

Lebanese Republic
Office of the Minister of State
for Administrative Reform

Citizens Charter
for Education

The Citizen's Charter for Education was prepared by a working group from the Office of the Minister of State for Administrative Reform in the context of a project that aims to draft sector-related charters to complement the Citizen's Charter endorsed by the Cabinet in its session on 15/11/2005. The working group comprised Ms. Salam Younes, representative of Education and Higher Education Ministry, the two educational experts Mr. Abdel-Wabbab Chmeitelli and Mr. Joseph Abi Rached, and with the participation of the general coordinator of the sector-related charters, Dr. Antoine Messarra. Dr. Ramzi Salameh, a specialist in higher education and training of those working in education at the UNESCO regional bureau for education in Arab States, played the role of the group's consultant. He took part in drafting the final structure of this document. The document was discussed during a workshop, presided over by the Minister of Administrative Reform and Education Minister, and attended by official and private educational figures at the UNESCO Palace on 4/9/2002.

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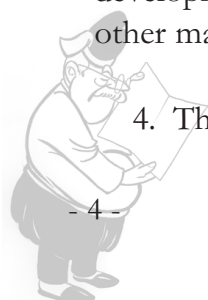
Introduction

1. Drafting this charter was based on two main sources:
 - a- relevant standard texts issued by the United Nations, in general, and by the UNESCO, in particular, especially international charters, conventions and recommendations, as well as all relevant documents which are found in Annex 1.
 - b- the major constitutional, legislative and regulatory texts¹ in force in Lebanon, particularly the Lebanese Constitution, the national consensus bill, the educational progress plan and other documents that are exhibited in Annex 2.

2. Moreover, an analysis of world trends in this regard and that of Lebanon's situation was adopted, as the Lebanese agree that its preferential value on the Arab and world level lies in its human capital and professional and innovative potentials.

3. This charter is aimed at highlighting the citizen's rights and obligations in relation to education, first as being a citizen only, involved in the human capital and human development even if he is not directly related to the educational system, and second as being directly involved in education, whether as a student or as a parent, teacher, educational official or a responsible officer in an institution that supports education efforts, and other qualities that render him a holder of special interest in educational affairs, the quality of education and its adequacy to the needs of development, the competence of educational institutions and other matters.

4. This Charter includes eight sections, the first of which



includes the fundamental principles that direct the six following sections which tackle in detail the rights, obligations and responsibilities of different stakeholders in education and learning, starting with children, students, teachers², educational institutions, reaching the students' parents, civil and governmental bodies and citizens as a whole. The eighth section comprises the proposed mechanisms to implement this charter, including the awareness towards its provisions, mechanisms of decision on complaints that result from its non-implementation.

5. It is worth noting that the implementation of this charter requires a radical change in the Lebanese people's vision towards education, particularly in terms of:

- a- Stressing that learning is the right of all the Lebanese and a life-obligation. It is not limited to a certain age or a certain stage in life, but it involves every person since his birth and throughout his life.
- b- Stressing that each person is capable of learning and that learning-related individual differences are not necessarily hereditary. They can result from the social and economic environment in which an individual lives. Therefore, equal chances in education are not only limited to ensuring student seats at school in educational institutions, but require a comprehensive treatment.
- c- Stressing that learning is the right of the Lebanese people without any discrimination or disparity, regardless of their physical, mental, behavioral, cultural, economic features or other disparities emanating from individual or society and environment-related characteristics, which could hinder their maximum benefit from the educational system. The possibility to practice and ensure this right necessitates a

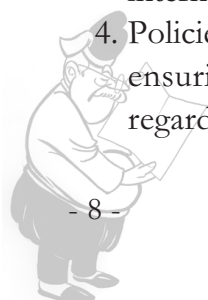
change in spirits and texts to ensure this right, particularly to people who suffer from different forms of disability and to open schools for them. Annex 3 shows the categories involved in this topic, which are often deprived from their right to learn.

