

EDUCATION AND HIGHER EDUCATION

The government plan with respect to public education aims to “provide a seat in primary school for every Lebanese child”, in accordance with the policy of “Education for All”, adopted in the Dakar Conference. After the Ministry of Education and Higher Education (MEHE) has laid the foundations for the reforms within the education sector, the plan was expanded beyond the quantitative criteria of “school seats” to a broader concept of education providing quality, equal opportunities and contributing to social integration and economic development. After the July 2006 war, the MEHE conducted a study to assess the effect of war on the education sector in collaboration with the World Bank and the UNESCO before launching a reform process with the first step being the “National Strategy for Education in Lebanon” achieved by the Lebanese Commission for Educational Sciences in the end of 2006 and presented to the Council of Ministers for adoption in the beginning of 2008. This was followed by a larger and broader action plan for the Ministry, the aim being to work toward compulsory quality education until the age of 15.

The Educational Strategy is based on:

- An equal opportunity education: Providing public education for children aged 3 to 5, compulsory education for children until the age of 15. Public education should be available for all, and every individual should be entitled to quality education. Education will offer equal opportunities for enrolling in schools and universities including for persons with special needs.

- A quality education: Building knowledge society through quality education in the curricula, institutions and products in accordance to the national and international standards. An education oriented toward developing knowledge, attitude, information processing skills, intensive use of information technology and communications. An education that will shape the culture of an individual and provide him with critical thinking skills and moral thinking so he could live and work in a changing modern society and be capable of learning through his entire life.

- An education that contributes to social integration: Providing an education that promotes citizenship in all its aspects: national belonging, civil participation and human partnership. An education that contributes to social cohesion and provides the necessary knowledge, values and skills to coexist in a diverse society.

- An education that contributes to economic development: Offering an education that contributes to building human capital and provides skilled work force to meet the needs of the Lebanese market, with respect to quality and quantity, and ability to compete in the free labor market.

- Modernizing the Ministry and shifting it to strategic management.

The main problems within the sector:

- *Public education is not providing equal opportunities for every student in enrollment, school attendance and success.

A large number of children aged 3 to 5 are not enrolled in schools, especially in remote regions. The enrollment rate is diminishing in the intermediary cycle (68%) af-

ter reaching saturation in the primary cycle. There is a distortion and differences between public and private schools to the benefit of the latter in the increase in repeating years, delays and drop out, there are differences among the governorates to the benefit of Beirut and Mount Lebanon and differences in the success rates in public exams between the private and public sectors. The educational system does not provide for the requirements of persons with special needs despite an acceptable enrollment rate in the secondary cycle; however these rates aren't consistent among governorates.

- *Low education quality needs improvement in order to contribute to the building of the knowledge society: Kindergarten and primary cycle curricula are not compatible. There are problems regarding their implementation because of a lack in qualified teachers, inadequate buildings and educational materials and insufficient administrative staff at the school level. The curricula of the other cycles need continuous development as well on the basis of continuous assessment. Concerning textbooks, it is necessary to have an independent entity to develop and supervise them according to preset standards. The public education system faces serious problems in the qualification of teachers. Indeed in the primary cycle, a high percentage of teachers hold a high school diploma only, in addition to unplanned recruitment of BA holders without any educational training, in the primary as well as in the secondary cycle. Concerning buildings and equipment, the problems are numerous with respect to their availability, the adequacy and their good use in the teaching process. Lastly, there are problems at the administrative level, with regard to the preroga-

tives of the principal, unplanned recruitment conditions, lack of a system to assess performance, to train principals on leadership and educational administration.

* Modernizing the ministry and shifting to strategic management:

The MEHE wasn't able to set the necessary frames to efficiently manage education in Lebanon and they include: policies, plans and strategies, standards, monitoring regulations, quality control frames, and means to support collaboration within the education community and between other institutions within society. The management of education suffer also from the huge number of missions ascribed to it, the conflict between units to which these missions are assigned and the lack of communication between them sometimes. Traditional ways of work are followed and failure to follow progress in modern educational management. The Ministry works toward establishing information management systems (EMIS) in a step to modernize and automate the MEHE.

A vision for the future

Promoting equal access to quality education in Lebanon that contributes to building a knowledge society, social integration and economic development.

Achievements in education (1992-2014)

•An educational recovery plan was put in place in 1994, the plan was followed by new curricula for public education (finalized in the end of 2000) approved by a decree, the textbooks were printed and the teachers trained according to the new curricula implemented in 2000-2001. The first official examinations held according to these curricula took place in 2004.

•The educational strategy was achieved in the beginning of

2007; it was presented to the Council of Ministers for endorsement in 2008.

•A new organigram of the ministry complying with technological progress was prepared and approved by all the departments of the Ministry.

•A draft law that makes basic education compulsory until the age of 15 (instead of 12) was finalized and needed the ratification of the Parliament.

•Free public education for three consecutive years (2006, 2007 and 2008) was provided by a grant offered by the Kingdom of Saudi Arabia to cover elementary school tuitions and textbooks costs.

•A training program on "developing leadership skills" was achieved; it included preparing the trainer guide and training courses. It was carried out by the Ministry in 420 schools and then the program was institutionalized through the Faculty of Education at the Lebanese University and it became a continuous program.

•The MEHE was chosen to be the leading public entity to implement the Performance Based Budgeting, launched by the Ministry of Finance in 2008 to be implemented as of 2009.

•Improving and modernizing the performance of educational management and the integration of EMIS (Educational Management Information System):

•The ministry managed to computerize the official exams, and tested the process during the sessions of the academic year 2007-2008.

•1388 schools were equipped each with 2 computers and accessories in order to link these schools to the National Information Network for Education, which is under preparation now.

•The MEHE signed a cooperation agreement with the Ministry

of Defense - Geographical Affairs Bureau to integrate a GIS within the MEHE.

•The Educational Development Project (EDP) funded by a World Bank loan was completed in December 2009, achieving three of its four stated objectives: a) construction, equipment and operation of 11 public schools, b) preparation and adoption of an Education Strategy and c) restructuring and strengthening of the MEHE. Based on the success of the project, the World Bank granted the MEHE one million US dollars for the preparation of a new Education Project.

