



**Standing Committee
for Economic and Commercial Cooperation
of the Organization of Islamic Cooperation (COMCEC)**

**Proceedings of the 12th Meeting of the
COMCEC Poverty Alleviation Working Group**

“Skills Development in the OIC: Vocational Education”



**COMCEC COORDINATION OFFICE
October 2018**



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**PROCEEDINGS OF THE 12TH MEETING OF THE COMCEC
POVERTY ALLEVIATION WORKING GROUP
ON**

“Skills Development in the OIC: Vocational Education”

(October 4th 2018, Ankara, Turkey)

**COMCEC COORDINATION OFFICE
October 2018**

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Introduction

The 12th Meeting of the COMCEC Poverty Alleviation Working Group was held on 4 October 2018 in Ankara, Turkey with the theme of “Skills Development in the OIC: Vocational Education”.

The Meeting was attended by the representatives of 16 Member States namely, Algeria, Benin, Egypt, Gabon, the Gambia, Iran, Jordan, Malaysia, Oman, Pakistan, Qatar, Saudi Arabia, Senegal, Sudan, Tunisia, Turkey. Representatives of the COMCEC Coordination Office, Asian Development Bank (ADB), SESRIC and Gaziantep Metropolitan Municipality have also attended the Meeting.¹

The Meeting began with a recitation from Holy Quran. Afterwards, Mr. Selçuk KOÇ, Director at COMCEC Coordination Office (CCO), and Mrs. Juldeh CEESAY, Deputy Permanent Secretary, Ministry of Finance and Economic Affairs of the Gambia and the Chairperson of the Meeting, made their opening remarks. Afterwards, the representative of the CCO made a presentation on “COMCEC Poverty Outlook”. The presentation informed the participants about the state of poverty and human development in the world and in the OIC Member Countries.

The Meeting continued with the presentation of the research report titled “Skills Development: Vocational Education in the Islamic Countries” which was prepared specifically for the 12th Meeting to enrich the discussions.

The afternoon session began with a policy debate session. The policy recommendations on improving vocational education in the member countries were discussed by the participants. The Room Document, which was prepared by the CCO in light of the findings of the aforementioned research report as well as the answers of the Member Countries to the policy questions, was considered.

Following the moderation session, representatives of Algeria, Malaysia, Oman and Turkey shared the experiences in vocational education in their respective countries.

Finally, the participants listened to the representatives of Asian Development Bank (ADB), Metropolitan Municipality of Gaziantep (Turkey) and SESRIC to learn about their experiences in improvement of vocational education and training.

¹ The list of participants is attached as Annex 4.



1. Opening Session

In line with the tradition of the Organization of the Islamic Cooperation (OIC) and the COMCEC, the Meeting started with the recitation from the Holy Quran. Afterwards, Mr. Selçuk KOÇ, Director at the COMCEC Coordination Office welcomed all participants. Thereafter, Mr. KOÇ briefly mentioned about the COMCEC and its activities. He also explained the details of the programme of the Meeting.

Afterwards, Mrs. Juldeh CEESAY, Deputy Permanent Secretary, Ministry of Finance and Economic Affairs of the Gambia, as the chairperson of the Meeting, welcomed all the participants to the 12th Meeting of the Poverty Alleviation Working Group. After introducing herself, Mrs. CEESAY invited Mrs. Hande HACIMAHMUTOĞLU, Sector Specialist from the COMCEC Coordination Office, to make her presentation on Poverty Outlook in the OIC Member Countries.

2. COMCEC Poverty Outlook

Mrs. Hande HACIMAHMUTOĞLU, Sector Specialist from the COMCEC Coordination Office presented the key findings of the COMCEC Poverty Outlook.

In her presentation, Mrs. HACIMAHMUTOĞLU explained the state of poverty in the world and in the OIC Member Countries by emphasizing key indicators on monetary and non-monetary poverty and gave insight about human development in the OIC.

Mrs. HACIMAHMUTOĞLU stated that the most frequently used methods to define poverty are US\$1.90 a day poverty line of the World Bank (in monetary terms), or the value of a minimum calorie requirement. Poverty headcount ratio at \$1.90 a day is the percentage of the population living on less than \$1.90 a day at 2011 international prices.

Then, she briefly informed the participants about the indexes used in the Outlook. The Human Development Index (HDI), produced by UNDP since 1990, measures the achievements in key dimensions of human development: a long and healthy life, being knowledgeable and have a decent standard of living. The HDI is a composite index obtained from life expectancy at birth, mean and expected years of schooling and GNI. She added that the Multidimensional Poverty Index (MPI) is also a composite index obtained from health, education, and standard of living indicators. MPI was also generated by UNDP in 2010 and it reflects the multidimensional nature of poverty. Furthermore, the Global Hunger Index (GHI) is designed to measure and track hunger globally, by country and by region as well as calculated each year by the International Food Policy Research Institute (IFPRI). The GHI highlights successes and failures in hunger reduction and provides insights into the drivers of hunger.

Mrs. HACIMAHMUTOĞLU continued her presentation with poverty situation in the world. The last three decades witnessed a significant global poverty reduction. The global poverty headcount ratio fell to 10.9% in 2013 from 35.9% in 1990. Similarly, the number of poor has decreased by around 1 billion people to 767 million in 2011 from 1.8 billion in 1990. Regarding income groups, while this ratio was 57 percent for upper-middle income countries, 51 percent for lower-middle income

countries and 65 percent for low-income countries in 1981, these ratios fell to 5 percent, 19 percent and 47 percent for these income groups respectively in 2013.

With regards to non-monetary poverty indicators, she first touched upon the HDI. 46 out of 51 “very high human development” countries are high-income countries, and the “high human development” category is dominated by upper-middle-income countries. Similarly, “medium human development” category is dominated by lower-middle income countries. In the “low human development category”, all of the countries are from low income or lower middle-income groups. Mrs. HACIMAHMUTOĞLU expressed that for most of the cases income level of a country is in parallel with its human development category.

Regarding Multidimensional Poverty Index, she stated that the index was calculated for 102 countries in Human Development Report 2016. Almost 1.5 billion people in these countries live in multidimensional poverty.

Since 2000, significant progress has been made in the fight against hunger. The 2000 Global Hunger Index (GHI) score was 30 for the developing world, while the 2016 GHI score was 21.3. Despite the lower hunger level reflected by the 2016 global GHI score, the number of hungry people in the world remains unacceptably high. According to projections of the FAO, about 815 million people worldwide are estimated to be chronically undernourished; 51.7 million children suffer from wasting and 154.8 million children are stunted.

