

Regional Expert Meeting on TVET Project Development in the Arab States

Beirut, Lebanon, 11 - 13 December 2002

Draft Project Proposals

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This document is available for download in Arabic, English and French on the following website:
www.unevoc.unesco.org/arabstates

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Foreword

Technical and vocational education and training (TVET) is considered a vital and important element of human development in the Arab States region, with general objectives to prepare learners with adequate knowledge and skills for life and the world of work.

The UNESCO Regional Office for Education in the Arab States and UNESCO-UNEVOC International Centre have emphasized the importance of cooperation on TVET development at the regional level as part of the UNESCO work plan for 2002 to 2003.

In September 2002, UNESCO launched a call for papers addressed to National Commissions for UNESCO, UNEVOC Centres and other institutions and organisations. Professionals and experts in the region interested in TVET submitted project ideas, working papers and reports on how to achieve regional cooperation in selected areas of TVET, based on national and regional needs.

At a regional workshop held in Beirut, Lebanon, from 11 to 13 December 2002, more than 40 submitted papers and reports were discussed. The participating experts and professionals identified and developed the project ideas into project outlines, which were subsequently elaborated into the draft project proposals presented in this document, namely:

- Development of Curriculum Packages in Selective TVET Areas;
- Development of a Regional Qualifications Framework;
- Professional Development of TVET Personnel;
- Enhancement of Arab Women's Participation in Socio-Economic Development through Innovative TVET programmes;
- Enhancing Private Sector's Participation in the Implementation of TVET programmes and Employment of Graduates;
- Capacity Building of Workers in Small and Medium Enterprise for Sustainable Growth; and
- Enhancing Informal Sector Productivity through Skills Training.

UNESCO will continue working with Member States and concerned regional and international organizations on having TVET as an integral part of the education and learning process, based on the UNESCO Mid-Term Strategy for 2002 to 2007. UNESCO is committed to assist the Arab States¹ in pursuing these project proposals further. We encourage the UNEVOC Network Partners in the Arab States to play leading roles in the implementation of these projects.

This document includes seven project proposals on TVET development (available in Arabic, English and French), as well as the websites www.unevoc.unesco.org/arabstates and <http://portal.unesco.org/beirut>. Each proposal consists of objectives, justifications, primary activities, outputs, timeframe, resources and requirements, technical support and financing and partners.

We would like to extend our sincere thanks to all professionals involved in the preparation of this document and look forward to continuing cooperation and commitments from Member States in making this joint effort part of their strategic planning on TVET development.

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¹ An overview of the UNEVOC Network Partners is attached as Annex.

Draft Project Proposals

A1 Development of curriculum packages in selected TVET areas

Summary

Arab countries are using different methods for developing programmes and curricula; some countries are using the modular training units system or references and school textbooks, whereas other countries are using the competency-based training modules system. Curricula and programmes are considered to be the main inputs for education and training processes, thus they are required to be in consistency with the labour market needs.

In the experts meeting on the regional initiative for TVET development in Arab countries (Beirut, 11-13 December, 2002), Working Group (A) resulted to the need of developing the content of education and training programmes implemented in TVET organizations in Arab countries, in order for these programmes to better meet the requirements of labour markets in terms of technological advancements, and the need enforce a continuous learning and education concept.

Throughout this project, curricula and training programmes related to specific vocational aspects such as information and communications technology, tourism and hospitality, processing industries and mining will be revised as a first step before they are further developed and accredited. In addition, specific mechanisms will be set to evaluate the implementation of these programmes in education and training organizations.

Objectives

- Developing educational and training programmes and curricula in specific priority vocational fields in Arab countries;
- Setting mechanisms to ensure the quality level of preparation; and
- Implementation among groups of Arab countries,

While considering changes and developments in the labour markets (national, regional, and international), are all important objectives for this project.

Justifications

Most Arab countries are using the Arabic language in the programmes and training curricula of their TVET organizations. This project will provide unified training content for all Arab organizations, thus actively contributing to the development of programmes and curricula of superior technical and vocational quality. An advantage of developing unified content for Arab countries will be a reduction in the cost of developing this content for programmes and curricula in participating Arab countries.

Developing unified educational and training programmes and curricula will also contribute to the transfer of technical and vocational workers between Arab countries, and reduce the cost of pre- and on-job training. The project will assist in the necessary recognition and accreditation of scientific degrees and certificates among Arab countries. Currently, certificates granted by technical colleges and vocational schools and centres are not recognized. This step will encourage students and workers to enroll in colleges and universities to enhance their technical and vocational skills, or enrolling in universities to acquire higher vocational and scientific degrees.

The project will also provide an opportunity to guarantee the quality of the developed programmes and curricula through the mechanisms that will be installed during the actual implementation in schools, colleges, and technical and vocational centres which will be using these programmes and curricula.

Primary Activities

- Identification of fields and vocational specializations for which programmes and curricula have to be developed.
- Setting a framework (guidelines) for the content of education and training curricula and programmes that will be developed.
- Analysis and review of the content of programmes and curricula used in the TVET organizations.
- Conducting occupational analysis for the vocations selected for the project, on both the national and regional levels.
- Identification of implementation requirements for education and training programmes (curricula, teaching and training methods, facilities, training of teachers and instructors).
- Setting evaluation mechanisms for education and training programmes.
- Setting a system that guarantees the quality of TVET curricula and programmes.
- Propagation and distribution of developed curricula and programmes among education and training organizations in Arab countries participating in the project for implementation and evaluation.

Outputs

The outputs from this project will be training curricula and programmes in selected vocational fields developed in consistence with technological advancement, meeting the requirements of labour market, and providing an opportunity for self-learning, as well as setting a system to ensure the quality of programmes and curricula.

