



Beirut Office



Kingdom of Bahrain  
Ministry of Education



# Regional Workshop on *Entrepreneurship Education in the Arab States*

Manama - Kingdom of Bahrain  
10 – 12 December 2012

## Final Report

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# Centre of Excellence



Centre of Excellence for Tech & Voc Education  
مركز التميز للتعليم الفني والمهني



**Institutions Participating in the Organization of the Workshop:**

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- UNESCO Regional Bureau for Education in the Arab States - Beirut;
- UNESCO - UNEVOC International Centre for TVET - Bonn.

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# 1. Workshop Organization

- **Introduction**

In preparation for the UNESCO Third International Congress on Technical and Vocational Education and Training, Shanghai, People's Republic of China, the Regional Expert Meeting in Muscat (March 2012) focused on the significance of sharing of expertise and successful practices among educational institutions for the purpose of enhancing employment opportunities for young people. In this context, the UNESCO carried out the regional project “Education for Entrepreneurship” in the Arab States (2009 – 2012). The project was implemented in cooperation with the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training in Bonn, Germany

The project includes two main components:

- **Component One:** Collection, systematization and dissemination of innovative and successful experiences in “Education for Entrepreneurship” in the Arab educational systems.
- **Component Two:** Providing technical support for the development of national strategic plans to encourage incorporation of “Education for Entrepreneurship” in the educational systems.

The first phase of the project (2009 – 2010) included four Arab States which are Jordan, Tunisia, Sultanate of Oman and Egypt, while the second phase (2011 – 2012) included Jordan, Sultanate of Oman, Lebanon and Morocco.

The UNESCO Strategy for Technical and Vocational Education and training (2010 – 2015) puts emphasis on the magnitude of cooperation and coordination between the educational and training institutions and the sectors of work and production in the field of the development of the teaching and learning skills related to the world of work, and integrating this in the concept of "lifelong-learning".

Conducting the workshop on “*Education for Entrepreneurship in the Arab States*” in the Kingdom of Bahrain is within the framework of cooperation and coordination between the Arab states. The workshop aims at promoting and enhancing expertise and successful practices, and giving countries and other educational institutions in the Arab Region the opportunity to benefit from the policies and programmes which have been developed for the implementation of “Education for Entrepreneurship” in Technical and Vocational Education and Training programmes. Examples of these programmes are: “*Education for Entrepreneurship in the Arab States*”, and the two projects: “*Supporting the Centre of Excellence for Technical and Vocational Education*” and “*Development of Commercial Secondary Education*” in the Kingdom of Bahrain.

- **Workshop Objectives**

The workshop targeted to achieve the following:

1. Sharing and exchange of expertise between the specialists and experts who are participating in the workshop on the implementation of “Education for Entrepreneurship” in the educational programmes of General Secondary Education and Technical and Vocational Education.
2. Reconsideration of the developed models of curricula and teacher training guidelines (manuals) in the field of “Education for Entrepreneurship”.
3. Developing mechanisms of cooperation and coordination between the concerned institutions and ministries in the initiatives and programmes of “Entrepreneurship education”.

- **Workshop Main Themes**

The workshop programme included discussing a range of initiatives and projects, which were implemented at the national and regional levels. The following are the initiatives and projects which were identified by the workshop Higher Organizing Committee for discussion during the workshop activities:

1. UNESCO Regional Project on “Entrepreneurship education in the Arab States” (programmes and achievements).
2. “Entrepreneurship education” and enhancing work skills and employability of young people.
3. Outcomes of UNESCO Third International Congress on Technical and Vocational Education and Training (Shanghai, May 2012).
4. Cooperation between the public and private sectors in the programmes and projects of “Entrepreneurship education”.

- **Workshop Documents**

Delegates from UNESCO prepared reports on work programmes associated with “Entrepreneurship education”; and representatives from Arab States also presented national reports, which highlighted their countries' trends and experiences related to the main themes of the workshop. Reports were presented by all participating countries, which were: **Algeria - Bahrain - Egypt - Iraq - Jordan – Kuwait - Lebanon - Libya - Mauritania - Morocco – Sultanate of Oman – Palestine – Qatar - Saudi Arabia - Sudan - Syria - Tunis - United Arab Emirates – Yemen.**

- **Workshop Participants**

In addition to the delegates from UNESCO Regional office for Education in the Arab States (Beirut, Lebanon) and UNEVOC International Centre for Technical and Vocational Education and Training (Bonn, Germany), fifty-five specialists and experts in the field of curricula and educational and training programmes development participated in the workshop. As shown in annex 3, Dr. Jilani Lamloumi, President of Virtual University of Tunis, and Dr. Hashem Abdulwahab, Technical and Vocational Education Expert, were invited to take part in the workshop.

The workshop participants and the organizations they belong to represented a variety of experiences. They included UNEVOC Centres in the Arab region; Ministries of Education; Ministries of Labour; Universities and Institutions; Research Centres; institutions of Technical and Vocational Education and Training; Industrial establishments and companies and non-governmental organizations.

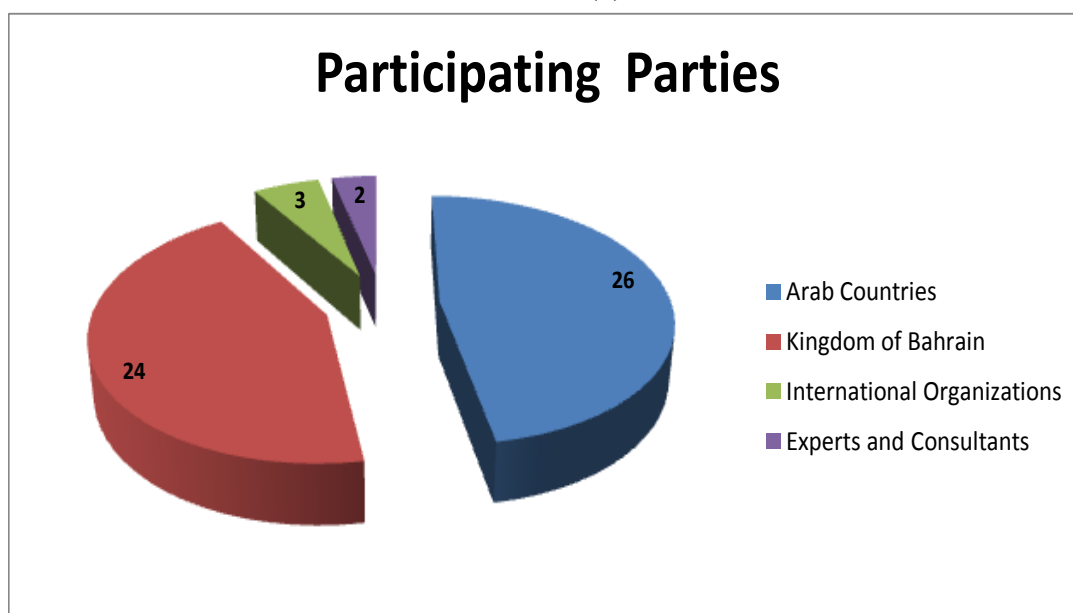
An attracting feature of the workshop is the reasonable percentage of female participants who are responsible for education and training in the Arab countries. The sixteen females, who constituted 29 % of the total number of the workshop participants, hold administrative and technical positions in the educational and training institutions in the Arab Region. The other noticeable characteristic of the workshop is the active participation of representatives from many establishments from the public and private sectors, which are concerned with Technical and Vocational Education in the Kingdom of Bahrain. The following table shows the parties taking part in the workshop and the numbers of their representatives:

**Table No. 1**

No.	Participating Parties	Number of Participants		Total
		Males	Females	
1.	19 Arab countries	19	7	26
2.	Kingdom of Bahrain	16	8	24
3.	International Organizations	2	1	3
4.	Experts and Consultants	2	-	2
<b>Total</b>		<b>39</b>	<b>16</b>	<b>55</b>

The graph below shows the total numbers of the workshop participants

**Figure No. (1)**



- **Workshop Opening Ceremony**

The workshop was declared open under the auspices of His Excellency Dr. Majed Bin Ali Al-Nuaimi, the Minister of Education, at 8.30 a.m. on Monday 10<sup>th</sup> December, 2012 at the Centre of Excellence for Technical and Vocational Education at Sheikh Khalifa Bin Salman Institute of Technology. The workshop was started with the National Anthem of the Kingdom of Bahrain followed by recitation from the Holly Qur'an. This was followed by the following words:

1. **Word of His Excellency Dr. Majed Bin Ali Al-Nuaimi, the Minister of Education**

In his word at the opening ceremony, His Excellency, Dr. Majed Bin Ali Al-Nuaimi, the Minister of Education, extended his warm welcome to the participants, UNESCO representatives, experts and guests. He noted that the Ministry of Education in the Kingdom of Bahrain has carried out radical review on the structure of the educational system, which included quantitative expansion as well as qualitative development of the Technical and Vocational Education programmes. He added that in this regard, objectives could be achieved through reconsideration of international expertise, cooperation with the UNESCO and partnership with the Scottish Qualifications Authority. These developments have helped Technical and Vocational Education a lot to gain a high reputation and hence increase its attractiveness among learners. Therefore, it is not surprising that more than 36% of the General Intermediate Education male graduates join schools of Technical and Vocational Education. This trend has been enhanced with the implementation of the initiatives of the National Project for the Development of Education and Training which started in 2006. That year witnessed the introduction of the Apprenticeship Project, which attracts large numbers of male and female secondary education students. His Excellency pointed out that one crucial aspect of this project is that it gives students a real opportunity for field training at the labour market. He added that programmes contents are regularly reviewed and developed in cooperation with businessmen and representatives from the efficient industrial establishments at the local labour market; an act which has enhanced partnership between education, training and the world of work to realize the basic aim of education as an effectual source of development. His Excellency stressed that could be achieved by equipping students with life skills, technical skills and communication skills, which are required by the labour market. At last, his Excellency wished the participants a nice stay in the Kingdom of Bahrain and wished them all the success in achieving their workshop objectives.