•Over the 2010 and 2011 period, in order to put the Education Development Project into action, the MEHE joined its efforts with the Educational Center for Research & Development (CERD), foreign funding sources including the World Bank, the European Union, UNDP, UNICEF and USAID, and prepared the following projects:

1-D-RASATI project: (US\$ 75 million 5-year grant by the USAID): it aims at enhancing student achievement in Lebanese public schools by developing teacher's performance, through in-service training and improving the environment of education framework and finally increasing community and parental involvement in school activities. The first phase of the program was completed between 2011 and 2013, and the following has been accomplished:

- Rehabilitation of 183 public schools and 6 training centers.
- Field survey for the infrastructure of 1282 public schools.
- Provision of scientific laboratory equipment to 238 secondary public schools and 6 training centers.
- Launching of the National ICT Strategy for Education and putting in place a procedural Action



Plan for its implementation.

- Providing training to 170 observers (from the Educational Center, Educational Inspection, Guidance and Counseling, Faculty of Pedagogy at the Lebanese University) on Class Observation Tools for teacher evaluation.

- A training-of-trainers (TOT) session was conducted on teaching methods.

- Training teachers to master the English language: A diagnostic test was carried out to determine the level of English proficiency of English teachers and the Mathematics and Science teachers in English (4061 teachers). Afterwards, the implementing body was selected to provide English language training for teachers to obtain internationally acknowledged certifications.

- Principals received leadership development training after their designation criteria were laid down.

- With regard to the School Improvement Program: An explanatory document about the program, its objectives and its phases was prepared and 20 qualified schools were selected to launch the experience. The training material for the School Improvement Program was also prepared and implemented.

2-Second Education Development Project (EDP-II) – financed by the World Bank (USD 40 million loan):

- The EDP aims at improving the quality of teaching and the learning environment in public schools and preschools, strengthening the managerial skills and enhancing the governance capacity of the MEHE.

- The loan became effective on 29 November 2012.

- All the activities were made compatible with the project's components, and their implementation plans were laid down,

alongside the timeframes and estimative costs.

- Committees were designated to plan and monitor the three components of the project.

- The training of school principals on leadership program and the component of modernization of school management were prepared.

- A study was commissioned to assess the damages and expand 110 preschools. The tender documents were also drafted, and works are expected to start in the second quarter of 2016.

- A request for the loan extension is expected to be submitted before mid-next year, knowing that the total value of commitments did not exceed US\$ 6.65 million, and the disbursements amounted to US\$5.5 million only.

3-Support of Reform in the Education sector and Management of Public Finance, in partnership with the European Union (7.7 million USD).

- The guidelines for the School Support Project were laid down.

- The School Support Project action plan targeting 50 public schools was prepared.

In August 2012, a contract was signed with the implementing firm of the project on Education of Citizenship. The preliminary report was discussed and the project's work plan was approved in February 2013.

4- UNDP's Project to provide Technical Support to MEHE:

- Administrative procedures were reviewed and simplified at: the Official Exams Department/Regional Offices/Private Education Directorate, in cooperation with OMSAR.

- A situation analysis was carried out, recommendations were proposed and procedural files for work development were prepared.

- The project was extended until February 2015.

The Syrian crisis in Lebanon is more than a crisis of displaced. The influx of around 1.5 million

Syrian displaced, to a country with a population that does not exceed 4.5 million, has placed a huge strain on the socio-economic situation which led the UN agencies and development partners, to help Lebanon mainly in his Education sector and in partnership with the Ministry of Education and Higher Education (MEHE). An Education Strategy was elaborated under the title "Reaching All Children with Education in Lebanon (R.A.C.E)". The overall objective of R.A.C.E is to ensure that vulnerable school-aged children (3-18 years), affected by the Syria crisis, are able to access quality formal and non-formal public and private education facilities in safe environments. The program has 3 components:

- 1.Ensuring equitable access to educational facilities.

- 2.Improving the quality of teaching and learning.

- 3.Strengthening national education systems, policies and monitoring.

- The Program targeted 413,000 students per year in 250 vulnerable communities with a total budget of US\$ 592,39 million for a period of three years as of 2014. The MEHE received a small part of the required funding to-date, and this part was not totally disbursed yet.

- In 1992, the CDR started a comprehensive rehabilitation operation for all public schools in Lebanon. Moreover it supplied these schools with most of their furniture and equipment. Starting 1996, the CDR reconstructed and equipped 25 public schools destroyed by the war, after it secured the necessary funds. Between 1997 and 2000, the CDR also rehabilitated two teacher training institutions.

- In 1997, in order to increase public schools capacity, the CDR was charged with the rehabilitation and expansion of a group of public schools, with funds al-

located by the Program Law No. 622/97.

- In 2001, the CDR commissioned studies for nearly 90 public schools. The works started in 2002 and continued until the end of 2008, works for around 75 schools were contracted, 59 of which were achieved, and the CDR supplied the furniture and equipment for a large number of them. It is noteworthy that for most of these schools funding was secured by grants and loans in addition to the allocations for the concerned ministry within the mentioned law program. The sources of the funding were the Islamic Development Bank, The World Bank, the Saudi Fund for Development, the Arab Fund for Economic and Social Development and South Korean government.

- The rehabilitation of schools damaged during the July 2006 war was financed by some donor countries such as Qatar, Iran, UAE, individuals, private sector institutions, or national and international organizations.

- The CDR completed the infrastructure and the concrete slabs to install 37 prefabricated schools donated by the Turkish Government to 18 villages in 9 districts most of them for schools severely damaged or destroyed during the July 2006 war.

- The CDR constructed a new building for the MEHE, gathering all its directorates and divisions in one location. The building was constructed in a way that allowed for the Ministry to follow up the progress in technology and IT. After the delivery of the new building to the Ministry, the CDR awarded a maintenance and operation contract that is being renewed whenever necessary.

