

The Ministry of Education and Higher Education

Achievements: 2010

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A Note from the Minister

Following the issuance of the decree forming a national unity government headed by Sheikh Saad al-Hariri on the eve of Monday October 9, 2009, I took up my responsibilities as Minister of Education and Higher Education succeeding Minister Bahia al-Hariri, and sat to work in earnest afterwards.

Since the beginning of my career, education has been at the center of my interests, often occupying much of my daily activities. In fact, I participated in many national committees involved in studying and developing a wide-range of educational projects. Moreover, I had been the Director of the Faculty of Humanities-First Branch at the Lebanese University for five consecutive years during which I became keenly involved with the Lebanese University Association of Professors.

My variegated educational experience enabled me to capitalize on the efforts and enormous achievements accomplished by the former Ministers of Education and Higher Education in Lebanon. Further, handy cooperation with the entire team of Ministers, directors, consultants, and teachers enabled me to discern the education crisis in Lebanon at all levels probing its constraints and obstacles which place stumbling blocks in the en routes of education often lingering it far behind reaching a competitive edge at both regional and international levels. This situation prompted me as well as many others concerned with education, to conjure a reform plan that would form the necessary basis for promoting economic development, modernizing institutions, instilling social integration and maintaining political stability in the country.

Immediately after assuming my responsibilities as Minister of Education and Higher Education, I envisaged a clear vision for the prospects and functions of education in Lebanon in close cooperation with experts and the Ministry's team, complementing the achievements and visions set forth by former Ministers of education, in addition to setting up practical suggestions for the future of education in Lebanon at all levels and sectors. A coherent and substantive vision germane to the Ministerial Statement of the present government was envisaged. This vision encompassed configuring the Ministry's priorities, exploring ways of setting its institutions in motion, and developing its infrastructure as well as enhancing the performance level of its various administrative and educational cadres.

From the onset, I was cognizant of the complexities of the country and the lurking meddling of political forces that obstruct the work of the ministries whose performance hinges upon the principles of management and professional conduct. These principles are often faltered by the inherent system of spoils, and incessant intervention of political forces tinged with confessional considerations; a poignant reality that cannot be ignored while at the same time one cannot

succumb to its influence that impairs the public sector institutions and blight the life chances of conceiving a viable unified state project.

Resolved to revive the educational life whatever the obstacles were, I have chosen to deal with these obstacles objectively, adamantly proceeding from the outset with discerning political wrangle and confessional diversities from the interests of the state and the affairs of the people and their needs. In as much as possible, I have kept the Ministry of Education and Higher Education away from the system of spoils and patterns of futile and constant disputatious political debate. Particularly, I adopted a policy of shielding against the encroachment of political forces and social actors into the promulgation of laws and the development of educational projects in a manner appropriate to the Lebanese reality and cultural diversity. We formed committees representing all political actors in Lebanon involving experts, international specialists and educators within and outside the Ministry for the purpose of research and extensive discussion of plans, promulgation of decrees and draft laws of a due and discernible nature.

We were also able to accomplish during the year substantive projects including drafting laws and decrees of which some related to education policy and some others pertained to structures of education. We also managed to develop a five-year plan for the development of a comprehensive public education system in Lebanon which has been approved by the Council of Ministers. A plan that we were able to accomplish in part, and are working in earnest to finalize its remaining sections; I am confident that if this plan is completed fully and properly, we will see in the next five years a quantitative leap in the level of education in Lebanon and a significant change in output that will make the country achieve a competitive edge in the field of education.

This brochure does not aim to recount the daily works of the Ministry or the Minister, nor does it detail the general activities sponsored by the Ministry, rather it signposts the most significant achievements pertaining to plans, projects, and laws of a developmental and reforming nature in the public sector of education in addition to reporting what has been implemented from the government's statement on education and the various plans approved by the Council of Ministers. I consider these achievements significant given the intricate circumstances burdening the country and corollary situation underpinning the current functions of the Council of Ministers. These achievements immediately attest to the high ability of Ministries in performing extensive work both professionally and competently, particularly when there is will and determination together with objectivity and sound political conditions.

I would like to thank everyone who contributed to these achievements within and outside the Ministry including directors, experts and educationalists. Special thanks goes to the Director General of Education Mr. Fadi Yarak. I also thank the Director General of Higher Education Dr. Ahmed El-Jammal, the Director-General of Vocational and Technical Education Professor Ahmed Diab, and the President of the Center for Educational Research and Development

(CERD), Dr. Leila Maliha Fayyad for their unflinching dedication and support. I am also appreciative to the Education Sector Development Secretariat which had a central role in planning and preparation, and to the team of consultants in the Office of the Minister, and representatives of political forces who participated in the work of the committees, and all those who contributed to the process of development and modernization of education in Lebanon; an objective we all strive to achieve.

Long live Education, Long Live Lebanon,

Minister of Education and Higher Education
Dr. Hassan Mneymneh

The Ministry of Education and Higher Education in Brief

The Ministry of Education and Higher Education (MEHE) is considered one of the largest Ministries in Lebanon in terms of size, budget and tasks. It is directly responsible for the following: public education from the pre-school level to the secondary level in 1,365 schools according to national statistics reported by the Center for Educational Research and Development for the school year 2010. The Ministry is also responsible of 38,723 schoolteachers and 285,399 students. In addition, it is in charge of vocational and technical education which comprises 105 institutes and technical schools housing 12,502 teachers and 37,317 students. The MEHE enjoys prerogative to have guardianship of the Lebanese University which has more than fifty branches, accommodating 72,813 students, 7000 professors and trainers, and 1700 staff members. Further, MEHE assumes guardianship of the Center for Educational Research and Development, which accommodates 314 staff members and trains on average 15,000 schoolteachers per year.

The Ministry caters to the affairs of the private sector of education which comprises 1,400 schools employing 50,000 schoolteachers. Also, the Ministry sponsors private technical institutes totaling 351 schools and institutes employing 7000 teachers and administrators. The same applies to private higher education which comprises 40 institutes and universities that have 42 branches all over the Lebanese territories enrolling more than 110,000 students.

The total number of institutions and the relevant Ministry constituents, schools, institutes and colleges, centers and institutions in the public and private sectors is 3,500, and the number of teachers and professors in these institutions is 130,000, while the number of students reaches one million and two hundred thousand.

The MEHE cooperates with about 250 institutions, civil society, and municipalities through schools and high schools, dealing with common themes of citizenship and the environment, health, libraries, scouts, special needs and remedial support. The various directorates and departments of the Ministry complete about 500,000 transactions per year, mostly requiring the signature of the Minister which consumes an average of two and a half hours a day. (see summary of achievements in table A).

