools which will be used by DOPS academic counsellors during their monitoring visits to schools. Evaluation notes from these monitoring visits will be aggregated into a performance report for each teacher.

- **SOPs for school-based management (SBM) in Second Shift Schools**
  A national school-based management framework (SBM) already exists in Lebanon. Planned as a decentralisation initiative, the SBM programmes aims to increase the accountability of school communities and school personnel in the administration of their schools. Under RACE II, this programme will be rolled out also in Second Shift schools. Provided with small grants every scholastic year, each recipient-school will provide a School Improvement Plan (SIP), drawn up collaboratively by school directors, teachers, and parents. The implementation of the SIP will result in school administrators and the school community jointly analysing, managing, and monitoring improvements to their students/children's school environments; with consequent impact on their learning outcomes.

- **Policy and mechanisms to monitor violence against children in schools**
  The development of a child protection policy for the education sector is underway with the support of UNICEF and Saint Joseph University. Intended for both public and private schools, this policy will detail protocols for the early detection, preliminary evaluation, and referral of cases of violence against children. Whether a case of violence occurs in the school or in the community, school directors, DOPS personnel, and teachers will be sensitised (by DOPS Central) to appropriately support the child for appropriate referral to specialised institutions. To support affected children receive appropriate services that are under the remit of other Ministries, the MEHE will initiate collaboration with the Ministry of Social Affairs, Ministry of Interior, and Ministry of Justice. The detailing of SOPs will be supported by UN agencies with a view to clarifying roles, responsibilities,

and accountabilities of school personnel and school communities. DOPS PSS counsellors will play a key role in ensuring the continuum of services for the child from detection, evaluation, and referral.

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

- **Standards for learning spaces and for educator profiles**
  MEHE's EiE Committee will lead, in collaboration with PMU and CERD, to specify Child Friendly Spaces (CFS) standards for the physical spaces proposed for the implementation of regulated NFE programmes. On endorsement, such spaces will be formally referred to as learning spaces. Likewise, minimum professional standards will be set for any personnel proposed to be recruited for the implementation of NFE programmes in learning spaces.

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

**OUTPUT 3.4: The PMU, in collaboration with CERD and DOPS, is capacitated to lead RACE II with MEHE departments and relevant education stakeholders**

- **RACE II coordination mechanisms** will be designed and managed for coordinated and collaborative implementation of the RACE II Programme. Led by the PMU, working groups or sub-committees will be formed – per the required project - with UN agencies, donors, NGOs, or academic institutions. The PMU will ensure inter-departmental coordination within the MEHE so that RACE II implementation is guided by coherent decisions from education institutions.

- As the main institutional implementers of RACE II, the PMU, CERD, and DOPS require capacity support in the areas of project administration, procurement, and financial management. Existing technical capacities and staffing structures will be assessed by an external consulting firm to better understand current functionality as compared to projected needs. A detailed technical assistance plan each will be drawn up, proposing solutions for current capacity issues. Implementation of this plan will occur iteratively over the five years of implementation; with standards and performance milestones set for **planning, human resource management, financial frameworks, and procurement processes**. Assurance functions will be built in in the form of external (and eventual) internal audits.

## CHAPTER III: MONITORING AND EVALUATION

The RACE II strategy is anchored in a full logframe (refer Annexe 1), with a detailing of Outcome and Output statements, with attendant indicators (listed below). The logframe also provides the (end-of-RACE) five-year targets, with possible data sources and means of verification for each intervention. While unit costs are provided for each intervention, annual budgets and timeframe for the interventions will be detailed out in yearly RACE II implementation plans.

### LIST OF RACE II INDICATORS

**IMPACT**

The Lebanese national education system is able to provide equitable access to quality education opportunities for all children and youth

- % of compulsory school-age children who are out of school (ages 06-14)
- Lebanon's TIMSS Average Scale Score (Grade 8) in Mathematics and Science
- National exams pass rate for public schools (Grades 9 and 12 in all subjects)

**OUTCOME AND OUTPUT STATEMENTS**

PILLAR I: IMPROVED ACCESS TO EDUCATION OPPORTUNITIES

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

- # of students (aged 03-18) enrolled in formal education (Gross Enrolment Rate)

➢ Output 1.1.: Children, youth, and their caregivers are provided with the necessary support to increase their demand for formal education or regulated non-formal education

- # of children and youth whose registration fees for public formal education are partially or fully subsidised
- # of children and youth whose registration fees for regulated NFE programmes are partially or fully subsidised
- # of children and youth enrolled in public formal education whose education-related costs are partially or fully subsidised
- # of children and youth enrolled in regulated NFE programmes whose education-related costs are partially or fully subsidised

➢ Output 1.2.: Children and youth have improved access to appropriately equipped public schools, especially in under-served areas

- # of public school buildings that meet MEHE's Effective School Profile (ESP) standards
- # of public schools newly built or expanded to meet quality standards specified in GoL's Decree 9091
- # of MEHE-owned public school buildings meeting ESP standards equipped in line with MEHE specifications
- # of public school buildings fully furnished in line with MEHE specifications

