



# BASIC EDUCATION



The Trust Fund provides access for children from refugee, IDPs and host communities to formal education, non-formal education (NFE) schemes, accelerated learning and catch-up classes, as well as remedial and homework support activities. Under this thematic priority, there are three areas of intervention, namely:

1. Access to quality basic education facilitated;
2. Improved teaching capacities, and
3. Improved schools' infrastructure.

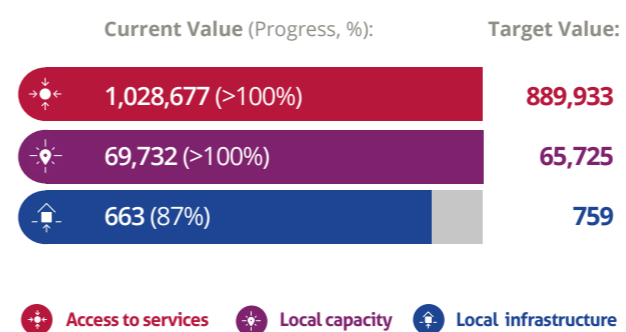
To date, the Trust Fund has supported **17 lead implementing partners and 31 projects and/or components** contributing to improve access to education, strengthen teaching and school capacities in partner countries, mainly in Lebanon and Jordan, but also in Iraq and Türkiye, and to a lesser extent, in Western Balkans and Egypt. The main implementing partners to basic education indicators are UNICEF, UNRWA and AVSI, but others such as KFW, GIZ, AICS, AFD, EFI, IOM, the Ministry of Education in Jordan, the Ministry of Labour, Employment, Veterans and Social Affairs from Serbia, CONCERN, World Vision, and UNDP also include specific education components in

their actions. Six projects and components are currently being implemented in Lebanon and Türkiye.<sup>6</sup>

Progress towards **delivery of outputs** in the basic education sector has continued to improve during this reporting period. **The targets on access to formal and non-formal education programmes are already met. On referrals to formal education, the Trust Fund education projects -having progressed during this reporting period- show a high level of achievement (84%).** Compared to the previous reporting period the pace of progress in delivering local **school facilities** has increased, from 76% to 87%. Regarding **training**



## BASIC EDUCATION PRIORITY SECTOR OUTPUTS



→ 6. The currently active projects are found in Lebanon (UNICEF, T04.143, T04.257; Save the Children, T04.302), and Türkiye (KFW, T04.25, T04.82; T04.112). The budget support to education in Jordan has been supported by EUTF until December 2023.

