

**National Education Strategy
in Lebanon**

Strategic Plan Document

Prepared by

Lebanese Association for Educational Studies

Final Version

٢٠/١٢/٢٠٠٦

Part I: Education Available on the Basis of Equal Opportunity

Item # ١: Education available to children aged ٣-٥; public education accessible to this age group.

Issue	Strategies	Goals	Enabling Objectives
<p>١/١ ➤ A large percentage of children aged ٣-٥ remain outside kindergartens, especially those aged ٣ and those with special needs. Public education does not provide enough opportunities for children to join kindergartens that meet minimum quality requirements especially in areas outside Beirut and Mount Lebanon.</p>	<p>-Expanding children's opportunities for enrollment in pre-school</p>	<p>١١ Making public education available for ٣- to ٥-year-old children and raising enrollment rate for ٣-years old to be equal to that of ٤-years old</p>	<p>١١١ Amending the general education structure to make pre-school education extend for three- years (age ٣-٥ years) ١١٢ Designing a ٣-years pre-school curriculum that takes in consideration the full developmental needs of students and the acquisition of competencies that are compatible with the curriculum of the first cycle of general education ١١٣ Developing a program for including children with special needs students in preschool ١١٤ Developing a school map for kindergartens in Lebanon specifying their location ١١٥ Adding classes to already existing kindergartens, and establishing new kindergartens in public education as needed ١١٦ Appointing qualified teachers who are university degree holders and specialized in teaching in pre-school ١١٧ Providing the needed facilities, equipment and provisions for public kindergartens ١١٨ Adding classes equipped to receive children with special needs in preschool</p>

Item # ٢: Compulsory Basic Education until the age of ١٥; the state should give access to public education for all, based on the right of every individual to quality education. Education should give everyone, including learners with special needs, equal opportunity for enrollment, for educational continuation and for success.

١/٢ ➤ Enrollment in elementary education in Lebanon stands at near-saturation level (٩٧%). But this percentage drops in intermediate education to ٦٨,٥%. This deficiency in providing basic education to all goes hand in hand with discrepancies among geographical locations and with low enrollment in public education (٣٤%).	- Making public education available to all	١٢ Increasing the level of net enrollment in elementary education to ٩٨% and in intermediate education to ٩٠%	١٢١ Implementing compulsory education until the age of ١٥ ١٢٢ Canceling the CPA and the CP certificates and enrolling all students of the corresponding age in basic general education ١٢٣ Developing a school map for intermediate education, specifying the locations of public schools ١٢٤ Establishing new classes and new public schools as needed ١٢٥ Providing the human and financial resources needed for these new schools and new classes in basic education
١/٣ ➤ There are serious problems with educational continuation that manifest themselves in the high percentages of dropout and class repetition and retardation; such problems reach their peak in the ٤ th and ٧ th grades. There are no significant gender differences, and when such differences exist, they tend to be in favor of females. But there are significant differences among the various districts in		١٣ Decreasing rates of repetition	١٣١ Providing programs for educational support of students in basic education ١٣٢ Appointing specialized personnel for psychological, educational, and social support in schools ١٣٣ Amending curricula to ensure that there are no gaps in the curriculum and improving proper curriculum sequencing ١٣٤ Training teachers in basic education to deal with individual differences ١٣٥ Providing diversity in educational learning resources in schools.

<p>favor of Beirut and Mount Lebanon; there are also significant differences between the public and private sectors, in favor of the latter. The July ٢٠٠٦ war is probably going to aggravate the problems of educational continuation in some areas.</p>			
<p>١/٤ ➤ There is inequality in opportunity of success for passing official examinations between private and public educational sectors.</p>		<p>١٤ Increasing the rate of mastery of public school students of the needed competencies for passing official examinations</p>	<p>١٤١ Appoint teachers in basic education from among university educational degree holders. ١٤٢ Continuous in-service training of basic education teachers. ١٤٣ Preparing a plan for developing foreign language education ١٤٤ Rehabilitation in foreign language of the subject matter teachers in areas using the foreign language as the medium of instruction</p>
<p>١/٥ ➤ The educational system does not provide enough measures that cater to students with special needs (retarded and gifted) through the provision of educational material and human resources needed to develop their diverse abilities and to integrate them with their peers.</p>	<p>-Caring for learners with special needs (gifted and retarded) in formal education in basic education</p>	<p>١٥ Providing all that is needed for caring for learners with special needs in basic education</p>	<p>١٥١ Amending the curricula in order to ensure enough flexibility to adapt teaching processes to students with special needs ١٥٢ Preparing a document that defines a framework for caring for special needs students ١٥٣ Including in the school map the locations of schools that are designed and equipped for receiving learners with special needs ١٥٤ Training teachers to deal with learners with special needs ١٥٥ Appointing qualified special education teachers</p>

Item # ٢: Secondary Education (general, vocational and technical) available equally: in enrollment, educational continuation, and success. Students would be given the chance to choose among academic and technical education specializations and the opportunity to choose elective courses in order to reinforce their autonomy and to help them improve their educational and career choices.

<p>١/٦ ➤ Secondary education (general and technical) is reasonably available with an enrollment covering ٥٠% of the population aged ١٥-١٧, but this ratio remains below the enrollment rates in developed countries and in some Arab countries as well. Gender inequality in opportunities of enrollment is not significant; however, geographical inequality is significant. Enrollment in public education attracts a little less than ٥٠% of the student body and is distributed almost equally between general education (٥٣%) and technical education (٤٦%). The percentage of those who join public education is higher outside Beirut compared to Beirut.</p>	<p>-Expanding opportunities of enrollment in secondary education</p>	<p>١٦ Increasing the net enrollment level to ٦٥% in secondary education</p>	<p>١٦١ Developing a school map for secondary education, both general and vocational, in which the locations of public schools are specified ١٦٢ Adding new schools and classes, both general and vocational, where needed ١٦٣ Appointing qualified teachers for general and vocational education ١٦٤ Providing the human and financial resources needed for these new schools and new classes in secondary education ١٦٥ Including in the school map the locations of schools that are designed and equipped for receiving learners with special needs.</p>
<p>١/٧ ➤ There is inequality between private and public sectors in terms of opportunity of success in passing the</p>	<p>-Providing equal opportunities between the public and the private sectors for</p>	<p>١٧ Increasing the level of acquisition of students in</p>	<p>١٧١ Providing programs to support secondary schools students in public schools ١٧٢ Appointing teachers who are holders of university degrees specialized in teaching in</p>

