1. Introduction
UNICEF Lebanon’s Education Programme is planned in synergy with the Lebanon’s national priorities and the overall vision of the Lebanon Country Office, in that it advocates for the rights of children as principal and inherent in its interventions and partnerships.

The Education Programme is also strongly linked to Lebanon’s National Priorities for Education, as articulated in the RACE II Plan (Reaching All Children with Education 2017-2021). As the Education Sector’s work plan, the RACE II Plan envisions furthering inclusive education for the most vulnerable children in Lebanon by improving Access to education, the Quality of Service Delivery, and strengthening national education Systems.

These national education priorities are also in alignment to the goals of the UN system in Lebanon, which are articulated in the UNSF (United Nations Strategic Framework: 2017-2021). In this context, the Education Programme will contribute to the UNSF’s:

- Outcome 3.2. (equitable access and delivery of quality social services, protection and basic assistance improved and increased towards the progressive realization of a national Social Protection Floor) and
- Output 3.2.2. (the Lebanese national education system is enhanced to provide inclusive and equitable education opportunities to all children and youth (females and males) in a conducive learning environment).

Globally, the Education Programme is also tied to SDG Goal 4; “Supporting quality education and life-long learning”. The Education Programme of UNICEF Lebanon will contribute to the MENA Regional Leadership Area of Out of School Children.

Couched in this perspective, the Education Programme’s overarching goal will be to support the strengthening of national education systems to be more inclusive and equitable in their delivery of quality education services to the most vulnerable children. The Education Programme will also advocate with the Ministry of Education and Higher Education (MEHE) and donors towards an inclusive education system on a strong evidence-base of surveys, field reports, community discussions, and evaluations that will inform potential policy reform in education and social sectors.

Within these axes, the Education programme is strongly tied to other programmes within UNICEF to deliver comprehensive results for children, this is further explained in part 8 of this document, under the section integration.

The main government counterparts in the implementation of the education components of the Lebanon CPD 2017-2010 are the Ministry of Education and Higher Education (MEHE) and its institutions (the Centre for Educational Research and Development/CERD) and the Department d’Orientation Pedagogique et Scolaire/DOPS). Other key actors for partnerships include other UN agencies (UNDP, UNESCO, and UNHCR) and legally-recognised international and national NGO partners, as well as the Education Sector Working Group.

2. Prioritized issues and areas
Before the Syrian Crisis, the Lebanese public education system had an ambitious Education Sector Plan to address systemic issues that had contributed a weakened delivery of quality public education.
Existing literature on Lebanon reveals that low public sector expenditure\(^1\), among other major factors, had led to poor learning outcomes for children enrolled in basic education in Lebanese public schools. The onset of the Syrian Crisis had a significant impact on this already-weakened system. The Lebanese public education system is characterised by low learning achievements, high repetition and high dropout rates. For Lebanese children, primary school completion rates are 97.0\%, whereas for Non Lebanese only 82.6\% of the children reach grade 6 of primary school\(^2\). Another characteristic of the Lebanese public education system is the undertrained workforce\(^3\). On top of these shortcomings, the education system is now hosting almost 150,000 additional Syrian students enrolled in public schools\(^4\). Almost 42\% (443,484 children)\(^5\) refugee children are aged between three and 18 years. An estimated 48.8\% (180,000 Syrian refugee children)\(^6\) in primary school age (6-14 years) remain out of school\(^7\). For Lebanese children, 6.3\% remain out of school\(^8\). While 75.6\% of Lebanese children 3-5 years attend pre-school, this figure drops to 21.7\% for Syrian refugees\(^9\). 93.8\% of Lebanese children attend primary school, whereas only 56.1\% of the Non Lebanese population attends primary school. In economic terms, the World Bank estimates that Lebanon has incurred $13.1 billion in losses related to the Crisis since 2012. This fiscal loss had had significant ripple effects on the efficacy of Lebanon’s public services (including education services), the fabric of communities, the spread of (community and child) poverty\(^3,9\), and levels of social cohesion. The physical, cognitive, and learning needs of children with special needs and disabilities are largely unaddressed\(^10\).

For the last three years, commendable efforts were taken by the MEHE and Education Sector stakeholders to support children’s rights to education via the RACE Response Plan (2014-2016). With a core vision to provide education opportunities to all children in Lebanon who have been affected by the Syrian Crisis, RACE was developed from the No Lost Generation (NLG) initiative. RACE focussed on increasing affected children’s access to quality educational opportunities through a variety of means, most notably the subsidy of primary school enrolment fees and the structuring of tailored non-formal education programmes.

