



Education

1 - 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



Public School - Antelias



Public School - Barja



Public School - Amatur

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%) after 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.



Public School - Amchit

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 prerogatives 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 and the failure to follow progress in modern educational management. The Ministry works toward establishing information management systems in a step to modernize and automate the MEHE.

A vision for the future

A quality education equally available to all Lebanese children that contributes to the building of the knowledge society, social integration and economic development.

Achievements in education (1992-2012)

- An educational revival 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 adoption in 2008.

- A modern structure complying with technological advancements and approved by all the departments within the Ministry

- A draft law that makes education compulsory until the end of the first primary cycle at the age of 15 (instead of 12) was finalized and needed the ratification of the Parliament.

- A grant from the Kingdom of Saudi Arabia offered three years of free public schooling and textbooks to the students of the primary cycle (2006, 2007 and 2008).

- 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 first public body to implement the "performance based budget" preparation system launched by the Ministry of Finance in 2009.

- Improving the performance of educational management through modernization and the introduction of



Public School - Almansourah



Public School - Rachaia



Public School - Ghoubeiry

EMIS (Educational Management Information System):

- The ministry succeeded in modernizing the official exams and they were tried in the sessions of the academic year 2007-2008.
- 1388 schools were equipped each with 2 computers and related terminals to link these schools to the National Information Network for Education under construction.
- The MEHE signed a cooperation agreement with the Ministry of Defense geographical affairs bureau to set a GIS within the MEHE.

- The educational development project funded by a World Bank loan was closed in December 2009, after it achieved three of its four stated objectives: constructing and equipping 11 public schools, preparing and adopting an educational strategy and restructuring and activating the MEHE. Given the success of the project, the World Bank granted the MEHE one million US dollars to help it prepare the new annual educational project to be implemented as of the beginning of next year.

- During the past two years (2010 – 2011), and in order to implement the education sector development plan, the efforts of the MEHE and the Educational Center, in addition to external funding sources, including the World Bank, the European Union, UNDP, UNICEF and USAID, were combined and yielded the following projects:

1 - DIRASATI program: (US\$ 75 million 5-year grant by the USAID): it aims at improving students' achievement by improving teachers' performance through continuous training, improving the school learning environment and increasing parental involvement in school



Public School - Haret Hreyk



Public School - Amchit

activities. Implementation started in 2010. To date, the following has been accomplished:

- Rehabilitating 147 public schools, while the remaining 44 would be rehabilitated in the beginning of 2013.
- Beginning the supply process to provide equipment (science laboratories) to all public high schools in Lebanon.
- Launching the national ICT education strategy. MEHE is currently in the process of laying down procedural plans for implementation.
- Training 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.
- Carrying out a training course for teachers on teaching methods.
- Training teachers to master the English language: A diagnostic

test was carried out to determine the level of mastering the English language for all English teachers, or those who teach Mathematics and Science in English. Then, the executive entity was chosen to provide English language training for teachers to obtain internationally acknowledged certification. The criteria for choosing directors in-service to participate in the Leadership Development Program were laid down (August 2012). A list with the names of qualified directors was written, in accordance with the set criteria, for all provinces (December 2012).

- School Development Program: Criteria were laid down for schools who can partake in this program (August 2012). A detailed document about the program, its objectives and its phases was prepared and 20 qualified schools were chosen to launch this experience. The

training material for the School Development program was also prepared.

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

- It focuses on the improvement of teaching quality and of the learning environment in general education and in preschool. It also concentrates on increasing the managerial and governance capacity of the MEHE.
- The loan became effective on November 29th 2012.
- All activities of all aspects of the project were aligned, and implementation plans were laid down, alongside the timeframes and estimated costs.

