



# BASIC EDUCATION

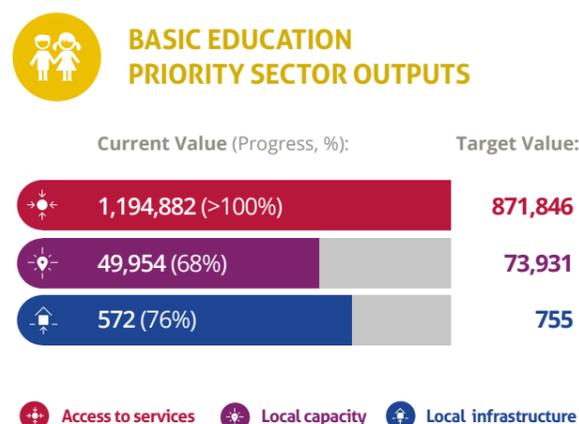
The Trust Fund provides access for refugee, IDPs and host community children to formal education, non-formal education (NFE) schemes, accelerated learning and catch-up classes, as well as remedial and homework support activities. Under this thematic priority, there are three areas of intervention, namely:

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 30 projects and 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 the 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. 11 projects and components

are currently being implemented in Lebanon, Jordan, and Türkiye.<sup>1</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, targets show a high level of achievement (78%).** Compared to the previous reporting period the pace of progress in delivering local school facilities has increased, from 63% to 76%. Whereas, due to new, higher targets to train educational personnel in Lebanon, relative output delivery at EUTF level shows a lower percentage - 68% compared to 99% in the previous period.

→ 4. The following actions are ongoing in Lebanon (GIZ: T04.231, Save the Children: T04.302, UNICEF: T04.143 and T04.257), Jordan (GIZ: T04.200, KFW: T04.112, Jordanian Ministry of Education: T04.261, UNICEF: T04.245) and Türkiye (KFW: T04.25 and UNDP: T04.76).