Despite the important efforts of the Government of Lebanon, donors, and implementing partners to expand access to quality education opportunities for vulnerable Lebanese and refugee children through RACE, there are still issues that need addressing. Significant efforts should be made to reach vulnerable communities and children in order to further decrease the number of out of school

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\(^{1}\) Lebanon has not had an approved budget since 2005. Annual budget proposals presented every year may give an indication of the intentions and likely budget of MEHE but do not represent actual spending. Information on MEHE budgets show that planning for primary intermediate levels are combined and there is no mention of kindergarten. From the available information, it is apparent that primary and intermediate levels make up the biggest share of MEHE budget, followed by higher education and then secondary. Public spending on education in Lebanon was just 2.2\% of GDP in 2000, increasing to 2.9 \% in 2001 then dipping to 2.7 \%in 2007 and just 1.8\% of GDP in 2009 (UNESCO (2011) Institute for Statistics Global education digest 2009: Comparing education statistics across the world. Montreal: UIS). In terms of its share in the national budget, MEHE has accounted for between 5.8\% and just over 9\% of the budget between 2000 and 2010. While public spending on education witnessed a significant increase in from LBP (Lebanese pounds) 497 billion in 2000 to LBP 1293 billion in 2010, these amounts actually represent a stable share of the total budget at respectively 5.8\% and 6.8\% (Government of Lebanon, Budget Law proposals for 2000 and 2010. Beirut: Ministry of Finance).

\(^{2}\) UNICEF Baseline Survey 2016

\(^{3}\) World Bank; Project Appraisal Document 2010; pg31

\(^{4}\) MEHE, REC meeting 26 January 2016.

\(^{5}\) UNICEF Baseline Survey 2016.

\(^{6}\) UNICEF Baseline Survey 2016.

\(^{7}\) Article 28 of the CRC: The child’s right to education.

\(^{8}\) UNICEF Baseline Survey 2016.

\(^{9}\) UNICEF Baseline Survey 2016.

\(^{10}\) Handicap International & Help Age International (2014) Age and disability Monitor.
children. Secondly, for those children who do have access to public schools, the quality of education they receive will have to be strengthened in order to decrease high repetition rates and dropout rates. Structuring systemic interventions that sustainably address barriers to a quality education and development opportunities for these children, will be key to the mandate, advocacy, programming, partnerships of UNICEF Lebanon’s Education Programme.

Education datasets for Lebanon are limited; this is further compounded with reference to education datasets for refugees. However, the education data that is currently available for Lebanon reveals that;

1. There are limited opportunities for a quality education from the public system for children (between the ages of 03 to 05 years);
2. Children (between the ages of 06-15 years) enrolled in formal basic education (Grade 1 to 9) in public schools demonstrate low learning achievement;
3. A significant majority of children enrolled in formal basic education (Grade 1-9) have been unable to successfully complete formal basic and transition into secondary education (Grade 10-12).

With reference to the demand for education:
The demand for pre-primary and primary education from the public education system in Lebanon is not very high.

With respect to pre-primary education, recent data from the UNICEF Baseline Survey 2016 indicates that kindergarten and pre-school participation is relatively high for the Lebanese children (75.6%) and low (21.7%) for Syrian refugee children. Besides exposure to structured education before Grade 1, very few vulnerable young children under age six years in Lebanon have access to comprehensive or integrated early childhood care and development. Challenges in this regard range from low access and quality of services for young children to uneven coverage tied to socio-economic and geographical disparities in development opportunities. The national capacity around integrated and/or comprehensive approach to ECD as well as its weak national coordination across ministries - MOSA HCC (high childhood council) MEHE, Ministry of Health hinder the adequate child...

11 Anecdotal evidence and datasets indicate a relatively significant number of out of school children in Lebanon, of various cohorts – vulnerable Lebanese, refugees, children with disabilities, and children with special needs. To support the MEHE in better addressing the needs of these children UNICEF Lebanon has committed to supporting the MEHE in its AWP 2016 to undertake a full assessment of the extent and character of OOSC in Lebanon. This survey will provide another reliable dataset, in addition to the UNICEF Baseline Survey of 2016, on which to programme for OOSC.

12 World Bank; Project Appraisal Document 2010; pg31: “There is a significant discrepancy between the number of students enrolled in private kindergartens (KGs) and the number of students enrolled in public KGs; private enrolment constitutes 80 percent of total enrolment. The 882 KGs in the Lebanese public education system are distributed haphazardly rather than according to local needs, and only 26.9 percent of the teachers have the necessary qualifications and training. Moreover, many public KGs, especially those located in more disadvantaged areas, lack a suitable learning and teaching environment in terms of infrastructure and equipment. The weaknesses of public ECE and the low enrolment rate of children 3 to 5 years of age in public schools are perceived as reasons why public schools do not get a higher share of the overall enrolment in basic education.

