

LEBANON

ETF country information note 2010

1. Summary

After the Doha Agreement, the successful forming of a government in May 2008, the success of the Parliamentary elections in June 2009, and a new democratic government formed in November 2009 by the 14 March coalition led by Saad Hariri, 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 EU External Relations Council welcomed the return to normal functioning of the Lebanese institutions following the Doha agreement and reaffirmed its full support for the Lebanese authorities.

The ETF's intervention strategy 2010-11 built on the pivotal role of human capital development in economic growth, competitiveness and social equity, will focus on:

1. Contributing to awareness-raising about the principles of a National Qualification Framework (NQF) that can integrate the different initiatives currently being undertaken by the key institutions;
2. Upgrading the existing education strategy to include entrepreneurship as a key competence with due reference to curriculum, teacher training and school management;
3. Enhancing Lebanese involvement in ETF regional projects;
4. Supporting the European Commission in its interventions in the reform of education, training and employment policies and their capacity to support cross-cutting policy objectives of equity and competitiveness;
5. Carrying out the "Torino Process" and "Education & Business Study" policy analysis.

2. Socio-economic background

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

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

The total **population** of Lebanon is about 4 million and is composed of three ethnic groups and religions. Approximately 60% of the resident population is Muslim, while the remainder are Christians, a small community (less than 1%) of Kurds inhabit the country. About 360,000 Palestinian refugees have registered in Lebanon with the United Nations Relief and Works Agency (UNRWA) since 1948. Approximately 90% 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 work by women in rural areas is under-estimated, and the importance of the informal economy.

The high **unemployment** rate among young people and women in the majority of Lebanon's economic sectors is one of the striking features resulting from the slump of 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 non-existent in most sectors, the estimated unemployment rate is between 15 and 20% and concerns particularly the new labour market entrants. In 2007¹, the unemployment rate for the 15–24 age group accounts 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.

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 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 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. Tourism activities are being revived and a significant 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 interests of their members. 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, and their capacity to influence decision-making is somewhat hampered by a lack of structure, limited resources, sectarianism and political differences.

3. Key policy issues and strategies in human capital development in the country

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

Labour market: High unemployment among young people, the low contribution of women to economic life, the 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 the human and financial resources of the National Employment Office hamper its attempts to carry out regular labour market surveys and improve demand and supply through guidance and counselling, vocational qualifications and placement services. According the Robert Schuman Centre Advanced Studies², 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 HCD: 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 the ETF, OECD and EIB, revealed limited development on entrepreneurship education and training in

¹ MEDA-ETE data collection, based on household surveys

² Labour Market Performance and Migration Flows in Lebanon, Jad Chaaban, American University of Beirut, April 2009 (Robert Schuman Centre Advanced Studies)

terms of both policy and delivery in lower and upper secondary education. Another key feature of the assessment is the development of entrepreneurship as a key competence and a primary pillar of career guidance and counselling. The pilot experience of the MEDA regional project "Education and Training for Employment" through the work with INJAZ (previously Junior Achievement Lebanon) highlights the necessity to consider entrepreneurship as a realistic career option and paved the way for Lebanon to introduce entrepreneurship as a core feature of the learning system.

In terms of skilled manpower within the enterprise environment, Lebanon stands out in its efforts to promote 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 in determining the 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 food industry union is one of the most active professional associations. It launched the first private/public partnership in vocational education and training sector by supervising the Qab Ilias agro-food school in the fertile Bekaa valley. This initiative was supported by the EU and the ETF.

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 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 people. 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 graduates in skills currently needed 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, vocational training institutions); enhancing the role of social partners in the steering, management and delivery of the VET system, creating a clear framework for lifelong learning etc.

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

A Secretariat for education development was created in January 2009 at 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 need to 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 overseeing and counselling in pedagogy at the school level; and
- The Directorate for the Private Sector (DPS), responsible for harmonising school rules and practices between private and public education.
- The Directorate for Technical and Vocational Education (DGTVE) responsible for the food industry pilot project on public/private partnership supported by the EC Delegation since 2007.

