

**THE DEVELOPMENT AND STATE OF THE
ART OF ADULT LEARNING AND EDUCATION
(ALE)**

National report of Lebanon

prepared by

**National Committee For Illiteracy and Adult
Education**

Ministry of Social Affairs

Nayla Madi Masri

Expert in Education

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General Overview

This report explores the role of the Ministry of Social Affairs that plays in achieving the Education for All (EFA) and Millennium Development Goals (MDGs), in order to build capacities of the national stockholders since 1997, as well it explores the current state of the art and future challenges of adult learning and education. This report is essential to situating Lebanon's position and progress towards the achievement of sustainable human development; respect for human rights and ultimately the fulfillment the MDG goals.

1- The Current Political Context

In the past three years, Lebanon experienced dramatic events that changed the alignment of forces and prospects of the country for the near future.

The parliamentary elections in May/June 2005 resulted in a change in the alignment of forces in Lebanon and the government committed to a major reforms agenda.

For the first time in Lebanon the government has undertaken, in a ministerial statement (July 2005), to focus on issues of woman as an essential and active partner in public life and explicit references to the Beijing Platform for Action and Millennium Development Goals It also committed itself to promoting good governance and rule of law with an independent judiciary to combat corruption, and to encourage the participation of women and youth in the development process.

1-a Paris III Conference:

On January 25, 2007 President Jacques Chirac hosted in Paris the International Conference for Support to Lebanon "Paris III. The aim of the conference was to assist Lebanon garner the international community's support for implementing the reform program and for reconstruction, while alleviating the country's debt burden. Thirty six countries and seven regional and international institutions participated in the conference, and approximately \$7.6 billion was pledged by 38 states and institutions. Prime Minister Siniora presented his government's economic and social reform program which was adopted by the Lebanese Cabinet on January 4, 2007. He also discussed the government's efforts towards rehabilitation and reconstruction following the Israeli war on Lebanon during the summer of 2006, with the emergency help mobilized prior to and during the Stockholm Conference on August 31, 2006.

To this end, the government has approved a comprehensive program for promoting economic recovery, through a basket of measures and incentives

encompassing finance, tax, laws and marketing. Today, and within the government's plan for direct support to various economic sectors, some of these measures have already been applied while the rest still need Parliament endorsement of related laws.¹

2- Demographic and characteristics of Residents

Given the absence of comprehensive population surveys, and with the last census held in 1932, sample studies provide the only option for estimating the number of residents in Lebanon, as well as to identify their demographic, educational, professional, health and other characteristics. The National Survey of Household Living Conditions² 2004-2005 (published in 2006) is considered the most recent in this domain, and it reveals numerous characteristics related to households and individuals residing in Lebanon.

2-a Number of residents and their geographic distribution

The population of Lebanon was estimated in 2004, according to the National Survey of Household Living Conditions at 3,755,034 (with the exception of those residing in the Palestinian camps). The Lebanese represent 93.4% of the population, with 6.6% being non-Lebanese.

Beirut and its suburbs, in addition to the coastline of Lebanon, make up the basic concentration areas of population allocation. The survey's data reveal that Lebanon's middle regions, consisting of the governorates of Beirut and Mount Lebanon, comprise 50.4% of Lebanon's residents, with the rest of the population distributed among the remaining four governorates accordingly: 20.5% in North Lebanon, 12.5% in the Bekaa, 10.7% in South Lebanon and 5.9% in Nabatieh.

The overall average household size in Lebanon has declined from 5.4 individuals per household in 1970, and 4.8 individuals in 1997, to 4.3 individuals in 2004. The minimum discrepancy is 3.8 individuals in Beirut, and the maximum discrepancy is 4.7 individuals in the North Lebanon governorate. The average percentage of households per governorate differs from the average percentage of individuals per governorate due to the difference in the size of the households.

2-b Family structure

The family structure in Lebanon is mostly a nuclear one, consisting of the head of household, spouse (husband/wife) and children.

2-c Age pyramid and its characteristics

Lebanon is witnessing numerous demographic changes in the average age at marriage, and in the patterns of births, deaths and external immigration, which is reflected in the demographic structure. The age pyramid for Lebanon portrays these changes clearly, marking significant demographic traits including the

¹ Report UN, CCA/UNDAF 2007, Beirut (not published)

² Ministry of Social Affairs, UNDP and Central administration for statistics. The National Survey of Household Living Conditions 2004-2005.

population distribution according to age groups, the male-to-female ratio among age groups, and the average age of household breadwinners.