13 To illustrate:
- From the latest Trends in International Mathematics and Science Study (TIMSS 2011), Lebanon ranked 25th out of 42 countries for Grade 8 Mathematics and 39th out of 42 countries for Grade 8 Science. While scores in both 2007 and 2011 were significant improvements over results for 2003; Lebanese students still fall below the international average for both mathematics and science
- Datasets from the 2007-2008 scholastic year indicate that learning achievements for children in the public sector was 10% lower than that of the students in the private sector. For the same scholastic year 50% of students in private schools reached international averages in both math and science (http://timssandpirls.bc.edu/data-release-2011/pdf/Overview-TIMSS-and-PIRLS-2011-Achievement.pdf)
- 9 out of 1,000 students from the public schools obtained the baccalaureate without having to repeat one or more years, while as many as 255 out of 1,000 from private school reached this level without repetition (UNDP (2009) Lebanon 2008-2009: The National Human Developmen Report – Towards a citizen’s state)

development and impact heavily on early cycles of primary education in addition to education quality and retention.

For children of primary-school age, significant levels of poverty of Lebanon\(^{15}\) (now further accentuated with the refugee influx), incentivises entry into the labour market. This hampers the demand for primary education, especially from poorer communities. The relatively lower quality of education services provided by Lebanese public education institutions have resulted in a parallel increase in the demand for education services provided by private institutions in Lebanon; especially by affluent families. It is estimated that about 70% of Lebanese children of primary school age are enrolled in private primary schools across the country\(^{16}\). The high costs of tuition in these private schools imply that poor families currently do not have access to pre-primary or primary education that is both affordable and of a good quality. As a result, poorer families either do not send their children to school, engaging them in the labour market, or poorer children receive a “relatively lower quality education” from public institutions. Poorer children are therefore likely to earn lower wages in the future; which further cements their socio-economic vulnerabilities and continues the downward spiral of inter-generational poverty. There are significant and systemic financial barriers therefore that hamper the demand for public education in Lebanon.

**With reference to the delivery of services:**
Before the Syrian Crisis, of those children enrolled in public primary education, most were recorded as having low learning achievement, relative to those enrolled in private schools. While sufficient data is not available for the last scholastic year, it is very likely that the same trends persist; more so for refugee children and children from host communities. Global studies draw significant causality between unfavourable teaching and learning environments and learning outcomes for children. The Lebanese public education system does not have fully-functional infrastructure, stringent professional requirements, nor sufficient public expenditure to maintain a professional teaching corps. There is no strong in-service training regime offered to new teachers; nor is there an effective performance based promotion system to evaluate teacher performance. The number of “contractual” teachers in the public sector has also been gradually rising over the years; with a significant escalation in response to the Syrian Crisis. An unfortunate consequence has been a glut semi-professional teaching staff (the number of teaching staff has increased by 111% while the number of students has increased by less than 25% in the same time frame\(^{17}\)). Teachers untrained in pedagogy, in specific subject-matter, and in learner-centered teaching have significantly impacted learning outcomes for children in their care. Also of concern to MEHE and UNICEF are reports of corporal punishment prevalent in schools, as a means of enforcing discipline.

The quality, adequacy, and suitability of physical and technical infrastructure in public schools also has import on learning environments. According to a 2004 study by MEHE, one third of school buildings assessed at the time did not meet the standards for Effective School Profiles (ESP); whereas one fifth required rehabilitation and renovation\(^{18}\). Facilities such as laboratories, libraries, workshops and computer rooms were also found to be scarce in public schools and, when available, were often not used effectively\(^{19}\).

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\(^{15}\) While Lebanon is considered a high middle-income country, several studies affirm relatively high poverty rates (28%) that exist in parallel.

\(^{16}\) UNICEF Situation Analysis 2014 (internal document).

\(^{17}\) World Bank, 2011: Project Appraisal Document; p.22


\(^{19}\) A Study of the High School Teachers’ Union 2001
Outside the immediate school premises, the school community is also a key component in a child’s learning environment. Poorer families are more unlikely to provide support to their children’s education and development before and after school; nor are they likely to be engaged in the improvement of their children’s schooling experience. Poorer children are also at higher-risk to abuse, neglect, and violence, which impacts their academic performance.

Teaching and learning environments different age-groups, nationalities, and learners in significantly different ways. Refugee children therefore face compounded barriers. Significant social and linguistic barriers in public schools hamper their ability to effectively learn; resulting in high dropout rates.

The legal status, security concerns, and employment restricting that pin Syrian refugee families continuously strain refugee children’s demand for, and access to, education of a good quality. The experience of school-violence is doubly significant for refugee children; who are reportedly bullied, when already faced with serious social stability in their family and a threatened sense of community and nation. An amalgamation of displacement, violence, an alien language, and poor teaching consequently makes for low learning outcomes for refugee children.

All the barriers to relevant, quality education listed above; are doubly relevant for children with special needs and children with disabilities. Accessible and relevant education is not adequately available for children with special needs and disabilities; whose physical, cognitive, and learning needs are not met in the public schooling system. Their voices are significantly missing from strategic discourse and their needs are not mainstreamed into the public education system.

With reference to the enabling environment:

The public education system was in decline before the onset of the Syria Crisis. The MEHE was an important stakeholder in the Education Sector, but was not well-positioned nor capacitated or coordinate the Sector. While a reform plan was underway, weaknesses – legislative, financial, and technical - prevailed in the governance of the public education system for pre-primary, primary, secondary, and technical-vocation education. The Syrian refugee context doubly burdened the system.

