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FINAL REPORT

GENDER ANALYSIS OF BASIC PUBLIC EDUCATION IN LEBANON

Performance Management and Support Program for Lebanon (PMSPL II)

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ACRONYMS

ALP	Advanced Learning Program
CARE	Cooperative for Assistance and Relief Everywhere
CDCS	Country Development Cooperation Strategy
CEDAW	Convention on the Elimination of All Kinds of Discrimination Against Women
CERD	Center for Educational Research and Development
DOPS	Guidance and Counseling Department
ESL	English as Second Language
FGD	Focus group discussion
GBV	Gender Based Violence
GE/FE	Gender Equality and Female Empowerment
GFP	Gender Focal Point
IR	Intermediate Result
IRB	Institutional Review Board
ISF	Internal Security Force
KII	Key Informant interview
M&E	Monitoring and evaluation
MEHE	Ministry of Education and Higher Education
ML	Mount Lebanon
NCLW	National Commission for Lebanese Women
NGO	Non-Governmental Organization
NL	North Lebanon
PMSPL II	Performance Management and Support Program for Lebanon
RACE	Reaching all Children with Education in Lebanon
SI	Social Impact, Inc.
SL	South Lebanon
STEM	Science, Technology, Engineering and Mathematics
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	Office of the United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Funds
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
USAID	United States Agency for International Development
USG	United States Government Support

EXECUTIVE SUMMARY

USAID/Lebanon contracted Social Impact to conduct a gender analysis of the basic public education learning process in Lebanon to explore the gender trends in this area. This gender analysis is in line with USAID's Gender Equality and Female Empowerment (GE/FE) policy requirements and Mission Order on GE/FE, which requires that any new project must be preceded by a gender analysis in that specific sector. This report outlines the findings, conclusions and recommendations from the gender analysis.

METHODOLOGY

The key research questions are structured around the five USAID gender analysis domains:

1. What policies and institutional practices support or hinder the learning environment for boys and girls?
2. What cultural norms and beliefs support or hinder the learning environment for boys and girls?
3. How do gender roles, responsibilities, and time use support or hinder the learning environment for boys and girls?
4. How does access to and control over assets and resources support or hinder the learning environment for boys and girls?
5. What patterns of power and decision-making support or hinder the learning environment for boys and girls?

The research team used a combination of primary and secondary data to address a set of research questions under the five gender analysis domains listed above. First, the team conducted a comprehensive literature review of current policies, research papers, reports as well as textbooks, relevant documents and policies related to both Lebanese as well as Syrian refugee student communities in Lebanon. Following this, the team conducted primary data collection through 8 key informant interviews with MEHE personnel in charge of policies and gender, CERD personnel in charge of curricula development, teacher training and gender and; representatives from UN organizations.. The team also conducted 52 focus group discussions (FGDs) with Lebanese and Syrian students (aged 12 and above) and parents, as well as teachers and principals across the eight governorates in Lebanon. Schools and respondents for the FGDs were selected through a purposeful sampling process, to reflect geographical and ethnic diversity, and taking proximity of interview venue to targeted communities into account.

All data were coded and analyzed using USAID's five gender analysis domains. The research team disaggregated all data by sex, stakeholder group, and refugee status and identified geographic discrepancies where visible. Once coding was completed, the findings from the primary data, along each gender analysis domain, were triangulated with those from the literature review to form a comprehensive and detailed set of findings and conclusions.

CHALLENGES AND LIMITATIONS

Studies on gender sensitive education in Lebanon are limited, particularly those on gender-based violence at schools. As a result, the team did not have access to enough secondary data for analysis on this topic. The team also faced challenges during primary data collection. The participants of focus group discussions may have been inhibited to respond freely due to the presence of MEHE representatives. Probing level was different between interviews and depended on the sensitivity of the topic discussed, the efficiency of the moderator and note-taker, as well as the cultural environment or geographical location the FGD was conducted. As a result, all interviews did not have the same level of nuance.

Multiple actors were involved in the data collection, transcription, translation, coding and analysis processes, which was also a challenge for data quality assurance. SI addressed these challenges by re-transcribing a large number of interviews to ensure validity of findings against the data.

Another limitation was that much of the MEHE/CERD's education statistics are not disaggregated by sex. The research team was also not able to access some MEHE officials for key informant interviews. A delay in approval from the MEHE to proceed with the study also caused delays for the project as the entire work plan and timeline had to be revised.

OVERVIEW OF BASIC EDUCATION SECTOR

There are four main types of basic education schools in Lebanon- public, private, free private and United Nations Relief and Works Agency (UNRWA) schools (for Palestinian students); gender parity on enrollment exists in all these schools.

Lebanon currently hosts 488,832 non-Lebanese children and youth (Inter-Agency Coordination Lebanon, 2017). Of this population, approximately 41% of the compulsory school-age cohort is enrolled in formal public education. The MEHE and UNHCR worked together in 2013 to launch a second shift, from 2 p.m. to 6 p.m., to accommodate Syrian refugees in Lebanese public schools. In the academic year 2016-2017, 330 schools offered second shift classes across the country. In order to pave a pathway to formal education for children who have been out of school, MEHE also developed the Reaching All Children with Education (RACE) II strategy, which includes an Accelerated Learning Programme (ALP) for students aged 7-24.

In 2016, 15% of all students had to repeat a class in basic public education, down from 40% in 2012 (CEDAW, 2014). Boys were more likely to repeat a class whereas girls outperformed boys in attaining both the final intermediate certificate (Brevet) and final secondary certificate (Baccalauréat).

In the academic year 2015-2016, 79% of teachers and administrators in the Basic Education sector in Lebanon were female (CERD Statistics, 2015-2016). When it comes to the distribution of primary and secondary teachers in Lebanon by the highest degree earned, about 50% of these teachers hold a Bachelor's degree and 24% hold only a school degree. Additionally, teachers holding a Master's degree/ Doctoral degree/ Engineering constitute only 6% of the teaching staff (CERD Statistics, 2015-2016).

The government provides training to all teachers in the basic education system (K-12). CERD has also delivered teacher-training courses aimed at promoting gender equality in the classroom. However, the gender training currently provided is not mandatory for all teachers and many have not taken it as a result. USAID/Lebanon has also supported teacher training on the instruction of Arabic in the early grades and on the use of technology in the country through the Quality Instruction Towards Access and Basic Education Improvement (QITABI) project where teachers are given training, coaching and mentoring.

There is a lack of training opportunities and trained staff to work with children with special needs in Lebanon. Along with schools' lack of adequate infrastructure to accommodate people with disabilities, educators are not equipped with curricular modifications¹, resources and teacher training that can make schools inclusive for all students.

FINDINGS AND CONCLUSIONS

- Most teachers have not participated in gender equality training during their overall teacher training.
- There is a lack of training opportunities for teachers on inclusive education.
- There is recognition that the existing MEHE curriculum is outdated and has extensive gender bias, and a desire among some to make the curriculum more equitable.
- There are no specific written policies for gender equality in education.
- MEHE has a mechanism to address school-related harassment and violence, but cases of sexual harassment and abuse are directed to the mechanisms outside the school.
- Although initiatives have been taken to incorporate refugee students into the Lebanese education system, more is needed to address their unique needs.
- Refugee parents are restricted from participating in schools' Parent Associations, which limits their ability to have a say in their children's education.
- There is no law that prohibits child marriage in Lebanon, although it is cited as a major reason behind girls dropping out of school.
- Educators and parents want increased parental involvement in school to benefit all students, although they did not relate this involvement to ways to promote

Laws, Policies, Regulation and Institutional Practices

¹The term 'curricular modifications' refers to adapted learning objectives for certain students and includes the use of different assessment rubrics, exemption from certain projects, etc. The term 'modifications' is used in Individualized Education Programs (IEP) designed for students with learning disabilities that detail the support and services a school will provide to meet the needs of a student with a disability.

<p>gender equality.</p>	
<ul style="list-style-type: none"> • Parents highly value education for their children and view it as an important tool, particularly for girls, to have an independent future. • Male and female students value education for different reasons. Male students value it for securing livelihoods and female students value it because it reduces their dependency on men. • Teachers believe there is limited gender bias in their classrooms and schools, although classroom observations from other studies indicate otherwise. • Teachers believe parents keep girls in school until marriage, but allow boys to dropout and pursue work. • Educators mostly favor mixing of boys and girls in classrooms, but encounter resistance from students (where adolescent boys and girls are concerned) and parents in a few regions that are more conservative. 	<p>Cultural Norms and Beliefs</p>
<ul style="list-style-type: none"> • Girls often take on more leadership roles and responsibilities at school than boys, and these tend to be distributed stereotypically by sex. • Girls take on more responsibilities in the home than boys. • Male students have greater access to income earning opportunities outside of school, which affects their retention compared to female students. This was specifically evident in Cycle 3 (intermediate level). • The majority of teachers are female although senior leadership positions are considered to be male dominated. 	<p>Gender Roles, Responsibilities and Time Use</p>
<ul style="list-style-type: none"> • Classes for Syrian refugee children lack the resources available for Lebanese children as they operate in the afternoons after the official school shift. • Counselors are not present in all schools to support the students in need. • Boys are more likely to participate in sports activities, while girls participate in celebrations, cultural activities, and lectures. This does not necessarily reflect their different aspirations but is rather dictated by stereotype gender roles of what is socially acceptable for each gender. • Parents are concerned about girls' safety while commuting to and from school, which could be a barrier to their education. • Schools lack resources to ensure inclusion of children with special needs. 	<p>Access to and Control over Assets and Resources</p>

<ul style="list-style-type: none"> Girls with disabilities have more restricted access to education and formal employment than boys with disabilities. 	
<ul style="list-style-type: none"> Verbal harassment against girls is common in and out of school, whereas physical violence and bullying is common among boys. Syrian refugee students regularly face bullying and discrimination from peers, school management and host community. Students receive a variety of rewards such as books and candy at school, which were perceived to be equally available to boys and girls, though not equally available to refugees. The common punishment for students is prohibition from classroom activities and extracurricular activities. 	<p>Patterns of Power and Decision-making</p>
<ul style="list-style-type: none"> Current curricula, policies, and teacher training programs are inadequate to promote gender equality and address biases, sexual abuse and harassment. Cultural norms place strong value on the role of education, particularly for girls. However, the emphasis on girls' education stems from traditional ideas of women's roles in society and perceptions of male and female students' study habits. Girls have more responsibilities in the school and at home, while boys have more opportunities outside these spheres, which may affect their retention in school. Girls do not have the same access to extracurricular activities to meet their aspirations as boys. There is also a lack of resources in the second shift to address the needs of Syrian and Lebanese students equally. Despite girls taking on more leadership roles in school, they are more likely to be victims of harassment in and out of school. 	<p>Conclusions</p>

KEY RECOMMENDATIONS

The findings from the gender analysis highlight six broad areas that need the attention of MEHE, CERD and USAID. These are the following:

- Existing gender bias in the teaching/ learning process.
- Insufficient knowledge among the different stakeholders in the education sector of basic gender concepts.
- School infrastructure that is not inclusive of students with special needs.
- Lack of counseling and guidance for students, particularly abused girls and refugees.

5. Unsafe environment for girls commuting to and from school, particularly in North Lebanon, Akkar, Beqaa and Baalbeck Hermel.
6. Discrepancy between the number of male and female staff in school leadership positions.

The following recommendations outline ways in which USAID and MEHE/ CERD can address each of these issues.

USAID

- Provision of technical assistance to CERD and MEHE on integrating gender equality and female empowerment policies and approaches by: (1) mainstreaming gender training into the existing teacher training curricula and (2) updating school curricula and textbooks to remove existing gender bias.
- The development of programs that increase girls' participation in STEM fields of study and building on existing work in this area in an attempt to scale up successful initiatives.
- Provision of technical assistance to MEHE / CERD on developing an implementation strategy and timeline for Law 220.
- Review of existing literature on interventions that have reduced safety risk for school girls and increased their mobility, and partnering with the government to evaluate and scale up successful interventions.
- Collaboration with other stakeholders (NGOs, Ministries, Lawmakers, Police/ISF, Donors) to facilitate counseling support when needed in all public schools.

MEHE/CERD

- Integration of a mandatory gender sensitization component and a gender sensitive education techniques module into teacher training curricula.
- Updating school textbooks and curricula to remove existing gender bias, and make text books friendly for both boys and girls equally.
- Practical implementation of Law 220 in schools across the country.
- Aim to increase the number of women in senior leadership positions in schools, and create a sex disaggregated database to track the number of male and female educators and administrators in senior positions separately.
- Availing better access to extracurricular activities for girls and for Syrian refugee students in second shift classes.
- Ensuring that all students, particularly girls, have access to counselors in school. For schools with large populations and specifically those with refugee attendance, it is recommended to ensure that there are multiple counselors to meet the students' needs.

INTRODUCTION

BACKGROUND AND PURPOSE

USAID/Lebanon’s Country Development Cooperation Strategy (CDCS) states “Improved public basic education for all citizens” as one of the Intermediate Results that the Mission aims to achieve. In 2012, the Mission conducted a national Gender Assessment (USAID Gender Assessment, 2012) in an initial effort to ensure that its CDCS is gender sensitive and addresses existing gender gaps in different sectors. The Gender Assessment included the following recommendations on basic education:

- a. Build on the findings of the study
- b. Support the design and implementation of a gender sensitive program that provides guidance on, and preparation for, university education
- c. Support the development of integration programs for children with special needs in USAID rehabilitated schools

To further support USAID/Lebanon’s work on gender mainstreaming for basic education, the Mission contracted Social Impact’s Performance Management and Support Program for Lebanon (PMSPLII) to conduct a gender analysis of the basic public education learning process in Lebanon. This gender analysis is in line with USAID’s Gender Equality and Female Empowerment (GE/FE) policy requirements and Mission Order on GE/FE, which requires new projects to be preceded by a gender analysis in that specific sector. This report outlines the methodology used to collect and analyze data and highlights the findings, conclusions and recommendations from the gender analysis.

METHODOLOGY

This analysis uses USAID’s five gender analysis domains to explore (i) gender stereotypes in teaching and learning materials, methods and curricula (ii) predominance of male or female teachers, (iii) trends in enrollment, dropout and repetition rates between boys and girls, and (iii) barriers to schooling.

RESEARCH QUESTIONS

The key research questions addressed are as follows:

1. What policies and institutional practices support or hinder the learning environment for boys and girls?	<ol style="list-style-type: none">a. How is gender equality addressed in teacher training curricula?b. What implicit or explicit gender biases are in teaching and learning materials?c. What implicit or explicit positive or negative biases (both gender and inclusion) exist in policies and institutional practices at the national, regional, and school level?d. Are school-level policies and practices inclusive of all students?
2. What cultural norms and beliefs support or hinder	<ol style="list-style-type: none">a. How do parents perceive the importance of education and support

<p>the learning environment for boys and girls?</p>	<p>education for their children?</p> <ul style="list-style-type: none"> b. What are students' perceptions of the importance of education for themselves and others? c. What are teachers' perceptions of different types of students' learning capacity/abilities?
<p>3. How do gender roles, responsibilities, and time use support or hinder the learning environment for boys and girls?</p>	<ul style="list-style-type: none"> a. What roles and responsibilities do students have in school? b. What roles and responsibilities do students have outside of school that may hinder or advance their learning? c. What are male and female teacher/principal roles and responsibilities within the school?
<p>4. How does access to and control over assets and resources support or hinder the learning environment for boys and girls?</p>	<ul style="list-style-type: none"> a. What resources do students need to attend and participate in school, and do they have them? b. What extracurricular activities are offered at the school, and who participates? c. What resources are students accessing within the school (e.g. library, technology, science lab, counseling)? d. How safe and accessible is the physical environment for all students (e.g. classrooms, library, toilets)?
<p>5. What patterns of power and decision-making support or hinder the learning environment for boys and girls?</p>	<ul style="list-style-type: none"> a. How are students participating in the classroom and does this differ across disaggregates? b. Who holds student leadership positions within the school? c. What types of violence do students experience or witness in or out of school? d. In what ways are students punished in schools? e. In what ways are students rewarded in schools?

DATA AND SAMPLING STRATEGY

The research team used a combination of primary and secondary data sources to address the research questions listed above.

Secondary Data

Literature Review. As part of a comprehensive literature review, the research team studied current policies, research papers and reports developed by the MEHE in Lebanon, USAID, UNESCO, UNHCR, UNICEF, World Bank, and education institutions. The team also reviewed textbooks, relevant documents and policies related to refugee communities in Lebanon. The full list of documents reviewed can be found in Annex I. Some of these documents were provided by USAID, MEHE, CERD and the UN. Others were obtained from school curricula textbooks, online publications and research papers available in the library databases of reputable universities in Lebanon.

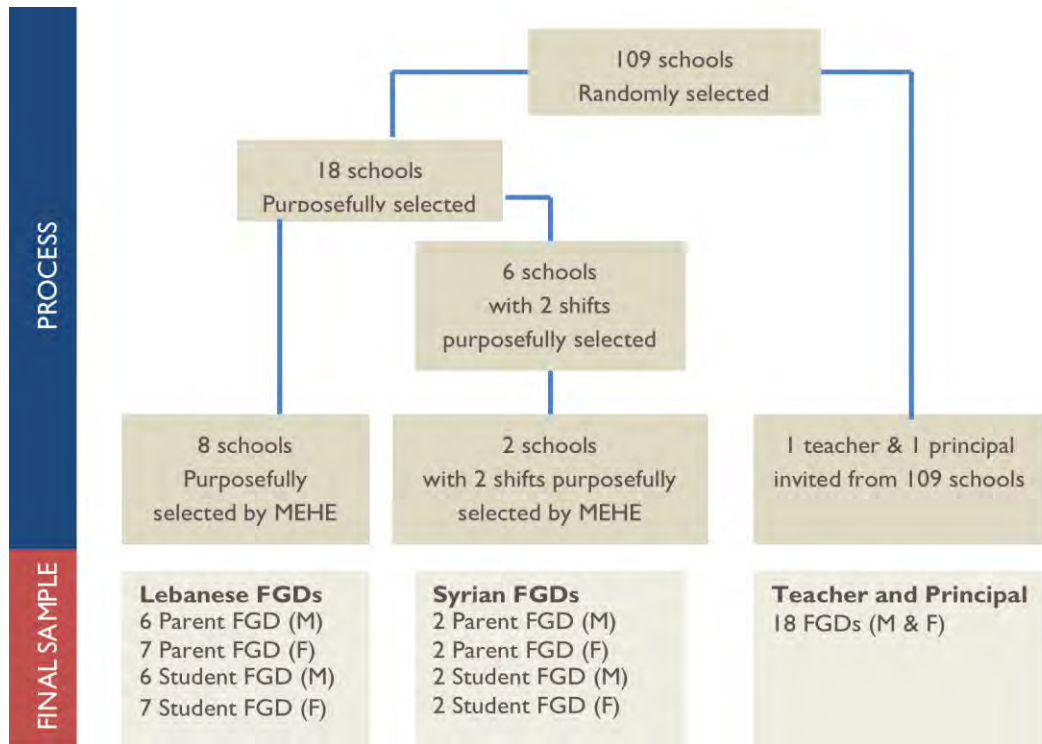
Primary Data

Internal Review Board (IRB). An IRB process was initiated and duly finalized before primary data collection, to preserve the integrity and rights of interviewees. Consent forms were developed and signed by the respective interviewees before the interview/ discussion.

Key Informant Interviews (KIIs). The research team conducted KIIs with eight respondents who have in-depth knowledge of the basic education sector and learning process in Lebanon. All respondents were purposefully selected and the interview was structured to gain insight on the five gender analysis domains. Respondents included MEHE personnel in charge of policies and gender, CERD personnel in charge of curricula development, teacher training and gender and; representatives from UN organizations.

Focus Group Discussions (FGDs). Separate FGDs were held with Lebanese and Syrian students and parents, and with teachers and principals across the eight governorates in Lebanon: Akkar (Akk), Baalbek-Hermel (Baa-Her), Beirut (Bei), Beqaa (Beq), Mount Lebanon (ML), Nabatieh (Nab), North Lebanon (NL), and South Lebanon (SL). Although the sample had geographic representation, all respondents were purposefully selected to gather a diverse range of information. As such, the final sample was not representative of the entire population and findings are specific to the study sample. Prior to data collection, all FGD questionnaires were translated into Arabic and the interviews were conducted in Arabic, for the convenience of the respondents. The final sample consisted of 74 Lebanese parents (27 fathers and 47 mothers), 85 Lebanese students (35 boys and 50 girls), 20 Syrian parents (7 fathers and 13 mothers), 24 Syrian students (10 boys and 14 girls) and 151 teachers and principals (53 male and 98 female). The sampling process for FGDs is outlined in Figure I. Further details on the FGD sample can be found in Annex III: FGD Respondent Demographics.

