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**HUMAN RESOURCES SECTOR ANALYSIS
(PHASE I)**

EDUCATION SECTOR BRIEF

UNESCO/UNDP

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EDUCATION SECTOR BRIEF

Introduction

In early 1992 the Council for Development and Reconstruction (CDR) and the Ministry of Education of Lebanon asked the United Nations Development Programme (UNDP) and UNESCO to carry out an in-depth Human Resources Sector Analysis (HRSA) with a view to (a) providing the decision-makers with a comprehensive management, and (b) preparing programmes and projects that could be submitted to funding sources.

In the light of the changing political situation it was decided to conduct the HRSA in two phases. The objective of HRSA - Phase I was to prepare an issue oriented Education Sector Brief which would provide elements for short and medium-term investment programmes, and identify major issues requiring in-depth sector analysis under HRSA Phase II.

A UNESCO/ILO Mission visited Lebanon from 16 February to 12 March 1993 to undertake fact finding for the preparation of the Education Sector Brief. The mission was coordinated by UNESCO and comprised five international experts and several senior level Lebanese consultants. * The present Education Sector Brief is based on the findings of this mission. HRSA - Phase I work was financed by UNDP (under Preparatory Assistance LEB/92/002/12 and under TSS-1) with financial participation from UNESCO.

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ABBREVIATIONS

AGFUND	Arab Gulf Programme for United Nations Development Programme
AUB	American University of Beirut
BAC I	Completion of 11th grade of general education (no longer exists)
BAC II	Completion of 12th grade of general education
BCLE	Bureau de Coopération Linguistic en Education
BP	Brevet Professionnel = Completion of intermediate (9th grade in vocational education)
BT	Bac. Technique = Completion of Secondary (12th grade in technical education)
CAP	Certificat d'Aptitude Professionnelle = Completion of 7th grade in vocational education
CAPES	Certificat d'Aptitude Professionnelle pour l'Enseignement Secondaire
CDR	Council for Development and Reconstruction
CPU	Central Planning Unit
CRDP	Centre pour Recherche et Développement Pédagogique = Educational, Research and Development Centre
DEA	Diplôme d'Etude Approfondi
DGTVE	Directorate General for Technical and Vocational Education
EPU	Educational Planning Unit
ESU	Educational Statistics Unit
FPM	Formation Professionnelle de Maîtrise (no longer functioning) = completion of 12th grade in vocational training
GOL	Government of Lebanon
HRD	Human Resources Development
ILO	International Labour Organization

IPNET	Institut Pédagogique National de l'Enseignement Technique
LET	License d'Enseignement Technique = 2 years after TS or 4 years after BAC II or BT
LMIS	Labour Market Information System
LNF	Lebanese NGO Forum
LT	License Technique = 1 - 2 years after TS
LU	Lebanese University
MCHE	Ministry of Culture and Higher Education
MIS	Management Information System
MNEYS	Ministry of National Education, Youth and Sports
MOL	Ministry of Labour
MVTE	Ministry of Vocational and Technical Education
NGO(s)	Non Governmental Organisation(s)
SIU	Sector Implementation Unit
SJU	Saint Joseph University
TS	Technicien Supérieur = 3 years after 12th grade (BAC II or BT)
TTCs	Teacher Training Colleges
VT	Vocational Training
VTE	Vocational and Technical Education
VTET	Vocational and Technical Education and Training

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Executive Summary

- (i) For Lebanon, this sector brief represents the first attempt since many years to obtain a good overview of its education sector, to arrive at a reasonable understanding of how the sector functions and what the major issues are, and to identify areas for priority sector development activities.
- (ii) Amongst the most striking impressions which the critical observer of the education sector gains are:
- the extraordinarily dynamic social demand for education, particularly at secondary and higher levels, which sustains a proliferation of private education initiatives to an extent that almost 70% of primary, about 60% of intermediate (lower secondary), over 60% of (upper) secondary, over 75% of vocational-technical education, and 55% of university level enrollment is in private education institutions. Families are willing to pay for education;
 - the strong pressure for rapid reconstruction of education infrastructure (buildings, equipment);
 - the weakness, and for the most part, the absence of effective sector-wide coordination, of a sector policy and of sub-sector development strategies. As a result, the sector grows very much in an ad-hoc-manner, pushed by social demand and reconstruction pressure. Not surprisingly, this leads to considerable dysfunctionalities, such as for example, absence of effectively applied quality standards and examination standards, low quality of education at all levels, unequal access to primary education, relatively small size of secondary education, largely inadequate vocational training, exploding higher education, un-guided teacher training, apparent low internal and low external efficiency, declining cost-effectiveness;
 - the absence of concern for sector planning, for sector management, and, thus, a severe lack of usable and accessible information, particularly statistical data, on just about every important aspect of education and training;
 - very low-key government initiatives, if any, to provide policy and professional orientation and guidance, to ensure balanced sector development, to exercise control over quality and relevance of all education services.

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- (iii) What is most urgently needed is:
- (a) a comprehensive process, involving all major private and public actors in the sector, and leading to the formulation of a sustainable sector development policy and sub-sector implementation strategies, and feasible action plans. The result of such work could be an Education Master Plan; and
 - (b) a mechanism capable of coordinating all major sector development activities. The Education Sector Implementation and Planning Unit (SIU), presently under consideration, could be such a mechanism.*
- (iv) Of course, reconstruction and development activities cannot await the results of such comprehensive sector analysis and planning work. Many activities can usefully be undertaken right away, provided they are properly planned. These include school construction, equipment and text book provision, in-service teacher training, industry-specific vocational training initiatives and others.
- (v) A somewhat more detailed presentation of the major sector issues and related action proposals can be found in each chapter of the present Sector Brief, i.e. under each sub-sector.

* A Proposal has recently been worked out by a UNESCO team, at the request of UNDP and the CDR.

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EDUCATION SECTOR BRIEF

I - SOCIO-ECONOMIC CONTEXT

1.1 ECONOMIC SETTING

Lebanon is facing the massive challenge of addressing the serious economic and social consequences of sixteen years of war: infrastructure and habitat severely damaged, degradation of public services, environmental destruction and pollution, dislocation of the economy, recession and high rates of inflation, unemployment together with critical imbalances and shortages in the labour force, fall in education standards, displacement of the population, dismemberment of the social fabric, rise in crime and drug consumption, and the psychological scars left by the civil strife, especially among the youth. These various factors, which severely complicate human development in Lebanon, have in conjunction lead to very low overall levels of the quality of life of the population.

1.1.1 Declining GDP

The GDP of Lebanon continually declined since 1987, when it was at the 1974 level. In 1990, it represented about 48% of its 1974 value in constant prices (Annex 1). No major modification is readily perceptible in the structure of the GDP following the long and protracted period of political and economic upheaval and material destruction (Annex 2). With almost 30% of GDP, trade maintains its historically dominant position. The relative share of manufacturing is back to its pre-hostilities level of 1973 of around 14%. The share of services, both financial and non-financial, remains approximately at about 25%. The notable rise in 1990 in the share of public administration (15%) is due to the substantial increase in the total wage bill of the public sector in real terms. A closer look at the internal structure of the services sector reveals a profound change: these services have been reoriented to the internal market and diverted from their traditional vocation of servicing the Arab region. A major consequence of this flow has been a decline in export earnings and a subsequent decline in the GDP.

1.1.2 Weakening of National Currency

Before the Israeli invasion of Lebanon in 1982, the exchange rate of the Lebanese currency had remained relatively stable because of substantial capital inflows from the earnings of expatriate Lebanese. The situation has changed dramatically since with the deterioration of the political situation and massive arms imports, all of which contributed to the flight of capital, depletion of foreign currency reserves and the drastic fall in the value of the national currency: 2.33 L.L to 1 US dollar in 1974 compared to 1712 L.L. to a dollar in 1992 (Annex 1).

1.1.3 Massive increase in Public Debt

The war has weakened the capacity of the State to mobilize national resources. On the other hand, State expenditure and imports have continued to increase (mainly military goods and subsidized basic commodities) through deficit financing and a mounting national debt, from less than 1 billion L.L in 1974 to almost 5,053 billion L.L. in 1992 (representing over 70% of GDP).

1.1.4 High Inflation and Decline in Real Wages

Depreciation in the value of the national currency, mounting public debt and the fall in economic productivity have led to instability in the price structure and spiralling inflation. The monthly minimum wage which stood at 310 LL in 1974, fell to 82 LL at constant prices in 1992, equivalent to about 27% of its initial level. (Annex 1). Some studies suggest that a sizeable redistribution of income has taken place against wages and in favour of profits. The share of wages in GDP has declined considerably from an estimated 50% to 55% of GDP in 1974 to about 16% to 20% in 1987.¹ Considering current trends in labor productivity and in real wages, a notable improvement in the distribution of income since then is unlikely. The social and politically destabilizing implications of this redistribution of income constitute a major problem area. In this regard, a policy aimed at redressing the gap in income inequality would have to be situated within the framework of a comprehensive strategy for human resource development that channels more of the country's resources to the education and training of its work force. Over time, this would be conducive to improving the productivity of labor and probably to increasing the demand for labor, which in turn should contribute to halting the decrease in real wages and to improving the purchasing power of the population.

1.1.5 Rising Unemployment

The decline in real wages, while significant, cannot alone explain the sizeable decrease in the share of wages in GDP. The equally significant rise in unemployment must have also left its own impact. The overall unemployment rate, estimated around 5% in 1970, increased to around 21% in 1985, and is now said to be in the neighbourhood of 30%, though some sources estimate it at less than half this rate.² The high unemployment problem raises a major issue with regard to the future education and manpower training strategy, which must address the real causes of unemployment and the inadequate education and

1 Gaspard, T., "The Gross Domestic Product of Lebanon in 1987", Banque du Liban, Bulletin trimestriel, No. 38-43.

2 United Nations, United Nations Report, November 13, 1991. Other sources report lower unemployment rates. See International Bechtel Inc. and Dar Al-Handasah, Recovery Planning for the Reconstruction & Development of Lebanon, Working Paper 8, Labour supply, September 1991.

training characteristics of the labor force. The phenomenon of disguised unemployment, particularly in the public sector also needs to be investigated as part of an overall assessment of the supply and demand for labour.

1.1.6 Demography and Labour Supply

The labour supply estimates vary according to the population estimates (ranging between 2,8 million to 3,6 million) used by different sources.³ The total population figure of 3.4 million appears to be commonly accepted by UNDP, ESCWA and CDR for 1988 (Annex 3). The net result of the population flows (emigration and immigration) that have taken place since seems to indicate that the 1988 population totals remain valid for 1992. The net emigration since 1975 is estimated around 500,000 persons.⁴ Persons displaced by the long civil strife represent almost 20% of the total population (about 700,000 persons). Annual population growth was estimated at 2,2% in 1988. The age-sex structure shows a relatively ageing population with only 35% being below 15 years of age and an imbalance in the sex ratio in favour of females (93,5 males per 100 females).

On the basis of the above demographic figures, the active population today is estimated at around 905,000 persons, 755,000 being males and 150,000 females, which gives a male participation rate at 59% compared to a female participation rate of 12%.⁵

Economic reconstruction (infrastructure and physical facilities) estimated at more than US\$ 25 billion, will inevitably run up against labour problems, which a comprehensive education and manpower policy will have to anticipate. The reconstruction effort has so far focused, almost exclusively, on the physical and recovery aspects of development by launching the US\$ 2.2 billion National Emergency Reconstruction Programme to be implemented over three years and covering 126 projects in 15 sectors. However, attention is being increasingly drawn to the serious issues and problems that relate to the social and human dimensions of implementing this programme. Regarding the manpower that would be necessary, a great effort will in fact be required to reverse the international labor flows of the recent past and repatriate large numbers of highly skilled Lebanese labor as well as importing substantial numbers of unskilled labor. In the absence of a comprehensive economic policy, the wage structure and the wage-price inflation which will result from this massive influx of human capital will have to receive priority attention bearing in mind its

3 ESCWA Population Situation in the ESCWA region 1990, May 1992; International Bechtel Inc. and Dar Al-Handasah, Working Paper 8. op.cit.

4 International Bechtel Inc. and Dar Al-Handasah: Economic Recovery Plan for Lebanon; Vol II, December 1991, pp. 3-17.

5 ESCWA Population Situation in the ESCWA region 1990, May 1992; International Bechtel Inc. and Dar Al-Handasah, Working Paper 8. op.cit.

effects on the already precarious situation of the social sectors, in particular education and training.

1.1.7 Need for a Comprehensive Social Reconstruction Plan, with emphasis on Education and Training

Increasingly aware of the social costs of the reconstruction Programme, the Government is putting greater emphasis on tackling inflation, containing unemployment, balancing public spending and mobilizing national resources to meet its development goals. These various initiatives would, however, have greater impact if accompanied by a comprehensive and rational social reconstruction plan based on medium-term policies aimed at insuring balanced social and economic development during and after reconstruction. Within this context, the education and training sector, for which the Reconstruction Programme has foreseen US\$ 153.2, will need to receive priority in order to supply the economy with the manpower required and contribute to the restoration of social and cultural harmony.

1.2 MAJOR ISSUES OF THE EDUCATION SYSTEM

1.2.1 Policy and strategy for educational development:

The lack of policy and strategy for educational development has led to a situation where the country has not had a general plan or master plan for education for more than two decades. Consequently, the education and training system lacks the appropriate policy guidelines for the formulation of sector strategies and action programmes covering essential aspects such as educational objectives and student achievement, content of curriculum and relevance to labour market needs and demand, investment priorities, the role of the private sector and financing of education.

1.2.2 Public versus private sector education:

The private sector is dominant in pre-primary, primary, secondary, secondary vocational and higher education. While the services provided by the private sector are considered vital, as proven during the war years, its future role needs to be defined. Three issues stand out: (a) the contribution of the private sector to attaining the goal of universal primary education and basic education for all, (b) quality control through national standards, and (c) the extent of Government supervision monitoring and provision of support services such as teacher training, curriculum, etc.

1.2.3 Coordination and control within the Ministry of Education:

Weak coordination within the Ministry of National Education, Youth and Sports (MNEYS) has affected the public education and training system. The Ministry lacks the institutional capacity to exercise effective control over its various directorates. The

Educational, Research and Development Centre (CRDP), an autonomous body under the Ministry, is responsible for educational planning, teacher training, curriculum development, educational materials production and research. However, vital services are not provided by CRDP: a general plan for educational development has not been prepared; curricula have not been revised periodically; teacher training is almost non functional and educational research exists only by name.

1.2.4 Coordination between the three ministries of education:

It is not yet clear how the recent 1993 creation of the Ministry of Culture and Higher Education (MCHE) and the Ministry of Vocational and Technical Education (MVTE), in addition to the Ministry of National Education, Youth and Sports (MNEYS), will affect the functioning of the education sector. However, there is concern that coordination among the ministries might pose a serious problem, particularly as the areas of responsibilities overlap. Coordination is needed between secondary academic and secondary vocational/technical education (MNEYS and MVTE), between post secondary technical higher education (Technicien Supérieur - TS) and university education (MVTE and MCHE) and in general, between pre-university and higher education. The present situation is one of weak institutional links and confusion covering student orientation.

Furthermore, coordination between these ministries and the private sector needs to be defined with a view to assuring sector-wide quality and standards and to provide effective pedagogical support for private education, to prevent a double-standard and split (private - public) education and training system from developing. At the same time, reasonable government-led coordination should allay the fears of the private sector of being unduly controlled and dominated by the public sector.

1.2.5 Structure of Education system and student orientation:

The education cycle which pupils and students are supposed to follow in order to obtain accreditation has not been officially designated, hence the confusion of what constitutes basic education and the types of examinations prescribed for accreditation. (Annex 4).

1.2.6 Expansion of formal and non-formal education

Enrollment in pre-university education (pre-school, primary, secondary, vocational/ technical) has been relatively stable over the past two decades (733,000 in 1970/71, and 725,000 in 1991/92), although certain fluctuations have been recorded, signifying intensification or a certain lull in the civil war. (Annex 5). This would seem to indicate that, by and large, pre-university education has kept pace with the demand of the population, despite the civil war and the destruction and damage sustained by educational facilities. To accommodate the educational needs of the displaced population during the war, new schools were built and/or old buildings were converted to schools. However, in order to obtain more efficient use of available infrastructure, an overall school mapping exercise is required.

As regards higher education there has been a significant increase in the number of institutions and consequently in total enrollment. There are 20 higher learning institutions of which 16 are reported to be operating. Total enrollment during the period 1970/71 - 1991/92 doubled from 42,600 to 85,500. This is largely due to the triple fold enrollment increase of the Lebanese University. (Annex 6).

In the area of non-formal education, which was neglected prior to the war, numerous Non Governmental Organizations have been created to respond to needs which cannot be met by the public sector. The Lebanese NGO Forum (LNF), created in 1988, has grouped the various NGOs in the country (1,302 in 1978) into 15 consolidated national organizations conducting non-formal education programmes such as vocational training, health education and child care (Annex 7). Since the end of the war, the demand for such services has risen sharply in special education and training programmes, particularly for the physically handicapped, orphans and widows, school drop-outs and unemployed youth in general.

1.2.7 Costs and financing:

Major issues include: low cost effectiveness and under utilization of resources; low pupil/teacher ratios of 8:1 in public schools and 16:1 in private schools on average at primary and secondary level; under funding of public university teaching; lack of strategies for cost effective resource utilization, cost-recovery, cost-sharing, social versus individual rates of return and lack of statistical data. (4.3)

II - EDUCATION SECTOR STATUS AND ISSUES

2.1 PRE-PRIMARY EDUCATION

2.1.1 Major Issues:

The private sector is playing a leading role in providing pre-primary education, mostly in urban areas. The major issue facing this sub sector is qualitative and in part quantitative. As regards the former, approximately three quarters of teachers are untrained, the curriculum has not been revised since its design in 1971 and a severe shortage of appropriate teaching materials prevails. With respect to the latter, there is a need to expand the system with a view to covering the needs of the economically disadvantaged and displaced population.

2.1.2 Enrollment:

During the period 1981/82 and 1991/92 pre-primary enrollment increased by 9% while it decreased in primary by 14% (Annex 5). The increase in pre-primary enrollment occurred largely in the private sector which, in 1991/92 enrolled 83,540 pupils (63.7%) in 83 kindergartens and 25,500 (19.5%) in private aided. Only 22,000 pupils (16.8%) were enrolled in 15 public kindergartens and in 842 primary schools offering pre-primary classes. (Annexes 8 & 9).

2.1.3 Quality:

The Kindergarten Unit in the Ministry of Education is responsible for developing the curriculum, preparing teaching material and the training of teachers. However, the unit is poorly staffed and organized to handle the badly needed teacher training and revision of the curriculum and address the confused status of pre-primary education. Consequently, quality of pre-primary education is suffering.

2.2 PRIMARY EDUCATION

2.2.1 Major Issues:

The absence of clear policy guidelines for primary education has made it difficult to define the content of primary education within the framework of basic education. The abolition of a national examination after completion of grade 5 and the institution of Brevet Professionnel (BP) after completion of intermediate (grade 9), would seem to indicate the merger of primary and intermediate education. However, in the absence of guidelines, it is impossible to set national goals with respect to minimum or standard basic education and to plan for the achievement of these objectives.

The role of public primary schools has been on the decline since the start of the civil war when 45% of all pupils were enrolled in public schools as compared to the present level of 30%. The dominating role of the private sector has weakened the role of the public sector as standard setter for education, thus giving rise to lack of overall guidance and monitoring to assure sector-wide quality of education.

Since its design over twenty years ago, no revision of the primary education curriculum has occurred. As a result, curriculum concepts, teaching guidelines and teaching materials are seriously outdated.

Pre-service and in-service teacher training programmes are obsolete. There are no plans to train school principals and other personnel based on actual assessed needs; to review pre-service training; and to re-distribute teachers to address the paradoxical problem of teacher shortages and surpluses in others.

There are in some schools and regions no standardized examinations for primary and intermediate education which would permit to control quality and learning achievement of pupils.

