

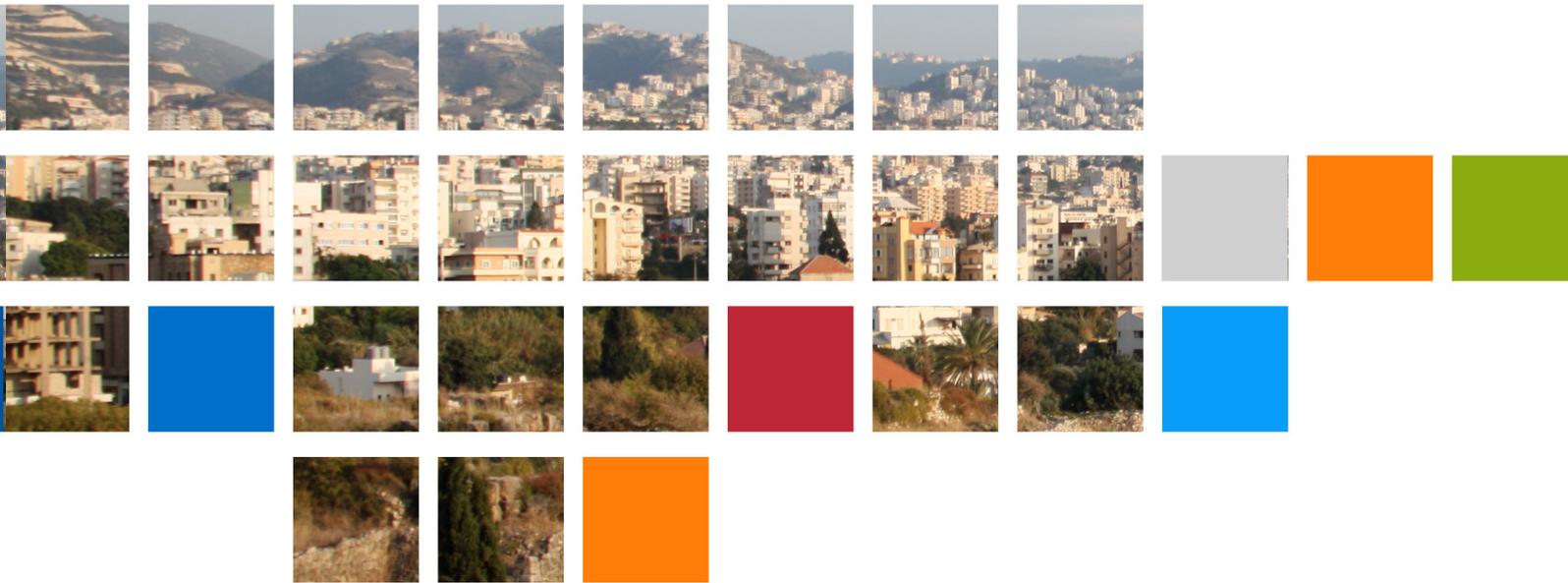


United Nations  
Educational, Scientific and  
Cultural Organization



International Centre  
for Technical and Vocational  
Education and Training

## Meeting Report



# Advancing TVET for Youth Employability and Sustainable Development

Promising Practices in TVET and Entrepreneurship  
Education in the Arab States

19–21 November 2013, Beirut, Lebanon

Arab States

## Organized by

UNESCO Regional Bureau – Beirut and UNESCO-  
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cooperation with the Ministry of Education and Higher  
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for Educational Research and Development (CERD).

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## Abbreviations

|               |  |
|---------------|--|
| AfDB          | African Development Bank   |
| CERD          | Centre for Educational Research and Development (Lebanon)  |
| EPE           | Entrepreneurship Education   |
| GDF           | Global Developments Fund (Armenia)   |
| GDVTE         | General Directorate for Vocational and Technical Education, Ministry of Education and Higher Education (Lebanon) |
| GIZ           | Deutsche Gesellschaft für International Zusammenarbeit   |
| ICT           | information and communication technology   |
| ILO           | International Labour Organization  |
| IPNET         | National Pedagogical Institute of Technical Education (Lebanon)  |
| KRIVET        | Korea Research Institute for Vocational Education and Training   |
| LMS           | learning management system   |
| LSE           | London School of Economics   |
| MoE           | Ministry of Education  |
| MOHESR        | Ministry of Higher Education and Scientific Research (Tunisia)   |
| MOTEVT        | Ministry of Technical Education (Yemen)  |
| NAVET         | National Agency for Vocational Education and Training (Albania)  |
| NBTVE         | National Board for Technical and Vocational Education (Libya)  |
| NGO           | non-governmental organization  |
| SMEs          | small and medium-sized enterprises   |
| TOT           | training of trainers   |
| TVET          | Technical and Vocational Education and Training (Saudi Arabia)   |
| TVTC          | Technical and Vocational Training Corporation  |
| UNDP          | United Nations Development Programme   |
| UNESCO        | United Nations Educational, Scientific and Cultural Organization   |
| UNESCO-UNEVOC | UNESCO International Centre for Technical and Vocational Education and Training                                  |
| UNESCWA       | United Nations Economic and Social Commission for Western Asia   |
| VTC           | Vocational Training Corporation (Jordan)   |
| VUT           | Virtual University of Tunis  |

## Executive summary



In response to the call of the Third Technical and Vocational Education and Training (TVET) Congress to collect and disseminate evidence-based policies and practices, the UNESCO-UNEVOC International Centre for TVET, Bonn, and UNESCO Regional Bureau, Beirut, in cooperation with the Ministry of Education and Higher Education, Lebanon (General Directorate for Vocational and Technical Education, GDVTE, and Center for Educational Research and Development, CERD), organized a three-day Regional Expert Meeting (Beirut, 19–21 November 2013) as a platform for networking and dialogue involving regional UNEVOC centres, TVET institutions, and other relevant stakeholders.

The goal of the Expert Meeting was to facilitate panels of experts for discussion and exchange of experiences by mapping contemporary issues and showcasing skills development strategies, evidence-based approaches, and innovative practices in the areas of youth, employment, and skills for business entrepreneurship; entrepreneurship education (EPE) and the use of information and communication technology (ICT); and regional/international cooperation and coordination on TVET merging issues and priorities (in other words, greening TVET).

The Regional Expert Meeting in Beirut was the last of a series of forums held in 2013. Kicking off in San José, Costa Rica, and soon followed by Abuja, Nigeria; Seoul, Republic of Korea; and Moscow, Russian Federation, the regional meetings facilitated high-level panels of experts discussing contemporary issues and highlighting skills development strategies, approaches, and innovative practices focusing on greening TVET and youth employment. These themes were identified in close consultation with the cluster coordinators of the network in earlier meetings in 2013.

Based on the invitations sent to the National Commissions for UNESCO in the Arab region, thirty-two officials and experts participated in the Expert Meeting, including representatives from Egypt, Iraq, Jordan, Lebanon, Libya, Sudan, Syria, Tunisia, United Arab Emirates, Yemen, Germany, the Republic of Korea, the United Kingdom, and Nigeria. Among the participants were representatives from UNEVOC centres, non-governmental organizations (NGOs), regional and international organizations, and the private sector.

In the three-day meeting, participants presented promising practices in TVET and shared their experiences by highlighting success stories on the introduction of entrepreneurship education (EPE) and ICT in TVET. The promising practices presented by UNEVOC centres in the Arab States underlined the extent of educational reform in many of the countries, and revealed a number of recent initiatives dedicated to building linkages with the private sector, the training of teachers/trainers, and curriculum development for entrepreneurship and life skills. In addition to national perspectives, UNEVOC Centre representatives from Nigeria, Germany, and the Republic of Korea gave presentations on regional activities in their respective regions focused on greening TVET and youth unemployment. Representatives from regional and international organizations, including the African Development Bank (AfDB)/London School of Economics (LSE), United Nations Economic and Social Commission for Western Asia (ESCWA), and INJAZ, concentrated their presentations on policies and practices to tackle youth unemployment through TVET and entrepreneurship education.

The meeting highlighted the common challenges that are faced by many countries in the Arab States: increasing youth unemployment levels, poor linkages between education and training and industry, and a shortage of entrepreneurial youth who are sufficiently equipped to create their own jobs. Despite these issues, the focus was on sharing success stories and promising initiatives that could benefit others in the region. Working group sessions provided participants with the opportunity to engage in in-depth discussions and identify areas for collaboration in the region. The meeting demonstrated the willingness of different institutions to work closely together in tackling common issues in TVET. It emphasized the interest of participants in working together on the development of an ICT-based platform to facilitate the sharing of experiences specifically on EPE.

## Organization of the Expert Meeting



### Background and context

Youth are among the most vulnerable when it comes to securing decent employment in the Arab region. Since young people comprise a large and growing proportion of the Arab working-age population, their employment prospects affect future economic growth, both in their own countries and globally. Quality technical and vocational education and training (TVET) is widely recognized as having an important role to play in tackling youth unemployment. Its orientation to the world of work and the acquisition of employability skills means that it is well placed to address issues such as skills mismatch that have impeded smooth school-to-work transitions for many young people.

In parallel, climate change and environmental degradation are jeopardizing livelihoods and future sustainability in many areas of economic activity around the world. Alongside other drivers of change such as globalization and rapid technological change, they are increasingly causing important shifts in labour markets and skills needs. Public policies and enterprise strategies in many areas follow calls for innovative, clean and greener economies. Transformation to a green economy will not only generate new jobs, but will also change the scope and character of existing jobs. Stakeholders such as employers and training providers need to work in a long-term partnership to bring about these changes. These factors are having a great impact on youth development and the ability of youth to respond adequately to these challenges.

During the UNESCO Third International Congress on TVET 2012, hosted by the government of the People's Republic of China in Shanghai in May 2012, UNESCO's director-general was invited to seek to implement efficient actions through the UNESCO TVET programmes and concerned units. Following the congress and based on the outcomes of the International Forum (November 2012), as well as a number of regional meetings organized in collaboration with the UNESCO Regional Bureau for Education, Beirut (Amman, July 2012, and Manama, December 2012), the Regional Expert Meeting on

Promising Practices in TVET and Entrepreneurship Education in the Arab States (Beirut, 19–21 November 2013), jointly organized by the UNESCO-UNEVOC International Centre, Bonn, and the UNESCO Regional Bureau for Education, Beirut, in cooperation with the Ministry of Education and Higher Education in Lebanon, General Directorate for Vocational and Technical Education (GDVTE), and the Center for Educational Research and Development (CERD), is the next step in a sequence of activities aiming to further address the transformation of TVET and entrepreneurship education (EPE), through regional and international exchange of evidence-based policies and practices within the UNEVOC Network. Representatives of business and industry, NGOs, and regional/international organizations were part of the dialogue.

During a regional workshop in December 2012 in Manama, Bahrain, a Working Group from UNEVOC centres in Lebanon, Oman, and Tunisia was formulated to study the use of ICT in EPE and to develop a portal/website to promote regional and national cooperation in the Arab region. The curricula and teacher training guidelines developed in the three countries will facilitate such cooperation between ministries of education and UNEVOC centres.

The three-day Expert Meeting facilitated panels of experts for the discussion and exchange of experiences by mapping contemporary issues and showcasing skills development strategies, evidence-based approaches, and innovative practices in the areas of youth, employment, and skills for business entrepreneurship; EPE and the use of ICT; and regional/international cooperation and coordination on TVET, merging issues and priorities (in other words, greening TVET). The discussion outcomes, recommendations, and evidence gathered from selected promising practices will be used as regional input to the UNESCO-UNEVOC plan of action for 2014–15.

Representatives from the international UNEVOC Network (from other regions of the world) were invited to the Expert Meeting in Beirut, as part of sharing experiences within the UNEVOC Network on TVET programme achievements. The Expert Meeting in Beirut was the last event of a series of forums: others were held in San José, Costa Rica; Abuja, Nigeria; Seoul, Republic of Korea; and Moscow, Russian Federation during 2013.

## Goal and objectives

The goal of the Expert Meeting was to facilitate panels of experts for the discussion and exchange of experiences by mapping contemporary issues and showcasing skills development strategies, evidence-based approaches, and innovative practices in the areas of youth, employment, and skills for business entrepreneurship; EPE and the use of ICT; and regional/international cooperation and coordination on TVET, merging issues and priorities (greening TVET). The discussion outcomes, recommendations, and evidence gathered from selected promising practices have been used as regional input to the UNESCO-UNEVOC plan of action for 2014–15.

The objectives for the Expert Meeting were:

1. To address contemporary challenges with regard to the quality of TVET delivery and demand-driven approaches in advancing TVET and skills development for youth;
2. To provide a platform for sharing knowledge, experiences, and promising practices in TVET, focusing on greening TVET and skills development for youth in the Arab region;

3. To reinforce and extend regional networks and partnerships for the advancement of TVET transformation towards regional and international harmonization and resource mobilization;
4. To further strengthen the UNEVOC Network consolidation process in the Arab region.

## Themes

The TVET-EPE Promising Practices and the Expert Meeting programme covered the following key themes:

- youth, employment, and skills for business entrepreneurship;
- EPE and the use of ICT;
- regional and international cooperation and coordination between educational and training institutes and sectors of work (in greening TVET).

Twenty-five promising practices on TVET and EPE were received from coordinators and experts in UNEVOC centres in the Arab region. The Organizing Committee reviewed these promising practices during the development of the programme. A Synthesis Report on the Promising Practices will be prepared to facilitate more effort and cooperation within the UNEVOC Network on the work plans for 2014–15.



Participants during working group sessions

## Participants

Based on the invitations sent to the national commissions for UNESCO in the Arab region, thirty-two officials and experts participated in the Expert Meeting, representing UNEVOC centres in nine Arab countries. In addition, representatives from the international UNEVOC Network (from other regions of the world) and UN agencies/international organizations participated in the meeting. The List of Participants is given in Annex 2. The breakdown of male and female participants is given below.

| Organizations represented                   | Men | Women | Total |
|---|-----|-------|-------|
| Arab countries (9)/ UNEVOC regional network | 17  | 5     | 22    |
| International UNEVOC network/ experts       | 4   | 1     | 5     |
| UN agencies/ international organizations    | 3   | 2     | 5     |
| Total                                       | 24  | 8     | 32    |
| Percentages %                               | 75% | 25%   | 100%  |

## Support documents

The support documents that were used in the preparation of the TVET and entrepreneurship education promising practices are:

[International Forum on the Role of the UNEVOC Network in Transforming TVET for a Sustainable Future \(November 2012\)](#)

[Consultation Meeting of UNEVOC Cluster Coordinators \(September 2012\)](#)

[Regional Capacity Building Workshop for UNEVOC Centres in the Arab Region \(July 2012\)](#)

Promising Practices submission form

[English](#)

[Arabic](#)

GMR 2012, Youth and Skills: Putting Education to Work, UNESCO HQ-Paris

[English](#)

[Arabic](#)

## Programme and discussions



### Opening

The meeting was opened on Tuesday, 19 November 2013 at 9:00 (in the Holiday Inn Hotel, Beirut Dunes) under the patronage of HE the Minister of Education and Higher Education in Lebanon, Professor Hassan Diab. The minister was represented by Mr Ahmad Diab, Director General, Vocational and Technical Education.

