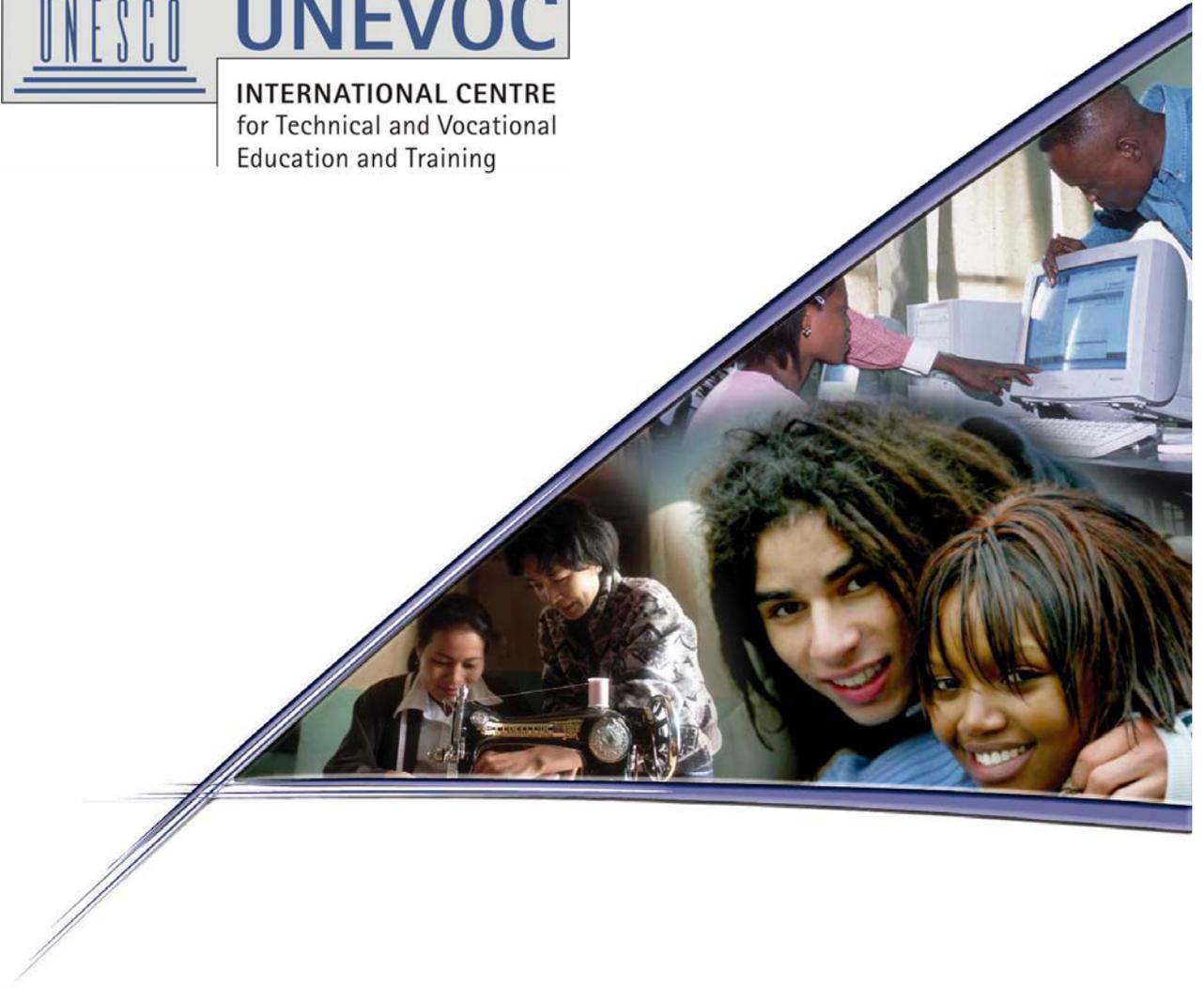




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INTERNATIONAL CENTRE
for Technical and Vocational
Education and Training



Good Practices in Private-Public Partnership and Labour Market Orientation in TVET in the MENA Region

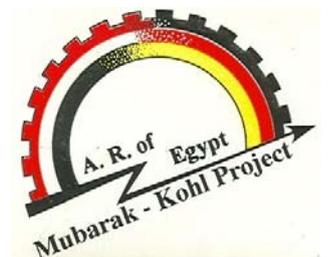
A Study Tour for UNEVOC Centers

Cairo, Egypt

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Good Practices in Private-Public Partnership and Labour Market Orientation in TVET in the MENA Region

A Study Tour for UNEVOC Centers

Final report.

UNESCO-UNEVOC International Centre
for Technical and Vocational Education and Training.
UN Campus, Hermann-Ehlers-Str. 10, 53113 Bonn, Germany

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Introduction

With a growing role of the private sector in creating employment opportunities for youth and job seekers in the MENA countries and a simultaneous shrinkage of the role of what used to be a public sector's enterprises, the notion of private-public partnership (PPP) gained ground and became of a prime importance. The last few decades witnessed a major shift in the economic policies in the MENA countries - from a central planning and economic enterprises public ownership approach, to an open-market policy and a stream of privatization. For this reason, the TVET providers in the region, mainly public sector institutions, slowly started to involve employers and their organizations in TVET. However, in most cases the public sector providers were focusing on enhancing commitments of the private sector, in particular direct funding and training opportunities. The bureaucrats were not yet ready to accept the positive and effective role of the private sector in developing TVET policies, planning, monitoring and evaluation.

Throughout the years, the national experts, as well as many international technical cooperation providers, called for a number of initiatives that were to enhance the role of the private sector (cooperative training, formulation of TVET councils including representatives of the private sector, labour market information systems, and developing a demand-driven TVET system and curriculum). Following the series of initiatives, the scene became better prepared for a full partnership between the TVET providers and the private sector that started employing their graduates. Recently the notion of PPP was a cross-cutting issue of an important and comprehensive report, prepared by UNESCO for the G8-BMENA Economic Forum in Sharm El-Sheikh (May 2006)¹. The PPP is also going to be on the agenda of the forthcoming meeting of the G8-BMENA's TVET working group, as well as on the agenda of other events.

Considering the importance and the relevance of the PPP for the TVET systems in the Arab region, the UNESCO-UNEVOC Centre in Bonn took the lead in organizing a field visit for a number of professionals coming from UNEVOC centres in six Arab countries - two of which are among the good practices in PPP in the region. The aim was to present practical examples of PPP to the participants and to allow an in-depth discussion on how such a practice could be implemented in their own countries. Meanwhile, the visited institutions benefited from the expertise of the participants and the generated discussion. Experiencing things in real on the ground and witnessing the impact was definitely crucial. For that reason exactly it was decided to have a field visit focusing on meeting the private sector partners, instead of organizing a seminar, a workshop or an experts' meeting.

¹ UNESCO (2006), "TVET Mapping Exercise in BMENA Region: Recent Trends and Initiatives", Volume 1: Synthesis Report and Volume 2.: Sub-regional Reports (Mashreq, Maghreb and GCC Countries), A report submitted to the G8-BMENA Meeting, Sharm El-Shiekh, Egypt, May 2006, UNESCO-Beirut

1 The Study Tour

1.1 General Information

A number of good practices already exist in several Arabic countries in the Mashreq and the Maghreb sub-regions. Egypt was the country selected for the field visit. The two specific PPP examples chosen, one on a national planning level and the other on an implementation level, were as follows:

- » National planning level - the “**National Skill Standards Project (NSSP)**” - in partnership with employers’ organizations, to construct a national skill standards scheme, to identify levels, job description, curricula, learning material, testing and accreditation requirements;
- » Implementation level – the “**Mubarak-Kohl Initiative**” - to apply a customized version of the known German Dual system, involving the business community in planning, implementing, evaluating and accrediting TVET in Egypt.