In a preliminary stage, vocational sectors selected for the projects will include:

- Information and communications technology
- Tourism and services
- Processing industries and mining

These sectors will be revisited at a later stage, upon the review of a number of national studies and projects.

Project Timeframe

Eighteen (18) months; June 2003 through December 2004.

Resources and Requirements

Human resources:

The project requires the establishment of a regional unit attached to a UNEVOC centre or institution in an Arab country to be responsible for the implementation and management of the project. The project also requires the formation of specialized technical committees in the participating countries to supervise the preparation of education and training programmes and curricula, in addition to assigning a higher advisory committee to review and accredit the programmes and content developed by the technical committees (working teams).

Financial resources:

The cost of the project is estimated at US\$230,000 per participating country over the 18-month duration. Following are the proposed budget items for the project:

| Budget Item | Cost (US\$) |
|---|----------------|
| Office equipment and furniture | 30,000 |
| Management and organization (staff) | 18,000 |
| Supporting technical and administrative body | 25,000 |
| Advisory committees | 18,000 |
| Technical committees/ working teams | 75,000 |
| Meetings and training | 20,000 |
| Printing and technical production of education and training resources | 30,000 |
| Services (water, electricity, phone, post, etc.) | 10,000 |
| Miscellaneous | 5,000 |
| Total | 230,000 |

Technical Support and Financing

Technical support and financing procedures involve several steps to be taken by participating ministries and institutions (or candidates); including:

- Preparation of a detailed project document
- Identification of coordination teams and the selection of a suitable location for the implementation process (countries and institutions)
- Provision of the required technical support (regional and international commissions and organizations)
- Provision of the funding required for the various implementation stages through the participating countries and the national, regional, and international funding agencies

Implementation Plan

The implementation plan proposed for the project working program includes the following steps:

| Item | 2003 | | | | | | | | | | | | 2004 | | | | | | | | | | | |
|--|------|----|----|----|----|----|----|----|----|----|----|----|------|----|----|----|----|----|----|----|--|--|--|--|
| | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | | | | |
| Preparation of detailed project document | ■ | | | | | | | | | | | | | | | | | | | | | | | |
| Identification of coordinator and participants | | ■ | | | | | | | | | | | | | | | | | | | | | | |
| Formation of advisory committees | | ■ | | | | | | | | | | | | | | | | | | | | | | |
| Formation of technical committees responsible for programmes and curricula development | | | ■ | | | | | | | | | | | | | | | | | | | | | |
| Audit and review | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | | | | | | | | |
| Approval and printing of programmes and curricula | | | | | | | | | | | | ■ | ■ | ■ | ■ | | | | | | | | | |
| Propagation and distribution of programmes and curricula in participating Arab countries | | | | | | | | | | | | | | | | ■ | | | | | | | | |
| Implementation of programmes and curricula in education and training organizations | | | | | | | | | | | | | | | | | ■ | ■ | ■ | ■ | | | | |
| Evaluation of developed programmes and curricula | | | | | | | | | | | | | | | | | | | ■ | | | | | |
| Reporting and monitoring | | | | | | | | | | | | | | | | | | | | ■ | | | | |

Partners

The follow-up committee resulting from the experts meeting on the regional initiative (Beirut, 11-13 December, 2002) will communicate with UNEVOC Network organizations in Arab countries and several international and regional commissions and organizations to identify participants in the project. Targeted Partners will include:

- UNEVOC Network organizations in Arab countries:
...
- Arab and international commissions and organizations:
...
- Representatives from productive sectors and non-government organizations:
...

A2 Development of a regional qualifications framework

Summary

The need for a process of recognition of skills and occupational qualifications has become increasingly important to the degree that it has become an integral part of any educational or training system in most advanced countries. We are currently witnessing the spread of adult education programmes, distance learning, continuous education, and the use of advanced learning tools such as the Internet, as well as on-job education and skills acquisition, especially in light of relocation of citizens and work sites.

During the experts meeting on the regional initiative for the development of TVET in Arab countries (Beirut, 11-13 December, 2002), Working Group (A) resulted to the need to develop a regional system for vocational qualifications to meet the needs of learners, workers, as well as citizens in Arab countries.

This project will lead to the review and upgrade of the Arab system for classification and identification of fields of high potential for exchange of workers among Arab countries. This aims at creating an updated version of the Arab guide for classification and vocations and preparing guides and instructions for classification, and then the implementation of systems for classification and national and regional qualifications, and setting mechanisms of evaluation upon implementation in education and training organizations.

Objectives

The project aims to increase the flexibility of the continuous education process, in order to create communities with vocational education and skills that support economic development and eliminate unemployment and poverty threats.

Justifications

Several Arab countries already have regulations and laws guiding the process of recognition of occupational qualifications that are based on national occupational standards and the classification criteria per country in order to define the standards for vocations and job available at the labour market, setting national standards of practice, and developing and implementing vocational tests granting successful participants certificates permitting them to practice, or work within a specified vocational level, in addition to the Arab system of classification and occupational description issued by the Arab Labour Organization as a guidance.

The creation and implementation of a regional system for occupational qualification will contribute to the unification of the classification and description systems in Arab countries, thus enhancing the transfer of

educated resources from one educational institution to the other, and the exchange of workers among businesses within the same country or between different countries. The system will also contribute to the reduction of costs associated with the preparation process in participating countries.

Another advantage of this project is that it will provide a standardized approach for the recognition of acquired skills according to the accredited training or educational hours in education programmes on the university and community college level or within the training and vocational and technical qualification programmes, considering the requirements of moving from one vocational level to a higher level, thus contributing to the spread of the continuous education concept.

Primary Activities

- Review of Arab experiments in the field of classification and occupational description.
- Review of international experiments on national and regional classification systems, such as systems in Scotland, New Zealand, South Africa, Malaysia, and Europe.
- Revision and upgrade of the Arab system for classification and occupational description.
- Identification of fields and job families that have a high level of exchange among Arab countries.
- Setting a general framework for a regional system of vocational qualification.
- Propagation and distribution of the system among education and training institutions in Arab countries involved in the project for implementation and evaluation.