The total aggregate value of contracts signed by the CDR in the education sector between 1992

and the end of 2015 amounted to US\$ 364.1 million: out of which US\$ 179.62 million from foreign sources. The total value of executed projects is US\$ 299.34 million.

Progress of work in 2015 in contracts signed before 2015:

- Additional works were receptioned at Bcharre Public School.

- Works were completed at School No.7 in Ras Beirut.

Main contracts signed in 2015

The aggregate value of contracts signed by the CDR in the Education Sector totaled US\$ 20.43 million in 2015.

Work contracts were signed for three schools located in Beirut financed by the Kuwait Fund for Arab Economic Development (KFAED): One school in Mazraa (No.28) and two schools in Ms-saitbeh (No. 21 + 2) and (No.4). The total value of the contracts reached US\$ 15.2 million. A work contract to construct a secondary school in Aley was awarded with local funds (US\$ 3.348.442), and works are scheduled for completion by February 2017. A supervision contract was also signed for the value of US\$ 133.938. The remainder of the sum of US\$ 20.43 million, focused mainly on additional site works or price adjustments of previously signed contracts, based on comparative tables.

Furthermore, the operation and maintenance contract pertaining to the new MEHE building which was renewed in May 2013 for two additional years is still in effect. The value of the contract is US\$ 2.81 million including cost of supervision.

Main projects under preparation (2016-2018)

Lebanon received financial assistance to support the education sector after the Syrian displacement such as:

- A grant from KFAED of US\$ 4.8 for the rehabilitation of a number of public schools, to be imple-

mented by the CDR.

- A grant from the World Bank of US\$ 32 million direct to the Ministry of Education to provide education services to displaced and resident children.

Projects implemented by other funding sources are underway. Among these are the projects aimed at constructing and equipping schools in the southern suburbs of Beirut funded by the Kingdom of Saudi Arabia. Also fundraising projects are underway to collect funds for the initiation of site works at schools for which studies were commissioned locally.

The vocational and technical education

The major problems in the vocational and technical education sector

- Absence of a unique system for secondary education: Education is still split into several paths, the general education on one hand and the vocational and technical education on the other with all their branches.

- Although the modernization of the curricula which took place in 2000 is considered a significant step forward, several factors contribute to lowering its quality, among which:

- * Weakness of students admitted in the vocational and technical education

- * Lack of continuous education and training for the staff led to degradation in the competencies of teachers

- * Unavailability of the necessary technical equipment.

- * Old methods in teaching, assessment and official exams



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*Lack of communication with the labor market and of a mechanism linking the employers with the vocational and technical education institutions.

*Lack of student orientation especially for those who enter the vocational and technical institutions

*Absence of quality standards and feedback.

• Higher education in the vocational and technical education sector suffers of additional problems:

*Absence of a specific higher authority and administration different from that of the secondary education

*No differentiation between higher vocational and technical education and secondary education with respect to the specifications of the institutions.

*Teachers in technical institutions are inadequately classified.

*All official exams are centrally organized and scheduled.

*A rigid academic system that relies on official exams solely for the attribution of diplomas.

Vocational and technical education is not listed as a possible path within the higher education system in Lebanon.

Achievements in vocational and technical education (1992-2014)
The VTE sector obtained US \$ 15 million, as a part of the first loan granted to Lebanon to implement the Emergency Rehabilitation Program (ERP) proposed by the World Bank in 1993. The CDR rehabilitated all existing vocational and technical schools

and institutions. Moreover, it procured equipment, furniture and educational materials for these institutions and provided the technical assistance needed for their administration.

•The CDR rehabilitated and equipped the administrative buildings of the General Directorate for Vocational and Technical Training.

•In 1999, the Council of Ministers approved an emergency plan to take in 2000 additional students in vocational schools; it commissioned the CDR to construct the necessary schools for them, the CDR procured the furniture and equipment for vocational schools and hotel equipment.

•A plan to develop vocational and technical training was set and a consultancy contract was awarded to provide training sessions for the teachers and principals of vocational and technical schools. In addition, to develop vocational and technical education a five-year plan was set identifying the needs of the ministry with respect to buildings, constructions, equipment and training programs according to available economic, demographic and educational data (US \$ 1,26).

•The Bir Hassan technical complex (20,000 m²), was built, costing about US \$ 8,132 million, it was financed by the AFESD. This complex includes the National Pedagogical Institute for Technical Education (IPNET), the Nursing School and the Hospitality School.

•In 2000, programs and curricula were prepared for the vocational and technical education system, they included 23 specialties in Technical Baccalaureate (BT) and 22 specialties in the Technique Supérieure (TS) (US \$ 1,5 million).

•Upon MEHE's request and after the completion of a study that aimed at identifying the regions' needs, the needed specialties and the capacity of each vocational and technical school across Lebanon, the CDR developed architectural plans for 36 vocational and technical schools to be constructed and equipped at a later stage.

Between summer 2000 and end of 2010, the CDR had signed contracts to build 27 new vocational and technical schools, and completed their construction in various Lebanese regions, with funding secured from loans granted by the AFESD, the IDB the Kuwaiti Fund (KFAED) and OPEC fund.

With a funding from the IDB, the CDR procured equipment for the educational workshops of the industrial specialties for 10 schools.

•Between 1992 and end of 2014 the total amount of the contracts signed by the CDR in the vocational and technical education sector amounted to US \$ 154.11 million of which US \$ 112.12 million were foreign financed. The estimated value of the projects achieved amount to US \$ 143.34 million.

Work progress in 2014 in contracts signed before 2015

Nothing

Main contracts signed in 2015

No contracts were signed by the CDR in the vocational and technical education sector.

Main projects under preparation (2016-2018)

Few works still need to be completed within the framework of the program on Vocational

Schools Construction and Equipping assigned to the CDR, mainly to follow up on the construction of a number of vocational schools which were interrupted due to logistic reasons such as the inadequacy of the land or similar reasons.

Major Challenges of The higher education

- Higher education in Lebanon suffers from serious quality problems which emanate from archaic standards used in licensing private higher education institutions and from failure to abide by what was issued later, and from the absence of structures needed to control quality in private higher education, the absence of national frameworks and structures for quality assurance. In the Lebanese University quality problems are due to the failure in adopting a reform project, the lack of needed resources and lack of autonomy for the last few decades.

