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RESOURCE GUIDE FOR GENDER INTEGRATION IN EDUCATION PROGRAMMING IN LEBANON

Performance Management and Support Program for Lebanon (PMSPL II)

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ACRONYMS

AFE	Arab Foundation for Freedoms and Equality
BT	Baccalauréat Technique [Technical Baccalaureate]
CDCS	Country Development Cooperation Strategy
CEDAW	Committee on the Elimination of Discrimination Against Women
CERD	Center for Educational Research and Development
CLA	Collaborating, Learning, and Adapting
COR	Contracting Officer's Representative
D-RASATI	Developing Rehabilitation Assistance to Schools and Teachers Improvement
EAID	Educational Association for IT Development
GBV	Gender-based violence
GE/FE	Gender equality and female empowerment
IM	Implementing mechanism
IRB	Institutional review board
KIP	Knowledge Is Power (project)
LLWB	Lebanese League for Women in Business
MEHE	Ministry of Education and Higher Education
MISC	Multiple Indicators Cluster Survey
PAD	Project Appraisal Document
PMSPL II	Performance Management and Support Program for Lebanon
QITABI	Quality Instruction towards Access and Basic Education Improvement
RACE II	Reaching All Children with Education II
SRGBV	School-related gender-based violence
STEM	Science, technology, engineering, and mathematics
TAG	Technical Advisory Group
TVET	Technical and vocational education and training
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WASH	Water, Sanitation, and Hygiene
WIF	Women in Front

INTRODUCTION

BACKGROUND

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The United States Agency for International Development (USAID) has worked in Lebanon in coordination with Lebanon's Ministry of Education and Higher Education (MEHE) since 2006. USAID's basic education programs aim to enhance students' achievement by improving educational environments with repairs and equipment; increasing learning opportunities through teacher training and extracurricular activities; and increasing stakeholder engagement in public schools. In higher education, the USAID-funded University Scholarship Program helps prepare talented, yet economically or otherwise disadvantaged public school students from across Lebanon for careers in high-demand fields so they can contribute as leaders in their community, region, and the world. In technical and vocational education and training (TVET), USAID-funded programs focus on workforce development for skills training.

Despite these efforts and investments, Lebanon's public education system continues to face significant challenges, burdened by the lingering effects of conflict, teacher shortages, capacity constraints, and infrastructure limitations. As a result, families who can afford private schools prefer them and approximately two-thirds of Lebanese children attend private schools. This disparity has increased gaps in access to quality education between economically advantaged youth and their less advantaged peers. USAID works in collaboration with the Lebanese government and local stakeholders to build access to high-quality education for all.

In 2016 and 2017, the PMSPL II conducted three education gender analyses – basic public education, higher education, and vocational training; an endline evaluation of the Developing Rehabilitation Assistance to Schools and Teachers Improvement project (D-RASATI); and a midline evaluation of the Quality Instruction towards Access and Basic Education Improvement project (QITABI). Both evaluations included questions related to gender equality and female empowerment. These analyses and evaluations were conducted in line with the 2012 USAID Gender Equality and Female Empowerment Policy (GE/FE), which requires gender integration in all of USAID's programming.

The availability of these large, Lebanon-specific data sets provided the opportunity for the PMSPL II to develop a *Resource Guide for Gender Integration in Education in Lebanon.* This guide draws on the evidence generated from the gender analyses, evaluations of USAID/Lebanon education projects, as well as key informant interviews with education and gender stakeholders in Lebanon, and the engagement of a Lebanon-based technical advisory group (TAG) made up of education and gender experts in the design and review of drafts.

PURPOSE

The objectives of this Guide are to provide:

1. Evidence on the gender gaps in the education sector in Lebanon
2. Evidence-based approaches aligned with the USAID Education Strategy[1] Goals:

   Goal One: Improved reading skills for100 million children in primary grades

   Goal Two: Improved ability of tertiary and workforce development programs to generate workforce skills relevant to a country's development goals

   Goal Three: Increased equitable access to education in crisis and conflict environments for 15 million learners.[2]

3. Guidance on how to collect and use monitoring and evaluation data to learn about gender norms and dynamics related to USAID/Lebanon education projects and adapt accordingly, including illustrative indicators for each of the USAID Education Strategy goals.

This resource guide aims to increase implementing mechanisms' (IMs') knowledge of gender norms and dynamics in Lebanon that affect or influence education outcomes related to the three USAID Education Strategy Goals, resulting in gender-aware and gender-transformative USAID/Lebanon education projects and, ultimately, improving implementation, monitoring, and evaluation, and contributing to better project outcomes.

PHOTO CREDIT USAID/LEBANON

[1] The USAID Education Strategy 2011-2015 was, in 2016, officially extended through 2017 and is currently under review.
[2] USAID/Lebanon education projects currently focus on Goals 1 and 2, but PMSPLII believes there is an intention to start focusing on Goal 3 given that the project was asked to include Syrian refugees in the three gender analyses.

INTEGRATING GENDER IN THE EDUCATION SECTOR

Globally, girls and boys face many barriers to going to school, learning, and advancing to employment or higher education. The benefits of gender-inclusive education have been proven repeatedly and, based on this evidence, USAID has worked to close the gender gap in education. From 2011 to 2015 the Agency:

PHOTO CREDIT USAID/LEBANON

- Provided basic education programming that reached 20.2 million young women
- Worked with 40 host-country governments to implement evidence-based, sustainable, gender-sensitive programming in reading instruction
- Increased access to education for 2.4 million children and youth (1.1 million female and 1.3 million male) who were previously out-of-school due to crisis or conflict
- Improved employment opportunities for nearly 300,000 women and 311,000 men
- Trained an average of 450,000 teachers (220,000 women and 230,000 men) annually.

Learning from years of experience, USAID's gender-inclusive education programming seeks to ensure education programming meets the individual needs of girls and boys so they can succeed in school and at work.

FOUR DIMENSIONS OF GENDER EQUALITY IN EDUCATION

Viewing programming options through the multiple dimensions of gender equality can generate new ways of thinking about education for all children. A perspective that considers the dynamics between males and females, and their respective socioeconomic and political roles will produce better results in women's and girls' education.

Such a perspective is also useful for understanding the dynamics that have a positive or negative impact on the education of boys.

The four dimensions of gender equality in education demonstrate that gender parity is not the only milestone against which success should be measured. Educators must understand how stereotypes limit choices and opportunities in different ways for boys and girls, and obscure their needs and differences. This understanding will help educators create learning opportunities that will enable all children to flourish and reach their full potential.

The four dimensions of gender equality in education are:[3]

1. **Equality of access.** Girls and boys are offered equitable opportunities to gain admission to formal, non-formal, or alternative approaches to basic education. Actual attendance, rather than enrollment, is a better indicator of whether access has been achieved.

[3] EQUATE Project. 2008. *Education from a Gender Equality Perspective*. Accessible at: http://www.ungei.org/resources/files/Education_from_a_Gender_Equality_Perspective.pdf

Illustrative Interventions

- Situate schools in close proximity to students' homes
- Form advisory committees in which teachers monitor girls' and boys' participation at school and intervene when necessary
- Raise parents' awareness of their rights and responsibilities in education, and of the importance of schooling for boys and girls
- Provide scholarships for children at risk to encourage better attendance, while simultaneously addressing the importance of education with parents and fostering more positive attitudes in teachers
- Reach out-of-school children through radio instruction provided in distance-teaching centers
- Include literacy and numeracy skill building and livelihoods training
- Train communities in monitoring access and quality through parent-teacher associations and school management committees, ensuring that women are part of their management
- Improve the ability of schools to provide educational services through education finance mechanisms that increase spending on quality inputs such as textbooks and decrease parental payments that might inhibit students' attendance.

2. **Equality in the learning process.** Girls and boys receive equitable treatment and attention, and have equal opportunities to learn. For example, although boys and girls are exposed to the same curricula, the coursework could be taught differently to accommodate different learning styles. This also means that all learners should be exposed to teaching methods and materials that are free of stereotypes and gender bias, and that boys and girls have the freedom to learn, explore, and develop skills in all academic and extracurricular offerings.

Illustrative Interventions

- Train curriculum developers, textbook writers, administrators, managers, and teachers in gender awareness prior to developing new curricula
- Train teachers in inclusive teaching practices to help them integrate students who have been marginalized due to poverty, ethnicity, language, or gender discrimination
- Increase school safety and decrease violence by maintaining safe and secure latrines, protecting girls on their way to and from school, abandoning corporal punishment, training teaching staff and students to prevent violence, and enforcing teacher codes of conduct
- Undertake annual classroom studies to monitor teachers' interactions with boys and girls to ensure equitable student treatment
- Institute policies that encourage girls' participation in technical training
- End academic streaming based on gender stereotypes (e.g., girls streamed into the humanities, and boys into science and technology)
- Ensure that teachers working in emergency or conflict situations are equipped to help children understand their rights and to provide context-specific knowledge, such as landmine safety, first aid, or peace education
- Provide accelerated learning programs to help students whose education was interrupted by war or other hardships to achieve grade-level equivalencies and potentially reenter the formal school system.

3. **Equality in educational outcomes.** Girls and boys enjoy equal opportunities to achieve, and outcomes are based on their individual talents and efforts. To ensure fair chances for achievement, the length of school careers, academic qualifications, and diplomas should not differ based on a person's sex. Mechanisms for evaluating individual achievement should also be free of any gender bias. What tests, examinations, and assessments measure tells students what matters and, to the extent that these mechanisms reflect a gender bias, they transmit messages to students that can discourage their interest in school or in particular subjects. Results from classroom tests, national examinations, and international assessments can influence boys' and girls' confidence levels, and their perceptions of their abilities and what is expected of them. They can also affect what is taught in the classroom and how content is delivered. Where tests or examinations are used to determine promotion into future grades or other types of educational opportunities, the extent of potential bias in these mechanisms is an important consideration when trying to ensure equality of access and equality of outcomes.

Illustrative Interventions

- Train teachers to understand how their perceptions or expectations of male and female students could influence the way they assess students' progress, mark examinations, and provide feedback
- Include an assortment of question types (prose, diagrams, charts, pictures, tables, etc.) when developing test, examination, or assessment questions to respond to the diversity in students' learning styles
- Use various question types (multiple choice, essay, short answer, etc.) and weigh the test items to ensure that students with different learning styles have equal opportunities to succeed
- Balance classroom assessment methods to evaluate group and individual work using verbal and written evaluation tools
- Review the existing tests, examinations, and assessments to determine whether the examples and language used are free of gender bias and stereotypes. Remove any gender-specific content and ensure that examples reflect a balance in girls' and boys' experiences.

4. **Equality of external results.** The equality of external results occurs when the status of men and women; their access to goods and resources; and their ability to contribute to, participate in, and benefit from economic, social, cultural, and political activities are equal. This includes career opportunities, the time needed to secure employment after leaving full-time education, and equal earnings for everyone with similar qualifications and experience regardless of sex, disability, or refugee status. The four dimensions of gender equality are related, but that relationship is complex and not necessarily linear. Parity in enrollment and greater gender equality in schooling can, and often does, coexist with inequalities outside of education. In fact, several studies have demonstrated that educational success for girls does not automatically translate into higher economic status or greater political participation as adults. At the same time, improving opportunities for women in the labor market can give them the economic means to send their children to school. Achieving equality after learners finish their studies and enter the labor market requires interventions that go beyond the education sector.

Illustrative Interventions

- Enact and enforce labor laws that ensure equal opportunity and pay equity
- Conduct social mobilization campaigns aimed at increasing women's and girls' status and value in society
- Promote legal reforms that ensure women and girls have equal protections and rights with regards to family law, citizenship, property ownership, political participation, inheritance, and finances
- Provide leadership training for women
- Promote infrastructure enhancements that encourage economic growth, reduce poverty, improve families' health and well-being, and ease the burden on women and girls
- Develop programs to remove implicit or explicit barriers to women's participation in nontraditional sectors, including targeted recruitment, training, and support initiatives for women.

The USAID Education Strategy states that USAID education programs should:

- Promote gender parity and gender equity
- Focus on improving education quality for both boys and girls
- Consider goal-specific gender needs for boys, girls, young men, and young women
- Develop gender equity strategies to address these issues during implementation.

USAID education interventions that target girls or boys should be based on sound gender analysis, meet an identified need or demand, promote learning outcomes, endeavor to bring about systemic change, and work to transform the power dynamics between the sexes. Promoting gender equality in education remains a top priority of all three USAID goal areas.

LEBANON'S EDUCATION SYSTEM IN BRIEF

BASIC EDUCATION

Basic education in Lebanon extends to grade 9, which corresponds to age 15. However, compulsory education, according to Law No. 686 (16/3/1998), stops at age 12.[4] Basic education is divided into four phases (see Exhibit 1): pre-school, primary (elementary), intermediate, and secondary education. Secondary education ends in a Baccalaureate or a TVET certificate, both of which provide access to tertiary education.

[4] National Educational Strategy in Lebanon, Vision Document prepared by Lebanese Association for Educational Studies 2006, p. 4.

Exhibit 1: Lebanon Basic Education Phases

Phase 1: Pre-school/ Kindergarten	Phase 2: Primary/Elementary	Phase 3: Intermediate	Phase 4: Secondary
•KG 1 •KG 2 •KG 3	•Grades 1-6	•Grades 7-9 •TVET Track (Brevet Professionnel)	•Grades 10-12 (Literary or Scientific Track) •TVET Track (Baccalaureat Technique)

The language of instruction at primary and secondary levels is Arabic, with English and French introduced early in elementary school. However, education law requires that mathematics and science be taught in English or French.

