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**Joint report on vocational training as a factor  
for competitiveness and job creation: priorities  
for economic and social agents**

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## I. INTRODUCTION





1. The EuroMediterranean Summit of Economic and Social Councils (ESC) and Similar Institutions held in Rabat (Morocco) on 16 and 18 October 2008 laid down, as part of the working programme for 2009-2010, the drafting of a Report on *Vocational training as a factor for competitiveness and job creation: priorities for economic and social agents*. The Report has taken two years to draw up, starting in 2009, with the drafting of a preliminary version submitted to the Summit held in Alexandria (Egypt), and ending in 2010 with the submission of the final Report at the Summit to be held in Rome on 10 and 11 November 2010.
2. At the Rabat Summit, the Spanish Economic and Social Council accepted the commitment to lead and coordinate this Report, which has been drawn up in collaboration with the Economic and Social Council of Bulgaria, the Economic, Social and Environmental Council of France, the National Economic and Labour Council of Italy and representatives of socio-economic circles in Morocco and Jordan.
3. The Report on *Factors for competitiveness and social cohesion for the construction of an integrated EuroMediterranean Area* (subsequently, the Athens Report), coordinated by the Spanish ESC and submitted to the EuroMediterranean Summit held in Athens in 2007, is one of the basic frameworks of reference for this document. This Report states the importance of education and training as factors for competitiveness for the construction of an integrated EuroMediterranean area, stressing the role played by Vocational Training as a tool for transition from school to work. Proper education and investment in human capital are crucial for guaranteeing economic growth in the long term, and make an effective contribution to reducing inequality relating to income, gender and other areas.
4. Moreover, since the main objective is to improve human capital in order to promote job creation, it is necessary to also consider the Report on *Priority actions to be carried out employment policies* (subsequently, the Rabat Report), which was coordinated by the Spanish ESC and submitted to the EuroMediterranean Summit in Rabat in 2008. Education and training are crucial for economic development and social cohesion in a number of ways, including: to increase labour productivity; to generate or assimilate new technologies which are essential for economic growth in the future; to help improve the social and labour situation through both greater participation in the labour market and, in general, greater social participation; and to promote the emergence of new entrepreneurs and a larger number of viable business initiatives.

5. These aspects are especially important in today's economic context. The financial crisis that began in the summer of 2007 in the United States spread fast to the real economy of the whole world via various interrelated channels<sup>1</sup>: extension of the crisis to the international financial system and the subsequent credit crunch; the generation of negative expectations for families and businesses and the subsequent, fast contraction of consumer spending and investment; and the reduction of international trade and financial flows. The main consequence for the world has been a sharp increase in unemployment, with the main risk of this serious situation being precisely a prolonged recession in labour markets, because the steep increases in long-term unemployment and the growth of informal unemployment are difficult to turn around, in contrast with the scenario of gradual recovery. Moreover, the crisis has held back, if not prevented, the Millennium Development Goals from being achieved, as it has relegated the adoption of measures designed to achieve them.

6. The global nature of the crisis has required the adoption of internationally-coordinated responses. Firstly, such responses focused on measures to expand demand and thus stimulate the world economy, while strengthening surveillance of financial markets in order to stabilise the financial system, with insufficient attention being paid to the structural factors behind the crisis. Measures were also adopted in the field of social protection and active employment policies. The G-20 stated in 2009 that, in order to guarantee fair, sustainable recovery for all, it was necessary, amongst other measures, to support employment by stimulating growth, investing in education and training and adopting active policies for the labour market focusing on those who are most vulnerable. That is, the crisis has strengthened the priority of the Millennium Goals and the need to focus on education in general and, more specifically, on Vocational Training.

7. The main conclusion of the Rabat Report ties in totally with the latter goals. It stated that the common denominator of Vocational Training systems should be adaptability to changing situations in the production fabric, irrespective of the system chosen and the weighting given to the different components of the educational and training system, the qualifications required and the industrial or professional sectors and branches that make up the production structure of each economy. In this context, reference should be made to the value of VT in anticipation strategies such as the European initiative entitled "New skills for new jobs"<sup>2</sup>.

8. Countries in the EuroMediterranean area need to have modern, efficient Vocational Training systems that can serve as tools for economic modernisation, successful

#### NOTAS

1. ILO, *The financial and economic crisis: a decent work response*, 2009.
2. European Commission, *New skills for new jobs: better matching and anticipating labour market needs*, COM (2008) 868 to end, dated 16 December 2008.

participation in the global economy and the generation of greater social cohesion, in order to contribute to job creation, promote self-employment and entrepreneurial activity, providing skills for people to enable them to participate fully in social and labour life and encouraging on-going training.

9. The wide range of objectives to be met by VT makes it necessary for it to be seen as a broad concept that can integrate the different groups it addresses and, therefore, the different areas and channels through which it can be provided. This Report thus considers initial training, which mainly addresses young people, providing them with the necessary education and qualifications and comprising both the training offered in schools and VT centres as well as various formulae for training plus employment, and including training given during apprenticeship programmes or through dual training systems, amongst others, but also training for employment that addresses both employed and unemployed workers in order to maintain and reinforce their employability.

10. A broad concept of training should take into account the training acquired through on the job experience and through non-formal learning channels. Amongst the latter, of undoubted importance are instruments such as qualification frameworks and systems for recognition, evaluation and accreditation of skills and competencies.

11. In the Mediterranean Member Countries (subsequently called MMC), the information available indicates that the following characteristics are shared by VT systems: poor valuation by students and families; bias towards poorly-skilled students and those from low socio-economic levels; lack of bridges from VT towards post-secondary training; a weak valuation of the role that can be played by training for employment with regard to business competitiveness and an improved production system. The European Training Foundation, which has produced several studies on this subject in this region, suggests a) that Vocational Training should be defined as a quality option; b) that social partners should be encouraged to participate; c) that coordination between the public and private sectors should be improved, with greater participation by the latter; d) that systems should be decentralised; e) that public funds should be increased in line with results and sources of finance should be diversified; f) that a culture of evaluation should be promoted. Many of the problems mentioned, together with others such as the low level of participation in vocational training which is sometimes linked to high rates of school drop-outs, or the poor matching between training and the needs of the production system, are problems that are shared with some Member States of the EU, as shown in this report, so the conclusions and policies proposed should take this into account.

12. This Report refers to some of the key aspects of VT in the EuroMediterranean area, and aims to clarify its current situation as well as the efforts that can be made, within a framework of cooperation, in order to make it an option for the future. Section II therefore describes the economic and demographic context of the EuroMediterranean area as well as the main characteristics of the education system in these countries.

Section III provides a broad analysis of Vocational Training, including training for employment and the necessary links with the labour market. On the basis of this analysis, Section IV analyses the framework for EuroMediterranean cooperation in the field of Vocational Training, covering the implications and potential for a regional, Mediterranean approach to VT based on cooperation. It considers the MEDA-ETE programme<sup>3</sup>, which aims to support MMC in the design and improvement of their VT policies as the cornerstone in such cooperation. Finally, the Report lays down the most relevant conclusions, and makes some proposals for future actions.

3. European Training Foundation (ETF), *Regional cooperation in education and training: the whole is more than the sum of its parts*, Synthesis report 2009.

## II. MACROECONOMIC, SOCIAL, LABOUR AND EDUCATIONAL CONTEXT



13. Any analysis of the diagnosis, objectives and policies for improving the factors involved in competitiveness and increasing social cohesion, which undoubtedly include VT systems, should be based on analysis of the different contexts of the countries of the EuroMediterranean Area with regard to their population structures, their economic structure and labour markets, and the situation of their educational systems. These are conditioning factors for their Vocational Training systems, for their efficiency and for policies to reform and modernise them.

### 1. Macroeconomic context

14. As stated in the Athens Report, the countries along the southern banks of the Mediterranean have made great efforts to grow in recent years, achieving GDP rates above those of the European Union. In this context, the recent economic crisis has led to a drop in the rate of GDP growth in the EU with negative rates in 2009 and 2010 in many of the EU countries, but the effects have not been so marked in most of the MMC because, with the exception of Israel and Turkey, even though there has been a slight drop, the rates are still above the European average.

15. However, in relative terms there has been little progress. Growth has been insufficient to improve the standard of living. This is largely due to the growth in population and the difficulty for creating jobs at a rate that can absorb the growth in the working-age population. The gross national income per capita in the MMC is still 30% of that of the EU-27.

16. Moreover, over recent years, production structure in the MMC has changed substantially, with a much smaller weight for the primary sector in GDP as opposed to services, which have seen marked growth. With the exception of Algeria, industry accounts for about 30% of GDP, while services have gradually risen in most of the countries to over 55%.

17. At the same time, trade relations with foreign countries, especially with the European Union, have become more intense in recent years, in both absolute and relative terms, although today's crisis situation has held back such flows because of the widespread slowdown in worldwide trade. Foreign direct investment has increased considerably in absolute terms over recent years but is still scarce in comparison with

flows towards other countries that have good training relations with the European Union.

18. Intra-regional trade amongst the MMC is still very limited. This is the result of limited regional integration, mainly because there are still barriers limiting trade within the Mediterranean area which undermine the region's competitiveness. Such barriers include lack of harmonisation of trade regulations, undeveloped intra-regional trade agreements, the existence of different regimes regarding product origin, the persistence of tariff and non-tariff barriers and a shortage of regional infrastructure, especially in the field of transport.

19. There are therefore weaknesses for exports by MMC, making it necessary to continue reducing obstacles to trade and improve transport and communications infrastructure. The latter are insufficient and result in increased transaction costs. Such improvements would lead to greater foreign direct investment (FDI) and would create a more favourable business climate for production and employment.

20. International experience over the last three decades shows that processes of marked economic growth are associated with high rates of investment, with the gross formation of fixed capital reaching levels of over 30% in emerging countries. In the MMC, however, investment in terms of gross formation of fixed capital is lower, at about 20-25% of GDP and, although it is far from the levels of more dynamic countries, over the last three years, there has been a slight increase. However, since this lower level of investment has taken place during a period of a marked increase in the working-age population, the result is a low capital/work proportion.

21. All of this makes it necessary to increase saving and domestic investment and to increase FDI flows. Creating a favourable economic environment and a simpler administrative framework with sound legal guarantees and sufficiently-developed infrastructure, financial markets and tax systems are some of the measures required to promote foreign and domestic investment and to bring success to business initiatives. In this context, public/private collaboration is important for correct distribution of internal investment.

22. Finally, and considering that the MMC have made gradual progress in strengthening democracy and respect for fundamental rights, as well as in management of the public sector, it is still necessary to work on good governance on national, regional and local levels, adopting measures to strengthen democratic institutions and improve transparency in public administration. This should help improve the institutional environment and promote a suitable climate for investment and economic development in the area. The main priorities are to re-orient and strengthen the role of the State in areas that are closely linked to sustainable development, such as education, health and infrastructure, in order to increase the impact of public actions and improve the quality of public services.



## 2. Social and labour scene

23. The population in all the southern Mediterranean countries has grown fast over recent years, with rates of 1-2%, as opposed to 0.5% in the European Union. The United Nations population projections for the next 25 years indicate that there will be a slight slowdown but the figure will continue between 0.5 and 1% in the MMC while decreasing in most of the European Union countries.