Outputs

The output of this project will be an updated version of the Arab Guide for Classification and Occupational Description, in addition to the preparation of guides and instructions for classification, occupational description, and mechanisms for implementing and evaluating the system.

Project Timeframe

Thirty (30) months; June 2003 through December 2005.

Resources and Requirements

Human resources:

The project requires the identification of a specific body in each participating country and the establishment of a regional unit attached to a centre or institution of the UNEVOC Network in Arab countries to become a focal point for the management and implementation of the project, in addition to a higher advisory committee to review and approve the system and the guides created and updated by the technical committees.

Financial resources:

The cost of the project is estimated at US\$1,750,000 over the 30-month duration. Following are the proposed budget items for the project:

| Budget Item | Cost (US\$) |
|---|-------------|
| Office equipment and furniture | 100,000 |
| Management and organization (staff) | 250,000 |
| Supporting technical and administrative body | 250,000 |
| Advisory committees | 200,000 |
| Technical committees/ working teams | 300,000 |
| Meetings and training | 250,000 |
| Printing and technical production of education and training resources | 150,000 |

| Budget Item | Cost (US\$) |
|--|------------------|
| Services (water, electricity, phone, post, etc.) | 150,000 |
| Miscellaneous | 100,000 |
| Total | 1,750,000 |

Technical Support and Financing

Technical support and financing procedures involve several steps to be taken by participating ministries and institutions (or candidates); including:

- Preparation of a detailed project document
- Identification of coordination teams and the selection of a suitable location for the implementation process (countries and institutions)
- Provision of the required technical support (regional and international commissions and organizations)
- Provision of the funding required for the various implementation stages through the participating countries and the national, regional, and international funding agencies

Implementation Plan

The implementation plan proposed for the project work program includes the following steps:

| Item | 2003 | | | | 2004 | | | | 2005 | | | |
|--|------|----|-----|----|------|----|-----|----|------|----|-----|----|
| | I | II | III | IV | I | II | III | IV | I | II | III | IV |
| Preparation of the detailed project document | | | | | | | | | | | | |
| Identification of the coordinator and participants | | | | | | | | | | | | |
| Formation of the advisory committee | | | | | | | | | | | | |
| Identification of fields and job families of a high level of transfer | | | | | | | | | | | | |
| Review and update of the Arab system for qualification and occupational description | | | | | | | | | | | | |
| Formation of technical committees to prepare the general framework of a regional system for occupational qualification | | | | | | | | | | | | |
| Propagation and distribution of the system on education and training organizations for implementation | | | | | | | | | | | | |
| Reporting and monitoring | | | | | | | | | | | | |

Partners

The follow-up committee resulting from the experts meeting on the regional initiative (Beirut, 11-13 December, 2002) will communicate with UNEVOC Network organizations in Arab countries and several international and regional commissions and organizations to identify participants in the project.

Targeted Partners will include:

- UNEVOC Network organizations in Arab countries:
...
- Arab and international commissions and organizations:
...
- Representatives from productive sectors and non-government organizations:
...

B1 Professional development of TVET personnel

Summary

The efficiency of technical and vocational education and training is affected by several important factors such as: the efficiency of equipment and facilities, level of trainers and instructors, their technical and behavioural qualifications and practical experience, as well as curricula and training capacities. And due to the fact that most education and training institutions in Arab countries lack qualified trainers and personnel, several countries have established institutes and technical colleges to pre-qualify vocational trainers and instructors and to provide continuous, on-the-job qualification to assist them in meeting technical and technological advancements. This emphasizes that the training of instructors and personnel in these institutions is becoming a priority for human resources development in many countries.

During the experts meeting on the regional initiative for the development of TVET in Arab countries (Beirut, 11-13 December, 2002), Working Group (B) concluded to the need for coordination and co-operation among Arab countries to increase the efficiency levels of trainers and instructors in administrative, educational, and technical fields, and the importance of establishing a system to classify and promote trainers, in addition to the provision of monetary incentives and constant opportunities to enhance their capabilities to improve their performance in cooperation with the private sector.

This project will lead to the assessment and identification of educational and technical training requirements of trainers and instructors working at TVET institutions in Arab countries. The project will also lead the preparation and development of training programmes needed to meet these requirements before and during employment, so that these programmes include administrative, educational, technical, language, and computer skills. In addition, the project will include the preparation of a classification and promotion system for trainers and instructors working at TVET institutions.

Objectives

The project aims to ensure the qualitative development of the TVET personnel in the Arab Region, in order to cope with the scientific and technical changes on the international level.

Justifications

This project will provide an opportunity to unify efforts spent in TVET institutions in Arab countries to prepare and upgrade the skills of their personnel. It is expected that the project will provide training programmes and curricula to train instructors and trainers, and system for classifying and promoting trainers, and will lead to savings in the cost of preparing training programmes for trainers and instructors in participating Arab countries.

The preparation and development of standard training programmes for trainers and instructors will contribute to the exchange of experiences and the easier transfer of trainers and instructors between Arab countries, as well as a reduction in the cost of upgrading the skills of those trainers and instructors. The project will also provide a classification and promotion system targeted at trainers and instructors, and the creation of monetary incentives and rewards specifically for trainers and instructors as well as other personnel at education and training institutions to create a balance in their income compared to their peers in the private sector. This will attract experienced, technically qualified workers and will ensure their retention and reduce their attrition rates.

Primary Activities

- Creation of a database system for TVET institutions in Arab countries.
- Conducting a study to survey the present status of TVET institutions in participating Arab countries.
- Conducting a study on workers in TVET institutions and their training requirements.

