

TVET Country Profile

LEBANON



June 2019

Compiled in collaboration with DGVTE – Ministry of Education, Lebanon.

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TVETipedia Glossary

In case of further clarification and definitions of terms contained herein, please refer to UNESCO-UNEVOC's online TVETipedia Glossary, which provides definitions and background information from various trustworthy sources on terms commonly used in the area of technical and vocational education and training.

Find out more at www.unevoc.unesco.org/l/68.

Acknowledgements

The following report has been compiled with the support of Higher Industrial Technical Institute / Directorate General of Vocational and Technical Education in Lebanon, a UNEVOC Centre.

UNESCO-UNEVOC TVET Country Profiles

To find similar information on other countries, please visit the UNESCO-UNEVOC World TVET Database at www.unevoc.unesco.org/l/589.

Statistics¹

General information

Category	Indicator	Statistics [2017]
Demographic	Total population ⁴	6,007,000
	Population growth ⁴	1,3%
	Median age of population ⁴	28.5 (2015)
	Population aged 15-24 years (thousands) ⁴	1,144

Socio-economic	GDP growth (annual %) ²	1,5%
	GDP per capita (current US\$) ²	8,524
	Unemployment rate (%) ²	6,7 (2018)
	Youth literacy rate, population 15-24 years, both sexes (%) ⁵	99.1 (2012)

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)

Education finance

Category	Indicator	Statistics
Expenditure	Government expenditure on education as % of total government expenditure (%) ²	8.6 (2013)
	Expenditure on education, except Higher Education, as % of total expenditure on Education ⁰	- %

SDG thematic indicators related to TVET and skills⁶

Category	Indicator	Statistics
Selected SDG thematic indicators	Participation rate in technical-vocational programmes, 15- to 24-years (%)	5.3 %
	Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills (%)	-

Other useful statistics related to TVET and skills development⁷

Indicator	Statistics
Public TVET schools	162
Private TVET schools	398

¹ Unless otherwise indicated, all statistics have been gathered from the UNESCO Institute for Statistics (UIS). <http://uis.unesco.org/>

² World Bank. World Development Indicators. <https://data.worldbank.org>

³ IMF Article IV Consultations.

⁴ UN DESA. World Population Prospects. <https://esa.un.org/unpd/wpp/Download/Standard/Population/>

