

REPUBLIQUE LIBANAISE
Ministere de la culture
et de l'enseignement Superieur
World Bank
Italian Trust Fund(ITF)

Beirut, February 27/1997

الجمهورية اللبنانية
مكتب وزير الدولة لشؤون التنمية الإدارية
مركز مشاريع ودراسات القطاع العام

Lebanon : Strengthening of Higher Education

General Report

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Center for Public Sector Projects and Studies
(C.P.S.P.S.)

First Step:

Covering the first mission in June 1996 in order to prepare the work. In this step, some visits were necessary to the lecture halls and laboratories. This gave a global vision of the problems to be confronted in order to facilitate a more precise analysis of the lecture halls, laboratories, equipment and scientific instruments. Following this visit, it was noted that the faculty of science was divided into two sections. The following problems have been identified;

- The faculty of science I, despite having appropriate locations for laboratories, is completely without the necessary furniture or instruments needed for the functioning of a laboratory. The temporary solution during previous academic years has been to make use of the space provided in the UNESCO building, adapting them for laboratory use. The solution is unsuitable. During a technical visit it was possible to verify the total inconsistency of the rooms and the laboratory instruments for their intended use.
In comparison the Faculty of Science (II) has both the necessary structures and instruments, didactically sufficient for a good laboratory.

Second Step :

Concerning the period June through the end of October 1996. In this period, much of the needed information has been obtained. This second mission was organized to investigate and gather information regarding the present situation of laboratories as part of the teaching of science courses and equally importantly, research. The documentation had been received regarding the completion of the questionnaires, their structure and the complete structure of Science courses and then practical aspects.

This will permit a comparison to be made of the reality of existing laboratories as observed through the questionnaires and the didactic needs for practical courses as set out in the course curricula;

Therefore the specific aims were as follows:

- Preliminary analysis of data obtained directly from the questionnaires
- Creation of a data base with the information gathered.
- A first outline of a possible solution
- Plan for the next steps of the project.

The overall aim is to evaluate the didactic infrastructures (lecture halls, laboratories, technical and maintenance workshops) which make up the support services to the scientific faculties within LU in relation to course needs and management. The proposals prepared must find the means by which to also support research in the limited laboratory facilities.

There are 6 faculties of scientific courses divide into 21 branches. With this expansion a series of problems developed in particular with respect to the management of the teaching structures.

The sub-division in sections of the various faculties obviously requires large sums if didactic structures are to be created; even more so if some level of unification is not obtained. It must be said that there is an imbalance in the quality of the didactic structure, in that some faculties are still or already well organized while others are very weak.

Some remarks concerning the L.U:

- The lecture halls are in numerous occasions rooms original built for civil uses;
- The locations for the laboratories are often converted rooms seriously lacking in functionality and failing rules of safety;
- The scientific instrumentation and equipment, when there, is very often insufficient and cannot guarantee properly organized practical work, as set out in course curricula;
- The serious lack of an organized maintenance service often means that newly bought equipment is unusable.

In this situation the teaching activities which suffer the greatest damage are those connected to disciplines which contain a heavy content of practical work within the course curricula. Many of these disciplines have become by necessity only theoretical, with serious consequences on the training of the students.

The first objective has to be to identify intermediate solutions which allow the evaluation, in terms of existing laboratories and equipment, of what can be conserved and what has to be relocated or replaced.

The aim must be to re-structure the practical teaching activities starting with training in the basic scientific disciplines.

Methodology Implemented for Project

The strategy is to compare all available information regarding science courses with indications of needs, given the future role envisaged for LU. It however was necessary to obtain a clear picture of the present conditions in which the scientific and practical courses function if the gaps in the needs are to be identified.

The method applied is one which permits the rapid collation of new information on the basis of which a project for Laboratories, as part of the much larger program for the redevelopment of the university, can be formulated.

The work will consist in analyzing the actual functioning of LU in relation to the means available and how the inefficiencies are tackled:

- Capacity of the classrooms with the actual groups of students which have to be taught. Is there the need to repeat the same course in front of more groups or is it considered acceptable that part of those registered cannot participate in the lesson because of limited facilities.
- Availability of laboratories (TP rooms) and classrooms for guided exercises (TD rooms) in relation to courses. How many groups complete the same practical work and as a consequence how many shifts within the laboratory/ What numbers make up the groups of students?.

The teaching structures and equipment, that have been adapted to needs during the process of LU division, have to be evaluated for their ability to meet actual or predicted needs in the future development of LU.

The questions which need to be answered with regard to laboratories and equipment . What steps should be taken in the case of a relocation? What are technical motivations which back maintaining the use of specific laboratories or equipment ? It is also necessary to give a global evaluation of materials and equipment, discipline by discipline with reference to modern teaching practice.

To facilitate the gathering of the necessary information a QUESTIONNAIRE was prepared, which covers in detail the aims set out during the project's planning stage.

The Questionnaire

In the questionnaire (see Annex) the information to be gathered is in two sections according to use .

- Teaching laboratories
- Research laboratories.

Teaching laboratories refers to laboratory activities which are taught hours of practical work as part of courses (theoretical and practical) or entirely practical courses, such as chemical analysis. It should be noted teaching and research facilities are not necessarily divided and that a distinction is asked where appropriate.

OBJECTIFS ET ACTIVITES PRIORITAIRES D'APPUI AU MCES POUR 1997.

Thème principal	Objectifs prioritaires pour 1997	Documents déjà produits par le projet et remis au MCES	Activités à Réaliser en 1997 avec l'appui du projet	Calendrier /Echéance	Besoins en assistance	
					Nationale	Internat
1. <u>Organisation</u> du Secteur de l'Enseignement Supérieur du MCES	1.1. <u>Discussion des missions du secteur, des options d'organisation et Choix d'une Variante d'Organisation et de Structuration du Secteur de l'Enseignement Supérieur</u>	1. Rapports de Juillet 1996, Y.C. sur les missions du MCES et la tutelle sur UL ¹ 2. Bilan d'étape de Sept 1996 3. Trois variantes d'Organisation	1. Désigner l'Organe de discussion des missions du MCES et des options. 2. Les autorités procèdent au choix d'une variante d'organisation. (en liaison avec la Réforme Administrative)	1. Immédiat 2. Fin Fevrier 1997	Néant	1 mission 0,25 p/m
	1.2. Définir l'Organisation détaillée des structures de la variante choisie.	1. Notes de propositions pour CES, Secrétariat permanent, tutelle, ... 2. Descriptions de postes clés et des profils ² 3. Préparation de projets de textes Y.C. sur exercice de la tutelle 4. Plan de mise en place de l'Organisation.	1. Structuration détaillée de chaque organe et structure et de leurs relations internes et externes 2. Descriptions de postes clés et des profils ² 3. Préparation de projets de textes Y.C. sur exercice de la tutelle 4. Plan de mise en place de l'Organisation.	Mars à Juillet 1997	1. 4p/m	1. 1p/m
					2. 4p/m	2. 1p/m
					3. 4p/m	3. ¼ p/m
					4. 2p/m	4. ¼ p/m

¹ 1. Bilan des définitions fonctionnelles et juridiques de la tutelle
2. Proposition d'une modalité d'exercice de la tutelle
3. Proposition d'une structure rattachée au ministre

² Des propositions existent déjà pour: (i) les trois postes proposés pour le service de la tutelle rattaché au Ministre et à titre préliminaire pour (ii) le secrétariat permanent du Conseil de l'Enseignement Supérieur figurent dans les rapports des experts de juillet 1996. Le plus gros reste à faire pour la majorité des postes de la nouvelle organisation.

³ L'économie générale de certains avant-projets de décrets a été déjà proposée et figure dans les rapports de juillet 1996, notamment pour : (i) le secrétariat permanent du CES; (ii) l'organisation du MCES pour la variante transitoire (variante 3); (iii) les activités du service de la tutelle.

	1.3 Définir Un Système d'Information pour le Secteur de l'Enseignement Supérieur.	1. Un rapport de diagnostic et des éléments de propositions.	<p>1. Définir les besoins d'information et la production attendue des structures du MCES dans l'organisation retenue, y compris les tableaux de bord.</p> <p>2. Recueillir les besoins et la contribution des universités public/privé au système d'information MCES</p> <p>3. Concevoir un système de collecte, de traitement et d'édition et de diffusion de l'information.⁴</p> <p>4. Définir un plan d'informatisation.</p>	<p>1. Avril à Juillet 1997</p> <p>2. Mars à Mai 1997</p> <p>3. Mai à Juillet 1997</p> <p>4. Juillet/Sept 1997</p>	<p>1. 4p/m</p> <p>2. 3p/m</p> <p>3. 4p/m</p> <p>4. 3p/m</p>	<p>1. 1p/m</p> <p>2. 0,25p/m</p> <p>3. 1p/m</p> <p>4. 1p/m</p>
	1.4 Définir un Plan de Formation pour les postes clés du Secteur Enseignement Supérieur du MCES	Néant	<p>1. En liaison avec les profils de postes évaluer le potentiel existant du bassin de recrutement et identifier les besoins de formation aux postes.</p> <p>2. Elaborer un plan de formation pour les cadres des postes clés.</p>	<p>1. Mai/ Juillet 1997</p> <p>2. Sept/ Octobre 1997</p>	<p>1. 2p/m</p> <p>2. 2p/m</p>	<p>pour 1 et 2 1,5 p/m</p>
2. Appui à l'élaboration d'un document de Politique d'Enseignement Supérieur et de Recherche Universitaire	2.1 Engager, à l'aide de la nouvelle organisation du MCES, un processus de réflexion et de concertation pour l'élaboration d'un document de politique d'ESR.	<p>1. Documents de réflexion préliminaires⁵</p> <p>2. Rapports Decomps/Kobeissi sur la recherche.</p> <p>3. Voir dans bilan d'étape: missions du MCES sur la Recherche.⁶</p>	<p>1. Désigner un organe pour la réflexion et la discussion au MCES (avec appui SP/CES)</p> <p>2. Examiner les documents et propositions disponibles et organiser les prochaines étapes de travail.</p> <p>3. Elaborer un document de PESR en articulant les travaux avec la recherche à l'UL.</p>	<p>1. Mars 97</p> <p>2. Mars 97</p> <p>3. Avril à Nov 97.</p>	<p>pour 1, 2 et 3</p> <p>6 p/m</p>	<p>pour 1, 2 et 3</p> <p>1,5 p/m</p>
TOTAL					38 p/m	9,5 p/m

⁴ le premier rapport sur le système d'information du secteur de l'enseignement supérieur a identifié dans les différents domaines académiques et de gestion les données de base dont un secteur de l'enseignement supérieur devrait disposer.