## Basic Education - Disaggregated results

EU Regional Trust Fund in Response to the Syrian Crisis

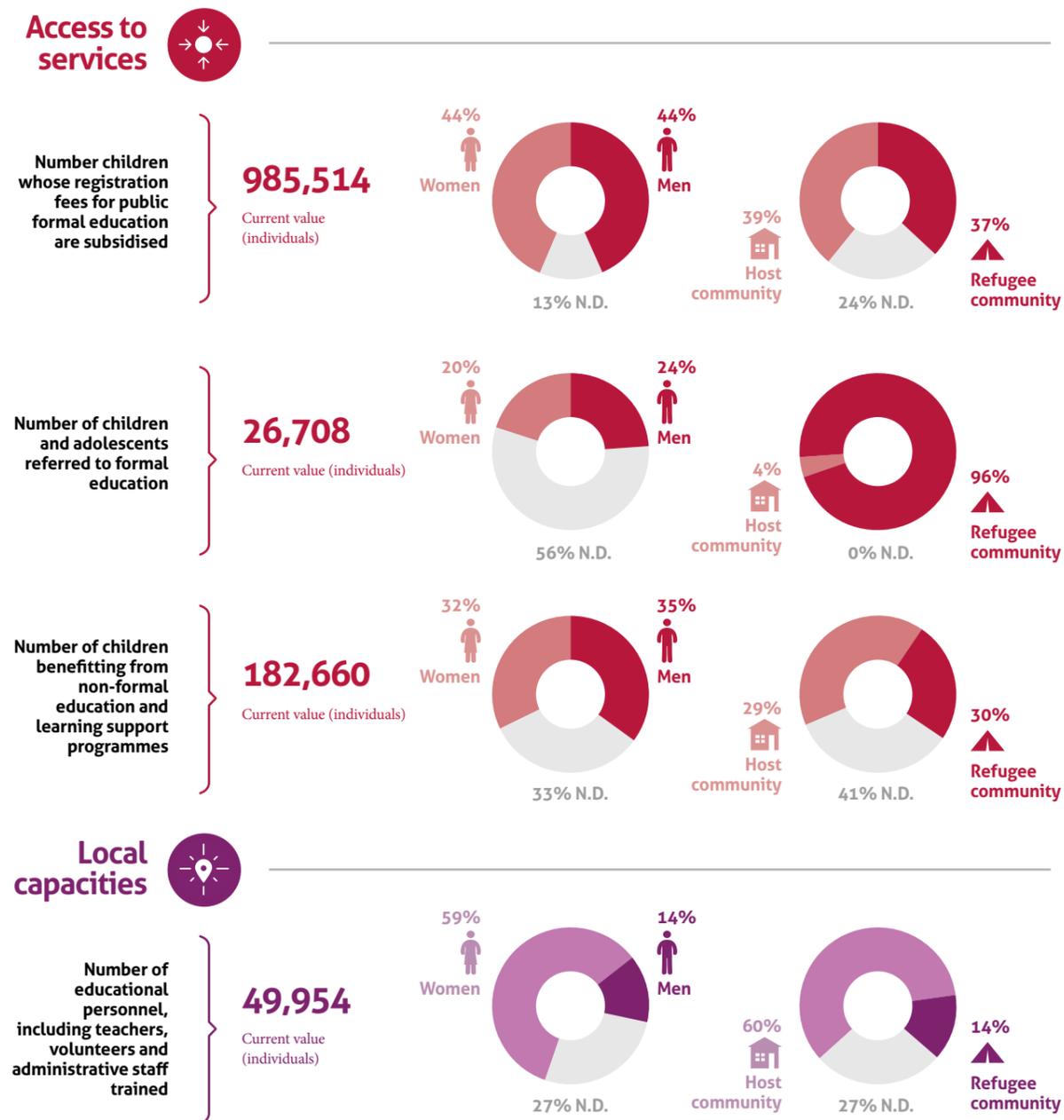


Figure 8: Trust Fund: Basic education results disaggregated by sex and community of origin (as of 31/03/2023)  
\*N.D.: Not disaggregated.

Based on the information available, girls, boys, and young women and men show similar levels of access to formal and non-formal education. Slightly more boys and young men are being referred than girls and young women. Although refugees are being referred to a substantially higher degree than host communities, the latter has been reached more with access to formal education. In terms of access to non-formal education, there is practically no difference, although it should be noted that one third of the available information is not disaggregated.<sup>2</sup>

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 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 (except in non-formal education).

### BASIC EDUCATION OUTCOMES IN LEBANON

Lebanon's education sector faces similar challenges as Jordan however also suffers from additional issues: decrease of the

quality of education since the pandemic, in turn worsened by the devaluation of the Lebanese Pound affecting teachers' salaries and working conditions, leading to teachers' strikes and recurrent public-school closures; accumulated learning losses, absenteeism and high numbers of school dropouts; and limited national financial resources allocated to the sector.

**Changes of individual behaviour and attitudes towards schooling** is reflected in the increased numbers of enrolment over time, primarily attributed to the positive outcome of efforts in formal and NFE – parents are now more likely to send their children to formal education after they finished their cycle in NFE centres than it was at the beginning of the EUTF. The outcome evaluation highlights that retention in public schools of children from refugee families and host communities has improved, although it cannot be accurately measured, especially when it comes to attendance during the pandemic. Regarding referrals, despite limited capacities of the Ministry for Education and Higher Education (MEHE), AVSI's led action was able to refer pupils to formal education after they completed their NFE cycles. Lessons learned from AVSI include: the importance of articulating a protection component with education, providing additional teachers for homework and retention support, and articulating

→ 5. 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.



formal and informal support networks in the communities to facilitate retention after the transfer from NFE to formal education. Obstacles remain, such as economic cost of schooling (transportation or school materials) or other social and cultural aspects, especially when it comes to schooling of girls or child labour for boys. The recent ROM report of the project led by Save the Children (05/23) confirms the achievement of targets in enrolment in different educational pathways, improved wellbeing of children with disabilities, sense of safety of pupils, in general, and access to various types of NFE (early childhood education and basic numeracy and literacy education). Outcomes are also evidenced in teachers showing improved teaching abilities in inclusive education and pupils transitioning to the next grade in formal education after receiving retention support classes. The transition from NFE to formal education shows 85% of the target to date. The ROM report also notes the challenges the country continues to face, such as, obstacles in the transfer from NFE to formal education, in the enrolment of children in first grade of primary education, and with school dropouts and absenteeism in NFE and formal education. Another recent flash ROM assessment of UNRWA's education component in Lebanon puts attention on how an additional 35,000 school-aged pupils, part of the Palestinian Refugees from Syria (PRS), were able to enrol in basic education.

