

COOPERATION AGREEMENT

NUMBER AGR/09/ETF/03

ON THE "ENTREPRENEURIAL LEARNING IN LEBANON" PROJECT

Between:

The MINISTRY OF FOREIGN AFFAIRS OF ITALY – DIRECTORATE GENERAL
FOR DEVELOPMENT COOPERATION ("DGDC"),

on the one part, and

THE EUROPEAN TRAINING FOUNDATION ("the ETF"),

on the other part,

hereinafter collectively referred to as "the Parties",

PREAMBLE

Considering Italian Law No. 49 of 26 February 1987 ruling the cooperation of Italy with developing countries;

Pursuant to Regulation (EC) No 1339/2008 of the European Parliament and of the Council of 16 December 2008 establishing the European Training Foundation (recast);

Whereas Italy and the ETF have signed a Seat agreement on 19 December 1994, ratified with Italian Law No. 111 of 7 April 1997;

Recalling that the Ministry of Foreign Affairs, through the DGDC, and the ETF have been cooperating in the past through framework agreements concluded on 17/05/2000, 18/09/2003 and 13/07/2006;

Whereas the Ministry of Foreign Affairs, through the DGDC, and the ETF have agreed to cooperate to support initiatives in the area of human capital development in Lebanon;

THE PARTIES HAVE AGREED AS FOLLOWS:

ARTICLE 1 – PURPOSE OF THE AGREEMENT

The DGDC and the ETF have agreed to cooperate in the framework of the project entitled “Entrepreneurial Learning in Lebanon”, hereinafter referred to as “the project”, a description of which is set out at Annex I.

ARTICLE 2 – OBJECTIVES

The general objectives of this Agreement shall be to define the working arrangements between the DGDC and the ETF to implement their cooperation.

ARTICLE 3 – COOPERATION

Cooperation shall be pursued as follows:

- a) The DGDC shall contribute funds for a total amount of 100.000 Euros (ONE HUNDRED THOUSAND) to meet the costs of the project;
- b) The ETF shall exercise the full responsibility, under the terms of this Agreement and in accordance with Annex I, for the implementation of the project, including management of the funds contributed by DGDC to meet the costs of the project.

ARTICLE 4 – FINANCIAL ARRANGEMENTS

- 4.1 The DGDC shall, in accordance with the paragraph below, make available to the ETF the amount of 100.000 Euros and the ETF shall use such funds to meet the costs of the project.
- 4.2 The DGDC shall deposit the aforesaid funds in one instalment to the ETF at Intesa Sanpaolo Bank, Piazza San Carlo 156, 10121 Torino (IBAN IT64 X030 6901 000 0000 0065843) on the separate account no. 00700/1000/65843 in favour of the ETF, mentioning “Entrepreneurial Learning in Lebanon”.
- 4.3 The Parties agree in the implementation of this Agreement to respect the administrative and financial procedures imposed by the regulations of the respective Party. Where required, supplies and services shall be purchased on the basis of competitive tendering in accordance with the financial rules and regulations of the ETF.
- 4.4 Cooperation under the terms of this Agreement does not have any profit making purpose for either of the Parties and is solely intended to achieve the objectives defined in Article 2 above.

ARTICLE 5 – IMPLEMENTATION

- 5.1 The ETF shall commence to conduct operations under this Agreement, as described in Annex I, upon receipt of a signed copy of the Agreement and the aforesaid funds. The project will have a duration of 36 months in total.
- 5.2 Annex I shall be complemented by a detailed project implementation plan to be agreed by both Parties by December 2009 through exchange of letters and that will become an integral part of this Agreement.
- 5.3 Should any unforeseen event hamper the implementation of the project, the ETF shall immediately notify DGDC. The Parties shall jointly agree the necessary measures for continuing or terminating the project.
- 5.4 The ETF shall not make expenditures for the implementation of the project in excess of the funds provided by DGDC under this Agreement. If unforeseen expenditures arise or if the funds provided prove to be insufficient to meet the costs of the project, the ETF shall inform immediately DGDC. The Parties shall jointly agree to reduce the activities described in the project implementation plan or, if necessary, to terminate the project. In no event will the ETF assume liability for the implementation of the project in excess of the funds provided by DGDC.

