

# HEART

HEALTH & EDUCATION ADVICE & RESOURCE TEAM

**Helpdesk Report:** Education system in Lebanon

**Date:** 15 April 2015

**Query:** Collate and synthesise the body of evidence from the last 5-10 years on Lebanon's education sector. This should take an education system wide approach while particularly, prioritising access, cost/ efficiency, quality and equity. All levels of education from pre-school up to tertiary should be considered and all forms of education provision, public, private, grant-aided private, UNRWA and non-formal education should be covered. The literature review should also include any available evidence on education provision for Syrian refugees in Lebanon and the Government and donor response to the influx of Syrian refugees since 2011.

**Purpose:** 1. To provide a summary of existing evidence to inform a 1 million GBP DFID-WB-MEHE research design mission for a DFID funded, WB managed research programme (2015-2018) into access, quality and efficiency of education service delivery in Lebanon. 2. To provide evidence on education system issues relating to teachers, school management, teaching and learning processes, unit costs, public-private partnerships, learning outcomes and skills for jobs market.

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## 1. Overview

Since the civil war in 1975, the quality of the Lebanese education system has suffered. Two in every three students now attend private schools, where the quality of education is higher than that offered by the public schools (USAID 2014). Education was recognised in the peace treaty as a means of moving towards reconciliation, prompting large scale education reform (EFA 2014). However, gaps have developed between advantaged and disadvantaged youths. The majority of school-aged Lebanese children are educated in private schools, with only 27 percent or 300,000 Lebanese children enrolled in public education, mostly because they are unable to afford private school (LCRP 2014). Public schools suffer teacher shortages and often have infrastructure problems (USAID 2014). Most secondary schools are segregated by religion with communities controlling what is taught in classrooms (EFA 2014).

The education system in Lebanon is regulated by the Ministry of Education and Higher Education. Between 3 and 4 years old, Lebanese children enter primary school for 6 years. Gross enrolment is approximately 95%. Intermediate level equivalent to middle school is next for three years. Around 10% of primary pupils will have dropped out at this stage. At secondary school, head teachers divide students into those who will study humanities or technical education. After secondary school, technical students may proceed to technical or vocational institutes or employment. Gross enrolment at tertiary level is 50% of potential. The only public tertiary facility is the Lebanese University, which has high academic standards (Skaf & Habib 2011).

There are 1,000,000 students enrolled in schools in Lebanon (MEHE 2010). By 2001, there were 43 higher education establishments, including 24 universities and 19 institutes. In 2007, around 160,000 students were enrolled in universities, 45% of them in the public university and 55% private institutions. 100,000 students are enrolled in technical and vocational studies, only 38% of them in public institutes (El-Araby 2011). Higher education is central to economic and political development, and vital to national competitiveness. Quality assurance is critical to ensuring higher education relevance. Transparency and accountability of higher education institutions is essential (Kaissi et al 2008).

Lebanon was ranked 13th globally in the overall quality of the educational system and 4th globally in the quality of math and science education in the 2013-14 Global Competitiveness Report. It ranked 3rd on the ICT Development Skills index in the MENA region (Invest In Lebanon 2014).

Although the expected years of schooling is 13.2 years, mean years of schooling is 7.92 years. Adult literacy is 89.6%, with 54.2% of the population having at least some secondary education. The average pupil to teacher ratio is 14:1. The expenditure on education, as a % of gross domestic product is 1.65% (HDR 2014). Education in Lebanon is doing well in terms of pre-primary enrolment, primary enrolment and gender parity in primary education. However, there is still work to be done around adult literacy (EFA 2015). Also, achievement levels of students in Lebanon are lower in comparison to those of their peers in other countries and enrolment rates in public schools are decreasing steeply due to the widening of the achievement gap between public and private schools (MEHE 2010).

The National Education Strategy in Lebanon emphasises the right to education for all. It ensures the accessibility and equality in opportunities and requirements of education to all. This is based on the principle of directing children towards the comprehensive development of the individual; the reinforcement of respect for human beings and their basic freedom; the development of the ability to actively participate in a free society; the development of a sense of responsibility in a spirit of understanding, peace, and friendship; and the commitment of wide social partnership among those concerned with education in order to ensure meeting the human need for education and for building a knowledge society. This involves a partnership between public and private sectors in the provision of educational services The

strategy includes efforts to reform public and higher education, developing and strengthening vocational and technical education to meet the country's development and construction needs, and revising and developing curricula to reinforce national identity and integration, as well as spiritual and cultural openness (MEHE 2010). However, stigma associating vocational and technical education with manual labour has been a barrier to students wanting to follow the vocational and technical education path (Vlaardingerbroek & El-Masri 2008). Also, spending on the public education sector is relatively inefficient due to inefficient resource distribution and a high number of teachers (MEHE 2010, Nader 2014).

The education sector constitutes one of the main contributors to Lebanon's GDP, with total expenditure on education rising due to increased awareness of its importance. By 2011, total expenditure on education reached USD 2,424 million, of which USD 641 million was public and USD 1,783 million was privately funded. The education sector has contributed to 6.6% of GDP during the year 2011. Household spending on education was 10% of their expenditure, compensating for low government spending. Compared to its neighbours, Lebanon's public expenditure on education is low. Public resources are channelled indirectly to education through benefits granted to government employees, who then spend these resources on private education (BankMed 2014).

Private education in Lebanon predates the State. In the post-war era, the education system was changed by globalisation, knowledge society and the ensuing information and technological revolution, labour market shifts and the demands of the labour market. Private higher education expanded exponentially as of 1996. It is negatively affected by many issues involving politics, legality, financing and quality concerns (Moussawi 2010).

Spending on education can be a catalyst for growth. However, the public sector is viewed as wasteful and unproductive. Teaching standards must be improved. Quality needs to be addressed, not quantity. Raising teacher salaries may help attract talent and encourage improved performance (Nader 2014). Current investment in human capital is excessive and related to the outflow of skilled migrants (Nahas 2009). Also, geographic distribution needs to be addressed, so that quality schools are not confined to Beirut and the north. As the private education sector is the main growth driver, greater engagement is needed between it and the public sector (Nader 2014). There is currently limited partnership or coordination between the two sectors (El-Araby 2011). Greater engagement between the two will control public finance, boost growth and develop human resources. Improving education may also reduce the risk of radicalisation and terrorism (Nader 2014).

Tuition fees at the Lebanese University are US\$ 83, but admission is controlled by a quota system involving examinations and requirements that favour financially advantaged people. Students who are not admitted to the Lebanese University will have to pay a minimum tuition of \$6,400 for higher education in private institutions. However, this is not to say that free higher education for all guarantees equality. When low-income students receive a poor quality education, it perpetuates income inequality. Efficient targeting mechanisms can help guarantee equal opportunities (El-Araby 2011).

In terms of access to education, there are no reported gender gaps in Lebanon. The ratio of girls to boys in primary, secondary, and tertiary education are 0.97, 1.10, and 1.16, respectively. Females account for 46% of students in vocational and technical education. At the tertiary level, female students outnumber male students by a significant margin and their performance is impressive. There is no university program or field of specialisation that does not have female students. At primary and secondary level, a shortage of female teachers adversely affects the education of girls. Despite women accounting for 72% of teachers in Lebanon, there is a shortage of female teachers, especially in rural areas.

There are also some challenges regarding the illiteracy gender gap in the older age group, with illiteracy among women over 40 years old being double that of men in the same age (World Bank 2009).

Disabled people trying to access education in Lebanon continue to be marginalised. Despite everyone in Lebanon having a right to an education by law, the lack of equal access continues, with disabled people being deprived of gaining basic knowledge and skills. Many private schools have a policy of automatically eliminating students with disabilities. There is a lack of teachers in schools trained specifically to teach disabled students. Very few schools allow entry to children with disabilities or cater to pupils with special needs. The government authorities must take action on issues concerning the disabled and greater implementation of inclusion-based policies (IRIN 2006).

Neighbouring Syria is entering its fifth year of conflict, resulting in over 3.8 million refugees, of which Lebanon hosts over 1.1 million (UNHCR 2015). As a result, the number of people residing in Lebanon has increased sharply by at least 30% since March 2011, in a country of just over 4 million Lebanese. This country's already fragile infrastructure is struggling to cope. Approximately 42% of Syrians registered with UNHCR as refugees are between the ages of 3 and 18. They have a right to access education as per the Convention of the Rights of the Child. This has increased the demand on the public education system in Lebanon by doubling the number of education spaces required (LCRP 2014). After four years of generous welcome to families displaced by the Syrian Crisis, Lebanese families are insisting that their own needs are met as well as those of Syrian refugees.

Education can provide a safe, productive environment for children and young people, providing them with skills and a sense of civic responsibility, as well as offering protection from abuse and exploitation. Youth education, opportunities, skills and psycho-social wellbeing are critical factors in preventing conflict (LCRP 2014). Increasing access to education is essential in addressing the increase being observed in child marriage, child labour and targeting of youth by extremist groups. However, a number of barriers prevent 4 out of 5 Syrian refugee children accessing education. The Lebanese formal education sector does not have enough capacity to support the doubling of places required with the influx of refugees. Many of these refugees cannot afford school fees, transportation to and from school and other associated costs. Schooling is taught in Arabic in Syria but in Lebanon it is primarily taught in English and French. Bullying and discrimination discourages children attending and the quality of education can be viewed as inferior to what children in Syria were receiving pre-March 2011. Continuity of education has been disrupted for the majority of child refugees through conflict and displacement, resulting in different requirements by different ages. And many children will have been traumatised by the conflict, requiring psycho-social support (CHHR 2014).

The Lebanese Ministry of Education and Higher Education (MEHE) launched its 'Reaching All Children with Education' (RACE) initiative within the scope of the 2010-2015 Education Sector Development Plan. RACE aims to bridge the needs of children displaced from Syria, as defined in the No Lost Generation strategy (NLG 2013) to ensure that the hopes of an entire generation are not lost, with the development objectives of the Lebanese education system. This holistic approach chosen by the education sector to support both host communities and populations displaced from Syria (Syrians registered as refugees by UNHCR, vulnerable Lebanese, Lebanese returning from Syria and Palestine refugees from Syria and in Lebanon) aims to help mitigate tensions between communities. Creative solutions are being implemented to address the increase in numbers, such as holding staggered school days (double shift) or setting up temporary schools in order to accommodate children in underserved areas. This short-term response is not however addressing the probable reality that Syrian refugee children will not be returning home at least with the next two to three years and longer-term solutions need to be found.

Donors have failed to convert their pledges of support beyond UN-agency-led processes and with only modest involvement to-date of Arab donors (ODI 2014). Increasing action is being observed through DFID's pledge at the United Nations General Assembly in September 2014 and with the launch in February 2015 of UNESCO's "Bridging Learning Gaps for Youth" programme to scale up its education response to the Syria crisis. But funding commitments remain well below what is required and immediate action should be taken to close the financing gap in the 2014 Regional Response Plan (RRP) and UNICEF's education programme (ODI 2014). A pooled-financing mechanism for education as part of the RACE strategy should be designed to attract finance from existing and new donors (ODI 2014).

