

KEY POLICY DEVELOPMENTS IN EDUCATION, TRAINING AND EMPLOYMENT

2025

LEBANON

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ABOUT THIS PAPER

Each year, the ETF monitors developments in education, skills, and employment in its partner countries to support informed decision-making by identifying trends, opportunities and challenges. The results are reported by country, across countries, and by selected theme.

This document is the country-level report (country fiche) for 2025 for Lebanon. As with all ETF monitoring, it draws on multiple sources of evidence and is the culmination of a year-long process of data collection, analysis and consultations. One key source of evidence is the ETF KIESE database, which provides internationally comparable indicators on areas such as country demographics, economics, education and employment. The indicators are mainly sourced from international repositories, including UNESCO, the World Bank, the OECD, Eurostat, and the ILO, while some come directly from partner countries, for instance, from their labour force surveys¹.

Another source of evidence is the ETF's flagship monitoring initiative the Torino Process, which compiles system performance indices (SPIs) using KIESE data and expert surveys. The SPIs combine selected KIESE indicators to track policy and system performance in education and Vocational Education and Training (VET) in key areas such as access, quality and system management. Where KIESE data is missing, the SPIs rely on expert surveys that help fill the gaps and contextualise the findings in the analysis stage. 'Performance' in this context refers to the extent to which policies and systems deliver results in these areas². In 2025, the ETF compiled SPIs for a total of 32 performance areas and sub-areas, including by groups of learners such as youth and adult, men and women, socio-economically disadvantaged young people, and adults with no or low levels of education.

ETF country missions complement these data sources by engaging with key policy stakeholders and gathering qualitative insights on policy developments, recently enacted legislation and major reforms. Finally, where necessary, the ETF draws on third-party publications and analytical work to complement gaps in available evidence or to clarify developments that are not fully captured by ETF monitoring.

The country fiche begins with Chapter 1 – a country profile that describes the demographic and socio-economic conditions in the country. Chapter 2 sets out recent policies in education and training, together with the education system structure, including for adult learning. Chapter 3 provides an overview of employment and labour-market policies and introduces the main strategies, institutions and initiatives. Chapter 4, the final chapter, gives the results of policies and arrangements in education and training.

¹ The full selection of KIESE indicators for 2025 can be found here <https://bit.ly/4j6taZW>.

² The subset of KIESE indicators used for the calculation of the Torino Process SPIs in 2025 can be found here: <https://bit.ly/433OR8j>. The full list of questions used in the 2025 round of Torino Process system performance monitoring can be found here: <https://bit.ly/3YUlbXE>. For a full overview of the Torino Process system performance monitoring framework, see <https://bit.ly/47YGA6l>. The methodology for calculating the SPIs can be found here: <https://bit.ly/3XJg101>.

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KEY TAKEAWAYS

Country profile and developments: Lebanon's population was estimated at 5.77 million in 2023. Children aged 0–14 make up around 27 % of the population. Migration plays a major role in shaping demographic patterns. Almost a quarter of residents were born abroad, and a sizeable share of Lebanese nationals resides outside the country. Despite these shifts, there is modest overall population growth. The socioeconomic environment reflects a prolonged period of instability. Economic activity contracted in 2022, and inflation reached extremely high levels in 2023, driven by currency depreciation and sustained political deadlock. Remittances represent a critical source of income and account for a substantial share of GDP. Although Lebanon historically combined relatively low poverty levels and moderate levels of income inequality, successive crises have led to a sharp erosion of living standards. At the same time, human development indicators remain comparatively high by regional standards.

In political terms, 2025 saw the formation of a new presidency and government, followed by the launch of the 'Homeland Shield Plan', which aims to strengthen state authority. Security conditions nevertheless remain fragile, particularly in the south. The 2023–2024 conflict involving Israel caused extensive damage to infrastructure (especially in South Lebanon), triggered large-scale internal displacement and placed additional strain on the country's capacity to govern and provide public services, including education.

Developments in education and training: Lebanon has recently initiated a set of strategic reforms that point to a gradual modernisation of its general education and vocational education and training (VET) systems. In VET, the National Strategic Framework for TVET 2024–2029 outlines priorities to broaden access, improve quality, and strengthen private sector input, including through pilot initiatives on competency-based curricula, apprenticeships and work-based learning. In general education, the Five-Year General Education Plan (2021–2025) focuses on equitable access, with a follow-up phase currently under development.

Internationally funding plays a central role, particularly in digital education, quality assurance, and skills development for vulnerable groups. At the same time, implementation is hampered by funding shortages, political instability and weak data availability. Quality assurance is evolving, with initial steps to accredit infrastructure and develop monitoring tools having been made, though arrangements remain fragmented and underdeveloped across subsectors.

Employment and labour market developments: Lebanon does not have a comprehensive national employment strategy, which curbs job creation and limits the scope for demand-driven education and training responses. Employment policy falls to the Ministry of Labour, although public employment services remain under-resourced and have limited reach. The National Social Protection Strategy (NSPS, 2024) seeks to shift the focus from short-term assistance towards more sustainable livelihoods. Its priorities include skills development, entrepreneurship and social inclusion, with particular attention paid to young people, women and vulnerable population groups.

Labour market outcomes remain extremely weak. Employment rates among working-age adults are low, and it is particularly difficult for young people to enter the labour market. Unemployment affects a large share of the labour force, with youth rates especially high. A substantial proportion of young people are not in education, employment or training, pointing to persistent barriers to labour market integration. Employment is concentrated in the services sector, yet informal and vulnerable forms of work remain widespread and limit income security and access to social protection.

The 2023–2024 conflict further disrupted labour market conditions, particularly for micro, small, and medium-sized enterprises. Job losses, business closures and reduced economic activity contributed to rising levels of informal working and entrenched patterns of exclusion, further reinforcing structural weaknesses in how jobs are created and the labour market is governed.

Trends in access, retention, completion: Access to education remains limited at all levels, and outcomes related to learner retention and course completion remain weak, particularly in VET. Learning outcomes raise persistent concerns, reflecting low foundational skills among entrants and curricula that are not consistently updated or aligned with labour market needs. Although reforms aim to strengthen relevance through competency-based approaches and closer employer involvement, progress remains uneven.

Progression and completion remain a major weakness of VET in Lebanon. Many students enter VET with significant learning gaps in language and mathematics, typically dating back to around Grade 7 of general education. Since vocational programmes do not require entrance examinations, learners with weak academic records often transition into VET, which increases their risk of underperformance and dropout.

Quality and relevance of learning: Lebanon is updating its education and vocational training, focusing on better access, quality, and practical skills through stronger ties with employers. Lebanon has recently undertaken a series of strategic reforms both in general education and VET. In vocational education, the National Strategic Framework for TVET 2024–2029 seeks to expand access, quality, and practical skills through stronger ties with employers. Lebanon has begun to improve education and training quality through enhanced accreditation, monitoring, and evaluation systems. Quality assurance in vocational education currently focuses on infrastructure accreditation, but planned reforms under the updated National Strategic Framework for TVET aim to develop a more comprehensive system emphasising competency-based learning, qualified staff and labour market alignment.

The Directorate General for Vocational and Technical Education has appointed a quality and accreditation leader to advance institutional evaluation policies and external assessments. However, as suggested earlier, formal systems for accrediting distance and blended learning are still in their infancy. While education management information systems are being developed for better monitoring and data-driven decision-making, gaps persist in graduate tracking and school-to-work transition surveys due to limited resources and political instability.

System management and organisation: The MEHE has recently established the Local Education Group (LEG) to strengthen coordination within the education sector and foster collaboration between the government and its partners on strategic policy, planning and programming. The LEG works alongside existing coordination fora such as the Donor Working Group (DWG), the 3RF Education Working Group, the Strategic Management Board of the Transition and Resilience Education Fund (TREF) and the National Partners Meeting on Education (ESW).

System performance is further constricted by chronic underinvestment, deteriorating infrastructure, shortages in learning resources and stretched human resources, including limited professional development and weak leadership capacity. While donor support helps to mitigate some immediate pressures, structural challenges in governance, accountability and system capacity continue to weigh heavily on education, skills development and employment outcomes.

1. COUNTRY PROFILE

Table 1.1 Demographic and socio-economic context: key indicators, Lebanon

Indicator	Amount	Year	Source
Total population (in thousands)	5773.5	2023	UN DESA, World Bank
Relative size of youth population (%)	27.0	2023	UN DESA
Population growth rate	0.5	2023	World Bank, UN DESA
Dependency ratio	57.6	2023	World Bank, UN DESA
Immigrant stock as % of total population	24.5	2024	UN DESA
Emigrant stock as % of total population	11.7	2024	UN DESA
GDP growth rate	-0.6	2022	World Bank
GDP per capita (PPP)	12292.8	2022	World Bank
Migrant remittance inflows (USD mil.) as % of GDP	30.7	2022	World Bank
Inflation rate	221.3	2023	IMF
Poverty headcount ratio (USD 8.30/day)	5.5	2011	World Bank
Gini coefficient (Income inequality)	31.8	2011	World Bank
Human development index (HDI)	0.752	2023	UNDP, World Bank

Source: ETF KIESE database

1.1 Demographics

The population of Lebanon stood at 5.77 million in 2023. The demographics of the country are strongly shaped by migration: in 2024, almost one quarter of residents (24.5 %) were foreign-born, while 11.7 % of the population was living abroad. In fact, Lebanon is the country with the highest number of refugees per capita of all the ETF partner countries.

Despite sizeable inflows of migrants, overall population growth was only 0.5 % in 2023. This is modest in international comparison and suggests that birth rates in Lebanon are low and that immigration plays an important role in sustaining the demographic balance.

Despite the low birth rate, Lebanon has a relatively young population, with those aged 0–14 accounting for 27 % of the total (Table 1.1). The dependency ratio, defined as the share of people below and above working age relative to those of working age (15–64), stood at 57.6 in 2023. This level is close to the world average, somewhat higher than in the EU, but lower than in many countries at a similar level of development. In practice, the dependency burden in Lebanon is youth-heavy, while the fiscal and social burden from older adults is still relatively subdued.

1.2 Economy

Lebanon’s economic performance has been highly unstable in recent years. In 2022, GDP contracted by 0.6 %, and by 2023 the inflation rate had skyrocketed to 221.3 % (Table 1.1). The collapse of the

Lebanese pound, which has lost more than 98 % of its value since 2019, remains the central driver of these price rises (World Bank, 2023).

Monetary expansion by the central bank to finance government deficits and meet liquidity needs has also fuelled inflation (International Monetary Fund [IMF], 2023). A system of multiple exchange rates created opportunities for speculation and weakened confidence in the currency (World Bank, 2023; IMF, 2023). At the same time, political deadlock and the absence of structural reforms have eroded institutional credibility and prevented effective stabilisation (Gebeily, 2023).

High inflation, exchange rate volatility, and falling real wages have eroded living standards and undermined economic security. The economy functions with a mix of local and foreign currencies, something that adds to the uncertainty that households and businesses face in managing their finances.

Remittances remain a cornerstone of household welfare and a source of externally supported stability. In 2022, diaspora inflows accounted for 30.7% of GDP, one of the highest shares worldwide. These transfers provide a lifeline for families and the broader economy.

1.3 Income and living standards

Lebanon historically combined relatively low poverty and moderate inequality with strong human-capital outcomes. However, the data shows that the realities at the time of monitoring in 2025 diverge sharply from those earlier benchmarks.