⁵ Voir le rapport sur le diagnostic du système de l'enseignement supérieur au Liban, et également une note de réflexion préliminaire sur une politique d'enseignement supérieur élaborée fin 1995/.

⁶ Voir également "les structures nécessaires au développement de la Recherche Universitaire" Note de synthèse préparée par Bernard Decomps et Christian Merlin. Janvier 1997.

OBJECTIFS ET ACTIVITES PRIORITAIRES D'APPUI à L'UNIVERSITE LIBANAISE POUR 1997.

Thème Principal	Objectifs prioritaires pour 1997	Documents déjà produits par le projet et remis au MCEs et à l'UL	Activités à Réaliser en 1997 avec l'appui du projet	Calendrier /Echéance	Besoins en assistance sur 1997	
					Nationale	Internation
1. Loi Organique de l'UL	1. Obtenir l'adoption par l'Etat du projet de Loi Organique de l'UL déjà adopté par le Conseil de l'Université et transmis au Ministre.	1. Analyse de l'avant-projet et recommandations d'amélioration. 2. Recommandations pour les textes d'application de la LO.	1. Assurer un <u>suivi léger</u> de l'examen du projet de loi et apporter, si nécessaire, un appui aux améliorations 2. <u>Suivi léger</u> de la préparation des textes d'application de la LO.	1: année 1997 2. Mars à Déc 1997	2p/m	0,5 p/m
2. Organigramme UL	1. Terminer la proposition d'Organigramme et la transmettre au Ministre.	1. Proposition d'Organigramme transitoire élaborée conjointement avec l'UL en Juillet 1997.	1. Assurer un <u>suivi léger</u> du processus de discussion et d'adoption du projet d'organigramme UL		2p/m	0,5 p/m
3. Système d'Information pour l'UL	3.1 Elaborer un <u>plan</u> pour la mise en place d'un <u>système d'Information</u> pour le <u>Pilotage de la Gestion administrative</u> de l'UL 3.2 Elaborer un <u>Plan</u> pour la mise en place d'un <u>système d'Information</u> pour le <u>Pilotage Académique</u> de l'UL, y,c pour la Recherche. 3.3 Elaborer un <u>plan d'Informatisation</u> répondant aux besoins ci-dessus et à ceux de la nouvelle organisation de l'UL.	1. Diagnostic. 2. Rapport Cuenin.	1. Faire le bilan des données recueillies et des tableaux produits dans les branches: - scolarité et examens - horaires enseignants - programmes - emplois du temps - personnel administratif - budget et finances, etc.... 2. Proposer homogénéisation et Consolidations aux niveaux Facultés et Rectorat 3. Exploiter les propositions des rapports fevrier et juillet 1996 4. Elaborer Plan Directeur Information et Informatique à MT.	1. Avril à Juin 97 2 et 3 Juillet/ Aout 97 4. Sept à Nov 97	20 p/m	4 missions: 2 Gestion 2 Académig 3 p/m

4. Plan de formation pour les cadres et les agents de l'UL.	4.1 Plan de formation pour les cadres des postes clés de la nouvelle organisation de l'UL.	4.1. Néant	4.1. A partir de l'Organigramme UL, définir: <ul style="list-style-type: none"> - profils des postes clés - besoins de formation pour les effectifs concernés et élaborer Plan de formation à MT pour les personnels administratifs et académiques des postes clés.	4.1. Mars à Oct 97	4.1: 2 à 3 missions 2 p/m
	4.2 Plan de formation à Court terme des agents d'exécution sur l'organisation actuelle.	4.2. Plan à CT préparé pour l'été 1996 et non réalisé.	4.2. Dans le cadre de l'organisation actuelle: <ul style="list-style-type: none"> a) faire l'inventaire des besoins de formation du personnel d'exécution b) élaborer un plan de formation continue c) commencer son exécution pour les deux sections de Beyrouth et du Mont Liban en préfigurant la structure de formation continue de l'UL. 	4.2 - Mars à juillet 97 - sept/oct - avril/juin 97	4.2 Néant Budget de Formation Continue US\$ 20000 (BFC)
5. Les Curricula à l'UL.	5.1. Préparation d'un document de projet pour la Refonte/Modernisation des Curricula de l'UL sur le moyen terme. 5.2. Préparation d'un Manuel des programmes Officiels de l'UL servant de Guide réglementaire à toutes les structures de l'UL.	5.1. Néant 5.2. Etudes Messara (Enseignements à l'UL) et Sarkis (Charge des Enseignants).	1. Désigner une cellule de réflexion sur la révision des programmes. Elle devra développer un dispositif, une méthodologie, et un projet pour la refonte des curricula. 2. Analyser les résultats des deux études et leurs propositions d'actions. Après discussion décider un programme d'action avec un calendrier pour la préparation d'un Manuel. (préparer termes de référence).	1. Avril-Sept 1997 2. Mars-Nov 1997.	1. 2.5 p/m Néant
6. La Recherche à l'UL	6.1. Elaborer un Plan pour le développement de la Recherche à l'UL.	1. Mise en place d'un Conseil Scientifique à l'UL. 2. Rapports Decomps/Kobeissi 3. Bilan d'étape 4. Propositions Decomps (Janvier 1997).	1. Intégrer la Recherche dans les obligations de service et dans les critères pour les grades académiques et l'évolution des carrières. 2. Le Conseil Scientifique doit développer des normes et critères d'évaluation des recherches et des dispositifs d'évaluation 3. Préciser et Développer les dispositifs de financement de la recherche, l'accès à ces financements et les dispositifs contractuels. 4. Ces Activités doivent être coordonnées avec celles du MCES sur la Politique de Recherche.	Avril à Nov 97	pour l'ensemble 6 p/m 1.5 p/m
TOTAL UL					49 p/m+ BFC 10 p/m

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Leb/94/007
253/MLF

Evaluation Report
F. Kiwan

الجمهورية اللبنانية
مكتب وزير الدولة لشؤون التنمية الإدارية
مركز مشاريع ودراسات القطاع العام

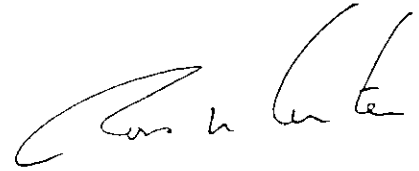
le 4 mars 1997

Monsieur le Ministre,

J'ai l'honneur de vous transmettre ci-joint copie du rapport d'évaluation du projet "Appui institutionnel au Ministère de la Culture et de l'Enseignement Supérieur et à l'Université Libanaise" (Leb/94/007). La rapport a été préparé par l'UNESCO, l'agence d'exécution pour le projet.

Nous avons été informés que la réunion tripartite aura lieu le 10 mars 1997 à 11h00 dans vos bureaux. Il est prévu qu'avec la participation de représentants de la contrepartie gouvernementale, du CDR, de l'agence d'exécution, du PNUD et à la présence du Coordinateur national du projet la réunion se focalise sur les activités accomplies à ce jour et propose des recommandations pour les activités prévues en 1997.

Je vous prie de croire, Monsieur le Ministre, à l'assurance de ma plus haute considération.



Ross Mountain
Représentant Résident

H.E. M. Faouzi Hobeiche
Ministre de la Culture et de
l'Enseignement Supérieur
Beirut, Liban

cc: Dr. Assaad Diab, Recteur de l'Université Libanaise, Beirut, Liban.
Dr. Mtanios Halabi, Directeur Général de la Culture et de l'Enseignement Supérieur,
Beirut, Liban.
Dr. Fadia Kiwan, Coordinateur national du projet Leb/94/007, Ministère de la
Culture et de l'Enseignement Supérieur, Beirut, Liban.
M. Kacem Bensalah, Directeur a.i., UNESCO, Beirut, Liban.

UNITED NATIONS DEVELOPMENT PROGRAMME

PROJECT PERFORMANCE EVALUATION REPORT

SUMMARY SHEET

Project Number and Title	Executing Agency	Date last report	Date this report	Planned date Tripartite Review
LEB/94/007 Appui Institutionnel au MCES et à l'UL.	UNESCO		15/01/1997	28/01/1997

	Original Budget (US\$)	Latest Signed Revision (US\$)
Total Budget (budget line 99)	1045.000 \$	854.000 \$
Government cost sharing (line 101)	545.000 \$	354.000 \$
Other contributions (lines 103-8)		
UNDP contribution (line 999)	500.000 \$	500.000 \$
Govt.cash contribution (from prodoc cover page)	622.031 \$	408.081 \$
Govt.contribution in kind (in local currency)		

Project starting date		Project completion date	
Originally planned	Actual	Originally planned	Actual
1/07/1995	1/09/1995	30/08/1997	31/12/1997

SUMMARY OF CONCLUSIONS :

Le programme d'activités de la Composante MCES du Projet devra être porté à la connaissance de la Banque Mondiale qui en finance l'appui international.

