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Ministry of Agriculture

# ENHANCE THE CAPACITY OF THE MINISTRY OF AGRICULTURE FOR EVIDENCE BASED PLANNING THROUGH PILOT TRACER STUDIES

## UPGRADING THE TECHNICAL AGRICULTURE EDUCATION SYSTEM IN LEBANON PROJECT

### FINAL REPORT



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## Foreword

The agriculture is an important sector for the Lebanese economy. It is the primary source of income and employment in rural areas, providing livelihoods to a large section of the population, especially vulnerable ones. The current socio-economic and health situation in Lebanon, resulting in food security concerns, further reinforces the importance of the agriculture sector and agri-food systems for the country.

The MoA adopted Lebanon National Agriculture Strategy 2020-2025 with the aim to create jobs, increase farmers' income, and stabilize rural demographics. The strategy long-term vision is to making the agri-food sector a main contributor to the achievement of food security and a key driver of resilience and transformation of the Lebanese economy into a productive economy. As such, it responds to the challenges of the critical period Lebanon is facing due to the economic and financial crisis as well as the COVID-19 pandemic, and whereby the agri-food sector constitutes an opportunity to become a key contributor to the recovery of the Lebanese economy. The MoA's Course of Action V of the Strategy committed the Ministry to strengthen agricultural services to farmers, as well as revitalize agricultural technical vocational education and training to better respond to market needs.

Lebanon is currently promoting and supporting the diversification of its economy given the advantage it has as available natural resource and suitable lands for agriculture. This would help the country meet the needs of a growing population and address the high youth unemployment rate, which is almost 23 per cent. The TVET system provides a window of opportunity for young people by learning a trade and entering the labour market. In order to ensure this, however, graduates need to be adequately prepared with the skills and knowledge to fulfill their contributory role in the labour market upon graduation.

The Ministry of Agriculture and its partners recognize that a sustainable path towards strong economic development is by ensuring that agriculture TVET programmes are high in quality, accessible to youth particularly in rural and underserved areas, internationally recognized, and relevant to the needs of industry. Furthermore, it seeks to improve the quality of apprenticeship and on-the-job training, the recognition of acquired skills, the working conditions, and job opportunities for youth. Within the TVET system, this also includes the necessary skills for graduates to start their own micro-enterprises.

The importance of the technical vocational education and training (TVET) system in Lebanon in preparing graduates with the adequate skills and knowledge for the labour market has increased since the launch of the National Strategic Framework in 2018. In 2016, the Ministry of Agriculture partnered with FAO, UNICEF, ILO, and AVSI to improve the technical agriculture education in Lebanon within the framework of the project "Upgrading the technical agriculture education system in Lebanon" funded by the Kingdom of Netherlands. It works on enhancing the employability of young Lebanese and displaced Syrians and other refugees in Lebanon. It offers them the opportunity of acquiring the necessary technical skills to access improved career opportunities in agriculture and agribusiness in Lebanon or in Syria upon their return. The project also works on the efficiency of the agriculture education system in Lebanon to support more youth. This is done by improving agricultural capacity development and creating entry points into green jobs.

It is within this context a tracer study "Enhancing the capacity of the MoA for evidence based planning through pilot tracer studies" was conducted with 363 graduates from baccalaureate Technique and short term agriculture training programmes to provide an understanding and a benchmark on where skills development needs to be focused and further improve this type of education to meet Lebanon current labour market demands in agriculture.

This tracer study reviews the employment outcomes of graduates from the agricultural TVET programmes and the extent to which graduates have found employment that allows them to apply the skills acquired through their trainings. It emphasizes the actions required to enhance the efficiency and quality of the agriculture education system in Lebanon, to strengthen social dialogue between government, employers, and workers on ways forward with reforming TVET agriculture programmes to create a system that is more responsive to the human resource and labour market needs of the country, and through that to strengthen the agriculture sector to play critical role in the socio-economic recovery of the country.

I would like to seize this opportunity to thank all those actors who have participated in this study and are supporting the Ministry to improve its services and education programmes. And I look forward to continuous collaboration and partnership towards an agriculture education system responsive to current and future labour market needs

Minister of Agriculture

Dr. Abbas Mortada

## **Acknowledgements**

This tracer study targeting a number of agriculture graduates from Agriculture Bacculaureate Technique and short-term courses is a result of a joint effort of a number of organizations. It was conducted as part of the project "Upgrading the technical agriculture education system in Lebanon", led by FAO with funding from the Kingdom of the Netherlands and implemented in partnership with the International Labour Organization (ILO), the United Nations Children's Fund (UNICEF) and AVSI, to help the Ministry of Agriculture (MoA) increase the market relevance of its training programmes.

The study was conducted by the Consultation and Research Institute and ILO with the extensive support of the Ministry of Agriculture, AVSI and FAO. It benefited from technical review and inputs by Leon Gaskin, Chief Technical Advisor, Patrick Daru, Senior Skills and Employability Specialist at ILO-ROAS, Rania Hokayem, ILO National TVET Programme Coordinator, and Serajul Islam, Skills Development Officer at ILO, Fatima Halbawi, head of Education and Extension Services at Ministry of Agriculture. It was also reviewed by Sonia el Abiad, director of directorate of studies and coordination at the Ministry of Agriculture, Hayfa Jaafar, head of education and training department and Dr Salem Darwish, Minister of Agriculture Advisor.



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## A. Executive Summary

The Consultation and Research Institute (CRI) was commissioned by the International Labour Organization (ILO) in collaboration with the Food and Agriculture Organization (FAO) and the Ministry of Agriculture (MOA) to conduct in December 2019 a tracer study targeting agriculture graduates from Baccalaureate Technique in the Agriculture<sup>1</sup> (BTA) and Short-Term Courses (STC) for the cohorts from 2016-2017 and 2017-2018. Preparation, field work, and initial analysis were completed in May 2020.

The methodology followed by the team to undertake this study consisted of a quantitative tracer field survey targeting 363 respondents: 128 BTA graduates and 235 STC graduates.<sup>2</sup> The sample withdrawn is representative of the population targeted in terms of specialization (BTA and STC), gender, and nationality.

The tracer study examines in detail respondents' overall evaluation of their course of study, their success in finding work in the three months following graduation, their current<sup>3</sup> employment status and the extent to which their employment utilizes the skills acquired through their training.

The key findings and conclusions are presented as an aggregate of the data gathered from both the BT and STC cohorts. The key findings of this analysis include the following:

1. Across both pathways and all programs of study, no strong drivers emerged for graduates' choice of TVET institutions, or for their choice of an agriculture programme. For both pathways, the most important factor influencing the choice of agriculture as a specialization was not related to the qualities of the program itself, but was the positive perceived social respect<sup>4</sup> towards the specialization.

1. The schools are: Abdeh, Baakline, Batroun, Fanar, Khiam, Nabatieh, Nasriyet Rizk.

2. Out of a total population of 532 STC graduates and 158 BT graduates, CRI was able to update the contacts and reach out to 262 STC graduates and 134 BT graduates. While the targeted sample is 246 STC graduates and 134 BT graduates, CRI team finally filled 235 questionnaires with STC graduates and 128 questionnaires with BT graduates.

3. Any mention of "current" employment throughout this document means the employment status at the time when the survey was conducted.

4. As per term used in the questionnaire. It indicates the respect of

2. Of some concern, and perhaps linked to the limited employment prospects, a number of respondents' were considering dropping out, especially amongst those students already working during their study.

3. For a majority of graduates, the training surveyed here represented their first skills training course. While many were also enrolled in another course in parallel, only a minority had employment during their studies.

4. Despite the lack of strong motivating factors for provider and program selection, graduates from both pathways were satisfied with their studies, and reflected positively on the training provider and training course they undertook. However, appreciation for specific course characteristics was less positive. The overall assessment of the usefulness of their studies was also less positive. Moreover, the program's support to finding employment was rated at only 3 and below on a five-point scale.

5. Employment rates for graduates were low three months after graduation, and have remained low since: 35% of STC graduates and 38% of BT graduates were unemployed three months after graduation; and 48% of BT graduates and 68% of STC graduates said they had never been employed since graduation.<sup>5</sup>

6. In addition, 48% of BT graduates and 54% of STC graduates who found a job after graduation reported that this first job was not related to their field of study. However, most graduates felt that their current employment was appropriate or more than appropriate to their field of study, and that their current employment utilizes to a certain extent the skills acquired during their studies. Graduates from both pathways rated the knowledge and skills they acquired in their studies highly when compared with other graduates in the workplace (all graduates gave ratings above 3.5 over 5).

surrounding community towards the specialization, knowing that almost half of respondents come from farming backgrounds.

5. As per the ILO-CAS LFS 2018-2019, the unemployment rate of BT levels is identical (38%) to those holding a BT level in the 15-19 age group at the national level in Lebanon.

7. For graduates employed in a job that is not related to their area of study, the main reason given by both BT and STC graduates is that they have simply not found an appropriate job yet. Indeed, while jobs for graduates may be available, the wages offered and working conditions (such as security, location, etc.) are not satisfying for them.

8. Personal and family networks were the preferred method of searching for work, for graduates of both pathways.

9. Amid the continuous challenges in the job market and lack of job opportunities due to the economic crisis in the country over the past two years, graduates have followed a wide range of post-training pathways: A significant percentage of graduates have pursued further study since graduation. Only 6% of STC graduates and 20% of BTA graduates are currently permanent employees. Furthermore, 11% of BT graduates and 3% of STC graduates are currently self-employed.

10. Between 5% and 6% of graduates from both pathways have started their own enterprises after graduation, but the motivations differ between BT and STC graduates.

11. Of those who are currently working, BT graduates earn more, on average. Indeed, 50% of currently employed graduates reported earning less than 700,000 L.L. gross per month, with half of the STC graduates earning less than 400,000 L.L. gross per month.<sup>6</sup> However, graduates from both pathways and regardless of nationality and gender received similar benefits at work.

12. While the majority of currently employed BT and STC graduates reported no significant workplace challenges, there were evident women specific safety concerns.

13. Most graduates outlined future plans that were linked to improving their current employment and income earning opportunities.

6. As per the ILO-CAS LFS 2018-2019, 45% of BT graduates earned less than 600K LBP.



## B. Introduction

The agriculture sector worldwide plays a major role in economic development, growth and poverty reduction, and employment. In Lebanon, the sector comprises the following subsectors (Ministry of Agriculture (MOA), 2011; Food and Agriculture Organization (FAO), 2007; FAO, 2011):

1. Crop or agricultural production comprising fruit crops; leguminous and vegetable; field crops; cut flowers; and forest;
2. Livestock production (including cows, sheep, goats, poultry); and
3. Fisheries and aquaculture;
4. Beekeeping;

Agriculture's share of the GDP in Lebanon has declined from above 20% before the Civil War to 4%. Nevertheless, the agriculture sector remains an important employer for a number of families, especially vulnerable ones. The sector employs 4% of the Lebanese workforce<sup>7</sup> and 24% for of Syrian refugee workers.<sup>8</sup>

The current fragile economic situation in the country makes this sector of even higher importance. Indeed, amidst the ongoing economic crisis, now compounded with COVID-19 crisis, increasing prices on a wide range of imported and locally produced food items is creating food security concerns. This situation reinforces the importance of developing the Lebanese agriculture and agro-industry sectors. Agricultural skills training in Lebanon is supported mainly by MoA and some other UN agencies and International and Local Non-Governmental Organizations (NGOs), covering all districts. The agricultural education in Lebanon is provided at two levels:

- a) Higher education institutions offering a diploma/Bachelor/Masters/PHD (or Doctor of Philosophy) in agriculture, veterinary or fisheries offered by universities or institutes;
- b) Technical Baccalaureate, under the

7. Labour force and household living conditions survey, CAS-ILO, 2018-2019.

8. Vulnerability Assessment of Syrian Refugees in Lebanon (Vasyr), 2018.



MoA and offered at seven agricultural schools;<sup>9</sup>

According to the Lebanese Center for Research Education and Development (CRDP), there were 2810 students for BS program, 309 students for MS program and 9 students in a PHD program in 2015-2016.<sup>10</sup> The number of students in agricultural TVET in Lebanon was 386 in 2016. The highest number of students is located in Nasriyet Rizk in Beqaa Valley (30%) followed by Nabatiyeh in South Lebanon (22%) and Abdeh in the North of Lebanon (13%).

Employers working in the agriculture sector highlight the difficulty of finding workers with the right skills at the wage they are ready and willing to pay. The reasons behind this situation varies from one employer to another:

- Not enough interest in agriculture job;
- Poor or lack of basic skills;
- Lack of soft skills;
- Poor terms and conditions;
- Negative social perception of Technical Vocational Education and Training (TVET);<sup>11</sup>

Although agricultural education in Lebanon is supported by a number of entities distributed across the seven governorates, yet the country has a shortage of skilled workforce in all sectors of agriculture.

According to the Association of Volunteers in International Service (AVSI) labour market study,<sup>12</sup> priority actions to improve the quality of agricultural TVET include:

- 1) Improve the quality and relevance of the curriculum of the schools;
- 2) include more specialized competencies within the programme;
- 3) Promote TVET as an educational choice;
- 4) Integrate life skills within agricultural TVET programmes;
- 5) Build job-specific technical skills through

9. MEHE, 2002. Le Guide de l'Enseignement supérieur au Liban.

10. These are the latest updated figures available.

11. Trends in the demand and supply for skills in the agriculture sector, FAO-AVSI, 2018.

12. Agriculture labour market study and educational level of the agricultural vocational schools in Lebanon, Ministry of Agriculture- AICS, November 2016.

strong linkages with the private sector;

6) Design tailored skills training based on market needs;

To address this skills mismatch, and in line with the MOA's 2015-2019 strategy, a FAO project "Upgrading the technical agriculture education system in Lebanon" funded by the Kingdom of the Netherlands was launched in 2016. The project is led by FAO and implemented in partnership with the International Labour Organization (ILO), the United Nations Children's Fund (UNICEF) and AVSI. The aim of the project is to enhance the efficiency and quality of the agriculture education system in Lebanon to reach and support more young people gain market relevant skills in agriculture. This project includes among its outputs an improvement of the linkages with the private sector to ensure skills training in the agriculture sector responds to labour market demand.

Under this project, seven agriculture technical schools are supported to provide high quality agricultural technical training to young Lebanese and Syrian males and females. The support targeted the formal education (Baccalaureate Technique in the Agriculture (BTA)) and non-formal short-term vocational training courses (Short-Term Courses (STC)).

The Consultation and Research Institute (CRI) was commissioned by the ILO in collaboration with the MOA to conduct a tracer study targeting agriculture graduates from BTA and short-term courses for the cohorts 2016-2017 and 2017-2018.



## C. Objectives

This tracer study reviews the employment outcomes of graduates from the agricultural TVET programs, and the extent to which graduates have found employment that allows them to apply the skills acquired through their trainings. This will complement existing studies, e.g. the ILO study on supply and demand in agriculture (2018), and will provide inputs in the work of the Ministry for increased market relevance of its training programmes.

