

GOVERNMENT OF LEBANON

AND

UNICEF

**PROGRAMME OF COOPERATION**

**1997- 2001**

**Basic Education**

(January 13, 1997)

Cooperation  
For Basic Education  
1997- 2001

Programme of

Introduction

Following the Basic Agreement of Cooperation between the Lebanese Government and UNICEF which defines the responsibilities of each party, this programme of Basic Education will be implemented in light of the successful and positive past experience in the previous Programme of Cooperation.

Present Situation

The educational system in Lebanon seems hardly to be meeting the Education for All goals as set in the Jomtien Conference of 1990. Compulsory education as stipulated in Lebanese laws has not been enforced yet. Available information gives contradictory data. Table 1 illustrates this confusion. The two mentioned studies in the table indicate two different enrolment rates for the same year; 1992-1993.

**Table 1. Net Enrollment as estimated by two studies for the same year**

School Level	Jubai & Abu Rijaili Study		CDR Study	
	Age	Estimated_Ratio	Age	Estimated_Ratio
Pre-school	2-5	43,5	4-6	43,0
Primary	6-10	99,3	7-11	96,0
Intermediate	11-14	65,0	12-15	89,0
Secondary	15-17	30,0	16-18	59,0
All levels	2-17	63,5	4-18	N/A

The primary level enrollment rate of 96% reflects no problems in terms of access, but the internal efficiency of the system is dramatic. According to the joint UNESCO-UNICEF Learning Achievement project conducted in 1995, and which is the only source of primary data since the beginning of the war, the repetition rate is 37.5% and the over-age rate is 30.5% at the primary level. While estimates on available pre-war studies reflect that the dropout rate is 30% at the end of the basic education level.

Lebanon has a good infrastructure of schools reaching almost 2500 schools, with a student population close to 800000- and a teaching force of around 70000- teachers. Thirty one percent of the student body are enrolled in the public sector which caters for the very poor of Lebanon and does not charge tuition fees. The public sector provides

its services through around 1400 schools. The curriculum is theoretical and often not related to the children capabilities. Teaching methods are old, rigid and conventional.

Schools continued to function during the war, but problems accumulated and are still existing though five years have passed since the end of the war. One of the major problems is that teachers were dislocated during the war. Central administration lost control over the recruitment, appointment and transfer of teachers. Thus, many schools have become over staffed and some of them with more teachers than pupils. Presently, the number of teachers in public schools is high with a pupil teacher ratio ( PTA) of 8:1, imposing thus a heavy burden on the finances of the government. The pre-service and in-service training of teachers have been continuously disrupted and, for years, completely stopped. Consequently, the number of unqualified or under qualified teachers increased. Curricula were not revised since 1968-1992 period and were not assessed in terms of outcomes. Also, enrolment in vocational and technical training and education is low and the level of technical and vocational abilities and skills of workers is well below what is needed to ensure proper and efficient use of resources. The full recovery of the system and it's future development can not be conceived and achieved without developing the curricula to meet the needs of the country's future planning. Also, proper attention should be focused on the enhancement of the management of the public sector. Particular emphasis should be put on building national capacities in the management of data at all levels of the system and in all its units as to local and EFA goals especially in the monitoring of its access, quality, and efficiency.

Studies undertaken by UNICEF revealed the weakness of the education system with regard to early childhood development programmes. Enrollment ratio in preschools covers 40%. Yet, services provided remain weak because of the poor qualification of child-care workers and Kg teachers, in addition to the lack of equipment and educational material. The number of nurseries is low and does not exceed 148 registered nurseries, covering only 2.2% of children below three years old. The national plan for the enhancement of education calls for the rehabilitation of the staff working in this domain and the improvement of the quality of services offered. It also encourages the involvement of the parents and the local community in early childhood development projects.

The MOE and the Center for Educational Research and Development (CERD) are currently involved in a five years plan to improve the curricula. The UN agencies are extending support to improve education management including mapping of schools . These efforts will help in improving proper access to schools, especially in under served areas, and the enforcement of progressive compulsory education as stipulated within the CERD national plan for the enhancement of education.