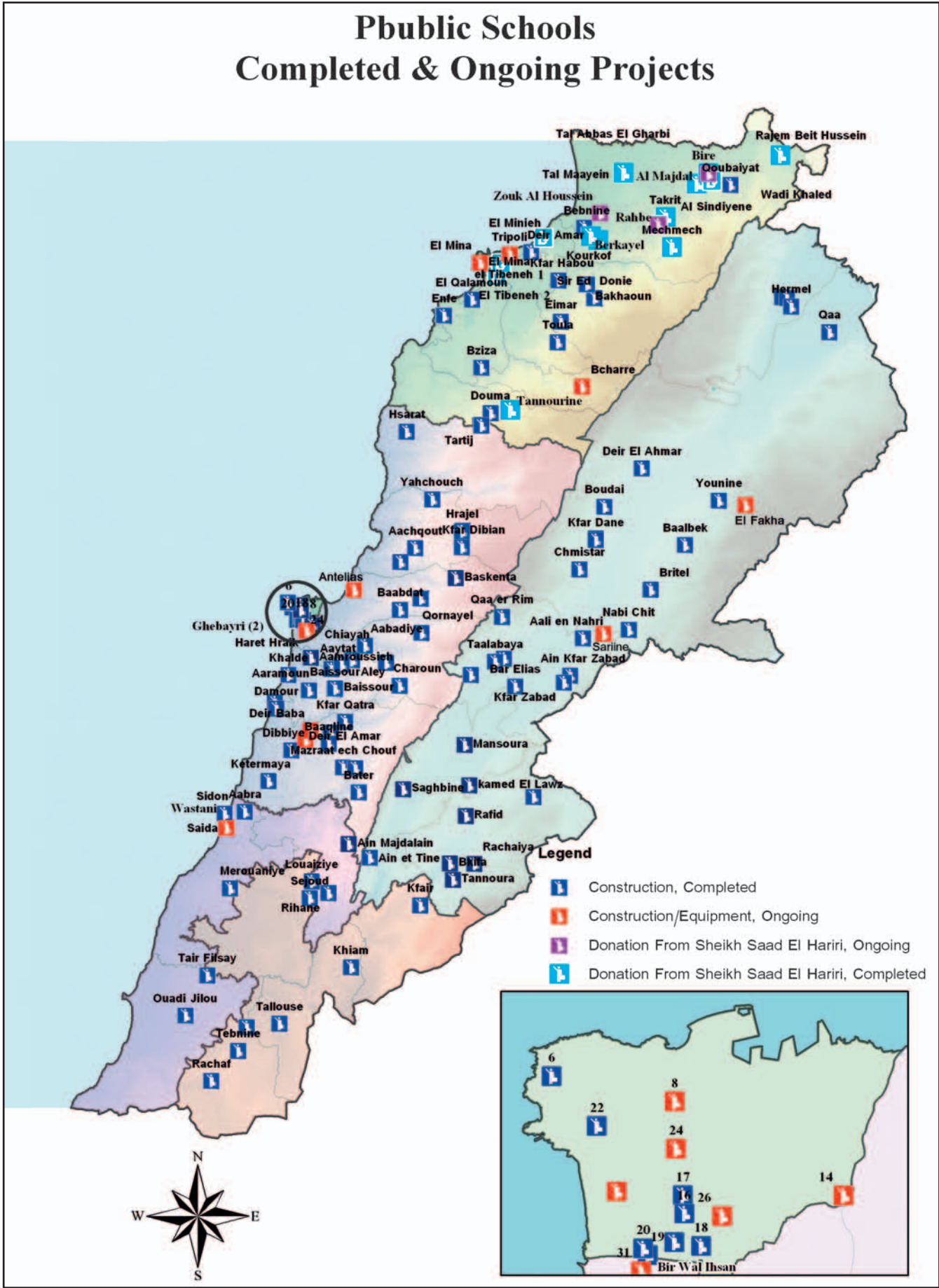
3 - Supporting Reform in the Education Sectors and Public Finance Department Project with the European Union.

- Finishing the preparation of guidelines for the School Development Project (2012).
- Implementing the School Development Project plan in 50 public schools.

In August 2012, the contract was signed with the organization implementing the Citizenship Education project. The initial report and plan would be discussed in February 2013.

4 - UNDP's Development Project for Technical Support of MEHE:

- Administrative procedures were reviewed and simplified at the examinations department/educational zones/Public Education Office, in cooperation with OSMAR.



A study for the current situation was carried out. Draft projects and procedural files for development were laid out.

- 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 rebuilt 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, the CDR was charged with the rehabilitation and expansion of a group of public schools funded by the budget law 622 /97 to increase their capacity.
- In 2001, the CDR commissioned studies for nearly 90 public schools. The works started in 2002 and continued until the end of 2012, works for around 78 schools were contracted, most 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 abovementioned program law. 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 Korea.
- The rehabilitation of schools damaged during the July 2006 war 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 units as 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, the CDR awarded a maintenance and operation contract to be renewed when necessary.
- The total of the contracts signed by the CDR in the education sector since 1992 until the end of 2012 amounted to US\$ 333.05 million of which US\$ 158.81 million came from foreign sources. Projects executed amounted to US\$ 278.38 million.

Progress of work in 2012 in contracts signed before 2012:

A large number of projects were delivered in 2012, many of them were previously contracted school buildings and previously bought equipment and furniture.

Main contracts signed in 2012

The total contracts the CDR signed in this sector in 2012 amounted to US\$ 7.54 million; they included works for the public schools in Antelias, Fakiha and

Sarine financed by the Islamic Bank for Development, in addition to contracts under study for building a public school in Amchit, and Dar Al Moalemeen in Bir Hassan, as well as a prototype school and Dar Al Moalemeen branch in Tripoli.