According to the outcome evaluation, **local organisations and institutions** have **changed their practices** providing refugee

and host communities with greater access to education through the: (a) construction of new schools and/ or enhancement of school infrastructure; (b) recruitment of additional educational staff; and (c) enhancement of teachers' training. School rehabilitation is *"having a rapid impact on local communities"* and *"host communities appear to be prouder of their local public schools subsequent to rehabilitation in both countries"*. In Lebanon, teachers' professional development in formal and NFE, in terms of training, coaching, and mentoring has been developed in close coordination with MEHE. The outcome evaluation highlights that teachers *"were able to better meet the education needs of students thanks to the training"*. Most of them also *"acknowledge the importance of the psychosocial support services (PSS) sessions and their positive impact on their mental health"*. NFE interventions implemented by local NGOs, *"are closer to the refugee and vulnerable host communities, which can better voice their concerns, needs, and raise recommendations that might affect the functioning of the learning centres."* The outcome evaluation also highlights the role of community-based organisations (CBO) in the provision of NFE. This provision has been found to be *"more efficient and effective"*, and *"their CBO committee having played a key role to ensure project adaptability and responsiveness"*. The recent ROM report of the Save the Children led project underlines some work on strengthening MEHE's capacities that is donor funded to *"further develop NFE curricula and Standard Operating*

*Procedures, as well as NFE-FE transfer pathways"*.

At **national policy and regulatory level**, Lebanon has, at the end of 2021, officialised its 5-year general Education Plan (2021-2025). The EU and UNICEF contributed to the plan with comments and recommendations based on previous actions. UNICEF with MEHE also promoted inclusive education pilots in selected schools as part of the National Inclusive Education policy. In terms of further organisational changes at national level, the national Programme Management Unit (PMU), created for the management of the education for refugees under the national strategy Reaching All Children with Education (RACE I and II 2024-2021), has been fully integrated in MEHE. The evaluation also notes that, UNICEF, together with MEHE, *"(have) created a number of data-sharing tools in the education sector that are deemed useful for enhancing coordination and avoiding duplications in the efforts undertaken by the multiple national and international stakeholders engaged in similar interventions"*. This is aimed at addressing structural shortcomings in information exchange on attendance and performance in public schools. The outcome evaluation reports a *"growing interest"* from MEHE in *"better addressing NFE and the transfer to formal education from basic literacy and numeracy programme (BLN)"*. MEHE *"recently launched a new School-Based Bridging Programme (SBBP) that foresees to facilitate flexible pathways to formal education and*



*facilitate re-entry for out-of-school children and adolescents*, including children with disabilities. The new Transition Resilience Education Fund (TREF) scheme will be implemented in the context of the 5-year Education Plan by MEHE with UNICEF's support and it incorporates key lessons, such as a focus on quality and flexible learning opportunities for all and preventing or limiting dropouts for all Lebanese and non-Lebanese children. Furthermore, the previously mentioned ROM assessment of the Save the Children education led project highlights that the retention support inside the public schools and the coordination with MEHE on NFE will contribute to its sustainability. The report also confirms that the national context of economic crisis and devaluation of the Lebanese pound, is deteriorating the quality of public education.

## BASIC EDUCATION OUTCOMES IN JORDAN

The main challenges in Jordan refer to retention of pupils, quality education and learning performance.<sup>3</sup> Key partners highlight there is an *"increase on early marriage of girls and school dropouts of boys that have to leave school, formal and non-formal, to support family economy"*. The recent trend of children transferring from the private to public education has put new pressures on the public education system. In response, the Ministry of Education (MoE) also aims to build around 100 schools<sup>4</sup> annually for the next ten years with the support of international donors, including the EU. Despite the challenges, the outcome evaluation corroborates the overall good performance in achieving access to education in Jordan. **Changes of individual**

**behaviour and attitudes towards schooling** are reflected in the increased numbers of enrolment and retention of Syrian refugees and Jordanian host communities over the years. According to the previously mentioned evaluation, the increase in numbers is mainly attributed to additional shifts or schools for refugees, community support activities, information campaigns for refugees, the settlement of families over time in the host countries, cash transfer programs and the infrastructure works providing more and better school premises. Specific efforts on formal and NFE and information and outreach campaigns have also fostered this positive change of behaviour. In terms of inclusive education, 1,000 students with disabilities in camps are now enrolled in the public system with UNICEF and EUTF support.<sup>5</sup> Regarding non-certified NFE, the *"overall perception is that interventions have managed to better tailor their programmes to refugee children in their communities, ensuring enrolment and retention, also during COVID times"*. The quality of non-certified NFE has also been reported as highly satisfactory. UNICEF, specifically with EUTF support, implements remedial and non-certified NFE through the 136

Makani centres to refugee and vulnerable host communities in camps and outside. According to the outcome evaluation, this more personalised educational offer has positive effects such as increased self-confidence, improved academic performance and development of the children and better socialisation in the neighbourhoods. It is valued as a trusted space by parents and children, allowing an individualised attention by education facilitators. However, interviewed partners highlight that government capacity can be improved, since *"bridges between NFE and formal education are insufficient and data not available"*. In turn this means it is not possible to measure outcomes related to the re-integration of students into the formal education system. The outcome evaluation identified a gap between the non-certified NFE services these centres provide (with UNICEF and EUTF support), and the certified NFE offered in the public schools. This might *"potentially constitute a pull factor away from the formal education systems"*, since they include transportation, catering, psychosocial support, and arts activities. It is important to note that NFE in Makani centres provide complementary services to NFE offered by the public