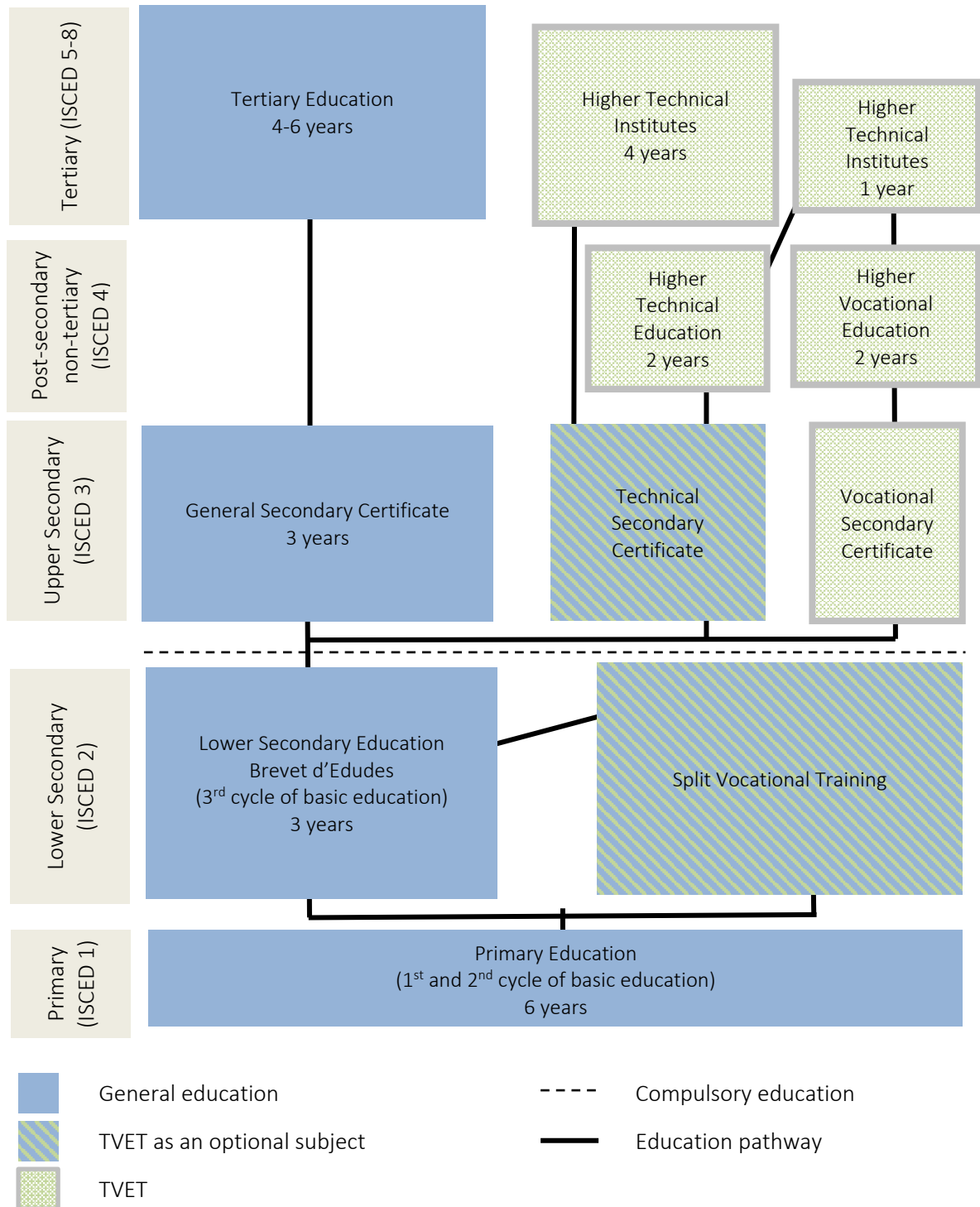
⁵ International Labour Organization. ILOSTAT - ILO database of labour statistics. www.ilo.org/ilostat

⁶ Other Sustainable Development Goal 4 thematic indicators at <http://sdg4monitoring.uis.unesco.org/>

⁷ National Strategic Development Plan , Government of Lebanon

1. TVET systems

TVET in the Lebanese education system¹



¹ Compiled by UNESCO-UNEVOC International Centre.

Formal TVET system

The formal TVET system in Lebanon is divided into two streams. The vocational track includes trades of a manual type and those whose acquisition does not require substantial general knowledge. The technical track covers trade whose acquisition require scientific knowledge and high-level techniques. It is structured as follows:

Vocational complementary level courses (BP) or Split Vocational courses are offered at the lower secondary education level (ISCED 2).	
Duration:	2 years
Admission requirements:	Completion of 5 th and 6 th grade with additional training sessions and passing of an exam, or Completion of 7 th grade
Taught in:	DGVTE
<p>With the vocational intermediate level professional diploma (<i>Brevet Professionnel</i>, BP), graduates can pursue their TVET education at the upper secondary level. Vocational education will be taught in the Dual System courses, technical education is offered at the Baccalaureate technique programmes.</p> <p><i>The additional training session for students who have not completed 7th grade is defined as follows:</i></p> <ul style="list-style-type: none"> • Complete fifth grade and pass an official exam after enrolling in a training session for 800 hours in a technical and vocational school; or • Complete sixth grade and pass an official exam after enrolling in a training session for 400 hours in a technical and vocational school. 	

Vocational executive level courses (LP/DS) are offered at the upper secondary education level (ISCED 3).	
Duration:	3 years
Admission requirements:	Brevet Professionnel (BP); or General education diploma or confirmation of passing 9 th grade; or Students who hold a candidacy card, but haven't passed the Brevet examination or hold an official sealed school record certifying their successful completion of 9 th 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"
Taught in:	DGVTE
<p>With the vocational secondary certificate (<i>Lycée Professionnel</i>, LP), graduates can process to higher technical and vocational education.</p> <p>Combining apprenticeships and vocational education in one course, the Dual System (DS) offers eight occupations in industries, trades and tourism services that students can chose from. Graduates can pursue further technical education in the Baccalaureate technique after</p>	

sitting an additional examination for general subjects, or enrol in Meister programmes at the post-secondary non-tertiary education level.