- The spaces for social mix in education in Lebanon have shrunk considerably during the last few years at the levels of university student composition, university teachers associations, student unions, youth organizations, and the syndicates of teachers and educators. The problem grows larger within the Lebanese university and the public education system in general.

- The contribution of higher education to geographical mobility is limited, as the general tendency is either for settlement of students within the same region or their mobility from remote regions to specific universities in the Greater Beirut area. Expectations regarding the chances for finding a job after graduation confirm these two trends; however, the tendency to seek work outside Lebanon remains stronger than the tendency to work in other regions of Lebanon.

- The contribution of higher education to vertical social mobility is limited especially at the Lebanese University. Among the impediments of such mobility are the low quality of education, the existence of specializations that have narrow career options, and the scarcity of financial aid or other forms of students support. This mobility is also hindered by the weak academic mobility between different types of secondary education and different types of universities.

- The labor market of higher education graduates suffers from serious crisis as indicated by unemployment, disguised unemployment, migration, and decrease in the level of requirements of the graduates on the market. On the economic level, this problem is an outcome of poor growth, incapacity to create new job opportunities, degradation of professional standards in many sectors. On the educational level, the problem comes from the expansion of the higher education sector based on policies that favors political and business considerations over the quality of required learning outputs from graduates, from the absence of databases in education regarding the labor market requirements, the weakness of partnerships and communication between educational institutions and employment institutions, and finally the absence of decisive frameworks and clear efforts to develop fast training programs.

- The job market of university graduates suffers in both quantity and quality as indicated by unemployment, disguised unemployment, and immigration on one hand and the low expectations from university graduates on the other hand.

- Economically, this problem is the result of :

- 1) slow growth of the Lebanese economy and its inability to create new job opportunities

- 2) the laxity of professional standards in many of its sectors.

- Educationally, this problem is reflected

- 1) in the expansion of higher education driven by political and commercial considerations at the expense of the quality of input and of learning outcomes of graduates;

- 2) not availing databases in education regarding labor market demands;

- 3) weakness of partnership and communication frameworks between educational institutions and employment institutions,

- 4) lack of frameworks and clear efforts to develop fast training certificate programs.

- Higher education and technical and vocational education in Lebanon face serious challenges in keeping pace with the global work market and in building a competitive workforce. These problems manifest themselves in a number of areas:

- weakness of practical training;

- weakness in general preparation that enables graduates to adapt to innovations;

- weakness in aspects related to production according to international standards;

- weakness in aspects related to initiatives in establishing institutions (entrepreneurship);

- weakness in cooperation programs with international educational and employment in a specific specialization;

- the absence of quality control and quality assurance frameworks based on international standards for technical and applied university specializations;

- lack of information and studies regarding trends of supply and demand for graduates, at the regional and international levels.

The Lebanese University faces several management challenges:



- The limited authority given of the academicians;
- Lack of autonomy;
- Lack of student participation in decision making at the faculty and university levels;
- Weakness of social and professional partnerships with respect to the University's affairs;
- Absence of supporting academic management structures;
- Weakness in the use of means of communication and information ;
- The management staff lacks the necessary modern adequate management skills and specializations;
- Absence of management units for physical and human resources. However, the current organization provides an accepted level of professor's participation in the decision making process.

Achievements in Higher education (1992-2015)

- The CDR rehabilitated the Faculty of Sciences at the Campuses of the Lebanese University in Hadath (1995), Fanar (1996) and the National Museum (1995) and the different branches of the National Conservatory in Beirut Central District (1995), Sin El Fil (1995) and the UNESCO palace (1998). In addition, the Higher Institute of Technology at the Lebanese University and the Faculty of Engineering at Saint Joseph University were provided with the scientific equipment needed.
- The Rafic Hariri University Campus in Hadath was constructed, furnished and equipped. The Campus is composed of nine faculties affiliated with the Lebanese University in addition to the Faculty of Sciences (previously rehabilitated), the Industrial Research Institute (IRI) and the annexed buildings dedicated to various facilities servicing the campus. The nine faculties are: Public Health, Medical Sci-

ences, Law and Political Sciences, Pharmacy, Journalism, Literature and Human Sciences and Faculty of Engineering and Fine Arts. In 2004, all buildings and constructions at the Hadath Campus were completed and delivered except for the external site works. The funding of the project was granted by the AFSED and the Islamic Bank in different proportions, in addition to the allocations assigned in the Lebanese University Program Law.

- In the context of this project, a three-year contract was awarded for the operation and maintenance of the Hadath University Campus, at a total cost of US\$ 26,4 million. The CDR also outsourced the supervision of the operation and maintenance of the University Campus.

- The CDR prepared the tender document to purchase equipment for the laboratories of the Faculty of Science at the Lebanese University. After the US\$ 5 million loan agreement has been concluded with the Islamic Bank for Development, a call for tenders was released in 2006 to purchase part of the equipment. Another call for tenders related to the remaining part was released in 2007.

- The CDR also provided the major faculties of the Lebanese University with information technology devices through an Arab Fund grant.

- The Unified Campus of the Lebanese University in North Lebanon: the site works of three faculties out of eight were commissioned to date: the Faculty of Engineering, the Faculty of Fine Arts and the Faculty of Sciences. The remaining faculties that need to be constructed to complete the campus are: The Faculty of Social Sciences, Faculty of Law and Political Sciences, Faculty of Economics and Business Administration, Faculty of Arts, and the Faculty of Public Health, in addition to the central library, a conference center, a guest

house, an administration building, a central car park, southern car park and a sports complex. The value of the works of the Faculty of Engineering and the Faculty of Fine Arts amounted to US\$ 50.16 million, funded by a Kuwait Fund Loan. The completion of the construction of the two faculties was scheduled for 2013, but works completion was delayed due to a financial crisis faced by the executing company. As a result, the duration of the project implementation was extended until the end of 2014. The aggregate value of the contract related to the Faculty of Sciences totaled US\$ 38.37 million, with a partial funding from the Saudi Fund. While works were scheduled for completion in the beginning of 2015, the contract was extended until February 2016.