## Basic Education disaggregated results

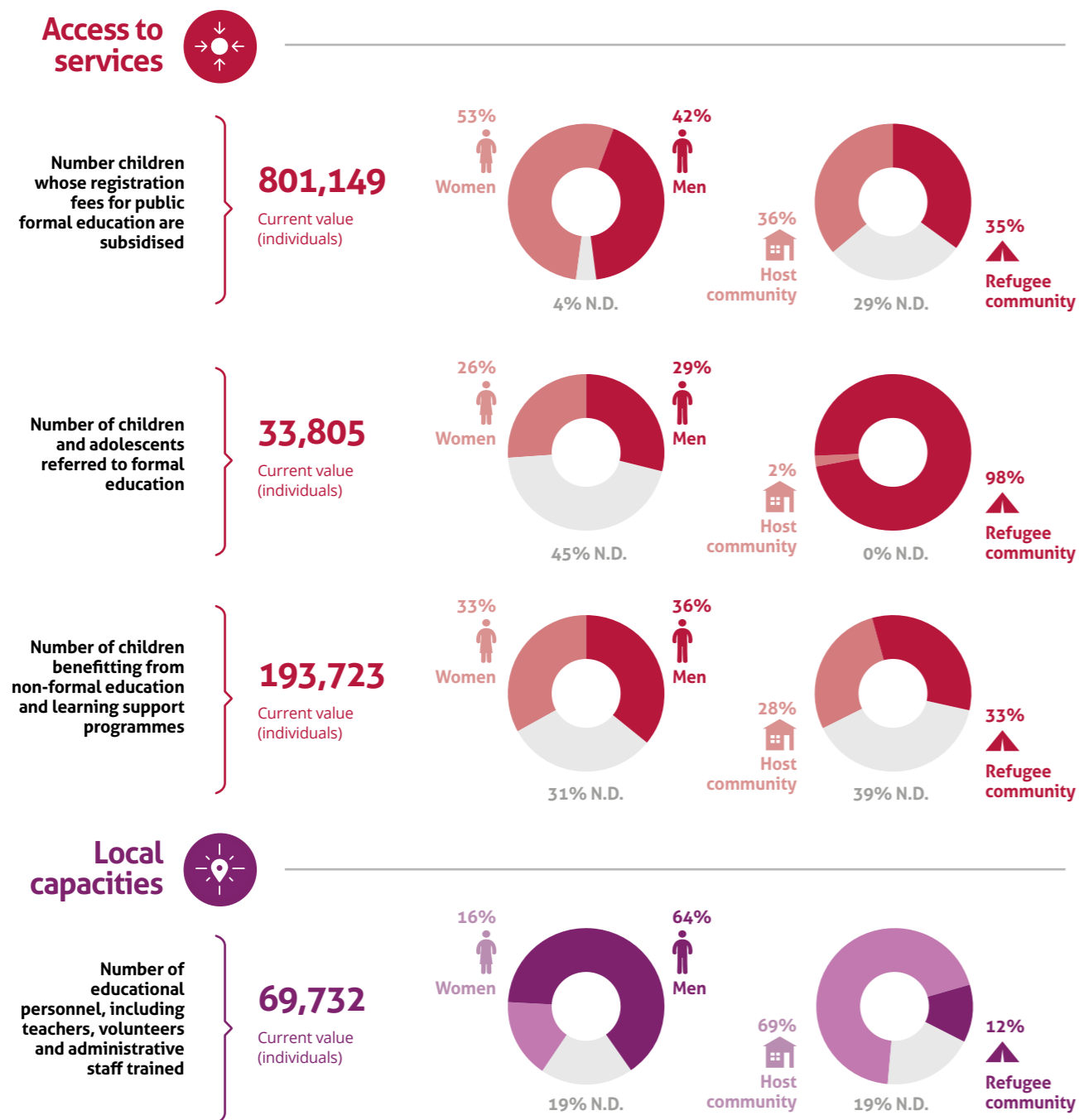


Figure 8: Trust Fund: Basic education results disaggregated by sex and community of origin (as of 31/03/2024)  
\*N.D.: Not disaggregated.

### and financial support of educational personnel,

output delivery at Trust Fund level shows aggregated targets have been met. At project level, the actions in Türkiye (T04.82) and Jordan (T04.112) show margin to increase the delivery of infrastructure improvements, while in Lebanon, training of educational personnel (T04.257 and T04.302) and schools upgrades (T04.143; T04.302) have still to be finalised.

Based on the disaggregated information available (Figure 8), girls, young women are having more access to formal education, while girls, boys, young women, and men show similar levels of access to non-formal education. Slightly more boys and young men are being referred than girls and young women. Refugees and host communities are being reached by formal education to a similar extent, while refugees are having slightly more access to non-formal education. It is important to acknowledge that one third of the available information is not disaggregated by sex or community of origin.<sup>7</sup> Most referrals are benefitting refugee pupils.

Mostly women are being trained as teaching personnel, since they are more actively involved in the education sector. Women from host communities

are being reached more than women from refugee communities. However, further disaggregation by sex and community of origin is needed to improve the understanding of the Trust Fund effectiveness in this sector.

