

# **Regional Expert Meeting on TVET Project Development in the Arab States**

Beirut, Lebanon, 11 - 13 December 2002

## **Final Report**

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This report is available for download in Arabic, English and French on the following website:  
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## 1 Organization of the Meeting

### 1.1 Introduction

The UNESCO Regional Office for Education in the Arab States – Beirut and the UNESCO International Centre for Technical and Vocational Educational and Training (UNESCO-UNEVOC International Centre) in Bonn jointly organized the Regional Expert Meeting on TVET Project Development in the Arab States held in Beirut, Lebanon, from 11 to 13 December 2002, as part of the International programme on Technical and Vocational Education and Training for Citizenship and the World of Work (UNESCO's Approved programme and Budget for 2002-2003, 31C/5).

The UNESCO programme on technical and vocational education and training (TVET) is calling for the expansion of cooperation between Member States on TVET development and on projects initiation, with emphasis on the least developed countries and regions with respect to economic growth. The TVET programme is also calling for in-

tegration of youth and learners' needs within programmes and training opportunities to activate their role in socio-economic development and employment. Strong cooperation and coordination between the formal and non-formal sectors of education and training are needed on the main issues affecting TVET development at the national, regional and international levels. Participation of business and industry, labour unions and non-governmental organizations (NGOs) is very important in the developmental process of regional cooperation in TVET.

UNESCO is committed to TVET development cooperation with international and regional organizations in many regions around the world, including the Arab States. This commitment is part of the results and recommendations of UNESCO's Second International Congress on Technical and Vocational Education (Seoul, April 1999), and the UNESCO's Revised Recommendations on TVET (2001) published jointly by UNESCO and ILO.

### 1.2 Objectives

The Organizing Committee established a set of objectives for the Expert Meeting in communication with Member States and UNEVOC Network partners in the region, through the National Commissions for UNESCO. The objectives include the following:

1. Activate regional cooperation between Member States and UNEVOC institutions in the area of TVET development;
2. Identify priority areas in TVET development and cooperation for the Arab States; and
3. Preparation of documents related to TVET projects required for the mobilization of funding.

### 1.3 Documents

In September 2002, the UNESCO Regional Office – Beirut and the UNESCO-UNEVOC International Centre launched a Call for Discussion Papers to stimulate regional cooperation in TVET in the Arab States. The Call of Discussion Papers was part of the regional and international cooperation on TVET development based on the mid-term Strategy of UNESCO for 2002 to 2007. The call was addressed to TVET specialists and experts (mainly in the Arab States and UNEVOC Centres and Associate Centres) in order to mobilize proposals and ideas for

regional cooperation in the development of TVET, based on key topics that have been recommended for such cooperation. These recommended topics include the following:

1. Recognition, accreditation and qualifications frameworks;
2. Contents and quality of TVET;
3. Staff;
4. Information and communication technologies (ICTs);
5. Access of girls and women to TVET;

6. Employment and cooperation with the private sector; and
7. Skills development in and for the informal sectors.

Each paper was expected to consist of:

- An analysis of the situation (identification of main issues);
- Past and current reforms and developments;
- Current needs for improvement;
- Strengths and weaknesses of the country's institutions' response to changes;
- Potential areas of collaboration within the region;
- Benefits and risks of an Arab States regional approach to tackle the problem.

Following the Call of Discussion Papers, communication was established with selected international and regional organizations to explain the regional TVET initiative and the importance to nominate professionals to participate in the expert meeting in Beirut, which was expected to reflect on current and future programme areas of TVET in

the Arab States. Apart from experts from Member States, several other organizations and agencies responded to the invitation, which included

- The International Labour Organization (ILO),
- The United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA),
- The European Training Foundation (ETF),
- The German Agency for Technical Cooperation (GTZ),
- The European Commission and the European-Jordanian Action for the Development of Enterprise (EJADA), and
- The Arab Bureau for Education in the Gulf States (ABEGS)/ the Arab Open University.

More than 30 papers, reports and abstracts of project proposals have been prepared for the TVET Initiative on Regional Cooperation. The papers were reviewed jointly by the UNESCO Regional Office – Beirut and the UNESCO-UNEVOC International Centre. The Call of Discussion Papers itself as well as most of the papers are available at the following website: [www.unevoc.unesco.org/arabstates](http://www.unevoc.unesco.org/arabstates). The list of authors and the titles of the papers are presented in Annex 4.4 (page 26).

## 1.4 Participants

Participants in the Meeting were 29 officials, experts, and specialists responsible for TVET development in the Arab States Region. The experts are representatives of: Bahrain, Egypt, Iraq, Jordan, Lebanon, Morocco, Saudi Arabia, Sudan, Syria, Tunisia, UAE, Yemen, UNESCO, ILO, UNRWA, European Training Foundation

(ETF), German Agency for Technical Cooperation (GTZ), European Commission/Euro-Jordanian Action for the Development of Enterprise (EJADA), and the Arab Bureau for Education in the Gulf States (ABEGS)/ Arab Open University.

The list of Participants is presented in Annex 4.3 (page 24).

## 1.5 Opening of the Meeting

The Meeting was declared open under the patronage of H. E. Mr Abdel-Rahim Murad, Minister of Education and Higher Education on Wednesday, 11 December 2002 at the UNESCO Regional Office – Beirut. Mrs Salwa Ba'asiri, Secretary General of the Lebanese National Commission for UNESCO, and other distinguished officials from public and private TVET institutes in Lebanon attended the opening.

After the Lebanese National Anthem, Mr Victor Billeh, Director of UNESCO Regional Office – Beirut welcomed the patronage of H. E. the

Minister of Education and Higher Education for the Expert Meeting, and his presence in the opening. He urged participants to take advantage of being together in the Meeting to focus their efforts on priority areas related to TVET in their countries and the Arab region. He mentioned that secondary and technical-vocational education is receiving the attention of many officials in the region, especially when they link such programmes to Education for All (EFA) Framework for Action.

Mr Philippe Garnier, Coordinator of Activities and Representative of ILO Regional Office – Beirut spoke on linking TVET to labour market

needs (national, regional and international), and the effort of UNESCO and ILO in adopting the Revised Joint Recommendations on TVET (2001) around the world.

Mr Hans Krönner, Chief of Information and Network, and Representative of UNESCO UNESCO-UNEVOC International Centre – Bonn spoke on how to make effective use of available resources in the region to serve the objectives of TVET development. He mentioned the process of providing technical support for the Field Offices (including the Arab States region) in certain areas of programme and projects development in TVET. Examples from other regions (Africa and Asia) on TVET joint cooperation were stated in the speech.

H. E. the Minister of Education and Higher Education, Mr Abdel-Rahim Murad, in his opening speech, highlighted the importance of regional cooperation between the Arab countries in TVET development. He mentioned the effort of the Lebanese government in reconstruction of new schools and programmes in all areas of

Lebanon (especially in the South), and how to make such programmes and specialization linked to developments in the labour market. In doing so, he mentioned the experience of co-operation between public and private sectors, initiation of new specializations (i.e. electricity, construction, mechanics, information technology), and cooperation with GTZ Germany on the introduction of the dual system in Lebanon. He welcomed the experts in Lebanon and wished them a fruitful Meeting. He thanked UNESCO for taking the initiative in calling and organizing this Meeting for the Arab countries, in cooperation with the UNESCO-UNEVOC International Centre in Bonn.

At the end of the opening ceremony, H. E. the Minister officially launched the Regional TVET Initiative in the Arab States region through the UNEVOC website:

[www.unevoc.unesco.org/arabstates](http://www.unevoc.unesco.org/arabstates).

The speeches of the Opening Ceremony are presented in Annex 4.4 (page18).



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## 1.6 Procedural Session

The procedural session was chaired by H. E. Mr Munther Masri, President of the National Centre for Human Resources Development - Jordan, former Member of the Advisory Committee for UNEVOC Project.