The National Indicative Programme (NIP) 2011-13 for Lebanon (draft concept note) foresees the allocation of 50% to 60% of the 2011-13 bilateral envelope for the implementation of the social and economic component of the Action Plan (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 2011-13. The support could be for:

- policies to stimulate growth, increase the competitiveness of the Lebanese economy and promote innovation:

- the reform of education and research policy (including vocational training).

4. EU and other donor interventions in the country

Lebanon is one of the main Mediterranean beneficiaries of EU assistance. The EU through its various instruments is Lebanon's leading donor. The main goal the partnership between the EU and Lebanon is to promote the country's development as a democratic, politically open and economically strong neighbour. Today the legal basis is set out in the EU-Lebanon Association Agreement, which was adopted in 2002 and entered into force on 1 April 2006. The EU-Lebanon Action Plan (January 2007) gave a new impetus to bilateral relations in the framework of the European Neighbourhood Policy (ENP). Based on respect of democratic principles and fundamental human rights, both documents, provide a framework for political dialogue, co-operation in economic policy as well as close co-operation in the social field and better cultural understanding.

A Lebanon Country Strategy Paper 2007-13 and a National Indicative Programme 2007-10 have been adopted by the EU and the Lebanese Government to define the priorities for assistance. The assistance provided was refocused after the 34-day military conflict to provide support to the government and society for national reform and reconstruction. In July 2008, the European Commission announced a total of €42 million in assistance to Lebanon under the ENPI for that year³. Core sectors for this assistance include the development of the private sector, local development in northern Lebanon and the modernisation of the justice system.

The World Bank is a major donor in the education sector. In the late 1990s two loans of USD 56 million and USD 63 million were negotiated to fund general education and VET respectively. The World Bank is currently carrying out an important project (USD 44 million) aiming at the reform of the overall education system and building up a new strategy following in line with a SWAP approach. The SWAP, which was initially planned for a launch in January 2009 for general education and the second half of that year for vocational training and higher education, has had to be postponed to 2011 due to a number of unfulfilled eligibility criteria. In the framework of the new education strategy, a secretariat attached to the four existing directorates of Ministry of Education and Higher Education has been set up and supported not only by the government but also by different donors.

Since 1996, GTZ (the German Technical Cooperation Agency) has supported the introduction of a three-year dual vocational education programme in cooperation with the Department for Technical and Vocational Education. In addition to the dual training project, GTZ is launching a new project on the promotion of vocational education and training integrating SME development in Lebanon. The idea behind the project is to improve the employment of qualified staff in the SME sector by promoting trades and qualifications and in-company training. The budget allocated to the project is €6.5 million from April 2007 to March 2010. GTZ is working with the Ministry of Education and Higher Education as well as the four chambers of industry and agriculture in Lebanon.

The local coordination with Member States takes place through regular and thematic meetings chaired by the Delegation. The EC also maintains a dialogue with the World Bank and other donors (AFD, UN Agencies - UNDP, UNESCO). In the framework of the education SWAP, strengthened sector donor coordination is one of the main functions of the newly created secretariat.

5. ETF intervention strategy 2009-11

Given the current situation and the key policy challenges in human capital development in Lebanon, it has become clear that the current positive political situation presents an opportunity to advance much needed difficult reforms. It is also clear that the quality of education and training needs to be substantially improved to tackle the high unemployment rate among young people and that the private sector should play a more active role both in supply of education and training and linking with the labour market.

The ETF's intervention strategy in Lebanon is based on this analysis and focuses on four core themes, in which the ETF will address the quality of education and training, employability and the involvement of social partners in terms of capacity building as well as the establishment of partnerships and pathways between the different education sub-sectors and the labour market

³ The overall volume of EU assistance to Lebanon for the period 2007-10 will be €187 million.

(entrepreneurial learning, national qualification framework projects and e-learning) and analysis and evidence-based policy making (the Torino process and Education and Business study).

This strategy is based on the guidelines set out in the ETF's Mid-term Perspective for 2010-13, which are mirrored in the 2010 Work Programme and build on the achievement of the objectives set by the EU in its support to the country taking into account the major challenges identified above. In 2010, it will focus on the following:

- Contributing to awareness-raising and the design of a National Qualifications Framework that can integrate the different initiatives currently being undertaken by the key institutions;
- Upgrading the existing education strategy to include entrepreneurship as a key competence with due reference to curriculum, teacher training and school management;
- Enhancing Lebanese involvement in ETF regional projects;
- Implementing the "Torino Process" and "Education & Business Study" policy analysis.

