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IMPROVING THE QUALITY AND ATTRACTIVENESS OF VOCATIONAL EDUCATION AND TRAINING IN LEBANON FOR VULNERABLE SOCIAL GROUPS (QUA-VET)

Work-Based Learning in Lebanon: Survey Report

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1 Abbreviation Table

Abbreviation	Full Term
ALI	Association of Lebanese Industrialists
CBA	Competency-Based Assessment
CBT	Competency-Based Training
CCIAZ	Chamber of Commerce, Industry, and Agriculture in Zahle
CPT	Career Pathway Training
CSR	Corporate Social Responsibility
DACUM	Developing A Curriculum
DGVTE	Directorate General for Technical and Vocational Education
EMIS	Education Management Information System
ETF	European Training Foundation
EU	European Union
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (German Agency for International Cooperation)
HR	Human Resources
In-CT	In-Company Training
ILO	International Labour Organization
IoT	Internet of Things
LMS	Learning Management System
MEHE	Ministry of Education and Higher Education
MoU	Memorandum of Understanding
NEET	Not in Education, Employment, or Training
NGO	Non-Governmental Organization
NQF	National Qualification Framework
OJT	On-the-Job Training
PwD	People with Disability
QuA-VET	Improving the Quality and Attractiveness in Vocational Education and Training for Poor and Vulnerable Social Groups in Lebanon
SAB	School Advisory Board
SOP	Standard Operating Procedure
TI	Technical Institute
TS	Technique Supérieur
TVET	Technical and Vocational Education and Training
UNICEF	United Nations Children's Fund
WBL	Work-Based Learning

2 Executive Summary

This report presents a comprehensive analysis of Work-Based Learning (WBL) in Lebanon, based on three key research missions conducted under the project “Improving the Quality and Attractiveness of Vocational Education and Training in Lebanon for vulnerable social groups (QuA-VET), implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ): (1) a desk research and international benchmarking study, (2) a national assessment of 17 public Technical and Vocational Education and Training (TVET) schools/institutes, and (3) a survey analysis of 40 private sector companies. The report aims to identify systemic gaps and promising practices, and to propose a set of strategic and regulatory instruments that will strengthen institutional–private sector collaboration in the delivery of quality WBL. Preliminary incentive schemes for companies are also presented to support implementation and scaling.

The findings confirm that Lebanon's WBL system suffers from fragmented governance, informal company engagement, a lack of standardized tools, and underdeveloped support structures in both schools and enterprises. At the same time, strong international models, as well as positive local examples, offer a path forward. This report outlines a phased strategy to improve WBL quality and sustainability through practical tools, legal and institutional reforms, and targeted support to employers.

The proposed recommendations and tools are tailored to the needs of three primary stakeholder groups: TVET institutions under the supervision of Directorate General for Technical and Vocational Education (DGTE), which are responsible for managing WBL implementation; private sector companies, particularly small and medium enterprises (SMEs), which play a central role in hosting trainees; and policymakers and development partners, who are essential to reforming the system, building capacity, and ensuring long-term sustainability.

2.1 Note on terminology: Definition of WBL in this Report

Due to varying levels of familiarity with the formal European Union (EU) definition of (WBL) among the stakeholders interviewed, particularly in the Lebanese TVET context, this report adopts a broad and inclusive interpretation of WBL. For the purpose of analysis and recommendations, WBL refers to any structured form of practical training undertaken by formal TVET students or non-formal TVET trainees within a workplace environment. This includes internships, apprenticeships¹, dual system models, short-term placements, on-the-job training, work-based training, and competency-based training, regardless of duration or formal contractual status.

¹ Apprenticeship: is a form of education and training that is governed by an apprenticeship agreement, that enables an apprentice to acquire the competencies required to work in an occupation through structured and remunerated or otherwise financially compensated training consisting of both on-the-job and off-the-job learning and that leads to a recognized qualification (Source: UNESCO-UNEVOC TVETipedia Glossary).

This pragmatic approach allows for comprehensive analysis of existing practices and gaps, while remaining aligned with the EU definition: WBL occurs in a work environment, through participation in work practice and process, and is integral to TVET in the frame of an internship or on-the-job-training as a student and in addition to or in conjunction with classroom learning.

3 Introduction

3.1 Context and Purpose

This report contributes to Output 3 of the QuA-VET project: "Improving the Quality and Adoption of WBL and In-Company Training (In-CT) in Lebanon." The goal is to operationalize WBL as a systematic and inclusive component of Lebanon's Technical and Vocational Education and Training (TVET) strategy by:

- Synthesizing international models and regional experiences relevant to Lebanon
- Identifying institutional and private sector gaps and best practices
- Defining roles and incentives for effective school–company collaboration
- Recommending legal, technical, and financial instruments to scale employer engagement in WBL.

3.2 Methodological Approach

This report uses a three-pronged, evidence-based approach to assess and improve WBL in Lebanon. It synthesizes findings from three major studies conducted under the QuA-VET project.

1. Desk Research:

Benchmarked WBL models in 7 countries (Belgium, Germany, Denmark, Jordan, Iraq, Egypt, and Lebanon), analyzing policy frameworks, industry collaboration, quality assurance, and funding mechanisms.

2. TVET Institutional Survey:

Seventeen schools across six regions were assessed for WBL practices, employer partnerships, and inclusion practices using International Labour Organization (ILO)-aligned tools.

3. Private Sector Survey:

Forty companies, primarily in Agrofood and Internet of Things (IoT) sectors, were surveyed to evaluate their WBL awareness, challenges, readiness, and incentive needs.

Data from all sources were triangulated to ensure consistency. This approach helped identify key gaps, highlight good practices, and guide the development of regulatory instruments to enhance WBL implementation.

3.3 Stakeholder Engagement

This study benefited from the contributions of multiple stakeholders:

- Public institutions: DGTVE, Ministry of Education and Higher Education
- Development partners: GIZ, ILO, United Nations Children's Fund (UNICEF), European Institute for Cooperation and Development (IECD)
- Private sector bodies: Association of Lebanese Industrialists (ALI), Chamber of Commerce, Industry, and Agriculture in Zahle (CCIAZ), and SMEs
- International and local chambers of commerce.

Their contributions informed the final recommendations and reinforced alignment with national strategies and QuA-VET project objectives.

3.4 Summary of Gaps and Best Practices

The desk research compared Lebanon's WBL system with models in Germany, Belgium, Denmark, Jordan, Egypt, and Iraq.

- **Key Gaps Identified** in WBL implementation in Lebanon: Lebanon lacks a modern legal framework for WBL, relies heavily on informal employer engagement, and has no nationally defined apprenticeship standards. Curriculum development rarely involves private sector input, and quality assurance mechanisms like the National Qualifications Framework (NQF) remain unimplemented. Lebanon WBL suffers from limited coordination, weak assessment tools, lack of clarity in roles.
- **Best Practices** from Lebanon and international contexts that are relevant and transferable (e.g., dual system structures, standardized training plans, in-company mentor manuals, competency-based monitoring tools, mandatory employer participation, and co-financing models.).
- **Key recommendations** include adopting a comprehensive apprenticeship law to replace outdated decrees, formalizing employer involvement through sector skills councils, and scaling up Competency-Based Training (CBT) and Competency Based Assessment (CBA) tools piloted by UNICEF, ILO, and GIZ in TVET schools/institutes under DGVTE. The report further recommends decentralizing WBL partnerships to reflect regional needs and investing in blended learning tools to enhance monitoring and accessibility.

These reforms are essential to build a coherent, scalable, and inclusive WBL system in Lebanon.

3.5 Key Findings in Lebanon WBL System

3.5.1 TVET Institutions

- **Gaps Identified:** Limited infrastructure, informal industry partnerships, outdated curricula, lack of trained WBL mentors, and insufficient student support services (transport, salaries).
- **Best Practices:** from Lebanon and international contexts that are relevant and transferable. Schools such as Orthodox Technical Institute (TI) in Akkar and/or Dekwaneh Hospitality Institute show instances of WBL integration, effective School Advisory Boards (SABs) participation, and/or structured monitoring.
- **Needs:** Standardized WBL agreements, national WBL guidelines, industry-aligned curriculum development, and expanded funding for labs and placements.

3.5.2 The Private Sector

- **Gaps Identified:** Most companies lack structured WBL frameworks, cite student skill gaps, and report limited incentives to participate.
- **Best Practices:** A few companies from Agrofood, hospitality, and IoT² sectors expressed readiness to scale up their participation if provided legal clarity, fiscal incentives, and support tools.
- **Needs:** Simplified administrative procedures such as streamlined placement coordination, clear MoU templates, and concise student reporting tools, as well as targeted training for WBL mentors from TVET and private sector. These mentors should be trained by a coordinated curricula between DGVTE and a private sector representative like ALI or CCIA or sector bodies, to effectively coach and evaluate trainees during their workplace learning period.

3.5.3 Institutional Enablers

Based on the desk research, **CBT**, **CBA**, and **SABs** stand out as the most immediately available and context-relevant approaches to enhance the quality and structure of WBL in Lebanon. These three elements have already been piloted and partially institutionalized through the support of GIZ and partner projects.

Despite this promising groundwork, the use of CBT, CBA, and SABs remains heavily reliant on international support, and their continuation is not yet secured within national structures. For this reason, this section examines their current status as essential enablers for the institutionalization and scaling of WBL.

- **CBT/CBA:** Competency-based models were piloted successfully in several schools and are aligned with labor market needs but remain donor-dependent and need institutionalization.

² While Internet of Things (IoT) and Information and Communication Technology (ICT) are distinct fields, it is important to clarify that Lebanon's public TVET system does not currently offer a dedicated IoT specialization. As a result, project activities related to digital skills development were designed to engage students from "Informatique de gestion" and other IOT-related programs that include elements of informatics, programming, or systems management, to ensure relevance and alignment with market demands.

- **SABs:** Functionality³ remains inconsistent across TVET schools/institutes, with employer active participation in fulfilling the roles and responsibilities outlined in Ministerial Decision No. 115/2000 remaining limited and often insufficiently institutionalized.

3.6 Strategic Recommendations to Enhance WBL in Lebanon

To address the systemic gaps and scale promising WBL practices, this section presents strategic measures aimed at enhancing the quality, governance, and sustainability of WBL in Lebanon. These recommendations are built on lessons from international benchmarks, institutional assessments, and private sector engagement under the QuA-VET project.

3.6.1 Recommendations for the TVET Institution

1. **Adopt standardized WBL logbooks, monitoring tools, and company evaluation forms:** These tools help track students' on-site learning, provide structured feedback from employers, and ensure alignment with competency-based learning outcomes.
2. **Train WBL coordinators and mentors:** Effective WBL requires that both school-based coordinators and company-based mentors are trained to plan, manage, and evaluate work placements. It is recommended to develop and institutionalize WBL-specific training modules, covering coordination, monitoring, learner coaching, and company liaison. A Training-of-Trainers (ToT) program should be established to ensure sustainability and enable trained staff to cascade knowledge across other institutions in coordination with DGTVE.
3. **Operationalizing and Scaling SABs** To enable effective WBL implementation and strengthen public–private cooperation with active private sector involvement, SABs play a vital role in aligning TVET provision with labor market needs—particularly in the planning, coordination, and oversight of WBL activities. Although SABs were formally established through Ministerial Decision 115/2000, and 34 boards have already been supported under the QuA-VET project, their presence remains largely institutionalized on paper but not in practice. Many SABs are inactive, operate symbolically due to insufficient follow-up, limited capacity, and a lack of accountability mechanisms.