2. **Word from Mr. Hasan Saleh Sulaibeekh, the Assistant Undersecretary for Human Resources, Ministry of Education.**

The second speaker was Mr. Hasan Saleh Sulaibeekh, the Undersecretary for Human Resources and the Chairperson of the Board of Directors of the Centre of Excellence for Technical and Vocational Education - the Ministry of Education, Kingdom of Bahrain, and the head of the workshop Organizing Committee.

Mr. Sulaibeekh initiated his speech with his gratitude to the UNESCO for their confidence in the high capabilities of the Centre of Excellence to organize, host and run such a regional workshop efficiently. Then he referred to the continued development of education and training taking place in the Kingdom of Bahrain to cope with the accelerating technological developments and the ever changing requirements of the labour market. He stressed on

the importance of human resources development and the necessity for employing effective teaching methodologies, which consider the student the core of the entire educational process, and work on developing students' capacity and promoting their skills and experiences. Mr. Sulaibeeh declared that the Ministry of Education in the Kingdom of Bahrain took the lead in introducing "Entrepreneurship education" in the curricula in 1998. Later on, that experience was reviewed and evaluated in cooperation with UNESCO. At a later stage, UNESCO approved Bahrain's "Small Businesses" programme which was disseminated as a full teaching package to many countries as a distinguished model, which could easily be implemented. He added that this programme has been adopted in the secondary education curricula of many countries. At the end of his speech, Mr. Sulaibeeh thanked the participants and hoped they would succeed in achieving all the desired objectives of the workshop.

### **3. Word from Dr. Sulieman Awad Sulieman, UNESCO - Beirut**

Dr. Suleiman, Programme Specialist at UNESCO Regional Office for Education in the Arab States (Beirut), was the third speaker to address the delegates and honorable guests at the workshop opening ceremony. He pointed out that the workshop aimed at giving participants from the Arab States the opportunity to share experiences in the implementation of "Entrepreneurship education", to get acquainted with the developed models and teachers' guidelines and to promote mechanisms for cooperation and coordination with regard to "Entrepreneurship education". Dr. Suleiman stated that UNESCO approved the 2010 – 2015 strategy for Technical and Vocational Education and Training. He added that in January 2013, UNESCO is preparing itself to launch the Global Observatory Report on linking educational programmes with labour market requirements. Finally, he wished the participants success in achieving the desired objectives of their workshop.

- **Procedural Session**

The procedural session was chaired by Mr. Hasan Saleh Sulaibeeh, Assistant Undersecretary for Human Resources, Ministry of Education - Kingdom of Bahrain. Right at the beginning, Mr. Sulaibeeh invited all participants to introduce themselves, their countries and the organizations they belonged to. Then the workshop proposed programme was reviewed and approved as shown in Annex 1. Dr. Sharif Ahmed Allamei, educational specialist at the Centre of Excellence, Bahrain, was nominated as the General Rapporteur for the workshop. Finally, three working groups were formulated and approved by participants and the coordinator and the rapporteur of each group was selected, as shown in Annex 2.

- **Closing Session**

The closing session was held at one o'clock p.m. on Wednesday 12<sup>th</sup> December, 2012. It was managed by Mr. Hasan Saleh Sulaibeeh, and included the following activities:

1. **Presentation of the Outcomes of the Working Groups' Discussions, and the Workshop General Recommendations:** A group of proposals and recommendations were raised by the working groups who focused on the significance of incorporating "Entrepreneurship education" programmes in the systems of Technical and Vocational Education. It was recommended to put the recommendations into practice to ensure that each of them is given



proper attention by the governments of the Arab States. After that, Dr. Sharif Allamei, the General Rapporteur, presented the general recommendations and the proposed steps of implementation as per the outcomes of working groups' discussions.

2. **Word of the Ministry of Education in the Kingdom of Bahrain:** On behalf of the Ministry of Education in the Kingdom of Bahrain, Mr. Hasan Saleh Sulaibeekh gave a speech in which he praised the sincere efforts of all workshop organizers. He said that had great effect on the actual success made and helped a lot in achieving the workshop objectives; especially enhancing the exchange of national and regional expertise in the field of "Entrepreneurship education", developing Technical and Vocational Education and Training in the Arab Region and relating that to the social and economic development. At the end, Mr. Sulaibeekh wished all participants every success and the best of luck.
3. **Word of the UNESCO:** Dr. Suleiman Awad and Ms. Lisa Freiburg, UNESCO representatives, commended the auspices and full support of the Kingdom of Bahrain for the workshop, which was one of the main factors of its success. They also praised the great efforts put by the staff at the Centre of Excellence for Technical and Vocational Education, which helped to make the workshop activities proceed smoothly and successfully. They also expressed their pleasure on the workshop outcomes and recommendations, hoping they would directly contribute to the development of the systems and programmes of "Entrepreneurship education" in the Arab countries.
4. **Word of Participants:** On behalf of all participants, Dr. Saud Hilal Alharbi gave a speech in which he expressed their gratitude to the Kingdom of Bahrain represented by the Ministry of Education and the Centre of Excellence. He praised the hospitality and care the delegates received throughout the workshop, and the services and facilities provided to the workshop activities, which had great impact on the workshop results and recommendations.
5. **Distribution of Certificates and Gifts:** Accompanied by Dr. Suleiman Awad Suleiman, UNESCO Office-Beirut; Mr. Hasan Mohammed Ameen, Deputy Director of Technical and Vocational Education and Dr. Mohammed AbdulRazzaq Al-Seddiqi, Head of the Centre of Excellence for Technical and Vocational Education, Mr. Hasan Saleh Sulaibeekh handed in souvenirs and certificates of appreciation to all workshop participants, and to the organizing committee from the Ministry of Education and the Centre of Excellence.

## 2. Technical Programme and Discussions

The following is a summary of the activities and the discussions which took place during the plenary sessions as per the approved workshop programme.

- **FIRST DAY ACTIVITIES:** Monday 10<sup>th</sup> December, 2012

### **THE FIRST SESSION: 9:45 - 11:00**

**Chairperson:** Mr. Hasan Saleh Sulaibeehk - Bahrain

**General Rapporteur:** Dr. Sherif Allamei – Bahrain

**Subject:** UNESCO strategy for Technical and Vocational Education and Training (2010 – 2015), The Regional Project on “Entrepreneurship education” (2009 - 2012) and Outcomes of the Third International Congress on Technical and Vocational Education and Training, (Shanghai).

At the beginning of this session, the chairperson, Mr. Hasan Sulaibeehk, extended his warm welcome to the participants. Then the session work programme was reviewed and approved; sessions’ chairpersons, the General Rapporteur and drafting committee were nominated. After that, the UNESCO paper was presented as follows:

### **1. UNESCO Paper**

**Presented by:** Dr. Suleiman Awad Suleiman & Ms. Lisa Freiburg

**Paper Title:** “Entrepreneurship education” and Skills Development in UNESCO Work Programmes (2012 – 2013).

This paper addressed the areas which included “Entrepreneurship education” and Skills Development in the frame of UNESCO Work Programmes for (2012 – 2013), which included the following:

1. UNESCO strategy for Technical and Vocational Education and Training and Skills Development (2010 – 2015).
2. Presentation of the outcomes of the Third International Congress on Technical and Vocational Education and Training, (Shanghai, May 2012).
3. The Regional Project on “Entrepreneurship education” in the Arab States (2009 – 2012).
4. Update of UNEVOC network in the Arab States (2011 - 2012).
5. Projects and applications carried out in a number of the Arab States to support innovation, creativity and entrepreneurship in educational and training programmes (General Secondary, Technical and Vocational Education).

The paper also tackled in detail the main areas of UNESCO’s Strategy for Technical and Vocational Education and Training (2010 – 2015). It also focused on the presentation of the outcomes of the Third International Congress for Technical and Vocational Education and Training which was organized by the UNESCO in Shanghai, People's Republic of China, May 2012), under the title "Building Skills of Work and Life". These outcomes explained the

changes taking place in Technical and Vocational Education and Training in the following areas:

1. Enhancing significance of Technical and Vocational Education & Training.
2. Expanding scope of benefit from education and training, and improving quality and gender equity.
3. Adaptation of qualifications and pathways.
4. Improving the evidence base. (Agreements and international standards).
5. Strengthening governance and expanding partnerships.
6. Increasing investment and diversifying fund resources.
7. Information, Dissemination and Promotion.