ARTICLE 6 – MONITORING AND EVALUATION

- 6.1 The ETF shall provide DGDC with the following reports:
- (a) A six-month progress report;
 - (b) Within three months from completion of the project activities, a final report demonstrating that the planned activities have been implemented.
- 6.2 Beyond the requirements of Article 6.1 above, the ETF shall maintain DGDC informed on a regular basis on the project implementation and on any issues that might arise.
- 6.3 Upon project completion, the Parties shall agree, if required, the modalities for undertaking a joint evaluation of the project activities.

ARTICLE 7 – CHECKS AND AUDITS

- 7.1 The funds and the activities financed therefrom shall be subject to the annual audit of the European Court of Auditors as laid down in the financial rules and regulations of the ETF. The ETF shall ensure that all financial transactions are verified and approved before the annual budget execution.

ARTICLE 8 – COPYRIGHT AND OWNERSHIP

- 8.1 Copyright on the content of all texts and other documents produced under this Agreement shall vest jointly in both Parties.
- 8.2 The Parties agree not to divulge such documents and information referred to in Article 8.1 above without the written consent of the other Party.

ARTICLE 9 – VISIBILITY

The ETF shall do its utmost to ensure that communications of relevance or publications about the project, including at an event, indicate that the project has received funding from the Government of Italy.

ARTICLE 10 – SECURITY CONSIDERATIONS

All personnel employed by the ETF for the purpose of this project will be accorded the necessary security measures according to the rules and regulations governing staff security in the field applicable to the ETF.

ARTICLE 11 – APPOINTMENT OF COORDINATION TEAM

The offices responsible for the coordination of all matters related to the implementation of this Agreement are:

For DGDC: Cons. Antonello De Riu
Office III
Directorate General for Development Cooperation
Ministry of Foreign Affairs of Italy
Piazzale della Farnesina, 1
00194 Rome – Italy
Tel.: +3906911

For the ETF: Mrs Mariavittoria Garlappi
Planning, Monitoring and Evaluation Unit
European Training Foundation
Villa Gualino
Viale Settimio Severo, 65
10133 Turin – Italy
Tel.: +390116302243
Fax: +390116302200

ARTICLE 12 – PRIVILEGES AND IMMUNITIES

Nothing in this Agreement or relating thereto shall be construed as constituting a waiver of the privileges and immunities enjoyed by the ETF.

ARTICLE 13 – GENERAL AND FINAL PROVISIONS

- 13.1 This Agreement shall enter into force upon its signature by both Parties.
- 13.2 This Agreement shall remain in force until satisfaction by the Parties of all commitments and liabilities under this Agreement.
- 13.3 This Agreement may be amended by mutual written consent of the Parties.
- 13.4 This Agreement may be terminated by either Party upon three months' written notice to the other Party. Notwithstanding the termination of this Agreement, the ETF shall continue to hold any unutilised funds until all commitments and liabilities have been satisfied and project activities brought to a satisfactory conclusion.
- 13.5 Within three months from expiration or termination of this Agreement, funds remaining after the completion of the project or, respectively, any unspent balance following satisfaction of all project commitments and liabilities shall be returned to DGDC, unless DGDC has specifically given prior written notification of the contrary. This shall also apply to interest accrued from temporary credit balances of the project funds.
- 13.6 If, in the course of the implementation of this Agreement, a dispute arises as to the mutual rights and obligations of the Parties, the Parties shall deploy their best efforts to negotiate a mutually acceptable settlement. If no agreement can be reached the dispute may be referred to the Court of Justice of the European Union by common agreement.

In witness whereof, the undersigned, duly authorised, have signed this Agreement.