The MEHE and its central institutions have been chronically under-funded since 2005; with consequently lesser funds available and decision-making possible at regional and school levels. Centralised governance has impacted innovation and the contextualisation of education according to learners’ and school-community’s needs. Learning content stands un-revised since 2007; with teaching methodology, recruitment qualifications, performance appraisal and feedback, as yet, not meeting international standards. School environments and equipment have not be updated for lack of adequate financing. Similarly, both teaching and learning materials have been outdated and re-used for lack of available investment for review and production. Education datasets and analysis cannot be generated for the lack of technologically relevant EMIS mechanisms. The lack of updated data and analysis has significant consequences on potential policy or legislature that could improve teaching and learning in public schools. With regards to policies, despite the existence of a national ECD strategy, this component of the Education Sector remains heavily under-funded and under-developed. Further, current Government programmes aimed addressing development and care for younger children (including pre-school education) remain uncoordinated across various ministries.

These systemic issues have been impacted further by the Syrian Crisis. UNICEF Lebanon has been supporting MEHE through the RACE Plan to provide education opportunities to all children in Lebanon who have been affected by the Syrian Crisis. The RACE Plan was developed from the No Lost Generation (NLG) initiative; to increase affected children’s access to quality educational
opportunities through a variety of means, most notably the subsidy of primary school enrolment fees and the structuring of tailored non-formal education programmes. A significant number of children have benefitted from these past years of partnership and programming with MEHE. For the current school year alone (2015/2016), the UN and MEHE are supporting 149,565 non-Lebanese children and 196,952 Lebanese children from host families enrol, and stay in, Lebanese public primary schools. During the previous years, children who did not qualify for places in the public system, were supported with alternate non-formal learning opportunities. In parallel, relevant learning and recreational materials were provided to a vast majority of all these children.

To reap the benefits of this large-scale investment, and maintain the increased level of Lebanese enrolment into public schools, it is important going forward, to base the UNICEF-MEHE partnership on the premise of a longer-term stabilization and development agenda. **UNICEF will measure its success by ensuring that by 2020, the most disadvantaged children between 03-18 years of age benefit from equitable access to quality, relevant, and inclusive learning and early development.**

### 3. Theory of Change for Programme Components

UNICEF Lebanon’s overarching vision for education (as detailed above), will be predicated on three main programmatic axes:

1. Contribute to increasing demand and reducing financial barriers for enrolment and retention into, formal and non-formal education and early development opportunities for children between 03 to 18 years of age (Output 1);
2. Contribute to increasing capacity of the education sector (formal and non formal) to deliver quality and inclusive education services, teaching, and learning environment (Output 2);
3. Contribute to enhancing governance and managerial capacity of MEHE and institutions to effectively plan, coordinate, implement, and monitor public education sector (formal and non formal) – Output 3.

**With reference to increasing the demand for (quality, inclusive, public) education:**

- The Education Programme will intensively engage in mobilisation and outreach towards communities and learners it seeks to support. Based on the premise that informed and empowered decision-making is the basis of sustained behaviour change, UNICEF and its partners will seek to provide holistic, accurate, and actionable information to decision-makers and children within vulnerable communities about opportunities for education and development, through comprehensive Back-To-School campaigns that includes ECD; in alignment to RACE II strategies. Establishing social contracts with parents, care-givers, or community-leaders, via partnerships with I/NGOs or CSOs will deepen UNICEF’s engagement with communities. These social contracts will tie in the normative obligations UNICEF and care-givers as equal duty bearers in the education and development of children, especially for pre-primary education. These social contracts will be respect the different cultural, socio-economic, and political dynamics that uniquely each community. Families of children with disabilities will be supported with specific messaging to ensure that their children have an equal right to mainstream public education of good quality. Quality assurance and oversight of the implementation of this component will be carried out by the C4D Programme.
- The Education Programme will continue to support the partial or full subsidisation of tuition, school-related costs, and school-materials through MEHE or other partners — both for formal and non-formal education opportunities, as detailed in RACE II. Decreasing the costs of education for poorer families will off-set, at least partially, the real and opportunity costs to
families of having “lost” bread-winners in the family when enrolled in formal or non-formal education.

With the interventions listed above, UNICEF Lebanon will be able to contribute to increasing demand and reducing financial barriers for enrolment and retention into, formal and non-formal education and early development opportunities for children between 03 to 18 years of age (Output 1).

With reference to the delivery of services:
An increase in the demand for public education can be sustained, only if met with an equally strengthened ability of the public education system to deliver quality teaching services, in conducive learning environments. Providing such quality services throughout the continuum of formal or non-formal schooling, from pre-primary into secondary, significantly increases the likelihood of having real learning outcomes for children.