24. The increased population in the MMC can be partly explained by the increase in life expectancy over the last twenty years to about 70. This is about 10 years longer than during the 1980-85 period. Moreover, the breakdown of the population is very different on the two sides of the Mediterranean, with a population that is ageing fast in the EU-27 and a young population in most of the MMC.

25. Especially relevant are the different rates of growth in the working-age population in the European Union and the MMC. This has led in recent years to a situation in which increasing employment has been unable to absorb the growing working-age population. This development has undoubted consequences for the MMC, for both their educational systems and labour markets. The latter cannot absorb the growth so there is increased unemployment, with a negative effect on social cohesion and the generation of exclusion and poverty, as well as migratory flows.

26. In addition, the EuroMediterranean region has one of the world's highest and most intense migratory flows. Those coming from the southern shores mostly aim for the European Union countries and the member countries of the Gulf Cooperation Council. Moreover, in recent countries the MMC have become not only countries that generate a large migratory flow towards the European Union, but also transit countries for migratory flows from other countries.

27. In this context, one of the main socio-economic challenges faced by the Mediterranean is employment. On the south banks, the demographic factor is creating a large contingent of young people who are creating increased pressure on labour markets in which there are low rates of formal employment, high rates of unemployment and low levels of participation by women. The Rabat Report set the level of job creation required to simply avoid increases in unemployment in the region at 1.9%, taking into account only the demographic factor. If greater labour participation by women is considered, as well as the foreseeable drop in employment in the primary sector, the necessary percentage would be much higher. It is true, however, that this calculation does not take into account the depletion caused over recent years by emigration.

28. The latest data available show, for all the MMC, a rate of unemployment of 11.9%, rising to 25.2% in the case of young people aged under 25, with an employment rate of 42% and labour participation by women, measured by the labour force participation rate, of just 24%. Moreover, this data refers to the last period of marked economic growth of over 5% in the region. In 2009, growth was lower because of the

international economic crisis but, for 2010, according to recent forecasts<sup>4</sup>, it should be about 4.2% for the Maghreb and 5% for the Mashriq countries.

29. In the European Union, demographic projections for the medium and long term clearly indicate ageing in the working population and a drop in it in the long term if current demographic rates continue and even with migratory flows such as those recorded over recent years. The Rabat Report mentioned a possible drop of about 6% in the population aged from 16 to 64 in 2030. This projection has led the European Union to give priority to increasing labour participation by older women (from age 55) and, in general, to increasing participation by women in the labour market.

30. There has been a clear approximation between the Mediterranean countries of the European Union and the MMC in two fields: high rates of unemployment amongst young people, rising in several cases to over 30%, when the EU-27 average was 20.4% in 2009; and lower rates of labour activity by women, with values in almost all cases below this average and estimated at 50.3%. In the EU, the labour market was expected to receive a serious negative impact, which has been seen in a 2.3% drop in employment in 2009, and growth in unemployment to 9.1%, rising possibly to over 10% over the next two years. Again, the Mediterranean countries of the EU have been especially vulnerable with regard to unemployment. This situation, together with restoration of public finance, is especially difficult to turn around, even if the economy behaves well.

31. There is therefore a problem of unemployment amongst young people on both sides of the Mediterranean and this can be expected to become worse over the next few years. Above all, it affects young people with a low level of training, with higher numbers of school drop-outs. This is a group of population that is affected by the so-called labour segmentation which, amongst other factors, determines a high frequency of unstable and/or vulnerable employment situations, with people being more exposed to the risk of poverty even if they are working. Vulnerable employment, which can be estimated by situations of self-employment and especially family assistance, was calculated for 2007-8 at about 37% in North Africa and about 33% in the Middle East<sup>5</sup>. In both cases, figures were very positive over the past decade with a gradual drop in the percentage but, in the crisis, a further rise can be expected of 4-5 points in North Africa and 1-6 points in the Middle East. The risk of poverty in employment can be expected to double in both areas<sup>6</sup>, both because of an increase in sub-employment and because of the return to less productive, and consequently, less remunerative, sectors and activities. So what was a positive process can be expected to around, especially in

4. World Bank, *World Economic Outlook*, April 2010.

5. ILO, *Global Employment Trends-update*, May 2009.

6. Values of over 20% in extreme poverty, this being taken as when the family income is below 1.25 US dollars in ppp in homes in which one member is working. If the poverty line is set at 2 dollars under the same conditions, the percentage would be the worst possible scenario according to the World Bank, with values at about 40% for North Africa as a whole and 30% for the Middle East.

North Africa, with a reduction between 1999 and 2008 of almost 10 points in the ratio of poor workers.

32. The need to promote employment for women has also been seen throughout the Mediterranean, but with a marked difference between north and south. As stated in the Rabat Report, in the EU countries the rate of employment for women has been growing, with a close positive correlation with the level of training reached and the reduction in the birth rate, these being determining factors for women's employment. However, in most of the MMC there has been no rise in the rate of employment for women in spite of improved training for women and the lower fertility rates.

33. There has been an increase in labour force participation rates for young women aged up to 30. It is they who are leading the changes in education and in fertility in the MMC. But in order to consolidate this trend, it is necessary to continue to eradicate illiteracy and direct and indirect discrimination for reasons of sex, while also resolving other problems such as the high rates of unemployment for women which might discourage greater participation in the labour market. Also according to the Rabat Report, it is no less important for women to accept the important potential created by their participation in the labour market for their own and their family's and society's life.

34. This labour market panorama in the MMC points to the need for improving education and human capital formation and, in particular, for vocational training as a method for acquiring skills and qualifications in a constantly changing environment. Training for employment, which to date has not received sufficient attention, is especially important to promote integration by the above-mentioned groups for whom it is most difficult to join the labour market —women and young people. But it is also necessary to increase workers' qualifications and adapt them to the needs of the production system.

### 3. Education in the EuroMediterranean area

35. Over the last three decades, the MMC have been making marked progress in improving their human capital, which is critical for economic development and social cohesion. Starting out from schooling levels that were frankly low at every level, especially for girls, the region has managed —by allocating resources estimated at about 5% of GDP— to raise the average number of years spent in initial training to a level that is now only slightly below that noted in the emerging economies of Asia and America. As a result, participation in primary education is practically at the levels of the EU-25, although it is still necessary to reduce the considerable numbers of school drop-outs at this stage, which is currently about 7%.

36. Regarding participation in secondary education, levels in the MMC are still low in comparison with the EU, where it is practically universal. The average for 2005

in the MMC was 80% (gross rates), as opposed to 90% in the EU, with some countries well below this. The difficulty of retaining students at secondary level was mentioned in the Athens Report as one of the main problems faced by most of the MMC in the field of education. Moreover, unemployment affects a high percentage of people with secondary education in several MMC (practically all the large countries), indicating the presence of imbalance and problems at this level of education.

37. Moreover, the rate of participation in the educational system decreases with age reaching alarming proportions in the MMC, which record rates of participation at university level (average of 29%) that are much lower than for secondary education. As stated by the Athens Report of 2007, the lesser importance placed on higher education in comparison with education needs at previous stages —it does not form part of the objectives laid down by UNESCO for achieving education for all<sup>7</sup>— means that less attention is paid to this situation. However, it is necessary to promote university education because it is directly related to aspects that are essential for economic and social development —from the preparation and provision of teaching staff and school administrators to the creation of a scientific and technical grounding that is needed for generating and assimilating innovation processes.

38. Taken together, the high level of secondary school drop-outs, the limited participation in higher education and the poor supply and quality, especially in Vocational Training options, make the transition between school and work very difficult. This affects many young people in the region, and leads to high rates of unemployment for young people.

39. Some of these problems are broadly shared by the EU. There is still a significant level of school drop-outs throughout the EU. Greater efforts need to be made to correct this, together with preventive and corrective actions, especially in the countries where drop-out rates are highest, including those along the north banks of the Mediterranean. It is especially important to improve and diversify the education offered and to promote Vocational Training in all its dimensions, strengthening cooperation with enterprises in order to boost the quality and pertinence of the training offered.

40. Improving opportunities in education, for both men and women, requires greater efforts in the fields of education and training, especially with regard to improved access and quality of education systems in a context of life-long learning, but also considering the need for reform in educational systems in parallel to the situation of the labour market, with a view to providing suitable skills to the population entering it<sup>8</sup>.

7. UNESCO, *Education for All Global Monitoring Report, 2007*.

8. European Training Foundation (ETF), *Employability in the Mediterranean region: improving education, training and job-matching for the labour market, 2007*.

41. All of this requires suitable financing which can be estimated in the medium term, but it also requires more efficient educational and training systems, with regard to the provision of schools and educational infrastructure, teacher training and the creation of mechanisms to retain students during secondary education. Also impetus needs to be given to Vocational Training for young people, the unemployed and the employed, as well as lifelong learning.

### III. DIAGNOSIS OF VOCATIONAL TRAINING

42. The broad, integrated concept of Vocational Training adopted in this Report should allow analysis of the situation of VT in the EuroMediterranean area, stressing its main features, its strengths and weaknesses, the main problems involved and any shortcomings and imbalances which are largely shared by a large number of countries, as are the challenges faced by VT for setting up quality training systems.

43. A diagnosis of the situation of VT in the EuroMediterranean Area comes up against difficulties and limitations with regard to the availability of specialised, comparable and updated statistical data, especially for the MMC, on basic aspects such as participation, funding or results and performance. There are even greater limitations regarding information on training for employed and unemployed workers. Regional cooperation between the EU and the MMC in the field of Vocational Training and based on the MEDA-ETE regional programme (Education and Training for Employment) has pinpointed this basic shortcoming which makes it difficult to carry out a precise analysis of the situation of VT in the region and subsequently adopt policies for reform and improvement<sup>9</sup>. This instrument has therefore been used in recent years to set up mechanisms for collecting information, establishing cooperation and sharing experiences on VT in the region, facilitating the creation of networks of institutions and experts. Also studies have been carried out on subjects such as systems for on-the-job training, teacher training, career guidance and the transition from school to work.

44. One of the working areas of the MEDA-ETE Programme was precisely the drafting of a list of common markers on some of the basic aspects of VT. Definitions were drawn up on markers for context, expenditure and participation as well as aspects such as involvement by social partners and the anticipation of future needs for qualifications<sup>10</sup>. However, even though important steps have been taken in this direction, the data collection process has pointed out serious shortcomings in the availability of harmonised data with a sufficient breakdown. It is therefore recognised that the observatory work carried out should be considered a first step in a longer cycle in which mechanisms should be set up to produce comparable data that will be useful for

9. European Training Foundation (ETF), *Regional cooperation in education ...*; op.cit. 26 et seq.

10. <http://www.MEDA-ETE.net>.

designing policies<sup>11</sup>, so that recommendations can be made to regional and national institutions. Work carried out in the framework of the MEDA-ETE Project represents the greatest effort made to date to gain knowledge of VT in the region based on basic statistical data, creating the first instrument of this nature although the results obtained so far give very limited information, making comparisons impossible. It would therefore be desirable if tools for cooperation such as the Euromed Observatory could continue developing their potential so that real knowledge of the situation of VT in the region can be obtained.

45. However, irrespective of the limitations that exist for producing a diagnosis of VT in the EuroMediterranean region, it is necessary for policies and measures to be adopted on a number of key aspects of Vocational Training, including the following.