official examinations, which tends to favor the private sector and which is related to high class retardation rate in the public sector.	success in official examinations	public secondary schools of the required competencies for passing school and official examinations	secondary education in addition to a major in subject matter ١٧٣ Continuous training of public secondary school teachers
١/٨ ➤ There is no comprehensive system for secondary education. The current system remains divided into separate tracks, first, between general and technical education and, second, among the specializations in each. This rather inflexible structure adds to inequality (in enrollment, continuation of study, and success) as it deprives students of opportunities for choice of courses, taking remedial and advanced courses, and of educational mobility.	-Developing one system for secondary education	١٨ Developing frameworks and systems for opening pathways among the various tracks of secondary education, both general and vocational, and providing opportunities for choice among courses	١٨١ Setting-up a system for opening pathways among the various tracks of secondary education ١٨٢ Adopting national descriptions for all the courses at the secondary level as a whole ١٨٣ Amending the structures of general and technical education in light of the system for opening pathways among tracks ١٨٤ Amending curricula so as to introduce the system of elective courses and specifying the requirements for graduating from secondary education ١٨٥ Revising the official examination system in light of amendments to the structures and the curricula ١٨٦ Developing a system for educational guidance and counseling in schools

Item # ٤: Higher Education (including technical education), available equally and organized in a manner that allows for academic mobility among its various sectors and institutions, provides support for students, and adapts to new trends and student needs.

١/٩ ➤ Opportunities to pursue higher education remain less available in Lebanon than in developed countries and in recently industrialized nations. Although there are no gender differences in the availability of these opportunities, the differences among geographical locations remain high.	-Improving opportunities for enrollment and continuation in higher education (including technical education)	١٩ Increasing the percentage of students enrolled in higher education so that it approximates similar percentages in developed countries	١٩١ Developing a national system for scholarships and loans to help students join higher education ١٩٢ Providing student housing at the various campuses of the Lebanese University ١٩٣ Providing a variety of types of higher education, including higher technical education ١٩٤ Developing a higher education map, including technical education, specifying the various locations of the Lebanese University
١/١٠ ➤ There is inequality in educational continuation between the Lebanese University and the private universities and among fields of study. This inequality relates to differences in educational quality as well as to differences in internal efficiency among sectors and specializations.		١١٠ Improving effectiveness in the Lebanese University	١١٠١ Amending registration system at the Lebanese University to decrease the percentage of repeaters in the first year
١/١١ ➤ Higher education, except for few exceptions, lacks the ability and the preparedness to offer student support services that could improve		١١١ Improving educational services in higher education	١١١١ Developing frameworks for the operation of institutions of higher education that identify the acceptable minimum services

students' opportunities of enrollment, help them cover the cost of their education, improve their chances to continue their studies, and improve their choices of courses and fields of study.			offered to students: educational and career guidance and counseling and study scholarships
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١/١٢ ➤ There is no comprehensive system for higher education where definitions of curricula, degrees, and courses are agreed upon in such a way that would allow for academic mobility among institutions of higher education.	-Developing one system for higher education	١١٢ Increasing academic mobility in higher education	١١٢١ Adopting a national description of degrees, specializations, and courses
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Part II: Quality Education that Contributes to Building A Knowledge Society

Item # ٥: Education characterized by the high quality of its curricula, institutions, and outcomes; an education that is aligned with national and international standards.

Issue	Strategies	Goals	Enabling Objectives
٢/١ ➤ The Pre-school education shows many weaknesses as evidenced in: ١) the lack of coherence in its curricula; ٢) problems in the implementation of the curricula; ٣) the low percentage of holders of appropriate degrees for teaching in this cycle; ٤) inadequate school buildings and educational aids in most cases; ٥) the school climate's lack of alignment with modern trends of pre-school education; and ٦) the inadequacy of both the school administration and the central administration. These weaknesses are more acute in public and free private kindergartens.	-Improving the quality of education in pre-school	٢١ Developing quality components in pre-school	<p>٢١١ Amending the general education educational ladder in such a way that pre-school extend for three years (٣-٥ years).</p> <p>٢١٢ Designing a curriculum for kindergarten that takes into consideration the child's comprehensive development needs and the acquisition of competencies that are compatible with the curriculum of the first cycle of general education</p> <p>٢١٣ Appointing teachers from among holders of university degrees who are specialized in teaching in pre-school</p> <p>٢١٤ Training pre-school teachers in recent methods of early childhood education</p> <p>٢١٥ Developing standards and specifications for buildings and equipment appropriate for pre-school</p> <p>٢١٦ Providing buildings for public education equipped with suitable learning resources for pre-school</p> <p>٢١٧ Appointing administrative personnel specialized in this cycle</p> <p>٢١٨ Setting-up a specialized unit in the</p>

			Ministry for pre-school education
<p>٢/٢ ➤ The latest curriculum development endeavor failed to create an on-going dynamism for curriculum development. This endeavor showed the following weaknesses: ١) ineffective partnership among all groups benefiting from the curricula; ٢) issuance of detailed curricula by ministerial decrees which reflected itself in the limited flexibility of the curricula to accommodate the needs of schools and to respond to emerging educational trends; ٣) the lack of reference documents that offer guidelines for the development of the curriculum components; and ٤) not benefiting from evaluation studies and experiments that were conducted.</p>	<p>-Continuous improvement of the quality of curricula in general education</p>	<p>٢٢ Developing a system for the continuous development, implementation, and evaluation of curricula and for the benefit by MEHE from evaluation studies and innovative experiments</p>	<p>٢٢١ Developing a document that specifies the system of curriculum design as well as the procedures involved in curriculum development and the procedures for revising and modifying curricula in order to ensure continuity and integration in development as well as quality control and flexibility in the curricula. ٢٢٢ Appointing personnel in the Ministry specialized in curriculum development who would be able to lead the development efforts ٢٢٣ Involving stakeholders in the process of curriculum development and developing mechanisms for such involvement ٢٢٤ Establishing an independent technical body/unit to carry out field studies involving evaluation of the curricula, its implementation, and outcomes and benefiting from studies conducted by governmental and non-governmental agencies</p>
<p>٢/٣ ➤ There is an inherent weakness in the current curricula manifested in the lack of alignment among general goals, special objectives and cycle objectives; in the limited scope and heavy content; in the lack of concordance between curriculum objectives and assessment system; and problems related to teaching mathematics and sciences in a</p>		<p>٢٣ Revising the current curricula in general education</p>	<p>٢٣١ Amending general education curricula to ensure internal consistency in the curricula in as far as their structure, the way objectives are stated, and the content flow charts ٢٣٢ Amending curricular objectives and content in general education in light of implementation and studies ٢٣٣ Developing a system for evaluation of learning outcomes and for official examinations (a system that is compatible with</p>