SUMMARY OF RECOMMENDATIONS :

(Whenever possible, indicate who should take the action and by when.)

Extension of the activities of the Project until the 31th of December 1997.

Prepared by: <div style="text-align: right; margin-right: 50px;">Government Project Co-ordinator</div> <div style="text-align: right; margin-right: 50px;">Agency Project Co-ordinator</div> <div style="text-align: right; margin-right: 50px;">Other</div>	Distributed to :
Date : <div style="text-align: right; font-size: 1.2em;">3 MARS 1997</div>	

Name and signature <i>Fadia Kiwan</i>	
Name and signature <i>[Signature]</i>	
Name and signature	

UNDP/PPER/7/87

Instructions for completion of Report

This report is to be prepared annually in six copies by project management (the national project co-ordinator and the international project co-ordinator). One copy is for the executing agency, one copy for project management files. Four copies are for the UNDP resident representative 1/to distribute as follows: one copy to the Government implementing agency; one copy to the Government co-ordinating authority; one copy to the UNDP regional bureau concerned; and one copy for the UNDP resident representative's files.

The report should be completed and distributed three months before the annual tripartite review. This timing permits the recipients to scrutinize the report and provide feedback to those concerned at least three weeks prior to the annual tripartite review.

In parts I-IV, the production of outputs and achievement of objectives are analysed. A statistical summary of expenditures, inputs, activities budgeted and delivered and documentation produced is provided in part V (Monitoring Record).

I. Summary sheet

Project number and title: Use short title

Executing agency: Use abbreviation e.g. FAO. If project is executed by Government, indicate "GOVT".

Budget: Indicate in \$US equivalent both the original and the current total contributions of the Government, UNDP and any other source of funds. .

Date of last report: Record the date the last report was actually completed.

Date of this report: Record the month and the year the report was actually completed e.g. 3/89. This date should be one year after the last report.

Project starting date: Indicate month and year e.g. 3/90, for "planned", as indicated in the original project document; for "actual" use date of first significant project activity, e.g., arrival of project personnel, placement of fellowship, ordering of equipment, etc.

Project completion date: Indicate month and year, e.g., 9/90. For "original" use date indicated in the original project document. For "current estimate" use date indicated in the latest signed project revision.

Conclusions: This part should contain a summary of the conclusions or findings drawn by project management as a result of the information and analysis contained in the Project Performance Evaluation Report.

Recommendations: This part should contain a summary of the actions that the project management recommends and should indicate who should carry out these actions and by when. It should include the essential questions that project management wishes to have answered immediately or considered by the tripartite review.

Prepared by: Please type in the names of those who have prepared the report below the signature of each party who has prepared the report.

1/ For regional projects, the principal project representative should distribute the report.

UNITED NATIONS DEVELOPMENT PROGRAMME

II - PROJECT OBJECTIVE AND FUNCTION

1. State the objective (s) of the project as indicated in the original project document or latest signed revision.

Contribuer au développement des activités institutionnelles du Ministère de la Culture et de l'Enseignement Supérieur dans les domaines de l'orientation et de la régulation de l'enseignement supérieur et de la recherche au Liban, à travers le renforcement des capacités de formulation et de pilotage de la politique d'enseignement supérieur et de recherche et la mise au point d'outils statistiques et budgétaires. Le Projet a également pour objectif d'apporter un appui à la restructuration et à la rationalisation de l'Université Libanaise.

2. What is the primary function of the project? Check one only.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Institution building | <input type="checkbox"/> Direct support | <input type="checkbox"/> Direct training |
| <input type="checkbox"/> Experimental | <input type="checkbox"/> Pilot | <input type="checkbox"/> Relief |
| <input type="checkbox"/> Investment | <input type="checkbox"/> Special support | <input type="checkbox"/> Other |

3. List the outputs included in the latest project document?

Composante I : Appui au système de l'Enseignement Supérieur

- 1- Produire un complément de diagnostic sur la situation du secteur de l'enseignement supérieur.
- 2- Etablir un dispositif de pilotage du secteur et un dispositif de relation entre MCES et Universités privées et U.L.
- 3- Formulation d'une politique de l'enseignement supérieur.
- 4- Développement des capacités institutionnelles du MCES.
- 5- Assurer un soutien technique aux objectifs prioritaires du MCES dans le secteur de l'enseignement supérieur.

Composante II : Appui à l'Université Libanaise.

- 1- Approfondir le diagnostic sur la situation de l'U.L
- 2- Fournir un appui à la restructuration de l'U.L
- 3- Réhabiliter et moderniser les statistiques de l'U.L.
- 4- Renforcer les capacités de gestion de l'U.L.
- 5- Développer la recherche universitaire.

II. Project objective and function sheet

- II.1. The definitions of the functions are summarized below. For more complete definitions, refer to the UNDP PPM, chapter 3412.

Institution-building projects have the primary function of establishing, developing and strengthening institutional entities such as research, training and service organizations or constituent units of Government ministries and departments or institutional structures for planning and executing development programmes.

Direct support projects have the primary function of preparing studies or resource surveys or development strategies, plans, programmes and projects or providing substantive advice or preparing specific technical documents or providing qualified international personnel and management teams under contract.

Direct training projects have the primary function of improving the knowledge /skills/ experience of the participants by means of seminars, training courses, study tours or fellowships.

Experimental projects have the primary function of producing conclusions on the validity or otherwise of one or more hypotheses, together with supporting evidence.

Pilot projects have the primary function of determining the viability, under operating conditions, of a process, technology or approach which has already been successfully tested on an experimental basis, and of producing recommendations for its application elsewhere on a larger scale, including a delineation of the conditions under which it can be successfully applied or adapted for use.

Relief projects have the function of providing direct relief in order to alleviate suffering caused by natural disasters of various kinds, but may be addressed to other problems where UNDP assistance for purposes of relief is considered to be appropriate.

Investment Projects are projects directly related to investment.

Special support projects have the function of providing special support for the implementation of groups of country projects. The support provided may include, but need not be restricted to

- (a) Local administrative and secretarial assistance;
- (b) Transportation facilities;
- (c) Postal and telecommunications facilities;
- (d) Development support communication services.

Other If the project does not fall into the previous categories, note and briefly explain

- II.3. Refer to the text of the project document in determining the number of outputs to list

UNITED NATIONS DEVELOPMENT PROGRAMME

III- EVALUATION OF PROJECT PERFORMANCE - OUTPUTS

(Questions 1-4 should be completed for each output, using a separate sheet for each output)

Output number : I.1

1. Repeat output (as stated in latest approved project document/revision) :

Produire un complément de diagnostic sur la situation du secteur de l'enseignement supérieur.

Scheduled completion date as in original signed project document	Actual or expected completion date
31/12/1995	31/12/1995

2.a. Describe the present status of the output.

The Project has launched a seminar in Boustan hotel in order to receive comments of the lebanese authorities,(the Ministry of Culture and Higher Education and the Lebanese University), on the diagnosis. The diagnosis was unanimously recognized as pertinent. However, national choices haven't been made always in line with the diagnosis reports and proposals made by the Project Reports.

b. This status is ☒ Satisfactory and ☒ Unsatisfactory

Please explain.

Satisfactory because:

Technically all the diagnosis reports, the national and international ones, covered all aspects of the sector of higher education (except the aspect of efficiency studies which can be made later on - Internal efficiency and external one in relation with the labor market).

Unsatisfactory because:

Decisions and choices made by the authorities did not consider enough the proposals made by progress reports.

UNITED NATIONS DEVELOPMENT PROGRAMME

III- EVALUATION OF PROJECT PERFORMANCE - OUTPUTS

(Questions 1-4 should be completed for each output, using a separate sheet for each output)

Output number : I.2

1. Repeat output (as stated in latest approved project document/revision) :

Etablir un dispositif de pilotage du secteur et de relation entre le Ministère de la Culture et de l'Enseignement Supérieur et les Universités privées et publique.

Scheduled completion date as in original signed project document	Actual or expected completion date
31/12/1996	31/12/1997

2.a. Describe the present status of the output.

The output is to be rescheduled in relation with IDF activities as to be extended to 31/12/1997 at least.

b. This status is

☐

Satisfactory

☒

Unsatisfactory

Please explain.

No decision was taken by the lebanese authorities about the proposals made under the Project and IDF, slowing down the progress of the activities of the Project related to the organization of the MCES.

UNITED NATIONS DEVELOPMENT PROGRAMME

III- EVALUATION OF PROJECT PERFORMANCE - OUTPUTS

(Questions 1-4 should be completed for each output, using a separate sheet for each output)

Output number : I.3

1. Repeat output (as stated in latest approved project document/revision) :

Formulation d'une politique de l'enseignement supérieur.

Scheduled completion date as in original signed project document	Actual or expected completion date
31/12/1996	31/12/1997

2.a. Describe the present status of the output.

Some proposals have been elaborated by Project's Reports, both on the national and international levels, but this activity have been slowed by the absence of monitoring bodies supposed to take place under objective I.2 above mentioned.

b. This status is

☐

Satisfactory

☒

Unsatisfactory

Please explain.

