



Lebanon's Education Sector: From Emergency Response to Protracted Crisis

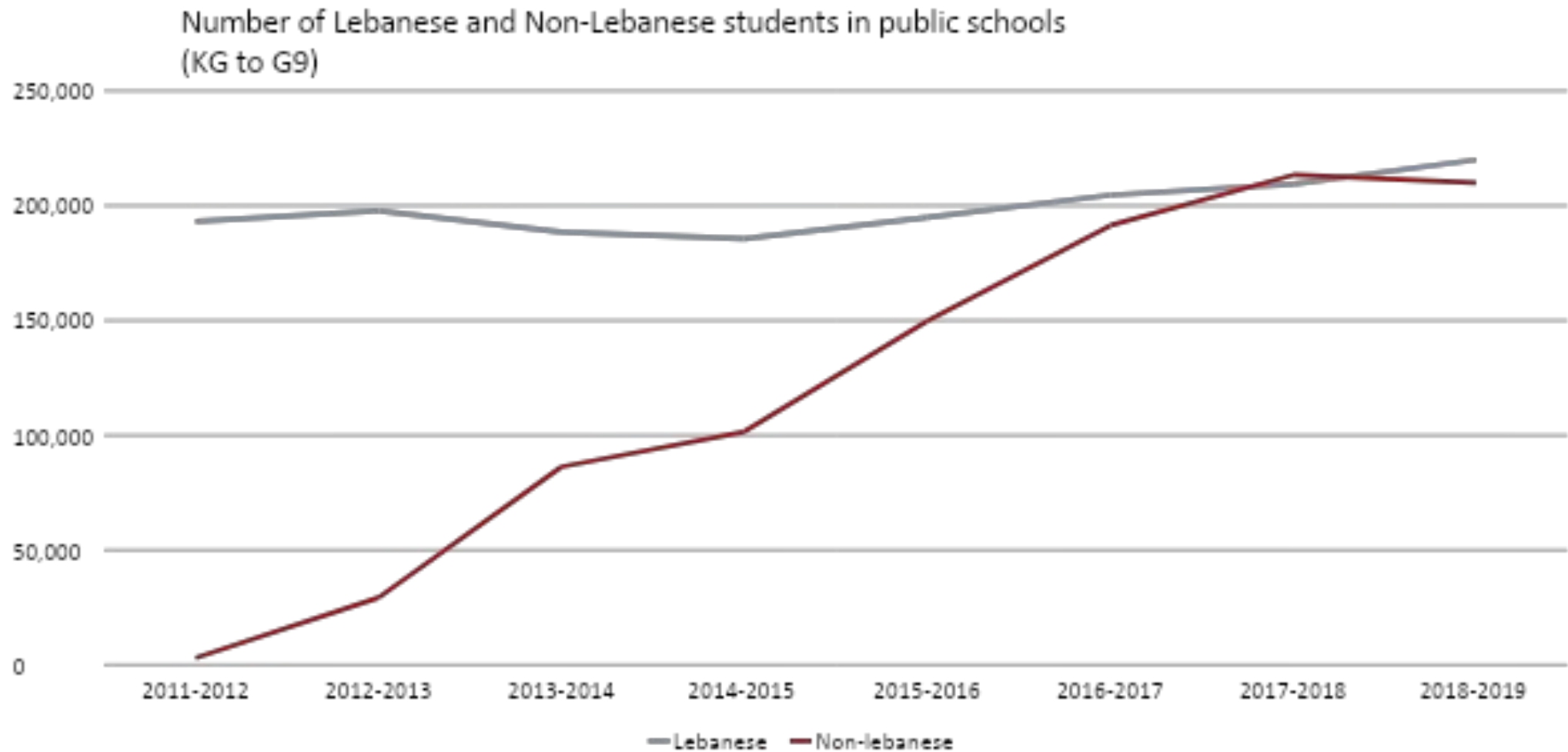
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Lebanon & the Syria Crisis: **Scale**

