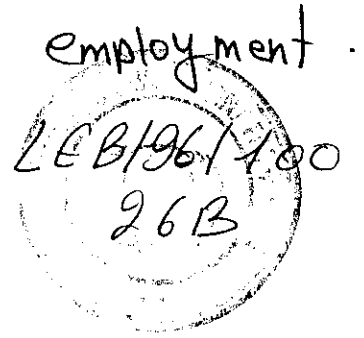


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UNESCO Office – Beirut



Republic of Lebanon
Office of the Minister of State for Administrative Reform
Center for Public Sector Projects and Studies
(C.P.S.P.S.)

**Enhancing the Role of Educational and
Training Institutions in Socio-Economic Development
Of Baalbeck-Hermel (Lebanon)**

A Report prepared by

**UNESCO-Beirut Task Force on
Baalbeck-Hermel**

October 1998

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I. INTRODUCTION

Within the framework of UN Inter-Agency Programme for Baalbeck-Hermel Region and in co-operation with Lebanese authorities (especially, MNEYS, CRDP and CDR), and other involved agencies and NGOs, the Director of UNESCO Office-Beirut formulated a Task Force on Baalbeck-Hermel, the composition of the Task Force is presented in Annex (1), to undertake the following duties:

- review the various projects envisaged for education within the framework of the above-mentioned Programme, and the actions undertaken by the various concerned parties;
- assess, through site visits, interviews with relevant persons, and study of relevant materials, the needs of the Region in terms of educational facilities and services at all pre-university levels (pre-school, primary, and secondary) and types of education (formal and non-formal, including literacy and adult education; general, vocational and technical);
- develop a comprehensive scheme for the improvement of educational facilities and services in the Region, and identify priority projects, taking into account the CRDP Plan for the Enhancement of Education in Lebanon, the Ministry of Education priorities at the national level, and the various activities initiated in the Region by bilateral cooperation agencies and sister UN agencies, particularly UNDP, UNICEF, ILO, and WHO; and
- develop a preliminary scheme for community development in the Region through the encouragement of new income generating activities and the enhancement and improvement of tourism related activities.

Members of the Task Force (TF) had arranged field visits to selective education and training institutes through the United Nations Rural Development Programme for Baalbeck-Hermel (Dr. Batoul Yahfoufi & Dr. Akram Sokareh). During the visits discussions on the role of the education system in socio-economic development of the area were held at the secondary

and vocational schools in Baalbeck and Hermel. Institution Directors/Principals and teachers/instructors had participated in the discussions.

This preliminary report of the TF focus on situation analysis for the visited sites, as an example of the institutions and facilities available within the education system, which could be used as vehicles for joint implementation of activities by UNESCO, UN agencies, Donor agencies, and the Lebanese Government during 1998-1999.

Based on the situation analysis, a plan of action is proposed to enhance the role of educational system in sustainable human development of the area.

The educational programmes under-consideration for the socio-economic development of Baalbeck-Hermel include: Literacy, Population Education, Technical and Vocational Education, and School Building and Facilities.

II. BACKGROUND

The two Qadas of Baalbeck and Hermel cover a total area of approximately 2,640km², which constitutes approximately 26% of the total area of Lebanon. The area is estimated to have between 220-230 towns, villages and human settlement areas. The exact number of human settlements remains imprecise due to two factors: seasonal population movements and the small size of some settlements (sometimes 3-4 housing units belonging to members of the same family).

The total population has recently been estimated to be 250,000 persons, 225,000 of which reside in the Qada of Baalbeck, while 25,000 reside in the Qada of Hermel (Administration Centrale de la Statistique - ACS - 1997). Another national-scale survey has estimated the total population at around 190,000 persons with around 152,000 persons residing in Baalbeck and 38,000 residing in Hermel (Population & Housing Survey, 1996). The ACS survey has estimated the average family size to be 5.2 persons, with an average of 3.13 children. 16.6% of households were found to constitute more than 8 members.