3- Educational Status

3-a Distribution of residents by attained educational level (aged 4 years and above)

Illiterate 7.8%
Literate 4.1%
Pre-school 3.3%
Elementary 32.9%
Intermediate 21.8%
Secondary 15.0%
University 13.4%
Other 1.7%

3-b- Illiteracy rate for residents (Aged 10 years and above) **8.8%**

Illiteracy rate for males 5.6%
Illiteracy rate for females 11.8%

3-c Rates of school enrollment per age group

(5 – 9) years of education 98.6%
(10 – 14) years of education 95.2%
(15 – 19) years of education 71.1%
(20 – 24) years of education 34.2%
(25 – 29) years of education 6.8%

3- d- Percentage of students in educational institutions: (age: 15 years and above)

Private institutions 53.2%
Public institutions 44.6%

5- Employment and Unemployment (age: 15 years and above)

Labor Force
Number of Actual Labor Force 1,108,000
Number of total Labor Force 1,202,000
Economic Activity Rate for residents 44.0%
Economic Activity Rate for males 68.9%
Economic Activity Rate for females 20.4%

6 - Proficiency in Foreign languages

The official language is Arabic and the Foreign languages are French (30.6%) and English(21.9%).

1. Policy, Legislation and Financing

1.1. Legislative, policy and administrative frameworks of ALE;

Who is the National Committee for Literacy and Adult Education NCLAE ?

NCLAE was established in accordance with the decision no 26 approved by the council Ministries in 1995. It is presided by the general director of the Ministry of social affairs with members representing the Public sector, The NGO's and International Organizations working in the field of Literacy and Adult's Education. The Committee aims to applying the MOSA's (Ministry of Social Affairs) policy on the provision of the sustainable development through giving literacy concept a human and developmental dimension for reading and writing skills to become a means for all individuals to reach a better living conditions.

It is important to note that literacy is a part of the national development strategies, (i.e.) recently UNFPA and all national stakeholders worked on the Common Country Assessment CCA on 2005 and 2007 respectively to put in place the UNDAF for the upcoming years. The assessment has took into consideration this issue (Education) and deal with it as a human rights for all. Accordingly, the relevant Ministries and all stakeholders (Government, NGO's, HR institutions...) are formulating their strategies based on the UNDAF.

The NCLAE key areas of action in literacy are

- Advocacy,
- Preparing capacity building,
- Community participation,
- Development of programme,
- Research,
- Monitoring and Evaluation.

With the cooperation of the public sector private sector, NGO's and universities. As well, the Committee works towards eradicating illiteracy and reducing its rates to the minimum, through:

Adopting preventive means, such as:

- Working on developing supportive legislations to raise the minimum age of compulsory and free education to 15 years old.
- Linking literacy programs to vocational and technical education.
- Setting a simplified literacy program equivalent to the elementary level.

Implementing intervention activities such as:

- National studies for literacy

- Improving the curriculum and producing new books
- Providing and training human resources
- Disseminating and promoting literacy classes within the social and development centers of the Ministry of social affairs
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1.2. Financing of ALE:

The only national institutional frameworks that support literacy is The National Committee for Literacy and Adult's Education(NCLAE) at MOSA (The Literacy project annual budget is around 300 Lebanese million).

Therefore, the NCLAE is taking appropriate measures to implement the Education for All goals and strategies agreed by 185 world governments at Dakar in April 2000. as well, the Ministry of Education and Higher Education (MEHE) with other relevant ministries (Health, Social Affairs...) puted in place a committee to implement the Education For all Plan. The MEHE will prepare a program to ensure basic education for all through supporting students at risk of repetition and dropout and students with special needs, by providing school books and stationery and cancel registration fees in public schools. The MEHE will also launch support measures for vocational and technical training in different fields. This project will target the students in basic education.

Literacy program is decentralized in Lebanon, mainly through MOSA's Social Development Service Centers (SDSC's) and the civil society in all Lebanese districts (Beirut, Bekaa, South, North and Nabatieh) . we can not deny the efforts of the civil society and the international agencies support (i.e., UNICEF, UNESCO...).

Ministry of Social Affairs (MOSA) established the Social Development Centers (SDSC's) in all Lebanese Districts, their target group are both gender . they give priority to programmes targeting health education, social awareness, rehabilitation programmes and women empowerment. such as, Computer literacy, vocational training..Nurseries, Literacy Sessions, Dropping - out Programmes, Learning foreign languages ,Summer Camps . activities related to the health care (Total Immunization and Vaccination, School Health Programs, First-Aid Sessions. .)

2. Research, Innovation and Good Practices

MOSA, UNDP and Central Administration for Statistics in 2004 conducted a recent study" Living conditions of households / the National Survey of Household Living Conditions. This study provided an update rich economic and social database and indicators in Lebanon, distributed according to various regions.

The survey provided also data concerning the characteristics of residences and their available appliances.

