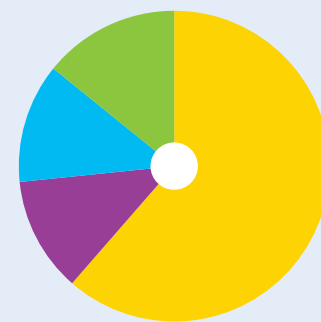


Response Plan

Strategic Goals	Activities by Expected Results
SG1: Children and youth affected by crisis access inclusive and quality learning opportunities	ER1 Increased support to access, and remain in, relevant educational opportunities <ul style="list-style-type: none"> 1.1.1 Provide support packages for enrollment in formal secondary education (including tuition fees, transportation and learning materials) (Target:10,000 youth, 50% female) 1.1.2 Conduct community-based outreach activities to increase demand for, and enrollment and retention in education (Target: 13,000 secondary school-aged youth outreached annually, 50% female) 1.1.3 Implement retention and remedial activities, including language support and summer enhancement school programmes, for Syrian and Lebanese learners at risk of dropping out from education (Target: 6,000, 50% female) 1.1.4 Provide university scholarships to vulnerable youth, and those at risk of dropping out (Target: 600, 50% female)
	ER2 Improved access to recognized and certified diverse learning pathways <ul style="list-style-type: none"> 1.2.1 Provide support packages for enrollment in secondary accelerated learning programme (SALP), including tuition fees, transportation and learning materials (Target: 400 youth, 50% female)
	ER3 Increased availability of safe and conducive learning environments <ul style="list-style-type: none"> 1.3.1 Provide equipment to schools and other learning spaces (Target: 271 public secondary schools in 6 governorates) 1.3.2 Provide equipment and materials to innovative and entrepreneurship centers at public and private universities (Target: 19 universities)
SG2: Learners affected by crisis are empowered with values, knowledge, and skills for life and work	ER1 Enhanced learner knowledge, values and skills to prevent violent extremism and promote social cohesion and global citizenship <ul style="list-style-type: none"> 2.1.1 Train public school students on prevention of violence and extremism (PVE) strategies and conflict resolution tools (Target: 12,000 students)
	ER2 Enhanced learner preparedness for better livelihood opportunities <ul style="list-style-type: none"> 2.2.1 Provide short-term entrepreneurship skills training (Target: 800 youth, 50% females)
SG3: Education actors provide quality education for better learning outcomes	ER1 Enhanced educator capacity to respond to learner needs <ul style="list-style-type: none"> 3.1.1 Provide pre-service and in-service teacher training on pedagogical skills, psychosocial support, positive discipline, multi-grade teaching, Learning to Live Together/ LTLT, Global Citizenship Education, conflict resolution, and Prevention of Violence and Extremism Education (Target: 3,000 teachers) 3.1.2 Train TVET trainers on work and life skills (Target: 40 trainers) 3.1.3 Train higher education faculty on implementing innovative and entrepreneurship centers in universities (Target: 19 public and private universities)
	ER2 Enhanced institutional management and leadership skills <ul style="list-style-type: none"> 3.2.1 Train school principals and education personnel on education leadership and management skills and the INEE Minimum Standards for Education in Emergencies (Target: 300, 50% female) 3.2.2 Provide professional development training for university staff on administrative management and recognition of learning (Target: 19 universities; 800 staff)
SG4: Education systems are responsive and resilient to crisis	ER1 Strengthened national capacities to plan, monitor and evaluate evidence-based resilient education systems <ul style="list-style-type: none"> 4.1.1 Provide technical support to education coordination mechanisms and groups, and RACE technical sub-committees 4.1.2 Develop capacity of national institutions (MEHE and CERD) on learning assessment and monitoring and evaluation in emergency situations (Target: 300) 4.1.3 Develop capacity of Lebanese TVET institutions in conducting tracer studies to follow-up on their graduates and generate evidence-based data that informs their programmes (Target: 40 TVET staff) 4.1.4 Produce educational material in Arabic, including teacher kits on psychosocial support and multi-grade teaching, and adapted teachers' and decision makers' guide on PVEE
	ER2 Enhanced national capacities to develop and operationalize sector-wide policies and strategies <ul style="list-style-type: none"> 4.2.1 Provide technical assistance for the national curriculum review process 4.2.2 Finalize and launch the national NFE Policy Framework 'Alternative Learning Pathways for Sustainable Development' 4.2.3 Develop and pilot the secondary accelerated learning programme (SALP) with MEHE and CERD 4.2.4 Provide technical support for the establishment of a quality assurance system at MEHE 4.2.5 Develop Higher Education Management Information System (EMIS)

Resource Requirements (2018-2019)

UNESCO resource requirements for the implementation of its response plan in Lebanon



SG1	\$11,611,100.00
SG2	\$2,261,100.00
SG3	\$2,346,600.00
SG4	\$2,685,600.00
Total	\$18,904,400.00



Country Plan

Lebanon

UNESCO's country plan for Lebanon, is a costed, two year plan (2018-2019), which aims to respond to the education needs of the country. It is in line with the UNESCO Strategic Framework for Education in Emergencies in the Arab Region (2018-2021) and its strategic goals and expected results.

Context & Data

With a population of around 4 million people, the Government of Lebanon (GoL) estimates that the country hosts 1.5 million Syrian refugees¹ (1.017 million registered with UNHCR²) which has placed enormous burden on the delivery of basic public services, including education.

