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PROSPECTS



# ► Quality Assurance and Accreditation in Technical and Vocational Education and Training in Lebanon

Towards a National Quality Assurance Framework

May 2021

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## Acronyms

ACTVET	Abu Dhabi Center for Technical and Vocational Education and Training
ASEAN	The Association of Southeast Asian Nations (ASEAN)
BP	Brevet Professionnel
BT	Baccalauréat Technique
CAQA	Centre for Accreditation and Quality Assurance
CEDEFOP	European Centre for the Development of Vocational Training
CERD	Centre for Educational Research and Development
CQAF	Common Quality Assurance Framework
CPD	Continuing Professional Development
DACUM	Developing a curriculum
DG	Director General
DGTVET	Directorate General of Technical and Vocational Education
EASQ	European area for skills and qualifications
EES	Education Extension Services
ENQA-VET	The European Network for Quality Assurance in VET
EQARF	European Quality Assurance Reference Framework
EQAVET	European Quality Assurance in Vocational Education and Training
EQF	European Qualifications Framework
ETF	European Training Foundation
GEO	Guidance and Employment Offices
ILO	International Labour Organization
ILOs	Intended learning outcomes
ISCED	International Standard Classification of Education
ISCO	International Standard Classification of Occupations
ISO	International Organisation for Standardisation
ITOs	Industry Training Organizations
LNQF	Lebanese National Qualifications Framework
LO	Learning outcomes
LT	Licence Technique
MEHE	Ministry of Education and Higher Education
MERI	Motivate Engage Reflect Inform
MOA	Ministry of Agriculture
MOSA	Ministry of Social Affairs

# Acronyms

NCVT	National Center for Vocational Training
NEO	National Employment Office
NGO	Non-governmental organisation
NQA	National Qualifications Authority
NQF	National Qualifications Framework
NSF	National Strategic Framework
NRP	National Reference Point
NZQA	New Zealand Qualifications Authority
NZQF	New Zealand Qualifications Framework
OJT	On-the-job training
OPT	Occupied Palestinian Territory
OSH	Occupational Safety and Health
PDCA	Plan Do Check Act
QA	Quality assurance
QAD	Qualifications and Awards in Dubai
QAF	Quality Assurance Framework
QAWG	Quality Assurance Working Group
QF	Qualifications Framework
QMS	Quality Management System
RPL	Recognition of Prior Learning
RTP	Registered Training Provider
SAB	School Advisory Board
SCB	School Consultative Board
SSC	Sector skills councils
SWOT	Strengths, weaknesses, opportunities and threats
TVET	Technical vocational education and training
VET	Vocational education and training
TS	Technicien Supérieur
UNICEF	United Nations Children's Emergency Fund
VET	Vocational education and training
WBL	Work-based learning

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The PROSPECTS global programme is a four-year partnership between the Netherlands, the ILO, the International Finance Corporation (IFC), the UN Refugee Agency (UNHCR), the UN Children’s Fund (UNICEF) and the World Bank, which operates in eight countries across the East and the Horn of Africa and the Middle East to support education, employment and protection in the context of forced displacement.

In Lebanon, the partnership focuses on reducing multidimensional vulnerabilities and increasing social stability for both Syrian refugees and Lebanese host communities, under the three main pillars of education and learning; employment with dignity; and protection and inclusion.

For the ILO under the education and learning pillar, efforts focus on improving the quality of market relevant skills trainings and certifications in agriculture for Lebanese citizens and Syrian refugees, as well as strengthening systems and enhancing institutional capacity that provide them. Within this framework, this report examines quality assurance and accreditation systems of both formal and non-formal Technical and Vocational Education and Training (TVET) system in Lebanon, by analysing existing quality assurance mechanisms in TVET and highlighting key strengths and weaknesses.

With the cooperation of ILO’s partners in Lebanon, this study was developed by ILO consultant Ghia Osseiran under the support and technical guidance of the ILO Skills Team at the Regional Office for Arab States, including David Chang, Chief Technical Advisor of the Skills portfolio in Lebanon and Kishore Singh, Senior Skills and Employability Specialist. It also benefited from support provided by Rania Hokayem, National TVET Programme Coordinator, and Nassim Njeim, National Skills Officer, PROSPECTS Lebanon, in addition to overall guidance from Shaza Al Jondi, ILO Regional Chief Technical Advisor for PROSPECTS.

## ► Executive Summary

The National Strategic Framework (NSF) for Technical and Vocational Education Training (TVET) in Lebanon 2018-2022 aims at: (i) expanded access and service delivery; (ii) enhanced quality and relevance of TVET provision; (iii) improved TVET governance and systems. The NSF is a key outcome of the Government of Lebanon's efforts to widen access and improve the quality of TVET provision, launched in partnership with the United Nations Children's Fund (UNICEF) and the International Labour Organization (ILO).

This report builds on the NSF recommendation for the development of a functional Quality Assurance (QA) System in Lebanon. It serves as a baseline assessment of where QA stands now within the TVET system and as a first step towards a National Quality Assurance Framework (QAF) or Strategy. A QAF provides the objectives, quality standards and indicators for evaluating TVET provision. Quality standards guide internal self-evaluation efforts at the school level and serve as the benchmarks against which quality is measured throughout the QA cycle.

In many countries, the QA cycle begins with self-assessment, where the TVET institution mobilizes its own financial and human resources to evaluate the quality of its education provision against predefined standards outlined in the QAF (Figure 1, Steps 2-3). Quality indicators vary by country and region but generally cover common key quality dimensions including management and governance, teaching and learning and labour market relevance. This process of self-reflection culminates in a self-assessment report, which forms the basis of external evaluation by an external body.<sup>1</sup>

After the TVET institution completes its self-assessment, an external evaluation begins by a recognized body (Figure 1, Step 4). A positive outcome of the external evaluation leads to accreditation, which if granted, provides an explicit judgement that the TVET institution or programme complies with predefined quality standards. The accreditation process in turn informs the school's improvement plan to enhance quality in light of evaluation findings (Figure 1, Steps 5-6). In this way, quality assurance and accreditation help embed a culture of continuous improvement, allowing TVET institutions through accreditation to gain recognition for technical competence and for delivering the skills necessary in the labour market.



Figure 1: QA Cycle

1. A ministry or a private entity working independently or in close coordination with the relevant ministry



This report analyses quality assurance and accreditation mechanisms in Lebanon in light of regional and global best practices to inform efforts towards the development of a national quality assurance framework. This study is based on qualitative methods used to understand the current practices and gaps therein. In total, 37 in-depth semi-structured interviews were conducted between October 2020 and March 2021 with 20 organizations including the main government institutions involved in TVET, international organizations, and a selected sample of private TVET providers. Government institutions interviewed include the Directorate General of Technical and Vocational Education (DGTVE), the Ministry of Agriculture (MOA), the National Employment Office (NEO), the National Centre for Vocational Training (NCVT) and the Ministry of Social Affairs (MOA).

The ILO held a validation meeting on 28 April 2021 to present the main findings and key recommendations of this research. The meeting convened all the major stakeholders, including representatives of the relevant government institutions and TVET providers interviewed. The meeting confirmed the need for increased technical capacity and human resources within government institutions, particularly DGTVE, to champion quality assurance. The meeting also emphasized the need to reflect on and harmonize quality assurance practices across government institutions through the establishment of a Quality Assurance Working Group (QAWG). The QAWG would provide a platform for structured exchange between the key stakeholders including the social partners. The main role of the QAWG is to build national consensus around a quality assurance framework for TVET in Lebanon.

## Formal TVET

### Role of DGTVE

DGTVE is the main government organization managing the provision, including licensing, of all public and private TVET schools, institutes and centers providing formal TVET education, except for formal agricultural programs, which are provided by public schools under the mandate of MOA. Presently, the application of private providers to DGTVE to be licensed is assessed against minimum quality standards, which include infrastructure, equipment and facilities.<sup>2</sup> Only licensed providers are approved to provide formal TVET programs. Private TVET schools, however, must administer the same curricula, which are centrally developed by DGTVE, for their students to be eligible to sit for national exams and receive official certificates.

### QA mechanisms at DGTVE

Once licensed, DGTVE monitors institutions against minimum standards. The quality standards used are predominantly input-focused and do not sufficiently capture performance outcomes and results. Licensed public providers, for example, must submit a final internal evaluation report on an annual basis summarizing key activities, equipment purchased, and an evaluation of teacher performance. These reports, however, do not include any outcome-based performance standards to track student labour market outcomes, further education and training or student and employer satisfaction with the quality of TVET provision. DGTVE requirements for private providers are even less stringent, with the latter only required to submit a list of the courses delivered, student enrollment data, grades and completion rates.

### Role and QA mechanisms at MOA

At the Ministry of Agriculture, all Technical Baccalaureate (BT) programmes offered by MOA are in public technical schools owned by the Ministry. The quality standards required for technical schools to offer formal agricultural programs are outlined in each curriculum, and include guidelines on facilities, lands and equipment. The Education and Extension Service (EES) at MOA monitors the

2. Established in MEHE DGTVE Decree decision no.160/2014

quality of education in its schools, however the monitoring is not systematically administered against predefined quality standards and the schools themselves are not required to submit any annual or self-evaluation report. Like DGTVET, MOA also does not evaluate teacher capacity or performance against predefined standards.

## Non-formal TVET

Various government institutions including the DGTVET, MOA, NEO, NCVT and MOSA issue certificates for short-term vocational training. Short-term vocational trainings are provided in-house or in partnership with vocational training schools or NGOs. So far, few external quality assurance mechanisms have been put in place for public and private providers of short-term vocational training (3-9 months), with these government institutions having no formally predefined standards against which they conduct an organizational capacity assessment of the provider or evaluate the quality of vocational training provision at the programmatic level. DGTVET, for example, only collects basic information from private vocational providers, based on which licensing is granted.<sup>33</sup> Only students who are registered in vocational programs in licensed schools receive a certificate of attendance from DGTVET upon completion of their vocational course.

Despite the absence of QA regulatory framework, a number of short-term providers have independently introduced internal quality assurance mechanisms including tracking graduate labour market outcomes, holding consultations with the private sector to ensure labour market relevance and conducting student learner surveys.

## Regional and Global Practices

In many countries globally, TVET providers are required to conduct self-assessments, evaluating the quality of their own education provision against predefined quality standards. Self-evaluation forms the basis for external accreditation.<sup>4</sup>

In Singapore, for example, vocational institutions are required to conduct their own institutional self-assessment against a predefined set of 25 institutional goals. Upon submission of the Institutional Self-Assessment Report, the Ministry of Education (MOE) assigns an External Review Panel for a five-day field visit. Based on the review, the institution will submit an action plan then submits an annual progress report on its improvement plan, which it presents during the annual Performance Review Forum with the Ministry of Education.<sup>5</sup>

Similarly in New Zealand, accreditation is granted based on self-evaluation. The New Zealand Qualifications Authority (NZQA), which manages the New Zealand Quality Framework (NZQF), looks at alignment with NZQF, appropriateness of delivery methods given learning outcomes, fair, valid and consistent assessment methods and relevance to the labour market. Institutions applying for approval of programs must also submit a self-assessment responding to key evaluation questions.<sup>6</sup>

No Arab country has a comprehensive QA system for TVET; however, some countries have made significant strides in recent years to promote a culture of QA. In the United Arab Emirates, for example, the National Qualifications Authority (NQA) was established to develop the Emirates Qualifications Framework (QF) and to lead on quality assurance of TVET. TVET providers are subject to an institutional review against QA standards for registration, which is renewed every 3 years subject to a quality audit.

3. These include the number of subjects covered per course, a copy of the curricula used, the number of hours per subject, the name of the teacher and total course duration including in terms of number of hours. DGTVET also collects the names of enrolled students and those who complete the course.

4. Sometimes these are peers from other TVET institutes in the same field

5. UNESCO 2020

6. <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/Programme-Approval-and-Accreditation/accreditation-criteria-and-applications/6/>

## Towards a National Quality Assurance Framework

The report concludes with some key recommendations developed in consultation with major stakeholders, and underpinned by international best practice, to promote a culture of QA and evidence-based decision-making in TVET in Lebanon. Two scenarios are discussed. The first is an ideal scenario, where the government takes the leads at the policy level in forging national consensus around QA standards leading to the development and implementation of a national Quality Assurance Framework (QAF). Given the absence of a conducive policy environment for evidence-based planning and quality assurance, however, a second more pragmatic scenario is proposed, where TVET institutions independently take the lead in promoting the quality of their own education until there is the conducive political environment to champion quality assurance in TVET at the national level.

### Scenario 1: Ideal scenario

The ideal scenario is a top-down policy approach where the Ministry of Education and Higher Education/ DGTVEET champions efforts to enhance quality assurance and accreditation in TVET. This scenario assumes political will at the highest levels of government to promote QA in TVET.

#### Set up a national Quality Assurance Working Group

Under this scenario, the first immediate step taken is the establishment of a national QA Working Group (QAWG), convened under the leadership of the Ministry of Education and Higher Education (See Table 1). The WG engages the main stakeholders, including the relevant line ministries and government institutions, namely MEHE/DGTVEET, MOA, MOL and MOSA, as well as other key TVET stakeholders. These government institutions are selected because DGTVEET and MOA are the only providers of formal TVET, whereas MOL and MOSA are the only other ministries directly regulating short-term vocational trainings. It is proposed that all relevant ministries are represented on the QAWG as it is strongly recommended that a harmonized approach to institutional QA is adopted between formal and non-formal providers and between public and private providers, including across ministries, to avoid segmentation in TVET provision.

Table 1 Top-down efforts at the policy level to promote QA in TVET

Top-Down	QA Working Group	QA Capacity	QA Framework	QA Cycle Begins
	QA Working Group formed under the leadership of MEHE/ DGTVEET	All government institutions appoint a QA focal point/lead and/or establish a QA unit.  QA focal points receive training in QA.	A QA Framework is published stating the vision, mission and predefined quality standards.  Handbook of Standards is published and self-evaluation form is available online.	TVET providers begin the process of self-assessment.  Self-assessment forms the basis for external evaluation.  Cycle is repeated every 5 years

The QAWG may additionally benefit from representation or consultations with the social partners and public and private TVET schools providing formal and non-formal education. The QAWG presents an opportunity to systematically engage with the social partners who are best positioned to present the skills demands of industry and with selected TVET schools and institutes who are best positioned to share the QA experience at the provider level. The WG may also be guided by designated quality assurance experts who can support the WG.

## Review of existing current QA practices

To put in place a QAF, the relevant government organizations including DGTVET, MOA, MOSA, NCVT and NEO must review and reflect upon their current QA practices and licensing requirements, establishing explicit standards for the accreditation of public and private providers of formal and non-formal TVET. Criteria should at minimum ensure the existence of internal quality assurance mechanisms, competency-based learning and assessment, the availability of physical (equipment and facilities) and human resources (teaching and administrative staff), student services and labour market relevance. In line with international best practice and building on UNICEF's recommendation to DGTVET in 2018, the respective government institutions may mandate institutional self-assessment as a prerequisite for external accreditation, in order to ensure compliance with predefined quality standards.

## Develop National Quality Assurance Strategy/Framework

In this ideal scenario, stakeholder consultations of the QA WG lead to the development of a National Quality Assurance Strategy/Framework in the medium-term, which will provide the national standards guiding internal and external quality assurance. The QAF will establish the governance of the QA system and will also specify the accreditation body.<sup>7</sup> Introducing a common framework for quality assurance will enhance the accountability of the TVET system and guide efforts to improve the quality of education provision.

## Introduce Self-Assessment

Self-assessment is a crucial milestone to promote QA in TVET that may be used as the basis for both institutional accreditation and programme approval. To this end, the relevant government organizations must also establish criteria for the approval of formal programmes. When considering the approval of programmes, education standards are considered. Common quality criteria include the alignment of learning outcomes with the NQF, teaching and learning, institutional capacity and management, admission procedures, assessment methods, student services and labour market outcomes.

## Visit to TVET Institute for checking compliance

To ensure that accreditation is introduced and viewed by TVET providers as a constructive learning process necessary for quality improvement, the accrediting body may carry out formative visits to the TVET school following internal self-assessment(s) and prior to the summative visit. The purpose of the formative visit is to provide guidance to the school for it to comply with minimal quality standards required for a successful accreditation outcome. This is, for example, the practice in the UAE where all TVET schools that wish to be approved as Registered Training Providers (RTPs) are eligible to receive these consultation services<sup>8</sup> prior to the first external review. Drawing on the self-evaluation and other supporting documents provided by the TVET provider, the accreditation body<sup>9</sup> then leads an external evaluation, which usually involves a summative field visit to the school and meetings with key stakeholders to identify key strengths and areas for improvement.

## Accreditation outcome to school improvement plan

The TVET provider may be provided with full accreditation for a period of 5 years or partial accreditation subject to another external audit within 1-3 years. If the TVET provider significantly falls short of meeting quality standards, however, it may be denied accreditation all together and required to reapply after a year.

7. In many countries, the accreditation body is not necessarily the Ministry but an external quality assurance agency which works in partnership with the Ministry or is independent.

8. To be eligible for these consultative services, however, the TVET provider must have carried out at least two internal self-assessments first.

9. DGTVET and MOA respectively or an external accreditation body working independently or in close coordination with DGTVET and/or MOA, depending on the QAF.