2.2.2 Growth of primary education:

The growth of primary education during the last two decades has been strongly influenced by the 16 years of hostilities. During the period 1969/70 to 1991/92 primary school enrollment decreased from 450,000 to 345,000 (Annex 10). This can largely be explained by the fluid migration pattern, in particular the displacement of a significant segment of the population within the country, as well as emigration. There was a significant shift in enrollment from public to private sector primary schools, as shown below in the diminishing rate of enrollment in the public sector.

Table 1

Enrollment in Public and Private Schools, as percentage of total enrollment
(1972/73 - 1991/92)

Year	Pre-primary		Primary		Intermediate		Secondary		Total Pre-University	
	PVT	PUB	PVT	PUB	PVT	PUB	PVT	PUB	PVT	PUB
1972/73	76.0	24.0	54.3	45.7	41.6	58.4	48.5	51.5	55.2	44.8
1982/83	84.2	15.8	64.2	35.8	51.9	48.1	52.0	48.0	63.2	36.8
1991/92	84.2	15.8	68.4	31.6	56.5	43.5	61.5	38.5	69.8	30.2

Source: CRDP - Ministry of National Education, Youth and Sports 1992

The largest proportion of children attend private sector government aided primary schools. In 1991/92, enrollment in private paying primary schools was 142,700 (41.4%), 93,500 (27.0%) in private aided and 109,400 (31.6%) in public schools (Annex 8).

It appears that there is some variation among regions where the public sector attracts more pupils than the private sector. In 1991/92 in three Mohafazat (regions) - North Lebanon, South Lebanon and Beqà a - more pupils were enrolled in public schools than private schools. This may be due to the relative absence of private schools which seem to focus on providing services to urban areas rather than to rural areas.

The enrollment ratio (ages 5-9) in primary school has been consistently high with 95% in 1972/73, and more than 96% in 1987 and 1992.

2.2.3 Quality:

The major factors affecting quality of education are teacher training, curriculum educational materials and physical facilities.

2.2.3.1 Teacher training:

In 1991/92 there were 28,900 teachers instructing a total of 236,250 pupils in 1,262 pre-university public schools, and 23,940 teachers instructing 369,560 pupils in 673 private schools. To this should be added 4,840 teachers operating in 364 private aided schools enrolling 119,000 (Annex 9). Although the number of public school teachers exceeds private teachers by about 5,000, pupil enrollment is only two thirds of the private schools. At the primary level, enrollment in public schools is less than 32% of that in the private sector.

The average pupil/teacher ratio in public, private aided and private paying pre-university schools in 1991/92 was put at 8:1, 24:1, and 16:1 respectively (Annex 11). This suggests the presence of a relatively large surplus of teachers in the public schools. However, despite this situation, a MNEYS report reveals that as in 1993, 2,150 new primary teachers and 950 secondary teachers will be recruited in the public sector. In addition the Ministry is recruiting 600 new contract teachers. This will lower the pupil/teacher ratio even more.

In spite of the apparent overall surplus of teachers, there is a significant shortage of teachers in mathematics, science and foreign languages, particularly in rural areas. The recruitment of the new teachers is supposed to address the needs of schools in rural areas as expressed by school principals. This calls for redistribution of teachers throughout the country with a view to providing adequate coverage to the urban poor and the rural areas.

Training of public pre-primary, primary and intermediate teachers is conducted in 20 teacher training colleges (TTCs) under CRDP. The colleges provide three types of pre-service training courses: (a) pre-primary and primary (three years post Brevet), (b) primary teacher training (one year post BAC), and (c) intermediate teacher training (one year after two years of university) (Annex 12).

The recent decision to establish 12 new TTCs, while the existing institutions are greatly under-utilized, indicates gross underestimation of available institutional capacity. The Council for Development and Reconstruction (CDR) has approved plans to rehabilitate a number of the existing colleges.

So far, CRDP has organized about 50 training sessions, in which some 15,000 public and private school teachers have participated. There are three categories of in-service training courses: (a) six-week general training as promotion requirement, (b) 1 to 6 weeks special training on subject matter teaching and administration, and (c) on the job training for those appointed teachers without pre-service training over a period of one academic year. Type (b) training is also conducted by MNEYS without coordination with CRDP, a condition which should be corrected in order to avoid undue duplication of effort.

2.2.3.2 Curriculum development:

CRDP is responsible for reviewing and developing curriculum and updating teachers guides and relevant teaching material for primary education. For more than two decades this task has been neglected. It has now reached a point where the country desperately needs, among other things, to review the curriculum of pre-university education, as a matter of priority, in order to enable it to meet its trained manpower requirements for its social and economic development programmes. The content of the curriculum of primary education, which has not undergone any major change since its design in 1967, needs to be adjusted in line with modern scientific and technological development.

Revision and/or development of new curricula will require adjusting the teacher training curriculum as well as preparation of textbooks, teaching guides and related materials for both pupils and teachers. The task is so important and demanding that it would require a special task force responsible for developing, testing and preparation of the relevant materials.

2.2.3.3 Physical facilities:

A CDR survey has identified 1,200 public schools (including 52 destroyed, 500 damaged) in need of rehabilitation. According to MNEYS, there are 117 schools under rehabilitation at a cost of US \$ 6 million provided by the EEC. In addition, it is planned that 14 destroyed schools be reconstructed with EEC funding. The proposed three-year (1993/95) Recovery Planning for Reconstruction and Development of Lebanon puts the estimated cost of rehabilitating 1,200 schools at US\$ 153 million. (Annex 13).

2.2.4 Equity, internal efficiency and relevance

The overall participation of male and female pupils is balanced with females representing 50% of pre-university enrollment (Annex 14). There were, however, some exceptions, mostly in public schools, where female participation has reached 61% in the Beirut area.

In 1986/87 the enrollment ratio in primary schools in the Grand Beirut area (Beirut; North/South/West suburbs) was put at 96%-98%. There were pocket areas that recorded only 65% participation of school-age children. Although the 1992/93 situation is not clearly known, there is concern in the MNEYS that in some remote rural areas and among displaced population, this imbalance in equity may persist.

Reliable statistical information on internal efficiency regarding dropouts, repeaters and promotion, at all levels of education, is not available. However, judging from a MNEYS study (Antoun & Abourleily), out of a cohort of 1,000 pupils entering grade 1 in 1972/73, the dropout rate at the end of grade 1 was 34%, at the end of grade 5, 58.7% and at the end of grade 9, 19%. As the situation has deteriorated during the civil war, it is assumed that the dropout rate has further increased. Moreover, the low 56.7% pass rate after completion of the intermediate cycle (BP) recorded in 1991/92, seems to confirm that internal efficiency is not high. (Annex 15).

Such a low BP pass rate (which is also reflected in the low Bac. Technique (BT) pass rate) and considering that traditionally parents attach great value and importance to academic education, and to a much lesser degree to vocational training and technical education, gives rise to serious concern over the relevance of education and training which the present education system is able to provide. Lack of relevance and the obsolescence of curricula, pedagogical methods, and materials is on the point of becoming an obstacle to economic construction and development.

2.2.5 Management of primary schools

The Directorate of Primary Education, under the General Directorate of Education, MNEYS, is responsible for public primary education. The directorate is still functioning under guidelines put into effect in the 1960s; most of its senior posts are vacant, staff moral is low and hence the Directorate is ineffective. The functions of supervision and inspection are almost totally absent. Decisions regarding the programme, staff recruitment, appointment and transfer are all centralized and thus slow. School principles are chosen from among senior staff on an ad hoc basis, without any officially recognized criteria, such as training requirements or specializations.

The MNEYS is, at present, engaged in the introduction of deconcentration/ decentralization of the administrative functions whereby the Regional Education Offices will assume some of the staff management responsibilities, which have yet to be defined.

Under such weak circumstances, the Directorate of Primary Education can neither provide the dynamism that is required to revitalize the public sector primary education, nor provide the leadership which the private sector is expecting in order to ensure the quality of its output.

2.3 INTERMEDIATE EDUCATION

2.3.1 Major Issues:

The status of primary education within the framework of basic education has not yet been defined. This has caused confusion of programmes between primary education (grades 1-5) and intermediate (grades 6-9). There is the unofficial view that basic education in Lebanon should constitute the first 9 years of education. The abolishing of examinations at the end of the primary cycle (grade 5) seems to support this view.

The crucial question of whether there should be one integrated curriculum or two separate ones, remains unaddressed.

Although by far not all intermediate school students move on to higher secondary, emphasis should be placed on teaching science, mathematics and communication skills to make school leavers at this level more trainable for vocational/technical activities.

2.3.2 Enrollment:

Intermediate school enrollment has steadily increased during the last two decades from 112,600 in 1969/70 to 184,900 in 1991/92, while primary school enrollment showed a decline during the same period (Annex 10). In 1991/92, 104,460 pupils (28.3%) were enrolled in 259 private paying schools, while the rest were enrolled in 694 public schools, giving a student/school ratio of 116 in the former and 403 in the latter (Annex 9).

This clearly shows preference for the private sector intermediate schools. As it is not clear whether or not this is due to quality and/or cost consideration it would be essential to examine this phenomenon.

2.3.3 Quality:

Quality of intermediate education cannot be significantly distinguished from that of primary since about half of the schools provide both programmes. Intermediate teacher training, provided by CRDP in two TTCs suffers from the same short-comings as primary teacher training, basically lacking improvement, updating and adjusting to students' needs, faced with current socio-economic realities.

At the end of the intermediate examination, the average BP pass rate in 1991/92 was 56.7%, with some fluctuation among regions (Mont-Liban 64.4%, Beqà a 46.7%) (Annex 15). These rates are considered generally low. Although it is not possible to distinguish the result between public and private schools, a MNEYS study involving public secondary schools having intermediate components, shows that more than 25% of these schools have a pass rate lower than 15%, and more than 45% of the schools have a pass rate between 15%-45%.

Given the low BP pass rates as one of the important quality indicators, poor status of teachers and the lack of improvement of the curriculum and teaching materials, intermediate education requires major overhauling.

2.4 PROPOSALS IN RESPONSE TO ISSUES HIGHLIGHTED IN PRE-PRIMARY, PRIMARY AND INTERMEDIATE EDUCATION

2.4.1 Pre-primary:

- A. Creation of a "Pre-primary Education Unit" in CRDP with a view to enable it to provide technical leadership, supervise teaching, conduct in-service teacher training, review the curriculum and prepare teaching material. This would require the organization of a staff development programme, provision of teaching material and equipment, fellowships for participating teachers, etc.
- B. Establish a pre-primary teacher training programme in coordination with the CRDP primary teacher programme, giving priority to the existing unqualified 1,200 teachers.
- C. Undertake a study to assess the needs of pre-primary education in terms of curriculum requirements, teacher training, teaching material, and, in particular, the impact of pre-primary schooling on primary education pupil performance and internal efficiency.

2.4.2 Primary and Intermediate:

- A. Undertake school mapping to determine the location and catchment areas of public and private primary schools, with a view to designing a master plan for educational facilities in order to cover the needs of the country in an equitable, efficient and cost effective manner. This exercise should aid the MNEYS to assess the extent of proliferation of schools, instigated by confessional and other interest groups during the war, in both the public and private sectors, and to provide concrete information on which to base the planned regroupment of schools.
- B. Review the curriculum with a view to making the content more relevant to social and economic realities of the country, insure appropriate linkages with intermediate education in both academic (science, mathematics, humanities) and vocational/technical streams. This exercise should be coordinated with the review of textbooks, teaching guides and other relevant materials.
- C. Assess teacher training programmes (both pre-service and in-service) and draw up short and medium term action plans:
 - i) to assess existing pre-service and in-service training programmes for primary and

intermediate school teachers;

ii) to develop a five-year pre-service and in-service teacher training programme designed to train the backlog of untrained and undertrained teachers with emphasis on: (a) subject matter, (b) pedagogy, (c) teaching methods, and (d) educational technology;

iii) to upgrade existing teachers and school principles through in-service training;

iv) to provide fellowships, locally and abroad, for training of primary and intermediate school teachers.

D. Prepare standardized examinations at each recognized level, applicable to both public and private schools, in order to ensure sector wide quality standards.

2.5 SECONDARY EDUCATION

2.5.1 Major Issues:

Entry to public and private secondary schools (grade 10-12) is limited, with only about 9% of grade-9 students gaining admission.

With only 28% of the schools under its control, enrolling 38% of the student population, the public sector participation in providing secondary education is inadequate.

The pass rate at the completion of secondary education is very low (only 34%).

The curriculum has not been revised for many years. It remains linked to past, obsolete objectives of little relevance to future needs. It lacks balance putting strong emphasis on academic rather than employment orientation, theoretical rather than applied issues and encourages rote memorization.

Textbooks are largely prepared by the private sector. Rather than suiting the needs of students, the production of text books is very much orientated towards ensuring economic returns for the publisher. This uncoordinated preparation of text books does not facilitate the development of sector-wide pedagogical quality standards, nor the reform of curricula. The MNEYS is supposed to control quality through a properly assessed certification system, the private book sector decides on its own what to put out on the market, but does not do this effectively. As a result, science laboratories are ill equipped and those in reasonable working order, for the most part, are not properly used or not used at all.

Educational supervision is absent, particularly pedagogical aspects. The MNEYS does not have its own inspectorate service as this function, rarely carried out, has been taken over by the Prime Minister's Office as part of the Government administrative control

mechanism. This has contributed to the seriously declining quality of secondary education.

2.5.2 Enrollment:

Enrollment in secondary education increased steadily from 33,000 in 1969/70 to about 78,000 in 1980/81, at an annual average increase of 21.3%. However, 1980/81 enrollment decreased to 63,200 in 1991/92 (Annex 10). This can largely be attributed to emigration, population displacement and recruitment of youths to armed groups during the war.

In 1991/92, in the public sector there were 24,300 students (38.5%) enrolled in 143 (27.8%) secondary schools while the majority (38,900) students were enrolled in 228 private secondary schools (Annex 9). There are a few private secondary schools subsidized by the government, as is the case with primary schools.

2.5.3 Quality, relevance and student orientation:

Following traditional practice the system of secondary education in Lebanon has mainly concentrated on the preparation of students for the next level of education rather than on preparing individuals for vocational/technical training or the world of work.

Information on quality and internal efficiency such as dropout and repetition rates are not available. However, assessment of the quality of secondary education can be made through examination of other related key indicators including curriculum and teaching materials, school leaving examination results, quality and availability of teachers and adequacy of teaching facilities.

2.5.3.1 Curriculum:

As is the case of primary and intermediate education, secondary education tends to be elitist rather than practical. It is not designed to encourage cognitive learning, but encourages memorization.

The teaching of science, which should provide students with useful knowledge on modern technology related to the world of work and the environment, is hampered by the lack of suitably equipped laboratories and lack of qualified teachers. There is no effective concern for an urgently needed radical curriculum reform.

2.5.3.2 Secondary school leaving examination:

The pass rate of secondary school examinations declined drastically during the period 1973/74 to 1990/91. A slight improvement occurred in 1991/92 (Annex 16). The overall rate involving examination results of the three major specializations (experimental science, mathematics and philosophy) is shown in Table 2 below.

Table 2

Secondary School Examination Pass Rate, (Bac II) 1973/74 - 1991/92

Year	1973/74	1981/82	1990/91	1991/92
Candidates	8,559	19,582	30,835	32,463
Number passed	5,003	7,831	6,847	10,480
Pass rate in %	58.4	47.1	22.2	32.3

Source: CRDP, MNEYS (see also Annex 16).

The examination results reveal the low quality of teaching, the causes of which include, amongst others, abolition of BAC I examination after completion of Grade 11 of the selective function, low quality of examination criteria which stress memorization rather than analysis and application, and disruption of education during the war.

A comparative analysis of the examination results between public and private sector secondary schools shows that, contrary to common belief, the results of the public schools are significantly higher than those of the private sector, as shown below in Table 3. Perhaps the disconcertingly low achievement in private secondary schools is due, to a large extent, to the total absence of pedagogical and other government control.

Table 3

Comparative BAC II results for public and private schools
(pass rates in %)

Specialization	Public	Private	National Average
Science	45.0	32.6	36.2
Mathematics	43.7	27.9	32.7
Philosophy	46.5	19.1	28.6
Total average	45.4	26.2	32.2

Source: CRDP, MNEYS (see also Annex 16).

As regards the negative impact of the civil war on the quality of education, a conservative estimation of teaching time lost during the period 1975 - 1990 is 55 months or 40% of foreseen teaching time. Furthermore, according to a survey undertaken by CRDP in 1987 involving a sample of 120 primary and 50 secondary schools, the average annual school days in the case of the former were 153 and the latter 148, instead of the required 170.

2.5.4 Teacher supply and quality:

Statistical information on teachers, broken down by level of education, does not exist. In all there were 57,100 teachers in 1991/92, of whom 28,900 (or 50%) in public schools and 28,200 in private schools. On that basis, one can estimate that there are about 5,500 secondary school teachers, of whom about 3,100 in public schools and 2,400 in private schools. The same Lebanese specialists affirm that, although there is an overall surplus of teachers at all levels in schools, there is a shortage in specialized areas such as foreign languages, mathematics and sciences, and also, more generally, in rural area secondary schools.

Regarding the student/teacher ratio, available data for all pre-university schools shows public schools 8:1 and private schools 16:1. It is generally accepted by Lebanese education sector specialists that this pattern also holds true for secondary schools.

The Lebanese University is the only institution that provides pre-service secondary teacher training. The two-year course which is offered to BA or BSc degree (License) holders comprises one year pedagogy and one year teaching methodology including teaching practice. This leads to a "Certificat d'Aptitude Professionnelle pour l'Enseignement Secondaire" (CAPES). Since 1979, only two batches of teachers have been trained at the demand of MNEYS, specializing in subject matters such as, Arabic, English, Maths and Science. Recently, four-year courses have been organized leading to the "Diplôme d'Etude Approfondi" (DEA) in education.

In-service training for secondary teachers is undertaken by the Directorate of Secondary Education of MNEYS, without any coordination with CRDP or the Lebanese University. The Ministry, however, does not officially recognize this important service.

2.5.5 Management of secondary schools:

In MNEYS the Directorate of Secondary Education under the Director General for Education is responsible for secondary education. The overall monitoring of the private sector schools at this level is undertaken by the "Service de l'Enseignement Privé".

At present there is no official policy for secondary level education. Hence, the Directorate is not in a position to provide guidelines on what future direction the education and training programmes should take, including, among other things, the rate of expansion of secondary schools, curriculum reform, quality control, examination standards, and student orientation.

Amongst the major issues facing secondary education as well as all other pre-university education levels are the low salaries of teachers. The present salary scale ranges between \$90 - \$498 per month for primary and \$166 - \$580 secondary teachers. Recently the "Staff Cooperatives" have started providing limited health insurance coverage (compared to a legal minimum salary for untrained labour of \$70 per month). Low salaries constitute a chronic source of dissatisfaction, resulting in 29 major strikes during the period 1980 - 1987.

2.5.6 PROPOSALS IN RESPONSE TO ISSUES IN SECONDARY EDUCATION

- A. Carry out an in-depth review of the secondary education sub-sector in order to define its role and functions in relation to third level (university) education, to vocational training, to intermediate education, including a thorough review of objectives, content, structure and management;
- B. Undertake a thorough curriculum reform with a view to responding to the needs of students aspiring to go on to higher education and those opting to join the world of work;
- C. In conjunction with curriculum reform, revise textbooks for secondary schools, and disengage from over-reliance on imported textbooks;
- D. Conduct studies to assess the need for qualitative improvement versus expansion of secondary education and prepare measures to improve resource utilization (teachers, facilities) and internal efficiency;
- E. Prepare measures to improve the quality of teaching, including in-service training programmes;
- F. Define the respective roles and functions of public and private secondary education and the inter-linkages between them;
- G. Review the overall structure of MNEYS with a view to improving the functioning of the Directorate of Secondary Education, and define and strengthen the supervisory and standard-setting authority of the MNEYS for the entire secondary sub-sector, including public and private schools.

2.6 TECHNICAL EDUCATION AND VOCATIONAL TRAINING

2.6.1 Major issues

After many years of disruptive events, numerous problems in the technical education sub-sector are to be expected. Some of these problems are also common in the general education sub-sector while others are, by their nature, linked only to technical education.

