

GENERAL OVERVIEW

- **The Educational System in Lebanon Comprises of Three Major Paths:**
 - **General Education: Ends With a Bac. 2**
 - **Technical education: Ends with LT**
 - **Higher Education: University degrees**

General education forms the supply line for technical and higher education. Three different Ministries manage education

Republic of Lebanon

Office of the Minister of State for Administrative Reform
Center for Public Sector Projects and Studies
(C.P.S.P.S.)

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

OVERVIEW

- **Students enrolled in general education in 1997-1998 were as follows:**
 - **intermediate level (age group 12-14):
234683 students**
 - **Secondary level (age Group 15-18):
86564 students**

Students join Technical education after finishing the Intermediate stage.

OVERVIEW

The Center of Education for Research and Development (CERD) proposed in 1995, a new structure for the educational system.

The new system allows students to move from one educational path to another at various stages

The new system is yet to be implemented.

Need for interaction between the various educational paths has been recognized and actions taken.

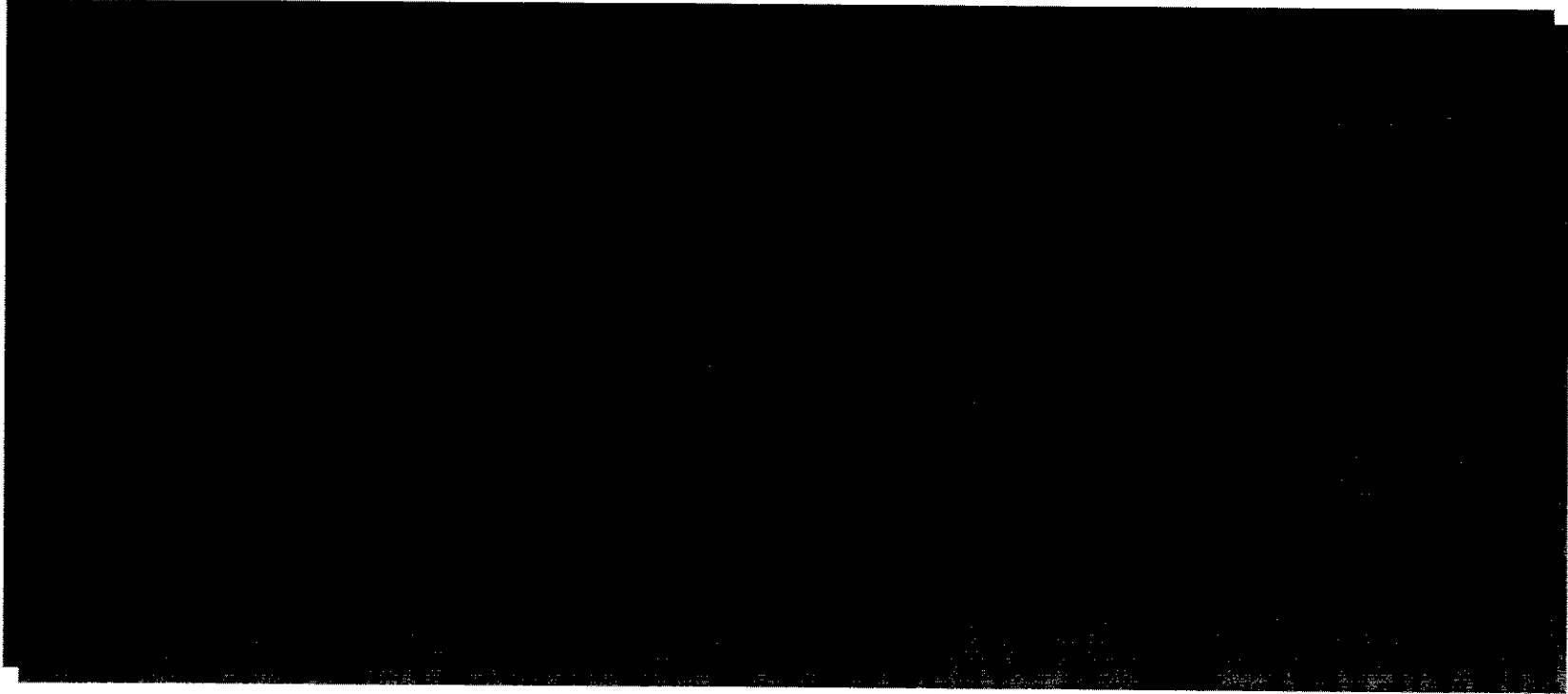
HIGHER EDUCATION

OVERVIEW

- In 1997-1998, the number of higher education institutes in Lebanon was 21 + many branches in the provinces.
- In 1997-1998, the number of students enrolled in universities was 82446 students.
- In 1996-1997, 11422 graduated from all universities.

University graduates exceed by far the needs of the Lebanese market.

TECHNICAL EDUCATION



INTRODUCTION

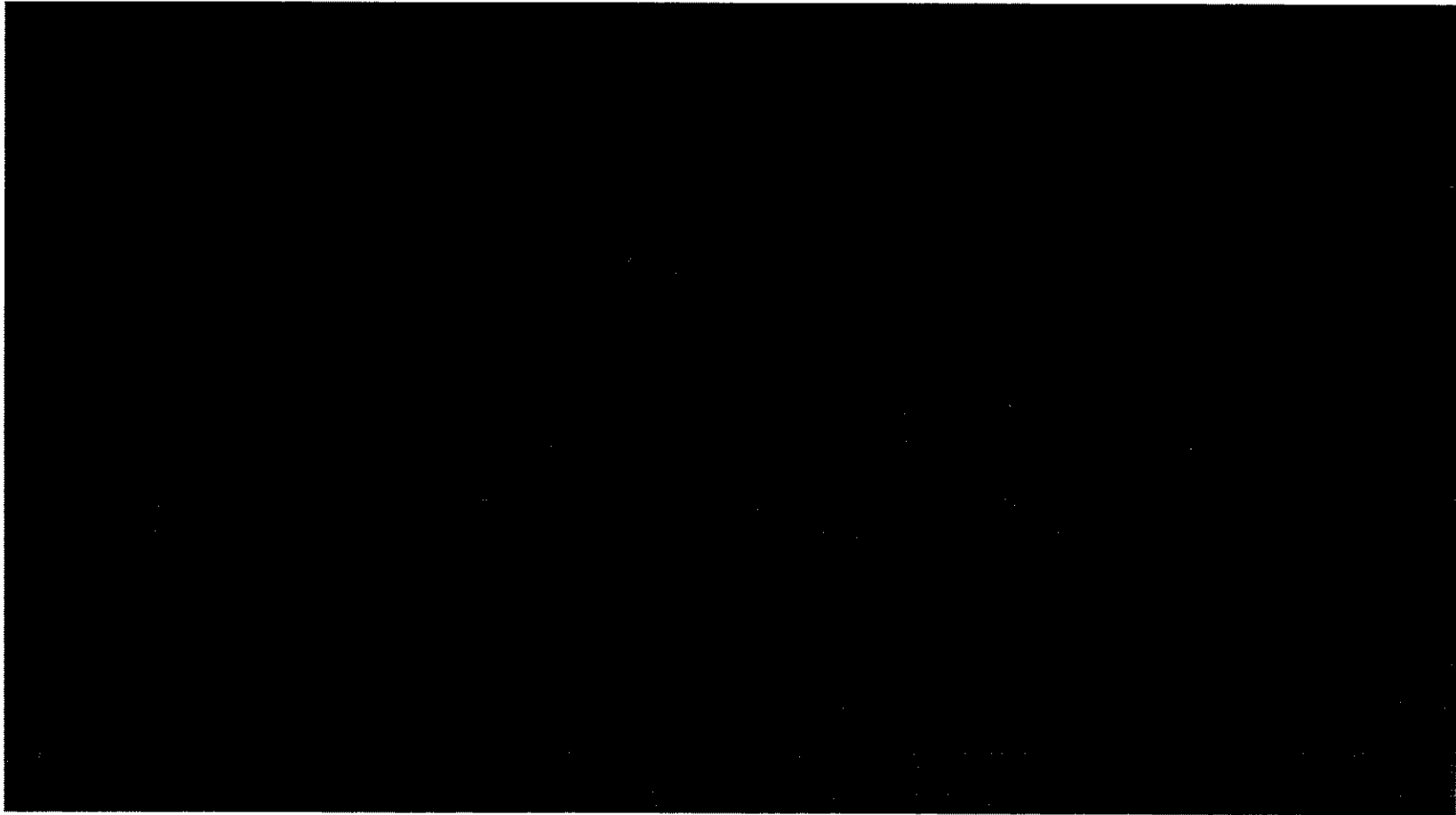
- The technical education system in Lebanon was based on the French system since its establishment.
- The system has not been revised ever since.
- Despite the great changes in human resource management and demand, the VTE system did not witness any serious changes in its objectives and methods.

INTRODUCTION

- The Lebanese civil war inflicted great damage on the VTE sector in general.
- Levels of competency dropped dramatically due to the absence of many essential quality factors in the educational system.

ADMINISTRATION

- Technical Education in Lebanon has an independent administration and educational facilities and certificates.
- The Ministry of Vocational and Technical Education (MVTE) administrates all the various aspects of VTE except training and special programs.



THE MINISTRY OF VOCATIONAL AND TECHNICAL EDUCATION

- MVTE was established in 1993.
- Prior to that, VTE in Lebanon was managed by the DG of VTE operating within the MNE

**THE MINISTRY OF VOCATIONAL
AND TECHNICAL EDUCATION**

MINISTER

Higher Council

Directorate General

THE MINISTRY OF VOCATIONAL AND TECHNICAL EDUCATION (MVTE)

- The Directorate General manages the VTE system in the Public and Private sectors through the following departments:

THE MINISTRY OF VOCATIONAL AND TECHNICAL EDUCATION

- Administration Department
- Technical Department
- Accounting and Auditing Department
- Professional Training Department
- Supervision and Exams Department
- Statistics and Information Systems Department
- Educational Departments in the Regions
(schools, institutes, etc)