The paper also focused on the Regional Project on “*Entrepreneurship education*” in the Arab States (2009 – 2012), which is funded by the StratREAL foundation. The project consisted of the following components:

1. **Component One** (2009 – 2010): Collection, systematization and dissemination of a number of innovative and successful experiences on “Entrepreneurship education” in Arab educational systems, (Jordan, Tunis, Sultanate of Oman and Egypt).
2. **Component Two** (2011 – 2012): Providing technical support for the development of national strategic plans to encourage incorporation of “Entrepreneurship education” in the educational systems. (Jordan, Lebanon, Morocco and Sultanate of Oman).

A number of projects and programmes are being carried out in a number of Arab States and aim at supporting innovation, creativity and entrepreneurship in educational and training programmes for General Secondary Education and Technical and Vocational Education. These projects include the following:

1. Technical support for the Centre of Excellence for Technical and Vocational Education – Kingdom of Bahrain.
2. Developing curricula for Secondary Commercial Education – Kingdom of Bahrain.
3. Encouraging use of information technology and communication in UNEVOC centres. (Most Arab States).
4. Enhancing the role of Technical and Vocational Education and training in the economical, social and environmental aspects of sustainable development. (Most Arab States).

#### **THE SECOND SESSION: 11:00 - 12:30**

Chairperson: Dr. Salahuddin Arafa - Egypt

General Rapporteur: Mr. Osama Ghunaim – Lebanon

**Subject:** *Arab Applications and Experiences in the Development of “Entrepreneurship education” (General Education, Vocational /Technical).*

Initially the chairperson welcomed the attendees and then some national reports were briefly presented by the participating countries in order to exchange experiences between participants and get working groups prepared for discussions in the third session. The national reports presented were as follows:

### **1. National Paper of Jordan:**

**Presented by:** *Eng. Ahmed Shadeed Alhuwaitat*

**Paper Title:** The Jordanian Experience in the field of "Entrepreneurship education in the Arab States".

In his paper, Eng. Ahmed Shadeed Alhuwaitat emphasized on the pillars of Entrepreneurship, which are knowledge, skills and conduct. He explained the stages of work in the Jordanian experiment, which started with a case study that focused on how close the multiple aspects of entrepreneurship are to the different areas of the Jordanian educational system. Concepts of entrepreneurship were prepared and it was explained where "Entrepreneurship education" can be taught. A supreme committee was established to adopt specific definitions and prepare skills matrix of entrepreneurship. Textbooks were surveyed in the six fields of technical education. In addition to that, a work plan was set and a guideline was prepared for the activities of "Entrepreneurship education". The paper recommended the necessity for establishing harmony between education and the labour market.

### **2. National Paper of the Kingdom of Bahrain:**

**Presented by:** *Mrs. Fathiya Bu-Hazzaa, Ms. Badriya Yousif Naqi, Mr. Hashem Suleiman Al-Husain, Mrs. Huda Janahi, Miss Ameera Askar, Mr. Mohammed Allam.*

**Paper Title:** The Experience of the Kingdom of Bahrain in "Entrepreneurship education".

The paper of the Kingdom of Bahrain tackled the following experiences and projects:

1. In her presentation, Mrs. **Fathiya Bu-Hazzaa** addressed Bahrain's educational systems, the aims and the stages of education. She highlighted Bahrain's 2030 vision in the field of education and training, and focused on the secondary education. She clarified that "Entrepreneurship education" was started in the Technical and Vocational Education system in 1998 through the introduction of some study courses under different titles such as "Industrial Relations" and "Small Businesses". This project was reviewed and evaluated in 2005, and as a result to that, teaching materials were developed and teachers were trained to develop their capabilities and improve their skills.
2. Ms. **Badriya Naqi** presented the structure and activities of ENJAZ in the Kingdom of Bahrain. In her presentation, she stressed on partnership with the Ministry of Education. She also presented ENJAZ work style and their most significant achievements in the field of entrepreneurship in the Kingdom of Bahrain.
3. Mr. Hashem Sulaiman Al-Hussain declared that the Arab Centre for Development and Business Training is specialized in young people training and has many practical training programmes in the field of entrepreneurship. He also affirmed the importance of linking the Chambers of Commerce and Industry with the Ministry of Education.
4. Mrs. **Huda Janahi** presented her leading experience in the field of business. She indicated how she managed, as a housewife with limited field of specialization, to become well known businesswoman. She could reap many awards and high appreciation at the national, regional and international level. One of the most

significant awards she obtained was her title as the United Nations Ambassador for Entrepreneurship.

5. Miss **Ameera Askar** presented her experience, which she gained through her study of the "Small Businesses" course in the apprenticeship programme. She was highly motivated to her project and decided to manufacture a natural soap she called "ZOYA". She aimed at promoting it in Bahrain and in the whole region, and hoped to make it a well known Bahraini brand.
6. Mr. **Mohammed Allam** gave a brief account of the role of Bahrain Development Bank in the field of entrepreneurship. He noted that the bank provides consultancy in the field of business, training and business incubation and post incubation services. He focused on the incubator and its role in supporting entrepreneurs, as it provides them with a motivating environment to start their businesses.

### 3. National Paper of Tunis

**Presented by:** Mr. *Almuwalidi Jaballi*

**Paper Title:** Entrepreneurship education in the Educational System in Tunis.

Mr. Jaballi explained that the three systems concerned with education in Tunis are the Ministry of Education, the Ministry of Vocational Training where education directly leads to joining the labour market, and the Ministry of Higher Education. He added that competency based syllabuses are adopted and these competencies are divided into two types: horizontal competencies and specialized competencies in four areas. Mr. Jaballi presented two examples on the projects and materials related to the concept of Entrepreneurship:

1. Know about Business KAB (two hours a week over two years).
2. Initiative Clubs at the level of the Republic (training courses).

This led to giving a suggestion to generalize the experience, and prizes were given to the best plan for starting a project.

### 4. National Paper of Algeria

**Presented by:** Mr. *Mawlood Bualuwainat*

**Paper Title:** Intervention on the Applications of "Entrepreneurship education" in Secondary Technical and Vocational Education programmes in Algeria.

Mr. Bualuwainat presented the structure of the educational system in Algeria and emphasized on the importance of vocational guidance and counseling in schools. He talked about the seminars between trainees, banks and the State to draw attention to the support provided to entrepreneurs. He requested to include some recommendations in the workshop reports. The following are some of these recommendations:

1. Exchange of programmes related to entrepreneurship.
2. Unifying concepts.
3. Encouragement prize for countries in the field entrepreneurship.
4. Organizing Olympics for entrepreneurship. (Similar to Skills Competitions).

## 5. National Paper of Saudi Arabia

**Presented by:** Dr. Ebrahim Alshafi

**Paper Title:** Entrepreneurship in the Projects of Curriculum Development in the Kingdom of Saudi Arabia

Dr. Alshafi talked about the General Organization for Technical Education and Vocational Training; its achievements and the successes made. He stated that the number of trainees is expected to reach 300,000 in the coming two years. He also spoke about the Institute of Entrepreneurship which is based on partnership with the private sector and includes several programmes. He added that the institute has carried out strategic partnerships with big companies such as Boeing for aeroplanes, SABIC for rubber and Aramco for oil services. Dr. Alshafi mentioned that private companies were involved in establishing the institute which currently has branches in 73 cities. This is done as part of the social service provided by these private companies. "Erada" programme also provides some services such as assessing trainees' leadership characteristics, facilitating access to loans and training opportunities. More than 44 thousand people benefited from the projects and the services provided by the institute in the field of disseminating the culture of self-employment; define the idea of your project (one day) and business incubators.

## 6. Interventions and Queries

The participants raised several questions and queries, which tackled the concept of entrepreneurship. In this aspect, confirmation was on the interpretations adopted by the UNESCO and the International Labour Organization.

One of the most prominent questions was the one on the results of entrepreneurship in the countries who presented their national papers, especially Jordan. Dr. Ahmed Shadeed Alhuwaitat commented that the results of "Entrepreneurship education" do not appear promptly, and we have to wait for some time to make sure of its results and validate its impact. Mr. Shadeed emphasized on the necessity for supporting the practical side of "Entrepreneurship education". He added that in order to establish a proper environment for entrepreneurship, the administrative bodies and the staff at schools should be aware of the importance of entrepreneurship, and they should work on the preparation of special training workshops in this field.

## THE THIRD SESSION: 14:00 - 16:00

**Subject:** Working Groups on the applications of "Entrepreneurship education" in Education Programmes (General, Technical and Vocational)

Participants formed three working groups who discussed the Arab applications and experiences in the field of "Entrepreneurship education ". They also identified relevant issues, the proposed suggestions and the mechanisms of cooperation and coordination that should be followed. Tasks were allocated to the three groups as follows:

**1. Group A:** UNESCO Regional Project for "Entrepreneurship education" in the Arab States (Development of Curricula and Study Plans).

