

**Work-Based Learning Study
Reviewing Work-Based
Learning (WBL) Programmes
for Young People
in Lebanon**



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This report, a UNESCO initiative, examines Work-Based Learning programmes for young people in Lebanon. The information collected and research conducted follows the methodology and guidelines of UNESCO for the national reports on reviewing work-based learning programmes for young people in the Arab region. This report aims to support partners in the design and implementation of relevant Technical and Vocational Education and Training (TVET) policies that can contribute to youth employment.

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Forward

Work-based learning (WBL) has become a key issue in the international debate on human capital development. In line with UNESCO's TVET Strategy (2016-2021), UNESCO promotes TVET as an integral component of education, which is a human right and a building block for peace-building and inclusive sustainable development. With its humanistic and holistic approach to education, UNESCO strives to enhance inclusive education systems where all individuals benefit from meaningful and lifelong learning, delivered through multiple formal and informal pathways.

This case study seeks to inform policymakers and practitioners in Lebanon, including private sector and civil society about how to design and manage effective work-based learning programmes targeting young people.

In Lebanon, TVET's landscape is changing fast, as new programmes and new roles are emerging. Changes in TVET are the result of political and structural changes in the overall education and training system. They are also the result of external social, political and economic factors, notably youth unemployment, demographic developments, and labour market trends driven by technological and work processes and organizational changes, as well as geopolitical turmoil in the region.

In this context, WBL is a powerful driver for expanding and improving the relevance of TVET. However, realising the potential of WBL requires policymakers and social partners to engage in partnerships and in close cooperation.

In addition, this case study seeks to provide current information on the state of WBL in Lebanon by examining the national context, the nature and extent of WBL, policies and legislations, employer and employee organizations, resources to improve the quality of WBL programs, funding, and data on performance of WBL on employment, productivity, growth, and sustainable development. The report also examines WBL as a vector for access to TVET for disadvantaged groups including young women.

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Acronyms

Acronyms	Signification
AFD	Agence Française de Développement
AVSI Foundation	Association of Volunteers in International Service (Italian NGO)
CAS	Central Administration of Statistics
CERD	Centre for Educational Research and Development
DGVTE	Directorate General For Vocational and Technical Education
GIZ	Deutsche Gesellschaft Internationale Zusammenarbeit - German association for International Cooperation
IECD	Institut Européen de Coopération et de Développement
MEHE	Ministry of Education and Higher Education
NEO	National Employment Office
TVET	Technical and Vocational Education and Training
UNHCR	United Nations High Commissioner for Refugees
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East

Section One

The National Context (see guidelines) (4-5 pages)

Demography

Lebanon, officially known as the Lebanese Republic, has a population of 6,229,794 as of July 2017¹, up from the 4.43 million estimated in 2013. Recent figures estimate that approximately 32% of the Lebanese population ranges between 18 and 35 years.

Figure 1: Age Distribution of Lebanese Population

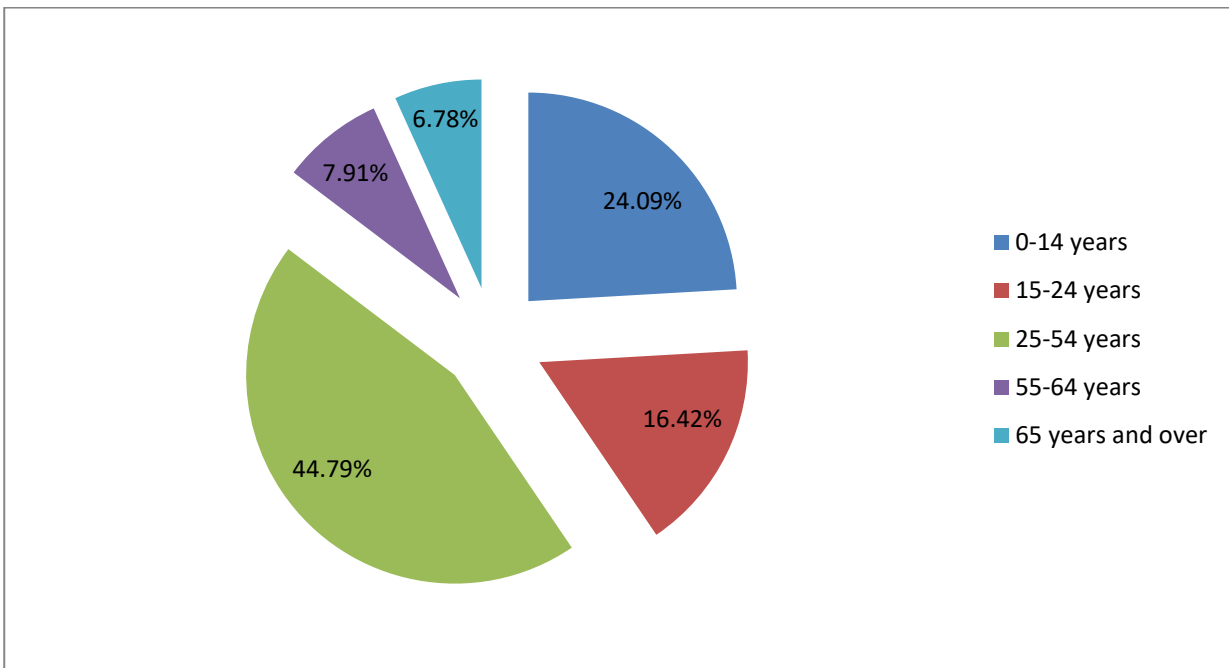
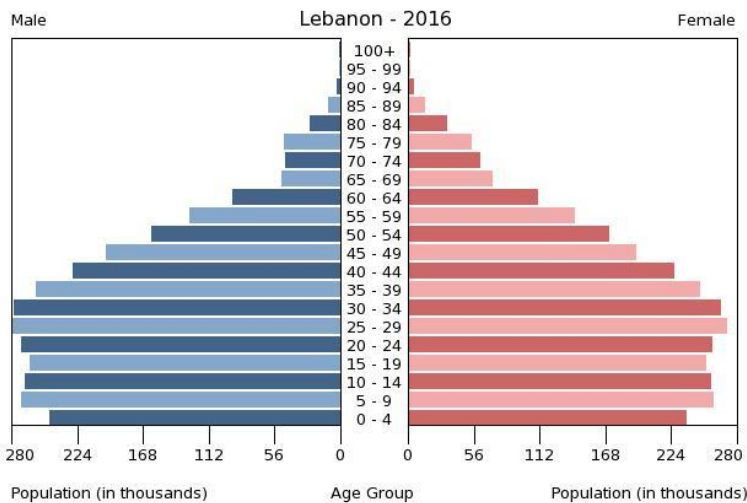


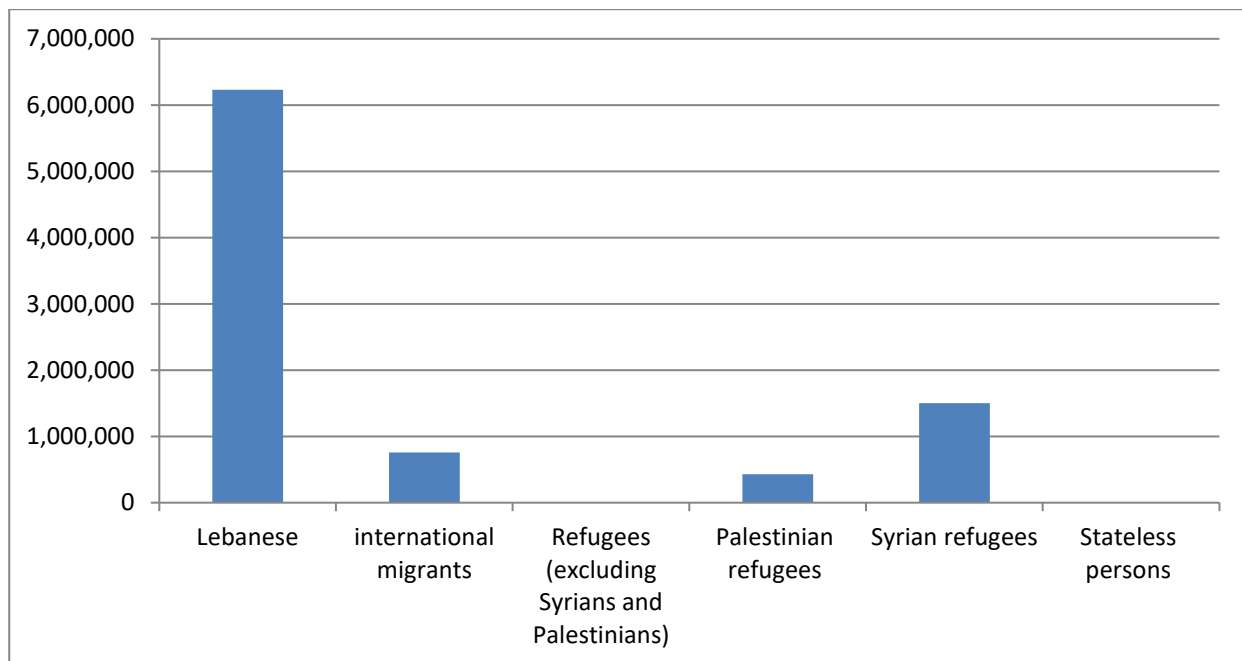
Figure 2: Gender and Age Distribution of Lebanese Population



¹ Central Intelligence Agency, The World Fact book, available online on the following URL: <https://www.cia.gov/library/publications/the-world-factbook/geos/le.html>

There are an estimated 758,000 international migrants, out of which nearly half are women, mainly domestic workers² (excluding Syrian refugees). More than 80% of the 9,000 refugees and asylum seekers registered with the United Nations Refugee Agency (UNHCR) are from Iraq.³ Furthermore, an estimated 427,000 Palestinian refugees are registered with the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), out of which 226,000 live in refugee camps⁴. The Palestinian refugee population in Lebanon is mostly young, with more than 45% of refugees under the age of 18⁵. There are about 80,000 stateless persons residing in Lebanon such as Kurds, Bedouins, and those that were unregistered at birth including children born out of wedlock⁶.

Figure 3: Distribution of Residents by Origins



However, it's important to note that no official census has taken place in Lebanon since 1932 due to the sensitive confessional political balance between the country's diverse religious groups. Lebanon is also the only United Nations member state that has not conducted a population census since the end of World War II. The sensitivity and politicization of demographic statistics hinders a homogenous and official demographic analysis of the country. The last census from the French mandate in 1932 found that Christian Maronites constitute the largest demographic group, followed by Sunni Muslims and then Shiite Muslims.⁷ Overall, accurate demographics in Lebanon are scarce and existing statistics are solely estimates.

² 2010 figures, United Nations Population Division, 'International Migrant Stock: 2008 Revision'

³ UNHCR 20011, 'Country operations Profile-Lebanon'

⁴ UNRWA 2010, 'UNRWA in figures'

⁵ UNICEF, 'Palestinian Children and Women in Jordan, Lebanon, the Syrian Arab Republic and the Occupied Palestinian Programme Document 2011-2013', 2010.

⁶ Frontiers, 'Invisible Citizens: A Legal Study on Statelessness in Lebanon', November 2009

⁷ For more information, see: Canvas September 2015, Analysis of the current situation Lebanon, situation, pillars of support and possible outcome, 2015, <http://canvasopedia.org/wp-content/uploads/2015/12/lebanon-analysis.pdf>

The Economy

Lebanon's economy consists of private and liberal economic activity and openness to abroad with perfect capital and labor mobility⁸.

