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**A NEEDS ASSESSMENT STUDY
OF THE LEBANESE EDUCATIONAL SYSTEM IN THE FIELD OF
SPECIAL EDUCATION**

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Executive Summary

A team consisting of an international consultant from Canada and two national consultants all expert in Special Education conducted a needs exploration study of the Lebanese educational system in the field of Special Education.

Over a two-week period, through a combination of site visits, interviews, review of existing data and research in Lebanon, and international literature as it applies to the subject, the team identified critical issues of mandate, policy and practice. The report contains recommendations for strategic action in the short, medium, and longer term, and proposes a conceptual framework which links training, placement, and utilization of key personnel in the education system.

Six projects are suggested which should be undertaken to begin to address the issues identified. They are outlined in an attached workplan in order of priority.

Timelines suggested in the workplan reflect optimal conditions and necessarily make assumptions about prior events having occurred.

The major issues requiring in the short and long term attention are:

1. *Mandate*

This is the most fundamental issue for special education in the country. The Ministry of Education has to date left the question of disability issues in its entirety to the Ministry of Social Affairs. The Ministry of Social Affairs is oriented toward care. This is an important function, but it is not education. It is essential that the education of all children become the responsibility of the Ministry of Education, and that steps be taken to differentiate the mandates of the two Ministries while ensuring that their efforts are co-ordinated in providing services to children with special needs and their families. This must happen without delay if the restructuring of the education system is to have benefit for all children of school age in Lebanon.

During the period of civil war, Non-governmental organizations (NGO's) developed services to fill a void in the public sector. With some support from the Ministry of Social Affairs, these services have continued to deliver and expand educational and

other services. Lebanon is at a cross-roads in terms of bringing these educational services together so that a unified system of education can evolve rather than parallel systems in which segregation of children with disabilities becomes institutionalized.

2. *Leadership*

The Ministry of Education must, in the end, be expected to exercise leadership and vision if the Government of Lebanon is to achieve the aims within the education sector to which it subscribes as signatory to international conventions as it relates to children with special needs. There must be within the bureaucratic and political structures persons who take responsibility for addressing the education of children with special needs seriously and who are prepared to work systematically toward achievement of that goal. Similarly, within agents of the Ministry, such as NCERD, there must be mechanisms for injecting leadership in the technical areas needed to achieve a more inclusionary education system.

It was not evident throughout this mission that such leadership exists, although in some quarters there are individuals who appear open to potential change and to gaining a greater understanding of the issues to be addressed.

3. *Collaboration*

There is a need to bring together the efforts of public, private, and non-governmental organization (NGO) resources in a collaborative way in order to develop and integrated system of service delivery in a highly specialized area. Currently, the lack of collaborative effort results in expensive duplication, overlap, competition for scarce resources, and service gaps.

4. *Co-ordinating structure*

No mechanism currently exists which is able to bring about co-ordination across a number of systems - the Ministry of National Education, Youth and Sports, the Ministry of Social Affairs, the National Centre for Educational Research and Development (NCERD) the private and public sectors delivering education, and the array of NGO's currently engaged to a lesser or greater extent in delivering educational services to children and youth with special needs.

5. *Exclusionary policies*

There are numerous examples of policies (or practices interpreted as policies) within the Ministry of Education that serve, either unintentionally or otherwise, to exclude students who have special needs from gaining access to an educational program. These include a lack of policy with regard to accommodations for students with special needs in the examination process (although on an ad-hoc basis some have been allowed), and a restrictive view of who is capable of following the National curriculum.

6. *Facilities*

Lebanon is currently undergoing major rebuilding of its physical infrastructure. At this critical time, it is important to build new schools and other public buildings using accessible design of the physical plant, because accessible features are easy to incorporate and involve little or no additional expense at the design stage, but can involve major costs for retro-fitting later. By addressing this issue now, the country can pave the way for the inclusion of students with physical disabilities in the future.

It is important to recognize that the design standards for adults are not necessarily identical for children, and that the standards in schools must be appropriate to children.

7. *Curriculum and Learning Resources*

The current National Plan for Education opens the door to a more flexible education system. This bodes well for the accommodation of students with minor learning difficulties who are currently in the system but not being successful within it.

There is a need to design a modified curriculum for those few children with intellectual disabilities who are not currently able to master the learning objectives of the current curriculum, and to obtain the authorization of the Ministry of Education, Youth and Sport to use this modified curriculum under certain conditions with appropriate populations of children with special needs. The development of appropriate assessment tools is also necessary to ensure that these students have been identified using valid and reliable methods.

In the short term, teachers will need accessible information in the form of teacher resources to assist them in making appropriate adaptations to their teaching and classroom management styles for those students who require them. This, accompanied by appropriate in-service activities, will assist in creating a classroom environment where students with special needs can be more readily accommodated.

In the longer term, instructional materials designed for students must also be adapted to facilitate this accommodation.

8. *Discriminatory Practices:*

Currently there are few restraints on private schools. We heard of many instances where parents have been asked to remove their children from enrollment, or where there was refusal to enroll them in the first place. Because private schools are judged by the public based on the results of national tests, it is in their interests to select only those students who have a high probability of success. This results in two phenomena:

(a) parents of children who are less academically capable are left shopping for a place to send their children to school, sometimes having to change private schools two or three times in the space of one academic year.

(b) the public schools have a disproportionate number of students with learning difficulties or who come from less advantaged circumstances.

Private schools who accept children with special needs take calculated risks that their reputations as "good schools" will not be harmed by so doing.

9. **Training and Professional Standards**

A knowledgeable and skilled workforce is essential to the success of educational programs for students with special needs.

Some training institutions offer opportunities for training in limited range of special education areas. Private universities and colleges appear to have been more progressive in this regard to date than the public institutions. There is no requirement for any orientation to the range of special needs as part of a basic teacher training program.

Familiarization of administrators with issues and strategies in special education have not been on the national agenda.

Because of the size of the country, specialized training in sub-specialties of special education (such as visual impairment and hearing impairment) are not feasible without some collaboration between institutions and possibly within the region.

In even extremely low-incidence areas (such as multi-handicapped and deaf-blind) selection of capable individuals for training abroad in an existing program appears to be the only viable option.

Most of the people in the country with specialized training in special education are currently employed by NGO's. The structure of the education system is not designed to take advantage of their expertise in a support role to schools.

There are no certification requirements across a number of specialty areas. This has resulted, in the private sector, in a proliferation of individuals who purport to be able to help parents who have children with special needs. These range from well-trained individuals offering excellent services to those whose questionable practices can be regarded as no better than charlatanism.

Parents frequently pay large sums of money to these people in the hope that it will help their children. Certification, with standards of professional practice should be put in place to protect the public from these unethical practices.

10. Public Awareness

There is a general lack of awareness of the facts regarding children with special needs among educators, administrators, and the general public. In such an environment, it is difficult to attempt integrative efforts which allow children with special needs to gain access and to participate meaningfully in the education system and in their communities. Public awareness and education is central to achieving opportunities for these children.

SUMMARY OF RECOMMENDATIONS

1. The responsibility for the education of ALL students be transferred, in a systematic and carefully planned way, to the Ministry of Education, and that the Ministry of Social Affairs continue to take the responsibility for a supporting role in care and family support.
2. That a Task Force at a high level, reporting to the Minister of Education, Youth and Sport, with representation from the Ministry of Education, Youth & Sport, the Ministry of Social Affairs, the Ministry of Health, Non-governmental organizations, private and public school administrators, universities, and parent advocacy groups be struck at once to provide advice with regard to implementation of needed legislative and policy changes identified in this report.
3. A position be created in the Ministry of Education at an appropriately high level to co-ordinate the planning process and policy development work necessary to develop special education services within the education system in Lebanon. It is important that the person filling this position be both a capable administrator and have exceptional knowledge of special education.

In the longer term, a special education unit within the Ministry should be established.

4. The government begin to set standards of professional practice for those NGO's and private schools currently receiving public funds
and that
licensing requirements for professionals working in specialized areas of education and related services for children with disabilities be developed and implemented.
5. The MEYS immediately recognize as schools those NGO-operated facilities which are offering the National Curriculum to their students using adapted strategies and materials, and which meet acceptable standards of professional training and practice.

