

Report of the meeting held by the Arab Network for Popular Education - the Lebanese Coalition for Education and the Arab House for Adult Education and Development (AHAED)

The Arab Network for Popular Education / Ecumenical Project for Popular Education (the Lebanese Coalition for Education) with the support of the Arab House for Adult Education and Development (AHAED) held a three-day meeting from December 3- 5, 2020 under the title of Strategic Planning at the Hotel Le Crillon (Broumana). The meeting was attended by representatives of the Arab Network for Popular Education - The Ecumenical Popular Education program – Association Najdeh – The Community of NGOs in Saida (Tajamoh) - The Civil Council Against Addiction (CCAA-Lebanon) - The Humanitarian Association for the Care of Patients and People with Special Needs - Maarouf Saad Social and Cultural Foundation – Al Moasat Association - Newrouz Association – Moubadarat Wa Kararat Association (Initiatives and Decisions) - The Lebanese Democratic Women's Gathering (RDFL). It was a fruitful meeting in which the participants engaged in discussions. The Strategy of the Lebanese Coalition for Education and its building, presented by Dr. Zahi Azar; Cancellation Debt: The Reality of Lebanon, presented by Mr. Amin Saleh; The Conference of CONFINTEA, the Fourth Global Report and its effects, and the Preparation of the Fifth Report and the Role of AHAED, presented by Dr. Neamat Geagea (representative of the Ministry of Social Affairs) and Mrs. Elsy Wakil; Renewal of Post-Corona Adult Learning/Education, presented by Dr. Zahi Azar; The Compulsory Digital Transformation and Education, presented by Dr. Dal Al-Hitti and Dr. Aida Al-Khatib; Minimum Standards for education under emergencies, presented by Mrs. Samar Sahyoun and Mrs. Maha Nammour.

During this meeting, a strategic plan was developed for the Lebanese Coalition for Education for a period of at least one year to keep pace with education in light of the Corona pandemic and the current situation Lebanon is going through, which is the liberation from the public debt and the current reality of Lebanon. The members of the Coordinating Committee of the Coalition, which bear the responsibility of registering the coalition and reformulating the goals, were also selected, which were formed from representatives of the partner associations mentioned above.

At the end of the meeting, gratitude and great thanks were expressed for the whole team's effort and praise for the lecturers' role in giving an important material that helps members develop the plan and achieve it in the future.

On the first day, December 3, 2020, **the opening session** began with a get-together between the members of the training team who attended from different Lebanese regions. Then Mrs. Elsy Wakil, Secretary General of the Arab House for Adult Education and Development (AHAED), spoke about the goal of the meeting and gave an overview of previous reports.

In the first session: Dr. Zahi Azar spoke about the strategy of the Lebanese Coalition for Education and its building. He talked about the importance of raising awareness for learners on the Day of Solidarity with the Rights of the Palestinian People, and that peoples are still revolting from within themselves despite the revolutions ending. He also mentioned the importance of specialization in adult education, pedagogy, economics, politics and science, and that education is sacrificed under Corona and beyond. He as well talked about the reality in which we are working now and the subordination of education to political governance, and the separation of education from pedagogy, which poses a

practical, humanitarian and scientific risk. According to him, pedagogy is linked to the local and global market, as this process is very dangerous and harmful to it, because it is commodified and domesticated. Then the stage of Corona and the stage of the collapse of the global economy should be a stage of contemplation and deepening towards the development of language and thought.

He also addressed the developing countries living on subsidies and the meager amount of production they produce and are not sufficient. He cited education, which is considered the first to be sacrificed, as there are neither subsidies nor wages for teachers. He added that the level of education in Lebanon is falling, and this causes school dropouts and a decrease in the level of teachers. This, in turn, increases the demand for adult learning and education. He talked about health and its low levels in light of the Corona crisis.

It was also stressed the importance of writing off a part of the debt to be directed to education in all its dimensions. He also addressed the issue of corruption and that it had contributed to the destruction of society and the disruption of any initiative. And he talked about the relationship between the spread of corruption and the debt and credit. The dialogue also took place among the listeners, and the importance of changing the curricula and their relevance to reality and global development, and the importance of change for change to find modern approaches to adult learning were addressed. They also stated that linking pedagogy to the market is a dangerous process that has no meaning and content.