- The D-RASATI 2014 survey indicated that there was no lack of built spaces in primary schools, for Lebanese children before the Syrian Crisis. The sudden influx of refugee children has been ably addressed by MEHE via innovatively increasing school-capacity through double/second-shift schedules. However, there is a severe lack of built spaces dedicated to early childhood education in Lebanon. Mirroring RACE II, the Education Programme will renovate and expand existing spaces to ensure children have conducive learning environments, both in formal and non-formal settings. Assessments of selected public schools (KGs and primary) will be conducted jointly with MEHE engineering team, to design the appropriate renovations required to meet the Effective School Profiles (MEHE’s standards). Similar mapping will be conducted to ensure quality environments are built for the learning centres where NFE programmes will be delivered. Appropriate WASH interventions will also be mainstreamed in both cases.

- Within the public primary school-spaces, learning environments of better quality and adequate learning materials and equipment will contribute to children’s enthusiasm to learn and help retain them in school. The Education Programme will continue considerable investments already underway to rehabilitate and renovate schools and their WASH facilities, including accessibility adjustments for children with disabilities, in addition to equipping them with the necessary art, music, sport, and science equipment.

- UNICEF Lebanon will invest in pre-primary education and integrated ECD as a means to further increase enrolment into, and learning achievement in, primary education. Evidence from within the region confirms that even short and non-formal early education can result in improved school readiness. In consultation with technical experts, NGOs, and specialised institutions at MEHE, UNICEF will structure an ECE Learning-Outcome Framework as well as a community-based ECE package. These two elements in tandem, will be certified by MEHE as standardised approaches to preparing children in the 03-05 age group for entry into primary. Increased school readiness in turn, has demonstrated causality in the increase of retention rates in primary school (lower repetition and dropout rates). As detailed in RACE II, UNICEF will support MEHE build on improved school-readiness and programme for interventions to retain enrolled children in primary school, to ensure that they complete at least the cycle they have started.

- Improving retention and learning in the primary cycle will require that UNICEF support MEHE by making significant investment in improving teacher-training packages, and training plans, including a mainstreamed approach to life-skills as a means to improve quality of teaching. Investment will also be made to update teacher-performance feedback mechanisms, which will include teachers receiving in-service training, mentoring, and coaching. Strengthening the Lebanese teaching and administrative workforce is a significant undertaking. The Education Programme will seek to support the MEHE’s plans, as detailed in RACE II, to upgrade requirements for teacher recruitment, strengthen teaching capacity (pedagogical and academic),
structure an incentive-based teacher-performance monitoring system, and design a mechanism to support culturally-accepted disciplinary action in schools. This will significantly improve culturally-appropriate, child-centred teaching in public schools. In addition, UNICEF Lebanon will support MEHE to increase decision-making at the school level, through school-based management plans that involves and empowers the school-administration, teachers, and communities be active participants in the improvement of their own schools.

- For children completely out of the school system, UNICEF support MEHE structure a bouquet of certified non-formal learning opportunities (Accelerated Learning programmes, homework support, and Basic Literacy and Numeracy package). NGOs will be vetted by the MEHE to participate in the delivery of these NFE programmes to the most vulnerable and hard to reach children. The provision of such certified non-formal education provides reintegration pathways to formal education, as well as an equitable option for children who are currently out of school through vocational education or vocational training opportunities. The latter will be fully mainstreamed within the Youth Programme and will support smooth and relevant school to work transition.

- UNICEF Lebanon will promote the inclusion of children with disabilities and special needs in pre-primary and primary public schools by sensitizing and training teachers on inclusive education, need identification and referral, incorporating disability-responsiveness in teacher training, mentoring and coaching programmes. Children with disabilities will also be targeted in the certified Non-Formal education programmes (ALP, homework support, BLN) as a pathway to formal system.

- The key outcome for children threading all these improvements in service delivery, will be adequate retention and completion support, and providing pathways to formal education (both for children struggling to cope in school and for out of school children) through programmes endorsed in the NFE framework. The Education Programme will also incorporate specific homework-support programmes for these children will greatly reduce the risk of their dropping out.

With the interventions listed above, UNICEF Lebanon will be able to contribute to increasing capacity of the education sector (formal and non formal) to deliver quality and inclusive education services, teaching, and learning environment (Output 2).

With reference to the enabling environment:
All of UNICEF’s programme interventions are couched in the strengthening of the governance and technical capacities of MEHE and its institutions to provide improved education services to children, its workforce, and education stakeholders.

- UNICEF will continue to partner closely with MEHE’s technical counterparts in Centre for Educational Research and Development (CERD) and Department d’Orientation Pedagogique et Scolaire (DOPS) to deliver improved formal and non-formal program policies and frameworks, which will provide pathways for integration into the formal system as well as support school retention. These institutions will also be partnered with to revise and operationalize the teacher capacity development package with quality standards, including pre and in-service training and M&E and reporting framework. This will be inclusive of an improved teacher performance appraisal system.

