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JULY - OCTOBER 2022  
MARCH - JULY 2023  
SEPT - DEC 2023

# FINAL REPORT

Education for Refugee  
Children - Basic Literacy  
Numeration



**PRESENTED BY**

Sawa Association for Development

**IN COLLABORATION WITH**

Ushagram Suisse Association

# THE CRISIS AT A GLANCE.



**70%** OF HOUSEHOLDS DO NOT HAVE ENOUGH FOOD OR ENOUGH MONEY TO BUY FOOD. IN SYRIAN REFUGEE HOUSEHOLDS, THE FIGURE REACHES **99%**

**1 in 10** CHILDREN HAVE BEEN SENT TO WORK.

**50%** OF FAMILIES STOPPED THEIR CHILDREN'S EDUCATION.

“THE WORLD BANK HAS DESCRIBED WHAT IS HAPPENING IN LEBANON AS POSSIBLY ONE OF THE TOP THREE ECONOMIC COLLAPSES SEEN SINCE THE MID 19TH CENTURY. WHAT THE UNICEF SURVEY SHOWS IS THAT CHILDREN ARE BEARING THE BRUNT OF THIS ESCALATING CATASTROPHE

# EXECUTIVE SUMMARY

The Syrian Crisis will be entering its twelfth year and continues to drive the most significant refugee crisis in the world. Today, more than one million Syrian refugee lives inside Lebanon's borders, most of which are of school-age and in need of affordable quality education opportunities. In addition, several thousand vulnerable Lebanese and Palestinian refugees are also in need of subsidized education services; their prospects of receiving this are diminished by the weight of the Syrian refugee influx., many poor families are resorting to negative coping mechanisms - including engaging in child labor and child marriage; rendering many thousands of children vulnerable to violence, abuse, and exploitation.

To achieve improved access to education opportunities, the increased level of poverty and unemployment rate pushes more children into a work situation and out of education. Our strategy looked into more creative alternative methods to increase demand for non-formal education. Such methods will include more integrated and effective outreach approaches. Outreach will also aim to increase the engagement of parents in education, in order to change their thinking towards education and send their children to non-formal education.

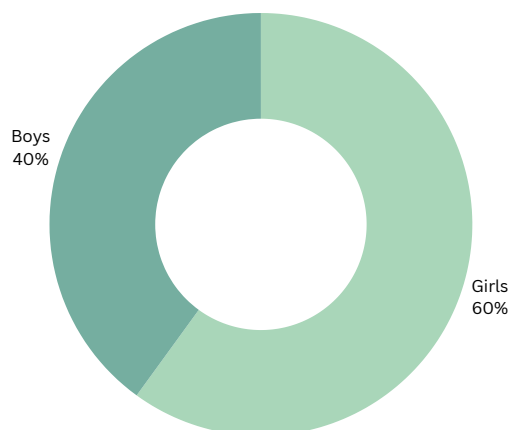
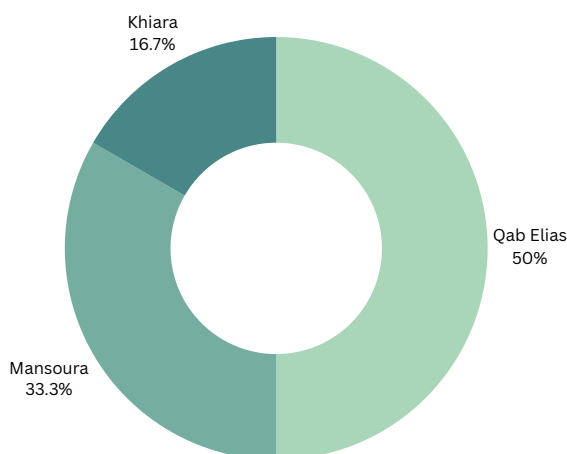
To encourage children to stay in schools or learning spaces, and for parents to send their children and keep them there, new incentives will be explored. For this to happen, SAWA will focus on strengthening its work on parent engagement. It will also maintain proper access to non-formal education. This would support the overall goal of reducing the numbers of children either out of school or out of learning. The modality of learning is fully face-to-face.