As for the rest, it consisted mainly of additional works, price adjustments for previously signed contracts and the procurement of furniture for the schools in Beirut which were reconstructed and whose works have already been delivered.

Furthermore, the operation and maintenance contract for the new MEHE building was renewed in May 2011 for two additional years.

Main projects under preparation (2013-2015)

Carry on the implementation of the Schools of Beirut construction program whose works had been contracted but did not start because of lack of funding; the law concerning the additional loan of the Kuwaiti Fund was delayed. Carry on the procurement of equipment and furniture for the achieved schools from the Saudi grant's funds or the additional Kuwaiti loan.

In 2012, the French Development Agency sent many delegations to study the project of supporting the public education sector. One of the delegations signed a contract with a French consultant to carry out a feasibility study to construct 20 public schools in the neediest areas.

After discussing the study, it was

agreed to extend the list of schools constituting the baseline for choosing the 20 schools. Hence the preparation phase was over, and the project is now awaiting finishing the required procedures to be approved by the central administration of the agency in

Paris. The official approval is expected to be given by the end of February 2013.

Projects implemented by other institutions of funding such as the schools of the southern suburb funded by the KSA or individuals

such as former Prime Minister MP Saad Al Hariri for the construction and equipment of schools in addition to working to find financing for the execution of schools for which the studies were contracted locally.

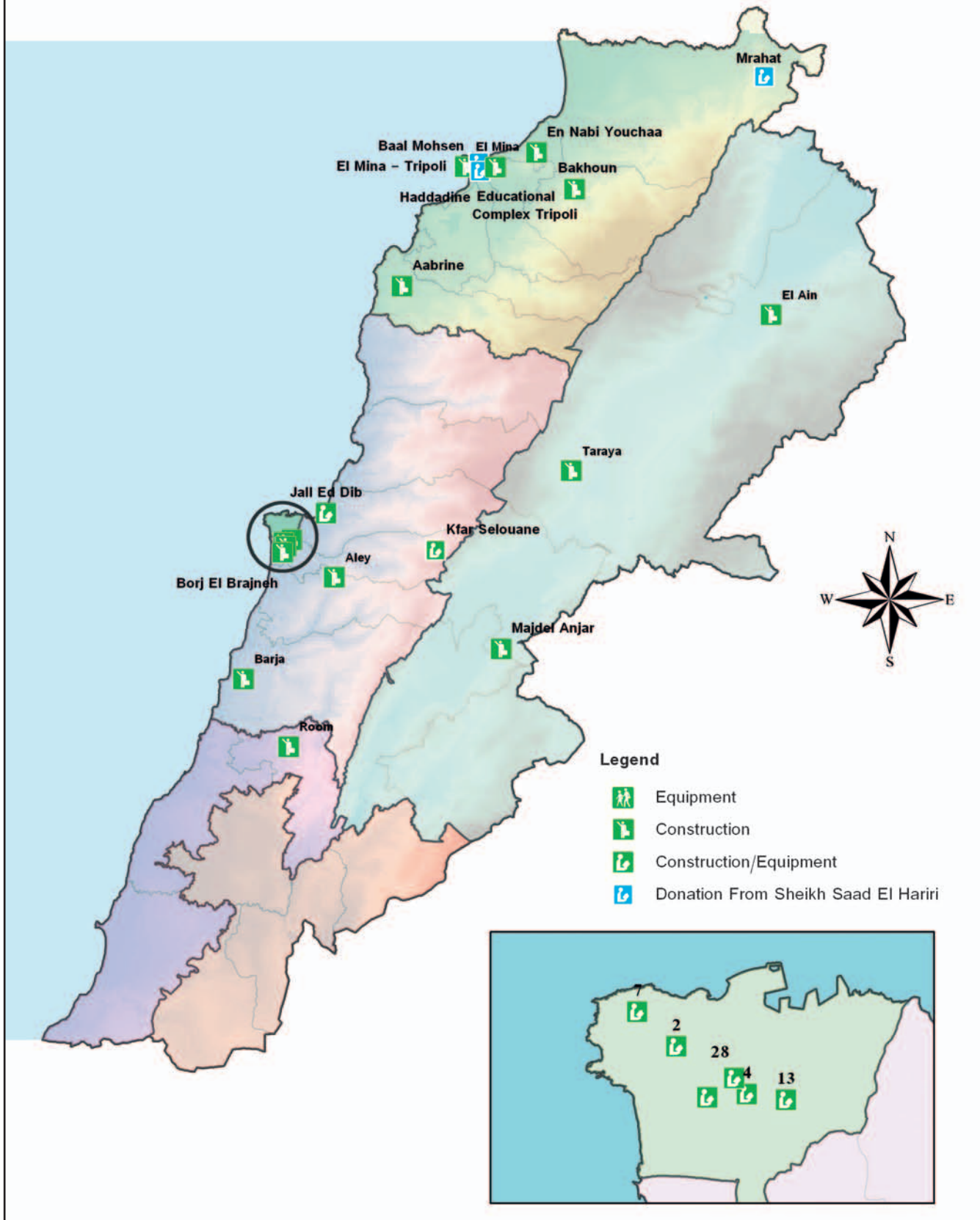
Main Projects Signed in 2012 Culture and Higher Education