- Identification of requirements for the implementation of educational and training programmes (curricula, teaching and training methods, facilities, training of teachers and instructors).
- Preparation and development of technical, educational, and ICT training courses.
- Exchange of experiences and experts among TVET institutions in Arab countries.
- Holding of seminars, workshops, and training courses in fields of technical and vocational education and training, and including trainers and instructors as participants.
- Setting mechanisms of evaluation for educational and training programmes.
- Preparation of system for the classification and promotion of personnel in TVET institutions.
- Propagation and distribution of developed curricula and programmes among education and training organizations in Arab countries concerned with the project, for the purpose of implementation and evaluation.

Outputs

- Programmes and curricula for the training of personnel in TVET institutions.
- A system for the classification and promotion of personnel in TVET institutions.
- A database of TVET institutions in Arab countries.
- Trainers and instructors with specialized skills and advanced technological capabilities.

Project Timeframe

Five (5) years; 2003 through 2007.

Resources and Requirements

Human resources:

The project requires the establishment of a regional unit attached to a centre or institution of the UNEVOC Network in Arab countries to be responsible for the management and implementation of the project. The project also requires the formation of specialized technical committees in participating countries to supervise conducting the studies related to TVET institutions in Arab countries and the identification of training needs for their personnel, as well as specialized committees to prepare and develop programmes and curricula for training trainers and instructors and preparing a system for classifying and promoting personnel in TVET institutions. In addition to a higher advisory committee to review and approve the studies, trainers' training programmes, and the system for personnel classification and promotion.

Financial resources:

The cost of the project is estimated at US\$2,500,000 over the 5-year duration. Following are the proposed budget items for the project:

| Budget Item | Cost (US\$) |
|--|-------------|
| Office equipment and furniture | 50,000 |
| Management and organization (staff) | 200,000 |
| Supporting technical and administrative body | 300,000 |
| Advisory committees | 50,000 |
| Technical committees/ working teams | 500,000 |
| Meetings and training | 500,000 |
| Seminars, workshops, and training courses | 500,000 |

| | |
|--|------------------|
| Database of training organizations | 100,000 |
| Printing and technical production of trainers' training curricula and programmes | 100,000 |
| Services (water, electricity, phone, post, etc.) | 100,000 |
| Miscellaneous | 100,000 |
| Total | 2,500,000 |

Technical Support and Financing

Technical support and financing procedures involve several steps to be taken by participating ministries and institutions (or candidates); including:

- Preparation of a detailed project document
- Identification of the coordination team and the selection of a suitable location for the implementation process (countries and institutions)
- Provision of the required technical support (regional and international commissions and organizations)
- Provision of the funding required for the various implementation stages through the participating countries and the national, regional, and international funding agencies

Implementation Plan

The implementation plan proposed for the project working program includes the following steps:

| Item | 2003 | | | | 2004 | | | | 2005 | | | | 2006 | | | | 2007 | | | |
|--|------|----|-----|----|------|----|-----|----|------|----|-----|----|------|----|-----|----|------|----|-----|----|
| | I | II | III | IV |
| Preparation of the detailed project document | | | | | | | | | | | | | | | | | | | | |
| Identification of the coordinator and participants | | | | | | | | | | | | | | | | | | | | |
| Formation of the advisory committee | | | | | | | | | | | | | | | | | | | | |
| Formation of technical committees to conduct studies on education and training institutions | | | | | | | | | | | | | | | | | | | | |
| Formation of technical committees to identify and assess training requirements | | | | | | | | | | | | | | | | | | | | |
| Formation of technical committees to prepare programmes and curricula for personnel training | | | | | | | | | | | | | | | | | | | | |
| Acquisition of a database and data entry | | | | | | | | | | | | | | | | | | | | |
| Design of training programmes | | | | | | | | | | | | | | | | | | | | |
| Approval and printing of training programmes | | | | | | | | | | | | | | | | | | | | |
| Training of trainers and personnel | | | | | | | | | | | | | | | | | | | | |
| Evaluation of the developed programmes and curricula | | | | | | | | | | | | | | | | | | | | |
| Preparation of a trainers classification and promotion system | | | | | | | | | | | | | | | | | | | | |
| Approval of the personnel classification and promotion system | | | | | | | | | | | | | | | | | | | | |
| Reporting and monitoring | | | | | | | | | | | | | | | | | | | | |

Partners

The follow-up committee resulting from the experts meeting on the regional initiative (Beirut, 11-13 December, 2002) will communicate with UNEVOC Network organizations in Arab countries and several international and regional commissions and organizations to identify participants in the project.

Targeted Partners will include:

- UNEVOC Network organizations in Arab countries:

...

- Arab and international commissions and organizations:

...

- Representatives from productive sectors and non-government organizations:

...

B2 Enhancement of Arab women's participation in socio-economic development through innovative TVET programmes

Summary

The rate of women participation in the workforce in all Arab countries is considered to be relatively very low in comparison to several more advanced and industrial countries. Women contribution is concentrated mostly in conventional sectors such as teaching, nursing, secretarial work, etc. Yet due to the recent improvement of their educational level, women are now aiming at increasing their participation in the labour market and in new sectors such as services, banking, and private businesses. The main remaining problem for women participating in sectors such as manufacturing and industry is the need for better training and education opportunities. This will require education and training institutions in Arab countries to focus efforts on developing trainers' skills, especially females, to meet the needs of a modern industrial sector and labour market.

During the experts meeting on the regional initiative for TVET development in Arab countries (Beirut, 11-13 December, 2002), Working Group (B) concluded the need to enhance the participation of Arab women in socio-economic development through outstanding technical and vocational programmes to activate their contribution in the various fields of development and production.

This project will include conducting studies related to the work of women and the available TVET opportunities, in addition to the implementation of various awareness campaigns to encourage the participation of women in education and training centres and institutions. The project will also include the implementation of flexible education systems to cope with the situation of women and setting special programmes to re-qualify those seeking employment to meet the requirements of the production sectors in general and with the ICT sector more specifically.