This output might be postponed because as it was always thought in the Prodoc the creation and implementation of structures in higher education must be prior to the mission of formulating the policy in that sector.

UNITED NATIONS DEVELOPMENT PROGRAMME

III- EVALUATION OF PROJECT PERFORMANCE - OUTPUTS

(Questions 1-4 should be completed for each output, using a separate sheet for each output)

Output number : I.4

1. Repeat output (as stated in latest approved project document/revision) :

Développement des capacités institutionnelles du Ministère de la Culture et de l'Enseignement Supérieur.

Scheduled completion date as in original signed project document	Actual or expected completion date
31/12/1996	31/12/1997

2.a. Describe the present status of the output.

This activity cannot make any progress until structures are implemented and staff members officially recruited.

Activity to be rescheduled in coordination with IDF.

b. This status is

☐

Satisfactory

☒

Unsatisfactory

Please explain.

The delay is a consequence of slow outputs which are prerequisite to this output.

UNITED NATIONS DEVELOPMENT PROGRAMME

III- EVALUATION OF PROJECT PERFORMANCE - OUTPUTS

(Questions 1-4 should be completed for each output, using a separate sheet for each output)

Output number : I.5

1. Repeat output (as stated in latest approved project document/revision) :

Assurer un soutien technique aux objectifs prioritaires du Ministère de la Culture et de l'Enseignement Supérieur dans le secteur de l'enseignement supérieur.

Scheduled completion date as in original signed project document	Actual or expected completion date
30/06/1997	31/12/1997

2.a. Describe the present status of the output.

This output made a progress in one aspect by the finalization by the Ministry of a decree of Norms and Criteria's for implementing IUT and two decrees creating one IUT in the public sector and another one in the private sector. In a second aspect (recherche universitaire) a document is being produced and is to be validated by the lebanese counterparts. And as for the third aspect " the carte universitaire", it have been proposed by the Project as a main activity for ITF/World Bank.

b. This status is



Satisfactory



Unsatisfactory

Please explain.

This output is a long term one and have been progressing.

UNITED NATIONS DEVELOPMENT PROGRAMME

III- EVALUATION OF PROJECT PERFORMANCE - OUTPUTS

(Questions 1-4 should be completed for each output, using a separate sheet for each output)

Output number : II.1

1. Repeat output (as stated in latest approved project document/revision) :

Approfondir le diagnostic sur la situation de l'Université Libanaise.

Scheduled completion date as in original signed project document	Actual or expected completion date
30/06/1996	Activity suspended by 30/06/1996

2.a. Describe the present status of the output.

This output haven't been totally reached because the Lebanese University asked to suspend diagnosis , while the activity concerning the "contenu des formations" didn't yet start.

b. This status is

☐

Satisfactory

☒

Unsatisfactory

Please explain.

The different reports produced by the Project gave an exhaustive idea of the situation on the administrative and financial level. So, activities could be launched as to strengthen structures of management of the Lebanese University, except on the academic level.

UNITED NATIONS DEVELOPMENT PROGRAMME

III- EVALUATION OF PROJECT PERFORMANCE - OUTPUTS

(Questions 1-4 should be completed for each output, using a separate sheet for each output)

Output number : II.2

1. Repeat output (as stated in latest approved project document/revision) :

Fournir un appui à la restructuration de l'Université Libanaise.

Scheduled completion date as in original signed project document	Actual or expected completion date
31/05/1997	31/12/1997

2.a. Describe the present status of the output.

Many reports have been produced by the Project and sent to the Lebanese University authorities in order to have their comments. Specific missions on the status of Lebanese University professors and their academic loads have been also undertaken by national consultants. Some resistance appeared about the "organigramme UL" and academic staff load. The Lebanese University seemed to be hesitant about activities related to the issue of the information system.

b. This status is

☐

Satisfactory

☒

Unsatisfactory

Please explain.

The output depends on the ability of the Lebanese University authorities to monitor a sound participation of their academic and administrative structures to the activities of the Project.

UNITED NATIONS DEVELOPMENT PROGRAM

III- EVALUATION OF PROJECT PERFORMANCE - OUTPUTS

(Questions 1-4 should be completed for each output, using a separate sheet for each output)

Output number : II.3

1. Repeat output (as stated in latest approved project document/revision) :

Réhabiliter et moderniser les statistiques de l'Université Libanaise.

Scheduled completion date as in original signed project document	Actual or expected completion date
31/08/1997	31/12/1997

2.a. Describe the present status of the output.

Preliminary reports were produced, showing points of weakness in the management of statistics, and mainly a lack of an information system as to lead the production and dissemination of informations in the Lebanese University and about Lebanese University.

From different Project Reports it appeared that the main weakness is in the relation between the central administration of the Lebanese University and the branches.

b. This status is

☐

Satisfactory

☒

Unsatisfactory

Please explain.

This output didn't progress because the Project didn't receive comments of the Lebanese University on the proposals made by the Project Reports. Furthermore, some activities have been undertaken by the Lebanese University separately and duplicating the Project activities related to that issue.

UNITED NATIONS DEVELOPMENT PROGRAMME

III- EVALUATION OF PROJECT PERFORMANCE - OUTPUTS

(Questions 1-4 should be completed for each output, using a separate sheet for each output)

Output number : II.4

1. Repeat output (as stated in latest approved project document/revision) :

Renforcer les capacités de gestion de l'Université Libanaise.

Scheduled completion date as in original signed project document	Actual or expected completion date
31/05/1997	31/12/1997

2.a. Describe the present status of the output.

Preliminary reports were produced and discussed with senior staff members of the Lebanese University, concerning a new organization for the University administration.

A plan for training the lower grade administrative staff have been elaborated and proposed to the President of the Lebanese University as a pilot session of training. Till now, the Project didn't get an approval for execution. A letter from the Lebanese University said that funds allocated for this activity were not sufficient.

b. This status is

☐

Satisfactory

☒

Unsatisfactory

Please explain.

As for discussion with the Lebanese University authorities : The material produced was good concerning the organigram.

As to be executed for training : But the University didn't validate this material yet. Therefore any new step in this output might begin with a validation by the concerned parties.

UNITED NATIONS DEVELOPMENT PROGRAMME

III- EVALUATION OF PROJECT PERFORMANCE - OUTPUTS

(Questions 1-4 should be completed for each output, using a separate sheet for each output)

Output number : II.5

1. Repeat output (as stated in latest approved project document/revision) :

Développer la recherche universitaire.

Scheduled completion date as in original signed project document	Actual or expected completion date
28/02/1997	31/12/1997

2.a. Describe the present status of the output.

Reports have been produced and a seminar has been held to discuss the situation of research both in the public and private Universities and its proceedings are already disseminated.

A document is to be finalized, making a synthesis of all contributions, including that which concern the Lebanese University.

The proposals of this document should be discussed and validated before any new activity.

b. This status is



Satisfactory



Unsatisfactory

Please explain.

Materials produced are good for discussion and contains proposals. There is a need for cooperation from the concerned institutions to make more progress.

Project output sheet

1. Project management should provide their best estimate of the completion date for outputs not yet completed.
2. Wherever possible, use the completion of significant activities, or parts of the output, or other appropriate measures of quality which demonstrate progress towards completion of the output.

3. If the status of the output is unsatisfactory,

A. What factors are causing it? (Check as appropriate and provide comments under questions 3.B & on the next page.)

(i) Operational factors :

(a) International inputs :

	Quality	Quantity	Timeliness
Expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training fellowships/study tours/in service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(b) National inputs :

Government project professional personal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equipment/premises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(c) Technical problems ☐

(d) management problems ☐

(ii) External Factors :

- (a) Institutional ☒
- (b) Political ☒
- (c) Socio-cultural ☐
- (d) Economic ☐
- (e) Other ☐

III. Project output sheets

- 3-A-(ii) External factors are those events, actions or situations that cannot be controlled or significantly affected by the project management but which are important to the success of the project.

B. Explain item(s) checked in 3.A, including how production of the output is affected.

- 1- IDF activities withdrawal from the Project
- 2- Elections and political changes

C. What effect does this unsatisfactory status on the achievement of the immediate objective?

The immediate effect of these difficulties was the delay in the achievement of many objectives, and the complexification of the monitoring of the Project.

4. If produced, to what extent, and by whom is the output used?

The output should be used by the Minister of Culture and Higher Education, the Director General of the Ministry and the President and Deans and Council of the Lebanese University, in addition to the instances of the private universities when these universities are concerned by issues covered by the Project's activities.

The main problem is that expect the diagnosis which was validated, outputs of the Project activities have not been used enough and sometimes not taken into consideration specially in activities like the organization of MCES, and that of the Lebanese University.

4. State which individuals or groups are making use of this output and describe how they use it. If the output is being used in a way not originally foreseen, this should be recorded and commented on.

UNITED NATIONS DEVELOPMENT PROGRAMME

IV - EVALUATION OF PROJECT PERFORMANCE - OBJECTIVES

1. State how the achievement of the immediate objective (s) as stated in II.1 can be observed and /or measured.

The achievement of the immediate objectives can be measured by the implementation of new structures in the Ministry related to the sector of higher education and new regulations in the management of the Lebanese University.

2. Using the indicators/success criteria recorded in 1. above, provide your assessment of the extent to which the project has achieved or is likely to achieve its immediate objective (s).

As for objectives No 1,2,6, and 7, the progress is obvious.
As for objectives No 3,4,5,8, and 9, there is no progress because the Government didn't make yet choices between options suggested in the light of the different diagnosis produced by the Project.

