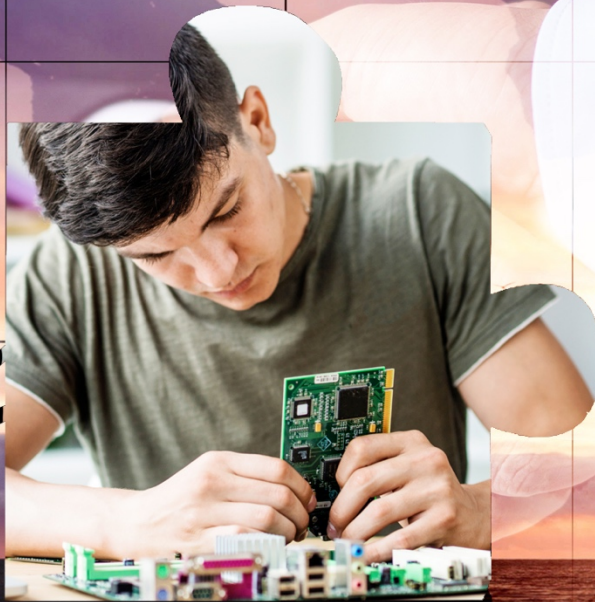




Enhancing Institutionalized Partnerships between TVET

Institutions and the World of Work in Lebanon



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This report, a UNESCO initiative, examines partnerships between Technical and Vocational Education and Training (TVET) Institutions and the World of Work in Lebanon. The information collected and research conducted follows the methodology and guidelines of UNESCO for the national reports on enhancing institutionalized partnerships between TVET institutions and the world of work 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 employment.

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Foreword

In line with its TVET Strategy, UNESCO promotes TVET as an integral part of education. The Organization strives to support the efforts of Member States to enhance the relevance of their TVET systems and equip youth and adults with skills required for employment, decent work, entrepreneurship, and lifelong learning.

In the Arab region, TVET's landscape is changing fast in response to social, political and economic factors, demographic developments and labour market trends driven by technological and work processes developments. To provide access to quality TVET, member States must define and strengthen regulatory frameworks for TVET to define roles, rights, obligations, and accountability of public and private actors, encourage stakeholders' participation, and foster partnerships. Effective governance models for TVET involve relevant local stakeholders and business associations and in particular, close partnership between TVET institutions and the world of work - public-private partnerships (PPP).

The adoption of PPP within the TVET sector in Arab countries has received varying levels of attention and prioritization. In some cases, PPP are embraced nationally, and in other cases, they are ad hoc, scatter-gun and dealt with at the municipal level. It is however increasingly clear, the private sector (PS) has demonstrated a keen interest in this modality and that some countries are having more success at harnessing PS dynamism, commercial know-how, and resources to their advantage than others. There is a need to understand:

- ▶ How PPP in TVET can better serve the national interests of Arab countries;
- ▶ Which models best result in quality, affordable, inclusive and sustainable training.

This study on Lebanon is part of a series investigating PPP in three countries: Egypt, Jordan and Palestine. This study aims to support Lebanon TVET stakeholders to explore practical options to strengthen and improve partnership between TVET institutions and the private sector in Lebanon.

A new kind of industrial revolution is happening all over the world and Lebanon is becoming a middle-income country. TVET needs to support the country's medium and long-term targets for human capital development, crucial for achieving not only the Sustainable Development Goals (SDGs) but also economic growth. As both have common interests, it makes sense that the public and private sectors collaborate to modernize the technical institutions and develop a skilled workforce.

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WARD Team

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List of Acronyms

AFD	Agence Française de Développement
ALI	Association of Lebanese Industrialists
ALO	Arab Labour Organisation
CAS	Central Administration of Statistics
CRDP	Center for Educational Research and Development
DGTVE	Directorate General for Technical and Vocational Education
ETF	European Training Foundation
FAO	Food and Agriculture Organization of the United Nations
GCC	Gulf Cooperation Council
GIZ	German International Cooperation/Gesellschaft für Internationale Zusammenarbeit
IECD	Institut Européen de Coopération et de Développement
ILO	International Labour Organization
ISCED	International Standard Classification of Education
LB	Labour Market
LCRP	Lebanon Crisis Responsive plan
MEHE	Ministry of Education & Higher Education
MoA	Ministry of Agriculture
MoSA	Ministry of Social Affairs
NEO	National Employment Office
NSF	National Strategic Framework
NQF	National Qualification Framework
NCVT	National Center for Vocational Training
NPM	New Public Management
OECD	Organization for Economic Co-operation and Development
PPP	Public Private Partnership
PS	Private Sector
TVET	Technical and Vocational Education Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNRWA	United Nations Relief and Works Agency
VET	Vocational education and Training
WARD	Welfare Association for Research and Development
WBL	Work Based Learning

1. Background and Introduction

UNESCO's TVET strategy promotes TVET as an integral part 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 support the efforts of Member States to enhance the relevance of their TVET systems and equip youth and adults with skills required for employment, decent work, entrepreneurship, and lifelong learning.

Member States must define and strengthen regulatory frameworks for TVET to define roles, rights, obligations, and accountability of public and private actors, encourage stakeholders' participation, and foster partnerships. This effort requires strengthening the technical, administrative, and institutional capacities for governance, management, and financing of TVET institutions. The recommendations also emphasize that governance models for TVET should involve relevant local stakeholders and business associations in particular to partnerships between TVET institutions and the world of work¹, public private partnerships (PPP).

Member States have agreed upon key guiding principles to increase private sector participation in TVET. These principles include; the alignment of public policies, support for social dialogue, responsibility, accountability, and efficiency². In addition, TVET policies should recognize the diversity of the private sector including large, medium, small, micro, and household enterprises engaged in the economy.

TVET's landscape is changing fast, as new programmes³ and new roles⁴ 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 organization changes, as well as the recent turmoil in the Arab region topped by the Syrian crisis.

Consequently, UNESCO's strategy for TVET (2016-2021) promotes a whole government approach to TVET that better connects and aligns relevant policy areas, including education, employment, industrial and economic development, and social policy. It calls for the creation of co-operative projects with the private sector. The strategy highlights the need to include private sector contributions to the national TVET funding strategies. UNESCO plans to create national, regional, and sectoral stakeholder platforms to facilitate private sector participation and communication between the worlds of education and work. This report is part of a regional study (for a select of Arab States including Egypt, Jordan, Lebanon and Palestine) and a planned regional forum to help address some of the current TVET challenges in the region with a particular focus on the current state of public – private partnership (PPP) in TVET and how this can be enhanced to impact on the whole TVET system in each country. The forum will serve as a platform for the exchange of experiences, perspectives, and best practices on mechanisms and tools of modern partnerships and orientations on policies involving the strengthening of institutional partnerships between TVET providers and the private sector.

¹ UNESCO, Certified copy of the Recommendations concerning Technical and Vocational Education and Training (TVET), 2015

² UNESCO, Certified copy of the Recommendations concerning Technical and Vocational Education and Training (TVET), 2015

³ Ex. Post-secondary level

⁴ Ex. Supporting transition to green economies

The current report aims to provide a detailed overview and analysis of the status-quo of the partnerships and collaboration between TVET institutions and the world of work represented mainly by the private sector in Lebanon. It mainly focuses on scrutinizing the national context, including the economic, demographic and social perspectives in Lebanon, followed by an overview of PPP in general outlining related legislations, regulations and policies, then it takes a closer view to the nature and extent of PPP in TVET. Afterwards, the report addresses challenges and key constraints facing the implementation of PPP in Lebanon and comparing local initiatives with regional and international ones. Finally, the report summarizes the key findings and recommendations concluding with a proposed comprehensive PPP model in TVET in Lebanon.

The methodology used in the drafting the report included:

- ▶ Thorough desk review of available literature;
- ▶ Interviews with decision makers; and
- ▶ Review of regional and international good practices.

2. National Context

To understand the TVET landscape in Lebanon in general and Work-based learning structures and initiatives in particular, and to assess their importance and potential for improving the country's competitiveness and economic development, the observer must tackle the overall political, socio-economic and labour market context as well as the complex structures in which they operate.

The Syrian crisis has led to the highest level of refugee population displacement since World War II. By July 2015, the majority of refugees have settled in Turkey (1.8 million), followed by Lebanon (1.2 million), which currently hosts the highest refugee population per capita in the world (one refugee to every four Lebanese), and Jordan (629.128 thousand) (UNHCR, 2015).

Consequently, while examining the encumbrances of the challenges bestowed by the Syrian crisis upon Lebanon, results show that one of the manifold perennial challenges is the increase in poverty rates and decrease in youth penetration to job market. According to the Lebanon Crisis Responsive plan (LCRP) 2019 report, 10% of the population are extremely poor with 45% of them live in the North. Youth unemployment rate is 35% as per the National Youth Policy. However, as per President Aoun statement in 2018 highlights that the unemployment rate has soared reaching more than 45% in rural areas. Furthermore, the traditional external markets for the Lebanese work force, whether in the Gulf countries or in the European or African countries, have considerably decreased their demands and apply tougher regulations that further limit employment possibilities.

In other words, the country is suffering from cyclical and structural unemployment, which hinder economic growth and job creation especially in vulnerable areas such as the North of Lebanon. UNHCR interagency 2019 statistics shows that the North of Lebanon and Akkar host over 355,000 Syrians refugees, which in turn aggravated the situation notably in terms of youth employment. There is a growing gap between the labour supply and labour demand in the market. This might be retrieved to several factors:

- ▶ Rigid labour regulations make it difficult to develop businesses and hire talent,
- ▶ Skills mismatch with labour market demands
- ▶ Poor governance structures which results lack that could facilitate job creation.

However, from a socio-protection perspective, a report issued by International Labour organization (ILO) and the Food and Agriculture Organization of the United Nations (FAO) showed an interconnectedness between the economic situation and social protection where the former “has led to an increase in child labour, especially in its most abusive forms and conditions, notably in (...) the North of Lebanon.” According to the LCRP, various actors are trying to address the challenges posed by the Syrian crisis through different working groups. Focusing on job creation sector, the goal is to reach three high level outcomes:

- ▶ Stimulate local economic development and market systems to create income generating opportunities and employment,
- ▶ Improve workforce employability,
- ▶ Strengthen policy development and enabling environment for job creation.

Regardless of the remarkable interventions, skills matching and job creation remain the important tools towards achieving sustainable livelihoods, stabilization, reduction of tensions. This is due to the absence

of an inclusive and comprehensive approach that takes into consideration the relevant sectors where Syrian do not compete with Lebanese. According to VASyR (Vulnerability Assessment of Syrian Refugees in Lebanon) 2019, 61% of Syrian refugees aged 15 to 24 were not employed, not in education, and not attending any training (NEET). However, surveys show that 47% of Syrian youth are active in employment mainly in construction (21%) and agriculture (17%) where competition with Lebanese is less. This puts the activity rate among Syrian refugees at a roughly equal stance with both Lebanese and the Palestinian refugees generally due to high unemployment.

2.1 The Economic Perspectives

Lebanon's economy and markets consists of private and liberal economic activity and openness to abroad with perfect capital and labour mobility⁵. 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 health care 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 spill over from the Syrian conflict, including the influx of more than 2 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"⁶ Lebanon has experienced reduced foreign investment, limited tourism, and increased demand on government services, including education and health.

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"⁷. The Syrian crisis affects Lebanon's security, economy, living conditions, education, health, society, and demography. Lebanon continues to shoulder the biggest 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 situation of the country"⁸.

⁵ The Economy, The Embassy of Lebanon in THE United Kingdom, <http://london.mfa.gov.lb/britain/english/lebanon/the-economy>

⁶ The Embassy of Lebanon in UK, The Economy, 20 November 2017, available online at: <http://www.lebanonembassyus.org/the-economy.html>

⁷ 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>

⁸ 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/>

2.2 Demography and Labour Market Characteristics

Lebanon, officially known as the Lebanese Republic, has a population of 6,842,665 as of December 2019⁹, 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

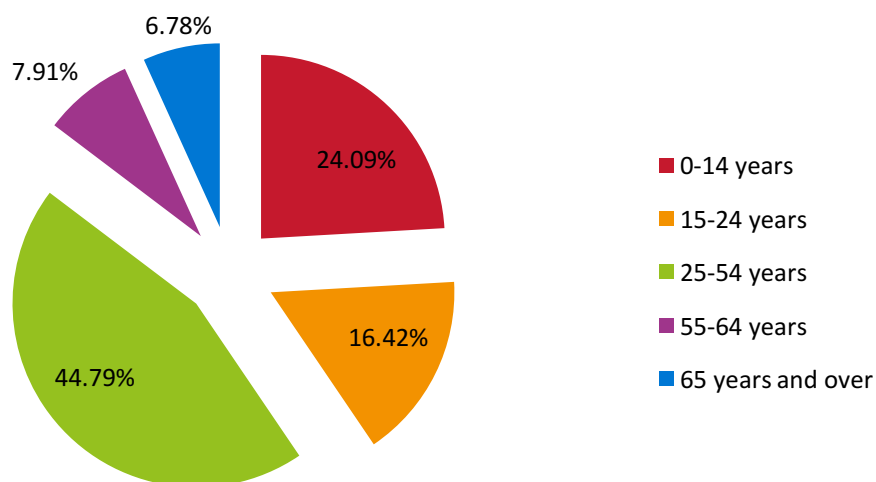
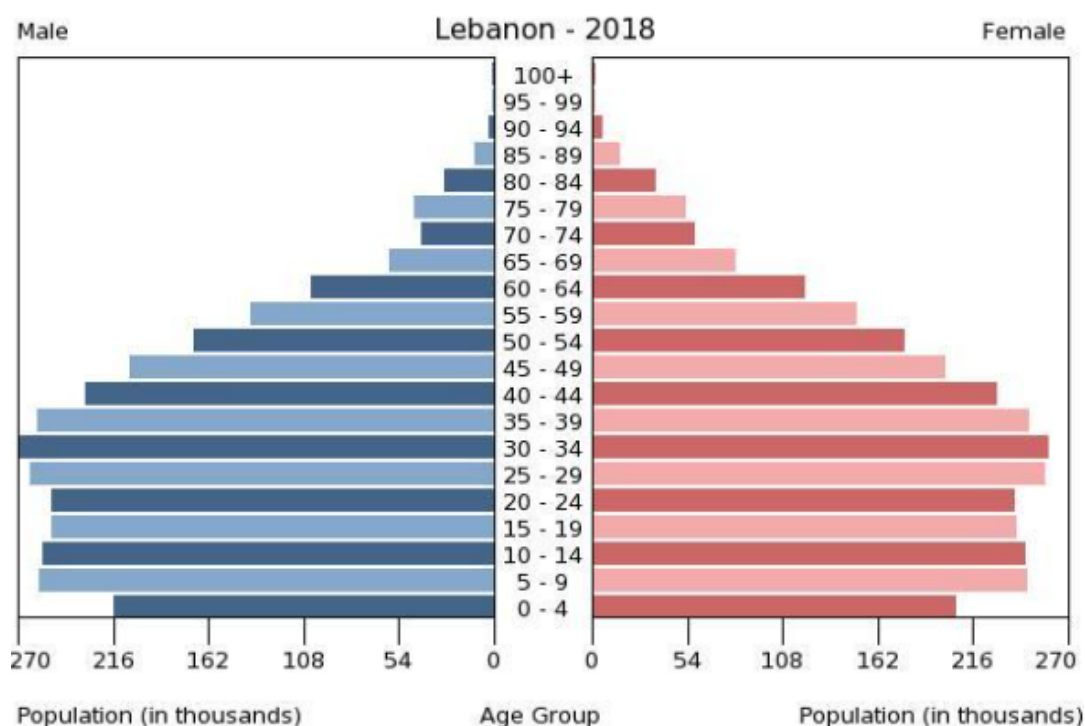