More specifically the findings of this study will contribute to the following project objectives:

- i) Recommend a policy framework for skills and supply development in the agriculture sector with the private sector;
- ii) Review the upgraded curricula in the technical schools; and
- iii) Propose new skills courses based on the identified trends in the market (demand side);

Practically, this consultancy exercise was expected to contribute to the following results:

- i) Assessment of the quality and relevance of the agriculture TVET programs to the labour market needs and demand;
- ii) Understanding the agriculture labour market and its decent work dimensions from the graduates' perceptions with gender considerations;
- iii) Provision of solid recommendations to improve the effectiveness of the TVET agriculture programs in terms of training models, specializations, qualifications, assessment/testing, certification, career guidance, employment services, etc;
- iv) Provision of an overview on the social and economic barriers facing graduates in securing employment, and provision of recommendations for improvement;

The methodology followed by the team to undertake this study consisted of a quantitative tracer field survey targeting TVET graduates from the 7 agriculture schools supported by the project. The sample is composed of 363 respondents distributed as follows:

	Final interviewed sample		
	BTA graduates <sup>13</sup>	STC graduates <sup>14</sup>	Total
<b>Received contacts</b>	158 (85F; 73M)	532 (339 F; 193M)	690 (424F; 266M)
<b>Updated contacts<sup>15</sup></b>	134 (75F; 59M)	532 (339 F; 193M)	396 (252F; 144M)
<b>Target sample</b>	134 (75F; 59M)	532 (339 F; 193M)	380 (239F; 141M)
<b>Total filled questionnaires</b>	128 (75F; 53M)	235 (159 F; 76M)	363 (234F; 129M)

It is important to mention that due to the COVID19 and the measures taken by the Lebanese government requiring social distancing, the data collection methodology was altered and a phone-based approach was introduced to replace face to face interviews. In total, 235 questionnaires out of a total population of 532 STC graduates, in addition to 128 questionnaires out of a total population of 158 BT graduates from a representative sample were filled of which, 138 questionnaires were conducted face-to-face and the remaining 225 questionnaires were completed by phone. Distribution of respondents by gender, nationality and course type can be found in figure 1, 2 and 3 below.

Further details on the sampling methodology and questionnaire used can be found in Annex 1.

13. BT graduates were all Lebanese;

14. STC graduates: of the total population 532 (342 were Lebanese of which 200 were female and 142 male; and 190 were Syrians of which 139 were female and 51 were males) and the sample of 235 included 30% Syrians representative of both gender.

15. Updating the contacts was a challenging task for the team. Only reachable contacts were updated. If numbers were not correct, the snowballing technique was used for the update. Unreachable numbers i.e. non-updated contacts are due to: out-of-service phone numbers, no answers after repeated calls, travel, incorrect numbers, death, and unavailability of any form of contact information.

## D. Assessment of the Agriculture TVET Programs: Survey Results

This section presents the main findings of the field survey for both BTA and STC respondents.<sup>16</sup> It is important to mention that while results were generated for all indicators included in the questionnaire, only statistically significant data were reported.<sup>17</sup>

### 1. Profile information of the sample

The survey was conducted with 363 agriculture respondents, 235 of which have completed short-term courses (STC)<sup>18</sup> and 128 of which have completed a Baccaureate Technique in Agriculture (BTA).<sup>19</sup> The respondents come from 7 different agriculture schools: Abdeh, Baakline, Batrioun, Fanar, Khiam, Nabatieh, and Nasriyet Rizk.<sup>20</sup> The distribution of respondents across the agriculture schools is as follows:

Figure 1. Distribution of respondents by geographical area across the schools

School name	Governorate	Number of BTA respondents	Number of STC respondents	Total number of respondents
Abdeh	North Lebanon	7	23	30
Baakline	Mount Lebanon	24	38	62
Batroun	North Lebanon	15	34	49
Fanar	Mount Lebanon	4	26	30
Khiam	South Lebanon	6	38	44
Nabatieh	South Lebanon	31	32	63
Nasriyet Rizk	Bekaa	41	44	85
<b>Total</b>		<b>128</b>	<b>235</b>	<b>363</b>

While the majority of the respondents overall (64%) are females, the share of male graduates is higher for the BTA than for the STC (68% vs. 59% respectively). Additionally, even though the proportion of female respondents is higher for both BTA and STC, the gender gap is smaller within the BTA.

Figure 2. Distribution of respondents by course type and gender

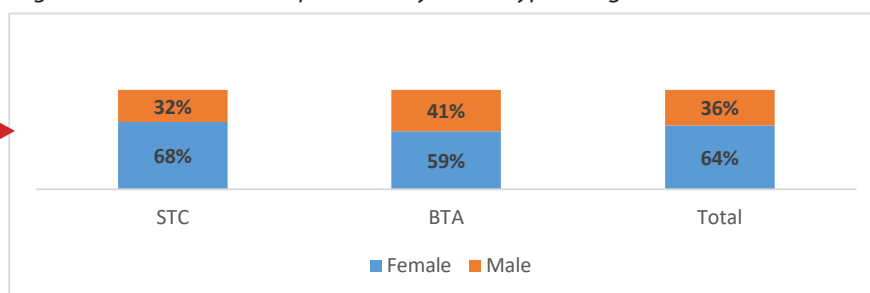
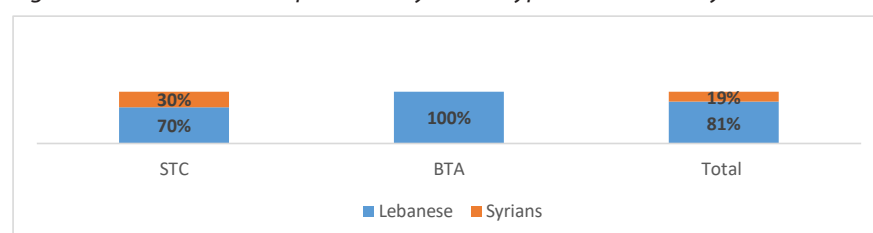


Figure 3. Distribution of respondents by course type and nationality



Similarly, while the Lebanese represent the majority of the respondents (around 80%), the share of Syrian graduates is 30% among STC graduates and 0% among BTA graduates. The average age of the respondents is 21 years old, reaching 23 for BTA graduates and 20 for STC graduates.

16. Respondents includes graduates and drop outs from both BT and STC

17. Percentages cannot be reported for an N (number of respondents) that is lower than 30.

18. STC courses were divided into three sub-majors: Basic literacy and numeracy in agriculture (BLN), Entrepreneurship, Technical.

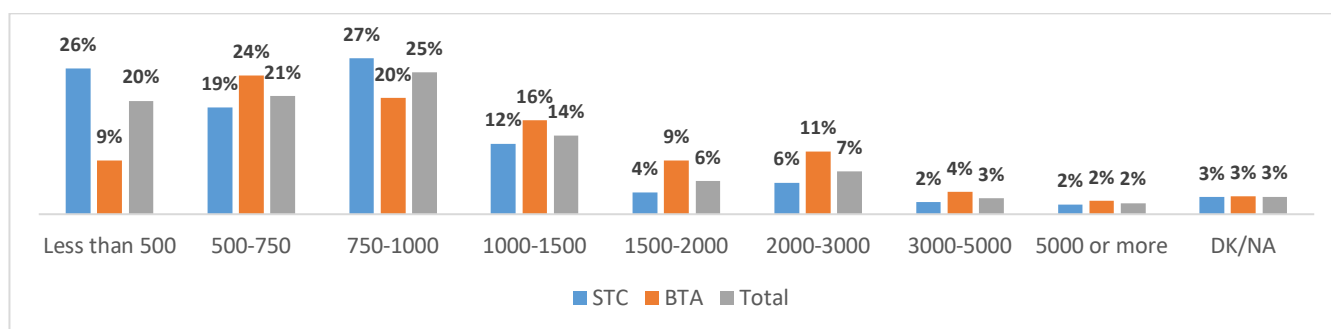
19. BT major is divided into 3 sub-majors: general, agriculture production and animal production.

20. These agriculture schools were targeted by the project as part of the overall support plan to MoA.

The average household size of the respondents is 5.5 members. This average is slightly higher for STC respondents (5.9 members) and slightly lower for BTA respondents (4.7 members). This should probably be explained by the fact that STC graduates have among them Syrian graduates who come from larger households. In fact, Syrian respondents reported an average household size of 6.2 members compared to an average household size of 5.3 members for Lebanese respondents.

Around 41% of the respondents come from a farming household. This share is higher for STC graduates (45%) and lower among BTA graduates (34%). In addition, more than half of the respondents (almost 66%) come from households with an average monthly income lower than USD 1,000.<sup>21</sup> This share reaches almost three-quarters (72%) for STC graduates. The distribution of respondents by average household monthly income is as follows:

Figure 4. Respondents' average household monthly income by course type (USD)<sup>22</sup>



In terms of covering the costs of study, around 60% of BTA graduates had their tuitions covered by their parents and 35% of them had their tuitions covered by AVSI. Also, around 92% of STC graduates had their training fees covered by AVSI. The rest did not know who actually covered their training fees.<sup>23</sup>

To sum up the profiles of the respondents, the below table presents a comparison in the main indicators (only where the difference is significant) between BTA and STC graduates:

Figure 5. Comparison in main indicators between BTA and STC graduates

Indicator	BTA graduates	STC graduates
Share of male students	41%	32%
Share of female students	59%	68%
Share of Lebanese students	100%	70%
Average age	22.6 years old	19.8 years old
Farming background	34%	45%
Average household size	4.7	5.9
Total average monthly household income less than 1000 USD	53%	72%

21. Exchange rate was 1 USD = 1500 LBP at the time of the survey.

22. DK/NA stands for don't know and No answer

23. Training fees whether in LBP or US\$ were not included in the questionnaire.

## 2. Data analysis

DISCLAIMER: THROUGHOUT THE ANALYSIS, ALL DATA AND INDICATORS WERE GENERATED WHILE SEGREGATING BETWEEN GENDER, NATIONALITIES, AND GEOGRAPHICAL AREAS. GENDER AND NATIONALITY DIFFERENCES WERE ONLY HIGHLIGHTED WHERE RELEVANT AND SIGNIFICANT, WHILE RESULTS SHOWED NO STATISTICALLY SIGNIFICANT DISPARITIES BETWEEN THE GEOGRAPHICAL REGIONS.

### ► 2.1. Evaluation of the course of the study

#### ►► 1. Across both pathways and all programs of study, no strong drivers emerged for graduates' choice of TVET institution, or for their choice of an agriculture program specifically.

Amongst the options presented, it is notable that neither the BTA or STC cohorts selected the reputation of the TVET institution as the main driver for choosing a TVET programme; the most important factor here for graduates of both pathways was the proximity of the training instituted to students' homes. This could be due to several factors such as cost of transportation, convenience and accessibility, security issues, etc.

Figure 6. Importance of factors affecting the choice of TVET institution

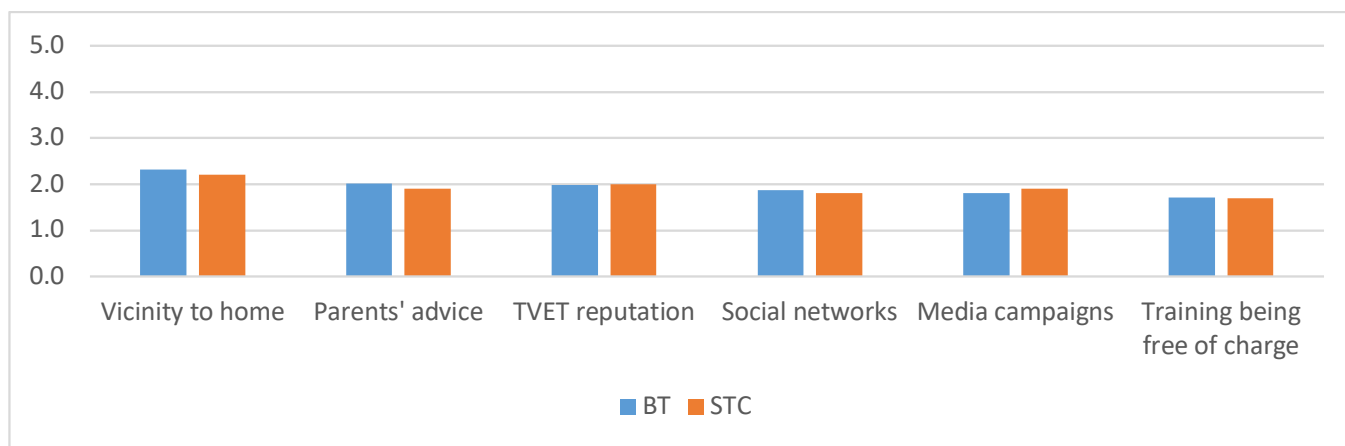


Figure 7. STC graduates rating of the importance of several factors for their decision to study at the TVET by gender

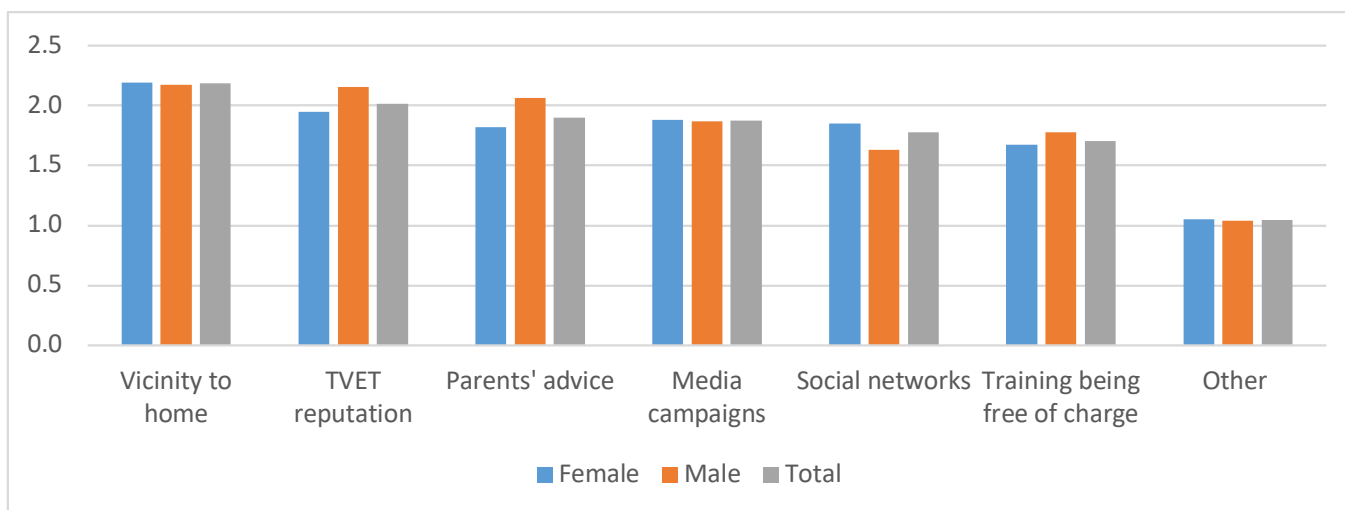
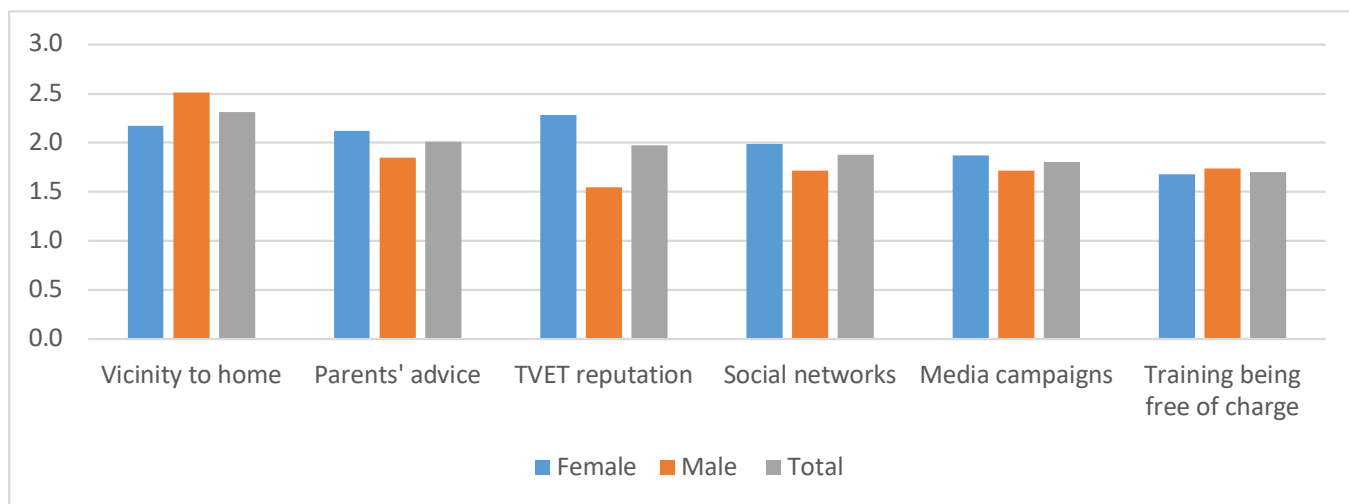