6. That the MEYS begin immediately to develop an examination policy which enables adjudicated examinations for all students with special needs who require adaptations to the examination process (but not to the content of the examination) in order to demonstrate their knowledge.
7. That a technical unit with expertise in Special Education be established at NCERD to manage projects related to the implementation of National special education initiatives in Lebanon including demonstration projects and developmental work, and that reports on progress be regularly provided to the Task Force and the Minister.
8. That the MEYS, in collaboration with NCERD, develop and adopt a modified curriculum which can be used in those facilities currently offering educational programs for students with intellectual disabilities.
9. That teacher resource material be developed by the MEYS in collaboration with NCERD, to support the adaptive strategies needed for inclusion and instruction of students with special needs and that these be developed in the following order: Learning disabilities, mild intellectual disabilities, gifted, physical disabilities, hearing impairment, visual impairment and that the developmental work be completed in two years or less.
10. That ten schools (2 per region) be selected as demonstration sites for implementation of the 3-stage conceptual model

and that

appropriate training and deployment of resource personnel be undertaken as outlined in the workplan which follows,

and that

NGO's be involved in the development and implementation of Level 3 services in these demonstration sites.

11. That capable and interested individuals be identified for studies abroad in the area of deaf-blindness, where there is currently a lack of expertise in the country.
12. That the Government of Lebanon and UN agencies support a project to develop a signed communication system and support its implementation so that deaf children are able to communicate using a consistent signing

system and so that standards for interpreters can be developed.

13. Using expertise currently available in the NGO system, a National Resource Centre for the Visually Impaired be established to produce necessary braille, large-print, and audiotape material for use in the education of children who are visually impaired or blind, and so that current duplication of effort can be minimized.
14. That support be provided to enable parent advocacy organizations to come together, to develop a modest secretariat and communication system. This will enable them to advocate more effectively for their children and to participate meaningfully in the planning for special education services in Lebanon.
15. That a public awareness campaign be undertaken to increase general awareness in Lebanon of the potential of children with special needs for learning, incorporating the theme that they are more like other children than they are different.

Implementation of these recommendations will begin to address the needs of a significant group of children who do not appear at this time to have benefited from the strides which Lebanon is making in restructuring its education system.

SECTION 1

Background and Context

1.1 Introduction

The Terms of Reference for this mission can be found in Appendix A. In addition, the contract required that the International consultant define for special education a coherent but flexible conceptual framework to be able to integrate into the existing system, define a progressive strategy of implementation on a short and long term, and define the necessary qualifications and a training plan for human resources. A two-week period was allocated for the mission.

In an area which is this complex and multi-faceted, without prior background work preparatory to the mission, it is not possible to treat the subject of special education in Lebanon in the depth and breadth which it properly deserves. We know that there are many more individuals and groups with information and insight which might have been helpful to developing a more comprehensive set of recommendations.

Therefore, while the team is confident that the major themes requiring attention have been identified, it is important for readers of this report to recognize that it only begins to “peel the first layer of the onion” and that this report represents a broad framework of recommendations, each of which needs substantially more attention and detail.

1.2 Context:

International Trends:

In the international community in developed countries, there is a high level of consensus about the importance of human rights and the protection of vulnerable groups. Among these are people with special needs. Changes to legislation and policy are moving or have moved toward a more inclusive way of providing educational services. This enables children with special needs to become fully participating members in a community of learners, in an environment that promotes participation, friendship, and interaction.

Lebanon signed the International Convention on the Rights of the Child in 1990. Despite this, the UNDP (1990) report points out that national legislation does not provide adequately for the protection of children’s interests.

The Council of Ministers on 17/8/94 approved the ratification of a plan for educational reform in Lebanon which opened the door to a restructuring of the education system in a way which can be more flexible and child-centred. These good intentions, if acted upon, provide the opportunity to recognize and accommodate the diversity of children who are represented in the population of school-age children.

Role of Non-Governmental Organizations (NGO's)

During years of civil war, NGO's began to develop services to fill a void in the public sector. Since the conclusion of the war, they have continued to deliver and expand educational and other services, generally with some funding by the Ministry of Social Affairs. There are currently no professional or programmatic standards applied as a condition of funding, and the quality of programs varies substantially.

Because the capacity in the NGO's is often limited, instances in which parents of children with disabilities who have nowhere to go are not uncommon and their children are at home with no program whatsoever.

The Ministry of Education, Youth and Sport (MENS) has not to date been open to accepting responsibility for the education of children with more severe (low-incidence) disabilities. This lack of recognition currently results in a situation in which those NGO's who are running quality educational programs have no mechanism for being recognized as a school, even when they employ well-trained special educators who have teaching credentials which are above and beyond those of many teachers in the public and private sector.

It is essential that the educational services offered by NGO's be brought in a systematic way into the educational system soon. During the war years, they filled a void and began to provide important services when none existed. However, if these services become institutionalized in a distinct and separate system of educational service delivery in this post-war period, the de-institutionalization process will be more difficult and costly, and the barriers to the inclusion of students with special needs increased.

More important, NGO's provide a source of needed expertise which can be brought to bear on the current educational restructuring efforts.

2.2 Prevalence Estimates

Basic demographic data for Lebanon is not particularly reliable, and estimates of the total number of school-age children vary considerably. Using the Balbous study sample of 10% and projecting to 100%, the total enrollment in schools in Lebanon in the 1995/96 school year would have been about 291,350 students between the ages of 6 to 11 (inclusive) and a further 153,310 ages 12-15 inclusive. However, in 1996, the Ministry of Social Affairs Population and Housing Database Survey reported that 10.1 % of the population of Lebanon was in the 5-9 age group and a further 10.6 % in the 10-14 age group, in a total estimated population of 3,776,317.

The team acknowledges the limitations of our estimates given the unreliability of total population statistics and demographic data. However, to obtain a “best estimate” ,we have chosen to use the total population estimate of 3,776,317 estimated the number of children of school age in each group using the percentages reported in the Ministry of Social Affairs report. To these figures, we have then applied the prevalence levels reported in research (Ysseldyke & Algozzine, Algozzine et. al, B.C. Ministry of Education 1998)for each type of special need. Using this methodology, we estimate the number of children with special needs of school age in Lebanon to be as indicated in Table 1.

The academic literature suggests that estimates for low-incidence groups is highly consistent across jurisdictions, but there is greater variability for other groups.

The Ministry of Social Affairs report indicated that there were 29,866 known handicapped persons with mental retardation, deafness, blindness, physical disabilities and other handicapping conditions in the country. Given what is known about prevalence levels for these conditions, it is reasonably certain that these figures constitute an under-estimate of actual numbers regardless of which of total population estimate studies is used.

SECTION 3

Conceptual Framework

3.1 Conceptual Model:

Because Lebanon is at an important juncture in terms of implementation of educational reform, it is essential that a conceptual framework be adopted now which will lead to a unified system of service delivery across a range of needs, rather than a parallel system.

It is critical that the range of services which will ultimately be needed to achieve the goal of an accessible and appropriate educational program for every child without discrimination is identified now, so that the pieces of what currently exists can be pulled into such a unified system in an orderly way.

In order to achieve this, the team proposes a framework which unifies the elements of teacher training, placement, and deployment which is conceptualized in Figure 1 on the following page.

Even though it may take time to implement, in the longer term this conceptual framework can serve as a model for planning and implementation over time in a coherent and strategic manner and for addressing the diversity of special needs across the levels and groups outlined in the definitions above.

It must be emphasized that, in the model, the lines dividing the triangles are for conceptual purposes only, but that in “on the ground” implementation, the levels between them must be fluid and dynamic.

Table 2 on page 9 provides descriptive detail with regard to the three dimensions of the model shown in Figure 1 and specifics with regard to utilization, training, and placement of personnel.

