



# **PUBLIC GENERAL EDUCATION DATA & INDICATORS MONITORING REPORT**

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Transition and Resilience Education Fund (TREF) in support  
of Lebanon's 5-Year Plan for General Education 2021-2025

**Reporting Period: School year 2021-2022**

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04/11/2022

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## Abbreviations

G	Grade
IST	Implementation Support Team
KG	Kinder Garden
M&E	Monitoring and Evaluation
MEHE	Ministry of Education and Higher Education
MOU	Memorandum of Understanding
OH	Operational Handbook
REO	Regional Education Office
SIMS	School Information Management System
TREF	Transition and Resilience Education Fund
UNICEF	United Nations International Children Emergency Fund
Y	School Year

## A. Background

1. **In response to the series of crises that Lebanon is facing and the urgent need to address pressing challenges affecting the education sector in the country, the MEHE and UNICEF have put in place a new aid modality** to support the implementation of priority outputs under the 5-year plan for Education sector development, 2021-2025. The main objective of MEHE 5-year plan is the following: “All children living in Lebanon have equitable access to a resilient higher quality public education that prepares them to contribute to a stronger human capital base; With special Attention to Reduce vulnerabilities and Strengthen citizenship values.”
2. **The new joint aid modality named Transition and Resilience Education Fund (TREF), aims at harmonizing and optimizing support to the ministry’s 5-year Plan for General Education 2021-2025** with specific features in response to the deep crisis the Lebanese education system faces. It has three main dimensions: (1) Planning, Costing, Funding and Disbursement Modality, (2) Partnership Governance, and (3) Education Service Delivery and Results. In particular, TREF purpose is to strengthen governance, accountability, transparency and performance management, supported by sound M&E and information systems and improved evidence-based decisions.
3. **TREF acts as a development catalyst for MEHE and responds to four inter-related crises (financial, governance, trust and education) with adaptive design response to each.** TREF is established in two phases; phase 1 focuses primarily on enrolment fee subsidies (HR costs, funds to schools) for vulnerable children in primary education. Phase 2 will expand funding coverage across all pillars and priority programs of the 5-year plan with additional funding to be mobilized.
4. TREF supports the ministry’s efforts in **shifting from single projects to a whole of system approach leading to an improved governance and trust.** A well-structured coordination mechanism ensures higher levels of trust, transparency and accountability. At the governance level, the **central decision-making body is the Strategic Management Board.** The board meets once a month to tackle all matters related to planning and implementation and guides the work of the ministry staff and the Implementation Support Team (IST) imbedded at MEHE, as well as review the progress made on the basis of financial and performance reports. A specific role is played by a **Third-Party Financial Management Firm** to support pre and post-audit functions and build financial management capacity of the ministry, including financial reporting, especially at the school level.
5. **TREF has two funding widows:** 1- Support to and upgrade the public general education system, especially primary education KG to Grade 9, and 2- Multiple Flexible Pathways programs. Several donors can fund the same program, namely agreed priorities of the ministry’s 5-year education plan within a joint management and structured dialogue between MEHE, UNICEF, and Contributing Partners.

6. On May 20<sup>th</sup> 2022, a **MOU has been signed between MEHE and UNICEF** setting the overarching framework for the partnership arrangements in the TREF implementation. The **TREF Operational Handbook (OH)** has been drafted resulting from a series of consultations that started in 2021, and was officially endorsed by MEHE. The OH outlines the objective, governance arrangements, allocation modalities, and accountability mechanisms of TREF, as well as detailed implementation mechanisms with the roles and responsibilities of the stakeholders involved.

## B. Report Objective and Scope

7. **One of the main features of the TREF is its robust and sound accountability framework and assurance mechanisms.** This report is related to the Monitoring of the Key data and indicators as shown in the list of TREF reports in the table below.

**Table 1: List of TREF Reports**

#	Report*	Responsible
1	Annual Work Plan and Budget	MEHE / IST / UNICEF
2	Disbursement schedule UNICEF Forex Account	UNICEF
3	Cash reconciliation Forex account	UNICEF
4	Quarterly Financial Reports	Third Party
5	Updated procurement plan	MEHE / IST
6	Annual Narrative Progress Report	MEHE / IST
7	Annual TREF Progress Report	MEHE / IST
8	M&E Analytical Report on outcomes	MEHE / IST
9	Annual External Audit report	External Audit Firm
10	Quarterly Performance report	MEHE / IST

*\*Extracts from the TREF OH, Annex IV*

8. **The general scope of the report covers the outcomes of the programs under the window 1 of the TREF - Support to and upgrade the education system - for the academic year 2021-2022.** This includes programs of the MEHE 5 Year Plan, with prioritized outputs targeting mainly attendance subsidies, which include HR costs for special contract teachers and school-related professionals as well as transfers to School Funds and Parent Council Funds for the mentioned period.

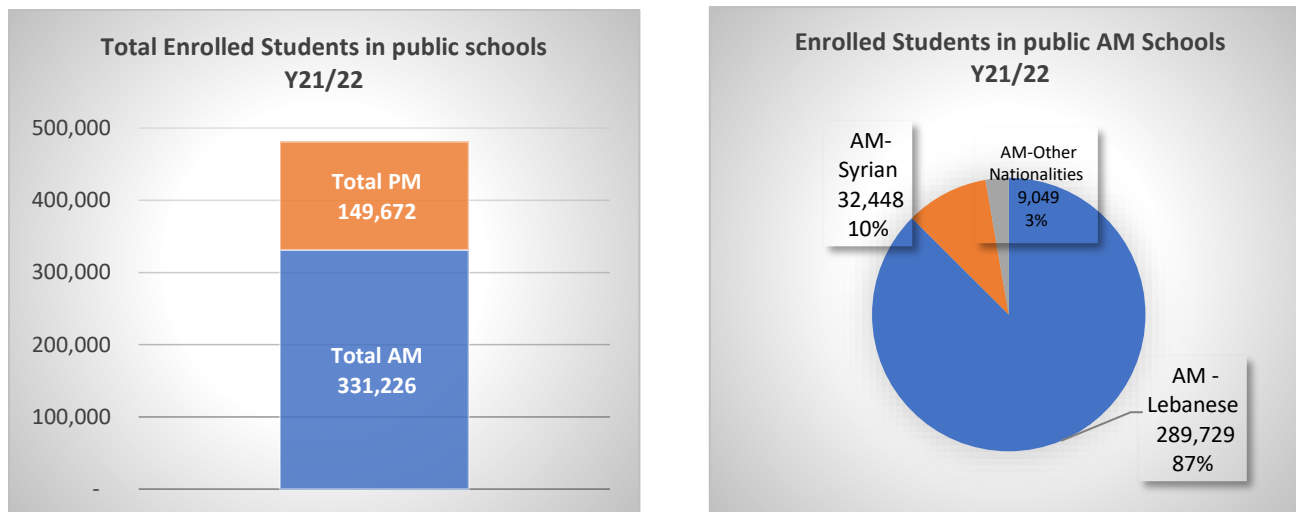
9. **The report provides key insights on education data and indicators for public education segment, covering both AM and PM shifts; it allows an improved transparency, sharing and common understanding of the outcomes of the support programs mainly related to access to education.** It presents the collected and analyzed data as information and evidence to key stakeholders to utilize and increase their confidence in the system, while targeting in an efficient manner their future actions. **Data and indicators made available will also constitute the baseline for the coming reporting cycle of TREF and for more general reporting requirement of MEHE.**
10. The Key data and indicators that have been identified and designed for the TREF reporting purpose are **related to students and staff demographics as well as basic academic data related to students' achievements** in tests and official examinations. The data is gathered from the MEHE School Information Management System (SIMS).
11. **History trends exist for students' enrollment in AM shift public schools.** However, data for the PM shift education segment have been made available and complete only for 2021-2022, therefore the analysis of trends for this particular segment will not be possible before this period, **but will start as of 2022-2023 academic year with a solid baseline in 2021-2022.**
12. **The level of data accuracy of the AM public education can be considered as good;** indeed, important improvements have been made during the past three years at MEHE, in the process of data collection at school level, and in quality assurance at ROE and central MEHE level. This applies mainly to students' demographics where the unique ID provided to every student.
13. **However, the data analysis in this report might contain a non-negligible margin of error related to second shift education.** The interpretation of 2021-2022 data related to PM shift must be done carefully for its quality and accuracy has not transited yet by the full quality assurance process.
14. **The Public Education Data and Indicators Monitoring report is prepared by the reporting team within the IST at the General Directorate of MEHE.** It is updated bi-annually and shared internally and with external partners, namely within the TREF Strategic Management Board.
15. **The sheet - Education Data & Indicators Monitoring-** (see annex) has been designed for the periodic education analytics monitoring. It includes all the detailed data-sets on students, schools and staff broken-down by various characteristics and displayed over time with yearly trends that are extracted from the SIMS reports.
16. Since M&E function is not yet fully operational at MEHE, **this report has been prepared by M&E and Reporting MEHE/IST, under the supervision of the Director General of General Education.**

## C. Key Data and Indicators Analysis

### a. Students Enrollment and Access to public schooling

17. The public schools enrolled a total of 480,898<sup>1</sup> students during the academic year 2021-2022, from KG to Grade 12, out of which 40% (191,169) are Non-Lebanese children studying in both AM and PM shifts. As shown in figure 1 the sharp increase in the yearly trend of student's enrollment in AM public schools observed in 2020-2021 (+12% compared to Y19/20) has been reversed in 2021-2022 (-13% compared to Y20/21). The number of students enrolled in AM Shift in 2021-2022 has reached a slightly higher level than three years ago.