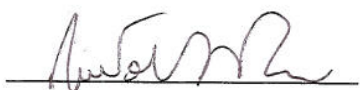
SIGNATURES

For the Ministry of Foreign Affairs
Directorate General for
Development Cooperation


For the European Training
Foundation

Antonello De Riu, Head of Office III

Madlen Serban, Director



Done at Rome, December 14th, 2009



Done at Turin,

11th of December 2009

In duplicate in English.

ANNEX I

“ENTREPRENEURIAL LEARNING IN LEBANON” PROJECT DESCRIPTION

Rationale:

In the framework of the Barcelona process, all countries in the South of the Mediterranean committed to implement the Euro-Med Charter for Enterprise. The Charter sets an ambitious agenda to improve the conditions for enterprises to become competitive. The Charter looks at 10 different dimensions, amongst which two of them focus on the human capital dimensions set against growing awareness that a skilled and knowledgeable workforce is critical to competitive enterprises and employment. The Charter also affords particular emphasis to entrepreneurship education and training considered key to developing awareness and readiness of young people to consider entrepreneurship as a realistic career option.

In 2007, ETF in collaboration with Organisation for Economic Cooperation and Development (OECD) and European Investment Bank (EIB) developed an Enterprise policy index. The ETF focused on the development of the Human Capital Development policy index involving 10 pilot indicators and against which the ETF undertook an assessment in 2008 in the 9 Euro-Mediterranean Partnership (MEDA) partner countries, amongst which Lebanon. The results of this assessment are included within a wider enterprise sector assessment governed by the Euro-Mediterranean Enterprise Charter¹.

The assessment exercise revealed the following issues linked to Human Capital Development as key for the development of Lebanese competitiveness:

- On entrepreneurship education and training, the assessment points to limited developments in terms of both policy and delivery in lower and upper secondary education. Entrepreneurship as a key competence is not mainstreamed across the formal education system with harder business skills development (business planning, book keeping, start-up training) promoted by way of compulsory or elective subjects from upper secondary education onwards.
- To ensure that such developments take place, a national dialogue, with a view to policy and strategy building for life-long entrepreneurship education, could be considered. This could build on the national education strategy. Beyond tertiary education, the dialogue could go wider to early education and Research & Development developments in the country. The objective of strategy building should be to create a comprehensive framework for entrepreneurship education engaging all parts of the education system and interfacing with enterprise and services already offered by an active non-governmental sector.
- Assuming national commitment to strategy building, the curriculum authority (Centre for Educational Research and Development) would require both technical and financial assistance to see through the implications for curriculum adjustment, teacher training and school management. Given the

¹ See Report on the implementation of the Euro-Med Charter for Enterprise 2008 enterprise policy assessment EC, OECD, ETF Oct 2008.

challenge of the 'across-system' developments international support to the national authorities could be sought.

- In terms of skilled manpower within the enterprise environment, Lebanon stands out for its efforts in promoting trade skills for enterprises and particularly management development for expanding businesses at four regional enterprise centres where public and private funds are dovetailed to good effect. However, a concerted effort is required to build baseline data on enterprise training needs and training take-up. This will be important to determine effectiveness particularly of start-up training where significant public funds are allocated, and upon which policy adjustments and more efficient resource allocation could be deployed.

Objective:

- To promote Entrepreneurial Learning policy and support the introduction of entrepreneurship mindset and skills as a key competence in Lebanon.

Expected outputs:

1. A Mid-term perspective Action Plan (2013-2016) for the introduction of Entrepreneurship as key competence in the overall educational sector is developed.
2. An Entrepreneurial Learning pilot is implemented in a selected segment of the educational system.