Table 2
Skills Required for Implementation of Conceptual Model

Placement	Utilization	Training/Education
<p>Level 1:</p> <p>Regular Classroom</p>	<p>Teacher is able to</p> <ul style="list-style-type: none"> • group children for instruction in a flexible and dynamic way • deliver corrective instruction as a part of normal teaching routines • carry out basic criterion-referenced assessment • identify children who require more intensive intervention. 	<ul style="list-style-type: none"> • Basic orientation to exceptionality • survey course(s) in the range of exceptionality offered in either pre-service or in-service training
<p>Level 2</p> <p>School-based generalist in special education.</p> <p>(NOTE: To be effective, these personnel must be BASED IN A SCHOOL, and seen as part of the school staff. In the literature, they are sometimes referred to as Learning Assistance teachers or Resource Teachers. A ratio of 1 such teacher for every 350 FTE students enrolled in the school is generally required for effective intervention.)</p>	<ul style="list-style-type: none"> • uses collaborative consultation skills to facilitate formation and functioning of a school-based team • consults with classroom teachers with regard to specific children who are not making progress in the classroom or about classroom management. • demonstration lessons designed to improve instruction for vulnerable students or groups of students. • provides direct small-group or individualized instruction within a classroom or on a pull-out basis to address specifically identified needs of children. 	<ul style="list-style-type: none"> • deeper orientation to diagnostic teaching • implementation of a wide range of teaching strategies designed to meet the needs of exceptional learners • trained in remedial teaching strategies • knows how to identify and select instructional materials appropriate to individual needs • knowledgeable about classroom management strategies • recognizes when it is necessary to refer to Level 3 services.
<p>Level 3</p> <p>Regional or diagnostic centre with a cross-disciplinary team of specialists. (examples include specialist teachers for vision and hearing impairment, speech therapists, school psychologists, etc.)</p>	<ul style="list-style-type: none"> • carries out highly specialized assessment • acts as a consultant to school-based personnel • works directly with students who have significant special education needs. 	<ul style="list-style-type: none"> • specialized in one area of special education • trained in adapting and modifying instruction on an individual basis suitable for the specialized area of exceptionality

4.2 Need for Role Clarification: Counselor/Special Education Teacher

The project described on the prior page, designed to train counselors, does not appear to clearly differentiate functions which are by their nature inherently different.

There appears to be a lack of clarity about the functions performed by personnel who work as counselors and those who have a remedial and specialist teaching function. The skills required for these functions are complementary but they are not the same, and the contributions which their skills can make within the system are significantly different.

It is important to clarify these in the progressive development of a service delivery system to address special education in Lebanon.

flow to assisted private schools and non-governmental organizations (NGO's) to ensure that standards are met and that there is accountability for public funds.

It is not sufficient that leadership involve good administrative and management skills. To be effective, they must also include an excellent technical understanding of the issues to be addressed in the education of children with special needs across the range of exceptionalities, and communication skills to bring an understanding of the need for action to a broad range of decision-makers.

Currently, there is much to do. There are many people in Lebanon who are knowledgeable and can assist in setting a framework and bringing their own skills to providing leadership. Their skills should be brought to bear in addressing special education in Lebanon.

It is therefore recommended that:

A Task Force at a high level, reporting to the Minister of Education, Youth and Sport, with representation from the Ministry of Education, Youth & Sport, the Ministry of Social Affairs, the Ministry of Health, Non-governmental organizations, private and public school administrators, universities and parent advocacy groups be struck at once to provide advice with regard to implementation of needed legislative and policy changes identified in this report.

As the Task Force begins its deliberations and provides its recommendations, personnel inside the Ministry will be needed to attend to the logistical, administrative, and policy development work that arises. It is recognized that in the current environment, it is difficult to add staff in the public service. However, if the issues of special education are to be addressed, this is essential.

It is therefore recommended that:

A position be created in the Ministry of Education at an appropriately high level to co-ordinate the planning process and policy development work necessary to develop special education services within the education system in Lebanon. It is important that the person filling this position be both a capable administrator and have exceptional knowledge of special education.

In the longer term, a special education unit within the Ministry should be established.

These programs are schools in every sense of the word and they need to be recognized as such by the Ministry of Education and to receive funding support from that Ministry for the educational program that they offer, in addition to the rehabilitation funding currently allocated by the Ministry of Social Affairs.

Initially, funding should be structured so that each child with a disability in qualifying facilities where personnel meet acceptable standards of professional training and practice is funded at the same level as any other child in the public system, and the supplemental cost of programs should continue to be borne through existing sources (i.e. the Ministry of Social Affairs and the private sector).

It is therefore recommended that:

The MEYS immediately recognize as schools those NGO-operated facilities which are offering the National Curriculum to their students using adapted strategies and materials and which meet acceptable standards of professional training and practice.

Such a decision does not involve the creation of new services, but rather an inclusion of existing services with only minor costs to the educational system. It would, however, represent an important first step in providing some Level 3 students with special needs with an educational program inside the existing educational system.

5.4 Access to the examination system

People working in NGO's discussed their efforts to gain access for their students to the national examinations. They are consistently clear about the fact that they expect their students to achieve the same level of learning as any other student who sits the examination, and that all they ask is that adaptations be made to enable their students to demonstrate in an equitable way what they have learned.

To its credit, the Ministry of Education has begun to recognize the potential of these students and has allowed accommodations in the examination procedures. However, this has happened on an ad-hoc basis, student-by-student, and not because of an enabling examinations policy.

NGO staff expressed concern that where these adaptations have been made, markers may be using a more lenient standard in grading the examinations. They

Creating a host environment conducive to success involves several important elements:

- * Orientation of and support from senior administrators and on-site administration
- * Orientation and skill training (Level 1) for ALL staff in the school on a sustained basis to ensure a reasonable skill set.
- * Information and education for the parents of other children attending the school. This needs to be personalized in terms of their own parental feelings.
- * Placement of a generalist in special education (Level 2) at the school as part of the school staff to provide remedial instruction and consultative support to the other teachers.
- * Training about and development of school-based problem-solving teams. This structure engages teachers in discussion about alternative methods of accommodating students who are currently “at the margins” in their classrooms (both problem students and gifted) and supports them in trying alternative instructional strategies.
- * The gradual introduction of students with more severe disabilities (Level 3) into the school environment, with support provided from NGO’s who have expertise in the area of disability.

It is therefore recommended that:

Ten schools (2 per region) be selected as demonstration sites for implementation of the 3-stage conceptual model

and that

appropriate training and deployment of resource personnel be undertaken as outlined in the workplan which follows,

and that

NGO’s be involved in the development and implementation of Level 3 services in these demonstration sites.

In the long term, personnel from these demonstration sites can be a resource to other schools as implementation of a more inclusive education policy moves forward.

5.6 Standards and Licensing:

Currently, there appears to be considerable variation in the quality of programs being offered through NGO's. We visited some where excellent work is going on, but understand these to be not necessarily typical. It is essential that the Government begin to set professional standards and expect professional ethics to prevail in those institutions who receive any government funding whatsoever, and to begin to consider what measures might be taken with regard to those who operate without any government support.

The licensing of professionals to practice is an issue that also must be addressed so that parents of children with disabilities, who are vulnerable, are not spending money needlessly on treatments for which there is no empirical evidence of effectiveness, in the vain hope that their child's disability will be cured. While we found some very professional, conscientious and well-trained individuals working in some settings that we visited, it appears that this is not the general case.

Examples of desperate parents who had been taken in by less than ethical practices are not uncommon, and even in our limited sample during the two-week mission we encountered several.

We were consistently faced with the issue of the duality of a private and public education system in Lebanon, and the exclusionary practices of most private schools in accepting or keeping any children who present with any kind of learning or behavioural difficulties. Ironically, it is these who are viewed as the "best" schools because they can control totally the population of students they are prepared to teach.

The net result is a systematic weakening of the public system by decisions taken in the private sector. If Lebanon wishes to strengthen the public school system, it must address the issue of discriminatory practices in the private school system. At the moment, the only requirement for licensing a private school is that it follows the national program. It is possible to add criteria to the licensing process that would minimize the discriminatory practices that currently exist.

In the current fiscal climate, the state is reported not to be in a financial position to "go it alone". The resources which private schools and NGO's currently bring to the education of students are essential in order to maintain an educational system under current conditions.

This partnership of the government, the family, and the community must be maintained. However, by taking strategic decisions with regard to policy, it is

In order to establish some national standards for programs being offered for children with intellectual disabilities, it is necessary to develop standardized assessment tools relevant in an Lebanese context. We observed in some NGO settings students who appeared to be quite high-functioning relative to the assessment information available. This raises the question of whether the assessment tools used were valid and reliable for Lebanese children.