Objectives

The purpose of this project is to enhance the participation of women at the workforce in order to activate their contribution to different aspects of socio-economic development and production.

Justifications

TVET institutions in Arab countries are suffering from the low participation rate of women, and although they are encouraged to take participate, their enrolment in technical education programmes is focused in administrative, financial, and health specialization, and in vocational training and education programmes, they are focusing on writing, commercial, clothing, design, and beauty specializations.

The developments in women general education of women in most Arab countries was not accompanied by a similar development in the field of human resources investment. Thus the work of most women is concentrated in some services sectors especially education and health. The Arab world is currently facing extremely low rates of women contribution to socio-economic development and production.

This issue requires a review of policies and strategies related to human resources development in general, and TVET specifically, to highlight the role of women as a beneficiary and participant in related programmes and institutions to help them enhance their qualitative and quantitative contribution in workforces with a focus on information and communication technologies.

This project will provide an opportunity to assess the situation of working women, their educational and training needs, and draw the strategies and policies aiming at enhancing women participation in socio-economic development programmes through outstanding TVET programmes and the development of advanced programmes necessary to reach this objective.

Primary Activities

- Identification of training needs for women in the labour market.
- Setting special programmes to qualify women seeking employment opportunities that are aligned with the needs of labour markets.
- Review of international experiences in attracting women to specific technical and vocational fields.
- Preparation and development of new technical and vocational training programmes that adopt scientific and technological changes.
- Dissemination of the special programmes and curricula developed for women on education and training institutions in Arab countries participating in the project to implement and evaluate.
- Enhance the efficiency of workers at TVET institutions specializing in the qualification of women.

Outputs

Vocational and technical workforces of women capable to meet the needs of labour market and socio-economic development.

Project Timeframe

Five (5) years; 2003 through 2007.

Resources and Requirements

Human resources:

The project requires the establishment of a regional unit attached to a centre or institution of the UNEVOC Network in Arab countries to be responsible for the management and implementation of the project among participating countries. The project also requires the formation of specialized technical committees in participating countries to supervise the conducting of field studies related to the qualifications and work of women, the training needs of labour markets and workers at education and training institutions specializing in the training of women, as well as preparing and developing programmes and curricula. The project also requires a higher advisory committee to review and approve programmes, mechanisms and the materials developed by the technical committees and work teams.

Financial resources:

The cost of the project is estimated at US\$4,000,000 over the 5-year duration (2003 – 2007). Following are the proposed budget items for the project:

| Budget Item | Cost (US\$) |
|--|------------------|
| Office equipment and furniture | 150,000 |
| Management and organization (staff) | 300,000 |
| Supporting technical and administrative body | 500,000 |
| Advisory committees | 200,000 |
| Technical committees/ working teams | 450,000 |
| Studies | 250,000 |
| Meetings and training | 400,000 |
| Preparation of programmes and curricula for women | 400,000 |
| Seminars, workshops, and training courses | 400,000 |
| Database of private and public education and training institutions | 150,000 |
| Printing and technical production of training programmes | 300,000 |
| Services (water, electricity, phone, post, etc.) | 300,000 |
| Miscellaneous | 250,000 |
| Total | 4,000,000 |

Technical Support and Financing

Technical support and financing procedures involve several steps to be taken by participating ministries and institutions (or candidates); including:

- Preparation of a detailed project document
- Identification of coordination teams and the selection of a suitable location for the implementation process (countries and institutions)
- Provision of the required technical support (regional and international commissions and organizations)
- Provision of the funding required for the various implementation stages through the participating countries and the national, regional, and international funding agencies

Implementation Plan

The implementation plan proposed for the project working program includes the following steps:

| Item | 2003 | | | | 2004 | | | | 2005 | | | | 2006 | | | | 2007 | | | |
|---|------|----|-----|----|------|----|-----|----|------|----|-----|----|------|----|-----|----|------|----|-----|----|
| | I | II | III | IV |
| Preparation of the detailed project document | | | | | | | | | | | | | | | | | | | | |
| Identification of the coordinator and participants | | | | | | | | | | | | | | | | | | | | |
| Formation of the advisory committee | | | | | | | | | | | | | | | | | | | | |
| Formation of technical committees to conduct studies on education and training institutions for women | | | | | | | | | | | | | | | | | | | | |
| Formation of technical committees to identify and assess training requirements in the labour market | | | | | | | | | | | | | | | | | | | | |
| Formation of technical committees to prepare programmes and curricula for personnel training | | | | | | | | | | | | | | | | | | | | |
| Acquisition of a database and data entry | | | | | | | | | | | | | | | | | | | | |
| Design of training programmes | | | | | | | | | | | | | | | | | | | | |
| Approval and printing of training programmes | | | | | | | | | | | | | | | | | | | | |
| Training of trainers and personnel | | | | | | | | | | | | | | | | | | | | |
| Evaluation of the developed programmes and curricula | | | | | | | | | | | | | | | | | | | | |
| Reporting and monitoring | | | | | | | | | | | | | | | | | | | | |

Partners

The follow-up committee resulting from the experts meeting on the regional initiative (Beirut, 11-13 December, 2002) will communicate with UNEVOC Network organizations in Arab countries and several international and regional commissions and organizations to identify participants in the project.

Targeted Partners will include:

- UNEVOC Network organizations in Arab countries:
...
- Arab and international commissions and organizations:
...
- Representatives from productive sectors and non-government organizations:

C1 Enhancing private sector's participation in the implementation of TVET programmes and employment of graduates

Summary

Most Arab countries are adopting strategies to enhance partnership with the private sector in developing technical and vocational education and training through various approaches and mechanisms. Several Arab countries have in fact formed advisory committees to draw TVET policies and strategies. Yet the role of the private sector in this committees is still limited this resulting in ineffective representation in the decision making process related to drawing and implementing strategies.