3. State the development objective of the project as given in the original signed project document.

4. Are there any signs that the project is making or is likely to make a significant contribution towards the attainment of the development objective? If so, please describe.

The Government possess actually exhaustive reports and studies in terms of diagnosis and many suggestions in the different fields of concern of the Project which can help a lot in implementing a modern administration and modern regulations.

5. (a) Who are or will be the beneficiaries of the project?
(b) Explain how they are or will be benefiting from the project?

For the sector of higher education and the Lebanese University, beneficiaries are the Ministry of Culture and Higher Education, and the Lebanese University, by the collaboration with the teams of consultants working within the Project, producing diagnosis and making proposals in the fields concerning the higher education affairs in the Ministry and the implementation of a modern management in Lebanese University.

6. Has the project had any significant unforeseen effects either positive or negative?
If so, briefly explain.

IV. Project performance-objectives sheet

1. Repeat the indicators/success criteria provided in the project document. Any additional indicators that project management is using should also be recorded.
3. In the event that the development objective has changed, use the version in the latest signed project revision.
5. When completing this section:
 - (a) Be as specific as possible about the beneficiaries of the project. In most cases, general categories such as the "rural poor", "small farmers", or "youth" can be narrowed down further, using specific characteristics of the group concerned;
 - (b) Remember that beneficiaries are those for whom the project is undertaken and are often not direct recipients such as trainees or national staff;
 - (c) Give, as precisely as possible, the size and location of the group(s);
 - (d) Indicate the proportion of women among the beneficiaries;
 - (e) In assessing the benefits which the beneficiaries have received or are receiving, explain the basis for your assessment.

7. (a) On the basis of your analysis in parts III and IV above, give your overall assessment of the progress of this project in items of achieving its immediate objective (s).

- | | | | | | |
|-------------------------------------|------------------------|--------------------------|----------------------------|--------------------------|------------|
| <input type="checkbox"/> | Much more than planned | <input type="checkbox"/> | More than planned | <input type="checkbox"/> | As planned |
| <input checked="" type="checkbox"/> | Less than planned | <input type="checkbox"/> | Marginal or non - existent | | |

7. (b) What action do you recommend to be undertaken by any of the three parties involved (Government, Executing agency, UNDP) to improve the effectiveness of the project?

- ☐ Change the technical approach
- ☐ Undertake a technical review
- ☒ Redesign (clarify, redefine) one or more of the principal project design elements (objectives, outputs, work plan).
- ☐ Reconsider the institutional setting of the project
- ☐ Initiate an in - depth evaluation
- ☒ Other, please specify :

More concern of the Council of the Lebanese University and especially of Deans of Faculties.

Please explain items checked.

In the light of the delay in the decisions of the Government, within the Ministry of Culture and Higher Education and the Lebanese University as well, the main objectives of the Project should be revised, specific outputs and a new work plan are to be formulated with the possibility of extending activities until December 31th 1997.

7 (c) Description of the overall status of the project
(This question is optional)

The Lebanese University officials should be informed and associated to the Project activities which concern the Lebanese University.

- 7 (a) Note that progress in producing outputs has already been dealt with in section III.
- 7 (c) In this section, please feel free to elaborate on any of the assessments you have made above. You may wish to describe any significant achievements of the project as well as any problems. It may also include your judgement concerning the overall status of the project. Extra sheets may be added, if required, to answer this question.

V: MONITORING RECORDS

1	2	3	4	5	6
Input item by budget line	Scheduled current calendar year	Actual to date of report	Actual to end current calendar year	Difference	Remarks

--	--	--	--	--	--

--	--	--	--	--	--	--

V. Expenditure sheet

Give all figures for the UNOP budget in \$US and for the Government budget in local currency

Indicate:

Column 1 each line item in the budget;

Column 2 the amount allocated in the latest approved budget for the current calendar year against each line item;

Column 3 the actual expenditure estimated to have occurred during the current calendar year against each line item. The difficulty of completing this column for reports prepared early in the calendar year is recognized. The best estimates available to project management should be used in all cases;

Column 4 the estimate of the expenditure that will have occurred against each line item by the end of the current calendar year;

Column 5 the difference between column two and column four as a percentage of column two;

Column 6 a brief explanation of any such difference greater in absolute value than 10 percent. If more resources are needed for any inputs already identified, the need should be briefly identified and explained here.

UNITED NATIONS DEVELOPMENT PROGRAMME

Project Number and Title	Executing Agency	Status of Activities	Date last report	Date this report
LEB/94/007 Appui Institutionnel au MCES et à l'UL.	UNESCO			15/01/1997

Activities scheduled in the project document	Original scheduled starting date	Original scheduled completion date	Actual or currently estimated starting date	Actual or currently estimated completion date	Comments (If completion date has changed indicate how many times)
I.1-Produire un complément de diagnostic sur la situation de l'enseignement supérieur.	1/07/95	31/12/95	1/09/95	31/12/95	
I.2- Etablir un dispositif de pilotage du secteur et de relation entre MCES et Universités privées et publique	1/11/95	31/12/96	1/02/96	31/12/97	
I.3 -Formulation d'une politique de l'enseignement supérieur	1/02/95	31/12/96		31/12/97	
I.4 -Développement des capacités institutionnelles du MCES.	1/11/95	31/12/96		31/12/97	
I.5- Assurer un soutien technique aux objectifs prioritaires du MCES dans le secteur de l'enseignement supérieur.	1/07/95	30/06/97		31/12/97	
II.1-Approfondir le diagnostic sur la situation de l'UL.	1/07/95	30/06/96		suspendue le 30/06/96	
II.2-Fournir un appui à la restructuration de l'UL.	1/10/95	31/05/97		31/12/97	
II.3-Réhabiliter et moderniser les statistiques de l'UL	1/03/96	31/08/97		31/12/97	
II.4- Renforcer les capacités de gestion de l'UL.	1/11/95	30/05/97		31/12/97	
II.5-Développer la recherche universitaire	1/06/95	28/02/97		31/12/97	

VI. Status of activities sheet

Refer to the project work plan when completing this section.

List all activities, completed, ongoing and future.

Project management should provide its best estimate of the starting date of activities not yet begun and the completion date for activities not yet completed.

Extra sheets may be added, if required, to provide a complete response.

The remarks column should be used to provide the reasons for any major delays.

UNITED NATIONS DEVELOPMENT PROGRAMME

TECHNICAL CO - OPERATION PERSONNEL

Post.No	Post Title	Name, gender and nationality of incumbent	Entry on duty (date)		Departure	
			Scheduled	Actual	Scheduled	Actual
NPPP	- National Coordinator	Dr.KIWAN Fadia Lebanese (F)	1/9/95	1/9/95	31/8/97	
624.865.5 - L6	- Administrative Assistant	HAMADE Rouaida Lebanese (F)	1/9/95	12/9/95	31/8/97	
624.865.5 - L3	- Administrative Secretary	ABOU ALWAN Nayla Lebanese (F)	1/9/95	12/9/95	31/8/97	
624.865.5 - L3	- Administrative Secretary	ABI LLAMA Rima Lebanese (F)	1/9/95	12/9/95	31/8/97	31/10/96
624.908.56	- Driver	DHAINY Abdallah Lebanese (M)	1/9/95	2/2/96	31/8/97	30/5/96
624.908.56	- Driver	FAHDA Hussein Lebanese (M)		17/6/96	31/8/97	
*1	Cf. Annex (1)					
IPPP	Cf. Annex (2)					

Remarks :

VII. Technical co-operation personnel sheet

Please list all personnel inputs, past, ongoing and future.

Nationality recruited project professional personnel (NPPPP)

UNDP-supported personnel comprising nationals of the host country, including nationals living abroad (non-resident nationals)

Internationally recruited project professional personnel (IPPP)

Technical co-operation personnel (experts and consultants) financed by UNDP, the recruitment of whom is carried out in accordance with the policies and procedures of executing agents within the framework of the common system.

**GOVERNMENT
PROJECT
PERSONNEL**

NONE

Remarks:

VIII. Government project personnel sheet

List all personnel inputs, past, ongoing and future.

Government Project Professional Personnel (GPPP)

Government employees appointed by the Government to work with the UNDP financed IPPP and NPPP to achieve the goals of the project and to acquire additional skills

UNITED NATIONS DEVELOPMENT PROGRAMME

TRAINING

Fellowship, Training Course, Study Tour, or In-service Training	Duration (months)	Name,gender of Fellow(s). If training under- taken abroad, indicate country and institution of study.	Started (date)		Completed (date)	
			Scheduled	Actual (Est.)	Scheduled	Actual (Est.)
1 - Five training sessions for the administrative staff of U.L in the 47 branches located in the 5 provinces.	One week each	U.L administrative staff	15/8/96	Postponed	15/9/96	Postponed
1 - Two training sessions for the administrative staff of the branches of U.L located in Beirut.	Two weeks each	U.L administrative staff	15/8/96	Postponed	15/9/96	Postponed

Remarks :

These sessions have been prepared by the Project in view of a request made by the President of the Lebanese University. But their execution has been suspended until the official approval of Lebanese University authorities.

IX. Training sheet

Please list all training activities, completed , ongoing and future.

For training schedule refer to the relevant part of the Project Document, Budget lines 30, 39 or the Work Plan.