The establishment of national standards also demands the development of a modified curriculum scope and sequence appropriate for a population of students with intellectual disabilities. This would set the parameters within which Individual Educational Programs could be developed for individual students, and begin the process of bringing this group of students into the educational system in the longer term.

The essential elements in this type of curriculum design include

- * basic skills (with a functional emphasis)
- * social skills
- * pre-vocational and vocational skills.

Social skills development is particularly important because research has shown that when individuals with intellectual disabilities enter the workplace, they are more likely to experience failure as a result of not understanding the social expectations than because of their inability to master the work tasks.

Development in each of these three areas must begin early and continue throughout the educational life of the student.

Figure 2 on the following page illustrates a broad outline of such a curriculum. It serves as a “map” for developing the scope and sequence from the preschool to pre-adult years in the key areas of educational need outlined above.

It is therefore recommended that:

The MEYS, in collaboration with NCERD, develop and adopt a modified curriculum which can be used in those facilities currently offering educational programs for students with intellectual disabilities.

5.8 Special Issues of Deafblindness:

Currently, there is no expertise in Lebanon available to support existing programs for deaf or blind children to address the needs of students with deafblindness. This is a very low-incidence area that does not lend itself to program development in a university setting in a country the size of Lebanon. In order to be able to access this type of expertise in the country, it will be necessary for people engaged in this highly specialized area to obtain training abroad.

Schools for deaf and blind children report that such children do exist but that the lack of expertise prevents them from enrolling the them in the existing facilities.

It is therefore recommended that:

Capable and interested individuals be identified for studies abroad in the area of deaf-blindness, where there is currently a lack of expertise in the country.

5.9 Need for a standard signed communication system for the deaf

Currently, there is no uniform signing system used in all schools which educate deaf children in the country. We were advised that leadership in these various schools is committed to working together to develop a standard signing system. This is an ambitious task, that requires not only the development of a standard signing dictionary, but also a grammar reference.

Developers we spoke to, who are knowledgeable in the area, claim that existing signing systems such as ASL do not lend themselves to the Arabic context. The question is whether existing signing systems, in whole or in part, developed elsewhere in the world, could form the basis for some of the vocabulary. This would have the advantage of allowing deaf people in Lebanon to communicate more freely with deaf people in other parts of the world and to participate in the elements of deaf culture which are unique to them. An international expert in signed communication systems for the deaf to consult on this question should be engaged.

There is no question that there a standard system of sign for all deaf people in Lebanon and across the Arab world is important, not only for communication within the deaf community but also to set standards for the training of interpreters. The system which is developed must respect the need for the children to also manage written Arabic and other languages needed to function in Lebanese society.

5.11 Empowering Parents of Children with Disabilities:

There are a number of organizations of parents in Lebanon who are beginning to come together to discuss the issues that face them in parenting a child with a disability. Some of these are forming as a result of getting to know one another because their children attend the same NGO-operated institution. In the initial stages they see themselves as being akin to a parent-teacher association focused very much on the operation of the school and its specific needs. Increasingly, however, they are coming to understand that there are policy and legislative issues that must be addressed if their children are to gain access to the education system.

Parent groups concerned with children who have special education needs which are now forming in Lebanon need to be supported in their efforts to bring about change. They tend to be isolated from one another and without knowledge of one another. Currently they maintain themselves with personal donations and fund-raising efforts. Modest support to help them with organizational efforts and communication is important at this stage in their development.

It is therefore recommended that:

Support be provided to enable parent advocacy organizations to come together, to develop a modest secretariat and communication system. This will enable them to advocate more effectively for their children and to participate meaningfully in the planning for special education services in Lebanon.

5.12 Public Awareness:

Many children with special needs are rejected from schools in Lebanon because there is a lack of understanding on the part of other parents of the nature of their disabilities and their capacity to learn. This is compounded by the lack of understanding on the part of educators in the system who re-enforce these erroneous notions. In order to achieve an educational system which includes students with special needs in a meaningful way, education of the public about people with disabilities and their potential is needed.

Use of the electronic and print media is an important element of such a strategy. Because these can be expensive, it may be possible to identify people in leadership positions in the media who may be willing to assist with these efforts as a service to the public with donated time or space.

Awareness campaigns in other countries have sometimes benefited from the support of prominent personalities such as well-known entertainers or sports figures who are willing to support these efforts and to lend their names and images to them at no cost.

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Institut Pere Roberts pour Jeunes Sourds	Sister Patrice Moussallem
Oasis du Joie	Lulu Roueiheb Director
Antoinine International School - Tripoli	Hana Kahale Principal
American Community School	Eba Alhaj Director - Elementary
	Maritza Crespo Special Education Teacher
	Nathan H. Taylor School Psychologist
First Steps Together Association (FISTA)	Dr. Wali Jerhej
El Hadi School for Deaf & Blind	Sheikh Ismael El Zein Headmaster
	Naif Bazzi Pedagogical Head
SESOBEL	Fadia Akl Safi Director of Administration & Finance and staff
Lebanese School for the Blind & Deaf	Wadad Lahoud Principal
NCERD	Mr. Kamal Stephan Dr. Youssef Sader
College Notre Dame de Jamhour	Sister Samira Baroudy Sister Christiane Melhem

In each case where a site visit was to a program that delivered services to children, a sample of classrooms was observed and in some cases brief informal discussions held with other staff where this did not interrupt ongoing instruction.

Project #1	Timeline	Responsibility
<p>Establish Task Force and begin to address key mandate and policy issues</p> <p>Organizing Tasks:</p> <ul style="list-style-type: none"> • Develop budget for Task Force operations • Establish criteria for membership • Finalize composition of Task Force • Develop Terms of Reference • Establish Terms of Office • Make public announcements re appointments and purpose 	<p>Target for completion - March 20 '99</p> <p>6 - 7 weeks to first meeting of Task Force</p>	<p>Director General - MEYS</p> <p>Task force reports to Minister of EYS with recommendations also transmitted to Minister of Social Affairs.</p>
<p>Review of existing legislative provisions by Task Force</p> <p>Recommendations for enabling (permits, but not obliges) legislation for the accommodation of students with special needs in schools for implementation within the next year, and Mandatory (obligatory) legislation in the next 5-6 years.</p>	<p>2-3 months</p> <p>Recommendations completed by June 1999</p> <p>Drafting and passage of enabling legislation by October 1999.</p> <p>Drafting and implementation planning for mandatory legislation by June 2000</p> <p>Passage of mandatory legislation by June 2005</p>	<p>Task Force with assistance from MYES and MSA staff as required</p> <p>National and/or International consultants at early stages of legislative analysis and identification of options - 4 days</p>

<p>Project #1 - Continued</p> <p>Recommend regulations and procedures to enable access to examinations for students who require adapted test-taking</p> <ul style="list-style-type: none"> • Identify key locations for currently eligible students • Consult with key stakeholders via focus group • Draft recommended regulations & procedures • Adoption of recommendations for 99/2000 school year. 	<p>(Target for completion - November 1999)</p> <p>4 weeks</p> <p>8 weeks</p> <p>4 weeks</p> <p>4 -6 weeks depending on legislative schedule.</p>	<p>Task Force</p> <p>National and/or International Consultation - 4 days</p>
<p>Recommend changes to curriculum approval process to enable delivery of educational programs for students not currently able to enroll in the education system because of curricular content barriers</p>	<p>Target for completion - April 2000.</p>	<p>Task Force</p> <p>National and/or International Consultation - 1 day</p>

Project #2	Timeline	Responsibility
Establish 10 demonstration sites of conceptual model of service delivery Establish Special Education Unit in NCERD Identify demonstration sites	Spring 1999 Early spring 1999	President - NCERD Recommendations by Task Force and selection by MEYS.
Develop first package (Resource books and training materials) for school staffs <ul style="list-style-type: none"> • Orientation to exceptional children (Level 1) including topics such as <ul style="list-style-type: none"> * Types of exceptionality * Curriculum adaptation * Classroom organization and management strategies * Communicating with parents * Tips for getting started 	Development of Resource materials Spring - Summer 1999 Printing of Materials - August 1999	NCERD with contractors for technical work as required National and International Consultation - 15 days
Select Level 2 personnel for placement in demonstration sites	Summer 1999	MEYS in consultation with NCERD and National Consultants