## BASIC EDUCATION OUTCOMES IN LEBANON

During this reporting period, the main information source for basic education outcomes in Lebanon<sup>8</sup> is the ROM report of the project “*strengthening the public education system in Lebanon to deliver inclusive and quality education for vulnerable school-aged children ensuring their full access and retention in Lebanon*”, implemented by UNICEF (T04.257). The main aim of this Trust Fund project is for vulnerable children (aged 3 to 14) to have access to quality and inclusive learning in a safe and protective environment in public schools. This includes access to education and retention for refugee and vulnerable Lebanese children in two scholastic years, promotion of inclusive education approaches in formal and non-formal education, and strengthened capacities of the education system, especially of the

→ 7. As mentioned, in some cases, KPI are not fully disaggregated by sex and/or community of origin. The percentage of non-disaggregated KPI is displayed in the respective graphics. Particularly in education,  
→ 8. From the ongoing projects in basic education, T04.302 displays some room to measure outcome indicators at this stage.



Ministry of Education and Higher Education (MEHE). The recent **ROM report (05/24)** informs about the status of outcomes at **individual level** in a challenging context for the sector in the country. Access to education has been ensured for more than 210,000 children on average (56% Lebanese, 48% Syrian) during the years 2020, 2021 and 2022 with this particular action. Completion rates are satisfactory, according to available MEHE data, with 86% for the afternoon shift and 92% for the morning shift (2020/21). Passing rates in G12 official exams were 87% for the afternoon shift and 60% for the morning one (2021). The average pass rate decreased from 76% (2019) to 73% (2022) due to some factors negatively affecting pupils' performance, such as school closures, safety issues, and political instability. To assess absenteeism, UNHCR has provided some data that suggests that only 4.45% of children benefiting from cash for education were absent for more than ten consecutive days.

Regarding access to NFE, more than 2,000 children with disabilities are enrolled in NFE programmes promoted by UNICEF. The target of 10% of children with disabilities in Inclusive Pilot Schools has been exceeded with 11%. In relation to having a positive impact on **"cut-off school children providing them with learning opportunities"**, the project used two approaches: Dirasa, a school-based bridging programme; and Makani Multi-Service Community Centres as a community-based programme. The beneficiaries from UNICEF NFE and from the Cash-For Education (CFE) **"positively assessed"** project outcomes,

according to the ROM report. CFE and top-ups for teachers had a **"positive impact on families' motivation creating a conducive environment to ensure not only children's access, but also attendance and retention in formal education"**. Caregivers also praised the CFE to cover transportation costs and support attendance, the payment modalities, the communication and reach out workshops from UNICEF. They judged them as very efficient and effective to identify their disability related needs and optional services.

At **institutional level**, the ROM report underlines that 80% of schools are now expected **"to report on budget planning and expenditures through MEHE's financial management application by the second quarter of 2024"**. This might improve resource allocation and mobilisation. The conducive Transition Resilience Education Fund (TREF) and the collaboration with NGOs, such as AVSI, LOST, Al Fayhaa, War Child Holland, and World Vision, are mentioned as key factors having helped to implement this institutional improvement. Due to the project, schools have also **"improved data and financial management to ensure needs-based budgeting"**. The consultation process that the project established with target groups and beneficiaries, on the one hand, and with donors, and various stakeholders, on the other, have led to satisfactory feedback, has improved MEHE's capacities and the policy framework, and has ensured access to formal and non-

formal education, particularly of children with disabilities. The strengthening of teachers' capacities and officers in Makani centres, Dirasa schools and the ones who will support the newly created Inclusive Education Unit at MEHE, is highlighted in this context, too. Another effect of the project is the request from the Ministry to strengthen MEHE's regional offices to improve its inclusive education mandate.