Technical executive level (BT) programmes are offered at the upper secondary education level (ISCED 3).

Duration:	3 years
Admission requirements:	Brevet Professionnel (BP) or Brevet d'Etudes; Students who hold a candidacy card, but haven't passed the Brevet examination or hold an official sealed school record certifying their successful completion of 9th grade, can be enrolled in the BT level, but have to pass at the end of the first year an official exam in order to obtain the "Preparatory Technical Rehabilitation Certificate."
Taught in:	MoA and MEHE-DGVTE

With the Technical baccalaureate (*Baccalauréat technique*), graduates can pursue higher education at the university level or continue their technical education. After completing their first year of BT, students have the option to proceed to the DS programmes. Students who chose the agricultural pathway can choose between pursuing the BT in this field or enrol in accelerated vocational training programmes in centres and schools under the MoA.

Vocational middle level courses (Meister) are offered at the post-secondary non-tertiary education level (ISCED 5).

Duration:	2 years
Admission requirements:	LP with minimum 2 years of experience; or BT with minimum 3 years of practical experience; or General Secondary Certificate with minimum 5 years of practical experience
Taught in:	DGVTE

The Meister course is the highest certificate for vocational education.

Technical middle level programmes (TS) courses are offered at the post-secondary non-tertiary education level (ISCED 5).

Duration:	2 years
Admission requirements:	BT Certificate or General Secondary Certificate
Taught in:	DGVTE

After being awarded the superior technician certificate (*Technicien Supérieur, TS*), graduates can pursue the Licence Technique studies.

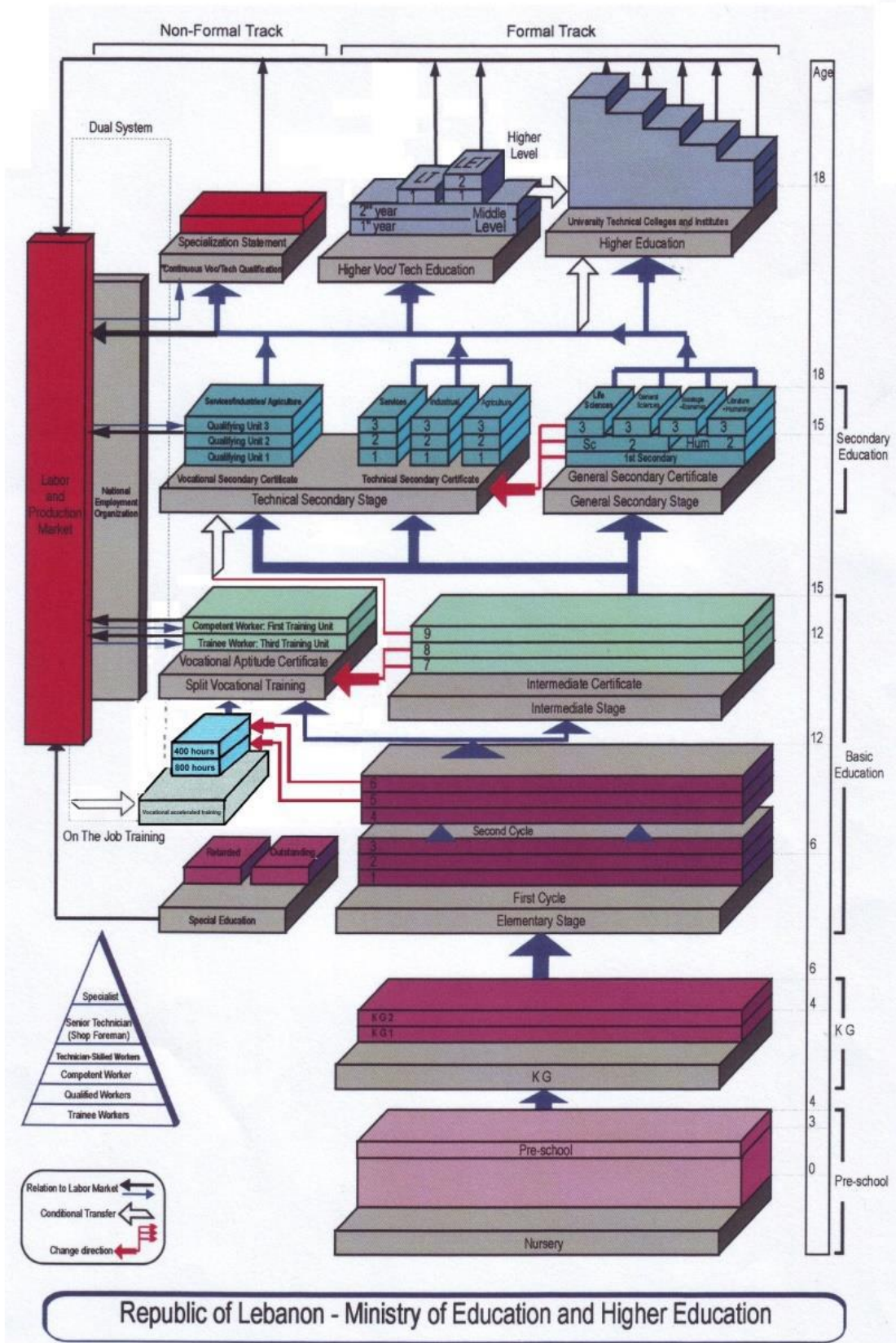
Technical higher level programmes (LT) are offered at the tertiary education level (ISCED 6).

