



European Training Foundation

LEBANON

**EDUCATION, TRAINING AND EMPLOYMENT
DEVELOPMENTS 2019**



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KEY POLICY DEVELOPMENTS IN EDUCATION, TRAINING AND EMPLOYMENT

(SEPTEMBER 2018–AUGUST 2019)

The current Lebanese Government was formed on 31 January 2019. It includes all major political parties and mirrors the new Parliament, which was elected based on a proportional law that was a novelty for Lebanon. The government has placed economic growth at the heart of its policy and commitment for the next five years. As part of this commitment, the Council for Economic Development and Reconstruction Investment (CEDRE) conference was held in Paris on 6 April 2018 with the aim of gaining international support for an investment programme to boost Lebanon's economy. At this conference, the government presented the Capital Investment Programme (CIP) and its vision for stability and sustainable long-term growth and job creation. During the conference, international donors pledged USD 10.2 billion in loans and USD 860 million in grants for investment in infrastructure projects such as transport, water sanitation, electricity, telecommunications, waste management, industry and tourism.

It is expected that the CIP will help to kick-start economic growth, create jobs and reduce unemployment. However, the implementation process has not yet started, as the use of the funds is conditional on completing a series of reforms at different levels, such as increasing transparency, reducing deficit and cutting public expenditure. The government will be able to start implementing the reforms after the new budget is approved by Parliament. In addition, the Ministry of Economy and Trade launched a strategic analysis as the basis for the government's economic vision to increase economic growth and reduce fiscal deficit¹.

On employment, the Minister of Labour is leading the process of reforms aimed at bringing Lebanon's labour-related regulations and institutions into the 21st century (i.e. updating the labour code, which dates back to 1946; reforming the Kafala sponsorship system for migrant workers; regulating foreign workers in Lebanon, especially Syrians; reforming the National Social Security Fund (NSSF), etc.). However, the intention to regulate foreign workers sparked a wave of protests in Palestinian refugee camps over the summer of 2019, protests that intensified during August.

On the education side, in 2018–2019 the development of the National Strategic Framework (NSF) for Technical and Vocational Education and Training 2018–2022 has strengthened the collaboration between the Ministry of Education and Higher Education (MEHE), the Directorate General of Vocational and Technical Education (DGVTE) and various international organisations.

¹ Middle East Consultancy, 'McKinsey delivers 1,000-page report to government of Lebanon', July 2018: <https://www.consultancy-me.com/news/1118/mckinsey-delivers-1000-page-report-to-government-of-lebanon>

1. KEY DEMOGRAPHIC AND ECONOMIC CHARACTERISTICS

Lebanon's total population increased by more than 40% in seven years, from 4.30 million in 2010 to just over 6 million in 2017. The country is in the midst of a demographic transition that is characterised by rapid reductions in fertility rates and significant increases in life expectancy. The characteristics of this middle phase of the transition include the shrinking of the under-14 population, a bulge in the size of the working-age population (15–64 years) and considerable growth in the cohort aged 65+². Thus, Lebanon has an age distribution profile that is somewhere between the regional average and that of more developed regions of the world. There are proportionally fewer children and proportionally more elderly people than in nearby countries.

The population increase has significantly exceeded natural population growth owing to a net inflow of migrants to the country. Lebanon has historically been a country of immigration, and diversity is one of its main characteristics. However, the Syrian crisis, now in its ninth year, continues to have a large impact on the demography of the country. The Government of Lebanon currently estimates that there are 950 334 displaced Syrians living in Lebanon (25.2% are women, 19.4% men, 27.1% girls and 28.3% boys, with diverse backgrounds and specific needs), along with 28 800 Palestinian refugees from Syria and a pre-existing population of an estimated 180 000 Palestinian refugees from Lebanon living in 12 camps and 156 gatherings³.

At the same time, as a result of previous conflicts and the current socioeconomic situation, Lebanon is also a country of emigration. Many well-educated Lebanese citizens look for employment opportunities abroad. Of the 15 000–20 000 Lebanese individuals who emigrate every year, most go to the Gulf countries (27%) and North America and Australia (46%). Most emigrants (76%) are aged between 15 and 34⁴. One impact of emigration has been the development of a large and steady stream of remittance income.

The crisis in Syria is having a profound effect on the Lebanese economy. It has impacted key drivers of growth in such sectors as construction, real estate, industry, services and tourism. Consequently, Lebanon's real gross domestic product (GDP) growth fell from an average of 9% during the period 2007–2010 to an average of 1.3% during the years 2011–2018⁵. The World Bank highlights that there was only a 0.2% growth in real GDP in 2018, associated with tightened liquidity that mostly impacted the real estate sector.

