

**Project Proposal**  
**on**  
**Child-Friendly Education**

*An Education Project on the CRC*

**UNICEF, Beirut**  
**March 1997**



*Funding Proposal*  
*for*  
***CHILD-FRIENDLY EDUCATION***  
*An Education Project on the CRC*

**Rationale**

The understanding and practice of children's rights is an important element in the preparation of all young people for living in a democratic society that values diversity and is committed to equality and social justice. Such understanding and practice are developed at an early age in learning the basic facts about rights and through acquiring the needed skills to translate this information into action; skills such as decision making, value clarification, and negotiations. Such learning is reinforced through the very nature of the surrounding environment itself. An appropriate climate is an essential complement to effective learning about and through rights, where it is not only enough to focus upon knowledge, and information gathering about rights, but where it is just as important, that children are given the opportunity to develop and practice skills necessary for the defense and promotion of their own and other people's rights. It follows that children's rights are best learned in a democratic setting where participation is encouraged, where views can be expressed openly and discussed, and where there is fairness and justice. Schools in principle provide a structured learning environment for many children particularly at primary levels, and offer a good opportunity to focus on changing knowledge, skills and attitudes of children. They are a cost-effective way of reaching children while securing wide coverage and sustainability through the already available infrastructure of the education sector itself. Schools constitute a resource in the community by having an impact on the habits of its members, where children can play the role of change agents within their families and communities in relation to rights and can become good partners for information propagation.

In Lebanon, democratic values such as respect for the dignity and freedom of the individual, responsibility, tolerance, equality of opportunity and justice need reaffirming in a country that has witnessed long years of war. These violent years have caused confusion in the minds of the Lebanese people whether old or young and have shattered their sense of value judgement and principles. Now, with the resumption of peace and tranquility, Lebanon is taking positive steps towards improvements and reconstruction efforts toward rebuilding are advancing swiftly. Yet, Lebanon is facing the challenge of human development in a peaceful climate. Among its tasks is preparing its present diverse and young generation to function effectively and productively in developing their future whether nationally, regionally or globally.

## **Background**

Lebanon is a small country of 10452 km<sup>2</sup> overlooking the Mediterranean. It has a population of around 3 million and a child population of around one million between 0-15 years. Emerging out of 16 years of civil war that has destroyed its economy and its infrastructure, Lebanon has embarked on a process of healing and reconstruction in which the Government, the private sector, non-governmental organizations (NGOs) and individuals are all playing a part. Basic indicators such as the infant mortality rate and primary school enrolment, which worsened considerably during the war, have come back to pre-war levels. Despite a tangible revival of the national economy in Lebanon relative to the situation during the war, the sequels of this civil war are, unfortunately, still perceptible and the costs of living are on the rise. Twenty-eight percent of families, in fact, live under the poverty line, and 75 percent of these are found in the rural peri-urban areas. Moreover, some 450,000 people are still displaced living under hard conditions being deprived of most of their basic needs.

In the education sector, enrolment rates at the primary levels are high close to 96%. Yet quite a number who begin school never finish; drop-out rate at the end of the 9th grade is 35%. Compulsory education is not enforced in Lebanon. There are progressive efforts done towards achieving this, but these are still scheduled for legislation. Literacy rates according to UNESCO 1995 are 94.7% for males and 90.3% for females. Attendance in certain areas tend to drop during the long seasons of cultivation and plantation when children help their families working on the farms.

Lebanon has a good infrastructure of schools reaching almost 2500 schools, with a student population close to 800000- and a teaching force of around 70000- teachers. Thirty one percent of the student body are enrolled in the public sector which caters for the very poor of Lebanon and does not charge tuition fees. The public sector provides its services through around 1400 schools where in some cases access to clean water and adequate sanitary facilities is still a luxury and where pollution and the degrading environmental conditions do affect the children's well being. The curriculum is theoretical and often not related to the children capabilities. Teaching methods are old, rigid and conventional. Repetition rate is 35.5%, over-age rate is 30.5% and students rote learn facts which have little meaning for them and their daily lives or their future. Corporal punishment is common and rulers are used to administer discipline with little respect for the human dignity of the child. Children are not encouraged to express their opinions or to nurture their talents and parents seldom participate in any kind of school activities. These facts reflect that education in Lebanon does not comply with major

provisions of the CRC; that education may alienate children from the learning process, excludes their parents, and teachers become sources of mental frustration instead of facilitators. In other words, education in Lebanon is not child-friendly.