The sharp deterioration in living standards since the economic and financial collapse in 2019 is not captured in internationally comparable data, as the most recent poverty and inequality estimates date back to 2011 (Table 1.1). At that time, the poverty headcount ratio at the international threshold of USD 8.30 per day was 5.5 %, which suggests that only a small share of the population lived in poverty by global standards. The Gini coefficient of 31.8 in the same year pointed to moderate levels of income inequality in international comparison.

More recent evidence is available through the Human Development Index (HDI), which stood at 0.752 in 2023. This places Lebanon in the category of countries with high human development. Life expectancy is relatively high at 77.8 years, close to the HDI's upper benchmark in this dimension. In education, the average adult has completed 10.4 years of schooling, while children entering the system can expect 11.7 years. This represents a solid, though not top-level, outcome. In contrast, the comparatively low GNI per capita pulls down Lebanon's HDI result as it is well below the global average.

That said, the HDI is limited by design: it relies on three slow-moving indicators – life expectancy, schooling and GNI per capita – and therefore does not capture the short-term effects of high inflation, exchange-rate instability or the erosion of real wages on household welfare.

1.4 Recent developments

Lebanon has experienced significant political developments following the official cessation of hostilities between Israel and Lebanon (2023-24). 2025 was marked by the election of General Joseph Aoun as president and the formation of a new government led by Prime Minister Nawaf Salam in February. This administration has initiated the 'Homeland Shield Plan', a phased strategy aimed at consolidating state authority over all arms within the country. The plan's implementation commenced in southern Lebanon and is set to expand nationwide, reflecting the government's commitment to enforcing United Nations Security Council resolutions and reasserting sovereignty over its territory. However, there are continued reports of military activity in parts of Lebanon, particularly in areas of southern Lebanon for which the Israeli Army has reiterated its restrictions on civilian presence. To date, insecurity still impacts civilians, hinders humanitarian access, and complicates return and recovery.

1.5 The crisis/war and its impact

Lebanon's protracted crises since 2019 – including the recent conflict with Israel, prolonged economic depression and the continued refugee influx – have profoundly disrupted its societal and economic fabric. The multiple effects of these crises have deepened poverty and vulnerability, while systemic weaknesses have hampered any effective recovery response or sustainable, cross-sector development.

The 2023–2024 Israel-Lebanon war severely compounded the country's ongoing economic and institutional collapse, aggravating pre-existing fragility. Governance systems were placed under immense strain as national institutions struggled to coordinate effective interventions amid dwindling fiscal capacity and persistent political fragmentation. The destruction of infrastructure – including housing, transport networks and public utilities – further disrupted essential services, leaving entire regions without reliable electricity, healthcare or water supply. Local administrations, already disempowered, have faced mounting pressure to support displaced communities (the war displaced approximately 1.2 million people, many of whom remain unable to return due to damaged infrastructure or insecurity) while also delivering emergency assistance with extremely limited resources (UN, 2025).

The labour market has suffered unprecedented blows, with private sector employment falling by around 25 %, 15 % of MSMEs permanently closing, and 75 % suspending operations temporarily (UN, 2025). Vulnerable populations, hardest hit by inflation and currency depreciation, bore the brunt of the crisis as poverty and unemployment soared and informal or precarious employment became prevalent. National social protection mechanisms, already underdeveloped, struggled to meet the growing needs of affected communities, while the donor-funded social safety net remains overstretched and patchy.

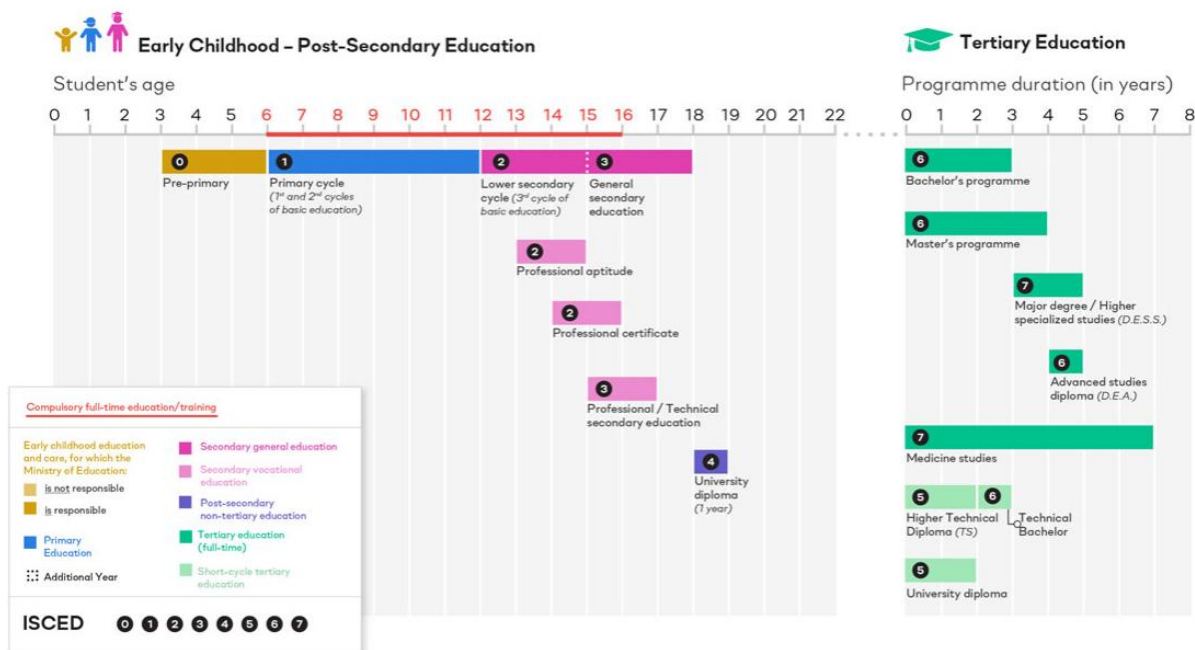
The education sector, previously weakened by successive shocks (including the Syrian crisis beginning in 2011, the economic and financial collapse, the COVID-19 pandemic, and the 2020 Beirut blast) was again heavily affected. As a result of the war with Israel, around 769 educational facilities, including public schools and vocational centres, have been converted into temporary shelters, and nearly 400 schools forced to close (UN, 2025). These disruptions not only interrupted learning for hundreds of thousands of children, particularly in South Lebanon, Baalbek and the Beqaa, but also widened existing inequalities in access to education and training with repeated interruptions severely impairing students' learning continuity and exam preparedness (Shuayb et al., 2024). Donor-supported initiatives and government responses have focused on mitigating immediate impacts through targeted social assistance, skills training and service continuity, yet political tensions and funding shortfalls continue to hinder sustained recovery and inclusive growth.

2. EDUCATION AND TRAINING: POLICIES AND DEVELOPMENTS

2.1 Structure and levels of education, including VET

This section provides a brief description of how the education system is structured across the different levels, including pre-primary, primary, secondary (distinguishing between general and vocational tracks), tertiary, and adult learning. It uses the UNESCO ISCED classification and is based on monitoring information collected through the ETF's Torino Process expert survey³.

Figure 2.1 Structure of the education system: Lebanon (2025)



Source: UNESCO Institute for Statistics. (2021).

Formal education

The education system of Lebanon is organised into two main tracks: general education and vocational education and training. It is taught in both public and private institutions. Arabic is the primary language of instruction, while foreign languages are an integral part of the curriculum. In practice, most students learn both French and English.

The general education track comprises four levels: pre-primary, basic, upper secondary and tertiary education. Pre-primary education is optional and lasts three years. Basic education covers grades 1 to 9, is compulsory, and is divided into two stages: primary education (grades 1–6) and lower secondary education (grades 7–9). Successful completion requires passing the official Brevet examination. Upper secondary education (grades 10–12) culminates in the official Baccalaureate examination, which grants access to tertiary education.

Lebanon ranks third in the world in the percentage of students enrolled in private primary schools, with figures indicating that nearly 73 % of students are enrolled in private education and the number of

³ The full questionnaire can be found here: <https://bit.ly/418jfwC>. In this document, the survey may be referred to interchangeably as the 'monitoring survey', 'expert survey', or 'Torino Process monitoring survey'.

students attending public schools continues to decline sharply. Overall, over 70 % of students attend private schools at all education levels, compared to only 28 % in public schools

Admission to higher education depends not only on Baccalaureate results but also on the entry requirements of individual institutions. Some disciplines, such as medicine, engineering, and pharmacy, additionally require students to sit competitive entrance tests.

Tertiary education follows the tripartite Bologna Process degree structure: a bachelor's degree takes three years, a master's degree a further two, and a doctorate at least three more. The length of study may be longer in certain fields; for example, medical training usually requires seven years before qualification as a general physician. In all cases, students must complete a specified number of credit hours, which vary across institutions following either American or European systems.

The VET track provides an alternative, practice-oriented pathway that can begin after grade 7. It includes four sequential levels: the Brevet Professionnel (BP, two years), the Baccalauréat Technique (BT, further three years after the BP), the Technique Supérieur (TS, further two years after the BT), and the Licence Technique Supérieur (LTS, one year post TS). Each stage requires students to pass official examinations before progressing.

An alternative option within the BT is the Dual System, which emphasises apprenticeship-based learning and exempts students from some general subjects. Graduates of this track cannot proceed to the TS but may access a one-year University Technical Diploma. BT graduates may enter the labour market directly, while those advancing to the TS and LTS follow progressively higher levels of vocational specialisation.

Although there are several institutions providing adult training, such as the Ministry of Labour, NEO, Ministry of Social Affairs (through their Social Development centres), NGOs, etc., adults with low or no educational attainment have fewer opportunities to re-engage in learning. Literacy and certificate-related courses are delivered mainly by municipalities in cooperation with the Ministry of Labour, the ILO, or non-governmental organisations. These initiatives are localised and not part of the official national policy supporting adult education.

Opportunities linked to labour market measures are equally limited. Lebanon is currently working to establish a formal system of Active Labour Market Policies, but for the moment, initiatives are mostly implemented on a project basis. GIZ has trained in-company trainers in fields such as industrial mechanics and food safety, while the Ministry of Labour, in collaboration with municipalities, NGOs, and the ILO, has supported non-formal training for unemployed adults in areas such as solar panel maintenance, mobile phone repair and home-based work. A second phase focusing on digital skills is in the pipeline. As with QuA-VET, these programmes are in principle open to all adults, but their scope and coverage remain limited.

2.2 Strategy and legal framework

Lebanon's education and training system is governed by a combination of national strategies, policies, and legal frameworks overseen by the Ministry of Education and Higher Education (MEHE). Key initiatives include the Five-Year General Education Plan (2021–2025), which aims to improve equitable access and learning outcomes for all children, including vulnerable and displaced groups, and the National Strategic Framework for TVET (2025–2029), which guides vocational and technical education through competency-based qualifications aligned with the National Qualifications Framework. Legislative measures, such as MEHE Decision 374M/2019, provide the legal basis for VET standards and quality assurance.

General education

Lebanon's general education is overseen by the MEHE. This sector has implemented key strategies and undergone reform targeting schools' management, curriculum development, teacher policies and access to education. In particular, the MEHE has developed a Five-Year General Education Plan (2021-

2025) focusing on equitable access for all children, including vulnerable and displaced groups, while aiming to improve learning outcomes through inclusive, safe, and adaptive education models. It is difficult to assess the implementation of the plan, as one of the deficiencies in programming policy remains the lack of reliable national education data (ERIC, 2024a). Furthermore, implementation faces challenges from funding gaps and persistent disruptions from the country's ongoing crises, limiting progress toward inclusivity and modernisation. The MEHE is currently preparing the next phase and has recently shared the Minister's 2030 Education Vision, which will guide implementation in the coming years. Although domestic financing remains limited and insufficient to fully cover the sector's needs, the considerable increase in the proposed 2026 budget reaching 11 % of the total national budget – represents a positive and encouraging trend toward a greater national commitment to education.