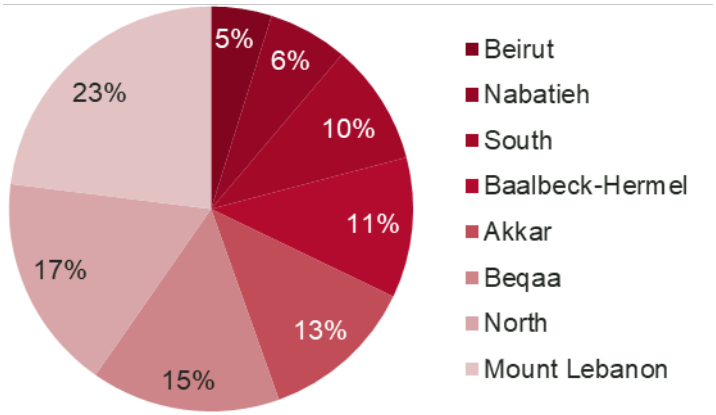
Secondary school is for 3 years and students must choose from three general categories: literary, scientific, or technical/vocational, depending on the student's future goals and his/her results on the *Brevet* examination. Literary and scientific track students who pass the final examination receive a *Baccalauréat Libanais* (Lebanese Baccalaureate – also known as Bac II), and technical/vocational track students who pass the final examination receive a *Baccalauréat Technique* (BT – Technical Baccalaureate).

The percentage of all students who had to repeat a basic public education class decreased from 40 percent in 2012 to 15 percent in 2016.[5] Boys were more likely to repeat a class and girls outperformed boys in attaining both the Brevet and a Baccalauréat.[6] In the academic year 2015-2016, 79 percent of basic education teachers and administrators were female.[7]

THE SECOND SHIFT

Lebanon, a country of approximately 4.5 million citizens, has 1 million registered Syrian asylum seekers, including almost 500,000 school-age children – more than the number of Lebanese children in public schools.[8] In an attempt to encourage integration, the MEHE has enrolled refugees into the existing public education system, channeling international funding to school rehabilitation and creating a "second shift" education program for refugees.

Exhibit 2: Distribution of Second Shift Schools in Lebanon in 2017



In 2013, MEHE and United Nations High Commissioner for Refugees (UNHCR) launched the second shift school program from 2 to 6 p.m. to accommodate Syrian refugees in Lebanese public schools. In the 2016-2017 academic year, 330 schools

[5] Committee on the Elimination of Discrimination Against Women (CEDAW), Lebanon. 2014. Accessible at: https://ritachemaly.files.wordpress.com/2015/04/cedaw-report-official-lebanon-2014-english-version.pdf
[6] PMSPL II. 2017. *Final Report: Gender Analysis of Basic Public Education in Lebanon*
[7] Center for Educational Research and Development (CERD) Statistics, 2015-2016
[8] Human Rights Watch. June 2016. *"Growing Up Without an Education" Barriers to Education for Syrian Refugee Children in Lebanon.* https://www.hrw.org/report/2016/07/19/growing-without-education/barriers

offered second shift classes across the country (see Exhibit 2).[9] As of May 2017, Lebanon hosted 488,832 non-Lebanese children and youth, 41 percent of whom are school-aged and enrolled in formal basic public education.[10]

This has not been without its problems. In many areas refugees vastly outnumber the Lebanese students, resulting in more demand than Lebanon has capacity for. There have also been reports of safety issues, harassment, violence, and discrimination that have led to a high dropout rate among refugee children. Refugee children who do continue in school struggle with the new and different curricula, language barriers, and lack of appropriate infrastructure. Additionally, second shift schools face low teacher capacity, overcrowding, lack of adequate sanitation facilities, and limited catch-up education programming.[11] All of these factors are coupled with the trauma and distress Syrian refugee children are facing.

HIGHER EDUCATION

Higher education includes American-, Arabic-, and French-patterned academic systems, and technical/vocational programs. Admission to post-secondary study requires a *Baccalauréat*. There are approximately 44 private universities licensed by the MEHE and one public university (the Lebanese University). The majority of universities are concentrated in Beirut with campuses and/or facilities spread out across the country; at least one-third are based in governorates other than Beirut.

The majority of universities, both public and private, operate in English or French – the two most widely used foreign languages in Lebanon.

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

Post-secondary technical/vocational education is offered at technical and vocational institutes, such as: (1) the *Technicien Supérieur* (Higher Technician), a 2-year program students are allowed to enroll in after completing and passing the official exams at the BT level or completing the secondary level and obtaining a *Baccalauréat Libanais*, and (2) the *Licence Technique* (Technical Licentiate), a 1-year program students are allowed to enroll in after completing and passing the official exams at the Techicien Supérieur level. Both public and private institutions offer TVET. During the 2015-2016 academic year, the Center for Educational Research and Development (CERD) reported 75,791 TVET students (55 percent male, 45 percent female, mainly in Mount Lebanon).[12]

EVIDENCE OF GENDER GAPS IN LEBANON'S EDUCATION SECTOR

CONTEXT

According to the 2016 World Economic Forum's Global Gender Gap Index Report, which quantifies the magnitude of gender disparities between women and men across four key areas (health, education, economy, and politics), Lebanon ranked 135th out of 144 countries. However, in education, Lebanon

[9] PMSPL II. 2017. *Final Report: Gender Analysis of Basic Public Education in Lebanon*.
[10] Ibid.
[11] Brookings Institute. 2016. *Inside Syrian refugee schools: Making room for refugees in second shifts.* Accessible at: https://www.brookings.edu/blog/education-plus-development/2016/02/17/inside-syrian-refugee-schools-making-room-for-refugees-in-second-shifts/
[12] PMSPL II. 2017. *DRAFT REPORT: Gender Analysis of Technical and Vocational Education and Training in Lebanon*.

ranks first on enrollment in secondary and tertiary education, indicating that the narrowest gender gap in Lebanon is in education as compared to health, economy, and politics.[13] Lebanon has closed more gender gaps in school enrollment, literacy, and participation in the workforce than other countries in the surrounding region.

Nonetheless, Lebanese cultural norms and stereotypes hinder gender equality and inclusion, and affect the education choices of students, parents, and teachers, resulting, for example, in:

- High dropout rates among adolescents (male and female)
- Stereotypes about what TVET areas males and females pursue
- High youth unemployment and few job prospects
- Limited government support for gender equality and inclusion of people living with disabilities, refugees, and other vulnerable populations.

Findings from the PMSPL II 2017 gender analyses of basic public education, higher education, and TVET education are organized below by USAID's five gender analysis domains, which can also be found in the gender analysis section of this resource guide.

BASIC PUBLIC EDUCATION

Gender parity in enrollment is evident at the basic education level in Lebanon, but equal access does not necessarily translate to equal quality of education. Girls and boys face different challenges in accessing quality education, and the needs of different groups of students, including those with disabilities, refugees, and those at risk of dropping out of school for work or marriage, need to be effectively integrated into basic education.

The government provides training to all teachers in the basic public education system and has delivered teacher training courses aimed at promoting gender equality in the classroom. However, the gender equality training is not mandatory and many teachers have not taken it. Many public schools are ill equipped to support students with disabilities: Lebanese teachers frequently lack training opportunities, schools often lack adequate infrastructure, and the basic public education system is not equipped with curricular modifications[14] and resources.

Gender and Inclusion Gaps in Basic Public Education

1. There is no MEHE-specific policy on gender equality
2. MEHE curricula and teaching and learning materials are gender-biased
3. Teachers are not adequately trained to promote gender equality, and inclusive approaches and practices
4. Schools are ill equipped to support students with special needs
5. Early and forced marriage leads to early dropout among girls
6. Refugee students are channeled into a second-stream system, which might limit opportunities for both girls and boys
7. Boys participate at lower rates in school leadership roles and responsibilities than girls, attend school at lower rates than girls, and are at higher risk of dropping out in search of economic opportunity
8. Syrian refugee students, especially girls, have limited access to extracurricular activities

[13] World Economic Forum. 2016. *Global Gender Gap Report: Lebanon.* Accessible at: http://reports.weforum.org/global-gender-gap-report-2016/economies/#economy=LBN

[14] The 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 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.

POLICIES, REGULATIONS, AND INSTITUTIONAL PRACTICES

The MEHE does not have a specific policy on gender equality in education, gender is not effectively integrated in the existing MEHE curriculum, and teachers are not adequately trained on gender and inclusive development in the basic education setting. There is widespread recognition among local and international donor organizations that the existing MEHE curriculum is outdated, heavily gender-biased, and in need of revision.

The MEHE has a mechanism to address school-related gender-based violence (SRGBV), but cases of sexual harassment and abuse are directed to mechanisms outside the school. There is no law that prohibits child marriage, which is a primary reason why girls drop out of school.

Despite the efforts of the MEHE and international community, the needs of refugee students are not being fully met. The basic education system aims to achieve basic accommodation for these students, but not equitable and effective integration. Given the ceiling placed on the number of non-Lebanese students who can enroll in the first shift, the majority of refugee students in the second shift might be limited in their ability to integrate with their Lebanese peers, and participate in extracurricular and other school activities. MEHE policy restricts refugee parents from participating in school parent associations, which hinders integration and limits these parents' decision-making power regarding their children's education.

CULTURAL NORMS AND BELIEFS

In general, parents and students value education and parents view it as an important tool for their children, particularly girls, to have an independent future.[15] Male students generally value education 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 studies indicate otherwise. Educators mostly favor co-ed classrooms, but encounter resistance from adolescent boys and girls, and parents in a few regions that are more religious and conservative.

Promising Practice: Girls Got IT

Girls Got IT is a joint Initiative between five Lebanese NGOs, led by Lebanese League for Women in Business (LLWB) in collaboration with the Lebanese Ministry of Education and Higher Education, in partnership with the United Nations Children's Fund (UNICEF) and funded by the Kingdom of Netherlands.

The main goal of *Girls Got IT* is to promote digital literacy among young girls by introducing them to various careers, and enriching their knowledge and developing their skills in science, technology, engineering, and math (STEM) fields to help close the gender gap in this sector.

GENDER ROLES AND RESPONSIBILITIES

Boys participate at lower rates in school leadership roles and responsibilities than girls, and attend school at lower rates than girls. There are a variety of reasons for this, many of which stem from cultural norms and beliefs. Boys are given more freedom to participate in activities outside of the home, both recreational and work-related. Girls are expected to attend school and return home, and have limited options to participate in activities outside of school or the home. At home, girls also take on more responsibilities than boys.

Male students are at higher risk of dropping out than girls, especially in Cycle 3, because they have more access to income-earning opportunities outside of school.

[15] PMSPL II. 2017. *Final Report: Gender Analysis of Basic Public Education in Lebanon*.

The roles and responsibilities of those working in the basic education system are also gendered. For example, in the 2015-2016 academic year, 79 percent of basic education teachers and administrators were female, but most leadership positions are perceived to be held by males.[16]

ACCESS TO AND CONTROL OVER RESOURCES

Girls play leadership roles in school, but do not have the same access to extracurricular activities as boys because of parental concern about girls' safety in traveling to and from school, and girls' additional responsibilities at home. There also exists a gender divide in extracurricular activity participation. Boys are more likely to participate in sports activities and girls in celebrations, cultural activities, and lectures. This does not necessarily reflect different aspirations, but is dictated by the cultural norms and expectations about appropriate activities.

Syrian refugees also face limitations in access to extracurricular activities because the time of the second shift classes often coincides with the time of extracurricular activities. Female refugee students' access is even more limited because of their restricted movement outside the home due to cultural norms and familial concerns for their safety. Both Lebanese and non-Lebanese students also have limited access to psychosocial support because counselors are not present in all schools (first and second shift). Schools also lack resources to ensure inclusion of children with special needs, and girls with disabilities have more restricted access to education and formal employment than boys with disabilities.

PATTERNS OF POWER AND DECISION MAKING

SRGBV is common in and around schools in Lebanon. Girls experience verbal harassment, and boys are subjected to physical violence and bullying. Male and female Syrian refugee students regularly face bullying and discrimination from peers, school management, and the host community. The common punishment for all students is exclusion from classroom and extracurricular activities, although boys experience more physical violence as punishment than girls.

Gender and Inclusion Gaps in Higher Education

1. Slightly lower male enrollment in higher education compared to female
2. Gender-blind education policies
3. Underreported sexual harassment
4. Limited opportunities for refugees to access higher education

HIGHER EDUCATION

Male enrollment in higher education was slightly lower than female – 46 percent compared to 54 percent of total student enrollment in Lebanese universities during the 2015-2016 academic year.[17] The majority of higher education students are Lebanese (86 percent) and non-Lebanese account for 14 percent. Over the last 4 years, approximately 2,369 Syrian refugee students enrolled in Lebanon (these data are not sex-disaggregated) compared with 510 in early 2016.[18]

Although more women than men are enrolled in higher education, women do not have equal access to resources and opportunities within the education system and in many other social, economic, and political aspects of their lives due to unequal laws and regulations, deeply patriarchal cultural values, and inadequate public policies and political systems that promote gender equality.

[16] Finding based on qualitative data gathered during PMSPL II gender analysis. Quantitative, sex-disaggregated data are currently unavailable for teachers and principals to confirm this finding.
[17] CERD, 2015–2016
[18] European Union (EU), 2016, p. 1

LAWS, POLICIES, REGULATIONS, AND INSTITUTIONAL PRACTICES

Higher education policies (governmental and institutional) are gender-blind[19] and do not actively promote gender equality. In the higher education gender analysis, only two of the sampled universities had an anti-harassment policy in place, and a campus "culture of silence," combined with low awareness and recognition of what constitutes sexual harassment among staff, faculty, and students, results in underreporting. While most universities have both formal and informal grievance processes that are gender-blind, male and female students have found the formal processes ineffective, and students have not taken advantage of informal reporting processes for fear of reprisal.