After welcoming the participants, and initial nominations for the Meeting Bureau, the participants agreed on the Bureau as follows:

### **Chairperson:**

Mr Yousef Dia (Lebanon)

### **Vice Chairpersons:**

Mr Ali Ahmed Sayed Ali (Egypt)

Mr Mazin Juma (Iraq)

Mr Larbi Bellarbi (Morocco)

Mr Tarik Althwaini (Saudi Arabia)

### **Rapporteur:**

Mr Abdel-Rahim Abdel-Jaber (Jordan)

The Chairperson, Mr Yousef Dia had asked all participants to cooperate with the Rapporteur, Mr Abdel-Rahim Abdel-Jaber in providing recommendations and suggestions during the three days in order to facilitate preparing the final report of the meeting and other necessary documents, as immediate outputs and results for the Expert Meeting.

The Chairperson requested Mr Sulieman Sulieman, UNESCO Regional Office – Beirut

(Coordinator of the Meeting), to review the provisional programme. As discussion was held on parts of the plenary sessions. The participants requested that the speeches of H. E. Mr Abdel-Rahim Murad, Minister of Education and Higher Education, and Mr Victor Billeh Director of UNESCO Regional Office – Beirut, to be considered as part of the Meeting documents. These speeches included important insights and guidelines

supporting several issues related to technical and vocational education and training development in Arab countries.

After minor comments on certain sessions, the participants adopted the programme (agenda) in the format prepared by UNESCO Regional Office-Beirut.

The meeting programme is presented in Annex 4.2 (page 23).

## 1.7 Closing of the Meeting

The final session was held on Friday, 13 December 2002. The session was chaired by H. E. Mr Munther Masri, as Mr Yusef Dia, was engaged in another office commitment.

Mr Masri asked the Coordinators/Rapporteurs of the three Working Groups A, B, and C to present the results of the Working Groups, based on the assigned tasks and topics for each group.

The reports of the Working Groups A, B and C were presented by the Groups' Coordinators and Rapporteurs as follows:

- Group A: Recognition, Accreditation and Qualifications Frameworks, and Content and Quality of TVET:  
Mr Munther Masri and Mr Hans Krönner.
- Group B: Staff, Information and Communication Technologies, and Access of Girls and Women to TVET:  
Ms Sara Al-Oraini and Mr Hatim Amara.
- Group C: Employment and Cooperation with the Private Sector, and Skills Development at the Informal Sector:  
Mr Aboubakr Badawi and Mr Abdel Kaher Zaemey.

Mr Abdel-Rahim Abdel-Jaber, Rapporteur of the Meeting, reviewed the main discussions during the plenary sessions. He explained briefly the next steps that he will take in preparing the final report (in cooperation with the UNESCO Office – Beirut and the

UNESCO-UNEVOC International Centre). He expressed the need for continued effort with UNEVOC Centres/ Associate Centres in the region for programme and projects development.

On behalf of the participants, Mr Uzaldin Abdul Hussain expressed his thanks for H. E. the Minister of Education and Higher Education for his patronage of the Meeting and the hospitality that they felt during the Meeting. He expressed thanks to UNEVOC Centre, DG of Vocational and Technical Education in Lebanon, the UNESCO Regional Office – Beirut and the UNESCO-UNEVOC International Centre for organizing the Meeting.

Mr Hans Krönner summarized the next steps that are expected from participants, the UNESCO Regional Office – Beirut and the UNESCO-UNEVOC International Centre as follow-up for the Meeting. He mentioned that the UNESCO-UNEVOC International Centre would continue the effort of cooperation and providing technical support for UNEVOC Network.

Mr Sulieman Sulieman thanked all participants for their efforts in contributing to the meeting. He also acknowledged the administrative and technical support of interpretation and logistical arrangements provided.

Evaluation forms were distributed and collected on the technical and administrative aspects of the Meeting. The feedback on these forms will be used for programme improvement and follow-up.

## 2 Technical Programmes and Discussion

The following is a summary of presentations and discussions during the technical programme.

### 2.1 Plenary Sessions

**Wednesday, 11 December 2002**

#### Experiences from Other World Regions

The paper presented by Mr Hans Krönner expressed the experience in subregional cooperation in Southern Africa, which provided a model for the current initiative in the Arab States to developing and formulating joint projects for technical and vocational education and training. The Southern African initiative resulted from a workshop organized by the UNESCO-UNEVOC International Centre in coordination with the Ministry of Education, Department of Vocational Education and Training in Botswana in December 2000. The workshop included participants from Botswana, Lesotho, Malawi, Mauritius,

Mozambique, Namibia, Seychelles, South Africa, Swaziland, the United Republic of Tanzania, Zambia, and Zimbabwe. The workshop led to a number of regional projects including the development of programmes in the fields of information and communication technology, teachers and instructors training, enhancing the access to programmes for education and training, enhancement of skills in the informal sector, and the creation of national and regional qualification frameworks, and tackling the challenge of the wide-spread AIDS in several African countries, and its effect on staff development in technical and vocational education and training.

#### Regional Cooperation in Technical and Vocational Education and Training (TVET): Issues and Priorities

Mr Munther Masri's paper discussed issues and priorities impacting the regional cooperation in technical and vocational education and training. These included education and training systems, in terms of schools systems, vocational apprenticeship systems, the cooperative method, distance learning, in addition to the various sources of funding and the economies of education and training,

in addition to issues related to the qualification of instructors pre- and post-service and importance of matching the levels and skills of graduates, and the needs of labour markets. The paper also addressed human resources systems and vocational counselling, in addition to the connection with the higher education system and the priorities of the regional cooperation in terms of fields and proposed mechanisms.

#### Regional Cooperation in TVET

Mr Willi Karow, the representative of the German Organization for Technical Cooperation (GTZ), discussed in his paper the outline of a regional cooperation project, currently including Egypt, Jordan, Syria, Lebanon, and the Palestinian Authority. It is proposed that Germany will finance the project for a period of 8 years (2004-2011). The financial support basically includes the provision of a team of experts, in addition to

materials and equipment, as well as financing the direct costs related to training, workshops, and meetings.

The projects aim at establishing institutional cooperation between the participating countries. The objective is to build on the strengths of the education and training institutions, avoid duplicating efforts and expenditures especially those related to developing programmes, curriculum, vocational tests, etc.

**Thursday, 12 December 2002**

### **Arab Cooperation in TVET**

Mr Aboubakr Badawi presented a brief on the role of the International Labour Organization in technical and vocational education and training, in addition to its role in supporting regional and international cooperation. Mr Badawi referred to the project for the development of skills in Arab countries, in which eight Arab countries took part in 1990. This project could not achieve its targets and was therefore terminated. After this project, Mr Badawi indicated that ILO started sup-

porting each country individually, and then supported the exchange of information and findings between the countries involved. He also mentioned the establishment of an Arab information network providing an opportunity for selective connection of technical and vocational education and training institutions, to benefit from the information available on the website of the network: [www.ilo.org/roas/kuwait](http://www.ilo.org/roas/kuwait). To evaluate the progress of this project, a meeting will be held during May and June 2003.

### **The European Training Foundation's Programme in the Arab States**

In his paper, Mr Burhène Chakroun discussed the role of the European Training Foundation (ETF) as one of the European Union agencies. The ETF's mission is to contribute to the process of vocational education and training reform that is currently taking place within member countries and territories. ETF also provides

technical assistance to Arab countries through the promotion of effective cooperation in TVET with the European Union, especially in the areas of training the trainers and the establishment of national observatory functions to collect, analyze, and disseminate information on developments and trends in vocational education and training.

### **Developing Secondary Vocational Education and Improving its Outputs in the Kingdom of Bahrain**

Mr Hassan Mubarak's paper reviewed the various components of the project for developing secondary vocational education and improving its outputs in the Kingdom of Bahrain. Most important is the upgrade of the syllabus and tying vocational education

to business needs, giving more focus to field training, implementing a quality system in schools, as well as setting vocational education schools as accredited centres to issue the Scottish certification for the first and second levels (Scottish Group Awards).