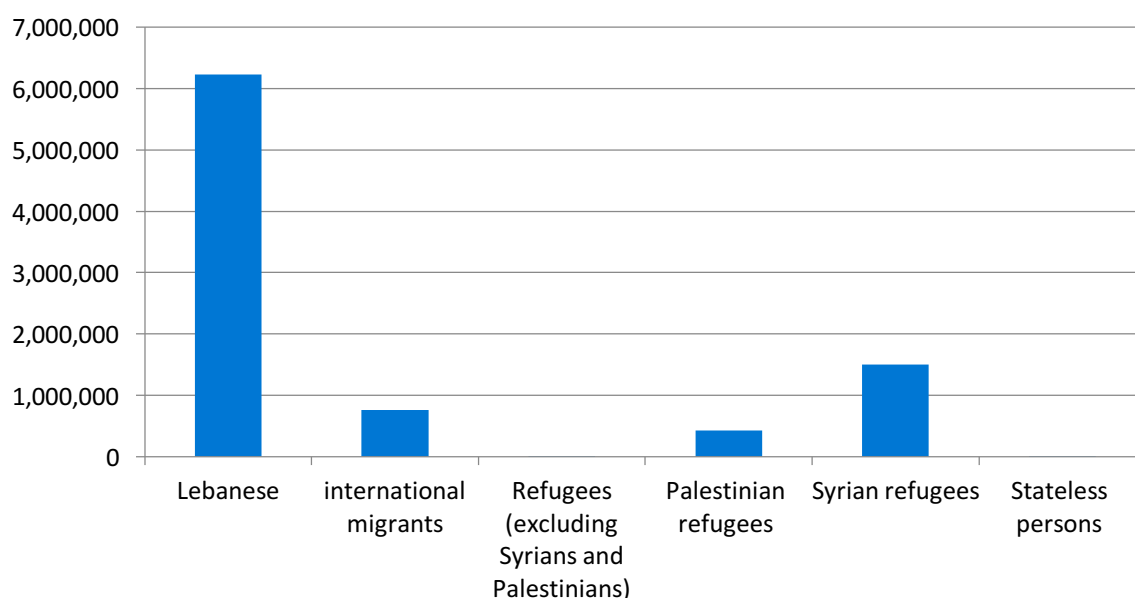
Figure 2: Gender and Age Distribution of Lebanese Population



⁹ Worldometers elaboration of the latest United Nations data available online on the following URL: <https://www.worldometers.info/world-population/lebanon-population/>

There are an estimated 758,000 international migrants, out of which nearly half are women, mainly domestic workers¹⁰ (excluding Syrian refugees). More than 80% of the 9,000 refugees and asylum seekers registered with the United Nations Refugee Agency (UNHCR) are from Iraq¹¹. 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 camps¹². The Palestinian refugee population in Lebanon is mostly young, with more than 45% of refugees under the age of 18¹³. 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 wedlock¹⁴.

Figure 3: Distribution of residents by origins



However, it is 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 Muslims¹⁵. Overall, accurate demographics in Lebanon are scarce and existing statistics are estimates.

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

¹⁰ 2010 figures, United Nations Population Division, 'International Migrant Stock: 2008 Revision'

¹¹ UNHCR 2011, 'Country operations Profile-Lebanon'

¹² UNRWA 2010, 'UNRWA in figures'

¹³ UNICEF, 'Palestinian Children and Women in Jordan, Lebanon, the Syrian Arab Republic and the Occupied Palestinian Programme Document 2011-2013', 2010.

¹⁴ Frontiers, 'Invisible Citizens: A Legal Study on Statelessness in Lebanon', November 2009

¹⁵ 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 Lebanese labour 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 world¹⁶. The low female employment rate is due 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 educated¹⁷.

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 Labour 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 labour 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 labour force, 66.9% of employees do not contribute to any social security system.¹⁸ Furthermore, about 20% of workers are informal wage employee who lack access to social insurance and labour 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 arrangements¹⁹. These dynamics call into question the current structure of the social insurance system and labour regulations, which fail to cover the majority of the labour force and provide incentives to work inside the formal sector.

2.3 Culture and Society

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

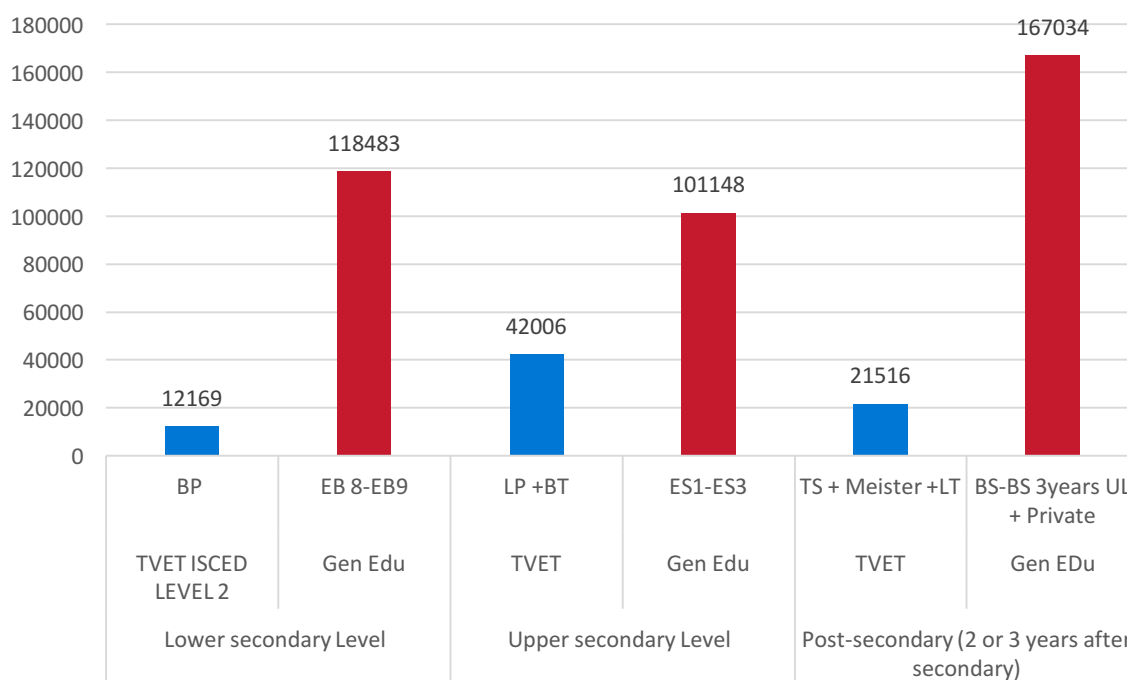
Overall, Lebanese have negative attitudes associated with TVET. Its' seen as a choice for those who have no choice and a second-best option for youth. Only a small fraction of the total student population enters the formal TVET education system. According to the 2015-2016 academic year, the number of 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 grade 8/ 4^{ème} in the French system to the third year of university).

¹⁶ Ibid, World Bank

¹⁷ Hicham Abou Jaoude, **Labour Market and Employment Policy in Lebanon**, European Training Foundation, 2015, p.3.

¹⁸ 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>

¹⁹ 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/WDS/IB/2013/03/20/000425962_20130320133437/Rendered/PDF/760080ESW0GRAY0C0Disclosed030200130.pdf

Figure 4: 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.

2.4 Education and TVET in Lebanon

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 education²⁰.

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 basic directorates are:

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

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

²⁰ 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>

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 as per the 2018-2019 Statistics Bulletin.

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

Education sector	%
Public	30.9
Private nonprofit	13.1
Private for profit	52.6
Private Palestinian	3.4

During the year 2018-2019, the total number of schools in Lebanon was 2,903.

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

Education sector	School Number	%
Public	1260	43.4
Private non profit	362	12.5
Private for profit	1213	41.8
Private Palestinian	68	2.2
TOTAL	2903	100 %

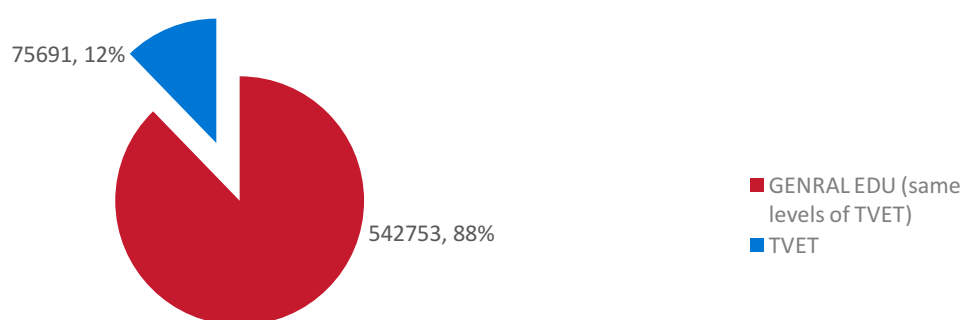
The MEHE has two different directorates for both public and private schools. Semi-private schools are part of the second directorate despite receiving subsidies from the MEHE. However, students pay fees for attending those schools, which makes them neither free nor private. Although the number of public and private schools is almost equal, the public sector accounts for only 30.9% of students enrolled in the Lebanese education system. The public sector also accounts for only 5.1% of preschool enrollment compared to 2.5% in the private sector and 12.5% 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.

2.4.1 Technical and Vocational Education and Training

The Technical and Vocational Education Training (TVET) is under the direction of the Directorate General for Technical and Vocational Education (DGTVE). In Lebanon, there are only 75,691 students enrolled at all levels of TVET²¹.

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%.

²¹ 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)

Figure 5: Percentage of the student enrolment in TVET


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

Table 3: Participation in education by level and by programme orientation (2017)

Category		Gross enrolment ratio (%)		Percentage of students who are female (%)	
Primary education (ISCED 1)		93.4%		48.2 %	
Secondary education, all programmes	Lower secondary (ISCED 2)	63.3%	71.2%	50.8%	50.4%
	Upper secondary (ISCED 3)		55.8%		51.3%
Tertiary education, all programmes (ISCED 5-8)		38.1%		55.7%	

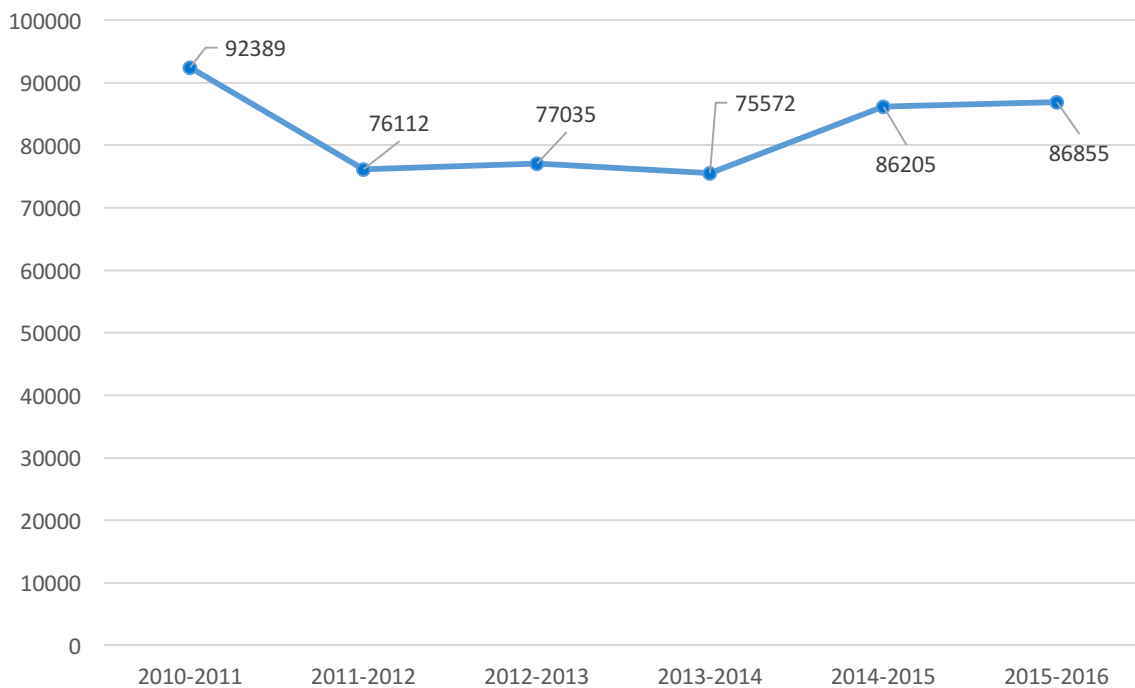
Category		Percentage of students enrolled in vocational programmes, both sexes (%)		Percentage of students in vocational education who are female (%)	
Secondary education, all programmes	Lower secondary (ISCED 2)	16.2%	6.6%	39.2%	33.6%
	Upper secondary (ISCED 3)		27.7%		40.8%

Indicator	Both sexes (%)	Percentage of students who are female (%)
Percentage of students in tertiary education enrolled in short cycle education (ISCED 5)	7.5%	56.9% (2014)

In Lebanon, female enrollment in TVET is generally high with a 56.9% participation rate. In addition, 71.2% of all enrollments are in lower secondary level VET (ISCED 2), of which 33.6% are women²². Instead, the upper secondary level TVET (ISCED 3) accounts for 55.8% of enrollments, of which 51.3% 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 the desire to continue on to university.

Since 2006, TVET has retained approximately the same number of students across the years.²³

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

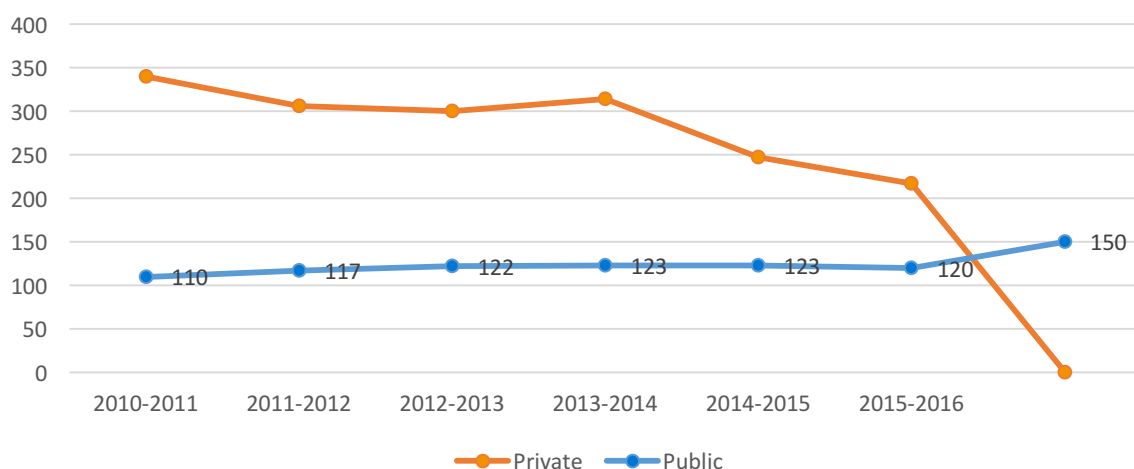


In 2016-2017, the number of TVET public schools and institutes increased to 150 compared to 110 in 2010-2011 and 120 in 2015-2016²⁴. However, the number of private TVET schools and institutes decreased from 340 in 2010-2011 to 217 in 2015-2016. The decrease in the number of private schools is due to 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.

²² Data refer to 2015-2016 and they are based on CRDP sources as delivered by DGVTE.