Mrs. HACIMAHMUTOĞLU continued her presentation with the state of poverty in the OIC. She pointed out that the OIC represents a highly diverse group in terms of GDP per capita, which varies from 1017 dollars to 128.4 thousand dollars (i.e. Niger and Qatar). Similarly, the poverty headcount ratio varies remarkably among the OIC Member Countries. According to estimates, there are around 277.4 million poor people in the OIC region. In terms of monetary poverty, there is no poor in the high-income countries. The poverty rate is generally low in the upper-middle income countries. Lower-Middle income countries display a highly dispersed picture and poverty headcount ratio ranges from 1% in Palestine to 53.5% in Nigeria.

As to the multidimensional poverty, Mrs. HACIMAHMUTOĞLU stated that according to Human Development Report (HDR) 2016, around 473 million people are multidimensionally poor in the OIC Region. Among the OIC Member Countries, for which multidimensional poverty headcount ratio is calculated, this ratio is highest in Niger and lowest in Kazakhstan.

She continued her presentation with the GHI values of the Member Countries which range between zero and 44.3. None of the OIC member countries experience an extremely alarming hunger situation and 3 member countries are in an alarming situation while 21 countries are in a serious situation of which Chad is the most severe one. On the other hand, 9 member countries are in moderate hunger situation and 13 countries are in low hunger situation.

Furthermore, Mrs. HACIMAHMUTOĞLU expressed that the world human development index (HDI) average has increased from 0.597 to 0.728 between 1990 and 2016. For the same period, the OIC

average rose from 0.505 to 0.646 and remained significantly below the OECD and world average. OIC's HDI values are only higher than those of LDCs. On the other hand, the gap between the OIC and developing countries has enlarged in the last 25 years. In 1990, it was only 0.014 points whereas it has risen to 0.035 points in 2017 implying a more rapid progress in developing countries.

Finally, Mrs. HACIMAHMUTOĞLU enumerated some of the findings of the poverty in the OIC region. She stated that monetary poverty is significant in the member countries; however, non-monetary poverty is a bigger problem. Nearly a quarter of the population in the OIC member countries live under multidimensional poverty. She added that progress in the human development varies significantly among the member countries. There is an improvement over time; however, a faster progress is needed.

3. Vocational Education in the OIC Member Countries

3.1. Overview of Vocational Education in the World

Dr. Md Shahadat Hossain Khan, Professor, Department of Technical and Vocational Education (TVE), Islamic University of Technology (IUT), Bangladesh as the principal author of the report, presented the findings of the research study titled "Skills Development: Vocational Education in the Islamic Countries". His first presentation focused on the trends in technical and vocational education and training (TVET) in the leading countries in the world and in the OIC member states. The main focus was on quality of TVET teaching and learning, financial sources, governance and other important aspects that are linked with best practices of vocational education in the world.

He started out with a brief discussion on the meaning of vocational education across the world and clarified its importance with respect to removing poverty towards achieving socio-economic development. Thereafter, the focus of his presentation was to provide a comprehensive comparative study among the best practice countries in the world. The main objective was to provide a detailed insight about the key factors that together made TVET sectors successful one. First, Dr. Khan explained about the nature of TVET programs across the selected leading countries. Secondly, the emphasis was given on higher educational pathway, that is, the scope of higher education for TVET graduates in different countries. Thirdly, he explained the importance of having different levels of governance in TVET sectors for ensuring best performance. Afterwards, source of finance and way of utilizing it in TVET sectors was highlighted.

Then, Dr. Khan stressed upon the quality of teachers in TVET sectors. In this point, he showed how different leading countries maintain their standards in relation to recruiting TVET teachers. The evidence during the presentation showed that many countries did not recruit TVET teachers without having license (appropriate certificate).

Dr. Khan further emphasized quality assurance and accreditation systems of TVET sectors. In this regard, he highlighted the importance of ensuring quality assurance and to establish quality assurance unit towards improving TVET sectors. Another important aspect of the presentation was to achieve accreditation towards bringing good practice in TVET sectors.

Thereafter, Dr. Khan presented challenges that best practiced countries such as Germany, USA, China and Australia are facing currently. The first part of the presentation provided evidence that the nature of TVET systems, and the challenges faced by each country differ from country to country. Therefore, intensive investigation was needed to identify trends and issues of TVET sectors of each OIC member states.

After explaining the study background, Dr. Khan presented three different OIC countries namely, Bangladesh, Palestine and Uganda from three different regions of the OIC which are Asia, Arab and Africa and Australia as a best practice country, of the world which were the areas of focus during the entire research work. After explaining the background, Dr. Khan discussed the rigor of the report on the basis of explaining details of methodology that was followed during the research project. He initially presented research questions of the project, which were tightly connected to the overall purposes of the project. He explained that the entire research was constructed following mixed method (quantitative and qualitative) approach, and in some cases, on desk reviews and publicly available databases of the UNESCO-UNIVOC, NCVER, World Bank, ILO, OECD, and other related reports.

For the case studies, the research team conducted in-depth interviews and surveys. Dr. Khan showed and explained three survey questionnaires during his presentation. He explained elaborately how different themes/parts of the questionnaires were linked with research questions. Administrators, teachers of TVET sectors and experts from industries were invited to undergo data collection process from each case country. During his presentation, he also clarified different stages of data collection in case countries. Dr. Khan later presented theoretical foundation through which the data collection tools were constructed. He further informed that the document analysis (reports) was carried out for strengthening the findings.

Questions and Comments:

Question: Representative of Pakistan commented on the report and presentation expressing that it is very right to note the gap between the industry and the labor market is not static, but it is dynamic. If a person has not been trained for a while in line with the current and future requirements of the industry he/she cannot get a job in the market. There is a huge difference between the training given 20 years ago and the current requirements of the industry. So, the vocational training itself needs to be updated regularly according to the industry. However, this regular update has also a significant cost. How can the governments deal with TVET sector in a sustainable and cost effective manner? He added that in some countries, most of the workforce is working in the agricultural sector. Is it possible if vocational education in these countries focus on agriculture instead of technology and industry?

Answer: Dr. Khan stated that studying the tendencies of the people and prioritizing the fields in which the country would like to get improvement is important in determining the focus of TVET sector of the country. Regarding the agriculture sector Dr. Khan gave an example from Bangladesh and pointed out that specific projects or programs can be implemented in line with the particular needs or areas together with categorizing people according to their future targets.

Comment: Malaysian delegate expressed that the impact of vocational education on poverty reduction can be tracked if the graduates are followed to get information in which jobs they have entered after the course and how much they earn.

