

TORINO PROCESS 2014



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

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

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

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

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

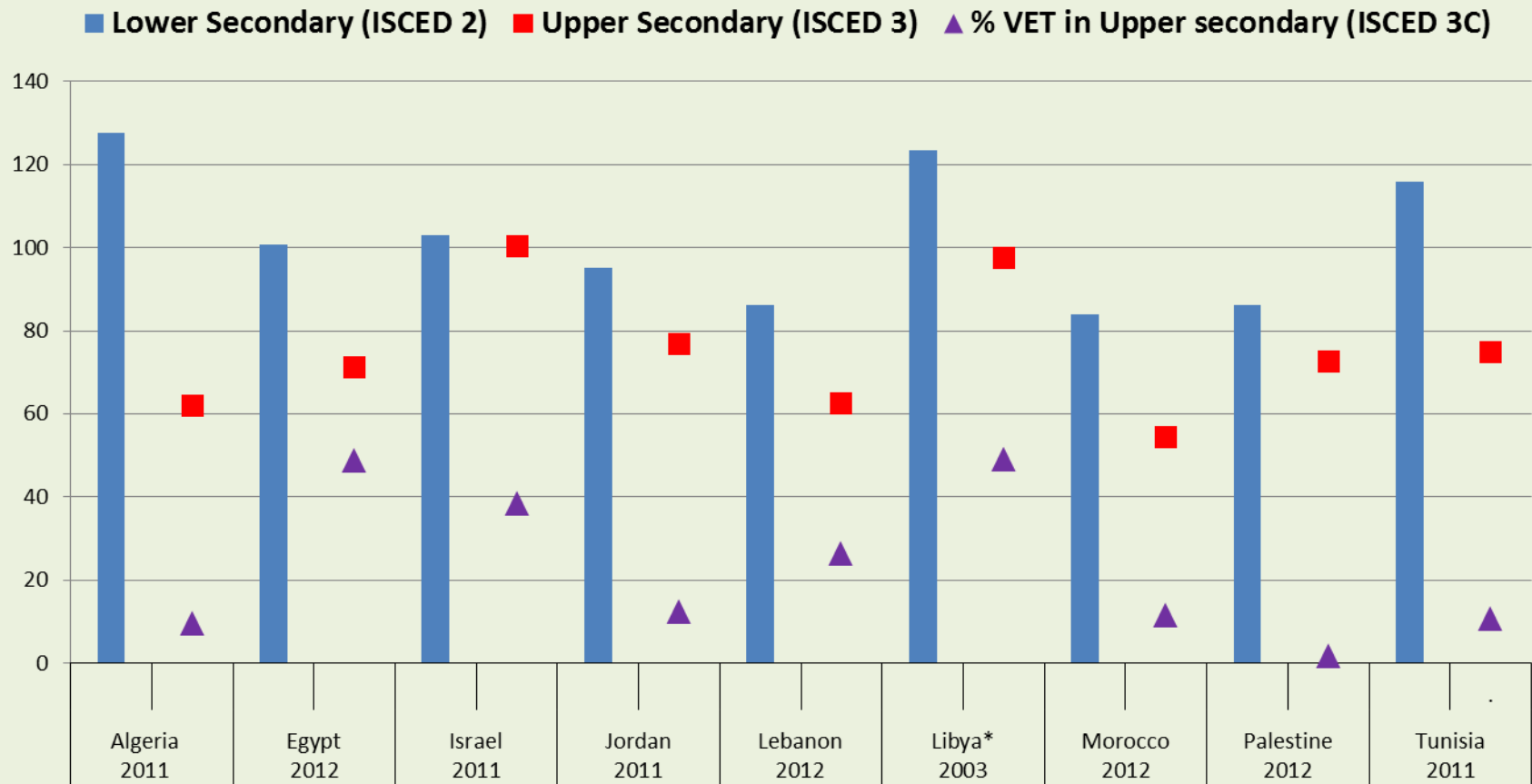
**on average 30% of youth population is NEETs

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

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

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Thank you!