Human resources development is accorded a high priority by the Government, but this has not yet been translated into policy. Sectoral policies are not yet formulated and the technical education sector is no exception. Formulation of a policy for technical education and of implementation strategies presuppose the availability of policies concerning economic development, industry, population and the social sector. Formulation of a technical education policy simultaneously with policy formulation for other sectors would require adequate, effective representation of these sectors in the educational policy formulation process.

There is no nationally recognized system of occupational classification, providing the title, description and tasks to be performed in each of the occupations needed in the labour market. As a result the technical education sub-sector lacks the basis for formulating its objectives and consequently the basis for evaluation of graduates.

The absence of a quantitative and qualitative Labour Market Information System (LMIS), complicates the task of elaborating guidelines for technical courses.

Responsibility for education in Lebanon has recently been divided between three ministries, with particularly complex implications for technical education. (Annex 17). Almost all technical education institutes offer at the same time pre-secondary, secondary and post-secondary courses. With the establishment of a ministry for higher education, students enrolled in some of the post-secondary courses leading to a "Licence Technique", managed by the new ministry of vocational and technical education, could face difficulties in the recognition of their studies as higher education. To shift the responsibility of post-secondary courses to the new ministry of higher education means that technical education institutions have to be split between the two ministries with all logistic complications concerning staff, equipment, students and administration. The need for well defined and operational mechanisms to coordinate this sub-sector is not adequately appreciated.

As in the case of general education, technical education is characterized by a very strong participation of the private sector, including NGOs, in which there is no governmental involvement in coordination, standard setting, monitoring and quality control of the private institutions. Out of 354 technical schools, only 28 are public sector institutions, with only 7,880 students in 1991/92, representing 20% of all technical education enrollment. The process of licensing private sector institutions raises more questions concerning objectivity and fairness. Beyond the initial licensing process, there are no formal linkages between private sector institutions and the MNEYS, except the ministry's controlled examinations for the certificates CAP, BP, BT and TS. Average fees in the private institutions range from US \$1,200 to \$2,000 per year.

A most pressing issue is that of technical teacher/instructor availability and competence. Within the technical education system, there is a teacher training institute "Institut Pédagogique National de l'Enseignement Technique" (IPNET), admitting both BAC II and BT graduates for a four year programme and/or TS graduates for a two year programme. Both programmes lead to a "Licence d'Enseignement Technique" (LET). But during the war hundreds of graduates, who are now technical teachers, were never taught most of the curriculum. Moreover, IPNET was misutilized as a back door for TS or LET degrees in the absence of objective and fair evaluation. Low salaries of public school teachers contributed to the internal migration of qualified teachers to the private sector. IPNET is understaffed and under-equipped and therefore unable to undertake in-service training for technical teachers.

Generally the technical curricula prepared in the 1960s are outdated and unrelated to labour market needs. Even the specializations are selected in a traditional manner and most of them are not specific enough to enable in-depth learning and appropriate preparation for

work. In spite of this critical weakness of the sub-sector, authorities consider the need for a complete review of curricula as a second priority after teacher training, thereby overlooking the intrinsic inter linkages between both. Consequently, preparation of learning materials, teacher guides and teacher training on the new curricula including modern education evaluation techniques is not given adequate attention. An additional problem is the current practice of preparing learning materials only in French rather than in a bilingual Arabic/French way.

The overriding issue is one of low quality of technical education, due to low quality teachers (technically, pedagogically and morally), lack of appropriate curriculum, outdated facilities, lack of links with the labour market, lack of government coordination and supervision.

2.6.2 Enrollment

A total of 28 public schools and 326 private schools provided vocational and/or technical education during 1991/1992 at different levels (CAP, BP, BT, TS, LT), with courses ranging from 1 to 3 years.

Enrollment in vocational and technical education increased from 13,000 in 1970/1971 to 40,000 by 1982/83. It then declined somewhat, only to grow again in recent years to 41,100 in 1991/92. Whilst there is a clear sustained upward trend in enrollment in vocational-technical schools, enrollment in all general education pre-university level sub-sectors has steadily declined since the mid-eighties. This shows that students' interest in technical education is growing faster than their interest in general education. This also reflects a shift of labour market demand towards technical occupations, thus attracting students to these fields. The majority of these students are in private sector institutions where they must pay for their studies. Therefore, the enrollment increase indicates an appropriate response to actual labour market needs (Annexes 9, 10, 18, 19, 20, 21).

The private sector is dominating technical education with almost 80% of students enrolled in private schools, compared to about 67% in general education. At CAP, BP, BT and TS levels, private sector enrollment is 2 and a half to 5 times higher than in public institutions. There are large differences between the regions. Not surprisingly, for the Beirut region, private school enrollment is much higher than that in public schools. Whilst for rural areas (Beqà a and South of Lebanon) private enrollment is less than 50%.

A gender analysis of enrollment figures shows that the female student percentage is about 40%, with the exception of South of Lebanon and Beqà a, with low female enrollment of around 30%. It seems that the lower the standards of living, the lower the female involvement becomes.

Almost 60% of the enrollment is in non-industrial courses, including commercial, hotel and catering, office and secretarial, pre-school teachers, paramedical and some other

services. Industrial courses, attended by 40% of students, include electric, electronic, mechanic, decoration, informatics and auto-mechanics.

Whilst student demand for vocational-technical education is growing, labour market demand for graduates has not yet been assessed. The absence of tracer studies and, more generally of labour force and employment data, as well as absence of HRD sector development strategies, make it impossible to estimate the real demand for technical education graduates. Given that, on the one hand, current unemployment in Lebanon is about 30% and that, on the other hand, a considerable portion of vocational-technical tasks are undertaken by expatriate labour, further increase in the demand for student places and an increase in effective demand for graduates is to be expected.

2.6.3 Internal and External Efficiency

There is a serious lack of data on the functioning of vocational-technical education. Consequently, estimates for internal efficiency are practically impossible to make. The relative vast involvement of the private sector in technical education, coupled with the absence of government monitoring and follow-up further complicates the task of getting an insight in the system.

The absence of manpower and labour market information, including market analysis and tracer studies of graduates, make it impossible to obtain information concerning the external efficiency of technical education. The only indication is that of the growing enrollment of students, which may reflect reasonable hope, and, perhaps, chances to obtain jobs. Employers, by and large, express their dissatisfaction about the inadequate competencies of vocational-training graduates, preferring to employ expatriates.

2.6.4 Relations with Employers

Employers and labour unions are in no way associated to technical education. The proposed structure and duties of the new Ministry of Vocational and Technical Education will include the establishment of a Supreme Council for Vocational and Technical Education, with a consultative role. But no mechanisms for effective linkages between industry and training are foreseen.

2.6.5 Vocational training:

2.6.5.1 Major issues:

The basic issue concerning vocational training in Lebanon is the lack of clear understanding of the concept itself. The Ministry of Labour (MOL), Ministry of National Education, Youth and Sports (MNEYS), Ministry of Vocational and Technical Education (MVTE), universities, private education institutions and even Association of Lebanese Industrialists and Federation of Labour Unions view vocational training in a very limited manner. Vocational training is perceived as the lower rung of the TVE ladder. The negative effect of this perception can be seen in low interest for CAP and BP courses (1.3% and 3.4%

of technical education enrollment respectively in 1991/1992). In addition, CAP and BP students are far below the age of mature selection of their career and graduates are below the minimum age for the labour market. Consequently CAP and BP are believed to be educational programmes leading to further education and not to the labour market.

As is the case with technical education, vocational training lacks guiding policies. Both public and private sectors concerned are far from seeing vocational training and education (general and technical) as complementary systems that must be integrated to furnish the labour market with (in a) vocational-technical qualified manpower.

Currently, MOL is responsible for vocational training and its structure includes a directorate for VT, and the new proposed structure of MVTE also includes a similar directorate. MOL is supervising one vocational training centre offering accelerated vocational training while all technical public education institutes do not offer any VT, leaving the DGTVE with the endorsement of private institutions, signature of the "attestation" as their single role in the field of VT. For MOL and/or MVTE to play a greater role in VT, the capacities of these ministries need to be built through appropriate staffing and training.

Ongoing scattered VT activities are not linked to labour market needs or to involving the employers and/or workers in any way. Many employers are not even aware of the existence of VT courses. Instead, employers organize their own in plant training.

At present the private sector institutions offering VT courses cannot be classified as VT institutions. They generally lack the basic criteria for a VT institution, be it curriculum, facility, trainers, adequate practical training or experience.

There is no system for the training, licensing, updating, and offering of practical experience for VT trainers.

2.6.5.2 Enrollment:

Public formal vocational training is limited to one centre (Dekwaneh Adult Training Centre) with less than one hundred students pursuing accelerated training programmes in electric and mechanical specializations. The private formal vocational training represented 30% of total VTET enrollment in 1991/1992. A total of 12,240 graduated from private sector institutions in 1991/1992, 2,200 of them in industrial programmes, while the vast majority of 10,040 graduated in non-industrial (commercial and secretarial) ones. Formal VT is concentrated in the Beirut area. Concerning gender issues, only 6% of females enrollment is in industrial courses (electronics and radiology), whilst 73% of enrollment in commercial and secretarial courses is female.

In formal vocational training the YMCA seems to be the main actor, with about 6,300 trainees from mid 1990 to mid 1992.

2.6.6 PROPOSALS FOR VOCATIONAL/TECHNICAL EDUCATIONAL AND TRAINING

There are three urgent tasks to be addressed:

- A. Carry out a thorough sub-sector review, including the elaboration of technical education policies, implementation strategies, action plans, reform measures. The linking of these stages, from policies to classroom, and workshop practices to labour market needs, should be a major concern.
- B. In the meantime, prepare and implement action to modernize the curriculum and to provide in-service teacher/instruction training.
- C. Define the respective responsibilities of the three education ministries and training industries, and organize effective coordination amongst them;
- D. Prepare and put in place a mechanism for balanced and compatible development of public and private vocational and technical education and training; including standardized trade testing and quality control.

2.7 HIGHER EDUCATION

2.7.1 Major issues:

The responsibilities of the three ministries serving the education sector (MNEYS, MCHE and MVTE), have not yet been delineated and the operational relationship among them has not yet been defined.

The Ministry of Culture and Higher Education does not yet have policy guidelines regarding its relationship with private universities and other institutions of higher learning. The Ministry's responsibility for coordinating monitoring and evaluating the programmes of these institutions is unclear.

The policy for higher education has not yet been defined. In the absence of such a policy there are no guidelines for the public, and more importantly the private sector, to follow in designing programmes to meet manpower needs of the country.

The absence of student guidance and counseling services in the university system has resulted in an unbalanced enrollment of student specializations, with 75% of all students being enrolled in humanities (arts and literary fields), and the rest enrolled in science and technology.

The unplanned ad-hoc rapid expansion of the Lebanese University (LU) has brought about serious malfunctioning, unbalanced specialization resulting from lack of student

counselling, weak research programmes and low financial support.

2.7.2 University enrollment:

In 1991/92 there were 17 institutes of higher learning, with a total enrollment of 85,500, of which 48% were female students (Annex 22). Only seven of these institutes are recognized as universities, namely, Lebanese University, American University of Beirut (AUB), Arab University, St. Joseph University (SJU), Kaslike University, Balamand University and Notre Dame de Louize. There are three other institutes of higher learning registered, but either they are not functioning or information is lacking. LU, the only public university, enrolls almost 45% of the total, followed by the Arab University with 34%.

Enrollment growth of institutes of higher learning has doubled in the last two decades with 42,600 in 1970/71 reaching 85,500 in 1991/92, during which LU has overtaken the Arab University in enrollment. The proportion of non-Lebanese students during this period fluctuated between 26% and 58%, most of whom were enrolled in the Arab University. It was at 31% in 1991/92 (Annex 23).

2.7.3 Lebanese University

The Lebanese University has 15 faculties with 48 branches spread throughout the five regions.

In addition to the problem of student orientation and the physical damage sustained during the war, the university suffers from chronic management deficiencies. The central administration is not yet equipped with an adequate number of qualified staff, and financial and material resources required for discharging its leadership responsibilities in the area of policy-making planning, manpower demand assessments and information service.

The university is devoting an increasing part of the budget to cover salaries of teaching staff to offset devaluation of the Lebanese pound. Unit cost per student is very low around \$600, as compared to \$4,000 in Balamand University and \$12,000 at the American University of Beirut.

There are 1,600 full time and 1,300 part time professors, putting the student/professor ratio at 19:1 on average; ranging between 7:1 in eight faculties and 70:1 in the Faculty of Law. In LU branch faculties, such as the Faculty of Fine Arts, the ratio is 261:1.

2.7.4 Role of the public and private sectors:

The private sector dominates higher education with at least 16 private institutions of higher learning, enrolling more than half of all students (55%). This reflects the strong social demand for higher education, and the lack of flexibility of public higher education to respond to the growing demand.

Due to the absence of government policy guidelines, the establishment of higher education institutes has gone on almost unchecked. Some conditions have been laid down, such as requirements for teaching facilities, although these are not followed rigorously.

The Government has now established the Ministry of Culture and Higher Education to control and monitor expansion of higher learning institutes in both the public and private sectors. But no proper planning and effective coordination mechanism is envisaged, nor any articulate linkages of university development with specific academic development needs. Also, the Ministry is not ready to set quality standards and to monitor their application to monitor resource utilization.

2.7.5 Internal and External efficiency:

Data are not available on dropout and repetition, but it is generally agreed that they are one of the serious problems in higher education institutions.

It is recognized that the role of higher education in Lebanon is to produce highly trained manpower capable of formulating the country's development policies, managing productive enterprises, and operating various business enterprises. This is in line with the country's traditional position as the financial centre and supplier of high level manpower in the region. However, the over subscription of students specializing in the humanities (law and fine arts/letters), reaching as high as 80 percent in some institutions, does not lend itself to achieve the above objectives. The general economic reconstruction boom situation would suggest that emphasis should be given to diploma-level and post graduate training programmes: priority fields include technology, agriculture (food processing), and health (pharmacology). Applied research also needs high attention.

2.7.6 Organization and management of higher education:

The newly created Ministry of Culture and Higher Education, in due course, should prepare policy guidelines for the development and management of higher education, which would accommodate the needs of the country within the framework of public and private sector participation. Universities are mushrooming without consistent and reliable criteria, usually subject to political (non-academic) considerations. Hence, the difficulty in setting up and maintaining standards, and the problem of monitoring and evaluating programmes.

2.7.7 PROPOSALS IN RESPONSE TO ISSUES HIGHLIGHTED IN HIGHER EDUCATION

A. Conduct a sub-sector study with a view to preparing policy and strategy for the development of higher education in Lebanon within the framework of a master plan including, among other issues, assessment of:

- i) organization, structure and management, (ii) teaching and research programmes,
- (iii) staff development and deployment, (iv) relationship of output with labour market -

external efficiency, (v) planning and coordination, (vi) quality control - monitoring and evaluation, (vii) internal efficiency, (viii) standardization - examinations and equivalence of diplomas and degrees, and (ix) teaching and research facilities - equipment and physical facilities.

- B. Prepare an organization plan for MCHE including staffing and budgeting. Special consideration should be made in order to create and build the planning and management capability and capacity of the Ministry.
- C. As a matter of priority, the Ministry should conduct a comprehensive survey, covering all higher learning institutions focusing on, among other issues, organization and structure, teaching and research programmes, quality and standard of output, staff development, personnel management and resource management. More specifically, this survey should start with the LU which, as the only public institution, could be used as a standard bearer. Public sector universities, such as AUB and SJU, which are considered to be among the best managed institutions in the country, should provide useful insights. A vital tool for planning and management, in this respect, would be the establishment of a management information system (MIS), for assembling and analyzing basic data governing all higher education institutions.

2.8 NON-FORMAL EDUCATION AND ADULT LITERACY

2.8.1 Major issues:

There is a lack of coherent national strategies for non-formal adult education which is totally dominated by the private sector. There is no government led initiative and/or programme in adult education or in literacy.

The entire focus of public sector supported vocational oriented training programmes is dependent on the traditional formal training system, with little or no provision for job training, upgrading and continuing education within the framework of non-formal education.

In non-formal adult and youth training programmes there is a need to link training programmes to available employment opportunities, such as in construction areas and high technology areas, particularly as they relate to the displaced population and other economically disadvantaged groups.

2.8.2 Adult literacy:

A 1990 UNICEF survey showed that 85 percent of all women aged 15 - 49 years were literate, with the highest (95%) in the 15 - 19 age group, and the lowest (74%) in the

45 - 49 age group. However, there is no programme organized by any government agency to deal with the issue. Furthermore, although there are an estimated 240 NGOs operating in the country offering non-formal education programmes, there is no information on how many of them, if any, are involved in literacy programmes.

2.8.3 Non-formal education:

NGOs have effectively substituted the role of the government in providing the very much needed service in the sub-sector. The actual needs of the population, mainly found in the war affected areas and the deprived urban poverty pockets, include public health, family and child care, specialized programmes for the mentally retarded, physically handicapped and other services. However, the effectiveness of such programmes has been limited because they were basically seasonal and incidental and/or reactions to problems and situations as they rose. As these activities were considered transient reactions, they were not based on detailed plans and projects or built on thorough awareness of social needs.

There are few associations and institutions that have developed distinguished reputations in their scope of action. In this respect, to facilitate and coordinate the implementation of such programmes, in 1988 these NGOs organized a Lebanese NGO Forum (LNF), presently encompassing 15 of the largest national organizations who represent the broad spectrum of human services as well as the diversity of confessional groupings and geographic regions in the country (Annex 7).

The Young Men's Christian Association (YMCA) played a leading role in the organization and development of the 15 non-profit associations. Furthermore, it has supported their respective programmes, financially and materially, irrespective of confessional, ethnic, political or geographic region. It launched its programme in the 1980s at a time when NGOs could no longer carry out their programmes due to postwar consequences, and the results of the Gulf crises which uprooted some 55,000 Lebanese, leaving them homeless and jobless.

UNICEF, in collaboration with 240 NGOs, cooperating in the Education For Peace programme, is mobilizing the country's youth as the principal actors of change, equipping them with tools and ideas for practical community actions to help children cope with the psychological effects of the civil war. The programme was initiated in 1989 and in 1990 it trained 5,000 young people or animators in basic leadership skills, in meeting the psycho-social needs of children, and in techniques promoting peaceful values and concepts. These animators in turn organized similar programmes for over 50,000 children.

Another programme under consideration is the "Project Proposal for Training Programme for Out-of-school Youth and Young Adults In Lebanon", prepared under AGFUND/UNESCO Cooperation. The objectives of the project are, among other things, to offer out-of-school youth and young adults the following: (i) opportunities to acquire technical/vocational skills, (ii) facilitate social and economic re-integration of those affected by social disruption, unemployment, and upheaval due to the conflict situation, and (iii) provide those who have participated in conflicts, school drop-outs, with education and skills that can be utilized in the reconstruction and development of the country. AGFUND has

already approved \$300,000 for the project with a proviso for government matching this amount.

2.8.4 PROPOSALS IN RESPONSE TO ISSUES HIGHLIGHTED

- A. Add new components to the existing vocational training programme, and in particular:
 - (i) agro-industry (food processing), (ii) management of income-generating small enterprises, and (iii) household economics, in view of the great need for such training for women in the following areas: (a) economically depressed, (b) remote rural and, (c) urban poverty pockets.
- B. Educate the trainers in order to upgrade their instructional technology and to prepare them for additional emerging roles such as the development of co-operative enterprises.
- C. Undertake an analytical study in order to provide reliable data on non-formal education and updated documentation on Lebanon's post-war needs which are increasingly growing and complicated.

III - MANAGEMENT OF THE EDUCATION SYSTEM

3.1 MAJOR ISSUES:

3.1.1 Weak relationship between Ministries of Education and the private sector:

In all three ministries concerned with education links are extremely weak between the private and public sector education institutions. Existing legislation concerning quality control, standardization, authorization to open education establishments and the financing of education, is seldom enforced, and, in any case is no longer relevant to the present economic and social development issues.

The most efficiently run educational institutions in the private sector do not appreciate this situation, but rather expect the State to establish clear regulations that can be practically applied. In this respect, the leadership of the Government is indispensable. A good starting point would be the creation of a National Council of Education, endowed with power commensurate to its duties and including officials from both the private and public sectors.