46. The levels of participation in initial vocational training show a situation that can and should be improved in the EuroMediterranean region. The information that is available on enrolment on technical and vocational programmes at ISCED 3 level (basically post-compulsory secondary education) as provided by UNESCO (see Annex),

*Participation in vocational training*

shows that there is a very wide range of situations in the EuroMediterranean area with differences not only between north and south but also within these areas. Average participation in initial VT is much higher in the EU, especially in the leading economies, than in countries in the south and east of the Mediterranean. Participation in VT, in comparison with total participation at secondary level, is relatively low in the MMC, with a few exceptions such as Egypt and, further away, Turkey and Israel<sup>12</sup>. Also, in MMC participation by women in comparison men is much lower than in the EU, with very few exceptions.

47. This indicates that there is a need to promote participation in VT studies, especially in the MMC. The conclusions of the “Marseilles Forum”<sup>13</sup> state that vocational training is still often seen in the Euro-Mediterranean Area as a secondary channel for people who have been excluded from the academic educational system, and the reputation of VT as a whole is poor.

11. European Training Foundation (ETF), *Regional cooperation in education ...*; *ibid.* p. 33. The ETF study acknowledges that “work on setting up the Euromed Observatory has pointed to serious shortcomings in terms of data collection and analysis of VT and labour markets and the use of such data in decision-making. There are still doubts about comparability of data in the Mediterranean region. In view of the complexity involved and the time needed, this phase should be seen as the first stage of a long cycle leading, where appropriate, to precise mechanisms for producing useful, comparable data for the adoption of policies in the region”.
12. The percentage of students enrolled in secondary education is above 85% in most of the MMC, although some countries have a lower level, such as Morocco (56%) and Syria (74%). European Training Foundation, *Human capital and employability in the 14 partners of the Union for the Mediterranean*, 2009, *op. cit.*, pp. 16-17.
13. 1st Euro-Mediterranean Forum on Vocational Training, Marseilles, 18 December 2008. The Marseilles Forum was one of the events organised that year under the French Presidency of the EU and was co-chaired by the French Minister of Employment and the Egyptian Minister for Industry and Trade.



48. In order to improve levels of participation, greater efforts should be made to allocate funds to VT and improve its quality (training centres, teaching staff, teaching processes), promoting career guidance services, adapting the training available and tightening the links between vocational training and the world of work by adopting different formulas for cooperation between training centres and enterprises.

49. The available studies indicate that the transition from school or training to work is generally difficult and dysfunctional in many countries of the region, as shown in the high rates of unemployment for young people and especially for women. There are a number of causes<sup>14</sup>. It is therefore also necessary to improve rates of insertion in the labour market for young people with training and to improve the matching between human capital formation, which has improved gradually over recent years, and the demand for work within the formal economy.

50. All the above would help boost the prestige and attraction of VT as a career option. But in order to improve levels of participation in VT it is above all necessary to strengthen policies to prevent school drop-outs, a problem shared by the MMC and some of the EU countries, as stated in relation to the educational scene in the region. It is important to increase the number of young people who continue their studies until they reach suitable levels of training.

51. Moreover, increased participation and access and, in general, an expansion of VT, should not be detrimental to the quality of training. Policies must be adopted to prevent the expansion of VT from being achieved at the cost of quality, efficiency and prestige.

52. There is a wide range of systems, models and experiences in Vocational Training in the EuroMediterranean area. The ways in which VT is organised and run are based on widely differing historical and political traditions and levels of economic development. Considering the objectives that are shared by all the countries with regard to economic modernisation, improved competitiveness and greater social cohesion, the VT systems of the 21st century should adopt what is best in each of the models that have been identified historically: state-run, dual or free-market models.

*Organising and  
managing training*

53. One of the conclusions of the “Marseilles Forum” was that, while national specificities should be respected, it is necessary to achieve more comprehensive and collaborative governance and regulation of training systems in the region, so that local administrations, enterprises and workers and entrepreneurs’ organisations can generate synergies helping them identify the competencies and skills that are needed in local

14. European Training Foundation (ETF), *Human capital ...*; op. cit. The ETF study mentions, amongst others, the shortage of quality jobs and low wages; in some countries, the availability of formal employment in the private sector leads to a low proportion of first jobs for those entering the labour market; the lack of matching between qualifications and the needs of employers, the poor or non-existent career guidance for students and for the unemployed, socio-cultural barriers for women and lack of experience in young people.

economies, develop training programmes and manage and evaluate state VT systems. At the same time, reforms in VT systems should be based on tools to classify qualifications that will guarantee coherence amongst the different programmes. They should cover national certification systems, guarantee the quality of all courses, set up procedures for recognising skills and qualifications, evaluate non-formal learning and labour experience, including that acquired in the informal economy, and guarantee a regular supply of on-going training for trainers.

54. It is important to take into account the roles that can and should be played in the organisation and running of VT by the different agents: the State, workers' and entrepreneurs' organisations, enterprises and the actual suppliers of Vocational Training. This should make it possible to identify the best experiences and practices that can be used to strengthen, modernise and adapt training systems.

55. While taking into account each country's characteristics and needs, consideration should be given to the possibility of setting up integrated VT systems, adopting instruments and policies that can serve to structure and connect initial Vocational Training with training for employed and unemployed workers. This would have advantages in that it would allow the integration of the different training programmes offered and the accreditation of the qualifications and skills acquired through different types of training, promoting lifelong learning.

56. Although in recent years some successful reforms have been carried out in VT systems, in certain countries access and structure continue to be too rigid, making individual training itineraries difficult. For VT to meet the complex and changing needs of enterprises and individuals, systems need to be flexible, allowing extensive access and creating links with general education and the working world. This would also boost the contribution that can be made by VT to on-going training. If VT systems are organised and managed on the basis of criteria for flexibility, this can help attenuate the unequal conditions for access, for reasons of social level or gender, that can be observed in some countries<sup>15</sup>. Special attention should also be paid to access for groups such as rural inhabitants.

*Access to training and links  
between the educational  
system and the labour market*

57. Flexible organisation of VT systems requires methods to make training compatible with work, allowing vocational training for adults, or building bridges between VT and general education. Key to all of this is flexible access to VT, meeting the needs of the population and including the promotion of distance training via Internet.

58. In general, an essential factor for modernising and improving VT is across-the-board adoption of information and communication technologies in training policies for access to VT, training syllabuses and training processes.

15. Ibid. pp. 18-19.

59. The recent processes of reform of VT systems have made progress in certain areas. However, in many countries there are still insufficient matching between the design of training courses and the demand for qualifications and skills. This is especially complex in a context of change in that constant adaptation is required.

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*Training supply: match between courses and the demand for qualification and skills in a context of change*

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60. The efficiency of Vocational Training requires teaching that meets the demand for qualifications and skills in a context of fast and constant change. For this to be possible, appropriate Vocational Training policies are needed, as are frameworks for qualifications and mechanisms to allow fast adaptation to changing production needs and new occupations and activities in emerging sectors. Modern VT systems must be agile in meeting the needs for skills and qualifications required by the production fabric, identifying fast any needs for training and transferring them to initial and on-going training courses.

61. One of the conclusions of the “Marseilles Forum” was the need for VT systems in the region to improve in order to meet the challenge of proper matching between jobs and the needs of enterprises and sectors, because training courses are not always designed in collaboration with them so often do not meet their needs. Moreover, it has been stated in other areas that one of the weaknesses of VT in the region is the lack of definition of the top-priority sectors for employment and the skills required. There must be greater connection between enterprises and society on a local and regional level, with participation by the social partners<sup>16</sup>.

62. The studies available point to the limited cooperation that exists today between training centres and enterprises, especially within the local production fabric. This is a shortcoming that makes it difficult for VT to meet the demands of the production system.

63. Guaranteeing adaptation of training to the requirements of employment and enterprises is related, amongst other things, to the way in which VT is organised and managed and to participation by enterprises and entrepreneurs’ and workers’ organisations. Studies show that there is insufficient participation by social agents, in some cases because of more general problems stemming from the lack of representative organisations. In some MMC, efforts being made today to reform VT systems aim to gradually step up the involvement of entrepreneurs and their organisations in determining needs for qualifications.

64. Quality VT requires a sufficient number of properly trained teaching staff. Analyses show that there is a shortage of qualified VT teachers and indicate problems such as a preponderance

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*Training centres and schools. Quality and innovation in teaching processes*

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16. European Training Foundation (ETF), *Social Partners in Education and Training: from policy development to implementation*, 2009.

of excessively academic profiles or a low level of socio-economic recognition. Greater recognition and on-going training for teachers are key for building up quality.

65. Also needed are networks of training centres having sufficient resources, sufficient modern equipment and good management. A supply of teachers under these conditions, with modernisation and updating of equipment obviously require sound financing.

66. For centres to be more efficiently managed, they need to have, amongst other things, a higher degree of autonomy than exists today in many countries, allowing for more intense use of facilities, longer working hours and a willingness to collaborate with the world of production, amongst others.

67. It is also necessary to improve training processes and to encourage innovation in VT. In this field, there is a wide range of possibilities for north-south cooperation by, for example, setting up networks of centres and teacher mobility programmes.

68. Also of interest is the creation of integrated VT centres in order to guarantee the provision of both initial training and training for employed and unemployed workers.

69. More specific studies carried out in the framework of cooperation indicate that there has been little development of practical training in enterprises, especially of experiences for training in alternation with employment.

Such episodic training exists in many countries

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*Training in work centres and systems for training plus employment*

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but is not included in the training system except for some countries where reforms have been carried out<sup>17</sup>.

70. In addition to improving schools and training centres, VT policies should promote training in businesses and workplaces using different tools, such as agreements amongst the public administrative bodies that are responsible for VT and business associations, the development of learning programmes, dual training programmes and programmes alternating with employment, the regulation of methods for different types of employment contract involving training, etc. A key role can be played in this by workers' and entrepreneurs' organisations.

71. Although career guidance is now receiving greater attention, it has not yet been adopted to a sufficient extent in many countries in the region. Efficient, integrated

systems for guidance and information on vocational training and employment should therefore be set up in order to achieve greater transparency and better dissemination of the vocational training on offer, any

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*Information and career guidance for training and employment*

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opportunities for learning and possible training itineraries that will help people find a place on the labour market. Such systems are key in the field of training for both employed and unemployed workers.

17. European Training Foundation (ETF), *Human capital ...*; op. cit.

72. Some analyses have shown, for certain countries in the south and east of the Mediterranean, such as Algeria, Morocco and Tunisia, amongst others, that there are relatively good levels of job-finding for students with VT qualifications<sup>18</sup>. However, some of these countries, report relatively low levels of participation by young people in VT. Guidance services are therefore especially important in the field of initial training to encourage young people to see VT as an educational and training option that will improve their potential for the labour world.

73. The situation and structure of VT funding must be considered a key element as there seem to be many problems that are shared by the different countries. The conclusions of the “Marseilles Forum” indicate that priorities for funding in educational systems tend to focus on higher education rather than vocational education. Also, it often happens that funding mechanisms do not allow real allocation of funds to VT.

*Funding - sufficiency and varied sources*

74. Moreover, there is often a lack of transparency, analysis and information in funding structures for VT, in comparison with secondary or higher education of a general nature. This means that very few countries have a statistics system giving data on the aggregate costs of vocational training.

