Education in Emergencies Data Snapshot: Lebanon

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Overview of crises and national education situation[i]

Refugee situation

Lebanon has the highest per capita refugee population in the world, hosting an estimated 1.5 million Syrians and 174,000 Palestinians. In SY 2018, non-Lebanese outnumbered Lebanese students in public schools.

Syrian refugees: Typically attend second shift public schools. Education barriers include lack of legal status (preventing enrollment) and school transportation.

Palestinian refugees: 81% of Palestinian students between the ages of 6 and 15 do attend UNRWA schools.

See VASyR, UNHCR, UNRWA, HRW

Internal events and displacement

Although major historical waves of displacement have subsided, 7,000 people remained displaced by conflicts at the end of 2019, mainly ones occurring in refugee camps. Protests spurred by a new tax and fueled by political and socio-economic strife began in October 2019, with a resurgence starting in April 2020. The protests, which have been accompanied by teacher strikes, have resulted in sporadic school closings and have the potential to lead to new displacements. A deepening economic crisis places substantial strain on households.

See IDMC & ACLED

Health pandemic

Lebanon reported its first coronavirus case on February 21, 2020, closing schools March 2 and initiating a total lockdown on March 15. As of July 27, 3,750 cases of coronavirus have been confirmed, with 51 deaths, and the virus had reached Palestinian refugee camps. While the country has been lauded for low case counts, there are serious concerns, especially the potential spread of the virus within refugee camps and the role of lockdown measures in exacerbating the economic crisis and pushing more families into poverty.

See UNESCO, JHU & UNHCR

Figure 1. Crisis events and enrollment in elementary, intermediate, and secondary schools (UIS and RACE II)[ii]
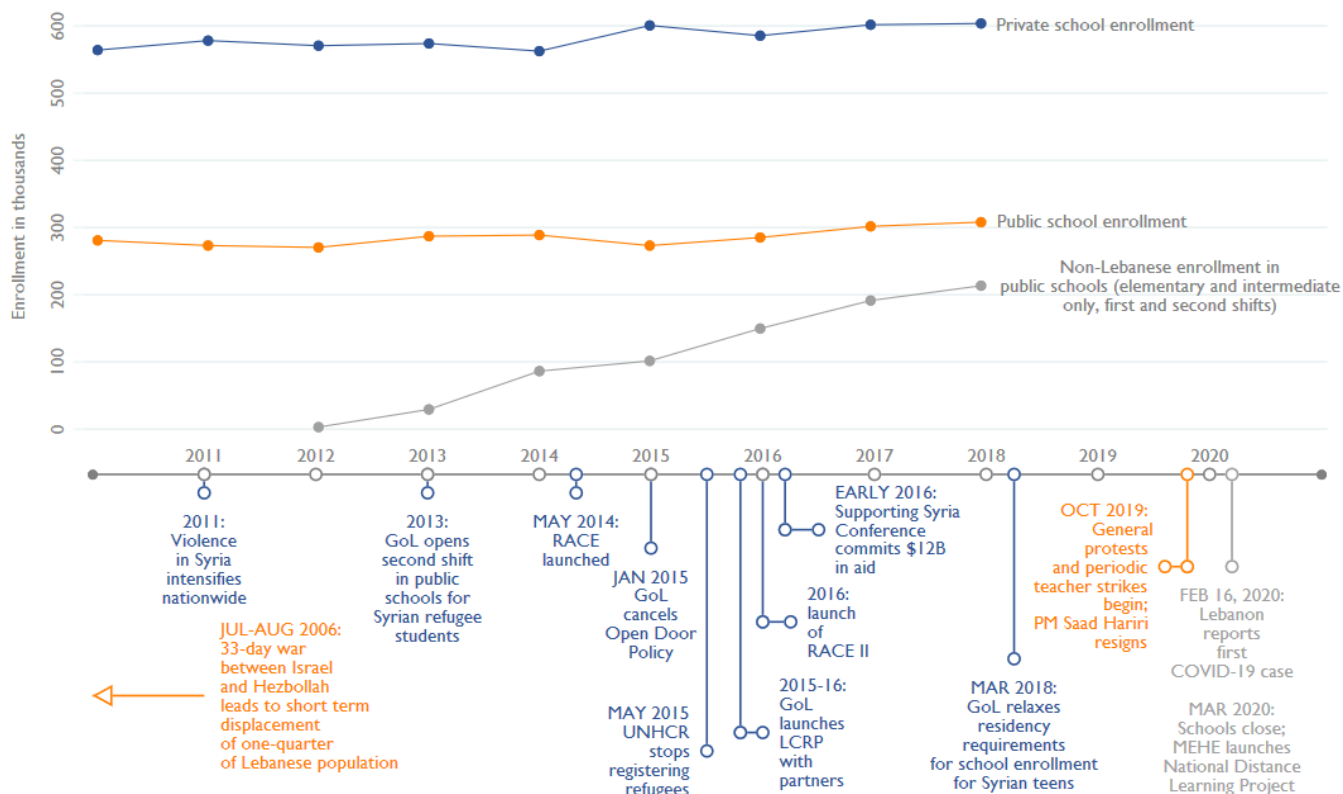
Insights from key sources of national education data