**Dr Hamed Alhamami, Director, UNESCO Regional Bureau, Beirut**, welcomed the participants and emphasized UNESCO's efforts in strengthening multi-stakeholder partnerships and cooperation in TVET and skills development in the Arab region and the world. Dr Alhamami thanked the Ministry of Education and Higher Education on joining efforts with UNESCO in organizing the Expert Meeting in Beirut, Lebanon through cooperation with CERD and GDVTE. He welcomed the technical contributions from the regional and international experts, and the formulation of joint projects and initiatives on TVET and EPE, as a result of the meeting programme.



Hamed Alhamami

**Dr Leila Maliha Fayad, President, CERD, Lebanon**, highlighted in her speech the mismatch in access to, and relevance of, TVET and EPE in the Arab region. She stressed the need for quality TVET for the growing number of young people wishing to continue their studies through a vocational pathway. TVET can provide unique chances for employment and entrepreneurship in Arab countries, while responding to many of the needs of the labour market. Dr Fayad focused on the importance of regional harmonization as a means to streamline TVET priorities in order to recognize and promote it through sharing of promising practices, and to ensure that the newly learned skills reflect real labour market needs, and anticipate or integrate trends in ever-changing national socio-economic contexts.



Leila Maliha Fayad



Shyamal Majumdar

**Mr Shyamal Majumdar, Head, UNESCO-UNEVOC International Centre for TVET, Bonn,**

welcomed the delegates on behalf of the UNESCO-UNEVOC International Centre in Bonn. Describing 2012 as a significant year for TVET, he outlined the recommendations made at the Third International UNESCO TVET Congress in Shanghai in May 2012. He highlighted that this gathering was the fifth regional meeting held during a two-month period. Earlier meetings

had been held in the Latin America and Caribbean (San José, Costa Rica, Asia and Pacific (Seoul, Republic of Korea), Africa (Abuja, Nigeria) and Europe and North America (Moscow, Russian Federation) regions. Mr Majumdar explained that this regional Expert Meeting aimed at strengthening regional harmonization for the advancement of TVET transformation through the capacities of UNEVOC's unique global network of specialized TVET institutions and affiliated partners. He called upon all participants in the Expert Meeting to come up with fruitful recommendations and lessons learned in order to enable participating countries to better measure and act on TVET development issues in priority areas during 2014–15. Mr Majumdar highlighted the importance of formulating comprehensive country strategies and plans for TVET and EPE, which connect institutional, national, and international frameworks for sustainable development and consolidate the seemingly fragmented initiatives surrounding transitions to a green economy and society.

**Dr Shareef Elabdelwahab, CEO, National Entrepreneurship Institute (Riyadah), Saudi Arabia,** delivered a short speech via a WebEx/Skype videoconference. He emphasized the linkages between TVET and the market place, and the importance of analysing the gap between TVET and the market place.

Dr Elabdelwahab noted what has been achieved in Saudi Arabia, where the National Entrepreneurship Institute (Riyadah) was established as one of the Technical and Vocational Training Corporation's (TVTC's) strategic partnerships. The success of the Small and Medium Business Development Center led to a Ministry of Petroleum and Minerals initiative to start an entrepreneurship programme in Saudi Arabia. Examples of the training and consultation activities offered by the Riyadh Institute were shared at the country and regional levels.

**Mr Ahmad Diab, Director General for Vocational and Technical Education**

(as a representative of HE the Minister of Education and Higher Education) welcomed the participants to Lebanon and provided a briefing on TVET progress and development in Lebanon. Mr Diab indicated that the national TVET system in Lebanon has been unevenly supported and funded, with limited mobility between the formal and private sectors.

National training boards have been established to ensure provision, management, and monitoring of different fields of TVET. However he stressed the importance of creating a national fund for TVET to enable public institutions to finance TVET at a level that can support the demand and need for quality training.

A group photo for the participants was taken at the end of the Opening of the Expert Meeting.



Ahmad Diab



Participants of the Regional Expert Meeting

## Session 1 – Youth, employment, and skills for business entrepreneurship

Chairperson: Mr Issam Abi Nadir, Lebanon

Reporter: Dr Qasem Newashi, Jordan

### International and regional perspectives

The provisional programme was presented by Dr Sulieman Sulieman, and reviewed and adopted by participants, taking note of the Organizing Committee's nominations for session chairpersons and reporters. Minor changes were made to the programme and schedule of presentations. A short introduction aimed at helping the participants get to know each other was arranged at the beginning of the session. The programme/agenda is given in Annex 1. The session included three presentations.



Gita Subrahmanyam

**Dr Gita Subrahmanyam, London School of Economics/ African Development Bank, Tunisia** gave a presentation on a recent e-Forum online conference with the theme 'Tackling Youth Unemployment through TVET', held from 25 June to 9 July 2013, with 303 participants from eighty different countries. This was part of a series of online conferences seeking to promote focused discussion

on crucial themes in TVET development. Seven main threads were introduced during the e-conference: Key barriers that young people face in finding work; TVET's role in easing the school-to-work transition; Labour market information and skills forecasting; EPE; Widening access: engaging disadvantaged and marginalized youth; Upgrading the image of TVET: challenges and opportunities; and monitoring and evaluation of youth-focused TVET.

Based on the results and lessons learned from the virtual conference, Dr Subrahmanyam illustrated and identified the factors that promote youth employment. She highlighted that TVET institutions will need to:

- extend access to a wider pool of participants, especially marginalized and disadvantaged youth, who tend to be more affected by unemployment;
- form closer links with the private sector to ensure the relevance and usefulness of their programmes;
- expand programme offerings to incorporate elements known to increase the employability of young people, such as on-the-job training, 'soft skills' training, and career guidance;

- offer entrepreneurship training and support to assist young people in creating decent jobs for themselves.

Dr Subrahmanyam emphasized that TVET providers also need to keep up to date with labour market trends to ensure that their offerings are relevant and forward-looking, and internal TVET structures and processes need to be upgraded in line with these objectives – for example, by ensuring that TVET instructors remain familiar with new technologies and work practices.

**Mr Hani Khleifat, Vocational Training Corporation (VTC), Jordan**, noted that life skills are of great importance in Jordan's vocational training. They are complementary to technical skills, and together these enable trainees to master businesses and professions which qualify them to enter the labour market.



Hani Khleifat

The VTC has prepared a training kit for life and entrepreneurial skills. A national committee has been formed to develop soft skills that are applicable to enterprises and upgradable. The training kit is intended to meet the needs of Jordan's labour market, and fit with the nature of the training process in the VTC. The committee includes representatives of a number of institutions considered as pioneers in providing training programmes in this area:

- International Youth Foundation (IYF);
- Save the Children;
- Quest Scope;
- National Center for Human Resources Development (NCHRD);
- Productivity Reinforcement Programme (IRADA);
- INJAZ.

In summary, the main achievements of this initiative have been:

- positive interrelationships between trainees and their trainers;
- a positive impact on the trainees' behaviour;
- an improved attitude among parents towards some of the training institutes;
- increased self-confidence of the trainees in the use of communication skills.



Abdelsalam Alzabidi

**Mr Abdelsalam Alzabidi, Ministry of Technical Education and Vocational Training, Yemen,** presented Yemen's experience in establishing training of trainers (TOT) centres. He highlighted the problem of a shortage of TVET teachers and trainers, which had had a negative impact on the running of TVET institutions. The available TVET trainers were mostly poorly qualified,

and lacked pedagogical skills and the skills needed to incorporate modern technology into TVET training. Instructors often worked in a different field than their specialization, and taught obsolete work techniques because they were not familiar with world best practices.

It had been necessary to identify the minimum qualifications for vocational master trainers in Yemen to enable them to provide training in TVET that was relevant to the labour market.

Mr Alzabidi noted that the initiative focused on sectors with a high economic potential in Yemen:

- fisheries and related subsectors (or more generally, food production industries);
- the industrial and manufacturing sector;
- construction sector;
- services sector;
- tourism sector;
- transport and communication sector;
- handicraft sector;
- oil-based industries;
- export of labour to the regional labour market.

Under the terms of its agreements with Deutsche Gesellschaft für International Zusammenarbeit (GIZ), Yemen is implementing this initiative in coordination with the private sector and a privatization programme. The initiative will encourage private investment in agriculture, fisheries, and the oil sector, and involve the government selling its stake in companies throughout the Yemeni economy.

After the three presentations, questions and comments were invited. The participants asked for further clarification on youth issues, the development of TVET programmes in the Arab region, and employment opportunities/fields for TVET graduates. The presenters

were asked to highlight the elements that contributed to the success of the initiatives, and what had been innovative about them. Questions focused on regional and international cooperation on youth issues, and how to transform TVET in such directions, while considering the active role of UNEVOC centres.

### Discussion and conclusions

The initiatives presented in this session emphasized that TVET institutions will need to build local, national, and international partnerships across a wide range of stakeholders to expand their capabilities, promote work opportunities for young people, and gain support for their programmes and services. To fund these ambitious plans, TVET institutions will need to become effective lobbying agents, working to gain government support to enable them to achieve equivalence to general education institutions in terms of student progression and funding. This is a key factor in improving the quality of TVET programmes as well as the image of TVET. Finally, to become more effective in tackling youth unemployment, TVET institutions will need to improve their monitoring and evaluation processes to provide a better evidence base for 'what works' in getting young people employed. These measures, taken together, would vastly improve the image of TVET and establish TVET as an instrument for social change and economic dynamism.

### Country and UNEVOC centre perspectives

The panel discussion on Theme One included three country presentations: on **Jordan, Tunisia, and Syria.**

**Mr Mohammad Naasan, Ministry of Education, Jordan,** noted that there is a supporting strategy for the establishment and promotion of small and medium-sized enterprises (SMEs), which includes reactivation of the Small and Medium Enterprise Institute at the VTC, building the capacity of vocational training centres to offer consulting services to establish SMEs, and development of VTC training programmes for promoting entrepreneurship.



Mohammad Naasan

Mr Naasan showed that the aim of the initiative is to secure employment for the Jordanian workforce and to contribute to the development of Jordan's human capital in line with lifelong learning principles. The main challenges for the sector are a mismatch between the labour supply and employment opportunities, causing high youth unemployment

(especially among women), the country's dependency on expatriate labour, and the poor image of the TVET sector. This calls for an upgrade of the governance, quality, and relevance of the TVET sector. In order to reach this goal the TVET reform is focusing on the rationalization of the TVET system and its training and education programmes, on private sector involvement, and on improving the image of TVET careers and education and training programmes.

The key activities that have been implemented involve a multiannual initiative for support to the TVET Council in the design and implementation of a strategic and systemic approach for career guidance in Jordan, with a focus on gender. In 2012 the multiannual support to the implementation of the career guidance strategy continued to focus on capacity-building and peer learning, with the aims of strengthening the capacity and common approach of the Career Guidance Committee and of establishing an Implementation Unit.

Jordan is also involved in three regional projects:

- Social Partnership and TVET in the Mediterranean Region;
- Regional Qualifications in the Euro-Mediterranean;
- Regional Project on Entrepreneurship Learning (Euro-Med Charter of Enterprise).



Ali Gharsallah

**Mr Ali Gharsallah, Ministry of Higher Education and Scientific Research, Tunisia,** presented recent developments in Tunisia in relation to TVET in general. Mr Gharsallah highlighted that during the last three years the Ministry of Education and Training of the Republic of Tunisia had focused on TVET financing, which was structured around two central themes: entrepreneurial management

of TVET programmes, and TVET policy development.

Mr Gharsallah indicated that Tunisia has developed an ambitious programme for decentralizing the provision of TVET training services. A new management model for training centres has been elaborated and is being tested in a number of training institutions. Tunisia offers an example of a government response to improve the functioning of traditional apprenticeships, focusing on the introduction of apprenticeship contracts, setting remuneration levels,

incentives to the employers in terms of exemptions from social security payments, age requirements, and the introduction of training schemes which alternate between the place of work and specialized training institutions. Tunisia has started to introduce a new mechanism to monitor the impact of TVET interventions, and is currently refining its methodological approach.

**Dr Radwan Rahal and Mr Fahmy Alakhil, Ministry of Education, Syria,** presented the Syrian experience in TVET during the last few years, and highlighted the challenges that this sector has to face as a result of the current uprising in Syria. The education system in Syria includes a requirement for three years of general or vocational education. Syria has a relatively large proportion (about 36 per cent) of secondary school students in vocational schools.



Radwan Rahal

Recently the government aimed at increasing TVET enrolment, and decided to allocate 70 per cent of lower secondary graduates to vocational schools, which meant doubling the share of TVET. Currently, students are enrolled in four main specializations: commercial, industrial, agricultural, and handicrafts. The Ministry of Education has conducted a study of the outcomes of TVET and the demands of the job market, with the aim of developing this type of education to fulfil the needs of the job market and to keep up with ongoing developments. It took a sample of 3,600 graduates, including all occupations and specializations currently offered in TVET. The results assisted decision-makers in Syria in identifying the knowledge and skills demanded by the job market. The study identified the most promising occupations for further TVET development, and recommendations for advancing TVET were collected from different sources. Shortcomings in the sector identified by the study included media promotion of TVET, and the failure of some existing curricula to provide students with a comprehensive set of the skills needed by the job market.



Fahmy Alakhil

## Discussion and conclusion

Participants asked various questions on the three country presentations, for clarification and sharing of experiences. The aim was to help use the TVET and EPE country experiences and programmes in a regional or subregional context to promote transforming TVET for national and regional development, taking note of the conclusions of the Third International Congress on TVET (Shanghai, May 2012).

The concept of EPE is relatively new to the Arab States region. Developing a specific definition and a national/regional skills matrix requires time. The processes needed to introduce the concept into the education system require more funding and efforts from all concerned parties.

## Session 2 - EPE and the use of ICT

Chairperson: Mr Ali Gharsallah, Tunisia  
Reporter: Mr Fahmy Alakhal, Syria

### International and regional perspectives

The session included three presentations.