Geographically, the area is large and settlements are dispersed. The Jurd areas are rough in terms of both climate and terrain. The road network has improved in the last few years but some villages remain without proper access roads. There is no public transport system in the area, and residents rely on privately owned cars and a very limited number of "taxis", operating mainly within the larger towns and along the main roads. The telephone network has only recently been repaired and rehabilitated, after an almost total breakdown lasting more than 15 years.

The mainly rural areas of Baalbeck and Hermel have historically suffered from marginalization and under-development, apparent in the unbalanced development of these areas in comparison with other areas of Lebanon. As such, the areas of Baalbeck and Hermel, suffer from the inadequate supply and distribution of infrastructural services such water, sanitation, housing, health care and education. The 1997 ACS survey found that 53.1% of households were not connected to public water supplies and that 33.5% depended on well water. More alarming was the finding the 82.6% of households were not connected to a sewage network.

Economically the areas of Baalbeck and Hermel suffer from an almost total reliance on low-return agriculture, especially since the enforcement, in 1991, of the total ban on the growing of illicit crops which used be the main cash crop and a source of high income for many residents of the area. At present, the majority of employment is provided by the agricultural sector and the armed forces. A recent UNDP study (1998) has estimated that 58% of households (and 65% of the population) fall under the poverty line. It has been further estimated that around 50% of the population control approximately 20% of total income, which 10% control in excess of 30% of total income.

School enrollment was found by the ACS to have risen over the years to reach 95.4% of those between the ages of 5 and 9 years, dropping to 89.6% for males and 94% for females for those between 10 and 14 years, and to 60.9% for males and 64.3 for females for those aged between 15 and 19 years.

Source: WHO Project Document on the Health Sector: WHO/IRDP-HS/mk (Draft 2).

III. PROGRAMME COMPONENTS

The components of the educational programme, which could be used in enhancing the human capital of Baalbeck-Hermel, include four major areas: Literacy, Population Education, Secondary and Vocational Education, and School Buildings and Facilities. For each area there is a situation analysis to identify the main issues/problems within the area and proposing a solution for the identified problems. An estimated budget for the activities, which could be implemented, is attached to the TF proposals and recommendations.

A. Literacy

1. Situation Analysis

Lebanon was among the developing countries which did not have a serious illiteracy problem, but the prolonged conflict has generated new facts and new challenges. The increase in population was not met with the necessary increase in the number of government schools. The forced internal migration induced students repetition and/or dropping out of school, the dramatic depreciation of the Lebanese pound had an impact on the school fees, making it impossible for some parents to pay for the education of their children, and forcing many students out of schools, specially when the average family size is 5.2 and where 16.6% of the households have more than 8 members. This resulted in higher illiteracy rates. Statistics of the Ministry of Social Affairs show that in Baalbeck, 18.3% (10 years and above) are illiterate, 12.1% males and 24.6% females. In Hermel the total rate of illiteracy is 23.2% (10 years and above), 13.4% males and 32.6% females.

Cognizant of the situation, the Minister of Social Affairs issued on 22/3/1995 a resolution calling for the set up of the National Commission of Literacy under the direct supervision of the Director General of the Ministry. The Commission is an independent entity with an executive director and specialized staff.

A survey has been established in order to identify school drop outs between the age of 10 and 19 who had to leave school for family and social reasons, in the cazas of Baalbeck and Hermel.

The main objective of this survey is to organize vocational training sessions in order to prepare school drop outs to enter the labour market.

Due to the lack of time and social assistants and to the large area of the region, random sample of working children, unemployed school drop outs, as well as drop outs from public schools have been chosen. The sample encompassed drop outs working in some workshops such as carpentry, car reparation, fuel stations, wheel soldering, smithery, children in construction and supermarkets as well as some unemployed drop outs who stated at home.

The sample was composed of 465 school drop outs from Baalbeck and some surrounding villages such as Ain Bourday, Douras, Riha, Nahle, Moukné, Ansar, Al-Jamaliya, Al-Kanisa, Al-Nabichit, Haouart'la, Brital.

Data shows that according to male drop outs, there was a demand for learning technical skills such as car reparation (27.4%), furniture carpentry (26.1%), Aluminum carpentry and car electrician (19.6%), and electricity indiallation (16.3%); other skills included car smithery and electronics.

