

The Basic Foundations for the Strategic Orientations of Education in Lebanon

The National Education Strategy in Lebanon is based on the fundamental principles cherished in the Lebanese Constitution and the National Accord Convention as well as on the laws and regulations governing educational matters which emphasize freedom of and right to education and ensuring the accessibility and equality in opportunities and requirements of education to all. Those principles have also been emphasized in international convention that Lebanon abides by; the most of these are: Declaration of Human rights; the International Convention of economic, social, and cultural rights; and the International Agreement on the Rights of the Child.

This strategy derives its orientation from the agreed-upon fundamental educational principles, especially the humanistic approaches to education that Arab and International educational conventions build on to direct the child towards the comprehensive development of the individual; the reinforcement of respect for human beings and their basic freedom; the development of the ability to actively participate in a free society; the development of a sense of responsibility in a spirit of understanding, peace, and friendship; and the commitment of wide social partnership among those concerned with education in order to ensure meeting the human need for education and for building a knowledge society.

The strategy derives its basic foundation from the educational realities in Lebanon with its particular traditions, especially the closer partnership between public and private sectors in the provision of educational services and in the unique place of Lebanon in the Arab world and internationally which resides in Lebanon's human capital and in its creative and technical power. It also resides in Lebanon's efforts to reform public and higher education, developing and strengthening vocational and technical education to meet the country's development and construction needs, and revising and developing curricula to reinforce national identity and integration as well as spiritual and cultural openness.

I: Education Available on the Basis of Equal Opportunity

1: Education available to children aged 3-5; public education accessible to this age group.

- Expanding children's opportunities for enrollment in pre-school
 - Making public education available for 3- to 5-year-old children and raising enrollment rate for 3-years old to be equal to that of 4-years old

2: Compulsory Basic Education until the age of 15; the state should give access to public education for all, based on the right of every individual to quality education. Education should give everyone, including learners with special needs, equal opportunity for enrollment, for educational continuation and for success.

- Making public education available to all
 - Increasing the level of net enrollment in elementary education to 98% and in intermediate education to 90%
 - Decreasing rates of repetition
 - Increasing the rate of mastery of public school students of the needed competencies for passing official examinations
- Caring for learners with special needs (gifted and retarded) in formal education in basic education
 - Providing all that is needed for caring for learners with special needs in basic education

3: Secondary Education (general, vocational and technical) available equally: in enrollment, educational continuation, and success. Students would be given the chance to choose among academic and technical education specializations and the opportunity to choose elective courses in order to reinforce their autonomy and to help them improve their educational and career choices.

- Expanding opportunities of enrollment in secondary education
 - Increasing the net enrollment level to 65% in secondary education
- Providing equal opportunities between the public and the private sectors for success in official examinations

- Increasing the level of acquisition of students in public secondary schools of the required competencies for passing school and official examinations
- Developing one system for secondary education
 - Developing frameworks and systems for opening pathways among the various tracks of secondary education, both general and vocational, and providing opportunities for choice among courses

4: Higher Education (including technical education), available equally and organized in a manner that allows for academic mobility among its various sectors and institutions, provides support for students, and adapts to new trends and student needs.

- Improving opportunities for enrollment and continuation in higher education (including technical education)
 - Increasing the percentage of students enrolled in higher education so that it approximates similar percentages in developed countries
 - Improving effectiveness in the Lebanese University
 - Improving educational services in higher education
- Developing one system for higher education
 - Increasing academic mobility in higher education

II: Quality Education that Contributes to Building A Knowledge Society

5: Education characterized by the high quality of its curricula, institutions, and outcomes; an education that is aligned with national and international standards.