In Lebanon, the private sector is a well-diversified sector that covers the entirety of economic sectors and is a major pillar for growth and recovery. The private sector contributes to about 75% of the aggregate demand. The Lebanese economy is an open economy with a large banking sector equivalent to more than 2.5 times its economic sector. The country's liberal economy bases itself on both competition and private ownership. The services and banking sectors represent 70% of the country's gross national product, while the industrial sector constitutes 20%, and agriculture constitutes 10%.

The Lebanese economy is based primarily on the service sector, which accounts for approximately 60% of GDP (down from approximately 70% in the 1970's). The most important subsectors are commerce, tourism, and financial services. Other minor subsectors include healthcare and higher education. The geographic location of Lebanon, its climate, and nature make it a tourist destination. Lebanon also benefits from its professional services sector in the tourism industry. However, the spillover from the Syrian conflict, including the influx of more than two million Syrian refugees has worsened the situation and "slowed economic growth to the 1-2% range in 2011 – 2016, after four years of averaging 8% growth"⁹. Lebanon has experienced reduced foreign investment, limited tourism, and an increased demand for government services, including education and healthcare.

According to a World Bank-led report, "the Syrian crisis may push 170,000 Lebanese into poverty, reduce real GDP growth by 2.9 percentage points each year, double unemployment to over 20% (mostly among unskilled youth) and depress government revenue collection by USD 1.5 billion. In addition, government expenditures are projected to increase by USD 1.1 billion due to the increased demand for public services."¹⁰ The Syrian war affects Lebanon's security, economy, living conditions, education, health, society, and demography. Lebanon continues to shoulder the burden of the Syrian crisis in light of the accelerating drop in the volume of international aid and the decrease of humanitarian aid from Arab countries by 50% compared to the beginning of the Syrian crisis. Consequently, this has made the Lebanese local communities unable to cope with this burden given the already deteriorating political, economic, and security conditions of the country."¹¹

The Labor Market

Lebanon's labor market is inadequate, incomplete, outdated and in some cases contradictory. In 2009, the labor force participation rate was 49.2% while the employment rate was 43.6% respectively.

The Lebanese labor market is male-dominated: 67.8% of all participants are male. The female activity rate stands at 25.6%, one of the lowest rates in the world.¹² The low female employment rate is due

⁸ The Economy, The Embassy of Lebanon in THE United Kingdom, <http://london.mfa.gov.lb/britain/english/lebanon/the-economy>

⁹ The Embassy of Lebanon in UK, The Economy, 20 November 2017, available online at: <http://www.lebanonembassyus.org/the-economy.html>

¹⁰ World Bank, Lebanon: Economic and social impact assessment of the Syrian conflict, World Bank, Washington DC, 2013a. available online at: <http://arabstates.undp.org/content/dam/rbas/doc/SyriaResponse/Lebanon%20Economic%20and%20Social%20Impact%20Assessment%20of%20the%20Syrian%20Conflict.pdf>

¹¹ Fanack, Chronicle of the Middle East & North Africa, Influx of Syrian Refugees Continues to Impact Lebanese Economy, 28 June 2016, available online at: <https://fanack.com/lebanon/economy/syrian-refugees-economic-impact/>

¹² Ibid, World Bank

to social, cultural, and economic reasons. However, female employees have a higher educational attainment level with 43% of employed women obtaining a university degree. In the case of employed men, there is no major variation in the employment rate and the educational attainment level. Estimates also show that educated people spend almost the same amount of time in unemployment as those who are less educated.¹³

Unemployment data is controversial in Lebanon. A World Bank report from 2012 set the national unemployment rate at 11%; the Central Administration of Statistics (CAS) study of 2011 calculated it at 6%; and other governmental institutions including the Ministry of Labor and the National Employment Office (NEO) estimated it to be between 20-25% during the same period. Moreover, the youth unemployment rate is particularly high. According to the National Youth Policy Document, endorsed by the Lebanese government in April 2012, the youth unemployment rate was set to 34%. Unemployment is especially higher among higher-educated youth: 21.8% among upper secondary graduates and 36.1% among university graduates.

The Lebanese labor market is inflated by the size of its informal sector, which is difficult to measure given its heterogeneity, ranging from subsistence farmers to high-level self-employed professionals. As a percentage of GDP, the World Bank estimates the level of informality to be 36.4%. In the labor force, 66.9% of employees do not contribute to any social security system.¹⁴ Furthermore, about 20% of workers are informal wage employee who lack access to social insurance and labor regulations. Instead, another 30% of workers are self-employed, but the majority of these are low-skilled self-employed individuals who are usually involved in low-productivity activities and have limited access to formal insurance arrangements.¹⁵ These dynamics call into question the current structure of the social insurance system and labor regulations, which fail to cover the majority of the labor force and provide incentives to work inside the formal sector.

Education and Training

The Lebanese educational system has five core objectives; (a) education based on equal opportunity; (b) quality education builds a knowledge society; (c) education contributes to social integration; (d) education is key to economic development, and (e) governance of education¹⁶.

The Ministry of Education and Higher Education (MEHE) is directly responsible for education from preschool to university.

The ministry has four different departments working to achieve its goals and vision. These directorates are:

- General Directorate of Education
- General Directorate of Vocational Education
- General Directorate of Higher Education
- Joint Administrative Directorate

¹³ Hicham Abou Jaoude, **Labor Market and Employment Policy in Lebanon**, European Training Foundation, 2015, p.3.

¹⁴ World Bank, *Striving for better Jobs: The challenge of informality in the Middle East and North Africa*, World Bank, Washington, DC, 2011, available online at <http://documents.worldbank.org/curated/en/445141468275941540/Striving-for-better-jobs-the-challenge-of-informality-in-the-Middle-East-and-North-Africa>

¹⁵ World Bank, Republic of Lebanon, *good jobs needed: The role of macro, investment, education, labor and social protection policies ('Miles')*, World Bank, Washington, DC, 2012, available online at: http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2013/03/20/000425962_20130320133437/Rendered/PDF/760080ESW0GRAY0C0Disclosed030200130.pdf

¹⁶ Bankmed: Market & Economic Research Division, *Analysis of Lebanon's Education Sector*, Special Report, June 2014, <https://www.bankmed.com.lb/BOMedia/subservices/categories/News/20150515170635891.pdf>

In addition, under the auspices of the MEHE, the Center for Educational Research and Development (CERD) provides technical expertise on the Lebanese educational system to both local and international bodies. CERD also develops and publishes research, statistics, national curriculum, textbooks, and continuous teachers training.

The Directorate General of Education stipulates educational and equipment requirements for primary and general education students, supervises the application of curricula, rehabilitates the educational body, and meets the requirements of modern education. During the academic year 2015-2016, the number of students reached 1,038,738, among them 35,104 at the UNRWA schools for Palestinian refugees. (The number of students does not take into account the number of Syrian refugees). The table below shows the distribution of students in the different educational sectors.

Table 1: Distribution of Students in Educational Sectors for General Education

Education sector	%
Public	30.3
Private non profit	13.7
Private for profit	52.6
Private Palestinian	3.4

During the year 2015-2016, the total number of schools in Lebanon was 2,854.

Table 2: Number of Schools by Educational Sector for General Education

Education sector	School Number	%
Public	1260	44.2
Private non-profit	371	13
Private for-profit	1156	40.5
Private Palestinian	67	2.3
TOTAL	2854	100 %

The MEHE has two different directorates for both public and private schools. Semi-private schools are part of the second directorate despite receiving subsidies from the MEHE. However, students pay fees for attending those schools, which makes them neither free nor private. Although the number of public and private schools is almost equal, the public sector accounts for only 30.3% of students enrolled in the Lebanese education system. The public sector also accounts for only 25% of preschool enrollment compared to 45.8% in the private sector and 13.7% in the semi-private sector. The wide disparities in the quality of education are apparent when comparing private versus public schools. The underlying problem is that there are two completely disaggregated educational systems in Lebanon.

The Technical and Vocational Education Training (TVET) is under the direction of the Directorate General for Vocational and Technical Education (DGVTE). In Lebanon, there are only 75,691 students enrolled at all levels of TVET¹⁷.

¹⁷ ETF, Overview of Vocational training and Education in Lebanon, [https://www.etf.europa.eu/pubmgmt.nsf/\(getattachment\)/9fa111e4bc4be2b9c125700d004005fa/\\$file/med_vet_lebanon_00_en.pdf](https://www.etf.europa.eu/pubmgmt.nsf/(getattachment)/9fa111e4bc4be2b9c125700d004005fa/$file/med_vet_lebanon_00_en.pdf)

When compared to students with the same levels in general education or university – counting 542,753 students (excluding students from UNRWA schools) they represent only 12%.

TVET enrollment is higher in upper secondary education than in lower secondary or tertiary education. On average, 25% of students in upper secondary choose a TVET programme.