# INTRODUCTION TO BLN EDUCATION FOR REFUGEE CHILDREN

Sawa for Development Association (SAWA)'s project funded by the Ushagram Suisse Association performs outreach to refugees aged 8-14 years old to improve the community's access to non-formal education through a Basic Literacy and Numeracy (BLN) program which include: Arabic, English, Math, Psychological and Social support, and activities.

This BLN program aims that all out of school children (OOSC) who have been enrolled in this program will be able to read, write, communicate orally, understand and use simple numeracy skills in their everyday lives and in further learning in order to live satisfying lives in their society.



**3**

VILLAGES IN BEKAA.

**3**

LEVELS FOR STUDENTS TO COMPLETE.

**80**

TEACHING HOURS PER MONTH @ 4 HOURS PER DAY FOR 5 DAYS PER WEEK PER TEACHER.

# OBJECTIVES OF BLN EDUCATION FOR REFUGEE CHILDREN

the following general objectives of this BLN program have been selected directly from the official national preschool curriculum developed by CERD because it is believed that the national KG3 learning objectives are the most appropriate ones to achieve the BLN objective since they develop the child's linguistic, logical, socio-emotional, artistic and motor skills, serving as a pathway for entry into formal schools.

1

Develop the child into a social person who acquires constructive culture and habits that reinforce his/her spirit of openness, cooperation, integration, interaction and active participation with others.

2

Strengthen the learning process in order to develop the child's sensory, physical, emotional, social, and intellectual skills, so that the child can express him/herself, the needs and perceptible discoveries, and think and imagine so as to expand his/her experience, discover the world and build up their information base.

3

Assist the child to adapt to the school atmosphere, fit into the new environment and be well prepared for the next stage, taking into consideration his/her childhood and needs.



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## BLN EDUCATION - TEACHING METHOD

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After the arrangement of MOU with Ushagram Suisse Association, we started sessions in Qab Elias, Mansoura, and Khiara.

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**Education Material:** We received the books from MEHE directly at the start of the sessions, we provided the students with stationary.

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**Curriculum:** English, Arabic, Mathematics in both Arabic and English, and Psychological and Social Support (PSS).

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**Modality:** Face to face learning with regular classes where teachers provide 4 hours per day for 5 days. The students have regular homework daily and exams every 2 weeks to monitor their progress.

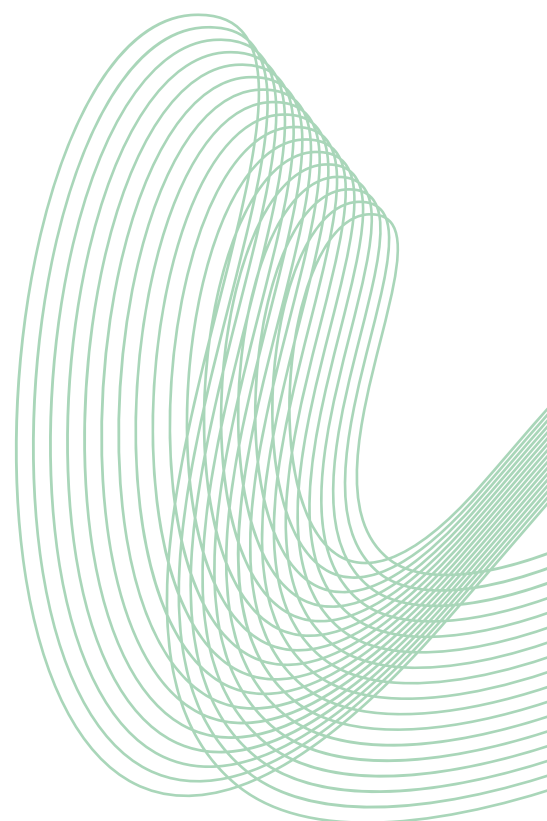
### Outcomes:

#### Outcome 1: Improved Demand and Access to NON Formal Education Opportunities

The first outcome that the sector strategy addresses is enhancing access to and demand for non-formal education for children in West Bekaa.