Girl's training included learning such skills of embroidery, painting on tissue (51.1%), hair dressing (18.2%), and sewing (17.7%); in addition to learning French, English and computer.

The sample included two age categories: the first one (10-14 years) included 99 boys and 66 girls, the second (15-19 years) included 102 boys and 54 girls, in addition to 20 girls in the category (20-30 years) who like to get enrolled in different technical training (embroidery, dressmaking, handressing, languages).

171 or 50.1% of the drop outs left school before finishing the 5th grade of primary level. 118 or 34.6% reached 2nd intermediate and 52 or 15.4.3% reached 4th intermedaite.

In Hermel, the study has not been completed, but indications show that drop outs like to learn computer (29.6%), car mechanics (12.9%), electricity (10%) as well as English language.

It might be worth mentioning that there is some indication that the number of drop outs from public schools in Baalbeck is constantly increasing.

2. Major Issues/Problems

The Ministry of Education faces a two-fold challenge in Baalbeck and Hermel. Not only it must increase school enrolments, but it must also improve the "efficiency" of schooling by reducing drop out and repetition rates among pupils in the education system. Issues include:-

- Blocking the sources of Literacy.
- Rehabilitation of marginalized youth and working children.
- Girls and Women's education and training.
- Adult education and training.

3. Recommendations (Proposed Action)

Literacy is one of the keys to empowerment both for individuals and groups. It gives disadvantaged people the tools they need to move from exclusion to full participation in their society. In order to move into the mainstream of the society, marginalized people need solid training in literacy and numeracy skills, basic scientific concepts and, above all, they need the capacity to continue acquiring new knowledge and skills as their circumstances evolve, "life long learning", Annex (2).

The Target groups concerned are:

- i. School-age children who for some reason, have not had access to education.
- ii. Primary school drop-outs.
- iii. Unemployed primary school leavers who face difficulties in finding employment because they lack the technical and vocational skills.
- iv. Adolescent and adult illiterates.
- v. Girls and Women illiterates.
- vi. Agricultural workers.

General Objectives are:

1. To provide the opportunity, for all out of school children to learn.
2. To eliminate illiteracy among youth and adults with emphasis on girls and women's literacy.
3. To introduce along with literacy general awareness courses on health, environment, sanitation, agriculture and others.
4. To train youth and adults lifeskills that are marketable and needed locally.

B. Population Education

1. Situation Analysis

There is a direct correlation between Education and Development, every part of education contributes to human development, it brings about changes in attitudes, values and behaviour. It helps people and societies deal with excessive population growth and the depletion of resources. This is the major challenge in Baalbeck and Hermel, specially after the eradication of illicit cropping. Recognizing that population topics should not be considered in isolation from development issues and programmes. The project calls for population education along with other awareness topics of health and environment.

It is assumed that population education would play, a very important role in the achievement of students and contributes to the reinforcement of their constructive attitude towards may other issues.

Experiences have shown that the provision of teachers with correct and sufficient information on demographic and population education has effectively contributed to the transfer of information in a reliable manner.

Therefore, the project aims at achieving a quantitative and qualitative leap as far as information on demographic education provided to

teachers is concerned. Teachers should take this subject into account while transferring information and attitudes to their students.

Therefore, it is necessary to train teachers of both public and private schools and to provide them with information concerning the dimensions of demographic education in order to direct the development and population concept.

2. Objectives

The general objective of the project is to ensure a positive public opinion in the region specially among students vis-à-vis issues related to development, population, procreating, sexual and environment health. This could be achieved through the following specific objectives :

- Increase the level of population education for 40 teachers in public and private schools at both intermediate and secondary levels.
- Establish 4 school clubs under the name of "UNESCO Clubs" in order to enlighten students on social and current life and development issues.
- Provide information for 1500 students within the framework of population education.
- Provide teachers and trainers with some training skills.

3. Recommendations (Proposed Action)

1. Two training sessions would have been achieved at the end of the project aiming at providing selected teachers with population education.
2. Forty teachers of intermediate and secondary schools would have been provided with essential information on population education and would have gained a positive attitude towards this subject.
3. Four school clubs would have been established in four schools within the framework of social and development issues that concern students within the school and within the community and society at large. These

clubs aim at encouraging students to serve their families and their community.