### **Programme Justification**

UNICEF's programme of Basic Education will support the efforts of the Ministry of Education and Youth and Sports in implementing CERD national plan for educational enhancement. UNICEF's Basic Education programme will contribute as

well to the realization of the international goals for children set by the Jomtien Conference on Education for All in 1990 and will support the implementation of the Convention on the Rights of the Child. UNICEF programme of Basic Education is composed of three major projects:

- 1- Global Learning Project
- 2- Education Management Information System Project
- 3- Early Childhood Development Project

### **Programme Goals**

- 1- Increase net primary school enrollment in the public sector by 8 to 10 % in the underserved areas.
- 2- Enhance the emotional well-being and intellectual growth of all children of Lebanon in an environment that fosters achievement, social cohesion and global citizenship.
- 3- Ensure completion and retention of 80% of school age children within the basic education level.

### **Programme Strategies**

The programme will benefit from the successes achieved during the past Programme of Cooperation. It will focus on enhancing the role of the local community in collaboration with the private sector. The major strategies adopted by the programme are the following:

- Building national capacity to improve the quality of education through the development of the curriculum, the production of new books, and the training of teachers and educational body.
- Improving the system of collection and analysis of data for planning, monitoring and evaluating the quality of education, its inputs and outputs and its internal and external efficiency.
- Reducing disparities by securing access to basic education with a focus on the underserved areas.
- Facilitating the implementation of CERD plan for educational enhancement to achieve the qualitative and quantitative goals of Education for All and the CRC with special emphasis on gender issues.
- Empowering beneficiaries in the private and public sectors while enhancing the role of parents and the community for a better alliance toward EFA & the CRC.

UNICEF's programme of Basic Education is an integral part of the efforts exerted by the Lebanese government to achieve the national educational goals related to children. This programme is based on enhancing the collaboration with other UN agencies and international organizations especially UNESCO, UNDP, and World Bank in addition to collaborating with the private sector, local NGOs, parents and the community.

The Center for Educational Research and Development ( CERD) will be in charge of the management of the programme along with all the directorate of the Ministry of Education and Youth and Sports and in collaboration with the Ministry of Social Affairs. The contribution of UNICEF to this programme is essential in addition to other international organizations with an effective involvement of the private sector and the NGOs. The activities of the programme will cover the whole country with a special emphasis on underserved areas.

### **Constraints**

The implementation of this project may be hindered by the following constraints:

- Lack of a governmental agenda on the CRC, EFA and Summit goals with a set plan of action and strategies is a major hindrance to this project.
- The scarcity of national financial resources and the further decrease in budget allocation by the government to education might cause difficulties in sharing some of the running cost as envisaged.
- The project proposes a long list of partners among governmental authorities, universities, NGOs, and the private education sector, and inside these bodies between their various departments. This could hinder implementation in the absence of proper cooperation and commitment. .
- Unavailability of enough qualified expertise nationally is another constraint.

The following opportunities will facilitate the implementation of the programme:

- Complementing the current national efforts to reform and restructure the curricula and the education system.

- Focussing on interagency collaboration and encouraging them to channel their efforts towards the realization of common goals instead of their diversification.
- Building on the interest of international donors, bilateral and multilateral agencies in development projects in Lebanon. Collaborative efforts should be tuned together to achieve cost effectiveness, to avoid unnecessary overlapping and duplication.
- Benefitting from the previous successful cooperation within the Education for Peace, Global Education Project and the joint UNESCO-UNICEF Learning Achievement Project.

### **Monitoring and Evaluation**

Monitoring and evaluation activities will be carried by participating through the different activities and committees formed. Progress will be closely monitored through regular field visits to all regions of Lebanon where the project activities are implemented. The project activities will be monitored as to their impact on policy makers, on the children, on the community including parents, and on educators including teachers and other care-givers in the context of advocacy, planning, programming, legal enforcement and compliance at district, regional and national levels. Periodic progress reports will highlight the progress of the project implementation, lessons learned and the course corrections needed to address problems. Annual and mid-term reviews will be organized within a set schedule.