Duration:	1 year
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Admission requirements:	TS certificate
Taught in:	DGVTE

Technical higher level programmes (LET) is offered at the tertiary education level (ISCED 6)	
Duration:	4 years
Admission requirements:	General Secondary Certificate or BT certificate TS certificate Engineering diploma
Taught in:	DGVTE
General education and BT graduates require 4 years. TS graduates require 2 years and those with an engineering diploma around 1 year. The Technical Educational Bachelor Certificate seeks to prepare technical teachers for their assignments.	

A more detailed overview of the mobility pathways and progression through different levels of general and vocational education across formal and non-formal tracks can be seen on Page 9.



⁰ Lebanese Educational System Framework. Work Based Learning Study, UNESCO 2018, p.17.

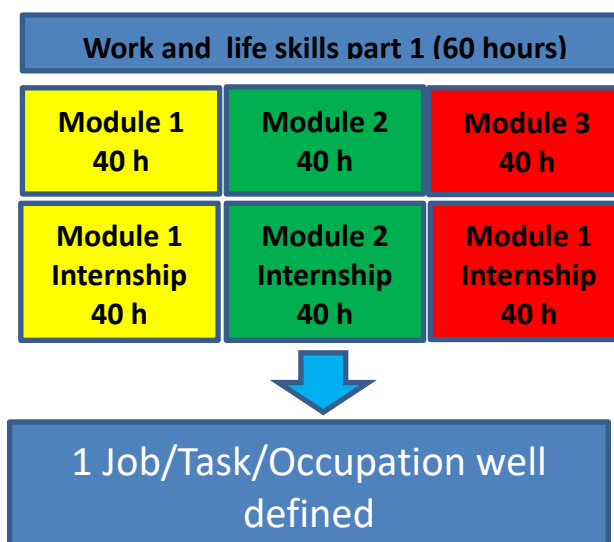
Non-formal and informal TVET systems

Non-formal TVET education is mostly provided by registered schools (private and public) . It consists of short-, mid-, and long-term courses that range from 300 hours for 3 months to 900 hours for 9 months. This type of education serves as an addition, alternative to formal education. It is institutionalized and the school as well as the DGVTE provide certificates upon the completion of a course.

Informal TVET is mostly provided as training and takes place in the work environment, the local community, the NGOs and the family. Training institution hand out a certificate of attendance upon the completion of a course. These trainings are less formalized and the duration is not specified.

