



Re-alignment of TVET in Iraq with Employment Requirements

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Iraq TVET Forum

17th to 19th July 2006 in Cairo, Egypt

Report

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Executive Summary

In spite of the negative impact of wars on Iraq, sanctions and current security situation, national and international contribution to develop the basic tools for post-conflict Iraq's recovery and reconstruction are continuing. Education in general and TVET in particular top the agenda for action and three main contributors namely; UNESCO, UN-HABITAT and the German Government, in cooperation with the Iraqi Government; organized a Forum to analyze the current situation and develop a vision of immediate and future action.

Extensive and high-level representation of the Iraqi TVET providers and Business leaders in Iraq reflected the high weight given by Iraqis, Government and business, to develop TVET. Animated discussions and participatory working groups confirmed the Iraqi ownership of developing their TVET system to mitigate youth unemployment and help in reconstructing the country. All governmental TVET providers; FTE/MoHSR, MoE and MoLSA; presented papers and actively participated in the Forum. Regional and international experts and representatives presented international experience and contributed to the discussions.

Eleven papers were presented by Iraqi officials and professionals covering a wide range of TVET issues related to:

- a) Highlights of current TVET in Iraq,
- b) Toward re-aligning TVET in Iraq,
- c) Anticipated challenges,
- d) Urgent needs
- e) Short-term priorities.

Regional and international experts presented nine papers on experiences and identified the Lessons learned. Three working groups answered questions related to developing the TVET system, improving its quality and improving TVET relevance to the labour market needs. The Forum unanimously agreed to a nine-item TVET future outlook in Iraq tackling; 1) vision of TVET in Iraq, 2) the mission of TVET, 3) strategic framework for TVET, 4) core elements of the required re-alignment, 5) urgent needs for re-aligning TVET, 6) short-term priorities for action, 7) anticipated challenges, 8) potential international technical cooperation, and 9) specific calls on the Iraqi Government, International Agencies and the Donor Community to support the TVET development process. Follow-up actions were identified and spelled out.

Background

1. The impact of the last two wars and the economic and technological gap pose new daunting challenges to the TVET sub-sector in Iraq. There is a widespread unemployment in Iraq, particularly among the youth. In total, the unemployment rate including discouraged workers among youth is estimated at 33.4 percent and increases to 37.2 percent among young men with secondary and higher education certificates. The TVET infrastructure has been looted, burnt, degraded and outdated. The TVET system requires significant reform, including a reshaping of national and institutional policies, to assist in reducing unemployment and mitigating poverty.

2. While current attempts to revitalize the existing TVET system are in progress, formulation of a new vision of TVET in Iraq is a must to prepare for the post-conflict Iraq's economic reform. Relevance and recognition of work-place learning and training are parts of the new vision in addition to areas identified in a needs' assessment survey conducted by UNESCO and the World Bank in August, 2003 as:

- > Improved TVET access and quality,
- > Provision of TVET In-service teacher training,
- > Renewal of TVET curriculum and textbooks,
- > Improved supplies of teaching-learning materials and
- > Rehabilitation of TVET infrastructure (buildings, equipment and furniture).

3. Contributing to the rebuilding and rehabilitating TVET in Iraq, UNESCO has concluded the first phase of a revitalization plan and currently implementing the second phase. Vocational education schools revitalization plan includes provision of equipment, training material and instructors training. ILO and UNOPS are contributing to the creation of jobs through small businesses and HABITAT is undertaking rehabilitation of the infrastructure of schools in general and secondary education in particular. The German Government is providing technical assistance for the Foundation of Technical Education (FTE) under the Ministry of Higher Education and Scientific Research, as well as the Ministry of Labour and Social Affairs as well as for a number of other Iraqi institutions.

4. UNESCO in partnership with the Government of Iraq and The German Government organized a 3-day TVET Forum for Iraq, 17-19 July 2006 in Cairo. The Forum was attended by high-ranked officials and professionals representing all governmental TVET providers in Iraq, International and regional experts and consultants and representatives of ISDB WB, UNEVOC Arab centers, UN-HABITAT and the German side. The Forum focused on issues and challenges pertaining to re-aligning TVET system in Iraq to assist in reducing unemployment among Iraqi Youth. The overarching umbrella for the Forum was the National Development Strategy in Iraq, the UN Millennium Development Goals (MDG) and the goals of UNESCO's initiative "Education for All".

5. The Forum included a number of plenary sessions as well as working Groups. Three working groups were asked to answer the three following questions and to present the findings, as applicable to the Iraqi context, in a plenary session:

Group "A": What is needed to develop a 'system' of TVET in Iraq? (covering issues such as legislation, financing methods, levels of autonomy of TVET institutes, quality assurance systems, qualification system etc).

Group "B": What is needed to improve the quality of teaching and learning in Iraq? (including issues of curriculum, teacher training and updating, instructional methods, textbooks, facilities and equipment, student services etc).

Group "C": What is needed to improve the relevance of TVET to the labour market? (focusing on issues of labour market demand, manpower projection, methods to bring employers closer to the institutes, public/private partnerships etc)

Objectives of the Forum

6. The Forum discussed selected TVET issues and the challenges facing the anticipated re-alignment of TVET system in Iraq to reduce unemployment among Iraqi Youth and a number of international and regional experiences in conflict/ post-conflict economies in order to come to a shared vision and better understanding of the main issues related to TVET in Iraq, and a future look to address these issues.

Participants

7. The Forum was attended Key officials representing Iraqi MOE, MOHESR, MOLSA and MOPD, MOI, FTE, NGO's in Iraq, Representatives of Chambers of Industry and Commerce and the private sector. German Government / Federal Ministry for Economic Cooperation and Development (BMZ), German Agency for Technical Cooperation (GTZ) and German Capacity Building International (InWent) also participated in the animated discussions of the Forum. Arab UNEVOC centers in Lebanon and Libya contributed to the deliberations of the Forum. The United Nations family was represented by UNESCO Regional Office-Beirut. UN-HABITAT and UN Group for Iraq. The Forum was also attended by selected international and regional experts and consultants. Annex "A" shows the list of participants.

Venue and programme

8. The Forum was conducted in Cairo - Egypt at the Mena House Hotel, at the foot of Giza Pyramids, on 17, 18 and 19 July 2006. GTZ hosted the participants in a field visit to TVET initiatives in Egypt on the 20th of July for a first hand experience. The Forum programme is attached as annex "B".

Opening session

9. The Forum was opened by speeches from the main organizing partners namely, The Iraqi officials (Head of Delegation, Federation of Technical Education and the Ministry of Education) - UNESCO (Iraq- Beirut and UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training) - UNHABITAT and the German side (BMZ, GTZ and InWent).

10. The Iraqi delegation's speech was delivered by the head of delegation Dr. Nasrullah, Cultural attaché in the Iraqi Embassy in Amman. He focused on the need for quality TVET at all levels to ensure the required quality workforce that would rebuild Iraq's competitive economy. Iraqi education used to be a quality one but suffered tremendously and was cut of the world for many years and its institutions were looted and burnt, he said. His proposed strategy is to revise TVET policies and programmes at all levels with a view to draw a new overall map incorporating new ideas and views necessary for realigning TVET in Iraq. Considering education as a unique investment in the development of a nation, he encouraged the donor community and the UNESCO to continue and intensify their support to TVET in Iraq.

11. Mr. Mohamed Djelid addressed the Forum in his capacity as Director of UNESCO-Iraq office and on behalf of the UNESCO Regional Office in Beirut and the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training. He said that today is a special day for Iraq and considered the gathering as a strong message for hope and prosperity of Iraq. He praised the full cooperation of all concerned bodies during the last few months to conduct this first TVET forum. He assured that participants will learn from each other, come to a common better understanding and share unified views for the future of TVET in Iraq. Mr. Djelid praised the high commitment of TVET system representatives, public and private sectors in Iraq including the industrialists enabling participants to discuss an integrated picture of both, demand and supply sides of the Iraqi skilled workforce. He thanked all contributors and assured them of a continued support of the UNESCO-Iraq office to the long-term, solid and sound base for development through provision of intellectual expertise, technical assistance and capacity building support. He concluded by saying "we are all looking for a future for Iraq that shares its valuable human resources treasures with the world, Iraq with modern education system responsive to the community and labor market needs. Iraq with skilled workforce that contributes to the re-building of a beautiful country".