- d- Underlining that ensuring learning opportunities to the Lebanese is the responsibility of the State and the society as a whole, with all of its administrations, institutions and individuals. All the Lebanese, regardless of their position in society, are involved in education. They shall work together to achieve the society of knowledge, so that each moment of life carries with it an opportunity of growth. Hence, the opportunity to learn and develop capacities would be available for every person, not only in schools, institutes and universities, but rather in any environment and in quality.
- e- Stressing that the right to learn is a public right, which competent authorities and society's prominent figures derive their responsibility from to intervene with the available means to ensure this right for everyone, in the circumstances that necessitate that, particularly in case involved officials, including children's and students' parents failed to provide them with this right.
- f- Stressing that the responsibility of ensuring a good-quality education is not restricted to people directly involved in the educational system, but encompasses all the citizens, regardless of the professional category they belonged to, based on the following considerations:
 - a- Importance of education in raising a citizen, developing his capacities and determining the future of the society and the nation;

- b- Importance of the educational policy's reflections on the current and future political, economic and social situation.
- c- Importance of the citizen's role in building a developed democratic society that enhances his feeling of belonging and meets his desire to progress and improve, as well as the importance of practicing this role in the educational field and in other fields to achieve the citizen's and the society's objectives.

1- Fundamental Principles

1. Education is an absolute right for all the Lebanese and people residing in Lebanon, each according to his potentials, without any discrimination or disparity. No person shall be deprived of this right for any reason, especially because of his gender, age, religion, sect, place of dwelling, national or social background, political inclinations, economic situation, and his incapacity or incapacity of his parents to bear the financial burdens that could result from the practice of this right, or because of any disability that affects him, or even any features other than the capacity to lean in a certain stage³.
2. Learning is an obligation imposed on all male and female Lebanese, each one according to his/her mental capacities and the requirements of his/her professional status in society.
3. All acts of education and learning should be aimed at developing the integrated and balanced personality in all aspects to the maximum capacities of every individual, particularly at developing an individual's physical, mental, social and innovative capacities and rendering him capable of contributing to the society's progress and comprehensive and integrated development. They should also aim to consolidate the faith of every individual and his commitment to fundamental freedoms, humanitarian values and principles that respect a human being, appreciate the importance of mind, push for knowledge, work and ethics as national and international charters stipulated.
4. Policies, plans and programs of education shall be aimed at ensuring equality of opportunities between individuals, regardless of any characteristics that might constitute a



hindrance without this equality, especially their economic or social status, area of residence or any other hindrance. Equal opportunities implies ensuring seats in educational institutions, equal treatment and equality in circumstances of education and learning, as well as educational services and supporting services so that everybody can target the adopted educational objectives easily.

5. Ensuring opportunities of high-quality education and learning, based on the principle of equal opportunities, is the responsibility of all institutions and individuals, particularly governmental authorities, officials of educational institutions, officials in public administrations and institutions and municipalities, teachers, children's and students' parents, social and economic institutions, associations and organizations, as well as media.
6. All community institutions, from family and school to work institutions, media and all categories of the institutions mentioned in previous clause, should ensure the adequate environment for continuous learning and growth for life.
7. Establishing educational institutions and the implementation of educational programs and activities are permitted for institutions and individuals, provided that they do not conflict with the public order and as long as they take place in the context of enforced laws and regulations.
8. Every person is entitled to choose the educational program that suits his capacities and wishes. The parent of the minor practices this right on his behalf, provided that the minor be entitled to take part in this decision whenever he advances in the educational grade.
9. Competent legislative and executive authorities shall acknowledge the educational and social policies and plans, as

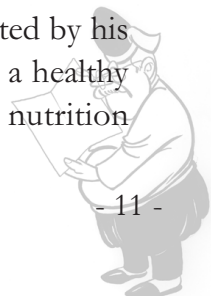
well as legislative and regulatory texts to make sure that all the Lebanese obtain the right to an adequate learning environment since birth and high-quality education and learning for life.

