

# Lebanon

## Minimum Standards for Education in Emergencies



**Contextualized from the  
INEE Minimum Standards for Education:  
Preparedness, Response, Recovery**

**INEE**



The Inter-Agency Network for Education in Emergencies (INEE) is an open, global network of practitioners and policy makers working together to ensure all persons the right to quality education and a safe learning environment in emergencies and post-crisis recovery.

For more information on INEE, visit [www.ineesite.org](http://www.ineesite.org).

For more information on the INEE Minimum Standards, visit [www.ineesite.org/minimum-standards](http://www.ineesite.org/minimum-standards).

For resources on education in emergencies, visit the INEE Toolkit at [www.ineesite.org/Toolkit](http://www.ineesite.org/Toolkit).

This document has been developed by and for the local authorities of Lebanon and NGO and UN representatives in a process facilitated by the Lebanon Education Working Group and the INEE. The final version of this document was written by Zeena Zakharia.

Published by:

INEE and Lebanon Education Working Group, 2014

New York and Beirut

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## Acknowledgements

This document was developed by and for representatives of the Lebanese Ministry of Education and Higher Education (MEHE), school principals, teachers, and UN and NGO representatives working in Lebanon, including UNESCO Beirut, the Norwegian Refugee Council (NRC), UNICEF Lebanon, and INEE, who together with the Lebanon Education Working Group (EWG), facilitated the contextualization process with a wide range of partners. A huge amount of time and effort was given by participants in the year-long process. We thank the following people for their time and for their commitment to providing education opportunities for children and youth affected by emergencies in Lebanon:

Lara Abdallah (MEHE); Andrawos Abou Adaili (Hawsh Al Omara High School, Bekaa); Samih Abou Ghawsh (Kawkaba High School, Bekaa); Rania Abou Mosleh (Reach Out to Asia); Gladis Abou Nakoul (Hasbaya High School, Nabatieh); Soha Abou Shabaki (UNHCR); Melvina Afram (Achrafieh Mixed Official Secondary School, Beirut); Micheline Aiso (NRC); Bassel Akar (Notre Dame University Louaize); Nidal Alameh (NRC); Mades Almaz (NRC); Imane Assi (MEHE); Maha Awad (Madame Badra School, The North); Dean Brooks (NRC Oslo); Bahaa Al Cfhatti (UNRWA); Amal Chaaban (MEHE); Rita Chalhoub (World Vision); Fross Dabit (NRC); Najwa Dagher (MEHE); Samira Al Dibs (Zouk Mosbeh School, Mount Lebanon); Fadi El Yamani (Right to Play MENA); Ali Farhat (Kfarman High School, Nabatieh); Haifa Farhat (NRC); Pamela Gemayel (NRC); Rita Gharib (MEHE); Caroline Ghosteen (MEHE); Rania Al Habri (NRC); Rania Hadid (UNRWA); Mohamad Walid Al Haffar (Hassan Al Hojja High School, The North); Samar Haidar (Zkak Al Blat School, Beirut); Farah Moallem Hajjar (Iqra' Association); Massa Mofti Hamawi (Syrian citizen); Moussa Hanna (North Educational District); Lamis Al Hassan (NRC); Mohamad Hassoun (Al Ghazieh High School, The South); Mohamad Hnaineh (South Educational District); Gisela Hurschler (Save the Children); Hijazi Idriss (UNESCO Beirut); Wafa Issa (Right to Play MENA); Nabil Jamil (Halba Intermediate School for Boys, The North); Kerstin Karlstrom (UNHCR); Rene Katan (Achrafieh Second High School, Beirut); Raghda Kawas (UNESCO Beirut); Shofyen Khalfaoui (Refugee Education Trust); Gabriel El Khili (UNESCO Beirut); Gaby Jabbour (Right to Play MENA); Sonia Khoury (MEHE); Amina Kleit (Iqra' Association); Boram Lee (Handicap International/ HelpAge International); Sarah Lee (Concern Worldwide); Louise Le Mari (ANERA Lebanon); Naji Maalouf (MEHE); May Mahdi (Borji Qalaway High School, Nabatieh); Mazen Malaeb (Baysour School, Mount Lebanon); Vanan Mandikjian (UNHCR); Majeda Marah (UNESCO Beirut); Nawal Masalkhi (MEHE); Rima Musallam (Iqra' Association); Wafa Naser (Iqra' Association); Moustafa Osman (Osman Consulting); Marwa Ramadan (Iqra' Association); Albert Rizk (MEHE); Ibtihaj Saleh (Center for Educational Research and Development); Feyrouz Salameh (Mouvement Social); Aline Sfeir (NRC); Ahmad Shamseddine (Haret Hreik High School, Mount Lebanon); Rami Shamseddine (INEE); Jennie Taylor (Save the Children); Firas Toutanji (Right to Play MENA); Nissrine Yasseen (NRC); Zahi Yasseen (Ansariye Elementary School, The South); Salam Younis (MEHE); Khalil Zahri (Zebdine School, Nabatieh); Rania Zakhia (UNICEF); Rawad Zakhour (UNHCR); Hadi Zalzali (MEHE).

The initial contextualization workshop was facilitated by Moustafa Osman. Zeena Zakharia facilitated a consultative review of the draft document and wrote the final version. This document was edited by Claire Nerenhausen and Arianna Sloat. The contextualization process was managed by Arianna Sloat on behalf of the INEE Working Group on Minimum Standards and Network Tools.

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# Introduction

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## INEE Minimum Standards for Education

The Inter-Agency Network for Education in Emergencies (INEE) developed the Minimum Standards for Education: Preparedness, Response, Recovery—the only global tool that articulates the minimum level of educational quality and access in emergencies through to recovery. The aims of the INEE Minimum Standards are to:

- enhance the quality of educational preparedness, response, and recovery;
- increase access to safe and relevant learning opportunities for all learners, regardless of their age, gender or abilities; and
- ensure accountability and strong coordination in the provision of education in emergencies through to recovery.

The INEE Minimum Standards Handbook was developed in 2004 and updated in 2010 through a consultative process that engaged over 3,500 individuals from over 52 countries including national authorities, practitioners, academics and other educationalists. The Handbook is designed for use in all phases of emergency response in a range of situations, including disasters caused by natural hazards and conflicts, slow- and rapid-onset situations, and emergencies in rural and urban environments.

## The Context of Lebanon

The history of Lebanon has been marked by episodes of political violence and uncertainty, including civil war, military occupation, regional and cross-border wars, internal clashes, civilian targeting, and other forms of violent political conflict that have resulted in what might be characterized as a protracted state of emergency in recent decades. These localized, national, cross-border, external, and regional conflicts have led to a general sense of insecurity and massive displacements of people, both internally and across borders, historically and in recent years. This has made Lebanon the permanent or temporary home to diverse peoples, including Armenians (since 1915), Kurds (intensively in 1940), Palestinians (since 1948), Iraqis (since 2003), and most recently Syrians (since 2011), who currently number over 1 million, or more than 25% of the population residing within the Lebanese territory.

Acute political violence and uncertainty have also had a detrimental impact on educational infrastructure and processes, resulting in school closures, destruction of school buildings and property, and interrupted formal education.

The recurrence of these issues emphasizes the need for concerted planning for education in emergencies (EiE), including preparedness, response, recovery, and disaster risk reduction (DRR). In addition, development and planning that meets the needs of all school-aged children and youth, including those who have missed out on schooling or had limited access, is necessary in order to fulfill Lebanon's commitment to the right to education for all children and youth within its borders.

The Ministry of Education and Higher Education (MEHE) oversees the formal education sector of Lebanon, including both public and private schools. The major providers of formal education in Lebanon are the MEHE, the United Nations Relief and Works Agency for Palestine Refugees (UNRWA), and the private sector. The education system is diverse, hosting a number of curricula alongside the Lebanese national curriculum, and includes religious and secular, fee-paying and non-fee paying schools, which operate in Arabic, French, and English as major languages of instruction. The educational system comprises four cycles, each made up of three grade levels, starting with grade 1. In addition the MEHE oversees a system of technical and vocational education.

Over 70% of students in Lebanon are enrolled in private schools. Most schools are co-educational and the large majority of teachers and administrators are women, across all types of schools. UNRWA operates schools for Palestinian refugees, who are entitled to sit for the Lebanese official examinations (Brevet in grade 9 and Baccalaureate in grade 12).

Education in Lebanon is highly valued. Ensuring access to quality, relevant, and safe education for all children and youth within the Lebanese territory is fundamental, and conforms with Lebanon's commitments as signatory to various international conventions, including the Universal Declaration of Human Rights (UDHR) and the International Convention on the Rights of the Child (CRC). Still, education authorities face many difficulties in coordinating the response to crisis situations. For this reason, the need for setting contextualized standards for EiE emerged as a priority for the MEHE, in coordination with international, regional, and local partners. In particular, the acute situation arising from the Syrian crisis accelerated the need for the contextualization process.

This document, which represents the outcome of an intense consultative process, aims to support preparedness, response, and recovery in the service of all children and youth within Lebanon's borders. Such efforts require concerted coordination among diverse partners, for which the INEE's global framework provides guidance and seeks to involve key decision makers with other educational personnel in order to establish agreed upon standards appropriate to the Lebanese context.



## **Contextualization of the Minimum Standards for Education in Emergencies**

The INEE Minimum Standards are most effective when they are contextualized to a country's particular situation. In Lebanon, significant commitment and engagement by the MEHE, UN agencies, international and local Non-Governmental Organizations (NGOs), and other civil society actors, including representatives from schools and other educational institutions has made this process possible.

Following the Middle East regional workshops that took place to introduce the INEE Minimum Standards for Education, the INEE and partners from the Lebanon Education Working Group (EWG) convened a consultation workshop in Beirut in February 2013 to contextualize the INEE Minimum Standards. Facilitated by INEE, UNESCO, NRC, and UNICEF, the workshop brought together over 50 individuals representing more than 40 organizations, including MEHE, NGOs, UN agencies, school principals, and administrators representing each of Lebanon's educational districts.

The resulting draft standards were used as the basis for initiating a training program, which is ongoing. In collaboration with the MEHE and following a training of trainers, UNESCO facilitated a series of INEE Minimum Standards workshops to introduce 100 school directors to the draft contextualized standards in late 2013. Some of these sessions also involved the review of the draft standards by participants.

Additional inputs were integrated into the draft document through a consultative review process that involved the MEHE, Education Working Group, and civil society partners in early 2014. This document reflects the outcome of this year-long process.

For more information on contextualization of the INEE Minimum Standards for Education in Emergencies visit: <http://www.ineesite.org/minimum-standards/contextualization>.

## **How to Read This Document**

This document follows the organization of the INEE Minimum Standards: the five domains and their correlating standards (see the map on next page). The section for each standard includes the text of the original INEE Minimum Standards, and then contextualized guidance on how to interpret the global standard in the Lebanon context.

Users are encouraged to refer to the original 2010 English edition of the INEE Minimum Standards for further details and guidance.

This document is not meant to be a comprehensive EiE manual, but rather a reference guide to minimum standards of quality and access, specific to the context of Lebanon. Comprehensive resources on training and implementation related to EiE (including information on teacher compensation, safer school construction, inclusive education, etc.) can be found on the INEE website: [www.ineesite.org](http://www.ineesite.org).

This document will be periodically reviewed and updated to ensure it remains relevant to the Lebanon context. Please send any comments, feedback or suggestions for improvement to: [mstraining@ineesite.org](mailto:mstraining@ineesite.org) and [minimumstandards@ineesite.org](mailto:minimumstandards@ineesite.org).