4. Several school meetings between (35-40) would have been established at the end of the project for the benefit of 1500 students at both intermediate and secondary levels in order to answer some of the students questions and to develop their knowledge and positive attitude towards many issues such as, sexually transmitted diseases, addiction, procreating health, population, emigration, or any other related issue which is of interest to the community.
5. Main training skills would have been ensured to 40 teachers. These teachers would therefore become trainers; their knowledge would be improved and their educational methods would be innovated.

C. Secondary and Vocational Education

1. Situation Analysis

Four sites were visited: two secondary and two vocational schools in both Baalbeck and Hermel. Visitation included classrooms, workshops and facilities. Meetings with the educational personnel were held at the visited school.

The general observations of the visited institutions are:

- more students could join the available programmes in both secondary and vocational education institutions;
- In general, the sites are not attractive, with poor maintenance. Hermel secondary school is exceptional for this observation, where the school seems to be a nucleus for several community activities. However, all sites lack a place (i.e. conference room) which could be used for general activities for the school and the community;
- the programmes at the vocational schools are traditional: carpentry, gas welding, general mechanics, and electricity;

- Accelerated short training courses in cooperation with the National Corporation for Employment (Ministry of Labour) are organized at the Vocational Schools for unemployed youth.

2. Major issues/problems

- Availability of jobs in the area;
- Drop out of students enrolled in the educational programmes;
- How to make education institutions more attractive for students and community? (Extra-curricula activities).
- Linkages of institutions to the agricultural community of the area;
- Youth programmes and activities at the schools.

3. Recommendations (Proposed Action)

For Baalbeck-Hermel a number of educational-training modules could be offered, as part of secondary and vocational education programmes according to the identified needs. The duration of each module is one to two weeks. The modules could be open to the public and the community. The UN Integrated Rural Development Programme for Baalbeck-Hermel is willing to adopt such modules within current educational and training programmes under implementation for the area during the Fall of 1998. UNESCO and ILO could jointly implement the modules at Baalbeck-Hermel.

The modules include the following titles :

- Small business initiation and management;
- Marketing of products;
- Practical application of skills (OJT);
- Computer applications/literacy;
- Agricultural manufacturing;
- Maintenance of agriculture equipment;
- Handicraft products;
- Career education.

An estimated budget for one and two weeks course (module) is presented as annex (4).

D. School Buildings and Facilities

1. Situation analysis:

- a) There are 102 state schools in Baalbeck and 27 in Hermel. About 30% are state owned the remainder of the schools are rented or donated as shown in the table.

Area	State owned	Rented	donated	Total
Baalbeck	26	30	46	102
Hermel	13	10	4	27
Total	39	40	50	129

Table (1) Baalbeck-Hermel-Ownership of school buildings

- b) The Ministry of Education has carried out a preliminary survey of the state of the school building stock and of the demand for additional school places in the Kaza.

2. Major issues/Problems:

- (45) school buildings (37 in Baalbeck and 8 in Hermel) are in bad state or repair.
- (15) schools require substantial extension (13 in Baalbeck and 2 in Hermel).

3. Recommendations (Proposed Action)

- a) Carry out detailed investigations of all the buildings using the enclosed survey form. Secondary School pupils from the Kaza can be employed for this purpose after a brief training session.

- b) Carry out technical studies on the 45 school buildings described "in bad state of repair".
- c) Carry out technical studies of the 15 schools earmarked for extension in order to report on the feasibility and manner of extending them.

A survey form (Parts A & B) for school Buildings is presented as Annex (5).

IV. Education and Community Development

Community development and education has a direct cause-effect relationship. Investment in education is important for the reduction of poverty and social inequality and for the advancement of human welfare and quality of life and the development of communities. Education can make a significant contribution to the reduction of poverty by providing the skills, knowledge and attitudes that increase the poor's productivity. It increases their output as farmers and their access to jobs in the formal and informal economic sectors.

Economic disparities are reinforced and reproduced over time by unequal access to basic education and unequal achievement in learning. A second chance to attain basic learning opportunities will immediately begin to reduce the gap between the least educated and the most educated within a community.