12. UN-HABITAT speech was delivered by Mr. Robert Goodwin, Programme Manager, Iraq Program. Mr. Goodwin expressed his hope and future look for the role of the UN and the donor agencies to cooperate with Government of Iraq in the reconstruction stage by assisting Iraqis through the provision of specialized expertise in construction an by creating new job for Iraqis in this sector. Mr. Goodwin stated that there are several project currently undergoing for the rebuild of Iraq Infrastructure and schools, including a work for reconstruction with FTE.

13. In her speech Dr. Eva Weidnitzer representing the German Federal Ministry for Economic Cooperation and Development passed the warm wishes from the Federal Ministry and thanked UNESCO for organizing the Forum. Dr. Weidnitzer expressed Germany fundamental interest in Iraq ongoing process of development that brings stability to the country. Dr. Weidnitzer mentioned that Germany was actively supporting Iraq to rebuild its economy and achieve democratic change since 2003. Dr. Weidnitzer said that TVET is the key focus for the bilateral cooperation for development in Iraq through the involvement in the IRFFI. Dr. Weidnitzer stated that the Forum idea is an opportunity to exchange views and ideas for a future vocational training system that is oriented towards the process of economic reform.

Deliberations of the Forum

Plenary sessions

14. Twenty papers were presented and vigorously discussed in five plenary sessions. Presenters included Iraqi heads of TVET institutions and other professionals, representatives of UNEVOC Centers in the Arab region, international and regional experts as well as the German side, see annex "A" for the programme. Subjects presented ranged between describing and analyzing the TVET status-quo in Iraq, regional and international case studies of the role of TVET in conflict/post-conflict economies, modalities (tools) and means available for re-aligning TVET in post-conflict Iraq.

15. In view of the diversity and the inter-linking nature of the topics discussed, the report is presenting a glance of deliberations, in a capsulated form, by topic rather than by session.

Highlights of Current TVET in Iraq

16. The forum discussed papers presented by professionals and officials of the two main TVET providers in Iraq namely, the Foundation of Technical Education (FTE) affiliated to the Ministry of Higher Education and Scientific Research (MoHESR) and the General Directorate of Vocational Education (GDVE) in the Ministry of education (MoE). The Ministry of Labour and Social Affairs (MoLSA) also presented their efforts related to the theme of the Forum. It was clear that several aspects of the current situation of TVET in Iraq are shared by TVET providers in Iraq e.g. lack of identification of national TVET vision and mission, inappropriate facilities and equipment, outdated curriculum and learning material, lack of modern ICT in teaching and management, shortage of qualified teachers and instructors, unmotivated staff and humble level of quality. TVET providers are also facing a number of limitations challenging their efforts to enhance quality and expand activities.

17. FTE is responsible for the post-secondary TVET up to the Master of Science degree. GDVE runs technical (secondary) schools. Both bodies are exerting the maximum effort, within available human and material resources, to revitalize the system. Several goals have been achieved, but yet much has to be done. A revitalization of TVET project is conducted by UNESCO. The first phase of the project was completed and a second one already started.

18. FTE (established in 1969) runs 38 technical institutions and 11 technical colleges distributed all over Iraq in all the 18 Governorates. The 359 programmes offered cover engineering, management, agriculture and arts. Total enrollment in 2005-06 amount to 90,978 student/trainee; nearly 75% in technical institutes (2-year regular programmes), 16% in technical colleges (4-year regular programmes) and about 0.7% in higher education courses (Higher Diploma and Master of Science). Evening classes accommodate about 5% of the total enrollment in the technical institutes and 4% in the technical colleges. It also runs a staff development centre (established in 1979) and one instructors' training institute. Total FTE staff is around 2817 of which 425 holding a doctoral degree, 1338 M.Sc., 156 Higher Diploma and 898 with B.Sc degree.

19. GDVE runs 250 technical schools enrolling 62,850 students (in 2005-06) more than 70% of them in industrial education, 25% in commercial schools, 0.8% in agriculture programmes and 1.5% in home arts (for girls). Annual technical education intake dropped from 25,769 in 2001-02 to 19,437 in 2002-03 then jumped to 32,334 in 2003-04, dropping back to 16,121 in 2004-05 and picked up to 21,874 in 2005-06. Out of 2356 teacher, 1025 are teaching in industrial schools, 986 in commercial schools, 313 in agriculture and 32 in home arts. Most of the 4427 instructors are in the industrial schools (4190) while 37, 155 and 45 are in commerci-

al, agriculture and home arts respectively. Programmes offered by the technical schools amount to 288 specialization; 178 industrial, 83 commercial, 11 agriculture and 16 home arts.

Lessons learned from international experience

20. Several experiences in re-aligning TVET systems in post-conflict economies were presented and discussed including Lebanon and several African countries. Lessons learned from these experiences show that rebuilding the country's infrastructure becomes a major area for investment attracting almost one fifth of the total investment in the post- conflict stage. The need for skilled workers in specific areas related to reconstructing and updating the infrastructure as well as reviving the economy is expected to be quite high, but some of this demand is temporary and would decline once the infrastructure is back to normal.

21. TVET response to this volatility of demand for skills includes formulation of a vision for two anticipated periods (phases) namely, emergency (immediate once security situation allows) and rebound (mid-term following the emergency stage). Identification of TVET mission would then guide planning for the two mentioned phases. Immediate actions to be taken are grouped in an emergency plan, while mid-term plans focus on rebounding the system. In all cases TVET system must be flexible enough to cope with the anticipated rapid changes in the demand for skills. Participants in the Forum discussed some approaches to achieve anticipated flexibility including the modular approach to curriculum development, accelerated skill training programmes and utilization of mobile training workshops.

22. Lessons learned also show that reconstructing the infrastructure and reviving the economy in a post-conflict society are, understandably, so urgent and badly needed that they would never allow adequate time for the normal planning process for TVET, or any other discipline. Confronted with a post-conflict immediate mass demand for skills, TVET concerned bodies may find it difficult to appropriately plan for rebounding their own system and fall in the trap of taking reactionary decisions. To avoid such situation, prior thinking of what must be done on a short and mid-term basis is advisable. The TVET system must envisage the needs and prepare blue prints of the post-conflict vision, mission and plans. Continuous revision of these blue prints is also crucial to adjust to a rapidly changing scene.

23. Partnership between TVET providers, employers and civil society is a corner stone in any flexible arrangement for a TVET system. Continuous consultation among these parties is crucial for any TVET system but more so in the post-conflict emergency and rebound stages. Several other issues need to be addressed such as, updating the ICT role in TVET, diversification and coordination of international technical assistance, enhancing the capability of national specialized bodies to ensure sustainability and encouraging other employment modalities, e.g. self-employment and creation of small enterprises, rather than focusing only on paid-employment.

Towards re-aligning TVET in Iraq

24. Following decades of wars and siege it is quite understandable that the TVET system in Iraq is in desperate need for all types and kinds of reform. Presentations by the FTE and GDVE described many of the ongoing efforts to introduce necessary updating and quality assurance to the TVET system. Meanwhile they clearly spelled out many aspects of the anticipated reform that could not be fully achieved until the security situation improves. It has been largely accepted to prioritize the needs focusing on:

- > Formulation of national medium and long-term HRD strategies and plans to guide all modalities of enhancing Iraqi human capital development;

- > Outlining a vision for a modern post-conflict TVET system in Iraq along with appropriate blueprint for related plans;
- > Building practical mechanisms to coordinate the role of all actors in the field with special consideration for the main three ministries involved namely; MoE, MoHESR and the Ministry of Labour and Social Affairs, MOLSA.
- > Developing workable information systems linking the demand for and supply of skills in Iraq, centrally and at Governorates and localities level,
- > Rebuilding TVET capacity including:
 - > Teachers and other staff development and updating,
 - > Facilities and equipment modernization and expansion, as necessary,
 - > Revising the school-to-work relationship and develop applicable mechanisms,
 - > Reforming the curriculum and link it to actual labour market needs,
 - > Reconsider training specializations and enhance ICT role,
 - > Ensuring quality of training and consider external accreditation,
 - > Develop utilization of information technology in management of TVET,
 - > Establish centers for advanced technologies, SME technology incubators and other bodies necessary for reviving use of state-of-the-art technologies in post-conflict Iraq.
- > Develop appropriate mechanisms for partnership with the public and private sectors at notional, Governorate and local levels;
- > A quality system/management system in place and in a perspective towards benchmarking with developed economies;
- > National qualifications system with autonomous accreditation body.
- > Students/trainees and job seekers guided, counseled and given the opportunity to freely make educated choices of their career.
- > Maximum utilization of all available experiences, in particular in the Arab region and selected developed countries.