Programme:	Market based skills training (MBST)
Ministry/organization responsible:	Lebanon Crisis Response Plan
Target audience:	
Admission requirements:	Not specified
Qualifications received:	Not specified
	Accelerated programmes and MBST courses can range between 15 and 144 hours over a 3-month period. Usually more than two-thirds of the total programme is dedicated to on-the-job training (24hours per week), but most MBST providers do not provide job placement. The remaining time involves classroom-based theory. In the absence of tracer studies, the share of MBST graduates placed in jobs and other labour market outcomes is unknown.

Programme:	STC (Short Term Courses)
Ministry/organization responsible:	Ministry of Agriculture
Target audience:	Youth between 15 and 30 Years old
Admission requirements:	No requirements
Qualifications received:	Accelerated Agriculture Vocational Training – Model elaborated by WARD NGO (this model is under an ongoing pilot implementation process with FAO and UNESCO)



2. TVET strategy and key policy documents

The following key documents help guide the development of TVET in Lebanon:

Name of document	Decree 8590
Date entered into force	2012
Website link	www.vte-lb.org
Key points and objectives	
<p>This degree divided TVET in two fields, namely technical and education and vocation training.</p> <p>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:</p> <ul style="list-style-type: none"> • Complementary level, • 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: <ul style="list-style-type: none"> - Obtain a BP Certificate; - Obtain a Brevet Certificate; - Obtain a candidacy card, but without passing the Brevet examination; - Students exempted from taking the official examination must obtain an official sealed school record certifying that the student passed 9th grade. <p>***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***</p> <p>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:</p> <ul style="list-style-type: none"> - Obtain a Vocational Secondary Certificate (LP) – (Dual System) level with at least two years of practical experience; - Obtain a Technical Baccaalaureate Certificate with at least three years of practical experience; - Obtain a General Secondary Certificate with at least five-years of practical experience. <p>Technical education covers trade whose acquisition requires scientific knowledge and high-level techniques. The technical education field has three levels: executive, middle, and higher.</p> <ul style="list-style-type: none"> • The executive level leads to a Technical Baccaalaureate Certificate (BT) and lasts for three years. Students enrolled at this level must fulfil one of the following requirements: <ul style="list-style-type: none"> - Obtain a BP certificate - Obtain a Brevet certificate - Students who hold a candidacy card, but haven't passed the Brevet examination or hold an official sealed school record certifying their successful completion of 9th grade, can be enrolled in the BT level, but have to pass at the end of the first year an official exam in order to obtain the "Preparatory Technical Rehabilitation Certificate." • b. The middle level: The Superior Technician Certificate (TS) takes two years to complete. (The DGVTE is in the process of restructuring the content of the 	

curriculum). Students enrolled at this level must fulfil one of the following requirements:

- Obtain a BT certificate;
- Obtain a General Secondary certificate.
 - c. The higher technical level is divided into two paths:
 - The Technical Bachelor Certificate (LT): Students holding a Superior Technician Certificate (TS) can join this level to earn a Technical Bachelor Certificate (LT). It takes one year to complete this level.
 - The Technical Educational Bachelor Certificate: Students holding a General Secondary Certificate or a Technical Baccalaureate can join this level to earn a Technical Educational Bachelor Certificate (LET). It takes four years to obtain this certificate. Programs at this level seek to prepare technical teachers.²²

Name of document	National Strategic Framework for Technical Vocational Education and Training Lebanon 2018-2022
Date entered into force	2018
Website link	http://t1p.de/hr63
Key points and objectives	
<p>This framework is the culmination of year-long deliberations led by the Government of Lebanon, with the support of the United Nations Children’s Fund (UNICEF) and the International Labour Organization (ILO).</p> <p>These consultations involved a wide array of stakeholders, including the MEHE, the Ministry of Labour (MOL), the Ministry of Agriculture (MOA), the Ministry of Social Affairs (MOSA), the National Employment Office (NEO), the National Vocational Training Centre (NVTC), private sector representatives and non-governmental organizations (NGOs).</p> <p>Based on the preceding UNICEF-ILO initiative “Support of Technical and Vocational Education Systems in Lebanon”, the 4 main characteristics resulting from this initiative are:</p> <ol style="list-style-type: none"> 1. Involvement of and high interest among all governmental, private and international stakeholders: <ul style="list-style-type: none"> • inclusive of all official and private TVET institutions in Lebanon, targeting males and females • within the 12 to 21 years age group; • ready for a wider collaboration in decision-making and service delivery; • with approval and acknowledgment from concerned governmental and non-governmental • bodies as a pathway to better employment prospects and labour market outcomes for youth; 2. Building on existing national strategies and local plans approved by each line ministry, including: <ul style="list-style-type: none"> • the Government of Lebanon’s five-year programme on education and economic opportunities and jobs as outlined in the Lebanon Statement of Intent (2016); • the Government’s commitments as presented at the Brussels and London conferences; 	