Project	Estimated Value (US\$)	Funding Source	Start Date	Expected date of completion
Construction of the Faculty of Sciences-University Campus in North Lebanon	38,372,786	Saudi Fund	23/12/2012	31/7/2015
Construction of a Cultural Center in Tibnin	875,238	KSA	15/10/2012	30/11/2013
Total	39,248,024			

Main Projects Under Preparation (2013-2015) Culture and Higher Education

Project	Estimated Value (US\$)	Funding Source	Start Date	Expected date of completion
The University Campus in North Lebanon- Other Faculties	173,900,000	Proposed to the Arab Fund	Dec-14	Dec-17
Construction of national museum in Beirut	30,000,000	Kuwaiti Fund	October 2015	October 2014
Construction works of the National Museum of Saida	8,000,000	Kuwaiti Fund and Arab Fund	Dec-14	Dec-15
Equipment of the National Museum of Saida	1,760,000	Kuwaiti Fund and Arab Fund	Dec-15	Dec-18
Rehabilitation of the UNESCO palace (Phase 2)	2,254,695	Local Funds	Feb-13	Aug-13
Total	215,914,695			

Public Schools Projects Under Preparation



Main Projects Signed in 2012

Education

Project	Estimated Value (US\$)	Funding Source	Start Date	Expected date of completion
Procurement of furniture for the official school in Beirut n. 24	177,420	Kuwaiti Fund	5/4/12	5/7/12
Procurement of furniture for the official school in Beirut n. 6, 14 and 26	691,145	Kuwaiti Fund	3/4/12	3/7/12
Studies for the construction of a new building for the Teacher Training Center in Bir Hassan and of a separate building for the Institute of Applied Sciences	693,000	Local	9/7/12	9/1/13
Studies and supervision of constructing a model school and a Teacher Training Center in Tripoli	236,370	Local	5/1/12	1/6/13
Studies for constructing an official school in Amchit	156,420	Local	30/3/2012	30/6/2013
Construction of Sarin Official School	1,306,359	IDB	29/11/2012	31/12/2014
Construction of Fakiha Official School	1,372,655	IDB	23/11/2012	30/6/2014
Construction of Antelias Official School	1,942,781	IDB	21/11/2012	30/6/2014
Total	6,576,150.16			

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 a degradation in the competencies of teachers
- Unavailability of the necessary technical equipment
- Old methods in teaching, assessment and official exams

- 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 (1992-2011)

- The sector obtained US\$ 15 million, as a part of the first loan granted to Lebanon to implement the Urgent Rehabilitation Program proposed by the World Bank in 1993. The CDR rehabilitated all

vocational and technical schools and institutions then existing. Moreover, it bought equipment, furniture and educational materials for these institutions and provided the technical help 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 bought the furniture, 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 million).

• 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)

- On the demand of the MEHE and after the completion of the needs assessment study according to the regions, specialties and the capacity of each vocational and technical school across Lebanon, the CDR prepared the necessary studies for 36 vocational and technical schools to be constructed and equipped at a later stage.

- Between summer 2000 and the end of 2010, the CDR had signed contracts to build 27 new vocational and technical schools, all of which were achieved throughout the Lebanese regions. Their construction was funded through loans granted by the AFESD, the IDB, the OPEC Fund and the Kuwaiti Fund. The equipment of these schools was achieved.

- With a funding from the IDB, the CDR has bought instruments for the educational workshops of the industrial specialties for 10 schools.

- The total amount of the contracts signed by the CDR in the vocational and technical education sector, between 1992 and the end of 2011, amounted to US\$ 154.09 million of which US\$ 110.03 million were foreign-sourced funding. The estimated value of the achieved projects amounts to US\$ 122.38 million.

Work progress in 2012 in contracts signed before 2012

The CDR completed the

procurement of the equipment needed for all the vocational schools it established by securing the equipment of the group of schools having faced obstacles during the tender phase.