Anticipated challenges

25. Realigning TVET in Iraq is to be owned, planned and managed by the Iraqis, with technical assistance as and when needed. Meanwhile it should be remembered that decades of wars and sanctions have very much affected not only the infrastructure but also the capacity of national professionals and officials. Among the challenges facing realignment:

1. Desperate need for enhancing the capacity of all categories of concerned national professionals like teachers, managers, professors, planners etc.
2. The need for matching TVET with the new labour market needs which require building information system(s) for the demand for skills as well as training available. Such information system should include basic functions of analyzing the information and providing decision makers with options for appropriate action.
3. Measuring actual skill needs in each stage of development and prompt response by the TVET system.

4. Accessibility of TVET for all men and women willing to participate in the labour force. Poverty that spread during last years as well as living in rural and remote areas is, among other factors, hindering individuals' access to TVET.
5. The current security situation, with hopes that it would improve soon, necessitate adopting alternative approaches focusing on decentralization. Designing and implementing such approaches represent another challenge to the realignment process.
6. The crucial positive and educated participation of the employers and their organizations, as well as workers unions, in all TVET related planning and implementation is also a challenge following years of state domination.
7. Compensating for the years of limited access to international technical assistance and realization of a quick catching-up with modern technologies.
8. Securing appropriate financing for implementation of the anticipated framework.
9. Globalization and its effects on employment as well as TVET

Urgent needs

26. It is well understood that re-aligning the TVET system in Iraq with employment requirements is a very demanding task. Realization of that goal requires sincere and coordinated actions by many actors and bodies. Nevertheless, The Iraqi Government and TVET concerned bodies must lead the way to realigning the system and keep their ownership to the development process. Preparing the scene for TVET alignment necessitates taking some priority actions that could be summarized as:

At the strategic level

- > Developing and endorsing a National TVET vision in consultation with employers in the private, and public, sectors;
- > Establishing a "Coordinating Mechanism" linking the roles of all TVET stakeholders, in particular the three main ministries involved (Ministry of Higher Education and Scientific Research, Ministry of Education and Ministry of Labor and Social Affairs).
- > Formulation of a strategic framework for the anticipated reform (realignment) actively involving the private sector / employer community;
- > Building mechanisms for TVET planning adopting a decentralized approach;
- > Adopting appropriate mechanisms for curriculum development fulfilling a true partnership between TVET providers and the public and private sectors;
- > Ensuring relevance of TVET facilities, learning materials and equipment to the updated programmes and the needs of the labor market;
- > Capacity building for TVET institutions to realize the aforementioned activities.

At implementation level

- > Introducing a decentralized approach to management and implementation of TVET institutes and programmes;
- > Enhancing information-sharing and networking for better exchange of expertise.

Short-term priorities

27. To meet the urgent needs for realigning TVET system in Iraq a set of short-term priorities must be considered including:

1. Developing a coordination mechanism involving the three main concerned ministries (MoHE/FTESR/FTE, MoE and MoLSA);
2. Formulation of a TVET Steering Council with a senior technical secretariat to ensure active involvement of the private sector, public sector, and the civil society organizations;
3. Developing a mid-term Strategic National TVET Framework in consultation with all concerned stakeholders including the employers' community; and
4. Developing a flexible action plan prioritizing the most needed actions and investment priorities areas to reform /re-align TVET with employment requirements, with a clear role of the private sector.

Group work

Group work sessions

28. Building on the vast expertise of the participants and their willingness to identify possible courses of action to enhance TVET in Iraq and ensure its quality and impact on the economy, participants were divided, according to their area of expertise and their own preference, into three working groups (A, B and C). Each working group studied one of the major themes namely:

Group A: What is needed to develop a 'system' of TVET in Iraq?

Group B: What is needed to improve the quality of teaching and learning in Iraq?

Group C: What is needed to improve the relevance of TVET to the labour market?

29. Three working sessions, one daily, were used as a venue to embark on discussion while informal exchange of views was encouraged during breaks and extra-schedule hours. Each group was provided with a form containing the major issues that could be discussed in the group work sessions, see annex "C", in order to come-up with adequate answer to the specific question. Groups were also encouraged to add to the list whatever issues they find appropriate. Each group's form included five main questions to be discussed in relation with each of the issues raised:

1. What is the current situation regarding the issue under discussion?
2. What is the anticipated framework of that issue in the post-conflict Iraq?
3. What policy and legal requirements to realize the proposed framework?
4. What are the main features of the proposed system?; and
5. What are the expected challenges?

Group work outputs A, B and C

30. Following three fruitful group work sessions and informal discussion and consultation among and between group members each group presented the output of their discussion, see annex "C". Main Highlights of the working groups are:

Group "A": What is needed to develop a 'system' of TVET in Iraq?

31. To develop a modern and demand-driven TVET system in Iraq the following criteria should be observed:

- > Establishing a high strategy committee to articulate strategy planning for TVET, with effective representation of the labour market and civil society;
- > Allow full autonomy for the system and appropriate autonomy level to its institutions in financial and technical fronts;
- > Ensure appropriate auditing to ensure optimization of public money utilization;
- > Build and activate mechanisms to ensure maximum cooperation among all TVET actors in all economic sectors including new ones (e.g. tourism and leisure);
- > Improve investment levels to create more decent jobs to Iraqis;
- > Establish an independent unit for quality assurance in TVET that reports directly to the cabinet of ministers;
- > Introduce international standards to the current well developed TVET qualification system in Iraq;
- > Tap into appropriate international assistance to TVET and ensure representation of concerned representatives in the committees negotiating international assistance.

Group "B": What is needed to improve the quality of teaching and learning in Iraq?

32. TVET quality is a very vast issue and requires a broad spectrum of actions. Quality is, among other issues, closely linked to the implemented curriculum, teacher's competencies, available learning material and equipment and effectiveness of prevailing models of teaching. The following main requirements are highlighted:

- > modernize the curriculum in full consultation with the labour market;
- > build and operate appropriate data bases and information systems for both, demand and supply sides related to employment and TVET;
- > Ensure availability of appropriate buildings and training equipment ;
- > Encourage investment in TVET with appropriate regulations;
- > Enhance foreign language learning for TVET teachers as well as students and trainees;
- > Encourage life long learning (LLL) for TVET teachers and graduates, including expansion of learning information centres (e-learning, multi-media, etc.);
- > Develop modern instructional material packages and maximize their utilization;
- > Enhance new technologies and establish TVET websites for pedagogic and other purposes;
- > Train/retrain teachers and professors especially in areas related to modern technologies;
- > Expand the teacher training centres to geographically cover Iraq, introduce LLL concepts and link them to employers' organizations;
- > Develop an incentives' system for teachers and distinguished graduates to reward quality teaching and achievement.

Group "C": What is needed to improve the relevance of TVET to the labour market?

33. The mismatch between TVET graduates and the labour market needs has been always a demanding issue.

With uncertainties of the labour market needs and absence of reliable information systems, the objective is more difficult to achieve. The following main guidelines may be experimented in Iraq:

- > Involving all concerned actors in well-developed mechanisms at national, governorate and local levels (all economic sectors, employers, civil society and TVET providers);
- > Updated information systems and reflecting their analysis in TVET plans and activities in full consultation with employers;
- > Central planning (thinking globally) and local implementation (act locally) approach with genuine involvement of the employers/ employers' organizations would be helpful;
- > Awareness campaigns reaching all concerned bodies is important to assist in creating an environment of cooperation;
- > TVET offerings should be expanded to reach all interested citizens and cover all new areas and specializations;
- > New initiatives such as the business development centres and technology incubators must be encouraged and expanded.

The Forum Outcomes

34. Bearing in mind that this has been the first Forum on TVET in Iraq, the main objective was a better understanding among participants of the main areas specified in the Forum concept paper, see annex "D". This objective was fully achieved.

Future Outlook

35. The main outcome of the Forum is the group of Iraqi officials and professionals with a comprehensive, enhanced and articulated vision of current TVET situation in Iraq and modalities of possible action to realign the system in the emergency and rebound stages of the anticipated post-conflict economy. This unanimously agreed vision and modalities are reflected in a document, see annex "H" that focuses on the future outlook of TVET in post-conflict Iraq.

36. In addition, the Forum succeeded in bringing together – at a very high level– all governmental TVET actors in Iraq, business leaders employing their graduates, international and regional experts and concerned international bodies including the German side. Group work during and outside the sessions of the Forum was up to the level of an experts meeting yielding very significant results. Building on that success, the nine-point document, annex "E", already incorporated the valuable outcomes of the working groups.