10. All society institutions should set plans and programs to fulfill their responsibilities in the educational field that encompass those directly involved and all individuals of society.
11. Setting limits by educational institutions for the people admitted in their different educational programs, based on their capacities, does not constitute discrimination in the way implied in the first clause of these fundamental principles, provided that governmental bodies ensure the conditions of implementing each citizen's right to learn, in accordance with the principles of equal opportunities. The financial contribution imposed by laws and regulations in return for education services and educational care in governmental institutions or others is not considered as a form of discrimination, provided that no person shall be deprived of these services due to his incapacity or his parents' incapacity to put up with the financial consequences resulting from practicing his right to education, learning and educational care.

2 - Children's and Students' Rights and Obligations

a- Rights of Children and Students to education, learning and educational care

12. Every person, since his birth, enjoys the right to learning and educational care, inside and outside his family, and according to his capacities, needs and the rhythm of his growth, particularly:
 - a. the right to educational services that are prior to the scholastic learning stage, whether in nurseries, kindergartens or other specialized institutions or via any means acknowledged by competent authorities;
 - b. the right to school education- or any correct alternative stipulated by concerned laws- for the development of his capacities and for scientific, cultural and social qualification to the maximum extent that these capacities empowers him, since he reaches the age defined in the concerned laws and until the end of the primary education stage;
 - c. the right to secondary and high education, the academic and the vocational, and to continuous learning, based on his capacities and readiness.
13. Every person is entitled to benefit from the services supporting education, learning and educational care which would make sure that the objectives of education and learning are met, as defined in the fourth clause of the fundamental principles.
14. Every minor is entitled to receive the care necessitated by his complete and balanced growth. He has the right to a healthy financial, social and educational environment, nutrition



system that is adequate to his growth needs, as well as health care that is adequate to his growth and special needs, away from violence of any type, and without any deliberate and recurring neglect that might lead to harm.

15. In addition to the above-mentioned general rights, any male or female student enrolled at an educational institution enjoys the following rights:
- a. the right to a safe and healthy environment and to a physical safety, away from physical violence, regardless of its forms or degrees;
 - b. the right to respect his dignity, away from moral violence, mocking, carelessness and harassment, as well as other things that would disgrace this dignity.
 - c. the right to a social and emotional raising that is open to comprehensive human values;
 - d. the right to active participation in exploring knowledge;
 - e. the right to express his thoughts, inclinations and aspirations independently, even in the context of free student organizations;
 - f. the right to have a look at the adopted curricula in class or the program that he is following;
 - g. the right to implement high-quality adopted programs, without omission or significant urgent modifications;
 - h. the right to have a look at his obligations regarding school performance that he is expected to present and the methods of this performance assessment, the programming and results of this assessment, as well as the consequences of these results on his progress in studies;
 - i. the right to know his obligations regarding the expected conduct and the methods of this conduct assessment and its results, as well as the consequences of these results on his

- schooling;
- j. the right that mechanisms of performance and conduct assessment, provisions and results should include conditions of fairness, impartiality, honesty and transparency, taking into account the capacities of the learner, the development of his performance and not only the common and general standards;
 - k. the right to review the performance and conduct assessment before bodies other than the body that carried out the first assessment, and to express his opinion vis-à-vis this topic;
 - l. the right to obtain attestations on school grades and certificates that he deserves without any administrative or financial hindrance.

b- Students' Obligations

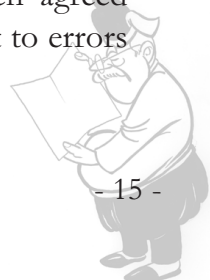
16. In any of the education stages, a student shall fulfill the following obligations:
- a. Commit to school hours and persevere on attendance, except in cases permitted by enforced laws and regulations;
 - b. Preserve a safe and healthy environment that ensures physical safety for everybody;
 - c. Respect the dignity of every individual in the educational institution that he belongs to and in all institutions with which there could be occupational relations, and stay away from irony, carelessness and harassment and other issues that disgrace dignity;
 - d. Express his thoughts, inclinations and aspirations independently, whenever he has the right to reveal his opinion, and respect others' thoughts, in accordance with

