



Youth Employment in

The Mediterranean (YEM)

Country Factsheets

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Beneficiary Country

ALGERIA

Theme 1**National Policies and Strategies Aiming to Support Skills****Development for Employment and Status of Implementation****Summative Description of National Policies/Strategies/Reforms**

Title of the policy/strategy	Le Contrat de Pré-Emploi (CPE) – The Pre-Employment Contract
Period	1998–
Main institutions involved	The National Employment Agency (l'ANEM)
Brief description	This programme was launched in 1998. It is aimed at young academics (BAC +4 years) and senior technicians aged 19 and over who are applying for a job for the first time. This tool is implemented for two objectives: the first concerns young unemployed graduates who find a favourable possibility for professional integration adapted to their qualifications and an opportunity to acquire experience in the requested profession under the conditions of the job applied requires a know-how corresponding to their profile and their training specialty. The second is linked to employers improving the supervision rate by injecting technical expertise through the recruitment of skilled labour. Graduates (Bac +4) are getting paid up to 6,000 DA/month for the first 12 months and senior technicians 4,500 DA/month for the same duration.
Title of the policy/strategy	Programme d'Intégration des Diplômés (PID) — Graduates Integration Programme
Period	No information
Main institutions involved	The National Employment Agency (l'ANEM)
Brief description	The programme is targeting young university graduates and technicians with no income who are in a precarious situation or have a disability. The second criterion is to be between 19 and 35 years old and to have no income. The programme contract is for 1 year and renewable only for one time.
Title of the policy/strategy	Le contrat de travail aide (CTA) — The Assisted Work Contract
Period	2008–
Main institutions involved	The National Employment Agency (l'ANEM)
Brief description	The Assisted Work Contract (CTA) is an employment contract within Law No. 90-11 of April 21, 1990, on labour relations. It is part of the encouragement for the sustainable recruitment of young people by public and private companies. Young first-time job seekers recruited in this context are remunerated following the salary scale of the employing organization. The State contributes for a period of three non-renewable years, to the postage salary, through a subsidy set respectively at: 12,000 DA per month for academics; 10,000 DA per month for senior technicians; 8,000 DA per month for those graduating from vocational training and the system educative.

Summative Description of National Policies/Strategies/Reforms

Title of the policy/strategy	Dispositif d'Aide à l'Insertion Professionnelle (DAIP) — Professional Insertion Assistance System
Period	2008–
Main institutions involved	L'ANEM, Directions de l'Emploi de Wilaya.
Brief description	It aims to promote the professional integration of first-time job seekers and encourage all other forms of actions and measures to promote youth employment, in particular through training-employment and recruitment programmes. The system is intended for three categories of first-time job seekers: young graduates of higher education and senior technicians from national vocational training establishments, young people leaving secondary education in national education, vocational training centres, or having completed an apprenticeship, young people without training or qualification. Each of these categories corresponds to a particular type of contract (CID, CIP, CFI).
Title of the policy/strategy	Accompagnement par la formation pour les jeunes primo demandeurs d'emploi (Contrat Formation – Emploi) — Support through training for young first-time job seekers
Period	2008–
Main institutions involved	The National Employment Agency (l'ANEM)
Brief description	Young people working undergraduate Integration Contracts (CID) or Professional Integration Contracts (CIP) or Training / Insertion Contracts (CFI), excluding those placed with master craftsmen, can benefit from Training-Employment contracts (CFE) financed up to 60 per cent by the system for a maximum period of six months if the employer undertakes to recruit the beneficiary for a minimum period of one year at the end of the training. An incentive bonus for training seekers set at 3,000 DA per month, is granted to beneficiaries of the device who have successfully enrolled in a training course of a maximum duration of six months in sectors or specialties in deficit on the job market.
Title of the policy/strategy	Le Programme du Filet Social (PFS) — The social safety net programme
Period	2003–2010
Main institutions involved	L'Agence de Développement Social (ADS)
Brief description	The project focuses on people unable to work, without any income. Such as heads of families, the elderly, disabled people, and low-income families and the allowance for activities of general interest granted to any person of age active who agrees to participate in activities of general interest (AIG), organized by local communities. The number of beneficiaries of the social safety programme for the period 2003-2010 was 5,541,296 with a cumulative budget of 176,269 million dinars (US\$ 2,482 million).
Title of the policy/strategy	Programme d'activité d'insertion sociale (DAIS) — Social inclusion activity programme
Period	2013–
Main institutions involved	The National Employment Agency (l'ANEM)
Brief description	The DAIS programme replaces since 2013 the ESIL programme (local initiative salaried jobs) and compensation for activities of general interest. Briefly the ESIL programme aims to recruit the young unemployed from 19 years to 40 years old with no qualification or low qualified, by the local communities either in the administrations or in the local companies to offer them the possibility of acquiring a first experience. The DAIS programme aims to place the unemployed, aged 18 to 59, without qualifications, in temporary positions on public or general interest sites when companies or public administrations so request. In the context of this programme, 6,000 DZD per month and social insurance expenses are getting paid by the State.

Brief Assessment of Status in TVET and Skills Development for Employment

Youth unemployment remains three times higher than that of adults, and in some cases five times higher over the past two decades. The overall unemployment rate, which was 29.5 per cent in 2000, decreased to 12.3 per cent in April 2017. Despite the significant progress, Algeria still faces challenges in improving employment opportunities. The post-2015 studies underline that the creation of employment opportunities is one of the main concerns of the population, especially, young people under 35 who represent more than 60 per cent of the Algerian population. Despite the implementation of national policies to promote employment, the unemployment rate among young people aged 16 to 24 is 24.8 per cent. The relatively high level of youth unemployment can be explained by the following factors:

1. Job opportunities are insufficient compared to demand.
2. The available opportunities are incompatible with the profile of applicants in terms of skills and experience required.
3. The annual entry of 300,000 new job seekers into the labour market (university graduates, young people from vocational training, young people who have dropped out of school).
4. The inconsistency between the skills offered by the education system and the qualifications required by the labour market as well as for the promotion of local economic development.

Despite the presence of an informal sector in Algeria, information regarding the informal TVET system is very

scarce. Traditional apprenticeship is the most popular form of informal training. The duration of the training varies depending on the profession. Nevertheless, the number of Training and Learning Centres and their annexes in the country has been increasing steadily: 517 in 2004; 742 in 2011 and 1,007 in 2016. Consequently, numbers of apprentices in vocational training have the same increase, 463,524 in 2006 and 614,942 in 2016.

The Ministry of Vocational Training and Education (MFEP) is responsible for TVET. The MFEP is based on a set of national and regional institutions. L'Institut national de la formation professionnelle, Le Centre national d'enseignement professionnel à distance, Le Centre d'études et de recherches sur les professions et les qualifications, L'Office national de développement et de promotion de la formation continue are some of the main national institutions focused on TVET-related issues.

Unemployment shows great disparities based on sex. The results of a survey conducted in 2016 reveal that unemployment is particularly rampant among the youngest category as well as among women. While it is relatively low among primary school youth and the illiterate, unemployment is highly concentrated among young people who dropped out of school at secondary level and graduates, especially those with higher education and vocational training. According to the same survey, unemployment affected academics more, especially graduates. While the unemployment rate stood at 8.2 per cent among the population with no diploma, 12.4 per cent among graduates of vocational training institutes and schools, it reached 16.1 per cent among graduates of higher education.

Theme 2

Initiatives of the Private and/or Non-Governmental Entities to Support Skills Development for Employment

Ongoing Projects

Name of the Project	Technical Development in Algeria
Sector	Plumbing, welding, electricity and industrial mechanics.
Type of the Implementing Organization	NGO
Name of the Implementing Organization	Fondation pour le Développement de l'Employabilité des Jeunes Ex CIARA
Funding Sources	Fondation de France
Objective and Target Groups	The project consists of providing practical training to 30 young people: 10 from the Adrar and 20 from the city of Ain Salah, in basic professions generating immediate income and restoring self-confidence and hope to their families.
Results and Outcomes	No detailed information is available

Name of the Project	Youth Employment Project (Ongoing)
Sector	Skills development, job placement.
Type of the Implementing Organization	NGO
Name of the Implementing Organization	World Learning Algeria
Funding Sources	Middle East Partnership Initiative
Objective and Target Groups	World Learning Algeria launched a three-year project aiming to help 2,000 first-time job seekers from disadvantaged communities in seven regions of Algeria successfully enter the job market via training in demand-driven Soft Skills and technical skills and access to new job placement and recruitment opportunities.
Results and Outcomes	World Learning launched the project by establishing youth career centres in private vocational training schools in four sites (Adrar, Blida, Ouargla, Sétif). Three further sites were added in the second year (Biskra, El Oued, Oran), followed by a final two schools (Batna, Tizi Ouzou).

Theme 3**Programmes and Projects Supported by the Development****Partners to Support Skills Development for Employment****List of Projects**

Name of the Project/Initiative	AFEQ
Sector	Vocational training
Name of the Implementing Organization	EU
Partners/Stakeholders	The Ministry of Labour, Employment and Social Security is the main beneficiary. The ANEM, the Ministry of Vocational Education and Training and the Ministry of Higher Education and Research Scientist are other partners.
Objective and Target Groups	It aims to strengthen the roles of companies and economic sectors in the process of vocational and university training and the integration of young people into working life
Results and Outcomes	No detailed information is available
Name of the Project/Initiative	PAJE (Ongoing)
Sector	Socio-professional integration
Name of the Implementing Organization	EU
Partners/Stakeholders	Ministry of Labour, Employment and Security
Objective and Target Groups	Improving the efficiency and intersectoral consistency of existing socio-professional integration assistance mechanisms. Young people aged 16 to 35, residing in the four pilot towns, individually or through associations active in the youth field in connection with socio-professional integration.
Results and Outcomes	As of June 2021, the AFEQ programme, which is drawing to a close, achieved 98 per cent of its objectives focused on strengthening the integration of young people into working life.

Theme 4

National Occupational Framework in Algeria

The Algerian education system and training include three ministries, which are National Education, Education and Vocational Training and Higher Education and Scientific Research.

The education system has a structured framework with the primary school cycle lasting five years, lower secondary lasting four years, and upper secondary lasting three years. Primary and secondary education is compulsory and free from 6 to 15 years old and the literacy rate is around 78.7 per cent.

In Algeria, there are two different types of vocational degrees: (1) Vocational degrees in higher education, the vocational master's degrees are awarded by higher education institutions, (2) Professional degrees supervised by the Ministry of Vocational Training. These diplomas are considered as vocational training and not as academic.

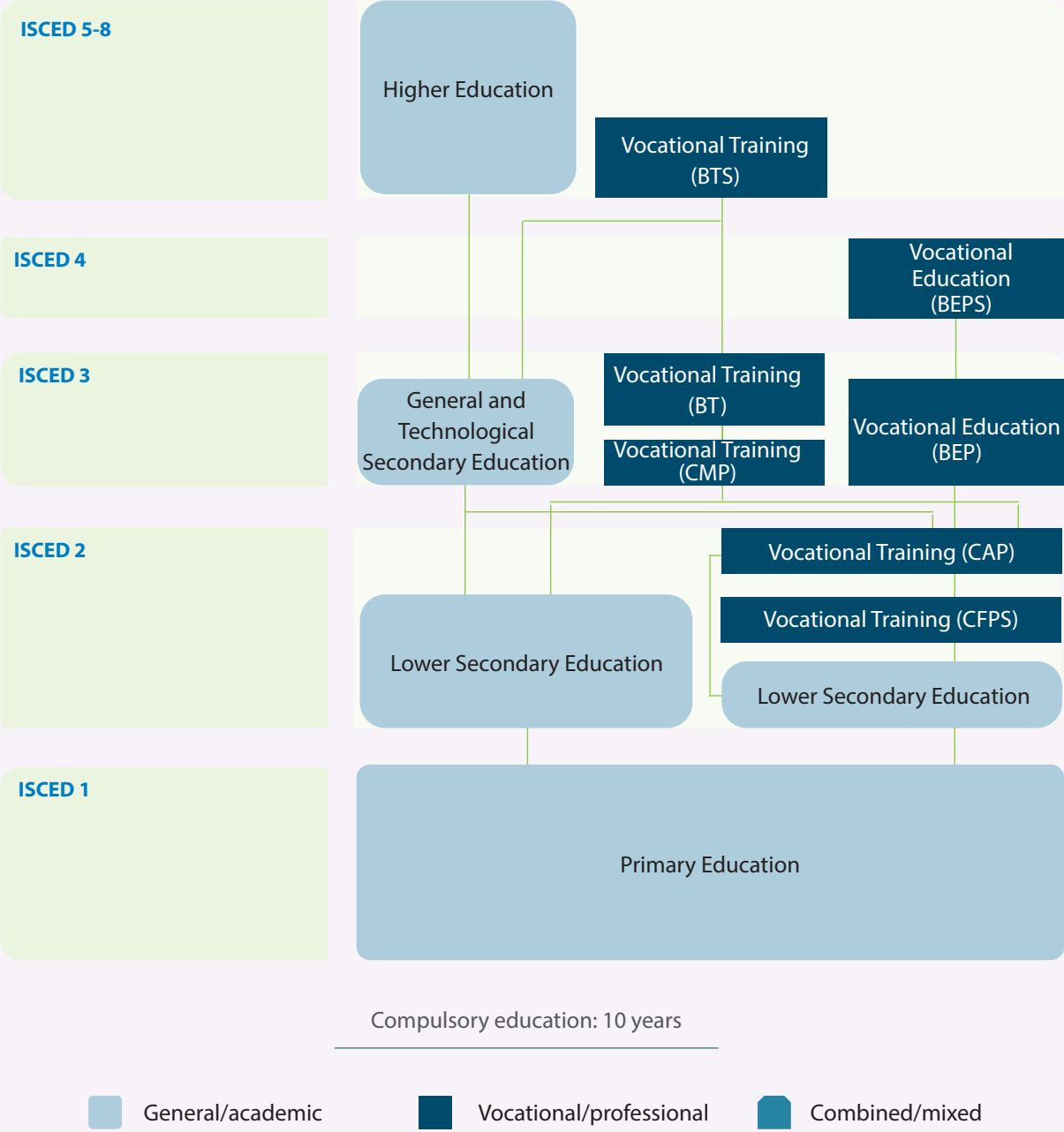
Within the framework of the reform recommended by the national commission to reform the education system, a new certificate course consisting of three levels (general and technological education, vocational education and vocational training) was set up during the 2005/06 school year; it includes two training stages, two years each, leading to first- and second-level vocational education certificates. These certificates will enable the recipients either to start working or to go on to more advanced studies to obtain a vocational baccalaureate, which will be awarded by the future institute for vocational education (IEP). This baccalaureate will also enable its holders to enroll in the vocational bachelor's degree courses created by the Ministry of Higher Education and Scientific Research in the framework of the LMD (bachelor, master, doctorate) reform introduced in 2005. In anticipation of the opening of the IEP, technician and advanced-technician training courses were started in 2006 on an experimental basis in 20 pilot INSFP, in new branches of the sector where there is strong demand, such as computer maintenance, and refrigeration and energy technology.

According to the most recent information found on the Internet, as of 2019, there is no NQF established in Algeria yet. Nevertheless, the steps towards its setting up are identified as follows: (1) Decision made and the process just started, (2) The objective of the NQF has been agreed and the process is ongoing, including discussions and consultations (3) Various committees have been set up to work on them, (4) The redesign of the study programmes is under way and the process is almost complete. (5) Step towards the establishment of a national qualifications framework. The overall process is fully completed, including the self-certified compatibility with the Framework for Qualifications of the European Higher Education Area.

The National Employment Agency (ANEM), as part of its modernization, makes the Algerian Nomenclature of Professions / Jobs (NAME) available to various stakeholders in the employment market. This new common operational tool makes it possible to identify as precisely as possible each profession existing in Algeria and to understand in detail the skills sought by companies.

The NAME was designed by ANEM with the contribution of a large network of partners to constitute an updated national reference frame of professions and comprehensive, allowing better identification of training needs and promoting the reconciliation of job offers and demands. A common language will therefore be established between the various players in the labour market. The NAME also makes it possible to identify jobs by sector of activity, and therefore to position themselves on the job market, according to a new skills-based approach. The NAME is comprised of 5,479 naming. It is organized by a structure based on 16 sectors, 87 domains, 36 subdomains and 422 job descriptions.

Figure 1: Formal Education System in Algeria



Source: UNEVOC-UNESCO Official website

Beneficiary Country

ISRAEL

Theme 1**National Policies and Strategies Aiming to Support Skills****Development for Employment and Status of Implementation****Summative Description of National Policies/Strategies/Reforms**

Title of the policy/strategy	Reforms in the Technological Education System in Israel — Decision No. 3419
Period	2018
Main institutions involved	Ministry of Labour, Ministry of Finance
Brief description	This decision is about the reform of the technological training system. This reform will provide an opportunity to improve technology colleges and contribute to the training of skilled workers, which is required to meet market needs and increase productivity. To enable it to achieve the necessary objectives, it is planned that the Ministry of Labour is due to receive an increased budget
Title of the policy/strategy	Strategic Plan to Strengthen Professional Technological Education (2017–2022)
Period	2017–2022
Main institutions involved	Ministry of Education
Brief description	The plan is due to be finalized by early 2021, building on the results of a range of new experimental measures put in place in response to the pandemic. The plan aims to establish 'education chains', connecting the various school levels, from primary school to higher education and beyond, to support lifelong learning. The plan supports the relaunch of VET by increasing the number of students, improving the quality of technology education and ensuring that it is provided in strong cooperation with industry. Israeli 'policy' focuses on TVET as a tool to increase the supply of qualified labour across different sectors. Moreover, and given Israel's high-tech economy, the country follows a broad approach to technological education.
Title of the policy/strategy	The Education Strategic Plan (2017–2022)
Period	2017–2022
Main institutions involved	Ministry of Education and Higher Education, Council for Higher Education
Brief description	The new strategic goal aims to increase internationalization. The motivation and overall objective of this internationalization policy is to increase the academic quality of the Israeli higher education system and promote Israel as a leading study destination for international talent.

Title of the policy/strategy	Resolution no. 147 Advancing the Strategic Matter of Developing and Utilizing Human Capital
Period	28 June 2015
Main institutions involved	
Brief description	<p>This regulation provided the legal basis to begin developing NQF. Under Article 4, it was decided to establish an NQF to achieve the objectives by establishing a working group to address the issue of better interconnection between the various sectors of the country's education and training system, to facilitate progress and the paths between them. The Interministerial Steering Committee (IMSC) is working on a government decision to accept an Israeli NQF.</p> <p>Resolution 147 also included many other measures aimed at contributing to ministries' human capital development in the field of education and training. These aim to increase the pass rate in school-leaving certificates, improve the attainment of the Israeli Arabs education system, and identify the obstacles disadvantaged children face in school.</p>

Title of the policy/strategy	2030 Education Agenda (2030 Strategic Plan)
Period	Adopted 2015
Main institutions involved	Various Ministries
Brief description	<p>Israel has committed to implement the United Nations' 2030 of the Sustainable Development Goals and has started to develop strategies in this direction. While the government remains a key player in many of the initiatives, only a multi-actor approach can ensure that by 2030, the sustainable development goals are met for everyone.</p> <p>A new 2030 plan on the scope of the United Nations SDG4 Education 2030 Agenda to further boost technological education in the context of lifelong learning is in development and due to be finalized in early 2021. It will build on the results of the range of new experimental measures put in place. Israel's vision is to continue to nurture its culture of innovation and expand it to all people in need and give practical expression to the value of leaving no one behind.</p>

Brief Assessment of Status in TVET and Skills Development for Employment

According to the World Bank, Israel's population reached around 9.2 million in 2020. Israel's total labour force was around 4.1 million in 2020 and total labour force participation rate (above 15) was recorded as 63.7 per cent (ILO estimate) in 2019 and around 62 per cent in 2020. The youth labour force participation rate was recorded around 47 per cent in 2019. Above the age of 15, employment to population ratio was around 61 per cent (both ILO and national estimate) in 2019, and around 59 per cent (both ILO and national estimate) in 2020. Youth employment to population ratio (ages 15–24) was recorded as 43.7 per cent (ILO estimate), 42.9 per cent (national estimate) in 2019 and 38.9 per cent (national estimate) in 2020. On the other hand, unemployment of total labour force was 3.8 per cent in 2019 and 4.6 per cent (ILO estimate) (national estimate is 4.3 per cent) in 2020; youth unemployment of total labour force was 6.7 per cent in 2019 and 7.9 per cent (national estimate) in 2020.

Israel is an exception in the SEMED region: it is a country characterized by high economic development, higher employment rates and lower unemployment rates for young

people and women. A major and marked shift towards technology can be observed taking place in Israel. The country, which has been dubbed the 'start-up nation', now has the most high-tech start-ups per capita in the world.

Israel has a TVET system with governance arrangements where different subsystems are run by different ministries without any coordinating body. However, a coordination Council for TVET has been proposed. VET governance can be defined as a system moving from centralized to hybrid. Governance is still largely centralized, but some governance functions are decentralized to local authorities, provider networks and schools. Economic sectors play an important role.

The education system in Israel is governed by the Ministry of Education (MOE), which determines educational policy and is in charge of funding education through public expenditure, from kindergarten to upper secondary levels. The MOE oversees most technological and vocational education programmes.

VET is guided at the policy level by the Ministries of Education and the Ministry of Labour, Social Affairs and Social Services (MOLSS) in coordination with the Manufacturers' Association of Israel (MAI). About 90 per cent of the country's VET students are under the Education Ministry's supervision, while the Labour Ministry supervises the remaining 10 per cent. The division of labour between the two ministries is not always clear-cut. This is partly due to the lack of clear VET legislation.

In Israel, TEVT has two different forms: technological–scientific education and vocational–technical education. The Ministry of Education oversees VET and self-funded continuing vocational training (CVET) for adults:

1. High school for those aged 16–18 at ISCED Level 3.
2. In schools offering post-secondary studies at 18 and above at ISCED Level 4.
3. Technological colleges.

Initial VET (IVET) is also provided in privately managed schools run by technological education networks and supervised by key ministries.

The Ministry of Labour and Social Affairs (MOLSA) supervises:

1. Vocational school for youth, including apprenticeships and one- or two-year courses combining training and practical experience
2. National Institute for Training in Technology and Science (NITTS/MAHAT) colleges for technicians/practical engineers
3. Pre-VET/VET service for youth in education network schools.
4. CVET, including training for job seekers and employer-led training for adults.

Institutions, such as the Department of Vocational Training, MAHAT and the Administration for Special Populations, offer vocational studies for the entire population at technological colleges for adults.

Scientific and technological paths are constantly modernized through Pedagogical Professional Development Training Centres, which promote educational innovations, up-to-date educational technologies, and the acquisition of skills to work independently in an e-learning environment.

Local authorities, technological education networks, including AMAL, ORT, AMIT, ATID training providers and MAI and its affiliates, have significant decentralized authority and all leading initiatives within regulatory frameworks. TVET providers have a great deal of local autonomy regarding curriculum requirements and partnerships/initiatives. Although there is no formal social partnership system, employers are represented by MAI's participation in policy development/reform activities. Employers have a strong voice in decision-making on education and training reforms.

Professional/subject committees are important coordination mechanisms between TVET stakeholders.

The national Technical and Vocational Education and Training (TVET) Committee, established in 2010, seeks to improve the governance of education and training. It is a platform for exchange, engaging stakeholders such as policymakers, TVET providers and social partners, including representatives from the Labour and Education ministries, the IDF, the NGO school network and AMAL educational network, the MAI and Histradut. There are 19 such committees.

There are joint TVET projects between public and private organizations. A TVET Committee (2015), supported by trade unions and technology education networks, plays an important role in setting policy and strategy and engaging employers actively at central/local levels.

One of the main challenges regarding the labour market in Israel is the socioeconomic differences between Arab, Haredi Jews, Ethiopian descendants, and Bedouin communities. Israel prioritizes active labour market policies to promote social inclusion. To this end, a network of Employment Guidance Centres has been established in the Arab and Haredi communities. Israel's recent education and training strategies include giving importance to digitalization and ensuring that technology is used more in education and sectors.

Financing

Government, local authorities, and education networks provide the main funding for TVET, which is managed by the Ministry of Education. The budgetary department at the Ministry of Finance, together with the Institute of Technological Training at the Ministry of Labour, determines the budgets for technology education. TVET schools under the Ministry of Labour have a separate budget. The budget is allocated in accordance with the principle of equality but is also based on the college's results and performance.

Israel is also pursuing a policy of improving fairness in the allocation of financial resources, and grants for national priorities will be awarded to colleges located in geographically peripheral areas. In addition, increased budgets are given for training special populations, such as the Bedouin and ultra-Orthodox populations.

MAI and its members contribute directly to initiatives and through the provision of facilities. The Israel Defense Forces contributes funding where schools operate on their premises.

Recently approved reforms included significant budget increases. Other recently implemented programmes seek to encourage industry involvement in the training of technicians and practical engineers by giving limited budget incentives. These programmes include budget support for non-governmental organizations.

In addition to government institutions, various national and international NGOs, employers' associations support Israel both as a model and in terms of funding.

Theme 2

Initiatives of the Private and/or Non-governmental Entities to Support Skills Development for Employment

Ongoing Projects

Name of the Project /Activity	Jobs Rated Website (2013–ongoing)
Sector	Youth and Labour market development
Type of the Implementing Organization	Governmental
Name of the Implementing Organization	Ministry of Economy
Funding Sources	Government
Objective and Target Groups	MOE aims for two purposes with the website: to enable youth and other populations to make better-informed decisions on their educational choices and enable the regulators to improve compatibility between labour supply and demand within the economy.
Results and Outcomes	It strengthens ties between the labour market and education and includes information on the current demand for various professions in different geographical areas.

Name of the Project /Activity	Active Labour Market Measures Programmes (ALMPs) (2008–ongoing)
	Programmes: The Earned Income Tax Credit Programme (2008-ongoing), The Investment Centre (within the Ministry of Economy), TEVET Employment Initiative Programme (partnership between the Israeli government and the American Jewish Joint Distribution Committee), Lights to Employment, The Afikim Programmes, Magaley Ta'asuka Programme
Sector	Youth and Labour market development
Type of the Implementing Organization	Government, NGOs and international organizations
Name of the Implementing Organization	Ministry of Economy and NGOs, International Organizations
Funding Sources	Government and NGOs
Objective and Target Groups	<p>Target Groups: All these initiatives specifically target groups with low labour market participation rates such as Arab women, ultra-Orthodox men and social service users, youth. They aim to create employment centres, expand vocational training programmes, and programmes encouraging commercial entrepreneurship, provide consultancy and develop industrial parks.</p> <p>Several NGOs also implemented ALMPs targeted on youth, such as the youth centres and family enrichment centres or the Afikim programmes. On the other hand, the Israeli Defence Forces (IDF) operate a restricted number of programmes targeted at integrating at-risk youth into the army service and society. (e.g., the MAKAM programme). The Ministry of Defence also (Veterans' Department) operates special programmes designed to integrate all discharged soldiers into the labour market</p> <p>Programmes include training and retraining, including on-the-job and dual system training, internships, employment subsidies paid to employers to help cover wages and social contributions.</p>
Results and Outcomes	There are many and varied ALMP programmes available. ALMPs are effective at reducing unemployment

Ongoing Projects

Name of the Project /Activity	The Israeli Manpower Training and Development Bureau Programmes (Voucher Scheme) (2007–ongoing)
Sector	Government
Type of the Implementing Organization	Government
Name of the Implementing Organization	Ministry of Economy
Funding Sources	Government
Objective and Target Groups	<p>Target group: Ultra-Orthodox men, Arab women and people with disabilities</p> <p>The Bureau has developed some new programmes including a voucher scheme that has run since 2007. This training voucher enables participants to approach a training institute of their choice and to receive partial funding for the course selected. The Bureau also supports on-the-job training opportunities through training while working or via special classes in the workplace.</p>
Results and Outcomes	No detailed information is available
Name of the Project /Activity	Keren Shemes Programmes
	Programmes: YBI's Rapid Response Programme, funded by Google.Org
Sector	Entrepreneurship
Type of the Implementing Organization	NGOs, non-profit organizations
Name of the Implementing Organization	Keren Shemes (Israeli franchisee of Youth Business International and part of the Ogen group)
Funding Sources	<p>Most of its funding from the Edmond J. Safra Foundation</p> <p>And also, with Donation from some municipalities, National and international institutions, foundations, companies, and individuals</p>
Objective and Target Groups	<p>Target group: Youth</p> <p>Kren Shemes is a unique philanthropic organization assisting young entrepreneurs to establish their first business. It also aims to support SMEs in the labour market.</p>
Results and Outcomes	Keren Shemesh Programmes has provided support to over 2000 since its foundation in 2005.

Ongoing Projects

Name of the Project /Activity	The Aharon Ofri MASHAV International Educational Training Centre (METC) Programmes
Sector	Agriculture, Innovation, technology, science, math
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	MASHAV (in cooperation with the Ministry of Education)
Funding Sources	Governmental agencies, international organizations
Objective and Target Groups	The METC focuses on learning at all levels, from elementary and secondary school to adult education, and provides professional training for developing basic skills, civic awareness and education for special populations. Mashav's Programmes aim to analyse the place and role of TVET in national development; introduce participants to new concepts, methods and tools related to different skills for TVET; present various educational projects and curriculum models; share and exchange experiences and knowledge gained in the countries of origin of the participants; adapt the teaching environment to new technology approaches; introduce the participants to various learning methods and applications.
Results and Outcomes	No detailed information is available

Name of the Project /Activity	The AMAL Education Network Programmes
	Some Programmes: AMAL Energy Tech, the AMAL Hadera Comprehensive for the Arts and Sciences, the AMAL Ramot in Be'er Sheva etc.
Sector	Energy, technology, innovation, new media, high tech, computers and biomed, and art
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	AMAL and its partners
Funding Sources	Governmental ministries such as the MOE and MoITL, Organizations, individuals from Israel and abroad.
Objective and Target Groups	AMAL has vast experience in leading projects that combine diverse technological fields, as is common today in the engineering and academic world and knowledge-based industries. This includes active participation in the Ministry of Education's pioneering experiment to combine three advanced technology programmes. AMAL is also active in leading and establishing entrepreneurship centres for innovation and creativity. The main focus of the schools is on innovation and entrepreneurship within the educational and academic framework, with an emphasis on technology, sciences and arts for all categories of students from high achievers to young people at risk.
Results and Outcomes	AMAL has many educations and training centres, some of which include partnerships: AMAL Hadera Excellent Entrepreneurship Centre, AMAL Shevach Mofet Centre, AMAL Ramot Be'er Sheva Centre etc. The centres focus on developing innovation, original thinking, and creativity skills, and enables students to specialize in new media, high tech, computers and biomed.

Ongoing Projects

Name of the Project /Activity	ORT Israel Programmes
	<p>Some Programmes: the iSTEAM programme (innovation, science, technology, engineering, arts, mathematics) This programme combines learning in a multidisciplinary environment with entrepreneurship and 'maker spaces' using the project-based learning (PBL) approach</p>
Sector	Innovation, science, technology, digital skills, engineering, arts, mathematics
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	ORT and its partners
Funding Sources	Government offices, local municipalities, foundations, corporations, and individuals
Objective and Target Groups	<p>Target Groups: Youth</p> <p>Since 2007, World ORT has operated in Israel as World ORT Kadima Mada, implementing programmes that have raised standards of STEM education in underprivileged communities — Jewish and non-Jewish – in the country's northern and southern peripheries. Programmes include the renovation and modernization of classrooms and laboratories but also training and learning materials; the establishment of after-school programmes to introduce students to applied science subjects; the establishment of a science park; providing training programmes and teachers programmes etc.</p>
Results and Outcomes	No detailed information is available

Name of the Project /Activity	The Ministry of Labour's MAHAT Programme
Sector	Practical engineering, technology, science
Type of the Implementing Organization	The government-run Institute for Training in Technology and Science
Name of the Implementing Organization	MAHAT and MOL
Funding Sources	Government
Objective and Target Groups	<p>Target Groups: Youth, vulnerable groups</p> <p>MAHAT provides youth, vulnerable groups, and other populations to training and education such as practical engineering, technological and vocational courses. Also promotes training models that guarantee work placements. These models help to encourage employers to offer classes and influence learning content, so that, even during their studies.</p>
Results and Outcomes	MOL is planning to update education programmes in seven fields.

Ongoing Projects

Name of the Project /Activity	The Afikim Programmes
Sector	Vocational training
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	AFIKIM
Funding Sources	Government, local municipalities, foundations, corporations, and individuals
Objective and Target Groups	<p>Afikim is a non-profit organization, established in 2007, that strives to provide children at-risk in Israel, and their parents, with tools to help them escape the cycle of poverty, first and foremost through education. Afikim's unique programmes include a comprehensive and holistic approach that helps not only the child, but his family as well.</p> <p>Israel has a specific policy measure addressing NEETS, dubbed the Afikim programme. This programme aims to integrate NEETs into employment by guiding young people through an 18-month entry-level integration path to help them acquire a vocation and subsequently find a job.</p>
Results and Outcomes	No detailed information is available.

Completed Projects

Name of the Project /Activity	Israel 2028: Vision and Strategy for Economy and Society in a Global World (2008)
Sector	
Type of the Implementing Organization	Governmental, International Organizations
Name of the Implementing Organization	Government of Israel and Initiate and supported by the US-Israel Science and Technology Commission and Foundation (USISTC), National Council of Economy and Society, TVET Committee Education Networks (ORT and AMAL)
Funding Sources	Government, International Organizations
Objective and Target Groups	<p>It is an extensive plan to achieve national objectives, which are rapid, balanced economic growth, reduction of social gaps, recruitment and inclusion of all segments of society, Promoting and strengthening the education system, Increasing labour force participation rates of economically vulnerable sectors, Strengthening and enhancing government mechanisms, aimed at positioning Israel among the 10-15 leading countries in terms of economic achievement and quality of life, over the next 20 years. The plan includes issues such as economy and society, government and public administration, globalization, science and technology, labour market, national infrastructure, scientific research, education, higher education, and integration into the global process.</p> <p>The programme presents a vision from which the planning strategy for 2028 is derived.</p>
Results and Outcomes	It presents an extensive bill of policy measures in the areas of macroeconomic, fiscal, and monetary policy, alongside necessary policy measures regarding the labour market, sectoral policy, education, higher education and research, national infrastructures, the environment, globalization, governance and the public sector. Adopting the proposed strategy and fully implementing the detailed measures will enable the fulfilment of its

Notes: It has been determined that Israel generally provides trainings and programmes on industry, technology, and digitalization sectors.

Miktzoa L'Chaim: It is an on-the-job training programme which focuses on training soldiers in the technological and logistic corps of the IDP throughout their military service and the period before release. The programme teaches them professions that are needed in the labour market and industry and helps with job placement in industry.

The Class in Factory Programme, The Shovarim L'Ma'asikim Programme, The Hachshara B'Hatama Programme: It is trying to connect industry and education. A training and tutoring programme for industry.

Theme 3

Programmes and Projects Supported by the Development

Partners to Support Skills Development for Employment

Ongoing Projects

Name of the Project/Initiative	The Future of Skills: Agri-tech Sector (On The Scope of SKILLS LAB, Future of Skills) #Skills4Future (2020–ongoing)
Sector	Environment, Climate change, Agriculture, digitalization
Name of the Implementing Organization	ETF
Partners/Stakeholders (Int'l, National, or Local – If Exists)	Support from the EU agencies and governmental agencies, national and international organizations, education institutions.
Objective and Target Groups	<p>It is a country cooperation for better skills.</p> <p>Together with national, European, and international experts the ETF is analysing trends and impact on skills in technology, digitalization of economies, globalization, demography, climate change and migration. Skills Lab also is focused on the identification of the skills requirements of vulnerable groups (NEETs, unemployed, less well-qualified) and changes brought by migration flows and refugees.</p> <p>It explores the technological changes and innovations and the implication for skills. Within the scope of the programme, the importance of digitalization in different sectors is demonstrated and encouraged through vocational training. Studies on agriculture-technology are carried out in Israel and it is seen that digitalization increases efficiency.</p>
Results and Outcomes	No detailed information is available
Name of the Project/Initiative	Support to Technical and Vocational Education and Training (TVET) in East Jerusalem (2020–2022)
Sector	Industry Science (Smart building technology, industrial electronics, lift technology, web page design), renewable energy, survey and building etc.
Name of the Implementing Organization	United Nations Development Programme/ Programme of Assistance to the Palestinian People UNDP/PAPP and Ministry of Education and Jerusalem Directorate of Education (JDoE).
Partners/Stakeholders (Int'l, National, or Local – If Exists)	Support from the United Nations agencies, International Organizations, Governmental agencies.
Objective and Target Groups	<p>Target group: The target group will be Palestinian girls and boys in East Jerusalem, age group of 15–19.</p> <p>The aimed overall impact of the project is 'Young people in East Jerusalem develop relevant technical and vocational skills for employment, decent jobs and entrepreneurship'. This project aims to improve the TVET offerings provided by the MOE and JDoE as part of implementing the national TVET strategic policies in East Jerusalem. The project outputs are</p> <p>expanded and improved offerings of TVET education for secondary students in East Jerusalem; enhanced pedagogical and technical skills of TVET teachers for targeted TVET schools; enhanced employability and complementary skilling services for TVET students.</p>
Results and Outcomes	The project's expected outcome is 'Increased access to an improved learning environment for TVET in East Jerusalem and enhanced linkages between TVET and the labour market'.

Ongoing Projects

Name of the Project/Initiative	The Youth Employment in the Mediterranean (YEM) (2018–2020) (Targeted to be finished in 2021)
Sector	Digital skills, digitalization
Name of the Implementing Organization	UNESCO (EU-funded)
Partners/Stakeholders (Int'l, National, or Local – If Exists)	
Objective and Target Groups	It is a three-year regional initiative. It is expected to be implemented in cooperation with nine member states, including Israel, between 2018–2020. The project aims to understand the situation of the TVET system in the region, to develop skills anticipation systems, to promote TVET, WBL, to increase youth employment, to encourage digitalization and entrepreneurship.
Results and Outcomes	No detailed information is available

Name of the Project/Initiative	OECD's Future of Education and Skills 2030 Programme (Phase I: 2015–2019; Phase II: 2019 and beyond) (Israel participated in 2020)
Sector	Educational development
Name of the Implementing Organization	OECD
Partners/Stakeholders (Int'l, National, or Local – If Exists)	Policymakers, academics, schools, private foundations, private companies, community services
Objective and Target Groups	In 2015 the OECD launched the Future of Education and Skills 2030 project. The project aims to set goals and develop a common language for teaching and learning. The Future of Education and Skills 2030 aims to help education systems determine the knowledge, skills, attitudes and values students need to thrive in and shape their future. This programme aims to ensure high-quality, comprehensive and equal education and promote opportunities for lifelong learning by 2030. Israel joined this programme in 2020. The project was initiated as a result of the need for sustainable development. Israel plans to align its education system procedures, curricula, and international examinations with the programme until 2030.
Results and Outcomes	

Completed Projects

Name of the Project/Initiative	EU-TWINNING Project (2018–2020)
Sector	National qualification framework
Name of the Implementing Organization	EU
Partners/Stakeholders (Int'l, National, or Local – If Exists)	ETF, Italian Ministry of Education, Universities and Research (MIUR) and the Foreign Academic Degrees Evaluation Department (DEFAD) of the Israeli Ministry of Higher and Supplementary Education; government ministries such as Labour, Welfare, Education, Security, Justice; the Central Bureau of Statistics etc.
Objective and Target Groups	<p>The EU allocated EUR 1.8 million to support the implementation of a twinning project between the Italian and Israeli ministries of education. The goal of this project is to design, establish and support a national qualifications framework in Israel.</p> <p>The project is focusing on four main institutions that award qualification certificates: the Council for Higher Education, the Ministry of Education, the Ministry of Labour and the Israel Defence Forces.</p>
Results and Outcomes	

Name of the Project/Initiative	ETF–UNIMED Initiative (2019)
Sector	Entrepreneurship
Name of the Implementing Organization	ETF and Mediterranean Universities Union (UNIMED)
Partners/Stakeholders (Int'l, National, or Local – If Exists)	EU agencies, educational institutions
Objective and Target Groups	<p>The initiative aims to boost the cooperation enhancing information and knowledge exchanges on themes linked to: entrepreneurship and entrepreneurial learning; employability; career guidance and vocational training.</p> <p>One of the key elements of the joint actions is to promote policy dialogue and mutual exchanges between schools and academia and other stakeholders, including enterprises, labour market stakeholders and national, regional, and international labour authorities, to contribute to improve social cohesion and achieve more sustainable economic growth through the reform of education, training, and labour market systems.</p>
Results and Outcomes	

Completed Projects

Name of the Project/Initiative	GEMM Project (2013–2016)
Sector	VET Governance
Name of the Implementing Organization	ETF
Partners/Stakeholders (Int'l, National, or Local – If Exists)	All EU delegations, Other international organizations such as GIZ, the ILO, the World Bank, and the Anna Lindh Foundation
Objective and Target Groups	<p>Target Groups: Youth and women</p> <p>It aims to improve the governance of VET systems in nine countries of the region. With the GEMM project, EFT works on local skills in Jordan through aimed at promoting youth and female employment.</p> <p>The project was designed around three axes: (1) mapping and analysis of current VET governance systems; (2) capacity-building for national and local stakeholders involved in multilevel governance; and (3) country-specific small action-oriented pilot projects addressing the quality and relevance of VET at the subnational level.</p>
Results and Outcomes	GEMM focuses on the labour market needs analysis and skills matching in Israel. The capacities of stakeholders at the level of VET institutions/providers have been developed to develop strategies for human resource development to accelerate socioeconomic development in southern Israel. VET authorities (ministries of economy and education) aim to establish an institutionalized local platform to provide regular reporting on skills needs analysis and matching at local level, thereby establishing new partnerships.