Main contracts signed in 2012

The only activity of the CDR in

the vocational and technical education sector in 2012 was continuing the execution of previously signed contracts.

Main projects under preparation (2013-2015)

Few vocational and technical schools remain to be built by the

program assigned to the CDR. Mean while, the Council is to follow up the construction of those which were not built for logistic reasons such as the inadequacy of the land or similar reasons.

Main Projects under preparation (2013-2015) Education

Project	Estimated Value (US\$)	Funding Source	Start Date	Expected date of completion
Construction and equipping an educational complex in Tripoli which included a model school and a Teachers' training center	5,035,000	Saltanat Ouman	Feb-13	Mar-16
Works for constructing a new building for the Teacher Training Center in Bir Hassan and a separate building for the Institute of Applied Sciences	18,000,000	French Development Agency	Sep-15	Sep-18
Procurement of equipment for schools n. 6, 14, 24 and 26	1,700,000	Kuwaiti Fund	Oct-13	Mar-14
Construction of school n. 7 in Ras Beirut	3,182,744	Kuwaiti Fund	Jan-13	Jan-15
Construction of school n. 4 in Mazraa	4,550,000	Kuwaiti Fund	Sep-15	Dec-17
Construction of school n. 13 in Achrafieh	12,000,000	Kuwaiti Fund	Dec-13	Dec-16
Construction of a high school in Hadath	4,475,000	Saudi Grant	Apr-13	Oct-14
Construction of a high school in Burj Brajani	4,685,000	Saudi Grant	Oct-13	March 2015
Total	58,219,744			

Main Projects Under Preparation (2013-2015) Vocational and Technical Education

Project	Estimated Value (US\$)	Funding Source	Start Date	Expected date of completion
Procurement of equipment for Sir Al Gharbiya vocational school	800,000	Saudi Grant	Jul-13	Dec-13
Procurement of equipment for Hermel vocational school	86,000	Saudi Grant	Jan-13	Jul-13
Total	886,000			

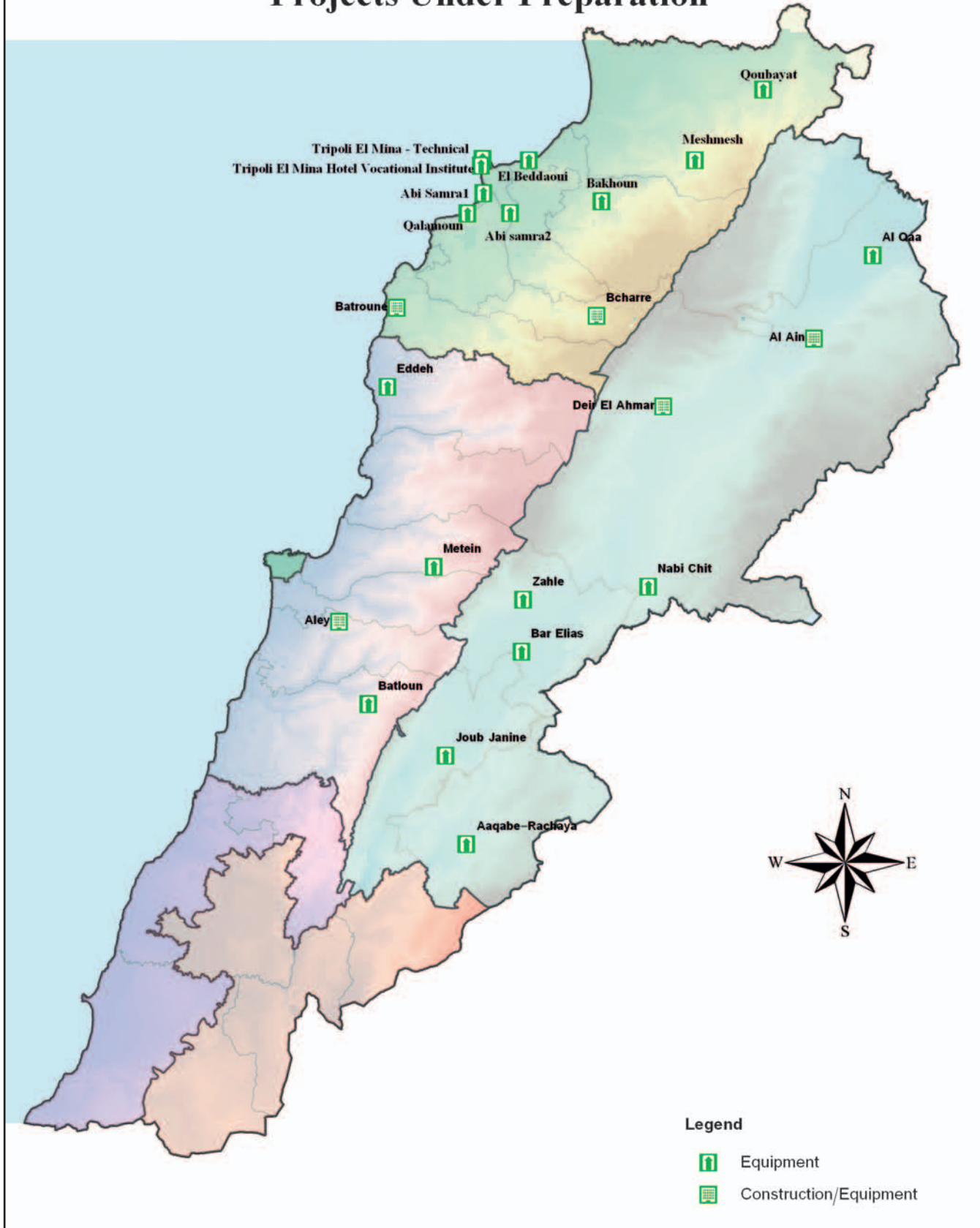
Major Contracts Signed in 2012 Youth and Sports