The second session was attended by Mr. Amin Saleh, and he dealt with the issue of public debt and the relationship of corruption with it, and the current reality of Lebanon. And that this debt caused the country to collapse. This corruption does not have a sectarian, partisan or political color, as they are all involved in it.

He talked about the nature of public debt: 1- The legal nature. 2- The economic nature.

And that the country's resources are sometimes insufficient, so it borrows from taxes and fees.

1. The legal nature: it means that the government cannot borrow except with the approval of the People's Assembly (parliament). This loan is paid by taxes and fees.
2. The economic nature: it is the interest rate and how it is collected from the economy. He talked about the percentage of indirect taxes that are levied on goods. The rich evade taxes and not declare them, and how this debt is borne by low-income social groups.
3. There are two types of loan: internal and external. The internal loan source is from within individuals and institutions residing inside the country. The external loan source is from residents abroad, which provides foreign currencies to pay interest. The major countries do not borrow in order to carry out projects to increase the production rate of the country. As for Lebanon, the borrowed funds were not spent in a rational manner so that we could pay them off.
4. He also presented statistics on the interests from 15 years to now and how they have increased, as well as the large losses incurred by the Central Bank. The government is resorting to increasing prices to pay off the debt and its interest.

At the end of the first day: The third session: Groups were created. They were divided into three groups to work on the next educational and economic plan of the Educational Coalition.

On **the second day** on 12/4/2020, **the fourth session** was presented by Mrs. Elsy Wakil. Mrs. Elsy conducted her session entitled: **Introductions to Adult Learning / Education Policies** from Belem's Recommendation to the RALE Report. She spoke about the UNESCO Recommendation on Adult Learning and Education (RALE), the three domains of learning, the Global Report on Adult Learning and Education (GRALE 4), Fifth Global Report on Adult Learning and Education (GRALE 5), and the Seventh International Conference on Adult Education in 2022 (CONFINTEA VII)

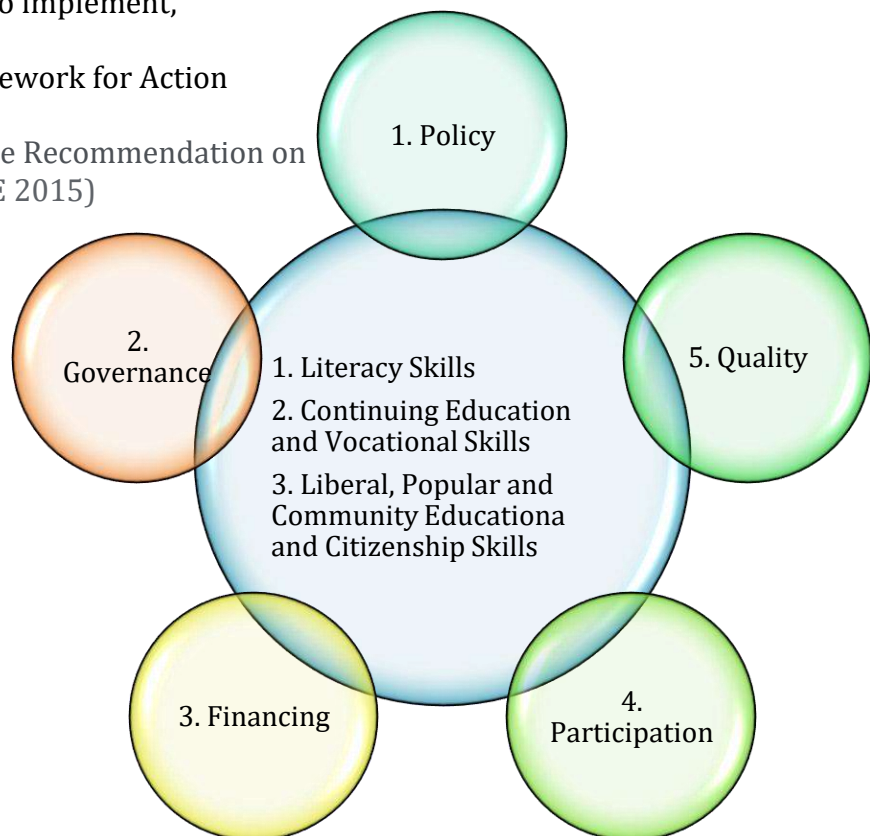
Belem Framework for Action / 5 Areas (2009)