Since its establishment in 2022, the Transition and Resilience Education Fund (TREF) has served as a successful multi-donor joint cooperation mechanism aligning international partners and MEHE on shared priorities to support education reforms in Lebanon, ensuring access to inclusive, quality education for all children, Lebanese and non-Lebanese, and promoting better sector coordination and improved accountability, transparency, monitoring and governance.

Vocational education

Lebanon's VET system is managed by the MEHE through its Directorate General for Vocational and Technical Education (DGVTE). The National Strategic Framework (NSF) for TVET, covering 2018 to 2022, provided the initial structure for governance and policy development, while a new framework for 2025–2029 is set to introduce several key improvements, particularly through more private-sector engagement.

As mentioned earlier, key legislation, including MEHE Decision 374M2019, sets standards for VET qualifications in alignment with the National Qualifications Framework and places the emphasis on competency-based training to enhance workforce readiness. Although quality assurance mechanisms are still underdeveloped, focusing mainly on infrastructure accreditation, plans to extend oversight to curricula and learning outcomes are underway.

Funding streams for VET are mixed and fragmented, with public institutions reliant on centralised budgets, whereas private providers operate independently but under increasing state quality oversight. These governance, funding, and quality assurance challenges are compounded by Lebanon's political instability and economic hardships, which impair effective policy implementation and limit both access and quality, particularly for vulnerable populations.

2.3 Main actors and governance

National

The MEHE governs general education centrally and oversees both public and private schools. Public schools, with both morning shifts for Lebanese students and afternoon/second shifts for displaced and non-Lebanese children, are directly managed by MEHE and its regional offices, which handle registration, curricula, and post-crisis work to reopen schools. Private schools operate independently but follow government regulations and registration requirements.

The MEHE has recently established the Local Education Group (LEG) to strengthen coordination within the education sector and foster collaboration between the government and its partners on strategic policy, planning and programming. The LEG works alongside existing coordination fora such as the Donor Working Group (DWG), the 3RF Education Working Group, the Strategic Management Board of the Transition and Resilience Education Fund (TREF) and the National Partners Meeting on Education (ESW).

As mentioned above, VET is mainly managed by MEHE through the DGVTE, which controls public vocational schools. Private VET providers, comprising around 60 % of the sector, operate autonomously but must comply with DGVTE quality controls and state examinations. Other ministries

such as Labour, Social Affairs, and Agriculture provide vocational training for specific groups like the unemployed and refugees. The fragmented governance results in inconsistent funding and operational autonomy across providers.

Adult education and continuing training are largely provided by government agencies such as the National Employment Office (NEO) and the Ministry of Social Affairs, and the private sector, including some NGO and donor-supported programmes, as described earlier. However, resource limitations and political instability hinder comprehensive management of adult education and its delivery. Chambers of Commerce also contribute by offering professional training through affiliated centres.

International: donors

Key donor projects and initiatives in Lebanon focus on stabilising and improving education, training, and employment amid the country's crises. The Global Fund for Education in Emergencies (ECW MYRP) supports vulnerable children and youth with gender-responsive and protective learning opportunities. The above-mentioned EU/BMZ-funded QuA-VET project enhances the quality and relevance of TVET for marginalised groups by strengthening cooperation between vocational institutes and the private sector and integrating digital learning.

The multi-donor TREF mechanism has been a successful platform for coordinating interventions inside the country as well as for donors and implementing agencies.

Other initiatives include UNICEF's support to the MEHE's Learning Continuity Response Plan to encourage remote and in-person learning, especially for displaced children, and EDU TOP, funded by Italy, which focuses on upgrading vocational training infrastructure. In the same vein, the EU-funded ENABLE project is being implemented by the ILO and supports the Ministry of Social Affairs, by prioritising employability skills for Lebanese and non-Lebanese alike to foster economic inclusion and social stability. Additional projects such as ARETHNA, funded by the Danish Cooperation and AFD, intend to encourage socio-economic recovery through job creation and social cohesion.

Separately, the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) provides TVET programmes to Palestinian refugees in Lebanon, as well as those from Syria, through its Sibli Training Centre (STC) in South Lebanon, which is also currently supported through EU funding.

2.4 Policies and developments

Overview

Lebanon is updating its education and vocational training, focusing on better access, quality, and practical skills through stronger ties with employers.

Lebanon has recently undertaken a series of strategic reforms both in general education and VET. In vocational education, the National Strategic Framework for TVET 2024–2029 seeks to expand access, quality, and practical skills through stronger ties with employers.

Complementary initiatives include the National Digital Learning Strategy, distance learning programmes, an expansion of Guidance and Employment Offices in schools, and donor-supported projects targeting vulnerable groups, all reflecting a shift towards competency-based, inclusive, and labour-market-oriented education amidst ongoing socio-economic and political challenges.

Qualifications, validation and recognition

Lebanon plans to implement a comprehensive National Qualifications Framework (NQF) encompassing eight levels covering general, vocational, and higher education qualifications. As stressed earlier, so far there is only formal legislation for the component on VET with Ministerial Decision 374M/2019 establishing six levels and competency-based descriptors specific to VET qualifications. The wider general qualifications framework remains under development. The MEHE

leads these efforts, aiming to improve qualification transparency, labour market relevance, and mobility across education sectors, although progress has been slowed by political and economic instability in recent years.

Validation and recognition of non-formal and informal learning are limited and not systemically institutionalised. This creates major challenges for both Lebanese and non-Lebanese students – with approximately 45 000 children and young people, primarily displaced Syrians, engaged in non-formal education programmes (Lebanon Response Plan-LRP, 2025). Competency-based assessments are not widely implemented outside some donor-supported VET curricula. The quality assurance system, especially for distance and blended learning, is at an early stage and lacks formal accreditation mechanisms, impeding recognition and transparency of these learning pathways (ILO, 2021b; EDPU, 2022). Work-based learning access is encouraged through ministry agreements, but national frameworks to validate gained skills remain absent.

Recent efforts have focused on improving transparency and mobility by piloting competency-based curricula and encouraging private sector cooperation in TVET, alongside emerging education management information systems to better track learner and graduate progress (Shuayb et al., 2024). Still, the ongoing political and economic instability hamper the full use of qualification frameworks and recognition policies, slowing Lebanon's progress toward a cohesive and inclusive qualifications system.

Work-based learning

Lebanon supports apprenticeships and work-based learning primarily through the TVET system managed by the DGVTE. Practical training is promoted via limited schemes, such as the Vocational Secondary Certificate (LP), which combines school learning with company-based apprenticeships. A recent Memorandum of Understanding (MoU) between the DGVTE and the Ministry of Industry aims to expand internships and in-company training, though implementation updates are scarce. Structured national schemes for apprenticeships and dual training remain relatively underdeveloped, with challenges such as outdated trainer competencies, lack of incentives for employers and the competitive low-cost foreign labour market restricting opportunities for Lebanese workers.

Policy and donor initiatives further promote stronger connections between vocational schools and employers by establishing advisory boards and fostering private sector partnerships designed to improve the quality and relevance of work-based learning. Efforts to expand access to these practical learning opportunities include targeted programmes for vulnerable groups, such as displaced youth, women and persons with disabilities, supported by projects like ENABLE, QuA-VET and SkillUp (funded by Norway and implemented by the ILO). These initiatives focus on enhancing skills training, boosting employability, and helping learners break into the labour market through apprenticeships and work placements.

Career guidance

Lebanon has introduced several policies and programmes to support learners and jobseekers in making informed education and career choices. Career guidance in schools has gained importance, with the Ministry of Education and Higher Education collaborating with international partners such as the ETF to develop a common career guidance package starting from primary school. The expansion of Guidance and Employment Offices (GEOs) in vocational schools as well as the new Career Guidance Focal Points (CGFP) in general education schools, will provide counselling and labour market information, though recent scale-up efforts stalled during the latest war due to school closures.

Digital tools for career counselling include the national job matching platforms previously launched by the Ministry of Labour, although some remain inactive. Targeted support focuses on vulnerable groups like displaced youth and women to increase their access to skills training and employment pathways. Despite these advances, political instability, funding shortfalls and limited institutional capacity restrict the full implementation and effectiveness of guidance services.

Quality assurance

Lebanon has begun to improve education and training quality through enhanced accreditation, monitoring, and evaluation systems. Quality assurance in vocational education currently focuses on infrastructure accreditation, but planned reforms under the updated National Strategic Framework for TVET aim to develop a more comprehensive system emphasising competency-based learning, qualified staff and labour market alignment.

The Directorate General for Vocational and Technical Education has appointed a quality and accreditation leader to advance institutional evaluation policies and external assessments. However, as suggested earlier, formal systems for accrediting distance and blended learning are still in their infancy. While education management information systems are being developed for better monitoring and data-driven decision-making, gaps persist in graduate tracking and school-to-work transition surveys due to limited resources and political instability (ILO, 2021b; ERICC, 2024a).

Digital education and skills

Lebanon has implemented strategies to integrate digital tools into education and enhance digital skills among learners and educators. In 2021, the MEHE launched a Distance Learning Plan aimed at improving digital literacy and promoting digital citizenship among students and teachers. As of Spring 2025, it was designing a National Digital Learning Strategy in partnership with UNESCO and CRDP, with financial support from the ECW Multi-Year Resilience Programme. This strategy seeks to further expand digital platforms, enhance ICT infrastructure, and ensure equitable access to high quality education for all learners (LRP Education Sector Strategy, 2025).

Teacher capacity-building in digital education has been addressed through training and webinars, with over 12 000 state schoolteachers participating in the digital learning sessions run by the Directorate General of Education (MEHE) and the Center for Educational Research and Development (CERD) in late 2024. Other key initiatives include a national online learning platform, Forastech, launched in September 2023 (with support from the World Bank and UNICEF), which offers affordable digital skills training recognised by global tech companies such as Microsoft and LinkedIn.

Despite these advances, challenges persist due to inadequate ICT infrastructure, frequent electricity shortages and limited internet access, particularly affecting low-income and refugee learners (ERICC, 2024b; Shuayb et al., 2024). Furthermore, national digital skills strategies, including the 2020-2050 National Artificial Intelligence Strategy, have yet to be fully implemented owing to socio-economic instability. Nevertheless, government and donor-supported initiatives continue to prioritise the expansion of digital education and skills in Lebanon's complex context, especially since the Israeli-Lebanon conflict, which saw a revival in online learning.

Green transition

Environmental conditions in Lebanon are concerning as the country has seen a rapid rise in CO₂ emissions and persistently poor air quality, leaving the entire population exposed to PM2.5 levels above WHO thresholds. Lebanon ranks 126th out of 180 in the 2022 Environmental Performance Index and is among the most climate-vulnerable nations in the region.

Despite its crisis-driven energy landscape, Lebanon updated its nationally determined contributions in 2021, aiming for a 31 % reduction in greenhouse gas emissions by 2030 and setting the target of 30 % of electricity from renewables. Currently, renewables account for 10 % of electricity generated, with solar energy showing promise amid declining hydropower output.