A longer-term vision delivering sustained quality education to a whole generation of children ranging from kindergarten to adolescents and young persons must be financed and supported to meet the direct educational and psychological needs, rights and protection of vulnerable children and to take a positive step to the socio-economic development of Lebanon after the crisis (NLG 2014).

## 2. Background – education in Lebanon

### **Teaching and Learning: Achieving quality for all**

Education For All, Global Monitoring Report. 2014. UNESCO, Paris.

<http://unesdoc.unesco.org/images/0022/002256/225660e.pdf>

Lebanon is riven by deep sectarian divisions and sharp inequality between its communities, which are further exacerbated by wider tensions across the Middle East. The devastating war between 1976 and 1990 came to an end with the signing of the Taif Agreement, which recognised education as a means of moving towards reconciliation. This prompted large-scale education reform, including changes in curriculum, textbooks and teacher training.

Some materials, such as the teachers' guide for peace and democratic behaviour, were considered models of their kind. But other reforms were thwarted by political considerations; for instance, there is no common history textbook. A key feature of the education system is that most secondary schools are private and segregated along religious lines. In these schools, communities maintain control over the interpretation of events taught in classrooms, which often reflects this segregation.

Even in public schools, the teaching of civic education faces challenges. One study found that most public secondary schools were characterized by a subject-based rather than cross-cutting approach to civic education, and that the classroom and school environment was authoritarian and hierarchical. Some schools even applied admission policies that were not inclusive or restricted what issues teachers could discuss in class. Their students were accordingly found to be less open and trustful of members of other groups. For example, while about 36% of grade 11 students in schools with a passive approach to civic education said they trusted sectarian parties, only 18% did so in schools with an active approach to civic education. A citizenship education reform is now trying to build on these lessons by emphasizing collaboration, dialogue, student participation, community service and parent councils.

Lebanon is described by this report as a country that is likely to achieve a pre-primary enrolment target of at least 70% by 2015. It is also likely to achieve a primary enrolment target of at least 95% and likely to achieve gender parity in primary education by 2015. However, it is described as being far from achieving an adult literacy target of at least 95% by 2015.

Lebanon is one of eight countries that mention in their education plans that learning achievement data can be used to identify ways to improve student learning. Though the plans usually do not mention this point explicitly, teachers can use assessments to identify and support the weakest learners.

### **TIMSS 2011 Encyclopedia - Education Policy and Curriculum in Mathematics and Science**

Skaf A & Habib Z. 2011. Edited by Mullis I et al. Boston College.

[http://timss.bc.edu/timss2011/downloads/TIMSS2011\\_Enc-v2.pdf](http://timss.bc.edu/timss2011/downloads/TIMSS2011_Enc-v2.pdf)

The education system in Lebanon is centralised, with the Ministry of Education and Higher Education regulating all educational institutes in the public sector. However, schools are not regulated directly; regional education bureaus at the centre of each province monitor public schools within the province and serve as liaisons between the public school and the directorates of education at the ministry's headquarters in Beirut. Decisions are conveyed to these directorates and then circulated to the schools. Private schools, however, have their own organisation, though they are still subject to the authority of the ministry with regard to educational decisions.

The Educational Center for Research and Development (ECRD) is an autonomous administrative organisation under the trusteeship of the Ministry of Education and Higher Education. ECRD's tasks include drafting academic and vocational curricula for the pre-university education stage, conducting any revisions and modifications as needed, and preparing all means and ways for applying these curricula, including required teaching methodologies. ECRD prepares the curricula in all subject areas, including mathematics and science, provides teacher training, writes textbooks, and conducts evaluations. ECRD also conducts educational research and secures training for pre-university teachers.

### **Education system in Lebanon**

Classbase. 2015. Website

<http://www.classbase.com/countries/lebanon/education-system>

#### **Primary Education**

At between age 3 and 4 Lebanese children enter primary school for 6 years. This time is divided equally between elementary and more advanced cycles 1 and 2. Gross enrolment is around 95% for both sexes.

#### **Middle Education**

The following three years are spent at intermediate level equivalent to middle school. By this time more than 10% of primary pupils will have dropped out.

#### **Secondary Education**

During their 3 levels at secondary school head teachers decide whether students follow humanities or technical education streams. If successful, they obtain either Shahaadat Al-Bakaalouriya al Lubnaaniya l'il-ta 'liim al-Thaanawi secondary education certificates, or Al-Bakaalouriya al-Finniya technical baccalaureates.

#### **Vocational Education**

After secondary school students with technical baccalaureates may proceed to technical or vocational institutes. Alternatively, they are already qualified to enter employment, and perhaps attend several shorter training courses later on too.

#### **Tertiary Education**

Lebanese tertiary education institutions comprise universities, university colleges and university institutes where gross enrollment approaches 50% of potential. The only public facility is the Lebanese University. Academic standards are high although local job

opportunities are relatively few. For this reason Lebanon continues to lose many of its brightest children. The American University of Beirut is Lebanon's oldest, founded in 1866.

This table explains the Lebanese education system in detail:

Education	School/Level	Grade From	Grade To	Age From	Age To	Years	Notes
Primary	Elementary Education	1	6	6	12	6	Education at Elementary, Intermediate and Secondary school is provided free of cost by the government
Middle	Intermediate School	7	9	12	15	3	Certificate/Diploma awarded: Intermediate Certification Lebanese Brevet
Secondary	General Secondary School	11	12	15	18	3	Certificate/Diploma awarded: Baccalauréat Libanais (modified to Lebanese General Secondary Certificate)
Secondary	Technical Secondary School	10	12	15	18	3	Certificate/Diploma awarded: Baccalauréat Technique
Tertiary	University level first stage					4	Some Institutions offer short courses (two to three years) leading to professional qualifications. Where longer studies are involved, the first stage leads, after three to five years study, to the Licence, Bachelor's Degree or Diploma, depending on the Institution attended.
Tertiary	University level second stage					2	The second stage involves more specialized work and leads, after one or two years' study beyond the first Degree, to the Maîtrise in Scientific subjects, the Master's Degree at the American University, the Magistère, the Diplôme d'Etudes supérieures, and the Diplôme d'Etudes approfondies. In Medicine, the Medical Doctorat (MD) is awarded after seven years' study. It is a professional qualification. Other Health specialties are organized within the Lebanese Laws as Next: - Dentistry: Minimum 5 years - Physiotherapy: Minimum 4 years - Pharmacy: Minimum 5 years To be Engineer, the study in Lebanon is of 5 years to obtain Diplome d'Ingenieur or Master of Engineering.
Tertiary	University level third stage					3	The third stage involves the writing of a thesis and leads to the award of a Doctorate. In French-speaking universities, a Doctorate is awarded after three years of study beyond the Diplôme d'Etudes approfondies which is equivalent to a PhD is awarded in the American system.

## Lebanon

HDR. 2014. UNDP.

<http://hdr.undp.org/en/countries/profiles/LBN>

The following education-related indicators are taken from the 2014 Human Development Report:

Mean years of schooling	7.92
Expected years of schooling	13.2
Adult literacy rate (% ages 15 and older)	89.6
Population with at least some secondary education (% aged 25 and above)	54.2
Gross enrolment ratio: pre-primary (% of children of pre-school age)	91
Gross enrolment ratio: primary (% of children of primary school age)*	107
Gross enrolment ratio: secondary (% of children of secondary school age)	74
Gross enrolment ratio: tertiary (% of population of tertiary school age)	46
Primary school dropout rates (% of primary school cohort)	6.71
Pupil-teacher ratio	14
Expenditure on education (% of GDP)	1.65

*\*“Gross” enrollment includes students of all ages. In other words, it includes students whose age exceeds the official age group (e.g. repeaters). Thus, if there is late enrollment, early enrollment, or repetition, the total enrollment can exceed the population of the age group that officially corresponds to the level of education – leading to ratios greater than 100 percent.* (<https://datahelpdesk.worldbank.org/knowledgebase/articles/114955-how-can-gross-school-enrollment-ratios-be-over-100>)

### **Education in Lebanon**

Hamdan H. 2013. War Child Holland.

[http://www.warchildholland.org/sites/default/files/bijlagen/node\\_14/31-2013/education.pdf](http://www.warchildholland.org/sites/default/files/bijlagen/node_14/31-2013/education.pdf)

Lebanon has taken steps to improve education in the country in recent years, much remains to be done. The following 10 recommendations are made by War Child Holland:

1. The implementing decrees for the laws on compulsory free education and people with special needs should be passed and applied.
2. The equipment and infrastructure at state schools should be improved so that the schools can fully accommodate children with special needs.
3. Parents should be encouraged to become more active in the parents' associations of state schools.
4. Students lagging behind in education should be given additional support in order to prevent them from dropping out of school.
5. The teaching of foreign languages should be improved at the primary level in order to make it easier for students to study subjects taught through foreign languages from grade seven onwards.
6. At every state school there should be a student counsellor trained to aid students facing academic or psycho-social problems.
7. Efforts should be taken to raise parental awareness about the responsibilities of schools and municipal governments on matters of education.
8. Institutions for vocational training should offer courses in more creative subjects as well, including photography, ICT and media, which reflect labour market needs.
9. Improve the coordination between the Ministry of Social Affairs and the MoEHE regarding school drop-outs, out-of-school children and working children in order to facilitate the reintegration of these children into mainstream education.
10. The mobile vocational training units set up by the Ministry of Labour should be made operational and deployed to villages and remote areas.

### **Education**

USAID. 2014. Website.

<http://www.usaid.gov/lebanon/education>

The quality of Lebanon's public school system suffered with the outbreak of the civil war in 1975 and the system continues to face significant challenges. Approximately two-thirds of Lebanese children now attend costly private schools, and public schools have become the last resort for families without means. The quality of private education is higher than public education, resulting in increased gaps between more economically advantaged youth and their poorer peers who cannot afford quality private education. Lebanese public schools suffer from a severe shortage of qualified English and French speakers who can teach math and science in these languages. In addition, a large number of public schools have infrastructure problems, such as broken windows and leaking roofs.