37. The document presents clues on the TVET vision and mission, strategic framework for TVET in Iraq, core elements of the required TVET realignment, urgent needs for realignment at strategic and implementation levels, short term priorities for action, anticipated challenges, potential technical assistance to TVET in Iraq; and a call on Iraqi Government, UNESCO-HABITAT and other UN Agencies and the Donor Community to support the TVET realigning process.

Follow-up on the Forum achievements

38. As rightly mentioned by many participants and confirmed by the Forum's organizers, the Forum is considered to be one link of a chain of interventions aiming at developing a modern TVET system in Iraq to support its immanent economic reform and reconstruction. Building on the momentum created by the Forum UNESCO-Iraq is committed, in consultation and cooperation with all TVET concerned bodies in Iraq as well as the UN sister agencies and the donor community, to spare no effort to guide and assist TVET in Iraq and play the important role of the catalyst to articulate all realigning efforts. All parties and the donor community in particular are kindly invited to contact UNESCO-Iraq for information on progress achieved in these regards.

Annexes

I: List of Participants

Nr.	Name	Position	Postal Address	Phone, Fax, Email
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Regional Workshop on The Role of Education and Training in Sustainable Development Manama – Kingdom of Bahrain, 19 – 21 September, 2005

II: Programme – Agenda

Day one	Session Title: TVET System in Iraq (Status and Challenges)	Session Title: TVET and Workforce Development Needs	Session Title: Work Group Discussions
Monday, 17 July 2006	08:30 to 09:00 Registration of participants		
	Session one, 09:00 to 10:30 Chairpersons: Chaired by: Iraq Government representative (Dr. Nasrallah) General Rapporteur: Dr. Yahya Qasem, Dean of Medical Technical Institute, Iraq > Introductory remarks: (35 minutes) > Introduction of participants & Adoption of the programme (10 minutes). > Presentations: > Technical Education in Iraq and the role of Foundation of Technical Education (FTE). (15 minutes) > Vocational Education in Iraq and the role of Ministry of Education. (15 minutes) Speakers : Dr. Mahmod Shaker, President (FTE)-Iraq Mr. Sad Ibrahim, Director, VET/MOE-Iraq. General discussion (15 minutes)	Session Two, 11:00 to 13:00 Chairperson: Mr. Mohamed Djelid, Director, UNESCO Iraq Office Rapporteur: Dr. Muneer Humaid, Dean of Technical College, Iraq > Introductory remarks: (35 minutes) > Introduction of participants & Adoption of the programme (10 minutes). > Presentations: > International Perspective: The combination of training and "job-creation to open income and job-opportunities (with Practical examples). (20 minutes) > TVET Needs in Iraq (Field Study), (20 minutes) > The current TVET framework in Iraq and its relevance to labour market needs. (15 minutes) > Mechanisms for activating TVET graduates follow up. (20 minutes)	Session Three, 13:30 to 15:30 Chairpersons: Co-Chaired by Dr. Sulieman Suleiman, Programme Specialist, Beirut Regional Office-UNESCO and Munther Kayyali, TVET Specialist, UNESCO-Iraq Office. Facilitator: Dr. Abu-Bakr Badawi, HRD expert. > In the afternoon three working groups will be formed for participants to discuss the identification of Iraqi national priorities in TVET. > Selection of working groups members and coordinators: Coordinator Group A: TBD Coordinator Group B:TBD Coordinator Group C:TBD > In the afternoon three working groups will be formed for participants to discuss the identification of Iraqi national priorities in TVET. > Each group will select a Rapporteur.
	30 minutes Break	30 minutes Break	30 minutes Break

Day one	Session Title: TVET System in Iraq (Status and Challenges)	Session Title: TVET and Workforce Development Needs	Session Title: Work Group Discussions
Monday, 17 July 2006		<p>> Skills Development Pilot Projects from Iraq in (Medical) agriculture fields). (15 minutes)</p> <p>Speakers :</p> <p>Mr. Peter-Michael Schmidt (GTZ Program coordinator, Egypt)</p> <p>Dr. Muneer Humaid, Dean of Technical Institute, FTE-Iraq.</p> <p>Dr. Dia ALkamousi, FTE-Iraq.</p> <p>Mr. Mazen Kattan, Dean of Technical institute in Mosul-Iraq.</p> <p>Dr. Haifa Ibrahim, Dean of the Medical Technical College, FTE-Iraq.</p> <p>General discussion (30 minutes)</p>	<p>> Guidelines for discussion will be disseminated and explained before the start of the working groups.</p> <p>> The working groups will be responsible to presents findings at the end of DAY 3.</p> <p>> Main themes and subjects for working groups discussions are:</p> <p>Group A: What is needed to develop a 'system' of TVET in Iraq? – Lead person from Iraq: Dr. Moneer Hameed.</p> <p>Group B: What is needed to improve the quality of teaching and learning in Iraq? – Lead person from Iraq: Dr. Mohamed Nasser.</p> <p>Group C: What is needed to improve the relevance of TVET to the labour market? – Lead person from Iraq: Dr. Yahya Qasem.</p>
		30 minutes Break	30 minutes Break

Day two	Session Title: Case Studies: (TVET and Centers of Training, Excellence and Technology)	Session Title: Work group Discussions	Session Title: (TVET, Youth and employment generation)
Tuesday, 18 July 2006	<p>Session one, 09:00 to 10:30</p> <p>Chairpersons: Dr. Mahmoud Shaker, FTE President-Iraq</p> <p>Rapporteur: Dr. Zaki Abdulwahab, HRD Director, MOPD, Iraq</p> <ul style="list-style-type: none"> > Presentations: > TVET Staff Training Center (Status and Future outlook). (20 minutes) > TVET training in partnership with Industry (Case study). (15 minutes) > Mobile Training centers and its impact on TVET (Case Study). (15 minutes) > Centers of Advanced Technology (Fuel for driving engines of economy). (20 minutes) > FTE facilities (status and rehabilitation needs) (20 minutes) <p>Speakers :</p> <p>Dr. Mohamed Naser, FTE-Iraq.</p> <p>Dr. Yahya Qasem, FTE- Iraq.</p> <p>Mrs. Awatif El-bishti, UNEVOC- Lebya.</p> <p>Ms. Karin Wedig</p> <p>Dr. Muzaffar Al-Zuhairi, FTE-Iraq.</p> <p>General discussion (30 minutes)</p>	<p>Session Two, 11:00 to 13:00</p> <p>Chairperson: Munther Kayyali, UNESCO-Iraq Office, TVET Specialist.</p> <p>Facilitator: Dr. Abu-Bakr Badawi, HRD expert.</p> <ul style="list-style-type: none"> > Working Groups: > The three working groups (A, B and C) will meet to continue to discuss the TVET Iraqi priorities. > Each group will prepare a draft power point presentation. > The current TVET framework in Iraq and its relevance to labour market needs. (15 minutes) > Mechanisms for activating TVET graduates follow up. (20 minutes) <p style="text-align: right;">30 minutes Break</p>	<p>Session Three, 13:30 to 15:30</p> <p>Chairperson: Mr. Saad Ibrahim, Director for Vocational Education, MOE-Iraq.</p> <p>Rapporteur: Dr. Abdul-Halim Hajjaj, Director, Iraqi-German Commercial Club</p> <p>Facilitator: Dr. Abu-Bakr Badawi, HRD expert.</p> <ul style="list-style-type: none"> > Presentations > The Role of the TVET System in Enhancing the Employment Potential of the Construction Sector in Iraq (25 minutes) > International Perspective: Skills development to support employment generation in Iraq (25 minutes) > Youth and Employment challenges in TVET Programmes (shared experiences within UNESCO-UNEVOC Network) (20 minutes) > Enhancing employment and role of private sector: examples from Saudi Arabia (20 minutes) <p>Speakers :</p> <p>Mr. Robert Goodwin, Iraq Programme Manager, UN-HABITAT</p> <p>Mr. Georg Sticker (Capacity Building International), Germany.</p> <p>Dr. Sulieman Sulieman, UNESCO regional Office-Beirut.</p> <p>Dr. Ahmad AL-Fuhaid, Saudi Arabia.</p> <p>General discussion (30 minutes)</p>