3.2. State of Vocational of Education in the OIC and Lessons Learnt from the Selected Case Studies

In the second part of his presentation, Dr. Md. Shahadat Hossain Khan presented the findings of four countries namely Bangladesh, Palestine, Uganda and Australia. He started by explaining different types of skills gap in three regions (Asia, Arab and Africa) of the world where the most OIC countries are located. These skills gaps were identified in relation to technical, cognitive and non-cognitive (soft) skills. He informed the participants that they constructed a skill set for future OIC member states based on the study of Jayaram and Engmann (2017) and classified three categories of skills depending on their level of deficiency which are crucial, urgent and reasonable. Thereafter, Dr. Khan presented future skills requirement of case countries and he presented finally a list of skills for all OIC member countries.

Dr. Khan, in the section two, provided brief reasons of choosing these four countries, such as:

Bangladesh: The last five years the Government of Bangladesh and other donor agencies (for example, World Bank) took many positive initiatives towards TVET reform which enhanced the performance of TVET sectors of Bangladesh;

In case of Palestine (Gaza Strip) two reasons were dominant: first, firm intention to investigate current practices and status of TVET sectors via empirical evidence, and second, it requires broader attention from Muslim states;

Uganda: According to World Bank poverty assessment 2016, Uganda reduced poverty at a very rapid rate with a decline from 31.1% 2006 to 19.7% in 2013. This attracted the attention to investigate of whether skill training played any contribution in this cause. Secondly, Uganda has been signing MOU towards investing in vocational training with an aim of reducing unemployment rate. And it has done this by introducing "skilling Uganda" strategic plan 2011-2020 that goes to remote areas in trying to skill the poor. Our research team was intrigued with especially to investigate whether this collaboration with Donor agencies and vocation institution had to do with this rapid poverty alleviation;

Australia were chosen due to three main reasons: Firstly, Australian TVET sector is one of the leading in the world; secondly, Australia has complete Australian Qualification Framework (AQF); and thirdly, Australian TVET sectors has strong linkage with industrial practices.

In the third section, Dr. Khan discussed different aspects/features of TVET sectors among case countries. For example, in case of Bangladesh, vocational education is largely known as Technical and Vocational Education and Training (TVET) which has 6 levels of National Technical and Vocational Qualifications Framework (NTVQF). He informed that the rate of enrolment in a 4-years-diploma program is increasing gradually. However, there is no specific quality assurance unit

established in Bangladesh. In case of attracting poor people, he enlightened that Government of Bangladesh has policy for providing stipend for all female students and poor male students. Around 4 million students get stipend in 2016-17 fiscal year.

In case of Palestine, vocational education is largely known as Technical and Vocational Education and Training (TVET) which does not have complete national qualification framework (NQF). He informed that 6.47% of the total number of Palestinian students studied in 2-Years-diploma in 2014. MoEHE jointly work together for ensuring quality in TVET via the Accreditation and Quality Assurance Commission (AQAC) in Palestine. In case of Uganda, vocational education is largely known as Business, Technical and Vocational Education and Training (BTVET) which has 5 levels of Uganda Vocational Qualifications Framework (UVQF). The rate of enrolment in 2-years-diploma program had become more than double for the last twelve years. However, there is no specific quality assurance unit established in Uganda. In case of attracting poor people, he informed that Uganda does not have provision for free long term TVET programs for poor people. The empirical data of this study showed that it offers few short vocational training programs free for poor people. In this stage, Dr. Khan presented information related to Australian vocational education which is largely known as Australian Vocational Education and Training (VET) and the most popular provider is Technical and Further Education (TEFE). It has ten levels of Australian Qualifications Framework (AQF). He informed that 24.2% of the total number of Australian students studied in VET sectors in 2016. In Australia VET courses and programs are not free. In case of people perceptions towards TVET sectors, all the case countries have negative attitudes towards enrolling TVET programs. However, it has been improving with respect to time. Dr. Khan informed that TVET graduates in Australia hold fitting social status and usually, there is no social discrimination. In contrast, other three countries do not follow similar practices as of Australia. Therefore, Dr. Khan addressed strongly during his presentation that this problem (gaining social recognition) needs to be improved for enhancing quality of vocational education in OIC member countries.

In the fourth section, Dr. Khan highlighted the ways of eradicating poverty through vocational education. He identified three major areas, such as gaining job, creating own entrepreneurship and improving socio-economic status, with which poverty alleviation is possible in OIC member states. In the later stage of this section, Dr. Khan provided evidence regarding the initiatives taken by each case country towards attracting poor students in TVET sectors.

In the fifth section, Dr. Khan addressed key challenges which hinder the progress of vocational education in OIC member states. The key challenges that case countries of OIC are facing include: Lack of funds for improving TVET sectors, Lack of qualified teachers, Curriculum do not update regularly, Negative attitudes and social perception towards TVET sectors, Lack of industrial relationship, and Language barrier. Along with these, Dr. Khan stressed on TVET condition of Gaza strip that is affected severely due to continual war and siege.

After Dr. Khan delivered the key findings for the case countries, he provided the general policy recommendations of the report in section six. He made a number of recommendations to improve quality of vocational education and to eradicate poverty from OIC member countries. For instance, (i) improving TVET Sectors by means of - increasing female students' enrolment, providing need

based teachers training, improving awareness and social recognition among people, introducing language courses; (ii) reducing the gap between TVET sectors and industries by means of – formulating policies, updating curriculum towards job focused and demand driven, exchanging experts from industries to TVET institutions, ensuring industrial visits of teachers and students; (iii) enhancing government initiatives by means of – allocating required funds, building capacity (physical and academic), building linkage with NGOs and other donor agencies, ensuring social value of TVET graduates; (iv) increasing NGOs and other donor agencies’ initiatives towards improving TVET sectors by means of - provide small funds for start-up business, working together in formulating projects, policies and other initiatives; (v) creating new jobs and ensuring graduates’ job by means of establishing job placement cell.

Lastly (in section seven), Dr. Khan presented a Regulatory Framework under which the policy recommendations will get into action (practice). This framework clearly showed the responsibilities of different stakeholders towards successful implementation of those policy recommendations in the OIC member countries.

Questions and Comments:

Question: In many countries informal economy is wide spread. How can the TVET sector respond this challenge and encourage people to get in the formal economy?

Answer: Governments can apply incentives for the poor people to attract them to the formal employment sector and the TVET sector. Also, some incentives can be provided for the private sector to encourage them to make their employees registered in the formal system.

Comment: Due to the rapid change and modernization in the industry, sustainability of the TVET sector is a challenge for many countries. For this reason, the industry should be involved in designing TVET programs to provide input from the market directly.

4. Policy Discussion Session

The session was moderated by the Dr. Mohammad Naim bin YAAKUB, Deputy Director General at Ministry of Education of Malaysia.

At the beginning of the session, Mr. Selçuk KOÇ, Director at the COMCEC Coordination Office (CCO), made a brief presentation on the responses of the member countries to the policy questions on vocational education which were sent to the Poverty Alleviation Working Group focal points by the CCO. He also presented the policy recommendations provided in the room document.