Table A. Summary of what has been achieved from the Ministerial Statement in 2010

ministerial statement articles that are related to Education	Achievements
Adoption of standards for workers in the educational sector	<ul style="list-style-type: none"> ➤ Completed the draft law and sent it to the Service Board; the draft law includes specifications, standards and certification requirements for all school personnel: principals, teachers, counselors, educators and librarians
Establishment of a unified National Qualifications Framework (NQF)	<ul style="list-style-type: none"> ➤ A clear map was completed for the national education framework in Lebanon, issued by all sectors and levels, its classification and its identification ➤ Work is in progress to establish the qualifications required for certification
Compulsory education until the age of 15	<ul style="list-style-type: none"> ➤ Draft law on compulsory education was sent to the parliament waiting for endorsement to start implementation
Early Childhood Education Program	<ul style="list-style-type: none"> ➤ Extend Early Childhood Education to 3 years ➤ Set new criteria for recruiting Early Childhood Education Teachers ➤ Develop new curricula for Early Childhood Education ➤ Initiate an infrastructure and equipment situation analysis survey in public KGs
Setting the bases of remedial courses to prevent drop-out	<ul style="list-style-type: none"> ➤ Issuance of a decree to cancel “facilitated grade promotion” in cycle one ➤ A remedial classes project has been launched in 100 cycle one schools, and teachers for remedial classes have been provided for these schools

	<ul style="list-style-type: none"> ➤ Supporting educational materials in languages and mathematics for cycle one have been prepared and remedial teachers are being trained on it. ➤ A decree has been issued to increase 15 days to the actual teaching days in public schools.
Ensure educational resources for IT, sports and arts in all public schools	<ul style="list-style-type: none"> ➤ Ensure teaching of applicable subjects of IT, arts, second foreign language and sports ➤ Launching the contracting procedures for these subjects over all regions in Lebanon
Development of Lebanese University	<ul style="list-style-type: none"> ➤ Development of Faculty of Education branches in the Lebanese University
Assessment and classification of universities to ensure the quality of higher education in Lebanon	<ul style="list-style-type: none"> ➤ Re-organize higher education in the private sector, and determine the mechanism for the development of a geographical branch for a private higher education institution ➤ Draft law to establish the National Agency for Higher Education Quality Assurance

Achievements to date of the Education Sector Development Plan

A-General Education Sector

1. Modification of the number of years in the KG level: the issuance of a specific decree to extend kindergarten to three years instead of two in preparation for the promulgation of kindergartens (Decree No. 5046 dated 20/09/2010).
2. Provision of specialized KG teachers: the adoption of a new mechanism for the recruitment of KG teachers, and the distribution of the chosen teachers -in the schools.
3. Restoration, rehabilitation and equipping of KGs (Funding has been secured and implementation will start in summer 2011).
4. Modification and development of the KG curriculum, and the completion of the pilot phase.
5. Compulsory education until the age of 15 years.
6. Addressing the problem of high frequency of class repetition.
A - The abolition of facilitated grade promotion (Decision 688 dated 15/3/2010).
B - The launching of the Remedial Classes Project: qualifications of specialized teachers identified and educational supporting kits completed.
7. Increasing the number of the actual teaching days in public schools (Decree No. 4892 dated 27/08/2010).
8. Merging unviable schools (A number of resolutions were issued on 14/08/2010).
9. Initiating the promulgation of procedural subjects: Art, sports, a second foreign language and informatics.
10. Rehabilitation of schools and equipping them with Science and Information Technology laboratories (Funds have been secured and implementation will start during the summer of 2011).
11. The organization of functions in public schools: a draft law designed to regulate the teaching, administrative and educational support jobs in public schools (Sent to the Council of Civil Service on 14/12/2010).

12. Organization of the teacher contracting process in public schools (Draft decree sent to the Council of Ministers on 15/12/2010).
13. Development of the skills and competencies of the teaching workforce (Continuation of teacher training).
14. Organization of the school principals' assigning process in public schools and the provision of an administrative compensation fee.
15. Organization and development of school management.

A- Completion of the draft law for the development of new educational and administrative functions in the public schools (Sent to the Council of Civil Service on 27/11/2010).

B - The finalization of a new system for internal regulations in public schools (To be sent to the State Council during February 2011).

C – Completion of various training sessions for public school principals and the administrative body.

D - Completion of the steps required for the initiation of induction training sessions for public school principals.

16. Completion of the general curriculum for the new history textbook in three cycles of basic education (Draft decree was sent to Council of Ministers on 10/08/2010).
17. Development of curricula on the basis of learning outcomes .
18. Requiring all students in public and private schools to sing the national anthem every Monday morning, and to perform the national oath in the first hour of each school day (Draft decree was sent to the Council of Ministers on 23/12/2010).
19. Development of a national plan for the Citizenship in Education Program.
20. Starting with the development of a curriculum on traffic safety within the subject of civic education.
21. Preparation of programs and training courses on conflict resolution and the building of a culture of peace.
22. Starting with the building of a national school network (LEBNEN).

23. Development of a plan for the promotion of the integration of information communication technology in education.
24. Development of the Ministry's website.
25. The national qualifications framework (Completion of the first stage of drawing a map for educational qualifications).
26. Initiation of the automation and modernization of the administration.

B-Higher Education

27. The organization of private higher education (A new draft law on private higher education was endorsed by the Council of Ministers on 14/12/2010 and sent to the Parliament).
28. The organization of the structure of the Directorate General for Higher Education (Draft law was sent to the Council of Ministers and a Ministerial Committee was formed to study it under decree No. 26 dated 29/9/2010).
29. The establishment of the National Agency for Higher Education Quality Assurance (A draft law was prepared and completed by a committee on 14/12/2010 to be sent soon to the Council of Ministers).
30. Determining a mechanism for the establishment of geographical branches for private higher educational institutions (Decree No. 4749 dated 31/07/2010).
31. The development of new branches for the Faculty of Education at the Lebanese University (Draft decree was sent to the Council of Ministers on 26/11/2010).

C-Vocational and Technical Education

32. Determining the conditions required for the management of institutes and technical schools (Decree No. 4653 dated 23/07/2010).

Determining the compensation in lieu of the official examinations in the vocational and technical education sector (Decree No. 4858 dated 23/08/2010).

D - Draft laws and decrees, programs and other agreements in various sectors

Procedural Mechanism for the Preparation of Projects and Work Programs (Methodology)

The preparation of projects and the development of programs is guided by a vision which outlines clear objectives relevant to the requirements for the development of education and which is in line with the mission of the Ministry as stated in the Ministerial Statement on education. This vision was translated into a well thought out and detailed five-year plan for the development of the education sector as endorsed by the current Council of Ministers.