National administrative

Rising enrollments—due to the influx of Syrian refugees and an economic crisis forcing some from private schools—have **strained public schools**.

See EMIS, RACE II

Household surveys

Net enrollment is **87.2%** at the elementary school level and **54.9%** at the secondary school level.

See Labor Force and Household Living Conditions Survey 2018-19

Learning assessments

2018 PISA results were similar to 2015, despite an increase in numbers of eligible 15-year-olds, though the country scored substantially below the OECD average. *See* PISA, TIMSS, PASEC

International databases

Most students in Lebanon attend **private schools--** 72% of primary and 59% of secondary school students as of 2018. **Learning gaps** between richer and poorer students are pronounced. *See* UIS.Stat & WIDE

Spotlight on refugee education

Figure 2. Refugee crisis key events and estimated numbers of refugees[iii]
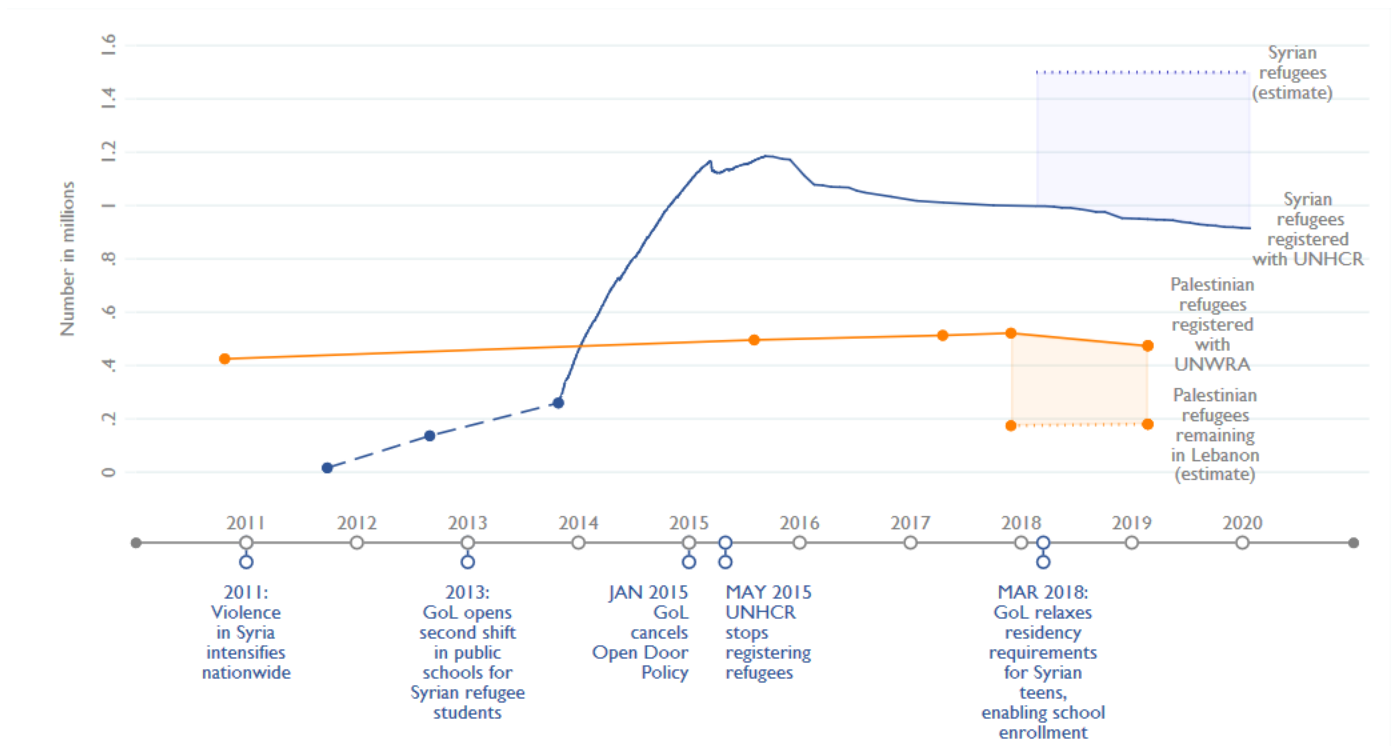
Education for refugees in Lebanon

