



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



People for development



Implemented by



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BACK TO THE FUTURE

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

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)



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With the support of
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to the Syrian crisis, the EU Madad
Fund

In line with Lebanon Crisis Response Plan (LCRP) 2017-2020



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BACK TO THE FUTURE II

PROJECT OUTPUTS

Readiness

Targeted out of school boys and girls are prepared to access the formal education system.

Retention

of school-aged boys and girls at risk of dropout is improved, through the provision of schools-based and community-based education programs.

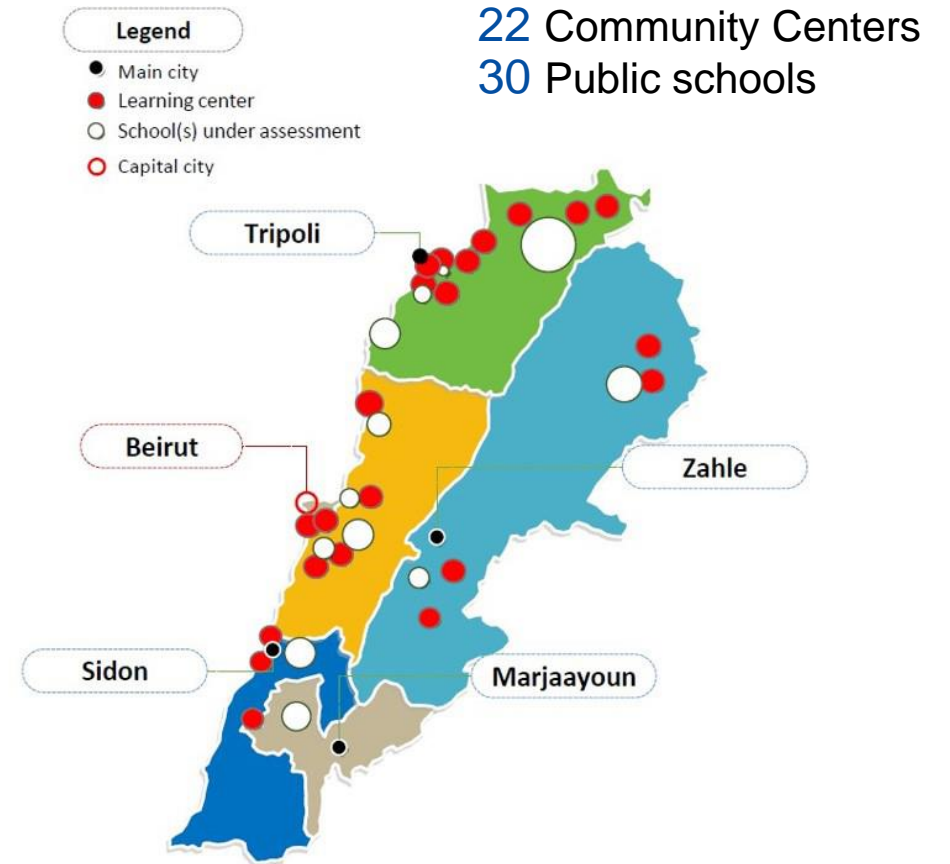
Protective environment

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

National systems on Non-Formal Education

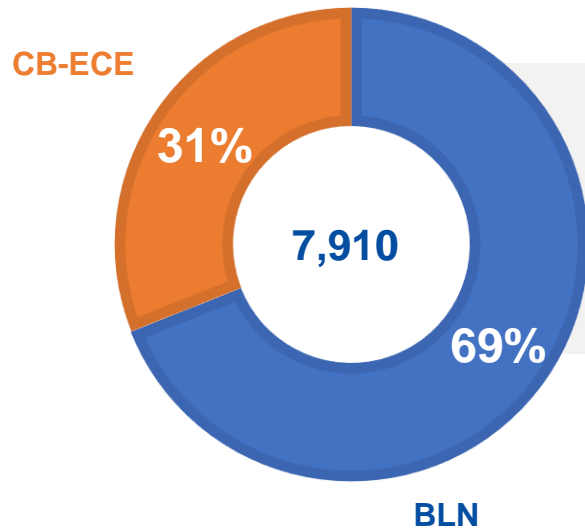
Strengthened through information management system and advocacy and communication.