PILLAR II: IMPROVED QUALITY OF EDUCATION SERVICES

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

- Completion rates by Cycle ((% of children and youth of the corresponding graduation age who have completed a Cycle)"
- Retention rates by Cycle (% students who were at school the last scholastic year who remain at school the next scholastic year)"
- Transition rates by Cycle (% students at the last grade of one Cycle the last scholastic year who are at the first grade of the next Cycle the next scholastic year)
- # of students in public schools successful in Grade 3 and Grade 6 learning assessment tests

- % of children and youth attending regulated NFE who transitioned to formal education

- Output 2.1.: Teachers, education personnel, and educators have enhanced capacities to provide learner-centred pedagogy in public schools or learning spaces
  - # of teachers, education personnel, and educators trained (disaggregated further by type of training)
  - % of trained teachers whose teaching performance meets national performance standards
  - % of educators employed in learning spaces whose teaching performance meets MEHE's standards (SOPs)
  - # of teachers and educators who receive a MEHE-endorsed teachers guides and training materials
  - # of DOPS counsellors in Second Shift trained

- Output 2.2.: Teachers and education personnel at the school-level and educators in learning spaces are capacitated to contribute to inclusive, safe, healthy, protective environments
  - # of Second-Shift schools that implement and monitor their School Improvement Plan (SIP) within the same academic year, with the involvement of parents
  - # of Second-Shift schools that conduct 2 or more health checks per year
  - % of cases of violence involving students that require follow-up/referral and for which referral mechanisms were followed, in public schools, learning spaces, or communities
  - % of children and youth with special needs identified and referred by public schools, learning spaces, or communities
  - # of academic monitoring visits conducted by DOPS counsellors in Second-Shift schools
  - # of children and youth benefitting from remedial or homework support programmes
  - # of Second-Shift public schools with Community Liaison volunteers

PILLAR III: IMPROVED EDUCATION SYSTEMS

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

- CERD Annual Statistics Yearbook is published by 01 August every year for the last academic year (inclusive of all refugee-education data)
- Mid-cycle and end-cycle RACE II programme review completed
- Annual RACE II Operational and Financial Plan and Report available

- Output 3.1.: CERD is capacitated to administer an effective education data management system
  - Unified framework for data management, data collection protocols, and compliance systems endorsed and operational
  - % of public schools with education data management system functioning
  - % of schools with disaggregated data on refugee student enrolment made available by 01 February of each year for current scholastic year
  - Datasets for refugee enrolment (by public and regulated NFE) produced by 01 February of each year for the current scholastic year

- Output 3.2.: Revised curricula for schools and learning spaces are developed and endorsed to improve quality learning, life skills, and employability for children and youth
  - National curriculum design document completed for submission to the National Higher Committee
  - CERD capacitated and equipped to develop interactive content and e-platform
  - National textbooks piloted, evaluated, and finalized for print

- All NFE programmes in the MEHE NFE Framework developed, endorsed, and operational

➢ Output 3.3.: Appropriate policy frameworks are endorsed and implemented to regulate education programmes and services, strengthen school management, and professionalise teaching services
- National learning assessment strategy developed and operational
- National Teacher Assessment Framework and teacher observation tools developed and operational
- SOPs for the operationalisation of the national framework for school-based management (SBM) in Second Shift Schools endorsed
- Policy and mechanisms to monitor violence against children in schools endorsed and operationalised by MEHE (with MOSA, MOJ, MOI)
- Policy framework for special needs education endorsed and operational
- Standards for learning spaces and for educator profiles developed in line with INEE standards; endorsed
- Document on Risk Screening of Public Schools in Lebanon under the National School Safety Programme (NSSP) available

➢ Output 3.4.: The PMU, in collaboration with CERD and DOPS, is capacitated to lead RACE II with MEHE departments and relevant education stakeholders
- RACE II coordination mechanisms led by PMU established and fully functional
- Technical assistance plan for PMU, CERD, and DOPS available
- Quality control standards for planning, procurement and financial management for PMU and CERD endorsed and operational

## CALCULATION OF IMPACT AND OUTCOME INDICATORS

For indicators that are quantitative, disaggregation will be made by age, gender, special needs, nationality, Grade, Cycle, public/private, first/second shift, programme type, assessment type, and administrative region as appropriate. The baselines, targets, frequency of data collection, and major data sources or means of verification are presented in the RACE II logframe. The following section elaborates on definition and calculation related to impact and outcome-level indicators only.

**At the impact level, the key indicators are:**

- % of school-age children who are out of school
  Children in the compulsory school age-group for the given level of education who are not enrolled in primary, secondary or higher levels of education are considered out of school. Baseline data is taken from UNICEF's Baseline Survey 2016. Targets for 2021 were set to reach the pre-crisis OOSC rate; which is based on UIS data 2006-2010.
- Lebanon's TIMSS average scale score (for Grade 8 in Math and Science)
  The baseline will be the 2015 TIMSS score (when published) and the target will be to maintain the pre-crisis trends of the 2011 TIMSS score, verified by TIMSS 2019.[21]
- National exams pass rate (for Grades 9 and 12 in all subjects)
  National exam pass rates will be provided by MEHE each year; as combined rates for the regular and special rounds. Again, the target is to maintain the pre-crisis trends. For non-Lebanese students, the pass rate for Grade 9 is more reliable since fewer students proceed to Grade 12.