75. VT systems need to have transparent funding that will guarantee sufficient coverage and quality courses. Broad, high-quality coverage of needs requires a range of sources of funding, starting with public expenditure in line with economic needs for human capital formation and including a sufficient contribution from the private sector.

76. Trends today for offering on-the-job training, either through apprenticeship programmes or dual, small-scale pilot programmes often face problems in many MMC because their continuity and viability still depend to a large extent on receiving support from donors<sup>19</sup>. Sources of funding for the basic VT courses should, on the contrary, be stable and foreseeable over time. Some successful programmes in certain MMC financed with the support of donors have subsequently found a permanent place in VT systems.

77. In some areas, it is stated that funding for VT is excessively based on parameters such as student numbers, without taking into account the performance and results of training centres. This may be a barrier, discouraging improvement, innovation and the search for excellence. Results should therefore be taken into account when designing funding mechanisms.

78. Many of the aspects covered above are especially relevant with regard to training for employment, which is still a key element of life-long learning. However, in the MMC it is still not receiving due consideration as a mechanism allowing both employed and unemployed workers to strengthen their professional and technical skills. This would improve

*Training for employment*

18. Ibid., pp. 27-28.

19. MEDA-ETE Regional Project, *Synthesis Report 2009*.

employability, helping the unemployed find jobs and giving greater job stability to those already employed.

79. In spite of the lack of data allowing comparison of the training situation for employment in the region, some studies on individual countries or groups of countries indicate the main problems faced by training for employment in the region: insufficient investment, access barriers and poor quality assurance.

80. As stated above, the need to increase funding for vocational training within the educational system as a whole requires more public financing but also promotion of greater participation by the private sector. This can be encouraged even more for training for employment because, within vocational training as a whole, funds mostly go to initial training and, to a much lesser extent, to training for employment.

81. Moreover, the information available indicates that participation in this type of training is scarce and uneven. Ongoing training mostly involves workers with a higher educational level or those working in larger companies, which also occurs in some EU countries. Not all enterprises are accustomed to offering on-the-job training nor do they all understand the necessary link between the development of human resources and increased competitiveness. Many tend, rather, to limit participation by their workers<sup>20</sup>. As a result, on-going training is undeveloped and unregulated. The challenge, therefore, is to achieve greater involvement by enterprises and business organisations representing them, not only in the design and definition of training courses in line with their needs, as mentioned above, but also in their actual participation in training actions. By way of example and based on the only information available on this for countries of the Maghreb<sup>21</sup>, less than 2% of enterprises in Morocco and 1% in Tunisia do not participate in on-going training actions.

82. Although there is no clear policy for promoting on-going training in the region, in some countries different measures to stimulate it have been adopted. One measure are systems for tax discounts to encourage greater participation in training actions, especially in SMEs. However, this has not been sufficient incentive to increase participation rates. Also, certain sectoral training programmes have been organised in collaboration with business associations with the aim of promoting training for unskilled adults. And there have been more recent initiatives such as the creation of training funds in Jordan and Egypt.

83. Training for unemployed workers is one of the most needed active policies for improving employability and helping people find jobs. In the EuroMediterranean region, such measures are especially necessary for young people looking for their first jobs. The problem is especially great because there are large numbers of young people for

20. MEDA-ETE Regional Project, *Synthesis Report 2009*; *op. cit.*

21. European Training Foundation (ETF), *Continuing training practices in the Maghreb region*, 2003.

whom this is very difficult, and this results in very high rates of unemployment for young people<sup>22</sup>. In this case, vocational training is an essential tool for promoting insertion in the labour market.

84. Clear, precise policies and instruments are needed to promote training for employment for both employed and unemployed workers. In this area, the role that can be played by public employment services should be considered, as stated in the Rabat Report.

85. Moreover, the lack of investment and participation tie in with the need to guarantee the quality of training in order to meet individuals' needs for qualifications but also with the requirements of the production system. This requires systems for quality assurance and evaluation of results, going beyond mere administrative control. This need to see evaluation as a tool for control and efficiency of any actions taken is shared with the European Union, where the need to guarantee the results of measures has led to the creation of mechanisms to evaluate actions receiving public funding in terms not only of efficiency but also of effectiveness.

86. Recognition of qualifications is still pending in some countries but increasing interest is now being shown on the part of governments and civil society in general<sup>23</sup>. Programmes for reform are being set up with the dual aim of achieving internally a legible, flexible, transparent and consistent framework for qualifications (defining profiles, regulations, curricula and links with the labour market) while also obtaining international recognition and respect for them. In fact, the national frameworks for qualifications are the main tool by which reforms in the field of vocational training can be channelled and linked to the labour market, from the points of view of on-going learning and the promotion of mobility. A key role can be played in all this by the social partners. In the EuroMediterranean area, Morocco and Tunisia have already made progress by adopting measures to accredit training institutions and establishing regulations to be complied with for providing training.

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*Recognition and accreditation of qualifications and vocational skills. towards national qualifications frameworks*

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87. Although these measures are just starting out in many countries and, anyway, the adoption of a system of qualifications requires a long period of time, there are clear advantages in having a national qualifications framework and working towards a regional framework. This is already under way at sector level (tourism and construction)<sup>24</sup>. Also, tools for recognition, evaluation and accreditation of qualifications and skills resulting from work experience or non-formal learning methods should be developed. All this will require improving the transition from school to work, linking

22. European Training Foundation (ETF), *Human capital ...*; op. cit.

23. European Training Foundation (ETF), *Qualifications that count: strengthening the recognition of qualifications in the Mediterranean region*, 2009.

24. Towards the end of 2009, a pilot programme for collaboration was launched between Egypt, Jordan, Morocco and Tunisia with the aim of setting up a regional framework for qualifications in two sectors-tourism and construction.

learning with the needs of the production system, establishing approaches to training that will raise labour capabilities and promoting on-going learning.

88. Moreover, the existence of a recognised and internationally-respected qualifications framework may contribute to policies to manage migratory flows, promoting mobility and helping immigrants to find jobs in line with the training and skills obtained in their countries of origin.

89. Regarding improved qualifications and skills, it is important to take into account the predominant role played by the different methods of non-formal training in many countries in which the informal sector bears a relatively great economic weight. This type of training, which has not yet been included on the political agenda, is very important for certain groups of population, as traditional, informal training continues to be the main method for obtaining skills, especially for young people who drop out from school or even for qualified workers who are unable to find jobs in the formal sector. In such cases, it is personal connections and knowledge of trades that allow them to find their first jobs, which are often of an informal nature.

90. The main problem in this case is the lack of certification of skills acquired this way. To date, this has not been of special interest because few countries have placed importance on skills developed in the informal sector, although it seems that such measures are now being drawn up to recognise the relevance of such skills<sup>25</sup>. In fact, in order to improve the functioning of traditional skills learning, some governments have introduced formulas such as apprenticeship contracts or the possibility of alternating on-the-job with institutional training and have even established levels of remuneration, incentives for employers or age requirements for such options.

91. Finally, there is unanimity regarding the problem of the lack of mechanisms for monitoring and evaluating quality in VT systems in most countries. This is especially important with regard to training for employed and unemployed workers (training for employment), an area which has specific quality characteristics and needs, as stated above.

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*Promoting a culture of quality  
evaluation in vt systems*

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92. Therefore, promotion of quality Vocational Training at all levels and in all areas, as a factor for competitiveness and job creation, requires mechanisms and procedures for quality evaluation of VT systems, of the efficiency of training and of constant adaptation to the needs of the labour market.

25. European Training Foundation (ETF), *Apprenticeships and enterprise-based learning systems in the Meda Region*, 2008.



## IV. VOCATIONAL TRAINING IN THE FRAMEWORK OF EUROMEDITERRANEAN COOPERATION



93. In the process of EuroMediterranean cooperation that began with the start of the Barcelona Process in 1995, education has always been a priority. More specifically, through the Meda funds, the main mechanism for financial cooperation at that time, up to 2005 nine general education programmes were funded, with more than half the funds going to primary education rather than secondary education and Vocational Training.

94. The new period of EuroMediterranean cooperation which began in 2005 after the Barcelona Summit, led to new actions for cooperation in the field of education, with great interest being shown in matters relating to educational and socio-cultural exchanges. A set of basic, quantitative targets for education were drawn up: to halve illiteracy by 2010, to ensure that all children complete at least primary education by 2015, to improve ratios of completion of the different education levels for women and students with difficulties, and to improve higher education and cooperation in education and research<sup>26</sup>.

95. In the field of Vocational Training, the most relevant initiative was the MEDA-ETE programme. With a budget of 5 million euros, it was managed by the European Training Foundation between 2005 and 2008. Its main objective was to support the MMC in the design and adoption of measures relating to Vocational Training to help promote employment by adopting a regional approach.

96. The MEDA-ETE started out with the intention of covering three main aspects in the field of Vocational Training. The first was to offer an area for cooperation between the MMC and their EU partners. In practice this has taken the form of an annual conference to debate subjects relating to Vocational Training and the creation of a EuroMed Observatory which aimed to draw up, systematise and analyse information so that the situation of the various MMC could then be compared. The second was to support young unemployed people so that they can become self-employed workers or set up microenterprises, with a view to reducing the high level of unemployment for young people in these countries. The third was to strengthen competencies in new

26. In this last area, one important initiative was the EuroMediterranean University (EMUNI), based in Slovenia, which aims to progress towards a EuroMediterranean Area in the field of higher education. The EMUNI was established as an International network of universities (with 142 members from 32 countries).

technologies, promoting the use of information and communication technologies (ICT).

97. The assessment of the programme carried out in 2009 included among its successes and in addition to the above-mentioned creation of the Euromed Observatory: the sharing of information and knowledge and of experiences and good practices between countries, the adoption of methodologies and the design of common markers, as well as the analysis of processes of reform in vocational training. One of the cornerstones of these reforms was to progress towards national qualifications frameworks, enhancing the transparency and cohesion of the system.

98. Moreover, in the framework of the MEDA-ETE programme, more specific projects for cooperation were adopted such as the creation of a working network to study matters relating to teacher training, improved career guidance for students, recognition of vocational qualifications obtained in countries of origin, and the definition of certain concepts allowing the adoption of measures, including the comparative analysis of transitions between school and work in Europe, the temporary labour market, ongoing training and the common quality guarantee framework. Finally, in connection with promoting the use of ICT, initiatives such as EUMEDIS and MEDFORIST were adopted in the Meda region.

99. During its implementation, the MEDA-ETE programme helped increase awareness about the importance of regional cooperation, providing solutions to a number of problems and serving as a platform for sharing experiences. However, in future, it would be desirable for efforts to be stepped up to take full advantage of its achievements. During the programme's final conference held in Turin in May 2009, the determining factors for the success of regional cooperation were established: political commitment, a common regional agenda and connection with national reform processes. The challenges to be overcome were also stated: absence of integration and synchronisation between different reforms and programmes, the fragmented adoption of reforms in vocational training, limited capacity for accepting changes and learning policies, and a lack of experience and capacity<sup>27</sup>.

100. After the end of the MEDA-ETE programme, a new project for cooperation was implemented for the period 2009 to 2011, with the approach on adult learning and quality in post-secondary education.