At **policy level**, changes underlined by the ROM report, include the launch of the National Policy on Inclusive Education for Children with Special Needs in June 2023. Inclusive schools have increased from 30 to 110 in the country. A policy implementation map is being developed by the Department of Orientation and Guidance (DOPS) at MEHE and UNICEF and is expected in July 2024. MEHE's officers also **"valued the technical support and the project's role in policy revision and development"**. After being reviewed, the rollout of the Child Protection Policy has reached 219 schools, and the ROM report, adds that there are "further plans to expand". Due to the project, MEHE is **"taking practical steps to initiate a coordinated reform roadmap (to improve) teaching and learning governance and cost efficiency"**. Although there are still limited numbers of children changing from non-formal to formal education, the new legal framework is expected to facilitate this transition.

## BASIC EDUCATION OUTCOMES IN JORDAN

The main outcomes during this period are reported by the ROM mission of the project *“equitable and quality education for Syrian refugees in refugee camps in Jordan”*, implemented by the **Jordanian Ministry of Education (MoE, T04.261)**. The Trust Fund, with this third phase of the budget support to MoE, has committed to support the Accelerated Access Initiative (AAI) 2.0 as part of Jordan’s commitment to prevent a *“lost generation”* of Syrian children. The strengthening of the capacity of the education system to support Syrian refugee children in camps is at the centre of this support. It puts the focus on increasing access of Syrian refugees’ students to quality education at the levels of kindergarten, primary and secondary education in camps for the school year 2021-2022, in safe and inclusive learning environments.

At **individual level**, according to the recent **ROM mission (02/24)**, it can be stated that this support has increased enrolment, with more than 35,000 Syrian children accessing education in the camps, 87% of school-aged children enrolled in Azraq and 83% in Za’atari. The ROM report underlines that the *“camp schools appear to be working best at kindergarten level and are progressively less satisfactory at higher primary and secondary levels”*. There are currently challenges leading to declining enrolment rates in both camps. For

example, there are no further educational or vocational opportunities for girls who are performing better in schools. In addition, learning environments are not being comprehensively improved, with facilities such as IT, libraries, or science laboratories. There is no access to internet in schools and the schools are not sufficiently supervised nor have proper insulation. There are no greening or beautification measures in the camps, due to the lack of authorities’ will to transform Za’atari into a permanent village. All these factors are not conducive to improved learning outcomes. A recent National Diagnostic Assessment (2022) highlights challenges in learning loss in Arabic and Mathematics for both, Jordanian and Syrian pupils. Furthermore, according to the ROM report, the schools continue to run on a *“two-shift”* system, with often overcrowded conditions, which does not improve the quality of the educational environment and its associated outcomes.

In terms of **institutional changes**, the ROM report highlights that the budget support has contributed to improved teaching capacities due to an increased number of teachers and increased access to textbooks and teaching materials. However, organisational, and institutional changes at local level have been only partially achieved. Ongoing infrastructural needs to improve insulation or access internet, as mentioned before, are not met yet. The report also informs about the very good technical work and results of the *“pivotal educational quality and accountability unit (EQUA)”*,



which *“provided valuable insights about quality of teaching in camp schools”*. The weakening of supporting structures in the camps is one of the existent challenges, due to a *“considerable reduction in the number of community social organisations (CSOs) and NGOs, operating within the camps and amongst other affected communities”*.

At **national, policy level**, the report makes evident that MoE has demonstrated a limited capacity to negotiate effectively within the government. MoE shows a *“strong preference for the off-budget pooled finance of the other AAI donors to the non-targeted EU budget support as they considered it to be more flexible and timelier”*. In terms of policy dialogue, the strategic situation, being the EU, the only

donor using budget support in education, has helped to move from *“an emergency to a development context”*. However, this also might put the allowances to Syrian teaching volunteers at risk. The ROM mission highlights the importance of maximising the potential of policy dialogue to ensure effective decision making to protect this type of investments. The short duration of this action does not help to plan wider support and/or reforms either. In general, it is not possible to attribute changes to the budget support. However, it is evident that this budget support as part of the Accelerating Access Initiative 2.0 framework has been vital to prevent the collapse of the education system in Jordan.