

# POSSIBILITIES FOR POVERTY REDUCTION IN LEBANON THROUGH PUBLIC EDUCATION

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**Abstract:** Poverty can affect many aspects, such as the economy, health care, crimes, justice, equality, and of course, it affects the educational system in any given country, it is considered as the main obstacle in fighting the poverty cycle. According to " UN LEBANON ANNUAL REPORT 2020, Poverty rates - estimated at more than 55% for 2020 and 25% extremely poor, 20% contraction of the economy in 2020 and 10% more expected in 2021, Around 500,000 children are also now completely deprived of education”.

Nevertheless, education for the Lebanese poor people emerges to play a key role to escape poverty, particularly for the majority of poor students.

This article is shedding light on the educational conditions of Lebanese poor household’s students, the quality of public and private schools in Lebanon, analyzing the poverty in Lebanon and its effects, and exploring the possibilities for reducing poverty through the Public Lebanese educational programs.

**Keywords:** Poverty, Public Educational System, Quality Of Public Schools

## 1. Introduction

Nowadays, poverty-fighting issues are becoming remarkably relevant. Flexible instruments are needed to provide comprehensive and long-term solutions to poverty problems. The research interest in this article is focusing on poverty and education bonding. Poor People's category may drop school and go to work, resulting in a lack of literacy and skills needed to upgrade their careers. Such category most probably will see, years later, their own children struggling as they did, as well as no option but to leave school and go to low-paid jobs.

The recent crisis has worsened the poverty incidence among the population of Lebanon as well as broaden income inequality. The estimation results of this crisis are about, 200,000 additional Lebanese poor, adding to the previous 1 million poor. As well, “More than half the population is now probably below the poverty line. The 12-month inflation rate has risen to

157.9% in March this year(2021) from 10% in January last year. Unemployment has risen to nearly 40% late last year from 28% in February 2020".<sup>1</sup>

The main objective of this research is to explore the possibilities for poverty reduction through public education and to make recommendations on how to implement this alternative instrument for poverty-fighting in " Lebanon" when becomes its potential economic growth, as well as the possibilities of public social nets, are narrowed and limited. The specific research tasks are related to the analyses of the socio-economic specifics of poverty; the problems of poverty and social protection in Lebanon; the public education as an instrument of poverty-fighting.

## **2. Social and Economic Characteristics of the Multi-aspect Category Poverty**

Until recently, poverty was measured based on the individual income , with the development of poverty research and surveys, the concept of poverty widened to take into account many new aspects of living conditions .Consequently, a new poverty concept has emerged, which includes different aspects of deprivation not only related to the material dimensions, where become known as multidimensional poverty and is measured by multidimensional poverty indices notably in the areas of health care, medicines, services, education, employment, housing, and assets. Based on this perspective, a household could be classified as poor if it is subjected to deprivation to one or more of these aspects, even if it is not financially poor. A household who is deprived of electricity, for example, is classified as deprived in this indices, and much probably multidimensional poor, regardless of its financial capacity access to have or to subscribe to a private generator. The same classification perception applies to a household that is unable to get medicines, regardless of its financial capacity to purchase them or to other indices. When measuring deprivation in Lebanon using this concept, the multidimensional poverty rate in 2021, according to the most recent household data sources, is 82 percent<sup>2</sup>.

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<sup>1</sup> <https://www.reuters.com/world/middle-east/world-bank-sees-lebanon-gdp-shrinking-95-further-one-historys-worst-depressions-2021-06-01>

<sup>2</sup> [https://reliefweb.int/sites/reliefweb.int/files/resources/21-00634-\\_multidimensional\\_poverty\\_in\\_lebanon\\_-policy\\_brief\\_-\\_en.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/21-00634-_multidimensional_poverty_in_lebanon_-policy_brief_-_en.pdf)

