



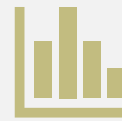
Practical Approaches to Increase Inclusion of Migrants and Refugees in the Arab States

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Outline



Overview of key barriers
to inclusion of migrants
and refugees in TVET



Overview of the
analytical framework



Key findings



Recommendations

Study's Research Questions

Understand	Understand the barriers faced by migrants and refugees in TVET in the Arab States,
Examine	Examine promising practices and interventions at the national and institutional level to include migrants and refugees in TVET,
Highlight	Highlight recommendations for policy and practice and areas for further research in TVET.

Methodology

Literature review of academic, grey literature and policy documents



Interviews with key informants in the Arab States



Review of four pilot studies supported by UNESCO-UNEVOC



Context in the Arab States

- High numbers of forcibly displaced persons –

By the end of 2022, the Middle East and North Africa accommodated 2.4 million refugees, 12.6 million internally displaced persons (IDPs), 251,800 asylum-seekers and 370,300 stateless persons (UNHCR, 2022a)

- Regional instability continues to drive displacement
- Urgency of inclusive TVET amidst systemic challenges

Key Barriers to Inclusion



Legal and administrative constraints



Financial barriers



Language and psychosocial challenges



Labour market constraints



Lack of information, advice and guidance

Analytical Framework

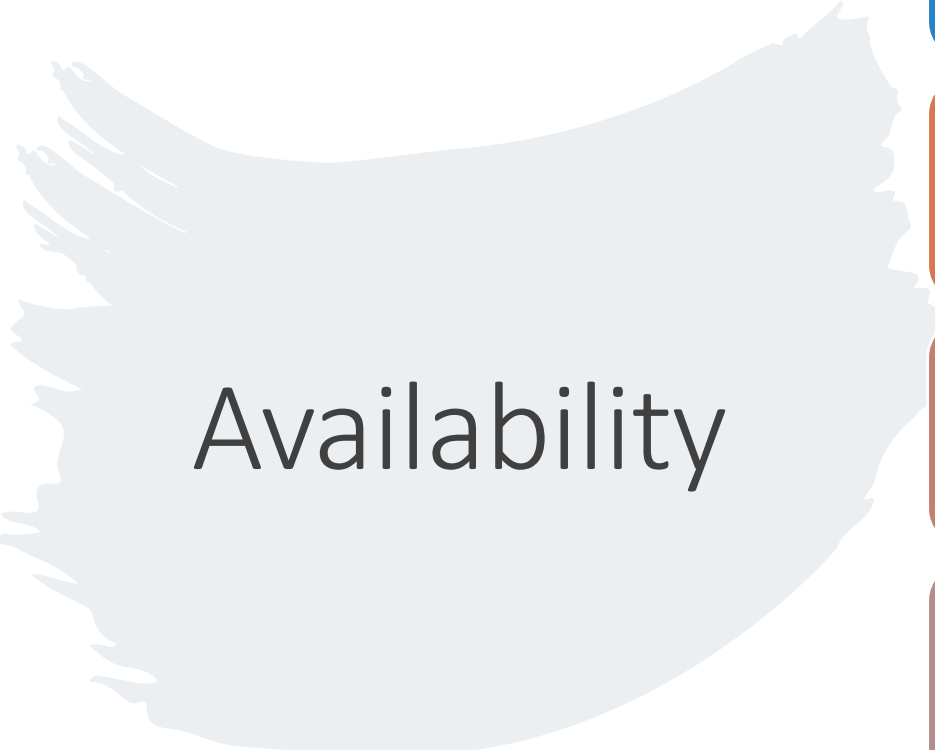
Tomasevski's 4A Framework

Availability

Accessibility

Acceptability

Adaptability



Availability

The rights of migrants and refugees appear in legal and policy documents (E.g Egypt and Jordan)

Stipulations about rights of migrants and refugees are spread across different documents

