EXCERPTS FROM 1996 ANNUAL REPORT

The access of poor families to primary and secondary health care facilities is limited because of the relatively high costs, since most of them do not enjoy effective health insurance coverage. Chronic or recurrent diseases are common among the poor and the incidence of physical handicap, mental retardation or sickness-related death is higher in this category than the national average, probably because of poverty on the one hand, and low level of awareness on the other.

Other categories of health and social problems linked to changing lifestyles and high urbanization rates are rising among the young population. These include nutritional imbalances, smoking, drug addiction, delinquency and other forms of deviance. These need to be addressed especially since 20% of the Lebanese population are between the age of 10 and 20 years.

Although no comprehensive surveys or accurate data are available on the various categories of children in especially difficult circumstances, preliminary studies and qualitative data indicate that child labor, particularly in poor urban neighborhoods, appear to be a problem.

Data on some indicators for basic education are also disturbing. In this sector, studies conducted in recent years were relatively encouraging, with primary school enrolment above 95% and adult literacy rate varying between 90% and 95%. However, the new figures indicate that only 83.8% of children in the age group 6-9 years are in school. This shows a decline in school attendance over the past years which may be explained by the increasing economic difficulties that poor families encounter in paying school registration fees and related costs, in addition to the passive cost of depriving the family of additional income from working children. Significant is the almost total absence of gender disparity among enrolled children.

These data, however, conflict with those of the Ministry of Education which have a system to collect and analyze education-related information. Their statistics reflect substantially different enrollment rates:

61% at Pre-primary level ages 4,5,6
96% at Primary level ages 7,8,9,10,11
73% at Intermediate level ages 12,13,14,15
49% at Secondary level ages 16,17,18

School failure, repetition of the same grade and drop-out rates are all high. It is believed that the great majority of these cases are found among children of poor families. Insufficient number of school facilities in poor neighborhoods, inappropriate curricula, poor quality teaching and high cost of education are almost certainly responsible for these results.

A noticeable disparity among genders exists in the area of literacy. Whilst the national rate is 86.4%, the percentage is 82.2 among women against 91.8 for men. The gap becomes much larger if the age group of 45 years and above is considered, where only 46% of women are literate.

The Learning for Life Programme

The Learning for Life Programme with its three components, Education for Peace (EFP), Primary Education Project (PEP) and Early Childhood Development (ECD) has been refined along the latest concepts of the Global Education Initiative. During the past year, emphasis has in addition been placed on achieving sustainability of established activities by the various counterparts involved, at different levels. Following this process, new partnerships have emerged, new resources were tapped and new ideas have been adopted and adapted, paving the way for a smooth transition to the next country programme cycle.

The EFP project saw its last year as conceived at the height of the civil war, when the organization of summer camps was one of the few opportunities offered to children from different religious, geographical, social and cultural origins to come together and experience coexistence, tolerance and respect and to be exposed to a number of universally accepted values. By supporting the Conflict Control Initiative of a private university, primary school teachers and principals were trained on a number of techniques in conflict resolution. The results of this training will be used to enrich the curricula development process undertaken by the MOE.

In cooperation with MOSA, the project also supported the first ever created center for street children, thus addressing the challenge of rehabilitating young victims of social ills. Activities were also carried out to empower, through a programme of functional literacy, a group of women in the most undeserved area of North Lebanon; here, too, the values of mutual respect and peaceful coexistence were essential parts of the training.

The activities of Voluntary Development Camps, one of which took place during 1996, will be implemented in the future by the MOE and interested NGOs without direct involvement by UNICEF. Instead, support will be provided to transfer lessons learnt and methodologies and contents developed during the last 7 years into youth school clubs and non-formal activities within the Global Learning Project. Meanwhile, a comprehensive evaluation of the EFP project is being conducted. This evaluation will measure the impact the EFP had on Lebanese children and youth and provide recommendation for the integration of successful elements into other formal and non-formal education activities, within the current curricula reform.

Following the adoption of the approach and methodology of the Global Education Initiative (GEI) by the national education plan, the PEP has managed to introduce into the national curricula educational contents in line with the objective of promoting democratic behavior and mutual understanding. It is specifically addressing the concerns of article 29 of the CRC of meeting the child's learning needs and to develop personal talents and social potentials. In this direction, the GEI integrative approach is currently being modeled through the merging of different subjects within the first three years of the primary level. Attitudes and skills are added to the knowledge component and carry an equal weight in the didactic strategy, thus making schooling more meaningful and consistent with the environment interests and expectations of pupils and parents.