Figure 4: Percentage of the student enrollment in TVET

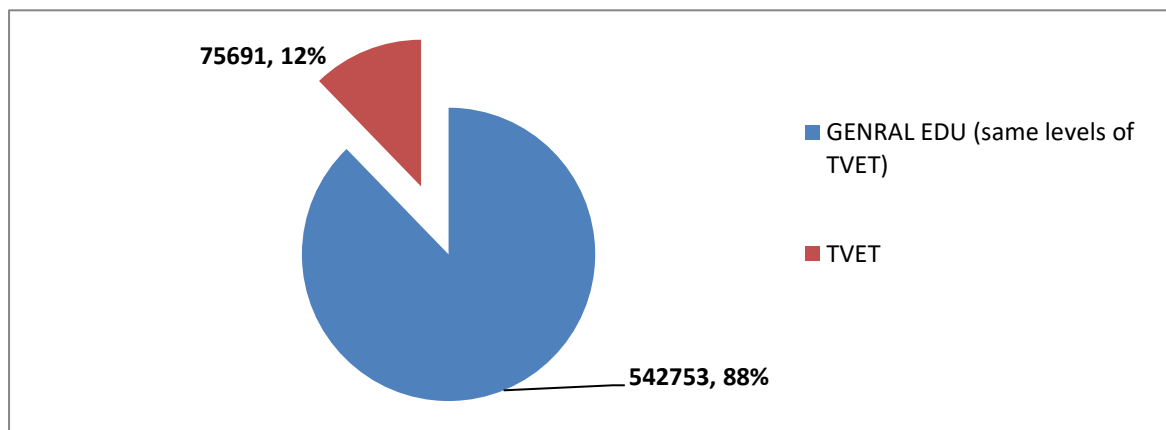


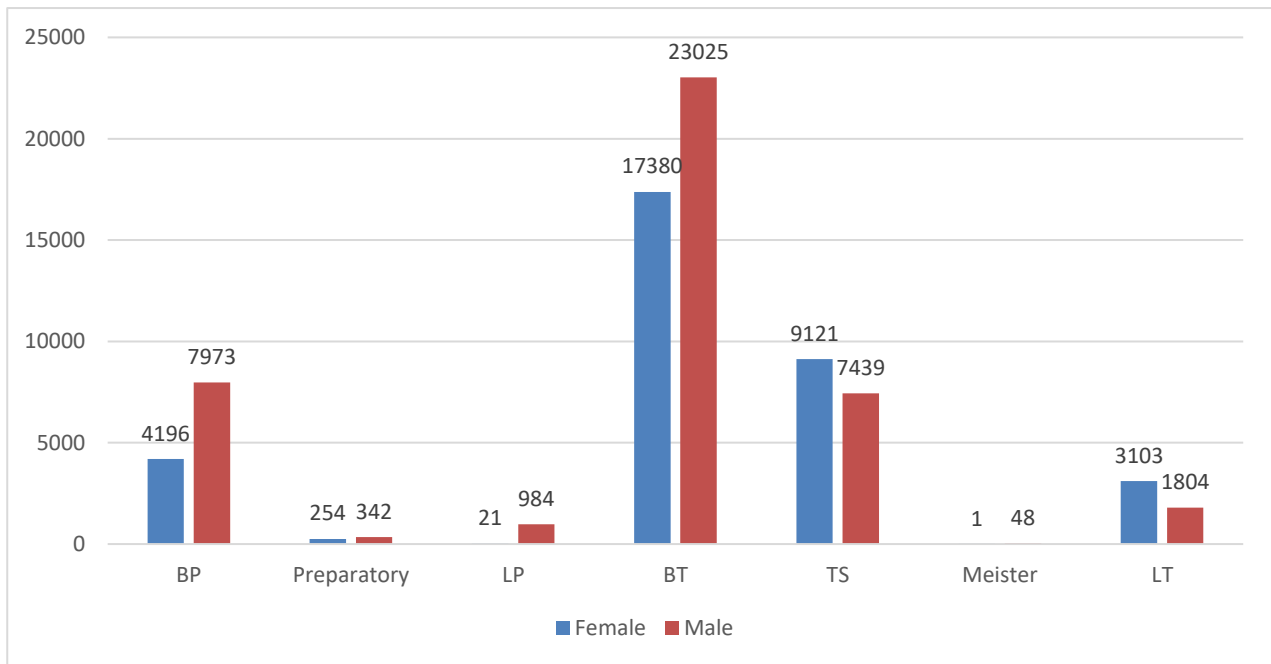
Table 3: Enrollment of Students by Levels

Level	ISCED		%
Vocational Intermediate Level BP (Professional Brevet)	Lower Secondary Level	2	16.08%
Preparatory Technical Rehabilitation Certificate	Lower Secondary Level	2	0.06%
Technical secondary certificate BT (Technical baccalaureate)	Upper Secondary Level	3	53.38%
Vocational secondary certificate LP (Professional Lycée)	Upper Secondary Level	3	1.33%
The technical middle level TS (Superior Technician)	Post-Secondary Non-Tertiary Education	4	21.88%
The Vocational middle level MS (Meister)	Post-Secondary Non-Tertiary Education	4	0.06%
The Higher Technical Level LT (Technical Bachelor)	First Stage of Tertiary Education	5	6.48%

In Lebanon, female enrollment in TVET is generally high with a 45% participation rate. In addition, 16.08% of all enrollments are in lower secondary level VET (ISCED 2), of which 34.48% are women¹⁸. Instead, the upper secondary level TVET (ISCED 3) accounts for 54.71% of enrollments, of which 42.02% are women, while tertiary education accounts for 28.43% of enrollments, of which 56.82% are women. In addition, approximately one third of TVET students (28.43%) continue from ISCED 3 to 5 because of their desire to continue on to higher education.

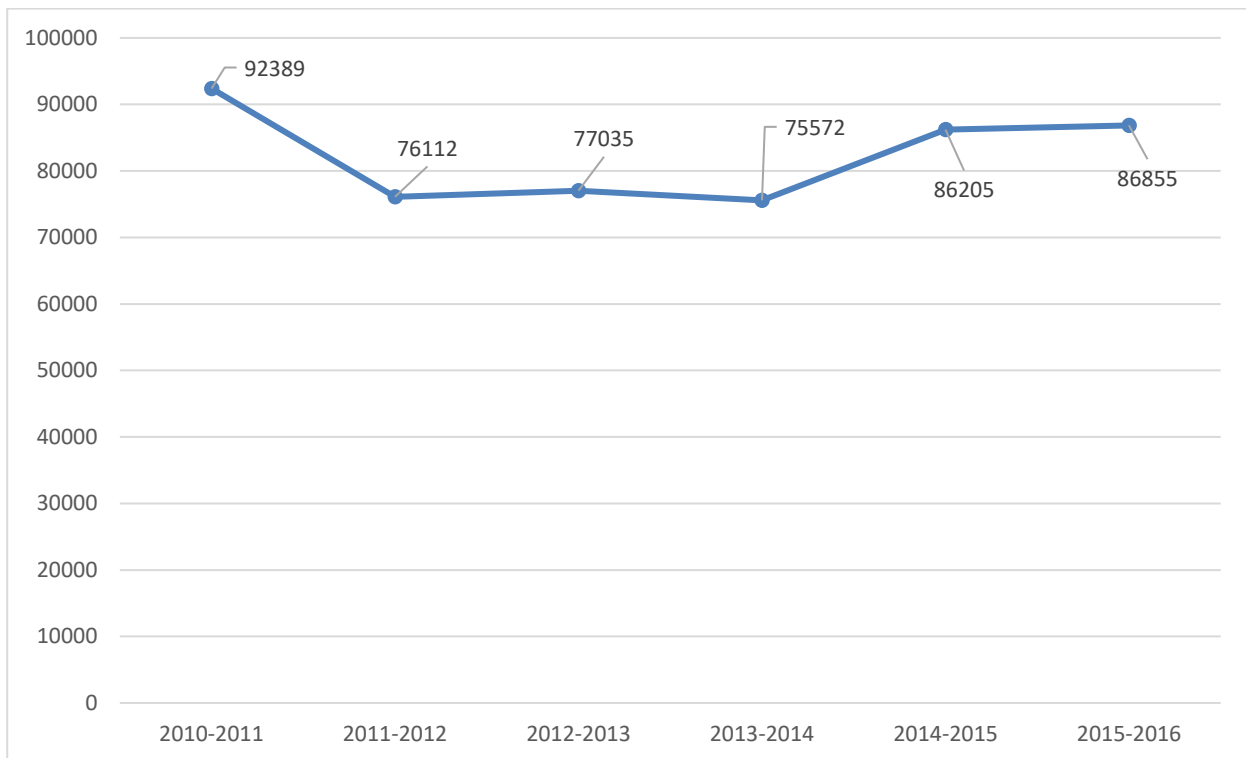
¹⁸ Data refers to 2015-2016 (CERD resources delivered by DGVTE).

Figure 5: Distribution of TVET Students by Levels and Sex (2015-2016)



Since 2006, TVET has retained approximately the same number of students across the years.¹⁹

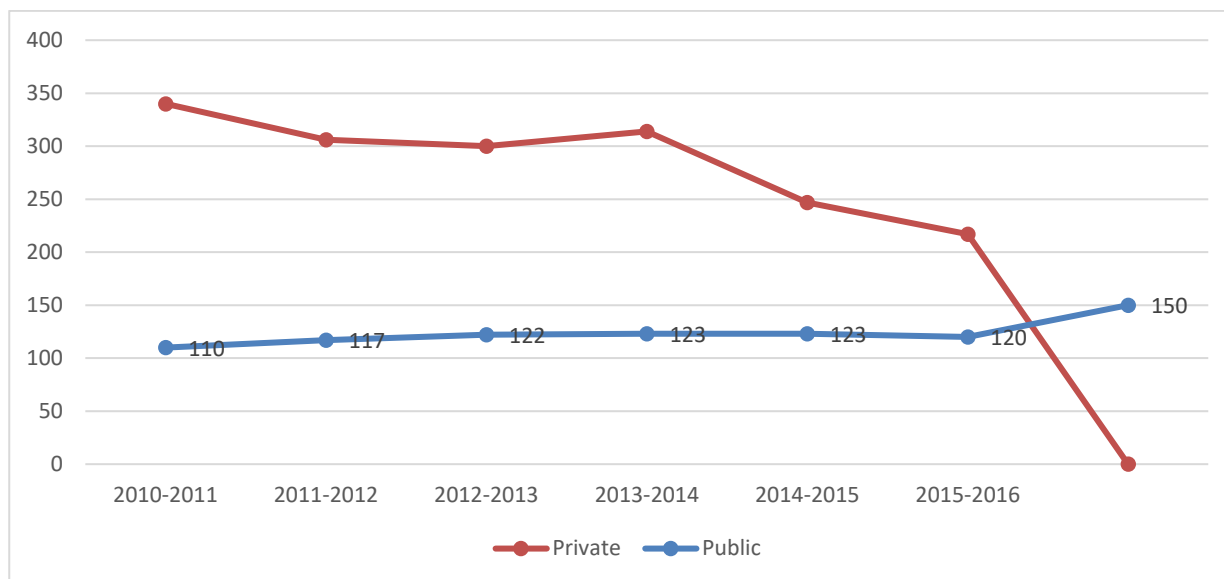
Figure 6: Number of TVET Students (Private and Public)



¹⁹ European training Foundation, Torino Process 2014 Lebanon, p. 8.

In 2016-2017, the number of TVET public schools and institutes increased to 150 compared to 110 in 2010-2011 and 120 in 2015-2016²⁰. However, the number of private TVET schools and institutes decreased from 340 in 2010-2011 to 217 in 2015-2016. The decrease in the number of private schools is due to the overall economic situation of the country, the negative societal attitudes associated with TVET, the opening of new prestigious universities across the region, and the legal situation of some schools.

Figure 7: Number of TVET Schools and Institutes



The decree 8590 passed in August 2012 divided TVET in two fields: vocational training and technical education.

- (1) Vocational training concerns trades of a manual type and those whose acquisition does not require substantial general knowledge. Vocational Training is divided into three strands:
 - a. Complementary level, which ends up in the Vocational Intermediate Level BP (Brevet Professional), programmes at this level take two years²¹. Students enrolled at this level must fulfill one of the following requirements:
 - Complete fifth grade and pass an official exam after enrolling in a training session for 800 hours in a technical and vocational school;
 - Complete sixth grade and pass an official exam after enrolling in a training session for 400 hours in a technical and vocational school;
 - Complete seventh grade.
 - b. The executive level, which leads to the vocational secondary certificate LP (DS - Dual System), takes three years to complete. Students enrolled at this level must fulfill one of the following requirements:
 - Obtain a BP Certificate;
 - Obtain a Brevet Certificate;
 - Obtain a candidacy card, but without passing the Brevet examination;
 - Students exempted from taking the official examination must obtain an official sealed school record certifying that the student passed 9th grade.
- ***Note that students who successfully complete their first year of BT can advance to the 2nd year of their suitable specialization in the LP level****

²⁰ Data refer to 2015-2016 and they are based on CERD sources as delivered by DGVTE