Leila Aboud

**Dr Leila Aboud, Centre for Entrepreneurship (CFE), Beirut Arab University,** presented information on the programmes that CFE has delivered. These aim to introduce the community to the possibilities for business creation, opening up new horizons for the talented and unleashing entrepreneurial drive. They have been designed to identify potential entrepreneurs, counsel and

coach them, help them incubate business concepts, and possibly fund the development of these ideas so they can be translated into successful businesses.

Dr Aboud indicated that EPE is often at the root of innovation and competitiveness. Therefore, governmental and private sector leaders should have an independent policy for fostering entrepreneurship if they want to see economic and social development impacts. CFE is one of the Lebanese institutions tasked with building the capacities of Lebanese youth and entrepreneurs. It has not yet succeeded in making entrepreneurship the primary engine of job creation. Some entrepreneurs in the new CFE centre still believe that all that is necessary is the introduction of policies that support entrepreneurship. However, due to political circumstances and a decline in spending,

entrepreneurs are unable to keep up sales and maintain profitability.

**Mrs Rania Ltaif Jalkh, INJAZ, Lebanon,** described the objectives and activities of INJAZ in Lebanon. INJAZ is an independent Lebanese NGO, founded in 2001, which has reached more than 66,000 students through 600 trained volunteers, and targets private and public schools in the three regions that make up Lebanon. INJAZ Lebanon operates from two national offices, has nine employees, and is supported by more than 100 local and multinational companies.



Rania Ltaif Jalkh

INJAZ Lebanon is an affiliate of INJAZ AI-ARAB and Junior Achievement Worldwide, the world's largest educational organization dedicated to workforce readiness, entrepreneurship and financial literacy, and reaches 9.3 million students a year, in 123 countries.

The aim of INJAZ is to help bridge the gap between the private sector and graduates of schools and TVET programmes. Its programme focuses on three areas:

- financial literacy;
- work-readiness;
- entrepreneurship.

INJAZ arranges information and learning sessions, led by business leaders and innovators, in schools and universities, in which the business cycle is usually explored and discussed. The INJAZ board of directors consists of bankers and representatives of business and industry from each country.

**Mrs Molka Bel Cadhi, Virtual University of Tunis, Tunisia** presented the Tunisian experience in establishing a Virtual University programme to develop and promote a culture of entrepreneurship teaching, and teaching institutions. The aim of the project was to develop online instructional resources from the University of Tunis for teachers and student teachers (pre-service teachers) through a system of distance learning (using a learning management system, LMS).



Molka Bel Cadhi

Training units were developed by the faculty to promote a culture of entrepreneurship and enterprise creation, based on three main themes:

- work on awareness and sensitization to the spirit of the initiative;
- development of teaching and learning experience on the initiative;
- participation in creative activities to encourage enterprise creation.

The training units are built around education activities in accordance with the philosophy of education, and are oriented to the goal of 'the developed teaching and learning experience on the initiative'. They use the techniques of viewing and observation, and interviews (with Tunisian men and women). In the same context, it is advisable to use this pedagogy in projects in which learners have an opportunity to reflect on the ongoing project in itself, without necessarily controlling it.

The results of the monitoring and evaluation activities showed that in teaching entrepreneurship and enterprise creation, there is a relatively low use of online resources, and that several teachers encountered pedagogical difficulties with the available teaching material. These results were supported by a survey conducted by a team of teachers from the University of Tunis. This study showed also great disparity in teachers' skills in the field of pedagogy adapted to teach a culture of entrepreneurship and enterprise creation. To address the deficiencies raised by the study, and to promote a culture of entrepreneurship teaching and develop teaching institutions, a second phase of the project will be started. The aim of this will be to create a set of components which enable qualified teachers to teach a culture of entrepreneurship and enterprise creation.

## Discussion and conclusions

The participants' questions and comments on the three presentations focused on the role of universities (in these examples, Beirut Arab University and the Virtual University of Tunis) and NGOs on promoting EPE and learning in TVET programmes. Areas of cooperation between universities and TVET institutes were explored and discussed.

Based on participants' questions and the answers at the end of the session, it became clear that there is a crucial need to start teaching entrepreneurship at the basic education stage to raise awareness of entrepreneurship, its practices, and goals. Then at the secondary stage, students could explore capacities, and elaborate their ideas and thought. They should then continue these efforts in their higher education

(which might be for a technical diploma, or specialist professional education), with the aim of converting their ideas into real projects to be implemented in the real economy.

Disseminating an entrepreneurship culture requires public awareness. This could be achieved through media campaigns and/or by holding workshops and national seminars, to gain support for the projects and facilitate the involvement of stakeholders. Future plans for media campaigns should contribute to the consolidation of an entrepreneurship culture and to identifying developments in this field. Collaboration and cooperation should be enhanced between all the formal and informal sectors, institutions, and civil society.

## Country and UNEVOC centre perspectives

The panel discussion on Theme Two included six country presentations: on **Sudan, Iraq, Lebanon, Libya, Egypt, and Yemen.**

**Mrs Awadiah Elngoumi, Ministry of Education (MoE), Sudan,** presented the Sudan initiatives related to TVET and entrepreneurship. Mrs Elngoumi explained that the MoE had adopted several initiatives aimed at promoting an entrepreneurship culture and business, particularly in light of the recommendations of the National Conference on Education, and the five-year development plan.

Entrepreneurship implications also featured in the goals for all educational levels.



Awadiah Elngoumi

There are many activities that contribute to education and training in entrepreneurship skills. They include:

- The National Excellence Programme. This encourages and stimulates excellence and creativity by honouring excellent students and schools. The state and society support excellence and innovation in all areas of education;
- A Ministry of Youth initiative in collaboration with TVET. This enhances the establishment and development of institutions and small businesses;
- Developing the capacity of the community and its potential. Some UNEVOC centres and technical schools, in partnership with the Japan International Cooperation Agency (JICA) and civil society organizations, act as vocational training centres outside school hours. They train

individuals, including children, young people and adult women, to equip them with the skills to engage in small projects, income-generating, and micro enterprises. They also keep in touch and aim to help them with these projects after graduation. This activity takes place particularly in areas that have suffered from conflicts and wars (Darfur, Blue Nile, South Kordofan);

- A Rural Women Empowerment Project. This helps women to acquire skills and benefit from the local resources, and establish small projects through micro enterprises and community associations;
- Institutions for people with disabilities. These help with designing training programmes tailored to the individual's type and degree of disability.



Diayya Kadhim

**Dr Diayya Kadhim, Ministry of Education, Iraq**, presented the Iraqi experience related to the integration of life skills in TVET. He explained how initiatives aimed to provide students of TVET with skills that would enable them to contribute to community development. Related projects include 'Know About Business (KAB)', which was implemented in collaboration with the International Labour

Organization (ILO) in vocational schools in two phases: the first involved a trial in 2009 for ten vocational schools, then all seventy-four vocational schools took part from 2010. 'Productive Projects in Vocational Schools' aims at increasing the practical skills of students through their involvement in training and productive programmes, in order to improve their relationship with the labour market and openness to the community.



Issam Abi Nadir

**Mr Issam Abi Nadir, Higher Industrial Technical Institute, Lebanon**, presented a Lebanese promising practice. This initiative, called 'Partnership between Educational Institutions and the Community in the Field of Entrepreneurship Education', involves the UNEVOC Centre Lebanon in collaboration with the Department of Vocational and Technical Education at CERD, the UNESCO Regional

Bureau, Beirut, representatives of the private sector, and representatives from schools, NGOs, and municipalities. It has prepared and implemented informative workshops to assist young people to develop and upgrade their competences and skills to compete on the market place for a better future. It helps them develop plans and solve the problems that can arise.

The key objectives of the initiative include the development of entrepreneurial skills for young workers or job seekers (graduates), and the acquisition of the concept of entrepreneurship for marginalized youth groups in order to help them engage in economic life. The main impacts of the initiative were the reduction of the problem of unemployment and creation of job opportunities for TVET graduates; raised community awareness of the importance of EPE in social and economic development; and the establishment of partnerships between educational and training institutions, civil society organizations (NGOs), and the private sector in the field of entrepreneurship education.

At the end of 2012, a local initiative in the area of Saad Nayel, Bekka, was implemented in coordination with the municipality, social organizations, NGOs, and some public and private schools. The work currently under way is intended to inaugurate a specialized centre to disseminate the concept via training courses for various segments of the community, especially females and educational drop-outs, in cooperation and coordination between a school from the area and the municipality.

The initiative was the first time that civil society organizations, NGOs, and municipalities become involved in EPE in Lebanon. This was also the first initiative in which a partnership of civil society organizations and municipalities from a relatively poor region targeted marginalized youth.

Again, participants had an opportunity to ask questions on the three country presentations, for clarification and sharing of experiences on using the TVET and EPE country experiences and programmes in a regional or subregional context to promote transforming TVET for national and regional development.

### Discussion and conclusions

The presentations of the three country initiatives (from Sudan, Iraq, and Lebanon) drew attention to critical factors for success in the process of inclusion of entrepreneurship in the education system. These goals can be achieved either through integrating entrepreneurship into a specific subject or course

(which becomes a container for entrepreneurship), as in Lebanon, or by teaching it as an independent subject, or in separate short courses, as in Sudan. There needs to be a review of these programmes and plans to clarify further the most appropriate methods for introducing EPE to learners.

From the evidence of participants' questions and answers at the end of the session, there is a crucial need to seek funding, which plays an important role in broadening the base of participation in the activities and procedures of programmes that emerge from the initiatives, as well as the completion of the plans according to time schedules. This was also clear in the presentations of the participating countries. It indicates the importance of cooperation with the private sector and economic institutions, in addition to building partnerships with donors, which can lead to the sustainability of TVET projects and provide necessary financial support.

### Country and UNEVOC centre perspectives (continued)



Abdelhamid Alkout

**Dr Abdelhamid Alkout, National Board for Technical and Vocational Education, Libya**, presented the status of TVET in Libya. TVET is governed by the National Commission for TVET, which supervises 16 technical colleges, 91 technical higher education institutions, 382 middle technical schools, and takes account of the labour market. The main disciplines taught in these institutions

are ICT, health sciences and medical professions, engineering sciences, hospitality and tourism, administrative and financial sciences, and agriculture and food production.

The presentation showed that the main challenges facing TVET and EPE in Libya are the development of a culture of entrepreneurship and innovation in the community, and creating a supportive environment for small and medium-sized projects all over the country. Other key challenges highlighted included attracting and training entrepreneurs; providing them with technical and economic advice and help to establish their projects; linking entrepreneurs with financing institutions and proposing new sources and mechanisms for financing projects; and the transfer of knowledge and technology through networking between the academic institutions and business world, and reviewing the experiences of other countries in this area.

**Mr Tarek Saleh Sirry, Technical Education Sector, MoE, Egypt**, presented the Egyptian project 'Education and Training for Egyptian Youth in Fayoum Governorate: Activities to Promote Regular Migration and Positive Alternatives', which aims at promoting and facilitating qualified youth employment in the national and international labour markets by enhancing local education and training opportunities, while supporting local communities, and in particular, helping Egyptian youth to become agents for development through their active and effective participation in the country's socio-economic growth.



Tarek Saleh Sirry

The updated Egyptian strategy for TVET was published by the Technical Education Sector of the MoE in 2011. It included a detailed plan for the upgrading of TVET, as this is considered essential for the socio-economic development of the country, and made particular reference to the rural governorates. TVET is also regarded as a tool for fighting unemployment and poverty, and a necessary bargaining chip to ensure effective management of international mobility for work.

The project has been implemented by integrating different components involving different closely related and functional activities. These are intended to create new education and training opportunities for vulnerable Egyptian youth to enhance their employability in Egypt and abroad. The project calls for the renovation and upgrading of the educational/vocational training centres in Fayoum Governorate, and the introduction of orientation and counselling for local students.

The project development and implementation phases included regular monitoring of the activities, as well as periodic analysis of specific aspects of the programme. In particular, the main project outcomes have been measured by establishing key indicators for the main areas of intervention and establishing a mixed data collection method (quantitative and qualitative). The main areas observed during the project were:

- development, harmonization, integration of curricula, and new educational tools;
- status of renovation of school premises and equipment of school laboratories;
- type, numbers, and specification of training courses activated;
- quality of the educational offer provided and beneficiaries' degree of satisfaction.



Participants during the discussion



Fayrouz Abdel Wali

**Mrs Fayrouz Abdel Wali, Ministry of TEVT, Taiz, Yemen,** presented the role of the Ministry of Technical Education (MOTEV) in the management and implementation of TVET programmes in Yemen. She provided two examples of innovative experience related to the Expert Meeting themes:

- integrating entrepreneurship education into the curricula of technical education institutes and vocational training centres, in cooperation with the ILO and using the 'Know About Business (KAB)' programme;
- providing technical support to TOT centres in developing entrepreneurship and the use of ICT in their programmes.

The two initiatives are part of the Ministry's effort to promote the quality of teaching and learning in TVET. Moreover, the two initiatives provide linkages and cooperation with business and industry on the promotion of the quality and relevance of TVET to the world of work. The key impact and outcomes of the initiative were the improvement of the performance of the employees targeted, the improved teaching methods and programmes used during the teaching of modern ways and means, and the development of skills in the field of small projects and self-employment. The main challenges related to the implementation of the project were the failure to adopt an independent

budget for TOT centres, and poor equipment for classroom training in the centres. TVET funding depends on the government, and is often affected by its funding capabilities and priorities. There is a limited ability to raise the efficiency of trainers in technical education institutions to keep pace with technological and technical development, and this can reflect negatively on the output of technical education.

### Discussion and conclusions

The presentations of the three country initiatives (Libya, Egypt, and Yemen) highlighted the importance of establishing a network of business centres, and other entrepreneurial support institutions, as in Libya and Egypt. Such a network should link entrepreneurs with financing institutions, and propose new sources and mechanisms for financing projects. The presentations also emphasized the need for legislation to support entrepreneurship, particularly in the SME sector.

The participants' questions on the three presentations focused on clarifications and applying the experiences in other countries or institutions in the region. They indicated that participants considered teachers the most important element for the success of projects, because they are the main element in the planning, implementation, monitoring, and evaluation of all activities related to the students' acquisition of entrepreneurial skills. So in Yemen and Egypt the training of teachers and trainers acquired a great importance in the project plans and procedures. The first and second stages of their projects included awareness plans and teacher training on entrepreneurship, in addition to the preparation of teacher guides.