Project #2 - Continued

<p>Develop second package of training materials for school staffs - Development and operation of school-based teams (target audience administrators and teachers, trained together).</p> <ul style="list-style-type: none"> * Rationale for and function of school-based teams * Roles of team members * Administrative leadership for school-based teams * The process of finding solutions * Nature of the collaborative process * Task analysis of the educational problem to be solved (using real examples from participating teachers) * Writing instructional objectives with measurable outcomes * Recording and reporting progress * Role-playing a school-based team meeting * Making school-based team meetings time-efficient 	<p>Development - Summer - Fall 1999</p> <p>Printing of materials - September 1999</p>	<p>NCERD with contractors for technical work as required</p> <p>National and International Consultation - 10 days</p>
<p>First Orientation Training Sessions for Schools Staffs using first package of materials (5 sessions, approximately 2 hours each) "Introduction to Exceptional Children" (Level 1)</p>	<p>Fall 1999</p>	<p>Co-ordination of training - NCERD Level 2 Personnel & National Consultants acting as trainers</p>

Project #2 - Continued

<p>Second Series of Training Sessions for School Staff's using second package of materials (3 sessions, 2 hours per session)</p>	<p>Winter 1999</p>	<p>Co-ordination of training sessions - NCERD National Consultants as trainers</p>
<p>Develop Formative Evaluation tools to monitor implementation of Conceptual Model in Demonstration Sites and impacts</p>	<p>Summer-Fall 1999 for use at the end of a 3-year period.</p>	<p>NCERD with contracts for National and International expertise as required.</p>
<p>Design sample activities for each grade levels to increase awareness by students of the need for education for students with disabilities and its relationship to human rights. Package to include:</p> <ul style="list-style-type: none"> * Ideas for the teacher * Sample lesson plans * Student material 	<p>Fall - Winter 1999</p>	<p>NCERD with contracts for National and International expertise as required.</p>
<p>Develop informational material for parents in demonstration sites for use at parent meetings and in school newsletters.</p>	<p>Fall-Winter 1999</p>	<p>NCERD in collaboration with MYES & MSA. Contracts for National and International expertise as required.</p>
<p>Begin planning to move inclusionary model beyond demonstration sites and into general education system over the next 3- 4 years using expertise from demonstration sites to train in other locales. Preparation for implementation of mandatory legislation in 2005.</p>	<p>Begin spring 2001</p>	<p>MYES & NCERD</p>

Project # 2 - Continued

<p>Develop modified curriculum scope and sequence for students with intellectual disabilities</p> <ul style="list-style-type: none"> * Design overview * Focus discussions with practitioners for feedback * Revision and printing 	<p>Spring - 2000</p>	<p>NCERD in collaboration with MYES,MSA, and NGO staffs</p> <p>National and International Consultation - 5 days</p>
<p>Implementation of modified curriculum in settings which accommodate students with intellectual disabilities. Co-ordinate timing with legislative changes recognizing modified curriculum.</p> <ul style="list-style-type: none"> * Design implementation plan * Hold training sessions for teachers in NGO settings * 	<p>Summer fall 2000</p>	<p>NCERD in collaboration with MYES,MSA, and key NGO personnel</p> <p>National Consultation and support for implementation using expertise from universities and NGO's.</p>

Project # 3 - Development of valid assessment instruments	Timelines	Responsibility
Develop and/or adapt and validate standardized assessment instruments for use in a Lebanese context for more reliable and valid assessment of students at Levels 1, 2, and 3.	Begin research late spring 1999. Identify potential assessment tools for adaptation and determine applicability in Lebanon. Identify standardization sample. Fall/winter 1999- Develop local national norms. Spring/summer 2000.	NCERD with national and international consultation as required.

Project # 4 - Enabling Parents and Raising Public Awareness	Timelines	Responsibility
Locate and contact heads of parent advocacy organizations	Spring 1999	Ministry of Social Affairs
Hold meeting of heads of parent advocacy organizations to explore potential for co-ordinated action and information-sharing. At the meeting, identify: * Common interests and goals * Critical needs to maintain a parent network * Individuals who will take responsibility for action.	Spring 1999	Ministry of Social Affairs in collaboration with some key NGO's

Project #4 - Continued

<p>Establish structures/secretariat to provide support for the community development work needed to strengthen parent organizational network.</p>	<p>Fall 1999 and beyond. This is a long-term activity that will need sustained support from an individual with expertise in community development until the parent network can become self-sustaining.</p>	<p>MSA in collaboration with international agencies and key NGO's</p>
<p>Determine level of support from media for public awareness-raising efforts and potential for donated air time and space in print media. Identify media relations expertise within the country to provide consultative advice. Identify potential funding sources to meet the costs of paid air and print media time. Identify reporters working in local and national media who are supportive of producing human-interest stories portraying persons with disabilities in a positive light. Locate existing material which can be used or adapted for use in Lebanon (print, audio, or videotape). Develop strategic plan for first phase of media campaign.</p>	<p>Spring Summer 1999 Summer fall 1999 Fall winter 1999 Fall 1999 Fall Winter 1999 2000</p>	<p>Ministry of Social Affairs in collaboration with international agencies and parent advocacy organizations.</p>
<p>Implement first stage of media campaign</p>	<p>Fall 1999, Winter 2000</p>	

Project #5 Develop Standard Signed Communication system for the Deaf	Timelines	Responsibility
Identify international expert in the area of signed communications	Spring 1999	NCERD Special Education Unit in collaboration with NGO's operating programs for deaf students
Organize meeting of representatives of schools for the deaf currently involved in the signed communication project in Lebanon to review potential for use in part of existing signing systems which would be usable in the new signed language.	Summer 1999	NCERD Special Education Unit
Determine potential for collaboration with other Arab states in the project.	Fall Winter 1999	International consultant working with national consultants from schools for the deaf
Design workplan for development of vocabulary set and grammatical conventions	Winter 1999	International consultant in collaboration with NGO's offering educational programs for deaf students.
Design reference for vocabulary set and grammatical conventions and begin establishment of competency standards.	The timeframe for this project cannot be scoped out further without more detailed information about the work which has already been done and the potential for using existing systems for some segments of the standard signing system. On completion of the developmental work, a training plan for personnel would need to be developed.	Report of an International Consultant with expertise in signed communication would determine further action and responsibility.

Project #6 Develop National Resource Centre for the Visually Impaired	Timelines	Responsibility
<p>Survey existing schools for the Visually Impaired to determine in more detail the current capacity within the system and its limitations.</p> <p>Determine current resource allocations (human and fiscal) devoted to this activity across all schools.</p> <p>Survey age and location of students with visual impairment in Lebanon.</p>	<p>Fall - Winter 2000</p>	<p>NCERD Special Education Unit working in conjunction with the Ministry of Social Affairs, the Task Force and relevant NGO's.</p>
<p>Identify optimal site for National Centre based on survey information.</p>	<p>Spring 20001</p>	<p>Ministry of Education in collaboration with Ministry of Social Affairs and relevant NGO's</p>
<p>Develop production, ordering, and delivery procedures. Order hardware and software to facilitate circulation, begin training staff in use of circulation software.</p>	<p>Summer Fall 2001</p>	<p>Administration in selected site, in consultation with other schools.</p>

Begin production and circulation of materials to all schools for the blind & visually impaired.	Spring Summer 2002	Staff at National Centre site.
Establish criteria, recruit and select qualified individual for study abroad in the area of deafblindness.	Spring 1999	Ministry of Education in consultation with Task Force.
Locate trained staff in deafblindness at the site of the National Resource Centre to act as outreach consultant and begin training intervenors to work with deafblind	Summer 2002	Ministry of Education in collaboration with National Resource Centre administration
Develop program of services for deafblind students at selected sites.	2004 and beyond.	