### **Inputs**

The project activities will essentially be carried out with contributions from two main inputs: Government and UNICEF with inputs from other financing agencies.

- Government inputs will include both direct and indirect contributions.

*The in-direct input will cover the following:*

a) Allocation of space, office equipment and computer facilities, micro computers, main frame and terminals and the use of school facilities needed to carry out all the activities of the programme, including those needed for the training and the work for all committees envisioned;

b) The costs of public utilities such as water and electricity used in all premises in the project, and the costs of general services such as cleaning and maintenance.

c) The remuneration for officials involved in the programme.

*Direct contributions include the following:*

- a) Sharing part of the cost of direct training including teachers, social workers and youth leaders .
- b) The necessary budget to carry out printing of materials.
- c) The costs of stationary and paper needed to carry out all the activities of the programme, including those needed by the various committees, activity modules, tests and questionnaires, and all reports.

- Inputs from UNICEF and other agencies

Inputs from UNICEF and other agencies include human and financial resources.

*Human resources include the following:*

- a) Participation to the different committee; and
- b) Participating to any other activity.

*Financial resources include the following:*

- a) Transport and overtime for Lebanese officials of all levels working on the project;
- b) Fees to experts and consultants (training activities, design and development of materials including info. and educ packages, surveys and evaluations including tests and questionnaires, data analysis, reporting, etc.), translators (activities, tests, reports, etc.), and field workers;
- c) Travel costs of international and local experts and consultants and other professionals working in this programme.
- d) Miscellaneous.

## **Budget**

Each project will spend its general resources and supplementary funding as mentioned in each section. The overall budget will be.

### Budget Distribution 1997-2001

	<u>Year 1997</u>		<u>Year 1998</u>		<u>Year 1999</u>		<u>Year 2000</u>		<u>Year 2001</u>		<u>TOTAL</u>
<u>GR</u>	<u>NSF</u>	<u>GR</u>	<u>NSF</u>	<u>GR</u>	<u>NSF</u>	<u>GR</u>	<u>NSF</u>	<u>GR</u>	<u>NSF</u>	<u>GR</u>	<u>NSF</u>
Project											
Activity	169.0	848.8	172.5	842.4	169.0	735.7	156.0	716.8	159.0	695.5	825.5
3,839.2											
Project											
Support	65.5	66.2	60.0	60.6	61.5	70.3	72.5	74.2	67.5	82.5	327.0
353.8											
Total	234.5	915.0	232.5	903.0	230.5	806.0	228.5	791.0	226.5	778.0	1,152.5
4,193.0											

**Project Plan of Action**



**GLOBAL LEARNING PROJECT**  
**Basic Education**  
**1997-2001**

**Objectives**

To enhance the emotional well-being and intellectual growth of all children in Lebanon in an environment that fosters achievement, social cohesion and global citizenship.

**Specific Objectives**

- To extend within the formal and non-formal curricula, teaching/learning modules in basic life skills, values, and learning competencies with assessment and evaluation techniques.
- To improve the skills of one fourth of the teaching force including school principals, school counselors and inspectors, in addition to youth leaders and social workers in interactive methodologies and approaches.
- To involve 50% of basic education level students in curricula and extra-curricula activities while encouraging the participation of parents and the community.

**Strategies**

- Mobilizing all educational and communication channels for better Learning environments to enhance the Learning of attitudes, values, skills and knowledge while meeting EFA goals,
- Empowering beneficiaries including parents while encouraging community participation by promoting better learning environments within child friendly schools.
- Strengthening governmental, non-governmental organizations and the private sector structures towards institutionalizing formal and non-formal channels of education and the integration of the CRC within the curricula.
- Building national capacities by training and participation in the different project activities at the local and peripheral levels while encouraging the exchange of national and international expertise.
- Modeling and developing teaching/learning activity modules that covers the CRC and within the frame of conflict resolution, problem solving, health and environment issues and stress control.

- Going to scale by building on existing initiatives as the interactive and integrative approach of the Global Education Initiative and the peace values of the Education for Peace Project.