A. Women's training and income generating activities

1. Situation Analysis

The weight of poverty falls unequally on various groups. In poor agricultural households women are, in general, disadvantaged; they work for longer hours, are less educated and have less access to remunerative activities. Most rural women who work, do so out of a pressing economic need but they usually do not like to admit that. In one of the villages, in Hermel, for example, women admitted their willingness to be hired as house helps but outside their own village.

Results of a study to determine poverty line (Hamdar, Baba and Turay, 1994) indicate that the number of female-headed households in rural areas is increasing. The percentage of rural households headed by females has increased from 6.5 to 10.9 between 1970 and 1987 and to 19.97 in 1997; indicating that more pressure is being put on women to be the main breadwinner of the family, a role that is difficult for them to cope with, particularly when we know that they usually receive half the wage that is paid to men and much less level of education.

2. Major Issues/Problems

The most important constraints which face women in Baalbeck and Hermel are:-

- Lack of access to proper education. Rural families did not identify education as a basic necessity of life. Whenever possible, boys were sent to school and girls were used as family labour either at the household level, or in agriculture.
- Female illiteracy rate for 10 years and over in Baalbeck is 24.6% while it is 12.1% for males. In Hermel, female illiteracy for the same age group is 32.6% and 13.4% for males.
- Lack of access to proper health facilities and family planning services.
- Lack of awareness at all levels. They are not aware of their legal, political and civil rights. They accept the burden of a very high percentage of the agricultural workload, mostly as unpaid family labour.
- Lack of legal provisions protecting their rights as agricultural workers, and the inequality in the sharing of power and decision-making. Although women constitute a big portion of the labour force working in agriculture, there are no legal provisions protecting and regulating their work. In most cases they constitute unrecognized family labour or cheap daily paid labourers.
- Lack of access to credit facilities.

3. Recommendations (Proposed Action)

The women's development component would have both economic and social objectives. The immediate aim would be to provide a programme of small-scale-on-and off-farm income generating activities for the women of poorer and disadvantaged families to improve household incomes and their standard of living. This practical basis would lay the groundwork for broader, longer term objectives of increasing the awareness and self-confidence of women and encouraging their greater participation in the community affairs. However, it is important that all actions be flexible with a capacity to respond positively to the expressed demand of women themselves as beneficiaries.

The Project Activities

The suggested programme would include the following activities, Annex (6).

1. Activities which increase the agricultural productivity through training and extension program;
2. Activities which aim at enhancing agricultural income generation for women including poultry, beehives silkworms and livestock production and cottage processing and marketing;
3. Activities which raise women awareness and develop their self-confidence through education and information, and
4. Activities which create off-farm generating income for women including skill and vocational training relevant to the different project areas.

B. Tourism related activities

It had been observed by the (TF) Members, that tourism related activities within education and community development of Baalbeck-Hermel area are very limited. The small shops of handicraft products in Baalbeck City are not attractive to visitors or tourists. The same could apply to the restaurants and the natural sites seen along Al-Asi River in Hermel. Tourism industries is one of the fields which could promote socio-economic development of the area.

Other tourism related activities include the Volunteer Work Camps Organized by the Ministry of Social Affairs and UNRDP (Baalbeck-Hermel) which have programmes and activities focusing on social and economic awareness of youth, through entertainment, education, and health promotion activities. Public service activities are also included in the programme such as: rehabilitation of irrigation canals, rainwater drainage systems, rehabilitation of local roads, and maintenance of public buildings and facilities.

It is expected that certain modules in section (III-C: Secondary and Vocational Education) will be used for the purpose of promoting tourism related activities.

This could be linked to UNESCO's extra budgetary projects in the fields of youth, culture of peace, and learning without frontiers.

The mentioned areas could be attractive to International and National Non-Government Organizations (NGOs). i.e. Care International (Australia) and the Quakers (Ireland).

