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Folder Title: President Wolfensohn - Briefing Book for President's Meetings and Events - Courtesy Call - Bahia Hariri - Head of Education Committee of the Lebanese Parliament and Chair of the National Committee for the Public School - March 11, 1998

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Series: Meeting and event briefing materials

Dates: 01/01/1998 – 03/11/1998

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THE WORLD BANK

Washington, D.C.

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The World Bank

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PUBLIC DISCLOSURE AUTHORIZED

Courtesy Call: Ms. Bahia Hariri
Head of Education Committee of the
Lebanese Parliament & Chair of
the National Committee for the Public School

Wednesday, March 11, 1998

9:00 - 9:20 a.m.

Meeting Room MC12-755
(beside Mr. Sandström's Office)

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President Wolfensohn - Briefing Book for President's Meetings - Meeting Material
Courtesy Call - Bahia Hariri - Head of Education Committee of the Lebanese

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Document Log

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Edit

Print

A. CLASSIFICATION

- ☒ Meeting Material
- ☐ Trips
- ☐ Speeches

- ☐ Annual Meetings
- ☐ Corporate Management
- ☐ Communications with Staff

- ☐ Phone Logs
- ☐ Calendar
- ☐ Press Clippings/Photos

- ☐ JDW Transcripts
- ☐ Social Events
- ☐ Other

B. SUBJECT: COURTESY CALL: MS. BAHIA HARIRI, HEAD OF EDUCATION COMMITTEE OF THE LEBANESE PARLIAMENT & CHAIR OF THE NATIONAL COMMITTEE FOR THE PUBLIC SCHOOL (B) (N) TIME: 9:00 - 9:20 A.M. VENUE: MC-12-755 (MTG. ROOM) CONTACT: MR. SHAMSEDIN @ 81035 AGENDA TOPIC: DISTANCE LEARNING // NOTES: MS. HARIRI IS THE SISTER TO PRIME MINISTER OF LEBANON // IN ATTENDANCE: WB ATTENDEES: JDW, DERVIS, J. INGRAM (FOR V. THOMAS), DE FERRANTI, LUIGI // ADDED: A. STAHMER (ED) // ADDED (3/8) HALEH BRIDI (BY ED) EXTERNAL ATTENDEES: MS. BAHIA HARIRI, MS. SALWA BAASIRI, ASSISTANT TO MS. HARIRI, MR. AL-SAAD, EXECUTIVE DIRECTOR, MR. EZZEDIN SHAMSEDIN, ADVISOR TO ED // NOTES: JDW AGREED TO THIS MEETING (3/2) (B) THOMAS // DUE: FRIDAY, MARCH 6 // EXC: LP // ALI (3/3) Brief includes:

---Assistance Program for Lebanon
---Bio
---Quarterly Newsletter Issues

DATE: 03/11/98

C. VPU

Corporate

- ☐ CTR
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- ☐ TRE

Regional

- ☐ AFR
- ☐ EAP
- ☐ ECA
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- ☐ MNA
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Central

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- ☐ ESD
- ☐ FPD
- ☐ FPR
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Affiliates

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D. EXTERNAL PARTNER

- ☐ IMF
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- ☐ MOB/Other IO
- ☐ NGO
- ☐ Private Sector

- ☐ Part I
- ☐ Part II
- ☐ Other

DISTANCE LEARNING AT THE WORLD BANK

Summary

The Economic Development Institute has been participating in the World Bank's repositioning towards a Knowledge Bank service through a number of interrelated initiatives intended to build capacity among adult professional audiences -- including policymakers, educators, and opinion leaders, as well as students at the secondary school level and above. Principal EDI initiatives are designed and implemented in collaboration with other Bank departments and external partner institutions

World Bank Distance Learning Unit

- 1) **Purpose.** The Bank's Distance Learning Unit, housed in EDI (EDIDL), functions as **focal point** for Bank efforts to use communication technologies to help meet adult client learning needs. Established in late 1997, the new service will help the Bank to expand the reach and impact of its knowledge; make more efficient use of resources and skills through effective coordination; and ensure the delivery of consistently high quality learning products to clients. In addition to its ability to leverage the impact of knowledge available within the Bank, EDIDL will act as a **broker** on behalf of clients, offering them access to excellent knowledge from other organizations through its services. EDIDL has begun to develop a database of such services, and it also has begun discussions along these lines with the International Labor Organization, World Intellectual Property Organization and the Leadership Center for Financial Sector Supervision
- 2) **Infrastructure.** Two new interactive classrooms will link the Bank's Headquarters with learning sites around the globe. The classrooms will be complete in mid-April. Learning sites will be located within the Bank's Resident Missions as well as in partnering universities, training institutes, community centers and related organizations that operate suitable facilities and services. In addition, EDI is presently building a database directory of appropriate distance sites and services around the globe.
- 3) **Content.** Initial services that EDI will be offering from these interactive classrooms are designed to meet the needs of adult professional client audiences.
 - *Policy Dialogues* are regularly scheduled weekly discussions and special events of one to two hours' length on topics of priority interest or concern to Bank clients. These learning events take the concept of videoconferencing to the next level. They are researched, packaged, and hosted events that present the latest and best of the Bank's knowledge and analysis, as well as respected resources outside the Bank. A tentative schedule includes dialogues with several key speakers at the Annual Bank Conference on Development Economics (ABCDE); dialogue between