The most common definition of poverty is measuring poverty strictly in economic terms" earning less than \$1.90 a day is absolute poverty “, Ashton writes: “Deprivation is surely about ‘essential’ needs that are unmet. This may be due to a lack of money resources – but it need not be (since adequate resources may be misspent). Poverty, on the other hand, must refer to a lack of the money necessary to meet those needs.” [Ashton, 1984],as well as Sen argues “that it is a theoretical mistake to be concerned with goods rather than with what these goods do for humans well-being. His concern is more commonly known in terms of “means versus ends”. In a well-known example, Sen (1980) compares a disabled person with someone nondisabled: even if they have access to equivalent bundles of resources, the disabled person will likely find it harder to achieve important and worthwhile goals than the non-disabled person”<sup>3</sup>. While the World Bank goes far away than the amount of money an individual or family earns to extend the definition of poverty. "Poverty is hunger. Poverty is a lack of shelter. Poverty is being sick and not being able to see a doctor. Poverty is not having access to school and not knowing how to read. Poverty is not having a job, it is fear for the future, living one day at a time. Poverty is losing a child to illness brought about by unclean water. Poverty is powerlessness, lack of representation and freedom.

Referring to Baratz and Grigsby defined poverty as:A serious lack of mental and physical well-being, closely linked with insufficient economic resources and consumption.“Poverty is not restricted to one dimension, e.g. income, but it manifests itself in all domains of life, such as housing, education, health [Deleek, 1992].The Vicious “cycle of poverty” is also called a “poverty trap” [Haushofer, 2011];It is a common phenomenon used by various economic scientists. “The depletion of mental resources for self-control can lead to impulsive and intuitive behaviors that eventually cumulate producing poor economic decisions, thus leading to a vicious cycle of poverty-inducing behaviors” [Vohs, 2013],“A poverty trap is a self-reinforcing mechanism which causes poverty to persist” [Azariadis, Stachursk, 2005].Regardless of the importance of the multi definition of poverty, absolute, or extreme or whatever, the main concept of poverty definition encloses living conditions, the inability to meet basic needs such as food, clean drinking water, health care, proper sanitation, and other social services, yet there are many instruments that support the poor and help them to exit the poverty cycle such as social protection, safety nets, Microfinance, economics growth educational programs, and others.

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<sup>3</sup> [https://boris.unibe.ch/84453/1/Bader\\_Christoph\\_differences\\_postprint\\_embargo24m.pdf](https://boris.unibe.ch/84453/1/Bader_Christoph_differences_postprint_embargo24m.pdf)

The term "Social protection" is relatively new, it used to point out the social policies of the state in order to protect the poor and vulnerable. This term emerged in the 1990s with the World Bank's safety nets debates and its policies [Devereux, Sabates-Wheeler, 2007] which were targeted to reduce the impact of economic crisis and shocks over the poor and vulnerable in developing countries. The safety-nets approach were greatly critiqued "equally from the left (for its social residuals and political cynicism) as from the right (for displacing informal social security mechanisms and creating dependency on unsustainable handouts) until it curled up and died, only to be triumphantly reborn as 'social protection' around the turn of the millennium" [Devereux, Sabates-Wheeler, 2007]. According to the WFP (World Food Programme), "the Social protection systems protect the most vulnerable from shocks and stresses throughout their lives".

This system usually addresses various correlated issues, such as poverty, inequality, and food security, the implementation of such systems will encourage the achievement of Sustainable Development Goals (SDGs), in particular, SDG no 2 on Zero Hunger. In this context, the Social Safety Net is made up of both contributory and non-contributory Programs"<sup>4</sup>, while to the World Bank, the safety nets are "Programs protect families from the impact of economic shocks, natural disasters, and other crises". As well WB 2019 estimated that the safety nets programs, helped 36 percent of the very poor to escape extreme poverty, which is a very clear proof that social safety net programs, including cash, in-kind transfers, social pensions, public works, and school feeding programs that aimed the poor and vulnerable, were made a significant impact in the worldwide poverty-fighting. As well, data shows that such programs reduce inequality, and the poverty gap by about 45 percent.