## General discussion and conclusions (Sessions 1 and 2)

By the end of the day and during the discussions on the presentations outlined above, participants emphasized that major factors for success include setting a clear national strategy for entrepreneurial learning, with agreed outcomes and success measures, and ensuring that everyone responsible for delivering the strategy has a clear understanding of their role and what they need to achieve. Networks and delivery bodies are essential to help deliver the strategy, but individual institutions must continue to have the autonomy and flexibility to deliver entrepreneurial learning in the most appropriate way. Introducing entrepreneurship as an explicit goal in the curriculum will be a clear signal that entrepreneurship is important for every student.

Moreover, participants suggested that this would make it easier for teachers to spend teaching hours on the subject. Where entrepreneurship is not explicitly included in the curriculum, it often happens that teachers who want to participate with their students in entrepreneurial activities have to prepare the work outside school hours. This type of learning must be anchored in the curriculum and made available to all students, and not depend on the individual will and initiative of single teachers and schools. Some experts emphasized that only if entrepreneurship is introduced as a compulsory item in the curriculum will it become possible to reach all students.

It has been noted that entrepreneurship education is included in the national curricula for vocational education in most of the Arab countries.

However the programmes and activities differ greatly in intensity and effectiveness. In any case, there is a general perception that there is still a gap to be filled.

Some major reasons for this gap are that:

- teaching methods are ineffective;
- entrepreneurship is not included in all parts of the TVET system;
- student participation is limited;
- the practical element of entrepreneurship is missing;
- entrepreneurship is not linked to specific training subjects or professions;
- business people are not sufficiently involved.

A lack of competence of teachers is in many cases perceived as a problem, at least as regards their practical experience of entrepreneurship. Improvement is greatly needed in this area. Most country presentations showed that some training courses on entrepreneurship are offered to teachers, but few take a systematic approach.

**Remarks and lessons learned:** these issues were identified as worthy of note by the governmental authorities in Arab countries:

- Set up a national steering committee for entrepreneurship education, including representatives from different ministries and relevant stakeholders (including delivery partners and NGOs), with the objective of launching and developing a national strategy;



Participants during discussion round

- Initiate ICT educational activities for youth to ensure they receive extra training in schools and for the market place. There is also a need to study the use of ICT in EPE, and to develop a portal/website to promote regional and national cooperation in the Arab region;
- Create a legal framework that enables EPE, and make the necessary funds available (for example for TOT, and for developing support tools and teaching material);
- Present entrepreneurship in a practical way. Promote the use of methods based on real experience (project work with real enterprises or with the local community, student mini-companies, and so on);
- Make career exploration mandatory, and include entrepreneurship in vocational guidance: the opportunity of learning about entrepreneurship should be offered to all students;
- Involve businesses in the EPE process. Ensure access to experts (from businesses, business associations, and NGOs) who can provide training and ongoing support.

### Session 3 – Interregional dialogue on transforming TVET for sustainable development

Chairperson: Mr Shyamal Majumdar  
UNESCO-UNEVOC, Bonn

Reporter: Mrs Awadia Elnogoumi, Sudan

Three presentations were arranged as part of sharing experiences within the UNEVOC International Network on Theme 3.



Janette Han

**Ms Janette Han, KRIVET, Republic of Korea,** presented the activities of the UNEVOC in the Asia and Pacific region. The Asia and Pacific region consists of three subregions: the Eastern and South-Eastern Asia subregion (which includes thirty-six UNEVOC centres in thirteen countries); the Southern Asia subregion (which includes sixteen UNEVOC centres in nine

countries); and the Pacific Islands subregion (which includes twenty-two UNEVOC centres in fifteen countries).

Ms Han highlighted the main challenges that are faced by TVET initiatives in Asia:

- inequality in access to the market places;
- a mismatch between the needs of the market places and the available vocational capabilities;
- the need for economic growth in parallel with the population growth rates; and
- increasing unemployment rates among youth.

Many seminars and workshops have been organized to address these challenges, and these have led to several initiatives. During the recent Asia and Pacific Regional Forum on Advancing TVET for Youth Employability and Sustainable Development, promising practices on youth and skills and greening TVET were presented.

Examples included:

- Sri Lankan initiatives on ICT, in which youth get extra training in schools and an introduction to the market place;
- New Zealand initiatives which focus on the transfer from learning to employment;
- Indian initiatives which focus on establishing partnerships between the public sector and private sector.

**Mr Abbati Muhammad, National Board for Technical Education, Nigeria,** presented a report on the UNEVOC Network in the Africa region, and highlighted the main challenges currently faced in the region: the high unemployment among youth, poverty, conflicts, and a lack of information. He also updated the participants on the outcomes of the Regional Forum held in Abuja, Nigeria in September 2013. Mr Abbati presented a number of promising practices, which included:



Abbati Muhammad

- the use of an upgraded curriculum in teaching and learning under the supervision of the UNESCO National Commission in Nigeria;
- establishing financial systems and funds for the development of vocational and technical skills among youth;
- revitalization of the vocational education project (2001–12) in Nigeria, in cooperation with UNESCO;
- greening TVET projects in Africa.



Participants from Nigeria, Republic of Korea, United Kingdom, and Germany

In relation to greening TVET projects, Mr Muhammad highlighted the key initiatives, such as the development of a renewable energy curriculum (in meetings held on 15–21 December 2013 and 19–25 January 2014) and green campus capacity-building, which encourages the adoption of green technology on campus, with an emphasis on sustainable energy and waste management.

**Mr Issam Abi Nadir, Higher Industrial Technical Institute, Lebanon,** presented the dialogue started between different regions to transform TVET for sustainable development through the UNEVOC network. He drew on the meeting held in Amman, Jordan in July 2012. Mr Nadir highlighted the role of the UNEVOC in promoting TVET in the Arab region and ensuring the sustainability of the projects currently being implemented.

The UNEVOC began with forty institutions in nineteen Arab countries, including:

- the ministries of education and/or ministries of technical education and vocational training (in certain countries);
- institutions of technical and vocational training;
- universities and R&D institutes/centres;

The regional UNEVOC Network in the Arab region was updated during 2011–12, and now includes thirty-five institutions or centres. New roles were identified for the UNEVOC centres to promote and develop the quality of TVET after the Third International Congress on TVET (Shanghai, May 2012).

The role of the UNEVOC centres in transforming TVET includes the following areas or fields:

- greening TVET initiatives in the Arab region;

- EPE;
- the use of ICT;
- youth employment and providing necessary TVET programmes;
- curriculum development and TOT;
- accreditation and quality assurance of programmes;
- preparing strategic documents on TVET, such as policies, reference materials, manuals, and country guidelines.

The participants' questions and comments had a focus on regional and international cooperation within the UNEVOC Network and inter-regional cooperation on initiatives such as greening TVET, curriculum development, and the use of ICT in teaching and learning of TVET specializations. The UNESCO Regional Bureau and the UNESCO-UNEVOC International Centre for TVET in Bonn play an active role, including the development of joint projects.

**Mr Kai Gleissner, Otto von Guericke University, Germany,** highlighted that youth employment and greening TVET are important working fields in North America, Europe, and the CIS states. Global youth and adult unemployment records (1991–2013) indicate that young people are nearly three times more likely to be unemployed than adults. Youth unemployment has reached alarming levels. As of February 2013, the youth unemployment rate in the European Union stood at



Kai Gleissner

23.5 per cent, with rates as high as 58.4 and 55.7 per cent in Greece and Spain respectively. Only in Germany has youth unemployment declined since 2008. Worryingly, almost 30 per cent of youth in the European Union were at risk of poverty or social exclusion in 2011. Mr Gleissner highlighted the key working fields and tasks for youth employment. These include education and training, school-to-work transition, equal chances in education for all young people, and employment and economic policies (in response to the financial crisis).

Another example related to the National Agency for Vocational Education and Training (NAVET) (Albania), which aims at improving the level of education and qualification (and thus the employability) of young people with a view to their integration into the labour force, as well as to promote the role of private sector in employment creation, and to support the social inclusion of young people and access to decent work opportunities through innovative youth programmes.

The last example was the work of the Global Developments Fund (GDF) in Armenia. This has included development of occupational profiles and a new type of competency-based qualification standard (around 100 standards have been developed since 2010), based on the principles of social partnership and establishment; and development of career centres in TVET colleges. Twelve regional state TVET college career consultants have had training supported by the European Training Foundation (ETF). The programme included an introduction to a mechanism for the validation of non-formal and informal learning, and to draft legislation. A new draft law has been developed and is being circulated among stakeholder ministries (supported by the United Nations Development Programme, UNDP).

**Mr Shyamal Majumdar (chairperson for the session)** emphasized that the main challenges facing TVET are youth unemployment and poverty. Mr Majumdar encouraged the participants to focus on:

- developing new initiatives based on the recommendations of the 2012 Shanghai Congress;
- planning for the projects and initiatives based on recent needs assessments;
- establishing international competitions;
- focusing entrepreneurial practices on local needs.

Mr Majumdar presented some success stories derived from several countries through the recent TVET forums organized in Latin America and Caribbean (San José, Costa Rica, Asia and Pacific (Seoul, Republic of Korea),

Africa (Abuja, Nigeria) and Europe and North America (Moscow, Russian Federation) such as:

- USA and Canada: built their initiatives based on a competency-based curriculum and strengthening the dialogue between North and South countries;
- Russian Federation: focused on entrepreneurship to decrease poverty and unemployment rates among youth;
- UAE: a partnership between the World Wide Fund for Nature (WWF) and the Emirates Wildlife Society (EWS) which focuses on the protection of reptiles and fish from extinction.

### Discussion and conclusions

The three presentations focused on the dialogue started between different regions to transform TVET for sustainable development through the UNEVOC network.

The participants' questions and answers at the end of the session highlighted among other issues the importance of the promotion of the transfer of sustainable technologies in TVET, and the acquisition and adoption of appropriate and sustainable technologies to ensure competitive product-oriented industries. They also referred to the overall policy context in the Arab region, in which there is increasing recognition of the need for environmental assessment of economic policies, and the need to design policies which support sustainable development.

## Session 4 - TVET studies and research in the Arab region

Chairperson: Dr Sulieman Sulieman  
UNESCO, Beirut

Reporter: Ms Lisa Freiburg  
UNESCO-UNEVOC, Bonn

Three presentations were arranged in the session.

**Mr Ridan Al-Saqqaf, United Nations Economic and Social Commission for Western Asia (UN-ESCWA), Beirut**, presented the ESCWA Country and Regional Studies on 'Policies to Fight Youth Unemployment in Arab Countries'(2013) The studies focus on the policy frameworks for addressing youth developmental needs and include dedicated youth thematic strategies and plans



Ridan Al-Saqqaf

of action (such as youth employment action plans and higher education development strategies).

The study came up with several valuable lessons learned and recommendations, including in particular:

- recognizing the youth demographic, translated to national youth surveys and national statistics broken down by demographic age groups;
- legislative and structural reforms to enable youth participation in decision-making, thereby improving the relevance of socio-economic development policies to youth needs and priorities;
- mainstreaming youth development policies and programmes within national development plans;
- adopting specific diagnostic indicators and instruments to measure the economic and social impact of development policies;
- linking economic development plans with social development plans, focusing on equitable returns to various segments of society, particularly disenfranchised and marginalized groups such as youth and women;
- designing macroeconomic policies that focus on value-added economic activity and the productivity of the local population.



Naji Al Mahdi



Aboubakr Badawi

**Dr Naji Al Mahdi, Bahrain, and Dr Aboubakr Badawi, Egypt,** presented the TVET Teachers and Instructors Training Studies initiated by UNESCO in the Arab countries (ten countries) as a follow-up to the Shanghai Consensus and the Recommendations of the Third International Congress on TVET (Shanghai, 14–16 May 2012). The studies focused on examining the policies and practices relating to TOT in TVET in the Arab region (particularly Bahrain, Egypt, and the United Arab Emirates). It was a comparative study of regional analysis focused on policies for the preparation and training of teachers and trainers in TVET, and the integration of key topics related to the preparation training, and employment of the teachers.

The three country studies took into consideration the effective initiatives in the field of preparation and training policies in the participating countries. The development of a comprehensive framework provides direction for the efforts and policies on TOT in TVET.

The ten country studies represented a starting point for a dialogue with the selected Member States in order to strengthen cooperation and partnership. It has been concluded that, through UNESCO-UNEVOC International Centre, there is a need to develop the existing UNEVOC Network and organize relevant capacity-building activities. Also, through the International Task Force, the results could be disseminated and presented to the rest of the members and partners in order to initiate the process of bridging the gaps in knowledge about teacher education in subsectors of TVET.

**Dr Sulieman Sulieman and Ms Lisa Freiburg** presented the outcomes/results of the Regional Project on Entrepreneurship Education in the Arab States (2009–12), Phases One and Two, and cooperation between the College of North Atlantic–Qatar (CNA–Qatar, a UNEVOC Centre) in the dissemination of the results to experts and directors of UNEVOC centres in the Gulf countries (twenty-five officials).



Sulieman Sulieman

A CD of the Country and Regional Studies and Reports has been disseminated to the participants, which includes the final evaluation report completed by Dr Jilani Lamoumi, President, Virtual University of Tunis (VUT). The evaluation report led to the following recommendations:

1. All relevant actors should be involved in the process of integrating EPE (this reflects a need for a national strategy on EPE);
2. Sufficient budget and time should be allocated to such an initiative in order for it to have lasting effects;
3. This initiative is only the first step, and more needs to be done to ensure impact.

It has been concluded that the EPE project is gradually becoming a means for knowledge and skills development related to business, industry, and self-employment through the education system. However, the regional and international experiences reflect growing needs in all regions to target youth

competences across a wider range, covering life skills, personal development, business development, and social and entrepreneurial skills development. It is also necessary to identify all relevant stakeholders and initiatives, and establish partnerships with the private sector.

### Discussion and conclusions

The three presentations in this session, which focused on TVET studies and research in the Arab region, all agreed on the importance of mainstreaming youth development policies and programmes within national development plans. The presentation from Drs Badawi and Al Mahdi analysed policies for preparation and implementation of TOT in TVET. At the end of the session, based on participants' questions and answers, it was concluded that EPE projects are gradually becoming a means for knowledge and skills development related to business, industry, and self-employment through the education system in the Arab region.

The participants' questions also focused on the importance of conducting diagnostic research to verify the availability of EPE in the education system. The system should benefit from the adoption of competency-based instruction to facilitate the integration of EPE into the curriculum, as well as the flexibility of decentralization in order to achieve this integration.