The management of the selected examples welcomed the visit and assisted in creating a very open and transparent atmosphere, thus enabling participants to face and feel the strengths and difficulties encountered by the partners. The meetings with the employers’ association (Investors’ Association, Federation of Building and Construction Contractors) were very animated and the participants could freely debate over all the aspects of the practice. The public sector partners refrained from participation in the meetings with the private sector actors in order to allow for maximum transparency.

1.1.1 Participants

Twelve high-ranked officials representing UNEVOC centres across six Arab countries (Jordan, Lebanon, Morocco, Sudan, Syria and Tunisia) took part in the field study. They were selected on a number of criteria including:

- » working in the field of TVET in their countries,
- » affiliated to one of the UNEVOC centres,
- » dealing with, or interested in PPP, and
- » currently involved in the implementation of the partnership or would be involved in it in the near future.

Participants were asked to bring draft reports on attempts and practices in PPP from their countries in order to optimize the exchange of practices, the lessons learned, the difficulties and the barriers encountered, the factors influencing the applicability and the effectiveness (List of participants - Annex A).

1.1.2 Methodology

As requested by the organizers, the participants prepared short country reports on examples of applying PPP in their countries. The reports, along with the four presentations on the concept of PPP, created a clear vision over the role of each partner and the requirements and modes of the implementation. Promoting a full partnership, instead of other types of cooperation or limited private sector contribution, and letting the participants to grasp the experience gained during the practice, were meant to generate a certain “faith” in the public-private partnership. An approach of full participation was used, by mixing seminar-type meetings with field visits and wrap-up meetings, very close to the experts’ meeting style.

The participants were briefed on the host country's economic and social factors related to TVET in general and the PPP in particular. The briefing enabled them to put the practices they saw into a context and compare all that to their own way. They had a first-hand experience on practical modalities and mechanisms of PPP. A set of well-organized learning opportunities created an appropriate environment for comparing and discussing these modalities, in terms of the clarification of concepts and their own experience. Helping participants in strengthening their own trust in the PPP approach was stresses. They were constantly provided with guidelines, which are to assist them in identifying and recording the lessons learned and their application in their own TVET systems. The participants were divided in two teams. Each team was asked to focus on one of the two practices visited. All the members of the teams closely followed their theme during the visit, raised queries and elaborated during the final wrap-up meeting. The evening wrap-up meetings held on a daily basis, as well as the informal discussion during the visit (including the breaks here also), helped in keeping the focus on PPP.

1.2 Programme of the Visit

In order to achieve the objectives of the field visit, a combination of seminars, experts' meetings and study tour techniques was planned. The blend of approaches resulted in the following schedule:

- » **Day One:** Clarification of the concepts, the background and the presentation on Mubarak-Kohl initiative (a customized dual system);
- » **Day Two:** Field visit to the Egyptian Federation of Building and Construction Contractors and the Arab Contractors Company (developing skill standards and their implementation in TVET);
- » **Day Three:** Clarification of the concepts and the presentations on the Skill Standards Project (developing job description, standards and qualifications together with the concerned employers' organization);
- » **Day Four:** Field visit to the Sadat City Mubarak-Kohl cooperating Investors' Association, school and factory;
- » **Day Five:** Clarification of concepts; discussion and presenting the team reports.

A copy of the programme is attached (Annex B).

1.2.1 Opening Address

UNESCO-Cairo was represented during the first day. Ms. Rasha Abou Elazm gave a speech, reassuring the importance of PPP and the need to exchange experience and lessons learned from practices between the countries and the UNEVOC centres in the region. She thanked UNEVOC-Bonn for the initiative, as well as for selecting Egypt for the field visit.

1.2.2 Day One

Following the opening session, the presentation on the **"PPP concept"** focused on differentiating between partnership and various lower-level types of involving the private sector. The partnership was presented as a process within which eight conditions must be fulfilled:

- » Voluntarily selected alliance;
- » Equal footing among partners;
- » A specific theme or set of themes;
- » Willingly working together in harmony,

- » Joint objectives;
- » Joint responsibilities;
- » Joint risks; and
- » Objectives within the reach (capacity wise) of the partners.

The animated discussion on the concept was very useful. However, it reflected the need for further deepening of the concept and clarifying the differences between partnership and private sector involvement. A capsulated background on the TVET system in Egypt, with about five million students and trainees, 500 000 teachers and trainers and more than 20 ministries involved, was necessary to explain why some good practices are not, so far, implemented on a wider-basis.

Mr. Schmidt, GTZ, presented “**Shapes, Forms and Modalities of PPP**“. The presentation stressed the fact that technological changes are taking a pace the training institutions could not cope with. He focused on the role of the „experience-based learning“, and consequently the need for involving the work place. Different types of learning were correlated to different learning environments with the aim to support the need for ensuring skill acquisition at the entry level. A difference was made between the objectives and modalities of the training institutions on one hand, and the workplace on the other. Mr. Schmidt concluded that the two different institutions are complementary in educating and training the skilled workforce and that appropriate coordination mechanisms, ensuring their partnership in TVET, is a must.

Mr. Ali Sayed presented the Mubarak-Kohl initiative, aiming at developing and implementing a customized version of the known German dual system. The initiative agreement was signed in 1993. However, the implementation started in 1996. This point to the fact that a preparatory phase is needed in order to start building confidence between the partners and to ensure a genuine motivation towards partnership. So far, the graduates of the initiative comprise less than 1% of the total technical secondary school intake. The plans to achieve a 50% annual growth have not been accomplished yet. Nonetheless, the initiative got a good reputation and the demand for the type of TVET it offers, is much higher now than the capacity available. The initiative has started in two new cities around Cairo, but has expanded and now covers around 1900 training companies (working place) in 24 cities. New components are to be added to the scope of the initiative, including informal training, employment and the labour market, and training of teachers and trainers. During the recent visit of Mr. Mubarak in Germany, there was a discussion on incorporating training for technicians in the initiative as well.

The factors of success among other include political support, clear vision and good governance. Weaknesses may refer to the tendency of graduates to join universities, draw backs of the compulsory drafting in the army and female graduates’ employment after being married.

An open discussion on “**Similarities, Differences and Requirement for Implementation**” opened the floor for inputs by the participants. A general feeling of recognizing the benefits prevailed. However, the concerns over legal and financial barriers to replication seemed to be a priority for everybody. A similar initiative in Lebanon seems to be facing some complications in the implementation due to a lack of political support and flexibility by the agencies involved. Similar “cooperative” models of TVET, implemented in participating countries, were also mentioned.

During the wrap-up meeting the lessons learned from the successful implementation of the Mubarak-Kohl initiative, in particular, working with self-motivated investors’ associations, the flexibility necessary in order to meet the companies needs, full responsibility of the companies for the training they offer and the political support, were discussed.

1.2.3 Day Two

Spending the first day in a meeting room, it was time to visit the field. As planned, the participants visited the Egyptian Federation of Building and Construction Contractors and saw how the Federation was playing the role of a full-partner in developing the National Skill Standards. The participants had the opportunity to meet the core team who worked with the National Skill Standards Project (NSSP) in identifying priority occupations; they undertook a functional analysis of these occupations, identified the competences required, drafted the curricula and monitored the training material preparation. The leading role of the federation, the methodology, the role of international technical assistance, the funding and all the other related topics were presented and discussed. The participants acknowledged the magnitude and the quality of the work done and raised queries pertaining to barriers to wider use, adapting or adopting, of the project outputs beyond Egypt (in other Arab States).