- lineministries' foreseen and assessedplans for substantiveinterventionsthat support TVETover the nextthree to four years;
 - LCRP, NoLostGeneration and RACE II for Lebanon'splan to respond to the Syriancrisis;
 - the newdecent work country programme underreview for enhanced productive employmentopportunities for youth;
3. Use and adaptation of international, regional, and/or national standards and tools, including emerging good practices as a reference, including:
- UN and EU tools and standardsonvocationalguidance and training, technicaleducation, corework and life skills, skills development, competency-basedtraining, qualificationssystems andlifelong learning, recognitionofprior-learning, and market-based skills training, etc.;
 - previous and currentinterventions and practicesin the TVET sectorinLebanon, extensiveexperiencein TVET and collectedlessonslearned from the region;
 - the latest learning methods and technologiessuitable to the Lebanesecontext;
4. Engagement of employers' and workers' organizations in the TVET system, relying on:
- Beliefinstructuredpartnershipsbetween the public and privatesectors to establish a qualitysystem and a take a holisticapproachthatlinkseconomic development to education andemployment;
 - Willingness to assumesocialresponsibilities and takepartindecision-making, implementation, monitoring and evaluation processes.

3. Governance and financing

Governance

There are multiple TVET providers and responsible organizations in Lebanon.

The **Ministry of Education and Higher Education (MEHE)** is the responsible organization for education from preschool to university. The **Directorate General of vocational and technical education (DGTVE)** operates under the MEHE and is responsible for the administration of TVET provision. This includes the public provision of TVET as well as the performance monitoring of private educational institutions and training providers which includes NGOs. The issuance of diplomas and certificates, organization of public TVET examinations as well as the coordination with other TVET providers are among the core functions of the DGTVE. In October 2017, the DGTVE was responsible for 198 private training providers and 158 public training institutes which are supervised and administered by the institute.

The **Directorate General of Higher Education (DGHE)** facilitates the transition of TVET students into tertiary education. As mentioned before (Chapter 1), the students can choose between general or technical education at the tertiary level. The entrance requirements are set through Decree No 8950 (see Chapter 2) but the universities can set their own requirements and therefore make it difficult for TVET students to enter.

The **National Employment Office (NEO)** under the **Ministry of Labour (MoL)** is responsible for the provision of demand-driven workforce management. It supports NGO which provide certain TVET programmes that have been identified as important for the economy and establishes policies with regards to employment. This public institution supports NGO programmes over 3-

9 months and issues certificates for the graduates, however, these are not officially recognized by the MEHE. Employers are represented in this organization but the engagement and responsiveness of the sector is still challenging.

The **National Centre for Vocational Training (NCVT)** offers fast-tracked TVET programmes as well as TVET training at the community level in various regions through its mobile trucks. The organization suffers from insufficient funding, outdated curricula, and lack of teachers and trainers. NCVT cooperates with UNICEF, UNHCR and IECD to increase the numbers of trainers and to implement competency-based short-term programmes. As in the NEO, employers are engaged in the organization but the XXX is not effective yet.

The **Ministry of Social Affairs (MOSA)** offers informal vocational training courses through NGOs or in the 220 social development centres. The local development projects shall facilitate the revitalization of the local craft industry.