Lebanon is a middle-income country with an open and largely service-oriented economy. It has a strong commercial tradition of domestic free trade and investment policies. In 2018 the service sector accounted for 74.7% of GDP, followed by industry (14.1%) and agriculture (2.9%). Small and medium-sized enterprises (SMEs) remain the main form of business organisation, particularly micro and small

² https://www.ilo.org/wcmsp5/groups/public/---arabstates/---ro-beirut/documents/publication/wcms_633487.pdf

³ <https://www.unhcr.org/lb/wp-content/uploads/sites/16/2019/04/LCRP-EN-2019.pdf>

⁴ https://www.etf.europa.eu/sites/default/files/m/0DEB50C5BB6ACEC9C12581530038CDD7_Lebanon%20MISME S.pdf

⁵ World Bank, World Development Indicators database: <https://databank.worldbank.org/source/world-development-indicators>

enterprises. There is also a large and growing informal sector in the country, which represents a serious risk for the national economy.

With regard to poverty, around 28.5% of Lebanese, 69% of displaced Syrians, 65% of Palestinians and 89% of Syrian Palestinians live below the poverty line, with less than USD 3.84 a day⁶. An underlying factor in the high poverty rates is the high rate of unemployment, with some groups in the active population unable to find a job and secure an income on which they can live.

2. EDUCATION AND TRAINING

2.1 Trends and challenges

The latest available data (2012) shows that Lebanon had a relatively low-skilled labour force, as 66.5% of the adult population had a low level of education and only 17.9% had a high level. Although the youth literacy rate (among the 15–24 age group) was high in 2018, at around 99% for both males and females⁷, the Lebanese public education system is characterised by low learning levels and high dropout rates. A significant majority of children enrolled in formal basic education are unable to successfully complete this level and make the transition to secondary education⁸.

The latest available data on education expenditure dates back to 2013, when 2.48% of GDP was spent on education, a figure that is low compared to other middle-income countries. Lebanon has both a private and a public (government) education system. The former charges for admission, while the latter is practically free of charge. Private schools, the overwhelming majority of which are dependent on various religious communities, have a long and strong tradition in Lebanon. This has led to a great variety of educational institutions in the country, which can be considered a reflection of the openness of the government to the international community but might also represent a fragmentation in the vocational education and training (VET) system.

One of the main deficiencies in the education sector remains the lack of reliable national education data that can be meaningfully used for programming policy interventions. A lack of timely information and insufficiently detailed disaggregated enrolment figures hamper evidence-based programming. Since 2018 the MEHE has started the process of digitising data collection, both centrally and at school level, yet no real developments can be reported.

Overall, around 631 209 Syrian children (aged 3–18) are living in Lebanon⁹. These children, along with 447 409 vulnerable Lebanese children (aged 3–18), are in need of educational assistance. Despite the efforts of the MEHE and education partners, it is estimated that 40% of displaced Syrians aged 3–18 – more than 250 000 children – remain out of certified education (formal and non-formal). The enrolment rates fall significantly in lower secondary education, and the out-of-school rates are highest among Syrians aged 15–18, with only around 6% of registered Syrian refugees in this age group enrolled in

⁶ World Bank, Lebanon Economic Monitor, Spring 2019:
<http://pubdocs.worldbank.org/en/757651553672394797/Lebanon-MEU-April-2019-Eng.pdf>

⁷ <http://uis.unesco.org/country/LB>

⁸ http://files.unicef.org/transparency/documents/Lebanon_Education_StrategyNote_3MAY2016.pdf

⁹ Total number of children known to UNHCR as of September 2018.

formal education (secondary schools and technical and vocational education and training (TVET) public schools)¹⁰.

TVET is still associated with academic failure and poor-quality provision. The association between TVET-level jobs and low wages, poor working conditions and a lack of career prospects has discouraged young Lebanese people from enrolling in VET courses at secondary and post-secondary levels. The 2019 Lebanon Crisis Response Plan update highlights that in the 2017/18 school year, 2 123 adolescents (313 Lebanese and 1 810 non-Lebanese) were enrolled in vocational education¹¹. The unattractiveness of the VET system could be due to its weak links with the labour market, which exacerbate the difficult transition from the education system to the labour market. The system also suffers from an uneven geographical distribution of schools across the country. Moreover, although the conditions for entering the VET system are transparent, the process for advancing to higher education is not smooth and is often perceived as restrictive by VET graduates wishing to continue their studies.

The 2018 UNESCO study¹² on work-based learning (WBL) in Lebanon indicated that there is still a lack of clear structure for apprenticeships and WBL. The percentage of WBL hours in the different TVET specialties ranges from 6–15% for industrial specialisations to over 50% in some health-related specialties. The study also highlighted that there is weak involvement of the private sector in the provision of apprenticeship programmes and WBL, as well as insufficient financial resources for increasing and improving apprenticeships and other WBL schemes.

Lebanon participated in the Programme for International Student Assessment (PISA) exercise for the first time in 2015. Participants scored poorly in all tested areas: 70% in reading, 60.2% in science and 62.6% in mathematics. Overall, the PISA results show the need to tackle issues leading to underperformance, to address the issue of school dropouts and to assist those struggling with school performance in earlier grades. Revision of pedagogical methodologies and practices and of curriculum contents and approaches are key, as is excellence in pre-service teacher training and in the recruitment of teachers.

