YEM Project

Youth Employment in the Mediterranean

YEM Regional Workshop on Digital and Entrepreneurial Skills in the South Mediterranean – October 16-17,2019

Workshop Report

Table of Content

Brief background of the YEM project

Youth Employment in the Mediterranean (YEM) is a 3-year regional initiative led by UNESCO and funded by the European Union. It aims to support youth employment amidst the often-volatile political and socio-economic situation prevalent in many countries of the Mediterranean region. The YEM intervention targets eight countries in the Southern Neighborhood Region of the European Union, namely Algeria, Israel, Jordan, Lebanon, Libya, Morocco, Palestine and Tunisia.

Countries in the Mediterranean region are looking to identify new ways of aligning Technical and Vocational Education and Training (TVET) with the needs of individuals and the Labour market, increase TVET attractiveness, especially for women, and to participate in the exchange of experiences at the regional level.

Given its thematic focus, the YEM intervention is aligned with the UNESCO Strategy for TVET (2016-2021)[1], which prioritizes inclusive policy dialogue and reinforcement of stakeholders' capacities to promote TVET transformations that foster youth employment and entrepreneurship and promote equity and gender equality. Enhancing youth employment and employability, with a particular focus on women, is also a priority for cooperation within the European Neighborhood policy[2]. In addition, with a view to move forward towards the implementation of Sustainable Development Goal 4, in particular targets 4.3, 4.4 and 4.5[3], the project is designed in alignment with both the European Commission's Strategic Engagement for Gender Equality 2016-2019 and the UNESCO Gender Equality Action Plan 2014-2021 (GEAP II)[4].

The three specific objectives of the YEM project are:
- To reinforce capacities of countries in the South Mediterranean region in assessing and anticipating the Labour market demands and in sharing and using the results to make informed TVET policy and programme decisions;
- To use the results of skills assessment and forecasting to promote quality TVET pathways through work-based learning and entrepreneurship, digital skills acquisition and enhance gender equality;
- To reinforce regional cooperation in the field of TVET with a particular focus on skills assessment and anticipation issues in the Mediterranean region.

The YEM intervention is divided into the following three main components:
- Component 1: Strengthen national systems for skills needs anticipation and assessment,
- Component 2: Use results of skills anticipation and assessment to improve quality and promote attractiveness of TVET pathways, especially for women,
- Component 3: Develop regional cooperation in the field of TVET.

---

[1] http://unesdoc.unesco.org/images/0024/002438/243804e.pdf

[2] https://eeas.europa.eu/topics/european-neighbourhood-policy-enp_en

[3] Target 4.3: by 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university. Target 4.5: by 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people and children in vulnerable situations.

[4] http://unesdoc.unesco.org/images/0022/002272/227222e.pdf

Background of the Workshop

Within the framework of YEM, UNESCO has conducted a study in order to assess national priorities concerning entrepreneurship skills development and analyze the extent of mainstreaming of entrepreneurial skills into selected TVET curricula of selected YEM countries. In addition, the same has been done for digital skills development in TVET curricula. This exercise aims at formulating policy recommendations on how to effectively integrate entrepreneurship and digital skills in national training programmes.

The data collection has been based on desk research (documental and textual information made available by the countries concerned and UNESCO and other documents available online, as appropriate) and on a selection of TVET curricula and accompanying documents shared by the countries. Information has been collected on the implication of digital and entrepreneurial skills mainstreaming in regard to content development, assessment of learning outcomes, certification and teacher training.

The comparative analysis has been conducted using international frameworks, such as the European DigComp 2.1 and European Entrepreneurship Competence Framework[5] as references. The comparison between country-specific findings should aim towards encouraging peer-learning, collecting resources and identifying promising practices within the sub-region, and therefore include policy recommendations aimed at policy-makers and curricula development institutions.

In this regards, UNESCO Beirut organized a two days regional workshop on October 16-17, 2019 on "Digital and Entrepreneurial Skills in the South Mediterranean aiming to present and discuss the findings of this study with the participants, and formulating policy recommendations on how to effectively integrate entrepreneurship and digital skills in national training programmes.

Day 1, Wednesday October 16, 2019.

Opening session:

After a welcoming speech by Jana Jabbour, UNESCO Beirut's Communications Officer, UNESCO Beirut's Director, Dr. Hamed Al Hammami, welcomed and thanked the panelists of the opening session: H.E. Adel Afiouni Minister of State for Investment and Information Technology, Dr. Mohamad Abou Haidar representative of Dr. Hanadi Berri, General director of TVET, as well as and Miss Maria El Hassrouni, representative of the EU Delegation in Beirut.

He further stated that this workshop is sponsored by the European Union and that their biggest issue is the high level of unemployment. He mentioned that in 2016, the United Nations had decided on the 17 goals for sustainable development, stressing their importance in generally and specifically 4th goal related to the improvement of the education (general, education and TVET) and the 8th goal related to providing the job opportunities for girls and boys and for the vulnerable people. He then pointed

---

[5] http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfna27939enn.pdf

out that one of the main issues we are facing is the mismatch between the needs of the workplace and the students' skills. At the end, Dr. Al Hammami thanked all present for participating in the workshop, and wished the workshop success in achieving its goals.