Survey of the Fourth Global Report on Adult Learning and Education

The survey has been monitoring adult learning and education activities since 2015 in line with member states' commitments to implement,

The 5 Areas of Action: Belem Framework for Action

The 3 key domains of learning: The Recommendation on Adult Learning and Education (RALE 2015)



The UNESCO Recommendation on Adult Learning and Education (RALE)

- Defining adult learning and education
- Explains 6 goals of adult learning and education
- Identifies 3 areas of learning
- Covers 5 areas of work
- It was adopted at the General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO)

Adult learning and education are a cornerstone of lifelong learning. Adult learning and education are a process that encompasses all types of learning and education aimed at enabling all adults to participate in their communities and the world of work.

The three areas of learning:

- Reading and basic skills
- Continuous training and continuous professional development
- Community, public, or free education: active citizenship

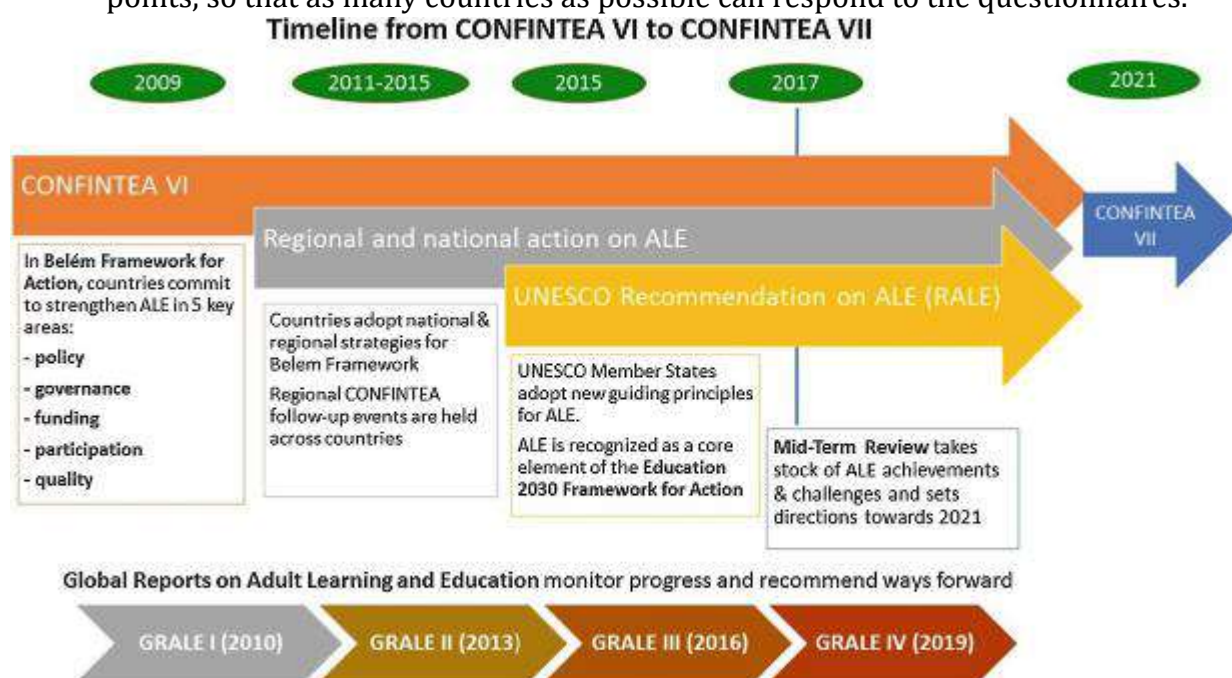
Global Report on Adult Learning and Education (GRALE 4)