- The targeted delivery of these programmes will be significantly aided, if planned and executed on a reliable data information management system. UNICEF will support MEHE operationalize and pilot an EMIS/SMIS in several regions and schools, in cooperation with EU and World Bank.
The significantly heavier financial expanse that MEHE has had to shoulder over the last few years of the Syria Crisis has challenged their capacities. UNICEF will continue to support the strengthening of MEHE’s capacity to cope by assessing and strengthening their programming and financial management capacities.

UNICEF will provide these technical and evidence-based advisory services to support MEHE lead, coordinate, manage, and report on RACE II results in partnership with key education stakeholders. MEHE will also be supported to set up and facilitate a functional education coordination mechanism at national and regional level, ensuring inter-sectorality in a partnership forum that includes the UN agencies, including UNDP, UNESCO, UNICEF, the World Bank, donors and NGO partners.

In view of Lebanon’s expanded education response to the Syria Crisis, the Education Sector witnessed heavy donor investment into structuring and financing a dedicated Project Management Unit (PMU) within MEHE to lead and coordinate the implementation of the Education Sector’s emergency response plan (RACE 2014-2016). Funding flows point to this trend continuing into the foreseeable future, albeit perhaps only for a few years. UNICEF has functioned as the primary via media for the channelling of these donor monies, both into the enlarged education response and to the financing of the PMU during RACE I. UNICEF Lebanon gauges that it is in the best interest of the Education Sector in the long run, to begin discussing an exit strategy to the external financing of the PMU and the “emergency” bent of the education response. Sustained discussions will take place with the donors and MEHE to identify key positions that can be consolidated in the PMU to streamline strategic functions that anchor the delivery of the RACE II Plan. Further, fundraising and financial management of RACE II monies should be gradually passed back to MEHE, with UNICEF fortifying its comparative advantage as a technical partner over being a financing mechanism for the emergency response.

UNICEF Lebanon will support the deployment of an EMIS to collect school level data in a manner that can inform policy making at MEHE level.

UNICEF Lebanon will advocate for the development of a national ECD cross-sectoral strategy to ensure that services for under five children are better coordinated and thus more effective in reaching vulnerable children and of a greater impact over children outcomes. This will promote access and quality of pre-school education within a regulated framework in support to young children and their families.

With the interventions listed above, UNICEF Lebanon will be able to contribute to enhancing governance and managerial capacity of MEHE and institutions to effectively plan, coordinate, implement, and monitor public education sector (formal and non formal), as is measured under output 3.

Outcome
MEHE’s improved ability to better steer the national education system will have tangible ripple effects that will increase the delivery of quality education services for children in a sustained and inclusive way. With an improvement in the quality of teaching and learning environments, and the sustained inclusion of parents and communities in the education and development of their children, UNICEF’s partnership with MEHE and the education stakeholders is a significant investment in increasing the resilience of thousands of vulnerable Lebanese and refugee children impacted by the Syria Crisis. Therefore, by:

- Contribute to increasing demand and reducing financial barriers for enrolment and retention into, formal and non-formal education and early development opportunities for children between 03 to 18 years of age (Output 1);
- Contribute to increasing capacity of the education sector (formal and non formal) to deliver quality and inclusive education services, teaching, and learning environment (Output 2);
UNICEF is well positioned to, by 2020, contribute to increasing equitable access for the most disadvantaged children between 03-18 years of age to quality, relevant, and inclusive learning and early development.

Impact
Key to the mandate of UNICEF, and in aligning with the comparative advantages of UNICEF Lebanon, the interventions listed above will significantly support the rights to education for all vulnerable children in Lebanon. UNICEF Lebanon’s interventions will be structured to systemically remove the barriers currently in place that have led to the vast numbers of out of school children; more so for refugees, children with disabilities, and children with special needs. In keeping with the global SDG Goal 4, the Government’s Education Sector Plan (RACE II), and the UN Strategic Framework (2017-2021), UNICEF Lebanon envisions supporting the structuring of an inclusive and equitable public education system in Lebanon by 2020 that promotes effective teaching environments, relevant learning outcomes, and opportunities for life-long learning for all children between 03-18 years of age.

4. Results Structure
The Results Structure can be found in Annex 1.

5. Monitoring Outputs and Demonstrating UNICEF’s Contribution to Outcomes
The Results and Resources Framework will form the basis for monitoring and evaluation. The implementation strategies of the Country Programme for 2017-2020 will be informed by the ongoing evaluation of UNICEF country programme and humanitarian response during 2011-2016. During 2017-2020, UNICEF Lebanon will aim to strengthen national and sub-national capacities and systems for monitoring and reporting on the rights of children and women.

UNICEF Lebanon employs a variety of monitoring tools at the macro and micro levels to ensure quality results of programming for children. At the micro level, monitoring is conducted through field monitoring, partner reports and Third Party Monitoring (TPM). These mechanisms track outputs and activities and also ensure programme quality of our implementation based on global standards. At the macro level, the outcomes of UNICEF’s contribution are monitored through surveys and evaluations. Direct feedback from beneficiaries is taken into account to inform programme decisions through regular Focus Group Discussions and text messaging services.