### **Developing TVET in the Arab Region through Developing New Methods for Training of Teachers and Trainers**

The paper presented by Mr Hatim Amara discussed the methods of qualifying instructors for technical and vocational education, as well for pre- and in-service training, including preparation for specialized technical and behavioural training as well as self-training. The paper included a proposal for a plan to improve the quality of the instructors'

performance. This covered qualification programmes, addressing of weaknesses in the programmes for qualifying instructors and training by introducing them to advancements and new technologies, and exchanging experience and know-how among Arab and international training centres.

### **Linking TVET Institutions with the World of Work**

In his paper, Mr Mazin Juma discussed the importance of opening strong communication channels between educational institutions and other bodies in the community in order to respond to the technological requirements and needs of business, to ensure that the needs of the labour market for skilled human resources are met. This led to the inception of a project aiming at developing the produc-

tive activities in educational institutions to meet the requirements of financing materials and equipment in training facilities, and utilizing the scientific and technological capabilities in the developed education and training programmes.

These productive activities will lead to creating an atmosphere suitable for students to practice their vocations, and for instructors and trainers to become more qualified and motivated in addition

to providing financial support for education

and training institutions.

### **Development of TVET in Syria**

Mr Hazwan Waz discussed the current situation and future expectations of the institutions of technical and vocational education system in Syria. Mr Waz reviewed the national and international projects being implemented, among which is the cooperation with the ETF implement a system for vocational apprenticeship, in addition to a regional project for technical and vocational

education and training that will be financed by the German government through the German Agency for Technical Cooperation (GTZ). Several cooperation initiatives resulted in the exchange of experiences, know-how, and learning resources to provide benefit for the improvement of the outputs of technical and vocational education and training in Syria.

### **Enhancement of Administrative and Technical Capabilities of TVET Institutions, and Encouragement of Cooperation programmes with the Private Sector**

The paper presented by Mr Ali Nasrallah discussed the objectives and activities of EJADA, the Euro Jordanian project to develop the industrial sector. The activities of EJADA include the provision of technical support for small and medium size enterprises (SME), policy support and reform, support of vocational training and human resources development. The project is contributing to establishing an institution for training instructors, centres of excellence in

training, funding of an internship program, as well as the establishment of an institute for training and administrative development. The paper also included a discussion of vocational education inputs, processes, and outputs, in addition to a review of the strategic plan of technical and vocational education and training in Jordan. The paper included recommendations for developing administrative methods and procedures to facilitate partnership and cooperation programmes with the private sector.

### **Development of the TVET System in Yemen**

Mr Abdel Kaher Zaemey's paper reviewed the developments of the technical and vocational education system in Yemen, especially those related to community colleges. Mr Zaemey also reviewed the benefits achieved from the new system; these included the preparation of programmes and curricula that meet the needs of the labour market.

The paper included some recommendations related to the importance of cooperation between Arab countries in exchange of know-how between education and training institutions, and establishing a regional council to accredit technical certifications, as well as establishing a regional institute for training of trainers and an Arab organization for community colleges.

### **The Relevance of Technical Education Outputs to the Needs of the Labour Market**

The paper presented by Mr Sheikh Majzoub explained the labour force pyramid in Sudan (unskilled workers, skilled workers, technicians, and specialists). The paper included a brief on the national project for technical education in Sudan aiming at establishing 10 technical education colleges, the purpose of which is to develop qualified technicians,

with a focus on technological specializations, and to create opportunities for diploma-holders to continue a technical education at universities. The project also aims to ensure that the colleges are creating educational outputs that are relevant to the needs of the labour market, based on identifying the actual needs, and designing the suitable syllabus.

### **The Complementary Relationship between Vocational Education and General Education: A Reality that Enforces the Role of Women in Development**

Ms Sara Al-Oraini referred to the low percentage of female participation in businesses in the Gulf countries in light of scientific and technical advances. Ms Al-Oraini presented several suggestions related to equipping labour markets with the required human resources that are qualified in the fields of in-

formation technology and computers. The paper discussed the complementary relationship between technical and general education through the change of school curricula by including vocational syllabus and creating opportunities to integrate distance learning in the various learning levels, also focusing on computer and

communication technologies in all levels of elementary education, and the re-skilling of

university graduates according to the requirements of labour markets.

## Friday, 13 December 2002

### **The Mechanism of Developing National Standards and Designing Technical Curricula in the General Organization for Technical Education and Vocational Training (GOTEVOT)**

Mr Tarik Althwaini reviewed mechanisms for preparing and developing national vocational standards and designing technical curricula in the Kingdom of Saudi Arabia, based on several steps including the analysis of labour market needs and cooperation with private sector institutions, and conducting vocational

analysis (DACUM) through forming specialized committees to conduct the analysis in coordination with the private sector, and then developing programmes, curricula, and vocational examinations. These steps are followed by conducting post-implementation evaluations of the programmes.

### **The Higher Technical Institutes for Technology Teachers Preparation: A Tool for Developing Partnership with Businesses**

In a paper presented by Mr Larbi Bellarbi, he stated the different steps of establishing the Higher Institute for Technology Teachers Preparation in Morocco (Rabat) since 1980. The institute started by developing specialists in electrical and mechanical engineering, and later expanded to include electronics and industrial and construction technologies. It was necessary to review and further

develop the Institute to include short-term training programmes related to the needs of businesses and industry. He discussed methods of curriculum integration with other educational programmes to upgrade human resources and enhance learning, as well as to improve the methodology for review and evaluation of programmes and syllabus of training and continuing learning.

### **Technical Colleges: Articulation of Technical Education Curricula with Higher Education**

Mr Uzaldin Abdul Hussain's paper discussed the Iraqi experience in bridging technical education with higher education including integrating education in general with the world of work. The paper also reviewed the traditional labour force pyramid and the oral model for the structure of labour force, as well as the bridging between the technical institute and the university and the accompanying changes in programmes and curricula in the various specializations. The paper shed light on some Arab and international experiences in the United States of America, Japan, Australia, the United Kingdom, Germany, Jordan, and Oman.

The plenary sessions included discussions and observations from the participants on the main issues affecting regional coopera-

tion in the Arab States on TVET project development. The main orientations (issues that concern the majority of the experts and professionals) are:

- Identify priority areas for socio-economic development in the society and in the production sectors;
- Establishment of coordination and implementation mechanisms to ensure more cooperation between Arab countries, and education and training institutions;
- Support capacity building of individuals and institutions in preparing and implementation of projects and programmes; and
- Facilitate funding mechanisms for the plans and projects.

## 2.2 Working Groups

The participants were divided into the following three Working Groups according to the Meeting programme and topics suggested in the TVET Regional Initiative:

Group	A	B	C
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Recognition, Accreditation and Qualification Frameworks; and</li> <li>• Content and Quality of TVET</li> </ul>	<ul style="list-style-type: none"> <li>• Staff;</li> <li>• Information and Communication Technologies (ICTs); and</li> <li>• Access of Girls and Women to TVET</li> </ul>	<ul style="list-style-type: none"> <li>• Employment and Cooperation with the Private Sector; and</li> <li>• Skills Development at the Informal Sector</li> </ul>
<b>• Coordinator</b>	Mr Munther Masri	Ms Sara Al-Oraini	Mr Aboubakr Badawi
<b>• Rapporteur</b>	Mr Mazen Joma	Mr Hatem Amara	Mr Abdel Kaheer Zaemey
<b>• Participants</b>	Mr Munther Masri Mr Mazin Juma Mr Hassan Mubarak Mr Saleh AlAmre Mr Tarik Althwaini Mr A. Abdel-Jaber Mr Hans Krönner Mr Joachim Joerdens Mr Willi Karow	Ms Sara Al-Oraini Mr Hatim Amara Mr M. Khair Allab Mr Ali Sayed Ali Mr U. Abdul Hussain Mr Burhène Chakroun Mr Sulieman Sulieman	Mr Aboubakr Badawi Mr Abdel Kaheer Zaemey Mr Ali Nasrallah Mr Sheikh Majzoub Mr Larbi Bellarbi Mrs Hana Nasser Mr Mohamad Hodaib Mr Mohamed Akil Mr Hazwan Waz

The groups discussed the specified topics, and recommended project outlines for each set of topics, with objectives to develop TVET and to enhance regional cooperation between the Arab States on these topics. An outline was prepared for each project proposal in order to be shared with other groups as well as with policy-makers in Member States and UNEVOC Network in the region. The basic information that the outline include are the following:

- Title
- Objectives

- Target groups
- Activities
- Outputs
- Inputs
- Focal point(s)
- Partners
- Time frame and
- Mechanisms for implementation.