Figure 1. FGD Sampling Strategy



ANALYSIS

Social Impact’s sub-contractor, Encompass, coded and analyzed all data (literature review and primary data) to ensure a comprehensive set of qualitative findings. This analysis was conducted in a systematic and rigorous fashion to ensure the credibility and validity of results.

First, the literature review data were coded using USAID’s five gender analysis domains: (1) Laws, Policies, Regulations, and Institutional Practices, (2) Cultural Norms and Beliefs, (3) Gender Roles, Responsibilities, and Time Use, (4) Access to and Control over Assets and Resources, and (5) Patterns of Power and Decision-making. The initial findings from this were used to develop the research questions and identify data gaps that needed to be explored through interviews and focus group discussions.

Encompass developed the tools for the KIIs and the FGDs in English which SI then translated into Arabic. PMPSL’s data collection partner, Information International, conducted all FGDs while SI’s team conducted the KIIs. The Arabic transcriptions were then translated into English. The Encompass team identified “open codes”, or themes that dominated both the FGDs and KIIs and used them to develop a coding framework that served as the basis for analysis. The coding and analysis were conducted in Dedoose (a web-based qualitative data analysis platform) for both content and thematic analysis.

The research team disaggregated all data by sex, stakeholder group, and refugee status and identified geographic discrepancies where they existed. Once coding was completed, the findings from the primary data, along each gender analysis domain, were triangulated with those from the literature review to form a comprehensive and detailed set of findings. The complete list of research questions along with the data sources that answer each question have been outlined in Annex II.

CHALLENGES AND LIMITATIONS

Studies on gender sensitive education in Lebanon are limited, particularly those on gender-based violence at schools. As a result, the secondary data on this topic was not comprehensive.

The team also faced challenges during primary data collection. The participants of focus group discussions may have been inhibited from responding freely due to the presence of MEHE representatives. Probing level was different between interviews and depended on the sensitivity of the topic discussed, the efficiency of the moderator and note-taker, as well as the cultural environment or geographical location the FGD was conducted in. As a result, all interviews did not have the same level of nuance. Multiple actors were involved in the data collection, transcription, translation, coding and analysis processes, which was also a challenge for data quality assurance. SI handled it by redoing a large number of transcripts to ensure validity of findings against the data.

Another limitation was that MEHE/CERD's education statistics are not disaggregated by sex. The research team was also not able to access some MEHE officials for key informant interviews. A delay in approval from the MEHE to proceed with the study also caused delays for the project as the entire work plan and timeline had to be revised.

OVERVIEW OF BASIC EDUCATION SECTOR

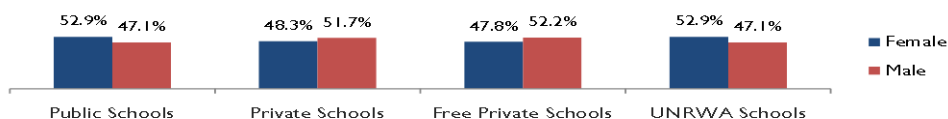
ENROLLMENT IN BASIC EDUCATION

The main types of schools in Lebanon are:

- Public: schools that are directly supervised, administered and funded by the MEHE
- Private: schools that are under the control of a private administration and rely on private resources for funds.
- Free Private: private schools that are under the control of a private administration (mostly religious), but funded by MEHE; these schools are from K- Grade 6.
- UNRWA: schools that are established by the UNRWA for Palestinian students in Lebanon.

In academic year 2015-2016, there were 2,854 schools in Lebanon out of which 1,260 were Public, 1,156 were Private, 371 were Free Private and 67 were UNRWA Schools (CERD Statistics, 2015-2016)². The distribution of male and female students in these different schools is presented in Figure 2 and in Annex VI: Distribution of Students.

Figure 2. % Of Male and Female Students Across Schools in Lebanon- Academic Year 2015 – 2016

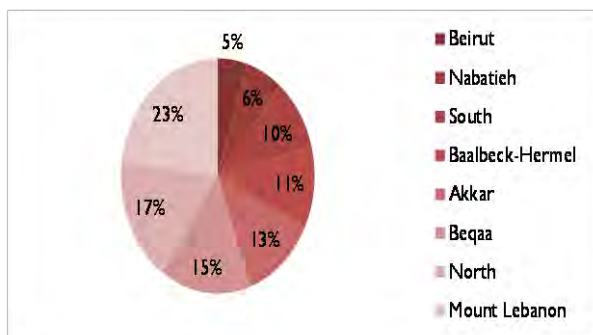


Source: CERD Statistics

Lebanon currently hosts 488,832 non-Lebanese children and youth (Inter-Agency Coordination Lebanon, 2017). Of this population, approximately 41% of the compulsory school-age cohort is enrolled in formal public education. In order to pave a pathway to formal education for children who have been out of school (due to displacement or other reasons), MEHE has developed the Reaching All Children with Education (RACE) II strategy which includes an Accelerated Learning Programme (ALP) for students aged 7-24.

² The latest data available on the number of schools in Lebanon is from academic year 2015-2016, which is presented here.

Figure 3. Distribution of second shift schools in Lebanon in 2017



The MEHE and UNHCR worked together in 2013 to launch a second shift, from 2 p.m. to 6 p.m., to accommodate Syrian refugees in Lebanese public schools. According to UNHCR data, there are approximately 330 schools in Lebanon that provide second shift programs to Syrian refugees across the country in academic year 2016-2017. This is an increase from 144 schools in 2015 and 238 schools in 2016 offering second shift programs. The distribution of the schools across the eight

governorates of Lebanon is shown in Figure 3.

EDUCATIONAL ACHIEVEMENTS

In school year 2011-2012, 40% of the total pupils in public schools had to repeat a class in the four stages of the official education system (kindergarten, primary, intermediate and secondary). This decreased substantially to 15% in 2015-2016; see Annex VI for more detailed information on retention (CEDAW, 2014, CERD Statistics, 2015-2016).

According to CEDAW, more boys (5.5%) than girls (4.9%) underachieve at primary school and boys are more likely to repeat a class. Underachievement is lowest in Beirut, excluding the suburbs (2.4% of boys compared with 1.2% of girls), while it exceeds 10% in the districts of Akkar and Miniyeh-Danniyeh (9.2% of girls compared with 12.1% of boys). In school year 2011-2012, official education certificate pass rates show that girls surpassed boys in both the final intermediate certificate (brevet) and final secondary certificate (baccalauréat) with an overall rate of 57.7%, compared with 42.3% for boys (CEDAW, 2014).

The percentage of females in public education in 2015-2016 in cycle 3 (grades 7-9) and Secondary I (grade 10) exceeds that of males where females account for 54% in grade 7, 58% in both grades 8 and 9 and 61% in Secondary I. This discrepancy is not observed in private schools as the percentage of females and males are almost equal. At the secondary level, the percentage of males prominently exceeds that of females in Secondary III- General Science where they account for 38% of the total in public schools and 32% of the total in private schools in 2015-2016; see Annex VI for more detailed information on the distribution of students across grade levels (CERD Statistics, 2015-2016).

TEACHERS

In the academic year 2015-2016, 79% of teachers and administrators in the Basic Education sector in Lebanon were female (CERD Statistics, 2015-2016).

The student-teacher ratio in pre-primary school was 15.6 in 2012 (BANKMED, 2014). This declines gradually at higher education levels with a ratio of 14.3 in primary schools and 7.7 in secondary schools, which allows teachers to focus more on the needs of individual students and reduces disruptions.

When it comes to the distribution of primary and secondary teachers in Lebanon by the highest degree earned, about 50% of these teachers hold a Bachelor's degree and 24% hold only a school degree (certificates for Grades 5, 11 or 12). Additionally, teachers holding a Master's degree/ Doctoral degree/ Engineering constitute only 6% of the teaching staff (CERD Statistics, 2015-2016).

Table 1. Academic qualification of teaching staff in 2015-2016

DEGREE ATTAINED BY ACADEMIC STAFF FOR ACADEMIC YEAR 2015-16	
Master's degree/ Doctorate/ Engineering	6.34%
Qualification (Teaching Diploma)	1.77%
Bachelor degree	49.67%
Teaching Diploma	5.72%
Elementary school or Teaching Bacculaureate (Dar Al Maalmine)	7.91%
Secondary Three-Baccalaureate (Grade 12) or its equivalent	21.5%
Secondary Two- Baccalaureate (Grade 11)	0.93%
Higher Elementary or its equivalent (Grade 5 certificate)	1.11%
Technical Bacculaureate	4.71%
Other degrees	0.35%

Source: CERD Statistics

The government provides training to all teachers in the basic education system (K-12). CERD has also delivered teacher-training courses aimed at promoting gender equality in the classroom (CEDAW, 2014). However, the gender training currently provided is not mandatory for all teachers. USAID/Lebanon has also supported teacher training in the country. As part of the Quality Instruction Towards Access and Basic Education Improvement (QITABI) project, the Mission provided in-service training, coaching or mentoring to 1025 Arabic language teachers (984 females and 41 males). The Mission also trained education administrators and officials (DOPS and CERD representatives) on professional development activities. 20 CERD trainers (16 women, 4 men) received Early Grade Reading (EGR) training of trainers (TOT) and 38 DOPS representatives (26 women, 12 men) received EGR coaching (QITABI Draft Evaluation Report, 2017).

There is also a lack of training opportunities and trained staff to work with children with special needs in Lebanon (Wehbi, 2006). Along with schools' lack of adequate infrastructure to accommodate people with disabilities, educators are not equipped with curricular modifications, resources and teacher training (Universal Periodic Review, 2013) that can make schools inclusive for all students.

FINDINGS AND CONCLUSIONS

RESEARCH QUESTION I

“What policies and institutional practices support or hinder the learning environment for boys and girls?”

FINDINGS: TEACHER TRAINING CURRICULA

Most teachers have not participated in gender equality training during their overall teacher training.

Focus group respondents in Northern Lebanon, Nabatieh, South Lebanon, and Mount Lebanon overwhelmingly claimed they had never participated in any training program on gender equality in the classroom. Participants in Mougharbel and Bahous’ 2010 study of gender bias in Lebanese language classes similarly confirmed that gender norms are not included in basic public education teachers’ education and training. MEHE officials confirmed the lack of gender-related content in current training activities and noted that from 2014 to 2015 there were “a lot of [gender] trainings, but the teaching body was not really interested.” Since teachers must attend one obligatory training course each year, they usually prioritize those directly related to their discipline. Although a gender training manual exists, the person in charge of the training retired and has not been replaced.

MEHE employees and several teachers and principals argued for integrating gender sensitivity into all training activities, saying that it is important to sensitize teachers to “help them avoid discriminating unconsciously the students” and to be aware of the examples, language, and activities they use in class to ensure they are not biased. A MEHE informant suggested integrating gender-related content into the training material.

There is a lack of training opportunities for teachers on inclusive education.

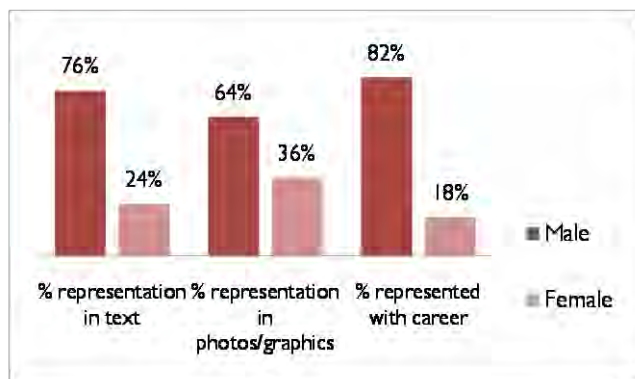
One of the major challenges to inclusive education in Lebanon is the lack of training opportunities and trained staff to work with children with special needs (Wehbi, 2006). Along with schools’ lack of adequate infrastructure to accommodate people with disabilities, educators are not equipped with curricular modifications and resources and teacher training (Universal Periodic Review, 2013, as cited in Al Rayess, 2014). In Wehbi’s 2006 study of inclusive education in Lebanon, several children with special needs and their parents reported that teachers did not know how to cater to the needs of these students. During a focus group discussion, a few educators acknowledged the lack of resources for children with special needs: “It is not possible to create an environment that is convenient to people with special needs, and most schools are unqualified (toilets, playgrounds, elevators)” —Mount Lebanon, female principal

FINDINGS: TEACHING AND LEARNING MATERIALS

There is recognition that the existing MEHE curriculum is outdated and has extensive gender bias, and a desire among some to make the curriculum more equitable.

Many reviews and studies have assessed gender bias in current curricula and textbooks in Lebanon. The Center for Educational Research and Development (CERD) and UNESCO conducted an extensive review of 428 textbooks to examine the distribution and representation of females and males in texts, photos, and graphics (Hashem, 2011-2012). Males were overrepresented throughout compared to women, as shown in Figure 4.

Figure 4. Representation of Men and Women in Textbooks in Lebanon



Source: Eliminating Gender Stereotypes from National School Textbooks.

Furthermore, representations of males emphasized leadership, independence, courage, and patriotism, whereas females were depicted as weak, dependent, and emotional. Another CERD study (CERD, n.d.) found that grammar in civic education textbooks tended toward male references in the legal, moral, and cultural sectors, emphasizing the roles of women in reproductive and social areas, noting equality in civil rights but not referencing financial areas. Latif and Helou (2016) and Mougharbel and Bahous (2010) similarly discovered the prevalence of traditional gender stereotyping in school curricula.

According to CEDAW (2014), CERD is responsible for developing curricula and reviewing textbooks to eliminate gender stereotypes. Starting in 2006, workshops on gender in education were organized for curriculum designers and textbook writers. In late 2010, CERD and UNESCO signed a memorandum of understanding on “Eliminating Gender Stereotypes from National School Textbooks: Planning Educational Policies and Implementing it in School Books,” which involved further training in gender-sensitive approaches and mainstreaming gender in school textbooks (UNESCO, 2010).

CERD employees emphasized that there is little that can be done regarding the negative messages in current textbooks. Only minor changes can be made to existing textbooks; new books and curriculum are needed. However, CERD has encountered delays in developing new materials: “... everything [is] related to politics and lack of financial means. All of these problems are the cause of not changing the curriculum, as needed.” They did emphasize that they are laying the groundwork to begin working on curriculum development: “We are the setting the floor. We are preparing all these things as I have told you. The recommendations, the monitoring tools to monitor these things, we are working on this now, so we are ready when the curricula development and designing new books will be initiated.”—CERD employee

FINDINGS: POLICIES AND INSTITUTIONAL PRACTICES

There are no specific written policies for gender equality in education.

The National Commission for Lebanese Women's 10-year strategy (2011-2021) focuses on promoting education opportunities for girls and women and identifies areas in education that need attention by official bodies and civil society, specifically “compulsory education, eradication of illiteracy among adult women, school dropout among rural girls, gender stereotyping in curricula and vocational guidance, professionalization of the specializations favored by women and attending to women with special needs, particularly in respect of vocational educational” (CEDAW, 2014).

However, the current National Education Strategy (2006) does not include or mention any gender terms, such as gender equality or gender mainstreaming, in any clear or direct way. Similarly, the MEHE Education Sector Development Plan lacks any reference to gender equality. Interviews with MEHE officials confirmed that there are no specific gender policies. They further made the argument that there is no difference in the provision of education to either sex, often citing high enrollment rates for males and females as proof of gender equity.

MEHE has a mechanism to address school-related harassment and violence, but cases of sexual harassment and abuse are directed to the mechanisms outside the school.

According to Ayyash-Abdo, Alamuddin, and Mukallid (2010), the MEHE has issued a decree that advises private and public schools to contract a social worker. When abuse cases (discrimination, violence, bullying, corporal punishment, humiliation from the teachers, harassment) are reported by teachers or self-reported by students, social workers and caregivers manage the cases. If abuse continues, social workers consult the appropriate authorities to take further action.

However, when it comes to sexual harassment or abuse, there is a slightly different process: “*They [MEHE] are engaging with the Ministry of Justice ... because when you have a violation like this then it goes to the criminal code. It's not within the MEHE's mandate... we're really working hard with the MEHE, discussing with the Ministry of Social Affairs and the Ministry of Justice so that there is a bridge and there is a loop. So, if something happens, how can we ensure that the situation is being tackled and dealt with.* —UN organization employee

UNICEF is training counselors to support those who report harassment. However, counselors are not present in all schools. Since the MEHE has limited internal capacity, links to the Ministry of Social Affairs and other partners are important to provide social support (through social workers, psychologists, etc.), particularly to the victims of sexual abuse.

Although initiatives have been taken to incorporate refugee students into the Lebanese education system, more initiatives are needed to address their unique needs.

Although Lebanon does not require any residency documentation for school attendance, delays in registration of newly arrived refugees are creating problems. A refugee parent may lack residency permits and fear arrest at checkpoints; the result could be to send their children—who can move more freely—to work instead of school.

The MEHE and UNHCR worked together in 2013 to launch a second shift, from 2 p.m. to 6 p.m., to accommodate Syrian refugees in Lebanese public schools. These efforts contributed to the MEHE's strategy of Reaching all Children with Education in Lebanon (RACE I). The MEHE issues instructions and standard operating procedures to school directors and communities on how to run the afternoon classes, specific regulations, incentives for teachers, and so on. UNHCR has noted some accidental or intentional misinterpretation of these directives that has led some schools to refuse enrollment to refugee children. UNHCR referred such cases back to the MEHE.

Community-based programs implemented by UNHCR's education partners, which support access to and retention in public school, are offered to refugee girls and boys equally. Data collected in communities showed that obstacles are different for boys and girls, but the total numbers of children enrolling and attending were similar for both sexes. UNHCR did not elaborate on the exact obstacles they faced.

The curriculum and methodologies were the same for refugee students and their Lebanese counterparts and informants stated that more effort is needed to cater to the educational needs of refugees.

Some effort is being made in this area. In the next 5 years, RACE II will focus on increased and equitable access to high-quality education for all children and youth in public schools by addressing access, quality, and systems (MEHE, 2016). Tracking progress in RACE II will include disaggregation of data by age, gender, special needs, nationality, and first and second shifts. CERD developed the Accelerated Learning Programme to help students—refugees and Lebanese alike—catch up with the Lebanese curriculum before re-enrolling in school. The program was rolled out in January 2016. The MEHE has the final say on setting up the Accelerated Learning Programme and second-shift programs at schools; however, they ask UN organizations to provide suggestions based on concentrations of refugees.

“Children who have missed on 2 or 3 years of schooling or who have never been into school are not being able to get shoved with the Lebanese education system. There is a need for non-formal education in Lebanon to complement the public education system because of these heterogeneous and diversified needs of refugees. There should be a combination of formal and non-formal education provided to the kids according to their needs. There should be more emphasis on quality of education and more of inclusion of recreational activities and sports in the curriculum.”

—UN organization employee

Refugee parents are restricted from participating in schools' Parent Associations, which limits their ability to have a say in their child's education.

Under current Lebanese law, refugee parents are unable to participate in schools' Parent Associations. UNHCR facilitated a process whereby refugee parents meet to voice concerns about the quality of education, discuss challenges faced by their children, and suggest recommendations. These concerns are reported to the MEHE. UNHCR and its partners provided specific school-level support to refugee students, including remedial classes and homework support groups.

There is no law that prohibits child marriage in Lebanon, although it is cited as a major reason behind girls dropping out of school.

Child marriage is growing at an alarming rate among the refugee population in Lebanon (Latif and Helou, 2016). When girls are married early, they are less likely to finish school, which has negative effects not only on the girl, but also on her family, the community and on society as a whole (CARE, 2015). Despite the negative impact on girl's education, no law exists that prohibits early marriage in Lebanon. Recently NCLW presented to the Parliament a draft law to regulate marriage among minors to set a minimum age of marriage at 18 years old for all boys and girls regardless of their religious affiliation, and to allow, in special cases, for early marriages at 16 years old, with prior approval of the juvenile judge (Latif and Helou, 2016).

In the focus group discussions, teachers, principals and students spoke about the relationship between early marriage and school dropouts. One teacher mentioned: *“Early marriage is the main problem that girls suffer from, and the parents ruin the future of the girl. One example that happened at our school: A female student got married and then returned three months later to school as divorced. Most parents prefer their daughters get married rather than continuing their education. As for the financial side, there are no financial barriers for girls to continue their school education as there is a project by the Ministry related to the poorest families that allows this card holder to register at schools and the transportation cost is secured by private NGOs. We salute one student who got married and had children but found that not having completed her education is not good for her, so she decided to go back to school despite her old age so the school had to take a special permit form MEHE in addition to modifying some themes adopted by the school for the sake of this lady.”* - Baalbek Hermel, female teacher

A Principal from Mount Lebanon also spoke about the effect of early marriage on school dropouts: *“For me, it shows that there is no differentiation in the look of the parents towards their children since the number of girls is higher than the number of boys at schools. School dropouts is a result of failure and is not gender-related, in the exception of early age marriages and engagements between the ages of 14 and 18”*- Mount Lebanon, male Principal

FINDINGS: INCLUSIVITY OF SCHOOL-LEVEL POLICIES AND PRACTICES

Educators and parents want increased parental involvement in school to benefit all students, although they did not relate this involvement to ways to promote gender equality.