Name of the Project/Initiative	The German-Israeli Programme for Cooperation in Vocational Education and Training (Israel Programme) (2011–2020)
Sector	
Name of the Implementing Organization	The Israeli Ministry of Economics and the German Federal Ministry of Education and Research (BMBF)
Partners/Stakeholders (Int'l, National, or Local – If Exists)	Policymakers, academics, education institutions, private foundations, private companies, community services etc.
Objective and Target Groups	<p>The German-Israeli Programme for Cooperation in Vocational Education and Training (Israel Programme) is a bilateral cooperation and funding programme between the Israeli Ministry of Economics and the German Federal Ministry of Education and Research (BMBF).</p> <p>The objective of the Israel Programme is to deliver impetuses in both countries for the further development of vocational education and training at various levels.</p> <p>The programme opens up opportunities for VET staff, VET experts and trainees from the two countries to acquire technical knowledge from each other; develop and pilot innovative approaches in vocational education and training; experience the everyday reality of life in the respective other foreign country; gain a deeper mutual understanding.</p>
Results and Outcomes	Since 2011, this cooperation has been based on a government agreement on industry-led research and development and initial and continuing vocational education and training.

Future Projects

Name of the Project/Initiative	The New Agenda for the Mediterranean
Sector	Socioeconomic recovery
Name of the Implementing Organization	EU
Partners/Stakeholders (Int'l, National, or Local – If Exists)	EU
Objective and Target Groups	<p>Target groups: especially women and youth</p> <p>The European Union aims to mobilize public and private investment of up to €30 billion to support a green, digital, resilient and just recovery in the Southern and Eastern Mediterranean. The New Agenda for the Mediterranean, unveiled on 9 February 2021, aims to renew the partnership between the European Union and its southern neighbours launched 25 years ago by the Barcelona Declaration.</p> <p>It includes a dedicated Economic and Investment Plan worth up to €7 billion under the EU's new Neighbourhood, Development and International Cooperation Instrument (NDICI) to spur the long-term socioeconomic recovery over 2021–2027. This could leverage up to €30 billion in public and private investment over next decade.</p>
Results and Outcomes	The project has not been implemented yet.

Theme 4

National Qualifications Framework in Israel

Israeli National Qualification Framework (INOF)

There is no definition of qualification in use in the country. Most qualifications and programmes, whether in general, higher, or vocational education, are not yet written in learning outcomes. On the other hand, there is no national system for validation yet, but its establishment is an aim of the NQF. Israel has been trying to establish its own National Quality Framework since Resolution no 147, published in 2015. Activities leading to the establishment of an Israeli National Qualifications Framework (officially launched in August 2018) are ongoing, with a major focus on the framework's architecture, legislative and governance issues.

An Interministerial Working Group (WG), comprising units such as the project staff, Italian and EU experts, and Israeli experts, in addition to the Ministry of Higher and Complementary Education, the Ministry of Education, the Ministry of the Economy and Industry, the Ministry of Labour, Welfare and Social Services, the Ministry of Defense, the Council for Higher Education (CHE) and the Israeli Central Bureau of Statistics, undertakes the technical work. The WG proposes, the ISC adopts, and the Government decides. The Ministry of Higher and Complementary Education leads the NQF's development.

Discussion within the Interministerial Steering Committee and with stakeholders continue on the number of levels and descriptors that would best accommodate the range of qualifications in the country and try to create a framework compatible with the EQF. An eight-level model is currently envisioned. The column headings would be Knowledge, Skills and Responsibility and Autonomy. The Project and group are currently experimenting with qualifications descriptors, drafting outcomes for individual key qualifications. They are experimenting with drafting qualification descriptors for a limited number of reference qualifications, such as the level 3 professional qualifications and some Level 5 qualifications.

Example:

Teudat Bagrut, the upper secondary matriculation qualification. (In the EQF, such school-leaving certificates are typically placed at equivalent to Level 4. The Bagrut certifies for both general and more technical streams.)

ISCED level 3 vocational certificate is achieved by combining education and apprenticeship.

Israel has a high volume of provision at short-cycle tertiary level, i.e., ISCED 5 and EQF Level 5, which equips people for both direct entry to the job market at graduation and access to employment, including progression to higher education.

Level 5 providers are colleges, administered by the ministries and government Institute of Technological Training (NITT/MAHAT). Department of Education and Department of Labour colleges offer certifications for this level of applied engineers, paramedics, and nursing.

The coordination of the development of INQF is under the EU-Twinning project, a partnership between the Italian Ministry of Education, Universities and Research (MIUR) and the Foreign Academic Degrees Evaluation Department (DEFAD) of the Israeli Ministry of Higher and Supplementary Education.

TVET Teacher/Trainer

One of the serious problems in the Israeli education system is the shortage of teachers in primary and secondary schools, especially in subjects such as science, mathematics, and English. Considering this shortage, the Ministry of Education recently issued updated memorandums addressing the process of obtaining a teacher's license in biology, chemistry, and physics. The qualification requirements for teaching these subjects are being lowered. Israel suffers from a serious shortage of technology teachers, expert lecturers, and tutors in technological and vocational subjects. This is because technological and vocational education generally requires teachers with an engineering degree and some experience in the industry. However, potential salaries in the

labour market are much more attractive than what the Ministry of Education can offer its teachers. The Teachers' Union in Israel cooperates with the Ministry of Education and the networks to improve teaching quality and teachers' salaries in technology-related subjects, but at this stage there is no real solution.

The 'Significant Learning' reform was first introduced in the education system about three years ago. It combines innovative teaching methods, learning through research and project-based learning, computerized teaching, and the integration of students in the industry. The Department of Computerized Technology and Information Systems is preparing practical training sessions to train teachers to teach using state-of-the-art methods, mainly through projects. With this method, the students become the centre of the learning process, while the teacher becomes a tutor. ORT and AMAL have major teacher training centres.

All teachers in the State of Israel earn a uniform salary, regardless of the subject(s) they teach and based only on their degree and years of experience.

Through Afikim, ORT provides teacher training for all teachers, including ORT teachers in conjunction with the Chief Inspectors for technology subjects. The budget is provided by the Ministry of Education. AMAL has its PTC (Pedagogical Technological Centre), which trains its teachers and offers in-service courses for all technology teachers. The courses cover content and the integration of advanced technologies in teaching practice.

The Ministry of Education requires that all teachers have at least a BA degree and a teaching certificate.

Occupational and Educational Standards of Classifications (ISCO/ASCO/JSCO/ISCED/JSCED)

Many countries have adopted ISCO's methodology, however some of them have developed their own occupational classifications based on competing principles. Israel uses its own national occupational classifications, which is Israel's Standard Classification of Occupations (SCO,1994).

The main principle of the SCO is the amount of institutional training required to fill a particular occupation, expressed in descending order of education down the major groups. In most classifications, the first major group is managers

and senior officials, while in SCO 1994, Academic Professionals, then Associate Professionals and Technicians are in the first line, as they require extensive university training. The SCO 1994 separates those with formally recognized training, from those with little formal training and those with informal training. So, one of two people doing the same job but with and without academic training, for example, an Academic Graphologist is considered a psychologist, while a Non-Academic Graphologist is instead grouped with Entertainment Workers. If the Occupation performed includes several activities of different skill levels, it is sorted by the activity of the highest skill level. The practice of classifying occupations at the highest skill level therefore allows for the generous placement of workers in higher-level positions.

However, Israel has changed its classification format by making it compatible with the 2011 update of ISCO-08 to comply with international standards. Although some of the occupations do not exist in Israel, they appear in the 2011 Classification for the purpose of adaptation to the international classification. The Classification is used to make decisions concerning employment at the national level. At the detailed level in the 2011 Classification, it is divided into 500 headings called unit groups. These are consolidated into 131 minor groups, which form 43 submajor groups and, at the most aggregated level, 12 major groups (including major group X, also called unknown classification and major group Y, also called no occupational classification).

ISCO 2011 divides jobs into 12 major groups: Managers; Professionals; Practical engineers, technicians, and associate professionals; Clerical support workers; Service and sales workers; Skilled agricultural, forestry and fishery workers; Tradesman in manufacturing and construction and other tradesmen; Plant and machine operators and assemblers of products and machinery, and drivers; Elementary occupations; Armed Forces occupations; Unknown classification; No occupational classification.

ISCO Skill Level

Level 1: Simple and routine physical or manual tasks (such as office cleaners, freight handlers, garden laborers, kitchen assistants). Most occupations at this level require physical strength, for some occupations, basic skills in literacy and numeracy may be required, but these skills would not be a major part of the work. For some occupations at this skill level, basic primary education may be required.

Level 2: The performance of tasks such as operating machinery or electronic equipment, driving vehicle, maintenance, and repair of electrical and mechanical equipment, ordering and storage of information (butchers, bus drivers, secretaries, accounts clerks, sewing machinists, dressmakers, police officer, hairdressers etc.). The ability to read information, to accurately perform simple arithmetic calculations is essential. Generally, completion of the first stage of secondary education is required. Some of them require the completion of the second stage of secondary education (post-secondary vocational education or training). In some cases, practical experience in the job may substitute for formal education.

Level 3: Complex technical and practical tasks (shop managers, medical laboratory technicians, legal secretaries, commercial sales representatives, diagnostic medical radiographers, computer support technicians, and broadcasting and recording technicians). Generally, it requires a high level of literacy and numeracy and well-developed interpersonal communication skills. It is usually obtained as the result of study at a post-secondary or academic institution for a period of 1–3 years. In some cases, practical experience in the job may substitute for formal education.

Level 4: Complex problem-solving, decision-making and creativity based on an extensive body of theoretical and factual knowledge in a specialized field (sales and marketing managers, civil engineers, secondary school teachers, medical practitioners, musicians, operating theatre nurses and computer system analysts). It required extensive literacy and numeracy, high-level interpersonal communication skills. It is usually obtained as the result of post-secondary or academic education for a period of 3–6 years. Some of them require extensive experience and on-the-job training may substitute for formal education.

Education

ISCED is the reference classification for organizing educational programmes and related qualifications by levels and fields of education. Fields of education and training and levels of education or educational attainment are cross-classification variables within ISCED and are therefore independent of each other. This classification has been designed principally to describe and categorize fields of education and

training at the secondary, post-secondary and tertiary levels of formal education. The classification may also be used in other contexts, for example to classify the subject matter of non-formal education, initial and continuing vocational training, or informal learning. The classification can also be used for programmes and qualifications of general education where there is a subject specialization. However, general education programmes and qualifications which cover a broad range of subjects with little or no specialization in a particular field or fields will typically be classified within the broad field 00 'Generic programmes and qualifications.

ISCED Level and Duration

- **Level 0:** Early Childhood Educations: No duration criteria, however a programme should account for at least the equivalent of two hours per day and 100 days a year of educational activities to be included.
- **Level 1:** Primary Education: Duration typically varies from four to seven years. The most common duration is six years
- **Level 2:** Lower Secondary Education: Duration typically varies from two to five years. The most common duration is three years
- **Level 3:** Upper Secondary Education: Duration typically varies from two to five years. The most common duration is three years.
- **Level 4:** Post-Secondary Non-tertiary education: Duration typically varies from six months to two to three years
- **Level 5:** Short-cycle tertiary education: Duration typically varies from two to three years
- **Level 6:** Bachelor's or equivalent level: The duration of bachelor's or equivalent level programmes typically varies from three to four more years when directly following ISCED level 3
- **Level 7:** Master's or equivalent level: The duration of master's or equivalent level programmes typically varies from 1 to 4 years when following ISCED level 6
- **Level 8:** Doctoral or equivalent level: Duration is a minimum of three years

Standard Classification of Education of Israel

Israel has 15 years compulsory education and free education provided between the ages of 3 and 18. The national education system in Israel has five levels: pre-primary, primary, lower secondary, upper secondary, and higher education.

Six years of Primary education (Grades 1–6), three years of secondary education (Grades 7–9), three years of upper secondary education (Grades 10–12). Compulsory education is 15 years in Israel. Primary education consists of a compulsory pre-primary period, known as kindergarten, for children aged 3–6, and then 6 years of primary school until age 12. Secondary education is divided into three years of lower secondary between ages 12–15 and three years of upper secondary school between ages 15–18. In upper secondary education students can choose between two paths: general and technology education. At the end of the grade 12, students take an exam called the Bagrut. It is essential for admission to higher education. On the other hand, students can also choose to continue with secondary vocational education and training. It starts with grade 9 or 10 and continues until grade 12. Training programmes are available for the professions of an electrician, auto-mechanic, cook, hairdresser and computer technician, and practical experience is an important part of the curriculum. Students in some secondary vocational schools can prepare for Bagrut exams by including a sufficient number of academic subjects in their curriculum.

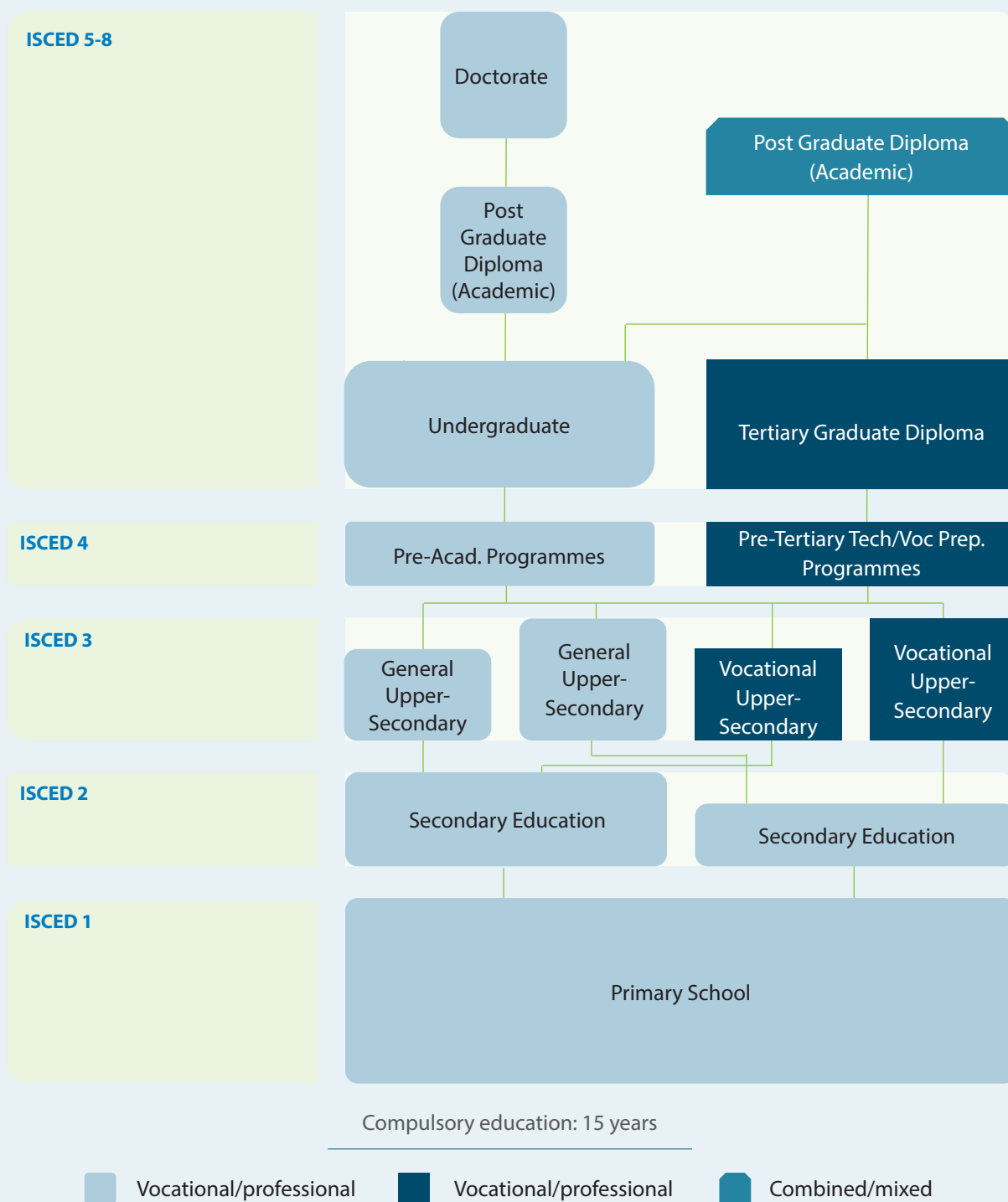
There is no clear distinction between academic education and higher professional education. Some programmes contain both elements of higher professional education and university education.

Israel makes its standard classification of education compatible with ISCED's 2011 updated version. The education system is shown in detail in Appendix 1.

Quality Assurance

RAMA (the National Authority for Measurement and Evaluation in Education) is the unit of the Ministry of Education that deals with the measurement and evaluation of the entire education system, assessing the availability and adequacy of Quality assurance regulations, measures, and practices. The MOE and MoLSS, in consultation with various bodies, are responsible for setting quality standards for providers' learning environments and their learning outcomes. The Ministry of Labour runs a process of evaluation and feedback on the training system for adults and young people. The Interministerial Accreditation System Team (Government Resolution No 147 2015) was established to streamline and harmonize accreditation in TVET subsystems, and the MoNE's Accreditation Department aims to establish a flexible TVET accreditation system to enable the student to progress through accreditation levels. However, there is no specific legislation on quality assurance in VET.

Figure 2: Formal Education System in Israel



Source: UNEVOC-UNESCO Official website

Beneficiary Country

JORDAN

Theme 1

National Policies and Strategies Aiming to Support Skills

Development for Employment and Status of Implementation

Summative Description of National Policies/Strategies/Reforms

Title of the policy/strategy	Jordan's National Qualifications Framework (JNQF)
Period	Adopted by law number in January 2019
Main institutions involved	The Accreditation and Quality Assurance Commission for Higher Education Institution (AQACHEI), The Ministry of Education and the new Technical and Vocational Skills Development Commission (TVSDC)
Brief description	<p>It is a 10-level comprehensive framework learning outcomes-based, covering qualifications from general education, TVET and higher education. Its level descriptors are defined by three areas: knowledge and understanding, skills and competencies. AQACHEI has the authority to set general procedures and standards for all national qualification. It is responsible for the NQF and oversees its implementation in higher education. It also verifies and evaluates the learning outcomes included in qualifications. AQACHEI duties include registering qualifications with the NQF and accrediting awarding bodies, establishing procedures, and developing standards and criteria for quality assurance and recognition of prior learning; and matching foreign qualifications to the framework. It uses quality assurance standards for programmes with eight combined criteria and subcriteria such as the use of learning outcomes, feedback from students and employers on training outcomes, institutional self-assessment with indicators that require evidence to be provided in higher education. Quality assurance of VET programmes and qualifications in Jordan is split between different regulators, who take different approaches and use separate criteria. CAQA began using a three-level occupational testing mechanism to recognize workers' prior learning: semi-skilled, skilled and craftsman, in 2016. On the other hand, CAQA was merged with the structure of TVSDC. TVSDC is currently responsible for the accreditation, supervision, and evaluation of secondary vocational education, vocational training, and technical and continuing education programmes, excluding higher education degree awarding institutions and programmes.</p> <p>Jordan is a member of the Arab Qualifications Framework, which has been adopted in law and governing structures are operating.</p> <p>However, there is not yet a clear implementation strategy and procedure for development. Implementation of the NQF is listed as one of the projects instrumentals to the achievement of last National Strategy of Human Resources Development (NSHRD). JNQF is in the adaptation phase.</p> <p>JNQF includes all levels and types of qualifications from general education, vocational and technical education and training, and higher education:</p> <ul style="list-style-type: none"> • Semi-skilled, skilled and craftsman level certifications corresponding to NQF levels 2, 3 and 4 (also correspond to ISCED 2, 3 and 4) are awarded by the VTC, the National Employment and Training Corporation (NET), and some accredited private training providers; the general secondary education certificate Tawjih is awarded to students who have completed vocational secondary or general secondary education at NQF Level 4 (correspond to ISCED 3). • A vocational diploma is awarded by post-secondary community colleges on successful completion of a 1–2-year training programme and places at NQF Level 5 (correspond to ISCED 4). • A technical/intermediate diploma is awarded by community colleges upon successful completion of 2–3-year training programme and places at NQF Level 6 (correspond to ISCED 5). • Higher education such as BA and BSc, higher (Postgraduate) diploma, MA and MSc, PhD respectively located at NQF Level 7, 8, 9 and 10. On the other hand, recently accepted higher education-level TVET programmes, also called Professional degree programmes, will likewise be accepted at the same NQF level as academic higher education.

Summative Description of National Policies/Strategies/Reforms

Brief description (continue)

Student mobility between different education subsystems in Jordan is limited, but new initiatives have been proposed to remedy the situation. Students who leave primary school after completing the tenth grade are streamed into academic or vocational tracks based on their scores. Those with the highest scores go to general education, the rest go to vocational training or VTC programmes. The general education and vocational education programmes within the scope of the MOE end with the General Secondary School Certificate (GSEC or Tawjihi) examination. Whether students will be accepted to the University or not, which programme they can choose is determined according to the Tawjihi results. Students of VTC programmes often do not pass Tawjihi and have limited opportunities to go further in learning. The community colleges accept students with general secondary education certificates (with or without Tawjihi). Students who pass Tawjihi can access to technical-level courses that conclude with national comprehensive exams (Al Shamel). Those who get high scores in the Al Shamel exams have the chance to move on to higher education. It is planned to offer a preparatory year that can lead to a professional degree for TVET graduates who have 4–5 years of work experience and pass a qualifying exam so that they can move on to professional bachelor's degree programmes at technical universities.

On the other hand, there are two regional qualification frameworks (RQFs): both frameworks are still under development and referencing processes. The Arab Qualifications Framework (AQF): This 10-level framework was created in 2012 and is developed by the Arab Network for Quality Assurance in Higher Education (ANQAHE). Jordan is one of the members of ANQAHE along with Morocco, Tunisia, Egypt, Oman, UAE, Qatar, Bahrain, Kuwait and Saudi Arabia. It aims to promote transparency and recognition of National qualifications and improve the quality of qualifications related to other RQFs and NQFs within the RQF and externally.

Only Higher Education Levels (Level 4 to 10) are filled, but countries plan to include VET qualifications. The Gulf Qualifications Framework (GQF): It aims to facilitate labour force mobility and mutual recognition of qualifications. GQF is an instrument of the Gulf Cooperation Council (GCC). A blueprint for a 10-level meta-QF has been agreed upon, but not officially confirmed.

The JNQF chart can be found in the appendix at the end of the study.

Title of the policy/strategy

The National Youth Empowerment Strategy (2019–2025)

Period

2019–2025

Main institutions involved

Brief description

National strategies and instruments are one of the main sources on which the National Youth Strategy (2019–2025) was based on a national framework that outlines the orientations of the state towards many policies and sectors. Its main objectives are to promote youth work and the development of young people in an educational, skillful and valuable way, enabling them to innovate, create, produce and participate in political life and public affairs. Moreover, to deal with the latest developments and challenges, to look forward to the future and achieve sustainable development through self-reliant youth in cooperation and coordination with all partners. On the other hand, Building a generation capable of creativity and innovation with high productivity. The key themes of the strategy: Youth, Education and Technology; Youth and Effective Citizenship; Youth Engagement and Effective Leadership; Youth Entrepreneurship and Economic Engagement; Youth Rule of Law and Good Governance; Youth and Community Security and Peace; Youth Health and Physical Activity.

Title of the policy/strategy

Technical and Vocational Skills Development Law (No 99/2019)

Period

2019

Main institutions involved

TVSDC

Brief description

Brief description: Under the Technical and Vocational Skills Development Law (No. (99) / 2019, several Sector Skills Councils (SSCs) are being established in Jordan in partnership with public and private sectors and with the support of various international entities, namely the ILO, the European Bank for Reconstruction and Development (EBRD) and GIZ.

Summative Description of National Policies/Strategies/Reforms

Title of the policy/strategy	Jordan Economic Growth Plan (2018–2022)
Period	2018–2022
Main institutions involved	TVSDC
Brief description	<p>The Jordan Economic Growth Plan 2018–2022 (JEGP) is developed to recapture the growth momentum and realize Jordan's development potential. The JEGP is comprised of economic, fiscal, and sectoral strategies that outline the vision and policies pertaining to each sector. A successful implementation of the IMF Extended Fund Facility Programme (EFF) along with the JEGP will put Jordan on a sustainable growth trajectory and ensure its economic resilience in the face of regional turmoil.</p> <p>Highlights of the Plan: Jordanians' effective engagement in the economy; Creation of decent and rewarding jobs for Jordanians; Reform of the vocational and technical education and training system; Expanding the establishment of centres of excellence for vocational training; to harmonize training programmes with labour market needs in partnership with the sector; Spreading a culture of self-employment and entrepreneurship, and self-reliance through self-employment programmes; Reorganization of the labour market to reduce expatriate labour.</p>
Title of the policy/strategy	The Education Strategic Plan (2018–2022)
Period	2018–2022
Main institutions involved	The Ministry of Education (MOE)
Brief description	<p>It was adopted by the Ministry of Education and entered into force in 2018. Strategic Plan places TVET as one of its six main priority domains: early childhood education; access and enquiry; system strengthening; quality; human resources; vocational education. The Ministry seeks to improve the perception of TVET among students and parents by improving its quality, increasing the number of specializations, and developing partnerships with the private sectors. It aims to focus on three main issues: improving management, increasing access, and improving quality.</p> <ul style="list-style-type: none"> Improving management: revised VET policy and structure, including restricting/modernization of TVET systems under MOE's mandate; a revised system of performance and incentives for VET teachers. Increasing access: to increase the percentage of tenth grade students transitioning to vocational education from 11 to 17 per cent for both males and females; establish 15 new specialized vocational schools (7 schools for women) and increase the number of vocational qualifications offered at these schools. Improving Quality: increasing the percentage of trained teachers from 25 to 100 per cent: developing an active partnership with the private sector to serve VET. This strategy also employs the Strategy of Mainstreaming Gender Equality in Education, to guide and facilitate the identification of gender inequalities in TVET and general education and to develop corrective actions.
Title of the policy/strategy	Strategic Plan of the Ministry of Labour
Period	2017–2021
Main institutions involved	MOL
Brief description	<p>Highlights of the strategic plan: Focusing on unemployment (aged 15–24 years), and recognize them as job seekers, students of postgraduate studies, and vocational education students (aged 16–18 years); Special emphasis on young women in remote areas.; Strengthen the proportion of trained youth aged 16–18, in cooperation with the Vocational Training Corporation; Investing in the project of recruiting young women in remote areas.</p>

Summative Description of National Policies/Strategies/Reforms

Title of the policy/strategy	The National Strategy for Human Resources Development (2016–2025) (NSHRD)
Period	2016–2025
Main institutions involved	MOHE (with direct support from His Majesty King Abdullah II)
Brief description	It entered into force in 2016 and provides an overall framework for reforms in education and training. Key objectives include ensuring that all children have access to primary and secondary education, as well as complete those education, which will provide them well-being for the future; increase the number of youth and adults with relevance technical and vocational skills for employment, decent work, and entrepreneurship; ensuring fair access to affordable, relevant and quality university education opportunities; improving the quality of TVET through the introduction of consistent standards for TVET teachers and instructors, and alignment of quality assurance requirements for training providers. In addition, in the context of TVET it focuses on creating accessible and high-quality TVET options within the system and the labour market; harmonizing standards and quality assurance for all institutions and increasing the quality of TVET, closer coordination with the private sector, implementation of more open governance structures in terms of accountability, innovate funding and provision through transforming the E-TVET Fund, public-private partnerships, and expanding innovative modes of delivery, promoting the TVET system as an attractive learning opportunity from an early age. (Access, quality, accountability, innovation, mindset). This strategy has now become the main reference for most education- and training-related interventions and projects.
Title of the policy/strategy	Education for Prosperity (GOJ, 2016)
Period	2016
Main institutions involved	MOHE
Brief description	It sets out elaborated recommendations for reforming the different echelons of the education sector to achieve sustainable economic, social, and environmental development in the country. The areas of focus in the strategy include governance, quality assurance, the status of teachers and educators, private sector providers, engaging employers, innovation, and culture change. It is considered the preliminary founding document of the NHRSD. The NSHRD pays particular attention to reforming the TVET sector in Jordan. This involves strengthening the relevance of TVET, enhancing the quality of training and education in the sector, introducing private sector-centred governance structures (e.g., Sector Skills Councils) and, finally, breaking the negative stigma around TVET in the country. Major progress on the NSHRD has been achieved, including the establishment of the Technical and Vocational Skills Development Commission, the endorsement of a National Qualifications Framework, the establishment of seven national Sector Skills Councils, and the ongoing work around a National Framework for Quality Apprenticeships.
Title of the policy/strategy	Jordan 2025 — The National Vision and Strategy
Period	2015
Main institutions involved	Government of Jordan
Brief description	It entered into force in 2015. It is a long-term national vision and strategy and sets out the economic and social framework that will govern the economic and social policies based on providing opportunities for all and offering a path for the future. It includes more than 400 policies or procedures that should be implemented through a participatory approach between the government, business sector and civil society. The strategy includes fundamental principles such as promoting the rule of law and equal opportunity; increasing participatory policymaking; achieving fiscal sustainability; and strengthening institutions. The most important goal that the vision seeks to achieve is improving the welfare of citizens and the basic services provided to them, to create a balanced society where opportunities are available to all and the gap between governorates is bridged. And the strategy also aims to expand public–private partnerships. The Prime Minister’s Delivery Unit was re-established to implement and follow-up the process.

Summative Description of National Policies/Strategies/Reforms

Title of the policy/strategy	The Jordan National Employment — Technical and Vocational Education and Training (E-TVET) Strategy (2014–2020)
Period	2014–2020
Main institutions involved	The Ministry of Labour
Brief description	<p>This Strategy was published by The Ministry of Labour in 2014. The aim of the strategy development is to make a significant contribution and achieve better alignment and cohesive governance in the Employment-Technical and Vocational Education and Training (E-TVET) sector. It builds on the achievements of the developments experienced in the implementation of the previous strategy 2008-2013, but also considers the lessons learned. It aims to develop and implement a demand-driven E-TVET system that enables people to fulfil their career aspirations and contributes to economic growth and social development. The strategy focuses on five pillars that require further development and progress: governance; relevance of education and training for employability; the increase of the inclusiveness of the TVET system, especially for refugees, women and PWDs; performance measurement; and sustainable and effective funding.</p>
Title of the policy/strategy	Poverty Reduction Strategy (2013–2020) (PRS)
Period	2013–2020
Main institutions involved	Government of Jordan, monitoring: United Nations agencies UNDP
Brief description	<p>Focusing on unemployment (aged 15–24 years) and recognizing them as job seekers. The focus is also on students of postgraduate studies and students of education and training courses, with a special emphasis on young women. Another area of focus is the expansion of programmes to transition from studying to work. The policy provides for health insurance benefits and the extension of coverage of social security to include small and medium enterprises.</p> <p>It aims to implement effectively, efficiently, and sustainably a comprehensive range of poverty reduction measures to benefit poor, vulnerable and marginalized Jordanians. Therefore, PRS aims to both contain and reduce poverty. The overall goal of PRS is to contain and reduce poverty, vulnerability, and inequality in the current socioeconomic environment of Jordan, from 2013 to 2020, through the adoption of a holistic and results-oriented approach, which targets poor and below middle-class households.</p> <p>Policies and measures designed to achieve the PRS main goals have been combined into five strategic pillars (social welfare and gender; pro-poor employment and entrepreneurship; inclusive education and health services; pro-poor agriculture and environment; transport and housing for poor), reflecting the comprehensive nature of poverty reduction policies required.</p>
Title of the policy/strategy	The National Employment Strategy (2011-2020) (NES)
Period	2011-2020
Main institutions involved	Government of Jordan, various ministries such as MOL.
Brief description	<p>The NES was devised in 2011 as a response to rising unemployment rates and low economic participation rates in Jordan, particularly among women and youths. The strategy presents the task of overcoming structural challenges in the Jordanian labour market as an endeavour that requires economic, education and social reform. It seeks to improve working conditions to overcome challenges such as structural unemployment among youth, low labour force participation among women, increased unemployment, lack of follow-up on labour initiatives, and lack of appropriate institutional environment for policy formation. NES focuses on three goals; on short-term to absorb the unemployed (2014), medium-term to better skills matching and SME growth (2017), and long-term to economic restructuring and productivity improvement (2020). The road map delineated in the NES entails 69 action points, 16 of which are to be executed by the Ministry of Labour. The implementation of the strategy is supervised by a tripartite steering committee at the Ministry and the National Executive Council for NES.</p>

Brief Assessment of Status in TVET and Skills Development for Employment

According to World Bank and Jordan Department of Statistics data, Jordan's population has reached around 11 million in 2021. While 16,85 per cent of the total labour force (ILO estimate) of the population was unemployed in Jordan in 2019, this rate increased to 18.5 per cent in 2020 (Jordan Department of Statistic reported this rate as 24.7 per cent for fourth quarter of 2020). While the youth unemployment rate was recorded as 37.28 per cent (ILO estimate) in 2019, the labour force participation rate for the 15–24 age group was recorded around 23 per cent.

With the full support of the King and the monitoring and support of international organizations, the Jordan government is trying to implement various reforms and strategies to increase labour force participation and reduce youth unemployment rates, and to improve vocational training.

VET governance is characterized by a centralized, top-down approach in Jordan. The social partners are not fully involved in policymaking and governance, but they have become more visible, and their role has increased day by day in the TVET system. Generally public providers dominate the TVET system, but also private VET centres and schools provide training programmes, although very few have been accredited by the Accreditation and Quality Assurance Centre. Jordan is aware of the importance of the TVET system and appreciated it in several national policy and strategy papers.

There are two types of TVET system: formal and non-formal/informal TVET system. The TVET system consists of three main subsectors: vocational education, vocational training, and technical education. These subsectors are managed by three different councils or ministries:

1. The Vocational Training Corporation (VTC), a semi-autonomous governmental institution governed by a board of directors headed by the MOL, provides initial vocational training programmes at the semi-skilled, skilled and craftsman levels, and continuing education programmes at vocational centres.

The National Employment and Training Corporation (NET) and the United Nations Relief and Employment Agency (UNRWA) also offer similar programmes.

At the level of VTC, the curricula of training programmes are developed centrally using the Arab Standard Classification of Occupations (ASCO 2008), occupational standards or the DACUM methodology.

2. The Ministry of Education provides as part of the formal education system, two-year vocational education programmes at secondary education level.

3. Community Colleges under the Al-Balqa Applied University (BAU) provide technical education which include vocational training programmes for students who have completed 1 or 2 years of secondary education (with or without the Tawjihi); and 2–3 years technical education programmes for students holding the general secondary education certificate (Tawjihi).

On the other hand, the army also provides similar programmes. Non-formal programmes include enterprise-based training, training for construction industry. National Employment Training Company which is a public–private partnership between Jordanian Armed Forces, MOL, and the private sector responsible for the programme.

Jordan emphasized the need to develop TVET considering current as well as future labour market needs. Jordan focused on developing TVET to empower youth, especially the most marginalized.

In Jordan, most policies, and strategies, including the National Strategy for Human Resources Development (2016–2025), emphasize the importance of focusing on building entrepreneurial skills through TVET. To fulfil this commitment, several governmental institutions and NGOs have collaborated in recent years to sponsor innovative initiatives.

Jordan has acknowledged developing TVET education in its national development plans as a means to empower youth, develop its education and labour sectors and strengthen the economy. Jordan also included TVET development in other sectoral plans and policies most notably the National employment policies. However, there are limited opportunities of pathways between streams or to higher education, and this led to decreasing attractiveness of TVET. In addition, having three ministries (MOE, MOL, MOHESR) responsible for TVET can cause some coordination problems.

Responsible ministries: TVET is a common subject of three different ministries which are Labour, Education and Higher Education and Scientific Research, with the E-TVET Council (15 members, eight of them from the governmental bodies: the Ministry of Labour (MOL), the Ministry of Education(MOE), the Ministry of Higher Education and Scientific Research (MOHESR), the Ministry of Social Development, the National Centre for Human Resources Development, Al-Balqa Applied University(BAU), the Vocational Training Corporation(VTC) and Jordanian Armed Forces./ Social Partners: Jordan Chamber of Commerce, Jordan Chamber of Industry, the General Federation of Jordanian Trade Unions, and four representatives of the private sector assigned by the Council Chair (the

Ministry of Labour) acting as a coordination entity. On the other hand, the Centre for Accreditation and Quality Assurance (CAQA), The Accreditation and Quality Assurance Commission for Higher Education Institutions (AQACHEI), The National Employment and Training Company (NET), Ajloun Chamber of Commerce are also actively involved in TVET system.

In addition to government institutions, various national and international NGOs, and international institutions such as UNESCO, EFT, ILO, GIZ, EBRD support Jordan both as a model and in terms of funding. Apart from the state, there are many UN and EU agencies funded projects on TVET in Jordan.

Theme 2

Initiatives of the Private and/or Non-Governmental Entities to Support Skills Development for Employment

Ongoing Projects

Name of the Project /Activity	Jordan Youth, Technology, and Jobs Project (YTJ) (2020–2025)
Sector	Entrepreneurship, Digital services, Technology
Type of the Implementing Organization	Governmental
Name of the Implementing Organization	Ministry of Digital Economy and Entrepreneurship (With the support of WB)
Funding Sources	Hashemite Kingdom of Jordan
Objective and Target Groups	It aims to improve digitally enabled income opportunities and expand digitized government services in Jordan. It will build an impetus for private sector-led growth of the digital economy and make interventions to address specific constraints in the supply and demand sides of the economy. The project will provide digital professional programmes to develop the skills of 30,000 youth and women, provide a curriculum for digital skills in public schools from grades 7 to 12, and provide working spaces in underserved communities through Tech Hubs.
Results and Outcomes	The project offers to create 10,000 new jobs for youth in the next five years, including women (30 per cent) and Syrian refugees active in the areas of digital freelance work (15 per cent). It also aims to digitize more than 80% of government payment transactions and attract about US\$ 20 million in new investments from the private sector for digital services.