²¹ According to the decree 10391, June, 4, 2013

- c. The middle level ends with a Meister degree and takes two years to complete. Students wishing to obtain a Meister Degree must fulfill one of the following requirements:
- Obtain a Vocational Secondary Certificate (LP) – (Dual System) level with at least two years of practical experience;
 - Obtain a Technical Baccalaureate Certificate with at least three years of practical experience;
 - Obtain a General Secondary Certificate with at least five-years of practical experience.
- (2) Technical education covers trades whose acquisition requires scientific knowledge and high-level techniques. The technical education field has three levels: executive, middle, and higher.
- a. The executive level leads to a Technical Baccalaureate Certificate (BT) and lasts for three years. Students enrolled at this level must fulfil one of the following requirements:
- Obtain a BP certificate
 - Obtain a Brevet certificate
 - Students who hold a candidacy card, but haven't passed the Brevet examination or hold an official sealed school record certifying their successful completion of 9th grade, can be enrolled in the BT level, but have to pass at the end of the first year an official exam in order to obtain the "Preparatory Technical Rehabilitation Certificate."
- b. The middle level: The Superior Technician Certificate (TS) takes two years to complete. (The DGVTE is in the process of restructuring the content of the curriculum). Students enrolled at this level must fulfil one of the following requirements:
- Obtain a BT certificate;
 - Obtain a General Secondary certificate.
- c. The higher technical level is divided into two paths:
- The Technical Bachelor Certificate (LT): Students holding a Superior Technician Certificate (TS) can join this level to earn a Technical Bachelor Certificate (LT). It takes one year to complete this level.
 - The Technical Educational Bachelor Certificate: Students holding a General Secondary Certificate or a Technical Baccalaureate can join this level to earn a Technical Educational Bachelor Certificate (LET). It takes four years to obtain this certificate. Programmes at this level seek to prepare technical teachers.²²

Special conditions:

Some special conditions allow for the transfer of students from general education to technical and vocational education and to universities. Students must fulfill one of the following requirements:

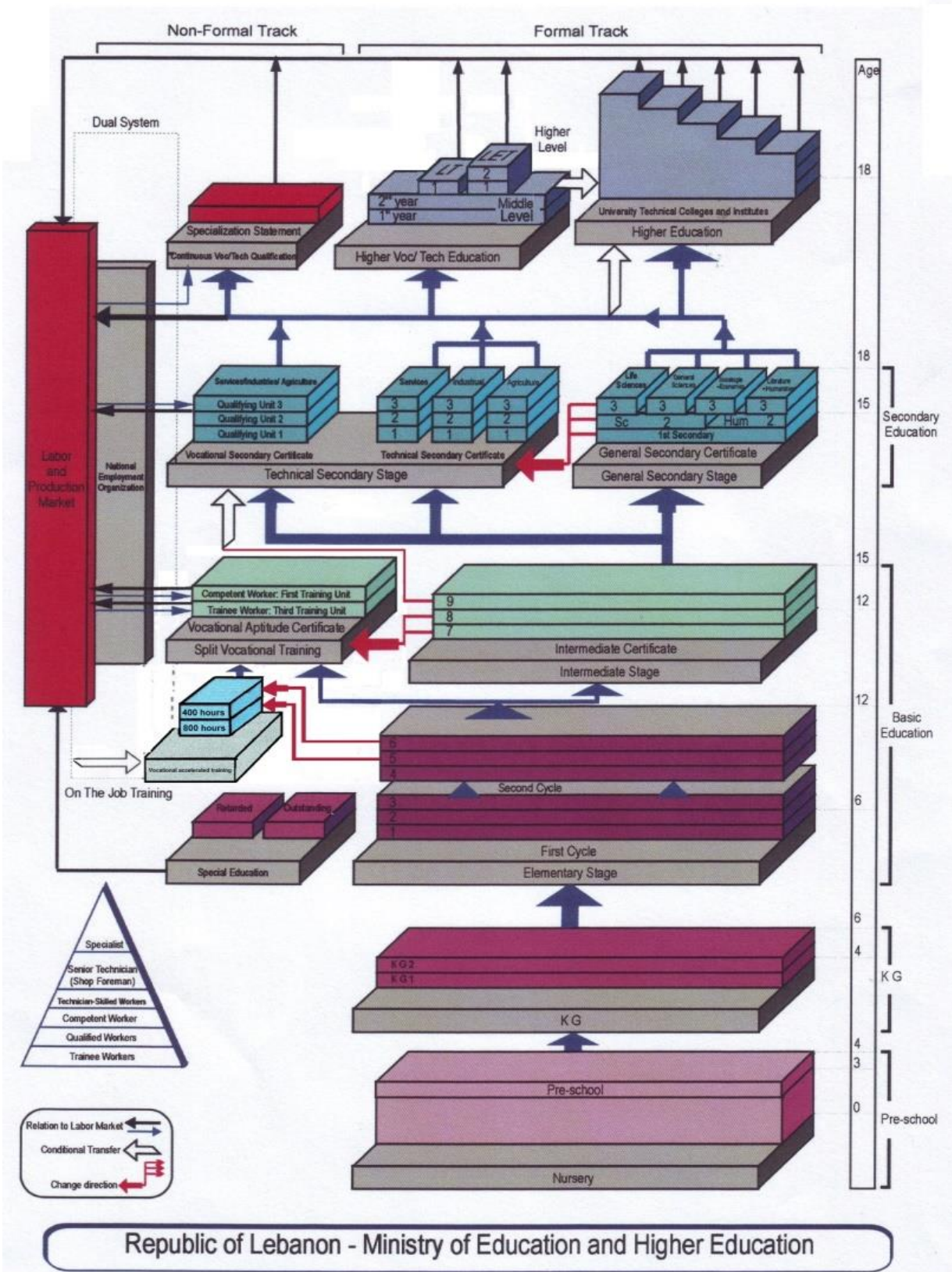
- If a student passes the first secondary year then he/she can join the BT Level 2nd year.
- If a student passes the first two years of secondary school then he/she can join the BT Level 3rd year (*this applies only to some specializations*).
- If a student obtains a TS Level Certificate and earns an average of at least 12/20 in the official examination then he/she can join a higher education institution in a suitable specializations, provided that they complete:
 - At least 50% of the hours training and the required credits in the bachelor's degree;
 - At least 70% of the training hours and required credits needed to obtain an engineering diploma or a bachelor's degree in engineering or any degree that requires five years of education (which is equivalent to 10 semesters).

TVET schools and institutes have long accepted students who have completed an intermediate level without obtaining an official Brevet Certificate. This is a dual system used for the Technical Baccalaureate Certificate and the Vocational Secondary Certificate.

The figure below looks at the structure and framework of the Lebanese educational system.

²² United Nations Educational, Scientific and Cultural organization (UNESCO), **Promoting Learning for the World of Work – Information on TVET in Lebanon**, available online at : <http://www.unevoc.unesco.org/go.php?q=Lebanon>

Figure 8: Lebanese Educational System Framework



Private schools also offer TVET programmes and have approximately the same number of students as public TVET schools²³.

The private sector consists of schools run by non-governmental organizations (NGOs) and schools operated for profit. Private TVET schools offer specialized courses in the services sector since the investment required is lower than that for courses in the industrial sector.

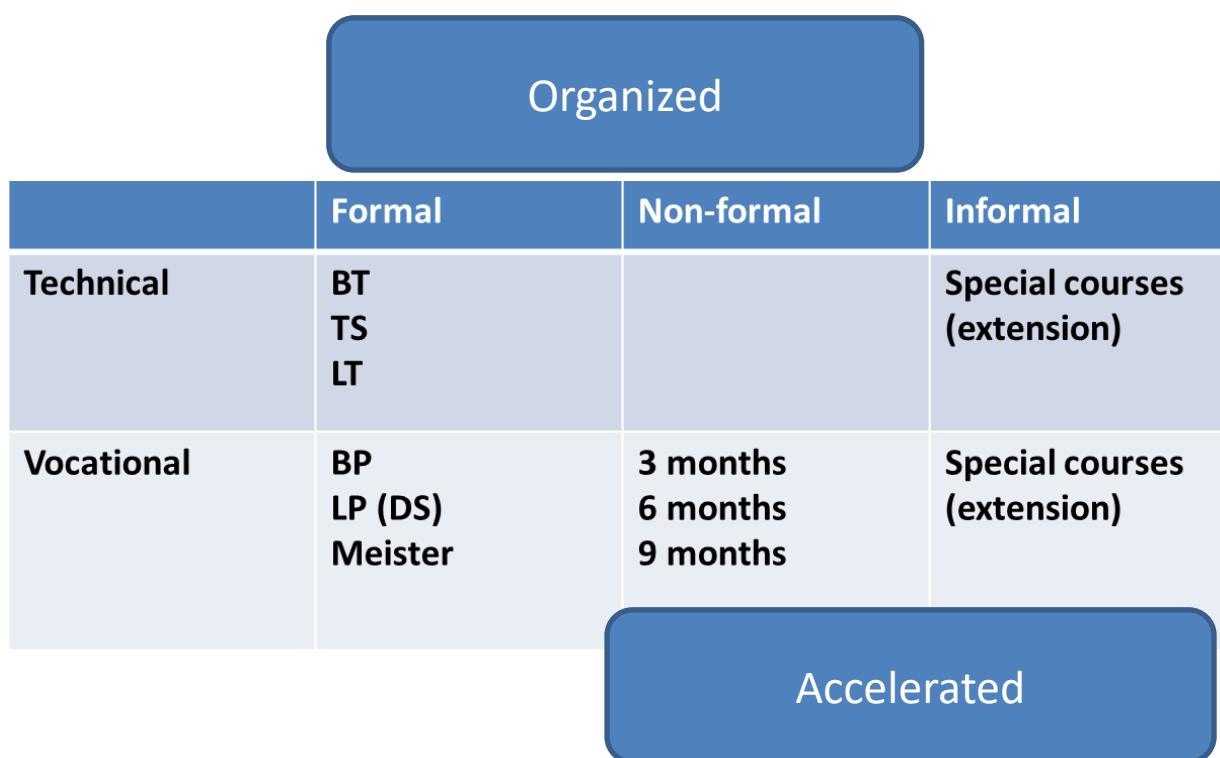
Courses run by NGOs mainly go under either non-formal or informal education;

- **Non-formal education:** It consists of short-term courses (3 months/300 hours), mid-term courses (6 months/600 hours), and long-term courses (9 months/ 900 hours). Certified registered schools offer these courses. The defining characteristic of non-formal education is that it is an addition, alternative, and complement to formal education within the process of the lifelong learning of individuals. Non-formal education is institutionalized, intentional, and planned by an education provider. Once the training is complete, the school and the DGVTE provide a certificate.
- **Informal education:** It usually consists of a training program that has no requirements on the duration. These programs tend to have less structure than both formal and non-formal education. The learning activities occur in the family, work place, local community, etc. The training institution then provides a certificate of attendance.

Many factors determine the type and nature of the technical and vocational education and training such as duration, training center, school, age, prerequisites, assessments, diplomas, and certifications.

