

ANNEXE 1: RACE II LOGFRAME (2017-2021)

SDG Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all						
STATEMENT	INDICATORS	UNIT OF MEASUREMENT	ANNUAL / UNIT COST	BASELINE	TARGET 2021	MEANS OF VERIFICATION AND DATA SOURCE
Impact: The Lebanese national education system is able to provide equitable access to quality education opportunities for all children and youth	% of compulsory school-age children who are out of school (ages 06-14)	Children/Youth	Uncosted	Lebanese 6% Non-Lebanese 49% (Source: UNICEF HH Survey 2015)	Lebanese <5% Non-Lebanese <25%	MICS Round 6 (UNICEF) VASyR (UNHCR)
	Lebanon's TIMSS Average Scale Score (Grade 8) in Mathematics and Science	Score	Uncosted	TIMSS 2015 (Source: Results available late 2016)	TBD after TIMS 2015 results are released	TIMSS 2019
	National exams pass rate for public schools (Grades 9 and 12 in all subjects)	Rate	Uncosted	Grade 9: 63.70% Grade 12: 80% (Source: Official Exams Department for the scholastic year 2015/16)	Grade 9: 68% Grade 12: 84%	Publication of national exams (Official Exams Department, MEHE)
PILLAR I : IMPROVED ACCESS TO EDUCATION OPPORTUNITIES						
Outcome 1 : Enhanced access to, and demand from, children, youth, and their caregivers, for equitable formal or regulated non-formal education	# of students (aged 03-18) enrolled in formal education (Gross Enrolment Rate)	Enrolled students	Uncosted	Public Schools: <u>Lebanese:</u> Pre-Primary 38,217 Cycle 1 (Grade 1-3) 44,288 Cycle 2 (Grade 4-6) 54,450 Cycle 3 (Grade 7-9) 60,055 Secondary 52,484 TVET 43,000 <u>Non-Lebanese:</u> Pre-Primary 19,046 Cycle 1 (Grade 1-3) 86,214 Cycle 2 (Grade 4-6) 32,344 Cycle 3 (Grade 7-9) 11,063 Secondary 2,280 TVET 750 Private Schools: approx. 735,000 (Source: PMU June 2016 for the scholastic year 2015/16)	Public Schools: <u>Lebanese:</u> Pre-Primary 40,166 Cycle 1 (Grade 1-3) 46,547 Cycle 2 (Grade 4-6) 57,227 Cycle 3 (Grade 7-9) 63,118 Secondary 55,220 TVET 44,000 <u>Non-Lebanese:</u> Pre-Primary 31,802 Cycle 1 (Grade 1-3) 143,955 Cycle 2 (Grade 4-6) 54,006 Cycle 3 (Grade 7-9) 18,472 Secondary 4,907 TVET 2,505 Private Schools : N/A	Annual Statistics Yearbook (CERD)
Output 1.1.: Children, youth, and their caregivers are provided with the necessary support to increase their demand for formal education or regulated non-formal education	% of children and youth reached through BTS Initiatives who enrol into public formal education the following scholastic year	Annual BTS Initiative	US\$ 6 million per year	Baseline TBD by KAP survey to be conducted early 2017	At least 75% of those targeted	Reports from the BTS referral system (PMU, UN agencies, NGOs)
	# of children and youth whose registration fees for public formal education are partially or fully subsidised	Children/Youth				
		Lebanese	US\$ 160	Pre-Primary 38,217	Pre-Primary 40,166	Financial and Programme Reports (PMU)
		Lebanese	US\$ 160	Cycle 1 (Grade 1-3) 44,288	Cycle 1 (Grade 1-3) 46,547	
		Lebanese	US\$ 160	Cycle 2 (Grade 4-6) 54,450	Cycle 2 (Grade 4-6) 57,227	
		Lebanese	US\$ 160	Cycle 3 (Grade 7-9) 60,055	Cycle 3 (Grade 7-9) 63,118	
		Non-Lebanese	US\$ 363	Pre-Primary 19,046	Pre-Primary 22,080	
		Non-Lebanese/First Shift	US\$ 363	Cycle 1 (Grade 1-3) 24,200	Cycle 1 (Grade 1-3) 28,054	
		Non-Lebanese/First Shift	US\$ 363	Cycle 2 (Grade 4-6) 13,502	Cycle 2 (Grade 4-6) 15,653	
		Non-Lebanese/First Shift	US\$ 363	Cycle 3 (Grade 7-9) 6,115	Cycle 3 (Grade 7-9) 7,089	
		Non-Lebanese/Second Shift	US\$ 600	Cycle 1 (Grade 1-3) 62,014	Cycle 1 (Grade 1-3) 129,080	
		Non-Lebanese/Second Shift	US\$ 600	Cycle 2 (Grade 4-6) 18,842	Cycle 2 (Grade 4-6) 39,219	
		Non-Lebanese/Second Shift	US\$ 600	Cycle 3 (Grade 7-9) 4,948	Cycle 3 (Grade 7-9) 10,299	
		Non-Lebanese/First Shift	US\$ 181	Secondary 2,280	Secondary 3,672	
		Non-Lebanese	US\$ 300	TVET 750	TVET 1,208	
	# of children and youth whose registration fees for regulated NFE programmes are partially or fully	Children/Youth				Financial and Programme Reports (PMU, UN Agencies, and NGOs)
		Non-Lebanese	US\$ 600	Prep-ECE: 0	Prep-ECE: 30,000	
		Non-Lebanese	US\$ 450	ALP: 11,187 (2 rounds)	ALP: 88,813	
