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Consultation on Technical and Vocational Education and Training in the Middle East and North Africa



Workshop Report

Amman, Jordan 30-31 May 2016



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Acronyms and abbreviations

CBO	community-based organization
CPF	Conceptual Programmatic Framework
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
IFC	International Finance Corporation
ILO	International Labour Organization
INJAZ	a non-profit organization for youth training in workforce readiness
IYF	International Youth Foundation
KAB	ILO's Know about Business
LAC	Latin American and the Caribbean
MEHE	Ministry of Education and Higher Education
MENA	Middle East and Northern Africa
MoE	Ministry of Education
Mol	Ministry of Interior
NGO	non-governmental organization
NLG	No Lost Generation
NQF	National Qualification Framework
OFPPT	Office of Vocational Training and Labour Promotion
RPL	Recognition of Prior Learning
SMEs	small and medium enterprises
TVET	Technical Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Emergency Fund
UNWRA	United Nations Relief and Works Agency
USAID	United States Agency for International Development
VTC	Vocational Training Corporation
WFP	World Food Programme
WoS	Whole of Syria



1

Introduction

Purpose and objectives

The second phase of the “No Lost Generation” (NLG) initiative calls for a key strategic shift towards engaging in a more systematic targeting of youth at the post-basic education level. This includes the need to expand access to multiple learning pathways available to Syrian refugees and the children and youth of affected host communities (15-24 years of age), including Technical Vocational Education and Training (TVET), both in formal and non-formal settings.

A Consultation on TVET for the six Syria crisis countries was held based on the recommendations put forth in the Syria Crisis Education Strategic Paper from the 2016 London Conference. It was organized by UNICEF MENARO, the ILO Regional Office for the Arab States and education partners within the framework of the NLG, while bringing together other experiences from the region and best practices in the field. The Consultation aimed to further unpack the provision of TVET and explore programmatic avenues for more effective and sustainable quality interventions in the creation of employment and self-employment opportunities.

In particular, the Meeting provided participants with the opportunity to:

- Unpack the field of TVET in the Middle East and North Africa (MENA) and within the context of the Syria crisis: pathways and employment; reform agendas and policy frameworks; forms and types of TVET.
- Look at ways for improving the quality of technical and vocational education through life skills.
- Learn about existing models and programmes that are bringing together public and private providers, as well as private sector companies, in the provision of TVET and in the creation of employment opportunities.
- Devise strategies for scaling up quality TVET interventions within national policy and programmatic frameworks.

Participants included a variety of stakeholders engaged in the TVET field (the detailed list of participants can be found in Annex 2):

- Country delegations from the six Syria crisis countries, as well as Algeria, Djibouti, Iran, Libya, Morocco, the State of Palestine, Tunisia, and Yemen, including government representatives. Whole of Syria (WoS) representatives from Hubs.
- United Nations agencies (ILO, UNESCO, UNHCR, UNICEF, UNRWA, and WFP).
- Education NGOs active within the framework of the NLG.
- Education partners from bilateral organizations.
- Representatives from private training providers and the private sector.
- Experts from universities and research institutions.

Structure of the TVET Consultation Report

This Report provides an overview of the outcomes of the TVET Consultation, drawing on the presentations, discussions and group work conducted during the Meeting. It is structured according to the sections of the Agenda, which is attached as Annex 1.

The Report is also intended to provide programmatic guidance in the TVET field in MENA, particularly within the context of the Syria Crisis. The structure of the Report is as follows:

- Chapter 1** Introduces the main purpose and objectives of the TVET Consultation within the NLG context.
- Chapter 2** Provides an overview of the various pathways and channels of TVET delivery, including the clarification of definitions and terms. In this context, Jordan's case is presented as an example of multiple provisions of TVET and partnership engagement. This chapter also provides an overview of the equity in access to TVET within MENA, including data about Syrian youth. It further provides an analysis of the legal and policy framework for access to the labour markets in Jordan, Lebanon and Turkey for Syrian refugees.
- Chapter 3** Highlights the big picture, particularly in relation to the overall context of TVET in MENA. It includes an analysis of the main drivers behind job creation, and an analysis of employment trends in MENA. It further contextualizes the debate of employability versus employment in the specific context of the school-to-work transition.
- Chapter 4** Focuses on the quality and relevance of TVET with an overview of suitable initiatives, which were presented at the TVET Consultation. This chapter further highlights the role of life skills and citizenship education as an integral component for increasing the quality of TVET provision.
- Chapter 5** Defines different experiences for introducing entrepreneurship education within TVET. Three emerging best practices are presented including: INJAZ's work on entrepreneurship and self-employment, the International Youth Foundation's (IYF) standards of excellence around designing, implementing, and evaluating entrepreneurship programmes, and the ILO's Know about Business (KAB) programme that has been mainstreamed in various education systems throughout the region.
- Chapter 6** Introduces the systems approach to TVET provision. It highlights the different experiences and reform agendas in MENA that clarify the different roles of national institutions and the private sector within national TVET systems.
- Chapter 7** Concludes with an overview of the main strategies for the way forward, based on the results of the group work and plenary discussions.

2

Unpacking TVET in MENA and in the context of the Syria crisis

Key takeaways

- TVET service provision is delivered through multiple pathways that include formal education, non-formal education, the work space, or a combination of multiple types of training (academic and on-the-job training).
- Unpacking TVET service provision is key to strengthening coordination between different service providers (i.e. public and private sector providers).
- Across MENA, the overall levels of access to TVET represent only a small fraction of enrollment in general education, also compared to other regions. TVET is yet perceived as a 'residual' category for those students who cannot make it to the general secondary path after completing basic education.
- It is essential to instill positive attitudes towards TVET and vocational employment. This can be achieved through the introduction of vocational activities at the early stages in the education system and enlarging the horizon of career options and pathways for children and adolescents.
- Low access rates to TVET by Syrian youth at secondary and tertiary education levels is a grave concern, both inside Syria and in the five host countries.
- There is a lack of clear and common definitions among partners working in the Syria crisis response on what constitutes TVET interventions; in addition little analysis has been made on current TVET opportunities that are available for Syrian refugee youth.

TVET is used as a comprehensive term, which refers to different educational programmes meant to develop the skills and knowledge needed for the workplace. The term includes: (i) Technical Vocational Education (TVE), which includes formal post-basic education opportunities leading to learning outcomes certified by national authorities and that are equivalent to upper secondary or tertiary education; and (ii) Vocational Training delivered outside of the formal education system that is not necessarily accompanied by certification. TVET comprises a range of learning experiences relevant for employability and are related to the workplace.¹

TVET service provision is characterized by a variety of delivery modalities that could occur in formal, non-formal and informal settings. While all types of learning are valid, it is important to distinguish between types of qualifications that are associated with each delivery modality. Skills achieved through informal and non-formal learning can only be certified through a system of Recognition of Prior Learning (RPL). In this regard, qualifications gained through RPL must be the same as those gained through formal learning, as they rely on same standards. An overview of the different types of TVET and the fragmentation in the field is presented in *Table 1*.

Table 1 Different types of TVET service provision²

Location of TVET	Types of TVET service delivery		Responsible/regulatory entities
1 Institution-based training	Provided in the formal education system	Public/Private	<p>a Under the supervision of relevant ministries (e.g. Ministry of Education, Labour, Agriculture, etc.)</p> <p>b Under national interministerial bodies (e.g. E-TVET Council in Jordan) that also involve private sector and workers representatives</p>
	Provided outside the formal education system		
2 Workplace-based training	Pre-employment (pre-service training)		
	During employment (in-service training)		
3 Combination of multiple types of training (e.g. apprenticeships including the combination of academic and on-the-job training)			

¹ See UNESCO/UNEVOC Glossary of Terms for TVET, available at: <http://www.unevoc.unesco.org/e-forum/GlossaryofTermsforTVETAssessmentandVerification.pdf>

² Adapted from the ETF, ILO and UNESCO Inter-Agency Working Group on TVET Indicators 2012. Proposed Indicators for Assessing Technical and Vocational Education and Training. Available at: [http://www.etf.europa.eu/webatt.nsf/0/E112211E42995263C12579EA002EF821/\\$file/Report%20on%20indicators%20April%202012.pdf](http://www.etf.europa.eu/webatt.nsf/0/E112211E42995263C12579EA002EF821/$file/Report%20on%20indicators%20April%202012.pdf)

It is important to acknowledge that the fragmentation of TVET service provision is a common phenomenon in the MENA countries. While the Ministry of Education constitutes the main service provider, a variety of different public and private institutions are also active in this field.³ In this context, the mapping of TVET service provision needs to further explore the following areas of delivery:

- Formal public education provision targeting both the upper secondary level (15-17 years) and tertiary level (18+ years). Both need to be differentiated. These are mainly provided by Ministries of Education, however other ministries are sometimes involved (labour, agriculture, industry, etc.).
- Non-formal and informal vocational training targeting all youth (15-24 years). These are provided by NGOs and private institutions, and vary in scale and quality. This includes entrepreneurship training for self-employment.
- Provision by the private sector (employer), including on-the-job training, which may also intersect with both the formal and non-formal provision at the post-basic and tertiary levels.

Unpacking TVET: Multiple actors in the delivery of TVET in Jordan

This session provided the opportunity to further unpack TVET provision within the context of Jordan. The presentations from public and private sector providers, as well as from a private company in Jordan, highlighted the different perspectives in terms of equity in access, quality and relevance of TVET programmes, as well as linkages with employment opportunities.

The experience presented by the [Vocational Training Corporation \(VTC\)](#) emphasized the key role played by the public sector in reaching out to the most marginalized youth. Despite the negative attitudes towards TVET in Jordan, preventing youth (particularly girls) from enrolling in training programmes, the VTC has been working to ensure equal opportunities in access. Interventions focused on increasing female enrolment (as of 2015 female access to VTC was 33 per cent only), ensuring inclusive education, expanding TVET access in detention centres, and also providing TVET opportunities for non-Jordanians including Syrian refugee youth with support from Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and the United States Agency for International Development (USAID).

Interventions for improving the quality and relevance of TVET programmes focused on developing training programmes in accordance with the requirements of the labour market and within national qualification standards. In particular, the VTC conducted sectoral studies to define the needs at a decentralized level to develop curricula according to best international practices (DACUM). Overall the percentage of employment of VCT graduates stands at 67.4 per cent, however only 32.9 per cent are working in their respective area of specialization.⁴ The VTC has taken practical steps to establish partnerships with the private sector as a means to increase the employability of its graduates. Key drivers for quality also included the introduction of life skills education as co-curricular interventions in partnership with IYF, INJAZ and ILO.

[Al-Quds College \(Luminus Education\)](#) presented the perspective of the private sector provider. Al-Quds College is the lead private community college offering TVET programmes in Jordan, including certified learning opportunities for Syrian refugee youth. As a private sector provider, emphasis is placed on the achievement of quality outputs as a means to increase demand for TVET services. The key elements of success are:

- Student registration: Guidance is provided through student counselling, not only in terms of programme registration, but to prevent students from dropping out of TVET courses.

³ European Training Foundation (ETF) country reports under the Governance for Employability in the Mediterranean (GEMM) Initiative. Available at: <http://www.etf.europa.eu/web.nsf/pages/GEMM>

⁴ From the presentation of Ibrahim Tarawneh at the TVET Consultation Meeting. Source: VTC data for 2015.

- Induction: In order to avoid academic failure and increase performance in technical skills, an induction programme was established that focuses on life skills education. This in turn provides students with access to the IYF Passport to Success programme.
- Involvement of the private sector: From the beginning the private sector is involved in the development of curriculum, and used to identify potential vacancies that could be filled by training programmes.
- Qualified teachers: Teacher qualification follows the United Kingdom's accreditation system for community college, which focuses on learning by doing and hands-on training.
- Equipment: This is continuously updated to meet industry requirements. A flexible approach is adopted to ensure that the equipment is used for profitable activities and not only for training purposes as way to reduce costs.
- Assessment and third party quality assurance: Independent third-party quality assurance ensures that certification meets the national qualification criteria.
- Flexible progression routes for students: Students can start with short-term courses and progress on to higher-level courses. This enhances motivation and enables working students to continue their education.
- Programmes are accredited by the UK system and their respective guilds, this means that certificates are internationally valid.
- Job placement and on-the-job training: Internships are built into the programme, which include coaching and mentoring.

Better Work Jordan highlighted the perspective of the on-the-job training conducted in partnership with the private sector. Better Work Jordan is the joint project of the ILO and the International Finance Corporation (IFC), which provides assessment, advisory, and training services to exporting garment factories in Jordan. The garment industry is one of Jordan's leading sectors, employing more than 55,000 workers; of those 75 per cent are non-Jordanians predominantly from India, Sri-Lanka and Bangladesh.⁵ Satellite factories have been established in rural and marginalized areas to increase the percentage of Jordanian workers. The project aims to increase compliance with labour laws and improve the working conditions of factory workers, while also expanding the collaboration between government institutions, workers' unions, employers, and international organizations such as the ILO.

The presentation provided an overview of the types of training conducted in factories, showcasing the results of creating a positive working environment and ultimately increasing the skills of supervisors and supervisees. Training opportunities included: workplace communication; financial literacy; fire safety; nutrition; personal hygiene; basic rights and responsibilities for workers; women's health; and occupational health and safety.

The project has contributed to the reduction in conflict between supervisors and workers, which also resulted in a potential increase of workers' productivity. These experiences highlight the importance of establishing spaces of collaboration and dialogue between different stakeholders to improve the conditions of working environments.

Key issues were highlighted across the different types of service providers. When it comes to issues related to scale, sustainability, and the quality of TVET programmes, common challenges were highlighted both by public and private providers to:

⁵ From the presentation of Ala Saifi at TVET Consultation Meeting. Additional information is also available at: https://www.youtube.com/watch?v=pM_i4KSZIFQ

- Make TVET services more attractive. This includes the need to improve the overall quality of TVET, and ensure recognition of TVET with the introduction of learning pathways that link programmes to higher education and other academic qualifications;
- Ensure a systemic approach and embed TVET within national reforms;
- Reduce fragmentation in the field of TVET and develop a comprehensive governance framework regulating TVET service provision;
- Ensure that investment focuses on innovation, particularly on the use of technology;
- Ensure that sustainability is built in from the project design phase;
- Focus on equity and affordability of services; and
- Develop public-private partnerships, not only as part of TVET service provision, but also to improve the governance of the overall TVET system.

Access to TVET in MENA

Across the MENA region, the overall levels of access to TVET represent only a small fraction of enrolment in secondary education, also compared to other regions. Notable exceptions are Egypt, Iran and Turkey (see Figure 1), however, in comparing with other regions of the world it is clear that access to TVET is still very limited. The overall TVET enrolment rate in Arab countries is closer to access rates of low-income countries in sub-Saharan Africa (see Figure 2).

Figure 1 National Gross Enrolment Ratio in secondary (lower and upper), by programme orientation⁶

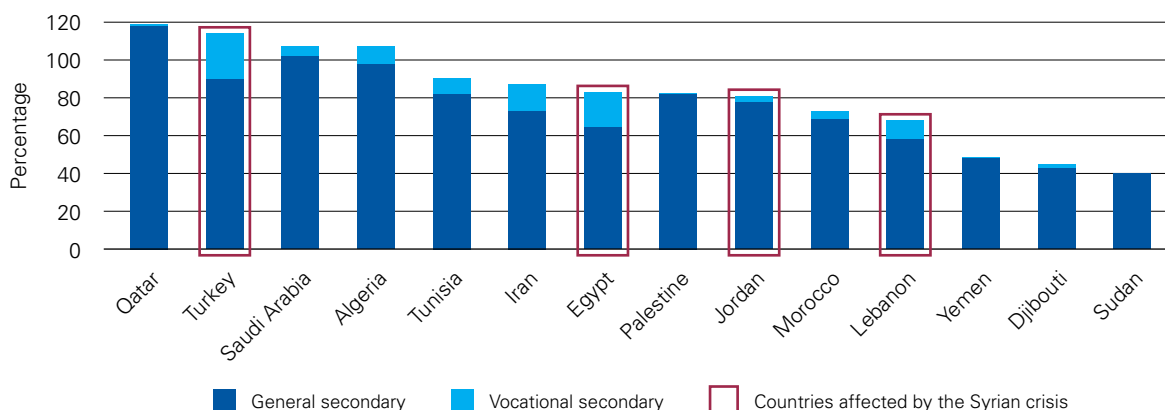
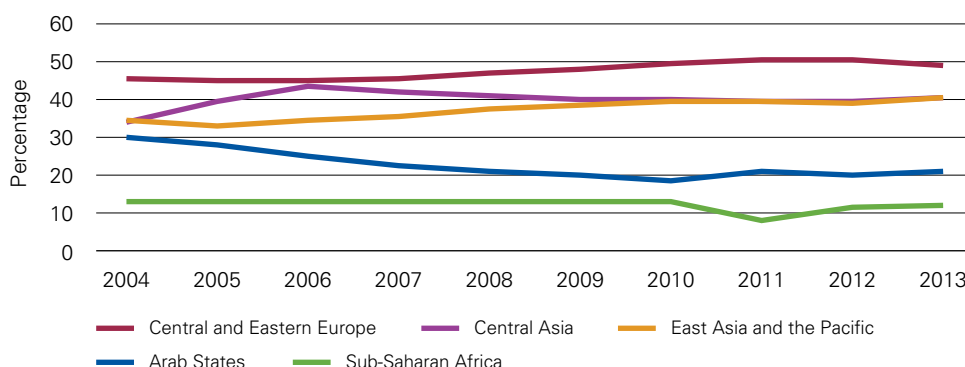


Figure 2 Percentage of students in upper secondary education enrolled in vocational programmes, both sexes⁷



⁶ UNESCO Institute of Statistics. Data for 2013 for all countries, except for Jordan (2011 data), Egypt and Sudan (2012 data).