**Figure 1: Enrolled Students in Public Schools, KG to G12, Y21/22, as of June 2022**



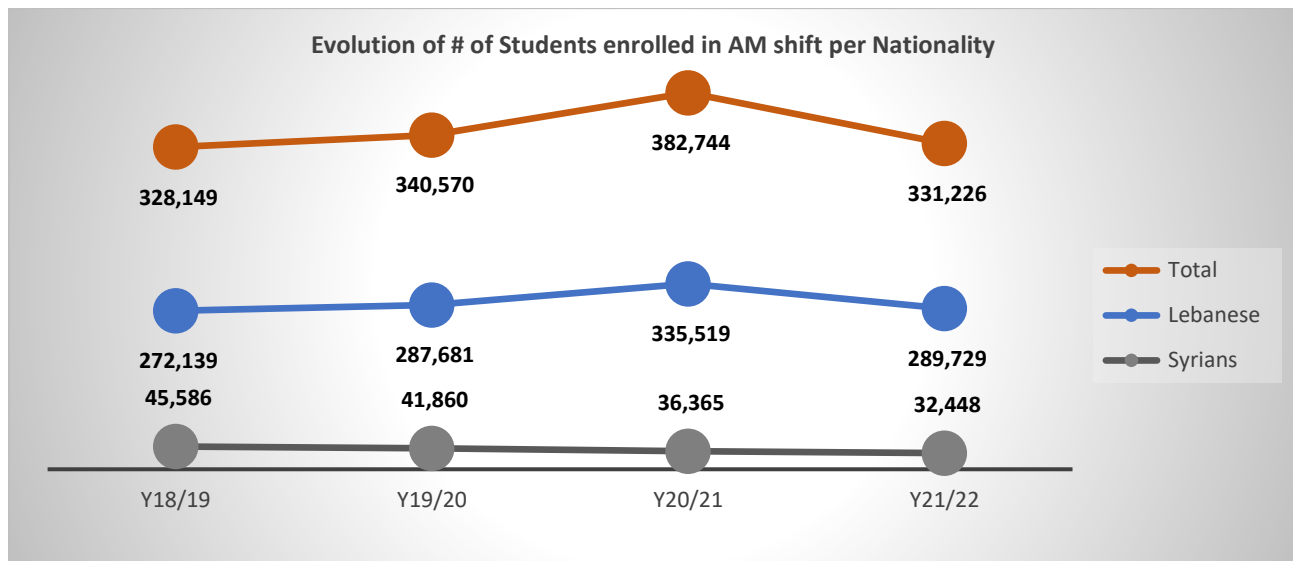
Source: MEHE-SIMS

18. The fluctuation of the enrollment trends over the past three years can be explained by the challenges derived from the economic and health crisis and the way they were addressed: The shortfall of the buying power of households made the cost of private schooling difficult to sustain; **In the 2019-2020 academic year, over 53,000 students transitioned from private to public schools, compared to 18,500 in 2020-2021.** However, due to the drastic value loss of public schools' teachers' salaries and the prevalence of health issues due to the COVID pandemic, academic year 2020-2021 witnessed significant disruption leading to public schools' closure. Moreover, this recent shift was enabled by the rescue actions targeting the private schools, that benefitted from multiple financing support programs.

<sup>1</sup> The enrollment figure is at the end of Y21/22 - It doesn't include children who were registered at the beginning of the year and who left school during the course of the academic year.

19. Although the enrollment trend over the past three years has fluctuated in AM public schools, the number of Syrian children studying in AM public schools has been constantly decreasing throughout the period (see figure 2). In 2021-2022, the share of Syrian Students in AM shift reached 10% (32,500 students), compared to 14% (45,600 students) in 2018-2019. In the absence of a student tracking system for the past years covering Syrian students studying in PM shift, the potential transition of AM Syrian students to PM shift schools or to non-formal education, cannot be demonstrated. However, the tracking will be made possible as of 2022-2023, through the student’s unique ID - already provided to children in private and AM public schools- that has been expanded to include children studying in PM shift.

**Figure 2: Students Enrollment Trend on 4 years, KG to G12, per Nationality**



% yearly evolution	Y18/19	Y19/20	Y20/21	Y21/22
Lebanese		6%	17%	-14%
Syrians		-8%	-13%	-11%
Other		6%	-2%	-17%
<b>Total</b>	-	4%	12%	-13%

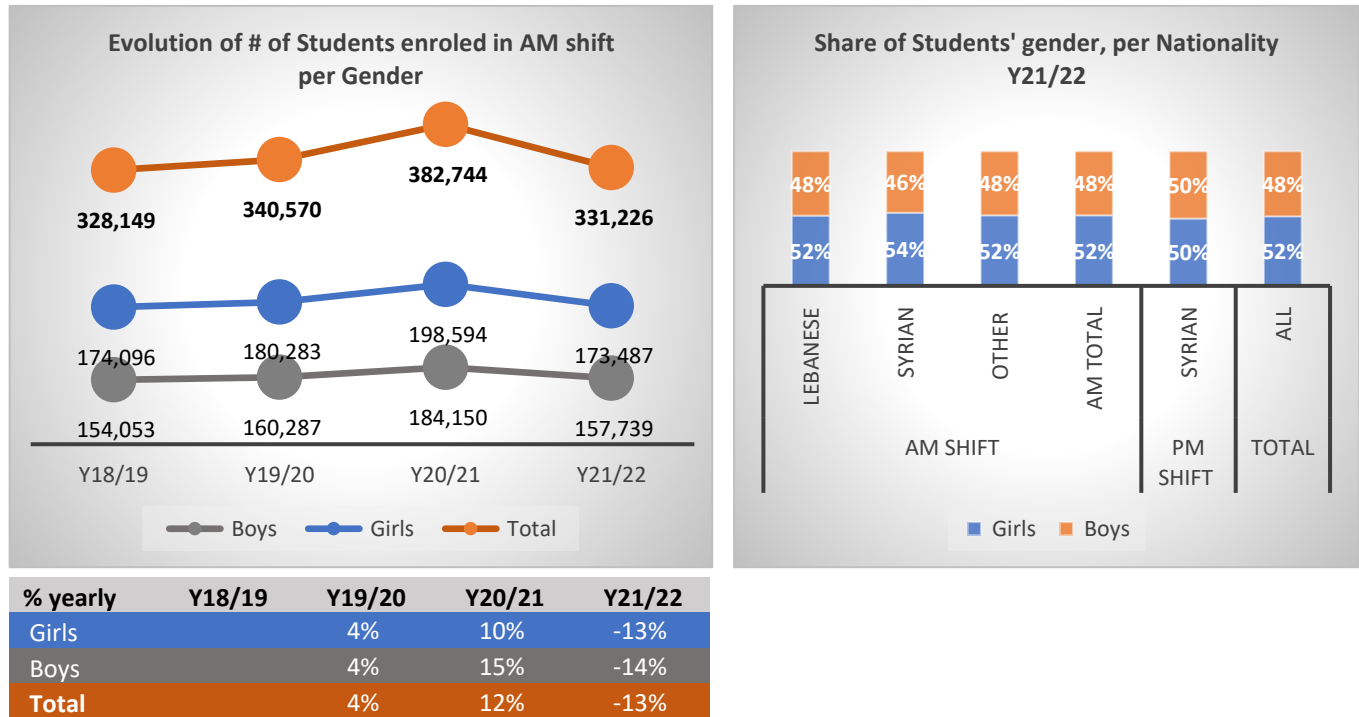
Source: MEHE/SIMS

20. The breakdown of enrollment per gender in AM public schools demonstrates the **constant gender parity that prevails in the Lebanese education system**. The overall share of 52% girls and 48% boys remained nearly unchanged, with a particularity for PM shift schools, which enrolled as many girls as boys in 2021-2022. (See figure 3). However, the gender distribution differs significantly when the data is drilled-down at the cycle level: In 2021-2022 school year, 54% of cycle 3 students and



61% of secondary students in AM schools were girls. This gap points out the potential transition of boys at higher grades to technical education or to the labor market.