### **Geographical Coverage and Beneficiaries**

The Project will cover 1000 schools of the basic education level schools in all areas of Lebanon. Beneficiaries will be 50% of the Lebanese children between the age of 5 to 15 years old in addition to one fourth of the teaching force including teachers, school counselors, principals and social workers that will also be involved in school clubs.

### **Complementary Activities**

#### **Advocacy**

To promote and advocate for better learning environments for an increased acquisition of knowledge, skills and values through all educational and communication channels. Health, environment and social issues in addition to democratic values and basic life skills to enhance learning competencies will be the aim of focussed messages in seminars and workshops to be held at the national and the peripheral levels with MOE, CERD, MOSA and NGO participation in addition to active members from the private sector and universities. Communication materials will be produced to raise public awareness to these messages in addition to stressing the value of community participation including parents in the educational process.

Outputs: Seminars, workshops, information materials and media programmes

#### **Planning**

Technical expertise will be provided to MOE/CERD including top level and technical teams working towards reforming the curricula to ensure the integration of life oriented skills and values into the curricula while following the provisions of the CRC and in order to achieve EFA and Summit goals. A clearly defined policy will be developed to merge formal and non-formal education in planning towards a comprehensive concept of education. Seminars and workshops will be held in collaboration with UNESCO and other agencies to enhance and consolidate the MOE and CERD, MOSA and NGOS for a better commitment to EFA and Summit goals and the CRC. Surveys and studies will be conducted to complement inter-agency efforts along this line and will link with the other Basic Education projects.

Outputs: Seminars, workshops and policies

### **Basic Activities**

## **Improve the Content of Educational Materials**

In collaboration with the private sector, UNESCO, other UN agencies and universities, UNICEF will support the MOE and CERD in improving the basic education level curricula. It will build on the global education/global learning integrative and interactive approach, in addition to using other teaching techniques to cater for the different learners needs. Activities will be developed by drawing from concepts within the overarching themes of interdependencies and systems, peace and conflict resolution, equality and social justice, change and futures. These concepts will form the framework within which gender sensitive curricula topics such as family planning, health and environment issues, democracy, and peace values will be developed. The proposed formula will enhance the knowledge of the learners by reinforcing their practice through skills that will prepare the learners for a competitive job market. Also, basic skills such as decision making, problem solving, value clarification and cooperation will be enhanced within attitudes that encourage protection, caring for the environment, in addition to democracy and the respect for the human dignity of oneself and the others. Assessment and evaluation techniques will be included as an on-going process of the teaching/learning activity modules. Learning will be experiential, interactive and participatory. This process will coincide and match the CERD national plan of curricula reform where materials of 3 grades are developed each year from the basic education level.

**Outputs:** Trainers Manuals, Teachers Guides, and Student activity files.

## **Promoting Club Activities**

In collaboration with MOE, MOSA and active NGOs extra-curricula activities and other extension programmes including sports and vocational training activities within non-formal channels of learning will be included and will promote through school clubs the participation and involvement of parents. Clubs will provide the forum where children, youth, teachers, and other members of the community will share experiences within the CRC during their regular meetings. Activities will include children's parliaments / debates / theatrical performances by the children. Children will act as change agents and partners to information propagation in child- to- child/ youth- to- child / youth- to - youth approaches. Focused interventions will also involve out of school children in an effort to encourage their participation in education whether formal or non-formal. The Education for Peace activities of peace values and conflict resolution will be built upon by the network of NGOs social workers and youth leaders already active in using these activities. Pre and post assessment techniques will be used to evaluate impact of these interventions. Club activities will be implemented to reach 100 school clubs per year to a total of 500 school clubs for the whole programme cycle.

**Outputs:** Manual on club activities, including parliament, theatrical performances by the children, debates and fairs.