Name of the Project /Activity	Skilling UP Mashreq Initiatives (SUM) (Started 2019–ongoing)
Sector	Investment, Digital services, Technology
Type of the Implementing Organization	International Organizations
Name of the Implementing Organization	World Bank and regional contributor NGOs and private companies
Funding Sources	Financial and technical support of World Bank
Objective and Target Groups	Skilling Up Mashreq (SUM) Initiative aims to leverage the power of collaboration to tackle the digital skills gap in the Mashreq region. SUM aims to meet two objectives: 1) preparing about 500,000 young women and men from Iraq, Jordan, and Lebanon for the global jobs of the future, and 2) attracting digital technology players to invest in the region. SUM has a particular focus on vulnerable youth and women with the aim of creating innovative employment opportunities such as those available through the gig economy. SUM brings to light the need for flexible, industry-driven trainings that can prepare youth for the future of work.
Results and Outcomes	Nearly 24,000 young people have already benefited from SUM and another 386,200 people are expected to be reached within the next two years. Eight partnerships have been established across the Mashreq countries with key international players including Microsoft, LinkedIn, Code.org, and regional platforms like Edraak, Al-Ghurair Foundation, Beirut Digital District (BDD) Academy, and Hsoub.

Ongoing Projects

Name of the Project /Activity	QUADRA 2 – Resilience for refugees, IDPs, returnees and host communities in response to the protracted Syrian and Iraqi crises (2019–2022)
Sector	Social cohesion, socioeconomic resilience
Type of the Implementing Organization	Governmental, non-governmental organizations (ministries and local authorities)
Name of the Implementing Organization	Agencia Española de Cooperación Internacional para el Desarrollo (AECID); Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH; Expertise France (EF); Hungarian Interchurch Aid (HIA), Belgian Technical Cooperation (ENABEL); EU Regional Trust Fund in Response to the Syrian crisis (EUTF Syria)
Funding Sources	EU, Germany, Spain
Objective and Target Groups	<p>Target Groups: Refugees, IDPs, host communities and institutions.</p> <p>The objective is to strengthen the resilience of refugees, IDPs, returnees and host communities and institutions in response to the protracted crises in Syria and Iraq. It also strengthens capacities of local governmental institutions and civil society organizations to deliver transparent and inclusive basic services. It works in four major components: Education and Protection; Employment promotion and income-generation; Local governmental institutions and civil society organizations; Social cohesion as a cross-cutting component.</p>
Results and Outcomes	No detailed information is available

Name of the Project /Activity	The Crown Prince Foundations (CPF) Initiatives and Programmes (2015–ongoing)
Sector	Entrepreneurship, leadership, citizenship
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	CPF
Funding Sources	Royalty Fund and donations
Objective and Target Groups	<p>The Crown Prince Foundation (CPF) was established in 2015 with a vision of ‘Capable Youth for Aspiring Jordan’. CPF has an underlying strategy to advocate for mainstreaming youth in all national development efforts with focus on three foundational areas: 1. Employability & Entrepreneurship; two. Citizenship; and three. Leadership. CPF aims to drive growth with a “youth” centric lens, resulting in a young nation with responsible, engaged, productive and thriving youth. CPF’s approach includes a journey addressing the participants’ capacity requirements, to enable youth who are self-driven to create their own opportunities for better livelihoods and income mobility. (Such initiatives and programmes Haqiq, Naua, Nahno, TechWorks, Qusai, Hearing Without Borders, Hult Prize, Ana Usharek etc)</p>
Results and Outcomes	<p>CPF’s initiatives target thousands of youths every year across all governorates, with the goal of scaling to eventually impact Jordan’s entire youth population. CPF seeks to implement several programmes in all governorates of Jordan in partnership with different entities and in line with the main focus areas and strategy of CPF, with the aim of supporting and developing the skills of Jordanian youth.</p>

Ongoing Projects

Name of the Project /Activity	Active Labour Market Measures Programmes (ALMPs)
Sector	Labour market participation.
Type of the Implementing Organization	Governmental (with the support of NGOs and international organizations).
Name of the Implementing Organization	Ministry of Labour
Funding Sources	Government and NGOs
Objective and Target Groups	<p>Target groups: Youth, various youth-oriented labour market, refugees</p> <p>The programmes aim to increase the participation of youth, women, and refugees in the labour market. Programmes offer Palestinian and Syrian refugee youth with market-driven vocational courses that lead to employment. The centres are in the Palestinian refugee camps. The accredited courses offered are in market demand and provide youth with an improved livelihood opportunity. Programmes include training and retraining, including on-the-job and dual system training, internships, employment subsidies paid to employers to help cover wages and social contributions.</p> <p>Programmes: Satellite Units Programme, National Campaign for Employment, Employment Subsidy Programmes etc.</p>
Results and Outcomes	ALMPs in Jordan are more effective at reducing youth unemployment and mismatches between jobs and skills. The goal is to enable young people to work in higher quality jobs with better working conditions, including increasing access to social protection and opportunities to participate in social dialogue.

Name of the Project /Activity	Technical Assistance to the 'Skills for Employment and Social Inclusion Programme' (TA SESIP)
Sector	Finance
Type of the Implementing Organization	Government and NGOs
Name of the Implementing Organization	Various governmental agencies
Funding Sources	TVSDC and EU-funded
Objective and Target Groups	It is a strategic project supporting the implementation of the sector strategies under the capacity development component of the Financing Agreement between the Government of Jordan and the European Union. This project is part of EUR 52M budget support programme entitled 'Skills for Employment and Social Inclusion'. The SESIP overall objective is to provide capacity development support and technical assistance for E-TVET line ministries and their related institutions, CSOs and Social partners and support the implementation of the sector strategies with a focus on actions referenced in the Financing Agreement between the Government of Jordan and the European Union to implement the programme entitled Skills for Employment and Social Inclusion and keeping the indicators of support payments in the Agreement in force.
Results and Outcomes	No detailed information is available

Ongoing Projects

Name of the Project /Activity	INJAZ Programmes
Sector	Youth development
Type of the Implementing Organization	NGOs, non-profit organization
Name of the Implementing Organization	INJAZ (in 2001 became non-profit organizations)
Funding Sources	With Donation from some municipalities, National and international institutions, foundations, companies, and individuals
Objective and Target Groups	<p>Target Groups: Youth</p> <p>It aims to inspire and prepare youth to become productive members of their society and accelerate the development of the national economy. The programme focuses on developing students' sense of personal ambition and passion for achievement through a diverse spectrum of programmes, inspirational activities, volunteer projects, internships, competitions, and opportunities to gain real work experience and training before leaving the education system.</p>
Results and Outcomes	Thanks to the INJAZ, many young people continue to participate in the labour force by receiving training. It has organized 22 Skills Building Programmes, 3 Work Readiness Programmes, 15 Entrepreneurship & Employment Programmes and one Volunteerism Programme so far.

Name of the Project /Activity	King Abdullah II Fund for Development (KAFD) (2001–ongoing) Programmes and Projects
Sector	Sustainable development
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	Various governmental and non-governmental agencies, private sectors with the support of KAFD
Funding Sources	No information is available
Objective and Target Groups	KAFD strives to improve living conditions in the Kingdom's governorates by implementing social, educational, and economic programmes aimed at distributing sustainable development gains through partnerships with the private sector and civil society institutions. KAFD's programmes and projects seek to serve individuals, groups, companies, and public and private institutions within a framework that reflects KAFD's principles of transparency, productivity, sustainability, collaboration and efficient funding. There are so many projects in the fields of employability development, communication and community awareness, capacity-building, entrepreneurship, and Jordanian Youth Commission. In all areas, there are projects that focus on the development and employment of young people.
Results and Outcomes	No detailed information is available

Ongoing Projects

Name of the Project /Activity	Queen Rania Al Abdullah Initiatives
	Initiatives: The Queen Rania Foundation for Education and Development, Jordan River Foundation, Madrasati, The Queen Rania Teacher Academy
Sector	Vocational training
Type of the Implementing Organization	Individual
Name of the Implementing Organization	Various governmental and non-governmental agencies, private sectors.
Funding Sources	No information is available
Objective and Target Groups	Generally, they are initiatives aimed at young people, women, and children. It was established to train teachers, to organize vocational training, to strengthen the capacity of learning and teaching, to provide talents to young people, to strengthen the country and to ensure that individual women and young people become strong individuals.
Results and Outcomes	No detailed information is available

Name of the Project /Activity	SADAQA Projects and Workshops
Sector	Labour market participation
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	SADAQA with national and international organizations contribution such as ILO
Funding Sources	With the donation of national, international organizations
Objective and Target Groups	<p>Target Groups: Youth, women, gender equality</p> <p>SADAQA started as a campaign and now the campaign is managed by an organization of the same name. The intended goal of SADAQA is to advocate for nationwide compliance with Article 72 of the Labour Law and to work towards friendlier working environment for women.</p> <p>SADAQA organizes workshops and projects to support young women's participation in the labour force, to improve working conditions, to ensure gender equality in the workplace, to ensure that youth and women have access to vocational training and increase the number of day care services and places established within private workplaces as specified within the law for. It works closely with the Ministry of Labour and the ILO.</p>
Results and Outcomes	No detailed information is available

Name of the Project /Activity	AHEL (2011)
Sector	Leadership and community power.
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	AHEL and governmental, non-governmental, local agencies.
Funding Sources	With the donation of national, international organizations and individuals
Objective and Target Groups	AHEL partner with community groups and organizations that lead collective action to bring about change for justice and protection of human rights. Its main objective is to build people's leadership and community power.
Results and Outcomes	To support social equality and create strong generations, AHEL has carried out many trainings and courses involving young people and women.

Ongoing Projects

Name of the Project /Activity	Jordan Education for Employment (JEFE) (2006)
Sector	Vocational training
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	JEFE and governmental, NGOs, local agencies, educational institutions
Funding Sources	With the donation of national, local, international organizations and individuals
Objective and Target Groups	Jordan Education for Employment (JEFE) is a locally registered non-profit organization that leads a national initiative to create job opportunities for unemployed Jordanian and Syrian youth, developing tailor-made vocational, technical, and managerial training programmes that meet the needs of potential employers.
Results and Outcomes	Since 2006, JEFE has trained over 5,000 youth in eight programme areas and over 20 sessions, placed over 85 per cent of youth directly into jobs and maintained a six-month retention rate of almost 86 per cent. The JEFE also has established a vibrant alumni network where alumni give back to current trainees and the community.
Name of the Project /Activity	SPARK Programmes
	Programmes: Access to Education for Employment, Economic Resilience through Covid-19, Higher Education Services (HES), Improving Employment Opportunities (IEO), Internships and work for Syrian youth, Jobs and Perspectives, Market-driven Curriculum for Education and Jobs, Tadamon, Entrepreneurship and Business Development Activities (EBDA)
Sector	Vocational training
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	SPARK and governmental, non-governmental, local agencies
Funding Sources	With the donation of National, international organizations and individuals
Objective and Target Groups	With help from local partners, SPARK aims to provide higher (vocational) education opportunities to Syrian and Jordanian young people and is bridging the employment gap for graduates with a strong internship programme connected to private sector companies. SPARK is also supporting SMEs to grow and expand, creating jobs for the next generation of youth.
Results and Outcomes	Ongoing No detailed information is available

Ongoing Projects

Name of the Project /Activity	The Jordanian Hashemite Fund for Human Development (JOHUD) Programmes and Projects
Sector	Empowerment of women and youth
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	JOHUD Community Development Centres
Funding Sources	With the donation of National, international organizations
Objective and Target Groups	JOHUD is the oldest and largest non-profit, non-governmental organization dedicated to promoting rights-based, sustainable human development in Jordan. JOHUD carries out programmes and projects for all groups of the society, especially the poor, disadvantaged groups, youth, women and refugees in areas such as learning for development, community development, participation and rights, and social support. Under the field of participation and rights, it carries out projects especially for the education and empowerment of women and youth
Results and Outcomes	Ongoing No detailed information is available

Completed Projects

Name of the Project/Initiative	Education Reform for Knowledge Economy Project (ERfKE) (Phase I: 2004–2009; Phase 2 2009–2013)
Sector	Education system development.
Type of the Implementing Organization	Governmental agencies, NGOs with International organization support.
Name of the Implementing Organization	Ministry of Education, UNICEF
Funding sources	Multi-donor initiative with the WB, USAID, Foreign Affairs, Trade and Development Canada, the International Bank for Reconstruction and Development (IBRD), the EU, the Japan International Cooperation Agency (JICA)
Objective and Target Groups	ERfKE was designed to reform the educational system in Jordan. It aimed to support the Government of Jordan in transforming the education system at the early childhood, basic, and secondary levels to produce graduates with the skills needed for the knowledge economy.
Results and Outcomes	According to a 2012 report on ERfKE II, there are strategic challenges to implementation, including (but not limited to) financial restrictions, limited capacity to launch the reform, and deteriorating quality of student achievements that reflect weakness in teaching methods and approaches. Finally, the infrastructure of schools remains overcrowded and underequipped.

Theme 3

Programmes and Projects Supported by the Development

Partners to Support Skills Development for Employment

Ongoing Projects

Name of the Project/Initiative	SKILLS LAB #Skills4Change (2020–ongoing)
Sector	Reconstruction, tourism, industry
Name of the Implementing Organization	The EU-Jordan Partnership Priorities.
Partners/Stakeholders	Support from the EU agencies and governmental agencies. (EFT, the European Bank for Reconstruction, and the tourism sector (EBRD) have been providing advice and expertise develop a skills strategy for the industry)
Objective and Target Groups	<p>It is a country cooperation for better skills.</p> <p>Skills Lab is a new initiative of the ETF launched in 2020 to promote regular and in-depth analysis on changing skills demand in our partner countries. Together with national, European, and international experts the ETF is analysing trends and impact on skills in technology, digitalization of economies, globalization, demography, climate change and migration. Skills Lab also is also focused on the identification of the skills requirements of vulnerable groups (NEETs, unemployed, less well-qualified) and changes brought by migration flows and refugees.</p> <p>Promoting skills development and youth employability through the reform of the country's education and training system are a key part of this process. The European Union has been supporting Jordan's efforts to modernize its Technical and Vocational Education and Training through a succession of budget support programmes.</p>
Results and Outcomes	No detailed information is available

Name of the Project/Initiative	USAID YouthPower (2017–2022)
Sector	Youth empowerment
Name of the Implementing Organization	Global Communities, USAID.
Partners/Stakeholders	Implementing Partners are Jordanian Hashemite Fund for Human Development (JOHUD), The Kaizen Company, Partners for Good
Objective and Target Groups	<p>To improve opportunity, well-being, and civic engagement for youth, USAID YouthPower will work with youth as partners, empowering them to act as engaged citizens and productive members of society with the agency to advocate for themselves and to shape services designed to better prepare them to enter higher education, vocational training, and the workforce.</p> <p>USAID YouthPower – Jordan partners with youth ages 10–29 from all backgrounds, and with national and local service providers to leave behind sustainable, community-based resources and avenues for civic engagement for youth in targeted partner communities.</p>
Results and Outcomes	<ul style="list-style-type: none"> 80 per cent of youth benefiting from USAID YouthPower report preparedness to enter higher education, vocational training and/or workforce. 10,000 youth engaged in local development. 188 avenues for positive youth engagement. 20,000 youth report increased self-efficacy at the conclusion of Under-Secretary-General supported training/ programme

Ongoing Projects

Name of the Project/Initiative	PRIME (Projecting Reforms' Impact in Education) (2014–ongoing)
Sector	Economic empowerment of women
Name of the Implementing Organization	ETF
Partners/Stakeholders	AFD, BAU, AMIDEAST, British Council, Business Development centre, trade and development Canada, Department of Statistic, EconoWin, E-TVET Council, E-TVET Fund, EU Delegation, GIZ, Higher Population Council, ILO, INJAZ, JICA, Jordan Hashemite Fund for Human Development, Jordan River Foundation, Jordanian National Commission for Women, King Abdullah II Development Fund, MOE/Vocational Training Department, MOL, Ministry of Social Development, Ministry of Trade and Industry, Ministry of Planning and International Cooperation (Gender Unit), SADAQA, Social and Economic Council, Social Security Corporation, UNRWA, USAID agency, VTC, WB
Objective and Target Groups	<p>Target Group: Governmental and non-governmental organizations, international organizations, stakeholders</p> <p>PRIME is a systemic analysis project that aims to support international organizations, government and NGOs working in the region, especially for women's labour force participation and the detection of deficiencies in the TVET system. PRIME supports the assembly, integration and analysis of evidence for and against policy options. Its results facilitate and shape the transition from the strategic goal setting to formulation of policies. PRIME involves problem analysis, the collection and interpretation of qualitative and quantitative information, and the mobilization of stakeholders for consultations in view of improving the predictability of policy results and impact.</p> <p>PRIME pursues two objectives. Firstly, it aims at identifying the optimal policy for addressing a specific problem/objective in the field of TVET. Secondly, it is a learning process intended to enhance the capacity of partner countries to take informed decisions and integrate the knowledge in their decision-making routines.</p>
Results and Outcomes	According to the database of gender programmes of the Ministry of Planning and International Cooperation, more than 83 projects were tagged as women's economic empowerment projects. Within this, 20 projects were listed as supporting vocational training, 35 had skills training, 15 had loans and grants and 13 were listed as supporting women entrepreneurs

Ongoing Projects

Name of the Project/Initiative	MISMES Projects
	<p>Highlights MISMES Projects: UNRWA Technical and Vocational Education and Training, Better Work Jordan, Integrated Programme on Fair Recruitment (FAIR)</p>
Sector	Labour market integration of immigrant and emigrant workers, refugees, and returnees
Name of the Implementing Organization	ETF (MISMES), EU and United Nations agencies, and other international organizations, NGOs.
Partners/Stakeholders	Various
Objective and Target Groups	<p>Target Group: Immigrant, migrant workers, refugees</p> <p>MISMES are aimed at improving the labour market integration of immigrant and emigrant workers, refugees, and returnees by facilitating decent work, labour mobility, job matching, livelihood and employment skills, as well as access to labour market information and the protection of migrant workers' and refugees' rights. There are 35 MISMES initiatives in the fields of labour market integration of migrants and efficient utilization of migrants' skills. Most of these measures focus on refugees (23 out of 35, and 12 focus on professional training activities, and 11 on employment-related activities.), Only five MISMES intended for Jordanian emigrants (and expatriates) were identified, while seven measures were found that focused on foreign immigrant labour.</p>
Results and Outcomes	<p>The MISMES inventory has revealed (at least) 17 MISMES. Most of the measures (10 of the 17) benefit refugees, although they include in their target beneficiaries both refugees and Lebanese host communities. The number of MISMES beneficiaries remains extremely low, both within individual programmes and in aggregate terms.</p>

Name of the Project/Initiative	UNESCO Projects
	<p>Supporting the implementation and monitoring of TVET reform in Jordan (2020-2021), Supporting the monitoring evaluation and reporting of the National Education Strategic Plan in Jordan (2020–2021), Youth for Heritage Conservation and Risk Prevention in Petra (2020–), Employment Opportunities for Cultural Heritage Safeguarding in Jordan (2019–2021), Provision of the Technical and Vocational Education and Training for Jordanian and Syrian Youth (2018–2021; Phase 4 2019–2022)</p>
Sector	TVET governance development
Name of the Implementing Organization	UNESCO
Partners/Stakeholders	Various (UNESCO, Italian Agency for Development Cooperation, Al Quds College, the Government of Korea, GIZ)
Objective and Target Groups	<p>With the support of the UNESCO and its projects stakeholders, many projects are organized with the aim of: supporting the Jordan government to further strengthen its education system, improving the quality and relevant of TVET, building capacity for policy planning and monitoring, improving the employment opportunities to youth, women and vulnerable groups, increasing labour force participation of youth, women and refugees, supporting youth for access to meaningful, internationally accredited education.</p>
Results and Outcomes	<p>Thanks to these projects, many people benefited from vocational training and were employed. The projects are ongoing.</p>

Ongoing Projects

Name of the Project/Initiative	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH Projects
	<p>Support To the Implementation of The TVSDC Action Plan with Focus on Blended Learning And e-Learning And Teaching Service (2021–2022), QUADRA 2 (2019–2022), GIZ Employment-oriented MSME Promotion Project (Promoting job opportunities for micro, small and medium-sized enterprises (MSMEs) (2018–2024), Qualification oriented to employment in the craft (Improving employment opportunities within skilled craft professions) (2017–2024), Labour Market Oriented Vocational Education, Higher Education and Training (MOVE-HET) (Supporting the Jordanian Educational Institutions in Offering Labour Market Oriented Vocational Training) (2017–2023), Employment-Oriented TVET in Skilled Crafts (2017–2022), Improvement of Green Infrastructure in Jordan through Labour-Intensive Measures (2017–2022)</p>
Sector	Water, crafts, green infrastructure, energy
Name of the Implementing Organization	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH / GIZ International Services (with EU contribution and various governmental agencies).
Partners/Stakeholders	Government Institutions, NGOs, Some UN and EU agencies
Objective and Target Groups	<p>Target Groups: Youth, women, refugees and disadvantages groups</p> <p>With the support of the German government and GIZ, Many projects are organized with the aim of: increasing labour force participation of youth, women, refugees and disadvantages groups; receive the necessary vocational training and education; employment in areas such as waste, green environment, water, energy within the framework of sustainable development and employment in areas craft skills; increase in number of people benefiting from training and reducing youth unemployment and general unemployment.</p>
Results and Outcomes	Thanks to these projects, many people benefited from vocational training and were employed, and the projects continue.
Name of the Project/Initiative	ILO Projects
	<p>Integrated Programme on Fair Recruitment (FAIR) (Phase I-II) (2016-2021), Employment through Labour-Intensive Infrastructure in Jordan (EIIP) (Phase I-II-III-IV-V) (2016–2021), Better Work Jordan (Phase I-II-III) (Phase I started 2008, Phase III will end 2022)</p>
Sector	Labour market development
Name of the Implementing Organization	ILO and governmental and non-governmental agencies.
Partners/Stakeholders	<p>Various governmental, non-governmental, international agencies (UN agencies, EU agencies, Jordanian NGOs, MOL, ESCD, USDOL, KfW Development Bank, Swiss Agency for Development and Cooperation (SDC), (JGATE), Jordan Chamber of Industry, Jordanian Federation of Independent Trade Unions etc.)</p>
Objective and Target Groups	<p>The ILO and its partners are carrying out numerous projects to support the Jordanian economy, sustainable development, and welfare, primarily the youth, women, refugees, and all citizens who are seen as more disadvantaged. Many of these are still in the implementation phase, but thanks to the projects, it is seen that thousands of people receive vocational training and join the workforce and start working in priority sectors. Thousands of people still receive training as part of the projects supported by the ILO.</p>
Results and Outcomes	No detailed information is available

Ongoing Projects

Name of the Project/Initiative

ENI CBC MED Programmes (Cooperating across borders in the Mediterranean)

Sector	Tourism, agriculture, fisheries, innovation, environment
Name of the Implementing Organization	ENI CBC MED by EU-funded.
Partners/Stakeholders	There are many stakeholders. Association, foundation, public institutions, universities
Objective and Target Groups	Programmes are carried out in four areas with the aim of employing young people, women, and refugees in different fields such as agriculture, fisheries, tourism and integration into work and education, supporting sustainability goals and supporting the inclusion of disadvantaged groups in business, education and social life. Projects carried out under the programmes: 19 Business Projects (11 in Jordan), 13 Innovation Projects (8 in Jordan), 12 Inclusion Projects (9 in Jordan), 19 Environment Projects (13 in Jordan).
Results and Outcomes	Most of the projects that are planned to last between 30 and 36 months have already started. Since the projects have not been completed yet, it is not possible to say anything definite about their final success status. However, according to the reports published periodically, the projects started to provide training and employment to many people.

Completed Projects

Name of the Project/Initiative

**Multiannual Action Programme (Part I and Part II) (2019–2020)
Support to quality of Education and TVET**

Sector	Vocational education
Name of the Implementing Organization	EU Commission, EU.
Partners/stakeholders	EU agencies
Objective and Target Groups	The Multiannual Action Programme 2019-2020 part I and II is in line with the GPGC Strategy for 2018-2020. For the first part of the multi-year 2019 and 2020. The action programme for Jordan, the European Community is contributing €139 million as part of the European Neighbourhood Instrument ENI. It aims to support for quality and access to general and vocational education, including technical vocational education - Improving the qualifications of teachers and teaching, including inclusion, capacity-building for decentralized school management and sector programming.
Results and Outcomes	Under the GPGC MIP II, Human Development maintains its crucial role in contributing to poverty reduction and sustainable development. The programme promotes policies and actions that have a high impact on people's well-being and empowerment, reducing gaps within societies, especially for those who are in vulnerable and marginalized situations.

Completed Projects

Name of the Project/Initiative	SKOLKOVO and ILO online training (2020)
Sector	Gaming technology
Name of the Implementing Organization	SKOLKOVO, ILO
Partners/stakeholders	International Organizations
Objective and Target Groups	<p>Target Groups: TVET managers, assistant managers, and practitioners from several public and private training institutes</p> <p>A two-day online training on the management of Technical and Vocational Education and Training (TVET) institutes using Moscow School of Management (SKOLKOVO) & the ILO's digital simulation tool, took place on the 12th and 13th of December. The training uses gaming technology to simulate the strategic and operational decisions made by TVET managers daily. The training was held online in response to restrictions due to COVID-19 pandemic, and that in essence, emphasizes on the need for more digitized TVET provision for building a modern and responsive educational environment.</p>
Results and Outcomes	<p>The ILO & SKOLKOVO are now looking to mainstream this computer simulator as a systematic training of TVET institution managers in the region. If used effectively, it will contribute to the overall improvement of TVET performance in the Kingdom and the effective management of training organizations.</p>

Name of the Project/Initiative	Applying the G20 Training Strategy: A partnership of the ILO and the Russian Federation Project (Phase 2) (2020)
(Workshop: August 30.2020 to September 3, 2020)	
Sector	Chemicals, cosmetics, garment and leather industries.
Name of the Implementing Organization	ILO, the Russian Federation.
Partners/stakeholders	International Organizations, Governmental agencies
Objective and Target Groups	<p>Target Groups: senior technicians and practitioners in garment factories</p> <p>The ILO's Russian funded 'Applying the G20 Training Strategy: A partnership of the ILO and the Russian Federation' project (Phase 2) has been involved in improving the functioning and relevance of TVET in sectors that have significant potential to increase economic growth, productivity, and employment.</p> <p>The objectives of the workshop were to develop a national competency standard for Multi-Skilled Sewers in the garment industry, as well as build the capacity of participants in leading the development of occupational standards in their sector.</p>
Results and Outcomes	<p>The study surveyed 229 garment factories and stipulates that there are around 6,871 vacant positions for this occupation. The workshop that was held is a pilot for other technical assistance interventions that will be implemented by the project in the near future to support the development of market-relevant competency standards in both target sectors.</p>

Completed Projects

Name of the Project/Initiative	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH Projects
	<p>Water sector in Jordan: more women being trained as skilled workers (Technical and vocational education and training for Jordanian and Syrian refugees in the Jordanian water sector) (2017–2020), Employment promotion in Jordan (2016–2022), Promotion of training to improve efficiency in the water and energy sector II in Jordan (Improving labour skills in technical professions) (2016–2019), QUADRA (2016–2019),</p> <p>Generating (positive) energy from waste (Creating employment opportunities in waste management) (2015–2023), Employment of young women through applied Gender Diversity Management in the MENA region (2015–2021), Education opens up Perspectives (2015–2019), EconoWin (2010–2016)</p>
Sector	Water, energy, craft skills
Name of the Implementing Organization	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH / GIZ International Services (with EU contribution and various governmental agencies).
Partners/stakeholders	Government Institutions, NGOs, Some United Nations and EU agencies
Objective and Target Groups	<p>With the support of the German government and GIZ, Many projects are organized with the aim of: increasing labour force participation of youth, women, refugees and disadvantages groups; receive the necessary vocational training and education; employment in areas such as waste, green environment, water, energy within the framework of sustainable development and employment in areas craft skills; increase in number of people benefiting from training and reducing youth unemployment and general unemployment.</p>
Results and Outcomes	Thanks to these projects, many people benefited from vocational training and were employed.

Name of the Project/Initiative	USAID Jordan Workforce Development Project (WFD) (2014–2019)
Sector	Vocational training
Name of the Implementing Organization	Education Development Centre (USAID-funded).
Partners/stakeholders	DAI, Souktel, Dajani Consulting, Ministry of Labour (Jordan)
Objective and Target Groups	<p>This nationwide effort, led by DAI in partnership with the Jordanian Ministry of Labour, seeks to provide 25,000 new or improved jobs by 2019. Working in six governorates, the Jordan Workforce Development Project aims to create a competitive, demand-driven workforce development system that leads to increased private sector employment, especially for women, youth, and those living at or below the poverty line.</p> <p>EDC is supporting the development of an effective, relevant vocational training system by providing technical guidance in work readiness training, work-based learning, vocational training instructor professional development, and curriculum development.</p>
Results and Outcomes	Trained 20 participants on test development and administration for the Occupational Safety and Health (OSH) Supervisor training course. The workshops also resulted in a CAQA-approved national OSH curriculum framework.

Completed Projects

Name of the Project/Initiative	ILO PROJECTS
<p>Sector</p> <p>Name of the Implementing Organization</p> <p>Partners/stakeholders</p> <p>Objective and Target Groups</p> <p>Results and Outcomes</p>	<p>EU-ILO collaboration in the monitoring of labour aspects in the implementation of the EU's rules of origin initiative for Jordan (Phase I-II) (2017–2020), Decent jobs for Jordanians and Syrian refugees in the manufacturing sector (2017–2019), Job creation for Syrian refugees and Jordanian host communities through green works in agriculture and forestry (Phase I-II) (201–2018), Supporting a National Employment Strategy that works for Young Syrian Refugees in Jordan (SIDA III) (2016–2018), Supporting the Strategic Objectives of the London Syria Conference 2016 (Phase I– II) (2016–2018), Work in Freedom (2013–2018), 'Know About Business' in Vocational High schools & Community Colleges in Jordan (2013–2018), 'Know About Business' at the Development and Employment Fund (2012–2018), School-to-Work Transition Survey for Young People in Jordan (The Work4Youth Project) (2012–2015)</p> <p>Labour market development</p> <p>ILO and governmental and non-governmental agencies.</p> <p>Various governmental, non-governmental, international agencies</p> <p>The ILO and its partners are carrying out numerous projects to support the Jordanian economy, sustainable development, and welfare, primarily the youth, women, refugees, and all citizens who are seen as more disadvantaged. Many of these are still in the implementation phase, but thanks to the projects, it is seen that thousands of people receive vocational training and join the workforce and start working in priority sectors. Thousands of people still receive training as part of the projects supported by the ILO.</p> <p>Thanks to these projects, many people benefited from vocational training and were employed</p>
Name of the Project/Initiative	GEMM Project (2013–2016)
<p>Sector</p> <p>Name of the Implementing Organization</p> <p>Partners/stakeholders</p> <p>Objective and Target Groups</p> <p>Results and Outcomes</p>	<p>VET governance</p> <p>ETF</p> <p>All EU delegations, Other international organizations such as GIZ, the ILO, the World Bank, and the Anna Lindh Foundation</p> <p>Target Groups: Youth and women</p> <p>It aims to improve the governance of VET systems in nine countries of the region. With the GEMM project, EFT works on local skills in Jordan through aimed at promoting youth and female employment.</p> <p>The project was designed around three axes:</p> <p>(1) mapping and analysis of current VET governance systems; (2) capacity-building for national and local stakeholders involved in multilevel governance; and (3) country-specific small action-oriented pilot projects addressing the quality and relevance of VET at the subnational level.</p> <p>GEMM supported a pilot project in the Jordanian region of Zarqa. The aim was to better match training with the needs of the retail sector by promoting cooperation between employers and training providers. It focused on labour market needs analysis, curriculum development and monitoring in sales and retail sector in Jordan Zarqa region. It supported for local VET partners and stakeholders to cooperate better to increase the employability of young people and women in the Al-Zarqa Governorate. This included a skill needs analysis, design/adaptation of curricula based on the skills needs analysis and a tracer study in the retail sector. efforts are being made to expand the project to other regions.</p>

Future Projects

Name of the Project/Initiative	The New Agenda for the Mediterranean
Sector	Socioeconomic recovery
Name of the Implementing Organization	EU
Partners/stakeholders	No information is available
Objective and Target Groups	<p>Target groups: Women and youth</p> <p>The European Union aims to mobilize public and private investment of up to €30 billion to support a green, digital, resilient and just recovery in the Southern and Eastern Mediterranean. The New Agenda for the Mediterranean, unveiled on 9 February 2021, aims to renew the partnership between the European Union and its southern neighbours launched 25 years ago by the Barcelona Declaration.</p> <p>It includes a dedicated Economic and Investment Plan worth up to €7 billion under the EU's new Neighbourhood, Development and International Cooperation Instrument (NDICI) to spur the long-term socioeconomic recovery over 2021–2027. This could leverage up to €30 billion in public and private investment over next decade.</p>
Results and Outcomes	The project has not been implemented yet

Name of the Project/Initiative	The new bylaws to regulate the TVET sector in Jordan
Sector	TVET sectors - chemicals, plastics, textiles, construction, agriculture, logistic, ICT, water and energy, tourism and hospitality
Name of the Implementing Organization	The government of Jordan with the support of ETF.
Partners/stakeholders	ETF
Objective and Target Groups	<p>The EU Delegation has now started to focus on the quality of education within the TVET programme following reforms. It is also providing support in conjunction with e-learning and blended learning which became essential during the pandemic when most schools and training centres closed.</p> <p>The government is working on new bylaws to regulate the TVET sector in Jordan.</p> <p>ETF is also planning to support nine sectors: chemicals, plastics, textiles, construction, agriculture, logistic, ICT, water and energy, tourism and hospitality.</p>
Results and Outcomes	The project has not been implemented yet

Notes: International donor support for specific areas:

- *ILO*: Cosmetic and Chemical Industries; Garment and Leather Industries; and Agriculture
- *GLZ*: Water and Energy; Logistics; Information and Communications Technology
- *EBRD*: Hospitality and Tourism.

The Torino Process and ETF's 2020 assessment report on Jordan helped identify areas where improvement is needed. Nine Sector Skills Councils were established, he said, and the skills needed for the market will be studied. The sectors include chemicals, plastics, textiles, construction, agriculture, logistics, ICT, water and energy, tourism, and hospitality.

In Jordan, government units, non-governmental organizations and international institutions play an active role in vocational training. In addition, the Royalty organizations, and funds, especially for Jordan, actively provide funds and carry out projects in various fields to contribute to the development of the country. Due to the large number of projects and programmes, the implementing institutions were written, the names of the projects were given in addition, the aims of the projects and the beneficiary institutions were written together after being analysed.

Theme 4

National Occupational Framework in Jordan

Occupational and Educational Standards of Classifications (ISCO/ ASCO/JSCO/ISCED/JSCED)

Jordanian institutions are using different Standard Classifications for occupations, economic activities and education which hinder comparability of administrative data for labour market analysis. These are: International Standard Classification of Education; International Standard Classification of Occupations; International Standard Industrial Classification of all economic activities; Arab Standard Classification of Occupations; Jordan Standard Classification of Occupations; Jordan Standard Industrial Classification of All Economic Activities; Jordan Standard Classification of Education.

The International Standard Classification of Occupations (ISCO) is an International Labour Organization (ILO) classification structure for organizing information on labour and jobs. The current version is known as ISCO-08 (previous version ISCO-58, ISCO-68, ISCO-88). ISCO-08 aims to provide a basis for the international reporting, comparison, and exchange of statistical and administrative data about occupations; a model for the development of national and regional classifications of occupations; a system that can be used directly in countries that have not developed their own national classifications. It is intended for use in statistical applications and in a variety of client-oriented applications. Client-oriented applications include the matching of job seekers with job vacancies, the management of short- or long-term migration of workers between countries and the development of vocational training programmes and guidance.

ISCO-08 focuses on the tasks undertaken during an occupation, and grouping levels are determined by the skills required for the job. Occupations are distributed according to the level and type of skills required to join groups. The skill level criterion is based on the International Standard Classification of Education (ISCED) and serves to characterize eight of the 10 major groups.

For example

The main nine elementary occupations consist of categories that require skills equivalent to those taught in primary education. There are two exceptions to this rule: major groups 0 (Armed Forces) and 1 (Managers). In each major group, occupations are classified by type of skill, a criterion that reflects four dimensions: scope of knowledge needed, tooling and machinery used, equipment on which or with which persons work, and type of goods and services produced. At the detailed level, it is divided into 436 headings called unit groups. These are consolidated into 130 minor groups, which form 43 submajor groups and, at the most aggregated level, 10 major groups.

ISCO-08 divides jobs into 10 major groups:

1. Managers;
2. Professionals;
3. Technicians and associate professionals;
4. Clerical support workers;
5. Service and sales workers;
6. Skilled agricultural, forestry and fishery workers;
7. Craft and related trades workers;
8. Plant and machine operators and assemblers;
9. Elementary occupations;
10. Armed Forces occupations

ISCO Skill Level

Level 1: Simple and routine physical or manual tasks (Such as office cleaners, freight handlers, garden labourers, kitchen assistants). Completion of primary education or the first stage of basic education (ISCED-97 Level 1) may be required. A short period of on-the-job training may be required for some jobs.

Level 2: The performance of tasks such as operating machinery or electronic equipment, driving vehicle, ordering and storage of information (Butchers, bus drivers, secretaries, accounts clerks, sewing machinists, dressmakers, police officers, hairdressers etc.). The ability to read information, to accurately perform simple arithmetic calculations is essential. Generally, completion of the first stage of secondary education (ISCED-97 Level 2) is required. Some of

them require the completion of the second stage of secondary education (ISCED-97 Level 3), some require completion of vocation-specific education undertaken after completion of secondary education (ISCED-97 Level 4). Some experience and on-the-job training may substitute for formal education.

Level 3: Complex technical and practical tasks (shop managers, medical laboratory technicians, legal secretaries, commercial sales representatives, diagnostic medical radiographers, computer support technicians, and broadcasting and recording technicians). Generally, it requires a high level of literacy and numeracy and well-developed interpersonal communication skills. It is usually obtained as the result of study at a higher educational institution for a period of 1-3 years following completion of secondary education (ISCED-97 Level 5b). Some require relevant work experience and prolonged on-the-job training.

Level 4: Complex problem-solving, decision-making and creativity based on an extensive body of theoretical and factual knowledge in a specialized field (sales and marketing managers, civil engineers, secondary school teachers, medical practitioners, musicians, operating theatre nurses and computer system analysts). It required extended levels of literacy and numeracy, high-level interpersonal communication skills. It is usually obtained as the result of study at a higher educational institution for a period of 3-6 years leading to the award of a first degree or higher qualification (ISCED-97 Level 5a or higher). Some of them require extensive experience and on-the-job training may substitute for the formal education and may be additional formal education.

Another Standard Classification of Occupation used in Jordan is the Arab Standard Classification of Occupations (ASCO). ASCO-08 was developed through technical cooperation and financial support from GIZ to five Arab countries (Jordan, Lebanon, Syria, Egypt, and Palestine). ASCO was based on JSCO 2004, ISCO-08 and Arab occupational classification 1989. ASCO is a tool for organizing all jobs in an establishment, an industry, or a country into a clearly defined set of groups. It will normally consist of two components: a descriptive and the classification system. Jobs are recognized primarily by the associated job title. Jobs are classified according to the concept of 'skill level' and 'skill specialization'. At the detailed level (job title), it includes 2993 job titles, aggregated into 430 headings called unit groups. These are consolidated into 142 minor groups, which form 46 submajor groups and, at the most aggregated level, 10 major groups.

Based on their similarity in terms of skill level and skill specialization required for the jobs.

ASCO-08 divides jobs into 10 major groups:

1. Managers, Legislators and Senior officials;
2. Professionals;
3. Technicians and associate professionals;
4. Clerks;
5. Service and sales workers in markets and shops;
6. Skilled agricultural, forestry and fishery workers;
7. Craft and related trades workers;
8. Plant and machine operators, and assemblers;
9. Elementary occupations;
10. Armed Forces occupations.