In terms of employment, an estimated 6 248 people were working in the renewable energy sector in 2023, primarily in solar photovoltaic roles, which represent 77 % of the total.

Lebanon is advancing the green transition in education and training through strategies aimed at integrating green skills into curricula and promoting sustainable practices within educational institutions. The Ministry of Education and Higher Education is developing policies to raise environmental awareness among learners and educators and to support new qualifications aligned

with emerging green sectors. Initiatives focus on enhancing teaching about renewable energy, waste management and biodiversity, while schools are encouraged to adopt eco-friendly practices and engage students in environmental projects. Although traditionally donor-driven, these efforts aim to prepare learners for green jobs and foster sustainable development awareness amid ongoing challenges related to limited resources and the country's complex situation.

Adult learning

As explained earlier, Lebanon supports lifelong learning, upskilling, and reskilling mainly through its limited adult education programmes administered by government agencies such as the NEO, Ministry of Labour, Ministry of Social Affairs Social Development Centres, NGOs, and private and donor-supported initiatives. However, resources are scarce and institutional capacity remains weak, limiting comprehensive lifelong learning opportunities. Donor projects like SkillUp (NORAD/ILO) and PROSPECTS (Netherlands), further described in [chapter 3](#), contribute by providing market-relevant skills training, promoting inclusive access to education for vulnerable young adult groups and improving labour market integration through work-based learning and career guidance.

2.5 Education and training for reconstruction and recovery

Education and training are pivotal in rebuilding Lebanon's war-affected economy and society, serving as a foundation for economic recovery, social stability and long-term resilience. Following the 2023-2024 conflict with Israel, the Lebanon Response Plan 2025 (LRP)⁴ recognises the extensive damage to infrastructure and the widespread disruption to schooling, further emphasising the need for targeted programmes to support displaced populations and returning workers. Investment in skills development, vocational training and formal education, particularly through TVET, is central to reintegrating learners into the workforce and equipping them with market-relevant competencies. By restoring and expanding access to learning spaces, including TVET institutions, the plan seeks to mitigate the adverse effects of crisis- and war-related displacement and create opportunities for decent employment.

To strengthen education systems and align training with labour market needs, the LRP has policies and initiatives that support lifelong learning and improve the quality and relevance of TVET and employment placement services. Earlier mentioned programmes such as PROSPECTS focus on sectors with high potential for job creation (e.g. agriculture and agri-food industries), while the updated National Strategic Framework for TVET aims to standardise qualifications and improve vocational education's appeal, particularly for vulnerable groups. International initiatives, such as QuA-VET, are helping the DGVTE in delivering high-quality, employment-oriented TVET, thereby underlining its critical role in Lebanon's post-war recovery and long-term resilience.

⁴ The Lebanon Response Plan 2024–2025 (LRP) is an integrated humanitarian and stabilisation response plan co-led by the Government of Lebanon and the United Nations and supported by international and national partners. The plan sets out to respond to challenges in a holistic manner through providing immediate assistance to and ensuring the protection of vulnerable populations; supporting service provision through national systems; and supporting Lebanon's economic, social and environmental stability. Based on the needs identified by affected communities, the Government and its partners, the LRP made a prioritised and evidence-based appeal for USD 2.72 billion in 2024 and USD 2.99 billion in 2025 to fund its partners' coordinated work across eleven sectors.

3. LABOUR MARKET AND EMPLOYMENT: POLICIES AND DEVELOPMENTS

3.1 Strategy and legal framework

Lebanon still lacks a national employment strategy or action plan, despite the deepening economic crisis and deteriorating labour market conditions. A comprehensive strategy is urgently needed to support sustainable livelihoods and decent work – areas long overlooked in the country’s development agenda. There is currently a (donor-driven, mostly project-based) push to develop a modern strategic framework centred on small and medium-sized enterprises (SMEs), emphasising targeted innovation, re-skilling programmes and collaborative business support. A renewed SME policy, focused on mobilising the entrepreneurial ecosystem and providing effective training and reskilling, would help SMEs adapt, scale up and become more diverse. With strong attention to digital transformation and skills, gender equality and Environmental, Social, Governance (ESG) compliance, such a framework could also advance socio-economic development, for example by supporting women-led and rural SMEs to enhance productivity, retain jobs and strengthen local economies. However, this policy is yet to gain national momentum and fully materialise in Lebanon’s fragile and complex sociopolitical environment.

3.2 Main actors and governance

National

Employment policy and implementation in Lebanon fall primarily under the responsibility of the Ministry of Labour (MoL). The Ministry oversees labour legislation, employment conditions, labour relations, and labour inspection. It is tasked with modernising labour policies, including reforming the Labour Law although progress has been unequal due to successive country crises, political instability and governmental changes.

As highlighted in the previous chapter, the NEO, operating under the MoL, is nominally the main institution for providing employment services and adult training, though it faces significant resource and infrastructure limitations. To date, Active Labour Market Policies (ALMPs) such as mediation, counselling and entrepreneurship support remain fragmented and project based. The private sector also plays a role through private employment agencies, although effective regulation is lacking.

Recently, several of the MoSA’s Social Development Centres (SDCs) have been supported to function as local hubs, providing integrated services including employment-focused personalised guidance, referrals and ongoing support to help vulnerable individuals access labour market opportunities and pursue entrepreneurship pathways. The aforementioned ENABLE programme is supporting partnerships, operational systems and collaboration with municipalities and other stakeholders, positioning SDCs as emerging key actors in Lebanon’s inclusive employment landscape.

International: donors

The European Union plays a pivotal role in advancing TVET and employment support initiatives through targeted funding. These investments aim to strengthen skills development systems, improve quality assurance and foster inclusive labour markets.

Key donor projects and initiatives in Lebanon’s employment sector address the severe challenges posed by economic crises, political instability and recent conflict. The PROSPECTS project focuses on improving labour market resilience and livelihoods for displaced persons and host communities through skills development, employment services and by strengthening micro, small, and medium enterprises (MSMEs). Similarly, the SkillUp project promotes inclusive skills training, work-based learning and governance reforms to enhance labour market integration for vulnerable groups.

Other notable initiatives include the Employment Promotion project by GIZ, which enhances employment prospects for young adults, women and people with disabilities in targeted regions, while the SOLIFEM projects have been regularising the informal economy and improving social dialogue. Additionally, UNICEF and UNRWA provide youth placements and vocational training programmes for displaced and refugee populations, helping them gain market-relevant skills and job opportunities.

Projects such as ENABLE focus on enhancing employability through innovative training solutions and partnerships between education providers and employers. The QuA-VET project addresses the critical need for robust quality assurance frameworks, ensuring vocational programmes meet international standards and remain relevant to labour market needs. Meanwhile, UNRWA initiatives provide vocational training and employment pathways for vulnerable populations, including refugees, supporting socio-economic integration and resilience. EU funding ensures these projects are scalable, sustainable and aligned with broader objectives of economic growth, social inclusion and regional stability.

3.3 Policies and developments

Overview

Lebanon has recently advanced a series of reforms and policy measures aimed at reducing the number of social assistance beneficiaries, closely linked to the broader social protection reforms under the National Social Protection Strategy (NSPS). Launched in February 2024 and currently in the early stages of implementation, the NSPS sets out a framework built around five pillars, guided by a lifecycle and rights-based approach: social assistance; social insurance; social welfare; financial access to health and education; and economic inclusion & labour activation. The latter focuses on transitioning individuals from reliance on assistance to sustainable livelihoods through Active Labour Market initiatives, including skills development, entrepreneurship support, access to credit and public employment programmes – targeting in particular youth, women and vulnerable groups. Overall, the NSPS strives to establish a national social protection safety net, ensuring basic rights throughout all stages of life, while prioritising gender equality, disability inclusion and strengthened institutional capacity.

3.4 Active labour market programmes (ALMPs)

As suggested above, Active Labour Market Programmes (ALMPs) in Lebanon include, in principle, skills training, employment mediation, career counselling, wage subsidies and entrepreneurship support. While such interventions are often fragmented, project-based and target specific vulnerable groups rather than achieving large-scale coverage, there is hope that ALMPs will be significantly expanded in the future through the gradual implementation of the pillar on economic inclusion and labour activation in the NSPS.

For now, decades of inadequate resourcing and institutional weaknesses (e.g., limited budgets, infrastructure gaps and staff shortages), compounded by political crises, have significantly constrained both the existence of public employment services and their effectiveness in addressing Lebanon's high unemployment and informal labour market. The National Vocational Training Centre (NVTC), under the joint supervision of the Ministry of Labour and the Ministry of Social Affairs, previously delivered accelerated vocational training, but its operations were suspended due to economic and political crises.

As briefly discussed in Chapter 2, recent modernisation includes the launch of digital job-matching platforms and the gradual expansion of Guidance and Employment Offices (GEOs) in vocational schools. These provide career counselling and labour market information. Nevertheless, collaboration with employers remains limited and largely ad hoc.

3.5 Labour market disruption and pathways to recovery

The profound impact of the 2023–2024 conflict on Lebanon’s labour market – already significantly weakened by multilayered crises since 2019 – needs to be stressed. The Lebanon Response Plan (LRP) 2025 outlines the widespread job losses, sectoral shifts and workforce displacement – feeding into a rise in unemployment. As seen above, many individuals transitioned into informal employment, often in precarious conditions, exacerbating the already high levels of informal working in the Lebanese labour market. The conflict disrupted key sectors such as agriculture, commerce and industry (e.g. tourism and healthcare), leading to extensive infrastructure damage and a sharp decline in economic activity (UN, 2025). This situation was further complicated by the influx of displaced populations, including over 1.5 million Syrian refugees, who added pressure to the already strained job market and public services.

In response to these challenges, the Lebanese government, in collaboration with international partners, has initiated several recovery efforts. Specifically, the LRP 2025 outlines a comprehensive approach to address the multifaceted crisis, focusing on stabilisation, recovery and long-term resilience. Key strategies include restoring essential services, support for micro, small, and medium-sized enterprises (MSMEs) and infrastructure rehabilitation projects. International aid has been mobilised to support these initiatives, with a funding appeal of USD 2.99 billion for 2025. As mentioned throughout this report, private sector involvement is encouraged through incentives for investment and job creation, aiming to stimulate economic growth and employment opportunities. Additionally, upskilling programmes are being expanded to equip the workforce with the necessary skills to meet the demands of a changing labour market.

Despite these efforts, several challenges persist. The destruction of infrastructure, including roads, schools and healthcare facilities, hampers the delivery of services and the restoration of economic activities (UN, 2025). As described earlier, skill mismatches remain a pervasive issue, as many workers’ qualifications do not align with the needs of the evolving job market and economic instability – characterised by currency devaluation and inflation – continues to erode purchasing power and deter investment (UN, 2025). It is worth noting that displaced workers face additional barriers, including legal restrictions, limited access to social services and discrimination, which hinder their integration into the labour market (LCAT, 2025). Addressing these challenges will require sustained efforts from the government, international community and private sector to create an inclusive and resilient economy able to withstand future shocks.

4. KEY INDICATORS: EDUCATION, SKILLS, EMPLOYMENT

4.1 Headline indicators

Education and VET

Monitoring a complex education and training system typically starts with three straightforward questions: Who takes part? What do they achieve? and What underpins the process?