Ms. Maria El Hassrouni explained that almost 60% of the population in the region is facing challenges, such as unemployment and poverty. The delegation of the European Union aims to support and to improve the capacity of everyone specifically young people and to establish networks.

Finally, she stated some initiatives from the EU regarding youth in the region as "Shabablive" consisting of the use and the production of media (radio or TV programmes targeting young people) promoting young people's access to information and the media in order to promote their active participation in society. She emphasizes the UNESCO role in reinforcing the capacities of stakeholders in TVET in the south and Mediterranean region.

Dr. Mohamad Abou Haidar mentioned the economic situation in Lebanon and the fact of having a high percentage of unemployment exceeding 25%, but on the other side, there is a growth of job opportunities. He refers to McKinsey stating that there are more than 50.000 job opportunities in some economic areas most of them for TVET graduates. Moreover, he stated that "we should know how to help the youth in creating job opportunities" in order not to have high rates of unemployment. He also mentioned that we should work hard, so that we can move forward in this field.

His excellency, the minister Adel Afiouni, talk about the economic challenges facing Lebanon. However, he explained that "we will not let these problems stop us and that we are willing to face them hand by hand, we are capable, and it has been proven throughout the years". Mostly, he stated that we should support the youth and open doors for them so that they can succeed and achieve their dreams. H.E. mentioned that we find success stories for the Lebanese in the whole world and especially in the field of technology.

Moreover, he explained that the ministry's main goal is to benefit from their human resources, build an economy by producing more profit, and to transform Lebanon in a field of new technology. To do so, the ministry has set a plan consisted of 10 points: (1) facilitate the working environment in the Labour sector, (2) stimulate the investment in technology, (3) export services in technology, (4) turn Lebanon into a regional technology hub, (5) build a balanced development, (6) support startup entrepreneurs, (7) build digital awareness, (8) work with the Lebanese universities, (9) work with the immigrants, and finally, (10) use the new technologies and prepare Lebanon for the potential challenges.

Mr. Salim Shehadeh started the workshop with a presentation of the YEM project. He explained that the YEM project is regional, supported by the EU from 2018 till 2020. He mentioned the three main objectives of this project and stated some of its achievements. Mr. Shehadeh explained the importance of the thematic of YEM project giving an example of Work Based Learning and the related workshop conducted recently in Morocco.

Session 1: The UNESCO study on the introduction of digital and entrepreneurial skills in the south Mediterranean.

The two FIBS Experts, Dr. Dieter Dohmen and Ben Janssen presented their study on the integration of digital and entrepreneurial skills in the TVET curriculum of the YEM countries.

They stated that they have been involved in digital projects for the last 15 years starting with E-learning.

"In general, working on the right track in TVET leads to employment", Jobs are changing, skills needed are different. There is a global demand for Digital and Entrepreneurial skills. The focus is mainly on education in order to improve the skills of youth.

"As a first step, we should assess the curricula, and the second step is to have guidelines for additional skills". Therefore, the objective is to study the situation, integration, challenges, opportunities and recommendations related to the integration of these Skills in the following "YEM" eight countries, Lebanon, Jordan, Tunisia, Algeria, Morocco, Israel, Palestine, Libya in order to know the real situation

As TVET Curriculum structure differs from a country to another, (objective based, competency based, Content based, …) resources are limited to 4 curricula per country etc…,.make their task hard. They mentioned that this workshop aimed to present the preliminary findings on one hand, and at the other hand, it offers a great opportunity for them to revise these findings, verify their understanding of the real situation in these countries and to fix their recommendations upon each country.

After summarizing the analytical framework (DigiComp and EntreComp), they mentioned some of the challenges facing the integration of digital and entrepreneurial skills in TVET. In fact, educational systems across the whole world are challenged in terms of gender equality, increasing the quality of learning ICT and digital equipment methodology (mentioning that this should be more reacting or responsive to the requirements of the country), the impact knowledge skills and values have on Labour market. They stressed that TVET is providing another pathway for those who are not running for university, TVET can enhance the skills and competence of the youth.

They also explained why TVET is so important: countries with well-established TVET systems score better in the international skills assessment (PIACC, PISA, …). Moreover, very recent research shows that workplace learning shows more advantages for students in terms of facing "real challenges". This have, in some cases, a negative effect, they stressed the important role of networking, discussions, sharing experiences and knowledge between world of work and the educational system (mainly higher education and the TVET).

They went on elaborating on UNESCO'S current challenges in TVET: (1) providing job-ready graduates with applied knowledge and skills for the job market, (2) providing new opportunities for learning and for upskilling in work based learning, (3) to be inclusively bridging gaps between informal, non-formal and formal learning.

A series of questions followed the presentation, passing the allotted time due to the importance of the subject focusing on the methodology as well as the results.