Day three	Session Title: TVET and unemployment in post-conflict countries (challenges, Case Studies and international perspective)	Session Title: Work group Discussion	Session Title: Frame Work for Future Actions and TVET Forum Declarations
Wednesday, 19 July 2006	<p>Session one, 09:00 to 10:30 Chairperson: Co-Chairs: Dr. Ahmad Al-Fuhaid, Saudi Arabia and Mr. Nabil Naccache, Lebanon Rapporteur: Dr. Riad Hassan Ali, Director of Employment and training center, MOLSA-Iraq Facilitator: Dr. Abu-Bakr Badawi, HRD expert</p> <ul style="list-style-type: none"> > Presentations: <ul style="list-style-type: none"> > The need for flexibility in TVET offerings in Iraq with selected success stories and modules (Accelerated skill training with practical examples). (20 minutes) > Case study of TVET in post conflict (Lebanon). (20 minutes) > Technical vocational education and training capacity building programme for Iraq. (30 minutes) > Skills Development Pilot Project from Iraq in (Agriculture). (20 minutes) <p>Speakers : Dr. Abo-Bakr Badawi, HRD expert, Egypt. Mr. Nabil Naccache, Lebanon Mr. Joachim Hagemann (Capacity Building international), Germany. Dr. Emad Hamid Hwaidi, FTE-Iraq. General discussion (30 minutes)</p>	<p>Session Two, 11:00 to 13:00 Chairperson: Munther Kayyali, UNESCO-Iraq Office. Facilitator: Dr. Abu-Bakr Badawi, HRD expert.</p> <ul style="list-style-type: none"> > Presentations: <ul style="list-style-type: none"> > Coordinator Group A > Coordinator Group B: > Coordinator Group C: > The three working groups (A, B and C) will discuss and finalize the outcomes of their discussions. <p style="text-align: right;">30 minutes Break</p>	<p>Session Three, 13:30 to 15:30 Chairperson: Dr. Eva Weidnitzer, Advisor, BMZ – German Government. General Rapporteur: Dr. Yahya Qasem, Dean of Medical Technical Institute, Iraq Facilitator: Dr. Abu-Bakr Badawi, HRD Expert</p> <ul style="list-style-type: none"> > Presentations <ul style="list-style-type: none"> > Presentation of the work of working groups A, B and C. (60 minutes) > Presentation of TVET proposed framework (30 minutes) > Conclusion (30 minutes) <p>Speakers : Group A,B and C coordinators (20 minutes for each group) Mr. Munther Kayyali, TVET specialist, UNESCO-Iraq Office and Mr. Abo-Bakr Badawi, Facilitator (30 minutes) Iraqi Government representative and Mr. Mohammad Djelid, UNESCO Iraq Office Director and Government of Germany Representative (30 minutes)</p>

Side events

1. First day (17.7.2006): Invitation for Dinner for Forum participants from German Embassy in Cairo at 8:00 pm (Buses will pick up participants from MENA House Hotel at 7:30 pm to German Embassy).
2. Third day (19.7.2006): from 4:00 pm to 6:00 pm, a closing reception for Forum participants by UNESCO.
3. Thursday 20.7.2006: A field visit program is organized by GTZ program in Egypt for Iraqi Participants from 8:00 am to 2:00 pm including light lunch. Others wishing to participate are invited to register at secretariat of the Forum.

III: Working Groups' Completed Forms

ملتقى التعليم والتدريب المهني والتقني في العراق
 نتائج أعمال المجموعة "ألف"
 GROUP "A" Summary Outputs
 تطوير نظام للتعليم والتدريب المهني والتقني في العراق
 Developing a TVET System in Iraq

التحديات التي قد تواجه التنفيذ Expected Challenges	النظام المقترح Proposed System	المتطلبات الخاصة بالسياسات والقوانين Policy & Legal Requirements	الإطار المأمول Anticipated Framework	مختصر الوضع الحالي Current Situation	نقطة البحث (موضوعها) Issue
<ul style="list-style-type: none"> - Most personnel at all levels of the TVET system are accustomed to a highly centralized decision making. 	<ul style="list-style-type: none"> - To develop autonomous systems to enable TVET respond positively to the market. - To establish a higher committee to plan the strategic development of TVET which reflect labor market needs and future development 	<ul style="list-style-type: none"> - Develop a legal framework to enable the initiation of the higher committee and the autonomy of the institutions. 		<ul style="list-style-type: none"> - Three bodies dealing with TVET namely MoHE and MoE and MoLSA also (Ministry of Health and Ministry of Transportation are dealing with 5% of the TVET). - FTE Committee formed from selected Deans of Institutes and colleges, representatives from ministries of Education, Labors, business sector trade union representatives and students representatives. - Institute or college Committee formed from heads of departments in business sector. - MoE have 18 directorate of education in the country each directorate have a vocational department, this department reports to the DG of the 	<ul style="list-style-type: none"> - الحاكمية Governance

<p>-Most personnel at all levels of the TVET system are accustomed to a highly centralized dissection making.</p>	<p>- To develop autonomous systems to enable TVET respond positively to the market. - How to build the capacity the personnel at all levels to embrace the new vision.</p>			<p>directorate regarding administrative issues, but they report to the Ministry regarding the financial and technical issues.</p>		<p>- The is an article by government which creates the FTE. And for vocational Education of the MoE there is system.</p>	
<p>The low status of graduates in society.</p>	<p>- Develop a legal framework to enable the vision of a TVET system for the new Iraq.</p>					<p>- highly centralized</p>	
<p>-Most personnel at all levels of the TVET system are accustomed to a highly centralized dissection making.</p>	<p>- build an explicit autonomous financial system. - need to build flexibility to allow leaders and managers to initiate and manage change to meet local need. - The build an audit system that PUPPLIC FUND are utilized appropriately. - increase / improve investment levels in TVET system.</p>					<p>- قانونية جوانب وتشريعية Legal Issues</p>	<p>- أنظمة تمويل النظام Financing Systems</p>
					<p>- القيادات وإدارة النظام Leadership and Management</p>		

	<p>- enable Iraqi TVET tap into international funds and gifts.</p>			<p>Highly centralized</p>	<p>استقلالية Degree of Autonomy of Institutes</p> <p>- مستوى مؤسساته of Institutes</p>
	<p>- Developing an independent unit for assessing quality and inspections which reported to council of ministers either as part of the standardization and specification authority.</p>			<p>- There is a kind of monitoring the MoE system through the Educational inspection. - They have developed a quality assurance/improvement system in the FTE which looks ISO 9002. - common assessments in certain subjects sectors</p>	<p>ضمان والجودة والتدريب والتقني Quality Assurance Systems</p>
	<p>Further develop the system. - initiate the thinking of personalization of the circular. - introduce international standards in Iraqi qualification system.</p>			<p>- the system is well developed already with effective influence from the industry sector</p>	<p>نظام وطني للمؤهلات المهنية National Qualification System</p>
<p>- The articulation of the need for collaboration is an essential requirement for building an effective</p>	<p>- TVET needs to be represented on national Iraqi bodies which interacts with</p>	<p>- Relaxation of regulations that govern the collaboration between Iraqi vocational and</p>	<p>- Weakness in negotiation skills. - Weakness in the articulation of needs to enable international bodies to work effectively. - Bureaucracy in the work of</p>		<p>التعاون الدولي International Cooperation The international cooperation can be</p>

<p>means to respond to the needs.</p>	<p>UNESCO and other international organizations. - Capacity building to enable Iraqi colleagues to assess and articulate their needs in such a way that could enable international bodies to respond positively. - Expand the exposure of Iraqi colleagues to international organizations to help empower them in assessing their needs. - UNESCO and other international bodies need to work directly with FIE to help enhance the role in the future rebuilding of Iraqi education and training.</p>	<p>technical education, both internal and international collaborations.</p>		<p>the international bodies which makes responding to the specific needs of Iraq difficult.</p>	<p>initiated with the international organizations such as UN agencies, World Bank, etc. or through collaboration with international educational institutions.</p>
<p>- The alignment of TVET with the strategic developments of the different market segments</p>				<p>- Collaboration work exists with both private and public sector institutions. - No effective collaboration between ministries and decision-making authorities.</p>	<p>- التعاون الوطني - National Collaboration</p>

	within Iraq, (e.g. developments in the leisure and tourism sectors, etc.)				- The TVET currently serves the private sector needs through some reasonably well-developed programmes through the initiation of new disciplines in response to market needs.	
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ملئى التعلیم والتدريب المهني والتقني في العراق نتائج أعمال المجموعة "باء" GROUP "B" Summary Outputs تحسين نوعية التعلیم والتدريب المهني والتقني في العراق Quality of Teaching and Learning