		Non-Lebanese	US\$ 1,100	TVET for refugees: 0	TVET for refugees: 20,000	

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Output 1.1.: Children, youth, and their caregivers are provided with the necessary support to increase their demand for formal education or regulated non-formal education	subsidised	Non-Lebanese	US\$ 250	CB-ECE: 0	CB-ECE: 50,000	Financial and Programme Reports (PMU, UN Agencies, and NGOs)
		Non-Lebanese	US\$ 250	BLN (aged 10-18): 0	BLN (aged 10-18): 40,000	
		Non-Lebanese	US\$ 250	BLN-Youth (aged 16-20): 0	BLN-Youth (aged 16-20): 15,000	
	# of children and youth enrolled in public formal education whose education-related costs are partially or fully subsidised	Children/Youth		355,331	100% of enrolled students	Financial and Programme Reports (PMU)
		School Supplies	US\$ 10	30,600	50% of enrolled students	
		Yearly transportation	US\$ 160	Unknown	100% of enrolled students	
	# of children and youth enrolled in regulated NFE programmes whose education-related costs are partially or fully subsidised	Textbooks	between \$20 to \$30	0	25% of requested needs	Financial and Programme Reports (PMU, UN Agencies, and NGOs)
		Special Equipment	US\$ 300			
		Children/Youth		11,187	100% of enrolled students	
		School Supplies	US\$ 7	11,187	75% of enrolled ALP students	Financial and Programme Reports (PMU, UN Agencies, and NGOs)
		Monthly transportation	US\$ 20	11,187	100% of enrolled students (not ALP)	
		Textbooks	US\$ 10	0	25% of requested needs	
Output 1.2.: Children and youth have improved access to appropriately equipped public schools, especially in under-served areas	# of public school buildings that meet MEHE's Effective School Profile (ESP) standards	Public school	approx. US\$ 150,000 per rehabilitation project	Total public schools: 1,261 Number of public schools that meet ESP standards: 377 (Source: MEHE, July 2016)	884 public schools	Engineering team (MEHE-PMU)
	# of public schools newly built or expanded to meet quality standards specified in GoL's Decree 9091	Public school	between \$3 million and \$5 million (construction) \$500,000 (extension)	Public schools built in accordance with Decree 9091: 200 (Source: MEHE, July 2016)	40 built; 125 extension	Engineering team (MEHE-PMU)
	# of MEHE-owned public school buildings meeting ESP standards equipped in line with MEHE specifications	Public school	approx. US\$ 30,000 per public school	Public schools that are equipped in accordance with Decree 9091: 200 (Source: MEHE, July 2016)	500 public schools	Engineering team (MEHE-PMU)
	# of public school buildings fully furnished in line with MEHE specifications	Public school	approx. US\$ 50,000 per public school	184 (Source: MEHE, July 2016)	>1000	Engineering team (MEHE-PMU)
PILLAR II : IMPROVED QUALITY OF EDUCATION SERVICES						
Outcome 2: Enhanced quality of education services and learning environments to ensure grade-appropriate learning outcomes for children and youth	Completion rates by Cycle (% of children and youth of the corresponding graduation age who have completed a Cycle)	Rate	Uncosted	Lebanese Cycle 1: 96% Cycle 2: 87% Cycle 3: 78% Non-Lebanese Cycle 1: 68% Cycle 2: 51% Cycle 3: 52% (Source: UNICEF HH Survey 2015)	Lebanese Cycle 1: >96% Cycle 2: >87% Cycle 3: >78% Non-Lebanese Cycle 1: >68% Cycle 2: >51% Cycle 3: >52%	Annual Statistics Yearbook (CERD), MICS Round 6 (UNICEF), VASyR (UNHCR)
	Retention rates by Cycle (% students who were at school the last scholastic year who remain at school the next scholastic year)	Rate	Uncosted	Lebanese 99% for all Cycles Non-Lebanese Cycle 1: 99% Cycle 2: 94% Cycle 3: 93% (Source: UNICEF HH Survey 2015)	Same rates maintained	Annual Statistics Yearbook (CERD), MICS Round 6 (UNICEF), VASyR (UNHCR)
	Transition rates by Cycle (% students at the last grade of one Cycle the last scholastic year who are at the first grade of the next Cycle the next scholastic year)	Rate	Uncosted	Lebanese Cycle 1 to Cycle 2: 100% Cycle 2 to Cycle 3: 94% Cycle 3 to Secondary: 91% Non-Lebanese Cycle 1 to Cycle 2: 96% Cycle 2 to Cycle 3: 82% Cycle 3 to Secondary: 82% (Source: UNICEF HH Survey 2015)	Same rates maintained	Annual Statistics Yearbook (CERD), MICS Round 6 (UNICEF), VASyR (UNHCR)