After the presentation, Dr. YAAKUB gave the floor to all delegations asking their opinions and comments for each policy recommendation. The participants shared their comments on the policy recommendations given in the room document. Based on the intensive deliberations, the participants have highlighted the following policy recommendations:²

² The Room Document is attached as Annex 3.

- Improving access of poor student/youth to vocational education through eliminating/reducing school fees, offering monthly scholarship schemes and providing adequate facilities (i.e. accommodation) for students coming from remote areas
- Matching the skills thought in TVET institutions with the industrial requirements through job-oriented and demand-driven curriculum update and improving facilities of TVET institutions as well as establishing a training center inside industrial area
- Increasing both the quantity and quality of teachers in TVET sector through providing professional development programs, industrial attachment, and recognition of their work based on performance
- Increasing awareness about TVET and social recognition of its graduates in order to increase enrolment in TVET sectors and create new job opportunities for skilled graduates

5. COMCEC Project Funding

Mr. Burak KARAGÖL, Director at COMCEC Coordination Office delivered a presentation on utilizing the COMCEC Project Funding (CPF) for the poverty-related projects of the member countries as well as the OIC institutions.

At the beginning, Mr. KARAGÖL showed a video informing the participants about the essentials of the CPF. The video included also information about the projects funded in the past three years as well as the ongoing projects that are implemented in 2018 in the poverty alleviation area. Then, Mr. KARAGÖL stated that the projects can be activity based such as trainings, workshops, conferences, and seminars or research projects such as research studies and field visits related to research.

MR. KARAGÖL informed the participants about the timeline for the project submission and mentioned about the procedure to be pursued. He also described how to submit project proposals and presented relevant parts on the COMCEC website.

Afterwards, Mr. KARAGÖL expressed that the project topics should be in line with principles, strategic objectives and output areas of the COMCEC Strategy. He added that policy recommendations adopted by the COMCEC Ministerial Sessions and Sectoral Themes published on the COMCEC website should also be considered while submitting project proposals. Furthermore, he enumerated the supported topics in poverty alleviation area such as nutrition-specific interventions, child feeding practices, vulnerable groups' access to education, access to inclusive education, parent-teacher interaction, vocational education, access to good health services.

He touched upon main characteristics of designing project proposals. He emphasized that the proposal should bring together at least three member countries. These countries should be member of the Poverty Alleviation Working Group and the proposals should be in conformity with the Project Submission Guidelines.

Lastly, Mr. KARAGÖL expressed that 61 projects were funded in 2014- 2018 and 14 of them are in poverty alleviation area.

6. Member State Presentations

In this section, the representatives of Algeria, Malaysia, Oman and Turkey made presentations to inform the participants about policies and programs conducted in their respective countries for improving vocational education.

6.1. Algeria

Ms. Warda SEMMANE, Director at Ministry of Vocational Training of Algeria, made a presentation on the experiences of Algeria in vocational education and training.

At the outset Ms. SEMMANE stated that Vocational Education and Training (VET) is considered by the Government of Algeria as a key element of its policy aiming to improve socio-economic conditions, create jobs and alleviate poverty.

She informed the participants that there are more than 1295 public institutions with a capacity of 400.000 training stations in Algeria and approximately 100.000 students enroll in VET each year. She added that there are also 706 private schools with a capacity of 51.400 training stations.

Ms. SEMMANE also touched upon some key problematic issues about TVET in Algeria such as access, social appropriateness and quality. She also expressed the fact that ensuring employability of all VET graduates is the greatest challenge and requires a shift from a supply-driven to a demand-oriented system. It also requires a much more active role of the business community (private and public) in designing, developing, managing and evaluating VET activities.

To address the aforementioned challenges, Ms. SEMMANE pointed out that some efforts have been exerted for increasing quality through impact based monitoring and evaluation system. Moreover, the budget invested in TVET has been enhanced. She also mentioned that the National Strategy document has been adopted and the National Council for partnership in VET was established to ensure a good coordination between TVET institutions and industrial sectors.

6.2. Malaysia

Dr. Mohammad Naim bin YAAKUB, Deputy Director General at Ministry of Education of Malaysia, presented the experiences of Malaysia in vocational education and training.

Dr. YAAKUB firstly touched upon the trends in poverty in his country expressing that Malaysia has succeeded in reducing poverty to just 0.40% in 2016 compared to the poverty rate of 16.50% in 1989. This reduction in poverty is partly due to the success of TVET programs in Malaysia. It can be said that TVET plays a significant role in reducing the percentage of poor among Malaysians.

He pointed out that the establishment of a network of educational institution throughout the country where technical and vocational training could be provided at all levels (certificate to degree level) has facilitated access to TVET for all Malaysians, particularly school leavers before they enter the labor market or pursue their education at a higher level. Entry into TVET institution is open to all Malaysians irrespective of race, religion or socio-economic status.

Dr. YAAKUB stated that currently there are over 500 public TVET institutions offering various full-time, part-time, short courses including Lifelong Learning programs ranging from Engineering, Hospitality to Social Sciences. The variety of programs offered at these TVET intuitions give prospective students a wide variety of options to choose from.

With the tagline “Nobody should be left behind”, TVET institutions in Malaysia embraces inclusiveness in education where access to quality vocational education is available to all Malaysian students.

The main aim of TVET institutions in Malaysia is mainly to enhance the skills of their students with a view to increase their marketability and employability. This will in turn, raise their standards of living. Currently, between 70 to 80 percent of the TVET student population in Malaysia are those from the Bottom 40 or dubbed B40 i.e. those from households earning less than RM3000 per month or about USD 750 per month. The success of TVET has directly impacted the livelihood of TVET graduates. With higher income and better remunerations, TVET graduates have acquired better jobs, hence, a brighter future socially and economically.

Dr. YAAKUB lastly mentioned that TVET institutions are the main contributor of skilled workforce in Malaysia with more than 70% graduates joining the workforce after completing their education and training.. TVET graduates are encouraged to pursue to be entrepreneurs and become job creators.

6.3. Oman

Dr. Amal Obaid AL MUJAINI, Director General at Ministry of Manpower of Oman made a presentation on the experiences of Oman with respect to the vocational education and training system in her country.

Dr. AL MUJAINI firstly touched upon in her presentation the overview of TVET governance under the Ministry of Manpower. The Ministry has two pillars namely, Technological Education and Vocational Education and Training, but also the Ministry oversees the provision of training by Private Training Providers.