- human rights and principles of democracy and equality;
- e. Stay remote from all types of physical and moral violence, regardless of its forms or degrees;
 - f. Handle mobile and immobile properties that the educational institutions puts at his disposal with care, preserve them and use them for the set purposes;
 - g. Participate actively in exploring knowledge and work hard to acquire the self-learning and continuous learning skills to practice his capacities and competence in an efficient, innovative and committed manner;
 - h. Look over the adopted curricula in class or the program he is following, his obligations regarding the expected school performance, the assessment methods for this performance, programming of this assessment, and good preparation for the assessment, where he shall be subject to it without any cheating or running away;
 - i. Knowing his obligations regarding the expected conduct, assessment methods of this conduct and the consequences of the assessment results on his schooling, and work hard to commit to these obligations;
 - j. Seek to acquire the independence in thought and conduct, bear the responsibility of his educational options, and adopt the curriculum and principles of studying, research and implementation.

3 - Teachers' Rights and Obligations

a- Professional Rights

17. Every teacher has the following rights:
- a. that the process of his selection for work, training and professional progress should be conducted without any form of discrimination, except for what has to do with the necessary skills for teaching;
 - b. benefit from the available qualification and training programs during service in order to achieve continuous improvement in the quality and content of education, as well as the teaching techniques;
 - c. run that learning group that he was entrusted with in a way that enables the achievement of the adopted educational objectives;
 - d. enjoy the academic freedom within the framework of the adopted curricula in everything that has to do with carrying out his tasks, especially taking part in selecting the adequate teaching methods for students, in defining the teaching material, in selecting and assessing the school books in the framework of the enforced laws;
 - e. that his professional performance assessment should be conducted fairly, based on announced standards that have been agreed upon, and that he may go over the results of the assessment and request its revision;
 - f. that he undergoes accountability in light of a fair system that is based on announced standards that have been agreed upon, and that sanctions should be correspondent to errors and progressive, and they should be reviewable.



b- Occupational Rights

18. Every teacher has the right to:
- a. Enjoy the public freedoms stipulated in the Constitution and international instruments, particularly the freedom of expression of opinion, composition and publishing;
 - b. Enjoy the syndicate-related rights in order to improve his work conditions, defend his professional interests and develop the profession of teaching;
 - c. Benefit from justified leaves due to sickness or special ones or other ones within the borders of laws and regulations, without any hindrance or difficulty to practice this right;
 - d. Work in adequate working conditions in terms of safety of buildings, healthy environment and availability of the teaching requirements and activities in an adequate occupational form;
 - e. Receive a fair salary, in addition to health and social guarantees and insurances and other rights related to the job, which enable him to work in a reassured manner and dedicate all of his efforts for his profession;
 - f. Have his behavioral performance be assessed, based on known standards and mechanisms, and be given the chance to respond to any accusations pointed at him. Moreover, he has the right that the sanction, if found, should be adequate to the proved error that he might have committed, and he should not be dismissed except in cases of fatal error, which should be determined accurately, or in cases of proved incompetence, repetitive or deliberate neglect while performing his tasks, and after taking into account his right to defend himself.

c- Teachers' Obligations

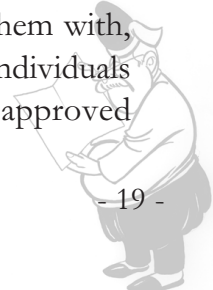
19. A teacher shall:

- a. Contribute to the learner's intellectual preparation, development of his personality in a coordinated and intellectual manner, and development of his love to learn;
- b. Adopt all the available means to develop the respect of human rights among learners and to enhance the values and principles stipulated in this charter;
- c. Treat learners fairly and impartially, respecting the dignity of each of them;
- d. Use diverse educational means, methods and positions to achieve the educational objectives of each group, and take good care of the educational needs of each individual he is responsible for;
- e. Organize his work to maximize the benefit from efforts, and avoid wasting his time and energy and those of his learners he is responsible for.
- f. Periodically and regularly use impartial and fair means to assess the needs of the learners' educational needs and their learning performance in order to serve the adopted teaching objectives. Moreover, learners have the right to go over the results of the assessment without any lingering;
- g. Take part in the extracurricular school activities, supervise and guide the learners outside the classroom;
- h. Contribute to preserving the safety of school buildings, safe environment and good handling of school equipment;
- i. Continuously make sure that he develops his teaching and educational skills to promote his performance to the highest levels of professional competence;

- j. Contribute to preparing student-teachers, training them, and keeping apace with new teachers so that they reach the highest levels of professional competence;
- h. Inform parents of minor learners about their children's progression in their studies, discuss this progression with them, and share with them the roles to achieve the adopted educational objectives.