### General discussion and conclusions (Sessions 3 and 4)

By the end of Day 2 and during the discussion on the above presentations, participants expressed their interest in diversifying funding sources. They raised the issues of the efficiency of available funding in most of the Arab countries, and building effective partnerships with economic sectors and civil society. There is a particular need for support studies and research on the development of TVET, and for the allocation of appropriate budgets to Arab member states by international organizations and regional bodies.

Participants also identified a general trend in national curricula to shift from content to competencies, according to an assumption that strengthening competence-based teaching and learning makes it easier for entrepreneurship to be included in school programmes. Including entrepreneurship in national TVET standards favours this trend, as standards can be considered as reflecting the intended concrete results of learning. At all events, the curriculum should not be too rigid, so as to leave room for teachers to take interdisciplinary initiatives and to organize practical activities.

TVET institutions in Arab countries should become more aware of the importance of embedding EPE across the curriculum through work on projects. The initiating and coordinating force behind these projects could be a teacher responsible for EPE in the institution, with the support of its management. Project-based work should become a recurring event in schools. Schools need to be given more support for introducing entrepreneurship into TVET programmes, for example through organizing and developing programmes and teaching tools; providing counselling for schools and teachers; ensuring initial and continuous TOT; raising awareness among school management; and facilitating links and cooperation between schools and the local community.

Teachers need to have the right competences and experience for teaching entrepreneurship. The best way of ensuring this on a long-term basis is to include teaching in entrepreneurship in compulsory initial teacher training programmes in universities in Arab countries. Creative thinking and innovation should be the main pillar of such training: the learning environment should appeal to the student's desire to experiment. TVET teachers should have knowledge, understanding, and skills in relation to entrepreneurship.

Teachers in Arab countries should also be able to participate in ongoing continuing professional development in the field, thus ensuring that the competences acquired do not become obsolete. This professional development could take place at a vocational school as a part of in-service learning, or externally, using training providers with expertise in teaching entrepreneurship.

Qualification requirements for TVET teachers in Arab countries should correspond to real needs, and teachers in entrepreneurship should receive enough practical training. At present, the requirements focus



Participants during working group sessions

too much on pedagogic and academic preparation. Ideally, teachers should experience entrepreneurship themselves. Teachers of entrepreneurship should be given a chance to do internships in enterprises.

## Working Groups

Participants were distributed into two working groups (A and B), according to the geographical distribution of the Arab countries.

**Working Group A:** Iraq, Jordan, Lebanon, Syria, Yemen (Mashreq countries)



Participants during working group sessions

**Working Group B:** Egypt, Libya, Sudan, Tunisia (North Africa/Maghreb countries)

These two groups discussed priorities and the development of joint projects or initiatives, in line with the Expert Meeting themes and the country promising practices.

| Working Group A:<br>Mashreq countries | Working Group B:<br>North Africa/Maghreb countries |
|---------------------------------------|--|
| Coordinator:<br>Diyya Khadim          | Coordinator:<br>Molka Bel Chadi                    |
| Reporter:<br>Mohammad Nassan          | Reporter:<br>Abdelhamid Alkout                     |
| Hani Khleifat                         | Ali Gharsalla                                      |
| Qasem Newashi                         | Awadia Elnougoumi                                  |
| Radwan Rahal                          | Tarik Saleh Sirry                                  |
| Fahmi Alakhal                         | Aboubakr Badawi                                    |
| Abdelsalam Alzabidi                   | Abati Mohammad                                     |
| Issam Abi Nadir                       | Janette Han  |
| Tony Rachid                           | Lisa Freiburg                                      |
| Fadi Francis                          |  |
| Naji Al Mahdi                         |  |
| Sulieman Sulieman                     |  |

## Working group discussions and results

| Working group  | A: Mashreq countries   | B: North Africa/Magreb countries  |
|--|--|---|
| Youth, employment, and skills for business entrepreneurship              | Cooperation between educational institutions and the labour sector to identify the competencies required for the job market and secure an appropriate curriculum: Jordan, Lebanon, and Yemen.  | Support guidance and counselling programmes in line with: <ul style="list-style-type: none"> <li>• life skills;</li> <li>• EPE;</li> <li>• improving society's view of TVET (through the media)</li> </ul>  |
| EPE and the use of ICT   | Using technology to serve the educational process (electronic platform or gateway information through the internet).<br><br>Communicating with the labour market in order to follow up and update.   | Training teachers of EPE on methods and means of remote (distance) learning.  |
| Inter-regional dialogue on transforming TVET for sustainable development | Exchange between countries/regions about common issues such as: <ul style="list-style-type: none"> <li>• quality control;</li> <li>• general framework of qualifications;</li> <li>• classification guides and international standards;</li> <li>• promising practices.</li> </ul> | Dialogue and exchange of experiences between countries/regions linking them to excellence in TVET issues and joint projects: <ul style="list-style-type: none"> <li>• curriculum development;</li> <li>• training of teachers and trainers;</li> <li>• networking and communication.</li> </ul> |
| Suggestions for Initiatives and Projects                                 | <ul style="list-style-type: none"> <li>• Training of teachers and trainers;</li> <li>• The development of an electronic platform;</li> <li>• EPE;</li> <li>• Greening TVET.</li> </ul>   | Build a platform for the collection of training materials available for teachers/initiators in the Arab region, to be made available at the regional level.   |

## Session 5 - Refresher on utilizing UNEVOC Online Services

Facilitator: Dr Sulieman Sulieman, UNESCO Beirut



Lisa Freiburg

Ms Lisa Freiburg, UNESCO-UNEVOC International Centre for TVET, Bonn, presented a refresher on UNEVOC's Online Services. In line with UNESCO-UNEVOC's role as a clearing house for TVET, Ms Freiburg highlighted the following online services that aim to benefit the TVET community:

- An Online Library and database to browse and search UNEVOC publications and other relevant TVET publications, many of which are available for download;
- An e-Forum, which is a virtual community of TVET practitioners, policy-makers and researchers who share knowledge about different aspects of TVET. Virtual conferences, such as the one on tackling youth unemployment through TVET, are also organized on a regular basis. Reports on these conferences are available on the UNEVOC website;
- The World TVET Database, which is an online tool hosted by UNEVOC that provides concise, reliable and up-to-date information on TVET systems in countries worldwide;
- The UNEVOC Network portal, the aim of which is to inform about this global community of TVET institutions and to provide a communication platform for UNEVOC Network members.

With reference to these online services, Ms Freiburg highlighted the role of UNEVOC Network Members in contributing to these services by actively participating in the e-Forum and providing support in validating the country reports listed in the World TVET Database. She also expressed the importance for UNEVOC Network members in the Arab States to share news and activities implemented by their institutions through the UNEVOC Network Portal.

Ms Freiburg also presented information on other tools which are currently under development:

- Promising Practices Database: The aim of this database is to share knowledge of established innovative practices – 'success stories' – that have proven to be effective and that promote

TVET in some profound way, either within a particular TVET subsector, or at local, regional, or national level. The database presents information on a selection of effective and innovative programmes and initiatives from different TVET areas and regions of the world.

- TVETipedia Glossary: this glossary will synthesize existing glossaries worldwide by extracting general TVET terms and indicating country or region-specific use of terms. It will aim to provide an international glossary which might be used as a reference work by TVET experts.

### Technical discussion within the UNEVOC Network

Facilitators: Dr Sulieman Sulieman and Ms Lisa Freiburg

The two working groups prepared their technical discussion on thematic areas and priorities, finalizing PowerPoint presentations. The reporters for each group (Mohammed Nassan and Abdelhamid Alkout) made the presentations. They outlined perceived priorities and what has been achieved in relation to the development of joint actions within the UNEVOC work plan for 2014–15.

Dr Qasem Newashi, as general reporter, presented a summary of general recommendations and a compilation of synthesis recommendations on the thematic areas and sessions, which will be integrated into the Final Report of the Meeting.

### Closing

The Organizing Committee disseminated evaluation forms in Arabic and English before the Closing Session, in order to give the participants the opportunity to express their views and opinions on the programme and the meeting in general. Dr Sulieman and Ms Freiburg urged the participants to complete the forms and return them to the Organizing Committee. During the Closing Session, Eng. Tarek Saleh Sirry, Egypt (representing the participants) thanked UNESCO-UNEVOC for its efforts in organizing the Expert Meeting in Beirut, and those who had cooperated within the UNEVOC Network for arranging the programme and sessions. He expressed the interest of the Egyptian Ministry of Education (an UNEVOC Centre) in hosting future TVET events and meetings.

Mr Issam Abi Nadir, representing the General Directorate for VTE, Lebanon, thanked the participants and experts on their contributions to the programme.

He expressed his satisfaction with the cooperation between UNESCO Beirut and the Bonn Centre on the development of the programme and hosting the meeting in Beirut.

Ms Lisa Freiburg thanked all experts and participants for their contributions, and promised to continue cooperating with all participants and UNEVOC centres on the results and future activities.

Dr Sulieman Sulieman thanked the participants for their contributions and wished them a safe return to their countries and institutions.

## Field visits



The Organizing Committee arranged a field visit on the third day of the programme to facilitate exchange of experiences and discussion on youth, TVET, and cultural exchanges. The field visit included the following institutions:

- The International Centre for Human Sciences (ICHS), Byblos - Dr Adonis Akra, Director of ICHS, and Mr Ayyoub Bark, Deputy Mayor, Jbeil-Byblos Municipality, took part in a dialogue on TVET and youth issues (in Lebanon and the Arab region) and cooperation areas between ICHS and the municipality in promoting peace and cultural diversity. This includes promoting citizenship and tourism through ICHS programmes at the country, regional, and international levels.
- Byblos Historical Citadel - The participants toured the Citadel of Byblos and the historic old Souk as part of a cultural exchange on economic and social development in Byblos-Jbeil City.
- Higher Industrial Technical Institute, Dekwaneh (an UNEVOC Centre in Lebanon) - Mr Issam Abi Nader, Acting Director of HITI, briefed the participants on the programmes and specializations offered by the Institute. A tour of the workshops and labs was arranged during the visit.



Byblos Historical Citadel



Study visit to the Higher Industrial Technical Institute in Dekwaneh



Participants during study visit at the ICHS Byblos

## Results and recommendations



### Working group results

Working Groups A and B developed two regional and four country/national project proposals for work plan development within the UNEVOC Network during 2014–15:

- Development of EPE guides for the integration of EPE concepts and skills into TVET programmes (Mashreq countries);
- Enhancing and developing EPE in the Arab region, through establishing an electronic platform/portal (North Africa/Maghreb countries);
- EPE Guide: integrating EPE concepts and skills into the pre-vocational education curriculum (Jordan);
- Interactive training of teachers and instructors on EPE competencies (Lebanon);
- Greening TVET: incorporating environmentally friendly concepts into TVET curricula (Yemen);
- Technical support to TOT centres in entrepreneurship and communication technology (Yemen).

The regional and country project proposals are presented as Annex 3.

### General recommendations

The participants adopted a set of general recommendations, which has been compiled and redrafted by the session reporters and the Organizing Committee:

1. Benefit from other countries' and regions' experiences in EPE through cooperation between regional offices and the UNEVOC Network;
2. Improve the quality of TVET to increase enrolment in disciplines and programmes, especially the programmes in universities and technical colleges;
3. Provide technical support for introducing entrepreneurship into TVET programmes, with emphasis on curriculum development, TOT, and sharing of innovative experiences within the UNEVOC Network and centres;

4. Review the TVET policies and strategies in Arab Member States, to meet the demand and the increasing challenges on the important issue of having a qualified workforce for the labour market, and the role of EPE in this area;
5. Review and develop mechanisms that determine the current and future skills needed for the labour market, and encourage more students to enrol and graduate in new TVET disciplines;
6. Highlight the role of TVET and EPE in youth employment, and transforming TVET to meet social and economic changes in the Arab region;
7. Enhance evaluation and follow-up mechanisms in TVET programmes to narrow the gap between policies and strategies, and practical application in the field, taking note of sustainable development;
8. Identify diverse funding sources and raise the efficiency of available funding for TVET, including building effective partnerships with economic sectors, civil society, and NGOs.

### Evaluation and follow-up

As noted above, evaluation forms in Arabic and English were disseminated to participants before the Closing Session. Twenty forms were completed and returned to the Organizing Committee, sixteen in Arabic and four in English. In summary:

- 83 per cent of responders strongly agreed (rating 1 on a scale of 1 to 5) that objectives and goals for the programme, discussions, and outcomes had been met;
- 97 per cent of responses agreed (rating 2) that objectives and goals for the programme, discussions, and outcomes had been met;
- Only 3 per cent of responses scored this issue as 3 (neutral), and 2 per cent rated it 4 (disagree).

The comments/remarks were very positive (in general). They included the following.

- Areas/topics you like to improve or change in the meeting programme in the future:
  - the programme and topics are related to UNEVOC centres' needs, as well as TVET development in the Arab region (after the Third TVET Congress in China, May 2012);
  - review of presentations by the Organizing Committee to assure quality and relevance to the programme.

- Sessions/element that you find most useful and why:
  - all sessions (in general), Mr Majumdar's presentations, and working group discussions and results;
  - use of ICT in training and learning, greening TVET, training of teachers and instructors
  - EPE and development in the Arab region;
  - cooperation within the UNEVOC network (regional and international);
  - exchange of experiences between UNEVOC centres and participants;
  - the field visit programme and country presentations (Jordan and Lebanon).
- Suggestions for improvement and development in future meetings/events:
  - greening TVET and integration of environmental issues into TVET curricula;
  - more technical support to UNEVOC centres in the Arab region;
  - networking between participants and follow-up on results (project proposals).