Jordan Standard Classification of Occupations (JSCO-04)

JSCO-04 was developed and published by NCHRD in 2004 and was endorsed by the Cabinet. Jobs are classified according to the concept of 'skill level' and 'skill specialization' like ISCO-08 and ASCO-08. Jobs are distributed across the groups according to the level and type of skills required to engage in them. The skill level criterion is based on the International Standard Classification of Education (ISCED 97) and serves to characterize eight of the 10 major groups. For example, major group 9 of elementary occupations is composed of categories requiring skills equivalent to those taught in primary education. There are two exceptions to this rule: major groups 0 (Armed Forces) and 1 (Managers, legislators, and senior officials). In each major group, Jobs are classified by type of skill, a criterion that reflects four dimensions: scope of knowledge needed, tooling and machinery used, equipment on which—or with which—persons work, and type of goods and services produced. Jobs are nested into five levels of aggregation. At the detailed level job titles are divided into headings called unit groups. These are consolidated into minor groups and submajor groups, at the most aggregated level, 10 major groups.

The JSCO-04 divides jobs into 10 major groups:

1. Managers, Legislators and Senior officials;
2. Professionals;
3. Technicians and associate professionals;
4. Clerks;
5. Service and sales workers in markets and shops;
6. Skilled agricultural, forestry and fishery workers;
7. Craft and related trades workers;
8. Plant and machine operators, and assemblers;
9. Elementary occupations;
10. Armed Forces occupations. In short, Jordan tries to adopt a mixed structure of ISCO and ASCO.

Education

ISCED is the reference classification for organizing education programmes and related qualifications by levels and fields of education. Fields of education and training and levels of education or educational attainment are cross-classification variables within ISCED and are therefore independent of each other. This classification has been designed principally to describe and categorize fields of education and training at the secondary, post-secondary and tertiary levels of formal education. The classification may also be used in other contexts, for example to classify the subject matter of non-formal education, initial and continuing vocational training, or informal learning. The classification can also be used for programmes and qualifications of general education where there is a subject specialization. However, general education programmes and qualifications which cover a broad range of subjects with little or no specialization in a particular field or fields will typically be classified within the broad field 00 'Generic programmes and qualifications'

ISCED Level and Duration

Level 0 Early Childhood Educations: No duration criteria, however a programme should account for at least the equivalent of 2 hours per day and 100 days a year of educational activities in order to be included.

- **Level 1 Primary Education:** Duration typically varies from four to seven years. The most common duration is six years.
- **Level 2 Lower Secondary Education:** Duration typically varies from two to five years. The most common duration is three years.
- **Level 3 Upper Secondary Education:** Duration typically varies from two to five years. The most common duration is three years.
- **Level 4 Post-Secondary Non-tertiary education:** Duration typically varies from six months to two or three years.
- **Level 5 Short-cycle tertiary education:** Duration typically varies from two to three years.
- **Level 6 Bachelor's or equivalent level:** The duration of Bachelor's or equivalent level programmes typically varies from 3 to 4 or more years when directly following ISCED level 3.

- **Level 7 Master's or equivalent level:** The duration of Master's or equivalent level programmes typically varies from 1 to 4 years when following ISCED level 6.
- **Level 8 Doctoral or equivalent level:** Duration is a minimum of three years.

Jordan Standard Classification of Education (JSCED-04)

JSCED-04 was developed based on ISCED 97 and published by NCHRD in 2004. The basic unit of classification in JSCED-04 is the educational specialization. Objectives can be preparation for more advanced study, qualification for an occupation or range of occupations, or simply an increase of knowledge and understanding. JSCED seeks to model ISCED to provide an integrated and consistent statistical framework for collecting and reporting internationally comparable education statistics. At the top level JSCED-04 includes 10 broad groups divided into 25 fields then fields are divided into programmes and then into specializations.

Levels of Education:

- **Level 0:** Pre-primary education
- **Level 1:** Primary education or first stage of basic education
- **Level 2:** Lower secondary or second stage of basic education
- **Level 3:** (Upper) secondary education
- **Level 4:** Post-secondary short-cycle tertiary education (community colleges)
- **Level 5:** First and second stages of tertiary education (first and second degrees)
- **Level 6:** Third stage of tertiary education (third degree)

TVET Teacher/Trainer

Teachers and trainers in the VTC and the MOE are usually civil servants working on a full-time employment basis. They are appointed through the Civil Service Bureau. Teachers and trainers may be hired temporarily as part of an education project or initiative or to fill the required teaching staff shortages in schools or institutes in some cases and they are hired for a limited time, as part-time or full-time.

The training of teachers in the VET sector is implemented in the Vocational Training Corporation and the Teachers and Trainers Development Institute. Training is offered by public or private institutes, following an open tender. For community colleges, teacher training is provided by the National Centre for Training and Rehabilitation of Trainers.

Secondary education teachers are required to have at least a Bachelor's degree and one-year postgraduate diploma. Practical or workshop teachers may have only an intermediate College diploma or work experience.

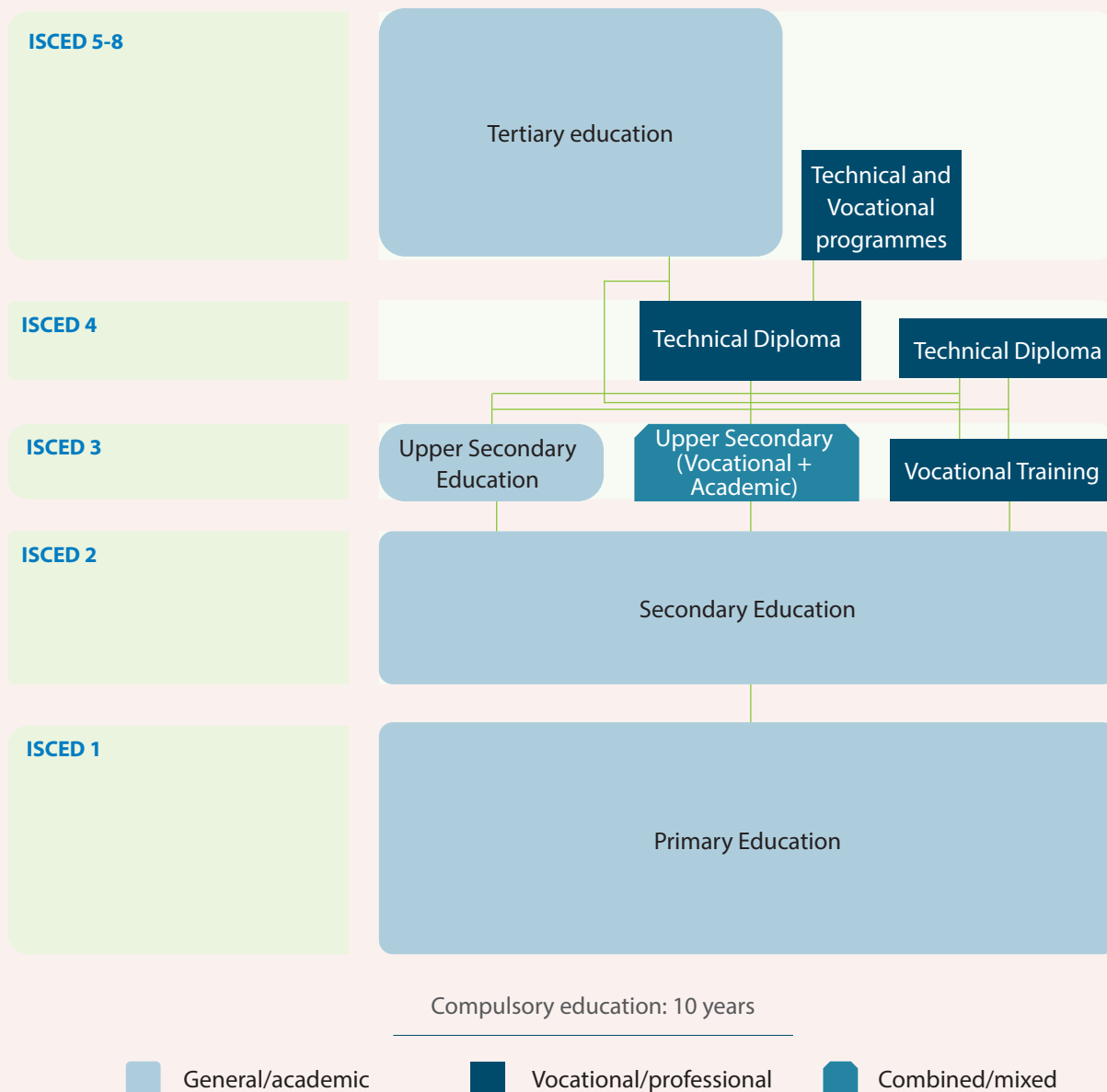
The qualification required to be appointed as a VTC trainer is an intermediate College diploma, but in some fields where these qualifications are not available, lower-qualified instructors may be hired provided they have sufficient relevant work experience.

In general, teachers and trainers lack practical experience and appropriate pedagogical skills. VTC prefers trainers with practical experience but without pedagogical qualifications to fill the shortage of qualified trainers.

Technical theory teachers, regarding technical education at BAU community colleges, are required to have at least one B.Sc. within the scope of AQACHEI accreditation criteria, while workshop trainers are required to have an intermediate college diploma.

As for performance evaluations of instructors and teachers, while the school principal evaluates Ministry of Education teachers based on the Civil Service Bureau regulations, external supervisors also provide feedback on technical performance. External coordinators evaluate the technical aspects of trainer performance based on criteria that include trainee dropout, success, and employment rates. In community colleges, teachers and instructors get feedback from students.

Figure 3: Formal Education System in Jordan



Source: UNEVOC-UNESCO Official website

Beneficiary Country

LEBANON

Theme 1**National Policies and Strategies Aiming to Support Skills****Development for Employment and Status of Implementation****Summative Description of National Policies/Strategies/Reforms**

Title of the policy/strategy	The National Strategic Framework for Technical and Vocational Education and Training (TVET) (The only strategy effectively implemented in Lebanon)
Period	2018–2022
Main institutions involved	Government of Lebanon, MEHE-DGVTE (with the support of UNICEF and ILO) (stakeholders MEHE, MOL, MOA, MOSA, NEO, NVTC, private sectors representatives and NGOs)
Brief description	<p>The Strategic Framework confirms the Government of Lebanon’s renewed commitment to promoting a TVET system that provides youth and workers with the competencies and skills required to access decent work and allows businesses to recruit the workforce they need for growth. In line with the United Nations Sustainable Development Goals 2030, the Framework prioritizes equitable access to TVET for all, with a focus on leaving no one behind. It sets three main outcomes to achieve: expanded access and service delivery; enhanced quality and relevance of TVET provision; improved TVET governance and systems. These three main outcomes consist of eight components and one of which is the planned LNQF.</p> <p>It will also form a basis for improved collaboration between government institutions and stronger partnerships with the private sector. (Participating international organizations: UNESCO, UNDP, the delegation of the EU to Lebanon, ETF, UNRWA, UNHCR, UNIDO, the World Bank, FAO; Social partners: The Association of Lebanese Industrialists, the Syndicate of Lebanese Contractors, the Association of Crafts, the Chamber of Commerce, Industry and Agriculture, the General Confederation of Lebanese Workers; Other International and local NGOs: inter alia, GIZ, the Association of Volunteers in International Service (AVSI), Movement a Social, Caritas, IECD, the Arab Near East Refugee Aid (ANERA), Makhzoumi Foundation, YMCA, Safadi Foundation, LOST, René Moawad Foundation, WARD association, SHIELD, and the Lebanese Physically Handicapped Union.</p>
Title of the policy/strategy	Lebanon Crisis Response Plan (LCRP)
Period	2017–2021
Main institutions involved	Government of Lebanon and partners (United Nations, national and international NGOs and donors)
Brief description	<p>The LCRP aims to improve the situation in Lebanon in many respects. Among the improvement goals are the employment of young people, women and disadvantaged groups, the development of vocational training and the inclusion of more people in the workforce. It promotes the strategic priorities identified by the Lebanese Government and partners (United Nations, national and international NGOs and donors), emphasizing the role of the Lebanese Government in leading the response with oversight of the Cabinet’s Crisis Cell. Interventions in the LCRP are aligned to national policies and strategies and seek to complement and build on other international assistance in the country.</p>

Summative Description of National Policies/Strategies/Reforms

Title of the policy/strategy	National Qualification Framework (LNQF) / Decision 374/M/2019
Period	2019
Main institutions involved	MEHE-DGVTE
Brief description	<p>Lebanon plans a comprehensive 8-level national qualifications framework (NQF), covering all types of education and training. There is legislation only on the Technical and Vocational Education and Training (TVET) component of a future Lebanese NQF (LNQF). A ministerial decision in 2019 approved six levels and descriptors applicable to technical and vocational qualifications. However, this legislation does not apply to the general qualifications' framework. There was no legal act which establishes the full NQF or general framework. However, Decision 374/M/2019 on the VET component of the framework for planned full LNQF was adopted by the MEHE. The decree approved descriptors for the six levels under the headings: knowledge, skills, competencies, life skills, digital skills, and languages. Decision 374 also specifies the types of vocational qualification available and refers to a general framework of qualifications consisting of eight levels," thus signaling the state's intention to eventually establish a comprehensive NQF. The NQF aims to be lifelong learning, which includes general, VET, and higher education qualifications.</p> <p>After secondary education, there is a distinction between technical and vocational education. Technical education prepares students for science-based careers with an applied or practical orientation. Applicants for such programmes must have completed not less than nine years of basic general education or have completed seven years of basic general education in addition to holding Vocational Brevet (BP).</p> <p>On the other hand, vocational education mainly prepares students for manual occupations or careers and/or occupations that require narrower knowledge or more limited skills than those required by technical education graduates. Vocational education students pursue apprenticeships and school-based learning simultaneously, so it is also known as the dual system.</p>
Technical Education Qualifications	<p>After Vocational Brevet (BP), students can get a Technical Baccalaureate (Baccalauréat technique, BT) and training lasts three years, BT is awarded to students who have successfully completed the technical stream of upper secondary school or technical school, it is Level 4 of the planned LNQF. Graduates with a BT can enter the labour market directly or access further education such as university or higher technical education.</p> <p>Second choice is the Higher Technician Diploma (Technicien supérieur, TS). It can be preferred by those who have already taken BT or Lebanese baccalaureate in general secondary education, programmes lasting two years and it is located at Level 5 of the LNQF.</p> <p>The Technical Licence (licence technique, LT) can be taken by persons with a TS diploma, it takes one year, and it is placed at Level 6 in LNQF.</p> <p>The Teaching Technical Licence (licence d'enseignement technique or LET) can be taken by holders of BT or general education baccalaureate (these two groups have to work for 4 years to obtain the LET); or by people who have already taken the TS and then studied for two years, it is placed at Level 6 in LNQF.</p>
Vocational Qualifications	<p>The Vocational Brevet (brevet professionnel, BP) is awarded to students who have successfully completed the vocation stream in lower secondary/intermediate school; it is located in Level 3 of the LNQF.</p> <p>Entry to The Secondary Vocational Diploma programmes is only possible for BP holders after the general intermediate diploma (brevet) has been obtained. It is awarded to candidates who successfully complete a three-year training programme; It takes place at Level 4 of the LNQF.</p> <p>The Vocational Supervisor's Diploma (Master) can be obtained by people with two years of work experience by studying for two years, or BT holders with at least three years of work experience or general secondary education baccalaureate holders with five years of work experience. The Master is Level 5 of the LNQF.</p> <p>It is possible to transfer from one module to another. Secondary Vocational Diploma holders can access programmes that result in a Technical Baccalaureate after taking one year of training in the required general subjects such as mathematics, sciences, languages. There are also short training certificates, placed at levels 1 to 3 of the LNQF.</p>

Summative Description of National Policies/Strategies/Reforms

Title of the policy/strategy	Decree 8691 and The New Entrants to Work Programme (NEW)
Period	2012 (suspended)
Main institutions involved	Ministry of Labour
Brief description	To stimulate the private sector to employ these first-time jobseekers, the Ministry of Labour issued decree No 8691. This provides incentives for employers who recruit first-time jobseekers, covering the social security contributions and providing some tax reductions. The decree is not implemented. Instead, The New Entrants to Work (NEW) Programme launched in 2012 by the Ministry of Labour, to be managed by the National Employment Office (NEO) and funded by the World Bank, to improve the employment prospects of first-time jobseekers. But it was also suspended.
Title of the policy/strategy	The National Youth Policy
Period	Endorsed on 3 April 2012
Main institutions involved	Ministry of Youth and Sports, the United Nations working group on Youth
Brief description	The National Youth Policy Document provides the government's policy for national youth development. This comprehensive document includes a vision of all the actions that the state intends to take to improve the living conditions of young people, ensure their access to welfare and other services and create an enabling environment so they can access decision-making positions in the public sector. It comprises recommendations for Youth Policy according to five sectors: demographic properties and emigration, education and culture, social integration and political participation, employment and economics participation and health.
Title of the policy/strategy	Decree 8590
Period	2012–ongoing
Main institutions involved	MEHE-DGTVE
Brief description	Decree 8590 divided the formal TVET system into two fields: vocational training and technical education. Since the decree came into force, the TVET system has been run accordingly. This decree regulates vertical and horizontal progression within the qualification system and delineates the prerequisites for each level.
Title of the policy/strategy	The 2011–2014 Action Plan for TVET (National Qualifications Framework (NQF))
Period	2011
Main institutions involved	Government of Lebanon, MEHE-DGVTE
Brief description	Lebanon established its first NQF in 2011 and was outlining eight levels of qualifications which also included the TVET system. But it was never formally approved neither by MEHE nor by the Government of Lebanon. Although the 2011 Action Plan called for the creation of a TVET quality assurance agency, the plan never came into operation. The MEHE coordinated the 2012 NQF project with the Action Plan and hosted the NQF Working Group. The 2012 NQF was piloted in selected sectors, including education, agro-food, health, electrical works, and hospitality. However, the institutional arrangements proposed by the working group were never officially approved.

Brief Assessment of Status in TVET and Skills Development for Employment

According to World Bank data, while 6.04 per cent of the total labour force (ILO estimate) of the population was unemployed in Lebanon in 2019 (Central Administration of Statistics of Lebanon reported this rate as 11.4 per cent in 2019, and ILOSTAT reported this rate as 11.3 per cent), this rate increased to 6.61 per cent in 2020. While the youth unemployment rate was recorded as 17.1 per cent (ILO–World Bank estimate) in 2019 (ILOSTAT reported this rate as 23.4 per cent), the labour force participation rate for the 15–24 age group was recorded around 30 per cent. The Lebanese government is trying to implement various reforms with the support of United Nations and EU institutions and the Torino Process in order to increase labour force participation and reduce youth unemployment rates.

There are two types of TVET systems in Lebanon, formal and non-formal or informal. Under Decree 8590 adopted in 2012, the official formal TVET system was divided into two streams: the vocational track includes trades of manual type and those whose acquisition does not require substantial general knowledge, while the technical track covers trade whose acquisition requires scientific knowledge and high-level techniques. The development and modernization of the TVET sector is under the aegis of the Directorate-General of Vocational and Technical Education at MEHE, which oversees the TVET system in Lebanon. Government institutions such as MEHE-DGVTE, DGHE, MOA, MOSA, NEO and NCVT are actively involved in the formal TVET system. However, the formal TVET system remains weak for both employers and trainees.

Apart from that, non-formal TVET education is mostly provided by registered schools (private and public). Generally, formal qualifications awarded by ministries are called diplomas, while certificates are valid for qualifications awarded by non-formal sector e.g., private schools or non-formal qualifications issued by the public TVET schools. Formal TVET diplomas obtained by studying in the TVET schools are given by the MEHE, with the exception of the diplomas in the fields of agriculture issued by the MOA.

One characteristic of the education and training system in Lebanon is the high proportion of private providers, and 60 per cent of vocational schools is private. It consists of short-, mid-, and long-term courses that range from 300 hours for 3 months to 900 hours for 9 months. This type of education serves as an additional alternative to formal education. Although DGVTE continues its inspections in the trainings within the scope of non-formal TVET, it lacks sufficient financial and human resources to fully deliver on its TVET mandate at national level. In addition to government institutions, various national and international NGOs and international institutions such as UNESCO, EFT, FAO, WARD NGO support Lebanon both as a model and in terms of funding. Apart from the state, there are many United Nations and EU agencies funded projects on TVET in Lebanon. Also, it is seen that local NGOs also have some projects on TVET and Youth Empowerment and Employment. Government institutions are insufficient and slow to make and implement TVET-related reforms.

Theme 2**Initiatives of the Private and/or Non-Governmental Entities to Support Skills Development for Employment****Ongoing Projects**

Name of the Project	ARCENCIEL – Education and Employment Programme
	<p>Project Name: Economic Recovery for Local SMES Through a Digitized Network (2021–2022), Beirut Explosion Response Project (2020–2022), Self-Advocacy and Economic Independence Among People with Disability for A More Inclusive Lebanon (2020–2021), Support Online Education of Vulnerable People (2020–2021), Youth-Led Rehabilitation Efforts (2020–2021)</p>
Sector	Education, employment
Type of the Implementing Organization	NGO
Name of the Implementing Organization	ARCENCIEL and Donor organizations (such as Expertise France, UNFPA, ARK Foundation)
Funding Sources	UN agencies, foundations, private companies, NGOs and individuals
Objective and Target Groups	The aim of the projects is to focus on ensuring the professional reintegration of distressed people from the explosion who acquired one or multiple disability, contribute towards the economic recovery of businesses in areas, facilitate access to various life skills and vocational training, workshops, employment opportunities and ensure career development.
Results and Outcomes	No detailed information is available
Name of the Project	Tafawoq Project (2019–2024)
Sector	Basic skills training
Type of the Implementing Organization	Independent and non-profit organization.
Name of the Implementing Organization	Swisscontact and project partner: DROPS Community Progress
Funding Sources	With donations from governmental and non-governmental agencies (SDA and FDFA etc.), companies, foundations, some communes from Switzerland, parishes and individuals.
Objective and Target Groups	<p>Target group: Youth, Lebanese, Syrian, and Palestinian women, and men</p> <p>The project aims to teach young Lebanese, Syrian, and Palestinian women, and men basic skills to integrate into the labour market and also promote the development of youth both life skills and job skills.</p>
Results and Outcomes	<p>Ongoing</p> <p>No detailed information is available</p> <p>Since the project is new, it is not known whether it was successful or not. It is expected that the first results will be available after completion of the pilot phase in June 2021.</p>

Ongoing Projects

Name of the Project	“YOUth CAN!: Promoting Youth Economic Empowerment in Lebanon” (March 2020-March 2022)
Sector	Labour market participation
Type of the Implementing Organization	NGOs with International Organization support.
Name of the Implementing Organization	OXFAM Italy (with EU contribution)
Funding Sources	EU-funded
Objective and Target Groups	Target Groups: Youth It aims to foster young women and men’s fair economics participation, strengthen the sustainability and competitiveness of youth-led enterprises and promote youth participation in the labour market.
Results and Outcomes	Ongoing - No detailed information is available

Name of the Project	YESI: Youth Empowerment for Social Impact (April 2020-March 2022)
Sector	
Type of the Implementing Organization	NGOs with International organization support.
Name of the Implementing Organization	CESVI FONDAZIONE ONLUS (With EU contribution)
Funding Sources	EU
Objective and Target Groups	Target Groups: Youth YESI addresses the key issues with the aim to promote youth employment. This is achieved through the empowerment and inclusion of youth in innovative entrepreneurship for social impact.
Results and Outcomes	Ongoing - No detailed information is available

Name of the Project	Support for small enterprises in Lebanon (Project Launch 2010–ongoing)
Sector	Electricity, plumbing, air-conditioning, unit maintenance
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	IECD-Semeurs d’Avenir
Funding Sources	
Objective and Target Groups	The programme is implemented in the region of Tripoli, in particular in isolated areas and in villages, for rural and maritime activities such as fishing. In the frame of the MLL project (Maharat Li Loubnan), the first Start-Up Entrepreneur training was launched among young people who had followed certified short training courses in electricity, plumbing and air-conditioning unit maintenance.
Results and Outcomes	Ongoing 2020 results: 69 entrepreneurs and 155 start-up entrepreneurs trained and supported. 31 per cent of entrepreneurs hired employees 6 months after the training. 73 per cent start-up entrepreneurs launched their business one year after the training. 6 trainers trained

Completed Projects

Name of the Project	BEDCO By March - Beirut Blast Emergency Relief Reconstruction Programme (2016)
Sector	Vocational training
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	BEDCO by MARCH
Funding Sources	With donation from embassies, institutions, foundations, companies, and individuals
Objective and Target Groups	Target group: Youth It aims to reconstruct deprived areas of Lebanon, while also empowering marginalized youths by providing them with technical vocational training.
Results and Outcomes	Following the success of the Beb el Dahab programme that was launched in 2016. BEDCO, MARCH's construction social initiative came to be. This initiative achieved its aim to create economic sustainability and resilience for the youth.

Name of the Project	ARCENCIEL – Education and Employment Programme
	Project's name: Youth Activities (2018), La Culture au Coeur De L'humanitaire (2017-2018), Reaching for Most Deprived Children with Quality Educational Services in Wadi Khaled, North Lebanon (2016–2017), Sawa: together for a better future (2016), Encourage the development and the integration of disabled children in Beqaa region (2015–2016), Youth Bridging Differences (2015)
Sector	Vocational training
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	ARCENCIEL
Funding Sources	With Donation from United Nations institutions, foundations, companies, and individuals
Objective and Target Groups	Target group: PWDs, refugees and vulnerable youth The employment programme aims to facilitate access to various life skills and vocational training, workshops, employment opportunities and ensure career development especially for people with disabilities and vulnerable communities, youth, and others.
Results and Outcomes	Since the 1990s, ARCENCIEL has been developing various programmes especially for vulnerable groups and people with disabilities and tries to bring them into education and the workforce under equal conditions. ARCENCIEL still continues its activities, training, and education.

Completed Projects

Name of the Project	Semeurs d’Avenir - Seeds of Hope programme (for youth) (2010), Guidance Employment Training (GET) (for youth) (2012), Vocational Training & Professional Integration (for youth and vulnerable communities) (2013)
Sector	Industry, Energy, Maintenance, computer development
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	Semeurs d’Avenir (with support of IECD)
Funding Sources	<p>With Donation from United Nations and EU agencies, some municipalities, national and international institutions, foundations, companies and individuals</p> <p>With Donation from United Nations institutions, foundations, companies, and individuals</p> <p>(Mainly from the Palestinian scholarship fund for this project)</p>
Objective and Target Groups	<p>Target group: Youth and vulnerable communities</p> <p>Semeurs d’Avenir runs long and short-term vocational programmes with supporter partners such as IECD, municipalities, Drosos Foundation and the GIZ. Programmes provide on-the-job training and employment opportunities in the electrical sector for youth and vulnerable communities.</p>
Results and Outcomes	Thanks to the projects since 2010, many young people continue to participate in the labour force by receiving training.

Name of the Project	ANERA - Job Skills Training (Formal Vocational Training) and Non-formal Education
Sector	Vocational training, skills-based training
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	ANERA (partnerships with local institutions)
Funding Sources	<p>With Donation from United Nations institutions, foundations, companies, and individuals</p> <p>(Mainly from the Palestinian scholarship fund for this project)</p>
Objective and Target Groups	<p>Target group: Refugees, and others hurt by conflicts.</p> <p>ANERA helps young people gain the skills they need to secure good-paying jobs in desirable fields. It also provides short skills-based training courses, and partnerships with non-formal education programmes.</p>
Results and Outcomes	Since the 2000s, ANERA has given priority to vocational training and non-formal education, especially for refugees, youth and vulnerable groups. ANERA still continues its activities, training, and education.

Completed Projects

Name of the Project	Beit Atfal Assumoud (The National Institution of Social Care and Vocational Training (NISCVT)) – The Vocational Training Project (1995)
Sector	Vocational training
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	Beit Atfal Assumoud (The National Institution of Social Care and Vocational Training (NISCVT))
Funding Sources	With donations from United Nations institutions, foundations, companies, and individuals
Objective and Target Groups	<p>Target group: Youth refugees</p> <p>The programme offers Palestinian and Syrian refugee youth with market-driven vocational courses that lead to employment. The centres are in the Palestinian refugee camps. The accredited courses offered are in market demand and provide youth with an improved livelihood opportunity.</p>
Results and Outcomes	The project has been implemented since the 1990s. Too many young people benefit from this project.

Theme 3

Programmes and Projects Supported by the Development

Partners to Support Skills Development for Employment

Ongoing Projects

Name of the Project	Skill-Up Programmes (Phase II - January 2021–December 2022) (Phase I -August 2018–December 2020)
Sector	Environment, Agriculture, and construction
Name of the Implementing Organization	ILO-Norwegian Agency for Development Cooperation initiate
Partners/Stakeholders	Norwegian Ministry of Foreign Affairs (Donor/Development Partner: Norway)
Objective and Target Groups	<p>Target groups: Refugees and youth</p> <p>Aims to reduce youth unemployment and employment overall, there is a need to increase access to high-quality market-relevant education through greater participation of employers in the governance, the management, and the evaluation of training programmes. SKILL-UP Lebanon is limited in terms of Syrian refugees to focus on the three sectors that have been deemed open to them for employment and skills training (environment, agriculture, and construction).</p>
Results and Outcomes	Skills supply is better aligned with labour market demand through a range of interventions. Skills governance systems and management of TVET strengthened with greater private sector engagement. Phase II continues.
Name of the Project	Brighter Futures: Supporting Lebanese TVET Institutions and organizations to enhance quality education for refugee students and host communities (September 2020–March 2022)
Sector	Education Policy and administrative management
Name of the Implementing Organization	AKVORSR
Partners/Stakeholders	<p>Nuffic – Primary Organization</p> <p>Vrije Universiteit Amsterdam — Accountable partner, Implementing partner</p> <p>Al Kayrawan Institute — Implementing partner</p>
Objective and Target Groups	<p>Target Groups: Refugee and host communities</p> <p>Supporting Lebanese TVET institutions and organizations to enhance quality education for refugee students and host communities.</p>
Results and Outcomes	No detailed information is available

Ongoing Projects

Name of the Project	Skills Academy (December 2020–2021)
Sector	Skills development
Name of the Implementing Organization	ILO, International Training Centre (ITC-ILO)
Partners/Stakeholders	ILO, International Training Centre (ITC–ILO), with contributions from UNICEF, the Italian Agency for Development Cooperation, and the Kingdom of the Netherlands
Objective and Target Groups	<p>Target groups: Institutions, stakeholders and public and private organizations.</p> <p>The ILO's Skills Academy Lebanon, launched in December 2020, has completed a series of training courses bringing together 174 TVET stakeholders and partners from 35 organizations. The Academy consisted of seven courses: the introductory course, 'Systemic approach to skills development', and six thematic courses focusing on: skills anticipation and matching; quality apprenticeship and engaging social partners in skills development; career guidance and employment services; e-Lab on digital TVET; management of vocational training centres; and sectoral approaches to skills development.</p>
Results and Outcomes	<p>The Skills Academy strengthened technical knowledge and skills, also provided an opportunity for participants involved in skills development to work collaboratively and exchange experiences.</p> <p>A total of 75 participants (61 per cent women) completed training across the seven courses, resulting in issuing a total of 205 certificates of participation.</p>
Name of the Project	Code of Conduct (2020)
Sector	Workplace-based learning
Name of the Implementing Organization	ILO/UNICEF
Partners/Stakeholders	The Ministry of Labour and the Ministry of Agriculture, the ILO, UNICEF, the Food and Agriculture Organization of the United Nations (FAO), employer representatives and various social partners
Objective and Target Groups	The Code of Conduct provides guidance to employers engaged in workplace-based learning programmes – programmes that provide vocational education students with on-the-job training. It was developed within the framework of the Joint ILO–UNICEF Programme "Towards improved formal and non-formal Technical and Vocational Education and Training in Lebanon."
Results and Outcomes	No detailed information is available

Ongoing Projects

Name of the Project	Improved Access to Employment Opportunities for Lebanese and Refugee Graduates from Skills Training (July 2019–December 2021)
Sector	Employment development
Name of the Implementing Organization	ILO
Partners/Stakeholders	Italian Agency for Development Cooperation (AICS)
Objective and Target Groups	<p>Target groups: Vulnerable groups, such as refugees in rural areas including women and youth</p> <p>It aims to strengthen the employability of job seekers based on market needs and provide post-training support to graduates in order to improve their chances of acquiring jobs.</p>
Results and Outcomes	No detailed information is available

Name of the Project	Youth Employment in the Mediterranean (YEM) (2018–2021)
Sector	Focus for Lebanon: WBL Programmes, digital skills, Water sector
Name of the Implementing Organization	UNESCO
Partners/Stakeholders	
Objective and Target Groups	The project targets eight beneficiary countries in the South Mediterranean region: Algeria, Israel, Jordan, Lebanon, Libya, Morocco, Palestine and Tunisia, where the aim is to support youth employment through improved skills anticipation and assessment systems, and through the promotion of quality and relevant TVET and regional collaboration.
Results and Outcomes	<p>Strengthened national system for skills need assessment and anticipation</p> <p>TVET promoted as a quality and attractive pathway, especially for women</p> <p>A regional platform established for cooperation on assessing and anticipating changing skills needs</p>

Name of the Project	Employment Intensive Infrastructure Programme in Lebanon (EIIP) (January 2017–December 2022)
Sector	Employment for refugees
Name of the Implementing Organization	ILO and Germany through the German Development Bank (KfW)
Partners/Stakeholders	UNDP, LEBANON'S MINISTRIES OF LABOUR AND SOCIAL AFFAIRS
Objective and Target Groups	EIIP aims to create decent work opportunities for Syrian refugees and host communities through infrastructure improvement in Lebanon.
Results and Outcomes	The programme is currently in its fourth phase.

Ongoing Projects

Name of the Project	The joint ILO/UNICEF Programme - Towards improved formal and non-formal Technical Vocational & Education Training in Lebanon (2 January 2017–31 December 2021)
Sector	TVET development
Name of the Implementing Organization	ILO/UNICEF
Partners/Stakeholders	ILO/UNICEF
Objective and Target Groups	<p>It will implement activities to address the challenges and needs identified within the formal and non-formal TVET sector mapping at both policy level and capacity development level of service providers.</p> <p>This collaboration complements ongoing initiatives aiming to enhance the TVET system with the view to ensure fair and smooth transition of youth into the labour market. In particular, this collaboration has two outputs: improved availability and quality of labour market information on community and national level; Competency-based training programmes relevant to labour market demand developed and initiated.</p>
Results and Outcomes	By the end of the project, specific TVET curricula and standards for youth are relevant to identified labour market needs.
Name of the Project	Technical Assistance for a More Practice Oriented Vocational and Technical Education in Lebanon (ProVTE) (February 2017–May 2021) and Local Development for Urban Areas in North Lebanon (UDP_NL) (December 2017-November 2021)
Sector	Vocational education development
Name of the Implementing Organization	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH / GIZ International Services (with EU contribution) and Ministry for Social Affairs (for UDP_NL)
Partners/Stakeholders	Government Institutions (MEHE-DGVTE, MOSA), private companies and enterprises (MAN Enterprise)
Objective and Target Groups	<p>ProVTE aims to improve the quality, relevance, and responsiveness of the public Lebanese Vocational and Technical Education system to the needs of the labour market. It also aims to support students in public schools, young people seeking employment, and companies in need of labour through training and employment. UDP_NL targets youth and women in the North Lebanon Governorate with the aim to generate new income opportunities, improve employability, rehabilitate, and construct public infrastructure and strengthen community exchange.</p>
Results and Outcomes	<p>No detailed information is available</p> <p>Both projects are close to their goals. The projects contributed to the training and employment of the target groups.</p>

Ongoing Projects

Name of the Project	Improved access to employment opportunities for Lebanese host communities and Syrian refugees in Lebanon (May 2017–August 2020)
Sector	Agriculture
Name of the Implementing Organization	ILO and Ministry of Agriculture (Lebanon)
Partners/Stakeholders	Food and Agriculture Agency (FAO)
Objective and Target Groups	The project will contribute to upgrading the agricultural technical education system in Lebanon, to improve access to employment opportunities and livelihoods in rural areas.
Results and Outcomes	<p>Establish a mechanism between private sector and the MOA.</p> <p>Review of informal on-the-job training practices in the private sector, in order to define the apprenticeship standards to be adopted jointly by the MOA and the private sector.</p> <p>Capacity-building of the Ministry of Agriculture’s teachers and related management departments with regards to decent work issues pertaining to agriculture (Training of Trainers’ (TOT) course related to Decent Work in agriculture, in particular on competency-based training, gender mainstreaming and child labour.)</p>

Name of the Project	United Nations Women’s Economic Empowerment Programme (2015–ongoing)
Sector	Skills development
Name of the Implementing Organization	United Nations Women
Partners/Stakeholders	International Organizations with NGOs and local organization support
Objective and Target Groups	<p>Target group: Women</p> <p>It works across the humanitarian-development nexus to build the economic resilience of Lebanese and refugee women, employing a holistic approach which combines skills development, income-generation programmes, and protection services, alongside work on legal and policy reform to create a stronger enabling environment for women. The provision of a holistic package of asset replenishment, job placements and entrepreneurial support, with protection services and work on community leadership and engagement.</p>
Results and Outcomes	United Nations Women has reached over 10,000 women since the establishment of its presence in Lebanon (2017), significantly increasing their employability, purchasing power, and confidence.

Completed Projects

Name of the Project	Improved and market-based provision of vocational training for Lebanese and refugees (1 May 2017–31 December 2018)
Sector	Agriculture, Rural
Name of the Implementing Organization	ILO
Partners/Stakeholders	Italian Agency for Development Cooperation (AICS)
Objective and Target Groups	<p>Target group: Lebanese and refugees</p> <p>The project's main objectives are to improve the capacity of NGOs vocational training providers in delivering market-based skills training.</p>
Results and Outcomes	<p>Strengthened the employability of youth based on market needs in order to improve their chances of acquiring jobs.</p> <p>Strengthened capacity of vocational training providers (NGOs) to prioritize training programmes based on market needs and strengthened capacity of vocational training providers (national and local) to design demand-driven curricula.</p> <p>Draft interagency guidelines for market-based skills trainings developed with ILO technical assistance.</p>

Name of the Project	UNRWA -Technical and Vocational Education and Training and Youth Programme
Sector	Vocational and technical training
Name of the Implementing Organization	UNRWA
Partners/Stakeholders	EU
Objective and Target Groups	<p>Target group: Palestine Refugees</p> <p>UNRWA provides TVET services for Palestinian refugees in two vocational and technical training centres in Lebanon. To improve the lives of Palestinian refugee youth in Lebanon and improve their employment opportunities, UNRWA provides them with several vocational training opportunities with the support of the European Union. The career guidance service, the employment service centres, and the Technical and Vocational Education and Training give the youth hope of a better future.</p>
Results and Outcomes	<p>Since 2005, Lebanon has been gradually increasing the number of sectors in which Palestinians can work, with the contribution of UNRWA's work. UNRWA also continues to organize various trainings to support Palestinian labour force participation. The UNRWA provides training to approximately 1 200 trainees per year in its two vocational training centres.</p> <p>However, its VTCs are not officially recognized, and students are not eligible to participate in the official Lebanese TVET examinations.</p>

Completed Projects

Name of the Project

MISMES (MISMES 7-Technical and Vocational Training, Career Guidance, Employment Service Centres (UNRWA) (2017)

Sector

Labour market integration of immigrant and emigrant workers, refugees and returnees

Name of the Implementing Organization

ETF (MISMES) and UNRWA for MISMES 7

Partners/Stakeholders

Objective and Target Groups

MISMES are aimed at improving the labour market integration of immigrant and emigrant workers, refugees and returnees by facilitating decent work, labour mobility, job matching, livelihood and employment skills, as well as access to labour market information and the protection of migrant workers' and refugees' rights. MISMES seven focused specifically on TVET.

Results and Outcomes

The MISMES inventory has revealed (at least) 17 MISMES. Most of the measures (10 of the 17) benefit refugees, although they include in their target beneficiaries both refugees and Lebanese host communities. The number of MISMES beneficiaries remains extremely low, both within individual programmes and in aggregate terms.