To move from legal existence to full institutionalization, it is essential to scale up and operationalize SABs across all 157 active public TVET schools and institutes. This requires not only issuing formal mandates but also ensuring the careful selection of committed members, provision of standardized tools, and meaningful

³ In accordance with Ministerial Decision No. 115/2000, the mission of the School Advisory Board is to:

- Oversee the overall progress and quality of work within the institute or school
- Provide strategic advice and actionable recommendations to enhance institutional performance
- Strengthen the linkage between education and labor market needs
- Support students and graduates in their academic and professional development
- Ensure continuous follow-up on both their practical training and academic pathways.

engagement in tasks mentioned in the ministerial decision 115/2000. Additionally, a dedicated unit within the DGTVE should be established to monitor SAB performance, provide ongoing technical support, and ensure continuity. When effectively activated and supported, SABs can serve as a cornerstone of sustainable WBL delivery and a credible mechanism for structured public–private dialogue in the TVET system.

3.6.2 Recommendations for the Private Sector

- 1. Use modular WBL handbooks and mentor toolkits:** These practical guides adaptable by sector and enterprise size should contain role descriptions for mentors, soft skills coaching tips, task planning templates, and competency checklists aligned with national curricula. They are particularly important for SMEs that lack structured Human Resources (HR) or training units. To support their use, **short orientation sessions for company mentors should be organized by TVET institutions, Chambers of Commerce, or sector associations**, depending on local coordination mechanisms and capacity.
- 2. Benefit from a proposed tax incentive and recognition scheme to host WBL students:** While such fiscal incentives may not be immediately feasible under Lebanon's current public finance constraints, they remain highly relevant in the long term. Policy stakeholders and donors are encouraged to explore models where companies receive symbolic recognition (e.g., digital badges, "WBL Champion" certificates) as an interim step, public recognition through TVET portals and events, and priority access to public-private initiatives. In the medium term, policy stakeholders and donors should design scalable tax relief or co-financing models, such as partial coverage of trainee supervision, insurance, or transport costs, drawing on **successful practices from Tunisia and Jordan**⁴. Incentives should be tailored to the needs of SMEs and validated through a transparent monitoring mechanism.
- 3. Partner through national or regional WBL matching platforms and Sector Skills Councils:** Although Sector Skills Councils (SSCs) are not formally institutionalized in Lebanon, pilot models exist through initiatives led by the ALI and the CCIAZ in Agrofood, hospitality, and health sectors. These platforms can serve as functional precursors to fully established SSCs that bring together employers, educators, and unions to align training supply with labor market demand. Their scope should be expanded and linked to national strategies.

⁴ Examples exist in Tunisia and Jordan where incentives and funding mechanisms support vocational and Work-Based Learning.

In Tunisia, the vocational training system includes a public training levy and offers tax incentives for companies whose staff participate in certified training programs, as managed by the Fund for the Promotion of Vocational Training (CNFCPP).

In Jordan, work-based learning and apprenticeship arrangements are regulated and include frameworks for employer incentives and formalized WBL contracts through national policy guidelines.

3.6.3 Recommendations for the Policymakers and Donors

- 1. Develop a National WBL Strategy and Apprenticeship Law:** Lebanon's TVET sector currently operates under outdated decrees (e.g., 11019/1968). A comprehensive National WBL Strategy and modern Apprenticeship Law are essential to institutionalize roles, responsibilities, quality standards, and funding mechanisms. These should be developed through a multi-stakeholder participatory process led by Ministry of Education and Higher Education (MEHE) and DGTVE, in consultation with private sector actors, chambers, federations, and unions. This legal framework should be embedded within the upcoming National TVET Framework Strategy and monitored for implementation by both the public and private sectors.
- 2. Establish a Training Fund to co-finance WBL programs:** A national or sector-specific training fund (potentially pooled with donor support) could subsidize transport, insurance, or mentorship costs for companies hosting trainees. Lessons can be drawn from **successful models in Jordan and Tunisia**⁵.
- 3. Integrate WBL indicators into the national Education Management Information System (EMIS):** DGTVE's EMIS should be upgraded to include digital dashboards tracking WBL participation by school, sector, gender, region, and company engagement. This would allow for evidence-based planning, targeted support, and transparent reporting. Indicators could include the number of active MoUs, student placement rates, satisfaction scores, and dropout rates during internships.

3.6.4 Conclusion

Lebanon has a foundational TVET infrastructure, a relatively **high youth literacy**⁶ rate which facilitates the adoption of structured technical training and WBL tools, and ongoing experimentation with WBL models. However, fragmented governance, outdated legal frameworks, and lack of sustainable funding impede national scale-up. This report recommends reactivating SABs, institutionalizing employer-school partnerships, piloting regulatory instruments, and embedding WBL into national strategies. A coherent, inclusive, and participatory WBL ecosystem supported by policy, tools, and incentives can significantly enhance youth employability, workforce readiness, and economic recovery in Lebanon.

⁵ Successful co-financing and tax relief model in Tunisia: firms pay a professional training tax (1–2% of payroll). They may recover up to 60% of their training expenses via a tax credit. Additionally, 'drawing rights' allow for reimbursement of costs related to apprenticeships, internships, and training staff—effectively covering elements like trainee supervision. (World Bank Group: The role of TVET – May 2020).

⁶ According to the World Bank and UNESCO Institute for Statistics, Lebanon's youth literacy rate (ages 15–24) stood at approximately 97% in 2018. Source: World Bank.

4 Findings and Recommendations from Desk Research and Benchmarking

4.1 International Models of WBL

The desk research explored WBL systems across seven countries: Belgium, Germany, Denmark, Iraq, Jordan, Egypt, and Lebanon, with an emphasis on regulatory structures, public–private collaboration, apprenticeship models, quality assurance, and labor market relevance. Countries were selected based on system maturity (EU cases), regional similarity (Jordan, Egypt), and post-crisis parallels (Iraq).

4.2 Key International Benchmarks

- Germany and Denmark represent high-performing dual education systems with structured public–private governance, quality assurance mechanisms, and strong apprenticeship laws.
- Belgium's regionalized model offers lessons in decentralizing WBL and tailoring training to local economic needs.
- Jordan and Egypt illustrate incremental progress in integrating WBL within TVET, with emerging public–private mechanisms.
- Iraq provides a comparable context to Lebanon in terms of fragility, youth challenges, and donor dependency.

4.3 Key Enablers of Successful WBL Systems

Across the benchmarked countries, six core enablers of successful WBL systems emerged:

1. **Robust Legal and Policy Frameworks:** Countries with updated apprenticeship laws and national WBL strategies show stronger system coherence.
2. **Employer Engagement and Co-Financing:** Structured platforms (e.g., Sector Skills Councils in Germany) drive curriculum relevance and employer investment.
3. **Dual Training and Apprenticeships:** Mandatory or incentivized dual training ensures student exposure to real work environments.
4. **Quality Assurance Mechanisms:** National qualification frameworks, mentor certification, and external audits ensure consistency and trust.
5. **Curriculum Co-Development:** Curricula that are co-designed with industry remain dynamic and market-aligned.
6. **Lifelong Learning Integration:** Adult re-skilling and Recognition of Prior Learning (RPL) mechanisms help bridge education-to-employment gaps.

4.4 Lessons Applicable to Lebanon

The benchmarking exercise identified specific lessons relevant to Lebanon's WBL reform journey:

- **Adopt a regionalized model**, drawing inspiration from Belgium, to tailor WBL tools and partnerships based on local labor market needs.
- **Update the legal framework**, replacing Decrees 11019 and 1384 with a modern Apprenticeship Law that clarifies roles, rights, and standards.
- **Institutionalize Sector Skills Councils**, building on pilots by ALI and CCIAZ, to formalize employer input in training and placement design.
- **Scale up competency-based curricula**, leveraging the CBT/CBA tools already piloted by GIZ, UNICEF, ILO, in cooperation with DGTVE.
- **Invest in blended WBL models**, integrating digital platforms, logbooks, and e-portfolios to support remote or simulated placements.

4.5 CBT, CBA, and SAB Mechanisms in Lebanon's WBL System

4.5.1 Competency-Based Training (CBT)

Definition: A modular, practical training model aligned with industry-defined competencies rather than course duration.

Objective: To build job-relevant skills aligned with occupational standards and employer expectations.

Strategic Role: Defines clear outcomes for in-company training; ensures relevance and structure in WBL placements.

Status in Lebanon:

- Piloted in many TVET schools/institutes under ILO, UNICEF, and GIZ.
- Adopted by DGVTE in Industrial Mechanics, Health Inspection and Food Safety, Agrofood, Solar System, Healthcare sectors, etc.
- Uses DACUM⁷ profiles and modular logbooks.

Challenges: Limited institutional capacity, untrained instructors, and the absence of a national strategy to scale up and institutionalize CBT implementation across all TVET institutions and occupational sectors.

Best Practice: Sector-based modular curricula; DACUM-based WBL design ensures relevance and alignment with labor market demands.

⁷ DACUM (Developing A Curriculum) is a widely recognized methodology for defining occupational standards. It involves structured workshops where expert workers collaboratively identify the duties, tasks, knowledge, and skills required for a specific job. These outputs form the foundation of competency-based curricula and training modules. In Lebanon, DACUM was introduced and applied through technical assistance from international partners such as ILO, GIZ, and UNICEF, particularly in agro-food and renewable energy sectors.

4.5.2 Competency-Based Assessment (CBA)

Definition: An approach that evaluates practical job performance using real or simulated workplace tasks and structured rubrics.

Objective: To assess and certify job readiness through objective performance criteria.

Strategic Role: Supports skill certification and makes WBL outcomes measurable and credible.

Status in Lebanon:

- Piloted by GIZ in coordination with DGTVE using rubrics and assessment tools
- Limited employer involvement; not institutionalized

Challenges: CBA is still in pilot phases and not embedded in national TVET regulations or certification systems; Lack of trained assessors; Unclear assessment tools; Misalignment with curricula; Low employer involvement; Weak feedback loops.

Best Practice: Link to competency-based training; GIZ piloted CBA training for public and private assessors.

4.5.3 School Advisory Boards (SABs)

Definition: Formal platforms that connect school leaders with employers. Its primary role is to issue recommendations to the DGVTE and ensure that training delivery is responsive to labor market needs by involving employers, school leadership, and teaching staff in the planning, implementations, and evaluation of vocational activities such as WBL.

Objective: To align training content with labor market demands through structured dialogue and planning.

Related Strategic Role: Strengthens regional governance and supports responsive, demand-driven WBL implementation.

Status in Lebanon:

- Active in 9 of 17 surveyed TVET schools/Institutes; 34 of 157 total TVET schools/Institutes.
- Mostly advisory roles with irregular participation.

Challenges: No national policy framework; low incentives for employers; lack of authority.

Best Practices:

- Nabatiyeh TI: In response to the SAB's recommendation, the Health Inspection & Food Safety (HI&FS) curriculum at the Technique Supérieur (TS) level was updated to incorporate the CBA approach, with technical support from the QuA-VET project implemented by GIZ.
- Bednayel TI: Based on the SAB's recommendations submitted to the DGTVE, the Nursing and Electricity curricula were revised to better align training content with labor market needs.

4.5.4 Combined Impact on Lebanon's WBL System

Quality:

- CBT ensures structured and job-relevant training aligned with defined occupational standards.
- CBA validates learner performance through real or simulated workplace tasks, making outcomes measurable and credible.
- SABs ensure alignment with industry needs and support the **monitoring and continuous improvement** of WBL implementation. Through their participation, private sector members can review WBL program quality, monitor workplace training delivery, and provide feedback to enhance relevance and effectiveness.

Relevance:

Each mechanism connects training to the labor market and improves student job-readiness.

Sustainability:

Together, they create an integrated and scalable WBL framework that is regionally adaptable and responsive to employer demand.