- Does working on four curricula and a survey could give us the required results?
- Can we have a sort of Roadmap integrating these skills into TVET?
- Is their one solution that fits all the countries?
- What about international initiatives? GIZ dual system, ILO (KAB)? Do you think that they are effective?
- Do we have to adapt them as they are or should we change them? And how to do that?

The experts mixed the answers as follows

They explain that the TOR of the study mentioned that they have to choose 4 curricula only, it is not feasible to have a look over all the curricula, therefore what they have done was to put some criteria when choosing these curricula, not to mention that this was the responsibility of the countries, Curricula were suggested and sent by the countries. It is important to stress the different type of curricula; therefore, it was to study one by one comparing their content/ objectives / competencies to the Benchmark / References chosen (DigiComp, EntreComp)

As for the survey, it was a large and long one, it was one survey / answer per country. However, it is known that providing the required information from one party / institution was not easy. Therefore, a focal point per country was nominated and he was asked to collaborate with different stakeholders, concerned people and institutions in order to provide an effective answer.

"It is important to have a sort of roadmap for the countries, but it is important to have it adapted". Each country has its own circumstances, it is important to respect them. Therefore, one roadmap for all the countries should be settled in terms of large steps: Reviewing the existing, Benchmark with a reference (the DIGiComp and EntreComp in our case), suggest the best way to integrate the skills (taking into consideration the situation in each country), Set recommendations, Design a sort of a comprehensive and easy to use guideline.

It is important in this roadmap to consult with Experts and Stakeholders in each country in order to respond to their needs.

In that issue, International initiatives are very important, but they are not effective if they were "injected" directly into the TVET system of a country. The GIZ duel system is good in Germany, it is not applied "as it is" in other countries due to the social context and economic circumstances of these countries

It is the same as for other national or international programmes, such as the KAB programme (ILO), bearing in mind that it is an important programme for the entrepreneurship but it has to be adapted to the context of the countries, not only in terms of language and form

Good international and national initiatives are very important to look at but my advice is to "adapt" what we find important and feasible with the context of the country taking into consideration the evolution, the future, the TVET vision, the current situation and the economy of the country.

Session 2: National strategic initiatives

The session 2 was a workgroup session; Participants from one country with different backgrounds had the opportunity to work together sharing their knowledge and information regarding the situation of digital and entrepreneurship skills integration in the TVET Curriculum in their respective countries. They were asked to share information about the existing initiatives, opportunities and challenges and to present their findings with all participants

The results presented were as following:

Algeria

This group focused on the Initiatives taken by the government related to Entrepreneurship and Digital skills in TVET curriculum. They explained on how these skills were integrated in their curriculum focusing on the subjects integrated.

In terms of entrepreneurial skills*:*
- Teaching skills during the courses
- Applying Work based training
- Helping in creating their own Enterprises (among them)
    a) Motivate the trainees to share their ideas
    b) Gather information on the professional project
    c) Informing the trainees on financing modalities.
- Discover the different devices for finding employment
- Accounting and correspondence
- Teach how to sell yourself through several certifications (know-how)

In terms of digital skills:
communication skills
– Ethics on the internet
– Executing research techniques (finding information quickly)
– Microsoft Office programmes
– Planning for projects: Microsoft Project

Jordan

There are many initiatives from the Public governmental sector and from the private sector, mainly:

Governmental initiatives:

- Vocational training institution – Ministry of Labour.
- Vocational schools – education.
- Technical colleges- University of higher education.

Civil society and international NGOs initiatives:

- INJAZ.
- AL JOUD.
- USAID.
- GIZ.
- Jordan's river.
- European Union.

Many opportunities and challenges, among them:

The opportunities:	The main challenges :
- Young society.	- Spending.
- Free education (Ministry of education)	- Cost of schools.
- Her presence in governorates.	- Governmental papers.
- Incubators.	- Evaluation and follow up.
- Panel discussions.	- Awareness in schools from young ages.
	- The curriculums.

Lebanon (group 1)

There are many initiatives driven by the public/ private sector, mainly:

- Local initiative for a period of 2 years in in entrepreneurship education (academic schools and TVET).
- Initiatives from different organizations and Lebanese institutions such as: INJAZ, AVSI, WARD.
- Working on implementing a national strategy for vocational and technical guidance and linking it with the Labour market.
- Drafting skills, among them: digital literacy and entrepreneurship

Many opportunities and challenges are listed below:

The opportunities:	The main challenges :
- Having a strategy for vocational education and link it with the Labour market.	- Education/preparing a professor for the technological subject.
- Readiness of international organizations INGO, NGO to help through experiences to enter these concepts in TVET.	- Inter-sector networking to unify the vision
- Digital transformation/ solving the economic problem.	
- Makerspace.	

Lebanon (group 2)

There are many initiatives driven by the public/ private sector, mainly:

- Local technical committee to improve curriculums according to the market.
- Workshops for students.
- Digital awareness.
- Selecting the partners: parents, media, municipalities, private sector and social parties.

this groups focused on the challenges more than the opportunities:

The main challenges :
- Social mentality (private sector).
- Digital skills.
- Many programmes, but there is a lack of quality.
- Weakness of the ministry of education and mismanagement in general.