COST ESTIMATES BY PROJECT

PROJECT #1	<u>Cost Item</u>	<u>Est. Cost (USD)</u>	<u>Assumptions</u>
Organizing Tasks	Staff Time		2-3 person-days
	Consultant Fees & Per diem	640.00	1 day
	Staff time		10-12 person-days
	Honoraria - Task Force	5,000.00	Some donated time
	Travel & Per Diems - Task Force	10,000.00	About 5 non-concurrent meeting days
Review of legislation	Consultant Time	2,000.00	4 days
	Staff time		6-8 person-days
	Honoraria - Task Force	5,000.00	Some donated time
	Travel & Per Diems - Task Force	10,000.00	About 5 non-concurrent meeting days
	Consultant Fees & Per Diems	2,560.00	4 days
Regulations & Procedures- for access to examinations	Focus Group meeting	3,000.00	If need for facilities & honoraria or substitute costs
	Staff time		6-8 person-days
	Honoraria - Task Force	5,000.00	Some donated time
	Travel & Per Diems - Task Force	10,000.00	About 5 non-concurrent meeting days
	Consultant Fees & Per Diems	2,560.00	4 days
Recommend curriculum approval process changes	Focus Group meeting	3,000.00	If need for facilities & honoraria or substitute costs
	Staff time		6-8 person-days
	Honoraria - Task Force	3,500.00	Some donated time
	Travel & Per Diems - Task Force	6,000.00	About 3 non-concurrent meetings
	Consultant Fees & Per Diems	640.00	1 day
	Office expenses - paper, mail, etc.	1,500.00	Clerical staff costs not reflected
	Consultant Travel	1,600.00	If international consultation used.
	TOTAL PROJECT COSTS	\$ 51,440.00	

*Staff time allocated from Ministry of Education, NCERD, and Ministry of Social Affairs as appropriate to the task

** Costs will be less if Task Force members do not require honoraria or travel and per diem cost

PROJECT #2	Cost Item	Est. Cost (USD)	Assumptions
Establish Demonstration Sites & Related Activities			
Establish Spec.Ed. Unit in NCERD	Professional staff (3 at \$65,000)* Secretary 0.4 FTE	\$195,000 \$25,000	Salary & Benefits - need verification. Salary & Benefits - need verification.
Clerical support for Unit			
Develop Resource pkg.#1	Contractors for technical work Consulting team (3) Printing	\$35,000 \$28,800 \$1,500	Some work done in-house by NCERD staff 1.5 days consulting time - Fees & per diems Print quality impacts costs. This is minimal.
Level 2 personnel - 10 sites	10 teachers @ \$40,000 each *	\$400,000	Salaries & benefits need verification Could be reduced if existing staff can be re-deployed in school system - unlikely
Develop Resource Pkg. #2	Contractors for technical work Consulting team(3)	\$50,000 \$16,100	Some work done in-house by NCERD staff 10 days - fees & per diems.
Training Session #1 & 2	National consultants/trainers	\$8,000	Preparation time plus 80 hrs. instruction Assumes no teacher release or substitute costs.
Formative Evaluation tools	Contractors for technical work Materials production & distribution	\$30,000 \$1,500	Could be done with consulting team Depending on print quality and run size
Student materials	Development	\$35,000	
Parent Materials	Production & Distribution	\$4,000	Depending on print quality & run size
Modified Curriculum	Development	\$8,000	
	Production & Distribution	\$2,000	Depending on print quality & run size
		\$50,000	Using combination of contractors & consultants as needed.
Implement Modified Curriculum	Implementation Planning Training sessions	\$1,000 \$20,000	Consultants plus NCERD staff Depends on availability of qualified trainers
	TOTAL PROJECT #2	\$890,900	

* Denotes annual costs

WORK PLAN52

PROJECT #3	<u>Cost Item</u>	<u>Est. Cost (USD)</u>	<u>Assumptions</u>
Develop/adapt standardized assessment tools	Research & identify potential tools for adaptation:		May need copyright clearances to proceed.
	Contracts for technical work	\$6,000	If not granted, alternatives to develop original tests will increase costs substantially.*
	National Consultants (est. 4 days)	\$2,000	NCERD staff time in addition
	Development of test versions	\$20,000	NCERD staff time in addition
	Selection of standardization sample(s)	\$10,000	
	Administration of test to sample	\$35,000	Need qualified test administrators available
	Develop local norms	\$30,000	
	Develop final test and technical manual	\$40,000	
	Production & distribution	\$60,000	**Some costs may be recoverable through sales.
		TOTAL KNOWN COSTS - Project #3	\$203,000.00

*Unable to identify these costs without further research.

WORK PLAN53

PROJECT #4

Enabling parents and Raising Public Awareness

<u>Cost Item</u>	<u>Est. Cost (USD)</u>	<u>Assumptions</u>
Locate & contact parent advocacy Hold meeting of heads of parent advocacy organizations	\$200	Staff time - Ministry of Soc. Aff. & NCERD Minor costs for hosting meeting
Establish Secretariat: Staff position	\$50,000	Salary, benefits & related costs for 1 FTE staff (2 people half time - 1 administrative, 1 clerical)
*Start-up costs	\$25,000	Equip office
**Office operations - annual	\$20,000	Phone, Fax, supplies, printing
Public Awareness Campaign Feasibility Research	\$6,000	There are too many variables to estimate these without benefit of further research. Range is very wide depending on media and celebrity response.
TOTAL INITIAL COSTS -PROJECT #4	\$101,200.00	

* one-time only

** may be sustained in future with fund-raising

PROJECT #5

Deaf Sign Language

<u>Cost Item</u>	<u>Est. Cost (USD)</u>	<u>Assumptions</u>
It is not possible to estimate the cost of this project without further research and information about what work has already been accomplished on a voluntary basis, and the extent of the vocabulary work already completed.		

WORK PLAN54

PROJECT #6

National Resource Centre For Visually Impaired

<u>Cost Item</u>	<u>Est. Cost (USD)</u>	<u>Assumptions</u>
Determine current capacity & limitations	\$10,000	Most work done by NCERD Special Ed. Unit Some consultative time may be required.
Survey age & location of student with VI Co-ordinator position for Centre	\$8,000 \$60,000	Major work done through NCERD Salary & Benefits. Knowledge of VI/blindness essential in this position
Enhancement of collection in selected site Acquisition & installation of circulation hardware & software	\$150,000 \$30,000	Some items may be pooled from other sites Existing program can be found & adapted.
Develop resource catalogue & on-line list Bar-coding of collection Technical assistance	\$20,000 \$30,000 \$18,000	Clerical time with assistance from co-ordinator Clerical time with assistance from co-ordinator Fees, per diem & travel - likely international expertise required.
SUB-TOTAL for START-UP to Year 2001	\$326,000	
Expertise in deaf-blindness higher Subsistence Costs Travel	\$8,000 \$10,000 \$2,000	One student to be trained to Master's level Already possessing some special education training in undergraduate program and experience . working in either deaf or blind education.
SUB-TOTAL annual cost -2-year program (S40,000 over the training period).	\$20,000	
TOTAL INITIAL COSTS	\$346,000	To 20001

WORK PLAN55

Annual operation of Centre beyond start-up year	Staff (Co-ordinator, 1 braillist, 1 clerical, deaf-blind specialist)	\$220,000	Some of these costs may be absorbed through current sources of funding in existing facilities. Depending on the amount of curriculum change in mainstream - to keep materials current. Assumes volunteer readers for audiotape production.
	Resource acquisition/development	\$110,000	
	Materials & Circulation costs	\$60,000	
	TOTAL ANNUAL COSTS	\$390,000	* assume no rental - centre located in existing facility * most of these costs already exist but are fragmented in NGO's and inefficient.