Conclusion

These three mechanisms form the technical and governance backbone of WBL in Lebanon. Scaling and institutionalizing CBT, CBA, and SABs is essential to ensure the quality, relevance, and long-term sustainability of WBL programs across the country.

4.6 Contributions of International Partners to WBL in Lebanon – Cross-Cutting Activity

International partners including technical cooperation agencies, UN organizations, and donors have played, and in most cases continue to play a foundational role in initiating, piloting, and institutionalizing WBL across Lebanon's TVET ecosystem. Through projects like QuA-VET and related programs, their contributions have introduced scalable reforms, especially for vulnerable groups, while also contributing to the development and implementation of national frameworks and tools.

Key actors include GIZ, ILO, UNICEF, and the EU. Here is a cross-cutting table organizing their roles in advancing WBL in Lebanon, structured by key intervention areas for better clarity and alignment with policy and program planning.

Key Intervention Area	GIZ	ILO	UNICEF	EU
1. WBL Policy & Governance	<ul style="list-style-type: none"> Structured WBL in Lebanon was first introduced in 1996 through the GTZ-funded Dual System project in partnership with MEHE and DGTVE. <p>[Ref: GTZ Report “Overview of vocational training and education in Lebanon”, 1999-2000]</p>	<ul style="list-style-type: none"> Supported apprenticeship law discussions & quality assurance standards. Developed institutional WBL guidelines with DGTVE. <p>[Ref: ILO-DGTVE Work-Based Learning Guidebook (2022)]</p> <p>Title: “Institutional Guidebook on Work-Based Learning (WBL) – A Reference for Public Technical Institutes in Lebanon”]</p>	<ul style="list-style-type: none"> Co-led development of WBL manuals & Standard Operating Procedures (SOPs). Advocated inclusion of WBL in Career Pathway Training (CPT). <p>[Ref: UNICEF WBL manual “Work-Based Learning in Technical and Vocational Education and Training: An Implementation Manual for Practitioners in Lebanon and Arab Countries”, 2022]</p>	<ul style="list-style-type: none"> Co-financed QuA-VET implementation and regulatory instruments. European Training Foundation (ETF)-supported initiatives laid policy groundwork for scaling WBL. <p>[Ref: EU ETF Country Fiche Lebanon “Key Policy Developments in Education, Training and Employment – Lebanon 2024”]</p>
2. Curriculum & CBT Reform	<ul style="list-style-type: none"> Under VTE4all project implemented by GIZ co-developed DACUM-inspired CBT manuals (Agrofood, health, solar sectors) Trained more than 100 individuals, members of SAB on CBA Under QuA-VET project embed CBA principles into Health Inspection & Food Safety national updated curricula for TS level. QuA-VET integrated CBA methodologies in the development of CBT manuals and WBL implementation handbooks. 	<ul style="list-style-type: none"> Introduced DACUM methodology Piloted modular curricula in over 30 schools. Promoted tools for evaluating both technical and soft skills in real work settings. 	<ul style="list-style-type: none"> Supported reform of 190 curricula Developed CPT guidelines and modular training schemes 	<ul style="list-style-type: none"> Enabled scale-up of modular CBT tools
3. Employer Engagement & Industry Linkages	<ul style="list-style-type: none"> Facilitated employer outreach via regional chambers Supported SAB models 	<ul style="list-style-type: none"> Conducted skills profiling & labor market assessments Developed sector-relevant standards 	<ul style="list-style-type: none"> Helped link employers to pilot schools for in-company training 	<ul style="list-style-type: none"> Promoted private sector inclusion in dual training pilots
4. Apprenticeship & In-CT	<ul style="list-style-type: none"> Developing instruments & SOPs to support future in-company WBL (no piloting yet). 	<ul style="list-style-type: none"> Supported in-company training via digital guidance tools & matching systems. 	<ul style="list-style-type: none"> Supported in-company training through CPT logbooks & digital matching 	<ul style="list-style-type: none"> Funded pilots through QuA-VET implementation phase.

	[Ref: GIZ QuA-VET Planning Docs, 2023]	[Ref: ILO Pilot Reports, 2021-2022]	tools. [Ref: UNICEF CPT & Digital Learning Reports, 2021-2022]	[Ref: EU Funding Reports, 2020-2022]
5. Monitoring & Digital Tools	<ul style="list-style-type: none"> Distributed tablets, routers, power banks to several TVET schools/institutes <p>Created Learning Management System (LMS) for interactive digital learning and for the monitoring and tracking of students' activities on the LMS.</p>	<ul style="list-style-type: none"> Introduced SkillLab & EMIS monitoring tools Launched Houkouki rights app 	<ul style="list-style-type: none"> Piloted EMIS in 35 schools Distributed tablets, routers, solar energy kits 	<ul style="list-style-type: none"> Funded SkillLab, Houkouki App, EMIS infrastructure
6. Inclusion & Equity (NEETs⁸, Women, Refugees)	<ul style="list-style-type: none"> Promoted inclusion of vulnerable groups with dedicated tracking indicators. <p>[Ref: GIZ Inclusion Brief, 2020]</p>	<ul style="list-style-type: none"> Targeted NEET youth & refugee groups in pilot WBL programs. Supported gender-sensitive curricula. <p>[Ref: ILO WBL Inclusion Report, 2021]</p>	<ul style="list-style-type: none"> Provided digital tools to remote schools. Focused on dropout re-engagement & displaced youth. <p>[Ref: UNICEF Equity & Access Report, 2021]</p>	<ul style="list-style-type: none"> Funded inclusion tools & soft-skills integration in TVET. <p>[Ref: EU Social Inclusion Report, 2020-2021]</p>
7. School Infrastructure & Equipment	<ul style="list-style-type: none"> Provided digital equipment, and infrastructure updates to TVET schools/institutes supported under the QuA-VET project. 	<ul style="list-style-type: none"> Assessed readiness of training centers and industry labs 	<ul style="list-style-type: none"> Installed solar kits in 12 schools Provided Information Technology (IT) hardware and connectivity in remote areas 	<ul style="list-style-type: none"> Co-financed school rehab and energy/digital access upgrades
8. Strategic Financing & Scalability	<ul style="list-style-type: none"> Provided capacity building training sessions and Training of Trainers for hundreds of DGVTE staff, formal and non-formal TVET trainees, private sector stakeholders 	<ul style="list-style-type: none"> Advocated for National Training Fund and Public-Private Partnership (PPP) cost-sharing models 	<ul style="list-style-type: none"> Supported blended learning and CPT integration in financing pathways 	<ul style="list-style-type: none"> Provided core funding for system reform and QuA-VET instruments

⁸ NEETs: Not in Education, Employment, or Training.

4.7 Gaps in WBL Implementation in Lebanon

Lebanon's WBL ecosystem faces multiple structural, legal, and institutional barriers that hinder its full integration into the TVET system. The following categories summarize the key challenges identified through desk research and stakeholder consultations:

1. **Legal and Policy Gaps:** The Lebanese legal framework governing WBL remains outdated. Decrees 11019 (1968) and 1384 (1999) do not provide legal recognition to apprentices as workers, and there is no dedicated apprenticeship law ensuring rights to wages, insurance, or social protections.
2. **Institutional Coordination:** WBL suffers from fragmented governance involving MEHE, DGTVE, and donor-led projects. A national strategy is missing, and mechanisms such as SABs are weakly activated or absent in many institutions.
3. **Private Sector Engagement:** Employers, especially SMEs, are rarely involved in curriculum development or training delivery. The lack of formal agreements and absence of fiscal incentives further discourages private sector participation.
4. **Tools and Processes:** There are no nationally standardized instruments, such as SOPs for placement or quality monitoring. Placement arrangements are mostly informal and monitoring is limited or inconsistent.
5. **Capacity and Training:** Many TVET institutions lack trained coordinators and company mentors. Outdated labs limited digital infrastructure, and lack of continuous professional development further hinder quality.
6. **Quality Assurance:** Although an NQF exists, its implementation has not been systematically tracked or enforced. There is no clear record of which elements have been adopted, which remain pending, and why. Additionally, no external quality body oversees WBL, and there is no standard certification for apprentices or company mentors.
7. **Access and Equity:** Regional disparities are evident, with some TVET schools and institutes demonstrating initial progress in implementing WBL, while others remain significantly behind. Gender disparities persist in technical fields, and vulnerable youth face barriers such as transport costs and lack of tailored support services.

4.8 National and International Best Practices

Several international models provide valuable lessons for Lebanon. The dual systems of Germany and Denmark demonstrate the value of structured employer involvement, standardized certification, and state-private sector co-financing. Belgium offers insights into regionalized governance and sectoral curriculum development.

In the Middle East and North Africa (MENA) region, Egypt and Jordan have made significant strides in embedding dual training and employer partnerships through national TVET strategies. Iraq presents a case with similar socio-economic challenges where WBL is emerging informally.

Locally, Lebanon has developed notable pilot initiatives to advance WBL, including models implemented by the ILO and several other efforts referenced in the table in section 4.6. These initiatives provide a valuable foundation for DGVTE, MEHE, and private sector stakeholders to jointly develop more structured, institutionalized, and sustainable WBL frameworks.

4.9 Recommended Instruments for Lebanon's WBL Reform

To effectively bridge the implementation gaps in WBL across Lebanon, it is essential to transition from scattered pilot initiatives to cohesive, institutionalized frameworks. The following instruments are recommended to systematically address the identified challenges and structural barriers hindering WBL implementation⁹.

- 1. Adopt a Regionalized Approach:** Establish Regional Skills Councils, expand use of labor market dashboards, and develop WBL policies adapted to regional contexts.
- 2. Develop a National WBL Strategy:** Create a national WBL steering committee, revise outdated decrees, and introduce a comprehensive WBL policy and SOP manual.
- 3. Strengthen Industry Collaboration:** Institutionalize Sector Skills Councils, offer fiscal incentives, create a national apprenticeship matching portal, and establish employer recognition mechanisms.
- 4. Expand and Formalize Apprenticeships:** Develop national apprenticeship standards, use standardized legal contract templates, introduce training handbooks, and build coordinator training kits.
- 5. Modernize Curricula:** Institutionalize occupational standards, set up permanent industry-education curriculum panels, adopt DACUM and CBT tools, and integrate labor market intelligence (LMI) systems.
- 6. Secure Sustainable Funding:** Create a National Training Fund, introduce an employer levy scheme, define cost-sharing models, and implement Return On Investment (ROI) tools to track WBL returns.
- 7. Quality Assurance and Certification:** Activate the NQF, establish an independent QA agency, deploy audit and employer feedback tools, and digitize credential tracking.

5 Survey-Based Findings and Recommendations for TVET Institutions

This section presents key insights derived from the analysis of 17 TVET institutions across Lebanon. It identifies institutional gaps, strengths, and promising practices that inform strategic recommendations to strengthen WBL integration in the Lebanese TVET system.

⁹ Annex 1 Gaps and Recommended Instruments based on the Desk research and Benchmarking Report.

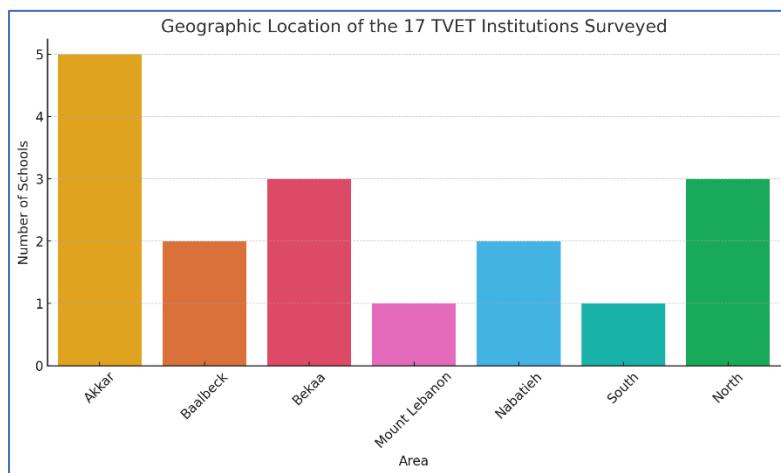


Figure 1 Geographic Location of the 17 TVET Institutions Surveyed

5.1 WBL Participation and Sectoral Engagement

All assessed institutions reported implementing at least one form of WBL internships, job-shadowing, on-the-job training (OJT), or simulated training environments. However, the scale and structure of implementation vary significantly.