- The architectural studies related to the construction of an Institute for Applied Sciences and the Teachers Training College in Bir Hassan were outsourced. After conducting negotiations with the French Development Agency (AFD), the Agency's Board of Directors approved to grant a EUR 21 million loan coupled with a EUR 700,000 grant to finance the project. The Council of Ministers approved the grant agreement and referred the loan agreement to the Parliament for ratification.

- The aggregate value of the contracts signed by the CDR in the sector of higher education and culture between 1992 and the end of 2015 totaled US\$ 586.44 million of which US\$ 252.96 million were foreign-sourced funding. The value of the completed projects amounts to US\$ 420.62 million.

Work progress in 2015 in contracts signed before 2015

- Following the continuous financial problems encountered with the contractor commissioned to construct the Institute of fine Art and the Faculty of Engineering in the North University Campus, the

CDR assigned a sub-contractor, and the project is expected to be completed by the beginning of 2017.

-On the other hand, the CDR board of directors approved in October 2015, an addendum to the works contract of the Faculty of Sciences, of a value of US\$ 776.23, including an extension of the duration till February 2017.

Main projects under preparation (2016-2018)

-Following the completion of studies and preparation of tender documents related to the Faculty of Public Health in the North of Lebanon and the Faculty of Public Health in Fanar, the works, furniture and equipment contracts are expected to be commissioned, the soonest, under a loan granted by the Islamic Bank.

-Finally, efforts will be made to ratify the Council of Ministers Decision to accept the AFD loan that will permit the construction of the Institute of Applied Sciences, as well as the construction and equipment of the Teachers Training College in Bir Hassan. Then the related site works will be initiated.



Amchit Public School



Barja Public School



Antelias Public School



Amatour Public School



Beirut 80 Public School

Main contracts signed in 2015

Culture and Higher Education				
Project	Estimated Value (US\$)	Funding Source	Start Date	Expected date for completion
Appendix No.4 to the contract related to the operation and maintenance of Rafik Hariri University Campus – Hadath	2,194,791	Local	05/02/2015	06/02/2016
Appendix No.1 to the contract related to the works of the Faculty of Sciences at Michel Suleiman University Campus – Tripoli	776,231	Saudi Fund for Development	29/10/2015	28/02/2017
Total	2,971,022			

Main contracts under preparation in the horizon of 2016-2018

Culture and Higher Education				
Project	Estimated Value (USD)	Funding Source	Start Date	Expected date for completion
Execution of works of the Faculty of Public Health and part of the common areas of the Unified University Building – University Complex in Tripoli	33,825,000	Islamic Development Bank	November 2016	June 2020
Purchase of laboratory equipment for the Faculty of Engineering and the Faculty of Architecture at the University Campus in Tripoli	6,000,000	Islamic Development Bank	October 2016	March 2017
Construction of Public Health Faculty in Fanar Complex	25,400,000	Islamic Development Bank	December 2016	December 2019
Operation and maintenance contract for Rafik Hariri University Campus - (Reconciliation contract)	25,000	Local	10/01/2015	2018/09/30
Total	65,225,000			

Main contracts signed in 2015

Youth and Sports				
Project	Estimated Value (US\$)	Funding Source	Start Date	Expected date for completion
Guardianship and maintenance of the completed parts of the project related to the construction of a sports field in Baalback	208,725	Local	08/07/2015	08/02/2014
Total	208,725			

Main contracts under preparation in the horizon of 2016-2018

Youth and Sports				
Project	Estimated Value (USD)	Funding Source	Start Date	Expected date for completion
Rehabilitation of Tripoli sports field and its transformation into a sports city- Phase I	9,000,000	Local	December 2016	December 2018
Rehabilitation of Baalback sports field and its transformation into a sports city	17,000,000	Local	October 2016	October 2019
Total	26,000,000			