foreign language.			the philosophy and objectives of the curricula) in general education ٢٣٤ Developing a document to diagnose problems of teaching mathematics and sciences in a foreign language and suggesting practical ways of dealing with these problems
٢/٤ ➤ Although the bold step taken to develop school textbooks for all educational cycles has contributed to making the national textbook available to all, the quality of these textbooks suffers from: ١) absence of a single independent authority for developing and monitoring textbooks in accordance with pre-determined criteria, and ٢) the stagnation of the school textbooks.		٢٤ Producing a school textbook of high quality	٢٤١ Adopting a new policy for developing textbooks and supervising their production in order to ensure independence and impartiality in quality control, and continuous development of standards ٢٤٢ Developing a set of terms of reference for preparing textbooks in terms of content as well as technical conditions for textbook production ٢٤٣ Providing personnel who are specialized in authoring, producing, and evaluating school textbooks
٢/٥ ➤ Elementary education in public schools faces serious problems when it comes to the qualifications of its teachers as evidenced by: ١) the high percentage of teachers whose education has stopped at the Baccalaureate level or even before; ٢) contracting teachers with university degree on a discretionary basis and without having any educational preparation; and ٣) The lack of a system of professional development. Further more, secondary education	-Professional development of teaching staff and professionalization of teaching in general education	٢٥ Securing professionally well-prepared teaching staff for basic and secondary education	٢٥١ Developing a policy for appointing tenured teachers and resorting to appointing teachers on contract only when needed ٢٥٢ Appointing teachers who are holders of university degrees specialized in elementary, intermediate, and secondary education ٢٥٣ Setting-up a system for professionalizing education ٢٥٤ Institutionalizing a system for continuous rehabilitation, training and for following-up of teachers in basic and secondary education ٢٥٥ Setting-up a system of rewards based on performance appraisal

faces other serious problems with teachers qualifications related to: ١) contracting of individuals to teaching positions on a discretionary basis and without having educational preparation; ٢) appointment of full-time teachers on a discretionary basis and offering them a short 'professional preparation' session; and ٣) There is a large scale project which started in ٢٠٠٤-٢٠٠٥ to offer continuous training for public elementary and secondary teachers.			
٢/٦ ➤ Public schools face the problem of inadequate buildings, facilities and educational provisions as it relates to their availability, suitability, quality, and use in teaching and learning.	-Improving the quality of the teaching/ learning environment in general education	٢٦ Providing public schools that are properly equipped and have the human resources needed for achieving the targeted educational goals	٢٦١ Equipping schools with the needed educational resources ٢٦٢ Building public schools with proper technical specifications and rehabilitating existing ones
٢/٧ ➤ The school environment in both public and private schools is characterized by the dominance of teacher-centered teaching approaches and an almost complete absence of active learning approaches. There are also some problems with the school climate as		٢٧ Providing a healthy and active school climate ٢٨ Providing the human resources needed for achieving	٢٧١ Developing public school by-laws so as to establish an active, healthy atmosphere within schools and between schools and parents ٢٨١ Appointing personnel in psychological, educational, and social support in schools ٢٨٢ Institutionalizing guidance and counseling for students at the Ministry level ٢٨٣ Appointing personnel who are able to use

represented by the weak relations among students, teachers, administration, and parents.		educational goals	available physical resources effectively ٢٨٤ Training teachers in modern educational methods ٢٨٥ Following-up the impact of training on teachers' practices
٢/٨ ➤ Public schools exhibit problems in their administration in at least four areas: ١) the limited authority given to the principal to lead and administer, ٢) conditions and terms of appointment which do not require a university degree in educational administration, ٣) a chronic lack of adherence to the minimum conditions specified in the laws that govern the appointment of principals, and ٤) absence of a system of performance appraisal. To date, there is no institutionalization of preparing principals in leadership and educational administration and providing them with continuous professional development	-Professional development of the administrative staff in schools in general education	٢٩ Providing school administrative staff who are qualified both educationally and administratively	٢٩١ Appointing principals from among holders of university degrees in school/educational administration and on the basis of an exam ٢٩٢ Institutionalizing continuous professional training for principals ٢٩٣ Developing standards and job descriptions for school administration staff ٢٩٤ Developing a system of evaluation for administrators
٢/٩ ➤ The learning outcomes in languages, mathematics, and science are low as measured by national standards; on the other hand, the outcomes of mathematics and science are low as measured by international standards.	-Improving the quality of learning outcomes in general education	٢١٠ Reaching an achievement level of learning outcomes that is satisfactory according to international standards and in	٢١٠١ Institutionalizing the evaluation of learning outcomes ٢١٠٢ Setting-up a system that allows for taking into account the results of the evaluation of learning outcomes in general education when decisions are being made about schools and curricula and when professional development programs for the