Dr. AL MUJAINI mentioned that a total number of 38.379 students have been enrolled in Colleges of Technology (CTs). She pointed out that there are various programs for engineering, business studies, pharmacy, photography, information technology and fashion design under the CTs. She informed the participants that the students graduate after 2-year education in CTs as skilled technician. They can continue for an additional year to get advanced diploma to be a technologist with the condition to get 4 score from IELTS. After being technologist, if the graduate continue for an extra one year he/she can be a professional if 4.5 IELTS score is achieved.

With regards to Vocational Education and Training under the Ministry, she expressed that there are 24 sub-specializations such as automotive technology, electronics, woods technology, agriculture, health & beauty etc.

Dr. AL MUJAINI informed the audience about the private training providers. She noted that there are totally 359 private institutes serving for training.

She pointed out that Occupational standards and testing are among the key factors in aligning vocational skills to the labor market. For this reason, the current efforts are focused to establish a dynamic occupational standards and testing system.

Dr. AL MUJAINI mentioned about close partnership with German stakeholders since 2002 when a German agency assigned to prepare a study on the feasibility of setting up a center for Occupational Standards and Tests. She added that 60 occupational standards were developed in collaboration with German experts (GIZ) in 2013 to be implemented in vocational training centers' curricula.

She lastly stated that since 2014 a collaboration with Bremen University has been ensured to design framework for the development of advanced detailed curricula based on the advanced occupational standards, train Omani trainers and conduct workshops on curriculum development.

6.4. Turkey

Mr. Murat MİDAS, Department Manager at Ministry of National Education (MoNE) of Turkey, and Mr. Çağatay GÖKYAY, Employment Expert at Turkish Employment Agency (İŞKUR), delivered a joint presentation on the efforts to improve the quality of vocational education.

Mr. MİDAS started the presentation with some statistics about the TVET sector in Turkey. He indicated that the share of vocational education in secondary education is around 42%. He also noted that there are 33 public vocational high school opened in Organized Industrial Zones (OIZ) and there are 69 private vocational high schools in and nearby the OIZs. He pointed out that there are three types of schools under the Ministry namely, Vocational and Technical Anatolian High School, Multi-Program Anatolian High School and Vocational Education Centers.

He expressed that the government provides support to students attending internships and the students are insured against occupational accidents and illnesses. Another advantage for vocational high schools is the additional points for transition to relevant university departments.

Mr. MİDAS also touched upon the cooperation with many countries through the Turkish Cooperation and Coordination Agency (TIKA). With the support of TIKA, the MoNE has supported many countries in terms of construction of vocational schools, establishment and equipping of workshop and laboratory, teacher training, development of training programs and provision of internships to students. He pointed out that 4195 people have been trained so far by 276 Turkish teachers in 26 countries.

Mr. Çağatay GÖKYAY continued the presentation with the Vocational Training Courses run by İŞKUR. He stated that vocational training courses are conducted in accordance with annual training plans and they are arranged on the basis of needs of the labour market. He added that the service providers are the institutions affiliated to the MoNE, Universities, private education institutions and

private employment offices. The courses are limited to a maximum of 160 actual days. Courses must be at least 5 to maximum 8 hours per day and minimum 30 to maximum 40 hours per week.

Mr. GÖKYAY stressed that in the professions where proficiency certificate can be given, examinations and certification are made within the framework of the provisions of the relevant legislation and Professional Competence Certificate is given to the graduates of the courses by the Vocational Qualifications Authority. In cases where vocational qualification certificate is not given, Provincial Directorates of National Education give certificate of completion (MoNE certification).

Mr. GÖKYAY lastly gave information on the expenses for trainees. He indicated that daily allowances between 25 and 45 TL (5-8\$) paid per trainee. He added that insurance of occupational accidents and professional diseases and universal health insurance to the participants is provided by the İŞKUR.

7. Perspective of International Institutions and NGOs

7.1. Asian Development Bank

Ms. SAMANTHA HUNG, Deputy Representative from the Asian Development Bank (ADB) European Representative Office, presented the experiences of the ADB in vocational education and training.

Ms. HUNG firstly outlined the education sector vision of ADB, trends in education lending, TVET challenges and opportunities, and project examples. ADB's vision is to enable good jobs, decent income, increased productivity, better competitiveness and a knowledge based economy. A corporate target for 6-10% of total commitments in the education sector exists in the context of rapid changes in technologies, demographics, urbanization, labor mobility and climate change in the Asia Pacific region. ADB's newly approved Strategy 2030 takes an integrated approach. It is critical to break silos between sectors to ensure more effective collaboration between human capital, infrastructure and sustainable environment (e.g. green skills such as renewable energy, energy efficient buildings, sustainable transport, waste to energy).

Ms. HUNG touched upon the ADB's education portfolio cuts across 5 regional departments, with the largest proportion in South Asia, followed by Southeast Asia. There is huge demand for TVET in many Developing Member Countries (DMCs). TVET projects represented 40% of the education sector approvals in 2012-14, 57.5% in 2015-2017 and 30% in 2018-2020. There are 30 ongoing ADB TVET projects (out of a total of 63 education projects), valued at USD 1.77 billion (out of a total of USD 4.56 billion). She stated that TVET is increasingly considered important to enhance employability by combining soft and occupational skills. Work-based training enhances productivity of workers and also helps to adapt new technologies. There are three types of TVET programs: (i) secondary level, (ii) post-secondary level (e.g. technical colleges, polytechnics) and (iii) cross-sector collaboration. In some cases, there is need to cater to those who have no formal education (e.g. school dropouts). She underlined that it is important for ADB to have a good understanding of the skills ecosystem in order to target the most critical elements or take a phased approach to support comprehensive and holistic reforms.

Ms. HUNG also mentioned about several constraints. First, in many DMCs there is a high share of informal labor which makes jobs less secure with lower pay. Second, many TVET students do not have strong foundational skills and institutions need to provide soft skills (e.g. digital literacy, communication, team work, problem solving). Third, targeted approaches are more difficult to implement. If training is provided in rural/remote locations without link to practical training, trainees may not acquire the right skills. Fourth, it is important to ensure training is done properly. In the interest of covering more trainees within a short time, training may not prepare them with deep skills unless linked to internship. Short term training can work well if it is modularized as part of a longer programs, or if it exposes trainees with good academic background to equipment. Programs often rely disproportionately on government funds with little support from other sources, hence it is important to incentivize employers to invest in training. Finally, it is important to provide advice on what is possible within certain occupations in terms of earnings and vertical mobility.

She also stressed that the ADB learns from past investments through standardization of modules, equipment specifications, teacher training and use of new technology for faster and improved project design. Sometimes it is more efficient to establish shared training facilities/workshops for optimal use of expensive equipment and cost sharing. The private sector may be interested to develop training models that are in high demand, in partnership with industry associations. TVET is often underfinanced. New forms of innovative financing in partnership with key stakeholders along with CSR funds can lead to better designed programs.