Activities:

- 1.1 Provide advice to Ministry of Education and Higher Education in the composition of the working group in terms of profile and expertise needed;
 - 1.2 Provide support to the Ministry in the definition of a clear mandate for the working group;
 - 1.3 Organise shadow working with peer institution and study visits in relevant EU/Neighbourhood countries for capacity building and exchange of practices;
 - 1.4 Provide expertise to increase working group general and specific knowledge on Entrepreneurial Learning;
 - 1.5 Organise 4 technical workshops involving the working group and other key stakeholders (social partners, school staff, civil society and other donors active in the field etc);
 - 1.6 Support the working group to develop a project plan agreed with Lebanese Stakeholders for the project implementation (2010-2012);
 - 1.7 Support the working group in elaborating the action plan with the objective to introduce Entrepreneurship as key competence in the national educational system.
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- 2.1 Provide expertise to train teachers, managers of selected schools and career guidance counsellors in Entrepreneurial Learning;
 - 2.2 Organise Training workshops for teachers, managers of selected schools and career guidance counsellors in Entrepreneurial Learning;
 - 2.3 Support school staff and career guidance counsellors in developing pedagogical material and tools for Entrepreneurial Learning;
 - 2.4 Organise and support the first pilot implementation in a selected school;
 - 2.5 Organise a dissemination conference by the end of 2012.

Target groups:

Education, employment and industry ministries, Employers and workers organisations and other non-governmental interest groups, schools.

Time frame: 2010 – 2012

NB: *This proposal of activities has to be approved by the Lebanese Authorities*



BACKGROUND INFORMATION TO ANNEX I

Summary

After the Doha Agreement, the forming of a government in May 2008 and the success of the Parliamentary elections on 7 June 2009, Lebanon is now facing a wide variety of challenges ranging from political reforms, economic recovery, and restoring the trust of the Lebanese population to revive the economy.

In November 2008, the European Union External Relations Council has welcomed the return to normal functioning of the Lebanese institutions following the Doha agreement and reaffirmed its full support for the Lebanese authorities.

The Ministry of Foreign Affairs of Italy and ETF agreed, upon request of Lebanese authorities, to support Lebanon in the following two projects:

- Awareness-raising on the principles of a National Qualification Framework that can integrate the different initiatives currently being undertaken by the key institutions, and
- Upgrading of the existing education strategy to include entrepreneurship as a key competence with due reference to curriculum, teachers training and school management.

1. Socio-economic background

Since the July 2006 hostilities, Lebanon has been experiencing political, economic, social and security difficulties. This prolonged political turmoil has now been resolved through the Doha Agreement that was concluded in May 2008 which paved the way for the election of a new President on the 25 May 2008 and the formation of a new government that took place on the 11 July 2008. This government prepared the parliamentary elections held with success in the 7 June 2009 and a new democratic government is now being formed by the 14 March coalition led by Saad Hariri.

After more than 2 years of legislative lockout, during which the Government focused on implementing reform initiatives that did not require legislative action, Lebanon now finds itself presented with an opportunity to advance much needed difficult reforms.

The total **population** of Lebanon is about 4 millions and is composed of three predominant ethnic groups and religions. Approximately 60% of the resident population is Muslim, while the remaining are Christians, a small community (less than 1%) of Kurds inhabits the country. About 360,000 Palestinian refugees have registered in Lebanon with the United Nations Relief and Works Agency (UNRWA) since 1948. Approximately 90 percent of the Lebanese population is urban and concentrated mainly in Beirut and Mount Lebanon. Arabic is the official and predominant language, while French is also widely spoken. A small but growing segment of the population speaks English and very small community speaks Armenian.

The activity rate of the Lebanese population is one of the lowest in the Mediterranean region. The active population was estimated to be 1.23 million in 2007, representing an economic activity rate of 43%. Several factors have been identified as contributing to this situation, namely, the low participation of women in the labour market, the fact that the contribution of declared occupation by women in rural areas is under-estimated, and the importance of the informal economy.