		line with national standards	teaching staff are being designed
<p>၃/၁၀ ➤ The ၃၀၀၀ vocational and technical education secondary curricula are, in general, of good quality. But there are several indications of the low quality of vocational and technical education, such as: ၁) the low level of students admitted to vocational education; ၂) the low level of academic and educational qualifications of the majority of teachers because of lack of in-service training to enable them to be in step with scientific and technical innovations; ၃) the lack of needed facilities in school; ၄) the lack of adoption and development of new teaching methods and evaluation techniques; ၅) lack of communication between labor market since there is no mechanism to link employers and technical education institutions; ၆) the absence of a career guidance system; and ၇) the absence of quality criteria and feedback.</p>	<p>-Improving the quality of vocational and technical education</p>	<p>၃၁၁ Providing quality secondary vocational and technical education</p>	<p>၃၁၁၁ Setting standards for quality assurance in vocational and technical education ၃၁၁၂ Setting standards for quality control in vocational and technical education ၃၁၁၃ Evaluating the curricula of vocational and technical education for the purpose of improving them ၃၁၁၄ Setting-up a system for evaluating learning outcomes and for official examinations that is compatible with the philosophy and content of the curricula in vocational and technical education ၃၁၁၅ Abiding by the condition of accepting vocational and technical education students in the BT program only those who have already got the intermediate certificate (Brevet) ၃၁၁၆ Appointing as teachers only those who are holders of specialized university degrees in vocational and technical education. ၃၁၁၇ Rehabilitation and training of teachers in vocational and technical education ၃၁၁၈ Providing needed equipment for vocational and technical education schools ၃၁၁၉ Establishing a mechanism for connecting employers with vocational and technical institutions ၃၁၁၁၀ Setting-up a system for career guidance for students in vocational and technical</p>

			<p>education</p> <p>٢١١١ Setting-up a system that allows for taking into account the results of the evaluation of learning outcomes when decisions are being made about schools and curricula and when professional development programs for the teaching staff are being designed in vocational and technical education</p>
<p>٢/١١ ➤ Higher technical education faces additional problems that affect its quality as evidenced by: ١) the absence of an authority or administration responsible for higher technical education; currently it follows secondary education and its directorate; ٢) lack of distinction between higher technical education, on the one hand, and secondary technical education, on the other, with respect to the specifications of the institutions; ٣) absence of a system of classification of teachers as is the case with university education; ٤) centralization of official examinations; ٥) adoption of an inflexible system based on the academic year and on a comprehensive official examination for granting degrees; and ٦) exclusion of vocational and technical education as a higher education</p>		<p>٢١٢ Providing quality higher technical education</p>	<p>٢١٢١ Including higher technical education within the system of higher education</p> <p>٢١٢٢ Adopting a suitable reference for administering higher technical education</p> <p>٢١٢٣ Adopting suitable conditions for appointing and offering contracts to technical higher education teachers, curricula, examinations, and buildings in line with the inclusion of higher technical education in the higher education system</p>

track.			
<p>٢/١٢ ➤ Higher education in Lebanon suffers from serious quality problems which emanate from archaic standards in private higher education and from failure to abide by what was issued later, and the absence of structures needed to control quality in private higher education, the absence of national frameworks and structures for quality assurance. In the Lebanese University, quality-related problems are attributed to not adopting a reform project for it, not availing the needed resources, and losing its autonomy in the last decades.</p>	<p>-Improving the quality of higher education</p>	<p>٢١٢ Providing quality higher education</p>	<p>٢١٣١ Issuing a new and contemporary higher education law ٢١٣٢ Developing a unified national framework for higher education degrees ٢١٣٣ Developing a national framework for scientific research ٢١٣٤ Developing a national framework for quality control in private higher education ٢١٣٥ Developing a national framework for quality assurance in higher education ٢١٣٦ Adopting a project for the comprehensive development of the Lebanese University and securing the human and physical resources needed for that ٢١٣٧ Taking measures to ensure the administrative, academic, and financial independence of the Lebanese University and activating accountability mechanisms</p>

Item # ٦: Education oriented towards the development of knowledge, skills, and attitudes needed for handling information and the intensive use of Information and Communication Technology (ICT).

<p>٢/١٣ ➤ The contribution of general education in Lebanon to building an information society remains limited as evidenced by: ١) the current Informatics curriculum covers only the development of basic skills. Informatics education, in its curriculum and applications, does not aim to develop knowledge, attitudes, and skills needed for handling information or for using information and communication technology in acquiring knowledge in various subject matter areas and domains; ٢) the curriculum is not followed in many schools in general, and in most public schools in particular; ٣) the basic skills in informatics are not tested at school or in official examinations; and ٤) teacher preparation in knowledge and skills pertaining to the use of information technology in teaching and learning remains a very slow process.</p>	<p>-Orienting education towards building a knowledge society</p>	<p>٢١٤ Developing the curricula, personnel, and structures needed for the intensive use of information technology and communication in teaching and learning in pre-university education</p>	<p>٢١٤١ Amending pre-university curricula objectives to include the use of information technology in all subject matter areas ٢١٤٢ Amending pre-university curricula so as to reconsider the Informatics curriculum, the classes it is taught in, and its evaluation system ٢١٤٣ Equipping all public schools with computer laboratories and with access to fast internet connection ٢١٤٤ Rehabilitating pre-university teachers in the use of information technology in all subject matter areas and in its use as a tool of teaching and learning inside and outside the school</p>
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Item # ٧: Education that develops the general education of individuals and provides them with critical thinking skills and moral reasoning, enabling them to live and work in a modern, changing society and to become lifelong learners.

<p>۲/۱۴ ➤ The curricula, teaching methods, and accompanying activities do not aim, in one subject matter area or across subject matter areas, to develop critical thinking and moral reasoning and related attitudes enough to enable individuals to live and work in a changing modern society and to turn into lifelong learners.</p>	<p>-Preparing students for lifelong learning</p>	<p>۲۱۵ Develop general education curricula and personnel to enhance the development of thinking and moral reasoning abilities</p>	<p>۲۱۵۱ Amending general education for the purpose of helping students acquire skills of lifelong learning, especially the skills of critical thinking, problem solving, and moral reasoning ۲۱۵۲ Developing rehabilitation and in-service training programs for teachers that would enable them to help their students acquire thinking and moral reasoning skills as well as the skills for lifelong learning</p>
<p>۲/۱۵ ➤ There is a deficiency in the curricula with regard to general education, as indicated by the insufficiency of arts (music, drawing, theater, acting) in curricula and of related co-curricular activities (art clubs and activities).</p>		<p>۲۱۶ Develop general education curricula and personnel to enhance the development of the individual's general education</p>	<p>۲۱۶۱ Amending general education so as to enhance the teaching of art (music, drawing, theater, acting) and using art in teaching/learning ۲۱۶۲ Strengthening the human and physical resources in public schools for supporting art clubs and activities in these schools</p>

Part III: Education that Contributes to Social Integration

Item # 1: Education that develops citizenship in its three dimensions: National identity, civic participation, and human partnership.