**Figure 3: Students enrollment KG to G12, per Year, Gender and Shift**

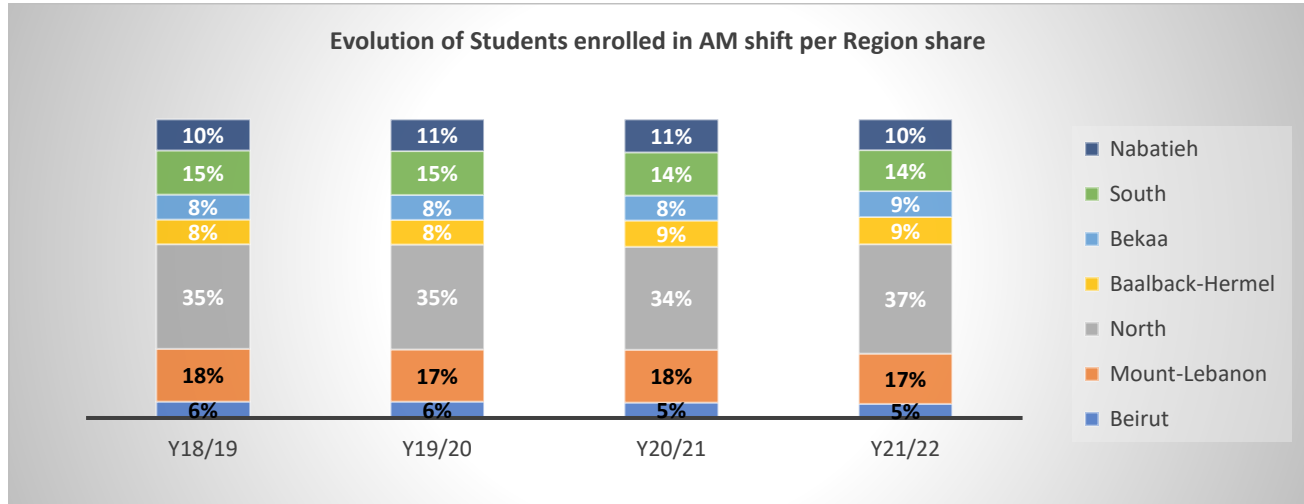


Source: MEHE-SIMS

21. As the results of MEHE inclusive access policy with special attention to vulnerability, the number of special needs learners in MEHE inclusive AM schools was 1,298; 1,547 and 1,318 respectively for Y19/20, Y20/21 and Y21/22. In 2021-2022, the number of inclusive schools has reached 60, coming from 30, with a target of scaling-up to 120 inclusive schools by 2025.

22. No significant changes occurred over time related to the enrollment percentage per region in public AM schools. North region remains the main provider of public schooling services, enrolling more than 121,000 students in AM shift (37% of total AM Shift) and 35,000 students in PM shift (23% of total PM shift). When it comes to the yearly variation of enrollment in AM shift, the decrease in enrollment in Beirut was the highest; -21% between 2021-2022 and 2020-2021, compared to the average enrollment decrease of -13%. Beirut is followed by Nabatieh (-19%), South (-18%) and Mount-Lebanon (-17%).

**Figure 4: Evolution of Students enrolled in AM shift KG to G12, per Region share**



Source: MEHE-SIMS

23. The changes in **enrollment at Cada level are more significant** than at the region level; they represent an **indicator of the internal migration of households affected by the crisis**, potentially in search of new job opportunities in different location and/or cheapest housing outside the cities.

24. As shown in the table below, the **geographic distribution of PM shift students differs slightly than the AM one**; 25% of PM students are concentrated in Mount-Lebanon and 22% in the Bekaa, compared to 37% in the North and only 9% in Bekaa for the AM shift students. The figures highlighted in yellow are the shares that are higher than the average share of students per region.

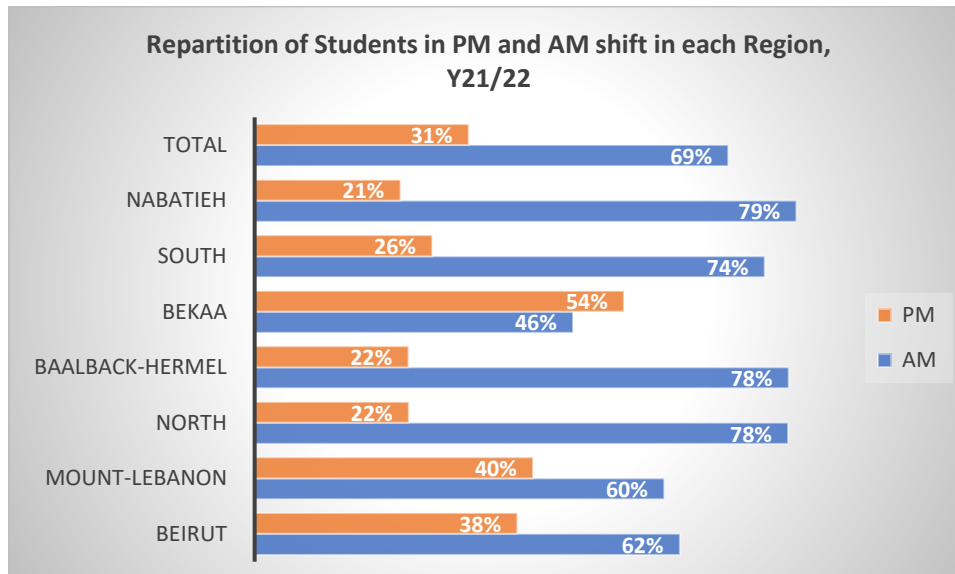
**Table 2: Distribution of Students KG to G12, per Region and Shift, Y21/22**

Region	AM Students	% AM	PM Students	% PM	Total	%
Beirut	15,590	5%	9,631	6%	25,221	5%
Mount-Lebanon	55,864	17%	37,973	25%	93,837	20%
North	121,302	37%	35,084	23%	156,386	33%
Baalback-Hermel	30,032	9%	8,649	6%	38,681	8%
Bekaa	28,686	9%	33,276	22%	61,962	13%
South	45,489	14%	15,833	11%	61,322	13%
Nabatieh	34,263	10%	9,226	6%	43,489	9%
<b>TOTAL</b>	<b>331,226</b>	<b>100%</b>	<b>149,672</b>	<b>100%</b>	<b>480,898</b>	<b>100%</b>

Source: MEHE-SIMS

25. **31% of students enrolled in public schooling study in PM shift schools. Bekaa is the only region that enrolls more PM shift students than AM shift:** 31,962 (54%) versus 28,686 students in AM shift. Mount-Lebanon and Beirut public schools enroll also an important percentage of PM students, 40% and 38%, which ranks those regions above the national average of 31%.

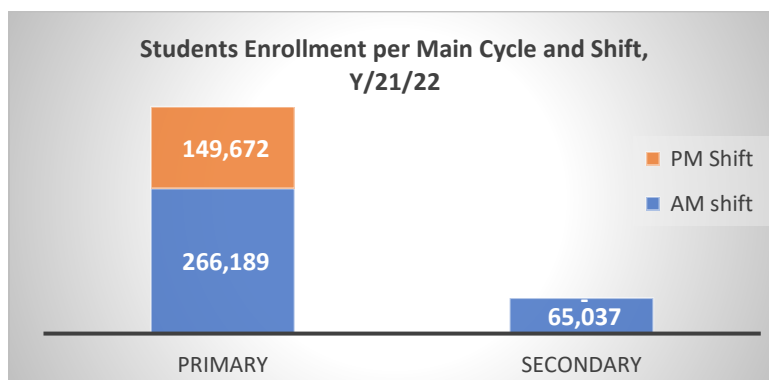
**Figure 5: Repartition of Students KG to G12 in PM and AM shift per Region, Y21/22**



Source: MEHE-SIMS

26. The report makes references to “Cycles” and “Main education Cycles”. Main Education Cycles refers to Primary and Secondary education segments. **Lebanese school system is divided into three levels of KGs and into four cycles.** Primary education segment covers three cycles: Cycle 1: Grade 1 to 3, Cycle 2: Grades 4 to 6, Cycle 3: Grades 7 to 9 and the fourth cycle covers Secondary education segment: Grades 10 to 12.