LIST OF DOCUMENTS AND PUBLICATIONS

brought from New York

December 1998

- Country strategies for social development, the experience of:
 - BOTSWANA
 - BOLIVIA
 - GUINEA
 - EGYPT
 - UKRAINE
- 1997 Annual report of the UN Resident Coordinator in PAKISTAN
- Documents on Iran:
 - The state of the young, Islamic Republic of Iran, UNICEF
 - The state of Women, Islamic Republic of Iran, UNICEF
 - The progress of Provinces, Islamic Republic of Iran, UNICEF
 - Conference reports on Street children, Child abuse and Interaction between Government, Civil society and the International development community in the Islamic Republic of Iran, UNICEF

PROGRAMME, EVALUATION AND POLICY:

- A framework for change, UNDG
- UNDP and Civil Society Organizations, Building Alliances for Development, UNDP
- Integrating Human Rights with sustainable human development, UNDP
- Results-Oriented Monitoring and Evaluation Handbook, UNDP
- Empowering people, a guide to participation, UNDP
- Who are the question-makers, a participatory evaluation handbook, UNDP
- Decentralized authority to sign cost-sharing arrangements, UNDP Memorandum, 08/10/98
- Technical Note on Project and Programme results and indicators, Evaluation Office, UNDP
- Procedures for Country Review, UNDP
- Regional Cooperation Framework for the Arab States, 1997-2001, RBAS, UNDP
- Building Partnerships with civil society: A guide for development practitioners, SEPED, UNDP
- UNDP 2001 and Strategic Partnerships, Memo from J.G.Speth, May 1998, UNDP
- How to implement the Programme Approach, A user s guide, May 1997
- UNDP 1998 Strategic Plan
- UNDP Programming Manual, Formulating Programmes and Projects, September 1998
- List of donors to UNDP and their ODA policy and priorities, UNDP, April 1998

ENVIRONMENT:

- Environment at the heart of sustainable human development, UNDP
- Enabling dimensions of environmental assessment in technical assistance, Press article in Sustainable Development by Thomas Theisohn
- Report of the second independent Evaluation of the GEF small Grant Programme, June 1988, GEF, UNDP
- Global Programme for Agriculture and Food Security, GEF, UNDP
- Global Programme for Forest Management to Support Sustainable Livelihoods, GEF, UNDP
- Global Water Programme, GEF, UNDP
- Climate Change Programme, GEF, UNDP
- Energy Account, BPPS, SEED, UNDP

- UNDP Water Strategy
- An opportunity for Partnership, UNSO
- Initiating National Desertification Funds, UNSO
- Mobilizing Resources for National Desertification Funds through Dept for Environment Swaps, UNSO

POVERTY AND SOCIAL DEVELOPMENT:

- Overcoming human poverty, UNDP Poverty Report 1998
- The Sustainable Livelihood Approach, a concept paper, SEPED, UNDP
- Towards a typology of Sustainable Livelihoods systems, SEPED, UNDP
- Rural and Urban poverty, similarities and differences, SEPED, UNDP
- Sustainable Livelihoods: Concepts, Principles and Approaches to Indicator Development, Draft Discussion Paper, SEPED, UNDP
- Sustainable Livelihoods enhancing Investment Strategies, SEPED, UNDP
- Technology Strategies for Sustainable Livelihoods, SEPED, UNDP
- Governance and Sustainable Livelihoods, Challenges and Opportunities, SEPED, UNDP
- A Guide to Policy Analysis and Formulation for Sustainable Livelihoods, SEPED, UNDP
- Participatory Assessment and Planning for Sustainable Livelihoods, SEPED, UNDP

GENDER:

- Gender and Poverty, SEPED, UNDP
- Integrating Gender issues into national budgetary Policies and Procedures: some policy options. In Journal of International Development, November 1998
- Engendering Macroeconomics, SEPED, UNDP, July 1998
- Mainstreaming: a Strategy for achieving equality between Women and Men, a think piece, July 1996

MICROFINANCE:

- Microstart Operational Handbook, Special Unit for Microfinance, UNDP
- Microstart Pilot Programme, Programme Description, Special Unit for Microfinance, UNDP

APPENDIX A

Terms of Reference for the Mission

Terms of reference for an international consultant and two national consultants experts in Special Education to conduct a needs assessment study of the Lebanese educational system in the field of Special Education.

Context

Reform of the Educational System

The Ministry of National Education, Youth and Sports (MNEYS)/ the National Center of Educational Research and Development (NCERD), in cooperation with UNESCO/UNDP, have launched a Reform Plan of the Lebanese Educational System.

The new system of education has been tried out for the first time during the school year 1998-99 in the first year of the four cycles, in order to cover all classes in 2001 (i.e. grades 1, 4, 7, 10).

Special Education

Public authorities in this field, apart from some interventions from the Ministry of Social Affairs (to be developed) and some initiatives from NGOs and charitable associations have done almost nothing. It is then urgent to proceed to a global study in this field before proposing a policy and a strategy. The plan of the Reform foresees that relevant legislation texts will be adopted subsequently.

Special education should take into account different type of students with special needs (slow learners, dyslexic, handicapped, exceptionally gifted, etc..).

Objectives

The objectives of the mission are:

To undertake, at the policy level, a diagnosis of the current situation in view of integrating, as much as possible and progressively, special education in the new system.

To propose a pilot project, on a short term, for the settlement of special education in a small number of schools

Duties

Under the responsibility of UNESCO and in cooperation with the NCERD and the MNEYS, the consultant will lead a Team composed of two others consultants, and shall:

Conduct a needs assessment study based on field visits and interviews, and on all existing sources of information available in the country-from medical, social, educational service structures.

Determine the availability of services provided to school-age children, youth and even students with special educational needs.

Define for special education a coherent but flexible conceptual framework to be able to integrate in the existing system;

Define a progressive strategy of implementation on a short and long term;

Define the necessary qualifications and a training plan for human resources;

Propose an implementation plan for a pilot project as experimentation on a short term;

Submit a final report in English/or French with a detailed executive summary in one of the other language on a hard and disk form.

Documents to be produced

A mission report including a situation analysis, the proposed conceptual framework and a plan for a pilot project covering a limited number of schools.

Mission

January 3-17, 1999 and 4 days for report writing.

Appendix B

Definitions

LEVEL 1:

These are students who are of low-average ability (slow learners), and those who have mild learning disabilities or emotional difficulties which can be managed in the context of the classroom with appropriate adjustments to instruction, materials, and classroom management without the need for additional support beyond periodic consultation or first-line assessment to determine appropriate strategies.

LEVEL 2:

Students with Mild Intellectual Disabilities

A student is considered to have a mild intellectual disability if intellectual functioning is -2.01 to -3.00 standard deviations below the norm on an individually administered Level C assessment instrument of intellectual functioning, and there is delayed adaptive behaviour and functioning of similar degree. While individual needs will differ, many students with mild intellectual disabilities may require specific instruction for the acquisition of gross and fine motor skills, communication skills, assistance with development of social skills, including personal independence, social responsibility and life skills, as well as with reasoning skills, memory, problem solving and conceptualizing skills.

Level 2 continued

Students Who are Gifted

A student is considered gifted when she/he possesses demonstrated or potential abilities that give evidence of exceptionally high capability with respect to intellect, creativity, or the skills associated with specific disciplines. Students who are gifted often demonstrate outstanding abilities in more than one area. They may demonstrate extraordinary intensity of focus in their particular areas of talent or interest. However, they may also have accompanying disabilities and should not be expected to have strengths in all areas of intellectual functioning.

Treffinger (1986, p.40) defined three major characteristics of gifted students as:

1) Above Average Intelligence

- Advanced vocabulary
- Good memory
- learns very quickly and easily
- Large fund of information
- Generalizes skilfully
- Comprehends new ideas easily
- Makes abstractions easily
- Perceives similarities, differences, relationships
- Makes judgments and decisions

2) Task Commitment

- Sets own goals, standards
- Intense involvement in preferred problems and tasks
- Enthusiastic about interests and activities
- Needs little external motivation when pursuing tasks
- Prefers to concentrate on own interest and projects
- High level of energy
- Perseveres; does not give up easily when working
- Completes, shares products
- Eager for new projects and challenges
- Assumes responsibility

3) Creativity

- Questioning; very curious about many topics
- Has many ideas (fluent)
- Sees things in varied ways (flexible)
- Offers unique or unusual ideas (original)
- Adds details; makes ideas more interesting (elaborates)
- Transforms or combines ideas
- Sees implications or consequences easily
- Risk-taker; speculates
- Feels free to disagree
- Finds subtle humour, paradox or discrepancies

Students with Learning Disabilities

Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviours, social perception and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (e.g., cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences."

For statistical purposes and because there is some co-morbidity, students with Attention-Deficit Hyperactivity Disorder (AD/HD) have been included in this category.