➢ **Syrian refugees** usually attend public schools, primarily in second shifts.
➢ **Barriers to education for Syrian refugees** include legal obstacles to enrollment, discrimination, and language, as the language of elementary and intermediate education is French or English in addition to Arabic.
➢ **Palestinian refugees** usually attend UNRWA refugee camp schools.
➢ Lebanon's **EMIS system** includes data by nationality, which is a strong proxy for refugee status in Lebanon; UNRWA has an EMIS system for Palestinian refugees.

See *VASyR*, *MEHE EMIS*, *UNRWA*

Children

53.6% of displaced Syrians are children.
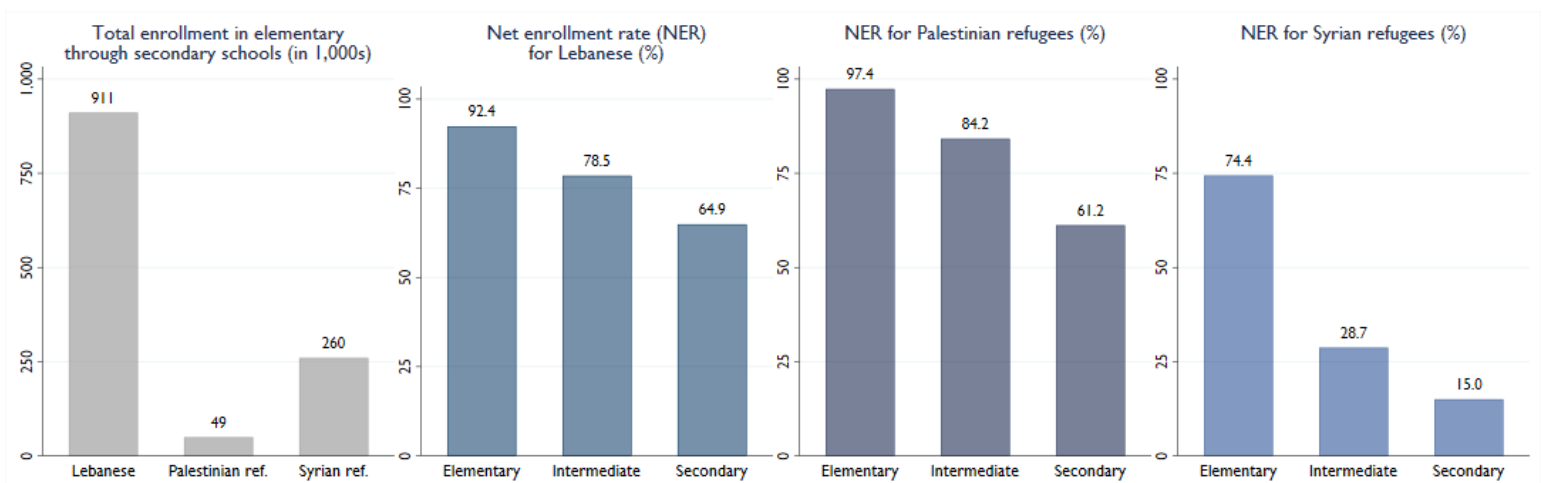
38.1% of Palestinian refugees are children.