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	# of students in public schools successful in Grade 3 and Grade 6 learning assessment tests	Students	Uncosted	Grade 3: 0 Grade 6: 0 (Baseline at 0 because learning assessment is to be developed by CERD based on new curriculum)	Grade 3: TBD after pilot Grade 6: TBD after pilot	Annual Statistics Yearbook (CERD)
	% of children and youth attending regulated NFE who transitioned to formal education	Children/Youth	Uncosted	Preparatory ECE: 0% ALP: 35% Community-based ECE: 0% BLN: 0% BLN-Youth: 0% (PMU, June 2016)	Preparatory ECE: >20% ALP: 65% Community-based ECE: >20% BLN: >20% BLN-Youth: >20%	Financial and Programme Reports (PMU, UN Agencies, and NGOs)
Output 2.1.: Teachers, education personnel, and educators have enhanced capacities to provide learner-centred pedagogy in public schools or learning spaces	# of teachers, education personnel, and educators trained (disaggregated further by type of training)	Teachers, education personnel, educators	US\$ 100 per teach per year	Teachers : 14,000 per year (Source : CERD, June 2016)	Teachers : 14,500 per year	Financial and Programme Reports (CERD)
			US\$ 85 education personel per year	Education personnel: 0 (Source : CERD, June 2016)	Education personnel: 3,783 per year	
			US\$ 75 per educator per year	Educators : 0 (TBD)	Educators : TBD	
	% of trained teachers whose teaching performance meets national performance standards	Teachers	Uncosted	0% (Source: PMU, June 2016)	>75%	Programme Reports (CERD) Teacher performance monitoring reports (DOPS)
	% of educators employed in learning spaces whose teaching performance meets MEHE's standards (SOPs)	Educators	Uncosted	0% (Source: PMU, June 2016)	>75%	Programme Reports (CERD) Teacher performance monitoring reports (DOPS)
	# of teachers and educators who receive a MEHE-endorsed teachers guides and training materials	Public school	Included in teacher training costs above	0 (Source: CERD, June 2016)	Teachers : 14,500 per year Education personnel: 3,783 per year	Financial and Programme Reports (CERD)
	# of DOPS counsellors in Second Shift trained	DOPS counsellor	\$500,000 per year for Second Shift DOPS Counsellors	Total DOPS: 475 Total Academic: 405 Total PSS: 17 Total Health: 39 (Source: DOPS, June 2016)	Academic: 250 PSS: 550 Health: 550	Financial and Programme Reports (CERD) Teacher performance monitoring reports (DOPS) Financial and Programme Reports (DOPS)
Output 2.2.: Teachers and education personnel at the school-level and educators in learning spaces are capacitated to contribute to inclusive, safe, healthy, protective environments	# of Second-Shift schools that implement and monitor their School Improvement Plan (SIP) within the same academic year, with the involvement of parents	Public school	US\$ 10,000 per public school per year	160 (Source: PMU, June 2016)	100% of Second Shift schools	Financial and Programme Reports (PMU)
	# of Second-Shift schools that conduct 2 or more health checks per year	Public school	Uncosted	0 (Source: PMU, June 2016)	100% of Second Shift schools	Programme Reports (from DOPS working in Second Shift)
	% of cases of violence involving students that require follow-up/referral and for which referral mechanisms were followed, in public schools, learning spaces, or communities	Cases	Uncosted	0 (Source: MEHE and UN, June 2016)	>90%	Programme Reports (DOPS, PMU, UN Agencies, NGOs)
	% of children and youth with special needs identified and referred by public schools, learning spaces, or communities	Cases	Uncosted	0 (Source: MEHE and UN, June 2016)	>90%	Programme Reports (DOPS, PMU, UN Agencies, NGOs)
	# of academic monitoring visits conducted by DOPS counsellors in Second-Shift schools	Monitoring visits	between \$75 and \$95 per visit	3 to 4 visits per subject per year (Source: PMU, June 2016)	4 visits per subject per year	Programme Reports (from DOPS working in Second Shift)