During the second half of the day, the field visit to the Arab Contractors' Company continued. The five members representing the company in the technical committees of the Federation during developing the skill standards continued their technical work, by applying some of the outputs of the project in their own company. The developed skill standards curricula, the learning material, the testing criteria etc., were used to plan and execute a career development plan for the 9000 skilled workers (in construction trades) of the company. Further development is believed to cover the total number of employees - 60,000. By visiting one of the construction sites of the company, the participants had the opportunity to see how training was provided on the site and how effective the skill standards in identifying training needs assessment (TNA), training and assessment were.

Throughout the evening wrap-up meeting, the experience gained from all the visits during the day was discussed. There was a general feeling that the Arab Contractors were a special case among the other construction companies in Egypt. The doubts over the possibility of replicating the practice were very high among the medium and small contractors. One of the main lessons learned was that breaking the ice between private and public sectors would definitely require strong partners, just like the Arab Contractors, who are fully convinced and willing to accomplish a full partnership. A second important lesson learned is that there is a need for a comprehensive planning to ensure utility of the developed standards, the curricula, the learning material and the testing schemes. Delays in having such comprehensive plan resulted in doubts over the implementation of the outcome. Participants felt that outputs of the NSSP are more precious than being left without wider scale utilization. It was mentioned that the project was locally funded from the Social Fund for Development (SFD) and that the cost exceeded 650 million Egyptian Pounds.

1.2.4 Day Three

Following the intensive day on the site with the idea to see how the NSSP is being implemented, it was time to see how the project was designed and implemented, and where within the comprehensive picture of the project do the current outputs fit.

The day began with a presentation of the stages of developing a true partnership initiated by exactly the need for such a partnership, sketching its scope and objectives, promoting the idea, setting the partnership modalities and standards, the coordination of efforts, addressing the market as alliances, establishing the partnership and maintaining it. Optimizing the impact of each of the partners was also discussed, indicating the comparative advantage of each partner. The strengths of business community usually comprise good management skills, quality assurance expertise and flexible financing ability. The civil society has a deep understanding of the local environment and the needs; it is able to get a community commitment and would ensure sustainability on the long-run. The Government should play its role best by focusing on vision formulation, as well as on coordinating and organizing the framework and by linking all development activities on a strategic level.

Two long sessions were devoted to the NSSP deputy team leader, who explained in details and full transparency the experience they had. As a partnership between public and private sectors, the project represents a really good experience and has accomplished a full partnership with high-level outputs. The international technical assistance played a major role in securing skill standards compatible with the ones in many EU members. As far as implementation is concerned, further action to legalize and endorse the outputs, to establish quality and certification body and to ensure training institutions capability is yet to be organized.

When discussing the NSSP experience during the wrap-up meeting, the participants expressed again their concerns that the outputs of such an elaborated work for four years and with costs of over 120 million USD are not well utilized, neither in Egypt, nor in other countries in the region. There was a general agreement that these outputs should, somehow, be available for other Arab countries.

1.2.5 Day Four

In Sadat City, some 95 kilometres North West of Cairo on Cairo-Alexandria desert road, the participants had the chance to see a Mubarak-Kohl school, as well as a cooperating factory. The visit was hosted solely by the Investors' Association, with no representatives of the Initiative. The introductory meeting with the Association took much longer than expected since the participants were made familiar to presentations on planning and executing the initiative before, and were now very interested in fully discussing the details of the implementation. Several participants questioned the role of the Government (MOE) and asked if such a role is too weak to be a partner's role. Some even thought that the MOE role is close to renting their schools to the Initiative rather than developing a partnership. Visiting the school, the participants were interested in identifying similarities and differences between the visited school and the regular technical secondary schools. A big discussion was also generated during the Steel Factory visit. It was clear that the factory's automated production lines do not require much labourers, but rather technicians at a responsible level of competency. Throughout the years, the factory accepted 62 trainees, 34 out of which have already graduated. Eleven are employed in the same factory. The company's commitment to training was highlighted, and the workers' career development plans were explained.

The long day spent in Sadat City was very useful and helped the participants grasp the extent to which the Mubarak-Kohl initiative left a space for a real partnership between the educational system and the investment association/factories. The strengths and the weaknesses were discussed with the trainees, the employers and the staff in the school. The high rate of placing graduated (86% receiving offers) in a high unemployment labour market with about 24-month collapsing from graduation till the first job, is a remarkable achievement. There is also evidence that graduates receive higher salaries, sometimes much higher, than those for technical school graduates. Still a good percentage of graduates (used to be around 35% and dropped to around 15% after introducing certain measures by the initiative) go to tertiary education. Some of those completing their studies go back to the same company, but they get new jobs in accordance to their new qualifications. Taking into consideration all those completing their studies, the self-employed, the ones starting their own small business, the females quitting job after being married, etc., about 50% of the Mubarak-Kohl initiative stay in the occupation for which they were initially trained.

1.2.6 Day Five

The sustainability of PPP was the topic for discussion on the last morning of the visit. A short presentation indicated that the anticipated sustainability, as well as the further development, is subject to a number of factors. The most important factors include:

- » how strong the partnership was in its early steps;
- » to what extent major expertise and resources are sustained;
- » full transparency and trust among partners;
- » the level of cooperation and commitment among partners; and
- » how successful the partnership is in achieving balanced win-win objectives.

During the last day of the stay, there was an opportunity to reflect on what was seen during the visit, to compare all that with the real situations in the participants' home countries and to report on the lessons learned. The two teams gave an in-depth analysis of the experiences witnessed during the visits (Annex C); they identified the strengths and the weaknesses, discussed the lessons learned and examined the possibilities of adapting these experiences to the TVET systems in their home countries. The participants also came up with some important recommendations for optimizing the opportunity of exchanging information and expertise – please refer to section (XIII).

2 Team Reports

2.1 The Initiatives

As mentioned earlier, each of the teams focused on one practice. They further analyzed them, went into depth and raised detailed questions during the visit. As agreed during the planning session, they covered the following main matters – 1) introduction; 2) strengths; 3) weaknesses; 4) lessons learned; 5) possibility of implementation in other Arab countries; 6) required framework; and 7) ensuring sustainability (Annex “D” shows the two reports, in Arabic).

2.1.1 Mubarak-Kohl Initiative – Strengths and Weaknesses

The team focusing on the **Mubarak-Kohl initiative** identified the following six strengths:

- » A new model of true voluntarily selected partnership is created;
- » The partnership has a clear and specific objectives;
- » Enhanced TVET quality for participating institutions;
- » Investors' trust won through relevance and quality;
- » Contribute to HRD and mitigation of unemployment; and
- » Contribute to in-service training of skilled workers.

They also identified six weaknesses:

- » Only a small fraction of students are admitted (< 1% of total secondary TVET enrolment);
- » Many aspects of the initiative are subject to ad-hoc agreements, not specific legal framework;
- » Medium and small enterprises are not yet included;
- » No specific career pass for graduates resulting in rushing towards university enrolment;;
- » The strategic dimension is not yet clear; and
- » Civil society is not included (only dual between school and employers).

The team found that six lessons could be extracted:

- » Genuine voluntarily partnership is possible in our systems;
- » Stress should be put on meeting the specific demand of enterprises;
- » International technical assistance would assist in quality assurance;
- » Partnership could create new sources for the TVET system;
- » Flexibility, technically and administratively, create a positive climate for partnership;
- » Transparency and openness between the partners is a must.

Taking into consideration the less successful attempts in the region, three main factors were identified as important in creating an environment for success:

- » Employers must see the benefits and incentives to voluntarily engage in true partnership;
- » Flexibility of the TVET system must allow for implementation and necessary legal framework are crucial factors to success; and
- » Cooperation with international technical assistance providers is helpful.