3.1.2 Need for defining the duties and responsibilities of the ministries:

Both the Ministry of Vocational and Technical Education (MVTE), and the Ministry of Culture and Higher Education (MCHE), are in the process of developing their organizational structure. However, as their roles are not yet clearly defined, there is a danger of overlapping responsibility of these ministries with that of the Ministry of National Education, Youth and Sports (MNEYS).

3.1.3 Weakness of the management capacity of the ministries and regional bureaus of Education:

Personnel in the ministries, comprising 90% of former teachers, the rest being civil servants, do not have any background training in management or administration. The fact that the Institute of Public Functions has not been operational since the civil war, has not been helpful in this respect.

This situation calls for urgent action to organize in-service training programmes in management. In this respect, the project on "Strengthening the Management Capacity of the Ministry of Education" prepared by UNESCO under LEB/92/002, should be revised to satisfy this need. This training programme should also be extended to cover personnel of the regional bureaus of education.

3.1.4 Reorganization of MNEYS:

Vocational and Technical Education and the Lebanese University, formerly under the Directorate General of Education in MNEYS, will now have to be transferred to the new ministries. This should provide the opportunity to organize a new, lighter organizational

structure within MNEYS. However, it is not clear what impact this will have in the overall functioning of MNEYS regarding management efficiency, personnel, budgeting and facilities. Thus, the consequences of such a move should be carefully worked out. (Annex 24).

The relationship between the Ministry and CRDP, an autonomous institution under the authority of the Minister of Education, will have to be redefined in a more functional way, which might require restructuring of this institution.

3.1.5 Need for decentralization/deconcentration of the management of education at the regional level - (Mohafazats and municipalities):

Prior to the conflict, decentralization/deconcentration was under serious consideration. During the war, some of the powers of the Central Administration in the Ministry were delegated to the regional bureaus. After the war, these powers were withdrawn. It is important that these powers be reinstated to allow the efficient functioning of the regional bureaus of education. Decentralization/deconcentration still remains a key element in the improvement of management of the education system. Activities that could be undertaken more effectively by the regional bureaus of education include general reorganization of a public and private school distribution, based upon school mapping and/or school grouping exercises. However the lack of reliable data does not permit the carrying out of these activities. In this respect, the establishment of a reliable data collection network, under the aegis of CRDP, is an absolute priority.

Within the framework of the decentralization programme, there is a need to establish a mechanism which would allow the municipalities to contribute to the management of the educational institutes through the provision of educational facilities.

3.1.6 Lack of general planning and information system:

The education sector suffers from the absence of a national plan for educational development and a shortage of qualified personnel. Furthermore, at present, MNEYS is not prepared to take direct responsibility for educational planning, and would rather leave it under CRDP. This situation has led to the weakening of planning capacity of the Ministry and consequently, its inability to develop a national development plan for education during the last two decades.

There is a need to provide in-service training programmes for all ministry staff. At present, there is no distinction made in MNEYS regarding personnel management functions and other functions such as training. This is the case of the Pedagogical Units, located in MNEYS, which carry out in-service training programmes for secondary school teachers, although this function is legally relegated to CRDP.

3.1.7 Weakness of supervision and Inspectorate Service in the fields of administration and pedagogy:

Inspectorate service covering pre-university educational institutions is attached to the

Prime Minister's office and not MNEYS, as might be expected. This is handled by a team of 12 inspectors, (a number considered insufficient), mostly graduates from the Faculty of Pedagogics of the LU. Although their functions are administrative rather than educational, they should nevertheless have the opportunity to benefit from in-service training courses in modern pedagogy. Their numbers should also be increased substantially so as to enhance quality control measures. The MNEYS has plans to increase the number of inspectors to 100 by the end of 1994.

The issue of teacher quality performance should also be linked to career development, which is presently based only on the accumulated number of years of service. This, in fact, does not facilitate their up-grading or the revision of their salaries. The continuous training and upgrading of teachers, as well as their work conditions, should be the very basis of the qualitative improvement of the Lebanese Education System. This improvement also depends upon the availability of textbooks, both for the teachers and pupils.

3.1.8 Coordination and creation of a National Council of Higher Education:

The number of higher education institutions (universities, institutes, colleges) is increasing at a very rapid rate. According to MCHE, there are presently at least 20 recognized institutions of higher learning in the country. Moreover, about a dozen of them have applied to be accredited. The government body that issues or recognizes the grades is under the authority of the Council of Higher Education, chaired by the Minister. In reality, the decision of the Council depends more on bureaucratic formalities than on the actual assessment of quality of the concerned grades. There is a favorable consensus among the private universities to create a National Council of Higher Education, whose composition would have to be redefined. In this regard, adequate provision should be made for the representation of private universities in the Council, which should have practical powers to introduce guidelines and regulations governing quality standards, opening of new institutions of higher learning, establishing new faculties and areas of specialization etc.

3.2 STRUCTURE AND STAFFING

3.2.1 Management structure of the education sector

The composition of the Government of Lebanon, promulgated in March 1993, is made up of 28 Ministers and Ministers of State governed by the Council of Ministers under the authority of the President of the Council, the Prime Minister, assisted by a Vice President. Within this framework, there are three ministries assigned in the education sector, including, Ministry of National Education, Youth and Sports (MNEYS), headed by a Minister, which replaced the former Ministry of Education and Fine Arts, and two newly created organizations, Ministry of Culture and Higher Education (MCHE) and Ministry of Vocational and Technical Education (MVTE), the latter headed by Ministers of State.

A highly centralized management structure exists in MNEYS, which is responsible for all policy and planning and administration, and until the creation of the new ministries, vocational and technical education, and the Lebanese University, the only public higher education institution in the country. At present, the Office of the Director General for Education is directly responsible for primary, intermediate and secondary education, as well as the Regional Education Bureaus. Furthermore, the Ministry has among others, special service units responsible for private sector education, examinations, library and documentation, and administrative services including finance and budgeting, but no accommodation for planning functions. Below the central structure are the Regional Bureaus of Education in five of the Mohafazats responsible for primary and intermediate schools (Annex 24).

The Centre of Pedagogical Research and Development (CRDP), created in 1971 (Decree No. 2351 - 10/12/71), an autonomous body subsidiary to MNEYS, is responsible for initial and in-service teacher training (pre-primary, primary and intermediate), curriculum development and the production and distribution of textbooks and learning materials, as well as educational research and educational planning (Annex 25).

The Inspectorate General for Pedagogy is not accountable to MNEYS, but instead is directly accountable to the Inspectorate General, which reports to the Office of the Prime Minister. This includes administrative supervision related to personnel management, but little or no pedagogical aspects.

3.2.2 Ministry of Vocational and Technical Education (MVTE)

The structure of MVTE is not yet legally approved, although the Minister of States has already been appointed. The Directorate General of Technical and Vocational Education has already been placed under his authority. The proposed organigram of the Ministry includes; Directorate General for training, responsible for technical institutes and schools; Directorate General for Planning, responsible for physical facilities, equipment and curriculum development; and Directorate for administration.

3.2.3 Ministry of Culture and Higher Education (MCHE)

The Ministry of Culture and Higher Education (MCHE), under the present set-up is now responsible for, among others, the Lebanese University, and indirectly, through the Council of Higher Education, the 20 or so private universities, colleges/higher education institutions. The responsibilities of this Council, under its former status in the Ministry of Education and Fine Arts were the following:

- to validate the diplomas of private institutions of higher education (a task charged to the Administrative Secretary of the Council).
- to license the opening of new universities or new specializations in existing universities/institutions (public and private). In this respect, at the beginning of 1993, there were 12 universities asking for accreditation, although they were already functioning.

The Council consisted of the following: Chairman, Minister of Education, Members, Rector of LU, Representatives of the Ministry of Justice, DG of the MNEYS, Representatives of professional syndicates and administrative secretary from the MNEYS. This composition has always posed problems because the private universities were not represented. Furthermore, the Council, in a real sense, lacked the power to exercise its responsibilities.

3.3 PLANNING AND EVALUATION

In 1971 the function of planning was transferred from the main ministry to CRDP. Under the new arrangement, this important function was given very low status, a unit within the research department, at present headed by one individual. (Annex 25). This has led to the inadequacy of management planning and supervision throughout the education system and constitutes a major weakness.

Under the present set-up, there is an almost general absence of planning and rational management. The main preoccupation of the present system focuses on careers of teachers and administrative personnel in the education sector as a whole, which is essentially based on automatic promotion every two years. The promotion of teachers is usually through access to posts which offer particular advantages, such as directors of primary or secondary schools. In this respect, in order to maximize the use of human resources, it would be necessary to revitalize the inspectorate system and revise the modalities for career development.

3.4 DECENTRALIZATION AND DELEGATION OF POWER AND FUNCTIONS

As the Ministry of Education was traditionally characterized by excessive centralization, in 1974 the State introduced moderate decentralization through the creation of Regional Bureaus of Education, relegating limited powers (Decree no. 90 - 22/10/76).

These Bureaus were established in each of the six Mohafazat (regions), consisting of "cazas" (districts). During the civil war, owing to the fact that the central power was not able to control the whole national territory, more important delegations of power were granted to the regions and particularly to the regional branches of the Lebanese University, which acquired relative autonomy. After the war, these delegated powers were withdrawn. However, the decree concerning the Regional Bureaus is still valid and can be used for full decentralization, or partial decentralization (deconcentration) of the management system, depending on political will. In this regard, an Inter-Ministerial Commission is presently discussing administrative powers and responsibilities of Mohafazat chiefs and regional State administrators, in order to streamline the decision making process, facilitating citizen access to public services, in conformity with the Taef Agreement.

The rapid expansion of the education system has not been matched by a strengthening

of the management supervision/inspectorate system. Reorganization of the education system into a decentralized system in the administration of pre-primary, primary, and intermediate education would be a major structural improvement in management. However, much remains to be done, such as rewriting of codes and regulations, enhancing consultation at all levels, and imparting a common management perspective to all staff holding administrative posts, from senior officers of the Ministry, to Mohafazat chiefs, supervisors/inspectors. At the same time, job analysis and performance evaluation system should be established at the ministries decentralized units, in order to ensure coordination, control and accountability within the system. These improved practices would further lend themselves to efficient management of budgeting and finance.

3.5 TEACHER AND PERSONNEL MANAGEMENT

3.5.1 Pre-service training (Initial training):

The CRDP is in charge of initial teacher training. This institution has the required human resources to implement its training program through a network of teacher training colleges (TTCs), covering the whole national territory. However, as the physical conditions of most of the TTCs facilities have seriously deteriorated, largely as a result of the civil war, priority is being accorded by the government to rehabilitate and refurbish these facilities within the framework of a World Bank loan and donor assistance.

The process of initiating teacher training programmes is based upon MNEYS's request to train a designated no. of teachers (pre-primary, primary, intermediate) required for the respective regions. Regarding the secondary level, the Faculty of Pedagogics of the Lebanese University is, at present, responsible for teacher training at the MA level. Although the number of teachers appears to be sufficient as a whole in the public sector, a closer study by level and region may reveal certain deficiencies. The training of technical and vocational teachers which, at present, is carried out by the "Institut Pédagogique National de l'Enseignement Technique" (IPNET), will be under the responsibility of the MVTE from now on. As CRDP is involved in teacher training, this programme should be coordinated with that of IPNET, with a view to ensuring appropriate links of curricula between the academic and vocational/technical education. A possible approach, in this respect, would be to consider common policies regarding recruitment of future teachers with acceptable qualifications (i.e. national selective exams) and professional training in methodology and teaching practices.

3.5.2 In-service training:

In-service training courses are organized by different institutions, including the following:

- CRDP organizes summer courses for primary and intermediate teachers, attended by teachers of both private and public schools, the latter being the majority.

- The Pedagogical Unit, attached to the Directorate of Secondary Schools within MNEYS, which is composed of several sections based on subject matter areas (Languages, Sciences, Mathematics, History and Geography, etc.), carried out, during the war years, efficient work in providing in-service training for public secondary school teachers. Its status, however, is neither clear nor well defined.
- Private Education Institutions, among which the more famous are Makassed, AUB/IC (International College), MLF (Mission Laïque Française), etc., have organized their own training system.

3.6 EDUCATION DATA MANAGEMENT

In addition to the lack of a minimum data base for the management of education, there is no present structure which could really undertake the responsibility for establishing a management information system.

3.7 PROPOSALS

The management of the education sector is compartmentalized and complex, irrespective of the sub-sector under consideration. The Private Sector which is dominant does not depend on State decisions regarding the most important norms in the education system including curriculum, examinations, credit requirements and textbooks. Therefore, the proposals formulated take into consideration these needs for possible intervention. (Annex 26).

3.7.1 Structure for Planning:

In order to facilitate the development of national policy and strategy for the education sector, and to ensure proper coordination between the public and private sectors, the responsibility of planning should be relegated to a planning directorate, preferably under the cabinet of the minister, made up of sections/units in: educational planning, economics of education, statistical data gathering and analysis, development of projects, and documentation.

As MNEYS is, at present, not prepared to handle this main function, the government has decided to establish a central unit, under the rubric "Sector Implementation Unit" (SIU). The establishment of this unit would be placed under the aegis of CRDP and would have a functional relationship with MNEYS, MVTE and MCHE on the one hand, and CDR on the other. This unit would be responsible for (a) implementation of the National Education Reconstruction Programme (NERP) projects and, (b) preparation of medium and long-term education sector policy and strategy, leading to action plans and projects for future

implementation. This unit would also harmonize and finalize plans provided by the different Ministries of Education. At a later stage, it is foreseen to establish sub-units, placed under each Ministry, to prepare their respective plans in accordance with plans developed by Mohafazats. For this purpose, regional units would be established, charged with the responsibility of data collection and submission of proposals.

3.7.2 Data collection and Management Information System

To facilitate the establishment of data base for the education sector, it is necessary to set up a management information system (MIS). This could be incorporated within the proposed Sector Implementation Unit (SIU), foreseen by UNDP. In the meantime, consideration should be given to strengthening the CRDP statistics unit, in order to facilitate updating of education statistics, essential for the planning of the next school year activities. In this regard, it should be noted that a Project Document prepared by UNESCO (under LEB/92/002) contains a detailed action plan for setting up an education MIS.

3.7.3 Recasting the training system

A single system should be set up consolidating pre-service and in-service training. This system would be decentralized, run or coordinated by a single service or directorate, would use existing implantation procedures linked with research, curricula and the national textbooks programme. It would be the responsibility of CRDP, which would provide legal, human and material skills to carry out this task. The proposed project on teacher training prepared by UNESCO (under LEB/92/002) could be revised to accommodate this need. This would allow uniting both initial and in-service training in some TTCs. The existing TTCs seem to be the most adequate places where this training could be carried out, after up-dating of the curricula.

The current management of personnel training could be decentralized at the level of mohafazats (regions), with the help of schools' directors, in both the private and public sectors. The coordination of these training activities could be achieved by the regional bureaus, after agreement with the concerned central authorities, namely MNEYS for pre-university level and MVTE for technical staff. For the training of administrative personnel, consideration should be given to reviving the Public Service Training Centre, which, at present, exists only on paper.

The TV networks, both public and private, covering the whole national territory, could be used for in-service teacher training. The CRDP could produce specific programs for this purpose.

3.7.4 Strengthening administrative management capacity of the Ministries

The operational capacity was greatly affected by the civil war. The MNEYS has recently received computers, donated by UNICEF. However, efficient use of this equipment will depend on a widespread restructuring of the Ministry, a subject very often discussed in the past, together with serious retraining of personnel. A Project prepared by UNESCO

(under LEB/92/002) is being revised to cover this aspect.

More comprehensive studies should be carried out in the near future so that appropriate intervention can be made in order to improve and strengthen the management system in the education sector.

IV - EXPENDITURE ON EDUCATION

4.1 PUBLIC EXPENDITURE

4.1.1 General Overview of State Regular Budget

The public sector has a moderate weight in the Lebanese economy. Before the war, it represented approximately 17 % of GDP and State regular budget alone accounted for 14 % of GDP. The regular budget is usually divided into three categories: recurrent spending, equipment spending and medium and long term investment spending. In 1974, the respective shares of these three components were 68%, 14.5% and 17.5%. After the war, investment spending became the responsibility of the Council for Reconstruction and Development Council (CDR). As a result, in 1992, 86 % of the total regular budget was devoted to recurrent spending, 14% to equipment spending and nothing to investment spending.

The State regular budget increased dramatically in nominal terms: in 1992, its volume was 1350 times superior to that of 1974. But in real terms (1974 constant price) the 1992 budget represented only 95% of the 1974 budget. (Annex 27).

4.1.2 Expenditure of the Ministry of Education

Between 1974 and 1992, MNEYS spending rose considerably in nominal terms but declined sharply in real terms. In 1974 prices, the 1982 and 1992 budgets represented respectively 89% and 53% of the 1974 budget (Annex 27).

The share of the MNEYS budget fell from 22.1% of total State regular budget in 1974 to 15.6% in 1982, 9% in 1987 and 7.9% in 1991. In 1992 it increased to 12.5%. This decline, especially after 1982, can be explained by the growing proportion of public spending devoted to debt servicing. As a share of GDP, the MNEYS budget rose during the first period of the war and then fell dramatically (0.4% in 1987). In 1992, it recovered to its 1974 level (3.3%), which is mainly due to the fall in GDP.

Since 1974, the quasi totality of the Ministry's spending is allocated to recurrent expenditures (99% in 1980, 99.4% in 1985, 98% in 1991 and 1992). The remaining fractions consist of annual spending on equipments, whereas investment expenditure is non-existent. Salary items tended to account for larger shares of the MNEYS budget (58.6% in 1974, 72.5% in 1985, 71.8% in 1992) (Annex 28). Investment spending, such as school building, is now the responsibility of the CDR and the South Lebanon Council. Unfortunately, data on this type of expenditure are not available; there seems to be evidence that investment spending was very low and entirely devoted to the rehabilitation of schools damaged during the war.

Administrative services increased their share in the budget. "Common Administrative Service" expenditures grew from 14.7% of total current spending of the MNEYS in 1974 to 22.2% in 1992. A large part of these expenditures takes the form of donations to the Lebanese University (8.9% in 1974, 15.9% in 1985 and 19.6% in 1992) and to the CRDP

(5.5% in 1974, 1.6% in 1985 and 2.6% in 1992).

The "General Direction of Education" which encompasses the direction of primary and intermediary education and the direction of secondary education, has experienced a decline of its share of the Ministry's recurrent expenditure (from 76.5% in 1974 to 71.6% in 1992). Between 1974 and 1992, salary items passed from 85.3% of this direction's total spending to 94.8%. Unfortunately, budgetary documents do not permit to break down these data by level of education.

The share of the "Direction of Vocational and Technical Education" in Ministry's current spending declined from 5.2% in 1974 to 4.8% in 1985 and 3.7% in 1992. Salaries accounted for 59.5% of the direction's current spending in 1974 and 69.3% in 1992. The "Direction of Youth and Sports" expenditures, as a percentage of the Ministry's budget passed from 3.3% in 1974 to 2.4% in 1985 and 2.2% in 1992.

The major part of equipment spending is allocated to the "General Direction of Education" (71% in 1974, 8% in 1992) and to the "Direction of Vocational and Technical Education" (7% in 1974 and 15% in 1992).

In real terms (base 1974), the University budget was LL 31 million in 1985 and then declined to 28 million in 1992. Before the salary adjustment that took place in 1991/92, expenditures on equipment represented only 3% of the University budget, whereas salary items represented 59% of the budget. With the salary alignment, these percentages passed to 1.3% and 82% respectively.

The average monthly primary teacher salary was in 1991 equivalent to 20% of the 1974 salary (Annex 29). At the secondary level, this percentage is only 18%. With the realignment of 1991/92, salaries were multiplied by 2.5. In spite of this, by the end of 1992 salaries had lost half of their value. Besides the salary gap between primary and secondary level teachers has been reduced. At the University level, salary differentials were considerably reduced; the magnitude of the salary scale declined from 4 in 1974 to 2 in 1992. In other words, the lowest salaries (about \$ 337) were in 1992 at 37% of their 1974 level while the highest (about \$ 730) were at 19% of their 1974 level.