Lebanon (group 3)

There are many initiatives driven by the public/ private sector, mainly:

- Preparing schools with advanced means of education (project, data show…).
- Inclusion of entrepreneurship in professional and academic curricula.
- Implementing the technology material in the basic stage.
- Encouraging, signing partnerships with the chambers to train the graduates.

Many opportunities and challenges, among them:

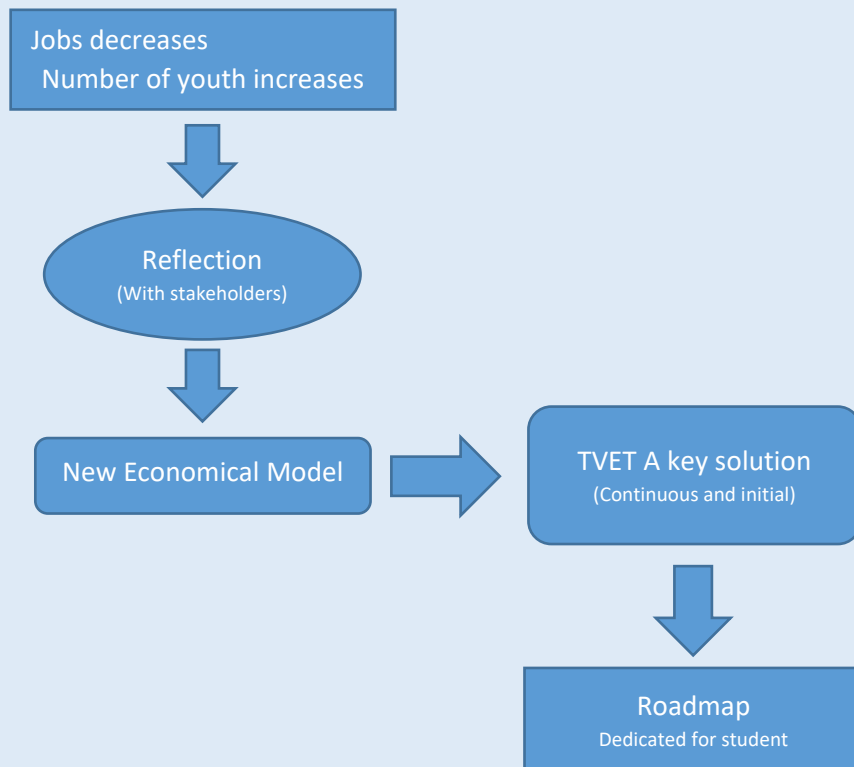| The opportunities:	The main challenges :
- Restarting technology at the basic stage of academic education. - Benefit from the draft entrepreneurship curriculum prepared by several private entities, associations, public… - Increased demand for Labour/professional: agriculture, tourism…	- Old curriculums. - Lack of specialized technical trainers in improving curriculums. - Linking the curriculums with the Labour market. - Adopting the entrepreneurial ideas from the responsible institute. - Encouraging students through success stories.

Morocco

Participants represented a sketch about the current situation and explained the plan to solve what Morocco is facing.

- Participants in this group mentioned that one of the main problems that Morocco (like other countries) is facing is the large number of graduates and the availability of few jobs.
- Morocco has an agreement with a large number of stakeholders with whom a new economic model is undergoing
- Both basic and continuous professional training were a key issue to solve this problem.
- Based on that a "dedicated" roadmap was elaborated in order to follow up students from their first steps at school till their graduation: Coaching, guidance, information about world of work, jobs and competencies related. Thus, it will help students to enter the Labour market.


```
┌─────────────────────────────────┐
│ Jobs decreases                  │
│   Number of youth increases     │
└─────────────────────────────────┘
              │
              ▼
        ╭───────────────╮
        │  Reflection   │
        │ (With stakeholders) │
        ╰───────────────╯
              │
              ▼
┌──────────────────────┐        ┌──────────────────────────┐
│ New Economical Model │ ─────▶ │ TVET A key solution      │
└──────────────────────┘        │ (Continuous and initial) │
                                └──────────────────────────┘
                                            │
                                            ▼
                                ┌──────────────────────────┐
                                │ Roadmap                  │
                                │ Dedicated for student    │
                                └──────────────────────────┘
```

Palestine

There are some initiatives related to Digital and Entrepreneurial skills, among them :

1) Establishment of the Ministry of Entrepreneurship
2) Creation of the Eco- system for entrepreneurs (Incubators , hubs and accelerators)
3) Integration of Entrepreneurship in TVET curricula – ILO initiative

The group listed the following opportunities and challenges:

The opportunities:	The main challenges :
- Creation of a special ministerial committee (under the supervision of the prime minister) - Specialized Ministry dedicated to Entrepreneurship - Many ministries are involved in this issue: MoE, MEHE, MoL ... - Availability of incubators , hubs and accelerators - HCIE Higher Council for Innovation & Excellence - Adaptation of the KAB – ILO curricula	- The quality of education is decreasing due to high number of students and economic situation - Training online is sometimes limited due to various factors, it needs facilities in terms of number and varieties (e-marketing, e-learning- Clouds, ….) - The digital and Entrepreneurial initiatives are not mainly related to what the market needs (Energy, services and agriculture) - Limited market size - Politic situation: Occupation territories - Need to focus more on practical training for teachers - Shortage in funding - Curriculum should be revised - There a need for a comprehensive "transparent" NQF - Funding/ equipment/ revisit curriculum (each 2 years).