Awareness creation about the rights of migrants and refugees is very important

Rights of migrants and refugees vary according to country of origin

“One Refugee” approach: equitable treatment regardless of nationality



Accessibility

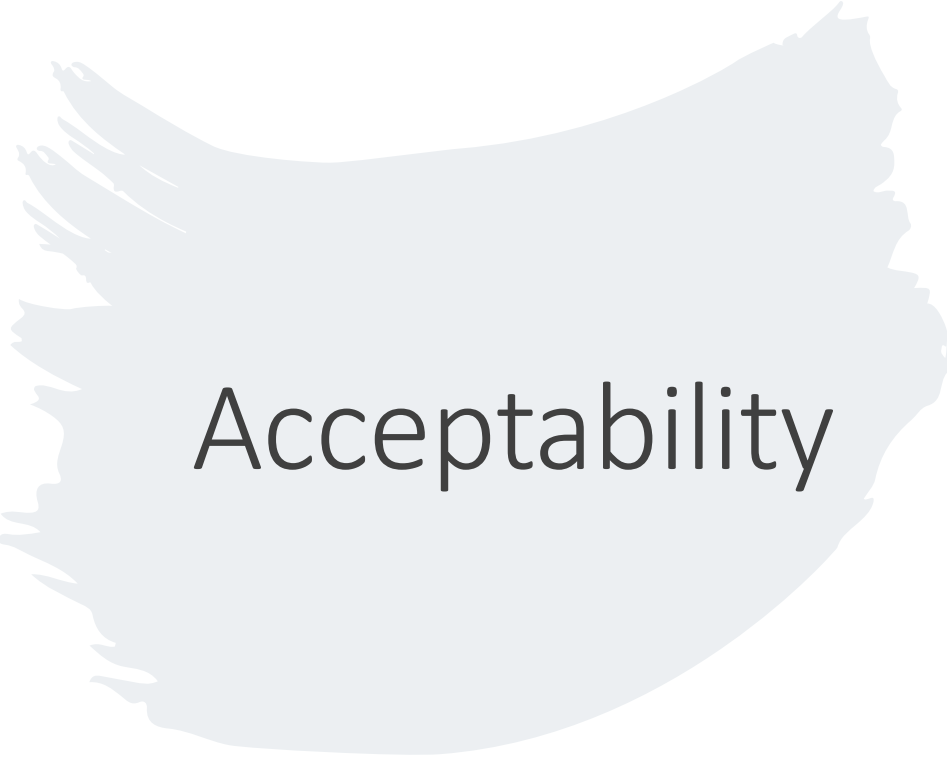
Access for migrants and refugees is increased when tuition is free/reduced (E.g. at the secondary level in Jordan and Egypt)

Financial barriers to access are reduced through a range of non-governmental sources of funding

Additional support is required to meet other costs to participation in TVET

UNRWA examples: transport & accommodation support

There are gaps in teacher preparation for inclusive education



Acceptability

There have been reforms to make TVET demand driven through public-private partnerships

However, these do not appear to address the specific needs of migrants and refugees

A case study from some UNRWA TVET institution shows attempts to foster job placements through partnerships



Adaptability

A Placement and Career Guidance (PCG) unit at UNRWA TVET institutions provide useful services to learners

Social activities, such as sports, social clubs promote the health and wellbeing of learners

Some TVET institutions have establishment a complaints policy and mechanisms for reporting complaints

Policy Recommendations

Establish	consensus on migration/refugee terminology
Develop	data system for recording migrants and refugees' enrolment and completion
Allocate	more funding to refugee-hosting and conflict-affected countries
Include	non-formal/informal TVET in national TVET strategies
Foster	continuous support of promising practices

Recommendations for practice

- Expand access to career guidance
- Provide psychosocial support
- Foster partnerships: businesses, communities, families
- Embed inclusion in curriculum, teacher education, and institutional practices



Recommendations for research

- More research is needed to assess the extent to which the UNEVOC pilot projects can be scaled
- More research needs to explore the lived experiences of learners through qualitative research
- There is the need for more research on practices on other indicators of inclusion especially in the areas of accessibility, adaptability and adaptability