## **Further Resources**

For additional global tools and resources, visit: [www.ineesite.org/Toolkit](http://www.ineesite.org/Toolkit)

To join INEE, visit: [www.ineesite.org/join](http://www.ineesite.org/join)

## Foundational Standards

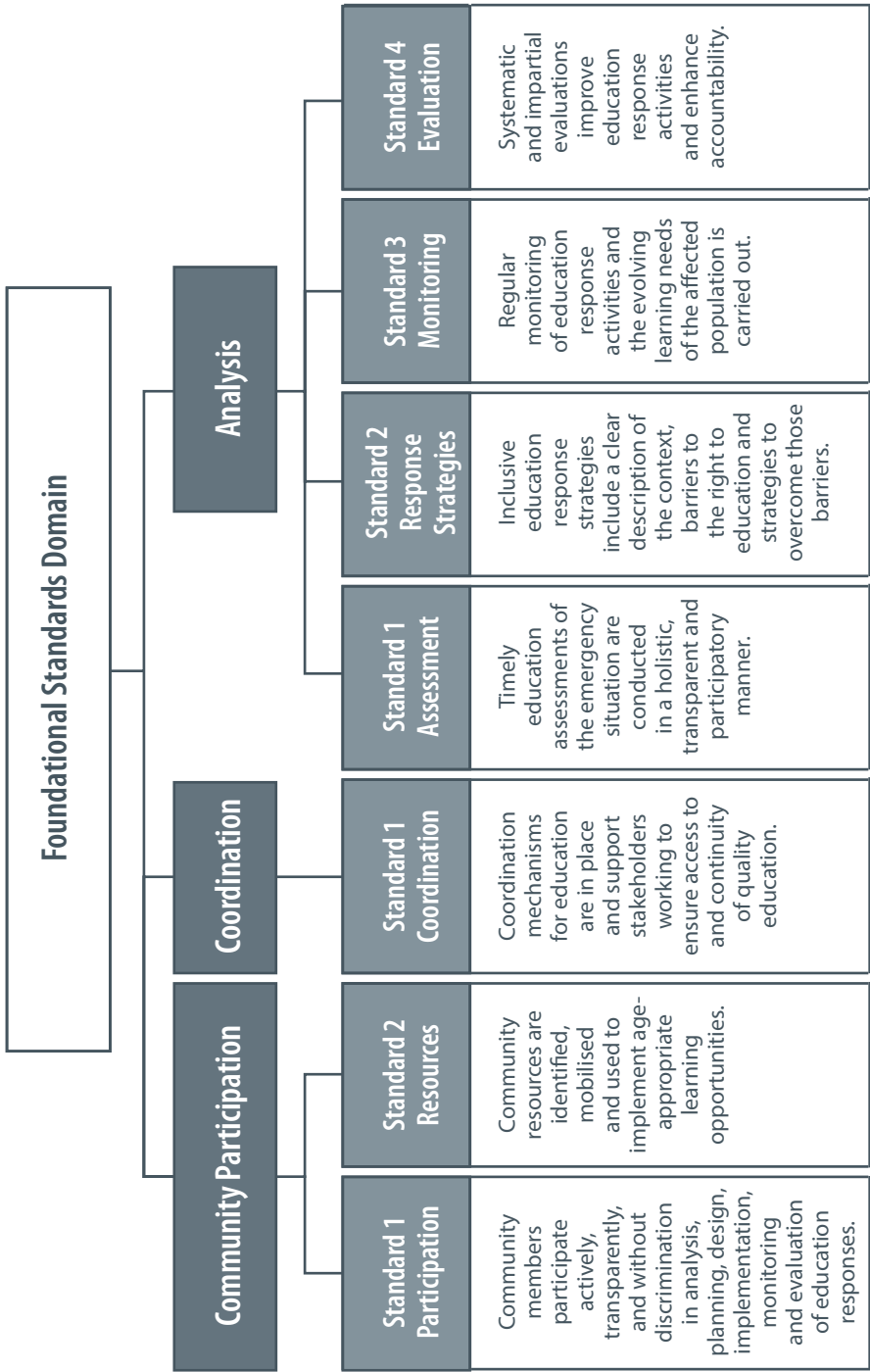
**Community Participation Standards:** Participation and Resources – Coordination Standard: Coordination – Analysis Standards: Assessment, Response Strategies, Monitoring and Evaluation

Access and Learning Environment	Teaching and Learning	Teachers and Other Education Personnel	Education Policy
<p><b>Standard 1: Equal Access</b> – All individuals have access to quality and relevant education opportunities.</p> <p><b>Standard 2: Protection and Well-being</b> – Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.</p> <p><b>Standard 3: Facilities and Services</b> – Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.</p>	<p><b>Standard 1: Curricula</b> – Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.</p> <p><b>Standard 2: Training, Professional Development and Support</b> – Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.</p> <p><b>Standard 3: Instruction and Learning Processes</b> – Instruction and learning processes are learner-centred, participatory and inclusive.</p> <p><b>Standard 4: Assessment of Learning Outcomes</b> – Appropriate methods are used to evaluate and validate learning outcomes.</p>	<p><b>Standard 1: Recruitment and Selection</b> – A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.</p> <p><b>Standard 2: Conditions of Work</b> – Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.</p> <p><b>Standard 3: Support and Supervision</b> – Support and supervision mechanisms for teachers and other education personnel function effectively.</p>	<p><b>Standard 1: Law and Policy Formulation</b> – Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.</p> <p><b>Standard 2: Planning and Implementation</b> – Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.</p>

**Key Thematic Issues:** Conflict Mitigation, Disaster Risk Reduction, Early Childhood Development, Gender, HIV and AIDS, Human Rights, Inclusive Education, Inter-sectoral Linkages, Protection, Psychosocial Support and Youth

For the full version of the INEE Minimum Standards for Education: Preparedness, Response, Recovery, please visit [www.ineesite.org/standards](http://www.ineesite.org/standards)

Domain 1: Foundational Standards



# Community Participation

## Standard 1: Participation

Community members participate actively, transparently and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses.

### Community members

In Lebanon, community members from governmental, non-governmental, and civil society bodies support and participate in educational processes at various levels. Community members to be considered for participation include:

#### Lebanese governmental actors:

- Ministry of Education and Higher Education (MEHE) officials, represented by the Directorate-General for Education (including the Directorate of Primary and Secondary Education; Director of Guidance and Counseling; Head of Private Education Section; heads of regional educational directorates; directors of teacher training institutes [Dar el Muallemeen])
- General Directorate of Technical and Vocational Education (regional units; directors of arts schools and institutes, etc.)
- Officials from other Ministries concerned with education (including the Ministry of Social Affairs, Ministry of Youth and Sports, Ministry of Public Health, Ministry of Information, Ministry of Finance)
- Government councils (Council for the South; Higher Relief Council; and Council for Development and Reconstruction)
- Central Inspection Agency (an accountability body, mainly responsible for educational inspection, in addition to financial, engineering, health, and management inspection)
- Center for Educational Research and Development (CERD) (an autonomous body under the auspices of the MEHE that specializes in curriculum and textbook development, teacher training, educational research, and evaluation)

- National Center for Disaster Management (at the time of publication, this body is being established in connection with the Council of Ministers; will include representatives of the Ministries and relevant agencies)
- MEHE Emergency Education Unit
- Lebanese University Faculty of Pedagogy (educates directors and secondary school teachers, and licenses teachers)
- Local and regional authorities (Governors, Heads of Municipalities, Mayors, and committees)
- Public school directors, teachers, and other administrative and support staff
- Parent councils
- The Lebanese Army, Internal Security Forces, and Civil Defense

### **Civil society actors:**

- Members of national and community based associations, advocacy groups, and clubs
- Community leaders, business-owners, activists, and other individuals
- Religious authorities and institutions
- Private schools (free and tuition-based), their teachers, administrators, and other support staff
- Mothers, fathers, and guardians
- Children and youth, including those enrolled as students, those who are out of school, and those with special needs

### **Example of good practice:**

Training youth volunteers from Syrian and Palestinian refugee communities and their Lebanese counterparts to work with children on academic and life skills through play has generated a sense of shared purpose between youth participants, while enhancing psychosocial and educational supports to vulnerable populations.

### **International and regional bodies:**

- Representatives of international and regional NGOs
- United Nations agencies
- Bilateral partners and inter-governmental organizations
- Donor agencies
- Coordination bodies

## Active and transparent participation, without discrimination

In order to promote active and transparent participation of community members, without discrimination, special measures must be taken to ensure that:

- All social groups are represented and included, regardless of age, gender, socioeconomic status, political affiliation, religious designation, citizenship, language, and disability status.
- Representation includes community members from all affected geographic regions.
- Horizontal participation and coordination takes place among relevant Ministries (e.g. Ministry of Education and Higher Education, Ministry of Interior and Municipalities, Ministry of Public Health, Ministry of Social Affairs, Ministry of Environment, Ministry of Public Works, Ministry of Energy, etc.), as well as international and regional organizations, and civil society actors.
- Vertical participation and coordination takes place among relevant Ministries and the Council of Ministers.
- Workshops and informational sessions are conducted for community members to facilitate active participation in preparedness, response, and recovery.
- A financial control mechanism is in place to achieve transparency regarding financial and material resources, including public funds and donations, and that relevant stakeholders are made aware of related donor and government policies.
- Accessible platforms are established for information sharing (e.g. website, seminars, forums, etc.)
- Interpreters and translators are used, where needed, to communicate across languages and among community partners who are hearing, deaf, hearing impaired, and/or hard-of-hearing.

## Participation in analysis

In order for community members to participate in analysis, measures should be taken to:

- Facilitate participation and training of relevant and diverse stakeholders (e.g. education personnel, civil society organizations, scouting teams and clubs, volunteers, etc.) to collect representative and unbiased data through surveys, focus groups, interviews, and other means and to conduct analyses to identify needs, priorities, and other key issues, with oversight from the MEHE Emergency Education Unit and other partners.

- Ensure that data collection methods and related training are conflict sensitive and considerate of the potential vulnerabilities of participants. (For guidance on conflict sensitive analysis strategies, see the INEE Guidance Note on Conflict Sensitive Education, page 43)
- Engage relevant and diverse stakeholders in the review and analysis of available curricula, educational activities, materials, and textbooks for use in formal and non-formal education to ensure continued relevance of content and form, to identify elements of bias, and to address gaps.
- Make use of the community service program established in Lebanese public secondary schools for the collection and analysis of data.
- Disseminate findings to the general public and invite additional perspectives.
- Allow research participants to express experiences and positions in surveys and other data collection methods.

### Example of good practice:

The Joint Education Needs Assessment (JENA), was a collaborative effort between the MEHE central level, regional directorates, school directors, teachers, NGO staff members, youth volunteers, and UN agencies.

## Participation in planning and design

In order for community members to participate in planning and design processes, clear measures must be taken to:

- Involve relevant and diverse stakeholders in the planning and design of formal and non-formal educational programs and curricula that will affect them, through consultations, meetings, workshops, and other participatory and inclusive strategies.
- Engage relevant and diverse stakeholders in the preparation of evacuation and emergency plans at central, regional, and local levels.
- Train school directors, other administrative and education personnel, and students engaged in formal and non-formal education on how to implement evacuation and other emergency plans.



## Participation in implementation and monitoring

In order for community members to participate in implementation and monitoring, steps should be taken to:

- Identify focal points for implementation among members who are trusted or well regarded within target communities.
- Establish a monitoring framework with oversight from the MEHE Emergency Education Unit, in coordination with existing educational inspectorates for formal educational programs, and in coordination with NGOs and other partners for non-formal education.
- Establish a system of regular and transparent reporting of activities and progress, including regular input from beneficiaries (e.g. children and youth, teachers in training activities, civil servants in capacity building exercises, etc.) and from community members reporting on access and inclusion.

### Example of good practice:

The current practice of submitting weekly progress reports to the MEHE and other partners helps to improve monitoring. Making these available online would promote transparency as well. In ensuring the participation of children and youth in monitoring and evaluation, it is important to provide opportunities for them to express their views freely. This can be achieved by asking open-ended questions in surveys, interviews, and/or focus groups.

## Participation in evaluation

In order for community members to participate in the evaluation of programs, measures must be taken to:

- Ensure that relevant and diverse stakeholders are given the opportunity to contribute to program evaluations through inclusive and participatory processes, including consultations, focus groups, surveys, and other means that allow for experiences, opinions, and observations to be made, in addition to concrete, measurable outcomes.
- Prepare guidelines for the evaluation of learning processes, materials, and outcomes.

### Example of good practice:

Promoting participation in evaluation requires concerted efforts to receive feedback from learners, parents, education personnel, and other stakeholders through surveys, interviews, and/or focus groups. In Lebanon, some NGOs have presented evaluation findings to large audiences comprising representatives from the MEHE, school administrators, teachers, parents, students, and funding partners, who then form discussion groups to develop recommendations for future implementation.



For tools to help you with the implementation of these standards, go to the INEE Toolkit: [www.toolkit.ineesite.org](http://www.toolkit.ineesite.org)

#### INEE Toolkit

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- ↳ Implementation Tools
  - ↳ Foundational Tools
  - ↳ Participation



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## Standard 2: Resources

Community resources are identified, mobilized and used to implement age-appropriate learning opportunities.