⁷ Data from UNESCO Institute of Statistics.

In MENA, TVET is still perceived as a ‘residual’ category for those students who cannot pursue the general secondary path after completing basic education. In this regard, the latest data from the ILO school-to-work transition surveys conducted in selected MENA countries show the preference for higher education, with the only exception of Egypt, where TVET enrolment is higher than tertiary enrolment (see Figure 3). In the MENA region, TVET is often associated with academic failure, rather than being an alternative path to productive and decent work. This is partially due to cultural perceptions and to the working conditions at many job placements of TVET graduates, a lack of pathways within education systems and a lack of career prospects.

Table 2 Share (in %) of youth in TVET as opposed higher education in selected MENA countries

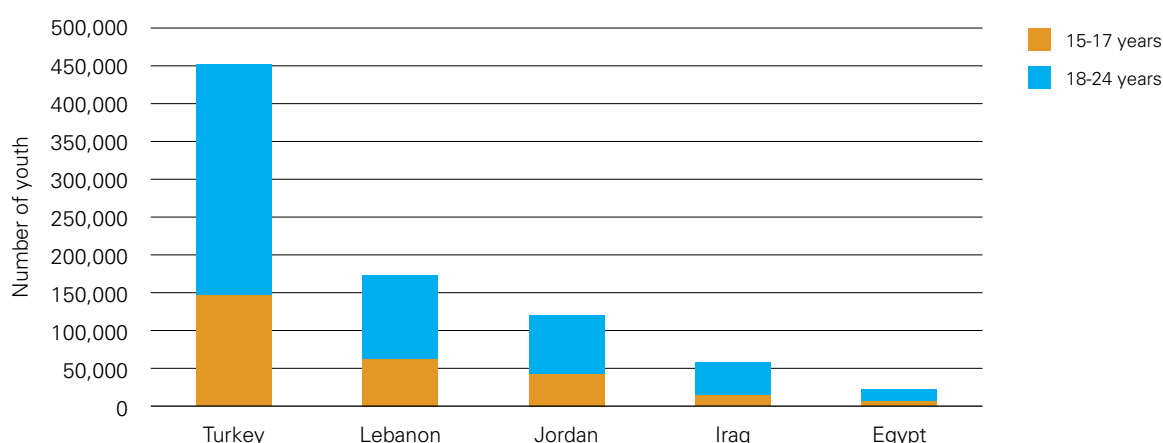
Levels of education	Egypt 2014-15	Jordan 2014-15	Lebanon 2014-15	OPT 2014-15	Tunisia 2012-13
TVET at secondary education level	37.4	2.3	10.9	1.4	11.6
TVET at post-secondary education level	3.7	5.9	5.4	8.1	–
Higher education level	16.7	28.9	30.0	22.3	17.1

Access to TVET and the labour market for Syrian youth

This section continues to unpack TVET with a focus on the particular situation and challenges relating to Syrian refugees’ access to TVET provision and to the labour market. It also presents a brief outline of the links between child labour and youth un/employment and their implications for TVET programmes.

A total of 3.3 million Syrian youth are estimated to be in the country (1.2 million aged 15-17 years old and 2.1 million aged 18-24 years old). In the five host countries (Turkey, Lebanon, Jordan, Iraq and Egypt) there were an estimated 823,527 registered Syrian refugees, aged 15-24 years old, as of December 2015. One third of this group falls into the upper secondary age (15-17), while two thirds are at, or above, tertiary education age (18-24 years old). Seventy-six per cent of the Syrian refugee youth are in Turkey or Lebanon. Figure 3 presents the number of refugee youth by country, broken down by age group.

Figure 3 Syrian refugee youth (15-24 years old), by host country⁸



Access to education by Syrian refugees in the region, specifically in the five host countries of Turkey, Lebanon, Jordan, Iraq and Egypt, is generally low: Around 861,000, or 52 per cent, of school-age children are out of school as of July 2016.⁹ If further disaggregated, access to education is mainly comprised by enrolment at the basic level, with worryingly low enrolment at the secondary level.¹⁰

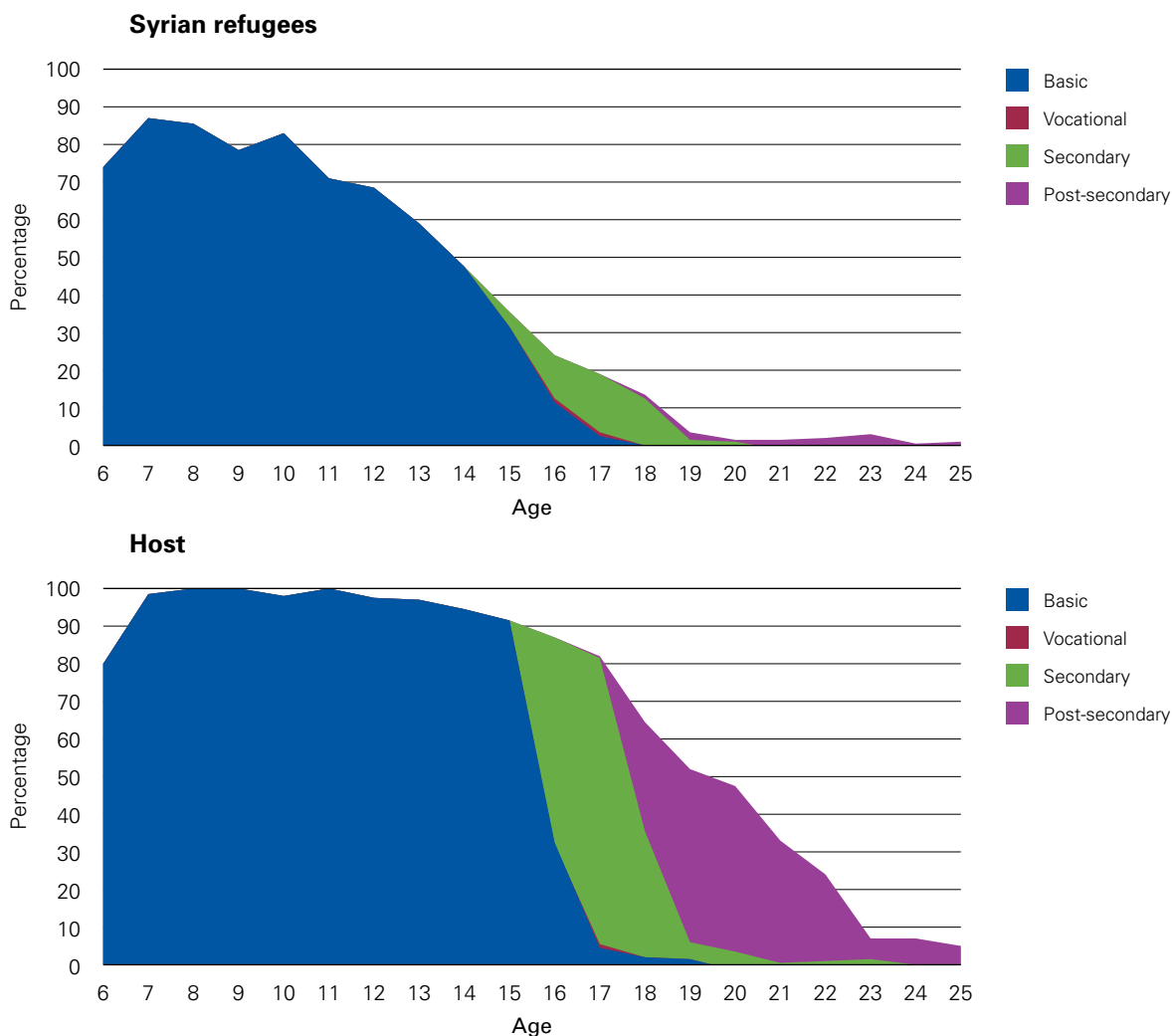
⁸ UNHCR registered refugees, as of December 2015.

⁹ All data is from July 2016. Children are considered out-of-school if they are not accessing either formal or non-formal education. For formal education: Data from the 3RP monthly update for Turkey, Lebanon, Jordan, Iraq, and Egypt. For non-formal education: Data from the 3RP monthly update for all countries. In Egypt 7,033 children were reported in non-formal education in the 3RP monthly update. Given close-to-full coverage of formal education, children enrolled in formal and non-formal are only reported as part of formal education. Lebanon data covers only UNICEF and UNHCR programming starting January 2016.

¹⁰ UNICEF. 2016. *Syria Crisis Education Strategic Paper. London Progress Report.*

For example, in Turkey, attendance was estimated at 19 per cent for the upper secondary age,¹¹ in Lebanon, only 2,000 Syrian youth (15-18 years old), or 2 per cent, enrolled in secondary education in the 2014/2015 academic year.¹² It is at secondary and tertiary level that enrolment comparison between Syrian refugees and host community peers shows the greatest gap. *Figure 4* displays the comparison between the enrolment of Syrian refugee children and youth and the enrolment of their peers in Jordan according to the same education level. With a general low enrolment rate in secondary education, Syrian refugees' access to TVET in countries such as Lebanon, Jordan and Turkey represents a negligible proportion.

Figure 4 Comparison between enrolment of Syrian refugees in host communities and national peers in Jordan¹³



Low access rate to secondary, TVET and tertiary education by Syrian youth is a grave concern, both inside Syria and in the five host countries. While precise data on access is complex to capture, assessments for refugees in secondary (12-17 years old) and tertiary education (18+ years old) age show low levels of participation.

In addition, a majority of the programmes that are tracked within the Education Sector represent piece-meal approaches to vocational training, which raises concerns on the issue of the quality and sustainability of the vocational training provided. This is compounded by the fact that Syrian refugees generally do not have the right to work in host countries such as Jordan and Lebanon, although in 2016 Jordan has moved ahead with a limited opening of the labour market to Syrian refugees.

¹¹ Dorman, S. 2014. *Educational Needs Assessment for Urban Refugees in Turkey*.

¹² Jalbout, M. 2015. *Reach All Children with Education Opportunities: opportunities for action, their world and a world at school*.

¹³ ILO and Fafo. 2015. *Impact of Syrian refugees on the Jordanian labour market. Findings from the governorates of Amman, Irbid and Mafraq*.

Little analysis has been made on the current TVET opportunities that are available for Syrian refugee youth. There is a lack of clear and common definitions among partners working in the Syria crisis response on what constitutes TVET interventions. It is estimated that the current service provision for Syrian refugee youth is mostly oriented towards project-based interventions providing access to non-formal vocational training opportunities. These are not embedded in national education sector frameworks or large-scale TVET programmes, hence present challenges in terms of sustainability and impact.

Caught between household poverty and exclusion from education opportunities, Syrian refugee children are increasingly being drawn into the workforce. In Jordan, 37 per cent of Syrian refugees aged 15-17 years old are working with many who are 9-14 years old.¹⁴ ILO has conducted a comparative study of pre-existing data to identify the patterns and linkages between child labour and youth employment.¹⁵ The issue of child labour and youth un/employment are closely linked and have effects on each other: youth employment outcomes are generally worse for former child labourers and those who dropped out of education early, as they have the least opportunity to accumulate the human capital needed for gainful employment. At the same time, the poor labour market prospects for youth can reduce the incentive of households to invest in education.

In this context TVET could provide a solution to convert situations of exploitative child labour into situations of learning and apprenticeship. Working youth between 15-17 years old can be particularly challenging as many of them have missed school and do not have the prerequisites to join formal TVET programmes. In Jordan, for example, the figures are particularly telling. Based on UNHCR's data on the occupations declared by Syrian refugees, there are more than 176,000 self-declared students. This category also includes those refugees who are not enrolled in formal TVET learning opportunities and are currently working in the informal market.¹⁶

The [regulatory frameworks limiting the access of Syrian refugees to the labour market](#) varies between Lebanon, Turkey and Jordan. In [Lebanon](#), a bilateral agreement for Economic and Social Cooperation was signed in 1993 with the governments of Syria, granting the freedom to stay, work and conduct economic activities for nationals of both countries in Lebanon. Following mounting social unrest, the agreement was suspended in early 2015. Consequently, Syrian refugees in Lebanon are required to sign a pledge that they will not work and only sustain their livelihoods through humanitarian assistance. In cases where Syrian refugees obtain sponsorship and a work permit, their refugee status transforms into that of migrant workers, despite the fact that UNHCR still counts them as refugees. Employment for Syrians is mainly restricted to jobs in construction, agriculture and cleaning services. Work permits in these sectors can be obtained at a reduced fee of 120,000 Lebanese pounds (US\$80). To apply for work permits in other sectors for qualified Syrian workers, the employer must first prove his/her inability to find an adequately skilled Lebanese worker and then pay a fee of 480,000 Lebanese pounds (US\$320). The actual costs for migrant workers having work permits include the payment of full contributions to the National Social Security Fund (while receiving only limited social security coverage not on par with nationals). In cases where Syrians possess the required financial capital – as with other foreigners – they are allowed to set up and run their own business activity, even with full foreign ownership.

In [Turkey](#), Syrian refugees' access to the labour market is regulated by the Temporary Protection regime that was put in force in 2014. This regime outlines the procedures for obtaining work permits for foreigners under temporary protection. There are no restrictions on which sectors Syrian refugees can apply for work permits in. In agriculture and livestock there is no need for work permits, while prior approval from line ministries is required for health care and education-related professions. Issues of remuneration are also tackled, and no worker should be paid less than the minimum wage. Participation in TVET and/or on-the-job training is open to Syrian refugees; the employment quota system remains relatively flexible, as employers need to prove their inability to find a Turkish citizen of the same qualification during the four weeks prior to the date of the work permit's application.

¹⁴ Child labour rates for girls are minimal for the age group 15-17.

¹⁵ ILO. 2016. *The twin challenges of Child Labour and Youth Employment in the Arab States*, ILO Regional Office for the Arab States, Jordan.

¹⁶ Data from UNHCR based on occupations declared by refugees themselves at the time of interview.

In [Jordan](#), Syrian workers and their employers can obtain work permits providing the necessary documents¹⁷ while employers are required to pay a fee ranging from 170-370 Jordanian Dinars (US\$240-522). These relatively high fees are subject to potential increases according to the Ministry of Labour and can reach as high as 700 Jordanian Dinars (US\$986) and, while in principle they should be borne by the employer, they are often covered by the employee. The payment for refugee work permits has been suspended for a grace period until October 2016. Many sectors are also protected by a quota system of a list of closed occupations and by a maximum number of work permits per company.

In terms of access to the labour market, in Lebanon in 2013, only 508 first-time work permits were given to Syrian nationals (out of a total of nearly 50,000 first-time work permits) and 725 existing permits for Syrians were renewed (out of 141,700 total renewals), according to data from Lebanon's Statistical Yearbook. In Turkey, out of more than 1.6 million Syrians of working age, 300,000 are estimated to be working. Businesses established by Syrians are increasing, from 30 in 2010 to almost 2,190 in 2015. In Jordan, the activity rate of Syrians is 27 per cent (compared to 37 per cent of Jordanians). For Syrian males outside of camps the labour force participation is 50 per cent, while it is at 7 per cent for females (compared to 14-15 per cent of Jordanian females). Syrians in the governorates of Irbid, Mafraq and Amman predominantly work in the construction sector; 23 per cent work in sales and retail; 14 per cent in manufacturing; and 5 per cent in agriculture. Out of the 324,410 permits issued in 2015, only 6,000 were given to Syrians. Various policy measures adopted in 2016 contribute to the increase of work permits delivered.

