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

With a population of around 4 million people, the Government of Lebanon (Gol) estimates that the country hosts 1.5 million Syrian refugees, 1.017 million registered with UNHCR(1) which has placed enormous burden on the delivery of basic public services, including education.

Since the onset of the Syrian crisis, the Gol has responded to the increasing demand for education by opening up its public schools for refugees. At present, there are over 1.4 million vulnerable school-aged children and adolescents in Lebanon(2), of which 205,362 refugee youth are aged 15-24 years(3). Access to formal education has been on a steady rise since the start of the crisis mostly due to support mechanisms such as the subsidization of school fees and related costs, opening up of second shift schools for non-Lebanese children(4), waiving of documentation requirements to register at school and receive certification, and large-scale outreach operations, which have made a significant impact on access to public basic education(5).

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

Context & Data

<table>
<thead>
<tr>
<th>Resource Requirements (2018-2019)</th>
<th>UNESCO resource requirements for the implementation of its response plan in Lebanon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$18,904,406.00</td>
</tr>
<tr>
<td>SG1</td>
<td>$11,611,100.00</td>
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<tr>
<td>SG2</td>
<td>$2,261,100.00</td>
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<tr>
<td>SG3</td>
<td>$2,346,600.00</td>
</tr>
<tr>
<td>SG4</td>
<td>$2,685,600.00</td>
</tr>
</tbody>
</table>

**Impact Focus**

1. Increase access to quality education, in safe and protective environments, to all children and youth ages 3-18, through public basic education (including formal, distance and non-formal education).
2. Increase the quality of education, to enhance progression and learning outcomes with a focus on the development of critical thinking, creativity, and global citizenship.
3. Improve education system resilience to crisis, including strengthening educational delivery systems, and providing technical assistance to MEHE and CERD.
4. Foster inclusive education, to ensure that all children and youth, including those with special needs, are included in the education system.

**Preparing the Future of Children and Youth: an initial analysis and strategic framework for education in the context of the Syrian refugee crisis in Lebanon 2017-2021**

**Source:** UNESCO Office in Beirut, 2018

**Key figures for 2017-2018:**

- 1,101,366 Syrian Refugees in Lebanon
- 488,832 School-Aged Children 3-18 years
- 287,756 Out of School children 3-18 years
- 197,538 Enrolled in Public Formal Education 2016-2017 (KG-Gr 12)
- 205,362 Youth 13-24 years

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(1) According to the Lebanese National Population and Housing Census (2017), there are 1.17 million refugees in Lebanon.

(2) According to the Lebanese National Population and Housing Census (2017). The estimated population of children (0-17) refugees is 1.017 million.

(3) The Government of Lebanon (2016) estimated that by 2018 the number of refugee youth aged 15-24 years will reach 205,362.

(4) Source: UNHCR and MEHE figures, 2017.

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

6,645 students received ‘School in a Bag’ which contains essential stationary.

265 public secondary schools received school stationery and equipment.

287 youth received university scholarships.

400 university students trained on conflict resolution and mediation skills.

3 accredited courses on intercultural dialogue established in three universities.

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

60 faculty members from the Lebanese University trained on mainstreaming GCED and PVEEs into Teacher Preparation Program curricula.


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

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

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

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LCRP 2017-2021

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