The first question explores the extent to which learners engage in education or training. The indicators grouped under *Participation and access* in Table 4.1: net enrolment rates at lower and upper secondary levels, the share of students in upper-secondary VET, the gross enrolment ratio in tertiary education, and adult participation rates in lifelong learning provide the response. The second question – what learners achieve – examines key education outcomes, such as learner progression and the skills or qualifications they obtain. These are reflected in the indicators under *Attainment, completion and outcomes*: the share of adults with tertiary qualifications, the rate of early leavers from education and training, and the percentage of 15-year-olds underachieving in mathematics. The third question considers the financial, physical, and informational resources that sustain the education process, reflected by the indicators under *Resources and data*: public expenditure on education as a share of GDP, the adequacy of infrastructure, and the availability of internationally comparable data.

Table 4.1 Headline indicators: education and VET (Lebanon, EU average) (2022–2024)

Participation and access	2022	2023	2024	EU (1)	Source
Total net enrolment rate (lower secondary)	M.D.	67.3	M.D.	98.1	UIS UNESCO
Total net enrolment rate (upper secondary)	M.D.	45.3	M.D.	93.6	UIS UNESCO
Students in VET as a % of total upper secondary students	26.7	25.4	M.D.	48.8	UIS UNESCO
Gross enrolment ratio (tertiary)	58.2	54.4	M.D.	79.7	UIS UNESCO
Participation in training/lifelong learning in the previous 4 weeks (% aged 25–64)	M.D.	M.D.	M.D.	13.3	LFS
Attainment, completion and outcomes	2022	2023	2024	EU (1)	Source
Educational attainment of total population: % with ISCED 5–8	15.7	M.D.	M.D.	30.2	LFS
Early leavers from education and training (% aged 18–24)	33.8	M.D.	M.D.	9.3	LFS
Underachievers in maths (% aged 15)	M.D.	N.A.	N.A.	31.1	PISA OECD
Resources and data	2022	2023	2024	EU (1)	Source
Public expenditure on education (as % of GDP)	M.D.	M.D.	M.D.	4.7	UIS UNESCO
Inadequate or poor-quality physical infrastructure (2)	M.D.	N.A.	N.A.	27.9	PISA OECD
Availability of internationally comparable data on education	N.A.	51.9	25.2	N.A.	TRP (3)

Notes: 1. EU average, latest available year. PISA data: OECD average. 2. Percentage of students in schools whose principal reported that the school's capacity to provide instruction is hindered at least to some extent by inadequate or poor-quality physical infrastructure. 3. ETF Torino Process (TRP).

Source: ETF KIESE database.

Enrolment levels in Lebanon are low in international comparison. In 2023, the net enrolment rate in lower secondary education was 67.3 %, well below the EU average of 98.1 % (Table 4.1). Enrolment at upper secondary level was even lower (45.3 %), which means that more than half of young people in Lebanon disengage from formal schooling after compulsory education. Leaving early from education and training is a widespread challenge as well. One in three young people aged 18–24 leave school early (33.8 % in 2022), which is more than three times the average rate in EU countries (9.3 %).

The problem of low participation affects other segments of education in Lebanon as well. VET, for instance, accounts for only a quarter (25.4 %) of already low student enrolment at upper secondary level, compared to nearly half in the EU. Participation in tertiary education is relatively low as well. The gross enrolment ratio fell from 58.2 % in 2022 to 54.4 % in 2023, well below the EU average of 79.7 %.

The low levels of participation in and progression through the formal system have an impact on educational attainment too. In 2022, the latest year for which data are available, only 15.7 % of the population had tertiary qualifications, about half the EU average of 30.2 %.

It is difficult to gauge the extent to which resource and infrastructure shortages contribute to these challenges. There is no KIESE data on public spending on education and on the condition of the physical infrastructure in school education for Lebanon (Table 4.1). This reflects a widening gap in the availability of internationally comparable data in Lebanon overall. The share of internationally comparable indicators for the country in the ETF Torino Process monitoring framework fell sharply from 51.9 % in 2023 to only 25.2 % in 2024.

Previous ETF reports, but also reports by other international partners, suggest that public expenditure on education in Lebanon is very low in international comparison. According to UNESCO estimates, government spending on education amounted to just 1.67 % of GDP in 2020, down from 2.6 % in 2019 (UNESCO Institute for Statistics, 2022). Estimates by the World Bank are similar (less than 2 %), and those collected through OECD PISA (see the discussion on system management in Section 4.2 below) are even lower – far below the internationally recommended benchmark of 4–6 % and well under the OECD average of over 4 % (World Bank, 2021). At the same time, the private education sector in Lebanon is sizeable. Some reports say that between 10–13 % of the household budget is spent on education, with huge implications on inequality (Zabad, 2023).

This chronic underinvestment limits capacity in the education and training sector to maintain adequate infrastructure. According to UNICEF, public schools were already struggling with a deficit of infrastructure and resources before the war and rising enrolments in recent years have put further strain on the system (United Nations Children’s Fund [UNICEF], 2021). Many public schools, particularly in rural areas, operate in aging facilities that provide poor conditions for learning (European Training Foundation [ETF], 2024).

The challenges are similar in VET. Most public TVET providers suffer due to poor facilities, outdated equipment and limited access to modern learning materials (International Labour Organization [ILO], 2021). Budgets for equipment and maintenance are extremely low, leaving workshops under-equipped and often unsafe for students (ILO, 2021a).

Employment and demand for skills

The labour-market indicators follow the same question-and-answer logic applied to education and training, but from the perspective of employment. The indicators are organised into two complementary groups. The first group, *Employment and labour-market outcomes* (Table 4.2), addresses how effectively the labour market absorbs people. It consists of the overall employment rate (aged 15+), youth employment rate (aged 15–24), employment rate of recent graduates (aged 20–34, ISCED 3–8), unemployment rate of the overall population (aged 15+), youth unemployment rate (aged 15–24), and the NEET rate (aged 15–29). The second group, *Demand for skills* (Table 4.2), looks at the types of jobs and skills that the economy generates. It consists of employment by broad

economic sector (agriculture, industry, services), the incidence of vulnerable employment and educational mismatch.

Table 4.2 Headline indicators: employment (Lebanon, EU average) (2022-2024)

Employment and labour market outcomes	2022	2023	2024	EU (1)	Source
Employment rate (% aged 15+ or similar age group)	30.5	M.D.	M.D.	54.7	LFS
Employment rate (% aged 15–24 or similar age group)	17.9	M.D.	M.D.	35.0	LFS
Employment rate of recent graduates aged 20–34 (ISCED 3–8)	37.8	M.D.	M.D.	82.4	LFS
Unemployment rate (% aged 15+ or similar age group)	29.6	M.D.	M.D.	5.9	LFS
Unemployment rate (% aged 15–24 or similar age group)	47.8	M.D.	M.D.	14.9	LFS
NEET rate (% aged 15–29 or similar age group)	36.0	M.D.	M.D.	11.0	LFS
Demand for Skills	2022	2023	2024	EU (1)	Source
Employment by broad economic sector (%): agriculture	4.1	M.D.	M.D.	3.3	LFS
Employment by broad economic sector (%): industry	21.9	M.D.	M.D.	24.1	LFS
Employment by broad economic sector (%): services	73.8	M.D.	M.D.	72.1	LFS
Incidence of vulnerable employment (%)	19.2	M.D.	M.D.	10.0	LFS
Employment by 'educational mismatch': % matched	M.D.	M.D.	M.D.	M.D.	ILOSTAT

Notes: 1. Data refer to 2019. 2. data refer to 2019, age group 15–59. 3. data refer to 2019, age group 16–24. 4. data refer to 2019, age group 15–24.

Source: ETF KIESE database

The structure of employment in Lebanon was broadly similar to that in the EU, with 73.8 % of workers employed in services, 21.9 % in industry and 4.1 % in agriculture. However, in 2022 (the latest year for which there is data), only 30.5 % of the population of working age in Lebanon was in employment, compared with 54.7 % in the EU (Table 4.2). Employment outcomes for young people of working age and new graduates were weaker still. The employment rate of 15–24-year-olds stood at 17.9 %, while only 37.8 % of young graduates (20–34, ISCED 3–8) were employed, well below the EU averages of 35.0 % and 82.4 %, respectively.

In the same vein, in 2022 almost 30 % of economically active adults were unemployed, compared with 5.9 % in the EU. Youth unemployment reached 47.8 %, more than three times the EU reference level of 14.9 %. The coexistence of a high incidence of vulnerable employment (19.2 %, almost double the EU average) with high unemployment suggests that formal, stable jobs are probably scarce, while a significant share of the population may be surviving through informal and unstable work that does not show up in the main indicators.

Young people face a particularly high risk of exclusion from both education and employment. The NEET rate for the 15–29 age group was 36 % in 2022, more than three times higher than the EU average.

4.2 System performance indicators

As noted in the introduction to this paper, 'performance' in the context of ETF monitoring refers to the extent to which VET systems fulfil their commitments to learners and stakeholders in support of lifelong learning. These commitments typically cover three key areas: ensuring broad and equitable

access to educational and training opportunities; delivering high-quality, relevant education; and maintaining effective and efficient organisation and management of the education system, including adequate resourcing.

To measure performance systematically, the ETF uses System Performance Indices (SPIs), which summarise the extent to which education and training systems fulfil each of their commitments. Each SPI is plotted on a scale from 0 to 100, with higher scores indicating stronger performance.

Both the headline indicators in Section 4.1 and the SPIs set out in this section are guided by the same core questions: Who takes part? What do they achieve? How do education and training systems support them? The main difference between these two sets of data lies in how these questions are answered. Headline indicators answer the questions with single, stand-alone measures drawn directly from international data sources. The SPIs, on the other hand, are evaluative, composite measures. They are explicitly designed to assess how well VET systems fulfil broader policy commitments that individual statistics cannot adequately capture.

Access and participation

This section presents system performance in VET and adult learning against two specific policy outcomes: support for equitable access and participation for young people and adults, and support for young people in initial VET (IVET) to successfully complete their programmes.

The scope of SPIs tracking access differs according to the target group of learners. For young people, the SPI assesses access specifically to IVET, while for adults it looks at access to continuing VET (CVET) and other adult learning opportunities, such as those provided through active labour market policies (ALMPs). A separate SPI measures how effectively young learners in IVET are supported in progressing through their courses and achieving graduation.

In both cases, performance depends on the policies and measures the country is implementing. They provide the opportunities, incentives, and guidance needed to encourage participation and successful completion. The SPI results therefore reflect how effectively these policies deliver on their intended objectives.