UNICEF Lebanon has deployed a number of innovative tools to manage the humanitarian response, monitor its performance, and improve results for children. In the second half of 2018, an in-depth Mid-Term Review will be used to make necessary programme and strategy adjustments. On a biannual basis, UNICEF’s mid-year and annual reviews with counterparts will be used to consolidate inputs into the UNSF and Country Programme monitoring and reporting. In cooperation with line ministries, other UN agencies and civil society, UNICEF will monitor progress toward child rights realization with a focus on measuring the reduction of bottlenecks and barriers to ensure an enabling environment, access to and demand for quality social services, and support for strengthening of existing national and subnational evidence.

In 2017, UNICEF will conduct a baseline assessment on ECD indicators nationwide. A nationwide KAP survey will be conducted in 2016-2017 to inform the C4D programming. This KAP survey will
be conducted again in 2020, to assess the progress in this area. A MICS will be conducted in 2018, to inform the MTR process. In 2020 another MICS will be conducted, to inform the new CPD.

6. Resource Requirements
The programme funding (RR and OR/ORE) required to apply the identified programme strategies to achieve the Output results (and contribute to the Outcome results and LCO’s impact) consists of all resources (technical, financial, time) needed to achieve Output results. During the formulation of the resource requirements LCO took into account past experience and made an estimation at output level, or used the per unit costs to calculate the overall costs of the output. The costs of inputs include staff time, cash assistance, supplies and equipment, technical assistance from individuals and institutions, and partnership agreements, necessary to support achievement of Outputs and Outcomes. These also include salaries and costs of programme managers and technical assistance staff and consultancies, contributions to travel expenses and vehicles.

The following resource matrix reflects UNICEF’s continuing commitment to addressing barriers to education from multiple perspectives of access, service delivery, and enabling environment:

1. With regards to Axe 1 - DEMAND, budgeting is geared towards strengthening community engagement (i.e., increasing demand for education services) and financial access (subsidies towards enrolment and retention programmes) to education and development opportunities
2. With regards to Axe 2 - QUALITY OF SERVICE DELIVERY, budgeting will focus on increasing capacity of teachers and education personnel to deliver quality and inclusive education services, in enhanced learning and development environments
3. With regards to Axe 3 - SYSTEMS STRENGTHENING, investments are planned to enhance the governance and managerial capacity of institutions to effectively plan, deliver, and monitor education and development services for children.

Relying on the assumption that the financial landscape that feeds regional response plans to Syria are very likely going to decline over the next five years, UNICEF’s education programme reflects a commensuration contraction in projected financial needs, on all axes. With regards to supporting access to public schools, UNICEF foresees continuing as the primary financial mechanism through which donors providing enrolment subsidies to vulnerable Lebanese and refugee children, given MEHE’s existing financial constraints (a consequence of the current political climate). To reflect its additional commitment to strengthen its comparative advantage as a technical partner, UNICEF Lebanon will begin shifting resources into the second and third axe, improving quality of services and strengthening of systems. This is reflected in an allocation of resources, favouring programmes that expand access to education from 70% of total in 2017 to 40% of total projected budget in 2020. A commensurate increase in investments towards systems strengthening is also proposed, from 7% in 2017 to 20% in 2020.

The education programme estimates a resources requirement, by year, of:

<table>
<thead>
<tr>
<th>AXE/YEAR</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEMAND</td>
<td>$100,225,834</td>
<td>$55,900,000</td>
<td>$22,400,000</td>
<td>$10,800,000</td>
</tr>
<tr>
<td>Community engagement strengthened with demand increased in enrolment and retention into, pre-primary, primary, and secondary formal education for all children under 18 years.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>QUALITY</td>
<td>$ 36,103,073</td>
<td>$ 21,500,000</td>
<td>$ 22,400,000</td>
<td>$ 10,800,000</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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<td>--------------</td>
</tr>
<tr>
<td>Increased capacity of the education system to deliver quality and</td>
<td>$ 9,671,093</td>
<td>$ 8,600,000</td>
<td>$ 11,200,000</td>
<td>$ 5,400,000</td>
</tr>
<tr>
<td>inclusive education services, teaching, learning, and development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>environments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SYSTEMS STRENGTHENING</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Enhanced governance and managerial capacity of institutions to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>effectively plan, delivery, and monitor education and development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>services for children under 18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL RESOURCES</td>
<td>$ 146,000,000</td>
<td>$ 86,000,000</td>
<td>$ 56,000,000</td>
<td>$ 27,000,000</td>
</tr>
</tbody>
</table>

7. External Risks and Planned Responses

UNICEF Lebanon’s Education programme’s interventions, strategies, and partnerships are rooted in the premise of the continuing will of the Government of Lebanon and its Ministries to align long-term vision and mandate. There are risks that a change in political winds could impact the policy direction of MEHE and its institutions. In the event that this occurs, UNICEF Lebanon could rely on its current strong linkages with the non-governmental organisations, and shift from supporting formal education programmes into non-formal education interventions, certified by MEHE. In this context, it is also entirely possible that UNICEF Lebanon can continue with evidence-based advocacy with MEHE and the donors to facilitate its progress towards commitments in the SDGs and CCCs for all children in Lebanon.