Tunisia

The Tunisian participants focused on the Initiatives taken by the government related to Entrepreneurship and Digital skills in TVET curriculum, They consider these initiatives as opportunities to the country and which they are still working on.

- Inclusion of digital and entrepreneurial competencies in vocational training programmes for all disciplines and levels.
- TOT in the field of digital competencies and entrepreneurship in order to enable teachers to adapt pedagogical methods and teaching technics.
- Vocational training system restructuring project:
  a) Developing the Training model for the trainers
  b) Developing the competencies of the TVET trainers
  c) Developing of the Competency referential and the training referential for teachers
  d) Elaboration of an electronic platform : to share experiences, and useful TVET information

Session 3: International Experiences: Challenges and Results

This session focused on the International initiatives related to Entrepreneurial and digital skills. 2 main presentations were provided:

1) _Coding project in Lebanon_

The coding project in Lebanon is an initiative from the Lebanese government with UNESCO to support digital schools mainly for schools where Syrian refugees are enrolled. Helene Guiol and Anasse Bouhlal from UNESCO, mentioned that there are many initiatives related to digital transformation in education.

What makes this initiative important is that:

- It is based on the Beijing international conference on artificial intelligence in education
- It response to the request received from the member states.
- It targets 1000 student in 20 to 30 schools in Lebanon
- It give the opportunity to Lebanese students as well as to Syrian refugees

This project was built on three principles:

1) Training of students: 1000 kids from almost 20 to 30 schools in Lebanon
2) Involve local universities or TVET: by selection of university /TVET students and consider them as Master trainers
3) Introduction of coding into public schools: by establishing a long term cooperation with the national curriculum authors teams

2) _Pix Platform_

Benjamin Marteau then introduced the French PIX platform as "a public service" for everyone, professionals, high school students, primary school students as well as TVET students, and citizens; it allows the development, the evaluation and the certification in terms of digital competencies.

He explained that PIX's mission is to help everyone rethink their digital skills and spread the digital culture among the users. Moreover, Mr. Marteau stated that PIX is as much a public service as a common educational good.

To measure the digital competence, PIX uses the DigiComp v2.1 as a reference. It contains five competencies Areas: (1) Information and data literacy (2) Communication and collaboration (3) Digital content creation (4) Safety (5) Problem solving and the eight proficiency levels for each competence have been defined through learning outcomes.

Then the participants had the opportunity of testing out the platform and share their thoughts and recommendations.

Day 2, Thursday October 17, 2019.

Session 4: Implications for policies and practices

The day started off with a wrap up of the first day's sessions, then participants participated actively in elaborating some recommendations based on their experiences, those of other participants from different backgrounds, and the national and international initiatives.

The participants had to answer the following question: If you are a policy maker, what are the recommendations that you would give or the actions you should make in order to integrate the Digital and Entrepreneurial skills in your country and that from the three following points of views:

- Teacher training
- Content and Evaluation
- Pedagogical resources

In order to permit to the participants to express themselves over the three areas and have the possibility to share ideas and discuss these subjects, a world café technique was implemented. Participants being participating for 25 minutes in a group, had to shuffle the groups and move to another one in order to express themselves and discuss the other subject. At the end, each group reporter presented the results of the three rounds.

Hereafter, a summary of the groups' findings:

Group 1: Teacher training

Teacher training group reflections covered both the initial and the Continuous training of TVET teachers: it consist of several steps:

Step 1: Teacher's Selection: defining profile, Criteria, …
Step 2: Preparing the "Tool box" of the training

- Pedagogical Approaches,
- Evaluation
- Soft skills
- Digital skills
- Entrepreneurial
- Use of teaching aids and tools

Step 3: Coaching and Follow up:

- Coaching sessions
- Exchanging experiences
- Showing success stories
- Networking

Group 2: Content and evaluation

– Reviewing curriculum: Competency approach, life and work skills (with the integration of core life skills).
– Applying active approach (metacognitive skills)
– Strategic planning to link these competencies depending on each country's situation.
– Distinguish between entrepreneurship and entrepreneurial learning.
– Digital and Entrepreneurial content should be aligned with curriculum objectives, it has to reflect the real life (gender, cognitive level of learners).
– Integrating Entrepreneurship course as basic knowledge for all levels: elementary, intermediate and secondary.
– Integrating Employability ethics and skills.
– Add specialized business course integrated into different majors at the university level.
– Digital skills: main course for basics and integrated with other subjects' matters.
– Design easy and accessible tools to apply or implement content.
– Emphasis the business ethics and laws.
– Evaluation should be practical and related to the real life:
    - (WBL).
    - project-based evaluation (business…).
    - solve local issues.