[21] TIMSS Lebanon used the general version of school questionnaires, which does not differentiate between public and private schools. However, a public/private disaggregation is possible if MEHE can identify these schools.

There is no impact indicator on system capacity, as it is assumed that the access and quality indicators will provide an indication on system capacity.

**Pillar I Outcome indicators are:**

- # of students enrolled in formal education
- % of targeted caregivers reporting positive attitudes to children accessing education opportunities

Data on enrolment, both in public and private education, is available from CERD, and the target toward 2021 will be the MEHE projection based on its enrolment trend and the expected expansion of capacity under RACE II. The KAP survey on student attitudes is currently under development and it will be implemented by UNICEF in 2017 and 2020.

**Pillar II on quality will be measured by five outcome indicators:**

- Completion rates
- Retention rates
- Transition rates
- # of students in public schools successful in Grade 3 and Grade 6 learning assessment tests
- % of children and youth attending regulated NFE who transitioned to formal education

The first three indicators require survey data calculations.

- Completion rates refer to the percentage of children and youth aged 03-05 years above the corresponding graduation age who have completed a Cycle. This indicator takes into account dropout and overage status, which are related to the quality of education services and are in particular relevant for non-Lebanese who were pushed out of school for years before re-enrolling. The target for completion rates is to exceed the current level. As increasing numbers of students, including those who were out of school for years, will be brought back to school in the course of RACE II, even a small improvement in completion rates would mean a substantial achievement.
- Unlike completion rates, retention and transition rates are about probability. Retention rates refer to the percentage of students who remain in school two consecutive years, and transition rates refer to the percentage of students in the last Grade of one Cycle who continue in the first Grade of next Cycle. Considering the fact that retention and transition rates are already high in Lebanon (providing less room for improvement), the target is to maintain current rates. Tracking completion, retention and transition rates in second shifts will be crucial because of concerns of quality education provision and data will be provided by the PMU and UNHCR.
- For the indicator on developing learning assessment tests for Grades 3 and 6, a pilot is being developed and will provide baselines and targets (reported by CERD). For the last indicator on transfer rates from regulated NFE to formal education, data collection will be coordinated by the PMU.

**Pillar III on system capacity will be measured by three outcome indicators:**

- CERD Annual Statistics Yearbook is published by 01 August every year with all RACE II indicators for the last scholastic year
- Mid-cycle and end-cycle RACE II analytic review completed
- Annual RACE II Operational and Financial Plan and Report available

The last Pillar uses three Yes/No statement indicators to measure the capacity of the education system. The CERD Annual Statistics Yearbook is currently published in December for the previous scholastic year. However, in the last year of RACE II the information will need to be released in August with reporting on all RACE II quantitative indicators. With regards to the other two indicators, the availability of reviews, plans and reports will signal the strengthened system capacity in planning, monitoring and reporting.

## ASSUMPTIONS, RISKS, AND MITIGATION MEASURES

RACE II is rooted in the premise of a shared long-term vision and partnership between MEHE and the donor community, United Nations agencies, and other education stakeholders. In the event that a **change in political winds** impacts Lebanon, the MEHE and its institutions will continue steering the RACE II stakeholders to facilitate MEHE's progress towards commitments to the Sustainable Development Goals (SDGs).

Related to the inherent internal risks of politics are **regional dynamics and the consequences of the Syria crisis for the region**. Assuming the recent negotiations hold the parties to the ceasefire in balance, RACE II can also take into account a repatriation back to Syria. In this event, the Programme must prioritize making children and youth ready to re-integrate back into their home communities, in partnership with relevant education stakeholders through a cross-country platform. In the event of a reversal and a sudden or continued increase of the refugee inflow into Lebanon, the education system in Lebanon could rely on the experiences from RACE I and the significant investments being planned in RACE II into building resilient systems for response. This builds into the justification of having such significant attention towards designing appropriate policy and operational frameworks in RACE II.

Another possible risk to the proposed interventions is the possibility of **donor fatigue and insufficient funding** to reach RACE II targets. To compensate for possible losses of funds from traditional donors, RACE II stakeholders could turn to private institutions.

Having a large refugee population over several years within the Lebanese territory has also had a significant **socioeconomic impact** on the fabric of society. Poverty and social indices demonstrate negative trends and this will have import on host and refugee community relations. Mainstreamed into RACE II interventions are strategies and activities to address exactly this concern. A learner-centred curriculum reform and a strong focus on protection mechanisms for vulnerable children and communities will play a mitigating role. The strategy to improve school governance and making communities, parents, and education personnel equally active in the education of their children is also intended to mitigate possible discordance between the various communities.