**Figure 6: Students Enrollment per Main Cycle and Shift, Y/21/22**



Source: MEHE/SIMS

27. As shown in the table below, **over 60% of students enrolled in public schools are in both cycle 1 and 2**. A significant difference exists between enrollment of AM and PM shift students, namely at the level of cycles 3: 26% of AM primary schools students are in cycle 3, **whereas only 9% of PM students are enrolled in same cycle. This provides a sense of the potential early drop-outs of PM students that should trigger immediate and targeted actions.**

28. The majority of PM students' study in cycle 1 (43%), **with a relatively high enrollment share in KG** as well: 21% of PM students are in KGs, compared to 19% for AM primary schools students enrolled in the same level. **This could indicate an attractive service provision for preschool children in PM shift coupled with effective outreach actions on the ground, and signals the need of improving quality of education in public AM KG.** This fact is also highlighted in the trend analysis for AM public KG enrollments shown in figure 7.

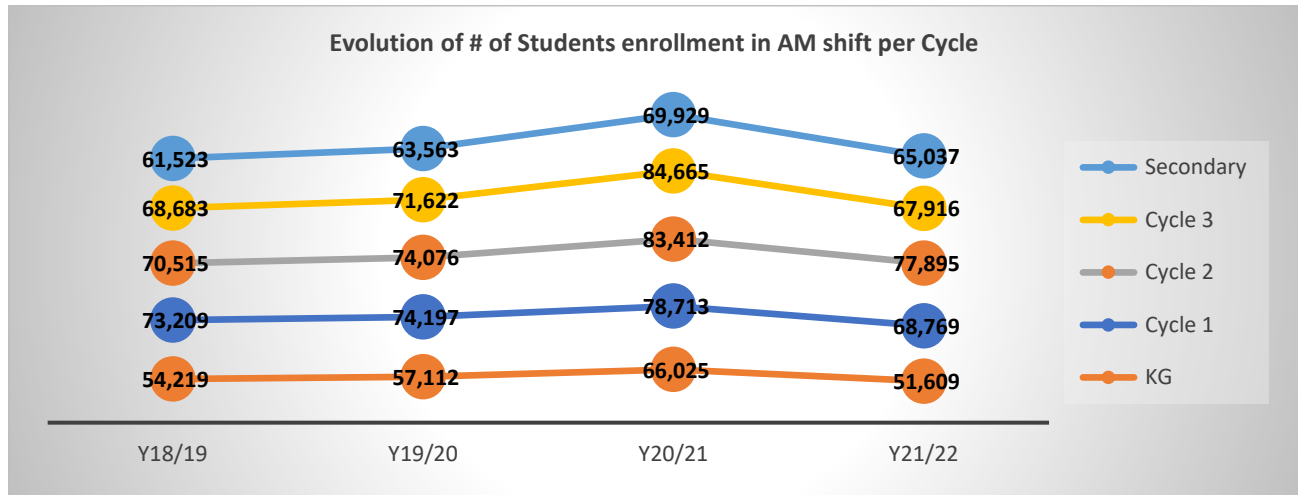
**Table 3: Students Enrolled per Cycle, Shift and Nationality**

Cycle / Nationality	AM Shift					PM Shift		TOTAL	
	Lebanese	Syrian	Other	AM Total	% in Primary	Syrian	%	Total	%
KG	46,352	3,806	1,451	51,609	19%	30,909	21%	82,518	20%
Cycle 1	58,896	7,432	2,441	68,769	26%	64,640	43%	133,409	32%
Cycle 2	66,355	9,398	2,142	77,895	29%	41,027	27%	118,922	29%
Cycle 3	60,007	6,318	1,591	67,916	26%	13,096	9%	81,012	19%
<b>Total Primary</b>	<b>231,610</b>	<b>26,954</b>	<b>7,625</b>	<b>266,189</b>	<b>100%</b>	<b>149,672</b>	<b>100%</b>	<b>415,861</b>	<b>100%</b>
<b>Secondary</b>	<b>58,119</b>	<b>5,494</b>	<b>1,424</b>	<b>65,037</b>	-	-		<b>65,037</b>	
<b>TOTAL</b>	<b>289,729</b>	<b>32,448</b>	<b>9,049</b>	<b>331,226</b>		<b>149,672</b>		<b>480,898</b>	

Source: MEHE-SIMS

29. The enrollment trend per cycle for AM shift outlines a sharper decrease in Cycle 3; -20% of enrollment in 2021-2022 compared to 2020-2021, but also **a noticeable fact: a decrease of 22% in enrollment in public AM KG students between both years.**

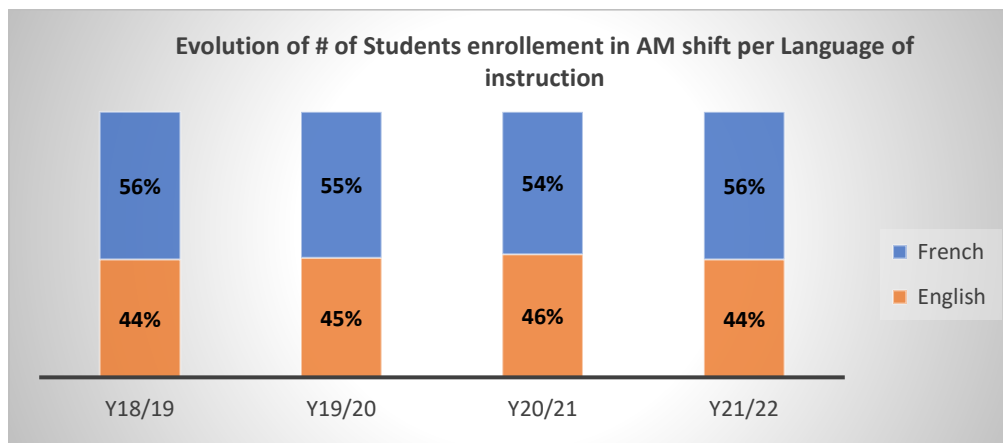
**Figure 7: Evolution Students enrollment in AM shift per Cycle**



Source: MEHE-SIMS

30. **French language is used for the teaching and learning for more than half of the students studying in AM public schools.** Coming from 70% ten years ago, the share of students studying in French has been stable throughout the past 4 years, ranging between 54% and 56% in 2021-2022.

**Figure 8: Evolution of Students enrollment in AM shift per Language of instruction**



Source: MEHE-SIMS

## b. Students' Attendance

31. In 2022, MEHE started a structured process of data collection and verification for PM shift students namely the data related to students' attendance, in line with the new TREF modality that shifts from an enrollment-based to an attendance-based disbursement to schools and parents' funds. The data collected for PM shift attendance shows that **a PM shift school opened 102 days on average, during 2021-2022 academic year**. This average was significantly lower during the first quarter (on average 12 days of schooling), reaching an average of 57 days during the third quarter.
32. The number of days of schooling per PM shift school in 2021-2022 varied from 58 days, to 133 days. **40% (136) of the 337 PM shift schools opened less than the yearly average of 102 days.**
33. **On average, a PM shift student attended 81%** of the days where his school was open during 2021-2022, with a maximum average attendance rate recorded during the second quarter (83%).

**Table 4: Schools' Opening and Students' Attendance rate for PM shift schools, Y21/22**

PM Shift – Y21/22	Quarter 1 (Oct to Dec)	Quarter 2 (Jan to March)	Quarter 3 (April to July)	Year 2021/22
Average # of days of PM schools opening	12	33	57	<b>102</b>
Average % of PM students' attendance <sup>2</sup>	81%	83%	80%	<b>81%</b>

Source: MEHE / SIMS – NSL

34. **An AM shift primary public school opened on average 98 days during 2021-2022**, with an average of 31 days for both quarter one and two, and 36 days for the last quarter. The number of days of schooling per AM shift school for 2021-2022 varied from 73 days, to 133 days. **47% (453) of the 957 AM shift primary schools opened less than the yearly average of 98 days.**<sup>3</sup>

<sup>2</sup> # of days of students' attendance during a quarter divided by the maximum # of days of attendance during the same quarter according to the # of days of schools opening.

<sup>3</sup> Data of students' attendance in AM shift schools are not included here for they were still in the process of quality assurance when this report was drafted.

### c. Students' drop-outs

35. In July 2022, MEHE conducted its first study to identify students who dropped-out from public AM schools and private schools between years 2021/22 and 2020/21. The tracking was done via the unique ID in SIMS for every student enrolled in 1st shift public and private schools, that led to the identification of students who did not register in public neither in private schools in 2021/22.

