



Submission Form To The Lebanon Recovery Fund Steering Committee

To be completed by the UN Resident Coordinator's Office (RCO)	
Meeting No:	Date of Meeting:
Item No:	Programme/project:

(To be completed by the Participating UN Organisation and endorsed by SC)

To: Lebanon Recovery Trust Fund Steering Committee	Date of Submission: 29, November 2011
From: UNESCO, UNIFIL, and Ministry of Education and Higher Education	Contact: Dr. Hegazi Idris h.idris@unesco.org
Through: Project Advisory Group (PAG) <input type="checkbox"/> Endorsement <input type="checkbox"/> Comments	Contact: Telephone number, email h.idris@unesco.org 01-850013/4/5 EXT: 142
Proposed submission, if approved would result in: <input type="checkbox"/> Continuation of existing programme/project <input checked="" type="checkbox"/> New programme/project <input type="checkbox"/> Other (explain)	Proposed submission resulted from: <input checked="" type="checkbox"/> National Authorities initiative within national priorities <input checked="" type="checkbox"/> UN Agency initiative within national priorities <input checked="" type="checkbox"/> Other Education Sector Development Plan – Lebanon Education for All Efforts – Lebanon)
Programme/project title: <i>Improving School Retention in Lebanon</i>	
Amount of funds requested for proposed programme/project: \$ 804,212	
Estimated number of beneficiaries: direct 2000 indirect 10000	
Percentage and amount of indirect costs requested: 7%	

To be completed by the Participating UN Organisation

Background

Provide brief and concise information on the background of the project. Indicate how it originated; refer to the Sector Programme, request endorsement or approval by relevant Lebanese authorities, etc. If extension of existing project: provide information on original project, such as number, programme amount, date of approval.

This project is a partnership between UNESCO, UNIFIL and the Ministry of Education and Higher Education in Lebanon directed toward supporting the Ministry of Education and Higher Education (MEHE) in improving school retention in selected areas of Lebanon with focus on the South area . The project has been developed with all partners as a pilot serving to meet the immediate education and related needs of the population of the targeted areas but also the long-term strategic planning of MEHE in relation to national school retention efforts.

1. Purpose of Proposed Programme/Project

I. key objectives

The overall objective of this project is to improve school retention in Lebanon. Accordingly, the project works toward 2 main Outcomes:

1. MEHE capacities to deliver quality education services at KG and Grade 1-3 level improved.
2. Government of Lebanon capacities to improve national coordination on education delivery and school retention in Lebanon.

II. Outputs and key activities

1) Outcome 1 – MEHE capacities to deliver quality education services at KG and Grade 1-3 level improved		
Output	Activities	Target groups
<p>Output 1.1-</p> <p><u>CHILD READINESS to SCHOOL</u></p> <p>Summer pre-school education programme for children aged 3-6 and their parents developed and implemented 15 selected public schools to support children’s readiness to school as follows:</p> <ul style="list-style-type: none"> - 10 selected public schools in South Lebanon - 5 selected public schools (one from each of the other 5 Mohafazats) 	<ol style="list-style-type: none"> 1. Initial monitoring activities (baseline, stakeholder analysis, inception workshop) 2. Develop and produce programme training modules and materials for teachers, children, parents 3. Train teachers and facilitators in programme delivery 4. Implement, monitor and evaluate intensive 6 week pre-school education programme with parent education component in 15 schools in Lebanon 	<p>Children aged 3-6 in selected communities / Parents / Teachers, teacher trainers / NGOs working with young children / Community groups and leaders / MEHE staff including teachers, teacher trainers, school counselors</p>

<p>Output 1.2</p> <p><u>SCHOOL READINESS FOR THE CHILD</u></p> <p>200 public KG and Grade 1-3 teacher trainers, teachers and facilitators supported to make the school ready for the child and to ensure a smooth transition from home to school and from KG to Primary Grades</p>	<ol style="list-style-type: none"> 1. Develop and produce training modules and materials for trainers and teachers at public KG and Grades 1-3 on: i) readiness and transition; ii) differential instruction and active learning; iii) identification and support of learning difficulties in the classroom; iiii) Gender Equality in Education ; v) parent involvement and orientation 2. Train 20 core trainers, and 180 teachers and facilitators at KG and Grades 1-3 3. Working group for transition and readiness established in each participating school including teachers, education and social services professionals, parents and NGO members. 	<p>MEHE staff including teachers, teacher trainers, school counselors in Lebanon / MEHE centralized staff including Centre for Education Research and Development (CERD) and DOPS / Local NGOs working in ECCE</p>
<p>Output 1.3</p> <p><u>FRIENDLY SCHOOL for ALL</u></p> <p>Learning environment improved in 15 schools in Lebanon</p>	<ol style="list-style-type: none"> 1. Improve classroom and school environment in 15 schools in Lebanon through child participation activities 2. Develop a manual including a set of standards and instructions for custodial, maintenance, repair and renovations of public school facilities. 	<p>Children at level of KG and grades 1-3 in 10 selected communities in Lebanon / MEHE staff including teachers, school counselors in Lebanon</p>

2- Government of Lebanon capacities to improve national coordination on education delivery and school retention in Lebanon improved		
Outputs	Activities	Target groups
<p>Output 2.1</p> <p>Coordination mechanism for improved school retention in Lebanon developed and sustained by Government of Lebanon</p>	<ol style="list-style-type: none"> 1. Inception meetings 2. Workshops on school retention coordination at national and local levels 3. Establishment of focal points within each organization 4. Strategy developed for sustained national and field coordination 	<p>MEHE, MOSA, MOIM and MOH staff at centralized government</p> <p>MEHE, MOSA, MOIM and MOH staff in Lebanon</p> <p>UN Agencies,</p>

		International and Local NGOs working in Lebanon Community and religious leaders in Lebanon
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3. Evaluation of Proposals by the PAG

Implementability

	2011	2012
<i>Estimated commitments</i>	US\$	US\$
<i>Estimated disbursements</i>	US\$	US\$
<i>Contribution (optional)</i>	US\$	US\$

Does the project correspond to national priorities? Yes No

Please elaborate

Project approved by Line Ministry _____ on _____ (date)

4. Review by the UN Resident Coordinator's Office (RCO)

Check on Programme/Project Proposal Format Contents

- Cover sheet (first page) Yes No
- Logical Framework Yes No
- Programme/Project Justification Yes No
- Programme/Project Management Arrangements Yes No
- Risks and Assumptions Yes No
- Budget Yes No
- Support Cost Yes No

Overall review of programme submission

Recommendations

Elaborate

5. Decision of the LRF Steering Committee

- Approved for a total budget of \$**
- Approved with modification/condition**
- Deferred**

Reason(s)/Comment(s)

Elaborate

Chair of the LRF Steering Committee

.....