Methodological and procedural steps followed

The Ministry determines its work schedule every three months through the identification of the items listed in the plan to develop the education sector. These constitute the top priorities and needs of the Ministry through promulgating draft laws to implement these priorities and programs, taking into account the following stages:

- Holding consultative meetings with officials and heads of units in the MEHE to decide on priorities.
- Forming specialized committees for drafting laws, decrees, and implementation plans required.
- Organizing workshops to discuss what has been proposed by educational experts from the Center for Educational Research and Development, representatives of public and private universities, and specialized experts.
- Forming an executive committee for the drafting of legal texts and the identification of the steps needed, taking into consideration comments from educators who were consulted on the research.
- Referring the completed projects to the relevant legal authorities: The Council of Civil Service, the State Council, the Council of Ministers, and the Parliament (Legal recognition for projects usually takes between two months and two years).
- Communicating with local, regional, and international institutions to secure the funding required for the implementation of the development programs.

Foundation of the Ministry's Work

The foundation of the Ministry's work is based on the Ministerial Statement and the five-year Education Sector Development Plan.

A. The Ministerial Statement

The Ministry has adopted the Ministerial Statement of the government of Lebanon to pursue a number of projects and initiatives in order to develop education in Lebanon featured in the following:

1. Adoption of criteria for scientific, educational and employment policy and incentives for all personnel in the education sector.
2. Establishment of a unified National framework of .
3. Working on the achievement of compulsory education until the age 15 years.
4. Promulgating KGs, particularly in the most socially disadvantaged areas.
5. Setting the bases of remedial courses to prevent at-risk students from dropping-out .
6. Ensuring availability of resources - for IT, sports and arts in all public schools
7. Developing the Lebanese University.
8. Assessing and classifying of universities to assure the quality of higher education in Lebanon.

B. The Five-Year Education Sector Development Plan

In line with the objectives of the Ministerial Statement, the Ministry of Education and Higher Education devised a five-year plan titled: "Quality Education for Growth (2010 - 2015)" which aimed at developing the educational sector. This plan covers the general education sector (pre-university) in the first phase of implementation, and effort are ongoing to include the higher education and the vocational and technical education sectors in subsequent stages. The five-year plan was presented to the Council of Ministers and was endorsed in April 2010. Subsequently, the Ministry of Education and Higher Education negotiated with donors to secure necessary funds to implement the above-mentioned plan, including the World Bank, U.S. Agency for International Development, the European Union, UNDP, UNESCO, and UNICEF.

The five-year plan includes the following:

1. *Early Childhood Education* : KGs will be promulgated through the issuance of relevant laws and the establishment and equipping of new KGs, as well as restoring and rehabilitating existing ones; developing the KG curriculum by the Center for Educational

Research and Development; and developing and implementing an Early Screening Scheme and a Parent Participation programs.

2. *Improving Retention and Achievement*: through the implementation of compulsory education; the preparation of required manuals (for teachers, counselors, etc ...) to implement the support programs; the development and implementation of portfolios for at-risk students; and the establishment of a mechanism for cyclical review of students' achievement progress.
3. *Development of Infrastructure*: through the identification of schools that need restoration and rehabilitation; restoration and rehabilitation of existing schools; ensuring curriculum requirements; the establishment of new schools in disadvantaged areas; and providing logistical resources for the implementation of the procedural subjects.
4. *Professionalization of the Teaching Workforce*: through establishing national standards for teachers; designing a continuing professional development program for teachers in the public sector; establishing up-to-date standards and criteria for assigning school principals in educational institutions; continuation and implementation of the leadership development; reviewing of the teacher salary scales; developing mechanisms to rationalize and re-distribute teachers; and developing a system of incentives and accountability.
5. *Modernization of School Management*: through review, amendment and update of the regulatory frameworks for public schools; modification of the internal systems of schools; reinforcing the role of parents' councils; and extracurricular activities and school clubs; piloting and evaluating the School Based Management Model.
6. *Education Assessment and Curriculum Development*: through the revision and modification of the history curriculum in general education; the development of history textbooks in basic education; setting basic and clear foundations for the modification of the curriculum; revision of the learning outcomes; updating the mechanisms and tools for measuring education outputs; and setting the conditions and criteria for the production and evaluation of textbooks.
7. *Citizenship Education*: by reviewing the concepts of citizenship in the curriculum; the activation of citizenship related school activities ; the activation of the student councils and parents' councils; the implementation of a of community service programs; and the propagation of the culture of volunteerism.

8. *Information and Communication Technology (ICT) in Education*: through the development of national standards for ICT in education; adoption of standards for educational resources and for infrastructure specifications; development of a plan to integrate information technology in the teaching and learning process; and preparation of programs to develop and enhance the capacity of human resources in schools.
9. *The National Qualifications Framework (NQF)*: by defining competencies required for certification and public education programs; vocational and technical education; setting job descriptions for education professions; identifying the necessary qualifications; and determining the foundations for the transition between the different learning paths.
10. *Institutional Development*: through the development of the organizational structures and the job descriptions of the various units; the simplification of transaction procedures; the establishment of a help desk in MEHE to serve the citizens; the completion of the implementation of the automation of administrative processes; the completion of the implementation of electronic archiving; the development of mechanisms that link planning and budgeting; the development of mechanisms for monitoring and evaluation; the implementation of training and orientation sessions; the preparation of manuals for procedures, processes and programs for monitoring and evaluation; and the development of mechanisms for the issuance of quarterly and annual progress reports.

Signed Agreements for the Development of the Education Sector

1. Agreement with the U.S. Agency for International Development

Preparations were already initiated for a joint project between the U.S. Agency for International Development and the Ministry of Education and Higher Education in 2009, where it was then approved to secure a grant of about U.S. \$45 million. The Ministry has been able to persuade the agency to increase the value of the grant to \$75 million following the development of the five-year Education Sector Development Plan. A Memorandum of Understanding (MOU) was signed on the 20th of November 2010 between the Ministry of Education and Higher Education and the United States Agency for International Development in Lebanon. The purpose was the launching of the “Developing Rehabilitation Assistance to Schools And Teacher Improvement (D-RASATI)” project which will be implemented in the next five years. The project aims to secure the appropriate teaching environment and conditions in order to improve students’ achievement in all public schools in Lebanon through: rehabilitation and equipping of schools’ science and informatics laboratories ; capacity development of teachers in public schools; the involvement of

students of Lebanese public schools in extracurricular activities; and stimulating the participation of parents in schools.

2. The World Bank

The Ministry obtained a loan for the amount of \$40 million for the equipping of KGs and for supporting improvements in quality of education. The first phase of negotiations with the World Bank was concluded in October 2010 with a loan secured to the Education Development Project II, worth U.S. \$40 million for five years. The project aims to improve the quality of education and the educational environment in the public sector KGs, and to develop the administrative capacity of the cadres of the Ministry of Education and Higher Education as well as school principals. It focuses on the implementation of three main components: Early Childhood Education, Supporting Improvements in Quality of Education, and Education Sector Policy Development and Management.

3. The European Union

An agreement for the amount of 13.7 million Euros was signed in December 2010. Preparations in 2008 were further developed to identify and refine the project's activities based on the Ministry's priorities and the five-year Education Development Plan.

The agreement aims to support the public education sector, strengthen the management of public finances, improve the planning, implementation and monitoring of the education sector reforms, improve management, increase transparency, enact accountability, and promote awareness of students' citizenship concepts.