Participants studied the necessary framework for implementation and stressed the need for:

- » Institutionalization of such initiative;
- » Investments' committees and establishing their own HRD centres;
- » Joint committees at different levels are very helpful; and
- » A supreme joint committee at a very high level would create a vision and upgrade the quality of implementation and assessment.

Finally, in order to ensure sustainability of such partnership initiative, the following main points should be considered:

- » First of all, partners must strongly believe in the feasibility of the partnership, they should voluntarily engage in it and make contribution to it;
- » Mutual benefits for all partners must be maintained in order to ensure continuity of partnership;
- » Flexibility, in particular of the educational system with regard to meeting the needs of the employers, should be maintained and enhanced;
- » Innovative approaches and modalities would keep the momentum;
- » There is a need for promoting such modality among all concerned parties including students, parents, employers and the civil society;
- » A special attention must be paid to the institutionalization of such an initiative and to the legalizing of the certificates, in order to enhance the image.

2.1.2 Skills Standards Project – Strengths and Weaknesses

The second team focused on the national **Skill Standards Project** and found it responding to the current gap between TVET and the labour market needs, addressing the current shortage of TVET facilities, enhancing labour mobility in an international global economy and ensuring PPP. The team came up with the following conclusions:

Strengths:

- » example of true partnership;
- » ensures meeting the employers' demand;
- » improves TVET accessibility for certain strata(s) of trainees and ensures equity;
- » represents a skill-ladder necessary for career development of skilled workers;
- » allows non-skilled workers to be trained as skilled;

- » assists companies in planning and implementing career pass for their skilled workers;
- » it is a demand-driven system;
- » allows for training individuals only on the lacking competences; and
- » provides a system for continuous assessment.

Weaknesses:

- » So far, there are no implementation mechanisms in place;
- » It is a long and expensive process, not utilized so far;
- » Quality assurance system and body have not been confirmed yet;
- » So far, it has not used by the main bulk of TVET, the schools and colleges;
- » Certificates have not been recognized yet.

2.1.3 Lessons Learned

- » A real tripartite partnership (private sector, public sector and civil society) is attainable in countries of the region;
- » Training programmes which meet employers' needs, are available;
- » An effective tool for TVET curriculum development;
- » A national body to monitoring and assessing is a must;
- » Vision and clear planning would enhance and expedite implementation;
- » International experience was very useful;
- » There is a room for inter-Arab cooperation to optimize utilization of resources;
- » Representatives and working groups must be carefully selected to ensure quality;
- » Companies would also benefit from the system in their own staff development.

2.1.4 Implementation Requirements

- » Consensus on the needs and modalities must be formulated;
- » A vision and mechanisms to optimize utilization of such long and expensive process is crucial;
- » The international technical assistance is important and there are doubts to succeed without it;
- » A legal framework is necessary.

2.1.5 Recommendations

- » The developed system must be affiliated to a recognized national body;

- » There is a need to expand coverage beyond the current 105 occupations in order to cover all essential areas;
- » There is a need to include levels 4 and 6 in the system;
- » The system must be officially legalized, beyond being a temporary project;
- » The developed partnership must be strengthened;
- » There is a necessity to support similar initiatives and ensure cooperation among this type of projects in the Arab region;
- » Participants call on international technical assistance providers and Arab TVET and employment agencies to support the project and disseminate its outputs to other Arab countries.

A tripartite assessment of the project and its outputs would be helpful.

2.1.6 Sustainability of the Partnership

- » Partnership culture must be intentionally promoted among all concerned parties;
- » Broader partnership involving other actors would enhance sustainability;
- » Follow-up and assessment mechanisms positively contribute to sustainability;
- » Monitoring implementation and accrediting certificates would reflect the benefits to all partners;
- » Graduates should find enough incentives to motivate them;
- » The system should maintain a focus on Life Long Learning;
- » Cooperation among Arab countries would optimize utilization of resources and time.

2.2 Results and Recommendations

The main study visit's output is the group of UNEVOC centres' staff who had the opportunity to see and debate the practical modalities of implementing PPP. The group is considered to be the seeds for further implementation of the full concept in countries across the region. The reports prepared by the two teams are considered as guidelines to the anticipated implementation. Identification of strengths, weaknesses, obstacles and barriers, and recommendations, enables the participants to clearly guide formulation and implementation of new such initiatives, or to develop the current cooperation attempts into a full-partnership.

Taking into consideration the number of interested participants, it is truly expected that the impact of the study visit will reach beyond the outputs and will enhance the implementation of the PPP in the countries of the region. As indicated in section (XV), a follow-up set of activities has already been planned in order to better disseminate the outcomes of the field visit and to further promote the PPP concept in the participating countries.

The team reports already enumerated constructive recommendations. The following are being stressed in particular:

- » After witnessing two really good practices, it may now be the right time to intensify the efforts for stronger faith and support to PPP in the region;

- » It would be very useful if an international technical assistance provider, working in several countries in the region (UNESCO, UNEVOC, EU, BMZ, BC, USAID, etc.), takes the lead in disseminating the valuable outputs of the Egyptian NSS project to other Arab countries,
- » With current mismatching between TVET outputs and the labour market, the partnership must be used as a main vehicle towards remedy. The Arab TVET systems and UNEVOC centres are invited to promote the concept and the modalities for the partnership;
- » The envisaged national activities on PPP, hopefully partly supported by UNEVOC, should represent an opportunity to publicize the concept and get full support as soon as possible by inviting employers' organizations and civil society representatives;
- » A virtual community or network on PPP would be very useful. There is a need for a host of such VC.

2.3 Evaluation

Participants were asked to identify:

- » Three themes (activities, lessons, experiences, etc.) that you like most;
- » Three things that you like least (or do not like); and
- » Three recommendations to better execute such visit in the future

The following table sums up the responses received:

Most Liked	Least Liked	Recommendations
- Partnership presentations and discussion, and the development of the concept.	- Limiting the field visits to large enterprises; would like to see implementation in small and medium enterprises.	- Optimize utilization of the anticipated "Country-level" activities to promote the PPP concept and practical models of implementation.
-The Mubark- Kohl project concept, the presentations and the discussions.	- Mixing the Mubark-Kohl project and the National Skills Standards project in one visit.	- Provide participants with enough details about the visit's agenda and schedule in advance to the visit.
- The National Skills Standards project concept, the outputs and the methodology (presentations and discussions).	- Some of the visits went beyond PPP, to industrial topics.	- Provide the participants with soft and/or hard copies of the presentations
- The animated and open discussion with the host agencies, organizers and colleges.		- Meeting rooms would be more convenient and better located.
		- Identify methods to disseminate outputs of the NSSP to other Arab countries and complete covering other main areas of skill

		acquisition.
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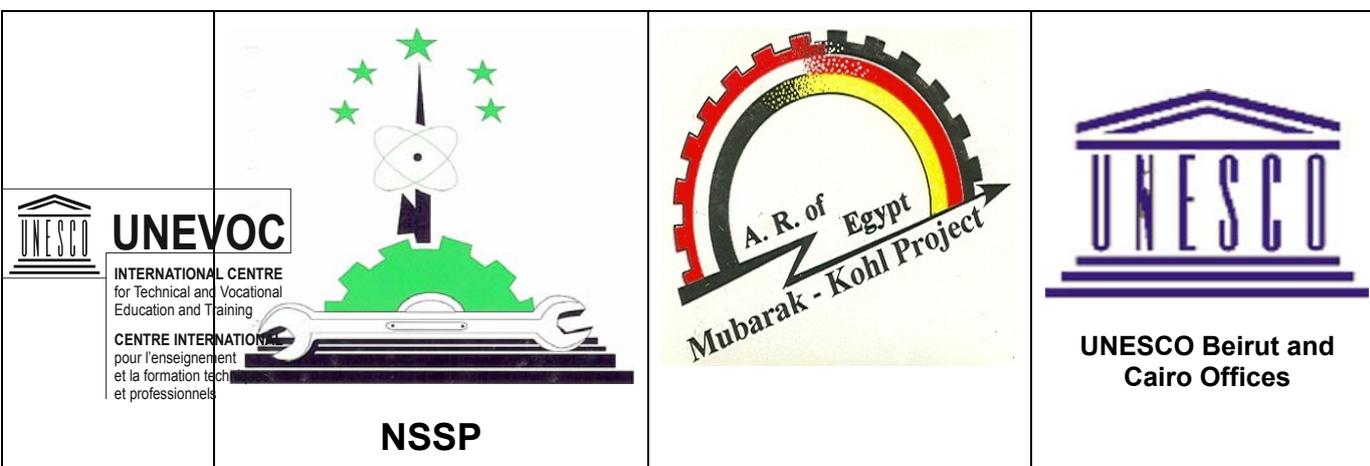
2.4 Follow Up