GEOGRAPHIC COVERAGE



BACK TO THE FUTURE

NON-FORMAL EDUCATION TARGETS



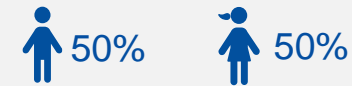
CB-ECE

100% Refugees



BLN

95% Refugees

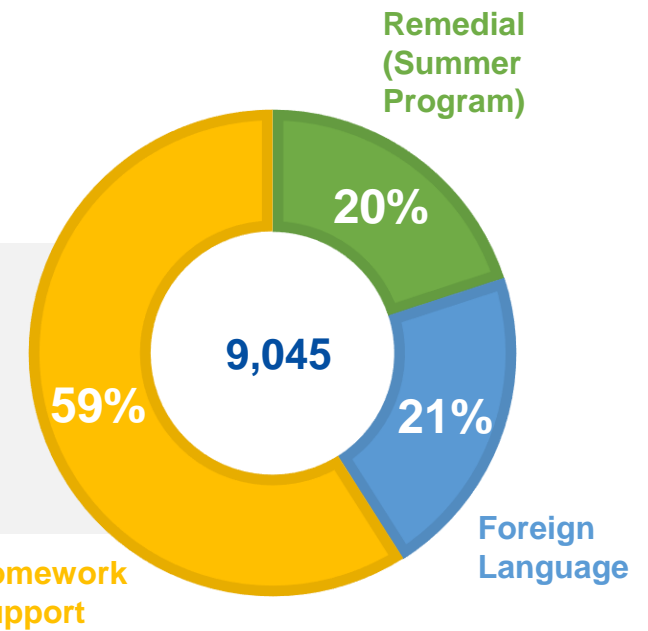


RETENTION*

30% Refugees



* Remedial include: Foreign Language courses (FL), Homework Support (HWS), and Remedial Summer Courses



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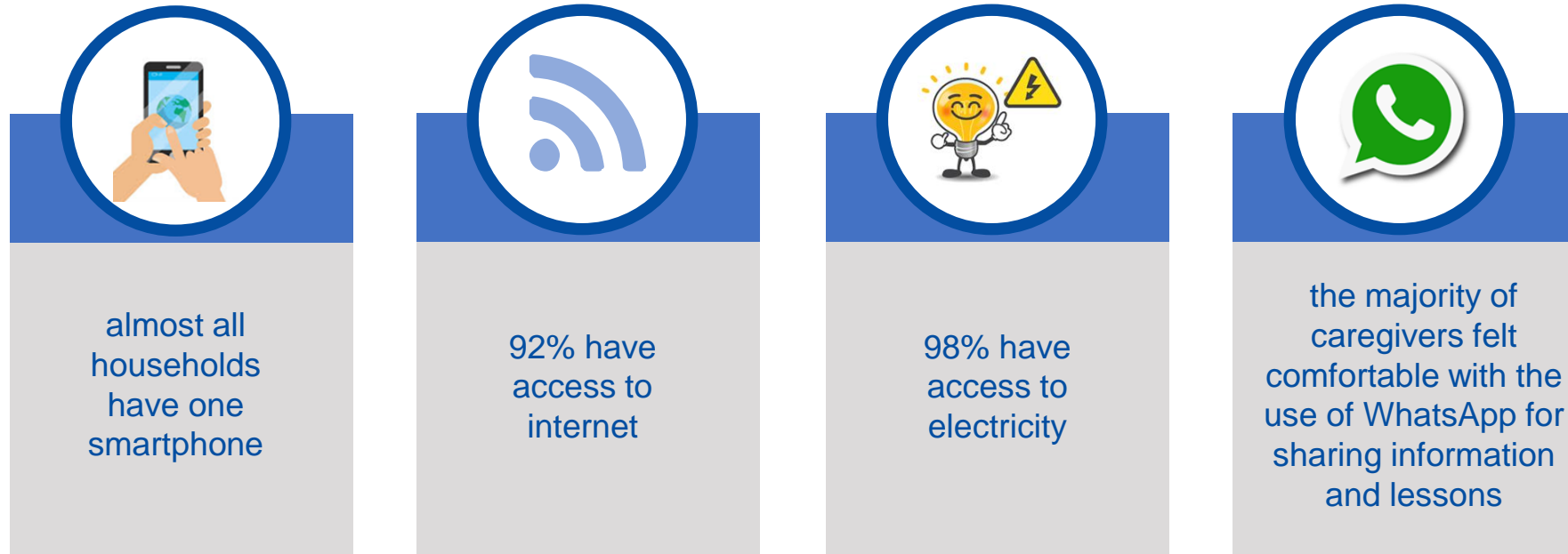
العودة الى طريق الدراسة
Back to the Future

BACK TO THE FUTURE

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BACK TO THE FUTURE UNDER COVID-19 PANDEMIC

Adaptation of Non-Formal Education activities to remote learning during the COVID-19 pandemic



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.