Project	Estimated Value (US\$)	Funding Source	Start Date	Expected date of completion
Preparation of the necessary studies for the construction of the rehabilitation of Fouad Chehab Stadium in Jounieh	176,613	Local	11/5/12	9/11/12
Preparation of the required studies to rehabilitate Tripoli Stadium and turn it into a sports city	990,697	Local	12/11/12	12/11/13
Preparation of the required studies to rehabilitate Baalbeck Stadium and turn it into a sports city	421,250	Local	16/7/2012	16/7/2013
Total	1,588,560			

Main Projects Under Preparation (2013-2015) Youth and Sports

Project	Estimated Value (US\$)	Funding Source	Start Date	Expected date of completion
Rehabilitation of Bhandoun Sports Field	1,000,000	Program Law 1999/74	Nov-13	Nov-14
Completion of Aley Sports Field	1,000,000	Program Law 1999/74	Nov-13	Nov-14
Establishment of a sports field in Sin El Fil	4,000,000	Program Law 1999/74	Mar-14	Mar-16
Construction of the eastern stadium of Fouad Chehab Sports Field in Jounieh	1,500,000	Revival Plan	Jan-13	Jan-14
Completion of Anssar Sports Field	2,000,000	Program Law 1999/76		
Rehabilitation of Bourj Hamoud Sports Field	1,326,700	Program Law 1999/75	Oct-13	Dec-14
Construction of Zahleh Sports Field	2,000,000	Program Law 1999/75	Dec-13	Mar-15
Completion of the construction of the Olympic swimming pool phase one in Naccach	14,000,000	Local	Apr-13	Apr-16
Rehabilitation of Fouad Chehab's sports complex in Jounieh	1,000,000	Revival Plan	May-13	May-14
Rehabilitation of Tripoli Sports Field and convert it to a sports city (Phase 1)	9,000,000	Local	Dec-13	Dec-15
Rehabilitation of Baalbeck Sports Field and convert it to a sports city	17,000,000	Local	Oct-13	Oct-17
Total	53,826,700.00			

Vocational & Technical Schools Projects Under Preparation



The higher education

The major problems in higher education

- Serious quality problems due to the old standards and norms still in use for licensing in higher education institutions, to the non-application of norms and standards issued later, to the lack of frameworks and structures to control quality. 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.

- Areas of social interaction in education were reduced during the past years with respect to the students' composition in universities, to the professors' associations, to the students' federations, to the youth organizations, to the teachers' syndicates. The problem grows larger within the Lebanese university and the public education system in general.

- Limited role of higher education in geographical mobility and a general trend toward stagnation within one region or the mobility of students from farthest regions to certain universities in Beirut. The predictions concerning jobs obtained after graduation confirm these two trends knowing that the trend toward working in a foreign country is stronger than the trend of moving for work within Lebanon.

- Limited role of higher education and especially the Lebanese University in vertical social mobility. This is hindered by the degradation in the quality of

higher education, the presence of specialties with a narrow scope for employment, the reduced number of financial aids and assistance granted to students as well as the academic lack of mobility within secondary education and within higher education.

- Acute crisis in the labor market of higher education graduates as it can be inferred by unemployment, disguised unemployment, migration, and lesser market requirements with respect to graduates. 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 stems from the expansion of higher education based on policies that favors political and business considerations over the quality of inputs, the level of learning required from graduates, the absence of databases regarding the market requirements, the weakness of partnerships and communication between educational institutions and professional organizations, the absence of frameworks and clear efforts to develop rapid training programs.