Participants were asked to use the list of participants as a networking instrument. They were encouraged to raise queries, disseminate info and keep their communication venues warm. A national activity on PPP concept and good practices is foreseen, in 2007, for each of the participating countries to ensure the rolling effect of training. Networking participants would help them in organizing such activities and may also ensure cross-fertilization by mutual participation in these national activities. It is suggested that organizing the national activities should be encouraged and the reports should be disseminated.

2.5 Administrative Arrangements

The administrative and financial issues were handled by UNESCO-Cairo. Their support to the field visit was very efficient and the field visit results would have not been achieved without them.

3 Annex A - Opening Speech



OPENING SPEECH

**Speech read by Mrs. Rasha Abou-Elazm, National Professional
Office- Science, UNESCO Cairo Office**

On behalf of UNESCO-UNEVOC

First of all, I would like to welcome you on behalf of Mr. Rupert Mclean, Director of the UNESCO-UNEVOC International Centre for TVET, and Dr. Mohamed Abdulrazzak Director of UNESCO regional bureau for science in the Arab region. I would also like to express the sincere apologies for the absence of a representative of UNESCO-UNEVOC due to other pressing commitments.

As many of you know, UNESCO-UNEVOC is UNESCO's specialized centre for technical and vocational education and training. One of the main areas of work of UNESCO-UNEVOC's International Centre for Technical and Vocational Training is the stimulation of international and regional cooperation in the field of TVET.

Experience shows that reforms that work in one country or setting can work in another country if modified appropriately to meet local needs and conditions. Through networking, countries can learn from each other's successes, challenges, and lessons. The enhancement of regional dialogue is considered advantageous for the countries involved as it can lead to the recognition of common challenges, exchanging examples of good practices, knowledge and information, as well as better utilization and management of available resources.

Today, many countries are faced with the challenge of further developing their TVET systems to meet trade and industry needs for skills and qualifications that are relevant to the existing employment opportunities.

As in many other parts of the world, the TVET systems in the Arab States are in need of reform to overcome the mismatch between the output of TVET and the demands of the labour market. One strategy to address this issue is to foster the involvement of stakeholders from the public and private sector in the various aspects of TVET.

This was also a topic at the G8/ BMENA 2nd meeting of Ministers of Education in Sharm El Sheikh in May of this year, where participants agreed to "emphasize the role of public private partnerships (PPP) and stakeholder participation in all aspects of sector wide reform (of the education sector).

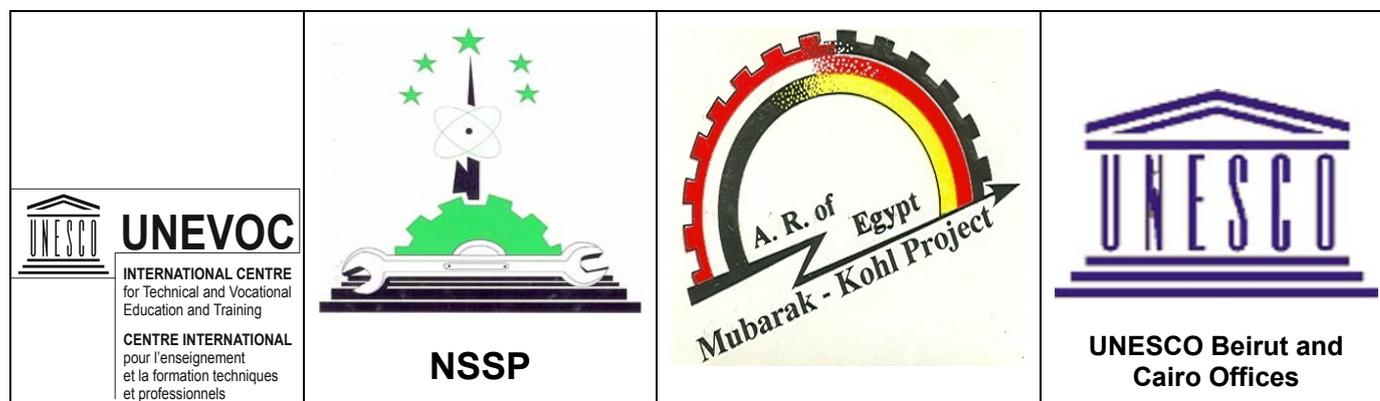
In light of the above, the UNESCO-UNEVOC International Centre for TVET seeks to facilitate an exchange of experiences and best practices of public private partnerships in TVET amongst institutions and stakeholders in the Arab region. For this purpose, UNESCO-UNEVOC is organizing this study tour for TVET experts from selected UNEVOC Centres in the region to visit two successful initiatives in Cairo, namely the Mubarak-Kohl Initiative and the National Skill Standards Project.

I would like to take this opportunity to thank both these initiatives for cooperating with us in this activity and for their willingness to share their experiences. Last but not least, I would like to thank Dr. Abou-Bakr Badawy for organizing the program and for leading the study group.

I hope that this workshop will meet your expectations and provide grounds for further applications of best practices in public private partnerships in TVET.

Thank you.

4 Annex B - Programme



Saturday 9.12.2006	
Whole day	Arrival of participants
Sunday 10.12.2006	
Venue: Ramses Hilton Hotel (Room to be identified)	
08:30 – 09:00	Registration and collection of informative materials
09:00 – 09:30	Welcome and Opening
09:30 – 10:00	Refreshment break
10 :00– 10 :30	<p>Session 1</p> <ul style="list-style-type: none"> • Formulation of Working Teams. • A presentation on shapes, forms and modalities of PPP <p><i>Presentation by Mr. Peter Schmidt, GTZ followed by discussion</i></p>
10:30 – 11 :15	<p>Session 2</p> <p>Mubarak-Kohl Initiative (MKI), Welcome and Presentation (Background – concept of Dual System – Role of the partners – structure of the MKI project – achievements – gained experience – future planning ...).</p> <p>(Peter Schmidt + Ali Sayed), PPIU</p>
11 :15 – 12:00	<p>Session 3</p> <p>Role of the private sector in the Dual System : Eng. Nader Allam, Eng. Zakaria, Eng. Atef</p>