The ETF mid-term strategy in Lebanon will build on 2009 activities and be fine-tuned and adapted to the priorities set up by the European Union through support to requests for the reform of education, training and employment policies.

1. Contributing to awareness-raising about a national qualifications framework that can integrate the different initiatives currently being undertaken by the key institutions

This intervention will focus on the following ETF core themes and functions:

- Labour market needs and employability (core theme B)
- Support to partner countries capacity building (ETF function 2)

In order to support Lebanese efforts to develop its human capital through the modernisation of the education sector as a whole with the participation of private sector and social partners, the ETF has been requested by the Ministry of Education and Higher Education to contribute to the design and establishment of a national qualifications framework that can integrate the different initiatives currently being undertaken by the key institutions in the framework of the newly agreed strategy. A major challenge for the education system in Lebanon is to ensure further pathways between general education and technical and vocational education and make vocational training and public education in general more attractive. There is now an understanding and an interest for a national qualifications framework as a tool to support strategic human resources development.

The objectives assigned to this project (long and short-term) will focus on awareness-raising about a national qualifications framework in Lebanon, and, on the basis of the progress made by the different stakeholders, support to the identified lead institution in its implementation. In close collaboration with the different stakeholders, ETF support will focus on the development of a national vision on the NQF and the drafting of an agreed action plan to be implemented in a selected sector.

This project is co-financed by the Italian Government through the Italian Trust Fund and will cover the period 2010-12.

2. Upgrading the existing education strategy to include entrepreneurship as a key competence with reference to curricula, teacher training and school management

This intervention will focus on the following ETF core themes and functions:

- Enterprises and human capital development: education and business partnerships (core theme C)
- Support to partner country capacity building (ETF function 2)

In the context of the new education strategy and based on previous work carried out by the ETF in the framework of the MEDA-EET project and the Euro-Mediterranean Charter for Enterprise, the ETF has ensured a follow up in 2009 by supporting the Guidance and Counselling Directorate to develop entrepreneurship as a primary pillar of career guidance. The ETF has extended the training for career

guidance counsellors on entrepreneurship (the 15 existing counsellors and others to be recruited), updating the training programmes and organising workshops on good practice, methodologies and new instruments for career guidance. Although still in an early phase of development, this innovative practice is clearly an area for policy learning by other countries in the Euro-Mediterranean region and beyond. This activity has paved the way for the introduction of entrepreneurship as a key competence in all levels and forms of the education system in a lifelong learning perspective.

In 2010, the ETF envisages using the newly established education strategy to include entrepreneurship as a key competence with reference to curricula, teacher training and school management. ETF support will focus on understanding the development of the concept and potential of entrepreneurship and how entrepreneurship (and related methods and activities) as a key competence, can bring more dynamism and innovation to different courses. A pilot implementation scheme in selected levels of general education will be developed through the revision of curricula, teacher training and school management:

3. Enhancing Lebanese involvement in ETF regional projects

Lebanon will pursue its participation to ETF regional projects notably:

a) The Euro-Mediterranean Enterprise Charter:

This intervention will focus on the following ETF core themes and functions:

- Enterprises and human capital development: education and business partnerships (core theme C)
- Input to Commission sector programming and project cycle (including an analysis of effectiveness at the request of the European Commission) (ETF function 1)
- Policy analysis (ETF function 3)

Lebanon participated actively, through its charter coordinator and national experts, in the establishment of the first generation of indicators in September 2007 for the early education system and another set of indicators for higher education in November 2008. In the first semester of 2008 Lebanon, along with all the other countries participating in the Euro-Mediterranean Enterprise Charter, undertook a self and independent assessment using the 80 indicators covering the 10 reform policy areas and the modernisation of the SME environment. This will allow cross-country comparisons to be made.