See *LCRP*

Funding

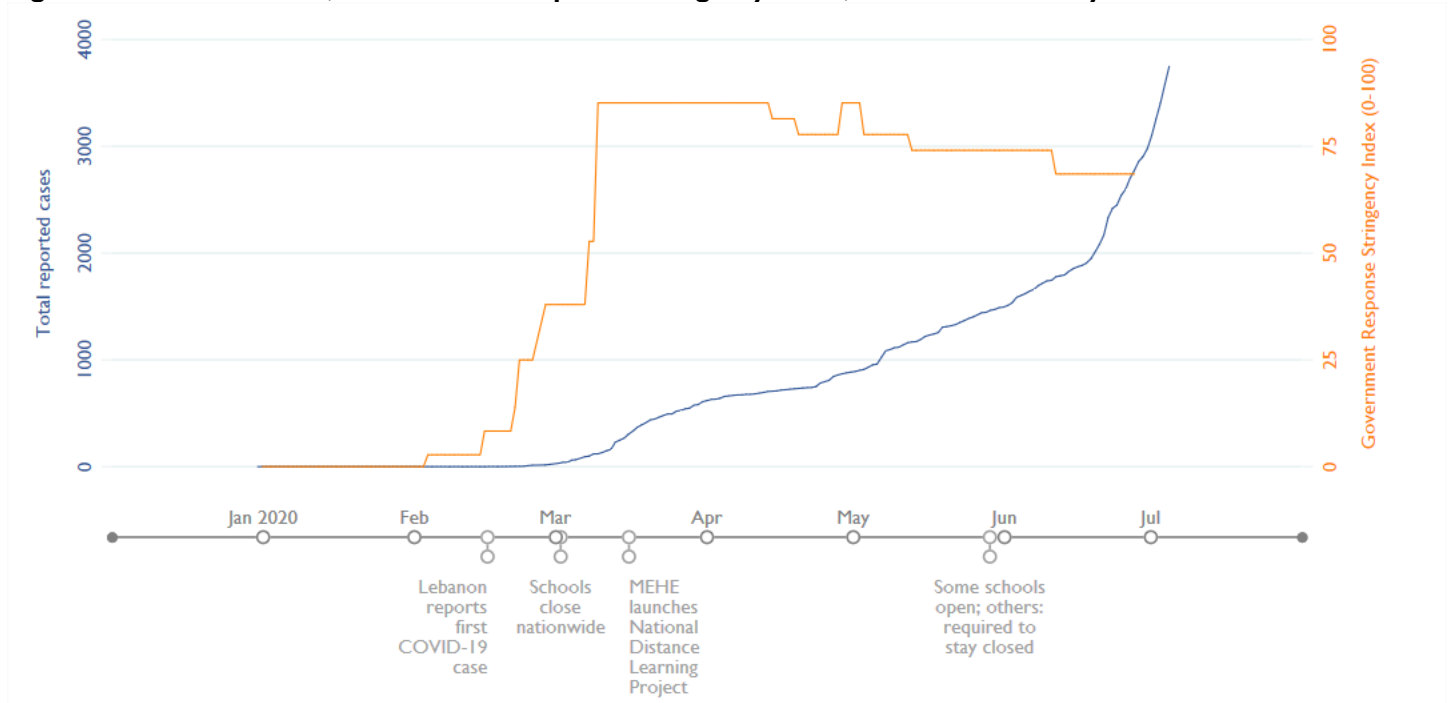**In 2019, 47%** of the required 2.62 billion Lebanon Crisis Response Plan (LCRP) was funded.