Annex (1)

Composition of UNESCO-Beirut Task Force
on Baalbeck-Hermel

- Mr. Sulieman Sulieman, Programme Specialist, Technical and Vocational Education, and Team Coordinator;
- Mr. Usam Ghaidan, Programme Specialist, School Buildings and Educational Facilities;
- Mrs. Nour Dajani, Programme Specialist, Literacy;
- Mr. Joseph Kreidi, National Projects Officer;
- Ms. Noha Bawazir, Liaison Officer.

Literacy Courses

In addition to the existing centers of the Ministry of Social Affairs which offer literacy training, the Lebanese authorities suggested the establishment of a **Central Community Development Center in Labweh**. The center will serve 25-30 villages with an estimated population of 60,000.

The Municipality has donated 2500m² to establish a community development center. An assessment study is needed to help define the nature of the activities and services that could be offered by the center as well as the estimated budget for building and establishing the work. All Literacy, life skill training, vocational training, income generating courses could be held in the center.

A. Youth Functional Literacy Courses

These courses are made up of two phases, and they address out of school and drop out students between the age 10-18.

i. Phase one

- Three months, 4 hours per day, 4 days per week.
- Courses include Arabic, Arithmetic, in addition to general awareness courses of health education, first aid, population education, environment, pollution, human rights, basic industry, technological orientation.

ii. Phase two

- Three months, 4 hours per day, 4 days per week.
- Same courses as in phase one, but more advanced.

After the second phase, passing students will enroll in the technical and vocational programmes of the Ministry of Vocational Training.

iii. Budget

Estimated cost per student per each phase	\$ 170
N° of students per course	20
Estimated n° of illiterate youth	6489
- Baalbeck	4946
- Hermel	1543
estimated cost of each phase (assuming that all illiterate youth are trained)	\$ 840 820
- Baalbeck	\$ 262 310
- Hermel	\$1 103 130
Total	

b. Adult Functional Literacy Courses

Adult Literacy programme is for two years, it targets all illiterate adults, including women.

i. Year One

- Nine months duration
3 hours per day, 3 days per week.
- Courses include reading, writing, arithmetic, introduction to different skills, in addition to general awareness courses.

ii. Year Two

- nine months duration
3 hours per day, 3 days per week
- advanced courses in reading, writing, arithmetic
- specialized training in the different skills, each student according to his/her choice.

iii. Budget

annual cost per student	\$ 178
teacher's monthly salary	\$ 200
n° of students per course	20
Estimated n° of adult illiterates	23010
Baalbeck	17536
Hermel	5474

Population Education Training Courses

Proposed Plan

- Establish two training sessions, for twenty teachers each.
- Every session lasts one week.

Preliminary Program

- a. General framework for population and environment in Lebanon and in the two areas of Hermel and Baalbeck in particular.
- b. Main items related to population education: health, environment, population, and family relationship.
- c. How to transfer knowledge to students: theoretical and practical courses.
- d. What is the "school club"? What is its role, and its responsibilities?
- e. Field work at school.

Implementation Stages

a. Teachers Training

- Select the schools.
- Select the teachers.
- Set the time and place.
- prepare lectures and working documents
- Establish an application form in order to define orientations and knowledge and arrange meetings between the association inspectors and teachers.
- Inform media and prepare public opinion
- Implement sessions.

- i. Cost indicators which will analyze the cost per value for each trainee and the financial reports for each activity.
- ii. Efficiency indicators through periodical reports which indicates the number of mobilized students.
- iii. Progress indicators: Periodical reports from coordinators to follow up and measure progress in project implementation, difficulties, obstacles bureaucracy, lack of commitment, information on teachers and students orientations, acceptance of population education etc.

Budget

- a. Training of 40 teachers in two sessions, each for five days.

	<u>U.S. Dollars</u>
• Preparing premises	500
• Transportation Expenses	1600
• Lecturers	3000
• Training material	400
• Food/Break	600
• General Supervision	500
• Printing publications, and miscellaneous	1560
Total	\$ 9000

- b. Establishment of 4 school clubs

	<u>U.S.Dollars</u>
• Supervisors	600
• Meetings (hospitality)	640
• Manual Preparation, printing and production	600
• Publications and stationery	1000
• Activities	2000
• Furniture, Television, Video, computer,... desks, chairs...	12000
• Miscellaneous	1160
Total	\$ 18000

Annex (4)