²³ European training Foundation, Torino Process 2014 Lebanon, p. 8.

²⁴ Data refer to 2015-2016 and they are based on CRDP sources as delivered by DGVTE

Figure 7: Number of TVET Schools and Institutes

2.4.2 TVET Provision and Stakeholders

The development and modernization of the TVET sector as a whole is under the aegis of the Directorate General of Vocational and Technical Education at MEHE, which oversees the TVET system in Lebanon. In addition to managing the public provision of TVET, the DGTVE also supervises the performance of private educational institutes and training providers, including NGOs. The DGTVE organizes public TVET examinations, issues diplomas and certificates and coordinates with line ministries and other bodies that provide different types of TVET. These include the Ministry of Agriculture (MoA), the National Employment Office (NEO), the Ministry of Social Affairs (MOSA) and the National Centre for Vocational Training (NCVT). The DGTVE currently supervises approximately 398 private training providers and administers 158 public training institutes.

The Parliamentary Commission on Education

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 Technical and Vocational Education

The administrative structure of the DGTVE was established by successive laws and decrees, the latest of which is the Decree No. 8349 that outlines its main functions.²⁵ Even though its organizational structure was established in 1996, the DGTVE remains heavily understaffed. The DGTVE is responsible for the organization and management of the whole sector, under the supervision of the Minister of Education and Higher Education. The DGTVE is responsible for curricula, programs, specialties, administering unified national examinations, and issuing technical education degrees for the entire vocational and technical sector in Lebanon.

Unfortunately, the regulatory framework of the DGTVE does not allow for the kind of administrative decentralization provided for in the Constitution. Such centralization hampers the capacity of schools to adapt their curricula to local labour market demands, develop partnerships with industry or manage their own resource mobilization

²⁵ National Strategic Framework for Technical Vocational Education and Training in Lebanon, 2018 – 2022, p.17.

The Directorate General of Higher Education

It is responsible for the organization 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 (TS, LT and LET) issued by the DGTVE.

The Ministry of Social Affairs

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 subsidizes partial or full tuition for VTE students at some of the largest NGO-operated schools such as Al-Aamiliyah, Al-Makassed, Father Kortbawi Institution, and the Antonine Technical Schools²⁶.

The National Employment Office (NEO)

It 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 National Centre for Vocational Training

The NCVT is responsible for accelerated VT programmes, normally 3–9 months long, with less than 100 trainees enrolled during the academic year 2016–2017. An independent board of directors heads the NCVT, leading its strategic planning and supervising implementation. All students who enrol in NCVT sponsored courses receive a certificate from the NCVT upon completion.

However, with funding shortfalls, the NCVT is not operational anymore. Both the NCVT and the NEO have tripartite boards of directors, which include representatives of employers and workers' organizations, with the idea of promoting greater responsiveness of their programmes to labour market needs. Despite their tripartite structures, however, the engagement of employers in TVET provision has remained a challenge.

The Ministry of Agriculture

The MoA is responsible for the management of agricultural schools and for training on agriculture and animal husbandry. The Extension and Agricultural Education division within the General Directorate of Agriculture runs 28 agricultural centres, including seven agricultural technical schools 44 and 3 agricultural service centres across Lebanon. Its mission is to deliver agricultural education and training.

The United Nations Relief and Works Agency (UNRWA)

UNRWA provides TVET for Palestinian refugees in two vocational and technical training centres. It also provides career counselling and employment placement services. UNRWA training is not officially recognized by the DGTVE.

²⁶ 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.

Private training providers

Unlike public providers, private TVET providers are independent, both in terms of their funding and management. Some private providers are operated by NGOs, whereas others operate for profit. Despite their relative independence, however, private providers must still obtain DGTVE accreditation before they can provide TVET services. Non-formal providers must be in a school certified by the Government, and officially registered with the DGTVE. They must also have their students sit for one official examination organized by the central administration at the end of each academic year. Upon successful completion of the course, students are provided with a certificate from the institution authenticated by the Directorate General. Generally, private technical and vocational schools focus on non-industrial disciplines such as business, commerce and IT that do not require heavy equipment, factories or laboratories.

The DGTVE is mandated to oversee the work of private institutes and schools. Once they receive accreditation from the DGTVE, private schools are required to submit an annual report covering general activities and highlighting pending needs. Schools also draft their own qualitative and subjective self-evaluation on their pedagogical methods, which they attach to their annual reports. However, because of staff shortages, the DGTVE has no follow-up mechanisms to assure the quality of private schools.

2.4.3 TVET Structure

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 years²⁷. 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 examinations 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

- 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;

²⁷ According to the decree 10391, June, 4, 2013

- 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: The Execution Level, the Middle Level, and the Higher Level.
- a. **The Execution Level** leads to a Technical Baccalaureate Certificate (BT) and lasts for 3 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 passing 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 DGTVE 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 teachers²⁸.

Special conditions:

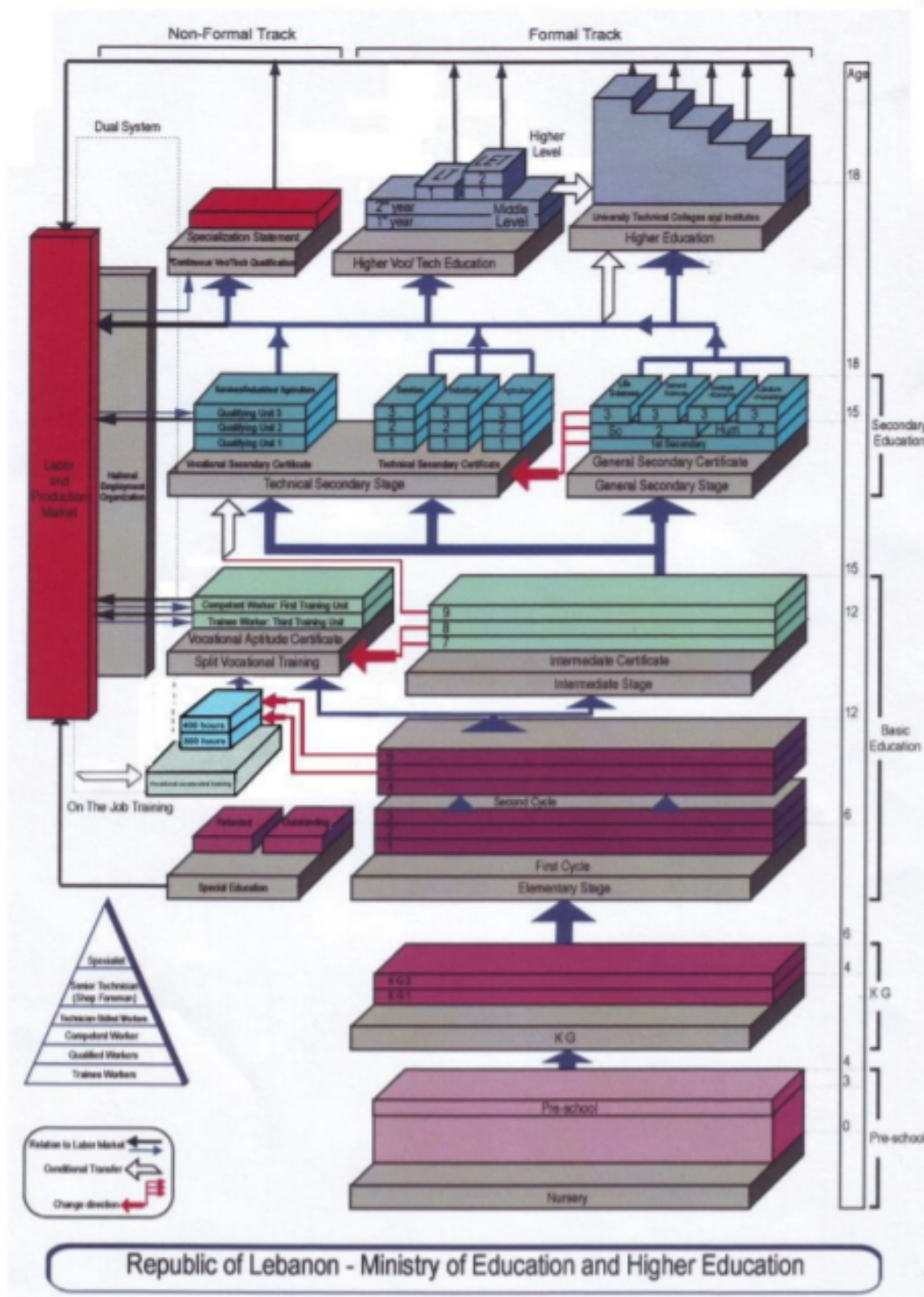
- Some special conditions allow for the transfer of students from general education to technical and vocational education and to universities. Students must fulfill one of the following requirements:
 - If a student passes the first secondary year then he/she can join the BT Level 2nd year.
 - If a student 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 examinations then he/she can join a higher education institution in a suitable specialization, provided that they complete:
 - At least 50% of the hours training and the required credits in the bachelor degree to seek;
 - At least 70% of the hours training and the required credits needed to obtain an engineering diploma or a bachelor degree in engineering or any degree that requires 5 years of education (which is equivalent to 10 semesters).

²⁸ 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>

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.

Figure 8: Lebanese Educational System Framework



⁹ Lebanese Educational System Framework. Work Based Learning Study, UNESCO 2018, p.17.

Private schools also offer TVET programmes and have approximately the same number of students as public TVET schools²⁹. 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 DGTVE provide a certificate.
- **Informal education:** It usually consists of a training program that has no requirements about 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.

There are many factors taken into account that help determine the type and nature of the technical and vocational education and training: duration, training centre, 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

		Organized		
		Formal	Non-formal	Informal
Technical		BT TS LT		Special courses (extension)
Vocational		BP LP (DS) Meister	3 months 6 months 9 months	Special courses (extension)
		Accelerated		

²⁹ 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-paid jobs has caused unemployment to soar to 46 percent”³⁰, this rate is higher than any unemployment rate ever reached in the past 5 years.

These rates have increased due to the Syrian Crisis that has resulted in serious competition between employing Lebanese youth and Syrian ones, noting that 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 men³¹. 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 illiterate³².

³⁰ Blog Baladi, Unemployment Rate in Lebanon at 46%, <http://blogbaladi.com/unemployment-rate-in-lebanon-at-46/>

³¹ Central Administration for Statistics, 2007

³² Central Administration for Statistics, 2009

3. The Nature and Extent of Public Private Partnerships (PPP) in TVET

Public Private Partnerships (PPPs) have become widely accepted and popular in public sector management. The 1990s has seen the establishment of the PPP as the key tool of public policy across the world³³ as an outcome of New Public Management (NPM). NPM has shifted the focus of management from public service to service delivery. Since the 1980s, privatization, market mechanism, contestability in the delivery of public goods and services, deregulation, and reinvention of the role of government were the keywords of NPM. The principles of NPM encouraged the establishment of Public Private Partnerships (PPPs) as a new management tool.

Nowadays, PPP has become a desired tool for providing public services and developing society in both developed and developing countries. At the most general level PPPs are generally recognized as long-term cooperative institutional arrangements between public and private actors to achieve various purposes. There is a wide range of PPPs with diverse features and involved in different activities. However, very few people agree on what exactly a PPP is and what is its definition. There is no precise and widely accepted definition of PPP and the concept of PPP is still contested.

3.1 Defining Public Private Partnership

There are extensive debates about the concept of PPP. In general, PPP is looked at as a governmental service or private business venture, which is funded and operated through a partnership of the government and one or more private sector company.

For instance, the World Bank PPP refers to arrangements, typically medium to long term, between the public and private sectors whereby some of the services that fall under the responsibilities of the public sector are provided by the private sector, with clear agreement on shared objectives for delivery of public infrastructure and/or public services. In another definition, the World Bank and other Institutions adopt a broader view to define PPP as a long-term contract between a private party and a government entity, for providing a public asset or service, in which the private party bears significant risk and management responsibility, and remuneration, is linked to performance³⁴.

Whereas, the OECD defined PPPs as “an arrangement between the government and one or more private partners (which may include the operators and the financiers) according to which the private partners deliver the service in such a manner that the service delivery objectives of the government are aligned with the profit objectives of the private partners and where the effectiveness of the alignment depends on a sufficient transfer of risk to the private partners” OECD 2008).

No matter the fact is, PPP is widely used for different purposes. However, there are divisions among the scholars about the uses of PPP in practice. Some researchers focus on PPP as an inter-organizational arrangement between different institutions in which PPP is used as a governance or management tool; some concentrate on PPP as a development strategy; whereas some think it is a discursive term or a ‘language game’³⁵.

³³ Osborne, S.P., 2000, Public–Private Partnerships: Theory and Practice in International Perspective, Routledge: London, p.1

³⁴ Public Private Partnership Guide, 2014

³⁵ Nilufa Akhter Khanom, Conceptual Issues in Defining Public Private Partnerships (PPPs), International Review of Business Research Papers Volume 6. Number 2. July 2010. p. 150.

3.2 Forms of Public Private Partnership

There are several forms of PPPs, depending on the degree of private sector involvement. This is further elaborated below³⁶:

Build-Own-Maintain (BOM)	The private company designs, builds, and maintains the public sector's entity while retaining ownership. In this case, the government leases the entity over the term of the agreement.
Build-Own-Operate (BOO)	The private company is in charge of financing, designing, building, & operating the public entity's project, while claiming ownership. Therefore, the private company owns the project and bears the commercial risk of operating the facility. There is no transfer of the entity's ownership to the public sector.
Build-Develop-Operate (BDO)	The private company designs, builds, renovates, modernizes, and operates the public sector's project for a specified period (with no ownership). The private company bears the commercial risk of operating the facility.
Design-Construct Manage-Finance (DCMF)	The private company deals with the financing, the designing, the building, and the management of the public entity's project for a fixed period (with no ownership). The project is then handed back to the government.
Design-Build-Operate (DBO)	The private company handles the financing, designing, building, and operating of the public entity's project, while claiming ownership of that entity. Therefore, the private company owns the project and bears the commercial risk of operating the facility.
Buy-Build-Operate (BBO)	The private company builds and operates the public sector's entity after gaining ownership of that entity. In this context, the private company takes into charge rehabilitating or expanding it, and improving the way it is operated.
Lease-Own-Operate (LOO)	The private company leases the public sector's entity, buys it, and operates it. There is no transfer of the entity's ownership to the public sector.
Lease-Develop-Operate (LDO)	The private company designs, builds, renovates, modernizes, and operates the public asset for a specified period after leasing it. The private company bears the commercial risk of operating the facility.
Build-Operate-Transfer (BOT)	The private company assumes the responsibility of financing, designing, building, and operating the public entity's project for a fixed period (with no ownership), and transfers it back to the public sector. The private entity thus bears the commercial risk

³⁶ NCPPP -Types of Public-Private Partnerships, U.S. Government Accounting Office -Public-Private Partnerships: Terms Related to Building and Facility Partnerships, IMF -Public Private Partnerships

	of operating the facility. The transfer of ownership takes place at a pre-set price, or at the then-prevailing market price.
Build-Own-Operate Transfer (BOOT)	The private company finances, builds, and operates the public entity's project while claiming ownership of that entity for a specific period, before transferring it back to the government.
Build-Lease-Operate Transfer (BLOT)	The Build-Lease-Operate-Transfer contract is classified under the category Enhanced Use Leasing (EUL), which also takes into consideration other types of partnerships that include leasing, such as the lease-develop-operate contract. The private company designs and builds the public sector's entity, leases it, operates it for a fixed period, then transfers it back to the government.
Build-Rent-Own Transfer (BROT)	The private company finances, builds, and operates the public asset for a specific period before transferring it back to the government. The private entity can, however, rent said asset from the related public enterprise after the project is successfully implemented.
Wrap-Around Addition (WAA)	The private entity renovates, modernizes, and expands the public asset after buying or leasing it. The asset is not necessarily transferred back to the government once the project is achieved.