During the experts meeting on the regional initiative for TVET development in Arab countries (Beirut, 11-13 December, 2002), Working Group (C) resulted to the need to enhance the participation of the private sector in developing TVET programmes to meet labour market needs and implementing those programmes.

This project includes the identification of the roles of the private sector and TVET institutions in developing and training work forces to meet labour market requirements in terms of technological advancements. The project will also emphasize the part that the private sector can have in this field.

Objectives

This project aims at increasing employability of TVET graduates through a demand-driven approach to meet actual labour market needs of skills.

Justifications

To reach at unifying the efforts spent in Arab countries, especially in TVET institutions, in the area of enforcing the role of the private sector in training implementation and the employment of graduates, this project comes to define working mechanisms for this partnership between TVET institutions and the private sector, the purpose of which is the development of the training process, and the identification of beneficiaries and participants in the process, in addition to setting the bylaws, regulations, and instructions needed to ensure the effectiveness of this cooperation and partnership.

Primary Activities

- Setting up of mechanisms of partnership with the private sector.
- Defining the roles of the various stakeholders.
- Preparing bylaws, regulations and the required instructions.
- Identification of training needs.

Outputs

The expected output of this project will be a strong partnership between TVET institutions and the private sector in developing human resources through enhancing the role of the private sector in the training process; this will take the form of:

- Establishment of a board of directors
- Establishment of various advisory and technical committees

- Setting up of a fund for supporting TVET
- Preparation of needs assessment studies
- Implementation of joint training programmes
- Evaluation of the training process
- Employment of TVET graduates

Project Timeframe

Three (3) years; 2003 through 2005.

Resources and Requirements

Human resources:

The project requires the establishment of a regional unit attached to a centre or institution of the UNEVOC Network in Arab countries to be responsible for the management and implementation of the project among participating countries. The project also requires the formation of specialized technical committees in participating countries to supervise the conducting of studies related to the assessment of training needs in Arab countries, as well as specialized committees to prepare and develop partnership mechanisms with the private sector, in addition to a higher advisory committee to review and approve the studies, instructions and regulations, and mechanisms of partnership with the private sector.

Financial resources:

The cost of the project is estimated at US\$1,600,000 over the 3-year duration. Following are the proposed budget items for the project:

| Budget Item | Cost (US\$) |
|--|------------------|
| Office equipment and furniture | 50,000 |
| Management and organization (staff) | 250,000 |
| Supporting technical and administrative body | 250,000 |
| Advisory committee | 50,000 |
| Technical committees/ working teams | 250,000 |
| Meetings and training | 250,000 |
| Field studies | 100,000 |
| Printing and technical production | 150,000 |
| Services (water, electricity, phone, post, etc.) | 150,000 |
| Miscellaneous | 100,000 |
| Total | 1,600,000 |

Technical Support and Financing

Technical support and financing procedures involve several steps to be taken by participating ministries and institutions (or candidates); including:

- Preparation of a detailed project document
- Identification of coordination teams and the selection of a suitable location for the implementation process (countries and institutions)
- Provision of the required technical support (regional and international commissions and organizations)
- Provision of the funding required for the various implementation stages through the participating countries and the national, regional, and international funding agencies

Implementation Plan

The implementation plan proposed for the project working program includes the following steps:

| Item | 2003 | | | | 2004 | | | | 2005 | | | |
|---|------|----|-----|----|------|----|-----|----|------|----|-----|----|
| | I | II | III | IV | I | II | III | IV | I | II | III | IV |
| Preparation of the detailed project document | | | | | | | | | | | | |
| Identification of the coordinator and participants | | | | | | | | | | | | |
| Formation of the advisory committee | | | | | | | | | | | | |
| Formation of technical committees to assess training needs | | | | | | | | | | | | |
| Formation of technical committees to develop partnership mechanisms and partners roles | | | | | | | | | | | | |
| Formation of technical committees to develop bylaws, regulations, and instructions | | | | | | | | | | | | |
| Conducting studies for training needs assessment | | | | | | | | | | | | |
| Development of partnership mechanisms and identification of roles of beneficiaries and participants | | | | | | | | | | | | |
| Implementation of training programmes | | | | | | | | | | | | |
| Preparation of bylaws, regulations, and instructions | | | | | | | | | | | | |
| Employment of graduates | | | | | | | | | | | | |
| Reporting and monitoring | | | | | | | | | | | | |

Partners

The follow-up committee resulting from the experts meeting on the regional initiative (Beirut, 11-13 December, 2002) will communicate with UNEVOC Network organizations in Arab countries and several international and regional commissions and organizations to identify participants in the project.

Targeted Partners will include:

- UNEVOC Network organizations in Arab countries:
...
- Arab and international commissions and organizations:
...
- Representatives from productive sectors and non-government organizations:
...

C2 Capacity building of workers in small and medium size enterprises for sustainable growth

Summary

The importance of small and medium-sized enterprises (SMEs) is growing increasingly due to their capacity to employ large numbers of workers, in addition to their role in enhancing entrepreneurship and self-employment, and forms the basis to launch industries that are specialized and supportive of larger industries. Small and medium-sized enterprises are facing difficulties and obstacles related to administrative, financial, technical, and marketing aspects, this required the need for a body or several bodies specialized in providing support and assistance to this important economic sector, and meeting the increasing demand on consulting and training services for SMEs. All these reasons led many countries to establish organizations to support their SMEs.

During the experts meeting on the regional initiative for TVET development in Arab countries (Beirut, 11-13 December, 2002), Working Group (C) concluded the need to support the capabilities of workers in SMEs in a method that will lead to the increase of the efficiency and effectiveness of these enterprises in the best approach and with the least costs.