- Coordinator: Dr. Sana Albalushiya - Sultanate of Oman
- Rapporteur: Eng. Fahmi Alakhal - Syria

2. **Group B:** “Entrepreneurship education” and Enhancing Employability Skills and employment for young people. (Training of Teachers and Trainers)
  - Coordinator: Dr. Ali Khalfan Alnaqbi - UAE
  - Rapporteur: Mr. Noor Eddin Almazoni - Morocco
3. **Group C:** Cooperation between the Public and Private Sectors in the field of “Entrepreneurship education”.
  - Coordinator: Mr. Mohammed Ehfoodha - Qatar
  - Rapporteur: Mrs. Fathiya Abdulla Buhazzaa – Bahrain

- **SECOND DAY ACTIVITIES:** Tuesday 11<sup>th</sup> December, 2012

**THE FOURTH SESSION: 8:30 - 10:30**

**Chairperson:** Dr. Ali Khalfan Alnaqbi

**Rapporteur:** Mrs. Fairouz Ahmed

**Subject:** *Arab Applications and Experiences in the Development of “Entrepreneurship education” (General Education, vocational/technical).*

After a warm welcome from the chairperson to the participants, the programme was reviewed and then some more national reports were presented by the participating countries in order to exchange experiences between participants and to get the working groups prepared for discussions in the fifth session. The national reports presented were as follows:

1. **National Paper of Syria**

**Presented by:** Eng. Fahmi Alakhal

**Paper Title:** Syria's Experience in “Entrepreneurship education”

In his paper, Eng, Alakhal addressed the definition of entrepreneurship and the characteristics of the entrepreneur. He gave some examples of the most important entrepreneurship programmes in Syria through several programmes (KAB Skills Training Programme, the National Authority for the Olympics, and the National Centre for the Distinguished). Then he gave several recommendations, the most important of which are: highlighting success stories, enhancing methodologies of training and assessment and holding Arab Olympics in the field of Technical Drawing for Technical and Vocational Education students.

2. **National Paper of Sudan**

**Presented by:** Mrs. Awadiya Ali Alnujumi

**Paper Title:** Sudan's Experience in “Entrepreneurship education”

The paper presented an overview of the educational system in Sudan and the obstacles and difficulties the country encounters, especially unemployment and wars. Mrs. Alnujumi noted that entrepreneurship is a new concept, which has no independent existence in Sudan. However, there are some practices and initiatives, which implicitly encourage entrepreneurship. The paper offered some recommendations, which included "dissemination of the culture of Entrepreneurship", "training of teachers and trainers" and "production of developed curricula".

### **3. National Paper of the Sultanate of Oman**

**Presented by:** Dr. Sana Albalushiya

**Paper Title:** Oman's Experience in "Entrepreneurship education"

In her presentation, Dr. Albalushiya dealt with Oman's efforts in incorporating "Entrepreneurship education" in education through the formation of two committees of entrepreneurship; the Main committee and the Executive committee. The project was carried out by holding meetings to work out a comprehensive action plan. The two committees focused on curricula, teacher training, ready-made projects and programmes, the media, workshops, seminars and networking. Among the most important achievements were the process of curriculum development, which encountered some challenges such as time factor and cost. In addition to that, workshops were conducted in the field of entrepreneurship and were attended by most society sectors in addition to the Ministry of Education, the Ministry of Manpower, Ministry of Commerce and businessmen. The paper offered some important suggestions such as finding a specific definition for the concept of entrepreneurship, and setting criteria for the selection of the appropriate projects for Entrepreneurship.

### **4. National Paper of Palestine**

**Presented by:** Mr. Osama Eshtaya

**Paper Title:** "Entrepreneurship education" in Palestine

The paper addressed the strategic vision for building an educational system which supports trends for entrepreneurship. Mr. Eshtaya started with a brief presentation on the educational systems in the field of Entrepreneurship. The paper presented a study on the trends towards "Entrepreneurship education" and some of the programmes and initiatives and the plans related to that, such as Palestine Elham (inspiration) initiative, Initiative of E-Learning, Palestine Exhibition for Science at the general secondary level. At the level of vocational education, the study tackled several programmes such as KAB Excellence and Innovation Exhibition, Enhancing Education and Training, and One Stop Shop. The paper offered some recommendations such as the necessity for curriculum development, qualifying trainees and cooperation with the business sector.

### **5. National Paper of Qatar**

**Presented by:** Dr. Mohammed Abdul Hafeedh Ehfoodha

**Paper Title:** "Entrepreneurship education" in Qatar

The paper highlighted the efforts of the College of North Atlantic in "Entrepreneurship education", through the Entrepreneurship Centre, which belongs to the college. The centre provides several services such as counseling, training, online services, and participation in business discussions. The paper also addressed some of the parties who collaborate with the centre such as "Qatar Development Bank", "Enterprise Qatar", "ALFIKRA" establishment,



"Carnegie Mellon University", in the field of research, which published several articles on Entrepreneurship. Dr. Ehfoodha mentioned that 40 trainees were guided, 150 clients were trained and 14 plans were presented. The paper also pointed to some of the awards, which the Electrical Section at the centre gained in regional and international competitions. At the end of his presentation, Dr. Ehfoodha kindly invited the workshop participants to attend the conference, which would be held in April 2013.

## **6. National Paper of Iraq**

**Presented by:** Mr. Shallal Esmail Noori

**Paper Title:** Entrepreneurship Education in the Vocational Secondary Schools and Academies in Iraq. The paper addressed "Entrepreneurship education" through the following:

1. "Know about Business" KAB programme, in collaboration with the International Labour Organization (ILO), which aims at motivating candidates and keeping them aware of the private projects which contribute to the development programmes.
2. Apprenticeship programme which aims to help students acquire the necessary skills to meet the labour market needs.
3. Life skills project which aims at promoting the youth positive development approach.

## **7. National Paper of the Kingdom of Saudi Arabia**

**Presented by:** Mr. Saleh Bin Abdulla Alroomi

**Paper Title:** Entrepreneurship in the Projects of Curricula Development in the Kingdom of Saudi Arabia.

Mr. Saleh talked about "Entrepreneurship education" and how it could be turned into ideas and study plans. He noted that there are some projects on "Entrepreneurship education" provided by the Kingdom of Saudi Arabia. Examples of these projects are the following:

1. The comprehensive project for curricula development.
2. The project for Secondary education development.
3. The project for English language development in partnership with international expertise.
4. The project for kindergarten development.
5. The project for international studies and tests and the development of computer skills.
6. The project for bridging between General Education and Technical Education.

## **8. National Paper of Kuwait**

**Presented by:** Dr. Saud Hilal Alharbi

**Paper Title:** Features of "Entrepreneurship education" in Kuwait.

In his paper, Dr. Alharbi addressed the educational system in Kuwait, its development, literacy, "Education for Entrepreneurship", inclusive education and the implicit integration of entrepreneurship in curricula. The paper also dealt with some of the features of "Entrepreneurship education" in Kuwait, such as the following:

1. Developing curricula in general and curricula of scientific subjects in particular.
2. Teaching materials of a practical nature such as life skills at the primary and intermediate stages.
3. Teaching practical courses such as electricity, carpentry etc.
4. Focusing on the aspects of skills and values when planning and building curricula.
5. Focusing adequately on thinking skills (creative – innovative – problem solving etc).
6. Teaching elective courses, which have a practical and procedural nature such as drawing, arts etc, at the secondary level.
7. Continuous pre-service and in-service training for teachers by the state of Kuwait.
8. Fostering social partnership in supporting education and all projects associated to it.
9. Implementation of several projects such as the national project for encouraging students to join the scientific specialization, and learning for life.

### **THE FIFTH SESSION: 11:00 - 12:30**

**Subject:** Working Groups on the applications of “Entrepreneurship education” in education programmes (General, Technical and Vocational).

The three working groups (a, b, c) continued their discussions on the Arab applications and experiences in the field of "Entrepreneurship Education " in the Technical and Vocational Education and Training.

1. **Group A:** UNESCO Regional Project for “Entrepreneurship education” in the Arab States (Development of Curricula and Study plans).
2. **Group B:** “Entrepreneurship education” and enhancing job Skills and employability for young people. (Training of Teachers and Trainers).
3. **Group C:** Cooperation between the Public and Private Sectors in the Field of “Entrepreneurship education”.

### **THE SIXTH SESSION: 14:00 - 16:00**

**Chairperson:** Mr. Mowaldi Bin Ebrahim Jaballi - Tunis

**Rapporteur:** Dr. Hamad Albusaeedi – Sultanate of Oman

**Subject:** *International and Regional Cooperation in the Implementation of “Entrepreneurship education” projects. (General Education and Technical and Vocational Education and Training).*

At the beginning, Mr. Jaballi, the chairperson, warmly welcomed the participants. After that, a group of reports were presented which all aimed at the exchange of experiences between countries in the field of “Education for Entrepreneurship”. The reports presented were as follows:

## 1. **Presentation by Dr. Hashem Abdulwahab**

**Paper Title:** International Efforts in Disseminating “Entrepreneurship education” in Technical and Vocational Education.