UNITED NATIONS DEVELOPMENT PROGRAMME

EQUIPMENT

Equipment Item	cost		Date of Delivery		Status/Remarks
	Budget	Actual	Scheduled	Actual	
<u>Delivered :</u>					
- Jeep Cherokee Base manuelle 95.	30.000 \$	19.000 \$	1/9/95	28/12/95	
- PC	15.000 \$		1/9/95	23/2/96	
<u>Requested :</u>					
- Photocopieuse			1/2/97		
- Table de réunion et 10 chaises.			1/2/97		

X. Equipment sheet

List all significant items delivered and expected

For the list of equipment items refer to the relevant part of the Project Document and its budget. Indicate in Column one the quantity of items as well as their country of origin. Add the make model and serial number of the equipment as appropriate. In column 6 when describing status indicate as appropriate when equipment was ordered.

UNITED NATIONS DEVELOPMENT PROGRAMME

SUBCONTRACTS

(Separate forms to be completed for each subcontract)

Starting date of subcontract	Expected completion date of subcontract
4/12/1995	15/1/1996

- Name of subcontractor : Ministry of Culture and Higher Education
- Purpose of subcontract : Execution of missions by local staff recruited by the Ministry.
- Describe subcontract inputs (Include cost, work, months, etc...) :
 - * Cost : 7000 \$
 - * Duration : 4/12/1995 --- 5/1/1996
- Subcontract outputs scheduled to be produced during the reporting period :
 - Elaborate a draft of a decree organizing the Ministry of Culture and Higher Education.
 - Prepare a draft of an organigram for the management of the Lebanese University.
 - Elaborate a draft of a fundamental law of the Lebanese University.
 - Produce a final report.
- Subcontract outputs during reporting period :

Some proposals have been made by local staff under this contract.

Remarks :

Some activities are going on at the present time.

Instructions for completion of Sub Contract Sheet

State, on separate forms, all subcontracts completed, ongoing and future.

Refer to the relevant part of the Project Document detailing any subcontracts.

Under "Remarks" include any necessary suggestions for improving the success of the subcontract.

UNITED NATIONS DEVELOPMENT PROGRAMME

REPORTS

Title of report, paper, etc...	Remarks
<p>1 - Document de synthèse - Janvier 1996 : " Le Système d'Enseignement Supérieur et l'Université Libanaise" Eléments de diagnostic</p> <p>2 - Rapports des missions effectuées au Liban du 28/1/96 au 17/2/96 par MM: Michel CHATELUS, Christian MERLIN, Serge CUENIN et Mohieddine SAIDI en coordination avec les consultants nationaux dont les rapports figurent dans le rapport d'ensemble.</p> <p>3 - Rapport d'ensemble des missions coordonnées en Juin-Juillet 1996 (Christian MERLIN, Michel CHATELUS, Michel ISSINDOU, Bernard DECOMPS, Mohieddine SAIDI, Août 1996)</p>	<p>1 - Rapport de synthèse relatif au travail de diagnostic sur la situation de l'enseignement supérieur et l'Université Libanaise, regroupant l'ensemble des rapports des consultants nationaux et internationaux.</p> <p>- Il s'agit d'une version finale préparée en langue française et remise à toutes les parties concernées: MCES, UNDP, UNEDBAS, UL, Universités Privées.</p> <p>2 - Le rapport d'ensemble regroupe les textes des rapports des consultants internationaux et nationaux ayant effectué des missions sur les activités suivantes:</p> <ul style="list-style-type: none"> - Instruments de gestion et système d'information à l'Université Libanaise. - La recherche à l'Université Libanaise. - le statut du personnel académique à l'Université Libanaise. - Les charges d'enseignement à l'Université Libanaise. - Formation universitaire et emploi. - L'organisation du Ministère de la Culture et de l'Enseignement Supérieur. - Système d'information pour l'enseignement supérieur et l'Université Libanaise. <p>3 - Ce rapport a porté sur les activités suivantes :</p>

REPORTS

Title of report, paper, etc...	Remarks
<p>4 - Bilan et mise à jour des activités du Projet LEB/94/007 (diffusion limitée aux partenaires UNESCO, PNUD, MCES,UL) Produit par Fadia KIWAN et Mohieddine SAIDI.</p> <p>5 - Bilan d'étape : Activités UNESCO - PNUD - Banque Mondiale. Préparé par Fadia KIWAN et Mohieddine SAIDI.</p>	<ul style="list-style-type: none"> - L'organisation du Ministère de la Culture et de l'Enseignement Supérieur. - Tutelle du Ministère chargée de l'enseignement supérieur sur l'Université Libanaise. - Système d'information de l'enseignement supérieur . - La recherche universitaire. - Loi organique de l'Université Libanaise. - Organigramme administratif de l'Université Libanaise. - Formation du personnel de l'Université Libanaise. - Système d'information à l'Université Libanaise. - Charges d'enseignement et charges des enseignants à l'Université Libanaise. <p>5 - Rapport d'évaluation des différentes activités entreprises jusqu'en Août 1996 par le Projet. Diffusion limitée aux responsables du Ministère de la Culture et de l'Enseignement Supérieur.</p>

XII. Report sheet

Column 1 Title of report, paper, etc.

In this column, list scheduled or non-scheduled reports, studies, and important working papers that were in preparation or had been completed by the project staff (including Government personnel) during the reporting period.

Remarks

In this column, furnish the following information for each report listed in the sequence indicated below:

- (a) Nature of report: technical, terminal, investment potential report, etc. Indicate whether the report(s) were scheduled in the Work Plan;
- (b) Language(s) of the report;
- (c) Status of the report - draft in preparation, draft completed, final version;
- (d) State to whom it has been distributed.

Annexe 1

LEB/94/007

Liste des Consultants nationaux
NPPP

NOM	MISSION	DATE	NAT.GEN.
M.Abdel Hassan El Husseini	Les Equivalences	1-9-95/30-9-95	Libanaise-M
M.Henri Awit	-Les Equivalences -Le Système d'Information	1-9-95/30-9-95 26-1-96/25-2-96	Libanaise-M
M.Emile El Rami	Les Equivalences	1-9-95/30-9-95	Libanaise-M
M.Adnan El Amine	Loi Organique - UL	1-9-95/30-9-95	Libanaise-M
M.Khalil .S. Abou Rjeili	Loi Organique - UL	1-4-96/1-5-96	Libanaise-M
M.Assad Diab	Loi Organique - UL	1-9-95/30-9-95	Libanaise-M
M.Samir Tannous	Loi Organique - UL	1-9-95/30-9-95	Libanaise-M
M.Khalil Abou Rjeili	Formation Universitaire/ Emploi	26-1-96/25-2-96	Libanaise-M
M. Abdo Kahi	Formation Universi- taire/Emploi	26-1-96/25-2-96	Libanaise-M
M. Faleh Taha	Instruments de gestion et système d'information/UL	26-1-96/25-2-96	Libanaise-M
M.Farès Kerbage	Loi Organique/UL (traduction du Projet)	15-4-96/15-5-96	Libanaise-M

NOM	MISSION	DATE	NAT.GEN.
M.Neematallah Khalifé	Organigramme/UL	1-9-95/30-9-95	Libanaise-M
M.Emile Dirani	Organigramme/UL	1-9-95/30-9-95	Libanaise-M
Mme Latifé Lakkisse	Organigramme/UL	1-9-95/30-9-95	Libanaise-F
M.Antoine Messarra	Charges d'Enseignement - UL	26-1-96/25-2-96 23-4-96/23-7-96	Libanaise-M
Mme Feyrouz Sarkis	Charges des Enseignants/UL	26-1-96/25-2-96 23-4-96/23-7-96	Libanaise-F
Mme Gisèle Kattar	Enquêteur	26-1-96/25-2-96	Libanaise-F
M.Hafez Kobeissi	Recherche Universitaire/UL	26-1-96/25-2-96	Libanaise-M
M.Michel Tabet	Organisation/MCES	1-4-96/1-5-96	Libanaise-M
M.Makhlouf Haddadine	Recherche Universitaire	31-7-96/31-8-96	Libanaise-M
M. Mounir Chamoun	Recherche Universitaire	31-7-96/31-8-96	Libanaise-M
M.Adnan Hamzé	Recherche Universitaire	31-7-96/31-8-96	Libanaise-M
M.Nabil Haidar	Recherche Universitaire	31-7-96/31-8-96	Libanaise-M
M.Doumit Salameh	Recherche Universitaire	31-7-96/31-8-96	Libanaise-M
M.Jean Guy Sarkis	Recherche Universitaire	31-7-96/31-8-96	Française-M

NOM	MISSION	DATE	NAT.GEN.
M.George Nahas	Recherche Universitaire	31-7-96/31-8-96	Libanaise-M
M.Melhem Chaoul	Recherche Universitaire	31-7-96/31-8-96	Libanaise-M

Annexe 2

LEB/94/007

Liste des Consultants internationaux

IPPP

1 - Composante I :

Ministère de la Culture et de l'Enseignement supérieur :

Monsieur Christian MERLIN :

- * 3 - 15 novembre 1995 : lancement du Projet LEB/94/007: les Journées universitaires
- * 4 - 23 février 1996 : organisation du Ministère de la Culture et de l'Enseignement supérieur - Bilan de la Recherche universitaire - Relation Enseignement supérieur /Economie
- * 23 juin - 6 juillet 1996 : Organisation des Enseignements au Ministère de la Culture et de l'Enseignement Supérieur
Séminaire : Université libanaise + Recherche universitaire

- Française - M

Monsieur Pierre - Marie RUNNER :

- * 23 juin - 7 juillet 1996 : Développement d'un service pour l'établissement d'un budget prévisionnel pour l'Université du Secteur public
Séminaire : Université libanaise + Recherche universitaire

- Française - M

Monsieur Bernard DECOMPS :

- * 1 - 5 juillet 1996
La recherche dans les Universités libanaises.
Séminaire : Université libanaise + Recherche universitaire

- Française - M

2 - Composante II:

L'Université libanaise :

Monsieur Jacques GUIN :

- * 3 - 9 novembre 1995 : lancement du Projet LEB/94/007: les Journées universitaires

- Française - M

Monsieur Serge CUENIN :

- * 28 janvier - 14 février 1996 : Système d'information pour l'Enseignement supérieur et l'Université Libanaise .