Ms. HUNG lastly underlined that there is an urgent need to prepare emerging skills in light of rapid technological changes (automation, robotics, digital platforms). With modern technology, artificial intelligence and big data analytics, it is possible to analyze labor market needs. Soft skills are equally important and can also be assessed. These developments will help employers and trainers work together to identify gaps and prepare programs accordingly.

7.2. Metropolitan Municipality of Gaziantep

Dr. Önder YALÇIN, Director at Metropolitan Municipality of Gaziantep, presented vocational education programs run by the Municipality.

At the outset, Dr. YALÇIN stated that the Gaziantep Metropolitan Municipality Art and Vocational Courses (GASMEK) began vocational training courses with 11.838 attendees in January 2015. This number augmented to 30.173 in the following year. In 2017 40.987 people attended the GASMEK courses and this number increased to 54794 in 2018. Only in 4 years the total number of attendees benefitted from the training courses has reached to 137,792.

Dr. YALÇIN enumerated some of the training courses in the areas such as Office Management and Secretariat Services, Rail Systems Technology, Health, Metal Technologies, Animal Farming/Breeding, Beauty and Hair Care Services, Patient and Elderly Care Services, Graphic and Photography etc.

He also pointed out that the Municipality has kindergartens for 03-06 years-old children of the attendees in 14 course centers at GASMEK. He added that 4.982 children have benefited of these kindergartens so far.

Dr. YALÇIN lastly underlined that the courses in the fields of patient and elderly care services, beauty and skin care services, food and beverage services, textile technologies, child development and education, accounting and finance and information technologies are more likely to enable attendees to find jobs. The Ministry of Education of Turkey provides official certification for these fields since there is a high need in the labor market.

7.3. Statistical, Economic and Social Research and Training Centre for Islamic Countries (SESRIC)

Mr. Fatih SERENLİ, Director at Statistical, Economic and Social Research and Training Centre for Islamic Countries (SESRIC) presented the efforts exerted by the SESRIC in vocational education and training (TVET).

In his presentation, Mr. SERENLİ mentioned about the activities under the Vocational Education and Training Programme for the Member Countries of the Organization of Islamic Cooperation (OIC-VET) Programme which is the flagship program of SESRIC in TVET area. He noted that the OIC-VET was launched at the COMCEC Economic Summit in 2009. The Programme was originally designed by SESRIC for the purpose of improving the quality of vocational education and training in the public and private sectors. The ultimate aim of the program is supporting and enhancing the opportunities for individuals in the Member Countries to develop their knowledge and skills and thus to contribute to the development and competitiveness of the economies and to facilitate the sharing of knowledge between OIC Member Countries. The Programme supports and supplements the activities of the OIC Member Countries, aiming at improving the competencies and skills of the people according to the needs and priorities of labour markets through intra-OIC partnerships at institutional level in line with the OIC-2025 Programme of Action and the Sustainable Development Goals of 2030 Agenda.

Mr. SERENLİ expressed that the OIC-VET Programme is implemented through several sub-programmes and projects in partnership with national, regional and international institutions, as well as NGOs. Within the framework of the OIC-VET, Mr. SERENLİ briefly touched upon some of the activities and projects that are currently being carried out such as Palestinian Youth Economic Empowerment Syrian Palestinian Employment and Entrepreneurship Development Program (SPEED), İSMEK Master Trainer Programme (IMTP), OIC International Internship Program (OIC Intern).

Mr. SERENLİ lastly expressed that following the adoption of the OIC Programme of Action 2025, and in line with the Sustainable Development Goals of 2030, SESRIC has developed a draft Strategic Roadmap in collaboration with ISESCO in order to improve the OIC-VET programme.



8. Closing Remarks

The Meeting ended with closing remarks of Mrs. Juldeh CEESAY, Chairperson of the Meeting and Mr. Selçuk KOÇ, Director at the COMCEC Coordination Office (CCO).

Mrs. CEESAY thanked all the member country representatives as well as participants from Asian Development Bank, Gaziantep Metropolitan Municipality and SESRIC for their active participation and valuable contributions.

Mr. KOÇ also thanked all delegates for their attendance and valuable contributions. He expressed that the main outcome of the meeting is the policy recommendations for the member countries. He stated that these recommendations will be submitted to the 34th COMCEC Ministerial Meeting as an output of the 12th Meeting of the Poverty Alleviation Working Group.

Furthermore, Mr. KOÇ informed the participants that the 13th Meeting of the COMCEC Poverty Alleviation Working Group will be held on April 4th, 2019 in Ankara with the theme of “Access to Health Services in OIC: A Pro-Poor Approach”. He stated that as per the usual practice a research report will be prepared on the theme of the Meeting and shared with the focal points in advance of the meeting.

ANNEXES

Annex 1: Agenda of the Meeting



AGENDA OF THE 12TH MEETING OF THE COMCEC POVERTY ALLEVIATION WORKING GROUP

October 4th, 2018 Ankara, Turkey

“Skills Development in the OIC: Vocational Education”

Opening Remarks

1. COMCEC Poverty Outlook
2. Overview of Vocational Education in the World
3. State of Vocational Education in the OIC and Lessons Learnt from the Selected Case Studies
4. Policy Debate Session on Improving Vocational Education Quality in the OIC Member Countries
5. Utilizing the COMCEC Project Funding
6. Member State Presentations
7. Perspectives of International Institutions and Local Authorities

Closing Remarks

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Annex 2: Programme of the Meeting



**PROGRAMME OF THE 12TH MEETING OF THE COMCEC
POVERTY ALLEVIATION WORKING GROUP
(October 4th, 2018, Crowne Plaza Hotel, Ankara, Turkey)
“Skills Development in the OIC: Vocational Education”**

08.30-09.00	Registration
09.00-09.05	Recitation from Holy Qur’an
09.05-09.15	Opening Remarks
09.15-09.35	Outlook of Poverty in the OIC Member Countries <i>Presentation: Mrs. Hande HACIMAHMUTOĞLU, Sector Specialist COMCEC Coordination Office</i>
09.35-09.45	Discussion
09.45-10.25	Overview of Vocational Education in the World <i>Presentation: Dr. Md Shahadat Hossain KHAN Islamic University of Technology</i>
10.25-10.55	Discussion
10.55-11.10	Coffee Break
11.10-11.50	State of Vocational Education in the OIC and Lessons Learnt from the Selected Case Studies <i>Presentation: Dr. Md Shahadat Hossain KHAN Islamic University of Technology</i>
11.50-12.30	Discussion
12.30-14.00	Lunch
	Policy Options for Improving Vocational Education Quality
14.00-14.10	Responses of the Member Countries to the Policy Questions on the Policy Framework for Improving Vocational Education in the OIC Member Countries <i>Presentation: Mr. Selçuk KOÇ, Director COMCEC Coordination Office</i>
14.10-15.30	Discussion