Topics related to promoting gender equality are not widely integrated into curricula, which does not help increase understanding on the part of students, staff, and faculty of topics such as harassment. Most universities do not, even informally, take action to raise awareness about gender equality or gender-based violence (GBV) prevention or response. Informal activities that do try to raise awareness about gender inequality, such student clubs, are largely student-led and female dominated.

CULTURAL NORMS AND BELIEFS

Cultural norms that stereotype males and females in all aspects of life persist across Lebanon – among students, peers, parents, and employers within the university setting. These stereotypes in higher education take the form of funneling students into tracks of study by sex, and perceptions that females are more studious and outperform males academically.

Student's choice of university is highly motivated by proximity, affordability, and reputation, but some sociocultural influences affect field of study, which is often related to stereotypes of male and female roles.

Policies to ensure training of university staff and faculty to address sexual harassment, gender stereotypes, or bias are not standardized.

GENDER ROLES, RESPONSIBILITIES, AND TIME USE

According to CERD, during the 2012–2013 academic year, 38 percent of faculty members at all academic levels at both public and private universities were women. However, at the administrative level, the percentage of women in these roles differs between public and private universities. At the public university, women represent 58 percent of people in

Promising Practice: The Knowledge Is Power (KIP) Project

The KIP project was initiated by the American University of Beirut and implemented in partnership with Lebanese civil society organizations, such as Women in Front (WIF) and the Arab Foundation for Freedoms and Equality (AFE). The project held five roundtables on gender and sexuality in education and brought together representatives from MEHE, Ministry of Social Affairs, university professors, activists, and civil society members. The project funded 15 White Paper Reports directly related to the questions and themes identified in the private roundtables, and organized a 2-day interdisciplinary Conference on Gender and Sexuality on March 31 and April 1, 2017 at the American University of Beirut where 200 academics, students, activists, journalists, researchers, and other stakeholders were invited to share their knowledge in the field.

[19] The term "gender-blind" refers to policies and programs designed without prior analysis of the culturally defined set of economic, social, and political roles, responsibilities, rights, entitlements, obligations, and power relations associated with being female and male, and the dynamics between and among men and women, boys and girls. Gender-blind programs or policies ignore gender considerations altogether. In contrast, "gender-aware" programs/policies deliberately examine and address the anticipated gender-related outcomes during both design and implementation. An important prerequisite for all gender-integrated interventions is to be gender-aware.

administrative roles, whereas at private universities, 47 percent of administrators are women.[20] This differs from basic education where the majority of teachers are thought to be female.[21]

In 2008, enrollment rates (according to the most recently available data) across faculties and disciplines[22,23] show that females dominated traditional majors like social services, environmental studies, education, life sciences, social and behavioral science, humanities, health, and arts. Males dominated traditional majors like engineering, transport services, computing, law, and architecture.[24]

Most students say that they make their choices completely independently, but external influences remain, including from parents, market needs, counselor advice, and social norms. To some extent, gender stereotypes could reflect employers' desire to hire women for stereotypical female jobs and men for stereotypical male jobs. Many male and female students choose majors that reflect these stereotypes because that is where they believe they will be the most employable. Even when males and females enter fields dominated by the opposite sex, they are directed to specialties and jobs within those fields that are perceived to be more "gender appropriate."

Syrian students, refugees or not, might perceive access to universities as limited due to harassment, and that could influence their decision to change universities if the opportunity exists. Accommodations for refugees across universities are limited, and not all universities offer modifications and accommodations for students with special needs.

ACCESS TO AND CONTROL OVER ASSETS, SERVICES, AND RESOURCES

The National Education Strategy Framework (2010-2015) specifies that all students should have equal opportunity, but students in urban areas have more access to education and resources than students in rural areas. Dependency on external funding and variations in quality exist along sectarian and geographical lines. These factors have particular implications for female students.

Lebanese University, the only public university, is the first choice for poor families to send their daughters to, especially those in rural areas.[25] Women accounted for 70 percent of graduates in the 2015-2016 academic year.[26]

Male and female students at the universities sampled for the higher education gender analysis indicated that career guidance counselors at some universities supported their choices of major, but there is a general lack of clear career counseling services, much less gender-sensitive ones.[27]

PATTERNS OF POWER AND DECISION MAKING

Proximity, affordability, and reputability are the three most important factors that affect student's choice of university. Females are more likely influenced by scholarships or financial aid, and family and friends. Current male and female students have not experienced cultural barriers or constraints to accessing, continuing, or completing their education, although economic and infrastructure challenges persist.

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[20] CERD Statistics Bulletin 2012-2013
[21] Finding is based on qualitative data. Quantitative, sex-disaggregated data are not available for teachers and principals.
[22] Yearly census on schools, teachers, professors, and students in the public schools.
[23] Includes the State of Children in Lebanon Survey (Multiple Indicators Cluster Survey – MICS II), 2000; The Lebanon Family Health Survey, 2004; The Living Conditions of the Households of 2004 and 2007; and MICS III, 2009.
[24] Central Administration of Statistics (CAS). 2010. *Gender Statistics in Lebanon Current Situation and Future needs*.
[25] Atallah, S. and M. Helou. 2012 *Gender Assessment for USAID Lebanon*.
[26] CERD 2015-2016.
[27] PMSPL II. 2017. *DRAFT REPORT: Gender Analysis of Higher Education in Lebanon*

Both female and male students participate in campus clubs and extracurricular activities, and female students have equal opportunities for campus leadership positions.[28]

TVET

Both public and private institutions carry out TVET in Lebanon. According to CERD, there are 120 public TVET schools[29] and 217 private institutions spread throughout Lebanon.[30] The TVET student population represents about 13 percent of students aged 12 to 21.[31] The number of TVET students in 2015-2016 was 75,791,[32] mainly located in Mount Lebanon, and comprised of 55 percent males and 45 percent females, which is a shift from the basic and higher education sectors.

Gender and Inclusion Gaps in TVET

1. Predominately male-oriented
2. Lack specific anti-harassment or anti-discrimination provisions
3. No official MEHE guidance on how TVET programs can help increase gender equality within specializations
4. Limited safe transportation options for females
5. Limited extracurricular activities for females
6. Female students experience harassment on their way to, from, and within schools

LAWS, POLICIES, REGULATIONS, AND INSTITUTIONAL PRACTICES

While the policies and regulations in place to govern TVET school operations and management are not overtly discriminatory, they are predominately male-oriented and include no specific anti-harassment or anti-discrimination provisions. There are no policies in place that require TVET staff or teachers to be trained on gender equality or GBV prevention and response. Also, although Gender Focal Points might organize these trainings at specific institutions, there is no requirement for teachers to attend.

CULTURAL NORMS AND BELIEFS

In Lebanon, TVET is commonly viewed as an alternative option for students who struggle with traditional academic education as opposed to a viable path to skills acquisition and employment. Also, while students are trained in specific technical or vocational tracks, TVET education does not necessarily prepare them to enter a workforce with a high youth unemployment rate and limited opportunities. Within TVET education, there are gaps in terms of which training tracks male and female students pursue, with some being more dominated by one than the other. Many factors contribute to this, but cultural norms and beliefs about acceptable employment fields for women and men play an important role.

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[28] Ibid.
[29] CERD, 2015-2016.
[30] Other sources, however, such the DGTVET (http://edu-lb.net/schoolrasmelist.php) indicate that there are 131 public schools, and SchoolNet website Educational Association for IT Development (EAID) (http://www.schoolnet.edu.lb/schools/vocational_ar.htm) lists 434 private TVET institutions. When this discrepancy was further investigated, DGTVET explained that every school that gets a permit for operation is on their list, including schools initiated as part of larger charity projects, such as NGOs or orphanages. Different branches of the same school are also counted separately because each branch must have different sets of official papers for the permit issuance. CERD explained that their information is based on secondary data provided by the DGTVET.
[31] This was calculated by subtracting kindergarten and basic education students from the total number of formal education students. The total number of students in grade 5 and up (age 12 and up) in formal education is 329,840, which makes the total number of students, including higher education and TVET, 605,310 (http://www.crdp.org/stat-details?id=25997&la=ar).
[32] CERD, 2015-2016

GENDER ROLES, RESPONSIBILITIES, AND TIME USE

Gender stereotypes, roles, and responsibilities strongly influence the tracks students choose within the TVET system. Within Lebanese society, men are traditionally perceived as the main breadwinners, while women are viewed in light of their reproductive roles. Men are perceived as strong and capable of performing physical activities, while women are perceived as weaker and in need of protection. Whether overtly or subliminally, this affects students' specialization choices and their employment prospects upon graduation. Even when females specialize in male-dominated tracks, they are often relegated to deskwork upon employment. And while TVET programs do not explicitly direct students towards sex-specific tracks, efforts to actively recruit students to specialize in tracks traditionally dominated by the other sex are limited. There exists no official MEHE guidance on how TVET programs can help increase gender equality within specializations.

Promising Practice: Curriculum Revision

Under the Reaching All Children with Education (RACE II) Strategy, MEHE and CERD, in collaboration with the World Bank, are working to revise the Lebanese curriculum, which has not been updated since 1997. The goal of the revision is to ensure it is competency-based, learner-centered, and relevant for the 21st century needs of the workforce.

In addition to the formal curriculum, MEHE will develop standardized, non-formal education programs that could work as pathways to formal education, particularly for children who have been out of school for a period of time. CERD developed a strategy to integrate gender across the curriculum to help inform the redesign process.

ACCESS TO AND CONTROL OVER ASSETS, SERVICES, AND RESOURCES

No official efforts have been made to promote student entry into non-traditional tracks because no official MEHE policy guidance exists. These efforts might be undertaken on an ad hoc basis, but are not formalized or consistent across TVET institutions.

During the PMSPL II Gender Analysis, TVET students mentioned infrastructure challenges related to the size of classrooms, and availability of facilities and equipment. In addition, students indicated issues related to transportation from remote areas and difficulties to reach institutions. This is a bigger problem for female students who already have limited safe transportation options.

PATTERNS OF POWER AND DECISION MAKING

When it comes to decision making over TVET specialization, students overwhelmingly choose majors and career paths that align with the existing gender roles and norms. Exceptions exist, but mainly among female students. The majority of students say their specialization decisions were influenced by parental advice, personal preference, and guidance from the TVET institution. Cultural and gender norms influence the decision-making processes for all students.

Looking at power and decision making among students within TVET institutions, both male and female students participate in student clubs, but extracurricular activities are limited in TVET institutions in general and especially for female students. TVET students generally have fewer opportunities for self-development and self-expression, especially females, due to the absence of extracurricular activities, student governance bodies, and clubs, in comparison with other education institutions. In cases where sports activities are available, they are sex-segregated and female students are neither welcome nor invited to join male-dominated sports activities.

No specific data exist about sexual harassment in TVET institutions. However, the TVET gender analysis conducted by PMSPL II indicates that female students experience harassment on their way to, from, and within institutions.

APPROACHES TO INTEGRATING GENDER IN EDUCATION PROGRAMMING

BASIC EDUCATION

The opportunities and potential activities for closing gender gaps in basic education, presented in Exhibit 3, are drawn from the *2017 PMSPL II Gender Analysis of Basic Public Education in Lebanon Report*, TAG reflections, and key informant interviews.

Exhibit 3: Opportunities and Activities for Gender Integration in Basic Education

	Opportunity	Potential Activities
1.	Address gender bias in the teaching/learning process	• Revise teacher training curriculum at teacher training colleges and universities • Develop, in partnership with the MEHE, in-service training for teachers focused on gender equality • Work with CERD to remove gender stereotypes and bias in teaching and learning materials • Provide training to teachers, administrators, and students that encourages non-traditional tracks for students continuing to TVET education following graduation • Design new and expand the existing interventions that increase girls' participation in STEM • Develop and implement similar programs for boys to help increase gender equality across all sectors
2.	Increase different education sector stakeholders' knowledge of gender norms and equality beyond girls' education and parity	• Train teachers, school administrators, and MEHE officials, especially gender focal points, to be more gender-aware by covering topics such as gender equality in the classroom, stereotypes, SRGBV, and gender-equitable curricula • Develop and support coordinating mechanisms for gender focal points at different ministries working on education, refugees, etc. to build collaboration, and improve communication and programming
3.	Improve school infrastructure to take into account the specific needs of girls, boys, and students with special needs	• Conduct gender and inclusion analyses of the existing sites (infrastructure and learning environment), and identify strategies to address the gaps • Design education infrastructure with access and inclusion in mind • Provide technical assistance to the MEHE to operationalize Law 220 for persons with disabilities, and to secure basic rights for other marginalized populations, such as refugee students, etc.