## CHAPTER IV: PARTNERSHIPS AND COORDINATION

Achieving results for an ambitious plan as RACE II requires strategic visioning and robust partnerships amongst the MEHE, United Nations agencies, donors, and other education partners.

- The PMU, under close guidance of the Minister of Education, holds the primary role and responsibility in the coordinated planning and implementation of the emergency education response strategy (RACE) in Lebanon.
- The RACE Steering Committee (REC) functions as the main advisory body; and is chaired by the Minister of Education, with main donors DFID, The European Union, The Republic of Germany, Italian Co-operation, The Netherlands, USAID) and UN Agencies (UNICEF, UNHCR, UNESCO, World Bank), the Director General of Education, and the Manager of the PMU serving as members. The REC will maintain its oversight functions for the financing and results of RACE II.
- At the operational level, the Project Management Unit (PMU) will continue to be the main implementing arm of the MEHE in close collaboration with MEHE's departments).
- In the second half of 2016, an NGO sub-committee (of six nominated national and international education NGOs) was appointed by the Minister of Education, to represent both large and small, national and international NGOs to coordinate community-level RACE II interventions. The NGO sub-committee works under the REC via the PMU; while the PMU is in charge of the communication between the REC and the NGO sub-committee.
- Other *Ad hoc* sub-committees, relevant to the needs of the RACE II strategy may be constituted as appropriate when necessary (for example, BTS working group, RACE II working group, etc.)

# ANNEXES

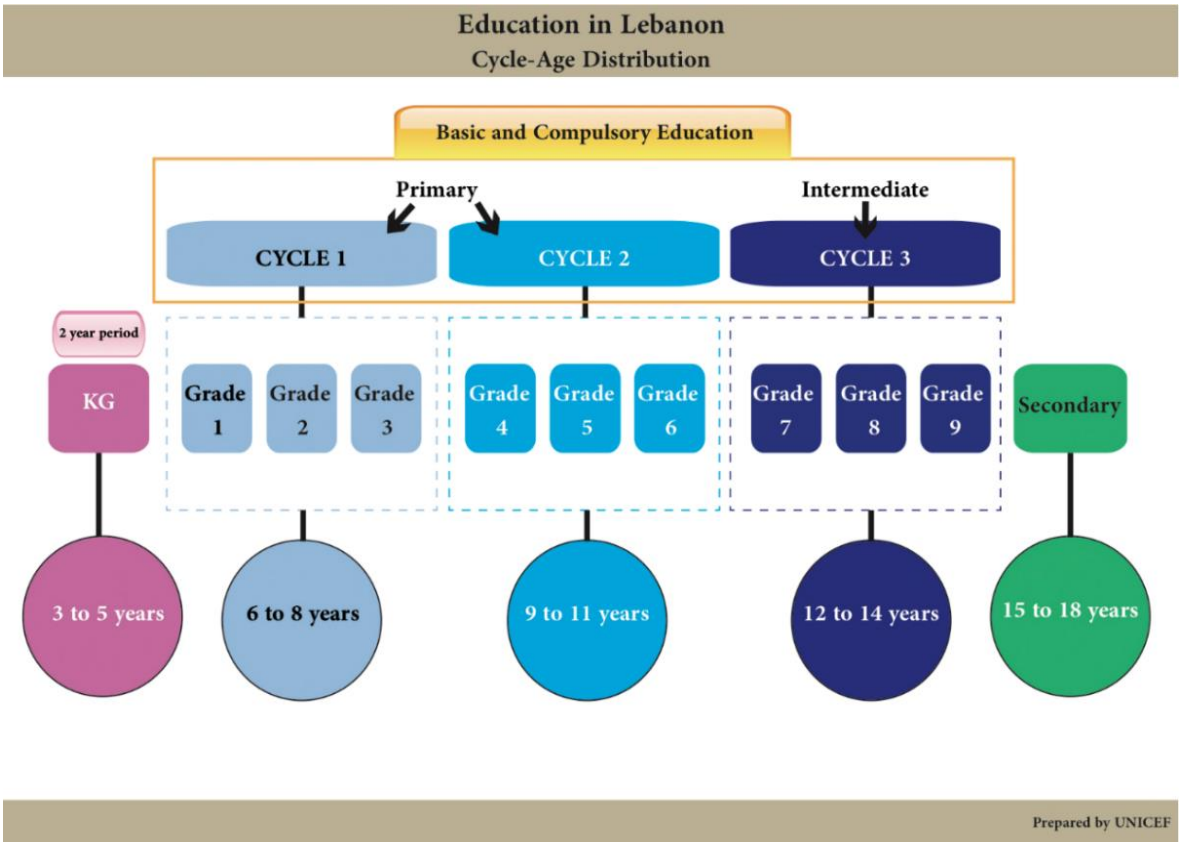
## ANNEX 1: THE RACE II LOGFRAME

## ANNEX 2: THE SYSTEM OF EDUCATION IN LEBANON

Formal education in Lebanon is structured in 3 phases:

- Pre-school education (ages 03-05)
- Basic education (ages 06-14), further divided into:
  - Cycle One : Grades 1 to 3
  - Cycle Two: Grades 4 to 6
  - Cycle Three: Grades 7 to 9
- Secondary education (ages 15-18)
- Technical and Vocational Education and Training (TVET) (as a parallel option after Cycle Three)

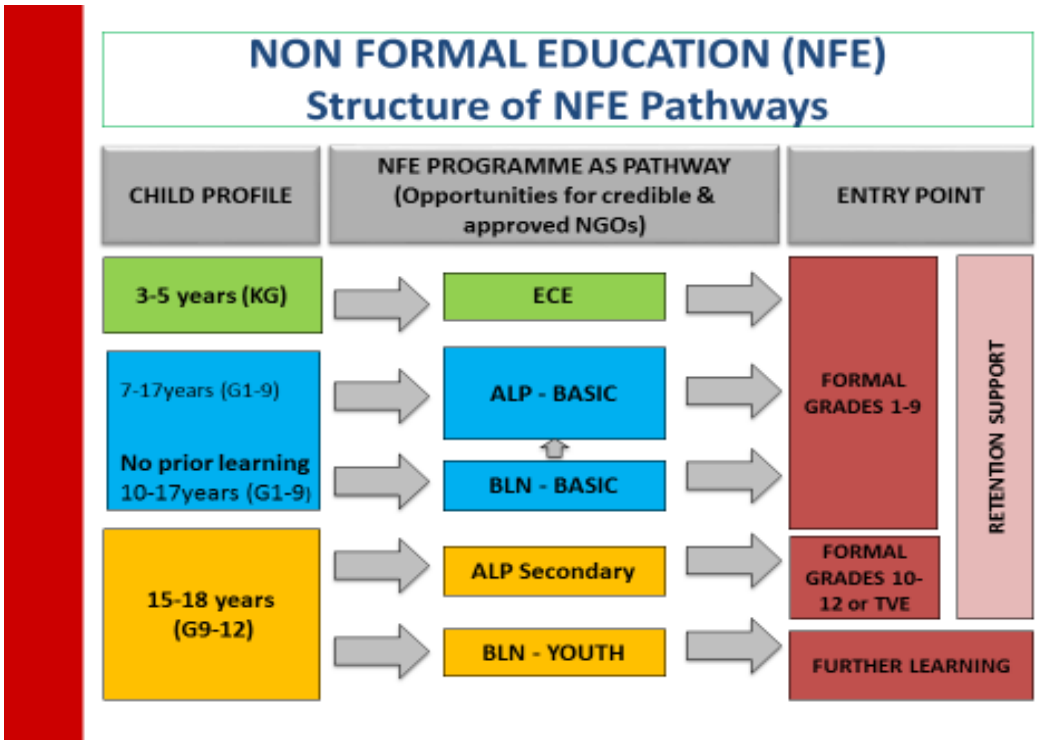
Lebanon's Compulsory Education Act (Law 686/98) stipulates that the government must provide free compulsory primary education for all Lebanese children aged 6 to 11 years old. Law 150 was passed in 2011 which extended the age for compulsory education to 15, though this has yet to be fully implemented. Following the completion of the first two cycles of basic education, students can choose between two parallel education tracks: continuing with the formal secondary school or opt for vocational and technical education.




Regulated non-formal education (NFE) programme, as pathways to formal education, are beginning to emerge in Lebanon. Under RACE II:

» CERD will draft will the content of each regulated NFE programme; while the PMU will lead the drafting of for the implementation of each of these programmes.

» For the ALP and the preparatory ECE programmes, CERD and the PMU also manage the implementation process.
» The other regulated NFE programmes, while designed by CERD, will be implemented by registered NGOs vetted by the MEHE.
» All regulated NFE programmes will be designed to ensure that completion and certification leads to a pathway to formal education or employment.
» The PMU maintains a quality assurance role for the implementation of regulated-NFE; and is tasked with collating enrolment, attendance, and transition statistics on regulated NFE.



## ANNEX 3: ORGANISATIONAL STRUCTURE OF THE MEHE

The Ministry of Education and Higher Education (MEHE) regulates the education sector in Lebanon. The MEHE is composed of following directorates:

- General Directorate of Education
    - Directorate of Primary Schools
    - Education Regional Offices
    - Directorate of Secondary Schools
- General Directorate of Vocational and Technical Education
- General Directorate of Higher Education

The Centre for Research and Development (CERD) is as an autonomous institution, linked to MEHE, mandated with the responsibility of:

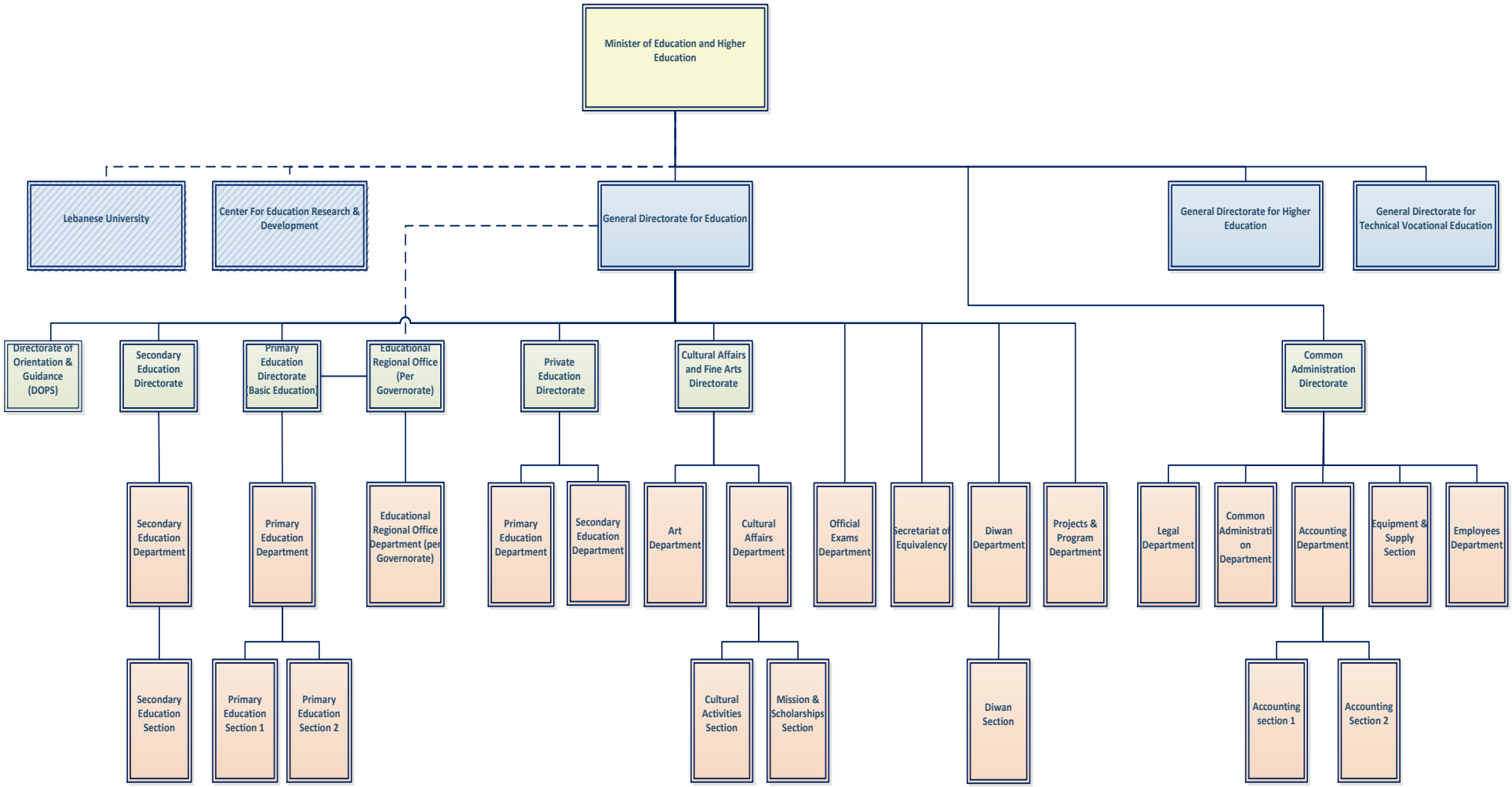
- structuring and revising the Lebanese national curriculum
- drafting and designing national textbooks for public schools
- designing teacher performance standards and teacher monitoring protocols
- drafting and revising comprehensive teacher training packages for public schools
- collecting, collating, and analysing education data
- drafting the content of annual exams and assessments

The Department of Orientation and Guidance (DOPS) is a performance monitoring unit under the General Directorate of Education. It is mandated to continually asses the performance of schools and teachers throughout the scholastic year. DOPS counsellors perform academic, psychosocial, and health visits to all public schools in Lebanon. While Section 18 of Decree 1436/50 does stipulate the regulatory role of the MEHE over private schools; DOPS cannot at present monitor the quality of private schools.