Multiple respondents highlighted the importance of parental participation in children's education and school activities, particularly through parent committees and regular meetings. Some principals made concerted efforts to involve parents by putting together educational plans with the parents' committee and organizing events to increase parents' awareness and address their ideas regarding girls. Parents emphasized good discipline at schools and good relationships between teachers and students. They were particularly happy with schools that held training courses and extracurricular activities, sought scholarships for their children, and were, in general, actively engaged with the community.

CONCLUSIONS

Current curricula, policies, and teacher training programs are inadequate to promote gender equality and address biases, sexual abuse and harassment.

Findings show that the existing CERD curriculum is outdated and has extensive gender bias. While a few respondents expressed a desire to make the curriculum more equitable, most did not explicitly mention gender bias in materials as a problem, and CERD employees felt it would be difficult to correct gender bias without a wholesale revision of textbooks and materials. Some formal policy declarations have attempted to promote girls' and women's education, but the current National Education Strategy makes no reference to gender equality, and principals and teachers noted that these strategies are quite broad, leaving substantial discretion to schools.

There are formal policies to address school-related harassment, violence, and sexual harassment, but the extent of their actual implementation at the school or community level is unclear. There are no policies in place that are specific to gender equality in educational settings among refugee populations; although access to education is extended to all refugee children in Lebanon.

Respondents also stated that gender equality is rarely addressed in teacher training and that existing teacher training is inadequate to promote gender equality in the current policy, institutional, and curricular framework. Though respondents expressed a desire for increased parental involvement at schools, they did not relate this involvement to ways to promote gender equality.

RESEARCH QUESTION 2

“What cultural norms and beliefs support or hinder the learning environment for boys and girls?”

FINDINGS: PARENTS' PERCEPTION

Parents highly value education for their children and view it as an important tool, particularly for girls, to have an independent future.

“Since the Arab society is a man's world, girls must continue their studies, because it's her weapon and will make her equal with boys, while the uneducated girls are not treated fairly when they are obliged to get married at an early age.”

—Beqaa, female parent

Almost all parents, both Syrian and Lebanese, spoke of the importance of their child's education, irrespective of sex. Some reflected on their own limited education and wanted more for their children. In a study of gender differences in mathematics education in Lebanon, Sarouphim and Chartouny (2016) found that parents believed educating their children, regardless of sex, was one of the most important priorities. This value is reflected in enrollment rates. In 2014, school enrollment of children between ages 6 and 11 was more than 98% (98.4% of girls and 98.3% of boys). According to CEDAW (2014), “Gender parity in enrollment in education varies between 0.99 and 1.02.”

During the FGDs, parents across all regions emphasized the specific importance of education to girls and their future. Only one parent said a boy's education was more important than a girl's education. Many parents across governorates thought that girls needed to be independent of husbands and fathers, particularly if they married someone poor or got a divorce. Education was specifically and repeatedly referenced as a girl's

“weapon” by both parents and educators. A few parents also emphasized the role of women in the home to educate children and support the family.

FINDINGS: STUDENTS' PERCEPTION

Male and female students value education for different reasons. Male students value it for securing livelihoods and female students value it because it reduces their dependency on men.

During the focus group discussions, students discussed the value of education and the opportunities it provides. They saw it as necessary to secure their futures, join the labor market, and give back to society.

Female students discussed how males had more opportunities in society, even if they did not complete their education. They emphasized that education is necessary for girls to be independent in case the male figures in their life, such as fathers and husbands, are no longer present.

The majority of male students spoke about the value of education in more general terms. Two male students from Nabatieh said that educating males was more important than educating girls because males are breadwinners of a household and have to find jobs. In contrast, two male students from Mount Lebanon said that girls have the right to succeed in school along with boys, although both mentioned this in the context of prospects for marriage.

“I like to go to school so I can be useful for my parents, my society, and my country; and build better generations to come. —Beqaa, female Syrian student

I take care of my studies because I want to achieve my future goal of being an engineer, and to have a better life than my parents who suffer from being uneducated.”

—Beirut, male student

FINDINGS: TEACHERS' PERCEPTION

Teachers believe there is limited gender bias in their classrooms and schools, although classroom observations from other studies indicate otherwise.

During the focus group discussions, educators across governorates expressed varied opinions about the presence of gender discrimination in education. A few educators argued that religion and tradition continue to affect perceptions around education. At the same time, many argued there was no longer any difference between the sexes in their classrooms and noted that educating females has become more important, as proven by high female enrollment in school, while males drop out to work or join the military.

Several recent studies that included classroom observations to understand teacher-student interactions have found evidence to the contrary. Sarouphim and Chartouny's 2016 study examined mathematics education in Lebanon, finding no gender differences in student achievement or interest in mathematics. Yet, teachers had twice the number of interactions (regardless of the nature) with male students than they had with female students. Mougharbel and Bahous' 2010 study of English as Second Language (ESL) classes in Lebanon found that male and female teachers treated boys and girls differently: 82.5% of teacher respondents indicated that the ESL teachers interacted equally with both sexes, yet classroom

observations revealed that the majority of the interactions were with male students. Classroom observations also showed that male students were dominant in ESL classrooms, although 67.5% of the teacher respondents did not believe this was the case. Teachers were also unaware of gender stereotyping and gender bias in the ESL textbook, “which might, unintentionally, promote gender bias among the students instead of eradicating it.”

Teachers believe parents keep girls in school until marriage, but allow boys to dropout and pursue work.

Teachers and Principals across the regions spoke about parents’ differential attitude to their children dropping out of school. According to teachers, parents prefer to keep the female child in school until marriage, but they allow the male child to drop out to pursue employment. This is particularly true for poorer families, and teachers felt it negatively affected students’ future prospects.

“It is all related to the village, the city, and the environment they are living in, as well as to their social conditions. In the villages, the parents send their daughters to school only to learn to read and write before getting married. Only few girls are able to continue their university studies and hold a university degree. If they do, they will be considered spinsters.” - Supervisor, Male, Beqaa

“Some parents ask the teachers to keep their daughters at school whether they are doing well or not because they think their daughters might meet someone on the way to school and get married. Only when the parents are not financially well-off do they prefer to send their sons to work rather than continue their studies.” - Teacher, Female, Mount Lebanon

Educators mostly favor mixing of boys and girls in classrooms, but encounter resistance from students (where adolescent boys and girls are concerned) and parents in a few regions that are more conservative.

When asked about the circumstances in which boys and girls learn best, teachers and principals across governorates often interpreted this to mean the merits and limitations of having both male and female students in one school. For the most part, educators did not find many obstacles in equally involving both sexes in class activities and ensuring that they sit next to one another in class. Some found it was better for students.

There was some resistance, however, from students in Mount Lebanon and parents in South Lebanon. When faced with parents who came to the school to insist that their child not sit next to someone of the opposite sex, one principal did not meet their demands, but worked to increase their understanding.

CONCLUSIONS

Cultural norms place strong value on the role of education, particularly for girls. However, the emphasis on girls’ education stems from traditional ideas of women’s roles in society and perceptions of male and female students’ study habits.

Parents overwhelmingly valued their children’s education, irrespective of sex. They spoke extensively about the necessity of education to be a successful member of society and, increasingly, even to acquire low-wage work. Parents supported their children’s education in various ways such as helping with

homework and following up with their children's educational progress in some way. Parents did not distinguish between the support provided to their sons or daughters.

Parents in all regions placed greater emphasis on the importance of education for girls. A number of mothers and fathers explained how, in a male-dominated society, boys are much better positioned to access opportunities and deal with life's difficulties, whereas girls need to be better prepared to care for themselves and their families. Parents worried more about girls' well-being on the way to and in school, than boys'. Male and female students reflected these values in the emphasis they placed on their education. Female students discussed how males had more opportunities in society, even if they did not complete their education, whereas male students discussed the value of education in more general terms.

Teachers believed that parents kept girls in school till marriage but allowed boys to dropout for work. They also claimed that limited gender bias existed in their classrooms and schools, although classroom observations from the literature review indicated otherwise.

RESEARCH QUESTION 3

“How do gender roles, responsibilities, and time use support or hinder the learning environment for boys and girls?”

FINDINGS: STUDENTS' ROLES AND RESPONSIBILITIES IN SCHOOL

Girls often take on more roles and responsibilities at school than boys, and these tend to be distributed stereotypically by sex.

The most common additional responsibility for students in school was as class delegate, assisting the teacher in the classroom, followed by organizing celebrations and participating in dances and plays. Although many students and educators across governorates stated that roles were distributed equally between the sexes, participants regularly commented that girls were more likely to take on these responsibilities.

A few teachers from Mount Lebanon said that girls were more likely to be elected class delegate by their peers. Alternatively, the tasks boys took on were related to physical labor, such as carrying desks and chairs and painting classrooms. Some respondents noted that responsibilities were divided in this way, with boys doing more manual labor and girls responsible for cooking, cleaning, and decorating.

FINDINGS: STUDENTS' ROLES AND RESPONSIBILITIES OUTSIDE OF SCHOOL

Girls take on more responsibilities in the home than boys.

In focus group discussions across governorates, it was clear that girls had greater responsibilities in the home than boys. Girls were regularly referenced in relation to helping their mothers with chores, cooking, shopping, and caring for their siblings. Some parents mentioned that they insisted that homework be completed first or that helping out at home was only done on the weekends or holidays. Some girls had to complete tasks before they could begin their schoolwork, but boys could leave and play with friends.

“My son is very affectionate. I do not allow him to help his sisters in doing housework. He is a man.” —Beirut, male parent

Overall, boys were less frequently referenced as helping with chores and caring for their siblings. As compared with girls’ activities, boys’ activities were more often related to being outside the home, such as running errands, going to the market, or helping their fathers at work. A few educators lamented the burden of these external responsibilities and its impact on a students’ performance in school:

“I have a case where a student has to help his father with his work after school. And I have another case where a girl has to help her little brother with his studies after her school, even though the girl is in grade 4 (9 years old), and her brother is in grade 2. This reflects negatively on both of them. When boys start earning money at an early age, the idea of studying will be lost, and girls are distracted from their studies because they have to teach their brothers.” —Mount Lebanon, male teacher

Male students have greater access to income earning opportunities outside of school, which affects their retention compared to female students. This is specifically evident in Cycle 3 (intermediate level).

“I love school when I finish before noon and start work in the afternoon. I install security cameras and satellite. I want to keep working in this business and study before noon. But my parents are against it. For example, I wanted to skip class because I have work. [The teacher] told me to come to school. I have to work harder. I like to go to technical school and study electricity. I will finish grade 9 and then enroll in technical school.”

—Beqaa, male student

Although enrollment in primary education is nearing gender parity, net enrollment in intermediate and secondary levels in 2014 for girls was 85% across Lebanon, compared to 77.4% for boys (CEDAW 2014). The gender gap was particularly evident in poorer areas, such as Akkar and some parts of North Lebanon (75% girls vs. 59% boys), according to Latif and Helou (2016: 7). During the 3 years spent at the intermediate area, more than 10% of pupils dropped out (Latif and Helou 2016: 7). Latif and Helou (2016) and CEDAW (2014) both attributed this discrepancy and high dropout rate to boys’ entering the job market at an early age.

During focus group discussions, educators in all governorates except Beirut commented that the priority of some of their male students was often to stay in school until they could drop out to work or join the military. Boys leaving school for the military, even as early as grade 7, was particularly emphasized by teachers and principals in Akkar, Beqaa, and North Lebanon. Often, entering the military is the only way for boys to earn money and support their families.

In an interview, a MEHE official confirmed that in poor communities, the dropout rates among male students might be higher because boys go to work to help their parents. During focus group discussions, male students were far more likely to talk about jobs they held outside of school such as working with their fathers during free time or summer vacation or holding a job during non-school hours.

Alternatively, parents often perceived two options for girls: stay in school or get married. Jobs for females have higher requirements than those for males, so leaving girls in school until they are married was seen as the best option.

“In our region, I see that there is equal education for both genders, and they might be interested in educating girls more than educating boys, because males became interested in things different than education (traveling, enrolling in military services and police); however, girls’ activities are still limited to going to school. That’s why parents support girls to proceed their education in university more than boys.” —Beqaa, female teacher

FINDINGS: TEACHERS’ ROLES AND RESPONSIBILITIES IN SCHOOL

The majority of teachers are female although senior leadership positions are considered to be male dominated³.

During discussions on the higher proportion of women in the education field, teachers and principals commented that education is considered a feminine field due to low wages, and the perception that women are more patient and nurturing. A number of respondents from Akkar, Beirut, Beqaa, and Mount Lebanon were concerned about the lack of men in the education field, and felt they were needed. A respondent from MEHE, however, spoke about senior leadership positions remaining male dominated despite the high number of female educators. “

“In terms of the ratio of male versus female educator, in Mount Lebanon and North Lebanon, it is approximately 70% female and 30% male. When I was head of a unit, it was mostly females. At the political level or for higher positions, it might be more male-dominated. For example, in kindergarten, it is mostly females. There are no males. In secondary, it is also more females requesting jobs in education. There is less interest by male because it doesn’t pay off. There is also the perception that females are more fit for this profession because they have more patience than male when dealing with children.” —MEHE employee

CONCLUSIONS

Girls have more responsibilities in the school and at home, while boys have more opportunities outside these spheres, which may affect their retention in school.

Girls were reported to take on more roles and responsibilities at school than boys. For example, girls were more likely to organize celebrations and school activities, assist teachers, and participate in dances and plays. Similarly, girls took on more responsibilities in the home than boys, such as doing chores, cooking and caring for siblings.

This contrasts with boys, whose retention in school was negatively influenced by greater access to employment opportunities outside of school. Boys often faced greater familial expectations to earn an income, particularly in poorer regions of Lebanon.

³ Note that this finding is based on qualitative data. Quantitative sex disaggregated data was not available separately for teachers and principals to confirm this finding.

Findings also showed that education is considered a feminine field due to the number of women in education, low wages, and the perception that women are more patient and nurturing, whereas men are in more senior positions such as Principals.

RESEARCH QUESTION 4

“How does access to and control over assets and resources support or hinder the learning environment for boys and girls?”

FINDINGS: RESOURCES FOR STUDENTS TO ATTEND AND PARTICIPATE

Classes for Syrian refugee children lack the resources available for Lebanese children as they operate in the afternoon after the official school shift.

Refugee parents, students, as well as a few educators commented that afternoon classes held for Syrian refugee children did not have the same resources as morning classes.

“There are no PE [physical education] and music classes in the afternoon. Therefore, I feel like young boys and girls are maltreated. The program is very condensed and there is no time. The working hours are from 2:30 till 7:00 pm. The nature of life of the Syrians needs activities and exercises, because the tragedy they have lived is much bigger than to be resolved or treated by one activity.” —Northern Lebanon, male principal

Syrian parents wanted additional support for their children, particularly in English, and wanted their children to attend morning classes, as opposed to afternoon classes, to access these resources.

Counselors are not present in all schools to support the students in need.

Educators and parents both emphasized the importance of having a counselor in school to address issues such as sexual harassment or bullying.

“Social workers are a pressing need. There are problems that require solutions such as bullying. We bring the problems to social workers in order to find solutions for them. In my school, there are three very disruptive students that were referred to a social worker.” —South Lebanon, male principal

This is particularly important for Syrian refugee students who have faced trauma and displacement and require mental health support to recover and participate fully in the education system.

FINDINGS: EXTRACURRICULAR ACTIVITIES

Boys are more likely to participate in sports activities, while girls participate in celebrations, cultural activities, and lectures. This does not necessarily reflect their different aspirations but is rather dictated by stereotype gender roles of what is socially acceptable for each gender.

Respondents remarked that sports-related extracurricular activities are the dominant type at schools, followed by activities such as field trips, training, cultural or religious activities, dances, choirs, and plays. Male students were most likely to participate in sports, while females participated in dances, plays,

music, and celebrations. A study of activity, inactivity, and quality of life among Lebanese adolescents revealed significant gender differences: boys reported higher physical activity levels than girls across all groups (Fazah, Jacob, Moussa, El-Hage, Youssef, and Delamarche, 2010).

Most educators noted that they had equal participation in all extracurricular activities or allowed students to decide what they wanted to do.

“We have a choir at school that includes only females since they enjoy nice voices, while the music band at school consists only of males. This is related to the preferences of the students since they chose to be in one band and not the other. They were left the freedom to choose and they did so.”—Mount Lebanon, female supervisor

Students and educators often discussed field trips to museums, factories, or movies. Any restrictions on extracurricular activities were due to the need for parents’ approval, request for payment from students, and financial constraints at the school.

FINDINGS: SAFETY AND ACCESSIBILITY

Parents are concerned about girls’ safety while commuting to and from school, which could be a barrier to their education.

Parents, educators, and students said that parents worry more about girls’ safety than boys’, and commented on how this can influence girls’ access to education. Respondents said that girls do not have the same freedom as boys, which could prevent girls from attending school activities that involve travel without a family member present. Parents also said they feared whom girls might encounter on the way to and from school.

“I dropped my daughter out of the school and I forbid her from going to school even though it is near the house because she was harassed by one of the boys. Her father has a hard mentality. She was a hard worker and wanted to continue her education.” —North Lebanon, female parent

At the same time, educators noted that since parents worry less about boys and their prospects, they were less concerned if boys dropped out of school to pursue other opportunities.

Schools lack resources to ensure inclusion of children with special needs.

Lebanon’s National Educational Technology Strategic Plans includes access for special populations: “Students will have access to appropriate assistive technologies to accommodate differences in their physical and cognitive abilities and maximize their opportunities of benefiting from the general education curriculum” (MEHE, 2012).

Along with schools’ lack of adequate infrastructure to accommodate people with disabilities, educators are not equipped with curricular modifications and resources and teacher training (Universal Periodic Review, 2013 as cited in Al Rayess, 2014). In Wehbi’s 2006 study of inclusive education in Lebanon, several children with special needs and their parents reported that teachers did not know how to cater to the needs of these students. During a focus group discussion, a few educators acknowledged the lack of resources for children with special needs.

“It is not possible to create an environment that is convenient to people with special needs, and most schools are unqualified (toilets, playgrounds, elevators).” —Mount Lebanon, female principal

Al Rayess’ 2014 study of teachers’ attitudes towards inclusion of children with autism found that teachers are generally positive toward these students. Special educators had significantly more positive attitudes than general education teachers. Differences in attitudes based on sex, age, and years of experience were insignificant. Regarding peer acceptance, results revealed that in three of the five surveyed classes, the children with autism were neglected, whereas in the other two classes, the children were well-integrated socially (Al Rayess, 2014).

Girls with disabilities have more restricted access to education and formal employment than boys with disabilities.

Wehbi and Lakkis’ 2010 study of women with disabilities in Lebanon found that there are inadequate opportunities for people with disabilities to pursue education and that males are favored over females in accessing those few opportunities. 48% of the men and 62% of the women had only attained an educational level below intermediate school. In terms of illiteracy, 37% of the women in the study self-identified as illiterate, compared to 19% of the men. Another study found that only 1 woman, compared to 12 men, had completed a vocational certificate while three women and eight men attained university degrees (Wehbi and Lakkis, 2010).

The same study also noted that women cited gender discrimination, family pressures or perceptions, and transportation difficulties as key barriers to educational attainment.

CONCLUSIONS

Girls do not have the same access to extracurricular activities to meet their aspirations as boys. There is also a lack of resources in the second shift to address the needs of Syrian students.

Findings show that educators, parents, and students wanted additional resources for their schools, but did not relate this desire to gender equality in educational settings. Refugee parents and students felt that they have less access to resources than Lebanese students, and most schools lacked resources to ensure the inclusion of children with special needs.

Male students were seen as more likely to participate in sports extracurricular activities, whereas female students were seen as participating in celebrations, cultural activities, and lectures. This does not necessarily reflect their different aspirations but is rather dictated by stereotype gender roles of what is socially acceptable for each gender.

RESEARCH QUESTION 5

“What patterns of power and decision-making support or hinder the learning environment for boys and girls?”

FINDINGS: VIOLENCE

Verbal harassment against girls is common in and out of school, whereas physical violence and bullying is common among boys.