### Identifying community resources

In identifying community resources, the following considerations should be made:

- Human resources include a diverse array of contributors, such as: teachers; young people; parents and guardians; scouting teams, student councils, community service, and clubs; psychosocial, recreational, and sports specialists; medical professionals; municipalities; volunteers; the army, internal security, and civil defense.
- Community members contribute diverse knowledge and skills, such as: knowledge of the community; effective teaching, learning, and classroom management strategies; technology skills; psychosocial support; language, translation, and interpretation skills; research skills; effective management, monitoring, and evaluation; health and nutrition-related knowledge.
- Material resources include: educational facilities, such as schools and community centers, offices, and spaces for play and community meetings; instructional materials and books; equipment; clothes, safe transportation means; and access to electricity and drinking water.
- Financial resources include public funds and private donations to cover such things as materials and equipment, over time expenses for public sector personnel, and leases, as well as in kind contributions made by parent or student organizations and others to support special programs.

#### Suggested practice:

A community resource mapping exercise that involves the participation of community members, as outlined in Community Participation Standard 1, can help to identify relevant community resources.

## Mobilizing community resources

The mobilization of resources takes place through the involvement, initiative, and support of key community members and channels, including:

- Private and public institutions
- Community-based organizations (clubs, associations)
- Local authorities (municipal council, mayors, community leaders)
- Representatives of vulnerable populations and target communities
- News media, including TV, radio, newspapers, magazines, etc.
- Online media networks, email lists, mobile chat groups, etc.
- Community bulletin boards
- Notices distributed through schools

### Suggested practice:

Maintaining a database of identified and mobilized community resources that is accessible to community partners can help to ensure transparency and use of available resources to implement age-appropriate learning opportunities.

## Making use of community resources to implement educational activities

Community resources are used for educational activities in accordance with:

- An action plan developed by community members, as outlined in Community Participation Standard 1
- The use of identified and mobilized resources from the community
- Identified needs

## Implementing age-appropriate learning opportunities

Implementing age-appropriate learning opportunities requires the following considerations:

- All formal and non-formal learning opportunities are appropriate for target learners in terms of content, method, language medium, and instructional materials employed.
- In schools, where necessary, classes are merged to accommodate learners and in accordance with the number of educators and available space.
- Gender issues are taken into consideration to ensure access and participation in learning opportunities for all young people.
- Individual differences are taken into account to ensure access and participation in learning opportunities for vulnerable populations and all young people with special needs.
- Peace and human rights education; conflict-sensitive educational programs that address social cohesion and inter-communal dialogue; and other educational programs and youth trainings that raise awareness of issues specific to the emergency, such as landmine awareness, health, and safety concerns, etc. are made available in an age-appropriate manner. (See also Teaching and Learning Standards 1, 2, and 3)

### Suggested practice:

Drawing on the expertise of specialized national organizations, which support educators in making accommodations for students with physical impairments and other special needs, can help to ensure appropriate methods and instructional materials are used that are inclusive of diverse learners.

**T** For tools to help you with the implementation of these standards, go to the INEE Toolkit: [www.toolkit.ineesite.org](http://www.toolkit.ineesite.org)

#### INEE Toolkit

- ↳ INEE Minimum Standards
  - ↳ Implementation Tools
    - ↳ Foundational Tools
      - ↳ Resources

# Coordination

## Standard 1: Coordination

Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.

### Coordination mechanisms for education

Coordination committees (1) at the national level (MEHE and relevant government partners, depending on the nature of the emergency) and (2) between the MEHE and other education partners, with support from mandated UN and other agencies, work together to ensure access to and continuity of quality education (see Community Participation Standard 1). These coordination committees endeavor to:

- Set a common framework for action.
- Identify the roles and mandates of relevant partners.
- Develop common terminology to ensure that all children and youth are targeted.
- Host regular and emergency meetings for the coordination committee.
- Document and disseminate minutes, decisions, and procedures taken.
- Ensure follow-up, evaluation, and accountability for their work.

#### Coordination:

The MEHE, in collaboration with CERD, sets general policies for educational services and determines national priorities for education. In situations of emergency, work is done under the supervision of the Council of Ministers and in collaboration with relevant Ministries and international agencies and non-governmental organizations, such as UNRWA, UNICEF, UNHCR, and Save the Children.

#### Lebanon Education Working Group:

The EWG co-facilitated by the MEHE, UNHCR, and UNICEF currently engages over 40 partners as part of an effort to strengthen the coordination capacities of all partners and to support organizations working to deliver quality formal and non-formal education in line with government priorities. This includes identifying key interventions, mandates, and roles and harmonizing a common discourse around education in emergencies among partners.

## Coordination support

Coordination committees are supported by:

- Clearly articulated Terms of Reference (ToR) that describe mandate, membership, objectives, and procedures.
- An operating budget.
- A program of action for preparedness, response and recovery.
- Established means of communication among members and other partners.

## Stakeholders who work to ensure access to continuity of quality education

Stakeholders include:

- MEHE (relevant administrative units, elementary and secondary school directors, and education personnel) through various channels, including the MEHE Emergency Education Unit and Lebanon Education Working Group (EWG)
- Parent councils
- Government educational inspection authority
- International, regional, and national organizations and advocacy groups
- Local community (municipalities, mayors, community leaders, popular committees, clubs, neighborhood committees, etc.)
- Civil society
- Donors
- Private schools
- Teacher unions and organizations

### Challenges:

Without effective coordination between the formal and non-formal education sectors, and sustained funding to emergency programs, educational efforts in protracted situations remain fragmented and short-term. The MEHE and EWG are working to address greater coordination efforts towards access and continuity of quality education.

### Examples of good practice:

Coordination between NGOs, municipalities, and local civil society actors can serve to ensure access to and continuity of education. In Lebanon, for example, NGOs have teamed up with municipalities and public libraries to provide access to books and reading spaces for vulnerable populations. Such efforts highlight effective coordination practices and approaches to resource identification.

**T** For tools to help you with the implementation of these standards, go to the INEE Toolkit: [www.toolkit.ineesite.org](http://www.toolkit.ineesite.org)

#### INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
- ↳ Foundational Tools
- ↳ Coordination



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# Analysis

## Standard 1: Assessment

Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.

### Initial education assessments

Initial education assessments should include the following considerations:

- Conduct rapid needs assessment at an early stage to identify education needs (human, material, security) and training priorities from populations in affected locations (target populations, municipalities and mayors, education personnel, community based organizations, etc.).
- Ensure that education is part of OCHA's early inter-sectoral assessment exercise.
- Use relevant non-education data to inform educational response and training priorities.
- Assess barriers to the implementation process (in provision of teachers, transportation means, safe and relevant educational environment, provision of equipment, financial resources, and documentation).
- Ensure that young people and families, particularly from vulnerable populations, are consulted.

#### Assessment:

Involving Lebanese research institutions and experienced research and evaluation consultants when constructing instruments and analyzing data can help to ensure independent, context sensitive, and timely assessment.

### Timely assessment

Timely assessment involves:

- Early and regular mapping of community capacities and needs.
- Periodic assessment during the crisis, including the extent of implementation progress.

- Prompt and transparent dissemination of results, made accessible online.

## Holistic, transparent and participatory assessments

Conducting holistic, transparent, and participatory assessments involves:

- Impartial assessments.
- All stages of the educational plan.
- Participation of all stakeholders (including learners, teachers, education personnel, parent councils, local community members, etc.).
- Inclusion of members of the affected populations, regardless of age, gender, language, religion, ethnicity, national origin, political affiliation, citizenship status, disability, or other designation.

### Example of good practice:

Coordinating site visits with community leaders can help to promote transparent and participatory assessments.



For tools to help you with the implementation of these standards, go to the INEE Toolkit: [www.toolkit.ineesite.org](http://www.toolkit.ineesite.org)

#### INEE Toolkit

- ↳ INEE Minimum Standards
  - ↳ Implementation Tools
    - ↳ Foundational Tools
      - ↳ Assessment

## Standard 2: Response Strategies

Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.

### Education response strategies

In Lebanon, education response strategies involve:

- Regularly updating available data related to the education system (e.g. number of learners and teachers per region), schools, and non-formal educational programs in the affected areas.
- Activating the National Chamber of Operations for Education in Emergencies in the MEHE.
- Conducting capacity development in education in emergencies, psychosocial support, disaster risk reduction, child protection, crisis management, etc. (e.g. training for teachers, community leaders, and affected populations; guidelines and handbooks; etc.)
- Identifying and addressing gaps in the education strategy, in terms of coordination, resources, and programs.
- Organizing activities for young people, parents, and fieldworkers that aim at improving community environment and psychosocial wellbeing.
- Developing formal and non-formal education programs specific to the crisis and affected population.
- Establishing school feeding programs for vulnerable populations.
- Rehabilitating and equipping schools.
- Monitoring the cleanliness of drinking water and sanitation facilities.

## Contextual barriers to the right to education

In Lebanon, barriers to the right to education include:

- Insecurity and safety concerns, including physical violence, verbal abuse, and corporal punishment at school, home, and in the wider community
- Economic, social, political, religious, environmental, and geographic factors
- Language
- Gender
- Disability
- Citizenship status
- Health and the spread of infectious disease
- Legal barriers, such as requirements for school documentation
- Access to information regarding rights, services, and/or regulations
- Social exclusion and discrimination at school and in the wider community

## Inclusive strategies to overcome these barriers

Strategies to overcome barriers to the right to education include (see also Access and Learning Environment Standard 1: Equal Access):

- Ensuring a safe environment for all learners, including the elimination of all forms of physical violence, verbal abuse, and corporal punishment at school and other learning sites.
- Providing secure access to and from schools and other learning sites.
- Making sure that schools and learning sites are located nearby learners.
- Providing transportation means.
- Providing the basic requirements for a decent life and education (water, food, medicine, books, materials).
- Providing teacher training programs.
- Providing language supports and interpretation.

### Suggested practice:

Specific targeted strategies that address the needs of vulnerable populations can serve to overcome barriers to the right to education. Strategies may include financial supports, such as scholarships or stipends, to cover the cost of education, social protection schemes to ensure that children are healthy and well fed, and local campaigns to raise community awareness that all children can and should go to school.

- Providing infrastructure supports and accommodations for learners with physical disabilities and other special needs.
- Providing awareness programs for learners and parents (religious, political, health, social), as well as raising awareness regarding educational rights, services, and/or regulations.
- Addressing barriers due to lack of documentation.
- Making use of information and communication technologies.
- Providing activities to promote social cohesion.
- Ensuring that schools and educational programs are welcoming to various groups, regardless of age, gender, socioeconomic status, religion, nationality, political affiliation, disability, citizenship status, or other designation.
- Advocating on behalf of socially excluded and discriminated groups with school and community leaders and their constituents to ensure the right to education for all learners.

### Example of good practice:

Raising awareness regarding educational rights and services can take a number of forms. In Lebanon, NGOs have facilitated this process by making door-to-door visits in areas hosting a large population of refugees in the neighborhood of a public school. Visits serve to inform parents, children, and youth of education services in the area, including formal and non-formal programs. Through this process, parents are provided information on how to enroll their children in school, and where space is limited, to enroll in non-formal education.

**T** For tools to help you with the implementation of these standards, go to the INEE Toolkit: [www.toolkit.ineesite.org](http://www.toolkit.ineesite.org)

#### INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
  - ↳ Foundational Tools
  - ↳ Response

## Standard 3: Monitoring

Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.

### Regular monitoring of education response activities

In Lebanon, regular monitoring entails the following considerations:

- Implementing a monitoring framework established by the MEHE and partners, in coordination with existing educational inspectorates for formal educational programs, and in coordination with NGOs and other partners for non-formal education.
- The MEHE and partners appoint specialized experts to monitor and inform educational response activities during the crisis (monitoring and evaluation specialists, school inspectors, university professors, knowledge management experts, etc.).
- Monitoring follows the project cycle, starting from the earliest stage of assessment through to design, implementation, and final evaluation. It starts once the baseline is set and instruments are drafted and proceeds on a daily, weekly, or other periodic basis, as determined by the monitoring framework and evolving crisis situation.
- Monitoring educational response activities includes tracking student enrollments and attendance; teaching methods, activities, and outcomes; psychosocial supports; recreational activities; learner response; textbooks and materials; safety; facilities, etc.
- Maintaining records of observations and inputs through quantitative data, qualitative observations, interviews, focus groups, and photographs.
- Reporting mechanisms with input from beneficiaries through consultations, focus groups, surveys, and other means that allow for experiences, opinions, and observations to be shared. (See Community Participation Standard 1)

#### Suggested practice:

Young people from target populations provide meaningful feedback on education response activities through focus groups and other reporting mechanisms. Where possible, educators can maintain records of their own reflections and lessons learned to feed into the reporting mechanism.