36. **45,768 (12%) of public AM school students did not register in any form of formal education in 2021-2022**, with an adjusted number of approximately 40,000 students (11%) dropping-out, after the estimation of students enrolling in TVET at grade 9, and Syrians students transitioning from AM to PM shift. **The number of un-registered students from private schools to any other schools is around 53,000, representing 8% of total private school students.**

**Table 5: Summary drop-outs for public AM and private school students, between Y2020/21 and Y2021/22**

	PUBLIC AM	PRIVATE	TOTAL	
# students with unique ID Y 20/21	380,074	668,240	1,048,314	
# Stud. Registered Y 21/22	284,653	574,550	859,203	
# Sud. Not registered Y 21/22	95,421	93,690	189,111	
(-) # Registered in public/private schools	(28,899)	(18,130)	(47,029)	
(-) # Grade 12 (finished school)	(20,754)	(22,634)	(43,388)	
<b>Remaining not registered</b>	<b>45,768</b>	<b>52,926</b>	<b>98,694</b>	
<b>% Drop-outs</b>	<b>12.0%</b>	<b>7.9%</b>	<b>9.4%</b>	<i>Estimation / Adjustment</i>
# to public / private without unique ID	(2,288)	(2,646)	(4,935)	5% without unique ID
# Grade 9 to TVET	(2,288)	(2,646)	(4,935)	5% of all students go to TVET (60,000 / 1,1 M students)
# out Travelled			-	
# Syrian from 1st to second shift	(1,061)		(1,061)	5,304 are syrian - 20% of 1st shift Syrian to second shift
<b>Adjusted Drop-outs</b>	<b>40,130</b>	<b>47,633</b>	<b>87,764</b>	
<b>%</b>	<b>10.6%</b>	<b>7.1%</b>	<b>8.4%</b>	

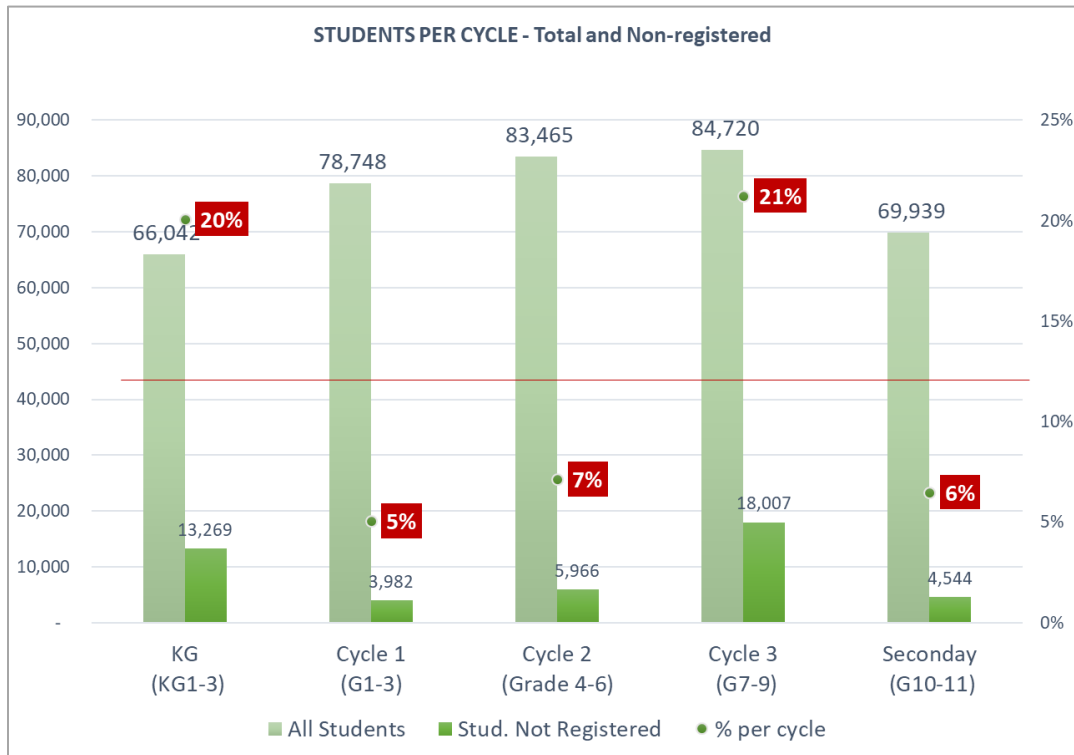
Source: MEHE- SIMS / Study of drop-outs

37. **The breakdown by nationality** of the average of 12% students from public AM schools who did not register in schools in 2021/22 shows that: 12% (39,055) of total Lebanese AM students, 15% (5,304) of total AM Syrians students, and 14% (1,409) of total AM other nationalities did not register in 2021-2022.

38. The analysis of the break-down of non-registered public AM students per cycle shows that **percentages of drop-outs are higher in KG's (20%) and in Cycle 3 (21%). This signals a higher cost**

of opportunity related to primary education for children in lower and higher age brackets, in the context of socio-economic recession.

**Figure 9: Non-registered students in Y21/22 compared to total students per cycle, public AM shift**



Source: SIMS, MEHE drop-out study

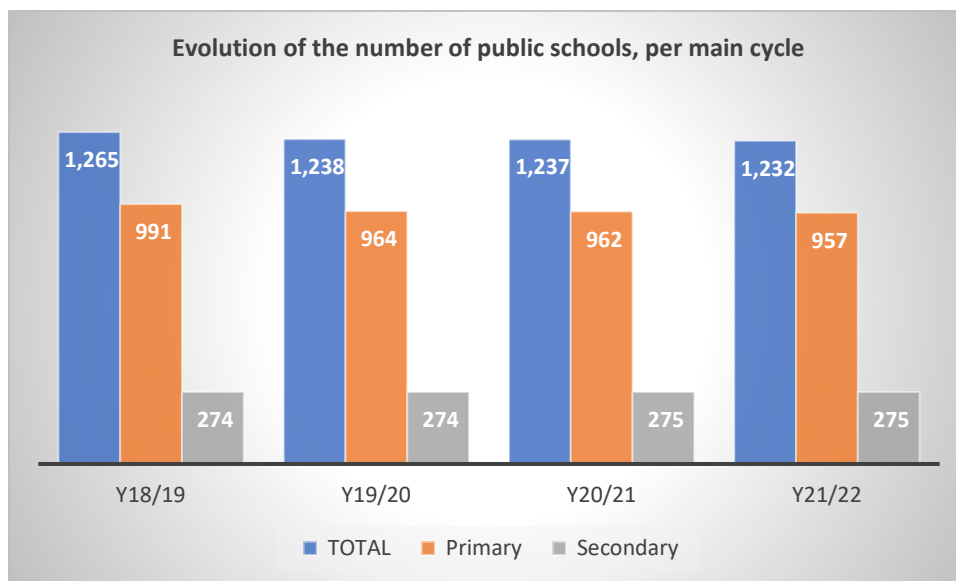
39. Evidence shows a correlation between academic achievements and drop-outs: **28% of students who repeated classes in year 2020-2021 did not register in year 2021-2022.** This builds a strong case to put in place several policy solutions such as: **formative assessment** during the year to prevent the repetition and the related potential drop-outs; **early warning system for drop-outs**; **catch-up programs** for children who were close to pass the yearly exams, instead of repeating class.



#### d. Public schools

40. In year 2021-2022, the public schools network comprised 957 primary schools (including KGs) and 275 secondary schools. Out of the 957 primary schools, 337 provided PM shift schooling for Syrian displaced, across the country.
41. Over the course of the past years, **several actions to optimize the network of public schools have been conducted** leading to the closures of around 30 public schools. 957 Primary schools were providing public education services in 2021-2022 coming from 991 in 2018-2019. Despite some improvements in the efficiencies of public schools' absorption of students, a primary public school enrolls on average 269 students in AM shift, which is far less than the 479 average in the private schools. **Even if further efficiencies can be generated, namely by closing additional rented schools, this average is not expected to vary; the feature of the geographical proximity of a public school to the students' home is key, in line with its primary mission of access, inclusion and equity.**

**Figure 10: Evolution of the number of public schools per main cycle**



Source: MEHE-SIMS

42. **The average number of students per section in a public AM school was 22 in 2020-2021 and 20 in 2021-2022**, resulting from the decrease in the number of enrolled students in AM public schools over the past two years. This average varies across cycles, regions and schools.
43. **The contrasts are more noticeable when it comes to the absorption capacity of AM public schools;** In 2021-2022, 10% of public AM schools registered students more than their abortion

capacity. 25% of Akkar public AM schools were over capacity, followed by Tripoli (19%), Minieh (17%) and Baalback (16%).<sup>4</sup>