The safety net 's positive effects, apply also on low and middle-income countries. Yet, particularly in low-income countries, not all the poor are covered by the safety net programs. Today, around 2.5 billion persons are covered by safety net programs, while around 650 million individuals or 56 percent of the poorest quintile. Evidences had proven that safety nets cash transfers helped not only nations to invest in their human capital, but as well, as a source of income for the poor, resulting in an improvement to their standard of living.

Economic growth is a helpful component for fighting poverty as well as improving life quality, particularly in developing countries. Growth can produce and generate sets of prosperity and opportunity. The core measures of a successful strategy of fighting poverty must be based on rapid and sustained economic growth. The main challenge for such policy is to

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<sup>4</sup> [www.federalsafetynet.com](http://www.federalsafetynet.com)

combining between two policies: growth-promoting from one side and from another side adopting a policy that targets the poor and allows them to participate fully in such growth opportunities<sup>5</sup>. In the global arena, there is an of 9% in hourly earnings. Regarding societies, it boosts long-term economic growth, encourages innovation, and strengthen social solidarity, but learning is not guaranteed [World Development Report, 2018]. It is true that ending learning poverty cycle is a priority objective for the development as well as ending hunger and extreme poverty, but to achieve this goal it requires all players to make much more forceful action.

### **3. Problems of Poverty and Social protection in Lebanon.**

As aforesaid, most of the Lebanese people live below the income poverty line, despite many initiatives implemented to alleviate the poor. Social protection in Lebanon has not restricted to formal state institutions that provided a varying level of social security to a part of its population. In fact, there is another social security or social protection system in which people rely on, such as community and family relationships to meet their social security needs.

Since 2019, poverty has been raised owing to a decrease in economic activity and escalating political instability. These combined shocks exposed the Lebanese Lira exchange rate to huge pressures, resulting in currency depreciation and severe inflation, causing severely limiting households' purchasing power. These combined shocks have led to a decrease in the living standards of a significant proportion of the Lebanese and non-Lebanese population, and a considerable rise in income poverty. A study, published by the UN Office for the Co-ordination of Humanitarian Affairs (OCHA)<sup>6</sup>, puts Lebanon's rate of extreme poverty, highlighting a rise in both poverty and extreme poverty. "In March 2021, 78 percent of the Lebanese population (three million people) was estimated to be in poverty," the report said. According to the UNDP report regarding "sustainable-development-goals" 2019 that 27% of the Lebanese population, are considered as poor, consuming less than \$270 per month, as well, 16.5% of Lebanese children who are under 5 years old are stunted, which it means that they are not developing well and in a proper way because of malnutrition, and 11% of Lebanese are unable to meet their basic food needs. Furthermore, 51.7% of Lebanese do not have any kind of healthcare program coverage.

According to the report the school year 2015-2016, showing that 249,000 Lebanese children, enrolled in public school, while the number of Lebanese children still out of school,

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<sup>5</sup> Growth, building jobs, and prosperity in developing countries. dfid.

<sup>6</sup> <https://www.thenationalnews.com/mena/2021/08/07/almost-80-of-lebanese-living-in-poverty-un-study-reveals/>

were about 50,000 Lebanese children as well, the rate of the Lebanese population enrolled in higher education, has decreased from 49.7% in 2011 to 42.8% in 2014, yet, the unemployment youth rate in Lebanon estimated is 21.6%. However “ According to today’s updates, the multidimensional poverty rate in Lebanon has nearly doubled from 42% in 2019 to 82% in 2021”.<sup>7</sup>

In Lebanon, there are various social security systems, one for the private sector and many systems for public servants. The workers of the private sector are covered by the National Social Security Fund (NSSF). Created in 1963<sup>8</sup> The NSSF has four branches:

The NSSF law covers many categories of Lebanese workers and employees of all type of contracts, such as temporary, seasonal, internships, and others. Around 1.6 million other employees and their families<sup>9</sup>, Its coverage extends to workers who work for several employers, including ship workers and construction workers, as well as workers for public sector who are not classified as public servants, such as those who fall under the labor law and others. According to the NSSF statistics dating back to 2014, there are 620,656 people registered in the fund and 787,429 people benefiting from its coverage.

