

# National Education Perspective

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- 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

## Lebanon: overview

Projected figures for end of 2014 and 2015 (UN Agency projections November 2014)

Category	Cohorts	Population			
		Current (Oct 2014)	Dec-15	Dec-15	
				% Children	Number
All Population in the Country	Lebanese pop	4,200,000	4,200,000	33%	1,386,000
	Syrian ref	1,130,000	1,500,000	53%	795,000
	Palestine Refugees from Lebanon (PRL)	270,000	270,000	38%	102,600
	Palestine Refugees from Syria (PR)	43,000	45,000	39%	17,742
	Lebanese returnees	20,000	50,000	53%	26,500
	<b>Total Population living in Lebanon</b>	<b>5,663,000</b>	<b>6,065,000</b>	<b>38%</b>	<b>2,327,842</b>
People poor	Poor Lebanese	1,218,000	1,500,000	33%	495,000
	Poor Syrian ref (48 % below poverty line)		720,000	53%	381,600
	Poor PRL (66% of caseload – AUB data)	178,200	178,200	38%	67,716
	Poor PRS (assumption all)	43,000	45,000	53%	23,850
	Poor Leb returnees (assumption all)	20000	50,000	53%	26,500
	<b>Total Poor</b>	<b>1,459,200</b>	<b>2,493,200</b>		
Total People in Need (economically, socially and legally vulnerable)	Vulnerable Lebanese		1,500,000		
	Syrian refugees		1,500,000		
	PRS		45,000		
	PRL		270,000		
	Leb returnees		50,000		
	<b>Total people in need</b>		<b>3,365,000</b>	<b>43%</b>	<b>1,436,842</b>

- 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?

**Challenges**

**Impacting the quality of learning**

- Limited Civic knowledge (9<sup>th</sup> 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).

## Lebanon's CE Plan

- 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

# GCE according to UNESCO



- 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

- 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

**What can be done?**

**Thank you**