Opportunity	Potential Activities
4. Provide psychosocial support for students, particularly those who have experienced trauma and GBV, and refugees either in schools or through a referral system	• Work with the MEHE to develop psychosocial/counseling guidelines specific to basic education age groups • Train both male and female teachers on trauma-informed counseling skills • Establish guidance on referral networks for students in the health, legal, and psychosocial fields • Develop interventions that increase access to extracurricular activities for girls and Syrian refugees in the "second shift"
5. Create safe environments for students commuting to and from educational institutions	• Conduct a safety audit of the school environment to identify risk points for students (see illustrative checklist in Annex B) • Develop interventions to address identified risks, such as holding classes during the day when it is safe to walk, and subsidize transportation to and from school • Design interventions that take into account the different needs of girls, boys, refugees, students with disabilities, and students who live in remote or insecure areas
6. Create parity in the number of male and female staff in school leadership positions	• Develop a mentorship and leadership program for female staff to build capacity to take on school leadership positions • Train managers/supervisors on gender equality concepts to transform stereotypes and bias related to promotions • Create a monitoring system that tracks the number of male and female educators in teaching and school leadership positions

HIGHER EDUCATION

The opportunities and potential activities for closing gender gaps in higher education, presented in Exhibit 4, are drawn from the *2017 PMSPL II Gender Analysis of Higher Education in Lebanon Draft Report,* TAG reflections, and key informant interviews.

Exhibit 4: Opportunities and Activities for Gender Integration in Higher Education

Opportunities	Activity
1. Address gender bias in the teaching/ learning process	• Revise teacher training curriculum at teacher training colleges and universities • Develop in-service training for teachers focused on gender equality
2. Address sexual harassment and assault, especially on public university campus	• Design and implement campus-wide gender awareness-raising interventions • Work with university leaders to develop and implement a formal orientation program for students and teachers on sexual harassment and assault (what it is, how to respond) • Develop and implement strategic communications campaigns that engage students on topics related to discrimination, sexual harassment and rape, and gender balance in employment

Opportunities	Activity
	• Develop and implement interventions with male and female students, faculty, and administrators to break the "culture of silence" around sexual harassment, rape, and other harmful acts • Design and implement trainings on gender equality and sexual harassment for universities that can be customized for faculty, administrators, and students • Develop gender equality awareness and sexual harassment training for higher education employers recruiting students for internships and/or jobs. This could help disrupt the perpetuation of gender stereotyping in job recruitment and assignment. Such initiatives might also help increase the employability of males and females in jobs dominated by the opposite sex, as employers become more aware of previously unnoticed gender discrimination in their hiring practices and job assignments. This might, in turn, encourage male and female students to choose majors and career paths they would have otherwise dismissed as more suitable for the opposite sex. • Develop sexual harassment policies and formalized sexual harassment training for employers
3. Transform university policies that are gender-blind	• Work with the MEHE to identify policies that are gender-blind and revise them to be at least gender-aware, if not gender-transformative
4. Transform sex-biased tracks	• Develop behavior change communication initiatives to increase gender diversity within majors, as well as the specific track students choose to follow within their faculties • Establish systems for recruiting students in sectors dominated by one sex
5. Improve career counseling and support	• Conduct a market analysis of employment in Lebanon, disaggregated by sex, to assist university career counselors in their efforts to provide practical guidance to students on the labor market needs • Work with the MEHE and private and public universities to create gender-equitable career guidance frameworks that describe the role of the pre-university orientation program, as well as the career advisor's role and the employer's input on the job market • Design and deliver leadership development training particularly focused on women at universities. Although there are more female than male students at the universities, their prospects for employment upon graduation are not equal due to the gender norms of the job market.

TVET

The opportunities and potential activities for closing gender gaps in TVET, presented in Exhibit 5, are drawn from the 2017 *PMSPL II Gender Analysis of Technical and Vocational Education and Training in Lebanon Draft Report,* TAG reflections, and key informant interviews.

Exhibit 5: Opportunities and Activities for Gender Integration in TVET

Opportunities	Activities
1. Develop gender-equitable internal policies for TVET institution management and operations	• Train and recruit female instructors • Fund extracurricular activities with a psychosocial component
2. Increase engagement of students in non-traditional tracks	• Develop recruitment campaigns and incentives to attract males and females to non-traditional TVET tracks • Link with private sector companies that are willing to employ non-traditional employees, e.g., students who study untraditional subjects • Establish official policies and interventions to support recruitment to non-traditional tracks • Develop interventions with parents and students that emphasize specialization choice based on interests, rather than gender norms • Develop leadership programming for both female and male students to help increase their capacity, especially given the stigma surrounding TVET education
3. Increase access, safety, and security of students	• Provide transportation subsidies for students who have challenges in getting to and from school, especially girls and women who experience harassment, low-income students, refugee girls, and students with disabilities • Develop harassment policy, hotlines, and accountability systems within TVET institutions

INTEGRATING GENDER INTO USAID/LEBANON EDUCATION PROJECTS AND ACTIVITIES

RESPONDING TO SOLICITATIONS

USAID is required to conduct gender analyses to inform the design and development of Country Development Cooperation Strategies (CDCS) and projects and, in some cases, for activities (see ADS Chapter 201 Program Cycle Operational Policies). The findings from these project- and activity-level gender analyses are reflected in solicitations in a variety of ways. The most important aspect is that the relationship of gender equality and female empowerment to the activity purpose is:

- Spelled out in the problem statement
- Reflected in activity design and budget
- Indicated by the requirement for staff expertise in gender integration, which might come in the form of a key personnel focused on gender, or a Chief of Party or other Senior Technical staff with extensive experience working on gender equality and female empowerment
- Tracked by qualitative or quantitative indicators in performance monitoring
- Addressed in the evaluation plan and reporting requirements.

USAID integrates gender throughout solicitations and gender considerations should be reflected in the proposal by the IM. A single paragraph focused on gender and inclusion is not considered a fully integrated response, unless specifically requested by USAID in the solicitation.

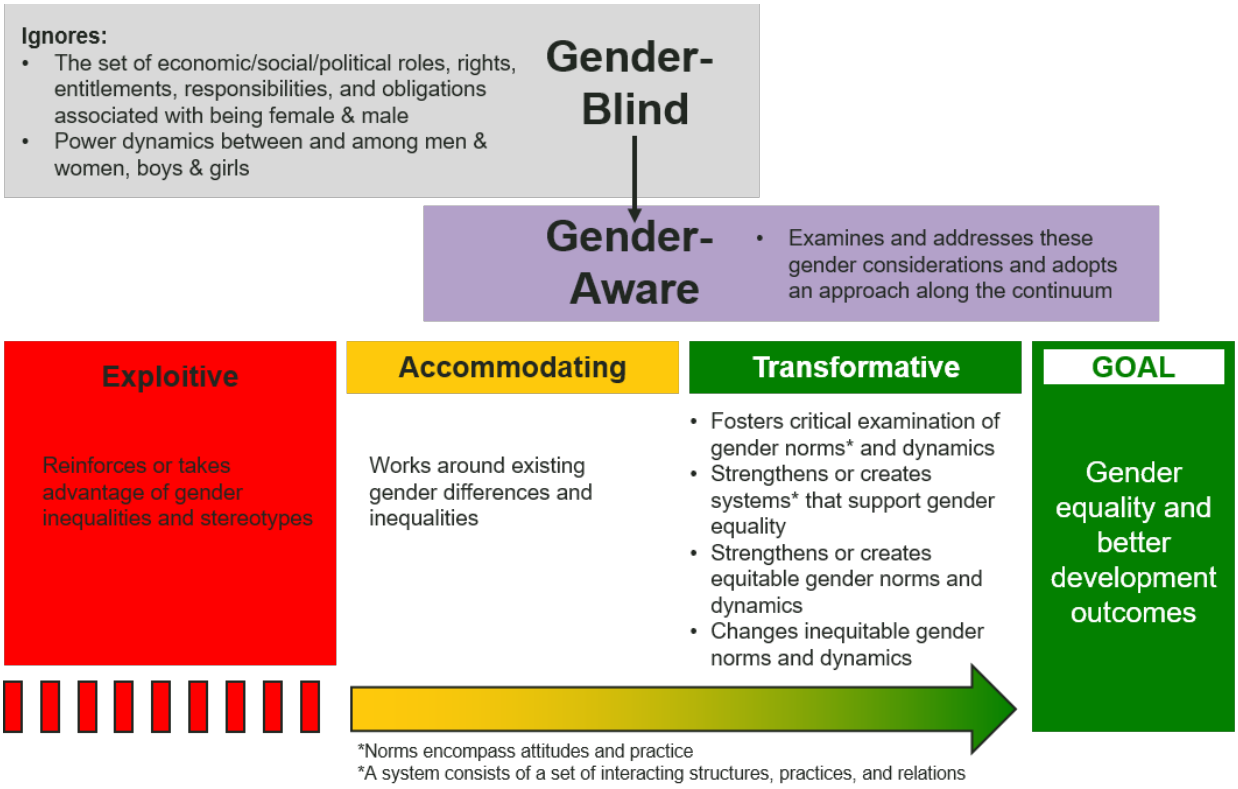
It is the IM's responsibility to propose a "gender-transformative" implementation plan so that it results in shifts in gender norms hindering achievement of development outcomes, and to identify indicators that will measure changes in these norms or narrowing of gender gaps identified in the gender analysis. The Gender Integration Continuum[33]illustrates how to move from gender-blind to gender-aware implementation toward the goal of equality and better development outcomes (see Exhibit 6 below).

Awareness of the gender context is often a result of a pre-program/policy gender analysis. "Gender-aware" contexts allow IMs to consciously address gender constraints and opportunities, and plan their gender objectives. The continuum is a tool for designers and implementers to use in planning how to integrate gender into programs and policies.

Under no circumstances should programs take advantage of the existing gender inequalities in pursuit of outcomes ("do no harm!"), which is why the area surrounding "gender-exploitative" is red and the arrow is dotted.

[33] Adapted from materials created by the Interagency Gender Working Group and funded by USAID.

Exhibit 6: Gender Integration Continuum



Gender-aware policies and programs identify, examine, and address the set of economic, social, and political roles, responsibilities, rights, entitlements, obligations, and power relations associated with being female and male, and the dynamics between and among men and women, boys and girls. Gender-aware programs fall somewhere along the gender integration continuum as outlined below:

- **Exploitative programs or policies** intentionally or unintentionally reinforce or take advantage of gender inequalities and stereotypes in pursuit of project outcomes or approaches that exacerbate inequalities. This approach is harmful and can undermine program objectives in the long run.
- **Accommodating** programs or policies acknowledge, but work around gender differences and inequalities to achieve objectives. Although this approach could result in short-term benefits and realization of outcomes, it does not attempt to reduce gender inequality or address the gender systems that contribute to the differences and inequalities.
- **Transformative** programs or policies seek to transform gender relations to promote equality and achieve program objectives. This approach attempts to promote gender equality by:
  1. Fostering critical examination of inequalities and gender roles, norms, and dynamics
  2. Recognizing and strengthening positive norms that support equality and an enabling environment
  3. Promoting the relative position of women, girls, and marginalized groups, and transforming the underlying social structures, policies, and broadly held social norms that perpetuate gender inequalities.

Most importantly, planners and managers should follow two gender integration principles:

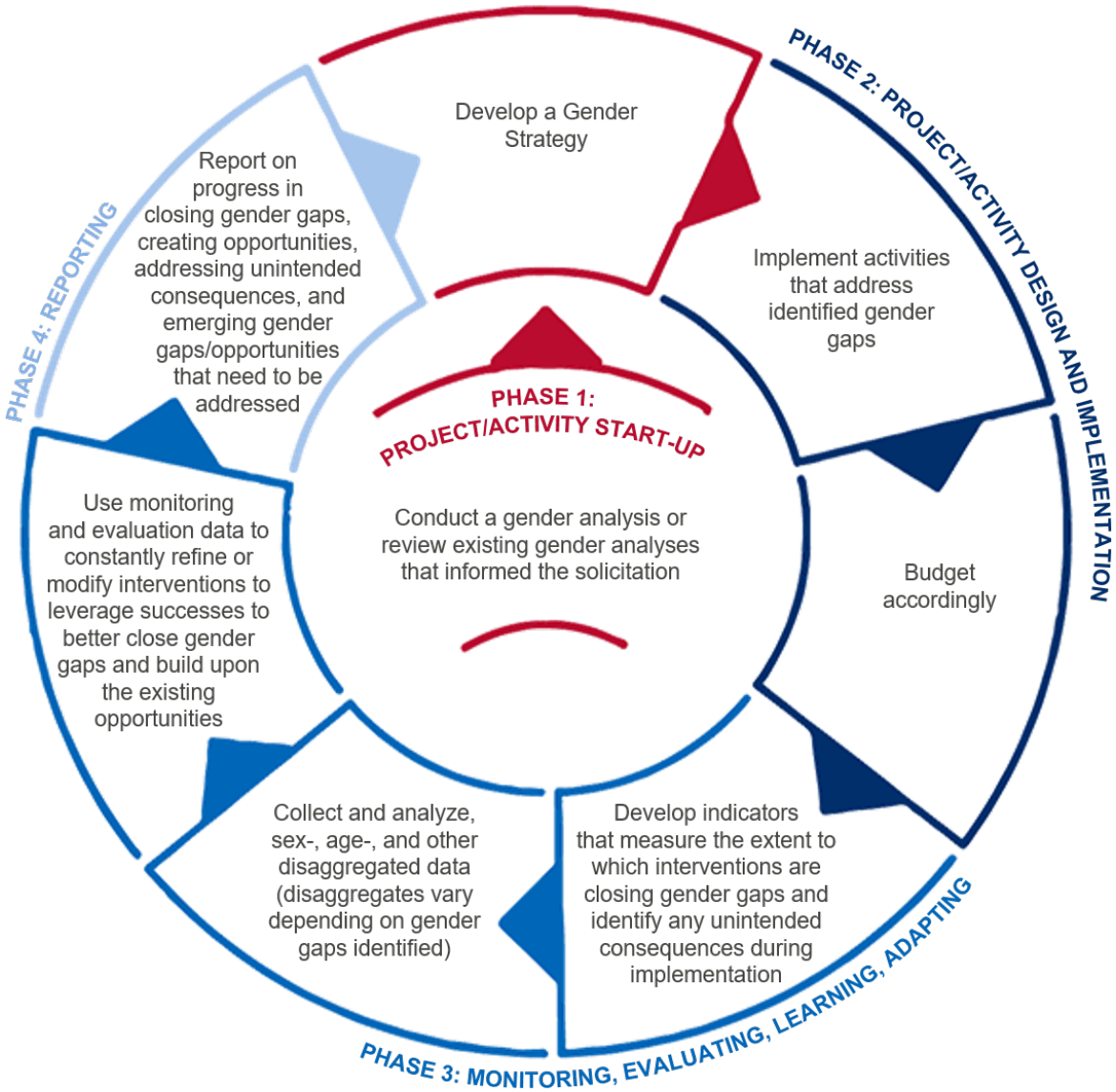
1. Under no circumstances should programs or policies adopt an exploitative approach because one of the fundamental principles of development is to "do no harm."
2. The overall objective of gender integration is to move toward gender-transformative programs and policies, gradually challenging the existing gender inequities and promoting positive changes in gender roles, norms, and power dynamics.