The high **unemployment** among youth and women, in the majority of Lebanon's economic sectors, is one of the striking features resulting from the cyclical slump during the last years. It should be one of the main economic concerns of the country over the coming years. While official figures are not considered entirely reliable, or merely inexistent in most sectors, the estimated unemployment rate is between 15 and 20% and concerns particularly the new labour market entrants. In 2007², the unemployment rate for the 15–24 age groups account for 45% of the unemployed population, and most of these are first-time jobseekers. Non educated individuals are least affected by unemployment (5%), and a large number of skilled Lebanese people seek and obtain employment abroad. This situation can be explained by an inability of the labour market to develop innovative strategies that would attract workers with intermediate qualifications.

The high political instability and major security risks have led to a significant deterioration of the business environment, one of the most attractive in the region. The resilience of the Lebanese **economy** is largely based on the flexibility of its economic structure, made up almost exclusively of

² MEDA-ETE data collection, based on Household surveys

small and medium-sized companies, the strong entrepreneurial spirit of its population, and the solidity of its financial and banking sector. The economy is largely based on the service sector, which accounts for around 70% of Gross Domestic Product (GDP), while the share of industry and particularly of the manufacturing sector has been steadily declining. Manufacturing activities accounted for 11.4% of GDP in 2006. With a GDP of 4% in 2007, the Lebanese economy showed once again a strong resilience to political instability.

The most dynamic sectors for export are agriculture and industry sectors. The tourism activities are reviving and an important increase in the number of tourists is foreseen for 2009.

Public-private consultation involving business associations is fluctuating. Professional associations have traditionally been very strong and able to influence policy decisions and protect the interest of their members. The representatives from the private sector, such as the Chamber of Commerce, Industry and Agriculture (CCIAB) and the Association of Lebanese Industrialists (ALI), are invited to governmental meetings regarding sector-specific issues. Nevertheless, involvement of the private sector in Lebanon takes place on an ad hoc basis, their capacity to influence decision-making is somewhat hampered by a lack of structure, limited resources and political differences.

2. Key policy issues and strategies in the Human Capital Development Sector in the country

There are several challenges that the new Lebanese government will have to address in coming period. Major challenges are related both to the situation in the labour market and the critical regression of the quality of public education system.

Labour Market: High unemployment rate among youth, low contribution of women to economic life, large size of the informal sector, the influx of foreign workers into the country's labour market as well as Palestinian refugees and the large number of skilled Lebanese people seeking and obtaining employment abroad are the main features of the Lebanese Labour Market. While reconstruction investments and the rapid growth of the economy will increase employment opportunities to a certain extent, unemployment is still estimated to be between 15 and 20%. The unemployment rates for first-time job seekers are twice the national average. There is limited information on trends in employment by sector and branches. The limited capacity in human and financial resources of 'National Employment Office' (NEO) hamper its missions to lead labour market surveys in a regular basis and improve the link between demand and supply through guidance and counselling, vocational qualifications and placement services. According the Robert Schuman Centre Advanced Studies³, of the total number of workers in Lebanon, 85.4% work for private sector companies and institutions; 64% work in the services sector.

Enterprise policy and Human Capital Development: Lebanon is fully involved in the implementation of the Euro-Med Charter for Enterprise. The assessment exercise led by the European Commission in collaboration with ETF, Organisation for Economic Cooperation and Development (OECD) and European Investment Bank (EIB), revealed limited development on entrepreneurship education and training in terms of both policy and delivery in lower and upper secondary education. Another key feature of the assessment which stands out particularly is the development of entrepreneurship as a primary pillar of careers guidance and counselling. The pilot experience of the Euro-Mediterranean Partnership (MEDA) regional project "Education and Training for Employment" through the work with INJAZ (ex Junior Achievement Lebanon) highlight the necessity to consider entrepreneurship as a realistic career option.

In terms of skilled manpower within the enterprise environment, Lebanon stands out for its efforts in promoting trade skills for enterprises and particularly management development for expanding businesses. However, a concerted effort is required to build baseline data on enterprise training needs and training take-up. This will be important to determine effectiveness particularly of start-up training where significant public funds are allocated, and where policy adjustments and more efficient resource allocation could be deployed.