[The Supporting Syria and the Region Conference](#) held in London in February 2016 mobilized governments, donors and the international community to raise significant new funding to meet the immediate and longer-term needs of those affected by the Syria crisis. The Conference set ambitious goals on education and economic opportunities for those refugees caught up in the Syria crisis and to support the countries hosting them. Following the conference, the Government of Jordan, through what is known as the 'Jordan Compact', has eased conditions for obtaining work permits for Syrian refugees. Meaning they can now use their Ministry of Interior (MoI) cards instead of passports (the lack of which constituted an obstacle for many). Syrians can work in sectors open to migrant workers and can maintain their refugee status with UNHCR regardless of their employment status. In April 2016, special conditions for applying for work permits and/or legalizing current situations have also been put in force for three months.

While the Supporting Syrian and the Region's investment pledges translate into jobs, labour-intensive infrastructure projects, support to small and medium enterprises (SMEs), innovation projects, and training programmes should be implemented as short-term solutions. Sector-based approaches for the inclusion of Syrians in the labour force should take into account employers' incentives for the formalization of workers and existing quality bottlenecks to access to European markets. Job creation should also mean that there is a compliance programme to ensure that the jobs created are decent jobs. It is implicit that all these endeavours need to be rooted in reliable and frequently updated statistics to inform the design of tailored solutions for different target groups. Furthermore, while these recommendations pertain to Jordan's particular situation, similar considerations could apply to other countries in the region that host large numbers of Syrian refugees.

¹⁷ These included (prior to the Jordan Compact and the Supporting Syrian and the Region Conference in London in February 2016): Application form, two copies of the work contract, valid business license of the establishment, a copy of a valid passport for the worker, proof from the Social Security Corporation of workers' subscription, Ministry of Interior's Identity Card, if the worker is applying for the first time, the application is referred to a committee at the ministry for approval.



3

The big picture: School-to-work transition and employment prospects in MENA

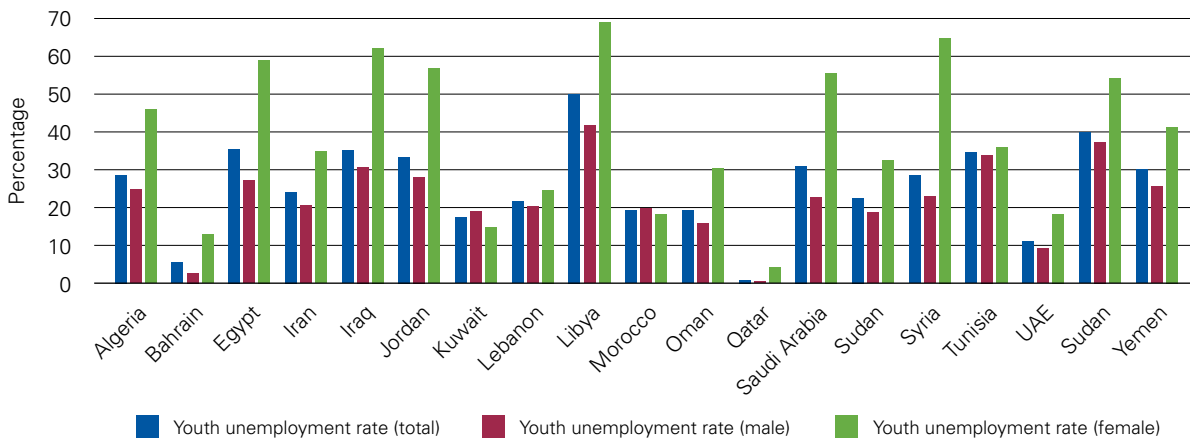
Key takeaways

- Two intertwined facets play a major role in youth unemployment: i) structural constraints related to the capacity of national economies to create jobs; and ii) the disconnect between education and employment.
- Understanding the labour market and the patterns of school-to-work transition in any given country is a prerequisite for any engagement in the TVET sector.
- Strengthening understanding of the employment trajectories of TVET graduates is also critical.
- Any investment in TVET would need to be part of a comprehensive set of measures addressing the structure of the labour market.
- Successful development of TVET would depend on increasing its rate of return and making it an attractive education choice rather than a last resort.

Why the focus on TVET? School-to-work transition and employment prospects in MENA

The MENA region is known to have the highest youth (15-24 years of age) unemployment rate in the world. In 2015, the overall youth unemployment rate was estimated at 28.4 per cent in the Arab States, which varies consistently across countries in the region (see Figure 5).

Figure 5 Youth unemployment in MENA¹⁸



Source: Labour Market (KILM) database, accessed April 2016.

A common narrative has been developed in relation to the demographic trends and unemployment rates in MENA, further highlighting how opportunities in the labour market are not keeping pace with the current youth bulge experienced in the region. This points to structural challenges in job creation. The provision of public sector jobs, which still constitutes a key aspect of the ‘social contract’ in the region, has become increasingly untenable; this is compounded with the weakness of the private sector, which is poorly developed in MENA and often generates low-quality jobs in the informal economy that are unattractive for many young people. Education is also not a guarantee against unemployment in MENA, as demonstrated with the increase in unemployment rates among university graduates.¹⁹

¹⁸ From Arthur van Diesen at the TVET Consultation Meeting.

¹⁹ Analysis presented by Arthur van Diesen at the TVET Consultation Meeting. See also Ragui Assaad and Farzaneh Roudi-Fahimi, *Youth in the Middle East and North Africa: demographic opportunity or challenge?* Population Reference Bureau, Washington, 2007.

In this context it is important to analyse the different trajectories undertaken from school to work, particularly to define possible areas of interventions and where investments are needed. *Table 3* clarifies these trajectories and how the total youth population breaks down into different categories.

Table 3 School-to-work trajectories

Total population of 15-24 year olds					
Outside the labour force		In the labour force			
Currently in education or training	Not in education or training	Unemployed		Employed or self-employed	
		No education or training	Received education or training	Fully employed	Under-employed
NEETs					

While there is a need to define these trajectories more clearly, the **common elements** experienced in MENA could be summarized as follows:

- 1 Early entry into the labour market associated with limited school exposure. This points to the multifaceted interaction between issues related to child labour and youth unemployment. It is also associated with poorer employment outcomes and lower economic returns; i.e. there is a long-term scarring effect on young people who enter the labour market early.
- 2 Graduates of national education systems who are outside the labour force. This is often associated to youth waiting for the right job. In MENA this particularly affects girls and women due to strong wage and prestige reservations. However, experience has shown that the division of work can change in the face of economic opportunities or necessity.
- 3 Graduates of national education systems who enter the labour force. In this category there is a shift from the public sector jobs towards the private sector. These are often informal, with poor quality jobs and underemployment being common. Self-employment is a reality only for a small portion of labour market entrants.

Formal sector workers make up only 19 per cent of the working-age population in MENA, compared to 27 per cent in Latin America and the Caribbean (LAC), and 40 per cent in Eastern Europe and Central Asia.²⁰ As a result young, educated workers are opting to work in the informal economy or they withdraw from the labour force of active job seekers.²¹

The School-to-Work Transition Surveys conducted by ILO in Jordan, the State of Palestine, Lebanon, Tunisia, and Egypt show higher prospects for employment among TVET graduates when compared to university graduates. In MENA countries the highest unemployment rates are among university graduates, particularly women. Youth unemployment for TVET graduates stands at 15 per cent, against 30 per cent for university graduates.²² The transition of TVET graduates to formal jobs, however, show that the majority of those who are employed are not employed in satisfactory jobs (see *Figure 6*).

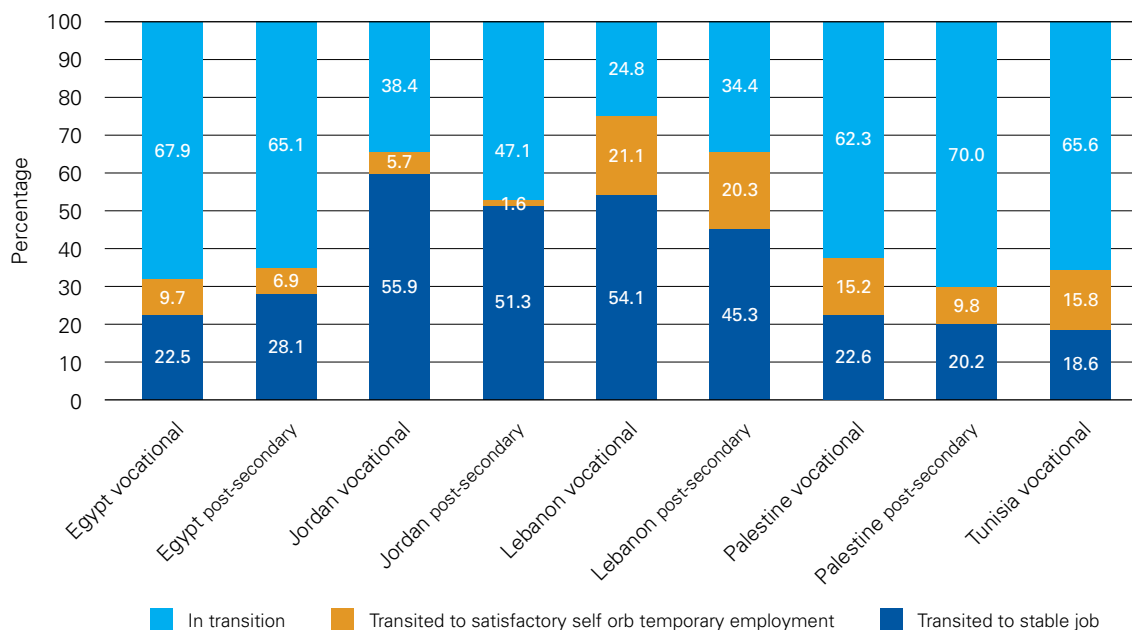
In this context, the theory of change that states how it is necessary to ensure access to vocational training so that youth can enter the labour market and acquire decent livelihoods, needs to be underpinned by several assumptions, which require a clear understanding of the labour market. The analysis of the patterns of school-to-work transition are a prerequisite for any engagement in the TVET sector. In addition, understanding the employment trajectories of TVET graduates is crucial. In this regard, the private sector plays a key role (see *Box 1*).²³

²⁰ World Bank. 2014. *Jobs or Privilege: Unleashing the Employment Potential of the Middle East and North Africa*.

²¹ World Bank. 2011. *Breaking even or breaking through: reaching financial sustainability while providing high quality standards in Higher Education in the Middle East and North Africa*.

²² From Patrick Daru at the TVET Consultation Meeting. Source: ILO STW Survey 2015.

²³ From Maher El-Mahrouq at TVET Consultation Meeting.

Figure 6 Transition of TVET graduates to formal jobs²⁴**Box 1 Employing Jordanian youth in factories**

The project developed and implemented by the Jordan Chamber of Industry provided an example of the active role to be played by the private sector in increasing job opportunities for TVET graduates. The project focused on the industry sector, which in Jordan includes 25 per cent GDP and creates 11,000 jobs per year, mostly within small and medium companies. The sector is labour intensive and needs workforce in a continuous way, in Jordan there is a high demand for technical level workers. However, this demand is not matched by the number of graduates, due to a) TVET not being considered attractive and the limited interest among Jordanian youth; and b) there being no simple pathways to higher levels.

The project aimed to overcome this mismatch through increasing advocacy and developing apprenticeship opportunities for young Jordanians in the work place. As a result, a total of 400 youth were matched to jobs with on-the-job training and exposure to work opportunities. Interventions at the TVET Consultation highlighted the importance of expanding the level of partnerships with the private sector, particularly in areas where there are skill shortages. This is key to providing relevant work experience for TVET graduates, however, it is especially challenging in a context dominated by the informal economy. At the national level, strategic partnerships need to be developed between relevant ministries and private sector institutions (chambers of commerce or trade unions), in order to set up mechanisms for increasing on-the-job training. TVET providers at the local level have a role to play as they can directly engage with their catchment area to define linkages with networks of employers to further support job placement opportunities for young graduates.

In summary, interventions in the area of TVET need to acknowledge the big picture in relation to structural constraints of national economies. In this context, providing access and quality TVET will not result in job creation, but it will enable youth to successfully apply for jobs as they become available. This further calls for the need to have a comprehensive set of systemic measures (e.g. the review of national policy and labour regulations, collaboration with the private sector, decent rates of return of TVET graduates, etc.)

²⁴ From Patrick Daru at the TVET Consultation Meeting. Source: ILO STW Survey 2015.

4

Improving the quality of TVET and emerging good practices

Key takeaways

- The limited quality of TVET in MENA is an issue for both employers and students.
- The improvement of TVET quality and increasing the employability of graduates for decent jobs are prerequisites for increasing TVET's demand.
- Mainstreaming life skills education is a key strategy for improving the quality and relevance of TVET in MENA. Skills for employability should be considered in the continuum of learning experiences that start at the basic education level and continue through life-long learning opportunities.
- The acquisition of employability skills should not be limited to post-basic education as non-cognitive skills need to be acquired from early childhood and during basic education.
- An integrated approach that takes into consideration core human rights-based values as integral to personal development for better life and work is needed.
- Curriculum reform processes and teaching strategies that are experiential and promote hands-on learning need to be introduced.
- Structured partnerships between the public and the private sector is key to increasing quality. However, in the context of dominating informal economies, partnerships should also be encouraged at the school/training centre level.

The need to improve the quality of TVET provision is imperative for increasing the employability of young graduates and subsequently ensure higher demand for TVET. As highlighted in the presentations and participant interventions during the TVET Consultation, quality improvement should be addressed throughout the different institutional settings including public and private schools, institutions, and the workplace.

Overall, TVET in MENA is associated with low quality education that does not provide concrete prospects for employment. Findings from regional TVET reviews, including the World Bank Systems Approach for Better Education Results (SABER) reports for the MENA region, and the European Training Foundation (ETF) Torino Process, highlight the key challenges affecting the quality of TVET provision and the impact on the prospects for employment for TVET graduates.²⁵ Overall, TVET in MENA is associated with low quality education that does not provide concrete prospects for employment. Findings from regional TVET reviews, including the World Bank Systems Approach for Better Education Results (SABER) reports for the MENA region, and the European Training Foundation (ETF) Torino Process, highlight the key challenges affecting the quality of TVET provision and the impact on the prospects for employment for TVET graduates.²⁶

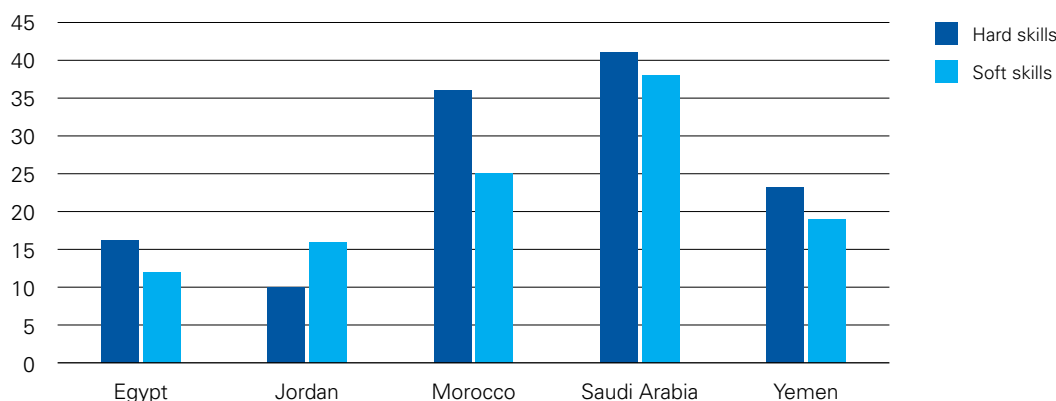
Life skills, often defined as soft skills, are in high demand from employers. A national survey of businesses in Jordan that employed TVET graduates has shown that the main reason for dissatisfaction in employing young TVET graduates is poor technical knowledge, followed by three categories of soft skills. As an example, the main skills required by the hotel industry were communication and interpersonal skills (42 per cent) and English knowledge (29 per cent), while technical skills were the least reported, with tourism related technical skills at 7 per cent.²⁷

As shown in *Figure 7*, there is a high degree of dissatisfaction among employers in MENA concerning the level of the preparedness of TVET graduates.