Training activities this year have concentrated on creating a team of teacher trainers that will help in the ambitious plans to train 2,000 teachers per year in the next programme cycle. A mechanism was created, with measurable indicators, to assess teachers performance. International consultants helped in assessing the quality of implementation and in providing effective instruments to strengthen training in class management and interactive approaches. Supplementary funds proved vital in financing training expenses and costs of implementing activities, while government contributions were allocated to cover administrative and operational costs.

PEP made progresses in ensuring the attainment of a minimum level of quality of education through its Learning Achievement Project (LAP). For the second year, this joint UNESCO-UNICEF venture for monitoring EFA goals has helped in developing and strengthening a monitoring culture in both the private and public sectors. The project this year focused on the 9th grade which marks the end of the intermediate level; coupled with the findings of last year's project which focused on the 4th primary grade, it provides a foundation for multi-level baseline data on learning competencies at the basic education level.

An analysis of last year's findings, whereby the lowest achievement levels were found in public

strategies and modalities still need to be further developed to effectively influence policy. This year, control measures were significantly strengthened during field testing. Around 50 supervisors were added to last year's number of inspectors to cover all schools represented in the sample, especially in remote areas. The important life skills area was further developed and refined to cover themes such as communication, cooperation and problem-solving. Greater attention was given to the analysis and interpretation of incorrect responses given by the students surveyed this year to aid future curricula and methodology development.

During 1996 the project implementation was made possible through the proceeds of the sale of greeting cards in 1994. Availability of additional funds is a pre-requisite for LAP extension to the next cycle, where it would provide an indispensable qualitative complement to the quantitative goals of free and compulsory basic education, a major advocacy thrust for the next country programme.

The video-based Early Childhood Development Project (ECDP) has concentrated on the curricula development process, following a holistic approach which encompasses health, nutrition and education in a coherent package. The project has mobilized the faculty of education of a prestigious local university to initiate research work in this area as well as starting a diploma course in ECD.

The project has so far produced 10 short videos for the training of teachers to be initially utilized by a number of NGOs involved in pre-school education. The strategy used for the production of these videos took into consideration the possibility of future dissemination through TV broadcasting. This dimension will be further pursued in 1997. In addition, a training manual has been prepared and is available in draft form.

The project has also been a first attempt of collaboration in the area of education between two ministries of Education and Social Affairs. One of the expected outputs of this collaboration is to encourage parents' participation within schools and to use these schools as community centers. The teaching materials, developed by MOE experts and academicians, will also be used by the Distance Education Project through a wide network of teacher training centers.

The experience with the Roving Theater (see Emergency section below) has shown that appropriate scripts can be effectively used for the dissemination of messages on the physical, cognitive, language and socio-emotional development of young children. In this direction, forty-two performances were organized for about 8,000 children.

There are still many challenges in terms of achieving the EFA end-decade goals. Quantitatively, the challenge remains to eliminate or at least reduce gaps in terms of access to and completion of basic education. The qualitative goal of improving learning achievement and promoting knowledge, skills and values for better living remains the greater challenge to be achieved and sustained**.**

Programme Name:	LEARNING FOR LIFE	**Programme Code:**		YE923	
Project Name:	EDUCATION FOR PEACE	**Project No.:**	01	**Project Code:**	E 06
Government Officer:	Mr. Zaid Khiami, General Director of Youth & Sport	**UNICEF Officer:**		Ms. Amal Dibo Ms. Maha Abulaban	
Project Final Objective:					
To promote through all available channels of learning and communication a nation wide culture of peace, reconstruction and reconciliation.					
Planned Budget:	$ 336,891	**Estimated Actual Expenditure:**		$ PROGRAMME: YE923 - LEARNING FOR LIFE 242,503	