Figure 8. BT graduates rating of the importance of several factors for their decision to study at the TVET by gender



►► **2. Similarly, for both pathways, the most important factor influencing the choice of agriculture as a specialization was not related to the qualities of the program itself, but was the positive perceived social respect for the specialization.**

This was rated higher than, for example, perceived availability of jobs, or any career guidance which may have been received. The study could not provide significant evidence as to whether this perceived social respect is linked to the actual nature of the work and wages linked to it or to the social construction around it.

Figure 9. Importance of factors affecting the choice of specialization

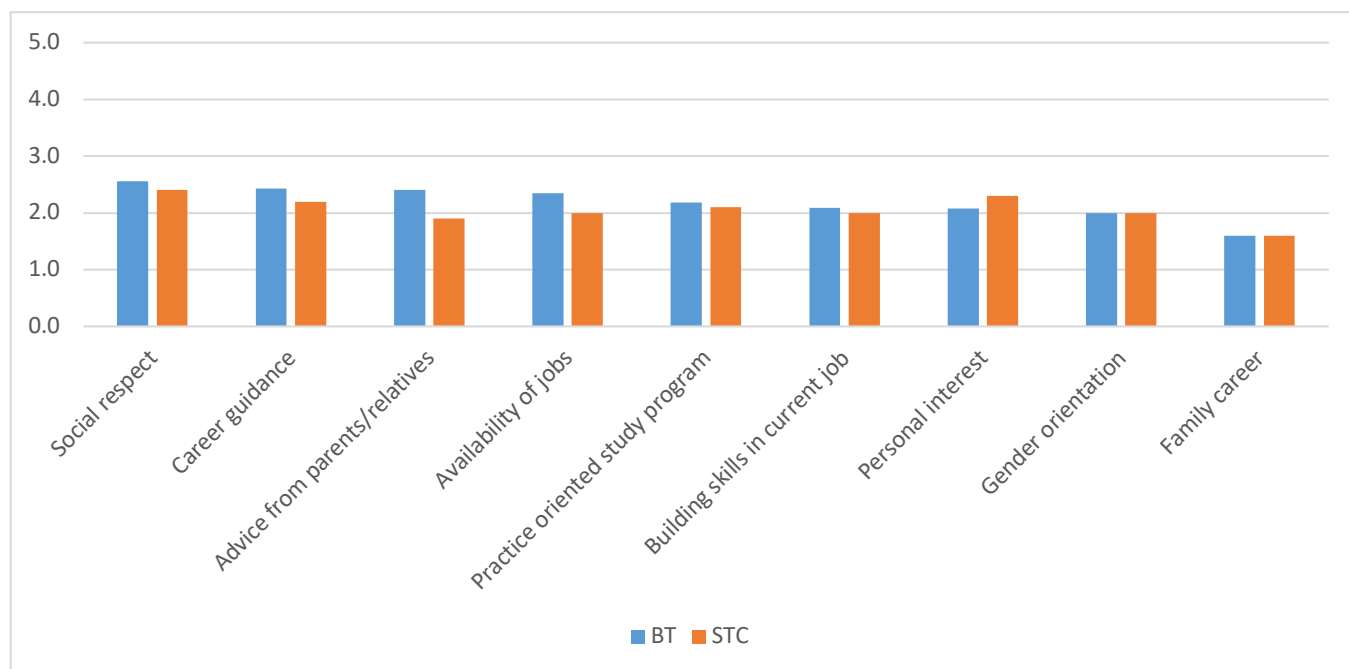


Figure 10. BT graduates' rating of the importance of several factors for their decision to choose their specialty by gender

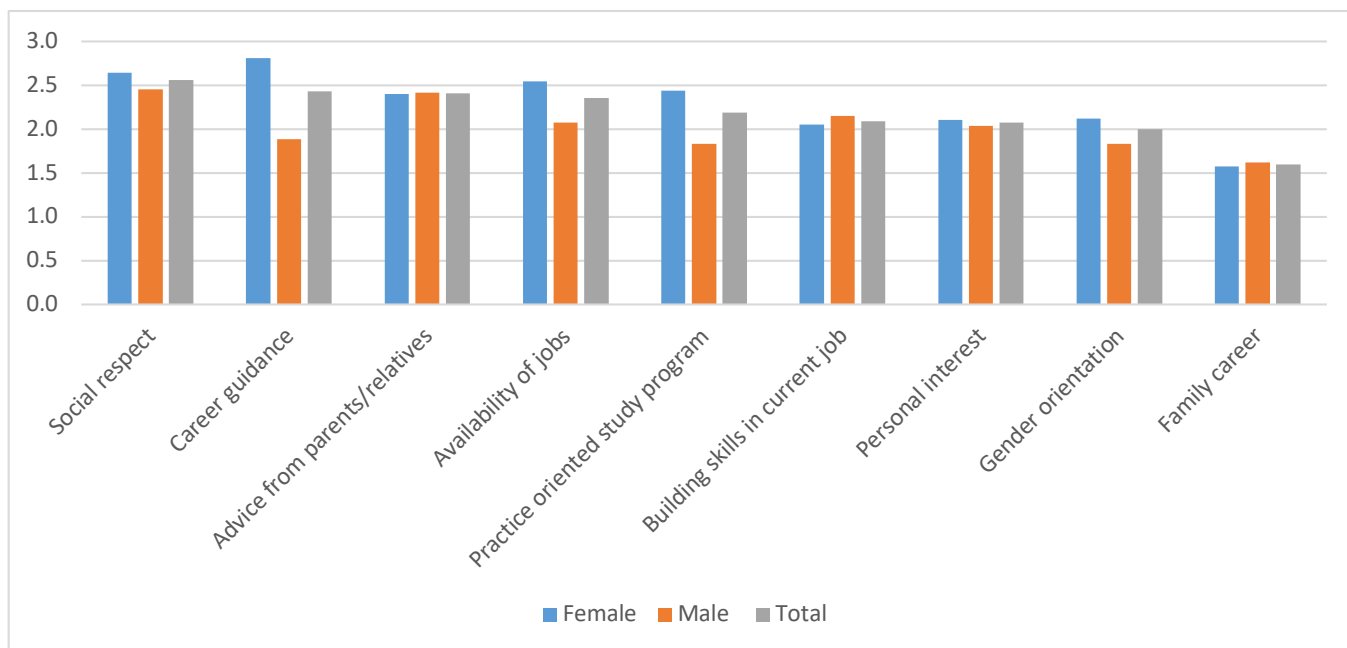
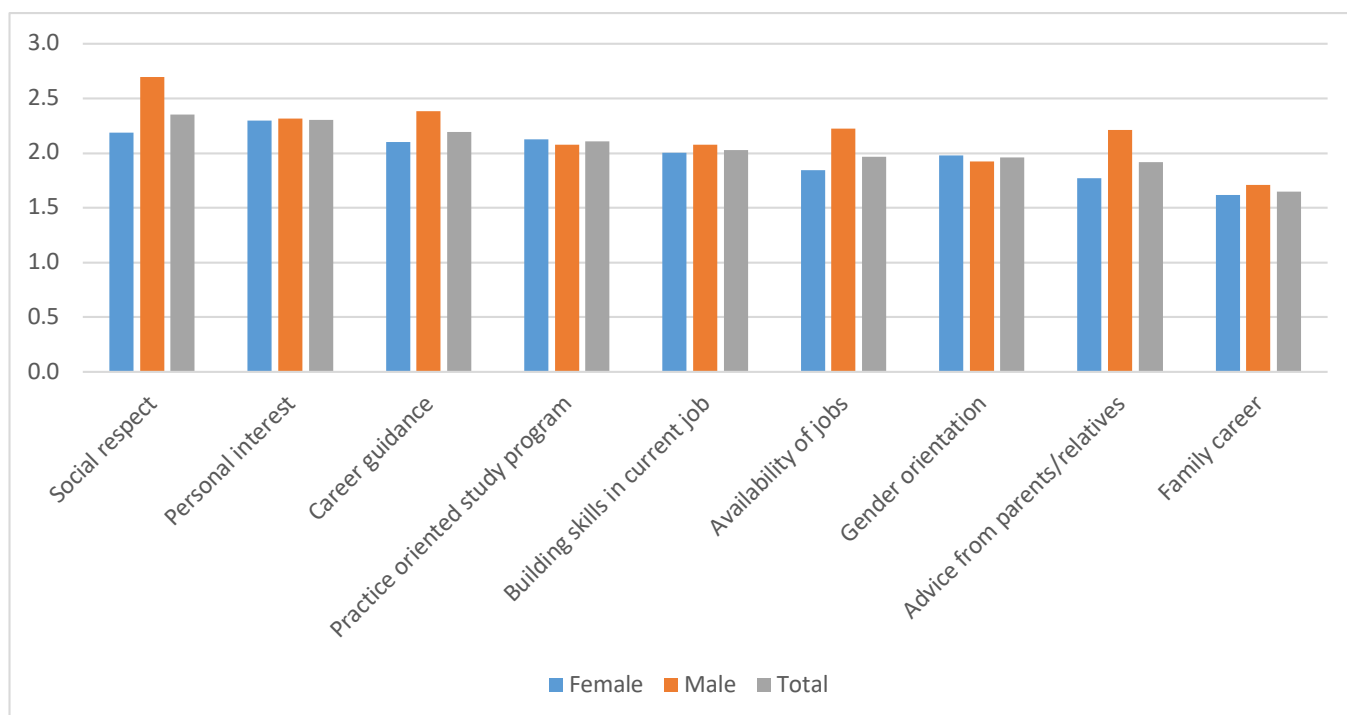


Figure 11. STC graduates' rating of the importance of several factors for their decision to choose their specialty by gender

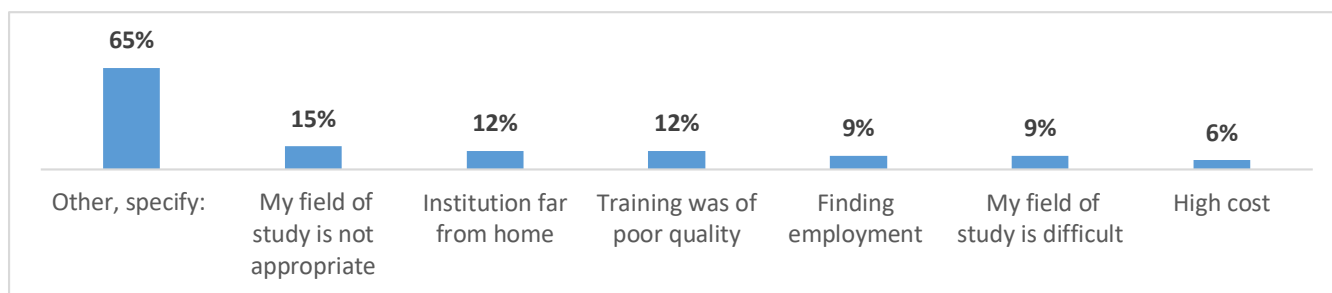


►► **3. Possibly because of lack of employment prospects, a high number considered dropping out, especially amongst those students already working during their study.**

15%<sup>24</sup> of STC respondents considered dropping out, and most of them (23 persons) actually did for either personal family reasons, or because they were not satisfied with the training or because they found employment. More positively for the BT graduates, only 3 considered dropping out, 2 of which are females (but eventually did not drop out).

24. 15% of STC graduates considered dropping out i.e. 34 students. Out of these 34, 23 actually did drop out, most of which did so at only few days before completing the course.

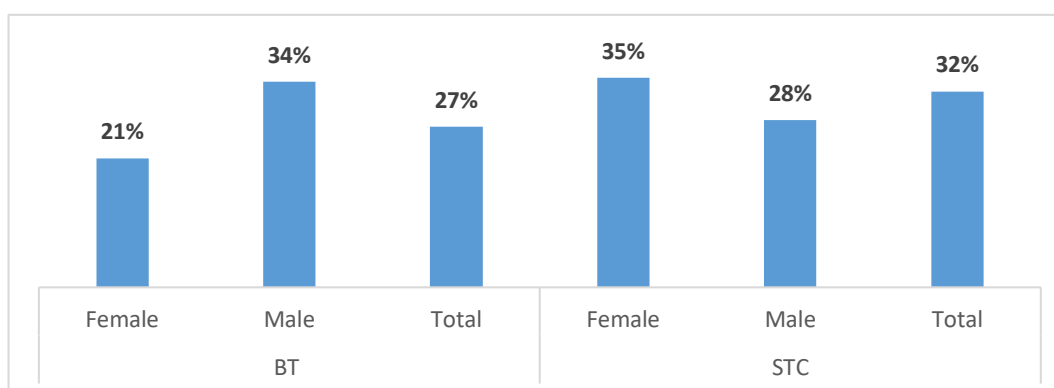
Figure 12. STC graduates' dropping out reasons<sup>25</sup>



►► **4. For a majority of respondents, the training surveyed here represented their first skills training course. Significant minorities from both pathways, did however enter this course with prior study already undertaken in various agriculture-related topics. Many were also enrolled in another course in parallel.**

27% of BT graduates reported undertaking prior study,<sup>26</sup> with this figure reaching 34% for male BT graduates, and 21% of females. 32% of STC graduates had undertaken prior study, with, on average, each graduate undertaking at least two prior courses.