## Regular monitoring of learning needs

Monitoring the evolving learning needs of the affected population means that:

- Learning needs are identified from the outset, based on information and questionnaires collected.
- Learning needs include formal academic considerations; technical and vocational education; learning supports, including academic, language-related, and other supports for learners with special needs; psychosocial supports; recreational outlets; health and social awareness sessions; training related to safety and crisis management in the context of an emergency.

## Affected populations to be monitored include:

- Internally displaced people, refugees, asylum-seekers and guests
- Host communities
- Returnees
- Organizations operating within the crisis
- Vulnerable and marginalized children and youth, including those with special needs

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### INEE Toolkit

- ↳ INEE Minimum Standards
  - ↳ Implementation Tools
    - ↳ Foundational Tools
      - ↳ Monitoring

## Standard 4: Evaluation

Systematic and impartial evaluations improve education response activities and enhance accountability.

### Systematic evaluation

In Lebanon, systematic evaluation involves:

- Both formative and summative evaluations to assess both process and outcomes.
- Evaluations based on set standards that have been agreed upon by all relevant stakeholders.
- Evaluations used to determine the extent to which pre-set goals are achieved, and whether the education response plan is implemented effectively and in conformity with pre-determined priorities.

Systematic evaluations are conducted by the MEHE in the following areas:

- Instructional methodologies and learner response.
- Teacher, parent, and principal experiences in implementing new approaches, materials, and equipment.
- Evaluation of education personnel.
- Evaluation of the learning environment in terms of: convenience of the water and sanitation facilities, cleanliness of classrooms, number of learners (in relation to the capacity of school buildings), and gender of learners.
- Evaluation of school equipment, including conventional equipment and materials, as well as ICT, etc.
- Evaluation of financial resources and their sustainability in supporting the preset plan.



## Impartial evaluations

Impartial evaluations mean that:

- Evaluations are not subjective.
- Evaluations clearly identify both things that are going well, as well as any gaps or issues that need to be addressed.
- Evaluations are not biased on the basis of gender, ethnicity, socioeconomic status, language, religion or sect, political affiliation, nationality or citizenship status, ability designation, or type of organization (e.g. for profit, religious, etc.).

## Evaluations that improve education response activities

In order to improve education response activities:

- Evaluations are used to take concrete steps to modify the educational plan, address gaps or problematic issues, and promote capacity development.

## Evaluations that enhance accountability

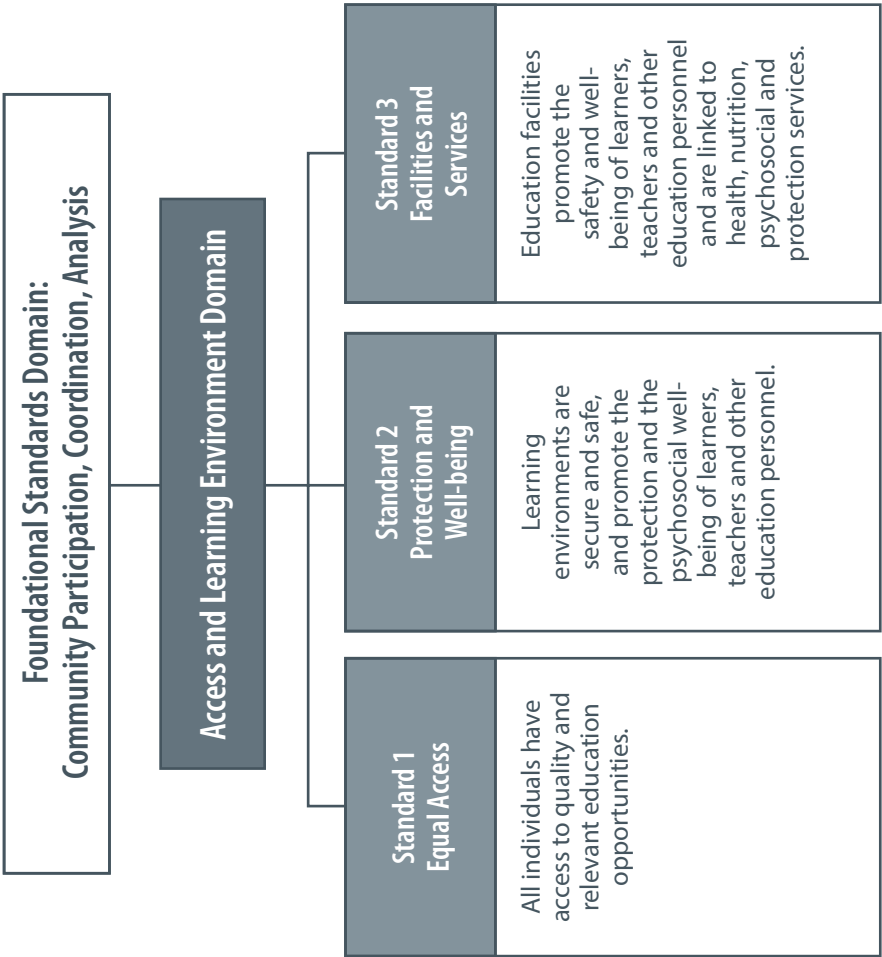
In order to enhance accountability:

- All participating parties have access to the outcome of evaluations. This requires consideration of language and method of dissemination.
- Personnel are accountable for the success of the education response plan, including outcomes and use of resources.
- Duty-bearers are held accountable for the outcome of evaluations and in cases of negligence.

**T** For tools to help you with the implementation of these standards, go to the INEE Toolkit: [www.toolkit.ineesite.org](http://www.toolkit.ineesite.org)

### INEE Toolkit

- ↳ INEE Minimum Standards
  - ↳ Implementation Tools
    - ↳ Foundational Tools
      - ↳ Evaluation



# Access and Learning Environment

## Standard 1: Equal Access

All individuals have access to quality and relevant education opportunities

### All individuals should have access to education

In Lebanon:

- Lebanese law dictates free and compulsory education for children and youth from age 6 to age 15. The Lebanese government shall commit to, and oblige parents to ensure, the right to education for all children on its territories.
- Technical, vocational, elementary and secondary education shall be accessible and available to everyone without discrimination. (See page 55 of the INEE Minimum Standards concerning discrimination)
- By law, children and youth with physical disabilities and other special needs must be accepted into public schools.
- The Lebanese government shall address barriers to school enrollment such as lack of documentation, financial and material barriers, and transportation means.
- The Lebanese government shall uphold circulars 95/29-7/2001 and 23/M/2012 prohibiting the use of all forms of violence in schools, including corporal punishment.

#### Challenges:

While Lebanon has ratified the International Convention on the Rights of the Child and Lebanese law dictates free education for children and youth aged 6-15, including children and youth with physical disabilities and other special needs, nominal registration fees and other educational expenses, including transportation costs, continue to pose barriers for the most vulnerable populations. Furthermore, very few public schools have the infrastructure or qualified personnel to accommodate children and youth with special needs.

## To ensure access to education, the following must be available:

- Human resources, including specialized educators and personnel to support vulnerable populations and learners with special needs.
- Material resources, including safe school structures and other educational facilities:
  - Safe and accessible schools located at no more than 2.5 km in distance from learners and teachers;
  - Schools and other educational facilities that are physically accessible for persons with disabilities;
  - Safe and adequate means of transportation to and from school. (Schools should follow-up with learners and families to ensure this is in place.)
- A mechanism to identify vulnerable and out-of-school children and a means to incentivize and support parents and guardians to send their children to school.
- Appropriate learning materials and learning supports to ensure that education is sustained and young people's skills are developed.
- Flexibility in formal and non-formal education with regard to:
  - Required documentation for enrollment
  - Scheduling of classes
  - Human resources
  - Allowing individuals who have missed years of schooling and people with special needs to enroll in the nearest school regardless of religion, age, gender, language, nationality, citizenship status, political affiliation, disability, or other designation. (For more information see page 55 of the INEE Minimum Standards)
- Dedicated educational facilities for the purposes of learning and related activities
- Accountability mechanisms for teachers and other school personnel to adhere to circulars 95/29-7/2001 and 23/M/2012 prohibiting the use of all forms of violence in schools, including corporal punishment.

### Examples of good practice:

NGOs working in the non-formal sector have established programs to provide students from refugee populations with access to learning supports. Support classes take place in the morning for students enrolled in the afternoon shift. Provisions include academic and language supports to assist with the transition to the Lebanese curriculum; safe spaces for study and homework to mitigate the impact of overcrowded and substandard shelter conditions; and recreational, psychosocial, nutrition, and health-related supports.

## Quality education

In Lebanon, quality education is understood as providing:

- An inclusive and learner-friendly environment, free from discrimination, where learners develop competence in academic and social skills through developmentally appropriate, learner-centered, and active learning opportunities in a language that they understand.
- A safe environment, including the absence of physical violence, verbal abuse, and corporal punishment at school and in other educational spaces.
- Consideration of individual differences in the learning and teaching process, including people with special needs.
- Qualified and competent teachers, in terms of academic content, developmentally appropriate pedagogy, and language proficiency.
- Qualified and competent support personnel, in terms of psychosocial supports, health and safety, and emergency preparedness.
- No more than 30 students per class, and one individual per 1.25 m<sup>2</sup> for elementary and intermediate classes, and one individual per 1.5 m<sup>2</sup> for secondary classes.
- Seating, workspace, books, and supplies for all learners.
- Adequate lighting, ventilation, and heating.
- Involvement from the school community.

### Challenges:

Public schools, particularly in rural areas, are often situated in buildings that are in poor condition with regard to classroom space, ventilation, and play areas, due to the absence of sound buildings in these regions. Measures are being taken by the MEHE to rectify this situation. Following the adoption of law 2000, all schools shall be built according to the standards set out by the decree 90/91-2000.

## Relevant education

In Lebanon, a relevant education is understood as providing an adapted curriculum and activities that are conflict sensitive and developmentally appropriate in terms of content, pedagogy, and skills taught, in order to support all learners during emergencies:

- Learning opportunities include academic development in a language that students understand
- Learning opportunities include life saving messages and skill development relevant to the nature of the emergency

### Additional guidance:

In the context of conflict, it is particularly important that education be conflict sensitive and free from all forms of discrimination. See the INEE website for guidelines and resources on conflict sensitive education at: [www.ineesite.org/conflict-sensitive-education](http://www.ineesite.org/conflict-sensitive-education).

- Learning opportunities include psychosocial supports and recreational activities for affected students
- Learning opportunities take into consideration the various cultures, languages, and educational background and needs of diverse students
- Learning opportunities include special programs for affected populations, including accelerated learning programs, language learning, and various forms of non-formal education relevant to the situation
- Learning opportunities include promoting a culture of peace and conflict resolution
- Learning opportunities include raising awareness on issues regarding health and hygiene

**T** For tools to help you with the implementation of these standards, go to the INEE Toolkit: [www.toolkit.ineesite.org](http://www.toolkit.ineesite.org)

#### INEE Toolkit

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## Standard 2: Protection and Well-Being

Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.

### Safe and secure learning environments

The Lebanese government shall provide a safe and secure learning environment, which is void of physical, psychological, and social harm:

- Schools shall abide by building specifications, which set standards for space at 1.25 m<sup>2</sup> per person for elementary and intermediate classes, and 1.5 m<sup>2</sup> per person for secondary classes.
- Learning sites and structures shall be safe and accessible for all learners, teachers and other education personnel.
- Classrooms shall have at least two distinct means for entry and exit to ensure safe evacuation procedures.
- Construction of schools shall take into consideration public safety in emergencies (including outbreaks of violence, fire, earthquakes, floods, and tsunamis).
- Schools shall be at a safe distance from military outposts and patrol sites.
- Schools shall be equipped with safe fenced spaces for playing; seats and workspaces for learning; indoor playground for winter; access to drinking water; and clean bathrooms that take into account differences in gender, age, and people with disabilities.
- For every 30 male students, there shall be one bathroom and a separate bathroom for every 25 female students.
- Schools shall be secured and located within a 2.5 km distance of places of residence of teachers and learners.

#### Suggested practice:

In order for schools and other learning sites to be safe and accessible for all learners, teachers, and other education personnel, entrances and exits to classrooms and other learning spaces need to accommodate people in wheelchairs or using assisted devices. It is recommended that reconstruction and maintenance of facilities is done in cooperation with organizations representing persons with disabilities, parents, and youth with disabilities.