## **Building National Capacities**

Training will be provided to enhance national capacities at the central and peripheral levels. Teacher trainers, youth leaders, and social workers will be trained and in a multiplier effect will in turn train around 10,000- educators of the teaching force including teachers, inspectors, counselors, and school principals in addition to social workers and youth leaders.. Assessment and evaluation techniques will be included. The training techniques will be based on interactive approaches to cover :

*1- Training of coreteam, 2- Training of Trainers, 3- Training of teachers, 4- Training of social workers, youth and peer leader*

## **Project Management**

A national task force will be formed to manage this project to be composed of:

*1-A steering committee, 2-A technical committee, 3-An expert committee 4-A field coordinators committee*

## **Monitoring and evaluation**

Monitoring and evaluation activities will be carried by participating through the different committees formed. Progress will be closely monitored through regular field visits to all regions of Lebanon. The project activities will be monitored as to their impact on policy makers, on the children, on the community including parents, and on educators including teachers and other care-givers in the context of advocacy, planning, programming, legal enforcement and compliance at district, regional and national levels. Periodic progress reports will be submitted highlighting the progress of project implementation, lessons learned and the course corrections needed to address problems. Annual and mid-term reviews will be organized within a set schedule.

## **Inputs**

The project activities will essentially be carried out with contributions from two main inputs: Government and UNICEF with inputs from other financing agencies. Government inputs will include both direct and indirect contributions and will be as mentioned in the previous section on Basic Education. Inputs from UNICEF will include both general resources to cover basic advocacy and planning expenses developing framework, indicators and the design of information and educational packages.

Supplementary funding will be disbursed to cover the other activities of this project as mentioned in the previous section on Basic Education.

## **Constraints**

The implementation of this project may be hindered by the following constraints:

- Lack of a governmental agenda on the CRC, EFA and Summit goals with a set plan and strategies is a major hindrance to this project.
- The scarcity of national financial resources and the further decrease in budget allocation by the government to education will cause difficulties in sharing some of the running cost as envisaged.
- The project proposes a long list of partners among governmental authorities, universities, NGOs, and the private education sector, and inside these bodies between their various departments. .
- Lack of adequate qualified expertise nationally is another constraint.

## **Opportunities**

Implementation of this project may be enhanced by certain factors.

- The time is just right to grasp the opportunity of the national efforts to reform the curriculum within their five years plan.
- Interagency collaboration actively being achieved through continuous meetings and the sharing of experiences will help in focussing efforts into common aims instead of their diversification.
- Interest of international donors in development projects in Lebanon is another point to build on. Efforts could be tuned to achieve cost effectiveness to avoid unnecessary overlapping and duplication.
- Building on the previous successful cooperation within the Global Education Initiative.

**Budget Global Learning**

In Thousands of US\$					
	1997	1998	1999	2000	2001
GR	60.0	60.0	56.0	54.0	49.0
NSF	320.8	314.8	269.6	262.3	256.7

**Project Plan of Action**

**Education Management Information System**  
**E M I S   P R O J E C T**  
**Basic Education**

**Objectives**

To reduce disparities in equity of access to quality education along regional and socio-economic lines by strengthening the assessment and monitoring of performance indicators and the design of intervention programmes..

**Specific Objectives**

1. To extend a continuous and permanent monitoring system that is learner- based and that consists of local, EFA and CRC performance indicators.
2. To upgrade management skills, supervision and the design of intervention programmes by policy-makers and educators to improve the efficiency and quality of the education system.
3. To ensure completion and retention of 80% school age children within the basic education level by reducing overage ratios, repetition and drop out rates to half.

**Strategies**

- Mobilizing all educational and communication channels for the realization of national goals, broaden the EFA alliance, partnership and interagency collaboration at local and international levels.
- Empowering beneficiaries including decision makers, and implementors while enhancing community participation of social workers and by strengthening collaboration between governmental, non-governmental organizations and the private sector.
- Building national capacities by training and transfer of knowledge like on the job training and by participation in the different project activities at local and peripheral levels while encouraging the exchange of national and international expertise.
- Modeling targeted and progressive interventions that will consider problems of repeaters, slow learners with a focus on gender issues and while reducing regional disparities along rural-urban and socio-economic lines.
- Building on the joint UNESCO-UNICEF Learning Achievement project.