The figure below looks at the different forms of TVET education

Figure 9: Matrix for Types of TVET Education



²³ TVT Statistics 2016-2017

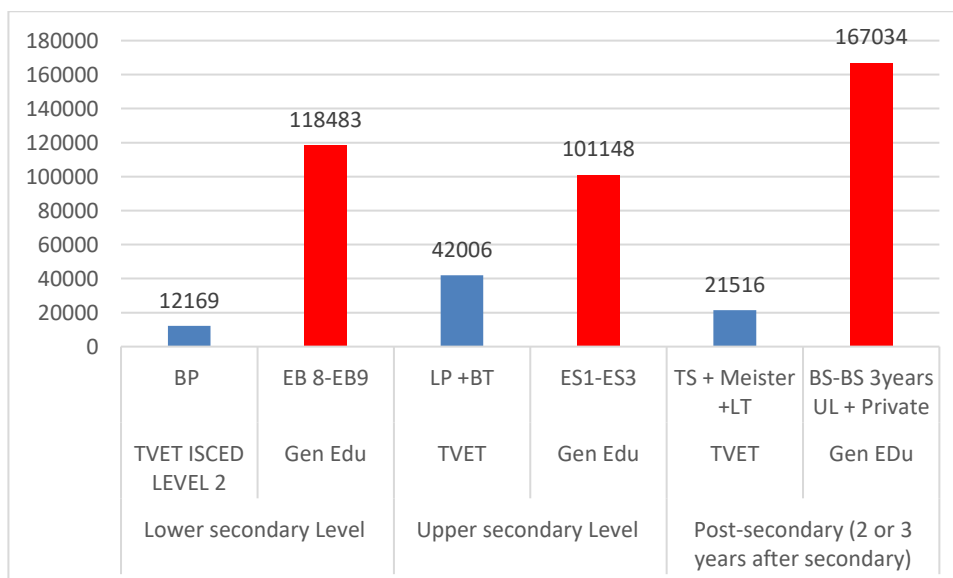
Youth suffer a wide-range of other education-related problems: such as the long school to work transition, unemployment, and constrained aspirations. In 2014, the youth unemployment rate exceeded 35% with around 42% of Lebanese youth thinking about migrating. In this context, President Aoun warned “that the grave economic situation, presence of Syrian refugees, and the reluctance of Lebanese to take low-paying jobs has caused unemployment to soar to 46%”²⁴, this unemployment rate is the highest it has been since the past five years. These rates have increased due to the Syrian crisis that has resulted in serious competition between employing Lebanese and Syrian youth, since the latter accept lower wages. The illiteracy rate for all relevant age groups is still at more than 11%. The rate is higher for those who are 50 years and above; with women recording rates double those of men.²⁵ Illiterate women are highly vulnerable and require specific learning programmes found outside of the formal educational system. Almost half of the women that head households in Lebanon (15% of total households) are illiterate.²⁶

Culture and Society

Lebanese see education as providing a secure foundation and a way to gain social standing. Thus, individuals prefer to obtain a degree in higher education. As a corollary to this trend, academic secondary education, leading up to university, tends to be preferred to TVET.

Overall, Lebanese have negative attitudes associated with TVET. Its’ seen as a choice for those who have no choice and a second-best option for youth. Only a small fraction of the total student population enters the formal TVET education system. According to the 2015-2016 academic year, the number of students enrolled at all TVET levels was around 75,691, which constitutes only 12% of the total number of students enrolled at the general education at the same level: 542,753 students (from EB8 to the third year of university).

Figure 10: Number of Students in TVET Compared to General education – same ISCED Level



Culture and society affect the readiness of families to send and encourage their children to join these types of trainings. In addition, the lack of awareness and counselling on the importance of TVET and the lack of trust with the services offered under TVET, ultimately affect the trust and interest of companies to recruit graduates from the TVET sector.

²⁴ Blog Baladi, Unemployment Rate in Lebanon at 46%, <http://blogbaladi.com/unemployment-rate-in-lebanon-at-46/>

²⁵ Central Administration for Statistics, 2007

²⁶ Central Administration for Statistics, 2009

Section Two

The Extent and Nature of Work-Based Learning Programmes, Including Apprenticeships

Work Based Learning (WBL) refers to the “learning that occurs when people do real work. This work can be paid or unpaid, but it must be real work that leads to the production of real goods and services.”²⁷ WBL is often seen as a powerful vehicle for developing workplace skills and promoting productivity of the labor force. However, there is a long tradition of skill development through informal or traditional apprenticeships. Although reliable data is not available, informal apprenticeships still represent the main training route for some sectors and occupations including crafts, construction, retail, garment making and repair, and automobile maintenance. Typically, informal apprenticeships take place entirely within the workplace and do not involve any complementary classroom-based education or training. In addition to these informal arrangements, there are three types of formal programmes.

- Well-established programmes have a large number of participants and represent a large share of the upper secondary initial vocational education and training system. These programmes have a sound institutional base.
- Long-established programmes are an integral part of the country’s vocational education and training system, but tend to remain small, specifically in comparison to institution-based vocational education and training.
- Small pilot programmes tend to depend on support from donor agencies for their continued existence and viability.

WBL in Lebanon goes under the TVET sector and combines classroom-based learning. WBL improves the practical skills of TVET students and facilitates the transition from school to work for graduates. TVET providers benefit from WBL by saving on equipment needed for the training process in their campuses. The private sector benefits from WBL because employers can save money and time by avoiding the costs of re-training employees. Employers can hire young people who are better trained, have skills relevant for the needs of the labour market, and have prior work experience. However, Lebanon (excluding the LP program dual system) lacks structured WBL schemes that provide a framework with regulations regarding duration, content, roles, and responsibilities regarding firms and supervisors, and monitoring schemes etc. The dual system’s main objective is to promote employability in a changing workplace. This system understands that technological advancements and employees can shape and change the workplace. Another objective is to create a willingness to learn and foster personal development. In order for people to work in a knowledge society and deal with its future challenges, they must be able to plan, carry out, and check their own work independently.

Vocational education through apprenticeship orients toward this goal. Regular training complemented with additional qualifications can support these apprenticeships and lead to further specializations after finishing these programmes.

Lebanon’s dual system consists of three years of study with the first year of practical training taking place in a school setting. In the first year, the objective is to strengthen students’ theoretical and basic skills. In the second and third year, student acquire theoretical knowledge at school and develop workplace skills through practical experience at companies.

²⁷ European Training Foundation, **Work Based Learning: A Handbook for Policy Makers and Social Partners in ETF Partner Countries**, 2014, p.3.

Table 4: Apprenticeship Schemes for LP Students (Dual System)

Year	Time at School	Time at Company	Total # of hours per year
Year 1	5 days/week		1200
Summer 1		2 months	320
Year 2	2 days / week	3 days / week	1200
Summer 2		2 months	320
Year 3	2 days / week	3 days / week	1200
Total 3 years			4,240

The LP Level (also known as the dual system/apprenticeship system) offers training for eight different trades such as industrial electric, industrial mechanics, restaurant service, car mechanics, heating and sanitary/plumbing, woodworking, production cook, metal construction, and maintenance. The Meister Level offers training for three different trades only. Training at LP and Meister levels are only available in a limited number of schools and institutes in the country. The “majority of dual system students (69%) are employed in companies immediately after completing their studies and have the option to pursue further studies in their field”²⁸.

Similar to Lebanon’s broader VTE system, there are numerous challenges associated with apprenticeship. It is difficult to keep teachers updated on new technological developments in their fields. Although training teachers is fundamental for equipping them with additional skills to provide settings conducive to learning, this is largely absent. Companies lack qualified trainers who can create links between theoretical education offered in VTE schools and practical training provided by firms. These two key components of the apprenticeship system create serious gaps in the training provided. Furthermore, Lebanese society has a negative view associated with VTE and there is a general lack of awareness of the apprenticeship system, resulting in low participation rates. It is also common for students to drop out of their apprenticeship program, especially during their first year. Limited career guidance for students is one of the primary reasons for high dropout rates.²⁹ In some cases, students opt not to return to school once they have started earning wages and employers like to retain students who have not completed their studies because they can offer them lower wages. Another important challenge is the relative low cost of employing foreign workers in Lebanese companies, which leads employers to prefer and hire foreigners over Lebanese workers.

Types of Enterprises Participating in WBL Schemes

Most enterprises in Lebanon are private except for eight state-owned-enterprises. However, there are only a few enterprises participating in WBL because such programmes are highly dependent on personal relations. Lebanon lacks an institutional and systematized channel through which youth can enter WBL. NGOs’ working on WBL have helped create local public-private partnerships (PPP) based on mutual benefits between the different stakeholders in the TVET sector. There have been various attempts to formalize the relationship between TVET institutes and private companies, but until this date, there has been no clear memorandum issued. Nonetheless, employers understand the benefits of WBL programmes especially if such initiatives reduce pre-employment training costs for employers.

²⁸ GIZ-DSME-Lebanon (2010): Project Monitoring Report.

²⁹ Barend Vlaardingerbroek, Neil Taylor and Tom Haig. “Student Transition to Vocational Education from Middle Secondary School in Australia and Lebanon: An Exploratory Study.” *Mediterranean Journal of Educational Studies*, Vol. 14(1) 2009, pp. 91-107. See page 95: http://www.um.edu.mt/_data/assets/pdf_file/0009/77049/Med_Journal_09-_Vlaardinger.pdf.

Types and Characteristics of Apprenticeship and WBL Schemes in Lebanon

In Lebanon, there are three different types of WBL programmes including internships, apprenticeships, and Alternance.

- **Internship:** There is no standard definition for what constitutes an internship. However, the International Labour Organization (ILO) defines it as “short term work experience during which the learner (intern) receives training and gains experience in a specific field or career area. Internships vary in duration and can be paid and unpaid.”
- **Apprenticeship:** Apprenticeship is a form of workplace learning, but not all forms of workplace learning are apprenticeships. Apprenticeship means a systematic acquisition of complete skillsets at the workplace, for a full occupation. Apprentices are “employees” who learn while they work at the company. Learning experiences are complemented with school-based training and, upon successful completion, certified with a valid certification.³⁰
- **Alternance:** Education and/or training combining periods in an educational institution or training centre and in the workplace. The Alternance scheme can take place on a weekly, monthly, or yearly basis. Depending on the country and applicable status, participants may be contractually linked to the employer and/or receive a remuneration³¹.

The table below summarizes the different types of apprenticeship schemes that exist in Lebanon.

Table 5: Different Types of Apprenticeship Schemes in Lebanon

WBL Schemes	Duration	TVET or University	Obligatory	Person in Charge of monitoring	Curriculum	Certificate
Internship	-Usually during the summer for 1 month. -Duration depends on regulations of schools and universities	- University - TVET institute (depends on specializations)	-Depends on regulations of schools or universities	- Mainly employees from the enterprise - In some cases students are supervised by a teacher (mainly administrative reasons)	-No defined curriculum -More regulations and directives	- Certificate of participation issued by the enterprise -Student has to write & present a report
Apprenticeship	-2 months during the summer (1 st and 2 nd year) 3 days/week the 2 nd and 3 rd year	- Mainly LP level students	-Yes	- Mainly employees from the enterprise -In some cases students are supervised by a teacher (mainly administrative reasons)	- Defined by School	- Certificate of participation issued by the enterprise -Students must pass the second year or take the official final exams

³⁰ Report of the UNESCO-UNEVOC Virtual Conference, **Delivering TVET through quality Apprenticeships**, 15 -26 June 2015, p.6.

³¹ CEDEFOP Luxembourg: Office for Official Publications of the European Communities, 2008, available online at: http://www.cedefop.europa.eu/EN/Files/4064_en.pdf

Alternance	-Depends on regulations of universities (newly established)	-University	-Yes	-Mainly employees from the enterprise -In some cases students are supervised by a teacher (mainly administrative reasons)		-Certificate of participation delivered by the enterprise -Student has to write and present a report
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It is important to note that NGOs contribute to a widespread phenomenon where young people join the labour force as unpaid students. NGOs, with the Syrian influx to Lebanon, have posted internships and apprenticeships as complementary activities to TVET. The duration of internships and apprenticeships varies from one organization to another. However, there is now a consensus that youth should receive a monthly stipend, approximately \$200 to cover accommodation and transportation fees.