2.2 Education and training policy and institutional setting

The National Strategic Framework (NSF) for TVET 2018–2022 is the main policy document adopted for improving the TVET system. The NSF confirms the government's commitment to promoting the TVET system, which provides young people and workers with the competences and skills required to access decent work and allows businesses to recruit the workforce they need for growth. The framework is developed along three main axes: i) expanded access and service delivery; ii) enhanced quality and relevance of TVET provision; and iii) improved TVET governance and systems. These axes will be realised through eight building blocks. The NSF also represents an important step towards better collaboration between government institutions and a stronger partnership with the private sector.

In this context, 2019 was a crucial year in defining the implementation modalities of the NSF through

¹⁰ Lebanon Crisis Response Plan 2017–2020, Lebanon, United Nations, 2019: <https://reliefweb.int/sites/reliefweb.int/files/resources/67780.pdf>

¹¹ Lebanon Crisis Response Plan 2017–2020, Lebanon, United Nations, 2019: <https://reliefweb.int/sites/reliefweb.int/files/resources/67780.pdf>

¹² UNESCO, *Work Based Learning Study Reviewing Work-Based Learning (WBL) Programmes for Young People in Lebanon*, 2018: <http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Beirut/images/Education/LB.pdf>

the joint development of its action plan and the cooperation established between the MEHE and DGVTE as well as with the international community.

Recent years have also seen increasing sociopolitical awareness of the importance of education and training for sustainable and cohesive socioeconomic growth. In 2017, with the support of the international community and civil society, the Lebanese Government developed the second phase of a multi-year, multi-stakeholder national response plan, Reaching All Children with Education (RACE II 2017–2021). Based on RACE I, which progressively ensured the mainstreaming of refugee children into the national education system, RACE II (2017–2021) envisages furthering inclusive education for the most vulnerable children in Lebanon by increasing access to education, improving the quality of service delivery and strengthening the national education system.

The education system is governed by the MEHE. A number of bodies work under the auspices of the ministry: the Directorate General of Education, the Directorate General of Higher Education, and the DGVTE, which is responsible for both initial and continuing TVET. The public VET training providers (representing around 40% of the overall training offering) do not have enough autonomy to take management decisions at a local level and depend fully on DGVTE management. At the same time, large numbers of private training providers have management and funding independence, providing that they use the state examination system, and are subject to some DGVTE quality control measures.

In addition, a number of ministries and government agencies are responsible for vocational training provision for unemployed people and other specific target groups, especially Syrian refugees. The main institution offering adult education and continuing training courses is the National Employment Office (NEO), which operates under the auspices of the Minister of Labour. The chambers of commerce also offer training courses through their own centres. As a result of the protracted Syrian crisis, there is a proliferation of service providers offering private accelerated training. These are non-governmental organisations or companies that have their own curricula and training schemes, and thus are not connected to or directly supervised by the DGVTE. All of this creates significant fragmentation in the TVET system and somehow moves the focus from formal to informal TVET.

While there is no national quality assurance system for the TVET sector, the DGVTE has established some quality control measures, such as accreditation of TVET providers and programmes. Moreover, students in public and private TVET must take the national examinations endorsed by the DGVTE.

The Lebanese National Qualifications Framework, developed in 2012, has not yet been endorsed. The challenge remains to develop a formal definition of VET in Lebanon and standards that govern such a definition, adapt these to fit the context of initial and continuing VET, and put in place mechanisms to measure and assure quality in VET. Although the NSF includes the implementation of the national qualifications system for TVET, no actions at national level can be planned without a legal framework.

In 2018, ProVTE project (funded by the EU and implemented by GIZ, a German development agency) piloted training and certification of VET teachers and trainers in the construction sector. Both students and teachers/trainers underwent a professional assessment at the end of the training by an independent evaluator representing the sector. This is an example that could be replicated and possibly scaled up, as teachers can strengthen and build new skills relevant to the industry, become more knowledgeable about the industry's requirements, and acquire a certificate that is nationally recognised and that will enable them to progress in their profession.

The main challenge for Lebanon remains the implementation of reforms. The decision-making system is closely linked to the established balance of power between religious groups at all levels of the

system. Therefore, while society and the business community could move more swiftly and respond to the changing socioeconomic environment, government structures remain slow and, in some cases, paralysed. This specificity of Lebanon also influences education reforms and the education system overall.

3. LABOUR MARKET AND EMPLOYMENT

3.1 Trends and challenges

The Lebanese labour market still faces significant challenges. It is characterised by low labour market participation and employment rates, particularly among women; high unemployment rates, particularly for women and young people; low levels of job creation, particularly in value-added sectors; a significant number of workers engaged in the informal sector; large-scale immigration and forced displacement from other parts of the Arab world, particularly from Syria; emigration of skilled young Lebanese workers; and significant occupational segregation and skills mismatch.