SLFI, the Lebanese syndicate of food industry, is one of the most active professional associations which launch the first private/public partnership attempt in Vocational Education and Training (VET) sector by supervising the agro-food school of Qab Ilias in the fertile Bekaa valley. This initiative is supported by European Commission and ETF.

³ Labour Markets Performance and Migration Flows in Lebanon, Jad Chaaban, American University of Beirut, April 2009 (Robert Schuman Centre Advanced Studies)

Education system: Before the civil war, Lebanon had one of the best education systems in the region, with one of the highest levels of literacy being among Lebanese aged 15 and over. The civil war destroyed the education system, many schools were closed, international teachers and lecturers left. Lebanon saw the creation of an alternative, private education sector. Even with the end of hostilities with Israel in 2007, the situation continued to deteriorate, as many schools were damaged or served as shelters for displaced persons. Access to education is also limited due to inequities in personal wealth. Enrolment in universities (both public and private) dropped significantly. Education reform is a major challenge, especially in terms of training of graduates in those skills currently demanded by the labour market. Initial steps have been taken to prepare a strategic plan for the primary and secondary sectors, as well as for Vocational Education and Training (VET). However, many significant challenges are still to be addressed, such as: developing institutional capacity at all levels (Ministry of education, Directorate General for Vocational Education and Training, VET institutions); enhancing the role of social partners in the steering, management and the delivery of VET system; creating a clear framework for lifelong learning.

The National Education Strategy completed in 2008, outlines an education reform. Among the main priorities are: a) the prevention and reduction of dropouts and repetitions in school, and b) promotion of citizenship education.

A Secretariat for the Education Development was created in January 2009 at the central level to control and follow up all reform programmes and projects. At present, most staff is still to be hired and trained. At the regional level, planning and management capacities and intra-sectoral communication are insufficient and shall be strengthened. The same is true about several key directorates at the central level:

- The Centre for Education Research and Development (CERD) which is officially in charge of planning and data collection, research and elaboration of education plans,
- The 'Direction de l'Orientation Pédagogique et Scolaire' (DOPS), responsible for oversight and counselling in pedagogy at the school level, and
- The Directorate for Private Sector (DPS), responsible for harmonisation of school rules and practices between private and public education.
- The Directorate for Technical and Vocational Education (DGTVE) responsible notably of the pilot project on public/private partnership supported by the European Commission Delegation since 2007 in food industry.

National Indicative Programme 2011-2013 for Lebanon (Draft concept note) foresees between 50% to 60% of the 2011-2013 bilateral envelope to be devoted to support the implementation of the Action Plan in its social and economic component (46 % were allocated to support this priority in the previous NIP). Addressing strategic (medium and long-term) planning capacities and better coordination, policy development, and public finance management will allow the European Commission to better target reform needs via sector and/or budget support in the years 2011-2013. The support could be proposed in the form of:

- Support to policies stimulating growth, increasing the competitiveness of the Lebanese economy and promoting innovation,
- Support to the reform of education and research policy (including vocational training).

In this situation and giving the important need for strengthening the institutional capacities and governance of the education sector at national and regional levels the government of Lebanon has identified as priority for support:

1. Design and implement a **national qualifications framework** as a useful tool to ensure further pathways between general education and technical and vocational education and to support the achievement of strategic HR development goals across the field of education and training and progress on the issue of transparency of qualifications,
2. Upgrade of the existing education strategy to include **entrepreneurship as a key competence** with due reference to curriculum, teachers training and school management. Entrepreneurial learning being recognised as a major lever to economic growth and labour market improvement.