Section Three

Policies, Legislations, and Regulations

Currently, there is no legal framework for WBL, whereas there is a clear legal framework for the TVET sector. Lebanon lacks national acts, legislations, and regulations that govern apprenticeship and other WBL schemes. However, in 2012 the government released a TVET strategy based on four core areas: (1) review and update the available programmes and specialties in TVET; (2) review the academic and administrative structures of TVET; (3) provide and develop human, physical, and financial resources; and (4) strengthen partnerships and cooperation in the field of TVET. Each core area is associated with different projects and action plans.

Core Area 1:

Review and Update the Available Programmes and Specialties in TVET

- Organize fields, levels, and official diplomas in TVET;
- Adopt a credit hour system for TVET programmes;
- Create a comprehensive evaluation system;
- Review and update offered programmes and specialties in TVET, including classifying and re-distributing them among schools and institutes; and
- Review and develop existing curricula to provide appropriate textbooks.

Core Area 2:

Review Academic and Administrative Structures of TVET

- Organize the Technical Educational Institute;
- Re-classify schools, institutes, and distribution of specialties;
- Modernize rules and regulations for TVET;
- Organize educational, technical, and administrative functions for TVET;
- Create an equivalence committee for TVET degrees;
- Create a national body for quality assurance in TVET;
- Activate the Supreme Council for TVET, which includes corresponding stakeholders (ministries, industrial sector, business sector, etc.);
- Organize and implement short term training programmes;
- Implement joint projects and review the rules governing those projects;
- Review licensing and auditing requirements for TVET institutions;
- Modernize the management of educational affairs; and
- Modernize rules and regulations for TVET official exams.

Core Area 3:

Provide and Develop Human, Physical, and Financial Resources

- Provide competent human resources for TVET staff;
- Fill vacancies in the administrative and technical positions in the staffing of the Directorate General of TVET;
- Restore and rehabilitate technical schools and institutes and provide them with necessary equipment;
- Train qualified TVET teachers;

- Invest in available resources in TVET institutions and effectively allocate resources for the purpose of education; and
- Increase revenue and resources for TVET.

Core Area 4:

Strengthen Partnerships and Cooperation in the Field of TVET

- Promote the participation of civil society and local authorities in supporting and financing TVET;
- Strengthen partnerships and programmes with the private sector;
- Implement bilateral and multilateral agreements and cooperation programmes on the local, regional, and international levels; and
- Improve and enhance the image and status of TVET.

The TVET related legislative framework is undergoing upgrades according to the aforementioned reform action plan. In August 2012, the Lebanese government issued decree #8590 focusing on the fields, levels, and certificates of technical and vocational education and then approved in 2013. This decree includes major modifications such as:

- The “Efficiency Level” that led to a CAP certificate is revoked.
- The complementary level is unchangeable.
- TS level changes from three years of education to two years, the LT Level from two years to one year, and the LET level from two years to one year.
- Transfers from vocational and technical education to general higher education have started.
- The Meister degree is now part of the middle level of vocational education.
- The same enrolment conditions apply to the LP and BT levels. These conditions allow students who failed the Brevet Certificate to join these two levels.
- Students who do not hold a Brevet Certificate can now obtain a new specific certificate called, “Preparatory Technical Rehabilitation Certificate.”

The purpose of the new TVET framework is to better align with international best practices and create flexible pathways between TVET and higher education. However, the TVET system remains isolated from general and higher education. This decree has also separated the dual system* and the Meister programme. This paradoxical situation results from the fact that pathways have been created onto these programmes, but no loops have been created back into the traditional (*technician supérieur - licence technique*) levels of the TVET system for students who find the move too challenging. The decree has reduced the number of years of training for the *technician supérieur* and *licence technique* courses. This reduction requires urgent programme restructuring.³²

The key players in Lebanon’s TVET system include:

- The Parliamentary Commission on Education is a legislative channel that enacts education laws and passes yearly budgets. It is also the highest planning and strategy development authority.
- The Directorate General of VTE is responsible for the organisation and management of the whole sector, under the supervision of the Minister of Education and Higher Education. The DGVTE is responsible for curricula, programs, specialties, administering unified national

* In 1994, the Ministry of Vocational and Technical Education (the VTE Ministry) signed a protocol of cooperation with the German Government, represented by the GTZ (Gesellschaft fuer Technische Zusammenarbeit - German Agency for Technical Cooperation), in order to introduce the DUAL training system into Lebanon. The first phase of the agreement was implemented from the 1996/1997 academic year onwards in four training centres and covered two trades: industrial engineering and automobile engineering. During the second phase, scheduled to start in 1999/2000, the DUAL system was introduced into 10 centres and covered five different trades. This training was at the new vocational baccalaureate level.

³² European Training Foundation, Torino Process 2014 Lebanon, p. 6.

examinations, and issuing technical education degrees for the entire vocational and technical sector in Lebanon.

- The Directorate General is responsible for the organisation and management of the general education sector, under the supervision of the Minister of Education and Higher Education. The DGGE is responsible for administering unified national examinations and issuing complementary and secondary education awards. It operates publicly owned schools offering free education to approximately 50% of students in the general education system in Lebanon. Under the current arrangement, the VTE branches off the general education system at the level of the primary or the complementary cycles of education. It absorbs students who fail official examinations. Consequently, these students go into VTE by the general education stream but without further interactions between the two systems. This practice is prevalent in many parts of the world (Su-Lin and Westbury, 1998).
- The Directorate General of Higher Education is responsible for the organisation and management of the higher education sector, under the supervision of the Minister of Education and Higher Education. The Directorate is involved in regulating the flow of students from the VTE stream back into higher education institutions (colleges and universities). It focuses on university level technical education degrees (LT and LET) issued by the DGVTE.
- The Centre for Education Research and Development (CERD) is by law responsible for the development of strategy, curricula, programs, planning the education sector, training, upgrading human resources, and all related tasks under the tutelage of the Ministry of Education and Higher Education. During the last ten years, CERD has focused on the general education sector through developing and updating curricula, as well as upgrading programs for human resources.
- The Ministry of Social Affairs provides the mandate for the Directorate General of Social Affairs (DGSA), as well as its budget, financial support from NGOs and other institutions that are involved in social development such as agencies offering vocational and technical education to vulnerable groups in Lebanese society. The DGSA subsidises partial or full tuition for VTE students at some of the largest NGO-operated schools such as Al-Aamilyah, Al-Makassed, Father Kortbawi Institution, and the Antonine Technical Schools³³.
- The National Employment Office (NEO) is part of the Ministry of Labour and has a wide mandate to act as a bridge between unemployed individuals and employers. It offers re-training and short vocational courses to the unemployed. In 2003, it provided training for 2000 individuals through contracting out those services to private non-profit VTE institutions.
- The Investment Development Authority of Lebanon (IDAL) operates under the direct supervision and control of the Office of the Prime Minister, and as such has a wide mandate to develop and apply policies designed to encourage foreign investment, implement development projects, assist in the export promotion, and encourage local business development.
- The Council for Development and Reconstruction (CDR) is an autonomous administration under the supervision of the Office of the Prime Minister and the Council of Ministers. The purpose of its work is to plan, design, and implement infrastructure development projects funded by international donors and agencies as well as nationally funded projects.
- There are also a number of other ministries indirectly directly responsible for the VTE sector such as the Ministries of Labour, Finance, Economy and Trade, Industry, and the Office of the Minister of State for Administrative Development.³⁴

³³ Gebran Karam, **Vocational and Technical Education in Lebanon: Strategic Issues and Challenges**, International Education Journal, Volume 7 Number 3, Shanon Research Press, Australia, 2006, pp259-272.

³⁴ Ibid., Karam, pp. 264-265.

Section Four

Employer and Employee Organisations

Employers and employee organizations are not yet active partners in the development of economic and educational policies with lifelong training components. However, some initiatives developed by employee's organizations are worth highlighting:

- The Association of Lebanese Industrialists (ALI) houses the largest industries in Lebanon, with about 1200 members that represent the majority of the country's industrial production and industrial exports with the exception of gold and gems. The association is directly involved with VTE as the main employer of graduates specializing in the industrial sector. ALI cooperates with DGVTE and other institutions in order to improve system responsiveness and meet the needs of the industry in education, training, and re-training.
- Specialised Industry Syndicates group industrial sectors and sub-sectors such as agro-food industries, plastic, paper and packaging, stone and cement construction products, civil-works contractors, wooden furniture, printing, clothing, chemicals, tanneries, leather goods, paints, and alcoholic beverages. All of these syndicates are somewhat involved with VTE depending on their needs. The Agro-food industries syndicate is pro-active in translating needs into action; it has established a public-private partnership for the first food technician's school in the Bekaa Valley. This project has not started due to institutional and political roadblocks within the Ministry of Education and Higher Education (MEHE).
- Chambers of Commerce, Industry, and Agriculture (CCIA): The regional chambers of commerce (Beirut and Mount Lebanon, North, South, and Bekaa Valley) as well as their head office in Beirut combine up to 50,000 active companies in trade, services, finance, as well as industrialists and agricultural producers. The chambers cater to the immediate needs of their members, and as such have been organising and offering training courses, and continuous education on commercial practice, auditing, taxation, and business practices through private sector service providers.
- Professional groups in Lebanon are self-organised, operate as sovereign entities, and represent the interests of their members. The main professions are engineers, physicians, pharmacists, nursing, optometrists, dentists, and topographers. These groups strive to provide the required linkages between their needs and technical support staff. However, some of these efforts have been unsuccessful because of the imbalance between the attainments of the required support staff in relation to the professionals.
- Labour Unions are organised for employment or working sectors. They belong to the General Federation of Labourers whose main efforts in recent years have focused on defending the basic rights of their membership particularly with regard to benefits and salaries.³⁵ Labour unions do not contribute to the development of market skills – demand equation.

³⁵ Ibid. Karam, pp. 266-267.

Section Five

Resources Supporting and Improving Work-Based Learning Programmes, Including Apprenticeships

The private sector has made remarkable contributions in WBL:

- Non-Profit NGOs Operating Private VTE Schools: Charitable NGOs are the largest private sector player in VTE education. They operate either private community centres or non-profit schools as social development and poverty reduction measures. These NGOs are mostly community-based, with strong regional and religious ties. They are pioneers in this sector. They started working in this field before the government created DGVTE. Due to the Syrian influx, international and domestic organizations are leveraging their capacities to target Syrian refugees in Lebanon. These projects aim to reach vulnerable girls and boys and teach them soft and hard skills in order to make them more employable. These programmes entail two types of TVET: short-term courses that take 50-150 hours and medium-term courses that entail 250-350 hours. However, on a national scale there is no homogenous curriculum that implementers can follow.
- For-Profit Private VTE Schools: There are more than 300 schools some consist of a single classroom and a few instructors. While larger private for-profit VTE schools are concentrated around the major cities and centres of population and offer highly competitive education.
- Private General Education Schools: These institutions play an important role as potential suppliers of the VTE stream; however, they have not shown interest in identifying and resolving strategic priorities within the education system. These private schools now have technical schools for their students that do not show promising academic achievements.

International stakeholders also contribute to the strengthening of the TVET system in Lebanon by prioritizing apprenticeship and WBL. These stakeholders include: the European Union, the European Training Foundation, the International Organisation of La Francophonie, UNESCO, UNICEF, International Labour Organisation, IECD (Institut Européen de Coopération et de Développement), AFD (Agence Française de Développement), and GIZ (Deutsche Gesellschaft Internationale Zusammenarbeit - German association for International Cooperation).