Some of the groups have identified special considerations, budget and possible sources for funding the projects.

## 2.3 Exchange of Experiences

A field visit to Bir Hassan Vocational and Technical Education Complex was arranged for participants on Friday 13 December 2003, as part of exchange of experiences on TVET development. The Complex (under the authority of the Ministry of Education and Higher Education/ General Directorate for Vocational and Technical Education) was completed only recently in 2002) under joint funding between the Lebanese Government,

the World Bank, and other funding institutions.

The Complex includes the following TVET institutions:

- Educational Technical Institute (ENSET);
- National Centre for Nursing;
- Technical Institute for Hotel;
- Hotel School; and
- Bir Hassan Technical School.

### 3 Results and Next Steps

The results of the Expert Meeting on TVET Project Development in the Arab States are presented as follows:

#### 3.1 Results of Working Groups

Based on the discussions and deliberations of the three Working Groups A, B, and C, a set of project proposals have been identified as priority areas for the joint cooperation between the Arab countries and the participating international and regional organizations. Summaries of these project proposals are presented below. In order to promote the joint effort, participants prepared an outline for each project proposal.

#### 3.2 Groups, Themes, and Project Outlines

Group	Themes	Project Outline and Code
<b>A</b>	<ul style="list-style-type: none"> <li>• Recognition, Accreditation and Qualifications Framework; and</li> <li>• Content and Quality of TVET programmes</li> </ul>	A1: Development of Curriculum Packages in Selected TVET Areas A2: Development of a Regional Qualifications Framework (RQF)
<b>B</b>	<ul style="list-style-type: none"> <li>• Personnel;</li> <li>• Information and Communication Technologies (ICT);</li> <li>• Access of Girls and Women to TVET</li> </ul>	B1: Professional Development of TVET Personnel B2: Enhancement of Arab Women's Participation in Socio-Economic Development through Innovative TVET programmes
<b>C</b>	<ul style="list-style-type: none"> <li>• Employment of Graduates and role of the private sector</li> <li>• Training for the informal sector</li> </ul>	C1: Enhancing Private Sector's Participation in the Implementation of TVET programmes and Employment of Graduates C2: Capacity Building of Workers in Small and Medium Enterprise (SME) for Sustainable Growth C3: Enhancing Informal Sector Productivity through Skills Training

## Project Outline A1: Development of curriculum packages in selected TVET areas

<b>Title</b>	Development of curriculum packages in selected TVET areas
<b>Objective</b>	Develop comprehensive model curriculum packages in selected priority areas
<b>Target Group</b>	Curriculum developers, teachers, trainers, administrators, employers
<b>Activities and Outputs</b>	<ul style="list-style-type: none"> <li>• Define areas and levels (e.g. ICT, Tourism)</li> <li>• Develop common framework for packages</li> <li>• Analyse existing materials, including materials from the private sector</li> <li>• Identify skills and competence needs</li> <li>• Develop new content</li> <li>• Determine required inputs (curricula, methods, delivery patterns, teachers, equipment)</li> <li>• Evaluation and assessment guide</li> <li>• Quality assurance system</li> <li>• Guidelines/Manuals for physical facilities (equipment and materials)</li> <li>• Dissemination to interested institutions in Arab States</li> <li>• Implementation and evaluation of the packages</li> </ul>
<b>Inputs</b>	<ul style="list-style-type: none"> <li>• Existing materials</li> <li>• Private sector inputs</li> <li>• Technical assistance</li> <li>• Local experts</li> <li>• Consultants</li> <li>• Translation</li> <li>• Funding</li> <li>• Set up management structure for the project</li> <li>• Funding for selected activities</li> </ul>
<b>Focal Point(s)</b>	<ul style="list-style-type: none"> <li>• One focal point for each selected area</li> <li>• Overarching coordination, e.g. VTC</li> </ul>
<b>Partners</b>	<ul style="list-style-type: none"> <li>• UNEVOC Centres/Associate Centres</li> <li>• Universities</li> <li>• Research and Development Institutions (Public and Private)</li> <li>• GTZ</li> <li>• International and Regional Organizations (UNESCO, ILO, ETF, ISESCO, ALECSO, ABEGS, ALO, AFTE)</li> </ul>
<b>Time Frame</b>	Three years (2003 –2005)
<b>Mechanisms for Implementation</b>	<ul style="list-style-type: none"> <li>• Develop project document</li> <li>• Submit for funding</li> <li>• Approval</li> <li>• Steering Committees (national and regional)</li> <li>• Develop common framework for packages</li> </ul>

## Project Outline A2: Development of a regional qualifications framework

<b>Title</b>	Development of a regional qualifications framework (RQF)
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Increase mobility of learners and workers</li> <li>• Increase flexibility of life-long learning processes</li> </ul>
<b>Target Group</b>	Learners, workers, certifying institutions, employers, education administration
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Identify areas with high relevance of mobility</li> <li>• Stocktaking at national levels</li> <li>• Review and updating of the Unified Arab Classification System</li> <li>• Review experiences with NQFs and RQFs in other regions (e.g. Scotland, New Zealand, South Africa, Botswana, Mauritius, Malaysia, EU)</li> <li>• Review International Standard Classification of Education (ISCED) and International Standard Classification of Occupations (ISCO)</li> <li>• Dissemination of classification of qualifications and of occupations</li> </ul>
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• Updated version of the Unified Arab Classification System of Occupations</li> <li>• Increased transparency of qualification across the Arab States</li> <li>• Classification Manual / Guidelines</li> <li>• Implementation of NQFs and RQF</li> </ul>
<b>Inputs</b>	<ul style="list-style-type: none"> <li>• Existing frameworks and guidelines</li> <li>• Private sector inputs</li> <li>• Technical assistance</li> <li>• Study tours</li> <li>• Workshops</li> <li>• Committee meetings</li> <li>• Translation</li> <li>• Printing and dissemination</li> <li>• Set up management structure for the project</li> <li>• Funding for selected activities</li> </ul>
<b>Focal Point(s)</b>	<ul style="list-style-type: none"> <li>• One designated institutional partner in each participating country</li> <li>• One regional focal point</li> </ul>
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Vocational Training Authorities</li> <li>• Employers</li> <li>• Chambers of Industry and Commerce</li> <li>• Professional Associations</li> <li>• Labour Unions</li> <li>• relevant regional and international organizations</li> </ul>
<b>Time Frame</b>	Three years (2003 – 2005)
<b>Mechanisms for Implementation</b>	<ul style="list-style-type: none"> <li>• Develop project document</li> <li>• Submit for funding</li> <li>• Approval</li> <li>• Steering Committees (national and regional)</li> </ul>