Either way, the accreditation outcome and recommendations for improvement should inform the TVET school's improvement plan for the coming year(s). The respective government institution's<sup>10</sup> monitoring of schools is then also based on the school's reported progress against its improvement plan. In line with international best practice, training providers may be mandated to conduct a self-assessment to maintain their registration, with external accreditation administered every 3-5 years. In the long-term, it is recommended that public funding for TVET schools becomes at least partially performance-based to incentivize top performers.

## **Develop institutional capacities to promote QA**

To support national efforts to promote QA, however, the internal capacity of the respective government organizations, and particularly DGTVET, must first be enhanced, including through the establishment of a QA unit or focal point to lead on QA and accreditation efforts. Other government organizations providing TVET must also appoint a QA focal point to represent them in the QAWG. International organizations, which have been active in promoting QA in TVET<sup>11</sup> may also provide technical support to strengthen the capacity of the QAWG and/or key government institutions who will prioritize QA in their upcoming strategic goals.

Once an accreditation system has been put in place, the internal capacity of TVET institutions to introduce internal QA mechanisms must also be enhanced through QA trainings. Trainings will allow TVET institutions to kick off the QA process within their respective organizations, conducting an internal institutional self-assessment in preparation for external accreditation. Once accredited, TVET schools providing formal programs may also apply for program approval.

## **Engage Sector Skills Council or Employers Organizations**

In priority sectors where sector skills councils (SSCs) are formed, it is recommended that they are engaged, and work with the relevant government institution(s) to inform curriculum development and assessment methods. SSCs may also guide non-formal trainings in their respective sectors. An SSC in crafts, for example, may prove pivotal in developing sectoral occupational/competency standards to guide curriculum development in crafts trades, which will in turn inform MOSA's strategy to lead the revitalization of the craft industry in Lebanon. SSC engagement in quality assurance will ensure industry linkages, which will in turn enhance the labour market outcomes of TVET graduates.

In the long term, a National Qualifications Framework (NQF) is formally adopted that clearly delineates the learning outcomes of formal and non-formal TVET trainings and establishes pathways between academic education and TVET, and between formal and non-formal pathways within TVET. In this scenario, only accredited TVET institutions will be able to provide qualifications listed in the NQF.

10. DGTVET or MOA

11. Including the ILO and UNICEF, who supported the NSF, ETF who actively supported the development of the NQF and also leads QA efforts, and GIZ

## Scenario 2: Pragmatic scenario

Until such time that there is a conducive policy environment for QA, the pragmatic scenario takes into account the present political deadlock and suggests a bottom-up approach to QA in TVET where TVET schools and institutes who are vested in QA take the lead in developing internal quality standards, in line with international best practice (see Table 2).

Table 2 Bottom-up approach to QA in TVET

Bottom-Up	QA Network	Model Schools in QA	School forms QA Committee	School conducts self-assessment
	Form a QA Network including TVET providers who are committed to promoting QA and establishing internal QA mechanisms. Network serves as a platform to share best practice and lessons learned.	International organizations may invest in piloting model TVET schools in QA.  Participating private TVET providers may pilot SABs.	School forms QA Committee.  TVET providers committed to QA, particularly members of the QA Committee, are trained in QA.	QA Committee defines internal quality standards. QA Committee coordinates with SAB in model TVET schools. School conducts self-assessment.

### Establish a QA network

A QA network or working group may also be created, which can serve as a platform to share QA experiences, best practice and lessons learned among TVET providers who are working to promote internal QA mechanisms. Membership in the QA WG may be voluntary, in order to ensure the agility and technical nature of this working group. It will be open to all stakeholders who are committed to promoting QA in their respective institutions.

### Pilot QA model schools

Even though many private providers of formal and non-formal trainings interviewed have shown considerable commitment to promoting quality assurance, they expressed the need for capacity development in QA. To address this gap, international organizations may invest in piloting model public and private TVET schools in QA. These model schools will receive the technical support necessary to develop their QA systems, including through capacity building QA workshops. This technical support will in turn allow these TVET model schools and institutes to lay the foundation for external accreditation.

### Form QA self-assessment committee

As a first step to promote an internal QA system, each participating TVET institution may allocate a specific budget for QA and appoint a team leader<sup>12</sup> to lead the QA process and form the self-assessment committee. In public schools that are establishing School Advisory Boards (SABs), it is recommended that these boards be closely engaged in this process and play a key role in QA. SAB members are appointed for two years and include private sector representatives<sup>13</sup> and school representatives.<sup>14</sup> The main function of the SABs is to guide vocational schools on competences needed in the labour market.<sup>15</sup>

12. At the level of Deputy Director or senior teacher

13. 3-9 employers including at least one employer for each BT provided. The school director decides which BT should be represented according to his/her own criteria including number of students and jobs opportunities. Sometimes the director nominates an employer from an occupation that is not yet offered at the school, hoping to have it in the future.

14. Including the school director, a teacher representative and an administrative representative

15. The school proposes its SAB membership, sending a letter to DGTVE. Members are formally approved by a decision issued from the General Director for Vocational and Technical Education.

In conclusion, even though two scenarios are presented in this study, they are not mutually exclusive. Ideally national quality standards would guide the work of TVET institutions that are committed to QA, because no matter how successful bottom-up approaches are, ultimately, quality assurance cannot be sustained or harmonized without a national framework to guide the QA process. This study, therefore, emphasizes the need for government, and particularly MEHE/DGTVET, to lead national efforts to promote quality assurance in TVET at both the institutional and programmatic level, building toward a National Quality Assurance Framework.



# ► 1. Introduction

---

## 1.1 Context

The National Strategic Framework for TVET (2018-2022) called for the establishment of a comprehensive quality assurance system for TVET in Lebanon. QA is key to a successful TVET system. It helps TVET institutions be recognized for technical competence in meeting quality standards and increases confidence in the quality of education provided. QA promotes accountability and financial efficiency, confirming that public and private funds for education provision have been transparently expended. For TVET providers, introducing internal QA mechanisms fosters a culture of quality accountability and learning at the institutional level, paving the path for evidence-based learning and improvement.

Accreditation is an external quality assurance mechanism, conducted by an external body, which checks compliance of the TVET provider with predefined quality standards. A TVET school or institute that successfully demonstrates compliance with quality standards is accredited. QA and accreditation together enhance stakeholders', and particularly employers', trust in the TVET system for delivering the skills necessary in the labour market.<sup>16</sup>

This report analyzes existing quality assurance (QA) mechanisms in TVET in Lebanon. In addition to investigating local QA and accreditation practices, this study also includes an analysis of global practices, to gain a better understanding of different approaches to quality assurance. The aim of the analysis is to inform national policy, guiding TVET reforms to enhance quality assurance in TVET. The report concludes with some key recommendations developed in consultation with major stakeholders to introduce short, medium and long-term reforms to promote a culture of QA and evidence-based decision-making in TVET.

This report is structured as follows. The next section describes the methodology used for this study. Section 2 discusses quality assurance frameworks. Sections 3 analyses quality assurance and accreditation practices among key government institutions and private providers in Lebanon. Section 4 investigates global best practice in QA and accreditation to inform the final section of the report, which provides key recommendations to enhance quality assurance and accreditation at the national level.

## 1.2 Methods

In investigating quality assurance and accreditation mechanisms in TVET in Lebanon, this report relied on semi-structured interviews with key TVET stakeholders. In total, 37 in-depth interviews were conducted between October 2020 and March 2021 with 20 organizations including the main government institutions involved in TVET, international organizations, and a selected sample of private TVET providers (see Annex 1).

All interviews were held with senior personnel at a leadership level who have comprehensive knowledge of the quality assurance and accreditation mechanisms available in their respective organizations. Government institutions interviewed include the Directorate General of Technical and Vocational Education (DGTVE), the Ministry of Agriculture (MOA), the National Employment Office (NEO), the National Centre for Vocational Training (NCVT) and the Ministry of Social Affairs (MOA).

16. CEDEFOP 2009



Semi-structured interviews were the main method of data collection, to gain a better understanding of the QA assurance mechanisms and quality standards in place in the respective organizations interviewed. The objective of these semi-structured interviews was to better understand the quality assurance and accreditation mechanisms in place in these government institutions that regulate TVET at the national level. In addition to governmental agencies, interviews were also held with a selected number of international organizations supporting the TVET sector in Lebanon, including the IECD, the European Training Foundation (ETF), GIZ and UNICEF.

Secondary sources of data included web materials, ministerial decrees and other published and unpublished reports, including by organizations interviewed for this report. A literature review on quality assurance and accreditation practices in different countries was also conducted to gain a better understanding of global best practice. In addition to interviews with government institutions and international organizations, 12 private TVET providers, offering formal and non-formal vocational training, were also interviewed to investigate internal QA mechanisms and practices in these schools and institutes. In choosing the sample of private providers, purposive sampling methods were used, according to predetermined criteria including: (i) geographic representation; (ii) diversity in size, choosing TVET schools and institutes with small, medium and large student bodies; (iii) a mix of formal and non-formal providers. The final selection was ultimately determined by the availability and readiness of TVET providers to participate in the study. Even though the sample selected is not representative of TVET private schools, it is intended to gain a more in-depth understanding of QA mechanisms and practices among sampled TVET providers.

One of the major shortcomings of this study was the inability to reach all key stakeholders particularly that the country was in total lockdown for extended periods during the study period. This made it more difficult to reach a wider range of key TVET stakeholders. Lockdown measures also prevented field visits to some of the organizations interviewed. However, since the focus of the interviews was quality assurance and accreditation, meetings were held remotely via Zoom or Teams instead.

## ► 2. Quality Assurance and Accreditation

### 2.1 Quality Assurance Framework (QAF)

A National Quality Assurance Framework provides the national standards for what constitutes quality in TVET, detailing the vision, mission and purposes of QA. Various regions, including Europe, the Pacific, East Asia and the Association of Southeast Asian Nations (ASEAN) have also established regional quality assurance frameworks,<sup>17</sup> which enable mutual recognition of quality in qualifications cross nationally.

*Box 1 European Quality Assurance in Vocational Education and Training*

#### European Quality Assurance in Vocational Education and Training (EQAVET)

The Bologna Process for reforming Higher Education (HE) and the Copenhagen Process on Enhanced European Cooperation in Vocational Education and Training emphasized quality assurance as a key mechanism to promote the quality of VET provision in Europe. The 2002 Copenhagen Declaration committed Member States to establishing common instruments for quality in VET, in an effort to enhance mobility and the recognition of qualifications.

**The Common Quality Assurance Framework (CQAF)** was developed in 2003, based on the Demming Quality Cycle. The Demming cycle, also known as the PDCA cycle, consists of four phases:

- **Plan:** Establish a strategic vision delineating explicit goals, actions and indicators
- **Do:** Implement the plan in partnership with key stakeholders
- **Check:** Monitor and continuously assess outcomes
- **Review:** Re-examine and correct

Following this approach, each TVET body should develop its own QA strategies, instruments and tools to improve its system of quality assurance in VET. To kick off this process and to successfully promote a culture of quality assurance within an institution, the MERI (Motivate-Engage-Reflect-Inform) cycle is proposed outlining four key steps:

- **Motivate:** Mobilize the financial and human resources required for improvement
- **Engage:** Engage staff and key stakeholders
- **Reflect:** Discuss quality challenges and strengths
- **Inform:** Ensure that these reflections inform the development of an improvement plan for the organization

*Source EQAVET*

QA in many instances forms the basis for accreditation, which if granted, provides an explicit judgement by an external body that the TVET institution or its training programme complies with predefined quality standards, including to provide a qualification listed in the National Qualifications Framework (NQF). The NQF standardizes the learning outcomes associated with each accredited qualification level to clearly define what a learner with this qualification is able to know, be and do.<sup>18</sup>

17. Every 5 years in the European Quality Assurance Reference Framework for VET, the Pacific Quality Assurance Framework, the East Asia Summit TVET Quality Assurance Framework, and the ASEAN Quality Assurance Framework. Regional frameworks

18. Decree No. 8590 of 2012 concerning the Fields, Levels and Certificates of Technical and Vocational outlines TVET qualifications, the prerequisites for each and the progression routes between them but does not specify the competencies that graduates may be expected to have at each qualification level.

## 2.2 Quality Standards

Quality standards guide evaluation and serve as the benchmarks against which quality is measured throughout the QA cycle. Quality indicators vary by country and region but generally cover key quality dimensions including management and governance, student services, teaching and learning, assessment standards and labour market relevance. The European Quality Assurance Reference Framework for Vocational Education and Training (EQARF), for example, provides 10 quality indicators (see Table 1) across four dimensions, namely: (i) Management and organization; (ii) Delivery of VET provision; (iii) VET learners' achievement and performance, and (iv) Meeting VET stakeholders' needs. These indicators derive from three key policy objectives at the European level namely to promote youth employability, improve the skills match and facilitate lifelong learning. European Member States are encouraged to align their VET quality assurance to EQAVET criteria.

*Table 3 Overview of EQAVET indicators*

Indicators and sub-indicators
1. Relevance of quality assurance systems for VET providers <ul style="list-style-type: none"> <li>a. Share of providers applying internal quality assurance systems defined by law/at own initiative</li> <li>b. Share of accredited VET providers</li> </ul>
2. Investment in training of teachers and trainings <ul style="list-style-type: none"> <li>a. Share of teachers and trainers participating in further training</li> <li>b. Amounts of funds invested</li> </ul>
3. Participation rate in VET programmes <ul style="list-style-type: none"> <li>a. Number of participants in VET programmes, according to the type of programme and the individual criteria</li> </ul>
4. Completion rate in VET programmes <ul style="list-style-type: none"> <li>a. Number of successfully completed/abandoned VET programme, according to the type of programme and individual criteria</li> </ul>
5. Placement rate in VET programmes <ul style="list-style-type: none"> <li>a. Destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria</li> <li>b. Share of employed learners at a designated point in time, according to the type of programme and the individual criteria</li> </ul>
6. Utilization of acquired skills at the workplace <ul style="list-style-type: none"> <li>a. Information on occupation obtained by individuals after completion of training, according to type of training and individual criteria</li> <li>b. Satisfaction rate of individuals and employers with acquired skills/competences</li> </ul>
7. Unemployment rate according to individual criteria
8. Prevalence of vulnerable groups <ul style="list-style-type: none"> <li>a. Percentage of participants in VET classified as disadvantaged groups (in a defined region or catchments area) according to age and gender</li> <li>b. Success rate of disadvantaged groups according to age and gender</li> </ul>
9. Mechanisms to identify training needs in the labour market <ul style="list-style-type: none"> <li>a. Information on mechanisms set up to identify changing demands at different levels</li> <li>b. Evidence of their effectiveness</li> </ul>
10. Schemes used to promote better access to VET <ul style="list-style-type: none"> <li>a. Information on existing schemes at different levels</li> <li>b. Evidence of their effectiveness</li> </ul>

Source [EQAVET](#)

EQAVET quality criteria include indicators at the input, output and outcome levels, providing a “holistic approach” to evaluating TVET provision, which measures not just learning input but also learning outcomes and relevance to key stakeholders.<sup>19</sup> In this way, EQAVET indicators work to ensure that TVET provision “is fit for purpose” and that “the purpose is fit for needs,” or is relevant to the needs of the learner and labour market demand.<sup>20</sup>

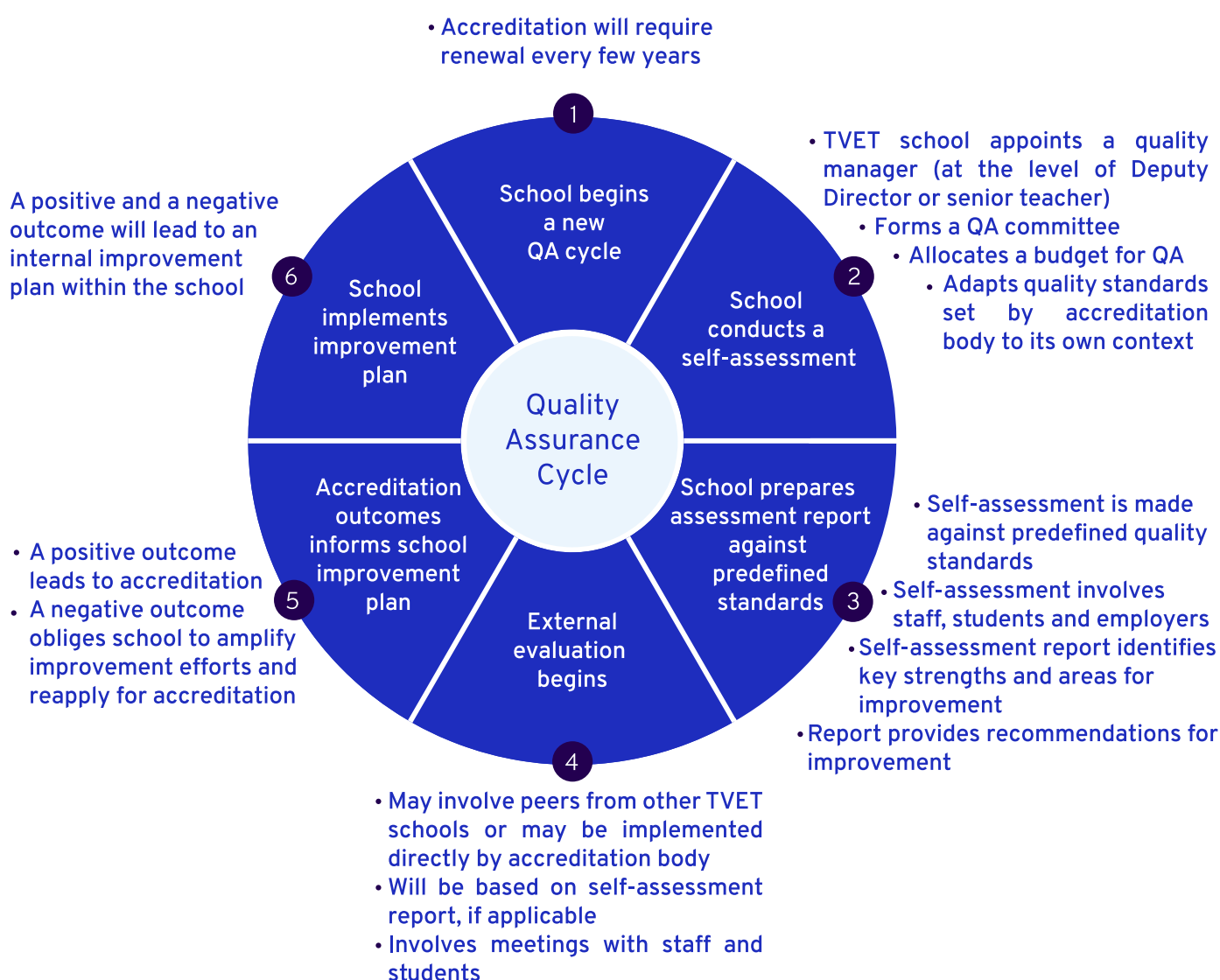
19. <https://www.eqavet.eu/EU-Quality-Assurance/For-VET-Providers/monitoring-your-system/evaluation/EQAVET-Indicators>

20. EQAVET 2013

## 2.3 Internal Self-Evaluation

Quality assurance is an assessment of the extent to which the institution and its TVET programme(s) are in line with established quality standards. In many countries, self-assessment forms the basis of external evaluation (see Figure 2).