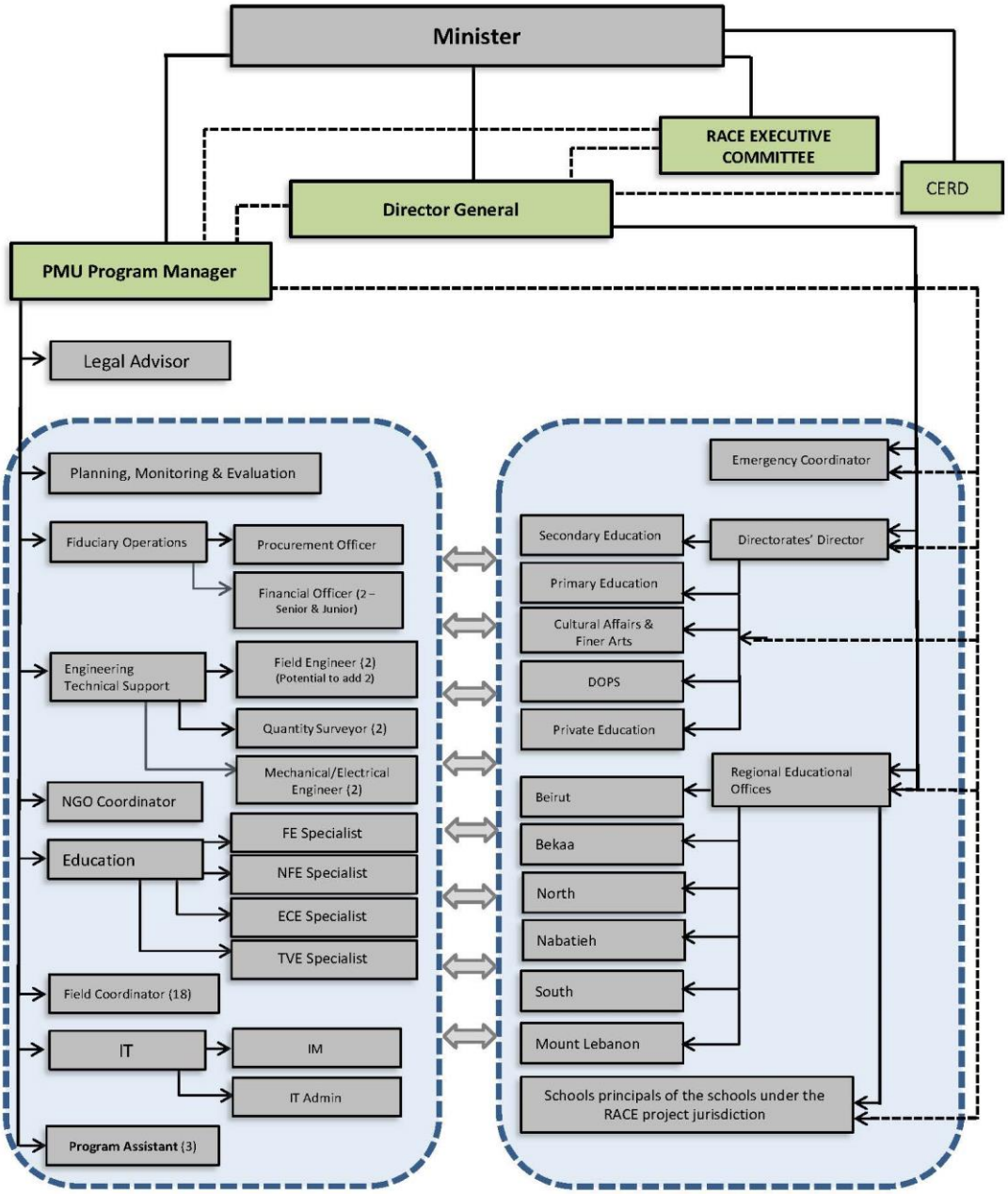
The Project Management Unit (PMU) is the emergency response arm of the MEHE; set up after the Syria Crisis. Directly under the Minister of Education, the PMU is responsible for all education interventions related to the Syria Crisis.

Visuals below provide an overview of these structures.