The Syrian crisis has had a significant negative impact on the Lebanese labour market and has amplified pre-existing structural weaknesses. According to World Bank estimates, an additional 250 000 to 300 000 Lebanese citizens have become unemployed, most of them unskilled young people, as a result of the Syrian crisis¹³. The majority of refugees are low- or semi-skilled workers, primarily active in agriculture, construction, and personal and domestic services. Even though these sectors have traditionally been dominated by migrant workers, job competition has sometimes fuelled tension between the refugees and Lebanese host communities. Early estimates suggest that unskilled wages in some areas have fallen by as much as 50%¹⁴.

Significant gaps currently exist in the collection and assessment of timely and credible primary labour market data at both national and regional levels. A recent study¹⁵ on unemployment in Lebanon identified that different organisations have published different data depending on the methodology applied. Moreover, many small and donor-funded sectoral or other labour market studies have been carried out but have not been consolidated to provide a more comprehensive national vision. To address this issue, the Central Administration of Statistics launched the Labour Force and Households' Living Conditions Survey in January 2018. This survey has been carried out with technical support from the International Labour Organization (ILO) and funding from the EU. The preliminary results are expected in the last quarter of 2019.

According to recent ILO estimates, 44.2% of the working-age population was economically active in 2017, with a female labour force participation rate of just over 21% compared with 66.9% among males over the age of 15. The low employment and activity rates for women can be attributed to social, cultural and economic factors¹⁶.

¹³ <http://www.worldbank.org/en/country/lebanon/overview>

¹⁴ http://www.europarl.europa.eu/RegData/etudes/BRIE/2017/599379/EPRS_BRI%282017%29599379_EN.pdf

¹⁵ Draft study on Unemployment in Lebanon, March 2019:

<http://www.databank.com.lb/docs/Unemployment%20in%20Lebanon%20Findings%20and%20Recommendations%202019%20ECOSOC.pdf>

¹⁶ UNICEF, ILO, NEO, Ministries of Education & Higher Education, Social Affairs, Labour & Agriculture, National Strategic Framework for Technical Vocation and Education and Training in Lebanon (2018–2022), January 2018.

The main factors driving persistent poverty and the lack of inclusive economic growth are weak job creation and low-quality jobs. Overall, the structure of employment in Lebanon has been shifting towards services. This has been accompanied by a decline in productive activities such as manufacturing and agriculture. As a result, employment has become more concentrated in fewer activities with relatively low levels of productivity. The labour market is also affected by the large size of the informal sector. The latest estimates published by the Investment Development Authority of Lebanon (IDAL) indicate that the services, financial intermediation and insurance sectors employ 39% of the labour force, with trade employing 27%, manufacturing 12%, construction 9%, transport 7% and agriculture 6%¹⁷. McKinsey's Lebanon Economic Vision Report (2018) estimates that the productive sectors employ 26% of the labour force; these sectors are agriculture (12%), manufacturing (11%) and hotels and restaurants (5%)¹⁸.

Unemployment remains high, although it is difficult to assess its true level because Labour Force Survey data is available only for 2012, and various estimates differ. According to ILO estimates, in 2017 the unemployment rate was 6.3% and youth unemployment (15–24 age group) was 16.5%¹⁹. According to the Minister of Labour, in 2017 the unemployment rate was estimated at around 25% (18% for women) and 37% for young people under the age of 35²⁰. Unemployment is particularly high among Palestinian refugees from Syria at an estimated 52.5% (rising to 68.1% for female members of the community)²¹.

Despite the investments of donors and international organisations in helping to create jobs in rural and other selected regions, as well as a developed start-up ecosystem in the city of Beirut, the number of jobs created is still not sufficient. As the Lebanese economy does not generate enough high-skilled jobs to absorb university graduates, higher education has not led to better labour market outcomes. In general, only 40% of graduates work in jobs that are a very good match for their qualifications, while 20% work in occupations that do not match their educational fields²². According to the United Nations Development Programme (UNDP), the skills gap is the most striking obstacle facing the Lebanese labour market. Furthermore, geographical disparities in access to education exacerbate the mismatch and inequality between rural and urban areas, and thus lead to fewer opportunities to access the labour market²³. Digital transformation may also contribute to skills mismatch, especially for the industrial subsectors. Although there are no statistics yet to confirm this, it is an issue that should be monitored in future.

Another challenge is the emigration and immigration of workers, a phenomenon that has had a significant impact on the labour market. Emigration has created a situation in which a relatively large number of young and well-educated people have left the country, creating a relative scarcity of skills and resulting in a need to hire foreign workers to fill the gap. Many refugee workers accept lower wages (even below the Lebanese minimum wage) and less favourable working conditions in order to

¹⁷ http://www.idal.com.lb/en/doing_business/Labour_force/profile

¹⁸ McKinsey, Lebanon Economic Vision, 2018: <https://www.economy.gov.lb/media/11893/20181022-1228full-report-en.pdf>

¹⁹ https://www.ilo.org/wcmsp5/groups/public/---arabstates/---ro-beirut/documents/publication/wcms_633487.pdf

²⁰ Arab Weekly Digest, Interview with Minister of Labour, Beirut, August 2017.