During the FGDs, students described experiencing teasing or receiving insults. Students in Mansour and Karam's 2012 study similarly reported acts of psychological or moral harm that sometimes happened to them at school: swearing at them (17.3%), with a higher proportion among males; ignoring them (15.3%); commonly giving them ironic looks or making faces whenever they spoke (13.9%); insulting them or calling them rude or hurtful names (11.5%), with a higher proportion among males; and shouting at them to embarrass or humiliate them (10.3%).

During focus group discussions with students, boys were more often mentioned as the culprits of verbal or physical harassment at schools, and more likely to be the recipients of physical violence, such as physical fights with one another, or hit someone in anger. Mansour and Karam's 2012 study found that by looking at differences by sex, males (89.4%) were significantly more likely than females (37.6%) to commit a physical harm act on another male at school.

Wetheridge and Usta (2010: 32) found that reports of physical violence were more frequent with boys, but that "physical violence especially with younger, socially vulnerable children in public schools has been the experience with more than 75% of children." In Mansour and Karam's 2010 study, physical harm acts were reported by the largest proportion of students to usually happen in classrooms and playgrounds, especially during classes and breaks or at recess.

Students in focus group discussions also shared their experiences with violence outside of school. Girls were more likely to be the victims of male harassment as they left and arrived at school, although boys could experience this as well.

"Our society is masculine. Thus, the girl is verbally harassed when she is found alone in a public place."—Beirut, female student

Parents in general did not consider violence a problem, but reflected generally on harassment between students at school. They often go to the principal to address these issues. Parents were also concerned about harassment students face outside of school, and some decided to pick up and drop off their students to ensure their safety.

Syrian refugee students regularly face bullying and discrimination from peers, school management and host community.

Interviews with UN organizations and focus group discussions with refugee parents and refugee students showed that bullying and discrimination is a regular challenge faced by refugees, between peers, and between school management and students. Social tension between the host and refugee communities was cited as one of the drivers, but it is not generalizable across schools or communities. The MEHE is setting up a child protection system to identify and refer specific cases of violence and bullying to specialized institutions.

"Bullying and discrimination are common challenges we hear from the communities on a regular basis. MEHE is aware of these challenges. Bullying is not only between peers; it can be between the school management and the

students... Bullying and violence includes verbal and physical, but it is hard to tell the general reasons- it is a case management thing you have to ask the persons involved, persons of concern. The social tension between the host and refugee community is one the motives or one of the drivers for this type of bullying inside the schools- but still we cannot generalize, but there are cases, not all the Lebanese parents or teaching workforce are the same."- UN Organization Employee

When discussing harassment outside of school, a refugee student said: "Gangsters who stand on the school's gate are the reason that girls do not show up to school, and so many girls dropped out of school because of them; because parents are worried about their daughters. The most important reason for girls' dropouts of school is the presence of those gangsters." —Beirut, male Syrian student

A Syrian mother also spoke about the discrimination that Syrian students faced in the classroom: "Syrian teachers should supervise Syrian students because Lebanese teachers loathe the Syrian students. The Lebanese harshly treat our children in schools. They humiliate them and use expressions such as: "You, the Syrians, are hard to stomach and have a terrible smell". One day, the students did not understand a question. They asked the teacher to re-explain it and she refused. During class, the teacher seems more concerned about her mobile phone than students. When UN delegates come to school, she becomes affectionate with students while she treats them badly in their absence. My daughter is in grade 1 and she learns nothing"- Beirut, Syrian mother

FINDINGS: STUDENT REWARD AND PUNISHMENT NORMS IN SCHOOL

Students receive a variety of rewards at school such as books and candy, which were perceived to be equally available to boys and girls, though not equally available to refugees.

Focus group discussion participants discussed gifts given to students as rewards for good grades or good behavior. These included books, candy, coloring books, games, and stars. The most common reward was regular encouragement in the classroom. Rewards could also be more substantial, such as a trip outside of school or money, often donated by teachers or the parents' committee. Students particularly valued the ability to add points to their grades, as well as regular verbal encouragement from their teachers.

Refugee students and their parents more commonly said there were no rewards at their schools and lamented this fact.

"We wish to reward the students with prizes and gifts. My son is a hard worker but he noticed that the morning class students receive gifts and rewards, but the afternoon class students do not receive any rewards, not even the hard-working students." —Beirut, female parent.

The common punishment for students is prohibition from classroom activities and extracurricular activities.

The FGDs showed that teachers and principals from all governorates most commonly punished students by prohibiting their participation in class (for example, asking them to leave class if they were disruptive) or a school activity (such as physical education class, recess, or a school trip). Punishments were often based on the offense and had increasing degrees of seriousness; for example, a student would be given several verbal warnings, followed by contacting parents and finally expelling the student from school, either for a few days or permanently.

The Lebanese Constitution states, “Any act that exposes the child to the risk of exploitation threatens his/her health, wellbeing, morals and development,” and also sanctions the types of discipline that may be inflicted on children by their parents and teachers in form of physical education (Al Turk, Amer, Abou Daher, Ghazi, Abdel Aziz, Boulos, About, and Hamadeh, 2013). In Mansour and Karam’s 2012 study, all teachers stated that their school had a strict “no violence” policy. However, the school administration encouraged teachers to use different forms of punishment, especially if students crossed a line.

During the focus group discussions, educators indicated that they were aware of the sanction against corporal punishment, although some still felt physical punishment was necessary. At least one educator from every region except Beirut and Baalbeck-Hermel mentioned using physical punishments. Students reported experiencing or seeing physical punishments occur more often than educators reported them, specifically in Beqaa, Mount Lebanon, and North Lebanon.

“Students are punished by violence and beating; one time a teacher boxed a student and another time, a teacher tore up the shirt of a student.” —North Lebanon, male student

Overall, parents were less aware of the types of punishments their children received at school. Parents from Akkar, Beirut, and Beqaa noted that their children had received physical punishments of some sort, although many parents noted that this type of punishment no longer existed at schools.

Students across governorates also discussed verbal reprimands they received from teachers and principals, often noting that these could be particularly harsh, mocking, and derogatory, affecting their perceptions of school. Many students mentioned written punishments for not completing homework assignments or for misbehavior. Students also said they or their friends had been kicked out of the classroom, prohibited from activities, or forced to stand against a wall. Students consistently reported that boys received punishments more often, highlighting that boys were more likely than girls to receive harsh, sometimes physical, punishment.

Educators generally said that punishments were the same for both sexes, but a few noted that males were punished more often and more harshly. In fact, when discussing physical punishments, several said they could hit male students, but not female students.

CONCLUSIONS

Despite girls taking on more leadership roles in school, they are more likely to be victims of harassment in and out of school.

Finding showed that both boys and girls experienced violence and harassment, with boys more often initiating such behavior with each other, and teachers and principals were viewed as overly harsh at times, although physical violence was much less cited. Girls were more likely to be victims of male harassment as they left and arrived at school, even though they were more likely to be in leadership roles in school. Parents did not consider violence a problem, but reflected generally on harassment that occurred between students at school. Some parents took steps to secure transport to and from school for their children, particularly their daughters.

Syrian students also faced bullying and discrimination at school. In particular, Syrian students did not have access to the same rewards that Lebanese students received for good performance in the classroom.

Students believed that boys were punished more often, and were more likely to receive harsher and more physical punishments than girls, with some variation by region. While educators generally felt punishment was the same for both sexes, some concurred with students' opinion that boys are punished more harshly.

RECOMMENDATIONS

The findings from the gender analysis highlight six broad areas that need the attention of MEHE, CERD and USAID. These are the following:

1. Existing gender bias in the teaching/ learning process.
2. Insufficient knowledge among the different stakeholders in the education sector of basic gender concepts.
3. School infrastructure that is not inclusive of students with special needs.
4. Lack of counseling and guidance for students, particularly abused girls and refugees.
5. Unsafe environment for girls commuting to and from school, particularly in North Lebanon, Akkar, Beqaa and Baalbeck Hermel.
6. Discrepancy between the number of male and female managers and administrators at senior levels.

The following recommendations outline ways in which USAID and MEHE/CERD can address each of these issues.

USAID

- Provision of technical assistance to CERD and MEHE on integrating gender equality and female empowerment policies and approaches by: (1) mainstreaming gender training into the existing teacher training curricula and (2) updating school curricula and textbooks to remove existing gender bias.
- The development of programs that increase girls' participation in STEM fields of study and building on existing work in this area in an attempt to scale up successful initiatives.
- Provision of technical assistance to MEHE/CERD on developing an implementation strategy and timeline for Law 220.
- Review of existing literature on interventions that have reduced safety risk for school girls and increased their mobility, and partnering with the government to evaluate and scale up successful interventions.
- Collaboration with other stakeholders (NGOs, Ministries, Lawmakers, Police/ISF, Donors) to facilitate counseling support when needed in all public schools.

MEHE/CERD

- Integration of a mandatory gender sensitization component and a gender sensitive education techniques module into teacher training curricula.
- Updating school textbooks and curricula to remove existing gender bias, and make text books friendly for both boys and girls equally.
- Practical implementation of Law 220 in schools across the country.
- Aim to increase the number of women in senior leadership positions in schools, and create a sex disaggregated database to track the number of male and female educators and administrators in senior positions separately.
- Availing better access to extracurricular activities for girls and for Syrian refugee students in second shift classes.

- Ensuring that all students, particularly girls, have access to counselors in school. For schools with large populations and specifically those with refugee attendance, it is recommended to ensure that there are multiple counselors to meet the students' needs.

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ANNEX II: RESEARCH QUESTION AND DATA SOURCE

RESEARCH QUESTION AND DATA SOURCE		
KEY QUESTION	SUB-QUESTIONS	DATA SOURCE
1. What policies and institutional practices support or hinder the learning environment for boys and girls?	How is gender equality addressed in teacher training curricula?	Literature review Interview with Center for Educational Research and Development (CERD) personnel on teacher training Focus group discussions with teachers / principals
	What implicit or explicit gender biases are in teaching and learning materials?	Literature review Interview with Center for Educational Research and Development (CERD) personnel on curricula development
	What implicit or explicit positive or negative biases (both gender and inclusion) exist in policies and institutional practices at the national, regional, and school level?	Literature review Interview with Ministry of Education and Higher Education (MEHE) personnel on policies
	How are school-level policies and practices inclusive of all students?	Focus group discussions with students, teachers/principals, parents Focus group discussions with refugee students Focus group discussions with refugee parents Interview with UN organization personnel on refugee education Interview with UN organization personnel on education
2. What cultural norms and beliefs support or hinder the learning environment for boys and girls?	How do parents perceive the importance of education and support education for their children?	Focus group discussions with students, parents, teachers/principals Focus group discussions with refugee parents
	What are students' perceptions of the importance of education for themselves and others?	Focus group discussions with students Focus group discussions with refugee students
	What are teacher perceptions of different types of students' learning capacity/abilities?	Literature review Focus groups with teachers/principals Interview with MEHE special needs personnel

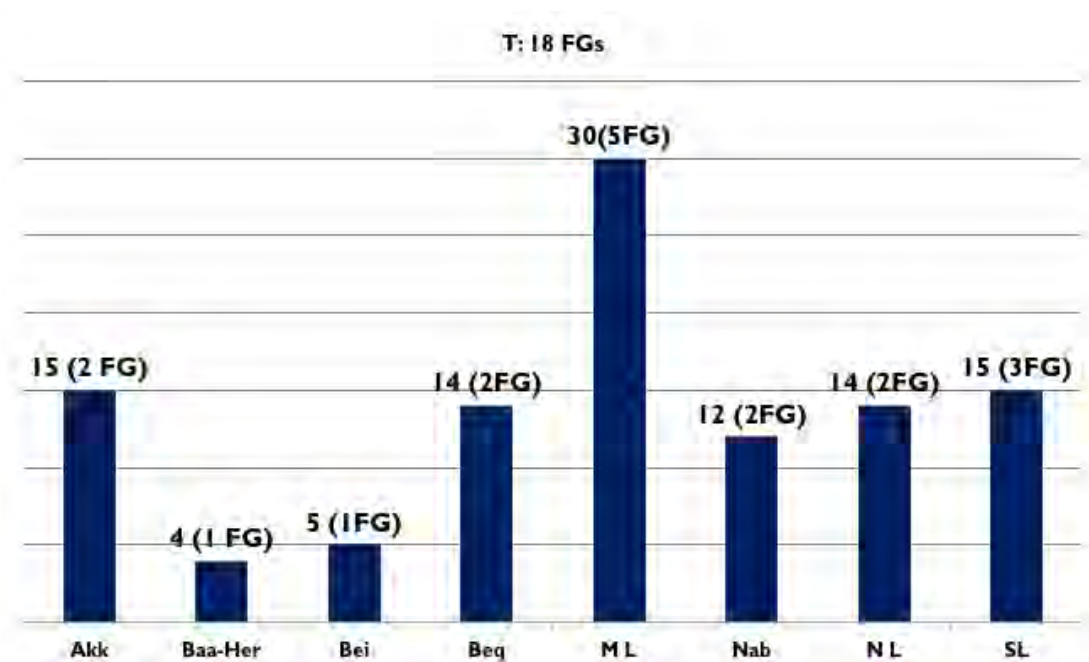
	In what ways are students punished in schools?	Literature review Focus group discussions with students, parents, teachers/principals, Interview with MEHE personnel on counseling
	In what ways and rewarded in schools?	Focus group discussions with students, parents, teachers/principals
3. How do gender roles, responsibilities, and time use support or hinder the learning environment for boys and girls?	What roles and responsibilities do students have in school?	Focus group discussions with students, teachers/principals
	What roles and responsibilities do students have outside of school that may hinder or advance their learning?	Focus group discussions with students, parents Focus group discussions with refugee students Focus group discussions with refugee parents
	What are male and female teacher roles and responsibilities within the school?	Focus group discussions with teachers/principals
4. How does access to and control over assets and resources support or hinder the learning environment for boys and girls?	What resources do students need to attend and participate in school, and do they have them?	Focus group discussions with students, teachers/principals Focus group discussions with refugee students
	What extracurricular activities are offered at the school, and who participates?	Literature review Focus group discussions with students, teachers/principals, Interview with MEHE personnel on education inspection
	What resources are students accessing within the school (e.g., library, technology, science lab, counseling)?	Literature review Focus group discussions with students, teachers/principals Focus group discussions with refugee students Interview with MEHE personnel on education inspection
	How safe and accessible is the physical environment for all students? (e.g. classrooms, library, toilets)	Focus group discussions with students Focus group discussions with refugee students
5. What patterns of power and decision-making support or hinder basic the learning environment for boys and girls?	How are students participating in the classroom, and does this differ across disaggregates?	Focus group discussions with students, teachers/principals

Who holds student leadership positions within the school?	Focus group discussions with students, teachers/principals
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What types of violence do students experience or witness in or out of school?	Literature review
	Focus group discussions with students, parents
	Focus group discussions with refugee students
	Focus group discussions with refugee parents

ANNEX III: FGD RESPONDENT DEMOGRAPHICS

I. Sample Selection: Teacher and Principal FGD (by governorate)



2. FGD Demographics

Number of FGDs										
Region	Leb Par		Leb St		Syr Par		Syr St		T & Pr (Mixed)	Total
	M	F	M	F	M	F	M	F		
Akk	None showed up	1	None showed up	1	-	-	-	-	2	4
Baa-Her	1	1	1	1	-	-	-	-	1	5
Bei	1	1	1	1	1	1	1	1	1	9
Beq	1	1	1	1	1	1	1	1	2	10
M L	1	1	1	1	-	-	-	-	5	9
Nab	1	1	1	1	-	-	-	-	2	6
N L	1	1	1	1	-	-	-	-	2	6
S L	strike				-	-	-	-	3	3
Total	6	7	6	7	2	2	2	2	18	52 (out of 58)

3. No. of Respondents (Lebanese Students)

Number of FGD Respondents (Leb St)					
Region	M		F		Total
	#	%	#	%	
Akk	0	0	8	100%	8
Baa-Her	11	52%	10	48%	21
Bei	3	43%	4	57%	7
Beq	7	47%	8	53%	15
M L	3	38%	5	63%	8
Nab	2	29%	5	71%	7
N L	9	47%	10	53%	19
S L	0	0	0	0	0
Total	35	41%	50	59%	85 (out of 160)

4. No. of Respondents (Lebanese Parents)

Number of FGD Respondents (Leb Par)					
(Region	M		F		Total
	#	%	#	%	
Akk	0	0	9	100%	9
Baa-Her	10	50%	10	50%	20
Bei	3	43%	4	57%	7
Beq	6	46%	7	54%	13
M L	3	38%	5	63%	8
Nab	2	29%	5	71%	7
N L	3	30%	7	70%	10
S L	0	0	0	0	0
Total	27	36%	47	64%	74 (out of 160)

5. No. of Respondents (Syrian Students)

Number of FGD Respondents (Syr St)					
Region	M		F		Total
	#	%	#	%	
Bei	3	33%	6	67%	9
Beq	7	47%	8	53%	15
Total	10	42%	14	58%	24 (out of 40)

6. No. of Respondents (Syrian Parents)

Number of FGD Respondents (Syr Par)					
Region	M		F		Total
	#	%	#	%	
Bei	2	25%	6	75%	8
Beq	5	42%	7	58%	12
Total	7	35%	13	65%	20 (out of 40)

7. No. of Respondents (Teachers and Principals)

Region	Number of FGD Respondents (T & Pr)				Total
	M		F		
	#	%	#	%	
Akk	8	50%	8	50%	16
Baa-Her	4	67%	2	33%	6
Bei	1	13%	7	88%	8
Beq	8	40%	12	60%	20
M L	10	23%	34	77%	44
Nab	9	41%	13	59%	22
N L	3	25%	9	75%	12
S L	10	43%	13	57%	23
Total	53	35%	98	65%	151 (out of 180)

Region	Akk		Baa-Her		Bei		Beq		M L		Nab		N L		S L		Total FGDs Respondents (T & Pr.)		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Respondents	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Teachers	1	5	3	2	1	2	2	8	1	21	1	7	0	3	3	8	12	56	68
Principals	5	2	1	0	0	4	4	3	8	11	7	4	3	1	6	4	34	29	63
Supervisors	2	1	0	0	0	1	2	1	1	2	1	2	0	5	1	1	7	13	20
Total	8	8	4	2	1	7	8	12	10	34	9	13	3	9	10	13	53	98	151

ANNEX IV: TOOLS

KIIS

I. SEMI-STRUCTURED INTERVIEW GUIDE –UN Organization Personnel on Education

Date of Interview:

Name of Interviewee:

Position and Organization:

Contact Information:

Interviewer:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Semi-Structured Interview

This semi-structured interview aims to gather information related to the learning environment and processes in basic public education in public schools, specifically regarding school-level policies and practices that are inclusive of all students.

Consent Statement

Thank you very much for setting aside time to talk with us today.

My name is _____ and I work with Social Impact, an organization which is implementing a program in Lebanon for USAID called Performance Management and Support Program for Lebanon (PMSPL II). It has been asked by USAID/Lebanon to conduct a gender analysis of the basic public education learning environment in Lebanon.

This gender analysis will explore what supports or hinders learning for boys and girls, including Syrian refugees in basic public education such as teacher capacity, teacher training curriculum design, and bias in curricula, textbooks, and the classroom. USAID will use the gender analysis findings to inform their basic public education programs to ensure that boys, girls, and Syrian refugees are benefitting fully and equally from the classroom learning process.

For this gender analysis we are conducting eight interviews with MEHE and United Nations representatives and 18 focus group discussions with 518 people in all eight governorates. Focus group discussion participants include students, parents, teachers and principals, engaged in basic public education in Lebanon.

You were selected for this interview because of your knowledge and experience with basic public education in Lebanon as a key informant engaged in the education of Lebanese and Syrian refugee children in Lebanon.

If you consent to be interviewed, you will have to answer few questions through an interview with myself (*name of interviewer in case another person is conducting the interview other than the one reading the verbal consent*). This interview will explore the learning environment and processes in basic public education, specifically regarding school-level policies and practices that are inclusive of all students. In addition, the interview will explore factors that hinder or enable children from participating in basic education and how the Accelerated Learning Programme (ALP) and non-formal education (NFE) programmes, the Early Childhood Education (ECE) programmes and other outreach activities are being implemented at public schools as well as how students are selected to receive free textbooks.

Benefits to the participant: This gender analysis may not be directly beneficial to you; however, the data gathered have the potential to directly benefit students in the long-term as these data will inform and hopefully will improve USAID’s basic public education programming for all students attending public schools in Lebanon.

Risk to the participant: Participation in this study involves no major risks, be it physical or emotional.