Higher education and vocational and technical education in Lebanon faces severe problems in following up the globalized labor market and forming a competitive labor force

- Weakness with respect to training
- Weakness with respect to the general education and preparation

that help in adapting to new situations

- Weakness in aspects related to production according to international standards

- Weakness in aspects related to the creation of new enterprises

- Weakness of cooperation and twinning programs with international enterprises and educational institutions in certain specialties

- Absence of framework to control quality according to international standards for the technical specialties and applied sciences

- Unavailability of information concerning the trends of supply and demand of graduates on the regional and international levels.

The Lebanese University has several administrative problems:

- Diminishing authority of the academicians

- Lack of autonomy

- Lack of student participation in decision making on the faculty and university levels

- Weakness of the social and professional partnership with respect to the affairs of the university

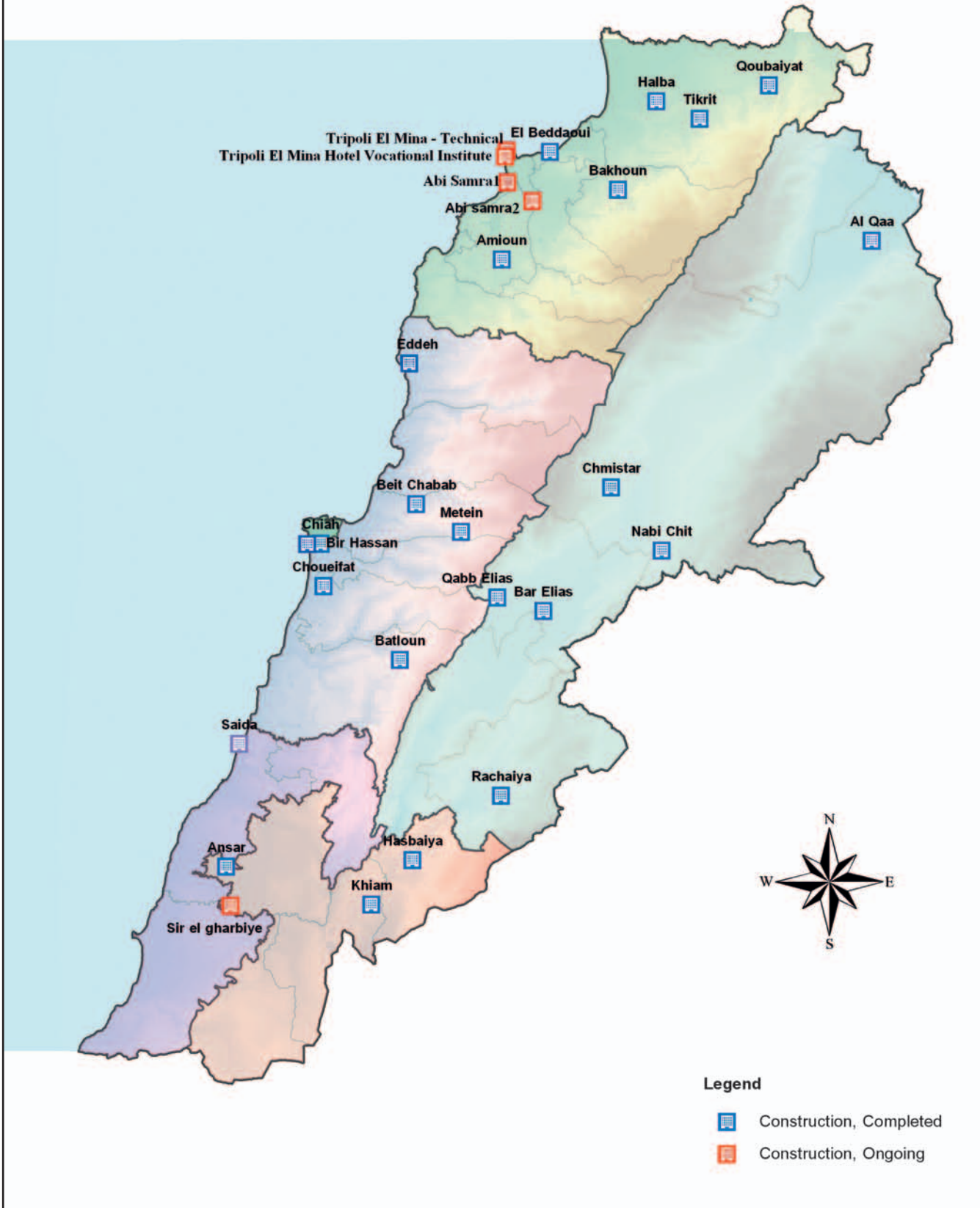
- Absence of assisting administrative and academic structures

- Weakness in the use of means of communication and information

- The administrative staff lacks the necessary modern adequate skills and specialties for its missions

- Absence of administrative units for the material and human resources. However, the current organization provides an accepted

Vocational & Technical Schools Completed & Ongoing Projects



level of professor's participation in the decision making process.