**Table 6: Average Students per section per Cycle over two years, AM Shift**

2021-2022				2020-2021			
Cycle	# students	# sections	Average students / section	Cycle	# students	# sections	Average students / section
<b>Primary</b>	<b>266,189</b>	<b>13,524</b>	<b>20</b>	<b>Primary</b>	<b>312,815</b>	<b>14,034</b>	<b>22</b>
KG	51,609	2,857	18	KG	66,025	3,048	22
Cycle 1	68,769	3,479	20	Cycle 1	78,713	3,560	22
Cycle 2	77,895	3,690	21	Cycle 2	83,412	3,652	23
Cycle 3	67,916	3,498	19	Cycle 3	84,665	3,774	22
<b>Secondary</b>	<b>65,037</b>	<b>3,311</b>	<b>20</b>	<b>Secondary</b>	<b>69,929</b>	<b>3,300</b>	<b>21</b>
<b>Total</b>	<b>331,226</b>	<b>16,835</b>	<b>20</b>	<b>Total</b>	<b>382,744</b>	<b>17,334</b>	<b>22</b>

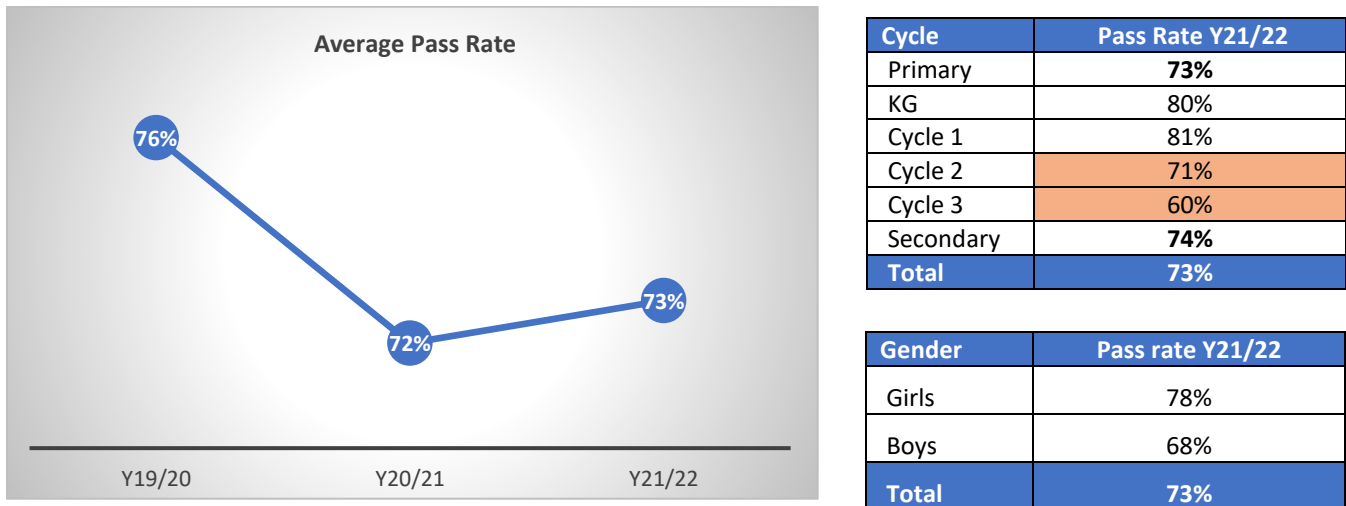
Source: MEHE-SIMS

#### e. Students Learning Outcome as per national assessments

44. Public schools hold quarterly and end of year exams for students from KG to Grade 12, covering all subject-matters taught in the curriculum for those grades. Lebanese Official exams are held for all students studying in Lebanon, in public and private schools, at grade 9 (“Brevet”) and grade 12 (“Baccalaureate”).
45. **Even though the average success rate at the end of year exams for students enrolled in public AM shift has slightly improved in 2021-2022 (73%) compared to 2020-2021 (72%), it remains relatively lower compared to 2019-2020 (76%).** This decrease in students’ results across two years might be the consequence of the negative impact of the teaching and learning disruption and the mixed outcome of the hybrid learning methods put in place. Moreover, the curriculum has been reduced compared to the years before 2019-2020, and assessments of the learning gaps are underway.
46. In 2021-2022, **students in cycles 2 and 3 performed less when compared to students in lower grades and in secondary.** Girls seem to perform better than boys, with a success rate of 78% compared to 68% for boys.

<sup>4</sup> Source: MEHE Public Schools Capacity study, September 2022

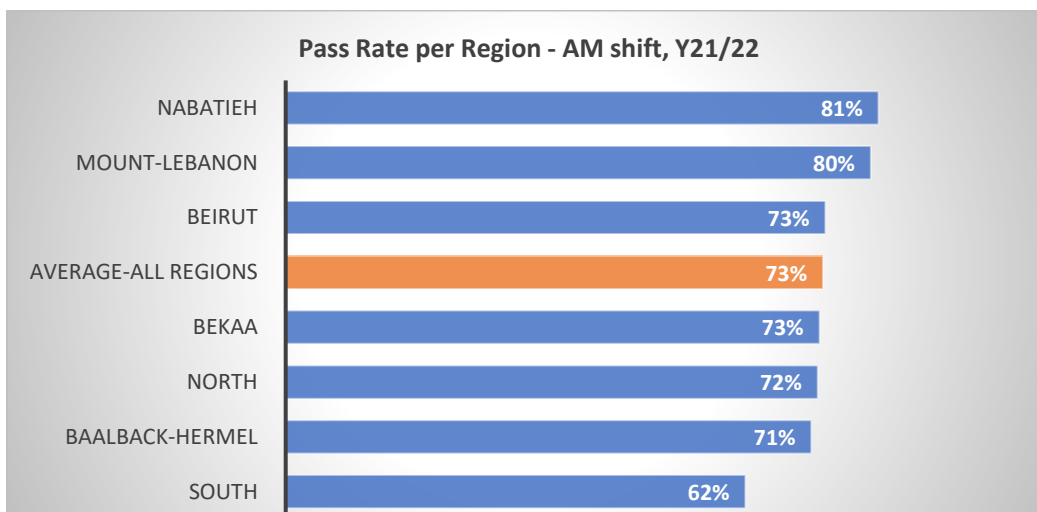
**Figure 11: Average Pass Rate at school exams per Year, Cycle and Gender – AM shift**



Source: MEHE-SIMS

47. **Nabatieh and Mount-Lebanon AM public schools students show the highest rate of success in school exams (81% and 80%), the lowest being for South students (62%).**

**Figure 12: Average Pass Rate at school exams per Region, Y21/22, AM Shift**

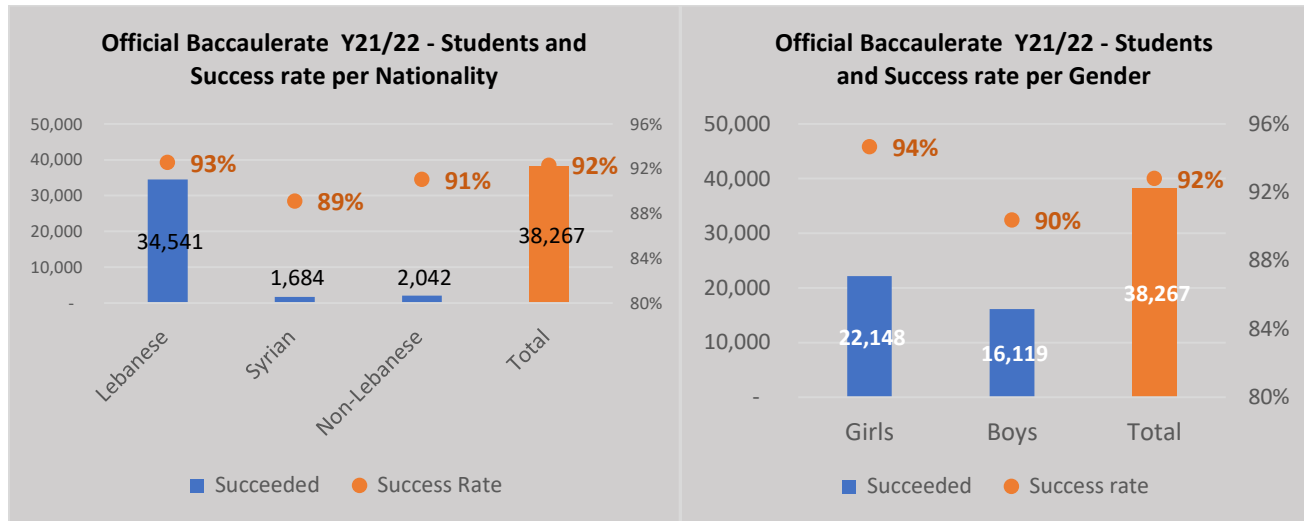


Source: MEHE-SIMS

48. **The average student pass rate in national examination of Lebanese Baccalaureate for AM public students in Grade 12 was 92% in 2021-2022, with a significant difference across nationalities: the pass rate is below average, 89% for Syrian students in AM schools but close to the average,**

91% for other nationalities. In this case as well, results show that girls perform better than boys (94% passing rate for girls compared to 90% for boys).