AD/HD is a neurological disorder requiring a clinical diagnosis based on criteria outlined in *The Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM IV)*. Students with AD/HD demonstrate significant impairment related to inattention and/or hyperactivity and impulsivity compared to average children of the same age. The prevalence of AD/HD is estimated to be 3 - 5 % of the school-aged population. Clinicians typically report that boys are referred for AD/HD assessment nine times more often than girls, while studies using a general population base indicate that the ratio of boys to girls with the disorder is closer to 3:1.

The following information should be collected by a multi-disciplinary team to assist in making an AD/HD diagnosis:

- life history and background of family members, including medical and psychiatric history,
- developmental history of the student, including birth history, developmental milestones, records of classroom-based and individual assessments that may be included in the student's permanent record folder at school and medical history,
- current physical examination to rule out other health concerns,
- information about a student's learning abilities and academic skills,
- ratings of the student's behaviour using standardized behaviour rating scales to be completed by parents and teachers, and
- descriptions of the student's behaviour in various settings over time provided by parents and teachers (objective observational data provided by the school are very useful in this regard).

In addition, psycho-educational testing is helpful to determine the student's learning strengths and needs and to determine if learning disabilities are impacting on the student's school achievement.

Behaviour/Emotional Disorders

Behaviour/emotional disorder is a generic term which refers to a heterogeneous group of disorders. They reflect dysfunctional interactions between the student and one or more elements of the environment, including the classroom, school, family, peers and community.

Behaviour disorders vary in their severity and effect on learning, interpersonal relations and personal adjustment. Students with mild behavioural difficulties can usually be supported through counselling and school-based services.

About 2% of students may have a more significant behaviour /emotional disorder such that special education intervention is required. This figure may be higher in environments where children have grown up with significant stress factors.

Students can be included in this group when, through the assessment process they are shown to demonstrate one or more of the following:

- behaviours such as aggression (of a physical, emotional or sexual nature) and/or hyperactivity;
 - mental health conditions which manifest themselves in profound withdrawal or other internalizing behaviours. These students generally have histories of profound problems, and present as very vulnerable, fragile students who are 'at risk' without extensive support.
 - negative or undesirable internalized psychological states such as anxiety, stress-related disorders, and depression;
 - behaviours related to social problems such as delinquency, substance abuse, child abuse or neglect; and/or
 - behaviours related to other disabling conditions, such as thought disorders or neurological or physiological conditions;
- and**
- the frequency or severity of the above behaviours has a disruptive effect on the classroom learning environment, social relations or personal adjustment;
- and**
- they demonstrate the above behaviour(s) over an extended period of time, in more than one setting and with more than one person (teachers, peers);
- and**
- they do not responded to support/interventions provided through usual classroom management strategies and require additional support such as counselling and/or systematic behaviour management and/or social skills training.

LEVEL 3

Students with Physical Disabilities or Chronic Health Impairments

A student is considered to have a physical disability or chronic health impairment based on the need for special educational services due to one or more of the following:

- nervous system impairment;
- musculoskeletal condition; and/or
- chronic health impairment.

Medical diagnosis, by itself, does not determine the special educational services required by students with physical disabilities or chronic health impairments. Students are considered to be in this group if their education is adversely affected by their physical disabilities or chronic health impairments.

Students with Visual Impairment

Visual impairment is a generic term which covers a range of difficulties with vision and includes the following categories: blind, legally blind, partially sighted, low vision, and cortically visually impaired.

For educational purposes, a student with visual impairment is one whose visual acuity is not sufficient for the student to participate with ease in everyday activities. The impairment interferes with optimal learning and achievement and can result in a substantial educational disadvantage, unless adaptations are made in the methods of presenting learning opportunities, the nature of the materials used and/or the learning environment. It is not intended to include students described as having visual perceptual difficulties unless they also have a vision loss as described below.

- in the opinion of a qualified ophthalmologist, optometrist, orthoptist the student's functioning is described by one of the following:
- a visual acuity of 6/21 (20/70) or less in the better eye after correction;
- a visual field of 20 degrees or less;
- any progressive eye disease with a prognosis of becoming one of the above in the next few years; or
- a visual problem or related visual stamina that is not correctable and that results in the student functioning as if his or her visual acuity is limited to 6/21 (20/70) or less;

Visual impairment refers to a significant loss of vision in both eyes which cannot be corrected with glasses. The degree of loss may vary significantly, which means that each student with low vision or blindness needs individual adjustments to learn most effectively.

There are two main categories of visual impairment: Low Vision and Blind. Most students with visual impairments have low vision, which means they are print users but require special equipment and materials. They should be encouraged to use their residual vision in their educational programs as much as possible. Students who are described as "legally blind" usually have some usable vision.

Visual impairments are also classified as congenital (vision loss which is present at birth) or adventitious (vision loss later in life as a result of illness or accident). The age of onset and level of development before sight loss occurs are critical factors in the student's ability to acquire skills and concepts.

It is important for you to be aware that although two children with visual impairment may be assessed as having the same visual acuity, they may each learn and function in very different ways. Vision may actually fluctuate or may be temporarily influenced by such factors as fatigue, light glare, or inappropriate lighting. An understanding of the type of visual impairment is important, but generalizations about the student's visual functioning cannot be made solely on the basis of the diagnosed eye condition.

Students with Moderate to Severe/Profound Intellectual Disabilities

A student is considered to have a moderate to severe/profound intellectual disability if intellectual functioning is greater than 3 standard deviations below the norm on an individually administered assessment instrument of intellectual functioning administered by a qualified educational psychologist, and there is delayed adaptive behaviour and functioning of similar degree. As individuals and as a group, these students have particular learning characteristics. They require support in the development of communication skills, cognitive skills, fine and gross motor skills, self-care, life skills and socialization skills. Generally, a student with this level of intellectual functioning is also significantly delayed in social-emotional development. There may also be accompanying sensory, physical and health disabilities. Specific instruction is needed for many or all life skills activities.

Students who are Deaf or Hard of Hearing

For educational purposes a student considered to be deaf or hard of hearing is one who has a medically diagnosed hearing loss which results in such a substantial educational difficulty that he/she requires direct services on a regular, frequent and ongoing basis by a qualified teacher of the deaf and hard of hearing. Students with a diagnosis of central auditory processing dysfunction are not traditionally served by teachers of the deaf and hard of hearing unless there is an additional diagnosis of peripheral hearing loss.

Students with Autism

The syndrome of autism is a condition characterized by a marked disorder of communication and a severe disturbance of intellectual, emotional and behavioural development. It is a syndrome defined and diagnosed through the observation of behaviours. The syndrome is caused by an underlying physical dysfunction within the brain or central nervous system, the exact nature of which is as yet unknown.

A student with autism exhibits impairment in:

- reciprocal social interaction;.
- verbal and nonverbal communication;
- imaginative activity; and
- restrictive, repetitive and stereotyped patterns of behavior, interest and activities.

Students with Multiple Disabilities:

(a) Those Who are Physically Dependent with Multiple Needs (Dependent)

A student with dependent needs is completely dependent on others for meeting all major daily living needs. She/he will require assistance at all times for feeding, dressing, toileting, mobility and personal hygiene. Without such assistance and personal care support, attendance at school would not be possible. Many students may also require health care as defined in the *Inter-Ministerial Protocols*. The estimated prevalence in British Columbia of school-age students requiring this very intense level of service is .07% of the student population.

These students must be receiving an additional special educational service on a regular and ongoing basis to be eligible for special education funding in this category, and a current IEP must be in place.

Some students are born with conditions or disabilities that make them dependent, while others acquire conditions or disabilities. For some students, increasing independence as they learn and grow is a reasonable expectation. For other students, decreasing independence may occur due to degenerative conditions or terminal illness.

(ii) Students who are Deafblind

A student with deafblindness has a degree of visual and auditory impairment which, when compounded, results in significant difficulties in developing communicative, educational, vocational, avocational, and social skills.

To be considered deafblind the student's vision and auditory impairments can range from partial sight to total blindness and from moderate to profound hearing loss.

Republic of Lebanon
Office of the Minister of State for Administrative Reform
Center for Public Sector Projects and Studies
(C.P.S.P.S.)