Figure 2 Internal and external quality assurance



Source Author's own elaboration based on CEDEFOP 2009

Self-assessments provide the platform for a “systematic process of data-driven self-reflection<sup>21</sup>” within a school on the quality of its own education provision against predefined quality standards. The scope of the self-assessment depends on the predefined quality standards selected, which are usually aligned with the standards for external evaluations, where available, but may also include other standards relevant for the provider. In Europe, for example, the EQAVET indicators are adapted by TVET providers to self-monitor their education provision at the institutional level.

In Lebanon, the National Strategic Framework for TVET called for the promotion of quality assurance in TVET and the introduction of an accreditation system. In 2018, UNICEF proposed self-evaluation as a key step to promote QA among public TVET providers licensed by DGTNET. UNICEF's

21. <https://www.nzqa.govt.nz/providers-partners/self-assessment/what-is-self-assessment/>

proposed quality indicators were aligned with EQAVET indicators and included vision, mission and internal systems, infrastructure and equipment, financing and management, quality of teaching and learning, student services, linkages with the private sector, learning outcomes and student trajectories. DGTVE, however, has not yet formally adopted a quality assurance framework (QAF), defining its standards for quality assurance.

## 2.4 Accreditation

The decision to seek accreditation is taken by TVET institutions on a voluntary basis to promote public trust in the quality of their education provision. Accreditation enhances trust in the TVET system, confirming that TVET providers are competently administering TVET in line with quality standards and criteria outlined in the QAF. In addition to its accountability function, accreditation can also support TVET institutions to continuously improve the quality of education by encouraging the development of a quality culture.

Accreditation has traditionally been administered by the Ministry of Education but is increasingly being handled by external third parties, which are independent or act at the behest of the Ministry. The latter include public or private external bodies or peers, which are mandated to serve as the accreditation body recognizing VET providers or programs. As a first step, accrediting bodies must define the quality standards to guide the quality assurance process, which are shared in an accreditation handbook to guide TVET institutions.

Aligning external accreditation with internal self-evaluation helps ensure a balance between the need to standardize quality standards and the need to take into consideration the geographic and social context of the TVET provider. Accreditation is not a one-off process but is usually renewed periodically, every 3-5 years on average.<sup>22</sup> External QA process mechanisms involve on-site evaluations by external parties to gauge compliance with quality standards or the standards of accreditation. A positive accreditation outcome will merit the TVET provider a quality certificate, confirming that the latter is capable of delivering an approved program. The license or authorization to operate is contingent on a successful accreditation outcome. In some countries, public funding for TVET providers is also contingent on their being accredited.

If a TVET provider does not meet accreditation standards, the school may either appeal the accreditation outcome, or it will be required to reapply taking into account the observations and recommendations made by the accrediting body. In some countries, TVET providers are provided a grace period (3 months in the case of Germany) to take corrective action in line with the results of the external review or audit. To support the TVET provider to implement the recommendations for improvement outlined in the accreditation report, some countries also have an external body affiliated with the accreditation body that provides technical support to the TVET institution. In other countries like Kazakhstan, TVET providers that do not fully comply with quality standards are granted “partial accreditation” for a shorter time-period subject to another external audit<sup>23</sup> within 1-3 years. Based on the results of the external audit, accreditation may be fully granted to the institution if it demonstrates having taken the necessary corrective action since the last external review.

22. CEDEFOP 2009

23. CEDEFOP 2009

## ► 3. Quality Assurance and Accreditation Practices in TVET in Lebanon

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Lebanon does not yet have a national quality assurance system, including for higher education, even though a law for the establishment of a Quality Assurance Agency has been pending in parliament since 2012. The law for private Higher Education (HE) (285/2014), nonetheless, calls on private HE institutes to establish their own QA mechanisms in preparation for external accreditation.<sup>24</sup>

The absence of QA mechanisms in the TVET sector has resulted in weak accountability mechanisms, where not sufficient information is available about the relevance and quality of education provision and graduate labour market outcomes. To address this gap, both the National Strategic Framework for Technical and Vocational Educational and Training adopted in 2018 and the 2020 Torino Process Assessment<sup>25</sup> have called for the establishment of a quality assurance framework in TVET. Such a framework would allow for the evaluation of organizations and programs against predefined quality criteria, in order to identify and address gaps in education provision to enhance the quality of TVET provision.

Between 2012-2015, MEHE began work to develop a National Qualifications Framework (NQF). A matrix was developed, with technical support from the European Training Foundation (ETF), outlining eight levels each with corresponding descriptors, inspired by the European Qualification Framework. The Lebanese Government, however, never formally adopted the NQF. MEHE Decision No 374/M/2019 established a Lebanese National Qualifications Framework for TVET at six levels within an 8-level general qualifications framework, including the different TVET learning levels and descriptors. By outlining the competencies expected of a graduate holding each qualification, the NQF lays the foundation for quality assurance. However, the NQF for TVET is not comprehensive as it does not link academic and vocational pathways.

### *Box 2 National Qualification Frameworks*

National Qualification Frameworks (NQFs) help standardize the competencies associated with each accredited qualification, clearly stating the learning outcomes or what a learner with this qualification is able to know, be and do. NQFs also delineate the progression routes available from one qualification to another. In comprehensive NQFs, the pathways between academic and vocational education are also linked or unified.

*Source ILO 2007*

## 3.1 TVET in Lebanon

DGTVE is the main government organization managing the provision all public and private TVET schools and institutes. DGTVE provides formal TVET education in all specializations except agriculture. Formal agricultural programs are provided by public schools under the mandate of Ministry of Agriculture.

All other government institutions, including MOSA, NEO and NVTC, provide only non-formal and informal vocational training (see Table 2).

24. Because there is no national reference of quality standards, HE providers have developed their own quality standards, some in line with external accreditation systems.

25. ETF 2020



**Table 4** Main government organizations governing TVET

Organization	Description	Status
Ministry of Education and Higher Education (MEHE)  Directorate General for Technical and Vocational Education (DGTVE)	DGTVE has overall responsibility for QA in TVET. It centrally develops curricula and organizes official examinations for all formal qualifications and issues diplomas and certificates. The total number of accredited formal TVET providers reached 414, including 158 public providers and 256 private providers in 2020-2021. Private providers include for-profit organizations and non-governmental organizations (NGOs). In addition to formal private providers, there are over 1,000 non-formal providers of short-term vocational training programs, of which 550 are active.	Active
Higher Council for VET	The Higher Council is headed by MEHE with representatives from key ministries, the private sector, and the Centre for Educational Research and Development (CERD). The Higher Council was established to strategically drive TVET policy but has yet to play the advisory leading role designated to it.	It held its first meeting in 2019 but has otherwise remained inactive.
National Centre for Vocational Training (NCVT)	The NCVT is an independent government institution under the tutorship of the MOL. It was established with the mandate to provide accelerated vocational programs. A total of 139 students were enrolled at the NCVT in 2019. Specializations on offer inhouse include makeup, electronics, computer, general electricity, and ACs and refrigeration, held in collaboration with IECD. The NCVT charges a symbolic fee of LBP 25,000 per course.	Active
National Teacher Training Institute for Technical and Vocational Education (IPNET)	IPNET was established in 1964 to train and graduate VET teachers, leading to a Technical Education Diploma. Decree no. 7262 of 1961 makes professional development of teachers through summer school compulsory but the decree is not applied. <sup>26</sup>	Inactive since 2008 due to lack of resources
Ministry of Agriculture (MOA)	The Ministry of Agriculture runs 32 agricultural centres which do extension work, 3 service centres and 7 agricultural technical schools. MOA technical schools offer three BT programmes including a general programme, agriculture and animal husbandry. A total of 280 students were enrolled in the BT programmes in 2019. In addition to formal education, the Ministry also provides accelerated non-formal vocational training courses (120 hours <sup>27</sup> ) and non-formal courses. <sup>28</sup> Students who graduate from MOA short-vocational courses receive a certificate of participation from MOA.	Active
Ministry of Social Affairs (MOSA)	MOSA provides short non-formal VT courses targeting the most vulnerable groups, which are administered in partnership with other NGOs or through MOSA social development centres. Graduates of MOSA trainings receive a MOSA certificate. MOSA short-term trainings are in specific occupations including beauty, hairdressing, embroidery, and crafts.	Active
National Employment Office (NEO)	NEO is a public institution with financial and administrative autonomy working under the Ministry of Labour. It provides public employment services including job matching, career guidance and accelerated VET provision (3, 6 or 9 months). NEO's tripartite board includes the Minister of Labour, who serves as the Chair of the Board, and the DG of the MOL as Vice Chair. In addition to the MOL, CERD, the Lebanese University, three trade unions and several employers' organizations are part of the Board of NEO. Graduates receive certificates stamped by NEO, which are not officially recognized by MEHE. In the past, NEO has supported over 40 NGO <sup>29</sup> to provide accelerated vocational training in 50 specializations. <sup>30</sup>	NEO has stopped all contracts with NGOs in 2017 due to the absence of clear leadership roles and dwindling public funds.

26. ETF 1999

27. 40 hours technical and 80 hours life skills

28. Informal vocational training is provided in the agricultural centers in 2-3 hours over the course of a day. The training session is targeted to a very specific task. Upon completion of non-formal courses, students receive a certificate of achievement

26. In selecting NGOs, NEO considers NGO eligibility, equipment, specializations offered to ensure they meet labour market demand, and trainer proficiency.

30. NEO provides 750,000 LL/student/year to all NGOs.

## 3.2 Formal Training Providers

### 3.2.1 DGTVET

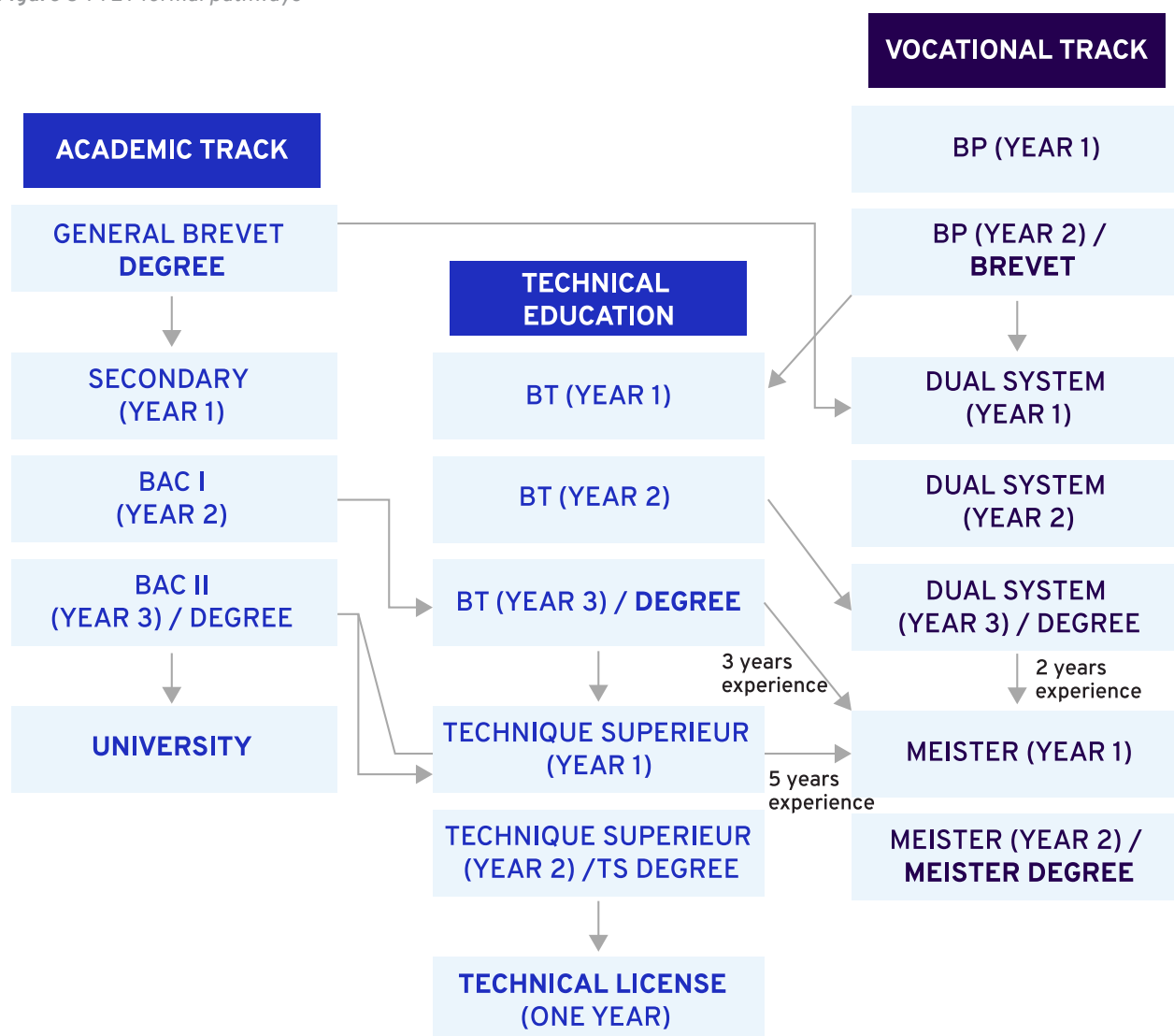
In Lebanon, the Directorate General of Technical and Vocational Education and Training (DGTVET) under the Ministry of Education and Higher Education (MEHE) is responsible for the accreditation of all TVET institutions providing formal trainings, except in agriculture. TVET governance is centralized with DGTVET directing financing, assessment and quality assurance.

Formal TVET, which is provided by both public and private TVET providers, leads to the following vocational training or technical qualifications (see Figure 3):

- Vocational Brevet/ Brevet Professionnel (BP), equivalent to ISCED31 2;
- Technical Baccalaureate/ Baccalaureat Technique (BT), equivalent to ISCED 3;
- Higher Technician/Technicien Supérieur (TS), equivalent to ISCED 4;
- Technical Licence (LT), equivalent to ISCED 4;
- Teaching Technical Licence, equivalent to ISCED 4.

Non-formal and informal vocational training are not linked to the formal pathways.

Figure 3 TVET formal pathways



Source National Strategic Framework 2018



The private formal TVET sector plays a significant role in TVET provision, with 62 per cent of TVET schools in 2020-2021 being private providers. Currently there are 158 public providers<sup>32</sup> and 256 formal private technical education and vocational training providers across Lebanon, in addition to over 1,000 non-formal providers. Private providers include both for-profit organizations and non-profit non-governmental organizations (NGOs). Approximately 61,000 students (63 per cent of students) were registered in public schools and institutes and 36,125 (37 per cent) in private TVET schools and institutions during the academic year 2019–2020.<sup>33</sup>

Over the past two decades, the public formal sector has expanded, with the number of public providers quadrupling from 38 public providers in 1999<sup>34</sup> to 158 schools in 2021. Whereas in the past the private sector absorbed the majority of students, today public providers absorb over 63% of the total formal TVET student body. However, the expansion in public TVET has happened with few regulations in terms of TVET school concentration in the regions, leading to low student enrolment rates in some schools.

*Table 5 Private and Public TVET*

Type of TVET institutions	1999	2019-2020
Private providers	400 (50,000 students)	256 (36,125 students)
Public providers	38 (17,000 students)	158 (61,000 students)
<b>Total</b>	<b>438 schools (67,000 students)</b>	<b>414 schools (97,125 students)</b>

*Source ETF 1999 and DGTVE*

Students thus far do not have the option of modular training in formal or in accelerated training. As a result, unless students complete all requirements leading to certification, they will not receive a certificate for just the modules completed.