Utilizing the COMCEC Project Funding

15.30-15.45 Presentation: *Mr. Burak KARAGÖL, Director
COMCEC Coordination Office*

15.45-16.00 Discussion

16.00-16.15 **Coffee Break**

16.15-17.00 **Member Country Presentations**

Sharing Experiences and Good Practices in Improving Vocational Education
Discussion

Perspectives of International Institutions and Local Authorities

17.00-17.15 Presentation: “Experiences of the Asian Development Bank in Vocational Education and Training”

*Ms. Samantha HUNG, Deputy Representative
Asian Development Bank, European Representative Office*

17.15-17.30 Presentation: “Vocational Education Programmes of the Metropolitan Municipality of Gaziantep”

*Dr. Önder YALÇIN, Director
Metropolitan Municipality of Gaziantep, Turkey*

17.30-17.45 Presentation: “SESRIC’s Efforts towards Improving Vocational Education and Training in the OIC Member Countries”

*Mr. Fatih SERENLİ, Director
Statistical, Economic and Social Research and Training Centre for Islamic Countries (SESRIC)*

17.45-18.00 Discussion

18.00-18.15 **Closing Remarks and Family Photo**

Annex 3: The Policy Recommendations

ROOM DOCUMENT FOR THE MODERATION SESSION OF THE 12TH MEETING OF THE COMCEC POVERTY ALLEVIATION WORKING GROUP

A policy debate session was held during the 12th Meeting of the Poverty Alleviation Working Group (PAWG). The Working Group came up with some concrete policy recommendations for improving vocational education, especially for the children from poor families, in the OIC and approximating policies among the member countries in this important issue. The policy advices presented below have been identified in light of the main findings of the research report titled “Skills Development: Vocational Education in the Islamic Countries” and the responses of the Member Countries to the policy questionnaire which was sent by the COMCEC Coordination Office.

Policy Advice 1: Improving access of poor student/youth to vocational education through eliminating/reducing school fees, offering monthly scholarship schemes and providing adequate facilities (i.e. accommodation) for students coming from remote areas

Rationale:

Vocational Education and Training (VET/TVET) primarily focuses on providing skills to the youth in formal/informal sector. These young people are the major workforces in any industrial activities. Therefore, VET system can contribute in equipping youth for occupation, providing necessary skills and meeting the industrial requirements for economic growth. Successful VET system can also play an important role in poverty eradication and reducing the income gap between the rich and the poor.

There is a great number of young unemployed people in the OIC Region and the main constrain is to attract poor young people to skill trainings. The empirical evidence shows that many young people could not be able to enter into skills trainings due to school fees and other related costs. Vocational education and training should be offered free of charge or at lower prices to attract poor youth. Besides, monthly stipend or interest free loan may be provided to poor people for their education. Free vocational training, and monthly scholarship schemes can also enhance enrolment and provide greater opportunities for poor students.

Furthermore, a great number of people in the OIC Region are living in rural areas, and their income level is mostly very low. In order to attract poor youth in skills training for future employment, TVET institutions should be expanded in rural areas or these institutions should have necessary facilities (i.e. provision of hostels) in the OIC Region.

Policy Advice 2: Matching the skills thought in TVET institutions with the industrial requirements through job-oriented and demand-driven curriculum update and improving facilities of TVET institutions as well as establishing a training center inside industrial area

Rationale:

There is a strong relationship between TVET sectors and labour market demand. Vocational education generally provides job focused short and long-term training, which make unemployed people competent to meet industrial demand. Nonetheless, finding a job may not be easy for the graduates of TVET institutions if their education and training do not match the

requirements of the industry. For this reason, bridging the gap between TVET and labour market demand is crucial to enhance the productivity of youth, who are well skilled, competent and professional capable in different areas.

On the other hand, there is a lack of industrial linkage with TVET institutions in many OIC member countries. A great majority of the TVET institutions do not have modern machineries. On the contrary, most local industries have modern machineries installed to ensure continuous increase of their production capacity and to compete in global market. Therefore, TVET facilities need to be improved with modern equipment, labs, and machineries for offering updated skill training. In this point, industries should enhance cooperation with TVET institutions in the form of establishing a training center inside the industrial area that will provide demand driven current skills for the TVET students for a certain period of time.

Furthermore, outdate curriculum and training hinder the graduates to meet the current industrial demand. In order to close the gap between TVET and the industry requirements in the OIC member countries, curriculum update is required to make it more job-oriented and demand-driven.

Policy Advice 3: Increasing both the quantity and quality of teachers in TVET sector through providing professional development programs, industrial attachment, and recognition of their work based on performance

Rationale:

Teachers are of particular importance since they have direct influence on educational outcomes. Students learning outcome in TVET sectors largely depends on teachers' teaching practices. However, research report conducted for this meeting shows that the level of competency and knowledge of the teachers in TVET sectors is not adequate and teachers do not have enough practical industrial experience in many OIC member countries. Moreover, numbers of specialized teachers (subject specific) are very low in TVET institutions.

In order to address these challenges, three specific strategies are recommended: *firstly*, teacher-training programs for updating instructors' (teachers) skills should be continued in different forms (pedagogic, subjective, and exchange programs); Additionally, teachers should update their pedagogical techniques by means of using modern technologies in case of face-to-face, blended and online teaching approaches in TVET sectors; *secondly*, industrial attachment for technical teachers for a certain period of time (six months) can be practiced in TVET sectors; and *lastly*, achievement of teachers certification (license) for teaching involvement in TVET sectors is necessary before starting regular teaching. In order to attract bright and meritorious competent teachers in TVET sectors, motivational incentives such as attractive salaries can be provided and new teachers having industrial experience can be recruited in TVET sectors of the OIC member countries.

In addition, for enhancing the capacities of teachers and trainers, experts from different industries can be invited as Resource Persons in TVET institutions for sharing their expertise. Both teachers and students should visit industries regularly to observe industrial practices. Furthermore, in order to enhance sustainability of TVET sectors, and to cope up with the current trends, teachers should have provision for life-long learning that would assist them for updating their knowledge and skills.

Policy Advice 4: Increasing awareness about TVET and social recognition of its graduates in order to increase enrolment in TVET sectors and create new job opportunities for skilled graduates

Rationale:

Skills training is not attractive when finding job is not secure. Evidence shows that job focused skills attract young people towards vocational education. Research evidence shows that due to lack of knowledge and awareness on TVET and relatively low social status of TVET graduates, parents mainly send their children to general education instead of TVET institutions.