Any information or examples we discuss during this interview will not be attributed to you. All quotes used in the gender analysis report will be attributed to a general stakeholder group (e.g., MEHE, UN, teachers, etc.), not to individuals, and all identifying information will be removed. We ask that you do not share this conversation with others. You are free not to respond to any of our questions or to stop the interview at any time if you feel that anything you tell us may put you at risk.

We would like to ask everyone that everything we discuss together today stays in this room and that nobody shares any details about what someone else said with other people outside this group. However, we do not know if this will happen so we recommend you only say things you are comfortable sharing in public. We do not want anyone to be uncomfortable during our discussion, so we are not asking you about your personal experiences and you do not need to tell us about your personal experience. If there is a question you do not wish to answer, you do not need to answer that question.

This interview will take approximately 60 minutes.

Your participation in this interview is completely voluntary.

Before we begin, do you have any questions about this interview?

Would you like to participate in this interview?

We would like to record this conversation, solely for the purposes of listening attentively now and taking notes later. Is that alright? **BEGIN RECORDING**

If you have any questions about this gender analysis you may contact [Social Impact Official] at xxxx@socialimpact.com or you may call her at XX-XXXXXX.

If you have any concerns, complaints or grievances about this gender analysis or interview, please contact [Social Impact IRB Official] at xxxx@socialimpact.com.

Background

- 1. To begin, please share your title and role at the UN organization, and your involvement in basic public education in public schools.**
*Probe for direct or indirect engagement with students and parents, and specific governorates in which they work, and if they are engaged with Syrian refugee populations and how. **This is important background information so you can tailor the interview appropriately.***
- 2. What would you say is the greatest success Lebanon has achieved in terms of creating basic public education learning environments and processes that in which boys, girls, and Syrian refugees can thrive?**
Probe for specific considerations for girls, boys, and Syrian refugees rather than general examples.
- 3. In what ways can Lebanon improve its basic public education learning environments so that boys, girls, and Syrian refugees can succeed?**
Probe for specific considerations for girls, boys, and Syrian refugees rather than general examples.

Policies and Institutional Practices

- 4. What school-level policies or practices have you seen in public schools that support learning for all children?**
Probe for Accelerated Learning Programme (ALP), non-formal education (NFE) programmes, ECE programmes and other outreach activities; school counselor training; free textbooks distribution.
- 5. In what ways are children benefiting from these policies and practices?**
- 6. In what ways are these policies and practices benefitting male and female children differently?**
Probe for benefits to Syrian children (including differences for males and females) as appropriate.

Concluding Questions

- 7. If you were granted three wishes to improve the learning environment for MALE students in public schools what would they be?**
- 8. If you were granted three wishes to improve the learning environment for FEMALE students in public schools would they be?**

Is there anything else would you like to tell us but didn't because we didn't ask the right question?

What questions do you have for us?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

INTERVIEWER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

2. SEMI-STRUCTURED INTERVIEW GUIDE – UN Organization Personnel on Refugee Education

Date of Interview:

Name of Interviewee:

Position and Organization:

Contact Information:

Interviewer:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Semi-Structured Interview

This semi-structured interview aims to gather information related to the learning environment and processes in basic public education for Syrian refugees enrolled in second shift in public schools, specifically regarding school-level policies and practices that are inclusive of refugee students.

Consent Statement

Thank you very much for setting aside time to talk with us today.

My name is _____ and I work with Social Impact, an organization which is implementing a program in Lebanon for USAID called Performance Management and Support Program for Lebanon (PMSPL II). It has been asked by USAID/Lebanon to conduct a gender analysis of the basic public education learning environment in Lebanon.

This gender analysis will explore what supports or hinders learning for boys and girls, including Syrian refugees in basic public education such as teacher capacity, teacher training curriculum design, and bias in curricula, textbooks, and the classroom. USAID will use the gender analysis findings to inform their basic public education programs to ensure that boys, girls, and Syrian refugees are benefitting fully and equally from the classroom learning process.

For this gender analysis we are conducting eight interviews with MEHE and United Nations representatives and 18 focus group discussions with 518 people in all eight governorates. Focus group discussion participants include students, parents, teachers and principals, engaged in basic public education in Lebanon.

You were selected for this interview because of your knowledge and experience with basic public education in Lebanon as a key informant engaged in the education of Syrian refugee children in Lebanon.

If you consent to be interviewed, you will have to answer few questions through an interview with myself (*name of interviewer in case another person is conducting the interview other than the one reading the verbal consent*). This interview will explore the learning environment and processes in basic public education for Syrian refugees enrolled in second shift in public schools, specifically regarding school-level policies and practices that are inclusive of refugee students. In addition, the interview will explore challenges Syrian refugee children face in Lebanon's public schools and how the Accelerated Learning Programme (ALP) and non-formal education (NFE) programmes, the Early Childhood Education (ECE) programmes and other outreach activities are being implemented at public schools as well as how students are selected to receive free textbooks. Moreover, we would like to ask you if you can share with us the latest documents, reports, and/or numerical data on number of registered refugees, number of children enrolled at schools, and number of refugee children out of school disaggregated by sex and geography or any other related documents.

Benefits to the participant: This gender analysis may not be directly beneficial to you; however, the data gathered have the potential to directly benefit students in the long-term as these data will inform and hopefully will improve USAID's basic public education programming for all students attending public schools in Lebanon.

Risk to the participant: Participation in this study involves no major risks, be it physical or emotional.

Any information or examples we discuss during this interview will not be attributed to you. All quotes used in the gender analysis report will be attributed to a general stakeholder group (e.g., MEHE, UN, teachers, etc.), not to individuals, and all identifying information will be removed. We ask that you do not share this conversation with others. You are free not to respond to any of our questions or to stop the interview at any time if you feel that anything you tell us may put you at risk.

We would like to ask everyone that everything we discuss together today stays in this room and that nobody shares any details about what someone else said with other people outside this group. However, we do not know if this will happen so we recommend you only say things you are comfortable sharing in public. We do not want anyone to be uncomfortable during our discussion, so we are not asking you about your personal experiences and you do not need to tell us about your personal experience. If there is a question you do not wish to answer, you do not need to answer that question.

This interview will take approximately 60 minutes.

Your participation in this interview is completely voluntary.

Before we begin, do you have any questions about this interview?

Would you like to participate in this interview?

We would like to record this conversation, solely for the purposes of listening attentively now and taking notes later. Is that alright? **BEGIN RECORDING**

If you have any questions about this gender analysis you may contact [Social Impact Official] at xxxx@socialimpact.com or you may call her at XX-XXXXXX.

If you have any concerns, complaints or grievances about this gender analysis or interview, please contact [Social Impact IRB Official] at xxxx@socialimpact.com.

Background

- 1. To begin, please share you title and role at the UN organization, and your involvement in basic public education with the Syrian refugee population.**
*Probe for direct or indirect engagement with students and parents, and if they work with second shift programs. **This is important background information so you can tailor the interview appropriately.***
- 2. What would you say is the greatest success Lebanon has achieved in terms of providing basic public education to Syrian refugee children?**
- 3. In what ways can Lebanon improve its basic public education support to Syrian refugee children?**

Policies and Institutional Practices

- 4. What school-level policies or practices have you seen in public school second shift programs that support learning for Syrian children?**
Probe for Accelerated Learning Programme (ALP), non-formal education (NFE) programmes, ECE programmes and other outreach activities; and free textbooks distribution.
- 5. In what ways are Syrian children benefiting from these policies and practices?**
- 6. In what ways are these policies and practices benefitting male and female Syrian children differently?**

Concluding Questions

7. If you were granted three wishes to improve the learning environment for MALE Syrian children in public schools what would they be?
8. If you were granted three wishes to improve the learning environment for FEMALE Syrian children in public schools what would they be?
9. What documents are you able to share with us that include the number of registered Syrian refugees, number of Syrian refugees children enrolled at schools, and number of Syrian refugee children out of school, disaggregated by sex?

Is there anything else would you like to tell us but didn't because we didn't ask the right question?

What questions do you have for us?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

INTERVIEWER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

3. SEMI-STRUCTURED INTERVIEW GUIDE – CERD Personnel on Curricula Development

Date of Interview:

Name of Interviewee:

Position and Organization:

Contact Information:

Interviewer:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Semi-Structured Interview

This semi-structured interview aims to gather data related to the learning environment and processes in basic public education in public schools, specifically implicit or explicit gender and inclusive biases in teaching and learning materials.

Consent Statement

Thank you very much for setting aside time to talk with us today.

My name is _____ and I work with Social Impact, an organization which is implementing a program in Lebanon for USAID called Performance Management and Support Program for Lebanon (PMSPL II). It has been asked by USAID/Lebanon to conduct a gender analysis of the basic public education learning environment in Lebanon.

This gender analysis will explore what supports or hinders learning for boys and girls, including Syrian refugees in basic public education such as teacher capacity, teacher training curriculum design, and bias in curricula, textbooks, and the classroom. USAID will use the gender analysis findings to inform their basic public education programs to ensure that boys, girls, and Syrian refugees are benefitting fully and equally from the classroom learning process.

For this gender analysis we are conducting eight interviews with MEHE and United Nations representatives and 18 focus group discussions with 518 people in all eight governorates. Focus group discussion participants include students, parents, teachers and principals, engaged in basic public education in Lebanon.

You were selected for this interview because of your knowledge and experience with basic public education in Lebanon as an official at the CERD specialized in curricula development.

If you consent to be interviewed, you will have to answer few questions through an interview with myself (*name of interviewer in case another person is conducting the interview other than the one reading the verbal consent*). This interview will explore the learning environment and processes in basic public education, specifically implicit or explicit gender and inclusive biases in teaching and learning materials. This interview will explore the analysis of educational curricula and teaching materials for gender-based stereotypes, the process and timeline for modifying official basic education textbooks, the status of implementation of the national curriculum reform/update, the content of workshops for textbook writers and curricula designers, how CERD evaluates and monitors teacher practices related to equality and inclusion in the classroom and the status of the 'Refugees' within the curriculum.

Benefits to the participant: This gender analysis may not be directly beneficial to you; however, the data gathered have the potential to directly benefit students in the long-term as these data will inform

and hopefully will improve USAID’s basic public education programming for all students attending public schools in Lebanon.

Risk to the participant: Participation in this study involves no major risks, be it physical or emotional.

Any information or examples we discuss during this interview will not be attributed to you. All quotes used in the gender analysis report will be attributed to a general stakeholder group (e.g., MEHE, UN, teachers, etc.), not to individuals, and all identifying information will be removed. We ask that you do not share this conversation with others. You are free not to respond to any of our questions or to stop the interview at any time if you feel that anything you tell us may put you at risk.

We would like to ask everyone that everything we discuss together today stays in this room and that nobody shares any details about what someone else said with other people outside this group. However, we do not know if this will happen so we recommend you only say things you are comfortable sharing in public. We do not want anyone to be uncomfortable during our discussion, so we are not asking you about your personal experiences and you do not need to tell us about your personal experience. If there is a question you do not wish to answer, you do not need to answer that question.

This interview will take approximately 60 minutes.

Your participation in this interview is completely voluntary.

Before we begin, do you have any questions about this interview?

Would you like to participate in this interview?

We would like to record this conversation, solely for the purposes of listening attentively now and taking notes later. Is that alright? **BEGIN RECORDING**

If you have any questions about this gender analysis you may contact [Social Impact Official] at xxxx@socialimpact.com or you may call her at XX-XXXXXX..

If you have any concerns, complaints or grievances about this gender analysis or interview, please contact [Social Impact IRB Official] at xxxx@socialimpact.com.

Background

- To begin, please share your title and role at the MEHE, and your involvement in basic public education in public schools.**
This is important background information so you can tailor the interview appropriately.

Policies and Institutional Practices

2. Please describe the process—frequency, timeline, who is involved—for reviewing and updating teaching and learning materials.
Probe for how often this is done, who does it, criteria used to determine what is changed and what remains, how long it takes, how graphics/illustrations involving people are updated.
3. To what extent are the way boys, girls, men, women, refugees portrayed in these materials reviewed?

Concluding Questions

4. If you were granted three wishes to improve the teaching and learning materials for MALE students in public schools what would they be?
5. If you were granted three wishes to improve teaching and learning materials for FEMALE students in public schools would they be?

Is there anything else would you like to tell us but didn't because we didn't ask the right question?

What questions do you have for us?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

INTERVIEWER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

4. SEMI-STRUCTURED INTERVIEW GUIDE – CERD Personnel on Teacher Training

Date of Interview:

Name of Interviewee:

Position and Organization:

Contact Information:

Interviewer:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Semi-Structured Interview

This semi-structured interview aims to gather data related to the learning environment and processes in basic public education in public schools, specifically how gender equality is addressed in teacher training curricula.

Consent Statement

Thank you very much for setting aside time to talk with us today.

My name is _____ and I work with Social Impact, an organization which is implementing a program in Lebanon for USAID called Performance Management and Support Program for Lebanon (PMSPL II). It has been asked by USAID/Lebanon to conduct a gender analysis of the basic public education learning environment in Lebanon.

This gender analysis will explore what supports or hinders learning for boys and girls, including Syrian refugees in basic public education such as teacher capacity, teacher training curriculum design, and bias in curricula, textbooks, and the classroom. USAID will use the gender analysis findings to inform their basic public education programs to ensure that boys, girls, and Syrian refugees are benefitting fully and equally from the classroom learning process.

For this gender analysis we are conducting eight interviews with MEHE and United Nations representatives and 18 focus group discussions with 518 people in all eight governorates. Focus group discussion participants include students, parents, teachers and principals, engaged in basic public education in Lebanon.

You were selected for this interview because of your knowledge and experience with basic public education in Lebanon as an official at the CERD specialized in teacher training.

If you consent to be interviewed, you will have to answer few questions through an interview with myself (*name of interviewer in case another person is conducting the interview other than the one reading the verbal consent*). This interview will explore the learning environment and processes in basic public education, specifically how gender equality is addressed in teacher training curricula. This interview will explore whether teacher training curricula includes information related to stereotypes and biases about how girls, boys, and refugees learn and behave in school and how to create a learning environment in which all can flourish.

Benefits to the participant: This gender analysis may not be directly beneficial to you; however, the data gathered have the potential to directly benefit students in the long-term as these data will inform

and hopefully will improve USAID’s basic public education programming for all students attending public schools in Lebanon.

Risk to the participant: Participation in this study involves no major risks, be it physical or emotional.

Any information or examples we discuss during this interview will not be attributed to you. All quotes used in the gender analysis report will be attributed to a general stakeholder group (e.g., MEHE, UN, teachers, etc.), not to individuals, and all identifying information will be removed. We ask that you do not share this conversation with others. You are free not to respond to any of our questions or to stop the interview at any time if you feel that anything you tell us may put you at risk.

We would like to ask everyone that everything we discuss together today stays in this room and that nobody shares any details about what someone else said with other people outside this group. However, we do not know if this will happen so we recommend you only say things you are comfortable sharing in public. We do not want anyone to be uncomfortable during our discussion, so we are not asking you about your personal experiences and you do not need to tell us about your personal experience. If there is a question you do not wish to answer, you do not need to answer that question.

This interview will take approximately 60 minutes.

Your participation in this interview is completely voluntary.

Before we begin, do you have any questions about this interview?

Would you like to participate in this interview?

We would like to record this conversation, solely for the purposes of listening attentively now and taking notes later. Is that alright? **BEGIN RECORDING**

If you have any questions about this gender analysis you may contact [Social Impact Official] at xxxx@socialimpact.com or you may call her at XX-XXXXXX. .

If you have any concerns, complaints or grievances about this gender analysis or interview, please contact [Social Impact IRB Official] at xxxx@socialimpact.com.

Background

I. To begin, please share your title and role at the MEHE, and your involvement in basic public education in public schools.

*Probe for direct or indirect engagement with students, parents, and teachers, and specific governorates in which they work, and if they are engaged with Syrian refugee populations and how. **This is important background information so you can tailor the interview appropriately.***

Policies and Institutional Practices

2. Please describe how the basic education teacher training program includes information on differences between boys and girls in the classroom and how to respond to these differences.

Probe for content of modules, length of training, observations of teaching students and content of the observation form, information on working with refugee students, other ways teachers are trained to make the learning environment supportive and equitable for all students.

Concluding Questions

3. If you were granted three wishes to improve the learning environment for MALE students in public schools what would they be?
4. If you were granted three wishes to improve the learning environment for FEMALE students in public schools would they be?

Is there anything else would you like to tell us but didn't because we didn't ask the right question?

What questions do you have for us?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

INTERVIEWER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

5. SEMI-STRUCTURED INTERVIEW GUIDE – CERD Personnel on Gender

Date of Interview:

Name of Interviewee:

Position and Organization:

Contact Information:

Interviewer:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Semi-Structured Interview

This semi-structured interview aims to gather data related to the learning environment and processes in basic public education in public schools, specifically how gender equality is addressed in teacher training curricula.

Consent Statement

Thank you very much for setting aside time to talk with us today.

My name is _____ and I work with Social Impact, an organization which is implementing a program in Lebanon for USAID called Performance Management and Support Program for Lebanon (PMSPL II). It has been asked by USAID/Lebanon to conduct a gender analysis of the basic public education learning environment in Lebanon.

This gender analysis will explore what supports or hinders learning for boys and girls, including Syrian refugees in basic public education such as teacher capacity, teacher training curriculum design, and bias in curricula, textbooks, and the classroom. USAID will use the gender analysis findings to inform their basic public education programs to ensure that boys, girls, and Syrian refugees are benefitting fully and equally from the classroom learning process.

For this gender analysis we are conducting eight interviews with MEHE and United Nations representatives and 18 focus group discussions with 518 people in all eight governorates. Focus group discussion participants include students, parents, teachers and principals, engaged in basic public education in Lebanon.

You were selected for this interview because of your knowledge and experience with basic public education in Lebanon as an official at the CERD specialized in gender.

If you consent to be interviewed, you will have to answer few questions through an interview with myself (*name of interviewer in case another person is conducting the interview other than the one reading the verbal consent*). This interview will explore the learning environment and processes in basic public education, specifically how gender equality is addressed. This interview will explore how girls, boys, and refugees learn and behave in school and how to create a learning environment in which all can flourish.

Benefits to the participant: This gender analysis may not be directly beneficial to you; however, the data gathered have the potential to directly benefit students in the long-term as these data will inform and hopefully will improve USAID's basic public education programming for all students attending public schools in Lebanon.

Risk to the participant: Participation in this study involves no major risks, be it physical or emotional.

Any information or examples we discuss during this interview will not be attributed to you. All quotes used in the gender analysis report will be attributed to a general stakeholder group (e.g., MEHE, UN, teachers, etc.), not to individuals, and all identifying information will be removed. We ask that you do not share this conversation with others. You are free not to respond to any of our questions or to stop the interview at any time if you feel that anything you tell us may put you at risk.

We would like to ask everyone that everything we discuss together today stays in this room and that nobody shares any details about what someone else said with other people outside this group. However, we do not know if this will happen so we recommend you only say things you are comfortable sharing in public. We do not want anyone to be uncomfortable during our discussion, so we are not asking you about your personal experiences and you do not need to tell us about your personal experience. If there is a question you do not wish to answer, you do not need to answer that question.

This interview will take approximately 60 minutes.

Your participation in this interview is completely voluntary.

Before we begin, do you have any questions about this interview?

Would you like to participate in this interview?

We would like to record this conversation, solely for the purposes of listening attentively now and taking notes later. Is that alright? **BEGIN RECORDING**

If you have any questions about this gender analysis you may contact [Social Impact Official] at xxxx@socialimpact.com or you may call her at XX-XXXXXX.

If you have any concerns, complaints or grievances about this gender analysis or interview, please contact [Social Impact IRB Official] at xxxx@socialimpact.com.

Background

1. To begin, please share your title and role at the CERD, and your involvement in basic public education in public schools.

Probe for direct or indirect engagement with students, parents, and teachers, and specific governorates in which they work, and if they are engaged with Syrian refugee populations and how.

Probe to what extent CERD is engaged with public and private schools, private and public TVET institutes, and public and private universities.

This is important background information so you can tailor the interview appropriately.

2. What would you say is the greatest success CERD has achieved in terms of meeting the aspirations of young men and women equally personally where requirement of modern life and professionally where competition in the labor market are concerned?

Probe how the aspirations of young women and young men are met within the private and public education sector and how female students are encouraged to join and compete with male students in ‘male dominated fields’ and how male students are encourage to join and compete in ‘female dominated fields’.
Probe how young women are empowered through CERD.

Policies and Institutional Practices

- 3. What policies or practices exist at CERD which aim at gender equality and prepare young women and men to meet life’s challenges personally and professionally on equal grounds?**

Probe for content of such policies and how they are being implemented in the Lebanese educational sector—probe for differences in the public and private sectors.