The presentation tackled the efforts exerted by countries around the world in the field of “Entrepreneurship education”, and the justifications of their interest in this field which represents a global interest. Dr. Abdulwahab shed light on the efforts which produced the following package of recommendations:

1. Recommendations of the Second International Congress on Technical and Vocational Education in Korea in 1999.
2. UNESCO revised recommendations concerning Technical and Vocational Education - 2001.
3. The Universal Declaration on Higher Education for the Twenty-First Century (Vision and Action 1998).
4. Dakar Declaration (2000) on the goals of “Education for All”.
5. General trends on “Entrepreneurship education” in General Education, Vocational Education and Higher Education.
6. UNESCO initiatives and publications for Technical & Vocational Education.
7. UNESCO international contributions to curriculum development – Nigeria.
8. Some UNESCO contributions to support training activities on entrepreneurship.

## 2. **Presentation by Dr. Mohammed Al-Seddiqi**

**Paper Title:** A Brief Summary on the Centre of Excellence for Technical and Vocational Education.

In his word, Dr. Seddiqi talked about the Centre of Excellence for Technical and Vocational Education. He addressed the centre’s establishment, its vision, the mission, the goals and its units. He noted that the centre represents a pioneering project which was founded in the Kingdom of Bahrain in 2004 in cooperation with the UNESCO. He explained that the centre depends on identification of training needs and follow up of the impact of training as an essential approach to plan the programmes which are provided to meet the requirements of the labour market and other groups of beneficiaries. Dr. Seddiqi also presented the types of programmes and training activities the centre offers for beneficiary groups. These programmes are as follows:

Professional development programmes for the Technical and Vocational Education staff.

1. Short training courses serving members of the local community.
2. Development of curricula of the engineering specializations and supportive subjects, and preparation of teaching materials in accordance with the international occupational standards.
3. Training courses for the employees of the industrial and business sectors in the Kingdom of Bahrain.
4. Organizing local and regional seminars, conferences and workshops.
5. Conducting programmes for the Higher National Certificate (HNC) and the Higher National Diploma (HND) for employees of companies and job seekers.
6. The apprenticeship programme in engineering specializations for employees of companies and job seekers.

### 3. **National Paper of Lebanon**

**Presented by:** Mr. Osama Ghunaim

**Paper Title:** Entrepreneurship Education, Towards an Entrepreneurial Community

The paper tackled the efforts of the Republic of Lebanon in incorporating the concepts of entrepreneurship in the curricula through the initiative which was launched by the “Educational Centre for Research and Development” in Lebanon. The paper also addressed the structure of the project which is divided through the experimental stage and generalization stage into two parts: Teaching Entrepreneurship and Towards an Entrepreneurial Community. Mr. Ghunaim highlighted the reference on which the integration of the essential concepts of entrepreneurship (soft skills) was built. The implementation stages are represented in curricula modification and preparation of the necessary textbooks and teachers’ guidelines. The paper also clarified the levels of interest in creating a society which is capable of supporting initiatives and initiators, through the dissemination of awareness and provision of the necessary support through a strategy which assures link between the community institutions.

### 4. **National Paper of Libya**

**Presented by:** Mr. Mohammed Abdulrahman Aldi’bak

**Paper Title:** Libya's Experience in “Entrepreneurship education”

In his speech, Mr. Aldi’bak focused on the structure of the educational system in Libya. He pointed out that the Libyan curricula targeted the lower stages of education to help learners acquire the skills of “Entrepreneurship education”. Emphasis was on integration of these concepts and skills within the curricula and not in the form of an independent syllabus. Part of the effort in this area is the development of curricula of Science and Mathematics. To realize “Entrepreneurship education”, Libya made use of the Singaporean experience due to the successes it achieved at the international level in the field of Science and Mathematics. Part of the Libyan efforts is the implementation of the teacher training programme in the curricula of Science and Mathematics in Singapore, to ensure transfer of experience in this field. Several specialized secondary schools were origination and a mechanism for “Entrepreneurship education” was implemented through the Higher Institute for Trainees and the General Centre for Teacher Training, through a variety of programmes which aimed at changing of track according to the labour market requirements.

5. **National Paper of Egypt**

**Presented by:** Dr. Salahuddin Arafa

**Paper Title:** "Entrepreneurship education"

In this paper, Dr. Arafa presented the Egyptian educational system starting with the preschool (nurseries) stage through to basic education, secondary general and technical education (Technical, commercial, hotel and nursing) and higher education. The paper also provided justifications for the incorporation of "Entrepreneurship education" in the Egyptian curricula and the circumstances surrounding education outcomes. The paper also showed how "Entrepreneurship education" provides alternative tracks for graduates of the educational system, and how to graduate active citizens through adaptation of a group of mechanisms of work for entrepreneurship which are represented in: educational programmes related to the labour market and the citizen's life, integration of the concepts of "Entrepreneurship education" through regulating legislations and rules and through identified measurable outcomes, building of standards, setting of plans for curricula development, introduction and use of technology, origination of practical subjects and introduction of elective courses, coordination with international organizations and origination of programmes of producing schools. Dr Arafa mentioned that one of the recent efforts to inculcate the idea of "Entrepreneurship education" in Egypt is the establishment of the "National Authority for Technical Education" which is supervised by the Ministry of Education.

6. **National Paper of Morocco**

**Presented by:** Mr. Noor Elddin Almazoni

**Paper Title:** Promotion of "Entrepreneurship education" in the Educational System and Training in Morocco.

The paper gave a summary on the status of basic education, secondary education, technical education, higher education and vocational training. In addition to that, the paper tackled the plans and teaching materials related to "Entrepreneurship education" and the initiatives with which some non- governmental organizations contributed. The paper proposed three forms for the application of the concepts of "Entrepreneurship education" in the syllabuses. These forms are the parallel input, the independent input and the incorporated input. The paper emphasized on the national motive for "Entrepreneurship education" as it includes the aspect which prepares young people for self-employment. As for the mechanisms of cooperation and coordination with the international organizations, the paper pointed out a range of partnerships with these organizations in the field of support to "Entrepreneurship education". An example of these is "the United States Agency for International Development" USAID, the International Labour Organization and Morocco's participation in the international project for promoting "Entrepreneurship education" which is coordinated by the UNESCO-UNEVOC International Centre.

## 7. National Paper of Mauritania

**Presented by:** Mrs. Albatool Bint Ahmed Alhadi

**Paper Title:** Working Paper on Education in Mauritania

Mrs. Alhadi gave a brief introduction on the educational system in Mauritania, the available resources and the difficulties encountered in directing them towards a field without the other. The paper highlighted the themes on which the educational strategy in Mauritania is built and the programmes included in basic and secondary education. She mentioned that major emphasis is put on instructors of Science, Health education and French language. She added that after basic education, students are streamed to secondary education or technical and vocational education. She noted that one of the most important activities that promote the concept of “Entrepreneurship education” in Mauritania is the National Strategy for Technical Education and Vocational Training.

## 8. National Paper of Yemen

**Presented by:** Mrs. Fairouz Mahmood Abdulwali

**Paper Title:** The Experience of the Ministry of Technical Education and Vocational Training in the Field of “Entrepreneurship education” in Yemen

The paper presented the administrative and structural development of technical and vocational education. The speaker highlighted the plans which are being implemented, the programmes adopted by the Ministry of Technical Education and Vocational Training in the field of “Entrepreneurship education” and the teaching materials related to the skills and concepts of Entrepreneurship. Among those programmes are: “Starting my own small business” course and “Know about Business (KAB)” programmes. The paper also focused on the important details on the practical aspects of these programmes and the associating follow up processes for evaluating them. In addition to that, the paper presented the mechanisms of cooperation and coordination with the private sector to enhance the skills of “Entrepreneurship education”.

- **THIRD DAY ACTIVITIES:** Wednesday 12th December, 2012.

### **THE SEVENTH SESSION: 8:30 - 09:30**

**Chairperson:** Mrs. Awadiya Alnujumi - Sudan

**Rapporteur:** Mrs. Osama Eshtaya - Palestine

**Subject:** “Entrepreneurship education” and Fostering Graduates’ Employability in the Private Sector.

The following are some selected interventions on the national reports of the participating countries which are directly involved in using the concepts of “Entrepreneurship education” as an input for the development of technical education and vocational training.

At the beginning, the chairperson talked about the importance of “Entrepreneurship education” in enhancing graduates’ employability for in the private sector.

### **1. Intervention of Dr. Aljilani Allamloumi**

In his intervention, Dr. Allamloumi talked about some of the initiatives related to “Entrepreneurship education” at the level of basic education, the secondary vocational education and higher education. Such initiatives are the following:

- Inclusion of "the Project" subject in the framework of the university practical qualifications to enable students have a good knowledge about professions.
- Creation of spaces for communication, cooperative work and exchange of experiences.

In partnership with the Education Funding Administration, the University of Sfax prepared a typical project on the incorporation of the culture of entrepreneurship in secondary education. For this purpose, the university conducted a workshop on the culture of entrepreneurship. In addition to that, the Virtual University of Tunis coordinates with the other universities to standardize the contents of training in the horizontal unit of the culture of entrepreneurship, and provide training to the university staff on the adoption of suitable methodologies and learning styles for the subject of “culture of entrepreneurship”. Dr. Allamloumi added that emphasis was placed on the important role of teaching this as a compulsory subject at the qualification level in higher education. Focus was also on what has been done at the legislative level to promote the culture of entrepreneurship and initiative in all levels of education. The speaker ended his presentation with some important recommendations concerning the promotion of “Entrepreneurship education” by developing a unified national strategy for the development of entrepreneurship and the institutional culture and enhancing regional and international cooperation.