- Schools shall adhere to circulars 95/29-7/2001 and 23/M/2012 prohibiting the use of all forms of violence in schools, including corporal punishment, and take active measures to prevent all forms of physical, verbal, and other forms of violence.

## Learning environment that provides protection

Learning environments shall promote protection through:

- Involving local community (municipalities, mayors, community leaders, etc.) in providing and ensuring safe schools that take into account MEHE standards for the safety of learners and other education personnel.
- Building local community awareness (municipalities, mayors, community leaders, etc.) on how to respond in situations of emergency through activities coordinated with relevant Ministries, departments, schools, and civil defense and medical teams.
- Ensuring the protection of learners from verbal humiliation and physical violence, discrimination, and sexual and economic exploitation through school and local community awareness and training in child protection.
- Following policies and protocols meant to protect children, including the code of conduct annexed to the school's bylaws.
- Creating accountability mechanisms and grievance procedures to promote circulars 95/29-7/2001 and 23/M/2012 prohibiting the use of all forms of violence in schools, including corporal punishment.
- Ensuring the availability of first aid kits, fire extinguishers, evacuation plans, and regular emergency drills in all schools and educational spaces.
- Training of students, teachers, and education personnel in first aid, fire safety, use of fire extinguishers, and safe evacuation procedures.
- Training of students, teachers, and education personnel in health and hygiene.
- Accessibility of schools to civil defense and medical teams in case of emergency.
- Ensuring that learning environments are free from unexploded ordinances (UXOs) and weapons.

### Challenges:

Despite government commitment to prohibiting all forms of violence in schools, the practice of corporal punishment and verbal humiliation persists and has been associated with reasons for students dropping out of school.



## Learning environments that promote psychosocial well-being

Learning environments shall promote the psychosocial well-being of learners, teachers, and education personnel by:

- Ensuring a friendly educational space, free from all forms of discrimination and intimidation, in which all members are treated with dignity.
- Eliminating school violence, including bullying, corporal punishment, sexual harassment, verbal humiliation, crime, and endangerment for all members.
- Providing recreational activities and psychosocial support to ensure psychological health for all learners.
- Training teachers to identify symptoms of stress, trauma, and depression and to apply basic psychosocial support strategies, including referrals to specialized staff.
- Developing activities in which learners engage with and support each other.

### Example of good practice:

Since 2012, the MEHE has promoted the development of community service programs in public secondary schools.

**T** For tools to help you with the implementation of these standards, go to the INEE Toolkit: [www.toolkit.ineesite.org](http://www.toolkit.ineesite.org)

#### INEE Toolkit

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  - ↳ Implementation Tools
    - ↳ Access and Learning Environment
      - ↳ Protection and Well-being

## Standard 3: Facilities and Services

Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

### Learning facilities that promote the safety and well-being of learners, teachers and other education personnel

In Lebanon, the following practices should be followed:

- All learning facilities are equipped to receive all students, including those with disabilities.
- The neighborhood school strategy is implemented in situations of emergencies to enroll learners in the school nearest to their place of residence or relocation.
- In accordance with standards set by Lebanese government:
  - The location of school facilities, including the playground, activity rooms, corridors, and bathroom facilities, are safe and accessible for all learners, teachers, and school personnel, regardless of gender or disability.
  - As per the decree 90/91-2000 issued in 2000, schools are built in an anti-seismic design.
  - Schools that do not meet construction standards to resist natural disasters are rehabilitated.
  - School buildings receive regular and continuous maintenance, according to guidelines prepared by the engineering unit of the MEHE, with the participation of the local community, municipalities, and residents.
  - Schools are provided with fences of heights and thickness in conformity with the law 90/91-2000.
  - Clearly marked school signs and traffic safety signals are placed in collaboration with municipalities and the Ministry of Interior.
  - Designated parking are provided for all persons with disabilities, as per the law 220/May 2000.
  - Drinking water and sanitation facilities are provided in accordance with specific standards set by the MEHE in its handbook (WASH).
- Generators are provided for electricity shortages to ensure well-lit facilities. (See also Access and Learning Standard 2: Protection and Well-Being)

## Links to health and nutrition services

In Lebanon, the following practices should be followed:

- Under the guidance of the MEHE's Directorate of Guidance and Counseling, and under the supervision of the school administration, a healthy environment is maintained, void of disease and epidemics, by providing appropriate health supervision by the school health counselor who contributes to raising the awareness of teachers, students, and the local community on health issues and provides daily follow-up, inspection, and referral.
- A periodic medical examination, including dental and public health, is provided in coordination with the Lebanese Order of Physicians. The physician is selected from the local community.
- The Lebanese government provides free vaccinations to dispensaries in coordination with the Ministry of Health, which requires schools to ensure that all students have access to the necessary vaccinations.
- Awareness programs are conducted about nutrition and safe eating and drinking during emergencies.
- Adequate and healthy meals are ensured in cooperation with municipalities and community members.

## Links to psychosocial and protection services

In Lebanon, the following practices should be followed:

- A specialized psychosocial support counselor is provided to schools by the MEHE's Directorate of Guidance and Counseling.
- In accordance with standards set by the Lebanese government, teachers are trained to recognize the signs and symptoms of physical, psychological, and social injuries in addition to other protection issues like children who have been separated from their families.
- Psychosocial support is promoted for learners, teachers, and other education personnel.
- Teachers and other education personnel coordinate information on the well-being of learners with appropriate partners from other service sectors.
- The MEHE, Ministry of Social Affairs, and Ministry of Health coordinate activities in situations that require immediate intervention. (See also Access and Learning Standard 2: Protection and Well-Being)

### Suggested practice:

Encouraging community and youth led support groups can help to tap into the resources of the community and provide additional sources of support to learners, education personnel, and community members.

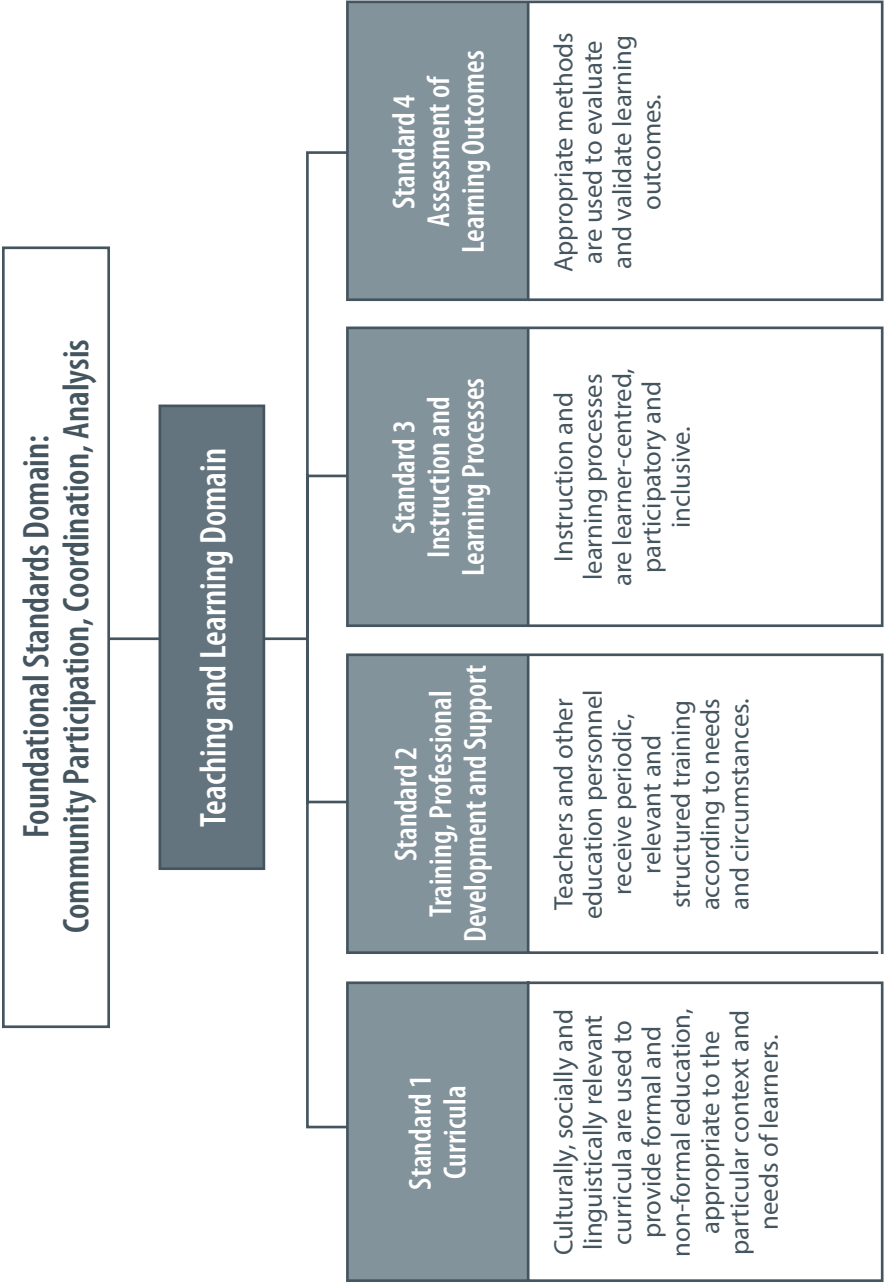
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#### INEE Toolkit

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- ↳ Implementation Tools
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  - ↳ Facilities and Services



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# Teaching and Learning

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## Standard 1: Curricula

Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.

## Curricula

Based on the Lebanese national curriculum issued by virtue of decree number 10227 on May 8, 1997, it is concluded that:

- Curriculum is a plan adopted by the Lebanese government in order to achieve the general purpose of developing the personality of the Lebanese citizen and building an advanced and integrated society in which individuals unite in an environment of freedom, justice, democracy, and equality, through educational content, teaching methods, and assessment techniques within a particular context.

Based on the Universal Declaration of Human Rights (UDHR) and Convention on the Rights of the Child (CRC), to which Lebanon is signatory, the Government of Lebanon bears responsibility for the education of all children within the Lebanese territory, including citizens and non-citizens.

As stipulated by the Lebanese Constitution and determined by law, the Government of Lebanon upholds the principles of freedom, democracy, and justice for all.

## Culturally relevant curricula

In Lebanon, culturally relevant curricula:

- Abide by the principles of freedom, democracy and justice, stipulated by the Lebanese constitution, and by humanitarian values and principles, which respect the rights and dignity of every individual and encourage learning, work, and ethics.
- Are respectful of spiritual heritage, represented by various religions, which are to be protected as models for interaction and openness and in opposition to forms of discrimination and religious intolerance.
- Are respectful of, take pride in, and are enriched by diverse national and other cultures; are open to world cultures, current issues, and the latest developments.

### Challenges:

While the principles of culturally, socially, and linguistically relevant curricula shape the vision for education in Lebanon, more concerted efforts are needed to realize this vision for all learners in the context of emergencies. Political and sectarian tensions have prevented the implementation of cultural aspects of the curriculum, including the national history curriculum, which is not taught in the first cycle of education and which has not been agreed upon for the other educational cycles.

## Socially relevant curricula

In Lebanon, socially relevant curricula are committed to:

- The Lebanese Constitution, the UDHR, the CRC, and the rule of law, which together promote the realization of rights, justice, and equality among all people and respect individual and collective freedoms.
- Education as a national priority and as a social necessity, holding an inclusive, diverse, and comprehensive mission. The government bears responsibility for its planning and role within the general framework for social and economic development.
- Curricula that promote dialogic pedagogies, critical thinking, collaboration among learners, and activities that provide learners with feedback and opportunities to re-apply their learning based on this feedback.
- Participation of all individuals in the educational process through educational, humanitarian, political, economic, and social institutions.

### Examples of good practice:

Vocational and livelihoods training can serve as a cornerstone to enhancing access to relevant curricula that meet the needs of out of school youth. In Lebanon, NGOs have led efforts to provide holistic vocational training models that include instruction in technical areas alongside language, literacy, numeracy, life skills, and sports. Linking such efforts with internship opportunities and jobs in local businesses can further enhance the relevance of the teaching and learning process.