In order to attract poor young people towards skill training, a number of job opportunities should be available in OIC member countries. Few initiatives in this regard can be as follows: governments and private sector should create a number of job provisions; donor agencies should work with the government to generate alternative sources of employment for skilled graduates; and TVET graduates should be actively involved in creating jobs through entrepreneurship.

Industry should not recruit any technician and/or any skilled labour force without having relevant certificate from TVET institutions. Furthermore, TVET institutions and the industry need to close cooperation with Employment Agencies.

In this framework, awareness about TVET and recognition of skills training need to be enhanced in the OIC Region through seminars, conferences, and public service advertisements. The promotional activities of TVET sectors can also be extended via all media. Moreover, awareness raising activities can be organized among teachers, students and parents at school level so that they would be encouraged to enter into TVET sectors.

Instruments to Realize the Policy Advices:

COMCEC Poverty Alleviation Working Group: In its subsequent meetings, the Working Group may elaborate on the above-mentioned policy areas in a more detailed manner.

COMCEC Project Funding: Under the COMCEC Project Funding, the COMCEC Coordination Office issues calls for project proposals each year. With the COMCEC Project Funding, the member countries participating in the Working Groups can submit multilateral cooperation projects to be financed through grants by the COMCEC Coordination Office. For realizing above-mentioned policy recommendations, the member countries can utilize the COMCEC Project Funding facility. These projects may include organization of seminars, training programs, study visits, exchange of experts, workshops and preparation of analytical studies, needs assessments and training materials/documents, etc.

SESRIC's OIC-VET Programme: Member countries can benefit from the capacity building/experience sharing opportunities provided within the framework of OIC-VET Programme.

Annex 4: List of Participants

LIST OF PARTICIPANTS 12TH MEETING OF THE POVERTY ALLEVIATION WORKING GROUP 4 OCTOBER 2018, Ankara

A. MEMBER COUNTRIES OF THE OIC

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

- Ms. SALIMA OUBOUSSAD
Sub Director, Ministry of National Solidarity and Family and Woman Condition
- Ms. WARDA SEMMANE
Director, Ministry of Vocational Training

REPUBLIC OF BENIN

- Mr. HYACINTE MENSAH MONTCHO
Development Administrator, Ministry of Planning and Development

ARAB REPUBLIC OF EGYPT

- Mr. AMR SELIM
Deputy Head of Mission, Embassy of Egypt in Ankara

REPUBLIC OF GAMBIA

- Ms. JULDEH CEESAY
Deputy Permanent Secretary, Ministry Of Finance and Economic Affairs

REPUBLIC OF INDONESIA

- Mr. S. SAYOGA KADARISMAN
Counsellor, Embassy of Indonesia in Ankara
- Mr. HARYADI SATYA
First Secretary, Embassy of the Republic of Indonesia in Ankara

ISLAMIC REPUBLIC OF IRAN

- Ms. FAEZEH ZAREI
Expert, Ministry of Cooperative and Labour and Social Welfare
- Mr. ALIREZA TAHERPOUR SHALMANI
Director General, Technical Vocational Training Organization

HASHEMITE KINGDOM OF JORDAN

- Mr. BARAKAT SHANAG
Director, Ministry of Social Development
- Mr. FAISAL AL DOMOUR
Director, Ministry of Social Development

MALAYSIA

- Dr. MOHAMMAD NAIM YAAKUB



Expert, Ministry of Education

- Ms. NORHAYATI KHAMIDIN
Expert, Ministry of Education

SULTANATE OF OMAN

- Dr. AMAL OBAID AL MUJAINI
Director General, Ministry of Manpower
- Ms. MAYA AL HAJRI
Financial Analyst, Supreme Council for Planning –The General Secretariat

ISLAMIC REPUBLIC OF PAKISTAN

- Mr. UMER SIDDIQUE
Counsellor, Embassy of Pakistan in Ankara
- Ms. IFRAH TARIQ
Third Secretary, Embassy of Pakistan in Ankara

STATE OF QATAR

- Ms. NAJLA AL-KUWARI
Social Specialist, Ministry of Administrative Development, Labour & Social Affairs

KINGDOM OF SAUDI ARABIA

- Mr. KHALID HMAAD AL HARTHI
Counselor, Royal Embassy of Saudi Arabia in Ankara

REPUBLIC OF SENEGAL

- Ms. AMINATA KANE
Head of Office, Directorate of Foreign Trade

REPUBLIC OF SUDAN

- Mr. TARIG AHMED SALIH
First Secretary, Sudan Embassy in Ankara

REPUBLIC OF TUNISIA

- Mr. MOHSEN ANTIT
Counsellor, Embassy of Tunisia in Ankara
- Mr. MEHDI ESSEGHIR
Counsellor, Embassy of Tunisia in Ankara

REPUBLIC OF TURKEY

- Mr. NEVZAT FIRAT KUNDURACI
Deputy Head of Department, Ministry of Family, Labor and Social Services
- Mr. OZAN İLTER
Expert, Ministry of Family, Labor and Social Services
- Mr. OSMAN YALÇIN
Deputy Department Manager, Ministry of National Education
- Mr. MURAT MİDAS

Departmental Manager, Ministry of National Education

- Mr. ÇAĞATAY GÖKYAY
Employment Expert, Turkish Employment Agency Directorate General
- Ms. FİLİZ AÇIKGÖZ
Employment Expert, Turkish Employment Agency Directorate General

B. THE OIC SUBSIDIARY ORGANS

STATISTICAL, ECONOMIC, SOCIAL RESEARCH AND TRAINING CENTER FOR ISLAMIC COUNTRIES (SESRIC)

- Mr. MEHMET FATİH SERENLİ
Director, SESRIC
- Mr. SYED TAHIR MAHMUD
Researcher, SESRIC
- Ms. ESMA DEMİRTAŞ
Training Expert, SESRIC

C. INVITED INSTITUTIONS

THE ASIAN DEVELOPMENT BANK

- Ms. SAMANTHA HUNG
Deputy Representative, Asian Development Bank

GAZİANTEP METROPOLITAN MUNICIPALITY

- Mr. ÖNDER YALÇIN
Director, Gaziantep Metropolitan Municipality
- Mr. MEHMET ERCAN BIRBILEN
Department Manager, Gaziantep Metropolitan Municipality

D. COMCEC COORDINATION OFFICE

- Mr. SELÇUK KOÇ
Director
- Mr. BURAK KARAGÖL
Director
- MEHMET ASLAN
Director
- HANDE HACİMAHMUTOĞLU
Sector Specialist
- Mr. MEHMET AKİF ALANBAY
Expert
- Mr. OKAN POLAT
Expert
- Mr. HASAN YENİGÜL
Expert