National Education Perspective

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Lebanon: overview

- Is a nation state
- Major religious groups
- Hostile or complex with neighboring countries
- Experience of internal civil strife
- Multi-level Education system: Uneven distribution of resources - uneven education provision
- Huge refugee crisis since 2010
- Citizenship to consider as a dynamic response to a changing political and social economy

=> How to reflect the rapid change in learning & curriculum and deliver the different responses needed
### Projected figures for end of 2014 and 2015 (UN Agency projections November 2014)

<table>
<thead>
<tr>
<th>Category</th>
<th>Cohorts</th>
<th>Population</th>
<th>Dec-15</th>
<th>% Children</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Current (Oct 2014)</td>
<td>Dec-15</td>
<td></td>
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<tr>
<td><strong>All Population in the Country</strong></td>
<td></td>
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<tr>
<td>Lebanese pop</td>
<td>4,200,000</td>
<td>4,200,000</td>
<td>33%</td>
<td>1,386,000</td>
<td></td>
</tr>
<tr>
<td>Syrian ref</td>
<td>1,130,000</td>
<td>1,500,000</td>
<td>53%</td>
<td>795,000</td>
<td></td>
</tr>
<tr>
<td>Palestine Refugees from Lebanon (PRL)</td>
<td>270,000</td>
<td>270,000</td>
<td>38%</td>
<td>102,600</td>
<td></td>
</tr>
<tr>
<td>Palestine Refugees from Syria (PR)</td>
<td>43,000</td>
<td>45,000</td>
<td>39%</td>
<td>17,742</td>
<td></td>
</tr>
<tr>
<td>Lebanese returnees</td>
<td>20,000</td>
<td>50,000</td>
<td>53%</td>
<td>26,500</td>
<td></td>
</tr>
<tr>
<td><strong>Total Population living in Lebanon</strong></td>
<td><strong>5,663,000</strong></td>
<td><strong>6,065,000</strong></td>
<td><strong>38%</strong></td>
<td><strong>2,327,842</strong></td>
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<tr>
<td><strong>People poor</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor Lebanese</td>
<td>1,218,000</td>
<td>1,500,000</td>
<td>33%</td>
<td>495,000</td>
<td></td>
</tr>
<tr>
<td>Poor Syrian ref (48% below poverty line)</td>
<td></td>
<td>720,000</td>
<td>53%</td>
<td>381,600</td>
<td></td>
</tr>
<tr>
<td>Poor PRL (66% of caseload – AUB data)</td>
<td>178,200</td>
<td>178,200</td>
<td>38%</td>
<td>67,716</td>
<td></td>
</tr>
<tr>
<td>Poor PRS (assumption all)</td>
<td>43,000</td>
<td>45,000</td>
<td>53%</td>
<td>23,850</td>
<td></td>
</tr>
<tr>
<td>Poor Leb returnees (assumption all)</td>
<td>20,000</td>
<td>50,000</td>
<td>53%</td>
<td>26,500</td>
<td></td>
</tr>
<tr>
<td><strong>Total Poor</strong></td>
<td><strong>1,459,200</strong></td>
<td><strong>2,493,200</strong></td>
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<tr>
<td><strong>Total People in Need</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Vulnerable Lebanese</td>
<td></td>
<td>1,500,000</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Syrian refugees</td>
<td></td>
<td>1,500,000</td>
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<tr>
<td>PRS</td>
<td></td>
<td>45,000</td>
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<tr>
<td>PRL</td>
<td></td>
<td>270,000</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Leb returnees</td>
<td></td>
<td>50,000</td>
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<td></td>
</tr>
<tr>
<td><strong>Total people in need</strong></td>
<td><strong>3,365,000</strong></td>
<td></td>
<td><strong>43%</strong></td>
<td><strong>1,436,842</strong></td>
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</tbody>
</table>
Challenges impacting the quality of learning

- Almost 1,200,000 Syrian refugees out of 400,000 Lebanese children (+other displaced)
- Mitigating tension between communities
- Health issues
- Overcrowded schools

What definition of a national citizen? Which citizen? At which point in time?
Limited Civic knowledge (9th graders): ironically, high understanding of citizenship concepts not reflected in achievement in civic skills

Poor meaning of accountability in democratic systems

Political/public interest positions are based on & influenced by communities, and by the social and confessional backgrounds

Findings of the study on CE in Lebanon by UNDP (2009)
• Teachers
  - Majority not eligible to teach civic education
  - Rely on indoctrination / memorization techniques
  - Separate CE from other humanities (history/ geography)

• Teaching methodologies
  - Conservative views
  - No space for debate and discussion
Objective: An enabling learning environment that fosters Active Citizenship Behavior among Lebanese students.

- **Outcome 1**: Revision of curriculum (textbooks + teacher resources); Develop a National Action Plan.
- **Outcome 2**: Strengthen capacity of teachers and administrators (active citizenship practices).
- **Outcome 3**: Develop democratic and participatory environment in public schools (parent councils, student councils, community service programs).
GCE according to UNESCO

- Knowledge (of rights and obligations)
- Transformative (to use knowledge to promote change)
- Requires specific competencies
- Dynamic
- Life-long
- Formal and informal learning contexts

And GCE at country level:
- Curricula & competencies relevant to GCE
- Transformative education
- Youth-led initiatives

Matching nationally planned outcomes
• Levers of change: Formal education but also religion, race, language, values nationally
  + social media, visual inputs, external forces, political role models internationally

• Enabling conditions lacking (as per 2.2.7 of technical consultation on GCE outcome doc):
  - Tensions
  - National identity

• GCE happens during a development phase. However, at the moment Lebanon is in an emergency, resilience and stabilization context.

⇒ Need to adapt to a continuously changing environment
⇒ Is a framework (Context sensitive & flexible) still possible? If yes, what would be the forum for managing and monitoring the integrated framework that defines citizenship?

Challenges related to GCE
What can be done?

- Engage an ongoing debate to conceptualize GLOBAL citizenship education
- Establish a broad policy framework for citizenship learning (formal/ informal/ LLL)
- Have a legitimate M&E system that is looking at all aspects of the concept
Thank you