Name of the Project

Support of Technical and Vocational Education System in Lebanon (2016–2017)

Sector

TVET development

Name of the Implementing Organization

The Government of Lebanon, UNICEF and the ILO initiative

Partners/Stakeholders

The Government of Lebanon, UNICEF-ILO

Objective and Target Groups

This initiative is within the framework of the UNICEF 2017–2020 country programme documents (CPD), the ILO country programme with the Government, and the national programme "Reaching All Children with Education" (RACE II). The TVET initiative aims to strengthen the TVET system, ensuring better linkages with labour market demand and youth aspiration.

Results and Outcomes

No detailed information is available.

Name of the Project

Work-based Learning Programmes (WBL) for Young People

Sector

Work-based learning

Name of the Implementing Organization

UNESCO

Partners/Stakeholders

No information is available

Objective and Target Groups

Work-Based Learning (WBL) refers to all forms of learning in a real work environment. It provides individuals with the skills needed to successfully obtain jobs and progress in their professional development. WBL in Lebanon goes under the TVET sector and combines classroom-based learning. WBL improves the practical skills of TVET students and facilitates the transition from school to work for graduates
Projects: Code of Conducts also one of the WBL programmes.

Results and Outcomes

The benefits of apprenticeship and WBL help promote growth and ease the transition from full-time education to work for young people. However, in Lebanon there is no clear structure for apprenticeship and WBL.

Completed Projects

Name of the Project	ENI CBC MED Programmes (Cooperating across borders in the Mediterranean)
Sector	Business, Innovation, Inclusion, Environment
Name of the Implementing Organization	ENI CBC MED by EU-funded
Partners/Stakeholders	There are many stakeholders for a total of 41 projects. Association, foundation, public institutions, universities
Objective and Target Groups	Programmes are carried out in four areas to employ young people, women and refugees in different fields such as agriculture, fisheries, tourism and integration into work and education, support sustainability goals and support the inclusion of disadvantaged groups in business, education and social life. Projects carried out under the programmes: 19 Business Projects (12 in Lebanon), 13 Innovation Projects (8 in Lebanon), 12 Inclusion Projects (9 in Lebanon), 19 Environment Projects (12 in Lebanon).
Results and Outcomes	Most of the projects that are planned to last between 30 and 36 months have already started. Since the projects have not been completed yet, it is not possible to say anything definite about their final success status. However, according to the reports published periodically, the projects started to provide training and employment to many people.

Notes: There are also other international supporters in addition to ILO, UNICEF, plus EFT and other EU offices. International organizations such as ILO, UNICEF, GIZ have played an active role in skills development and VET in Lebanon with many projects and initiatives. On the other hand, other donors, such as USAID, the Netherlands, Agence Française de Développement are active in education in the country to support refugees and vulnerable local communities and increase employability.

Theme 4

National Occupational Framework in Lebanon

A National Occupational Classification is used by all producers and users of labour market data to compile, analyse and communicate statistics. It ensures the compatibility of data and statistics. However, it is also an important requirement for job mediation activities including vocational and career counselling as it includes brief descriptions of all occupations.

Until 2011, In Lebanon there is to date no standardized occupational classification system in place. The National Employment Office (NEO) developed earlier its own version of an electronic labour exchange (or person-job matching system), adopting a detailed version based on the ISCO88. The Central Administration for Statistics currently uses ISCO 88. In 2011, a workshop was held to introduce ISCO08 and to adapt it to the country.

The Government of Lebanon has prepared a National Occupational Classification (NOC) system based on the International Standard Classification of Occupations (ISCO-88).

There is no definition in law of qualification. Qualifications based on learning outcomes have been piloted in construction but otherwise remain, for the most part, inputs-based.

UNICEF, working with DGTVE, is currently piloting new competency-based curricula. It is planned for implementation in 2022–2023, after training teachers in the new approach. Qualifications are not usually unit based. Only some courses are modular.

The Arab Standard Classification of Occupations (ASCO) is used on an ad hoc basis to design qualifications, but it dates from 2006. UNICEF and the DGTVE currently deliver workshops using the Developing a Curricula (DACUM) method. These workshops bring together experienced workers, trainers, and employers to analyse a given occupation, breaking down the tasks performed and identifying the needed skills, knowledge, and behaviours; plus, the requisite tools, equipment, and other resources. However, overall, few qualifications are developed based on occupational standards.

Arab Standard Classification of Occupations (ASCO) is tentatively used to design qualifications (ad hoc), it has been an external tool influencing development of the NQF. The ASCO classifications were aligned with the International Labour Organization classifications and comprised 2,993 job descriptions in both the public and private sectors.

Informative Brief on ASCO

ASCO is a tool for organizing all jobs in an establishment, an industry, or a country into a clearly defined set of groups. It will normally consist of two components: a descriptive and the classification system. Jobs are recognized primarily by the associated job title. Jobs are classified according to the concept of 'skill level' and 'skill specialization'. At the detailed level (job title), it includes 2993 job titles, aggregated into 430 headings called unit groups. These are consolidated into 142 minor groups, which form 46 submajor groups and, at the most aggregated level, 10 major groups. Based on their similarity in terms of skill level and skill specialization required for the jobs.

ASCO-08 divides jobs into 10 major groups:

1. Managers, Legislators and Senior officials;
2. Professionals;
3. Technicians and associate professionals;
4. Clerks;
5. Service and sales workers in markets and shops;
6. Skilled agricultural, forestry and fishery workers;
7. Craft and related trades workers;
8. Plant and machine operators, and assemblers;
9. Elementary occupations;
10. Armed Forces occupations.

Informative Brief on ISCO

ISCO-08 focuses on the tasks undertaken during an occupation, and grouping levels are determined by the skills required for the job. Occupations are distributed according to the level and type of skills required to join groups. The skill level criterion is based on the International Standard Classification of Education (ISCED) and serves to characterize eight of the 10 major groups.

For example

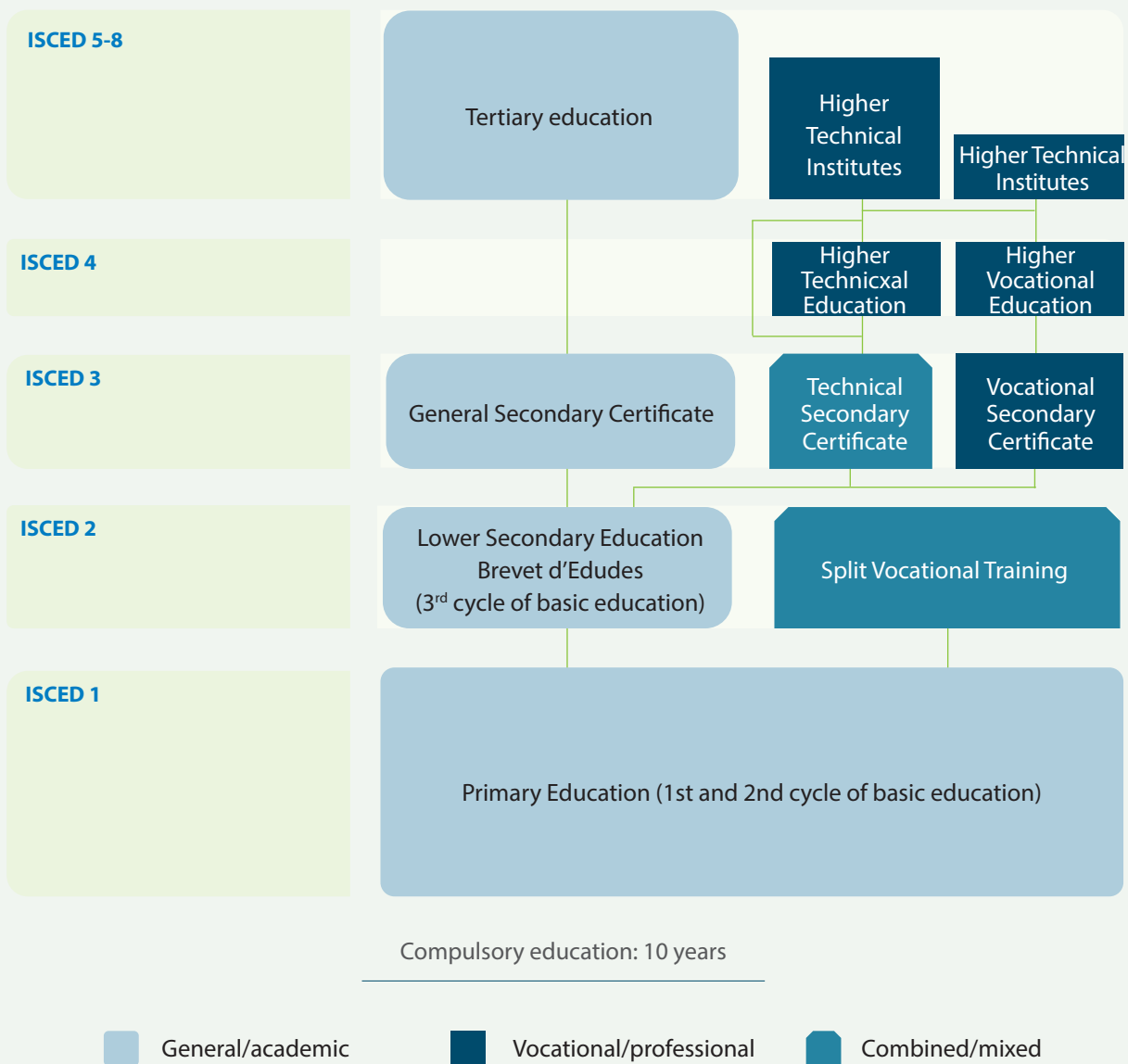
The primary nine elementary occupations consist of categories that require skills equivalent to those taught in primary education. There are two exceptions to this rule: major groups 0 (Armed Forces) and 1 (Managers). In each major group, occupations are classified by type of skill, a criterion that reflects four dimensions: scope of knowledge needed, tooling and machinery used, equipment on which or with which persons work, and type of goods and services produced. At the detailed level, it is divided into 436 headings called unit groups. These are consolidated into 130 minor groups, which form 43 submajor groups and, at the most aggregated level, 10 major groups.

ISCO-08 divides jobs into 10 major groups:

1. Managers;
2. Professionals;
3. Technicians and associate professionals;
4. Clerical support workers;
5. Service and sales workers;
6. Skilled agricultural, forestry and fishery workers;
7. Craft and related trades workers;
8. Plant and machine operators and assemblers;
9. Elementary occupations;
10. Armed Forces occupations

National Occupation Classification is still not formally defined in Lebanon, the studies are ongoing.

Figure 4: Formal Education System in Lebanon



Source: UNEVOC-UNESCO Official website

Beneficiary Country

LIBYA

Theme 1**National Policies and Strategies Aiming to Support Skills****Development for Employment and Status of Implementation****Summative Description of National Policies/Strategies/Reforms**

Title of the policy/strategy	Libya Visions Drafts
Period	Work in progress
Main institutions involved	Various
Brief description	The strategy highlights the need for a TVET governance system regulated and functioning in accordance with international standards and aims to increase the effectiveness of the TVET system and make it more relevant to the needs of the labour market. Employment creation has been placed at the centre of the national development plan, especially for young people and women, with an emphasis on marginalized areas near the wall, Gaza and East Jerusalem. The Labour Sector Strategy 2017–2022 has been reviewed and a new Labour Sector Strategy 2020–2022 was drafted in April 2020. The aim is to build a national trans-sectoral employment plan as a national comprehensive sectoral and cross-sectoral response towards employment.

Title of the policy/strategy	Council of Ministers Order No. 296 — Enacting Some Provisions Regarding Training
Period	Adopted by law in 2012
Main institutions involved	Council of Ministers, the Minister of Labour and Rehabilitation
Brief description	Regulation is about Education, vocational guidance, and training. It provides that training abroad for a period of three months or less shall be approved by an Order from the competent Minister. If necessary, to extend the period to more than three months, prior approval from the Minister of Labour and Rehabilitation is required. The Minister of Labour and Rehabilitation by order shall extend the said period by a further period not exceeding six months. In addition to this law, Law No. 19/Employment Policy, Promotion of Employment and Employment Services 1998 and Law No. 37 on Manpower Development and Training 1973 are available as TVET policy documents.

Brief Assessment of Status in TVET and Skills Development for Employment

According to World Bank data, Libya's population has reached around 6.9 million in 2020. While 18.34 per cent of the total labour force (ILO estimate) of the population was unemployed in Libya in 2019, this rate increased to per cent 19,39 per cent in 2020 (ILO estimate). While the youth unemployment rate was recorded as 49.54 per cent (ILO estimate-World Bank)

in 2019, the labour force participation rate for the 15-24 age group was recorded around 17 per cent.

Libya has had a divided administration system for some time now. The Government of National Accord is supported by the UN but not nationally recognized. The crisis has worsened since the civil war flared up again at the start of April 2019.

In the last 10 years, Libya has faced many problems such as the previous regime period, civil war/revolution, reformulation of the government, trying to manage the country by two different governments, and security problems. Therefore, the labour market and education systems could not fully develop in areas such as employability, TVET development, and improvement of service quality.

The formal education system in Libya is composed of compulsory basic education of nine years which consists of six years of primary school and three years of preparatory school. TVET is a formal education model conducted by regular vocational education institutions that host students who have completed vocational education and basic preparatory education in Libya.

Libya has a TVET system with governance arrangements where different subsystems are run by different ministries but without any coordinating body. TVET programmes are carried out in three types of institutions under the responsibility of the National Board for Technical and Vocational Education (NBTVE) under the Ministry of Higher Education and Scientific Research (MHE&SR):

Intermediate Institutes: Provides three-year programmes to students aged 15 and over and holding a compulsory basic education certificate

Higher Institutes: provide courses for students aged 18 and over and holding a secondary school certificate.

Technical Colleges: offers courses to students aged 18 and over who have completed their secondary school certificate with a higher grade. They offer four-year programmes leading to a technical bachelor's degree.

Initial technical and vocational education is organized and administered separately from continuing education and in different centres. Initial technical education is the responsibility of NBTVE, while vocational education is managed by the Ministry of Labour. Additionally, the Ministry of Labour is also responsible for continuing education.

The TVET sector remains a second choice for parents and students as public sector employment impacts the return to general education. TVET has long been seen as a way to absorb low-performing students from both basic and secondary education. The participation of labour market actors in the system is at a minimum level. Therefore, due to the lack of efficient

information on skills supply and demand, vocational schools' programmes are based on the availability of equipment and teachers rather than meeting identified needs. The lack of communication and dialogue between demand and supply institutions is a major weakness of Libyan TVET systems. As a result of this and other important factors, graduates' competencies do not match the job market's open positions or skill requirements.

NBTVE and the Ministry of Labour are taking initiatives to fill this gap by establishing Sector Skills Councils in collaboration with the British Council and involving labour market institutions in identifying skills needs related to vocational training programmes offered by local private training providers. This Council considers focusing on the sectors of tourism, construction, and agriculture, where cooperation is considered most appropriate. The Ministry aims to change the dead-end nature of TVET through a revised curriculum that will enable successful graduates to pursue higher education.

The difficulties faced by the VET system are governance problems due to the fragmented structure of the system, lack of instructors and trainers, substandard learning environments, and old teaching methods that limit students. The TVET sector is hampered by negative social attitudes, lack of cooperation, knowledge-sharing and joint training programmes among ministries.

Financing

Public TVET is financed mostly from the public treasury and under the management of the Ministry of Finance. It is responsible for salaries and incentives, and operational expenses of the budget. The Ministry of Planning supervises development. Donors, including UNDP, contribute on a project basis. The financing system is not yet efficient or transparent.

*Reforms are planned by the NBTVE and the Ministry of Labour, but most are yet to be implemented. There is not yet a clear involvement in VET management by industrial organizations, employers, and other civil society actors.

Nevertheless, many organizations provide financial and technical support to the TVET sector. Such as EU, UNESCO, UNICEF, UNFPA, EFT, World Bank, GIZ, Expertise France, British Council and Crown Agents.

Theme 2

Initiatives of the Private and/or Non-Governmental Entities to Support Skills Development for Employment

Ongoing Projects

Name of the Project /Activity	Libya Almaharat – Land of Skills
Sector	NGO
Type of the Implementing Organization	NGO
Name of the Implementing Organization	Libya Almaharat, British Council, Government of Libya, social partners, employers, and workers' representatives
Funding Sources	EU
Objective and Target Groups	<p>Libya Almaharat 'Land of Skills' is a new TVET project funded by the European Union. The Project aims to equip people with a high standard of education and training which meets the needs of the labour market directly. Libya Almaharat works in four regional clusters to; strengthen leadership capacity to drive reform in training institutes; raise the skill levels of teachers and instructors to support learners; improve collaboration between education and business; provide careers information, advice and guidance to students, graduates and the unemployed; ensure TVET reform is inclusive and benefits both men and women.</p> <p>Close partnership with Libyan partners including: 12 intermediate Institutes selected as potential Centres of Excellence (CoEs) to drive reform; ministries, governmental organizations and officials involved in vocational education policy including the Ministries of TVET & Education (MoTVE) and the Ministry of Labour; Employers, business owners, trade unions, self-employed and entrepreneurs; Civil Society Organizations.</p>
Results and Outcomes	No detailed information is available

Name of the Project /Activity	The Ministry of Labour —Employment Programmes
Sector	Employment for ex-military personnel
Type of the Implementing Organization	Governmental
Name of the Implementing Organization	Ministry of Labour
Funding Sources	Government
Objective and Target Groups	<p>Target group: Ex-military personnel.</p> <p>The Ministry of Labour and the Prime Minister's Office are currently developing programmes that prioritize ex-military personnel. In this context, the Ministry of Labour offers three types of programmes to job seekers: an orientation programme that focuses on communication skills and how to look for a job; A preparatory programme focusing on BIT (ICT), foreign languages and social skills; and a VET programme for technical skills.</p>
Results and Outcomes	No detailed information is available

Ongoing Projects

Name of the Project /Activity	Warriors Affairs Commission (WAC)
Sector	Employment for ex-military personnel
Type of the Implementing Organization	Governmental, NGOs
Name of the Implementing Organization	Warriors Affairs Commission (WAC), National Small and Medium Enterprise Programme (with the support of MOL and Prime Minister's Office)
Funding Sources	Government
Objective and Target Groups	<p>Target group: Ex-military personnel.</p> <p>Recruitment and training of demilitarized fighters (thumar) is a priority for the current Libyan government. WAC was established for this purpose. In 2012, it launched an initiative to support the labour market integration of ex-combatants, targeting demobilized combatants through three main programmes.</p> <p>Ifad (sending) targets demilitarized fighters who wish to pursue their higher education abroad. About 18,000 students will be sent abroad over four to five years, although the programme faces the dual challenges of high participant expectations and a lack of English language skills.</p> <p>Tamouh (ambitious) aims to support demilitarized warriors to start their own businesses. It will provide technical assistance, training and start-up capital to enormous entrepreneurs. The programme will support 5,000 people.</p>
Results and Outcomes	<p>All programmes are still in the design and implementation phase, so there is no clear data on their effects.</p> <p>Organizations that try to carry out projects in the region, such as United Nations and EU agencies, find the applicability of this project of Libya unrealistic. Instead, it proposes that more inclusive programmes should be funded.</p>

Name of the Project /Activity	The Veterans Association
Sector	Employment for ex-military personnel
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	With the support of the Prime Minister's Office and the National Transitional Council
Funding Sources	Government and United Nations
Objective and Target Groups	<p>Target group: Ex-military personnel</p> <p>The Ministry of Labour and the Warriors Affairs Commission often prioritizes programmes to support the labour market integration of veterans The Veterans Association was established by the Prime Minister's office and the National Transitional Council, with the assistance of the United Nations, to reintegrate all armed and non-armed combatants either through skills/job training, further education, or integration in the National Police and Army.</p>
Results and Outcomes	No detailed information is available

Ongoing Projects

Name of the Project /Activity	SMEs Initiative — Libya Enterprise
Sector	SMEs development
Type of the Implementing Organization	Governmental, NGOs
Name of the Implementing Organization	The National Economic Development Board (NEDB)
Funding Sources	Government
Objective and Target Groups	<p>NEDB created a national SME Programme in 2007 to increase the competitiveness of the country through developing SMEs and entrepreneurship, innovative start-ups, and human capital. After the revolution, the national SME Programme was transformed into an SME development agency called Libya Enterprise, which has been operating under the Ministry of Economy since 2012. Libya Enterprise continued the same mission of supporting start-up businesses and developed a nationwide network of incubators and business centres.</p> <p>Libya Enterprise has an incubation centre established to support and train women entrepreneurs and this is a temporary example of the training services provided by the government for women entrepreneurs. However, civil society plays a more active role in promoting women entrepreneurs.</p>
Results and Outcomes	No detailed information is available

Name of the Project /Activity	The National Programme for Small and Medium Enterprises
Sector	SME development
Type of the Implementing Organization	Independent, NGO
Name of the Implementing Organization	Government
Funding Sources	No information is available
Objective and Target Groups	<p>It is the body in charge of the oversight, planning, financing, supervision, and management of the SME sector in Libya. The programme is an independent agency with an honorary commitment to the Ministry of Economy. Its main objectives are to promote entrepreneurship and develop employability skills among young people, to establish business incubators, to prepare feasibility studies for selected project examples and to secure their funding. The programme became active in 2012 following the Libyan uprising and became a legally and financially independent institution.</p>
Results and Outcomes	<p>The first investment was made to develop capacity to train internationally experienced technical personnel. This was followed by a series of interviews and partnerships with national public and private institutions to identify opportunities for cooperation.</p>

Future Projects

Name of the Project /Activity	The Libyan Korean Vocational Education Centre Initiatives
Sector	Solar energy, air-conditioning, panel installation, the food preservation plant, tailoring and sewing
Type of the Implementing Organization	At the Ministry of Labour
Name of the Implementing Organization	Ministry of Labour, international organizations
Funding Sources	With the support of Korean Government
Objective and Target Groups	The Libyan Korean Centre for Building and Construction Professions at the Ministry of Labour will be implementing its training programmes for the current year. With the support of the UNDP, German Ambassadors, they are planning to continue to focus on some specific areas such as the central air-conditioning courses, the solar panels installation courses, the maintenance of modern car breakdowns, the food preservation plant, production in the tailoring and sewing factory for medical clothes. It is seen that solar panel technology comes to the fore in Libya.
Results and Outcomes	No detailed information is available.

Notes: There is not yet a clear participation in VET management by industrial organizations, employers, and other civil society actors. The programmes run by the state are mostly aimed at ex-military personnel. Apart from this, there are some programmes that the state provides support for SMEs, but they are not very effective. Due to the turmoil in Libya, no information could be found on the projects completed between 2010-2020. Trying to continue the unfinished projects after 2018.

Some initiatives like the Libyan Korean Centre for Building and Construction Professions at the Ministry of Labour organizes training programmes in some fields such as air-conditioning, solar energy, water, and panel installations. In 2020, it is seen that solar energy comes to the fore.

However, according to international organizations and NGOs reports, the private sector has a key role as a driver for economic recovery and the country's future prosperity. Agriculture, construction, automobile, and care services have the highest potential to generate decent employment for Libyans and migrants alike.

Theme 3**Programmes and Projects Supported by the Development****Partners to Support Skills Development for Employment****Ongoing Projects**

Name of the Project/Initiative	Safir Project (2020–2024)
Sector	Entrepreneurship
Name of the Implementing Organization	Institut français, Agence Universitaire de la Francophonie (AUF), Arab NGO Network for Development (ANND), CFI, agence française de développement médias, Lab'ess, Pitchworthy/ ALtCity Impact
Partners/Stakeholders (Int'l, National, Or Local – If exists)	Co-founded by EU
Objective and Target Groups	<p>Target Groups: Youth</p> <p>Safir is an ambitious project supporting youth and the achievement of the Sustainable Development Goals (SDGs) in nine countries across Northern Africa and the Middle East. (Algeria, Egypt, Jordan, Lebanon, Libya, Morocco, Palestine, Syria Tunisia.)</p> <p>It aims at creating an enabling environment in favour of youth participation and the development of entrepreneurial projects with social, cultural, and environmental impact.</p> <p>Safir is built around three pillars: providing support to more than 1,000 young project leaders, developing a regional network of organizations supporting social entrepreneurship, and accompanying the creation of spaces for dialogue between youth and governmental authorities.</p>
Results and Outcomes	No detailed information is available

Name of the Project/Initiative	The Skills for Tomorrow (SFT) (2020–2022)
Sector	Language, leadership, computer and essential soft skills
Name of the Implementing Organization	Amideast Libya
Partners/Stakeholders (Int'l, National, Or Local – If exists)	
Objective and Target Groups	<p>The Skills for Tomorrow (SFT) is a two-year programme designed to equip 105 Libyan youth between the age 13–15 years old with the language, leadership, computer and essential soft skills they need to access scholarships and study abroad opportunities, compete in global job markets, and engage in civic life with confidence and self-awareness. This programme consists of four core components and encompasses 430 hours of training delivered over 20 months: 320 hours of English language instruction, 20 hours of youth empowerment, 50 hours of computer skills, and 40 hours of leadership and community service.</p>
Results and Outcomes	<p>The programme is being implemented in seven cities in Libya: Misrata, Gharyan, Yefren, Sabha, Albayda, Jalu, and Tripoli. Instruction commenced in the seven locations during the months of February and March of 2020. The programme is expected to be concluded in the year 2022.</p>

Ongoing Projects

Name of the Project/Initiative	EU4PSL -Supporting the private sector development in Libya (2019–2022)
Sector	Entrepreneurship, access to finance
Name of the Implementing Organization	Expertise France
Partners/Stakeholders (Int'l, National, Or Local – If exists)	Ministry of Finance (Donor: EU)
Objective and Target Groups	The EU4PSL project aims to improve the environment to make it more conducive to business. By establishing close partnerships with the Ministry of Finance and relying on the mobilization of economic actors and civil society organizations, Expertise France seeks to build the capacity of institutions to support the economic development of the country. The project also aims to strengthening capacities of Libyan institutions; support women and youth entrepreneurship; access to finance; and provide business and education.
Results and Outcomes	No detailed information is available

Name of the Project/Initiative	Promoting youth for peaceful development in Libya (GIZ) (2019–2021)
Sector	Youth empowerment
Name of the Implementing Organization	Executing agency: Authority for Youth and Sports
Partners/Stakeholders (Int'l, National, Or Local – If exists)	Commissioned by: German Federal Ministry for Economic Cooperation and Development (BMZ)
Objective and Target Groups	<p>The project improves the social, economic, and political participation of young people. Youth multipliers and local administrations increasingly can promote social and political participation.</p> <p>The project trains youth multipliers in methods of youth and community work and peacebuilding. On the scope of the project measures are planned: designing and staging gender-sensitive training courses, training and seminars on conflict prevention, youth promotion, active citizenship, human rights and women's rights, inclusion as well as sport for development.</p> <p>The project also provides training for local government representatives from partner municipalities on methods of participatory dialogue and youth promotion to bring them together in a formalized dialogue with young people who have taken part in the training. The dialogue aims to bring the attention of mayors and other responsible public officials to topics that are relevant to young people.</p>
Results and Outcomes	No detailed information is available

Ongoing Projects

Name of the Project/Initiative	More jobs through better training and private sector promotion-Promoting employment and private sector development in Libya (GIZ) (2018–2022)
Sector	Manufacturing industry, renewable energies, information technology, electrical engineering/electronic, construction, health
Name of the Implementing Organization	Executing Agency: Ministry of Labour and Rehabilitation (MoLR)
Partners/Stakeholders (Int'l, National, Or Local – If exists)	Commissioned by: Federal Ministry for Economic Cooperation and Development (BMZ)
Objective and Target Groups	The project creates employment and income opportunities, especially for young people. The project promotes the development of private enterprises. On behalf of the Federal Government, GIZ provides training and coaching in entrepreneurial activities or in setting up a business. The project supports the Association for the Development of Libyan Women Entrepreneurs in building up knowledge, competencies, and skills (capacity-building). The project also improves worker training, especially in areas with growth potential such as the manufacturing industry, renewable energies, information technology, electrical engineering/electronics, or construction. To this end, teachers are trained to increase the range of training on offer and improve the quality of teaching. The project is also examining approaches for improved training in the health sector.
Results and Outcomes	No detailed information is available
Name of the Project/Initiative	Toyota Discover Your Talent Programme (2018–ongoing)
Sector	Car maintenance and repairs, computer skills and English
Name of the Implementing Organization	Toyota and UNDP (with NBTVE)
Partners/Stakeholders (Int'l, National, Or Local – If exists)	
Objective and Target Groups	The programme is a part of the Strengthening Local Capacities for Resilience and Recovery Project (UNDP). In the programme, participants improved their knowledge of the company, enhanced their team, project and management skills and gained an insight into our different business fields. The partnership aims to help the country to cope with the rising unemployment rate among new graduates and promote decent jobs. The training course lasts for 3 months and is conducted three times yearly.
Results and Outcomes	The programme has supported 20 young people, including five internal displaced persons, to participate in a three-month vocational training on car maintenance and repairs, computer skills and English. In the next years, more youth will benefit from this agreement since the parties agreed on a long-term cooperation.

Ongoing Projects

Name of the Project/Initiative	Strengthening Local Capacities for Resilience and Recovery (Phase I: 2017–2020) (Phase II: 2018–2021) (Resilience4Libya)
Sector	Various sector IT, engineering, car maintenance and repair etc.
Name of the Implementing Organization	UNDP (mainly funded by EU and partly funded by South Korea)
Partners/Stakeholders (Int'l, National, Or Local – If exists)	Ministry of Local Governance, Municipalities, Peaceful Change initiative and Tatweer Research
Objective and Target Groups	<p>The project is expected to consist of three phases. The first phase of the project focuses on supporting local authorities to improve sustainable access to health, education, water, electricity, sanitation – and socioeconomic recovery for the whole population, with special attention to vulnerable groups and also identifies areas of potential economic growth and support economic recovery strategies which help to stabilize income-generation, emergency employment, and the reintegration of migrants, IDPs, and returnees; as well as create sustainable and decent jobs. Bright young Libyans are targeted for economic empowerment and encouraged to start businesses in fields such as IT and engineering through the Libyan Social Development Fund.</p> <p>The second phase aims at enhancing provision of basic services at local level and increasing access for most vulnerable groups from host communities as well as migrants and refugees. This second phase is implemented in close cooperation with the Ministry of Local Governance, Municipalities, UNICEF, and Italian Agency for Development Cooperation (AICS).</p> <p>UNDP is also in discussion with the EU and Libyan counterparts to design the third phase of the project, which is anticipated to start early 2020.</p>
Results and Outcomes	<p>Strengthen the capacities of municipalities in providing basic and social services, in particular in municipalities most affected by migratory flows, for resilient local service delivery.</p> <p>Improve access to quality basic and social services, in particular to the most vulnerable people living in the selected locations (including migrants, refugees, IDPs, returnees and host communities).</p> <p>More than 2 million people have enhanced access to basic services in water and sanitation, health, and education sectors through completion of four infrastructure works and delivery of +600 sets of equipment.</p>

Name of the Project/Initiative	BINA Programme (SESRIC) (2017–ongoing)
Sector	SMEs development
Name of the Implementing Organization	SESRIC, LPRD, IDB
Partners/Stakeholders (Int'l, National, Or Local – If exists)	SESRIC, the Libyan Programme for Reintegration and Development (LPRD) and the Islamic Development Bank group (IsDB).
Objective and Target Groups	The main aim of the BINA Programme is to accelerate state rebuilding by improving the performance and efficiency of the national institutions and civil society organizations, as well as to foster private sector development in the post-conflict era.
Results and Outcomes	<p>Gathering and analysing the relevant data and information pertaining to the current institutional structure of the State,</p> <p>Launching research and analytical studies on the challenges of the State,</p> <p>Providing policy recommendations and solution proposals for rebuilding state institutions,</p> <p>Contributing to the development of the private sector and Small and Medium-sized Enterprises (SMEs),</p> <p>Building the human capacity of cadres, civil servants, and leaders through capacity-building training programmes.</p> <p>Partnering with relevant Libyan Institutions as well as connecting and involving decision makers and experts in the relevant Projects of the BINA Programme.</p>

Completed Projects

Name of the Project/Initiative	SEI — Supporting Social Entrepreneurship Initiatives (2019–2020)
Sector	Social entrepreneurship
Name of the Implementing Organization	Expertise France
Partners/Stakeholders (Int'l, National, Or Local – If exists)	UNICEF
Objective and Target Groups	<p>This project aims to support young Libyan entrepreneurs working in the social and solidarity economy, by organizing bootcamps (training workshops) throughout the country. This 8- to 12-month training programme aims to strengthen the entrepreneurial spirit and creative thinking of young people to ensure they mainly focus on the development of projects with a strong societal impact and/or which economically empower their community. The project offers boot camps in social entrepreneurship for 144 young Libyans offering grants for 30 young Libyan to implement their projects in 24 municipalities; develop creative thinking about issues and turn them into business ideas and support youths' life skills.</p>
Results and Outcomes	No detailed information is available
Name of the Project/Initiative	Socioeconomic Dialogue in Libya (GIZ) (2017–2020)
Sector	Social and economic development
Name of the Implementing Organization	Executing agency: Ministry of Planning (MoP)
Partners/Stakeholders (Int'l, National, Or Local – If exists)	Commissioned by: Federal Ministry for Economic Cooperation and Development (BMZ) UNECWA
Objective and Target Groups	<p>The project aims to devise development strategies for Libyan society and Libya's transformation and create an inclusive social dialogue at the expert level in collaboration with the unity government. The results of the dialogue should encourage socioeconomic change. The project has commissioned a suborganization of the United Nations to moderate and organize the process (United Nations Economic and Social Commission for Western Asia, UNESCWA). It pursues a participatory approach that involves the state administration, communities, municipalities, universities, and non-governmental organizations. The organization also focuses on the participation of women. Ongoing citizen participation and public relations work also promote an awareness of the necessity to transform the country.</p>
Results and Outcomes	<p>Libyan academics have prepared baseline studies on the economy, institutions, and civil society. By mid-2019, Libyan interest groups developed scenarios for important areas of the country's social and economic development.</p> <p>At least 20 public dialogue events will be held on important socioeconomic subjects - for example, diversification of the Libyan economy, the role of the private sector, decentralization, social security as well as the promotion of women and young people. At least 100 decision-makers will participate in international study trips or other exchange formats.</p>

Completed Projects

Name of the Project/Initiative	UNDP and Tatweer Research Initiative - Tatweer Entrepreneurship Campus (TEC) (2017–2020)
Sector	Job creation
Name of the Implementing Organization	UNDP, Tatweer Research (EU-funded)
Partners/Stakeholders (Int'l, National, Or Local – If exists)	Government of Libya
Objective and Target Groups	<p>UNDP partnered with Tatweer Research, which with EU funds and through the Impact Fund initiative is identifying and supporting plans that will create sustainable jobs outside of the public sector. An EU-funded 3-year initiative is planned to help local authorities improve access to essential services, create job and commercial opportunities, promote Libyan entrepreneurship, and increase public safety. Programmes include business incubators, joint workspaces, business and technology training, and start-up funding. TEC aims to empower Libyan entrepreneurs through providing training, consulting, mentoring, office space, financial support, and information on players in the ecosystem. TEC also aims to affect change at the university level by incorporating entrepreneurship education into the curriculum and government level through reforming business regulations. This initiative is contributing to create sustainable jobs outside of the public sector. The first incubator, the Tatweer Entrepreneurship Campus (TEC), opened in Benghazi. The initiative aims to open two incubators in Tripoli and Sabha by 2020.</p>
Results and Outcomes	TEC's end goal is that by 2020 to graduate 30 start-ups from the programme and to inspire other 60 start-ups indirectly, a total of 90 start-ups over the next three years creating 1000 value-adding jobs in the Libyan economy.

Name of the Project/Initiative	SLEIDSE – Promoting entrepreneurship and SME development in Libya (2016–2020)
Sector	Entrepreneurship, SMEs development
Name of the Implementing Organization	Expertise France (Donor: EU and France)
Partners/Stakeholders (Int'l, National, Or Local – If exists)	Chambers of Commerce, universities, and entrepreneurs
Objective and Target Groups	<p>The SLEIDSE programme aims to disseminate a culture of entrepreneurship, improve the support given to companies by public and semi-public actors and improve access to financing for entrepreneurs.</p> <p>In practice, this project has set up business plan competitions, bootcamps and an online business school to give Libyans, first and foremost women and young people, the opportunity of turning their dreams into very real companies.</p> <p>Expertise France also runs a programme known as University Start-Up Laps (USUL), which aims to help 10 universities create and support functional and functioning incubators on the scope of the project.</p>
Results and Outcomes	No detailed information is available

Completed Projects

Name of the Project/Initiative	GEMM Project (2013–2016)
Sector	TVET governance
Name of the Implementing Organization	ETF
Partners/Stakeholders (Int'l, National, Or Local – If exists)	All EU delegations, Other international organizations such as GIZ, the ILO, the World Bank, and the Anna Lindh Foundation
Objective and Target Groups	<p>Target Groups: Youth and women</p> <p>It aims to improve the governance of VET systems in nine countries of the region. With the GEMM project, EFT works on local skills in Jordan through aimed at promoting youth and female employment.</p> <p>The project was designed around three axes:</p> <p>(1) mapping and analysis of current VET governance systems; (2) capacity-building for national and local stakeholders involved in multilevel governance; and (3) country-specific small action-oriented pilot projects addressing the quality and relevance of VET at the subnational level.</p>
Results and Outcomes	<p>After the turmoil, as of 2018, the ETF is trying to resume joint activities in the country. The project aims to approach the issue of governance at national and subnational levels with an overall aim to increase the relevance of VET systems and support improvements in their quality, to increase the employability prospects of women and youth in the European Neighbourhood Policy Southern region, and to increase the capacities of various stakeholders.</p>

Name of the Project/Initiative	UNICEF Initiative
Sector	Vocational education
Name of the Implementing Organization	UNICEF, EU
Partners/Stakeholders (Int'l, National, Or Local – If exists)	Governmental and international agencies, ministries
Objective and Target Groups	<p>Education Management Information System (EMIS): UNICEF is working with the Ministry of Education to conduct a pilot study in 13 municipalities and 800 educational institutions. First, the project collects data on basic and secondary education. The second phase extends data collection to secondary vocational education data and indicators for internally displaced persons (IDPs) and children from immigrant families in the country.</p> <p>EU-UNICEF initiative: Joint declaration signed in 2016 to contribute to the resilience and social inclusion of young people and adolescents. Within the scope of the 3-year programme, it is aimed to develop strategies and innovative models to promote youth participation and increase social inclusion in the country. It is expected that the project will initially operate at the municipal level.</p>
Results and Outcomes	No detailed information is available

Completed Projects

Name of the Project/Initiative	British Council Initiative
Sector	Agro-food, construction, tourism
Name of the Implementing Organization	British Council, EU
Partners/Stakeholders (Int'l, National, Or Local – If exists)	Government of Libya, National and Regional stakeholders
Objective and Target Groups	<p>The British Council is implementing the EU-funded Technical and Vocational Education and Employment Project (2013–2015), working with national and regional stakeholders along with vocational schools and colleges across Libya to create sustainable responses to unemployment, private sector growth and the changing role of the TVET system in the current economy.</p> <p>Project: establishment of agro-food, construction, and tourism Sector Skills Councils; development of qualification standards to ensure that training is developed to meet employer needs; It aims to establish processes for the collection and sharing of labour market information.</p>
Results and Outcomes	<p>The TVET development agreement between the EU and Libya, which started in early 2012, was suspended in 2014 due to security issues.</p> <p>The British Council is also working on the redesign of the EU-Libya TVET project.</p>

Name of the Project/Initiative	UNFPA Initiative
Sector	Health and various sectors
Name of the Implementing Organization	UNFPA
Partners/Stakeholders (Int'l, National, Or Local – If exists)	Various
Objective and Target Groups	<p>It provides support especially for young people. It leded four projects:</p> <p>Situation Analysis and Response Assessment (SARA): It is a project that plans to conduct a situation analysis and assessment of young people. It will conduct a comprehensive and analytical review of young people and publish a report on its findings by key stakeholders along with a list of concrete recommendations for action nationally.</p> <p>A Multi-sectoral Strategic Youth Framework and Action Plan: It is an action plan that plans to operationalize a national youth policy and a commitment to invest in youth.</p> <p>A National Youth Peace and Security (YPS): The programme also includes and integrates elements of Prevent Violent Extremism (PVE).</p> <p>Libyan Youth Platform: Aiming at a sustainable and strong youth, the platform is a network that includes Y-Peer and other youth networks working in different fields.</p> <p>In addition, there are projects carried out by other accompaniments and institutions to which UNFPA is co-directed or contributed to:</p> <p>A National Life Skills and Citizenship Education (LSCE) Model: It is a model that is expected to be developed and implemented especially in non-formal and informal sectors.</p> <p>Youth-Friendly Services: An initiative that provides services including adolescent health/sexual health, reproductive health, and HIV prevention.</p> <p>Youth Migration and Youth Programming in humanitarian settings.</p>
Results and Outcomes	No detailed information is available

Completed Projects

Name of the Project/Initiative	World Bank Initiative
Sector	Construction, Accommodation, Trade, Agriculture, Services and Manufacturing
Name of the Implementing Organization	World Bank
Partners/Stakeholders (Int'l, National, Or Local – If exists)	Various (such as the Bureau of Statistics, WAC etc.)
Objective and Target Groups	<p>In 2012, the World Bank conducted a labour market assessment in Libya. The aim was to examine the current opportunities and challenges in the labour market, assess the demand and supply of labour and evaluate the growth potential of various sectors. A labour demand assessment was piloted, focusing on the six economic sectors (construction, accommodation, trade, agriculture, services and manufacturing) that offer the most private sector employment opportunities. This qualitative assessment helped identify open positions for short-term employment schemes to increase job creation opportunities.</p> <p>The World Bank has also developed a one-year employment project covering various capacity-building activities, including cooperation with the Bureau of Statistics (under the Ministry of Planning) to develop labour market statistics.</p> <p>Another project is to start a pilot training and entrepreneurship project with a capacity of 100-200 trainees together with WAC and involve other government institutions.</p>
Results and Outcomes	No detailed information is available

Future Projects

Name of the Project/Initiative	ETF Projects – EU Libya TVET Delivery and Development
Sector	Technical and vocational education
Type of the Implementing Organization	ETF and EU Delegation, British Council
Partners/Stakeholders (Int'l, National, Or Local – If exists)	EU Delegation
Objective and Target Groups	<p>The ETF suspended all its projects in Libya due to the worsening of the security situation and political instability. For this reason, a medium-term target for Libya could not be determined. In 2020, ETF interventions in Libya will focus on two areas: the Torino Process and support for the EU Delegation. TVET Delivery and Development originally started in 2013 and was suspended in October 2014. The project is now re-launching.</p> <p>The EU Delegation is considering restarting the TVET project, with a budget of 4.5 million euros and a 30-month project period.</p>
Results and Outcomes	No detailed information is available.