See *LCRP* & *FTS*

Figure 3. School access for Lebanese, Palestinian refugees, and Syrian refugees (multiple sources)[iv]

Education during the COVID-19 pandemic

Figure 4. COVID-19 cases, Government Response Stringency Index,[v] and COVID-19 key events

Distance learning	Impact on nutrition	WASH readiness at schools
On March 16, 2020 the **MEHE launched the National Distance Learning Project** with e-learning for public schools. This includes an official learning application for teachers. See *UNESCO*	**34,000 children miss out on school meals** during school closures. The MEHE is discussing the possibility of distributing take-home rations to children. See *World Food Program*	While all or nearly all schools reportedly have basic handwashing facilities, **only 36% of schools had soap and water** at those facilities in a 2017 WASH census. See *WHO/UNICEF JMP* & *UIS.Stat*

Figure 5. Readiness for distance learning in public and private schools (PISA)[vi]

6a. Percentage of students in schools whose principal agreed or strongly agreed that teachers have the necessary technical and pedagogical skills to integrate digital devices in instruction

6b. Percentage of students that have access to a computer they can use for schoolwork

6c. Percentage of students that have access to a link to the internet

6d. Percentage of students that have access to a quiet place to study

Legend:
- **Average**
- *Students in disadvantaged schools (lower estimate) or advantaged schools (upper estimate)*

Publicly available data resources for Lebanon crises

Data source	Key resources and tools	Illustrative indicators	Data coverage *Annual (●)/Monthly (✳)* *National (●)/Subnational (✳)*
		Refugee populations and education	
UNHCR	➢ UNHCR Population Statistics Reference Database (PopStats) ➢ Lebanon factsheet ➢ Lebanon Crisis Response Plan (with GoL)	➢ **Populations of concern**: # of refugees, # of IDPs, # of returnees, # of asylum seekers (by status determination)–all by country of residence & country of origin	At least 2000-2018 ● ●
UNRWA	➢ Lebanon overview	➢ **Populations of concern**: # of refugees ➢ **School access**: # of schools, # of students	At least 2018 in online profiles ● ● ✳
Ministry of Education and Higher Education	➢ RACE II fact sheets (includes nationality allowing for proxy measure of Syrian refugees)	➢ **School access**: enrollment, including by shift, vocational education ➢ **Educational resources**: teachers, school ownership and condition, expenditure ➢ **Enrollment profiles**: disability, language, nationality ➢ **Quality**: pass rates, transition to secondary, exam results	2011-2019 ● ● ✳
Nationally representative household surveys	➢ Labor Force and Household Living Conditions Survey (representative by nationality allowing for proxy measure of Syrian refugees, most recent 2018-19) ➢ MICS 2000 (national), 2001 (Palestinians), 2005-06 (Palestinians), 2011 (Palestinians), 2020 (national, in design)	➢ **School access**: attendance, OOSC ➢ **Literacy**: literacy rate (15-24 years old)	At least 2000-2019 (multi-year gaps) ● ● ✳
Household surveys focused on Syrian refugee population	➢ Vulnerability Assessment for Syrian Refugees (VASyR)	➢ **School access**: enrollment rates, reasons for being out-of-school, share of youth neither employed nor attending a training	2019 ● ● ✳
Household surveys focused on Palestinian refugee population	➢ Vulnerability Survey 2015 (AUB) ➢ Vulnerability Survey 2017 (UNDP), focused on Palestinian Gatherings outside refugee camps	➢ **Educational attainment** ➢ **School access**: enrollment, dropout rate, non-attendance rate	2015, 2017 ● ● ✳
International learning assessments with refugee status	➢ PISA (2015, 2018) (disaggregation possible by nationality to proxy Syrian refugees, though test not designed to be representative)	➢ **Learning**: reading, mathematics, and science achievement	2015, 2018 ● ●
Population and housing census in Palestinian camps and gatherings in Lebanon	➢ 2017 Key Findings Report	➢ **Populations of concern**: # of Palestinians	2017 ● ● ✳