التحديات التي قد تواجه التنفيذ Expected Challenges	النظام المقترح Proposed System	المتطلبات الخاصة بالسياسات والقوانين Policy & Legal Requirements	الإطار المأمول Anticipated Framework	مختصر الوضع الحالي Current Situation	نقطة البحث (موضوعها) Issue
- ضعف الميزانية أو انعدامها. - وجود ضعف في التعاون ما بين العمل والحكومي. - ضعف في اللغات الأجنبية	- توفير بيانات عن سوق العمل. - تشكيل لجان مناقشة المناهج مشتركة. - مطابقة المنهج مع معايير ISO	- وضع آلية تنسيق بين التعلیم التقني والمهني. - تحديد اليات التطوير	- مقترح مناهج تلبي متطلبات مهارات السوق. - وضع معايير عالمية لتقويم الشهادة	- عدم تلبتها للتوجهات الحديثة. - بحاجة الى تحديث	- المنهج الدراسي Curriculum
- ضعف الميزانية أو انعدامها. - عدم وجود المناخ الملائم للتدريب. - عدم توفر الحوافز.	- اجراء مسوحات خاصة باعداد المعلمين والمدربين. - تشخيص مجالات التدريب. - فتح مراكز التدريب خارج العاصمة (بصرة + موصل + اربيل)	- وضع اليات قابلة للتطبيق. - وضع سياسة لتدريب المعلمين الجدد	تحديد الاحتياجات بناء الخبرات تبادل الخبرات داخليا وخارجيا.	لا يلي اهداف ومتطلبات التعلیم المهني. نقص في الخبرات للخصصات الحديثة	- اعداد المعلمين والمدربين Training of Teachers & Trainers
- ضعف الميزانية. - عدم كفاية القائمين بعملية التحديث - عدم وجود المستلزمات	ادخال المعلمين والمدربين في دورات الكفايات في جداول محددة	- فتح مراكز وابداع برامجيات خاصة بتحديث كفايات المعلمين والمدربين - ايجاد نظام معايير لتحديد الكفايات للمعلمين والمدربين	- تشكيل لجان خاصة لتحديد الكفايات المطلوبة - تأهيل المعلم لاصال المعرفة والمهارة الى الطالب	نقص في كفايات المدرسين والمعلمين في تغطية متطلبات المناهج وسوق العمل.	- تحديث كفايات المعلمين والمدربين Updating Teachers and Trainers Competencies
- صعوبة مالية وتنظيمية	- نظام تدريب مهربي المدربين	- وضع آلية لدعم التدريب	- العمل على تطوير الملاكات	- اعتماد طرق قديمة	- طرائق التعلیم والتعلیم

التواصل مع مؤسسات التدريب الخارجي. - العزوف عن استخدام الطرائق الحديثة. - عدم توفر المستلزمات	التأهيل خارج وداخل القطر. - استحداث مركز تدريب وتطوير للتعليم المهني (TOT)	- وضع حوافر للمتفوقين (ماليا وفنيا). -	الحالية استخدام الطرائق الحديثة والمناسبة. - دعم مركز تطوير الملاكات ومراكز التدريب المهني.	- عدم وجود طرق تعلم إلكتروني - ضعف التعليم المستمر.	Learning Et Teaching Methods -
- عدم توفر خدكات الشبكة الإلكترونية في كافة المراكز التعليمية. - عدم توفير مطابع حديثة - صعوبة مالية لشراء الكتب الخارجية	- مكتبة إلكترونية - تعزيز المراجع مع CD - توفير الوسائل التعليمية وإنظمة المحاكاة - استخدام برنامج (Tool Book)	- رخصة اشتراك خارجية اعتماد سياسة - توفير CD مع كل كتاب	- الحصول على مراجع حديثة - توفير E-Library - استحداث مكاتب. - توفير كتب منهجية.	نقص، تحتاج تحديث حرق المكبات، ونقص وسائل ومواد تعليمية	المراجع والمواد التعليمية Books Et learning Material -
- ضعف الميزانية - تأخير إطلاق المنح.	تشكيل لجان لتحديد الحاجة للمباني والتأهيل	- المناقشة مع الجهات الحكومية أو غير الحكومية. - إصدار تشريعات مناسبة - تشجيع الاستثمار.	- تصميم البنايات وفق معايير هندسية حديثة. - إضافة بنايات جديدة متخصصة.	- قلة توفر الأبنية التعليمية بسبب القمم والتخريب. - نقص الورش التدريبية.	المباني والتجهيزات Facilities Et Equipments -
الطلبة للخدمات	الإعلان عن المناقصات الخاصة بالخدمات استخدام معايير العالمية في تقييم الخدمات	- دعم حكومي - نظام حوافر للطلبة المتميزين	توفير الخدمات الطلابية	نقص في المواصلات أقسام داخلية، نواد طلابية، مرافق صحية، ملاعب، مرافق إرشاد	الخدمات الطلابية Student Services -

نتائج أعمال المجموعة " جيم " ملتقى التعليم والتدريب المهني والتقني في العراق
 GROUP "C" Summary Outputs
 مواءمة التعليم والتدريب المهني والتقني في العراق لمتطلبات سوق العمل
 Adaptation of TVET to the Labour Market in Iraq

التحديات التي قد تواجه التنفيذ Expected Challenges	النظام المقترح Proposed System	المتطلبات الخاصة بالسياسات والقوانين Policy & Legal Requirements	الإطار المأمول Anticipated Framework	مختصر الوضع الحالي Current Situation	نقطة البحث (موضوعها) Issue
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<ul style="list-style-type: none"> - Financing. - Management. - Security situation. - Lack of Data. 	<ul style="list-style-type: none"> - Support the national committee of the employment (including different sectors of the society) and the vocational training to increase the job vacancies. - Establishment of updated database about the demand. 	<ul style="list-style-type: none"> - Policies to coordinate linkages between labor and market supply. - Policies, regulations and rules organizing the training and coordinate linkage. 	<ul style="list-style-type: none"> - Establish sustained partnership with all economic sectors. - On job training and institution training. - Modification of training curriculum. - Supporting the SMEs. 	<ul style="list-style-type: none"> - There is a huge demand on labor in Iraq but the security situation affect the fulfillment of the demand. - Unavailability of updated database on labor demand. - The demand on labor varies from site to site according to security situation and needs. 	<p>الطلب على العمالة Demand for Labour</p>
<ul style="list-style-type: none"> - Financing. - Management. - Security situation. - Stability of the political systems. 	<ul style="list-style-type: none"> - Create new TVET programmes which are fit for certain groups according to the demands. - Create a unit including the planners for TVET policies with those responsible for employments. 	<ul style="list-style-type: none"> - Setting policies to protect and support the enterprises and consumers. 	<ul style="list-style-type: none"> - The plans for TVET should take the economic development plans in consideration. - Make the training programmes flexible to meet the community requirements. 	<ul style="list-style-type: none"> - The economic development and plans were affected with the security situation. - Instability of the political circumstances. - Absence of long-term economic development plans. 	<p>خطط التنمية الاقتصادية Economic Development Plans</p>
<ul style="list-style-type: none"> - Linkages between the main actors of the employment market and training service providers. 	<ul style="list-style-type: none"> - Business development centres. - Studying the quality and quantity demand for labors according to the real market requirements in order to organize training programmes. 	<ul style="list-style-type: none"> - Setting up policies and regulations to secure the private sector. - Setting up policies and regulations to strengthen the relationships between the private sector and other sectors. - Setting up a framework for the participation of the private sectors in formulating rules and 	<ul style="list-style-type: none"> - Motivate the employers and their organizations. - Supporting employers. - Improve the security situation for them. 	<ul style="list-style-type: none"> - The private sector is highly affected negatively by the security situation and any other reasons (energy, etc.). 	<p>دور أصحاب العمل ومنظماتهم Role of Employers & their Organizations</p>

<ul style="list-style-type: none"> - Scarcity of relationships. - Financing. - Promoting the private sector. 	<ul style="list-style-type: none"> - Continuous contact, cooperation and coordination among competent ministries, organizations and civil society. - Introducing awareness campaigns. 	<p>regulations.</p> <ul style="list-style-type: none"> - Create a national committee dealing with policies and legal requirements in light of labors market. 	<ul style="list-style-type: none"> - Strengthen the partnerships in the triangle comprising education employers and labor. 	<ul style="list-style-type: none"> - Limited partnerships. - Limited information about SME and the need in the market. 	<ul style="list-style-type: none"> - Limited information about SME and the need in the market. 	<ul style="list-style-type: none"> - - 	<ul style="list-style-type: none"> - الشراكة مع المؤسسات الاقتصادية والمجتمع المدني Partnership with Enterprises and Civil Society -
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IV: The Forum Background Paper

TVET Forum for Iraq (Cairo, from 17 to 19 July 2006)

Context

The impact of the last two wars and the economic and technological gap pose new daunting challenges to the TVET sub-sector in Iraq. There is widespread unemployment in Iraq, particularly among young men. In total, the unemployment rate including discouraged workers among young persons is estimated at 33.4 percent and increases to 37.2 percent among young men with secondary and higher education. The TVET infrastructure has degraded and became out of date. The TVET system lacks global access with respect to ideas for modern governance and requires significant institutional reform and programming. If not dealt with in a timely and adequate manner, these challenges can spiral into a whole set of social, economic and political problems with inevitable consequences.