## Annexes

### Agenda

| Day One: Tuesday, 19 November 2013 |  |
|------------------------------------|--|
| 08:30–09:00                        | <b>Registration of the participants</b>  |
| 09:00–10:00                        | <p><b>Opening session:</b></p> <ul style="list-style-type: none"> <li>• Dr Hamed Alhamami, Director, UNESCO Regional Bureau, Beirut</li> <li>• Dr Leila Maliha Fayad, President, Centre for Educational Research and Development (CERD)</li> <li>• Mr Shyamal Majumdar, Head, UNESCO–UNEVOC International Centre for TVET, Bonn</li> <li>• Dr Sherif Elabdelwahab, CEO, National Entrepreneurship Institute*</li> <li>• Representative of HE Minister of Education and Higher Education, Lebanon (patron of the Expert Meeting): Mr Ahmad Diab, Director General for Vocational and Technical Education</li> </ul> |
| 10:00–10:30                        | <b>Photo session/coffee and tea break</b>  |
| 10:30–12:00                        | <p><b>Theme 1: Youth, employment, and skills for business entrepreneurship (international and regional perspectives):</b> 20 minutes each</p> <p>Chairperson: Mr Issam Abi Nadir, Lebanon<br/>Reporter: Dr Qasem Newashi, Jordan</p> <ul style="list-style-type: none"> <li>• Dr Gita Subrahmanyam, African Development Bank, Tunisia</li> <li>• Mr Hani Khleifat, Vocational Training Corporation (VTC), Jordan</li> <li>• Mr Abdelsalam Alzabidi, Ministry of Technical and Vocational Training, Yemen</li> </ul> <p>Q &amp; A (30 minutes)</p>  |
| 12:00–13:00                        | <p><b>Panel discussion 1: Youth, employment, and skills for business entrepreneurship (country/UNEVOC centre perspectives):</b> 15 minutes each</p> <ul style="list-style-type: none"> <li>• Jordan (Mr M. Naasan)</li> <li>• Tunisia (Mr A. Gharsallah)</li> <li>• Syria (Dr R. Rahal/Mr F. Alakhal)</li> </ul> <p>Q &amp; A (15 minutes)</p>   |
| 13:00–14:00                        | <b>Lunch</b>   |
| 14:00–15:00                        | <p><b>Theme 2: Entrepreneurship education and the use of ICT (international and regional perspectives):</b> 15 minutes each</p> <p>Chairperson: Mr Ali Gharsallah, Tunisia<br/>Reporter: Mr Fahmi Alakhal, Syria</p> <ul style="list-style-type: none"> <li>• Dr Leila Aboud, Centre for Entrepreneurship, Beirut Arab University</li> <li>• Mrs Rania Ltaif Jalkh, INJAZ, Lebanon</li> <li>• Ms Molka Bel Cadhi, Virtual University of Tunis (VUT)</li> </ul> <p>Q &amp; A (15 minutes)</p>   |
| 15:00–15:30                        | <b>Coffee &amp; tea break</b>  |

|  |  |
|--|--|
| 15:30–17:00                                  | <p><b>Panel discussion 2: Entrepreneurship education and the use of ICT (country/UNEVOC centre perspectives):</b> 10 minutes each</p> <ul style="list-style-type: none"> <li>• Sudan (Mrs A. EIngoumi)</li> <li>• Iraq (Dr D. Kadhim)</li> <li>• Lebanon (Mr I. Abi Nadir/Mr O. Ghneim)</li> </ul> <p>Q &amp; A (15 minutes)</p> <ul style="list-style-type: none"> <li>• Libya (Dr A. Alkout)</li> <li>• Egypt (Mr T. Sirry)</li> <li>• Yemen (Mrs F. Ahmad)</li> </ul> <p>Q &amp; A (15 minutes)</p>   |
| 20:00  | <b>Welcoming reception and Official Dinner</b>   |
| <b>Day Two: Wednesday, 20 November 2013</b>  |  |
| 09:00–10:30                                  | <p><b>Theme 3: Interregional dialogue on transforming TVET for sustainable development:</b> 20 minutes each</p> <p>Chairperson: Mr Shyamal Majumdar, UNESCO-UNEVOC, Bonn<br/>Reporter: Mrs Awadia Elnogoumi, Sudan</p> <ul style="list-style-type: none"> <li>• Dr Janette Chungnim Han, KRIVET, Republic of Korea</li> <li>• Mr Abbati Muhammad, National Board for Technical Education, Nigeria</li> <li>• Mr Issam Abi Nadir, Higher Industrial Technical Institute, Lebanon</li> </ul> <p>Q &amp; A (30 minutes)</p>   |
| 10:30–11:00                                  | <b>Coffee &amp; tea break</b>  |
| 11:00–12:30                                  | <p><b>TVET studies and research in the Arab region:</b> 20 minutes each</p> <p>Chairperson: Dr Sulieman Sulieman, UNESCO Beirut<br/>Reporter: Ms Lisa Freiburg, UNESCO-UNEVOC, Bonn Centre</p> <ul style="list-style-type: none"> <li>• Development policies to fight youth unemployment in Arab countries (Mr R. Al-Saqqaf, UN-ESCWA, Beirut)</li> <li>• Policies of TVET teachers and instructors in the Arab region (Bahrain, Egypt, UAE) (Dr N. Al Mahdi, Bahrain, and Dr A. Badawi, Egypt)</li> <li>• Entrepreneurship Education Project (Dr S. Sulieman and Ms L. Freiburg)</li> </ul> <p>Q &amp; A (30 minutes)</p> |
| 12:30–13:30                                  | <b>Lunch</b>   |
| 13:30–14:30                                  | <p><b>Recalling the Third International Congress on TVET Consensus (Shanghai 2012), UNEVOC Network Development and Work Plan (2014–15): Emerging issues, challenges, and proposed actions: Guidelines for the Working Groups (A and B)</b></p> <ul style="list-style-type: none"> <li>• Mr S. Majumdar and Dr S. Sulieman, UNESCO-UNEVOC, Bonn Centre</li> </ul>   |
| 14:30–17:00                                  | <p><b>Working Groups A and B on Thematic Areas (1, 2, 3) and priorities of the UNEVOC Work Plan (2014–15)</b></p> <ul style="list-style-type: none"> <li>• Group A: Iraq, Jordan, Lebanon, Syria, Yemen (Mashreq countries)</li> <li>• Group B: Egypt, Libya, Sudan, Tunisia (North Africa/Maghreb countries)</li> </ul>   |
| <b>Day Three: Thursday, 21 November 2013</b> |  |
| 09:00–09:30                                  | <p><b>Refresher on utilizing UNEVOC Online Services and sharing of UNEVOC experiences: e-Forums and the UNEVOC Network Portal</b></p> <ul style="list-style-type: none"> <li>• Ms Lisa Freiburg, UNESCO-UNEVOC International Centre, Bonn</li> <li>• Mr Kai Gleissner, Otto von Guericke University, Germany</li> </ul>  |

|             |   |
|-------------|---|
| 09:30–10:30 | <p><b>Technical discussion within the UNEVOC network, reporting, and planning (working groups on thematic areas and priorities)</b></p> <ul style="list-style-type: none"> <li>• Status report and follow-up actions</li> <li>• Presentation of working group results and discussion</li> </ul>   |
| 10:30–11:00 | <p><b>Evaluation, Closing Remarks and Follow-up</b></p> <ul style="list-style-type: none"> <li>• UNESCO–Beirut/Bonn Centre/General Directorate for VTE, Lebanon</li> </ul>  |
| 11:00–11:30 | <p><b>Brunch (early lunch) and departure to Byblos</b></p>  |
| 13:00–18:00 | <p><b>Field visits and exchange of experiences/dialogue on youth and TVET: International Centre for Human Sciences: Dr Adonis Akra, Director</b></p> <p>Municipality of Jbeil–Byblos: Mr Ayoub Bark, Deputy Mayor</p> <ul style="list-style-type: none"> <li>• Visit to Byblos Historical Citadel;</li> <li>• Visit to the Higher Industrial Technical Institute, Dekwaneh (UNEVOC Centre, Lebanon).</li> </ul> |

## List of Participants

| Name                         | Designation/Institution   | Country |
|------------------------------|---|---------|
| <b>Arab States</b>           |   |         |
| Mr Tarek Saleh Sirry         | Director, Planning and Coordination Unit/Technical Education, Ministry of Education | Egypt   |
| Dr Dheyaa Kadhim             | Director, Ed. Supervision Dept.VE, Ministry of Education                            | Iraq    |
| Mr Hani Khleifat             | Assistant DG, Vocational Training Corporation (VTC)                                 | Jordan  |
| Mr Mohamad Khair Naasan      | Chief, Voc. Education and Production Dept., MOE                                     | Jordan  |
| Dr Qasem Newashi             | Programme Coordinator, Sustainable Research Centre                                  | Jordan  |
| Dr Sobhi Abu Chahine         | Adviser for TVET, H.E. Minister of ED and Higher ED                                 | Lebanon |
| Mr Issam Abi Nadir           | Director, Higher Industrial Technical Institute, Dekwaneh                           | Lebanon |
| Mr Mohammad Hodeib           | Director, IPNET–Bir Hassan  | Lebanon |
| Mr Oussama Ghneim            | Head, Vocational and Technical Education Dept., CERD                                | Lebanon |
| Mr Tony Rashid               | Head, Vocational Training and Qualifications Dept. (GDVTE)                          | Lebanon |
| Mr Nabil Attallah            | Chief, Practical Work, Higher Industrial Technical Institute                        | Lebanon |
| Dr Leila Aboud               | Director, Centre for Entrepreneurship, Beirut Arab University                       | Lebanon |
| Mr Fadi Francis              | Director, Vocational Friendship School–Forzel/Bekka                                 | Lebanon |
| Mrs Rania Ltaif Jalakh       | Head of Operations, INJAZ,  | Lebanon |
| Dr Abdulhamid Alkout         | Director, International Cooperation Bureau, NBTVE                                   | Libya   |
| Mrs Awadia Elngoumi          | Director General, Technical Education Directorate, MOE                              | Sudan   |
| Dr Radwan Rahal              | Director, Vocational and Technical Education, Ministry of Education                 | Syria   |
| Mr Fahmy AlAkhal             | Chief, Curricula and Guidance/VTE, Ministry of Education                            | Syria   |
| Mr Ali Gharsallah            | Director General, Technological Studies, MOHESR                                     | Tunisia |
| Mrs Molka Bel Cadhi          | Lecturer and Researcher, Virtual University of Tunis (VUT)                          | Tunisia |
| Mr Abdelsalam Alzabidi       | Assistant Sec. General for Curricula and Continuing Education                       | Yemen   |
| Ms Fairoz Mahmoud Abdel Wali | Director, Training of Trainers Centre, Taiz/MOTEVT                                  | Yemen   |

| Name   | Designation/Institution   | Country              |
|--|---|----------------------|
| <b>UNEVOC International Network/Experts</b>    |   |                      |
| Dr Aboubakr Badawi                             | TVET-HRD Expert/Consultant  | Egypt                |
| Mr Kai Gleissner                               | Coordinator, Int'l. Corporation, Otto-von-Guericke University                 | Germany              |
| Mr Abbati Muhammad                             | Head, Eng. Technology Division, National Board for technical education        | Nigeria              |
| Ms Janette Han                                 | Expert/Researcher, KRIVET   | Republic of Korea    |
| Dr Naji Al Mahdi                               | Executive Director, National Institute for Vocational Education               | United Arab Emirates |
| <b>UN agencies/international organizations</b> |   |                      |
| Mr Shyamal Majumdar                            | Head, UNESCO-UNEVOC International Centre, Bonn                                | Germany              |
| Dr Sulieman Sulieman                           | Programme Specialist: STV, UNESCO-Beirut                                      | Beirut               |
| Ms Lisa Freiburg                               | Communications Focal Point, UNESCO-UNEVOC, Bonn                               | Germany              |
| Mr Raidan Al-Saqqaf                            | Social Affairs Officer, UNESCWA   | Beirut               |
| Dr Gita Subrahmanyam                           | Consultant/Expert, London School of Economics (LSE)- African Development Bank | Tunis                |

## TVET and EPE Initiatives and Projects proposed by the Working Groups

### ملحق

المبادرات والمشروعات المقترحة – المنطقة العربية (مجموعة العمل أ)

#### Regional (Working Groups A)

|  |  |
|--|--|
| <p><b>Title: Development of EPE Guides and Integrating them in TVET (Mashreq Countries)</b></p>  | <p><b>العنوان: تطوير أدلة التعليم للريادة وإدماجها في برامج التعليم والتدريب المهني والتقني (دول المشرق العربي)</b></p>  |
| <p><b>Target Groups/Educational Level:</b></p> <ul style="list-style-type: none"> <li>- Students in technical and vocational education</li> <li>- Teachers of technical and vocational education and technical education trainers</li> <li>- Students of vocational training institutes</li> </ul>   | <p><b>الفئات المستهدفة/المرحلة التعليمية:</b></p> <ul style="list-style-type: none"> <li>- طلبة التعليم المهني والتقني</li> <li>- معلمو التربية المهنية والتعليم المهني والتقني ومدربو المراكز المهنية</li> <li>- طلبة معاهد التدريب المهني</li> </ul>   |
| <p><b>Short Description of the Initiative/Project:</b></p> <p>Prepare and develop training manuals on leadership with the aim of giving teachers and technicians the skills of entrepreneurship education, which conveys experiences for graduate students and thus reflects on their choices and attitudes towards entrepreneurship education and enables them to set up and develop self projects or engage in the appropriate business</p>  | <p><b>وصف مختصر للمبادرة/المشروع:</b></p> <p>أعداد وتطوير أدلة تدريبية وتعليمية للريادة بهدف اكساب المعلمين والفنيين لمهارات التعليم للريادة مما ينقل الخبرات للطلبة الخريجين وبالتالي ينعكس على اختياراتهم وتوجهاتهم نحو التعليم للريادة وتمكينهم من انشاء وتطوير مشاريع ذاتية أو الانخراط بالأعمال المناسبة</p>  |
| <p><b>Implementation Mechanisms:</b></p> <ul style="list-style-type: none"> <li>- The formation of a regional task force from the participating countries within this group</li> <li>- Collection and analysis of the evidence available in these countries</li> <li>- Training workshops for the development of the guides</li> <li>- Training of stakeholders on the guides</li> <li>- The integration of these concepts and skills in the Education curricula</li> <li>- The testing of these guides</li> <li>- Printing out the final version of these guides</li> <li>- The adoption of these guides on the regional level</li> </ul> | <p><b>آليات التنفيذ:</b></p> <ul style="list-style-type: none"> <li>- تشكيل فريق عمل إقليمي من الدول المشاركة ضمن هذه المجموعة</li> <li>- جمع وتحليل الأدلة المتوفرة في هذه الدول</li> <li>- عقد ورش عمل تدريبية لتطوير الأدلة</li> <li>- تدريب المعنيين على هذه الأدلة</li> <li>- إدماج المهارات والمفاهيم الموجودة في الأدلة ضمن مناهج التربية والتعليم</li> <li>- التطبيق التجريبي لهذه الأدلة</li> <li>- إخراج الأدلة بصورتها النهائية</li> <li>- اعتمادها على المستوى الإقليمي</li> </ul> |

|   |   |
|---|---|
| <p><b>Expected Results:</b></p> <ul style="list-style-type: none"> <li>- Standardized guides consistent with the international standards</li> <li>- The integration of the skills of entrepreneurship education in the vocational and technical education curriculum</li> <li>- Formation of positive attitudes towards entrepreneurship education</li> <li>- Formation of a team of trained professionals in leadership</li> <li>- Giving these concepts of knowledge and skills to concerned teachers</li> <li>- Transferring these experiences to students at various levels</li> <li>- Graduation of leaders</li> </ul> | <p><b>النتائج المنتظرة:</b></p> <ul style="list-style-type: none"> <li>- أدلة معيارية تتوافق مع المعايير الدولية</li> <li>- إدماج مهارات التعليم للريادة ضمن مناهج التربية والتعليم المهني والتقني</li> <li>- تكوين اتجاهات إيجابية نحو التعليم للريادة</li> <li>- تكوين فريق من المدربين المتخصصين بالريادة</li> <li>- إكساب هذه المفاهيم المعارف والمهارات للمعلمين والمعنيين</li> <li>- نقل هذه الخبرات للطلبة في مختلف مستوياتهم</li> <li>- خريجون رياديون</li> </ul> |
| <p><b>Partners/Stakeholders:</b></p> <ul style="list-style-type: none"> <li>- Ministries responsible for TVET</li> <li>- UNESCO</li> <li>- Private sector</li> <li>- Nongovernmental organization</li> <li>- Specialized experts</li> </ul>   | <p><b>الشركاء:</b></p> <ul style="list-style-type: none"> <li>- الوزارات التي تعنى بالتعليم و التدريب المهني والتقني</li> <li>- اليونسكو</li> <li>- القطاع الخاص</li> <li>- منظمات أصحاب العمل والمنظمات غير الحكومية</li> <li>- خبراء متخصصون</li> </ul>   |
| <p><b>Timetable:</b> 12 Months (2014–15)</p>  | <p><b>الجدول الزمني:</b> 12 شهراً (2014 – 2015)</p>   |
| <p><b>Budget:</b> \$ 200,000</p>  | <p><b>الموازنة:</b> 200,000 دولار أمريكي</p>  |