GENDER INTEGRATION IN IMPLEMENTATION

IMs play a critical role in the success of USAID's mandate to integrate gender into all components of its Program Cycle, especially in the project and activity components, and sometimes during the CDCS process.

IMs are expected to integrate gender equality and female empowerment throughout the life of a project as illustrated in Exhibit 7.

Exhibit 7: Integrating Gender into the USAID Program Cycle



PHASE 1: PROJECT/ACTIVITY START-UP

The first step of gender integration is to conduct a **gender analysis**. USAID is required to conduct gender analyses at the CDCS and Project Appraisal Document (PAD) levels. USAID can provide existing gender analyses to IMs upon project start-up or as an annex to the initial solicitation to help inform the IM's proposal. Gender analyses are also required at the activity level in case the PAD-level gender analysis is not specific enough to inform the activity. USAID's gender analysis includes five domains outlined in Exhibit 8. The findings from the gender analysis should then be used to inform and develop a Gender Strategy for the project or activity as outlined below.

Exhibit 8: USAID Gender Analysis Domains

Domain	Description
Laws, policies, regulations, and institutional practices	Practices that influence the context in which men and women act and make decisions. Laws include formal statutory laws, and informal and customary legal systems. Policies and regulations include formal and informal rules and procedures adopted by public institutions for making decisions and taking public action. Institutional practices can be formal or informal and include behaviors or norms related to human resources (hiring and firing), professional conduct (workplace harassment), and the like. Gender analysis should identify the extent to which laws, policies, regulations, and institutional practices contain explicit gender biases (e.g., explicit provisions that treat males and females differently; laws and regulations that criminalize and/or restrict individuals on the basis of their gender identity or expression) or implicit gender biases (e.g., the different impacts of laws, policies, regulations, and practices on men and women because of different social arrangements and economic behavior). The analysis should also identify when key gender-related legislation (e.g., laws on nondiscrimination, gender equality, GBV, sexual harassment) is absent.
Cultural norms and beliefs	Every society has cultural norms and beliefs (often expressed as gender stereotypes) about what are appropriate qualities, life goals, and aspirations for males and females. Gender norms and beliefs are influenced by perceptions of gender identity and expression, and are often supported by and embedded in laws, policies, and institutional practices. They influence how females and males behave in different domains, and should be explicitly identified in the analysis at the country level and especially in project design because they affect potential participation of males and females in project activities.
Gender roles, responsibilities, and time use	The most fundamental division of labor within all societies is between productive (market) economic activity and reproductive (non-market) activity. This is the central social structure that characterizes male and female activity. Gender analysis should examine what males and females do in these spheres, including roles, responsibilities, and time use during paid work, unpaid work (including care and other work in the home), and community service to get an accurate portrait of how people lead their lives and to anticipate potential constraints to participation in development projects.
Access to and control over assets and resources	A key component of gender analysis is an examination of whether females and males own and/or have access to and the capacity to use productive resources – assets (land, housing), income, social benefits (social insurance, pensions), public services (health, water), technology, and information necessary to be a fully active and productive participant in society. Analysis of this domain might also include an examination of how a society's acceptance (or lack thereof) of individuals' gender identity and/or expression could influence their ability to access and control

Domain	Description
	resources. While gender gaps in access to resources can be identified at the country level, they are especially important at the project and activity levels.
Patterns of power and decision making	This domain of gender analysis examines the ability of women and men to decide, influence, and exercise control over material, human, intellectual, and financial resources in the family, community, and country. It also includes the capacity to vote and run for office at all levels of government. The analysis should examine to what extent males and females are represented in senior level decision-making positions and exercise voice in decisions made by public, private, and civil society organizations. Issues of power often cross-cut the other domains of gender analysis as well.

CONDUCTING A GENDER ANALYSIS

Developing Research Questions

Gender analysis at the education project or activity level aims to answer the following basic questions:

- How will gender norms affect the achievement of sustainable project results?
- How will the proposed project results positively or negatively affect the relative status of men and boys, women and girls?

Beyond these two overarching questions, sub-questions relevant to the proposed education intervention should be developed for each gender analysis domain, keeping in mind both the impact gender equality will have on the project and the impact the project will have on gender equality within the context in which USAID/Lebanon is working.

Illustrative Gender Analysis Questions by Level of Education and Gender Analysis Domain can be found in Annex B. This tool includes examples of the types of questions a gender analysis can answer for different levels of education, including basic, higher, and TVET. These questions are illustrative, but can be adapted or built upon for conducting activity-specific gender analyses.

Conducting a Desk Review

Before beginning an activity-level gender analysis, ask the USAID/Lebanon Contracting Officer's Representative (COR) to share any gender analyses done by USAID or other stakeholders that can help inform the project, and ask the COR to share their vision for the project, including desired outcomes related to gender equality or female empowerment.

Review any literature that might provide data relevant to understanding the context in which your education project will be operating in Lebanon. These documents could include current policies, research studies, datasets, and reports produced by the MEHE, USAID, United Nations Educational, Scientific and Cultural Organization (UNESCO), UNHCR, UNICEF, the World Bank, and local education institutions, and depending on the type of intervention, teaching and learning materials.

Reviewing policies and documents related to refugee communities and persons with disabilities in Lebanon who might be affected by your intervention will provide you with the tools to develop programming using an inclusive lens. Relevant documents could be identified in collaboration with USAID building off of PAD-level gender analyses; identified through online searches of publications by CERD, United Nations Development Programme (UNDP), UNESCO, UNICEF, the World Bank, and

other reliable organizations; and through searches of academic research databases. Systematically document the search terms you use during the course of your review to ensure it is comprehensive.

Once you have collected your data, they can be categorized by USAID's five gender analysis domains. These initial findings will then help you identify data gaps that need to be filled and key questions to be answered through primary data collection.

Collecting and Analyzing Primary Data

Once key questions that need to be answered through primary data collection are identified, it is important to identify the most effective method for collecting data from the most relevant source. A variety of methods may be employed – for example, semi-structured key informant interviews, focus group discussions, or classroom observations. Annex B provides a matrix of data collection methodologies and tools to consider using to answer key questions. A variety of stakeholders may serve as sources for further information, including learners, ministry officials, school administrators and staff, teachers, training institutions, parents/family/siblings/households, parent-teacher associations, traditional/community/religious leaders, or student groups. Define who will most clearly be able to help you answer the questions that remain and develop data collection tools/protocols to help answer those questions. Questions for informants should be translated into the language/dialect in which data collection will take place if drafted in another language, and the accuracy of translation confirmed by a bilingual project team member.

Following completion of primary data collection, data from all sources should be collectively analyzed, and findings that clearly address the various disaggregates you have identified to tell the "gender story" should be developed. It is a best practice to reach out to various relevant stakeholders such USAID, potential beneficiaries, project staff, etc. to verify your draft findings before finalizing your report. When planning a gender analysis timeline, be sure to include enough time following data analysis for a report to be written, reviewed, revised, and finalized for submission to USAID. Sample tools for data collection during a gender analysis can be found in Annex B.

Ethical Considerations

All interview and focus group discussion tools should include an informed consent statement that incorporates a confidentiality clause. Interviews and focus group discussions should be conducted in locations that assure privacy or are comfortable for respondents if not fully private. At the start of each interview and focus group discussion, respondents should be assured confidentiality and asked whether they consent to participate in the gender analysis. Participation should be completely voluntary and participants should be able to stop the interview or leave the focus group discussion at any time with no negative consequences to them. It should also be made clear that both their identity and the information they provide will be kept confidential unless they agree to it being disclosed, and all data should be saved.

In Lebanon, if data are being collected from students under the age of 18, schools are able to provide consent on the behalf of students, but the proposed methodology and data collection tools will need to go through any institutional review board (IRB) process established by implementers, and the proposed methodology and data collection tools will need to be submitted to MEHE officials for approval. Note that this process could take some time given the need for various approvals so plan for this when developing a gender analysis timeline.

TIPS AND RESOURCES

For an example of specific questions that might be asked during the design phase of a project, please refer to *Tips for Conducting a Gender Analysis at the Activity or Project Level: Additional Help for ADS Chapter 201*. These can be adapted for conducting a gender analysis for projects in a variety of areas or sectors.

For questions to guide gender analysis in 16 different sectors, please refer to *Toward Gender Equality in Europe and Eurasia: A Toolkit for Analysis* developed by USAID's Bureau for Europe and Eurasia in 2012.

For additional guidance to IMs on conducting a gender analysis for USAID programming in Lebanon, please refer to: *Towards Gender Equality and Female Empowerment in Lebanon, a Gender Analysis Toolkit for Implementing Mechanisms*.

DEVELOPING A GENDER STRATEGY[34]

A **gender strategy** helps define and articulate a gender-transformative project design and implementation for the whole project team. A gender strategy is not a stand-alone activity within a project or an initiative focused solely on women. Rather, it is a project-wide strategy that outlines how the project will integrate gender and strive for gender transformation over the life of the project. Exhibit 9 illustrates a number of important considerations to keep in mind while developing a gender strategy based on the gender analysis.

Exhibit 9: Gender Strategy Considerations[35]

A Good Gender Strategy Should:	Gender Strategy Pitfalls to Avoid:
• Be based on sex-disaggregated data, and the findings from and gender gaps identified by a sound gender analysis • Display a comprehensive understanding of the different education needs of different populations • Highlight the key gender gaps and opportunities the project aims to address • Include clear, realistic, and appropriate targets and quotas • Include time-bound performance monitoring indicators • Be clearly written with specific, realistic actions • Be understood and fully owned by project staff and stakeholders • Appoint a gender point of contact or hire a full- or part-time gender specialist, if budget allows	• Limited baseline sex-disaggregated data, lack of gender analysis, or making assumptions about the gender gaps without data • Strategy is too general and does not align with the project results framework, objectives, and activities • Strategy does not account for the different vulnerabilities of different groups of students • Lack of indicators that measure progress to close gender gaps that align with project activities • Lack of quantifiable targets • Strategy is overly process-oriented and does not have clear targets and time-bound, concrete deliverables • Strategy is too complicated with too many actions • Strategy is not fully understood or owned by project staff and stakeholders

[34] Adapted from the African Development Bank's Tip Sheet on Preparing a Project Gender Action Plan
[35] Ibid.

A Good Gender Strategy Should:	Gender Strategy Pitfalls to Avoid:
• Outline a plan for learning, adapting, and revising the strategy over the course of the project	• Strategy does not include a gender specialist and does not adequately allocate budget for this position or capacity-building activities

PHASE 2: PROJECT/ACTIVITY DESIGN AND IMPLEMENTATION

There are several ways in which an education project/activity can use the data collected during the start-up phase to refine project/activity design and effective implementation.

EXPLICITLY DESIGN ACTIVITIES TO CLOSE IDENTIFIED GENDER GAPS

As highlighted above, USAID integrates gender into the solicitation and it is the responsibility of the IM to respond to this by offering a gender-sensitive proposal. USAID might conduct and attach a gender analysis to the solicitation, but IMs will often conduct gender analysis at the activity level to help inform implementation. Use the gaps and opportunities identified during the gender analysis to guide the focus of project activities, plan how you will monitor the project, and collect the appropriate data to show how gender gaps are being addressed.

USE GENDER ANALYSIS TO GUIDE IMPLEMENTATION CHOICES

Take gender analysis findings into account at every stage of implementation and make deliberate choices to, for example, involve women and girls in decision-making roles if they are generally excluded; choose meeting times and locations so that women and girls, boys and men are able to participate; involve men and boys in discussions about gender norms and addressing gender disparities that have a negative impact on men/boys; and staff projects or collect data in a way that is responsive to the gender analysis.

ENGAGE IN GENDER-SENSITIVE BUDGETING

Allocate planning and project resources to support gender integration through activities in monitoring and reporting, and in staff capacity and expertise. This includes budgeting for staff training on gender equality, and for a gender analysis and subsequent integration of findings into activities.