Main contracts signed in 2015

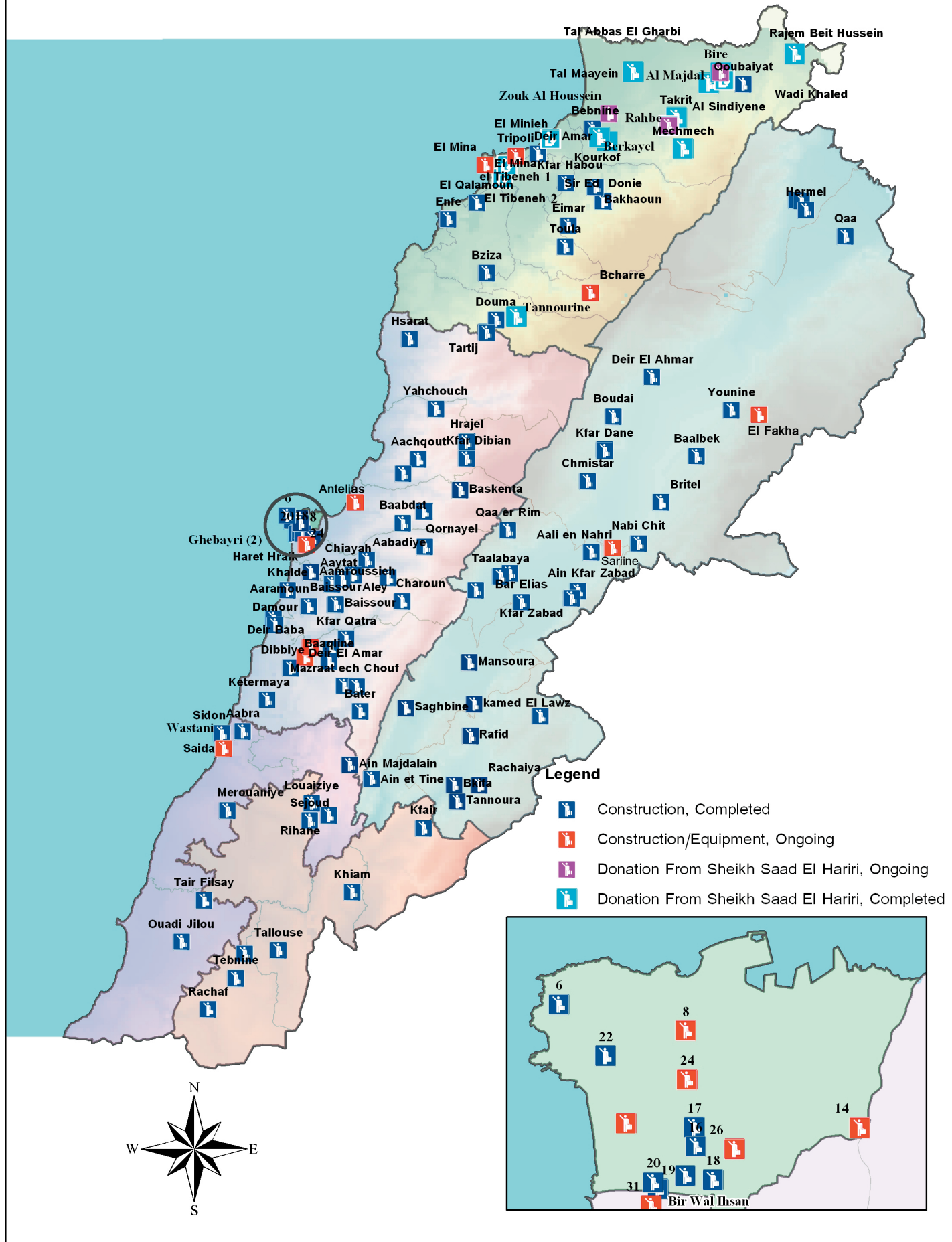
Education				
Project	Estimated Value (US \$)	Funding Source	Start Date	Expected date for completion
Construction of school No. 28 in Al Mazraa (Al Bachoura Al Mamoun Street)	1,803,055	Kuwait Fund For Arab Economic Development (KFAED)	16/12/2015	15/2/2017
Construction of schools No. 2 + 21 in Al Msaytbe (Women's Prison location)	6,651,640	Kuwait Fund For Arab Economic Development	15/12/2015	14/12/2017
Supervision of the establishment of Lassa Public school	20,973	Local	29/6/2015	29/3/2016
Construction of a public high school on the plot 2430 in Aley	3,348,442	Local	19/10/2015	19/2/2017

Supervision of the construction of a public high school on the plot 2430 in Aley	133,938	Local	19/11/2015	19/2/2017
Execution of works of the project related to the construction of public school No. 4 on the plot 1230 in Beirut	6,742,610	Kuwait Fund For Arab Economic Development	10/07/2015	30/11/2017
Supervision of the construction of public school No. 4 on the plot 1230 in Beirut	56,400	Kuwait Fund For Arab Economic Development	10/07/2015	2017/11/30
Total	10,302,362.70			

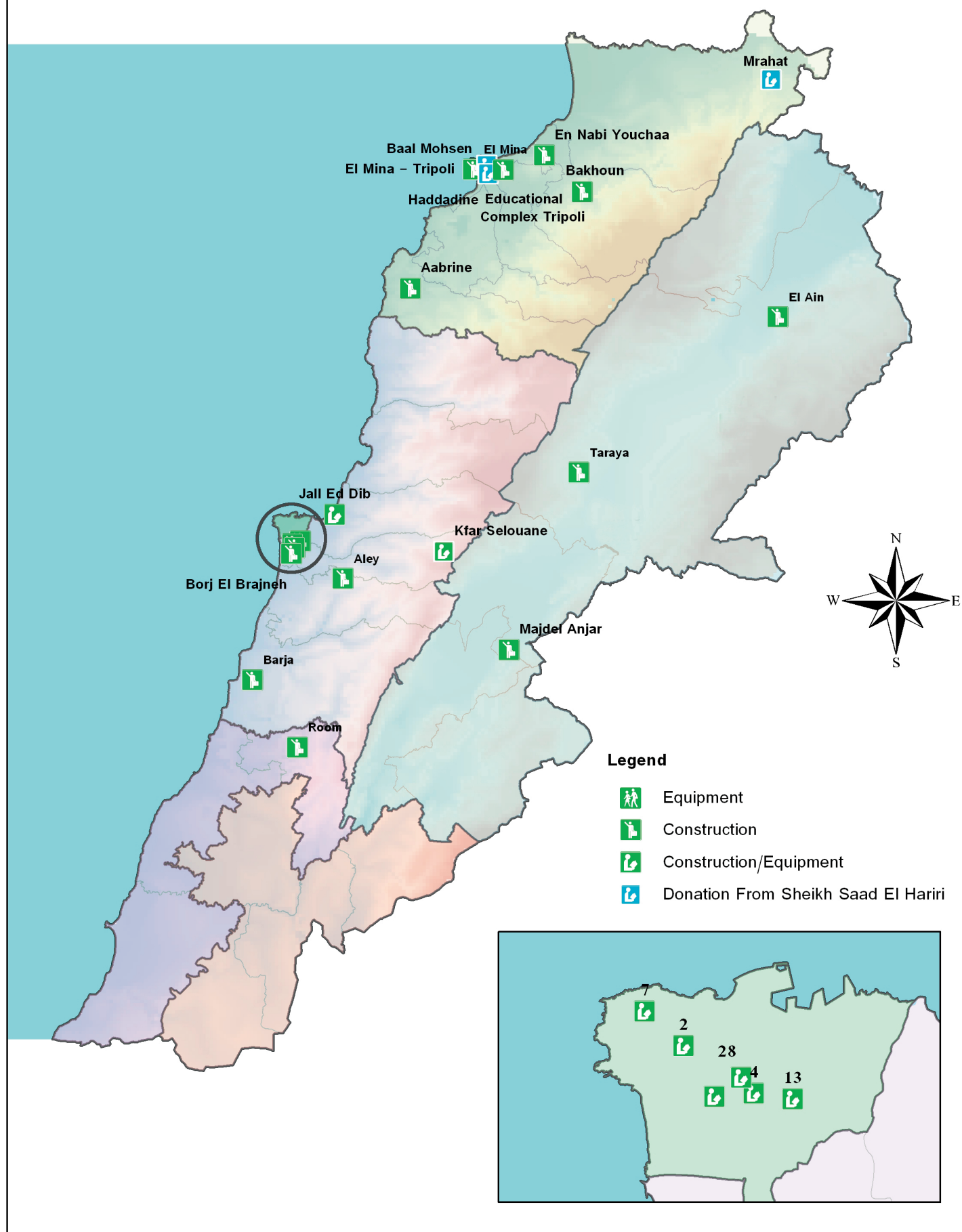
Main Projects under preparation in the horizon of 2016-2018