Data source	Key resources and tools	Illustrative indicators	Data coverage *Annual (●)/Monthly (✳)* *National (●)/Subnational (✳)*
**Internal displacement, events, and education**
IDMC	➢ Global Internal Displacement Database (GIDD) ➢ Country Profile: Lebanon	➢ **IDP populations:** # of IDPs, # of new displacements due to conflict ➢ **Country profile:** key figures and overview; risks of future displacement; drivers, patterns, and impacts of population movement; analytical reports	2009-2019 ● ●
ACLED	➢ ACLED Database ➢ Data Dashboard ➢ Analysis: Lebanon	➢ **Conflict events:** # of conflict events, type of conflict events, locations, dates, actors involved, # of fatalities ➢ **Data dashboard:** provides a crisis profile, key figures, and a map of conflict events by type ➢ **Analysis:** reports and briefs on conflict in Iraq	2016-2020 ✳ ● ✳
UN & Government of Lebanon	➢ Lebanon Crisis Response Plan	➢ **Populations of concern**: # vulnerable Lebanese and other vulnerable groups ➢ **Educational needs for populations of concern**	2017-2020 ● ●
IOM's Global Migration Data Analysis Centre	➢ Migration Data Portal	➢ **Migration and forced displacement:** total population (UN DESA), # of international migrants (UN DESA), # of refugees (UNHCR), # of IDPs (IDMC), youth unemployment rate (ILO)	At least 2000-2019 ● ●
Uppsala Conflict Data Program (UCDP)	➢ UCDP/PRIO Armed Conflict Dataset	➢ **Armed conflict:** years of conflict, type of conflict, location, actors involved ➢ **Country profile:** provides conflict summary and key figures (i.e. # of fatalities) by actor, type of violence, and location	1989-2018 ● ●
HDX Education Insecurity (ACLED, Twitter)	➢ Education Insecurity Tweet Counts ➢ Education Insecurity Events	➢ **Social media:** # of tweets about education insecurity (Twitter) ➢ **Education insecurity:** # of education insecurity events (ACLED)	2019-2020 ✳ ✳
**COVID-19 and educational impacts**
UNESCO	➢ COVID-19 response	➢ **School status:** school closures mapping ➢ **Distance learning:** national distance learning solutions ➢ **Reopening schools:** guidance and frameworks for reopening	2020 ● ●
UNICEF	➢ COVID-19 resources	➢ **Populations of concern**: # refugees, # child migrants, # of children engaged in child labor ➢ **School access:** attendance rates, out-of-school rates	Reported in 2020 using most recent available data by indicator ● ●
Our World in Data	➢ Policy Responses to the Coronavirus Pandemic	➢ **Policy responses:** school closures, restrictions on public gatherings, workplace closures, stay-at-home restrictions, testing policy, contact tracing policy ➢ **Composite measure of government response:** Government Response Stringency Index	2020 ✳ ●
Johns Hopkins University	➢ COVID-19 Dashboard	➢ **COVID-19 prevalence:** # cases, # deaths	2020 ✳ ●