### Project Outline B1: Professional development of TVET personnel

<b>Title</b>	Professional development of TVET personnel
<b>Objective</b>	Ensure the qualitative development of the TVET personnel in the Arab Region, in order to cope with the scientific and technical changes at the international level
<b>Target Group</b>	Staff in TVET Institutes (Administrators, Teachers, and Instructors)
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Enhance exchange policies between the different stages of education, training and learning</li> <li>• Implement training programmes on different techniques of ICT</li> <li>• Implement flexible learning methods that are appropriate to the needs of TVET personnel</li> <li>• Issue appropriate legislations that are stimulating continuing learning of TVET institutions</li> <li>• Involve private sector institutions in the training programmes for the skills required in the labour market</li> <li>• Interaction and relevance between vocational training programmes and the world of work, according to the labour market requirements</li> </ul>
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• TVET institutions personnel with highly specialized skills</li> <li>• TVE institutions personnel with developed technological skills</li> <li>• High level of TVET Institutes and Centres</li> </ul>
<b>Inputs</b>	Personnel of TVET Institutions
<b>Focal Point(s)</b>	Selected educational and training institutions (Centres of Excellence)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Public and private training institutions in cooperation with business and industry</li> <li>• Specialized training centres</li> <li>• Relevant regional and international organizations</li> </ul>
<b>Time Frame</b>	Five years (2003 – 2007)
<b>Mechanisms for Implementation</b>	<ul style="list-style-type: none"> <li>• Define a group of pilot centres of excellence to cover the needs of Arab States as regards the development of TVE institutions personnel</li> <li>• Consult the sector of production to define training needs</li> <li>• Establish a limited authority committee entrusted with the implementation of the project</li> </ul>

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

<b>Title</b>	Enhancement of Arab women's participation in socio-economic development through innovative TVET programmes
<b>Objective</b>	Enhance the participation of women at the workforce in order to activate their contributions to different fields of socio-economic development and production
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Increase awareness campaigns at both media and field levels to encourage the enrolment of women in TVET</li> <li>• Seek guidance from the Labour Market as regards appropriate job opportunities for women</li> <li>• Implement flexible educational methods that suit women</li> <li>• Support women through guidance (individual and group) to undertake development projects (commercial-industrial-agricultural...) supported by the Government</li> </ul>
<b>Outputs</b>	Qualified women (technicians) and skilled workforce according to labour market requirements
<b>Inputs</b>	Girls and women from different educational levels
<b>Focal Point(s)</b>	<ul style="list-style-type: none"> <li>• TVET Centres of Excellence</li> <li>• R&amp;D institutes (National and Regional)</li> </ul>
<b>Partners</b>	<ul style="list-style-type: none"> <li>• UNEVOC Centres</li> <li>• Employers/women's associations</li> <li>• Regional and international organizations</li> </ul>
<b>Time Frame</b>	Five years (2003 – 2007)
<b>Mechanisms for Implementation</b>	<ul style="list-style-type: none"> <li>• Media awareness and information</li> <li>• Define a group of pilot centres of excellence to cover the needs of Arab States in relation to TVET and production development</li> <li>• Consult the sector of production to define education and training needs for women</li> <li>• Establish a committee entrusted with the implementation of the project</li> </ul>

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

<b>Title</b>	Enhancing private sector's participation in the implementation of TVET programmes and employment of graduates
<b>Objective</b>	Increase employability of TVET graduates through demand driven approach to meet actual labour market needs of skills
<b>Target groups</b>	<ul style="list-style-type: none"> <li>• Employers and workers (private sector)</li> <li>• Selected TVET institutions</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Identification of training needs</li> <li>• Setting up mechanisms of partnership</li> <li>• Defining rules of stake holders</li> <li>• Preparing bye-laws, regulations, instructions</li> </ul>
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• Board of directors established</li> <li>• Advisory committees, technical committees established</li> <li>• Fund for supporting TVET established</li> <li>• Needs assessment studies prepared</li> <li>• Joint programmes implemented</li> </ul>
<b>Inputs</b>	<ul style="list-style-type: none"> <li>• Representatives of the concerned bodies,</li> <li>• Political will for sustainable cooperation</li> <li>• International technical support</li> <li>• Local expertise</li> <li>• Management structure</li> <li>• Funding</li> </ul>
<b>Focal Point(s)</b>	<ul style="list-style-type: none"> <li>• One focal point for each participating country</li> <li>• Coordinating officers (sub-regional and regional levels)</li> </ul>
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Training providers, employers, labour unions</li> <li>• Governmental institutions</li> <li>• International donors</li> <li>• Private sector organizations</li> <li>• Regional and International Organizations (ALO, ILO, ETF)</li> </ul>
<b>Time Frame</b>	Three years (2003 -2005)
<b>Mechanisms for Implementation</b>	<ul style="list-style-type: none"> <li>• Developing a project document</li> <li>• Steering committees (and Specialized committees, if needed)</li> <li>• Development of bylaws and plan of action</li> </ul>

## Project Outline C2: Capacity building of workers in small and medium size enterprises for sustainable growth

<b>Title</b>	Capacity building of workers in small and medium size enterprises for sustainable growth
<b>Objective</b>	Enhance sustainability, growth and workers' productivity in small and medium size enterprises through TVET
<b>Target group</b>	Workforce in the self-employment enterprises
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Study current efforts, projects and activities</li> <li>• Regional networking of concerned institutions</li> <li>• Draft a legal framework.</li> <li>• Training needs assessment</li> <li>• Training of national teams</li> <li>• Awareness campaigns for target groups</li> <li>• Arrangement for mutual recognition of training courses and certificates</li> <li>• Select and build testing batteries for entrepreneurial selection</li> </ul>
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• Entrepreneurial testing batteries</li> <li>• Awareness packages</li> <li>• Training packages</li> <li>• Group of nationals trained</li> <li>• Increased competitiveness of small and medium size enterprises</li> <li>• Improved qualification of workforce according to demand</li> <li>• Improved chances for individuals' promotion and mobility</li> </ul>
<b>Inputs</b>	<ul style="list-style-type: none"> <li>• Governments approval and contribution</li> <li>• Enterprise participation and cost arrangements</li> <li>• Enterprises accept to send their workers</li> <li>• Workers participation and contribution</li> </ul>
<b>Focal Point(s)</b>	<ul style="list-style-type: none"> <li>• A manager for the network</li> <li>• Focal point in each country</li> </ul>
<b>Partners</b>	<ul style="list-style-type: none"> <li>• SME associations</li> <li>• Employers organizations</li> <li>• TVET institutes</li> <li>• Concerned regional and international organizations (ALO, ETF, ILO, UNESCO)</li> </ul>
<b>Time Frame</b>	Three years (2003-2005)
<b>Mechanisms for Implementation</b>	<ul style="list-style-type: none"> <li>• Developing a project document</li> <li>• Steering committees (and specialized committees, if needed)</li> <li>• Development of bylaws and plan of action</li> </ul>

### Project Outline C3: Enhancing informal sector's productivity through skills training

<b>Title</b>	Enhancing informal sector's productivity through skills training
<b>Objective</b>	Enhancing the Informal sector capacity to absorb new workers, improve the working conditions and productivity through skills training
<b>Target group</b>	Individuals already working in informal sector units and those planning to join this sector
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Analyze and identify current activities of the informal sector</li> <li>• Disseminating current information and networks of cooperation agencies regionally</li> <li>• Training of trainers</li> <li>• Supplement current activities with necessary training materials</li> <li>• Training national teams to implement the programme</li> <li>• Pilot implementation of some training courses</li> <li>• Evaluation</li> </ul>
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• Supplementary training materials</li> <li>• A group of well trained trainers</li> <li>• Informal sector training units established</li> </ul>
<b>Inputs</b>	<ul style="list-style-type: none"> <li>• Expertise from the national partners</li> <li>• Consultants (local and regional)</li> <li>• Funding</li> </ul>
<b>Focal Point(s)</b>	<ul style="list-style-type: none"> <li>• A regional coordinator</li> <li>• Focal points at each member country (Egypt, Jordan, Syria, Tunisia and Yemen nominated)</li> </ul>
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Ministries/TVET Institutions</li> <li>• Non-governmental organizations (NGOs)</li> <li>• Regional and international organizations (GTZ, ETF, AFTE, ALO, ILO, UNESCO)</li> </ul>
<b>Time Frame</b>	Three years (2003 -2005)
<b>Mechanisms for implementation</b>	<ul style="list-style-type: none"> <li>• Developing the project document,</li> <li>• Appropriate boards/committees</li> <li>• Plan of action and bylaws</li> </ul>

After presenting the project outlines, Mr Hans Krönner requested all participants to fill out a questionnaire aiming at assessing the importance of each of the project proposals for their respective countries, the possibility of the country to participate in the project, and the potential interest of the country to

take a leading role in coordinating the project in the future.