Signature

Date

6. Follow-up action taken by the Administrative Agent

- Project consistent with provisions of the Letter of Agreement with donors (if applicable)**

.....

Signature

Date

Lebanon Recovery Fund
Programme/Project Proposal Format and Guidelines

Contents:

1. Cover sheet and description of programme/project document (Appendix A)
2. Logical Framework (Appendix B)
3. Programme/Project Budget (Appendix C)



LEBANON RECOVERY FUND

PROJECT DOCUMENT COVER SHEET

Participating UN Organization: United Nations for Education, Science, and Culture Organization - UNESCO United Nations Interim Force In Lebanon - UNIFIL	Sector: EDUCATION/SOCIAL
Programme/Project Manager Name: Hegazi Idris Address: UNESCO Beirut Office, Tariq Al-Matar, Beirut Telephone: 01-850013/4/5 (145) E-mail: h.idris@unesco.org	LRF PAG Name: Address: Telephone: E-mail:
Programme/Project Title: Improving school retention in Lebanon Programme/Project Number:	Programme/Project Location: Lebanon
Programme/Project Description: This project is a partnership between UNESCO, UNIFIL and the Ministry of Education and Higher Education in Lebanon directed toward supporting the Ministry of Education and Higher Education (MEHE) in improving school retention in selected areas of Lebanon with focus on the South area . The project has been developed with all partners as a pilot serving to meet the immediate education and related needs of the population of the targeted areas but also the long-term strategic planning of MEHE in relation to national school retention efforts	Total Programme/Project Cost: 995,508 USD LRF: 804,212 USD Government Input: 0 Other:191,296 USD UNESCO: 111,296 USD UNIFEL: 80,000 USD Programme/Project Duration: 24 months
Development Goal: Improve school retention in Lebanon Key Immediate Objectives: <ol style="list-style-type: none"> 1) MEHE capacities to deliver quality education services at KG and Grade 1-3 level improved. 2) Government of Lebanon capacities to improve national coordination on education delivery and school retention in Lebanon improved. 	

Outputs and Key Activities

- 1- Summer pre-school education programmed for children aged 3-6 and their parents developed and implemented in 15 selected public schools in Lebanon.
- 2- 200 public KG and Grade 1-3 teacher trainers, teachers and facilitators supported to prepare children for transition from home to school and from KG to primary.
- 3- Learning environment improved in 15 schools in Lebanon.
- 4- Coordination mechanism for improved school retention in Lebanon developed and sustained by Government of Lebanon.

On behalf of:

Signature

Date

Name/Title

UN Participating Organisation

Chair, LRF SC

1. Programme/Project Justification

In general terms, the legal framework for education retention in Lebanon is related to the Lebanese Parliament law no. 686 on compulsory and free education until the age of 12 issued in 1998. This law was supposed to be built upon by further legislation making education compulsory until the age of 15. A draft law was approved by a decree in the former Council of Ministers and sent to the Parliament. The draft law has been approved by the Education Committee. However, it is still pending in the Finance and Budget Committee for more than ten months awaiting the Council's approval prior to implementation.

The public education system in Lebanon managed and administered by the Ministry for Education and Higher Education (MEHE) provided basic education services for 28% of primary school children in Lebanon in 2009¹. The remaining 72% is administered through subsidized and non-subsidized private schools, with more than 90% of these being fee-paying. While total education spending in Lebanon exceeds 11% of GDP as of 2008, public expenditure on education amounts to just 2 percent of GDP and 6% of total government expenditure, which are well below the regional and world averages². Through the 2010 Education Sector Development Plan MEHE has outlined that the low level of educational quality constitutes the primary reason for the growing disparity and the increasing dominance of the private sector in education in Lebanon. In essence, this has resulted in a polarised market whereby families in a financial position to do so opt to place their children in private education institutions.

As a result of the quality deficiency in the public sector, MEHE estimates that the repetition rate in public schools is 60%. There are no official data on the number of children who are dropping out of primary schools however the high levels of repetition indicate that there is significant cause for concern. The influencing academic factors that cause dropout at primary level are reported to include a range of items that related to student engagement on a cognitive level such as language of instruction, repetition, school infrastructure and environment, teaching methodologies and corporal punishment. In addition there are a set of items related to student engagement on socio-economic, psychological and behavioural levels such as poverty, family organization or structure, parental education and ascribed importance of education, labour requirements (often seasonal) and gender.

In response to these alarming indications that the public education system is under-performing and school-dropout increasing, the MEHE has developed a substantial and well-funded Education Sector Development Plan (ESDP). This reform is comprehensive in its address of these specifically cognitive aspects of school retention. In working to improve school retention, the reform includes considerable programming related to teacher professionalization, parent involvement, at-risk identification and support, infrastructural improvement and early-childhood care and education expansion and improvement. However, the mandate of MEHE does not support MEHE involvement with the non-academic or non-

¹ UNESCO Institute of Statistics data, based upon raw data provided by MEHE, accessed online on 06 May 2011

² Ministry of Finance, 2010

cognitive related school retention components related to the child within the family and the community.

Outside the formal education system, there are a range of actors implementing school retention programming using different approaches, among others the Ministry of Social Affairs, UNICEF and other local and international organisations³. These involve extra-curricular activities, family services through Social Development Centres and psycho-social activities and services through NGOs and the public services addressing emotional health among children. However these efforts remain uncoordinated at national and local levels and school retention efforts are neither comprehensive nor systematic in relation to the issue of student engagement and retention.

An estimated average of 50% of all students attends public schools in South Lebanon which is the second highest after North Lebanon⁴. There is also a very limited amount of public KGs in South Lebanon and less than 50% of the 156 schools in UNIFIL field of operations offer public KG services. In addition many of the public KGs available in South Lebanon especially those located in more disadvantaged areas lack a suitable learning and teaching environment in terms of infrastructure and equipment. The weaknesses of public pre-schooling and the low enrolment rate of children 3 to 5 years of age in public schools are perceived as reasons why public schools do not get a higher share of the overall enrolment in basic education, in comparison to the private education sector. Moreover, in light of the international evidence confirming the impact of early learning opportunities and transitions from home to school, the considerably uneven playing field between public and private kindergartens may be contributing to the lower achievement of public school students at later stages of their education life. Furthermore, as MEHE outlines in the 2010 ESDP there are unfavourable conditions in many schools related to sanitation, heating, infrastructure, electricity and drinking water provisions. Lastly and perhaps most significantly, the South and its children witnessed the horrors of the 2006 war and its aftermath as well as the implications of being at the coalface of continued tension along the Blue Line between Israel and Lebanon.