In 1992, at pre-university level, total expenditure of the "General Direction of Education" amounted to LL 141,056 million (adjusted with contributions to private schooling). This figure divided by the total number of pupils enrolled at pre-university level in public institutions, gives an average spending per pupil of LL 600,000 in 1992 (or \$350).

LL 6,885 million (excluding external donations) was spent in 1992 by the "Direction of Vocational and Technical Education" for a total of 7,451 students. Per pupil spending was therefore LL 925,000 (or \$540).

In 1992, total spending of the Lebanese University was LL 43,000 million for around 41,000 students; this is equivalent to a unit cost of LL 1,050,000 (or \$613).

4.2 PRIVATE EXPENDITURE ON EDUCATION IN 1992

According to a survey on household expenditure undertaken in 1966 by the "Direction Centrale des Statistiques" education spending represented on average 5.86% of the total family budget (Annex 30). Another survey carried out by the CGTL "Confédération Générale des Travailleurs au Liban") set this percentage at 6.27%. The "Institut de Recherches et de Consultations" (private institute), which has established since 1977 a consumer price index for the CGTL, adopted a figure of 3.9% until 1989. For the last three years, this institute gave a weight of 1.97% to private education expenditure in the calculation of the consumer price index. Its experts are now acknowledging that this weighting has been largely underestimated.

A comparison of the different estimates tends to indicate that the portion of household expenditure allocated to education was above 4% in 1992. Yet, this percentage does not include all kinds of non government education spending. Transportation costs related to school attendance and charities and other institutions' contributions to education finance would have to be taken into consideration. Because of the insufficiency of data on private consumption at the national level, estimates of family spending on education are likely to be unreliable. The estimates that follow have been computed by the UNESCO/UNDP mission from field surveys undertaken for different levels of education (Annex 31).

Private spending on private higher education: In 1992, the total number of students was approximately 85,000, of whom around 41,000 students at the Lebanese University and 44,000 students enrolled in private universities. It is estimated that 20,000 Lebanese students attend private Universities (the remaining 24,000 are non Lebanese). Private spending per student is evaluated at LL 4,250,000 (or \$2,481). Total private spending on higher education is estimated at LL 85,000 million.

The number of Lebanese studying abroad at university level and not supported by foreign governments is approximately 3000. Private spending per student abroad average LL 8,500,000 (or \$4,962). Total spending on this category would hence be LL 25,500 million in 1992.

Private spending on education would amount to LL 578 billion which is equivalent to 2.8 times the MNEYS budget. Education spending, private and public can be estimated at a total of LL 784 billion, representing 11.5% of GDP in 1992.

4.3 ISSUES ON THE FINANCING OF EDUCATION

4.3.1 Need for reliable data:

The lack of statistical data is a serious obstacle to a study on the various aspects of the financing of education in Lebanon. It is necessary that the MNEYS present disaggregated budgetary data by level of education, by type of expenditure and by region. Private education

institutions should also provide the MNEYS with reliable data concerning schooling costs, financing and resource utilization.

4.3.2 Low cost efficiency:

Education spending is relatively high in Lebanon (an estimated almost 12% of GDP in 1992) whereas there is general agreement that the education system provides low quality services. Inadequate salaries as well as the lack of equipment and capital expenditure are usually put forward as explanatory factors of low teaching quality and low overall performance. To clarify this issue, an in-depth evaluation of the efficiency of the education system is required.

4.3.3 Wastage in the financing of education

The two following observations help in understanding the extent of the problem:

- The pupil/teacher ratio in the public sector is half that of the private sector (8 against 16).
- A pupil enrolled in the pre-university public sector costs LL 600,000 (or \$350) whereas a pupil enrolled in a private secondary school pays LL 500,000 (or \$292) in fees.

In the private pre-university sector, tuition fees per pupil are LL 314,000 (or \$183) on average. On the basis of this figure, the budget of the General Direction of Education of the MNEYS would have the capacity to absorb 448,000 pupils whereas only 236,250 pupils are effectively enrolled. It can be deduced from this, that the MNEYS could enroll all the pre-university school age population with its present budget, assuming proper resource management would be exercised.

4.3.4 Disregard for public university teaching

The lack of importance attached to public university is expressed by:

- the low level of teachers salaries at the Lebanese university (between \$337 and \$730 in 1992)
- the quasi inexistence of equipment spending
- the low level of resources: in 1992, the Lebanese university received \$22 million for around 41,000 students (equivalent to \$530 per student). As a comparison, for the same year, the budget of the American University in Beirut which counts 5,000 students was \$65 million (\$13,000 per student).

4.3.5 Absence of policy

The absence of an education policy, with well defined objectives and strategies, particularly concerning costs and financing, is another major problem. Furthermore, quantitative objectives tend to overlook qualitative issues. It is worth noting that the education component of the three year rehabilitation programme (to be implemented by the CDR) is

only \$153 million out of \$2,240. These \$153 million will be entirely spent on physical infrastructure expenditures. It is therefore necessary to proceed urgently with the formulation of strategic orientations for the Lebanese education system, in relation with the medium and long term economic and social development of the country.

V - SUMMARY OF MAJOR EDUCATION SECTOR ISSUES AND PROPOSED RESPONSES

5.1 SUMMARY OF MAJOR ISSUES AND PROPOSALS:

The present education sector brief for Lebanon identifies major issues on education and training policy, management and administration, financing, quality/efficiency, the content and structure. A summary of most of these issues, together with suggested remedial measures are presented below.

5.1.1 Education Sector Analysis

Absence of a well prepared sector policy is the most striking of all issues, affecting all sub-sectors and constituting the principal explanation of the various ills that plague Lebanon's education sector and seriously limit its contribution to the reconstruction and development of the country. Therefore, whilst a number of urgent measures must and can be taken to strengthen the basic functioning of the sector (such as for example construction of schools, in-service teacher training, modernization of technical training), any such efforts will be wasted in the long-run unless all activities are undertaken within the framework of a consistent sector policy, realistic implementation strategies and feasible action plans. It is therefore of utmost priority to carry out a thorough, overall education sector analysis, which will lead to the required strategies and action plans. A detailed proposal for such analysis has been worked out recently as part of the UNDP-Government proposal to set up an education sector implementation unit (SIU). A major task of the SIU would be to undertake such sector analysis as a continuing process. The proposed sector analysis could take the form of a national education master plan. The actions proposed below (under point 5.2) could be undertaken within the framework of the sector analysis, or closely related to it.

5.1.2 General Education Issues:

The participation of school age children in primary and intermediate education in Lebanon is put at around 94 percent, with both sexes almost equally represented. However, analysis of the examination results leading to Brevet Professionnel, after completion of intermediate (ninth grade), suggests that the **dropout rates from grade two onwards are high**, although it is not possible to show precisely the seriousness of the situation due to the lack of statistical data on pupil flows.

The private sector plays a leading role in providing education at all levels of pre-university education enrolling more than 60 percent of the student population. The main issues concern quality control with respect to content of teaching, examinations and accreditation, teaching materials, and qualifications of the teaching staff. Furthermore, there is a need to define the future roles of the public and private sectors within the context of providing free basic education for all Lebanese citizens.

Curricula of all levels of pre-primary education need to be reviewed with a view to making them more relevant to Lebanese realities. The government should draw on all sectors of society, particularly the private sector groups, to examine and recommend appropriate curricula. In this respect an effort should be made by MNEYS to strengthen CRDP, as a matter of priority. With particular regard to basic education, curriculum should put emphasis on reading, writing, (for which language policy is needed) arithmetic and basic sciences and supported by a testing policy at the primary level, to ensure significantly higher completion rates.

There is a need to **develop and organize in-service teacher training for pre-primary and primary teachers**, using the facilities in the existing TTCs under CRDP. Furthermore, as there is an **apparent over-supply of teachers in humanities and shortages in the sciences**, redistribution of teachers will be required.

5.1.3 Technical Education and Vocational Training Issues:

Vocational training and technical education, both public and private, are **inadequately coordinated** in the absence of a sector policy. The establishment of the Ministry of Vocational and Technical Education could be a step in the right direction for improving the coordination of this sub-sector. However, there are some issues brought about by the creation of the new Ministry concerning divisions of responsibilities among the three ministries, since there are overlapping programmes at the secondary and post secondary levels. Other issues include shortage of qualified staff, absence of official occupational classification, lack of quantitative and qualitative labour market information, low female participation, and curriculum review which will need to be addressed.

5.1.4 Higher Education:

The **absence of a clearly defined policy** for higher education has made it difficult to resolve issues which are critical for the overall development of this fast growing sub-sector. These issues include, lack of coordination between the public and private sector institutions of higher learning, absence of quality control mechanism, and lack of standards and/or criteria to ensure high performance of institutions.

As regards programme content there is a need for addressing **the imbalance between humanities and sciences**. This would call for, among other things, student guidance and counseling service to insure appropriate orientation of students.

5.1.5 Non-formal Education and Adult Literacy.

The main issue is the lack of a coherent policy for non-formal education and the complete absence of government monitoring of this sub-sector which is run almost entirely by private organizations. Furthermore, the problem of illiteracy affecting the older segment of the population, mainly in rural areas, remains yet to be tackled.

5.2 PROPOSED SHORT AND MEDIUM-TERM SECTOR STRATEGY:

Education sector development perspectives should be determined in the light of an overall social development strategy emphasizing three important areas of intervention: rehabilitation/reconstruction, quality improvement of the existing system, and future expansion and development of education at high levels of quality and relevance to the development needs of the country.

Rehabilitation/reconstruction: Major efforts are required to bring back into service the educational infrastructure which sustained damages and/or suffered total destruction during the war. The aim of this effort is to get the education system back on its feet and functioning. Hence the focus is largely on physical facilities and equipment. The establishment of the Sector Implementation unit (SIU) proposed by the Government and UNDP will be a key element in the implementation of the National Education Rehabilitation Programme already approved by the Council for Reconstruction and Development.

Qualitative improvement of the Education System: The survival of the education system during the war years became in itself a prime objective of successive governments. This was done at the expense of the quality of education which deteriorated severely. Future development strategy should focus, therefore, on teachers, curriculum, and teaching materials to upgrade quality.

A priority target in this respect should be **to review the curriculum of pre-primary, primary, intermediate, and secondary education.** This should be closely integrated with the preparation and production of teaching materials (text books, teaching guides).

In-service training programmes for all teachers at pre-university level should be organized, as well as short pre-service training for those recruited without training background. For this purpose the existing TTCs, some of which will need rehabilitation, should be used.

School mapping should be undertaken to ensure efficient utilization of available educational infrastructure, including those facilities run by the private sector, with the aim of providing adequate coverage of all school age children.

In the field of **technical education and vocational training** there is a need to **develop policies and strategies** for the sub-sector which would provide the basis for the preparation of action plans for institutional reform, particularly in the light of the establishment of MVTE. Immediate measures should be undertaken for **curriculum review** in conjunction with teaching materials. Furthermore, in order to fill the gap in the shortage of qualified teaching staff, consideration should be given to **providing technical assistance** to satisfy short term critical needs.

A study should be undertaken to determine the future role of the private sector in education. The issues at stake are quality control, and the extent of control that should be exercised by the government, without infringing on the rights of the private sector. In this

respect, as an immediate measure, the existing examination system should be reviewed and standardized to facilitate quality control in all public and private schools.

Immediate action in the field of management would include, among other measures: decentralization of education management by reinstating the powers of the Regional Bureaus of Education; streamlining reporting line and staff functions of ministry personnel; strengthening the inspectorate and supervisory services; and, revitalizing the planning unit under CRDP, until such a time when a decision is taken to restructure MNEYS and provide it with an appropriate planning structure, setting up an education management information system (MIS).

A priority concern for management in higher education is the establishment of a new **Council of Higher Education** with adequate representation of the private sector, and provision of guarantees for exercising real powers to execute its responsibilities with respect to, (a) approving the establishment of new institutions of higher learning, (b) accreditation of standards of education and research programmes, (c) accreditation of diplomas and degrees offered by universities, and (d) sanctioning new fields of study and/or specializations.

As regards the **Lebanese University**, the only public university, a study should be undertaken to review its teaching and research programmes with a view to making more responsive to the country's high level manpower needs, and its management set up to make it more efficient.

Improvement of management services: The need for improvement of the management of the education system transcends all concerned ministries and institutions under their aegis. The lack of data makes a thorough analysis of the staffing situation in MNEYS impossible. In this regard, there is an urgent need to: (a) **conduct a survey of administrative and technical personnel of all three ministries** involving: distribution by specialization, qualification and level, job descriptions, redistribution of staff among ministries and regional education bureaus; (b) revitalize and make effective the planning unit of CRDP to improve data collection and analysis regarding pupils/students, teachers, administrative personnel, and cost and financing; (c) set up priority in **in-service training programmes** for all ministry personnel. The establishment of the two new ministries would make this intervention even more appropriate and timely. The proposed UNDP project "Improvement of the Management of Education" (LEB/002/92) could provide the framework for implementing these different measures.

5.3 GOVERNMENT STRATEGY IN THE MAKING

In the absence of an officially recognized national plan for the development of education, it is difficult to ascertain the actual strategy of the Government. However, the CRDP has prepared an outline draft plan under the title "Revitalization of the Education Sector in Lebanon - Horizon 2000", for internal consideration by MNEYS. The document has not yet been discussed with the concerned government or private agencies, nor has it been substantiated by in-depth analysis or study.

The UNESCO mission was led to understand by MNEYS that this draft document reflects the Government's strategy for education. It recognizes the issues pertaining to absence of educational policies, declining quality of academic and technical/vocational education, inappropriate curricula, lack of qualified teachers and a surplus of untrained teachers.

The main goals of the proposed plan are to:

- a) upgrade the learning system output of both formal and non-formal education at the pre-university level,
- b) link university and pre-university education,
- c) relate education to the needs of the society on one hand, and to respond to future reconstruction and development on the other hand, leading to a balance between academic and technical/vocational education,
- d) update recent scientific advancement and today's technology as well as international culture, and
- e) provide the new generation with national morals, Lebanese cultural values i.e. freedom, democracy, forgiveness and rejection of violence.

The framework of educational development, planned to be implemented in the **first phase**, with cost estimates include: school administration - \$366,000; curriculum development - \$250,000; text books - \$1,744,000; educational technology - \$19,225,000; teachers - \$4,025,200; physical facilities and equipment - \$261,160,000; non-formal education and special education - \$1,630,000; youth and sports - \$76,210,000; and educational media - \$2,915,000. **Total costs = \$367,525,000.**

This will be followed by a **second phase**, which is basically a continuation of the first phase, at an estimated cost of **\$252,790,000.**

Whilst the draft plan appears to have properly identified the areas of intervention, its cost estimates are both ambitious and vague, and no proposal has been checked for feasibility, nor have implementation strategies and action plans been worked out. This underlines the need for substantive technical support in the preparation of the national education sector plan, involving all concerned public and private sector institutions.

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GROSS DOMESTIC PRODUCT AND CONSUMER PRICE INDEX at current and constant prices, 1974-1992

Year	Average Exchange Rate, L.L./\$	Consumer Price Index, Annual Rate	Consumer Price Index, 1974 = 100	Gross Domestic Product					Public Debt in billion L.L.	Minimum Salary in L.L. current price	Minimum Salary in L.L. constant price, 1974	Minimum Salary Index in constant price 1974 = 100
				in millions L.L. current	in millions US\$ current price	in millions L.L. constant price 1974	Index in US\$ current price, 1974 = 100	Index in L.L. constant price, 1974 = 100				
1974	2.33		100	8,137	3,496	8,137	100	100	310	310	100	
1975	2.29	11	111	7,500	3,258	6,750	93	83				
1976	2.87	9	121	4,099	1,427	3,376	41	41				
1977	3.07	40	170	8,189	2,672	4,827	76	59	0.7	244	79	
1978	2.96	10	187	8,799	2,977	4,698	85	58				
1979	3.24	23.5	231	11,150	3,438	4,828	99	59		227	73	
1980	3.44	23.8	286	14,000	4,074	4,900	116	60		236	76	
1981	4.31	19.2	341	16,800	3,894	4,923	111	60	6	235	76	
1982	4.73	20	409	12,599	2,656	3,082	76	38	14	226	73	
1983	4.53	6.6	436	N.D.	N.D.	N.D.			22	1,100	81	
1984	6.51	17.4	512	N.D.	N.D.	N.D.			32	1,250	79	
1985	16.42	64	840	N.D.	N.D.	N.D.			55	1,474	56	
1986	38.37	104	1,719	N.D.	N.D.	N.D.			75	2,200	41	
1987	224.74	404	8,657	740,743	3,296	8,556	94	105	194	4,300	16	
1988	409.23	130	19,911	1,350,500	3,300	6,782	94	83	522	15,000	24	
1989	496.50	48	29,468	1,291,000	2,600	4,381	4	54	982	25,000	27	
1990	701.76	63	48,033	1,824,600	2,600	3,797	74	47	1,588	45,000	30	
1991	928.23	49	71,570	2,784,000	2,997	3,890	86	48	2,630	75,000	34	
1992	1,712.84	100	143,138	6,938,000		4,053		50	5,053	118,000	26	

SOURCES: Up to 1987, refer to Banque du Liban, Annual and quarterly reports; The GDP for 1987-1990: (i) UNDP estimates; Lebanon: Extrapolations of GDP for 1989 and 1990, Department of Technical Co-operation for Development, United Nations, 1991; (ii) Banque du Liban, 1991; (iii) Banque Aoudé, 1992.

GROSS DOMESTIC PRODUCT BY SECTOR - 1973-1990
(in percentage of total)

	1973	1987	1988	1989	1990
1. Agriculture	9.4	8.7	10.6	8.1	7.2
2. Manufacturing	14.3	14.7	20.5	19.0	14.2
3. Trade	32.4	34.2	28.2	29.0	28.6
4. Public Administration	7.1	5.2	5.3	8.9	15.0
5. Construction	4.4	4.8	10.0		
6. Financial Services	4.0	8.7) (24.4) (35.0) (35.0
7. Non-financial Services	28.4	23.7)))
	100.0	100.0	100.0	100.0	100.0

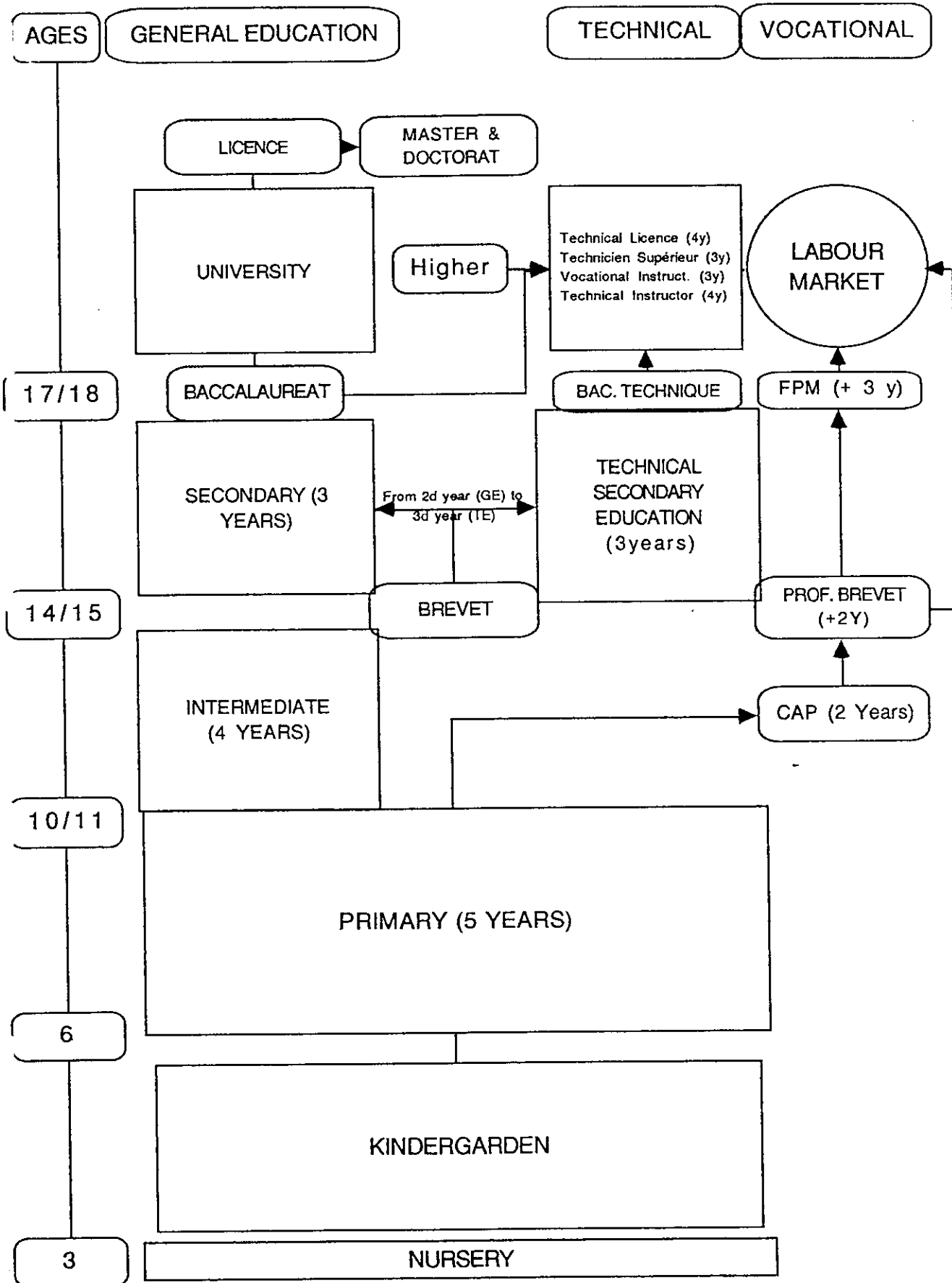
SOURCES: Gaspard, T., "The Gross Domestic Product of Lebanon in 1987", Banque du Liban, Bulletin trimestriel n° 38-43, 1988-89; and UNDP, Lebanon: Extrapolations of GDP for 1989 and 1990, Department of Technical Co-operation for Development, United Nations, 1991.