101. Cooperation between the EU and the MMC in the field of VT should receive greater support in the framework of the updated Barcelona Process: Union for the Mediterranean. This framework offers a good opportunity for strengthening the existing tools for cooperation in the EuroMediterranean area based on priorities and targets set by mutual agreement. More specifically, it would be important to consolidate the expansion of Community programmes to include participation by

27. Closing conference 2009, "MEDA-ETE Project: The whole is more than the sum of its parts".

the MMC, especially in the field of education, research and vocational training<sup>28</sup>. It is necessary to reflect on the possibility of holding periodic Ministerial conferences on VT in the region, to draw up a regional agenda with specific objectives. The Ministerial Forum of Marseilles could be seen as the starting-point for this process.

102. Finally, the importance of furthering South-South cooperation must be stressed. Methods for achieving this include the shoring of good practices and experiences and the performance of comparative analyses.

103. Within the framework of cooperation, civil society has an important role to play, especially the social partners. Such cooperation has usually taken place through the annual Summits of Economic and Social Councils, and this Report stems from this context. But this participation has also led to the conclusions and recommendations adopted at the main discussion fora for social partners in the EuroMediterranean area and which must be taken into account for Vocational Training: EuroMediterranean entrepreneurial summits, the EuroMediterranean trade union forum and actions in the Euro-Mediterranean network for the social economy.

*The role of social partners in vt*

104. In the 2009 ETF report<sup>29</sup> on the social partners in vocational training, it was seen that social dialogue in vocational training is becoming increasingly important in all countries at a national level, but it could be developed further in other fields such as collective bargaining. Some countries are adopting initiatives aiming to strengthen tripartite dialogue and, in some, the social partners are becoming increasingly involved in education and training processes.

105. From the conclusions of this report it can be deduced that, in spite of efforts made in social dialogue regarding policies and strategies for vocational training, greater efforts need to be made on a institutional level in order to achieve greater inter-ministerial cooperation, particularly amongst those responsible for education, labour and the economy, as well as greater dialogue and collaboration with the social partners.

106. Considering all the above, the role of the social partners with regard to VT should be strengthened as follows:

- The social dialogue should be promoted, and channels for consultation and participation by workers' and entrepreneurs' organisations should be strengthened. This requires that policies for supporting and strengthening such organisations be adopted in parallel. This should help improve the adaptation of VT to the reality of the production sector and the needs for worker qualification.

28. Resolution of the European Parliament of 19 February 2009 on the Barcelona Process: Union for the Mediterranean (2008/2231 (INI)). 2010/C 76 E/15.

29. European Training Foundation (ETF), *Social Partners in Education and Training...*; op. cit.

- The capacity of workers' and entrepreneurs' organisations to act as training partners should be enhanced. Especially, their potential for structuring the relationship between training centres and enterprises as well as formulae for training and employment should be developed.
- The capacity for cooperation of workers and entrepreneurs' organisations on both sides of the Mediterranean should be enhanced in order to debate and share experiences and to create networks for collaboration.

## V. CONCLUSIONS AND PROPOSALS





1. Education and training are key factors for economic development and social cohesion in the EuroMediterranean area. Education and training policies are crucial for strengthening human capital, enhancing employability and, in general, for generating better social and labour conditions, as well as for improving productivity and competitiveness, once new technologies have been assimilated. Constant efforts and suitable levels of investment in human capital are crucial for pushing up economic growth in the long term, while helping to reduce inequalities in income, gender and other areas.

*While recognising that great progress has been made in the education field over the last three decades, it is still necessary to consolidate such progress and strengthen education and training systems as a whole. This will lay the foundations for sound, efficient development of vocational training.*

*In particular, modern, efficient systems of vocational training are needed as tools for economic modernisation, for successful participation in the global economy and for generating greater social cohesion.*

2. The leading role played by vocational training as a tool for the transition between school and work should be stressed. Employment is both the objective of training and a key area for implementing it. Vocational training is a method for acquiring skills and qualifications in a scenario which is constantly changing. It increases the training of workers and helps them adapt to the needs of the production system, but also improved employability assists in promoting integration in the labour market for groups for which this is particularly difficult, such as young people and women.

*Therefore, in view of its strategic value, vocational training should be placed at the centre of education policies and active employment policies. This will make it possible to build up the human capital that is needed to modernise traditional sectors and activities while also opening up new areas of activity and technology-intensive sectors, which provide added value. VT should be considered to see how it can help generate more and better employment and promote an entrepreneurial spirit, by providing the qualifications that people need in order to boost their social and labour participation and encourage on-going training.*

*Vocational training should be an instrument for facilitating job creation but also for promoting self-employment and entrepreneurship. This can be encouraged at every level of the educational system, starting from primary schools.*

*Considering the central role played by training in education and employment policies, it might be advisable to advance towards greater integration of VT systems taking into account the characteristics and needs of each country. Instruments should be adopted to set up initial vocational training and link it with training for employed and unemployed workers.*

3. Interest in Vocational Training in the MMC is especially justified in the context of the region's demographic projections. Population growth and an increasing working-age population in the next few years require intensive training policies so that the new labour factor entering labour markets will be properly prepared. In fact, one of the main challenges faced by these countries is to achieve a high, sustained rate of job creation and to improve the quality of jobs. This is especially difficult considering that, in spite of the great efforts to achieve growth that have been made in recent years, the standard of living has still not risen sufficiently.

*Moreover, although the consequences of the economic crisis for the MMC have not been as clear as in other countries, this should be an opportunity for adopting and driving forward a new, knowledge-based model for sustainable economic growth. This is the context in which the role to be played by vocational training throughout the Mediterranean should be defined. Efficient, modern VT systems can be an important factor for improving the position of countries within the global economy.*

4. Diagnosis of the situation of VT in the EuroMediterranean Area is hampered by limited availability of specialist, comparable, updated data, especially in the MMC. These limitations exist on basic aspects but are especially serious with regard to training for employed and unemployed workers. Relevant steps have, however, been taken to overcome these shortcomings in the framework of regional cooperation between the EU and the MMC, through the MEDA-ETE regional cooperation programme. Such steps include drafting of a list of common markers and the creation of an Observatory on basic aspects of VT. However, the data collection process is still just starting up and has shown serious deficiencies in harmonised data, with an insufficient level of breakdown, and the programme has ended without results being achieved in terms of availability of sufficient information.

*It is therefore still necessary to lay the foundations for better knowledge of VT in the region, with comparable, updated statistics. It is desirable for cooperation instruments such as the Observatory to continue operating in order to contribute to real knowledge of the VT situation in the region.*

5. Participation in initial VT is seen to be at low levels in several countries in the EuroMediterranean Area, especially in the MMC. This indicates the need for promoting participation in VT studies, especially in countries along the south and eastern shores of the Mediterranean, without growth affecting the quality of training.

*Raising participation requires improving the quality of VT in many respects, such as training centres, teaching staff and teaching processes, all of which must be based on*

sound funding. It is also necessary to promote career guidance services, adapt training courses and promote cooperation between training centres and enterprises. In all these aspects, there is plenty of scope for cooperation between the EU and the MMC, for example, by creating networks of leading centres and by adopting teacher mobility programmes.

However, at the same time, raising levels of participation also requires improving rates of job-finding for young people, especially by intensifying policies to combat school drop-outs, a problem that is shared by many countries in the EuroMediterranean Area.

6. In recent years, successful reforms have been carried out in VT systems but there are still persistent barriers making it difficult for people to follow their options and strategies for on-going training. Training systems should be made more flexible so that they fit better in general education and are better connected with labour activity. This can help overcome inequality of access for socio-economic reasons and can also promote on-going training.

The modernisation and improvement of VT should benefit from the integration of information and communication technologies (ICT) in all training policies, including access to VT, thus promoting distance learning.

*Fast technological development amounts to an important challenge, requiring key competencies as well as on-going improvement and updating of skills. Full integration of ICTs in VT syllabuses can help in reaching these objectives, reducing possible socio-economic differences in access to and use of ICTs.*

7. One of the problems faced by VT in many countries in the EuroMediterranean Area is the inadequate matching between training courses and the demand for qualifications and skills. Amongst the causes of this weakness is the scarce or non-existent participation by social partners in the design of courses. VT systems must respond fast to provide the qualifications and skills demanded by the production sector, identifying needs for training and transferring them to initial and on-going training.

*The above requires appropriate VT policies, the definition of qualifications frameworks and mechanisms to adapt fast to changes in production or to new jobs and activities in emerging sectors, while also strengthening participation by social partners and enterprises.*

8. In many countries in the region, VT suffers from poor development of on-the-job training, with formulae for training while working that involve only occasional episodes.

*Therefore, in addition to improving schools and training centres, VT policies should promote training in enterprises and in workplaces by using tools such as agreements between the public administrations that are responsible for VT and entrepreneurs' associations or the development of learning programmes, these being some of the areas in which workers and entrepreneurs' organisations can play an important role.*

9. Career guidance is an area which has been receiving growing interest in recent years, but it is still insufficiently developed in many countries in the region and is

non-existent in others, even though it is a key tool in VT systems in their connection with labour markets.

*It is therefore necessary to develop effective, integrated tools for guidance and information on Vocational Training and employment, with the aim of achieving greater transparency and better dissemination of vocational training possibilities, opportunities for learning and possible training itineraries in order to facilitate job market integration and re-integration. In some countries, an effective career guidance system can help turn good VT results in terms of labour integration into improved levels of participation in training.*

10. The situation and structure of VT funding, being a key element, must be taken into account to achieve sufficient, balanced levels of funding.

*VT systems must have transparent funding, guaranteeing sufficient coverage and quality teaching and training programmes. This requires stable, diversified sources of finance, based on public expenditure in line with needs for human capital formation and with sufficient provision from the private sector. The design of funding should take into account the performance and results of training in order to motivate improvements, innovation and the search for excellence.*

11. With regard to training for employment, in the MMC this is not yet at a level at which it can be considered an essential tool for improving worker employability and for helping them find jobs by strengthening their vocational and technical skills.

In spite of the lack of statistics, which is especially marked in the case of training for the employed and unemployed, and especially in the MMC, the main problems faced by training for employment are lack of investment, especially by the private sector, and difficult access resulting in unequal, limited participation. These are especially serious in the case of on-going training in that they help workers in large companies who have a higher level of education. Also there are insufficient guarantees as to the quality of the training given to meet the needs for qualifications for individuals and the requirements of the production system.

*Moreover, in addition to continuing with the initiatives set up by some countries over recent years, it is necessary to promote the role of training for employment as one of the most pressing policies, especially in the case of young people for whom it is difficult to gain access to the labour market.*

*In this context, training for the unemployed is key for preventing job losses from turning into long-term unemployment, with larger numbers of people entering the irregular economy or giving up all activity, with the consequent risk of increasing poverty and exclusion.*

*It would also be appropriate to encourage greater involvement by the private sector, both in funding and in participation in such actions.*

*In this connection, it is also necessary to promote greater participation by the social partners.*

*It must again be stressed that it is necessary to improve the statistics in order to better identify the situation and problems existing for training for employment in the*

*EuroMediterranean Area and to establish mechanisms for control and evaluation of the results achieved in terms of efficiency and effectiveness.*

12. Traditionally, the recognition of qualifications has been a longstanding problem in the EuroMediterranean region, although in recent years it has become sufficiently relevant to form part of the political agenda, leading to several individual and even regional initiatives. In the MMC, a predominant role is played by the varied methods of non-formal learning, because of the relatively large weight of the informal sector in the economy. This type of training is very important for certain groups, such as young people who drop out from school, qualified workers who cannot find jobs in the formal sector and workers in the informal sector. For all of them, this is the main way for acquiring skills.