- Global monitoring and assessment tool for adult learning and education
- Tracking adult learning and education developments within the framework of CONFINTEA (every 12 years)

GRALE is a monitoring tool, like a pair of glasses, with which we can look at the international scene of adult learning and education through two lenses

Survey questionnaire:

- Ultimate goal: to raise awareness of adult learning and education around the world and advocate for higher levels of attention from policy makers
- Assessing the current state of adult learning and education and providing assistance to bridge the information gap
- While the number of countries participating in the GRALE 4 survey increased for the year 2018, survey data for 36 countries are still unavailable
- This series of online seminars will provide directives for Member States' contact points, so that as many countries as possible can respond to the questionnaires.



Source: International Conferences on Adult Education:
<http://uil.unesco.org/adult-education/confintea>.

Fifth Global Report on Adult Learning and Education (GRALE 5)

- The launch of the fifth version of the report in CONFINTEA VII in Morocco 2022
- End of CONFINTEA VI and Belém BFA Framework
- Monitoring the Belém 2009 Framework in Brazil
- It began in (1949)
- Recommendation on Adult Learning and Education 2015, RALE
- Focusing on citizenship education
- An overview of the status of lifelong learning from a global perspective in the context of the 2030 Agenda for Sustainable Development
- The basis for the new “framework”
- Updating trends in adult learning and education all around the world, with a particular focus on citizenship education - one of RALE's learning areas
- Anticipating and monitoring the status of adult learning and education ALE in the areas of policy, governance, participation, financing and quality
- It presents conclusions and identifies key issues of discussion and action at the international level
- It identifies key practices that member states can relate to their own contexts

Methodology

GRALE 5 Survey Questionnaire of UNESCO Member Countries / Points of Contact

- ❖ Monitoring BFA & RALE on the basis of survey questionnaire questions, all areas of work with the RALE learning areas
- ❖ A specific set of questions about citizenship education
- ❖ Data analysis
- ❖ Final draft (June 2021)

Policies

- ❖ Policy progress is measured in relation to: legislation, policies, plans, stakeholder participation, recognition, ratification and approval
- ❖ Under each of these Belém Framework directions, progress in the RALE domains of learning is monitored
- ❖ Open questions requesting answers with specific examples of "progress" and "no progress"

Financing

- ❖ Member states are required to provide data on the share of adult learning and education as a percentage of public spending on education
- ❖ If this information is not available, an explanation is required
- ❖ If this information is available, actual percentage and source are required
- ❖ Member states are asked to provide data if governments plan to increase or decrease spending on adult learning and education

Participation, Integration and Equity

- ❖ Member states are requested to provide data on current participation rates if information is available. Source of information is required
- ❖ Open questions
- ❖ A question is asked whether participation in adult learning and education has changed for RALE's learning domains

Quality

- ❖ Progress in different areas of adult learning and education quality since 2018 (traced from GRALE 4)
- ❖ Question about "learning outcomes assessment" for different skills
- ❖ For GRALE 5, there is a question about whether the quality of adult learning and education has changed in the RALE domains of learning
- ❖ Open questions

GRALE 5 Monitoring Tool: Special Questionnaire, Participants, Data Source

What should be done to provide the relevant information?

- The main obstacle: poor data.
- Quality data is needed to raise awareness of the main issues
- Data quality will enable GRALE 5 to provide a sound analysis

Principles

- Active participation
- Assessing the progress of adult learning and education from a global perspective
- Identifying challenges and gaps

The Seventh International Conference on Adult Education in 2022 (CONFINTEA VII)

- Reviewing the global status of adult learning and education in the Member States of UNESCO
- Formulating a new plan for international action
- Agreement on major activities to enhance adult learning and education
- Within the framework of the 2030 Agenda for Sustainable Development
- Education of global citizenship and education for sustainable development

The fifth session began under the leadership of **Dr. Neamat Geagea** (official of the National Literacy Committee and Media Officer for the Arab Decade of Adult Learning and Education) and a representative of the Minister of Social Affairs and spoke about the CONFINTEA Conference and the status of adult education in the Arab region, and her role in writing the fourth report, and how to work with the displaced Syrians at the Insan Association and the Development Services Center in Bourj Hammoud, and it was a success story that won appreciation. The report dealt with how to achieve the sustainable

development goals and achieve the benefit of one million displaced people in the camps through the provision of educational aid.