3.3 Defining PPPs in the TVET sector

In TVET, PPPs are important for the development of a high-quality vocational education and training, since they foster regular communication between employers and TVET providers. Such communication is critical in TVET practice because on one hand, it enables TVET providers to learn more about the skills demanded by the employers, and on the other hand, it allows the employers to have an input in the curricula of TVET, in addition, it gives them a recruiting tool to employ skilled workers.

As the influential Third International Congress on TVET in Shanghai, May 2012 concluded, "scaling up existing models of TVET provision to include more young people and adults is not the solution to the challenges facing skills development, but rather it also involves a paradigm shift that includes the active involvement of relevant stakeholders such as industry" (Dunbar, 2013).

PPPs in TVET can be identified as "a formal relationship with shared responsibilities between public and private sector actors in co-operation to achieve mutual goals that may take the form of a joint business venture, a joint education and training agreement, or a social partnership structured around a social agenda" (Kruss 2017).

A TVET system's success in skills development is increasingly linked to the capacity of partnership with external stakeholders such as governmental departments, industries, employer associations, occupational bodies, and civil society (Lucci, 2012).

According to UNESCO (2013), PPP is perceived as a mechanism to shift from a supply-driven to a supply and demand-driven approach that is needed to address youth unemployment. While supply driven training means producing skilled manpower needed for economic development without referring to the employers' needs. Demand driven is customized to respond directly to specific requirements of employers' needs in the labour market and usually leads to employment or self-employment.

The International Labour Organization (ILO, 2012a, 2012b) emphasized the leadership role of employers and workers in developing and managing competency standards and monitoring mechanisms in skills development within TVET systems (Kruss 2017).

In addition to the possible contribution in funding TVET, the private sector may be able to provide the following in-kind contributions through partnership setting:

- ▶ Jobs skills needs assessment or market assessment, including capacity to train NGOs or other actors to undertake such work
- ▶ Participation on alliance steering committee, secretariat or other intermediary.
- ▶ Involvement in curriculum and programme development
- ▶ Internships/apprenticeships
- ▶ Exposure of TVET technical staff to new technologies in labour market
- ▶ Mentoring/job shadowing/career advice
- ▶ Technology/equipment
- ▶ Classroom space/meeting space
- ▶ Staff time and expertise
- ▶ Management of public training institutes
- ▶ Business connections/networks
- ▶ Competition programme for entrepreneurs, business plans, or innovations
- ▶ Loan guarantee for entrepreneurs
- ▶ M&E systems or implementation
- ▶ Design or implementation of a social marketing campaign (to reach vulnerable/out of-school groups, etc.)

4. Legislation, Regulation and Policies of PPP in TVET

The country report issued by UNESCO reported that ‘there is no clear vision, structure or strategic plan to guide the actions and decisions of the TVET system’; recently, however, a national strategy for TVET has been published which may form a basis for improved collaboration between government institutions and stronger partnerships with the private sector. It was foreseen that this strategy will serve as the main national reference for institution-specific action plans that will include strong partnerships with employers’ and workers’ organizations.

4.1 National Strategic Framework for TVET in Lebanon 2018–2022

The National Strategic framework for TVET released in June 2018 is based on four core areas:

- review and update the available programmes and specialties in TVET;
- review the academic and administrative structures of TVET;
- provide and develop human, physical, and financial resources;
- 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 revenues 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 (*technicien 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 *technicien supérieur* and *licence technique* courses. This reduction requires urgent programme restructuring.³⁷

* 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 centers 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.

³⁷ European training Foundation, Torino Process 2014 Lebanon, p. 6.

4.2 The Legal and Regulatory Base for Formal Apprenticeships/WBL in TVET

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.”³⁸ WBL is often seen as a powerful vehicle for developing workplace skills and promoting productivity of the labour 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.

4.3 Quality assurance Policies of PPP in TVET including NQF and Accreditation

Currently, there is no National Qualifications Framework in place but it is under development. According to the ILO National Strategic Framework 2018-2022, a National Qualification Framework Group established a Lebanese NQF in 2011, which outlined 8 levels of qualifications. The NQF was piloted but not nationally adapted.

Quality assurance despite their relative independence, however, private providers must still obtain DGTVE accreditation before they can provide TVET services. Non-formal providers must be in a school certified by the Government, and officially registered with the DGTVE. They must also have their students sit for one official examination organized by the central administration at the end of each academic year. Upon successful completion of the course, students are provided with a certificate from the institution authenticated by the Directorate General.

³⁸ European Training Foundation, Work Based Learning: A Handbook for Policy Makers and Social Partners in ETF Partner Countries, 2014, p.3.

The DGTVE is mandated to oversee the work of private institutes and schools. Once they receive accreditation from the DGTVE, private schools are required to submit an annual report cover in general activities and highlighting pending needs. Schools also draft their own qualitative and subjective self-evaluation on their pedagogical methods, which they attach to their annual reports. However, because of staff shortages, the DGTVE has no follow-up mechanisms to assure the quality of private schools.

Both public and private TVET providers offer accelerated training courses ranging 3–9 months. Private and non-governmental organizations are not bound by official curricula, and design their own courses without supervision from the DGTVE. Students who complete such courses receive a certificate of attendance from the DGTVE only if the school is officially recognized. Graduates of accelerated training programmes offered by the NCVT receive certificates directly from the NCVT.

5. The Nature and Extent of Public Private Partnerships (PPP) in TVET

5.1 Work Based Learning as an Example of PPP

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”³⁹ WBL is often seen as a powerful vehicle for developing workplace skills and promoting productivity of the labour 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 years, student acquire theoretical knowledge at school and develop workplace skills through practical experience at companies.

³⁹ 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”⁴⁰.

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 rates⁴¹. 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.

5.2 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

⁴⁰ GIZ-DSME-Lebanon (2010): Project Monitoring Report.

⁴¹ 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.

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.

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 skill sets 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 certification⁴².
- **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 remuneration⁴³.

⁴² Report of the UNESCO-UNEVOC Virtual Conference, **Delivering TVET through quality Apprenticeships**, 15 -26 June 2015, p.6.

⁴³ CEDEFOP Luxembourg: Office for Official Publications of the European Communities, 2008, available online at: http://www.cedefop.europa.eu/EN/Files/4064_en.pdf

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	<ul style="list-style-type: none"> Usually during the summer for 1 month. Duration depends on regulations of schools and universities 	<ul style="list-style-type: none"> University TVET institute (depends on specializations) 	<ul style="list-style-type: none"> Depends on regulations of schools or universities 	<ul style="list-style-type: none"> Mainly employees from the enterprise In some cases students are supervised by a teacher (mainly administrative reasons) 	<ul style="list-style-type: none"> No defined curriculum More regulations and directives 	<ul style="list-style-type: none"> Certificate of participation issued by the enterprise Student has to write & present a report
Apprenticeship	<ul style="list-style-type: none"> 2 months during the summer (1st and 2nd year) 3 days/week the 2nd and 3rd year 	<ul style="list-style-type: none"> Mainly LP level students 	<ul style="list-style-type: none"> Yes 	<ul style="list-style-type: none"> Mainly employees from the enterprise In some cases students are supervised by a teacher (mainly administrative reasons) 	<ul style="list-style-type: none"> Defined by School 	<ul style="list-style-type: none"> Certificate of participation issued by the enterprise Students must pass the second year or take the official final exams
Alternance	<ul style="list-style-type: none"> Depends on regulations of universities (newly established) 	<ul style="list-style-type: none"> University 	<ul style="list-style-type: none"> Yes 	<ul style="list-style-type: none"> Mainly employees from the enterprise In some cases students are supervised by a teacher (mainly administrative reasons) 		<ul style="list-style-type: none"> Certificate of participation delivered by the enterprise Student has to write and present a report

5.3 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 DGTVE. 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 Organization of La Francophonie, UNESCO, UNICEF, International Labour Organization, IECD (Institut Européen de Coopération et de Développement), AFD (Agence Française de Développement), and GIZ (Deutsche Gesellschaft Internationale Zusammenarbeit - German association for International Cooperation).

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.

6. Challenges and Constrains in Implementing PPP in TVET

6.1 SWOT analysis of PPP implementation in TVET

6.1.1 Strengths

Apprenticeship and work-based learning schemes in Lebanon include:

- ▶ 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.
- ▶ 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.

6.1.2 Weaknesses

Apprenticeship and other work-based training schemes include:

- ▶ Insufficient legal frameworks for apprenticeship training, since the law does not cover apprentice rights for social security and health insurance.
- ▶ 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.
- ▶ International and domestic NGOs mainly finance apprenticeship and other work-based trainings.
- ▶ No criteria available for selecting workplaces appropriate for implementing apprenticeship training and other types of work-based training.
- ▶ 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.
- ▶ Absence of TVET tracer studies for apprenticeship scheme graduates.
- ▶ Weak employment services for graduates of apprenticeship and other work-based training programs.
- ▶ No official training and certification for company trainers or technicians that train apprentices in companies.

6.1.3 Opportunities

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

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

6.1.4 Threats/Barriers

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

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

6.2 The underdeveloped Role of Employee Organizations

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 DGTVE and other institutions in order to improve system responsiveness and meet the needs of the industry in education, training, and re-training.
- ▶ Specialized 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 organizing 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-organized, 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 organized 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. Labour unions do not contribute to the development of market skills – demand equation.

6.3 Weak Labour market information and Advice to Students and Employer

Lebanon has no established labour market information system. No official labour market needs analyses have been carried out for several years; the last one dates back to 2004. In recent years, the ILO has supported the National Employment Office (NEO) in setting up a labour market information system. For example, in 2011, the NEO conducted a study entitled Employment needs assessment for the hospitality sector: hotels and restaurants in Lebanon. With the help of the ILO, it surveyed more than 600 enterprises, hotels and restaurants employing over 13 000 workers across Lebanon. The sector was selected because of its pivotal role in economic growth and job creation in Lebanon. The ILO is also supporting the CAS in conducting a labour force survey that should be completed in 2015.

Lebanon has not conducted a census for many years so the labour force survey will be based on household surveys. The Chambers of Commerce, Industry and Agriculture also carry out specific sector surveys. However, the mechanism for transferring this information to the education and training system is extremely limited. There is no structured and consolidated mechanism for skills matching and anticipation. The limited dialogue with social partners and the business sector in particular remains a key problem in defining and implementing effective measures to address skills development and especially skills mismatch.

6.4 Underdeveloped Funding Mechanisms including for PPP and WBL

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.

7. Local Practices

As a means for validating the collected data related to the report, WARD approached some key informants that are considered as fundamental players in the TVET sector such as FAO and ILO. The questions focused on:

- ▶ the schemes of PPP followed under their ongoing projects in the country;
- ▶ the implementing mechanism of “On the Job Training” and how it can be adapted to the local context;
- ▶ the relationship between them and the involved ministries;
- ▶ the type of offered support to ministries involved in TVET;
- ▶ added value of partnering with governmental bodies for implementing TVET.

Dr. Mohammad Abou Haidar, advisor of H.E General Director of TVET, confirmed that “unfortunately, until this moment, there is no win-win situation between the TVET and the labour market; it is due to the lack of a comprehensive study that scrutinizes the real needs in the market”.

He added “Objectively speaking there is minor collaboration, if not to say absent, with the National Employment Office (NEO) and the private sector”. He mentioned that there are some initiatives to approach the key stakeholders in the market for identifying their needs in order to match them with the skills needed, but these are still modest.

In this regard, the Higher council of Vocational Education Training is very important and should be activated, this needs legal procedures.

FAO, represented by Mrs. Abir Abulkhoudoud confirmed that the organization has non-formal training with the private sector and involved NGOs, whereas, the On-the-Job-Training is still in its planning phase. The OJT methodology has been set in partnership with ILO and will be tested at the Ministry of Agriculture schools with AVSI and WARD. This leads to say that the FAO has established a joint framework with specific action plan to be followed by MEHE, MOSA, MoL, ILO and UNICEF. Additional support has been offered to MOA through the implementation of “Upgrading the Agriculture Education System in Lebanon - OSRO/LEB/601/NET” that aims at enhancing employability of young Lebanese and displaced Syrians and other refugees in Lebanon by giving them the opportunity to acquire the necessary technical skills to access improved career opportunities in agriculture and agribusiness in Lebanon or in Syria upon their return, accordingly. The longterm objective of the project is to enhance the efficiency and quality of the agriculture education system in Lebanon to reach and support more young people. The project focuses on agricultural areas in Lebanon and seeks to reach 525 students, ages 15-20, for enrolment in the 3-year agricultural programme (the formal education). It is also targeting 1848 students, ages 14-25, for enrolment to the short-term vocational training courses (the non-formal education); and 100 teachers for refresher training courses for agricultural technical and capacity building for revising and implementing the new curriculum that provide Competency-Based Training (CBT) and promotes decent work. In a nutshell, the added value of having similar initiatives with the local governmental bodies might be retrieved to guaranteeing the sustainability of the project’s activities, assuring the conformity of such activities with the NQF, confirming that the acquired

skills are certified; reassuring that the national regulations and laws are modified in conformity with labour market and TVET requirements and above all youth protection policies are formulated.

Serajul Islam, Skills Development Officer, at the ILO Regional office for Arab States, says that the organization does not embed PPP component in its project. Regardless of this situation, ILO is trying to engage the private sectors with the MOA by signing an agreement to implement the OJT programmes in the agriculture sector. In this process, the MOA will provide some incentives to the trainees and the private sector will offer their facilities for work-based learning. According to ILO there are different types of OJT programmes that are implemented globally, namely: Apprenticeships, traineeship, internships etc. The ILO is working on the agenda to identify a suitable approach OJT/WBL for the agriculture sector of Lebanon. However, globally, the apprenticeship is the best approach of WBL, which is in line with the ILO Quality Apprenticeship approach. For this to happen, every country has to mobilize the private sectors to come forward to support the OJT. The ILO is working with the MoA for piloting the OJT programme. The ILO would propose a suitable approach of OJT based on the Post-OJT evaluation outcomes. Concerning the relation with different ministries engaged in TVET, ILO representative considers that National Strategic Framework (NSF) for TVET in Lebanon brings most of the relevant ministries in a common platform to deliver quality assured demand-driven TVET programmes. The mentioned ministries are also part of the NSF. However, like other countries, Lebanon needs a common platform that would coordinate across the ministries and department to strengthen the relationship and the development and delivery of nationally recognized TVET programmes, including assessment and certification process. Until then, the observer cannot deny that the ILO is highly contributing to the sector when it comes to:

- ▶ skills anticipation;
- ▶ curriculum development;
- ▶ training of trainers and managers;
- ▶ implementing OJT on pilot basis;
- ▶ establishment of Skills Sector Council; and
- ▶ conducting training on entrepreneurship etc.

This support leads to talk about good practices such as:

- ▶ skills anticipation survey of industry sectors,
- ▶ applying DACUM approach to develop curriculum;
- ▶ introducing Competency-Based approach;
- ▶ WBL programmes.

Finally, despite of all the remarkable achievements one cannot deny the presence of several challenges related to:

- ▶ the lack of response from the private sectors;
- ▶ lack of employment opportunities;
- ▶ lack of government ownership;
- ▶ absence of quality assurance system;
- ▶ absence of national qualification system;
- ▶ social image of TVET; and, above all,
- ▶ the lack of financing TVET.