- **High Participation (>75%):** Orthodox TI (Akkar), Tebnine Technical Institute, and Dekwaneh Hospitality School.
- **Low Participation (<25%):** Qobayat, Machghara, and Hawch El Omara.

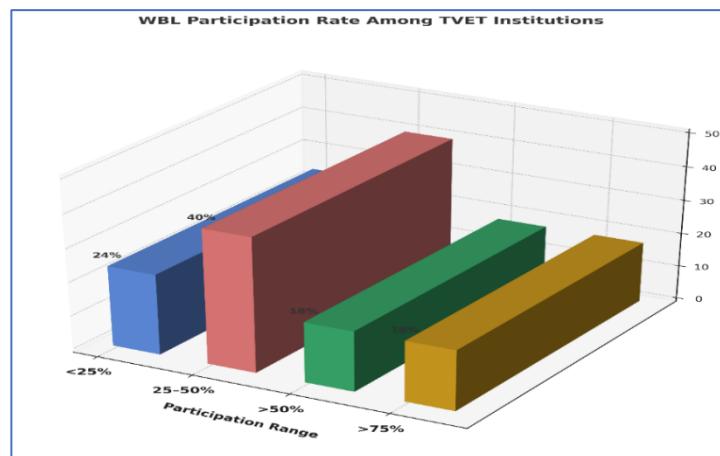


Figure 2 WBL Participation Rate in TVET Institutions

Sectoral strengths include hospitality, IOT, Agrofood, and health. Institutions showed good alignment with regional labor needs, especially in Akkar, Bekaa, and Nabatieh.

5.2 Curriculum Alignment with Labor Market Needs

A major gap is the lack of systematic curriculum reform. Although 16 of 17 institutions recognize the importance of aligning training content with market needs, actual employer participation in curriculum development remains negligible.

Key needs identified:

- Modernization of curricula
- Integration of soft skills, English language, and digital competencies
- Formalized involvement of private sector actors in curriculum design and validation

5.3 Role of Teachers, Mentors, and Institutional Leadership

Most WBL coordination is handled by school staff without specialized training. Teachers often act as placement coordinators, monitors, and evaluators, leading to capacity overload and inconsistency in quality.

- Only 3 schools reported having dedicated WBL focal points.
- Trainer capacity gaps were especially acute in remote regions (e.g., Qobayat, Arsal).
- Best practice: Orthodox TI reported effective mentorship planning and industry coordination.

5.4 Inclusiveness: Refugees, Women, and Vulnerable Groups

- **Youth (15–35 years):** Represented more than 75% of WBL participants in most institutions.
- **Women and girls:** Participation varies; 3 institutions reported >75% female engagement, while 6 reported <25%.
- **Refugees and people with special needs:** Severely underrepresented. Most schools report only 0–25% inclusion.

Figure 3 Inclusive Participation in WBL Programs

Barriers: legal documentation, transport, stigma, and lack of physical accessibility at WBL sites.

5.5 Student Support and Monitoring Systems

Most institutions provide:

- Pre-placement orientation (94%)
- Mid-placement mentoring (94%)
- Post-placement follow-up (82%)

However:

- Only 3 institutions offer financial/logistical support (e.g., transport, meals)
- Monitoring tools are mostly manual and unstandardized
- Few institutions use employer evaluation forms or digital trackers

5.6 Key Gaps in WBL Partnerships (Formal & Non-Formal):

The most reported issues were:

- A. Disconnection between training and job market needs
- B. Limited opportunities for practical experience
- C. Lack of business involvement in curriculum design
- D. Poor coordination and communication between TVET and companies
- E. Inadequate monitoring and evaluation resources

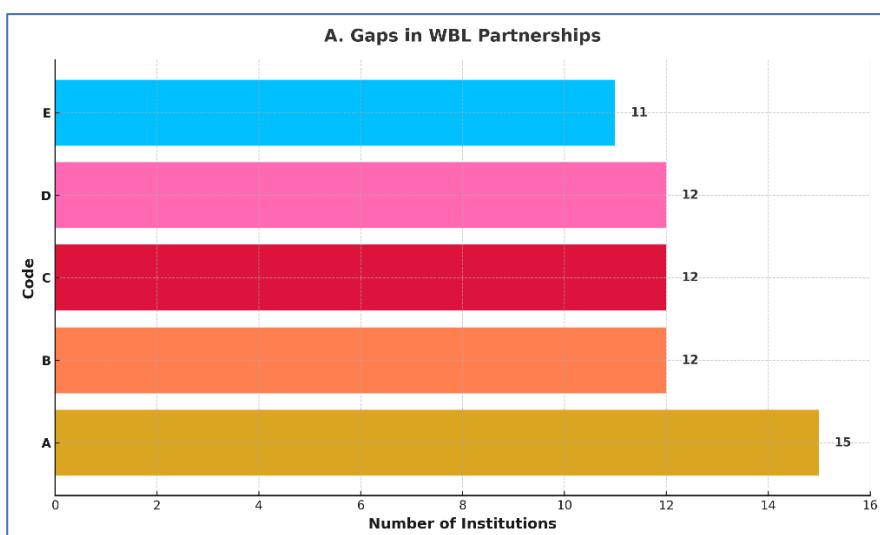


Figure 4 Gaps in WBL Partnerships

5.7 Institutional Gaps, Best Practices, and Recommended Instruments for TVET Institutions

5.7.1 Institutional Gaps in WBL

The analysis of the 17 surveyed TVET institutions in Lebanon identified several recurring institutional challenges that hinder the effective implementation and scaling of WBL:

- **Curriculum–Industry Misalignment:** 13 institutions reported a gap between the skills taught and labor market needs.
- **Limited Practical Experience:** 12 institutions noted insufficient hands-on opportunities for students.
- **Weak Private Sector Engagement:** 11 institutions cited poor involvement of businesses in curriculum design.
- **Lack of Structured Agreements:** Over one-third of institutions lacked formal or written agreements with companies, relying instead on verbal or informal partnerships.
- **Ineffective Monitoring Mechanisms:** 3 institutions reported having no structured quality assurance process for WBL placements.
- **Insufficient Support for Inclusion:** Participation of vulnerable groups (Syrian and Palestinian refugees, people with special needs) remains below 25% in most institutions.
- **Financial and Logistical Constraints:** Institutions and students face inadequate financial support for transportation, stipends, and supervision logistics.
- **Capacity Gaps:** Several institutions noted difficulties in finding qualified WBL mentors and trainers and managing the administrative workload of placements.

5.7.2 Best Practices Identified Across Institutions

Despite the challenges, many institutions are demonstrating promising practices that can be scaled or replicated nationally:

- **Integrated Support Systems:** 16 institutions provide both pre-placement training and mid-placement mentoring, while 14 also conduct post-placement follow-up.
- **Sectoral Innovation in WBL:** Hospitality, IoT, and Agrofood are leading sectors for active WBL implementation using models like OJT, Apprenticeships, and Dual Education.
- **Digital Skills Integration:** 16 institutions highlighted efforts to introduce digital competencies and online learning modules.

- **Strong Youth Participation:** Youth aged 15–35 years are included at rates exceeding 75% in many institutions.
- **Institutional Commitment:** All 17 institutions expressed interest in joining WBL policy dialogues and regional networks for collaborative reform.
- **Emerging Governance Structures:** Engagement with the DGVTE is institutionalized in some schools.

5.7.3 Recommended Instruments to Strengthen Institutional WBL Capacities

To address the gaps and reinforce the emerging good practices, the following regulatory, pedagogical, and operational instruments are recommended¹⁰:

1. Pedagogical and Programmatic Tools

- **Standardized WBL Logbooks:** For tracking student progress, mentor assessments, and workplace learning outcomes.
- **Curriculum Co-Design Templates:** Co-developed with industry partners to ensure market relevance.
- **WBL Student Selection and Placement Guidelines:** Including equity criteria to ensure inclusion of vulnerable groups.

2. Monitoring and Evaluation Instruments

- **Quality Assurance Frameworks for WBL:** Including student feedback forms, employer evaluation templates, and institutional checklists.
- **WBL Data Collection Templates:** To be integrated into EMIS for national reporting.

3. Institutional Governance and Partnership Tools

- **MoUs with Companies:** Standard legal templates to formalize WBL partnerships and roles.
- **SAB Governance Manuals:** Outlining private sector representation, mandates, and meeting frequency.
- **Stakeholder Engagement Plans:** To structure collaboration with Chambers of Commerce, Ministries, and Non-Governmental Organization (NGOs).

4. Inclusion and Equity Instruments

- **Inclusion Guidelines for WBL Programs:** Providing accommodations for students with special needs and pathways for refugee learners.
- **Stipend and Support Packages:** Co-financed by donors or the public sector to cover transport, meals, and insurance for students.

¹⁰ Annex 2 Gaps and Recommended Instruments resulting from TVET Survey Report.

5. Awareness and Communication Tools

- **National WBL Awareness Toolkit:** For use in career counseling, including promotional videos, brochures, and digital content templates.
- **Student Success Story Templates:** To capture and promote role models and WBL pathways.

To strengthen the quality and consistency of WBL across Lebanon's TVET landscape, a structured set of tools and instruments is needed. They should guide planning, implementation, monitoring, and evaluation of WBL placements and partnerships, while aligning with international good practices and the Lebanese TVET context.

This section proposes key institutional instruments that can be adopted and scaled by TVET schools, under the guidance of DGTVE and supported by donors and regional chambers.

5.7.4 Strategic Recommendations for Institutional Strengthening

- Institutionalize WBL as a mandatory component in priority sectors (e.g. nursing, hospitality, agrifood, etc.).
- Establish a national WBL accreditation and recognition framework for TVET institutions and partner companies.
- Expand the role of trained WBL coordinators within each institution, supported by national ToT programs.
- Pilot regional WBL centers of excellence in active governorates like Akkar and North Lebanon.
- Formalize public–private–civil collaboration through structured agreements and multi-stakeholder governance platforms.

6 Survey-Based Findings and Recommendations for Private Companies

This section analyzes findings from the post-survey raw data collected from 40 companies engaged or willing to engage in WBL across Lebanon. It identifies the barriers businesses face, the enabling factors that encourage participation, and the emerging best practices from sectors such as Agrofood, IoT, health, and hospitality. The company's distribution by sector region and size is reflected in the below chart.