As for state employees, there are two separate institutions for civil servants and military personnel. For the civil servants, there is the Cooperative of Civil Servants, in comparing to the NSSF, it offers more generous benefits to its members. In fact, the Cooperative provides insurance against accidents and sickness if considered work-related, as well as marriage gifts, birth and education benefits alongside a wide array of social services. The civil servants fund the Cooperative throughout monthly contributions around 6 per cent of their salaries, and in case of need, the Government is obliged to cover any shortage. From other hand, the population who are not covered by any formal social security can benefit from the support of the Ministry of Health up to 85 per cent of the hospitalization cost upon proofing their incapability to afford this costs. Furthermore, there are other social safety nets programs conducted by the Ministry of Social Affairs (MOSA), such as the National Poverty Targeting Program (NPTP) were is partly funded by the World Bank. It provides full health coverage, food vouchers, exemption from school registration fees, as well as conditional cash transfers to encourage poor household's children to attend school, as it claims. In the direct sense,” MoSA” is “the most important structure for social safety nets” in the country (UNDP 1997). Established in 1993, it

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<sup>7</sup> <https://reliefweb.int/report/lebanon/multidimensional-poverty-lebanon-2019-2021-painful-reality-and-uncertain-prospects>

<sup>8</sup> Social Security Law enacted by Decree # 13955, September 1963.

<sup>9</sup> <https://today.lorientlejour.com/article/1238349/the-national-social-security-fund-explained.html>

is the main provider of social protection and assistance<sup>10</sup>. According to Law 212/93, it assumes the following functions:

- Conduct studies, research, and plan for social policies.
- Provide welfare as well as social assistance services to certain indeed groups.
- Promote local and national development through a network of social development centers (SDCs) and local administration.
- Promoting social development through sectoral programs that target given groups or given sectors implemented performed through parallel projects or co-initiatives with international organizations.

One of the “MoSA's” programs is the personal disability card<sup>11</sup>. The cardholders get assistance and resources as long as they are registered and meet certain criteria. Holding a disability card allows access to therapy services, specialized equipment, as well as in-home care provided through the ministry and other providers. “MoSA” also provides children's care facilities, where children receive food and education, most of them are not abandoned or orphaned, but the main problem is that there is an increasing number of children in need of assistance due to the economic crisis in Lebanon, while this program does not provide alternative care options for children or support for families to keep children. Nowadays, the NPTP ( the National Poverty Targeting Program) is the only cash assistance program for the poor that facilitates the deliverance of social assistance through education and health subsidies, as well as food assistance to eligible poor households. e Such eligibility is determined through a standardized assessment based on various research conducted by MoSA social workers. However, households are ranked in terms of poverty levels based on ‘vulnerability or poverty scores.’ These services are mostly funded by the UN, the European Union, Canada, Norway, Italy, France, and other countries. Moreover, the Economic and Social Fund for Development(ESFD) engages in job creation throughout microfinance schemes.

#### **4. Public Education in Lebanon as an Instrument for Poverty Reducing**

The Lebanese Constitution, throughout article 10, as well as the National Reconciliation Accord or Al Taef Agreement, has recognized the signification of education as well as defined its general principles and guiding regulations. These guidelines emphasize the freedom and the right to education and accessibility, equality in opportunities, and requirements of education to

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<sup>10</sup> <https://www.ids.ac.uk/download.php?file=files/dmfile/SocialprotectionandsafetynetsinLebanon.pdf>

<sup>11</sup> <https://www.anera.org/blog/falling-through-the-social-safety-net-in-lebanon/>

all. The same principles have also been stressed in international conventions that Lebanon abides by, such as the Declaration of Human rights; the International Convention of Economic, Social, and Cultural Rights; as well as the International Agreement on the Rights of the Child. Based on the Lebanese guiding principles regarding the strategic approach to education we can sum the follows:

- Education is a process, which by we build the future, as well it is the main tool for developing mankind;

- Education is the stone corner for progress in all realms of life, as well it contributing to sustainable development to establish the Society of Knowledge;

- Education should secure the comprehensive development of the person alongside with the respect of human rights and fundamental freedoms beside reinforcing the active participation of society;

- Education developing the concept of citizenship in three dimensions: national identity recognition, civic participation, and human partnership.