Group 3: Pedagogical resources

– Curricula has to be Labour market oriented.
– Infrastructure (teaching aids).
– Digital equipment.
– Pedagogical programmes and software.
– Partnership with external entrepreneurs and stakeholders in the ecosystem (local and international).
– Online platforms (inter active soft board learning).
– Digital library.
– Successful stories.
– Orientation (sessions/ videos) per specialization.
– Personality test (interests, career guidance assessment, etc…).
– Customized per person
– Innovation/ fabrication.

Session 5: Implementation mechanisms: challenges, efforts and courses of action

In this session, a fishbowl technique was applied; the FIBS experts were sitting in the middle expressing their ideas, reflecting on the results of this workshop. Two chairs were open to "visitors" / participants any participants who wanted to ask questions or make comments.

FIBS experts stressed on the importance of the findings of this workshop, it complete what they already have.

They focused on some points mainly those related to the misunderstanding between Leadership, entrepreneurship, entrepreneurial and Life skills. They stressed on the important role of teachers, and the necessity of building their capacities (initial and continuous training)

Dr. Rabih Baalbaky (participant from the private sector) started the panel by explaining that TVET suffers from many problems and mainly these days it is suffering from shortage in financing, laboratories and equipment are considered very expensive.

Moreover, he explained that in the makerspace, we have a weak material capacity, and that the cost of the lab is also very high and maybe the lab won't last two years and therefore we should renew the curriculums every time.

He mentioned that it is important to implement "digital skills in the right way and in the right place", it is based on good infrastructure and lots of practical experimentation, and that for both teachers as well as for students at the same time, this will change the model of teaching and mainly the "place of teaching and learning" , he said that we will be switching to virtual learning and that virtual labs could be a solution which are less expensive than the "traditional ones".

He added that TVET teachers are trained in universities without any effective practical exposure to the real world of work.

Dr. Rima Malek pointed out that lots of initiatives are conducted but the problem is in its continuity, and its sustainability. She highlighted the importance of the methodology driven by the experts specifically: the fact of building on real image of the situation in every country and sharing the primary results with local experts who are asked to participate in elaborating the recommendations.

Session 6: YEM Knowledge Platform

Ms. Miki Nozawa presented the YEM knowledge platform. She pointed out the key objectives of the platform: portal to share policy, relevant knowledge and peer learning platform.

She also showed the platform parts, and how to use it, asking participants to register.

She led the participants in discovering the parts as well as using the forum as an example of the possibilities of this platform.

Participants were asked to send their suggestions and recommendations in order to update the content and to take advantage of it.

Session 7: Closing

At the end of the workshop, Mr. Salim Shehadeh thanked everyone for coming and participating actively in the two days' workshop and invited them to participate in the visit of Beirut digital district.

Session 8: Visit of Beirut Digital District

At the end of Day 2, a visit took place to Beirut Digital District (BDD) - a smart innovation cluster, where some key ecosystem players shared an overview about what they do to help fuel the ecosystem in Lebanon. Participants assisted, discussed and asked the speakers some clarifications; they were doing a "projection" of what they have seen with the situation in their countries.

Hereafter a summary of the four presentations:

- Beirut Digital District: a smart innovation cluster for the digital creative community. BDD is building a community through an environment catering to creative minds, providing the framework for ambitious and sustainable communities, facilitating the sharing of ideas, connecting decision makers with entrepreneurs. BDD guides talent from schools all through their startup journey, though startup acceleration, mentorship programs, access to financing, cultural support, STEAM educational programs and underprivileged community support.

- Berytech: an ecosystem that provides a dynamic environment for the creation and development of startups fostering innovation, technology and entrepreneurship. They offer complete ecosystem for innovative entrepreneurs to create and develop their own startups and SMEs

- SE Factory: a 3 month intensive coding boot camp that selects and produces professional web developers with highly competitive technical and soft skills. They empower highly driven and committed computer science and engineering graduates with the skills to be employed and succeed in a job market that has demand for programmers.

- Spark: an organization that runs projects that support the development of higher education for the vulnerable youth. They offer opportunities for youth to pursue their education and lead their conflict-affected societies into prosperity. Now SPARK works with institutes in the North, Bekaa, Beirut and Mount Lebanon.

At the end, a tour was made at the BDD different areas and buildings.

Annexes

Annex 1: Concept note and Agenda

Annex 2: Evaluation form

Annex 3: The evaluation of the workshop

Annex 4: List of participants

Annex 1

YEM Regional Workshop on Digital and Entrepreneurial Skills
In the South Mediterranean
Beirut, 16-17 October 2019

1. Context of the Workshop

Countries in the Middle East and North Africa are constantly undergoing change, in the face of significant and volatile political and socio-economic challenges. The economy and the labour market in these countries share some common features, including a high unemployment rate. Employment and employability, especially of young people, are a common priority of the countries in the region and often result in youth disengagement and frustration. At the same time, global trends, such as the introduction of new technologies, globalization and demographic changes are affecting labour markets as well as education and training systems in the region.

