Non-Formal Education opportunities for Syrian Children in neighboring countries – A case study of adapted remote learning CB-ECE program in Lebanon

Brussels V Conference on Syria
Side event
26 March, 2021
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BACK TO THE FUTURE II

AT A GLANCE

A protective and nurturing environment to increase access to School, inclusion and retention for Children impacted by the Syrian Crisis in Lebanon and vulnerable Lebanese.

OBJECTIVES

- **Overall:** To guarantee a protective learning environment to vulnerable girls and boys in Lebanon.
- **Specific:** To support access to quality basic education and protection services for vulnerable girls and boys in marginalized communities in Lebanon.

In collaboration with
MEHE-PMU Reaching All Children with Education 2017-2021 (RACE II)

With the support of
EU Regional Trust Fund in response to the Syrian crisis, the EU Madad Fund

In line with Lebanon Crisis Response Plan (LCRP) 2017-2020
Retention of school-aged boys and girls at risk of dropout is improved, through the provision of schools-based and community-based education programs.

Protective environment
Resilience and psychosocial wellbeing of children, caregivers and communities are improved.

National systems on Non-Formal Education
Strengthened through information management system and advocacy and communication.
## BACK TO THE FUTURE
### NON-FORMAL EDUCATION TARGETS

<table>
<thead>
<tr>
<th>Category</th>
<th>CB-ECE</th>
<th>BLN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>7,910</td>
<td>9,045</td>
</tr>
<tr>
<td>100% Refugees</td>
<td>31%</td>
<td>95%</td>
</tr>
<tr>
<td>Female</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Male</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

**RETENTION**

<table>
<thead>
<tr>
<th>Category</th>
<th>CB-ECE</th>
<th>BLN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refugees</td>
<td>30%</td>
<td>59%</td>
</tr>
<tr>
<td>Female</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Male</td>
<td>50%</td>
<td>50%</td>
</tr>
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* Remedial include: Foreign Language courses (FL), Homework Support (HWS), and Remedial Summer Courses.
Based on findings from the Learning Readiness Rapid Assessment (LeaRA) conducted by Education Partners of the UN Inter-Agency Coordination in Lebanon in March-April 2020.
Adapting to Remote Learning

- Challenges & Restrictions
- Caregiver at the centre
- Play for wellbeing and resilience
I LEARN FROM HOME

METHODOLOGY

1. Curriculum plan
2. Shoot
3. Edit
4. Distribution of videos to caregivers
5. Caregiver delivery
6. Feedback (& repeat)
“What’s noticeable is the enthusiasm of the parents who’ve taken on the role of teacher at home.

In particular we’ve seen many of the men at home leading the learning.”

BACK TO THE FUTURE
COORDINATOR
I LEARN FROM HOME
IMPACT

1st cycle of Implementation – from Face to Face modality to Distance Learning.

- **Attendance**
  - 96% attended more than 30% out of the total number of lessons.
  - 85% more than 70% out of the total number of lessons

- **Participation**
  - 93% out of the total content and shared deliverables back

- **Improvement**
  - 98% improved in line with the Development Milestones

- **From F2F to DL**
  - 84% of children transitioned from face to face to distance learning attending at least 30% of lessons

718 Children enrolled in BTF CB-ECE distance learning program
## I LEARN FROM HOME

### IMPACT

2nd cycle of Implementation – delivered purely remotely

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Participation</th>
<th>Access</th>
<th>Referral to Formal Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>97% attended more than 30% out of the total number of lessons.</td>
<td>94.5% out of the total content and shared deliverables back</td>
<td>98% of beneficiaries were Syrian, 2% Lebanese</td>
<td>83% of the children enrolled in CB-ECE Level 3 have been referred to Formal Education, both Grade 1 (32% out of the total referrals) and PrepECE (68%)</td>
</tr>
</tbody>
</table>

- **761 Children** enrolled in BTF CB-ECE distance learning program

**Attendance**

- 97% attended more than 30% out of the total number of lessons.
- 88% more than 70% out of the total number of lessons.

**Participation**

- 94.5% out of the total content and shared deliverables back.

**Access**

- 98% of beneficiaries were Syrian, 2% Lebanese.

**Referral to Formal Education**

- 83% of the children enrolled in CB-ECE Level 3 have been referred to Formal Education, both Grade 1 (32% out of the total referrals) and PrepECE (68%).
Participation did not decrease
Number of beneficiaries participating in the project did not decrease.

Children developed life skills
Children continued to learn effectively and developed life-skills (social, psychological, linguistic, cognitive and leadership skills) as a result of their participation in the project, according to the 96% of the facilitators.
WhatsApp was used as preferred platform for delivering the lessons, based on the caregivers stated preference as per LeaRA.

Content was concise, simple and in Arabic, to ensure correct and immediate understanding of the activities.

it was possible to implement all the activities at home, BTF provided enrolled children with the CB-ECE books, stationary kits, and internet data bundles for those in need.
Adaptation of the child safeguarding policy to prevent risks of abuse online and ensure our commitment to keeping children safe within all programs, upheld in this new remote modality.

The Consortium has developed tailored communication guidelines for remote activities: to provide facilitators in contact with children and families with knowledge and tips to mitigate harm and continue to safeguard those we work with.
LESSONS LEARNT

On Caregivers’ Engagement:

- The teaching role empowered the caregivers.
- Strengthened parental bonding by providing a playful activity to enjoy together.
- Created a routine for both adults and children.
- Gave caregivers the opportunity to learn new teaching methods and techniques.
  (99% of facilitators reported that caregivers improved while giving the lessons).

I LEARN FROM HOME (ILFH) was designed in a caregiver-friendly fashion:

The engagement of caregivers is aligned to the BTF’s socio-ecological approach to children’s wellbeing and protection by recognizing the crucial role and duty that caregivers/parents have in their children’s development.
Children with speech impairments or with difficulties in engaging in the activities were involved in class thanks to the new environment and the support of their caregivers.

Children with special needs were identified and were supported with or referred to specialized services, which resulted in an improvement of their learning performance.
RECOMMENDATIONS

• Integrating child protection into programs to ensure holistic approach to education.

• Thinking innovative approaches in terms of skills for remote, safe identification, and referral of children at risk, are required to continue reaching children at risk of abuse, violence, neglect, and exploitation.

• Empowering facilitators, caregivers, and teachers, through capacity building, mentoring and coaching in remote and blended learning (pedagogy and digital skills).

• Investing in social emotional learning through play-based approach in early childhood education, which has proven to be highly effective.
RECOMMENDATIONS

• Support is needed to ensure **access to quality and inclusive education** for all Syrian refugee school-aged children.

• **Combining and structuring efforts** is necessary to input resources for non-formal education as alternative pathways.

• Education actors should **build on the holistic approach best practices** as seen through the active involvement of caregivers in the education of their children.
THANK YOU FOR YOUR SUPPORT