## Institutional licensing

DGTVE authorizes public and private training providers to operate. Private training providers must be recognized by DGTVE to provide formal programs. Once new providers are approved, they must administer the same curricula, which are centrally developed by DGTVE, for their students to be eligible to sit for national exams and receive official certificates.

The application of private providers schools and centers to DGTVE to be licensed is assessed against minimum standards, which include infrastructure, equipment and facilities<sup>35</sup>. For a private provider to be licensed,<sup>36</sup> the provider must fill out an application form that includes in addition to proof of registration,<sup>37</sup> the list of specializations that will be offered, including the maximum number of students per specialization, a detailed list of the equipment required, the real estate license reference number, its location and total working area available. The information about curricula includes the subjects taught under each specialization, the hours taught per subject, and the duration of the course. The school must also demonstrate that the building is safe and fit to be a technical school.

In terms of facilities, decree 160/2014 distinguishes between private TVET institutions that provide formal education leading to an official degree and private institutions providing degrees not leading to official certificates and provides floor space requirements, and type and number of rooms<sup>38</sup> required for each. The decree also specifies additional requirements for factories and labs based on specialization.

32. <https://www.edu-lb.net/schoolrasmelist.php>

33. Interview with the Head of Monitoring and Guidance at DGTVE in February 2021

34. ETF 1999

35. Established in MEHE DGTVE Decree decision no. 160/2014

36. Decree number 4815 25/6/1966

37. In case of NGOs, this is the official registration with the Ministry of Interior. Otherwise it is the official proof of registration as a private TVET institution.

38. Including classrooms, toilets and basins

The Equipment Department at DGTVE develops a checklist of equipment required for each specialization, the availability of which is also checked during the application process. The Vocational Training Unit develops checklists of equipment for specializations that are not available with the Equipment Department.

Engineers under the supervision of the Educational Monitoring and Guidance Unit are sent to new schools who are applying for approval to check availability of equipment and facilities. The Department of Educational Monitoring and Guidance, which is part of the Monitoring and Examinations Unit at the DGTVE, legally revises the licenses for new private TVET schools and forwards the application to the Minister of Education and Higher Education, which forwards it to the Cabinet for a final decision.

## Curriculum development

Curricula are centrally developed by DGTVE. The Curriculum and Education Techniques Department establishes specialized committees to develop, evaluate and revise curricula for all specializations at the BP, BT, TS and LT levels. The Curriculum Department proposes new specializations, and develops examinations and questions, which are then referred to the public examination committee. Private providers, like their public counterparts, must use the same standardized curriculum, as per law 62/64.

Private providers who are teaching new specializations must submit their curriculum to DGTVE for its consideration, for a new curriculum in this specialization to be issued by DGTVE within 6 months after the submission of the curriculum.<sup>39</sup>

Since DGTVE develops standardized curricula, formal providers of TVET do not directly participate in curriculum development though some providers interviewed, complemented the national curricula with some additional modules.

### *Box 3 Recent innovations in public curricula*

The DGTVE, with technical support from the IECD, has updated a number of formal curricula in technical specializations that are in demand at the BT level. To enhance curriculum implementation, IECD provides direct capacity development support to the schools and provides teacher training to enhance the professional development of trainers. At present, the IECD is providing this capacity development support to 12 schools (6 public schools and 6 private schools) on the Electrotechnique BT, 4 schools (3 public schools and 1 private school) on the BT in Maintenance and 6 schools (5 public schools and 1 private school) on the BT IT Maintenance.

*Source IECD*

## Monitoring

Private schools must fulfil a number of requirements for their graduate to be eligible to receive official certificates, diplomas and degrees. According to law 62/64 regulating private TVET providers, private providers who would like their students to sit for the official exams must implement the national TVET curriculum, providing the necessary equipment for approved programs and administering quarterly and annual [non-official] examinations.<sup>40</sup> Even though private TVET providers are independent, both in terms of their funding and management, private providers must seek DGTVE endorsement for the appointment of any new principal. For health and agriculture programmes, MEHE collaborates with the Ministry of Health and the Ministry of Agriculture to monitor private institutions.

<sup>39</sup>. Law 62/64

<sup>40</sup>. Last three measures apply only to private schools preparing students for official degrees

In case of non-compliance with DGTVET regulations as per law 62/64, the General Director of DGTVET reserves the right to issue a warning against the Head of the School, asking the latter to comply within a specified time period. In case the latter does not comply, or if the violation is repeated, the Ministry of Education may recommend that the school's operating license be revoked.<sup>41</sup>

In terms of governance and management, DGTVET ensures that there is a head for theoretical studies and a head of practical or applied studies in all licensed DGTVET schools. These heads are responsible for developing their respective schedules on a weekly basis and submitting completed theoretical and applied hours to the DGTVET at the end of each year. DGTVET requires its licensed schools and institutes to provide the following information:

- Daily attendance sheets for TVET instructors: Name, subject, date, number of hours, number of classes and number of students.
- Teacher to student ratio: If the number of students exceeds 12 students but is below 24 students, another trainer is assigned to the factory or laboratory.

The Department of Educational Monitoring and Guidance at DGTVET monitors education provision in private schools through education guidance officers. The Department of Educational Monitoring and Guidance, however, does not have any education guidance officers among its team and is also understaffed, with 28 out of 40 positions vacant. As a result, the Department has been limited to ensuring the regular submission of the paperwork required from the technical and vocational institutes and schools in a timely basis.

All formal institutes and schools must submit an annual report at the end of each academic year. Accredited public providers must submit a final internal evaluation report on an annual basis summarizing key activities, equipment purchased, and an evaluation of teacher performance. These reports, however, do not include outcome-based performance standards to track student labour market outcomes, further education and training or student/employer satisfaction with the quality of TVET provision. In contrast to public providers, private providers are only required to submit a list of the courses delivered, student participation, grades and completion rates. The results must be approved by DGTVET.

Information received by DGTVET through these annual reports is not systematically followed up with private and public institutions to ensure the development and implementation of improvement plans in the concerned schools or to inform TVET policy. As a result, budget allocations for public TVET providers and teacher promotions are not linked to performance but are instead based on total student enrolment numbers and years of service respectively.

#### *Box 4 Student access and completion rates*

Don Bosco Technical Institute launches an annual campaign in schools to raise awareness about the importance of TVET. Before students are enrolled in a specialization, they do an orientation test to determine which specialization(s) best suit them.

Even though private providers charge tuition, several formal private providers, including Cortbawi, Don Bosco and Foyer de l'Amitié Technical Institutes, reported offering substantial needs-based scholarships to students to ensure no one is left behind. CIS College also offered financial aid to its students.

All private TVET providers interviewed reported very high student completion rates in their formal programs. Cortbawi Technical Institute, for example, reported a 98% completion rate in its formal programs. Completion rates also reached 95% in CIS College, which hosts one of the largest TVET student bodies with over 7,000 students registered in 2019.

*Source Based on interviews with these schools*

## **Labour market relevance**

41. Through a ministerial decree

## School Advisory Board

Ministerial decision no. 115/2000 mandates having a School Advisory Board (SAB) in each public TVET school or institute under DGTVET, which will enhance alignment of TVET provision to labour market demand. MEHE Ministerial Decision number 375/2019 mandated the activation of these SABs in 2019-2020. It also mandated following the NQF for TVET when developing competency standards.

SAB members are appointed for 2 years and include 3-9 private sector or employer representatives<sup>42</sup> and three school representatives including the school director, a teacher representative and an administrative representative. SABs meet every two months to assess different aspects of performance, with the main function of SABs being to guide vocational schools on competences needed in the labour market.<sup>43</sup> Recommendations to improve the labour market relevance of TVET provision are made by majority vote in the SAB. The school director who is the chair of the board submits SAB recommendations with his own personal opinion to the General Director of DGTVET. These reports will in turn inform TVET policy at the national level.

Several directors have presented letters requesting the approval on the nomination of the school or institute SAB, but so far<sup>44</sup> the DG has not yet formally activated any SAB.

### Box 5 Model School Advisory Boards

GIZ will be supporting 14 public technical schools who are offering the BT in Construction and Public Works or “Bâtiment et Travaux Publics”. Seven of these schools have already nominated their SABs, and 5 SABs have met informally. In the first phase, SABs will focus on:

- i. Establishing and agreeing on guidelines for assessing practical courses - TP modules, and forming assessment committees (including the trainer, the head of practical studies and one industry representative) who will be trained and certified as “assessors of Competences”;
- ii. Establishing and agreeing on guidelines to diagnose selected criteria for school well-functioning;
- iii. Organizing and facilitating the WBL of trainees enrolled in the TPs; (iv) Reviewing and approving the occupations offered in the school and identifying the qualifications that need to be updated.

Source GIZ 2020

## Career guidance

The 2015 Ministerial Decree also formalised the position of Guidance Employment Officers (GEOs) in public schools, with more than 10,000 students benefiting from GEO services since 2012.<sup>45</sup> GEOs provide individual career guidance and soft skills training (including resume writing, job interview skills and job search techniques). GEOs also facilitate internships and job placements for TVET students. By 2021, 23 GEOs have been established with technical support from IECD, including 18 GEOS in public schools and 5 in private schools and institutes.

42. Employers for each BT provided should be represented. The school director decides which BT should be represented according to his/her own criteria including number of students and jobs opportunities. Sometimes the director nominates an employer from an occupation that is not yet offered at the school, hoping to have it in the future.

43. The school proposes its SAB membership, sending a letter to DGTVET. Members are formally approved by a decision issued from the General Director for Vocational and Technical Education.

44. As of 19 February 2021

45. IECD

Career guidance is more advanced among private providers that have a dedicated GEO. Cortbawi Institute has two dedicated staff members in its GEO who are responsible for student orientation, career guidance and job placement. Students develop their CVs at the level of BT III, with accounting and administration students also learning job interview techniques and how to write a cover letter. The school regularly hosts previous Cortbawi alumni to talk about their professions. It also holds annual career fairs where industry experts speak to students about their professions. Cortbawi also holds parent meetings to introduce parents to Cortbawi. A number of universities regularly visit Cortbawi introducing BT III students to their universities. The Institute also has a long-standing agreement with NDU, where the top three students at Cortbawi receive scholarships at NDU.

*Source Based on interviews with Cortbawi*

### **Graduate labour outcomes**

Formal TVET private providers are not required to track or report on graduate labour market outcomes in their annual reports to DGTVE. As a result, the majority of formal TVET private providers do not systematically track graduate labour market outcomes.

### *Box 7 Examples of QA mechanisms among formal providers*

The vast majority of private providers of formal TVET interviewed do not have internal QA strategies or guidelines that explicitly define quality standards and mechanisms. Most private providers interviewed, however, do have internal mechanisms through which they reflect on the strengths and weaknesses of their programs, and key lessons learned.

At CIS College, for example, TVET teachers, academic coordinator(s) and administration review the instruction process and technique (number of hours, applied versus theory etc.) and student learning outcomes for formal programs on an ongoing basis. The trainers and the administration of vocational programs also discuss the strengths and weaknesses of each course, the equipment and tools used, and the adequacy of the curriculum on a course-by-course basis. CIS also monitors performance on a regular basis through tracking student learning outcomes and learner satisfaction surveys (for vocational programs), the results of which are assessed at the end of each academic year.

*Source Based on semi-structured interviews with private providers*

### **Teacher Standards**

Public TVET teachers who are hired on a permanent contract are required to pass a test set by the civil service board. Less than 14% of public TVET teachers (1,650 out of 12,000), however, are hired on permanent contracts. Instead, the vast majority of teachers are part-time teachers, hired on a contractual basis.<sup>46</sup> As a result, in 2017-2018, the vast majority of TVET teaching hours (90%) were administered by part-time teachers.<sup>47</sup>

Public TVET teachers are evaluated on an annual basis and the evaluation is included in the annual report that all public TVET schools share with DGTVE every year. Teacher evaluations, however, are not based on predefined standards and are often completed by the school directors. Furthermore, teacher evaluations are not directly linked to promotions.<sup>48</sup>

46. ETF 2020b

47. ETF 2020b

48. ETF 2020

Private TVET providers are not obliged by any teaching standards set by DGTVET, specifying the minimum competencies expected of TVET teachers and trainers. A tertiary degree is commonly the lowest academic degree in the formal education track, with trainers and teachers required to have completed at least a tertiary technical degree.

The National Teacher Training Institute for Technical Education (IPNET) was launched in 1964 to provide pre-service teacher training leading to a Technical Education Diploma. IPNET, however, has not been operational since 2008.

#### *Box 8 Teacher standards among private providers*

Even though DGTVET does not require private providers of formal programs to administer teacher evaluations, some private providers interviewed, such as Don Bosco Technical Institute, have independently introduced annual teacher evaluations and regularly conduct continuing professional development for their teachers. Learner satisfaction surveys are also not required of formal TVET schools and institutes, however, several formal private providers interviewed including CIS College have introduced student course evaluations that they administer at the end of the course. Learner surveys, however, seemed to be more common for vocational short-term courses than for formal programs among the private providers interviewed.

*Source Based on interviews*

### **Assessment and certification**

Assessment standards provide a clear statement of the learning outcomes which must be assessed by assessors and the methodology they should use in their assessment. Assessment standards derive from the competency standards and learning outcomes set for each course. In countries where National Qualification Frameworks are in place, NQFs with clear level descriptors can guide assessment standards for each qualification.

In Lebanon, Decree No. 8590 of 2012 concerning the Fields, Levels and Certificates of Technical and Vocational outlines TVET qualifications, the prerequisites for each and the progression routes between them but does not specify the competencies that graduates may be expected to have at each qualification level.<sup>49</sup> To this end, assessment cannot be explicitly linked to learning outcomes outlined in a NQF, as per international best practice.

Assessment in formal education generally tends to be prescriptive, with DGTVET leading assessment design, implementation and certification for all official exams leading to certification.

The Curriculum and Education Techniques Department develops a question bank for official exams, which are in turn submitted to the Examinations Committee at DGTVET. The Examinations Department supervises the design, administration, and correction of exams. Employers are not involved in the assessment process to ensure that the competency has been acquired to the standard expected in the workplace.

Students registered in formal TVET, whether private or public schools, must sit for the same official exams<sup>50</sup> developed and organized by DGTVET Technical Department and the Monitoring and Examination Department.<sup>51</sup> Private TVET schools and institutes are not permitted as per law 62/64 to issue their own certificates/diplomas or degrees. As a result, both public and private school students receive official certificates/diplomas or degrees. According to Decree 8590, the

49. If a student wants to move between the technical and academic streams at the secondary or higher education levels (from BT to HE), they require an equivalency document from MEHE.

50. At the end of BP, BT III and TS

51. Decree no. 8590



Minister of Education and Higher Education grants the TS, LT, and Meister degrees. The Director General (DG) of DGTVE, on the other hand, grants the certificates for the BT, the BP and Certificat d'Aptitude Professionnelle. The DG of TVET issues and signs certified documents for all official certificates/diplomas and degrees, confirming students have passed their level.

### 3.2.2 The Ministry of Agriculture (MOA)

All BT programmes offered by MOA are in public technical schools owned by the Ministry. The requirements for technical schools to offer formal agricultural programs are outlined in each curriculum, and include guidelines on facilities, lands and equipment. The Ministry of Agriculture is currently formalizing this process through a draft decree, which will specify the requirements for each program.

All agricultural schools have been rehabilitated to ensure that schools have the required equipment and infrastructure when the curricula were updated. There is a user guide for new equipment, including safe usage of all materials. The Food and Agriculture Organization (FAO) is also developing, in partnership with AVSI, a mobile App to allow MOA TVET schools to automatically update their stock inventory.

#### Curriculum development

MOA, with ILO, FAO and WARD technical support, launched new curricula, discontinuing the BT in general agriculture in 2018-2019 and updating its plant, animal and landscape majors. To inform curriculum development for the BT, MOA held a series of focus group discussions, forming two consultative working committees on animal production and plants respectively. These committees were led by the Education and Extension Service (EES) and were mandated to review existing curricula with a view of upgrading the latter for the new BT and short-term vocational programmes.<sup>52</sup> Each committee included academics, private sector representatives, and the relevant syndicates and employers' organizations. Committee recommendations in turn informed curriculum upgrading at MOA.

MOA with ILO technical support, developed competency-based standards for five occupations in the technical agricultural baccalaureate program following the Developing a Curriculum (DACUM) method.<sup>53</sup> Competencies were tied to clear learning outcomes (LOs), and in turn broken down into lesson plans with clear learning objectives.

MOA has also integrated life skills and entrepreneurship education in its formal curricula. To this end, MOA has developed a curriculum for life skills (60 hours), which will be integrated into the BT curriculum in 2020-2021. MOA has also introduced a financial education and entrepreneurship module (30 hours), which has already been integrated in the BT III curriculum. The Ministry of Agriculture, with ILO support, has also formally introduced a workplace-based learning (WBL) component for students enrolled in agriculture technical education programs to enhance the practical skills training. The ILO also prepared an apprenticeship study in 2020 for the Ministry of Agriculture (MOA) to inform the development of a Quality Apprenticeship system for the Ministry.

52. For its florist course, AVSI invited representatives of the private sector to not only develop the curriculum but to also deliver the practical component of the training at the Ministry of Agriculture.