المبادرات والمشروعات المقترحة - المنطقة العربية (مجموعة العمل ب)

Arab Region (Working Group B)

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| <p><b>Title:</b><br/>Enhancing and Developing Entrepreneurship (EPE) in the Arab Region through the establishment of an Electronic Platform (North Africa/Maghreb Countries)</p>                                  | <p><b>العنوان:</b><br/>تحسين وتطوير التعلم للريادة في المنطقة العربية من خلال منصة إلكترونية<br/>(دول شمال أفريقيا/ المغرب العربي)</p>                           |
| <p><b>Target Groups/Educational Level:</b><br/>Teachers of technical and vocational education, participants in entrepreneurship education (secondary higher education and technical and vocational education)</p> | <p><b>الفئات المستهدفة/المرحلة التعليمية:</b><br/>معلمو التعليم التقني والمهني المشاركون في التعليم للريادة (التعليم العالي والتأني والتعليم التقني والمهني)</p> |

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| <p><b>Short Description of the Initiative/Project:</b></p> <p>The initiative includes an electronic platform and learning resource-oriented technical and vocational education available from international organizations such as UNESCO and other regional organizations such as the Arab Labour Organization and Arab Banking Academy and at the national level, such as universities and ministries of education and sectors of technical education and civil society organizations</p> | <p><b>وصف مختصر للمبادرة/المشروع:</b></p> <p>تحتوي المبادرة على منصة الكترونية ومصادر التعلم الموجهة للتعليم التقني والمهني المتاحة من المنظمات الدولية مثل منظمة اليونسكو وغيرها والاقليمية مثل منظمة العمل العربية والاكاديمية المصرفية العربية وعلى المستوى الوطني مثل الجامعات والوزارات وقطاعات التعليم الفني ومنظمات المجتمع المدني</p> |
| <p><b>Implementation Mechanisms:</b></p> <ul style="list-style-type: none"> <li>- Collection of material available from international, regional, and national organizations</li> <li>- Choosing a coordinator for the initiative</li> <li>- Digitization and application.</li> </ul>   | <p><b>آليات التنفيذ:</b></p> <ul style="list-style-type: none"> <li>- تجميع المواد المتاحة من المنظمات الدولية والاقليمية والوطنية</li> <li>- اختيار منسق للمبادرة</li> <li>- الرقمنة والتطبيق</li> </ul>   |
| <p><b>Expected Results:</b></p> <ul style="list-style-type: none"> <li>- Improve the quality and output for the beneficiaries in technical education and technical</li> <li>- Provide an opportunity for all segments of society</li> <li>- Raise awareness of the opportunities the initiative</li> </ul>   | <p><b>النتائج المتوقعة:</b></p> <ul style="list-style-type: none"> <li>- جودة وتحسين المخرجات للمستفيدين في التعليم التقني والفني</li> <li>- اتاحة الفرصة لجميع فئات المجتمع</li> <li>- نشر الوعي بفرص المبادرة</li> </ul>  |
| <p><b>Partners/Stakeholders:</b></p> <p>UNEVOC centres, TVET institutes, universities, economic and services corporations, and employers</p>   | <p><b>الشركاء:</b></p> <p>مراكز يونيفوك، مؤسسات التعليم التقني والفني، الجامعات، المؤسسات الاقتصادية والخدمية، وأصحاب العمل</p>   |
| <p><b>Timetable:</b> 24 Months (2014–15)</p>   | <p><b>الجدول الزمني:</b> 24 شهراً (2014 – 2015)</p>   |
| <p><b>Budget:</b> \$ 200,000</p>   | <p><b>الموازنة:</b> 200,000 دولار أمريكي</p>  |

### المبادرات والمشروعات المقترحة – الاردن

#### TVET – EPE Initiatives and Projects – Jordan

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| <p><b>Title: Entrepreneurship Education Guide (Integrating EPE Concepts and Skills in the Pre-Vocational Education Curriculum)</b></p>   | <p><b>العنوان: دليل التعليم للريادة (ادماج المفاهيم والمهارات الموجودة في الدليل ضمن منهاج التربية المهنية)</b></p>   |
| <p><b>Target Groups/Educational Level:</b></p> <ul style="list-style-type: none"> <li>- Supervisors of vocational education</li> <li>- Teachers of vocational education</li> <li>- Students of basic education, (Grades 4–10)</li> </ul> | <p><b>الفئات المستهدفة/المرحلة التعليمية:</b></p> <ul style="list-style-type: none"> <li>- مشرفو التربية المهنية</li> <li>- معلمو التربية المهنية</li> <li>- طلبة مرحلة التعليم الاساسي، الصفوف (4-10)</li> </ul> |

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| <p><b>Short Description of the Initiative/Project:</b></p> <p>The integration of concepts and skills in the directory prepared by the management of vocational education and production partners of UNESCO within the curriculum of vocational education through the creation of a team of trainers to train supervisors and teachers to reflect on the students in the schools.</p>   | <p><b>وصف مختصر للمبادرة/المشروع:</b></p> <p>إدماج للمفاهيم والمهارات الموجودة في الدليل المعد من قبل ادارة التعليم المهني والإنتاج والشركاء من اليونسكو ضمن منهاج التربية المهنية من خلال تكوين فريق من المدربين لتدريب المشرفين والمعلمين لينعكس ذلك على الطلبة في المدارس .</p>  |
| <p><b>Implementation Mechanisms:</b></p> <ul style="list-style-type: none"> <li>- The formation of a central team from the Department of Vocational Education and production in partnership with the private sector, UNRWA and military culture</li> <li>- Identification of teachers' training needs</li> <li>- Formation of a team of trainers in the field</li> <li>- Training of professional teachers who teach the targeted group of students from Grades 4–10 (almost 2,000 teachers)</li> <li>- The integration of skills and concepts from the guide in the vocational education curriculum</li> <li>- Transfer these skills and concepts to students to form positive attitudes towards their leadership and entrepreneurship education</li> </ul> | <p><b>آليات التنفيذ:</b></p> <ul style="list-style-type: none"> <li>- تشكيل فريق محوري من إدارة التعليم المهني والإنتاج بالشراكة مع القطاع الخاص ووكالة الغوث والثقافة العسكرية</li> <li>- تحديد احتياجات المعلمين من التدريب</li> <li>- تكوين فريق من المدربين في الميدان</li> <li>- تدريب معلمي التربية المهنية اللذين يدرسون الفئة المستهدفة من الطلبة من الصف (4-10) الاساسي وعددهم 2000 معلم ومعلمة تقريباً .</li> <li>- إدماج المهارات والمفاهيم الموجودة في الدليل ضمن منهاج التربية المهنية</li> <li>- نقل هذه المهارات والمفاهيم للطلبة لتكوين اتجاهات إيجابية لديهم نحو الريادة والتعليم للريادة</li> </ul> |
| <p><b>Expected Results:</b></p> <ul style="list-style-type: none"> <li>- The integration of the skills of entrepreneurship education in the curriculum of vocational education</li> <li>- Formation of positive attitudes/trends towards entrepreneurship education</li> <li>- Formation of a team of trained professionals in leadership</li> <li>- Teachers' acquisition of these concepts and skills</li> <li>- Transfer of experiences to students in schools</li> </ul>   | <p><b>النتائج المنتظرة:</b></p> <ul style="list-style-type: none"> <li>- إدماج مهارات التعليم للريادة ضمن مناهج التربية المهنية</li> <li>- تكوين اتجاهات إيجابية نحو التعليم للريادة</li> <li>- تكوين فريق من المدربين المتخصصين بالريادة</li> <li>- إكساب هذه المفاهيم المعارف والمهارات للمعلمين</li> <li>- نقل هذه الخبرات للطلبة في مدارسهم</li> </ul>  |
| <p><b>Partners/Stakeholders:</b></p> <ul style="list-style-type: none"> <li>- Ministry of Education</li> <li>- UNESCO</li> <li>- Private sector</li> <li>- UNRWA</li> <li>- Military culture</li> </ul>  | <p><b>الشركاء:</b></p> <ul style="list-style-type: none"> <li>- وزارة التربية والتعليم</li> <li>- اليونسكو</li> <li>- القطاع الخاص</li> <li>- وكالة الغوث</li> <li>- الثقافة العسكرية</li> </ul>  |
| <p><b>Timetable:</b> 12 Months (2014–15)</p>   | <p><b>الجدول الزمني:</b> 12 شهراً (2014 - 2015)</p>   |
| <p><b>Budget:</b> \$100,000</p>  | <p><b>الموازنة:</b> 100,000 دولار أمريكي</p>  |

## المبادرات والمشروعات المقترحة- لبنان

## TVET – EPE Initiatives and Projects – Lebanon

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| <p><b>Title: Interactive Training of Teachers and Instructors on Entrepreneurship Education Competencies</b></p>   | <p><b>العنوان: التدريب التفاعلي للمعلمين والمدرسين في مجال كفايات التعليم للريادة</b></p>  |
| <p><b>Target Groups/Educational Level:</b></p> <p><i>Directly:</i></p> <ul style="list-style-type: none"> <li>- Teachers of economics in secondary education and teachers of technology in the intermediate level of general education (formal education).</li> <li>- Teachers and trainers in vocational and technical education (formal education) at the technical and vocational baccalaureate level</li> <li>- Teachers and trainers of accelerated TVET programme (non-formal education).</li> </ul> <p><i>Indirectly:</i></p> <ul style="list-style-type: none"> <li>- Pupils and students in the intermediate and secondary public education.</li> <li>- Students of TVET</li> <li>- - Trainees in accelerated TVET</li> </ul>   | <p><b>الفئات المستهدفة/المرحلة التعليمية:</b></p> <p><b>بشكل مباشر:</b></p> <p>اساتذة مادة الاقتصاد في التعليم الثانوي واساتذة مادة التكنولوجيا في المرحلة المتوسطة من التعليم العام (التعليم النظامي).</p> <p>اساتذة ومدربو التعليم المهني والتقني (التعليم النظامي) في مستوى البكالوريا الفنية والامتياز الفني.</p> <p>اساتذة ومدربو التعليم المهني والتقني المعجل (التعليم غير النظامي).</p> <p><b>بشكل غير مباشر:</b></p> <p>تلامذة وطلبة المرحلة المتوسطة والمرحلة الثانوية من التعليم العام.</p> <p>طلاب التعليم المهني والتقني.</p> <p>متدربو التعليم المهني المعجل.</p>  |
| <p><b>Short Description of the Initiative/Project:</b></p> <p>The integration of the concept of entrepreneurship in education curricula depends on three elements: the curriculum, books and tools, and a professor /instructor. The process of training teachers and directors on this concept by conventional methods for dissemination to all target groups requires considerable time and effort.</p> <p>The initiative takes advantage of the services and facilities provided by the internet in the field of information and communication in terms of the effective operation of the training for the introduction of interactive training after part of traditional training programmes, allowing the training of a larger number of trained teachers and trainers in a short time and at a lower cost.</p> <p>The initiative is based on the implementation of training alternating between adversarial /traditional (for a short period) and after using the portal specialized information affecting each of the categories targeted separately.</p> | <p><b>وصف مختصر للمبادرة/المشروع:</b></p> <p>يعتمد ادماج مفهوم الريادة في مناهج التعليم على عناصر ثلاثة: المناهج، الكتب والوسائل، الأستاذ/المدرّب. ان عملية تدريب اساتذة ومدربين على هذا المفهوم بالطرق التقليدية لتعميمها على كافة الفئات المستهدفة تتطلب جهداً ووقتاً كبيرين.</p> <p>و تتضمن هذه المبادرة على الإستفادة من الخدمات والتسهيلات التي تقدمها شبكة الانترنت في مجال المعلومات والاتصال من حيث تفعيل عمليات التدريب بادخال التدريب التفاعلي عن بعد ضمن برامج التدريب التقليدية مما يسمح بتدريب عدد اكبر من الأساتذة والمدربين بوقت وكلفة اقل.</p> <p>كما تقوم هذه المبادرة على تنفيذ التدريب بالتناوب بين الحضوري/ التقليدي (لفترة قصيرة) وعن بعد باستخدام بوابة معلومات متخصصة تطل كل فئة من الفئات المستهدفة على حدة.</p> |