PROJECT DESIGN AND IMPLEMENTATION CONSIDERATIONS IN THE LEBANON CONTEXT

- Current activities of other donor agencies and opportunities to work in collaboration with non-U.S. Government partners to avoid duplication of efforts
- Policies enacted at the national/local level that might affect implementation
- Needs of male and female students specific to the education level (basic, higher, TVET) at which you intend to operate
- Particular needs of students from different ethnic or religious backgrounds, students with disabilities, rural/urban students, low-income students, refugee students, etc., as appropriate
- Expanded focus on quality of education in addition to access for males and females
- Ways in which different governmental bodies (MEHE, CERD, etc.) are addressing gender in education
- Differences in how schools (public, private, informal) operate
- Cultural context in which programming will take place, recognizing that the programming environment in Lebanon is not uniform across the country

PHASE 3: MONITORING, EVALUATING, LEARNING, AND ADAPTING

MONITORING AND EVALUATION

Monitoring and evaluation play a key role in allowing IMs to tell the "gender story" of their project.

- **Monitoring** involves continuous, routine collection of data to measure progress toward achieving project objectives and determine whether activity implementation is on track.
- **Evaluation** allows for periodic reflection at key milestones on how well the project has met expected objectives, contributed or directly led to outcomes, or had an impact.

In order to provide a nuanced picture of how activities are affecting boys, girls, women, and men, both quantitative and qualitative data should be collected.

- **Quantitative methods** of data collection produce quantifiable results. They focus on issues that can be counted, such as school enrolment rates for girls and boys.
- **Qualitative methodologies** capture people's experiences, opinions, attitudes, and feelings – for example, men's and women's views on the causes and consequences of domestic violence.

DEVELOPING INDICATORS

IMs are required to use indicators to measure progress toward the desired goals of their project, whether expressed through a results framework or theory of change. At a minimum, USAID requires that all "people-level" data about the population in Lebanon the project is working with are **disaggregated by sex** (mandatory) and other relevant factors (e.g., age, rural/urban residence, literacy level, disability status, nationality, refugee status). Additionally, when gender is well integrated, indicators:

- Measure the extent to which an activity or project is closing the gender gaps identified in and prioritized from the gender analysis, helping to achieve gender equality and contributing to better outcomes
- Reveal unintended consequences that might increase gender inequality or GBV

- Identify successful approaches for gender equality, women's empowerment, and GBV prevention and response
    - To what extent and in what ways development programs and projects achieved results related to gender equality
    - Whether/how reducing gaps between males/females and empowering females leads to better project/development outcomes.

USAID refers to such indicators as **"gender-sensitive"** because they collect data that can be analyzed from a gender perspective.

IMs are encouraged to develop and track both output and outcome indicators relevant to their interventions.

- **Output indicators** measure the quantity of goods and services produced and the efficiency of production (i.e., number of girls attending school, number of meals served at the school feeding program, number of reports of SRGBV).
- **Outcome indicators** measure the broader results achieved through the provision of goods and services. These indicators can exist at various levels: population, Agency, and program. Outcome indicators measure changes in the condition or well-being of program participants, families, or communities (i.e., changes in acceptance of GBV, reduction in incidents of GBV, elementary school completion ratios between male and female students.)

Exhibit 10: Illustrative Output and Outcome Indicators for the Education Sector in Lebanon

Illustrative Output and Outcome Indicators for the Education Sector in Lebanon	
Output Indicator	**Outcome Indicator**
Number of male/female teachers completing a module on gender rights, labor laws, and strategies to address sexual harassment in the workplace	Change in pre-post test scores on knowledge of sexual harassment, labor rights, and gender equality protections
Percentage of female students enrolling in non-traditional job sector training activities	Percentage of female students receiving USAID University Scholarship Program support who accepted employment in non-traditional growth sectors
Percentage of teachers still using revised teaching and learning material, and new inclusive classroom management techniques 2 years after materials were introduced	Percentage of boy students who report being hit or beaten by a teacher (target is 50 percent reduction over life of the project)
Percentage of schools completing all components of GBV prevention "package" by the end of the first project year	Percentage of participants who view GBV as less acceptable after participating in or being exposed to U.S. Government programming

USAID is required to report on Standard Foreign Assistance Indicators (commonly referred to as "F Indicators") of which nine are related to gender equality, women's empowerment, GBV, and women in peace and security. These indicators are designed to measure the results of foreign assistance efforts. F indicator data might come from all sectors and from all Mission-funded projects. The data are combined and reported cumulatively to USAID/Washington. IMs might be required to report on F indicators as appropriate to their projects.

ILLUSTRATIVE INDICATORS BY USAID EDUCATION STRATEGY GOAL FOR LEBANON

The USAID Education Strategy states that, based on projected resource availability and policy principles, USAID will pursue three global education goals:

- **Goal 1**: Improved reading skills for 100 million children in primary grades.
- **Goal 2**: Improved ability of tertiary and workforce development programs to generate workforce skills relevant to a country's development goals.
- **Goal 3**: Increased equitable access to education in crisis and conflict environments for 15 million learners.

The Education Strategy explains the rationale for selecting these goals; provides illustrative results, activities, and measures of success; and links all of these in an illustrative results framework. Important cross-cutting issues of concern are discussed, including youth programming, gender equality, marginalized populations and disabled learners, and integrating education with other development priorities.

Exhibit 11: Illustrative Indicators for Goal 1

Illustrative Indicators (disaggregated by sex and age, where applicable)	Outcomes
• Number of laws, policies, or procedures drafted, proposed, or adopted that are designed to improve gender equality, inclusion, or gender parity at regional, national, or local levels • Percentage of target schools with gender equality monitoring tools in use	• Strengthened school environment where discrimination, sexual harassment, and GBV are not tolerated, and school becomes safer for learners and teachers contributing to increased learner completion rates
• Percentage of target population (disaggregated by learners, teachers, trainers) who view discrimination, sexual harassment, and GBV as less acceptable • Percentage of teachers completing gender equality modules during pre-service and in-service training • Percentage of teachers using revised teaching and learning material, and new classroom management techniques 2 years after materials were introduced • Percentage of target schools with clearly visible information about gender parity, equality, diversity, and inclusion (e.g., laws, school policies), referrals and services, if available • Percentage of schools using mother tongue teaching and learning materials developed or revised with project assistance that are more gender-aware than at baseline	• Change in attitudes towards boys and girls of all backgrounds and abilities in school environment (disaggregated by learners, teachers, and administrators)
• Percentage of schools that have decreased dropout rates (disaggregated by sex) • Percentage of Early Grade Reading Assessments conducted in country that included gender equality questions	• Change in attitudes towards GBV, discrimination, and inequality in school environment (disaggregated by learners, teachers, and administrators)

Exhibit 12: Illustrative Indicators for Goal 2

Illustrative Indicators (disaggregated by sex and age, where applicable)	Outcomes
• Percentage of science, technology, and innovation partnerships, and private-public partnerships with implemented sexual harassment policies • Percentage of tertiary and workforce development program staff completing annual training on gender equality, discrimination, and harassment • Percentage of target population who views gender inequality, discrimination, and harassment as less acceptable after participating in or being exposed to interventions • Percent of target schools with clearly visible information about gender equality and inclusion (e.g., laws, school policies, referrals, and services)	• Safer tertiary school and work environment where inequality, discrimination, and harassment are not tolerated, and episodes of work-related GBV and SRGBV are reduced • Change in attitudes about acceptability of gender inequality, discrimination, and harassment among teachers, employers, and learners
• Annual percentage increase in women graduates placed in economically viable job sectors • Percentage of male and female learners completing alternative employment internships per year	• Change in attitudes about gender norms and roles among staff and learners graduating from tertiary and workforce development programs

Exhibit 13: Illustrative Indictors for Goal 3

Illustrative Indicators (disaggregated by sex and age, where applicable)	Outcomes
• Percentage of learners reporting they feel safe in school • Percentage of learners reporting the school is a conducive learning environment • Percentage of school administrators in target areas reporting on incidents of discrimination, violence, or harassment per year • Percentage of teachers completing gender equality modules during pre-service training • Percentage of schools that provide trauma counseling for teachers and learners • Percentage of teachers reporting confidence in using positive discipline and gender equitable techniques in the classroom • Percentage of target schools with teacher codes of conduct related to gender equality and inclusion	• Safer school environment contributes to reduced dropout rates among boys and girls, and increases net enrollment and completion rates
• Percentage of target population who views gender inequality, discrimination, and harassment as less acceptable after participating in or being exposed to interventions	• Change in community attitudes towards gender inequality, discrimination, or harassment
• Percentage of learners whose formal education was disrupted by crisis or conflict who are now advancing their education	• Learners whose formal education had been disrupted have access to alternative learning opportunities

LEARNING AND ADAPTING

During the earliest stages of developing a monitoring and evaluation plan, USAID asks IMs to incorporate mechanisms for reviewing, sharing, and incorporating lessons learned into education programming to achieve better outcomes. As program implementation moves forward, IMs might identify unexpected barriers to meeting the needs of women, men, boys, or girls; observe unintended consequences of their interventions; or recognize unanticipated opportunities to achieve project objectives through new approaches. By establishing a plan for learning from monitoring and evaluation data, and providing pause points to adapt programming to be responsive to new challenges and opportunities, IMs might achieve their project/activity goals more effectively. USAID guidance on developing a monitoring, evaluation, and learning plan can be helpful to IMs seeking to support any Mission-level Collaborating, Learning, and Adapting (CLA) efforts.

PHASE 4: REPORTING

Since 2012, USAID is required to report the extent to which each Mission contributes to USAID's gender equality goals. This reporting is not just internal – USAID shares this information with the Congress, as well as with the international donor community. This is one way USAID is holding itself accountable for achieving its gender equality goals.

IMs play an important role in helping USAID missions meet annual targets that track progress toward achieving gender equality. As outlined in the ADS 205, USAID is required to attentively review actual annual data against planned targets to determine whether there are any gaps between the extent to which females and males are participating in and benefitting from projects and activities. This information must detail gender equality and female empowerment results achieved in a reporting fiscal year.

In addition to quantitative data, reporting should include:

- **Stories:** Tell us the impact of this activity on "X girl" or "X boy."
- **Methodology:** Explain how, by adjusting the methodologies of activities, the project was able to increase access to quality education for different groups of male and female students, including refugees, students with disabilities, etc.
- **Incorporating the gender analysis data:** Explain why extracurricular activities were added in the morning, as well as the afternoon; or what challenges were faced in reducing dropout rates of adolescent boys and how the project addressed this issue.
- **Be bold and creative:** You have the data and evidence to support your success stories.

Gender analysis tells us about the lives and needs of intended beneficiaries. Creating gender-sensitive indicators and monitoring tell us whether our projects and programs are meeting their needs and closing identified gender gaps. Reporting this information shares the successes and the challenges, and provides evidence and justification for any needed project adjustments.

PHOTO CREDIT USAID/LEBANON

ANNEXES

Annex A: Additional Resources
Annex B: Tools and Templates
Annex C: References
Annex D: Technical Advisory Group and Key Informant Interview Participants

ANNEX A: ADDITIONAL RESOURCES

GLOSSARY OF TECHNICAL TERMS

The following definitions are taken from USAID policies and strategies or the UN Women Glossary of Terms from Programming Essentials and Monitoring and Evaluation Sections,[36] except where otherwise noted.

Bullying is most often defined as: (1) intentional negative actions against someone that can be physical or psychological, (2) actions that are repeated over time, and (3) actions that are perpetrated by someone with a perceived or real power over the victim (Olweus 1993 and 1994).

Child marriage includes formal marriages and informal unions that take place when one or both of the spouses are under the age of 18.

Corporal punishment is any punishment in which physical force is used and is intended to cause some degree of pain or discomfort.[37]

Forced marriage lacks the free and valid consent of at least one of the parties. In its most extreme form, forced marriage can involve threatening behavior, abduction, imprisonment, physical violence, rape, and, in some cases, murder; an arranged marriage officiated without the consent of the interested parties.

Gender is the socially defined set of roles, rights, responsibilities, entitlements, and obligations of females and males in societies. The social definitions of what it means to be female or male vary among cultures and change over time.

Gender-based violence is directed at an individual based on his or her biological sex, gender identity, or perceived adherence to socially defined norms of masculinity and femininity. It includes physical, sexual, and psychological abuse; threats; coercion; arbitrary deprivation of liberty; and economic deprivation, whether occurring in public or private life.

Gender-based violence takes on many forms and can occur throughout the life cycle. Types of gender-based violence can include female infanticide; child sexual abuse; sex trafficking and forced labor; sexual coercion and abuse; neglect; domestic violence; elder abuse; and harmful traditional practices such as early and forced marriage, "honor" killings, and female genital mutilation/cutting.

Women and girls are the most at risk and most affected by gender-based violence. Consequently, the terms "violence against women" and "gender-based violence" are often used interchangeably. However, boys and men can also experience gender-based violence, as can sexual and gender minorities. Regardless of the target, gender-based violence is rooted in structural inequalities between men and women, and is characterized by the use and abuse of physical, emotional, or financial power and control.

Gender equality concerns women and men, and involves working with men and boys, women and girls to bring about changes in attitudes, behaviors, roles, and responsibilities at home, in the workplace, and in the community. Genuine equality means more than parity in numbers or laws on the books; it

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[36] UN Women Glossary of Terms. Accessible at: http://www.endvawnow.org/en/articles/347-glossary-of-terms-from-programming-essentials-and-monitoring-and-evaluation-sections.html

[37] UN Committee on the Rights to the Child. Accessible at: http://www.endcorporalpunishment.org/pages/frame.html

means expanding freedoms and improving overall quality of life so that equality is achieved without sacrificing gains for males or females.

