

ANALYSIS OF PUBLIC GOVERNANCE OF VOCATIONAL EDUCATION IN LEBANON

Vocational Education and Training system (VET) is a social mechanism that enables the distribution of knowledge, training, skills, work competencies, needs and values to all members of the society. So VET-system in Lebanon has some features:

1. The VET institutes and worked-base places are scattered, and unfairly distributed through all the country as a clear decentralization in one place where the capital area has achieved the lion's share allocation. The reason that the Government should pay a high level attention to entire plan of vocational education and training related with the global concerning and the basic needs for vacant and shortage of profession in labour market.

2. Lebanon VET should launch a consolidate strategic plan, implementation, and more development objectives covering education system's role to achieve economic and social objectives. The plan must be annually and operationally updated, and revised every four years.

3. A reasonably systematic set of procedures and processes that are based on principles of accountability, transparency and effectiveness are to take place, in order to ensure that the behaviors and activities of all actors engaged in VET are in targeted direction.

4. VET governance is to centralized. And the Ministry initiates policies, that has a role in major decision-making and acts as the main financer for public TVET system from Government revenue, and the minister is a strategic actor.

5. Technology integration have to be placed in a renewed emphasis which provide a solid technical skills that is required by market demand. Area always worked aggressively with the local businesses to provide qualified applicants to meet the employment needs of the business community.

6. There should be a quickly and efficiently respond to the educational needs of their communities. Continually evaluate and improve instructions provide educational opportunities and simulate a real-life work environment to educate for the workforce.'

We conclude that the level of the theoretical knowledge had to be improved and the practical must focus and purposefulness strengthened. Another conclusion is the need to set up regional tertiary colleges and, through them, offer specialists appropriate higher education and reinforcement of their practical focus.