- Française - M

Monsieur Michel CHATELUS :

- * 5 - 22 février 1996 : Loi organique de l'Université Libanaise
 - * 8 - 24 avril 1996 : Loi organique et organigramme administratif de l'Université Libanaise
 - * 2 - 15 juin 1996 : Elaboration d'une nouvelle loi organique de l'Université Libanaise
- Séminaire : Université Libanaise + Recherche universitaire

- Française - M

Monsieur Michel ISSINDOU :

- * 30 juin - 19 juillet 1996
- Instruments de Gestion et système d'information à l'Université Libanaise
- Séminaire : Université libanaise + Recherche universitaire

- Française - M

Madame Lucilla JALLADE :

Directrice de la Division des Politiques et de l'Analyse Sectorielle -
UNESCO.

* 1 - 5 juillet 1996 : Séminaire : Université Libanaise +
Recherche universitaire

Argentine - F

Monsieur Mohieddine SAIDI :

Coordinateur International du projet.

* 3 - 15 novembre 1995 : Lancement du Projet LEB/94/007: les
Journées universitaires

* 4 - 17 février 1996 :

* 26 juin - 13 juillet 1996 : Séminaire : Université libanaise +
Recherche universitaire.

Algérienne - M

Monsieur Tsagge WORKU :

* 3 - 9 novembre 1995 : Lancement du Projet LEB/94/007 : les
Journées universitaires

Ethépienne - M

Beirut, 02 / 20 / 1997
Cytogenetic laboratory
Faculty of Medicine
Saint-Joseph University
Beirut, Lebanon

TO:
His Excellence,
the Minister of Culture and Higher Education

**Summary of the project for the strengthening of higher education in Lebanon:
PRIVATE LABORATORIES**

In the framework of cooperation with the World Bank about strengthening of higher education in Lebanon and given my status as maitre-assistant at the cytogenetic laboratory at the Saint-Joseph university in Beirut, I have been asked to meet with the Italian consultant Prof. Callegari of the Italian Trust Fund.

Our first meeting took place in June 1996 during the consultants' first visit to Beirut and we discussed the existence and state of the laboratories, didactic and research, in private universities. Given the importance of laboratories in supporting higher technical education and the importance of private universities in the education system as a whole they were very interested in acknowledging the laboratories already functional and the problems encountered in setting up new ones .

The different private universities that interested them were:

- Saint-Joseph University (USJ)
- Lebanese American University (LAU)
- Arab University of Beirut
- American University of Beirut (AUB)

Since our laboratory depends of the faculty of medicine of Saint-Joseph University , it was the most accessible and our visit started at the campus of medical sciences on Damascus street.

Prof. Callegari met with the vice-recteur to administrative affairs, Mr. Awit who answered his questions and discussed the fact that private universities in Beirut do need help both in material and personnel. Then we went on to meet with the administrator of the campus of medical sciences who guided us through a visit of the laboratories with helpful explanations.

The campus of medical sciences with its different faculties, was very damaged during the war and Prof. Calligari was able to notice the state of most labs, some were good, some

needed work , some needed material and some were absent ;actually the didactic labs do lack a lot of material as well as space and lab instructors and with few exceptions research laboratory are almost inexistant. Some other labs are in the process of being formed (and of course need basic materials such as the lab for the orthophonist school). Research labs are very few but some do exist and are working but they mostly lack information and up to date reading and review material.

We also visited the engineering school E.S.I.B. in Mar Roukos where the Dean of the school, Mr. Maroun Asmar met with us and discussed problems with the consultants then a visit to the different labs (mechanical, electrical and civil) was undertaken and they were able to assess the state of the labs there.

During these visits, brochures and year books were handed out to be aware of the curricula of different faculties and schools at the university.

Unfortunately, because of the lack of time Prof. Calligari had to leave without visiting the remaining laboratories of the USJ especially the ones in the Bekaa for agronomy and of course the labs the remaining universities. A second visit was scheduled in September and appointments were taken. A questionnaire was handed out to be distributed to the different universities.

I visited on my own the president of LAU, Mr. Haidar and explained to him the project and handed him the questionnaire. Mr. Haidar was eager to meet with Prof. Calligari and show him the laboratories of the university. The questionnaire was collected a week later.

The visit in September was postponed until October and in October we were supposed to meet for a visit to the other private universities such as LAU, the Arab University and the American University but during his stay, Prof. Calligari was taken by meetings and for our bad luck no time was left again for a visit to the remaining labs. Meanwhile, time was lost waiting for the visit and until the end of January we were still hoping for another visit until reception of a letter with the 21st of February being the dead line. We tried to pass out the remaining questionnaires but getting to the right persons especially at the American University, being a big institution, was not an easy task. The Arab University which has a nice, big campus was very interested and regretted this hurry but some faculties were able to answer the questionnaire on time. The American University, being well structured and having large number of laboratories, needed an official memo from the Ministry of Culture and Higher Education to hand out information.


We conclude from this study that most private Universities do need help in materials, in information and in trained personnel especially in basic sciences such as Biology, Chemistry and Physics. All the universities need help in research labs which are money consuming and need a lot of funding and well trained personnel and instructors, as well as interested students.

We still hope, however, that the short visit and the questionnaires will help in Prof. Calligari's evaluation and that a favorable report can be given.

Looking forward to another cooperation, I wish to give my thanks to Prof. Calligari for the time he has given us and to Dr. Moujabber and his coworkers for their kindness and energy in conducting this study.

Please receive, Your Excellence, my best regards and I remain at your entire disposition for further information.

Noelle Souraty

A handwritten signature in cursive script that reads "Noelle Souraty". The signature is written in dark ink and is positioned below the printed name.

LEBANON STRENGTHENING HIGHER EDUCATION
QUESTIONNAIRE ON THE LABORATORIES STATUS

LABORATORY

Laboratory of the faculty or Department: _____
Address: _____
Tel: _____
Fax: _____
Electronic mail: _____
Type of Laboratory: _____

DIDACTIC LABORATORIES

1. Relationship between curricula and didactic laboratories

1.1. List the courses which have laboratory practice in the curricula

1.2. List the courses which contain both theoretical and laboratory practice

1.3. Has there been the necessity to adjust the practical work within the courses in order to match the equipment available ?

☐ Yes

☐ No

1.4. With regard to theoretical and practical courses, what weight is given to the laboratory module and how is it evaluated for the final exams ? (for example in percentage)

2. Laboratory buildings status

2.1. How would you rate the laboratory buildings

- ☐ Good
☐ Sufficient
☐ Non-sufficient

2.2. List the physical structures which are dedicated to laboratory work
(for example: General Chemistry Lab. one room about 100 square meters)

2.3. Were the physical structures listed above built specifically as laboratories or were they adapted afterwards to save the emergency situation ? (List and specify)

2.4. How many structures were built specifically as laboratories ?

2.5. How many structures were adapted afterwards (*please specify*) ?

2.6. What is the capacity of the specifically-built labs (*please specify*) ?

2.7. Is it enough for the students attending the course?

2.8. What is the capacity of the adapted labs (*please specify*) ?

2.9. Is it enough for the students attending the course ?

3. Technological equipment status in the didactic labs

3.1. Does an updated inventory exist ? (if yes please attach as Annex)

☐ Yes

☐ No

3.2. Are the technological equipment in the didactic labs sufficient to implement practical courses ?

☐ Yes

☐ No

3.3. What kind of practical experiences can be carried out in the didactic labs (indicate the approximate percentage)

☐ Demonstrative: _____

☐ Operative: _____

(i.e. the students take part in the experience and get results to analyse it)

3.4. Laboratory equipment maintenance can be considered

☐ Good

☐ Sufficient

☐ Non-sufficient

3.5. The availability of lab-technicians can be considered

☐ Good

☐ Sufficient

☐ Non-sufficient

☐ None

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3.6. Do you think technicians need professional training in :

☐ Lab Technics

☐ Lab Safety

☐ Material Management

☐ Basic Sciences

☐ Maintenance

☐ Others : _____

3.7. If a professional training is needed, where should it be implemented ?

☐ Special courses

☐ On location by local trainers

☐ On location by both local and foreign university staff

☐ In foreign universities

☐ Using a mixture of all the above methods

3.8. What kind of information technology do you have in the labs ?

3.9. Is the information technology used as a tool for calculation and/or design of the practical experience ?

☐ Yes

☐ No

3.10. Is it used to simulate the practical experience itself ?

☐ Yes

☐ No

3.11. Indicate the division of the budget required to run the labs according to the following two categories

- ☐ Maintenance and material expenses : _____
- ☐ Investment (for example new machines) : _____

3.12. Indicate the relationship between costs for lab-financing and faculty general costs as a percentage (give an approximation if precise data is not available)

3.13. Is there a plan for re-equipment of labs ? (if yes please attach as Annex)

How do you intend to finance it ?