Gender equity implies fairness in the way women and men, and girls and boys are treated. The different life experiences and needs of men and women, boys and girls are taken into consideration and compensation is made for historical and social disadvantages. The lower status of women and girls in society often means that provisions need to be made to redress this inequality before they can take advantage of all available opportunities. Gender equity, thus, serves to level the playing field and achieve gender equality.

Gender identity is an individual's internal, personal sense of being male or female. For transgender people, their sex assigned at birth and their own, internal sense of gender identity do not match.

Persons with disabilities include those who have long-term physical, mental, intellectual, or sensory impairments, which in interaction with various barriers might hinder their full and effective participation in society on an equal basis with others.[38]

Rape is the penetration of the vulva or anus, using a penis, other body parts, or an object without the voluntary consent of the individual.

Sex is the classification of people as male or female. At birth, infants are assigned a sex based on a combination of bodily characteristics including: chromosomes, hormones, internal reproductive organs, and genitalia.

Sexual harassment is unwelcomed sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature.

RELEVANT UNITED STATES GOVERNMENT POLICIES

- ADS 200 Introduction to Program Planning
- ADS 201 Programming
- ADS 205 Integrating Gender Equality and Female Empowerment in USAID's Program Cycle
- Ending Child Marriage and Meeting the Needs of Married Children: The USAID Vision for Action (2012)
- Executive Order – Preventing and Responding to Violence Against Women and Girls Globally (2012)
- Guide to Gender Integration and Analysis – Additional Help for ADS Chapters 201 and 203
- United States Government Action Plan on Children in Adversity – A Framework for International Assistance: 2012–2017
- United States National Action Plan on Women, Peace, and Security (2016)
- United States Strategy to Prevent and Respond to Gender-Based Violence Globally (2016 Update)
- USAID Counter-Trafficking in Persons Policy (2012)
- USAID Gender Equality and Female Empowerment Policy (2012)
- USAID Youth in Development Policy: Realizing the Demographic Opportunity (2012)

[38] United Nations Convention on the Rights of Persons with Disabilities. Accessible at: http://www.un.org/disabilities/convention/conventionfull.shtml

RELEVANT INTERNATIONAL FRAMEWORKS

- Convention against Discrimination in Education (UNESCO 1960)
- Convention on the Elimination of all Forms of Discriminations against Women (UN Women 1979) in Arabic
- Convention on the Elimination of all Forms of Discrimination against Women (UN Women 1979) in English
- Convention on the Elimination of all Forms of Discrimination against Women (UN Women 1979) in French
- Education for All and the Global Development Agenda Beyond 2015 Principles: For A Post-2015 Education and Development Framework
- Gender Mainstreaming: Conceptual framework, methodology and presentation of good practices (UNHCR 1998)
- The Dakar Framework for Action (UNESCO 2000)

LEBANON'S GENDER- AND EDUCATION-RELATED POLICIES, STRATEGIES, AND GUIDANCE DOCUMENTS

- Constitution of Lebanon
- **Law 220** *Provided a legislative framework for the basic rights of people with disabilities to education*
- **Law 150 (2011)** *Stipulated that elementary education shall be compulsory and free in public sector schools*
- National Education Strategy in Lebanon. Lebanese Association for Educational Studies. Lebanon (2006).
- Reaching All Children with Education: RACE II (2017-2021), Ministry of Education and Higher Education, Lebanon (2016).

RECENT RELEVANT LEBANON-SPECIFIC EDUCATION RESEARCH

Bibliographies of the following recently completed gender analyses for basic, higher, and TVET education in Lebanon provide an overview of Lebanon-specific research on gender and education:

- Bibliography for the Higher Education in Lebanon Gender Analysis
- Bibliography for the TVET in Lebanon Gender Analysis
- Bibliography for the USAID Basic Education in Lebanon Gender Analysis

ADDITIONAL RELEVANT USAID GENDER AND EDUCATION RESOURCES

- Beyond Access: Toolkit for Integrating Gender-Based Violence Prevention and Response Into Education Projects: This toolkit was developed to support implementation of the U.S. Strategy to Prevent and Respond to Gender-Based Violence Globally. It provides guidance and resources for USAID technical and program officers working on education to increase understanding of GBV in the education context and strengthen integration of a GBV response into projects and activities.
- Literacy in Conflict- and Crisis-Affected Contexts Guidance: This USAID report builds on the current literacy education evidence in contexts of conflict or crisis and provides support for conflict-sensitive program design, including gender inequality and GBV.

- Guide to Education in Natural Disasters: How USAID Supports Education in Crises: This guide provide tools, principles, and approaches, including gender sensitivity and GBV, to inform educational activities in natural disaster preparedness and response.
- USAID_Checklist_for Conflict_Sensitivity in Education Programs: This checklist was developed to assist USAID education programs to meet USAID Education Strategy Goal 3. It offers a practical framework for analyzing operational and technical aspects of education programs in a way that promotes equity, stimulates social cohesion, and builds peace.

ANNEX B: TOOLS AND TEMPLATES

GENERAL INTEGRATION AND ANALYSIS TOOLS

HOW TO ENSURE SAFE PHYSICAL SPACES IN SCHOOLS – AN ILLUSTRATIVE CHECKLIST[39]

Exhibit 13: Checklist for Ensuring Safe Physical Spaces in Schools

School location, grounds, and access routes	• School built in location perceived to be safe by the local community (e.g., away from bars and areas with high crime rates) • Conduct safety audits of the school building, grounds, and access routes to identify unsafe areas, taking into account the opinions of different groups of students (e.g., boys, girls, minorities, disabled students, etc.) • Improve and maintain lighting in and around school grounds • Use perimeter and access point fencing and monitoring, and clear bushes
Building and classroom design	• Consider SRGBV and safety issues in the design of school infrastructure • Ensure good visibility into educational spaces from the outside by maximizing the number/size of windows and doors in classrooms, offices, and other spaces
Water, Sanitation and Hygiene (WASH) facilities	• Build separate, lockable toilets for boys and girls, and male and female teachers/school staff • Toilets should be in close proximity to the school in an open and visible location • Provide hygienic and safe sanitation disposal facilities • Provide space next to the toilets to change and/or wash menstrual pads
Monitoring and maintenance	• Ensure regular monitoring of spaces where children are the most vulnerable to SRGBV (e.g., in or near latrines, in empty classrooms and hallways, the school perimeter) by school security, teachers, non-academic staff, and students "on duty" (with teacher supervision) • Ensure regular checking and maintenance of broken lights, toilet facilities (including locks on doors), and security facilities
Transportation	• Increase safety on the way to and from school. For example, by establishing "safe passage" routes to and from school that are patrolled or safe, and shared transport options

ILLUSTRATIVE GENDER ANALYSIS QUESTIONS

Exhibit 14: Illustrative Gender Analysis Questions – Basic Education

Basic Education	
USAID Gender Analysis Domain	**Illustrative Questions**
	How is gender equality addressed in teacher pre-service and in-service training curricula?

39 Adapted from UNESCO and UN Women. 2016. Global Guidance: School-Related Gender-Based Violence. Accessible at: http://unesdoc.unesco.org/images/0024/002466/246651E.pdf

Basic Education	
USAID Gender Analysis Domain	**Illustrative Questions**
Policies, Laws, and Institutional Practices	What implicit or explicit gender biases are in teaching and learning materials?
	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?
	How are school-level policies and practices inclusive of all students?
Cultural Norms and Beliefs	How do parents perceive the importance of education and support education for their children?
	What are students' perceptions of the importance of education for themselves and others?
	What are teachers' perceptions of different types of students' learning capacity/abilities?
	In what ways are students punished in schools?
	In what ways are students rewarded in schools?
Gender Roles, Responsibilities, and Time Use	What roles and responsibilities do students have in school?
	What roles and responsibilities do students have outside of school that could hinder or advance their learning?
	What are male and female teacher roles and responsibilities within the school?
Access to and Control over Resources	What resources do students need to attend and participate in school, and do they have them?
	What extracurricular activities are offered at the school and who participates?
	What resources are students accessing within the school (e.g., library, technology, science lab, counseling)?
	How safe and accessible is the physical environment for all students (e.g., classrooms, library, toilets)?
Patterns of Power and Decision Making	How are students participating in the classroom and does this differ across disaggregates?
	Who holds student leadership positions within the school?
	What types of violence do students experience or witness in or outside of school?

Exhibit 15: Illustrative Gender Analysis Questions – Higher Education

Higher Education	
USAID Gender Analysis Domain	**Illustrative Questions**
Policies, Laws, and Institutional Practices	Does Lebanon's National Education Strategy include a gender policy that highlights specific interventions to address the needs of young men and women?
	What laws, policies, regulations, or guidelines for equitable access to higher education exist?
	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?

Higher Education	
USAID Gender Analysis Domain	**Illustrative Questions**
	Are cases of sexual harassment reported? If so, what systems exist for reporting sexual harassment (a) of students by staff; (b) of staff by staff; and (c) of staff by students?
	What policies and procedures are in place to counter these incidents and enable females, particularly more conservative scholarship recipients, to feel comfortable on campus?
	Do affirmative action programs and schemes exist to promote women's/men's entry into university and male/female dominated disciplines? Is affirmative action provided as a policy principle? Does the policy define targets? Timeframe?
	What policies/strategies are in place to equitably extend scholarships to both males/females in Lebanon?
Cultural Norms and Beliefs	What is the proportion of male-to-female students enrolled in traditionally female-dominated fields of study at the tertiary level?
	What is the proportion of male-to-female students enrolled in traditionally male-dominated fields of study at the tertiary level?
	What is the proportion of males-to-females enrolled in STEM disciplines?
	What data are available on household education expenditures for males/females at the tertiary level?
	Do the university curricula integrate gender and other inclusive considerations?
Gender Roles, Responsibilities, and Time Use	What are the male-to-female ratios of teaching staff, university deans, administrators, ministerial directors and staff, etc.?
	What is the percentage of women in senior, middle, and junior levels of academic and administration staff in public and private universities?
	What roles and responsibilities do students have outside of school that could hinder or advance their learning?
	What are male and female teacher roles and responsibilities within the school?
Access to and Control over Resources	What is the enrollment rate for male and female youth enrolled in both public and private universities?
	What is the male-to-female ratio of students classified as refugees enrolled in public and private universities in Lebanon? What are the completion, dropout, and repetition rates among refugee youth?
	What differences are there in the employment potential of males and females graduating in the same major? Do men get preferential treatment, a higher salary, or faster employment?
	How safe and accessible is the physical environment for all students (e.g., classrooms, library, toilets)?
	Are there constraints that affect female attainment of leadership positions in student governance bodies, clubs, or activities within higher education?
	What kind of research on teacher training exists to address gender stereotypes and gender bias in instruction at the tertiary level?

Higher Education	
USAID Gender Analysis Domain	**Illustrative Questions**
	Is information readily available to both males and females about a variety of educational opportunities? (In leaving intermediate education to move to TVET or graduating from secondary and moving on to university?)
Patterns of Power and Decision Making	How are students participating in the classroom and does this differ across disaggregates?
	Who holds student leadership positions within the university?
	What types of violence do students experience or witness in or outside of university?

Exhibit 16: Illustrative Gender Analysis Questions – TVET

TVET	
USAID Gender Analysis Domain	**Illustrative Questions**
Policies, Laws, and Institutional Practices	What data are available on public expenditures on higher education and TVET as a percentage of the national budget? Do sex-disaggregated data exist?
	What policies/strategies are in place to increase TVET institutes' safety, decrease GBV and harassment at TVET institutes, and enforce anti-harassment codes of conduct?
	What strategies to better identify and measure progress toward gender equality in technical and vocational education are in place in Lebanon?
	Are there any policies at TVET institutes on sexual harassment on campus or in classrooms?
	What kind of research on teacher training exists that addresses gender stereotypes and gender bias in instruction at the technical and vocational level?
	Have the MEHE, NGOs, or other institutions analyzed TVET educational curricula and teaching materials with regards to gender-based stereotypes? What were the findings of such studies? Do curricula/areas of specialization reinforce or challenge gender-based stereotype careers and leadership roles? Do curricula integrate topics of "women and gender studies?"
Cultural Norms and Beliefs	What is the proportion of male-to-female students enrolled in traditionally female-dominated fields of study at the TVET institution?
	What is the proportion of male-to-female students enrolled in traditionally male-dominated fields of study at TVET institutions?
	What data are available on household education expenditures to support males/females enrolled in TVET education?
	Are there any cultural barriers, economic constraints, or infrastructure challenges that prevent males and females in Lebanon from accessing, continuing, or completing their technical and vocational education (e.g., cultural norms, gender division of labor, fees for education, access to transportation and safe passage to university, etc.)? Are there constraints that prevent females from accessing TVET, in particular?