Future Projects

Name of the Project/Initiative	Strengthening Local Capacities for Resilience and Recovery (Phase III) (Resilience4Libya)
Sector	Resilience
Type of the Implementing Organization	UNDP
Partners/Stakeholders (Int'l, National, Or Local – If exists)	EU
Objective and Target Groups	UNDP is in discussion with the EU and Libyan counterparts to design the third phase of the project, which is anticipated to start early 2020.
Results and Outcomes	The programme calls for proposals for phase 3 on different topics: peacebuilding and social cohesion initiatives; promoting peacebuilding and gender equality at the local level.

Notes: In Libya, international organizations play an active role in vocational training development. However, the projects and programmes of the institutions are interrupted due to the lack of security and conflicts in the country.

Theme 4

National Occupational Framework in Libya

Occupational and Educational Standards of Classifications (ISCO/ ASCO)

The 2008 standard Arab classification of occupation is currently in use and there is no national qualifications framework or national occupational and education standards of classifications, but work is under way to develop it. In the medium-term, QAVETPAC and DTQA are intended to be responsible for quality assurance of the conformity of VET programmes, but this role has not yet been activated.

ASCO-08 was developed through technical cooperation and financial support from GIZ to five Arab countries (Jordan, Lebanon, Syria, Egypt, and Palestine). ASCO was based on JSCO 2004, ISCO-08 and Arab occupational classification 1989. ASCO is a tool for organizing all jobs in an establishment, an industry, or a country into a clearly defined set of groups. It will normally consist of two components: a descriptive and the classification system. Jobs are recognized primarily by the associated job title. Jobs are classified according to the concept of 'skill level' and 'skill specialization'.

ASCO-08 divides jobs into 10 major groups:

1. Managers, Legislators and Senior officials;
2. Professionals;
3. Technicians and associate professionals;
4. Clerks;
5. Service and sales workers in markets and shops;
6. Skilled agricultural, forestry and fishery workers;
7. Craft and related trades workers;
8. Plant and machine operators, and assemblers;
9. Elementary occupations;
0. Armed Forces occupations.

Education

Students who transition from basic and secondary education to Vocational Education (VET) are accepted according to the conditions determined by the Ministry of National Education.

Students who obtain a basic education certificate are admitted to intermediate vocational education institutions. Those who have an intermediate

vocational diploma or secondary school certificate can be admitted to higher technical institutions and technical colleges.

If secondary school students or second- or third-year students want to transfer to an intermediate vocational institution, there is no course equivalence. For such a transition, since vocational education and secondary education have different education mechanisms, the student should start again from the first grade according to the criteria of the education programme they want to pass.

The board formed by NBTVE has developed a system for graduates of technical institutions to receive undergraduate education and has issued a special regulation to facilitate students to complete their studies by obtaining master's and doctoral degrees. Holders of higher diplomas will be able to complete their studies at an academic university after the equivalence of their subjects is determined.

VET includes 60 per cent practice and 40 per cent theory, but secondary education is not like that. If university college students want to switch to higher technical education institution, their courses taken at the university are evaluated as part of technical education subjects according to the transition criteria, approved and accepted.

There is no age limit for intermediate vocational education and this education does not have to be completed within three years. Students with an intermediate training diploma can complete their graduate studies and obtain a higher diploma by joining one of the higher technical institutions or technical colleges.

Additional information about ISCED: ISCED is the reference classification for organizing education programmes and related qualifications by levels and fields of education. Fields of education and training and levels of education or educational attainment are cross-classification variables within ISCED and are therefore independent of each other. This classification has been designed principally to describe and

categorize fields of education and training at the secondary, post-secondary and tertiary levels of formal education. The classification may also be used in other contexts, for example to classify the subject matter of non-formal education, initial and continuing vocational training, or informal learning. The classification can also be used for programmes and qualifications of general education where there is a subject specialization. However, general education programmes and qualifications that cover a broad range of subjects with little or no specialization in a particular field or fields will typically be classified within the broad field 00 'Generic programmes and qualifications'

ISCED Level and Duration

- **Level 0:** Early Childhood Educations: No duration criteria, however a programme should account for at least the equivalent of two hours per day and 100 days a year of educational activities.
- **Level 1:** Primary Education: Duration typically varies from four to seven years. The most common duration is six years.
- **Level 2:** Lower Secondary Education: Duration typically varies from two to five years. The most common duration is three years.
- **Level 3:** Upper Secondary Education: Duration typically varies from two to five years. The most common duration is three years.
- **Level 4:** Post-Secondary non-tertiary education: Duration typically varies from six months to two to three years.
- **Level 5:** Short-cycle tertiary education: Duration typically varies from two to three years.
- **Level 6:** Bachelor's or equivalent level: The duration of Bachelor's or equivalent level programmes typically varies from three to four or more years when directly following ISCED level 3.
- **Level 7:** Master's or equivalent level: The duration of Master's or equivalent level programmes typically varies from one to four years when following ISCED level 6.
- **Level 8:** Doctoral or equivalent level. Duration is a minimum of three years.

National Qualification Framework – Libya

In 2013, the Technical and Vocational Education Board invited the Commission for Academic Accreditation, consisting of ETF, UAE, BK-NARIC, PEARSON-Edexcel/UK, to form the NQF. Libya aimed to develop its own NQF in a period in 2013, but the country's conditions did not allow this. Libya is still working to create the NQF.

Libya is at an early stage of reconstruction and still has not developed its national strategies.

Libya has identified and attempted to implement some of the necessary tools, such as the development of an NQF and procedures – the sector Council approach and the establishment of QAVETPAC of the Centre for Quality Assurance and VET Providers Approval – but none are yet sufficiently developed.

Additional Notes for Libya:

Occupational Profiles:

A comprehensive analysis has not yet been conducted in Libya on the development of competency-based occupational profiles based on identified skill needs.

The Quality Assurance:

Current approaches to improving quality assurance in curricula are a mix of previous requirements for quality control and inspection. These are measures that have not been fully tested, tried, and implemented, which the administration cannot always manage comprehensively. Qualifications and other areas in Libya continue the previous practice and plan to modernize and implement an approach based mostly on quality assurance principles are at an early stage.

In practice, no external bodies are assessing the quality and relevance of teaching and learning, in theory QAVETPAC has developed standards and a checklist for institutional evaluation and management. The TQA directorate is responsible for quality standards in private VET services, the Ministry has an Inspection Office and directorates that manage different types of vocational services have quality departments. However, it is not yet implemented even where systems for quality assurance are designed. There is no standard process for monitoring and reviewing staff qualifications and training.

The VET system remains supply-driven, with weak links to the labour market and other market-active stakeholders; There is no real coordination between vocational schools and employers. Local companies prefer to graduate from vocational schools less because of the relatively low quality of education in vocational schools, the old curriculum, and the insufficient equipment of the schools.

There is often over-employment in the public sector in Libya, as recruitment criteria are simpler and more flexible. On the contrary, the number of jobs in the private sector is low. Other reasons why unemployment is so high for jobs in the private sector include the inefficient transition from education to work, the long waiting time for jobs in the public sector, and the unwillingness of Libyans to accept professional or manual jobs.

In 2016, NBYVE decided to set up a specialized committee to examine the possibility of allowing private professional organizations to start their activities and, according to certain criteria, allowed private organizations to open. In addition, various agreements have been signed with the public and private sectors to improve the educational and technical skills of students in vocational education and training.

Various agreements have been signed with companies and institutions such as the Authority of Natural Science Research and Technology, the Advanced Vocational Welding Institute, Solutions Company, Toyota to organize vocational training courses and to provide job opportunities.

For 2020, the ETF suspended all its projects in Libya due to the worsening of the security situation and political instability. For this reason, a medium-term target for Libya could not be determined. The EU Delegation is considering restarting the TVET project, with a budget of 4.5 million euros and a 30-month project period.

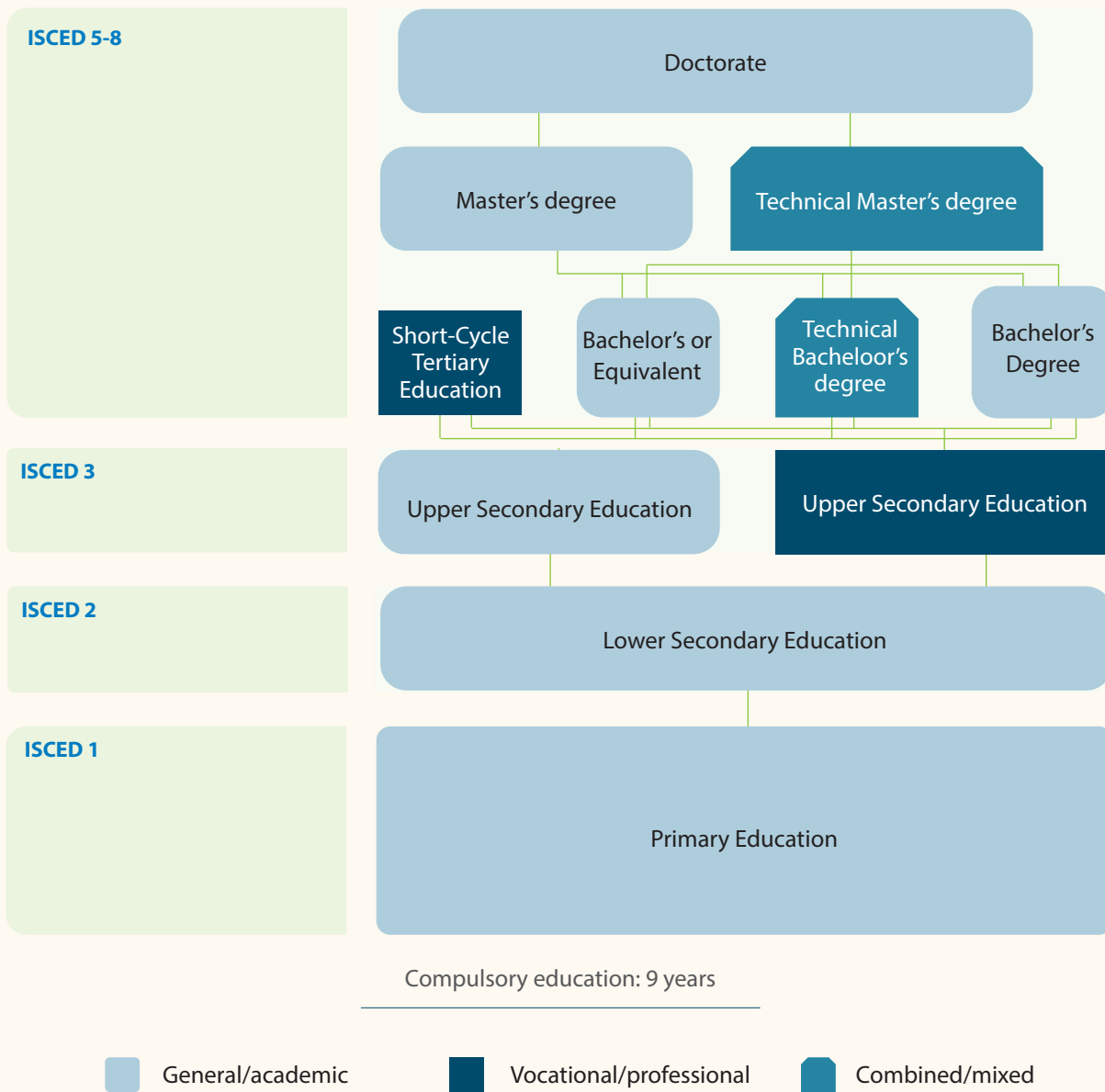
TVET Teacher/Trainer

Technical Education Institutions: Academic staff is evaluated in the first years as a trial period, with the proficiency report prepared by the general manager and department head according to the teacher's expertise. It is given to the teaching staff member (classified contract) three years after the contract starts.

In intermediate vocational institutions, teachers and trainers are evaluated by mentors from the vocational guidance department in each region in biweekly and monthly reports. The year-end report reveals its true adequacy. These reports are used as a reference for raising the qualifications of the teacher/trainer or for the preparation of training programmes.

Teacher development programmes in VET institutions include internal and external training courses in the form of job sequencing preferences, incentive courses with promotion priorities, courses designed to increase productivity. NBTVE encourages teachers and trainers who want to complete their higher education by sending them to study abroad to continue their education and covering their education costs.

Figure 5: Formal Education System in Libya



Source: UNEVOC-UNESCO Official website

Beneficiary Country

Morocco

Theme 1**National Policies and Strategies Aiming to Support Skills****Development for Employment and Status of Implementation****Summative Description of National Policies/Strategies/Reforms**

Title of the policy/strategy	The National Strategy of the Kingdom of Morocco for Employment (SNE)
Period	2015–2025
Main institutions involved	Ministry of Labour and Professional Integration of Morocco, International Labour Office, Spanish Agency of International Cooperation for the Development (AECID)
Brief description	The SNE is focused on three main axes. First, creating resources for productive employment is the central objective. The appropriate evaluation of human capital is the second target. Finally, reinforcement of active labour market policies is the third main objective of the Strategy. To achieve these objectives, the steps to be taken are: 1. Establishment of macroeconomic and sectoral policies; two. Promote inclusion of the qualified workforce and supervision of SME's; three. Support the transition of informal trainings to formal education; 4. Development of local jobs.
Title of the policy/strategy	The National Vocational Training Strategy for 2021 — La Stratégie Nationale de Formation Professionnelle 2021 (SNFP 2021)
Period	2015–2021
Main institutions involved	Ministry of National Education and Vocational Training — Ministère de l'Éducation Nationale et de la Formation Professionnelle, Conseil Supérieur de l'Éducation, de la Formation et de la Recherche Scientifique
Brief description	SNFP 2021 is a set of programmes to guarantee the right to vocational training for all and throughout life, maximize professional integration by continuously improving the quality of training, strengthen the integration of general education and vocational training, Improve the effectiveness and efficiency of the system. SNFP 2021 establishes an extended and more inclusive offer in terms of education. For the first time, young people aged 10 to 14, studying or dropping out of school, are supported to reduce the level of loss.
Title of the policy/strategy	Programme TAHFIZ
Period	2016–
Main institutions involved	Ministry of Labour and Professional Insertion, The National Agency for the Promotion of Employment and Skills (ANAPEC)
Brief description	The objective of the Tahfiz programme is to promote employment by setting up incentive measures for the benefit of companies created during the period from January 1, 2015, to December 31, 2019 and associations that hire job seekers under indefinite employment contracts. Since the implementation of this programme at the end of April 2016, 632 benefit protocols of the programme are instructed by employers from the ANAPEC portal, of which 450 protocols have been filed and validated at ANAPEC level.

Summative Description of National Policies/Strategies/Reforms

Title of the policy/strategy	Training – Employment Compatibility Support Programme — Programme d'Appui à l'Adéquation formation-emploi (PAAFE)
Period	2013–2015
Main institutions involved	Ministry of Economy and Finance, African Development Bank, World Bank, Agence Française de Développement
Brief description	PAAFE is created to reinforce the compatibility between educational training and vocational requirements. The programme involves the entire education and training system of the country through three components: 1. An increase in the performance of technical education and vocational training in response to the needs of the labour market; 2. Improving the relevance and management of higher education; 3. Strengthening of sector coordination and governance mechanisms.
Title of the policy/strategy	Dar Taliba de Qualité
Period	2007–
Main institutions involved	Entraide nationale, US Agency for International Development (USIAD), Fédération nationale des associations de bienfaisance (FNAB)
Brief description	“Dar Taliba of quality” allows young girls from rural areas and outlying districts to continue their studies. Reduction in the number of young people dropping out of school among poor youth is the first aim of the project. Academy for Educational Development is the main executive institution of the project. As of 2015, 15,932 young people have benefited from the project.
Title of the policy/strategy	Programme Moukawalati
Period	2006–
Main institutions involved	Ministry of Labour and Professional Insertion, Minister of Finance and Privatization, National Committee of support for the creation of businesses
Brief description	The programme aims to contribute to the gradual reduction of the unemployment rate by with the support of the creation of enterprises with the requirements and the regional specificities. The persons eligible for the accompaniment for the creation of enterprise are the carriers of project in the amount of investment greater than or equal to 50.000 DH and less than or equal to 250.000 DH.
Title of the policy/strategy	Programme TAEHIL
Period	2006–
Main institutions involved	Ministry of Labour and Professional Insertion, The National Agency for the Promotion of Employment and Skills (ANAPEC)
Brief description	The Taehil programme, intended for graduates with at least a baccalaureate and graduates of vocational training, aims to improve the employability of job seekers by acquiring professional skills to occupy duly identified or potential jobs in companies in the private sector or in NGOs and cooperatives. It is made up of three types of training: 1. Contractualized training for employment, 2. Qualifying or retraining training, 3. Support training for emerging sectors. The country contributes 12,000 MAD on average by participation to the formation. Since 2006, 3,500 participants on average per year benefit from the programme.

Summative Description of National Policies/Strategies/Reforms

Title of the policy/strategy	Programme IDMAJ
Period	2006–
Main institutions involved	Ministry of Labour and Professional Insertion, The National Agency for the Promotion of Employment and Skills (ANAPEC)
Brief description	Programme Idmaj has been formed for promoting professional insertion of the young people by supporting skills development process and for strengthening the competitiveness of private companies by fortifying their human resources capacity. Main strategies followed within the scope of the Programme Idmaj are: 1. The Insertion Contract, two. Support for social security, three. Professional Integration Contract. These strategies aim to create a win-win accord between recruiting companies and job seeker through a tax-free social security quotation for 24 months. According to the most recent numbers, 287,486 beneficiaries have integrated their first professional experiences from 2018 to 2020.

Brief Assessment of Status in TVET and Skills Development for Employment

Within the period right after the millennium, the country has experienced some major problems in terms of participation of youth in professional life. During the 2005–2015, the most significant problems in the labour market were high unemployment rates of young people, long-lasting unemployment, incompatibility of educational background with vocational requirements and exclusion of women from the professional life. Therefore, the main axes of national policies are based on these major issues.

Morocco has experienced a decade of sustained growth even if a decrease has been observed since 2011. This dynamic of the Moroccan economy is however weakly creative jobs. This explains the decline in the activity rate which rose from 54.5 per cent in 1999 to 48.3 per cent in 2013, affecting particularly young people aged 15 to 24 (from 48.2 per cent in 1999 to 32.3 per cent in 2013). Despite the low activity rate of the working-age population (15 years and over), unemployment across all age groups fell between 1999 and 2013 (from 13.8 per cent to 9.2 per cent). But it continues to affect graduates more specifically (19 per cent compared to 4 per cent for the active without a diploma) in a sustainable manner since 64 per cent of the unemployed have been unemployed for more than 12 months. The share of youth not in employment, education or training kept remaining high in 2015: 28.8 per cent.

In this context, TVET has emerged as a second way that offers a faster student integration into the workforce and by meeting directly the needs of the labour market. Enrolment in TVET has increased in the country since the beginning of 2000s. The number of students enrolled in TVET has tripled since 2000 and doubled since 2008. TVET students represented only 13.5 per cent of students at upper secondary education level in 2018 but the demand is increasing. The demand for access to TVET is more than the capacity that TVET providers can absorb.

Overall, there are some important steps taken by national authorities since 2006. Influences of the constitutional reform in 2011 and the Arab Spring on the youth employment but also on the public policies are significant. National institutions, especially the Ministry of Labour and Professional Integration of Morocco and The National Agency for the Promotion of Employment and Skills (ANAPEC) can be considered as the main actors for skills development and TVET initiatives rather than private sector actors, NGOs/INGOS or international organizations. Reports gathered from national or international resources shed light on the important quantity of policies, programmes and initiatives produced to better manage youth employment and skills development. However, the outputs of these initiatives remain almost hidden as a major part of policies and strategies have not been evaluated. Infrastructure problems play a significant role in the data collection as a considerable number of helpful links in public institutions' websites are not accessible.

Theme 2

Initiatives of the Private and/or Non-Governmental Entities to Support Skills Development for Employment

List of Projects

Name of the Project /Activity	Coaching pour l'emploi et l'entrepreneuriat (Coaching for Employment and Entrepreneurship)
Sector	Labour market participation
Type of the Implementing Organization	Non-governmental organization
Name of the Implementing Organization	Swisscontact (Partnership with l'INSAF, la Fondation Ababou and l'ANAPEC)
Funding Sources	Ursula Zindel-Hilti Foundation.
Objective and Target Groups	Facilitate integration of young people and women socially disadvantaged excluded from the labour market.
Results and Outcomes	No detailed information is available

Name of the Project /Activity	Free Access to Vocational Trainings for Job Seekers
Sector	Vocational training
Type of the Implementing Organization	Private sector
Name of the Implementing Organization	Openclassroom — ANAPEC
Funding Sources	Open classroom.
Objective and Target Groups	Free access to more than 1,000 vocational training for all job seekers registered with ANAPEC.
Results and Outcomes	No detailed information is available

Name of the Project /Activity	Ra'ed, leadership pour un changement durable
Sector	Leadership
Type of the Implementing Organization	Non-governmental organization
Name of the Implementing Organization	La Fondation HEM
Funding Sources	No information is available.
Objective and Target Groups	Develop effective leaders able to mobilize teams, be creative and innovative, resolve conflicts, face change competently and meet the challenges facing their own organization.
Results and Outcomes	No detailed information is available

List of Projects

Name of the Project /Activity	Emploi Habilité
Sector	Tourism, transportation and logistics
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	International Youth Foundation (IYF) Global in partnership with the Ministry of Tourism
Funding Sources	Conrad N. Hilton Foundation, Silatech, and the Children and Youth Foundation.
Objective and Target Groups	Youth (ages 15–25) across Morocco with in-demand technical and life skills and jobs in the tourism, transportation, and logistics sectors.
Results and Outcomes	No detailed information is available
Name of the Project /Activity	Favorable Opportunities to Reinforce Self-Advancement for Today's Youth (FORSTAY)
Sector	Vocational training
Type of the Implementing Organization	Non-governmental organizations
Name of the Implementing Organization	IYF Global in partnership with IOM
Funding Sources	USIAD, IOM.
Objective and Target Groups	Improve professional and educational outcomes for marginalized youth in the northern cities of Tetouan and Tangier.
Results and Outcomes	Over four years, interventions reached over 12,000 young Moroccans, increasing their confidence, community engagement, and professional skills.
Name of the Project /Activity	Projet Kafaat Liljamia
Sector	Vocational training (Hairdressing, aesthetics, building electricity, pastry making, and cooking)
Type of the Implementing Organization	Non-governmental organizations
Name of the Implementing Organization	British Council in partnership with Département de la Formation Professionnelle
Funding Sources	EU
Objective and Target Groups	Support coordination between local vocational training players, both public and private, to better meet market needs, by proposing suitable local vocational training solutions that will support employment.
Results and Outcomes	350 men and 250 women participated in 11 cities of the two pilot regions of the project in vocational training on different sectors.

Theme 3

Programmes and Projects Supported by the Development

Partners to Support Skills Development for Employment

List of Projects

Name of the Project/Initiative	Accompagner la Promotion de l'Emploi et le Développement des Compétences
Sector	Skills match
Name of the Implementing Organization	Agence Française de Développement
Partners/stakeholders (int'l, national or local – if exists)	National Government
Objective and Target Groups	Improve the match of skills produced by the vocational training system to the needs of the labour market.
Results and Outcomes	More than 800,000 secondary school students, 510,000 higher education students, 370,000 vocational training trainees and 30,000 unemployed without qualifications. Around a half will be girls benefit from the programme.

Name of the Project/Initiative	The Rural Development Project for Errachidia Region
Sector	Vocational training
Name of the Implementing Organization	Japan International Cooperation Agency
Partners/stakeholders (int'l, national or local – if exists)	No information is available
Objective and Target Groups	Provide vocational training sessions for the young people working in rural areas of Errachidia region.
Results and Outcomes	No detailed information is available

Name of the Project/Initiative	Projet de soutien À l'inclusion économique des jeunes
Sector	Access to labour market
Name of the Implementing Organization	World Bank
Partners/stakeholders (int'l, national or local – if exists)	World Bank
Objective and Target Groups	Improve young people's access to economic opportunities in the region of Marrakech-Safi
Results and Outcomes	No detailed information is available

List of Projects

Name of the Project/Initiative	The Morocco Youth in Business programme
Sector	Entrepreneurship
Name of the Implementing Organization	European Bank of Reconstruction and Development
Partners/stakeholders (int'l, national or local – if exists)	Credit Immobilier et Hotelier (CIH) Bank
Objective and Target Groups	Increase the pool of financing available to young individuals in Morocco and help this group of borrowers build their skill set and develop their businesses, thereby promoting youth entrepreneurship and participation in business through an integrated approach.
Results and Outcomes	No detailed information is available
Name of the Project/Initiative	Promotion of Green Jobs for young people in rural areas
Sector	Employment
Name of the Implementing Organization	Federal Ministry for Economic Cooperation and Development in Germany / GIZ
Partners/stakeholders (int'l, national or local – if exists)	European Union (Co-finance)
Objective and Target Groups	The plan is for at least 2,000 young people between the ages of 16 and 35 years to find new employment by the year 2022. At least one-third of them are women. A further goal is to support at least 1,000 young people and 10 company founders in increasing their incomes through their projects.
Results and Outcomes	No detailed information is available
Name of the Project/Initiative	Morocco Career Centre programme
Sector	Employment
Name of the Implementing Organization	International Research & Exchanges Board
Partners/stakeholders (int'l, national or local – if exists)	USAID
Objective and Target Groups	Through the creation of modern career centres, the programme provides young people with the information and skills needed to pursue meaningful employment
Results and Outcomes	More than 100,000 youth benefited from the programme established in six different pilot career centres in Morocco

List of Projects

Name of the Project/Initiative	Vocational training partnership between the vocational training centres of the Bavarian Industry (bfz) gGmbH and vocational training centres in Morocco (Ongoing – second Phase)
Sector	Vocational training
Name of the Implementing Organization	BMZ - Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung
Partners/stakeholders (int'l, national or local – if exists)	<p>Centre de l'Automobile (ISMA) in Salé des Office de la Formation Professionnelle et de la Promotion du Travail (OFPPT)</p> <p>Centre de Perfectionnement Technique (CPT) in Kénitra der Industrie- und Handelskammer Rabat-Salé-Kénitra</p> <p>Centre de Qualification Professionnelle des Arts Traditionnels (CQPAT) in Marrakesch der Handwerkskammer Marrakech-Safi</p> <p>FORGECIF Stiftung der Industrie und Handelskammer Rabat-Salé-Kénitra</p>
Objective and Target Groups	<p>The main focus is on improving vocational orientation and competence-based teaching of selected professional training contents. The project supports appropriate further professional training for vocational trainers. In close dialogue with companies and the national employment agency ANAPEC, the chances of subsequent integration into the labour market after completion of the professional training are to be increased. Overall, vocational training should become more attractive for young people and open up prospects on the Moroccan labour market.</p>
Results and Outcomes	<p>With this project, three vocational training centres in the Rabat region and in Marrakech BW have been funded since 2016.</p>
Name of the Project/Initiative	Support of the implementation of the National Strategy for Vocational Training (2019–2021)
Sector	TVET governance
Name of the Implementing Organization	<p>The project's lead executing agency is the Ministry of National Education, Higher Education, Staff Training and Scientific Research. Its main implementing partners are the Ministry's staff training department, as the state body responsible for the TVET system, and the Moroccan General Confederation of Moroccan Enterprises (CGEM).</p>
Partners/stakeholders (int'l, national or local – if exists)	GIZ, BMZ
Objective and Target Groups	<p>Public-private dialogue on the strategic steering of cooperative TVET to be established and its quality to be improved. The private sector to make a greater contribution to the planning, implementation and evaluation of cooperative TVET, and fine-tuned approaches are implemented in two sectors.</p>
Results and Outcomes	<p>No detailed information available</p> <p>The project plans to create the conditions for more training places in business, and regular meetings between the companies offering training and the educational institutions should strengthen cooperation.</p>

List of Projects

Name of the Project/Initiative	Institute for Training in Transport and Logistics (ongoing)
Sector	Transport, logistics
Name of the Implementing Organization	Moroccan Government
Partners/stakeholders (int'l, national or local – if exists)	US-Moroccan development agency MCA-Morocco
Objective and Target Groups	The training institution will have an annual capacity of 860 seats. It will annually train 320 learners in sectors such as warehouse management, transport and logistics operations, and industrial logistics. Meanwhile, 540 seats will be reserved for trainees in the maintenance of motor vehicles, driving, and other technical jobs.
Results and Outcomes	The centre has not opened yet

Theme 4

National Occupational Framework in Morocco

The NQF in Morocco is mainly inspired by the European Qualification Framework. According to National Qualifications Framework Reference Document published in 2013, “qualification” is defined as “a formal outcome of an assessment and validation process that is obtained when a competent body determines that an individual has achieved learning outcomes to given standards”. Also, according to the same document, the NQF is mostly focused on the following goals:

- To promote quality of educational / training programmes throughout the whole system.
- To guarantee coherence between the different subsystems of qualification
- To guarantee transparency and quality of all certifications
- To promote adequacy between the labour market needs and qualifications
- To facilitate mobility by promoting comparability of qualifications between different countries
- To ensure lifelong learning

In 2019, a new framework law on education was adopted. According to this new framework: “The national certification framework: a tool for identifying and classifying diplomas at the national level, in accordance with a reference grid of applicable standards on different levels of learning outcomes, which takes into account the needs of the labour market and the development of society.” (Law 51.17 on Education, Article 2). The following table visualizes levels of NQF and their correspondences in subsectors of education and training in Morocco.

Répertoire Emplois-Métiers (REM) and Référentiel Emplois – Compétences (REC)

Given that there is no specific information about the relevancy between national standard classification

and ISCO (or ASCO), it is possible to assert that Maroc has its own standard classification repertoire and referential: The REM (The Directory of Jobs-Professions) and REC (The Referential of Jobs and Skills). The REM and the REC are national standardization concepts which classify and list competences by occupations within a given sector. There are 716 REM and 815 REC developed for a total of 18 sectors. REM and REC are developed by professional branches and sector ministries with methodological support from DFP and involvement of the ANAPEC.

The REM files describe a “job”, in a broad way, to consider the variety of concrete work situations, depending on the company. They focus on what characterizes a trade compared to other trades of the same professional family. The REC sheets, for their part, describe the trades and necessary skills, in a very concrete and as close as possible to the realities of companies or establishments in the sector. REM and REC contribute to reinforcement of the adequacy between labour market needs and VET programmes by managing the sectoral occupations. With other terms, these two management tools ameliorate the transparency level of the training programmes but also contribute to the qualification outcomes. These sheets allow companies to better identify, express and meet their skills needs, and the training sectors to develop programmes in line with market demand. These tools also allow intermediation operators to have tools available to reconcile job supply and demand and to guide job seekers’ training.

Vision Stratégique De La Reforme 2015–2030

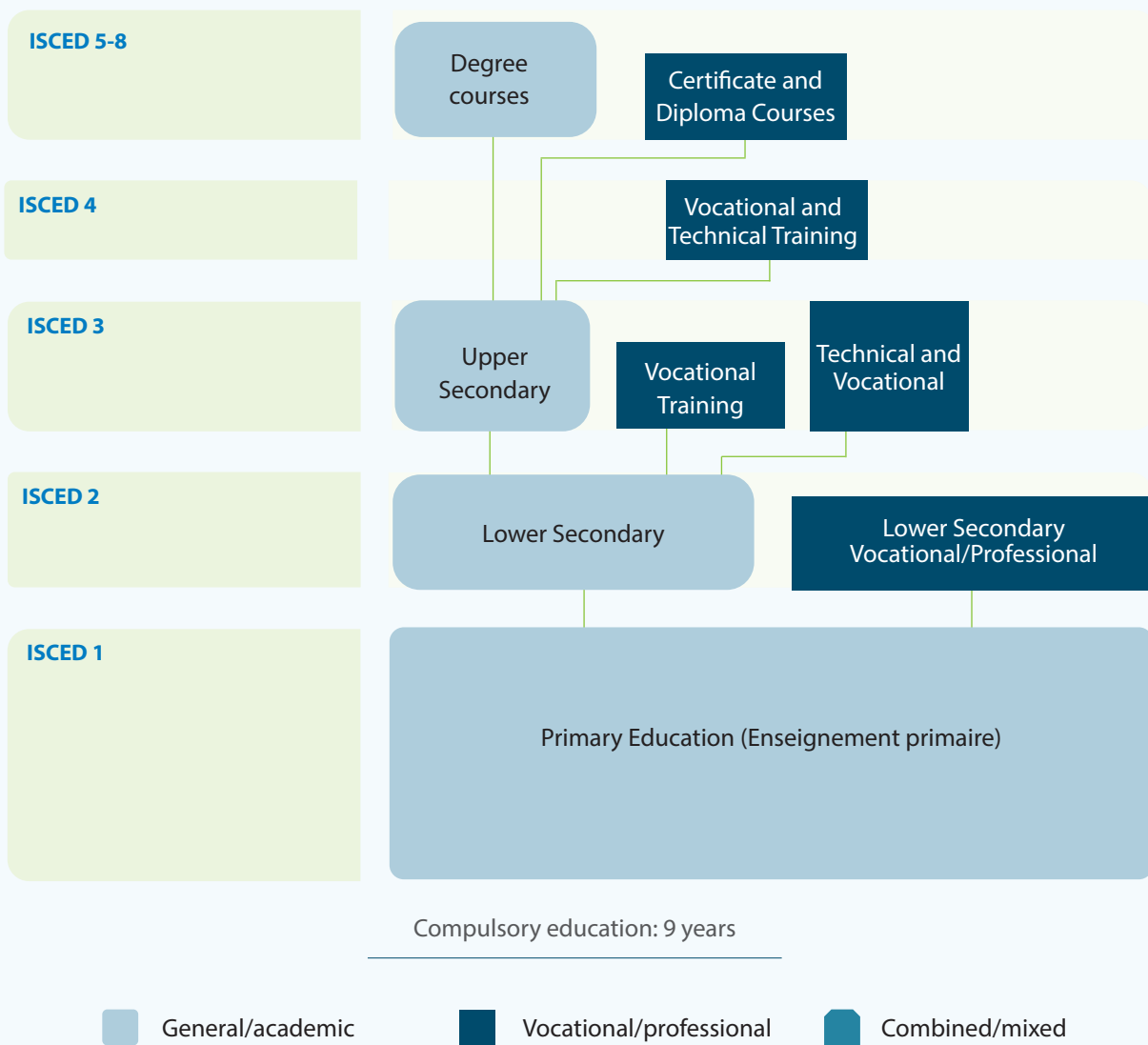
The Strategic Reform Vision 2015–2030 is a set of strategies that the country has been establishing and envisaging as future plans for a better educational system in Morocco. The reforms previously presented in the country (especially between 2000–2013) were severely criticized because of their inadequate nature with the real needs of the country. The weak level of language, of knowledge, of skills and of values

taught in school is one of the significant failures of the former reforms. Limited performances of pedagogic actors, restraint use of educational technologies in schools are some other reasons why the authorities decided to establish a new vision to ameliorate the educational system.

For the system to work properly, the country has created a new perspective based on some major modifications. The vision is focused on three grand lines. First, the same level of educational quality for everyone: equity and equal opportunities. This first line enables the integration of different groups (socially

or geographically differentiated) in the educational system by promoting positive discrimination for rural zones, by implementing the Efficient School perspective and reinforcing private-public partnership in the educative institutions. Secondly, the school will work for the promotion of individuals, so, the promotion of society. To do so, some technological and pedagogical steps should be taken. A better quality of education, especially for foreign languages and promotion of scientific research and utilization of the educative technologies to guarantee a better performance are some examples.

Figure 6: Formal Education System in Morocco



Source: UNEVOC-UNESCO Official website

Beneficiary Country

PALESTINE

Theme 1**National Policies and Strategies Aiming to Support Skills****Development for Employment and Status of Implementation****Summative Description of National Policies/Strategies/Reforms****Title of the policy/strategy****The Labour Sector Strategy 2021–2023 (Revised of MOL Strategy 2017–2020)****Period**

2021–2023

Main institutions involved

Ministry of Labour

Brief description

The strategy highlights the need for a TVET governance system regulated and functioning in accordance with international standards and aims to increase the effectiveness of the TVET system and make it more relevant to the needs of the labour market. Employment creation has been placed at the centre of the national development plan, especially for young people and women, with an emphasis on marginalized areas near the wall, Gaza and East Jerusalem. The Labour Sector Strategy 2017–2022 has been reviewed and a new Labour Sector Strategy 2020–2022 was drafted in April 2020. The aim is to build a national trans-sectoral employment plan as a national comprehensive sectoral and cross-sectoral response towards employment.

Title of the policy/strategy**The National Policy Agenda 2017–2022: Putting Citizens First****Period**

2017–2022

Main institutions involved**Brief description**

The agenda aims to provide all Palestinians with an improved standard of living, better services accessible to all and responsive, accountable, transparent public institutions that put citizens' interests and needs first every day. Agenda recognizes the importance of education for economic growth and sustainable development and defines quality education for all as a national priority. In addition, sectoral strategies were developed within the scope of the agenda. It comprises three strategic goals; ensuring safe, inclusive and equitable access to quality education at all levels of the system; developing a student-centred teaching and learning pedagogy and environment; enhancing accountability and result-based leadership, governance and management.