This project will result in enhancing the capacity of SMEs through conducting studies related to these enterprises and training workers at organizations that provide support and assistance to SMEs.

Objectives

Enhance the capabilities of small and medium-sized enterprises to achieve sustainable growth, and improve the production skills of workers through TVET programmes.

Justifications

Organizations concerned with conducting studies and providing consulting services to SMEs exist in several Arab countries. These organizations are also concerned with training managers, department heads, supervisors, and administrative officers working at SMEs. In order to integrate the efforts spent by Arab countries in the field of SME support and development, this project comes to provide training programmes for SME personnel, thus effectively reducing the costs associated with developing training programmes for these enterprises.

Preparing and developing standard training programmes for SME development training contributes to the exchange of experience and transfer of vocational workers among Arab countries, and reduces training costs. The project will also contribute to increasing the productivity and competitiveness of SMEs, thus leading to an increase in export opportunities and result in the economic growth of these enterprises.

Primary Activities

- Conducting a study on supporting bodies for SMEs.
- Conducting a study on workers in bodies providing support for SMEs.
- Building a database of bodies providing support for SMEs.
- Conducting a study on SMEs and workers there.
- Building a database on SMEs.
- Identification of training requirements for workers in supporting bodies for SMEs.

- Training of workers in SME supporting bodies.
- Preparation and development of training programmes and educational material for the training of workers in SMEs.

Outputs

- A database of bodies providing support and assistance to SMEs.
- A database of SMEs.
- Advanced training programmes and curricula to train workers in SMEs.
- Trainers and instructors with specialized capabilities and superior skills in the fields of SME development.

Project Timeframe

Three (3) years; 2003 through 2005.

Resources and Requirements

Human resources:

The project requires the establishment of a regional unit attached to a centre or institution of the UNEVOC Network in Arab countries to be responsible for the management and implementation of the project among participating countries. The project also requires the formation of specialized technical committees in participating countries to supervise the conducting of studies related to support agencies for SMEs in Arab countries and determine training requirements for workers in these enterprises, as well as specialized committees to prepare and develop training programmes for trainers and instructors in support agencies, in addition to a higher advisory committee to review and approve the studies and training programmes.

Financial resources:

The cost of the project is estimated at US\$2,000,000 over the 3-year duration. Following are the proposed budget items for the project:

| Budget Item | Cost (US\$) |
|---|------------------|
| Office equipment and furniture | 50,000 |
| Management and organization (staff) | 200,000 |
| Supporting technical and administrative body | 200,000 |
| Advisory committees | 200,000 |
| Technical committees/ working teams | 300,000 |
| Meetings and training | 250,000 |
| Seminars, workshops, and training courses | 300,000 |
| Database of funding bodies for SMEs | 100,000 |
| Database of SMEs | 100,000 |
| Printing and technical production of education and training resources | 100,000 |
| Services (water, electricity, phone, post, etc.) | 100,000 |
| Miscellaneous | 100,000 |
| Total | 2,000,000 |

Technical Support and Financing

Technical support and financing procedures involve several steps to be taken by participating ministries and institutions (or candidates); including:

- Preparation of a detailed project document
- Identification of coordination teams and the selection of a suitable location for the implementation process (countries and institutions)
- Provision of the required technical support (regional and international commissions and organizations)
- Provision of the funding required for the various implementation stages through the participating countries and the national, regional, and international funding agencies

Implementation Plan

The implementation plan proposed for the project work program includes the following steps:

| Item | 2003 | | | | 2004 | | | | 2005 | | | |
|---|------|----|-----|----|------|----|-----|----|------|----|-----|----|
| | I | II | III | IV | I | II | III | IV | I | II | III | IV |
| Preparation of the detailed project document | | | ■ | | | | | | | | | |
| Identification of the coordinator and participants | | | | ■ | | | | | | | | |
| Formation of the advisory committee | | | | ■ | | | | | | | | |
| Formation of technical committees to conduct studies on organizations supporting SMEs | | | | ■ | ■ | | | | | | | |
| Formation of technical committees to conduct studies on SMEs | | | | ■ | ■ | | | | | | | |
| Acquisition of a database and data entry | | | | | ■ | ■ | | | | | | |
| Formation of technical committees to assess and identify training needs | | | | | ■ | ■ | | | | | | |
| Formation of technical committees to prepare instructors and lecturers training programmes | | | | | | ■ | ■ | ■ | | | | |
| Training of instructors and lecturers | | | | | | | | ■ | ■ | ■ | ■ | |
| Formation of technical committees to prepare training programmes and educational materials to train SME personnel | | | | | | ■ | ■ | ■ | | | | |
| Preparation of training programmes and educational materials for the training of SME personnel | | | | | | ■ | ■ | ■ | | | | |
| Reporting and monitoring | | | | | | | | | | | ■ | ■ |

Partners

The follow-up committee resulting from the experts meeting on the regional initiative (Beirut, 11-13 December, 2002) will communicate with UNEVOC Network organizations in Arab countries and several international and regional commissions and organizations to identify participants in the project. Targeted Partners will include:

- UNEVOC Network organizations in Arab countries:
...
- Arab and international commissions and organizations:
...
- Representatives from productive sectors and non-government organizations:
...

C3 Enhancing informal sector's productivity through skills training

Summary

Several private institutions performing TVET activities exist in Arab countries. These institutions provide vocational and cultural programmes and opportunities that attract citizens aiming at enhancing their educational level and improving their vocational efficiency.

During the experts meeting on the regional initiative for TVET development in Arab countries (Beirut, 11-13 December, 2002), Working Group (C) concluded the need to train trainers in private training and education institutions to improve their performance and develop training programmes and curricula that adopt changes in labour markets in terms of technological advancements and the need to instil the concept of life-long learning.