4. The United Nations Organizations

Immediately after the endorsement of the five-year Education Sector Development Plan, and according to the Ministry's priorities, the Ministry initiated its cooperation with the United Nations organizations to develop projects for implementing the proposed plan. Among the organizations that cooperate with the Ministry are:

A. The UNESCO

In previous years, cooperation between the UNESCO and the various units of the Ministry of Education and Higher Education was established for the implementation of several activities and projects worth \$3 million. The Ministry is currently working on the continuation of these projects. The agreement encompasses follow-up and evaluation of the public schools' performance through the development of monitoring tools, the development of a mechanism for measuring performance, the identification of teachers' training needs, and other projects related to extra-curricular activities.

B. The UNICEF

An annual work plan worth 0.66 million U.S. dollars was agreed on with the UNICEF. The plan deals with the development of the requirements of early childhood education through parental awareness programs, development of standards and specifications for textbooks and educational resources for the KG level and the first cycle of basic education, and the production of support lessons for underachieving students, and contributing in the “back to school” media campaign for the school year 2010-2011.

C. The United Nations Development Program

The aim of the project “Providing Technical Support to the Ministry of Education and Higher Education to implement the Education Sector Development Plan” which is funded by the United Nations Development Program and is worth \$2.4 million, is to develop the development of institutional competencies, and to establish the necessary measures to implement the plan, and activate the Education Management Information System to render it accessible to all units in the Ministry. The project also encompasses the development of a system for monitoring and evaluation of the programs including the provision of M&E tools and the capacity building of staff.

5. Islamic Development Bank

Preliminary negotiations took place with the Islamic Bank during the month of October 2010 to finance some projects. The Islamic Development Bank has expressed its readiness to finance the construction of fifty schools together with three Faculties at the Lebanese University. Currently, there is follow up on these negotiations.

6. The contribution of the Lebanese state in the financing of five-year plan

The Lebanese government has pledged to secure \$100 million over five years, i.e., \$20 million annually to finance the Education Sector Development Plan.

Progress Report

(December 2009 - December 2010)

The efforts exerted by the Ministry of Education and Higher Education from December 2009 through to December 2010 revolved around the followings:

A- General Education

I-Education available on the basis of equal opportunity

First: Early Childhood Education

1 - Modification of the number of years in the KG level: the issuance of a specific decree to extend kindergarten to three years instead of two in preparation for the promulgation of kindergartens (Decree No. 5046 dated 20/09/2010).

Cognizant of the importance of early childhood education and the influence it yields on the cognitive development and learning in subsequent stages, the policy of the Ministry of Education and Higher Education aims to provide public schools with KGs, to reinforce and develop this stage especially in light of relevant statistics which point to Lebanon's pressing need for the enrollment of children aged between 3 and 6 years in public schools. In this context, the Ministry of Education and Higher Education issued a special decree extending the period of school enrollment in this stage to three years instead of two.

2 - Provision of specialized KG teachers: the adoption of a new mechanism for the selection and the distribution of KG teachers, (Implemented).

To promulgate KGs in the public sector, the Ministry of Education and Higher Education undertook the initiative to recruit new qualified teachers holding at least a degree in early childhood education while adopting a new mechanism for recruitment based on a careful examination of the applicants' files. The selection process is carried out through clear and specific criteria and through interviewing the candidates by a committee of specialized teachers.

3 - Restoration and rehabilitation and equipping of KGs (Funding has been secured and implementation will begin during summer 2011).

The Ministry of Education and Higher Education carried out a study of the KGs situation in the public sector and identified 100 KGs in urgent need for reconstruction and rehabilitation. The survey was conducted by student volunteers from the Faculty of Engineering at the Lebanese University under the supervision of university professors, and in collaboration with the engineering unit at the Ministry. A set of criteria were established culminating in the development of an action plan that would enable the Ministry to commence the reconstruction and rehabilitation process in the summer of 2011 since the necessary funds have been secured. The restoration and rehabilitation process did not only revolve around the infrastructure of schools, but also covered the assessment of other needs in collaboration with international experts. Such needs included furniture and equipment appropriate to the KG stage. The goal is to develop exemplary KGs across Lebanon.

4 - Modification and development of the KG curriculum, and the completion of the pilot phase (Implemented).

In light of the preceding presentation, the KG curriculum constitutes the foundation stone of achieving the expected outcome of early childhood education. Hence, the developed curriculum for this stage was completed. The curriculum was piloted in selected KGs both in the public and private sectors. In tandem with this, the Center for Educational Research and Development is currently working on setting standards for textbooks and educational resources needed for this stage together with conducting workshops and publishing relevant materials.

Second: Improving retention and achievement: improving academic achievement in the first cycle of basic education

5 - Compulsory education up to the age of 15 years.

A draft law was approved by a decree in the former Council of Ministers and sent to the Parliament. The draft law has been approved by the Education Committee. However, it is still pending in the Finance and Budget Committee for more than ten months awaiting the Council's approval prior to implementation.

6 - Addressing the problem of frequent class repetition.

The education sector is flawed with recurrent high rates of class repetition in the second cycle of basic education, particularly in the fourth grade across public and private schools. This situation presents a pressing educational problem that hinders many students from pursuing their

education, leading to school dropout and thereby derailment from the educational system. The total number of students enrolled in grade three is 18,496 as opposed to 26,890 enrolled in grade four during the school year 2010. The ratio between enrollees in both grades, which has not undergone any change since more than 7 years, prompted the Ministry to address this problem and set an initiative to identify priorities for action and undertake measures to prepare the ground for appropriate regulatory and legislative action.

A - The abolition of facilitated grade promotion (resolution 688 dated 13/5/2010).

The first point in the promotion system that required reconsideration was its amendment in the first cycle. In order to identify the students' level, assessment of their achievement in core subjects of languages and mathematics was adopted. This new promotion system necessitated the provision of educational support to those who did not achieve the educational outcomes that would make them eligible for promotion.

B - The Launching of the Remedial Support Project: Qualified teachers' recruitment and relevant remedial support kits (Implemented).

The issuance of this decision necessitated the launching of the Remedial Support Project on 18 October 2010 based on the results of a survey conducted by the Ministry involving all public schools in Lebanon and identifying 100 primary schools with the highest rates of classroom repetition in grade four of basic education. On December 10, 2010, the Ministry announced its need to contract qualified teachers to provide remedial support classes for underachieving students in Mathematics, Arabic, French, and English. The conditions and criteria for the selection of applicants to be hired were set during January, 2011. In addition, the Ministry prepared remedial support kits for language subjects and Mathematics to be printed and distributed across all public schools together with the training of teachers on using these kits.

7 - Increasing the number of the actual teaching days in public schools (Decree No. 4892 dated 08/27/2010).