I LEARN FROM HOME METHODOLOGY



Flashcards

Topics

Literacy • Maths • Social & Emotional Learning • Health & Hygiene • Natural World • Human World

Activities

- Games
- Songs
- Interactive Stories
- Classroom Management

How-to videos

Languages

I LEARN FROM HOME METHODOLOGY

Adapting to Remote Learning

- **Challenges & Restrictions**
- **Caregiver** at the centre
- **Play** for wellbeing and resilience



I LEARN FROM HOME

METHODOLOGY



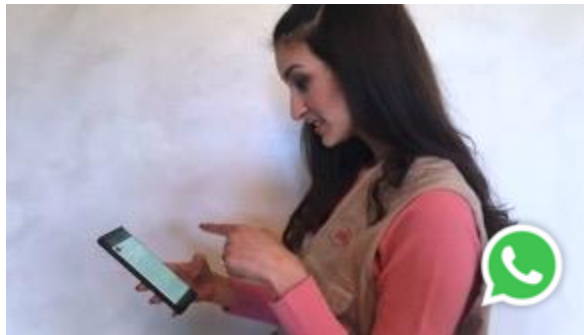
1 Curriculum plan



2 Shoot



3 Edit



4 Distribution of videos to caregivers



5 Caregiver delivery



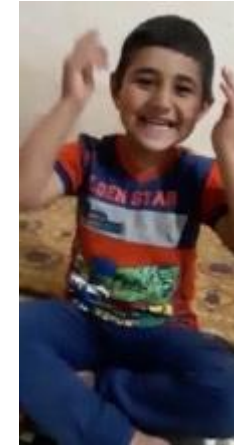
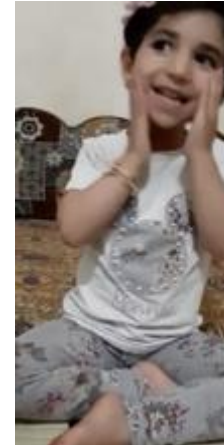
6 Feedback (& repeat)

I LEARN FROM HOME METHODOLOGY

“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

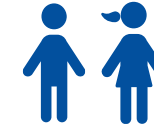


I LEARN FROM HOME

IMPACT

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

718
Children



enrolled in BTF CB-ECE distance learning program

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



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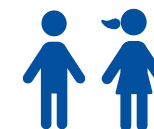
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I LEARN FROM HOME

IMPACT

2nd cycle of Implementation –
delivered purely remotely

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%)



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IN PERSON V/S REMOTE LEARNING

Comparing attendance to the distance learning program with the one to in-person activities carried out before COVID-19 outbreak, data collected shows:



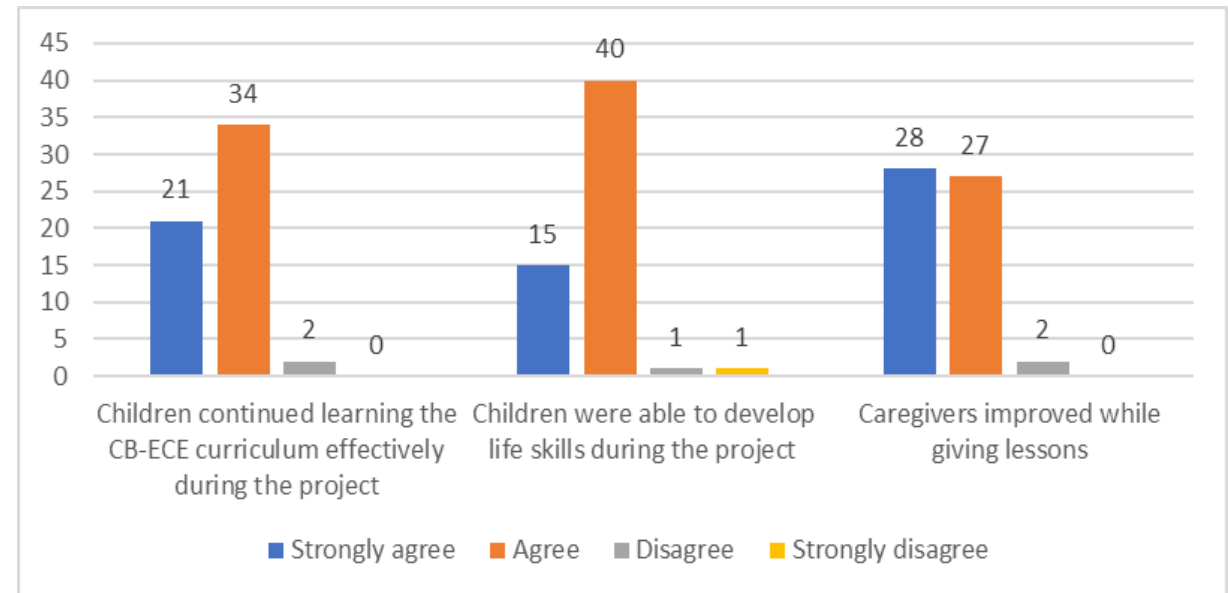
Participation did not decrease

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.



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BEST PRACTICE

Taking Into Account The Reality

User friendliness:

Easy to access

Easy to understand

Easy to implement



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.



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BEST PRACTICE

Child Safeguarding

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.



BACK TO THE FUTURE

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LESSONS LEARNT

On Inclusion:

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.



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