8. Regional Practices

Arab Labour Organization (ALO)

According to the Arab strategy for TVET, issued by the Arab Labour Organization in 2010, one of the weaknesses in the Technical Vocational Education and Training system, is “the weakness of the mechanisms for monitoring, evaluating, and accrediting institutions, programmes and qualifications that reflect negatively on the quality of outputs and results”, since there is an almost complete lack of indicators to measure performance. That is because these indicators do not exceed the quantitative aspects, such as capacity, records and the number of graduates. As for the qualitative indicators, the vocabulary of social and economic returns from training is completely absent. Faced with this shortage, several groups and organizations, both internal and external, followed the recommendations on creating indicators that are compatible with the sector’s status and the needs of the Arab market; for example, the call contained in the concluding report of a national workshop to “adopt and develop labour market indicators and TVET indicators, and to concentrate the sources of the necessary data obtained in its own account”⁴⁴. However, the absence of initiatives on a regional level does not negate the existence of Arab initiatives on the national level, including, but not limited to:

The Experience of the Gulf Cooperation Council (GCC)

Being aware of the importance of the technical education sector, and its role in meeting the needs of the Gulf market and requirements of development, a labour group was formed of experts from the GCC countries. Based on their observation and diagnosis of the situation of this sector in the Gulf countries and the future challenges they face, the GCC introduced a technical and education strategy⁴⁵ aimed at “actively contributing towards restoring the balance of the social and economic development process in general, and restoring balance to the labour market in the GCC in particular”. This strategy confirmed in many locations “the importance of developing continuous evaluation systems,” the “development of information and communication networks, databases for technical education” and “building a system to support decision-making, using modern techniques to support decision-making on all levels and areas”. In this framework, a number of indicators were suggested for monitoring the performance of the technical education system, related to the preparation of the required staff and skills, employment, equal opportunities, investment and the effectiveness of technical education institutions. These indicators include, for example:

- Employer’s satisfaction regarding the suitability of graduate skills acquired for labour market requirements;
- Harmonization of technical education skills levels, the levels required by the industry in the short term, and likewise, the global standard for long-term skills levels;
- Improvement of the career opportunities for graduates of technical education, and its viability for technical employment;
- Existence of a uniform system for recognizing the qualifications of graduates in technical education institutions;
- Success of learning programmes providing graduates with general skills, shared among a wide range of industrial sectors, in addition to specialized skills;

⁴⁴ Arab Labour Organization et al. 2012 (reference in Arabic).

⁴⁵ GCC Action Team Assigned by the Deans and Directors of the GCC states 2003 (reference in Arabic)

- Removal of barriers preventing enrolment in technical education, for those who wish to enroll in its institutions, and the use of modern technical means in delivering technical education to those who desire it;
- The interest of private sector institutions in investing in the field of technical education;
- Exploiting the capacity of technical education institutions to their maximum potential;
- The efficacy of the educational process and its effectiveness;
- Efficient and effective management of technical education institutions. By monitoring the TVET sector indicators in Arab and international databases, it becomes clear that such indicators often concentrate too heavily on pre-university or university education indicators. This is the case with the UNESCO data, in which attention is focused, in particular, on the dimensions related to enrolment and expenditure.

On the other hand, a large gap is noticeable between the sector's situation in developed countries and its situation in the Arab region. What has emerged in recent years from initiatives (orientations, policies, strategies and references) in a number of Arab countries, such as Jordan, the Gulf countries and Egypt, however, are signs of positive change, but they require investment in order to enhance the status of TVET education and training, thereby becoming a key contributor to the effort to develop and access the knowledge economy. These initiatives and strategies, although important, still falter in their implementation, just as many planned indicators are unable to find a way towards actual application. This increases the importance of finding functioning and applicable indicators to measure the effectiveness of the TVET system, in light of technical developments in connection with labour market needs and its new orientations towards the abstract nature of production paths on the one hand, and the cognitive nature of career paths on the other. This was confirmed by the European Training Foundation report, which considered the lack of assessment and follow-up systems a fundamental constraint, preventing active labour market programmes from being effective.⁴⁶

⁴⁶ European Training Foundation 2015 (reference in Arabic)

9. Recommendations and Conclusions

- ▶ 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.

- ▶ 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.

- ▶ Develop and apply criteria for selecting companies that will implement apprenticeship trainings and ensure its adequateness.

- ▶ Strengthen partnerships with companies in order to plan, implement, and evaluate apprenticeship and other work-based trainings.

- ▶ Expand the use of work-based methods to provide more trainings and work experience opportunities for recent graduates of universities and community colleges.

- ▶ Increase apprenticeship training schemes to include trainings for the technician level besides the currently offered occupational levels (semi-skilled, skilled, and artisans).

- ▶ Open channels between different TVET levels and systems and allow for upward mobility of apprentices according to specific criteria.

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11. Annexes

- Annex 1 Decree 5768 (23-12-1960)
- Annex 2 Decree 15742 (11-3-1964)
- Annex 3 Decision 326 /2005 (24-12-2015)
- Annex 4 Decision 75/2019 (27-6-2019)
- Annex 5 Decree 7880 (25-07-1967)
- Annex 6 Decision 147-2005 (17-06-2005)
- Annex 7 Decree 11019 (07-10-1968)

Annex 1. Decree 5768 (23-12-1960)

مرسوم رقم 5768

صادر في 23 كانون الأول 1960

تحديد اعمال الدوائر في المديرية العامة للتعليم المهني والتقني وانشاء المجلس الاعلى للتعليم المهني والتقني*

معدل بموجب: المرسوم رقم 16980 تاريخ 1964/07/27

إن رئيس الجمهورية اللبنانية،

بناء على الدستور اللبناني،

بناء على المرسوم رقم 2869 تاريخ 1959/12/16 المتعلق بتنظيم وزارة التربية الوطنية والفنون الجميلة ولا سيما

المادة 15 منه،

بناء على المرسوم الاشتراعي رقم 111 تاريخ 1959/6/12 لا سيما المادتين الثانية والرابعة منه،

بناء على المرسوم الاشتراعي رقم 112 تاريخ 1959/6/12 لا سيما الفقرة الثانية من المادة الرابعة منه:

المواد 1 الى 6

الغي نص المواد من 1 الى 6 بموجب المواد من 1 الى 6 من المرسوم رقم 16980 تاريخ 1964/7/27 .

المادة 7

أولاً: ينشأ لدى وزارة التعليم المهني والتقني مجلس استشاري يدعى "المجلس الاعلى للتعليم المهني والتقني" مهمته

ابداء الرأي في:

- مشاريع القوانين والمراسيم التنظيمية المتعلقة بالتعليم المهني والتقني.
- مشروع موازنة المديرية العامة للتعليم المهني والتقني السنوي.
- مشاريع مراسيم احداث مدارس مهنية رسمية جديدة تابعة للإدارات والمؤسسات العامة.
- مشاريع مراسيم الترخيص بفتح مدارس مهنية خاصة.
- التقارير السنوية التي يضعها المدير العام للتعليم المهني والتقني.
- سائر القضايا التي يعرضها عليه الوزير.

اضيف النص التالي الى الفقرة "اولاً" من المادة 7 بموجب المادة 22 من المرسوم رقم 16980 تاريخ 1964/7/27

ينتخب المجلس من بين أعضائه بطريقة الاقتراع السري نائبا للرئيس يؤمن اعمال الرئيس في حال غيابه.

ثانياً: يقترح المجلس الاعلى على وزير التعليم المهني والتقني منهجاً طويلاً لتطوير وانماء وتعميم التعليم المهني

والتقني في لبنان.

ثالثاً: يتألف المجلس الاعلى من:

- وزير التعليم المهني والتقني او من ينتدبه: رئيساً
- مدير عام التعليم المهني والتقني مقرراً
- أحد عشر عضواً يجري اختيارهم على الوجه التالي:

العدد	الصفة
4	يمثلون الادارات والمؤسسات العامة
4	يمثلون الهيئات والجمعيات النقابية التي لها علاقة بالتعليم المهني والتقني
1	مدير احدى المدارس المهنية الرسمية
1	مدير احدى المدارس المهنية الخاصة
1	ممثل عن اللجان الفنية الاستشارية المنصوص عليها في المادة الثامنة من هذا المرسوم

رابعاً: يعين اعضاء المجلس الاعلى بمرسوم بناء على اقتراح وزير التعليم المهني والتقني لمدة سنتين، قابلة التجديد. يقترح الوزير الاسماء من أصل لوائح ترشيح يطلبها من الادارات والهيئات والجماعات المعنية واذا تعذر الحصول على اللوائح يعود الاختيار للوزير لا يتقاضى رئيس واعضاء المجلس الاعلى أي تعويض حضور.

خامساً: تسقط حكماً ولاية العضو الذي يفقد الصفة التي دعت الى تعيينه في المجلس، ويمكن بمرسوم ان يعفى من مهامه العضو الذي يتغيب بدون عذر مشروع ثلاث مرات متوالية عن اجتماعات المجلس. يكمل العضو الخلف المدة المتبقية من ولاية السلف.

سادساً: يعقد المجلس دورتين كل سنة على الاقل ويحق لرئيسه دعوته للاجتماع استثنائياً كلما اقتضت الحاجة.

سابعاً: تؤخذ المقررات بأكثرية اصوات الحاضرين على ان يفوق عددهم نصف عدد الاعضاء المعينين، وفي حال تعادل الاصوات يعتبر صوت الرئيس مرجحاً، وتعتبر هذه المقررات بمثابة توصيات لوزير التعليم المهني والتقني.

ثامناً: يضع المجلس نظامه الداخلي.

تاسعاً: تؤمن المديرية العامة للتعليم المهني والتقني أعمال أمانة السر للمجلس .

المادة 8

يمكن ان تنشأ لدى المديرية العامة للتعليم المهني والتقني، بناء على توصية من المجلس الاعلى لجان فنية استشارية تختص كل منها:

- بمهنة معينة.
 - أو بمجموعة من المهن.
 - أو بأحد حقول التعليم المهني والتقني.
- يعين أعضاء هذه اللجان وتحدد مهام كل منها بقرار من وزير التعليم المهني والتقني .

المادة 9

ينشر ويبلغ هذا المرسوم حيث تدعو الحاجة.

الذوق في 23 كانون الاول سنة 1960

الامضاء: فؤاد شهاب

مرسوم رقم 2271

صادر في 2000/01/25

تعيين اعضاء المجلس الاعلى للتعليم المهني والتقني في وزارة التعليم المهني والتقني

ان رئيس الجمهورية،
بناء على الدستور،
بناء على المرسوم الاشتراعي رقم 112 تاريخ 1959/6/12 (نظام الموظفين) وتعديلاته لا سيما الفقرة الثانية من المادة الرابعة منه،
بناء على القانون رقم 211 تاريخ 1993/4/2 (احداث وزارة التعليم المهني والتقني)،
بناء على المرسوم رقم 8349 تاريخ 1996/5/2 (تنظيم المديرية العامة للتعليم المهني والتقني)،
بناء على المرسوم رقم 5768 تاريخ 1960/12/23 "تحديد اعمال الدوائر في المديرية العامة للتعليم المهني والتقني (وانشاء المجلس الاعلى للتعليم المهني والتقني)،
وبناء على اقتراح وزير التعليم المهني والتقني،
بعد استطلاع رأي هيئة مجلس الخدمة المدنية بكتابها رقم 5687 تاريخ 14 كانون الاول 1999، يرسم ما يأتي:

المادة الاولى

يعين اعضاء المجلس الاعلى للتعليم المهني والتقني من:
وزير التعليم المهني والتقني او من ينتدبه (رئيسا)
المدير العام للتعليم المهني والتقني (عضوا مقررا)
رئيس المركز التربوي للبحوث والانماء او من يمثله (عضوا)
مدير عام المؤسسة الوطنية للاستخدام او من يمثله (عضوا)
مدير عام وزارة الصناعة او من يمثله (عضوا)
مدير عام الصحة العامة او من يمثله (عضوا)
رئيس جمعية الصناعيين او من يمثله (عضوا)
رئيس غرفة التجارة والصناعة: بيروت وجبل لبنان او من يمثله (عضوا)
رئيس نقابة المستشفيات الخاصة او من يمثله (عضوا)
رئيس نقابة اصحاب الفنادق او من يمثله (عضوا)
مدير المعهد الفني الصناعي (عضوا)
مدير المؤسسة المهنية العمالية (عضوا)
وذلك لمدة سنتين قابلة للتجديد

المادة 2

ينضم الى اجتماعات المجلس، بصفة عضو، ممثل عن اللجان الاستشارية المنصوص عليها في المادة الثامنة من المرسوم رقم 5768 تاريخ 1960/12/22 عند تشكيلها وذلك بدعوة خطية من المدير العام للتعليم المهني والتقني .

المادة 3

يقوم كل عضو من الذين يمكنهم تسمية ممثلا عنهم بتسمية الممثل بموجب كتاب خطي يسلم للمدير العام للتعليم المهني والتقني .

المادة 4

تؤمن المديرية العامة للتعليم المهني والتقني اعمال امانة سر المجلس .

المادة 5

ينشر هذا المرسوم ويبلغ حيث تدعو الحاجة.
بيروت في 25 كانون الثاني 2000
الامضاء: اميل لحود

Annex 2: Decree 15742 (11-3-1964)

١٤٠٦٧

وزارة التربية والتعليم العالي - التعليم المهني والتقني

القانون

المادة الاولى -

أولاً: تحدد بمراسيم تتخذ في مجلس الوزراء بعد موافقة مجلس الخدمة المدنية، وذلك في مهلة ثلاث سنوات من تاريخ نشر هذا القانون.

أ - وظائف الملاك الاداري في المديرية العامة للتعليم المهني والتقني وسلسلة الرتب والرواتب المتعلقة بها.

ب - التعويضات الخاصة للموظفين.

ج - طريقة نقل (٣) موظفي الملاك التعليمي الموجودين في الخدمة بتاريخ صدور هذا القانون من الملاك الحالي الى وظائف الملاك الجديد.

د - طريقة تثبيت الموظفين المؤقتين والمتعاقدين (٤) والأجراء في الملاكات الجديدة:

ثانياً: تحدد بمراسيم تتخذ في مجلس الوزراء بعد موافقة مجلس الخدمة المدنية.

أ - وظائف الملاك التعليمي في المديرية العامة للتعليم المهني والتقني وسلسلة الرتب والرواتب المتعلقة بها.

ب - شروط التعيين في الوظائف الفنية في ملاك المديرية العامة للتعليم المهني والتقني الاداري والتعليمي.

ج - الأنظمة الخاصة بأجهزة مديرية التعليم المهني والتقني.

المادة ٢ -

ينشأ في المديرية العامة للتعليم المهني والتقني معهد فني تربوي (٥) مهامه:

(٣) راجع المرسوم رقم ٤٣٩٣ تاريخ ١٩٦٦/٤/٢ المتعلق بنقل وتصنيف الموظفين الفنيين الدائمين في المديرية العامة للتعليم المهني والتقني.

(٤) - بالنسبة لتثبيت الاساتذة المتعاقدين، راجع القانون رقم ٣٤ تاريخ ١٩٩١/٠٢/١١ (تثبيت الاساتذة المتعاقدين للتدريس في معاهد ومدارس التعليم المهني والتقني الرسمية في الملاك التعليمي في وزارة التعليم المهني والتقني - المديرية العامة للتعليم المهني والتقني).

- لراجع القانون رقم ٥٤٠ تاريخ ١٩٦٦/٠٧/٢٤ (تثبيت الاساتذة المتعاقدين للتدريس في معاهد ومدارس التعليم المهني والتقني لرسومية في الملاك التعليمي في وزارة التعليم المهني والتقني - المديرية العامة للتعليم المهني والتقني).