*As a result, training systems should be opened up to people who have already acquired skills in their working experience or via non-formal methods of learning, offering flexible rules for access and systems to recognise skills.*

*For this purpose, it is necessary to develop tools for recognition, evaluation and accreditation of qualifications and skills acquired during working experience or via non-formal learning methods. Well-defined, flexible qualifications frameworks are the ideal tool for establishing links between vocational training and the labour market, guaranteeing the identification, accreditation and recognition of qualifications and skills, offering security and transparency for enterprises and facilitating strategies for on-going training for individuals.*

13. The lack of mechanisms for monitoring and evaluating quality in VT systems is a unanimously-recognised problem in most countries, and is especially serious in training for employment.

*The promotion of quality VT at all levels and in all areas, as a factor for competitiveness and job creation, requires mechanisms and procedures for evaluating the quality of VT systems, the efficiency of training and its constant adaptation to the needs of the labour market.*

14. Over recent years, there has been intense cooperation between the EU and the MMC in the framework of the Barcelona Process which, for the specific area of Vocational Training, has had a specific, relevant tool in the MEDA-ETE regional cooperation programme. Its main aim has been to support the MMC in the design and implementation of measures relating to VT that would help promote employment adopting a regional approach. This programme has led to progress in terms of information and knowledge sharing, and included the creation of a EuroMed Observatory. There have also been shared experiences and good practices between countries, the adoption of methodologies and the design of common markers as well as the analysis of VT reform processes. In general, the Programme has helped increase awareness of the importance of regional cooperation.

*For the future, it would be desirable to maintain and even to step up efforts to reap full benefit from all the achievements of this process of cooperation. Cooperation in VT*

*between the EU and the MMC should receive added impetus in the framework of the new Barcelona Process: Union for the Mediterranean. This framework represents a good opportunity for strengthening existing tools for cooperation in the EuroMediterranean Area based on the priorities and targets that have been set by mutual agreement. The aim should be to make VT one of the qualitative cornerstones of the Union for the Mediterranean. It would be appropriate to consider holding a specific, periodic Ministerial Conference on VT in the region, to draw up a regional agenda laying down specific objectives. The Ministerial Forum in Marseilles in 2008 could be taken as the starting-point in this process.*

*Moreover, it is necessary to promote development of South-South cooperation by, amongst other things, sharing good practices and experiences and carrying out comparative analyses among the different countries.*

15. Finally, the important role that can, and should, be played by the social partners in everything relating to the modernisation and promotion of Vocational Training in the EuroMediterranean Area should be stressed. *This role should be promoted with regard to the following:*

- *Promoting social dialogue and reinforcing channels for consultation and participation by workers and entrepreneurs' organisations, in the specific field of vocational training, in order to better adapt VT to the production system and the needs for worker qualifications.*
- *To promote the capacity of workers' and entrepreneurs' organisations as agents for training, developing their potential for forming links between training centres and enterprises, and for formulas for training and employment.*
- *To promote the capacity for cooperation by workers' and entrepreneurs' organisations on both shores of the Mediterranean in order to debate and share experiences and to set up networks for collaboration in the field of VT.*

## ANNEX OF TABLES





**TABLE 1. MACROECONOMIC CONTEXT OF THE EU AND MEDITERRANEAN MEMBER COUNTRIES**

Countries	Average annual growth in GDP (%)		GVA by sector (%GDP) <sup>a</sup>			Gross National Income per capita in PPP (in \$)	Inflation <sup>b</sup>	Public deficit (% GDP) <sup>b</sup>	Public debt (% GDP) <sup>b</sup>
	2001-2008	2009	2008			2008	2009	2009	2009
			Agric.	Indust.	Serv.				
<b>European Union</b>									
Germany	1,3	-4,9	0,9	30,2	69,0	35.950	0,2	-3,3	73,2
Austria	2,1	-3,5	1,9	30,9	67,2	37.360	0,4	-3,4	66,5
Belgium	1,8	-3,0	0,8	23,2	76,1	35.380	0,0	-6,0	96,7
Bulgaria	5,6	-5,0	7,3	30,5	62,2	11.370	2,5	-3,9	14,8
Cyprus	3,6	-1,7	2,1	19,6	78,3	24.980	0,2	-6,1	56,2
Denmark	1,3	-4,9	1,3	26,1	72,6	37.530	1,1	-2,7	41,6
Slovakia	6,2	-4,7	3,1	38,0	58,9	21.460	0,9	-6,8	35,7
Slovenia	4,3	-7,8	-	-	-	27.160	0,9	-5,5	35,9
Spain	3,1	-3,6	2,8	28,9	68,3	30.830	-0,2	-11,2	53,2
Estonia	6,7	-14,1	2,9	29,1	68,0	19.320	0,2	-1,7	7,2
Finland	3,0	-7,8	2,7	32,4	64,9	35.940	1,6	-2,2	44,0
France	1,7	-2,6	2,0	20,4	77,6	33.280	0,1	-7,5	77,6
Greece	3,9	-2,0	3,3	19,7	77,0	28.300	1,3	-13,6	115,1
Netherlands	1,9	-4,0	1,7	25,5	72,9	40.620	1,0	-5,3	60,9
Hungary	3,4	-6,3	4,3	29,4	66,2	18.210	4,0	-4,0	78,3
Ireland	4,5	-7,1	-	-	-	35.710	-1,7	-14,3	64,0
Italy	0,8	-5,0	2,0	27,0	71,0	30.800	0,8	-5,3	115,8
Latvia	7,4	-18,0	3,1	22,7	74,2	16.010	3,3	-9,0	36,1
Lithuania	7,4	-14,8	-	-	-	17.170	4,2	-8,9	29,3
Luxembourg	3,8	-3,4	0,4	15,9	83,7	52.770	0,0	-0,7	14,5
Malta	1,8	-1,5	-	-	-	22.460	1,8	-3,8	69,1
Poland	4,2	1,7	4,5	30,8	64,6	16.710	4,0	-7,1	51,0
Portugal	1,0	-2,6	2,4	23,9	73,7	22.330	-0,9	-9,4	76,8
United Kingdom	2,3	0,7	0,7	23,7	75,6	36.240	2,2	-11,5	68,1
Czech Rep. 4,3	-4,1	2,5	37,6	59,9	22.890	0,6	-5,9	35,4	
Romania	6,3	-7,1	7,1	25,2	67,6	13.380	5,6	-8,3	23,7
Sweden	2,6	-5,1	1,6	27,9	70,5	37.780	1,9	-0,5	42,3
<b>MMC</b>									
Algeria	2,0	5,7	8,2	61,1	30,7	7.890	4,5	11,4	7,2
Egypt	4,7	16,2	14,1	36,3	49,6	5.470	14,1	-7,8	76,5
Israel	0,7	3,3	-	-	-	27.450	4,8	-	-
Jordan	2,8	-0,7	3,2	29,4	67,4	5.720	14,9	-6,1	66,1
Lebanon	9,0	1,2	6,4	24,0	69,6	11.750	10,8	-9,9	162,5
Morocco	5,2	0,9	13,7	27,3	59,0	4.190	3,9	1,9	48,5
Palestinian A. -	-	-	-	-	-	-	-	-	-
Syria	3,9	2,5	18,1	35	46,9	4.490	14,5	-3,2	30,8
Tunisia	2,9	3,7	10,3	29,6	60,0	7.460	5,0	-0,8	48,2
Turkey	4,5	-4,5	8,7	28,3	63,0	13.420	6,3	-	-

a) The data on average growth in GDP are from Eurostat for all the countries of the European Union and Turkey. For the other MMC, they are from the IMF.

b) Data for the EU and Turkey are for 2009, and for the MMC for 2008.

Source: World Bank, *World Development Indicators 2009*, Eurostat and International Monetary Fund, *Regional Economic Outlook. Middle East and Central Asia*, 2009.

**TABLE 2.** POPULATION CHARACTERISTICS IN THE EU AND THE MEDITERRANEAN MEMBER COUNTRIES

Countries	population Total	Population growth	Net rate of migration	Population aged below 15	Population aged 65 and over	Human development index (HDI) <sup>a</sup>	
	Millions	%	Per 1000 inhabitants	(% of total)	(% del total)	Value	Ranking
	2008	2006	2000-05	2008	2008		2007
<b>European Union</b>							
Germany	82,1	-0,1	2,7	13,7	20,0	0,947	22
Austria	8,3	0,6	2,5	15,2	17,0	0,955	14
Belgium	10,7	0,7	1,3	16,9	17,2	0,953	17
Bulgaria	7,6	-0,5	-1,3	13,4	17,3	0,840	61
Cyprus	0,9	1,8	-	18,2	12,8	0,914	32
Denmark	5,5	0,4	2,3	18,4	15,9	0,955	16
Slovakia	2,0	0,1	0,2	13,9	16,0	0,880	42
Slovenia	5,4	0,3	1,0	15,6	12,0	0,929	29
Spain	45,6	1,6	9,7	14,7	16,9	0,955	15
Estonia	1,3	-0,2	-1,5	15,0	17,0	0,883	40
Finland	5,3	0,4	1,6	16,8	16,5	0,959	12
France	62,3	0,8	1,0	18,4	16,6	0,961	8
Greece	11,2	0,4	3,2	14,2	18,2	0,942	25
Netherlands	16,4	0,2	1,9	17,9	14,7	0,964	6
Hungary	10,0	-0,2	1,0	15,0	16,1	0,879	43
Ireland	4,4	2,4	9,8	20,6	11,1	0,965	5
Italy	59,8	0,6	2,1	14,2	20,1	0,951	18
Latvia	2,3	-0,5	-1,0	13,8	17,2	0,866	48
Lithuania	3,4	-0,6	-1,2	15,3	16,0	0,870	46
Luxembourg	0,5	3,4	8,7	18,0	14,0	0,960	11
Malta	0,4	0,7	-	16	14	0,902	38
Poland	38,1	-0,1	-0,4	15,2	13,3	0,880	41
Portugal	10,6	0,3	4,8	15,4	17,5	0,909	34
United Kingdom	61,4	0,6	2,3	17,5	16,3	0,947	21
Czech Rep. 10,4	0,3	1,0	14,1	14,7	0,903	36	
Romania	21,5	-0,2	-1,4	15,2	14,9	0,837	63
Sweden	9,2	0,6	3,5	16,7	17,7	0,963	7
<b>MMC</b>							
Algeria	34,4	1,5	-0,6	27,7	4,6	0,754	104,0
Egypt	81,5	1,8	-1,3	32,5	4,5	0,703	123,0
Israel	7,3	1,8	4,9	27,8	10,0	0,935	27,0
Jordan	5,9	2,3	3,7	35,1	3,6	0,777	96,0
Lebanon	4,2	1,1	-2	25,8	7,3	0,803	83,0
Morocco	31,6	1,2	-2,6	28,8	5,3	0,654	130,0
Palestinian A.	3,9	3,4	-	45,2	2,9	0,7	110,0
Syria	20,6	2,7	-0,3	35,3	3,2	0,742	107,0
Tunisia	10,3	1,0	-0,4	23,7	6,7	0,769	98,0
Turkey	73,9	1,3	-0,7	27,2	5,8	0,806	79,0

a) The HDI is a measure of human development indicating average progress in a country in three areas: health and longevity; enrolment in education, and a decent standard of living, these being the reference values for calculating the HDI.  
Source: Eurostat and World Bank, *World Developments Indicators 2009* and United Nations Development Programme, *Human Development Report 2009*.