Figure 13. Graduates who undertook previous trainings by course type and gender



27% of BTA graduates also reported studying at another institution during their BT studies. This share is higher among female graduates (33% vs. 19% for male graduates), and is highest (44%) amongst those undertaking the general BT major, and not the agriculture or animal production majors.<sup>27</sup> However, only 10% of STC graduates reported being enrolled at another training program whilst undertaking the course surveyed here. The reasons for parallel enrolment were not clear from the survey results, nor was there evidence to explain the difference between BT and STC graduates' study patterns.<sup>28</sup>

A small minority of STC graduates (14%) were entering their course with previous work experience. A larger minority had employment during their studies (25% for BT students and 14% for STC graduates, with males much more likely to be working whilst studying than females – for the STC, 26% of males worked whilst studying, compared to 5% of females; for the BT, 42% of males and 13% of females were working whilst studying).

25. The 65% other reasons for dropping out refer to personal choice or family reasons.

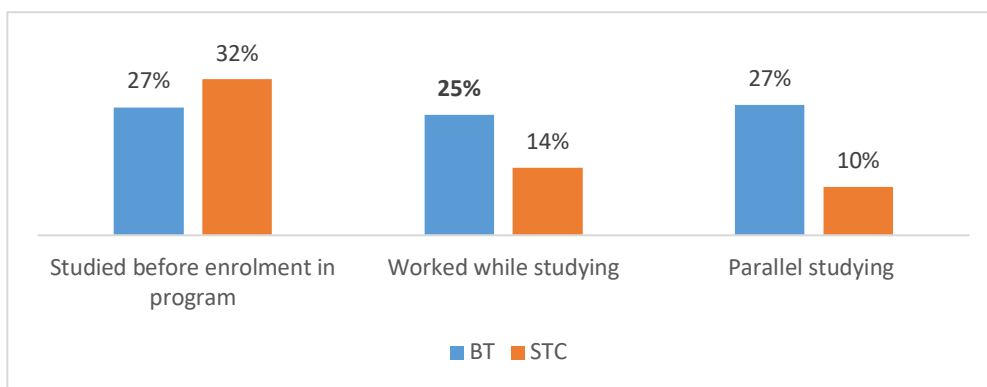
26. Like short-term courses. Some youth were enrolled in STC to promote their engagement in agriculture. STCs were used as a measure to raise their interest in agriculture studies. In addition, BT courses were delayed awaiting government budget to be approved and therefore the Ministry of Agriculture with support from AVSI and FAO supported students' enrollment in STC at the beginning of school year to ensure their retention and develop their skills.

27. BT majors are divided into 3 sub-majors: general agriculture major, agriculture production, and animal production.

28. Some BT students were enrolled in STC during summer time organized by AVSI and other institutions. Courses duration was around 2.5 months, and some were even shorter depending on the topic.



Figure 14. Graduates who studied before enrolment, worked while studying and were parallel studying by course type

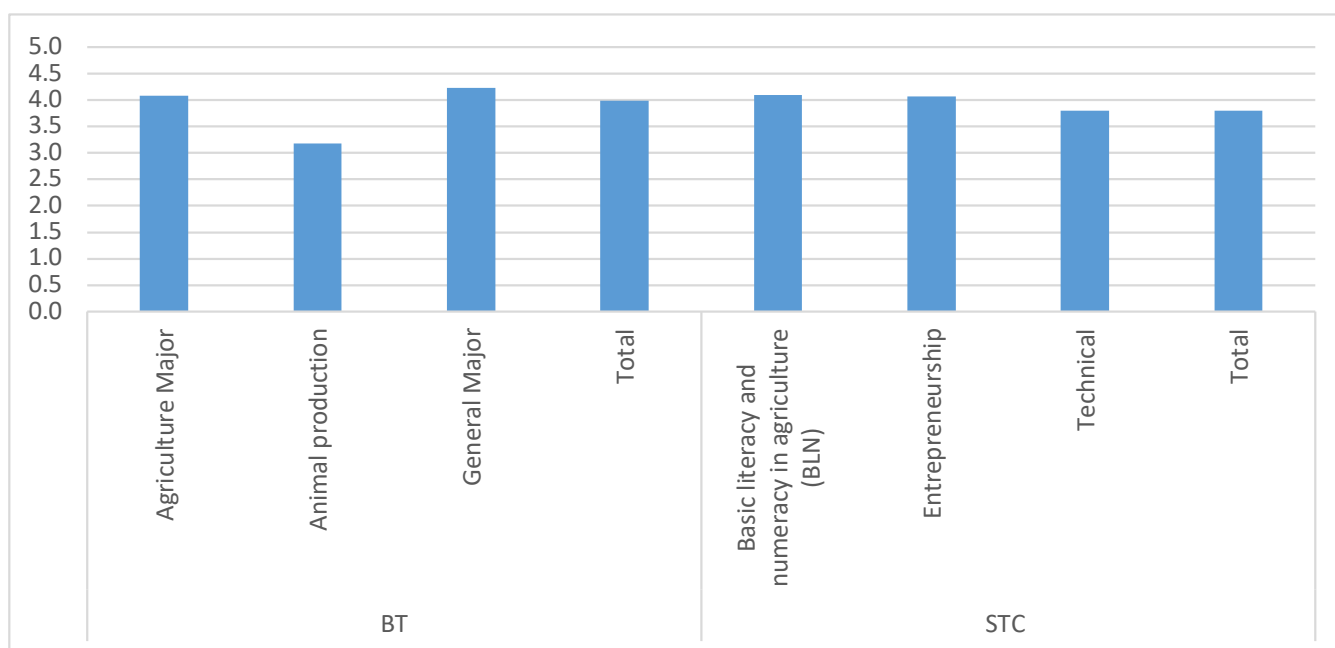


►► **5. Despite the lack of strong motivating factors for provider and program selection, graduates from both pathways were satisfied with their studies, and reflected positively on the training provider and training course they undertook. However, support for specific course characteristics was judged less positively. The overall assessment of the usefulness of their studies was also less positive.**

BT graduates reported an average satisfaction rate with their studies of 3.8, whilst STC graduates reported a rating of 4 over 5 and reached 4.4 for entrepreneurship.

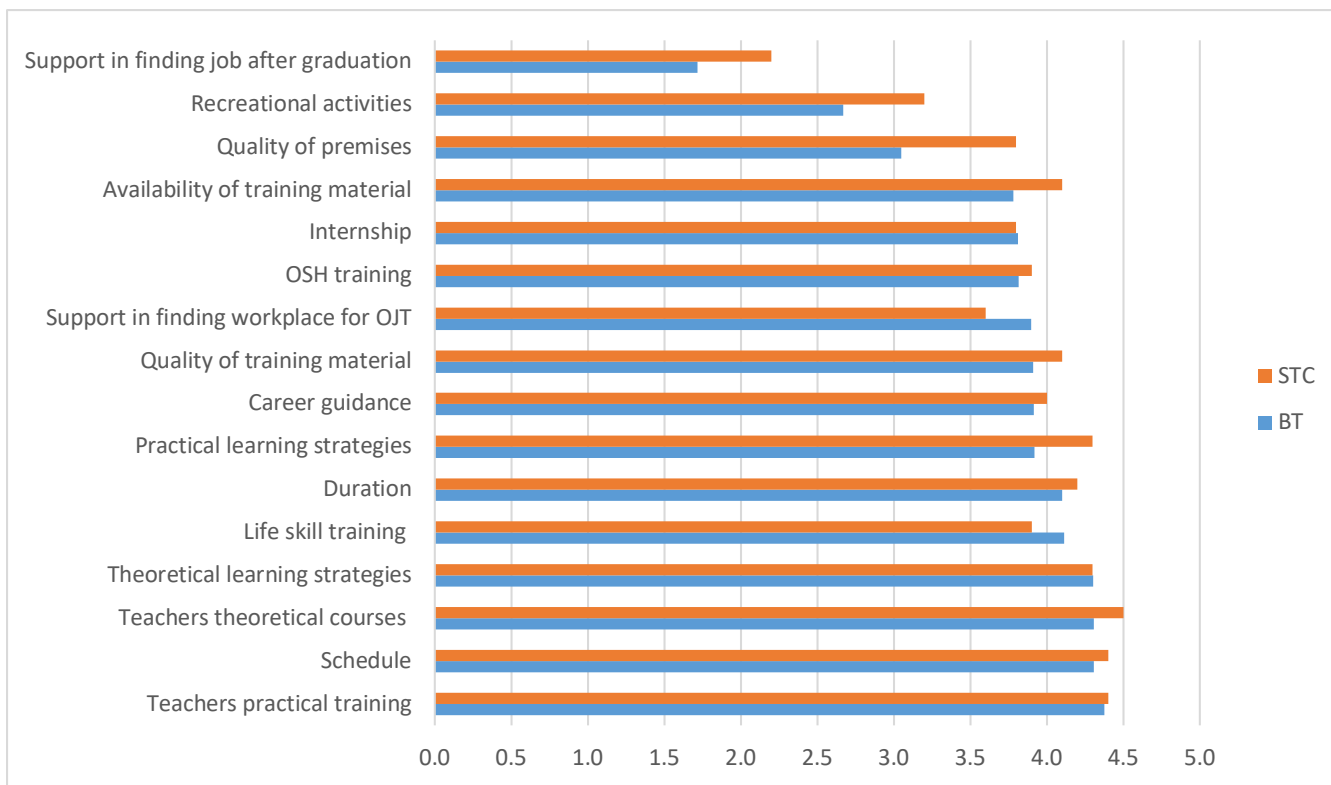
More than 90% of graduates across both pathways (with negligible differences between BT and STC) indicated they would choose the same training provider i.e. TVET institution again (rating their response at 3 and above on a five-point scale); using the same measurement, over 80% indicated they would choose the same field of study again. Neither indicator presented any significant gender or nationality differences.

Figure 15. Graduates' interest in choosing same field of study again, by course type and by specialty



While most aspects of the training institution and field of study received a positive assessment, 75% of graduates rated the program's support to finding employment at 3 and below on a five-point scale. There was no gender or farming background differences among graduates with regards to their assessment.

Figure 16. STC graduates' assessment of specific course characteristics



The concerns the graduates expressed regarding career guidance and employment transitions is unsurprisingly also reflected in graduates' assessment of the overall usefulness of their course. Here, both BT and STC graduates did not indicate that their course was useful in finding employment (wage or self) after graduation. Graduates did give positive ratings for the course, in terms of its value for personal growth and professional development, but ratings for their course's usefulness for tasks undertaken in their current job, finding a job, and starting their own business was noticeably lower. For STC graduates, female gave slightly higher rate than male in terms of usefulness across all responses.

Figure 17. Graduates' ratings of the usefulness of the studies by course type

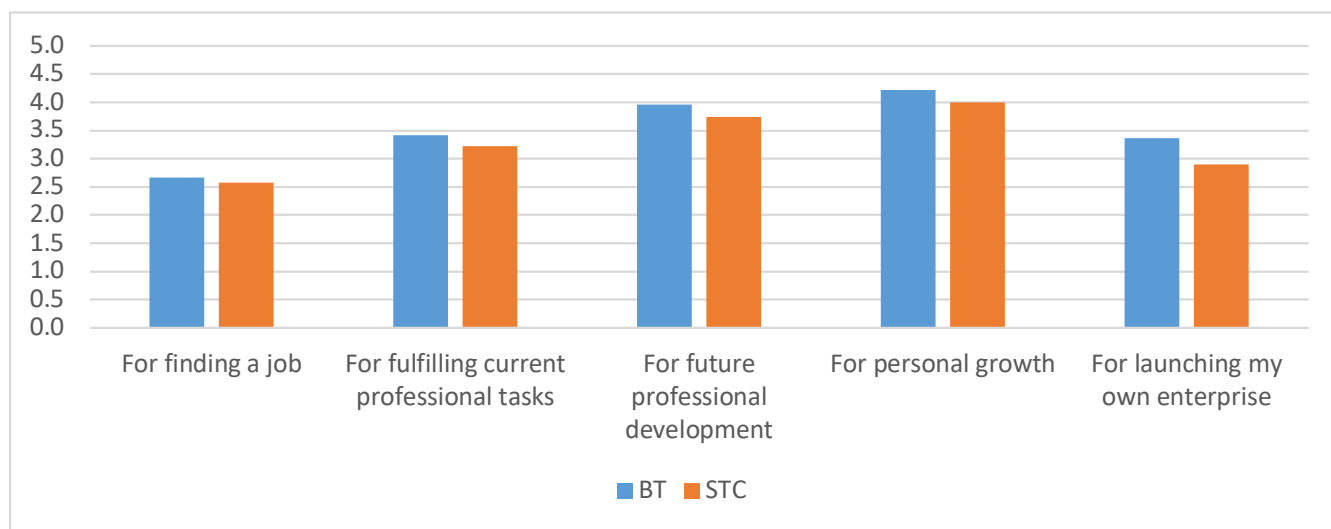
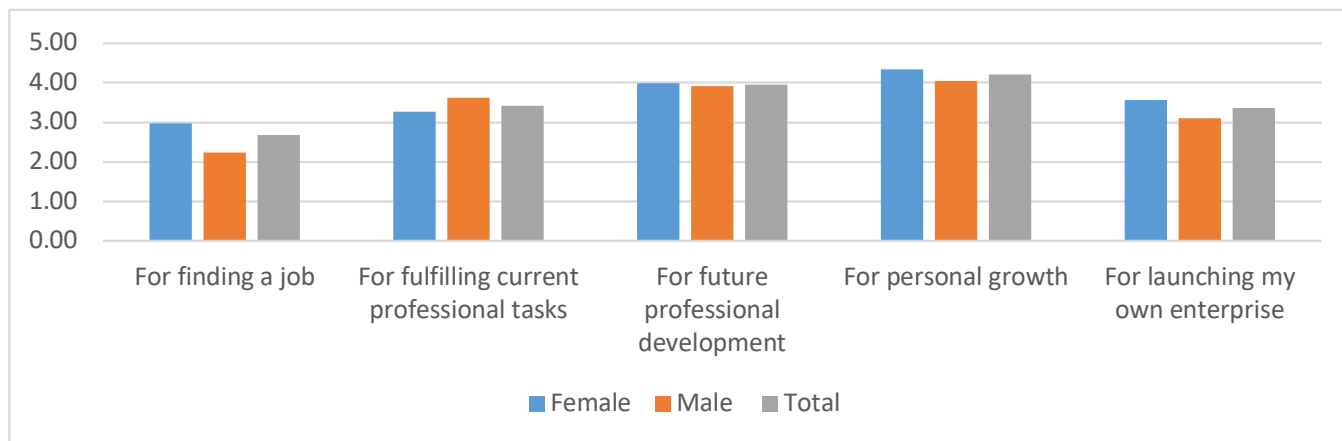


Figure 18. BT graduates rating of the usefulness of the studies by gender



## ► 2.2. Transition to employment and employment status and conditions

► ► **6. The findings regarding the usefulness of the course of study, and assessment of the course’s capacity to prepare graduates for work, are likely influenced by graduates’ employment situation post-training. Here, we see that employment rates for graduates were low three months after graduation, and have remained low since.**

Between 30% and 40% of graduates of the two cohorts that entered the job market in 2017 and 2018 were still unemployed 3 months after graduation (35% for STC graduates and 38% for BT graduates).<sup>29</sup> Though the unemployed figures are slightly worse for BT graduates, there were actually more BT graduates in both wage and self-employment, with 12% being permanent employees and 6% self-employed; these figures are and 3% and 5%, respectively, for STC graduates.