To address this situation, governments and other stakeholders in the region (private sector actors, training providers, civil society, youth organizations, etc.) must find new ways to match the training offer with the needs of individuals as well as of the labour market, in order to promote employment and sustainable development.

In economies that are not able to generate adequate jobs for its young population, mainstreaming of entrepreneurial and digital skills can be a critical alternative, but its potential currently remains underexploited in the region. Some countries have initiated reforms in their Technical and Vocational Education and Training (TVET) systems to better respond to the changing work environment and to cater to a broad set of skills beyond job-specific competences. However, the extent to which entrepreneurial and digital skills are embedded in TVET programmes in the Middle East and North Africa varies across countries.

Some countries in the region have initiated reforms of their training programmes by adopting a labour market-oriented skills-based approach. However, a first assessment of selected TVET programmes in three Maghreb countries has identified a significant gap between the European digital skills benchmark DigComp[6] and the modules included in the curricula, for instance.

Given the common ground in the challenges faced and the reforms undertaken, many countries in this region have expressed interest in exchanging experiences and learning from their peers in the TVET sector. Understanding and learning from existing practices would help to guide countries in designing and implementing effective strategies in mainstreaming entrepreneurial and digital learning through TVET policies, institutions and programmes.

This exercise constitutes an important part of an EU-funded UNESCO-led project called Youth Employment in the Mediterranean (YEM), which aims at reinforcing capacities of national stakeholders to make TVET more responsive to the needs of the labour market and of young people in selected countries of the Southern Mediterranean region (2018-2020).

2. Methodological framework

Within the framework of YEM, UNESCO has conducted a study in order to assess national priorities concerning entrepreneurship skills development and analyze the extent of mainstreaming of entrepreneurial skills into selected TVET curricula of selected YEM countries. In addition, the same has been done for digital skills development in TVET curricula. This exercise aims at formulating policy recommendations on how to effectively integrate entrepreneurship and digital skills in national training programmes.

The data collection has been based on desk research (documental and textual information made available by the countries concerned and UNESCO and other documents available online, as appropriate) and on a selection of TVET curricula and accompanying documents shared by the countries. Information has been collected on the implication of digital and entrepreneurial skills mainstreaming in regards to content development, assessment of learning outcomes, certification and teacher training.

The comparative analysis has been conducted using international frameworks, such as the European DigComp 2.1 and European Entrepreneurship Competence Framework[7] as references. The comparison between country-specific findings should aim towards encouraging peer-learning, collecting resources and identifying promising practices within the sub-region, and therefore include policy recommendations aimed at policy-makers and curricula development institutions.

---

[6] https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework
[7] http://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfna27939enn.pdf

3. Objectives of the Regional Workshop

The main objectives of the Conference are to:

1. **Present and discuss the preliminary findings** in mainstreaming entrepreneurship and digital skills into TVET programs for young people in the YEM Countries,
2. **Identify challenges and opportunities in** mainstreaming entrepreneurship and digital skills into TVET building on regional and international experiences,
3. **Develop recommendations**, guidelines and resources for mainstreaming entrepreneurship and digital skills into TVET building on regional and international experiences, and promote the enrolment of women and girls in the mentioned fields,
4. **Train participants to use the YEM Platform** as a tool for knowledge sharing and regional cooperation on TVET

The workshop will close with a visit to Beirut Digital District[8], an all-inclusive professional urban development in Lebanon, designing hubs where the creative digital community can work and live, offering a superior business environment, fostering the growth of digital startups and encouraging entrepreneurship.

---

[8] http://beirutdigitaldistrict.com/masterplan#

4. Draft Programme of the Workshop

Day 1: Wednesday, October 16, 2019

08.3 - 09.00	Arrival and registration of participants
Opening	
09.00 - 09.30	Opening speeches: - Director of UNESCO Regional Bureau for Education in the Arab States, **Dr. Hamed Alhamami**; - Representative of the Delegation of the European Union to Lebanon, **Jose Luis Vinuesa-Santamaria** - Representative of the Director-General of VET, Ministry of Education and Higher Education in Lebanon, **Dr. Mohamad Abou Haidar;** - Minister of State for Information Technology and investment, **H.E. Mr. Adel Afiouni**
09.30 – 09.45	Presentation of the YEM project
09.45 – 10.15	Coffee break
1. The UNESCO study on the introduction of digital and entrepreneurial skills in the Middle East and North Africa	
10.15 – 11.30	Objectives, methodological approach and preliminary results of the study
11.30 – 12.00	Discussion
2. National strategic initiatives	
12.00 – 13.00	Integration of Digital and Entrepreneurial skills in the TVET Curriculum: Initiatives, Opportunities and challenges *Working groups- 1 group /country*
13.00 – 13.30	Discussion
13.30 – 14.30	Lunch
3. International experience: Challenges and Results	
14.30 – 15.45	UNESCO initiatives The French PIX Platform Discussion
15.45 – 16.00	Wrap up of the 1st day
19.00	Welcoming and Networking dinner