In conclusion, significant numbers of children in South Lebanon are participating in an education system that is unable to meet their educational needs, is suffering high levels of internal inefficiency and expected comparably high levels of school dropout. The impending reform is facing delay and in addition the reform will not broadly cover all public schools in South Lebanon in the coming 5 years at least. In this sense, the youngest children of the South have been exposed to a range of situations that would singularly be considered detrimental but as multiple and intersecting factors prove extremely challenging to their level of engagement in learning.

³ The South of Lebanon will be covered through the MEHE reform in the coming years and thus it can expect to receive support through the education reform in the coming years. In addition, UNICEF in cooperation with the Italian cooperation is implementing a project on school dropout prevention in 21 schools in Tyre focusing on extra-curricular activities, sports in schools and school counsellors.

⁴ CAS, Household Survey, 2007

2. Programme/Project Approach

There is no doubt that the nation's children are its future workers, citizens, and leaders. Education remains the major tool by which *people become empowered and the economic, social, and personal well-being of all citizens in a society increases*. A high dropout rate diminishes the pool of qualified people from diverse backgrounds who will enter the professional and political ranks that make important public policy decisions. The fact that so many students are dropping out has indeed a deep and wide-ranging impact on the long-term economic outlook of Lebanon.

The societal and economic costs of a high dropout rate for Lebanon are and will continue to be gigantic. Dropping out of school severely limits the chances of future success for far too many children. It deepens and continues the cycle of poverty into future generations. Dropouts are far more likely to experience reduced job and income opportunities, chronic unemployment, incarceration, or require government assistance than the rest of the population. Receiving a good education is the lifeline by which many children and youth can lift themselves out of poverty.

Besides the economic loss, gender costs of school dropout cannot be underestimated as well. Girls who experience a gender biased education in schools that put them at risk of dropping out, will not only be denied their own right to education, but if they later become mothers, they are more likely to raise children who remain uneducated, unvaccinated... Research firmly supports that participation in a quality non-biased early learning programmes enabled poor and disadvantaged children, girls and boys, to continue education and will enhance gender equality among young children as well as between women and men. Moreover, international research is showing that, when affordable early childhood education was available, the rate of hours worked by mothers almost doubled.

Fortunately, there is a growing and encouraging body of research around the world on how to prevent dropout by addressing problem behaviors, promoting academic success, and enhancing overall health and wellbeing for students. It is increasingly evident that school dropout prevention must begin as early as Kindergarten and cycle one before it becomes too late to provide effective interventions. International research had proved the following:

- ✓ Early childhood lays the foundation upon which to build future academic, economic, social, and personal well being success. It provides a critical window for optimal brain development; as 80% of brain development is estimated to occur before age 8.
- ✓ However, it is also a period when children are most vulnerable to environmental risk factors such as poverty, malnutrition, trauma/abuse, or maternal depression.
- ✓ Recipients of high quality early childhood education (i.e., consisting of a holistic, gender sensitive, nurturing, consistent, and stimulating curriculum) exhibit lower rates of grade retention, higher levels of academic achievement, fewer special education services, a stronger commitment to graduate from universities, and most importantly tends to have higher careers and contributes to better social and economic conditions. .

Therefore facing the dropout dilemma in Lebanon will require commitment and investment in:

- ✓ high quality early childhood education,
- ✓ attention to social and emotional learning of the child,
- ✓ intensive instruction for those who has special needs and/or falling behind,
- ✓ fostering of a positive school environment/climate, and
- ✓ engagement with parents, families, and communities.

Practically, this consists of programming designed around the need to engage young children in holistic education in different ways of as it is understood that several intersecting and inter-dependent factors influence children and their families in relation to school dropout. Moreover, school retention in post-conflict and/or post-occupation settings must be both holistic and targeted if it is to achieve its goals in improving not just the schooling but the overall education of the child at risk of dropout.

The bulk of this project focuses on children at KG and the first three grades of primary school in South Lebanon. This is because the effect of early childhood intervention and the importance of supporting children in transitioning from home to school and from KG to primary grades in relation to school retention and holistic child health and development cannot be underestimated. The effects of this kind of programming on the educational and personal life of the child are individually, socially and economically profound and long-lasting. Accordingly, this project will work to strengthen school retention from the earliest available opportunity, at pre-school and cycle 1 of primary, as opposed to the last-minute when children are on the point of total disengagement and dropout.

The project with all its activities will be implemented in 10 selected public schools in South Lebanon. In addition, and as per the request of MEHE, the project will be implemented in 5 other schools in 5 different Mohafazats of Lebanon. The project is considered to be a pilot project with the aim of scaling up at the long terms its approach, materials, mechanisms, and activities. The main aim behind this will be to expand the coverage of the project, in order to a) benefit more students and schools and b) test the provided preventive pilot model in all other Mohafazats.

At national level, the project aims to pilot a range of different interventions that correspond to general and particular academic/cognitive and non-academic/cognitive factors that are believed to influence school retention in Lebanon. In this sense, the project serves as an opportunity to improve school retention in the South of Lebanon in the immediate but also to offer MEHE the means and possibility to pilot a set of scalable initiatives related to school dropout prevention. This will enhance both the downstream education service provision in the South and provide an upstream platform for experimentation and policy refinement at national level. In particular, this project will prepare the ground for several components of the incumbent national Education Sector Development Plan; the piloted programmes will be carefully monitored and results used as evidence for reform planning and implementation adjustment at a national level. Accordingly, the project is designed in line with a set of developmental assumptions that are based upon considerable experience in the field of education development within Lebanon and validated by discussions with MEHE, as well as contact and interaction with a network of ground-level organisations working in the South of Lebanon with children at risk of dropout and already out of school.