In 2010 Lebanon will join the cross regional pilot project initiated in 2009 with six countries (three Neighbourhood and three Enlargement countries) in higher education and has already identified the American University of Beirut (AUB) to be audited in 2010 (self assessment and peer review) using the new set of indicators elaborated in November 2008 by the 16 Western Balkans and Southern Mediterranean partner countries. In April 2010 a national expert will participate in a study visit and training sessions on the assessment and peer review process to be organised in Belfast in December 2010. Lebanon will participate in the dissemination event, which will be organised for the participating countries to share the final results of the assessment exercises in 2009 and 2010 and discuss possible adjustments to the higher education indicators.

b) Follow-up of e-learning regional project:

This intervention will focus on the following ETF core themes and functions:

- Vocational education and training system development and provision in a lifelong learning perspective (core theme A)
- Support to partner country capacity building (ETF function 2)

Due to the political and security situation in 2006/07, Lebanon has not been able to participate, with the other countries, in the elaboration of the modules or the capacity building provided in the framework of the e-learning component of the MEDA-ETE programme. In July 2009, the Minister confirmed the Ministry of Education and Higher Education's interest in benefitting from the courses elaborated with the other countries and the methodology to use them. The Ministry selected 15 vocational trainers in October 2009 and a first training session was organised on 3 and 4 November 2009. Other training sessions are being discussed with the Ministry to be organised before March 2010. Sustainability may be ensured by the three e-learning experts who have participated in the training sessions and who can extend the methodology to other trainers in Lebanon.

4. The “Torino Process” and “Education & Business Study” policy analysis

This intervention will focus on the following ETF core themes and functions:

- Vocational education and training system development and provision in a lifelong learning perspective (core theme A)
- Policy analysis (ETF function 3)

As part of its mid-term support strategy 2010-13, the ETF is launching a cycle of reviews of vocational education and training (VET) policies and systems, to be carried out every two years in all its partner countries and territories.

Called the Torino process, this exercise aims to analyse the internal efficiency of VET systems and the contributions of VET policies and systems to each partner country's broader policy objectives of sustainable economic and social development. Policymakers will be able to use the evidence gathered to assess future policy options.

The process will be facilitated by the ETF through a participative methodology and sets out to collect and analyse evidence on key policy objectives, trends, constraints and challenges as well as to highlight and disseminate examples of good practice. In the long-term, the process should become a guided self-assessment exercise for monitoring VET policies. The core analytical structure has been designed with flexibility in mind so that it can be adapted to the specific context and need of each partner country.

Based on the findings of the review, the ETF will discuss possible future VET policy support initiatives involving Lebanon. The findings will also be a reference for the ETF when it is requested by the European Commission to provide input to EU external assistance programmes.

In 2010, an in-depth review on cooperation between education and business will be prepared as a first study under the Torino Process. This study will map the policies, mechanisms and processes developed in partner countries, which support or constrain cooperation between education (professionally-oriented higher education and VET) and the economic world.

References

- ENPI; Country Strategy Paper 2007-13 and National Indicative Programme 2007-10
- National Education Strategy in Lebanon; Strategic Plan Document; December 2006
- Bank Audi; Lebanon Economic Report, 2nd Quarter 2008
- Lebanon Country study N° 13, International Poverty Centre, January 2008
- Report on the implementation of the Euro-Med Charter for Enterprise 2008 enterprise policy assessment EC, OECD, ETF Oct 2008
- Jad Chaaban, *Labour Markets Performance and Migration Flows in Lebanon*, American University of Beirut, April 2009 (Robert Schuman Centre Advanced Studies)
- National Indicative Programme 2011-13 for Lebanon (Draft concept note)
- The Lebanese Economy in 2008-09, Chamber of Commerce, Industry and Agriculture of Beirut and Mount Lebanon