Data source	Key resources and tools	Illustrative indicators	Data coverage Annual (●)/Monthly (✳) National (●)/Subnational (✳)
World Food Program	➤ Global monitoring of school meals and alternative solutions during COVID-19 school closures	➤ **School meals:** # of children missing out on meals, % of children missing out on school meals who are girls ➤ **Alternative solutions:** WFP and government alternative responses to school feeding	2020 ✳ ●
WHO and UNICEF JMP	➤ 2018 global baseline report on WASH in schools (2017 data for Lebanon) ➤ WASH in Schools Dashboard ➤ Lebanon data file	➤ **WASH:** prevalence of handwashing facilities	2017 ✳ ● ✳
Additional sources of national education data			
UNESCO Institute for Statistics (UIS)	➤ UIS.Stat ➤ Lebanon country page	➤ **School access, retention, completion**: enrollment, % enrollment in private schools, intake, enrollment, repetition, dropout, completion, survival, transition, OOSC ➤ **Educational resources**: teachers, expenditure ➤ **Literacy and learning outcomes**: literacy rate (15-24 years old)	At least 2000-2018 (coverage varies substantially for different indicators) ● ●
Household surveys	➤ Labor Force and Household Living Conditions Survey (includes nationality, most recent 2018-19) ➤ MICS 2000 (national), 2001 (Palestinians), 2005-06 (Palestinians), 2011 (Palestinians), 2020 (national, in design)	➤ **School access:** attendance, OOSC ➤ **Literacy:** literacy rate (15-24 years old)	At least 2000-2019 (multi-year gaps) ● ● ✳
Ministry of Education and Higher Education	➤ EMIS ➤ RACE II fact sheets (includes nationality)	➤ **School access:** enrollment, including by shift, vocational education ➤ **Educational resources:** teachers, school ownership and condition, expenditure ➤ **Enrollment profiles:** disability, language, nationality ➤ **Quality:** pass rates, transition to secondary, exam results	2011-2019 ● ● ✳
International learning assessments	➤ PISA (2015, 2018), Lebanon profiles available here and here ➤ TIMSS (2003, 2007, 2011, 2015; 2019 to be released) ➤ PASEC (2009; 2019 not yet available)	➤ **Learning:** reading, mathematics, and science achievement (disaggregation possible by nationality to proxy Syrian refugees, though test not designed to be representative	At least 2003-2018 ● ● ✳
International education databases/data aggregators	➤ World Inequality Database on Education (WIDE) ➤ World Bank EdStats, Lebanon profile here	➤ **School access, retention, completion**: intake, enrollment, repetition, dropout, completion, survival, transition, OOSC, pupils, attendance ➤ **Educational resources**: expenditure ➤ **Literacy and learning outcomes**: literacy rate (15-24 years old), reading, mathematics, and science achievement ➤ **Policy**: Status mappings of student assessment and teacher policy	*Coverage reflects availability from primary data sources, especially those listed above.*