²¹ Lebanon Crisis Response Plan, 2017–2020: 2019 Update: <https://data2.unhcr.org/en/documents/download/68651>

²² Dibeh, G., Fakhri, A. and Marrouch, W., 'The Poor and Marginalized in Lebanon: Labour Market Challenges and Policy Implications', SAHWA Policy Paper, 01, 2016.

²³ United Nations Development Programme (UNDP), Mind the gap. A labour needs assessment for Lebanon, UNDP, Beirut, 2016.

gain employment. While this practice may provide a short-term solution in meeting the demand for labour, it could potentially lead to longer-term problems relating to the future supply of qualified Lebanese workers and may encourage the expansion of low-productivity economic activities in the country.

3.2 Employment policy and institutional setting

Despite a clear need, Lebanon still has no specific employment strategy or action plan. On the positive side, the new Minister of Labour has started a process of reforms aimed at bringing Lebanon's labour-related regulations and institutions into the 21st century (i.e. updating the labour code, which dates back to 1946; reforming the Kafala sponsorship system for migrant workers; regulating foreign workers in Lebanon, especially Syrians; reforming the NSSF, etc.).

Lebanon's employment policy is fragmented. Various institutions are in charge, but they have limited coordination mechanisms and limited resources to fulfil their mandates. The Ministry of Labour is responsible for labour-related legislation and policies, including employment conditions, labour relations and labour inspection. Since early 2017, the ministry has been planning to upgrade its capacities with a number of new staff. This process is still ongoing, but it might progress quickly under the new government.

NEO is the main body implementing labour market policies. Training courses offered by NEO are the main form of active labour market programmes (ALMPs) provided in Lebanon. Although NEO has a broad mandate²⁴, it does not have the capacity to be fully operational owing to severe staff shortages, limited budget availability and very few offices throughout the country (Beirut, Tripoli and Sidon). Thus, its role has remained limited to conducting training that is funded by international organisations through programmes responding to the Syrian refugee crisis. A recent positive development is the hiring of 30 new staff (20 specialists and 10 administrators), who have been allocated to different offices.

Another government institution involved in the provision of training-related ALMPs is the National Vocational Training Centre (NVTC), which operates under the auspices of the Ministry of Labour and the Ministry of Social Affairs. Under the initiative of the Ministry of Labour, the NVTC has recently started to provide continuing vocational training courses called accelerated vocational training. This training is aimed at increasing the employability of the inactive population.

In addition, private employment agencies are increasingly gaining ground in Lebanon, mainly offering services to migrant workers coming to work in Lebanon. Some attempts have been made to regulate these agencies, especially those dealing with domestic workers, but Lebanon has not yet ratified ILO Convention 181 on Private Employment Agencies (1997) or Convention 189 on Decent Work for Domestic Workers (2011).

Passive labour market and social protection policies are also underdeveloped. The current national social security system provided by the NSSF covers only around half of the Lebanese labour force. The NSSF mostly provides end-of-service indemnity, sickness and maternity insurance, and family and education allowances. It has 35 offices throughout the country and inspects enterprises and work sites to verify that companies contribute to social security.

²⁴ NEO's objectives include conducting studies and research to formulate employment policies for Lebanon; improving the employability and skill level of new entrants to the labour market through accelerated vocational training; finding job opportunities for jobseekers; and increasing the employability of people with disabilities.

There is no labour market information system in Lebanon. This hinders systematic data collection and the analysis of labour market trends. Most of the existing surveys and analyses are performed with the financial support of donors and are not repeated over time. The Ministry of Labour is currently working on designing and implementing a national employers' survey aimed at better understanding the demand for workers. The survey, which is still in a pilot phase, should identify and analyse vacancies and skills needs within companies.

No systematic school-to-work transition surveys are currently conducted. Hence, the system lacks the instruments needed to gain an understanding of the problems associated with the transition from education to work. Since 2014 Guidance Employment Offices have been established within selected VET schools to submit monitoring reports to the DGVTE every six months, including data on the number of jobs acquired by VET graduates and linkages with the private sector, as well as recommendations for improving the workflow process of the offices. The network has grown from 8 to 23 offices nationwide. However, the data collected so far does not include the percentage of graduates that have pursued self-employment. It is evident that the majority of VET graduates pursue higher education, either academic or vocational, with the hope of increasing their chances of gaining better employment opportunities with higher wages.

The Lebanese Government has underlined job creation as a key priority in stabilising the country following the Syrian crisis. The Lebanon Crisis Response Plan 2017–2020 includes activities to stimulate local economic development and market systems to create income-generating opportunities and employment. It also envisages the delivery of short-term accelerated courses aimed at quickly addressing gaps in the labour market and increasing the employability of the most vulnerable, who are typically not able to join the formal system. This will be done in conjunction with supporting the capacity of the formal TVET system and schools in collaboration with education sector partners²⁵.

The Subsidised Temporary Employment Programme (STEP) was launched in January 2017. The programme aims to incentivise SMEs to expand production and create new permanent jobs for predominantly low-skilled Lebanese workers and temporary jobs for Syrian refugees. STEP is expected to achieve this through the provision of finance and employment incentives, as well as a flexible package of technical assistance to facilitate access to business development services. The project will end in September 2020, but only 19.37% of the project budget has so far been spent²⁶.