### **The Global Information Technology Report - Growth and Jobs in a Hyperconnected World**

**Bilbao-Osorio B, Dutta S & Lanvin B (eds). 2013. World Economic Forum.**

[http://www3.weforum.org/docs/WEF\\_GITR\\_Report\\_2013.pdf](http://www3.weforum.org/docs/WEF_GITR_Report_2013.pdf)

In the 2013 World Economic Forum report, Lebanon is ranked 10<sup>th</sup> out of 144 countries included in the study in overall quality of education, and 4<sup>th</sup> in science and math. These rankings are based on the Executive Opinion Survey, carried out as part of the WEF's Global Competitiveness Report, based on polling a sample of business leaders in each respective country. The Survey represents an insight on many critical aspects related to the enabling environment, such as the effectiveness of law-making bodies and the intensity of local competition; to ICT readiness, such as the quality of the educational system and the accessibility of digital content; to ICT usage, such as capacity to innovate and the importance of government vision for ICTs; and to impact, such as the impact of ICTs on developing new products and services and improving access to basic services

### 3. Access to education in Lebanon

#### **Partisan Activism and Access to Welfare in Lebanon**

Cammett M. 2011. *Studies in Comparative International Development*; 46 (1)  
<http://link.springer.com/article/10.1007/s12116-010-9081-9>

This paper explores how people gain access to basic services in Lebanon, where sectarian political parties from all major religious communities are key providers of social assistance and services. Based on analyses of an original national survey as well as in-depth interviews with providers and other elites and beneficiaries of social programs, the author makes two main empirical claims in the paper. First, political activism and a demonstrated commitment to a party are associated with access to social assistance; and second, higher levels of political activism may facilitate access to higher levels or quantities of aid, including food baskets and financial assistance for medical and educational costs. These arguments highlight how politics can mediate access to social assistance in direct ways and add new dimensions to scholarly debates about clientelism by focusing on contexts with politicised religious identities and by problematising the actual goods and services exchanged.

#### **Quality Education for Growth**

National Education Strategy Framework. Education Sector Development Plan (General Education): 2010-2015. Presentation. 2010. Ministry of Education and Higher Education, Beirut.  
[http://planipolis.iiep.unesco.org/upload/Lebanon/Lebanon\\_ESDP\\_2010-2015.pdf](http://planipolis.iiep.unesco.org/upload/Lebanon/Lebanon_ESDP_2010-2015.pdf)

The National Education Strategy in Lebanon is based on the fundamental principles cherished in the Lebanese Constitution and the National Accord Convention as well as on the laws and regulations governing educational matters which emphasise freedom of and right to education and ensuring the accessibility and equality in opportunities and requirements of education to all. Those principles have also been emphasised in international convention that Lebanon abides by; the most of these are: Declaration of Human rights; the International Convention of economic, social, and cultural rights; and the International Agreement on the Rights of the Child.

This strategy derives its orientation from the agreed-upon fundamental educational principles, especially the humanistic approaches to education that Arab and International educational conventions build on to direct the child towards the comprehensive development of the individual; the reinforcement of respect for human beings and their basic freedom; the development of the ability to actively participate in a free society; the development of a sense of responsibility in a spirit of understanding, peace, and friendship; and the commitment of wide social partnership among those concerned with education in order to ensure meeting the human need for education and for building a knowledge society.

The strategy derives its basic foundation from the educational realities in Lebanon with its particular traditions, especially the closer partnership between public and private sectors in the provision of educational services and in the unique place of Lebanon in the Arab world and internationally which resides in Lebanon's human capital and in its creative and technical power. It also resides in Lebanon's efforts to reform public and higher education, developing and strengthening vocational and technical education to meet the country's development and construction needs, and revising and developing curricula to reinforce national identity and integration as well as spiritual and cultural openness.

#### **The challenges of inclusive education in Lebanon**

Wehbi S. 2006. *Disability & Society*; 21 (4)

<http://www.tandfonline.com/doi/abs/10.1080/09687590600679980#.VOyRJfnkeX8>

This article reports on a study conducted in Lebanon by four non-governmental organisations, primarily on the topic of inclusion of people with disabilities in education, with a secondary focus on inclusion in employment. This article reports on some of the findings of the assessment process that was four months in duration and aimed, through interviews and focus groups, to identify available information, current policies and legislation, main stakeholders and existing programmes. Findings of the assessment generated themes that are unique to each of the two groups: parents and children, and educators. However, there are some common themes, such as a perceived need for raising awareness on disability issues and a perceived lack of adequate teacher training. The article concludes by arguing for change efforts on various levels to support inclusion: awareness-raising; policy change; capacity-building; and community-building.

#### **Student transition to upper secondary vocational and technical education (VTE) in Lebanon: from stigma to success**

Vlaardingerbroek B & El-Masri Y. 2008. *Journal of Vocational Education & Training*; 60 (1)

[http://www.tandfonline.com/doi/abs/10.1080/13636820701828788#.VOyTP\\_nkeX8](http://www.tandfonline.com/doi/abs/10.1080/13636820701828788#.VOyTP_nkeX8)

Vocational and technical education (VTE) has traditionally been stigmatised in Arab societies owing to the lowly image of manual work and the perception of VTE as a last resort for weak school students. This paper focuses on the transition to upper secondary VTE from the regular Lebanese school system and on students' aspirations once they have done so. While regular school students' career aspirations largely reflected the conventional academic orientation of the school system and few contemplated moving into the VTE realm even if they failed, students who had made the transition expressed well-informed positive views regarding VTE, mostly concerning its direct linkages with career formation and the employment market. Despite the recognised 'job ticket' value of the Baccalauréat Technique, most envisaged pursuing a higher VTE qualification, and the aspirations of those intending to complete the Licence Technique were comparable to those of terminating Year 12 students in the regular academic system who were contemplating university. The paper ends by addressing specific problem areas in Lebanese upper secondary VTE.

### **4. Cost/efficiency of education in Lebanon**

#### **Quality Education for Growth**

National Education Strategy Framework. Education Sector Development Plan (General Education): 2010-2015. Presentation. 2010. Ministry of Education and Higher Education, Beirut.

[http://planipolis.iiep.unesco.org/upload/Lebanon/Lebanon\\_ESDP\\_2010-2015.pdf](http://planipolis.iiep.unesco.org/upload/Lebanon/Lebanon_ESDP_2010-2015.pdf)

There are more than 1,000,000 students enrolled in schools in Lebanon, hence each Lebanese is affected by this sector in one way or another. Achievement levels of students in Lebanon are lower in comparison to those of their peers in other countries. Enrollment rates in public schools are decreasing steeply due to the widening of the achievement gap between public and private schools. Low achievement in public schools is mainly due to:

- Low qualifications of the teaching and administrative staff in schools, and the lack of coherence between the teachers' specialisations and the needed requirements.
- Absence of a suitable learning and teaching environment (infrastructure: buildings and equipment).
- Lack of laws and regulations which are necessary for increasing the possibility for improvement.

Spending on the public education sector is relatively inefficient due to inefficient resource distribution and a high number of teachers.

### **Analysis of Lebanon's education sector**

BankMed. 2014. BankMed, Lebanon

<http://www.bankmed.com.lb/LinkClick.aspx?fileticket= VZglkH-7-s%3D&portalid=0>

The education sector constitutes one of the main contributors to Lebanon's GDP. In fact, total expenditure on education has been consistently expanding, driven by increased awareness to the importance of education. By 2011, according to Lebanon's National Accounts, total expenditure on education reached USD 2,424 million. Public expenditures related to education were estimated at approximately USD 641 million, 1.6% of GDP. Meanwhile, spending on education by the private sector totalled USD 1,783 million, representing 4.4% of GDP. As such, the education sector has contributed to 6.6% of GDP during the year 2011.

Private spending on education is high and exceeds public spending by far. Household spending on education surpasses 10% of the household's total expenditure. This compensates for low government spending, but is contingent to families' ability to pay. Conversely, public expenditure on education is not only low, but also greatly depends on external donor funding.

When compared with other Arab countries, Lebanon's public expenditure on education is considered low. In fact, the government spent in 2012 an amount equivalent to 1.6% of GDP on education. This amount compares to 3.8% of GDP spent on education in each of Kuwait and Egypt, 5.4% spent in Oman, and 6.2% spent in Tunisia. This low amount can be justified by the fact that public resources are channelled indirectly to education in the form of employment benefits granted to government employees, who then spend these resources on private education.

### **Higher Education in Lebanon: Quality Challenges and the Growth of the private Sector**

Moussawi A. 2010. Chapter 37 in Quality Issues in Higher Education in the Arab Countries

[http://www.laes.org/chapters.php?lang=en&chapter\\_id=316](http://www.laes.org/chapters.php?lang=en&chapter_id=316)

The establishment of private higher education in Lebanon which predated the establishment of the Lebanese State was linked to competitive preaching purposes between two foreign missionaries, the protestant missionaries that established the American University and the catholic missionaries that established the Jesuits University. The hegemony of the American and Jesuit universities prevailed for a century until the erection of the Lebanese University in 1951 that kept expanding until the eruption of the war in 1975. As a result of the war, most existing universities were segmented and new ones were licensed. In the 1990s, the education system witnessed major changes as a result of globalisation, the knowledge society and the ensuing information and technological revolution, labour market shifts and the trend of tightly linking higher education to the labour market, which led to an increasing demand on higher education. Private higher education expanded exponentially as of 1996, its

student population accounting for 58% of the total student population compared to 42% for the Lebanese university in 2009/2010. Private higher education suffers today from political and legal issues as well as quality, quality assurance, accountability and financing issues.

### **Lebanon: private education soars, public education sinks**

Nader S. 2014. Al-Monitor's Lebanon Pulse

<http://www.al-monitor.com/pulse/originals/2014/05/lebanon-education-reform-private-public.html#>

In Lebanon, half of the 41,000 teachers in the public sector have university degrees. The student-to-teacher ratio in 2013 was 7-1 in public schools and 13-1 in private schools. Thus, the public education sector has too many teachers and performs poorly.

The problem is not the amount of money being spent on public education, but excessive waste and low productivity. Public education is less than 7.1% of public expenditures, which is below what developed countries and neighbouring countries spend. In 2011, public spending on education was 14.2% of national budgets worldwide and 18.6% in North Africa and the Middle East. Spending on education is an investment and increases economic productivity, especially in today's world, the world of the knowledge economy. Also, spending on education boosts the economy and acts as a catalyst for growth because the education sector as a whole constituted 5.5% of the gross domestic product in 2011.

Raising salaries will attract talent and encourage improved performance. It is part of the reform, just like stopping waste. Both reforms are necessary, or else the good will go with the bad. One challenge at hand is to implement balanced educational development for all Lebanese regions, so that quality schools are not confined to Beirut and the north.

The energies and expertise of the private sector should be used to accelerate the pace of needed reforms. The private sector was the main growth driver for the educational sector in Lebanon. The private sector could be entrusted to run the public educational institutions by using the voucher system. This measure may lower expenditures, and the public-private partnership law may constitute the ideal framework to move forward with this strategic reform.

This would contribute not only to controlling public finances and boosting growth but also to building fundamental human resources, further helping to improve happiness in an environment that is surrendered by despair and terror. Education is the first course of action in the strategy to eliminate terrorism, which accounts for the bulk of today's local and global interests. Thus, this reform may find many funders and supporters if the vision and intentions are there.