POPULATION BY AGE GROUP AND SEX - 1970 and 1988

Age	1970			1988		
	Total	Male	Female	Total	Male	Female
Total	2,265,000	1,139,500	1,125,500	3,413,566	1,719,262	1,694,304
0-4	368,300	187,900	180,400	439,989	224,680	215,309
5-9	337,000	171,400	165,600	418,391	213,527	204,864
10-14	288,600	146,500	142,100	386,756	197,415	189,341
15-19	221,300	113,200	108,100	359,926	183,610	176,316
20-24	165,900	84,700	21,200	336,145	170,887	165,258
25-29	132,300	64,900	67,400	301,013	152,511	148,502
30-34	127,800	62,800	65,000	247,380	125,440	121,940
35-39	123,300	62,000	61,300	187,450	95,417	92,063
40-44	112,600	56,000	55,700	142,695	71,461	71,234
45-49	88,100	44,300	43,800	120,998	58,867	62,131
50-54	60,500	30,300	30,300	114,815	56,078	58,737
55-59	70,500	34,900	34,900	105,416	51,855	53,561
60-64	57,300	28,000	229,300	86,688	42,104	44,584
65-69	44,300	21,200	23,100	59,678	28,277	31,401
70-74	31,400	14,700	16,700	44,012	20,266	23,746
75-79	35,300	15,300	20,000	36,267	16,043	20,224
80+				25,917	10,824	15,093

SOURCE: United Nations, Economic Commission for Western Asia (ECWA); 1980.
United Nations, Economic and Social Commission for Western Asia (ESCWA),
Population Situation in the ESCWA region, 1990 - May 1992

LEBANON STRUCTURE OF EDUCATION SYSTEM



SOURCE: Ministry of National Education, Youth and Sports.

STUDENT ENROLLMENT - 1970/71 - 1991/92

SCHOOL YEAR	PRE-UNIVERSITY *		VOCATIONAL & TECHNICAL		UNIVERSITY		TOTAL	
	No. of students	Growth Index 1970/71 = 100	No. of students	Growth Index 1970/71 = 100	No. of students	Growth Index 1970/71 = 100	No. of students	Growth Index 1970/71 = 100
1970/71	732,741	100	13,000	100	42,578	100	788,319	100
1974/75	756,992	103	25,791	198	51,298	120	834,081	106
1977/78	730,347	99.6	26,167	201	78,628	184	835,142	106
1979/80	753,555	103	28,233	217	85,087	200	866,875	110
1980/81	779,282	106	31,208	240	79,073	185	889,563	113
1981/82	769,436	105	39,045	300	70,314	165	878,795	111
1982/83	792,663	108	40,277	309	73,052	171	905,992	115
1983/84	-	-	37,614	289	63,000	148	-	-
1985/86	787,981	107	37,459	288	78,500	184	903,940	114
1986/87	808,468	110	31,045	238	83,891	197	923,409	117
1988/89	717,625	98	-	-	-	-	-	-
1991/92	724,833	98.9	41,097	316	85,495	200	851,425	108

SOURCE: CRDP - Ministry of National Education, Youth and Sports - 1992

* Pre-primary, Primary, Intermediate, Secondary Academic

UNIVERSITY ENROLLMENT - 1970/71 - 1991-92

UNIVERSITY	1970/71	1974/75	1977/78	1979/80	1980/81	1981/82	1982/83	1983/84 *	1984/85 **	1985/86 *	1986/87	1991/92
Lebanese University	12,465	15,722	31,093	41,684	33,937	29,048	27,147	24,560	29,939	38,050	39,654	38,208
American University	4,124	4,619	3,982	4,530	4,616	4,709	4,955	-	-	-	5,308	4,885
St. Joseph University	2,619	2,976	5,663	5,265	5,681	5,381	5,171	-	-	-	5,404	5,398
Beirut College of Women	850	347	978	1,420	1,723	1,813	1,845	-	-	-	4,300	2,270
Academie Libanaise des Beaux Arts (ALBA)	170	314	422	460	504	589	545	-	-	-	555	608
Centre d'Etudes Supérieures	1,079	1,126	-	-	-	-	-	-	-	-	-	-
Arab University	20,135	24,888	33,858	28,698	29,258	24,856	28,992	-	-	-	24,039	28,617
Collège de la Sagesse	276	234	362	245	227	151	216	-	-	-	-	362
Université du St. Esprit	356	356	1,711	2,116	2,107	2,244	2,821	-	-	-	3,055	2,186
Haigazian College	417	665	394	225	285	275	278	-	-	-	-	-
Middle East College	74	51	117	69	87	149	118	-	-	-	-	91
Notre Dame de Louizé	-	-	-	140	313	394	344	-	-	-	-	1,243
Balamand	-	-	-	33	25	53	43	-	-	-	-	333
Other	-	-	48	202	310	652	577	-	-	-	1,576	1,294
Total	42,565	51,298	78,628	85,087	79,073	70,314	73,052	63,000	-	78,500	83,891	85,495

SOURCE: CRDP - Ministry of National Education, Youth and Sports; 1992

* Data available only for total enrollment and Lebanese University

** Only Lebanese University

Non-Formal Education Lebanese NGO Forum (LNF):

1. **The Evangelical Synod:**
9 institutions in the education and health fields.
2. **The Druze foundation for Social Welfare:**
Health, education, social welfare and vocational training services.
3. **The Greek Catholic Community Council, Beirut Archbishopric:**
5 institutions and several service units in the sectors of health, education and social welfare.
4. **The Greek Orthodox Archbishopric of Beirut:**
29 institutions in health, education, vocational training and social assistance units
5. **The Higher Islamic Shiite Council:**
11 institutions including one hospital, one vocational training institute, one orphanage and one school as well as 6 service units in the health and education fields.
6. **The Lebanese Council for Social Work:**
95 institutions active in various fields
7. **The Lebanese Federation for Child Care:**
26 institutions
8. **The Lebanese Maronite Monastic Order:**
19 institutions including one hospital, one centre for the care and rehabilitation of the physically disabled, 2 homes for the elderly, one orphanage and 4 vocational training centres.
9. **The Lebanese Welfare Association for the Handicapped:**
12 institutions and service units in the health and vocational training sectors.
10. **The Non-Profit Hospitals Association:**
11 hospitals
11. **The Social Welfare Institutions - Islamic Orphanage:**
15 institutions, care of nearly 5200 persons, largest home for orphans, social cases for the physically handicapped, homes for the elderly and widows, and vocational training for youth.
12. **The supreme Islamic Council-Dar El-Fatwa:**
3 central governing bodies for social welfare relief and reconstruction.
13. **YMCA of Lebanon:**
Medicine program implemented through 170 licensed dispensaries, relief program implemented through 165 NGOs operating throughout the country, vocational training, youth camps, emergency relief programs, staff/volunteer development and training programs.
14. **Association for Social Work:**
One advanced institution for Technical & Vocational Education
A non-profit institution.
15. **El-Kafa'at :**
2 institutions for the handicapped.

GENERAL EDUCATION ENROLLMENT BY LEVEL, PUBLIC/PRIVATE SECTOR AND REGION - 1991/1992

REGION (Mohafazat)	PUBLIC						PRIVATE PAYING						PRIVATE AIDED						TOTAL						
	P.P	Pri.	Moy.	Sec.	Tot.	P.P	Pri.	Moy.	Sec.	Tot.	P.P	Pri.	Moy.	Sec.	Tot.	P.P	Pri.	Moy.	Sec.	Tot.	P.P	Pri.	Moy.	Sec.	Tot.
Beirut	1063	5767	6376	2662	15868	14788	27032	21029	8860	71709	2844	8547	11391	18695	41346	27405	11522	98968							
Mont-Liban (suburbs of Beirut)	1333	7895	10066	3136	22430	23992	45711	36719	14680	121102	5944	18711	24655	31269	72317	46785	17816	168187							
Mont-Liban (without suburbs of Beirut)	2998	10844	10577	3951	28370	8618	15449	10963	3121	38151	2890	9077	11967	14506	35370	21540	7072	78488							
North of Lebanon	6520	37564	21099	5219	70402	16082	24506	14598	5381	60567	4813	20590	25403	27415	82660	35697	10600	156372							
South of Lebanon	5766	28195	17633	5249	56843	11453	15086	10246	3383	40168	4293	15526	19819	21512	58807	27879	8632	116830							
Beqà a	4347	19164	14718	4111	42340	8607	14942	10902	3418	37869	4723	21056	25779	17677	55162	25620	7529	105988							
Total	22027	109429	80469	24328	236253	83540	142726	104457	38843	369566	25507	93507	119014	131074	345662	184926	63171	724833							
Percentage	16.8	31.6	43.5	38.5	32.6	63.7	41.4	56.5	61.5	51.0	19.5	27.0	16.4	100	100	100	100	100							

SOURCE: CRDP - Ministry of National Education, Youth and Sports, 1992.

DISTRIBUTION OF STUDENTS, TEACHERS AND SCHOOLS BY PUBLIC/PRIVATE SECTOR, LEVEL AND TYPE - 1991/1992

A - GENERAL EDUCATION

Level	Public		Private/ aided		Private/ paying		Total		
	Number	%	Number	%	Number	%	Number	%	
Enrollment	Pre-Primary	22,027	9.3	25,507	21.4	83,540	22.6	131,074	18.1
	Primary	109,429	46.3	93,507	78.6	142,726	38.6	345,662	47.7
	Intermediate	80,469	34.1	-	-	104,457	28.3	184,926	25.5
	Secondary	24,328	10.3	-	-	38,843	10.5	63,171	8.7
	Sub-Total	236,253	100	119,014	100	369,566	100	724,833	100
Schools	Pre-Primary	15	1.2	-	-	83	12.3	98	4.3
	Primary	410	32.5	364	100	103	15.3	877	38.1
	Intermediate	694	55.0	-	-	259	38.5	953	41.5
	Secondary	143	11.3	-	-	228	33.9	371	16.1
	Sub-Total	1,262	100	364	100	673	100	2,299	100
Teachers *		28,903	50.1	4,845	8.4	23,942	41.5	57,690	100

SOURCE: CRDP, MNEYS - 1992

* Only aggregate data available.

B - VOCATIONAL AND TECHNICAL EDUCATION

Level	Public		Private		Total		
	Number	%	Number	%	Number	%	
Enrollment	Vocational & Technical Educ.	7,451	23.5	21,574	76.5	29,025	100
	Vocational Training	-	-	12,236	100	12,236	100
Schools	Vocational & Technical *	28	8	326	92	354	100
Teachers **	Vocational & Technical	1,223	26	3,695	74	4,918	100

SOURCE: Directorate Vocational/Technical Education, Ministry of Vocational and Technical Education, 1992.

* Offer education and training (for details see Annexes 9 and 10)

** Including administrators

PRE-UNIVERSITY GENERAL EDUCATION ENROLLMENT, BY LEVEL - 1969/70 - 1991/92

SCHOOL YEAR	PRE-PRIMARY	PRIMARY	INTERMEDIATE	SECONDARY	TOTAL
1969/70	105,650	450,499	112,609	33,101	701,859
1970/71	-	-	-	-	732,741
1971/72	-	-	-	-	785,073
1972/73	137,604	452,494	150,239	42,072	782,409
1973/74	136,242	448,535	171,340	45,389	801,506
1974/75	-	-	-	-	756,992
1975/76	-	-	-	-	-
1976/77	-	-	-	-	-
1977/78	117,397	380,695	165,233	67,022	730,347
1979/80	126,300	388,482	165,804	72,969	753,555
1980/81	118,630	406,208	176,766	77,678	779,282
1981/82	119,431	399,977	178,908	71,120	769,436
1982/83	-	-	-	-	792,663
1983/84	-	-	-	-	-
1984/85	-	-	-	-	778,016
1985/86	-	-	-	-	787,981
1986/87	130,163	397,766	198,074	82,465	808,468
1988/89	131,217	344,534	172,340	69,534	717,625
1991/92	130,074	345,662	184,926	63,171	724,833

SOURCE: CRDP - Ministry of National Education, Youth and Sports, 1992

**SCHOOLS, CLASSROOMS, PUPILS AND TEACHERS BY REGION,
TYPE OF EDUCATION AND PUBLIC AND PRIVATE SECTOR, 1991/1992**

REGION (Mohafazat)		No. of Schools		No. of Classrooms		Pupil Enrollment		No. of Teachers		Avg. no. of pupils per classroom	Avg. pupil/teacher ratio
		GE	VTE	GE	GE	VTE *	GE	VTE	GE	GE	
Beirut	Public	72	4	690	15,868	844	2,283	183	23.00	6.95	
	Priv. Aided	32	55	368	11,391	5,413	513	880	31.00	22.20	
	Priv. Paying	122		2,561	71,709		5,004		28.00	14.33	
	Total	226	59		98,968	6,257	7,800	1,063			
Mont-Liban (suburbs of Beirut)	Public	96	9	1,026	22,430	2,144	3,766	426	21.84	5.95	
	Priv. Aided	77	177	800	24,655	9,527	985	1,528	30.81	25.03	
	Priv. Paying	226		4,482	121,102		7,898		27.02	15.33	
	Total	399	186		168,187	11,671	12,649	1,954			
Mont-Liban (without suburbs of Beirut)	Public	178	3	1,822	28,370	210	4,258	61	15.57	6.66	
	Priv. Aided	48	27	399	11,967	1,504	526	338	29.99	22.75	
	Priv. Paying	83		1,689	38,151		2,497		22.59	15.28	
	Total	309	30		78,488	1,714	7,281	399			
North of Lebanon	Public	399	4	3,653	70,402	1,369	8,343	175	19.27	8.43	
	Priv. Aided	73	30	784	25,403	2,562	935	477	32.40	27.17	
	Priv. Paying	92		2,039	60,567		3,611		29.71	16.77	
	Total	564	34		156,372	3,931	12,889	652			
South of Lebanon	Public	267	4	2,776	56,843	1,825	5,753	204	20.48	9.88	
	Priv. Aided	51	28	669	19,819	1,619	864	328	29.62	22.93	
	Priv. Paying	70		1,429	40,186		2,299		28.12	17.47	
	Total	388	32		116,830	3,444	8,916	532			
Beqà a	Public	250	4	2,291	42,340	1,059	4,500	174	18.48	9.41	
	Priv. Aided	83	9	810	25,779	949	1,022	144	31.82	25.22	
	Priv. Paying	80		1,303	37,869		2,033		29.06	18.63	
	Total	413	13		105,988	2,008	7,555	318			
Total/ Ed. Sector	Public	1,262	28	12,258	236,253	7,451	28,903	1,303	19.27	8.10	
	Priv. Aided	364	326	2,830	119,014	21,574	4,845	3,695	31.07	24.56	
	Priv. Paying	673		13,503	369,566		23,342		27.37	15.83	
Total/Lebanon		2,299	354	58,182	724,833	29,025	57,090	4,918			

Source of basic findings: CRDP, Ministry of National Education, Youth and Sports - 1991 - 1992.

* Excluding 12,236 students in vocational training.

Note: GE = General Education; VTE = Vocational and Technical Education

PRE-SERVICE TEACHER TRAINING: ENTRANCE REQUIREMENTS,
DURATION OF TRAINING SPECIALISATION

Category of Teacher	Entrance Requirement	Training Institution	Duration of Pre-service training and award	Specialisation
1st Pre-primary and primary	"Brevet" - completion of grade 9	TTC. (CRDP)	3 years - Bac. Ed.	- Music - Sports - Arts
2nd Pre-primary and primary	Bac. II - completion of grade 12	TTC. (CRDP)	36 weeks	- General Education - Languages - Kindergarten
3rd Intermediate	Bac. II + 2 years University	TTC. (CRDP)	36 weeks	- Science - Maths - (Languages planned for 1993/94)
4th Secondary	Bac. II + License or BA or BSc.	Faculty of Education Lebanese University	2yrs (1 pedagogy + 1 yr methodology) + teaching practice (on-the-job training)	All major subject matter
Vocational/Technical	Bac. Technique Bac. II	IPNET *	4 years	Electrical Civil eng. Electronics Informatic Mechanic Accounting
	Tech. Sup.		2 years	

SOURCE: CRDP - Ministry of National Education, Youth and Sports - 1992

* IPNET = Institut pédagogique national de l'enseignement technique.

NATIONAL EMERGENCY RECONSTRUCTION PROGRAMME FOR EDUCATION
(UPDATE 4/2/1993)

SECTOR/PROJECT	PRELIMINARY PHASING											
	YEAR 1993	YEAR 1994	YEAR 1995	TOTAL 93to95	FOREIGN	LOCAL	TOTAL	CIVILS	EQUIP.	TECH. ASSIST.	TOTAL	
SOCIAL INFRASTRUCTURE												
7 EDUCATION												
7.1 Rehabilitation of schools	28.2	28.2	28.2	84.6	71.9	12.7	84.6	61.2	20.9	2.5	84.6	
7.2 Teacher Training Colleges	3.3	0.0	0.0	3.3	2.6	0.7	3.3	1.8	1.2	0.3	3.3	
7.3 Beirut Education College	2.9	0.0	0.0	2.9	2.7	0.2	2.9	0.7	2.2	0.0	2.9	
7.4 Upgrading Teaching	4.0	0.0	0.0	4.0	3.0	1.0	4.0	0.0	3.0	1.0	4.0	
7.5 Institutional Strengthening MOE	0.8	0.8	0.0	1.5	1.5	0.0	1.5	0.0	0.0	1.5	1.5	
7.6 Vocational/Technical Colleges (Institutes)	18.0	18.0	0.0	35.9	30.0	5.9	35.9	14.5	13.5	7.8	35.9	
7.7 New Schools Primary/Secondary *	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
7.8 New Vocational/Technical *	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
7.9 Lebanese University	0.0	21.0	0.0	21.0	16.5	4.5	21.0	12.0	7.5	1.5	21.0	
Sub-total	57.1	67.9	28.2	153.2	128.2	25.0	153.2	90.2	48.3	14.6	153.2	

SOURCE: CDR

* Budget Allocations in Years 1996 and 1997 (4 & 5) need to be confirmed by projects 7.5 & 8.3 respectively.

Note: According to MNEYS 1200 schools are damaged. It is planned to regroup these schools into 1000 model (regrouped) schools. Of these, to rehabilitate/regroup 117 schools \$6 million has been approved. Whether or not this plan has been considered in the above CDR programme; it has not been checked with CDR.