#### Outcome 2 - Improved Quality of Education Services

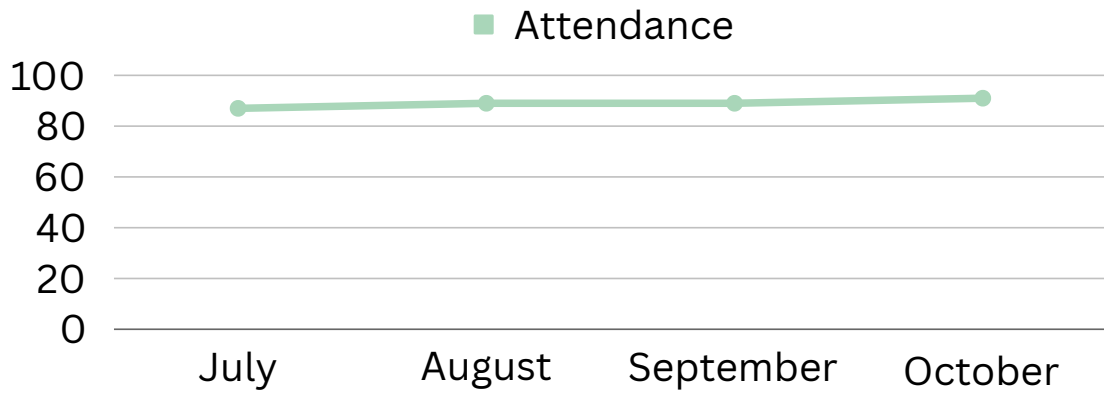
The second outcome of SAWA's strategy addresses enhancing the quality of education services and learning environments to ensure grade-appropriate learning outcomes for children and youth. It focuses on delivering quality education services and learning environments throughout the non-formal schooling pathways.



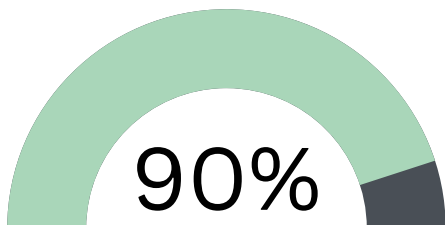
# ATTENDANCE & PERFORMANCE METRICS

## 2. SEMESTER 2022

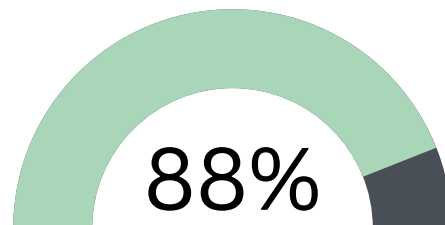
We tracked attendance for every class per teacher. This is the average of all the attendance throughout the BLN program categorized per month.



We administered an examination in July for levels 2 & 3, a total of 100 students split evenly between the levels. The test did not have a "Fail" result, rather a "Low Level Grade" which is lower than 9/10. Below summarizes the results of that examination.



**Level 2 Students Examination Results**  
 20/25 students received a "High Grade Level".  
 All 25 students graduated to Level 3.

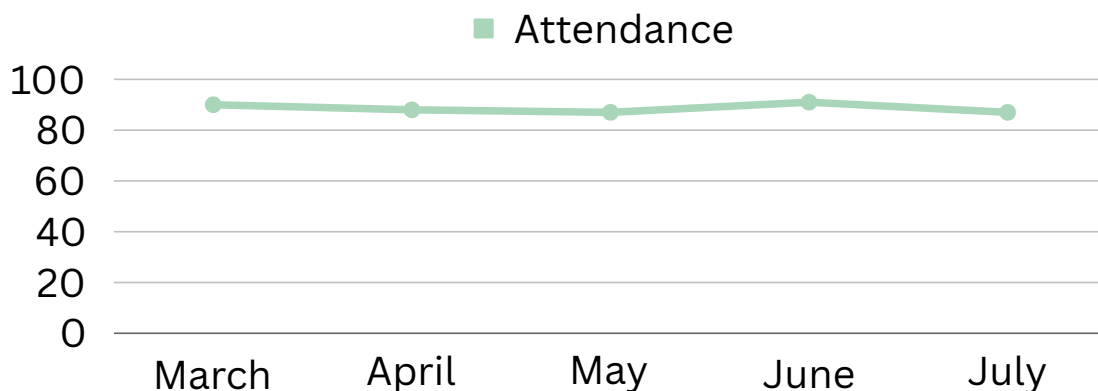


**Level 3 Students Examination Results**  
 70/75 students received a "High Grade Level". 90 students graduated to public school (with 25 from a previous year).