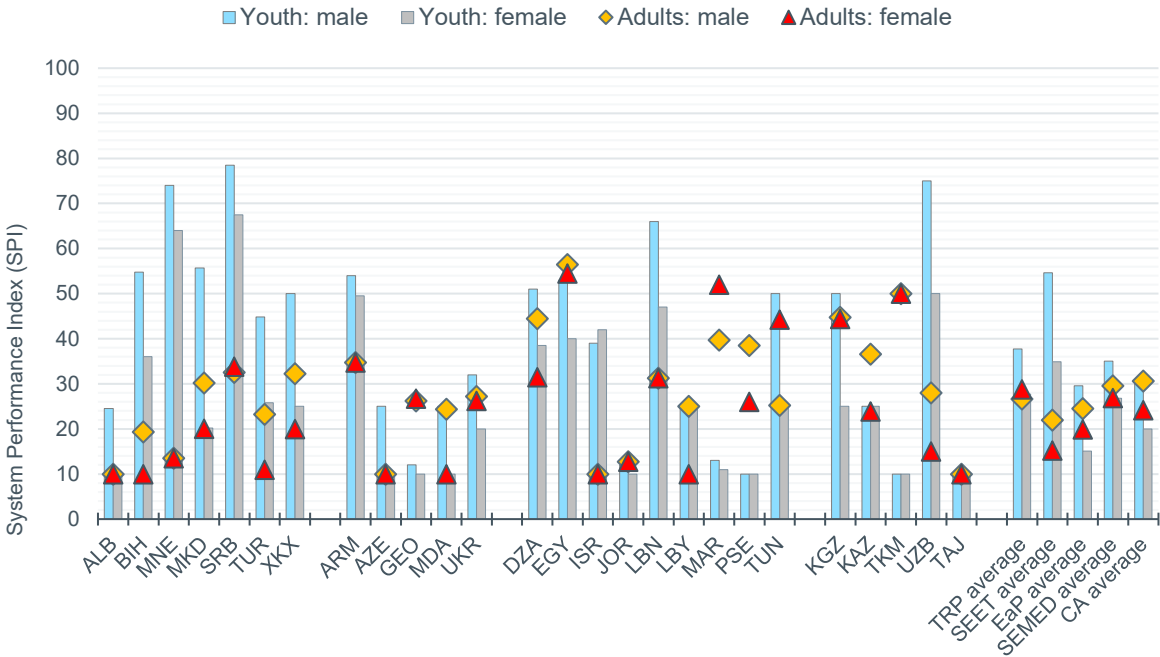
Access by age and gender

Any student who has completed grade 7 is legally eligible to enrol in initial VET programmes in Lebanon, and schools are available across both rural and urban areas, with gender equality guaranteed by law. In practice, however, participation remains limited. At upper-secondary level, only 9.7 % of girls and 11.8 % of boys enrol in vocational programmes (KIESE SPI Indicator 4). According to the ETF monitoring survey, the poor reputation VET has is one of the main reasons for this low enrolment. Parents often see it as a fallback option for low-performing or at-risk students rather than a valued alternative to general education. This perception translates into limited demand despite sizeable absolute enrolments (48 924 in the public sector and 34 244 in the private sector in 2016–2017). Gender equality in admission exists, but cultural norms steer girls and boys into different specialisations: girls often end up in nursing, early childhood education, accounting, and management, while boys gravitate more toward mechanics or carpentry.

Policy efforts in recent years have sought to counter these structural weaknesses. The monitoring survey notes that the National Strategic Framework for Technical and Vocational Education and Training (2018–2022) has introduced reforms towards a competency-based, modular curriculum intended to improve relevance and attractiveness. More recently, the Directorate General of Vocational and Technical Education, with support from GIZ, launched the QuA-VET project (2024–2025) to strengthen the capacities of teachers, trainers and administrators, with the broader aim of improving quality and image. These initiatives may increase access for young learners, but the overall participation rate of youth aged 15–24 in vocational education remains extremely low, at only 1.4 % for both women and men (KIESE SPI Indicator 15). In other words, the role of VET in helping young people to stay in education is still limited.

Against the backdrop of these findings, system performance in support of access is nevertheless comparatively strong (SPI of 66 for boys and 47 for girls), above the averages for the SEMED region and the broader ETF monitoring sample (Figure 4.1). At first glance, it may appear contradictory that these relatively solid scores coexist with low participation rates and persistent cultural barriers. However, the SPI outcomes reflect the way the composite indices capture comparative strengths: Like many other countries in the ETF monitoring sample, Lebanon has nationwide eligibility rules, broad geographic coverage and non-discriminatory admission policies. In addition, the regional SEMED average in this domain of monitoring is rather low. These factors render the SPI results of Lebanon high even though actual take up of VET is modest.

Figure 4.1 Access to learning opportunities by country, age and gender of learners -- system performance index, ETF partner countries and international average (2025)



Note: Theoretical index range: min/low performance=0, max/high performance=100⁵.
 Source: ETF KIESE and Torino Process databases

According to the monitoring survey, opportunities for adult learning in Lebanon are scarce and fragmented. The monitoring results are below average (SPI of 31 for both men and women), slightly higher than the SEMED and monitoring sample averages, but still low in absolute terms. Even though the conditions for access to adult learning in Lebanon are somewhat more favourable than in many neighbouring countries, opportunities remain rare, inconsistent and mostly donor driven.

The data used to calculate the monitoring results in Figure 4.1 show that participation in formal CVET at post-secondary, non-tertiary level is virtually non-existent (KIESE SPI Indicator 14). Instead, adults have to rely on scattered initiatives. The survey lists reskilling and upskilling programmes for VET teachers and trainers, as well as small-scale training for in-company trainers in industrial mechanics and food safety. Non-formal training opportunities have also been introduced by the Ministry of Labour and GIZ in areas such as solar panel maintenance, mobile phone repair and home-based work.

While all of these programmes are open to both men and women, participation follows gendered patterns: men are better represented in technical fields, women in home-based or health-related work. According to the monitoring survey, in the absence of a comprehensive CVET or active labour market

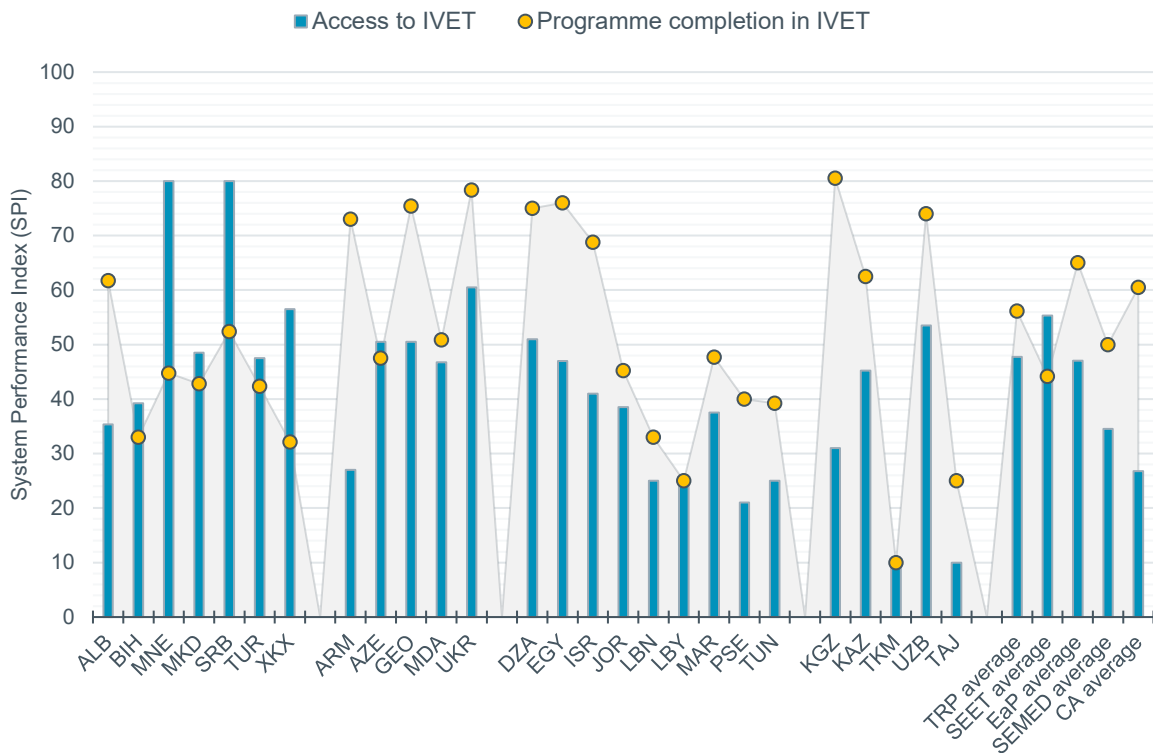
⁵ The Torino Process makes a distinction between theoretical (full) index range and index range used for reporting purposes. For reporting purposes, rare instances of extreme values on the low end (SPI < 10) and on the high end (SPI > 90) of the index scale are truncated at the upper (10) and lower (90) decile end. This means that reports do not specify SPI values below 10 and above 90. The international average, on the other hand, is calculated using the full range of the index.

policy framework, such projects remain too limited in scope and duration to ensure broad or sustained access to adult learning.

Retention and programme completion

Progression and completion remain a major weakness of VET in Lebanon. Many students enter VET with significant learning gaps in language and mathematics, typically dating back to around Grade 7 of general education. Since vocational programmes do not require entrance examinations, learners with weak academic records often transition into VET, which increases their risk of underperformance and dropout during the BT cycle.

Figure 4.2 Access and programme completion in IVET – system performance index, ETF partner countries and international average



Note: Theoretical index range: min/low performance=0, max/high performance=100.

Source: ETF KIESE and Torino Process databases.

Dropouts are particularly frequent in the first three years of BT studies, and difficulties with core subjects continue to be cited as the main reason, according to the monitoring survey. Completion rates at upper secondary level stand at 72.5 % for girls and only 56.9 % for boys (KIESE SPI Indicator 23). The corresponding monitoring result is equally low. Lebanon scores an SPI of 33 in this domain, compared with 56 for the Torino Process monitoring sample on average and 50 for the SEMED region.

The results reflect the absence of systemic support structures that could help students at risk of failure, particularly those enrolled in fields requiring stronger skills in language and mathematics. Despite the low completion rates, the Lebanese public education system does not provide remedial teaching or have structured dropout-prevention measures for VET learners. The monitoring survey notes that private VET institutions partly fill this gap by offering paid tutoring, but access depends on families' ability to pay, creating unequal opportunities.

Quality and relevance of learning outcomes

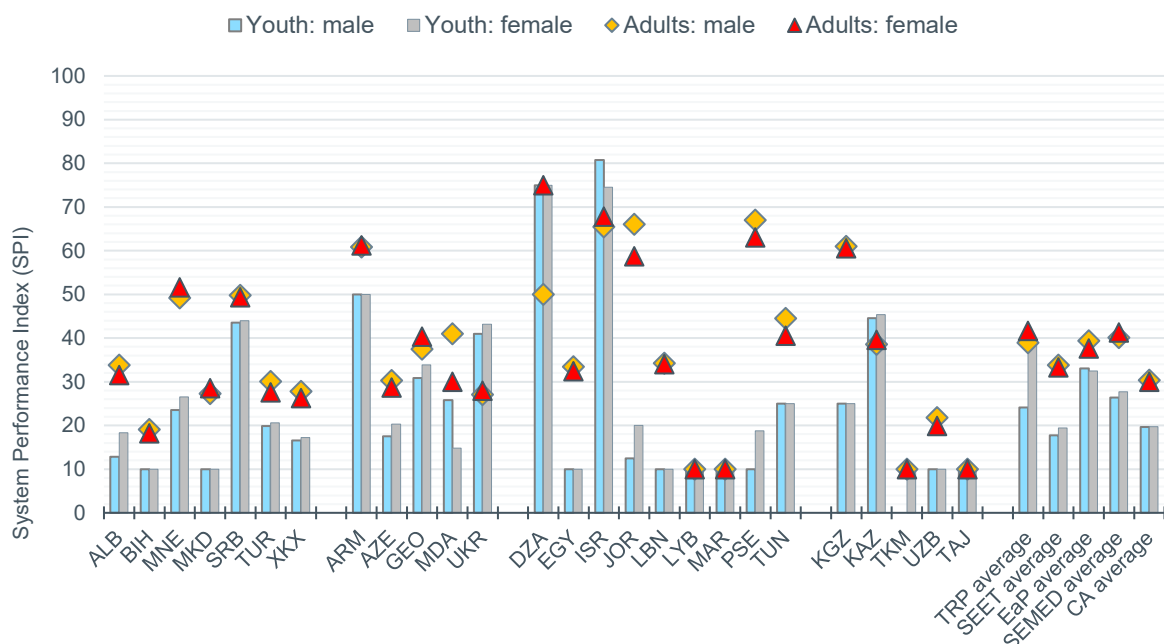
In this section, the SPIs capture the quality of the provision of basic skills and key competences to learners in IVET, as well as the degree to which adults possess foundational skills. These results are complemented by selected KIESE indicators, which track the relevance of learning outcomes by examining employment rates of individuals aged 15 and older in ETF partner countries, disaggregated by educational attainment.

