TORINO PROCESS 2014 IN LEBANON
Eva Jimeno Sicilia, Beirut, 23 September 2014
WHY THE NAME “TORINO” PROCESS?

Why the LOGO?

It represents la Mole Antonelliana, emblematic monument of Torino. Height: 163 meters!!
WHAT IS THE EUROPEAN TRAINING FOUNDATION (ETF)?

Agency of the European Union

VISION

To make vocational education and training in the partner countries a driver for lifelong learning and sustainable development, with a special focus on competitiveness and social cohesion.

The ETF has both an analytical and a developmental role and works within the EU policy framework.
Potential candidate countries:
Albania, Bosnia and Herzegovina, Kosovo (UNSCR 1244/1999)

Candidate countries:
former Yugoslav Republic of Macedonia, Iceland, Montenegro, Serbia, Turkey

European Neighbourhood Instrument countries - ENI South:
Algeria, Egypt, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, Tunisia and Israel

Central Asia:
Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan

European Neighbourhood Instrument countries – ENI East:
Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Ukraine and Russia
THE TORINO PROCESS

WHAT IS IT?
The Torino Process is a participatory process leading to an evidence-based analysis of VET policies in a given country.

WHAT FOR?
To build consensus on the possible ways forward in VET policy and system development, including: determining the state of the art and vision for VET development in the country.

WHAT MAKES IT “SPECIAL”?:
- Ownership, it is your report
- Broad participation (governmental institutions, employers, trade unions, civil society, youth....)
- Evidence & knowledge based (quantitative and qualitative)
- Holistic approach (VET AND labour market, social integration)
- NOT a one-off, a continuous exercise to measure progress every two years
ANALYTICAL FRAMEWORK

KEY QUESTIONS

A. VISION AND STRATEGY
   • Vision for the VET system
   • Capacity for innovation and change
   • Drivers for innovation and change

B. ADDRESSING ECONOMIC AND LABOUR MARKET DEMAND
   • Factors shaping demand for skills
   • Mechanisms for identifying demand and matching skills
   • VET system influence on demand

C. ADDRESSING SOCIAL AND INCLUSION DEMAND
   • Factors shaping demand for VET
   • Delivering to individual learners
   • Delivering to societal needs

D. INTERNAL EFFICIENCY OF THE VET SYSTEM
   • Quality assurance
   • Policies for VET trainers and directors
   • Teaching and learning
   • Efficiency gains and losses

E. GOVERNANCE AND POLICY PRACTICES
   • Basic map of entities involved in VET at national, regional, and provider level
   • Governance and practices in the areas covered in Sections A–D
Torino Process in Lebanon

- Lebanon participated in all Torino Process Editions: 2010-2012-2014
- Key counterpart: Ministry of Education and Higher Education that made a high effort to include other actors
- In 2014 we introduced youth discussion groups
- Supported the creation of platforms for dialogue and exchange among VTE actors
- Findings of Torino process fed into the VTE action plan and has inspired EU support
- Good dissemination of the reports and its findings among relevant stakeholders and donors
Key issues

1.1. Performance in labour market

- Weak (skilled) job creation in private sector - business environment not encouraging SME growth –

- Large size of informal sector (36% of GDP; almost 67% of labor force not contributing to social security)

- Low activity rate mainly due to women’s inactivity (45% overall – women less than 25%)

- Low employment (43.6% approx 68% for male and less than 20% for female)

- High influx of low skilled foreign workers and migration of skilled Lebanese

- Disadvantage of youth in labour market – high unemployment rate (34%?)
Youth... A heterogeneous group

1. Unemployed youth with difficult school-to-work transition: unemployment tends to increase with education level

   **graduate unemployed as a particular group

2. Low-skilled/unskilled youth who can not afford to be unemployed, but take precarious jobs in informal sector

3. Youth not in education, training or employment (NEETs): more likely inactive, most vulnerable to social exclusion

   **on average 30% of youth population is NEETs

Addressing different needs of diverse youth groups in a balanced manner crucial for ‘social cohesion’
1.2. Preparation for the labour market: education and training

- **Improved access** to education - universal primary education and increased years of schooling

- **High importance of private education** (74% primary, 61% secondary and 60% university level) and risk of creating inequalities

- Increasing secondary enrolment, but a **considerable % of students drop out of school after compulsory lower secondary** – VET fairly small (17% at secondary 26% at upper secondary)

- **Strong aspirations for higher education** with limited employment prospects in the country (phenomenon of emigration)

- **Problems with the quality** of education and training (curricula, equipment, teachers)

- **Missing skills and mismatch** between the education outputs and labour market demand (lack of specific data on the phenomenon)

- **Poor career guidance** and orientation services
Graph 4: Gross enrolment rates in secondary education and % of VET enrolment

Source: UIS-UNESCO; Note: *Libya are UIS estimations
1.3. Zooming on VET

- The VET system highly centralised - limited autonomy at school level
- Social partners are engaged, but partnership with private sector limited and ad hoc. Civil society not yet part of the policy dialogue (although very important role as provider of training)
- Continuing Vocational Training (CVT) is limited
- Quality assurance is now on the VET policy agenda, but is focusing mainly on auditing and inspecting rather than on outcomes and quality management and improvement
- Underdeveloped Labour market information systems what limits the information available to steer and evaluate progress
- Low attractiveness due to the above: limited relevance, poor quality, limited progression roots
Recommendations emerging from the 2014 Torino process

NB VET is only part of the solution but not the solution: need to support job creation policies – improving business environment, supporting SME growth and entrepreneurship skills

Improving cooperation between the public authorities and orchestrating a range of related policies, not a ‘single policy’ solution

- VET action plan is a very good starting point – Need to develop a comprehensive strategy that provides a vision for VET
- Enhance internal efficiency and quality. Teacher training, equipment and new curricula
- Develop entrepreneurship as a cross cutting skill
- Engaging with the social partners and civil society for a better articulation of demand and supply of skills
- Improving Labour market information system
- Career guidance and information on training and career opportunities
 شكرا جزيلا

Thank you!