**TABLE 3.** LABOUR FORCE PARTICIPATION AND EMPLOYMENT RATES IN THE EU AND THE MMC  
(DATA FOR 2009 UNLESS OTHERWISE INDICATED)

Countries	Labour force participation rate (% persons aged 15-64)					Employment rate (% 15-64)		
	Total	Men	Women	15-24	25-54	Total	Men	Women
Germany	52,0	82,3	71,4	52,0	88,0	70,7	75,9	65,4
Austria	60,5	81,0	69,6	60,5	87,7	72,1	78,5	65,8
Belgium	32,4	72,8	60,9	32,4	85,6	62,4	68,6	56,2
Bulgaria	29,5	72,0	62,5	29,5	84,3	64,0	68,5	59,5
Cyprus	41,1	82,0	66,2	41,1	86,6	70,9	79,2	62,9
Denmark	71,7	84,0	77,3	71,7	89,7	78,1	81,9	74,3
Slovakia	31,4	76,3	60,6	31,4	87,2	62,3	70,0	54,6
Slovenia	40,9	75,6	67,9	40,9	89,6	68,6	72,7	64,2
Spain	45,1	81,0	64,8	45,1	84,7	64,3	73,5	54,9
Estonia	39,9	77,6	70,6	39,9	87,8	69,8	73,6	66,3
Finland	50,4	76,4	73,5	50,4	88,2	71,1	73,1	69,0
France	40,6	75,2	66,3	40,6	88,9	65,2	69,8	60,7
Greece	30,9	79,0	56,5	30,9	82,8	61,9	75,0	48,7
Netherlands	72,8	85,3	74,1	72,8	88,8	77,2	83,2	71,1
Hungary	24,6	68,2	55,3	24,6	80,2	56,7	63,0	50,6
Ireland	46,7	78,1	62,4	46,7	80,6	67,6	74,9	60,2
Italy	29,1	73,7	51,1	29,1	77,2	58,7	70,3	47,2
Latvia	41,7	77,0	71,0	41,7	88,5	68,6	72,1	65,4
Lithuania	30,3	72,0	67,8	30,3	87,3	64,3	67,1	61,8
Luxembourg	32,3	76,6	60,7	32,3	84,8	63,4	71,5	55,1
Malta	51,5	76,6	40,8	51,5	71,9	55,2	72,5	37,4
Poland	33,8	71,8	57,8	33,8	83,4	59,2	66,3	52,4
Portugal	39,2	78,5	69,0	39,2	87,9	68,2	74,0	62,5
Czech Rep.	31,8	78,5	61,5	31,8	87,7	66,6	75,4	57,6
United Kingdom	59,7	82,0	69,5	59,7	85,1	71,5	77,3	65,8
Romania	30,9	70,9	55,4	30,9	78,5	59,0	65,7	52,5
Sweden	51,0	81,4	76,4	51,0	90,0	74,3	76,7	71,8
EU-27	57,7	65,6	50,3	44,5	76,8	64,6	72,8	59,1
Algeria <sup>(a)</sup>	42,5	69,9	14,8	29,1	55,2	37,2	61,6	12,7
Egypt <sup>(b)</sup>	49,8	75,1	23,6	34,0	58,3	44,2	71,6	17,7
Morocco <sup>(a)</sup>	52,4	76,4	27,2	40,1	60,1	46,3	69,1	24,6
Tunisia <sup>(a)</sup>	50,0	73,8	27,2	32,5	58,0	39,9	59,0	20,7
Israel <sup>(a)</sup>	62,9	67,2	58,7	32,6	73,7	60,0	60,0	50,0
Jordan <sup>(a)</sup>	37,7	63,1	11,9	27,0	47,5	n.d.	n.d.	n.d.
Lebanon <sup>(c)</sup>	47,1	73,4	22,3	30,8	54,2	32,2	49,1	15,1
Palestinian A. <sup>(a)</sup>	41,3	67,7	14,5	26,1	53,7	31,6	51,3	11,5
Syria <sup>(b)</sup>	46,4	72,8	14,5	n.d.	n.d.	n.d.	n.d.	n.d.
<b>Turkey</b>	<b>37,4</b>	<b>74,0</b>	<b>27,8</b>	<b>37,4</b>	<b>59,4</b>	<b>45,9</b>	<b>67,7</b>	<b>24,3</b>

(a) Data for 2006.

(b) Data for 2005.

(c) Data for 2004.

Source: Eurostat.

**TABLE 4.** UNEMPLOYMENT AND YOUNG PEOPLE'S UNEMPLOYMENT RATES IN THE EU AND THE MMC (DATA FOR 2009 UNLESS OTHERWISE STATED)

Countries	Unemployment rate			Young people's unemployment rate (up to age 25)		
	Total	Men	Women	Total	Men	Women
Germany	7,5	8,0	6,9	10,4	11,9	8,7
Austria	4,8	5,0	4,6	10,0	10,5	9,4
Belgium	7,9	7,8	8,1	21,9	21,5	22,5
Bulgaria	6,8	7,0	6,6	16,2	17,8	13,8
Cyprus	5,3	5,2	5,5	14,0	13,8	14,1
Denmark	6,0	6,5	5,4	11,2	12,4	9,9
Slovakia	12,0	11,4	12,8	27,3	27,8	26,5
Slovenia	5,9	5,9	5,8	13,6	13,8	13,4
Spain	18,0	17,7	18,4	37,8	39,1	36,4
Estonia	13,8	16,9	10,6	27,5	31,7	22,0
Finland	8,2	8,9	7,6	21,5	24,1	19,0
France	9,5	9,2	9,8	23,3	24,0	22,5
Greece	9,5	6,9	13,2	25,8	19,4	33,9
Netherlands	3,4	3,4	3,5	6,6	7,1	6,1
Hungary	10,0	10,3	9,7	26,5	28,2	24,2
Ireland	11,9	14,9	8,0	24,4	31,1	17,3
Italy	7,8	6,8	9,3	25,3	23,3	28,7
Latvia	17,1	20,3	13,9	33,6	37,5	28,4
Lithuania	13,7	17,1	10,4	29,2	35,1	21,6
Luxembourg	5,2	4,6	6,0	16,9	15,4	18,7
Malta	6,9	6,6	7,6	14,3	15,8	12,5
Poland	8,2	7,8	8,7	20,6	20,2	21,2
Portugal	9,6	9,0	10,3	20,0	18,7	21,6
Czech Rep.	6,7	5,9	7,7	16,6	16,6	16,7
United Kingdom	7,6	8,6	6,4	19,1	21,8	16,0
Romania	6,9	7,7	5,8	20,8	21,2	20,1
Sweden	8,3	8,6	8,0	25,0	26,3	23,6
EU-27	8,9	9,0	8,8	19,6	20,8	18,2
Algeria <sup>(a)</sup>	12,3	11,8	14,4	24,2	22,9	31,4
Egypt <sup>(b)</sup>	11,2	7,1	25,1	34,1	23,3	62,2
Morocco <sup>(a)</sup>	9,7	9,7	9,7	16,6	17,5	14,1
Tunisia <sup>(a)</sup>	14,3	13,2	17,3	31,2	31,6	30,2
Israel <sup>(a)</sup>	8,4	7,9	9,0	18,2	17,3	19,1
Jordan <sup>(a)</sup>	14,0	11,9	25,0	35,6	35,4	40,4
Lebanon <sup>(c)</sup>	7,9	7,3	9,5	19,9	20,2	19,0
Palestinian A. <sup>(a)</sup>	23,6	24,2	20,5	35,7	34,4	43,2
Syria <sup>(b)</sup>	8,1	5,8	19,9	18,3	n.d.	n.d.
Turkey	9,4	9,4	9,5	18,1	18,1	18,0

(a) Data for 2006.

(b) Data for 2005.

(c) Data for 2004.

Source: Eurostat.

**TABLE 5. EMPLOYMENT BY SECTOR OF ACTIVITY IN THE EU AND THE MMC**  
(DATA FOR 2009 UNLESS OTHERWISE STATED)

Countries	Employment by sector of activity					
	Agriculture		Industry		Services	
	% Men	% Women	% Men	% Women	% Men	% Women
Germany	2,6	1,6	34,6	13,1	62,9	85,3
Austria	5,2	5,2	33,2	11,3	61,6	83,6
Belgium	2,2	1,3	27,5	8,5	70,3	90,3
Bulgaria	23,8	15,3	31,5	21,9	44,7	62,8
Cyprus	5,2	3,7	27,8	9,4	67,0	87,0
Denmark	4,1	1,3	27,0	10,0	69,0	88,7
Slovakia	4,3	1,8	42,9	19,0	52,8	79,3
Slovenia	8,5	8,9	42,3	21,0	49,2	70,1
Spain	5,6	2,8	33,7	10,5	60,8	86,7
Estonia	5,6	2,7	42,8	20,0	51,6	77,3
Finland	6,5	3,2	36,9	10,8	56,6	86,1
France	4,0	2,1	28,6	9,0	67,4	88,9
Greece	11,5	12,2	26,0	7,7	62,5	80,1
Netherlands	3,6	2,0	23,9	7,1	72,5	90,9
Hungary	9,5	4,1	39,1	19,3	51,4	76,6
Ireland	8,5	1,2	31,6	10,0	59,9	88,8
Italy	4,5	3,0	35,6	15,0	59,9	82,0
Latvia	11,2	6,1	31,9	15,0	56,9	79,0
Lithuania	11,6	7,1	36,8	18,1	51,7	74,8
Luxembourg	1,7	1,2	28,7	7,7	69,6	91,1
Malta	3,2	0,7	25,9	8,5	70,9	90,8
Poland <sup>(a)</sup>	15,2	14,2	41,1	17,8	43,7	68,0
Portugal	11,1	12,2	35,8	16,8	53,5	70,7
Czech Rep.	4,1	2,4	46,3	24,2	49,5	73,2
United Kingdom	2,1	0,9	24,7	7,0	73,1	92,2
Romania <sup>(b)</sup>	29,9	31,3	35,2	25,4	34,9	43,2
Sweden	3,1	1,0	34,5	9,8	65,2	90,0
EU-27	6,2	5,0	34,7	12,8	60,9	82,5
Algeria <sup>(d)</sup>	23,0	11,0	24,0	25,0	53,0	64,0
Egypt <sup>(d)</sup>	28,0	39,0	23,0	6,0	49,0	55,0
Morocco <sup>(d)</sup>	38,0	63,0	22,0	14,0	40,0	23,0
Tunisia	n.d.	n.d.	n.d.	n.d.	n.d.	n.d.
Israel <sup>(d)</sup>	3,0	1,0	31,0	11,0	65,0	88,0
Jordan <sup>(d)</sup>	4,0	2,0	23,0	12,0	73,0	84,0
Lebanon	n.d.	n.d.	n.d.	n.d.	n.d.	n.d.
Palestinian A. <sup>(d)</sup>	12,0	34,0	28,0	8,0	59,0	56,0
Syria <sup>(d)</sup>	23,0	49,0	29,0	8,0	48,0	43,0
Turkey <sup>(d)</sup>	22,0	52,0	28,0	15,0	50,0	33,0

(a) Data for 2007.