Training Content

The benefits of apprenticeship and WBL help promote growth and ease the transition from full-time education to work for young people. However, in Lebanon there is no clear structure for apprenticeship and WBL.

The table below shows the specialisations (per family) that have a form of WBL (apprenticeship, internship, etc.) as well as the percentage of WBL hours over the total number of training hours.³⁶

³⁶ Annex 1, table showing all TVET (per family) with the number of WBL hours as well as the percentage.

Table 6: TVET Specialisations (per family) that have a Form of WBL

Family	Level	Specialization	Total Number of WBL hours	Percentage of WBL hours
Industrial	LT	Electro-mechanics	60	6%
		Aircraft maintenance	180	15%
		Pneumatics mechanics and industrial maintenance	60	6%
		Energy: Air-conditioning	120	10%
		Optometrist	450	29%
	TS	Electronics	240	7.5%
		Biomedical maintenance	260	12.5%
		Agro food industries	240	11%
		Mechanical maintenance	240	16.5%
		Air-conditioning	320	13%
		Production mechanics	240	10%
		Aircraft maintenance	180	8.5%
		Design and Jewelry manufacturing	Not provided	Not provided
	BT	Agro food industries	Not provided	Not provided
		Air-conditioning	480	15.5%
		Production mechanics	480	15.5%
		Cars maintenance	480	15.5%
		Mechanical Construction and Maintenance	480	15.5%
		Electro technique	240	7.5%
		Aircraft maintenance	120	4%
	DS	Industrial Electric	Refer to table 4	
		Industrial Mechanic	Refer to table 4	
		Car Mechanic	Refer to table 4	
		Metal construction and Maintenance	Refer to table 4	
		Heating and Sanitary	Refer to table 4	
		Wood Work	Refer to table 4	
	Meister	---	---	---
BP	---	---	---	
Medical and Health	LT	Nursing care	450	44.5%
		Medical Laboratory Sciences	540	46.5%
		Food inspector	150	11.5%
		Medical imaging techniques	650	64%
		Dental lab	600	55.5%
	TS	Public health and food safety	800	29%
		Medical Laboratory Sciences	840	44%
		Nursing care	1050	37.5%
		Dental laboratory	1040	39%
		Radiographer	1260	50%
	BT	Nursing care	Not provided	Not provided
		Dentist's helper	Not provided	Not provided
Fine Arts - First Episode: Makeup and Trimming		Not provided	Not provided	

		Fine Arts - Second Episode: Beauty Guide	Not provided	Not provided
		Beauty - Skin Care	Not provided	Not provided
		Health observer	480	15%
Science and Engineering	BP	---	---	---
	LT	---	---	---
	TS	---	---	---
	BT	---	---	---
Education and Social	LT	Educational Sciences	210	25%
	TS	Primary Education	720	30%
		Social Service	1170	51%
		Specialized Education	870	36%
		Circulation	120	10%
	BT	Primary Education	570	17%
Physical Education		250	28%	
BP	Child Care	360	17.5%	
Financial and commercial	LT	---	---	---
	TS	---	---	---
	BT	---	---	---
	BP	---	---	---
Tourism and Hotel Management	LT	Hotel Management	400	30%
	TS	Tourism Science	300	14%
		Hotel Management	800	29.5%
	BT	Hotellerie: Accommodation	1200	36%
		Hotellerie: Pastry	1200	36%
		Hotellerie: Sale	1200	36%
		Hotellerie: Production	1200	36%
		Tourism	1020	34%
	DS	Hotellerie: Accommodation	Refer to table 4	
		Hotellerie: Pastry	Refer to table 4	
Hotellerie: Production		Refer to table 4		
BP	---	---	---	

Delivery of Training in the Workplace

Currently, apprenticeship is still in its informal phase since only teachers in formal institutes and NGOs offer trainings. Employers do not offer enough placements to meet the demand from young people or affect youth unemployment in Lebanon, especially after the Syrian influx. For example, AVSI has developed a strategy for securing internships and employment opportunities for youth in the agriculture sector. This strategy consists of:

- Learning from previous experiences through a literature review and data analysis of previous internship placements to better understand the needs of the private sector
- Administering field mapping of different agricultural entities throughout Lebanon including companies, nurseries, pharmacies, etc.
- Conducting visits to select agricultural entities to establish a network, promote collaboration, and understand needs
- Creating awareness sessions for youth on the importance of internships as milestones for landing jobs
- Organizing job fairs/open days to promote the visibility of schools and build bridges between agricultural companies, agricultural vocational schools, the Ministry of Agriculture, AVSI, and UNICEF.

Instead, the René Moawad Foundation (RMF) has set a value chain approach for implementing TVET by linking youth to employment opportunities. The foundation believes there should be an employment pathway plan where young people undergo a psychometric test that will help determine their capabilities. In addition, a private coach will supervise the students during their first 20 days of their internship and will help bridge the skills gap and link them to employment opportunities.

Off The Job Trainings in Schools or Vocational Training Centers

This process occurs by observing the normal daily tasks taking place at work. This training usually takes place after the participant has attended a preparatory orientation at the off-the-job institute, to ensure that the required knowledge and skills are learned. At the company, the trainee learns practical skills and follows work procedures. Some enterprises have their own training schemes and their staff supervise and provide the trainings to ensure that the apprentice is acquiring the knowledge and skills they need. International and domestic NGOs recruit technical experts to monitor and coach the apprentices.

Assessment and Certification

Some INGOs and local NGOs require apprentices to undertake tests to demonstrate their achievements under the scheme. Apprentices must pass and complete the program successfully as a pre-condition to obtaining the certificate. These assessments test theoretical knowledge, practical skills, and competencies in off-the-job TVET and knowledge and practices learned in the workplace. Organizations nominate a technical committee to oversee the quality and performance of trainees.

Human Resources

In most formal TVET schools, teachers and trainers have academic backgrounds and many are recent university and *technician supérieur* graduates. However, the level of training for teachers and trainers entering this profession is inadequate for the delivery of modern VTE programmes. Teacher trainings implemented by the national teacher training institution for technical education (Institut Pédagogique

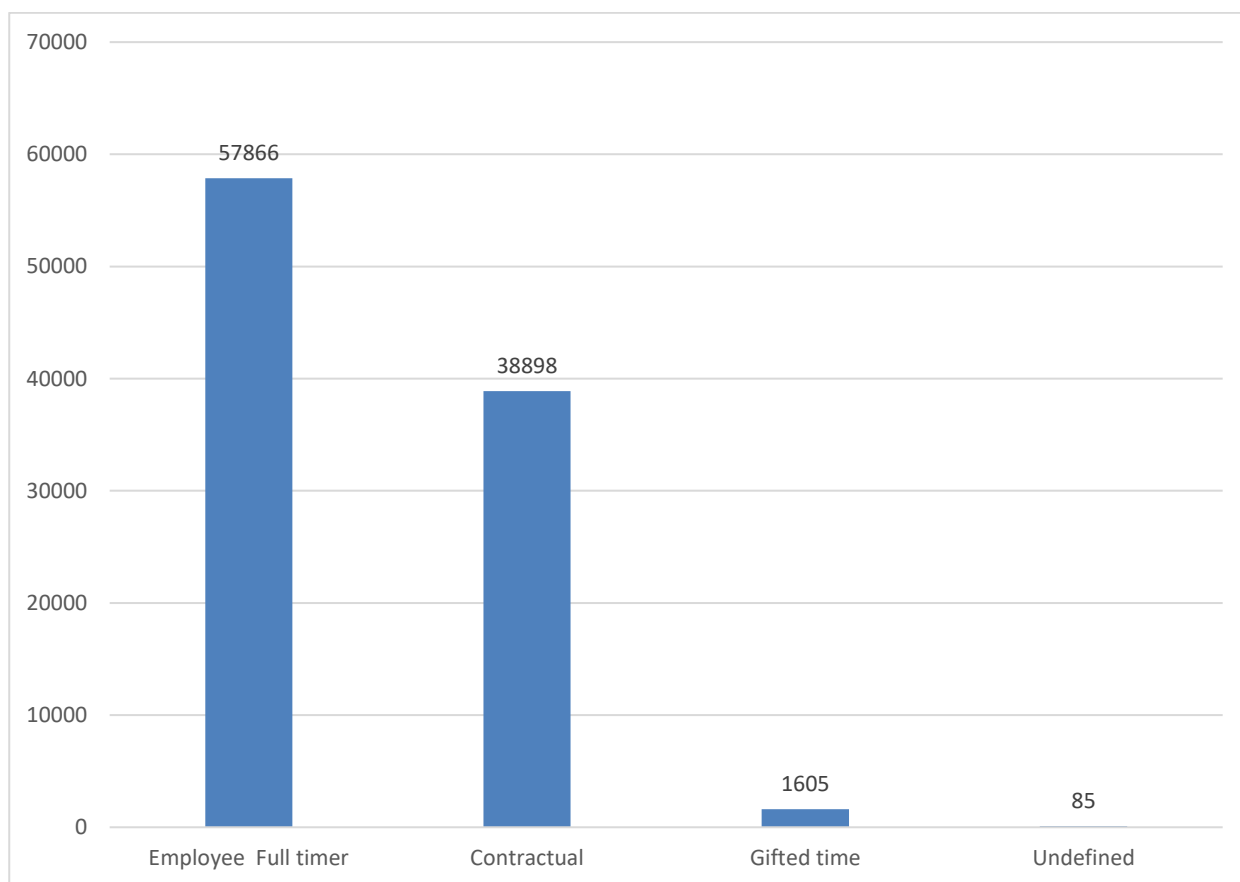
National de l'Enseignement Technique, IPNET) have not been adapted to the TVET curricula. Trainers also often lack experience in the specific industry that can help them deliver appropriate practical training. Continuing teacher-training programmes are limited.

A national examination organized by the civil service board helps identify and select TVET teachers. After passing the exam, teachers receive a permanent full-time teaching contract. Many teachers are unable to take this exam because every year its postponed. As a result, many schools hire part-time teachers because of the shortage of full-time teachers. These contractual teachers do not undergo a formal hiring process. In fact, there is no specific legal framework defining the mechanisms for contracting teaching staff and there are no set qualifications. Political loyalty and family ties tend to play an important role in the choice of contracted teachers³⁷.

There are no existing performance-based incentives and/or effective systems for evaluating teachers' performance, meaning that performance does not help advance career progression.

In 2015-2016, 39.5% of teachers were part-time and 58.8% were full-time.³⁸

Figure 11: Teachers Employment Status



³⁷ European training Foundation, Torino Process 2014 Lebanon, p.24 See more Torino Process 2016-2017.

³⁸ CERD (Centre for Educational Research and Development), *Annual bulletin* 2010 – 2011.

Teachers' education level, levels they teach, type of schools, grades, and years of experience help determine the number of hours teachers work. It is also difficult to calculate the student teacher ratio as some teachers cover the full number of hours per week and others cover only a few. Usually, the number of hours per week varies from 18-27. Instead, INGOs and NGOs generally recruit technical people to supervise their trainees.

Information and Advice Systems

There are some national and local schemes for career guidance and counselling system covering the entire TVET sector; yet the information and advice systems exist only in the private sector or local NGOs. For example, the Rene Moawad Foundation, a local organization, has a sister NGO called "FORAS" that offers counselling and guidance for youth. The aim of FORAS is to tackle youth capacities through a psychometric test that will help guide them to the most relevant TVET sector and in turn help secure them employment.

