

Improving the Quality and Attractiveness of Technical and Vocational Education and Training in Lebanon (QuA-VET)

Multilevel Support for Better Employability in Lebanon

The background

Lebanon faces numerous political, economic and social challenges. Up until the civil war, the country was one of the most important commercial and financial centres in the Middle East. The vocational training system was well organized by regional standards: Skilled workers were trained with good practical competences and enjoyed a favorable reputation among the populace. This tradition was not maintained after the war ended. Today, the vocational education and training system is almost exclusively limited to school-based training, with limited practical experience. In the National Social Development Strategy of Lebanon of the Ministry of Social Affairs, improving the employment situation in the country is envisioned as one of five objectives. Despite this vision, the Lebanese labor market remains characterized by a low employment rate and a surge in foreign workers, including refugees. Over the past several years, the nation's economic growth has failed to match the rising labor supply, particularly among younger workers, worsened by the economic and financial crisis, COVID-19 pandemic, and the aftermath of the August 2020 Beirut explosion.

The need for improvement

Against this background, improving skills that increase the productivity level of workers—and ultimately companies—is an important prerequisite for a stronger absorption of the labour supply, an increase in productivity and ultimately the achievement of stronger, lasting growth and creation of more and better jobs. However, Lebanese vocational training institutes and schools cannot currently fulfil this role. The low labour market orientation of national Technical and Vocational Education and Training (TVET) is

Project name	Improving the Quality and Attractiveness of TVET in Lebanon (QuA-VET)
Commissioned by	German Federal Ministry for Economic Cooperation and Development (BMZ)
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Lead executing agency	Ministry of Education and Higher Education represented by the Directorate General for Vocational and Technical Education (DGVTE)
Duration	10/2021-10/2024

manifested in the fact that graduates generally do not work in the occupations for which they were trained, often enter the informal sector, or even remain unemployed for a long time after graduation. In addition, there are insufficient intermediary services.

Our Approach

The project “Improving the Quality and Attractiveness of TVET in Lebanon (QuA-VET),” supports the Directorate General for Vocational and Technical Education (DGVTE) and individual employers to align vocational education and training with the needs of the Lebanese economy, in sectors showing sustainable employment potential. To that aim, the project focuses on the following four areas of intervention: Increasing the cooperation between state vocational training institutions and the private sector through establishing school advisory boards, strengthening the human resources of the ministry of education, implementing new practice oriented TVET programmes in industrial mechanics and health inspection and food safety in cooperation with employers and integrating digital teaching units.



L. to r.: Schools received the bottle filling machine on which teachers will deliver Competency Based Training to students, based on the developed Curricula by the project. In-company trainer Focus Group Discussion held with the Association of Lebanese Industrialists in the presence of companies, and personnel from the TVET schools.



L. to r.: Delivery of more than 500 computer tablets to public partner TVET schools. School Advisory Board visited Nabatieh TVET school workshop as part of their first working meeting in the presence of companies, and personnel from the TVET schools and QuA-VET project.

Facts and figures

Cooperation of public TVET institutes with the private sector



3 School Advisory Boards established



20 participants attended the “Capacity building initiative for School Advisory Board Members in Lebanon” by the International Training Center - International Labour Organization training

Modularized and practice oriented TVET programs



10 curriculum developers trained on curriculum development



13 modular curricula developed in industrial mechanics



5 schools supplied with tools, materials, consumables and a tailor-made bottle filling machine



21 teachers certified in first aid by the Lebanese Red Cross



17 teachers certified in “Maintaining a healthy and safe work environment” and “Cleaning CNC machines”



Locations of the 14 partner TVET institutes

Infobox

“Competency-Based Training (CBT) is a structured training and assessment system that allows individuals to acquire skills and knowledge in order to perform simple or complex tasks to a specified standard.”

ILO 2020, Competency-Based Training (CBT): An Introductory Manual for Practitioners

Further training of personnel in vocational training institutions and companies



19 participants attended the focus group discussion on In-company trainer profile



32 participants attended the focus group discussion on TVET Teachers' profile



19 participants attended the focus group discussion on Director's profile



3 occupational standards developed for In-company trainer, TVET School Directors and TVET Teachers

Digital teaching units in education and training programmes



19 teachers trained on developing e-lessons using Articulate Rise 360 in 2 digital Training of Trainers



80 e-lessons in health inspection and food safety developed



105 e-lessons in Industrial mechanics developed



600 tablets and power banks for students and teachers distributed



21 routers including data bundles procured

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