## **Geographical Coverage, Beneficiaries and Partners**

The studies in the project will cover around 200 schools each year from the basic education level and around 5000 students with their parents, teachers and principles. The household surveys will reach around 200 children in and out of school with their parents. 200 educators will be trained each year from all levels. The project will focus on all the 6 regions of Lebanon thus covering all areas. The main partners in this project will be MOE, CERD, MOSA in addition to UNESCO and other UN agencies. CERD will be the lead manager.

## **Complementary Activities**

### ***Advocacy***

Advocacy efforts in collaboration with MOE/CERD, UNESCO and other partners will focus on bringing to the fore data, its analysis and implications in order to mobilize local and international support, collaboration and partnership. This mobilization will aim at facilitating the implementation of CERD national education plan, and the NPA in addition to meeting the quantitative and qualitative EFA and Summit goals. These efforts will lead into following the CRC provisions especially the enforcing of compulsory education progressively and as stipulated by CERD national education plan. Advocacy will be realized through holding seminars and workshops each year to involve top level decision makers and other educators. In addition, representatives from official bodies and the private sector working in this project will be sponsored to participate in international symposiums, workshops and other events to promote the application and replication of innovative related experiences of other countries. Media will be utilized to raise public awareness and focussed information packages will be produced to meet the objectives of this project.

Outputs: Seminars, workshops, information package.

### ***Planning***

In collaboration with UNESCO and other UN agencies, universities, the private sector and international consultancy, technical expertise will be extended to MOE/CERD to plan the EMIS while anticipating a more fully integrated sectoral and cross-sectoral issues. The process, will operate from a broader understanding of education to include data and its analysis in relation to national development issues in a way that will address cross-impacts where changes in one area affect activities in another. The system will rely on school studies and household surveys. Survey results will be compared to the results of the studies to gain deeper insight of underlying causes to certain situations and to check for errors in the education information system. The household surveys and school studies will be conducted on a yearly basis to cover the last grade each year of one of the three cycles of the basic education level. The system will be learner-based, and progression will monitor on a continuous and permanent basis performance indicators including learning



achievement, rates of completion and attendance, and those indicators related to equity, and access along gender, regional, socio-economic lines in addition to those related to quality, internal and external efficiency. The EMIS will rely on the formula of shuffling information in a spiral manner to involve all educators at all levels and from all units and the various sectors.

Outputs: Plans and policies and the design of intervention programmes.

### **Basic Activities**

#### ***Conducting Studies and Surveys***

In collaboration with UNESCO, other UN agencies, universities and the private sector, technical expertise will be provided to MOE/CERD and MOSA. Experts will transfer knowledge as to collecting data from different sources, their analysis and interpretation to arrive at the needed implications and recommendations including the design of the right intervention programmes. To arrive at the collection of these data and since this system is learner-based tools and instruments will be developed on characteristics of the learner covering her/his home environment, schools, teachers, principals, instructional materials and facilities. These materials will cover numbers, grade, gender, regions, districts and others as needed and defined.

Outputs: Studies, household surveys, case studies

### **Building National capacities**

Having an EMIS is more than just collecting data and filling forms. Educators in the whole sector, from teachers at schools, to mothers at homes, to mayors in the remotest village, to decision makers working at top level positions will be introduced and encouraged to contribute data to the system and to use it for their decision making purposes. This kind of training will be at the same time training in planning, management and programme design. Thus, national capacity-building becomes an integral objective and strategy of this project. This will be achieved mainly through on-the-job transfer of knowledge and skills. In addition, and in order to lay the ground and reinforce these acquisitions, more formal training activities are foreseen as important components of the project. Each year a group of 200 educators will be reached through on-the-job transfer of expertise and direct training. During the course of the project, training will be organized for all persons involved in the project. It will be achieved through a series of workshops and seminars on framework, methodology, and approach in the aim of:

*1- Enhancing the capacities of the Steering Committee, 2- Training of Technical Committees, 3- Training of Field Coordinators and Administrators, 4- Training of participating pupils, 5- Training in Data Analysis and Interpretation.*

### **PROJECT MANAGEMENT AND TECHNICAL SUPERVISION**

A National Task Force will be set to plan the project, implement and monitor it. In addition, several training seminars and workshops will take place to enhance national capacities to carry out this project and subsequent similar ones. The National Task Force will be composed of the following bodies.