- Promoting the principles of conflict resolution and acceptance of the other.
- Education as a right for every individual on the Lebanese territory, where the government guarantees this right to all.
- Consideration of the emergency situation and related learning needs. (See also Access and Learning Environment Standards 1, 2, and 3)

## Linguistically relevant curricula

In Lebanon, linguistically relevant curricula involve teaching learners in the language(s) they understand:

- Where appropriate, adopt the Arabic language as the medium of instruction.
- Where appropriate, adopt languages other than Arabic as the medium of instruction and/or provide Arabic language supports, depending on the circumstances of the learners.
- Where students have limited mastery of Arabic, French, and/or English, and teachers are not available to teach in the learners' language(s), provide language supports to ensure a smooth transition to the language(s) of instruction.

### Challenges:

Children cannot learn in a language they do not understand. In Lebanon, language of instruction is a barrier to education, especially where mathematics and sciences are taught in French or English. This is particularly true for education in emergencies, where refugees and displaced populations find themselves in schools that teach in a language they do not understand. Such barriers can be addressed through flexible language policies that accommodate learners' strengths. Raising awareness among teachers, administrators, and other education personnel about these issues and requiring language supports and interpretation, in coordination with the non-formal sector, can help to resolve these issues.

## Formal education

In Lebanon, formal education is generally understood as:

- Education that is generally provided in schools, both public and private, including academic, technical and vocational institutions. Formal education is officially recognized and certified, follows the national curriculum as set out by the MEHE, and may include additional foreign curricula in private schools (e.g. French, British, American, German, etc.).
- In situations of emergency, adapted educational curricula that are appropriate to the learners' situations and needs and that facilitate a transition to officially recognized and certified curricula. (See also Access and Learning Environment Standard 1: Equal Access)
- Formal education may take place in school buildings or other educational spaces designated for the purpose.
- Education that should be associated with non-formal educational opportunities.



## Non-formal education

In Lebanon, non-formal education is generally understood as:

- Education that is generally not officially recognized or certified by the MEHE.
- Education that facilitates transition to formal education, e.g. the Accelerated Learning Program under development by the MEHE's Center for Educational Research and Development.
- Education provided to affected populations through different gateways, including informal tented settlements, community centers, or public school buildings.
- Learning opportunities that are considered extracurricular, including activities for young people, training for community members, etc.

### Current practice:

In Lebanon, the non-formal education sector is diverse and plays a significant role in educating and providing protection and well-being to out of school children and youth in the context of emergencies. Non-formal education is generally provided by local and international agencies, NGOs, and other civil society partners, relying on paid and volunteer staff. Programs vary in their focus and missions, which include assisting refugees and displaced populations to enroll in formal schooling; providing learning support programs to assist with the transition between home and host curricula; training youth volunteers to work with children in areas such as peacebuilding, conflict resolution, and sports; providing psychosocial supports; teaching various life skills, health and hygiene, and technical skills; and providing spaces for reading and play.

**T** For tools to help you with the implementation of these standards, go to the INEE Toolkit: [www.toolkit.ineesite.org](http://www.toolkit.ineesite.org)

#### INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
  - ↳ Teaching and Learning
  - ↳ Curricula

## Standard 2: Training, Professional Development and Support

Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.

### Periodic, relevant, and structured training

In Lebanon, this is understood as:

- Training that is conducted within a specific timeframe and according to an annual work plan or training schedule, which takes into consideration (1) the needs of teachers, administrators, and other education personnel and their ongoing professional development; (2) specific circumstances and needs arising from a crisis situation; as well as (3) priority plans set out by the MEHE and community partners.

### Training relevant to needs and circumstances

In order to conduct periodic, relevant, and structured training according to the needs and circumstances of teachers, administrators, and other education personnel, the following considerations should be made:

- The Center for Educational Research and Development and other specialized parties carry out training sessions consistent with current and emergent needs and circumstances.
- Periodic training is differentiated according to educational level and subject matter, where relevant.
- Periodic training includes sessions relevant to education in emergencies, including emergency preparedness, contingency planning, and disaster risk reduction. This should include (1) orientation about the roles and coordination mechanisms of

#### Suggested practice:

Professional development works best when considerations of capacity building, relevance, inclusion, and sustainability are used to guide training plans. In designing and facilitating workshops led by international partners, involving national and local community partners, including refugee or displaced populations, in the delivery of training will more likely ensure relevance, foster local capacity, and support the sustainability of programs.

different community actors and institutions at the international, national, regional, and municipal levels, both governmental and civil society; (2) identification and protection of vulnerable groups; and (3) strategies for outreach and communication.

- Training materials are made available to educators and school counselors to support the provision of psychosocial support to teachers and students during crises.
- Periodic training schedules include opportunities for trainees to plan how to use the new information and subsequent reflection or feedback sessions to reflect on how they applied the new information.
- Teachers and other education personnel have the opportunity to join training programs according to their needs.
- In the context of emergencies, a rapid needs assessment helps to identify training priorities (see Analysis Standard 1: Assessment).
- Adequate material and human resources are mobilized into meet professional development needs.
- Training takes into account language differences and includes accommodations for trainees with disabilities in order to ensure active, inclusive, and transparent participation, without discrimination (see Community Participation Standard 1: Participation).

### **Suggested practice:**

The INEE Toolkit includes tools and resources for ensuring conflict sensitivity in the design and delivery of formal and non-formal education. Training in this area helps to promote positive learning environments and inclusive learning opportunities for children and youth from affected populations: [www.ineesite.org/toolkit](http://www.ineesite.org/toolkit).

**T** For tools to help you with the implementation of these standards, go to the INEE Toolkit: [www.toolkit.ineesite.org](http://www.toolkit.ineesite.org)

#### INEE Toolkit

- ↳ INEE Minimum Standards
  - ↳ Implementation Tools
    - ↳ Teaching and Learning
      - ↳ Training, Professional Development and Support

## Standard 3: Instruction and Learning Processes

Instruction and learning processes are learner-centered, participatory and inclusive.

### Learner centered, participatory and inclusive instruction and learning processes

In order for formal and non-formal education to be learner-centered, participatory and inclusive, the following considerations should be made:

- Learning and teaching should be an interactive process between educators and learners in order to achieve specific learning targets.
- Learning processes should be based on the principles of discovery and promote critical thinking at the core of the educational process.
- Learning processes should support students in developing personal capacities and skills, including social interaction, dialogue, taking initiative, and exercising self-control.
- Learning processes should support students to meet the goals of accredited or officially recognized curricula.
- Learning activities should support the individual needs of learners. Provisions may include particular subject matter, content, skill, language, and/or psychosocial supports and accommodations for learning differences.
- Learning activities should provide learners an opportunity to practice, receive feedback, reflect on the feedback, and redo activities to advance their learning.

#### Example of good practice:

Non-formal educational programs in Lebanon are often specifically designed to be learner-centered, interactive, participatory, and inclusive. Integrating best practices and lessons learned from NGOs and other civil society actors working within the non-formal sector could help to inform educational activities within the formal sector to support education in emergencies.

#### Suggested practice:

Including learners in the evaluation of instruction and learning processes can help to promote participation. For example, learners might be encouraged to reflect on instructional methods and approaches that worked well for them and to suggest how less effective methods might be improved. They may also be asked what content or learning supports might assist them towards meeting particular learning targets.

- Instructional methods should guarantee the participation of learners in the learning and teaching process.
- Learning processes should be developmentally appropriate and differentiated to accommodate learning differences. When learners work together, they are more likely to support each other and differentiation becomes an opportunity for collaboration and inclusion.



For tools to help you with the implementation of these standards, go to the INEE Toolkit: [www.toolkit.ineesite.org](http://www.toolkit.ineesite.org)

#### INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
  - ↳ Teaching and Learning
  - ↳ Instruction and Learning Process



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## Standard 4: Assessment of Learning Outcomes

Appropriate methods are used to evaluate and validate learning outcomes.

### Methods of assessment for formal education

In Lebanon, methods of assessment for formal education include diagnostic, formative, and summative evaluations, culminating in officially recognized examinations.

#### Official examinations:

- Official examinations are summative evaluations that take place at the end of grade 9 (Brevet) and at the end of grade 12 (Baccalaureate) and are set in accordance with annual memoranda issued by the Director General of Education.
- Ordinary sessions of the official examinations are generally scheduled in early summer, with a second session taking place in late summer/early fall for students who did not pass the first round. Extraordinary sessions, scheduled outside these sessions, are set to accommodate learners during emergencies.
- Official examinations should take place in a safe and secure environment.
- Every effort should be taken to promote transparency and fairness, and to eliminate corruption in the development, distribution, implementation, and grading of examinations.
- Examination spaces should be accessible to persons with disabilities.

#### Extraordinary sessions:

There is a precedent for setting extraordinary sessions for official examinations during situations of emergency. For example, to account for disruptions in schooling due to the Lebanese Civil War, in 1977 special examinations based on an accelerated curriculum taught over a period of three months were conducted in addition to three sessions of the official examinations, which took place in May, July, and September. Similarly, during the Israeli invasion of 1982, extraordinary sessions of the official examinations were scheduled to accommodate learners. Such practices help to promote the safety of students during crises and to support the continuity of education for affected populations.

### **School-based assessments:**

- School-based assessments are developmentally appropriate and conducted at the school, class, and individual level, with a view to achieving specific learning targets.
- Diagnostic evaluations are used to assess prior knowledge and skills in order to place students and to design appropriate learning activities and programs, including learning supports and accommodations.
- Formative evaluations are conducted periodically and may include a variety of written and oral examinations and assignments, performance tasks, portfolios, discussion activities, and self-assessment. Formative evaluations provide continuous feedback to learners about their progress towards learning targets. Formative evaluations also provide feedback to schools regarding learner progress and the need for additional learning supports.
- Summative evaluations are used to determine student achievement towards learning targets at the end of a program or year. In Lebanon they generally entail written examinations, while taking into consideration other forms of evidence of learning in order to determine promotion. Students who are not promoted are provided with support for re-assessment.

### **Methods of assessment for non-formal education**

In Lebanon, methods of assessment for non-formal education include diagnostic, formative, and summative evaluations that assess and validate learning outcomes.

- Evaluations are developmentally appropriate and conducted with a view to assessing prior knowledge and skills, designing appropriate programs, and achieving specific learning targets, including the potential for mainstreaming students, where appropriate.
- Evaluations are conducted periodically and may take a variety of forms.
- Evaluations provide continuous feedback to learners about their progress towards learning targets. Evaluations also provide feedback to educators regarding learner progress and the need for additional learning supports.

### **Additional considerations for emergency situations**

In the context of emergencies, special measures should be taken to ensure that:

- Examinations are carried out under safe and secure conditions. Flexibility is granted to students who are unable to report for examinations because of issues arising from the crisis. Opportunities to re-take examinations in such a case are provided.

- Examinations and other forms of assessment address the needs of refugees and displaced populations who are registered in Lebanese schools. This may require special protocols and procedures to accommodate affected learners.
- The MEHE guides decisions regarding official examinations and other assessment tools, by identifying the time, place, and nature of assessments while taking into consideration the INEE Minimum Standards for Education in Emergencies.
- School attestations or official certificates are provided to learners, showing the results of evaluations in accordance with the host country and the country of origin, taking into consideration the INEE Minimum Standards for Education in Emergencies.