The **Ministry of Agriculture (MoA)** oversees the TVET education in the agricultural sectors and animal husbandry. It comprises a General Directorate of Agriculture which is responsible for 31 agricultural centres and seven agricultural technical schools. The Food and Agriculture Organisation (FAO), the International Labour Organization (ILO), the Association of Volunteers in the International Service (AVSI) and the Welfare Association for Research and Development (WARD) is supporting the sector through various programmes.

In addition to these, there are a number of for profit and not for profit private TVET providers. They offer courses in the business, commercial and IT sectors since these do not necessarily require specific equipment or facilities for the training.

Financing

The MOAs budget does not allow to offer technical or short-term training courses and thus compromises the quality of education in these sectors.

The NEO (see Governance) funds the NGOs which provide short-term programmes between 3 and 9 months.

4. TVET teachers and trainers

Most TVET teachers have academic backgrounds. Many of them have completed their education through university and *technician supérieur* pathways. However, they usually have deficits in the specific areas of TVET provisions.

The civil service board conducts national examinations and supports the identification and selection of TVET teachers. However, as the examinations are often postponed and due to financial constraints, schools tend to hire part-time teachers who do not have to undergo a specific training or qualification processes.

The **National Teacher Training Institution** (*Institut Pédagogique National de l'Enseignement Technique*, IPNET) is responsible for the provision of pre-service teacher and instructor training but its courses have not yet been adapted to the TVET curricula.

The Center for Educational Research and Development (CERD) operates under the auspices of the MEHE. It develops and publishes materials for continuing teacher-training but actual programmes are limited.

As the Torino Process Report for Lebanon 2016-2017 states: "There is no shortage of teachers in the VET system, but rather a lack of highly qualified and well-trained teaching staff working in the VET schools. The standards and qualifications set by the National Pedagogical Institute of Technical Education (IPNET) for VET teachers are inadequately applied, and the only criterion which is met is the taking of a public exam set by the Civil Service Board. Moreover, teachers' and trainers' capacities are hampered by insufficient investment in all matters related to their recruitment, career progression and continuing training. Consequently, with little incentive to develop their skills and in the absence of adequate rewards, many teachers have resorted to administrative functions as a means of ensuring financial stability."

5. Qualification system and quality assurance

National Qualifications Framework (NQF)

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.

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.

6. Current reforms and policy discussion

Challenges

According to the ILO National Strategic Framework for TVET in Lebanon (2018-2022), Lebanon is facing the following challenges to the TVET system:

Unattractiveness of TVET	TVET-level jobs are usually not well received or paid. They compete with low-skilled jobs in various sectors where migrants and refugees also form competition. In addition, TVET education and information about possible pathways is flawed and the current system does not allow transitions between general, vocational and technical tracks.
Lack of inclusiveness	TVET providers struggle to implement supporting policies for gender equality which leads to less female students in TVET streams. The programmes are largely inaccessible for students with disabilities.
Quality of training, trainers and equipment	TVET education does not adequately prepare the students for the demands of the labour market which is also due to the lack of adequate skills need anticipation and assessment systems. There is no national qualification system which hinders the freedom to choose among educational pathways. Teachers and trainers are seldom supported by additional qualification measures and do not necessarily have the pedagogical skills or the technical and industrial expertise to provide adequate TVET education. The equipment in institutions is often outdated and malfunctioning.
Financing	The funds for the TVET system are largely centralized and not based on performance. This hinders the evolvement of innovative and cost-efficient practices.
Governance and provision of services	The various stakeholders for TVET have not yet finalized common agreements on the provision of fitted courses throughout the country and based on the needs of the regions and with sector-specific focuses. This leads to a large network of underutilized providers with <i>limited exposure to the labour market and the students</i> .

Relations with the private sector The private sector is not yet fully involved in the strategic planning and decision-making for TVET curricula and the provision of work-based learning opportunities.

7. References and further reading

Lebanese Educational System Framework. Work Based Learning Study, Nov 2017
Oussama GHNEIM/Welfare Association for Research and Development – WARD
<http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Beirut/images/Education/LB.pdf>

National Strategic Framework for Technical and Vocational Education and Training in Lebanon, 2018-2022.
https://www.ilo.org/beirut/publications/WCMS_633487/lang--en/index.htm

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