A summary of the analysis of the questionnaire which indicates the priority of the project proposals (according to the Experts' opinions), based on 16 returned forms is presented below, while the complete form and analysis is presented in Annex 4.5 (page 28).

Project	High priority in ... out of 16 forms	Country's interest in participating	Country's interest in coordinating
A1	12	Bahrain, Iraq, Jordan, Lebanon, Sudan, Syria, Tunisia	Iraq, Jordan, Saudi Arabia, Tunisia
A2	12	Bahrain, Iraq, Jordan, Saudi Arabia, Sudan, Syria, Tunisia, Yemen	Iraq, Jordan, Saudi Arabia
C1	11	Egypt, Iraq, Jordan, Saudi Arabia, Sudan, Syria, Tunisia, Yemen	Egypt, Iraq, Jordan, Saudi Arabia
B1	9	Egypt, Iraq, Jordan, Saudi Arabia, Syria, Tunisia	Egypt, Iraq, Jordan, Saudi Arabia, Tunisia
C2	8	Iraq, Jordan, Saudi Arabia, Syria, Tunisia, Yemen	Iraq, Jordan, Lebanon, Saudi Arabia, Tunisia
B2	7	Egypt, Iraq, Sudan, Syria	Bahrain, Egypt, Saudi Arabia
C3	5	Iraq, Jordan, Syria	Jordan, Yemen

## Next Steps

Mr Hans Krönner then proposed steps necessary to implement the findings:

1. Prepare a document indicating the project outlines
2. Address ministries involved in TVET in Arab States, requesting them to officially express their interest in participating and/or coordinating.
3. Develop the project outlines into detailed project documents.
4. Announce the proposed projects within the countries at the national level.
5. Include regional and international organizations and partners in the projects to provide financial and technical support. Proposed organizations include the International Labour Organization, the Arab Labour Organization, and the UNESCO Regional Office – Beirut.
6. Establish an Arab steering committee for the projects to coordinate the efforts of the different countries in each of the projects and to follow up on the progress of implementation.

## 4 Annexes

### 4.1 Opening Speeches

#### H. E. the Minister of Education and Higher Education, Mr Abdel Rahim Murad

Distinguished Participants:

Let me first welcome you in Lebanon, also I would like to thank the UNESCO Regional Office – Beirut, the UNESCO International Centre for Technical and Vocational Education and Training, and the Experts and Specialists working actively on the development of TVET in the Arab States, hoping that this meeting would be rich in discussions and the exchange of ideas, and that it would come out with effective results serving the developmental field of TVET and education.

Technical and Vocational Education and Training has become a significant educational structure in all societies concerned about the human beings and their advancement. Technical and Vocational Education comprises an important part of human resource development. And it is a large field for the education and training of efficient skilled workers, whose role has become very clear in the growth of the economy and in supplying the market labour with skilled professionals.

Cooperation is very strong between countries that made progress in this domain, and others are trying to catch up with the development caravan, benefiting from the experience of others.

In Lebanon we have worked and we continue to work on devoting our attention and care on technical and vocational education. We have completed lots of joint projects between the public and private sector, and

we encouraged the personal initiative in this connection. Moreover, we have been seeking the establishment of more official institutions in this field, and we concentrated on technical specialties and the development of the workshops in it, like electricity, topography, masonry, mechanics and information technology. And we paid more attention to nursing, preschool and elementary education. We also experimented with dual teaching, a distinguished experience that associates theory and practice with technical institutes and the workplace. We are bent to enlarge, and spread this experiment because it opens the door in front of graduates in finding jobs easily.

As we hope to open the door between both general and vocational education and then between them and higher education, all of this for the integration of the educational process for the sake of building of the human being.

Distinguished Participants:

We highly count on this meeting, considering it a major step towards increased exchange of experiences between the Arab States in the technical and vocational education and training field.

On the other hand we greatly appreciate and evaluate the role of the UNESCO Regional Office – Beirut, and the staff responsible of organizing the meeting.

I wish that this meeting would come out with fruitful results, which re-assure and confirm the importance and vitality of TVET in development.

Thank you very much.

#### Mr Victor Billeh, Director, UNESCO Regional Office – Beirut

H. E. Minister of Education and Higher Education, Mr Abdul Raheem Murad,

H. E. Chairperson of the Parliamentary Education Committee,

Mrs Bahia Al Hariri;

H. E. Secretary General of the National Commission for UNESCO,

Mrs Salwa Baasiri;

Distinguished Participants/Guests:

At the beginning allow me to greet all of you at the UNESCO Regional Office – Beirut, and express my gratitude to H. E. Mr Abdul Rahim Murad, Minister of Education and Higher Education, for his patronage for the expert meeting, and for the

participation in the opening ceremony, which occurs in the week following the Eid holiday.

Also, I would like to extend the greetings of the Director-General of UNESCO, Mr Koïchiro Matsuura, to all of you, and his wishes for the Meeting to reach its objectives and that the results will reflect positively on technical and vocational education and training in the region. I wish all of you a fruitful meeting and a pleasant stay in Beirut.

Ladies and Gentlemen:

This Meeting is organized within the framework of UNESCO's programme on "Technical and Vocational Education and Training for Citizenship and the World of Work", adopted by the General Conference of UNESCO in its 31<sup>st</sup> Session (November 2001), and stated in the approved programme and Budget for 2002 to 2003 (31 C/5).

The UNESCO Regional Office – Beirut and the UNESCO International Centre for Technical and Vocational Education and Training made the necessary arrangements (through the National Commissions for UNESCO and UNEVOC Network in the Arab States) to call for a regional initiative in TVET development and asked professionals and experts in the region to submit papers and proposals to be considered in the Initiative, as well as the expert meeting.

The "Call for Discussion Papers" has resulted in more than 35 proposals on the following themes:

- Recognition, accreditation and qualifications frameworks;
- Content and quality of TVET programmes;
- Staff;
- Information and Communication Technologies;
- Access of girls and women to TVET;
- Employment and cooperation with the private sector; and
- Skills development in/and for the informal sector.

The papers and proposals were mostly contributions from the UNEVOC Centres and Associate Centres and include the following:

- Analysis of the current situation and the main issues for development (national and regional perspectives);

- Mechanisms on how to include the main issues into developmental plans and programmes;
- Define the main needs for development and improvement;
- Crystallize on strength and avoid weakness within the education and training system in the implementation of medium and long term plans;
- Propose practical means for development, and improvement to support regional cooperation between concerned sectors, including public and private institutions, business and industry, and non-government organizations (NGOs).

Ladies and Gentlemen:

The technical programme of the meeting includes the discussion of international and regional experiences for cooperation between technical and vocational education and training institutions and the production sector. These experiences are included in the contributions of the participating international and regional organizations:

- International Labour Organization (ILO);
- UNRWA;
- European Training Foundation (ETF);
- German Agency for Technical Cooperation (GTZ);
- EU: European-Jordanian Action for the Development of Enterprise (EJADA);
- Arab Bureau for Education in the Gulf States/ Arab Open University.

UNESCO will continue cooperating with these organization and authorities on programme development for TVET, to make it important part of the educational plan, based on the recommendations and follow-up on the Second International Congress on TVE (Seoul, 1999).

It is worth to mention here the cooperation between ILO and UNESCO on the issue of the reference publication on TVET for the 21<sup>st</sup> Century: the Joint Recommendations (2001). This publication is needed to help Member States to update TVET programmes to meet scientific and technological changes in the 21<sup>st</sup> Century. It has revised the earlier TVE Recommendations adopted in 1974. The Arabic version of the Recommendations will be available very soon. Within the next two weeks, the International Conference on Secondary Education for Better Life will be held in Muscat, 22 to 24 December 2002, in cooperation with the Ministry of Education in Oman. Linkages between education, training and the world of work are among conference themes. The UNESCO Office – Beirut is preparing

a paper on “Regional Trends and Priorities of Secondary Education in the Arab States” for theme one of the conference.