Figure 19. BT graduates’ situation 3 months after graduation

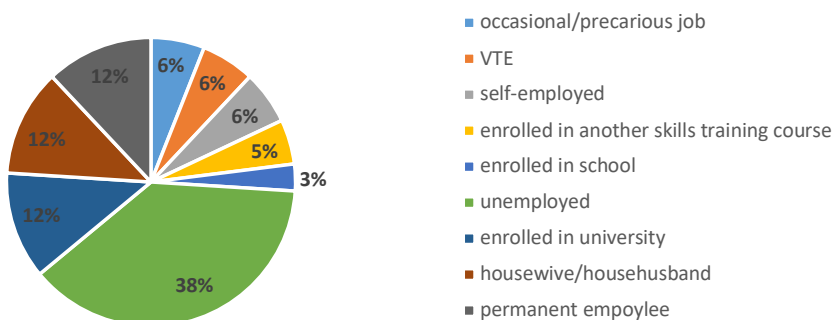
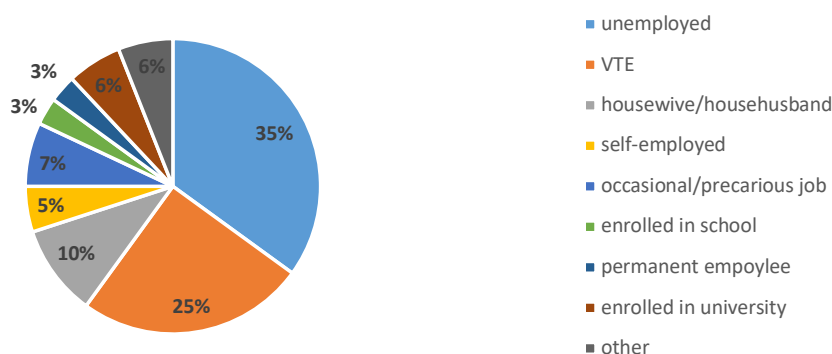


Figure 20. STC graduates’ situation 3 months after graduation

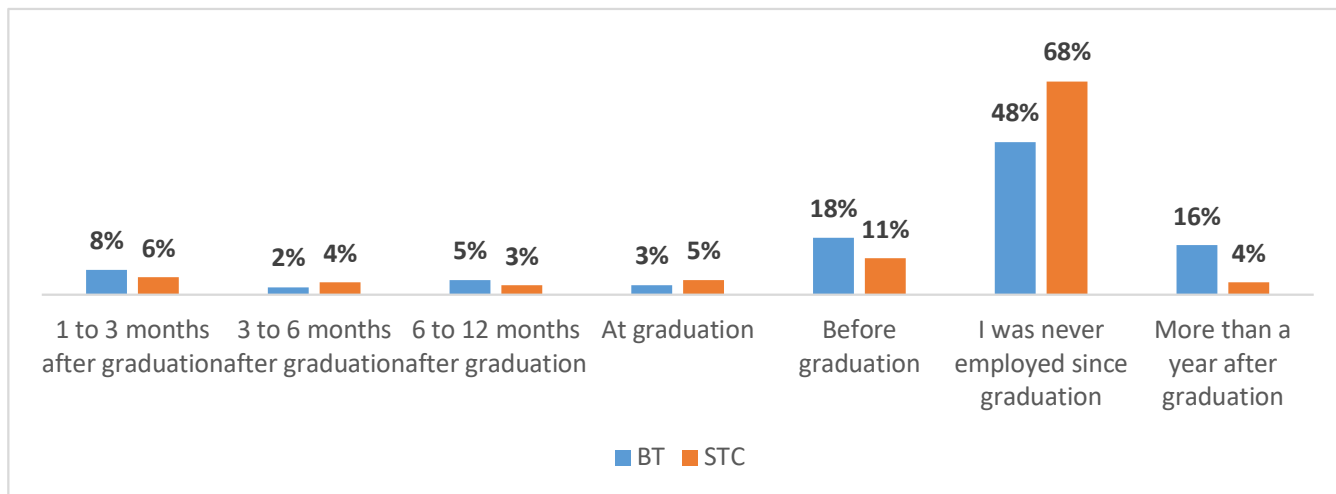


The employment situation has remained bleak since the initial transition period post-training, for graduates of both pathways, though BT graduates have fared better. 48% of BT graduates and 68% of STC graduates said they had never been employed since graduation; this figure contains an important gendered difference, with 80% of females from STCs and 60% of female BT graduates never having been

29. According to the CAS- LFHS 2018-2019, the unemployment rate for youth (15-24 years old) was 23.3%.

employed since graduation. 16% of BT graduates and 4% of STC graduates took more than a year to find a job after graduation.<sup>30</sup>

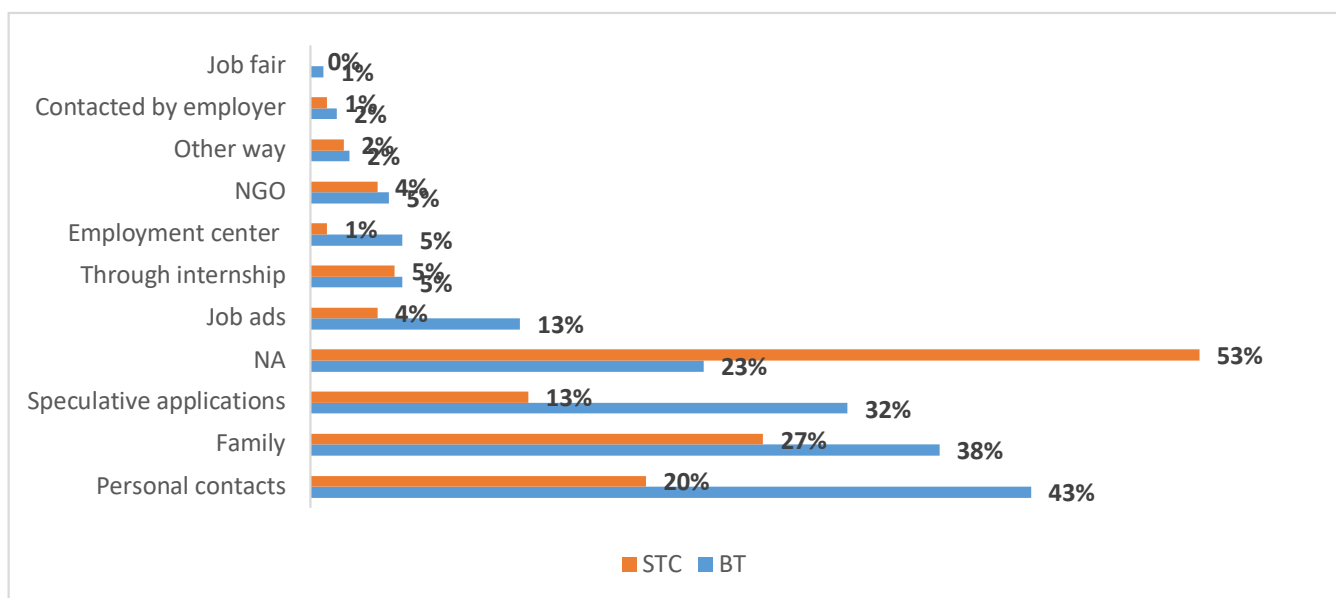
Figure 21. Duration from graduation to first employment



►► **7. Personal and family networks were the preferred method of searching for work, for graduates of both pathways.**

47% of STC graduates indicated that their primary means of searching for a job was through family or friends; while only 1% reported using an employment centre or job fair. Most BT graduates searched for their first job after graduation through personal contacts (43%) or through family (38%) or through speculative job applications (32%). There is no noticeable correlation between recruitment method and employment outcomes. In addition, there are no statistically significant discrepancies across gender.

Figure 22. Graduates' methods of searching for a job<sup>31</sup>



30. Filed work was done in beginning, 2020 for 2016-2017 and 2017-2018 cohorts; at least 2 years have passed since their graduation. As per the LFS 2018-2019, ILO-CAS, "About half of the unemployed young people had been looking for work for more than 12 months"

31. NA refers to graduates who did not search for a job after graduation.

Figure 23. Number of employers approached by STC graduates who were seeking for a job after graduation

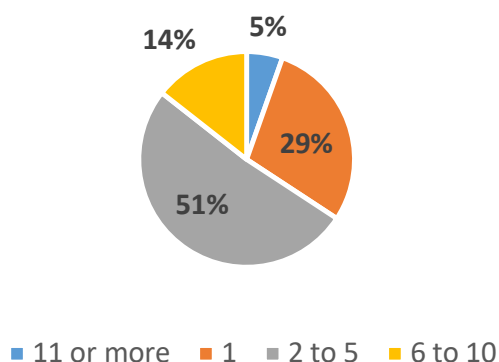
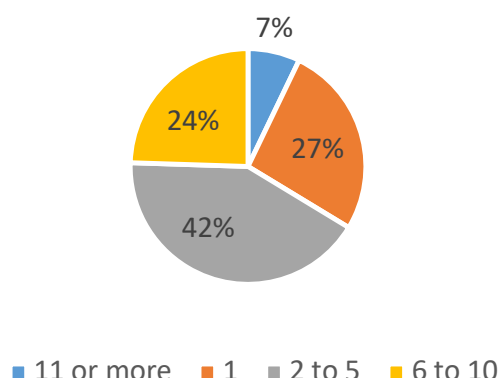


Figure 24. Number of employers approached by BT graduates who were seeking for a job after graduation



For only those who were seeking for a job, the number of employers approached by graduates across both type of courses was in majority between 2 to 5 employers (50% of female in BT and 56% in STC). 60% of STC graduates (63% of females) and 53% of BT graduates (63% female) were not contacted by any employer. A third of all graduates (33%) were contacted only by one employer. 64% of BT graduates and 68% of STC graduates indicated no strong employer interest in their qualification during the job search process. For BT graduates, this share is higher for graduates from general major (69%) and animal production (67%) and is lower for agriculture major (58%). For STC graduates, respondents stated that most employers requested to have a degree of any kind.

The main reason from BT graduates (68%) for not securing a job was low wages on offer, whereas 42% of STC graduates stated that they wanted instead to start their own business. 23% of BT graduates and 6% of STC graduates sought employment abroad during their search for work. This reflects that while jobs for graduates may be available, the wages offered and working conditions are not satisfying for them.

► ► **8. Amid the deteriorating job market, graduates have followed a wide range of post-training pathways.**

A significant percentage of graduates have pursued further study since graduation. 15% of the total sample of BT graduates are currently enrolled in university; for STC graduates, 29% are currently enrolled in further skills training, with an additional 9% enrolled at university.<sup>32</sup> 11% of STC graduates were at home as housewives, as were 16% of BT graduates. Staying-at-home members were all women, across both pathways, and men were more likely to be enrolled in further study.

The current employment situation<sup>33</sup>

Figure 25. BT graduates' current employment status

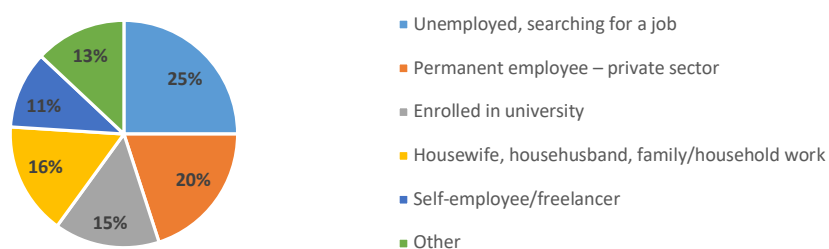


Figure 26. STC graduates' current employment status



32. The questionnaire did not include further information whether the major pursued at university level is linked to their basic education in agriculture or not

33. The questionnaire asks about the employment situation 3 months after graduation and about the current employment situation (at the time of the survey).

of graduates at the time of the survey has improved slightly compared to the figures recorded after a 3-month interval from graduation, but are still worryingly low. Only 6% of STC graduates and 20% of BTA graduates currently are permanent employees<sup>34</sup> (a further 11% of BT graduates and 3% of STC graduates are currently self-employed). Males are more likely to be in employment, for both pathways (STC - 8% male permanent employees vs. 5% for females and 20% male unemployed vs. 28% for females, for BT - 28% male permanent employees vs. 13% for females, 17% males self-employed vs. 7% for females).

►► **9. Graduates from both pathways have started their own enterprises after graduation, but the motivations differ between BT and STC graduates.**

57% of BT graduates who were self-employed indicated that this was because of the scarcity of permanent jobs on the market. Only 8 STC graduates reported having their own business currently, with 3 of these doing so with seed funding from UNICEF or AVSI. The main reason given was a preference for self-reliance.

►► **10. Of those who are currently working, BT graduates earn more, on average, but graduates from both pathways enjoyed similar benefits at work.**

50% of currently employed graduates reported earning less than 700,000 L.L. gross per month, with half of the STC graduates earning less than 400,000 L.L. gross per month. In terms of benefits received from their employment, almost 60% of working BTA graduates reported not receiving any benefits, 23% of them reported receiving financial support for transportation and 17% of them reported receiving social security coverage. 52% of STC graduates reported receiving no benefits at work, whilst 31% receive financial support for transport, and 14% receive social security coverage or overtime fees. There are no significant differences in working conditions and monthly earnings between gender and nationality.

►► **11. While the majority of currently employed BT and STC graduates reported no significant workplace challenges, there were gendered safety concerns evident.**

81% of employed BT graduates, and 76% of employed STC graduates did not mention any significant work challenges. However, male graduates from both pathways reported using dangerous equipment at work; for females graduates, verbal abuse at work was reported as the main challenge, with additionally, 10% of employed female STC graduates reported facing verbal sexual harassment at work.

► **2.3. Relation between study/training and employment**

►► **12. Given the difficulty of finding suitable employment, unsurprisingly many graduates took work in areas not related to their field of study.**

With regards the relation between "finding a job three months after graduation" and "working in field of study", 46% of STC graduates who found a job 3 months after graduation reported finding work in their field of study; of those STC graduates who are currently employed, only 36% are working in a job related to their field of study.<sup>35</sup> The figures are slightly better for BT graduates, with 52% of those who found work 3 months after graduation did so in an area related to their field of study, and 60% of those currently employed stating their job is related to their field of study. Of those working in a job not related to their field of study, 33% of BT graduates stated that they did so due to no appropriate opportunities, and a further 13% stated that they found greater job security in a different field.