*1- The Steering Committee, 2- The Project Coordinator and the Project Office, 3- Team of experts, 4- The Technical Committees, 5- The Field Central Team, 6- The Field Coordinators, 7- The Team for Data Entry and Analysis. 8- The Report Writers.*

### **Monitoring and evaluation**

Monitoring and evaluation activities will be carried by participating through the different committees formed. Progress will be closely monitored through regular field visits to all regions of Lebanon where the project activities are implemented. The project activities will be monitored as to their impact on policy makers, on the children, on the community including parents, and on educators including teachers and other care-givers in the context of advocacy, planning, programming, legal enforcement and compliance at district, regional and national levels. Periodic progress reports will be submitted highlighting the progress of project implementation, lessons learned and the course corrections needed to address problems. Annual and mid-term reviews will be organized within a set schedule.

### **Inputs**

The project activities will essentially be carried out with contributions from two main inputs: Government and UNICEF with inputs from other financing agencies. Government inputs will include both direct and indirect contributions as mentioned in the previous section on Basic Education. UNICEF inputs will be both from general resources which will cover activities related to the Learning Achievement project and supplementary funding which will cover expenses related to all other activities including other studies and especially household surveys. The funds will be disbursed as mentioned in the previous section on Basic Education.

## **Constraints**

The implementation of this project may be hindered by the following constraints:

- Lack of a governmental agenda on the CRC, EFA and Summit goals with a set plan and strategies is a major hindrance to this project.
- The scarcity of national financial resources and the further decrease in budget allocation by the government to education will cause difficulties in sharing some of the running cost as envisaged.
- The project proposes a long and complex list of partners among governmental authorities, universities, NGOs, and the private education sector, and inside these bodies between their various departments.
- Lack of adequate qualified expertise nationally is another constraint.

## **Opportunities**

- Implementation of this project may be enhanced by certain factors. The time is just right to grasp the opportunity of the national efforts to reform and restructure the education system. This process will build on the success of the Learning Achievement Project which lead into enriching local experiences, building national capacities and strengthening collaboration among the different implementors.
- Interagency collaboration are focussing now on developing a project for school mapping and targeting 100 schools for overall improvements. The two projects and the sharing of experiences will help in focussing efforts into common aims instead of their diversification.
- Interest of international donors and bilateral and multilateral agencies in development projects in Lebanon is another point to build on. Efforts could be tuned to achieve cost effectiveness, to avoid overlapping and duplication.

## **Budget EMIS**

In Thousands of US\$					
	1997	1998	1999	2000	2001
GR	60.0	60.0	58.0	58.0	55.0
NSF	380.0	374.6	330.1	323.5	316.8

**Project Plan of Operations  
Early Childhood Development Project**

## **Basic Education**

### **Objectives**

To promote the emotional, cognitive, and psycho-social growth among children 0 to 6 years old through improving the ECD knowledge, attitudes, and skills of their care givers within a holistic perspective.

### **Specific Objectives**

- To improve the knowledge, attitudes and skills of 80% of care givers including parents with respect to early child growth and development.
- To support UNICEF regional ECD Better Parenting Video Based Initiative.
- To ensure ECD equity of access by improving the quality of child care and KG services and standards.

### **Strategies**

- Advocating for policies that foster a holistic perspective to child development while focussing on improving standards and measures of child care services.
- Widening the scope of beneficiaries by disseminating the video based Cassie Landers parent education project through all communication and learning channels.
- Building national capacities by training teacher trainers, child carers and KG teachers at the local and peripheral levels.
- Improving the performance of child care centers and KG schools to ensure equity of access in all areas and levels by the provision of needed educational materials.

### **Geographical Coverage and Beneficiating**

- The project will cover all areas of Lebanon through 1000 KG public and private schools in addition to targeting 3000 child carers and 50% of the parents in these schools and public and private child care centers .