Project Plan of Action Milestones:	Progress/Achievements:	Constraints:
Milestone 1: **To support the MOE (DGYS) to define a clear policy for non-formal education** Act 1: Support planning for establishing clubs in schools. 11/96 ---------- Act 2: Integrate conflict resolution in the curricula. 11/96	A committee is formed at MOE to overlook planning. ---------- - Evaluation report is being finalized at CERD	---------- Decision is not reached at CERD for integration.
Milestone 2: **To support MOE in developing human resources in non-formal education** Act 1: Provide equipment to DGYS to improve performance. 7/96 ---------- Act 2: Support the transport of IPRA trainers 8/96 ---------- Act 3: Training 25 illiteracy trainers and 45 rural women 9/96 ---------- Act 4: Developing EFP animators' manual 10/96 ---------- Act 5: Train 25 MOE school principals and teachers towards establishing clubs.	A computer + video + VCR + wooden shelves were procured and delivered to DGYS . ---------- Support was given to CERD for the transport of 27 teachers from 27 public schools. ---------- Support was given to the local NGO Mouawad foundation through MOSA to provide illiteracy, life skills and sewing courses to women in underserved area. ---------- A consultant will be working on compiling these activities into practical topics and survey NGOs for their use and benefit for final selection ---------- One school in each region was selected as a pilot project. Their teachers and principles will be trained on managing and providing	---------- ---------- ---------- Tasks will be finalized in March 97. Identifying the consultant was delayed. ---------- Identifying a consultant was s delayed due to unavailability of human resources in this field.

10/96 ---------- Act 6: Training of 100 DGYS and NGO trainers 10/96	club activities. ---------- Two training workshops were organized in August and Oct. and were attended by 78 participants in total. The workshops helped to prepare NGOs on non formal methods.	----------
Milestone 3: **Enabling children & youth to be agents of development and change in society** Act 1: Support one Voluntary Development Camp VDC by DGYS 10/96 ---------- Act 2: Support Conflict Control Project (LAU) 6/96 ---------- Act 3: Support Puppet show in schools (LAU) 11/96 ---------- Act 4: Support IPRA field testing activities in schools. 9/96 ---------- Act 5: Support MOE in providing club activities. 11/96	Two VDCs were organized. 90 participants attended a VDC in July in the South to rehabilitate war torn areas in the South and a VDC in Sep. in Mount Lebanon for picking apples was attended by 50 volunteers. ---------- - Activities developed by LAU university were implemented in 15 public schools for a period of 5 months. -600 children were reached at the 5th grade. ---------- - Show was implemented in 30 public schools in Beirut and suburbs. A song cassette was given to each school. - Around 4500 children were reached. Each received a story book of the show. ---------- Activities were implemented in 11 public schools instead of 27. ---------- 3 roving theaters performances will be provided in each school of the six. Activities will focus on conflict resolution, communication, and decision making.	---------- ---------- ---------- Schools withdrew from participation in the field testing. ----------
Milestone 4: **Address the situation of children living under especially difficult circumstances (CEDC)**		

Act 1: Support MOSA for a study on CEDC 11/96 --- Act 2: Support MOSA to establish a center for street children. 9/96 --- Act 3: Support MOE for field administration within the Trauma Counseling Project.	- This activity will be implemented in 1997 within the Basic Social Services programme. - Two participants attended the international conference on children's Sexual Exploitation in Stockholm. --- A micro bus from Copenhagen was procured. Audio visual equipment were locally procured and delivered to an NGO for 150 street children in the North. --- 35 health & school counselors participated in interviewing children in schools in conflict affected areas. Questionnaires were filled & collected rom the field and delivered to consultants for their processing & analysis.	--- --- ---
Milestone 5: **Develop activity & training modules material in support of all planned activities.** Act 1: Produce manual for animators of children's activities. 11/96 --- Act 2: Refine and adjust report surveying NGOs. 11/96	postponed to 1997 --- canceled	Awaiting development of the manual. (Milestone 2 activity 4). ---
Milestone 6: **Monitoring and evaluation of project achievements to improve implementation and quality of work** Act 1: Field monitoring and reports on all activities. 12/96 --- Act 2: EFP evaluation all through the cycle. 11/96	On-going --- The Lebanese American University was contracted to undertake this task which will be finalized by end of Dec.	--- ---