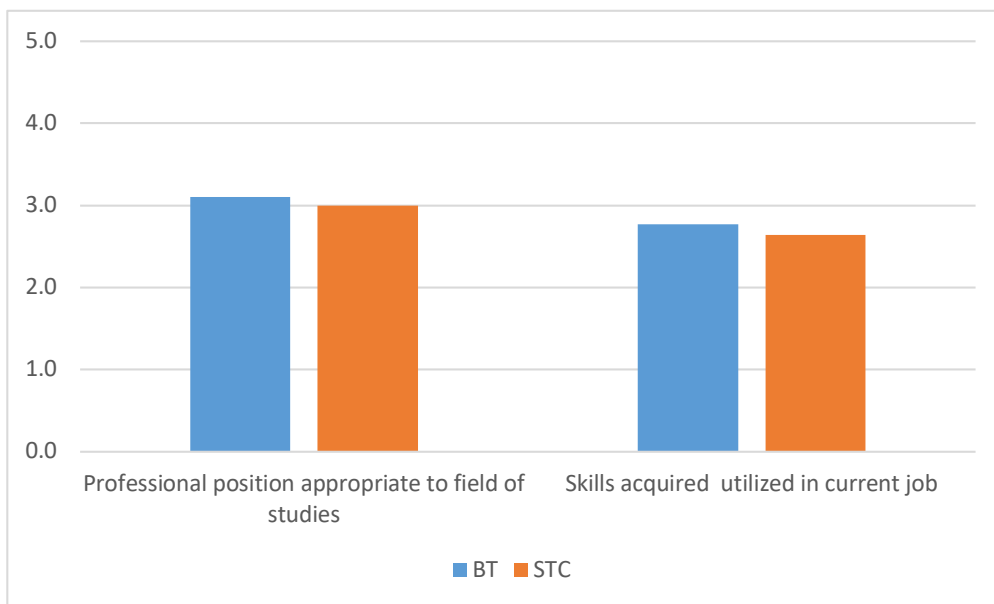
34. Refer to finding 12 and 13 for the relation of employment to agriculture sector. Sectors of economic activity were: services, followed by agriculture then commerce and trade

35. Sectors of economic activity are indeed: services, followed by agriculture then commerce and trade.

▶▶ **13. While not all currently employed graduates as wage workers reported having a job in their field of study, graduates felt that their current employment was above average appropriate to their field of study, and that their current employment utilizes to a certain extent the skills acquired during their studies.**

Graduates felt that the level of appropriateness of their current employment to their field of study is at an average of 3 over 5, and the level of appropriateness of their skills were utilized in their current employment is at an average of 2.8 over 5. By a wide margin, STC entrepreneurship graduates gave the highest rating across all STC majors for the appropriateness of their studies to their current employment and utilization of skills acquired in their studies in their current employment, suggesting that the skills acquired in entrepreneurship courses were transferable across jobs. Moreover, male graduates rated the appropriateness of their studies higher than female graduates (3.4 over 5 for males vs. 2.6 over 5 for females).

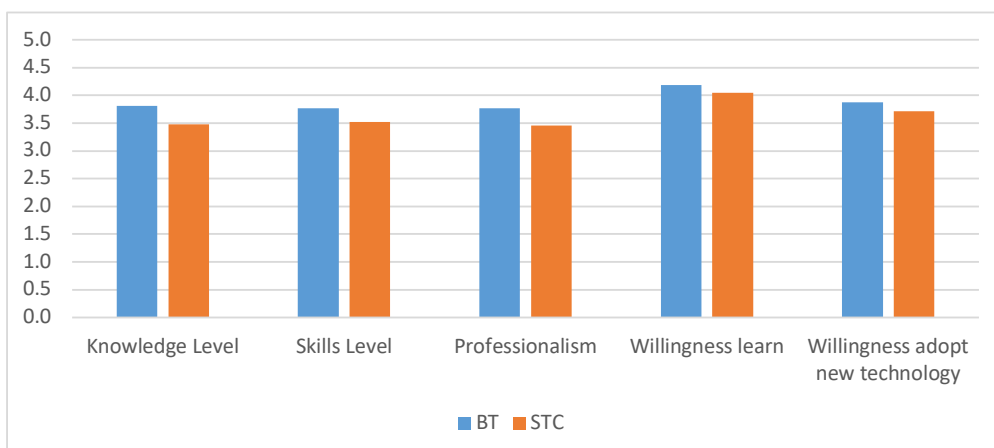
Figure 27. Graduates' appropriateness of profession and use of skills to field of study by course type



▶▶ **14. Graduates from both pathways rated the knowledge and skills they acquired in their studies high when compared with other graduates in the workplace.**

While BT graduates rated their competencies at systematically higher than STC graduates, graduates from both pathways rated all competencies relatively high when compared to other graduates in the workplace (all above 3.5 over 5). There are not statistically significant gender differences in the ratings.

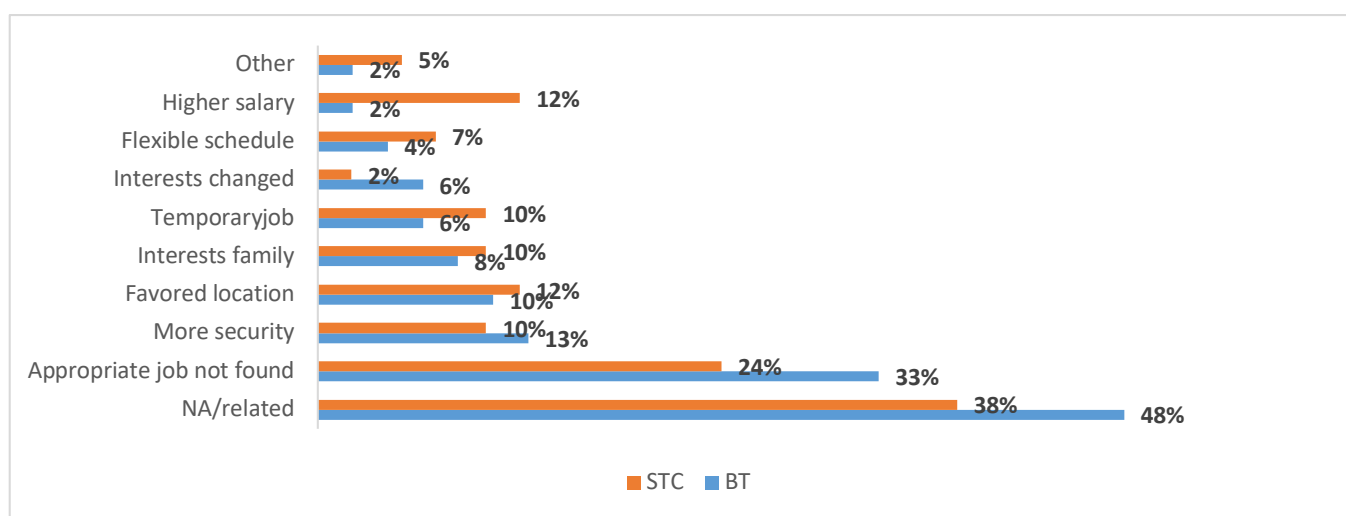
Figure 28. Graduates' workplace competencies compared to other graduates by course type



►► **15. For graduates employed in a job that is not related to their area of study, the main reason given by both BT and STC graduates is that they have simply not found an appropriate job yet.**

48% of employed BT graduates declared having a job related to their field of studies; while percentage decreases to 38% for STC graduates. For graduates who were employed in jobs not related to their fields of study, 33% of BT graduates and 24% of STC graduates reported that the main reason is not being able to find an appropriate job. Other mentioned reasons are better security in their current employment, better location for their current job, and a higher salary. Interestingly, for BT graduates, those from the agriculture production major gave quite different responses to those from the other majors – here, family reasons, a more reliable work schedule, and a change of professional interests were the major factors for being employed outside their area of study, perhaps indicating a widely felt dissatisfaction with agriculture as a career pathway.

Figure 29. Reasons for being employed in a job that is not related to their field of studies by course type<sup>36</sup>



►► **16. Most graduates outlined future plans that were linked to improving their current employment and income earning opportunities.**

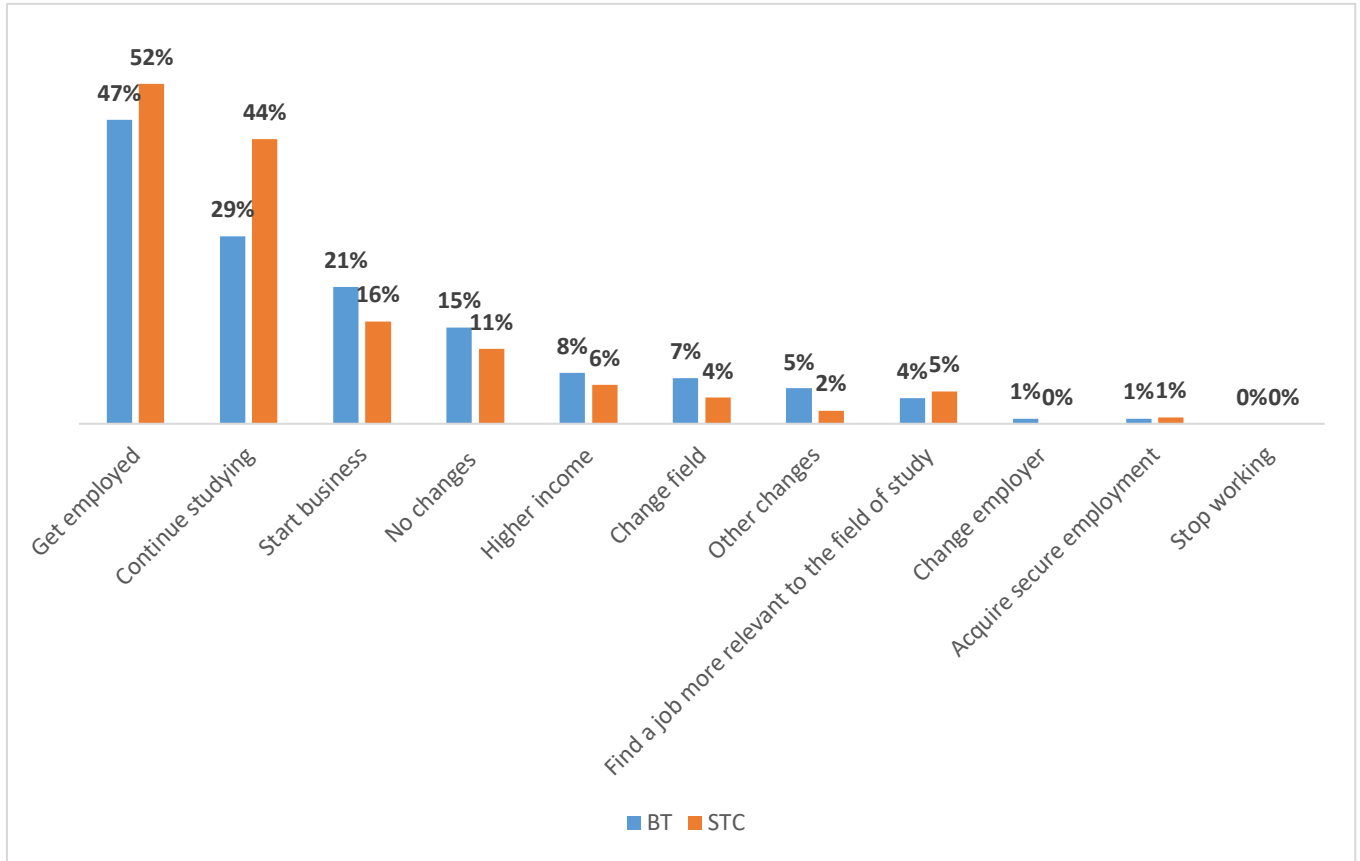
When asked about their plans for the next three years, graduates who are unemployed wished to get employed and those who are already permanent employees wished to get a higher income. For BT graduates, 47% gave finding employment as the main goal. 29% planned to finish studying, and 21% reported wanting to start a business. For STC graduates, 52% stated finding employment as the main goal, with 44% wanting to continue studying, and 16% wanted to start their own business. Interestingly, there was a slight difference between graduates from different STC specializations: graduates from technical STC<sup>37</sup> are more likely to want to continue studying, graduates from entrepreneurship course are more likely to want to start a business, and those from Basic Literacy and Numeracy in agriculture (BLN) are more likely to want to get employed. There are no gender differences to report (figure 30 and 31).

36. NA/related refers to the graduates who are employed in a job related to their fields of studies

37. TTechnical courses included: Basics of agriculture plant production, Agricultural practices of plants nurseries, Occupational Safety and Health in Agriculture, Garden construction, Leafy green vegetable production - Lettuce, Field crop production-potato, Fruit trees production-olive, Fruit trees production-apple, Fruit trees production table-grape, Fruit trees production-avocado, Aromatic plants-Zaatar, Production cultural practices, Stone pine in Lebanon, Olive harvest and post-harvest practices, Apple harvest and post-harvest practices, Grafting and pruning of fruit trees.

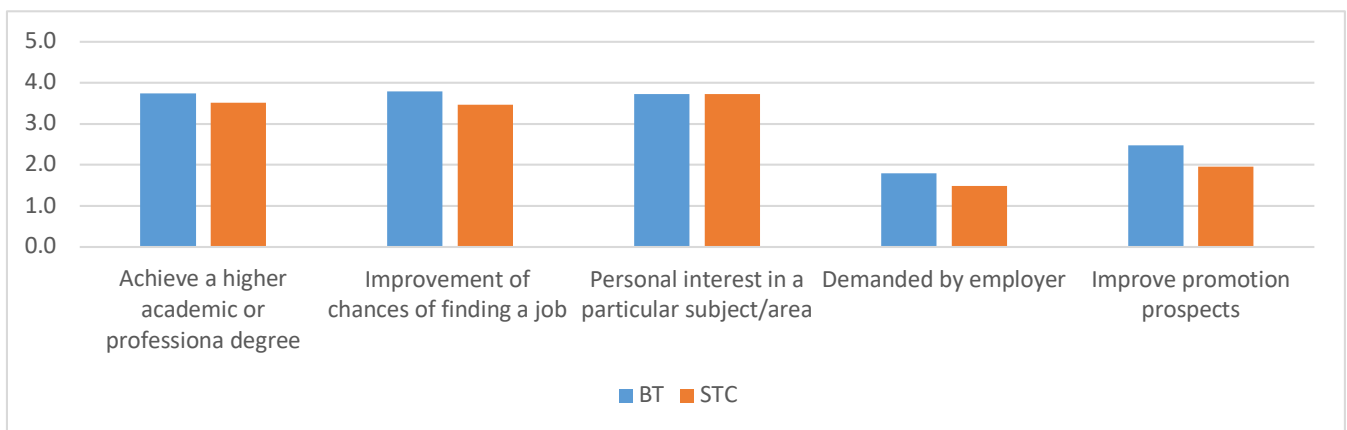


Figure 30. Graduates' goals for the next 3 years by course type



When asked about the main reasons for choosing to continue their education, graduates expressed that their main motivation is a personal interest in a particular subject/area, followed by the need to achieve a higher academic or professional degree and improving their chances of finding a job.

Figure 31. Graduates' ratings of reasons for continuing education by course type





## E. Conclusions and Recommendations

### 1. Conclusions

1. Students enrol in agriculture schools due to several factors. In general, students from both the BT and STC pathways did not express strong drivers for choosing TVET. Of those that did, vicinity to home seem to be the most important factor for choosing TVET. Since all mentioned factors were rated low, there is a need to further investigate the drivers for not choosing the TVET through other research methods and to address them through specific measures accordingly. In addition, TVET reputation and parents' advice seem to be relatively important factors in for the majority in choosing the TVET institution. As for the factors affecting their choice of specialty, graduates reported social respect which could be linked to job quality, career guidance, advice from parents and availability of jobs being priority factors.