Summary table 2010

Intervention	Themes and functions	Expected results	Activities	Project Outputs	Duration
<p>Contributing to the awareness-raising and to the design of a National Qualification Framework in Lebanon that can integrate the different initiatives currently being undertaken by the key institutions</p>	<p>Theme A Theme B Function 2</p>	<p>R1: Institutional capacities to formulate a comprehensive qualifications framework are developed R2: The main components of the Lebanese National qualifications framework are defined and agreed upon by all relevant stakeholders.</p>	<p>1.1: Set the role and functions of a national qualifications framework coordination committee (NQF-CC) by the end of the first quarter 2010 1.2: To carry out two annual workshops to build a common understanding on the main features of a NQF, and identify the added value of an NQF for Lebanon 1.3: To organise a study visit to build a common understanding on the main features of a NQF, and identify the added value of an NQF for Lebanon 1.4: Facilitate two meetings of the NQF CC to identify and analyse the current processes leading to qualifications development and validation 2.1: To draft the mapping of existing qualifications in Lebanon, including legal and institutional arrangements dealing with qualifications system 2.2: To facilitate two meetings of the QF CC aiming at identifying the main components of the future NQF such as the grid of levels and descriptors, quality assurance and governance of the Lebanese National Qualification Framework 2.3: Carry-out a pilot test on one selected economic sector, through involvement of main stakeholders in a national workshop. 2.4: Facilitate 2 meeting of the NQF CC to draft the proposal of the Lebanese National Qualification Framework for approval by Lebanese authorities 2.5 Organise a dissemination seminar by the end of 2012</p>	<p>Function 2 (Capacity Building) Structured dialogue with Partner Country stakeholders – Establishment of NQF Coordination committee + 3 workshops Peer Learning – Study visit for the NQF Coordination Committee Function 3 (Policy analysis) mapping of existing qualifications in Lebanon, including legal and institutional arrangements dealing with qualifications system</p>	<p>All 2010</p>

Intervention	Themes and functions	Expected results	Activities	Project Outputs	Duration
Upgrading of the existing education strategy to include entrepreneurship as a key competence with due reference to curriculum, teachers training and school management	Theme C Function 2	R1 A Mid-term perspective Action Plan (2013-16) for the introduction of entrepreneurship as a key competence in the overall education sector is developed R2: An EL pilot is implemented in a selected segment of the education system	<p>1.1 Provide advice to Ministry of Education and Higher Education on 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 four 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 (2010-12)</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 education system.</p> <p>2.1 Provide expertise to train teachers, managers of selected schools and career guidance counsellors in EL</p> <p>2.2 Organise Training workshops for teachers, managers of selected schools and career guidance counsellors in EL</p> <p>2.3 Support school staff and career guidance counsellors in developing pedagogical material and tools for EL</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>	Function 2 (Capacity Building) Peer Learning – Study Visit + shadow support from EU Peer (EL project) Thematic group – establishment of EL working group + 3 workshops	All 2010
Enhancing Lebanon involvement in ETF regional projects a) Euro-Mediterranean Enterprises Charter:	Theme C Function 1 Function 3	R1 New higher education entrepreneurship indicators piloted at the American University of Beirut (AUB)	<p>1.1 Recruitment of a local expert in charge of the self-assessment exercise</p> <p>1.2 Training of the local expert through a study visit to Belfast</p> <p>1.3 Implementation of the self-assessment at AUB</p> <p>1.4 Peer review of AUB self-Assessment from Zerban University (HR)</p>	See outputs identified for Entrepreneurship regional project	All 2010

Intervention	Themes and functions	Expected results	Activities	Project Outputs	Duration
Enhancing Lebanese involvement in ETF regional projects b) Follow-up of e-learning regional project:	Theme A Function 2	R1: 12 Vocational trainers taught the methodology for ICT	Two training sessions focusing on the methodology to use the courses developed in the framework of the MEDA ETE project.	Function 2 (capacity building) Training seminar for 12 trainers	January – March 2010
“Torino Process” and “Education and Business & Education Study” policy analysis	Theme A Function 3	R1: Torino Process: Information gathering from national sources and country report R2: Education and Business study: taking stock of practices, experience, constraints and challenges as well as recommendations drawn from the country in terms of Education and Business partnership	1.1 Desk Research 1.2 Stocktaking and information gathering 1.3 Drafting the country report 1.4 Validation seminar 2.1 Participation of Lebanese contact person to the launch event of the Education and Business study 2.2 Desk Research 2.3 Stocktaking and information gathering 2.4 Drafting the country report	Function 3 Country report	January – September 2010