Achievements in Higher education (1992-2012)

- 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 equipment and supplies needed.

- The Hariri University Compound in Hadath was built, furnished and equipped. There are nine faculties in addition to the previously rehabilitated Faculty of Sciences, the Industrial Research Center and the annexed buildings dedicated to various facilities servicing the campus. The nine faculties are: Public Health, Medical Sciences, Institute of Fine Arts, Law and Political Sciences, Pharmacy, Journalism, Literature and Human Sciences and Faculty of Engineering and Fine Arts. In 2004, all buildings and constructions were achieved and delivered at the Hadath Campus except for the external works. The funding of the project was secured by the AFSED, the Islamic Bank in different proportions in addition to credits in addition to credits allocated in the law concerning the Lebanese University.

- In the context of this project, a 3-

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 commissioned a firm to supervise these operation and maintenance services.

- The CDR bought the equipment needed by laboratories of the Faculty of Sciences, after the ratification of the IDB loan agreement for funding this project (US\$ 5 million). The CDR also procured computers and relevant hardware and software for the student sections at the faculties and schools of the Lebanese University which were funded by a grant from AFSED.

- In April 2005, after preparing the feasibility study and preliminary designs of University Campus in North Lebanon, in collaboration with a team of professors from the Lebanese University, and based on the decision of the Council of Ministers, the CDR commissioned a consultancy firm, to prepare the detailed designs, tender documents, land expropriation documents and other necessary documents. The contract documents for the Faculty of Sciences were submitted to the CDR in August 2006; those related to the Faculties of Engineering and Fine Arts were submitted in November 2006; and the contract documents for the remaining buildings of the University Campus were submitted in January 2007. The CDR commissioned another consultancy firm to carry out the Safety and Solidity Mission of the project.

- The University Campus in North

Lebanon project includes the construction of eight faculties: Faculty of Sciences, Faculty of Social Sciences, Faculty of Law and Political Sciences, Faculty of Economics and Business Administration, Faculty of Arts, Faculty of Public Health, Faculty of Fine Arts, Faculty of Engineering, in addition to the central library, a conference center, a guest house, an administration building, a central car park, southern car park and sports complex.

- The total amount of the contracts signed by the CDR in the sector of higher education and culture between 1992 and the end of 2012 amounted to US\$ 520.85 million of which US\$ 235.46 million were foreign-sourced funding. The estimated value of the projects achieved amounts to US\$ 336.56 million.

Work progress in 2012 in contracts signed before 2012

The works of phase I of the Lebanese University Campus in North Lebanon were achieved; these included the demolition, excavation and infrastructure. The CDR signed the contract for the works of both the Faculty of Engineering and the Faculty of Fine Arts in October 2009 for an amount of US\$ 35.35 million for the phase I of the works; as for phase II, amounting to around US\$ 14.81 million, and whose duration is 12 months, an additional clause with its value was added to the original contract and signed, after local funding was secured by a Cabinet decision, until the approval of the

additional IDB loan, in order to expedite work and avoid the launch of a new tender that would lead to increased prices.

But the company implementing the project suffered a financial setback, which led a delay in wrapping up the works. It is expected that the deadline for this project will be pushed forward until year 2014.

The architectural studies for constructing an Institute of Applied Sciences and a Dar Al Moalemeen branch in Bir Hassan were tendered, and negotiations with French Development Agency got underway to fund the project, noting that the agency gave its preliminary approval.

The works contract of the Faculty of Sciences in the northern campus was signed in 3/12/2012 and is valued at US\$ 38,372,785.75, after the Saudi Fund for Development approved the additional loan.

Main projects under preparation (2013-2015)

Complete the construction works and equipment of the Lebanese University Campus in North Lebanon with respect to awarding the works and equipment of the Faculty of Public Health and with respect to securing the necessary funds to execute the last phase.

Complete the procedures to sign the loan of the IDB in order to fund and equip three faculties of the Lebanese University: two Faculties of Public Health, one in the North and the other in Fanar, in addition to a Faculty of

Agriculture in Bekaa, and endeavor to implement the works.

Finally, follow up with the loan of the French Development Agency to approve it and then work on implementing the construction of the Institute of Applied Sciences, as well as constructing and equipping Dar Al Moalemeen in Bir Hassan.