²⁵ World Bank. SABER – Work Force Development Reports for MENA countries, available at: <http://saber.worldbank.org/index.cfm?indx=8&pd=7>
See also UNESCO/UNEVOC. 2013. Advancing TVET for Youth Employability and Sustainable Development.

²⁶ See E4E, IDB and IFC. 2011. Education for Employment. Realizing Arab Youth Potential.

²⁷ UNDP. 2013. *Labour Market: The Case of Vocational Training in Jordan*. Amman.

Figure 7 Level of satisfaction among employers on the skills of TVET graduates²⁸

Low quality is also an issue for students. In terms of economic returns, evidence has highlighted the potential economic gains in ensuring quality TVET opportunities to youth. In Egypt and Iran, youth tracked into secondary vocational education face lower returns to education compared to those on the general track. In other countries, such as Turkey, with different labour market structures and with higher quality TVET provision, the economic return for secondary vocational track is higher than the return for general secondary.²⁹ Lower economic returns to education imply lower expected wages in the future. Eventually, if TVET is boosted with quality improvements and opportunities for employment, it has the potential to attract more students and balance education provision at post-basic levels towards more relevance.

Quality learning through life skills education. The importance of life skills education as an integral component for improving quality and relevance of TVET service provision was reiterated by the presentations and interventions made at the TVET consultation. The development of a Conceptual and Programmatic Framework (CPF) for life skills education in MENA was presented by UNICEF MENARO as the collaborative effort undertaken in cooperation with Arab League Educational, Cultural and Scientific Organization (ALECSO) and with key United Nations agencies working in the field of education and training in MENA, including ILO, UNESCO, UNFPA, UNHCR, UNRWA and the World Bank. The CPF provides an integrated approach to education based on a common ethical foundation and revisits the concepts of life skills education to ensure the identification of key competencies for life and work relevant to the MENA context. It aims at institutionalizing life skills education within national education systems including TVET (both for formal and non-formal education), and within the workplace. This holistic vision and definition of life skills education is framed in a systems and multiple pathways approach (*see Figure 8*), which recognizes the leadership role to be played by the Ministry of Education to ensure that life skills education is delivered in an effective and sustainable manner.

Defining employability skills/core skills for work. A key question was raised on how to best address the issue of quality in TVET, particularly in relation to the current quality gaps. A clear emphasis emerged on the importance of better defining employability skills and ensuring quality teaching and learning processes towards the acquisition of those skills.

The concept of 'T-shaped workers' is emerging as a way to define the type of knowledge and skills required by employers. Increasingly complex work practices require team-working, reduced supervision, greater job flexibility and rotation, and increased interaction with customers and clients. *Figure 9* illustrates the workers that are increasingly needed in knowledge-based economies. These workers need to master deep knowledge, but also the capacity to apply the knowledge broadly.

²⁸ From Dina Craissati at the TVET Consultation Meeting. Source: E4E, IDB and IFC. 2011. Education for Employment. Realizing Arab Youth Potential.

²⁹ Djavad Salehi-Isfahani, Insan Tunali and Ragui Assad. 2009. "A Comparative Study of Returns to Education of Urban Men in Egypt, Iran, and Turkey" in *Middle East Development Journal*, Vol.1 No.2.

Figure 8 A Conceptual and Programmatic Framework for Life Skills Education in MENA

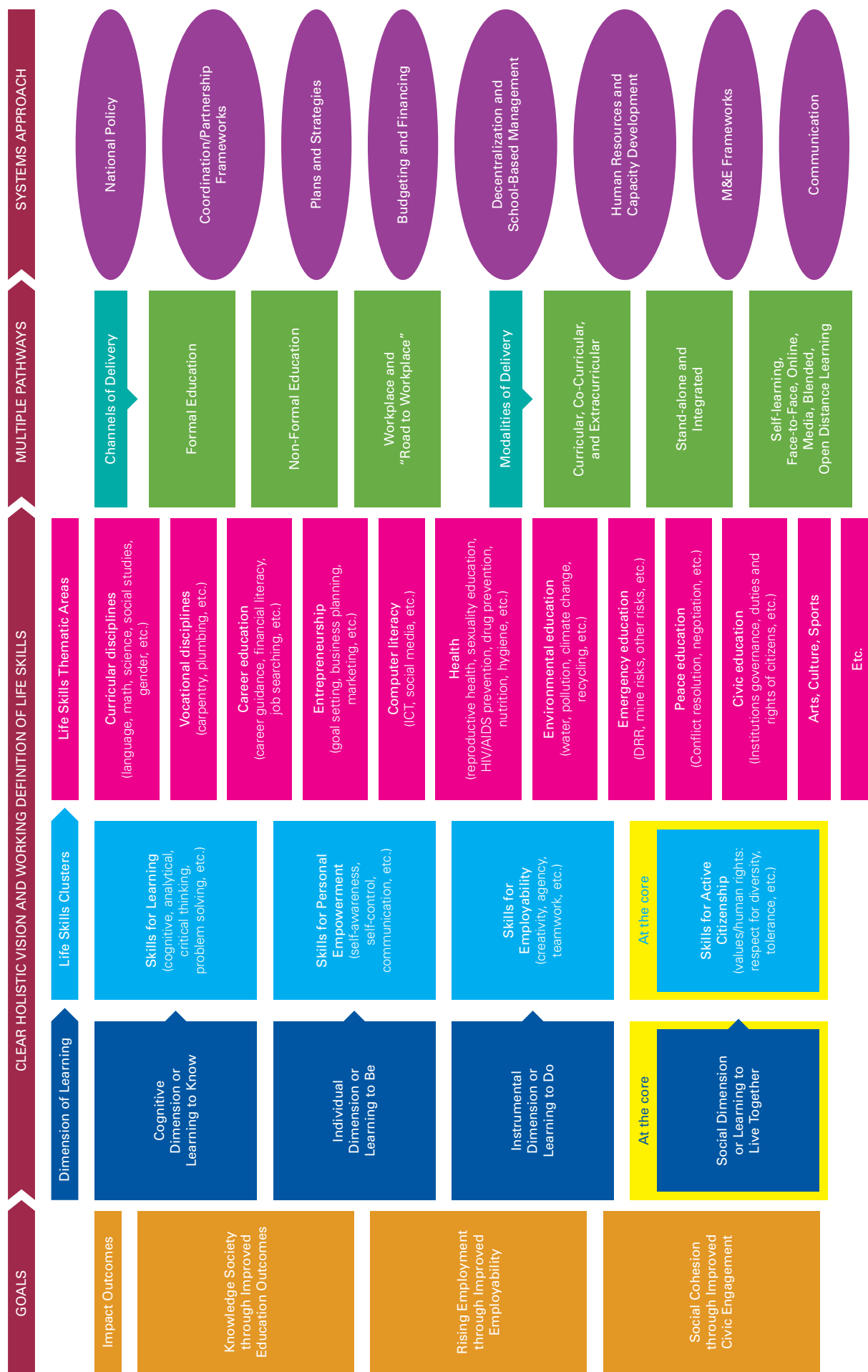
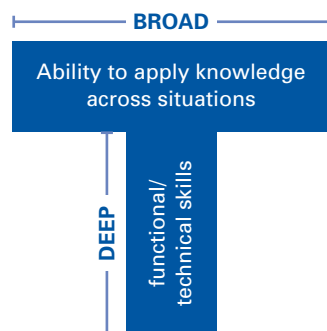


Figure 9 T-shaped model for employability skills³⁰

Based on employers' perspectives those broad skills could include: communication and interpersonal skills; problem-solving skills; using your initiative and being self-motivated; working under pressure and to deadlines; organizational skills; team-working; ability to learn and adapt; valuing diversity and difference; and negotiation skills.³¹ While these skills do not differ between professions, different levels of sophistication need to be considered, as they do not apply at the same level to different contexts. This needs to be taken into consideration, not only in the context of curriculum design but also in the context of teacher training and professional development, in order to make sure TVET programmes respond to the employability needs of learners. In this regard, interventions that focus on improving teaching and learning practices provide an opportunity to ensure that life skills are effectively delivered, irrespective of the quality of the national curricula.

In the context of TVET the quality of learning experiences is marked by the use of learning strategies that are experiential and include hands-on learning experiences such as: workplace projects; development of mini-companies; enquiry-based learning; problem-solving learning; and role-play, etc. The development of partnerships with local employers should explore ways for ensuring authentic work experience of TVET students, including the engagement of the private sector in teaching practice. The creation of partnerships at the school/training centre level is particularly important in a context dominated by a predominant informal economy, which is characterized by micro or small-scale enterprises. These local level partnerships could play a key role in defining the types of skills needed by the local economy, and therefore be more effective increasing responsiveness of TVET programmes to labour market needs.

Furthermore, the acquisition of employability skills cannot be considered as the only result of TVET, it needs to be effectively included in a continuum of learning experiences that encompass the basic education level and continue throughout life-long learning opportunities.

Upgrading Informal Apprenticeship in Jordan. The promising results of a project implemented by the IYF were presented as a successful example for improving the employability of marginalized youth.

The project implemented in Jordan included a 10-month development programme to improve the economic livelihoods of around 400 Jordanian youth in the most targeted governorates (East Amman, Irbid, Zarqa, Tefileh, Ma'an), with an overarching focus on youth training and employability.

The rationale of the project is based on the fact that most young people learn a profession by working in the informal economy. In Jordan informal apprenticeships remain the chief mode of skills transfer for young workers. In this case the programme addressed the need to improve the quality of the training of informal apprenticeship, the level of acquired skills, occupational health and safety, and the engagement of young women in non-traditional occupations. The project adopted a two-phase approach as follows:

³⁰ Ibid.

³¹ For more information see Science technology engineering and mathematics network (stemnet) website, available at: <http://www.stemnet.org.uk/>

In the first phase a labour market assessment was implemented in the targeted governorates in order to estimate the job opportunities offered by the sector employers. The assessment identified five main sectors/occupations that were subsequently addressed in the project. Mentors and facilitators were appointed and trained on the following: i. on occupational competency profiles and charts development; ii. on youth pedagogy and development (based on IYF's "Effective Teaching Methods" curriculum); and iii. occupational safety and health principles, and assessment. Trained facilitators and the technical mentors designed and developed the youth competency profiles and charts, including the technical training manuals. More than 70 employers were engaged from the beginning to secure their commitment to placing youth in apprenticeship programmes.

In the second phase IYF worked closely with local community-based organizations (CBOs) in the targeted governorates to reach the youth job seekers interested in the defined occupations. A five-week training programme was implemented, including a theoretical training package followed by three months of on-the-job training, in which youth were placed in apprenticeships with the employers that signed the pre-agreement. Project technical mentors visited periodically (weekly or bi-weekly) to encourage youth and resolve potential conflicts as part of the training. The training was supported by parents' engagement sessions organized by local CBOs. A key component of the training focused on life skills education to develop knowledge and behavioural skills in the four key areas of: personal development, problem solving, healthy lifestyles and workplace success.

A list of key challenges encountered during the implementation of the project and related lessons learned are presented in the table below.

Table 4 Challenges and lessons learned in the upgrading of informal apprenticeship in Jordan³²

Challenges	Lessons learned
<ul style="list-style-type: none"> Youth outreach Youth commitment to the training Wrong perception about the programme as providing monetary support 	<ul style="list-style-type: none"> The importance of partnering with CBOs, which are trusted by the local community. Managing expectations of youth and parents by having introductory sessions to explain the programme and its benefits. Customize outreach approaches to accommodate the different characteristics of the governorates, and engaging young community champions.
<ul style="list-style-type: none"> Parents did not agree for the girls to work late hours (after 5 PM) 	<ul style="list-style-type: none"> Conducting parental awareness sessions. Ensuring group employments and transportation by the employer.
<ul style="list-style-type: none"> Drop out from the training 	<ul style="list-style-type: none"> It is important to start with life skills education as part of the programme to ensure the better realization of youth interests and commitment. On-the-job mentoring is a core factor for the success of the programme to reduce complaints and conflicts. Transportation subsidies to cover the expenses of reaching training centres. Youth were very interested in getting certificates that proved the completion of the training.
<ul style="list-style-type: none"> Some employers refused to sign contracts as they felt they were obliged to provide jobs 	<ul style="list-style-type: none"> One-to-one sessions with employers and mentors to further explain the benefits of the programme for employers.

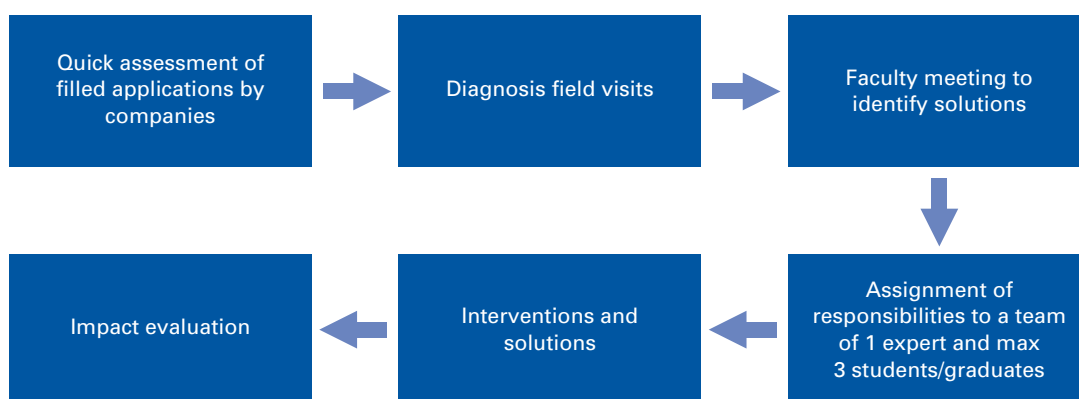
Skills for Reconstruction in Gaza. This is a pilot project implemented in Gaza between 2015 and 2016 by the Islamic University of Gaza Community and Industry Liaison Center (IUGIC) in cooperation with ILO. The project adopted a comprehensive approach to tackle the current challenges of reconstruction by linking university students and university graduates with private sector companies. In particular the project focused on:

³² From Rima Al-Qaisi at the TVET Consultation Meeting.

- Improving the relevance of university curricula to the needs of the private sector;
- Allowing students to gain direct hands-on experience in their field and to demonstrate to employers their productive potentials; and
- Providing smart solutions for the rebuilding of Gaza and the timely restart of private sector companies with fewer resources.

A key result of the project was the development of smart reconstruction solutions, which were developed and rolled out in 80 companies through technical services delivered by 77 IUG students. The model of the Smart Reconstruction Methodology is presented in Figure 10.

Figure 10 Smart Reconstruction Methodology³³



The project ensured a comprehensive review of the teaching modules under the civil engineering department, through the adoption of the DACUM approach including inputs from the private sector. A job exposure programme for 130 students with weekly field visits to companies was introduced to complement the academic curriculum.

The emphasis on creating linkages between education sector providers and the private sector has proved successful in increasing the employability skills of university students and graduates. As a result of the enhanced collaborative experience between companies and the faculty, students and graduates had the opportunity to experience hands-on training and be exposed to soft skills development. The benefits for the private sector included the introduction of smart reconstruction solutions in the following areas: Facilities planning and layout; quality management for food and wood industrial sectors; safety and occupational health; human resources management; scheduling production processes; and expanded capacity in estimating profit and loss. The benefits for the students and graduates included: On-the-job problem solving experience, along with the integration in the local market and facilitation for the transition to the world of work.

Key challenges were experienced in the implementation of the project, particularly in relation to the apprenticeship programme. Overall, private companies had little or no interest in providing apprenticeship opportunities, which was further aggravated by the challenging economic context of Gaza. The project also highlighted the importance of ensuring early exposure to the world of work, with youth experiencing the working environment early in the programme.

³³ From the presentation prepared by Bassel Qandeel at TVET Consultation Meeting.



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5

Promoting entrepreneurship education and self-employment

Key takeaways

- Entrepreneurship education programmes aim at shifting current mindsets and changing attitudes towards employment and self-employment.
- Learner-centred pedagogies are critical to successful entrepreneurship education programmes and are integral to life skills education.
- The success of entrepreneurship education programmes in the context of TVET depends heavily on the programme design quality. This needs to be tailored to TVET realities.
- Successful entrepreneurship education programmes ensure coordination among a range of actors, including governments, the private sector, and international organizations.
- Entrepreneurship education should start at an early stage in the educational process to ensure sustainability and success.