(b) Data for 2006.

(c) Data for 2000.

(d) Data for the last year available for the period 2003-2006. Source: Eurostat and World Development Indicators 2008.

**TABLE 6. LONG-TERM UNEMPLOYMENT AND EMPLOYMENT BY EDUCATIONAL LEVEL IN THE EU AND THE MMC**  
(DATA FOR 2009 UNLESS OTHERWISE STATED)

Countries	Long-term unemployment (% of working-age population)			Unemployment by educational level <sup>(c)</sup> (% of total unemployed)		
	Total	Men	Women	Primary	Secondary	Higher
Germany	3,4	3,6	3,2	27,1	60,5	12,4
Austria	1	1,1	1	35,2	55,0	9,6
Belgium	3,5	3,4	3,6	42,1	38,4	19,6
Bulgaria	3	2,8	3,1	38,6	51,0	10,3
Cyprus	0,6	0,5	0,6	n.d.	n.d.	n.d.
Denmark	0,5	0,6	0,5	27,7	44,8	27,5
Slovakia	6,5	5,8	7,4	27,1	68,3	4,5
Slovenia	1,8	1,7	1,9	22,4	69,0	8,6
Spain	4,3	3,7	5	53,9	22,1	23,1
Estonia	3,8	4,5	3	15,7	64,4	19,9
Finland	1,4	1,6	1,1	35,5	46,8	17,7
France	3,3	3,3	3,4	40,6	39,4	18,7
Greece	3,9	2,4	6	30,8	49,7	19,1
Netherlands	0,8	0,8	0,9	40,7	39,1	17,9
Hungary	4,2	4,2	4,1	30,2	62,2	7,6
Ireland	3,4	4,8	1,7	45,0	25,6	26,1
Italy	3,5	2,8	4,3	48,1	39,4	10,7
Latvia	4,6	5,5	3,6	23,6	65,6	10,7
Lithuania	3,2	3,6	2,8	16,4	69,5	14,1
Luxembourg	1,2	1	1,6	n.d.	n.d.	n.d.
Malta	3	3,4	2,4	n.d.	n.d.	n.d.
Poland	2,5	2,2	2,9	17,7	74,8	7,6
Portugal	4,3	3,7	4,9	70,2	15,3	10,9
Czech Rep.	1,9	2,3	1,4	24,1	72,0	4,1
United Kingdom	2	1,6	2,5	36,7	46,1	16,2
Romania	2,2	2,5	1,8	23,1	69,1	6,6
Sweden	1,1	1,2	1	25,9	54,4	17,8
EU-27	2,6	2,4	2,8	n.d.	n.d.	n.d.
Algeria	6,6 <sup>(a)</sup>	6,3 <sup>(a)</sup>	7,9 <sup>(a)</sup>	59,3	23,0	11,4
Egypt	n.d.	n.d.	n.d.	n.d.	n.d.	n.d.
Morocco	6,3 <sup>(a)</sup>	6 <sup>(a)</sup>	7 <sup>(a)</sup>	51,1	22,4	21,6
Tunisia	n.d.	n.d.	n.d.	79,1	n.d.	13,6
Israel	2,6 <sup>(a)</sup>	2,7 <sup>(a)</sup>	2,6 <sup>(a)</sup>	20,6	48,7	25,9
Jordan	n.d.	n.d.	n.d.	n.d.	n.d.	n.d.
Lebanon	2,7 <sup>(b)</sup>	n.d.	n.d.	n.d.	n.d.	n.d.
Palestinian A.	n.d.	n.d.	n.d.	58,5	13,1	18,9
Syria	n.d.	n.d.	n.d.	n.d.	n.d.	n.d.
Turkey	3,8	2,5	2,8	54,3	28,1	11,4

(a) Data for 2006.

(b) Data for 2004.

(c) Data for 2008.

Source: Eurostat and World Development Indicators 2008.

TABLE 7. PARTICIPATION IN THE EDUCATION SYSTEM AND ITS RESULTS

Countries	Net rate of participation		Rate of completion of primary education	Literacy, ages 15-24	Total adult literacy (aged>15)
	Primary	Secondary	2006	2007	2007
<b>European Union</b>					
Germany	98,0	-	96,0	-	-
Austria	97,0	-	-	-	-
Belgium	97,0	87,0	-	-	-
Bulgaria	92,0	88,0	98,0	97,5	98,3
Cyprus	99,0	94,0	-	99,9	97,7
Denmark	99,9	89,0	99,0	-	-
Slovakia	92,0	-	99,0	-	-
Slovenia	95,0	90,0	102,0	99,8	99,7
Spain	100,0	94,0	109,0	99,6	97,9
Estonia	94,0	91,0	101,0	99,8	99,8
Finland	97,0	96,0	100,0	-	-
France	99,0	99,0	-	-	-
Greece	99,0	92,0	102,0	99,3	97,1
Netherlands	98,0	88,0	100,0	-	-
Hungary	88,0	90,0	95,0	98,6	98,9
Ireland	95,0	87,0	101,0	-	-
Italy	99,0	94,0	101,0	99,9	98,9
Latvia	90,0	-	92,0	99,7	99,8
Lithuania	89,0	92,0	98,0	99,8	99,7
Luxembourg	97,0	84,0	-	-	-
Malta	91,0	-	-	96,0	-
Poland	96,0	94,0	100,0	99,5	99,3
Portugal	98,0	82,0	104,0	99,7	94,9
United Kingdom	98,0	92,0	-	-	-
Czech Rep.	93,0	-	104,0	-	-
Romania	93,0	73,0	93,0	97,4	97,6
Sweden	95,0	99,0	-	-	-
<b>MMC</b>					
Algeria	95,0	-	96,0	92,5	75,4
Egypt	94,0	-	95,0	-	-
Israel	97,0	89,0	105,0	99,8	-
Jordan	90,0	82,0	97,0	-	-
Lebanon	82,0	73,0	94,0	98,7	89,6
Morocco	88,0	-	80,0	75,1	55,6
Palestinian A.	76,0	90,0	-	99,0	93,8
Syria	98,0	63,0	111,0	93,7	83,1
Tunisia	96,0	-	97,0	95,7	77,7
Turkey	91,0	-	88,0	96,4	88,7

a) The net participation ratio is defined as the quotient of students enrolled in schools at a given level over the total population of students in the age group at that level.

Source: World Bank, EdStats.

TABLE 8. PUBLIC EXPENDITURE ON EDUCATION AND OTHER INPUTS, 2006

Countries	Breakdown of total expenditure on education			Total (% GDP)	Public expenditure on education	
	Primary	Secondary	Higher		(% of total public expenditure) <sup>a</sup>	Per student (% GDP per capita)
<b>European Union</b>						
Germany	14,0	48,0	25,0	4,6	9,7	-
Austria	19,0	46,0	27,0	5,5	11,0	30,0
Belgium	24,0	43,0	22,0	6,0	12,4	29,0
Bulgaria	20,0	46,0	17,0	4,2	11,6	24,0
Cyprus	30,0	49,0	16,0	4,3	16,2	31,0
Denmark	23,0	36,0	29,0	7,9	15,7	36,0
Slovakia	17,0	49,0	21,0	3,8	10,3	17,0
Slovenia	20,0	50,0	22,0	6,0	12,8	28,0
Spain	26,0	39,0	22,0	4,3	11,1	22,0
Estonia	25,0	44,0	19,0	5,7	14,5	21,0
Finland	21,0	42,0	32,0	6,1	12,6	28,0
France	20,0	47,0	21,0	5,6	10,6	25,0
Greece	24,0	34,0	36,0	4,0	9,2	18,0
Netherlands	26,0	40,0	26,0	5,5	12,0	24,0
Hungary	20,0	40,0	19,0	5,4	10,4	24,0
Ireland	34,0	35,0	23,0	4,5	14,3	19,0
Italy	25,0	47,0	17,0	4,7	9,7	25,0
Latvia	-	-	-	5,1	14,4	-
Lithuania	15,0	51,0	21,0	4,8	13,3	19,0
Luxembourg	-	-	-	-	8,8	-
Malta	-	-	-	-	15,2	-
Poland	31,0	37,0	22,0	5,7	12,6	22,0
Portugal	31,0	41,0	18,0	5,3	11,3	28,0
United Kingdom	26,0	35,0	22,0	5,6	12,3	22,0
Czech Rep.	15,0	51,0	21,0	4,6	10,5	21,0
Romania	14,0	44,0	23,0	3,6	12,1	16,0
Sweden	26,0	38,0	28,0	7,5	12,7	33,0
<b>MMC</b>						
Algeria	-	-	-	-	-	-
Egypt	-	-	-	3,7	11,8	-
Israel	38,0	29,0	17,0	7,3	13,7	21,0
Jordan	-	-	-	-	20,6	-
Lebanon	36,0	30,0	29,0	2,0	11,0	10,0
Morocco	45,0	38,0	17,0	5,5	27,8	28,0
Palestinian A.	-	-	-	-	-	-
Syria	-	-	-	4,9	18,4	-
Tunisia	34,0	42,0	24,0	7,1	20,8	26,0
Turkey	-	-	-	4,0	14,7	-

a) The data are for 2006. Those in italics are for the last year available.  
Source: World Bank, EdStats.



**TABLE 9.** PARTICIPATION IN VT STUDIES IN THE EU AND THE MMC, 2008  
(STUDENTS REGISTERED ON TECHNICAL AND VOCATIONAL COURSES AS A PERCENTAGE OF REGISTRATION IN SECONDARY EDUCATION ISCED 3)

Countries	ISCED 3		
	Enrolment on technical and vocational courses		
	Total	Men	Women
Germany	57	63	51
Austria	77	81	72
Belgium	56	60	51
Bulgaria	52	61	41
Czech Rep.	74	79	68
Cyprus	13	21	4
Denmark <sup>(3)</sup>	54	59	48
Slovakia	72	77	67
Slovenia	60	68	51
Spain	44	47	41
Estonia	32	43	22
Finland	55	60	50
France	44	49	38
Greece <sup>(3)</sup>	32	40	24
Netherlands	68	70	66
Hungary	27	32	20
Ireland	33	31	34
Italy <sup>(3)</sup>	60	71	48
Latvia	35	42	28
Lithuania	28	36	21
Luxembourg	60	64	57
Malta <sup>(3)</sup>	48	59	36
Poland <sup>(3)</sup>	47	58	34
Portugal <sup>(3)</sup>	33	39	28
United Kingdo	24	24	23
Romania	65	72	57
Sweden	59	64	54
Algeria <sup>(1)</sup>	21	27	17
Egypt <sup>(2)</sup>	63	n.d.	n.d.
Israel	34	38	31
Jordan	15	19	11
Lebanon	27	33	22
Morocco	5	5	5
Palestinian A.	5	7	3
Syria	21	26	17
Tunisia	10	15	6
Turkey	40	44	36

(1) Data for 2005.

(2) Data for 2004.

(3) Data for 2007.

Source: UNESCO.