4 - Responsibilities of Educational Institutions

20. Education institutions should ensure chances of enrollment and schooling for the largest number possible of citizens who enjoy the mental capacities for studying in a certain stage.
21. Every educational institution should set its own educational project that includes the directives and procedures that it adopts to achieve the objectives of education and learning, as stipulated in this charter and in national educational curriculum, taking into account the learners' special needs in a way that provides each of them with equal opportunities in treatment and attainment of objectives.
22. An institution's educational program should include the procedures that this institution takes to ensure the quality of education and learning, encourage renovation and innovation, develop the local community, and render the chances of learning throughout life available for the largest number possible of citizens.
23. Officials in educational institutions should ensure the participation of representatives of learners, parents, teachers and all those working in the institution and the local community, when setting the educational program of each institution, implementing, periodically assessing and redrafting it.
24. Educational institutions, of different levels and with diverse administrations and references, public and private, should take the necessary measures to fulfill the responsibilities that the parents of students and the society entrusted them with, and especially the responsibility of teaching the individuals going to these institutions according to the approved



educational principles and for those individuals' and the society's sake, particularly:

- a- ensure the quality of education in an ambiance of serenity and ease, in terms of curricula, financial, human and cognitive resources, educational services, learning support, administrative means, as well as cultural, sports and social activities;
 - b- make sure that all people working in the educational institution respect the procedures, rules and policies that guarantee the learner's right to respect, his right to have access to educational curricula and obtain attestations of school grades without any administrative or financial hindrance.
25. People in charge of educational services, educational care services and supporting services, as well as those working in institutions involved in these services, have the responsibility to follow-up with parents so that each minor receives the necessary services for his complete and balanced growth.
26. An educational institution shall run its affairs by itself without unjustified intervention in its matters, as long as it respects the principles of this charter and enforced laws and regulations and achieves the national educational objectives.



5- Rights and Obligations of Students' Parents:

a- Rights

27. Every student's parent is entitled to choose the educational institutional that he wants his child⁴ to go to. In case this institution was outside the area of his residence, he has to bear the cost of making his child reach it.
28. Every student's parent is entitled to go over the institution's educational project that he registers his child in, including the adopted curricula, rules of conduct and prerequisites of success, in addition to matters related to education and learning, school life, the institution's relation with parents, tuition fees and other issues that affect the child's educational progression.
29. Every student's parent has the right to take part in setting the educational program of the institution that his child goes to through the bodies adopted to represent students' parents, such as parents' committees or boards, or via other mechanisms that are agreed upon between the institution's administration and these bodies.
30. Every student's parent is entitled to know about his child's educational progression in the institution that his child goes to in a periodical and clear manner, and he is entitled to know from the institution's administration what is required of him so that his child achieves the objectives of education and learning.
31. Every student's parent is entitled to request reconsidering any measure that the institution takes against his child, whether in terms of the academic performance or conduct. The institution has to examine the request as soon as possible and

in accordance with the highest standards of integrity, justice, impartiality, honesty and transparency.

b- Obligations

32. The parents of a minor shall bear the basic responsibility of ensuring his right to learning and educational care through providing the adequate family environment for his growth and education, meeting the needs of this growth, his raising up, and seeking to obtain the supporting services that are necessary for his growth and that are adequate to his special needs.
33. Every parent of a minor shall register him in a regular educational institution- or any correct alternative stipulated by the laws in force- and make sure that he continues his studies regularly, and this is ever since he reaches the age determined by the laws and until the end of the primary education at least. He also has the responsibility of making sure that the minor continues his studies beyond the primary education.
34. Every parent of a minor should follow his progress towards the adopted educational objectives through establishing cooperation relations with teachers and all those involved in educating this minor and consulting with them regarding everything that has to do with his growth and learning.
35. The parent of a minor student, as well as of an adult, has to respect his moral and financial commitments towards the educational institution in which the student is enrolled, particularly the contribution in achieving the adopted educational objectives, participation in the school life, and payment of the agreed financial obligations.