To widen opportunities for retention and achievement among students, it was deemed necessary to reconsider the actual teaching days in public schools which are the lowest among neighboring Arab and developed countries alike. Therefore, the Ministry issued a decree intended to increase the actual teaching days in public schools, and determined the start and end dates of the school year according to the first working day of the month of September of each year, and the last working day of the month of June in the following year.

8 - Merging unviable schools (Issuance of a number of decrees on 14/08/2009).

A number of students are enrolled in schools which fail to meet the conditions required to ensure their retention and achievement. Thus, the Ministry proceeded with issuing a series of decisions which merged 78 unviable public schools (each containing less than 50 students), and the redistribution of 2500 students into different schools together with re-distributing concerned teachers in order to provide them with a better teaching and functional environment.

9 – Initiation of the promulgation of procedural subjects: Art, sports, second foreign language, IT (Implemented).

Since the issuance of the 1997 curriculum which included the teaching of procedural subjects (IT, a second foreign language, technology, sports, arts (drawing, music, theater), schools could not teach these subjects in a systematic manner. Many schools opted for contracting teachers to teach these subjects based on available resources at the expense of the school fund or funds of the Parents' Council. Given the fundamental role of procedural subjects in developing students' personality and skills to enable them to explore their talents and sculpt them, the Ministry has allocated 14-billion Lebanese Pounds in its budget for contracting teachers to teach these subjects in all public schools. Contracting opportunities were announced by the Ministry for recruiting certified teachers in specific subjects commencing in the academic year 2010-2011 (Declaration issued on 26/08/2010). Actual contracting of eligible candidates will take place before the end of January, 2011.

Third: Development of Infrastructure**10 - Rehabilitation of schools and equipping them with Science and IT laboratories (Funding has been provided and implementation will start during the summer of 2011).**

In a joint project with the World Health Organization (WHO) and the American University of Beirut (AUB), the Ministry surveyed all public schools in order to identify aspects of their environment, including safety related factors (water supply and sanitation) Accordingly, the U.S. Agency for International Development in cooperation with the Ministry of Education and Higher Education will carry out the project and prepare maps of educational institutions and obtain digital data for the inventory and equipment available there. The expected date for completing the survey is early second half of the year 2011. In addition, the Center for Educational Research and Development completed a study concerned with digital photography of public schools in Mount-Lebanon and the North Lebanon governorates. Coverage of the rest of governorates is currently taking place. These programs will help the Ministry of Education and Higher Education to adjust school safety, the provision of supplies, and the provision of material needs for schools,

alongside identifying priorities for restoration and identifying locations for establishing new schools.

II - Quality education that contributes to building a knowledge society

Fourth: Professionalization of the Teaching Workforce

11 - The organization of functions in public schools: a draft law designed to regulate the teaching, administrative and educational support jobs in public schools (Sent to the Council of Civil Service on 14/12/2010).

Modern educational systems place the learner at the center of the educational process which aims at developing students' abilities through fulfilling appropriate educational, psychological and social requirements. To secure such requirements, it is no longer possible to place teachers in public schools at the center of the educational process, the educational process should not revolve around the teacher only. Through the development of a series of teaching and administrative jobs, and the provision of educational support services, and other functions in schools the intended vision of education can be facilitated. Therefore, the Ministry promulgated a law, the most important points of which were:

- A. Reconsider the working force in the school together with the tasks and roles assigned to each, and organize their work in schools.
- B. Limit recruitment for teaching only to teachers who hold specialized educational degrees.
- C. Develop a mechanism and specify requirements for the assignment of teachers on various subjects, including procedural ones.
- D. Update the functions of educational support personnel to include educational technology coordinators, school counselors, health educators, social educators, and specialized educators to help the teacher perform his/her duties; this will allow the school to meet students' learning needs, as well as cater to the psychological and social conditions of students with special needs.
- E. Update the jobs of librarians and secretary of the administrative information to organize documentation, reading and automation in the school.
- F. Update the conditions for the assignment of public school principals to ensure that the incumbent possesses prior knowledge in educational management and a specialized certification for the job.

- G. Establish the role of a director for each educational cycle to enhance the school management capacity and reinforce its educational role.
- H. Define school conglomerates and develop a mechanism for recruiting their principals.
- I. Add conditions for contracting teachers for newly proposed jobs in public schools.
- J. Establish schools for students with special needs.

12 - Organization of the teacher contracting process in public schools (Draft decree sent to the Council of Ministers on 15/12/2010).

In previous phases, the education public sector opted to a large extent for contracting teachers to teach on an hourly rate in the absence of a regulatory text that organizes contracting in KG and basic education levels. Accordingly, the Ministry has promulgated a special decree to regulate the terms for contracting teachers and has adopted specific terms and conditions that set the standards and ensure specialization and efficiency.

13 - Development of the skills and competencies of the teaching workforce (continuation of teacher training).

A – Teacher training for foreign language teachers and teachers of subjects taught in foreign languages (Implemented).

In addition to the ongoing training conducted by the Center for Educational Research and Development, the Ministry has sponsored several programs of capacity-building among foreign language teachers, including:

- Conducting training sessions on foreign language for in-service teachers who teach Mathematics, Science, French and English in various cycles. This has been conducted in collaboration with the French, British and American cultural centers in Lebanon; accordingly, teachers are required to obtain a certificate of proficiency in language that they are being trained in.
- The introduction of a language component in the curricula of teacher preparation courses to ensure that each trainee has completed the session successfully and has possessed the

required language skills to teach a foreign language or to teach in accordance with the European terms of reference for teaching languages.

B - The training of economics teachers (Implemented).

The Ministry of Education and Higher Education in cooperation with the Ministry of Finance launched the second phase of secondary schoolteacher training in economics during a ceremony that took place on March 31, 2010. The aim of the training program was to develop the capacity of economics teachers in terms of raising awareness about the culture of economic and financial resources. In addition, the program sought to help these trainees to acquire the necessary knowledge for good practices for managing public and private funds, skills that enable them to manage their income and savings, financial and material resources, and enhance their ability to deal seriously and responsibly with the economy policies and financial options adopted by the state. One hundred and fifty nine secondary schoolteachers attended the training session.

Fifth: Modernization of School Management

14 - Organization of the school principals' recruitment process in public schools and the provision of an administration compensation (Implemented).

The Ministry issued implementation decrees for Law No. 72 dated 23/04/2009. These determined the conditions for providing administration compensation to public school principals through entitling them to an administration allowance. These proceeded as follows:

- A. Preparation of a draft decree detailing the application of the articles of Law No.73 dated 23/04/2009 which addresses the mechanism for recruiting public school principals in general education (assets of nomination, the study of the applications, and how to test the eligibility of the candidate). This decree has been sent to the Council of Civil Service as of 03/12/2010.
- B. Preparation of a draft law to add some provisions to the law No. 73 dated 23/04/2009, which treats equally all those assigned to direct a public school regardless of the date of assignment, and give them all the administration compensation they are entitled to (Sent to the Council of Ministers on 07/01/2011).