Outcome 1 – MEHE capacities to deliver quality education services at KG and Grade 1-3 level improved

- **Objective 1 – Ensure children receive quality KG and early cycle education to facilitate and boost early engagement in learning**

Engaging children and their families in education is the cornerstone to improving school retention. If the child is facilitated to engage academically, psychologically and socially with education, the likelihood of dropout (the biggest expression of **dis**-engagement from education) becomes less and less. At primary level, the responsibility of facilitating this engagement is shouldered by several entities; parents, teachers, school managers and community service providers both public and private. In working to improve the engagement of children in Lebanon in learning at pre-primary and primary level, this project will seek to implement a range of activities to reach 3 outputs.

- **Output 1.1 – CHILD READINESS to SCHOOL - Summer pre-school education programme for children aged 3-6 and their parents developed and implemented in 15 selected public schools in Lebanon**

There is no doubt that children who participate in Early Childhood Care and Education (ECCE) programmes do better. Research has shown that ECCE programming can improve engagement of families with schools, increase retention rates and learning achievement, help children in developing social skills and relationships and produce productive and satisfied adults⁵. More importantly, ECCE programming has shown to offer most dramatic gains for children in disadvantaged or marginalised situations. As outlined in the Situation Analysis, MEHE is acutely aware of the importance of pre-schooling in individual and social life of the child and will through the incoming education reform attempt to improve the infrastructural situation of 100 public schools nationwide across Lebanon in providing public KG services. Although the other components of the KG education system will be revised and reformed (curriculum, teacher training etc..) the scope of implementation for the infrastructural component of education reform is limited to 100 KGs across all of Lebanon, it remains to be seen how many of the KGs of the South will be targeted. **In addition, MEHE is keen to pilot such intensive programming in the South in order to consider scaling such a programme for national coverage to poverty-pockets and marginalised areas across Lebanon in the future.**

Children's readiness for school has been conceptualized as the characteristics and skills children should possess in order to be able to learn effectively in school. Through piloting an intensive 6 week summer pre-school programme that offers structured learning for children and training for their parents, this component will seek to address the roots of school retention and the needed skills that make the child ready for school and learning:

⁵ IS EVERYBODY READY? READINESS, TRANSITION AND CONTINUITY: REFLECTIONS AND MOVING FORWARD, Background Paper for the EFA Global Monitoring Report 2007, March 2006, Caroline Arnold, Kathy Bartlett, Saima Gowani, Rehana Merali, Aga Khan Foundation, 2006

- Physical well-being and motor development
- Social and emotional development
- Approaches to learning
- Language development
- Cognition and general knowledge

This intensive programme will be themed around environment education while all the above components will be integrated through its activities. The programme will target children and parents; Activities for children will be designed around physical, language, cognitive, emotional and social development in order to offer the child immediate support within a pre-school setting. In tandem, parents will participate in sensitisation sessions on environment education, preventative healthcare, family-child relationships, gender equity, nutrition and school preparation. There will be a home-visit component so that parents are assisted with applying new techniques. Similar models piloted in many countries around the world and supported by a body of research spanning a 20 year period have shown that the impact of such programming on school retention is high. MEHE has identified the primary learning difficulties in the main subjects (Arabic, English or French and Math) in each grade. This intensive pre-school programme would be designed in order to equip young children with the foundational skills to meet and succeed in overcoming these specific challenges. Moreover, this Output will be complemented by Output 1.2 and 1.3 through which teachers and facilitators will be trained in a range of topics to facilitate transitions and make the school a more child-friendly place. This output will contribute to the achievement of the outcome by putting in place considerable preventative measures that can work to mobilise families and education professionals toward attaining optimal engagement of their children in education at the earliest stage in transitioning from home to school. Lastly, by supplementing this programme with a basic breakfast service, the project will ensure that children receive cutting edge education opportunities tailored to the Lebanese education context while building their nutritional health and facilitating full concentration.

- **Output 1.2 – SCHOOL READINESS FOR THE CHILD – At least 200 public KG and Grade 1-3 teacher trainers, teachers and facilitators supported to prepare children for transition from home to school and from KG to Primary**

The transition from home to school or pre-school and from KG to primary is a key moment in the educational life of the child. This is the time when children need most support and understanding in order to develop autonomous learning capacities and crucial social and emotional development. Children are natural learners, but this capacity to learn can be undermined and sometimes destroyed which can easily lead to a dis-engagement in the learning process and eventual dropout.

In specific terms, less than 5% of the teachers currently employed within the public sector in Lebanon carry an official Teaching Diploma, although there is an average of 7.7 students per teacher⁶. This means that there is a surplus of under-qualified teachers working across the public education service. With such a dearth of professional training, regardless of subject-based knowledge, these teachers are not adequately equipped to support the initiation and transition of young children from the home to the school setting in an optimal manner. If this

⁶ MEHE, ESDS, 2010

crucial moment in a child's educational life is not well-handled, if a child's specific needs are not identified and met, and if communication is not established with the family, the child's initial engagement in the formal learning process is weak. This will bear long-term significant influence on the child's engagement and capacity to engage in her own learning throughout her educational career.

In order to boost teachers abilities to support children in transitioning from home to school and from KG to primary, this project will undertake a system of cascaded training targeting selected schools in the Lebanon. Teacher trainers and teachers at KG and Grades 1-3 will be trained in:

- ✓ readiness and transition;
- ✓ differential instruction and active learning;
- ✓ identification and support of learning difficulties in the classroom;
- ✓ promoting gender equality in education
- ✓ parent involvement and orientation

a. Readiness and Transition

Transition is a term used to describe the period of time before and after a child moves into primary school (either from home or from an early childhood programme) and the passage from one to the other. Starting primary school is a momentous experience for most children. It is often stressful (nothing is familiar, everything is bigger, there are lots of unfamiliar people). Whether it is an exciting or terrifying experience it is a strong memory for most people.

Readiness and Transition are closely related. For Transition to be smooth children need to be ready for school. Equally important and only more recently acknowledged is the fact that schools need to be ready for children as well. Parental "readiness" to be involved and supportive both before and after children move into school is also recognized as key amongst the supports needed for successful transition.

This project will seek to equip school teachers and facilitators with the key components and skills needed in order to prepare the school for the child and make the transition from one stage to the other a positive, happy, and successful experience.

b. Differential instruction and active learning

All children have multiple and difference learning styles. This means that children do not learn the same things in the same ways; for example, some children may learn faster or more effectively if they have visual aids whereas others may learn more if they are able to discuss the idea or learning concept with their teacher for a moment or two. If a teacher is able to work out the most effective way to teach each child in her class, she is in a position to tailor the delivery of the curriculum for optimal learning on the part of each child as part of the whole class.