- ☐ Local funds
- ☐ Funds from foreign organizations

RESEARCH LABORATORIES

1.Relationship between research laboratories and faculty research plans

1.1. Which are the main sectors of research financed by the faculty

1.2. Which are the specific labs linked to the above sectors of research

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مركز مشاريع ودراسات القطاع العام

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2. Buildings status of the labs of research

2.1. How would you rate the laboratory buildings

- ☐ Good
☐ Sufficient
☐ Non-sufficient

2.2. List the physical structures which are dedicated to laboratory practice
(for example: Genetics Lab. one room about 100 square meters)

2.3. Of the physical structures listed above built specifically as laboratories or were they adapted afterwards to save the emergency situation ? (List and specify)

2.4. How many structures were built specifically for laboratories ?

2.5. How many structures were adapted afterwards ?

3. Technological equipment status in the research labs

3.1. Does an updated inventory exist ? (if yes please attach as Annex)

- ☐ Yes
☐ No

3.2. Are the technological equipment in the research labs sufficient to implement research plans ?

- ☐ Yes
☐ No

3.3. Laboratory equipment maintenance can be considered:

- ☐ Good
- ☐ Sufficient
- ☐ Non-sufficient

3.3.The availability of lab-technicians can be considered:

- ☐ Good
- ☐ Sufficient
- ☐ Non-sufficient
- ☐ None

3.4.Do you think technicians need professional training in :

- ☐ Lab Technics
- ☐ Lab Safety
- ☐ Material Management
- ☐ Basic Sciences
- ☐ Maintenance
- ☐ Others : _____

3.5.If a professional training is needed, where should it be implemented ?

- ☐ Special courses
 - ☐ On location by local trainers
 - ☐ On location by both local and foreign university staff
 - ☐ In foreign universities
 - ☐ Using a mixture of all the above methods:
- _____
- _____
- _____
- _____

3.6. What kind of information technology do you have in the labs ?

3.7. Indicate the division of the budget required to run the labs according to the following two categories:

- ☐ Maintenance and material expenses : _____
- ☐ Investment (for example new machines) : _____

3.8. Indicate the relative budgets allocated laboratories and the faculty as a whole as a percentage (give an approximation if precise data is not available)

3.9. Is there a plan for re-equipment of research labs ? (if yes please attach)

How do you intend to finance it ?

- ☐ Local funds
- ☐ Funds from foreign organization

The information requested on the didactic laboratories :

- An estimate of the laboratories adequacy with respect to course curricula. This refers also to available instruments for practical didactic needs foreseen in the curricula and the weight the practical work has in the final exam marks;
- An evaluation of the physical state of the structures which house the laboratories. What is the capacity in relation to the number of students which it has to accommodate for a specific course ? Which laboratories are located in converted locations and which, instead, have been built specifically respecting rules of function and safety;
- An estimate of the condition of scientific instruments used in the laboratories. Where possible a request was made for an inventory of the instrumentation with a description of the functionality of the equipment. It was felt that an indication of how the available instruments are utilized is important with respect to :

- demonstrations
- direct practical experience

This permits ulterior information to be obtained on the ability of the laboratories to meet didactic requirements according to the curricula;

- An evaluation of the technical structures which exist for the maintenance of the laboratories and the evaluation of technicians in charge of maintenance and on their professional training.

With respects to research laboratories, the aim of the questionnaire is to obtain information and data not only on their structure, functionality and maintenance but also important evaluations of :

- The relationship between already existing research laboratories and the plans for faculty research development for which they are required;
- What are, if they exist, the main sectors of research financed by the faculty itself

Summary of the important information obtained from the first review of the questionnaires:

- The physical infrastructures (buildings) containing lecture halls and laboratories are part of a very complex situation making a general evaluation difficult. It was therefore decided to start by considering separately the data faculty by faculty.

- As far as the scientific instruments are concerned it is already possible to make a general observation. The scientific apparatus in the didactic laboratories supporting the practical work in the common core courses are seriously inadequate in all the faculties involved in the study . At present an analysis of existing inventories is being completed (included together with the questionnaires) and plans for re-equipping each of the faculties, in order to obtain a detailed idea of the situation, are being developed.
- Most of the courses are given with Labs, and these courses and their Labs have the same number of hours, but the courses units are twice the lab units .
- Except the faculty of Science I and II , the physical structures which are dedicated to laboratory work is Non-sufficient. for teaching all these courses.
- It was difficult to obtain a list of the materials during the period of this study. But the questionnaire shows that the materials in the labs are non-sufficient (82%).
- The experiments in most of the faculties are operative, but due to the lack in materials in some labs, the experiment became demonstrative.
- The maintenance of the instruments is absent 90% absent.
- The availability of lab-technicians is practically non-sufficient 70% .
- All the technicians need professional training mainly in lab safety and maintenance.
- The information technology in these labs is absent.
- For research part : Due to the present situation , there are not a organized research in the L.U.

General situation Faculty by Faculty

Faculty of Science (I)

There are 5 Floors for laboratories in the same structure

1. Physics
2. Mathematics and Informatique
3. Biology
4. Biology - Chemistry
5. Chemistry - Biochemistry

All these structures were built specifically as laboratories. Each floor contains 66 modules. (about 2000 m²), divided on 10 rooms of 100 m² and 3 rooms of 70 m². The capacity of each room is about 24 students.

Faculty of Science (II) :

- The total surface of laboratories is about 2000 m².
- All rooms were built specifically as laboratories .
- There are 16 labs for Chemistry and Biology; each one is about 80 m²
- In physics there are 6 labs, each one about 40 m².
- In electronics, there are 3 labs of 40 m² each. The capacity of each is 20 students.

Faculty of Science (IV) : (civil structure)

The labs are for the second year in biology and chemistry. It is a civil structure and all labs were adapted to save the emergency situation . There are 5 rooms for chemistry , biology , physics, computer and museum. The surface of each is 45 m² with a capacity of 20 students.

Faculty of Science (V) :(civil structure - school)

The labs is for the second year in biology and Chemistry . There are 4 labs , each one is about 50 m² and all were adapted to save the emergency situation. The capacity is 15 students by room.

Faculty of Engineering.

Engineering I

The building is a “ civil structure (School) . It composed of 3 floors. The labs and ateliers are as follow :

R.D.C

- 2 Altiers ; one 180 m² and the other 70 m².
- One lab of 180 m²
- One room of photocopy

First floor

- 2 labs of chemistry (180 m²)
- One lab of physics (60 m²)
- One lab of Informatique (60 m²)

Second floor

- One lab of Physics (100 m²)
- One lab of electrecity (100 m²)
- One lab of Informatique (120 m²)

N.B : The capacity of each lab is about 18 students.

Engineering - II - Civil structure (School)

Two building for labs and ateliers :

First building :

2 floors contains the following labs and ateliers:

-Chemistry,Physics,Mecanic,Botany,structureTopography,Geology,Hydraulic etc....
and two ateliers :

Second building :

Contains 3 floors : center of informatique, 3 rooms of 60 m² . One of these rooms is for final project of student .

Engineering -III- :

The building contains both the labs and the direction. The surface is about 500 m². All these labs were adapted afterwards to save the emergency situation.

First floor : 4 labs

Second floor : 2 labs

Third floor : Direction

First Basement ; 1 lab

Second Basement : 2 labs

The surface of Hydraulic lab is 80 m², structure lab 25 m², concrete 25 m², Soil mecanic 60 m² soudoure 80 m²,motors 50 m², mecanics of fluids 50 m², Solar energy 50 m², chemistry 80 m² and 1000 m² for electrical , communication and computer

Faculty of public Health :

Public Health -I-

- One lab of chemistry : 60 m²
- One lab microbiologie : 40 m²
- One lab Brochemistry : 30 m²
- One lab Histology :30 m²

The labs listed above were built specifically as laboratories , but the capacity of each is very low (12 students maximum)

Public Health -II- (Civil structure) structure adpted after wards

There are 3 labs as follow ;

Chemistry (100 m²)

Biology (100 m²)

Hematology etc(150 m²)

Public Health -III- (Civil structure : Hospital)

- Chemistry : 70 m²

- Biology : 40 m² } in the Hospital near the Faculty

- parasitology , Hematology etc...

- Physics : in the Faculty of Science III

and all these labs were built to save the emergency situation :

Public Health -IV- (Civil structure)

There are two labs adapted afterwards to save the emergency situation :

- Chemistry :36 m² (12 students)

- Biology : 28 m² (12 students).

Public Health - V- (Civil structure)

Two labs adpted afterward.

- Chemistry : 30 m²

- Biology : 30 m²

Faculty of AGRONOMY :

Agronomy - I -

- Plant protection : 112 m²

-Chemistry : 50 m²

- Physics : 50 m²

-Computer :30 m²

Faculty of Pharmacy :(civil structure)

-Chemistry : 2 labs : 30 m² x 2

-Other labs : 2 rooms : 30 m² x 2.

N.B: The two sections is now in the section I .

Medical Science : Dentistry II

The building is not owned by the L.U.

- Dental technical : 70 m²
- 2 labs : 150 m² + 80 m²
- Histology : 20 m²

N.B. The two sections is now in the section II and the capacity is half of the needs

Infrastructure for Maintenance and Maintenance Tecnicians

A general fact which has emerged from the questionnaires are the inefficiencies of the organized structures for the maintenance of the laboratories. The situation is particularly serious in the faculties of Science, Medicine and Agronomy. As far as the technicians are concerned, the inadequacies are to be found in these same faculties. This is due, in part to the fact that the role of technician is not recognized within the organizational structure of the laboratories and therefore as a member of the universities personnel with a clear career.

Some suggestion will be given in the end report in order to organize a structure for the maintenace , and for reequipment plan of each faculty .

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