Programme Name:	LEARNING FOR LIFE	**Programme Code:**		YE923	
Project Name:	PRIMARY EDUCATION	**Project No.:**	02	**Project Code:**	E 03
Government Officer:	**Prof. Mounir Abu Assali CERD/ MOE**	**UNICEF Officer:**		Ms. Maha Abulaban	
Project Final Objective:					
To ensure better quality of primary education by developing life-oriented skills and to decrease drop-out rate at this level.					
Planned Budget:	$ 224,922	**Estimated Actual Expenditure:**		$ 179,446	
Project Plan of Action Milestones:	**Progress/Achievements:**	**Constraints**			
Milestone 1 : Support MOE/CERD strategy for a better quality primary education. Activity 1: Support MOE to develop global education project. 8/96	- In Jan. 1996 GE has been adopted as the approach and framework for the first three years of the primary cycle as is now stipulated in the revised national plan for education. - All members of the GE national core team are active members to the national curriculum reform teams, and are replicating their work directly on the curricula following the GE model. Evaluation Report in its draft form has been finalized in Arabic, and will be translated into English. ----------				
---------- Activity 2: Support MOE to address results of learning achievement 3/96	-Workshop on the interpretation of results was organized in Jan. UNESCO international project manager from Paris facilitated this workshop with the participation of 40 CERD & university researchers & private sector educators. - In May a press conference was organized with the presence of the Minister & steering committee including various universities who were members to this committee. -Draft of the simple analysis report was adjusted and finalized. - Report is translated into English. ----------			----------	
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Activity 3: Support MOE to establish ACE (Assessing Completion of Elementary level) 6/96	A cohort of 1000 students were selected through a sample of schools both private and public. Assessing their progression within the primary level and from the fifth primary to the first intermediate will be studied to find out about completion rates at the end of the primary level. - Focus is on collecting data on completion rates from the annual records of schools. Work on this project will be concluded in Feb. 97.	Work was delayed in this activity due to the involvement of the MOE with the Emergency.
Milestone 2: **Enhance national capacities & develop human resources** Activity 1: Train 400 teachers and educators on global education activities and their assessment 3/96 ---------- Activity 2: Training 35 educators to address problems of slow learners and repeaters 10/96 ---------- Activity 3: Upgrade skills of 20 educators in advanced learning achievement analysis 6/96 ---------- Activity 4: Enhance skills and knowledge of 40 educators on ACE 6/96	The following educators were introduced to the GE methodology and were trained on its approach: 57 Trainers of teachers (TOT) 253 Teachers from public and private schools. 71 school principals 35 inspectors. ---------- In Nov. a series of training workshops involving 45 school counselors at MOE unit of guidance in addition to 30 school principals were organized, focussing on identifying and addressing problems of slow learners and stress among students. This series of workshops will end in Feb. 97. In 1997 a pilot project will be implemented on 6 selected schools to identify problems among students and address them by the same educators being trained now. ---------- Advanced analysis was postponed to 1997 till finalizing current project of 1996 on the 9th grade. Advanced analysis will be the core work of the 1997 activities for both the primary (4th grade) project of 1995 and intermediate (9th grade) project of 1996 of which data has been collected and analyzed. ---------- Focus is on collecting data from school records and its analysis.	The evaluation report has reflected the need for more training to strengthen capacities in this field. ---------- ---------- ---------- Identifying the consultant to work on this project was delayed.
Milestone 3:		

Support MOE/CERD to improve school curricula for primary and intermediate levels Activity 1: Refine, field test and asses 40 global education activities in 72 schools among 2nd and 5th grades. 8/96 ---------- Activity 2: Plan and design programmes to improve learning achievement at the primary & intermediate level. 10/96 ---------- Activity 3: Develop material for ACE 6/96	In a representative sample, schools from private and public sectors were selected to target around 2833 students. 40 activities were developed for the 2nd grade and the 5th grade. Evaluation instruments to assess the situation and KAP/level pre and post were developed and administered. - A compilation in a manual of the adjusted activities is being implemented. ---------- - In April, 36 private and public educators worked as technical teams to develop 9th grade evaluation instruments in various subjects. -Work was preceded with a training workshop drawing on lessons learned from last year project (4th grade) and the suggested course correction. - In May field administration was done on 132 intermediate schools reaching around 4000 students. - collection of data and correction was finalized in July. - Data processing was finalized in October. - Analysis and interpretation of results will be finalized in Dec. - Draft of simple analysis report will be the output in Jan. 1997. - Seminar to address results and recommendation will be organized in Feb. 1997. ---------- Data collection sheets are being developed to be used in this project by the MOE.	- The emergency situation affected implementation when schools were closed for one month. -Evaluation report noted activities that need adjustment. ----------
Milestone 4: **Monitoring and evaluation to improve quality and ensure sustainability** Activity 1:		