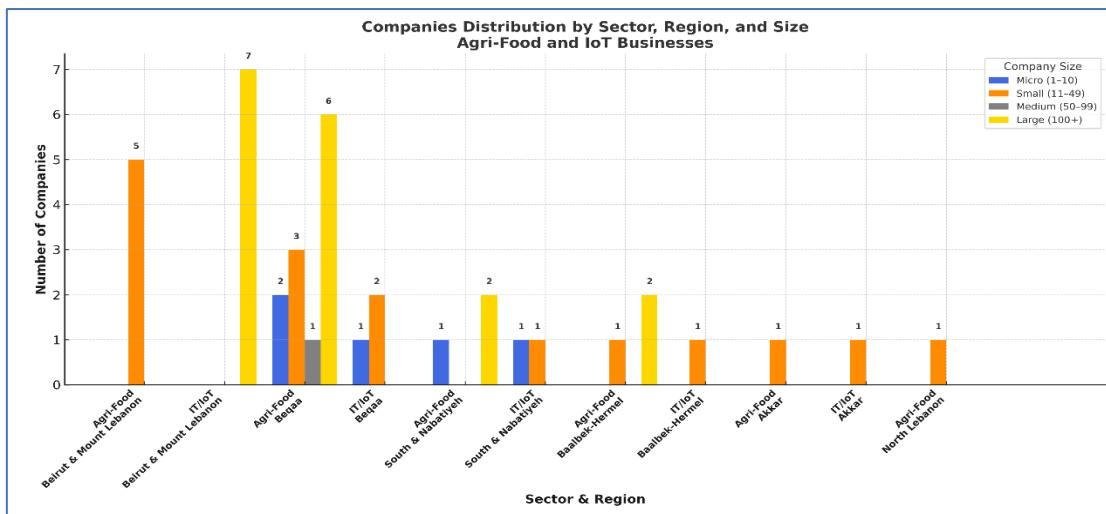


Figure 5 Surveyed Companies Distribution by Sector, Region and Size

6.1 Company Engagement in WBL (Sector-wise and Size-wise)

- **Sectors with higher engagement:** Agrofood, Hospitality, IoT/Digital Economy, and Health.
- **Company size matters:** firms with >99 employees showed more structured engagement in WBL than small and medium enterprises (SMEs).
- **Engagement types:** Internships and job-shadowing dominate; apprenticeships¹¹ remain limited and informal.
- **Ownership:** Family-owned and Lebanese private firms dominate the sample; foreign-invested firms showed stronger compliance with safety and training protocols.
- **Leadership, HR Capacity, and Training Infrastructure:** The survey highlights notable regional disparities in women-led businesses and institutional workforce development capacity across Lebanon. Regions such as Beqaa and Beirut stand out for both their higher concentration of women-led enterprises and the presence of dedicated HR departments and structured training programs. In contrast, underserved areas like Akkar and North Lebanon lack both female business representation and formal HR systems, pointing to critical gaps in support and institutional readiness. Closing these gaps is key to ensuring equitable access to economic opportunities and reinforcing the sustainability of WBL ecosystem.

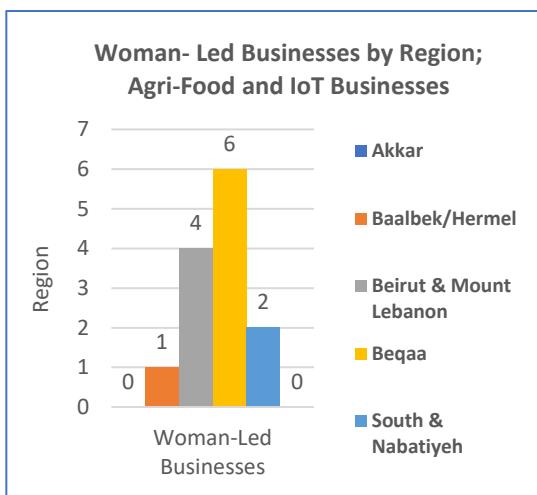


Figure 6 Women Led Businesses by Region

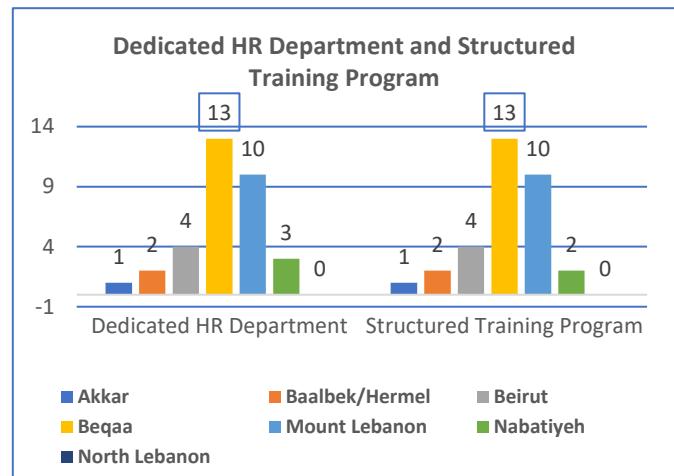


Figure 7 HR Capacity and Training Infrastructure by Region

6.2 Readiness and Constraints for Hosting WBL Trainees

While 82% of companies agree that WBL supports workforce development, only a minority have adopted formal WBL programs.

Top Constraints Reported by Companies:

Barrier	% of Companies Affected
Concerns about student skill levels	82%
Lack of financial or legal incentives	76%
Administrative burden of hosting trainees	65%
Limited capacity to supervise students	59%
Lack of awareness of WBL programs	53%

Additional constraints included lack of trust in TVET institutions, confidentiality concerns, and fear of production disruptions.

6.3 Awareness and Perception of TVET Graduates

Companies generally recognize the potential of WBL but are cautious about the quality of TVET outputs.

• Perception Gaps:

- Many employers see TVET graduates as lacking soft skills, technical readiness, and business etiquette.
- Female TVET graduates face stereotyping, especially in technical trades and manufacturing.

- **Awareness Gaps:**

- Only 41% of surveyed companies were familiar with existing national WBL or dual system¹² frameworks.
- Fewer than 25% had heard of the “CBT” or “Houkouki¹³” tools promoted by ILO, UNICEF, or GIZ.

6.4 Motivators Identified by Companies

Private sector feedback reveals several key motivators that could significantly enhance company engagement in WBL initiatives:

- **Tax Incentives or Subsidies (88%)**

A strong majority of companies indicated that fiscal benefits, such as corporate tax deductions or targeted subsidies, would increase their willingness to host trainees. These incentives are seen as a direct way to offset the operational costs of onboarding, supervising, and mentoring students during WBL placements.

- **Government Coverage of Trainee Wages or Insurance (82%)**

Many firms expressed concern about the financial risks associated with compensating or insuring students. They strongly favored models where the government partially or fully covers trainee wages, social security contributions, or liability insurance, reducing the cost and legal complexity for host companies.

- **Public Recognition or Certification Schemes (76%)**

Recognition matters, especially for SMEs and family-run businesses. Companies welcomed the idea of being officially acknowledged through public certificates, WBL partner logos, or annual employer awards, which could enhance their reputation, marketing visibility, and attractiveness to young jobseekers.

- **Simplified Administrative Procedures and Model Templates (82%)**

Administrative complexity remains a major deterrent. Businesses called for clear, streamlined procedures and ready-to-use templates, such as contracts, logbooks, and feedback forms, that minimize bureaucracy and make participation in WBL less time-consuming and more efficient.

- **Access to Pre-Screened, Motivated Candidates**

¹² Dual System: The dual system of vocational training comprises parallel training in a company and in a vocational school (Source: UNESCO-UNEVOC TVETipedia Glossary). Lebanon has a **Dual System framework** introduced in **1997 under GTZ (now GIZ) cooperation** and formalized by **Decree No. 1384 (4 October 1999)**. By **2014**, the **European Training Foundation (ETF)** reported that **27 public TVET schools** were applying the dual system approach with GIZ support. The system continues to operate through selected TVET schools and partner enterprises, though it remains a **limited, program-based model** rather than a fully institutionalized, nationwide framework like Germany's.

¹³ Houkouki: A mobile application launched in 2022 by ILO Lebanon in collaboration with the Ministry of Labour (MoL) and supported by the EU. It educates young trainees and interns on their rights, responsibilities, and protections during workplace-based learning and internships.

Especially in sectors with seasonal demand (e.g., agrofood, hospitality), companies emphasized the value of receiving students who are pre-selected by TVET schools/institutes with relevant skills and strong motivation. Having a pool of well-prepared candidates helps ensure a smoother onboarding process and increases the likelihood of successful, mutually beneficial placements.

6.5 Companies Gaps, Best Practices, and Recommended Instruments

6.5.1 Identified Gaps in Private Sector Engagement with WBL

Despite a growing recognition of WBL as a strategic tool to enhance workforce readiness, many Lebanese companies face substantial challenges in effectively engaging with TVET institutions and trainees. Key gaps identified across the 40 surveyed companies include:

- **Limited Incentives for Participation:** Many companies expressed concerns about the lack of financial, administrative, or recognition-based incentives to host trainees, leading to low WBL uptake.
- **Skepticism Regarding Student Readiness:** Firms frequently reported doubts about students' technical skills, work ethics, and workplace behavior, which affected their willingness to commit to training programs.
- **Administrative Burdens and Resource Constraints:** Hosting WBL trainees was seen as an added operational burden. Many companies lacked dedicated mentors or infrastructure to manage training logistics and supervision.
- **Weak Institutional Linkages:** There was a notable absence of structured collaboration frameworks between firms and TVET schools, including joint planning, feedback mechanisms, or joint evaluation of outcomes.
- **Insufficient Awareness and Familiarity with WBL Concepts:** A significant portion of companies were either unfamiliar with WBL models or unaware of their strategic value, leading to passive or reactive involvement.

6.5.2 Emerging Good Practices from Companies

While gaps persist, several companies demonstrated promising practices that can be scaled and replicated. Noteworthy practices include:

- **Mentor Assignment Models:** Some companies designated experienced technicians or middle managers as in-company mentors trained under NGO-led projects or donor programs.
- **Structured Evaluation Feedback:** A few businesses implemented feedback loops, using evaluation forms or debrief meetings to review student performance and identify improvements.

- **Flexible Placement Schemes:** Companies in agrofood and hospitality sectors introduced seasonal internship rotations, matching high-production periods with trainee involvement.
- **Partnership with Chambers and NGOs:** Several firms reported increased collaboration through local chambers of commerce or sector-focused NGOs, which helped them access motivated students and reduce placement risks.
- **Corporate Social Responsibility (CSR)-Driven Engagement:** A minority of businesses embedded WBL into their CSR strategies, especially in the IoT and services sectors, viewing student mentoring as a community investment.

6.5.3 Recommended Instruments to Enhance Company Engagement

To effectively bridge the implementation gaps in WBL within Lebanon's private sector, it is crucial to move beyond isolated initiatives and establish structured, scalable engagement models. The following instruments are specifically recommended to address the key barriers identified among companies¹⁴ such as limited incentives, weak institutional linkages, and lack of mentor capacity and to strengthen their role as active partners in WBL implementation.

To strengthen and expand private sector involvement in WBL, the following instruments are proposed:

1. Policy and Regulatory Instruments

- **Standardized WBL Agreements:** Develop model MoUs and partnership templates between companies and TVET institutions to formalize roles, responsibilities, and expectations.
- **Apprenticeship Incentive Scheme:** Introduce fiscal or non-fiscal incentives such as tax credits, public recognition awards, or co-financing of traineeship stipends for participating companies.

2. Capacity-Building Tools

- **In-Company Mentor Toolkits:** Distribute practical guides on mentorship techniques, performance tracking, and feedback protocols adapted to the Lebanese business context.

3. Operational and Coordination Tool

- **WBL Matching Platforms:** Create digital or chamber-based platforms to connect companies with WBL-ready students and institutions, categorized by sector, location, and training needs. WBL-readiness criteria, such as active SABs, trained mentors, and standardized tools, should be met by participated TVET institutions. Certification can be directed by DGTVE in coordination with Chambers or relevant public-private bodies.

¹⁴ Annex 3 Gaps and Recommended Instruments Resulting Companies Survey Report.

4. Quality Assurance and Monitoring

- **Evaluation and Logbook Templates:** Provide standardized student logbooks, employer evaluation forms, and end-of-training assessment tools to ensure accountability and visibility of learning outcomes.
- **WBL Focal Points Training:** Encourage each participating company to nominate a WBL focal point to be trained in supervision, documentation, and reporting.