(٥) راجع المرسوم رقم ٢٤١ تاريخ ١٩٩٠/٥/١٢ الذي انشا معهد فني تربوي تابع للمديرية العامة للتعليم المهني والتقني في منطقة بئر حسن.

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تنظيم المديرية العامة للتعليم المهني والتقني

مرسوم رقم ١٥٧٤٢

صادر في ١١ آذار سنة ١٩٦٤

تنظيم المديرية العامة للتعليم المهني والتقني (١)

معدل بموجب:

المرسوم رقم ٩٣٨

تاريخ ١٩٧١/٠٤/١٤

ان رئيس الجمهورية اللبنانية،

بناء على الدستور اللبناني لا سيما المادة ٥٨ منه،

وبما ان الحكومة احالت على مجلس النواب بموجب المرسوم رقم ١٤٦٥٨ تاريخ ١٩٦٣/١٢/٥ مشروع القانون المعجل القاضي بتنظيم مديرية التعليم المهني والتقني،

وبما انه انقضى اكثر من اربعين يوماً على احالة هذا المشروع الى مجلس النواب دون ان يبت به،

بناء على اقتراح وزير التربية الوطنية والفنون الجميلة (٢) والمالية،

وبعد موافقة مجلس الوزراء في جلسته المنعقدة بتاريخ ٢٦ شباط ١٩٦٤،

يرسم ما يأتي:

المادة الاولى -

يوضع موضع التنفيذ مشروع القانون المعجل المحال على مجلس النواب بموجب المرسوم رقم ١٤٦٥٨ تاريخ ٥ كانون الأول ١٩٦٣ وهذا نصه:

(١) راجع المرسوم رقم ٨٣٤٩ تاريخ ١٩٩٦/٥/٢ المتعلق بتنظيم وزارة التعليم المهني والتقني (المديرية العامة للتعليم المهني والتقني).

(٢) استبدلت عبارتي 'وزارة التربية الوطنية والفنون الجميلة' و'وزير التربية الوطنية والفنون الجميلة' بعبارتي 'وزارة التربية الوطنية والشباب والرياضة' و'وزير التربية الوطنية والشباب والرياضة' بموجب المادة الاولى من القانون رقم ٢١٥ تاريخ ١٩٩٣/٤/٢. ثم استبدلتا بتسميتي 'وزارة التربية والتعليم العالي' و'وزير التربية والتعليم العالي' بموجب القانون ٢٤٧ تاريخ ٢٠٠٠/٨/٧.

١٤٠٦٨

وزارة التربية والتعليم العالي - التعليم المهني والتقني

١ - مدير إحدى مدارس التعليم المهني والتقني يعين بقرار من وزير التعليم المهني والتقني عضواً

ويشارك في جلسات مجلس الإدارة مراقب مالي ينتدبه وزير المالية.
تتخذ القرارات بأكثرية الاصوات وعند تعادلها يكون صوت الرئيس مرجحاً.

المادة ٥ -

أ - خلافاً لاحكام قانون المحاسبة العمومية ، توضع أموال الصندوق الداخلي أمانة في الخزينة الابتدائية باسم المديرية العامة للتعليم المهني والتقني، ويعين أميناً عليها أحد موظفي وزارة التعليم المهني والتقني بقرار يصدر عن وزير التعليم المهني والتقني.
يشترط في الأمين ان يكون قد اكتسب خبرة لا تقل عن ثلاث سنوات في شؤون المحاسبة العمومية.

ب - ينظم الأمين سجلاً خاصاً بحسابات الصندوق وفقاً لاحكام قانون المحاسبة العمومية ويتقاضى تعويضاً شهرياً مقطوعاً قدره خمسون ليرة لبدائية تؤخذ من واردات الصندوق.

ج - تعقد الصفقات وفقاً لاحكام قانون المحاسبة العمومية.

د - تؤخذ من الصندوق الداخلي بالإضافة إلى الاعتمادات الملحوظة في الموازنة العامة لهذه الغاية النفقات الآتية:

١ - نفقات تنفيذ المشاريع المشتركة بين المديرية العامة والمؤسسات الرسمية والخاصة.

٢ - نفقات الرحلات المدرسية العلمية والفنية ضمن وخارج الأراضي اللبنانية ومراكز المصارف المتعلقة بها.

٣ - نفقات طائفة متنوعة (الوازم وأثاث وتجهيزات).

٤ - النفقات الناتجة عن استثمار مدارس التعليم المهني والتقني بما فيها:

- شراء الوسائل الفنية اللازمة للاستثمار.

- دفع أجور وتعويضات الأشخاص من الموظفين وغير الموظفين الذين يعملون للاستثمار.

٥ - غير ذلك من النفقات التي تحدد بمراسيم.

١ - اعداد الأشخاص الذين يتهيأون للوظائف التعليمية الفنية في المدارس المهنية والتقنية الرسمية والخاصة.

٢ - تدريب الموظفين العاملين في الملاك التعليمي في المدارس المشار إليها اعلاه وتطويرهم مستلجاً.

٣ - القيام بالابحاث التربوية في سبيل تطوير وتحسين اساليب التعليم المهني والتقني واعداد اليد العاملة الفنية.

٤ - يحدد نظام هذا المعهد وأوضاع مختلف طلابه والمتكربين فيه بمرسوم^(١) يتخذ في مجلس الوزراء بعد موافقة مجلس الخدمة المدنية.

المادة ٣ -

ينشأ في المديرية العامة للتعليم المهني والتقني صندوق مستقل يدعي "الصندوق الداخلي للتعليم المهني والتقني"^(٢) تتألف وارداته من:

١ - رسوم التسجيل السنوية التي يدفعها الطلاب.

٢ - رسوم الامتحانات الرسمية للتعليم المهني والتقني.

٣ - الواردات الناتجة عن بيع انتاج المدارس المهنية والتقنية الرسمية والخدمات التي يمكن أن تسديها للأفراد والمؤسسات العامة والخاصة ومختلف أعمال الاستثمار لامكانياتها.

٤ - اشتراكات الجمهور في مكاتب مدارس التعليم المهني والتقني.

٥ - مساعدة الحكومة.

٦ - المساعدات والهبات.

٧ - واردات مختلفة.

المادة ٤ -

يدير الصندوق الداخلي للتعليم المهني والتقني مجلس إدارة مؤلف من:

- المدير العام للتعليم المهني والتقني رئيساً
- موظف من المديرية العامة للتعليم المهني والتقني يعين بقرار من وزير التعليم المهني والتقني عضواً مقرراً

(١) راجع المرسوم رقم ١٠٢٠٧ تاريخ ١٩٧٥/٥/٧ المتعلق بتعليم المعهد الفني التربوي في المديرية العامة للتعليم المهني والتقني.

(٢) راجع المرسوم رقم ٤٠٨٦ تاريخ ١٩٦٦/٣/٢٤ المتعلق بتحديد نظام الصندوق الداخلي للتعليم المهني والتقني.

المادة ١٥ -
تلغى جميع النصوص المخالفة لاحكام هذا القانون أو التي لا تتفق مع مضمونه.

المادة ١١ -
يعمل بهذا القانون فور نشره بالجريدة الرسمية.

المادة الثانية -
ينشر ويبلغ هذا المرسوم حيث تدعو الحاجة.

النق في ١١ لذار سنة ١٩٦٤

الامضاء: فؤاد شهاب

نشر هذا المرسوم في عدد الجريدة الرسمية رقم
٢٣ تاريخ ١٩/٣/١٩٦٤

مرسوم رقم ٨٣٤٩

صادر في ٢ أيار سنة ١٩٩٦

تنظيم وزارة التعليم المهني والتقني
(المديرية العامة للتعليم المهني
والتقني*) (٢)(٣)

يلغى:

المرسوم رقم ١٦٩٨٠ تاريخ ١٩٦٤/٠٧/٢٧

والمرسوم رقم ١٥١٥٧ تاريخ ١٩٧٠/٠٨/٢٨

يلغى ضمنا:

المرسوم رقم ١٦٩٨١ تاريخ ١٩٦٤/٠٧/٢٧

إن رئيس الجمهورية،
بناء على الدستور،

(٢) ألغيت وزارة التعليم المهني والتقني والحقت المديرية العامة للتعليم المهني والتقني بجميع لجهزتها وملاكاتها، بوزارة للتربية والتعليم العالي، بموجب المادة ١٠ من القانون رقم ٢٤٧ تاريخ ٧/٨/٢٠٠٠.

(٣) استعوض عن عبارتي "وزارة التعليم المهني والتقني" و"وزير التعليم المهني والتقني" بعبارتي "وزارة للتربية والتعليم العالي" و"وزير التربية والتعليم العالي"، بموجب المادة ١٠ من القانون رقم ٢٤٧ تاريخ ٧/٨/٢٠٠٠.

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للتعليم المهني والتقني وقيمة بدلات اشتراك الجمهور في المكتبة المركزية وكيفية استيفاء هذه الرسوم بقرارات من وزير التعليم المهني والتقني.

المادة ٧ -

يحدد بدل للخدمات التي تسديها المديرية العامة للتعليم المهني والتقني وسعر بيع انتاج المدارس المهنية والتقنية الرسمية التابعة لوزارة التعليم المهني والتقني بقرار من مجلس ادارة الصندوق الداخلي للتعليم المهني والتقني.

تنظم طرق وأصول الاستثمار وقفا للعرف التجاري بقرار يصدر عن وزير التعليم المهني والتقني.

المادة ٨ - المشاريع المشتركة

بحق المديرية العامة للتعليم المهني والتقني أن تشترك مع المؤسسات العامة أو الخاصة بتنفيذ المشاريع التي تدخل في نطاق اختصاصها وذلك بواسطة عقود اتفاقيات بينها وبين هذه المؤسسات.

يجب أن ينص العقد على انشاء لجنة تنفيذية للمشاريع (١) يشترك في عضويتها ممثلون عن المراجع التي لها علاقة بالمشروع على أن لا يقل عدد الاعضاء عن ثلاثة ولا يزيد عن ستة.

تخصص لكل مشروع موازنة خاصة بقرار من السلطة الصالحة لعقد النفقة تغذي:

- من مختلف البنود المناسبة في موازنة المديرية العامة للتعليم المهني والتقني بموجب عقود نفقات اجمالية.

- من مساهمة الشركاء في تنفيذ المشروع.

- من الصندوق الداخلي بعد موافقة مجلس الادارة.

تصرف النفقات بقرارات من اللجنة التنفيذية بعد موافقة المدير العام للتعليم المهني والتقني.

(١) راجع المرسوم رقم ٥٩٧٨ تاريخ ١٦/١١/١٩٦٦ المتعلق بتحديد تعويضات اللجنة التنفيذية للمشاريع المشتركة التي تنفذها المديرية العامة للتعليم المهني والتقني.

Annex 3: Decision 326/2005 (24-12-2005)

قرار رقم 2005/326
صادر في 2005/12/4
تنظيم انشاء المشاريع المشتركة في المديرية العامة للتعليم المهني والتقني ووضع نظام للعاملين فيها
يلغي:
والقرار رقم 188 تاريخ 1975/2/12
القرار رقم 2002/81 تاريخ 2002/7/18
ان وزير التربية والتعليم العالي،
بناء على المرسوم 14953 تاريخ (2005/07/19 تشكيل الحكومة)،
بناء على القانون المنفذ بالمرسوم رقم 15742 تاريخ 1964/3/11 (تنظيم المديرية العامة للتعليم المهني والتقني)
لا سيما المادة الثامنة منه،
بناء على المرسوم 8349 تاريخ 1996/06/12 (تنظيم المديرية العامة للتعليم المهني والتقني)،
بناء على المرسوم 9193 تاريخ 1968/1/18 (التنظيم الاداري لمدارس التعليم المهني والتقني) وتعديلاته،
بناء على اقتراح المدير العام للتعليم المهني والتقني،
وبعد استشارة مجلس شوري الدولة (رأي رقم 80 تاريخ 2005/12/19)،
يقرر ما يأتي:

الفصل الاول: انشاء المشاريع المشتركة وادارتها**المادة 1**

يقصد بالعبارات الواردة في هذا القرار المعنى المبين امام كل منها: الوزير: وزير التربية والتعليم العالي
المدير العام: مدير عام التعليم المهني والتقني.
المشاريع المشتركة: المشاريع المشتركة القائمة بين المديرية العامة للتعليم المهني والتقني والمؤسسات الخاصة والعامة.
الوزارة: وزارة التربية والتعليم العالي.
المديرية العامة: المديرية العامة للتعليم المهني والتقني.
المتعاقدون: الاشخاص المتعاقدون في المشاريع المشتركة.
مدرسة: مدرسة أو معهد
للتعليم: للتعليم المهني والتقني .

المادة 2

الغاية من المشاريع المشتركة هي إسداء التعليم الى جميع اللبنانيين والاشخاص المقيمين على الاراضي اللبنانية وذلك من خلال التعاون المتبادل بين الوزارة والقطاعين الخاص والعام .

المادة 3

أولاً: تنشأ المشاريع المشتركة بناء على دراسة جدوى يعدها الشريك المحتمل يقدمها الى المصلحة الفنية في المديرية العامة لدراساتها. تقوم مصلحة الادارة والتنفيذ بعد موافقة المديرية العامة على المشروع المشترك بإعداد مشروع العقد أو الاتفاق. يشترط لإنشاء المشاريع المشتركة توفر الشروط التالية:

- أن تكون للمؤسسة العامة أو الخاصة أهداف ومهام تعليمية مهنية وتقنية وتنموية.
- ان يقدم المشروع المشترك ما هو جديد للتعليم المهني والتقني مثل تخصصات أو نماذج تعليمية وتدريبية جديدة لا توفرها المديرية العامة.
- عدم وجود مدارس مهنية أو تقنية رسمية ضمن نطاق المشروع المشترك المحتمل تقدم اختصاصات مطابقة للاختصاصات التي يقدمها هذا المشروع.
- أن تبين دراسة الجدوى حاجة للتخصصات المنوي فتحها لناحية استجابتها لحاجة سوق العمل.
- أن لا يقل عدد الطلاب في المشروع المشترك عن خمسين طالبا للسنة الاولى.
- أن تساهم المؤسسة العامة أو الخاصة بتقديم البناء أو التجهيزات أو الخبرة أو بتقديم مساهمة مالية.

ثانياً: ينتهي العمل بالمشروع المشترك بفسخ العقد في الحالات الآتية:

- إذا أخل الفريق الثاني بموجباته التي ينص عليها العقد ولم يقدّم بها بعد انذاره لمدة شهر على الأكثر.
- إذا قل عدد الطلاب في المشروع المشترك عن مئة طالب بعد ثلاث سنوات من انشائه.
- إذا كانت نسبة النجاح في الشهادات الرسمية أقل من 60% لسنتين متتاليتين .

المادة 4

يشرف على ادارة المشروع المشترك لجنة تنفيذية يشترك في عضويتها المراجع التي لها علاقة بالمشروع على أن لا يقل عدد الاعضاء عن ثلاثة ولا يزيد عن ستة .

المادة 5

تعيّن اللجنة التنفيذية بقرار من المدير العام بناء على كتاب من المؤسسة أو الجمعية يتضمن تسمية ممثلها في اللجنة. ويعين رئيس اللجنة التنفيذية من موظفي الفئة الثالثة على الأقل الا إذا كان العقد ينص على تعيينه من قبل الفريق الثاني ولا يجوز الجمع بين رئاسة أكثر من لجنيتين تنفيذيتين .