**T** For tools to help you with the implementation of these standards, go to the INEE Toolkit: [www.toolkit.ineesite.org](http://www.toolkit.ineesite.org)

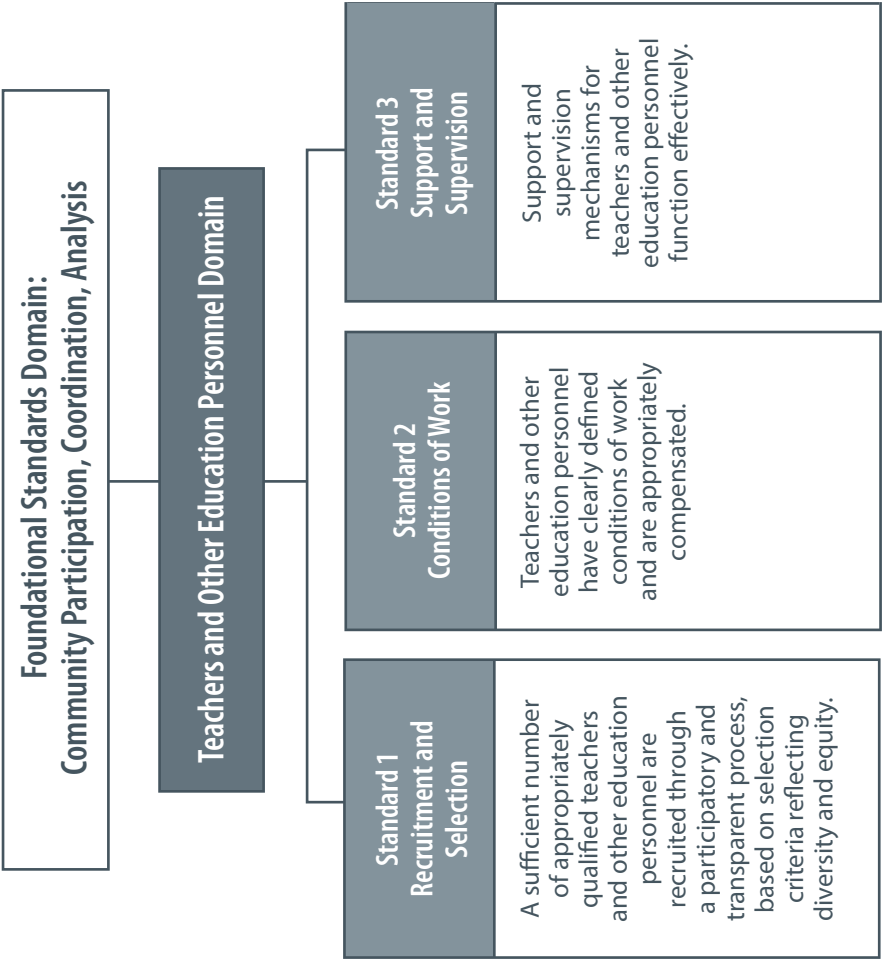
#### INEE Toolkit

- ↳ INEE Minimum Standards
  - ↳ Implementation Tools
    - ↳ Teaching and Learning
      - ↳ Assessment of Learning Outcomes



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# Teachers and Other Education Personnel

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## Standard 1: Recruitment and Selection

A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.

### Ensuring a sufficient number of qualified teachers and other education personnel

In Lebanon, a sufficient number of qualified teachers and other educational personnel means:

- One teacher for every 30 students per class.
- Teachers and other education personnel are appropriately licensed, specialized, and/or trained.
- Teachers are appropriately deployed to schools where they are needed.
- Teachers are proficient in the language of instruction.

In order to ensure a sufficient number of teachers and other education personnel in emergency situations, the following measures should be taken:

- Temporary legislations should be established in line with evolving priorities and to support the recruitment of teachers and education personnel that meet the needs of learning populations.
- A survey of qualifications, skills, and proficiencies should be undertaken to determine the availability of qualified personnel within the affected area or place of displacement.

- Recruitment should target teachers and education personnel who live in the affected area or who have been displaced to that area and who reside in close proximity to the school.
- Conditional teaching and other personnel contracts should include a clear description of job responsibilities and expectations, attendance requirements, work hours and days, and compensation.
- Extraordinary training sessions should be provided to teachers, education personnel, and volunteers working with affected populations (See also Teaching and Learning Standard 3: Instruction and Learning Processes).
- Where necessary, teachers and education personnel may be asked to temporarily take on alternate roles and responsibilities within the school community (e.g. a teacher may take the role of school director during the director's absence).

## **Participatory and transparent recruitment processes**

In Lebanon, the following measures should be taken to ensure participatory and transparent recruitment of teachers and education personnel in emergency situations:

- Concerted efforts should be made to announce job vacancies through appropriate media and other channels, including the MEHE website, in order to reach the general public and affected populations.
- Application procedures and selection criteria should be clearly stated in job postings; should take into account the circumstances and needs of the affected populations; and should be based on the principles of equality and non-discrimination.
- Qualified selection committees should be established by the MEHE on an ad hoc basis to review candidates and to suggest means to support them. Committees should comprise members who have field experience and are familiar with the INEE and Lebanon Standards for Education in Emergencies. Where possible, committees should include community partners who are knowledgeable about the affected populations or areas.
- Selection procedures should include a comprehensive review of a candidate's application (including curriculum vitae, qualification documents, and police record) and a committee interview.
- Comprehensive data on teacher qualifications (e.g. teaching diploma) and demographics should be maintained by the MEHE to allow for efficient recruitment processes, where needed.

## Recruitment based on selection criteria that reflect diversity and equity

In Lebanon, recruitment will reflect diversity and equity by taking into account the following:

- Recruitment based on pre-determined qualifications, experience, and skills, including subject knowledge, language proficiency, knowledge of the affected population, and specialized skills for working with students with disabilities and/or requiring psychosocial supports, as needed.
- Gender balance in recruitment processes, including in the composition of selection committees and in the hiring of individuals.
- Non-discrimination in the recruitment process, including in the composition of selection committees and in the hiring of individuals.
- Recruitment of personnel who have experience working with students from various sociocultural backgrounds, who demonstrate adaptability to evolving circumstances, and who will prioritize learner needs.



For tools to help you with the implementation of these standards, go to the INEE Toolkit: [www.toolkit.ineesite.org](http://www.toolkit.ineesite.org)

### INEE Toolkit

- ↳ INEE Minimum Standards
  - ↳ Implementation Tools
    - ↳ Teaching and Other Education Personnel
      - ↳ Recruitment and Selection

## Standard 2: Conditions of Work

Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.

### Clearly defined conditions of work

In Lebanon, clearly defined conditions of work include:

- Agreed upon contracts that provide a clear description of job responsibilities and expectations, attendance requirements, work hours and days, and compensation. Contracts should clearly state the duration of the contract and renewability of terms.
- A transparent system of compensation and promotion.
- A clearly laid out code of conduct.
- A safe, accessible, fair, and comfortable work environment, free from discrimination.

### Appropriate compensation

In Lebanon, appropriate compensation is understood as:

- Wages appropriate to the cost of living, ensuring the well being of teachers and other education personnel and valuing their work.
- Wages in accordance with a transparent wage scale that takes into account qualifications and years of service.
- Wages paid in a timely manner and in accordance with an established payment schedule.
- Wages appropriate to the number of hours of service, such that overtime is compensated in accordance with and agreed upon contract.
- Wages issued within a clearly defined system of incentives to promote the recruitment of talent, increase teacher retention, and limit teacher turnover, where possible.
- Wages issued within a clearly defined system of promotion that recognizes teacher performance, conduct, and demonstrated commitment to student learning.

#### Additional guidance:

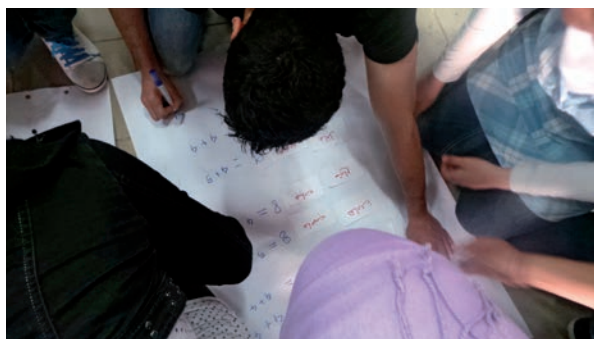
The INEE Guidance Notes on Teacher Compensation provide helpful considerations for education in emergencies.



For tools to help you with the implementation of these standards, go to the INEE Toolkit: [www.toolkit.ineesite.org](http://www.toolkit.ineesite.org)

#### INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
  - ↳ Teaching and Other Education Personnel
  - ↳ Conditions of Work



## **Standard 3: Support and Supervision**

Support and supervision mechanisms for teachers and other education personnel function effectively.

### **Support mechanisms for teachers and other education personnel**

Support mechanisms for teachers and other education personnel include:

- Providing qualified and effective leadership and administration, capable of supporting new and experienced teachers and staff, particularly in times of crisis.
- Ensuring timely compensation for planned work, overtime, and transportation costs.
- Providing the necessary materials and equipment to complete teaching, administrative, and/or other education-related work (e.g. books, teaching supplies, stationery, etc.).
- Providing ongoing professional development and training in areas such as pedagogy, skill development, and/or education in emergencies. Sessions should be scheduled at an appropriate time and location, taking into consideration other work responsibilities and student needs, and providing time for teachers and staff to reflect on and integrate learning into future practice.
- Providing psychosocial supports.
- Ensuring clear and effective communication channels.
- Providing mechanisms for protection and the reporting of grievances and safety violations.

### **Supervision mechanisms for teachers and other education personnel**

Supervision mechanisms for teachers and other education personnel include:

- Classroom observations conducted by school personnel and teacher peers, with a view to improving and supporting practice, particularly in the first two years of teaching. Observations should be transparent and fair, highlighting strengths and areas for improvement, and should be written up in a report that is agreed upon by the observer and teacher.

- Verbal and written feedback provided by administration, subject coordinators, parents and guardians, local community, and students, as well as the Directorate General for Education (Directorate of Elementary Education, Directorate of Secondary Education, Directorate of Guidance and Counseling, educational inspection authority, and educational governorates)
- Supervision provided by training centers, such as the Teacher Training College (Dar el Muallemeen), Faculties of Education, the Center for Educational Research and Development, local and international training bodies, cultural centers, etc.

## Support and supervision mechanisms that function effectively

In Lebanon, support and supervision mechanisms that function effectively involve:

- Qualified and experienced supervisors who are trained to (1) conduct fair, timely, supportive, and transparent evaluations; (2) communicate observations clearly to teachers and other education personnel, as well as to external inspection authorities; and (3) coach staff to improve their practice.
- Feedback from students, parents, guardians, and other community members who have a stake in the educational process.
- Clear and transparent mechanisms in place that are known to staff and other community members.
- Ongoing support, supervision, and professional learning, as evident in improved practice.
- Time to reflect on lessons learned.

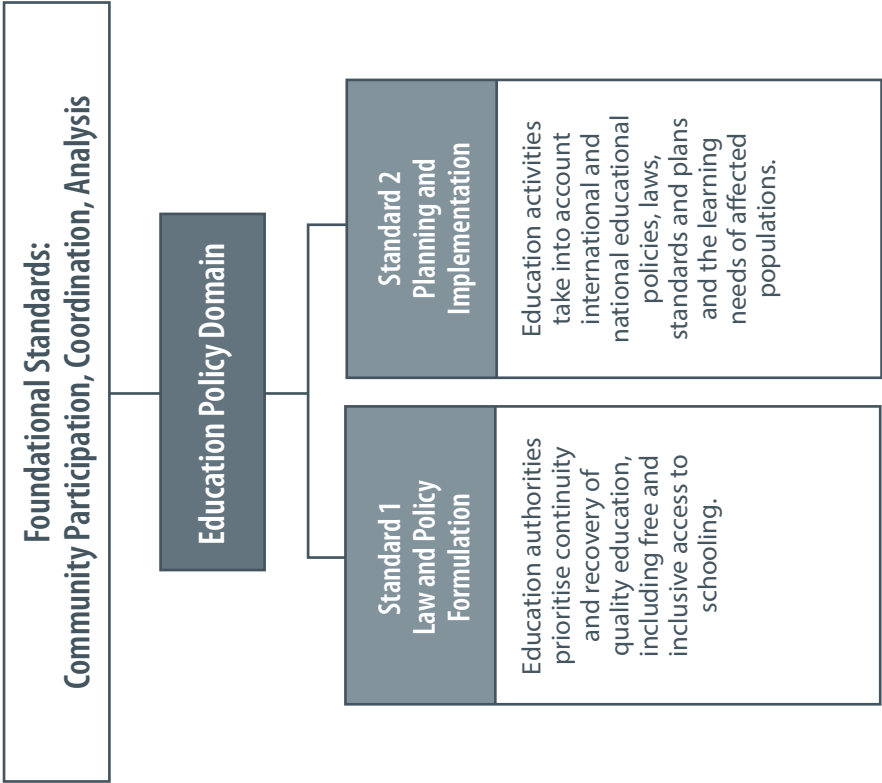


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### INEE Toolkit

- ↳ INEE Minimum Standards
  - ↳ Implementation Tools
    - ↳ Teaching and Other Education Personnel
      - ↳ Support and Supervision





# Education Policy

## Standard 1: Law and Policy Formulation

Education authorities prioritize continuity and recovery of quality education, including free and inclusive access to schooling.

### Education authorities

In Lebanon, educational authorities are determined by the Ministry of Education and Higher Education, presided by the Minister of Education and are divided into three general directorates:

- General Directorate for Higher Education
- General Directorate for Technical and Vocational Education
- General Directorate for Education, which is subdivided into:
  - Directorate of Secondary Education
  - Directorate of Elementary Education (includes pre-primary and basic education in its three stages)
  - Department of Private Education
  - Directorate of Guidance and Counseling
  - Educational Governorates

In addition, UNRWA presides over educational services for Palestinian refugees.