The role of entrepreneurship education in TVET. Entrepreneurship has been defined as “the pursuit of opportunities beyond the resources you currently control.”³⁴ Entrepreneurship is about growth, creativity and innovation.³⁵ Recently, the World Bank defined entrepreneurship education as both academic education and formal training interventions that share the broad objective of providing individuals with the entrepreneurial mindset and skills. These skills support participation and performance in a range of entrepreneurial activities, encompassing a heterogeneous array of interventions, ranging from formal academic education programmes to stand-alone training programmes (World Bank, 2014).

The “Oslo Agenda for Entrepreneurship Education” (2006) evinced the growing interest in the role that entrepreneurship can play as a catalyst to achieve economic and social development objectives, including growth, innovation, employment, and equity. The agenda proposed ways to step up progress in promoting entrepreneurial mindsets in society, systematically and with effective actions. In addition, the expanding body of literature documenting the potential contributions of entrepreneurship to economic and social development offers a complex picture of what constitutes entrepreneurship, the societal contributions of entrepreneurial success, and the factors driving or constraining the success of entrepreneurs. An increasing area of interest in this field is how a range of actors – including governments, the private sector, and international organizations – can bolster entrepreneurs’ success and progress on broader socioeconomic goals.³⁶

At the same time, there is a growing recognition of the distinction between entrepreneurial attitude in an employment relationship and business management capabilities, with the recognition that only few entrepreneurs actually succeed to generate sufficient livelihood from their business.

Against this backdrop, three partners discussed their approach to entrepreneurship education and self-employment in the context of MENA, namely: INJAZ, ILO, and IYF.

INJAZ offers different entrepreneurship programmes that respond to different learning levels across: school programmes, Special Education programmes, and TVET and university programmes. Its programmes targeting students in tertiary education are: Social Leaders Program (SLP); We Are Social Leaders (WASL); My Entrepreneurial Project (MEP); and Company Start-up Program (CSP).

³⁴ Stevenson, H. and J. Jarillo (1991), “A New Entrepreneurial Paradigm”, in A. Etzioni and P. R. Lawrence (eds.), *Socioeconomics: Toward a New Synthesis*, M.E. Sharpe, Inc., New York.

³⁵ Wilson, K. 2008. “Entrepreneurship Education in Europe” in *Entrepreneurship and Higher Education*. OECD.

³⁶ World Bank. 2014. *Jobs or Privilege: Unleashing the Employment Potential of the Middle East and North Africa*.

INJAZ explained how it has successfully designed comprehensive curricular and co-curricular programmes at the school (starting from Grade 7) and university levels, and acknowledged a much higher impact in university contexts than in TVET contexts. INJAZ attributed the challenges of its TVET-related entrepreneurship programmes in relation to the following nine factors:

- Resistance to new, untraditional programmes (mostly from middle management)
- Instructors' (skills-trainers) qualifications
- Institutions' readiness and learning environment
- Decisions depend on individuals, not systems
- Mainstreaming within Life Skills' required hours
- Skills Gap (students' skills): lack of curriculum hours
- Students' commitment (outside VTC)
- Limited culture of entrepreneurship (fear of risk taking and failure)
- Limited funding and investment opportunities

During discussions, it was recognized that another important factor that may help understand the challenges encountered by INJAZ could be related to the design of the programmes themselves. The programmes were first conceived for students at the tertiary level, and do not respond to the needs of TVET students at the post-basic secondary level.

The importance of contextualizing programme design was also addressed by ILO's intervention featuring its long-standing [Know about Business \(KAB\)](#), implemented worldwide since the 1990s. KBA is as a step-by-step training programme mainstreamed in various national education curricula. It aims at instilling the entrepreneurial mindset and thinking among secondary and tertiary education students, with particular attention to students of TVET. The KAB programme targets teachers in general secondary education, trainers in vocational and technical training institutions, and higher education professors, all of whom are trained to deliver KAB course content and are certified as KAB national facilitators. In contrast to INJAZ, ILO highlighted its satisfaction with the results in MENA of its KBA programming in relation to TVET.

ILO highlighted three elements in relation to the perceived success of its KAB programme in MENA.³⁷ The first element relates to a careful selection process that consists on choosing teachers who are potentially the right fit for the KAB programme; teachers that are young, dynamic, and excited about learning something new. Following their selection they participate in an 8-hour, 12-day training programme. The second element related to the fact that KAB has adapted and translated its programme's curriculum into Arabic and Kurdish, and adapted the content to be culturally sensitive, which contributes to national ownership, as the process includes providing the opportunity for feedback into the material. Finally, KAB is implemented through ministries to ensure scalability and sustainability.

To date, ILO's KAB has been implemented in 498 schools, with 1,930 teachers certified and 184,330 students trained in MENA. The status of ILO KAB's programmes in MENA was reported as follows. While Syria was the first country in the region to implement KAB in 2008 and Oman and Saudi Arabia have nationalized KAB into their national curricula programmes, Yemen and Occupied Palestinian Territories were highlighted as best practices by ILO. KAB in Lebanon has not yet been successfully implemented. It is implemented in Jordan through the Ministry of Education.

³⁷ Assessment methodology of KAB measures impact qualitatively not quantitatively through self-assessment (pre- and post-questionnaires within the curriculum), as well as focus group discussions with teachers, parents, and employers.

In spite of the perceived success of KAB in MENA, ILO also highlighted few challenges mostly in relation to:

- Hours available within TVET programmes, since KAB training requires 96 practical hours.
- Inappropriate space settings, since KAB cannot be taught using just the frontal teaching style.
- Teachers are reluctant or want incentives.
- Absence of commitment from institutions.
- Knowledge levels of students and different kinds of commitment.

IYF introduced their [standards of excellence](#) developed around the three crosscutting programming areas of: employability; entrepreneurship; and service learning. Standards of excellence are meant to guide decisions in local grant making, and developing and implementing capacity development of local NGOs/CBOs through a tailored organizational capacity assessment tool; they target board members, executive officers, project management offices (responsible for submitting new proposals to donors), trainers, and full-time middle management officers working on youth programmes.³⁸

Standards of excellence for entrepreneurship programmes relate to the following eight fields:³⁹

- Beneficiary selection: Assessment to measure the entrepreneurial attitudes of beneficiaries in order to avoid the high-risk of dropout that exists within this programme.
- Core business skills, such as business management, business accounting and financial management, raising funds, accessing and utilizing market information, human resource management, and marketing.
- Business feasibility analysis and a business plan development component.
- Complementary skills (life skill, business, English, IT).
- Technical training for entrepreneurs, designed to meet the needs of the beneficiaries, the requirements of employers, and is aligned with market demand and results of dual-client assessment.
- Integration of entrepreneurs and business mentors, based on the identification and training of mentors to ensure that mentorship is a developmental partnership through which the mentor provides guidance to foster the personal and professional growth of the youth participants throughout the entire programme cycle, including business launch.
- Links to financing, including finance institutions that cater to start-ups and/or have a youth-focused programme are formalized.
- Additional entrepreneurship support, business launch, and follow-up.

Along with the reflections shared by ILO and INJAZ, IYF also highlighted the general difficulty of implementing entrepreneurship programmes due to factors related to the importance of beneficiary selection (age, gender and educational level make a difference), the cost of programmes, and the need to clearly define outputs and outcomes (business start-up or entrepreneurial activities).

Finally, a common feature expressed by all three presenters was the emphasis on pedagogical aspects, since most of the entrepreneurship programmes rely on “doing things differently”. In this context, learner-centred pedagogies that hold students responsible for their own learning, and moving away from rote learning into interactive and participatory learning.

³⁸ Bassem Nasser, IYF, PowerPoint presentation for TVET Meeting.

³⁹ Ibid.

6

A systems approach to TVET provision

Key takeaways

- A systems approach is a prerequisite for ensuring the sustainability and scale of TVET interventions.
- Fragmentation and duplication of efforts are common challenges in MENA.
- A systems approach caters for flexible service delivery and recognizes the need for expanding access to TVET as part of lifelong learning strategies. In particular the focus on early ages is key to laying a strong foundation for increasing access and improving the employability of graduates.
- Clear linkages between learning pathways in formal and non-formal settings are needed. This includes the need for ensuring recognition of prior learning and clear standards for certification.
- The development of national qualification frameworks needs to rely on a robust system of competency-based learning.
- It is key to ensure the development of partnerships and coordination frameworks between various actors involved in TVET. This includes the need to strengthen coordination between public institutions and collaboration with the private sector as a prerequisite for establishing successful TVET systems.
- Monitoring and evaluation of TVET services need to be further strengthened in MENA as part of systemic interventions.

Reform agendas and policy frameworks

National TVET reform agendas are currently underway to transform TVET into a more prominent sector that can develop the skills necessary for meaningful employment and create bridges with the labour market. The provision for Syrian refugee youth needs to be embedded in these reforms and sector approaches. Specific areas of reform are detailed below.

Improving the quality and relevance of TVET provision: Life skills education represents an important tool for improving the quality of TVET delivery. Along with technical and vocational skills, the introduction of life skills education should be further advanced within a holistic vision that brings together human rights-based values with cognitive, personal and employability skills for gainful employment or entrepreneurial activity.

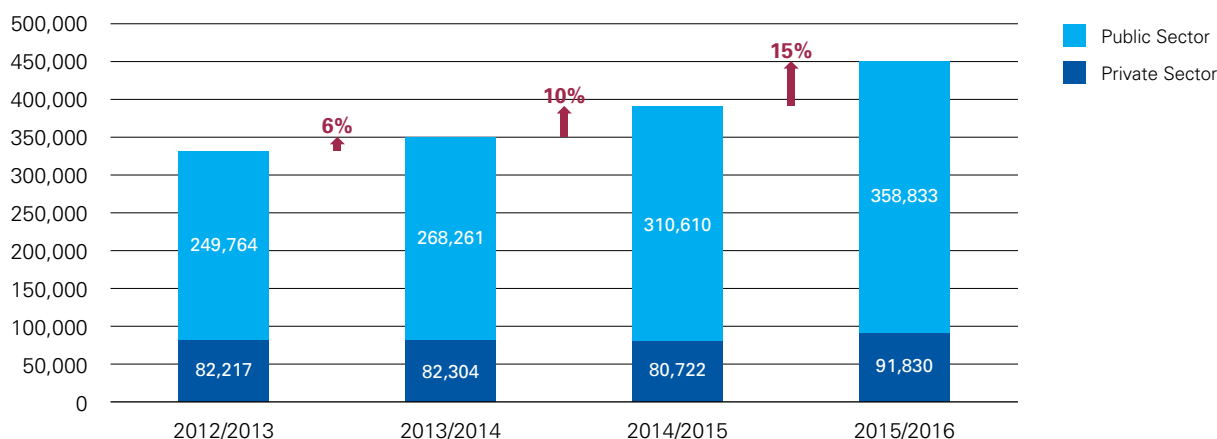
Partnerships with the private sector: The need for expanding consultation processes and collaboration between Ministries of Education, Labour and the private sector has been consistently highlighted as an area of concern in the MENA region. While TVET systems have remained largely supply driven, current reform processes in MENA have highlighted the strategic importance of expanding partnerships with the private sector in undertaking TVET curricula reform. This can be achieved in the design of vocational programmes, and in the provision of vocational training in key areas demanded by the labour market to link education and training with employment. This also calls for the full recognition of the prominent role of employers as the main driving force in the TVET sector.

Policy and regulatory frameworks: Regulatory and incentive frameworks to boost the recognition and certification of TVET and to enhance the governance of access and provision are key. While the relevance and importance of private provision might vary from country to country, issues of quality, certification and sustainability remain challenges to be addressed. Collaborative frameworks between public and private providers of training can ensure more equity and better targeting of the marginalized.

The case of Morocco

Within the context of Morocco, TVET is offered by a variety of public and private providers and is articulated on eight levels regulated by a National Qualification Framework. Overall demand for TVET has been increasing over the past few years, particularly for post-basic education courses that lead to certification equivalent to upper secondary and tertiary education levels. *Figure 11* highlights the increase in enrollment rates, particularly by public sector providers in technical and vocational education at secondary level.

Figure 11 Trend of enrolled students in technical and vocational education⁴⁰



While the Ministry of Education offers TVET to 15-24 years old at the post-basic and tertiary levels, the majority of students (close to 90 per cent) are enrolled in TVET courses offered by the Office of Vocational Training and Labour Promotion (OFPPT).⁴¹ OFPPT is a Moroccan public organization that offers both technical and vocational education, as well as short-term vocational training for young people.

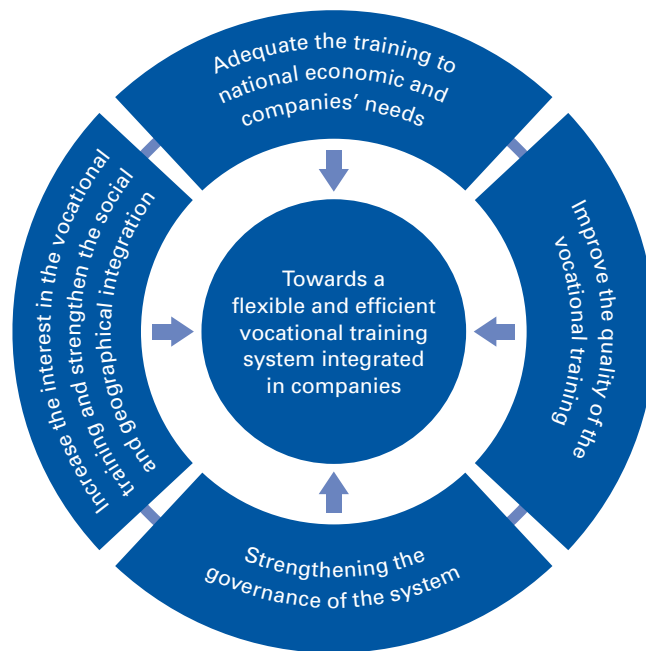
Morocco constitutes a successful example of a systems approach to TVET. In the context of the new national education reform (2015-2030), Morocco has recently launched a new TVET strategy (2021). Building on the principles and values of the 2011 Constitution, and the structural transformations undertaken by the previous TVET strategies of 1984 and 2012, the strategic vision of the national education reform, the vision of the strategy is to achieve quality technical and vocational education and training for all citizens (male and female) throughout their lives that recognizes the value of human capital and enhances their competitiveness in the labour market.

This vision is articulated through five strategic objectives:

- 1 Guarantee the right to vocational training (in relation to social and territorial inclusion) through the training of 10 million female and male citizens;
- 2 Improve the competitiveness of the company through TVET: target of 50 per cent of work-based trainees and 20 per cent of employees in continuing education;
- 3 Maximizing employability by improving continuous quality training: 75 per cent by 2021;
- 4 Integration of national education and TVET in order to improve the perception of TVET and offer students the possibility to explore their interests in vocational disciplines; and
- 5 Strengthening TVET governance systems for enhanced performance and synergies.

⁴⁰ From the presentation of Naima Sabri at TVET Consultation. Source: MOE Morocco 2016.

⁴¹ Source: MOE Activities Report 2013.

Figure 12 Issues addressed by the TVET Strategy 2021

In order to achieve a flexible and efficient TVET system that can meet and anticipate the social and economic changes in Morocco, a strategy was developed through six strategic axis that complement the five abovementioned objectives by providing specific and complementary plans and mechanisms, namely:

- Extensive and inclusive training offer. Aiming at fulfilling article 31 of the Constitution,⁴² this axis includes four main pillars: first it encourages universal access to TVET, with particular emphasis on young people from households with limited income, rural areas, and populations with specific needs; secondly it also aims to provide continuous education to new sets of populations, most notably unemployed workers or those transitioning into new jobs; thirdly it seeks to enhance opportunities for distance learning to reach populations located in areas with no adequate education infrastructure; and finally it aims to develop synergies and complementarity between private and public TVET providers.
- Offering TVET that meets labour market demands through the establishment of a comprehensive system that identifies labour needs and organizes the supply of adequate and relevant vocational education and training.
- Placing companies at the centre of the system in order to increase the job placement rate of degree holders, enhance the employability of job seekers and the competitiveness of companies.
- A system based on continuous improvement of quality through, among others: professionalization of the administration and teaching personnel; development of key soft skills for improved school-to-work transition; and a competency-based approach to TVE.
- Enhancement of the vocational pathway through the better articulation of the components of the system of education and training, namely: integration within general education; introducing mechanisms for school and career counselling among students for long-life learning; establishing linkages with higher education; strengthening and diversifying levels and pathways of professional training; and the establishment of a National Institute of Technologies and Trades.
- Improvement of TVET governance and the strengthening of complementarity between stakeholders; participatory governance of TVET; strengthening of regional systems and decentralization; consolidation of public private partnerships; evaluation of the TVET system; cooperation with countries on the African continent; and diversification, optimization and sustainability of financial resources.