ETF monitoring keeps quality and relevance separate because, although they often reinforce each other, they do not always coincide. Learners with strong foundational skills may still struggle to find suitable employment, while individuals might secure jobs without acquiring a comprehensive skillset. By tracking these aspects separately, it is hoped that monitoring will identify both the intrinsic benefits of education and how effectively it aligns with the needs of the labour market.

Quality of learning by age and gender

IVET in Lebanon is struggling to deliver high quality skills and competences. System performance in this area is low (SPI of 10 for both genders), much lower than the already modest SEMED regional averages of 26 for boys and 28 for girls, and also below the averages of 24 and 40 in the wider Torino Process monitoring sample (Figure 4.3).

Figure 4.3 Quality of skills and competences by country, age and gender of learners – system performance index, ETF partner countries and international average (2025)



Note: Theoretical index range: min/low performance=0, max/high performance=100.

Source: ETF KIESE and Torino Process databases.

Learners in initial VET in Lebanon tend to enter the system with low proficiency in mathematics and foreign languages, which reflects broader weaknesses in general education. Underachievement is widespread: some 72 % of all 15-year-old girls and close to 89 % of all boys are functionally illiterate in reading (KIESE SPI Indicator 24, sourced from PISA), while 80.4 % of girls and 85.5 % of boys do not reach baseline proficiency in mathematics (Indicator 25). In science, the share of underachievers is 61.3 % among girls and 77.2 % among boys (Indicator 26).

Young learners also underachieve in more curriculum-specific assessments such as TIMSS: average mathematics achievement at grade 8 was 394 for girls and 383 for boys (KIESE SPI Indicator 30), while in science it was 424 and 403 respectively (Indicator 31), both well below the international midpoint of 500.

These weaknesses are largely attributed to an outdated curriculum, which is currently under revision. While vocational courses do provide specialised skills in fields such as accounting, mechanics and electricity, these competences are often outdated and insufficiently aligned with labour market needs. Training initiatives for VET personnel, supported by international partners such as GIZ, have introduced elements of social and emotional learning for groups including school directors, instructors, in-company trainers, assessors and examiners, but there is no policy requirement to ensure they are systematically applied in teaching. The absence of cross-cutting competences (such as communication, ICT, teamwork, problem-solving and entrepreneurship) affects all learners equally and is not gender specific.

The monitoring evidence further shows that a sizeable share of adults in Lebanon lack key skills beyond basic literacy and numeracy. The monitoring results in this area are in the lowest third of the SPI scale (SPI of 34 for both men and women) and are lower than the results of other countries in the monitoring sample and the SEMED region (Figure 4.3).

The KIESE data used to compile the composite SPI results shows that 92 % of women and 97 % of men aged 15+ are considered literate (KIESE SPI Indicator 59). Beyond these core skills, however, competences such as ICT, foreign languages, communication, data-driven decision-making, teamwork, problem-solving, planning, self-management, citizenship, entrepreneurship and cultural awareness are only moderately present in some regions and largely absent in others, according to the monitoring survey. Levels of attainment are low as well (KIESE SPI Indicator 35, and Table 4.1). Even among those with higher education, employability is low. Unemployment affects 35.5 % of women and 18.4 % of men with tertiary qualifications (KIESE SPI Indicator 36).

The monitoring survey notes that responsibility for ensuring that adults acquire and update competences lies primarily with the Ministry of Labour. A few initiatives have been launched in cooperation with municipalities, for example short training courses in solar panel installation. Yet there are no data on the learning outcomes of these programmes, and no projects specifically target cross-cutting competences. Employers are not legally obliged to provide training, and while some offer it voluntarily and some employees finance their own learning, such opportunities are fragmented and limited in scope.

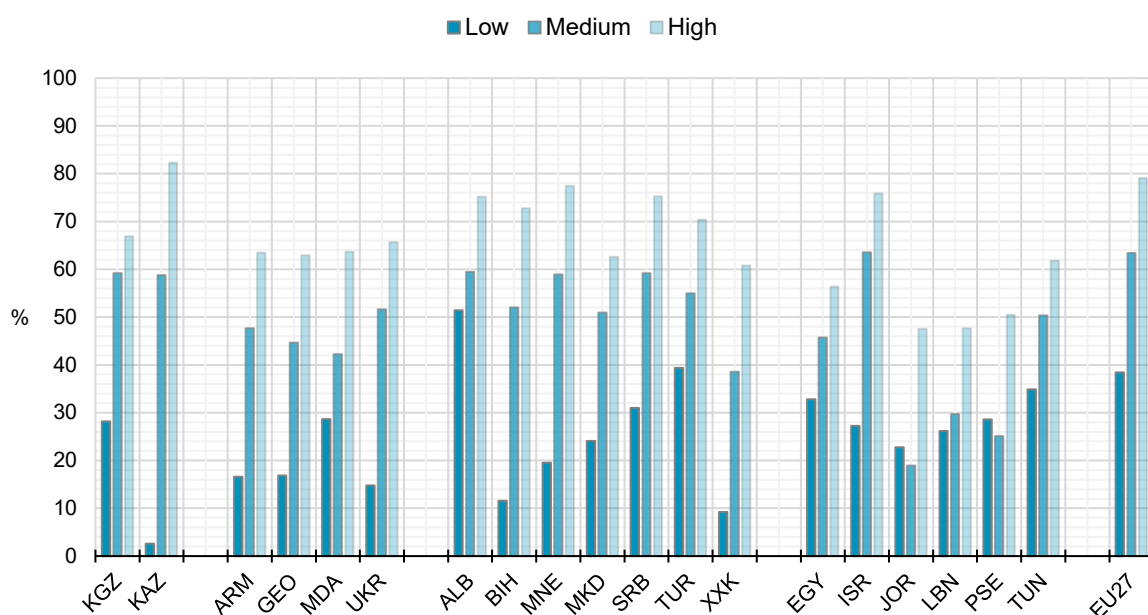
Relevance and labour market outcomes

In Lebanon, only a minority of adults are in employment regardless of their educational attainment. Just 26.2 % of adults with only primary or lower-secondary education are employed. 29.8 % of those with an upper-secondary qualification and 47.7 % of those with higher education have jobs. All three rates are well below the EU average (Figure 4.4).

The data show that holding an upper-secondary qualification does little to improve chances of employment compared with only primary or lower-secondary education. The difference in employment rates between these two groups is just 3.6 percentage points, whereas in the EU-27 the gap is 25 points. In contrast, the step up to higher education brings a more visible increase (+17.9 points), though even here the employment rate of adults with higher education remains more than 30 points below the EU-27 average.

The monitoring survey suggests that one of the reasons for this weak link between education and employment lies in the limited take up for VET and the limited labour-market relevance of the existing VET provided. There is no data available on the employability of VET graduates, but there is anecdotal evidence to suggest that current courses often fail to match employer demand for skills. This reflects the shortage of work-based learning opportunities and the persistence of outdated curricula. In any case, the overall pattern of employment by educational attainment suggests that more education alone is not sufficient to secure employment for large segments of the Lebanese population, and that the employment premium of higher education, while present, is considerably smaller than in the EU-27.

Figure 4.4 Employment rate (age 15+) by educational attainment, ETF partner countries (2024)



Source: ETF KIESE database

To address some of these shortcomings, reforms are under way in the form of various strategic frameworks such as the National Strategic Framework for Technical and Vocational Education and Training in Lebanon (2018–2022) and the TVET Strategy 2025-2029. They include a new competency-based curriculum designed to align training more closely with workplace requirements. The reform also introduces updated assessment methods, ranging from practical demonstrations and performance tasks to case studies and simulated work environments, with the aim of equipping learners with practical skills that better translate into employment.

System management and organisation

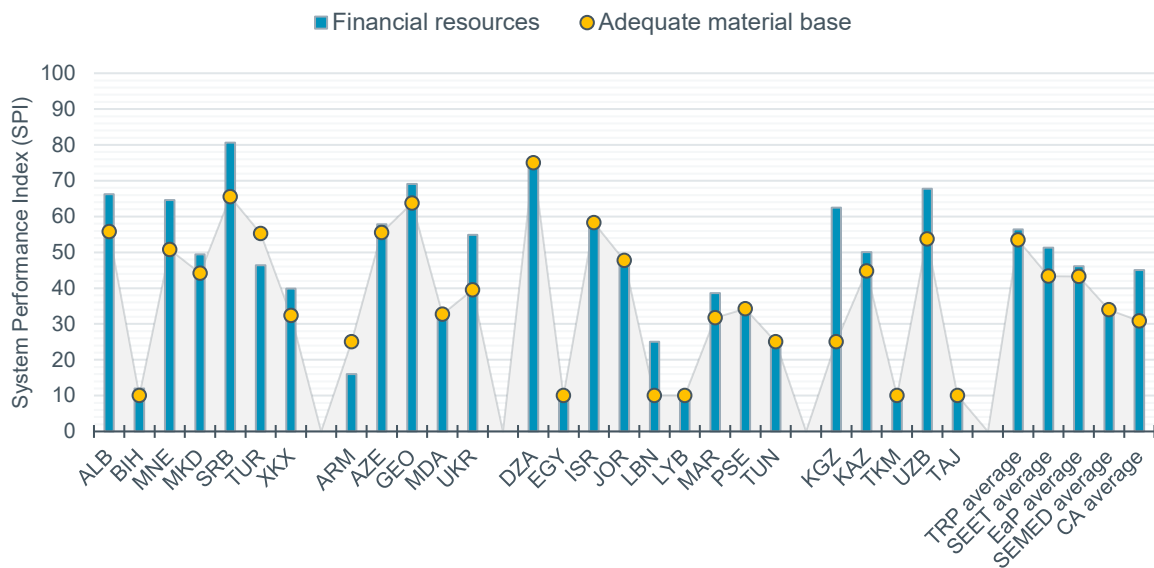
In this final section on policy and system performance, the focus shifts to how the education and training system is run, with particular attention on VET.

The analysis provides data on system performance in the form of SPIs in three areas: effective allocation and use of financial resources in VET; allocation, use, and professional capacity of human resources, including leadership skills and professional competence of school management and staff; and system steering and management, which includes data, quality assurance, school leadership and the internationalisation of qualifications.

Financial resources in VET and lifelong learning

The monitoring results point to low system performance in financing and infrastructure, both in absolute and in relative terms (Figure 4.5). With an SPI of 25 for the adequacy of financial resources and an SPI of only 10 for the adequacy of the basic infrastructure for teaching and learning, Lebanon is underperforming compared to other countries in the SEMED region and the broader Torino Process monitoring sample by a wide margin. The monitoring survey shows that funding is inadequate as only enough money for the schools' basic running costs gets allocated. Efficiency is also limited since resources are spread so thinly that they cannot generate meaningful improvements in teaching and learning.