**PRE-UNIVERSITY GENERAL EDUCATION ENROLLMENT BY REGION,
SEX AND PUBLIC/PRIVATE SECTOR - 1991/1992**

REGION (Mohafazat)		No. of pupils		Total	Percentage	
		Male	Female		Male	Female
Beirut	Public	6,176	9,672	15,848	38.92	61.08
	Priv. Aided	5,486	5,905	11,391	48.16	51.84
	Priv. Paying	37,820	33,889	71,709	52.74	47.26
		49,482	49,486	98,968	49.99	50.01
Mont-Liban (suburbs of Beirut)	Public	10,164	12,266	22,430	45.31	54.69
	Priv. Aided	12,595	12,060	24,655	51.08	48.92
	Priv. Paying	61,300	59,802	121,102	50.62	49.38
		84,059	84,128	168,187	49.98	50.02
Mont-Liban (without suburbs of Beirut)	Public	13,471	14,899	28,370	47.48	52.52
	Priv. Aided	6,241	5,726	11,967	52.15	47.85
	Priv. Paying	19,082	19,069	38,151	50.02	49.98
		38,794	39,694	78,488	49.43	50.57
North of Lebanon	Public	33,927	36,475	70,402	48.19	51.81
	Priv. Aided	13,337	12,066	25,403	52.50	47.50
	Priv. Paying	31,787	28,780	60,567	52.48	47.52
		79,051	77,321	156,372	50.55	49.45
South of Lebanon	Public	26,398	30,445	56,843	46.44	53.56
	Priv. Aided	10,248	9,571	19,819	51.71	48.29
	Priv. Paying	20,823	19,345	40,168	51.84	48.16
		57,469	59,361	116,830	49.19	50.81
Beqà a	Public	20,234	22,106	42,340	47.79	52.21
	Priv. Aided	13,246	12,533	25,779	51.38	48.62
	Priv. Paying	19,832	18,037	37,869	52.37	47.63
		53,312	52,676	105,988	50.30	49.70
Total Ed. Sector	Public	110,370	125,883	236,253	46.72	53.28
	Priv. Aided	61,153	57,861	119,014	51.38	48.62
	Priv. Paying	190,644	178,922	369,566	51.58	48.42
Total/Lebanon		362,167	362,666	724,833	49.96	50.04

Source: CRDP - Ministry of National Education, Youth and Sports - 1992.

INTERMEDIATE SCHOOL LEAVING EXAMINATION (9TH GRADE/BREVET) PASS RATE
BY REGION - 1991/1992

REGION (Mohafazat)	REGISTERED	ABSENTS	PARTICIPANTS	PASS	PASS RATE %
Beirut	6,505	140	6,365	3,581	56.3
Mont-Liban	16,583	459	16,124	10,374	64.4
North of Lebanon	7,437	169	7,268	4,227	58.2
South of Lebanon	7,250	320	6,930	3,149	45.4
Beqà a	5,547	140	5,407	2,524	46.7
Total	43,322	1,228	42,094	23,855	56.7

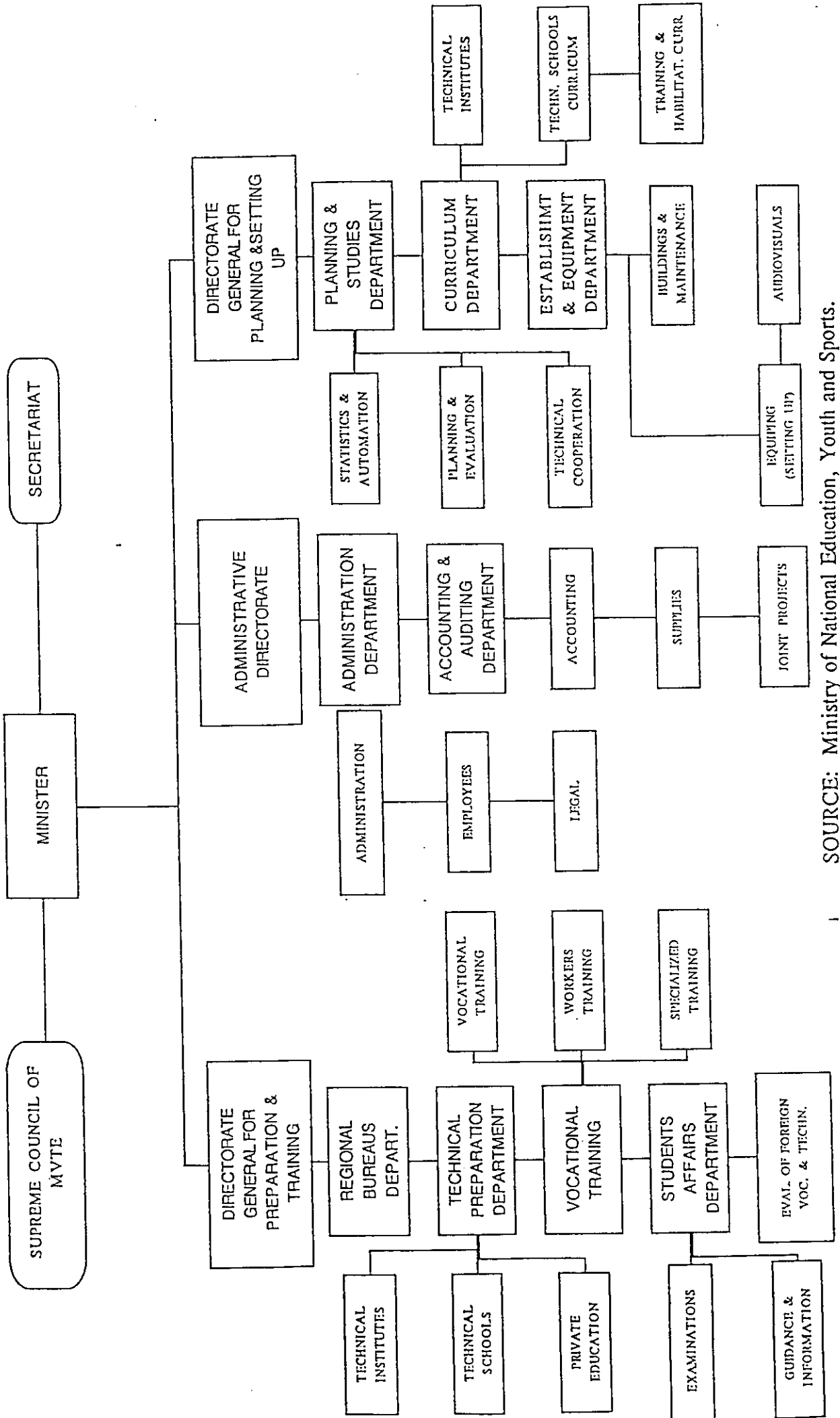
SOURCE: Examination Department, Ministry of National Education, Youth and Sports; 1992.

SECONDARY SCHOOL LEAVING EXAMINATION PASS RATE BY SPECIALIZATION
1973/74 - 1991/92

Specialization		1973/74	1981/82	1990/91	1991/92
Ex. Sciences	Candidates	1,975	5,127	11,594	11,479
	Pass	1,405	2,835	2,264	4,155
	Pass rate	71.1	55.3	19.5	36.2
Mathematics	Candidates	2,822	5,226	7,292	7,856
	Pass	1,637	2,736	1,927	2,568
	Pass rate	98.0	52.3	26.4	32.7
Philosophy	Candidates	3,762	6,229	11,949	13,128
	Pass	1,961	2,260	2,656	3,757
	Pass rate	52.1	36.3	22.2	28.6
Total	Candidates	8,559	16,582	30,835	32,463
	Pass	5,003	7,831	6,847	10,480
	Pass rate	58.4	47.1	22.2	32.28

SOURCE: CRDP and Department of Examinations, Ministry of National Education, Youth and Sports, 1992

ORGANIZATIONAL STRUCTURE OF MINISTRY OF VOCATIONAL & TECHNICAL
EDUCATION (MVTE) - PROPOSALS



SOURCE: Ministry of National Education, Youth and Sports.

TECHNICAL EDUCATION ENROLLMENT BY REGION, LEVEL AND PUBLIC/PRIVATE SECTOR - 1991/1992

REGION (Mohafazat)	CAP		BP		FPM		BT		TS		LET		Total		Grand Total
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	
Beirut	-	96	-	360	-	-	706	3,369	124	1,588	14	-	844	5,413	6,257
Mont-Liban (suburbs of Beirut)	-	70	11	355	-	-	1,350	6,242	715	2,860	68	-	2,144	9,527	11,671
Mont-Liban (without suburbs of Beirut)	-	112	-	123	-	-	210	1,059	-	210	-	-	210	1,504	1,714
North of Lebanon	-	54	-	65	-	-	1,280	1,983	89	460	-	-	1,369	2,562	3,931
South of Lebanon	-	43	80	162	-	-	1,708	1,263	37	151	-	-	1,825	1,619	3,444
Beqà a	98	26	157	146	-	-	601	705	203	72	-	-	1,059	949	2,008
Total	98	401	248	1,211	-	-	5,855	14,621	1,168	5,341	82	-	7,451	21,574	29,025
Grand Total	499		1,459		0		20,476		6,509		82		29,025		29,025

SOURCE: CRDP, Ministry of National Education, Youth and Sports, 1992

TECHNICAL EDUCATION ENROLLMENT BY REGION, SEX, AND PUBLIC/PRIVATE SECTOR - 1991/1992

REGION (Mhafazat)	PUBLIC			PRIVATE			TOTAL		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Beirut	551	293	844	3,120	2,293	5,413	3,671	2,586	6,257
Mont-Liban (suburbs of Beirut)	1,310	834	2,144	5,681	3,846	9,527	6,991	4,680	11,671
Mont-Liban (without suburbs of Beirut)	154	56	210	816	688	1,504	970	744	1,714
North of Lebanon	842	527	1,369	1,355	1,207	2,562	2,197	1,734	3,931
South of Lebanon	1,102	723	1,825	1,113	506	1,619	2,215	1,229	3,444
Beqà a	896	163	1,059	577	372	949	1,473	535	2,008
Total	4,855	2,596	7,451	12,662	8,912	21,574	17,517	11,508	29,025

SOURCE: CRDP, Ministry of National Education, Youth and Sports - 1992

PRE-UNIVERSITY EDUCATION: STUDENTS, TEACHERS, SCHOOLS BY REGION - 1991/1992

REGION (Mohafazat)	STUDENTS						TEACHERS						SCHOOLS					
	GE			TE			GE			TE			GE			TE		
	Enrollment	%		Enrollment	%		Number	%		Number	%		Number	%		Number	%	
Beirut	98,968	13.7	6,257	21.56		8,400	14.6	1,063	21.61	226	9.8	59	16.67					
Mont-Liban (suburbs of Beirut)	168,187	23.8	11,671	40.22		12,649	22.0	1,954	39.73	399	17.4	186	52.54					
Mont-Liban (without suburbs of Beirut)	78,488	10.1	1,714	5.90		7,281	12.6	399	8.11	309	13.4	30	8.47					
North of Lebanon	156,372	21.6	3,931	13.54		12,889	22.3	652	13.26	564	24.5	34	9.60					
South of Lebanon	116,830	16.2	3,444	11.86		8,916	15.6	532	10.82	388	16.9	32	9.05					
Beqà a	105,988	14.6	2,008	6.92		7,555	13.1	318	6.47	413	18.0	13	3.67					
Total	724,833	100	29,025	100		57,690	100	4,918	100	2,299	100	354	100					

SOURCE: CRDP, Ministry of National Education, Youth and Sports, 1992

Note: GE = General Education

TE = Technical Education

UNIVERSITY ENROLLMENT BY INSTITUTION AND SEX 1991/1992

UNIVERSITY	MALE	FEMALE	TOTAL	% FEMALE
Lebanese University	19,105	19,103	38,208	50.0
American University	2,817	2,068	4,855	42.6
St. Joseph University	2,237	3,161	5,398	58.5
Beirut University College (BCW)	1,169	1,101	2,270	48.5
Arab University	15,859	12,758	28,617	44.6
Academie Libanaise des Beaux Arts (ALBA)	288	320	608	52.6
Notre Dame de Louizé	705	538	1,243	43.2
Collège de la Sagesse	184	178	362	49.2
Université du St. Esprit Kaslike	1,101	1,085	2,186	49.6
Balamand University	83	250	333	75.0
Faculté de l'Imam Duzai	672	227	899	25.2
Makassed Centre for High Education	20	18	38	47.3
Near East College	47	44	91	48.3
Institut St. Paul Harissa	47	7	54	12.9
Institut Supérieur de soin infirmier	45	55	100	55.0
Near East School of Theology	24	10	34	29.4
Faculté de vocation islamique	169	-	169	00.0
Total	44,572	40,923	85,495	47.8

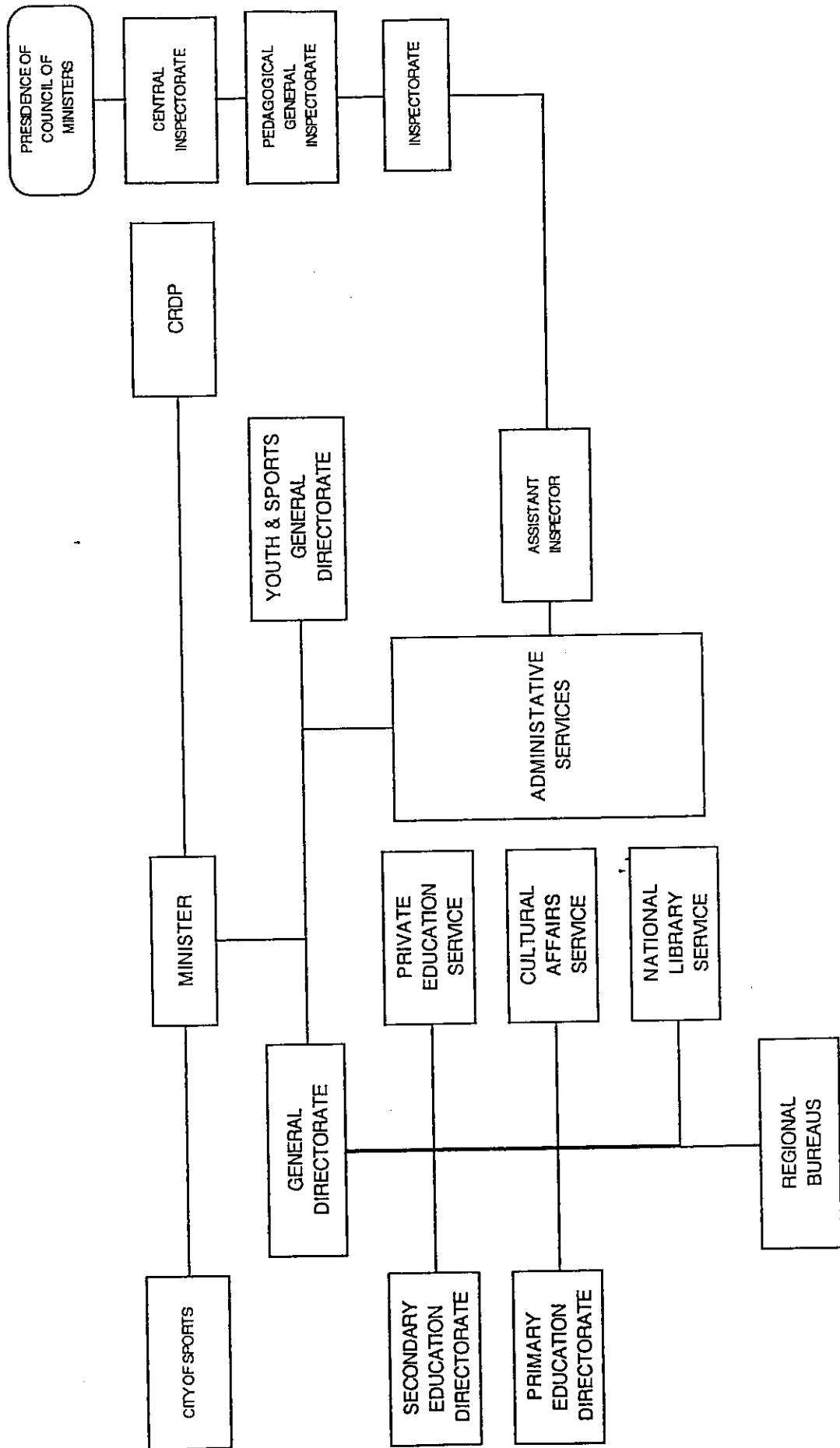
SOURCE: CRDP, Ministry of National Education, Youth and Sports, 1992

UNIVERSITY ENROLLMENTS: PERCENTAGE
LEBANESE AND NON-LEBANESE STUDENTS
 1970/71 - 1991/92

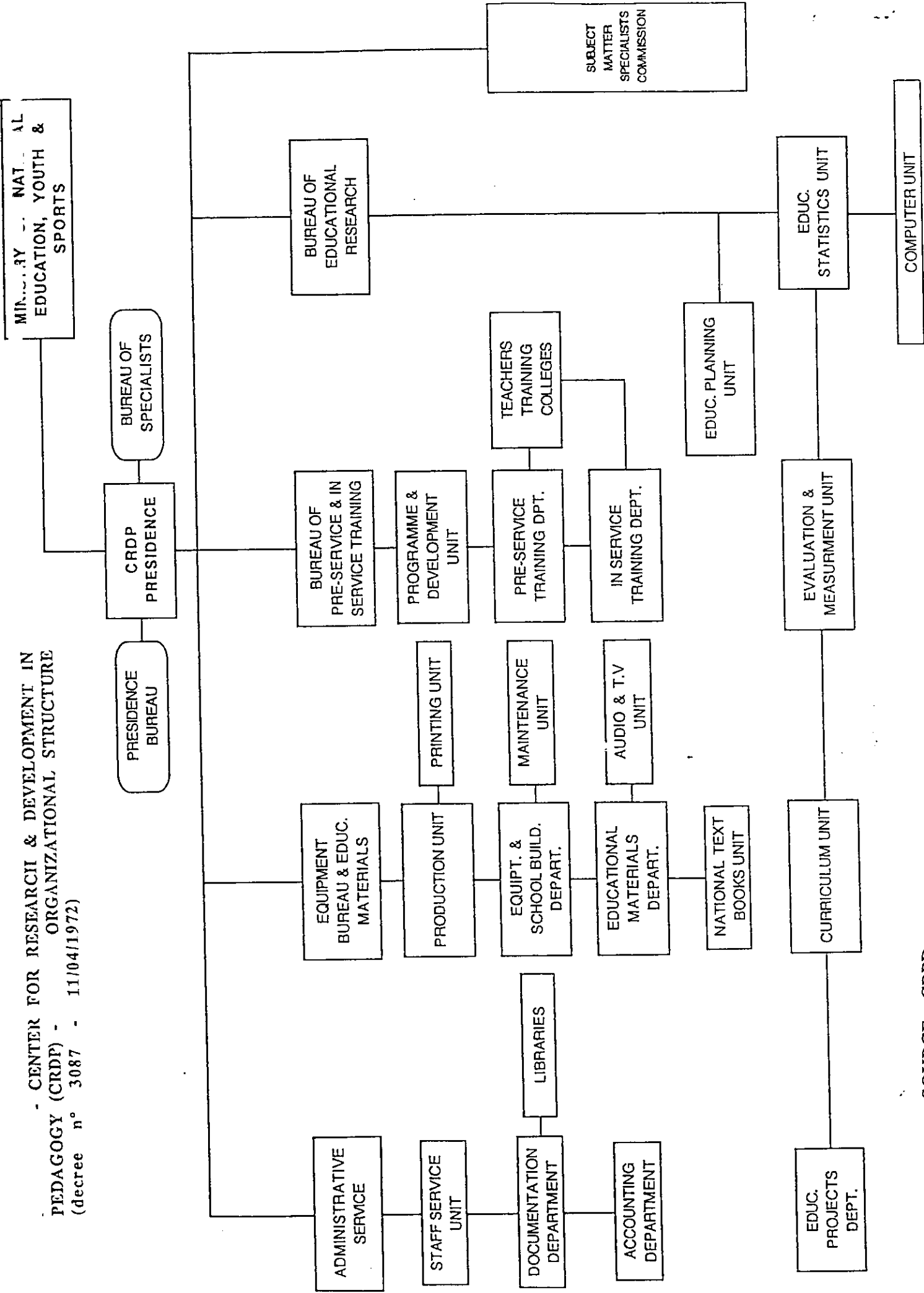
School Year	Total	Lebanese %	Non-Lebanese %
1970/71	42,578	52.0	48.0
1974/75	51,298	42.7	57.3
1977/78	78,628	54.4	45.6
1979/80	85,087	65.0	35.0
1980/81	79,073	60.8	39.2
1981/82	70,314	62.5	37.5
1982/83	73,052	60.0	40.2
1983/84	63,000	72.0	28.0
1985/86	78,500	70.5	29.5
1986/87	83,891	74.0	26.0
1991/92	85,495	68.7	31.3