2. Both STC and BTA graduates express a high rate of satisfaction with their choices, even though satisfaction is slightly higher towards the TVET center than it is towards the field of study. Results show that in the majority of the cases, this satisfaction is not linked to the characteristics of the course/training, but rather linked to the ability to find proper employment in the field of study after graduation. Likely due to this reason and the difficulties graduates experienced in finding employment, employment services were the area of the training programme graduates identified as most urgently needing improvement.

3. Employment rates after graduation have been relatively low since graduation: Between 30% and 40% of graduates of the two cohorts that entered the job market in 2017 and 2018 were still unemployed 3 months after graduation; and only 6% of STC graduates and 12% of BTA graduates are currently permanent employees.<sup>38</sup>

38. To note that not all agricultural related jobs are seasonal with low skilled labor. There are several permanent agricultural jobs available in the public and the private sector.

Given poor employment outcomes, it is not surprising that a high share of graduates has found work in sectors that are not related to their fields of study: mainly services and commerce/trade.

4. The preferred means of finding employment is through personal contacts and family. However, there are no indication to which method is more effective. Indeed, graduates' employment cannot be separated from the country's current economic crisis. In addition, while jobs for graduates may be available, the wages offered and working conditions are not satisfactory for them.

5. Lack of access to jobs was also the main reason mentioned for those who decided to resort to self-employment. Respondents stated that they approach on average between 1 and 5 employers which is considered as a low number and half of respondents mentioned they did not receive any response from contacts made. Also, the majority of respondents when asked about employers' interest degree reported that employers contacted showed no interest in their diploma.

6. While respondents did not report any major challenges faced at work, the unsatisfactory working conditions offered such as low wages and almost no work benefits, in addition to exposure to hazardous equipment and subject to verbal abuse and sexual harassment are critical decent work issues to be thoroughly addressed. These conditions if redressed could contribute to better social perceptions by youth and society. Recently, the Ministry of Agriculture has taken into consideration during the updating of curricula of agriculture education to integrate awareness raising learning units related to labour laws regulations and protection measures from sexual harassment.

### 2. Recommendations

Based on the findings of the survey, the following actions are recommended:

1- Provide support to farmers and other

employers of the sector to improve productivity, shift their production to higher profit margin products, and improve wages and working conditions in order to make agricultural jobs more attractive. At the same time, the MOA should provide support to ensure the labour code is thoroughly implemented in the sector.

2- Improve the career guidance and post training employment services functions at agricultural TVET programmes. This was rated as the least appreciated service by the schools and is critical to provide students early on with evidences related to the prospects and career paths within the sector.

3- Agricultural TVET schools should establish more linkages with private sector, though increased use of on job training/work-based learning to provide greater opportunities for graduates to practice occupation-specific competencies, and regular consultations with employers to ensure TVET programmes are tied to market demand and remain current. Networking with employers can also help in raising employers' awareness about the level and quality of education offered at these schools to increase appreciation towards the degree held by students.

4- A supporting mechanism or platform should be established to engage employers in the development of qualification standards and quality assurance to ensure that the graduates are meeting their expectations. A Sector Skills Council is also recommended to be established to regularly anticipate skills needed in the agriculture sector. Ensure curricula and training materials are revised regularly to ensure relevance. Schools can work on revisiting all programs and courses – in coordination with the private sector, the Ministry of Agriculture and the Ministry of Education – in an attempt to create more demand-based courses.

5- The Ministry of Agriculture should seek to improve qualification standard, quality assurance, and involvement of employers in the certification process so that diplomas delivered are valued and respected by employers.

6- Many graduates are looking for work in fields that are not related to their area of study. It is therefore important to ensure graduates are equipped with a transferrable skill set through their studies. The greater integration of life skills into TVET programmes is therefore recommended. The Ministry of Agriculture has taken measures to address that as part of the new educational programme in the Agriculture Technical schools which represent an important step towards improved employability prospects.



## F. Annex – Detailed Methodology and Questionnaire

### 1. ANNEX 1 : Methodology

This section presents the methodology used by the study team to implement the field work. It is divided in two main parts: the work plan and the sampling and database update.

#### ▶ 1.1. Implemented work plan

The methodology requested in the TOR included 4 alumni events during which a large part of the field work is completed. CRI strongly recommended to undertake the field work in its entirety as face to face interviews with the graduates to ensure a higher response rate and reduce unnecessary costs (logistics and recreational costs).

The below section explains the methodology proposed by CRI and approved by the ILO and MOA team.

#### ▶ ▶ 1.1.1 Inception Phase

This phase is a preparation phase. It is composed of 5 steps and it is considered to be the most important phase as its success highly impacts the success of the study.

## **Desk review**

The first step in the preparation phase consisted of collecting and reviewing relevant data and reports. This brief review aimed to refine the context of the study, identify key information gaps, and inform the update of the questionnaire. The ILO and the MOA have provided the study team relevant reports to use as support documents for this task.

## **Update survey questionnaire**

The survey questionnaire is designed to evaluate the employment impact of the training programs, their gender implications, and gather graduates' feedback on the relevance and quality of the trainings. Topics in the questionnaire included: demographical data, qualification and training programs, study progress, evaluation of the training, transition from training to work, work entrance, job career, use of competencies, current occupation and bonds to the technical educational institutions (relation between training and work), and career development and future planning.

The study team reviewed the questionnaire in collaboration with the MOA and the ILO. This task consisted of adding needed or deleting unnecessary questions, reformulating unclear or bias questions, and reorganizing the flow of the questionnaire, in an attempt to designing the perfect tool that will generate the most effective outcome with the least margin of error.

## **Prepare the sampling methodology**

While the study includes all graduates from the BTA courses of the 7 technical schools, a sample of the short-term courses was selected on sampling basis using stratified sampling technique from a total of 532 graduates included in the database received.

The tables summarizing the targeted sample distribution and the actual sample withdrawn are included in the subsequent section entitled "Database Update".

## **Update graduates' addresses database**

According to the terms of reference, the study team is required to reach the graduates and update their contact information prior to the data collection phase. This task started by the ILO providing the lists/database of graduates for the BT courses and AVSI providing the lists of graduates for the short-term courses. These databases included the names of the graduates, their year of graduation, schools, and their contact information. The study team was responsible of contacting these graduates to confirm or correct their information.

This update was performed either through direct calls, or – in case of wrong/unreachable number – through the snowballing technique.

## **Draft the inception report**

The first phase of the study was concluded by the submission of an Inception Report that comprises the detailed data collection strategy and methodology, the sampling frame, and the technical tools (updated survey questionnaire).

## **▶▶ 1.1.2. Implementation Phase**

The implementation phase started once the inception report was finalized and approved.

## **Select and train data collectors**

CRI relied on its wide network of long-term collaborators and select data collectors who reside in the targeted areas. They were trained to use the technical tools properly in order to elicit the most accurate, relevant and complete responses from the interviewees and to reduce any misinterpretation of the questions. Training included a briefing regarding the objectives of the study, followed by a refresher of the general guidelines of conducting a field study in terms of partiality, neutrality, and politeness and question formulation. Subsequently, the definitions of key concepts used in the technical tools were explained, followed by a question by question discussion. Moreover, a chat group was established creating a survey community

platform on which questions, clarifications, and lessons learned can be shared.

## **Pilot**

Before the launch of the survey and after the training, the questionnaire was tested to ensure that the questions are well understood and solicit the desired information. This test allowed the detection of errors in the formulation of questions as well as the performance of surveyors. Based on these findings, the study team was able to: 1) ensure that the questions are phrased and understood and introduce changes in the formulation of the questions and/or their content whenever possible; and 2) ensure that the selected surveyors have the required qualifications and have received the proper training to conduct the survey.

## **Field work**

The tracer study was conducted with all reachable graduates in each of BTA courses from the 7 agriculture technical schools for the cohorts of 2016-2017 and 2017-2018; as well as with the sample withdrawn for graduates from the short-term courses of 2018 (out of a total number of 533 graduates); making a total targeted population of 363 graduates.<sup>39</sup>

CRI team translated into Arabic then program the quantitative questionnaire for the surveyors to fill using tablets (for immediate data entry on field). The Open-data Kit (ODK) software (namely KOBO) is commonly used by several UN-agencies in conducting national surveys (such as the VaSyr survey, UNHCR). The ODK program contains quality control syntaxes built-in and customized with automated filters to minimize margin of error. The program can be downloaded on tablets and mobile phones; hence surveyors can use their own mobile phones during the field work. Also, through this software, locations can be recorded automatically with GPS coordinates for each questionnaire filled.

Supervision was effective throughout the field work for follow up and assistance of surveyors

<sup>39</sup>. Additional sample details are provided in the "Database Update" section.

in any inconvenience happening on the field. Periodic field progress reports were submitted to the ILO as a follow up on the field work. This report included information such as: number of returned questionnaires, number of cumulated questionnaires, remarks, etc.

Once the field work was completed, CRI team began cleaning the quantitative data gathered in an SPSS file and generate survey results.

## **▶▶ 1.1.3. Quality Assurance**

In order to ensure that the data collected reflects the actual situation in the field and that the survey is implemented in a uniform and standardized manner across the various targeted regions, CRI implements a number of ex-ante and ex-post quality assurance measures.

### **Prior to the survey:**

- Training of surveyors on understanding the objectives and basic concepts of the study as well as on using the questionnaire in a standardized and accurate manner. This training includes mock interviews and live comments to adjust performance.
- Pilot test of the tracer questionnaire in order to ensure that the questions elicit the required information and in order to test the performance of the surveyors;

### **During the survey:**

- Day-to-day supervision by field supervisors reporting to a central CRI field coordinator in order to answer any field questions and ensure that the survey is being implemented in an effective and timely manner;
- Regular consistency checks using a pre-programmed do file that will be run every other day with feedback given to surveyors on the field to adjust performance as necessary and correct the gathered data.

### **Following the survey:**

- Data cleaning using the built-in safety

measures of KOBO as well as the consistency checks run by CRI;

- Random field re-visits/calls in order to verify information in case of any doubts;

### ▶▶ 1.1.4. Analysis and Reporting Phase

The analysis of the data was done through the use of statistical methods like crosstabulation, analysis of variance, regression analysis, etc. All results were generated at the level of the total population and then segregated by profile of respondents. The study team also took into consideration any potential bias, comparison with other studies and/or other target groups, geographical area, fields of study, etc. All findings were crossed as well with the socio-economic context, and any information about the educational context or labor market context.

The analysis focused on answering the main research questions of the tracer study:

- What happens to the graduates after they leave the educational/training institutions?
- Were graduates able to secure work within a reasonable period of time? Why? (Matching between supply and demand on the labor market of the agriculture sector).
- Are graduates using the skills and knowledge they acquired at the educational/training institution? If not, why? (How relevant are the trainings to the demand on the market? How effective are they?).
- What are the skills/competences needed on the labor market? (Areas for improvements in the educational/training institutions).

### ▶▶ 1.1.5. Methodology adjustment due to COVID 19

In light with the uprising of the COVID19 and the measures taken by the Lebanese government requiring social distancing, it was impossible to continue the field survey through face-to face interviews. CRI agreed with the ILO to switch to phone survey after performing another training to its surveyor and moving its entire network and data collection software to the field supervisor's

office. In total, 138 questionnaires were filled face-to-face and 225 questionnaires were completed by phone.

## ▶ 1.2. Sampling and database update

After receiving the lists of graduates for the BT courses from the MOA and the lists of graduates for the short-term courses from AVSI, CRI compiled the databases in one single excel file to use for the update.

### ▶▶ 1.2.1. BTA courses graduates

The data received from the MOA comprises 158 graduates for the cohorts 2016-2017 and 2017-2018<sup>40</sup> distributed as follows:

School name	2017 - 2016	2018 - 2017	Total
<b>Nassrieh Rizk</b>	29	20	49
<b>Abdeh</b>	6	7	13
<b>Batroun</b>	9	10	19
<b>Khiyam</b>	5	1	6
<b>Nabatieh</b>	13	23	36
<b>Fanar</b>	3	4	7
<b>Baakleen</b>	11	17	28
<b>Total</b>	76	82	<b>158</b>

The CRI team called each telephone number in this list to confirm the contact. If numbers were not correct, the snowballing technique was used for the update. The results of this exercise are:

Status	#
<b>Correct telephone numbers</b>	101
<b>Out of service</b>	5
<b>No answer after repeated calls</b>	2
<b>Left the country</b>	4
<b>Incorrect telephone numbers</b>	11
<b>Corrected telephone numbers (through snowballing technique)</b>	33
<b>Telephone number missing in the database</b>	1
<b>Death</b>	1
<b>Total</b>	<b>158</b>

40. The data also included graduates for cohorts 2014-2015, 2015-2016 and 2018-2019 but these are not part of CRI's scope of work.

Thus, the distribution of the BT courses graduates that will be targeted in the field survey is:

School name	2017 - 2016	2018 - 2017	Total
Nassrieh Rizk	24	19	43
Abdeh	5	4	9
Batroun	9	8	17
Khiyam	3	1	4
Nabatieh	11	22	33
Fanar	2	3	5
Baakleen	10	13	23
<b>Total</b>	<b>65</b>	<b>69</b>	<b>134</b>

### ▶▶ 1.2.2. Short-term courses graduates

The data received from AVSI included 532 Lebanese and Syrians short-term graduates, in addition to 1 Iraqi graduate.<sup>41</sup> The distribution of these 532 graduates is:

	Distribution by gender and nationality – total database		
	Male	Female	Total
<b>Lebanese</b>	142	200	342
<b>Syrian</b>	51	139	190
<b>Total</b>	<b>193</b>	<b>339</b>	<b>532</b>

The database update exercise resulted in the following:

Status	#
<b>Correct telephone numbers</b>	261
<b>Incorrect telephone numbers</b>	104
<b>Out of service</b>	53
<b>No answer after repeated calls</b>	68
<b>Closed</b>	20
<b>Left the country</b>	10
<b>Duplicate (same student mentioned twice)</b>	5
<b>Telephone number missing in the database</b>	11
<b>Total</b>	<b>532</b>

As per the TOR, the field work should include a sample of 224 short-term courses graduates of

41. The Iraqi graduate was excluded from the sample.

the 532<sup>42</sup> as per the below distribution:

	Distribution by gender and nationality – as per TOR		
	Male	Female	Total
<b>Lebanese</b>	60	84	144
<b>Syrian</b>	22	58	80
<b>Total</b>	<b>82</b>	<b>142</b>	<b>224</b>

Based on the sampling methodology and after updating the database, the distribution of the sample that will be included in the field survey is:

	Distribution by gender and nationality – final sample		
	Male	Female	Total
<b>Lebanese</b>	63	104	167
<b>Syrian</b>	19	60	79
<b>Total</b>	<b>82</b>	<b>164</b>	<b>246</b>

**It should be noted that:**

1. The total sample was increased from 224 to 246 to reach a total targeted population of 380 as per CRI's proposal (the reachable BT courses graduates are 134 instead of the estimated 156);
2. The Syrian graduates whom contacts were successfully updated are all included in the sample (saturated);
3. Lebanese graduates were distributed the closest possible to the required distribution as per the TOR;
4. Only around half of the short-term courses graduates attended the courses offered in their totality (all days). Some of them even attended less than 50% of the classes but had to be included in the sample in order to reach the minimum required population number.