Issue	Strategies	Goals	Enabling Objectives
<p>3/1 ➤ weaknesses in at least four forms: 1) the dispersion of the concept of national identity throughout curricula, textbooks, and educational practices; 2) using memorization as the only learning strategy; and 3) the weak connection between national identity and other related terminology such as cultural openness, diversity, confessional identities, and common living (living together), 4) lack of minimal agreement on historical and geographical as well as political dimensions of identity.</p> <p>3/2 ➤ There is duplicity in the official discourse taught and the discourse derived from the social circles of teachers and students. There are also differences among private schools in their understanding of what the concept of "national identity" stands</p>	<p>-Strengthening the role of education in developing national identity</p>	<p>3.1 Forming students who think and behave on the basis of the principle that national identity represents the main and first identity that precedes any other identity</p>	<p>3.1.1 Revising general education curricula:</p> <p>3.1.1a based on common aspects of national identity and living together among the Lebanese</p> <p>3.1.1b in order to clarify and present the concept of national identity in a manner that is uniform and dispersed throughout the different subject matter areas in varying degrees, depending on the nature of the subject</p> <p>3.1.1c in a manner that allows the synthesis and integration of the concept of national identity and all other relevant concepts</p> <p>3.1.2 Developing a document on pedagogical approaches to ensure the acquisition of knowledge and transforming of this knowledge into convictions, attitudes, and behaviors, which embody the national identity</p> <p>3.1.3 Developing a document on evaluation practices so as to target learners' acquisitions and ability to transfer acquired knowledge in new and authentic situations, which embody the national identity</p>

for.			<p>٣١٤ Developing guidelines for building a school climate that is conducive to strengthening national identity</p> <p>٣١٥ Training the teachers concerned in educational skills for fostering national identity</p>
<p>٣/٣ ➤ The role of the school in civic education is rather weak; this weakness is reflected in different forms such as ١) inadequate elaboration of the concept of civic responsibility in the curricula; ٢) the dispersion of the elements of civic education in the curriculum over its various components; and ٣) weakness in the skills, application, and moral aspects. All this leads to inadequate acquisition of civic education concepts and applications.</p>	<p>Strengthening the role of education in developing civic participation</p>	<p>٣٢ Forming students who are capable of civic participation</p>	<p>٣٢١ Amending general education curricula in order to highlight and present the concept of civic citizenship in a manner that is uniform and dispersed throughout the different subject matter areas in varying degrees, depending on the nature of the subject</p> <p>٣٢٢ Developing a document on teaching approaches to ensure the acquisition of knowledge and transforming of this knowledge into convictions, attitudes, and behaviors, which embody civic participation</p> <p>٣٢٣ Developing a document on evaluation practices so as to target learners' acquisitions and ability to transfer acquired knowledge in new and authentic situations, which embody civic participation</p> <p>٣٢٤ Amending general education curricula to ensure that they include clear guidelines for carrying out socio-civic activities in schools in preparation for actual participation in the local community or in society at large</p> <p>٣٢٥ Introducing "community service" as a secondary school graduation requirement</p> <p>٣٢٦ Amending public schools by laws to ensure the participation of students in decision-making</p>

			<p>٣٢٧ Developing a framework to amend school by-laws in private schools towards ensuring the participation of students in decision-making</p> <p>٣٢٨ Developing guidelines for building a school climate conducive to strengthening civic participation</p> <p>٣٢٩ Training the teachers concerned in educational skills for enhancing civic participation</p>
<p>٣/٤ ➤ The role of education in the development of human partnership falls short of expectations in that the curricula do not adequately cover either the values called for in international declarations and treaties nor the global environmental and humanitarian issues.</p>	<p>-Strengthening the role of education in human partnership</p>	<p>٣٣ Forming students capable of practicing human partnership</p>	<p>٣٣١ Amending general education curricula in order to highlight and present the concept of human partnership in a manner that is uniform and dispersed throughout the different subject matter areas in varying degrees, depending on the nature of the subject, depending on the nature of the subject</p> <p>٣٣٢ Developing a document on teaching approaches to ensure the acquisition of knowledge and transforming of this knowledge into convictions, attitudes, and behaviors, which embody human partnership</p> <p>٣٣٣ Training the teachers concerned in educational skills for enhancing human partnership</p> <p>٣٣٤ Developing guidelines for building a school climate conducive to strengthening human partnership</p>

Item # ٩: Education that contributes to social cohesion and provides learners with the knowledge, skills, and attitudes needed for living together in a diverse society.

<p>٣/٥ ➤ The spaces for social mix in education in Lebanon have shrunk considerably during the last few years at the levels of university student composition, university teachers associations, student unions, youth organizations, and the professional organization of teachers and educators. This problem is most acute in the Lebanese University and in public education in general.</p>	<p>-Increasing the contribution of education to social cohesion</p>	<p>٣٤ Increasing spaces for social mix in education</p>	<p>٣٤١ Drawing the school map for the purpose of strengthening social mix ٣٤٢ Drawing a map for the Lebanese University campuses for the purpose of strengthening social mix ٣٤٣ Establishing inclusive unions for students and for teachers as well as professional organizations on a national level ٣٤٤ Developing frameworks that encourage adoption of the principle of diversity in private universities</p>
<p>٣/٦ ➤ Education in Lebanon provides limited opportunities for interaction among its institutions, students, and teachers. Thus, participative programs between schools are scarce and usually involve same-color schools. Extracurricular activities, especially in public schools, are also scarce, whether within the same school or in conjunction with other schools. Finally, professional activities that promote interaction among teachers are rather limited.</p>		<p>٣٥ Increasing opportunities of communication and interaction among institutions, teachers, and students</p>	<p>٣٥١ Establishing a mechanism for “twinning” among schools that are different socially and demographically ٣٥٢ Establishing a mechanism for developing common activities and programs among socially and demographically different schools ٣٥٣ Setting-up systems and mechanisms for increasing extracurricular activities within the same school as well as common extracurricular activities among different schools ٣٥٤ Establishing a mechanism for encouraging common professional activities among teachers of different schools</p>
<p>٣/٧ ➤ Education in Lebanon offers limited opportunities for the</p>		<p>٣٦ Forming students</p>	<p>٣٦١ Amending general education curricula to ensure the spreading of the strengthened</p>