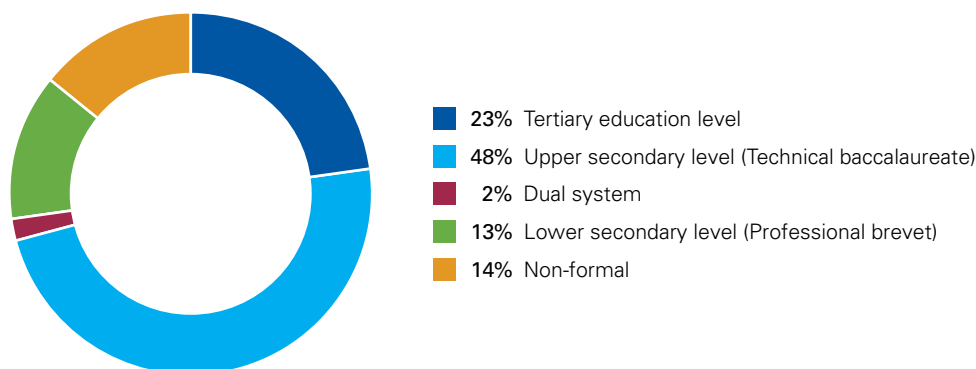
⁴² Article 31 of the 2011 Moroccan constitution states the obligation of the State to mobilize all available resources in order to guarantee access to TVET to all citizens.

The case of Lebanon

TVET in Lebanon is provided by Technical Vocational Education at the secondary and tertiary levels. This leads to certification provided by the Ministry of Education and Higher Education (MEHE), and short-term vocational courses (between 3 to 9 months), which are provided in non-formal education settings. A system of accreditation for short-term courses is also in place for private institutions or NGOs that are licensed and recognized by MEHE. In addition a dual system linked to the German model was also established to provide three years of technical and vocational education for Grades 7-9, which leads to receiving a lower secondary diploma known as Professional Secondary Education.

Access to TVET service delivery is equally divided between public and private provision (over 39,000 students in public schools and around 36,000 in private schools in the 2013/14 school year, with no imbalance between males and females), while close to 14 per cent of students were enrolled in non-formal education as of 2014 with issues related to lack of certification and limited recognition of learning. Access to TVET for Syrian refugees is regulated by the rules of general education and challenges related to access are similar to other types of learning pathways, such as a lack of resources to continue studying, difficulties in adapting to a different language of instruction, lack of documentation, etc. *Figure 13* highlights the distribution of Lebanese and non-Lebanese TVET students by course type.

Figure 13 Distribution of students according TVET levels – school year 2013/2014⁴³



The national strategy for education, first developed in 2006, focused on the need to strengthen and to reform the TVET system. However, a systemic change has not materialized and the need for a comprehensive TVET review is a priority area of intervention at the national level. Once again, the TVET sector is highly fragmented. While the MEHE, through the Directorate General of Technical and Vocational Education (DGTVE), is the key service provider, a variety of different public and private institutions are also active in this field, such as the Ministry of Labour and Social Affairs, the National Office for Employment and the Ministry of Agriculture, in addition to the local and international NGOs.

The employers are represented in the Higher Council for Vocational Education, which is headed by the MEHE. However, this Council does not have executive power, and is not active in the governance of the TVET system. There are currently no established mechanisms that regulate the contribution of the employers in key functions such as curricula development and in-service training. As an example, despite the links with the private sector and the availability of on-the-job training the dual system in Lebanon has been limited to a small number of occupations. This is due to the difficulty of setting up programmes in partnership with the private sector, and the general lack of trust of employers vis-a-vis training providers.

A recent initiative is focusing on expanding access to TVET opportunities equivalent to Grades 6 and 7 (aged 12-13 years old). It is based on training hours, making 400 training hours equivalent to one school year and 800 training hours enables students to obtain an official certificate or continue their learning through non-formal education pathways. Such initiatives however, are hindered by the lack of a National Qualification Framework that links TVET with national qualifications.

⁴³ From Nabil Naccache at TVET Consultation Meeting. Source: MEHE 2015.

The quality of TVET provision is a concern due to the need to reform national quality assurance mechanisms. This is compounded by the fact that TVET curricula have no mainstreamed life skills education and do not always meet the needs of the private sector occupations.

The governance of the TVET system is characterized by the weakness of the central administration with limited coordination and partnership with the private sector. Which in turn negatively affects the relevance of TVET and the employability of TVET graduates. There is no national framework or strategy guiding coherent programming towards scale, quality and relevance.

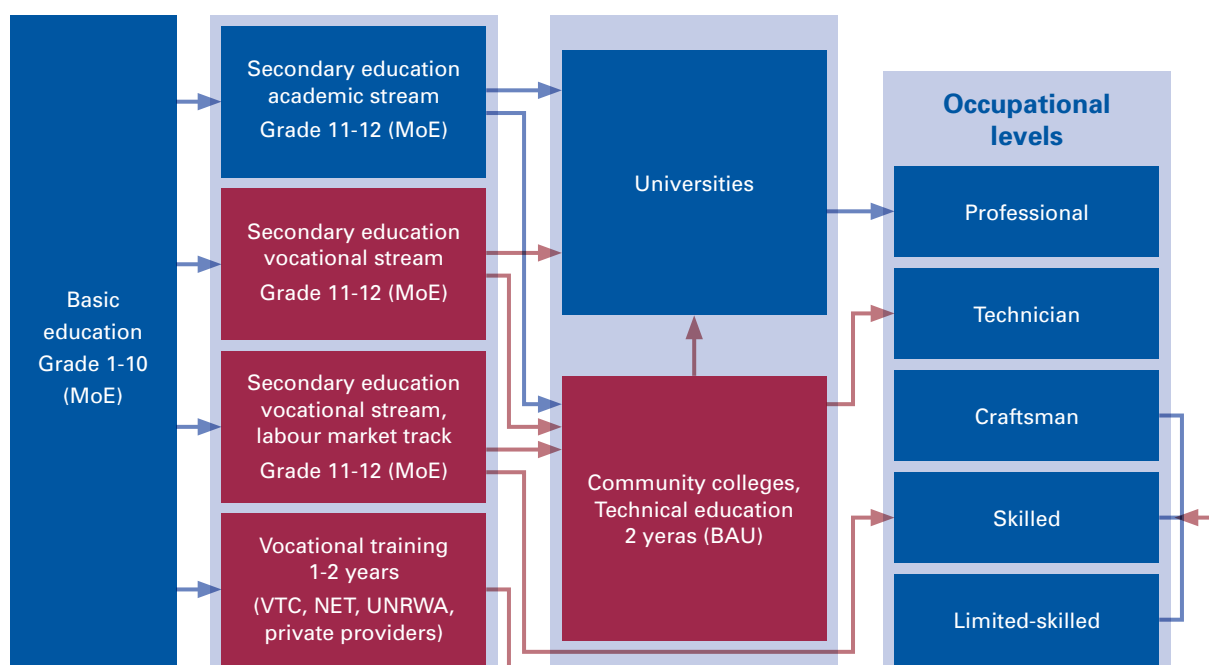
The lack of a comprehensive review of the TVET system and the implementation of ad-hoc interventions, mostly short-term in nature, are undermining the overall performance of the system and limiting the potential of the sector to meet Lebanon's labour market needs. The situation is further exacerbated by a lack of resources and the need for expanding technical capacity within MEHE. Within this context, a systems approach is needed to increase access, quality, and responsiveness of the TVET system.

The case of Jordan

The TVET service provision sector in Jordan is divided between multiple public and private institutions. The public sector includes the MoE and the VTC, which offer Technical and Vocational Education at the post-basic education level. At the tertiary level the Al-Balqa' Applied University offers TVET in 46 public community colleges, targeting 70 per cent of TVET students as of 2016. The private sector is active at both post-basic and tertiary levels, but targets a minority of students.⁴⁴

The governance of the TVET system in Jordan has undergone a review and reform process in line with the national reform agendas for education and employment. The coordination between multiple actors is being pursued through the activation of the Technical and Vocational Education and Training (E-TVET) Council, which was first established to act as a national lead institution for harmonizing TVET interventions.

Figure 14 TVET pathways and occupational levels in Jordan⁴⁵



⁴⁴ From the presentation of Ali Nasrallah at TVET Consultation Meeting.

⁴⁵ From ILO and Centre for Accreditation and Quality Control (CAQA): *Manual on Skills Testing and Certification: Jordan*, 2015, Jordan.

In addition, the project for developing a National Qualification Framework (NQF) was launched in 2014 with the technical support of the European Union. The NQF functions as a regulatory framework that classifies employees according to defined criteria. *Figure 14* defines the structure of the TVET system and the types of occupational levels as defined by Jordan's NQF.

The dispersion and fragmentation of Jordan's TVET interventions has been diagnosed as a key challenge to be addressed as part of a national review of the TVET system. The rigidity of the system further reduces the possibility for the marginalized to access multiple TVET pathways and pursue learning opportunities at the post-basic education level.

The case of UNRWA

UNRWA's TVET programme dates back to 1953 and is delivered through its nine vocational training (VTCs) located across UNRWA's five fields of operation (Gaza, West Bank, Jordan, Syria, and Lebanon). UNRWA's VTCs offer a large variety of courses: at the trade level, 24 two-year Vocational Trade courses, and 29 one-year trade courses; 55 semi-professional level two-year technical courses; and short-term courses that cover a diverse spectrum of specializations, preparing young Palestine refugees for jobs in areas where there is a high local labour market demand.

UNRWA's TVET programme has high job placement rates (78 per cent rate over the five fields of operation) and achievement rates in completing comprehensive exam results (higher than any national average). In addition, VTCs have been recognized regionally by national awards such as HRH Prince El-Hassan Bin Talal Award for Scientific Excellence in 2016, awarded to the Wadi Seer Training Centre in Jordan (third prize for the course maintenance of electrical domestics appliances). The Gaza Training Center won first and second place awards at the 5th Annual Robot contest organized by the Palestine technical college – Dair El Balah for the students of higher education institutions and TVET centres.

In spite of its achievements, an evaluation undertaken in partnership with GIZ highlighted the following challenges:⁴⁶

- The current TVET institutional framework does not cater for the needs of vulnerable groups.
- Information on the labour market is neither sufficient nor systematically integrated into the curricula.
- Programme renewal and the updating of courses do not follow clear standards.
- No systematic capacity building for TVET staff.
- Insufficient diversification of financing sources.
- No systematic evidence of its efficacy, efficiency and impact.
- Lacking governance framework.
- Absence of an agency-wide approach to emergencies.

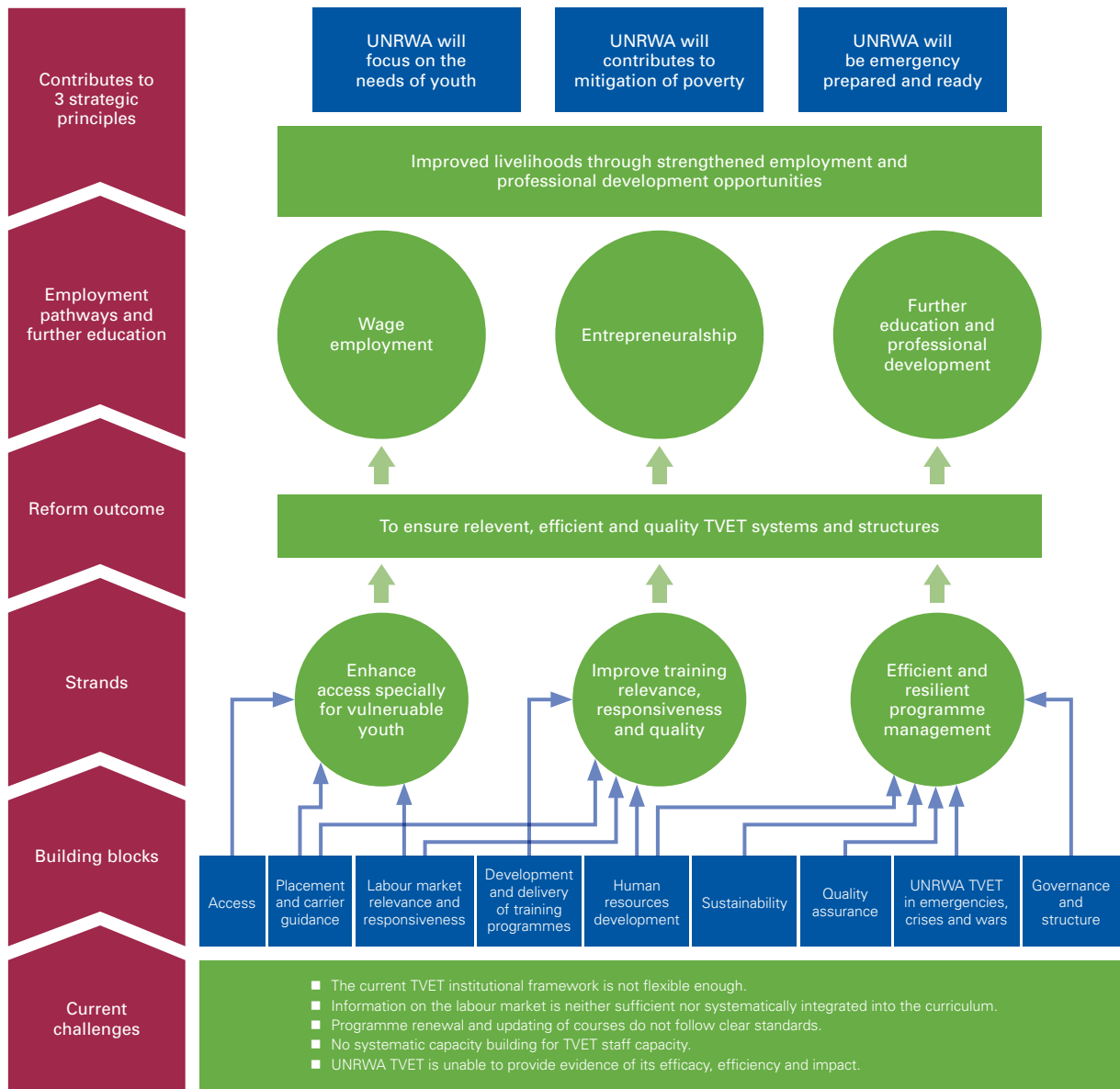
In the context of UNRWA's education reform that started in 2011, TVET is currently undergoing a sector reform that aims to ensure relevant, efficient, and quality TVET structures that can contribute to three strategic principles: the needs of youth, the mitigation of poverty, and emergency preparedness and readiness (*see Figure 15*).

To achieve this, the TVET and Youth Strategy focuses on six priorities: governance; quality assurance; access; sustainability; training approaches; and career guidance and placement. Focusing on these priorities, the quality and relevance of TVET programming will be enhanced and the employability of Palestinian refugee youth will be improved. An important aspect of the Reform already underway is the Competency-Based Training (CBT) approach to delivering TVET services.

⁴⁶ Salim Shehadeh, UNRWA, PowerPoint presentation at the TVET Meeting.

Additional categories of training programmes are being made available at the skilled labour level in areas where there is local and regional labour market demand. Training courses are also being revised in collaboration with employers so that the competencies being taught reflect the actual needs of the industry or field.⁴⁷

Figure 15 UNRWA TVET strategy⁴⁸



⁴⁷ UNRWA TVET available at <http://www.unrwa.org/userfiles/201208024264.pdf>

⁴⁸ From the presentation of Salim Shehadeh at TVET Consultation Meeting.



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Strategies for the way forward

The TVET Consultation provided an opportunity to identify key actions for way forward within a systems approach. Key areas of interventions were identified through group work and plenary discussions.

There was overall recognition that the theory of change that links a) training to enter in the labour market, and b) job creation for decent livelihoods was not a straightforward one. Many assumptions exist behind this linear transformation, including: a) quality and market relevance of the TVET provided; and b) an enabling economic environment and the availability of decent work that youth can access.