### **Financing and Political Economy of Higher Education in Lebanon**

Nahas C. 2009. Economic Research Forum

[http://charbelnahas.org/textes/Economie\\_et\\_politiques\\_economiques/HigherEducationFinancing-Lebanon.pdf](http://charbelnahas.org/textes/Economie_et_politiques_economiques/HigherEducationFinancing-Lebanon.pdf)

Lebanon is facing severe challenges in the field of human capital formation and mobilisation that go far beyond problems of financing:

- In spite of the relative abundance of human and financial resources, growth outcomes are very poor.
- Investment in human capital is probably excessive and is directly related in a circular causality to migration: the severe outflow of skilled migrants that prevents the domestic accumulation of human capital; and while skilled labour is attracted by emigration, unskilled Lebanese labour faces the competition of large numbers of temporary foreign workers.

- The Lebanese Government is unable to delineate a strategic vision for education in general and higher education in particular, resulting in the explosion of private higher education and diminishing means, quality and presence for the only public institution.

In this paper, the author assesses the adequacy, efficiency and equity of higher education financing in Lebanon. It considers both the public and private sector, respecting the common outline set for the six country cases. It highlights the challenges which are specific to the Lebanese case and reinterpreting some of the proposed headlines in the light of that case so as to broaden the general scope of the approach.

The conclusion of the paper, discusses different approaches and strategies to remedy the challenges of higher education financing in Lebanon, acknowledging that higher education is far more a response to external stimuli than an exogenous lever or even an autonomous field of action.

### **A comparative assessment of higher education financing in six Arab countries**

El-Araby A. 2011. Prospects; 41 (1)

<http://link.springer.com/article/10.1007/s11125-011-9185-7>

This study analyses the policies for financing higher education in six Arab countries: Egypt, Jordan, Lebanon, Morocco, Syria, and Tunisia. It assesses the adequacy of spending on higher education, the efficiency with which resources are utilised, and the equity implications of resource allocations. Based on six detailed case studies, this comparative study is intended to highlight the common features and similarities, as well as the differences among countries in the region, in addition to best practices and success stories. It also addresses the future challenges that are likely to exert pressure on higher education finance and assesses the reform efforts undertaken by the governments in the region. Finally, it proposes alternative strategies for dealing with problems of finance in the Arab region, in light of international experiences and the region's unique characteristics.

Historically in Lebanon, higher education was provided only by private institutions mostly established by missionaries, beginning formally in 1866 when the American Evangelical Mission established the Syrian Evangelical College (renamed the American University of Beirut in 1920). The Lebanese University was founded in the late 19th century as the first, and still the only, public university in Lebanon. By 2001, the higher education system included 43 establishments: 24 universities and 19 institutes of higher education. In 2007, around 160,000 students were enrolled in universities, 45% of them in the public university and the rest distributed among the 42 private institutions. In addition, some 100,000 students are enrolled in technical and vocational studies, only 38% of them in public institutes. The higher education system in Lebanon can be seen as two adjacent systems: one public and one private, with no real partnership or coordination.

With higher education in Lebanon being mostly provided by private institutions whose tuition levels are not comparable to those at the Lebanese University (LU), the only public university, where the annual tuition is only US\$ 83. At the same time, the rate of return on public higher education (7%) is double that of private higher education (3.5%). Nonetheless, admission to LU is strictly controlled by a quota system that depends on extensive examinations and minimum requirements that are more likely to be met by those from high-income groups. Students who cannot meet the requirements of the LU, many of them poor, are forced to pay a minimum tuition of US\$6,400 to continue their higher education in private institutions.

A country's performance on its financing policies relies very little on whether higher education is provided by the public or private sector. Tunisia and Lebanon, the top performers, present two extreme cases: almost all higher education in Tunisia is publicly provided, while a significant majority of that in Lebanon is privately provided. The key lesson in this regard is to allow more room for private investment in higher education when public resources are

inadequate.

Economic growth is essential to improve performance. Higher incomes allow governments more resources to finance higher education and also more opportunities for households to share the costs of educating their children. Also, free higher education for all does not guarantee equality. When low-income students receive a poor quality education, it perpetuates income inequality. To guarantee equal opportunities for poor students, countries must apply efficient targeting mechanisms.

## 5. Quality of education

### **Rethinking Education for Social Cohesion: International case studies.**

Shuayb M (ed). 2012. Palgrave Macmillan

<http://www.palgrave.com/page/detail/rethinking-education-for-social-cohesion-maha-shuayb/?K=9781137283900>

This book offers a critical analysis of the theories underpinning the current approaches and practices of social cohesion. The contributions examine the ethics and policy making of social cohesion, critiquing the nationalistic and economic driven objectives which dominate the field to propose a multi-dimensional approach underpinned by social justice and care.

Exploring the challenges encountered by policy makers in reforming education to promote social cohesion, the book also tackles some of the main debates regarding the role of faith and private schools in hindering or promoting social cohesion and presents case studies from around the globe that demonstrate different countries' attempts to promote social cohesion. The book also investigates the effectiveness of some of the current approaches proposed to promote social cohesion including human right education and citizenship and history education.

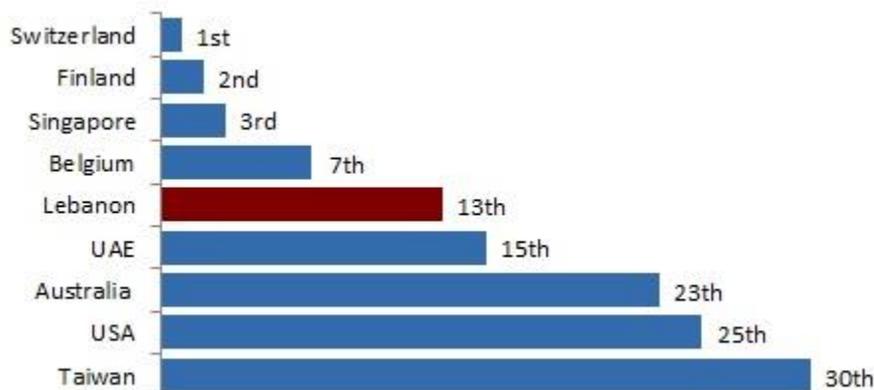
### **Education**

Invest In Lebanon. 2014. Website.

[http://investinlebanon.gov.lb/en/doing\\_business/labor\\_force/education](http://investinlebanon.gov.lb/en/doing_business/labor_force/education)

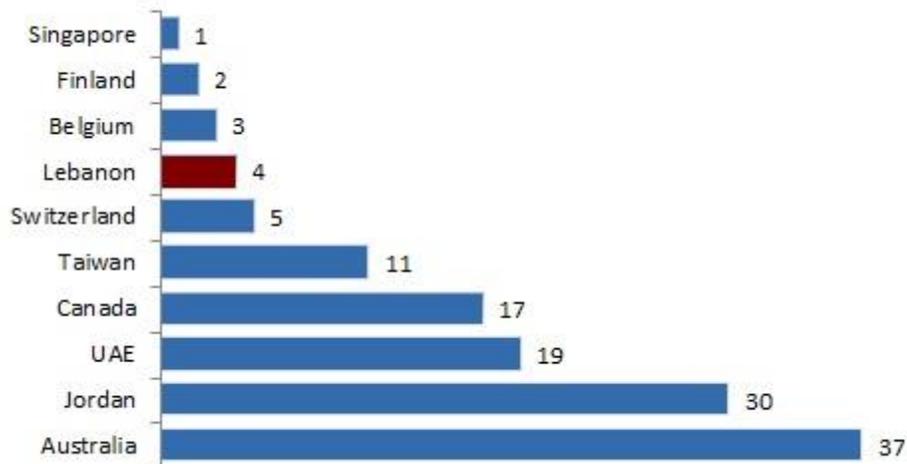
Lebanon ranked 3rd in the MENA region along the ICT Development Skills index which captures local ICT capabilities and skills, again highlighting the high-value added skills that the country can export.

### **Overall quality of education (2013)**



**Source: Global Competitiveness Report 2013-2014**

### Quality of math and science education index (2012 - 2013)



**Source: Global Competitiveness Report 2012-2013**

The above performance is the result of a series of measures adopted by the government to contain the growing number of higher education students, providing the needed educational infrastructure and adapting student's skills to the country's development needs. In fact, the Ministry of Education and Higher Education (MEHE) signed agreements with multiple international agencies, including the US Agency for International Development, the World Bank, UN Organisations, and the European Union, among others, to improve the quality of education in Lebanon. More specifically, these agreements aim at developing rehabilitation assistance to schools and teacher improvement, developing a mechanism for measuring performance and identifying teachers' training needs.

#### **Towards a New Higher Education Quality Assurance System for Lebanon**

Kaissi B, Abou Chahine S & Jammal A. 2008. New Approaches To Quality Assurance In The Changing World Of Higher Education

<http://www.international.ac.uk/media/6804/quality%20assurance%20in%20lebanon.pdf>

Higher education is central to economic and political development, and vital to competitiveness in an increasingly globalising knowledge society. In the case of Lebanon, higher education institutions are challenged to adjust their programme structures, curricula, teaching and learning modes & methods to preserve their leading role in the Arab region. In recognition of this challenge, greater attention is being focused on quality assurance as a critical factor to ensuring higher education relevance. This paper outlines and describes the current situation, the Tempus project "Quality Assurance for Higher Education in Lebanon (QAHEL)", and the future plans for quality assurance in Lebanon.

This paper concludes that both the QAHEL project and the proposed national quality agency are merely a starting point for enhancing quality assurance policy and practice in Lebanon. In fact, they emphasise a generic approach that has relevance to all higher education institutions regardless of the level of development and size. The three guides and the proposed agency promote a total approach to quality by providing standards and indicators for the Lebanese HE sector which are helpful in identifying improvement opportunities and in improving transparency and accountability of higher education institutions and practices in Lebanon.

Accordingly, they should be regarded as an agreed point of reference for continuous enhancement and for aspiring towards international best practice. They are meant to provide as well a strategic direction on the dimensions of quality by helping to align the quality processes and activities throughout the Lebanese HE institutions with international codes of best practice in higher education quality assurance, and serving to focus attention on the means of achieving better Lebanese HE institutional performance.

## 6. Equity

### **The Status & Progress of Women in the Middle East & North Africa**

World Bank. 2009. World Bank, Washington DC

[http://siteresources.worldbank.org/INTMENA/Resources/MENA\\_Gender\\_Compndium-2009-1.pdf](http://siteresources.worldbank.org/INTMENA/Resources/MENA_Gender_Compndium-2009-1.pdf)

Women's performance is impressive at the tertiary education level. In Iran, Jordan, Lebanon, Saudi Arabia, Tunisia, and West Bank and Gaza, female students outnumber male students by a significant margin.