Despite these efforts, the capacity to develop and implement coherent economic and labour market policies and develop appropriate institutions appears to be limited. Defining and implementing policies could be more effective in partnership with the rather active business community in Lebanon, which is usually willing to assist these processes. Awareness of the importance of cooperation between business and education is increasing, and can only improve in the coming years if the new government rapidly takes action to remedy the historical weakness of the Lebanese administration.

²⁵ https://reliefweb.int/sites/reliefweb.int/files/resources/LCRP2018_EN_Full_180122.pdf

²⁶ <https://devtracker.dfid.gov.uk/projects/GB-GOV-1-300060>

LEBANON: STATISTICAL ANNEX

Annex includes annual data from 2013, 2017 and 2018 or the last available year.

		2013	2017	2018	
1	Total Population (,000) ⁽¹⁾	5,287	6,082	M.D.	
2	Relative size of youth population (age group 15-24, %) ⁽¹⁾	29.3	27.2	M.D.	
3	GDP growth rate (%)	2.6	0.6	0.2	
4	GDP by sector (%)	Agriculture added value	3.9	2.9	2.9
		Industry added value	16.5	14.6	14.1
		Services added value	72.1	75.9	74.7
5	Public expenditure on education (as % of GDP)	2.5	M.D.	M.D.	
6	Public expenditure on education (as % of total public expenditure)	8.6	M.D.	M.D.	
7	Adult literacy (%)	M.D.	M.D.	M.D.	
8	Educational attainment of adult population (aged 25-64 or 15+) (%)	Low	66.5 (2012)	M.D.	M.D.
		Medium	15.3 (2012)	M.D.	M.D.
		High	17.9 (2012)	M.D.	M.D.
9	Early leavers from education and training (aged 18-24) (%)	Total	M.D.	M.D.	M.D.
		Male	M.D.	M.D.	M.D.
		Female	M.D.	M.D.	M.D.
10	Gross enrolment rates in upper secondary education (ISCED level 3) (%)	58.0	55.8	M.D.	
11	Share of VET students in upper secondary education (ISCED level 3) (%)	27.3	27.7	M.D.	
12	Tertiary education attainment (aged 30-34) (%)	M.D.	M.D.	M.D.	
13	Participation in training/lifelong learning (aged 25-64) (%)	Total	M.D.	M.D.	M.D.
		Male	M.D.	M.D.	M.D.
		Female	M.D.	M.D.	M.D.
14	Low achievement in reading, mathematics and science – PISA (%)	Reading	N.A.	70.4 (2015)	N.A.
		Mathematics	N.A.	60.2 (2015)	N.A.
		Science	N.A.	62.6 (2015)	N.A.

			2013	2017	2018
15	Activity rate (aged 15+) (%) ⁽²⁾	Total	54.5 (2012)	M.D.	M.D.
		Male	79.4 (2012)	M.D.	M.D.
		Female	33.3 (2012)	M.D.	M.D.
16	Inactivity rate (aged 15+) (%) ^{(2) (3)}	Total	45.5 (2012)	M.D.	M.D.
		Male	20.6 (2012)	M.D.	M.D.
		Female	66.7 (2012)	M.D.	M.D.
17	Employment rate (aged 15+) (%)	Total	44.7 (2012)	M.D.	M.D.
		Male	66.9 (2012)	M.D.	M.D.
		Female	25.3 (2012)	M.D.	M.D.
18	Employment rate by educational attainment (% aged 15+)	Low	M.D.	M.D.	M.D.
		Medium	M.D.	M.D.	M.D.
		High	M.D.	M.D.	M.D.
19	Employment by sector (%)	Agriculture	4.5 (2012)	M.D.	M.D.
		Industry	19.3 (2012)	M.D.	M.D.
		Services	76.3 (2012)	M.D.	M.D.
20	Incidence of self-employment (%)		28.9 (2012)	M.D.	M.D.
21	Incidence of vulnerable employment (%)		21.1 (2012)	M.D.	M.D.
22	Unemployment rate (aged 15+) (%)	Total	9.7 (2012)	M.D.	M.D.
		Male	7.7 (2012)	M.D.	M.D.
		Female	13.8 (2012)	M.D.	M.D.
23	Unemployment rate by educational attainment (aged 15+) (%)	Low ⁽⁴⁾	8.1 (2012)	M.D.	M.D.
		Medium	13.9 (2012)	M.D.	M.D.
		High	11.4 (2012)	M.D.	M.D.
24	Long-term unemployment rate (aged 15+) (%)		M.D.	M.D.	M.D.

			2013	2017	2018
25	Youth unemployment rate (aged 15-24) (%)	Total	M.D.	M.D.	M.D.
		Male	M.D.	M.D.	M.D.
		Female	M.D.	M.D.	M.D.
26	Proportion of people aged 15–24 not in employment, education or training (NEETs) (%)	Total	M.D.	M.D.	M.D.
		Male	M.D.	M.D.	M.D.
		Female	M.D.	M.D.	M.D.