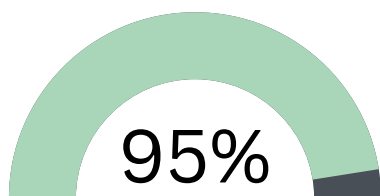
# ATTENDANCE & PERFORMANCE METRICS

## 1. SEMESTER 2023

We tracked attendance for every class per teacher. This is the average of all the attendance throughout the BLN program categorized per month.



We administered an examination in July for levels 1 & 2 & 3, a total of 300 students (150 in Level 1, 50 in Level 2, 100 in Level 3). The test did not have a "Fail" result, rather a "Low Level Grade" which is lower than 9/10. Below summarizes the results of that examination.

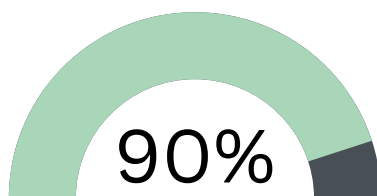


**95%**

**Level 1**

**Examination Results**

140/150 students received a "High Grade Level".

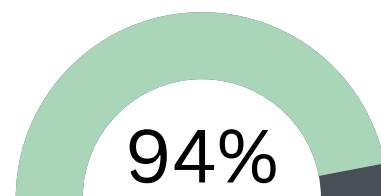


**90%**

**Level 2**

**Examination Results**

45/50 students received a "High Grade Level".



**94%**

**Level 3**

**Examination Results**

95/100 students received a "High Grade Level".

All 150 students graduated to Level 2.

All 50 students graduated to Level 3.

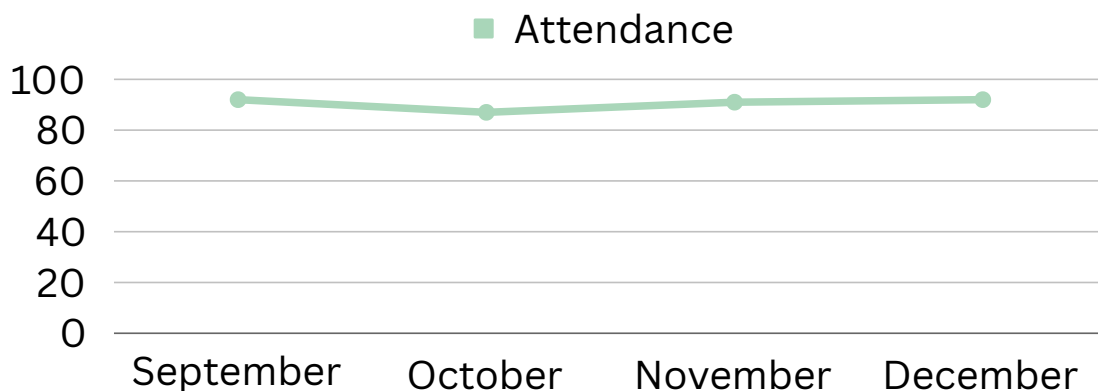
All 100 students advanced to public schools.



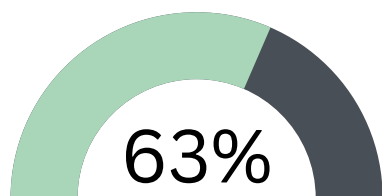
# ATTENDANCE & PERFORMANCE METRICS

## 2. SEMESTER 2023

We tracked attendance for every class per teacher. This is the average of all the attendance throughout the BLN program categorized per month.

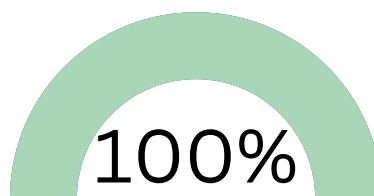


End of Cycle Results: We administered examinations for levels 1 & 2, a total of 200 students (40 in Level 1, 160 in Level 2). The test did not have a "Fail" result, rather a "Low Level Grade" which is lower than 9/10. Below summarizes the results of that examination.



**Level 1 Examination Results**  
25/40 students received a "High Grade Level", where 15/40 received a "Low Grade Level".

25 students graduated to Level 2  
15 students will stay in Level 2.



**Level 2 Examination Results**  
160/160 students received a "High Grade Level".

160 students graduated to Level 3.