A shortage of female teachers, especially in rural areas, may adversely affects girls' school attendance. The feminisation of the teaching profession has been rising since 1980 and reached approximately 50% in the 1990s, wide disparities in the number of female teachers exist across the MENA region. Women now account for 72% of teachers in Lebanon.

In Lebanon, there are no gender gaps in access to education. The ratio of girls to boys in primary, secondary, and tertiary education are 0.97, 1.10, and 1.16, respectively. Women account for 46% of students in vocational and technical education.

There is no university programme or field of specialisation that does not have female students. Large numbers of women are graduating in law.

Illiteracy for those aged 10 years and above is approximately 9%: 5.6% for males and 11.8% for females. The illiteracy gender gap is wider in the older age groups; illiteracy among women above the age of 40 is double that of men in the same age group, whereas the rate for men under the age of 34 is the same or even higher than for women in the same age group.

### **Toward Equity in Quality in Mathematics Education**

Jurdak M. 2009. Springer, New York, USA.

[https://play.google.com/store/books/details?id=Qallg0csff0C&rdid=book-Qallg0csff0C&rdot=1&source=gbs\\_vpt\\_read](https://play.google.com/store/books/details?id=Qallg0csff0C&rdid=book-Qallg0csff0C&rdot=1&source=gbs_vpt_read)

Educational equity and quality are not only research issues which cut across different disciplines but are major determinants of socio-economic and human development in both industrial and developing countries. The status and role of mathematics, a subject which has long enjoyed a privileged status in school curricula worldwide due to its perceived role in science and technology, render equity and quality in mathematics education at the heart of human development. This is reflected by governments' relatively large investments in improving the quality of mathematics education and extending it to marginalised and underprivileged groups.

The inequality in math education between private and public schools contradicts Lebanon's adopted goal of education for all. In the case of Lebanon, the educational authority should reaffirm its commitment to providing equity in the quality of math education. A strategic goal is

to be formulated to encompass the depth and extent of the commitment of the actors in the system towards equity and quality. It should also incorporate the envisioned transformed activity system.

### **Lebanon: Disabled remain marginalised, study finds**

IRIN. 2006. Website.

<http://www.irinnews.org/report/26050/lebanon-disabled-remain-marginalised-study-finds>

Disabled people in Lebanon continue to be marginalised in terms of education and employment, according to a new report entitled "Disability and Inclusion in Lebanon." The report was written by a grouping of NGOs including the Youth Association of the Blind\*.

The report found that the lack of equal access to quality education has contributed to a situation where people with disabilities are often deprived of gaining basic knowledge and skills necessary to becoming full members of society. Under Lebanese law, all children with disabilities have the right to attend regular schools. But this law is not respected.

"The majority of children with disabilities are in special care institutions, and private schools have a policy of automatically eliminating students with disabilities," said social development specialist Sahar Tabaja.

The report also criticises the lack of professionals in schools trained specifically to teach the disabled. Only a handful of schools nationwide cater to pupils with special needs. About 20 schools allow entry to children with disabilities, but it's up to the parents and the children to adapt to the curriculum.

The study makes a number of recommendations, including the improvement of the role of government authorities on issues concerning the disabled and greater implementation of inclusion-based policies.

*\*The original report could not be accessed by the authors of this helpdesk report.*

## **7. Syrian refugee education in Lebanon**

### **Widening Access to Quality Education for Syrian Refugees: The Role of Private and NGO Sectors in Lebanon**

Shuayb M, Makkouk N & Tuttunji S. 2014. Centre for Lebanese Studies.

<http://lebanesestudies.com/wp-content/uploads/2014/09/Widening-Access-to-Quality-Education-for-Syrian-Refugees-the-role-private-and-NGO-sectors-in-Lebanon-.pdf>

The Syrian crisis has had wider implications on Lebanon. Among the refugees entering Lebanon, it is estimated 400,000 are of school age, posing a formidable challenge to the education system designed to deliver schooling to 900,000. The public sector has limitations and cannot accommodate all the refugee students. Further exploration of NGO and private sector education is needed.

This study examines access and quality of education for Syrian refugees enrolled in both the private and NGO sectors through case studies of 13 schools and NGOs with education programmes. It uses the Inter-Agency Network for Education in Emergencies (INEE) standards for education in emergencies as a conceptual framework to examine access and quality of education both in the formal and non-formal education settings.

This paper finds that through several international conventions Lebanon is obligated to provide compulsory education for all children younger than 15-years-old, yet several

Lebanese regulations limit the right to education to Lebanese citizens only. It is acknowledged that the Lebanese Ministry of Education and Higher Education (MEHE) possesses neither the budget nor the capacity to immediately accommodate such numbers. The international community and UN agencies must assist and support the MEHE, the NGOs, and the private sectors in the delivery of accessible and quality education to Syrian refugees in Lebanon.

Lebanese legal regulations mandate the basic standards in the quality of education, but the Government of Lebanon falls short in the enforcement and fulfilment of many regulations. For instance, the majority of Syrian students enrolled in Lebanese public schools reported regular physical and verbal abuse from the teaching staff and principals, as well as bullying from their Lebanese peers. NGOs remain powerless to intervene to prevent violence against children. Similarly, Syrian parents also felt unable to protect their children due to limited and often uncertain implications for the chosen recourse. On the one hand, Syrian students faced near certain violence at Lebanese public schools, but the alternative risked the loss of place at school if abuse was reported. Moreover, disaffected Syrian parents also incorrectly believed they were barred from membership in parents' councils. Rather, internal regulations do not negate the right of children to a safe learning environment and do not deny non-Lebanese parents to membership in parents' councils. Parents' councils, present in only one surveyed school, were instrumental in managing relationships between a Lebanese school administration and the Syrian student population. Not only did parents' councils temper tensions between parents on the one hand, and administration or teachers on the other hand, but these groups crucially bridged the gap between Syrian and Lebanese communities more broadly. As a result, the dialogue and cooperation strengthened the quality of learning and contributed to student retention.

Access to quality education a challenge. The public sector, hindered by an inflexible curriculum, limited capacity, and heavily regulated teaching, remains unable to meet the demands of providing education in emergency. The private and NGO sectors are increasingly indispensable fixtures required to meet the evolving demands to absorb and integrate Syrian refugees.

The study also highlighted the inadequacy of mere access to mainstream public and private schools without the provision of supplemental academic support to ease the transition to a new learning environment. The lack of supplemental resources resorted in a staggering dropout rate of 70 percent during the 2011–2012 school year. The failure rate among Syrian children is twice the national average of Lebanese children. These figures not only raise questions on the provision of education services to Syrian refugees, but also offer insights into the key services needed for success in quality of education for emergencies. The delivery of quality education in the refugee context is still an under examined area in emergency education, given the issue of access is deemed the highest priority.

### **2014 Syria Regional Response Plan (RRP6) Annual Report**

UNHCR. 2015. UNHCR and partners.

<http://data.unhcr.org/syrianrefugees/partner.php?OrgId=49#>

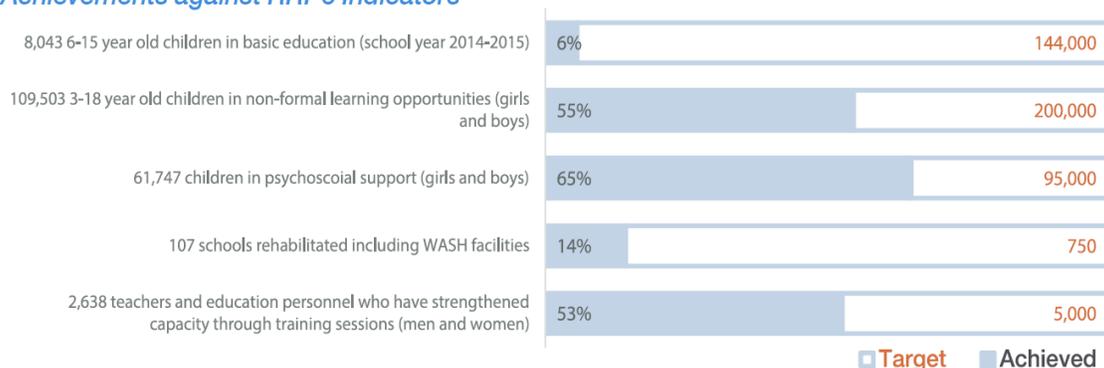
The influx of refugees into Lebanon continued throughout 2014. The year began with approximately 860,000 registered refugees from Syria in Lebanon and ended with almost 1.2 million (including 45,000 Palestine refugees from Syria). With the pre-existing Palestine refugee population of 280,000, one in four people in Lebanon is a refugee. This influx has severely taxed public institutions which were under-resourced before the crisis and considerably increased the load born by a fragile-infrastructure.

Education was among the services most directly impacted. Agencies provided over USD 77 million to reinforce the capacities of associated line Ministries to enhance service delivery to refugees and Lebanese but the need was far higher. Lebanese communities continued to be

the front line responders with some municipalities seeing the number of refugees double the size of their populations. In an effort to reinforce their capacities and address some of the negative impacts of the refugee presence, partners expended over USD 92 million in projects at the local level to enhance local service delivery. Throughout the year, 244 municipal and community projects, addressing the immediate needs of host communities and sources of tension, were completed in 197 communities.

The mass influx of Syrian refugees has increased the demand on the public education system in Lebanon, almost doubling the number of student spaces required. In the 2013-14 school year there were around 140,000 Syrian children, Palestine children from Syria and vulnerable Lebanese children targeted by the 2014 Syria Regional Response Plan (RRP6) enrolled in formal education in first and second shifts. However, relatively fewer Syrian refugees are currently reported as enrolled in the 2014-15 school year. In 2014 there were over 109,000 vulnerable children enrolled in non-formal learning opportunities, to fill the gap for out of school children. In late 2014, 147 schools received approvals to open 'second shifts' which will help to accommodate more children, while capacity has been enhanced through school refurbishments and teacher training.

### Achievements against RRP6 Indicators



### LCRP Sector Response Plan

UNICEF. 2015. Ministry of Education and Higher Education (MEHE), UNICEF and UNHCR [http://data.unhcr.org/syrianrefugees/working\\_group.php?Page=Country&LocationId=122&Id=21#](http://data.unhcr.org/syrianrefugees/working_group.php?Page=Country&LocationId=122&Id=21#)

The education system in Lebanon is highly privatized. Only 30 per cent (275,000) of all Lebanese children in school attend public schools. The mass influx of refugees from Syria has increased the demand on the public education system in Lebanon by doubling the number of education spaces required. With the MEHE, humanitarian partners are facilitating school enrolment for children displaced from Syria and funding parent contributions for poor Lebanese children on an agreed cost-per-child basis. The first shift (morning classes) of the schools has expanded to include a large number of children displaced from Syria and a second shift (afternoon classes) has been created to accommodate a further caseload of children. Palestinian children are provided with educational services through UNRWA-managed schools. During the 2013/14 school year, 229,000 children out of the 619,100 in need received support in accessing education (see table below), leaving an estimated 390,100 children out of school, of which approximately 300,000 are Syrians registered with UNHCR as refugees.