### **CRC in Lebanon**

On 30 September 1990, the Prime Minister signed the declaration on the survival, protection and development of children and the relevant Plan of Action on the occasion of the World Summit for Children. These two documents constituted tangible endorsements of the Convention on the Rights of the Child which had been adopted by the General Assembly of the United Nations ten months earlier. The said Convention was ratified by the Lebanese Parliament on 18 October, 1990 and became an integral part of the Lebanese legislation on the 30th of that month when it was signed and published by the President of the Republic.

Since countries that ratify the Convention agree to be legally bound to its provisions and report regularly to a Committee of experts on the Rights of the Child ( ROC ) as to steps taken to comply with its provisions. In this direction, sustained efforts were deployed to keep up the momentum following by ratification of the Convention, and as a result, two important groups were formed, consisting of:

- (a) a Parliamentary Committee for the Rights of the Child, and
- (b) a Forum of National NGOs for the Rights of the Child.

Also, the Ministry of Social Affairs formed the Higher Council for Childhood, which comprises all ministries in the social sector, NGOs, and UNICEF. The Council has submitted a report on implementation of the CRC to the Human Rights Center in Geneva. It has coordinated the work of the parliamentary committee and the forum of Child's Rights, and attended several seminars related to Child's Right in the region.

In education, the MOE and the Center for Educational Research and Development (CERD) are currently involved in a five years plan to improve the curricula. The UN agencies are extending support to improve education management including mapping of schools . These efforts will help in improving proper access to schools and the enforcement of progressive compulsory education as stipulated within the CERD national plan for the enhancement of Education. Against this background and while considering these points as positive steps towards development, a programme on the CRC is needed to be part and parcel of the current curriculum reform process and will meet EFA goals by complementing the efforts of the UN agencies to improve education management.

## **The Project**

CERD national Plan for the Enhancement of Education in Lebanon, PEEL, and the NPA call for national solidarity, appreciation of cultural diversity, and the reinforcing of values that emphasize freedom, democracy and non-violence through both formal and non-formal channels of education. In line with this, UNICEF will disseminate the word and spirit of the CRC and facilitate complying with its provisions as related to education. This process will aim at arriving at child-friendly schools and education where the human dignity of the child is respected and where his rights in relation to education are put on the political agenda of educators and decision makers. Accordingly, UNICEF will reach the children themselves, their parents, their teachers and their care givers, in addition to preparing the right environment for the practice of the ROC, while sensitizing decision makers and the public at large. In this connection, appropriate orientation material will be produced in addition to developing the right teaching/ learning activity modules that will facilitate the understanding and practice of these rights.

## **Objectives of the Project**

The general objective of this project will be to promote by the year 1998 the CRC among 90,000- children of Lebanon within the age of 5 to 15 years through child-friendly education and schools.

The specific objectives are:

- To extend within the formal and non-formal curricula teaching/ learning modules that touch upon ROC within basic life skills, democratic values, and learning competencies, with assessment and evaluation techniques.
- To equip around 6000 teachers, inspectors, counselors, and school principals in addition to youth leaders and social workers with interactive techniques that promote ROC and their practice.
- To improve the learning environment in 600 schools by involving 90,000-children in curricula and extra-curricula activities within the guiding spirit of the CRC and while encouraging the participation of parents and other active community members in school clubs and other extension programmes.

## **Geographical Coverage and Beneficiaries**

The project will cover 600 basic education level schools in all regions of Lebanon. Main beneficiaries are 90,000- children between 5 and 15 years old, in addition to their care-givers including teachers, school counselors, principals and their parents that will be involved in school club activities with other active community members.

## **Strategies**

- Mobilizing all educational and communication channels for the promotion of the CRC, its understanding and its practice in order to strengthen political support, broaden the CRC alliance, partnership and interagency collaboration at local, regional and international levels..
- Empowering beneficiaries including children and parents while enhancing community participation by promoting better learning environments within schools that are child-friendly.
- Strengthening governmental, non-governmental organizations and the private sector structures towards institutionalizing the CRC including the integration of its principles in the national curricula.
- Building national capacities by training and participation in the different project activities at local and peripheral levels through the development and implementation of the ROC and their continuous monitoring and evaluation while encouraging the exchange of national and international expertise.
- Modeling targeted and progressive interventions that will consider culturally sensitive issues of the ROC and important stages of the child development while reducing regional disparities along rural-urban and socio-economic lines.
- Going to scale by building on existing initiatives as the interactive and integrative approach of the Global Education Initiative designed to improve the quality of education by changing content, style and method of the learning process, and successful activities with peace values and conflict resolution skills from the Education for Peace project which is based on active learning methods within the non-formal channels of education. .