Since the onset of the Syrian crisis, the GoL has responded to the increasing demand for education by opening up its public schools for refugees. At present, there are over 1.4 million vulnerable school-aged children and adolescents in Lebanon³, of which 205,362 refugee youth are aged 15-24 years⁴. Access to formal education has been on a steady rise since the start of the crisis mostly due to support mechanisms such as the subsidization of school fees and related costs, opening up of second shift schools for non-Lebanese children⁵, waiving of documentation requirements to register at school and receive certification, and large-scale outreach operations, which have made a significant impact on access to public basic education⁶.

The Ministry of Education and Higher Education (MEHE), with the support of donors and education partners, developed the **Reaching all Children with Education (RACE)** crisis response plan. Articulated around the three pillars of access, quality and system strengthening, and anchored in SDG4, RACE II (2017-2021)⁷ aims to ensure access to quality learning opportunities for all children and youth ages 3-18, in safe and protective environments, through a variety of means, including non-formal education. With its increasing focus on system strengthening and education quality, RACE II reflects the **strategic shift in the crisis response from humanitarian to development**.

¹ According to the Lebanon crisis Response Plan (LCRP) 2017-2020, there are 31,502 Palestinian refugees from Syria, and a pre-existing population of more than 277,985 Palestinian refugees.
² The Government of Lebanon suspended registration of Syrian refugees with UNHCR in January 2015
³ LCRP 2017-2020
⁴ UNHCR data
⁵ 314 schools operated as 2nd shift in the academic year 2016-2017
⁶ Preparing for the Future of Children and Youth in Syria and the Region through Education: London One Year On (2017); RACE (2017-2021)
⁷ RACE I (2014-2016) preceded the RACE II (2017-2021) Plan



1,011,366
Syrian Refugees
in Lebanon

488,832
School-Aged Children
3-18 years

287,756
Out of School children
3-18 years

197,538
Enrolled in Public
Formal Education 2016-2017
(KG-Gr 12)

205,362
Youth 15-24 years

Source: UNHCR and MEHE figures, 2017.
*Figures are for non-Lebanese

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UNESCO Key Achievements 2015-2017



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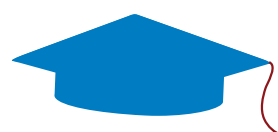
4,350 non-Lebanese youth (including Syrian, Palestinian and Iraqi refugees) received tuition fee support to enroll in public secondary education



6,645 students received 'School in a Bag' which contains essential stationary



265 public secondary schools received school stationery and equipment



287 youth received university scholarships



400 university students trained on conflict resolution and mediation skills



3 accredited courses on intercultural dialogue established in three universities



135 teachers & education personnel trained on alternative pathways to education, education planning in times of crisis, Learning to Live Together and sustainable development



60 faculty members from the Lebanese University trained on mainstreaming GCED and PVEE into Teacher Preparation Program Curricula



Draft Policy Framework on NFE developed: 'Alternative Learning Pathways for Sustainable Development 2016-2020'

Challenges and Opportunities



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MEHE has worked to establish alternative pathways for education and to regulate the content and administration of NFE programmes⁹. Furthermore, in order to ensure the retention of learners and their transition to upper grades, more attention is being put on retention and remedial support programmes that target under-performing learners and those at risk of dropping out.

Despite these efforts, considerable challenges remain both in terms of increasing access to education and maintaining its quality. Persistent poverty, security, and legal barriers are the main reasons why refugee parents keep their children out of education systems, especially for young people aged 15 and above, who are required by law to have residency permits. Many school-aged children and youth also have to work to support their families. Moreover, untrained personnel, poor learning environments and language barriers continue to be challenges, in addition to violence and bullying at home, school, or en-route to school. The increased focus of RACE II on quality and educational system provides the opportunity to address these challenges. Also worth mentioning are MEHE's new Child Protection Policy and the ongoing work for the development of the inclusive education policy and the national policy on the prevention of violence and extremism (PVE).

In 2016-2017, only 3% of non-Lebanese secondary school aged youth enrolled in public schools, and only 6% of youth aged 18 and above enrolled in higher education¹⁰. Scaling up the support to youth and increasing post-basic education opportunities remain a major gap and an under-funded response area. Lack of quality and timely data on youth also hinders systematic planning and programming for them¹¹. In addition, refugee youth continue to face challenges accessing TVET. As for higher education, which is still not part of RACE II, the level of support and financing has not kept pace with the growing demand.

⁹ Supporting the future of Syria and the region: Brussels Conference 5 April 2017, Joint Progress Review: Lebanon Statement of Intent presented at the 2016 London Conference, April 2017.

¹⁰ MEHE data; AUB, Higher Education and Syrian Refugee Students: The Case of Lebanon (Policies, Practices, and Perspectives) (March 2017)

¹¹ LCRP 2017-2021



Key Partnership and Coordination Initiatives

UNESCO serves as a member of the RACE Executive Committee, the national education partners group and a number of RACE sub-committees in addition to co-leading the higher education roundtable with UNHCR. Building on the existing partnerships with MEHE, the Centre for Educational Research and Development (CERD), the Lebanese University, private universities, UN agencies, and the education sector at large, UNESCO will continue to work closely with those partners to ensure proper coordination and implementation. UNESCO will strive to build new partnerships with local and international NGOs and CSOs working in education in order to expand its outreach and scope of operations, particularly at sub-national level. UNESCO will also build on its regional partnerships to share experiences, best practices, and lessons learnt among countries who are affected by the Syria crisis in the region.