- 4. Please describe how the basic education teacher training program includes information on differences between boys and girls in the classroom and how to respond to these differences.**

Probe for content of modules, length of training, observations of teaching students and content of the observation form, information on working with refugee students, other ways teachers are trained to make the learning environment supportive and equitable for all students.

- 5. Please describe the process—frequency, timeline, who is involved—for reviewing and updating teaching and learning materials.**

Cultural Norms and Beliefs

- 6. In general, what are the challenges that face university students in Lebanon who aspire to assume professions and careers which are traditionally perceived specific to the other gender?**

Probe for any cultural barriers, economic constraints, or infrastructure challenges that prevent males and females in Lebanon from accessing, continuing or completing their education (e.g. cultural norms, gender division of labor, fees for education, access to transportation and safe passage to university, etc.)

Probe for the students’ beliefs regarding the role of women and men in today’s society.

Probe whether female and male students prefer working with colleagues, subordinates, and superiors of the same gender in the future.

Patterns of Power and Decision-Making

- 7. In general, what types of roles do male students versus female students in committees, community work, student activities, etc. attain?**

8. What types of violence or harassment (sexual, physical, psychological etc.) do students at experience in Lebanon?

Probe for policies and procedures in place to counter violence and sexual incidents at public and private schools, TVET institutes and universities.

Concluding Questions

9. If you were granted three wishes to improve the learning environment for MALE students in public schools what would they be?

10. If you were granted three wishes to improve the learning environment for FEMALE students in public schools would they be?

Is there anything else would you like to tell us but didn't because we didn't ask the right question?

What questions do you have for us?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

INTERVIEWER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

6. SEMI-STRUCTURED INTERVIEW GUIDE – MEHE Personnel on Policies

Date of Interview:

Name of Interviewee:

Position and Organization:

Contact Information:

Interviewer:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Semi-Structured Interview

This semi-structured interview aims to gather information related to the basic public education learning environments basic public education in Lebanon’s public schools, specifically what explicit positive or negative biases (both gender and inclusion) exist in policies and institutional practices at the national, regional, and school levels.

Consent Statement

Thank you very much for setting aside time to talk with us today.

My name is _____ and I work with Social Impact, an organization which is implementing a program in Lebanon for USAID called Performance Management and Support Program for Lebanon (PMSPL II). It has been asked by USAID/Lebanon to conduct a gender analysis of the basic public education learning environment in Lebanon.

This gender analysis will explore what supports or hinders learning for boys and girls, including Syrian refugees in basic public education such as teacher capacity, teacher training curriculum design, and bias in curricula, textbooks, and the classroom. USAID will use the gender analysis findings to inform their basic public education programs to ensure that boys, girls, and Syrian refugees are benefitting fully and equally from the classroom learning process.

For this gender analysis we are conducting eight interviews with MEHE and United Nations representatives and 18 focus group discussions with 518 people in all eight governorates. Focus group discussion participants include students, parents, teachers and principals, engaged in basic public education in Lebanon.

You were selected for this interview because of your knowledge and experience with basic public education in Lebanon as an official at the MEHE specialized in policies.

If you consent to be interviewed, you will have to answer few questions through an interview with myself (*name of interviewer in case another person is conducting the interview other than the one reading the verbal consent*). This interview will explore the learning environment and processes in basic public education, specifically the explicit positive or negative biases (both gender and inclusion) that exist in policies and institutional practices at the national, regional, and school levels.

Benefits to the participant: This gender analysis may not be directly beneficial to you; however, the data gathered have the potential to directly benefit students in the long-term as these data will inform and hopefully will improve USAID’s basic public education programming for all students attending public schools in Lebanon.

Risk to the participant: Participation in this study involves no major risks, be it physical or emotional.

Any information or examples we discuss during this interview will not be attributed to you. All quotes used in the gender analysis report will be attributed to a general stakeholder group (e.g., MEHE, UN, teachers, etc.), not to individuals, and all identifying information will be removed. We ask that you do not share this conversation with others. You are free not to respond to any of our questions or to stop the interview at any time if you feel that anything you tell us may put you at risk.

We would like to ask everyone that everything we discuss together today stays in this room and that nobody shares any details about what someone else said with other people outside this group. However, we do not know if this will happen so we recommend you only say things you are comfortable sharing in public. We do not want anyone to be uncomfortable during our discussion, so we are not asking you about your personal experiences and you do not need to tell us about your personal experience. If there is a question you do not wish to answer, you do not need to answer that question.

This interview will take approximately 60 minutes.

Your participation in this interview is completely voluntary.

Before we begin, do you have any questions about this interview?

Would you like to participate in this interview?

We would like to record this conversation, solely for the purposes of listening attentively now and taking notes later. Is that alright? **BEGIN RECORDING**

If you have any questions about this gender analysis you may contact [Social Impact Official] at xxxx@socialimpact.com or you may call her at XX-XXXXXX. .

If you have any concerns, complaints or grievances about this gender analysis or interview, please contact [Social Impact IRB Official] at xxxx@socialimpact.com.

Background

- To begin, please share your title and role at the MEHE, and how you have supported basic public education in Lebanon’s public schools.**
This is important background information so you can tailor the interview appropriately.

Policies and Institutional Practices

- 2. What national, regional, and school-level policies, laws, regulations or guidelines exist in Lebanon to ensure a conducive learning environment for all basic public education students?**
Probe for descriptions of the policies and how they are being implemented, new policies in development that promote equality—go beyond a list of names of policies.
- 3. Which of these policies, laws, regulations, or guidelines explicitly target learning needs of boys?**
Probe for descriptions of the policies and how they are being implemented—go beyond a list of names of

policies.

4. **Which of these policies, laws, regulations, or guidelines explicitly target learning needs of girls?**

Probe for descriptions of the policies and how they are being implemented—go beyond a list of names of policies.

5. **Which of these policies, laws, regulations, or guidelines explicitly target learning needs of Syrian refugees?**

Probe for implementation of the R.A.C.E. Programme, and descriptions of the policies and how they are being implemented—go beyond a list of names of policies.

Concluding Questions

6. **If you were granted three wishes to improve the learning environment for MALE students in public schools, what would they be?**

7. **If you were granted three wishes to improve the learning environment for FEMALE students in public schools, what would they be?**

Is there anything else would you like to tell us but didn't because we didn't ask the right question?

What questions do you have for us?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

INTERVIEWER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

7. SEMI-STRUCTURED INTERVIEW GUIDE – MEHE Personnel on Counseling

Date of Interview:

Name of Interviewee:

Position and Organization:

Contact Information:

Interviewer:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Semi-Structured Interview

This semi-structured interview aims to gather information related to the learning environment and processes in basic public education in public schools, specifically:

- School-level policies and practices that support students' well-being
- How students are punished in schools (and differences in punishment for male and female students)
- Types of violence students experience or witness in or out of school (and differences for male and female students).

Consent Statement

Thank you very much for setting aside time to talk with us today.

My name is _____ and I work with Social Impact, an organization which is implementing a program in Lebanon for USAID called Performance Management and Support Program for Lebanon (PMSPL II). It has been asked by USAID/Lebanon to conduct a gender analysis of the basic public education learning environment in Lebanon.

This gender analysis will explore what supports or hinders learning for boys and girls, including Syrian refugees in basic public education such as teacher capacity, teacher training curriculum design, and bias in curricula, textbooks, and the classroom. USAID will use the gender analysis findings to inform their basic public education programs to ensure that boys, girls, and Syrian refugees are benefitting fully and equally from the classroom learning process.

For this gender analysis we are conducting eight interviews with MEHE and United Nations representatives and 18 focus group discussions with 518 people in all eight governorates. Focus group discussion participants include students, parents, teachers and principals, engaged in basic public education in Lebanon.

You were selected for this interview because of your knowledge and experience with basic public education in Lebanon as an official at the MEHE specialized in psychosocial services.

If you consent to be interviewed, you will have to answer few questions through an interview with myself (*name of interviewer in case another person is conducting the interview other than the one reading the*

verbal consent). This interview will explore the learning environment and processes in basic public education, specifically the school-level policies and practices that support students' well-being, how students are punished in schools (and differences in punishment for male and female students), and the types of violence students experience or witness in or out of school (and differences for male and female students).

Benefits to the participant: This gender analysis may not be directly beneficial to you; however, the data gathered have the potential to directly benefit students in the long-term as these data will inform and hopefully will improve USAID's basic public education programming for all students attending public schools in Lebanon.

Risk to the participant: Participation in this study involves no major risks, be it physical or emotional.

Any information or examples we discuss during this interview will not be attributed to you. All quotes used in the gender analysis report will be attributed to a general stakeholder group (e.g., MEHE, UN, teachers, etc.), not to individuals, and all identifying information will be removed. We ask that you do not share this conversation with others. You are free not to respond to any of our questions or to stop the interview at any time if you feel that anything you tell us may put you at risk.

We would like to ask everyone that everything we discuss together today stays in this room and that nobody shares any details about what someone else said with other people outside this group. However, we do not know if this will happen so we recommend you only say things you are comfortable sharing in public. We do not want anyone to be uncomfortable during our discussion, so we are not asking you about your personal experiences and you do not need to tell us about your personal experience. If there is a question you do not wish to answer, you do not need to answer that question.

This interview will take approximately 60 minutes.

Your participation in this interview is completely voluntary.

Before we begin, do you have any questions about this interview?

Would you like to participate in this interview?

We would like to record this conversation, solely for the purposes of listening attentively now and taking notes later. Is that alright? **BEGIN RECORDING**

If you have any questions about this gender analysis you may contact [Social Impact Official] at xxxx@socialimpact.com or you may call her at XX-XXXXXX..

If you have any concerns, complaints or grievances about this gender analysis or interview, please contact [Social Impact IRB Official] at xxxx@socialimpact.com.

Background

1. **To begin, please share your title and role at the MEHE, and your involvement in basic public education in public schools.**

*Probe for direct or indirect engagement with students and parents, and specific governorates in which they work, and if they are engaged with Syrian refugee populations and how. **This is important background information so you can tailor the interview appropriately.***

Policies and Institutional Practices

2. **What school-level policies or practices are you aware of that support students' well-being at the basic public education?**

Probe for Kidproof scheme, content of such policies, school-based programs that provide psychosocial support, recruitment of school-based social workers, differences across governorates.

3. **In what ways are children benefiting from these policies and practices?**

Probe for differences in services accessed by males and females, and Syrian refugees (male and female) as appropriate.

4. **In what ways are these policies and practices benefitting male and female children differently?**

Probe for differences in services accessed by males and females, and for Syrian students (male and female) as appropriate.

Cultural Norms and Beliefs

5. **What guidelines does the MEHE provide to teachers and principals on how to discipline/punish basic public education students?**

6. **What other forms of discipline/punishment, which are not sanctioned by the MEHE may be used in basic public education schools?**

7. **What are the most common forms of discipline/punishment teachers or principals use with male students?**

8. **What are the most common forms of discipline/punishment teachers or principals use with female students?**

9. **What are the most common forms of discipline/punishment teachers or principals use with Syrian refugee students?**

Patterns of Power and Decision-Making

10. What types of violence do male students experience or witness in public schools?

11. What types of violence do female students experience or witness in public schools?

Concluding Questions

12. If you were granted three wishes to improve the learning environment for MALE students in public schools what would they be?

13. If you were granted three wishes to improve the learning environment for FEMALE students in public schools what would they be?

Is there anything else would you like to tell us but didn't because we didn't ask the right question?

What questions do you have for us?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

INTERVIEWER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

8. SEMI-STRUCTURED INTERVIEW GUIDE – MEHE Special Needs Personnel

Date of Interview:

Name of Interviewee:

Position and Organization:

Contact Information:

Interviewer:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Semi-Structured Interview

This semi-structured interview aims to gather information related to the learning environment and processes in basic public education in public schools, specifically teachers' perceptions of different types of students' learning capacity/abilities.

Consent Statement

Thank you very much for setting aside time to talk with us today.

My name is _____ and I work with Social Impact, an organization which is implementing a program in Lebanon for USAID called Performance Management and Support Program for Lebanon (PMSPL II). It has been asked by USAID/Lebanon to conduct a gender analysis of the basic public education learning environment in Lebanon.

This gender analysis will explore what supports or hinders learning for boys and girls, including Syrian refugees in basic public education such as teacher capacity, teacher training curriculum design, and bias in curricula, textbooks, and the classroom. USAID will use the gender analysis findings to inform their basic public education programs to ensure that boys, girls, and Syrian refugees are benefitting fully and equally from the classroom learning process.

For this gender analysis we are conducting eight interviews with MEHE and United Nations representatives and 18 focus group discussions with 518 people in all eight governorates. Focus group discussion participants include students, parents, teachers and principals, engaged in basic public education in Lebanon.

You were selected for this interview because of your knowledge and experience with basic public education in Lebanon as an official at the MEHE specialized in special needs.

If you consent to be interviewed, you will have to answer few questions through an interview with myself (*name of interviewer in case another person is conducting the interview other than the one reading the verbal consent*). This interview will explore the learning environment and processes in basic public education, specifically the teachers' perceptions of different types of students' learning capacity/abilities, the existing strategies or policies that ensure the inclusion of students with disabilities in public schools, and the kinds of support and services that is provided at public schools.

Benefits to the participant: This gender analysis may not be directly beneficial to you; however, the data gathered have the potential to directly benefit students in the long-term as these data will inform and hopefully will improve USAID's basic public education programming for all students attending public schools in Lebanon.

Risk to the participant: Participation in this study involves no major risks, be it physical or emotional.

Any information or examples we discuss during this interview will not be attributed to you. All quotes used in the gender analysis report will be attributed to a general stakeholder group (e.g., MEHE, UN, teachers, etc.), not to individuals, and all identifying information will be removed. We ask that you do not share this conversation with others. You are free not to respond to any of our questions or to stop the interview at any time if you feel that anything you tell us may put you at risk.

We would like to ask everyone that everything we discuss together today stays in this room and that nobody shares any details about what someone else said with other people outside this group. However, we do not know if this will happen so we recommend you only say things you are comfortable sharing in public. We do not want anyone to be uncomfortable during our discussion, so we are not asking you about your personal experiences and you do not need to tell us about your personal experience. If there is a question you do not wish to answer, you do not need to answer that question.

This interview will take approximately 60 minutes.

Your participation in this interview is completely voluntary.

Before we begin, do you have any questions about this interview?

Would you like to participate in this interview?

We would like to record this conversation, solely for the purposes of listening attentively now and taking notes later. Is that alright? **BEGIN RECORDING**

If you have any questions about this gender analysis you may contact [Social Impact Official] at xxxx@socialimpact.com or you may call her at XX-XXXXXX. .

If you have any concerns, complaints or grievances about this gender analysis or interview, please contact [Social Impact IRB Official] at xxxx@socialimpact.com.

Background

- 1. To begin, please share your title and role at the MEHE, and your involvement in basic public education in public schools.**
*Probe for direct or indirect engagement with students and parents, and specific governorates in which they work, and if they are engaged with Syrian refugee populations and how. **This is important background information so you can tailor the interview appropriately.***

Policies and Institutional Practices

- 2. What school-level policies or practices are you aware of that support the well-being of students with disabilities?**
- 3. What would you say is the greatest success Lebanon has achieved in terms of creating basic public education learning environments and processes that in which all students can thrive?**
Probe for specific considerations for girls, boys, and Syrian refugees rather than general examples.

4. In what ways can Lebanon improve its basic public education learning environments so that all students can succeed?

Probe for specific considerations for girls, boys, and Syrian refugees rather than general examples.

Cultural Norms and Beliefs

- 5.
- a) In general, how do you think teachers' view girls' capacity and ability to learn and succeed in basic public education?
 - b) What about where they have low capacity and ability?
 - c) What about Syrian refugee girls?
- 6.
- a) In general, how do you think teachers' view boys' capacity and ability to learn and succeed in basic public education?
 - b) What about where they have low capacity and ability?
 - c) What about Syrian refugee boys?

Concluding Questions

7. If you were granted three wishes to improve the learning environment for MALE students in public schools what would they be?
8. If you were granted three wishes to improve the learning environment for FEMALE students in public schools would they be?

Is there anything else would you like to tell us but didn't because we didn't ask the right question?

What questions do you have for us?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

INTERVIEWER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

9. SEMI-STRUCTURED INTERVIEW GUIDE – MEHE Personnel on Education Inspection

Date of Interview:

Name of Interviewee:

Position and Organization:

Contact Information:

Interviewer:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Semi-Structured Interview

This semi-structured interview aims to gather data related to basic public education learning environment and processes in Lebanon, specifically:

- Extracurricular activities offered at public schools, and who participates
- Resources available at the schools and who is accessing/using them

Consent Statement

Thank you very much for setting aside time to talk with us today.

My name is _____ and I work with Social Impact, an organization which is implementing a program in Lebanon for USAID called Performance Management and Support Program for Lebanon (PMSPL II). It has been asked by USAID/Lebanon to conduct a gender analysis of the basic public education learning environment in Lebanon.

This gender analysis will explore what supports or hinders learning for boys and girls, including Syrian refugees in basic public education such as teacher capacity, teacher training curriculum design, and bias in curricula, textbooks, and the classroom. USAID will use the gender analysis findings to inform their basic public education programs to ensure that boys, girls, and Syrian refugees are benefitting fully and equally from the classroom learning process.

For this gender analysis we are conducting eight interviews with MEHE and United Nations representatives and 18 focus group discussions with 518 people in all eight governorates. Focus group discussion participants include students, parents, teachers and principals, engaged in basic public education in Lebanon.

You were selected for this interview because of your knowledge and experience with basic public education in Lebanon as an official at the MEHE specialized in classroom inspection.

If you consent to be interviewed, you will have to answer few questions through an interview with myself (*name of interviewer in case another person is conducting the interview other than the one reading the verbal consent*). This interview will explore the learning environment and processes in basic public education, specifically regarding extracurricular activities offered at public schools, and who participates and resources available at the schools and who is accessing/using them.

Benefits to the participant: This gender analysis may not be directly beneficial to you; however, the data gathered have the potential to directly benefit students in the long-term as these data will inform and hopefully will improve USAID's basic public education programming for all students attending public schools in Lebanon.

Risk to the participant: Participation in this study involves no major risks, be it physical or emotional.

Any information or examples we discuss during this interview will not be attributed to you. All quotes used in the gender analysis report will be attributed to a general stakeholder group (e.g., MEHE, UN, teachers, etc.), not to individuals, and all identifying information will be removed. We ask that you do not share this conversation with others. You are free not to respond to any of our questions or to stop the interview at any time if you feel that anything you tell us may put you at risk.

We would like to ask everyone that everything we discuss together today stays in this room and that nobody shares any details about what someone else said with other people outside this group. However, we do not know if this will happen so we recommend you only say things you are comfortable sharing in public. We do not want anyone to be uncomfortable during our discussion, so we are not asking you about your personal experiences and you do not need to tell us about your personal experience. If there is a question you do not wish to answer, you do not need to answer that question.

This interview will take approximately 60 minutes.

Your participation in this interview is completely voluntary.

Before we begin, do you have any questions about this interview?

Would you like to participate in this interview?

We would like to record this conversation, solely for the purposes of listening attentively now and taking notes later. Is that alright? **BEGIN RECORDING**

If you have any questions about this gender analysis you may contact [Social Impact Official] at xxxx@socialimpact.com or you may call her at XX-XXXXXX.

If you have any concerns, complaints or grievances about this gender analysis or interview, please contact [Social Impact IRB Official] at xxxx@socialimpact.com.

Background

- 1. To begin, please share your title and role at the MEHE, and your involvement in basic public education in public schools.**

*Probe for direct or indirect engagement with students and parents, and specific governorates in which they work, and if they are engaged with Syrian refugee populations and how. **This is important background information so you can tailor the interview appropriately.***

Access and Control

- 2. What extracurricular activities are generally offered at most public schools across the country?**

Probe for specific activities and differences between governorates.

- 3. In which activities do boys participate most often? What about Syrian refugee boys?**

Probe for specific activities and differences between governorates.

- 4. In which activities do girls participate most often? What about Syrian refugee girls?**

Probe for specific activities and differences between governorates.

- 5. What learning resources are generally available at the schools?**

Probe for library, computers, science lab, counseling services

- 6. Which of these learning resources do boys use most? What about Syrian refugee boys?**

- 7. Which of these learning resources do girls use most? What about Syrian refugee girls?**

Concluding Questions

8. If you were granted three wishes to improve the learning environment for MALE students in public schools what would they be?

9. If you were granted three wishes to improve the learning environment for FEMALE students in public schools would they be?