Active learning is a process whereby teachers share a considerable share of the responsibility for learning with the child by making the child an active participant in their own learning. This is achieved through the development of critical thought capacities so that children are cognitively active in the learning process, and also through experiential learning, where children are behaviourally active in the learning process.

By supporting teachers to deliver pre-primary and early-grade primary classes using an active learning approach, this project will seek to diversify the teaching methodology currently practiced by teachers and improve children's active participation in learning in order to strengthen their engagement in learning.

The training will stress that ALL young children are active learners. They develop their understanding of the world thru participation, hands on activities, exploration, manipulation, discovery, decision making, and expressing thoughts and feelings. The end goal is to prepare children to be strong participants, decision makers, critical thinkers, and active citizens. The activities will promote a school environment that is based on rights, equality, mutual respect, safety, and inclusiveness.

c. Identification of learning difficulties and support of children with learning difficulties

Learning difficulties are more and more a cause for concern among children at risk of dropout or those already pushed out of the education system at primary level. A learning difficulty, or learning disorder, is not a problem with intelligence. Learning disorders are caused by a difference in the brain that affects how information is received, processed, or communicated. A child with a learning disability cannot try harder, pay closer attention, or improve motivation on their own; they need help to learn how to do those things. If this is not correctly understood by and reacted to within the education process, children can easily be sidelined academically and are more prone to suffering psychological and emotional upset as a result of feelings of low achievement.

This project will develop, pilot, and document a set of simple practical tools and strategies for use by the teacher in order to identify learning difficulties and actively support children in need of individualized learning assistance. This will ensure that each child's engagement in the learning and schooling process is facilitate and that learning difficulties are not allowed to pervade and negatively influence the engagement of a child in learning.

d. Promoting Gender Equality in Education

Despite progress made in Lebanon towards gender equality, a lot still needs to be done in relation to education so that the female population can enjoy equal status with their male counterparts in all aspects of their lives. According to the latest CEDAW (Convention on the Elimination of All Forms of Discrimination against Women) report for Lebanon, women and girls' living conditions are undermined by discriminatory practices, legal shortfalls, cultural attitudes and enduring stereotypes. The CEDAW Committee in its latest report for Lebanon is also concerned about the fact that persistent stereotypes are reflected in school textbook and curricula, and requests that Lebanon "enhance the training of teaching staff on gender equality issues and revise educational textbooks and curricula to eliminate gender-role stereotypes". Furthermore, girls and women are still under-represented in textbooks and curricula and **gender equality training** programmes for **teachers** are often absent in the country.

This project will promote the concept of **equality in the learning process** since the early years. This means that girls and boys should receive equitable treatment and attention and have equal opportunities to learn. This means that girls and boys are exposed to the same curricula, although the coursework may be taught differently to accommodate the different learning styles of girls and boys. Equality in the learning process also means that all learners should be exposed to teaching methods and materials that are free of stereotypes and gender bias. In addition, it means that boys and girls should have the freedom to learn, explore, and develop skills in all academic and extracurricular offerings.

The project will train teachers on strategies and will develop and document simple tools to be used to ensure the issue of equality in the learning process. Teachers will be trained on inclusive teaching practices to help them integrate students who have been marginalized due to gender discrimination. In addition the project will increase school safety and decrease violence by maintaining safe and secure latrines.

e. Parent orientation

Parent orientation is a process through which teachers communicate with parents effectively in order to encourage parent participation in their child's education as well as how to support the parent in helping the child to achieve. If the parent is motivated and involved in their child's learning, the home environment becomes a supportive learning environment that can improve the transition experience for the child and the school. Accordingly, this project will seek to build the capacity of teachers to communicate and involve parents in the early stages of transition to school or pre-school.

Through training teachers on how, when and at what intervals to communicate with parents and involve them in their child's learning, this project will serve to equip teachers to promote a strong family commitment to the child's engagement in learning. In doing so, the project aims to help teachers form effective partnerships with parents regarding their children's learning and development.

In conclusion, MEHE has expressed interest in developing and piloting these tools and training modules within the KG and early cycle specifically to prepare for national efforts in the same area. This component will contribute to reaching the project's expected outcome but working to ensure that all children and given an equal educational opportunity and that teachers and parents are aware and capable of responding to diversity in educational needs. This in itself will ensure that children's engagement in learning is stable and maintained regardless of their specific abilities to process information and react to examination and evaluation in the educational setting.

➤ Output 1.3 - Learning environment in 15 schools in South Lebanon improved

In working to improve the engagement of children in learning, this project will seek to address some of the environmental factors that influence school retention.

A child-friendly school ensures every child participates in an environment that is physically safe, clean and appropriately equipped with basic services necessary to encourage and promote the full participation of both girls and boys in attending school. MEHE has expressed particular interest to ensure that environmental enhancement (such as through teacher

training and community activities) is also supported by the practical enhancement of the physical space of the school. Accordingly, this component of the project will work to improve the physical sanitation of the selected schools in order to support girls and boys attendance with reasonable and functional toilet and sanitation facilities. In this section of the project, we will implement a child-to-child component whereby children themselves will participate in the school assessment, will monitor the work completed and will develop a system in each school to keep the toilets clean and well-maintained.

On the other hand, and as per the request of MEHE, the project will seek to establish and develop a manual including standards for custodial, maintenance, repair and renovations of public school facilities in order to provide for the long-term conservation and protection of public school facilities; elimination of the deterioration of existing and future public school facilities; provide a clean/safe and healthy environment for students, teachers, administrators, staff and others. For example, the manual will include instructions on how to ensure maintenance of the classroom/offices/corridors/special areas/storage rooms/restrooms...

This project will also make use of pre-existing surveying tools, such as that already available and in testing with the Ministry through the D-RASTI project.

Through the implementation of these activities, the project will seek to contribute to the engagement of children in learning by improving the quality of education services available. By improving the learning environment through infrastructural rehabilitation and community participation, the project will encourage active attendance and community ownership in the school. This is vital to ensure that children and their families are linked to the school in order to promote strong engagement of both the child and her family.