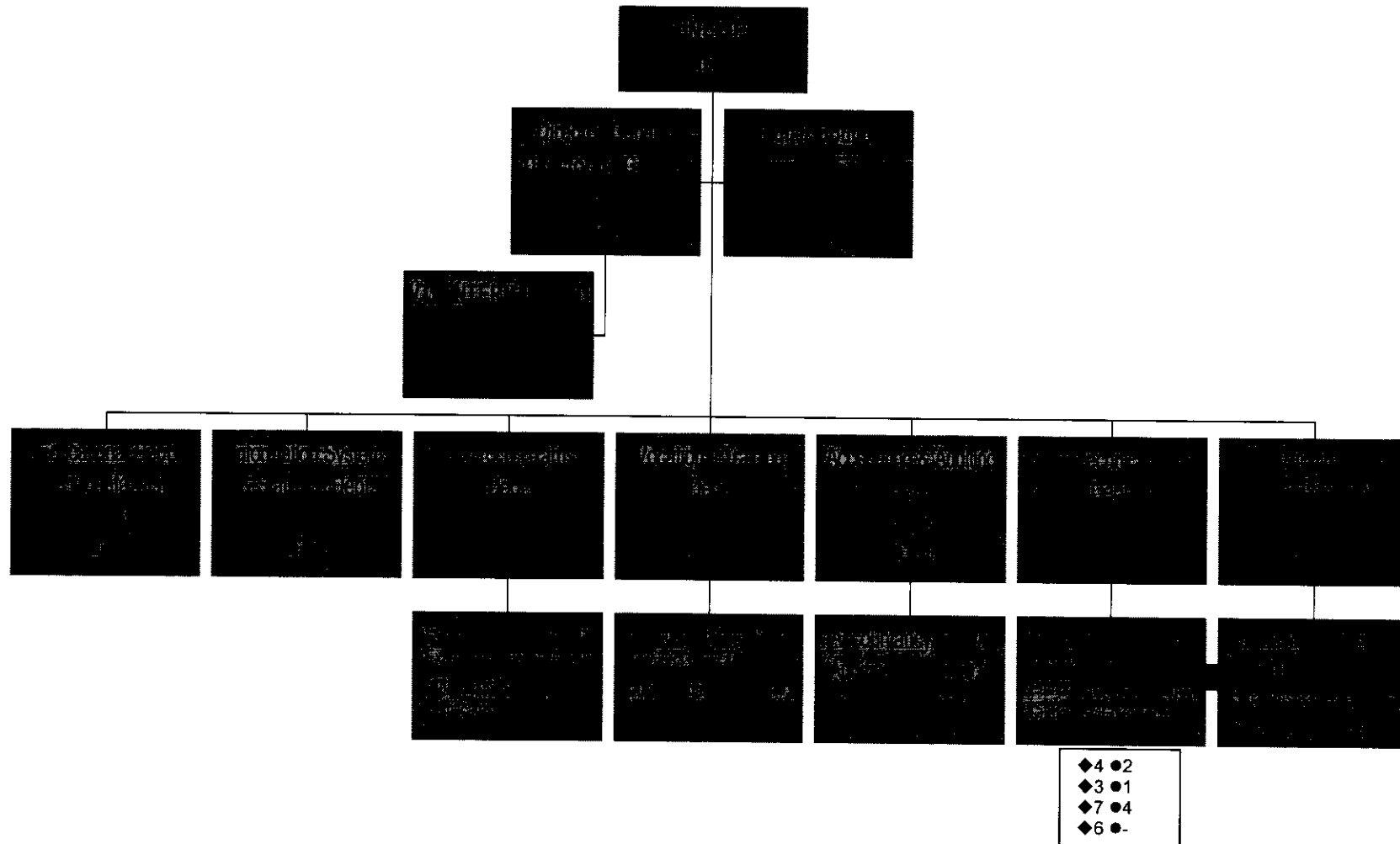
THE MINISTRY OF VOCATIONAL AND TECHNICAL EDUCATION

- Severe shortages in civil servants working at MVTE can be noted.
- Only 59 persons are present with an organizational capacity of 246

HIGHER COUNCIL OF VTE

- **CHAIRMAN : THE MINISTER OF VTE**
- **VICE-CHAIRMAN : THE DIRECTOR GENERAL OF VTE**
- **MEMBERS:**
 - **LABOUR UNIONS**
 - » **INDUSTRY REPRESENTATIVES**
 - » **MINISTRIES AND PUBLIC ADMINISTRATIONS**
 - » **COUNCIL OF PEDAGOGICAL RESEARCH & DEVELOPMENT**
 - » **SERVICES SECTOR REPRESENTATIVES**
 - » **PUBLIC TECHNICAL SCHOOLS REPRESENTATIVES**
 - » **PRIVATE TECHNICAL SCHOOLS REPRESENTATIVES**

MVTE Organization Chart



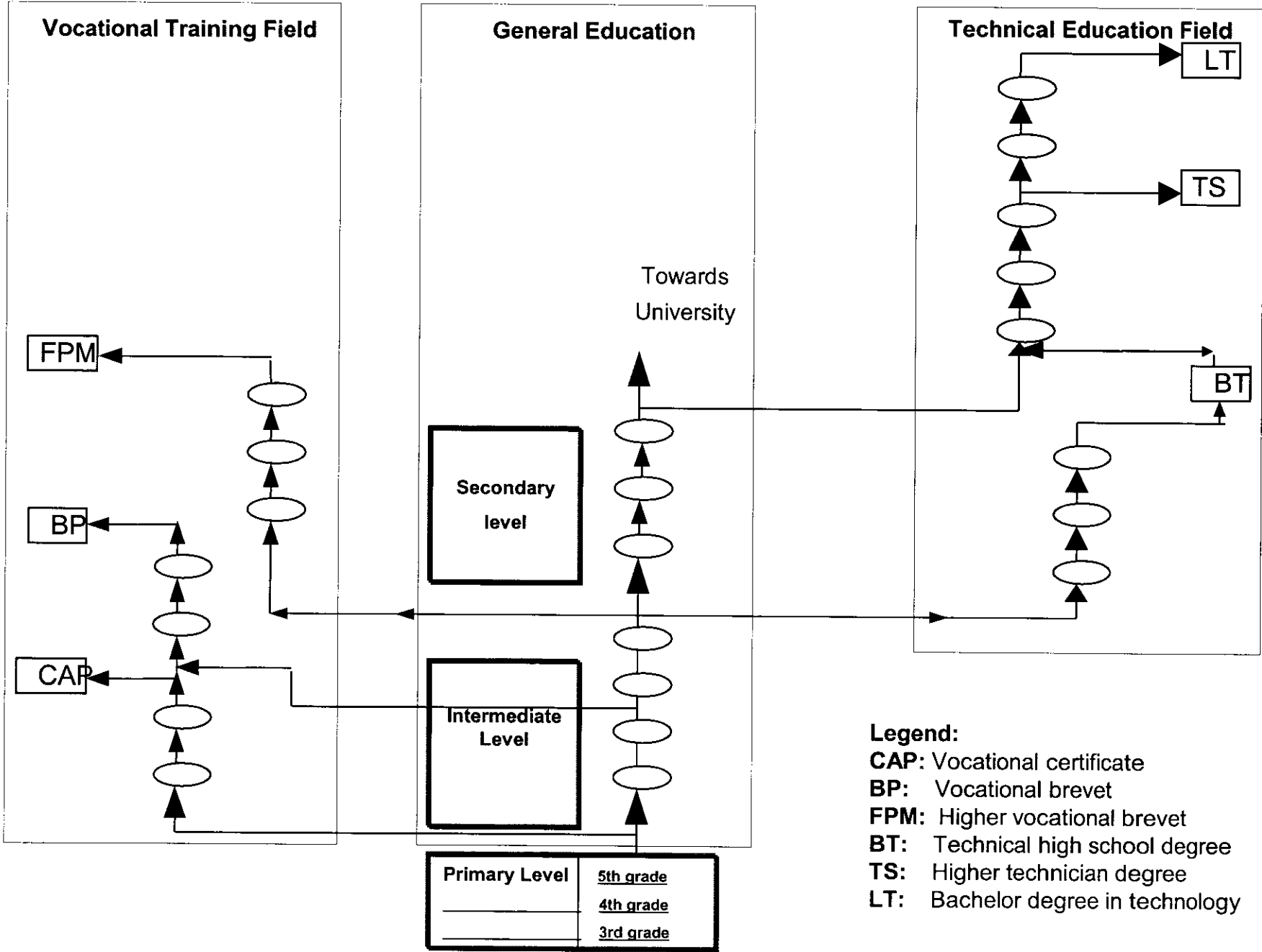
**Grand totals ◆ 246 versus ● 59
PERSONNEL RATE 24%**

البحرُورِيَّةُ اللَّبَنِيَّةُ
مَكْتَبُ وَزَيْرِ الدَّوْلَةِ لِشُؤْنِ التَّنْمِيَةِ الْإِدَارِيَّةِ
مَرْكَزُ مَشَارِيحِ وَدَرَسَاتِ الْقَطَاعِ الْعَامِ

LEVELS OF EDUCATION

- The current structure of Vocational and Technical Education comprises of two Paths in technical education schooling:
- Applied technical education (Voc)
- Technical education

LEVELS & DEGREES



LEVELS OF EDUCATION

- Applied technical education: tends to develop mainly manual skills corresponding to specific trades, comprises of three consecutive complementary levels.

LEVELS OF EDUCATION

- Vocational Certificate (CAP): students can join after finishing the 10th elementary grade in GE (age range 10-14) (2 years course)
- 8 Different courses are offered at this level.
- This level is about to be phased out.

LEVELS OF EDUCATION

- Vocational Brevet (Students can Join after finishing CAP or studying for the 2nd intermediate (Age Group 12-16) (2 years course)).
- 14 Different courses are offered at this level
- In 1998 graduated students formed 6.8 % of the total number of graduates in VTE

LEVELS OF EDUCATION

- Higher Vocational Brevet : Students can join after finishing BP or studying for the Brevet degree in GE (Age Group 14-18) (3 years course).
- Various courses are offered at this level
- In 1998 graduated students formed 17.5 % of the total number of graduates in VTE

LEVELS OF EDUCATION

- Technical Education comprises of three consecutive complementary levels.

LEVELS OF EDUCATION

- Technical Baccalaureat (BT): Students can enroll after finishing the intermediate stage of the general education system (three years Course).
- 22 different courses are offered at this level
- In 1998 graduated students formed 58.9 % of the total number of graduates in VTE

LEVELS OF EDUCATION

- Higher Technician (TS): Students can Join after finishing the BT or the official GE Baccalaureat. (three yeas courses)
- 22 different courses are offered at this level
- In 1998 graduated students formed 15.3 % of the total number of graduates in VTE

LEVELS OF EDUCATION

- Bachelor Degrees (LT) Students can join after finishing the TS or the official. (three yeas courses)
- 10 Different courses are offered at this level
- In 1998 graduated students formed 1.7 % of the total number of graduates in VTE.