speakers and several African Resident Missions during Water Week in April; discussions with Thematic Groups and key speakers attending PREM activities in April and June; and dialogues with key speakers attending the LAC ABCDE in June.

- *EDI Core Courses.* In 1998, 13 EDI Core Courses will use distance learning methods and technology to reach learners. The first, *Economics and Business Journalism* will link instructors in Washington with 30 Kenyan journalists gathered at the African Virtual University (AVU) facility at Kenyatta University in Nairobi. The course will be conducted via interactive television in six weekly sessions of three hours each from March to May, 1998. During 1998 and 1999 EDI courses on topics such as water privatization, poverty and public policy, health sector reform, municipal management, pension reform, private financing of infrastructure, and development project management will be offered, using an appropriate media mix including interactive television, videoconferencing, Internet, and CD-ROM.
- 4) **Collaborations.** EDI works collaboratively to build distance learning networks and design content suited to various delivery media.
- *African Economic Research Consortium (AERC).* The AERC network links 30 universities in 15 African countries through the Internet. For the past several years, EDI has been working with AERC to redesign two major courses of the elective program (health economics, and economic policy and management) Substantial capacity building is already evident in course development activities of AERC faculty.
 - *Russian Universities Economic Network.* At the invitation of the Russian Ministry of Education, EDI is organizing a consortium of leading economics teaching institutions to help reform undergraduate instruction in economics. The initiative uses Internet and satellite technology to transmit teaching content.
 - *African Virtual University (AVU).* EDI is working with the Bank's Africa Region to build the AVU. Its goal is to bring to market a large number of well-trained African scientists, technicians, engineers, business managers, and employees. AVU is in its prototype stage now, currently operating in 12 sites in Ethiopia, Kenya, Uganda, Zimbabwe, Tanzania, and Ghana.
 - *Monterrey Institute of Technology.* EDI is collaborating with Monterrey Institute to develop a pilot course for government officials on municipal management for delivery through their network of 26 campuses and 50 enterprise centers in Mexico.

Outreach to Civil Society

Distance Learning for Teachers and Students

Several other EDI programs help build capacity through outreach to public schools.

- 1) The *World Links for Development (WorLD) Program* builds on-line communities of secondary school students and teachers around the globe. The program finances technical and financial feasibility studies leading to the procurement and installation of necessary hardware and software and trains teachers and students in use and maintenance. Between now and the year 2000 the program aims to link 1,500 secondary schools in 40 developing countries with a similar number of partner schools in North America, Europe, Japan and Australia. Among other objectives, the network aims to supply educational content alongside broader, less quantifiable objectives, such as increased cultural understanding.
- 2) The *Development Education Program (DEP)* produces classroom tools and resources for secondary school teachers and students to explore social, economic and environmental issues of sustainable development. Products include extensive web-based learning modules, student books, instructional guides, poster kits, teacher training workshops. All materials are developed using knowledge available within the World Bank. Resources have been formatted so that they can be downloaded and customized by the teacher. The DEP web site (www.worldbank.org/depweb) was launched publicly last week. The program works closely with the WorLD program and others to ensure broad dissemination. DEP is also collaborating with the Russian Ministry of Education to develop teaching materials on sustainable development for use in Russia's secondary schools, initially in conventional print format and eventually in electronic form.
- 3) *Capacity Building Initiative.* EDI and HDD are collaborating on a program aimed at client capacity building. Specific goals include: to help clients use appropriate forms of distance education and technology in the classroom to address problems of access and quality in education; and to development and dissemination knowledge on distance learning and technology in education to support client capacity building. A workshop on these topics, involving educators and policymakers from up to eight African countries, will be held in Addis Ababa, Ethiopia, in May. Goals of the workshop are for teams from each country to produce a plan on establishing a system of open and distance learning to support teacher upgrading.