**Figure 13: Results of Baccaulereate, Y21/22, Nationality & Gender**



Source: MEHE-SIMS

49. Nearly 55,000 students in grade 9 presented the Brevet exam in 2021-2022, after two consecutive years of interruption due to the uneven schooling. **Significant gaps are still found between the success rate at Brevet for public schools' students (80%) and for private schools' students (87%)** demonstrating the need of improvement and harmonization of the quality of teaching and learning across both education segments.

50. **The Success rate for Brevet changes significantly according to nationality;** it is lower for Syrian students including PM shift (67%) and for other non-Lebanese (59%).

**Table 7: Results of Brevet (G9), Y21/22, Nationality & Gender**

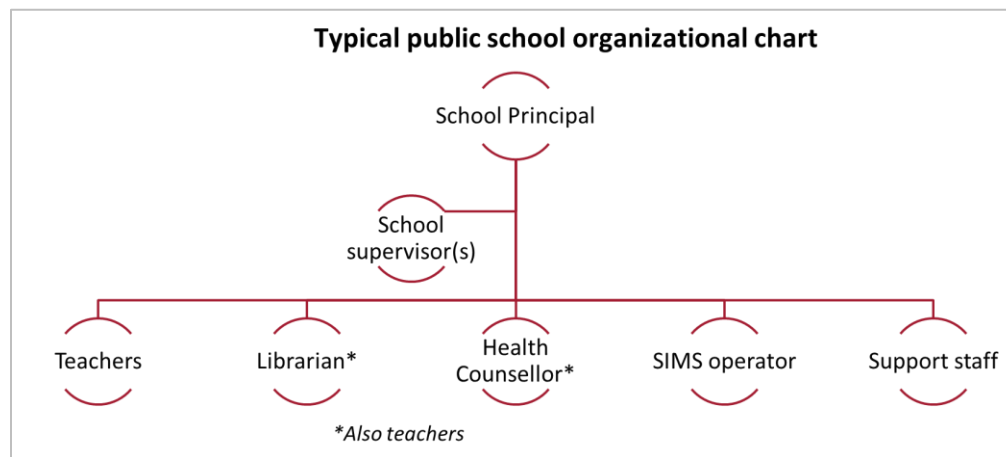
	Girls			Boys			Total		
	Succeeded	Total	Success %	Succeeded	Total	Success %	Succeeded	Total	Success %
Lebanese	20,816	24,268	86%	17,312	21,645	80%	38,128	45,913	83%
Syrian	2,256	3,231	70%	1,260	2,007	63%	3,516	5,238	67%
Other Non-Lebanese	1,317	2,023	65%	865	1,705	51%	2,182	3,728	59%
<b>Total</b>	<b>24,389</b>	<b>29,522</b>	<b>83%</b>	<b>19,437</b>	<b>25,357</b>	<b>77%</b>	<b>43,826</b>	<b>54,879</b>	<b>80%</b>

Source: MEHE-SIMS

## f. Staff and allocation

51. Public school staff includes Management and Administration staff (school principals & supervisors), teachers, and support staff. Each school staff is contracted either as civil servant either as contractual. Several categories of contractual staff exist: Contractual via MEHE for AM shift, “Special contract” teachers in both AM and PM shifts via external partners contributions, and contractual staff via the school funds such as IT agents.

**Figure 14: Organizational Chart in a typical public AM school**

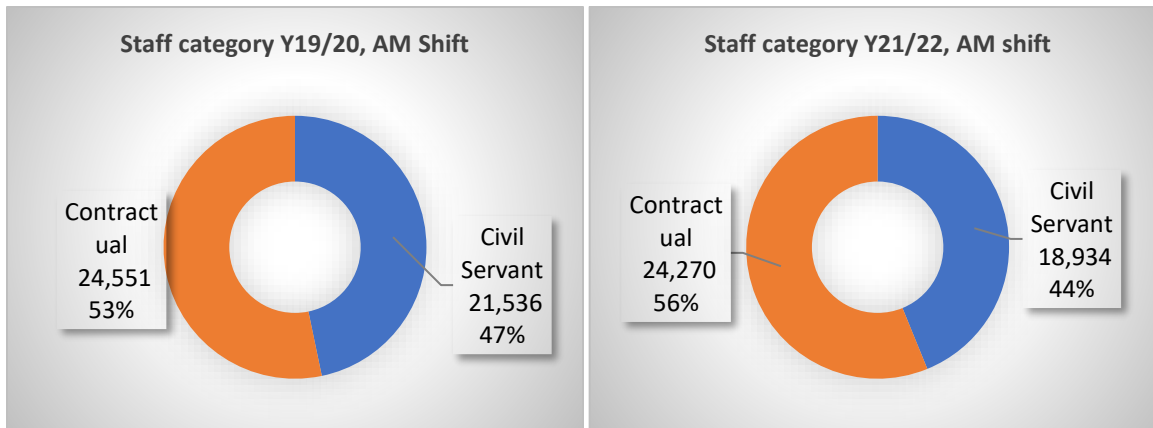


Source: MEHE

52. **With the decline of the number of civil servant staff over the past 2 years (-12%) and the freeze of civil servant recruitment, the public education system relies heavily on contractual staff<sup>5</sup>.** The share of contractual staff in public AM shift schools reached 56% in 2021-2022, coming from 53% two years ago, leading to an atypical situation where 64% (794) of AM shift public schools have more contractual staff than civil servants.

<sup>5</sup> Contractual staff in AM shift comprises the regular MEHE contractual staff, the AM special contract teachers, and the contractual via the school funds.

**Figure 15: Staff repartition per category of contract, Y19/20 and Y21/22, AM shift**



Source: MEHE-SIMS

**Table 8: Evolution of staff per contract category and main cycle, AM Shift**

	Y19/20	Y20/21	Y21/22
<b>Primary</b>	<b>31,546</b>	<b>29,187</b>	<b>29,018</b>
Civil Servant	12,238	10,743	9,940
Contractual	19,308	18,444	19,078
<b>Secondary</b>	<b>14,541</b>	<b>14,010</b>	<b>14,186</b>
Civil Servant	9,298	8,644	8,994
Contractual	5,243	5,366	5,192
<b>Total</b>	<b>46,087</b>	<b>43,197</b>	<b>43,204</b>
<b>Civil Servant</b>	<b>21,536</b>	<b>19,387</b>	<b>18,934</b>
<b>Contractual<sup>6</sup></b>	<b>24,551</b>	<b>23,810</b>	<b>24,270</b>

Source: MEHE-SIMS

53. **“Special contract teachers”** have been hired as additional resources allocated to the teaching activities for the non-Lebanese children enrolled in both AM and PM shifts. In 2021-2022, approximately 13,000 special contract teachers were working.

54. In 2021-2022, **the student-to-staff ratio was 9:1 in public AM schools, which was much higher in primary schools (8:1) compared to secondary schools (5:1)<sup>7</sup>**. The decrease in the number of contractual teachers between 2021-2022 and 2020-2021 (-2%) was much lower compared to the

<sup>6</sup> Includes the Special contract teachers in AM shift: approx. 2,500

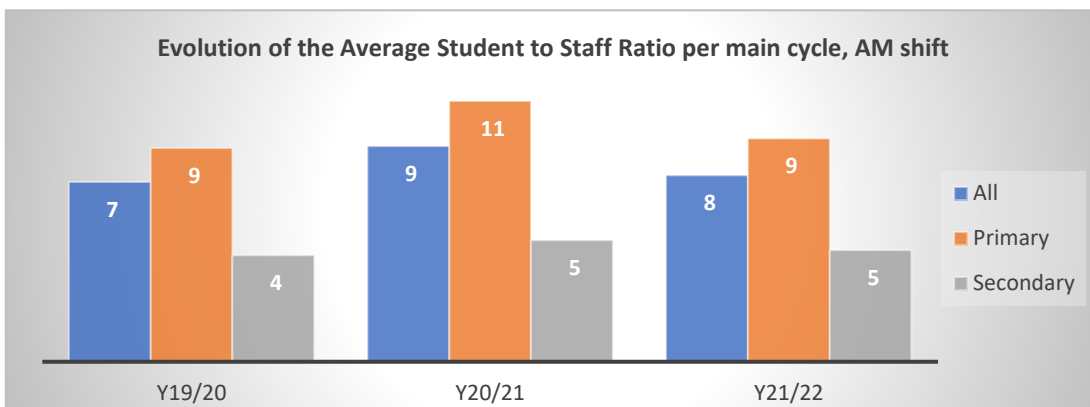
<sup>7</sup> This ratio is low for the number of contractual staff is included in the formula even if the work hours are not a full time, as for the civil servants.

overall decrease in the number of students (-13%), highlighting some tracks for improved efficiencies and staff re-allocation.

55. Those ratios could be higher if the number of hours of some contractual teachers are increased and the overall number of contractual teachers is reduced, generating efficiencies in the resource allocation across public schools and for the education system as a whole.

56. In order to sustain the continuity and the quality of teaching, it is important to start **evaluating a reform plan to transition the contractual teachers in the civil servant staff according to a solid academic needs’ assessment**. The benefits of such policy solution must be however weighted against the financial burden derived from the potential increase of salaries in the governments’ budget and potential constraints related to the legal and institutional reform.

**Figure 16: Evolution of the Average Student to Staff Ratio per main cycle, AM shift**



Source: MEHE-SIMS

## D. Conclusion and way forward

57. This analytical report is part of the newly started policy cycle and reporting practice as per TREF requirements. It is also part of a series of reports that will be published within the M&E framework at MEHE for all interested parties and programs. The “Education Analytics Monitoring sheet” serves as a tool to consolidate, monitor progress and share the outcomes of the programs undertaken by MEHE and its partners.
58. In alignment with the unified governance and management principle at MEHE, the analysis covers both 1st and 2nd shift public education segments. It provides evidence to the policy cycle dialogue, and allows factual decision-making towards targeted actions both at the short and long terms. The trend analysis made available could also enable projections for an improved planning and resource mobilization.
59. Moreover, the analytics shared internally and externally namely to MEHE external partners, is intended to increase confidence and transparency among involved stakeholders.
60. MEHE is in process of setting-up the M&E function. IST reporting team at MEHE is actively supporting the development of this M&E function, under the Director General. In line with the TREF principle of transitioning from consultants to public servants at MEHE, this includes building and boosting the capacity of potential MEHE civil servants in order to transfer this function and knowhow gradually.



## E. ANNEX - Education Data & Indicators Monitoring Sheet

	Volume				Yearly Variation			
	Y18/19	Y19/20	Y20/21	Y21/22	Y22/23	Y19/20	Y20/21	Y21/22
<b>A STUDENTS ENROLLMENT</b>				<b>480,898</b>				
<b>AM Shift</b>	<b>328,149</b>	<b>340,570</b>	<b>382,744</b>	<b>331,226</b>		4%	12%	-13%
<b>PM Shift</b>	NA	NA	NA	<b>149,672</b>				
<b>A.1 NATIONALITY</b>								
<b>AM Shift</b>								
Lebanese	272,139	287,681	335,519	289,729		6%	17%	-14%
Syrians	45,586	41,860	36,365	32,448		-8%	-13%	-11%
Other	10,424	11,029	10,860	9,049		6%	-2%	-17%
<b>PM Shift</b>								
Syrians				149,672				
<b>A.2 CYCLE</b>								
<b>AM Shift</b>								
Primary	<b>266,626</b>	<b>277,007</b>	<b>312,815</b>	<b>266,189</b>		4%	13%	-15%
KG	54,219	57,112	66,025	51,609		5%	16%	-22%
Cycle 1	73,209	74,197	78,713	68,769		1%	6%	-13%
Cycle 2	70,515	74,076	83,412	77,895		5%	13%	-7%
Cycle 3	68,683	71,622	84,665	67,916		4%	18%	-20%
Secondary	<b>61,523</b>	<b>63,563</b>	<b>69,929</b>	<b>65,037</b>		3%	10%	-7%
<b>PM Shift</b>								
Primary				<b>149,672</b>				
KG				30,909				
Cycle 1				64,640				
Cycle 2				41,027				
Cycle 3				13,096				
Secondary				-				
<b>A.2 GENDER</b>								
<b>AM Shift</b>								
Girls	174,096	180,283	198,594	173,487		4%	10%	-13%
Boys	154,053	160,287	184,150	157,739		4%	15%	-14%
<b>PM Shift</b>								
Girls				74,839				
Boys				74,833				
<b>A.3 REGION</b>								
<b>AM Shift</b>								
Beirut	18,055	18,734	19,833	15,590		4%	6%	-21%
Mount-Lebanon	57,857	59,350	67,491	55,864		3%	14%	-17%
North	115,109	119,739	132,030	121,302		4%	10%	-8%
Baalback-Hermel	26,871	27,920	33,683	30,032		4%	21%	-11%
Bekaa	27,360	28,571	32,165	28,686		4%	13%	-11%
South	48,824	50,009	55,236	45,489		2%	10%	-18%
Nabatieh	34,073	36,247	42,306	34,263		6%	17%	-19%
<b>PM Shift</b>								
Beirut				9,631				
Mount-Lebanon				37,973				
North				35,084				
Baalback-Hermel				8,649				
Bekaa				33,276				
South				15,833				
Nabatieh				9,226				
<b>A.4 Coming from Private Schools</b>						39%	-65%	
<b>AM Shift</b>		<b>38,309</b>	<b>53,285</b>	<b>18,527</b>				
Primary		<b>25,757</b>	<b>40,154</b>	<b>17,461</b>		56%	-57%	
KG		1,040	3,407	1,342		228%	-61%	
Cycle 1		6,359	11,371	3,120		79%	-73%	
Cycle 2		7,343	11,890	4,719		62%	-60%	
Cycle 3		11,015	13,486	8,280		22%	-39%	
Secondary		<b>12,552</b>	<b>13,131</b>	<b>1,066</b>		5%	-92%	

<b>A.5 Special Needs</b>								
AM shift								
PM shift								
<b>B SCHOOLS, SECTION, LANGUAGE</b>								
<b>B.1 SCHOOLS</b>								
<b>AM Shift</b>	<b>1,265</b>	<b>1,238</b>	<b>1,237</b>	<b>1,232</b>	<b>-2%</b>	<b>0%</b>	<b>0%</b>	
Primary	991	964	962	957	-3%	0%	-1%	
Secondary	274	274	275	275	0%	0%	0%	
<b>PM Shift</b>				<b>337</b>				
<b>B.2 SECTIONS</b>								
<b>AM Shift</b>			<b>17,334</b>	<b>16,835</b>			<b>-3%</b>	
<b>Primary</b>			<b>14,034</b>	<b>13,524</b>			<b>-4%</b>	
KG			3,048	2,857			-6%	
Cycle 1			3,560	3,479			-2%	
Cycle 2			3,652	3,690			1%	
Cycle 3			3,774	3,498			-7%	
<b>Secondary</b>			<b>3,300</b>	<b>3,311</b>			<b>0%</b>	
<b>B.3 AVERAGE STUD/SECTION</b>								
			<b>22</b>	<b>20</b>			<b>-11%</b>	
<b>Primary</b>			<b>20</b>	<b>23</b>			<b>17%</b>	
KG			19	23			23%	
Cycle 1			21	23			9%	
Cycle 2			20	23			11%	
Cycle 3			19	24			28%	
<b>Secondary</b>			<b>19</b>	<b>21</b>			<b>10%</b>	
<b>B.3 STUDENTS LANGUAGE</b>								
<b>AM Shift</b>								
French	182,557	187,419	205,257	183,942	3%	10%	-10%	
English	145,592	153,151	177,487	147,284	5%	16%	-17%	
<b>C STUDENTS PASS RATE</b>								
<b>C.1 NATIONALITY</b>								
<b>AM Shift</b>								
Lebanese				73%				
Syrians				76%				
Other				70%				
<b>C.2 CYCLE</b>								
<b>AM Shift</b>		<b>233,975</b>	<b>276,118</b>	<b>241,815</b>				
Primary				<b>193,777</b>				
KG				41,464				
Cycle 1				55,801				
Cycle 2				55,566				
Cycle 3				40,946				
<b>Secondary</b>				<b>48,038</b>				
<b>C.3 AVERAGE PASS RATE</b>								
<b>AM Shift</b>			-	-			<b>73%</b>	
<b>CYCLE</b>								
Primary							<b>73%</b>	
KG							80%	
Cycle 1							81%	
Cycle 2							71%	
Cycle 3							60%	
<b>Secondary</b>							<b>74%</b>	
<b>C.4 GENDER</b>								
<b>AM Shift</b>								
Girls							<b>78%</b>	
Boys							<b>68%</b>	
<b>C.5 REGION</b>								
<b>AM Shift</b>								
Beirut							<b>73%</b>	
Mount-Lebanon							<b>80%</b>	
North							<b>72%</b>	
Baalback-Hermel							<b>71%</b>	
Bekaa							<b>73%</b>	
South							<b>62%</b>	
Nabatieh							<b>81%</b>	