VOCATIONAL TRAINING LEVELS

1- Vocational certificate (CAP)

- Typist
- Waiter
- Aid tailor
- Carpenter
- Fitter
- Blacksmith
- Welder
- Installation electrician

2- Vocational Brevet (BP)

- Aid accountant
- Shorthand typist
- Waiter
- Pastry cook
- Beauty specialist
- Nursing aid
- Dressmaker
- Cabinet-maker
- Engine mechanics
- Car body repairer
- Buildings electrician
- Machines electrician
- Radio TV repairer
- Offset printing

TECHNICAL LEVEL

1- Technical Baccalaureate (BT)

- Preschool Education
- Commercial sciences
- Secretarial work
- Documentation
- Hotel Tech. (sales)
- Hotel tech. (prod.)
- Nursing
- Industrial chemistry
- Interior design
- Advertising
- Air conditioning
- Industrial mechanics
- Automotive mechanics
- Aeromechanics
- Electricity
- Electronics
- Computer programming
- Music
- Architecture drawings
- Bldgs. and public works
- Topography
- Aid dentist

SPECIALIZATION

Leading to Official Degrees

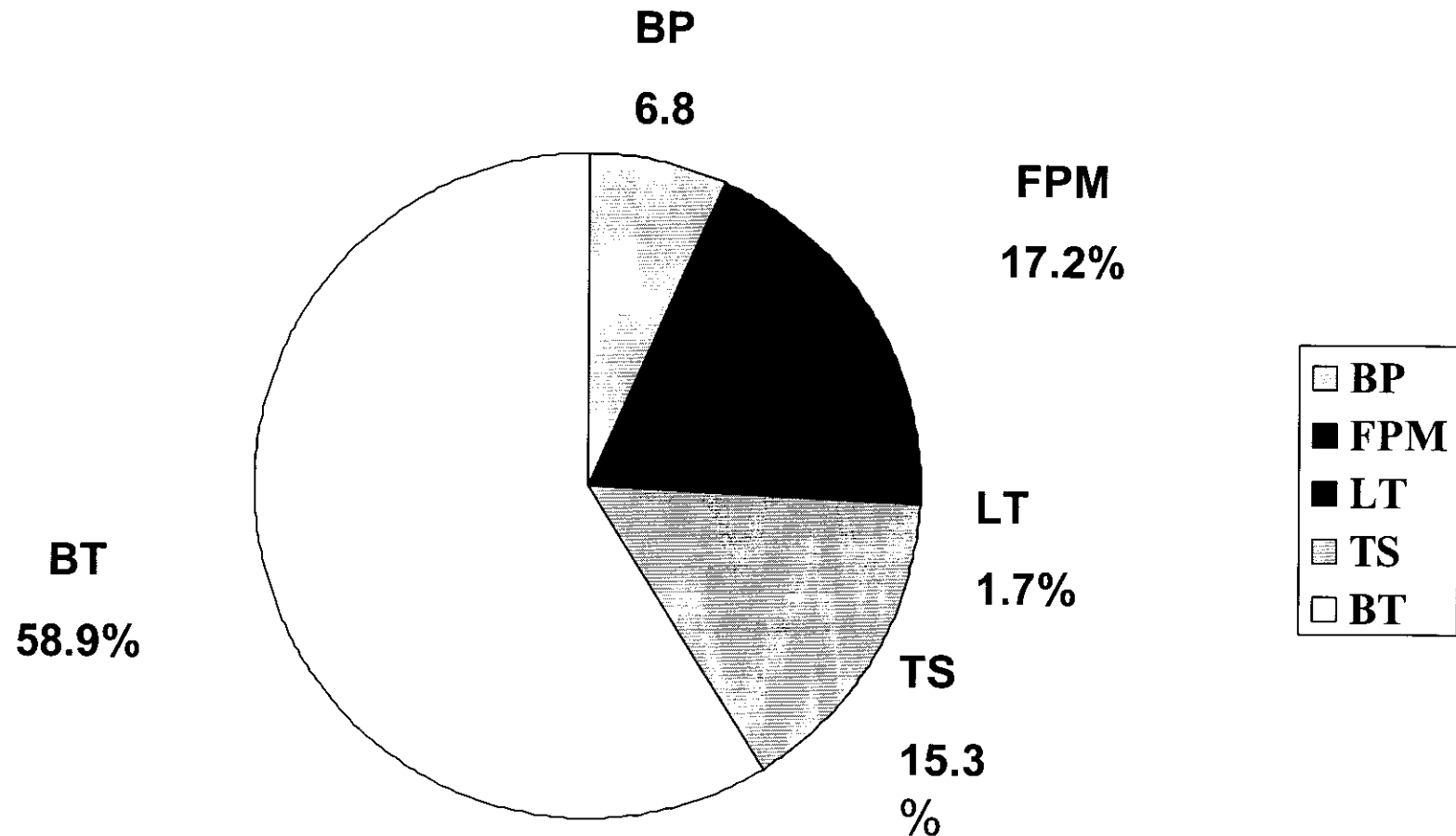
2- Higher Technician (TS)

- Social service
- Physiotherapy
- Medical lab. tech.
- Nursing
- Chartered accountancy
- Interp. and exec. Sec.
- Tourism techniques
- Specialized education
- Nursery and primary educ.
- Civil engineering
- Topography
- Electricity
- Electronics
- Management tech.
- Aeromechanics
- Dental prosthesis
- Interior design
- Banking
- Fashion designing
- Rest. & hotels mgmt.
- Optometry
- Radiology

3- Bachelor degree in Technology (LT)

- Electronics/Telecom
- Industrial electronics
- Electricity
- Mechanics/machines
- Civil engineering
- Management techniques
- Nursing
- Physiotherapy
- Medical lab. tech.
- Accountancy

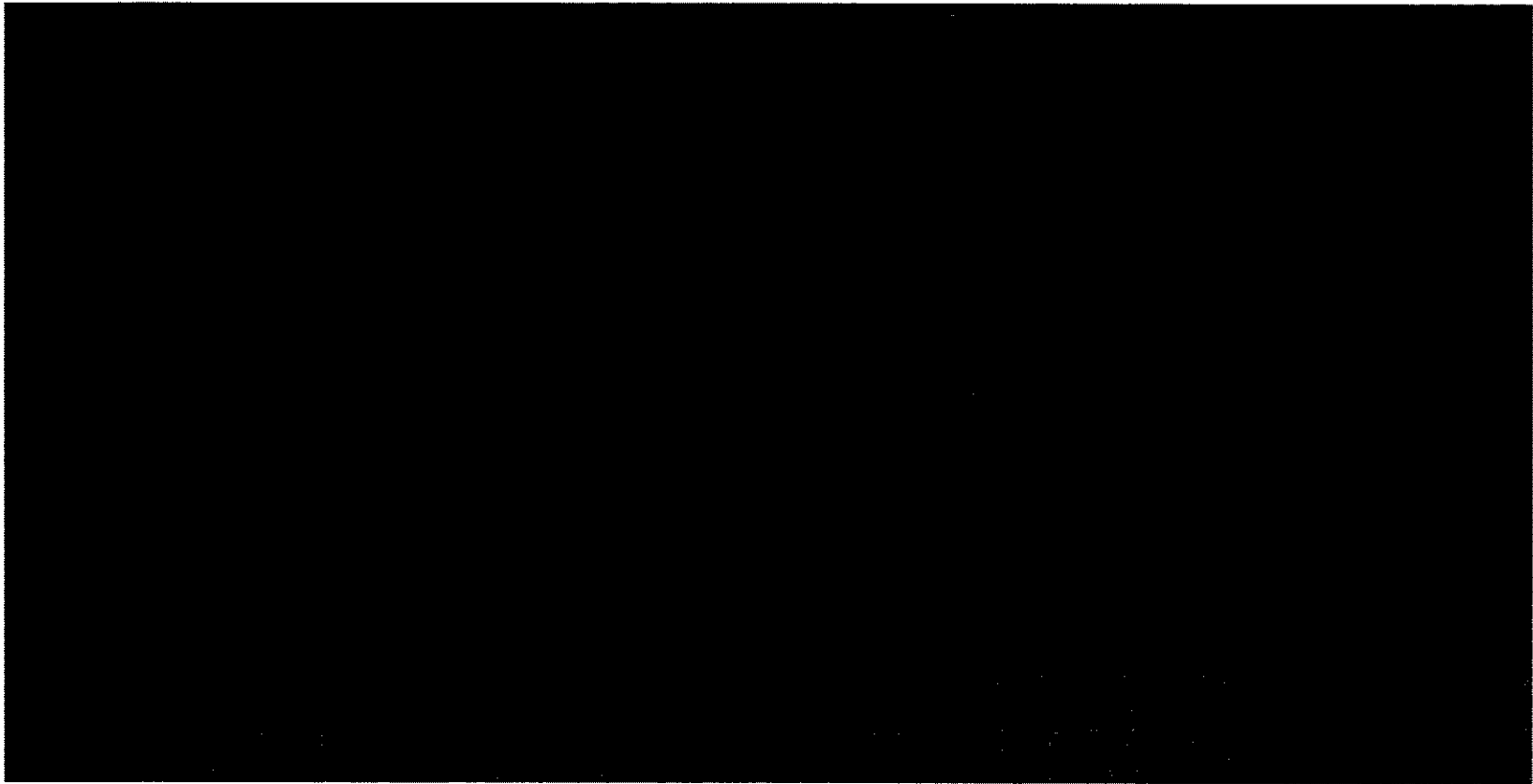
Graduates of VTE levels (Official Certificates)



**GRADUATES OF THE
VARIOUS LEVELS 1997-1998**

Graduates in Public and Private Schools

Year	CAP	BP	<u>DEGREE</u> BT+FPM	TS
1982	360	651	2,388	635
1983	298	643	3,327	742
1984	262	785	4,421	747
1985	378	830	6,341	676
1986	210	585	2,982	494
1991	159	368	1,981	1,338
1992	186	499	2,863	1,293
1993	162	507	2,866	898
1994	173	410	2,532	566
1995	301	637	3,726	913
1996	310	874	4,503	1,119
TOTALS (1991 - 1996)	1,291	3,295	18,471	6,127
Percentages	4.38	11.17	62.67	20.78



SCHOOLS

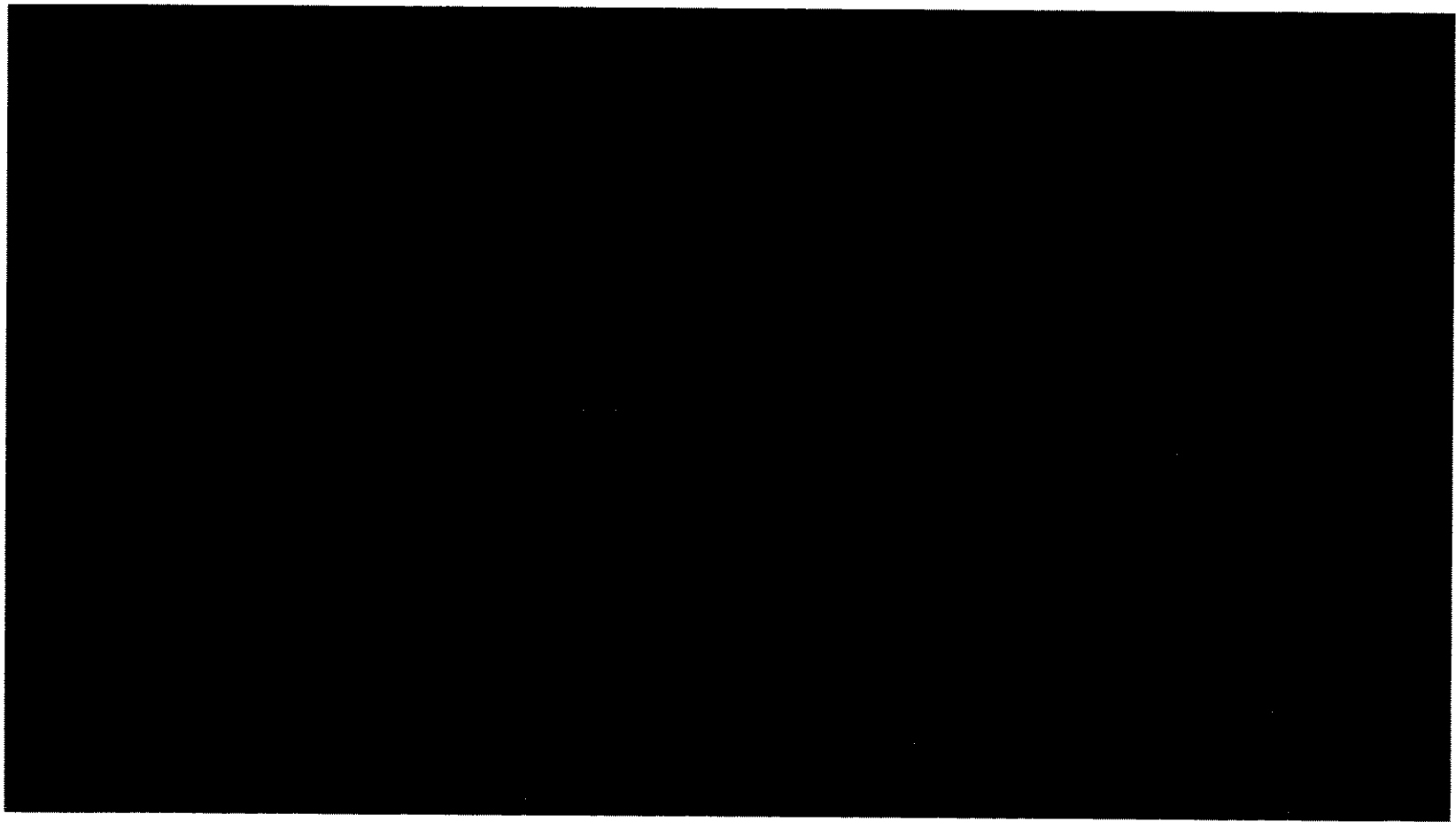
- VTE schools in Lebanon are run by the Ministry of vocational Education, the private VTE sector and the NGO's.
- The school network is formed of:
- 40 public Schools (1999)
- 299 private schools (1997)
-