This project will include the identification of training requirements for trainers and instructors working at private education and training institutions in Arab countries, as well as the development of training programmes needed to meet these requirements covering the administrative, educational, and technical aspects including skills related to the use of computers and languages. The project will also include the revision and development of training programmes and curricula implemented at private institutions.

Objectives

- Enhance the efficiency of teachers and trainers working at private education and training institutions in Arab countries to improve their performance and cope with technological changes.
- Develop training programmes and curricula implemented at private education and training institutions.

Justifications

With the aim of unifying efforts spent in Arab countries in private TVET institutions in the field of training and improving the efficiency of trainers and instructors in these institutions, in addition to the development of training programmes implemented at these institutions, this project comes to provide training programmes for trainers and instructors, this reducing the costs associated with the preparation of training programmes for trainers and instructors as well as reduce the costs associated with preparing and developing vocational training programmes implemented at private institutions.

The preparation and development of unified training programmes to train trainers and instructors that contribute to the process of exchange of expertise and the transfer of trainers among Arab countries, in addition to the reduction of costs related to enhancing the efficiency of trainers. The preparation and development of unified TVET programmes will improve the process of transfer of workers at the various skill levels among Arab countries and reduce costs of training prior and during employment. This project also facilitates the recognition of scientific certifications which has become a necessity in Arab countries. The project also provides great opportunities to enhance productivity in the informal sectors.

Primary Activities

- Conducting a study on the present situation of private education and training institutions.
- Conducting a study on workers at private education and training institutions.
- Creation of a database of private education and training institutions.

- Development and preparation of training programmes to train instructors in technical, educational, and information and communication technology fields.
- Exchange of expertise and experts between private education and training institutions in Arab countries.
- Holding seminars, workshops, and training courses to train trainers.
- Development of the training programmes and curricula at private education and training institutions.

Outputs

- Training programmes to train trainers and instructors working at private education and training institutions.
- A database of private education and training institutions in Arab countries.
- Trainers and instructors with specialized capacities and advanced technological skills.
- Advanced training programmes and curricula in technical fields that are adapted to technological advancements and that meet the needs of labour markets and provide the opportunity for self-education.

Project Timeframe

Three (3) years; 2003 through 2005.

Resources and Requirements

Human resources

The project requires the establishment of a regional unit attached to a centre or institution of the UNEVOC Network in Arab countries to be responsible for the management and implementation of the project among participating countries. The project also requires the formation of specialized technical committees in participating countries to supervise the conducting of studies related to private TVET institutions in Arab countries and determine training requirements for workers in these institutions, as well as specialized committees to prepare and develop training programmes and curricula for trainers and instructors, and technical committees to develop educational and training programmes and curricula. The project also requires a higher advisory committee to review and approve the studies, trainers' training programmes, and educational and training programmes in private institutions.

Financial resources

The cost of the project is estimated at US\$2,000,000 over the 3-year duration. Following are the proposed budget items for the project:

| Budget Item | Cost (US\$) |
|--|-------------|
| Office equipment and furniture | 100,000 |
| Management and organization (staff) | 200,000 |
| Supporting technical and administrative body | 100,000 |
| Advisory committees | 100,000 |
| Technical committees/ working teams | 250,000 |
| Meetings and training | 200,000 |
| Seminars, workshops, and training courses | 250,000 |
| Database of private training institutions | 100,000 |
| Development of vocational programmes and curricula | 500,000 |
| Printing and technical production of training programmes | 50,000 |
| Services (water, electricity, phone, post, etc.) | 50,000 |

| | |
|---------------|------------------|
| Miscellaneous | 100,000 |
| Total | 2,000,000 |

Technical Support and Financing

Technical support and financing procedures involve several steps to be taken by participating ministries and institutions (or candidates); including:

- Preparation of a detailed project document
- Identification of coordination teams and the selection of a suitable location for the implementation process (countries and institutions)
- Provision of the required technical support (regional and international commissions and organizations)
- Provision of the funding required for the various implementation stages through the participating countries and the national, regional, and international funding agencies

Implementation Plan

The implementation plan proposed for the project work program includes the following steps:

| Item | 2003 | | | | 2004 | | | | 2005 | | | |
|---|------|----|-----|----|------|----|-----|----|------|----|-----|----|
| | I | II | III | IV | I | II | III | IV | I | II | III | IV |
| Preparation of the detailed project document | | ■ | ■ | | | | | | | | | |
| Identification of the coordinator and participants | | ■ | ■ | | | | | | | | | |
| Formation of the advisory committee | | | ■ | ■ | | | | | | | | |
| Formation of technical committees to conduct studies on private education and training institutions | | | ■ | ■ | ■ | | | | | | | |
| Formation of technical committees to identify training needs of trainers and instructors | | | | ■ | ■ | ■ | | | | | | |
| Formation of technical committees to develop training programmes and curricula for trainers | | | | | ■ | ■ | ■ | | | | | |
| Acquisition of a database and data entry | | | | | | ■ | ■ | | | | | |
| Preparation of training programmes to train trainers | | | | | | ■ | ■ | ■ | | | | |
| Training of trainers | | | | | | | ■ | ■ | ■ | ■ | | |
| Preparation of vocational programmes and curricula | | | | | | | ■ | ■ | ■ | ■ | ■ | |
| Reporting and monitoring | | | | | | | | | | | ■ | ■ |

Partners

The follow-up committee resulting from the experts meeting on the regional initiative (Beirut, 11-13 December, 2002) will communicate with UNEVOC Network organizations in Arab countries and several international and regional commissions and organizations to identify participants in the project.

Targeted Partners will include:

- UNEVOC Network organizations in Arab countries:
...
- Arab and international commissions and organizations:
...
- Representatives from productive sectors and non-government organizations:
...

Annex: UNEVOC Network Partners in the Arab States

(List to be inserted once updated)