External to the Government and the inherent risks of politics, are regional dynamics, and of course the consequences of the Syrian conflict for the region. Assuming the recent negotiations hold the parties to the ceasefire in balance, UNICEF Lebanon’s programme direction will take into account a much more rapid acceleration of returnees back into Syria. In this event, the education programme must prioritise readying children and youth to re-integrate back into their home communities, in partnerships with other UNICEF country or regional offices through a cross-country platform.

In the event that the Syrian Crisis worsens, UNICEF should reconsider its current role with MEHE, to move away from functioning as a financing mechanism between the donors and MEHE on one hand, as well as working with NGOs to cover case management of refugee children on the other hand. This “programme stretch” in both directions – upscale and downstream – could dilute UNICEF’s comparative edge in the long run. UNICEF will be best placed to re-position itself as a technical resources to MEHE on policy support, capacity development, and evidence-generation. On the other hand, within the Education Sector, UNICEF could re-position itself as a leader for innovation in EiE. This would mean that UNICEF could pilot several innovative education pilots within host and refugee communities, taking from its considerable network of globally and regionally successful EiE initiatives.

Another possible risk to the proposed interventions, is the possibility of insufficient funding to reach set targets. It is possible that donor-fatigue sets in, towards to full subsidisation of enrolment and retention of thousands of Lebanese and Syrian refugee children year on year. In addition to this, donors might not be willing to support the yearly fiscal investment of running the considerable
Project Management Unit. To compensate for possible losses of funds from traditional donors, UNICEF Lebanon could turn to the private sector, both in Lebanon and in the region. With full knowledge that the lion’s share of education programming in Lebanon has been served by the private sector, UNICEF Lebanon could continue to advocate for vulnerable Lebanese and Syrian refugee children to be served through subsidies from the private sector; or to be schooled through scholarships into, and trust funds from, private schools.

8. Integration with other Programmes
Integration with C4D: Clear linkages exist between the education and C4D programmes, with regards to behavioural, perceptive, and attitudinal change towards education in lower-income families and communities, including integrated development and learning opportunities for young children. Under Output 1 - contribute to increasing demand and reducing financial barriers for enrolment and retention into, formal and non-formal education and early development opportunities for children between 03 to 18 years of age – Education and C4D we will work closely together to increase positive attitudes/practices of caregivers towards enrolment of children in public schools.

Integration with Child Protection: The Education, Child Protection, and CSD programmes will have coordinated capacity development sessions for DOPS’ counsellors to increase the efficacy of DOPS’ counsellors academic and health monitoring visits in schools. These visits will help monitor instances of violence, exploitation and abuse, including GBV, in and around educational settings, and implement strategies to mitigate these risks (e.g. codes of conduct for teachers and staff, etc.).

Integration with Child Survival and Development: Within the school environment, the Education programme work in tandem with the Child Survival and Development programme for their technical support in the rehabilitation of WASH facilities in public schools; including accessibility measures for children with disabilities. 48 KGs, 185 elementary schools, 780 intermediate schools, and 260 secondary schools will have their WASH facilities rehabilitated to meet MEHE’s Effective School Profile (ESP) standards. Further, coordinated efforts between the Education and WASH programmes will also support the roll-out of updated health education programmes inside school premises. In addition, the Education programme will support the CSD programme in the identification of pre-primary centres (KG and ECE spaces) for a better coordinated roll-out of vaccination campaigns for U5 children, preventive health programmes, with emphasis on adequate young feeding practices. The Education, Child Protection, and CSD programmes will have coordinated capacity development sessions for DOPS’ counsellors to increase the efficacy of DOPS’ counsellors academic and health monitoring visits in schools. These visits will help monitor instances of violence, exploitation and abuse, including GBV, in and around educational settings, and implement strategies to mitigate these risks (e.g. codes of conduct for teachers and staff, etc.).

Integration with Social Inclusion: The Education Sector will work closely with social inclusion on operationalizing monitoring framework (EMIS and SIMS endorsed, linked, and operational). Cash programming, also another synergistic intervention with the Social Inclusion Section, will be implemented to encourage increased enrolment into formal education programmes.

Integration with Youth Development: Coordinated interventions with the Youth Programme will address school to work transition and support to Basic Numeracy and Learning programmes for vulnerable youth, which will be further supported through skills building via a comprehensive approach to life skills. The operations and finance teams of UNICEF are also strongly involved in
the capacity building of the main partners i.e., MEHE and its institutions. Several training and coaching programmes will be tailored to ensure that after the four-year period, MEHE and its institutions are more knowledgeable and empowered in programmatic and financial management.