Outcome 2 – Government of Lebanon capacities to improve national coordination on education delivery and school retention in Lebanon improved

- **Objective – Empower Government of Lebanon to implement relevant, coordinated and innovative responses to the inter-sectoral challenges of school retention in Lebanon**

The development and implementation of this project affords a unique and catalytic opportunity to bring together the main national stakeholders in the area of at-risk children around the same table for open and productive discussion around over-lapping issues around education, protection, health, parenting, poverty and other factors that come together to influence school retention. Through the process of developing such a mechanism, UNESCO and UNIFIL aim to support the Government of Lebanon in coordinating resources more effectively and to develop a more holistic and comprehensive approach to the challenges faced by stakeholders in relation to school retention in Lebanon.

➤ Output 2.1 - Coordination mechanism for school retention in Lebanon developed and sustained

As aforementioned, children drop out of school at primary level for a range of different intersecting reasons. The factors that influence the decision, most likely a family decision and not an individual decision, that culminates in a child under age 12 years leaving public

education can be cognitive, psychological, emotional, socio-economical, familial or a combination of some or all. In surveying the kinds of influencing factors, it is clear that any strategy to combat the problem of school dropout and increase school retention and completion must itself be multi-faceted, intersecting and coordinated.

In Lebanon, despite the efforts of many stakeholders across the sector there is a lack of coordination between the different actors and service providers in relation to school retention as a complex issue at national level. By developing a mechanism through which national counterparts and stakeholders are coordinated in their process of strategising an approach to improve school retention in South Lebanon, this project will allow relevant line ministries and national stakeholders to test the effectiveness and efficiency of a more coordinated approach to this complex social issue. The project will serve to create a platform at national and district level for the discussion and development of a district education strategy. As the platform is developed and the strategy formulated, this is a process of development and discussion that can be catalytic in developing other regional or a national strategy of this kind.

When approached several relevant ministries and UN agencies have expressed interest in participating in such a coordination mechanism and the commitment to initiate and sustain such a mechanism is present.

Sustainability

In general terms, the overall sustainability of this project lies in the tight partnership with Government entities and community stakeholders. This project has been structured around the immediate needs of the Ministry for Education and Higher Education as a pilot for national Education Sector Development Plan reform activities. As such, the project outputs are thus tailored to the needs of Lebanon and are replicable on their own account within that geographical context. In this manner, it is possible that what is piloted and found successful in relation to school retention will be embraced and scaled to national implementation in the coming years. In addition, it is expected that the results of this pilot will significantly mould the policy development process that will inform the national strategy components on school retention and ECCE.

In specific terms, the sustainability of the individual outputs of the project can be seen through:

- a)** the project's enhancement of pre-existing policy and considerable influence over future policy related to school retention
- b)** the project's strengthening of pre-existing mechanisms and establishment of new self-standing mechanisms for the optimal planning, monitoring, evaluation of optimal school retention strategies
- c)** the project's development with national actors of sustainable and relevant materials such as training content, toolkits, national standards and national guidelines related to the design, monitoring, evaluation and delivery of civic and life-skills education
- d)** the project's establishment and development of a national level partnership and cooperation mechanism for school retention within the Government of Lebanon and other national and international partners

3. Management Arrangements

Steering committee

A steering committee will be formed by UNESCO as the Lead Agent (LA) and UNIFIL as well as national counterparts to follow up on the management, monitoring and evaluation of the project. This committee will meet on a quarterly basis to discuss coordination activities as well as challenges and successes and to review, complete and plan ad-hoc, quarterly and annual monitoring activities. The committee will include representatives from each of the implementing partners and will be co-chaired by UNESCO and MEHE.

Technical committee

A technical committee will be established by UNESCO as LA composed of focal points from each of the implementing partners to discuss technical issues related to the project. This committee will meet on a monthly basis to coordinate and monitor the project as a whole. The committee will be chaired by the UNESCO project manager and UNIFIL representative and have a rotating co-chair from among the national implementing partners.

Project management and coordination

UNESCO as LA for this project will be responsible for the negotiation of a partnership strategy with UNIFIL and national counterparts. UNESCO and UNIFIL will draw up and secure country-representative endorsement of a Standard Partnership Agreement for the purpose of implementation of this project. For the participating line ministries, UNESCO in cooperation with UNIFIL will negotiate and secure ministry endorsement of detailed workplans in the initial preparation period of the project in order to ensure clear partnership and implementation processes.

In relation to consultation with and the role of the main local stakeholders, the project is tailored to build the capacities of the MEHE and other line ministries in Lebanon, at both central and local levels, and as such it is expected to have a significant positive impact on the participating stakeholders. UNESCO and UNIFIL have conducted a series of informal consultation sessions with the relevant line ministries, notably MEHE. UNESCO and UNIFIL have sought these informal sessions, particularly with MEHE, in order to secure national counterpart interest and ascertain ability to partner implementing agencies in this project. **MEHE has participated fully in the development of the project design expressed clear interest in the project and interest to partner in its implementation.**

In relation to coordination arrangements, UNESCO as LA will be responsible for monitoring the plan from which the project will be drawn. Each individual agency is responsible for overseeing the implementation and monitoring of their respective activities as per the Partnership Agreement. In addition to these activities the following partnership roles and responsibilities are to be applied:

UNESCO will:

- Recruit and hire an Arabic-speaking education project manager and administration assistant who will be responsible for the implementation of all technical educational activities as well as lead the monitoring and coordination of the project.
- Provide in-kind and technical assistance to the project throughout its period of implementation.
- Participate in the negotiation and coordination of the project with national counterparts and stakeholders at centralised and local levels.
- Provide backstopping support as and when required.

UNIFIL will:

- Provide 2 suitable vehicles and drivers for the duration of project.
- Provide necessary capabilities to support and follow up on the implementation of selected project activities in coordination with central and localised MEHE representatives (as per partnership agreement).
- Participate in the negotiation and coordination of the project with national counterparts and stakeholders at centralised and local levels.
- Provide office for the project manager and team in the south, including all office equipment and supplies.
- Provide backstopping support as and when required.

Monitoring and evaluation

Formal quarterly progress reports will highlight the progress of the project implementation, lessons learned and the course corrections needed to address problems. Annual and mid-term reviews will be organized within a set schedule. UNESCO as LA assumes responsibility for the collection, collation and submission of the required quarterly monitoring reports and annual reviews. In addition, UNESCO will coordinate and implement a participatory internal Mid-Term Assessment of the project. Following the shared development with UNIFIL and MEHE of TORs for Final Evaluation of the project, UNESCO and UNIFIL will coordinate, contract and facilitate an external evaluation of the project.