10. Is there anything else would you like to tell us but didn't because we didn't ask the right question?

11. What questions do you have for us?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

INTERVIEWER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

FGDS

I. FOCUS GROUP DISCUSSION GUIDE – LEBANESE FEMALE STUDENTS

Date of FGD:

Total number of Participants:

Age range:

Geographical Area:

Names of schools represented:

Facilitator:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Focus Group Discussion

This focus group discussion aims to gather data related to the learning environment and processes in basic public education, specifically:

- School-level policies and practices that support or hinder their learning
- Parents' perception of the importance of their education
- Children's perceptions of the importance of education
- How they are punished and rewarded at school
- Their roles and responsibilities in and out of school
- Learning resources needed and available to them
- Extracurricular activities available and used
- Safety and accessibility of the physical school environment
- Children's participation in the classroom
- Leadership positions they hold
- Violence or harassment witnessed or experienced in and out of school

Assent Statement

- INTRODUCE research team.
- EXPLAIN that we are here to learn from them about what supports or hinders learning for boys and girls, including Syrian refugees in basic public education.
- STATE that USAID will use the information we gather to inform their basic public education programs to ensure that boys, girls, and Syrian refugees are benefitting fully.
- STATE that you would like to ask them some questions about their experiences regarding what helps or prevents them for participating and learning in school, how they and their parents perceive the importance of education, how they are rewarded and punished in school, their roles and responsibilities in school and the activities they are involved in, safety and accessibility of their school, and violence and harassment that takes place in or out of school.
- STATE that they were randomly selected from 109 schools to participate in this focus group discussion as they are enrolled in basic public schools in this region.
- TELL them that if they accept to participate, they will take part in a discussion with around 9 other students of the same sex and age range. Only students aged 12 or older can participate in the questions. *Confirm that everyone in the room is 12 years old or older. If there are students under the age of 12 kindly ask them to leave.*
- TELL them that the activity lasts about one hour to 90 minutes.
- TELL them that they if they do not want to participate they do not have to. No one will be angry with them. If they want to participate in the activity, but do not want to answer a certain question they don't have to answer. They may leave the focus group discussion at any time. There are no right or wrong answers and everything they say will be kept private. That means that we will not write down your names and we do not tell anyone what you said who is not in our team. No one but us will know what you have said. We want to have fun.
- TELL them that in order to make sure everybody is comfortable with the discussion, no one has to talk about personal experiences. If there is a question you do not want to answer, you do not need to. When you talk about other people, please do not mention their names. We would like to ask

everyone that everything we discuss together today stays within this room and that we do not tell other people after the discussion what other pupils have said.

- TELL them that their class teacher(s) was/were asked by the school principal to assign revision sessions that will not affect their learning during the time of the discussion session.
- TELL them a representative from the MEHE Department of Guidance and Counseling will be present to ensure that any raised issue will be addressed in the proper way.
- TELL them that all the information they just received about the research was communicated to their parents and principal. Their parents also were provided with the contact information of individuals involved in this activity so they can contact these individuals later if they have any questions.
- ASK, what questions do you have for me? Would you like to participate in this activity?
- REQUEST permission to record the discussion, solely for the purposes of listening attentively now and taking notes later. Say that the purpose is that the team can listen again to what people said after the conversation. Say that once the research is completed, at some point the audio-recordings will be deleted and notes will be destroyed and in the meantime, no one outside of the team will have access to it.

Discussion

ASK the following questions.

1. What do you like best about being in school?

Probe for educational goals, achievements.

2. In what ways do you engage in school outside of the classroom?

Probe for roles and responsibilities in school, participation in extracurricular activities, leadership positions at school

3. What helps you learn and participate in school?

Probe for what is working well, learning resources (e.g., computers, library, science lab, counseling, etc.), classroom environment, and teachers' interactions.

4. What prevents you from learning and participating in school?

Probe for classroom environment, access to safe toilets, harassment/violence, responsibilities in and outside of school (e.g., chores, child care, income generating activities), ability to get to school on time, access to learning materials (e.g., pens, exercise books, textbooks, lunch).

5. How do your parents support your learning?

Probe for views about education, support or encouragement students receive such as financial, emotional, academic help.

6. How are you rewarded in school?

Probe for types and frequency of reward or recognition, reasons for reward.

7. How are you punished at school?

Probe for types of punishment, reason for punishment, frequency of punishment.

8. What violence or harassment do girls experience in school? What about boys?

9. What violence or harassment do girls experience outside school? What about boys?

RESEARCHERS NOT FACILITATING SHOULD TAKE DETAILED NOTES OF THE STORIES. WE WANT TO CAPTURE SPECIFIC STORIES AND EXAMPLES.

ASK: Do you have anything to add/say before we end?

CONCLUDE: Thank you for your full engagement and active participation.

RESEARCHER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

2. FOCUS GROUP DISCUSSION GUIDE – LEBANESE MALE STUDENTS

Date of FGD:

Total number of Participants:

Age range:

Geographical Area:

Names of schools represented:

Facilitator:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Focus Group Discussion

This focus group discussion aims to gather data related to the learning environment and processes in basic public education, specifically:

- School-level policies and practices that support or hinder their learning
- Parents' perception of the importance of their education
- Children's perceptions of the importance of education
- How they are punished and rewarded at school
- Their roles and responsibilities in and out of school
- Learning resources needed and available to them
- Extracurricular activities available and used
- Safety and accessibility of the physical school environment
- Children's participation in the classroom
- Leadership positions they hold
- Violence or harassment witnessed or experienced in and out of school

Assent Statement

- INTRODUCE research team.
- EXPLAIN that we are here to learn from them about what supports or hinders learning for boys and girls, including Syrian refugees in basic public education.
- STATE that USAID will use the information we gather to inform their basic public education programs to ensure that boys, girls, and Syrian refugees are benefitting fully.
- STATE that you would like to ask them some questions about their experiences regarding what helps or prevents them for participating and learning in school, how they and their parents perceive the importance of education, how they are rewarded and punished in school, their roles and responsibilities in school and the activities they are involved in, safety and accessibility of their school, and violence and harassment that takes place in or out of school.
- STATE that they were randomly selected from 109 schools to participate in this focus group discussion as they are enrolled in basic public schools in this region.
- TELL them that if they accept to participate, they will take part in a discussion with around 9 other students of the same sex and age range. Only students aged 12 or older can participate in the questions. *Confirm that everyone in the room is 12 years old or older. If there are students under the age of 12 kindly ask them to leave.*
- TELL them that the activity lasts about one hour to 90 minutes.
- TELL them that they if they do not want to participate they do not have to. No one will be angry with them. If they want to participate in the activity, but do not want to answer a certain question they don't have to answer. They may leave the focus group discussion at any time. There are no right or wrong answers and everything they say will be kept private. That means that we will not write down your names and we do not tell anyone what you said who is not in our team. No one but us will know what you have said. We want to have fun.
- TELL them that in order to make sure everybody is comfortable with the discussion, no one has to talk about personal experiences. If there is a question you do not want to answer, you do not need

to. When you talk about other people, please do not mention their names. We would like to ask everyone that everything we discuss together today stays within this room and that we do not tell other people after the discussion what other pupils have said.

- TELL them that their class teacher(s) was/were asked by the school principal to assign revision sessions that will not affect their learning during the time of the discussion session.
- TELL them a representative from the MEHE Department of Guidance and Counseling will be present to ensure that any raised issue will be addressed in the proper way.
- TELL them that all the information they just received about the research was communicated to their parents and principal. Their parents also were provided with the contact information of individuals involved in this activity so they can contact these individuals later if they have any questions.
- ASK, what questions do you have for me? Would you like to participate in this activity?
- REQUEST permission to record the discussion, solely for the purposes of listening attentively now and taking notes later. Say that the purpose is that the team can listen again to what people said after the conversation. Say that once the research is completed, at some point the audio-recordings will be deleted and notes will be destroyed and in the meantime, no one outside of the team will have access to it.

Discussion

ASK the following questions.

1. What do you like best about being in school?

Probe for educational goals, achievements.

2. In what ways do you engage in school outside of the classroom?

Probe for roles and responsibilities in school, participation in extracurricular activities, leadership positions at school

3. What helps you learn and participate in school?

Probe for what is working well, learning resources (e.g., computers, library, science lab, counseling, etc.), classroom environment, and teachers' interactions.

4. What prevents you from learning and participating in school?

Probe for classroom environment, access to safe toilets, harassment/violence, responsibilities in and outside of school (e.g., chores, child care, income generating activities), ability to get to school on time, access to learning materials (e.g., pens, exercise books, textbooks, lunch).

5. How do your parents support your learning?

Probe for views about education, support or encouragement students receive such as financial, emotional, academic help.

6. How are you rewarded in school?

Probe for types and frequency of reward or recognition, reasons for reward.

7. How are you punished at school?

Probe for types of punishment, reason for punishment, frequency of punishment.

8. What violence or harassment do boys experience in school? What about girls?

9. What violence or harassment do boys experience outside school? What about girls?

RESEARCHERS NOT FACILITATING SHOULD TAKE DETAILED NOTES OF THE STORIES. WE WANT TO CAPTURE SPECIFIC STORIES AND EXAMPLES.

ASK: Do you have anything to add/say before we end?

CONCLUDE: Thank you for your full engagement and active participation.

RESEARCHER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

3. FOCUS GROUP DISCUSSION GUIDE – SYRIAN FEMALE STUDENTS

Date of FGD:

Total number of Participants:

Age range:

Geographical Area:

Names of schools represented:

Facilitator:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Focus Group Discussion

This focus group discussion aims to gather data related to the learning environment and processes in basic public education, specifically:

- School-level policies and practices that support or hinder their learning
- Parents' perception of the importance of their education
- Children's perceptions of the importance of education
- How they are punished and rewarded at school
- Their roles and responsibilities in and out of school
- Learning resources needed and available to them
- Extracurricular activities available and used
- Safety and accessibility of the physical school environment
- Children's participation in the classroom
- Leadership positions they hold
- Violence or harassment witnessed or experienced in and out of school

Assent Statement

- INTRODUCE research team.
- EXPLAIN that we are here to learn from them about what supports or hinders learning for boys and girls, including Syrian refugees in basic public education.
- STATE that USAID will use the information we gather to inform their basic public education programs to ensure that boys, girls, and Syrian refugees are benefitting fully.
- STATE that you would like to ask them some questions about their experiences regarding what helps or prevents them for participating and learning in school, how they and their parents perceive the importance of education, how they are rewarded and punished in school, their roles and responsibilities in school and the activities they are involved in, safety and accessibility of their school, and violence and harassment that takes place in or out of school.
- STATE that they were randomly selected from 109 schools to participate in this focus group discussion as they are enrolled in basic public schools in this region.
- TELL them that if they accept to participate, they will take part in a discussion with around 9 other students of the same sex and age range. Only students aged 12 or older can participate in the questions. *Confirm that everyone in the room is 12 years old or older. If there are students under the age of 12 kindly ask them to leave.*
- TELL them that the activity lasts about one hour to 90 minutes.
- TELL them that they if they do not want to participate they do not have to. No one will be angry with them. If they want to participate in the activity, but do not want to answer a certain question they don't have to answer. They may leave the focus group discussion at any time. There are no right or wrong answers and everything they say will be kept private. That means that we will not

write down your names and we do not tell anyone what you said who is not in our team. No one but us will know what you have said. We want to have fun.

- TELL them that in order to make sure everybody is comfortable with the discussion, no one has to talk about personal experiences. If there is a question you do not want to answer, you do not need to. When you talk about other people, please do not mention their names. We would like to ask everyone that everything we discuss together today stays within this room and that we do not tell other people after the discussion what other pupils have said.
- TELL them that their class teacher(s) was/were asked by the school principal to assign revision sessions that will not affect their learning during the time of the discussion session.
- TELL them a representative from the MEHE Department of Guidance and Counseling will be present to ensure that any raised issue will be addressed in the proper way.
- TELL them that all the information they just received about the research was communicated to their parents and principal. Their parents also were provided with the contact information of individuals involved in this activity so they can contact these individuals later if they have any questions.
- ASK, what questions do you have for me? Would you like to participate in this activity?
- REQUEST permission to record the discussion, solely for the purposes of listening attentively now and taking notes later. Say that the purpose is that the team can listen again to what people said after the conversation. Say that once the research is completed, at some point the audio-recordings will be deleted and notes will be destroyed and in the meantime, no one outside of the team will have access to it.

Discussion

ASK the following questions.

1. What do you like best about being in school?

Probe for educational goals, achievements.

2. In what ways do you engage in school outside of the classroom?

Probe for roles and responsibilities in school, participation in extracurricular activities, leadership positions at school

3. What helps you learn and participate in school?

Probe for what is working well, learning resources (e.g., computers, library, science lab, counseling, etc.), classroom environment, and teachers' interactions.

4. What prevents you from learning and participating in school?

Probe for classroom environment, access to safe toilets, harassment/violence, responsibilities in and outside of school (e.g., chores, child care, income generating activities), ability to get to school on time, access to learning materials (e.g., pens, exercise books, textbooks, lunch).

5. How do your parents support your learning?

Probe for views about education, support or encouragement students receive such as financial, emotional, academic help.

6. How are you rewarded in school?

Probe for types and frequency of reward or recognition, reasons for reward.

7. How are you punished at school?

Probe for types of punishment, reason for punishment, frequency of punishment.

8. What violence or harassment do girls experience in school? What about boys?

9. What violence or harassment do girls experience outside school? What about boys?

RESEARCHERS NOT FACILITATING SHOULD TAKE DETAILED NOTES OF THE STORIES. WE WANT TO CAPTURE SPECIFIC STORIES AND EXAMPLES.

ASK: Do you have anything to add/say before we end?

CONCLUDE: Thank you for your full engagement and active participation.

RESEARCHER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

4. FOCUS GROUP DISCUSSION GUIDE – SYRIAN MALE STUDENTS

Date of FGD:

Total number of Participants:

Age range:

Geographical Area:

Names of schools represented:

Facilitator:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Focus Group Discussion

This focus group discussion aims to gather data related to the learning environment and processes in basic public education, specifically:

- School-level policies and practices that support or hinder their learning
- Parents' perception of the importance of their education
- Children's perceptions of the importance of education
- How they are punished and rewarded at school
- Their roles and responsibilities in and out of school
- Learning resources needed and available to them
- Extracurricular activities available and used
- Safety and accessibility of the physical school environment
- Children's participation in the classroom
- Leadership positions they hold
- Violence or harassment witnessed or experienced in and out of school

Assent Statement

- INTRODUCE research team.
- EXPLAIN that we are here to learn from them about what supports or hinders learning for boys and girls, including Syrian refugees in basic public education.
- STATE that USAID will use the information we gather to inform their basic public education programs to ensure that boys, girls, and Syrian refugees are benefitting fully.
- STATE that you would like to ask them some questions about their experiences regarding what helps or prevents them for participating and learning in school, how they and their parents perceive the importance of education, how they are rewarded and punished in school, their roles and responsibilities in school and the activities they are involved in, safety and accessibility of their school, and violence and harassment that takes place in or out of school.
- STATE that they were randomly selected from 109 schools to participate in this focus group discussion as they are enrolled in basic public schools in this region.
- TELL them that if they accept to participate, they will take part in a discussion with around 9 other students of the same sex and age range. Only students aged 12 or older can participate in the questions. *Confirm that everyone in the room is 12 years old or older. If there are students under the age of 12 kindly ask them to leave.*

- TELL them that the activity lasts about one hour to 90 minutes.
- TELL them that they if they do not want to participate they do not have to. No one will be angry with them. If they want to participate in the activity, but do not want to answer a certain question they don't have to answer. They may leave the focus group discussion at any time. There are no right or wrong answers and everything they say will be kept private. That means that we will not write down your names and we do not tell anyone what you said who is not in our team. No one but us will know what you have said. We want to have fun.
- TELL them that in order to make sure everybody is comfortable with the discussion, no one has to talk about personal experiences. If there is a question you do not want to answer, you do not need to. When you talk about other people, please do not mention their names. We would like to ask everyone that everything we discuss together today stays within this room and that we do not tell other people after the discussion what other pupils have said.
- TELL them that their class teacher(s) was/were asked by the school principal to assign revision sessions that will not affect their learning during the time of the discussion session.
- TELL them a representative from the MEHE Department of Guidance and Counseling will be present to ensure that any raised issue will be addressed in the proper way.
- TELL them that all the information they just received about the research was communicated to their parents and principal. Their parents also were provided with the contact information of individuals involved in this activity so they can contact these individuals later if they have any questions.
- ASK, what questions do you have for me? Would you like to participate in this activity?
- REQUEST permission to record the discussion, solely for the purposes of listening attentively now and taking notes later. Say that the purpose is that the team can listen again to what people said after the conversation. Say that once the research is completed, at some point the audio-recordings will be deleted and notes will be destroyed and in the meantime, no one outside of the team will have access to it.

Discussion

ASK the following questions.

1. What do you like best about being in school?

Probe for educational goals, achievements.

2. In what ways do you engage in school outside of the classroom?

Probe for roles and responsibilities in school, participation in extracurricular activities, leadership positions at school

3. What helps you learn and participate in school?

Probe for what is working well, learning resources (e.g., computers, library, science lab, counseling, etc.), classroom environment, and teachers' interactions.

4. What prevents you from learning and participating in school?

Probe for classroom environment, access to safe toilets, harassment/violence, responsibilities in and outside of school (e.g., chores, child care, income generating activities), ability to get to school on time, access to learning materials (e.g., pens, exercise books, textbooks, lunch).

5. How do your parents support your learning?

Probe for views about education, support or encouragement students receive such as financial, emotional, academic help.

6. How are you rewarded in school?

Probe for types and frequency of reward or recognition, reasons for reward.

7. How are you punished at school?

Probe for types of punishment, reason for punishment, frequency of punishment.

8. What violence or harassment do boys experience in school? What about girls?

9. What violence or harassment do boys experience outside school? What about girls?

RESEARCHERS NOT FACILITATING SHOULD TAKE DETAILED NOTES OF THE STORIES. WE WANT TO CAPTURE SPECIFIC STORIES AND EXAMPLES.

ASK: Do you have anything to add/say before we end?

CONCLUDE: Thank you for your full engagement and active participation.

RESEARCHER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

5. FOCUS GROUP DISCUSSION GUIDE – LEBANESE PARENTS

Date of FGD:

Total number and sex of Participants: _____ **Male** _____ **Female**

Syrian Refugees: _____ **Yes** _____ **No**

Geographical Area:

Names of schools represented:

Facilitator:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Focus Group Discussion

This focus group discussion aims to gather data related to the learning environment and processes in basic public education, specifically:

- School-level policies and practices
- Parents perceptions of education importance
- How children are punished and rewarded at school
- Children’s roles and responsibilities in and out of school
- Violence children witnessed or experienced in and out of school

Consent Statement

Thank you very much for setting aside time to talk with us today.

My name is _____ and I work with Social Impact, an organization which is implementing a program in Lebanon for USAID called Performance Management and Support Program for Lebanon (PMSPL II). It has been asked by USAID/Lebanon to conduct a gender analysis of the basic public education learning environment in Lebanon.

This gender analysis will explore what supports or hinders learning for boys and girls, including Syrian refugees in basic public education such as teacher capacity, teacher training curriculum design, and bias in curricula, textbooks, and the classroom. USAID will use the gender analysis findings to inform their basic public education programs to ensure that boys, girls, and Syrian refugees are benefitting fully and equally from the classroom learning process.

For this gender analysis we are conducting eight interviews with MEHE and United Nations representatives and 18 focus group discussions with 518 people in all eight governorates. Focus group discussion participants include students, parents, teachers and principals, engaged in basic public education in Lebanon.

You were selected for this FGD because of your knowledge and experience with basic public education in Lebanon as a parent whose child/children is/are enrolled in a public school in this region.

If you consent to participate in this discussion, you will take part in a mixed-sex discussion with around 9 other parents whose children are enrolled in this school (*the school where the FGD is being held*). This focus group discussion will explore school-level policies and practices, parents' perceptions of education importance, how students are punished and rewarded at school, students' roles and responsibilities in and out of school, and the violence children witness or experience in and out of school.

Benefits to the participant: This gender analysis may not benefit you directly, but the data gathered have the potential to directly benefit Lebanese children in the long-term as these data will inform and hopefully will improve USAID's basic public education programming for all students attending public schools in Lebanon.

Kindly note that you will be receiving a stipend equal to twenty dollars for participating in the focus group discussion to reimburse your time (any working hours lost) and transportation fees.

Risk to the participant: Participation in this study involves no major risks, be it physical or emotional.