Regional Distribution of Schools

Region	Existing Public Schools (+ new)	Private Schools *
Greater Beirut	12	143
Mount Lebanon	4 (+ 1)	48
North	4	51
South & Nabati	8 (+ 2)	37
Bekaa	8 (+ 1)	20
TOTALS	36 (+ 4)	299

Classification of Schools according to the number of students

<u>Number</u> <u>of students</u>	<u>No. of</u> <u>of public schools</u>	<u>% of</u> <u>Public Schools</u>	<u>No. of</u> <u>Private Schools</u>	<u>% of</u> <u>Private Schools</u>
19 and less	-	-	51	17.06
20 - 49	-	-	63	21.07
50 - 99	3	8.33	56	18.73
100 - 199	7	19.44	64	21.4
200 - 299	3	8.33	27	9.03
300 - 399	5	13.88	15	5.02
400 - 499	7	19.44	6	2.01
500 - 999	7	19.44	11	3.68
1000 and mc	4	11.14	6	2.01
TOTALS	36	100.00	299	100.00



SPECIALIZATIONS

- VTE Specialization network comprises of:
- 76 specializations which end with an official certificate
- 106 specializations which end with a training certificate (Diploma).

Distribution of specializations in public schools

<u>SPECIALIZATION</u>	<u>BEIRUT</u>	<u>MOUNT</u>	<u>NORTH</u>	<u>SOUTH</u>	<u>BEKAA</u>	<u>TOTAL</u>
INDUSTRIAL MECHANICS	5	2	3	3	5	18
AUTOMOTIVE MECHANICS	2	1	1	2	3	9
AERO MECHANICS	3					3
AIR CONDITIONING	2	1	1	1	2	7
ELECTRICITY	5	3	3	6	7	24
ELECTRONICS	5	3	2	6	5	21
CONSTRUCTION & P.W.	2	1	2	1	4	10
TOPOGRAPHY	3				1	4
CIVIL ENGINEERING	1		1	1	2	5
INTERIOR DESIGN	2	1	1	4	2	10
ARCHITECTURAL DRAWING	2	3	2	2	2	11
DENTAL LAB. SCIENCES				1		1
MEDICAL LAB. SCIENCES	1					1
NURSING	1	1	4	3	4	13

Distribution of specializations in public schools

SPECIALIZATION	BEIRUT	MOUNT NORTH	SOUTH	BEKAA	TOTAL
X - RAY					-
OPTICAL STUDIES	1				1
PHYSIOTHERAPY					-
HOTEL MANAGEMENT	4	2	2	3	3
TOURISM	2		1		3
COMMERCIAL SCIENCES	4	4	1	8	8
COMPUTER SCIENCES	3	3	1	4	4
SECRETARIAL SKILLS	2		1	1	1
INDUSTRIAL CHEMISTRY	1		2		3
NURSERY				1	1
SPECIAL EDUCATION		1			1
AUDIO VISUAL			1		1
ARTS				1	1

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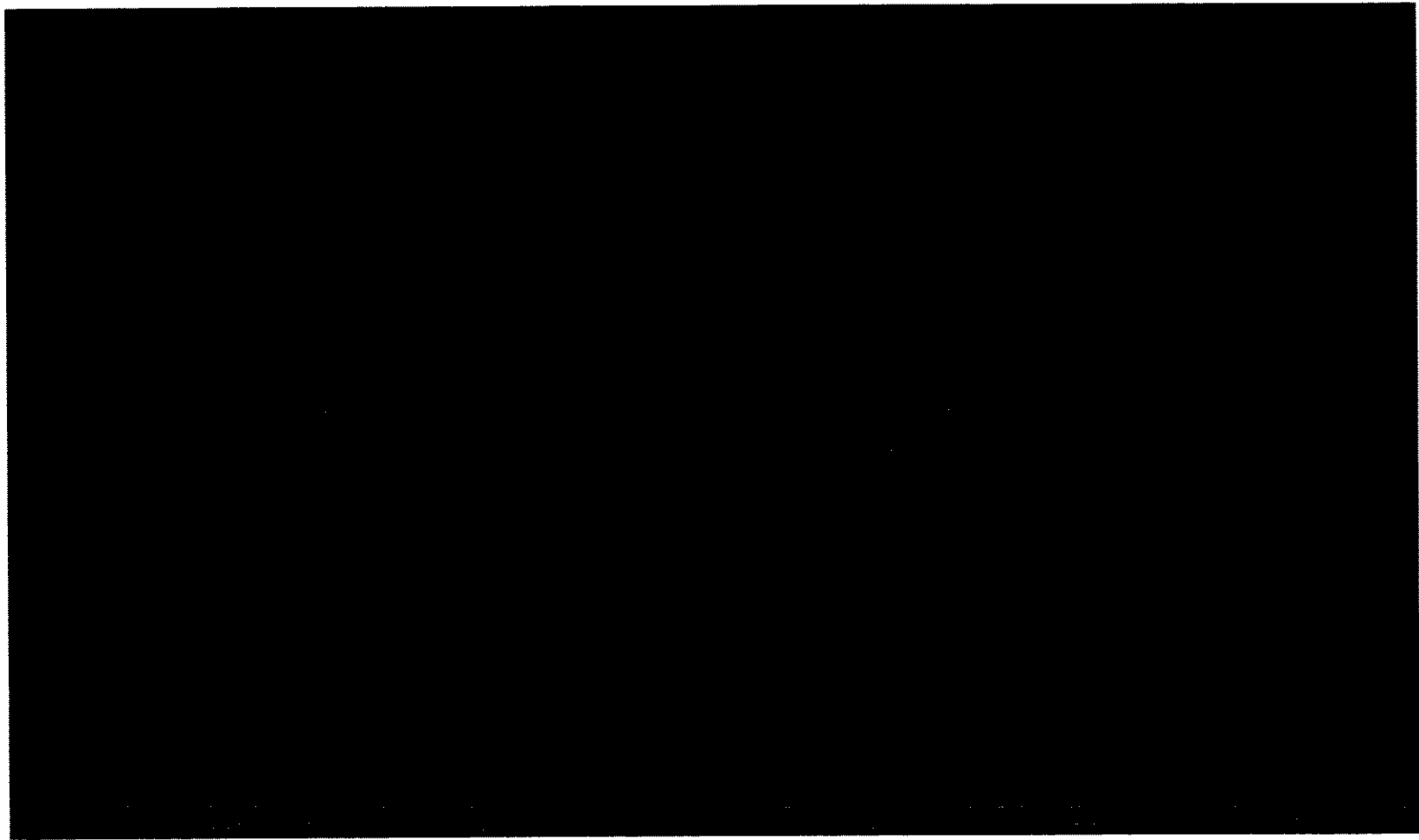
Private Specializations

There are 106 Private Specializations run by Private Schools

<u>Type of Occupation</u>	<u>One Semester Course</u>	<u>Two Semester Course</u>
Office Work	6	9
Industry	4	18
Services	0	6
Construction	1	6
Tourism	10	10
Health	3	2
Independent Work	19	8
Agriculture	0	0
Languages	4	0
TOTALS	47	59

TYPES OF SPECIALIZATION IN PUBLIC SCHOOLS

<u>Degree Level</u>	<u>Industrial</u>	<u>Non-industrial</u>
CAP	3	0
BP	4	3
BT	9	10
TS	6	6
LT	7	2



STUDENTS

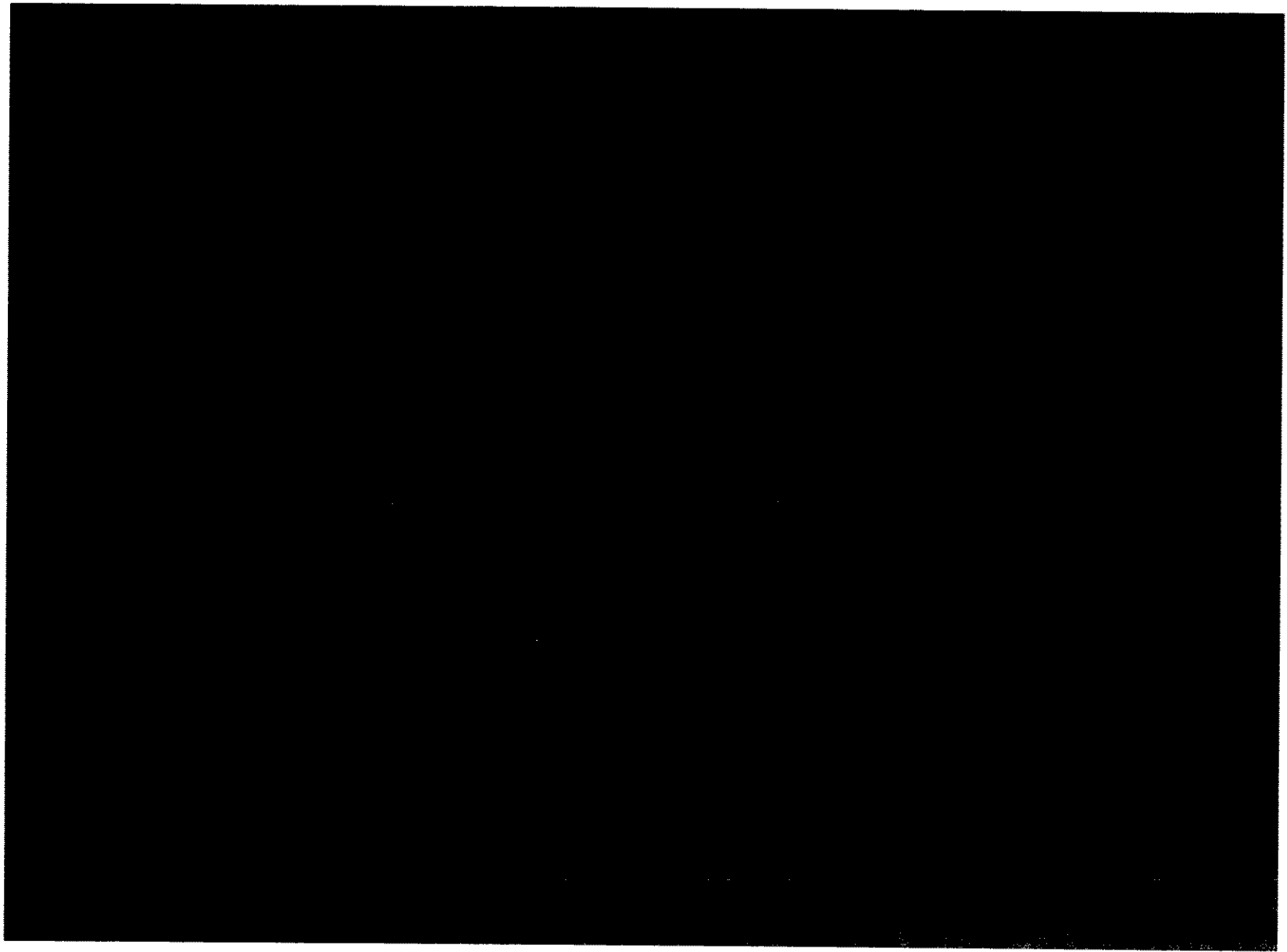
- 50669 students students enrolled in technical education in 1998-1999 at all levels and in both private and public schools.
- The share of the public schools was 34.7% of the total number.