- Improving the quality of education in pre-school
 - Developing quality components in pre-school
- Continuous improvement of the quality of curricula in general education
 - Developing a system for the continuous development, implementation, and evaluation of curricula and for the benefit by MEHE from evaluation studies and innovative experiments

- Revising the current curricula in general education
- Producing a school textbook of high quality
- Professional development of teaching staff and professionalization of teaching in general education
 - Securing professionally well-prepared teaching staff for basic and secondary education
- Improving the quality of the teaching/ learning environment in general education
 - Providing public schools that are properly equipped and have the human resources needed for achieving the targeted educational goals
 - Providing a healthy and active school climate
 - Providing the human resources needed for achieving educational goals
- Professional development of the administrative staff in schools in general education
 - Providing school administrative staff who are qualified both educationally and administratively
- Improving the quality of learning outcomes in general education
 - Reaching an achievement level of learning outcomes that is satisfactory according to international standards and in line with national standards
- Improving the quality of vocational and technical education
 - Providing quality secondary vocational and technical education
 - Providing quality higher technical education
- Improving the quality of higher education
 - Providing quality higher education

6: Education oriented towards the development of knowledge, skills, and attitudes needed for handling information and the intensive use of Information and Communication Technology (ICT).

- Orienting education towards building a knowledge society
 - Developing the curricula, personnel, and structures needed for the intensive use of information technology and communication in teaching and learning in pre-university education

7: Education that develops the general education of individuals and provides them with critical thinking skills and moral reasoning, enabling them to live and work in a modern, changing society and to become lifelong learners.

- Preparing students for lifelong learning
 - Develop general education curricula and personnel to enhance the development of thinking and moral reasoning abilities
 - Develop general education curricula and personnel to enhance the development of the individual's general education

III: Education that Contributes to Social Integration

8: Education that develops citizenship in its three dimensions: National identity, civic participation, and human partnership.

- Strengthening the role of education in developing national identity
 - Forming students who think and behave on the basis of the principle that national identity represents the main and first identity that precedes any other identity
- Strengthening the role of education in developing civic participation
 - Forming students who are capable of civic participation
- Strengthening the role of education in human partnership
 - Forming students capable of practicing human partnership

9: Education that contributes to social cohesion and provides learners with the knowledge, skills, and attitudes needed for living together in a diverse society.

- Increasing the contribution of education to social cohesion
 - Increasing spaces for social mix in education
 - Increasing opportunities of communication and interaction among institutions, teachers, and students
 - Forming students equipped with knowledge, values, and skills for living together in a diverse society

10: Education that contributes to social mobility: horizontally, among geographical locations, and vertically, among social strata.

- Strengthening the role of education in horizontal social mobility
 - Increasing opportunities for academic mobility among geographical locations
- Strengthening the role of education in vertical social mobility
 - Graduating university students with degrees that have competitive value

11: Education that contributes to the social inclusion of dropouts and individuals marginalized inside the school as well as to the prevention of social marginalization.

- Strengthening the role of education in social inclusion
 - Providing frameworks for supporting marginalized students and for protection against marginalization

IV: Education that Contributes to Economic Development

12: Education that contributes to the development of human capital.

- Availing study opportunities for those who haven't had any formal education and for those wishing to continue their education
 - Providing educational services to those who haven't had any formal education and for those wishing to continue their education
- Improving the economic investment of the educational repertoire of the people
 - Improving the professional dimensions of education

13: Education that provides quantitatively and qualitatively competent work force to meet the needs of the Lebanese market and that can compete in free job markets.

- Increasing the rate of employment among graduates
 - Improving the connection between the higher education supply and development demands

- Higher education to keep up with the globalized job market
 - Providing a workforce with higher education degrees that is capable of competing internationally

V: Governance of Education

- Shifting towards strategic administration at the Ministry
 - Developing documents, systems and mechanisms necessary for drawing a framework for looking after the public concern in education
 - Enabling MEHE to undertake the task of drawing an educational
- Investing social capacities in developing educational policies at the national level
 - Developing frameworks for involving civic and educational organizations in public decision- making
- Modernizing the educational administration
 - Restructuring the MEHE
 - Automation of the administration in MEHE
- Improving efficiency in the public schools
 - Gradual movement towards an autonomous administration in public school
- Improving efficiency in managing public education
 - Increasing the efficiency of the MEHE in the management of its material, financial and human resources
- Building the capacities of the MEHE
 - Upgrading and developing human resources in the MEHE and attracting new qualified human resources
- Modernizing the Lebanese University management
 - Reorganizing and modernizing the Lebanese University administration
 - Increasing the efficiency of managing the Lebanese University
- Looking after the public concern (interest) in private education
 - Establishing systems for looking after the public concern (interest) in private education on a partnership basis