Last update: 27/08/2019

Sources:

Indicator 1, 2 – UNDP, from 2016 medium variant estimates

Indicator 8, 15, 16, 17, 19, 20, 21, 22, 23 – EUROSTAT

Indicators 5, 6, 10, 11– UNESCO, Institute for Statistics

Indicators 14– OECD

Indicators 3, 4– The World Bank, World Development Indicators database

Notes:

- (1) Estimations
- (2) Working age population 15-64
- (3) ETF calculations
- (4) ISCED 0-1

Legend:

N.A. = Not Applicable

M.D. = Missing Data

Annex: Indicators' definitions

	Description	Definition
1	Total population (000)	The total population is estimated as the number of persons having their usual residence in a country on 1 January of the respective year. When information on the usually resident population is not available, countries may report legal or registered residents.
2	Relative size of youth population (age group 15-24) (%)	This is the ratio of the youth population (aged 15-24) to the working-age population, usually aged 15-64 (74)/15+.
3	GDP growth rate (%)	Annual percentage growth rate of GDP at market prices based on constant local currency. Aggregates are based on constant 2010 U.S. dollars. GDP is the sum of gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources.
4	GDP by sector (%)	The share of value added from Agriculture, Industry and Services. Agriculture corresponds to ISIC divisions 1-5 and includes forestry, hunting, and fishing, as well as cultivation of crops and livestock production. Value added is the net output of a sector after adding up all outputs and subtracting intermediate inputs. It is calculated without making deductions for depreciation of fabricated assets or depletion and degradation of natural resources. The origin of value added is determined by the International Standard Industrial Classification (ISIC), revision 3 or 4.
5	Public expenditure on education (as % of GDP)	Public expenditure on education expressed as a percentage of GDP. Generally, the public sector funds education either by directly bearing the current and capital expenses of educational institutions, or by supporting students and their families with scholarships and public loans as well as by transferring public subsidies for educational activities to private firms or non-profit organisations (transfer to private households and enterprises). Both types of transactions together are reported as total public expenditure on education.
6	Public expenditure on education (as % of total public expenditure)	Public expenditure on education expressed as a percentage of total public expenditure. Generally, the public sector funds education either by directly bearing the current and capital expenses of educational institutions, or by supporting students and their families with scholarships and public loans as well as by transferring public subsidies for educational activities to private firms or non-profit organisations (transfer to private households and enterprises). Both types of transactions together are reported as total public expenditure on education.
7	Adult literacy (%)	Adult literacy is the percentage of population aged 15 years and over who can both read and write with understanding a short simple statement on his/her everyday life. Generally,

	Description	Definition
		'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations.
8	Educational attainment of adult population (25-64 or aged 15+) (%)	Educational attainment refers to the highest educational level achieved by individuals expressed as a percentage of all persons in that age group. This is usually measured with respect to the highest educational programme successfully completed which is typically certified by a recognized qualification. Recognized intermediate qualifications are classified at a lower level than the programme itself.
9	Early leavers from education and training (age group 18-24) (%)	Early leaving from education and training is defined as the percentage of the population aged 18–24 with at most lower secondary education who were not in further education or training during the four weeks preceding the survey. Lower secondary education refers to ISCED 1997 levels 0-2 and 3C short (i.e. programmes with duration less than 2 years) for data up to 2013 and to ISCED 2011 levels 0-2 for data from 2014 onwards.
10	Gross enrolment rates in upper secondary education (ISCED level 3) (%)	Number of students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education.
11	Share of VET students in upper secondary education (ISCED level 3) (%)	Total number of students enrolled in vocational programmes at a given level of education (in this case upper secondary education), expressed as a percentage of the total number of students enrolled in all programmes (vocational and general) at that level.
12	Tertiary education attainment (aged 30-34) (%)	Tertiary attainment is calculated as the percentage of the population aged 30–34 who have successfully completed tertiary studies (e.g. university, higher technical institution). Educational attainment refers to ISCED 1997 level 5–6 up to 2013 and ISCED 2011 level 5–8 from 2014 onwards..
13	Participation in training/lifelong learning (age group 25-64) (%)	Lifelong learning refers to persons aged 25–64 who stated that they received education or training in the four weeks preceding the survey (numerator). The denominator consists of the total population of the same age group, excluding those who did not answer the question on participation in education and training. The information collected relates to all education or training, whether or not it is relevant to the respondent's current or possible future job. If a different reference period is used, this should be indicated.
14	Low achievement in reading, maths and science – PISA (%)	Low achievers are the 15-year-olds who are failing level 2 on the PISA scale for reading, mathematics and science.
15	Activity rate (aged 15+) (%)	The activity rate is calculated by dividing the active population by the population of the same age group. The active population (also called 'labour force') is defined as the sum of employed and unemployed persons. The inactive population consists of all persons who are classified as neither employed nor unemployed.
16	Inactivity rate (aged 15+) (%)	The inactivity/out of the labour force rate is calculated by dividing the inactive population by the population of the same age group. The inactive population consists of all persons who are classified as neither employed nor unemployed.