### **2. Intervention of Dr. Suleiman Suleiman**

Dr. Suleiman called for regional cooperation and proposed the following distribution:

1. The Virtual University of Tunis (the group of North Africa Arab Countries – Arab Maghreb).
2. The National Centre for Vocational Guidance – Sultanate of Oman (the group of Gulf Cooperation Council countries and Yemen).
3. The Educational Centre for Research and Development – Lebanon (The group of Arab Mashreq).
4. Electronic window (portal) for teaching and training guidelines in the field of entrepreneurship in the Arab countries, in coordination with the UNESCO - UNEVOC International Centre in Bonn and UNIDO Entrepreneurship Centre in the Kingdom of Bahrain.

### **3. Intervention of Dr. Ali Khalfan**

Dr. Khalfan presented the following observations, which were based on the national reports of the participating countries.

1. Identifying a proper definition of “Entrepreneurship education” which is useful in developing projects and pushing them forward to suit the capabilities and needs of each country.
2. Emphasis on the need for fast and suitable mechanisms for the dissemination of the culture of “Entrepreneurship education”, and making use of the special material related to that accumulated at the international institutions.

3. With respect to “Entrepreneurship education”, the papers did not tackle the social impact and the surrounding circumstances; as societies are the contest where models come from, and they are the source of support, interventions and interaction.
4. Despite the sincere efforts of each participating country regarding “Entrepreneurship education” which date back to 1998 or even before, yet the achievements obtained are not as desired.
5. Poor communication with the media, especially the local one.
6. Weak regional coordination and exchange of experience.
7. Absence of social studies and coordination with the formal and informal social institutions and local community institutions.
8. Need for converting competencies of the trainer, the teacher and the learner into systematic plans within clear strategies, programmes and subjects.
9. Absence of an agreement on having a site for “Entrepreneurship education” in the field of general education and technical and vocational education.

**THE EIGHTH SESSION: 10:00 - 11:30**

**Subject:** *Drafting the outcomes of working groups – Group (A), Group (B) and Group (C).*

The participants formed small working groups to review the outcomes of the discussions of each group on the Arab applications and experiences in technical education and vocational training for Entrepreneurship.

The organizing committee proposed making use of the workshop outcomes in enhancing the exchange of national and regional expertise in the field of “Entrepreneurship education”, and in developing technical and vocational education in the Arab Region and linking that to the social and economic development.

**WORKSHOP CLOSING SESSION: 12:30 - 14:30**

**Chairperson:** Eng. Hasan Saleh Sulaibeekh - Bahrain

**Rapporteur:** Dr. Sharif Ahmed Allamei - Bahrain

**Subject :** *Workshop Outcomes and Recommendations*

Outcomes of the three working groups, the general recommendations and the evaluation and follow up techniques were reviewed. The wording was agreed on to be as shown in the item on the workshop outcomes and recommendations. (Section 3.0)



## Workshop Outcomes and Recommendations

- **Outcomes of Working Groups' discussions**

A group of proposals and recommendations were generated by the three working groups (a, b and c) who focused on the importance of including “Entrepreneurship education” programmes in the technical and vocational education system, taking into account the activation of these recommendations to ensure that each of them receives proper attention from the governments of the Arab Countries.

1. Outcomes of Group (A) Discussions: “Development of Curriculum and Study Plans”

Main Issues	Discussions	Suggestions and Executive Procedures
<b>Basic Education, General Secondary Education, Technical and Vocational Education and Training, Higher Education</b>	<ol style="list-style-type: none"> <li>1. Inclusion of the concepts of “Entrepreneurship education” in the educational policies</li> <li>2. Giving priority to “Entrepreneurship education” in the upper stages of General Education and Technical and Vocational Education and training.</li> <li>3. Incorporation of the concepts of entrepreneurship in the entire educational system.</li> <li>4. Focusing on the practical side to enhance the concept of skill-based syllabus.</li> <li>5. Encouraging opportunities of non-formal education.</li> <li>6. Increasing social awareness through Olympics, exhibitions and seminars.</li> <li>7. Provision of a reference guideline for planning appropriate activities for students according to the competencies required for each stage.</li> <li>8. Activating the role of career guidance and counseling in the field of Technical and Vocational Education and Training.</li> <li>9. Conducting tracing studies on the impact of “Entrepreneurship education” in the Arab States.</li> <li>10. Conducting comprehensive studies on the long-term effects of “Entrepreneurship education” on the economy and national income.</li> </ol>	<p><b><u>First : Suggestions</u></b></p> <ol style="list-style-type: none"> <li>1. Application of "Entrepreneurship" in the folds of teaching materials of Basic Education, indirectly and in an integrated manner.</li> <li>2. Application of "Entrepreneurship" in General Secondary Education either in integration or in an independent manner, according to the needs of each State.</li> <li>3. Application of "Entrepreneurship" in an independent manner in Technical and Vocational Education and Training and Higher education.</li> </ol> <p><b><u>Second : Operational Procedure (Projects)</u></b></p> <ol style="list-style-type: none"> <li>1. Analysis of teaching and training textbooks for pre- university stage, in the light of “Entrepreneurship education”. (states)</li> <li>2. Preparation of guidelines for analyzing the contents of “Entrepreneurship education” which should be incorporated in pre-university education textbooks. (UNESCO).</li> <li>3. Creating an electronic portal for “Entrepreneurship education” in the Arab States. (UNESCO).</li> <li>4. Organizing workshops, at the regional or sub-regional level for training trainers on all aspects related to the application and development of “Entrepreneurship education”. (States).</li> <li>5. Intensifying training workshops for all stakeholders concerned with “Entrepreneurship education” (UNESCO).</li> <li>6. Organizing Arab Olympics to promote the spirit of innovation and creativity. (UNESCO)</li> </ol>

## 2. Outcomes of Group (B) Discussions: “Training of Teachers and Trainers”

Main Issues	Discussions	Suggestions and Executive Procedures
Provision of Teaching and Training Guidelines (Manuals)	<ol style="list-style-type: none"> <li>1. Formation of regional action teams under supervision of UNESCO to prepare a common framework with a joint vision in the field of “Entrepreneurship education”.</li> <li>2. Making use of the teaching and training guidelines (manuals) available in the Arab World.</li> <li>3. Launching an interactive website, including experiences and successful practices in the field of “Entrepreneurship education”.</li> <li>4. Calling Arab countries to participate in the specialized training courses organized by some training centres for teachers and trainers.</li> <li>5. Dissemination of the culture of self-learning among teachers and trainers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Defining the required occupational competencies and training needs.</li> <li>2. Involving the labour market in designing training programmes to meet its needs.</li> <li>3. Involving trainers in designing teaching and training guidelines (manuals).</li> <li>4. Preparation of training guidelines (manuals) in accordance with the international standards, to be used with textbooks.</li> <li>5. Assessment of performance and the impact of training by using scientific and systematic techniques.</li> <li>6. Development of a system to monitor and keep track of students benefiting from “Entrepreneurship education” projects. (Got employed? – established own investment project ?).</li> </ol>
The Role of Private Establishments & And the community	<ol style="list-style-type: none"> <li>1. Developing mechanisms to enhance communication between private establishments, companies and non-governmental organizations through the establishment of joint working committees.</li> <li>2. Setting mechanisms to motivate companies and private establishments to be engaged in “Entrepreneurship education” programmes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Working on continued training for teachers and trainers at the factories, companies and private establishments.</li> <li>2. Finding mechanisms and approaches to encourage companies and private establishments to take parts in training programmes on “Entrepreneurship education”. (Facilities – incentives).</li> </ol>
Technical and Financial Support	<ol style="list-style-type: none"> <li>1. Submit a recommendation to decision makers in the Arab States to increase the budgets allocated for “Entrepreneurship education”.</li> <li>2. Finding techniques and methods to engaged private establishments and companies in providing financial and technical support.</li> </ol>	<ol style="list-style-type: none"> <li>1. Establishing a joint independent body shared between the public and private sectors with a special joint budget.</li> <li>2. Making use of the available experiences at the private establishments and companies in enhancing and designing training programmes and supportive guidelines.</li> <li>3. Finding a mechanism for enhancing social responsibility of the private establishments and companies, &amp; promoting voluntary work.</li> <li>4. Allocating funds to finance training of teachers and trainers in the field of “Entrepreneurship education”.</li> <li>5. Creating a mechanism to encourage and motivate trainers to enroll in training programmes to promote their capability. (promotions – making use of holidays – financial incentives)</li> </ol>