53. These occupations include agriculture machinery repairer, irrigation system installer, poultry producer, hydroponic farmer and livestock and dairy producer. Private sector-led technical committees, including members of the private sector, MOA staff, AVSI, and training providers, were formed for each occupation to develop occupational standards, which have been peer reviewed by one employer and one expert for each occupation.

MOA has also not traditionally tracked graduate labour market outcomes in its formal technical schools. In an effort to analyze the relevance of TVET provision on the transition to a job or further vocational training, the ILO administered a graduate tracer study in 2020 on a sample of 363 graduates of agriculture technical schools (BT and short term VT) who graduated in 2016-2017 or 2017-2018. The study showed poor employment outcomes, with 48 per cent of BT graduates and 68 per cent of STC graduates reporting being unemployed, a rate that is in line with the BT unemployment levels at the national level. Furthermore, almost half of BT and STC graduates who had found employment reported that their first job was not related to their field of study.

*Source Based on interviews*

OSH is mainstreamed in all technical curricula of MOA that involve fieldwork. MOA has also developed a curriculum on OSH (60 hours), which is part of a Youth Protection Policy that MOA is developing for all programs (BT and vocational programs).

The timely delivery of practical and theoretical training as indicated in the curriculum is done at the school level. The EES at MOA monitors the overall quality of education in its schools, however, due to insufficient human resources, the EES coordinates with regional MOA offices to monitor its schools.

### **Assessment**

For exams, EES has a bank of examination questions, which is developed by MOA trainers based on curriculum implementation. EES writes the exams only for official exams at the BT III level. For other exams, the trainers under the supervision of the school director issue and administer their own exams. In 2017, trainers were trained on exam development and assessment methods by WARD.

MOA certificates are official certificates, signed by the Minister and the DG of Agriculture. The EES issues the certificate of completion and student grades, based on which students get their official certificates.

### **Teacher Development at the Ministry of Agriculture**

All TVET teachers at MOA who provide theoretical training in agricultural schools are agricultural engineers or veterinarians. Trainers who provide practical training have a minimum of a BT. To administer the new curriculum, a training program has been developed for teachers, where trainers are coached in class on delivering the new curriculum. Most MOA teachers (90%), however, are contractual teachers, making them ineligible for MOA professional development.

Some international NGOs are also supporting the teacher training process. AVSI, for example, has recently partnered with Fondazione Minoprio and MOA to develop the curriculum for the BT in landscape design. To this end, teachers from MOA were invited to visit Fondazione Minoprio for 5 days to develop curricula and to observe curriculum implementation, with the ultimate objective of enhancing their pedagogical capabilities and knowledge of CBT.

## **3.3 Non-formal short-term vocational training providers**

In addition to the formal TVET progression routes, outlined above, students can also register for accelerated non-formal vocational training programs, ranging between three and nine months. Short-term vocational courses are provided in both private and public registered schools.

Various government institutions including DGTNET, MOA, NEO, NCVT and MOSA issue certificates for short-term vocational training.



### 3.3.1 Governance of short-term vocational providers licensed by DGTVET

At present, DGTVET has more than 1,000 accredited private providers who provide short-term vocational training courses, of which only 550 are active. In addition, there are 160 public providers and 6 joint projects for vocational training with the Government also offering short-term vocational training.<sup>54</sup> Public and private TVET providers offer short-term training courses, including 3 months (120 hours), 6 months (240 hours) to 9 months programmes (450 hours).

In contrast to formal providers, non-formal private TVET providers have the liberty of designing their own curricula. DGTVET has identified a number of short-term specializations it recognizes and has developed curricula for some occupations, which it provides to providers as guidance. DGTVET, however, does not get involved in developing exams for short-term trainings. Only students who are registered in vocational programs in accredited schools receive a certificate of attendance from the DGTVET upon completion of their vocational course.

DGTVET only collects basic information from private vocational providers, including the number of subjects covered per course, a copy of the curricula used, the number of hours per subject, the name of the teacher (without their qualifications<sup>55</sup>), and total course duration including in terms of number of hours. DGTVET also collects the names of enrolled students and those who complete the course.

#### *Box 10 Best practice among non-formal providers*

For short-term vocational training, where the curriculum is not standardized, private providers work with academic experts and trainers to develop the curriculum. Some private providers of short-term vocational training courses have made considerable efforts to involve the private sector in skills gaps analysis and curriculum development. Safadi Foundation, for example, which had 3,000 students enrolled in 2019, identifies core competencies to be taught in each course based on the skills assessment conducted in partnership with the private sector using CBT. The Foundation has signed Memorandums of Understanding with 90 Lebanese businesses to date with focus on construction and maintenance, agriculture and agro-foods, hospitality, welding, boat maintenance and marina services, environment and security services and sewing and handicrafts. In 2020, SF prioritized construction and welding, identified in consultation with the Syndicate of Contractors and Order of Engineers and Architects in North Lebanon. In 2021, SF will be focusing on agriculture and agrofoods, based on an analysis of sectoral and value chains.

Mouvement Social (MS) conducted in partnership with the ILO a community based labour needs assessment in Saida, which it hopes to replicate in all other regions in which it is operational. MS Heads of Centers also have a good knowledge of local labour market demand in their respective geographic regions. MS places approximately 30% of its students in employment.

Makhzoumi Foundation, which had 4,133 students in 2019, organizes focus group discussions at least on an annual basis with approximately 5 representatives from the private sector, choosing large and medium enterprises, to see what skills they require and what has changed in the labour market. Makhzoumi uses CBT in curriculum development, updating existing curricula and introducing new courses based on consultations with employers.

*Source Based on interviews*

#### **Assessments**

DGTVET does not monitor the design or implementation of student assessments among private non-formal short-term providers. DGTVET, however, does monitor the assessment process among public vocational providers, following the formative and summative assessments administered by the schools using a competency-based approach. For summative assessments, a staff member from the Vocational Training Department at DGTVET moderates the assessment process.

<sup>54</sup> Interview with DGTVE Head of Vocational Training in February 2021.

<sup>55</sup> For public vocational providers, DGTVE looks at the experience and qualifications of the teacher.

Non-formal VT private providers, on the other hand, design and administer their own assessments and also provide their own certification. Attendance consists of up to 80% of the grade in some institutes, including Don Bosco, and the remaining 20% is contingent on the student passing a practical exam.

If short-term VT private providers are certified by DGTVET, the school itself, and not the program, is recognized by TVET in student certificates. Upon successful completion of the course, trainees receive a certificate from their school, with student certificates clearly indicating that this school is recognized by DGTVET.

Most of the non-formal private providers interviewed had their trainers also leading on assessment. Some private providers, however, who had secured external accreditation for some of their courses involved external assessors. In 2020, for example, Safadi Foundation added the industrial research institute for welding, which provides third party accreditation. As a result, students also have the option of third-party accreditation with APAVE, TWI and Westford. Safadi Foundation also launched a welding training centre in Tripoli accredited by TWI. For their externally accredited welding course, Safadi Foundation, invites third party external assessors including from TWI and certificates are stamped by both TWI and Safadi Foundation. Third party examiners, however, have so far been solicited only for the construction, welding and hospitality specializations. For other vocational courses, Safadi trainers lead the assessment process with Safadi Foundation certificates certified by NCVT.

### **Labour market outcomes**

Some international NGOs regularly follow up with their graduates to track labour market outcomes. AVSI, for example, runs an employment survey every six months surveying its graduates. IECD also conducts tracer studies for their VT graduates on an annual basis. Other private non-formal providers, including Safadi Foundation, have a less formal follow-up system to track graduate labour market outcomes. In 2018, for example, 25 per cent of Safadi Foundation graduates were working within one year of completing the program. In 2019, SF launched a more formal online tracking system for its students, with follow-ups by phone planned 3, 6 and 9 months after training. Safadi will launch an Application for self-employment in 2021, which includes a monitoring system to track their graduates' employment trajectories, salaries and job duration.

Makhzoumi also conducts phone follow-up surveys on a term basis every two months to follow up on the labor market outcomes of a selected sample of its graduates. In 2018, approximately 27% of their graduates were employed.

#### *Box 11 IECD Tracer Study results*

IECD conducted a tracer study in 2018 surveying 240 BT graduates in 11 partner schools who completed their studies in 2017. The study looked at graduate labour market outcomes, job characteristics, work conditions and satisfaction. Only 13 per cent of students surveyed were unemployed in 2018, with the vast majority of graduates (64 per cent) pursuing further studies, including 43% of whom are pursuing a university degree, working and studying (10 per cent) or working (13 per cent). The average salary of fresh graduates was \$820, with 81 per cent of graduates enjoying social security benefits. The majority of these graduates (85 percent) were assisted by GEOs. In 2019, when IECD conducted another tracer study, 60 per cent of IECD graduates were found to be working 6 months after the training, though the majority were working in the informal sector or were self employed. Another 9 per cent of graduates surveyed were studying.

*Source IECD*

### **Professional development practices for teachers in non-formal schools**

For short-term vocational training programs, professional experience in the vocational discipline

taught is prioritized over university credentials. All vocational training private providers interviewed, prioritized industry experts for vocational programs, but required at least a BT as the minimum for the majority of vocational training programs.

Some vocational providers do provide professional development for their trainers, which is in some cases required by the respective Ministry. For NGOs who are delivering the Youth Basic Literacy and Numeracy, for example, teachers must be trained by MEHE before implementation of the curriculum. Other private providers have introduced their own teacher trainings. At Makhzoumi Foundation, for example, all VT trainers are required to conduct class observations for a period of at least two weeks, followed by a demonstration lesson, to qualify to teach. Makhzoumi also provided a Training of Trainers on Microsoft for all its vocational trainers in 2020, in addition to Google Drive and Teams. Makhzoumi also conducted a Training of Trainers with APAVE in 2019 for all its vocational trainers on the CBT construction curriculum developed by GIZ. SF also provides a training of trainers for its trainers through APAVE and Westford to make sure trainers acquire the skills to be able to provide the training based on the curricula.

A number of private providers interviewed have also independently introduced their own quality assurance mechanisms. IECD, for example, has introduced a self-evaluation by the trainer of the course and an evaluation from the training coordinator. In addition, the majority of non-formal schools interviewed conduct learner satisfaction surveys at the end of each vocational course.

Makhzoumi Foundation also conducts a performance evaluation of its vocational training program on an annual basis based on 10 predefined indicators, including inter alia student satisfaction, achievement of learning outcomes, and trainer satisfaction surveys. The performance evaluation involves the heads of centers, the coordinators and the program manager. An internal report is published at the end of the process, which is discussed internally at the level of management, taking into account recommendations and lessons learned. Makhzoumi also conducts an annual performance appraisal for all staff, including all vocational training staff. This information is not shared with DGTNET.

### 3.3.2 Ministry Of Agriculture

Private TVET providers, mainly NGOs, only provide non-formal vocational training in agriculture. MOA does not have an accreditation process in place for short-term non-formal trainings. Some private providers work under MOA, whereas others offer agricultural courses that are not in coordination with MOA.

Private TVET providers independently develop their own curricula. MOA provides career guidance to all short-term VT students before they start their training. AVSI is developing together with MOA short curricula (under the 3 months) for a number of vocational trainings and implementing them in MOA schools. For short-term vocational agriculture programs conducted in partnership with AVSI, pre and post tests are the main methods of assessment, with students having to demonstrate an improvement of at least 60% to pass. MOA collaborated with AVSI for the development of practical examinations and assessments. The certificates for short-term vocational courses are issued by the Ministry of Agriculture with the signature of AVSI.

### 3.3.3 The National Center for Vocational Training (NCVT)

NCVT offers short accelerated vocational programs both in-house and in partnership with local and international NGOs. At present, NCVT has partnerships with 12 NGOs including CIT, IECD, Makhzoumi Foundation and Safadi Foundation, whose graduates receive diplomas certified by the NCVT.

The NCVT is governed by a tripartite Advisory Board made of 10 Director Generals including the Ministry of Labour, the Ministry of Industry, NEO, the Federation of Chambers of Commerce, the

National Federation of Workers and Employees trade Unions in Lebanon (FENASOL), the Chamber of Commerce and DGTNET. NCVT uses its advisory board to identify labour market demand. Once identified, course offerings are then maintained based on student enrollment rates. Graduates who complete the NCVT program are referred to NEO for job placement.<sup>56</sup>

NCVT does not have predefined quality standards by which it assesses its own vocational programs, or accredits other NGOs, nor has it developed teachers' standards for TVET teachers and trainers. For its own courses, the NCVT, however, has introduced a number of internal quality control mechanisms, including student evaluations at the end of each course and trainer monthly evaluations of student performance.

For an NGO to be approved as an NCVT partner, it has to submit a description of the facilities and equipment available per specialization, which is reviewed by NCVT before an NGO is onboarded. This is followed by a field visit to the NGO to check equipment and premises before a contract is signed. Once onboarded, partner NGOs are required to send NCVT: (i) a list of courses, with student names, contact details and nationalities; (ii) the CVs of their trainers; and (iii) a copy of their curricula for the specializations they offer, which are all reviewed by the NCVT board of directors. The Head of Theoretical Studies reviews the curriculum and issues a report to the Board on the curriculum. The NCVT conducts at least one field visit to monitor education provision and also dispatches staff members to oversee all summative assessments conducted by partner NGOs.

All courses offered at the NCVT are 80% practical and 20% theoretical. For NCVT trainings, curricula were developed by the MOL, DGTNET and NEO before 2007 and have not been updated since. NCVT trainings in the past targeted remote areas but mobile training has not been operational since 2005 due to dwindling public support.

NCVT doesn't have formal requirements in place for TVET teachers and trainers delivering vocational programs funded by them in partner NGOs.<sup>57</sup> In contrast, NCVT's own vocational trainers, who are hired full-time,<sup>58</sup> are expected to meet minimal educational requirements depending on the qualification taught.<sup>59</sup>

With respect to assessment and certification, NGOs need to inform NCVT of the date of the assessment 15 days in advance at minimum. The board assigns an official from NCVT or a DGTNET official in the regions to supervise the exams. NCVT does not involve external assessors from the private sector in its exams. The certificates for programs organized by NCVT are issued by NCVT, and they are signed by the Director General of NVTC and the Director General of the Ministry of Labour. Partner NGO degrees are issued by NGOs and certified by NCVT. Students who complete courses held in partnership with IECD receive two certificates, one from IECD, and one by NCVT.

NCVT has not systematically monitored the share of students who are placed in employment after completion of training nor does it systematically measure employer satisfaction with TVET. IECD, however, does track the graduate labour outcomes of its own graduates who are registered in NCVT trainings. NCVT is also currently conducting a study to track its graduate labour market outcomes over the past 10 years.

56. Currently inactive

57. Some NGOs have been asked to submit the CVs of their trainers to NCVT, which are in turn reviewed by the board, however, this is not systematically done for all NGOs.

58. Except for trainers in computer and electricity who are hired on an hourly contractual basis

59. NVTC trainers who teach electronics must have at least a LT or TS, makeup trainers must have at least a BT and computer trainers must have at least a LT.

### 3.3.4 The National Employment Office (NEO)

NEO's accelerated non-formal VT program<sup>60</sup> is currently on hold. When the program was operational, NEO generally partnered with between 20-40 NGOs every year. Even though NEO did not have a formal system in place to ensure quality in the NGOs it certified, it developed selection criteria for NGOs. These criteria included the mandate of the NGO as per its bylaws, the absorptive capacity of the school and the total number of students that may be enrolled with the training provider. NEO also inspected infrastructure, equipment and safety standards but its evaluation of the latter was not systematic against a checklist of requirements for each specialization.

Once onboarded, NEO requested from NGOs student names, a copy of student IDs, a certificate of their highest educational level attained, a health certificate, a civil extract, and a passport photo for each student. NEO did not examine curricula, apart from securing a copy of the curriculum for each training course, which is attached to the contract with the NGO. NEO also didn't have formal requirements in place for TVET teachers and trainers delivering vocational programs funded by them in partner NGOs.<sup>61</sup> NEO conducted inspections unannounced to schools twice a year but did not use an inspection checklist to guide its visit. During the inspection visit, NEO checked student attendance, time schedule, and curriculum implementation. NEO, however, did not track graduate labour market outcomes upon graduation or skills utilization in the workplace.

In 2009, NEO worked to unify CBT construction curricula in partnership between DGTNET and ILO, developing accelerated vocational training curricula for 9 construction occupations. A committee was formed with the participation of experts and employers to develop the unified curriculum. The standardized curricula were formally approved and registered at DGTNET and the training of trainers on the unified curriculum was successfully completed. This project, however, was drawn to a halt as there was no follow-up to ensure that TVET providers modified their curricula in line with the unified curriculum.

For exams, the Official Exams Committee consisting of members of the TVET provider and NEO staff headed by the Head of Professional Orientation at NEO (head of committee) attended NGO exams, which were independently developed by the NGOs. NEO moderated the exam, and discussed the grades and grading scale with the respective NGO.

NEO's Professional Orientation and Vocational Training Unit directed NGOs to occupations that were in demand in the labour market, as identified by NEO's Employment Services Unit. The absence of rigorous evidence-based labour market analysis in a larger number of sectors, however, has made the identification of occupations in demand difficult. To address this gap, NEO, in partnership with the ILO, conducted three sector studies in 2018-2019 in partnership with the ILO on health, printing and packaging and public infrastructure to identify labour market demand for TVET occupations and skills needs in these sectors. NEO certificates are signed by the DG of NEO and are recognized by the Ministry of Foreign Affairs to ensure recognition of certificates abroad. Student ranks are mentioned in their certificates.