Responses to these challenges necessarily imply shaping of national and institutional policies concerning the missions and functions of the education and training (TVET) in promoting sustainable human development as well as the principles of civil society, and reducing unemployment and poverty. Hence, while the revitalization of existing TVET is in progress, a new vision of TVET in Iraq is needed which combines the demands for universality of teaching and learning with imperatives for greater relevance. Iraqi TVET education needs several reforms that endeavour to integrate work-place-based learning and training into the vocational education programmes. Some of the TVET areas for improvements in Iraq are identified in a needs assessment survey conducted by UNESCO and World Bank in August, 2003 are for:

- > Improved TVET access and quality,
- > Provision of TVET In-service teacher training,
- > Renewal of TVET curriculum and textbooks,
- > Improved supplies of teaching-learning materials and
- > Rehabilitation of TVET infrastructure (buildings, equipment and furniture).

Contributing to the rebuilding and rehabilitation of TVET in Iraq, UNESCO has concluded the first phase of the revitalization of TVET in Iraq and currently implementing the second phase of the revitalization program for the vocational education schools which includes provision of equipment, training material and instructors training. UNOPS is contributing to create jobs for small businesses and HABITAT is undertaking rehabilitation of the infrastructure of schools in general and secondary education in particular. The German Government is providing technical assistance for the Foundation of the Technical Education under the Ministry of Higher Education and Scientific Research, for the Ministry of Labour and Social Affairs as well as for a number of other Iraqi institutions.

UNESCO in partnership with the Government of Iraq and The German Government is planning to hold a 3-day TVET Forum for Iraq during July 2006. The Forum will be attended by International and regional experts and consultants and will engage all participants in a dialogue for the purpose of the identification of areas where TVET system could enhance employment through both, the improvement of the formal curriculum and the provision of non formal training activities. The meeting will be also attended by members of the international donor community. The overarching umbrella for the Forum will be the National Development strategy in Iraq and the UN Millennium Development Goals and the goals of Education for All.

Issues of Importance

The Forum will focus on the issues and challenges which must be met to achieve the re-alignment of TVET system in Iraq to reduce unemployment among Iraqi Youth, Issues of particular importance include:

- > The levels of investment in TVET and the existing and required institutional reform mechanisms to ensure the maintenance of program and instructional capacity consistent with standards and demands of the employer community.
- > The extent at which the donor community could assist in enhancing the socio economic stability in Iraq through the support of TVET in order to enhance employment rates among Iraqi youth due to the post conflict situation.
- > The existing and required mechanisms for the employer community to analyze formulate and document their workforce development needs?
- > The relevance of the current program framework of vocational and technical training and its relevance to the full spectrum of occupations in the Iraqi workforce.
- > The qualitative and quantitative linkage between workforce demand and training supply.
- > The existing and required levels of investment in workforce development from government and industry and how the investment costs should be divided between the stakeholders and who is undertaking performance evaluation.
- > The need for performance evaluation and continuous improvement for TVET.

Expected Outcomes

This Forum is an important event, being the first time in recent years that the Iraqi community has met with the international colleagues to plan for the revitalization of TVET in Iraq. The event should be seen as a first step along a longer process to redevelop the TVET system in Iraq. The expected outcomes of the Forum will form important input to the directions for the redevelopment process. It is expected that at the end of the Forum participants will share a better understanding of the following areas:

- > The TVET status and needs.
- > The current and future economy and labor market needs for skilled workforce.
- > Areas of reform within TVET system that will enhance employment among TVET graduates (at the systemic, institutional and program levels) and the identification of possible technical assistance to be provided by international donors in this regard.
- > A strategic framework for future actions to enhance effective linkages between the TVET education system and the employer community and the driving engines of the economy so that Iraq will have the human resources capacity to undertake rapid economic development.
- > Areas, programs and projects within the above strategic framework where potential international donors and UN Agencies might be interested to contribute or participate to enhance employment among Iraqi youth in pilot fast-tracked approach to increase socioeconomic stability due to post conflict status in Iraq.
- > Potential set of pilot projects which could enhance and promote a culture of experiment, innovation and responsiveness to the employer community at the institutional delivery level of the TVET system.

Approach

- > The organizers of the Forum have called for papers from selected consultants on the above subjects related to the achievement of the expected outcome of the Forum, particularly on:
 1. Programs and projects enhancing the linkages between TVET and employer community where possible international donors and UN Agencies might be interested to contribute or participate.
 2. Areas for TVET institutional reform in Iraq.
 3. Areas for TVET program and curricula reforms in Iraq
 4. Investment needs for TVET (infrastructure, equipment and facilities).
 5. Fast-track projects in TVET to enhance employment among Iraqi youth in order to increase social stability due to post conflict high unemployment rates.
 6. TVET Pilot projects which will enhance and promote a culture of experiment, innovation and responsiveness to the employer community.
 7. Development of small and medium size enterprise initiatives applicable to the Iraqi context.
- > The organizers of the Forum will collect, analyze and compile the papers received into a framework to be presented at the Forum.
- > Selected papers will be presented at the first and second days of the Forum.
- > Key note speakers from Iraq, UN agencies, GTZ, Capacity Building International –Germany (InWEnt) and international donors will be invited to deliver short speeches.
- > Working groups will discuss the future plans and frameworks on the afternoons of day 1 and day 2.
- > Results of the working group will be presented on the morning of day 3.
- > Concluding remarks and draft plans of actions will be presented on the afternoon of days 3.
- > Iraq, Germany and UN senior key note speaker will conclude the conference.

Working Groups

Participants will work in parallel groups (at times) to give detailed consideration of the following key questions:

1. What is needed to develop a 'system' of TVET in Iraq? (This could cover issues of legislation, financing methods, levels of autonomy of TVET institutes, quality assurance systems, qualification system etc).
2. What is needed to improve the quality of teaching and learning in Iraq? (This could cover issues of curriculum, teacher training, teacher updating, educational methods, textbooks, facilities and equipment, student services etc).
3. What is needed to improve the relevance of TVET to the labour market? (This could cover issues of labour market demand, economic projections, methods to bring employers closer to the institutes, public/private partnerships etc)

Each working group will be requested to present the findings as applicable to the Iraqi context.

Partners

The Forum is an initiative of the UNESCO Iraq Office and in partnership with:

Iraqi MOE, MOHESR, MOLSA and MOPD, MOI, FTE, NGO's in Iraq, Representatives of Chambers of Industry and Commerce and private sector.

German Government / Federal Ministry for Economic Cooperation and Development (BMZ), German Agency for Technical Cooperation (GTZ) and German Capacity Building International (InWEnt).

UNESCO-UNEVOC International Center for TVET-Bonn center. Arab UNEVOC centers. UNESCO Regional Office-Beirut. UN-HABITAT and UN Group for Iraq.

The Forum will be also attended by selected international and regional experts and consultants.

V: The Forum Outcomes

TVET in Iraq: Outcomes and A Future Outlook

A document agreed by participants in the First Forum on TVET in Iraq: "Re-alignment of TVET in Iraq with Employment Requirements", Cairo 17–19 July 2006

Iraqi participants in the Forum representing all TVET providers in the Governmental sector in Iraq as well as Iraqi business leaders and employers met in Cairo for a comprehensive three days and discussed twenty paper mainly prepared by Iraqi officials and staff. They also had a window on the lessons learned from conflict/ post-conflict cases and possible courses of action provided by representatives from UN agencies, regional UNEVOC centres, invited experts and the German side. Deliberations were animated and discussions were sincere and fruitful.

Realizing all surrounding uncertainties and challenges facing TVET in Iraq on the one hand and the pressing need for re-aligning the TVET with employment requirements in a flexible way to better respond to the changing needs on the other, Iraqi participants came-up with the following main conclusions:

1.A Vision for TVET

The need for a national vision for TVET in Iraq is paramount. Such vision should not be only limited to the current "transitory" phase but also extended to the post-conflict one.