### ▶▶ 1.2.3. Final sample

CRI's contract included a target of 380 questionnaires to be filled; among which 158 are for the BT and 224 are for the STC.

42. After exclusion of Iraqi graduate.

After receiving the databases, CRI was able to update contacts for 134 BT (out of the 158 BT) and 262 STCs (out of the 532 STCs). Therefore, the targeted sample for the field work was 134 BT and an increased target to 246 STCs (to reach a total of 380), leaving a replacement margin of 16 STCs contacts.

While completing the survey, CRI reached **128 BT** out of the 134 BT and 235 STC out of 246 STCs while using as well all the replacement margin. The total interviewed sample is **363 respondents.**



## 2. ANNEX 2 : Survey Questionnaire

Name:

Address:

School:

- Abdeh
- Baakline
- Batroun
- Fanar
- Khiam
- Nabatieh
- Nasrieh
- Other, specify: ....

Were you enrolled in:

- Formal BT program/diploma
- Short-term course

If long-term course, specify which diploma:

- BP
- BT
- TS
- Other, specify .....

If long-term course, specify which specialty: Move to QA3

- General Major
- Agriculture Major
- Animal production

If short-term course, what is the path and name of the course:

- Technical (multiple answers are possible)
  - o Basics of Agriculture Plant production
  - o Agricultural Practices of Plants Nurseries
  - o Occupational Safety and Health in Agriculture
  - o Garden Construction
  - o Leafy Green Vegetable Production: Lettuce
  - o Field Crop Production: Potato
  - o Fruit Trees Production: Olive

- o Fruit Trees Production: Apple
- o Fruit Trees Production: Table grape
- o Fruit Trees Production: Avocado
- o Aromatic Plants: Zaatar Production, cultural Practices and Harvest
- o Stone Pine in Lebanon: Production, cultural Practices and Harvesting
- o Olive Harvest and Postharvest Practices
- o Apple Harvest and Postharvest Practices
- o Grafting and Pruning of Fruit Trees
- o Other, specify: .....

- Basic literacy and numeracy in agriculture (BLN)
- Entrepreneurship

If short-term course, what was the duration of the course:

- Less than 3 months
- 3 months
- 6 months
- 9 months
- One year or more

## ► TRAINING AND QUALIFICATIONS

A1. What is the name of the partner organizing this course?

- AVSI
- Renee Mouawad Foundation
- Secours Islamique Francais
- WFP
- Other, specify: .....

A2. Where did the course take place?

- Inside the VTE school
- In centers outside the VTE school, specify: .....
- At your workplace
- Other, specify: .....

A3. When did you complete the course?

Month  
Year

A4. Who covered the costs of the training course (multiple answers are possible)?

- Parents or caregivers
- AVSI
- Loan/Bursary
- Self (own savings/own income)
- Other, specify: .....

A5. To what extent were the following reasons important for your decision to study at the TVET institution? Please respond to each factor on the five-point scale (1= not important at all; 5= very important).

Vicinity to home of parents or other relatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training being free of charge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reputation of the TVET institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media Campaigns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social networks (Facebook, Twitter, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advice from parents/relatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, specify: .....					

A6. To what extent were the following reasons important for your decision to study your specialization/course at the TVET institution? Please respond to each factor on the five-point scale (1= not important at all; 5= very important).

Availability of jobs in labour market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is the career of my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social respect for this specialization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career guidance received	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advice from parents/relatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal interest in this domain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building skills in current job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice oriented study program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, specify: .....					

A7. Did you undertake any training programs before your study at this TVET institution?

Yes

If yes, how many?

Name of the program:

Name of the institution organizing the program:

Date of completion: Month

Year

No

A8. Were you employed before your study?

Yes

Specify type of work:

No

A9. Were you employed during your study?

Yes

Specify type of work:

No (Move to QA12)

A10. Was there a conflict between your course schedule and work schedule?

Yes

No

A11. Did your income increase after completing your training?

Yes, by how much (%): ....

No, it remained stable

No, it decreased, by how much (%): ....

A12. Were you studying at another institution during your study?

Yes

Name of the program:

Name of the institution organizing the program:

No

A13. During the course of your studies, have you ever considered dropping out?

Yes

No (Move to section B)

A14. Please specify, why you considered dropping out (multiple answers are possible)?

Finding employment

Moving to another educational institution

My field of study is not appropriate

Maternity/Paternity

High cost

Institution far from home

My field of study is difficult

Training was of poor quality

Other, specify: .....

## ► EVALUATION OF STUDY CONDITIONS AND STUDY PROVISIONS AT THE TVET INSTITUTION

B1. Looking back, if you were to choose again, to what extent would you choose the same TVET institution? Please respond on the five-point scale (1= I would never choose this TVET; 5= I would definitely choose this TVET).

B2. Looking back, if you were to choose again, to what extent would you choose the same field of study? Please respond on the five-point scale (1= I would never choose this field of study; 5= I would definitely choose this field of study).

B3. How would you rate the following characteristics of the training course? Please respond to each factor on the five-point scale (1= very weak; 5= very strong).

	NA	1	2	3	4	5
Duration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical learning strategies (acquiring the basic skills of the occupation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theoretical learning strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers/instructors (practical training)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers/instructors (theoretical courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of training material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of training material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of the buildings & premises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student recreational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support in finding workplace for on-job training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support in finding job after graduation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Life skill learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Occupational Safety & Health (OSH) training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B4. In retrospective, to what extent are you satisfied with your studies in general? Please respond the five-point scale (1= very unsatisfied; 5= very satisfied).

B5. How do you rate the usefulness of your studies? Please respond to each factor on the five-point scale (1= not useful at all; 5= very useful).

	NA	1	2	3	4	5
For finding an adequate job after graduation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For fulfilling your current professional tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For your future professional development/career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For your personal growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For launch my own enterprise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ► TRANSITION (AFTER GRADUATION FROM THE TVET INSTITUTION)

C1. In what situation did you find yourself after 3 months of graduating?

- Permanent employee – private sector
- Self-employee/Freelancer
- Occasional/Precarious job
- Enrolled in another skills training course (please specify the name of the course: .....)
- Enrolled in school
- Enrolled in VTE School
- Enrolled in university
- VTE student working
- University student working
- Housewife, househusband, family/household work
- Unemployed, searching for a job
- Other, specify: .....

C2. Since your graduation, was working abroad an option to you in any of the following scenarios (multiple answers are possible)?

- I considered working abroad
- I sought employment abroad
- I received an offer to work abroad
- I had regular employment abroad
- I have been sent by my employer abroad on a mission/assignment
- None of the above

C3. When did you start your first job after completing the course?

- Before graduation
- At graduation
- 1 to 3 months after graduation
- 3 to 6 months after graduation
- 6 to 12 months after graduation (Move to QF2)
- More than a year after graduation
- I was never employed since graduation (Move to QC5)

C4. Was your first job in the field of your studies?

- Yes
- No, specify what field: .....

C5. How did you search for your first job after graduation (multiple answers are possible)?

- Job ads/announcements (e.g. newspaper, internet, social media networks)
- With the help of family contacts of parents, relatives
- With help of personal contacts, friends, fellow students etc.
- Speculative applications to employers
- Through internships during my course of studies
- I was contacted by an employer
- Job fair
- Employment centers/offices; recruitment agencies
- Through the NGO organizing/ implementing the training course
- Not applicable, I have not searched for employment (Move to QC9)
- Other, specify: .....

C6. How many employers have you approached while seeking for your first employment after graduation?

- 1
- 2-5
- 6-10
- 11 or more

C7. How many of these employers contacted you for an interview?

- None
- 1
- 2-5
- 6-10
- 11 or more

C8. Were employers interested in the certificate/degree you received from the course?

- Yes
- No

C9. If you haven't still found any employment, what are your reasons (multiple answers are possible)?

- I have a job
- Low wages and benefits offered
- Limited opportunities in my field of studies
- Workplaces are far from where I live
- No interested/not available for work
- Available jobs are not suitable for me
- Want to start my own business

- Want to pursue my education
- Marriage
- Pregnancy
- Employers prefer foreign labour (specify: ....)
- Parent/spouse disapproval
- Gender discriminatory conditions or considerations
- Other, specify: .....

## ► CURRENT EMPLOYMENT

D1. What is your current employment status?

- Permanent employee – private sector
- Self-employee/Freelancer
- Occasional/Precarious job
- Enrolled in another skills training course (please specify the name of the course: ....)
- Enrolled in school (Move to QF2)
- Enrolled in VTE School (Move to QF2)
- Enrolled in university (Move to QF2)
- VTE student working
- University student working
- Housewife, househusband, family/household work (Move to QF2)
- Unemployed, searching for a job
- Other, specify: .....

D2. Is your current employment related to your field of studies?

- Yes
- No

D3. In which economic sector are you currently employed?

- Industrial (Move to QD5)
- Services (Move to QD5)
- Commercial/Trade (Move to QD5)
- Construction (Move to QD5)
- Agriculture, specify sub-sector: .....
- Other, specify: .... (Move to QD5)

D4. What is the title and main work duties of your current job?

D5. How long have you been working in your current job?

- Less than 1 month
- 1-3 months
- 4-6 months
- 7-9 months



- 10-12 months
- More than a year

D6. How many jobs (including your current one) have you had altogether since your graduation?

- One job
- Two jobs
- Three jobs
- More than three jobs

D7. In which governorate are you currently employed?

- North
- Akkar
- Bekaa
- Baalbeck-Hermel
- South
- Nabatieh
- Beirut
- Mount Lebanon

D8. In which category does your average gross monthly income from this current employment falls?

- Less than 300,000 LBP
- Between 300,000 LBP and 400,000 LBP
- Between 400,000 LBP and 500,000 LBP
- Between 500,000 LBP and 700,000 LBP
- Between 700,000 LBP and 900,000 LBP
- More than 900,000 LBP

D9. What kind of other benefits do you receive?

- Transportation (car/allowance)
- Health (medical aid/insurance)
- Social security
- Overtime allowance
- Training and staff development
- Extra month salaries/bonuses
- Insurance against workplace injuries
- Other, specify: ....
- None

D10. How many hours do you work per day?

- Less than 6 hours
- 6-8 hours
- 9-10 hours
- 11-12 hours
- More than 12 hours

D11. How many employees work at this company/organization?

- 1-2 employees
- 3-5 employees
- 6-9 employees
- 10-49 employees
- 50-99 employees
- 100 employees or more

D12. Have you faced any of these challenges at work (multiple answers are possible)?

- Dangerous equipment
- Verbal abuse
- Financial exploitation
- Physical abuse
- Gender discrimination
- Verbal sexual harassment from employer
- Physical sexual harassment from employer
- Verbal sexual harassment from employees/customers
- Physical sexual harassment from employees/customers
- None of the above
- I prefer not to answer

D13. When did you start your own business/project/enterprise (for self-employed only)?

Month

Year

D14. What is the main source of funding for your business/project/enterprise (for self-employed only)?

- My own savings
- Seed funding (from UNICEF-AVSI)
- Parents/Relatives
- Loans/Banks
- Micro enterprises funding corporation
- Others, specify: ....

D15. What is the reason to start your own business/project/enterprise (for self-employed only)?

- Parents/family career
- Parents/family encouragement
- Low wages and benefits offered on the job market
- Few permanent jobs in my field of study
- I have the experience and skills need to start my own business
- I have support available to start my own business
- I like to be self-employed
- Other, specify: ....

## ► RELATIONSHIP BETWEEN STUDY AND EMPLOYMENT

E1. To what extent is your professional position appropriate to your course of study? Please respond the five-point scale (1= not appropriate at all; 5= very appropriate).

E2. To what extent are the knowledge, the skills and attitude you acquired during your study utilized in your current job? Please respond the five-point scale (1= not utilized at all; 5= very utilized).

E3. How do you rate your knowledge and skills compared to other graduates for the following workplace related competencies (Please respond to each factor on the five-point scale (1= not satisfied at all; 5= very satisfied)).

- Knowledge Level
- Skills Level
- Professionalism
- Willingness to learn
- Willingness to adopt new technology
- Other, specify: ....

E4. If your job is not closely related to your course of study, why did you choose this job (multiple answers are possible)?

- Not applicable, my job is closely related to my course of study
- My current job is only a temporary stepping stone, I am still searching for professional orientation
- I have not found an appropriate job (yet)
- I receive a higher salary in my current job
- My current job offers more security
- My interests have changed
- My current job allows a flexible time schedule
- My current job allows me to work in a favored geographical place
- My current job allows me to take into consideration the interests of my family/children
- Other, specify: ....

## ► FUTURE PLANNING

F1. To what extent are you satisfied with your current job situation? Please respond the five-point scale (1= not satisfied at all; 5= very satisfied).

F2. Have you started another course of studies after your graduation from the TVET institution?

- Yes, I have completed it successfully. Specify the course: ....
- Yes, I am still studying. Specify the course: ....
- Yes, but I have dropped out. Specify the course: ....
- No

F3. To what extent do the following reasons for continuing your studies apply to you? Please respond to each factor on the five-point scale (1= don't apply at all; 5= applies to a large extent).

	1	2	3	4	5
Wish to achieve a higher academic or professional degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvement of chances of finding a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal interest in particular subject area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demanded by my employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wish to improve my promotion prospects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F4. Which changes regarding employment and further education/training do you plan to achieve within the next three years (multiple answers are possible)?

- Change my employer
- Obtain higher income
- Change my field of work
- Continue studying
- Start my own business
- Get employed
- Stop working
- Acquire a more secure employment
- Have a job that is more relevant to my field of studies
- Other, specify: ...
- No major changes in mind

## ► DEMOGRAPHIC INFORMATION

G1. Gender

- Male
- Female

G2. Age

G3. Nationality

- Lebanese
- Syrian
- Palestinian
- Other, specify: ....

G4. Marital status

- Single
- Married
- Divorced
- Widowed
- Other, specify: ....

G5. Are you coming from a farming household?

- Yes
- No

G6. Father work status

- Employee
- Self-Employed
- Employer
- Student
- Retired
- Unemployed
- Dead

G7. Mother work status

- Employee
- Self-Employed
- Employer
- Student
- Retired
- Unemployed
- Dead

G8. Household size

G9. Residency location

G10. What is the highest level of education of your father?

- Haven't been to school
- Less than grade 9 (Brevet)
- Less than baccalaureate
- Baccalaureate
- More than Baccalaureate/University

G11. What is the highest level of education of your mother?

- Haven't been to school
- Less than grade 9 (Brevet)
- Less than baccalaureate
- Baccalaureate
- More than Baccalaureate/University

G12. Average household monthly income (in USD)?

- Less than 500
- 500\_750
- 750\_1000
- 1000\_1500
- 1500\_2000
- 2000\_3000
- 3000\_5000
- 5000 or more
- DK/NA

G13. Do you have any disability?

- Yes
- No (End the interview)

G14. What type of disability do you have?

- Mobility
- Vision
- Hearing
- Speech disorder
- Multiple
- Other, specify: ....

G15. Was this disability an obstacle for you in finding a job in your field of study?

- Yes, elaborate why: ....
- No









For more information:

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