### 3.3.5 The Ministry of Social Affairs

MOSA provides short-term non-formal vocational trainings ranging between 1 and 6 months. MOSA course offerings include soap making, sewing, and basket weaving, with a special focus on crafts. It is also working with IECD on a number of short-term vocational trainings in plumbing, electricity, nursing and air-conditioning in its Social Development Centers (SDCs). MOSA had a Social Training

60. 3-9 months

61. Some NGOs have been asked to submit the CVs of their trainers to NCVT, which are in turn reviewed by the board, however, this is not systematically done for all NGOs.

Center providing vocational training for social workers, which was previously operational but is no longer active. To identify areas in demand, MOSA conducted a labour market assessment in 2016 and is currently administering a second assessment.

MOSA does not have a standardized curriculum for each of its course offering. MOSA is, however, currently working with the ILO and UNICEF to unify the curricula for crafts. MOSA has also conducted a value chain analysis for 4 crafts and is currently working on another 4. MOSA certificates are issued by MOSA and the NGOs and are signed by the DG.



## ► 4. QA and accreditation systems

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### 4.1 Global best practice in quality assurance and accreditation

In many countries globally, including inter alia Denmark, Finland, India, Italy, New Zealand, Singapore and the UAE, TVET providers are required to conduct self-assessments, evaluating the quality of their own education provision against predefined quality standards. Self-evaluation, which is conducted internally by the TVET school or institute, forms the basis for external accreditation. Accreditation is then conducted either directly by the external accrediting body or by a group of TVET experts,<sup>62</sup> using the results of the self-evaluation, where applicable, as the starting point.

In **Singapore**, for example, vocational institutions are required to conduct their own institutional self-assessment against a predefined set of 25 institutional goals across five thematic areas including (i) governance and leadership, (ii) management and strategic planning, (iii) teaching and learning, (iv) industry linkages and (v) service. Upon submission of the Institutional Self-Assessment Report to the Ministry of Education (MOE), the Ministry assigns an External Review Panel for a five-day field visit. Based on the review, the institution submits an action plan, outlining its response strategies to the areas highlighted in the report. The TVET provider then submits an annual progress report on its improvement plan, which it presents during the annual Performance Review Forum with the Ministry of Education. This assessment cycle is repeated every 5 years.<sup>63</sup>

The **New Zealand** Qualifications Authority (NZQA) manages the New Zealand Quality Framework (NZQF), which is a unified Framework based on learning outcomes. Quality assured qualifications are listed in the NZQF. The NZQF is divided into 10 levels and includes information on further education and employment opportunities available to graduates upon completing each qualification level. NZQA leads QA for the tertiary non-university sector. Private training providers must first be recognized by NZQA to be accredited for providing a qualification on the NQF. The recognition process confirms that the provider meets all legislative requirements of education providers, including financing, staff, equipment and facilities. The Authority has a number of QA mechanisms including financial controls and regulations, competency of teaching staff and currency of their skills, as well as management information systems.<sup>64</sup>

The New Zealand's Qualifications Authority (NZQA) obliges tertiary private training providers to conduct an institutional self-assessment at the organizational level and participate in external evaluations. Accreditation of institutions and programs is granted based on self-evaluation. NZQA has clear evaluation criteria but does not have a standardized self-assessment template, leaving tertiary providers to develop their own. NZQA, however, does indicate key quality criteria for self-assessment including the quality of learning outcomes and relevance to key stakeholders, teaching and learning, evidence-based decision-making and actual improvement.<sup>65</sup> Training providers must conduct a self-assessment to maintain their registration with NZQA. When considering the approval of programmes, NZQA ensures that:

- Learning outcomes are in line with the qualification as listed on the NQF;
- The delivery methods are appropriate;

62. Sometimes these are peers from other TVET institutes in the same field

63. UNESCO 2020

64. NZQA

65. <https://www.nzqa.govt.nz/providers-partners/self-assessment/make-self-assessment-happen/tools-and-resources/using-evaluation-to-strengthen-organisational-self-assessment/the-purpose-of-this-resource/>

- Human and financial resources are available to deliver the course including academic staffing, teaching facilities, educational resources and equipment;
- Admission procedures are clear and inclusive;
- Assessment methods are fair, valid, consistent and appropriate.<sup>66</sup>

In **Finland**, quality assurance standards were developed with an expert working group including the social partners, municipalities and student organizations involved in regularly reviewing the indicators. The State also developed standards for teacher qualifications. The Ministry of Education and Culture authorizes VET providers. All Finnish VET providers are obliged by law to conduct a self-assessment and to take part in external evaluations.<sup>67</sup> VET providers, however, develop their own curricula, responding to local needs. Public funding for all VET providers is based on (i) the number of learners (50%), (ii) the number of completed qualifications (35%) and (iii) effectiveness (15%) in terms of graduate employment rates, access to further education, learner and employer satisfaction.<sup>68</sup>

Some countries, including Finland and **China**, have also developed quality standards for TVET teachers and trainers and put in place mandatory continuing professional development (CPD) to ensure currency of skills. In China, for example, vocational teachers are obliged to do a two-month practical training in a company in order to develop their technical skills. Promotion is contingent on the implementation of this two-month practical training, which exposes teachers who have academic qualifications, but may not have the skills qualifications, to the latest industry developments and technology.

In some countries, including the **US**, accreditation is administered by an independent accreditation agency. Independent national accreditation agencies including the Council of Occupational Education and the Accreditation Alliance of Career Schools and Colleges develop their own accreditation standards for VET providers. The Accreditation Alliance of Career Schools and Colleges requires providers that apply for accreditation to complete a self-evaluation report, detailing compliance with quality standards. ACCSC dispatches a team of on-site evaluators including an academic specialist, and an occupation/subject matter specialist to administer the external evaluation looking at the school's compliance with accreditation standards.

## 4.2 Regional best practice in QA and Accreditation

No Arab country has a comprehensive QA system for TVET; however, some countries have made significant strides in recent years to promote a culture of QA. Bahrain, Jordan, Morocco, Oman, Tunisia and the UAE are the only countries in the Arab States region that have operational unified NQFs, that include higher education, VET and general education.<sup>69</sup>

In the **United Arab Emirates**, the National Qualifications Authority (NQA) was established to develop the Emirates Qualifications Framework (QF) and to lead on quality assurance of TVET. The Abu Dhabi Centre for Technical and Vocational Education and Training (ACTVET) and the Qualifications and Awards in Dubai (QAD) provide institutional accreditation to training providers in Abu Dhabi and Dubai, respectively, to become registered to offer national qualifications. ACTVET conducts an external inspection of schools, using the self-evaluation report as the basis for its inspection. ACTVET considers six performance standards in its inspection including student achievement; student development and innovation skills; teaching and assessment; curriculum; student protection, guidance and support and leadership and management. Once the inspection

66. <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/Programme-Approval-and-Accreditation/accreditation-criteria-and-applications/6/>

<https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/Programme-Approval-and-Accreditation/programme-approval-criteria-and-applications/4/>

67. The Finnish Education Evaluation Centre within the Finnish National Agency for Education leads external evaluations

68. CEDEFOP 2019

69. [Arab Network for Quality Assurance in Higher Education](#)



is finalized, the inspection team highlights key strengths and areas that need strengthening. Each provider submits a follow-up report detailing progress against its improvement plan, which provides the basis for future inspections. If the provider meets national QA standards, ACTVET issues a [“No Objection letter”](#) for the TVET provider to offer national qualifications. All accredited programmes must be directly linked to the QFEmirates learning outcomes and only registered training providers may offer national qualifications.

The Commission for Academic Accreditation (CAA) within the Ministry of Education published standards for institutional licensing and programme accreditation for higher education institutions (HEIs), including tertiary technical institutes. Institutional licensing is a prerequisite to be admitted to the national register of licensed HEIs and for programme accreditation. Institutional review covers seven core standards including (i) governance and management; (ii) quality assurance; (iii) research and scholarly activities; (iv) health, safety and environment; (v) fiscal resources, financial management and budgeting; (vi) legal compliance and (vii) community Engagement. Institutional licensing is initially provided for three years. Renewal is based on an institutional self-assessment and external evaluation by the CAA, after which renewal is granted for a period of 3, 5 or 7 years.

Programme accreditation considers (i) quality assurance; (ii) education programs; (iii) research and scholarly activities; (iv) faculty and professional staff; (v) students and (vi) learning resource center. Only licensed HEI are eligible to apply for programme accreditation. An external review team including visiting international experts and CAA staff conduct the external review, also based on a self-evaluation against quality standards defined for programme accreditation.

**Jordan** established the Technical and Vocational Skills Development Commission<sup>70</sup> (TVSDC) in 2019, which is responsible for accreditation and quality assurance of TVET. Jordan also adopted a new unified National Qualifications Framework and launched seven National Sector Skills Councils to ensure industry linkages. In 2020, Jordan officially adopted a new system for the accreditation of professional and technical qualifications<sup>71</sup>. The TVSDC provides vocational training providers the license to practice, pending the availability of the necessary infrastructure and resources and accredits TVET programs based on predefined standards. All accredited TVET institutions must demonstrate CPD for teachers and trainers to renew accreditation and must list their programs on the NQF. Graduates of accredited TVET institutions receive a national recognition document registered in the NQF that allows them to pursue higher qualifications. Jordan also developed a system for the licensing, selection and classification of trainers and professional and technical supervisors in 2019.<sup>72</sup>

**Qatar** developed National Professional Standards for Teachers and School Leaders (NPSTL), explicitly stating the competency standards for teachers. Qatar’s Department for Teacher’s Affairs is responsible to regularly update the NPSTL and review requirements to obtain a professional license.<sup>73</sup> The Evaluation Institute operating under the Supreme Education Council develops and administers exams and it licenses teachers who meet the NPSTL. To practice the profession, teachers and school leaders must be licensed, including in private schools.<sup>74</sup> Qatar’s licensing system is online and also allows principals to evaluate teachers on the same platform.<sup>75</sup> The Education Training and Development Center at the Ministry of Education and Higher Education provides a variety of training programs for academic staff, including those required to obtain the professional license(s)<sup>76</sup>.

70. [Technical and Vocational Skills Development Commission](#)

71. [System for the accreditation of professional and technical qualifications in Jordan](#)

72. [System for the licensing, selection and classification of trainers and professional and technical supervisors in Jordan](#)

73. <https://www.edu.gov.qa/en/Deputy/educationaffairs/DepartmentOfTeacherAffairs/Pages/default.aspx>

74. UNEVOC

75. <https://www.edu.gov.qa/en/Pages/pubschoolsdefault.aspx?ItemID=86>

76. <https://www.edu.gov.qa/en/Pages/pubschoolsdefault.aspx>

## 4.3 Sector Skills Councils and Industry Linkages

In several countries including Georgia, Jordan, New Zealand, the Philippines, and Singapore, Sector Skills Councils play a leading role in ensuring industry linkages and they work closely with QA agencies to specify skill standards/ occupational standards to inform competence and assessment standards. Occupational standards specify the competences or the knowledge, skills and attitudes required for the successful performance of a task. In countries, where standards are centrally developed, SSCs do not develop but only validate these standards. Certificates for training and assessment that are based on SSC standards are listed on the NQF.

In **New Zealand**, and as part of its vocational education reforms enacted in 2020, the Government established industry-led Workforce Development Councils (WDCs) in six key industries,<sup>77</sup> which will develop industry standards<sup>78</sup> to inform curriculum development and moderate assessments. They will work closely with 15 Regional Skills Leadership Groups<sup>79</sup>, which will take the lead in identifying regional skills needs.<sup>80</sup> The Tertiary Education Commission will only fund programmes that have been endorsed by WDCs.

In **Singapore**, the Future Economy Council<sup>81</sup> coordinates the implementation of Industry Transformation Maps (ITMs), which have been developed across six broad industry clusters<sup>82</sup>, by employers, industry associations, unions and the Government. ITMs delineate the growth and competitiveness plan for each cluster, including jobs and skills. Information on sectoral skills requirements, career pathways, the list of training programmes for skills upgrading and employment prospects are further elaborated upon at the national level in the Skills Framework, which has been developed by employers, industry associations, unions and the Government<sup>83</sup>. Skills Future Singapore (SSG), a statutory board under the Ministry of Education (MOE), leads quality assurance for private education institutions. The SSG also leads the elaboration of 5-year manpower and skills plans for each priority sector, in partnership with sector lead agencies, employers and workers, identifying key skills requirements per sector over a five-year period.

In the **Philippines**, the Technical Education and Skills Development Authority (TESDA) leads the management of the TVET sector. TESDA's Board includes at least 13 public and private stakeholders and is chaired by the secretary of labour and employment, alongside the secretaries of education and trade and industry as co-chairs. TESDA issues training regulations (TR) that are used to guide competency-based curriculum development and assessment, outlining minimum quality standards. Industry Associations in 11 sectors actively work with private TVET providers to identify training needs, provide feedback on centrally-developed Training Regulations, and facilitate on-the-job training and job placement for TVET students and graduates respectively.<sup>84</sup> TVET providers are obliged to register their courses in the Unified TVET Programme Registration and Accreditation System (UTPRAS) to ensure they comply with minimum standards established under the training regulations. TESDA itself leads the assessment and certification of the competencies, to ensure that graduates can perform to the standard required. Graduates who demonstrate they have successfully acquired these competencies are provided worker certification.<sup>85</sup>

77. Manufacturing, Engineering, Logistics and Technology; Creative, Cultural and Recreation; Primary Industries; Service Industries; Health, Community and Social Services - and Construction and Infrastructure.

78. Replacing Industry Training Organizations (ITOs), which are private organizations in the tertiary sector that develop industry skills standards for their respective industries. ITOs manage the delivery, monitoring and assessment of on-the-job trainings for trainees and apprenticeships. As part of the reform process, the delivery and monitoring of on-the-job trainings will be transferred to private providers and WDCs will take the lead in developing industry standards.

79. [15 Regional Skills Leadership Groups](#)

80. <https://www.tec.govt.nz/rove/workforce-development-councils/>

81. The FEC is chaired by the Deputy Prime Minister and Minister of Finance and includes members from government, industry, unions and educational and training institutions.

82. Including manufacturing, built environment, trade and connectivity, essential domestic services, modern services and lifestyle.

83. UNESCO 2020

84. Ibid

85. ILO 2016

## ► 5. Towards a National Quality Assurance Framework

This next section provides some key recommendations developed in consultation with major stakeholders, and underpinned by international best practice, to promote a culture of QA and evidence-based decision-making in TVET in Lebanon. Two scenarios are discussed. The first is an ideal scenario, where the government takes the leads at the policy level in forging national consensus around QA standards leading to the development and implementation of a national Quality Assurance Framework (QAF). Given the absence of a conducive policy environment for evidence-based planning and quality assurance, however, a second more pragmatic scenario is proposed, where TVET institutions independently take the lead in promoting the quality of their own education until there is the conducive political environment to champion quality assurance in TVET at the national level.

### 5.1 Scenario 1: Ideal scenario

The ideal scenario is a top-down policy approach where the Ministry of Education and Higher Education/ DGTVEET champions efforts to enhance quality assurance and accreditation in TVET. This scenario assumes political will at the highest levels of government to promote QA in TVET. Under this scenario, the first immediate step taken is the establishment of a national QA Working Group (QAWG), convened under the leadership of the Ministry of Education and Higher Education (See Table 6). The WG engages the main stakeholders, including the relevant line ministries and government institutions, namely MEHE/DGTVEET, MOA, MOL and MOSA, as well as other key TVET stakeholders. These government institutions are selected because DGTVEET and MOA are the only providers of formal TVET, whereas MOL and MOSA are the only other ministries directly regulating short-term vocational trainings. It is proposed that all relevant ministries are represented on the QAWG as it is strongly recommended that a harmonized approach to institutional QA is adopted between formal and non-formal providers and between public and private providers, including across ministries, to avoid segmentation in TVET provision.

Table 6 Top-down efforts at the policy level to promote QA in TVET

Top - Down	GA Working Group	QA Capacity	QA Framework	QA Cycle Begins
	QA Working Group formed under the leadership of MEHE/ DGTVEET.	All government institutions appoint a QA focal point/lead and/or establish a QA unit.  QA focal points receive training in QA.	A QA Framework is published stating the vision, mission and predefined quality standards.  Handbook of Standards is published and self-evaluation form is available online.	TVET providers begin the process of self-assessment.  Self-assessment forms the basis for external evaluation.  Cycle is repeated every 5 years.

Source ETF 1999 and DGTVEET

The QAWG may additionally benefit from representation or consultations with the social partners and public and private TVET schools providing formal and non-formal education. The QAWG presents an opportunity to systematically engage with the social partners who are best positioned to present the skills demands of industry and with selected TVET schools and institutes who are best positioned to share the QA experience at the provider level. The Working Group may also be guided by designated quality assurance experts who can support the WG.

In this way, the QAWG will provide a platform for structured exchange on QA in TVET, allowing the main TVET stakeholders to share and reflect on their own practices and approaches to ensure quality. Consultations within the WG will seek to forge consensus around a joint vision and mission for QA in TVET, specifying the objectives and scope of this work. Participatory deliberations within the WG will also inform the development and definition of key quality standards, which must also take into consideration the changing realities of TVET provision including online learning and hybrid models. The QAWG will draw on international best practice in QA, as well as other major quality management approaches.