Other National Plans: 2008–2019 Palestinian Reform and Development Plan; 2011–2013 National Development Plan: Establishing the State, Building Our Future; 2014–2016 National Development Plan: State-Building to Sovereignty.

Summative Description of National Policies/Strategies/Reforms

Title of the policy/strategy	The National Youth Strategy 2017–2022
Period	2017–2022
Main institutions involved	The Higher Council for Youth and Sport
Brief description	It was launched by the Higher Council for Youth and Sport in 2016, identifies economic empowerment, poverty alleviation, and education and training as strategic areas of intervention. However, this strategy has still not been endorsed by the government.
Title of the policy/strategy	The Education Sector Strategic Plan 2017–2022
Period	2017–2022
Main institutions involved	Ministry of Education and Higher Education
Brief description	The plan aims to transform the Palestinian education system from a system that is based on an instructional and memorization approach to a student-centred approach. The teacher under the new system shall become a facilitator whose role is to develop the skills and competencies of the students instead of providing and feeding information. This milestone change requires an in-depth reform of the current curricula, assessment system, teaching and learning methods, teachers' roles, supervisors' roles and the adoption of a result-based management system for education. The plan includes three strategic objectives: ensuring safe, inclusive, and equitable access to quality education at all levels of the system; developing student-centred teaching and learning pedagogy and environment; to develop accountability and results-oriented leadership, governance, and management.
Title of the policy/strategy	Education Act of 2017
Period	2017
Main institutions involved	Ministry of Education
Brief description	The Education Act of 2017 was adopted which included two important articles adopting new policies in the field of vocational education. The Ministry shall integrate vocational and technical education within the framework of the sixth to the ninth-grade academic programme, to ensure that students acquire the necessary technical expertise and skills, and in specific vocational orientation. Secondary education includes the tenth, eleventh, and twelfth grades. Secondary education shall be divided into academic track and vocational and technical track, and therefore a tenth professional grade was added accordingly.

Summative Description of National Policies/Strategies/Reforms

Title of the policy/strategy

The Cooperative Sector Strategy

Period 2017

Main institutions involved

Brief description The Cooperative Sector Strategy underlines the important role of cooperatives in providing livelihoods for people and communities in Palestine, as well as the need to invest in cooperative education and literacy for young people and to explore the potential of the technology industry to increase employment opportunities.

Title of the policy/strategy

Education Development Strategic Plan (EDSP 2014–2019 or Palestine 2020)

Period 2014–2019

Main institutions involved Ministry of Education and Higher Education

Brief description The main target is to transform the education system from a textbook transmission/memorization model to student-centered dynamic pedagogies with the teacher as a facilitator of learning and skill development as opposed to a provider of factual knowledge. It focuses on the type of citizens the education system shapes. The strategy has three sector goals- access, quality, and management- and the related policies and strategies, as well as main priorities, are as follows: Ensuring safe, inclusive, and equitable access to education at all levels of the system; Developing a student-based teaching and learning pedagogy and environment; Enhance Accountable and Results-Based Leadership, Governance and Management.

Title of the policy/strategy

National Development Plan 2014–2016

Period 2014–2016

Main institutions involved

Brief description It provides a strategic policy framework, agreed between all stakeholders, including the government, private sectors, and civil society. The NDP is structured along the lines of four key sectors: economic development and employment, good governance and institution-building, social protection and development, and infrastructure. It is informed by performance evaluations and lessons learned from earlier plans, providing a structured framework to monitor and evaluate effective and efficient policy implementation and public sector management. The NDP has seven pillars; enhanced national ownership of the national planning process; broad, effective participation; result-oriented planning and budgeting framework; realistic and achievable outputs; institutionalized planning processes and enhanced accountability and transparency; a gender-responsive approach; and respect for human rights.

Summative Description of National Policies/Strategies/Reforms

Title of the policy/strategy	The National TVET Strategy—TVET Strategic Plan (in revision)
Period	2010
Main institutions involved	Palestinian National Authority Ministry of Education and Higher Education, Ministry of Labour
Brief description	This National TVET Strategy replaces the former edition adopted in 1999. TVET roles and responsibilities are enlarged to enable to provide the human resources capable to meet the challenges and to participate actively in the economic and social development as well as holistic development towards building a Palestinian State and ending the occupation. The overall objective of the National TVET Strategy is to create a knowledgeable, competent, motivated, entrepreneurial, adaptable, creative, and innovative workforce in Palestine contributing to poverty reduction and social and economic development through facilitating demand-driven, high-quality Technical and Vocational Education and Training, relevant to all sectors of the economy, at all levels and to all people. This strategy was developed with the involvement of a broad range of stakeholders from the private and public sectors assisted by the GIZ. As part of its mandate, GIZ has been supporting and moderating the revising process of the TVET strategy.

Brief Assessment of Status in TVET and Skills Development for Employment

According to United Nations data, Palestine's population has reached around 5.2 million in 2021 (WB reported as 4.8 million in 2020). Palestine's total labour force was around 1.2 million in 2020 and the total labour force participation rate (above 15) was recorded as 44.4 per cent (ILO estimate) in 2019 and around 43 per cent (ILO estimate) and 41 per cent (national estimate) in 2020. Youth labour force participation rate was recorded 30.3 per cent in 2019 and 26.2 per cent (national estimate) in 2020. Above the age of 15, employment to population ratio was around 33 per cent (both ILO and national estimate) in 2019, and around 31 per cent (ILO estimate), 30.3 per cent (national estimate) in 2020. Youth employment to population ratio (ages 15–24) was recorded as 18.2 per cent (ILO estimate) in 2019 and 15.2 per cent (National estimate) in 2020. On the other hand, unemployment of total labour force was 25.3 per cent in 2019 and 27.4 per cent (ILO estimate) (national estimate is 25.9 per cent) in 2020; youth unemployment of total labour force was around 40 per cent in 2019 and 42.1 per cent (national estimate) in 2020.

The Palestinian state is a fragile state, subject to Israeli military occupation, limiting its ability to grow and develop.

Providers of TVET services vary: the governmental, civil

society, international (UNRWA) or private sectors. These institutions offer their TVET programmes both formally and informally, categorized according to graduate degrees:

Formal Education and Training: Intended and specific education in terms of objectives, time and technical support takes place within an organized and structured environment in an educational or training institution or work environment intended for this purpose, leading to obtaining an official certificate within the educational system such as vocational schools and technical colleges.

Technical Education (TE) Programmes: The technical education programmes in the community colleges and Palestine technical colleges aim to achieve two goals, to prepare the trained workforce in the fields of industry, agriculture and services (at level four) or bridging to higher technical education (at level five), it is being offered in College in the West Bank and Gaza Strip through various technical specializations.

Vocational education (VE) Programmes: Vocational education programmes in vocational secondary schools and vocational units in general education schools aim to prepare trained vocational workforce within the fields of industry, agriculture, and services (at level three) to meet the needs of the labour

market and the society or prepare students to enrol in higher education institutions. VE is provided in vocational schools in the West Bank and Gaza Strip, run by the Ministry and by the NGOs, belonging to the NGO-VET League, and vocational units in general education schools in the industrial, agricultural, home economics, and hospitality branches. VE are provided in three ways: INJAZ-the national exam preparation progress; Kafa'a — Vocational Competence-includes high intensification of the practical and vocational part of the programme, which allows students to take for school exams in vocation-related subjects only; and the apprenticeship programme starting from the school (school-based apprenticeship) in collaboration with the labour market, students are assessed through the school and the labour market.

Non-Formal Education and Training: Education and training that takes place through the implementation of planned activities that are developed as clear educational forms in terms of objectives, time and technical support such as vocational training centres within the Ministry of Labour, training centres affiliated to the Ministry of Social Development, and private centres.

1. Vocational training programmes in the vocational training centres (VTCs) of the Ministry of Labour (MOL) that aim to contribute to the preparation of trained workforce in the level of skilled and semi-skilled Labour in the areas of services and industry. It also provides upgrading courses and CVET for workers in the labour force.
2. Vocational training programmes offered by the Ministry of Social Development (MOSD) VTCs: These programmes target the marginalized groups as juveniles, dropouts, those with social issues, persons with disabilities and the poor, in addition to released prisoners.
3. Vocational Training Programmes of the United Nations Relief and Works Agency (UNRWA): These programmes aim to prepare trained workforce in the level of skilled and semi- skilled workers in a variety of vocational fields, and UNRWA programmes are addressed to the children of refugee men or children of refugee women exclusively.
4. Training programmes provided by non-governmental organizations
5. Training programmes provided by charitable organizations: The training programmes provided by charities cover many areas, but they are concentrated in the areas of sewing, weaving and

secretarial for women.

6. Training programmes provided by the private for-profit training centres: These institutions provide capacity-building training programmes and CVET, according to the needs of the local market. There are (156) private for-profit centres licensed by the Ministry of Labour.

Informal education and training: unintentional and sometimes unregulated education and training in terms of objectives, time and technical support, occurs through the practice of training individually in the workplace.

Financing: The Governmental TVET providers present their budgetary needs to the relevant authorities in the concerned ministries. These needs are included in the strategic plan of each Ministry (for example, the Ministry of Education and Higher Education). Other VET providers receive their funding needs from their institution (UNRWA, NGO, charitable organization, or private training institutes). Usually, the operating expenses of the governmental VET institutes are covered by the general budget. The development expenses are covered from other sources, especially from the funders. Expenses are covered by non-governmental entities through a mixture of self-income, funders, and programmes.

Responsible ministries: The main actors in VET governance and policymaking are now the MOE, the MOHE, the MOL and their supervising authorities. The institution responsible for employment policy is the MOL. It deals with the employment sector and works in close partnership with other stakeholders, such as the MOE, MOHE and the Federation of Chambers of Commerce. The MOL provides a range of employment services through its employment offices. Other main actors are TVET providers and regulators such as the MOSD, Awqaf; communities- community-based organizations (CBO); the LET Councils; private sectors such as the Palestinian Federation of Chambers and Commerce (FPCCI) and the Palestinian Federation of Industry (PFI); unions and trade unions; civil society organizations (CSOs); The Palestinian Central Bureau of Statistics (PCBS); UNRWA.

In addition to government institutions, various national and international NGOs, and international institutions such as UNRWA, UNESCO, EFT, ILO, GIZ, The Belgian Development Cooperation (BTC/ENABEL), support Palestine both as a model and in terms of funding. Apart from the state, there are many United Nations and EU agencies funded projects on TVET in Palestine.

Theme 2

Initiatives of the Private and/or Non-Governmental Entities to Support Skills Development for Employment

Ongoing Projects

Name of the Project /Activity	Active Labour Market Measures Programmes (ALMPs)
	<p>Programmes: Satellite Units Programme, National Campaign for Employment, Employment Subsidy Programmes etc.</p>
Sector	Labour market participation
Type of the Implementing Organization	Governmental (with the support of NGOs and international organizations)
Name of the Implementing Organization	<p>The Ministry of Labour, The Palestinian Fund for Employment and Social Protection (PFESP), UNRWA and various Palestinian civil society organizations and associations (such as the Welfare Association, the Sharek Youth Forum and the Education for Employment Fund) also provide ALMPs through programmes that focus on the economic empowerment of young people.</p>
Funding Sources	Government and semi-independent organizations, NGOs.
Objective and Target Groups	<p>Target Groups: Youth, various youth-oriented labour market, refugees The programmes aim to increase the participation of youth, women, and refugees in the labour market. Programmes offer refugee youth with market-driven vocational courses that lead to employment.</p>
Results and Outcomes	<p>The goal is to enable young people to work in higher quality jobs with better working conditions, including increasing access to social protection and opportunities to participate in social dialogue.</p>
Name of the Project /Activity	SPARK Programmes
	<p>Programmes: Higher Education Services (HES), Safeguarding MSMEs during COVID-19</p>
Sector	SMEs development, vocational education
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	SPARK and governmental, non-governmental, local agencies
Funding Sources	<p>SANAD, The Netherlands Ministry of Foreign Affairs, Education Above All, EU MADAD, Islamic Development Bank, Qatar Fund for Development (QFFD), Sheikh Abdullah Al Nouri Charity Society, Al Fakhoora, QUEST.</p>
Objective and Target Groups	<p>Target group: Vulnerable youth, refugees SPARK focuses on developing a vibrant private sector in the West Bank and Gaza. With support from local partner organizations, SPARK empower start-ups and existing small and medium enterprises (SMEs) to grow and create jobs through training, incubation, and access to finance. In addition, it provides higher (vocational) education for Palestinian youth, who receive extensive leadership, civic engagement, and entrepreneurship courses.</p>
Results and Outcomes	No detailed information is available

Ongoing Projects

Name of the Project /Activity	AVSI — People for development Programmes
	Projects: Mustaqbaluna (Our Future) (2018–2021), Speciality (2018–2021).
Sector	Access to education, job inclusion
Type of the Implementing Organization	Government and NGOs
Name of the Implementing Organization	Various governmental agencies
Funding Sources	Donation with associations, private and public institutions, other NGOs, and individuals.
Objective and Target Groups	Target group: Vulnerable population It promotes access to education for children through programmes of inclusion in public and private institutions; and support for PwDs to social, educational and job inclusion; the Distance Support programme fosters the development of an inclusive educational approach in schools and vocational training courses that strengthen the autonomy of students with disabilities.
Results and Outcomes	No detailed information is available

Name of the Project /Activity	INJAZ Programmes
Sector	Vocational training
Type of the Implementing Organization	NGOs-non-profit organization
Name of the Implementing Organization	INJAZ Palestine
Funding Sources	With donations from some municipalities, national and international institutions, foundations, companies, and individuals.
Objective and Target Groups	Target group: Youth It aims at strengthening the economic opportunities for Palestinian youth through providing a series of educational and economic courses of a practical nature carried out in schools and universities by private sector volunteers to inspire and prepare youth to become productive members of their society and accelerate the development of the national economy.
Results and Outcomes	Thanks to the INJAZ, many young people continue to participate in the labour force by receiving training. It has organized 6 Financial Literacy, 7 Work Readiness Programmes, 9 Entrepreneurship & Employment Programmes and so far.

Ongoing Projects

Name of the Project /Activity	YWCA Palestine Programmes
Sector	<p>Projects: Manarat, Women's Economic Empowerment, Vocational Training Centre.</p> <p>Women and youth empowerment</p>
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	YWCA Palestine
Funding Sources	With the donation of national, local, international organizations and individuals.
Objective and Target Groups	<p>The YWCA of Palestine is a non-governmental association initiated in 1893 by informal groups of Christian women and was formally established in Jerusalem in 1918.</p> <p>The YWCA of Palestine empowers women and youth to demand, exercise and protect their economic, social, and political rights.</p>
Results and Outcomes	No detailed information is available
Name of the Project /Activity	TVET League Programmes
Sector	Vocational training
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	TVET League
Funding Sources	With the donation of National, local, international organizations and individuals.
Objective and Target Groups	<p>TVET League delivers training services to qualify Palestinian youth and to graduate skillful professional people to serve the Palestinian labour market. TVET League institutions have conducted several training courses to enhance the competencies of market employees in specific skills in line with development in professions and supply and demand.</p>
Results and Outcomes	<p>Since 2003, TVET League has constituted the first of seven institutions including two industrial schools and five vocational centres at schools within main towns such as Bethlehem, Jerusalem, Jericho, and Gaza. TVET League has expanded since then to include 15 institutions, as shown in the section about the institutions that constitute TVET League.</p>

Completed Projects

Name of the Project/Activity	Dialogue And Education for A Continued Palestinian Presence in East Jerusalem (2016–2017)
Sector	First seminar: Advocacy & Lobbying Second seminar: Media and Communication Skills
Type of the Implementing Organization	Independent think tank
Name of the Implementing Organization	The Palestinian Academic Society for the Study of International Affairs (PASSIA)
Funding Sources	No information is available.
Objective and Target Groups	The project's seminar component aimed at empowering young Palestinians from Jerusalem through a programme of education, training, and skills development to successfully draft and implement local civic initiatives and bottom-up activities that will assist in protecting Palestinian rights and presence in the city.
Results and Outcomes	PASSIA aims to empower young Palestinians through training programmes and seminars that build capacity, skills, and expertise. Seminars developed the participants' ability to formulate communication strategies, make winning presentations, communicate effectively, plan media events, and be successful in public relations.

Name of the Project/Activity	Women in non-traditional industries (2016–2017)
Sector	Entrepreneurship and innovation, IT, new media, and digital tools.
Type of the Implementing Organization	NGOs, Governmental agencies
Name of the Implementing Organization	The Palestinian Centre for Youth Economic Empowerment (CYEE), Sharek Youth Forum, partnership with MOL
Funding Sources	With the donation of National, local, international organizations and individuals.
Objective and Target Groups	The project provides young women with innovative trainings in order to equip them with the skills to do so; these will include life skills (including self-confidence, presentation, public speaking, self-advocating etc.) and technical skills. The technical skills unit focused on new and innovative sectoral areas that provide young women with an edge in the labour market, including entrepreneurship and innovation, IT, new media, and digital tools.
Results and Outcomes	No detailed information is available

Completed Projects

Name of the Project/Activity	The Business Start-up Incubator Support Programme (BSIS)(2015–2019)
Sector	
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	SPARK
Funding Sources	ENABEL – Belgian Development Agency
Objective and Target Groups	BSIS supports the development of a dynamic and vibrant private sector through supporting Micro, Small and Medium Enterprises. MSMEs constitute 97 per cent of all enterprises in the Palestinian economy and generate 87 per cent of employment opportunities in the private sector.
Results and Outcomes	In order to boost the number of youths entering employment, SPARK created MSMEs through incubation and enhancing the skills of entrepreneurs to become more competitive and financially sustainable. through Leaders International extensive network in Palestine, target MSMEs with promising business potential have been provided with sustainable access to finance.
Name of the Project/Activity	The Equip Youth Palestine project (EYP) (2015-2018)
Sector	Vocational training
Type of the Implementing Organization	Governmental agencies and NGOs
Name of the Implementing Organization	Sharek Youth Forum, The Palestinian Centre for Youth Economic Empowerment (CYEE) (partnership with International Youth Foundation, and the Ministry of Labour)
Funding Sources	With the donation of National, local, international organizations and individuals.
Objective and Target Groups	The programme's goal is to improve young women and men's access to the labour market in Palestine by capacitating vocational training centres (VTCs) to empower over 900 hundred vocational students with the essential skills, attitudes, and employment support services needed.
Results and Outcomes	Through this comprehensive employment programme, young people developed a new outlook and attitude towards employment, gained new skills and abilities through training; and was provided with internship and employment opportunities.
Name of the Project/Activity	Tamayyaz Programme (CYEE's Employability Programmes) (2012–2015)
Sector	Youth empowerment, employment
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	CYEE, Sharek Youth Forum and PADICO Holding Company in their partnership with the International Youth Foundation and Silatech Foundation.
Funding Sources	With the donation of national, local, international organizations and individuals.
Objective and Target Groups	The programme is implemented in partnership with the private sector, Palestinian universities, and civil society organizations. Grounded in the three pillars of self-development, guided learning, and active citizenship, the Tamayyaz programme holistically empowers young people to become more employable, active, and engaged citizens.
Results and Outcomes	As a result, more than 900 university students increased their motivation and improved their chances of competing in the labour market through this integrated programme.

Completed Projects

Name of the Project/Activity	MFS-II (2011–2015)
Sector	Entrepreneurship
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	SPARK
Funding Sources	The Netherlands Ministry of Foreign Affairs.
Objective and Target Groups	MFS-II was a pivotal part of SPARK's development as an expert organization. Promoting entrepreneurship and job creation, MFS-II contributed to sustainable economic development in five post-conflict countries. It focused on alleviating poverty by creating jobs and improving the economy. Three pillars were central: supporting local partner organizations, developing their capacities, and advocating for improved business enabling environments.
Results and Outcomes	Over 300 SMEs were supported, and 1300 jobs created. Many of the organizations that we collaborated with in Palestine, such as Business and Technology Incubator (BTI), Leaders and the Businesswomen Forum, have gone on to become local leading experts in business incubation.

Notes: Information on future projects of NGOs or state initiatives in Palestine could not be reached.

Theme 3

Programmes and Projects Supported by the Development

Partners to Support Skills Development for Employment

Ongoing Projects

Name of the Project/Initiative	The Youth Employment in the Mediterranean (YEM) (2018–2020) (targeted to be finished In 2021)
Sector	Tourism (especially with the COVID-19 process)
Name of the Implementing Organization	UNESCO-UNEVOC (EU-funded)
Partners/Stakeholders (Int'l, National, Or Local – If exists)	
Objective and Target Groups	It is a 3threeyear regional initiative. It is expected to be implemented in cooperation with nine member states, including Palestine, between 2018–2020. The project aims to understand the situation of the TVET system in the region, to develop skills anticipation systems, to promote TVET, WBL, to increase youth employment, to encourage digitalization and entrepreneurship.
Results and Outcomes	With the support of the UNESCO and its projects stakeholders, many projects are organized with the aim of: supporting the Palestine government to further strengthen its education system, improving the quality and relevant of TVET, building capacity for policy planning and monitoring, improving the employment opportunities to youth, women and vulnerable groups, increasing labour force participation of youth, women and refugees, supporting youth for access to meaningful, internationally accredited education.

Ongoing Projects

Name of the Project/Initiative	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH Projects
<p>Sector</p> <p>Name of the Implementing Organization</p> <p>Partners/Stakeholders (Int'l, National, Or Local – If exists)</p> <p>Objective and Target Groups</p>	<p>Sustainable Economic Development Cluster, Demand oriented TVET (DoTVET)(2021–2024), Alternative Approaches to Financial Inclusion of Small and Medium Enterprises (SME)(2020-2023), Strengthening Sustainable Livelihoods Programme (2021–2024), Programme for Access to the Labour Market (PALM) (2019–2022), Strengthening the Resilience of Gaza’s Population (GRP) (2018-2023), Private Sector Development Programme (PSDP) (2018–2021), Continuation of the Train the Trainers Programme – TTT (2017–2021), TVET and employment promotion programme (TEP) (2015–2018), More Job Opportunities (MJO) (2014–2023)</p> <p>Vocational training, labour market participation</p> <p>Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH / GIZ International Services (with EU contribution and various governmental agencies)</p> <p>Government Institutions, NGOs, Some UN and EU agencies</p> <p>GIZ operates in three priority areas: sustainable economic development, vocational training and the labour market; governance, democracy and civil society; peacebuilding and resilience.</p> <p>With the support of the German government and GIZ, many projects are organized with the aim of: increasing labour force participation of youth, women, refugees and disadvantaged groups; receiving the necessary vocational training and education; increasing the number of people benefiting from training and reducing youth unemployment and general unemployment.</p> <p>Thanks to these projects, many people benefited from vocational training and were employed. The projects are ongoing.</p> <p>No detailed information is available</p>
<p>Results and Outcomes</p>	<p>No detailed information is available</p>
Name of the Project/Initiative	ILO Projects
<p>Sector</p> <p>Name of the Implementing Organization</p> <p>Partners/Stakeholders (Int'l, National, Or Local – If exists)</p> <p>Objective and Target Groups</p>	<p>The Palestinian Decent Work Programme (2018–2022), The Known About Business (KAB) programme, Improve Your Business Programme, Work Improvement in Small Enterprises (WISE), Support to Persons with Disabilities in Gaza, Supporting livelihoods for fishermen and their families in the Gaza strip.</p> <p>Vocational training</p> <p>ILO and governmental and non-governmental agencies</p> <p>Various governmental, non-governmental, international agencies (UN agencies, UNDP, FAO, UNESCO, USAID, EU agencies, Palestinian MOL, PGFTU, PFCCIA, KfW Development Bank, The Belgian ENABEL, etc.</p> <p>The ILO and its partners are carrying out numerous projects to support the Palestinian economy, sustainable development, and welfare, primarily the youth, women, refugees, and all citizens who are seen as more disadvantaged. Many of these are still in the implementation phase, but thanks to the projects, it is seen that thousands of people receive vocational training and join the workforce and start working in priority sectors. Thousands of people still receive training as part of the projects supported by the ILO.</p> <p>No detailed information is available</p>
<p>Results and Outcomes</p>	<p>No detailed information is available</p>

Ongoing Projects

Name of the Project/Initiative	ETF, GIZ and ENABEL (Belgian development agency) Programmes and EU supported TVET and youth employment projects
	<p>Programmes: Programme for Access to the Labour Market (PALM) (ETF-GIZ), Enhancing Capacities for Institution-Building (ECIB) (BTC/ENABEL), COOPI (EU supported project), Skilled Young Palestine (SYD) —Improving Resilience and Job opportunities for Youth (2019-2022) (ENABEL-ETF), Network for Excellence (ETF)</p>
Sector	
Name of the Implementing Organization	ETF, GIZ, ENABEL
Partners/Stakeholders (Int'l, National, Or Local – If exists)	
Objective and Target Groups	<p>Monitoring and evaluation mechanisms in the TVET sector have been weak. To address this weakness, the ETF, in cooperation with GIZ (German development agency) and ENABEL (Belgian development agency), supported the key TVET stakeholders in establishing a national TVET monitoring and evaluation framework. In this respect, in 2018 the ETF, GIZ and ENABEL cooperated to carry out a tracer study for VET graduates of the short training programmes offered by GIZ and ENABEL. On the other hand, there are also EU supported TVET and youth employment project, which provide curricula development, TVET awareness in schools, market assessments, skills development and training, career guidance and support to employment, Infrastructures, and resources for TVET institutes.</p>
Results and Outcomes	No detailed information is available
Name of the Project/Initiative	UNDP/Programme of Assistance to the Palestinian People (PAPP) Programmes
	<p>Projects: Palestinian Families Economic Empowerment Programme (DEEP) (2006–2022), Al Fakhoora Scholarship and Empowerment Programme (2006–2022), Economic Stimulus and Support to Vulnerable Households in Gaza through Cash for Work (2019–2022), Construction of the Hebron Courthouse (2009–2022)</p>
Sector	Specific areas: construction, transportation, energy sectors, solar panels, water, health, education
Name of the Implementing Organization	UNDP
Partners/Stakeholders (Int'l, National, Or Local – If exists)	<p>Ministry of Social Development, Ministry of Labour, National NGOs and MFIs, Natuf for Environment and Community Development (Natuf), Save Youth Future Society (SYFS), Gaza Culture Development group (DCDG), Islamic University of Gaza, Al-Azhar University, University College for Applied Sciences, EJ-YMCA, Penn State University's World in Conversation project, Win C Partners, Mean Development Centre, Al Nayzak Organization and Youth Vision Society, Palestinian Fund for Employment and Social Protection for Workers (PFESP), Gaza Culture and Development group Association (GCDG), Beit Hanoun Cooperative Association, Palestinian Federation of Industries (PFI), Syndicate of Fishermen and Workers in Fishing and Fish Farming (SFWF)</p>
Objective and Target Groups	<p>Target group: Vulnerable Palestinian</p> <p>In partnership with Palestinian institutions, civil society, and donors, UNDP/PAPP's goal is to support the Palestinian People to establish a viable State that is able to realize the right to development for its people and support their socioeconomic resilience.</p> <p>It focuses on poverty reduction and economic empowerment, democratic governance and peacebuilding, crisis response, environment and energy, gender equality.</p>
Results and Outcomes	<p>In 2017, UNDP/PAPP delivered over USD 110 million in development assistance to the Palestinian People. Over 410,000 job opportunities were generated through labour-intensive infrastructure. In the West Bank and East Jerusalem, 114,000 people benefited from improved access to basic services. Investment opportunities for 40 businesses were enhanced through the provision of building infrastructure at the Jericho Industrial Park.</p>

Completed Projects

Name of the Project/Initiative	IRADA Programme (2018–2020)
Sector	Social integration of PwDs
Name of the Implementing Organization	UNDP
Partners/Stakeholders (Int'l, National, Or Local – If exists)	IRADA Programme, IsDB, OFID, SDC
Objective and Target Groups	The IRADA programme aims at creating an enabling environment for Persons with Disabilities (PwDs) that supports their social integration as productive members of the Gaza community by providing them with training and practical skills, increasing their self-confidence and their employers' trust in their abilities, integrating them into the labour market, and enhancing their opportunities in decent work, particularly in the technical and vocational training sector.
Results and Outcomes	375 Persons with Disabilities (119 female) received vocational training 275 Persons with Disabilities offered paid-on job training for at least three months. Eight microprojects established for a group of PwDs. One social enterprise (garment manufacturing) established based on the microfranchizing model. Targeting percentage increased in the new round of TVET training from 25 per cent to 40 per cent.

Name of the Project/Initiative	Joint Financing Arrangement (Belgium, Finland, Germany, Ireland and Norway) Germany/Financial Cooperation/KfW
	Programmes: Joint Financing Arrangement (JFA) (2015–2019), Increase of Employment Opportunities for Young People I & II (2018–2020), TVET Infrastructure Project (KfW)
Sector	Vocational education
Name of the Implementing Organization	KfW
Partners/Stakeholders (Int'l, National, Or Local – If exists)	There are many stakeholders. Association, foundation, public institutions, universities
Objective and Target Groups	Support for Programme for (vocational education) of the Education Development Sector Plan EDSP III of the Ministry of Education and Higher Education Rehabilitation/ extension of industrial secondary schools, technical colleges, and vocational training centres; Provision of furniture and equipment; Rehabilitation of buildings and provision of furniture and equipment for the introduction of Dual Studies at Al Quds University in Abu Dis.
Results and Outcomes	No detailed information is available

Completed Projects

Name of the Project/Initiative	ENI CBC MED Programmes (Cooperating across borders in the Mediterranean)
Sector	Vocational training
Name of the Implementing Organization	EU
Partners/Stakeholders (Int'l, National, Or Local – If exists)	There are many stakeholders. Association, foundation, public institutions, universities
Objective and Target Groups	Programmes are carried out in four areas to employ young people, women, and refugees in different fields such as agriculture, fisheries, tourism and integration into work and education, support sustainability goals and support the inclusion of disadvantaged groups in business, education, and social life. Projects carried out under the programmes: 19 Business Projects (11 in Palestine), 14 Innovation Projects (2 in Palestine), 12 Inclusion Projects (8 in Palestine), 19 Environment Projects (5 in Palestine).
Results and Outcomes	Most of the projects that are planned to last between 30 and 36 months have already started. Since the projects have not been completed yet, it is not possible to say anything definite about their final success status. However, according to the reports published periodically, the projects started to provide training and employment to many people.
Name of the Project/Initiative	The Kingdom of the Netherlands, the Palestinian Water Authority (PWA), UNDP's Programme of Assistance to the Palestinian People Initiative (2018–2020) (The Transboundary Wastewater Management Project Phase I)
Sector	Wastewater, water sector
Name of the Implementing Organization	UNDP/PAPP
Partners/Stakeholders (Int'l, National, Or Local – If exists)	The Kingdom of the Netherlands with the Palestinian Water Authority (PWA) and UNDP's Programme of Assistance to the Palestinian People
Objective and Target Groups	Many people are still not connected to a network, especially in the West Bank, which threatens the environment and public health, particularly cesspits. Wastewater projects and treatment plants are a top priority for PWA. With this initiative, it is aimed to develop the water sector and increase employment in the sector. With a US\$6.7 million contribution from the Kingdom of the Netherlands, UNDP was able to address these issues and support the Palestinian Water Authority in improving its transboundary wastewater management and control.
Results and Outcomes	The first phase of the project targeted six communities in Baqa Al-Sharqieh, Zeita and Nazlat municipalities, benefiting approximately 18,000 people. Wastewater collection networks and two pumping stations were established connecting the targeted communities, flow measurement systems were installed in five border areas, the capacities of the targeted municipalities were developed in wastewater management, and finally support was provided to the PWA in monitoring the quantities of transboundary wastewater.

Completed Projects

Name of the Project/Initiative	GEMM Project (2013-2016)
Sector	VET governance
Name of the Implementing Organization	ETF
Partners/Stakeholders (Int'l, National, Or Local – If exists)	All EU delegations, Other international organizations such as GIZ, the ILO, the World Bank
Objective and Target Groups	<p>Target Groups: Youth and women</p> <p>It aims to improve the governance of VET systems in nine countries of the region. With the GEMM project, EFT works on local skills in Jordan through aimed at promoting youth and female employment.</p> <p>The project was designed around three axes:</p> <p>(1) mapping and analysis of current VET governance systems; (2) capacity-building for national and local stakeholders involved in multilevel governance; and (3) country-specific small action-oriented pilot projects addressing the quality and relevance of VET at the subnational level.</p>
Results and Outcomes	GEMM focuses on VET graduate tracer study in Palestine. A tracking system for VET graduates was developed and tested in 15 schools from the public sector, schools managed by the UNRWA and different NGOs. The tracking system is to be mainstreamed in all schools in the framework of the multiple agents monitoring the VET system reform process.
Name of the Project/Initiative	Community Resilience and Development Programme (CRDP) (2012–2020)
Sector	Project focuses on sewing, food production, embroidery, multimedia, photography, design, etc. for economic opportunities.
Name of the Implementing Organization	UNDP/PAPP
Partners/Stakeholders (Int'l, National, Or Local – If exists)	Partnership led by the Palestinian Government, funded by the Governments of Sweden, Austria, Norway, Finland, United Kingdom and Switzerland, and implemented by UNDP's Programme of Assistance to the Palestinian People (UNDP/PAPP)
Objective and Target Groups	The CRDP programme is designed to address the challenges and development needs of communities living in Area C and East Jerusalem. Its objective is to empower local stakeholders, through the most suitable partners, to respond with resilience to threats that affect their sustenance on the land. It also aims to Mitigating and ideally reversing migration flow from Area C and East Jerusalem by enhancing human security and livelihood of Palestinians. The programme will be supporting economic empowerment and employability, education, housing, tourism and cultural activities while targeting youth, women and persons with disabilities.
Results and Outcomes	By 2017, the CRDP has enhanced the resilience of more than 112,000 Palestinians living in East Jerusalem and Area C; in addition to 110 grants of a value of more than US\$ 24 million, have been implemented and completed.

Completed Projects

Name of the Project/Initiative	EuroMed Youth Programmes
Sector	
Name of the Implementing Organization	SALTO-YOUTH, the EuropeAid Cooperation Office, and the Directorate-General for External Relations
Partners/Stakeholders (Int'l, National, Or Local – If exists)	International Organizations, national agencies
Objective and Target Groups	<p>The implementation of the Euomed Youth programme's main priorities is the fight against racism, discrimination and xenophobia, a facilitated access to the Programme for young people with less opportunities, dialogue with other world cultures and the promotion of a greater mutual understanding between European countries and the rest of the world. In addition, a training strategy for Euro-Mediterranean partners has been developed by the SALTO-YOUTH EuroMed Resource Centre.</p> <p>SALTO-YOUTH EuroMed support and reinforces the Euro-Mediterranean Youth cooperation by offering trainings, events, educational tools and practices, support to the EuroMed Youth Units, the network, and our partners. SALTO-YOUTH EUROMED provides training opportunities for youth workers, youth leaders and trainers active in Erasmus+ Youth in Action.</p> <p>The programme, the first phase of which was carried out between 1991 and 2001, is now in its fourth phase.</p>
Results and Outcomes	After the success of the three previous phases, it is notably expected that during this Phase IV of the Programme an estimate of around 100 projects will be funded.

Future Projects

Name of the Project/Initiative	Bridging Innovation and Learning in TVET (BILT) — (The New qualifications and competencies for future-oriented TVET systems publication)
Sector	Innovation, learning
Name of the Implementing Organization	UNESCO-UNEVOC
Partners/Stakeholders (Int'l, National, Or Local – If exists)	No information is available
Objective and Target Groups	<p>The BILT biennial thematic cycle for 2020 and 2021 focuses on the overarching theme of 'New Qualifications and Competencies (NQC)'. BILT explores solutions for challenges related to new qualifications and competencies, more specifically to the three I's process: identification of future-oriented qualifications and competencies; integration into flexible and appealing occupational profiles, curricula, and training regulations; implementation of new qualifications and competencies in practice.</p> <p>It is planning the development of a self-reflection tool. The goal of the tool is to stimulate TVET institutions to reflect on their preparedness to take part in the three I's process in an assertive and effective manner.</p>
Results and Outcomes	A pilot phase is planned in the first quarter of 2022, when selected TVET institutions will be invited to provide feedback on the tool as well as on the self-reflection workshop. Moreover, participating institutions will be invited to develop and implement an NQC action plan in order to benefit from opportunities of improvement that were identified during the process. These institutions will also play a relevant role transferring the methodology at regional level.

Name of the Project/Initiative	UNDP, UNICEF, UNFPA, State of Palestine Initiatives
Sector	Voluntary work initiatives
Name of the Implementing Organization	UNDP
Partners/Stakeholders (Int'l, National, Or Local – If exists)	Palestinian Prime Minister, UNICEF, UNFPA
Objective and Target Groups	A Memorandum of Understanding was signed for the establishment of a Palestinian National Volunteer Service Programme together with the Higher Council for Youth and Sports, UNICEF, UNDP and UNFPA. This project, funded through the global initiative "Generation Unlimited", will serve as a platform for diverse voluntary work initiatives throughout the State of Palestine. The National Volunteer Service will connect potential youth volunteers with opportunities to contribute meaningfully to their communities, while gaining valuable work experience and skills for future employment.
Results and Outcomes	No detailed information is available

Future Projects

Name of the Project/Initiative	The Kingdom of the Netherlands, the Palestinian Water Authority (PWA), UNDP's Programme of Assistance to the Palestinian People Initiative (The Transboundary Wastewater Management Project Phase II)
Sector	Water sector/wastewater
Name of the Implementing Organization	UNDP/PAPP
Partners/Stakeholders (Int'l, National, Or Local – If exists)	The Kingdom of the Netherlands with the Palestinian Water Authority (PWA) and UNDP's Programme of Assistance to the Palestinian People
Objective and Target Groups	They held a closing ceremony for the first phase of the transboundary wastewater pollution control project and celebrated the launch of its second phase worth US\$5 million.
Results and Outcomes	It is anticipated that by 2023 around 8,200 people living in Attil will have increased access to environmentally sound municipal wastewater services, in addition to a revised water tariff in to ensure the sustainability of the services provided.

Notes: In Palestine, international organizations play an active role in vocational training projects, programmes, and even national strategies. Government actors are not active enough. Technical and financial support is received from GIZ, UN and EU agencies. These institutions are also observing the progress in some of the national strategies, reforms and frameworks developed by the government. Due to the large number of projects and programmes, the report includes the implementing institutions, the names of the projects, the aims of the projects and the beneficiary institutions.

Theme 4

National Occupational Framework in Palestine

There is no law about NQF yet adopted in Palestine. However, plans are in place for an eight-level NQF based on learning outcomes and covering all education and training sectors. An NQF Working Group developed a draft NQF in 2010, but the Cabinet did not approve it. Authorities defined the NQF's purpose, scope and objectives and established a working group accordingly. Support is also received from international experts and donors. When work on the framework is resumed, the Government plans to entrust a Technical and Vocational Education and Training (TVET) Commission with responsibility for the development of the framework. Palestine is in the early phase of the design stage.

With the planned NQF is intended to develop understanding and levels of competence and give a clear picture of the relevance of training outcomes; define the meaning of qualification and integrate learning outcomes into the education and training system; contribute to the structuring of an integrated system by facilitating progression paths between different institutions, providers and qualifications and programmes in the sector; ensuring qualifications are appropriate for labour market and employer needs through labour market analysis and the use of standards; support the recognition of qualifications in a regional and international context; be the basis of a comprehensive accreditation system; Contributing to national development by contributing to the personal, social and economic development of students.