Estimated Budget for
Secondary and Vocational Education Modules

A. One-week Module (40 Hours of Instruction)

<u>Item</u>	<u>US.Dollars</u>
- Development of Module	2,000.00
- Typing and production of materials	1,000.00
- Delivery of course (DSA for Consultant/Expert)	1,000.00
- Travel (Consultant & Driver)	200.00
- Miscellaneous	<u>300.00</u>
Total	4,500.00

B. Two-weeks Module (80 Hours of Instruction)

<u>Item</u>	<u>US.Dollars</u>
- Development of Module	1,500.00
- Typing and production of materials	1,000.00
- Delivery of course (DSA for Consultant/Expert)	2,000.00
- Travel (Consultant & Driver)	300.00
- Miscellaneous	<u>300.00</u>
Total	5,100.00

المجموعه : حوالي ٥٠ - ٢٠ شخص
النساء الموهبات ١٥ - ٥٠ سنة ويمكن التميز

School Buildings Survey Form

Part A : General Information

Description of School

Name, type and gender of school
Location
Number of pupils
Number of teachers
Number of shifts
Date of erection

Teaching spaces

Classrooms
Laboratories
Library
Art Room
Activity rooms
Multi-purpose hall

Non-teaching spaces

Administration
Stores
Staff toilets
Pupils' toilets

School building (underline appropriate answer)

Number of floors:	1,2,3,4
Wall construction:	bricks, stone, concrete blocks
Structure:	reinforced concrete frame, load bearing walls
Slab construction:	reinforced concrete, steel beams and brick arches, other
Roof covering:	concrete tiles, mosaic tiles, roofing-felt, bitumen, sand-cement screed concrete

Total built-up area

Site area

Services (underline appropriate answer)

Drainage:	connected to sewerage network, connected to septic tank
Water supply:	high-level cistern only, low level and high level cisterns, no piped supply

Maintenance

Date of last maintenance
Brief description of work

Who carried out the maintenance?
Date of survey
Name of recorder

School Buildings Survey Form

Part B : Physical Condition

Section 1 - Roofs

Water penetration: (Inspect ceiling and supporting walls below)

No penetration

Small damp patches on ceiling

Damp patches on ceiling and along joints of walls with ceiling

Large damp patches on walls and/or ceilings

Roof covering: (Inspect state of roof)

No damage

More than half of roof covering is damaged

Less than half of roof covering is damaged

Mastic

Cracks in mastic joints

Rainwater outlets

No damage

One or more outlet damaged or malfunctions

Expansion joints

Metal cover in good condition

Metal cover missing, damaged or loose

Section 2 - Sanitation and Sewerage

Water supply

Satisfactory
Blocked pipes, leaky fittings

Water tanks

Water tanks in satisfactory condition
Damaged water tanks

Drainage

Blocked drains
Septic tanks are satisfactory
Overflowing septic tank and/or cesspool

Manholes

Damaged manholes and/or broken covers

Fittings

Drinking water fountain satisfactory
No or damaged drinking water fountain
Wash hand basing in good condition
No or damaged wash hand basins

Section 3 - Superstructure

Walls

No cracks
One or more deep diagonal cracks
One or more deep horizontal cracks
One or more deep vertical cracks
Wall joints satisfactory
Defective wall joints

Floors

Floor level is above adjacent ground level
Floor level is below adjacent ground level
Exposed reinforcement bars in ceilings
Bulging floor tiles
Broken floor or skirting tiles

Staircases

Broken handrails
Broken or chipped steps

Section 4 - Furniture and Equipment

A number of desks are in bad state of repair
A number of chalkboards in bad state of repair
Insufficient or inadequate staff furniture

Section 5 - Windows

Glass in more than one classroom windows is broken
Some or all windows have no protective wire mesh
Some or all windows are without burglar bars
Some window frames are rusty or damaged

Section 6 - Doors

Some doors missing or irreparably damaged
Some doors broken, but repairable
Some handles, hinges or locks are defective

Section 7 - Electrical Fittings

Light fittings

Some light fittings are missing or broken
Number of distribution boxes or main switches are missing or broken
Damaged wires
A number of socket outlets are missing or broken