Distinguished Participants:

UNESCO is looking for the technical programme of the Meeting, to help TVET institutions in the region in having more initiatives on cooperation with production sectors, especially with professional unions, business and industry, private sector, and non-

offered by organization. Under its learning for high performance working research project, the ILO, in collaboration with the International Federation of Training and Development Organization (IFTDO), has examined the scope for extending these “good practices” also in Small and Medium Sized Enterprises (SMEs) in a number of countries. The resulting publication is already available in English from the ILO.

- The cost of education and training should be seen as investment. Increasing this investment can be fostered by recognizing that investment in education and training can be a shared responsibility of both the public and private sector. In this context, the ILO is currently developing a conceptual framework for the development of the database and discussing issues of, and methodologies for, measuring enterprises’ investment in training.
- In the global economy, human competence is becoming a major competitive factor. Competence comprises knowledge, practical and social skills which can be effectively used in a given social and economic context. As employment patterns and skills demand undergo rapid changes in the global economy, competency-based training has become a major topic of international vocational education and training discussions and forums. As such, the ILO has been developing a number of activities, among which:
  - A policy handbook identifying training strategies and setting guidelines for re-orienting training towards the competency approach and lifelong learning;
  - An ILO approach to competency-based modular training;
  - A comprehensive website connecting the International Network of Modular Training Providers promoted by the ILO; and,
  - An increased number of the ILO technical co-operation projects and advisory services on the introduction of competency-based modular approach to training and retraining of the workforce.

After this overview of ongoing ILO works on TVET, I would also like to mention a joint publication of ILO and UNESCO, which sets forth the major policy statements of the two United Nations Specializations Agencies and which outlines their approach to human resource development. This comprehensive document is entitled “Technical and Vocational Education and Training for the Twenty-First Century: UNESCO and ILO Recommendations”. It was published on the eve of our new Millennium. The document presents sound internationally acknowledged TVET policies and continuous lifelong learning and practices, which were adopted by the UNESCO General Conference at its 31<sup>st</sup> session in 2001 and by the ILO International Labour Conference at its 88<sup>th</sup> session 2000.

This meeting is a welcome attempt to contribute to enhancing the networking of technical education providers and authorities using the current UNESCO-UNEVOC Network. The issue is also crucial for the ILO Regional Office for Arab States and it is, therefore, essential that the efforts of both organizations be coordinated in this regard.

To conclude, I am pleased to draw attention to the excellent cooperation between the ILO and UNESCO which has been highlighted, among other examples, by joint UNESCO and ILO recommendations on TVET for the 21<sup>st</sup> Century and by our collaboration with UNEVOC. The latter takes the form of frequent joint consultations between the ILO Training Department in Geneva and the UNESCO-UNEVOC International Centre in Bonn. Most important of all, is the cooperation between UNESCO Regional Bureau for Education in the Arab States and the ILO Regional Office, at the Arab States level, which is also setting a model in this part of the world. The ILO is looking forward to continuing this cooperation to assist our joint constituents.

Ladies and Gentlemen,

May this meeting prove fruitful and provide a forum for lively debates since vocational training and education remains the key to meaningful development of our societies.

Thank you for your attention.

## Mr Hans Krönner, Chief, Information and Networks, UNESCO-UNEVOC International Centre, Bonn

Your Excellency, Minister of Education and Higher Education of Lebanon,

Representatives of international and regional organizations,

Director of the UNESCO Office – Beirut,

Distinguished Experts from the Arab States,

Honourable Guests,

Thank you all for joining us this morning for the launching of an initiative, which will seek to promote regional co-operation in technical and vocational education and training in the Arab States.

What are the challenges?

(1) Education and training are rapidly becoming inseparable. The notion of a job for life is being replaced by the necessity for lifelong learning. This is shared by the International Labour Organization (ILO) as well as by UNESCO. But what does this mean in practice?

(2) At the World Education Forum in Dakar in the year 2000, a Framework for Action has been adopted.

One of the goals (goal 3) set forth in Dakar is “Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes”.

Increasingly, the notion of “life skills” seems to provide a new, crosscutting concept of learning that does no longer accommodate the traditional patterns of “general” and of “vocational” education and training.

How is this to be reflected in the teaching and learning process?

It would seem that all of these developments require radical changes in content as well as in delivery patterns.

(3) The need for a new relationship between education and training has been emphasized at the Second International Congress on Technical and Vocational Education, Seoul, Republic of Korea, in 1999. A holistic approach to the preparation for life and for the world of work was suggested, while underlining the need for learning throughout life. What does this imply for learners, for teachers and trainers, and for policy-makers?

These are just some of the challenges that most Arab States are facing in common.

Given the diversity of social, economic, cultural and political heritage in Arab States, many different approaches have been developed to meet these challenges.

Our Expert Meeting here in Beirut aims at identifying starting points for joint approaches and common solutions. Later this morning, I will be presenting, as an example for such interaction, experiences made in the Southern African context.

It is my firm belief that the existing diversity of environments and approaches should not be looked upon as a barrier, but rather as a rich resource, as a valuable basis for cross-fertilization, and as a challenge to make intelligent use of existing options, ideas, solutions and innovations in technical and vocational education and training.

Excellency,

Ladies and Gentlemen,

The UNESCO Regional Office for Education in the Arab States and the UNESCO-UNEVOC International Centre are making this current platform available to you to facilitate your interaction. It is now up to you to use this opportunity, and to make it a success.

Last but not least, I wish to convey to you the warmest regards of the Director of the UNESCO-UNEVOC International Centre in Bonn, Mr Rupert Maclean, who has been very supportive of this initiative. He has expressed his keen interest in the results of this workshop, and he is looking forward to supporting follow-up action that will emerge from your work during the next three days.

I wish all of you a stimulating and productive workshop that is expected to come up with new initiatives for co-operation in technical and vocational education and training, and that will hopefully have a positive impact on human resource development in all of your countries.

Let me finish with a statement from the Arab Human Development Report 2002 that is entitled “Formulating a programme for education reform at the pan-Arab level”:

“Effective Arab co-operation is one of the keys for dynamic development in the Arab world. This is true for human development in general and for building human capabilities through education in particular.”

Thank you.

## 4.2 Programme

Day	Session 1: 08:30 to 10:30	Session 2: 11:00 to 12:30	Session 3: 14:00 to 16:00
<b>Wednesday</b> 11.12.2002	<ul style="list-style-type: none"> <li>Registration</li> <li>Opening: Under the patronage of H. E. Minister of Education and Higher Education</li> <li>Official Launching of TVET Regional Initiative</li> <li>Reception</li> <li>Election of Chair, Vice Chairs, and Rapporteur</li> <li>Adoption of the programme</li> <li>Experiences from other Regions</li> </ul>	<ul style="list-style-type: none"> <li>TVET topics and areas for regional cooperation: issues, needs and priorities</li> <li>Procedures for Working Groups and work distribution based on submission of papers and proposals</li> </ul>	Working groups on proposal development and regional cooperation (Groups A, B, and C)
	Chairperson: Mr Y. Dia Mr M. Masri	Chairperson: Mr T. Althwaini	Coordinators: Mr Masri Ms Al-Oraini Mr Badawi
	Speakers: Mr S. Sulieman Mr H. Krönner	Speakers: Mr M. Masri Mr W. Karow Mr F. Killius	Participants
<b>Thursday</b> 12.12.2002	Regional efforts to enhance skills development and networking	Working groups on proposals development: continue (Groups A, B, and C)	Strategies for cooperation: national and regional
	Chairperson: Mr L. Belarbi	Coordinators: Mr M. Masri Ms Al-Oraini Mr Badawi	Chairperson: Mr Ali
	Speakers: Mr A. Badawi Mr B. Chakroun	Participants	Speakers: Mr M. Juma Ms Al-Oraini Mr Majzoub
<b>Friday</b> 13.12.2002	<ul style="list-style-type: none"> <li>Review of working groups results</li> <li>Presentation of main proposals (Plenary)</li> </ul>	<ul style="list-style-type: none"> <li>Next Steps and the way ahead</li> <li>Evaluation and follow-up</li> <li>Closing of the Meeting</li> </ul>	Field visit to Bir Hassan TVET Complex (optional)
	Chairperson: Mr A. Badawi	Chairperson: Mr Y. Dia Mr M. Masri	Coordinator: Mr M. Hodaib
	Speakers: Mr Bellarbi Mr T. Althwaini Mr Abdul Hussain	Speakers: Mr H. Krönner Mr S. Sulieman	