GRALE 4 Report about Lebanon

The fourth UNESCO Global Report on Adult Learning and Education highlights the progress Lebanon has made in improving access to adult learning and education opportunities.

The report noted that Lebanon provides care to millions of refugees, most of whom live in camps, and indicates that low- and middle-income countries host 89% of the refugees in total.

The report notes that addressing the issue of labor migration and displaced persons calls for a comprehensive and coordinated approach that enhances consistency between employment, education, training and migration policies.

Due to the fear that many refugees living in the camps will lose their literacy skills, the Ministry of Social Affairs in Lebanon launched a national program for the post-literacy phase for adults in social services centers in Borj Hammoud, which is one of the most densely populated areas in Lebanon. The program targets women and girls who have newly acquired literacy skills in order to help them maintain these skills and avoid relapse into illiteracy.

Experience has shown the importance of post-literacy in improving the living conditions of people who have newly acquired literacy skills. These centers offer a wide range of programs, seminars and activities in the areas of health, nutrition and cooking. The Insan Association, a non-governmental organization, also established literacy and adult education programs in the period 2017-2018, in order to enhance the literacy skills of Syrian refugees as well as Lebanese of both sexes. The Association also provided preliminary vocational training to the same target group in order to provide participants with computer skills, English language and life skills. This training enabled the participants to enter the labor market and provided the Syrian refugees with the competencies needed to rebuild their societies in general, and their communities, when they return home.

The report highlights the persistence of deep disparities in participation in adult learning and education programs, the exclusion of many vulnerable groups from them, and the lack of interest of policy makers in these groups. Migrants and refugees, the elderly, adults with disabilities, people living in rural areas, and adults with low educational attainment are among the groups most exposed to barriers to participation in adult learning and education programs.

Adult education is essential to achieving sustainable development and economic growth, but the percentage of adults aged fifteen years and over who participate in education and learning programs does not exceed 5% in nearly a third of countries. Disadvantaged groups in particular are often denied the right to education as well. The report indicates

that adults with disabilities, the elderly, refugees and immigrants, and minorities are among the groups that do not exercise this right.

The Global Report on Adult Learning and Education in general warns of the need for a significant change in participation in adult education programs in order to achieve the Sustainable Development Goals by 2030.

The report calls for adopting a fundamentally different approach, and supporting it with adequate investment, to ensure that everyone has the opportunity to benefit from adult learning and education, and to contribute fully to the implementation of the 2030 Agenda for Sustainable Development.

The findings of the global report are based on data provided by 159 countries.

The Global Report on Adult Learning and Education presents **six recommendations** for achieving Sustainable Development Goal 4 and other sustainable development goals by 2030, and these recommendations are as follows:

1. Improving data, especially regarding low-income countries and marginalized or vulnerable groups, such as migrants and refugees
2. Increasing investment by governments, employers and individuals in adult learning and education
3. Donor countries meet their commitments to help developing countries and rebalance the funding they allocate to education in support of adult and child education
4. Further research on good practices, particularly with regard to vulnerable and excluded groups
5. Recognizing the social, civil and economic benefits of investing in adult learning and education
6. Adopting an integrated and intersectoral and inter-ministerial management approach to enable Member States to realize the greatest possible benefits resulting from adult education, with resources allocated accordingly.