The population influx in Lebanon has had a corresponding effect on the number of school-aged children in the country. Approximately 42 per cent of Syrian registered with UNHCR as refugees are between the ages of 3 and 18, meaning that they have a right to access education as per the Convention of the Rights of the Child. The Lebanon Crisis Response

Plan focuses on the most vulnerable populations (including five population cohorts: Syrians registered as refugees by UNHCR, vulnerable Lebanese, Lebanese returning from Syria, as well as Palestine refugees from Syria and in Lebanon).

The table below outlines the current school-aged population by cohort as well as the projected school-aged population by end of 2015. In addition, there is a growing number of youth (19-24 years) that are in need of education and/or training and who have not been previously targeted.

Cohort	Current number of school-age children (3-18) (Sept. 2014)	Projected number of school-age children (3-18) in 2015
Syrians registered with UNHCR as refugees	502,000	655,000
Out of school Lebanese	40,000	40,000
Lebanese Returnees	6,400	16,000
Palestine Refugees from Syria (PRS)	11,100	11,300
Palestine Refugees in Lebanon (PRL)	52,000	53,000
<b>Total</b>	<b>611,500</b>	<b>775,300</b>

Education programs for 2014	Children Enrolled	% Female	% Male
Formal Education for 2013/14 school year	141,000	51	49
Non-Formal Education	88,000	51	49
<b>Total Children in Learning</b>	<b>229,000</b>	<b>51</b>	<b>49</b>

Within the scope of the MEHE 2010-2015 Education Sector Development Plan, the Ministry launched its 'Reaching All Children with Education' (RACE) plan. RACE aims to bridge the needs of children displaced from Syria as defined in the No Lost Generation strategy with the development objectives of the Lebanese education system. The plan commits government and partners to providing 470,000 Syrian school-aged children (3-18 years) affected by the Syria crisis and poor Lebanese children with access to quality learning opportunities in safe and protective environments by 2016. Of this total, 200,000 Syrian children will be enrolled in formal education. The sector strategy reflected in the LCRP is built around RACE and includes support to formal education and additional activities that meet the growing educational needs in the country.

The core of the education sector strategy is to strengthen the public education system with the priority to increase enrolment of children displaced by Syria in the formal public education system as outlined in RACE. This includes support to prepare out-of-school children to enter school, to improve the quality of education through supplies and training of teachers in the most vulnerable localities, and to empower adolescents and youth to continue their education. Girls and boys will be equally targeted addressing specific gender issues such as early marriage for girls and child labor for boys, with a view to retaining them in school. Strengthening the public education system will increase the capacity to absorb and retain more children. However, the public system will be unable to serve all the children in need. Complementary non-formal education options are required. Standardization, recognition and certification of these non-formal alternatives are essential to ensure quality and relevance of these programmes.

Education can provide a safe, productive environment for children and youth, offering protection from abuse and exploitation. The holistic approaches chosen by the education sector that support both host communities and populations displaced from Syria will help mitigate tensions between communities. Parents will be consulted and supported to play a meaningful role in the education of their children. This will help to ensure that integration of children in the public system is successful and sustainable.

Key elements of the educational response include:

- Promoting equal access to formal and non-formal education for girls and boys.
- Easing rising tensions within and between Syrian and Lebanese communities through interventions to address challenges in and around schools.
- Equipping children and teachers with minimum learning and teaching materials and textbooks
- Supporting efforts to certify learning that will be recognised in Lebanon and beyond.
- Staff of MEHE are provided with training in active learning, classroom management, language and positive discipline.
- Procuring financial and human resources to support MEHE's investment in accommodating extra children within its system, in first and second shift classes.
- Continuing the support to rehabilitate and equip public schools, including with WASH facilities responding to the specific needs of girls and boys and children with disabilities.
- Increasing learning opportunities through a variety of NFE, strengthening programme development to meet the learning needs of the high number of out-of-school children to assist students in transitioning to formal education.
- Developing policies and guidelines, standardizing NFE content and strengthening the assessment and M&E functions at national and sub-national levels to ensure collection of sex and age disaggregated data.
- Supporting the management and oversight of RACE implementation.

### **Monthly Dashboard Situation Analysis February 2015**

IAC. 2015. Inter-Agency Coordination (IAC) Lebanon.

[http://data.unhcr.org/syrianrefugees/working\\_group.php?Page=Country&LocationId=122&Id=21#](http://data.unhcr.org/syrianrefugees/working_group.php?Page=Country&LocationId=122&Id=21#)

The Lebanese MEHE stated on 10 March 2015 that 44,507 non-Lebanese children have been enrolled in the first shift and 62,288 children - mostly Syrian - are enrolled in 160 second shift primary public schools. The enrolment of Syrian children in second shift started in January 2015 and schools might still enroll students until end of March should they approach second shift schools. The Ministry released a circular to all school directors to ensure that second shift schools remain open during weekends and holidays so that students are able to complete the minimum of 750 hours during the 2014/2015 academic school year.

Education partners continued their outreach efforts in order to facilitate the enrolment of a maximum number of Syrian displaced children into the second shift schools. UNICEF and UNHCR have for now funding to cover 20% of second shift enrolled children with transportation. Assessment for eligibility for transportation are based on distance to schools, safety and protection issues as well as family's vulnerability. Distribution of school supplies (i.e. School-in-a-Box) to all public schools continued with 985 primary public schools receiving school supplies covering the needs of all children enrolled in the first and second shift. As of February 2015, 458 primary public schools at an altitude higher than 500 meters were supplied with fuel to provide children in classrooms with proper heating.

For those children who were not yet able to register in formal education, non-formal education programs continue to take place in learning centers, focusing on basic literacy and numeracy. Meanwhile MEHE is finalizing Standard Operation Procedures (SOPs) to initiate the roll out of the new Accelerated Learning Program (ALP) that will target children at least 10,000 who missed out on at least 3 years of learning and were not eligible to access schools. This new ALP programme is expected to start in April 2015. As of February 2015, there are 6,196 Palestine children from Syria (PRS) students (3,888 children in first shift and 2,308 in second shift) in 60 UNRWA schools throughout Lebanon. Training courses were conducted for PRS teachers including on inclusive education, refresher pedagogy courses and English language teaching courses. Recreational support activities are ongoing in UNRWA schools.

### **No Lost Generation: Protecting the futures of children affected by the crisis in Syria - Strategic overview**

NLG. 2014. No Lost Generation

[http://www.unicef.org/appeals/files/No\\_Lost\\_Generation\\_Strategic\\_Overview\\_January\\_2014.pdf](http://www.unicef.org/appeals/files/No_Lost_Generation_Strategic_Overview_January_2014.pdf)

The No Lost Generation (NLG) strategy was first proposed in October 2013 by leading international humanitarian organisations and supported by key advocates and donors to bring together regional stakeholders and global champions to propose practical ways to expand access to learning and psychosocial support, strengthening social cohesion and peacebuilding efforts and restoring hope for the future millions of children affected by the Syrian crisis. Building on the latest evidence of the impact the crisis is having on children, specific and sustainable activities are proposed by the NLG strategy to be implemented over the next year and beyond, with the following goals:

1. increasing learning and skills
2. providing a protective environment including psychosocial support
3. broadening opportunities for children and adolescents

Specifically in Lebanon, US\$322 million was needed in 2014 to provide 346,5000 children with access to learning opportunities; 300,000 children with a protective environment and 382,000 children and adolescents with initiatives to broaden their opportunities.

The NLG strategy calls for immediate action, in a coordinated global effort, to prevent the loss of a generation that could have profound long-term consequences for Syria, the region and beyond. This strategy is embedded in the Regional Response Plan (RRP6) and Reaching All Children with Education (RACE).

### **No Lost Generation Initiative: Protecting the Futures of Children Affected by the Syria Crisis – one year report**

UNICEF. 2014. UNICEF, Paris.

<http://childrenofsyria.info/2014/09/24/no-lost-generation-initiative-one-year-on/#report>

No Lost Generation goals:

**Increasing learning skills:** The Government of Lebanon and its partners, under the Reaching All Children with Education (RACE) programme have committed to providing education to an average of 413,000 Syrian refugees and vulnerable Lebanese children every year for the next three years, including through a second shift in public schools.

**Providing a protective environment:** In Lebanon, the Ministry of Social Affairs and a local university have jointly established a decentralised national case management system –

including the development of standard operating procedures, referral pathways, service directories and an information management system. This has been reinforced by a new child protection training programme - the first dedicated tertiary-level child protection course in the country.

Broadening opportunities for children and adolescents: Lebanon is piloting a programme to support children formerly associated with armed parties to the conflict, targeting 630 high-risk Syrian and Lebanese children. The initiative provides an integrated package of services including psychosocial support, activities on conflict resolution, vocational training, individual and group counselling, as well as access to health, legal and protection services.

The evolving NLG initiative recognises that the way forward is 'for a long-term vision, delivery sustained support to a whole generation of children'. This one-year report makes a number of recommendations to address this vision. These include:

- Longer-term investments in education systems and linking with national level plans, such as Lebanon's Stabilization Plan, to reach not only children from Syria but also vulnerable local children
- Increased sustainable investments in the formal education sector.
- Sustained investment in national child protection systems to stem the rise in child labour and early marriage.
- Integration of services, e.g. child protection policies in schools, integration of psychosocial activities in school curricula, to deliver better results for children.
- More focus on adolescents and youth in providing remedial, vocational and higher education opportunities.

### **2014 Syria Regional Response Plan Lebanon – Mid-Year Update**

UNHCR. 2014. UNHCR, Geneva.

<http://www.unhcr.org/syriarrp6/midyear/docs/syria-rrp6-myu-lebanon.pdf>

The Regional Response Plan, endorsed by the Government of Lebanon (GOL), sets out priorities per sector that are being implemented at the local level. Eight sectors are responding to the needs of the affected population: Syrian refugees, host communities (affected Lebanese), Palestine refugees from Syria (PRS) and Lebanese returnees. The Plan has been revised collaboratively by the GOL, 11 UN agencies, 48 national and international NGOs as well as refugees and host communities, under the overall leadership of the Ministry of Social Affairs and UNHCR, and in close coordination with the donor community. This update presents, for each sector, progress to date against the original objectives and indicators of the RRP along with the revised needs, financial requirements and response indicators that have been updated following the mid-year review.

The two objectives for the education sector RRP are as follows:

1. Ensure that the right to education for all children (girls and boys) is fulfilled in a protective learning environment.
2. Systems strengthened to deliver quality education to respond to the escalating Syrian crisis in a protective learning environment.

Progress against 2014 targets is reported below with more up-to-date figures.

Enrolment of refugee school-aged children in the formal public education system is a priority for the sector. Thus far, 90,000 Syrian refugee children are enrolled in public Lebanese schools, comprising 60,000 in the first shift (including 19,000 in kindergarten) and 30,000 in the second shift, which started in October 2013. This corresponds to 1 in 5 Syria refugee children attending school. Most of these children are in primary school. The majority are likely to have missed varying periods of schooling and hence the children's needs are not necessarily homogeneous. UNRWA provides education services to more than 7,400 of the 21,000 PRS school-aged children through their schools, which also now operate double shifts.

Barriers to education include the language of instruction (schooling in Lebanon is conducted primarily in French and English, whereas schooling in Syria is conducted in Arabic), transportation costs, bullying and vulnerability to child labour, domestic chores and general discouragement. Children traumatised by the conflict may also have a reduced ability to learn.

Children not able to enter formal schooling, either because they face barriers described above or because of the lack of capacity within the public school system, must receive appropriate support through non-formal education. As of March 2014, 42,143 refugee children are attending non-formal education programmes. Although there are a variety of non-formal education programmes, such as literacy and numeracy, basic competency programmes, community-based education and catch-up programmes, only the Accelerated Learning Programme (ALP) developed with the support of UNICEF is currently accredited by the MEHE.

Some 750 schools are targeted for renovation and rehabilitation to increase classroom capacity and improve school conditions to accept more pupils. The quality of the public education system is also being addressed through enhanced professional development of 5,000 Lebanese teachers. Psychosocial support in learning centres and schools has increased to cater for the estimated 95,000 children traumatized by the conflict, which has reduced their ability to learn.

The humanitarian community is in dialogue with the MEHE, who establishes policy oversight related to the quality of education services, the curriculum and certification for formal education, to increase the ceiling for formal education for the 2014/15 school-year and to endorse the non-formal education programmes. Links to development will be explored to sustain initiatives since increased capacity and quality in the public education system would benefit Lebanese children long-term.

#### **Lebanon: RRP6 Monthly update – Education**

UNHCR. 2014. UNHCR, Geneva

[data.unhcr.org/syrianrefugees/download.php?id=7981](http://data.unhcr.org/syrianrefugees/download.php?id=7981)

Lebanon: inter-agency achievements in 2014 – Education:

- 8,043 6-15 year old children enrolled in formal education
- 109,503 boys and girls in non-formal learning opportunities
- 61,747 children benefitting from psychosocial support activities in education settings
- 2,638 teachers and education personnel trained
- 107 schools were rehabilitated (including WASH facilities)

At the end of December 2014, 147 schools were approved by MEHE for enrolment of Syrians into second shift, ensuring that the children will get 750 hours of schooling by using Saturdays and by reducing the number of holidays for the coming months. The UN has limited funding to cover transportation costs; a barrier in accessing education.

The RACE Executive Committee is now well established and chaired by MEHE. MEHE restricts NGOs from operating at formal schools and are only permitted to provide non-formal education. The UN is currently supporting the MEHE in data collection to help analyse enrolment trends.

### **Lebanon Crisis Response Plan 2015-16**

UNHCR. 2014. UNHCR, Geneva

<http://data.unhcr.org/syrianrefugees/download.php?id=7723>

The Lebanon Crisis Response Plan (LCRP) describes how the Government of Lebanon and its partners will work together to reinforce stability through this crisis while also protecting Lebanon's most vulnerable inhabitants, including *de facto* refugees. LCRP aims to strengthen national capacities to address long-term poverty and social tensions whilst also meeting humanitarian needs. Programmes in the LCRP reflect and include key national strategies such as the "Reach All Children with Education" (RACE) strategy as well as global initiatives led by government, including the No Lost Generation strategy.

Funding requirements for education are projected to be \$263.6 million for a projected target population of 377,000 children. Sector outcomes are (1) ensuring equitable access to educational opportunities, (2) improving the quality of teaching and learning and (3) strengthening national education systems, policies and monitoring. Priority interventions are (1) School Rehabilitation, (2) Enrolment in 1st and 2nd shift (3) Enrolment support for NFE, ALP and ECE (4) Teacher training and (5) Provision of learning and teaching supplies for children and teachers.

### **Living on hope, hoping for education: The failed response to the Syrian refugee crisis**

Watkins K & Zyck S. 2014. Overseas Development Institute, London

<http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9169.pdf>

This report examines the education crisis among Syrian refugees. The first part provides a brief regional overview and the second part focuses on Lebanon, which hosts the largest Syrian refugee population.

The high number of Syrian children out of formal education, four in five school-age Syrian refugee children, is fuelling an epidemic of child labour and early marriage. Moreover, lost educational opportunity risks driving people into radicalised groups, including ISIS. An already overstretched and under-resourced public school system in Lebanon cannot cope with this rapid and enormous rise in demand. Donors have failed to act on their commitments. The UN's inter-agency regional education response is \$235 million short of the (inadequate) funding levels requested for 2014 and less than half of the aid required for Lebanon's Reach All Children with Education (RACE) strategy to deliver education to refugees and vulnerable Lebanese is in place.

This paper calls for the full financing of education requests set out in the Regional Response Plan and of UNICEF's education programmes. A pooled financing mechanism (e.g. multi-donor trust fund) monitored closely would provide predictable finance to support the RACE strategy. Despite enormous challenges, the authors also recommend the following urgent priorities to support the strategy:

- Acting with urgency
- Moving to a school-year financial reporting system
- Updating needs assessment
- Reducing administrative barriers and indirect costs

### **Education without Borders: A Summary – A report from Lebanon on Syria's out of school children**

Watkins K. 2013. Overseas Development Institute, London.

<http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/8575.pdf>

This report was prepared at the request of the UN Special Envoy for Education, Gordon Brown. It was produced following a short field visit by Overseas Development Institute Executive Director Kevin Watkins, supported by A World at School, to Lebanon to visit the Syrian refugee camps during August/September 2013.

The government of Lebanon has shown enormous generosity in opening the country's schools to Syrian refugees. However, there are still some 300,000 refugee children out of school, a number that could reach half-a-million over the next year. If Syria's refugee children were a country, they would have the world's lowest enrolment rate. Lebanon's public education system, like other essential services including health, water and energy services, is under acute pressure. Moreover, research from the World Bank suggests that the spill-over effects of the Syrian crisis will cut economic growth by 2.8% a year, costing Lebanon US\$7.5bn in lost GDP over the period 2012-2014 and widening an already large fiscal deficit. Unemployment will double to over 20%. Realistically, the plight of Syrian children is more than a short-term emergency and international support to the Government of Lebanon should be planned for a least the next two to three years.

To avoid potentially explosive social and political tensions, to increase coverage of education and to maintain the quality of education, this report proposes a plan of action to mobilise US\$165m annually over three years. The plan involves keeping Lebanese schools open day and night in a double-shift system; hiring Syrian refugees as teachers in Arabic in community colleges and providing school meals to tackle hunger as we tackle illiteracy. The framework should include provisions for Palestinian refugees. The plan has the active support of the Lebanese government, has already been welcomed by many agencies on the ground in Lebanon, and has the merit that it can be implemented quickly without huge capital expenditures.

#### **Running out of time: Survival of Syrian Refugee Children in Lebanon**

Bartels S, Israel B & Hamill K. 2014. Center for Health and Human Rights, Harvard University.

[http://fxb.harvard.edu/wp-content/uploads/sites/5/2014/01/FXB-Center-Syrian-Refugees-in-Lebanon\\_Released-01-13-13.pdf](http://fxb.harvard.edu/wp-content/uploads/sites/5/2014/01/FXB-Center-Syrian-Refugees-in-Lebanon_Released-01-13-13.pdf)

This report documents the findings of a rapid assessment of the needs of Syrian refugee children in Lebanon. The report considers and addresses issues that refugee families face are addressed including limited access to education, child labour, and sexual exploitation. The report also reflects on the response of the Lebanese government and international actors to the growing humanitarian crisis.

Formal schooling is not affordable or accessible to the vast majority of Syrian refugees. Enrollment and transportation fees are prohibitively expensive, especially in rural regions of the country where many refugees live. Other barriers to education include security concerns and fears of discrimination or bullying. Only 20% of Syrian refugee children are currently enrolled in formal education programs, and there are no guarantees that enrolled students will maintain their eligibility for the next year or even complete the current session. This is in sharp contrast to the 93% primary and 67% secondary school enrollment rates in Syria prior to 2011 where literacy rates averaged around 90.2% for youth (15-24 years) and 73.6% for adults (15 years and older). Ongoing interruptions, distress, and displacement mean that refugee children in Lebanon have not maintained the educational continuity or progress that many enjoyed in Syria. Not only does this stunt the development of individual students' numeracy and literacy skills, but it also impedes the collective wellbeing of refugee communities, stifles long-term prospects for family earnings and livelihoods, and diminishes refugees' hopes and opportunities for the future.

Where Syrian children are enrolled in formal education, some parents are satisfied with the education being provided. In some instances, the Syrian students had been integrated into classes with Lebanese children, while in other cases, the schools had created shifts in which the Lebanese children attended school in the morning and the Syrian children attended school in the afternoon. In some informal tented settlements, schools had been set up specifically for Syrian refugee children run, amongst others, by Syrian teachers and NGOs. However, other parents are less satisfied. In some cases, financial constraints prevented the children from continuing their education and in other cases the families were discouraged by the quality of education provided or the experience of the child at school through bullying and discrimination.

Financial constraints in accessing and continuing with education can be readily mitigated through targeted funding. Overcrowding can be addressed in the short-term with creative solutions, such as holding staggered school days or setting up temporary schools in order to accommodate children in underserved areas. An alternative proposal would be to employ technology (e.g. television, the internet.) to reach school-age children and provide a wider number of children with access to quality education. This report ends with a set of recommendations to meet the urgent and longer-term needs of the growing number of Syrian refugees living in Lebanon.

### **Lebanon: Economic and Social Impact Assessment of the Syrian Conflict – Executive Summary**

World Bank. 2013. World Bank, Washington DC.

<http://www.worldbank.org/content/dam/Worldbank/document/MNA/LBN-ESIA%20of%20Syrian%20Conflict-%20EX%20SUMMARY%20ENGLISH.pdf>

The increase in demand for education services arising from the Syrian children refugees is leading to mounting fiscal costs, an adverse effect on quality of public education, and a significant need for non-formal education. Prior to the Syrian conflict, basic education enrollment in Lebanon had been stable at over 90% for a decade, with gender parity achieved. Although public schools only accommodated 30% of total students, they catered predominantly to children of lower socio-economic status. Since the onset of the Syrian conflict, and the influx of refugees into the country, the Ministry of Education and Higher Education (MEHE) provided open access to refugees in its public school system. In 2012, 40,000 refugee children were accommodated in public schools for a budgetary cost of US\$29 million. An additional USD24 million in costs were financed by donors through UN agencies, which the MEHE would otherwise have had to bear. These costs are projected to continue to escalate: in the coming academic year 90,000 refugees are expected to enroll, and, by 2014 that number would reach between 140,000 and 170,000. The latter figure amounts to 57% of public school students in Lebanon. Therefore, MEHE's stabilisation needs amount to US\$183 million in 2013 and between US\$348-434 million in 2014, depending on the refugee influx scenario. These figures do not reflect the 65% of refugees who are not expected to enroll in formal schooling, thus creating significant needs for non-formal/out-of-school education, necessary to control the onset of child labour and other negative social consequences.