Distribution of students between public and private schools

SCHOOL YR	NO. of Stud. In Pub schoolsr	NO. of Stud. In Prv schools	TOTAL
97-98	16284	29700	45984
98-99	17582	33097	50679
Increase %	7.38	10.26	9.2%

Regional Distribution of Students

<u>Region</u>	<u>Private Schools</u>	<u>Public Schools</u>
Greater Beirut	61%	38%
Mount Lebanon	14%	8%
North	13%	18%
South & Nabatiyeh	8%	15%
Bekaa	4%	21%
TOTALS	100%	100%



TEACHERS

- **The VTE system is supported by about 11,000 teachers in both public and private schools.**
- **2803 teachers form the teaching force in public schools .(1998-1999)**
 - **439 teachers permanent teaching staff**
 - **2364 teachers are contracted.**

Distribution of teachers in the public

schools according to taught specializations

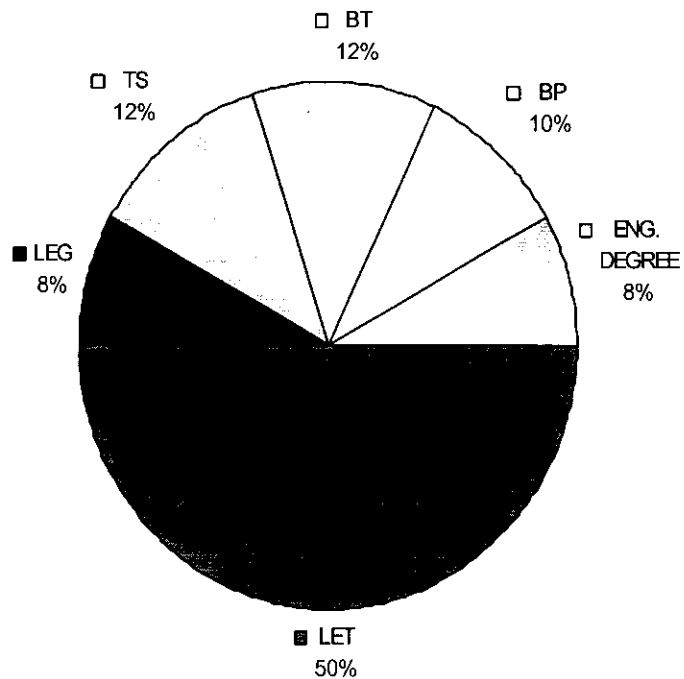
<u>Specialization</u>	<u>% of total teachers number</u>
Mechanical	27.00
Electrical	23.20
Civil Engineering	17.20
Electronics	9.80
Hotel Management	5.00
General Subjects	8.80
Others	9.00

TEACHERS

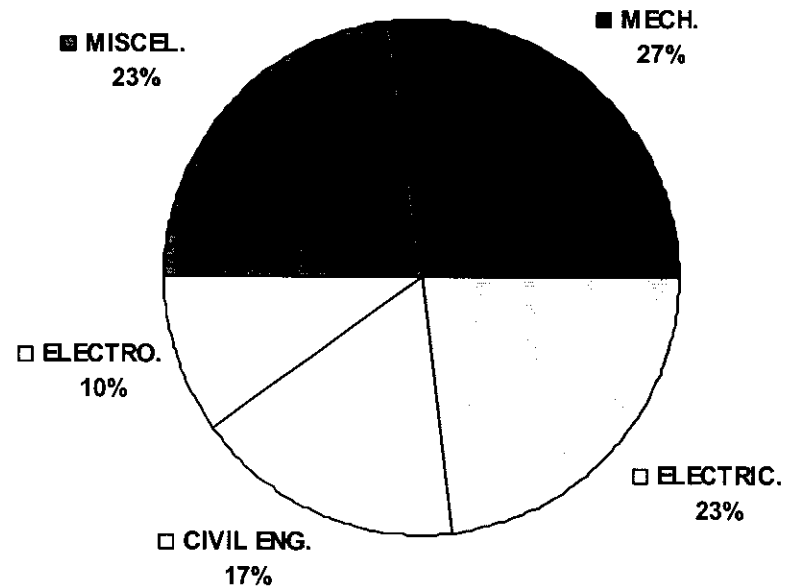
- Teacher to student ratio is calculated at 1:6.7
- Data about teachers distribution in the private sector is not available for 1998.

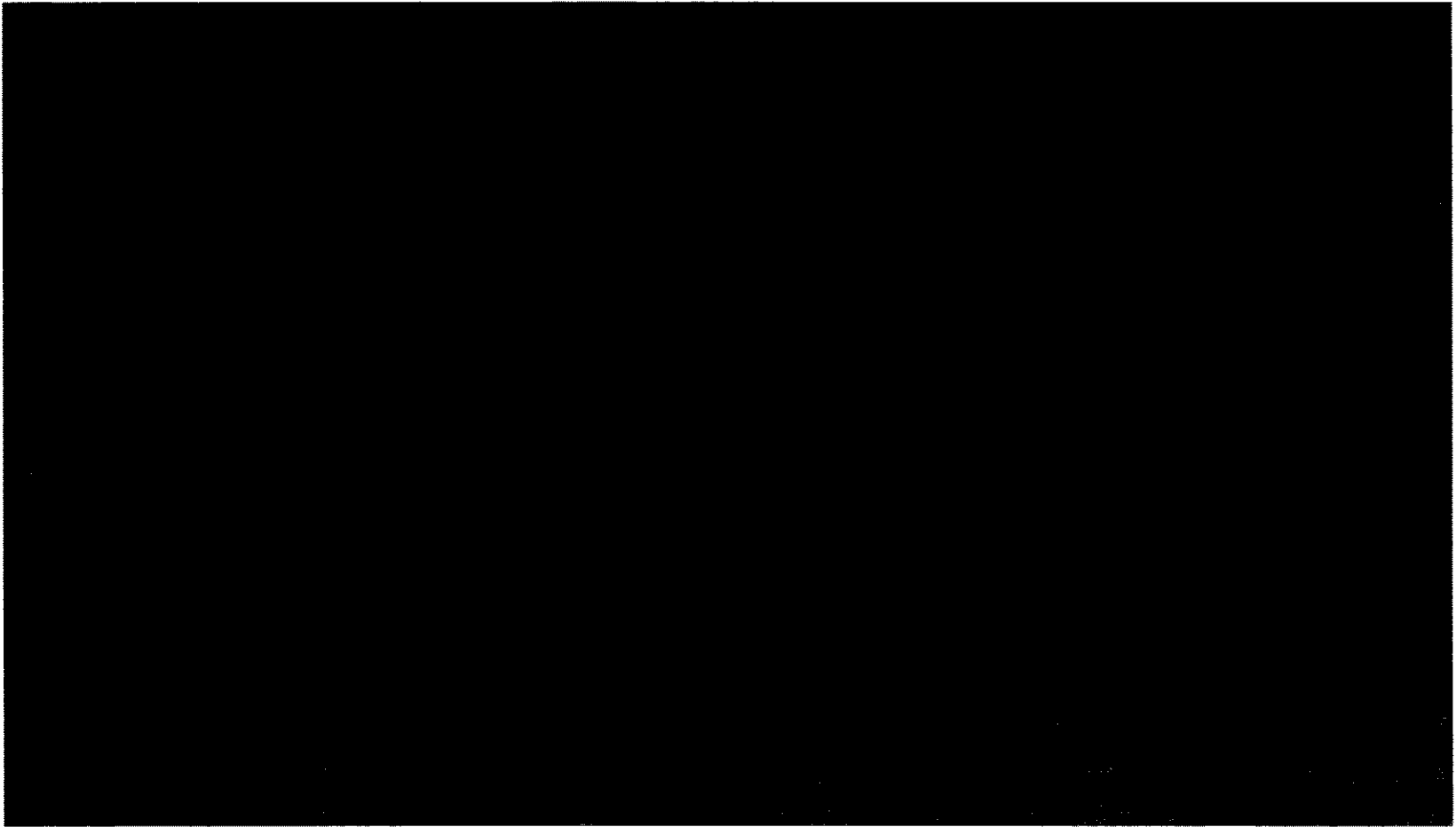
TEACHERS' COMPETENCE (PUBLIC SCHOOL)