Section Six

Funding Work-Based Learning Programmes, such as Apprenticeship Learning

Financing of WBL is a core issue for guaranteeing the sustainability of leveraging youth capacities. Most TVET students come from poor or underprivileged areas and there is no financial support allocated specifically for WBL schemes in Lebanon that includes accommodation, transportation, and insurance. Instead, donors through INGOs and NGOs provide apprentices “stipends.” Stipends are economic incentives that help cover the apprentices’ expenses during their training.

Section Seven

Evidence, Data and Research Supporting Insights and Conclusions

Collected Statistics on Apprentices/Trainees

Training providers and those responsible for apprenticeship programmes collect statistics on the number and type of apprentices in enterprise-based learning schemes. On the national level, there are minimal statistics on employers and companies that have apprenticeship opportunities.

Each vocational training institute maps and identifies potential enterprises for apprentices in different specializations within a geographical location. However, the institute keeps the data internally and only uses it when placing apprentices in work places after the basic training.

Surveys on Outcomes

Formal technical schools lack surveys that look at WBL outcomes. No numbers measure satisfaction rates for apprentices and employers.

Statistics on Wages, Rates, and Completion Rates

There are no available statistics on graduates' wages. The only statistic that is available is the annual number of students who undergo an apprenticeship. For example, in 2016 there were 675 apprentices in public institutes and 59 in private institutes. Whereas youth benefit from apprenticeship programmes funded by INGOs and domestic NGOs; however, only 20% of youth benefit from short and medium-term technical and vocational education trainings.

Statistics on Cooperating Enterprises

Vocational training institutes collect statistics on enterprises implementing apprenticeship-training programs. These figures include number of enterprises, titles, addresses, field of work, and names of apprentices. However, these statistics are not publicly available.

Research and Evaluation on Apprenticeship and Enterprise-Based Learning

National organizations and individual researchers fail to research and evaluate apprenticeship and work-based learning programmes in Lebanon.

Section Eight

Conclusions and Ways Forward

Strengths

Apprenticeship and work-based learning schemes in Lebanon include:

1. A legal base for implementing apprenticeship training and other work-based training is available “although not sufficient” through:
 - Decree No. 11019, October 7th 1968: Organizes training contracts in commercial, industrial, vocational or professional sectors, which do not cover all aspects related to apprenticeship, but provide some rules for work-based learning in companies including: duration, qualifications, work experience, workplace conditions, and training termination cases.
 - Decree No. 1384, October 4th 1999: Mandates the General Directorate of Technical and Vocational Education Training (TVET) as the main provider of vocational training in Lebanon and implementer of the Dual System - apprenticeship-training programs for youth in Lebanon. It is important to note that cooperation with GIZ (known as GTZ at the time) on this issue stated in 1995.
2. Lebanese accept the “German model” also known as the Dual System for TVET because they appreciate German products and respect the evolution of the German educational system.

Weaknesses

Apprenticeship and other work-based training schemes include:

1. Insufficient legal frameworks for apprenticeship training, since the law does not cover apprentice rights for social security and health insurance.
2. Weak involvement of employers in the apprenticeship training programs specifically in identifying training needs, designing programs, selecting apprentices, and evaluating trainees’ progress and skills acquired during the on-the-job trainings.
3. International and domestic NGOs mainly finance apprenticeship and other work-based trainings.
4. No criteria available for selecting workplaces appropriate for implementing apprenticeship training and other types of work-based training.
5. Training of apprentices in companies particularly in SMEs takes place according to the daily tasks, which does not necessarily meet the learning objectives of the training programs.
6. Absence of TVET tracer studies for apprenticeship scheme graduates.
7. Weak employment services for graduates of apprenticeship and other work-based training programs.
8. No official training and certification for company trainers or technicians that train apprentices in companies.

Opportunities

Increasing and improving apprenticeship and other work-based trainings include:

- 1- Initiatives led by both international and domestic NGOs can help lead the way for regulating apprenticeship schemes on a national level.
- 2- The importance given to TVET and WBL in the past three years.

Threats/Barriers

Increasing and improving apprenticeship and other work-based trainings include:

1. Negative attitudes of students and parents towards TVET including apprenticeship and other work-based trainings.
2. Insufficient financial resources for increasing and improving apprenticeship and other work-based training schemes.
3. Lack of private sector capacity to participate effectively in planning, designing, and implementing TVET in Lebanon.
4. Inadequate facilities for conducting work-based training.
5. Unwillingness of some companies to cooperate in implementing work-based trainings.
6. Lebanon's economy mostly depends on small and micro enterprises.
7. Insufficient training places for apprenticeship and other work-based training.

Suggestions and Proposals for Increasing and Improving Apprenticeship and Other Work-Based Learning

1. Develop a legal framework for vocational training to cover:
 - Change apprentice status to worker and not trainee in order to get all workers' rights such as social security, health care, insurance, leave, etc.
 - All parties including employers, training providers, and apprentices must abide and fulfil the conditions of the training contracts.
 - Remuneration for apprentices must be a percentage of skilled workers wages.
 - TVET providers who apply apprenticeship or work-based training must help identify company training programs and not only VTC.
2. Establish marketing and employment units within training institutions for:
 - Market apprenticeship and other work-based training schemes among enterprises in the labour market specifically medium and large enterprises.
 - Assist apprentices in finding jobs in the private sector after graduation.
3. Develop and apply criteria for selecting companies that will implement apprenticeship trainings and ensure its adequateness.
4. Strengthen partnerships with companies in order to plan, implement, and evaluate apprenticeship and other work-based trainings.
5. Expand the use of work-based methods to provide more trainings and work experience opportunities for recent graduates of universities and community colleges.
6. Increase apprenticeship training schemes to include trainings for the technician level besides the currently offered occupational levels (semi-skilled, skilled, and artisans).
7. Open channels between different TVET levels and systems and allow for upward mobility of apprentices according to specific criteria.

Annex 1

The table below shows the total number of WBL hours of training across TVET specializations

Family	Level	Specialization	Total Number of WBL hours	Percentage of WBL hours
Industrial	LT	Telecommunications	0	0
		Industrial electronics	0	0
		Renewable energy	0	0
		Electro-mechanics	60	6%
		Mechatronics: Cars	0	0
		Aircraft maintenance	180	15%
		Pneumatics mechanics and industrial maintenance	60	6%
		Hydraulics and mobile machinery	0	0
		Energy: Air-conditioning	120	10%
		Mechanical: Industrial production	0	0
		Optometrist	450	29%
	TS	Electronics	240	7.5%
		Electricity	0	0
		Biomedical maintenance	260	12.5%
		Optometrist	0	0
		Agro food industries	240	11%
		Mechanical maintenance	240	16.5%
		Air-conditioning	320	13%
		Production mechanics	240	10%
		Cars maintenance	0	0
		Industrial informatics	0	0
		Aircraft maintenance	180	8.5%
		Electro-mechanics	0	0
		Design and Jewelry manufacturing	Not provided	Not provided
		BT	Agro food industries	Not provided
	Air-conditioning		480	15.5%
	Production mechanics		480	15.5%
	Cars maintenance		480	15.5%
	Electronics		0	0
	Electricity		0	0
	Information Technology		0	0
	Industrial chemistry		0	0
	Jewelry Making		0	0
Mechanical Construction and Maintenance	480		15.5%	
Electro technical	240		7.5%	
Ascenders	0		0	
Printing and graphic production	0	0		

	Aircraft maintenance	120	4%	
DS	Industrial Electric	Refer to table 4		
	Industrial Mechanic	Refer to table 4		
	Car Mechanic	Refer to table 4		
	Metal construction and Maintenance	Refer to table 4		
	Heating and Sanitary	Refer to table 4		
	Wood Work	Refer to table 4		
BP	Carpenter Furniture	0	0	
	Offset printing	0	0	
	Mechanics Machines	0	0	
	Blacksmith	0	0	
	Radio Repairman	0	0	
	TV repairman	0	0	
	Sewing for women	0	0	
	Electrical building	0	0	
	Electric machines	0	0	
	Motor mechanics	0	0	
Medical and Health	LT	Nursing care	450	44.5%
		Medical Laboratory Sciences	540	46.5%
		Food inspector	150	11.5%
		Medical imaging techniques	650	64%
		Dental lab	600	55.5%
	TS	Public health and food safety	800	29%
		Medical Laboratory Sciences	840	44%
		Nursing care	1050	37.5%
		Dental laboratory	1040	39%
		Radiographer	1260	50%
	BT	Prostheses	0	0
		Nursing care	Not provided	Not provided
		Dentist's helper	Not provided	Not provided
		Fine Arts - First Episode: Makeup and Trimming	Not provided	Not provided
		Fine Arts - Second Episode: Beauty Guide	Not provided	Not provided
		Beauty - Skin Care	Not provided	Not provided
	BP	Health observer	480	15%
		Nurse Assistant	0	0
		Cosmetic specialist	0	0
	Science and Engineering	LT	Hair dresser	0
Surveying			0	0
Advertising and graphic arts			0	0
Decorative Arts - Interior Engineering			0	0
TS		Leadership in the implementation of works: construction and public works	0	0
		Decorative Arts: Interior design	0	0
		Design and implementation of fashion	0	0
		Construction and Public Works	0	0
Surveying		0	0	

		Advertising and graphic arts	0	0	
	BT	Architectural drawing	0	0	
		Construction and Public Works	0	0	
		Surveying	0	0	
		Interior design	0	0	
		Advertising Arts	0	0	
		Fashion Arts	0	0	
		Theater and Arts	0	0	
Education and Social	LT	Educational Sciences	210	25%	
	TS	Primary Education	720	30%	
		Social Service	1170	51%	
		Specialized Education	870	36%	
		Circulation	120	10%	
		Education for Dance	0	0	
	BT	Music	0	0	
		Primary Education	570	17%	
		Social Service	0	0	
		Education physique et sportive	250	28%	
BP	Child Care	360	17.5%		
	Social animation	0	0		
Financial and commercial	LT	Audit and accounting experience	0	0	
		Management and Marketing	0	0	
		Administration and Management	0	0	
		Information technology	0	0	
		Systems and networks	0	0	
		Smart phones application development	0	0	
	TS	Banking Sciences	0	0	
		Audit and accounting experience	0	0	
		Management Informatics	0	0	
		Systems and networks	0	0	
		Administration and Management	0	0	
		Management and Marketing	0	0	
	BT	Administrative Secretariat	0	0	
		Selling & Trading	0	0	
		Accounting and Informatics	0	0	
	BP	Accountant Assistant	0	0	
		Reduced Accounting	0	0	
	Tourism and Hotel Management	LT	Hotel Management	400	30%
			Tourism Science	0	0
TS		Tourism Science	300	14%	
		Hotel Management	800	29.5%	
BT		Hotellerie: Accommodation	1200	36%	
		Hotellerie: Pastry	1200	36%	
		Hotellerie: Sale	1200	36%	
		Hotellerie: Production	1200	36%	
		Tourism	1020	34%	
DS		Hotellerie: Accommodation	Refer to table 4		

	Hotellerie: Pastry	Refer to table 4	
	Hotellerie: Production	Refer to table 4	
BP	Comis	0	0
	Chef	0	0
	Pastry	0	

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