Culture and Higher Education				
Project	Estimated Value (US\$)	Funding Source	Start Date	Expected date for completion
Works for the construction of a new building for the Teachers Training Center in Bir Hassan and another independent building for the Institute of Applied Sciences	18,000,000	French Development Agency	September 2017	September 2019
Construction of a public school in Kfarselwan	2,000,000	Local	March 2017	May 2018
Construction of school No. 13 in Ashrafieh	12,422,000	KFAED	February 2017	May 2020
Construction of 2 public secondary schools in Hadath	7,000,000	Saudi Grant	April 2017	Oct 2018
Renovation and provision of equipment to Batloun public secondary school	240,000	KFAED	September 2016	March 2017
Rehabilitation and provision of equipment to Barja public secondary school	240,000	KFAED	September 2016	March 2017
Rehabilitation and provision of equipment to Aanout public mixed intermediate school	240,000	KFAED	September 2016	March 2017
Rehabilitation and provision of equipment to Kafarkoud public intermediate school	240,000	KFAED	September 2016	March 2017
Rehabilitation and provision of equipment to Kafarmatta public mixed school	240,000	KFAED	September 2016	March 2017
Rehabilitation and provision of equipment to Sahel Aalma public school	240,000	KFAED	September 2016	March 2017
Rehabilitation and provision of equipment to Hermel public intermediate school	240,000	KFAED	September 2016	March 2017
Rehabilitation and provision of equipment to Aarsel first public school	240,000	KFAED	September 2016	March 2017
Rehabilitation and provision of equipment to Ras Baal-back public intermediate school	240,000	KFAED	September 2016	March 2017
Rehabilitation and provision of equipment Nabha public intermediate school	240,000	KFAED	September 2016	March 2017
Rehabilitation and provision of equipment to Younin public intermediate school	240,000	KFAED	September 2016	March 2017
Rehabilitation and provision of equipment to Jebshit public secondary school	240,000	KFAED	September 2016	March 2017
Rehabilitation and provision of equipment to Jbaa public elementary school	240,000	KFAED	September 2016	March 2017
Rehabilitation and provision of equipment to Hamad Ghandour public intermediate school	240,000	KFAED	September 2016	March 2017
Rehabilitation and provision of equipment to Kfarrouman second public school	240,000	KFAED	September 2016	March 2017
Rehabilitation and provision of equipment to Ayn Qanya public school	240,000	KFAED	September 20016	March 2017
Rehabilitation and provision of equipment to Mohammad Zaarour mixed public school	240,000	KFAED	September 2016	March 2017
Rehabilitation and provision of equipment to Rawdat Al Badawi mixed public school	240,000	KFAED	September 2016	March 2017
Rehabilitation and provision of equipment to Sir mixed public school	240,000	KFAED	September 2016	March 2017
Rehabilitation and provision of equipment to Rawdat Burj Abi Haydar public school	240,000	KFAED	September 2016	March 2017
Rehabilitation and provision of equipment to Kfartoun public school	228,571	KFAED	September 2016	March 2017
Rehabilitation of Aarsal public secondary school (renovation of the building, installation of metal fence, ceiling and doors for the warehouse)	100,000	Displaced Syrian Relief Initiative - AFESD	March 2017	September 2017
Purchase of equipment for Aarsal Third Public intermediate school	50,000	Displaced Syrian Relief Initiative - AFESD	March 2017	September 2017
Total	44,600,571			

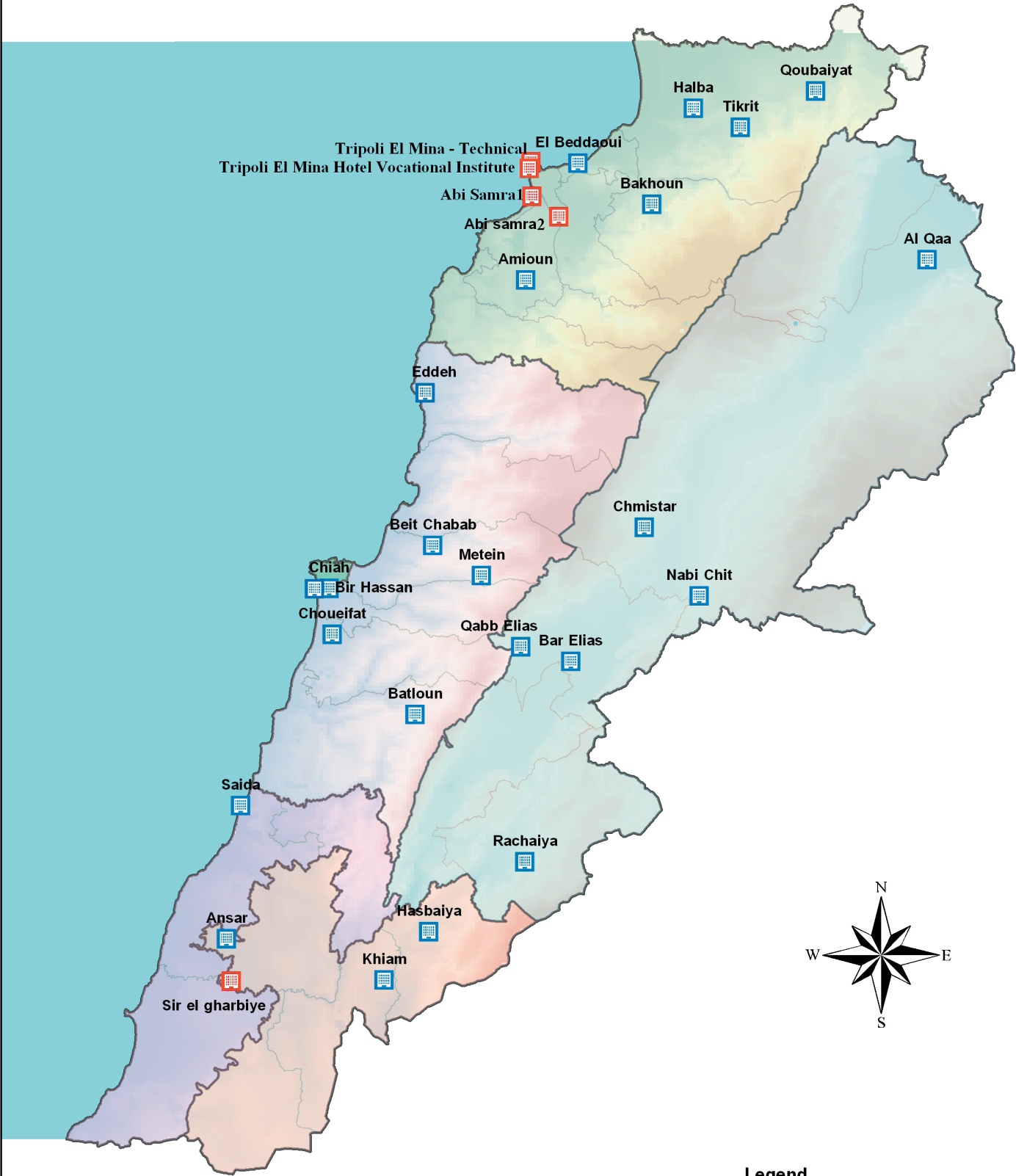
Public Schools Completed & Ongoing Projects