- **6.** EUTF has supported the Accelerating Access Initiative 2.0. This has been fundamental to ensure Syrian refugees have access to quality education.
- **7.** Recently, the Jordan Ministry of Education has stated that at least 30 new schools would need to be established to accommodate the 25,000 new students who join public education each year. - <https://jordantimes.com/news/local/30-new-schools-needed-annually-keep-growing-student-population-%E2%80%94-education-ministry>
- **8.** Additionally, the Accelerating Access Initiative (AAI) that counts with EUTF support has also contributed to the enrolment of 4,029 pupils with disabilities in the public education system (compared to 1,300 in 2020).



rehabilitation interventions. With regards to teachers' capacities, the evaluation praises the support provided to teachers (and the quality of training), so that they can *“develop educational plans, organize lessons, manage the class, psychosocial aspects, and other relevant topics”*. Parents from host communities are also more interested in enrolling their children in rehabilitated public schools.

At **national policy and regulatory level**, Jordan has adopted relevant policies and plans to address the education needs of Syrian refugees with EUTF support. The current National Education Strategy (2018-2022) continues to be the guiding document and has been extended until 2025. The evaluation highlights that as part of *“the second phase of the AAI, the framework initiative to support education of refugee children is only foreseen to be funded by donors.”* It is important to add that this initiative is a collective framework of burden sharing in line with Jordan compact. With inclusive education as a goal, the MoE is preparing a national NFE framework with the *“specific proposals to increase enrolment and meet the learning needs of at least some of the 100,000 out-of-school children and youth”*. Specifically on education of children with disabilities, although the country has 10-Year Strategy for Inclusive Education (2020–30) that explicitly intends to implement inclusive education for all in mainstream schools, the evaluation highlights that institutional capacities to implement an inclusive education system in Jordan need to be

improved. In the context of the EUTF and UNICEF supported action, pilot projects on inclusive education targeting children with disabilities (CwD), are currently being implemented. In this regard, the evaluation specifies that *“EUTF has been noted to contribute to policy development”*.

### BASIC EDUCATION OUTCOMES IN TÜRKIYE

The recent ROM assessment of the UNHCR led action on basic education, livelihoods and social cohesion has improved access to Turkish language teaching and vocational skills training for Syrian refugees. At **individual level**, the ROM report highlights *“the linguistic skills acquired by the beneficiaries measured by the number of certificates awarded, the low level of dropouts, and beneficiary feedback are also satisfactory and encouraging”*. Targets have been exceeded and the quality of learning of the vocational training has been also assessed as positive. The same report informs about positive changes in the daily life of the final beneficiaries after having learned the Turkish language and participated in social cohesion activities at local level. Although follow-up with the employment situation was not included in the project, individual students have shared with their

teachers and trainers their access to jobs and/or start of their own business on anecdotal basis. The ROM assessment underlines that increased impact could have happened with additional counselling for vocational training graduates.

In terms of **changes of local organisations and institutions**, selected Public Education Centres (PEC), dependant of the Ministry of National Education (MoNE), have improved their capacities to provide language training for youth and adult Syrian Refugees under Temporary Protection (SUTPs) as well as from other nationalities. *“The capacity (of PECs) to provide market-responsive vocational skills training to SUTPs, refugees from other nationalities and host community members was also improved”*, through high-quality investment in equipment, supplies and training. According to the same report, MoNE's capacities have also been strengthened with training on how to provide Turkish language and vocational training for SUTPs, refugees and host communities. Premises and classrooms have been upgraded, and child-friendly spaces for trainees have been created, increasing service capacity. The project did not include specific **actions at policy or regulatory level**. Nevertheless, the framework of Lifelong Learning services of MoNE ensures the continuity of outcomes.

system, also supported with EUTF through the Accelerated Access Initiative (AAI).<sup>6</sup>

According to the outcome evaluation, **local organisations and institutions in this sector** report **changes** in their **practices** providing refugee and host communities with greater access to education through (a) construction of new schools and/ or enhancement of school infrastructure; (b) recruitment of additional educational staff; and (c) enhancement of teachers' training. The evaluation highlights that school rehabilitation is *“having a rapid impact on local communities”*. Host communities *“appear to be prouder of their local public schools”* after these

→ 9. It is important to highlight the EUTF support to the Accelerating Access Initiative 2.0 in Jordan, since the AAI is fundamental to ensure Syrian refugees have access to quality education.