acquisition of knowledge and values needed for “living together” because such opportunities are not accompanied by classroom and school practices and activities that turn them into skills and behaviors.		equipped with knowledge, values, and skills for living together in a diverse society	values and skills for living together throughout all subject matter areas in differing degrees, depending on the subject ٣٦٢ Developing a document on teaching approaches to ensure that the adoption of values by students and their mastery of related skills in addition to knowledge and facilitating the turning of relevant knowledge into convictions, attitudes, and behavior which embody living together
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Item # ١٠: Education that contributes to social mobility: horizontally, among geographical locations, and vertically, among social strata.

٣/٨ ➤ The contribution of higher education to geographical mobility is limited, as the general tendency is either for settlement of students within the same region or their mobility from remote regions to specific universities in the Greater Beirut area. Expectations regarding the chances for finding work after graduation confirm these two trends; however, the tendency to seek work outside Lebanon remains greater than the tendency to work in other regions of Lebanon.	-Strengthening the role of education in horizontal social mobility	٣٧ Increasing opportunities for academic mobility among geographical locations	٣٧١ Developing systems and incentives for public school teachers to work in remote areas as well as for horizontal mobility ٣٧٢ Developing systems and incentives to encourage mobility in the different geographical locations of Lebanese University professors ٣٧٣ Providing, in areas outside Beirut, university education centers that have comparative advantage ٣٧٤ Providing student housing in university campuses in general, and at the Lebanese University in particular ٣٧٥ Setting-up a system for university grants and loans, especially at the Lebanese University, in all degrees to encourage horizontal social mobility
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<p>٣/٩ ➤ The contribution of higher education to vertical social mobility is limited especially at the Lebanese University. Among the impediments of such mobility are the low quality of education, the existence of specializations that have narrow career options, and the scarcity of financial aid and other forms of students support. This mobility is also hindered by the weak academic mobility between different types of secondary education and different types of higher education.</p>	<p>- Strengthening the role of education in vertical social mobility</p>	<p>٣٨ Graduating university students with degrees that have competitive value</p>	<p>٣٨١ Developing a plan to improve the quality of education at the Lebanese University ٣٨٢ Establishing a system for university grants and loans in general, and at the Lebanese University in particular, in all degrees so as to encourage vertical social mobility ٣٨٣ Developing a framework for quality assurance systems in higher education institutions ٣٨٤ Setting-up systems for preparatory classes in universities to facilitate the mobility of students between secondary schools and universities</p>
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Item # ١١: Education that contributes to the social inclusion of dropouts and individuals marginalized inside the school as well as to the prevention of social marginalization.

<p>٣/١٠ ➤ Schools do not have adequate human resources or special programs for reducing marginalization inside the school. Furthermore, curricula are not organized in such a way that would provide students-at-risk with the knowledge, skills, and values that would protect them from dropping out from school, social marginalization, or involvement in violent activities, or delinquency.</p>	<p>-Strengthening the role of education in social inclusion</p>	<p>٣٩ Providing frameworks for supporting marginalized students and for protection against marginalization</p>	<p>٣٩١ Appointing specialized personnel in psychological, educational, and social fields t in schools to help marginalized students inside the school ٣٩٢ Securing a physical environment suitable for learners with special needs ٣٩٣ Amending general education curricula in a manner that ensures diversity in school activities and helps protect against marginalization ٣٩٤ Training teachers in the acquisition and use of skills needed for inclusion of the marginalized</p>
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Part IV: Education that Contributes to Economic Development

Item # ١٢: Education that contributes to the development of human capital.

Issue	Strategies	Goals	Enabling Objectives
٤/١ ➤ The educational profile of the Lebanese people has in general witnessed continuous improvement for both sexes. But the educational repertoire suffers some shortcomings in: ١) the presence of illiterates, especially among economically active people. In addition, the percentage of those who have secondary education and beyond still needs to be increased; ٢) continued discrepancy between the center (Beirut) and the periphery; and ٣) the increasing percentage of Lebanon families with low degree of saturation in education.	-Availing study opportunities for those who haven't had any formal education and for those wishing to continue their education	٤/١ Providing educational services to those who haven't had any formal education and for those wishing to continue their education	٤/١١ Setting-up a system of continuing education ٤/١٢ Amending secondary and higher education regulations to include community service programs centering on literacy programs, especially in remote, peripheral areas
٤/٢ ➤ The economic investment of the population's educational repertoire is below what is expected whether evidenced by: ١) the larger numbers of general education degrees compared to vocational degrees; ٢) the low economic involvement, in general, and the involvement of educated women, in	-Improving the economic investment of the educational repertoire of the people	٤/٢ Improving the professional dimensions of education	٤/٢١ Increasing vocational and technical enrollment share in education ٤/٢٢ Developing professional benchmarks for secondary and university specializations, whenever possible ٤/٢٣ Amending higher education programs to ensure the development of competencies for entrepreneurship ٤/٢٤ Amending secondary and higher

particular; ٣) the high percentage of educated people who immigrate to other countries; and ٤) the high rate of unemployment among the educated.			education curricula to ensure flexibility ٤٢٥ Establishing systems for counseling and career guidance in secondary and higher education institutions
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Item # ١٣: Education that provides quantitatively and qualitatively competent work force to meet the needs of the Lebanese market and that can compete in free job markets.