### **DONOR RESPONSE**

#### **Syria crisis: Latest updates on UK aid**

DFID. 2014. DFID, London

<https://www.gov.uk/government/news/syria-the-latest-updates-on-uk-aid>

The International Development Secretary made the call at the UN General Assembly (UNGA) in New York, where she announced £100 million in new UK funding for Syria and neighbouring countries. This brings the UK's total response to the Syria crisis to £700 million.

Also, £50 million is committed to the No Lost Generation Initiative that includes:

- new support for the Lebanese Government's 'Reaching All Children with Education' scheme to expand the public education system (£20 million)
- mental health care and counselling for children inside Syria and across the region to help them cope with the effects of the conflict (£4 million).

### **UKAID Syria Response: Factsheet**

DFID. 2015. DFID, London

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/406353/DFID-Syria-Humanitarian-Programme-Summary.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/406353/DFID-Syria-Humanitarian-Programme-Summary.pdf)

As conflict continues in Syria, millions of people are in desperate need of assistance. The UK has committed £800 million of support in response to the humanitarian crisis, including food, medical care and relief items for over a million people in Syria and the region.

An estimated 5.6 million children in Syria are living in dire situations, including poverty, displacement and caught in the line of fire. Many of them are out of school or at risk of dropping out of school. The UK is funding programmes in Syria to provide children with access to basic education such as self-learning programmes and education activities including summer camps, remedial classes and lessons for students with learning difficulties.

Over 1.9 million Syrian refugee children need access to education in the region. The UK is providing funding to partners in the region to provide education supply kits in refugee camps in Jordan which includes pencils, exercise books and erasers, as well as textbooks for Syrian and Lebanese children attending Lebanese public schools. In addition, in Lebanon the UK is supporting the Government's 'Reaching All Children with Education' (RACE) plan and a NGO consortium which seeks to deliver education to the most vulnerable children. In Jordan, the UK is also supporting early grade learning for both Syrian and Jordanian children in the public education system.

### **Back to School in Lebanon with UNRWA, UNICEF and EU**

UNRWA. 2013. UNRWA, Amman

<http://www.unrwa.org/newsroom/press-releases/back-school-lebanon-unrwa-unicef-and-eu>

The United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) along with UNICEF and the EU have provided 'Back-to-School' kits to UNRWA students, including Palestine refugees from Syria (PRS), in Lebanon.

### **Education in Lebanon**

UNRWA. 2015. UNRWA, Amman

<http://www.unrwa.org/activity/education-lebanon>

UNRWA is piloting projects in inclusive education for students with disabilities. Around Saida, the Special People Special Focus (SPSF) project, in coordination with other UNRWA departments as well as NGOs, includes awareness-raising campaigns for school staff, parents and community members; building teachers' capacity to identify students with disabilities; and forming Student Support Teams at the school level. Two other projects, with support from the EU, also include inclusive education components, such as adapting schools to be accessible for students with disabilities, implementing American University of Beirut (AUB) survey recommendations to improve the school health environment; and recruiting a group of psychologists and psychiatrists to support schools in identifying and responding to the diverse psychosocial needs of students.

### **Bridging Learning Gaps for Youth**

UNESCO. 2015. UNESCO, Paris

<http://www.unesco.org/new/en/media-services/single->

[view/news/unesco launches bridging learning gaps for youth programme to scale up its education response to the syria crisis/#.VOyMVEJ5qfQ](http://www.unesco.org/new/en/press-releases/full/unesco-launches-bridging-learning-gaps-for-youth-programme-to-scale-up-its-education-response-to-the-syria-crisis/#.VOyMVEJ5qfQ)

UNESCO has launched a two-year programme “Bridging Learning Gaps for Youth” to support access to quality secondary and higher education, teacher training, as well as the resilience of education systems in affected countries, in particular Syria, Jordan, Lebanon and Iraq.

UNESCO is acting on the neglect of the Syria crisis on education which threatens to lead to high levels of unemployment, violence, criminality and extremism in the absence of providing young people with the knowledge and skills to fulfil their aspirations and contribute to recovery and development.

This programme is aligned with the Regional Refugee and Resilience Plan (3RP), supports the No Lost Generation (NLG) strategy, and is an integral part of the nationally led response processes. Therefore, it constitutes a concrete contribution to the call for complementarity and synergy within the humanitarian and development assistance community.

### **Lebanon needs Arab aid to help with Syria influx: PM**

Reuters. 2013.

<http://uk.reuters.com/article/2013/03/13/us-syria-crisis-lebanon-idUSBRE92C0QH20130313>

Lebanon’s Prime Minister Najib Mikati has urged Arab states to help Lebanon cope with the influx of Syrian refugees who are stretching its scarce resources. International donors, including wealthy Gulf Arab states, have failed to act on their pledge of \$1.5 billion for refugees and displaced Syrians.

The wave of Syrian refugees, mainly Sunni Muslims, has altered the delicate sectarian balance of Lebanon’s Shi’ite and Sunni Muslims, Christians, Druze and Alawites. Lebanon’s own 1975-1990 civil war was fuelled in part by tensions over the presence of hundreds of thousands of mostly Sunni Palestinian refugees, and it has resisted building camps for Syrians to avoid them becoming a focus of sectarian anger. Mikati is a Sunni from the northern Lebanese city of Tripoli, where support for the Syrian insurgents battling President Bashar al-Assad runs high. But he heads a pro-Assad cabinet dominated by the Iranian-backed Shi’ite militant group Hezbollah and its mainly Shi’ite and Christian allies. Seeking to balance those powerful opposing loyalties, the premier has sought to maintain a policy of ‘dissociation’ from the conflict in Lebanon’s once-dominant neighbor.

The Syrian crisis and Lebanon’s own political tensions have sharply cut economic growth from an average of 8 percent a year from 2007 to 2010 to barely 2 percent last year, when the budget deficit ballooned 67 percent to \$3.93 billion.

### **UNHCR country operations profile - Lebanon**

UNHCR. 2015. UNHCR, Geneva

<http://www.unhcr.org/pages/49e486676.html>

The impact of the Syrian crisis - including on the economy, demographics, political instability, and security - continues to deepen across Lebanon. With more than 1.3 million refugees expected by the beginning of 2015, Lebanon’s exceptional hospitality will be extremely stretched. Refugees have access to most basic services through public institutions, where the authorities continue to play an active role in facilitating response coordination and planning.

### **Lebanon**

Syrian refugees. 2015. Website

[http://syrianrefugees.eu/?page\\_id=72](http://syrianrefugees.eu/?page_id=72)

With a long history of sectarian conflict, Lebanon's situation has becoming increasingly more volatile as the Syrian civil war continues. Not only have over a million refugees crossed the 360 kilometre-long Syrian-Lebanon border, but the conflict has also spilled over – from street fighting in Tripoli to bombings in Beirut.

While Lebanese officials attempt to maintain a principle of non-intervention in Syrian affairs to avoid a spillover of conflict, Lebanese NGOs have filled the gap. Unlike Jordan, Iraq and Turkey, there are no refugee camps in Lebanon. Various factions in Lebanese government have refused to set up camps, worried about the signals it could send to the Syrian government. Instead, about half of the refugees live in rented housing, while the other half are in nomadic camps or hosted by families or local communities. Only in January 2013 did the Lebanese cabinet vote to start registering refugees.

## 8. Other useful resources

### **Access to education for refugee children**

British Council. 2015. Website.

<http://www.britishcouncil.org/partner/international-development/news-and-events/access-education-refugee-children>

### **Disability Inclusion in the Syrian Refugee Response in Lebanon**

Pearce E. 2013. Women's Refugee Commission, New York

[http://reliefweb.int/sites/reliefweb.int/files/resources/Disability\\_Inclusion\\_in\\_the\\_Syrian\\_Refugee\\_Response\\_in\\_Lebanon.pdf](http://reliefweb.int/sites/reliefweb.int/files/resources/Disability_Inclusion_in_the_Syrian_Refugee_Response_in_Lebanon.pdf)

### **Overview: 2015 Syria Response Plan and 2015-2016 Regional Refugee and Resilience Plan**

United Nations High Commissioner for Refugees (December 2014)

<https://data.unhcr.org/syrianrefugees/download.php?id=7908>

### **Regional Refugee & Resilience Plan 2015-2016: The Syria Crisis: In Response to the Syria Crisis (3RP) – Regional Strategic Overview**

<http://www.3rpsyriacrisis.org/wp-content/uploads/2015/01/3RP-Report-Overview.pdf>

### **Regional Refugee Reference & Resilience Plan 2015-2016: Lebanon**

<http://reliefweb.int/sites/reliefweb.int/files/resources/3RP-Report-Lebanon-final.pdf>

### **Syria Crisis: Monthly humanitarian situation report**

UNICEF (14 July to 15 August 2014)

<http://childrenofsyria.info/wp-content/uploads/2014/08/UNICEF-Syria-Regional-Crisis-Humanitarian-SitRep-Syria-Jordan-Lebanon-Iraq-Turkey-Egypt-15-AUG-2014.pdf>

### **UNICEF 20 May-12 June 2014**

<http://data.unhcr.org/syrianrefugees/partner.php?OrgId=50>

### **Syria Regional Refugee Response: Lebanon**

<http://data.unhcr.org/syrianrefugees/country.php?id=122>

### **Child marriage on rise among Syrian refugees – aid groups**

Reuters. 2013.

<http://www.trust.org/item/?map=child-marriage-on-rise-among-syrian-refugees-aid-groups/>

### **Refugee children determined to keep learning, as Syrian conflict reaches three-year mark**

UNICEF. March 2014. UNICEF, Paris.

[http://www.unicef.org/infobycountry/lebanon\\_72870.html](http://www.unicef.org/infobycountry/lebanon_72870.html)

### **More money needed to help Lebanon educate Syrian refugees and vulnerable students**

World Bank. July 2014. World Bank, Washington DC.

<http://blogs.worldbank.org/arabvoices/more-money-needed-help-lebanon-educate-syrian-refugees-and-vulnerable-students>

### **Innovation for equity in Lebanon**

UNICEF Lebanon: Luciano Calestini

<http://www.fmreview.org/en/innovation/calestini.pdf>

## **9. Additional information**

### **Authors**

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