The theory of change recognizes that acquiring employability skills will enable youth to successfully apply for jobs if these become available. This is underpinned by the following three additional layers of assumptions: First, access to quality TVET would enable youth to enter the labour market and acquire decent livelihoods. Second, there is a need to move away from project-based and ad-hoc interventions in TVET and towards a strategic and systemic approach embedded within national reforms and with TVET policy frameworks to ensure scale and sustainability. Finally, a conducive environment for employability needs to be created through innovative approaches for the active engagement of marginalized youth. Thus, if TVET is boosted with quality and opportunities for employment, it has the potential to attract more students, including those from the general secondary path, and balance education provision at the post-basic level towards more relevance.

Consequently, four areas were identified for a systemic approach to TVET:

- 1 Increasing access to TVET opportunities.
- 2 Enhancing quality and relevance of TVET.
- 3 Strengthening partnerships with the private sector and other stakeholders.
- 4 Ensuring the transitions of the graduates to decent work.

These areas of interventions are by no means sufficient for the systemic improvement of national TVET systems, however they constitute realistic steps towards substantive reforms. They can be further broken down:

- 1 Increasing access to TVET opportunities:
 - Strengthen evidence-based programming through tracking and profiling youth at post-basic education levels, including the multiple pathways they engage in (formal, non-formal, general secondary, TVET, work, inactivity, etc.).
 - Improve the financing of TVET systems through cost effectiveness analysis of innovative practices and projects for up-scaling.
 - Review teacher/facilitator training and deployment systems.
 - Facilitate a productive dialogue between line ministries and private providers in order to ensure the complementarity of TVET programmes, and design possible pathways between them.
 - Develop communication strategies for changing negative attitudes towards TVET, including through vocational activities at the early stages of learning and through the engagement of youth.

2 Enhancing quality and relevance of TVET:

- Mainstream life skills and citizenship education within TVET curricula, including entrepreneurship education starting an early stage in the educational process.
- Focus on measures that ensure acquisition of employability skills from early childhood and during basic education laying a strong foundation for lifelong learning.
- Ensure professional development of TVET instructors in terms of life skills education and technical skills.
- Gather labour market data and analysis that will allow for the forecasting of skills required within the short-term.
- Conduct tracer studies and employer satisfaction surveys that will enable the strengthening of training programmes with potential and discontinue those with limited employment impact.

3 Strengthening partnerships with the private sector and other stakeholders:

- Facilitate collaborative frameworks between public and private providers of training with a focus on equity and targeting the marginalized.
- Involve employers in the design of training standards and curriculum reviews.
- Involve employers in the implementation of training programmes through structured apprenticeships.
- Involve employers in the evaluation of the training programmes to ensure comprehensive feedback.
- Involve employers in the design and implementation of tests to ensure recognition of certification.

4 Ensuring the transition of the graduates to decent work:

- Systematize work-based learning including expanding opportunities for in-job training.
- Enhance career guidance at an early age.
- Establish Recognition of Prior Learning (RPL) mechanisms particularly targeting forcefully displaced populations and youth with experience in the informal economy.
- Increase the demand side through innovative approaches for active engagement of marginalized youth.
- Support transition to decent employment through the use of social protection measures (e.g. cash-for-work schemes, employment guarantee schemes, etc.)

This list is by no means exclusive, however it provides a basis for joint programming between national institutions, United Nations agencies and other partners at the country level. Ultimately, there is a need for a comprehensive approach that is cross-sectoral and brings together all stakeholders in order to address issues of supply, demand as well as the enabling environment simultaneously. Key to such efforts is the embedding of a clear strategy that would contribute to the strengthening of national TVET systems that are more responsive to the education and employment challenges in the MENA region.

Annex 1 TVET Consultation – Agenda

Day 1 Monday, 30 May 2016		
Schedule	Session	Chair
8:00 – 8:30	Registration	
8:30 – 9:15	Introductions <ul style="list-style-type: none"> Opening statements by UNICEF and ILO 10 min Short statements by representatives of institutions and country delegations on engagement in TVET 30 min Overview of Consultation objectives and agenda 5 min 	Doreen Mulenga (Deputy Regional Director, UNICEF MENARO)
9:15 – 9:50	The big picture <ul style="list-style-type: none"> School-to-work transition and employment prospects in MENA: Arthur van Diesen (UNICEF) 15 min <p><i>The presentation sets the tone of the issue of school-to-work transition and employment in MENA. It highlights the big picture providing an understanding of the main drivers behind job creation, and an analysis of employment trends in MENA. It further contextualizes the debate of employability versus employment in the specific context of school-to-work transition.</i></p> <p>Discussion 20 min</p>	Patrick Daru (ILO Regional Office for Arab States)
9:50 – 10:55	Unpacking TVET in MENA and in the context of the Syria crisis <ul style="list-style-type: none"> TVET pathways and employment in MENA: Muriel Dunbar (Cambridge Education) 10 min Patrick Daru (ILO Regional Office for Arab States) 10 min <p><i>The presentations unpack TVET systems in MENA, including: 1. Why it is important to focus on TVET, also in relation to employment outcomes; 2. Definitions, forms and channels of TVET delivery (formal, non-formal and informal pathways), including the role of entrepreneurship within the field of TVET; 3. TVET enrolment trends; and 4. Overview of regional reform processes and system approaches.</i></p> <p>Discussion 20 min</p> <ul style="list-style-type: none"> Role of employers in TVET: Maher El-Mahrouq (Jordan Chamber of Industry) 15 min <p><i>The presentation highlights the specific role and functions of the employers as one of the driving forces in TVET. It emphasizes the linkages between TVET systems and the labour market and the specific role of employers, not only in governance and programme design, but also in improving school-to-work transition.</i></p> <p>Discussion 10 min</p>	Bassem Nasir (International Youth Foundation)
10:55 – 11:10	Coffee break	
11:10 – 13:00	Unpacking TVET in MENA and in the context of the Syria crisis (continued) <ul style="list-style-type: none"> A systems approach to TVET: Reform agendas and policy frameworks: <ul style="list-style-type: none"> Morocco: Naim Sabri (Ministry of Education and Vocational Training, Morocco) 15 min Clarifications 5 min Jordan: Ali Nasrallah (National Committee for HRD) 15 min Clarifications 5 min Lebanon: Nabil Naccache (expert, Lebanon) 15 min Clarifications 5 min UNRWA: Salim Shehadeh (UNRWA HQ) 15 min Clarifications 5 min <p><i>The four presentations outline the different experiences in relation to TVET reforms, highlighting policy frameworks and national reform agendas. They also clarify the role of national TVET systems. Where relevant, they further provide an overview of TVET challenges and opportunities for Syrian refugee youth.</i></p> <p>Discussion 30 min</p>	Khalil Mahshi (independent expert)
13:00 – 14:00	Lunch	

Day 1 Monday, 30 May 2016		
Schedule	Session	Chair
14:00 – 14:50	<p>Unpacking TVET in MENA and in the context of the Syris crisis (continued)</p> <ul style="list-style-type: none"> Access of Syrians to TVET and the labour market: Maha Kattaa (ILO) 20 min <p><i>The presentation provides an overview of the legal and policy framework for Syrian refugees to access TVET opportunities and seek work in Jordan, Lebanon and Turkey. It further highlights issues of child labour as related to TVET, as well as progress made in Jordan since the adoption of the Jordan Compact.</i></p> <p>Discussion 30 min</p>	Katya Marino (UNICEF Lebanon)
14:50 – 15:50	<p>Improving the quality of TVET and emerging good practices</p> <ul style="list-style-type: none"> A Conceptual and Programmatic Framework for life skills education: Dina Craissati (UNICEF) 10 min <p><i>The presentation introduces the main components of the Conceptual and Programmatic Framework (CPF) for life skills education in MENA, and its relevance towards improving the quality of TVET and increasing employability.</i></p> <ul style="list-style-type: none"> Life skills education and employability: Muriel Dunbar (Cambridge Education) 20 min <p><i>The presentation focuses on employability skills as part of life skills education. It emphasizes the importance of life skills for employability. It further provides a review of skills necessary for the world of work, also reflecting on employers' increasing need for a workforce that can cope with changes in the work environment.</i></p> <p>Discussion 30 min</p>	Yayoi Segi-Vltchek (UNESCO Regional Bureau for Education in the Arab States)
15:50 – 16:00	Coffee break	
16:00 – 17:00	<p>Improving the quality of TVET and emerging good practices (continued)</p> <ul style="list-style-type: none"> 'Passport to Success' and upgrading informal apprenticeships: Rima Al-Qaisi (International Youth Foundation) 15 min <p><i>The presentation introduces the 'Passport to Success' as an example of a life skills education programme that increases the employability of TVET graduates. It further highlights the results of a pilot programme to improve informal apprenticeships in Jordan.</i></p> <ul style="list-style-type: none"> Skills for Reconstruction in Gaza: Basel Qandeel (Islamic University of Gaza) 15 min <p><i>The presentation highlights the results of an employability project jointly implemented by ILO with the Islamic University of Gaza. It showcases the adoption of "Smart Reconstruction Solutions for Industrial Establishment" and the impact of the project in facilitating the transition of university graduates to the world of work, specifically in contexts of fragility.</i></p> <p>Discussion 30 min</p>	Vick Ikobwa (UNHCR MENA Bureau)

Day 2 Tuesday, 31 May 2016

Schedule	Session	Chair
8:30 – 10:45	<p>Types of TVET provision and partnership engagements in Jordan</p> <ul style="list-style-type: none"> Public training providers: Ibrahim Tarawneh (Vocational Training Corporation) 20 min <p><i>The presentation provides the perspective of the public sector providers, including examples of public-private partnerships, in relation to: 1. Issues of equity in access to TVET opportunities; 2. Quality and relevance of TVET programmes; 3. Linkages with employment opportunities; and 4. Issues of sustainability and embedding TVET within national policy frameworks and reform agendas.</i></p> <p>Discussion 25 min</p> <ul style="list-style-type: none"> Private training providers: Ibrahim Safadi (Luminus Education) 20 min <p><i>The presentation showcases the experience of Al-Quds Colledge (Luminus Education) as the lead private community college offering TVET in Jordan, including vocational training opportunities for Syrian refugee youth. The presentation highlights the experience of a private training provider in relation to: 1. Issues of equity access to TVET opportunities; 2. Quality and relevance of TVET programmes; 3. Linkages with employment opportunities; 4. Issues of sustainability and embedding TVET within national policy frameworks and reform agendas.</i></p> <p>Discussion 25 min</p> <ul style="list-style-type: none"> In-company training in the Jordan garment sector: Ala'a Saifi (Better Work Jordan) and Sreenath Kp (Classic Fashion Jordan) 20 min <p>The presentation provides an example of on-the-job training in partnership with the private sector. Better Work Jordan is a joint project of the ILO and the International Finance Corporation (IFC), which provides assessment, advisory, and training services to exporting garment factories in Jordan. Issues of sustainability will be highlighted.</p> <p>Discussion 25 min</p>	<p>Bartholomeus Vrolijk (UNICEF Syria)</p>
10:45 – 11:00	Coffee break	
11:00 – 12:45	<p>Entrepreneurship and self-employment</p> <ul style="list-style-type: none"> Jordan: Deema Bibi (Injaz) 20 min MENA: Bassem Nasir (International Youth Foundation) 20 min Know about Business (KAB): Rania Bikhazi 20 min <p><i>The three presentations introduce major entrepreneurship programmes implemented in MENA with a particular focus on the TVET sector. They explore lessons learned including challenges and opportunities in this area, while looking at issues of sustainability and how entrepreneurship education programmes can effectively foster employment and increase self-employment in MENA.</i></p> <p>Discussion 45 min</p>	<p>Haneen Al-Rasheed (USAID)</p>
12:45 – 13:45	Lunch	
13:45 – 15:45	<p>Strategies for scaling up</p> <ul style="list-style-type: none"> Group work on strategies to scale up TVET within national policy and programmatic frameworks (three groups) 60 min <p><i>The group work provides an opportunity for countries and partners to identify strategies for the way forward within a systems approach. It will explore the following: What are the strategies and reforms required in countries for:</i></p> <ul style="list-style-type: none"> <i>Equity in access: Improving pathways towards TVET and involving Syrian refugees and vulnerable host community youth in meaningful training programmes.</i> <i>Quality of delivery: Mainstreaming life skills into the curricula.</i> <i>Role of employers: Involving employers meaningfully in the design, implementation and governance of TVET programmes.</i> <i>Reforms: Designing incentives for a TVET system that is more responsive to the labour market and improving employment outcomes of TVET programmes.</i> <i>Partnerships: Building partnerships for stronger and more coherent interventions.</i> <ul style="list-style-type: none"> Presentation of group work results and discussion 60 min 	<p>Erum Burki (Save the Children Regional Office)</p>
15:45 – 16:00	Coffee break	
16:00 – 16:45	Evaluation, brainstorming on way forward and closing	<p>Dina Craissati (UNICEF MENA Regional Office)</p>

Annex 2 List of participants

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Annex 3 Participants' evaluation

Executive summary

The Evaluation Form of the TVET Consultation Meeting was administered at the end of the last session of the Meeting, on 31 May 2016.

The total number of completed evaluation forms was 31. The main findings of the evaluation form analysis is as follows:

- **Interest and relevance of sessions:** The findings show that the Meeting captured the interest of participants. On a scale of 5, the average interest across all sessions is 3.8 and the average relevance stands at 3.7.
- **Learning during the Meeting:** Respondents highlighted the unpacking of TVET pathways as well as the focus on sharing learning experiences for quality TVET provision through life skills education as key learning opportunities. Another key area cited by participants relates to session on TVET reform agendas and discussions on systemic approach.
- **Objectives and contents of the Meeting, resource persons' contribution and group work:** The vast majority (71 per cent) of participants agreed that the content of the sessions met the objectives of the Meeting. In addition, 62 per cent of participants agreed that the resource persons' contributions were very useful. A total of 45 per cent of participants agreed that they were encouraged to take an active part in discussions and group work. Another 84 per cent of respondents either agreed or strongly agreed that group work around the three topics was useful.
- **Venue and logistics:** 42 per cent of the participants reported that the overall organization of the Meeting was excellent, while 48 per cent reported that it was very good.
- **Participant understanding of the subject matter:** Overall, 70 per cent of participants agreed that the Meeting helped them to unpack the field of TVET in MENA and within the context of the Syria crisis. A large majority (64 per cent) also cited that the Meeting helped the participants devise strategies for scaling up TVET within national policy and programmatic frameworks.
- **Other comments:** The participants expressed strong interest in the TVET Consultation and expressed positive feedback in relation to the quality and relevance of the presentations, discussion and group work. The review of national reforms and strategies have been considered particularly useful for identifying entry points for strengthening TVET interventions and for moving away from ad-hoc short-term interventions. Finally, many respondents emphasized the need to ensure larger consultation processes to include TVET students and more representatives from the private sector, as well as to ensure follow up at country level.

1 Interest and relevance of sessions

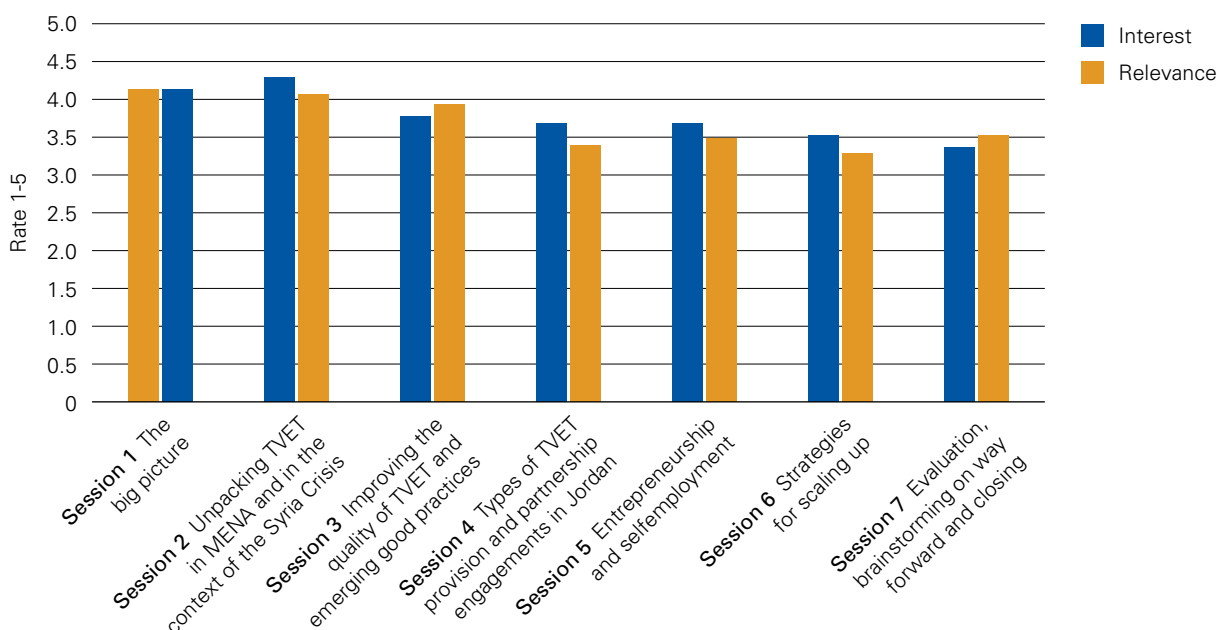
Kindly rate the different sessions in terms of interest to you and relevance to your work, by circling the relevant number (from 1 meaning 'least interesting/least relevant' to 5 meaning 'most interesting/most relevant').