### Education authorities prioritize continuity and recovery of quality education

In Lebanon, education authorities prioritize continuity and recovery of education through the following policies:

- The MEHE seeks to commit to all stipulations provided by signed international treaties, such as the Convention on the Rights of the Child

(CRC), the Universal Declaration of Human Rights (UDHR), etc. in developing educational programs and in improving the educational environment (e.g. establishing child friendly spaces, upholding the right to safety, health care, etc.).

- The bylaws of all schools (public and private) stipulate the election of a parent council or committee, which undertakes, in coordination with the administration of the school, the provision of a relevant and safe educational environment (including health-related, educational, and extracurricular activities) for the purpose of achieving parental involvement in the continuity and recovery of the educational process. Parent councils are elected by the parents and guardians of students, without exception.
- The MEHE sets policies to link the education of youth to labor market needs in various sectors by studying the requirements of the market.
- The MEHE has established an engineering unit (connected directly with the Minister of Education) to develop handbooks outlining standards and procedures for educational facilities and equipment to support new instructional methodologies, health and safety, and potential risks due to conflict or natural disaster.
- The Lebanese education authorities help facilitate non-governmental and international institutions carry out their duties in order to provide resources and supports for the continuity and recovery of education within a specified time frame.
- In setting the educational plan for emergency situations, education authorities take into consideration social, economic, environmental, security, and political dynamics in order to prevent social divisions and to ensure equal educational access to all groups.
- A number of organizations and departments collect and share educational information, including the relevant management units of the MEHE, CERD, educational inspection, UN agencies, and others.

### Parent Councils:

While there is no provision that bans the participation of non-Lebanese parents or guardians in public school parent councils, in the context of the Syrian crisis, Syrian parents have not joined these councils, despite the large proportion of Syrian children registered in Lebanon's public schools. Measures to include parents of refugee and displaced populations through parent councils or special parent committees that represent their interests would help to promote parental involvement in the continuity of educational processes.

## The continuity and recovery of quality education

The continuity and recovery of quality education is supported by:

- The presence of regulations that cover nutrition, recreation, culture, prevention of exploitation, and early childhood education.
- Security protection for individuals (learners, teachers, and other education personnel) and for buildings through the establishment of emergency mechanisms and procedures.
- Policies that ensure continuity through school prevention plans that address known, anticipated, and repeated risks to schools, such as internal political crises, wars, natural disasters, etc. and that provide protection to school community members from epidemics, sexual harassment, and insecurity.
- A plan for the maintenance, rehabilitation, and infrastructure reinforcement of current school buildings that takes into consideration safety construction standards for emergencies.
- A joint coordination committee between governmental and non-governmental institutions (with focused working groups) and established roles and responsibilities based on the nature of the crisis and school prevention plans.
- Providing necessary funding through the public sector, donors, and private sector to support the continuity of vocational training.
- Setting a common assessment plan to identify capacities and gaps with regard to planning and implementing an education response in the context of emergencies.
- Providing accountability so as to ensure transparency and use this transparency for planning future work.
- Ensuring that mechanisms for education in emergencies are institutionalized in education policies before the onset of a crisis.

### Challenges:

Ensuring the security and protection of schools is a challenge during emergencies and requires planning for disaster risk reduction. In cases where public school buildings are used to shelter displaced populations, the MEHE would seek to establish a plan in coordination with the relevant Ministries to identify another shelter or another educational facility in order to ensure the continuity of education.

## Free and inclusive access to schooling

In Lebanon free and inclusive access to schooling is supported by the following policies, laws, and measures:

- Lebanon ratified the International Convention on the Rights of the Child in 1991, stipulating free and compulsory primary education. Lebanese law further dictates free schooling for children and youth aged 6 to 15 years. Implementation of these commitments should be carried through for all children and youth aged 6 to 15 within the Lebanese territory.
- The provision of books, school uniform, stationery, and school bag is ensured for all learners who are registered in public schools, with the support of donors and non-governmental organizations. Such provision should be extended all children and youth aged 6 to 15 within the Lebanese territory and consider the needs of learners engaged in non-formal education.
- Lebanese law states that children and youth with special needs are to be fully accepted into public schools. Infrastructure and policy development that make schools accessible to learners with special needs should be prioritized and supported by capacity development, including programs to increase the number of specialized educators and support staff in public schools.
- Vulnerable populations, including refugee and displaced children and youth; young people who have dropped out of school; and those who are economically marginalized, should be identified and specific measures taken to ensure their access and inclusion in all educational processes.
- In the context of emergencies, the requirements of documentation for school registration (documentation of citizenship, birth certificates, identity cards, and/or school records) shall be made flexible in order to facilitate the enrollment of children and youth. Confidentiality of documentation and enrollment shall be respected.

### Challenges:

While Lebanese laws governing free and compulsory education and inclusion of learners with special needs establish a clear commitment to free and inclusive access to schooling, these laws are not currently supported by implementing decrees. When these implementing decrees are issued, security forces will be empowered to monitor and protect school-aged children who are exploited at work and parents will be legally prosecuted.



For tools to help you with the implementation of these standards, go to the INEE Toolkit: [www.toolkit.ineesite.org](http://www.toolkit.ineesite.org)

## INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
  - ↳ Education Policy
  - ↳ Law and Policy Formulation



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## Standard 2: Planning and Implementation

Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.

### Education activities

In Lebanon, educational activities include formal and non-formal programs that focus on the development of the whole person, including learners' cognitive, intellectual, cultural, psychosocial, and physical abilities, skills, and talents, in and out of school. This vision for education is supported by various international policies, laws, and standards to which Lebanon is signatory. It is also articulated in Lebanon's national policies, laws, and strategies for education.

### International educational policies, laws, standards, and plans

Lebanon's educational planning and implementation takes into account international educational policies, laws and standards:

- Lebanon is signatory to the Universal Declaration of Human Rights (UDHR), whose authors include a representative from Lebanon. The UDHR affirms that education is a human right; that education should be free in the elementary and fundamental stages; and that, among other things, it should be directed to the full development of the person.
- In 1990, Lebanon took part in the World Conference on Education for All that adopted a World Declaration on Education for All in Jomtien, Thailand, reaffirming education as a basic human right.
- In 1991, Lebanon ratified the International Convention on the Rights of the Child (CRC). This makes Lebanon accountable to CRC articles and principles, including the right to education that is free and compulsory. In addition, the CRC states that education should help to develop a child's personality, talents, mental, and physical abilities. Lebanon actively reports to the International Committee on the Rights of the Child regarding its progress towards realizing these principles.

## National educational policies, laws, standards, and plans

Lebanon's vision for education is articulated in its national educational policies, laws, and standards:

- Established laws (No. 10227, 686) make schooling free and compulsory for children and youth aged 6 to 15 years.
- The National Strategy for Education for All (2004-2015), published by the MEHE in 2004, is based on the objectives of the World Conference on Education for All.
- Quality Education for Growth (2010-2015), published by the MEHE in 2010, reaffirms the right to education for all and draws on international conventions and declarations to which Lebanon is signatory. It established priorities for promoting equal opportunity in education, quality education for a knowledge society, social integration, education for economic development, and educational governance.
- Municipal law (No. 118) sets out the responsibilities of municipalities with regard to education, including contributions to public school fees, assisting displaced populations, and supporting clubs, associations, and health, social, cultural, and sports-related activities. Municipal councils are also entitled to directly or indirectly manage public schools.
- Lebanese law requires children with special needs to be admitted into public schools. This vision is supported by the priority objectives laid out in Quality Education for Growth (2010-2015), which identifies the need for developing infrastructure to accommodate learners with special needs.
- Lebanese law (90/91-2000) requires all schools to be built according to established standards regarding the physical quality and safety of the learning environment.
- Lebanese law (95/29-7/2001, 1130/M/2001, 23/M/2012) prohibits the use of all forms of violence in schools, including corporal punishment and verbal humiliation, and requires schools to take active measures to prevent all forms of physical, verbal, and other forms of violence.
- The MEHE Directorate of Guidance and Counseling oversees staff who provide psychosocial support services in public schools.
- MEHE regulations require parent councils to be established in every school.



## Planning and implementation of education activities

Planning and implementing educational activities that take into account international and national policies, laws, standards, and plans and the learning needs of affected populations during emergencies requires measures to:

- Ensure the access and inclusion of all children and youth in education responses, including vulnerable, refugee, and displaced children and youth, through the elimination of known barriers and the implementation of laws concerning free and compulsory education.
- Implement the laws on inclusive education for learners with physical disabilities and other special needs, including infrastructure development and training.
- Meet educational targets, including cognitive, intellectual, cultural, psychosocial, and physical, and ensure the health and safety of learners, teachers, administrators, and other education personnel.
- Establish psychosocial supports for learners, teachers, administrators, and other education personnel, through school services, special programs, and an investment in increasing the number of specialized professional staff in this area to meet current and projected needs in all public schools.
- Ensure the required human and material resources for implementation.
- Act on the current situation and plan for future emergency situations.
- Raise the awareness of parents and guardians regarding the rights of their children, official regulations to support them, and the responsibilities of municipalities and schools regarding the education of all children.
- Raise the awareness of teachers, administrators, and other education personnel regarding the right to education, official regulations protecting this right, the needs of affected populations, and the responsibilities of municipalities and schools regarding the education of all children, including vulnerable, refugee, and displaced children and youth and learners with physical disabilities and other special needs.
- Encourage parents and guardians to take up active roles in parent councils as advocates and partners in their children's education.
- Reintegrate students who have dropped out of school through coordination between the MEHE, Ministry of Social Affairs, and non-governmental organizations and partners.

- Recognize the role of non-formal education and set standards in collaboration with local, national and international organizations working in non-formal education to support the right to education for all children and youth.
- Coordinate across the various sectors in order to provide security and protection for all education activities.
- Coordinate across the various actors engaged in education to ensure systematic implementation and comprehensive coverage of all regions and groups.
- Work with learners, teachers, administrators, and other education personnel to adhere to the principles of non-discrimination.
- Develop transparency in monitoring and effective accountability to avoid corruption and promote good governance.
- Ensure periodic, participatory review of national and local education plans.
- Consult stakeholders, including learners, teachers, parents and guardians, administrators, and other education personnel and community members regarding educational needs and progress towards achieving educational targets for all children.

### Challenges:

While Lebanese laws governing free and compulsory education and inclusion of learners with special needs establish a clear commitment to free and inclusive access to schooling, these laws are not currently supported by implementing decrees. When these implementing decrees are issued, security forces will be empowered to monitor and protect school-aged children who are exploited at work and parents will be legally prosecuted.

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#### INEE Toolkit

- ↳ INEE Minimum Standards
  - ↳ Implementation Tools
    - ↳ Education Policy
      - ↳ Planning and Implementation

# Acronyms

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<b>CERD</b>	Center for Educational Research and Development
<b>CRC</b>	Convention on the Rights of the Child
<b>DRR</b>	disaster risk reduction
<b>EiE</b>	education in emergencies
<b>EWG</b>	Education Working Group
<b>ICT</b>	information and communications technology
<b>INEE</b>	Inter-Agency Network for Education in Emergencies
<b>JENA</b>	Joint Education Needs Assessment
<b>MEHE</b>	Ministry of Education and Higher Education
<b>NGO</b>	non-governmental organization
<b>NRC</b>	Norwegian Refugee Council
<b>OCHA</b>	United Nations Office for the Coordination of Humanitarian Affairs
<b>UDHR</b>	Universal Declaration of Human Rights
<b>UNESCO</b>	United Nations Education, Scientific, and Cultural Organization
<b>UNICEF</b>	United Nations Children's Fund
<b>UNRWA</b>	United Nations Relief and Works Agency
<b>UXO</b>	Unexploded Ordinance











An international network for education in emergencies  
Un réseau international pour l'éducation en situations d'urgence  
Una red internacional para la educación en situaciones de emergencia  
Uma rede internacional para a educação em situações de emergência  
الشبكة العالمية لوكالات التعليم في حالات الطوارئ

The *Lebanon Minimum Standards for Education* express commitment to the provision of quality, safe and relevant education for all children and youth affected by conflict and crisis in Lebanon.

Based on the INEE Minimum Standards for Education, this document seeks to define effective, quality and inclusive education practices in Lebanon. This tool has been developed for and by the Lebanese Ministry of Education and Higher Education (MEHE), school principals, teachers, and UN and NGO representatives working in Lebanon, in a process facilitated by UNESCO, the Norwegian Refugee Council, UNICEF, and INEE.