6- Responsibilities of governmental and civil bodies

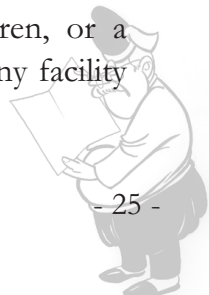
36. Governmental and civil bodies should aim behind the establishment of educational institutions to enable citizens to acquire the necessary competence, in terms of knowledge, skills and conduct to learn, work and live together, and to open up the personality of each individual with all of its potentials. Associations should also seek via these institutions to contribute to the local community's social and cultural development.
37. Governmental bodies have to provide education institutions and ensure the opportunities to students to get enrolled at them without any social, administrative or financial hindrance, provided that this should not affect the student's or his parents' right to choose the private school on his responsibility or his parents'.
38. Competent governmental and civil bodies shall support all the people to ensure their right to learning and educational care.
39. Competent governmental and civil bodies shall intervene directly, when necessary, to ensure the right of minors to learning and educational care, based on mechanisms stipulated by enforced laws and regulations, in case these bodies found out that such minors are not growing up in an adequate environment for healthy growth, or they are not receiving educational services and services supporting this growth.
40. Governmental and civil bodies in charge of educational institutions should ensure the right of every person to get enrolled at these institutions, whatever their type was, without

any hindrance, based on the qualifications of the person only.

41. Governmental and civil bodies should ensure the right of people to learn and receive educational care, as is stated in the above clauses, without any discrimination, regardless of the reason or the type, taking into account what was mentioned in this charter.

7- Citizen's Rights and Obligations

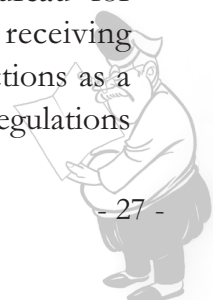
42. It is a citizen's right and obligation to have access to the adopted educational policy and the general plans to implement this policy, as well as the educational situation, including the statistics on education, budget, current problems and the factors that support or hinder the implementation of the educational policy. He also has the right to form opinions to assess this policy, the situation and the horizons of its development. He shall also contribute in this development towards what is better for him, co-citizens and the society as a whole.
43. Every citizen has the right and it is his duty to work on supporting and developing the adopted educational policy, express opinion and standpoints and form lobbies to promote these standpoints, such as trade-unions. He shall request the clarification of the positions of candidates to influential posts regarding the development of the general educational policy and the educational situation. He shall have a stand in general elections on all levels based on the adopted educational policies.
44. Every citizen has to follow his education all his life, and he has the right to choose the educational programs and activities that he wants to get enrolled at.
45. Every citizen has the obligation of bearing his educational responsibility for his status as a citizen and a party to the educational process in raising his children and those of his society, whether he was a parent of those children, or a teacher, and or an administrative or in charge of any facility that has an impact on the educational community.



46. Every citizen has the obligation of contributing with all the available means to supervision, follow-up and rectification in the educational field, whether on the level of the school or university, on the local level in a certain area, town or city, on the general national level, as well as on the level of the widest individual or national impact, regionally and internationally, in order to achieve the general national and humanitarian objectives.

8- Implementation of the Charter

47. Concerned governmental bodies have to disseminate the Citizen's Charter on Education amid citizens in general through circulating its texts via media and highlighting its elements, analyzing it, commenting on it, calling for its discussion, going into its details and methods of implementation.
48. Concerned governmental bodies shall circulate this charter among all parties that directly take part in education in the public and private sectors. Concerned administrations and institutions shall take the measures that are aimed at raising the awareness vis-à-vis the elements of this charter, the importance of its adoption and commitment to its implementation.
49. The Ministry of Education shall seek to amend the laws and the regulations that have to do with the educational affairs so that they become in harmony with the principles and provisions of this Charter.
50. All educational institutions are responsible for implementing this Charter.
51. Civil associations, syndicates, parents' boards and committees are entitled to propose formulas to implement this Charter, and they have to contribute actively to this implementation.
52. In the framework of the general orientation towards establishing a "mediator for the republic", competent governmental bodies shall establish a special bureau for educational matters that are in charge of receiving complaints, revision and decision in cases of objections as a result of the violation of this Charter, laws and regulations



that are aimed at achieving the principles that it includes. This bureau has to enjoy the right to propose measures that would improve the mechanisms of achieving the citizen's educational rights and fulfillment of their obligations in this regard, help and support private and public educational institutions in implementing the principles of this charter, improve their educational services offered to citizens, and achieve the national educational goals.

53. Citizens have the right to establish bodies, leagues, civil associations and trade-unions to support the implementation of this Charter, develop it and take part in the drafting of laws and regulations that reinforce its provisions and follow-up with its implementation, or to support the revision and complaints, as well as to collect rights and rectify practices in the educational field.
54. Governmental and civil associations that take part in the educational care tasks, as well as social and cultural raising have to commit to the clauses of this charter and work on circulating and implementing it.
55. Media have to actively participate in disseminating educational culture, deepen awareness vis-à-vis this Charter, back revisions, bridge the regulatory shortages, and deal with complaints and protests in this regard.

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Annex 1

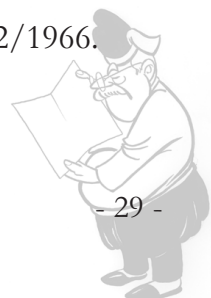
List of Reference International Instruments

a- Declarations

1. Universal Declaration of Human Rights, 1948
2. Declaration on Elimination Against Women, 1967
Adopted by the General Assembly on 7/11/1967.
3. Geneva Declaration of Rights of Child, 1924
4. Declaration of Rights of Child, adopted by the General Assembly on 20/11/1959, and acknowledged in the Universal Declaration of Human Rights, International Covenant on Civil and Political Rights, and International Covenant on Economic, Social and Cultural Rights.
5. World Declaration on Survival, Protection and Development of Child, as endorsed by participants in the World Summit for Children in New York on 30/9/1990.

b- Conventions

1. Convention Against Discrimination in Education
Endorsed by the UN General Conference for Education and Culture on December 14, 1960 during its 11th session in Paris.
2. International Covenant on Civil and Political Rights
Approved by the UN General Assembly on 16/12/1966
3. International Convention on Economic, Social and Cultural Rights.
Approved by the UN General Assembly on 16/12/1966.



c- Recommendations

1. Recommendation on education for understanding, cooperation and peace on the international level, and education in the field of human rights and fundamental rights.

Enacted based on the Education Commission Report during the 36th General Assembly on 19/11/1974.

2. Recommendation regarding the situation of teachers, enacted by the international governmental conference on situation of teachers, UNESCO-Paris on 5/10/1966.

3. Recommendation regarding the situation of teaching faculties in higher education, adopted by the UNESCO General Conference in its 29th session in Paris, held from 21/10 to 12/1//1997.

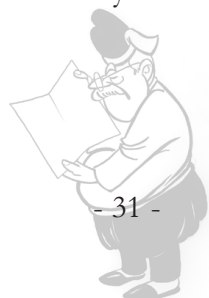
4. Recommendation regarding the public's participation and contribution to the cultural life.

Adopted based on a report of the second program commission in the 34th UNESCO General Assembly on 26/11/1976.

Annex 2

List of Lebanese Reference Texts

1. Lebanese Constitution, amended by the constitutional law No. 18 of 21/9/1990.
2. National Consensus paper, 22/10/1989.
3. Rights of Lebanese Child
The UN declared 1979 as a “World Children’s Year”, calling on all nations to look after childhood and future generations. A Lebanese ad hoc committee drafted “paper on the rights of the Lebanese Child”, based on children’s responses, adults’ suggestions, World Declaration on the Rights of a Child. This paper was delivered by two children during a celebration at UNESCO on 11/11/1979, under the patronage of President Elias Sarkis and in the presence of Prime Minister Salim Hos, a few ministers, officials and representatives of associations and schools, as well as an audience of children coming from different Lebanese areas.
4. Directives for Education Strategy in Lebanon for 2015.
5. Educational Progress Plan in Lebanon
The Cabinet approved of the plan in its session on Wednesday, 17/8/1994 (Decision No. 15, Minutes No. 101)
6. New Education Curriculum
This curriculum was approved by virtue of a Cabinet decision No.22 of 25/10/1995.
7. Citizen’s Charter, issued by the office of the Minister of State for Administrative Reform, which was endorsed by the Cabinet during its session on 15/11/2001.



Annex 3

Categories with Special Educational Needs and Subject to Deprivation from Education

The categories with special education needs and that are subject to deprivation from education include the people who suffer from/from one of the following problems:

1. Physical disabilities related to the nervous system, musculoskeleton, or related to chronic health problems, among whom are notably the disabled;
2. Sensation disabilities: loss of sight or deafness, suffering from weakness or disturbances that could not be treated with the available means.
3. Mental disabilities: little, medium or acute weakness in mental capacities;
4. Learning difficulties: slow learning, disturbances in psychomotor capacities, oral and written lingual capacities, logical and arithmetic reasoning, or capacity of concentration and perseverance;
5. Emotional-behavioral disabilities: low motive to learn, disturbances in relationships with other, social adaptation, such as violence, seclusion, anxiety, unsocial behavior;
6. Multiple disabilities: autism, loss of sight and hearing, and other disabilities that hinder an individual to reach functional independence at the expected age or in the expected speed.
7. Cultural disabilities: an environment that is poor in development stimulators, the parents are not good at the language of instruction, values of parents and the surrounding environment do not encourage education;

8. Socio-economic disabilities: extreme poverty, mal-nutrition, mal-treatment, displaced or working children and youth, as well as children and youth in jails.

It is worth-noting that there is a category of students that do not receive sufficient educational care to develop their potentials to the maximum. This category includes people with high mental potentials and talented people. These talents are often wasted, as they were not detected at an early stage and they were not developed.

References

1. *A distinction was made here between major texts that are issued by higher constitutional, legislative and executive authorities (Constitution, laws and legislative decrees) and minor texts that are issued by mediatory authorities (regulatory decrees, decisions and circulars issued by ministers and director-generals). The first group constituted references when drafting the charter, while the second, such as the structure of the Education Ministry, internal regulation of schools, regulations of exams and other, shall be considered are lower in degree after being adopted by competent authorities, particularly the Cabinet. Hence, they shall be amended so that they become in harmony with the charter's content. This is why they include the mechanism of implementation and follow-up at the end of the charter to underline this issue in terms of the importance to reconsider these texts to ensure the implementation of rights and obligations stated in this charter.*

On another hand, the implementation of the charter's fundamental principles, which are derived from enforced international instruments, necessitate the reconsideration of some similar laws or texts, especially the old ones to update these laws and texts to keep apace with the educational and legal though in terms of the right to education and learning, as well as the obligations resulting from this right.
2. *The term "students" was used in this document to indicate students of educations without distinguishing between educational stages, as the people described as students are all students in the broader sense, where they actively participate with personal-efforts in discovering knowledge; whereas, the term pupil means in a broader sense the recipient, who is apprenticed by another person, and this is what modern educational theories want to stay away from. Sometimes, the term "educated" is used in the same sense and not in the common sense which is used to describe someone who has "finished learning". This document underlines that continuity of learning throughout life. And an educated person is that who keeps learning and not that who is done with learning.*

In this document as well, the term “teacher” was used to refer to all categories of people who are responsible for teaching students, such as members in academic bodies and other educational specialists who are directly responsible for the teaching and learning of students.

- 3. The responsibility of ensuring this right falls in general on the governmental and civil bodies in accordance with this charter. As for ensuring this right to the Lebanese living abroad, this is related to their nature and the agreements concluded by the Lebanese government with the countries they live in. With respect to the non-Lebanese living in Lebanon, this right is provided by virtue of special agreements with their countries or with concerned international agencies, especially in cases of exceptional residence, where there are no regular entrance-visas or work permits.*
- 4. Or the child under his custody.*