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	# of children and youth benefitting from remedial or homework support programmes	Children/Youth	US\$ 250 per child per year	Summer remedial : 18,500 Homework support: 20,000 (Source: Regional Office/PMU, July 2016)	Summer remedial : 40,000 per year Homework support: 50,000 (Source: Regional Office/PMU, July 2016)	UN agencies, NGOs
	# of Second-Shift public schools with Community Liaison volunteers	Public school	Uncosted	0 (Source: UNHCR, July 2016)	100% of Second Shift schools	Programme Reports (UNHCR)
PILLAR III : IMPROVED EDUCATION SYSTEMS						
Outcome 3: Enhanced governance and managerial capacities of RACE II implementing institutions to plan, budget, deliver, monitor, and evaluate education services	CERD Annual Statistics Yearbook is published by 01 August every year for the last academic year (inclusive of all refugee-education data)	Not applicable	Uncosted	CERD Annual Statistics Yearbook is published by December for the previous academic year (without refugee-education data) (Source : CERD, July 2016)	Lebanese and non-Lebanese data by 01 August for the last academic year published	CERD Annual Statistics Yearbook
	Mid-cycle and end-cycle RACE II programme review completed	Not available	Uncosted	Not applicable	Mid-cycle and end-cycle RACE II programme review documents published	Mid-cycle and end-cycle RACE II programme review documents (PMU)
	Annual RACE II Operational and Financial Plan and Report available	Not available	Uncosted	Not applicable	Annual RACE II Operational and Financial Plan and Report available	PMU and CERD Audit Reports (World Bank), RACE II Annual Operational and Financial Plan and Report (PMU and CERD)
Output 3.1.: CERD is capacitated to administer an effective education data management system	Unified framework for data management, data collection protocols, and compliance systems endorsed and operational	Not available	US\$4 million	Not applicable	A unified framework for data management, data collection protocols, and compliance systems is endorsed and operational	Framework document (CERD)
	% of public schools with education data management system functioning	Public school		0% (Source : CERD, July 2016)	>90%	Programme Reports (CERD)
	% of schools with disaggregated data on refugee student enrolment made available by 01 February of each year for current scholastic year	Public school		0% (Source : PMU July 2016)	>90%	Programme Reports (PMU)
	Datasets for refugee enrolment (by public and regulated NFE) produced by 01 February of each year for the current scholastic year	Datasets		Not available	Datasets produced by 01 February of each year for the current scholastic year	Datasets on refugee enrolment for formal and non-formal education (PMU)
Output 3.2.: Revised curricula for schools and learning spaces are developed and endorsed to improve quality learning, life skills, and employability for children and youth	National curriculum design document completed for submission to the National Higher Committee	Not applicable	US\$ 28 million for the whole curriculum revision and piloting process	Existing curriculum	National curriculum design document completed and submitted to the National Higher Committee	National curriculum design document (CERD)
	CERD capacitated and equipped to develop interactive content and e-platform	Not applicable		Interactive curriculum and e-platforms do not yet exist	Interactive curriculum available; e-platforms operational	Programme Reports (CERD)
	National textbooks piloted, evaluated, and finalized for print	Not applicable		Existing textbooks	Finalized national textbooks ready for print	Programme Reports (CERD)
	All NFE programmes in the MEHE NFE Framework developed, endorsed, and operational	NFE Programme	US\$ 3 million to develop all remaining NFE Programmes	ALP programme currently endorsed	Prep-ECE, BLN, BLN-Youth, CB-ECE, TVET Training Programmes operational	Programme Reports (CERD and PMU) Endorsed documents for each NFE programme (PMU and CERD)