While the principles concerning the rights and instruments to achieve education in Lebanon summed as follow:

- The right and freedom to education;

- The availability of education on the basis of equal opportunity; such as public education available to all and care for learners with special needs, as well as Secondary education (general, vocational, and technical) are equally available

- To reach a partnership between the private and public systems.

It is essential to shedding light on the education scene in Lebanon as well as its quality. In early 1900, the educational field in Lebanon was already highly developed by the various European enlightens as well as missionaries who targeted Lebanon [Lubnani, Libanais, Lebanese, 2012] established secular and sectarian schools and of course, the missionary schools, the well-known of these school, were AUB (American University In Beirut the Protestant College) and Université Saint-Joseph. (The Maronite University).

The Lebanese educational system is divided into two sectors: private schools and public schools<sup>12</sup>. The public schools are almost free of charge, while private schools are very expensive and exhaust the population, as well as private universities while there is only one public university, which is The Lebanese University. Most of these private schools and universities are secular, or sectarian with particular referrals to the confessional community. Therefore,

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<sup>12</sup> <http://www.higher-edu.gov.lb>.



Private education has served in many cases, the community that belongs to, as well it oriented its students toward its own perceived communities rather than a shared national culture. Lebanon has an advanced educational system structure and well-trained teachers before the civil war. The Lebanese capital Beirut, as well for Tripoli, served as an educational center for the Middle East region; and for the Arab countries in particular, however, this system struggled very much during the conflict but managed to survive.

The differentiation between public and private schools is obvious in particular when it concerns the elementary phase. The public school's preschool phase is always overcrowded and lacking the specialized teachers while the private school's preschool phase is very the opposite, professional teachers, well-equipped kindergarten, nurses, playgrounds...etc. This could explain the difference in academic performance and its quality, which is lead to be higher among the students of private schools and less among the students of public schools. In the 1863 [Ramadan, 2002] the Lebanese vocational education has started, through the private sector rather than the public, and mainly at the secondary level. Nowadays, there are 1508 public and private intermediary and secondary schools, while there are 262 schools for the technical and professional program divided between the public sector (29 schools) and the private sector (233 schools).The suburbs of capital Beirut accounted for the highest proportion of 30% of the regional distribution of students who have enrolled in vocational and technical education. While 27% of total enrolled students in Lebanon are located in the North region. The Beqaa region holds 14% of enrolled students. At the same time, South and Mount Lebanon regions, respectively about 9% and 6% of total enrolled students. As for Beirut, it accounts for the lowest rate which is 4% of students enrolled in vocational and technical education. Until the end of the intermediate cycle, education is compulsory and it is available to all Lebanese students, in particular children. However, it is not fully implemented by Lebanese authorities, particularly in urban slums and rural areas.

According to The CERD in Lebanon [CERD, 2019] The number of Lebanese students enrolled in the Lebanese Educational program is 1,073,141students for the scholar year 2018-2019. The majority of enrolled students were in the private sector by 65.7 % while in the public sector is 30.9% and 3.4 for the UNRWA students in Lebanon. The distribution of this percentage the Lebanese districts show that North Lebanon is on the top with 6.4% Beirut come at last by 1.6%. According to the same report, regarding the students of the Public sector school, 19.2% out of 30.9% is for North Lebanon, Akkar, Nabatieh, and Baalbek - Hermel districts, while for the Private sector school, out of 65.7% the students of these districts rate is 27.6% which means the highest rate of the enrolled students in public school are among the higher

poor population of Lebanon. The report revealed that the foreign teaching language in Lebanon still The french, but with a very slight advantage, with 50.5 % for the french language and 49.5% for the English language.