5. Engagement and Awareness Instruments

- **Private Sector Outreach Campaigns:** Launch national and regional campaigns showcasing success stories, company testimonials, and WBL benefits through business forums and media.
- **Sector Skills Councils:** Pilot multi-stakeholder bodies in key industries (e.g., food, tech, services) to advise on curricula, validate competency needs, and facilitate industry-TVET dialogue.
- Access to pre-screened, motivated candidates (especially in seasonal sectors)

Conclusion

While Lebanese businesses acknowledge the value of WBL, widespread adoption is limited by financial risk, low trust in TVET preparation, and a lack of enabling instruments. The emergence of sector-specific pilots and willingness to collaborate offer a clear opportunity: with proper incentives, SOPs, and support from chambers and unions, businesses especially SMEs can become active contributors to the WBL ecosystem.

7 Strategy for Prioritized and Recommended Instruments for WBL Implementation in Lebanon

7.1 Prioritization Strategy and Implementation Methodology

This strategy presents a phased and priority-based roadmap to institutionalize WBL across Lebanon. It is grounded in a comprehensive and evidence-based analysis that triangulates insights from desk research, a national survey of 17 (TVET) institutions, input from 40 private sector companies, and consultations with key stakeholders, donors and private sector actors.

The approach aims to address systemic gaps, scale emerging best practices, and implement regulatory, pedagogical, and operational instruments that are fit for purpose. Ultimately, this strategy aims to enhance the quality, relevance, and long-term sustainability of WBL by aligning tool selection and implementation with Lebanon's education reform agenda and labor market needs, while drawing on tested international models to inform sequencing and rollout.

7.2 Comparative Table and Prioritization Criteria

Following the identification of the eighteen recommended instruments as per the desk research insights, the institutions and the companies' surveys, a comparative table is prepared to help on categorizing and prioritizing the foundational and operational regulatory instruments.

Each instrument was prioritized using six structured criteria: urgency, feasibility and readiness, advantage potential, stakeholder readiness, equity and inclusion impact, and sustainability. These criteria¹⁵ ensured a transparent and evidence-based ranking process, while the rationale for each instrument was grounded in findings from the field and is clearly articulated within the strategy framework.

¹⁵ Annex 4 Definition of Prioritization Criteria.

7.3 Comparative Table: Recommended WBL Instruments by Priority, Source, and Rationale

	Instrument / Tool	Priority	Desk Research	TVET Survey	Company Survey	Main Prioritization Criterion	Comment / Note
1	Standardized WBL Agreements (MoUs, SOPs, Legal Templates)	High	✓	✓	✓	Urgency	Urgently needed to formalize roles & expectations
2	National WBL Strategy & Policy (incl. Apprenticeship Law)	High	✓		✓	Sustainability	Foundation for systemic reform
3	WBL Logbooks + Evaluation Tools	High	✓	✓	✓	Feasibility and Readiness	Strong overlap across all three
4	In-Company Mentor Toolkits + Mentor Training	High	✓		✓	Stakeholder Readiness	Essential to build company's hosting capacity
5	Fiscal Incentives for Companies	High	✓		✓	Leverage Potential	Strong driver of company engagement
6	Regional Skills Councils / Sector Skills Councils	High	✓	✓	✓	Sustainability	Governance mechanism to align industry-TVET
7	Digital Matching Platforms	Medium	✓		✓	Feasibility and Readiness	Digital interface for matchmaking WBL
8	Quality Assurance Frameworks	Medium	✓	✓	✓	Sustainability	Accountability mechanism, needs activation
9	Standardized Curriculum Co-Design Templates	Medium	✓	✓		Equity and Inclusion Impact	Links market needs with school training
10	National Training Fund / Cost-Sharing Models	Medium	✓			Sustainability	Needed for sustainability of WBL financing
11	EMIS Integration + WBL Data Templates	Medium	✓	✓		Feasibility and Readiness	Digital M&E for national-level tracking
12	Inclusion Guidelines for Vulnerable Learners	Medium	✓	✓		Equity and Inclusion Impact	Focused on refugee and low-income access
13	School Advisory Boards (SABs)	Medium	✓	✓		Stakeholder Readiness	Strengthens governance at the school level

14	Awareness Campaigns & Success Story Templates	Emerging	✓	✓	✓	Leverage Potential	Builds WBL culture across ecosystem
15	WBL Student Placement Guidelines	Emerging		✓		Equity and Inclusion Impact	Targeted at inclusive implementation
16	Stakeholder Engagement Plans	Emerging	✓	✓	✓	Stakeholder Readiness	Coordinates dialogue and partnerships
17	Apprenticeship Contract Templates & Standards	Emerging	✓		✓	Urgency	Legal clarity and compliance
18	CSR-Based Engagement & Flexible Schemes	Emerging			✓	Innovation Potential	Company-led innovations worth scaling

7.4 Phased Implementation:

To ensure a coherent and realistic rollout of WBL instruments, the recommended tools have been grouped into three sequential implementation phases. This phased approach reflects each instruments' strategic importance, interdependence, and implementation readiness. It also ensures alignment with Lebanon's broader education reform agenda and evolving labor market demands:

- 1. Phase 1 – Systemic Enablers** (Immediate Implementation, High Priority): This foundational phase focuses on establishing the core structural, legal, and institutional building blocks required to enable WBL at scale. Instruments in this phase are critical to launching the system and include: foundations such as national strategy, standardized MoUs, mentor training, logbooks, and fiscal incentives.
- 2. Phase 2 – Operational Enhancers** (Short-Term Implementation, Medium Priority): Once systemic enablers are in place, this phase introduces tools that expand operational reach, improve implementation quality, and foster institutional collaboration. It includes: Tools like digital matching platforms, QA frameworks, curriculum co-design, EMIS integration, and SABs.
- 3. Phase 3 – Culture Builders** (Medium to Long-Term Implementation): This phase supports the long-term sustainability and cultural embedding of WBL within the education–employment ecosystem. It focuses on stakeholder visibility, inclusion, and innovation, including: Awareness campaigns, equity guidelines, stakeholder engagement plans, and CSR-led internships.

7.5 High-Priority Instruments: Systemic Enablers (Phase 1 – Immediate)¹⁶

7.5.1 Standardized WBL Agreements (MoUs, SOPs, Legal Templates)

Strategic Objective: Formalize partnerships between schools and companies; ensures mutual accountability

Action Category: To be formalized

Implementation Recommendations:

- DGTVE to adopt national templates
- Use through all regional Chambers for instance: CCIAZ, Chamber of Commerce, Industry, and Agriculture in Tripoli (CCIAT)
- Make usage mandatory for donor-funded WBL programs

Rationale: Needed to formalize partnerships between TVET institutions and companies, ensuring clarity of roles, legal protection, and accountability. All three sources identified informal arrangements as a barrier.

¹⁶ Annex 5 High-Priority Instruments: Systemic Enablers (Phase 1 – Immediate).

7.5.2 National WBL Strategy & Apprenticeship Law

Strategic Objective: Provide legal legitimacy and national coordination for WBL

Action Category: To be developed

Implementation Recommendations:

- Establish an inter-ministerial WBL steering committee
- Align with NQF and youth employment policies
- Propose draft law recognizing apprenticeships

Rationale: Systemic reform cannot proceed without a national legal and policy framework. This instrument anchors WBL within Lebanon's education and labor systems.

7.5.3 WBL Logbooks & Evaluation Templates

Strategic Objective: Enable performance monitoring, student tracking, and transparent feedback

Action Category: To be updated

Implementation Recommendations:

- Digitize logbooks via EMIS
- Use uniformly in all placements
- Train institutions and companies on usage

Rationale: Core tools for documenting learning outcomes, feedback, and student progress. They promote transparency and allow both institutions and companies to monitor WBL effectiveness.

7.5.4 Mentor Toolkits + Mentor Training

Strategic Objective: Enhance hosting quality and staff readiness in companies

Action Category: To be adapted and formalized

Implementation Recommendations:

- Adapt international toolkits to the Lebanese context
- Deliver mentor ToT (Training of Trainers) via regional Chambers

Rationale: Companies cited a lack of trained staff as a barrier. TVET institutions acknowledged the need to strengthen in-company support. Mentor toolkits enhance supervision quality.

7.5.5 Fiscal Incentives for Companies

Strategic Objective: Motivate participation through tax credits, subsidies, and public recognition

Action Category: To be developed

Implementation Recommendations:

- Design an incentive scheme with the Ministry of Finance
- Pilot in high-engagement sectors like Agrofood and IoT

Rationale: Without financial or recognition incentives, companies (especially SMEs) have low motivation to participate in WBL. This is a major barrier to scaling engagement.

7.5.6 Regional and Sector Skills Councils

Strategic Objective: Ensure relevance, responsiveness, and localized WBL governance

Action Category: To be developed

Implementation Recommendations:

- Create national coordination unit under MEHE or DGTVE

Rationale: Ensure localized governance and relevance of WBL programs to labor market needs. They create ongoing dialogue platforms and help institutionalize employer input.

The infographic in Annex 6 is highlighting the **Main Gaps** and **Recommended Instruments** in Lebanon's WBL ecosystem¹⁷.

7.6 Medium-Priority Instruments: Operational Enhancers (Phase 2 – Short-Term, Parallel Rollout)¹⁸

7.6.1 Digital Matching Platforms

Strategic Objective: Streamline the placement of students in companies

Action Category: To be created

Implementation Recommendations:

- Link to existing Chamber of Commerce job boards
- Partner with local tech firms or assess the feasibility of adapting existing digital profiling and matching tools (e.g., SkillMap, JobMatch, SkillLab) previously piloted by donors such as ILO, and GIZ.

Rationale: Useful to connect students and companies efficiently, especially in fragmented ecosystems. However, platforms are only effective if MoUs, incentives, and mentorship structures exist.

7.6.2 Quality Assurance Frameworks (QA, NQF, Feedback Forms)

Strategic Objective: Track WBL effectiveness and institutional accountability

Action Category: To be updated

¹⁷ Annex 6 Gaps and High-Priority Instruments for WBL Lebanon.

¹⁸ Annex 7 Medium-Priority Instruments: Operational Enhancers (Phase 2 – Short-Term, Parallel Rollout).

Implementation Recommendations:

- Integrate feedback tools into DGTVE QA unit
- Activate dormant NQF pathways for WBL

Rationale: Critical to ensure WBL quality. Yet, these depend on standardization of tools and national coordination.

7.6.3 Curriculum Co-Design Templates (DACUM, CBT, CBA)

Strategic Objective: Align TVET curricula with market needs and assess students based on the required competencies

Action Category: To be developed

Implementation Recommendations:

- Pilot co-design with several sectors like Agrofood, IoT, and hospitality
- Create recurring curriculum panels with industry experts

Rationale: Help bridge the skill mismatch. Institutions and companies need clear structures to co-create relevant programs.

7.6.4 National Training Fund / Cost-Sharing Models

Strategic Objective: Sustain WBL through diversified funding

Action Category: To be created

Implementation Recommendations:

- Secure donors support and state contribution
- Allow employer contributions as cost-sharing option

Rationale: Ensure financial sustainability but depends on political will and broader education financing reform.

7.6.5 EMIS Integration with WBL Data

Strategic Objective: Enables national reporting and placement visibility

Action Category: To be updated

Implementation Recommendations:

- Add WBL indicators to EMIS (via DGTVE)
- Make reporting mandatory for accredited WBL institutions

Rationale: Enables national tracking of WBL impact and inclusion, but requires digitization readiness and centralized systems.