In this ideal scenario, stakeholder consultations of the QA WG lead to the development of a National Quality Assurance Strategy/Framework in the medium-term, which will provide the national standards guiding internal and external quality assurance. The QAF will establish the governance of the QA system and will also specify the accreditation body.<sup>86</sup> Introducing a common framework for quality assurance will enhance the accountability of the TVET system and guide efforts to improve the quality of education provision.

To put in place a QAF, the relevant government organizations including DGTVE, MOA, MOSA, NCVT and NEO must review and reflect upon their current QA practices and licensing requirements, establishing explicit standards for the accreditation of public and private providers of formal and non-formal TVET. Criteria should at minimum ensure the existence of internal quality assurance mechanisms, competency-based learning and assessment, the availability of physical (equipment and facilities) and human resources (teaching and administrative staff), student services and labour market relevance. In line with international best practice and building on UNICEF's recommendation to DGTVE in 2018, the respective government institutions may mandate institutional self-assessment as a prerequisite for external accreditation, in order to ensure compliance with predefined quality standards.

Self-assessment is a crucial milestone to promote QA in TVET that may be used as the basis for both institutional accreditation and programme approval. To this end, the relevant government organizations must also establish criteria for the approval of formal programmes. When considering the approval of programmes, education standards are considered. Common quality criteria include the alignment of learning outcomes with the NQF, teaching and learning, institutional capacity and management, admission procedures, assessment methods, student services and labour market outcomes.

To ensure that accreditation is introduced and viewed by TVET providers as a constructive learning process necessary for quality improvement, the accrediting body may carry out formative visits to the TVET school following internal self-assessment(s) and prior to the summative visit. The purpose of the formative visit is to provide guidance to the school for it to comply with minimal quality standards required for a successful accreditation outcome. This is, for example, the practice in the UAE where all TVET schools that wish to be approved as Registered Training Providers (RTPs) are eligible to receive these consultation services<sup>87</sup> prior to the first external review. Drawing on the self-evaluation and other supporting documents provided by the TVET provider, the accreditation body<sup>88</sup> then leads an external evaluation, which usually involves a summative field visit to the school and meetings with key stakeholders to identify key strengths and areas for improvement.

The TVET provider may be provided with full accreditation for a period of 5 years or partial accreditation subject to another external audit within 1-3 years. If the TVET provider significantly falls short of meeting quality standards, however, it may be denied accreditation and required to reapply after a year.

86. In many countries, the accreditation body is not necessarily the Ministry but an external quality assurance agency which works in partnership with the Ministry or is independent.

87. To be eligible for these consultative services, however, the TVET provider must have carried out at least two internal self-assessments first.

88. DGTVE and MOA respectively or an external accreditation body working independently or in close coordination with DGTVE and/or MOA, depending on the QAF.

Either way, the accreditation outcome and recommendations for improvement should inform the TVET school's improvement plan for the coming year(s). The respective government institution's<sup>89</sup> monitoring of schools is then also based on the school's reported progress against its improvement plan. In line with international best practice, training providers may be mandated to conduct a self-assessment to maintain their registration, with external accreditation administered every 3-5 years. In the long-term, it is recommended that public funding for TVET schools becomes at least partially performance-based to incentivize top performers.

To support national efforts to promote QA, however, the internal capacity of the respective government organizations, and particularly DGTVE, must first be enhanced, including through the establishment of a QA unit or focal point to lead on QA and accreditation efforts. Other government organizations providing TVET must also appoint a QA focal point to represent them in the QAWG. International organizations, which have been active in promoting QA in TVET<sup>90</sup> may also provide technical support to strengthen the capacity of the QAWG and/or key government institutions who will prioritize QA in their upcoming strategic goals.

Once an accreditation system has been put in place, the internal capacity of TVET institutions to introduce internal QA mechanisms must also be enhanced through QA trainings. Trainings will allow TVET institutions to kick off the QA process within their respective organizations, conducting an internal institutional self-assessment in preparation for external accreditation. Once accredited, TVET schools providing formal programs may also apply for program approval.

In priority sectors where sector skills councils (SSCs) are formed, it is recommended that they are engaged, and work with the relevant government institution(s) to inform curriculum development and assessment methods. SSCs may also guide non-formal trainings in their respective sectors. An SSC in crafts, for example, may prove pivotal in developing sectoral occupational/competency standards to guide curriculum development in crafts trades, which will in turn inform MOSA's strategy to lead the revitalization of the craft industry in Lebanon. SSC engagement in quality assurance will ensure industry linkages, which will in turn enhance the labour market outcomes of TVET graduates.

In the long term, a National Qualifications Framework (NQF) is formally adopted that clearly delineates the learning outcomes of formal and non-formal TVET trainings and establishes pathways between academic education and TVET, and between formal and non-formal pathways within TVET. In this scenario, only accredited TVET institutions will be able to provide qualifications listed in the NQF.

89. DGTVE or MOA

90. Including the ILO and UNICEF, who supported the NSF, ETF who actively supported the development of the NQF and also leads QA efforts, and GIZ

Table 7 Key Tasks of the Quality Assurance Working Group

Quality Assurance Working Group (QAWG) is established	
Short-term (1-2 years)	<ul style="list-style-type: none"> <li>• MEHE/DGTVET forms a QA Working Group to establish the vision, mission and scope of QA in TVET and to develop and define quality standards for self-evaluation and accreditation based on availability, accessibility and reliability of data.</li> <li>• As part of the QAWG, DGTVET and MOA hold policy consultations to review and harmonize the licensing requirements and duration of licenses for formal TVET providers.</li> <li>• As part of the QAWG, DGTVET, NCVT, NEO, MOSA and MOA develop institutional quality standards, based on which to provide licensing to all short-term providers.</li> <li>• International organizations working on QA in TVET also form a WG to coordinate efforts.</li> <li>• International organizations recruit QA expert(s) to advise the QAWG and to conduct QA workshops to strengthen the capacity of government institutions and TVET providers in QA and accreditation.</li> <li>• MEHE/DGTVET establishes a QA network among TVET providers to share best practices in QA and lessons learned.</li> <li>• Establish a QA unit or focal point within DGTVET that follows up on QA, reviews SAB reports and takes the follow-up action necessary to inform national TVET policy.</li> </ul>
Mid-term (3-5 years)	<ul style="list-style-type: none"> <li>• Quality standards for licensing are formally adopted by the respective government agencies.</li> <li>• The Government approves a quality assurance strategy, establishing the quality criteria to guide QA and accreditation. QA Strategy ensures a harmonized approach between public and private providers.</li> <li>• The accrediting body publishes guidelines for self-evaluation.</li> <li>• DGTVET and all relevant government institutions make institutional self-assessment mandatory for all public and private TVET providers in line with predefined quality criteria established with the accreditation body. Self-evaluation is accessible through an online portal.</li> <li>• DGTVET and MOA make programmatic self-assessment mandatory for the approval of all formal programs, providing TVET providers with training and guidance on QA.</li> <li>• Accreditation body provides capacity development trainings in QA to TVET providers and holds formative visit(s) to TVET schools that wish to apply for accreditation.</li> <li>• If DGTVET mandates self-assessment, each formal school will allocate a specific budget for QA and appoint a team leader (at the level of Deputy Director or senior teacher) to lead the QA process and form the self-assessment committee. In public schools that have SABs, SAB members are represented in the QA committee of each school or are closely consulted on the QA process. SABs contribute to QA by validating quality standards including for WBL and assessment.</li> <li>• Private and public TVET schools administer self-evaluation against predefined standards.</li> </ul>
Long-term	<ul style="list-style-type: none"> <li>• Accrediting body organizes an external evaluation of the school to ensure compliance with predefined quality standards. The external evaluation, which will involve a field visit to the school and meetings with key stakeholders, will identify key strengths and areas for improvement at the institutional level, based on which the TVET school will submit its improvement plan for the next year.</li> <li>• DGTVET and all relevant government institutions regularly review progress reports submitted by TVET providers against targets in the improvement plans.</li> <li>• Accreditation is periodically renewed.</li> <li>• DGTVET and all relevant government institutions incrementally introduce performance-based funding, taking into consideration geographic coverage and equity between the regions.</li> <li>• Donor agencies prioritize the funding of private TVET schools with strong QA mechanisms in place.</li> </ul>



QAWG: Link QA to a National Qualifications Framework	
Short-term (1-2 years)	<ul style="list-style-type: none"> <li>The QAWG develops teacher quality standards defining the minimum competencies expected of certified teachers providing formal and non-formal trainings.</li> </ul>
Mid -term (3-5 years)	<ul style="list-style-type: none"> <li>Teachers' standards are formally adopted and outlined in the QAF.</li> </ul>
Long-term	<ul style="list-style-type: none"> <li>Government institutions require continuing professional development for TVET teachers and trainers at least once every two years to ensure the currency of their skills, both in terms of technical knowledge through WBL and pedagogical capability through CPD.</li> <li>Government institutions make promotion of teachers based on performance evaluation and not based on years of teaching.</li> <li>Government institutions make student surveys at the end of each course mandatory. Schools send survey results as part of their Annual Report to relevant government institution.</li> <li>Action is taken to build the capacity of IPNET, which has not been operational, since 2008, to provide pre-service teacher training to train future teachers in private and public schools and institutes and in-service or continuing education for TVET teachers.</li> </ul>
Teaching and Learning: Assessment Standards	
<b>Quality standard:</b> Effective mechanisms are in place to make sure that relevant internal and external stakeholders are involved in ensuring the quality of education provision Resources are specifically allocated to ensure the quality of teaching staff and assessors	
Short-term (1-2 years)	<ul style="list-style-type: none"> <li>SABs engage employer representatives in the assessment process, including in ensuring that assessors are competent and that students are correctly assessed.</li> <li>Private non-formal TVET providers engage the private sector in developing competency standards, which are used as the basis for assessment. Private providers also engage private sector representatives in school assessments.</li> <li>Schools and institutes require all trainers conducting assessments to also be trained as assessors. This will also facilitate third party testing.</li> </ul>
Mid -term (3-5 years)	<ul style="list-style-type: none"> <li>SSCs validate assessment standards, detailing how competence should be judged to have been achieved in assessments.</li> </ul>
Long-term	<ul style="list-style-type: none"> <li>SSCs work with DGTVE's Curriculum Department in developing assessments that adequately test achievement of learning outcomes.</li> <li>SSCs may also administer their own assessments</li> </ul>
Labour Market Relevance: Industry Engagement	
<b>Quality standard:</b> Effective mechanisms are in place to involve industry representatives in programme development and review	
Short-term (1-2 years)	<ul style="list-style-type: none"> <li>The QAWG works to ensure that effective mechanisms are in place to involve industry representatives in programme development and review, linking to SSCs where available to inform curriculum development and assessment.</li> <li>The QAWG prioritizes the establishment of SABs in private and public schools, with at least 1 employer representative for each major specialization taught at the school. SABs meet at least on a quarterly basis to assess different aspects of performance and to support the development and validation of training standards.</li> </ul>
Mid -term (3-5 years)	<ul style="list-style-type: none"> <li>SSCs appoint representatives that are involved in curriculum consultations led by the Department of Curriculum and Education Techniques in the Technical Department of DGTVE in respective areas of specialization to develop national standards</li> </ul>
Long-term	<ul style="list-style-type: none"> <li>SSCs, which are employer-led, actively participate in curriculum development and assessment. Accredited training providers, which are recognized by the SSC are providing trainings that are linked to industry needs</li> </ul>

## Labour Market Relevance: Employment Outcomes

<b>Quality standard:</b> Effective mechanisms are in place to track graduate labour market outcomes and skills utilization in the workplace	
Short-term (1-2 years)	<ul style="list-style-type: none"> <li>Establish GEOs in all private and public schools. Where GEOs are available (23 GEOs so far), a GEO representative should be on the SABs, where available.</li> <li>Develop the capacity of GEOs in career guidance, job placement and evaluation of graduate labour market outcomes through tracer studies. Provide technical resources to GEOs, providing templates for employer surveys, satisfaction forms, procedures for assessment, guidelines for curriculum development and CBT, procedures of recruitment and evaluation of trainers etc.</li> <li>DGTVE with technical support from the ILO to develop standard Tracer studies and employer satisfaction surveys that can be used by all TVET providers</li> <li>Develop the capacity of NEO to signal labour market demand.</li> </ul>
Mid -term (3-5 years)	<ul style="list-style-type: none"> <li>GEOs launch tracer studies following a cohort of graduates after graduation to track their employment status, and learn about job characteristics including inter alia salary, position, main responsibilities and job satisfaction</li> <li>GEOs conduct employer satisfaction surveys during and after WBL.</li> <li>The results of employer surveys during WBL are used to inform the school's improvement plan</li> <li>Government institutions links with SSCs, where available, that advise on skills shortages and labour market demands in the industry</li> <li>SSC is established in the crafts sector to guide MOSA TVET Strategy in this sector.</li> </ul>
Long-term	<ul style="list-style-type: none"> <li>Government institutions require TVET institutions to regularly conduct tracer studies and employer satisfaction surveys, using both as indicators of labour market relevance in their own self-evaluations. Results inform curriculum design and revisions, with implications on equipment required.</li> <li>Where available, SSCs regularly provide feedback back to schools on relevance, quality and currency of skills.</li> </ul>

## Infrastructure (Equipment)

Short-term (1-2 years)	<ul style="list-style-type: none"> <li>With regard to required equipment for licensing, the relevant government institutions work with the social partners and industry experts to specify equipment needed per course, beginning with formal programs in priority sectors.</li> </ul>
Mid -term (3-5 years)	<ul style="list-style-type: none"> <li>Each government institution formally specifies the equipment needed for priority specializations, which is periodically updated in close coordination with social partners and industry experts or Sectoral Skills Council if available.</li> <li>The relevant government institutions work with the social partners and industry experts to specify equipment needed per course for all short-term programs, which is regularly updated in close coordination with social partners and industry experts or Sectoral Skills Council if available.</li> </ul>
Long-term	<ul style="list-style-type: none"> <li>The relevant government institutions specify the equipment needed for priority specializations in short-term programs, which is periodically updated in close coordination with social partners and industry experts or Sectoral Skills Council if available.</li> </ul>



Occupational Safety and Health (OSH)	
Short-term (1-2 years)	<ul style="list-style-type: none"> <li>The relevant government institutions develop OSH quality standards required in TVET institutes and schools that can be used as the basis for school construction, procurement of equipment, and protection measures.</li> </ul>
Mid -term (3-5 years)	<ul style="list-style-type: none"> <li>OSH quality standards are formally adopted and outlined.</li> <li>Schools are mandated to review their existing OSH management arrangements and assess whether available measures are sufficient to eliminate hazards and risks to workers' safety and health. The result of this review is an internal OSH audit report, which is part of the self-evaluation.</li> </ul>
Long-term	<ul style="list-style-type: none"> <li>The external audit follows the list of predefined criteria to assess whether the OSH management system is adequate and includes the necessary protective measures to prevent hazards. Audit results are included in the school's improvement plan.</li> </ul>
Management and Governance: Information Management	
<b>Quality standard:</b> Up-to-date information about student enrollment and completion rates, program delivery and labour market outcomes is available and readily accessible	
Short-term (1-2 years)	<ul style="list-style-type: none"> <li>Expand the scope of the Education Management Information System (EMIS) at DGTVE to all DGTVE schools, including short-term vocational providers to enhance evidence-based decision-making.</li> <li>Establish an Education Management Information System (EMIS) at MOA and all government institutions regulating TVET to enhance evidence-based decision-making. Private schools and institutes develop their own MIS, ensuring that indicators that will be regularly collected and updated for self-evaluation are in the MIS.</li> </ul>
Mid -term (3-5 years)	<ul style="list-style-type: none"> <li>DGTVE introduces the quality standards that will be used in the self-evaluation in its EMIS.</li> <li>MOA introduces the quality standards that will be used in the self-evaluation in its EMIS. Schools regularly monitor their performance against quality standards and report progress against targets in their MIS.</li> </ul>
Long-term	<ul style="list-style-type: none"> <li>DGTVE is able to track school progress against indicators, enabling evidence-based planning.</li> <li>MOA is able to track school progress against indicators, enabling evidence-based planning.</li> </ul> <p>Schools have annual reports clearly tracking progress against targets that will guide their own evidence-based planning and improvement plans.</p>
Sector Skills Councils (SSCs)	
Short-term (1-2 years)	<ul style="list-style-type: none"> <li>Employer-led SSCs are formed in priority sectors. There is at least one MEHE/DGTVE official serving as an observer in each SSC.</li> </ul>
Mid -term (3-5 years)	<ul style="list-style-type: none"> <li>Curriculum development is competency-based and informed by sectoral industry standards made public by the respective SSC(s) or quality standards validated by the SSC. Equipment checklist for each program is informed by the SSC equipment checklist, which is regularly updated. SSCs will also validate the assessment standards to ensure that all trainees are assessed in the same way.</li> <li>SSCs guide providers on regional and national labour market trends and sectoral skills requirements</li> </ul>
Long-term	<ul style="list-style-type: none"> <li>DGTVE accredits short-term vocational courses in respective sector, based on predefined quality standards set by SSCs.</li> <li>Accredited training providers, which are recognized by the SSC are providing trainings that are linked to industry needs</li> <li>SSCs could develop and provide a short certificate for training and assessment for teachers, which teaches trainers the design, delivery and assessment of vocational training.</li> </ul>

## 5.2 Scenario 2: Pragmatic scenario

Until such time that there is a conducive policy environment for QA, the pragmatic scenario takes into account the present political deadlock and suggests a bottom-up approach to QA in TVET where TVET schools and institutes who are vested in QA take the lead in developing internal quality standards, in line with international best practice (see Table 8).