٤/٣ ➤ The job market for university graduates suffers in both quantity and quality as indicated by unemployment, masked unemployment, and immigration on one hand and the low expectations from university graduates on the other hand. Economically, this problem is the result of ١) slow growth of the Lebanese economy and its inability to create new work opportunities and ٢) the laxity of professional standards in many of its sectors. Educationally, this problem is reflected ١) in the expansion of higher education driven by political and commercial considerations at the expense of the quality of input and of learning outcomes of graduates; ٢) not availing databases in education regarding labor market demands; ٣) weakness of partnership and	-Increasing the rate of employment among graduates	٤/٣ Improving the connection between the higher education supply and development demands	٤٣١ Developing frameworks for coordination among institutions of higher and technical education, among employing institutions, and among educational and economic strategies. ٤٣٢ Developing frameworks for partnership between educational institutions and employing institutions for decision making and exchange of experiences and funds. ٤٣٣ Developing frameworks for cooperation and communication among employing institutions and institutions of higher education through alternate education, continuous education and training ٤٣٤ Amending the Law governing granting licenses for the establishment of higher education institutions, their branches, and their specializations ٤٣٥ Developing standards for educational professions ٤٣٦ Providing students and curriculum developers with databases and studies about the regional workforce supply and demand
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communication frameworks between educational institutions and employment institutions, and ٤) lack of frameworks and clear efforts to develop fast training certificate programs.			<p>٤٣٧ Building a national framework for specializations compatible with the national job classification framework</p> <p>٤٣٨ Setting plans to develop vocational and technical educational certificate training programs.</p> <p>٤٣٩ Increasing research resources and strengthening the ties between scientific research programs in universities and the national strategy for economic development</p>
<p>٤/٤ ➤ Higher education and technical and vocational education in Lebanon exhibit serious problems in keeping pace with the global work market and in building a competitive workforce. These problems manifest themselves in a number of areas: ١) weakness of practical training; ٢) weakness in general preparation that enables graduates to adapt to innovations; ٣) weakness in aspects related to production according to international standards; ٤) weakness in aspects related to initiatives in establishing institutions (entrepreneurship); ٥) weakness in cooperation programs with international educational and employment in a specific</p>	-Higher education to keep up with the globalized job market	٤٤ Providing a workforce with higher education degrees that is capable of competing internationally	<p>٤٤١ Developing frameworks for quality control in higher education on the basis of a table of descriptions and standards that include institutions, degrees, and educational environment</p> <p>٤٤٢ Developing a national framework for quality assurance in higher education</p> <p>٤٤٣ Amending higher education programs to ensure the development of economic and management capacities</p> <p>٤٤٤ Providing students and curriculum developers with databases and studies about the regional workforce supply and demand</p> <p>٤٤٥ Developing a framework for efficient vocational training</p>

<p>specialization; ٧) the absence of quality control and quality assurance frameworks based on international standards for technical and applied university specializations; and ٨) not availing information and studies about supply and demand trends for graduates, on the regional and international levels .</p>			
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Part V: Governance of Education

Issue	Strategies	Goals	Enabling Objectives
<p>⦿/١ ➤ The Ministry of Education and Higher Education (MEHE) has not been able to draw the necessary frameworks for effectively managing education in Lebanon. Such needed frameworks include: ١) policies, strategies and plans; ٢) standards and specifications; ٣) appropriate systems for monitoring and supervision; ٤) quality assurance; and ٥) means of supporting cooperation within the education society and between this society and other social institutions.</p>	<p>-Shifting towards strategic administration at the Ministry</p>	<p>⦿١ Developing documents, systems and mechanisms necessary for drawing a framework for looking after the public concern in education</p>	<p>⦿١١ Developing the work plans needed for the implementation of the “National Strategy for Education”</p> <p>⦿١٢ Developing specifications and standards for educational institutions and faculty in all cycles and types of education</p> <p>⦿١٣ Establishing a system for gathering information and monitoring education</p> <p>⦿١٤ Establishing a system for supervision and quality control in pre-university education</p> <p>⦿١٥ Establishing a system for supervision and quality control in higher education</p> <p>⦿١٦ Setting standards and establishing a system for quality assurance for pre-university education</p> <p>⦿١٧ Developing a framework for quality assurance for university education</p> <p>⦿١٨ Setting-up a system that specifies the types of support for cooperation within the educational society and between this society and other societal institutions</p> <p>⦿١٩ Developing a new organization for the MEHE to ensure the inclusion of units in charge of drawing frameworks</p>
<p>⦿/٢ ➤ The organizational structure and human resources of MEHE do not seem adequate</p>		<p>⦿٢ Enabling MEHE to undertake the task of drawing an</p>	<p>⦿٢١ Developing a new organization for the MEHE to ensure the inclusion of specialized units for strategies, plans, standards, specifications, and</p>

for successfully carrying out its role of setting up frameworks for education in Lebanon.		educational framework	systems for monitoring and supervision, quality control, and quality assurance ٥٢٢ Appointing personnel specialized in setting-up frameworks needed for operating these units
٥/٣ ➤ The MEHE has witnessed partnership experiences with the private sector as well civic society; however, these experiences did not turn into a clear rule-governed system for national educational decision-making.	-Investing social capacities in developing educational policies at the national level	٥٣ Developing frameworks for involving civic and educational organizations in public decision-making	٥٣١ Establishing “the Higher National Council for Education” ٥٣٢ Amending the structure of the Council for Higher Education (Law of ١٩٦١) on the basis of the principle of sharing in making decisions ٥٣٣ Setting-up a system that specifies the frameworks for partnership between institutions of higher general and vocational education and societal organizations (syndicates, employment institutions, etc) ٥٣٤ Developing a system that specifies the frameworks for partnership between the Ministry’s units and societal and educational organizations
٥/٤ ➤ The management of education suffers from: ١) scattered functions; ٢) conflicts among the units which perform these functions and occasional lack of communication among them; and ٣) traditional methods and lagging behind the educational developments in Lebanon and contemporary trends in educational management. The MEHE is developing management	-Modernizing the educational administration	٥٤ Restructuring the MEHE	٥٤١ Establishing a new organizational system for the Ministry of Education that reevaluates all its functions, units, job descriptions, and work conditions, taking into consideration the following: ٥٤١a Following-up on issues, strategies, goals, and objectives included in the “National Strategy for Education” in all its sections ٥٤١b Placing all educational functions and tasks under the jurisdiction of the Ministry ٥٤١c Adopting centralized standards and national systems in monitoring and evaluation ٥٤١d Setting-up a modern system of performance appraisal for all those working in the Ministry and in public schools

information systems so as to automate the Ministry.			<ul style="list-style-type: none"> ◦ᄁᆞ Adopting decentralization and de-concentration in the administration of public education ◦ᄁᆞᆞ Establishing a system for partnership with the participation of local authorities at the district and town levels
◦/◦ ➤ The management of education is centralized without partnership with the local community. It is also centered in such a way that school administrations are not given (except in few cases) adequate authority to manage their schools.		◦◦ Automation of the administration in MEHE	<ul style="list-style-type: none"> ◦◦ᆞ Automation of the MEHE operations completely ◦◦ᆞᆞ Automation of educational management ◦◦ᆞᆞᆞ Continuation of training MEHE staff on new newly implemented management information systems
◦/ᆞ ➤ The MEHE has not yet proposed an educational vision in which the public school is allowed a special dynamism in its operation and development so that it becomes an active element in societal development; the school administration is not given the authority or responsibilities needed for self-management.	-Improving efficiency in the public schools	◦ᆞ Gradual movement towards an autonomous administration in public school	<ul style="list-style-type: none"> ◦ᆞᆞ Implementing a project for administering public schools on the basis of autonomous administration ◦ᆞᆞᆞ Developing a system of accountability and rewards in the autonomous administration of schools ◦ᆞᆞᆞᆞ Amending the functions in the public school to ensure the expansion of educational staff in public schools
◦/ᆞ ➤ The MEHE administration of public education suffers from weaknesses in administering its	-Improving efficiency in managing public education	◦ᆞ Increasing the efficiency of the MEHE in the management of its	<ul style="list-style-type: none"> ◦ᆞᆞ Institutionalizing a mechanism for using the EMIS system in evaluating how resources are being managed and making related recommendations ◦ᆞᆞᆞ Setting-up a system for quality control in

financial, material and human resources. The current structure does not provide modern systems or frameworks for economic analysis, rationalizing expenditure, and managing financial resources.		material, financial, and human resources	resource management and performance appraisal in managing resources and conducting a periodic institutional evaluation for it ٥٧٣ Including in the organizational structure of MEHE units specialized in the management of material, financial, and human resources ٥٧٤ Establishing a system of rewards based on performance appraisal in resource management ٥٧٥ Establishing a system for monitoring education cost and presenting recommendations for rationalizing expenditure
٥/٨ ➤ The units of the Ministry of Education and Higher Learning suffer from quantitative and qualitative deficiencies in specialized human experienced resources in the Ministry's functions and scope of operation.	-Building the capacities of the MEHE	٥٨ Upgrading and developing human resources in the MEHE and attracting new qualified human resources	٥٨١ Developing a plan for supplying the Ministry with the needed specialists and experts in accordance with the tasks required of the Ministry in the new organizational structure and in accordance with the “National Strategy for Education” ٥٨٢ Appointing holders of specialized university degrees in middle level and upper level positions in the Ministry ٥٨٣ Commitment to the appointment of employees at the Ministry on the basis of advertised rules established on merit and transparency ٥٨٤ Developing a plan for upgrading and training employees at the Ministry ٥٨٥ Developing a plan for training workshops and seminars in Lebanon and outside it for certain groups of Ministry employees
٥/٩ ➤ The Lebanese University suffers from many problems in administration of its affairs: ١)	-Modernizing the Lebanese University management	٥٩ Reorganizing and modernizing the Lebanese University administration	٥٩١ Amending the Lebanese University Law to ensure: ٥٩١a Enabling academicians to do their work in managing the university

<p>diminished authority of academicians; ٧) the University's loss of its autonomy; ٨) the absence of student participation at the Faculty and University level; ٩) weak societal and professional partnerships to allow them to look into University matters; ١٠) lack of supporting administrative – academic structures; ١١) weakness in ICT use ١٢) administrative human resources that lack proper modern and appropriate specializations; and, ١٣) non-existence of administrative units for human and material resources. On the other hand, the current organizational structure of the LU ensures collegiate participation in decision-making.</p>		<p>-Increasing the efficiency of managing the Lebanese University</p>	<p>١٤b Administrative, academic and financial independence of the University ١٤c Securing societal partnership (with syndicates, employing institutions, and alumni) ١٤d Establishing supporting academic-administrative structures ١٤e Establishing units for administering human and physical resources ١٥ Developing a plan that ensures: ١٥a Equipping the University with ICT and employing it in all administrative tasks ١٥b Rehabilitating and training human resources in the domains of modern administration of higher education ١٦ Giving students' representatives seats on the university and faculty councils</p>
<p>١٧. ➤ There are clear shortcomings in the manner in which the MEHE is carrying out its duty of looking after public interest in private education in line with the spirit of the Lebanese constitution. These</p>	<p>-Looking after the public concern (interest) in private education</p>	<p>١٨. Establishing systems for looking after the public concern (interest) in private education on a partnership basis</p>	<p>١٨.١ Developing a document that specifies the scope of “public interest” in private education and establishing a system to ensure its application ١٨.٢ Developing an organizational framework for the operation of private education in a manner that serves the “public interest” ١٨.٣ Establishing a support system for the efforts and initiatives in private education and establishing</p>

<p>shortcomings are evident in: ١) weak organizational frameworks that govern this mentoring and its implications; ٢) absence of overseeing procedures that ensure learners quality education based on a basic minimum standards of quality; ٣) absence of support for the initiatives and efforts that lead to increased educational opportunities, improve the quality of education, and reinforce the role education plays in social integration and economic development; and ٤) failure to call on private institutions to share in projects and educational development plans.</p>			<p>the units necessary for implementation ٥١٠٤ Developing a framework that specifies the scope of involvement of private educational institutions in the implementation of educational projects and plans as well as the conditions and regulations governing such involvement</p>
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