المادة 6

تتخذ اللجنة التنفيذية قراراتها بالأغلبية ويكون صوت الرئيس مرجحاً في حال تعادل الاصوات ولا تعتبر نافذة الا بعد الموافقة عليها من قبل المدير العام .

المادة 7

تشرف اللجنة التنفيذية على ادارة المشروع من النواحي التربوية والادارية والمالية وتجتمع مرة في الشهر على الأقل أو في الحالات الضرورية بناء لدعوة الرئيس أو اكثرية الاعضاء. تعتبر اجتماعات اللجنة التنفيذية قانونية بحضور أكثر من نصف الاعضاء على أن يكون بينهم الرئيس، وتبلغ نسخة من محاضر الاجتماعات بعد تصديقها الى الوزير والى الوحدات المختصة في المديرية العامة. يعاد النظر في تشكيل اللجنة التنفيذية إذا لم تعقد أي اجتماع خلال شهرين متتاليين. تقدم اللجنة التنفيذية تقريراً سنوياً شاملاً عن اداء المشروع خلال سنة اسابيع من تاريخ انتهاء العام الدراسي. ولا يمكن النظر في تجديد العقد الا في ضوء هذا التقرير .

المادة 8

تخصص لكل مشروع موازنة خاصة من السلطة الصالحة لعقد النفقة تغذى من:

- مختلف البنود المناسبة في موازنة المديرية العامة.
- مساهمة الشركاء في تنفيذ المشروع.
- الصندوق الداخلي بعد موافقة مجلس ادارته.
- الهبات والتبرعات بعد المصادقة عليها من السلطة الصالحة .

المادة 9

يتم اعتماد الموازنة السنوية للمشروع المشترك من قبل مصلحة المحاسبة والتدقيق في المديرية العامة بناء على اقتراح اللجنة التنفيذية للمشروع المشترك ووفق معايير اداء تحددها المصلحة الفنية في المديرية العامة ويوافق عليها المدير العام بحيث تلاحظ هذه المعايير حجم المشروع وعدد طلابه ونوعية تخصصاته وادائه الأكاديمي. يجري توزيع الواردات والنفقات وفق الاصول المعتمدة في الموازنة العامة للدولة .

المادة 10

تصرف نفقات اللوازم والاشغال بقرار من اللجنة التنفيذية بعد موافقة المدير العام على ان يتم الانفاق وفقاً لأحكام قانون المحاسبة العمومية .

المادة 11

تتولى مصلحة الادارة والتنفيذ في المديرية العامة التدقيق في قرارات اللجنة التنفيذية ومطابقتها لأحكام العقد قبل عرضها على المدير العام للمصادقة. كما تتولى مصلحة المحاسبة والتدقيق الرقابة على حسابات المشاريع المشتركة واعداد تقرير سنوي بنتيجة التدقيق في هذه الحسابات ترفعه بواسطة المدير العام الى الوزير وديوان المحاسبة .

المادة 12

موجبات الفريقين في المشروع المشترك
يجب تحديد موجبات كل فريق في عقد الاتفاق على أن تتضمن على سبيل المثال لا الحصر ما يلي:

اولا: موجبات الفريق الاول

- تتعهد المديرية العامة بالأمر المبينة ادناه بالإضافة الى صلاحياتها وموجباتها التي تحددها القوانين والانظمة:
- تأمين مساهمتها المالية في موازنة المشروع.
 - تسيير المشروع من الوجة الادارية والتعليمية والتربوية بإشراف اللجنة التنفيذية للمشروع.
 - تأمين التجهيزات والمعدات اللازمة للدراسة النظرية والتطبيقية وتأمين الصيانة لها.

ثانيا: موجبات الفريق الثاني

- (1) المؤسسات الخاصة والجمعيات:
- تأمين البناء اللازم الذي يشمل الاماكن اللازمة للدراسة النظرية والتطبيقية وفقا للمواصفات المحددة في المدارس التابعة للمديرية العامة.
 - تأمين صيانة هذه الابنية سواء كانت ملكا أو إيجارا
 - تقديم كامل التجهيزات أو بعضها.
- (2) المؤسسات العامة:
- تقديم الخبرة.
 - تأمين مساهمة مالية.
 - تقديم التدريب اللازم.
 - تقديم البناء إذا أمكن.
 - كامل التجهيزات أو بعضها.
- (3) الادارات العامة:
- تأمين مساهمة مالية .

المادة 13

يجب ان تتضمن عقود الاتفاقات نصا يقضي بإعادة كامل التجهيزات التي يقدمها الفريق الاول الى ملكية المديرية العامة عند انتهاء العمل بالمشروع وكل ما يعود ملكيته الى الفريق الاول .

الفصل الثاني: نظام العاملين في المشاريع المشتركة

المادة 14

يتألف جهاز العاملين في المشاريع المشتركة من:

- موظفي ملاك المديرية العامة الملحقين بالمشاريع المشتركة الى اي سلك انتموا.
 - المتعاقدين مع اللجنة التنفيذية على اختلاف اسلاكهم وفئاتهم.
 - العاملين على حساب صندوق المدرسة.
- يلحق موظفو ملاك المديرية العامة ويحدد العدد الاجمالي لجميع العاملين في المشروع المشترك بمن فيهم المدراء والنظار وفق الاصول المحددة للمدارس والمعاهد الفنية الرسمية .

المادة 15

- تعتمد للتعاقد مع الاشخاص الذين يتقاضون تعويضاتهم من موازنة المشروع الاصول والشروط المحددة للمتعاقدين مع الادارات العامة، على ان توقع العقود من المدير العام بناء على اقتراح اللجنة التنفيذية.
- تعتمد التسميات وشروط التعيين الخاصة المحددة في القوانين والانظمة التي ترعى تعيين الموظفين والمستخدمين في المديرية العامة لكل سلك أو فئة أو رتبة.
- تحدد تعويضات المتعاقد بما يوازي الدرجة الدنيا في الرتبة أو الفئة أو السلك للموظفين المماثلة في سلسلة رتب ورواتب الملاك الاداري العام أو أفراد الهيئة التعليمية وتزداد تعويضاتهم كل سنتين بما يوازي درجة في تلك الوظيفة.
- يستفيد المدير ورؤساء الدروس النظرية والعملية وافراد الهيئة التعليمية من التعويضات والدرجات التي يستفيد منها القائمون بالمهام المماثلة في الملاك الدائم للمديرية العامة ووفق شروط التقييم المعتمدة.
- يحدد دوام المتعاقدين في المشاريع المشتركة وفقا لدوام الذين يمثالونهم فئة وسلكا في الملاك الدائم في المديرية العامة.

المادة 16

- يستفيد المتعاقدون على حساب موازنة المشروع المشترك من العطلة المدرسية التي يستفيد منها الاساتذة في المدارس الفنية الرسمية ومن سائر الاجازات المنصوص عليها في نظام الموظفين على ان تعطى الاجازات بقرار من المدير العام وبعد موافقة اللجنة التنفيذية.
- كما يخضع هؤلاء للعقوبات التأديبية المنصوص عليها في نظام الموظفين على ان تفرض العقوبة بقرار من المدير العام بناء على اقتراح اللجنة التنفيذية .

المادة 18

- 1) ينتهي عقد الاستخدام حكما:
 - عند انتهاء مدة العقد وعدم الحاجة الى تجديده، على ان يبلغ المتعاقد قبل مدة شهر من ذلك بكتاب رسمي من رئيس اللجنة التنفيذية.
 - عند انتهاء العمل بالمشروع.
 - عند بلوغ المتعاقد السن القانونية للصرف من الخدمة.
- 2) يفسخ العقد من قبل اللجنة في الحالات التالية:
 - إذا فقد المتعاقد أحد شروط الوظيفة العامة أو كان التعاقد مبنيا على مستند مزور.
 - إذا تغيب المتعاقد في المشروع أكثر من خمسة عشر يوما متتالية وذلك من دون عذر شرعي.
 - إذا كان تقييم ادائه دون الوسط أو كان بمعدل وسط لمدة ثلاث سنوات متتالية.
 - إذا ارتكب مخالفات هامة أو اهمالا مقصودا بصورة متكررة على الرغم من وجود تنبيه خطي الى وجوب عدم تكرار المخالفة أو الاهمال.
 - لا يجوز اتخاذ قرار الفسخ الا بعد مراعاة حق الدفاع، ولا يجوز فسخ العقد خلال مدة الاجازة.
- 3) يمكن للمتعاقد في حال عدم رغبته في تجديد العقد أن يبلغ اللجنة التنفيذية بواسطة مدير المشروع المشترك قبل مدة شهر من انتهاء العقد كما يمكن له طلب فسخ العقد في اي وقت على ان يبلغ الادارة بذلك قبل شهرين على الاقل .

المادة 19

يمكن عند الاقتضاء التعاقد على حساب صندوق المدرسة للتدريس بالساعة لاستكمال انصبية التدريس التي لا تحتاج الى التعاقد بدوام كامل، وذلك وفق الشروط والمعايير المحددة للمتعاقدين للتدريس بالساعة في المدارس الفنية الرسمية، شرط توفر الاعتماد في موازنة صندوق المدرسة .

الفصل الثالث :احكام انتقالية

المادة 20

يجري تصنيف المتعاقدین العاملين حالياً في المشاريع المشتركة وفق الشروط المبينة في هذا القرار، بإشراف لجنة تعين بقرار من الوزير بناء على اقتراح المدير العام، وتحدد تعويضاتهم الشهرية بإضافة ما يوازي درجة عن كل سنتي خدمة، على أن يجري تقديم أو تأخير موعد الزيادة بنسبة توازي ما يزيد أو يقل عن مدة السنتين. ويمكن الاستعانة بالفاضل من مشروع مشترك الى مشروع مشترك آخر بقرار من الوزير بناء على اقتراح المدير العام. كما يمكن إلحاق متعاقد أو أكثر في هذه المشاريع المشتركة بمكتب الوزير لتأمين الارتباط معها .

المادة 21

ينشر هذا القرار ويعمل به فور نشره ويلغى القرار رقم 2002/81 تاريخ 2002/7/18 والقرار رقم 188 تاريخ 1975/2/12 وجميع القرارات والمذكرات والتعاميم التي لا تتألف مع مضمون هذا القرار.

بيروت في 24 كانون الأول 2005

وزير التربية والتعليم العالي

خالد قباني

Ann

مجمع التكملة

الجمهورية العربية السورية
وزارة التربية والتعليم العالي
مديرية لجنة التعليم العالي والبحث

قرار رقم ٧٥/٢٠١٩

٢٢ شباط ٢٠١٩

تعديل في القرار رقم 2019/12 تاريخ 21/2/2019 بفتح مركز للتدريب في مدارس ومعاهد التعليم المهني والتفني - مجمع الدكوانة وتعيين اعضاء اللجنة المساعدة وتنظيم التدريب

ان وزير التربية والتعليم العالي ،
بناء على المرسوم رقم 4340 تاريخ 2019/1/31 (تشكيل الحكومة)،
بناء على القانون رقم 96/522 تاريخ 1996/6/6 (تنظيم مهنة الطوبوغرافيا وانشاء نقابة الطوبوغرافيين)
بناء على القانون رقم 2017/62 تاريخ 2017/10/17 (تعديل المادة الثانية من القانون رقم 522 تاريخ 1996/6/6 تنظيم مهنة الطوبوغرافيا وانشاء نقابة الطوبوغرافيين)،
بناء على المرسوم رقم 8590 تاريخ 2012/8/2 (تنظيم حقول ومراميل وتهيئات التعليم المهني والتفني)،
بناء على المرسوم رقم 3666 تاريخ 2000/3/18 (تنظيم لجان المناهج والتدريب وتحديد التعيينات للمعاقلة لها)

بناء على القرار رقم 2019/12 تاريخ 21/2/2019 بفتح مركز للتدريب في مدارس ومعاهد التعليم المهني والتفني - مجمع الدكوانة وتعيين اعضاء اللجنة المساعدة وتنظيم التدريب

المادة الاولى : يفتح في المادة الاولى من القرار رقم 2019/12 تاريخ 21/2/2019 تعين اعضاء اللجنة المساعدة وتنظيم التدريب وفقاً لما يلي :

عدد ساعات التدريب لكل شعبة	عدد الشعب	اسم المادة	الصفة	اسماء اللجنة المساعدة
36	2	تنظيم المعلومات الجغرافية	رئيس مركز	طارق ايمن واشر
15	2	الإستشعار عن بعد		علي محسن مقبل
78	2	تخطيط الطرق وشبكة المواصلات	عضواً	نضال يوسف دويح
51	2	المساحة والعملي الميداني		
30	2	أقار الأرضي	عضواً	

مجمع التكملة

Annex 5: Decree 7880 (25-7-1967)

حقوق ومراحل وشهادات التعليم المهني والتقني
مرسوم رقم 7880
صادر في 25 تموز 1964
تنظيم حقوق ومراحل وشهادات التعليم المهني والتقني

معدل بموجب:

المرسوم رقم 14869 تاريخ 1970/07/10
والمرسوم رقم 2872 تاريخ 1980/04/21
والمرسوم رقم 10892 تاريخ 1997/08/27
والمرسوم رقم 1384 تاريخ 1999/10/4
والمرسوم رقم 3571 تاريخ 2000/8/4
والمرسوم رقم 13371 تاريخ 2004/9/10

إن رئيس الجمهورية اللبنانية،
بناء على الدستور اللبناني،
بناء على مشروع القانون الموضوع موضع التنفيذ بموجب المرسوم رقم 15742 تاريخ 11 آذار سنة 1964،
بناء على القانون رقم 64/62 الصادر بتاريخ 1964/12/30 المتعلق بتنظيم التعليم المهني الخاص،
بناء على المرسوم رقم 9404 تاريخ 4 أيار سنة 1962،
وبعد استشارة مجلس شوري الدولة،
وبعد موافقة مجلس الوزراء في جلسته المنعقدة بتاريخ 31 أيار سنة 1967،
يرسم ما يأتي:

المادة 1: غاية المرسوم

يحدد هذا المرسوم مراحل وشهادات التعليم المهنية والتقنية التي تعد لمختلف الحقول المنصوص عنها في المادة الأولى من القانون رقم 64/62 الصادر بتاريخ 30 ك 1 سنة 1964.

المادة 2: التنوع

يتنوع التعليم المهني والتقني الى حقلين:

أولا - حقل التأهيل المهني:

يضم هذا الحقل المهن والحرف ذات الطابع اليدوي الصرف، أو التي لا تتطلب ممن يمارسها سوى المعلومات الاختصاصية المحصورة بها فقط، أو تلك التي يتم وصفها الكامل بتعداد حركات أو أعمال أو مهام أولية معينة.

ثانيا - حقل التعليم الفني:

يضم هذا الحقل المهن والاختصاصات ذات الطابع المتطور التي يستلزم تحصيلها ثقافة أساسية لا تقل عن تسع سنوات في التعليم العام، ويستند باستمرار الى الرياضيات أو الى العلوم على اختلافها، أو تلك التي تستلزم بطبيعتها معرفة وافية للغات أجنبية.

الفصل الاول: حقل التأهيل المهني

المادة 3: المستويات في حقل التأهيل المهني

الغي نص المادة 3 بموجب المادة الاولى من المرسوم رقم 14869 تاريخ 1970/7/10 واستعويض عنه بالنص التالي:

يمكن ان يتم التأهيل على ثلاث مستويات:

1. مستوى الكفاءة الذي ينتهي الى شهادة "الكفاءة المهنية".
2. مستوى التكميل الذي ينتهي الى الشهادة "التكميلية المهنية".
3. مستوى التأهيل العالي الذي ينتهي الى شهادة "الثانوية المهنية (النظام المزدوج)".