TEACHING STAFF V.S DIPLOMA



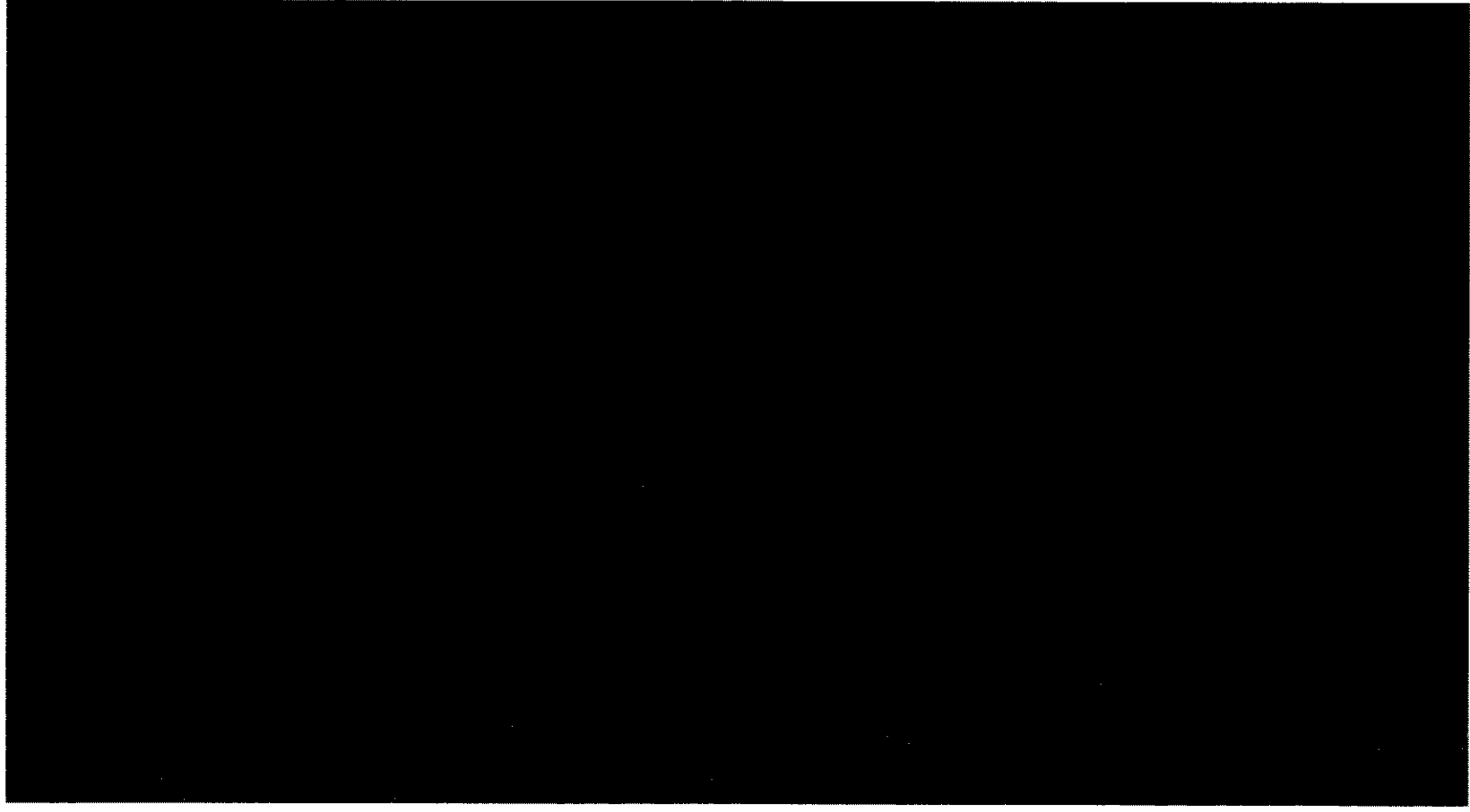
TEACHING STAFF V/S SPECIALIZATION





ADMINISTRATION & ADMINISTRATION STAFF

- PUBLIC SCHOOLS:
 - Most of the schools do not have specialized admin staff.
 - Decisions concerning school budgets, taught specializations and other administration issues are made in the central management (DG).

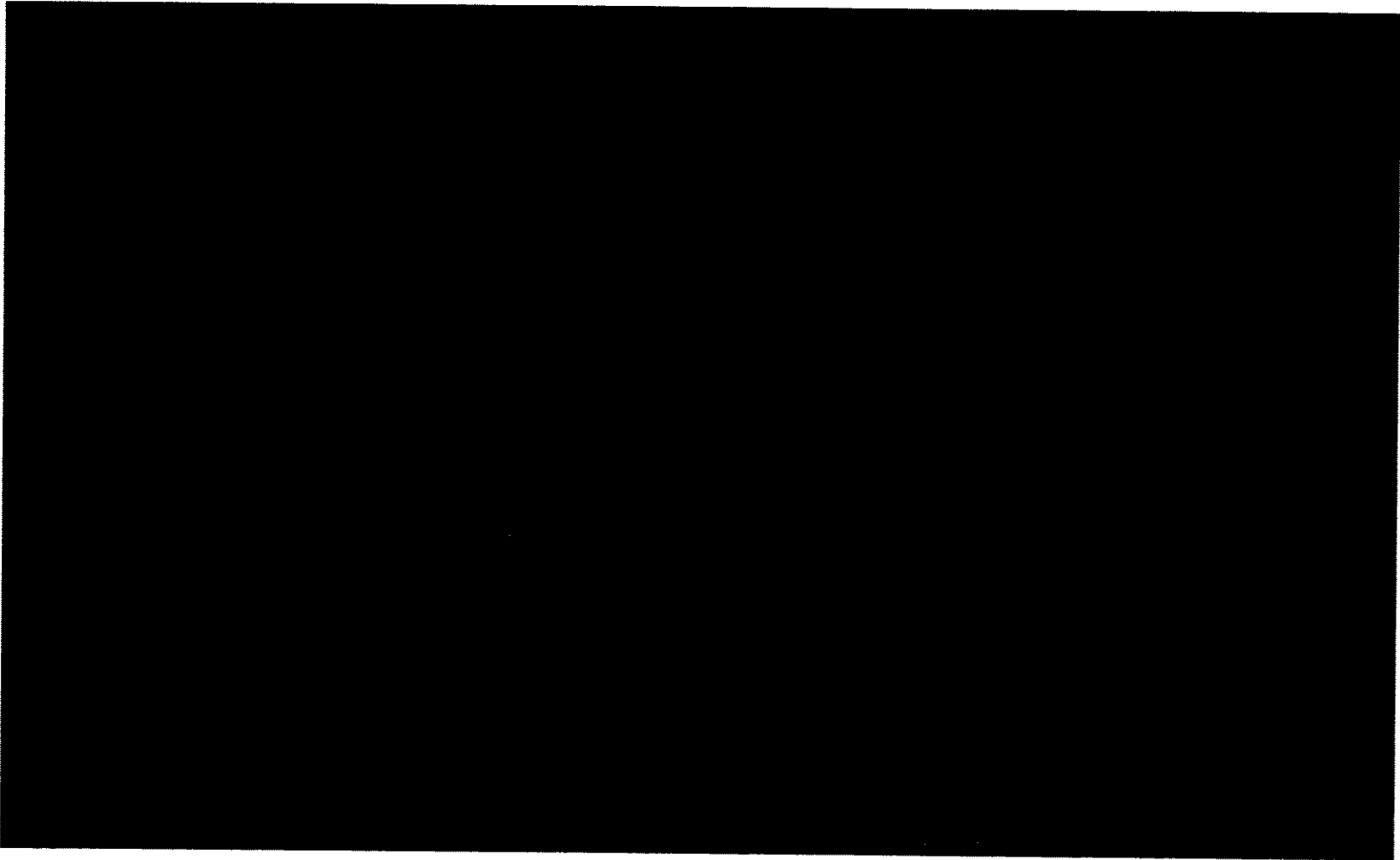


STANDARDS AND QUALITY

- Poor quality standards in accreditation, certification and teaching and training activities.
- Current curricula are as old as the system.
- Teaching material is improvised by teachers and vary in content and quality from one school to another.

STANDARDS AND QUALITY

- Diplomas (special courses) in the private schools are not certified by any official authority.
- Absence of graduate profiles, competency profiles and of training standards.
- Lack of standards and norms for physical facilities.

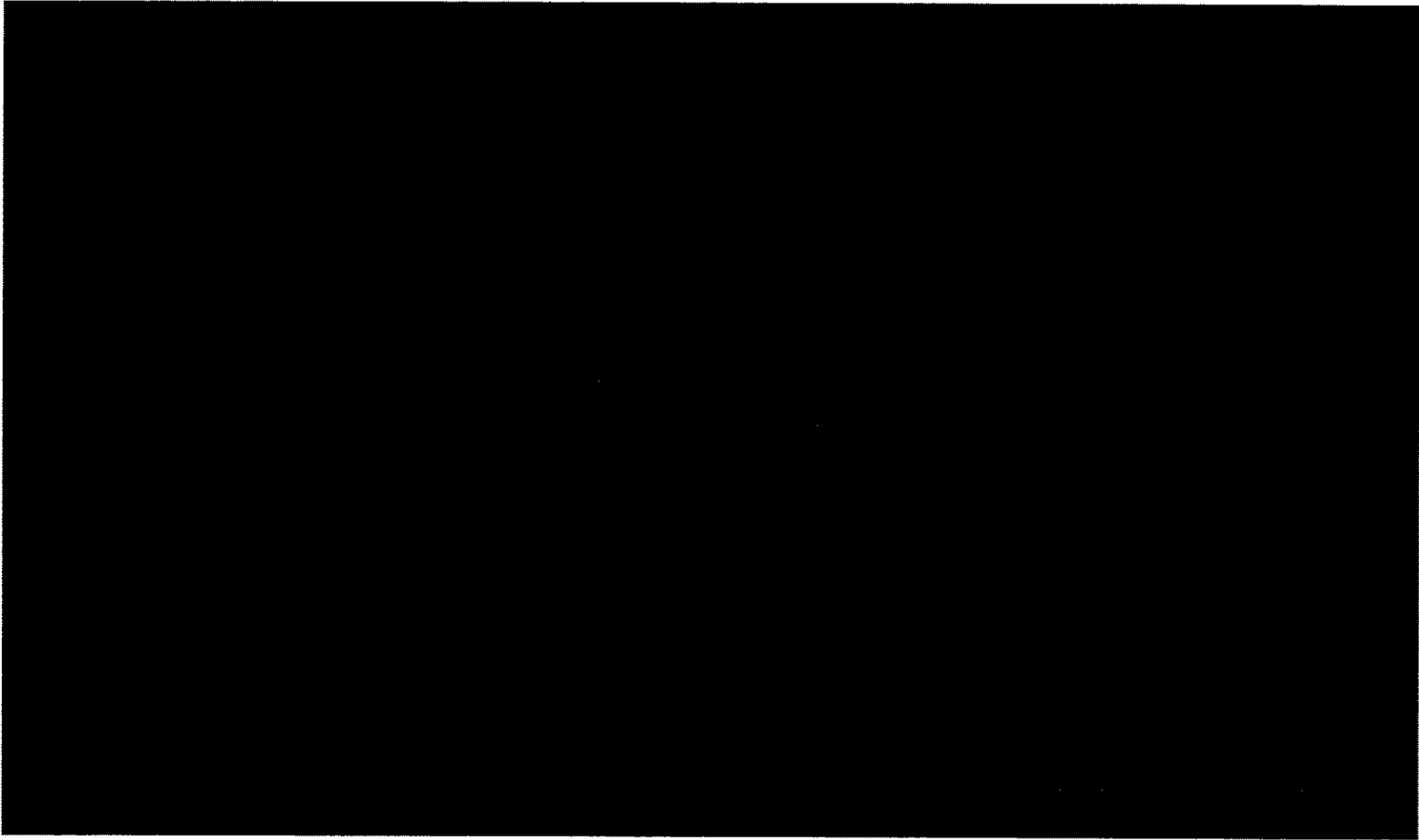


IMAGE

- VTE graduates are considered of a low status in Lebanon.
- Many factors contribute to distorting the image of VTE in Lebanon:
 - Poor quality of equipment and facilities
 - Poor quality of students joining the system
 - Competition from university graduates for the same jobs.