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| <p><b>Implementation Mechanisms:</b></p> <p>A. Prepare a dedicated team to manage and monitor the proper execution of the project/initiative;</p> <p>B. Create a specialized information portal:</p> <ul style="list-style-type: none"> <li>- This portal includes three separate sections (depending on the targeted groups), each of which includes plans for collective training (training programme) and lessons, exercises, tests;</li> <li>- The portal also includes a range of different technical facilities for direct communication processes ( chat, lectures, video, ... ) and general communication processes (email, bulletin boards , forums ...), in addition to the various sources of information, books, references and related sites;</li> </ul> <p>C. Preparation of training material and training plans (which will be placed on the portal);</p> <p>D. Training of facilitators/assistants for distance training;</p> <p>E. Identify the various target groups and divided into training groups</p> <ul style="list-style-type: none"> <li>- Training of teachers and trainers, which includes:</li> <li>- <i>a session on the general principles and how to use the portal,</i></li> <li>- <i>distance training with a schedule for individual/group training, in line with facilitator and venue availability,</i></li> <li>- Training course for Applied Lessons process and evaluation;</li> </ul> <p>F. Maintenance and updating of the portal.</p> | <p><b>آليات التنفيذ:</b></p> <p>أ. تحضير فريق متخصص لإدارة ومتابعة حسن تنفيذ المشروع/ المبادرة</p> <p>ب. إنشاء بوابة معلومات متخصصة:<br/>- تضم هذه البوابة 3 اقسام منفصلة (بحسب الفئات المستهدفة) تشمل كل منها على خطط التدريب الجماعية (برنامج التدريب) ودروس وتمارين واختبارات تقويم التدرّب<br/>كما تضم هذه البوابة مجموعة من مختلف التسهيلات التقنية لعمليات الإتصال الفوري (دردشة، محاضرات فيديو...) وغير الفوري (البريد، لوحات اعلان، ومنتديات...)، هذا بالإضافة إلى مصادر مختلفة للمعلومات من كتب ومراجع ومواقع ذات العلاقة...</p> <p>ج. تحضير المادة التدريبية وخطط التدريب (التي ستوضع على البوابة)؛</p> <p>د. تدريب ميسرين /مساعدين للتدريب عن بعد؛</p> <p>هـ. تحديد مختلف الفئات المستهدفة وتقسيمها إلى مجموعات تدريبية؛</p> <p>و. تدريب الأساتذة والمدرّبين ويضم:<br/>- دورة تدريبية حضورية حول المبادئ العامة وكيفية استخدام البوابة:<br/>- تدريب عن بعد ضمن جدولة زمنية محددة يتضمنها اعمال فردية وضمن مجموعات ومرافقة ومتابعة منظمة من قبل الميسر /المساعد،<br/>- دورة تدريب للدروس التطبيقية العملية والتقويم؛<br/>ز. صيانة وتحديث البوابة.</p> |
| <p><b>Expected Results:</b></p> <p>A. Training facilitators/specialists in entrepreneurship and the educational use of information and communication technology;</p> <p>B. Flexibility in training so that it does not conflict with the work of training the trainees daily and other obligations;</p> <p>C. Reducing the trouble and cost of the transportation for the trainees;</p> <p>D. Reduce the direct training period for teachers from twelve days to three days;</p> <p>E. Reduce the cost of direct training, especially in terms of logistics;</p> <p>F. The possibility for a trainer to follow up on more than a training group at the same time;</p>   | <p><b>النتائج المنتظرة:</b></p> <p>أ. تدريب ميسرين/ مرافقين متخصصين في موضوع الريادة والاستخدام التربوي لتكنولوجيا المعلومات والإتصال.</p> <p>ب. مرونة وفرذنة في التدرّب وعدم تعارض التدريب مع اعمال المتدربين اليومية والتزاماتهم</p> <p>ج. تخفيض عناء وتكلفة الإنتقال للمتدربين.</p> <p>د. تقليص فترة التدريب المباشر للمعلمين من 12 يوم إلى 3 أيام.</p> <p>هـ. تخفيض كلفة التدريب المباشر خاصة من الناحية اللوجستية.</p> <p>و. إمكانية متابعة المدرّب لأكثر من مجموعة تدريبية في الوقت نفسه.</p> <p>ز. تسريع عملية البدء بتعليم الريادة.</p>   |

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| <p>G. Speed up the process to start teaching entrepreneurship;</p> <p>H. Raising the level of the use of information and communication technology in the field of education;</p> <p>I. Effective partnership between the organizers (NCRD, UNEVOC, UNESCO, the International Labour Organization, local and international organizations.</p> | <p>ح. رفع مستوى استخدام تكنولوجيا المعلومات والاتصال في المجال التربوي.</p> <p>ط. شراكة فاعلة بين الجهات المنظمة (المركز التربوي للبحوث والإنماء، مركز يونيفوك، اليونسكو، منظمة العمل الدولية، منظمات محلية ودولية.</p> |
| <p><b>Partners/Stakeholders:</b></p> <p>Ministry of Education and Higher Education, Center for Educational Research and Development, UNEVOC Centre, training Centres, UNESCO, ILO, other local and international organizations</p>   | <p><b>الشركاء:</b></p> <p>وزارة التربية والتعليم العالي – المركز التربوي للبحوث- مراكز التدريب المهني المعجل – مركز اليونيفوك – اليونسكو – منظمة العمل الدولية – منظمات محلية ودولية.</p>                               |
| <p><b>Timetable:</b> Three years (2014, 2015, 2016)</p>  | <p><b>الجدول الزمني:</b> ثلاث سنوات (2014 – 2015 – 2016)</p>  |
| <p><b>Budget:</b></p> <p>\$500,000 (over three years)</p> <p>2014: \$300,000</p> <p>2015: \$100,000</p> <p>2016: \$100,000</p>   | <p><b>الموازنة:</b></p> <p>\$ 500,500 (موزعة على ثلاث سنوات)</p> <p>2014: \$ 000,300</p> <p>2015: \$000,100</p> <p>2016: \$ 000,100</p>   |

### المبادرات والمشروعات المقترحة- اليمن (1)

#### TVET – EPE Initiatives and Projects – Yemen (1)

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| <p><b>Title: Greening TVET: Incorporating Environmentally Friendly Concepts in the Curricula of TVET</b></p>   | <p><b>العنوان: المشروع الاخضر (ادماج مفاهيم مراعية للبيئة في مناهج التعليم والتدريب الفني والمهني)</b></p>  |
| <p><b>Target Groups/Educational Level:</b></p> <p>Students of TVET</p>   | <p><b>الفئات المستهدفة/المرحلة التعليمية:</b></p> <p>طلبة التعليم والتدريب التقني والمهني</p>   |
| <p><b>Short Description of the Initiative/Project:</b></p> <p>The idea of the project is the inclusion of the principles and concepts of environmentally friendly activity in the curricula of vocational and technical education and the preparation of study materials in this area</p>  | <p><b>وصف مختصر للمبادرة/المشروع:</b></p> <p>تأتي فكرة المشروع على اساس ادراج مبادئ ومفاهيم مراعية للبيئة وادراجها في مناهج التعليم المهني والتقني واعداد مواد دراسية في هذا المجال</p>   |
| <p><b>Implementation Mechanisms:</b></p> <ul style="list-style-type: none"> <li>- Workshop to identify environmental concepts and definition of the project from a number (20-25) of associates</li> <li>- Preparation of team work and team training on the process of integration to the number (50) of associates</li> <li>- The integration of these concepts, either as independent units or within the educational content of the level of technical and vocational education</li> </ul> | <p><b>آليات التنفيذ:</b></p> <ul style="list-style-type: none"> <li>- ورشة عمل لتحديد المفاهيم البيئية والتعريف بالمشروع لعدد (20-25) مشارك</li> <li>- اعداد فريق عمل وتدريب الفريق على عملية الادماج لعدد (50) مشارك</li> <li>- ادماج هذه المفاهيم إما بشكل وحدات مستقلة أو ضمن المحتوى التعليمي للمستوى المهني والتقني</li> </ul> |

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| <p>(20–25) of associates</p> <ul style="list-style-type: none"> <li>- Preparation of team work and team training on the process of integration to the number (50) of associates</li> <li>- The integration of these concepts, either as independent units or within the educational content of the level of technical and vocational education</li> </ul> | <ul style="list-style-type: none"> <li>- اعداد فريق عمل وتدريب الفريق على عملية الادمج لعدد (50) مشارك</li> <li>- ادمج هذه المفاهيم إما بشكل وحدات مستقلة أو ضمن المحتوى التعليمي للمستوى المهني والتقني</li> </ul>                                    |
| <p><b>Expected Results:</b></p> <ul style="list-style-type: none"> <li>- Improve the quality and output of the beneficiaries in technical education in the environmental field;</li> <li>- Environmental awareness among students;</li> <li>- Modify the behaviour of the students and turn it into the behaviour of a supportive environment</li> </ul>  | <p><b>النتائج المنتظرة:</b></p> <ul style="list-style-type: none"> <li>- جودة وتحسين المخرجات للمستفيدين في التعليم التقني والفني في المجال البيئي</li> <li>- وعي بيئي لدى الطلبة</li> <li>- تعديل سلوك الطلاب وتحويله الى سلوك داعم للبيئة</li> </ul> |
| <p><b>Partners/Stakeholders:</b></p> <ul style="list-style-type: none"> <li>- UNEVOC centre</li> <li>- MTEVT</li> <li>- Training centres</li> </ul>   | <p><b>الشركاء:</b></p> <p>مركز اليونيفوك ، وزارة التعليم التقني والفني ، مراكز التدريب</p>   |
| <p><b>Timetable:</b> Two years (2014–15)</p>  | <p><b>الجدول الزمني:</b> 24 شهراً (2014 – 2015)</p>  |
| <p><b>Budget:</b> \$250,000</p>   | <p><b>الموازنة:</b> 250,000 دولار أمريكي</p>   |

## المبادرات والمشروعات المقترحة- اليمن (2)

### TVET – EPE Initiatives and Projects – Yemen (2)

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| <p><b>Title:</b><br/>Technical Support for Training of Trainers Centres in Entrepreneurship and Communication Technology</p>  | <p><b>العنوان:</b><br/>الدعم الفني لمراكز تدريب المدربين في مجال الريادة وتكنولوجيا الاتصالات</p>  |
| <p><b>Target Groups/Educational Level:</b></p> <ul style="list-style-type: none"> <li>- Teachers and trainers of TVET participating in entrepreneurship and communication technology</li> <li>- Students of TVET programmes</li> </ul>  | <p><b>الفئات المستهدفة/المرحلة التعليمية:</b></p> <ul style="list-style-type: none"> <li>- معلمو التعليم والتدريب التقني والمهني المشاركون في التعلم للريادة وتكنولوجيا الاتصالات على المستوى التعليم المهني والتقني</li> <li>- طلبة التعليم والتدريب التقني والمهني</li> </ul>  |
| <p><b>Short Description of the Initiative/Project:</b></p> <p>Along with the integration of entrepreneurship programmes in formal education and technical education, according to the law regarding non-formal training at the Ministry, with focuses on raising the efficiency of teachers and trainers, and short training courses for students. The project idea was based on the idea of providing training and advisory services in the field of leadership and communication technology in teaching methods</p> | <p><b>وصف مختصر للمبادرة/المشروع:</b></p> <p>الى جانب ادمج برامج الريادة في التعليم النظامي وبحسب قانون التعليم الفني بخصوص التدريب غيرالنظامي فان الوزارة تركز على تفعيل التعليم الغير النظامي (برامج رفع الكفاءة للمدرسين والمدربين و برامج الدورات القصيرة للطلبة ) . وكانت فكرة المشروع على أساس تقديم خدمات تدريبية واستشارية في مجال الريادة وتكنولوجيا الاتصالات في طرق التدريس</p> |

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| <p><b>Implementation Mechanisms:</b></p> <ul style="list-style-type: none"> <li>- Identify the training needs of instructors in the specialized areas of administration and entrepreneurship;</li> <li>- Training of sixty trainers (TOT) in the areas of specialization</li> <li>- TOT (thirty) in the field of communications technology-training methods;</li> <li>- TOT (sixty) on entrepreneurship;</li> <li>- TOT (150) in general;</li> <li>- Developing teaching aids and communication technologies through determining the required hardware to activate the IT department and specifications, and training of the IT team on this equipment and materials</li> </ul> | <p><b>آليات التنفيذ:</b></p> <ul style="list-style-type: none"> <li>- تحديد الاحتياجات التدريبية للمدربين في المجال التخصصي والاداري والريادي</li> <li>- تدريب مدربين في المجال التخصصي لعدد (60)</li> <li>- تدريب مدربين في مجال تكنولوجيا الاتصالات في طرق التدريب في التدريب لعدد (30)</li> <li>- تدريب مدربين في مجال الريادة لعدد (60)</li> <li>- تدريب المدربين (TOT) لعدد (150)</li> <li>- تجهيز قسم الوسائل التعليمية وتكنولوجيا الاتصال من خلال : تحديد الأجهزة المطلوبة لتفعيل القسم الفني-التكنولوجي ومواصفاتها، و تدريب الفريق الفني على هذه الأجهزة و المواد</li> </ul> |
| <p><b>Expected Results:</b></p> <ul style="list-style-type: none"> <li>- Improve the quality and output of the beneficiaries in technical education and training;</li> <li>- An effective partnership between TVET and local and international organizations;</li> <li>- Improve the performance of employees and a change in the behaviour of trainees;</li> <li>- Provide training services in the field of leadership and communications technology;</li> <li>- Meet the needs of the labour market by keeping up with technological developments;</li> <li>- Database of senior coaches at the national level.</li> </ul>   | <p><b>النتائج المنتظرة:</b></p> <ul style="list-style-type: none"> <li>- جودة وتحسين المخرجات للمستفيدين في التعليم التقني والفني</li> <li>- شراكة فاعلة بين التعليم والتدريب التقني والفني والمنظمات المحلية والدولية</li> <li>- تحسين اداء العاملين وتغيير في سلوكيات المتدربين</li> <li>- توفر خدمات التدريب في مجال الريادة وتكنولوجيا الاتصالات</li> <li>- تلبية احتياجات سوق العمل من خلال مواكبة التطور التكنولوجي</li> <li>- وجود قاعدة بيانات لكبار مدربين على المستوى الوطني</li> </ul>  |
| <p><b>Partners/Stakeholders:</b></p> <p>UNEVOC centre, Ministry of Technical Education and Training, training centres</p>   | <p><b>الشركاء:</b></p> <p>مراكز يونيفوك، وزارة التعليم التقني والفني، مراكز التدريب</p>  |
| <p><b>Timetable:</b> Twelve months (2014–15)</p>  | <p><b>الجدول الزمني:</b> 12 شهراً (2014- 2015)</p>   |
| <p><b>Budget:</b> \$500,000</p>   | <p><b>الموازنة:</b> 500,000 دولار أمريكي</p>   |





# Promoting learning for the world of work



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