The proposed eight-level framework draft descriptors are knowledge, skills and competencies, plus a range of technical and social competencies e.g., maintenance of information and flexibility. ASCO is used when developing NQF qualification levels:

- Qualifications for ASCO Specialist would map to NQF level 6
- Qualifications for ASCO Technician would map to NQF level 5
- Qualifications for ASCO Craftsman would map to NQF level 4

- Qualifications for ASCO Skilled Worker would map to NQF level 3
- Qualifications for ASCO Semi-skilled Worker would map to NQF level 2

Officials from ministries and GIZ have tentatively matched qualification types with the envisaged NQF model:

- Doctorate and similar advanced university degrees: NQF level 8
- Master's degrees and the Higher Diploma: NQF level 7
- The Technical Baccalaureate, taken in higher technical education: NQF level 6
- The Technical Diploma: NQF level 5
- The Secondary Vocational Certificate: NQF level 4
- Certificate of Education, taken in tenth grade; and vocational training certificate level II: NQF level 2, Certificate of Education, taken in sixth grade; and vocational training certificate level I: NQF level 3

In this qualification system, Vocational school students must take the vocational general secondary examination leading to the Vocational Secondary Education Certificate at Level 4. Technical university students take the comprehensive applied exam, while VTC students take practical and theoretical exams.

Curriculum development for vocational training at the first and second NQF levels has been developed in accordance with the Arab Standard Classification of Occupations, approved by the Ministry of Labour at the beginning of the 2019–2020 academic year.

Given that work on the NQF has been discontinued, there is currently no active committee or NQF Working Group involving stakeholders. Therefore, it has no influence or use by citizens or stakeholders. TVET stakeholders are developing the necessary technical documentation for the framework's functionalization, but none have yet been completed or implemented.

International donors play an active role in supporting the development of the country's VET system, including the NQF. International organizations such as GIZ, ETF worked with national authorities in the design and development of the NQF. Also, Belgium's development agency ENABEL is active in supporting VET in Palestine on a large scale, particularly in work-based learning methodologies and projects. UNRWA provides education to refugee students and refugee children in TVET institutions.

The Accreditation and Quality Assurance

There is not yet a systematic availability and implementation of qualification standards and assessment certification standards, guidelines for quality assurance, assessment, awarding of qualifications. The Commission (AQAC) licenses higher education institutions and colleges and accredits their programmes, while the Ministries of Education and Labour administer the systems for accrediting and licensing VET institutions and adopting their programmes.

TVET Teacher/Trainer

Some TVET trainers are recruited on permanent full or partial appointments. In many cases, TVET trainers and teachers are recruited on a temporary contract or day-to-day basis. MOL-VTCs depend on only one trainer per vocation, and according to the structures, there is a first trainer and a second trainer, so this loophole must be dealt with, to ensure the progress of education and training.

Teachers and trainers in the TVET sector often hold university degrees relevant to the vocation they teach or train. Some hold a post-secondary diploma, others hold vocational secondary certificates, or VTC certificates with accredited experience certificates or short training courses. The Ministry of Education has prepared a draft professional standard for VET teachers in vocational secondary schools, showing the most important technical and cognitive skills and competencies and attitudes for VET teachers, which includes standard assessment forms by which professional teachers are evaluated.

For professional teachers, there is an accredited classification by the Ministry of Education, starting from the beginning teacher to the reaching expert teacher. For professional trainers, there is an approved classification in the Ministry of Labour, starting from

the vocational trainer to the head of the vocational field and then to the deputy director for technical affairs. In the Ministry of Higher Education and Scientific Research, there is an accredited classification so that lecturers of theoretical courses with higher degrees, not less than masters and technicians, follow the practical side of students and often have at least intermediate diploma certificates.

Despite the efforts made, the stereotyped attitude towards TVET influences the relevant policies.

Occupational and Educational Standards of Classifications (ISCO/ ASCO/POC)

The Palestinian Occupation Classification (POC) is compatible with both ISCO-08 and ASCO (also called Arab Occupational Classification (AOC)). The Palestinian Occupational Classification is one of the main classifications prepared by PCBS in accordance with published and updated international recommendations on occupational classification and in light of the publication of the international standard occupational classification (ISCO-08).

The AOC is adopted nationally and is used in the process of developing new vocations. The Palestinian (POC) and the National Qualifications System (NQF) and are part of the two ministries' strategies. All are part of the basis of the Quality Assurance System.

Palestine's TVET levels are linked with the occupational classification as per the nationally recognized Arab Standard Occupational Classification (AOC), as follows:

1. Semi-skilled labour force;
2. Skilled labour force;
3. Vocational labour force;
4. Technical labour; and
5. Specialists.

While the vocational training centres (VTC) target the first two categories, the vocational secondary schools (VSS) cover the third levels. The technical colleges (TC), faculties and other universities offer education and training programmes for the fourth and fifth levels.

The International Standard Classification of Occupations (ISCO)-08 aims are to provide a basis for the international reporting, comparison, and exchange of statistical and administrative data about occupations; a model for the development of national and regional classifications of occupations; a system that can be used directly in countries that

have not developed their own national classifications. It is intended for use in statistical applications and a variety of client-oriented applications. Client-oriented applications include the matching of job seekers with job vacancies, the management of short- or long-term migration of workers between countries and the development of vocational training programmes and guidance.

ISCO-08 focuses on the tasks undertaken during an occupation, and grouping levels are determined by the skills required for the job. Occupations are distributed according to the level and type of skills required to join groups. The skill level criterion is based on the International Standard Classification of Education (ISCED) and serves to characterize eight of the 10 major groups.

ISCO-08 divides jobs into 10 major groups:

1. Managers;
2. Professionals;
3. Technicians and associate professionals;
4. Clerical support workers;
5. Service and sales workers;
6. Skilled agricultural, forestry and fishery workers;
7. Craft and related trades workers;
8. Plant and machine operators and assemblers;
9. Elementary occupations;
10. Armed Forces occupations

ISCO Skill Level

Level 1: Simple and routine physical or manual tasks (Such as office cleaners, freight handlers, garden labourers, kitchen assistants). Completion of primary education or the first stage of basic education may be required. A short period of on-the-job training may be required for some jobs.

Level 2: The performance of tasks such as operating machinery or electronic equipment, driving vehicle, ordering and storage of information (Butchers, bus drivers, secretaries, accounts clerks, sewing machinists, dressmakers, police officers, hairdressers etc.). The ability to read information, to accurately perform simple arithmetic calculations is essential. Generally, completion of the first stage of secondary education is required. Some of them require the completion of the second stage of secondary education, some require completion of vocation-specific education undertaken after completion of secondary education. Some experience and on-the-job training may substitute for formal education.

Level 3: Complex technical and practical tasks (shop managers, medical laboratory technicians, legal secretaries, commercial sales representatives, diagnostic medical radiographers, computer support technicians, and broadcasting and recording technicians). Generally, it requires a high level of literacy and numeracy and well-developed interpersonal communication skills. It is usually obtained as the result of study at a higher educational institution for a period of 1–3 years following completion of secondary education. Some require relevant work experience and prolonged on-the-job training.

Level 4: Complex problem-solving, decision-making and creativity based on an extensive body of theoretical and factual knowledge in a specialized field (sales and marketing managers, civil engineers, secondary school teachers, medical practitioners, musicians, operating theatre nurses and computer system analysts). It required extended levels of literacy and numeracy, high-level interpersonal communication skills. It is usually obtained as the result of study at a higher educational institution for a period of 3–6 years leading to the award of a first degree or higher qualification. Some of them require extensive experience and on-the-job training may substitute for formal education and may be additional formal education.

ASCO-08 was developed through technical cooperation and financial support from GIZ to five Arab countries (Jordan, Lebanon, Syria, Egypt, and Palestine). ASCO is a tool for organizing all jobs in an establishment, an industry, or a country into a clearly defined set of groups. It will normally consist of two components: a descriptive and the classification system. Jobs are recognized primarily by the associated job title. Jobs are classified according to the concept of 'skill level' and 'skill specialization'. At the detailed level (job title), it includes 2993 job titles, aggregated into 430 headings called unit groups. These are consolidated into 142 minor groups, which form 46 submajor groups and, at the most aggregated level, 10 major groups. Based on their similarity in terms of skill level and skill specialization required for the jobs.

ASCO-08 divides jobs into 10 major groups:

1. Managers, Legislators and Senior officials;
2. Professionals;
3. Technicians and associate professionals;
4. Clarks;
5. Service and sales workers in markets and shops;
6. Skilled agricultural, forestry and fishery workers;

7. Craft and related trades workers; 8. Plant and machine operators, and assemblers;
9. Elementary occupations;
10. Armed Forces occupations.

Education

The general education system is comprised of the following subsectors:

- **Preschool education:** It refers to services provided by local and international institutions, with the local private sector services increasing rapidly. MOE only indirectly oversees this type of education. However, MOE is directing its policies towards establishing preschool education in public schools as part of this education strategy.
- **Primary Education (PE):** It includes grades 1–10. Basic education ranges from Grade 1-10 and is compulsory. It is divided into two levels: the lower basic stage of grades 1–4 and the upper basic stage (empowerment) including grades 5–10.
- **Secondary Education (SE):** It consists of academic and vocational education for grades 11–12. Vocational education includes four streams: commerce, agriculture, industry and tourism. Academic education includes the science and humanities stream.
- **Non-formal Education (NFE):** MOE grants licences for NFE centres according to specific conditions. MOE provides two non-formal education programmes: parallel education programme provided to dropouts who had completed 5-6 years of basic education, and literacy programme and adult education, provided for those over the age of 15 who are not proficient in reading and writing.

The education system in Palestine consists of a two-year cycle of preschool education, 10 years of compulsory basic education, two years of secondary academic or vocational education, after which students enter the General Certificate of Secondary Education Examination Tawjihi. In addition to post-secondary higher education, there are non-formal education and training programmes. Primary education begins in the preparatory stage, or lower basic level (grades 1 to 4). Six years of middle school education follow, which Palestinians call the empowerment stage or upper basic level (grade 5 to 10). The last 2 years of the education programme take place in academic and technical/vocational secondary schools, and at the end of the period, students take the Tawjihi exam. And if

they pass, they can continue to tertiary education.

The main education service providers are government, UNRWA, and private sector. The MOE oversees the majority of schools in the West Bank and Gaza, except for the City of Jerusalem which is still under Israeli occupation with full civil and security control. In East Jerusalem, there are two types of public schools: public schools supervised by the Islamic Waqf and administered by the Palestinian MOE, and public schools supervised by the Israeli Ministry of Education. On the other hand, UNRWA is responsible for schools for Palestinian refugees.

The Ministry of Education is responsible for general education from kindergarten to high school, while the Ministry of Higher Education and Scientific Research is responsible for higher education at universities and technical colleges. In the VET system, besides the MOE, governmental agencies, such as the MOL, the Ministry of Social Development, the Ministry of Formal Detainees, and international organization like the UNRWA, civil society organizations, including those that are faith-based, and private for-profit training providers, e.g., the Electricity Company, also play an important role.

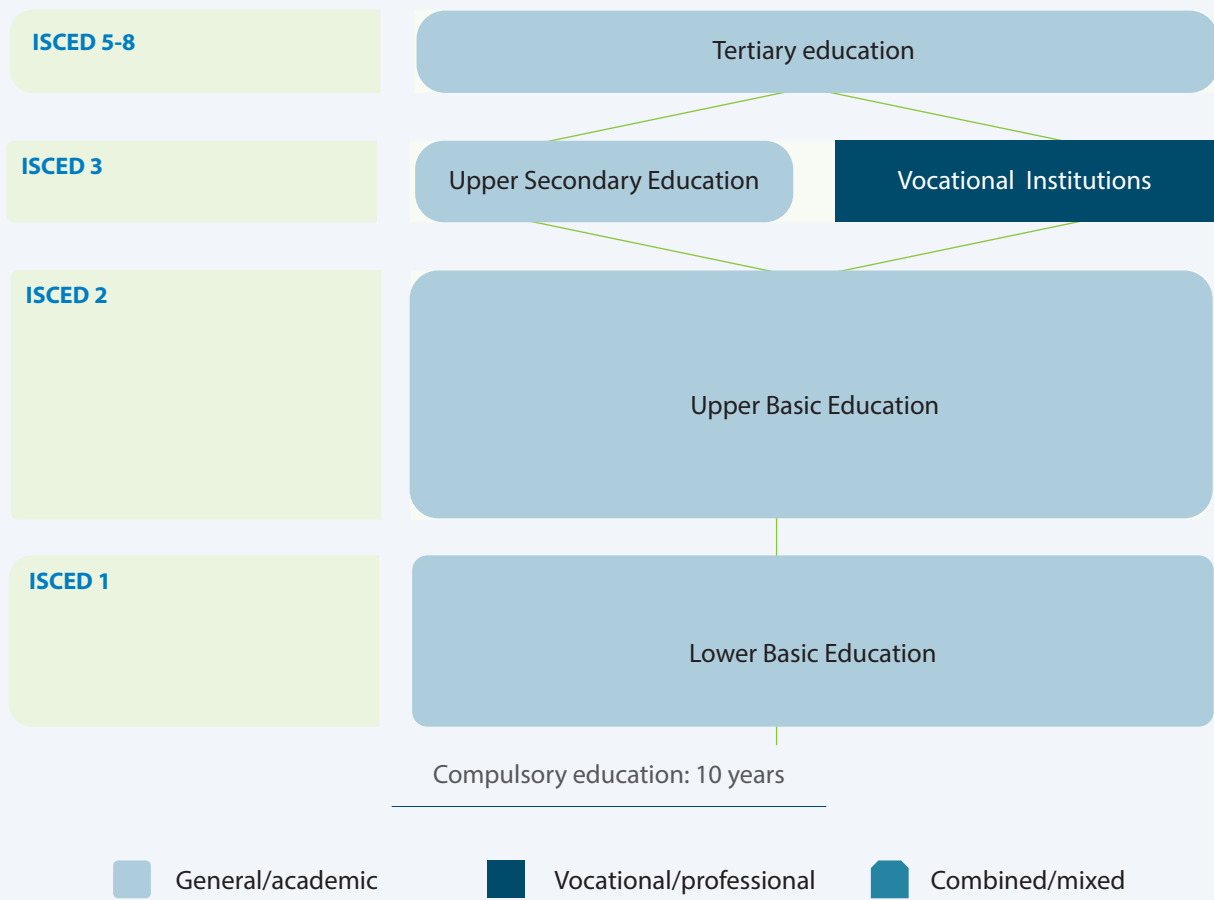
ISCED is the reference classification for organizing education programmes and related qualifications by levels and fields of education. Fields of education and training and levels of education or educational attainment are cross-classification variables within ISCED and are therefore independent of each other. This classification has been designed principally to describe and categorize fields of education and training at the secondary, post-secondary and tertiary levels of formal education. The classification may also be used in other contexts, for example to classify the subject matter of non-formal education, initial and continuing vocational training, or informal learning. The classification can also be used for programmes and qualifications of general education where there is a subject specialization. However, general education programmes and qualifications which cover a broad range of subjects with little or no specialization in a particular field or fields will typically be classified within the broad field 00 'Generic programmes and qualifications. Palestine uses the 2011 revised version of ISCED. The classification is designed in a three-tiered hierarchy with wide fields (top level), narrow fields (level 2), detailed fields (level 3), a four-digit coding system, 11 broad fields, 29 narrow fields, and about 80 detailed fields of education and training, and the detailed fields (the third hierarchical level of classification) were mainly devoted to using at the

level of tertiary education, and the educational and vocational training programmes and qualifications at the secondary level and post-secondary non-tertiary levels.

ISCED Level and Duration

- **Level 0:** Early Childhood Educations: No duration criteria, however, a programme should account for at least the equivalent of 2 hours per day and 100 days a year of educational activities in order to be included.
- **Level 1:** Primary Education: Duration typically varies from four to seven years. The most common duration is six years.
- **Level 2:** Lower Secondary Education: Duration typically varies from two to five years. The most common duration is three years.
- **Level 3:** Upper Secondary Education: Duration typically varies from two to five years. The most common duration is three years.
- **Level 4:** Post-Secondary non-tertiary education: Duration typically varies from six months to two to three years.
- **Level 5:** Short-cycle tertiary education: Duration typically varies from two to three years.
- **Level 6:** Bachelor's or equivalent level: The duration of bachelor's or equivalent level programmes typically varies from three to four or more years when directly following ISCED level 3.
- **Level 7:** Master's or equivalent level: The duration of master's or equivalent level programmes typically varies from one to four years when following ISCED level 6.
- **Level 8:** Doctoral or equivalent level: Duration is a minimum of three years

Figure 7: Formal Education System in Palestine



Source: UNEVOC-UNESCO Official website

Beneficiary Country

TUNISIA

Theme 1**National Policies and Strategies Aiming to Support Skills****Development for Employment and Status of Implementation****Summative Description of National Policies/Strategies/Reforms**

Title of the policy/strategy	Le Contrat Social – The Social Contract
Period	2017–2022
Main institutions involved	Le Ministère des affaires sociales –Ministry of Social Affairs, Organization des employeurs (UTICA) – Organization for Employers, Organization des travailleurs (UGTT) – Organization of Workers
Brief description	The objective of the contract is to identify recent economic issues and unemployment problems by focusing on economic growth and regional development, employment and vocational training policies, professional relations and decent work, social protection, and the institutionalization of social dialogue. The contract essentially aims at the establishment of advanced professional relations based on “the institutionalization of a tripartite, permanent, regular and global social dialogue.”
Title of the policy/strategy	Programme KARAMA
Period	2019–
Main institutions involved	Ministère de la Formation Professionnelle et de l’Emploi
Brief description	KARAMA aims to encourage private sector companies to recruit first-time job seekers with higher education qualifications and improve the supervision rate.
Title of the policy/strategy	Contrat d’initiation à la vie professionnelle (CIVP) – Contract of Initiation in the Professional Life
Period	2019–
Main institutions involved	Ministère de la Formation Professionnelle et de l’Emploi, L’Agence Nationale pour l’Emploi et le Travail Indépendant (ANETI)
Brief description	CIVP is the modified version of the SIVP. The Contract has two main objectives. The first one is to help job seekers acquire professional skills to facilitate their integration into working life. And the second one is for companies: the CIVP aims to meet the human resources needs of private sector companies. All private sector companies and liberal functions can benefit from this contract. The company must grant the beneficiary an additional monthly allowance throughout the duration of the contract (24 months max.), the minimum amount is 200 TND for the holder of a higher education diploma or a BTS and 150 TND for other levels.

Summative Description of National Policies/Strategies/Reforms

Title of the policy/strategy	Programme AMAL
Period	2011–2012
Main institutions involved	Ministère de la Formation Professionnelle et de l'Emploi
Brief description	The programme is intended for people looking for their first job only. The main objective of the programme was to facilitate the transition between school and work life, in particular for university graduates, by helping them in their job search or internship and by offering them further training where necessary. In terms of benefits, this programme provided, in addition to health insurance coverage, a monthly allowance of TND 200 for a maximum period of 12 months if the beneficiary seriously looked for a job. This condition was not sufficiently met and other weaknesses were brought to light during the implementation of the programme. Therefore, the programme ended in October 2012.

Title of the policy/strategy	Le Programme du Service Civil Volontaire (SCV) — Civil Service Programme
Period	2010–
Main institutions involved	Ministère de la Formation Professionnelle et de l'Emploi, L'Agence Nationale pour l'Emploi et le Travail Indépendant (ANETI)
Brief description	The programme aims to allow graduates of higher education first-time job seekers to voluntarily carry out internships in community service to acquire practical skills and attitudes. professional, and provide them with personalized support to facilitate their integration into working life in salaried employment or self-employment. These internships can take place within associations or professional organizations, based on agreements concluded for this purpose with the Ministry of Vocational Training and Employment. A monthly allowance of 200 TND is granted to the intern throughout the internship period.

Title of the policy/strategy	Le Contrat d'Adaptation et d'Insertion Professionnelle (CAIP) — The Contract for Professional Adaptation and Integration
Period	2009–
Main institutions involved	Ministère de la Formation Professionnelle et de l'Emploi, L'Agence Nationale pour l'Emploi et le Travail Indépendant (ANETI)
Brief description	The objective of the Contract is to allow job seekers who do not hold a higher education diploma to acquire professional qualifications that meet the requirements of a job offer presented by a private company and which was not satisfied because of the unavailability of the required workforce on the labour market. Companies can benefit from Contracts on an individual basis or within the framework of agreements with Technical Centres, Professional Federations, as well as with Chambers of Commerce and Industry, Orders and Professional Affiliations. ANETI supports, in accordance with a specific training programme agreed with the company or with one of the organizations mentioned above, the cost of training the trainee capped at 700 TND within the maximum limit of 400 hours during the term of the contract.

Summative Description of National Policies/Strategies/Reforms

Title of the policy/strategy	CIDES
Period	2009–
Main institutions involved	Ministère de la Formation Professionnelle et de l'Emploi, L'Agence Nationale pour l'Emploi et le Travail Indépendant (ANETI)
Brief description	The purpose of the Contract is to allow the beneficiary to acquire professional qualifications by gaining professional experiences in a private company while getting training in a public or private training structure, by the requirements of a job for which the company undertakes to recruit the beneficiary. ANETI covers the cost of the trainee's training capped at 1,800 TND up to a maximum limit of 400 hours throughout the contract and grants the trainee, during the term of the contract, a monthly allowance in the amount of 150TND.
Title of the policy/strategy	Le Contrat Emploi – Solidarité
Period	2009–
Main institutions involved	Ministère de la Formation Professionnelle et de l'Emploi
Brief description	The contract aims to facilitate the integration of the various categories of job seekers into working life through specific actions within the framework of regional or local employment promotion initiatives, or within the framework of adaptation to cyclical changes in the labour market. The beneficiary of an employment-solidarity contract among holders of a higher education diploma or an equivalent diploma receives a monthly allowance varying between 150 TND – 250 TND, for a maximum period of three years.
Title of the policy/strategy	Stage d'Initiation à la vie Professionnelle (SIVP) – Internship for Initiation to the Professional Life
Period	1987–2019
Main institutions involved	Ministère de la Formation Professionnelle et de l'Emploi, L'Agence Nationale pour l'Emploi et le Travail Indépendant (ANETI)
Brief description	The SIVP is an employment subsidy targeting higher education graduates who are looking for their first job. The main objective is to help its beneficiaries to acquire professional skills by offering an internship programme to facilitate their integration in the labour market. During the internship period, ANETI provides the student with a monthly allowance of 150 TND in addition to the grant supplement granted by the company, which is variable but, in most cases, is set at 100 TND.

Brief Assessment of Status in TVET and Skills Development for Employment

In Tunisia, unemployment can be considered as a structural phenomenon that affects all categories of youth, and especially fresh graduates and women. The situation of young people without diplomas is worrying as well. The unemployed people having no degree are twice as numerous as the graduates, and those who succeed in finding a job are mostly in the informal sector according to the parameters of the International Labour Office.

It is possible to say that the Ministry of Vocational Training and Employment plays a leading role in employment and TVET-related questions. Through its partnership with ANETI, the Ministry has produced a considerable number of policies and strategies. One of the most common points of these initiatives is their equal distribution for different categories of youth: internships and vocational training for either highly qualified fresh graduates or non-qualified job seekers in different geographical regions. Also, it is important to emphasize that there is a significant acceleration in the development of these initiatives just after the revolution.

The biggest share of unemployment rates in the country is that of young people. In 2018, the unemployment rate was 16.7 per cent for all categories of the population while this number is 35.8 per cent for the youth. To decrease this number, there is a considerable amount of employment policies and TVET initiatives focusing on mostly youth employment. As of 2020, there are 136 VET centres and more than

60 vocational training centres in the country. Another important point to emphasize is the visibility of pandemic. The unemployment rate for young people is negatively affected by the COVID-19 pandemic.

Public strategies focusing on employment and TVET are based on two main forms. First, the vocational training strategies are being determined by the requirements and needs of the labour market and more precisely of the specific sectors. As it might be expected, this form aims to train qualified labour for them to be hired by the labour market of the country. The second form is mostly focused on auto-employment strategies. For this category, not only high qualifications requiring positions or professions, but also niche sectors - such as rabbit breeding - are supported. But for both of these forms, the main objective is to decrease the unemployment rate by creating strong adequacy between educational and vocational formation and requirements of the labour market.

The quality of the educational system, as well as the implementation of TVET, is one of the major problems of the country. The government has been working on effective TVET – Employment policies but resources are not sufficient to implement these policies properly. One of the most significant findings is that there is not any specific attention of policymakers to promote TVET for disadvantageous groups such as migrants, women or disabled people.

Theme 2

Initiatives of the Private and/or Non-Governmental Entities to Support Skills Development for Employment

List of Projects

Name of the Project /Activity	Programme INJAZ
Sector	Business education for youth
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	INJAZ al Arab+ Ministère de l'Education
Funding Sources	USAID
Objective and Target Groups	Improvement in students' achievement with a special focus on 16-18 age group- understanding of business concepts by 30 per cent
Results and Outcomes	233 students have participated in the training sessions
Name of the Project /Activity	La Tunisie Travaille (Tekhdem)
Sector	Entrepreneurship
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	Mercy Corps
Funding Sources	British and French cooperation (DFID & AFD)
Objective and Target Groups	To help 3,500 young beneficiaries to become entrepreneurs. The beneficiaries receive training and benefit from monitoring and support throughout the project cycle
Results and Outcomes	125 projects have been funded by the programme at a total cost of US\$ 3.3 million. According to the process evaluation carried out in 2014, the programme achieved most of its objectives. In this case, 74.5 per cent of targeted entrepreneurs said their entrepreneurial capacity has improved.

List of Projects

Name of the Project /Activity	Skills for pass STS
Sector	Skills development (e.g., rabbit breeding)
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	Skills to succeed organization
Funding Sources	Hilfswerk Australia International - Ministère de la Formation professionnelle et de l'Emploi
Objective and Target Groups	To train young beneficiaries and young investors for them to get the skills required by companies established in the region. Once trained and equipped with the necessary means to start well, they were oriented towards specific realistic niches, such as rabbit breeding.
Results and Outcomes	Its contribution to the economic development of the community from mid-2013 to mid-2014 consisted among other things in: training 60 welders and 40 pipelayers, and preparing 30 interested young people. Through the creation of companies. 24 companies were created between 2013 and 2014 and six were created in July 2014.

Name of the Project /Activity	Projet Bidaya (Promotion de l'Auto-emploi des Jeunes en Tunisie)
Sector	Entrepreneurship
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	Souk At-Tanmia
Funding Sources	ENDA – Confédération Suisse I-SEMER
Objective and Target Groups	(L'objectif premier de ce partenariat étant de consolider l'effort national de création d'emplois et de créer des perspectives pour les jeunes en les encourageant à l'auto-emploi à travers le lancement de leur propre entreprise).
Results and Outcomes	More than 2,000 young entrepreneurs have created their own businesses (end of March 2013), of which 50% are women and 16 per cent are university graduates. Some 40 per cent of the beneficiaries of the "Bidaya" programme are under 30 years old and 70 per cent under 40 years old. In 14 months, these new entrepreneurs benefited from microcredit of 4.4 million TND, or 2,200 TND per entrepreneur on average.

Name of the Project /Activity	Tunisia works
Sector	Employment for youth
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	Fondation Internationale Pour la Jeunesse - IYF
Funding Sources	US Department for Middle East Partnership Initiative
Objective and Target Groups	Bringing together stakeholders from the public, private, and civil society sectors — including youth themselves — on the purpose of building the capacity of Tunisian organizations and institutions to improve youth employment prospects.
Results and Outcomes	More than 4,500 youth benefited from employability or entrepreneurship training, placement in internships or jobs, and assistance in starting their own businesses.

List of Projects

Name of the Project /Activity	Programme de Développement de l'Entrepreneuriat
Sector	Entrepreneurship
Type of the Implementing Organization	NGOs
Name of the Implementing Organization	Centre des Jeunes Dirigeants D'Entreprise – CJD
Funding Sources	L'Agence de promotion de l'industrie et de l'innovation - Banque tunisienne de solidarité- UNIDO
Objective and Target Groups	Encourage the entrepreneurial potential of young people with interesting ideas.
Results and Outcomes	Since its launch until 2016, 70 people (including 38 women) have participated in the programme: 20 young candidates (including eight women) have completed their projects, 44 projects are under way.

Theme 3

Programmes and Projects Supported by the Development

Partners to Support Skills Development for Employment

List of Projects

Name of the Project	Formation aux TIC du Centre d'Information de la Jeunesse
Sector	IT skills development
Name of the Implementing Organization	UNESCO partnership with Microsoft, Youth Observatory of Tunisia
Partners/Stakeholders	UNESCO, Microsoft, Microenterprise, Acceleration Institute
Objective and Target Groups	To provide youth with information technology skills to bridge the digital divide.
Results and Outcomes	Approximately 50,000 people participated in the training programmes per year
Name of the Project	Collaborer avec les Jeunes Tunisiens pour Réaliser les OMD Collaborate With Young Tunisians for Achieve the MDGs
Sector	Job creating, employment
Name of the Implementing Organization	FAO, IOM, UNDP, UNIDO, BIT and Tunisian Government
Partners/Stakeholders	FAO, IOM, UNDP, UNIDO, ILO and Tunisian Government
Objective and Target Groups	Support job creation; UNIDO providing technical support.
Results and Outcomes	No detailed information is available
Name of the Project	Réintégration à Médenine et Tataouine
Sector	Vocational training
Name of the Implementing Organization	Banque Mondiale
Partners/Stakeholders	Union tunisienne de solidarité sociale
Objective and Target Groups	The project targets a specific profile of low-income beneficiaries with a lower level of education and offers community services that are not offered by public structures or that exist but do not meet the needs of certain sections of the community.
Results and Outcomes	Started in 2012, the programme provides training and employment services through 58 subprojects and has enabled the direct participation of 4,175 young people, 70 per cent of whom are women, and the indirect participation of 40,000 people, up to July 2014.

List of Projects

Name of the Project	Fonds pour la Formation et la Promotion de l'Emploi des Jeunes
Sector	Business creation
Name of the Implementing Organization	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH — GIZ
Partners/Stakeholders	German Federal Ministry for Economic Cooperation and Development (BMZ)
Objective and Target Groups	These are 30 pilot projects set up jointly with actors from the private sector and civil society and target in particular disadvantaged regions.
Results and Outcomes	More than 3,000 young Tunisians have been able to access the job market. Among them 2,800 found salaried work while 200 were able to set up their own businesses. 5,000 Tunisians have been trained.
Name of the Project	PEFESE Programme d'Appui à l'Éducation, la Formation Professionnelle, l'Enseignement Supérieur et l'Employabilité des Diplômés
Sector	Vocational training
Name of the Implementing Organization	EU
Partners/Stakeholders	African Development Bank, World Bank, l'Agence Française de Développement
Objective and Target Groups	The project aims to strengthen the technical capacities of central structures and institutions responsible for vocational training and employment. It pursues the general objective of dynamic adaptation human resource development systems to improve training/ employment adequacy.
Results and Outcomes	No detailed information is available
Name of the Project	Le programme AVRR Swiss – The Swiss AVRR Programme
Sector	Reintegration of returnees through income-generating activities
Name of the Implementing Organization	OIM – The State Secretariat for Migrations of Switzerland
Partners/Stakeholders	ANETI
Objective and Target Groups	To finance the establishment of reintegration projects for returnees (from Switzerland to Tunisia) through the creation of income-generating activities, up to 5,000 dinars, with the possibility of partnering with people from the community to set up larger projects.
Results and Outcomes	Between July 2012 and November 2015, 723 Tunisian irregular migrants or rejected asylum seekers in Switzerland returned to Tunisia with the support of the AVRR Project. 527 of them contacted IOM Tunisia and developed a reintegration project.

List of Projects

Name of the Project

Triangular Cooperation in Vocational Training among Morocco, Republic of Korea and Four African Countries (Ongoing)

Sector	Vocational training in automotive sector
Name of the Implementing Organization	Ministry of Employment and Vocational Training of Morocco
Partners/Stakeholders	Republic of Korea and Four African Countries, by KOICA, Korea University of Technology and Education, Institut de Formation aux Métiers de l'Industrie Automobile de Casablanca (IFMIAC)
Objective and Target Groups	The project primarily aims to train government officials and technical instructors of the four recipient countries to help them establish action plans to develop vocational training in their automotive industry. The project includes two types of training courses.
Results and Outcomes	The participating countries have been enhanced to engage in self-motivated cooperation. As a result of this training, Morocco's IFMIAC and Senegal's Institut Supérieur d'Enseignement, established through KOICA's aid, signed a partnership agreement to promote training exchange activities to strengthen the capabilities of instructors, thus ensuring the sustainability of the project.

Theme 4

National Occupational Framework in Tunisia

The education system in Tunisia has many similarities with the French education system. Since the introduction of the Higher Education Act in 2008, higher education has used the Licence/Mastère/ Doctorat structure (3+2+3 years). Before that, the education system was split into three phases of 2+2+1/2 years.

In Tunisia, education for children aged 6 to 15 is compulsory (primary education and lower secondary education). There are two different types of secondary education. First, general secondary education which contains one year of common curriculum and then students are supposed to prefer one of four clusters for a period of four years: arts, science, technology, economics and management. Secondly, there is vocational secondary education comprising two main programmes: Certificat d’Aptitude Professionnelle (CAP) and Brevet de Technicien Professionnel (BTP), which are two-year programmes mainly based on practical learning for labour market needs).

Tunisia has worked with the Classification Nationale des Qualifications since 2009. This includes seven different levels of diploma:

- **Level 1:** Certificat de compétences (CC), Diplôme de fin de l’enseignement de base technique (DFETB) and Diplôme de fin de l’enseignement de base (DFEB)
- **Level 2:** Certificat d’Aptitude Professionnelle (CAP)
- **Level 3:** Brevet de Technicien Professionnel (BTP), Baccalauréat Professionnel, Baccalauréat
- **Level 4:** Brevet de Technicien Supérieure (BTS)
- **Level 5:** Licence fondamentale, licence appliquée
- **Level 6:** Mastère de recherche, Mastère professionnel
- **Level 7:** Doctorat

By establishing such a new system (of course, inspired by the French educational system), Tunisia aimed to achieve the following goals:

1. To contribute to better readability of skills
2. To bridge the gap between economics and training
3. To provide common references to promote geographic, sectoral and professional mobility
4. To take into account all modes of learning from a perspective of lifelong learning; limit obstacles in the learning period

Référentiel Tunisien des Métiers et des Compétences (RTMC)

The RTMC is the national professional qualification standards tool of the country. It is a map of all the existing professions on the labour market, which are grouped by field of activity and by professional field. Each name corresponds to a set of knowledge to be held and know-how to be implemented for the exercise of the profession. It serves as a reference tool for bringing together job vacancies and job seekers by establishing a common language based on skills between the two. The RTMC contains 14 major domains, and each major domain contains subdomains called professional domains. Also, the “Referential” contains 109 professional domains. These professional domains have 512 job descriptions that were built to facilitate identification of activity content, specific skills required, access conditions etc.

The tool has three major objectives: Modernizing the Tunisian public services for employment and guarantee more efficiency in their intermediation role in the labour market, unifying perspectives of different actors of the Tunisian labour market and finally, offering recruiters and job seekers a tool that will allow them better visibility of trades and jobs on the Tunisian market.

Improvements in the Educational System

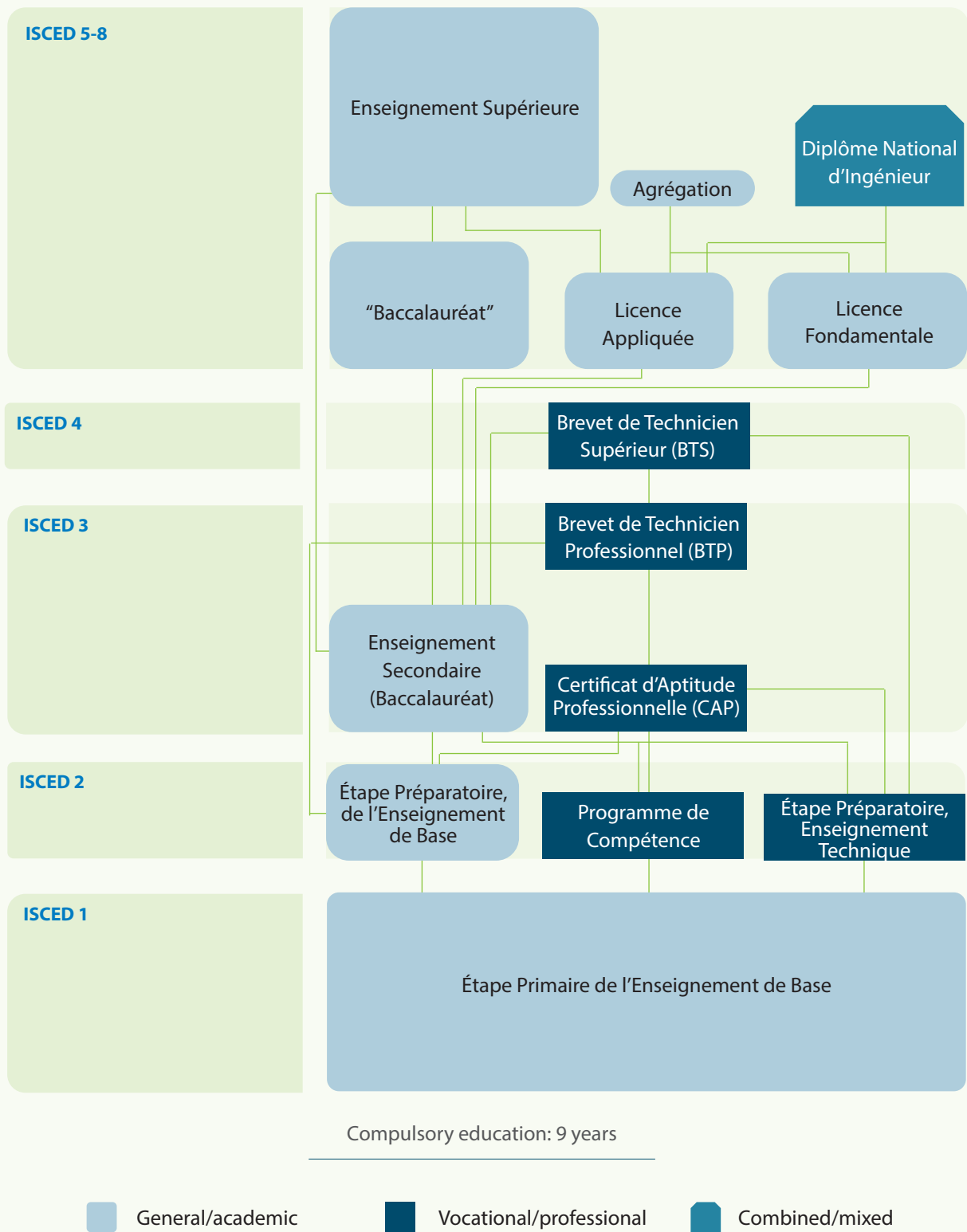
The education sector still suffers from considerable problems, including significant territorial disparities concerning the level of studies. While Tunisia has given priority to the education sector and has devoted

a massive budget to it, this expenditure has mainly concerned the salaries of staff (teachers, non-teachers and administrative staff) and therefore neglected investments in school inputs, and education itself. More precisely, despite the huge budget allocated to the Ministry of Education and corresponding to nearly 20 per cent of the general state budget and 8 per cent of the GNP, these enormous resources are very poorly allocated, with 97 per cent of the budget allocated to management expenses, including 93 per cent are allocated to salaries, 2.5 per cent to services and 1.5 per cent to public interventions. As for the part devoted to the development and maintenance of infrastructures, it does not exceed 3 per cent.

Also, it would be relevant to say that the depoliticization of the school is a key factor to raise the level of teachers and improve the quality of education.

This would enable public schools and universities to have a better chance to constantly renew themselves to face competition from the private sector and meet the needs of the labour market. The evolution of education is mostly based on the prolongation of school life and increasing the number of students. So, it would be relevant to assert that the significant reformative steps taken in the country do not focus on the improvement of the quality of knowledge taught (apart from language reforms in school, such as French reform) in the school but first of all, on the integration of a greater number of students in the education system by overcoming geographical and socio-economical differences; and secondly, on the use of modern technologies in the national educational system.

Figure 8: Formal Education System in Tunisia



Source: UNEVOC-UNESCO Official website



unesco

United Nations
Educational, Scientific
and Cultural Organization



Youth Employment in The Mediterranean (YEM)

Country Factsheets