As part of the activities, a baseline will be conducted among children and parents at Grade 1 and Grade 2 levels in selected schools, as well as among children and parents entering the Summer Pre-school programme. This will take the form of a simple survey along with key informant interviews with children and parents in selected schools in order to identify children's levels of skills as well as indicate levels of engagement in learning prior to project implementation among children and parents, and to assess training and learning needs. Educational professionals participating will also be surveyed to assess their skills, abilities and training needs as well as their perceptions regarding early intervention, the importance of transition support and pre-primary education programming. Parents who participate in school activities or in the pre-schooling programme will complete short pre and post surveying to identify key areas of training and to measure impact.

This project will be monitored and evaluated against the indicators laid out in the attached monitoring matrix. Each agency is responsible for the monitoring and evaluation of its individual output at the activity level.

In order to ensure that the monitoring plan is operationalised and useful to the implementing agencies, the UNESCO PM, as outlined above, will coordinate the monitoring and evaluation activities on a regular basis. The monitoring plan will be updated on a monthly basis via email to log achievements, challenges and results against the output-based indicators and reviewed by the PM and Technical Committee. The PM will call, convene and chair the necessary meetings as well as coordinate the necessary follow-up by email between participating agencies to develop the required quarterly and annual monitoring reports for submission in a timely manner.

It is envisaged that national counterparts will play a strong role in the monitoring and evaluation of the project throughout implementation.

4. Analysis of risks and assumptions

Risk	Likelihood 1-4 (1=lowest, 4=highest)	Impact 1-4 (1=highest, 4=lowest)	Mitigation or steps taken to prevent risk
National and regional political and security situation deteriorates	2	4	
UNIFIL is withdrawn from Lebanon during period	1	3	
Commitment of the Government in school retention wanes	1	4	Advocacy measures Targeted results management from project Promote advantages of national ownership at all opportunities All activities costed to national level
Interest of Government in inter-ministerial coordination of school retention wanes	2	2	Ensure technical level commitment Advocacy measures
MEHE commitment to engagement in project throughout duration of project wanes	1	4	Advocacy measures Promote advantages of national ownership at all opportunities All activities costed to national level
Parent, teacher and NGO commitment to participate in the activities of the	1	3	Cooperative approach Participatory monitoring and

programme wanes			evaluation activities
Number of KG and Grade 1-3 teachers fluctuates or deteriorates throughout project period	2	2	Training of NGO facilitators as well as public school teachers Request teachers engage only if willing for 2 year commitment

Appendix B

Logical Framework

	Target	Measurable Indicators	Means of Verification	Important Assumptions
KEY Objective	To Improve school retention in Lebanon			
Immediate Objective	1. MEHE capacities to deliver quality education services at KG and Grade 1-3 level improved			
	Children aged 3-6 in selected communities / Parents/ Teachers, teacher trainers / NGOs working with young children / Community groups and leaders / MEHE staff including teachers, teacher trainers, school counselors	2000 of children receiving pre-school and enhanced Grade 1-3 education services	Monitoring reports Attendance records	National and regional political and security situation remains stable Durability of UNIFIL as an entity in the South remains over the project period Commitment of the Government in school retention sustained Interest of Government in inter-ministerial coordination of school retention sustained
		200 of education professionals trained in enhanced education delivery at KG and Grades 1-3 level	Monitoring reports Attendance sheets	
		Degree to which planning of national Education Sector Development Strategy related to education at KG and Grades 1-3 changed following assessment of project findings in South Lebanon	Strategy itself Minutes of meetings	
Output 1.1	Summer pre-school education programme for children aged 3-6 and their parents developed and implemented in 15 selected public schools in Lebanon			
	Children aged 3-6 in selected communities / Parents/ Teachers, teacher trainers / NGOs working with young children / Community groups and leaders / MEHE staff including teachers, teacher trainers, school counselors	200 of teachers and facilitators trained in delivery of summer pre-school programme	-Monitoring reports -Attendance sheets	MEHE commitment to engagement in project is sustained throughout duration of project Parents, teachers and NGOs are committed to participate in the activities of the programme Number of available and KG teachers remains stable
		At least 750 children aged 3-6 completing pre-school education programme in selected communities	-Monitoring reports -Attendance sheets	
		500 no. of parents participating in at least 75% of the summer pre-school programme	-Monitoring reports -Attendance sheets	
		Increase of hours of parental involvement in their child's education support in selected schools	-Training reports -Home visit reports -Monitoring reports	
		# of original educational materials and training modules developed to meet Lebanese context	-Documents themselves -Module materials	

		# of "KG to Grade 1 transition meetings" held with parents per selected schools in Lebanon	-Monitoring reports -Minutes of meetings	
Activities		Inputs/Means	Costs	
Fifteen summer pre-school Programs on: Child Readiness to School		Commodities: snacks for 15 pre-schools summer programmes Equipments: education supplies and materials needed for the summer programme Personnel: Consultants to: 1) supervise development of summer programme materials 2) the development of the parent training materials on Child Readiness to School 3) staff costs for pre-school summer programme delivery Contracts and Training : 1) Training delivery to 50 MEHE staff 2) Development and production of tools and materials on Child Readiness to School	Commodities: 18000 Equipment/supplies: 30000 Personnel: 33600 Contracts: 60000 Training: 60000	
Output 1.2.	200 public KG and Grade 1-3 teacher trainers, teachers and facilitators supported to prepare children for transition from home to school			
	MEHE staff including teachers, teacher trainers, school counselors in South Lebanon / MEHE centralized staff including Centre for Education Research and Development	A documented detailed module/manual for teachers with its materials on readiness and transition is developed tested, printed, and adopted by MEHE.	-Materials themselves -Monitoring reports	Political and security situation in South remains stable UNIFIL remains operational and present in South Lebanon primary schools in South accessible and receptive to UNESCO and UNIFIL District education government
		Learning difficulties identification tools developed tested, printed, and adopted by MEHE.	-Tools themselves -Monitoring reports	
		200 teachers and trainers trained on: b. Readiness and transition c. Differential instruction	-Attendance sheets -Training reports	