During the transitory phase Iraq would have a TVET system that offers for all willing individuals and groups relevant vocational and technical education and training to maximize their possibility for work opportunities (employability) and improved income levels taking into considerations needs of the private sector in their local communities. Formulation of a vision to the post-conflict phase will go hand-in-hand with the daily training responsibilities. TVET serving as a major pillar for reconstructing Iraq and its economic and social revival will focus on preparing an educated, well trained and productive workforce, in particular for the specific needs of reconstruction in the post-conflict era and beyond. TVET institutions will be developed to meet this demand.

2. The Mission of TVET

TVET System in Iraq during the transitory period providing Iraqi citizens of all ages and backgrounds with employable skills, knowledge and attitudes consistent with the requirements of quality training; meanwhile, the System prepares for the post-conflict TVET necessary for the reconstruction of Iraq and beyond.

3. Strategic Framework for TVET in Iraq

To ensure the anticipated relevance of TVET with employment requirement in Iraq the following issues related to a strategic framework for TVET are highlighted:

- > mechanisms and plans to identify actual need for skills both in the transitory and post-conflict situations;
- > Mechanisms linking TVET providers and the business communities at the local community level, governorate and national levels;
- > Linking concerned TVET providers in an open network and with the business community;

- > Programmes to update and upgrade teacher training on a life long learning basis;
- > Renovated training facilities and equipments;
- > Quality assurance systems in place and operational;
- > National qualifications system with autonomous accreditation body.

4. Core elements of TVET re-alignment

Aware of the need for a comprehensive approach and articulated plans for re-aligning TVET with actual employment requirements, the following core elements are highlighted:

- > clear TVET policies developed in partnership with public and private sectors;
- > workable mechanisms to closely monitor employer community needs using decentralized approaches with special attention to the needs of local communities;
- > a quality system/management system in place and in a perspective awards benchmarking with developed economies;
- > current and new instructional staff developed on a continuous life long learning basis with full utilization of ICT;
- > students/trainees and job seekers given the opportunity to freely make educated choices of their career.
- > maximum utilization of all available experiences, in particular in the Arab region and selected developed countries.

5. Urgent Needs for Re-alignment

It is well understood that re-aligning the TVET system in Iraq with employment requirements is a very demanding task. Nevertheless, some priority actions could be summarized as:

At the strategic level

- > Developing and endorsing a National TVET vision in consultation with the private sector;
- > Coordinating the roles of the TVET stakeholders, in particular, the three main ministries involved (Ministry of Higher Education and Scientific Research, Ministry of Education and Ministry of Labor and Social Affairs).
- > Formulation of a strategic framework for the anticipated reform actively involving the private sector / employer community;
- > Building mechanisms for TVET planning adopting a decentralized approach;
- > Adopting appropriate mechanisms for curriculum development fulfilling a true partnership between TVET providers and the public and private sectors and actors;
- > Ensuring relevance of TVET facilities, learning materials and equipment to the updated programmes and the needs of the labor market;
- > Capacity building for TVET institutions to realize the above activities.

At implementation level

- > Introducing a decentralized approach;
- > Enhancing information-sharing and networking for better exchange of expertise.

6. Short-Term Priorities for Action:

The participants foresee a group of actions as a priority for the coming year (August 2006 - July 2007), as follows:

- > Developing a coordination mechanism involving the three main concerned ministries (MoHE/FTESR/FTE, MoE and MoLSA);
- > Formulation of a TVET Steering Council with a senior technical secretariat to ensure active involvement of the private sector, public sector, and the civil society organizations;
- > Developing a mid-term Strategic National TVET Framework in consultation with all concerned stakeholders including the employers' community; and
- > Developing a flexible action plan prioritizing the most needed actions and investment priorities areas to reform /re-align TVET with employment requirements, with a clear role of the private sector.

7. Anticipated Challenges

Each TVET system normally faces some challenges, but in what follows the peculiar challenges facing TVET in Iraq are capsulated:

- > security issues hindering possibilities of an employers' participatory approach to TVET development to better meet the employment requirements;
- > measuring actual skill needs in each stage of development and prompt response by the TVET system;
- > developing the national capacity and broadening the base of expertise;
- > compensating for the years of limited access to international technical assistance and modern technologies;
- > Financing implementation of the anticipated framework ;
- > Globalization and its effects on employment as well as TVET.

8. Areas for potential technical assistance

Following years of war and embargo the following areas are identified for potential international technical assistance

- > capacity development/building in all areas of strategic planning, curriculum development and implementation;
- > introduction of up-to-date trends and initiatives;
- > development of trainers of teachers/trainers;
- > enhanced use of ICT;
- > building information systems and using them in decision making;
- > promoting full partnership with the business community and the civil society at large;
- > updating and upgrading facilities, modern learning material and equipment.
- > Revitalizing and updating technical and vocational education in the areas that were not given appropriate attention (e.g. Construction and agriculture).

9. Participants Call on

9.A The Iraqi Government to:

- > Consider formulation of TVET development policies and strategic plans for the transitory and post-conflict phases and ensure its links with reliable information on labour market needs (at central or decentralized levels);
- > Articulate all initiatives to develop education and training in Iraq and the donors' community role in these initiatives to ensure equity and speedy action;
- > Recognizing TVET as one of the priorities in the national development strategy and the increase resource allocation for the TVET major reconstruction tools, driving economic development and a major contributor to civil peace, and consequently endorsing its priority for appropriate budget allocation;
- > Spare no effort to develop the national capacity in all fields related to TVET.

9.B The UNESCO, UNHABITAT and other UN and regional assistance Banks and Agencies to:

- > Continue its current initiative and organizing a series of forums to outline the core elements mentioned above and adjust them according to developments on the ground;
- > Work as a catalyst for technical assistance provided by the international donor community and assist in coordinating their activities;
- > Assist in advance-planning for the reconstruction phase and identifying its possible TVET needs;
- > Provide concerned Iraqi officials with training opportunities in the UNESCO international institute for planning;
- > Provision of necessary intellectual expertise to support developing TVET in Iraq.

9-C The Donor Community to:

- > enhance their current involvement in developing TVET in Iraq in accordance with the Iraqi national strategic framework and plans;
- > spare no effort to assist Iraq in developing its national TVET system as a modern quality system.

VI: Evaluation of the Forum

TVET Forum Evaluation

Evaluation of the Forum

During the final session of the Forum, participants were asked for their views and comments of various aspects of the programme. UNESCO routinely conducts immediate evaluations of events, as part of its commitment to continuous improvement. Highlights of the participants' views could be summarized in the following table:

Item	Rating by %			
	Excellent	Good	Satisfactory	Poor
Effectiveness of the Forum	18	82		
Presentations and Discussion	32	63	5	--
Group Work	32	55	11	2
Background and Reading Material	42	58	--	--
Organizational Arrangements and conducting the Forum	58	42	--	--
Setting of the Forum Room(s)	57	37	6	--

The evaluation of the Iraq Forum by participants showed an extremely high appreciation of the event. In answer to questions regarding value of the lectures and discussions; value of practical planning exercises; value of background reading materials; satisfaction with practical arrangements and so on, scores hovered between 85 per cent and a full 100 per cent. In making an overall assessment of the effectiveness of the event, 100 percent of respondents assessed it as 'very effective' (18 per cent) or 'effective' (82 percent) with no respondents selecting the lower options. It can be assumed that these high ratings in part reflect the excitement and energy felt by individuals for being part of the process of rebuilding education in Iraq.

Among the many topics that participants found to be most interesting, ranked highly were: training of trainers, quality of teaching, youth and employment, post conflict training, international perspectives, teaching methods, capacity building, development of the labour market, UNEVOC case studies, curriculum, youth, the role of TVET in providing job opportunities, and mobile training centers and their impact on TVET.

Ninety-five percent of respondents were satisfied with the presentations, however, a few individuals commented that there were too many statistics, a lack of conceptual visuals during certain slides, and a failure to discuss financing mechanisms.

Among suggestions to improve the methodology of the forum, participants noted that subjects should be more specific, the private sector and NGOs should also be included in the forum, more emphasis given on computer facilities, longer working group sessions, better airport arrangements, and the inclusion of UNESCO sister and donor agencies.

Most of the participants expressed their appreciation and satisfaction towards the organization of the Forum and the outcomes, as well as many of them encouraged UNESCO and its partners to proceed and go ahead with the future plans discussed.