Meeting with Mrs. Bahia Hariri on March 11, 1998

This complements the briefings provided by EDI on Distance Learning, and by Mr. Ezzedine Shamsedin on Mrs. Bahia Hariri's curriculum vitae.

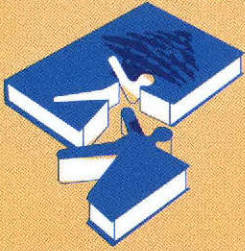
- Following a heavy emphasis on rehabilitation of physical infrastructure during the initial post-war years, our assistance program in Lebanon is focusing increasingly on human resources development, poverty reduction, and sustainable environmental development.
- Mrs. Hariri has shown a keen interest in our work in the area of human resources development and has met with our teams for a Vocational and Technical Education Project and a General Education Project. Both of these are part of our lending program for 1998, with the former now scheduled for Board approval on March 19, and the latter to be appraised during June 1998.
- The Vocational and Technical Education (VTE) Project (\$63 million loan) would help improve the performance of VTE system, through: (a) institutional strengthening and capacity building; (b) improvement of relevance, responsiveness and quality of training; and (c) improvements in delivery mechanisms. The Loan would fund: (i) the expansion and retrofitting of existing schools and development of new model schools, and (ii) training, development of curricula and quality standards, institutional development and project management.
- The General Education Project (\$50 million loan). The Project would help improve equity, quality and efficiency of general education, particularly in the public sector through (a) strengthening of education management; (b) an increase in the number of school places, especially in underserved areas, and an increase in completion rates, particularly of the poor; and (c) improving the quality and relevance of general education. The Loan would fund rehabilitation and expansion of existing schools and construction and equipment of new schools, training, and technical assistance for sector and project management.
- *You may wish to express your appreciation for Mrs. Hariri's interest and support for the efforts in the human resources sector, and seek her help in ensuring that Parliamentary ratification of our loans will take place expeditiously (which currently is a bottleneck to speedy project implementation).*

Bio



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Exception(s) Personal Information				
Additional Comments		The item(s) identified above has/have been removed in accordance with The World Bank Policy on Access to Information or other disclosure policies of the World Bank Group. <table border="1"><tr><td>Withdrawn by S. Thompson</td><td>Date August 11, 2025</td></tr></table>	Withdrawn by S. Thompson	Date August 11, 2025
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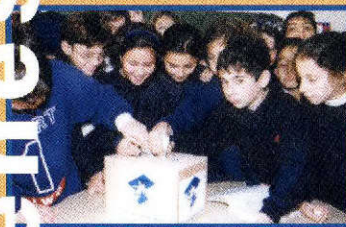
MADRASATI

Quarterly Newsletter

ISSUE #1

Winter 1998

Public Awareness Campaign



It's Time...

The National Committee for the Public School (NCPS), chaired by Member of Lebanese Parliament, Mrs. Bahia El Hariri, was founded as a non-profit, non government organization on August 13 1997. It's main objective is to support and promote education in Lebanese public schools in order to become an advanced and innovative alternative for Lebanese people alongside the private education system. The Committee includes highly experienced professionals and individuals from both the public and private educational sectors.

In order to achieve its mission, the Committee adopted seven main thrusts in its 1997-1998 plan of action:

- Raising public awareness
- Promoting public education as a viable alternative (conventional, technical and vocational).
- Distributing needed educational tools and materials.
- Assisting in continued training.
- Identifying needs and issues facing students, teachers, and administrators of public schools.
- Recognizing achievers.
- Highlighting success stories.

To facilitate and accelerate the implementation of the plan, the Committee works in full cooperation with:

- The Ministry of National Education, Youth and Sports.
- Local communities.
- School principals.
- Other non-government organizations.

Our Vision

"Human resources is Lebanon's highest rated asset. Quality public education will foster the development of that asset by giving more opportunities for future students to realize their full potential...."

The National Day for the Public School

The Committee organized a national day for the public school. This day was the climax of a two week public awareness campaign in various clubs, schools and societies throughout the country. The concept of public schools as a viable equal alternative to private education that has the potential of delivering high quality education was promoted.

During this day, a fund-raising campaign was launched in all the Lebanese regions in which students and other citizens were asked to contribute LL1,000.- (Approx. \$0.70US) each in support of public schools and the Committee's efforts.

The campaign covered nearly 15,000 businesses and industries, government agencies, schools and universities, and financial institutions.



Supply of Educational Materials

In a first step towards implementing its plan for the school year 1997-1998, the Committee provided necessary equipment and material to 197



kindergarten classes in 150 public schools. These were distributed in various Lebanese regions, according to a distribution list provided by the Ministry of National Education, Youth and



Sports.