## **Activities**

### **Advocacy**

- In cooperation with the MOE, MOSA, active NGOs and the private sector, UNICEF will advocate and promote the CRC and its provisions through child-friendly schools, as the place for democracy training, where respectful relations are nurtured in a healthy social environment, and where participation of parents and other community members is encouraged. Promotional material like posters, information leaflets, videos and others will be prepared and utilized through different media channels in addition to the schools.

*Outputs:* Information Package including posters, calenders, student agendas

### **Planning**

- Technical support will be provided to the Ministry of Education and CERD to develop a clearly defined policy and structure for the institutionalizing of the CRC within both formal and nonformal structures. Seminars will be held at national and peripheral levels to sensitize decision makers and actors towards the notion of child-friendly education that fosters learning through new methods, appropriate content and the design of measures towards tackling learning problems and meeting EFA goals including completion of the basic education level and securing proper attendance at schools. Surveys and studies will be conducted to complement inter-agency efforts along this line, and will link with the other UNICEF Basic education project, the Education Management Information System project.

*Outputs:* Surveys, studies, tailored interventions, seminars and policies,

### **Improve the Content of Educational Materials**

- In collaboration with the private sector, UNESCO, other UN agencies and universities, UNICEF will support the MOE and CERD in improving the basic education level curricula within the framework of the CRC. It will build on the global education interactive approach, methodology and its human rights component, in addition to other teaching techniques to cater for the different learners needs. Activities will be developed by drawing from concepts from the four overarching themes of the global learning/ global education methodologies and approaches namely interdependencies and systems, peace and conflict resolution, equality and social justice, change and futures. These concepts will be linked to issues from the four categories of the CRC

namely protection, survival, participation and development. These concepts and issues will form the framework within which curricula topics such as housing, water, clothing at the early grades, and such as the solar system, environment, tourism in the upper grades of the basic education level, will be developed. The proposed formula will help learners to arrive at a basic knowledge of ROC and their practice through skills such as decision making, value clarification and cooperation within attitudes that encourage fulfilling one's responsibilities in return and willingness to take constructive and realistic action towards oneself and others. The overarching themes proposed in this package and the activity modules to be developed will arrive at societal values and democratic ideologies to be part of the daily mental and social process of the child. Assessment and evaluation techniques will be included as an on-going process of the teaching/learning activity modules. These techniques will lead into assessing the impact of the learning process and whether it has taken place or not by comparing attitudes, and skills pre and post the delivery of the developed activity modules. Learning will be experiential, interactive and participatory. Such proposed package will provide the right opportunities for students and their teachers to discuss sensitive issues, raise awareness, promote socialization, display talents and develop a sense of responsibility.

***OVERARCHING THEMES***

***Interdependencies & Systems/ Peace & Conflict Resolution/  
Equality & Social Justice/ Change &future***

**CRC**

**Protection, Survival, Participation, Development**

***Thematic Activity Modules  
according to grades and age groups***

***Outputs:*** Trainers Manual, Teachers Guide, and Student activity file.

**Promoting Club Activities**

In collaboration with MOE, MOSA and active NGOs extra-curricula activities and other extension programmes within non-formal channels of learning will be included to promote through school clubs the participation and involvement of parents. Clubs will provide the forum where children, youth, teachers, and other members of the community will share experiences focusing on rights and responsibilities during their regular meetings under the advise of parents as ombuds bodies. Activities will include children's parliaments / debates / theatrical performances by the children. These activities will be facilitated and ushered by peer leaders who will act as change agents and partners to information propagation in child- to- child/ youth- to- child/ / youth- to - youth approaches on following guidance of the ROC with their friends and other children. Focused interventions will also involve out of school children in an effort to introduce them to their rights and responsibilities and to encourage their participation in education whether formal or non-formal. The Education for Peace activities of peace values and conflict resolution will be built upon by the network of NGOs social workers and youth leaders already active in using these activities. Pre and post assessment techniques will be used to evaluate impact of these interventions.

***Outputs:*** Manual on club activities, including parliament, theatrical performances by the children, debates and fairs.