# OUR IMPACT.

In **2021**

**90** GRADUATES TO PUBLIC SCHOOL.

In **2022**

**90** GRADUATES TO PUBLIC SCHOOL.

In **2023**

**191** GRADUATES TO PUBLIC SCHOOL.

# TO DATE

# 386

STARTED PUBLIC SCHOOL EDUCATION AFTER COMPLETING ALL 3 LEVELS UNDER SAWA ASSOCIATION FOR DEVELOPMENT'S PROGRAM.

# ACHIEVEMENTS & MILESTONES.

The children participated in a global drawing competition organized by the International Women Peace Group in South Korea. Our student Mohamad Al Ahmad won the first prize for elementary schools.

Here are the activities we facilitated for our students to enrich their learning experience:

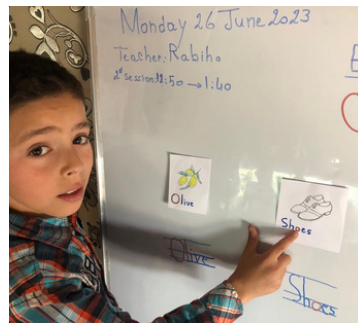
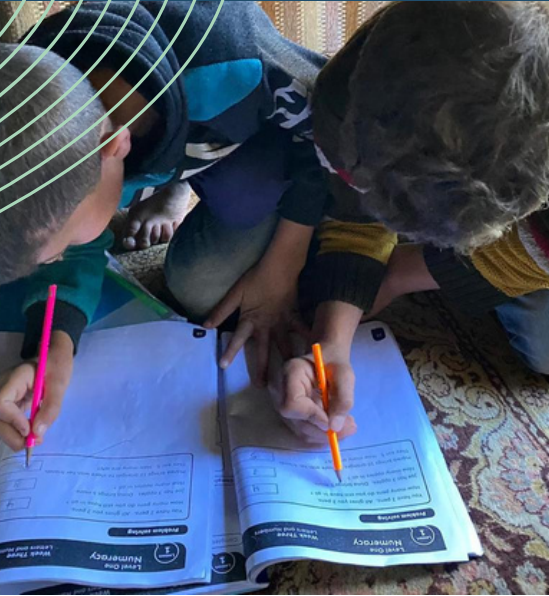
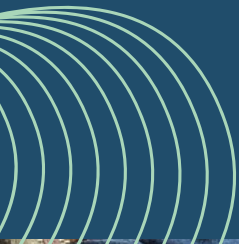
- Participation in Art Competition about Peace with IWPG from South Korea
- The children learned the agriculture of vegetables & waste management (plastic recycling)
- Clowns without Borders entertainment show - Special show for our Students in Qab Elias, Mansoura and Khiara
- Two Field trips to the natural reserves in Mansoura
- A football day at the Khiara football ground
- Parents meetings
- PSS sessions in Telling stories and Dance
- A student was complaining about eye pain and bad eye sight, so we had his eyes checked, revealing a myopia. We were able to secure glasses for the student to help him.



- To make the learning experience accessible, we had two students with special needs. Marwa was not able to speak, and Latifa had a physical disability not allowing her to walk. We provided special attention and accessibility to these students so they can continue their education.
- Psychological support through scheduled art days



# ACHIEVEMENTS & MILESTONES.





# ACHIEVEMENTS & MILESTONES.





## CHALLENGES WE FACED

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- Absence of essential learning environment like tables and chairs.
- Economic crisis affecting the parents which in turn will affect the child's participation in the classes.
- Mindset of parents: parents would still rather contribute in child labor or child marriage, taking these kids away from education.
- Cholera risk. The drinking water in the Isral and Qab Elias camps are polluted, increasing the risk of Cholera.

## SOLUTIONS WE SUGGEST

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- We propose having the next sessions indoors in a proper facility with tables and chairs provided.
- For the upcoming sessions, we suggest to start new programs with Syrian children aged between 3-5 to follow CBECE program, to start learning earlier and for learning to become an integral part of the child's life.

## WHAT IS ECE?

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- CBECE program targets non-Lebanese children aged 3 to 5 years who, in normal circumstances, would have no access to formal public kindergartens. It is implemented by NGO partners within community centers and addresses the targeted age groups in three levels (L1= age 3; L2= age 4; L3=age 5).
- The program is composed of 350 hours/learning sessions delivered for children over a maximum period of 4.5 months of learning at a rate of 4-5 days per week, for 4-5 hours/equivalent sessions per day.
- After successfully completing Level 3, the child can proceed to formal education in grade 1, upon issuance of verified certification of completion from MEHE.