	National learning assessment strategy developed and operational	Strategy document	Uncosted	National learning assessment strategy does not exist	National learning assessment strategy developed and operational	Strategy document (CERD)

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Output 3.3.: Appropriate policy frameworks are endorsed and implemented to regulate education programmes and services, strengthen school management, and professionalise teaching services	National Teacher Assessment Framework and teacher observation tools developed and operational	National Teacher Assessment Framework and teacher observation tools	Uncosted	Existing national Teacher Assessment Framework and teacher observation tools	National Teacher Assessment Framework and teacher observation tools developed and operational in line with new curriculum designed by CERD	National Teacher Assessment Framework and teacher observation tools (CERD and DOPS)
	SOPs for the operationalisation of the national framework for school-based management (SBM) in Second Shift Schools endorsed	SOPs	Uncosted	SBM SOPs for Second Shift schools do not exist	SOPs for the operationalisation of the national framework for school-based management in Second Shift Schools endorsed	SBM SOPs for Second Shift Schools (PMU)
	Policy and mechanisms to monitor violence against children in schools endorsed and operationalised by MEHE (with MOSA, MOJ, MOI)	Policy and mechanisms	Uncosted	Uniform protocols and mechanisms to monitor child violence do not exist	Policy and mechanisms to monitor violence against children in schools endorsed and operationalised by MEHE (with MOSA, MOJ, MOI)	Document on child protection policy and mechanisms (MOSA, MOJ, MOI, MEHE-PMU, DOPS, UN Agencies)
	Policy framework for special needs education endorsed and operational	Policy framework	Uncosted	Policy framework for special needs education does not exist	Policy framework for special needs education endorsed and operational	Policy framework for special needs education (CERD and DOPS)
	Standards for learning spaces and for educator profiles developed in line with INEE standards; endorsed	Standards for NFE learning spaces and educator profiles	Uncosted	Standards for NFE learning spaces and for educator profiles unavailable	Standards for NFE learning space and for educator profile in line with INEE standards developed and endorsed	Document on standards for NFE learning spaces and educator profiles (PMU, CERD, and EIE Committee)
	Document on Risk Screening of Public Schools in Lebanon under the National School Safety Programme (NSSP) available	Document	US\$ 500,000 for risk screening of all public schools	Risk Screening data not available	Document on Risk Screening of Public Schools in Lebanon under the National School Safety Programme (NSSP) available	Document on Risk Screening of Public Schools in Lebanon (PMU)
Output 3.4.: The PMU, in collaboration with CERD and DOPS, is capacitated to lead RACE II with MEHE departments and relevant education stakeholders	RACE II coordination mechanisms led by PMU established and fully functional	Coordination mechanisms	Uncosted	REC and the NGO-sub committee exists as the only coordination body	Functional coordination mechanisms with MEHE departments, donors, UN agencies, and NGOs implementing RACE II	Minutes of meetings (PMU and sub-committees)
	Technical assistance plan for PMU, CERD, and DOPS available	Plan document	US\$ 2 million per year	Existing staffing and organisational structure of PMU, CERD, and DOPS	Technical assistance plan for PMU, CERD, and DOPS available	Plan document (PMU, CERD, DOPS)
	Quality control standards for planning, procurement and financial management for PMU and CERD endorsed and operational	Standards	US\$ 2 million for the full audit	Industry-standards for planning, procurement, and financial management are not yet finalised for PMU and CERD	Quality control standards for planning, procurement and financial management for PMU and CERD endorsed and operational	Document on the quality control standards for planning, procurement and financial management for PMU and CERD (External Audit report, World Bank)