Any information or examples we discuss during this FGD will not be attributed to you. All quotes used in the gender analysis report will be attributed to a general stakeholder group (e.g., MEHE, UN, teachers, etc.), not to individuals, and all identifying information will be removed. We ask that you do not share this conversation with others. You are free not to respond to any of our questions or to stop the FGD at any time if you feel that anything you tell us may put you at risk.

We would like to ask everyone that everything we discuss together today stays in this room and that nobody shares any details about what someone else said with other people outside this group. However, we do not know if this will happen so we recommend you only say things you are comfortable sharing in public. We do not want anyone to be uncomfortable during our discussion, so we are not asking you about your personal experiences and you do not need to tell us about your personal experience. If there is a question you do not wish to answer, you do not need to answer that question.

A representative from the MEHE Department of Guidance and Counseling will be present to ensure that any raised issue will be addressed properly through the Ministry.

This FGD will take approximately 90 minutes.

Your participation in this FGD is completely voluntary.

Before we begin, do you have any questions about this FGD?

Would you like to participate in this FGD?

We would like to record this conversation, solely for the purposes of listening attentively now and taking notes later. Is that alright? **BEGIN RECORDING**

If you have any questions about this gender analysis you may contact [Social Impact Official] at xxxx@socialimpact.com or you may call her at XX-XXXXXX. .

If you have any concerns, complaints or grievances about this gender analysis or FGD, please contact [Social Impact IRB Official] at xxxx@socialimpact.com.

Discussion

ASK the following questions.

1. How many children do you have in basic public school, and what are their ages and sex?

NOTE-TAKER: List respondents by code, e.g., R1, with the age and sex of their children. For example:

R1: M-12, F-17

R2: M-18, M-13

2. Why is sending your child/children to school important to you?

Probe for expectations of their children as adults and aspirations for their future, any differences in perceptions of their male and female children.

3. In what ways do you support your child's learning?

Probe for types of support or encouragement such as financial, emotional, academic help, etc.

4. What school policies and practices support your children's learning?

Probe for what is working well, what parents want to see more of and less of.

5. What roles and responsibilities do your children have in school?

Probe for leadership, chores for teachers, working in the kitchen or the garden, opportunities for growth

6. What roles and responsibilities do your children have outside of school?

Probe for chores, child care, income generating activities

7. How are your children rewarded in school?

Probe for types and frequency of reward or recognition, reasons for reward.

8. How are your children punished at school?

Probe for types of punishment, reason for punishment, frequency of punishment.

9. What kinds of violence against students in or out of the school your child attends, if any, have you heard about?

Probe for types of violence and who perpetrates that violence.

10. If you were granted had 3 wishes to make your children’s learning experience in school better, what would those 3 wishes be?

NOTE: If running out of time ask for 1 wish.

RESEARCHERS NOT FACILITATING SHOULD TAKE DETAILED NOTES OF THE STORIES. WE WANT TO CAPTURE SPECIFIC STORIES AND EXAMPLES.

ASK: Do you have anything to add/say before we end?

CONCLUDE: Thank you for your full engagement and active participation.

RESEARCHER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

6. FOCUS GROUP DISCUSSION GUIDE – SYRIAN PARENTS

Date of FGD:

Total number and sex of Participants: _____ **Male** _____ **Female**

Syrian Refugees: _____ **Yes** _____ **No**

Geographical Area:

Names of schools represented:

Facilitator:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Focus Group Discussion

This focus group discussion aims to gather data related to the learning environment and processes in basic public education, specifically:

- School-level policies and practices
- Parents perceptions of education importance
- How children are punished and rewarded at school
- Children’s roles and responsibilities in and out of school
- Violence children witnessed or experienced in and out of school

Consent Statement

Thank you very much for setting aside time to talk with us today.

My name is _____ and I work with Social Impact, an organization which is implementing a program in Lebanon for USAID called Performance Management and Support Program for Lebanon (PMSPL II). It has been asked by USAID/Lebanon to conduct a gender analysis of the basic public education learning environment in Lebanon.

This gender analysis will explore what supports or hinders learning for boys and girls, including Syrian refugees in basic public education such as teacher capacity, teacher training curriculum design, and bias in curricula, textbooks, and the classroom. USAID will use the gender analysis findings to inform their basic public education programs to ensure that boys, girls, and Syrian refugees are benefitting fully and equally from the classroom learning process.

For this gender analysis we are conducting eight interviews with MEHE and United Nations representatives and 18 focus group discussions with 518 people in all eight governorates. Focus group discussion participants include students, parents, teachers and principals, engaged in basic public education in Lebanon.

You were selected for this FGD because of your knowledge and experience with basic public education in Lebanon as a Syrian refugee parent whose child/children is/are enrolled in a public school in this region.

If you consent to participate in this discussion, you will take part in a mixed-sex discussion with around 9 other Syrian Refugee parents whose children are enrolled in the second shift of this school (*the school where the FGD is being held*). This focus group discussion will explore school-level policies and practices,

parents' perceptions of education importance, how students are punished and rewarded at school, students' roles and responsibilities in and out of school, and the violence children witness or experience in and out of school. In addition, focus group discussion with Syrian Refugee parents will explore the needs and challenges that school-aged refugee children and their parents encounter in the host community.

Benefits to the participant: This gender analysis may not benefit you directly, but the data gathered have the potential to directly benefit Lebanese children in the long-term as these data will inform and hopefully will improve USAID's basic public education programming for all students attending public schools in Lebanon.

Kindly note that you will be receiving a stipend equal to twenty dollars for participating in the focus group discussion to reimburse your time (any working hours lost) and transportation fees.

Risk to the participant: Participation in this study involves no major risks, be it physical or emotional.

Any information or examples we discuss during this FGD will not be attributed to you. All quotes used in the gender analysis report will be attributed to a general stakeholder group (e.g., MEHE, UN, teachers, etc.), not to individuals, and all identifying information will be removed. We ask that you do not share this conversation with others. You are free not to respond to any of our questions or to stop the FGD at any time if you feel that anything you tell us may put you at risk.

We would like to ask everyone that everything we discuss together today stays in this room and that nobody shares any details about what someone else said with other people outside this group. However, we do not know if this will happen so we recommend you only say things you are comfortable sharing in public. We do not want anyone to be uncomfortable during our discussion, so we are not asking you about your personal experiences and you do not need to tell us about your personal experience. If there is a question you do not wish to answer, you do not need to answer that question.

A representative from the MEHE Department of Guidance and Counseling will be present to ensure that any raised issue will be addressed properly through the Ministry.

This FGD will take approximately 90 minutes.

Your participation in this FGD is completely voluntary.

Before we begin, do you have any questions about this FGD?

Would you like to participate in this FGD?

We would like to record this conversation, solely for the purposes of listening attentively now and taking notes later. Is that alright? **BEGIN RECORDING**

If you have any questions about this gender analysis you may contact [Social Impact Official] at xxxx@socialimpact.com or you may call her at XX-XXXXXXX. .

If you have any concerns, complaints or grievances about this gender analysis or FGD, please contact [Social Impact IRB Official] at xxxx@socialimpact.com.

Discussion

ASK the following questions.

- 1. How many children do you have in basic public school, and what are their ages and sex?**
NOTE-TAKER: List respondents by code, e.g., R1, with the age and sex of their children. For example:
R1: M-12, F-17
R2: M-18, M-13
- 2. Why is sending your child/children to school important to you?**
Probe for expectations of their children as adults and aspirations for their future, any differences in perceptions of their male and female children.
- 3. In what ways do you support your child's learning?**
Probe for types of support or encouragement such as financial, emotional, academic help, etc.
- 4. What school policies and practices support your children's learning?**
Probe for what is working well, what parents want to see more of and less of.
- 5. What roles and responsibilities do your children have in school?**
Probe for leadership, chores for teachers, working in the kitchen or the garden, opportunities for growth
- 6. What roles and responsibilities do your children have outside of school?**
Probe for chores, child care, income generating activities
- 7. How are your children rewarded in school?**
Probe for types and frequency of reward or recognition, reasons for reward.
- 8. How are your children punished at school?**
Probe for types of punishment, reason for punishment, frequency of punishment.
- 9. What kinds of violence against students in or out of the school your child attends, if any, have you heard about?**
Probe for types of violence and who perpetrates that violence.

10. If you were granted 3 wishes to make your children’s learning experience in school better, what would those 3 wishes be?

NOTE: If running out of time ask for 1 wish.

RESEARCHERS NOT FACILITATING SHOULD TAKE DETAILED NOTES OF THE STORIES. WE WANT TO CAPTURE SPECIFIC STORIES AND EXAMPLES.

ASK: Do you have anything to add/say before we end?

CONCLUDE: Thank you for your full engagement and active participation.

RESEARCHER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

7. FOCUS GROUP DISCUSSION GUIDE – TEACHERS/PRINCIPALS

Date of FGD:

Total number and sex of Participants: _____ **Male** _____ **Female**

Geographical Area:

Names of schools represented:

Facilitator:

Note-taker:

BACKGROUND FOR DATA COLLECTORS

About this Focus Group Discussion

This focus group discussion aims to gather data related to the learning environment and processes in basic public education, specifically:

- Gender equality in teacher training curricula
- Inclusive school-level policies and practices

- Parents' perceptions of education importance
- Teacher perceptions of different types of students' learning capacity/ability
- How students are punished and rewarded at school
- Students' roles and responsibilities in school
- Teachers' roles and responsibilities in schools
- Students' access to learning resources
- Extracurricular activities offered and who participates
- Differences in students' classroom participation
- Student leadership opportunities

Consent Statement

Thank you very much for setting aside time to talk with us today.

My name is _____ and I work with Social Impact, an organization which is implementing a program in Lebanon for USAID called Performance Management and Support Program for Lebanon (PMSPL II). It has been asked by USAID/Lebanon to conduct a gender analysis of the basic public education learning environment in Lebanon.

This gender analysis will explore what supports or hinders learning for boys and girls, including Syrian refugees in basic public education such as teacher capacity, teacher training curriculum design, and bias in curricula, textbooks, and the classroom. USAID will use the gender analysis findings to inform their basic public education programs to ensure that boys, girls, and Syrian refugees are benefitting fully and equally from the classroom learning process.

For this gender analysis we are conducting eight interviews with MEHE and United Nations representatives and 18 focus group discussions with 518 people in all eight governorates. Focus group discussion participants include students, parents, teachers and principals, engaged in basic public education in Lebanon.

You were selected for this FGD because of your knowledge and experience with basic public education in Lebanon as a teacher/principal who works at a public school in this region.

If you consent to participate in this discussion, you will take part in a mixed-sex discussion with around 9 other teachers and principals who work at different schools within this governorate. This focus group discussion will explore gender equality in teacher training curricula, school-level policies and practices, parents' perceptions of education importance, teachers' perceptions of different types of students' learning capacity/ability, how students are punished and rewarded at school, students' roles and responsibilities in school, teachers' roles and responsibilities in schools, students' access to learning resources and extracurricular activities, differences in students' participation in the classroom, and students' leadership opportunities.

Benefits to the participant: This gender analysis may not directly benefit you, but has the potential to directly benefit basic public education schools with which USAID works.

Kindly note that you will be receiving a stipend equal to ten dollars for participating in the focus group discussion to reimburse your transportation fees.

Risk to the participant:

For principals participating in FGD: Participation in this study involves no major risks, be it physical or emotional. However, principals as yourself, *as has been the practice*, are expected to be in charge of compensating for any deliverables and/or teaching hours they or the participating teachers might miss while at the focus group discussion. As a principal, you are expected to take measures and procedures that compensate for any classroom time lost and guarantee that the participation of teachers has neutral consequences on participating and nonparticipating teachers taking into consideration the welfare of students. You are, also, expected to have coordinated and organized the procedure to substitute teachers in place of the participating teachers and arrange for make-up sessions for the participating teachers to compensate for their missing teaching sessions. In addition, we anticipate that you ensure that make-up sessions will be delivered by the participating teachers during the teaching session of their colleague who substituted their teaching session while at the discussion in order to ensure fairness among teachers.

For teachers participating in FGD: Participation in this study involves no major risks, be it physical or emotional. However, teachers as yourself, *as has been the practice*, are expected to be in charge of compensating for any deliverables and/or teaching hours they might miss while at the focus group discussion. You are expected to have ensured that a colleague(s) is substituting your presence in the classroom, in case you have any teaching session(s), while you are participating in the discussion meanwhile. Also, we anticipate that you will compensate for you lost teaching session(s) with a make-up session(s) that will be delivered during the teaching session(s) of your colleague(s) who substituted your teaching session(s) while at the discussion in order to ensure fairness among teachers.

Any information or examples we discuss during this FGD will not be attributed to you. All quotes used in the gender analysis report will be attributed to a general stakeholder group (e.g., MEHE, UN, teachers, etc.), not to individuals, and all identifying information will be removed. We ask that you do not share this conversation with others. You are free not to respond to any of our questions or to stop the FGD at any time if you feel that anything you tell us may put you at risk.

We would like to ask everyone that everything we discuss together today stays in this room and that nobody shares any details about what someone else said with other people outside this group. However, we do not know if this will happen so we recommend you only say things you are comfortable sharing in public. We do not want anyone to be uncomfortable during our discussion, so we are not asking you about your personal experiences and you do not need to tell us about your personal experience. If there is a question you do not wish to answer, you do not need to answer that question.

This FGD will take approximately 90 minutes.

Your participation in this FGD is completely voluntary.

Before we begin, do you have any questions about this FGD?

Would you like to participate in this FGD?

We would like to record this conversation, solely for the purposes of listening attentively now and taking notes later. Is that alright? **BEGIN RECORDING**

If you have any questions about this gender analysis you may contact [Social Impact Official] at rather@socialimpact.com or you may call her at XX-XXXXXX. .

If you have any concerns, complaints or grievances about this gender analysis or FGD, please contact [Social Impact IRB Official] at xxxx@socialimpact.com.

Discussion

ASK the following questions.

- 1. How long have you been a teacher or principal, and what are your roles and responsibilities at your current school?**
NOTE-TAKER: List respondents by code, e.g., R1, with their sex, and roles and responsibilities. For example:
R1: M-teacher, in charge of the school garden
R2: F-Principal, in charge of school finances, teach French
- 2. Please describe how the basic education teacher training program you participated in included information on differences between boys and girls in the classroom and how to respond to these differences.**
Probe for any refresher courses taken since the formal training program. Include names of courses and year they were taken as well as topics covered.
- 3. What policies, regulations, or guidelines does your school have that target the specific learning needs of boys? Of girls?**
Probe for descriptions of the policies and how they are being implemented—go beyond a list of names of policies.
- 4. Why do the parents of your students think education is important for their sons? For their daughters?**
Probe for views about education, support or encouragement students receive such as financial, emotional, academic help.

5. In what circumstances do you think girls learn best?

Probe for any gender biases or stereotypes.

6. In what circumstances do you think boys learn best?

Probe for any gender biases or stereotypes.

7. What roles and responsibilities do your female students have at your school?

Probe for leadership positions, chores for teachers, working in the kitchen or the garden, opportunities for growth

8. What roles and responsibilities do your male students have at your school?

Probe for leadership positions, chores for teachers, working in the kitchen or the garden, opportunities for growth

9. What learning resources and extracurricular activities are offered at your school and who use those resources and participate in those activities?

Probe differences in resources used by boys and girls and differences in extracurricular activities that boys participate in and girls participate in.

10. How are students rewarded in your school?

Probe for types and frequency of reward or recognition, reasons for reward, any different types of rewards for boys or for girls.

11. How are students punished at your school?

Probe for types of punishment, reason for punishment, frequency of punishment. Any different kinds of punishment for girls or for boys.

RESEARCHERS NOT FACILITATING SHOULD TAKE DETAILED NOTES OF THE STORIES. WE WANT TO CAPTURE SPECIFIC STORIES AND EXAMPLES.

ASK: Do you have anything to add/say before we end?

CONCLUDE: Thank you for your full engagement and active participation.

RESEARCHER NOTES

Include any comments, impressions or special information about the person or organization interviewed or interview process

ANNEX V: LIST OF KII RESPONDENTS

List of KIIs:

Number of KII conducted	Organization	Title of Key Informant	Sex
1	UN Organization	UN Organization Personnel on Refugee Education	Female
2	UN Organization	UN Organization Personnel on Education	Female
3	CERD	CERD Personnel on Teacher Training	Female
4	CERD	CERD Personnel on Curricula Development	Female
5	CERD	CERD Personnel on Gender	Female
6	MEHE	MEHE Personnel on Gender	Female
7	MEHE	MEHE Personnel on Policies (Secondary Education)	Male
8	MEHE	MEHE Personnel on Policies (Primary Education, K- Grade 9)	Male

ANNEX VI: DISTRIBUTION OF STUDENTS

Distribution of Students Enrolled in Public Education According to Educational Status at Registration Across the Cycles and Grades-Academic Year 2015-2016							
Educational Sector		Promoted	Repeating Grade for the First Time	Repeating Grade for more than once	From Home (students not enrolled at all at school)	Total	
Cycles According to the new curriculum	Grade						
Pre-Elementary Kindergarten	KG I		60		14485	14545	
	KG II	7367	155		13709	21231	
	KGII	16415	342	6	5073	21836	
	Total	23782	557	6	33267	57612	
Elementary-Basic Education-Cycle 1 & Cycle 2	Grade 1	15355	3390	13	3529	22287	
	Grade 2	19534	3925	20		23479	
	Grade 3	19171	3189	17		22377	
	Grade 4	18169	6575	27		24771	
	Grade 5	16975	4815	14		21804	
	Grade 6	16912	4412	14		21338	
	Total	106116	26306	105	3529	136056	
Intermediate-Basic Education-Cycle 3	Grade 7	19470	8146	25		27641	
	Grade 8	15965	5119	15		21099	
	Grade 9	14532	2864			17396	
	Total	49967	16129	40		66136	
Secondary	Secondary 1		16279	3908	16		20203
	Secondary 2	Scientific	9455	131	1		9587
		Literary	7341	83	1		7425
	Secondary 3	Humanities	1282	30			1312
		Economics & Sociology	8217	349			8566
		General Sciences	2111	79			2190
		Life Sciences	5354	285			5639
	Total		50039	4865	18		54922
Total		229904	47857	169	36796	314726	

Source: Center for Educational Research and Development, 2015–2016

Distribution of Students Across Educational Sectors According to the Cycle and Grade- Academic Year 2015-2016												
Educational Sector		Public Education		Private Free Education		Private Education		UNRWA Education		Total		
		Total	Female Percentage	Total	Female Percentage	Total	Female Percentage	Total	Female Percentage	Total	Female Percentage	
Cycles According to the new curriculum	Pre-Elementary Kindergarten	14545	49%	7231	49.4%	36414	48.2%			58190	48.5%	
	KG I	21231	49.7%	11793	47.5%	48390	47.7%			81414	48.2%	
	KG II	21836	49.8%	12372	48.1%	48462	48%			82670	48.5%	
Elementary-Basic Education-Cycle 1 & Cycle 2	Grade 1	22287	47.1%	18829	46.7%	37987	46.9%	3788	50%	82891	47.1%	
	Grade 2	23479	48.1%	19846	47.5%	38501	48.2%	3704	48.5%	85530	48%	
	Grade 3	22377	48.7%	19275	47.1%	35943	48.2%	3957	49.8%	81552	48.2%	
	Grade 4	24771	48.3%	17999	47.6%	34955	47.6%	3800	48.4%	81525	47.9%	
	Grade 5	21804	50.4%	18117	48.5%	34906	47.8%	3637	49%	78464	48.7%	
	Grade 6	21338	52%	17232	48.4%	34624	47.4%	3457	54.2%	76651	49.2%	
Intermediate-Basic Education-Cycle 3	Grade 7	27641	53.8%			45709	47.5%	3312	54.5%	76662	50.1%	
	Grade 8	21099	58%			41108	48.9%	2867	56.5%	65074	52.2%	
	Grade 9	17396	58%			38880	49.7%	2417	56.9%	58693	52.5%	
Secondary	Secondary 1	20203	60.9%			24109	49.7%	1432	60.5%	45744	55%	
	Secondary 2	Scientific	9587	55.5%			19496	48.1%	587	58.4%	29670	50.7%
		Literary	7425	70.5%			4559	56.3%	827	66.4%	12811	65.2%
	Secondary 3	Humanities	1312	84.6%			854	64.1%	85	88.2%	2251	76.9%
		Economics & Sociology	8566	65%			8470	52.7%	869	60%	17905	59%
		General Sciences	2190	37.6%			3817	32.3%			6007	34.2%
	Secondary 3	Life Sciences	5639	64.7%			9030	55.6%	365	67.9%	15034	59.3%
		Total	314726	52.9%	142694	47.8%	546214	48.3%	35104	52.9%	1038738	49.8%

Source: Center for Educational Research and Development, 2015-2016