Public Schools Projects Under Preparation



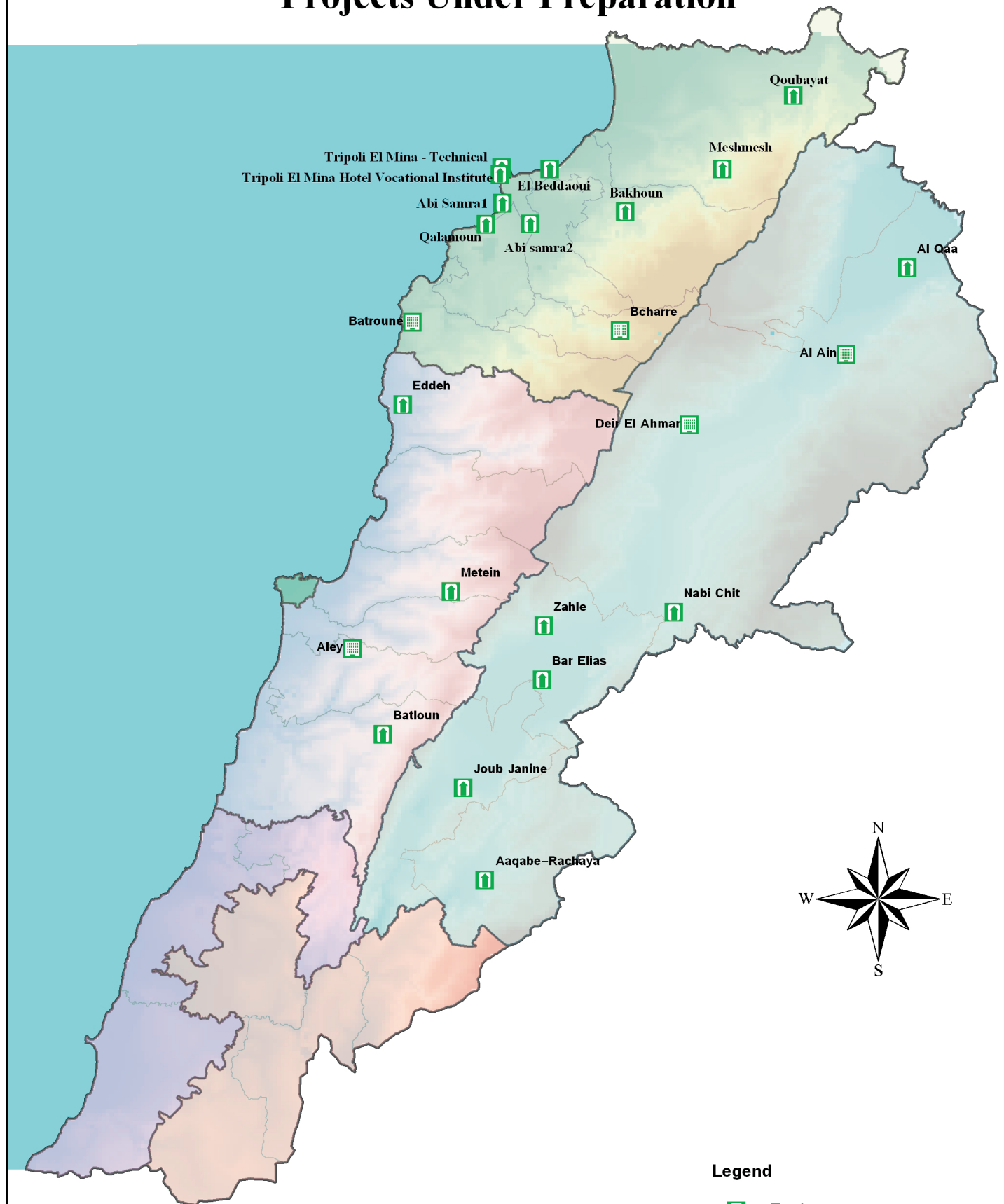
Vocational & Techincal Schools Completed & Ongoing Projects



Legend

-  Construction, Completed
-  Construction, Ongoing

Vocational & Technical Schools Projects Under Preparation



Legend



Equipment



Construction/Equipment