The CERD explains that this advantage could be related to the history of the public school system in Lebanon which was immensely influenced by the French education system; the French during the colonization era impacted the Lebanese cultural and educational system and persisted even after Lebanon gained its independence. Most of the Lebanese teachers are holding a university degree, 56% of Lebanon's teachers hold a university degree while 21% is a high-school degree as well as 5% carry an educational or technical degree. Regarding public schools, teachers holding a university degree represent 58.7% of total teachers, while those who carry higher education and Phds is 9.3% while 8.45% hold a degree from "Dar al Moualimin wall Moualimat" (a special public institute providing specialized degrees in teaching). In the private schools, teachers carrying a university degree (excluding degrees in education) is 56.4% while those who carry a high school degree or its equivalent amounted to 33.4%. Regarding the retired permanent teachers in public schools, they replaced by contractual teachers. The CERD referred this replacement as well as, the increasing number of contractual teachers to the fact no new permanent employment contracts were signed due to a long halt in permanent employment in the public sector. The CERD signals that the employment of contractual teachers can negatively impact the quality of education in the terms that training and habilitation can be compromised in those types of job contracts .The breakdown of schools in Lebanon revealed that private schools have the lion share. According to CERD statistic of 2018-2019, the total amount of the schools in Lebanon are 2093. Private schools represent 54,3% of the total number of schools in Lebanon, while public schools represent 43.4% and UNRWA schools have 2.2%. Due to their high-quality education and tuition fees, private schools have attracted students from the richest families. Private schools as well as private universities, are mostly sectarian and controlled by religious comity, while the other types of private schools and universities are owned by individuals or run by associations or trustees. The importance of education in the country is multidimensional. Education can be a catalytic tool needed to support and help families and communities to escape as well as to end the cycle of poverty<sup>13</sup> Knowledge is a power which, gives children the hope for a better future.

The quality of the public school system in Lebanon suffered, and still since the beginning of the civil war in 1975. Nowadays, approximately two-thirds of Lebanese children are

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<sup>13</sup> Can Anyone Hear Us? Voices from 47 Countries by Deepa Narayan.

attending highly-priced private schools, while public schools that are almost free of charge have become the last shelter for families who cannot afford such costs, particularly poor families. The education's quality in private school is higher than the public school, thus, the gaps between poor and wealthy are increasing more and more. The public schools in Lebanon suffering from a heavy shortage of qualified English and French teachers speakers who can master teaching math and science in such languages. Furthermore, a lot of public schools having infrastructure problems, such as broken windows, leaking roofs as well as lack of basic technology instruments. Un-digitized and unheated classrooms, broken desks, overcrowded classrooms, unqualified teachers, all these factors are in common in school districts with budgets that do not support by its government. All of these challenges create a serious disadvantage for children growing up in poor households and hindering escape from poverty.

Public schools in Lebanon are no longer for students, but rather for politicians as places of employment and recruitment for their cronies on hourly contract basis teacher, as well, they excluded the College of Education from its role in the preparation of teachers of public schools, and permanent teacher became the result of the government decides to not recruit staff for its public institutions until another notice. Public schools failed in constituting a network of inclusive national identity or building social integration, furthermore, were deliberately and publicly neglected to turn it into schools of specific social groups [Frayha, 2009] the school of the poor, and today their role is basically to absorb the Syrian refugee children to Lebanon. The public schools in Lebanon have a lack in terms of using new technology and digital boards, while private schools provide the highest number of computers per 100 students. The ratio of computers per 100 students reached 4.58% in the year 2011-2012 at private schools and has systematically increased to 5.43% in 2016-2017. Meanwhile, in public schools, the number of computers per 100 students decreased from 3.93% in 2011-2012 to 3.43% in 2016-2017. The technology gap between private schools and public schools is only one of the various quality gaps that exist between public and private schools in Lebanon.