12 :00 – 12:30	Break for praying
12 :30 – 13:15	Session 4 Open discussions
13 :15 – 14:00	Session 5 Comparison between similar TVET Systems from the concerned countries
14:00 – 15:00	Session 6 Exploring the chances and possibilities of mutual and multilateral cooperation in VET
15:00 – 17:00	Lunch and informal exchange of views
17:00 – 17:30	Daily wrap-up on lessons learned (in hotel meeting room)
Monday 11.12.2006 Venue: Egyptian Federation for Building and Construction Contractors & The Arab Contractors	
08:30 – 09:30	Briefing on the National skill Standards project. (NSSP)
09:30 – 10:00	Transfer from hotel to the Egyptian Federation for Building and Construction Contractors (EFBCC)
10:00 – 12:00	Welcome and presentation on the role of the EFBCC in the NSSP Engineer Anis Zakhari, President, Technical Executive Secretariat for Training
12:00 – 12:30	Break
12:30 – 14:30	Field Visit to the Arab Contractors Training Institute
14:30 – 15:00	Back to hotel
15:00 – 17:00	Lunch time
17:00 – 18:00	Daily wrap-up on lessons learned (in hotel meeting room)
Tuesday 12.12.2006 Venue: Hotel or MKI	
09:00 - 10:00	Briefing on the NSSP

10:00 – 12:00	The National Skill Standards Project, Concept – Planning and execution Presentation by Engineer Hassanein Al-Khawas, Deputy Team Leader, and discussion
12:00 – 12:30	Break
12:30 – 14:30	The Role of the Egyptain Federation of Tourist Chambers Presentation by Mr. Hassanein El-Khawas, Deputy Team Leader, NSSP, followed by discussion
14:30 – 17:00	Lunch time
17:00 – 18:00	Daily wrap-up on lessons learned (in hotel meeting room)
Wednesday	13.12.2006 Venue: Investors' Association, Sadat City
08:00 – 09 :30	From the hotel to Sadat City (SC)
09:30 – 10:15	Meeting in the investors Association SC (A partner in MKI). Presentation of a successful practical implemental model Role of the National Centre for Human Resources Development (NCHRD) by : Eng. Zakaria + NN Investors)
10:30 – 11:30	Visit to a MKI school in Sadat City
11 :30 – 12:00	Coffee and Prayer Break
12:00 – 13:00	A Visit to a Company where students receive their practical training
13:00 – 14:00	Lunch, invitation by Sadat City Investors' Association (SCIA).
15:30	Back to the hotel
15 :30 – 17:00	Refreshment time
17:00 – 18:00	Daily wrap-up on lessons learned (in hotel meeting room)
Thursday	14.12.2006 Venue: Hotel or MKI
09:00 – 10:00	Session 1 <ul style="list-style-type: none"> • A presentation on practical forms of PPP Presentation followed by discussion

10:00 – 11:00	Session 2 Presentation of similarities and unsimilarities from participating countries, along selected themes
11:00 – 11:30	Discussion and clarifications
11:30 – 12:00	Break
12:00 – 14 :00	- Presenting Group Reports
14:00 – 14:30	- Evaluation and closing session.
Friday	15.12.2006
	Departure

Annex C – List of Participants

Country	Name and Title	Institution /Address	Contact Details of Participant
Jordan	Mr. Ahmad Hweitat Director General of Education and Production. VOC.	Ministry of Education PO Box 1646 Amman, Jordan Tel: +962 6 4617304 Fax: +962 6 464 5888	Home Tel: +9626 5332627 Office Tel: +962 (6) 4613150 Fax: +962 4645888 Mobile: +962 777469357 Ahmad_shadeed2005@yahoo.com
	Dr. Nader Mryyan Project Director NCHRD	NCHRD PO Box 560 Amman 11941 Jordan Tel: +962 6 5331451 5331452 Fax: +962 6 5330356 hrd@nchrd.gov.jo	PO Box 962377 Amman 11196, Jordan Tel: +962 6 533 6675 Fax: +962 6 535 6871 Mobile: +962 79 5523241 NaderM@nchrd.gov.jo
Lebanon	Mr. Elias Chesse Barakat General Supervisor.	Directorate General of Technical and Vocational Education Mount Lebanon – North Metn Dekwaneh – Technical City Lebanon Tel: +961 1 690081 Fax: +961 1 691081	Home Tel: +961 6 740260 Mobile: +961 3 333588 Receives e-mails via Mr. Atallah, atallahnabil@hotmail.com

	<p>Mr. Nabil Elias Abi Atallah</p> <p>Director, Technical Studies.</p>	<p>Directorate General of Technical and Vocational Education</p> <p>Mount Lebanon – North Metn</p> <p>Dekwaneh – Technical City</p> <p>Lebanon</p> <p>Tel: +961 1 690081</p> <p>Fax: +961 1 691081</p>	<p>Home Tel: +961 4 711282</p> <p>Mobile: +961 3 605741</p> <p>atallahnabil@hotmail.com</p>
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Country	Name and Title	Institution /Address	Contact Details of Participant
Sudan	<p>Mr. Malek Ahmed Mohamed Elsheikh</p> <p>Director, Test and Evaluation.</p>	<p>Technical Education Corporation</p> <p>PO Box 2081</p> <p>Khartoum, Sudan</p> <p>Tel: +249 83 774407</p> <p>Fax: +249 83 779973</p> <p>770912</p> <p>eeemagzoub@yahoo.com</p> <p>president@tec-sd.com</p>	<p>Ministry of Higher Education, Technical Education Corporation</p> <p>PO Box 2081</p> <p>Khartoum, Sudan</p> <p>Tel: +249 1837 74407-0912302975-091240555</p> <p>Fax: +249 183779943</p> <p>Mobile: +249 0123 02975</p>
	<p>Mr. Ashraf Mohamoud Salih</p> <p>Dean, Kasla Technical College.</p>	<p>Technical Education Corporation</p> <p>PO Box 2081</p> <p>Khartoum, Sudan</p> <p>Tel: +249 83 774407</p> <p>Fax: +249 83 779973</p> <p>770912</p>	<p>Ministry of Education, Technical Education Corporation</p> <p>PO Box 2081</p> <p>Khartoum, Sudan</p> <p>Tel: +249 1837 74407</p> <p>Fax: +249 183779943</p>

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Country	Name and Title	Institution /Address	Contact Details of Participant
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	Mr. Mohamed Kamel Essid Director.	Centre National d'Innovation Pédagogique et de Recherche Education Ministry of Education and Training, Tunisia	E-mail: :Essid.kamel@minedu.edunet.tn Tél: 216 71 569 530 Fax: 216 71 567 077 Mobile: 216 98 555 759

Facilitator	Aboubakr Abdeen BADAWI, Free Lance Consultant	N.A.	Email: aboubakrb@gmail.com Tel: +202 762 59 23 Fax: +202 762 59 24 Mobile: +201 01 19 95 07
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Annex D – Working Teams Reports (in Arabic)

Team (1) Report : MKI

رؤية نقدية لمشروع مبارك _ كول

I - المقدمة (Introduction):

تندرج مبادرة مبارك_كول في إطار الشراكة بين القطاع الخاص ممثلاً في جمعية المستثمرين واتحاد تنمية الموارد البشرية من ناحية وزارة التربية والتعليم من ناحية أخرى, بالإضافة إلى وكالة التعاون الألمانية GTZ وقد شملت هذه التجربة إلى حد الآن 45 مؤسسة ثانوية فنية تابعة لأربعة وعشرين محافظة ويتم التدريس في هذه المدارس بالتعاون مع ما يقارب 1600 شركة. وتهدف هذه الشراكة إلى الرفع من مستوى مخرجات التعليم والتدريب المهني بمصر بعد ما تبين أن الدولة وحدها غير قادرة على مواكبة حاجة سوق العمل باليد العاملة و بالمهارة المطلوبة. وبعد الوقوف على تجربة الشراكة المذكورة من خلال العرض الذي قدمه المشرفون عليها أولاً ثم على إثر الزيارات الميدانية إلى مواقع مختلف الأطراف المساهمة في تجربة مبارك-كول تبين لنا أنها تحتوي على قدر كبير من الإيجابيات التي سنتعرض لها لاحقاً كما لا تخلو من بعض السلبيات. وبين هذا وذاك تم استخلاص عدد من الدروس المستفادة من هذه التجربة التي نأمل أن تكون لنا دليلاً في آليات تنفيذ تجارب مشابهة في بلداننا.