Section 8 - External works

Protective pavement

No or damaged pavement around building perimeter

Other defects

Damage in boundary walls or gate
Unpaved play/morning assembly area
No sport facilities

Section 9 - Finishes

Damaged internal plaster
Damaged external rendering

Women's Training and Income Generating Activities

1. Improved Agricultural Productivity

Crop Production

Extension in agricultural production would be particularly important to those women whose husbands are absent from the farm. Messages about land preparation and seeding, methods of cultivation, timeliness, grafting should be addressed to rural women. Education about cooperatives would likely increase female membership. These extension messages would be delivered through a series of extended courses in the villages, augmented by demonstrations on farmers fields and audio-visual methods where appropriate.

Livestock Production

Extension messages for livestock, which would be concerned with feeding and veterinary practices would be specifically directed to women, and would take the form of courses similar to those for crops, in some instances the topics would be combined, for example in relation to livestock nutrition.

2. Generating Extra Agricultural Income

Practical demonstrations of different food processing and preserving activities will be held, in addition to special training in marketing. The activities would include:-

- Modernization of dairy processing.
- Modernization of fiber processing.
- Modernization of cereals (Borghul) processing.
- Pickling olives in small jars.
- Packing olive oil in different size containers.
- Drying raisins and packing them.
- Drying figs and packing them.
- Vinegar and apple cider making.
- Drying different fruits.

- Jam making.
- Honey production, preservation and packing.

Special training should be given in the following areas:-

Poultry Production

This is a totally women's job where the housewife raises layers and broilers, feeds her family highly nutritious food products, generates extra income from excess eggs and meats and adds fertilizer to family land.

Bee-hives

In some villages, women could be trained to raise bee-hives and produce honey. It has both a high nutritious value as well as a good source of income for the family.

Silk Production

Traditionally Lebanon was known for silk production; unfortunately this is disappearing gradually. It is proposed that in areas where there are mulberry trees to retrain women on silk worm production, specially that there is a high domestic need for silk thread which is used in artisanal handicrafts and which is currently imported. Special arrangements should be made with local NGOs to buy the products.

The above list of activities would vary from one project area to another, this is why there is a dire need for an assessment study according to which different areas would be determined.

It is anticipated that these activities would:

- a. Provide chances for women to generate extra income;
- b. Produce more food for the family;
- c. Provide landless families with extra incomes, and
- d. Utilize household wastes efficiently, especially in the case of poultry production.

3. Improved awareness and Education

There would be a variety of programmes, depending upon the expressed preferences of the community. These would include: literacy, health and nutrition, mother and child care, hygiene and sanitation. The Labweh center will execute the training and the participants would be provided with necessary materials and an attendance allowance for travelling as an incentive.

4. Generating Extra Non-Agricultural Income

This activity would include the provision of training both as additional occupation and as vocational training and would involve collaboration with local NGOs and the proposed Development Center of Labweh.

Landless women and those with small agricultural workloads would most likely be the main beneficiaries. Special training for young girls would be introduced. Activities would include, rug and carpet making, quilt making, tricot, crochet, sewing, ceramics, mats making, sequin embroidery, dry flowers arrangements, hairdressing, typing and others.

Again the nature and scope of the courses would be determined after the need assessment survey. **However it is extremely necessary to train participating women in management and marketing skills.**

Benefits and Justification

The component provides the means by which the most vulnerable segment of the project area population, namely the women of the poorer rural households may be reached and programmes aimed at improving their well being may be funded and developed.

Attachment I

Terms of Reference for Baseline Assessment Survey

1. To ensure proper targeting of project components, a need assessment survey is to be contracted to a consultant. The aim of the survey is to assess the needs of rural women in the different project areas.
2. The survey should include direct consultation with the intended beneficiaries. It should not be descriptive of socio-economic background but rather an identification and analysis of possible project intervention. It should also include a list of possible income-generating activities in each area. What women can do, what women want to do. The difference in the interests between the different age groups in the community. Identification of projects for the mothers and for the daughters.
3. The cost, duration and number of beneficiaries of each suggested project. Timeliness and pertinence of each project, and sustainability of each project.