IMAGE

- Low quality and limited variety of specializations.
- The variation in graduates levels.
- The social acceptance of VTE certificate

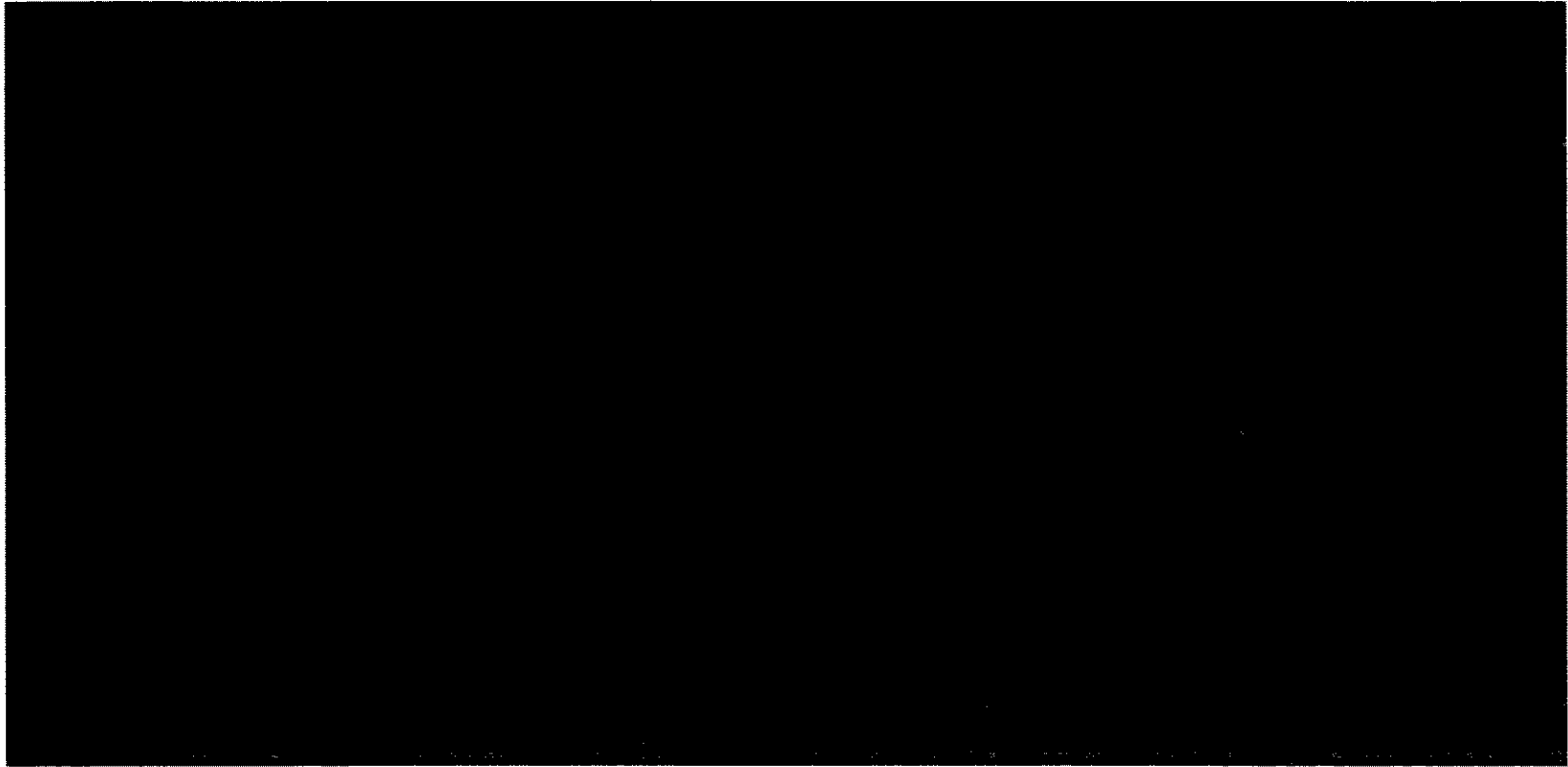


CURRICULA

- The current curricula are outdated.
- The curricula are mainly lists of contents with no emphasis on other factors which form a curricula.
- Teaching material is mainly left to teachers to improvise.
- No teachers guide or students manual available.

CURRICULA

- Curricula development did not take place until 1997.
- In 1997 The ministry developed 56 curricula for BT and TS levels.
- The new curricula is under revision and yet to be implemented.
- Some attempts were made to initiate training curricula but faded quickly.

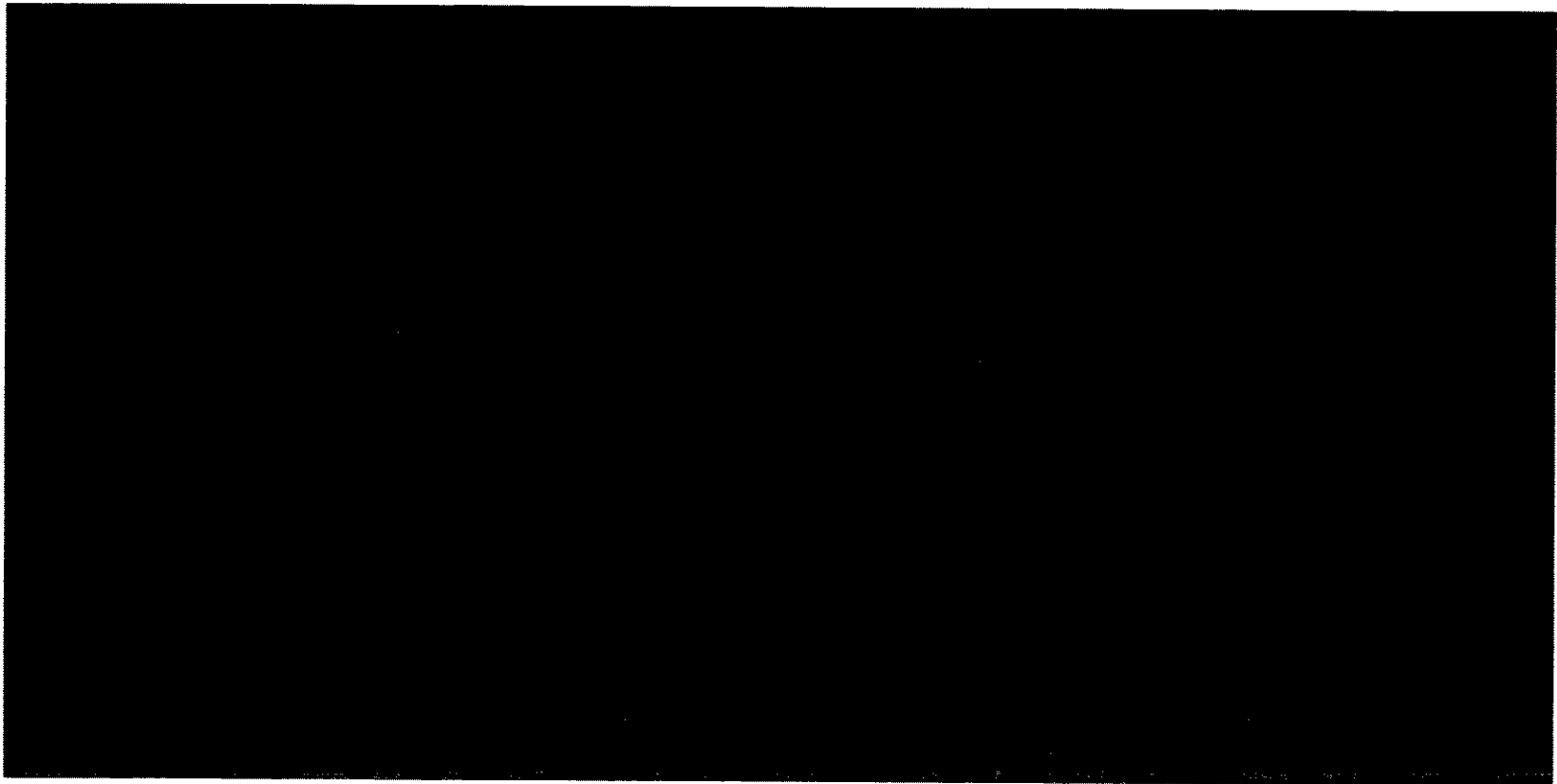


TEACHER TRAINING PROGRAMS

- The absence of standards makes in service teacher training programs very difficult to implement.
- No budget allocated by the ministry for continuous training of teachers.
- Most of the teachers are contracted from general education schools.

TEACHER TRAINING PROGRAMS

- Limited teacher training programs took place at IPNET under the Lebanese-French protocol.
- Some other training programs were run by GTZ.
- No serious attempt was made to initiate and regulate training.

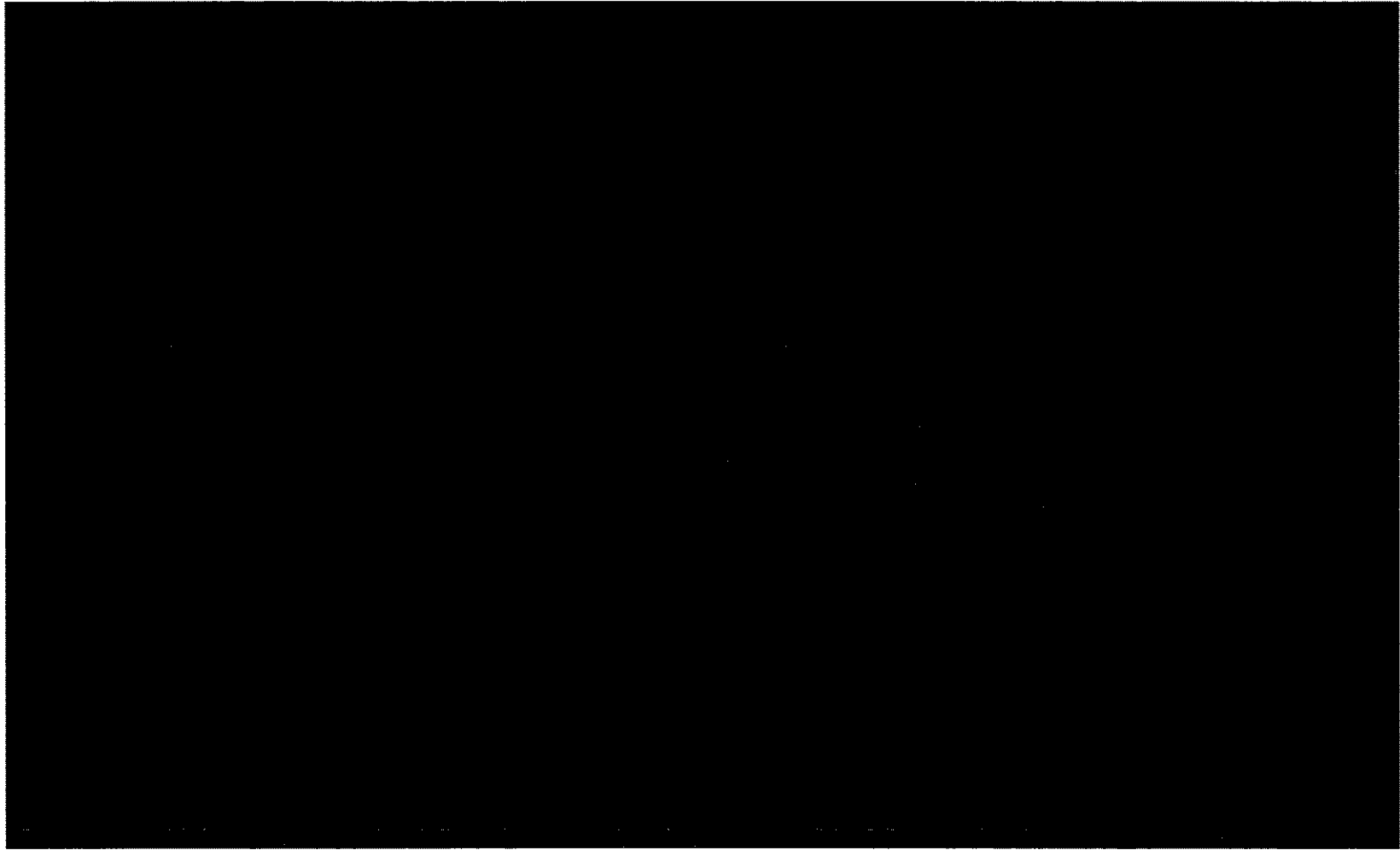


INFORMATION AND TECHNOLOGY

- The ministry and the public schools suffer from the lack of information systems and new technologies.
- Computers are used in individual cases.
- Most of the procedures including examinations are done manually.
- Technology at school level is of very low standard.