Acronyms

ACLED	Armed Conflict Location and Event Data
AUB	American University of Beirut
COVID-19	Novel Coronavirus Disease 2019
EMIS	Education Management Information System
GoL	Government of Lebanon
HDX	Humanitarian Data Exchange
HRW	Human Rights Watch
IDMC	Internal Displacement Monitoring Centre
IDP	Internally Displaced Person
ILO	International Labour Organization
IOM	International Organization for Migration
JHU	Johns Hopkins University
JMP	Joint Monitoring Programme for Water Supply, Sanitation and Hygiene
LCRP	Lebanon Crisis Response Program
MEHE	Ministry of Education and Higher Education
MICS	Multiple Indicator Cluster Survey
OOSC	Out-of-school children
OWID	Our World in Data Government
PASEC	CONFEMEN Programme for the Analysis of Education Systems
PISA	Programme for International Student Assessment
RACE, RACE II	Reaching All Children with Education
SY	School year
TIMSS	Trends in International Mathematics and Science Study
UCDP	Uppsala Conflict Data Program
UIS	UNESCO Institute for Statistics
UN DESA	United Nations Department of Economic and Social Affairs
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNHCR	UN High Commissioner for Refugees
UNHCR PopStats	UNHCR Population Statistics Reference Database
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
VASyR	Vulnerability Assessment for Syrian Refugees
WFP	World Food Program
WIDE	World Inequality Database for Education
3W	Who's doing What, Where
ACLED	Armed Conflict Location and Event Data
DTM	Displacement Tracking Matrix
EMIS	Education Management Information System
EPDC	Education Policy and Data Center
FSMT	Formal Site Monitoring Tool
FTS	Financial Tracking Service
GCPEA	Global Coalition to Protect Education from Attack
GIDD	Global Internal Displacement Database
HNO	Humanitarian Needs Overview
HRP	Humanitarian Response Plan
IDP	Internally Displaced Person
ILO	International Labour Organization
IOM	International Organization for Migration
IS, ISIS, ISIL, Daesh	Islamic State
MCNA	Multi-Cluster Needs Assessment
MICS	Multiple Indicator Cluster Survey
OOSC	Out of school children
UCDP	Uppsala Conflict Data Program
UIS	UNESCO Institute for Statistics
UN DESA	UN Department of Economic and Social Affairs
UN OCHA	UN Office for the Coordination of Humanitarian Affairs
UNHCR	UN High Commissioner for Refugees
UNHCR PopStats	UNHCR Population Statistics Reference Database
USIP	United States Institute of Peace
WIDE	World Inequality Database for Education

Endnotes

[i] Sources for overview narrative and timeline events:

- UNHCR, UNICEF, WFP & Inter-Agency Coordination Lebanon. (2019). *Vulnerability Assessment of Syrian Refugees in Lebanon*. https://www.unhcr.org/lb/wp-content/uploads/sites/16/2019/12/VASyR-2019.pdf

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- Johns Hopkins University. COVID-19 Dashboard. https://coronavirus.jhu.edu/map.html

- Fordham, A. (2020, April 25). COVID-19 reaches Lebanon's overcrowded Palestinian refugee camps. National Public Radio. https://www.npr.org/2020/04/25/845026662/covid-19-reaches-lebanons-overcrowded-palestinian-refugee-camps

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- Buckner, E., Spencer, D., & Cha, J. (2018). Between policy and practice: The education of Syrian refugees in Lebanon. *Journal of Refugee Studies, 31*(4), 444-465. https://doi.org/10.1093/jrs/fex027

[ii] Enrollment estimates vary across UIS, RACE II, and EMIS publications. These discrepancies are partly explained by whether second shift enrollment and different types of schools (especially private schools) are included in enrollment counts, among other differences in the methodologies behind the estimates.

[iii] The official numbers of registered refugees differ from the estimated numbers of refugees. Estimated numbers of Syrian refugees exceed registration counts, because many Syrians have not been able to or have chosen not to register in Lebanon. Estimated numbers of Palestinian refugees are less than official registration counts, because many registered Palestinian refugees have left Lebanon and UNRWA does not track the habitual movement of refugees from its services.

[iv] Sources of information on school access:

- Lebanon Central Administration of Statistics & ILO. (2019). Labour Force and Household Living Conditions Survey. https://www.ilo.org/beirut/publications/WCMS_732567/lang--en/index.htm

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[v] The Our World in Data Government Response Stringency Index is based on several indicators of response to the COVID-19 pandemic, including the status of school closures, workplace closures, and travel bans. The index ranges from 0 to 100, with 100 representing the strictest response. For more information see https://ourworldindata.org/grapher/covid-stringency-index.

[vi] Chart uses PISA 2018 estimates as presented in: OCED. (2020, April 3). Learning remotely when schools close: How well are students and schools prepared? Insights from PISA. http://www.oecd.org/coronavirus/policy-responses/learning-remotely-when-schools-close-how-well-are-students-and-schools-prepared-insights-from-pisa-3bfda1f7/