15 - Organization and development of school management.

Universal experiences prove the presence of a link between sound school management, and the quality of education and its outputs. Therefore, the plan to modernize the public school was essentially based on training the administrative staff, preparing cadres, and formulating new rules and procedures for public schools that would bestow additional prerogatives to the school principal to develop the school on the basis of planning and development emanating from leadership skills, participation of school personnel taking into consideration the diversity of tasks assigned to them. During this period the following was achieved:

- A. Completion of the draft law for the establishment of new educational administrative functions in the public school (Sent to the Council of Civil Service on 27/11/2010 in preparation for referral to the Council of Ministers).
- B. The finalization of a new and modern internal regulations and procedures manual that is well integrated in public schools, and that would bestow the school principal more freedom for initiative-taking and decision-making . This will guarantee the effectiveness of the desired objective needed to meet the educational needs and to promote administrative decentralization. The Ministry will send it to the State Consultative Council during February, 2011 for feedback.
- C. Completion of training sessions to:
 - Public school principals on the use of information technology, and on dealing effectively with legislative, administrative and financial systems.
 - Thirty-five distinguished public school principals completed, a training session on capacity-building organized by the Ministry. The training seeks to form a group of trainers in educational management to help in the training of other schools principals and proctors.
 - Fifty one general proctor on specific topics in school management under the supervision of their principals and professors from the Faculty of Education at the Lebanese University.
- D - Completion of the steps to start induction sessions for more than 600 persons charged with managing public schools as stipulated in Law No. 73 dated 23/4/2009 in preparation for their assignment in schools.

Sixth: Education Assessment and Curriculum Development

16 - Completion of the general curriculum for the new history textbook in three cycles of basic education (Draft decree was sent to Council of Ministers on 10/08/2010).

A standardized history textbook occupies an important position among all Lebanese, because of its significant role in national education, promoting a sense of belonging to Arab environs among students and familiarizing them with human cultures and civilizations. As the Ministry has prioritized this issue, the relevant committees of the draft curriculum for the new school history textbook covering the end of the intermediate stage have finalized their assigned tasks. The Ministry sent the new developed history curriculum to the Council of Ministers for approval to begin writing of textbooks and to follow up on the preparations for the secondary level curricula.

17 - Development of curricula on the basis of learning outcomes.

TIMSS is an international test that measures students' learning achievement in mathematics and science disciplines. Lebanon participated in the TIMSS in 2007. The Ministry is currently making use of the detailed analytical data yielded from the TIMSS's international test besides conducting analysis of the official national exams in order to move forward in the development of the general curriculum and in the students' evaluation system. In this respect, the Center for Educational Research and Development conducted the following:

- Developed evaluation kits for all the cycles of education and teaching material.
- Piloted the new curriculum developed for kindergartens in 16 public and private schools, and conducted evaluation of the piloting process in preparation for its dissemination.

III- Education that contributes to social integration

Seventh: Citizenship Education

In light of the perpetual politically tinged sectarian tensions in Lebanon, the Ministry of Education and Higher Education developed programs that cement social integration, promote citizenship, and support extra-curricular activities and educational practices based on analyzing problems, conflict resolution, and community service. In this context, the following was fulfilled:

18. Requiring all students in public schools to sing the national anthem every Monday morning and to perform the national oath in the first hour of each school day (Draft law sent to the Council of Ministers on 23/12/2010).

19. Developing a national plan for the Citizenship Education program. In this respect, a committee was formed by Resolution No. 1814 dated 15/12/2009 to review the concepts of citizenship in various educational materials. The committee has completed the requested study

and developed a plan of action for a community service project to be piloted in 20 public schools in the beginning of the year 2011.

20. Starting with the development of a curriculum on traffic safety within the subject of civic education.

21. Preparing programs and training sessions on conflict resolution and building a culture of peace.

The Ministry will continue pursuing the following:

A - In a joint venture between the Ministry and the German Agency for Technical Cooperation, which aims to promote social integration through conflict transformation, conducted teacher training in public schools in order to enhance teachers' capacities to train students on transforming conflicts constructively. The first phase was completed, and the Ministry is currently evaluating the project's outcome.

B - A school package on peace building and conflict resolution was produced through a joint venture with the United Nations Development Program. The project includes practical activities designed to introduce the principles of peace-building in the curriculum. Piloting of this package is currently taking place in 12 public secondary schools, to be publicized in all schools.

C - A joint venture between the Ministry and UNICEF aimed at strengthening and developing conflict resolution abilities and strategies through dialogue in secondary schools in North Lebanon after the latest Nahr el-Bared war events.

IV- Education that contributes to economic development

Eighth: Enhancing information and communication technology skills

22- Starting with the building of a national school network (LEBNEN).

The Ministry, in cooperation with the Hariri Foundation for Sustainable Human Development is working on providing the infrastructure for the national school network. During the first phase of the project, 50 schools distributed among the six governorates were networked with the central administration. In order to use this network for the purposes of education, the Ministry in cooperation with the International Educational Association offered training sessions for teachers of life and earth sciences in 11 public secondary schools. The training focused on creating interactive lessons saved on the primary server for teachers' use during the educational process. Currently, the Ministry is conducting a survey on the information and communication

technology programs partially implemented in schools to ascertain their feasibility for wider implementation in all public schools.

23 - Development of a plan for the promotion of the integration of information communication technology in education.

Under the grant received from the Arab Thought Foundation which included the provision of 560 microcomputers in 2010 and a similar number in 2011, the Ministry of Education and Higher Education supervised the distribution of these computers to a selected number of schools. The Ministry organized training sessions on designing interactive lessons for grade 9 students, as well as for mathematics and science teachers, in the intermediary level. Also, the Ministry of Education and Higher Education received 113 interactive boards as a grant from Al-Waleed Bin Talal Foundation. These boards were distributed to 78 public secondary schools and 35 public intermediate schools in the governorates of Beirut and Mount Lebanon. The white interactive boards are used for designing lessons and delivering interactive lectures that would allow for editing and correcting student answers. Moreover, in order to encourage the use of educational technology by teachers, the Ministry, in collaboration with several local institutions working in this area, organized competitions on the uses of educational and pedagogical methods through educational technology. Supported by Microsoft, a number of prizes were awarded to the best work done.

24 - The development of the Ministry's website.

The website of the Ministry of Education and Higher Education was updated where the www.mehe.gov.lb became searchable, more dynamic, and up-to-date. In addition, a series of improvements to the front page of the website were performed to facilitate browsing in a user friendly manner. Each browser is now able to follow the news and activities of the Ministry, identify the plans, projects and programs, look at the ads, memos, decrees and laws issued, in addition to other relevant details and news. A digital calendar has been designed to help the visitor trace any special event that took place in the Ministry at an earlier date.

Ninth: The National Qualifications Framework

25 – The Map of educational qualifications (Completed).