II - نقاط قوة وضعف المبادرة (Strengths & Weaknesses):

أولاً نقاط القوة:

1 - خلق مفهوم جديد للشراكة بين القطاع العام والقطاع الخاص انطلاقاً من حاجيات حقيقية يحددها المستثمرون كل حسب نشاطه مما ينعكس إيجاباً على:

- (أ) تلبية حاجيات سوق العمل بصفة دقيقة.
- (ب) المرونة و الاستجابة السريعة لتلبية هذه الحاجيات.

ت) توفير برامج ومناهج مرتبطة مع التكنولوجيا لسوق العمل .

2 - وجود هدف واضح ومشارك ومحدّد بين أطراف الشراكة يحقق:

أ) مسؤوليات مشتركة ومنفعة متبادلة.

ب) أدوار محدّدة و واضحة لكل طرف.

3 - مضاعفة قناعة المستثمرين في القطاع الخاص بمصداقية وجودة خريجي مراكز

التدريب ممّا يحقق توفير الدعم المالي لعملية التكوين ويضمن بالتالي استمرارية الشراكة.

4 - تعزيز ورفع نوعية ومستوى خريجي هذا النظام التدريبي من خلال :

أ) القدرة على معرفة بيئة العمل (الورش،المصنع، النزل...)

ب) إزالة الحواجز واكتساب الثقة بالدخول إلى سوق العمل.

تكوين المدربين والمدرسين على حساب القطاع الخاص.

ث) الانتفاع بالتجهيزات الجديدة والحديثة التي يوفرها القطاع الخاص في المدرسة وبالمصنع.

5 - تنمية الموارد البشرية والحدّ النسبي من البطالة وتحسين الوضع الاجتماعي مما يساعد في

تخفيف العبء على الدولة من خلال توفير فرص عمل لنحو 86% من الخريجين الذين بلغ

عددهم الآن نحو 16000 متخرج.

6 - تقديم التدريب لبعض العاملين ورسكلتهم في مواقع العمل.

5 ثانياً نقاط الضعف

5.1 1 - ضعف عدد المستفيدين من هذا البرنامج مقارنة مع عدد خريجي مختلف مؤسسات و مراكز التدريب التقني والمهني.

2 - عدم توفر نظام تشريعي قانوني قوي ينظم العلاقة التشاركية ويساندها. 5.1.1

5.1.1.1 3 - عدم التأكد من نجاح تجربة مبارك كحل في المؤسسات المتوسطة والصغرى.

5.1.1.2 4 - عدم فتح مسارات وأفاق الارتقاء المهني للمتدربين مما يجعل نسبة منهم يلتحقون بالتعليم العالي.

5.1.1.3 5 - غياب الخطط و البعد الاستراتيجي في تجربة مبارك كحل.

5.1.1.3.1 6 - ضعف حضور مكونات المجتمع المدني في التجربة المطع عليها إذا ما تمّ استثناء القطاع الخاص.

III - الدروس المستفادة (Lessons Learned):

1 - وجود شراكة حقيقية بصفة طوعية بين الجهات الثلاث : مجتمع الأعمال

و القطاع العام والمجتمع المدني والجهات المانحة.

2 - الاستجابة لمتطلبات سوق العمل بصفة دقيقة.

3 - بلوغ نوعية الجودة في التكوين إلى مستوى الأنماط العالمية.

4 - خلق آليات جديدة للدفع من مردودية المؤسسة التدريبية بمشاركة المستثمرين.

5 - مرونة في مواقع العمل .

6 - انفتاح مؤسسات التدريب على القطاع الخاص.

IV - إمكانية التطبيق (Possibility of Application in Participating Countries):

ترتبط إمكانية التطبيق تجربة مبارك _ كول في الأقطار العربية الأخرى بمدى استعداد هذه الدول لتوفير حوافز وتشجيعات من شأنها أن تقنع المستثمرين بالشراكة الطوعية في تحسين جودة مستوى خريجي مراكز و مؤسسات التعليم والتدريب التقني والمهني. كما أن هذه الدول مطالبة بإدخال مرونة على تشريعاتها تساعد على التسريع بتحقيق الشراكة والتكوين والتدريب بالتناوب.

وفي نفس الإطار لا بد لهذه الدول من التعاون مع المنظمات الدولية للحصول على مساعدة فنية لانطلاق تجارب مماثلة لديها.

V - الإطار التنفيذي (Executive Frame):

لضمان نجاح الشراكة تمّ تكوين عدد من اللجان تعمل على وضع آليات من شأنها تنظيم الأدوار التي يقوم بها مختلف المتدخلين في عملية التدريب كاللجان القطاعية التابعة لمجلس المستثمرين والوحدات الإقليمية لتنمية الموارد البشرية وكذلك اللجنة التنفيذية العليا المشتركة التي تعمل على تنسيق الجهود وسن التشريعات وإزالة العقبات التي قد تعيق البرنامج. ويشترك المجلس الأعلى لتنمية الموارد البشرية والصندوق الاجتماعي للتنمية في مشروع بناء مستويات المهارات القومية من خلال تحديد وتصنيف المهن المطلوبة من المستثمرين.

VI - الاستمرارية (Sustainability):

لضمان استمرارية التجربة وتعميمها لا بدّ من :

- 1 - احترام المبادئ والأسس والإيمان والقناعة بأهمية المشروع.
- 2 - توفر المنفعة المتبادلة بين الشركاء .
- 3 - المرونة والمشاركة بتحيين حاجيات سوق العمل من حيث العرض والطلب .
- 4 - بناء المشاركة على المؤسسة لضمان التواصل .
- 5 - السعي الدائم لإستنباط وسائل متجددة لإستقطاب العم والتمويل بين القطاع الخاص.

6 - القيام بحملات إعلامية وتحسيسية للترويج للتجربة من خلال إبراز نتائجها الناجحة وجعلها بالتالي الثقافة السائدة داخل المجتمع.

7 - تمكين المدرب من شهادة تعكس المهارات والمستوى الفني المكتسب لتشجيعه ويكون حافز لغيره للانخراط في التدريب .

Team (2) Report: NSSP

المقدمة (Introduction) :

يواجه التعليم المهني والتقني في الدول العربية تحديات كبيرة تتمثل في ضعف الأطر التعليمية والتدريبية واعتمادها على مناهج قديمة لا تنسجم واحتياجات سوق العمل المتطورة باستمرار، وإتباع أساليب تقليدية في التدريس واستخدام أجهزة لم تعد ملائمة لأماكن العمل المختلفة. نتج عن ذلك وجود فجوة كبيرة بين مهارات وقدرات خريجي مؤسسات التعليم والتدريب المهني والتقني ومتطلبات سوق العمل وارتفاع معدلات البطالة بين خريجي هذه التخصصات وعزوف الطلبة عن الالتحاق بها.

بات من الواضح أن القطاع الحكومي في العديد من الدول لا يستطيع أن يوفر التجهيزات الحديثة للمدارس المهنية ومراكز التدريب، وأن يتابع تجديدها وصيانتها باستمرار بما يجعلها مواكبة للمستجدات الفنية والتقنية، كما أن القطاع الخاص بدأ يدرك ضرورة مشاركته الحقيقية والجادة في التخطيط للبرامج التعليمية والتدريبية ووضع الخطط الدراسية والمناهج التعليمية بالنسبة لمؤسسات التعليم المهني والفني، مما يتطلب قيام شراكات حقيقية وجادة بين الطرفين تؤدي إلى رفع الإنتاج وتطوير الإنتاجية بالنسبة لصاحب العمل وتحقيق للحكومة أهدافها في توفير التنمية للموارد البشرية وزيادة تشغيلها وتخفيض معدلات البطالة بينها.