# SOLUTION WE SUGGEST: RETENTION PROGRAM

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The Retention Program targets children enrolled in public schools from grade 6 - 9 who are at risk of dropping out due to their poor academic performance and achievement results. The program focuses on providing these children with individualized learning support in all the subjects that they need help with, especially the major subjects of the Lebanese curriculum (Arabic language, foreign language, mathematics, science).

- The Retention program will be conducted remotely for children previously identified or outreached.
- Only children in grade 6 - 9 who have fallen behind in their academics and scoring an average of 8/20 or below in the four main subjects (Math, Sciences, Arabic and Foreign language) OR children who are scoring an average of 7/20 in one of those 4 main subjects with a priority to be given to girls.
- Children should receive support in all subject areas with diagnostic/pre-test and summative/post tests.
- It consists of a total of 160 hours maximum/equivalent remote sessions, administered at a rate of 2-3 hours /sessions of learning per day, 4 days per week. A session can be defined only as the delivery of content for a planned topic/lesson by the facilitator.
- Children registered in the program will be counted once as unique children and will stay in the program until it ends.
- 50% of Lebanese and non-Lebanese students with gender balance in this program, as per UNICEF guidelines.

# SAWA, USHAGRAM UNICEF & MEHE

Sawa Association for Development in collaboration with Ushagram Suisse Association implements the BLN Program in Qab Elias and Mansoura with the continuous support and funds from Ushagram Suisse Association.

Sawa Association for Development is the CO-Chair for BLN sub-group in Bekaa area, after been nominated by UNICEF. With the NRC, we arrange monthly meetings for all the NGOs that are implementing BLN programs in All Bekaa. We keep note of the meeting minutes and share that with the relevant organizations, as well as providing participants with any new updates regarding the program from MEHE and UNICEF.

The role of UNICEF is to bring together all the NGOs that are working on BLN programs to coordinate and prevent duplication of work in the same area. UNICEF also holds a monthly meeting for all NGOs in Lebanon that work on Education to discuss the improvement and challenges in implementing the program, and provide all NGOs with updates from MEHE. MEHE provides UNICEF with any updates from the ministry about Non-Formal Education in the region.



# CONCLUSION

We are proud to announce as of today, 90 students have joined public schools after approval from MEHE.

We hope to continue the BLN program in Bekaa, also hoping to target new villages where there is a large number of out-of-school children.

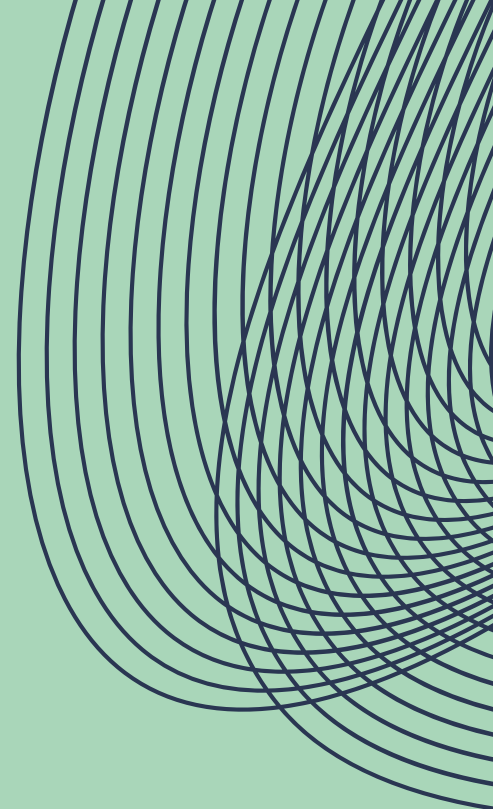
We also aim to start planning for CBECE program targeted for 3-5 year olds.

We thank Ushagram Suisse Association for your support throughout this process and we hope to continue this collaboration together on this project and future projects to create healthier societies and make an impact on the ground. With your dedicated support and funding, we were able to create a genuine positive impact that has had a ripple effect on the community.





# THANK YOU.



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