المادة 4: المناهج والاختصاصات في حقل التأهيل المهني

الغي نص المادة 4 بموجب المادة 2 من المرسوم رقم 14869 تاريخ 1970/7/10 واستعويض عنه بالنص التالي:
أولاً - تحدد بقرارات تصدر عن مدير التعليم المهني والتقني فروع الاختصاص التي تشملها كل من شهادات حقل التأهيل الفني وتنشر هذه القرارات في الجريدة الرسمية.
ثانياً - تضع مديرية التعليم المهني والتقني المناهج الرسمية لمختلف فروع الاختصاص المنصوص عنها اعلاه وتصدر بقرارات من مدير التعليم المهني والتقني .

المادة 5: الامتحانات الرسمية لشهادات حقل التأهيل المهني

الغي نص المادة 5: بموجب المادة 3 من المرسوم رقم 14869 تاريخ 1970/7/10 واستعويض عنه بالنص التالي:
أولاً - تنظم الامتحانات الرسمية الآيلة الى كل من شهادات حقل التأهيل المهني بمرسوم يتخذ في مجلس الوزراء بناء على اقتراح وزير التربية الوطنية والفنون الجميلة
ثانياً - يشترط في المرشح لشهادة الكفاءة المهنية أن لا يقل عمره عن أربع عشرة سنة بتاريخ الامتحان وأن يثبت أنه انهى منهج المرحلة الابتدائية.
ثالثاً - يشترط في المرشح للشهادة التكميلية المهنية أن لا يقل عمره عن ست عشرة سنة بتاريخ الامتحان وأن يثبت انه انهى منهج الدراسة الرسمية للسنة الثانية من المرحلة التكميلية أو المرحلة الثانوية، أو أن يكون حاملاً شهادة الكفاءة المهنية في اختصاص مناسب، وفق أحكام الفقرة السادسة من هذه المادة.
رابعاً - يشترط في المرشح للشهادة "التأهيلية المهنية العليا" أن لا يقل عمره عن سبع عشرة سنة وأن يثبت انه انهى منهج المرحلة التكميلية الرسمية - أو أن يكون حاملاً الشهادة التكميلية المهنية في اختصاص مناسب، وفق احكام الفقرة السادسة من هذه المادة.
خامساً - علاوة عن الشروط المنصوص عنها اعلاه، على المرشحين لشهادات حقل التأهيل المهني أن يتقدموا بالاثباتات عن اعدادهم المهني التي تحدد في المرسوم المنصوص عنه في الفقرة الاولى من هذه المادة.
سادساً - تنظم بقرارات من مدير التعليم المهني والتقني جداول المطابقة بين فروع مختلف شهادات حقل التأهيل المهني لتحديد مسالك التحصيل في المراحل المتتالية وذلك بناء على اقتراح رئيس المصلحة المختصة .

المادة - 6 اصول ووسائل التأهيل المهني

يتم الاعداد لحقل التأهيل المهني:

- بالتعليم في مدارس مختصة.
 - أو بالتدريب أثناء العمل.
 - أو بطريقة مختلطة تضم التعليم والتدريب معا.
- تحدد مدة الاعداد لكل من هذه الطرق الثلاث في المناهج الرسمية .

الفصل الثاني: حقل التعليم الفني

المادة 7: المستويات في حقل التعليم الفني

الغني نص المادة 7 بموجب المادة الاولى من المرسوم رقم 2872 تاريخ 1980/4/21 وأبدل بالنص التالي:
يشمل حقل التعليم الفني المستويات التالية:

1- مستوى التنفيذ: الذي ينتهي الى شهادة البكالوريا الفنية.

عدل نص الفقرة الثانية من المادة 7 بموجب المادة الاولى من المرسوم رقم 13371 تاريخ 2004/9/10 واصبح على الوجه التالي:

مستوى الاطر الوسطى: الذي ينتهي الى شهادة الامتياز الفني أو شهادة المشرف الفني (المايستر)

عدل نص الفقرة (3) بموجب المادة الاولى من المرسوم رقم 3571 تاريخ 2000/8/4 على الوجه التالي:

مستوى الاطر العليا: الذي ينتهي الى احدى شهادات التعليم الفني العالي او الاجازة الفنية او الهندسة الفنية .

المادة 8: المناهج والاختصاصات في حقل التعليم الفني

عدل نص الفقرة اولاً من المادة 8 بموجب المادة 2 من المرسوم رقم 13371 تاريخ 2004/9/10 واصبح على الوجه التالي:

أولاً: تحدد بقرارات تصدر عن مدير عام التعليم المهني والتقني فروع الاختصاص التي تشملها البكالوريا الفنية في قسميها الاول والثاني وشهادة الامتياز الفني وشهادة المشرف الفني (المايستر)

ثانياً - تضع المديرية العامة للتعليم المهني والتقني المناهج الرسمية لمختلف فروع الاختصاص المنصوص عنها أعلاه وتصدر بقرارات من مدير عام التعليم المهني والتقني.

اضيف الى المادة 8 بموجب المادة 2 من المرسوم رقم 3571 تاريخ 2000/8/4 الفقرة التالية:

ثالثاً - تحدد بقرارات تصدر عن وزير التعليم المهني والتقني بناء على توصية المجلس الاعلى للتعليم المهني والتقني:

- شروط الترخيص لتدريس شهادة الاجازة الفنية وشهادة الهندسة الفنية.

- مناهج واختصاصات شهادة الاجازة الفنية وشهادة الهندسة الفنية .

المادة 9: الامتحانات الرسمية لشهادات التعليم الفني:

تنظم الامتحانات الرسمية الآلية الى شهادات حقل التعليم الفني بمراسيم تتخذ في مجلس الوزراء بناء على اقتراح وزير التعليم المهني والتقني .

المادة 10: أصول ووسائل التعليم الفني

أولاً: يتم التعليم الفني في المدارس المختصة.

ثانياً: يحق الاشتراك في الامتحانات الرسمية لشهادة البكالوريا الفنية القسم الاول بصفة "طلاب مرشحين" لمن بلغ سن السابعة عشرة على الاقل ويثبت انه تابع دراسة فنية في مدرسة مختصة مدتها ألف وثمانمائة ساعة تعليم على الاقل (سنتان دراسيتان) تابعة لنهاية الصف الرابع ثانوي من المرحلة التكميلية أو من المرحلة الثانوية في التعليم العام او لنهاية مرحلة التكميل في حقل التأهيل المهني . ويمكن أيضاً ان يشترك في هذه الامتحانات بصفة "مرشحين

أحرار" من بلغ سن الواحدة والعشرين، ضمن شروط خاصة تحدد في مرسوم تنظيم الامتحانات الرسمية.

ثالثاً: يحق الاشتراك في الامتحانات الرسمية لشهادة البكالوريا الفنية القسم الثاني لمن بلغ سن التاسعة عشرة على الاقل ويثبت انه تابع دراسة فنية في مدرسة مختصة مدتها الف وثمانمائة ساعة تعليم على الاقل (سنتان دراسيتان) تابعة لحيازة القسم الاول من شهادة البكالوريا للتعليم الثانوي او من شهادة البكالوريا الفنية.

رابعاً: يحق الاشتراك في الامتحانات الرسمية لشهادة الامتياز الفني لمن بلغ سن العشرين على الاقل ويثبت أنه تابع دراسة فنية في مدرسة مختصة مدتها ألف وثمانمائة ساعة على الاقل (سنتان دراسيتان) تابعة لحيازة القسم الثاني من شهادة البكالوريا الفنية أو ألفين وسبعماية ساعة على الأقل (ثلاث سنوات دراسية) تابعة لحيازة القسم الثاني من شهادة البكالوريا للتعليم الثانوي.

خامساً: تنظم بقرارات من مدير عام التعليم المهني والتقني جداول المطابقة بين فروع مختلف شهادات حقل التعليم الفني لتحديد مسالك التحصيل في المراحل المتتالية.

سادساً: يحق للجنة الامتحانات ان تعفي بعض المرشحين من شروط السن المنصوص عنها في هذه المادة ويتم الاعفاء بقرار من رئيس اللجنة بناء على موافقة أكثرية أعضائها .

المادة 11: معادلة الشهادات الممنوحة قبل تاريخ العمل بهذا المرسوم

أولاً - تتم معادلة شهادات التعليم المهني والتقني الممنوحة قبل تاريخ العمل بهذا المرسوم وفق الجدول الملحق به.
ثانياً - تستبدل، أينما وردت، تسمية الشهادات الممنوحة قبل تاريخ العمل بهذا المرسوم بتسمية الشهادات المعادلة لها وفق أحكام هذا المرسوم .

المادة 12

الغي نص المادة 12 بموجب المادة الاولى من المرسوم رقم 10892 تاريخ 1997/8/27 واستعيض عنه بالنص التالي:

تسمية مدارس التعليم المهني والتقني:

أولاً: تعرف باسم " مدرسة مهنية" كل مدرسة تسدي التعليم في حقل التأهيل المهني الذي ينتهي الى شهادة الكفاءة المهنية والشهادة التكميلية المهنية.

ثانياً: تعرف باسم " مدرسة فنية" كل مدرسة تسدي التعليم في حقل التعليم الفني في مستوى التنفيذ الذي ينتهي الى شهادة البكالوريا الفنية.

ثالثاً: تعرف باسم "معهد فني" كل مدرسة يفوق مستوى التعليم فيها شهادة البكالوريا الفنية المنصوص عليها في هذا المرسوم .

المادة 13: أحكام انتقالية

تتوقف وزارة التعليم المهني والتقني عن منح أية شهادة في التعليم المهني والتقني، سوى التي نص عنها هذا المرسوم، وذلك في التواريخ التي تحدد بقرارات تصدر عن وزير التعليم المهني والتقني .

المادة 14: تصنيف المدارس الرسمية

تصنف مدارس التعليم المهني والتقني الرسمية وفق أحكام المادة الثانية عشرة من هذا المرسوم بقرارات تصدر عن وزير التعليم المهني والتقني بناء على اقتراح مدير التعليم المهني والتقني .

المادة 15: شروط الدخول الى المدارس الرسمية

علاوة عن الشروط المنصوص عنها في المادتين الخامسة والعاشر من هذا المرسوم وعن الشروط التي تحدد في مراسيم تنظيم الامتحانات الرسمية، تحدد بقرارات صادرة عن وزير التعليم المهني والتقني باقي الشروط المفروضة في المرشحين لدخول مدارس التعليم المهني والتقني الرسمية لا سيما شروط السن والمباراة .

المادة 16: توقيع الشهادات

أولاً: يمنح وزير التعليم المهني والتقني الشهادات الرسمية في حقل التعليم الفني.
ثانياً: يمنح مدير عام التعليم المهني والتقني الشهادات الرسمية في حقل التأهيل المهني .

المادة 17: تدابير تطبيقية

تحدد دقائق تطبيق هذا المرسوم بقرارات تصدر عن وزير التعليم المهني والتقني .

المادة 18

تلغى جميع الاحكام المخالفة لأحكام هذا المرسوم او التي لا تتفق مع مضمونه .

المادة 19

ينشر هذا المرسوم ويبلغ حيث تدعو الحاجة.

سن الفيل في 25 تموز سنة 1967
الإمضاء: شارل حلو

Annex 6: Decision 147/2005 (17-06-2005)

قرار رقم 2005/147

صادر في 17 حزيران 2005

تحديد مدة الدراسة وشروط الانتساب الى معاهد ومدارس التعليم المهني والتقني الرسمية والخاصة للإعداد لشهادة المشرف الفني (المايستر)

ان وزير التربية والتعليم العالي،

بناء على المرسوم رقم 14323 تاريخ (2005/4/19) تشكيل الحكومة، والمعدل في المرسوم رقم 14325 تاريخ 2005/4/28،

بناء على المرسوم رقم 7880 تاريخ 1967/7/25 تنظيم حقول ومراحل وشهادات التعليم المهني والتقني، وتعديلاته ولا سيما المرسوم رقم 13371 تاريخ 2004/9/10، وبناء على اقتراح المدير العام للتعليم المهني والتقني، يقرر ما يأتي:

المادة الاولى

تحدد مدة الدراسة للاعداد لشهادة المشرف الفني (المايستر) بسنتين دراسيتين خلال الفترة المسائية .

المادة الثانية

تحدد شروط انتساب الطلاب النظاميون الجدد في معاهد ومدارس التعليم المهني والتقني الرسمية والخاصة للاعداد لشهادة المشرف الفني (المايستر) وفقاً لأحكام هذا القرار .

المادة الثالثة

يتوجب على كل مرشح يرغب الاشتراك بمباراة الدخول إلى معاهد ومدارس التعليم المهني والتقني الرسمية والخاصة في السنة الاولى من مرحلة الاعداد لشهادة المشرف الفني (المايستر)، ان تتوفر فيه الشروط التالية:

- أن يكون لبنانياً
- أن يكون صحيح البنية خالياً من الامراض الوبائية ومن كل عاهة أو مرض يمنعه من ممارسة المهنة التي ينوي التخصص بها.
- ان يقدم السجل العدلي الذي يثبت انه متمتعاً بحقوقه المدنية وغير محكوم عليه بجناية أو محاولة جناية.
- ان يكون قد اتم موجبات خدمة العلم (انهاء/ تأجيل أو اعفاء (تطبيقاً للفقرة الاولى والثانية من المادة 112 من المرسوم 83/102 تاريخ 1983/9/16
- أن يقدم افادة تثبت انه لا يزال يمارس عمله.
- أن يكون حائزاً على شهادة الثانوية المهنية (LP) في الاختصاص المناسب، وان يكون لديه خبرة عملية (بموجب افادة) لا تقل عن سنتين في الاختصاص نفسه وذلك بعد تاريخ حيازته على شهادة الثانوية المهنية (LP).
- أو ان يكون حائزاً على شهادة البكالوريا الفنية (BT) أو ما يعادلها في الاختصاص المناسب وان يكون لديه خبرة عملية (بموجب افادة) لا تقل عن ثلاث سنوات في الاختصاص نفسه وذلك بعد تاريخ حيازته على شهادة البكالوريا الفنية
- أو ان يكون حائزاً على شهادة البكالوريا اللبنانية (قسم ثان) أو ما يعادلها أو شهادة البكالوريا الفنية أو الثانوية المهنية (LP) ويرغب الانتساب لغير اختصاصه، وان يكون لديه خبرة عملية لا تقل عن خمس سنوات في الاختصاص نفسه وذلك بعد تاريخ حيازته على شهادته .

المادة الرابعة

لا يحق لأي معهد كان رسمياً ام خاصاً ترفيع الطالب الراسب في معهد آخر إلى صف اعلى، وتكون نتيجة الطالب في المعهد الذي يتم اعداده فيه خلال العام الدراسي نهائية .

المادة الخامسة

يجري كل معهد فني رسمي أو مدرسة فنية رسمية مباريات الدخول للسنة الأولى تحت اشراف لجنة فاحصة يرأسها المدير العام للتعليم المهني والتقني ويعين اعضاؤها بقرار يصدر عن وزير التربية والتعليم العالي .

المادة السادسة

تحدد مواد مباريات الدخول للسنة الأولى ومعدلاتها، بحسب كل اختصاص، وفق ما يلي:

المادة	المعدّل
أعمال تطبيقية في الاختصاص المطلوب	4
مواد شفوية في الاختصاص المطلوب	2
اختبار أهلية	2

المادة السابعة

يعلن المدير العام للتعليم المهني والتقني نتائج المباريات بناء على محاضر اللجنة الفاحصة .

المادة الثامنة

ينشر هذا القرار ويعمل به فور نشره.

بيروت، في 17 حزيران 2005
وزير التربية والتعليم العالي
د. اسعد رزق



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