The Ministry issued resolution m477/ 0102 forming a committee representing the sectors of education to work on the preparation of a National Qualifications Framework in Lebanon. This committee has completed the preparation of a clear map of the educational qualifications of the education sectors for the year 2010 with the classification and identification of levels. The

Ministry is currently working on the characterization of the qualifications required for certification in general education as well as in vocational and higher education.

V – Governance of Education

Tenth: Institutional Development

26 - Initiation of the automation and modernization of the management

The Ministry of Education and Higher Education seeks to upgrade the level of effectiveness of the education sector through the modernization of its management and the establishment of dynamic human and material resources as well as propagating a new culture in the Ministry that would focus on performance, activation of organizational management, information management and communication technology, and management of the relationship with the citizen. The most prominent achievements in this area were:

- Development of action plans to activate the various programs and school information systems, geographic information systems, education management information systems, and archiving.
- Development of infrastructure in the central building through the provision of necessary equipment to meet the needs of a greater number of staff connected to the data center which was outfitted with equipment and sophisticated software.
- Following-up and finalizing the automation of the department of equivalences. Requests are electronically registered at the Ministry which would facilitate transactions and simplify the administrative procedures to respond to the requests of citizens both efficiently and swiftly.
- Continuation of the electronic archiving of degrees' equivalences.
- Completion of the draft decree to establish the Department of Buildings and Facilities at the General Directorate of Education through the amendment of Decree No. 2869 dated 16/12/1959 and Decree No. 2365 dated 30/12/1961 (Sent to the Council of Civil Service under memorandum No. 115 340 dated 02/12/2010).

B-Higher Education

27 - The organization of private higher education (New draft law on private higher education is approved by the Council of Ministers on 14/12/2010 and sent to the Parliament).

During the last two decades, private higher education has witnessed a significant expansion in the number of universities, colleges and institutes. Hence, the 1961 law has become obsolete and incapable of dealing with this expansion in terms of providing the conditions, academic requirements and standards for higher education that would maintain Lebanon's reputation and legacy in the field of education.

In order to organize this sector, a new law was promulgated including the following noteworthy points:

1. Identifying the types of institutions of higher education and the organization of faculty members.
2. Defining new frameworks for managing higher educational institutions.
3. Securing the rights of faculty members and students in terms of contracts, fringe benefits, and health insurance etc...
4. The inclusion of quality assurance systems on the work of institutions of higher education.
5. The organization of programs and recognition of certificates.
6. The promotion of scientific research through the allocation of a proportion of the university budget for research purposes.

28 - The organization of the structure of the Directorate General for Higher Education (Draft law was sent to the Council of Ministers and a Ministerial Committee was formed to study it under Resolution No. 26 dated 29/9/2010).

The Directorate General for Higher Education was established in 2002 without a regulatory framework that would secure necessary human resources to carry out its tasks. It is essential, therefore, to adopt a new structure for the Directorate to address the significant expansion in private higher education institutions, and in the number of students enrolled, which exceeded in the academic year 2010-2011 to around 110, 000 male and female students.

29 - The establishment of the National Agency for Higher Education Quality Assurance (A draft law was prepared and completed by a committee on 14/12/2010 to be sent soon to the Council of Ministers).

In light of the expansion and proliferation of higher education institutions, quality assurance became indispensable to ensure the enhancement of the quality of higher education. Quality assurance agencies are now adopted in developed countries, as well as in many Arab states, as

components of the system of internal evaluation. Most recently, quality assurance has been set with the priorities of the Plan for Educational Development in the Arab world enunciated in the Doha Declaration by the Ministers of Education in April 2010. These enunciations voiced the need to establish national bodies for quality assurance at institutional and programmatic levels. As such, the Ministry has assigned the Lebanese Association for Educational Studies to draft a law on establishing a national agency for quality assurance in Lebanon. The work has been completed in ten months involving two seminars to which local and international experts working on quality assurance were invited. The draft law was periodically reviewed by the Ministry and adopted for referral to the Council of Ministers for approval.

30 - Determining a mechanism for the development of geographical branches for private higher education institutions (Decree No. 4749 dated 31/07/2010).

Several private higher education institutions proceeded, especially during the last decade, with establishing geographic branches illegally without a license (taking advantage of the absence of regulatory legal procedures). Some of these branches fail to meet technical specifications and standards set by the Ministry. To address this issue, the Ministry has promulgated a special decree that seeks to organize the establishment of geographic branches by private higher education institutions. The Board of Education enjoys prerogative to carry out the audit required for these established geographic branches as stipulated by a decree published in the Official Gazette under resolution No. 4749 date 31//07/2010.

31 - The development of new branches for the Faculty of Education at the Lebanese University (Draft decree was sent to the Council of Ministers on 26/11/2010).

At present, the Faculty of Education at the Lebanese University has two branches in Beirut and Mount Lebanon (Metn) with limited capacity; moreover, there is difficulty in attracting high school students who live in remote areas (South, Nabatieh, the North, Akkar, Bekaa, Hermel) to pursue their education in educational programs. Thus, in response to the need for the preparation of cadres specialized in education and other functions needed by schools in these areas it is essential to establish branches in all governorates . Establishing additional branches for the Faculty of Education is in line with the professionalization of the teaching workforce program, which aims at providing an adequate number of educational degree holders. The Ministry has completed the draft decree which was sent to the Council of Ministers on 26/11/2010 after obtaining the approval of the State Council regarding the content of the decree.

C-Vocational and Technical Education

32 - Determining the conditions required for the management of institutes and technical schools (Decree No. 4753 dated 23/07/2010).

This decree comprised setting up a clear and practical procedure for the assignment of directors of public institutes and technical schools in terms of educational qualifications, experience, and the candidate's success in the qualifying exam together with successfully passing the training offered at the Faculty of Education at the Lebanese University. The decree also sets the term of office of the Director as four years, to be renewed once. This regulatory decree would contribute to a qualitative leap in the assignment of qualified directors for institutes and technical schools. In addition, it would eliminate the principle of continuity of the mandate of the director until reaching the legal age of retirement; this would also act as an incentive to the rest of the teaching staff. The Ministry issued a decree immediately after the publishing of resolution No. 197 dated 09/03/2010/ which stipulated forming an eligibility committee in order to fill vacancies in the management of this sector as soon as desired while ensuring its proper functioning.

33 – Determining the compensation fee of official examinations in vocational and technical education (Decree No. 4858 dated 23/08/2010).

Compensation fee for official examination committees specified by the Directorate General of education varies within the Ministry without any reason for this discrepancy. This decree has been prepared in order to standardize regulations on compensation fees, and official examinations, and is set to give specific percentages for the chairman and vice chairman of the examination committee, calculated from the total compensation fee allocated to it.

D- Draft laws and decrees, programs, and other agreements in various sectors of education.