Nowadays, technology should be integrated with the education curriculum. Schools should introduce students to technology, as well as define the integration of technology as a concept much larger than the computer's presence in schools but as a concept that extends to skills that are in high-demand nowadays such as coding, data mining, programming, particularly in public schools where most of the poor students are enrolled in, to create and establish a well-skilled poor students, with hope to get well-paid jobs to escape their poverty cycle. Another considerable gap in teaching management, in public schools it is very common that any given teacher can teach any material. for example teacher holding a Math degree teaches physics,

another teacher with an Arabic degree teaches history, etc. It is true that Public schools are low-cost and are available to all but they also provide low-quality compared to private schools' quality. Based on, the poor household who cannot afford to pay the cost of private schools would end up sending their kids to public schools, which means low educational quality and this action will reproduce the same poverty cycle since the low educational quality population will not find out well-paid jobs. The Lebanese public school's facilities are poorly equipped in general<sup>14</sup>. Most of them are lack libraries, laboratories, playgrounds and un-digitalized, while private schools are mostly better equipped.

Education is a very powerful tool that can make the world a better place, also has a significant positive impact and it makes a difference for adults, especially when it applies to day-to-day life basis, including nutrition, healthcare and gender equity. When adults are learned, they become a row model for their children, who also will wish to learn.

-Education Reduces Malnutrition: When people acquire knowledge regarding agriculture and farm techniques, they will have the ability to grow and sustain healthy crops, which provide immunity against diseases from processed meals and food. Learned families also will have knowledge for their children's needs for their healthy development, as well as foods, need to eat to promote their growth.

-Education strengthens health Standards :The ability to read and write is the fundamental key to have good health, particularly for women who need to read about prenatal vitamins and health information while their pregnancies. Subsequently, it will reduce prenatal and maternal mortality rates and improves the health of children.

-Education reduces Gender inequity: Educated women and girls will take care of their reproductive healthcare and rights, as well as education will empower them to make decisions about their lives particularly about the marriage decision. Hence, uneducated girls will face an early marriage and pregnancy, which most of the time, will lead to having undernourished children, as well as domestic violence. While educated girls, are less likely to have early marriage and children as well they are more likely to find well paid- job after finishing school.

-Education decrease Spreading Communicable Disease's rate: The transmission's rate of spreading diseases in developing countries is huge due to the lack of public knowledge about how its process. Well-being literacy helping poor households, in particular regarding healthcare to avoid such diseases not to exacerbate.

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<sup>14</sup> <https://www.usaid.gov/lebanon/education>

-Education and the Cycle of Poverty: All different forms of education considered as the main key to breaking the cycle of poverty. It has a positive effect on various aspects of society, even if it may seem unrelated. The correlation between poverty and education is very complex as well it is multidimensional, but we know that the decisions of educated people will be healthier and smarter about their children, as well as their livelihoods and the way they live.

## **5. Conclusions and Recommendations**

Lebanon characterized by a very complex political regime, national strategies, plans or vision regarding social or economic issues may not found, if so , may not be completed or even implemented.

Given the limited impact of public social protection plans, the poor, vulnerable and marginalized, often seek the informal social protection programs, to provide such protection against risks even the small ones ,based on we do recommend the follows:

-All Lebanese Social Protections and programs should be consolidated under one strategy to help mitigating shocks to poor households and lift them from the poverty cycle.

- Social protection in Lebanon needs reform in order to address preexisting as well as recent needs.

- Civil society has a great role to play by creating awareness about the importance of a comprehensive social protection package and what should be done to strengthen existing programs and how in order to help poor households to exit the poverty cycle.

From the end of Lebanese civil war in 1991, till now, the Public School is struggling, with no clear visions, mismanagement at all levels, lack of financial and technical support, as well as its social protection programs.

Lebanese Public schools nowadays considered as "The School of Poor", as well as low quality and performance, yet it represents the last chance for the children of such people to escape from poverty and have a better life and future, it gives hope for the parents to not see their kids struggling as they did, that is why are willing to do what it needs in order educate their children, even lot of them already know that low educated person, almost equal not educated.

The Public School is the last pillar for the Lebanese poor households to escape the poverty cycle, therefore the Lebanese government should take an immediate actions such as:

-The public schools should be run by skilled managerial staff.

-The infrastructures of Public schools must be better supplied.

- Teachers must teach the materials related to their majors as well, they should be picked based on its qualification not on a politician intervene.

-Updated technologies and digitalized materials should be provided to the students.

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