3b. LOGFRAME – Entrepreneurial learning in Lebanon

INTERVENTION LOGIC	OBJECTIVELY VERIFIABLE INDICATORS	SOURCES OF VERIFICATION	ASSUMPTIONS
OVERALL OBJECTIVE LEBANON 2010: : To contribute to the reform of the system of education and training in order to be responsive to economic and social objectives			
<p>SPECIFIC OBJECTIVE 2: ENTREPRENEURIAL LEARNING</p> <p>To promote Entrepreneurial Learning policy and support the introduction of entrepreneurship mindset and skills as a key competence in Lebanon</p>	<ul style="list-style-type: none"> Mid-term perspective Action Plan (2013-2016) for the introduction of Entrepreneurship as key competence in the overall educational sector formally agreed by the Ministry of Education and Higher Education by end 2011 At least one school implement Entrepreneurship as key competence 	<ul style="list-style-type: none"> Official correspondences between the European Training Foundation and the Ministry of Education and Higher Education and Italian cooperation representatives Government official documents 	<ul style="list-style-type: none"> Political stability in the country Commitment of the government toward the education programme covering the introduction entrepreneurship in the curricula
<p>Result 1: A Mid-term perspective Action Plan (2013-2016) for the introduction of Entrepreneurship as key competence in the overall educational sector is developed</p>	<ul style="list-style-type: none"> Working group established and officially recognised by Ministry of Education and Higher Education by January 2010 Knowledge and capacities on Entrepreneurial Learning of working group enhanced through capacity building actions by November 2010 (at least 12 people) Mid-term perspective Action Plan (2013-2016) for the introduction of Entrepreneurship as key competence in the overall educational sector formally agreed by the Ministry of Education and Higher Education by end 2012 	<ul style="list-style-type: none"> Project's progress report 	<ul style="list-style-type: none"> Selected members commit themselves to the project on a continual basis
<p>Result 2: An Entrepreneurial Learning pilot is implemented in a selected segment of the educational system</p>	<ul style="list-style-type: none"> Teachers and Management of selected schools, as well as newly recruited career guidance counsellors, trained in Entrepreneurial Learning as key competence by March 2011 Pedagogical material and tools developed by teachers, management of a selected school and career guidance counsellors through the support of the working group by July 2011 Entrepreneurial Learning taught as key competence in a selected schools during academic year 2011 - 2012 	<ul style="list-style-type: none"> Project's progress report 	<ul style="list-style-type: none"> Concerned institutions remain committed to the project

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<p>ACTIVITIES 1:</p> <p>1.1 Provide advice to Ministry of Education and Higher Education in the composition of the working group in terms of profile and expertise needed</p> <p>1.2 Provide support to the Ministry in the definition of a clear mandate for the working group</p> <p>1.3 Organise shadow working with peer institution and study visits in relevant EU/Neighbourhood countries for capacity building and exchange of practices;</p> <p>1.4 Provide expertise to increase working group general and specific knowledge on Entrepreneurial Learning</p> <p>1.5 Organise 4 technical workshops involving the working group and other key stakeholders (social partners, school staff, civil society and other donors active in the field etc..)</p> <p>1.6 Support the working group to develop a project plan agreed with Lebanese Stakeholders for the project implementation (2010-212)</p> <p>1.7 Support the working group in elaborating the action plan with the objective to introduce Entrepreneurship as key competence in the national educational system.</p>	<p>ACTIVITIES 2:</p> <p>2.1 Provide expertise to train teachers, managers of selected schools and career guidance counsellors in Entrepreneurial Learning</p> <p>2.2 Organise Training workshops for teachers, managers of selected schools and career guidance counsellors in Entrepreneurial Learning</p> <p>2.3 Support school staff and career guidance counsellors in developing pedagogical material and tools for Entrepreneurial Learning</p> <p>2.4 Organise and support the first pilot implementation in a selected school</p> <p>2.5 Organise a dissemination conference by the end of 2012</p>	<p>MEANS</p> <p>European Training Foundation staffing: 0.8 (0.6 x 3)</p> <p>European Training Foundation missions: 12 (4x 3)</p> <p>Project activities:</p> <ul style="list-style-type: none"> - Technical Assistance - Events - Visibility actions - Miscellaneous (e.g. translation etc..) <p>Funds : € 100000 Italian Ministry of Foreign Affairs</p>	<p>PRECONDITION:</p> <p>Commitment of government remain strong throughout the project life</p>
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