In addition to the above, the Ministry completed a number of draft laws and decrees, programs and agreements that affect the various sectors of education, including:

34 - Assignment ceremony for those who passed the qualifying test of the Council of Civil Service, which took effect from 21/07/2009 for the assignment of teachers in the kindergarten and the primary education levels, and for the trained professors of the secondary education level, who have successfully completed a competency certificate (Achieved).

- Decree No. 3127 dated 30/01/2010 (Assignment of trained teachers in the cadre of the Ministry of Education and Higher Education - Directorate General of Education).

- Decree No. 3634 dated 20/03/2010 (Assignment of trained teachers in the cadre of the Ministry of Education and Higher Education - Directorate General of Education).

- Decree No. 4057 dated 20/05/2010 (Appointment of trained teachers in the cadre of the Ministry of Education and Higher Education - Directorate General of Education).

- Decree No. 3335 dated 19/02/2010 (considering the graduates of the Faculty of Education at the Lebanese University appointees at Ministry of Education and Higher Education as secondary education trained teachers).

35 - The decrees for the acceptance of the surplus teachers who succeeded in the Council of Civil Service competition, 200,531 Faculty of Education students took the exam to pursue a certificate of competency for assignment in the post of secondary education teachers (Achieved).

- Decree No. 4427 dated 21/06/2010 (accepting students in the Certificate of Proficiency in the Faculty of Education at the Lebanese University as teachers for assignment in the post of secondary schoolteacher within the cadre of the Ministry of Education and Higher Education).

36 - Referral of draft laws related to tenure teachers in secondary education under specific conditions, and the acceptance of surplus teachers who have successfully passed the test of the Council of Civil Service for the assignment of teachers in various stages of the general education sector.

- A proposed law to amend some provisions of Law No. 441 dated 29/07/2002 related to the assignment to the post of secondary education teachers in public schools (The memorandum was addressed to the Presidency of the Council of Ministers No. 115 202 dated 17/06/2010).

- A proposed law to amend some provisions of Law No. 442 dated 29/07/2002 related to assignment to the post of teachers in public schools and the appointment of those who successfully passed the test, exclusively limited to kindergarten and primary education, administered by the Council of Civil Service as of 21/07/2009 under its provisions (The memorandum was sent to the Presidency of the Council of Ministers No. 115 528 dated 30/06/2010).

- A proposed law on contractors to tenure teachers in secondary education under certain conditions (The memorandum was addressed to the Presidency of the Council of Ministers No. 11 248 dated 17/06/2010).

37 - A draft law aiming at re-examining some of the provisions of Law No. 442 dated 29/07/2002; amendments in terms of those who qualified to participate in the exclusive test conducted by the Council of Civil Service from 21/07/2009; this test was specifically for kindergarten and primary education teachers who did not sit for or pass the test the first time; the

amendment gave these contractual teachers the right to sit for the test again , and it identified a system for preparatory sessions for the successful candidates (Referred to the Council of Ministers on 25/6/2010).

38 - Issuance of Decrees related to the enrollment of recruited kindergarten and primary education teacher trainees in teacher induction centers; the issuance of decrees related to outlining the system of their work and to ensuring the budgets required for the induction sessions; the decrees also determine the details of application of reduction in the number of teaching hours for teachers in the private and public sectors.

- Decree No. 5213 dated 15/10/2010 (Amending some provisions of Decree No. 12 322 dated 23/04/2004 on the application of some provisions of Law No. 442 dated 29/07/2020, and adding other provisions to it).

- Decree No. 4396 dated 21/06/2010 on the transfer of the reserve budget for the year 2010 to cover expenses of the preparation sessions at the Faculty of Education at the Lebanese University for trainee teachers in the kindergarten level assigned within the cadre of the Ministry of Education and Higher Education under Decree 3127 dated 30/1/2010.

- Decree No. 5343 dated 05/10/2010 (Specifying details of application of reduction in the number of teaching hours for members of the teaching staff in public and private schools).

- Decree No. 5292 dated 28/10/2010 amending some provisions of Decree No. 1072 dated 26/09/1983, as amended, and the annex thereto (Specifying details of application of reduction in the number of teaching hours for members of the teaching staff within the Directorate General of Vocational and Technical Education).

39 - The preparation and conclusion of cooperation agreements and programs.

The Ministry is following up on many of the programs of cooperation with the International Organization of Francophonie (OIF), and has prepared cooperation agreements with several countries. Some agreements are signed while others are still under certification, which we mention in particular:

- Completion of two agreements with the International Organization of la Francophonie for the development of integrated teaching methods in the French language and building a national system for evaluation.

- The Ministry's contribution to the achievement of the Charter Francophone language signed by His Excellency the President of the Republic of Lebanon in 21/10/2010 in Switzerland.

-The conclusion of the second executive program of the scientific and educational Cooperation Agreement with the State of Qatar, Decree No. 5156 dated 01/10/2010.

- The preparation and the signing of cooperation agreements in the field of education with the relevant ministries in the Kurdistan Region and Sultanate of Oman, Egypt, Iran and Turkey.

40 - Miscellaneous.

- Decree No. 3775 dated 13/04/2010 to amend Decree No. 16 676 dated 18/06/1964 (determining the internal regulations system of procedures of the Council of Higher Education).

- Decree No. 2356 dated 23/02/2010 (Establishing a Secretariat for certificate attestation at the Directorate General for Higher Education in the Ministry of Education and Higher Education, and defining their functions and staffing).

- Decree No. 4018 dated 12/05/2010 (Defining the functions of the monitor in the means of transportation for the transport of students in public and private schools).

- Decree No. 4086 dated 21/05/2010 (Addition of two regional offices to table number (1) attached to decree No. 8364 dated 30/12/1961).

- A draft decree to establish unified departments for reception of people who have transactions at the Ministry of Education and Higher Education (Sent to the Council of Civil Service under memorandum No. 1111558 dated 19/10/2010).

- A draft law aimed at determining the conditions of university graduates to benefit from the rights granted to holders of teaching diplomas (Sent to the Council of Civil Service under memorandum No. 1,112,932 dated 27/11/2010).

- A draft law aimed at reconsidering the mechanism of transfer of teachers from the General Directorate of Education to the General Directorate of Vocational and Technical Education (Sent to the Council of Ministers on 03/06/2010).

- A draft decree aimed at giving four exceptional degrees to members of the teaching staff in the cadre of public education at the secondary level and members of the teaching staff in categories III and II in the Directorate General for Vocational Technical, in lieu of amending the provisions of the gradual reduction in weekly teaching hours from the actually required ones and include seniority years service (Sent to the Council of Ministers under the memorandum No. 117 390 dated 05/07/2010).

- The draft law containing special provisions for the liquidation of contractual pension for members of the teaching staff at the Lebanese University under the charter contract, and liquidation of compensation for the end of service, and determining the minimum number of years of service establishing their rights (Sent to the Council of Ministers under memorandum No. 117 910 dated 17/07/2010).
- The adoption of several administrative decrees concerning the Ministry, the Lebanese University and the Center for Educational Research and Development.