INFORMATION AND TECHNOLOGY

- No access available to students and teachers to up to date education material and currently used technologies.
- No direct data links between schools and ministry.
- No computerized database or database analysis tools.
- No feed back information from labor market



CAPACITY and PREMISES:

- Public schools were mostly built to meet the needs of the seventies.
- Currently most schools are over crowded up to double their designated capacity.
- Some schools turned bathrooms and corridors into class rooms.

CAPACITY and PREMISES

- Most of the schools are in severe need of renovation.
- Many of them need extra floors and extensions for laboratories and class rooms.
- Most of the existing schools do not have libraries or special facilities for students to develop extra curricular skills

EQUIPMENT

- Most of the existing industrial equipment are outdated and must be phased out.
- Existing modern technology equipment form less than 20% of the existing equipment and about 10% of the required equipment.
- All schools suffer a severe shortage of modern equipment in all specializations

EQUIPMENT

- In many cases equipment do not relate to the curricula
- The ministry purchased some equipment recently but is still short by far of the actual needs.
- 4 new schools were built recently and need to be fully equipped.

TEACHING AIDS

- Shortage in all kinds of teaching aids
- Absence of new methods in teaching
- Absence of demonstration equipment
- No computer simulation
- Teaching aids are mainly hand made

PRIVATE SCHOOLS

PRIVATE SCHOOLS

- The state of the private sector differs by little from the public sector.
- Problems are fully shared
- Schools of the private sector vary in capacity and size from a flat with 20 students to a comprehensive school with 2000 students.

PRIVATE SCHOOLS

- Specializations in the private sector include special programs which lead to a diploma (short term training).
- Private schools are concentrated in highly populated areas.

Distribution of Private Schools Students according to

Levels of Degrees and Certificates

<u>Training Level</u>	<u>Total Numbers</u>
1 semster	10,471
2 semesters	8,703
BP	2,298
BT	17,576
CAP	1,171
TS	5,633
LT	48
TOTALS	45,900

1996-1997 figures

مركز مشاورين ودراسات القطاع العام
الجمهورية اللبنانية
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Distribution of Private Schools according to their specialization pa

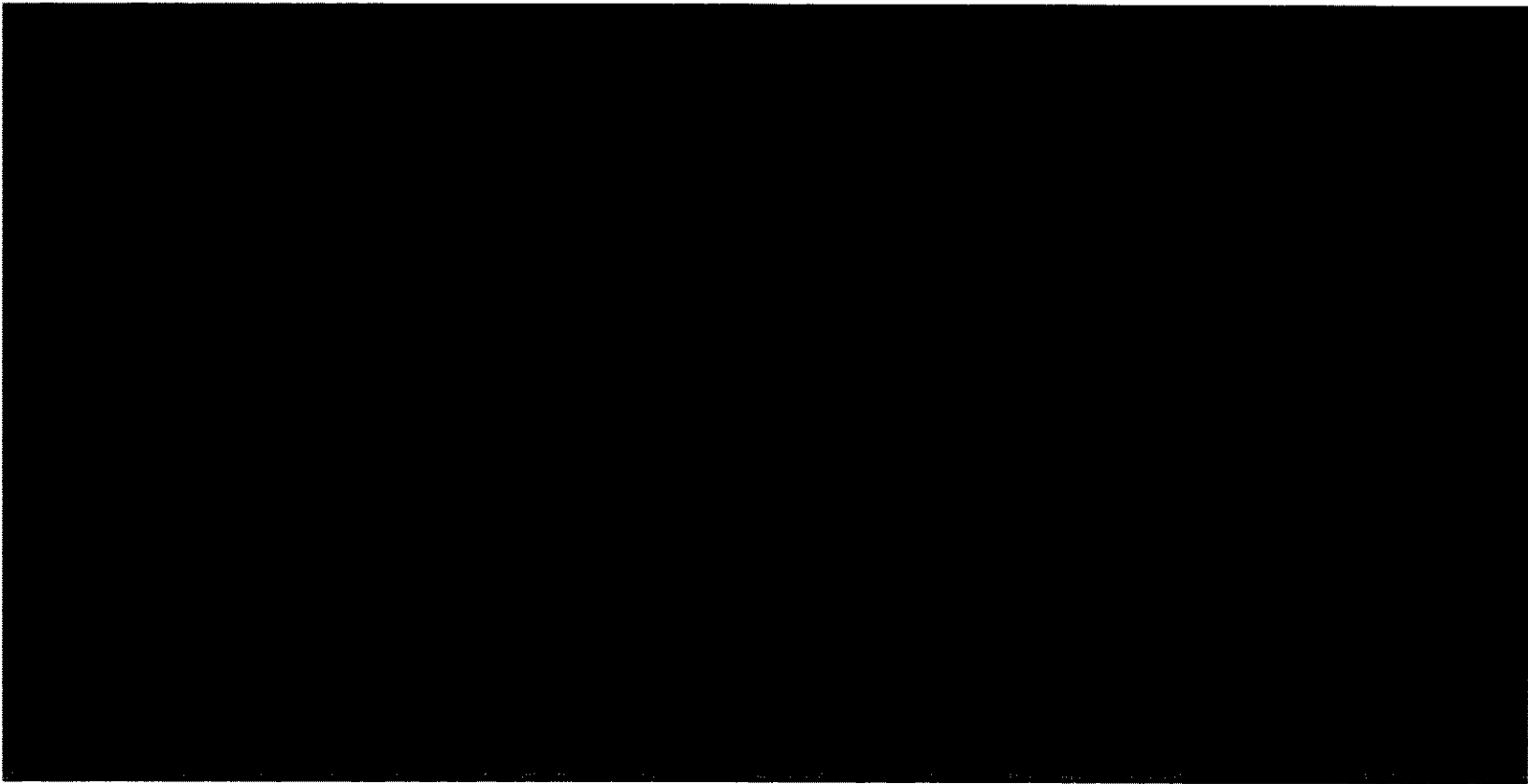
Region	<u>Private Schools having</u>		
	Official Specializations	Official & Private Specializations	Private Specializations
Greater Beirut	41	68	34
Mount Lebanon	16	22	10
North	19	18	14
South & Nabatiye	15	14	8
Bekaa	6	8	6
TOTALS	97	130	72
Percentages	32.44	43.47	24.08

Private Specialization courses in tow categories:

- i - One semester training: about 3 months, 120 hours course
- ii - Two semester training: about 9 months, 500 hours course

**Distribution of Students attending Private Specializations
according to Occupational Categories**

<u>Type of Occupation</u>	<u>Percentage of Students</u>
Office Work	45.2
Industry	22.2
Services	3.2
Construction	6.2
Tourism	4.3
Health	4.3
Independent Work (+ handicrafts)	5.8
Agriculture	0.1
Languages	8.9
TOTALS	100.00



ONGOING PROJECTS

- The Government realized the poor state and the importance of developing VTE in Lebanon.
- Funds to support development projects were secured through loans and grants.
- MVTE have now many loans and donations to develop the VTE sector.

ON-GOING PROJECTS

- The Emergency Reconstruction and Rehabilitation Project (Vocational Education Component) of World Bank was the first serious program implemented in public schools.
- The allocated money for VTE was \$15 million.

ON-GOING PROJECTS

- The Arab Fund for Economic and Social Development Loan
- **Amount** : US\$ 50 Million
- **Designation**: Design, construction, equipment and supervision of works for 15 new public VTE schools.

ON-GOING PROJECTS

- The Islamic Development Bank loan
- **Amount:** US\$ 30 Million
- **Designation:** Financing the construction and provision of equipment for 16 new public VTE schools

ON-GOING PROJECTS

- The OPEC Fund for International Development Loan.
- **Amount:** US\$ 4 million
- **Designation:** Financing the construction of 4 new public VTE schools

ON-GOING PROJECTS

- Lebanese-French Protocols
- **Amount:** FF 25.6 Million.
- **Designation:** Supplying IPNET with equipment, technical assistance and training services

ON-GOING PROJECTS

- The German aid (GTZ):
- **Amount:** DM 20 Million.
- **Designation:** Assistance in implementing a dual training program, and
- Technical assistance for teachers training programs aimed at upgrading technical skills and training methods.

ON-GOING PROJECTS

- Germany is financing the creation of a Vocational College (“Fachhochschule”)
- **Amount:** DM 10 Million.

IMPACT OF VTE ON LABOR MARKET

IMPACT OF VTE ON LABOR MARKET

- In the absence of a comprehensive market analysis and needs assessment, the actual impact can not be assessed.
- In 1996-1997, 6178 students graduated from all levels of technical education (official exams).
- In comparison 11422 students graduated from universities.

IMPACT OF VTE ON LABOR MARKET

- VTE entrants at secondary level represented 25% from GE secondary level.
- Sample studies of the market states that VTE graduates lack the required skills and are behind on technology.
- Sample study shows that the flow of graduates from VTE schools does not correspond with the market needs.

IMPACT OF VTE ON LABOR MARKET

- Many market needed skills are not covered by VTE specializations.
- Training and advanced training in all its forms do not take place in relevance with the actual needs.
- Training is handled by the MVTE, Ministry of labour, Ministry of agriculture and others.

IMPACT OF VTE ON LABOR MARKET

- There is no coordination between the various ministries.
- There is no training curricula, no job description, no skill levels, no standardization.
- The private sector failed to upgrade VTE.
- Few private institutes managed to reach high standards because of international

STUDENT SECTORIAL FLOW DISTRIBUTION

	%
• INDUSTRY	29
• CONSTRUCTION	4
• SERVICES	42
• HOTEL INDUSTRY	6
• HEALTH	7
• AGRICULTURE	6
• HANDICRAFTS	6

DISTRIBUTION OF EMPLOYED SKILLED LABOR

• -	%
• INDUSTRY	23
• CONSTRUCTION	11
• SERVICES	53
• HOTEL INDUSTRY	6
• AGRICULTURE	6
• UNDETERMINED	1

CONCLUSIONS

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