Morning Break: 10:30 – 11:00

Lunch: 12:30 – 14:00

### 4.3 List of Participants

#### Arab States / UNEVOC Network

Country	Name, Title	Address	Phone, Fax, E-mail
Bahrain	Mr Hassan Saleh Mubarak Chief of Technical Education	Ministry of Education P.O. Box 336 Manama	Tel: [+973] 68 00 98 Fax: [+973] 68 01 55 hsalehm@bahrain.gov.bh
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Iraq	Mr Mazin M. A. Juma President	University of Technology Al-Sanah Street P.O.Box 35010 Bagdad	jumah@uruklink.net
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Syria	Mr Hazwan Waz Director	Vocation and Technical Education Shahbandar Damascus	Syr-voc@scs.net.org
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### International and Regional Organizations

Organization	Name, Title	Address	Phone, Fax, E-mail
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#### 4.4 List of Working Papers Submitted for TVET Initiative

No.	Country	Name(s), Institutions	Title of Paper	Language
1.	Algeria	Mr Mohamed Abdel Ali, Ministry of Education	Relation between Technological Education and Industrial Development	Arabic
2.	Bahrain	Mr Hassan Mubarak, Ministry of Education	Development of Industrial Education and Improvement of Outputs	Arabic
3.	Egypt	Mr Ali Sayed Ali, Ministry of Education	Development of VET System in Egypt	Arabic - English
		Mr Ali Sayed Ali, Ministry of Education	Dual System Applications in Egypt: Mubarak-Kohl Initiative	Arabic - English
		Mr Fayez Mikhayel, Ministry of Industry and Technology Development	Retraining of Youth Graduates Project (Egypt)	Arabic
4.	Iraq	Mr Uzaldin Abdul Hussein, Foundation for Technical Education	Articulation of Technical Education Curricula with Higher Education	Arabic
		Mr Mazin Juma, Technological University	Linkages of TVET to the World of Work	Arabic
		Mr Zahid Hassan, Ministry of Education	Development and Diversification of Vocational Education Levels	Arabic
		Mr Zahid Hassan, Ministry of Education	Development of Vocational Education in Iraq	Arabic
		Mr Abdusalam Maalood, Ministry of Education	Development of Agriculture Education in Relation to the World of Work	Arabic
		Mr Saad Abdul Rahim, Ministry of Education	ICT Applications in Vocational Training	Arabic
		Mr Moaid Taha, Ministry of Education	Access of Girls and Women to TVET	Arabic
		Mr Moaid Taha, Ministry of Education	Development of TVET programmes	Arabic
		Mr Akil Mohammed, Ministry of Education	Quality of Vocational Education programmes	Arabic
		Mrs Sana Abdul Husseinbe, Ministry of Education	Development of Women Voc. Programmes in Iraq	Arabic
5.	Jordan	Mr Abdel-Rahim Abdel-Jaber, Vocational Training Corporation	Recognition of Qualifications and Skills	Arabic
		Mr Munther Masri, National Centre for Human Resources Development	Regional Cooperation in TVET: Issues and Priorities	Arabic
		Mr Ali Nassrallah, EJADA	Capacity Building of TVET Institutions and Promotion of Partnership with Business and Industry	Arabic – English
		Mr Ali Nassrallah, EJADA	EJADA Vocational Training and Human Resources Development Component (Jordan)	Arabic – English
6.	Lebanon	Mr Issam El Zein, DGVE	Development of a Plan of Action on Continuing Education for TVET Teachers in Lebanon	Arabic - French
7.	Libya	Mr Khalid Al Hamidi, National Centre for Educational and Training Planning	New National Training System in Libya	Arabic
8.	Morocco	Mr Larbi Bellarbi, ENSET	Preparation of TVET Teachers and Relations with Business and Industry	Arabic - French
9.	Oman	Mr Khalid Bin Hassoun, Ministry of Workforce	National Vocation and Qualifications System in Oman (NVQs)	Arabic
10.	Saudi Arabia	Mr Tarik Althwaini, General Organization for Technical Education and Vocational Training (GOTEVOT)	National Qualifications and Curriculum Development	Arabic
11.	Sudan	Mr Mohamed Khair Allab, Ministry of Education	Accreditation and Qualifications	Arabic
		Mr Sheikh Majzoub, Ministry of Higher Education and Scientific Research	Teacher Education and Training	Arabic
		Mr Sheikh Majzoub, Ministry of Higher Education and Scientific Research	Access of Girls and Women to TVET	Arabic
		Mr Sheikh Majzoub, Ministry of Higher Education and Scientific Research	Graduates of TVET and Labour Market Needs	Arabic
12.	Syria	Mr Hazwan Waz, Ministry of Education	Development of TVET National Strategy in Syria	Arabic

		Mr Hazim Al Samman, Ministry of Agriculture	The Role of Agricultural Education and Training in Agricultural Development (Syria)	Arabic
		Mr Hassan Hallawa, Ministry of Education	Accreditation Systems for TVET Programmes and Specializations	Arabic
		Mr Mazin Najib, Ministry of Education	Access of Girls and Women to TVET	Arabic
13.	Tunisia	Mr Hatim Amara, Ministry of Education and Training	Teacher Education and Programme Development in TVET	Arabic
		Mr Radi Al Mohairi, Ministry of Education and Training	Support to Technological Education in General Education	Arabic
14.	Yemen	Mr Abdul Kaher Zaemey, Higher Council for Community Colleges	Development of New Post-Secondary Education System in Yemen	English

1. The call for discussion papers (Arabic/English) and most of the papers (as submitted by authors) are available on the website: [www.unevoc.unesco.org/arabstates](http://www.unevoc.unesco.org/arabstates)

## 4.5 Experts Opinions on Joint Cooperation in TVET Projects

### Overview of feedback

## Promoting Regional Co-operation in Technical and Vocational Education and Training in the Arab States

### Feedback for informal indication of interest: Overview

1, 2, 3 = Ranking relevance for country (1 = high, 2 = medium, 3 = low)

P = Interest in **P**articipating    C = Interest in **C**oordinating

Nr Project  
Proposal

Mubarak  
Bahrain Dayedrak

## Feedback Form



International Centre for Technical and Vocational Education and Training  
Centre international pour l'enseignement technique et la formation professionnels

An initiative  
launched jointly by:



UNESCO Regional Office - Beirut

### Feedback form for informal indication of interest

In order to facilitate the launching of regional projects and networks, the organizers of the workshop would be grateful for your informal indication of interest in projects that have been proposed during the workshop in Beirut, 11-13 December 2002.

Your indication of interest is purely informal and will not commit you. After having left Beirut, you will be approached again in due course; you will then be able to make definite commitments.

Nr	Project Proposal	Relevance for my country Please rank: <b>1</b> = high <b>2</b> = medium <b>3</b> = low	My <u>personal professional interest</u> Please indicate your interest in <b>Participating</b> in a project by entering <b>"P"</b>	My <u>potential personal commitment</u> Please indicate your interest in <b>Coordinating</b> a project by entering <b>"C"</b>	Remarks
A 1	Content and quality of TVET programmes				
A 2	Recognition, Accreditation and qualifications framework				
B 1	Professional development of TVET personnel				
B 2	Access of girls and women to TVET				
C 1	Private sector participation in TVET programmes and employment of graduates				
C 2	Human resource development network for small and medium enterprise				
C 3	Training for the informal sector				

Name:

Country/Organization: