

Research, Network and Support Facility (RNSF)

“Support to enhance livelihoods per people dependent on informal economy
and improve social inclusion of marginalised and vulnerable persons”

Good Practices and Lessons Learned

RESEARCH QUESTION	3 - Direct actions in communities
SUB-TOPICS (Research matrix)	Awareness raising, behaviour change communications methods, dissemination of information methods- including on social inclusion in the IE (3.1, 4.3)
REGION - COUNTRY OF IMPLEMENTATION	Middle East - Lebanon
RESUME OF LESSONS LEARNED	<p>UNHCR has also incorporated a participatory approach to better accountability and to adapt outreach activities based on feedback from beneficiaries and other stakeholders.</p> <p>Originally little or no tracking of exam results and dropout rates existed. UNHCR implemented a child tracking system which allows for checking the progress of each individual child benefitting from the UNHCR education programmes.</p> <p>The continuous influx of Syrian children brought about changes to the ALP tools. While originally the ALPs were used only during the summer months, The ALPs have been redesigned to represent a more structured form of condensed learning, or catch-up programme in order to help with the transition of Syrian children into formal education in Lebanon</p>
PROJECT NAME	Support to Medium and Long Term Needs of Host Communities and Syrian Refugees in Lebanon
YEAR	2012 – 2015
FUNDING AGENCY	European Commission
IMPLEMENTING AGENCY	UNHCR, Danish Refugee Council, Norwegian Refugee Council, Save the Children, Terre des Hommes et al.
KEY TARGET GROUPS	Youth (18-24), Children (up to age 18), Migrants, Migrants – refugees; Training and capacity building targeted also staff of the Ministry of Social Affairs, Internal Security Forces, Community Support Centres, Social Development Centres.
SUMMARY OF THE ACTION	The main goal of the project is to mitigate the impact of Syrian crisis on Lebanon by alleviating the medium and longer term needs of both the local population and Syrian refugees in the main host communities in Lebanon. The project aims to improve the capacity of existing Lebanese institutions and structures to deal with crisis, to reinforce the capacity and quality of the national primary and secondary education structures in the regions hosting Syrian refugees, and to strengthen the social and economic tissue of communities.
LESSONS LEARNED	Given that no formal refugee camps were established in Lebanon, Syrian refugees were integrated into Lebanese communities and have been accessing public services including education and other community support structures, such as community

	<p>centres. The majority of Syrian refugees settled in Lebanon in the poor locations where schools were already overcrowded and suffered from the poorest quality of education.</p> <p>The project was quite successful in providing access to both formal and non-formal education for Syrian refugees in Lebanon. Although the main focus of the action was on school children, there were also activities aimed at adults, such as life skills training, provision of vocational training, and psychological and social support.</p> <p>The project came up with several innovative approaches that allowed for targeting much more beneficiaries than originally expected (due to continued influx of Syrian refugees to Lebanon). The main tools included distribution of the “School in a box” sets to students, provision of remedial classes and Accelerated Learning Programme. An after school programme was initiated to allow Syrian children to catch up on lost time, as well as provide them with language support classes. In order to offer quality education, a teacher training programme was initiated. Education induction training for teachers in ALP and remedial classes was provided to 170 teachers under Save the Children. Trainings were given to public school teachers, frontline staff and Syrian teachers recruited by the implementing partners for ALP (Accelerated Learning Programme) and remedial classes. Syrian teachers for the ALP are identified in the communities through outreach workers and referred to implementing partners. The themes in the training included interactive teaching methods and skills to manage a heterogeneous classroom, while UNICEF trained teachers on Early Childhood Development and Child Friendly teaching, as part of the Child Friendly Spaces implementation.</p> <p>According to the project Final Narrative Report, The lessons learned include mainly the development of the Accelerated Learning Programme which received initial funding through this action. Initially the ALP used a manual previously developed by Save the Children International that has a global experience in the sector. The manual was originally a summer programme condensing parts of the Lebanese curriculum in order to place special emphasis on language of instruction and learning. In the course of project implementation a new ALP manual was developed, which included programmes for three levels of ability, covering basic competences in level 1 on Maths, Science, Arabic, and English or French. The new manual was used in order to harmonise the approach used by the project partners. With the help of the project teacher team, the implementing partners complemented this material based on children’s needs and additional competences needed. Based on the discussions and feedback, a new ALP curriculum was developed based on the Lebanese National Curriculum. Therefore, the ALP tool facilitated a catch-up and preparation for school involvement of the Syrian refugee children and students in Lebanon.</p>
<p>CONCLUSIONS AND RECOMMENDATIONS</p>	<p>The project faced serious difficulties that were linked to the informality of circumstances under which the sizeable Syrian refugee community resided in Lebanon.</p>

	<p>There were particular challenges to reach many persons who resided in informal settlements in locations far away from schools. Information on how to register for schools needed to be improved. Therefore, the UNHCR recruited Refugee Outreach Volunteers who have been integral in strengthening communication with refugee populations. UNHCR has also incorporated a participatory approach to better accountability and to adapt outreach activities based on feedback from beneficiaries and other stakeholders.</p> <p>Originally little or no tracking of exam results and dropout rates existed. UNHCR implemented a child tracking system which allows for checking the progress of each individual child benefitting from the UNHCR education programmes.</p> <p>The continuous influx of Syrian children brought about changes to the ALP tools. While originally the ALPs were used only during the summer months, The ALPs have been redesigned to represent a more structured form of condensed learning, or catch-up programme in order to help with the transition of Syrian children into formal education in Lebanon.</p> <p>Activity focused on community involvement (actively involving parents in education) aimed to introduce Parents Associations (PA's) or Parent-Teacher Associations (PTA's). The activity faced difficulties due to the informal character of Syrian residencies in Lebanon. The Lebanese school system does have the Parent Associations. The members are elected annually or bi-annually and they participate in the management of the budget and other affairs. However, the Syrian parents could not be effectively involved in PA's mainly due to the difficulties with registering their place of residence, as their stay in the Lebanese communities was often informal. MEHE was against the establishment of associations which included Syrian parents due to the complications with the Lebanese residencies and the legal status of Syrian parents. The problem was quite serious mainly for the second shift school activities where the students were exclusively Syrians. UNHCR did manage to implement some PA's in Tripoli through their implementing partner NRC. However, during the evaluated period of implementation the project did not manage to find a solution to introducing formal PA's with Syrian participation into the formal education system in Lebanon.</p>
FURTHER TAGS	<ul style="list-style-type: none"> ▪ Identification of innovative vocational training subject areas (3.6) ▪ Vocational and skills training (3.6) ▪ Capacity strengthening of government and civil society organisations, including on micro-finance (1.9)
SOURCE(s)	RNSF Research Volume 4.3: https://europa.eu/capacity4dev/iesf/documents/rnsf-research-volume-43-gp-ll-15-ec-funded-projects
REFERENCE(s)	EuropeAid project page: https://ec.europa.eu/europeaid/projects/support-medium-and-long-term-needs-host-communities-and-syrian-refugees-lebanon_en