

Publications

Teacher Guide Kit: Psychosocial Support and Learning in Difficult Circumstances

<https://unesdoc.unesco.org/ark:/48223/pf0000265135?posInSet=76&queryId=6f673a2c-2bce-49ea-a089-6118a45f7948>

Reviewing Life and Work Skills for youth in Lebanon http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Beirut/images/Education/LifeandWorkSkills_01.pdf

Review on Labor Market Information System in Lebanon (2018) http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Beirut/images/Education/Labor_02.pdf

A Guide for Ensuring Inclusion and Equity in Education <https://unesdoc.unesco.org/ark:/48223/pf0000248254> (EN), <http://tarbiyah21.org/temp/book006.pdf> (AR)

Videos

Education for Syrian Girls Refugees - MALALA School

<https://www.youtube.com/watch?v=0t990XAGrVI>

Education for Syrian Refugees in Lebanon

<https://www.youtube.com/watch?v=aa4Ux9ZytbE&t=121s>

Stay in touch

UNESCO Regional Bureau for Education in the Arab States - Beirut

Sports City Avenue, Bir Hassan

P. O. Box 11-5244

Beirut - Lebanon

Tel: +961.1.850013/4/5

Fax: +961.1.824854

✉ beirut@unesco.org

🌐 www.unesco.org/beirut

📘 UNESCO Office in Beirut

🐦 @UNESCOBEIRUT



Country Plan Update 2019

Lebanon



Context & Emerging Issues

Eight years into the Syria crisis, thousands of vulnerable children and young people in Lebanon are still in need of education assistance. Despite tremendous efforts by MEHE and education partners to sustain increased access to quality education for all children and youth, challenges do persist. While significant progress has been made in terms of access to public formal education, especially at the basic education level, as well as the development and implementation of regulated NFE programmes¹, quality issues remain. Addressing demand bottlenecks at the national and community levels; provision of relevant and meaningful education by competent teachers and education personnel; ensuring learners' retention and transition to higher grades; and evidence-based policy-planning and programming are all areas that still require much attention and investment.

Longstanding barriers to education, such as the cost of transportation, the need to work, early marriage², among others, continue to leave many children and youth out of school and out of learning. This becomes even more significant in post-basic education, where participation remains low. Moreover, in secondary education, which is not free nor compulsory in Lebanon, the most vulnerable Lebanese are at risk of dropping out, and support is needed to keep them in school.

¹ Between 2017 and 2018, MEHE launched the following NFE programmes: Preparatory ECE, Community-Based ECE, Basic BLN, Youth BLN.

² Need to work and early marriage mainly affect the age group 15 and above.

947,063
(registered with UNHCR)
Syrian Refugees in Lebanon

666,491
School Aged Children
3-18 years**

308,933
Out of School children
3-18 years*

290,102
Enrolled in Public Formal
Education 2018-2019
(KG-Gr 12)*

85,949
Youth 15-17 years

Source: UNHCR and MEHE figures, 2019
* Figures are for non-Lebanese
** Includes registered and recorded with UNHCR



UNESCO Key Achievements 2018



4,902 Non-Lebanese youth received tuition fees and 'School in a Bag' to enroll in public secondary education in 2018-2019



1,029 Most vulnerable Lebanese students received tuition fees to remain in secondary school in 2017-2018



2 Licensed middle NFE schools established in the Bekaa for Syrian refugees



4,000 University students enrolled in and completed course on PVE and intercultural dialogue



48 Teacher trainers trained on Psychosocial Support in Emergency Situations



70 Ministry and CERD officials participated in technical meetings and workshops on Curriculum Framework and Work and Life Skills



3 Studies and toolkits published on Psychosocial Support, Youth Unemployment, and Life and Work Skills

Response Plan 2019

Strategic Goal and Expected Results

SG1: Children and youth affected by crisis benefit from quality learning opportunities

- ER1** Increased support to access and remain in, relevant educational opportunities
- ER2** Improved access to recognized and certified diverse learning pathways
- ER3** Increased availability of safe and conducive learning environments

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
- ER2** Enhanced learner preparedness for better livelihood opportunities

SG3: Education actors provide quality education for better learning outcomes

- ER1** Enhanced educator capacity to respond to learner needs
- ER2** Enhanced institutional management and leadership skills

SG4: Education systems are responsive and resilient to crisis

- ER1** Strengthened national capacities to plan, monitor and evaluate evidence-based resilient education systems
- ER2** Enhanced national capacities to develop and operationalize sector-wide policies and strategies

Activities

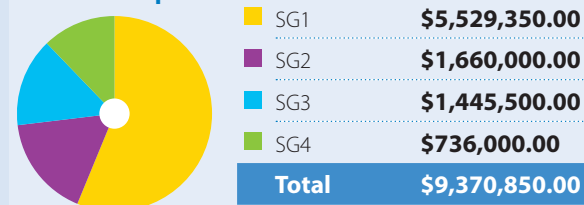
- Enrollment support packages for formal secondary education
- Community-based outreach to increase demand for, and access to, education
- Retention and language support programmes for learners at risk of dropping out from school
- University scholarships for vulnerable youth and those at risk of dropping out
- Equipment to schools, universities, and other learning spaces
- School rehabilitation for public secondary schools

- Trainings for public school students on prevention of violence and extremism strategies and conflict resolution tools
- Trainings on short-term entrepreneurship skills

- Teacher training on psychosocial support, multi-grade teaching, GCED, conflict resolution, and PVEE
- Training TVET trainers on work and life skills
- Train higher education faculty on implementing innovative and entrepreneurship centers in universities
- Professional development training for university staff on administrative management and recognition of learning

- Technical support to national institutions (MEHE, CERD) on development of national education sector strategy (SDG 4/ Education 2030), development of national curriculum framework and conducting TVET tracer studies
- Training national institutions on SDG 4/ Education 2030 monitoring
- Publication of Multi-Grade Teaching Kit

Resource Gap



Partners

- Education Cannot Wait
- European Union
- King Abdulaziz Center for National Dialogue (KACND)
- King Salaman Humanitarian Aid and Relief Center
- Kuwait Foundation for the Advancement of Sciences (KFAS)
- Republic of France
- Saudi Development Fund