<https://anbaaonline.com/news/40157>

The sixth session was led by Dr. Zahi Azar. He spoke about the innovation in adult learning and education. He addressed the Corona pandemic, which shocked everyone and taught them one lesson: "It seems that life is not as we know it and that the truth is not only science and education, but rather lessons at the individual and collective level". He talked about the idea of a pandemic that it has always existed and that it ended civilizations and societies in the past, and mentioned the distinction between the formal economy that is included in the state economy and the informal economy that is not included in the statistics and economies of countries, and the rise of the black economy after the Corona pandemic. He spoke about the revolution and revolutionizing the education, and the difference between education and nurturing. The intensification of participation in economic ownership leads to learning, development and work, and this is part of the renewal process.

As for **the seventh session**, it was attended by Dr. Dal Hatti and Dr. Aida Al-Khatib. Its contents were mandatory digital transformation, nurturing and education.

Dr. Dal talked about the importance of protecting the phone system. And that adapting in this way helps the teachers who struggle with students who have difficulty in education and thus evaluate them. The child should be contemporary to this age, but Lebanon is currently suffering from electronic illiteracy, public chaos and economic problems, in addition to Corona, which led to a social blow.

He also presented the steps to follow:

1. Developing a language that the teacher understands.
2. An electronic writing packages.
3. How to administer online.
4. Content management.

Dr. Aida spoke about the educational golden triangle: the role of parents and the role of teachers and students.

She asked several questions to get the appropriate answer:

1. What are the literacy programs?
2. What is the time limit for changing the traditional school?
3. What are the repercussions on the behavior of parents and children? Are they positive or negative?
4. How will sociology keep pace with the digital world?

The answers were:

1. Training programs and workshops should be held for parents and students to keep pace with development.
2. Change does not occur until two generations have passed, which is equivalent to 40 years.
3. We must think positively in order to be able to face the challenges of the status quo.
4. The importance of critical thinking to the subject of distance learning.
5. Working on directing towards the appropriate specialization (your specialty is your choice of life).

The Ten Commandments:

Know yourself and your abilities / Be honest with your surroundings and feelings / Have professional curiosity / Man up and ask / Make a list of preferences / Read biographies of successful people / Follow your feelings / Trust yourself / Be honest with yourself / Put your future ahead of you

She also talked about the specializations required in the labor market.

The eighth session is about working groups to set a feasible goal in the strategy.

On the third day, 12/5/2020, the ninth session began: led by Mrs. Samar Sahyoun and Mrs. Maha Namour. **The minimum standards of education under emergency were explained** and they are:

1. Quality
2. Facilitating the implementation of projects
3. Clear laws
4. Rules that determine the validity of the behavior
5. Commitment to standards
6. Personal steps

Note: The standards are based on the readiness of individuals and the rapid response to specific needs.

Those concerned are the educators - workers - authorities - actors. Standards should be soft and scalable.

Work must be done on all domains, the most important of which are:

1. Institutional standards
2. Analysis (evaluation / strategic responses to access the learning environment / equal access / facilities / services / protection / curricula / training and development / support / employment / working conditions)
3. Community participation
4. Planning and organizing
5. Law and policy formulation

After that, three different cases were presented, studied, and delved into it and their obstacles to find solutions.

Finally, at **the tenth session**, the coalition plan that was worked on by the trainees was presented and discussed. **Then the Coordinating Committee of the Coalition was elected and its general objectives were set:**

1. Establishing the Coalition's structure
2. Reviewing the goals of the coalition
3. Registering the Coalition (recognition)
4. Criteria for affiliation of associations to the Coalition
5. Activating the media section, such as a Facebook page
6. Regular meetings of the Coordinating Committee to discuss the work agenda
7. Mrs. Dalal Shehadeh was assigned to the media section, Dr. Zahi Azar was assigned to the educational section, and Mrs. Nahed Soussan was assigned to the coalition's registration procedures. Cooperation will be made with Mr. Amin Saleh to launch a campaign to combat the public debt. Working on the same steps will take place simultaneously.

At the end, gratitude and great thanks were expressed for the efforts of the entire team and praise for the role of the lecturers in giving an important material that helps the

members to set the plan and achieve it in the future. Mrs. Elsy also thanked the attendees and stressed the need to proceed quickly with the drawn plan.