- Last school year, **49% of pupils** enrolled in Grades 1-9 in public schools were non-Lebanese
- In Grades 1-3, **59% of pupils** enrolled in public schools last year were non-Lebanese
- **One third of public schools** already operate a second shift to accommodate the doubling of enrolment since 2011
- Based on UNHCR population estimates, **58% of non-Lebanese children** aged 6-14 are now in some form of education
- Enrolling all children in public education on these estimates would require the government to find **an additional 116,000 school places** and secure the required funding

Lebanon & the Syria Crisis: **Scale**




Lebanon & the Syria Crisis: **Impact**

- Enrolment of Syrian students is most concentrated in border districts, **where Lebanese demand for public education is highest**, given higher than average poverty levels
- In Beirut, a first shift class of 20 pupils in Grades 1-3 would include on average 12 Lebanese and **8 non-Lebanese children**, of whom 7 would be Syrian

This fundamental reshaping of the public school population has inevitable **impacts on citizens' perceptions** of the place where they live, their rights, and the impact of newcomers on their quality of life.


Learning 1: Finance must be sufficient, predictable and in place for the long run, avoiding leaving hosts with unsupported obligations

- The RACE 2 strategy was costed by MEHE and UNICEF at \$350 million per year to finance the education of all children
- Funding committed is around 160 million per year. There is a regular annual financing gap of \$9 million for the simple enrolment costs of non-Lebanese students
- Many donors are unable to provide visibility beyond the current school year
- International attention is diluting further as we approach the 10th anniversary of the Syria Crisis



Learning 2: Managing an emergency needs to be achieved through a true partnership between host country and the international community

- We have learned to provide data more regularly and in formats that better suit donors' needs
- We will enrol all children seeking education, but need help to find those the UN says are out of school
- It is important the international community understands and works within the legal and social frameworks of the host country, taking its lead from government



**Learning 3: Learning
the operating context
is key to avoiding
unintentional
violations of the *do
no harm* principle and
damaging often
fragile societies**

- Displaced communities frequently share space with the most vulnerable in host societies
- It is vital services provided to refugees are not visibly better or different from that available to host societies
- It is important when working in protracted crisis situations to avoid distorting existing public sector management structures and legal frameworks

**Learning 4: Hosts
need extra support to
keep development
work moving during a
crisis. Failure to do so
can compound
existing problems**

- MEHE had to abandon a fresh education sector plan in 2011 to tackle the Syria Crisis
- There is much to do to strengthen the sector in Lebanon, from ensuring buildings are safe, to tackling the learning crisis
- Like other UN member states, Lebanon has signed up to a decade of action on education between now and 2030
- All improvements to the public school system benefit Lebanese and non-Lebanese students alike

Learning 5: Coping with a protracted crisis leaves hosts highly vulnerable when additional shocks occur.

Applying Learnings 1-4 helps reduce the impact

- Lebanese enrolment in public schools has grown at 4 percentage points per year for each of the last four years
- One third of our schools operate a second shift for non-Lebanese students
- The World Bank estimates 40% of Lebanese households could fall below the poverty line due to the current economic crisis
- We anticipate a much steeper increase in demand for the 2020/21 school year

Francophone Teaching and Learning for Vulnerable Lebanese and non-Lebanese Students

Consortium of key partners:

- University of Saint Joseph in Beirut
- Institut Francais in Lebanon
- Agence Universitaire de la Francophonie
- Institut National Supérieur du Professorat et de l'Éducation (INSPE)

- The project is funded by ECW and implemented in partnership with UNESCO.
- The project includes the procurement of pedagogical and digital resources as well as robotics materials that promote active learning.
- The project aims to improve DOPS counsellors' and teachers' proficiency in French and develop their instructional strategies.
- This initiative enables refugee students to continue their formal education in a French medium school by empowering them with enhanced language skills through learner centered instruction.

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*Soutenir l'enseignement et l'apprentissage
en français des étudiants désavantagés
libanais et non libanais*



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