7.6.6 Inclusion Guidelines and Scholarship Packages

Strategic Objective: Ensure equitable access for vulnerable youth

Action Category: To be developed

Implementation Recommendations:

- Bundle transport and meal subsidies for low-income trainees
- Include support for refugee learners and People with Disabilities (PwDs)

Rationale: Address equity and access issues. While essential, they follow once basic WBL structures are in place.

7.6.7 School Advisory Boards (SABs)

Strategic Objective: Facilitate private sector influence in school governance

Action Category: To be scaled and monitored by DGVTE

Implementation Recommendations:

- Continue establishing SABs in all remaining public TVET schools and institutes not yet covered
- Standardize governance manual
- Selection of private sector representative following defined criteria
- Training for new SAB members
- Establish a trained dedicated DGVTE unit to monitor and follow-up the SABs activities

Rationale: Strengthen governance at the school level. Effective if backed by policy and active private sector engagement.

7.7 Emerging Priority Instruments: Culture Builders & Visibility Enablers (Phase 3 – Medium to Long-Term)¹⁹

7.7.1 Awareness Campaigns & Success Story Templates

Strategic Objective: Promote WBL nationally through positive narratives

Action Category: To be developed

Implementation Recommendations:

- Launch campaigns via MEHE, NGOs, and Chambers
- Use videos, school visits, and public media

Rationale: Important for changing perceptions of TVET and encouraging youth as well as company participation, but impact is indirect.

7.7.2 Placement Guidelines with Equity Criteria

Strategic Objective: Enhance inclusion in the matching process

¹⁹ Annex 8 Emerging Priority Instruments: Culture Builders & Visibility Enablers.

Action Category: To be formalized

Implementation Recommendations:

- Distribute equity-based placement guidelines together with WBL logbooks
- Where feasible, involve trained Guidance and Employment Offices (GEOs), or designated school career guidance staff to support equitable placement decisions, especially for vulnerable students, such as women, PwD, and refugees.

Rationale: Help ensure equity in placements but has a support role rather than system-driving function.

7.7.3 Stakeholder Engagement Plans

Strategic Objective: Facilitate multisectoral collaboration and donor alignment

Action Category: To be developed

Implementation Recommendations:

- Formalize engagement with NGOs and Ministries

Rationale: Encourage collaboration but is secondary to formalizing partnerships and agreements.

7.7.4 Apprenticeship Contract Templates

Strategic Objective: Standardize apprentice rights and duties

Action Category: To be created

Implementation Recommendations:

- Develop under legal umbrella of new WBL law

Rationale: Clarify legal rights and structures but needs legislative backing to be enforceable.

7.7.5 CSR-Driven Internship Schemes

Strategic Objective: Encourage corporate WBL integration

Action Category: To be formalized

Implementation Recommendations:

- Recognize firms via CSR-WBL awards
- Promote seasonal internships in agriculture, food processing, tourism

Rationale: Innovative approaches found in some companies, good for scaling once core systems are in place.

8 Summary of Final Recommendations

The strategy proposes an integrated set of eighteen instruments, grouped into three implementation phases based on their strategic importance and readiness level. These instruments have been developed in alignment with data gathered from desk research and two national surveys targeting 17 TVET institutions and 40 private sector companies.

Phase 1: Systemic Enablers (Immediate Implementation)

The initial phase focuses on foundational reforms that are critical for establishing a functioning national WBL system. It calls for the adoption of standardized legal agreements such as MoUs and SOPs through the Directorate General for Vocational and Technical Education (DGTE) and regional chambers. A national WBL²⁰ strategy and Apprenticeship Law should be developed to provide legal legitimacy and institutional coordination. Essential tools like logbooks and evaluation templates must be digitized and integrated into the EMIS to improve student tracking and performance monitoring. To ensure quality mentorship, Lebanon should adapt international mentor toolkits and deliver training-of-trainers (ToT) programs. Fiscal incentives, such as tax credits and subsidies, are recommended to encourage company participation. Regional and Sector Skills Councils should be established to ensure local ownership and alignment with labor market needs.

Phase 2: Operational Enhancers (Short-Term Rollout)

The second phase targets tools that enhance WBL delivery and sustainability. It proposes the creation of a national digital platform to match students with company placements. Quality assurance mechanisms must be updated within DGTE, and dormant NQF pathways reactivated. Curriculum co-design templates, including DACUM, CBT, and CBA models, should be institutionalized across key sectors. A National Training Fund is recommended to support co-financing models involving public, private, and donor resources. **EMIS should be expanded to include WBL indicators** and mandatory reporting. To promote equity, the strategy recommends inclusion guidelines and financial support packages for vulnerable learners. SABs should be strengthened and established in all public TVET institutions to ensure structured private sector involvement in governance.

Phase 3: Cultural and Visibility Enablers (Medium to Long-Term)

The final phase emphasizes public engagement and sustainability. National awareness campaigns and success stories should be leveraged to promote WBL adoption. Placement guidelines with equity criteria must be introduced, and stakeholder engagement plans replicated nationally. A legal template for apprenticeship contracts should be created. CSR-driven internship schemes are also proposed to incentivize private sector integration, particularly in agriculture, tourism, and food industries.

²⁰ ANNEX 9 Draft Outline for a National WBL Incentive Scheme Policy.

Together, these phased instruments form a coherent and scalable framework for embedding WBL in Lebanon's education and employment systems.

9 Conclusion

This report has demonstrated that WBL represents a powerful lever for improving the quality, equity, and relevance of Lebanon's TVET system. Drawing on evidence from international benchmarks, national institutional assessments, and private sector surveys, the analysis confirms that:

- TVET institutions are willing but under-resourced, facing gaps in capacity, infrastructure, and alignment with labor market needs.
- Private sector actors recognize WBL's value, yet remain hesitant due to lack of incentives, coordination tools, and structured collaboration with schools.
- CBT and CBA offer a scalable foundation for outcome-driven education but require mainstreaming.
- SABs and formalized partnerships can serve as governance anchors for localized public-private collaboration.

The tools and instruments proposed throughout this report, ranging from logbooks and MoUs to mentor guides and monitoring templates, provide a practical roadmap for embedding WBL into Lebanon's vocational ecosystem. They are not only cost-effective and scalable but also aligned with both international frameworks and Lebanon's reform priorities.

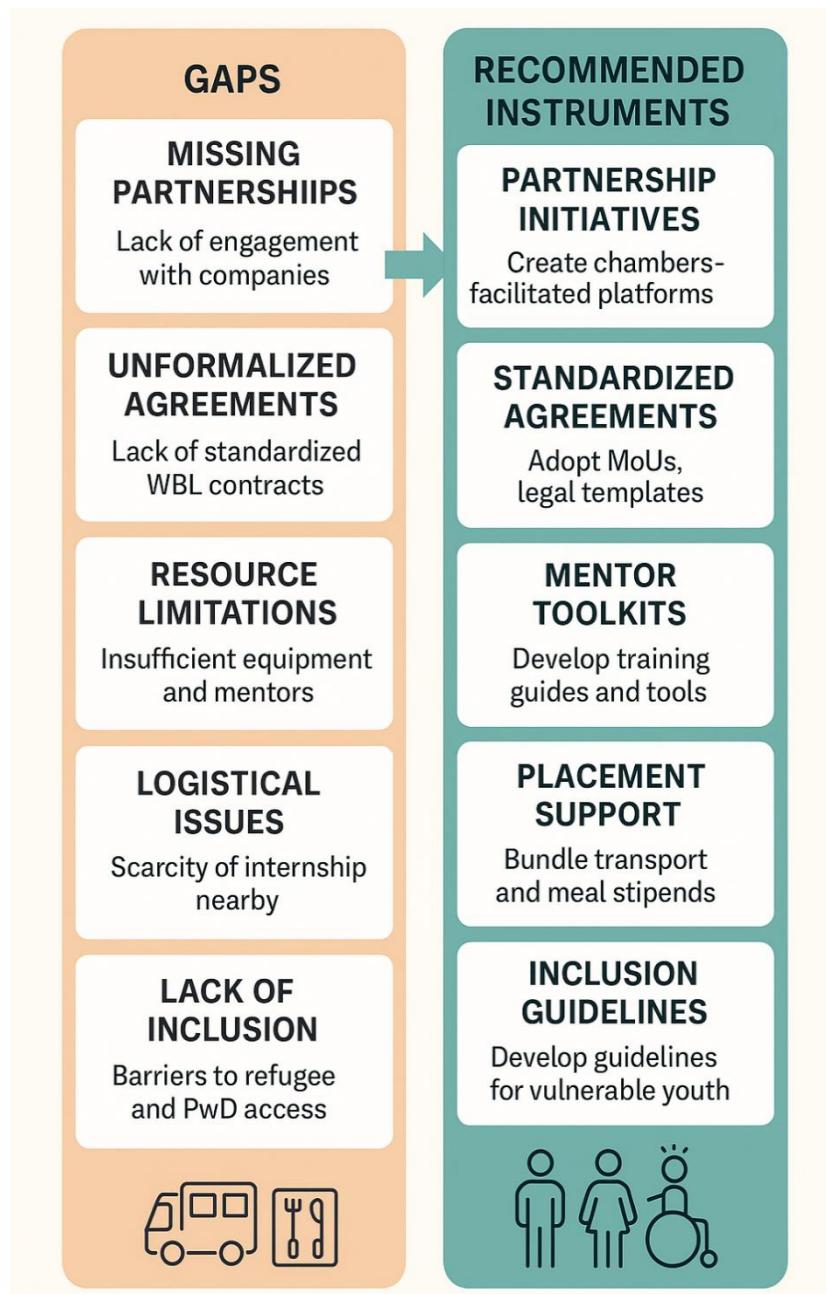
To unlock the potential of WBL, institutional commitment must be matched by national-level strategy and cross-sector coordination.

10 Annexes

ANNEX 1 Gaps and Recommended Instruments from Desk Research and Benchmarking Report

Gaps	Recommended Instruments
Legal and Policy Gaps Outdated framework, no apprenticeship law	Develop a National WBL Strategy National committee, updated decrees
Institutional Coordination Fragmented governance, lack of strategy	Adopt a Regionalized Approach Regional Skills Councils, localized policies
Private Sector Engagement Minimal involvement, no fiscal incentives	Strengthen Industry Collaboration Sector councils, fiscal incentives
Tools and Processes No standardized instruments, informal	Expand and Formalize Apprenticeships Standards, legal contracts, handbooks
Capacity and Training Limited training, outdated infrastructure	Modernize Curricula Occupational standards, industry panels
Quality Assurance Inactive NQF, no certification standards	Secure Sustainable Funding National Training Fund, cost-sharing

ANNEX 2 Gaps and Recommended Instruments Resulting from TEVT Survey Report



ANNEX 3 Gaps and Recommended Instruments Resulting Companies Survey Report

Gaps in Work-Based Learning WBL Among Companies

Gaps	Recommended Instruments
 Limited Fiscal Incentives	 Offer Tax Credits or Subsidies
 Weak Institutional Links	 Standardize WBL Agreements (MoUs)
 No Training Staff Capacity	 Deliver Mentor Training Programs
 Informal Agreements	 Develop Employer Recognition Schemes

ANNEX 4 Definition of Prioritization Criteria

Each proposed instrument was scored against a structured set of criteria derived from field data and international standards:

Criterion	Description
Urgency	Does the instrument address a critical systemic bottleneck identified by most stakeholders?
Feasibility	Is it ready for implementation (based on existing templates, tools, or local pilots)?
Leverage Potential	Does it enable or unlock other instruments (e.g., MoUs as prerequisite for matching)?
Stakeholder Readiness	Are institutions and/or companies willing and able to adopt it now?
Equity & Inclusion Impact	Will it improve access for marginalized youth, girls, refugees, PwDs?
Sustainability	Can it be institutionalized and sustained with available policy or funding mechanisms?