تتطلب المستجدات العالمية وخصوصاً انتشار ظاهرة العولمة وزيادة عملية انتقال الأيدي العاملة بين الدول الاهتمام برفع كفاءة العمالة الوطنية ووضع معايير لمستوياتها المهنية تكون منسجمة مع المعايير الدولية في هذا المجال.

نقاط القوة (Strengths) :

1. بناء شراكة حقيقية بين أصحاب العمل ومراكز التدريب والتعليم والمجتمع المدني.
2. تزويد المتدربين بمهارات وكفايات تتناسب مع احتياجات صاحب العمل.
3. تقديم التدريب لفئات اجتماعية محرومة من فرص التدريب وتأمين فرص عمل مناسبة لها.
4. توفير فرصة للعاملين القدامى في المشاركة في برامج تدريبية لرفع كفاءتهم وزيادة مهاراتهم.
5. توفير فرصة للعمالة العادية غير المهنية بالدخول في برامج تدريب فنية والتحول إلى العمالة الفنية الأعلى إنتاجية ودخلاً.
6. منح الشركات المشاركة في المشروع مرونة إضافية في إعادة هيكلة عمالتها بما يتفق مع مستجدات عمل الشركة وعدد ونوعية عمالها.
7. تحويل التدريب من تدريب قائم على جانب العرض إلى تدريب يلبي احتياجات الطلب ويستجيب لها.
8. التعامل المباشر مع المتدربين وتقييمهم بشكل مستمر وإتاحة الفرصة لمراكز التدريب لخفض تكاليف التدريب.

نقاط الضعف (weaknesses):

1. نقص في آليات تطبيق البرامج التدريبية لدى أصحاب العمل وغياب نظام المتابعة والتقييم لهذه البرامج.
2. يتطلب وضع الكفايات للمهن الرئيسية في سوق العمل وقتا طويلا وعددا كبيرا من الفنيين وتكاليف مالية مرتفعة.
3. تتطلب صيانة النظام وتحديثه وجود جهة معينة متخصصة وقادرة ماليا وفنيا على تحديث النظام وصيانته ووضع منظومة للجودة.
4. اقصر تجارب تطبيق النظام -حتى الآن- على متدربين من خارج نظام التعليم الرسمي يحول دون تعميمه وانتشاره.
5. الشهادة الممنوحة غير معترف بها رسميا، حتى الآن.

الدروس المستفادة (Lessons Learned):

1. النجاح في بناء شراكة حقيقية واختيارية بين القطاعين العام والخاص ومراكز التدريب ومنظمات المجتمع المدني.
2. وضع برامج تدريبية تفصيلية مبنية على الكفايات ومنسجمة مع متطلبات أصحاب العمل.
3. تطوير مناهج التعليم والتدريب الفني والمهني على أسس سليمة تمثل الاحتياجات الفعلية واتجاهات سوق العمل.
4. ضرورة تحديد مؤسسة وطنية تكون مسؤولة عن التخطيط والتنفيذ والتنسيق والمتابعة والتقييم لبرنامج بناء مستويات المهارة الوطنية.
5. ضرورة منح المشروع التخطيط المسبق الكافي ووضع آليات محددة لتنفيذه وتخصيص الموارد الكافية اللازمة لاستمراره.
6. الإطلاع على تجارب دولية ناجحة في بلدان أخرى سبق لها وأن قامت بهذه التجربة.
7. أهمية التعاون والتنسيق بين الدول العربية في مجال بناء المستويات المهنية للاستفادة من التجارب الناجحة والبناء على الجهود التي قام بها بلد أو أكثر من هذه البلدان في هذا المجال.
8. ضرورة مراعاة مهنية أعضاء اللجان وكفاءتهم في مجال العمل.
9. يستطيع نظام مستوى المهارات القومي أن يساعد الشركات على إعادة تقييم وتدبير الكفايات اللازمة للشركة.

إمكانية التطبيق لدى الدول المشاركة في الزيارة الدراسية

(Possibility of Implementation in Participating Countries)

1. هناك اتفاق على أن فكرة وضع نظام وطني لبناء مستويات المهارة في كل قطر من الأقطار المشاركة هي فكرة جيدة ومتطلب أساسي لتحقيق تنمية مستمرة في مهارات وكفايات الأيدي العاملة وتعزيز الإنتاجية الفردية. كما يشكل بناء هذا النظام مدخلا مهما لبناء شراكة حقيقية جادة بين أطراف الإنتاج الثلاث ومنظمات المجتمع المدني.

2. يرى المشاركون في هذا البرنامج أن التجربة المصرية في بناء نظام مستويات المهارة القومية قد استغرقت وقتا طويلا وكلفت مبالغ مالية طائلة ومع ذلك وحتى الآن لم يكتمل بناؤها ولم تستخدم بشكل واسع، الأمر الذي يثير الشكوك والمخاوف حول إمكانية بناء هذه الأنظمة في كل بلد بشكل مستقل.
3. يتطلب تطبيق نظام وطني لمستويات المهارة إجراء تعديلات في بعض التشريعات الأساسية وتوفير الدعم السياسي للفكرة الأمر الذي قد يشكل غيابهما عائقا أمام طرح الفكرة وتطبيقها.
4. أشارت التجربة المصرية إلى أن الدعم الأجنبي الفني كان عنصرا مهما في انطلاق مشروع مستويات المهارة القومية، مما قد يعني أن عدم توفر مثل هذا الدعم في الدول المشاركة قد يقلل من فرصة تطويرها على الصعيد المحلي.

عناصر إضافية للتحسين (Additional Elements for Improvement) :

1. ربط عملية تخطيط وبناء وتنفيذ المشروع بمؤسسة وطنية
2. تحديد جدول زمني لوضع الكفايات الأساسية لكل المهن الشائعة في سوق العمل مصحوبا بمعايير لتقييم الإنجاز.
3. تصميم البرنامج ليشمل كافة مستويات التعليم المهني والفني.
4. تعديل التشريعات بما يسمح بتعميم استخدام النظام.
5. وضع أسس متينة لبناء شراكة حقيقية ودائمة بين القطاع الخاص والقطاع الحكومي ومؤسسات المجتمع المدني.
6. العمل على دعم الجهود والمبادرات المشابهة في الدول العربية الأخرى وتنسيق الجهود في هذا المجال.
7. دعوة المنظمات الدولية لتشجيع الشراكة على المستوى العربي.
8. إضافة نظام متابعة وتقييم لامركزي تتشارك فيه الأطراف الثلاثة.

الاستمرارية في الشراكة (Sustainability of Partnership) :

لضمان الاستمرارية في الشراكة بين القطاعين العام والخاص ومؤسسات المجتمع المدني في مجال التعليم والتدريب الفني والمهني لا بد من تنفيذ الخطوات التالية:

1. نشر ثقافة الشراكة بين القطاع العام والقطاع الخاص والمجتمع المدني وحث أصحاب المصانع والشركات على الانخراط في مثل تلك الشراكة.
2. توسعة مواعين الشراكة لتشمل جميع أنواع التدريب والفعاليات الإنتاجية.
3. وضع آلية للتقويم والمتابعة.
4. تحفيز المتدرب بإعطائه شهادة معتمدة ومنحه علاوات إضافية أثناء العمل.
5. توفير التمويل اللازم وتحفيز جميع القائمين على أمر الشراكة (لجان التقويم/لجان المتابعة/لجان المناهج/ المحاضرين/ المدرسين/ الخ).
6. استمرارية التدريب قبل التوظيف وأثناء العمل.
7. التنسيق بين الدول العربية المشاركة في هذا البرنامج.