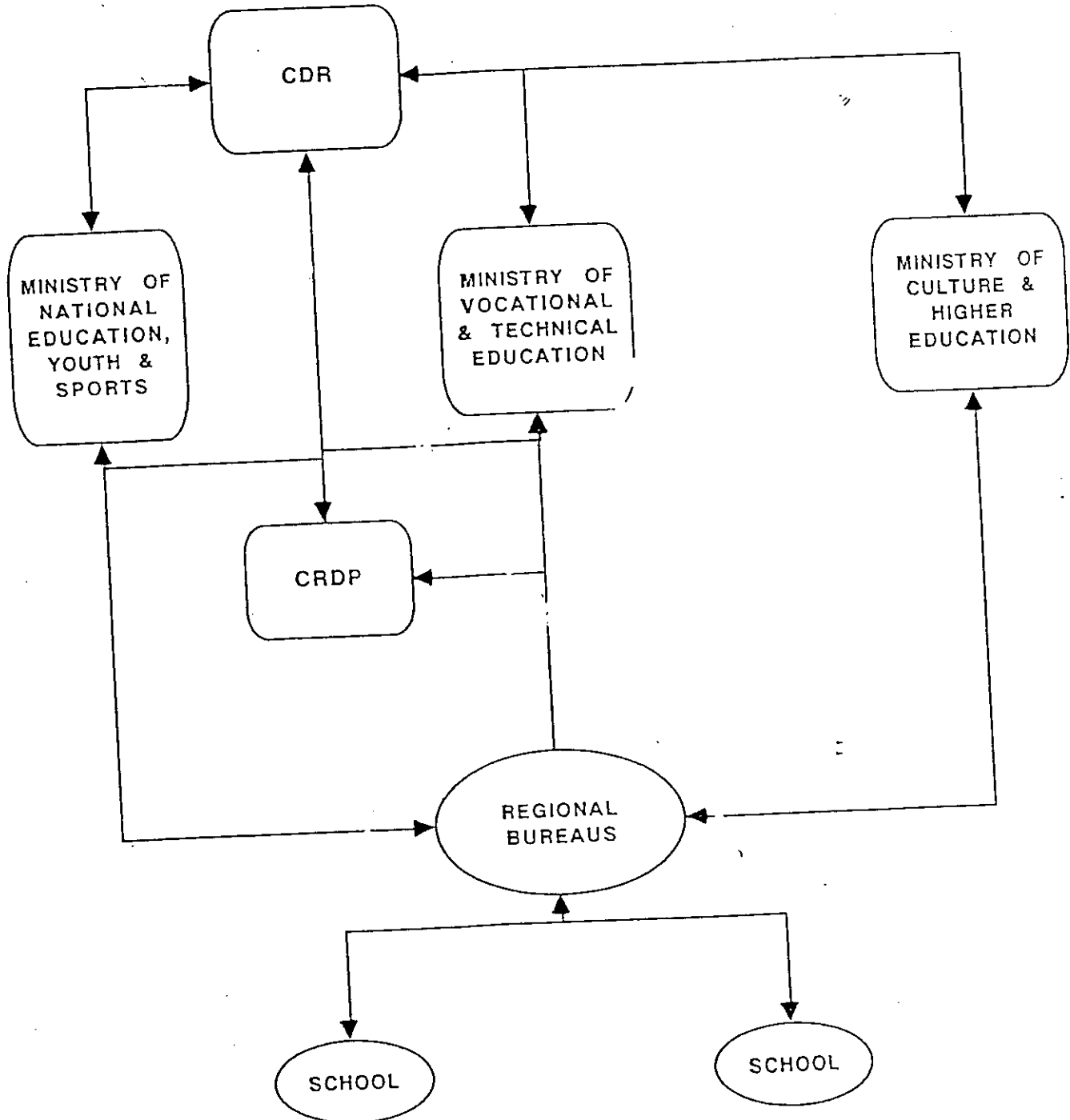
SOURCE: CRDP - Ministry of National Education, Youth and Sports, 1992

ADMINISTRATIVE STRUCTURE OF MINISTRY OF
NATIONAL EDUCATION, YOUTH AND SPORTS



SOURCE: MNEYS



DATA CIRCULATION SYSTEM

THE PURPOSE IS TO IMPROVE HORIZONTAL AND VERTICAL CIRCULATION OF DATA AND INFORMATION BETWEEN THE INSTITUTIONS INVOLVED IN EDUCATION PLANNING IN LEBANON

STATE AND MINISTRY OF EDUCATION REGULAR (RECURRENT) BUDGETS, AT CURRENT AND CONSTANT PRICES 1974 - 1992

Year	Consumer Price Index 1974 = 100	State Regular Budget		MOE Budget		MOE Budget as % of State Budget	Index of evolution of MOE Budget, Base year 1974	G.D.P. in million LL, Constant prices 1974	MOE Budget as % of G.D.P.
		in million LL current	in million LL, 1974 prices	in million LL current	in million LL, 1974 prices				
1974	100	1,219	1,219	271	271	22.1	100	8,137	3.3
1975	111	1,021	920	2,635	237	16.2	87	6,750	3.5
1976	121	642	530	2,793	231	16.3	85	3,376	6.8
1977	170	2,007	1,180	2,882	170	17.3	63	4,827	3.5
1978	187	2,260	1,209	4,335	232	19.2	86	4,698	4.9
1979	231	2,806	1,215	5,365	232	19.1	86	4,828	4.8
1980	286	3,868	1,352	511	179	13.1	66	4,900	3.6
1981	341	5,052	1,481	748	219	14.7	81	4,923	4.4
1982	409	6,300	1,540	981	240	15.6	89	3,082	7.8
1983	436	8,610	1,975	1,189	273	13.8	100	ND	-
1984	512	10,897	2,128	1,616	316	14.8	117	ND	-
1985	840	11,377	1,354	16,395	195	14.4	72	ND	-
1986	1,719	12,764	742	2,163	126	16.9	46	ND	-
1987	8,657	35,609	411	3,192	37	9	14	8,556	0.4
1988	19,911	107,912	542	5,976	30	5.5	11	6,782	0.46
1989	29,468	186,240	632	20,160	68	10.8	25	4,381	1.44
1990	48,033	592,000	1,232	67,181	140	11.3	52	3,797	3.8
1991	71,570	1,036,000	1,447	82,041	115	7.9	42	3,890	2.9
1992	143,138	1,654,048	1,155	206,603	144	12.5	53	4,053	3.5

SOURCES: a) State Budget Documents, 1974-1992.

b) Up to 1987, Banque du Liban, Annual and Quarterly Reports;

c) 1987-1990: UNDP estimates: Lebanon Extrapolations of GDP for 1989 and 1990, Department of Technical Cooperation for Development, United Nations, 1991; Banque du Liban 1991; Banque Aoudé 1992.

Structures of the Ministry of Education's Budget - 1974-1992

	1974			1980			1985			1991			1992		
	Millions LL.	%	%	Millions LL.	%	%	Millions LL.	%	%	Millions	%	%	Millions	%	%
I. Current Expenditures	223.7	100.0	82.5	506	100.0	99	1,631	100.0	99.4	80,467	100.0	98.0	204,183	100.0	98.8
1. Service adminiat. commun	32.8	14.7		75	14.8		289	17.7		20,520	25.5		45,442	22.2	
dont															
1 Traitements et assimilés	0.358			0.735			1.6			55.7			114		
2 Dépenses administratives	0.004			0.006			0.6			20			25		
1.3 Entretien							1.1			2			2		
1.4 Contributions et aides	32.4			74.3			286.5			20,442			45,301		
dont															
4.1 à l'Université libanaise	20	8.9		60	11.8		260	15.9		19,250	43.9		40,000	19.6	
4.2 au CRDP	12.25	5.5		14	2.8		26	1.6		1,190	1.5		5,250	2.6	
2. Direction générale de l'éducation	171.2	76.5		384.2	76		7,220	74.8		54,665	68		146,178	71.6	
dont															
1 Traitements et assimilés	146			341			1,096			51,330			138,554		
2 Dépenses administratives	85.3			15.1			37			188			329		
2.2 Dépenses administratives															
2.3 Entretien	0.1			0.4			0.4			22			35		
4 Contributions et aides	16.1			37			86			3,056			7,122		
3. Direction générale de l'éduc. technique et professionnelle	11.6	5.2		32	6.3		79	4.8		3,470	4.3		7,630	3.7	
dont															
1 Traitements et assimilés	6.9			16.7			52			2,167			5,290		
2 Dépenses administratives	1			1.4			3.5			112			219		
3.3 Entretien	0.07			0.1			0.4			13			31		
3.4 Contributions et aides	2.6			10.5			17.5			650			1,100		
4. Direction générale de la jeunesse et du sport	7.3	3.3		12.2	2.4		38.5	2.4		1,682	2		4,466	2.2	
5. Conservatoire nationale de musique	1	0.4		2.4	0.5		4.5	0.2		130	0.2		467	0.2	
II. Equipment Expenditure	3.5	100	1.3	5	100	1	8.7	100	0.6	1,574	100	2	2,420	100	1.2
1. Service administratif commun							0.02			5			5		
Direction générale de l'éducation	2.5	71		3.7			6.1			1,510			2,000	83	
Direction générale de l'éducation technique et professionnelle	0.25	8.7		1.3			2.4			58			355	15	
4. Direction générale de la jeunesse et du sport	0.25	7					0.2			1.5					
5. Conservatoire nationale de musique	0.5	14					0.03			1.2			60	2	
III. Investment	43.8		16.2												
Total du Budget, dont	271		100	511		100	1,640		100	82,041		100	206,603		100
traitements et assimilés	159		58.6	370		73.1	1,189		72.5	55,269		67.7	148,426		71.8
traitement et assimilés	58.6			73.1			72.5			67.7			71.8		
n % du Budget général										%					

SOURCE: State Budget documents.

PUBLIC EDUCATION SECTOR : TEACHER SALARIES ESTIMATES - 1974 - 1992

Year	Primary Intermediate						Secondary						Lebanese University					
	Annual Total Salary Mass in 000' LL Curr. Price	Total Number of Teachers	Average Monthly Salary LL 1974 Constant Price	Average Monthly Salary Index 1974 = 100	Annual Total Salary Mass in 000' LL Curr. Price	Total Number of Teachers	Average Monthly Salary, LL Curr. Price	Average Monthly Salary, LL 1974 Constant Price	Average Monthly Salary Index in LL 1974 = 100	Lowest Monthly Salary in LL Curr. Price	Lowest Monthly Salary LL Constant Price 1974	Lowest Monthly Salary Index 1974 = 100	Highest Monthly Salary in LL Curr. Price	Highest Monthly Salary in LL Constant Price 1974	Highest Monthly Salary Index 1974 = 100			
1974	81,677.1	18,041	577	100	14,862	2,023	612	612	100	1,100	100	4,560	4,560	100				
1980	204,628.6	23,489	726	44	50,722.2	4,590	920	322	53	3,260	104	11,660	4,077	89				
1985	608,324.5	24,189	2,097	43	143,878.6	5,256	2,280	272	44	6,860	74	19,880	2,366	52				
1991	27,078,100	27,380	82,414	20	5,039,827	5,246	80,038	112	18	577,275 (**)	73	1,254,525 (**)	1,752	38				
1992 (*)	23,971,586 (*)	27,380	73,000 (*)	9 (*)	4,630,079 (*)	5,246	73,550 (*)	51 (*)	8 (*)	577,275 (**)	37	1,254,525 (**)	876	19				
Lowest Monthly Salary Level, after 1992 Salary Adjustment			154,509	108			283,506	198										
Highest Monthly Salary Level, after 1992 Salary Adjustment			781,779	546			926,607	647										
1992 (**)	71,900,000	27,380	218,833	27	13,900,000	5,246	220,800	154	25									

SOURCE: Estimates prepared by MNYES, based on: -MNEYS Budget documents; CRDP estimates of teachers and salary adjustments; Lebanese University.

* Estimates before the salary adjustment at the end of 1991

** Estimates after the salary adjustment at the end of 1991.

REFERENCE MATERIALS

- . Needs assessment Mission in the fields of Education and Cultural Heritage in Lebanon. UNESCO (8-15 May 1991)
- . Teacher Training. PRODOC - Prepared under LEB/92/002.
- . Improvement of the Management Capacity of the Ministry of Education. PRODOC - Prepared under LEB/92/002
- . Technical Education and Vocational Training. PRODOC, Prepared under LEB/92/002
- . ILO Review of Vocational Training and Project Formulation
- . Rebuilding for Peace: Strategy for the 1992-1996 UNICEF Programme of cooperation.
- . Situation Analysis of Lebanese Children and Women. UNICEF Publication, Beirut, 10 June 1991.
- . LEBANON - Needs Assessment Mission Report - UNESCO, Worku.
- . Gaspard, T., "The Gross Domestic Product of Lebanon in 1987", Banque du Liban, Bulletin trimestriel, No. 38-43.
- 1. United Nations, United Nations Report, November 13, 1991.
Other sources report lower unemployment rates (see International Bechtel Inc. and Dar Al-Handasah, Recovery Planning for the Reconstruction & Development of Lebanon, Working Paper 8, Labour supply, September 1991. -
- . ESCWA Population Situation in the ESCWA region 1990, May 1992
International Bechtel Inc. and Dar Al Handosh, Working Paper 8.
- . International Bechtel Inc. Dar Al-Handasah: Economic Recovery Plan for Lebanon; Vol II, December 1991, pp. 3-17.

It is estimated that:

1. 20 % of pupils in public secondary schools use a transport to attend classes. Yearly transportation costs per pupil is approximately LL 450,000.
2. 75 % of pupils in technical and vocational schools use a transport to attend classes. Yearly transportation costs per pupil is approximately LL 450,000.
3. 60 % of pupils in private non-assisted schools use a transport to attend classes. Yearly transportation costs per pupil is approximately LL 450,000.
4. 75 % of pupils in technical and vocational schools use a transport to attend classes.

d) Secondary Education

- Fees	500,000
- Books and materials	275,000
- Transportation costs	270,000
Total in LL.	1,045,000

e) Vocational and Technical Education^{4/}

- Fees	750,000
- Books and materials	275,000
- Transportation costs	340,000
Total in LL.	1,365,000

4. Private Spending per Pupil; in Public University Education

- Fees	50,000
- Books and materials	300,000
- Transportation costs	450,000
- Meals	500,000
Total in LL.	1,300,000

5. Private Spending per Pupil; in Private University Education

- Fees	3,000,000
- Books and materials	300,000
- Transportation costs	450,000
- Meals	500,000
Total in LL.	4,250,000

6. Private Spending per Pupil, University Education Abroad

Global average: LL.8,500,000

SOURCE: Estimates by CRDP, MNYES, and Prof. N. Issa, Lebanese University, for UNESCO/UNDP mission, February 1993, on basis of field surveys.

2. Private Spending per Pupil, in Aided Private Schools

a) Pre-Primary Education

- Fees	200,000
- Books and materials	125,000
Total in LL.	325,000

b) Primary Education

- Fees	80,000
- Books and materials	150,000
Total in LL.	230,000

3. Private Spending per Pupil, in Private Paying (non-aided) Schools^{3/}

a) Pre-Primary Education

- Fees	250,000
- Books and materials	200,000
- Transportation costs	270,000
Total in LL.	720,000

b) Primary Education

- Fees	275,000
- Books and materials	225,000
- Transportation costs	270,000
Total in LL.	770,000

c) Intermediate Education

- Fees	350,000
- Books and materials	250,000
- Transportation Costs	270,000
Total in LL.	870,000

ESTIMATES OF PRIVATE SPENDING BY PUPIL BY LEVEL OF EDUCATION, 1992

Private Spending per Pupil, in Public Sector Pre-University Education

a) Pre-Primary Education

- Fees	25,000
- Books and materials	125,000
Total in LL.	150,000

b) Primary Education

- Fees	25,000
- Books and materials	150,000
Total in LL.	175,000

c) Intermediate Education

- Fees	25,000
- Books and materials	175,000
Total in LL.	200,000

d) Secondary Education

- Fees	55,000
- Books and materials	195,000
- Transportation costs ^{1/}	90,000
Total in LL.	340,000

e) Vocational and Technical Education

- Fees	55,000
- Books and materials	195,000
- Transportation costs ^{2/}	340,000
Total in LL.	590,000

STRUCTURE OF FAMILY BUDGET EXPENDITURE (in percentage) - 1966 -1992

Type of Expenditure	1966 Direction centrale des statistiques	1980 - 1985 Bureau des Etudes et des consultations	May 1985 - April 1986 CGTL	1989 - 1992 Bureau des Etudes et des Consultations	1988
Food	26.62	42.8	37.15	58.29	49.45
Cloth	12.84	8.50	7.47	9.56	5.68
Housing	19.20	23.5	12.48	7.87	8.61
Health	6.06	7.2	9.99	-	9.8
Transportation	11.23	5.2	14.99	-	10.62
Education	5.86	3.9	6.27	1.97	5.51
Other	18.19	8.9	11.65	22.31	10.33
Total	100.00	100.00	100.00	100.00	100.00

SOURCE: Compiled by the UNESCO/UNDP mission in February 1993, by referring to different sources, according to availability of data.

ESTIMATES OF PRIVATE SPENDING BY PUPIL BY LEVEL OF EDUCATION, 1992

Private Spending per Pupil, in Public Sector Pre-University Education

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- Books and materials	150,000
Total in LL.	175,000

c) Intermediate Education

- Fees	25,000
- Books and materials	175,000
Total in LL.	200,000

d) Secondary Education

- Fees	55,000
- Books and materials	195,000
- Transportation costs ^{1/}	90,000
Total in LL.	340,000

e) Vocational and Technical Education

- Fees	55,000
- Books and materials	195,000
- Transportation costs ^{2/}	340,000
Total in LL.	590,000

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- Books and materials	125,000
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b) Primary Education

- Fees	80,000
- Books and materials	150,000
Total in LL.	230,000

3. Private Spending per Pupil, in Private Paying (non-aided) Schools^{3/}

a) Pre-Primary Education

- Fees	250,000
- Books and materials	200,000
- Transportation costs	270,000
Total in LL.	720,000

b) Primary Education

- Fees	275,000
- Books and materials	225,000
- Transportation costs	270,000
Total in LL.	770,000

c) Intermediate Education

- Fees	350,000
- Books and materials	250,000
- Transportation Costs	270,000
Total in LL.	870,000

d) Secondary Education

- Fees	500,000
- Books and materials	275,000
- Transportation costs	270,000
Total in LL.	1,045,000

e) Vocational and Technical Education^{4/}

- Fees	750,000
- Books and materials	275,000
- Transportation costs	340,000
Total in LL.	1,365,000

f) Private Spending per Pupil; in Public University Education

- Fees	50,000
- Books and materials	300,000
- Transportation costs	450,000
- Meals	500,000
Total in LL.	1,300,000

g) Private Spending per Pupil; in Private University Education

- Fees	3,000,000
- Books and materials	300,000
- Transportation costs	450,000
- Meals	500,000
Total in LL.	4,250,000

h) Private Spending per Pupil, University Education Abroad

Global average: LL.8,500,000

SOURCE: Estimates by CRDP, MNYES, and Prof. N. Issa, Lebanese University, for UNESCO/UNDP mission, February 1993, on basis of field surveys.

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Yearly transportation costs per pupil is approximately LL 450,000.

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