Day 2: Thursday, October 17, 2019

4. Implications for policies and practices	
09.00 – 09.15	Summary of Day 1 and objectives of Day 2
09.15 – 11.00	Elaboration of Recommendations *World café technique: Active participation in different subjects* *Table 1: Teacher training* *Table 2: Content and Evaluation* *Table 3: Pedagogical resources*
	Presentation of World café findings
11.00 – 11.30	Coffee break
5. Implementation mechanisms: challenges, efforts and courses of action	
11.30 – 12.15	Panel of Implementing Actors *Panel of Experts: Questions and answers*
6. YEM Knowledge Platform	
12.15 – 13.00	The YEM Platform
7. Closing	
13.00 – 13.30	Closing and way forward
13.30 – 14.30	Lunch break
8. Visit	
15.00 – 18.00	Visit to Beirut Digital District

Annex 2

YEM Regional Workshop on Digital and Entrepreneurial Skills
In the South Mediterranean
Beirut, 16-17 October 2019

EVALUATION FORM

Name :.(optional)...   Institution:
....

Please complete the evaluation below using the following key:

	Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
The objectives of the workshop were met					
The agenda was appropriate to the objectives					
The length of sessions was appropriate					
The workshop agenda was comprehensive					
The presentations/inputs were Enriching, well prepared and easily understood					
There were sufficient opportunities for participant input/interaction, and plenary discussions					
Quality of interpretation and translation					
Availability and quality of shared documents and other resources					
The venue was appropriate					
There were sufficient breaks					
The food and refreshments were good					
On a scale from 1 (lowest) to 5 (highest) please rate the overall quality of the Conference	1	2	3	4	5

What is that I would like to implement following this workshop?
Any other comments/suggestions to further improve our work?

Thank you!

Annex 3

	Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Total Sum	Average
The objectives of the workshop were met	1	0	2	22	7	130	4.06
The agenda was appropriate to the objectives	1	2	2	21	8	135	3.97
The length of sessions was appropriate	1	2	6	17	5	116	3.74
The workshop agenda was comprehensive	1	0	2	22	5	120	4.00
The presentations/inputs were Enriching, well prepared and easily understood	1	1	9	15	6	120	3.75
There were sufficient opportunities for participant input/interaction, and plenary discussions	1	0	1	21	8	128	4.13
Quality of interpretation and translation	1	2	4	12	7	100	3.85
Availability and quality of shared documents and other resources	1	0	5	18	6	118	3.93
The venue was appropriate	1	0	1	14	12	120	4.29
There were sufficient breaks	1	0	2	17	12	135	4.22
The food and refreshments were good	1	1	5	13	11	125	4.03
On a scale from 1 (lowest) to 5 (highest) please rate the overall quality of the Conference	0	0	1	14	3	74	4.11

What is that I would like to implement following this workshop?
- I already use UNESCO as one of my sources for research. I will thoroughly inspect/explore UNEVOC and the forums
- Digital skills and entrepreneurial skills into the curriculum
- Work hard to mend the curriculum of vocational education with decision makers and civil society institutions
- Dieter Dohmen and I (Ben Janesson) would like to receive the summary/summaries, if produced
- I used to integrate digital skills in all my courses, now I will add to that the entrepreneurial skills. That should have a good impact!

- Enhance presentations with more concrete examples coming from countries' experiences, this will help to enlarge the scope of view and avoid to fall in some problems/profit from good practices
- Review TVET country profile
- Be active member on YEM platform and use YEM community forum
- More on policies and private sector engagement advocacy for new systems supporting youth employment
- Several suggestions that were mentioned in the workshop
- Workshop/working sessions implicating official activities from the ministry of education and DGVET
- Reinforce assistance to different participants in the implementation of the project
- Writing roadmap for courses related to new occupations with the skills needed
- Create a portal to identify the tools, skills based-learning objectives
- Organize 2 days to enforce legalization to develop curriculum
- Share knowledge and results with my colleagues
- If possible, more time
- To follow-up/communicate with participants from other countries for common activities and joint efforts
- More times
- Will be sharing the new knowledge/experience with relevant team members and register on YEM platform
- An online learning platform to introduce entrepreneurial skills
- Organization of a workshop to evaluate the project implementation in respective countries

---

Any other comments/suggestions to further improve our work?
- For such themed objectives, I suggest decreasing/limiting the number of participants and replicating the workshop as needed
- Taking in consideration academic education
- Should depend more on domestic trainers have specialization and qualification in this domain to achieve better result on national level
- Provide sufficient time to benefit from the experiences of countries
- I appreciated the PIX website and YEM project
- Organize future workshops on selected important skills: communication
- Install smaller screens in the meeting room
- Organization of a workshop in Algeria
- Highly recommend sharing and exchanging success stories and case studies
- No, thank you for your efforts
- Reunited through workshops more often
- Follow-up/updates, a group online to share experiences
- More frequently
- Follow-up on recommendations and evolution of the project in relevant countries
- Receive within the shortest possible delay the recommendations
- Improve the follow-up procedure for recommendations drawn in the workshop
- Try to plan strategically the implementation and follow-up of the integration of digital and entrepreneurial skills in training programmes