### **Complementary Activities**

## **Advocacy and Planning**

- In collaboration with CERD, MOSA, and UN agencies seminars and work shops will be held with specialized universities to improve standards and measures in child care centers and KG schools and the qualifications of those working in the centers and schools. Advocacy will focus on child development that covers caring for the child from the health, emotional, psychological and social aspects in order to achieve EFA goals, and ensure compilation with the CRC provisions. Communication materials will be produced to raise public awareness to these messages in addition to focussing on the participation of the community including parents.

Outputs: Seminars, workshops, information materials.

## **Basic Activities**

### **Improving the Content of Educational materials**

In collaboration with CERD, MOSA, UN agencies and universities complementary materials will be developed while focussing on the Cassie Landers materials as core materials to improve materials for parents and other care givers. Attention will be given to limited knowledge and sometimes illiterate parents. In addition concept books and other needed materials for children will be developed to complement the core materials developed for the parents and other care givers. Teaching/ Learning modules will be included in the curricula of pre-service training and university preparation.

Outputs: Books, manuals, training materials.

### **Building national capacities**

A core team of trainers will be trained on the use of the Cassie Landers materials in community and center based settings in addition to using other techniques and materials as needed. This team will train child carers and KG teachers locally and at peripheral levels to include after 5 years a total of 3000 teachers and child carers from both the private and public sectors at a rate of 600 per year. The trainers will use distance education techniques and educational media to in turn educate 50 % of the parents while using the Cassie Landers video based materials.

## **Provision of materials**

The project in collaboration with counterparts will provide TV sets and video machines to 5 child care training centers including CERD teacher training centers and MOSA centers in each of the six regions in Lebanon. The equipment will be used to involve parents and other members of the community in holistic ECD approaches including the Cassie Landers video based parent education materials. These centers will act as resource centers in each area and will be provided with training, parents and children materials.

Outputs: Equipped child care training centers.

### **Educating parents**

50% of the parents of children between the ages of 0 to 6 will be sensitized to the holistic perspective of the Cassie Landers project by targeting 10 % of these beneficiaries each year. Messages that focus on providing health, nutrition with the cognitive and psycho-social perspective will be given. These messages will be transmitted in classes outside the home in KG schools, which will be used as the main locations for meeting parents 0 to 6 years old. Also, community centers and active child care centers will be used. Underserved areas will be provided with the roving theater formula that will through gatherings of parents in schools and village centers transmit messages. Media channels will be used on a national scale by broad casting on radio and TV these messages and by directing parents to existing services and child care centers and programmes.

Outputs: Community centers classes, media programmes, roving theater.

### **Monitoring and Evaluations**

Progress will be closely monitored through regular field visits to all regions of Lebanon where activities are being undertaken. Periodic progress reports will be submitted highlighting the progress of the project implementation, lessons learned and the course correction needed to address problems. Annual and mid term reviews will be organized within a set schedule.

### **Inputs**

The project activities will essentially be carried out with contributions from two main inputs; government and UNICEF with inputs from other financing agencies. Government inputs will include both direct and indirect contributions and as mentioned in the previous section on Basic Education. Inputs from UNICEF will include both general resources to cover training activities and supplementary funds that will be disbursed to cover the other project activities.

### **Constraints to this project**

- Lack of a clear governmental policies as to development programmes for this age group.

- Lack of a governmental agenda on the CRC, EFA and summit goals.
- Unavailability of a government budget for ECD
- Lack of coordination between the NGOs and government bodies.

### **Opportunities to this project**

- Availability of community support within the multitude of NGOs that deal with ECD
- The current reform process that could be built on to enrich ECD.
- The availability of preprimary public schools in all areas of Lebanon and which could be used as meeting places for parents of children even of those under three years old.

### **Budget ECD**

	<b>In Thousands of US\$</b>				
	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
<b>GR</b>	49.0	52.5	55.0	44.0	55.0
<b>NSF</b>	148.0	153.0	136.0	131.0	122.0