	Description	Definition
17	Employment rate (aged 15+) (%)	The employment rate is calculated by dividing the number of employed persons by the population of the same age group. Employed persons are all persons who worked at least one hour for pay or profit during the reference period or were temporarily absent from such work. If a different age group is used, this should be indicated.
18	Employment rate by educational attainment (% aged 15+)	The employment rate is calculated by dividing the number of employed persons by the population of the same age group. Employed persons are all persons who worked at least one hour for pay or profit during the reference period or were temporarily absent from such work. If a different age group is used, this should be indicated. Educational levels refer to the highest educational level successfully completed. Three levels are considered: Low (ISCED level 0-2), Medium (ISCED level 3-4) and High (ISCED 1997 level 5-6, and ISCED 2011 level 5-8)
19	Employment by sector (%)	This indicator provides information on the relative importance of different economic activities with regard to employment. Data is presented by broad branches of economic activity (i.e. Agriculture/Industry/Services) which is based on the International Standard Industrial Classification of All Economic Activities (ISIC). In Europe, the NACE classification is consistent with ISIC.
20	Incidence of self-employment (%)	The incidence of self-employment is expressed by the self-employed (i.e. Employers + Own-account workers + Contributing family workers) as a proportion of the total employed.
21	Incidence of vulnerable employment (%)	The incidence of vulnerable employment is expressed by the Own-account workers and Contributing family workers as a proportion of the total employed.
22	Unemployment rate (aged 15+) (%)	The unemployment rate represents unemployed persons as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed persons comprise those aged 15-64 or 15+ who were without work during the reference week; are currently available for work (were available for paid employment or self-employment before the end of the two weeks following the reference week); are actively seeking work, i.e. had taken specific steps in the four-week period ending with the reference week to seek paid employment or self-employment, or had found a job to start later (within a period of, at most, three months).
23	Unemployment rate by educational attainment (aged 15+) (%)	The unemployment rate represents unemployed persons as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed persons comprise those aged 15-64 or 15+ who were without work during the reference week; are currently available for work (were available for paid employment or self-employment before the end of the two weeks following the reference week); are actively seeking work (had taken specific steps in the four-week period ending with the reference week to seek paid employment or self-employment, or had found a job to start later (within a period of, at most, three months)). Educational levels refer to the highest educational level successfully completed. Three levels are considered: Low

	Description	Definition
		(ISCED level 0-2), Medium (ISCED level 3-4) and High (ISCED 1997 level 5-6, and ISCED 2011 level 5-8)
24	Long-term unemployment rate (aged 15+) (%)	The long-term unemployment rate is the share of unemployed persons since 12 months or more in the total active population, expressed as a percentage. The duration of unemployment is defined as the duration of a search for a job or as the period of time since the last job was held (if this period is shorter than the duration of the search for a job).
25	Youth unemployment rate (aged 15-24) (%)	The youth unemployment ratio is calculated by dividing the number of unemployed persons aged 15-24 by the total population of the same age group.
26	Proportion of people aged 15-24 not in employment, education or training (NEETs) (%)	The indicator provides information on young people aged 15-24 who meet the following two conditions: first, they are not employed (i.e. unemployed or inactive according to the ILO definition); and second, they have not received any education or training in the four weeks preceding the survey. Data is expressed as a percentage of the total population of the same age group and gender, excluding the respondents who have not answered the question on participation in education and training.

LIST OF ABBREVIATIONS

ALMP	Active labour market programme
CEDRE	Council for Economic Development and Reconstruction Investment
CIP	Capital Investment Programme
DGVTE	Directorate General of Vocational and Technical Education
GBP	British pound sterling
GDP	Gross domestic product
IDAL	Investment Development Authority of Lebanon
ILO	International Labour Organization
ISCED	International Standard Classification of Education
ISIC	International Standard Industrial Classification
MEHE	Ministry of Education and Higher Education
NEO	National Employment Office
NSF	National Strategic Framework
NSSF	National Social Security Fund
NVTC	National Vocational Training Centre
OECD	Organisation for Economic Co-operation and Development
PISA	Programme for International Student Assessment
RACE	Reaching All Children with Education
SME	Small and medium-sized enterprise
STEP	Subsidised Temporary Employment Programme
TVET	Technical and vocational education and training
UNDP	United Nations Development Programme
UNHCR	United Nations High Commissioner for Refugees
USD	United States dollar
VET	Vocational education and training
WBL	Work-based learning

FOR FURTHER INFORMATION ABOUT
OUR ACTIVITIES PLEASE CONTACT:
COMMUNICATION DEPARTMENT
EUROPEAN TRAINING FOUNDATION
VIALE SETTIMIO SEVERO 65
I - 10133 TORINO
E: INFO@ETF.EUROPA.EU
T: +39 011 6302222
F: +39 011 6302200
WWW.ETF.EUROPA.EU