ANNEX 5 High-Priority Instruments: Systemic Enablers (Phase 1 – Immediate)

Instrument	Strategic Purpose	Action Category	Implementation Recommendations	Rationale for Prioritization
Standardized WBL Agreements (MoUs, SOPs, Legal Templates)	Formalize partnerships between schools and companies; ensures mutual accountability	To be formalized	<ul style="list-style-type: none"> • DGTVE to adopt national templates • Use through all regional Chambers (e.g., CCIAZ) • Make usage mandatory for donor-funded WBL programs 	Needed to formalize partnerships between TVET institutions and companies, ensuring clarity of roles, legal protection, and accountability. All three sources identified informal arrangements as a barrier.
National WBL Strategy & Apprenticeship Law	Provide legal legitimacy and national coordination for WBL	To be developed	<ul style="list-style-type: none"> • Establish an inter-ministerial WBL steering committee • Align with NQF and youth employment policies • Propose draft law recognizing apprenticeships 	Systemic reform cannot proceed without a national legal and policy framework. This instrument anchors WBL within Lebanon's education and labor systems.
WBL Logbooks & Evaluation Templates	Enable performance monitoring, student tracking, and transparent feedback	To be updated	<ul style="list-style-type: none"> • Digitize logbooks via EMIS • Use uniformly in all placements • Train institutions and companies on usage 	Core tools for documenting learning outcomes, feedback, and student progress. They promote transparency and allow both institutions and companies to monitor WBL effectiveness.
Mentor Toolkits + Mentor Training	Enhance hosting quality and staff readiness in companies	To be adapted and formalized	<ul style="list-style-type: none"> • Adapt international toolkits to the Lebanese context • Deliver mentor ToT (Training of Trainers) via regional Chambers 	Companies cited a lack of trained staff as a barrier. TVET institutions acknowledged the need to strengthen in-company support. Mentor toolkits enhance supervision quality.

Instrument	Strategic Purpose	Action Category	Implementation Recommendations	Rationale for Prioritization
Fiscal Incentives for Companies	Motivate participation through tax credits, subsidies, and public recognition	To be developed	<ul style="list-style-type: none"> • Design incentive scheme with Ministry of Finance • Pilot in high-engagement sectors like Agrofood and IOT 	Without financial or recognition incentives, companies (especially SMEs) have low motivation to participate in WBL. This is a major barrier to scaling engagement.
Regional and Sector Skills Councils	Ensures relevance, responsiveness, and localized WBL governance	To be developed	<ul style="list-style-type: none"> • Create national coordination unit under MEHE or DGTVE 	Ensure localized governance and relevance of WBL programs to labor market needs. They create ongoing dialogue platforms and help institutionalize employer input.

ANNEX 6 Gaps and High-Priority Instruments for WBL Lebanon

Gaps	Recommended Instruments
	Legal and policy gaps Outdated legal framework, no apprenticeship
	Institutional coordination Fragmented governance, no national strategy
	Private sector engagement Low employer participation, lack incentives
	Tools and processes No standardized instruments or monitoring
	Capacity and training Lack of trained staff and outdated equipment
	Quality assurance NQF not activated, no certification standards
	Standardized WBL agreements
	Formalize partnerships between schools and companies
	National WBL strategy
	Develop a national coordination and legal framework
	Fiscal incentives
	Motivate companies through tax credits, subsidies, etc.
	Mentor toolkits and training
	Enhance hosting quality and staff readiness in companies
	WBL logbooks
	Enable monitoring and feedback

ANNEX 7 Medium-Priority Instruments: Operational Enhancers (Phase 2 – Short-Term, Parallel Rollout)

Instrument	Strategic Purpose	Action Category	Implementation Path	Rationale for Prioritization
Digital Matching Platforms	Streamline placement of students in companies	To be created	<ul style="list-style-type: none"> Link to existing Chamber of Commerce job boards. Partner with local tech firms or assess the feasibility of adapting existing digital profiling and matching tools (e.g., SkillMap, JobMatch, SkillLab) previously piloted by donors such as ILO, and GIZ. 	Useful to connect students and companies efficiently, especially in fragmented ecosystems. However, platforms are only effective if MoUs, incentives, and mentorship structures exist.
Quality Assurance Frameworks (QA, NQF, Feedback Forms)	Track WBL effectiveness and institutional accountability	To be updated	<ul style="list-style-type: none"> Integrate feedback tools into DGTVE QA unit Activate dormant NQF pathways for WBL 	Critical to ensure WBL quality. Yet, these depend on standardization of tools and national coordination.
Curriculum Co-Design Templates (DACUM, CBT, CBA)	Align TVET curricula with market needs and assess students based on the required competencies	To be developed	<ul style="list-style-type: none"> Pilot co-design with several sectors like Agrofood, IOT, hospitality Create recurring curriculum panels with industry experts 	Help bridge the skill mismatch. Institutions and companies need clear structures to co-create relevant programs.
National Training Fund / Cost-Sharing Models	Sustains WBL through diversified funding	To be created	<ul style="list-style-type: none"> Secure donors support and state contribution Allow employer contributions as cost-sharing option 	Ensure financial sustainability but depends on political will and broader education financing reform.

Instrument	Strategic Purpose	Action Category	Implementation Path	Rationale for Prioritization
EMIS Integration with WBL Data	Enables national reporting and placement visibility	To be updated	<ul style="list-style-type: none"> • Add WBL indicators to EMIS (via DGTVE) • Make reporting mandatory for accredited WBL institutions 	Enables national tracking of WBL impact and inclusion, but requires digitization, readiness and centralized systems.
Inclusion Guidelines + Stipend Packages	Ensure equitable access for vulnerable youth	To be developed	<ul style="list-style-type: none"> • Bundle transport and meal subsidies for low-income trainees • Include support for refugee learners and PwDs 	Address equity and access issues. While essential, they follow once basic WBL structures are in place.
School Advisory Boards (SABs)	Facilitate private sector influence in school governance	To be Formalized, scaled, and monitored by DGVTE	<ul style="list-style-type: none"> • Continue establishing SABs in all remaining public TVET schools and institutes not yet covered • Standardize governance manual • Selection of private sector representative following defined criteria • Training for new SAB members • Establish a trained dedicated DGVTE unit to monitor and follow-up the SABs activities 	Strengthen governance at the school level. Effective if backed by policy and active private sector engagement.

ANNEX 8 Emerging Priority Instruments: Culture Builders & Visibility Enablers

Instrument	Strategic Purpose	Action Category	Implementation Strategy	Rationale for Prioritization
Awareness Campaigns & Success Story Templates	Promote WBL nationally through positive narratives	To be developed	<ul style="list-style-type: none"> • Launch campaigns via MEHE, NGOs, and Chambers Use videos, school visits, and public media 	Important for changing perceptions of TVET and encouraging youth as well as company participation, but impact is indirect.
Placement Guidelines with Equity Criteria	Enhance inclusion in matching process	To be formalized	<ul style="list-style-type: none"> • Distribute equity-based placement guidelines together with WBL logbooks • Where feasible, involve trained Guidance and Employment Offices (GEOs), or designated school career guidance staff to support equitable placement decisions, especially for vulnerable students, such as women, PwD, and refugees. 	Help ensure equity in placements but has a support role rather than system-driving function.
Stakeholder Engagement Plans	Facilitate multisectoral collaboration and donor alignment	To be developed	<ul style="list-style-type: none"> • Formalize engagement with NGOs and Ministries 	Encourage collaboration but is secondary to formalizing partnerships and agreements.
Apprenticeship Contract Templates	Standardize apprentice rights and duties	To be created	<ul style="list-style-type: none"> • Develop under legal umbrella of new WBL law 	Clarify legal rights and structures but needs legislative backing to be enforceable.

Instrument	Strategic Purpose	Action Category	Implementation Strategy	Rationale for Prioritization
CSR-Driven Internship Schemes	Encourage corporate WBL integration	To be formalized	<ul style="list-style-type: none"> • Recognize firms via CSR-WBL awards • Promote seasonal internships in agriculture, food processing, tourism 	Innovative approaches found in some companies, good for scaling once core systems are in place.

ANNEX 9 Draft Outline for a National WBL Incentive Scheme Policy

- **Policy Objective**

To create an enabling environment that motivates private sector companies to participate actively in WBL programs by offering financial and non-financial incentives aligned with national TVET reform priorities and workforce development aspirations²¹.

- **Target Beneficiaries**

The scheme targets private sector enterprises of all sizes, micro, small, medium, and large, particularly in key economic sectors such as Agrofood, IoT, and hospitality. It also includes companies incorporating WBL into their CSR strategies and those forming structured partnerships with TVET institutions.

- **Types of Incentives**

The incentive package is divided into three main types:

1. Fiscal Incentives: Companies may receive tax credits on eligible WBL-related expenses, including trainee stipends, training time, and supervision. Tax deductions may also apply for in-company training investments, and exemptions or deferrals could be considered for social security contributions linked to WBL trainees.

2. Public Recognition and Certification: Participating companies may be awarded a “WBL Champion” label, gain visibility through government and chamber platforms, and be included in preferred supplier lists.

3. Cost-Sharing and Financial Support: Public or donor-backed subsidies may partially cover mentorship costs or stipends. Grants may be offered for improving workplace readiness (e.g., safety upgrades), and trainee insurance can be co-financed.

- **Eligibility Criteria**

To access the scheme, companies must be legally registered in Lebanon, have a signed WBL agreement with a recognized TVET institution, comply with minimum mentorship and safety standards, and participate in WBL monitoring through national tools such as EMIS.

- **Implementation and Oversight**

The scheme will be led by the Directorate General for Vocational and Technical Education (DGTVE), in collaboration with the Ministry of Finance, chambers of commerce such as CCIAZ, and sector-specific entities. Oversight mechanisms will be embedded in national WBL

²¹ Workforce development goals in Lebanon are reflected in documents such as the *National Strategic Framework for TVET (2018–2022)*, the draft *National Employment Strategy (MoL–ILO)*, and various donor-supported TVET reform programs (e.g., EU-ETF, GIZ QuA-VET, UNICEF). Common priorities include enhancing youth employability, closing the skills mismatch, strengthening public-private partnerships, and supporting vulnerable groups (NEETs, women, refugees).

quality systems, with monitoring linked to the EMIS. The scheme will be piloted in selected sectors and regions with active WBL initiatives.

ANNEX 10 Sample Instruments and Templates for WBL

This annex presents a preliminary set of sample instruments and templates designed to facilitate the implementation of WBL programs in Lebanon. These tools aim to standardize partnerships, improve training quality, enhance monitoring and evaluation, and align curricula with labor market needs. They are proposed for institutional adoption, customization, and eventual integration into national frameworks.

1. Memorandum of Understanding (MoU) Template

Outlines the general framework of collaboration between a TVET institution and a private sector company. It defines shared goals, roles, responsibilities, duration, and the scope of student placement under WBL schemes.

2. SOP for WBL Placement

Details the step-by-step procedures for implementing a WBL program, from student selection and orientation to supervision, evaluation, and reporting. It supports institutional clarity and coordination across stakeholders.

3. WBL Logbook and Student Evaluation Form

A dual-purpose tool that enables students to track their activities and achievements during their placement, while allowing mentors to assess progress against learning outcomes. It supports performance monitoring and feedback loops.

4. Mentor Toolkit

A structured guide for company-based mentors that includes orientation content, mentoring best practices, ethical guidance, and sample feedback tools. It enhances mentor preparedness and ensures consistency in hosting experiences.

5. Curriculum Co-Design Template (DACUM/CBT Framework)

A template for industry-TVET joint curriculum development using DACUM and CBT approaches. It helps align training modules with market-driven skill requirements and emerging sector trends.

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