1. Quality of Adult Learning and Education: Provision, Participation and Achievement

1.1. Provision of ALE and institutional frameworks

Table 1

Programme (name and brief description)	a) Provider (please choose the appropriate one from below):			b) Area of learning (please choose the appropriate one/s from below):			c) Target group/s	d) Programme cost	e) Fund
	Public/ State	CSO/ NGO	Private	General competencies	Technical skills	Knowledge generation, innovation			
Literacy and adult education	yes	yes	yes	Yes See below	yes	yes	Girls and women 10 years and above	600 \$ per class	MOSA
Vocational training at the SDSC's	yes			Yes (mentioned above)	Mentioned above		Both gender		

Producing literacy programs

The main objective of literacy program is to empower children and adults alike to become active participants in the transformation of their societies. Learning programs are focusing on the values, attitudes and behaviors which enable individuals to learn to live together in a world characterized by diversity and pluralism.

Therefore, Based on the Human Rights Declaration and the UN conventions related to education, the National Committee developed a new programme on 2004 " For a Better Life" addressed to all ages and both sexes (3 learning levels), Arabic book for each level, math book for bigenners and teacher's guide. These books were in collaboration with UNESCO-Lebanon .

The program aimed to:

- Integrate a life skills approach within a new culture of learning, which fosters the acquisition of knowledge, values, and attitudes.
- Build and develop linguistic and cultural skills
- Develop personal abilities and self and group initiatives
- Promote the sense of citizenship

2nd program: " learning for life": (for labor children), Arabic book for the 1st level and teacher's guide These books were in collaboration with UNICEF-Lebanon . it aimed to Reinsert labor children in society.

3rd program: " Reproductive health and adolescent" . is a cultural educational book concerning sexual and reproductive health during adolescence and puberty. These books in collaboration with UNIFEM the Ministry of Social affairs aims to applying its policy on the provision of the sustainable development through giving literacy concept a human and developmental dimension for reading, writing and numerous skills for all individuals to reach a better living conditions. Therefore MOSA's has produced 3 different programs which meet the beneficiaries needs :

The Institut of Women's Studies in the Arab World (IWSAW) at the Lebanese American University of Beirut (LAU) has produced two packages.

the first was " Basing Living Skills Program (BLSP)", the 1st version was on 1984 and the second one was on 2003. It s a non-formel intergrated educational kit in arabic, geared towards illetrate and semi-literate women in the arab world, available in both hard copy and digitized form. It's users are social workers affiliated to NGO's and governmental and international institutions involved in community development programs.

The second Package is the "Empowerment of Arab Women through Literacy program" launched on 2006 . It is a collaboration of stories geared towards women in the arab world, and addressed to the 2nd level literacy program users and for literacy educators. These packages have also a training guide.

What linkages exist between formal and non-formal approaches? Please describe.

MOSA is currently working with the Minister of Education / Center for Research and Development (Formal education) through several projects. It aims to strengthen the capacity of the teachers in primary levels through training on the " Techniques of Literacy and Adult's Education" and increase the number of teachers, this cooperation aim to combat illetracy and to reduce its percentage.

Monitoring & evaluating programmes and assessing learning outcomes

the monitoring is based on workshops with the educators and through follow-up

2. Adult Literacy

The concept on education in general and adult's education in specific evolved from a mere alphabetical literacy into comprehensive and sustainable process of education. The National Committee for Literacy and Adult's Education believes that:

- Education is a basic human right and fundamental to the fight for human dignity and freedom,

- and a foundation for a better life. For 125 million children and 880 million adults, that right is violated everyday;
- Education is the key to poverty alleviation and sustainable human development;
- literacy today is a world preoccupation. It's an indispensable means for effective social and economic participation, contributing to human development and poverty reduction

the NCLAE has adopted the same definition of illiteracy mentioned on the **United Nations Literacy Decade (2003-2012)**.

Therefore, the committee is taking appropriate measures to implement the [Education for All goals and strategies](#) agreed by 185 world governments at Dakar in April 2000.

Adult educators/facilitators' status and training

Illiteracy trainer has to have minimum Baccalaureat II part. In addition, he/she is usually trained on the issue ALE in order to strengthen his/her capacity and to provide him/ her knowledge regarding non-formal education.

Unfortunately, Adult education is not considered nationally as a major. However, we can not deny the efforts of the private universities mainly, Universite st Joseph, Balamend, Lebanese American University/ Institute for Women's in the Arab World, Lebanese university for their initiatives in order to promote adult education. It is important to note that the NCLAE put in place a project between the committee and universities, this aimed to enhance this issue. We indeed need to add this domain as a major into universities.

In fact , The proportion between formal and non formal education teachers is proportional due to the rate of the school enrolment in the elementary (raw 97.7% female 104.0% male 92.0%) Net (68.5% female 72.5% male 65.0%) and the illiterate or not enrolled 8.3% .

LIST OF REFERENCES

1. Report UN, CCA/UNDAF 2007, Beirut (not published)
2. Ministry of Social Affairs, UNDP and Central administration for statistics. The National Survey of Household Living Conditions 2004-2005.
3. Ministry of Social Affairs, National Committee for Illiteracy and Adult Education, Data from 1997 till 2008.
4. The Data mentioned in the report is based on the National Survey of Household Living Conditions 2004-2005.
5. MDG's report