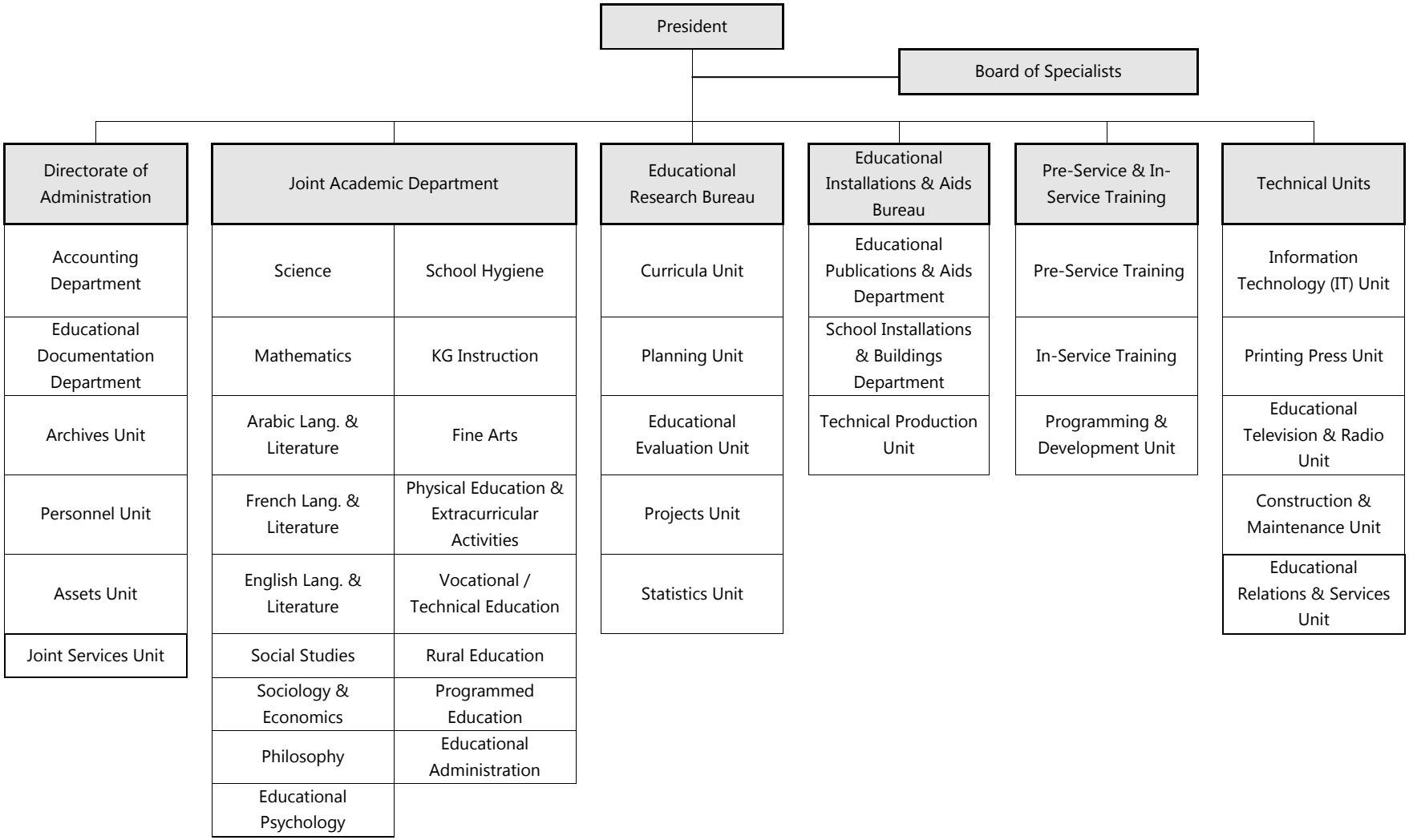
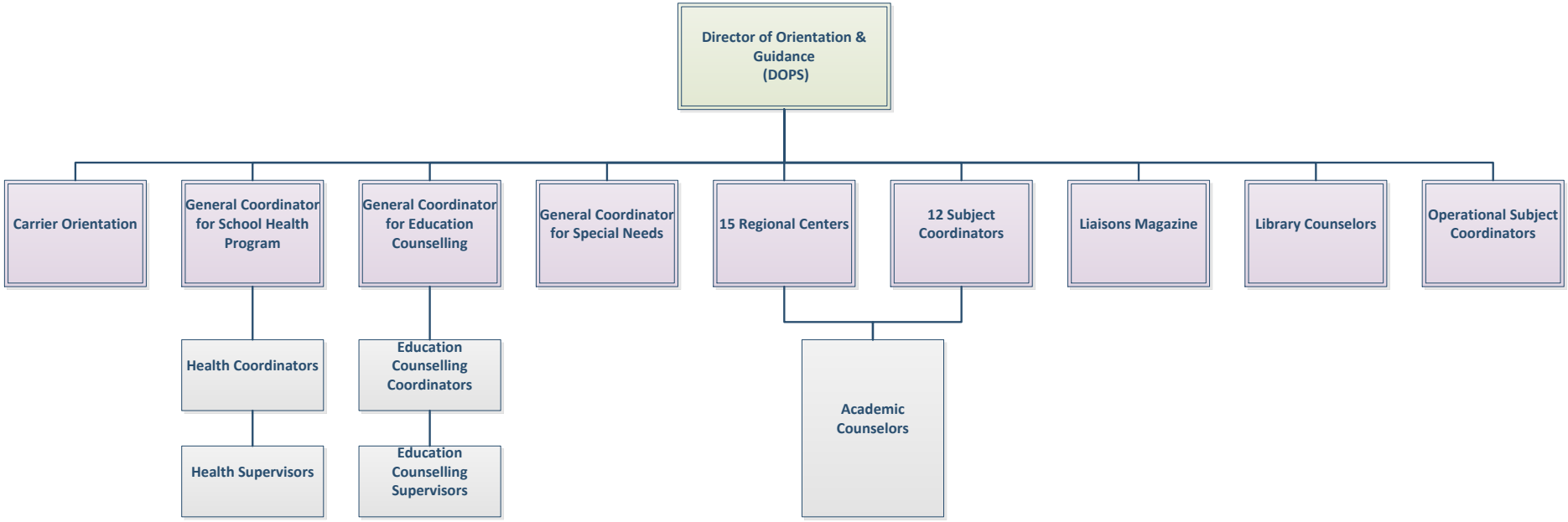
# Ministry of Education and Higher Education



## Project Management Unit (PMU)



## Centre for Research and Development (CERD)



## Directorate of Orientation & Guidance (DOPS)