Table 8 Bottom-up approach to QA in TVET

Bottom-Up	QA Network	Model Schools in QA	School forms QA Committee	School conducts self-assessment
	Form a QA Network including TVET providers who are committed to promoting QA and establishing internal QA mechanisms. Network serves as a platform to share best practice and lessons learned.	International organizations may invest in piloting model TVET schools in QA.  Participating private TVET providers may pilot SABs.	School forms QA Committee.  TVET providers committed to QA, particularly members of the QA Committee, are trained in QA.	QA Committee defines internal quality standards. QA Committee coordinates with SAB in model TVET schools. School conducts self-assessment.

Even though many private providers of formal and non-formal trainings interviewed have shown considerable commitment to promoting quality assurance, they expressed the need for capacity development in QA. To address this gap, international organizations may invest in piloting model public and private TVET schools in QA. These model schools will receive the technical support necessary to develop their QA systems, including through capacity building QA workshops. This technical support will in turn allow these TVET model schools and institutes to lay the foundation for external accreditation.

A QA network or working group may also be created, which can serve as a platform to share QA experiences, best practice and lessons learned among TVET providers who are working to promote internal QA mechanisms. Membership in the QA WG may be voluntary, in order to ensure the agility and technical nature of this working group. It will be open to all stakeholders who are committed to promoting QA in their respective institutions.

As a first step to promote an internal QA system, each participating TVET institution may allocate a specific budget for QA and appoint a team leader<sup>91</sup> to lead the QA process and form the self-assessment committee. In public schools that are establishing School Advisory Boards (SABs), it is recommended that these boards be closely engaged in this process and play a key role in QA. SAB members are appointed for two years and include private sector representatives<sup>92</sup> and school representatives<sup>93</sup>. The main function of the SABs is to guide vocational schools on competences needed in the labour market<sup>94</sup>. SABs are only being activated in 2021, which presents an opportunity to engage SABs in quality assurance, through participation or close coordination with the QA committee in TVET model schools to develop quality standards to guide internal quality assurance.

91. At the level of Deputy Director or senior teacher

92. 3-9 employers including at least one employer for each BT provided. The school director decides which BT should be represented according to his/her own criteria including number of students and jobs opportunities. Sometimes the director nominates an employer from an occupation that is not yet offered at the school, hoping to have it in the future.

93. Including the school director, a teacher representative and an administrative representative

94. The school proposes its SAB membership, sending a letter to DGTVE. Members are formally approved by a decision issued from the General Director for Vocational and Technical Education.

**Table 9 Recommendations towards a National QAF: Bottom-up approach pragmatic scenario**

Bottom-up approach	
Short-term (1-2 years)	<ul style="list-style-type: none"> <li>International organizations conduct QA workshops to strengthen the capacity of TVET providers to develop internal QA systems establishing predefined quality standards, in preparation for external accreditation.</li> <li>Pilot model TVET schools in QA take the lead in developing their own QA standards. In case these model schools have active SABs, ensure linkages with the SAB, consulting SAB members on the pre-defined quality standards selected that will guide self-assessment. Schools that do not have a SAB should put together an advisory body, which regularly consults with employers to ensure that their equipment is up to date and identify additional equipment needs.</li> <li>A QA network is established among TVET model schools under the leadership of an international organization to share best practices in QA and lessons learned.</li> </ul>
Mid -term (3-5 years)	<ul style="list-style-type: none"> <li>Private and public TVET schools administer self-evaluation against predefined standards. SSCs develop sectoral quality standards and make those public.</li> <li>Donor agencies prioritize the funding of private TVET schools with strong QA mechanisms in place.</li> </ul>
Long-term	<ul style="list-style-type: none"> <li>Model TVET schools may gain international accreditation and can share best practice and lessons learned with new TVET providers that would like to introduce internal QA mechanisms.</li> <li>The experience of model schools can inform QAWG deliberations, when and if this WG is activated.</li> </ul>
Quality Assurance: Developing quality standards	
<b>Quality standard:</b> Clear quality assurance systems have been explicitly introduced Relevant internal and external stakeholders are involved in QA	
Short-term (1-2 years)	<ul style="list-style-type: none"> <li>TVET providers participate in QA workshops to strengthen their capacity to develop internal QA systems establishing predefined quality standards, in preparation for external accreditation.</li> <li>TVET providers formally introduce an internal quality assurance system.</li> </ul>
Mid -term (3-5 years)	<ul style="list-style-type: none"> <li>Each formal school will allocate a specific budget for QA and appoint a team leader (at the level of Deputy Director or senior teacher) to lead the QA process and form the self-assessment committee. In public schools that have SABs, SAB members are represented in the QA committee of each school or are closely consulted on the QA process. SABs contribute to QA by validating quality standards including for WBL and assessment and monitoring the latter.</li> <li>Private and public TVET schools administer self-evaluation against predefined standards. SSCs develop sectoral quality standards and make those public. TVET schools align their learning outcomes with occupational standards.</li> </ul>
Long-term	<ul style="list-style-type: none"> <li>Accrediting body (national and/or international) organizes an external evaluation of the school to ensure compliance with predefined quality standards. The external evaluation, which will involve a field visit to the school and meetings with key stakeholders, will identify key strengths and areas for improvement at the institutional level, based on which the TVET school will submit its improvement plan for the next year.</li> <li>TVET provider develops an improvement plan based on accreditation findings. TVET providers seek to periodically renew their accreditation.</li> </ul>

<b>Quality standard:</b> Effective mechanisms are in place to involve industry representatives in programme development and review	
Short-term (1-2 years)	<ul style="list-style-type: none"> <li>Non-formal providers regularly consult employers through focus group discussions by specialization to enhance labour market relevance. In this way, a selected number of employers are invited to participate in school consultations, guiding the identification of labour market needs and key competencies required to inform curriculum development. Employers also participate in assessments of practical work, facilitating WBL and job placement and validating competency and assessment standards.</li> </ul>
Mid -term (3-5 years)	<ul style="list-style-type: none"> <li>SSCs develop or validate occupational standards or the key competencies required for occupations in demand in the sector, which will be used as the basis for curriculum development, assessment and accreditation in short-term vocational training.</li> <li>SSCs establish closer links with vocational providers to enhance labour market relevance, including through participating in school consultations with TVET schools and institutes, taking part in assessments, facilitating WBL and job placement and providing equipment.</li> </ul>
Long-term	<ul style="list-style-type: none"> <li>SSCs may provide their own certification to graduates who demonstrate they have successfully acquired competencies required in a specific occupation, or to graduates who successfully complete apprenticeships.</li> </ul>
<b>Teaching and Learning: Quality of Teachers</b>	
<b>Quality standard:</b> Resources are specifically allocated to ensure the quality of teaching staff and assessors	
Short-term (1-2 years)	<ul style="list-style-type: none"> <li>Schools require continuing professional development for TVET teachers and trainers at least once every two years to ensure the currency of their skills, both in terms of technical knowledge through WBL and pedagogical capability through CPD.</li> <li>Schools and institutes introduce performance evaluation of teachers based on predefined criteria.</li> </ul>
Mid -term (3-5 years)	<ul style="list-style-type: none"> <li>SSCs develop a roster of qualified sectoral trainers, identifying requirements in terms of initial training, work experience, pre-service and in-serving training.</li> <li>SSCs develop a professional development module for TVET instructors in the private sector</li> </ul>
<b>Teaching and Learning: Learners' Perspectives</b>	
<b>Quality standard:</b> Effective mechanisms are in place to make sure that relevant internal and external stakeholders are involved in ensuring the quality of education provision	
Short-term (1-2 years)	<ul style="list-style-type: none"> <li>Schools and institutes introduce student course evaluations at the end of each course, the results of which are discussed at a school management level.</li> </ul>
Mid -term (3-5 years)	<ul style="list-style-type: none"> <li>Learner surveys are analyzed in the self-assessment process.</li> </ul>
Long-term	<ul style="list-style-type: none"> <li>Learner surveys inform school self-improvement plans and external school inspection.</li> </ul>

Labour Market Relevance: Employment Outcomes	
<b>Quality standard:</b> Effective mechanisms are in place to track graduate labour market outcomes and skills utilization in the workplace	
Short-term (1-2 years)	<ul style="list-style-type: none"> <li>Establish GEOs in all private and public schools. Where GEOs are available (23 GEOs so far), a GEO representative should be on the SABs, where available.</li> <li>TVET model schools develop the capacity of GEOs in career guidance, job placement and evaluation of graduate labour market outcomes through tracer studies.</li> <li>Specialized international organizations provide technical resources to GEOs, providing templates for employer surveys, satisfaction forms, procedures for assessment, guidelines for curriculum development and CBT, procedures of recruitment and evaluation of trainers etc.</li> </ul>
Mid -term (3-5 years)	<ul style="list-style-type: none"> <li>GEOs launch tracer studies following a cohort of graduates after graduation to track their employment status, and learn about job characteristics including inter alia salary, position, main responsibilities and job satisfaction GEOs conduct employer satisfaction surveys during WBL and after The results of employer surveys during WBL are used to inform the school's improvement plan</li> </ul>
Long-term	<ul style="list-style-type: none"> <li>TVET institutions regularly conduct tracer studies and employer satisfaction surveys, using both as indicators of labour market relevance in their own self-evaluations. Results inform curriculum design and revisions, with implications on equipment required.</li> <li>Where available, SSCs regularly provide feedback back to schools on relevance, quality and currency of skills.</li> </ul>
Labour market linkages and SSCs	
Short-term (1-2 years)	<ul style="list-style-type: none"> <li>Private model TVET schools establish their own SABs, with at least 1 employer representative for each major specialization taught at the school. SABs meet at least on a quarterly basis to assess different aspects of performance and to support the development and validation of training standards.</li> <li>Industry champions form SSCs in priority sectors. SSCs include employers, trade unions, representatives from the TVET sector and professional associations, as relevant to the sector with a MEHE/DGTVE official invited to participate as an observer.</li> </ul>
Mid -term (3-5 years)	<ul style="list-style-type: none"> <li>SSCs develop or validate sectoral quality standards and make those public. Industry standards will inform curriculum development for private and public providers who adopt the competency-based approach.</li> <li>SSCs develop an equipment checklist for each program, which is regularly updated.</li> <li>SSCs conduct sectoral labour market assessments to guide providers on regional and national labour market trends and sectoral skills requirements.</li> <li>SSCs also validate the assessment standards to ensure that all trainees are assessed in the same way.</li> </ul>
Long-term	<ul style="list-style-type: none"> <li>SSCs develop and provide a short certificate for training and assessment for teachers, which teaches trainers the design, delivery and assessment of vocational training in key occupations.</li> <li>Accredited training providers, which are recognized by the SSC are providing trainings that are linked to industry needs.</li> </ul>

In conclusion, even though two scenarios are presented in this study, they are not mutually exclusive. Ideally national quality standards would guide the work of TVET institutions that are committed to QA, because no matter how successful bottom-up approaches are, ultimately, quality assurance cannot be sustained or harmonized without a national framework to guide the QA process. This study, therefore, emphasizes the need for government, and particularly MEHE/DGTVET, to lead national efforts to promote quality assurance in TVET at both the institutional and programmatic level, building toward a National Quality Assurance Framework.

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## ► Annex 1 Interviews

### I. Governmental Organizations

	Organization	Name	Position	Date of Meeting
1	Directorate General for Vocational and Technical Education	Joseph Younes	Head of Monitoring and Exam Department	28 October 2020
		Toni Rached	Head of Vocational Training	28 October 2020, 10 February 2021
2	Ministry of Agriculture	Fatima Helbawi	Head of Education and Extension Service	1 December 2020, 2 February 2021
3	National Employment Office	Elie Berbari	Head of Professional Orientation and Vocational Training Services	27 October 2020, 21 January 2021
4	National Vocational Training Center	Hassan Nasrallah	President	28 October 2020

### II. International Organizations

	Organization	Name	Position	Date of Meeting
1	GIZ	Enzo Sciolla	Team Leader, Vocational and Technical Education for All in Lebanon (VTE4all)	10 February 2021
		Nada Mouzannar- Melki	Expert in Lebanese VTE System	19 February 2021
2	UNICEF	Nabil Naccache	Consultant	11 February 2021
3	ETF	Simona Rinaldi	Specialist in Human Capital Development, Country Coordinator Lebanon	17 February 2021

### III. Private providers

	Organization	Name	Position	Date of Meeting
1	AVSI	Elissar Gamayel	Deputy Program Manager	26 November 2020, 10 February 2021
		Samar Khalil	Livelihood Coordinator	26 November 2020, 10 February 2021
2	Chamber of Commerce and Industry	Hana Nehmé Haidar	Director of Human Resources	26 November 2020
3	CIS College	Wael Mikdash	Vice President of Administrative Affairs	14 December 2020, 28 January 2021
4	Cortbawi	Soeur Souhaila Naddaf	Director	11 February 2021
		Nisrine Berdawil	Director of the Bureau of Career Orientation and Employment	11 February 2021
5	Don Bosco Technical Highschool	Zeina Abou Maroun	Executive Director and Educational Director	19 November 2020, 11 February 2021
6	Foyer de l'Amitié	Père Talal Taalab	Manager Director	17 November 2020, 9 February 2021
7	IECD	Maya Boustani	Program Manager	19 November 2020, 2 February 2021
		Imane Ayatillah	Program Manager	19 November 2020
8	Lebanese Organization for Studies and Training	Tarek Chebli	Vocational Training Manager	26 November 2020
9	Makhzoumi Foundation	Noura Shaheen	Vocational Training Program Coordinator	4 December 2020, 26 January 2021
10	Mouvement Social	Hoda Houssari	Youth Coordinator	4 December 2020
		Salha Khater	Youth Program Coordinator	2 February 2021
			Program Manager	2 February 2021
11	RMF	Hasna Moawad	Head of Education and Human Development Department	24 November 2020
12	Safadi Foundation	Samar Boulos	General Manager of Safadi Foundation	25 November 2020, 25 January 2021

## ► Annex 2 Glossary

Term	Definition
Accreditation of a TVET provider	Third-party external formal recognition verifying that a provider can competently perform specific tasks, and that it conforms to predefined quality standards and criteria. Accreditation is normally performed by legislative or professional authorities.
Assessment of learning outcomes	Assessment is the process of ensuring that the learning outcomes in terms of knowledge, skills and/or competences have been acquired.
Assessment standard	Statement establishing the learning outcomes of what a learner should be able to know and do upon completion of a learning course
Certification standard	“Certification standard refer to statements of rules applicable to obtaining a certificate or diploma as well as the rights conferred.” CEDEFOP 2011
Competency	<p>“Demonstrated ability to apply knowledge, skills and attitudes in order to successfully complete work activities to a defined standard of performance, as expected in a real-life workplace environment.” Competencies can be technical or transversal/general competencies also known as soft skills, employability or life skills. ILO 2020</p> <p>“The ability and readiness to use knowledge, skills and personal, social and methodological, competences in work or study situations and for occupational and personal development. Competence is understood in this sense as action skills (German DQR, 2009, p.3).”</p>
Educational standard	“Statement of learning objectives, content of curricula, entry requirements and resources required to meet learning objectives”
Learning outcomes	“Statement of what a learner knows, understands and is able to do upon completion of a learning process, which are defined in terms of knowledge, skills and competence.” European Commission (2008b)
Occupational standards	<p>Occupational standards used interchangeably with competency standards are “evidence-based benchmarks of competent performance in the workplace which have been agreed by a representative sample of employers and other stakeholders.” Occupational standards outline the minimal requirements in terms of knowledge (what people know) and skill (what people are able to do) for competent performance within “defined workplace” contexts. ILO 2018</p> <p>Occupational standards specify the competences or the knowledge, skills and attitudes required for the successful performance of a task, informing both curriculum and assessment development. Occupational standards are developed by industry experts in close consultation with job supervisors and workers to ensure validity. When occupational standards are adopted and validated by an industry, they are referred to as industry standards.<sup>95</sup></p>
Quality assurance	Establishes the foundation for accreditation of providers and programmes
Competence standards	Knowledge, skills and technical abilities required to competently practice a profession
Quality cycle	Also known as the PDCA cycle consists of 4 phases: (1) Plan, (2) Do, (3) Check, (4) Act
Quality indicator	Formally agreed upon indicator used to evaluate quality performance
Quality standards or benchmarks	<p>Specifications or guidelines that are used as the point of reference of basis for quality assurance and against which quality is measured.</p> <p>Standards are shaped by best practice and by minimum standards established by law. Standards can be distinguished as input, process and output standards. They can also be subcategorized into competence standards, educational standards, occupational standards, assessment, validation and certification standards.</p>

95. ILO 2019

Term	Definition
National Qualifications Framework	Classification of qualifications enabling the comparison of qualifications
Self evaluation of a VET provider	To internally review the quality of education provision based on predefined criteria
Validation standard	“Statements of level of achievement to be reached by the person assessed, and the methodology used.” CEDEFOP

*Source ETF, CEDEFOP (2011), EQAVET, the ILO*



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