### 3. Outcomes of Group (C) Discussions: “Partnership between the Public and Private Sector”

Main Issues	Discussions	Suggestions and Executive Procedures
<b>The Role of Unions and Industrial Associations.</b>	Institutionalization and development of the relationship between the public and private sector.	<ol style="list-style-type: none"> <li>1. Efficient representation for policy making.</li> <li>2. Participation with efficient members in advisory committees.</li> <li>3. Motivation to sponsor national competitions.</li> <li>4. Working on establishing relationships based on mutual benefit.</li> <li>5. Keeping standards for incentives and rewards.</li> </ol>
<b>Participation in Policy Making</b>	Organization of relationships to activate national occupational standards, testing and assessment, and disseminating them through modern communication channels.	<ol style="list-style-type: none"> <li>1. Identification of the national occupational standards.</li> <li>2. Promotion of assessment and development techniques. (profession practicing certificate)</li> </ol>
<b>Provision of Technical and Financial Support</b>	<ol style="list-style-type: none"> <li>1. Directing educational institutions to establish joint advisory boards with the private sector concerned with curriculum development and output improvement.</li> <li>2. Creation of committees from the educational institutions to give suggestions on all beneficial aspects to the private sector.</li> <li>3. Activating the concept of life-long learning and providing mutual beneficial services.</li> <li>4. Awareness and information in the field of professional relationships.</li> </ol>	<ol style="list-style-type: none"> <li>1. Representation of the private sector with efficient members in the advisory committees.</li> <li>2. Necessity to hold regular meetings to discuss issues related to “Entrepreneurship education”.</li> <li>3. Identifying a contact officer in each establishment to link the public sector to the private sector.</li> <li>4. Providing evening courses at the educational establishments for the private sector staff.</li> <li>5. Networking and link between the staff at the public sector and connecting that to the private sector.</li> <li>6. Adoption and publication of successful experiences in the field of “Entrepreneurship education”.</li> </ol>

- **General Recommendations**

Dr. Sharif Ahmed Allamei, the General Rapporteur, presented the workshop general recommendations according to the outcomes of the working groups' *discussions*.

1. Designing teaching and training guidelines in the field of "Entrepreneurship education" in the Arab countries, in coordination with the International Centre for Technical & Vocational Education (UNEVOC) – Bonn , UNESCO office in Beirut and the Entrepreneurship Centre - *UNIDO* Office in the Kingdom of Bahrain; and making use of expertise of international organizations in the field of entrepreneurship.
2. Preparing an obvious national strategy to incorporate "Entrepreneurship education" in curricula and teaching and training courses for general education, technical education and higher education if possible.
3. Training teachers on the use of teaching strategies and methodologies that suit the field of "Entrepreneurship education", including innovation and excellence.
4. Focusing on the practical side through the development of the content-based syllabus to become a skill based one.
5. Exchange of expertise between countries either by inviting experts or by conducting training courses in cooperation with the regional and international organizations.
6. Provision of the necessary motivating support from the governments to disseminate the concepts of "Entrepreneurship education" in the educational system and in the society at general.
7. Cooperation between the public and private sectors in the field of training of teachers and students on the necessary practical skills for the entrepreneurial person and his role in the society.
8. Local community awareness of the importance of successful pioneering small businesses, through the different types of media.
9. Originating an electronic portal for "Entrepreneurship education" in cooperation with universities and research and development centres in several Arab Countries.
10. Encouraging entrepreneurs through the creation of international competitions specialized for small businesses, and awarding valuable prizes for winning projects.
11. Promoting opportunities of non-formal education by providing short courses on "Entrepreneurship education" for all society sectors, especially the job seekers.
12. Carrying out follow-up studies on the effectiveness of "Entrepreneurship education" in the Arab States, and the outcomes achieved and their impact on the society.
13. Supporting regional and international cooperation by conducting regular workshops and symposiums related to "Entrepreneurship education" at the regional and international level.

- **Workshop Evaluation and Follow-up**

On the last day of the workshop, the organizing committee distributed the workshop evaluation forms to all participants to fill in the required data and return them at the closing session. The General Rapporteur analyzed the data in the thirty forms received using methods of descriptive statistics of the data. The results were as follows:

**A. Advantages**

1. The distinguished organization of the workshop by the organizing committee.
2. Acquaintance with the experiences of the Arab countries in the field of “Entrepreneurship education” and making use of that.
3. Exchange of experiences among the participants and working as a team to disseminate the culture of entrepreneurship.
4. Providing opportunities for all countries to present their initiatives and practices in the field of “Entrepreneurship education”.
5. Visions Agreement on the ideas relating to “Entrepreneurship education” despite the different backgrounds of the participants due to the nature of their communities and the different educational systems in their countries.
6. The wonderful gathering of a group of educational elites from the Arab countries to consult on “Entrepreneurship education”, and on how the educational process, as an integral system, can contribute to empowering young people to search for and seize opportunities to participate in solving some problems and some demographic and economic pressures.
7. Putting forward the solutions for the problems and the obstacles facing the development of “Entrepreneurship education”.
8. Recognition of the efforts of the Centre of Excellence for Technical and Vocational Education in the field of training and professional development.
9. Strengthening relations between the participating countries, recognition of leaders of “Entrepreneurship education”, adoption of Arabic as a basic language for communication and creation of future communication channels with the relevant authorities.
10. Unifying efforts and expertise to get unified recommendations which could be implemented.

**B. Disadvantages**

1. Some presentations focused on the efforts of Arab Countries in the field of education in general rather than concentrating on “Entrepreneurship education”.
2. Lack of clarity regarding assignments for the working groups, which lead to raising irrelevant points and hence taking the discussions out of context.
3. Lack of time allocated for the presentation and discussion of the national reports.
4. No time in the Work programme was allocated for visiting landmarks of the Kingdom of Bahrain.
5. Limiting activities to Arab experiences only without any exposure to international expertise.
6. Non-compliance with the time allocated for presentation and discussion in some cases.

7. Limiting participations of some countries to one person only; while it was required to nominate more than one participant to the workshop.
8. Ambiguity of the topic of the workshop in correspondence addressed to participant.

**C. Suggestions for improvement**

1. Increasing the number of days of the workshop and having better control of the time allocated for the sessions to give better emphasis on the discussions of papers and to optimize the investment of time.
2. Holding semi-regional meetings to continue with the communication and work on the workshop topic.
3. Evaluating how useful the workshop results and recommendations were, and working on activating them.
4. Studying the possibility of involving a number of international experts who are specialized in the technical and vocational aspect, to make use of their expertise in future.
5. Identifying successful experiences from specific countries in future to present them and give them ample time for discussion.
6. Sending the workshop programme to participants, sufficient time in advance to get well prepared for the workshop.
7. Developing mechanisms for the implementation of the recommendations and turning them into activities.
8. UNESCO support to the good recommendations such as holding annual Olympics for the best projects in the field of entrepreneurship.
9. Using clearer and more specific literature and correspondences when communicating with participating countries.
10. Keeping in touch with the workshop participants and updating them on the latest developments in the field of “Entrepreneurship education”.
11. Preparing studies and researches in the field of “Entrepreneurship education”.

## 5. Annexes

### ANNEX NO. 1: WORKSHOP PROGRAMME

Day 1: Monday 10th December, 2012.				
Session	Location	Timing		Subject
		from	to	
Registration	Conference Hall	07:45	08:30	<ul style="list-style-type: none"> <li>▪ <b>Registration of participants</b></li> </ul>
Opening Session		08:30	09:15	<ul style="list-style-type: none"> <li>▪ <b>Opening Ceremony</b> Under the auspices of His Excellency, Dr. Majed Bin Ali Al-Nuaimi, the Minister of Education.               <ul style="list-style-type: none"> <li>- Word of His Excellency, the Minister of Education, Dr. Majed Bin Ali Al-Nuaimi.</li> <li>- Word of Technical and Vocational Education, by Mr. Hasan Saleh Sulaibeekh, Undersecretary for Human Resources - Chairman of the Board of Directors of the Centre of Excellence for Technical and Vocational Education</li> <li>- Word of the UNESCO by Dr. Suleiman Awad Suleiman, Programme Specialist at UNESCO Regional Office for Education in the Arab States (Beirut),</li> </ul> </li> </ul>
<b>Morning Break 09:15 - 09:45</b>				
First Session	Hall No. (1)	09:45	11:00	<p>Chairperson: Eng. Hasan Saleh Sulaibeekh Rapporteur: Dr. Sharif Allamei</p> <p><b>Procedural Session:</b></p> <ul style="list-style-type: none"> <li>▪ Review and adoption of the workshop programme Nomination of session chairpersons, the general rapporteurs and the drafting committee               <ul style="list-style-type: none"> <li>- UNESCO strategy for Technical and Vocational Education and Training - (2010 – 2015).</li> <li>- The Regional Project on “Education for Entrepreneurship” in the Arab States (2009 – 2012).</li> <li>- Outcomes of the Third International Congress for Technical and Vocational Education and Training (Shanghai)</li> </ul> </li> </ul> <p><b>Speakers:</b> <i>Dr. Suleiman Awad and Miss. Lisa Freiburg</i> <b>General Discussion:</b> Workshop participants.</p>