evaluate and improve global education project. 10/96	undertaken by the consultants from the IIGE/University of Toronto during their visit to the MENA region. Face to face upgrading of high level decision makers of the steering and technical committees was done. Framework to develop the KAP knowledge, attitudes and practices was achieved. - Translation of activities and framework was done. Materials were sent to IIGE/Canada.	points of weaknesses and strengths which will be considered during future implementation.
---------- Activity 2: International consultancy to evaluate and improve LAP 10/96	---------- - A local national consultant was contracted to upgrade level of data processing and analysis. - In Nov. an international workshop on Learning Achievements and Learner Centered Curriculum organized by UNESCO in China was attended.	---------- International consultancy will be called upon in 1997 upon initiating the advanced analysis process.
---------- Activity 3: Field monitoring & periodic reports on all activities 12/96	---------- - Field visits to schools were undertaken. - Attending meetings at technical levels is continuously being undertaken. - Reports are prepared.	----------
---------- Activity 4: Annual evaluations and progress reports on PEP 12/96	---------- On-going	----------

Programme Name:	LEARNING FOR LIFE	**Programme Code:**		YE923	
Project Name:	EARLY CHILDHOOD DEVELOPMENT	**Project No.:**	03	**Project Code:**	E 02
Government Officer:	Prof. Mounir Abu Assali CERD/MOE	**UNICEF Officer:**		Ms. Maha Abulaban	
Project Final Objective:					
To promote optional cognitive psycho-social & emotional development of children (0 - 6) years within family approaches.					
Planned Budget:	**$ 149,939**	**Estimated Actual Expenditure:**		$ 97, 617	
Project Plan of Action Milestones:	**Progress/Achievements:**		**Constraints::**		
Milestone 1:					

To support a holistic approach to ECD services		
Act 1: Technical Assistance to improve condition of ECD. 11/96	Lebanese University invited other universities, concerned ministries and NGOs for a one day seminar to arrive at appropriate standards and guide lines for ECD services in Lebanon.	Due to strike, seminar was postponed
Act 2: Support media to implement Cassie Landers project. 11/96	In Oct. Regional Seminar on Multi Channel /distance learning was attended to help in using the Cassie Landers material in distance education.	
Act 3: International consultancy to enhance ECD 10/96	-Developed materials were sent to Cassie Landers for revision and remarks. Adjustments were undertaken by coreteam according to her guidance.	
Milestone 2: **To empower families and the community with knowledge on ECD stimulation**		
Act 1: Develop materials for the Cassie Landers video based project. 6/96	-Script of video I is finalized, video production is on-going and will be finished end Dec. 96. - A committee formed at CERD is developing two Cassie Landers video programmes with 2 trainer manuals and 2 parents materials covering children at the KG level. New target date is Jan. 97. - Parents and other community members will be reached through the Cassie landers materials by using the schools as community centers after school hours.	- Work at CERD was delayed due to involvement in putting objectives and goals of the curricula which CERD concerned a priority to all other work.
Act:2 Train 40 care givers on implementing Cassie Lander project. 9/96	Activity postponed to early 1997.	Awaiting finalization of materials.
Act 3: Training 20 care givers and KG teachers on holistic ECD approaches.	Activity postponed to early 1997.	Awaiting finalization of materials.

---------- Act 4: Roving Theater	---------- -42 theatrical performances were attended by children at the pre primary level. The performances included messages on health and hygiene and communication skills. - Script was developed under the supervision of a psychiatrist.	---------- This activity links with the Emergency Education project. Budget was used from ECD due to the age of children that participated in this activity.
Milestone 3: Monitoring and evaluation to improve implementation and quality of work Act 1: Field monitoring and periodic visits on all activities 12/96 ---------- Act 2: Annual and progress reports on ECD project 12/96	 On-going ---------- Ongoing	 ----------