### **Building National Capacities**

- Training will be provided to enhance national capacities at the central and peripheral levels. Teacher trainers, youth leaders, and social workers will be trained and in a multiplier effect will in turn train around 6,000- of the teaching force including teachers, inspectors, counselors, and school principals in addition to other social workers and youth leaders.. Assessment and evaluation techniques will be included. The training techniques will be based on interactive approaches.

#### *- Training of coreteam*

A small team of international and national experts will train a coreteam of 20 trainers on the four categories of the CRC; survival, development, protection and participation and their connection to each other as an important dimension for activity modules development within the integrative and interactive approaches of the global learning / global education methodologies and others techniques to cater for different learning needs. Also special training will be incorporated to train trainers of peer leaders who will be facilitators of children activities within their schools and communities.

### *- Training of Trainers*

The core team with occasional help from the experts will train 100 to 150 trainers from all Lebanese regions. The training will focus on building the capacities of the trainees to be trainers of teachers, social workers, peer and youth leaders and to be coordinators and supervisors of the on-going school activities.

### *- Training of teachers*

The trainers will implement various training workshops per year to reach around 5,000-educators including teachers, school principals, inspectors, counselors and others. Training workshops will be undertaken all through the school year to upgrade skills on an on-going basis and as needed to ensure quality performance.

### *- Training of social workers, youth and peer leader*

The trainers will train around 1,000- social workers, peer and youth leaders including dramatists and other animators who implement children's activities in order to be able to undertake activities within clubs and with the participation of parents and other community actors.

## **Project Management**

- A *steering committee* will be formed to include the President of CERD and the Directors General of the MOE, and MOSA. Representatives from UNICEF and UNESCO will be members to this committee and will coordinate work with the other UN technical agencies like UNEP, UNFPA, FOA, WHO, etc. and other agencies like UNDP, the World Bank, and donors. The steering committee will be responsible for the overall planning, and implementation of the project. This committee will be held accountable for proper delivery of outputs towards arriving at child-friendly education and child-friendly schools.

- A *technical committee* will be formed from the different university faculties including Education, Law, Social Studies, and Public Health, in addition to CERD heads of main offices, i.e. training, material development etc in addition to the MOE Guidance and Orientation Directorate. The committee will overlook the work of technical teams, members of which will be educators of the curriculum units at CERD, MOE school counselors, in addition to teachers from the private sector and social workers from the

NGOs. Each team will cover a thematic area of work within the curricula, and develop appropriate materials within related themes of the CRC.

- An *expert committee* will be formed to include international and national experts in curricula development, training, instructional design, assessment and evaluation in addition to experts in the field of child's rights. These experts will in close cooperation with the technical committee and teams develop a thematic framework for development of the activity modules. They will also develop indicators for monitoring and assessing the inputs, outputs and impact of the implementation of the project in all its areas of activities. This collaboration will ensure the exchange and transfer of expertise among the various teams and committees working in this project in order to upgrade performance and the quality of work, and the building of national capacities.

- A *field coordinators committee* will be formed and will include membership from the Higher Council for Childhood. The task of this committee will be to supervise and coordinate the ongoing activities at the field level through groups formed from heads of the education regions and the teacher training centers all over the areas in addition to members from local NGOs. This committee and groups will observe changes in the behavior of children and their acquisition of knowledge, attitudes, and practices as related to the CRC through implementation of the developed materials and activities. They will check with their network of NGOs for out of school children and suggest ways for their main streaming within formal and non-formal educational channels to ensure that measures are followed towards having and improving access to basic education.

## **Monitoring and evaluation**

Monitoring and evaluation activities will be carried by participating through the different committees formed. Progress will be closely monitored through regular field visits to all regions of Lebanon. Objectives of the project activities will be monitored as to their impact on policy makers, on the children, on the community including parents, and on educators including teachers and other care-givers in the context of advocacy, planning, programming, legal enforcement and compliance at district, regional and national levels

Periodic progress reports will be submitted highlighting the progress of project implementation, lessons learned and the course corrections needed to address problems.

Annual and mid-term reviews will be organized within a set schedule.

## **Inputs**

The project activities will essentially be carried out with contributions from two main inputs: Government and UNICEF with inputs from other financing agencies. Attached is the overall budget.

- Government inputs will include both direct and indirect contributions.