Participants were asked to express the degree of interest and relevance of all seven sessions.

The average **interest** across all sessions is 3.8 out of 5, indicating that resource persons' presentations raised high levels of attention among the respondents. In particular, the highest rated session was 'The unpacking TVET in MENA and in the context of the Syria crisis,' followed by session on the big picture.

A similar trend appears when analysing the **relevance** of all sessions, which got an average score of 3.7. The highest score is assigned to the session on the big picture.

Interest and relevance of sessions



	Session 1 The big picture	Session 2 Unpacking TVET in MENA and in the context of the Syria Crisis	Session 3 Improving the quality of TVET and emerging good practices	Session 4 Types of TVET provision and partnership engagements in Jordan	Session 5 Entrepreneurship and selfemployment	Session 6 Strategies for scaling up	Session 7 Evaluation, brainstorming on way forward and closing
Interest	4.13	4.29	3.77	3.68	3.68	3.52	3.37
Relevance	4.13	4.06	3.94	3.39	3.48	3.29	3.53

2 Learning during the Meeting

Please list the three most important things you learned during the TVET Consultation Meeting.

Participants were asked to list the three most important issues learned during the Meeting. Responses have been clustered as below:

- Opportunity to clarify the field of TVET and unpack multiple pathways and learning experiences involved in TVET provision.
- Clarification on the expertise that is available in the region, including coordination and synergy between participating agencies.
- Sharing of experiences and best practices has been highlighted as a key learning point, particularly in light of the different perspectives provided by the public and private sector.
- The review of national reforms and strategies have been considered particularly useful for identifying entry points for strengthening TVET interventions and for moving away from ad-hoc short-term interventions.
- The importance of having multi-stakeholder partnerships and coordination between the Ministry of Education and other ministries.
- The review of school-to-work transition trajectories and the understanding of the structural context within which TVET operates.
- Discussions and review of key elements underpinning quality TVET provision. Experiences shared on programming on TVET, particularly in relation to entrepreneurship education and self-employment have been considered highly informative and relevant within the context of ongoing national efforts in MENA.

- The focus on life skills education was also highlighted as a key element for improving quality and as an important learning experience within the TVET Consultation.
- The role of employers for improving the relevance of TVET and the need for meaningful engagement. Different approaches were presented on how best to engage the private sector in TVET.
- The identification of strategies for scaling up access to relevant and quality TVET opportunities, particularly for Syrian youth.

3 Content of the Meeting and experts contributions

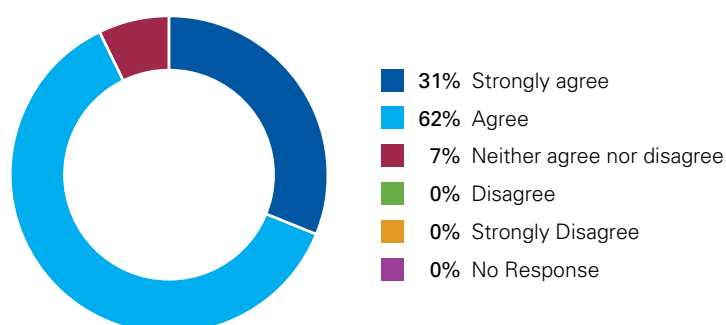
Please circle to what extent you agree or disagree with the following statements:

- Contribution of resource persons was useful
- Content met needs
- Meeting objectives were met
- Participants encouraged to participate
- Group work was useful

Participants were asked to what extent they agreed or disagreed with the statements above, using a scale from 5 (Strongly agree) to 1 (Strongly disagree).

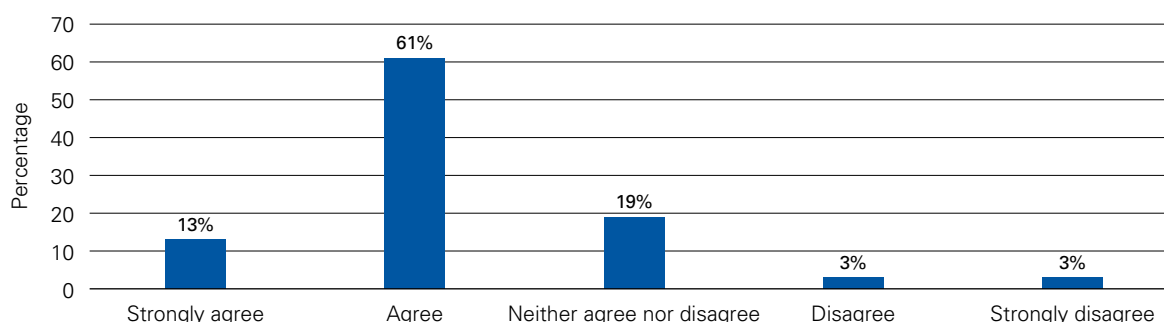
Resource persons' contribution was useful for 87 per cent of respondents who either agreed or strongly agreed with the statement; none of the respondents did not agree or disagree while about 7 per cent did not respond.

Useful contribution of resource persons



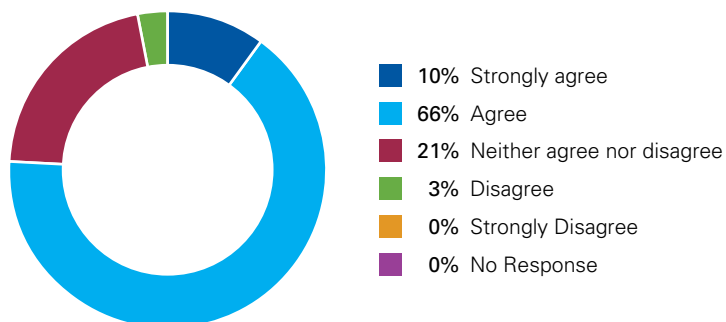
Eighty-eight per cent of participants agreed or strongly agreed that the TVET Consultation Meeting **content met their needs**. Few participants did not agree (only two participants), while six participants did not respond.

Contents met needs



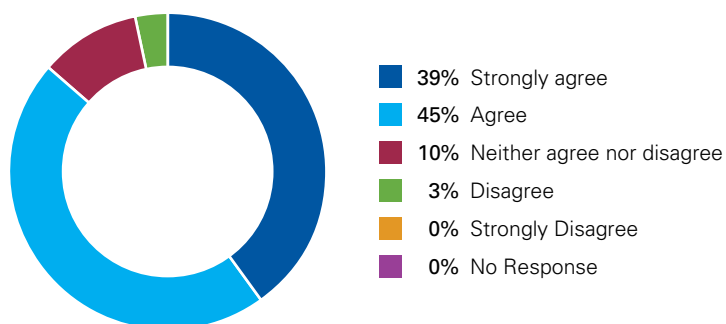
Sixty-six per cent of participants agreed and 10 per cent strongly agreed that the **objectives of the Meeting were met**. Twenty-one per cent neither agreed nor disagreed while only 3 per cent disagreed with the statement.

Meeting objectives were met



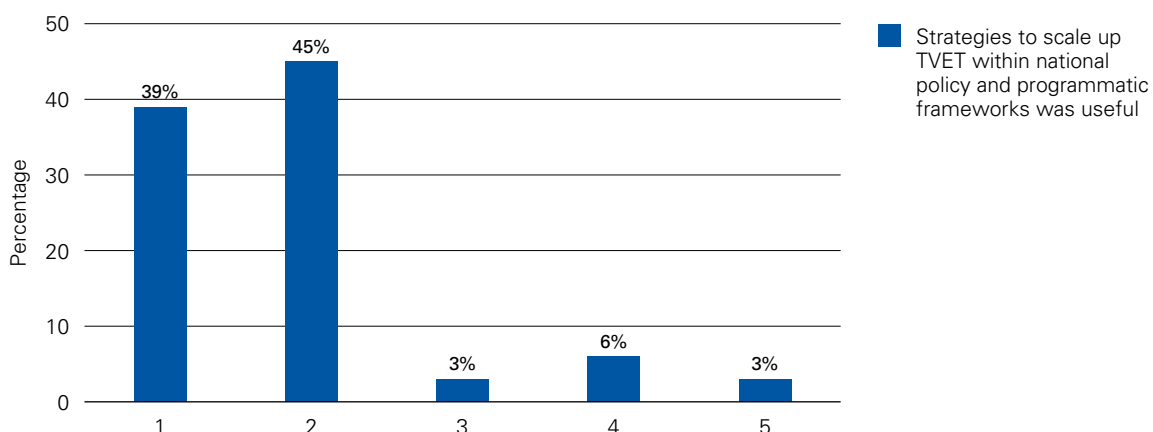
A majority of about 84 per cent of respondents agreed and strongly agreed that **participants were encouraged to take an active part during the discussions and group work**. This further validates the participatory approach adopted by the organizers since only 3 per cent of participants expressed a negative opinion.

Participants were encouraged to take an active part in the meeting and group work



The **group work session** was found to be useful. About 84 per cent of respondents agreed or strongly agreed, 9 per cent of participants were in disagreement, while 3 per cent did not express an opinion.

Usefulness of group work



4 Venue and Logistics

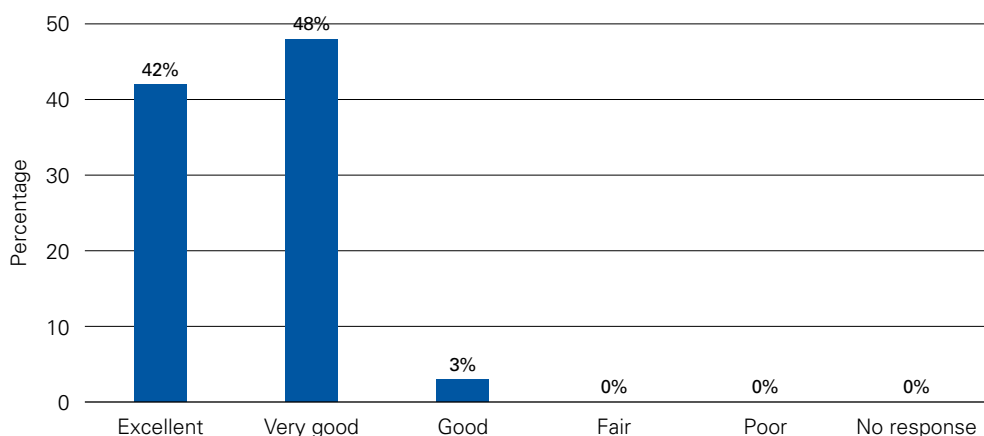
Please rate the following, as applicable (from 5 meaning 'Excellent' to 1 meaning 'Poor').

- Meeting space
- Meals/refreshments
- Simultaneous interpretation
- Overall organization

Participants were asked to rate the venue and the logistics of the two day TVET Consultation Meeting on a scale from 5 'Excellent' to 1 'Poor'.

The **Meeting venue** received a mean score above 4 (39 per cent of participants ranked the venue as 'excellent' while about 55 per cent ranked the venue as 'very good' and 'good'). **Meals and refreshments** were also considered satisfactory (45 per cent and 29 per cent of participants consider them as 'very good' and 'good', respectively). **Simultaneous interpretation** was positively evaluated (84 per cent of participants defined it as either 'excellent' or 'very good'). Finally the **overall organization** had a high score (42 per cent and 48 per cent of participants considered it 'excellent' and 'very good', respectively).

Overall organization



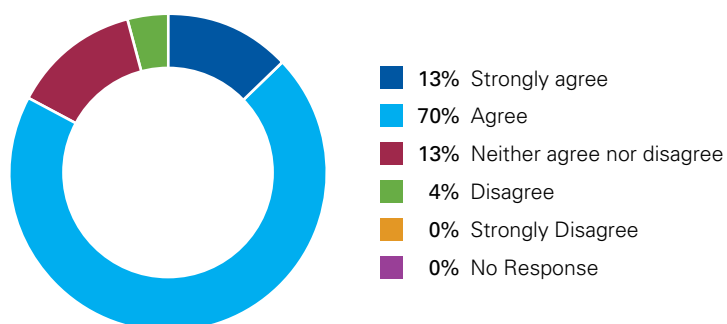
5 Participant view on TVET Consultation Meeting

Did the meeting help the participants to unpack the field of TVET in MENA and within the context of the Syria crisis?

Participants were asked to what extent they agreed or disagreed with the statement above, using a scale from 5 'Strongly agree' to 1 'Strongly disagree'.

Seventy per cent of participants agreed while 14 per cent strongly agreed that the TVET Consultation Meeting was successful in helping them unpack the field of TVET in MENA and within the context of the Syria crisis.

The meeting helped the participants to unpack the field of TVET



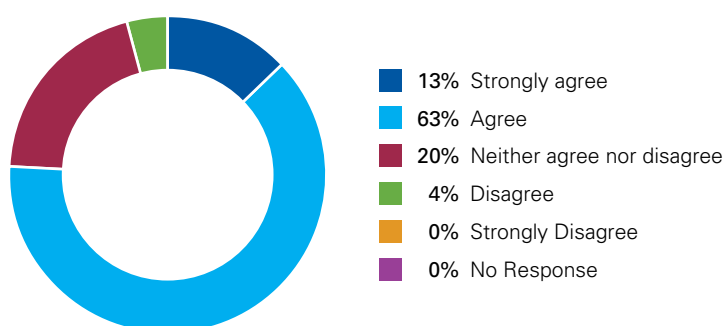
6 Way forward

Did the Meeting help the participants to devise strategies for scaling up TVET within national policy and programmatic frameworks?

Participants were asked to what extent they agreed or disagreed with the statement above, using a scale from 5 'Strongly agree' to 1 'Strongly disagree'.

A total of 76 per cent of respondents indicated that the Meeting helped devise strategies for scaling up TVET within national policy and programmatic frameworks. Twenty per cent neither agreed nor disagreed with the above statement. Only 4 per cent expressed strong disagreement with above statement.

The meeting helped the participants to devise strategies for scaling up TVET



7 Other comments

Other comments?

Participants were encouraged to express their opinion and to share any comment, suggestion or recommendation with the organizers of TVET Consultation Meeting. Below are some reflections from participants:

- Ensuring greater participation in the consultation to listen from TVET trainers and students.
- It was very useful. I used to believe that life skills and vocational training is more applicable within the non-formal education sector, but through this workshop I realize that with the formal sector we can reach more beneficiaries and have better programming. Very useful event, perhaps a bit more group work could have been dedicated to the issue of improving the quality of TVET through life skills, but two days could only cover so much.
- We are very grateful that UNICEF and the ILO have organized this workshop. The inclusion and discussion of Syrian refugees was particularly helpful.
- Overall it was an interesting consultation. There is a need for creativity in ensuring that TVET is comprehensive enough to include the most marginalized and disadvantaged.
- Additional workshops are required in the future to assess and monitor TVET implementation mechanisms. This is a dynamic topic and needs continuous monitoring and discussion among key stakeholders.
- This workshop was particularly useful to understand that TVET needs the private and public sectors and different ministries; and that we cannot continue working on piecemeal projects but need to engage around a systematic framework and policy.
- I am very happy to participate in this Consultation with so much experience. The Curricula in our country lack life skills components, but this workshop gives me the encouragement to start introducing life skills in the curricula. It also gave me some more information on previous misconceptions I had on employability skills and other skills.
- I have been able to get to know other experiences in the region, other structures and how TVET is conducted in these countries. We've talked about governance and other components of TVET. Quality is also crucial and this was an important part of the workshop.

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