Figure 4.5 Allocation and use of financial resources in education and training – index of system performance, ETF partner countries and international average (2024)



Note: Theoretical index range: min/low performance=0, max/high performance=100
 Source: ETF KIESE and Torino Process databases

As already discussed in Section 4.1 of this chapter, public spending on education and training in Lebanon has long hovered around 2 % of GDP, far below international benchmarks. The KIESE data used for the calculation of the SPIs shown in Figure 4.5 show that in 2022 government expenditure on secondary education stood at only 1.4 % of GDP (KIESE SPI Indicator 105). According to the monitoring survey, VET receives only a small share of this already limited budget, which is sufficient to cover only the most basic operating costs. Resources for instructional materials, facility upgrades or teacher development are scarce. Thus, the Directorate General of Vocational and Technical Education relies on external partners (e.g. GIZ) to provide resources for key activities such as the professional development for teachers. However, these initiatives are fragmented and do not extend to the provision of teaching materials. The National Pedagogic Institute for Technical Education, once the main body for continuous training of VET teachers, has suspended its operations due to lack of human and financial resources.

The state of VET school buildings reflects the underinvestment. The monitoring survey notes that many public VET institutions operate in deteriorating buildings with outdated workshops and obsolete equipment. Laboratories often lack modern tools and are affected by patchy electricity or internet access, which limits how well training aligned with current industry standards can be delivered. The KIESE data, sourced from principals through OECD’s PISA, confirms these deficiencies: more than half of students are in schools where principals report that instruction is hindered by a lack of physical infrastructure (55.0 %, KIESE SPI Indicator 99) or by inadequate or poor-quality infrastructure (53.5 %, Indicator 100). Similarly, around half of students are in schools where the quality of instruction is negatively affected by shortages or poor quality of educational materials (Indicators 97–98). The annual budget for equipment in vocational schools has been as low as USD 150,000 for more than 160 institutions, equating to less than USD 1 000 per school. According to the monitoring survey, this level of resourcing does not allow schools to provide safe, up-to-date learning environments or to maintain the practical relevance of training.

Human resources: allocation, use, professional capacity

System performance in the area of human resources in VET is mid-range (SPI of 57) for Lebanon and send mixed messages. At an individual schools level, human resources are generally managed effectively, particularly in relation to the implementation of curricula and examinations. At the same

time, KIESE data and information from the Torino Process monitoring survey suggest that the VET system faces significant structural human resources challenges.

For instance, many school principals do not have formal qualifications in educational administration and there is no policy requiring them to do so. This lack of formal standards undermines strong leadership and curtails the uptake of professional management practices across the sector. While around seven in ten teachers are fully certified (KIESE SPI Indicator 111, 69.2 %), this leaves a substantial share without full certification. Naturally, this has an impact – more than half of students are in schools where principals report that instruction is hindered by inadequately qualified teaching staff (Indicator 108, 50.3 %).

Professional development of teachers and trainers is another area of weakness. VET schools in Lebanon do not have in-house capacity to support the professional growth of their teachers and, according to the monitoring survey, more senior staff members are not prepared to take on mentorship roles for younger colleagues. VET providers therefore rely on external partners, such as various NGOs, to fill the gap. Although a relatively high share of teachers reports to have done some form of professional development shortly before the OECD PISA survey in 2022 (KIESE SPI Indicator 112, 66.6 %), this does not offset the absence of provider-level frameworks for professional support for teachers.

The challenge is made even more acute by the comparatively high attrition rate of teachers in vocational secondary education (Indicator 116, 11.4 %), which is disruptive to efforts to improve the situation. This may be among the reasons why more than half of students are in schools where principals report that instruction is hindered by a lack of teaching staff (Indicator 107, 57.5 %).

System steering and management

In Lebanon, data availability on education and VET in particular has historically been narrow. The sources are mostly national and largely confined to descriptive distributions of vocational school data by governorates. According to the monitoring survey, analytical approaches such as data mining are not yet in place, and the overall scope of national evidence remains restricted.

For many years, international benchmarking relied mainly on Lebanon's participation in TIMSS, which provided valuable but partial insights. This situation has improved with Lebanon's participation in OECD's PISA 2022, which generated detailed, internationally comparable information about the learning outcomes of 15-year-olds in general education and VET and, just as importantly, about the structural conditions in which teaching and learning takes place. Compared to earlier years, this substantially broadens the international evidence base and allows Lebanon to be positioned more clearly in regional and global contexts. System performance in the domain of data reflects this improvement. Lebanon's SPI of 47 is above the average for the monitoring sample and above the SEMED average (Figure 4.6).

Figure 4.6 System steering and management – index of system performance, selected dimensions, ETF partner countries and Torino Process average (2024)



Note: Theoretical index range: min/low performance=0, max/high performance=100
 Source: ETF KIESE and Torino Process databases

The national policy framework of Lebanon (including, e.g. the National Strategic Framework for VET (2025–2029)¹⁰, acknowledges the essential role of quality assurance in improving VET. Yet, in practice, the monitoring survey suggests that VET quality assurance is still at a very early stage of development. Structures and mechanisms are in place, but they are in their inception phase and are far from forming a comprehensive or institutionalised framework. System performance in this domain is still comparatively low (Figure 4.6).

Progress differs depending on the focus of quality assurance. For teachers, some advances have been made through international support, particularly the professional development programme delivered by GIZ. The monitoring survey describes how, as part of the broader QuA-VET project (2021–2025), GIZ, in collaboration with the Directorate General of Vocational and Technical Education (DGVTE), has introduced six competence profiles for different categories of VET personnel, commissioned third-party evaluations of acquired competencies and piloted continuing professional development in ten vocational schools. It is also working on a voluntary quality seal for VET courses jointly run by schools and enterprises.

This work indicates that quality assurance is being put into practice more systematically in provider-driven initiatives than it is system-wide. This is also confirmed through the KIESE data used for tracking progress in this area. Almost all principals report that internal self-evaluations take place (KIESE SPI Indicator 84, 98.5 %) and that student results and graduation rates are systematically recorded (Indicator 89, 99.6 %). The majority also report that there are written specifications on educational goals (Indicator 86, 95.4 %) and student performance standards (Indicator 87, 94.6 %).

At the same time, a very low share of principals report that achievement data are posted publicly (Indicator 81, 19.6 %), which points to weak external accountability and limited transparency. Even where quality assurance work has taken place, such as the competency evaluations of staff working with GIZ, their results have not yet been made public. In other words, transparency and stakeholder engagement remain limited despite quality assurance procedures being in place internally.

According to the monitoring survey, the professional capacity of staff in leadership positions in VET in Lebanon is still limited (SPI of 25). Many of those in charge do not hold degrees in educational management, as appointments are typically made by promoting former VET teachers on the basis of seniority rather than their readiness for leadership. The absence of a policy requiring specific qualifications for schools' heads, combined with recruitment practices that are often shaped by considerations other than only merit, has an impact on the quality of school leadership as well.

Against this background, external initiatives have played an important role, most recently through the GIZ QuA-VET project (2023–2027). The monitoring survey notes that the project has provided training for school principals and introduced competence profiles and professional development opportunities aimed at strengthening the pedagogical and managerial capacities of VET staff.

VET providers in Lebanon have very limited contact with international practices, networks and opportunities (SPI of 10). Options for teacher and student mobility, exchange programmes and international recognition of qualifications are currently absent, leaving the system largely isolated from international developments.

This is a backward step from earlier practice, when initiatives between 2009 and 2015 enabled Lebanese mechanics teachers to train in Germany through cooperation with GIZ. According to the monitoring survey, today international engagement is limited to selected collaborations, such as GIZ training initiatives and ETF-supported activities, including the 2022 conference on distance learning and blended VET in Beirut. While these efforts remain valuable for strengthening teacher capacities, they are narrow in scope and do not substitute for a more comprehensive, structured, formalised action in support of the internationalisation of VET in Lebanon.

ABBREVIATIONS

AFD	Agence Française de Développement
ALMP	active labour market policies
AUB	American University of Beirut
BMZ	Federal Ministry for Economic Cooperation and Development
BP	<i>Brevet Professionnel</i> (VET qualification level)
BT	<i>Baccalauréat Technique</i> (upper-secondary technical diploma)
CAS	Central Administration of Statistics
CERD	Center for Education Research and Development
CGFP	Career Guidance Focal Points
CLS	Centre for Lebanese Studies
COVID	Coronavirus Disease
CRDP	Centre for Educational Research and Development
CVA	cash and voucher assistance
CVET	Continuing Vocational Education and Training
DC	Distance/Displaced Children
DGVTE	Directorate General for Technical and Vocational Education
DWG	Donor Working Group
EDPU	Education Development and Public Utilities
ENABLE	Empowering networks and activation for building long-term employment
ERICC	education response in crisis and conflict
ERP	emergency response plan
ESCWA	Economic and Social Commission for Western Asia
ESG	Environmental, Social and Governance
ESW	Education Sector Working group
ETF	European Training Foundation
EU	European Union

GDP	gross domestic product
GEO	Guidance and Employment Office
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GNI	Gross National Income
HDI	Human Development Index
ICT	Information and Communication Technology
ILO	International Labour Organization
IMF	International Monetary Fund
INGO	International Non-Governmental Organisation
IOM	International Organization for Migration
ISBN	International Standard Book Number
ISCED	International Standard Classification of Education
IV	Initial vocational
IVET	Initial Vocational Education and Training
KIESE	Key Indicators on Education, Skills and Employment
LCAT	Lebanon Crisis Analytics Team
LCRP	Lebanon crisis response plan
LEG	Local Education Group
LFHLCS	Labour force and household living conditions survey
LNQF	Lebanese National Qualifications Framework
LP	<i>Licence Professionnelle</i> (Vocational Secondary Certificate)
LRP	Lebanon response plan
LTS	<i>Licence Technique Supérieur</i> (higher technical diploma)
MEHE	Ministry of Education and Higher Education
MSMEs	micro, small, and medium enterprises
MYRP	Multi-Year Resilience Programme
NEET	not in education, employment or training
NEO	National Employment Office

NGO	Non-Governmental Organisation
NORAD	Norwegian Agency for Development Cooperation
NQF	National Qualifications Framework
NSF	National Strategic Framework
NSPS	National Social Protection Strategy
NSSF	National Social Security Fund
NVTC	National Vocational Training Centre
OECD	Organisation for Economic Co-operation and Development
PISA	Programme for International Student Assessment
PPE	Personal protective equipment
PTSD	Post-traumatic stress disorder
QA	Quality assurance
QuA-VET	Improving the Quality and Attractiveness of Technical and Vocational Education and Training in Lebanon
REAL	Research for Equitable Access and Learning
SAB	School advisory board
SEMED	Southern and Eastern Mediterranean region
SMEB	Survival and minimum expenditure basket
SME	Small and Medium Enterprise
SOLIFEM	Social Dialogue for Formalization and Employability in the Southern Neighbourhood
SPI	System Performance Index
STC	Siblin Training Centre
TIMSS	Trends in International Mathematics and Science Study
TREF	Transition Resilience Education Fund
TRP	Torino Process
TS	<i>Technique Supérieur</i>
TVET	technical vocational education and training
UN	United Nations

UNDP	United Nations Development Programme
UNESCO	United Nations Education, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Emergency Fund
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
USD	United States dollar
VET	Vocational Education and Training
WB	World Bank
WHO	World Health Organisation

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