The in-direct input will cover the following:

- a) Allocation of space, office equipment, and the use of school facilities needed to carry out all the activities of the project, including those needed for the training and the work for all committees envisioned;
- b) The costs of public utilities such as water and electricity used in all premises in this the project, and the costs of general services such as cleaning and maintenance.
- c) The remuneration for officials involved in the project.

Direct contributions include the following:

- a) The necessary budget to carry out printing of materials.
- b) The costs of all stationary and paper needed to carry out all the activities of the project, including those needed by the various committees, activity modules, tests and questionnaires, and all reports.
- c) Sharing part of the cost of training the 6,000- educators including teachers, social workers, peer and youth leaders.

- Inputs from UNICEF and other agencies

Inputs from UNICEF and other agencies include human and financial resources. Human resources include the following:

- a) Participation to the different committee; and
- b) Participating to any other activity.

Financial resources include the following:

- a) Transport and overtime for Lebanese officials of all levels working on the project;
- b) Fees to the consultants (training activities, design and development of materials including info. and educ packages, surveys and evaluations including

- tests and questionnaires, data analysis, reporting, etc.), translators (activities, tests, reports, etc.), and field workers;
- c) Travel costs of international and local consultants and other professionals working in this project.
- d) Miscellaneous.

## **Constraints**

The implementation of this project may be hindered by constraints that need to be specified in order to devise ways to overcome them.

- Lack of a governmental agenda on child rights with a set plan and strategies is a major hindrance to this project. Sensitizing policy-makers to the importance of this project as to achieving goals of education national plans, EFA and Summit goals is a priority. The preparation period to this project that will follow and the direct involvement of key decision makers in the process of planning and implementation of this project will help in the full achievement of its objectives.
- The scarcity of national financial resources and the further decrease in budget allocation by the government to education will cause difficulties to secure commitment of the government to this project especially that sharing some of the running cost is envisaged. Thus seeking commitment of international funding for the total period and duration of this project is a priority to achieve a firm and clear support of Lebanese authorities to initiation and sharing part of its cost.
- The project proposes a long list of partners among governmental authorities, universities, NGOs, and the private education sector, and inside these bodies between their various departments. Yet, previous cooperation in the Global Education Initiative and the Learning Achievement projects will be utilized and followed as a module for further collaboration. Furthermore, detailed Terms of Reference for the duties of each body and individual with rules and regulations will be drawn upon initiation of the project. A firm commitment to the project from all official and private bodies concerned and a joint and strong advocacy to it are essential to its wide acceptance and proper implementation.
- Lack of qualified expertise nationally is another constraint. Collaboration with international consultants and bodies will be essential to enrich local experiences and to formulate the right framework for material development, building capacities and for monitoring and evaluation purposes.

## **Opportunities**

Implementation of this project may be enhanced by certain events that need to be specified in order to arrive at their reinforcement when possible.

- The time is just right to grasp the opportunity of the national efforts to reform the curriculum within their five year plan. This process will lead into enriching local experiences, building national capacities and will ensure sustainability to this project since improvements will be directly on the curricula.
- Interagency collaboration is actively being achieved through continuous meetings and the sharing of experiences will help in focussing efforts into common aims instead of their diversification.
- Interest of international donors in development projects in Lebanon is another point to build on. Efforts could be tuned to avoid overlapping and duplication and to achieve cost effectiveness.

## Proposal/Child-Friendly Education

Overall Budget						
	1997			1998		
	Unicef GR	Donor Cont.	GOL	Unicef GR	Donor Cont.	GOL
Planning and design		32,000-	-		34,000-	-
Advocacy & social mobilization		20,000-	-		20,000-	-
Developing framework	15,000-	15,000-	-	5,000-	5,000-	-
Developing indicators	15,000-	15,000-	-	5,000-	5,000-	-
Design of info. package	10,000-	10,000-	-	5,000-	5,000-	-
Design of educ.package	10,000-	10,000-	-	5,000-	5,000-	-
production		30,000	90,000		30,000	60,000
Selection of schools		-	-		-	-
Selection of trainers		-	-		-	-
Training		50,000	50,000		50,000	90,000
Implementation		50,000	-		50,000	-
Evaluation		20,000	-		28,000	-
Course Correction		20,000	-		-	-
Miscellaneous		5,000			5,000	
Project Support & logistics		73,000	-		63,000	-
<b>Total</b>	<b>50,000</b>	<b>350,000</b>	<b>140,000</b>	<b>20,000</b>	<b>300,000</b>	<b>150,000</b>