	(CERD) and DOPS / Local NGOs working in ECCE	and active learning d. Identification of learning difficulties and support of children with learning difficulties e. Gender equality in education f. Parent involvement and orientation		engagement with project sustained and communication between central ministry and regional/local entities effective
		# of individual education plans (IEPs) implemented by trained teachers	Training reports Monitoring reports	
		% of parents with children in Grade 1-3 participating in orientation sessions held in selected schools	Training reports Monitoring reports	
		Perceived positive change in teaching approach and increased diversity of teaching methodology employed by teachers in selected schools	-Training reports -Monitoring reports -Final assessment	
Activities		Inputs/Means	Costs	
5 Training of trainers workshops 40 training workshops for teachers on 5 topics (covering the 15 selected schools) 30 field support visits to the 15 selected schools Development of a manual/guide on readiness and transition Development of Learning difficulties identification tools		Commodities: snacks and education supplies for all the training workshops and the support visits Personnel: Consultants to 1) Supervise the development of all TOT materials 2) Supervise delivery of TOT materials Contracts and Training:: 1) Development and production of TOT materials for 200 MEHE staff 2) Delivery of training to 200 MEHE staff 3) Development and production of the manual on <i>Readiness and Transition</i> 4) Development and production of the Learning Difficulties identification tools	Commodities: 60000 Personnel: 57000 Contracts: 125000 Training: 75000	Political and security situation in South remains stable UNIFIL remains operational and present in South Lebanon primary schools in South accessible and receptive to UNESCO and UNIFIL District education government engagement with project sustained and communication between central ministry and regional/local entities effective

		Equipments: Education supplies / IT supplies / and materials needed for the training.	Equipments: 25000	
Output 1.3.	Learning environment improved in 15 schools in Lebanon			
	- Children at level of KG and grades 1-3 in 10 selected communities in South Lebanon / MEHE staff including teachers, school counselors in South Lebanon	# of sanitation facilities rehabilitated	Monitoring reports Pictures (before and after)	Political and security situation in South remains stable UNIFIL remains operational and present in South Lebanon
		15 workshops on the child to child approach to improve the participation of children in keeping the school clean and safe	Training reports Monitoring reports Pictures	
		Manual developed and produced on <i>School Environment: Maintenance and Repair</i>	Materials produced	
Activities		Inputs/Means	Costs	
15 Child to Child Workshops (one in each of the selected schools) Development of a manual on <i>School Environment: Maintenance and Repair</i>		Equipment: 1) to be used to keep the school repaired, clean, and safe Personnel Consultants to: 1) Supervise the development of all child to child workshops' materials 2) Supervise delivery of training workshops 3) Supervise the Development of the Manual/materials on <i>School Environment: Maintenance and Repair.</i> Contracts and Training: 1) Development and production of workshop materials. 2) Delivery of the training; 3) classroom and school environment improved in 15 schools 4) Development and production of the manual	Equipment: 30000 Personnel: 16000 Contracts: 40000 Training: 20000	Political and security situation in South remains stable UNIFIL remains operational and present in South Lebanon

Immediate Objective	2. Government of Lebanon capacities to improve national coordination on education delivery and school retention in Lebanon improved			
	MEHE, MOSA, MOIM and MOH staff at centralized government / MEHE, MOSA, MOIM and MOH staff in South Lebanon / UN Agencies, International and Local NGOs working in South Lebanon / Community and religious leaders in Lebanon	Line ministries and non-governmental organizations and agencies participating in the development process of the strategy for school retention in South Lebanon.	-Minutes of meetings	National and regional political and security situation remains stable Durability of UNIFIL as an entity in the South remains over the project period
		Coordination strategies on education delivery and school retention in South Lebanon produced	-Minutes of meetings - guidelines themselves	Commitment of the Government in school retention sustained Interest of Government in inter-ministerial coordination of school retention sustained
Output	2.1 Inter-ministerial coordination mechanism for school retention in South Lebanon established and sustained			
	MEHE, MOSA, MOIM and MOH staff at centralized government / MEHE, MOSA, MOIM and MOH staff in South Lebanon / UN Agencies, International and Local NGOs working in South Lebanon / Community and religious leaders in Lebanon	inter-ministerial meetings held on school retention in South Lebanon	Minutes of meetings Monitoring reports Meeting coordination communication	Political will to ensure coordination mechanism
		joint monitoring visits between different ministries and organizations	Minutes of meetings Monitoring mission reports	functions is sustained Ministries engaged and delivering services related to school retention have resources to commit to sustaining coordination mechanism
Activities		Inputs/Means	Costs	
Coordination Meetings 2 National Seminars on School retention in		Personnel: To supervise the development of the strategy, the delivery of the national seminar, and the coordination of all meetings.	Personnel: 12000	Political will to ensure coordination mechanism functions is sustained

<p>Lebanon</p> <p>Development of the strategy</p>		<p>Contracts and Training: 1) Consultant for developing the strategy) 2) Training workshops and meetings costs to facilitate coordination)</p>	<p>Contracts: 25000</p> <p>Training: 35000</p>	<p>Ministries engaged and delivering services related to school retention have resources to commit to sustaining coordination mechanism</p>
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Programme/Project Budget

CATEGORY	ITEM	UNIT COST (USD)	NUMBER of UNITS per year	TOTAL COSTS (USD) Per Two YEARS	Requested amount (USD)
1. Personnel (Incl. staff and consultants)	Project Coordinator and Admin Assistant	6000	12	144000	118600
2. Contracts and Training (Incl. companies, professional services)	Contract with consultants/printing houses/training venues...	Varies		250000	250000
3. Training	Training Workshops/Days	1000	80	190000	190000
4. Transport	Transportation to schools/training venues/meeting venues...	100	120	24000	15000
5. Supplies and commodities	snacks and supplies for all the training workshops and the support visits	Varies		78000	78000
6. Equipment	Vehicle / Education equipments / IT supplies / and materials needed for the training or the implementation of the activities.	Varies		85000	85000
7. Travel	Missions of experts on the topic to Lebanon	5000	2	10000	7000
8. Miscellaneous				8000	8000
9. Agency Management Support	Management and Supervision	600	24	28800	-
Total					751600
Office Support Cost (13%)					52612
GRAND TOTAL					804212

UNIFIL in-kind contributions:

- a) 1 car 50,000 for the project (including driver/gas/and maintenance) for the south area = 50,000 USD
- b) 1 x assistant coordinator @50% in the South area= 30000USD

UNESCO in Kind Contribution:

- a) Management Support = 28, 800 USD
- b) 1 X admin assistant @ 100% = 25, 400 USD
- c) Office Support Cost (6%) = 45096 USD
- d) Traveling for Experts: 3000 USD
- e) Transportation: 9000 USD