Furthermore, the NCPS compiled a database delineating all the 850 Lebanese public schools that have kindergarten classes, for which a similar plan of action is already underway.



Teachers' Training Workshops

In February 1998, the NCPS organized training workshops for kindergarten teachers in which they were trained on the use of



the various up-to-date learning equipment and material that the



Committee had provided. Workshops were carried out under the supervision of highly experienced experts from the Lebanese American University's Educational Department, International College and the Rafic Hariri High School, both leading private schools in the country.



The program for these workshops was as follows:
Saturday, February 14, 1998

1. **Location:** Lebanese American University - Beirut.
No. of Participants: 109 Kindergarten teachers.
Target Area: Beirut & Mount Lebanon.

2. **Location:** Rafic El Hariri High School - Sidon.
No. of Participants: 103 Kindergarten teachers.
Target Area: Nabatieh & South Lebanon.

Saturday, February 21, 1998

1. **Location:** Al Malaab High School - Tripoli.
No. of Participants: 158 Kindergarten teachers.
Target Area: North Lebanon.

2. **Location:** Zahle High School for Boys - Zahle.
No. of Participants: 55 Kindergarten teachers.
Target Area: Zahle & Bekaa.

Recognizing Achievers

Outstanding students in government official exams were recognized and honored in a special ceremony on Sunday, September 21, 1997. Each student received a certificate of appreciation for his or her achievements in the presence of their families, teachers and administrators.



Grass Roots

In an effort to reach a more profound understanding of the need and of the issues facing school administrators, the Committee held open meetings in the various administrative regions. This forum provided an



opportunity for principals to discuss ways and means to improve the delivery system of public education.

The dialogue enticed the Committee to embark on a series of field surveys to identify critical issues, such as building



conditions, cause and frequency of student attrition, qualification and experience of the teaching body, aspirations and ambitions of school administrators, etc. Material relating to the field included:

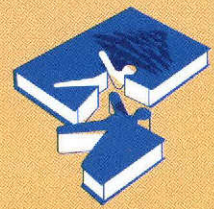
- Comprehensive census of the administrative body.
- Needs assessments to rehabilitate and expand schools.
- Immediate action plan to uplift KG1 facilities in public schools.
- Socio-economic study to evaluate the causes of student attrition in Bab Tebbaneh area in Tripoli.

The results should provide a full



assessment of the status of these schools and determine the priorities that should be given when considering both their physical, technical and moral needs. They would give a more accurate count of kindergarten classes in public schools and the number of personnel working in these classes, and will help in the assessment of their educational levels.





THE NATIONAL COMMITTEE FOR THE PUBLIC SCHOOL

Introducing Instruction & Information Technology

The momentum created by the NCPS involvement in different segments of the education cycle, led the Ministry of Education to request the Committee to extend its assistance and support by introducing information technology to the public school system.

Recognizing the increasing role of technology in education, the Committee has engaged the services of a National Technology Company, to provide the most advanced technology and avant-garde approach plan to public education.

This plan will:

- Determine how technology will be implemented to achieve administrative and curricular objectives.
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A pilot program is currently being tested at a major public school in Beirut.



Completion Timetable

The plan is scheduled to be completed by the end of 1998. Initial response from teachers, administrators, and officials in the Ministry of Education has been both appreciative and encouraging.

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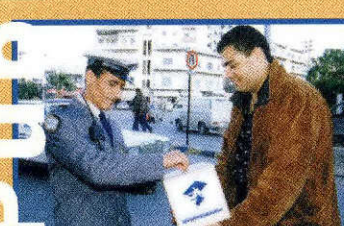
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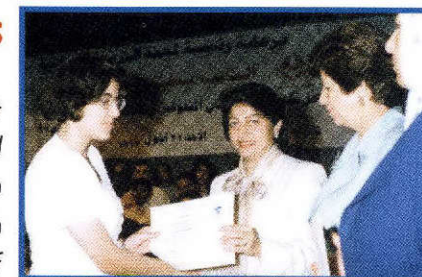
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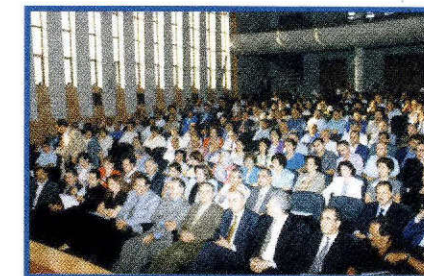
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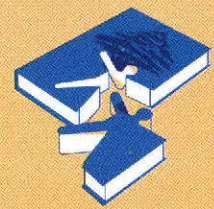
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