TVET	
USAID Gender Analysis Domain	**Illustrative Questions**
Gender Roles, Responsibilities, and Time Use	What are the male-to-female ratios of teaching staff, administrators, ministerial directors, and staff, etc. involved in TVET?
	What is the percentage of women in senior, middle, and junior levels of academic and administration staff in TVET?
	What roles and responsibilities do students have outside of school that could hinder or advance their learning?
	What are male and female teacher roles and responsibilities within the TVET institutions?
	What data exist on the employment rates of male/female graduates of TVET programs in Lebanon?
Access to and Control over Resources	What is the enrollment rate for male and female youth enrolled in both public and private TVET institutes? What are TVET enrollment rates for male and female youth? Are there regional variations in these rates?
	What is the male-to-female ratio of students classified as refugees enrolled in TVET programs in Lebanon? What are the completion, dropout, and repetition rates among refugee youth?
	What differences are there in the employment potential of males and females graduating in the same track? Do men get preferential treatment, a higher salary, or faster employment?
	How safe and accessible is the physical environment for all students (e.g., classrooms, library, toilets)?
	What data exist on the available TVET-related scholarships in Lebanon and the ratio of male-to-female recipients of these scholarships?
	Are there constraints that affect female attainment of leadership positions in student governance bodies, clubs, or activities within TVET institutions?
	Is information readily available to both males and females about a variety of educational opportunities? (In leaving intermediate education to move to TVET?)
	Are public dormitories available? If so how many? (How many male and female dormitories? How many males/females benefited?)
Patterns of Power and Decision Making	How are students participating in the classroom and does this differ across disaggregates?
	Who holds student leadership positions within the TVET institutions?
	What types of violence do students experience or witness in or outside of TVET institutions?
	Has research documented incidences and forms of university-related GBV and harassment in TVET settings in Lebanon, and their relationship to learning outcomes? What are the present systems for reporting sexual harassment of (a) students by staff; (b) staff by staff; and (c) staff by students? Are such reports frequently made? If not, what are the reasons?

TOOLS FOR GENDER ANALYSIS AND SOCIAL ASSESSMENTS[40]

Data for gender analyses and other social assessments can and should be collected using a variety of tools and methodologies. Exhibit 17 provides a list of the range of tools available depending on the information sought, and questions to be answered, by a gender analysis.

Exhibit 17: Range of Gender Analysis Tools

Title of the Tool	Objective of the Tool	Notes on the Tool
Desk Review	To gather the existing documented information on the specific topic. This tool is very relevant in getting background information on the specific topic. Specifically, when implementing a gender analysis, this tool aims to understand the extent of sex-disaggregated data available in the country.	Involves detailed review of relevant documents and provides an introduction to the existing knowledge of the topic globally, institutionally, and within the country.
Household Interview	To directly gather quantitative information from community members on their socioeconomic characteristics. Can be used to help interpret qualitative data gathered through other sources.	Typically, household interviews are carried out by quantitative study experts. Interviews include a sequence of focused questions in a fixed order, often with predetermined, limited options for responses. They are carried out among the direct beneficiaries. The unit of study is the household. An average duration of such an interview is estimated to be 1 hour.
Focus Group Discussion	To openly discuss and build consensus on the perceptions, attitudes, and views of the primary stakeholders on the objective and strategy of the proposed or existing intervention. It also aims to ensure the proposed changes are acceptable to the primary stakeholders.	Carried out by the qualitative study experts, relatively low cost, small group (4 to 12 participants plus facilitator). Participants are homogenous, i.e., belonging to the same category of the population (e.g., same sex, ethnicity, religion, age, marital status, etc.). Separate focus group discussions with male and female participants are mandatory in order to fully explore gender differences in attitudes, feelings, and preferences. The facilitator should be well experienced in gathering qualitative data to lead focus group discussions. In addition, the local consultant team leader should ensure the facilitator has the

40 Adopted from the following resources: http://siteresources.worldbank.org/INTGENDERTRANSPORT/Resources/2toolsforgenderanalysis.htm and Catholic Relief Services. 2013. *A Sample Gender Analysis: Abridged Version.*

Title of the Tool	Objective of the Tool	Notes on the Tool
		know-how for facilitating equal participation from all participants. If not, the discussion can get monopolized by a few participants. An average duration is 2 to 2.5 hours. Care should be taken not to increase the duration to over 3 hours because participants tend to lose the focus on the discussion. Light refreshments can be served depending on the location and type of participants of the focus group discussion. Other tools such as trend analysis, social mapping, and daytime use analysis can be carried out as part of focus group discussion to capture information on specific topics of interest. (Details on these tools are provided in the next section of the table.)
Direct Observation	To perceive the existing situation in a selected locality.	The simplest of all techniques implemented by the qualitative study. It involves counting, noting behavior and expression, and registering notable facets of a particular development situation. This could be carried out in selected locations that enable the researcher to capture the activities of the intended participants on the specific topic. This could include classroom observation to identify any gender biases by the teacher in words, discipline, who is called on most frequently, etc. See below for examples of gender-sensitive classroom observation forms.
Semi-Structured Interviews	To provide a forum for one-on-one discussion in a relaxed atmosphere on specific topics with participants. Specifically, it aims to provide an opportunity for self-expression to populations who are shy or otherwise resistant to opening up in front of others.	Also called conversational interviews, carried out by the qualitative study experts, provide a framework within which respondents can express their own understanding in their own terms. It is often structured around a number of predetermined topics. They are structured by interview guide with a limited number of preset questions and the flexibility to elaborate on specific topics if desired by the person interviewed. This kind of guide ensures the interview remains focused on the development issue while allowing enough conversations for the participants can introduce and discuss topics that are relevant to them. These tools are a deliberate departure from survey-type interviews with lengthy, predetermined

Title of the Tool	Objective of the Tool	Notes on the Tool
		questionnaires. The average duration of such an interview is estimated to be 1 hour.
Case Study	To study individual cases relating to the topic. Case studies will help in highlighting successes of a group of individuals or school within a community.	Case study stories bring out the group's or school's successes and strategies for overcoming challenges through conversations in a relaxed atmosphere. This method probes to document the individual's personal details, such as name, place of residence, employment status, marital status, number of children, etc. Sample population will be selected purposively based on the key topic studied. They are undertaken by the qualitative study experts. The average duration of such a conversation is between 2 and 2.5 hours depending on the study. Two examples of case studies that capture successes and challenges related to girls' education can be found here: Second Chances for Girls: The Zambian Re-entry into School Policy Enabling Excellence: Girls Succeeding in Zambian Community Schools
Stakeholder Workshops	To provide an open forum to discuss and build consensus and ownership of the field findings and recommendations and, thus, arrive at an agreement on the next steps. This is a powerful tool for reaching a consensus when there are contradictions among the information gathered from different sources.	Stakeholder workshops are held at the end of fieldwork. All levels of stakeholders are encouraged to participate in the workshops. The workshop is an effective way to discuss and validate common findings in the field, disseminate the field findings, create ownership of the findings, and decide on the next steps. Participants should include a range of stakeholders. Average duration of these workshops can range from half a day to a full day. Stakeholder workshops can also be used as the only major tool to discuss and come to consensus on specific topics. In this case, a series of such workshops will be carried out in one or more locations on different recommendations from various studies. Qualitative study experts are responsible for implementing stakeholder workshops.

Title of the Tool	Objective of the Tool	Notes on the Tool
Trend Analysis	To provide a sequence of changes from a chosen period to the current date.	Trend analysis involves requesting participants to discuss various changes that have occurred within the community over a period of time – rate of female or male teachers in the school; rate of female or male principals at the school; rate of female, male, or Syrian children attending schools and universities; etc. Often, important events are used to identify the period because people frequently cannot relate if only dates are provided. *This tool is often carried out as part of a focus group discussion.*
Daytime Use Analysis	To gather information on the various activities of an individual during a typical day. This tool specifically aims to understand the pattern of behavior of an individual.	Daytime use analysis (also called a daily calendar or daily activity clock) involves gathering detailed information on the type of activities performed by both males and females. It also documents when these activities are performed and the average time spent on each activity. Specifically, this tool will help in identifying the types of activities typically undertaken by girls, boys, refugees, female parents/guardians, male parents/guardians, female teachers, male teachers, and the average time spent by them on various activities during the course of the day. Some of the typical activities covered include time spent on: doing household chores, formal work, playing (e.g., sports or extracurricular activities, accompanying children to school, travelling to school, etc.). See below for an example of the daily calendar.
Social Mapping	To provide a visual display of community members' perceptions of the physical dimension of their community in social and economic terms.	Social Mapping helps develop an inventory of resources within the community (available roads, modes of transport on these roads, school locations, latrines, etc.); types of households (e.g., refugees or Lebanese); and location of community resources in relation to the households. Maps can be drawn on the ground by the participants or on regular paper. If on the ground, participants could use different objects like twigs, stones, leaves, etc. to differentiate various types of resources. If on regular paper, participants could use color markers to differentiate various types of resources. Maps on regular size paper are preferred because they could be included as part of the annex in the specific site report.

Title of the Tool	Objective of the Tool	Notes on the Tool
Gender Analysis Matrix	To identify and analyze gender differences in order to assess the different impact of development interventions on men and women, and initiate a process of analysis that identifies and challenges in a constructive manner assumptions about gender roles within the community.	The gender analysis matrix does more than take a snapshot of a situation at one particular point in time. It measures impact over time based on three underlying principles: 1. All requisite knowledge for gender analysis exists among the people whose lives are the subject of analysis. 2. Gender analysis does not require the technical expertise of those outside the community being analyzed, except as facilitators. 3. Gender analysis cannot be transformative unless it is done by the people being analyzed. A participatory tool in which the participants carry out the information gathering and analysis themselves in a forum, which allows both women and men to put forward their own perspective, appreciate that of others, and learn from the process. In this way, a program can be developed that is gender-sensitive and responsive to particular circumstances, and is more likely to lead to genuine and sustainable change. Both men and women (preferably in equal numbers) should be engaged in the task. If it is inappropriate that they work in mixed sex groups, they can meet first separately and then, if possible, together. This also applies to children: if one sex (usually girls) is lacking in self-confidence, they can first work separately and then share their perspectives once they have talked them through. After the matrix has been filled in, the group discusses a few questions. See below for an example of the gender analysis matrix.

GENDER EQUITY OBSERVATION FORM[41]

Exhibit 18: Gender Observation Form

Observation Instructions

[41] Modified from the form developed by Cranbrook Institute of Science and Oakland University (1996), which was adapted from Project Intersect (Myra and David Sadker) and GESA (Delores Grayson).

Complete the information in the upper left-hand corner.
Each row of the grid corresponds to one student/teacher interaction.
Limit observation time to 30 minutes.
Student type – sex, ability, and ethnicity – circle in the first column; there should be three circles in each box – one for sex, one for ethnicity, one for ability.

Sex:	*Ethnicity*:	*Frequency*:
F = Female M = Male	L = Lebanese S = Syrian P = Predominant ethnic group represented by three or more students O = Students who do not fall into any of the listed ethnic groups	1 = The first time a student is called on during the observation period R = Circled each time the same student is called on after the first interaction

Definitions of Responses
Verbal Teacher Responses – include the following:
Acceptance: Recorded when a teacher explicitly or implicitly accepts a student's answer as appropriate or correct. Examples include comments such as "ok," "uh huh," "right," and "yes." These reactions imply approval. Also, mark acceptance when a student offers a response and the teacher does not make an explicit answer, but instead continues with further comments or questions that imply the response was appropriate.
Praise: Recorded each time the teacher makes a comment clearly intended as praise or positive reinforcement. Examples include "Good job!," "That's exactly right," "This paper shows much improvement." Praise involves both the content of the teacher's comment and the intonation of the teacher's voice.
Higher Level Questioning: Recorded each time the teacher moves the learning along and challenges the student to think. It requires more complex mental processes than simple recall. For example, the teacher requires the student to use original thought, recall related facts from several sources, express an opinion and give reasons, predict the consequences of certain actions, or organize and evaluate information in a new way.
Nonverbal Teacher Responses – include the following:
Criticism: Recorded each time the teacher's comments go beyond making corrections on a student's work, appearance, or conduct to clear, strong disapproval. It might involve a warning or penalty. Mark "+" for positive criticisms and a "–" for negative criticisms.
Wait Time: Recorded each time the teacher and students allow at least 5 seconds for thinking, i.e., the teacher waits 5 seconds before terminating the response opportunity (usually by asking another student the same question), assisting, or providing additional information.
Physical Closeness. Recorded each time the teacher stands or sits within an arm's length in a stationary position. Do not code if the teacher merely walks by a student. Record physical closeness if a student approaches the teacher and stands close by, if the teacher remains close to one or more students during an entire observation, or if the teacher leaves those students and later returns.

GENDER ANALYSIS MATRIX

	Activities	Time	Skills	Resources	Outputs	Social/ Educational Impact
Female Students						
Male Students						
Female Staff						
Male Staff						
	1. Are the effects listed above desirable? Are they consistent with project goals? 2. How will this activity affect those who do not participate? 3. Unexpected results – to be identified during implementation.					

DAILY CALENDAR

Month_____

Time	Daily Activities	
	Male	Female
05:00		
06:00		
07:00		
08:00		
09:00		
10:00		
11:00		
12:00		
13:00		
14:00		
15:00		
16:00		
17:00		
18:00		
19:00		
20:00		
21:00		
22:00		
23:00		
24:00		

ANNEX C: REFERENCES

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ANNEX D: TAG AND KEY INFORMANT INTERVIEW PARTICIPANTS

Technical Advisory Group Participants		
Name	**Title**	**Organization**
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Nazek Bohsali	LAU-USP VI Program Coordinator	Lebanese American University – University Scholarship Program
Darine Bsaibis	Independent Gender Consultant	N/A
Rania Daoud	Independent Gender Consultant	N/A
Divya Jacob	Education Specialist	UNICEF
Sylvana Lakkis	President	Lebanese Physical Handicapped Union (LPHU)
Mirvat Merhi	M&E Director	QITABI Project
Mahassen Ramadan	M&E Officer/Project Coordinator	American University of Beirut – University Scholarship Program
Khaled Shbaro	M&E Officer	Lebanese American University – University Scholarship Program
Rana Taher	Senior M&E Officer	PMSPL II
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Key Informant Interview Participants		
Name	**Title**	**Organization**
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Carmen Chebib	Gender Focal Point	Center for Educational Research and Development (CERD)
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