**Day 1: Monday 10th December, 2012.**

Session	Location	Timing		Subject
		from	to	
Second Session	Hall No. (1)	11:00	12:30	<p>Chairperson : Dr. Salahuddin Arafa Rapporteur : Mr. Osama Ghunaim</p> <p><b>Arab Applications and Experiences in the Development of "Education for Entrepreneurship" (General Education, vocational / technical)</b></p> <p>A group of national reports were introduced by the participating countries (Jordan – United Arab Emirates – Kingdom of Bahrain – Tunis – Algeria – Saudi Arabia). Reports were briefly presented (7 – 10 minutes for each report) to exchange experiences between participants and get working groups prepared for discussions in the third session.</p> <p><b>Speakers :</b> <i>Representatives of Arab states</i></p> <p><b>General Discussion: Workshop participants</b></p>
<b>Noon Break 12:30 - 13:30</b>				
<b>A tour - the activities of the first day of the National Skills Competition 13:30 - 14:00</b>				
Third Session	Hall No. (1, 2, 3)	14:00	16:00	<p><b>Working Groups on the applications of "Education for Entrepreneurship" in education programmes (General, Technical and Vocational)</b></p> <p>Participants were distributed into three working groups to discuss the Arab applications and experiences in the field of "Education for Entrepreneurship". The groups were as follows:</p> <p><b>Group A:</b> UNESCO Regional Project for "Education for Entrepreneurship" in the Arab States (Development of Curricula and Study Plans). Coordinator : Dr. Sana Albalushiya Rapporteur : Eng. Fahmi Alakhal</p> <p><b>Group B:</b> "Education for Entrepreneurship" and Enhancing Employability Skills and employment for young people. (Training of Teachers and Trainers). Coordinator : Dr. Ali Khalfan Alnaqbi Rapporteur : Mr. Noor Eddin Almazoni</p> <p><b>Group C:</b> Cooperation between the Public and Private Sectors in the field of "Education for Entrepreneurship". Coordinator : Mr. Mohammed Ehfoodha Rapporteur : Mrs. Fathiya Buhazzaa</p> <p>At the beginning of the session, the organizing committee gave some instructions regarding the working groups' activities.</p>

**Day 2: Tuesday 11th December, 2012.**

Session	Location	Timing		Subject
		from	to	
Fourth Session	Hall No. (1)	08:30	10:30	<p>Coordinator : Dr. Ali Khalfan Alnaqbi Rapporteur : Mrs. Fairouz Ahmed</p> <p align="center"><b>Arab Applications and Experiences in the Development of "Education for Entrepreneurship" (General Education, vocational / technical)</b></p> <p>Presentation of another group of national reports of the participating countries, (Syria – Sudan – Sultanate of Oman – Palestine – Qatar – Kuwait – Iraq). Reports were briefly presented (7 – 10 minutes for each report) to exchange experiences between participants and get working groups prepared for discussions in the fifth session.</p> <p><b>Speakers :</b> <i>Representatives of Arab states</i></p> <p><b>General Discussion:</b> Workshop participants</p>
<b>Morning Break 10:30 - 11:00</b>				
Fifth Session	Hall No. (1, 2, 3)	11:00	12:30	<p align="center"><b>Continue Working Groups' (A, B, C) Discussions</b></p> <p align="center"><b>Working groups (A, B, C) continued their discussions on Arab applications and experiences in technical and vocational education and training for Entrepreneurship.</b></p> <p><b>Group A:</b> UNESCO Regional Project for “Education for Entrepreneurship” in the Arab States (Development of Curricula).</p> <p><b>Group B:</b> “Education for Entrepreneurship” and Enhancing Employability Skills and employment for young people. (Training of Teachers and Trainers).</p> <p><b>Group C:</b> Cooperation between the Public and Private Sectors in the field of “Education for Entrepreneurship”.</p>
<b>Noon Break 12:30 - 13:30</b>				
<b>A tour - the activities of the second day of the National Skills Competition 13:30 - 14:00</b>				
Sixth Session	Hall No. (1)	14:00	16:00	<p>Chairperson : Mr. Mowaldi Jaballi Rapporteur : Dr. Ahmed Albusaeedi</p> <p align="center"><b>Regional and International cooperation in the implementation of "Education for Entrepreneurship" projects. (" (General Education, vocational / technical)</b></p> <p><b>Speakers:</b> <i>Dr. Hashem Abdulwahab</i> <i>Dr. Mohammed Seddiqi</i></p> <p>Presentation of another group of national reports of the participating countries, (Lebanon – Libya – Egypt – Palestine – Morocco – Mauritania – Yemen). Reports were briefly presented (7 – 10 minutes for each report) to exchange experiences between participants and get working groups prepared for discussions in the fifth session.</p> <p><b>Speakers :</b> <i>Representatives of Arab states</i></p> <p><b>General Discussion:</b> Workshop participants</p>

**Day 3: Wednesday 12th December, 2012.**

Session	Session	Session		Session
		from	to	
Seventh Session	Hall No. (1)	08:30	09:30	<p>Chairperson : Mrs. Awadiya Alnujumi Rapporteur : Mr. Osama Eshtaya</p> <p><b>“Education for Entrepreneurship” and Enhancing graduates employability in the private sector.</b> Selected interventions on the national reports of the participating countries, which are directly related to the incorporation of the concepts of Entrepreneurship as an access to the development of technical and vocational education and training.</p> <p><b>Speakers :</b> Dr. Ahmed Alghassani Dr. Aljilani Allamloumi</p> <p><b>General Discussion:</b> Workshop participants</p>
<b>Morning Break 09:30 - 10:00</b>				
Eighth Session	Hall No. (1, 2, 3)	10:00	11:30	<p><b>Continue Working Groups' (A, B, C) Discussions and preparing for the closing session</b> In small groups, participants reviewed the suggestions of each group on Arab applications and experiences in the field of technical and vocational education and training for Entrepreneurship.</p> <p><b>Drafting the outcomes of the working groups (A, B, C)</b> Making use of the workshop outcomes in enhancing exchange of national and regional experiences in the field of “Education for Entrepreneurship” and in developing technical and vocational education and training in the Arab Region and relating that to the social and economic development.</p>
<b>Noon Break 11:30 - 12:30</b>				
Closing Session	Conference Hall	12:30	13:30	<p><b>Chairperson :</b> Eng. Hasan Saleh Sulaibeekh <b>Rapporteur :</b> Dr. Sharif Allamei</p> <p align="center"><b><u>Outcomes Recommendations and Closing</u></b></p> <ul style="list-style-type: none"> <li>- Presentation of the outcomes of the working groups (A, B, C) By working groups Rapporteurs</li> <li>- Presentation of the general recommendations By the General Rapporteur</li> <li>- Evaluation and follow up By Dr Suleiman Suleiman and Dr. Mohammed Seddiqi</li> </ul> <p><b>Closing:</b> UNESCO / Centre of Excellence / Bahrain National Committee for Education, Science and Culture</p> <ul style="list-style-type: none"> <li>- <b>Word of the participants</b></li> <li>- <b>Word of the UNESCO</b></li> <li>- <b>Word of the Ministry of Education / Centre of Excellence for Technical and Vocational Education</b></li> </ul>
<b>A tour of Sheikh Khalifa Bin Salman Institute of Technology 13:30 – 14.30</b>				

**ANNEX NO. 2: DISTRIBUTION OF WORKING GROUPS**

<b>Group A</b> <i>(Development of Curricula &amp; Study Plans).</i>	<b>Group B</b> <i>(Training of Teachers and Trainers).</i>	<b>Group C</b> <i>(Cooperation between the Public and Private Sectors )</i>
<b>Coordinator: Sana Albalushiya</b>	<b>Coordinator: Ali Khalfan Alnaqbi</b>	<b>Coordinator: Mohammed AbdulHafeedh Ehfoodha</b>
<b>Rapporteur: Fahmi Alakhal</b>	<b>Rapporteur: Noor Elddin Almazoni</b>	<b>Rapporteur: Fathiya Abdulla Buhazaa</b>
Mawlood Bualuwainat	Zeeba Jaber Jassim	Budoor Hirz Albanki
Saud Hilal Alharbi	Ebrahim Isa Alalawi	Safiya Saleh Al-Shihab
Salahuddin Arafa	Muneer Ebrahim Suroor	Hasan Mohammed Ameen
Mowaldi Bin Ebrahim Jaballi	Ebrahim Alshafi	Mohammed Abdulrazzaq Al-Seddiqi
Hamad Salem Saif Albusaeedi	Awadiya Alnujumi	Ali Mohammed Sulaibeekh
Latifa Mohammed Ebrahim	Shallal Esmail Noori	Saeed Abduljawad
Mohammad Abdulrahman Aldi'bak	Sharif Ahmed Allamei	Ebrahim Ali Burshaid
Muna Rashid Ebrahim	Ghareeb Aldawyani	Aljilani Allamloumi
Hashem Abdulwahab	Esam Esmail Alalawi	Ahmed Shadeed Alhuwaitat
Jameel Yousif Alsaffar	Majdi Bakri Yaseen	Amna Bint Salem Albalushiya
Osama Yousif Ghunaim	Miss Lisa Freiburg	Amal Jassim Almolani
Saleh Bin Abdulla Alroomi	Suleiman Awad Suleiman	Albatool Bint Ahmed Alhadi
Fairooz Mahmood Abdulwali	Khalid Alkuraishi	Ebrahim Khalid Alshuroof
Mooza Ali Almudahki	Yunis Ali Abdulla	Saleh Sulaiman Alshayea

**ANNEX NO. 3: Participants' Names and Data**

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		Mr. Mohammed Allam Alqaed	Deputy Director Bahrain Centre for the Development of Emerging Industries – Bahrain Development Bank			
		Mr. Yunis Ali Abdulla	Deputy Director Ebrahim Khalil Kanoo Company			
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