



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

**Proceedings of the 20th Meeting of the
COMCEC Poverty Alleviation Working Group**

**“Effective Vocational Education and Training Strategies to Reduce Youth
Unemployment in the OIC Member Countries”**



COMCEC COORDINATION OFFICE

June 2023

**PROCEEDINGS OF THE 20TH MEETING OF THE
COMCEC POVERTY ALLEVIATION WORKING GROUP**

**“Effective Vocational Education and Training Strategies to Reduce Youth
Unemployment in the OIC Member Countries”**

(May 10, 2023; Virtual Meeting)

COMCEC COORDINATION OFFICE

June 2023

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INTRODUCTION

The 20th Meeting of the COMCEC Poverty Alleviation Working Group was held on 10 May 2023, in a virtual-only format, with the theme of “Effective Vocational Education and Training Strategies to Reduce Youth Unemployment in the OIC Member Countries”.

The representatives of 18 Member States, which have notified their focal points for the Poverty Alleviation Working Group, attended the Meeting. The representatives of the COMSTECH, SESRIC and ILO Türkiye Office also attended the Meeting.

The Meeting considered the preliminary findings of the research report titled “Effective Vocational Education and Training Strategies to Reduce Youth Unemployment in the OIC Member Countries” which is being conducted specifically for the 20th and 21st Meetings of the Poverty Alleviation Working Group with a view to enriching the discussions.

In line with the tradition of the Organization of the Islamic Cooperation (OIC), the Meeting commenced with the recitation from the Holy Quran. Afterwards, Mr. Selçuk Koç, Acting Director General of the COMCEC, made an opening speech. After his speech Mr. Koç gave the floor to Mrs. Filiz Kayacı Boz, Deputy Director General at Ministry of Family and Social Services of Türkiye, as the Chairperson of the Meeting.

In the beginning, Ms. Boz summarized the Program of the Meeting and gave the floor to Dr. Bekir Gür to make his presentation on the background and key concepts of youth unemployment as an introduction of the research report being conducted by his research team. Following the introductory presentation of Dr. Gür, main findings of the case country analysis of Germany were presented by Ms. Gamze Bozgöz. Afterwards, Ms. Nuran Torun Atış from ILO Türkiye Office and Ms. Esmâ Demirtaş from SESRIC presented their experiences in the technical and vocational education and training. Lastly, Mr. Hasan Yenigül, Senior Expert at COMCEC Coordination Office, made a presentation on the COMCEC Project Support Instruments.

1. Background and Key Concepts

The first presentation was made by Dr. Bekir S. Gür on explanation of the background and key concepts related to the vocational education system and other active labour market policies (ALMPs). In the second part of the study, the experiences and recommended practices from four case countries including Germany as non-OIC member case study were presented.

Dr. Gür stated finding employment is becoming increasingly difficult for young people, and youth unemployment is a serious issue in many countries and that the issue of youth unemployment has long-lasting and severe consequences. He argued that youth unemployment rates are generally much higher than those for adults, with recent estimates from the International Labour Organization (ILO) indicating that at least 282 million young people are not engaged in employment or education. The proportion of youth who are not engaged in education, employment, or training (NEET) in the youth population is a relatively new indicator. He explained that ILO has adopted the following definition of the NEET rate: the percentage of young persons (aged 15-24 years) not in education, employment, or training, out

of the total youth population. It is also referred to as the "youth NEET rate." He also added that there is significant variation among countries in terms of the youth NEET rate.

Dr. Gür underlined the youth NEET rate which is particularly high in the Middle East and North Africa (MENA) region where most OIC member countries are located. Moreover, youth having extra disadvantages such as low levels of education, having disability, or belonging to ethnic minorities experience higher unemployment rate. In other words, not all young people experience unemployment equally. He explained depending on the circumstances, certain groups are more susceptible to unemployment. Some OIC member countries such as Qatar, Niger, Chad, and Kazakhstan, have low levels of youth unemployment (0-4%), similar to some advanced economies. However, other member countries such as Palestine, Libya, and Djibouti, have rates as high as 40%.

He pointed that youth unemployment is a multifaceted issue that requires an understanding of the broader labour market dynamics. Theoretical frameworks, such as human capital theory, and screening theory, underlie the study of youth unemployment. He stressed that the human capital theory proposes that young workers who invest in their education and skills are more likely to find employment and earn higher wages. In essence, proponents of human capital theory contend that individuals who invest in their education and skills are more likely to secure better employment opportunities and higher earnings. He added that on the other hand, screening theory posits that a direct correlation between education and employability is not always the case, as hiring processes can be more complex. Meanwhile, labour market segmentation theory views the labour market as segmented by various institutional, societal, and structural factors, resulting in uneven distribution of youth unemployment and low-paying precarious jobs across society. Next, Dr. Gür noted that numerous empirical studies have investigated the determinants of youth unemployment. According to a meta study done in 2013, weak macroeconomic performance is the primary cause of youth unemployment, as young people are particularly vulnerable to the absence of economic growth. A decrease in aggregate demand caused by economic hardship or crisis is a major contributor to the rise of youth unemployment. He expressed that as with the 2008 financial crisis, the COVID-19 pandemic has led to a significant decline in employment for young people, with a decrease of 8.7 percent, which is much higher than the decrease in employment for adults, which was 3.7 percent.

He mentioned that according to various empirical studies, education plays a crucial role in mitigating youth employment. In many countries, individuals with higher levels of education have better employment prospects and higher earning potential. Despite the increasing number of college graduates, labour demand may not be able to keep up due to the mismatch between education supply and labour demand. He noted that the mismatch between education and labour market demand is a growing concern that contributes to higher youth unemployment rates in many countries, especially in the developing world and the MENA region. He also added the age structure of the population, fertility, and child mortality are demographic changes that can have an impact on the youth labour market. High fertility rates are considered the primary cause of the high rate of youth unemployment in many developing countries.

He also argued that the role of governance and institutions in reducing youth unemployment and increasing their welfare is crucial. Strong institutions and good governance can create a

favourable environment for economic growth, job creation, and human development. Ensuring inclusive policies is essential to provide equal access to opportunities and resources for all young people. He highlighted that governments, international organizations, NGOs, and donors can play a significant role in promoting inclusive policies by reducing discrimination, promoting social inclusion, and addressing the needs of vulnerable groups, including young women and people with disabilities. NGOs, international organizations, and donors should work closely with national governments to ensure that their efforts are complementary and supportive of national policies. This can help ensure that efforts are sustainable over time and have a lasting impact. He stressed that active labour market policies (ALMPs), such as job search assistance programs, training and education programs, private sector incentive programs, and public sector employment programs, are interventions in labour market policies that aim to increase employment opportunities for job seekers and reduce overall youth unemployment rates.

According to Dr. Gür, there are several challenges in measuring youth unemployment, particularly in poorer countries. Gathering reliable data on employment in the informal sector, where the vast majority of young people in poorer countries work, is challenging, making it difficult to accurately measure unemployment rates. He also added that a significant disruption of almost all daily and business life, especially in times of conflict and disaster makes it difficult to measure youth unemployment in poorer countries.

Finally he noted that a high percentage of youth unemployment, combined with socio-economic inequality and corruption, makes countries more susceptible to political instability and national insecurity. According to research, long-term youth unemployment can lead to an increase in violence, conflict, and recruitment by terrorist organizations and rebel movements. Civil wars, terrorism, and natural disasters pose a significant risk to reducing youth unemployment. He stressed that currently, critical issues such as the COVID-19 pandemic, the conflict between Russia and Ukraine, and climate change pose direct threats and increase vulnerability. Considering the OIC countries, conflict and natural disasters stand out as the two most important issues. These problems deepen the problems of youth unemployment.

2. Experiences and Recommended Practices (Germany)

Mrs. Gamze Bozgöz (Academic Team Member), made the second presentation on the German educational system in general and then explained the German vocational education and training (VET) system and its funding scheme. Finally she elaborated on the strength and challenges of the German VET system.

She expressed that the German educational system can be aptly described as a “multi-central” system. Education tasks are split between the central government and the states. She explained that the central government is mainly accountable for providing resources for education while the states are responsible for tasks such as determining the purpose of education, organizing, and managing it, and training teachers. She stated that compulsory education for all children in Germany begins with primary school (Grundschule) and spans from ages 6 to 10, depending on the state. The secondary education system (years 5-12/13) is currently perceived as quite complex. Secondary education level I (basic education schools) is for grades 5-10, while

secondary education level II (upper secondary school) is for grades 11-13. Secondary education level II prepares students for both higher education and vocational training.

She informed that the German vocational training system is highly regarded for its ability to achieve three objectives that have been established through consensus among policymakers within the education sector at both state and federal levels. She explained the three objectives of German vocational education which represent the convergence of the interests of society, businesses, and individuals. The individual aspect focuses on how vocational training can improve an individual's ability to overcome work-related challenges. The social aspect concerns how vocational training can facilitate the integration of the younger generation into society and the workforce, preventing social exclusion. The economic aspect pertains to how vocational training can enhance economic, business, and individual productivity.

She also informed that vocational education schools in Germany are designed to provide training for specific professions, including practical training in real-world work environments, and operate within a dual system. Dual vocational education and training (Duale Berufsausbildung) is a system of vocational education and training (VET) in Germany that combines practical on-the-job training with theoretical education. She stressed that the dual system is designed to provide students with hands-on experience and skills in their chosen field, while also giving them a solid foundation in the theoretical knowledge needed to succeed in their career. Today, the dual system is a central feature of the German education system and is widely regarded as one of the most successful vocational training systems in the world. She indicated that in the dual system, students typically spend three to four days per week in a company or organization, where they receive practical training and work experience under the guidance of a skilled worker or trainer. The remaining one to two days per week is spent in a vocational school, where they learn the theoretical aspects of their chosen profession.

Mrs. Bozgöz underlined that the dual vocational training system exemplifies the close collaboration between the government and the business sector, which is reflected in the amalgamation of corporatism and federalism principles. She also added that it is a good example of collaboration between government and the business sector where the regulatory and supportive duties are undertaken by the federal and state governments, whereas significant responsibilities are delegated to companies or collaborative entities, such as responsible agencies. She mentioned the financing of vocational schools which is divided among the Länder (primarily for teacher salaries), local authorities (for equipment and infrastructure), and companies (for workplace training). In some sectors, companies have established a general fund to cover the costs of the training institution through contributions paid by all participating companies. However, in other sectors, each company is responsible for bearing its own costs. Companies bear the largest share of the costs associated with the dual system VET. She stressed that in 2007, employers spent EUR 14.7 billion on VET (after productive gains but including apprentice salaries as net costs) while the Länder spent EUR 2.9 billion on VET schools. She informed that in Germany, the management and general expenses of apprenticeships are covered by the dues paid to Chambers of Commerce and Industry (IHK) by businesses, and federal and state governments also provide financial assistance.

She underlined that the chambers (i.e., chambers of commerce, chambers of crafts, and chambers of industry and commerce) play a critical role in the German vocational education and training (VET) system. They act as intermediaries between employers and vocational schools, ensuring that the training provided meets the needs of the labour market. In addition to overseeing the certification process, they provide guidance and support to both apprentices and employers. She explained that they are entrusted with several responsibilities that include providing information and advice, developing and updating training regulations, overseeing and assessing training, issuing certificates, promoting VET.

Mrs. Bozgöz also discussed the strengths of the German VET system in the reduction of youth unemployment. She explained that this system contributes significantly to the reduction of youth unemployment by equipping students with practical skills that are in high demand by employers. One of the strengths of the German VET system is the strong cooperation between employers and vocational schools. Employers play a central role in the German VET system by collaborating closely with vocational schools to design training that is tailored to the labour market's needs. She also added that the system is renowned for providing high-quality training that equips graduates with the skills and knowledge needed to succeed in the workplace. The German VET system is known for its high-quality training programs. Training providers are subject to strict quality controls, and the system is regulated by law. She noted that the VET system provides equal access to training opportunities for all students, regardless of their socioeconomic background. This can help to reduce social inequality and provide opportunities for social mobility.

Finally she pointed that there are also some challenges of German VET system. The three objectives of vocational training set a high benchmark for productivity, and achieving these objectives may vary significantly over time. However, in the past decade, she indicated that many young people have faced difficulties finding a training position with a company, and some have been unable to find one at all. This has resulted in them having to work in unskilled or semi-skilled jobs, limiting their upward mobility. She mentioned that the aging population in Germany with many skilled workers retiring and a shortage of young people entering vocational training programs to replace them has led to a declining workforce which is called the demographic challenge. Another challenge she mentioned is the digitalization challenge which is a result of the rapid pace of technological change that affects the skills that are required in the workforce. The German VET system is often criticized for its lack of flexibility, with training programs being seen as too rigid and not adapting quickly enough to changing labour market needs. She also added that the German VET system is highly gender-segregated, with male and female students often trained in different fields. This can reinforce gender stereotypes and limit opportunities for students who do not conform to traditional gender roles. Overall, she stated that the German VET system faces some challenges related to social inequality, flexibility, recognition of non-formal learning, and an aging workforce. Addressing these challenges will be important for the continued success of the system.

Question(s) and Comment(s)

Question: Do you think German VET system is applicable to Türkiye or taken as an example?

Mrs. Bozgöz replied that Germany has a long tradition of VET dating back to 18th century and well established system where stakeholders bear most of the responsibility. She added that in Türkiye the dual system is also adapted where students go to businesses for training and at the same time continue education in vocational schools. Dr. Gür responded by stating that in Türkiye VET funding is on governments shoulders and the other stakeholders like businesses and chamber of commerce do not bear the responsibility of funding just like in Germany. In Türkiye where business owners expect all funding from the government, the chances of establishing successful VET system is limited.

3. Experiences/Perspectives of the Member States and International Institutions

3.1. Türkiye

Ms. Pınar Mardin Yılmaz, Senior Expert at Ministry of National Education, General Directorate of Vocational and Technical Education, made a presentation on Effective Vocational Education and Training Strategies to Reduce Youth Unemployment. First, she touched upon the importance of vocational and technical education, then she enumerated the priorities of vocational and technical education such as training a qualified labour force in line with the needs, ensuring social and sectoral integration of education to increase productivity and competitiveness in the economy and creating new business areas within the framework of the digital transformation of the sector and to gain an understanding of entrepreneurship that plays a role in increasing employment.

After informing the participants of school types in the Turkish education system, she indicated that VET programs are available for students in secondary education and higher education levels. In secondary education level, VET is structured as a four-year education and training program. She also touched upon the occupational field and brand structure in the Turkish educational system. She stated that education programs are implemented in 52 fields and 111 branches in vocational and technical Anatolian high schools, whereas education and training are carried out in 38 fields and 192 branches in Vocational Education Centers. These fields and branch structure are updated based on contributions of relevant field experts, sectoral and professional organizations, universities, and other stakeholders, taking into account national and international occupational standards, demands of the labour market, and scientific and technological developments.

She touched upon the documents issued to vocational and technical Anatolian high school graduates namely diplomas, business opening certificates, EUROPASS certificates, and master teaching certificates, and those who complete vocational education centre programs including journeyman certificates and certificates of mastery. She also emphasized the collaboration efforts for strengthening the links between vocational education and the business world.

She also gave information on some activities and programs for reducing youth unemployment such as Vocational Training Centres, Mastery Compensation Program and Vocational and Technical Education Cooperation Protocols and Projects. She also stated that the expansion of vocational training centres in organized industrial zones will enrich the employment opportunities of graduates and increase the rate of graduates employed in the business where they receive on-the-job training.

3.2. ILO Türkiye Office

Ms. Nuran Torun Atış, from ILO Türkiye Office, made a presentation on the efforts of ILO to support people's capacities through TVET.

She firstly gave background information of ILO and its structure as well as the main functions of the organization. Then she enumerated some common challenges before decent work including informal employment, social protection gaps, high inflation, low growth, rising cost of living, depressed aggregate demand, bottlenecks in global supply chains.

Ms. Nuran Torun Atış then discussed how TVET can be used as a remedy for poverty and unemployment. After giving some details about conceptual referring of TVET and what it provides for individuals, enterprises and for societies and countries, she enumerated some advantages of TVET including full and productive employment, fair wages, safety at work, social protection, as well as some issues that can be prevented by TVET such as labour exploitation, child labour and substitution of regular workers with trainees for cost-cutting.

Afterwards, Ms. Atış touched upon some important points regarding digitalisation and AI technologies and their value for new forms and pedagogies of teaching and learning. She expressed that TVET policies and strategies have to react to increased automation of simple tasks, increased complexity and cost of equipment used in technical occupations, constantly emerging (new) technologies, more complex workflows involving multidisciplinary teams, increased flexibility, increased productivity, efficiency, quality and reduced time to market, more R&D activities and development of new skills and talent globally.

Ms. Atış then mentioned about some requirements to be considered while digitalizing TVET. First, she expressed that education and training should serve digital adaptation of individuals and institutions. Secondly, changing needs of society and labour market in line with technological innovations require reforming skills development curricula. Another important issue is the fact that new technologies require new skills and new skills create new technologies. Moreover, technical, behavioural/soft/transversal and foundational skills are needed to be incorporated in combinations in the TVET programmes.

Ms. Atış also touched upon some technologies driving digital transformation in TVET including extended reality, artificial intelligence and blockchain. She also indicated future qualifications and skills that must/should/could be obtained through TVET such as statistical knowledge, ability to interact with modern interfaces, awareness for IT-security and data protection, computer programming and coding abilities.

Ms. Atış completed her presentation mentioning about crucial points to be addressed by public authorities including reinforcing TVET policies by national regulatory framework; compliance with international labour standards; social dialogue in planning, implementation and monitoring and evaluation of TVETs; effective labour intelligence systems that identify skills demand and supply dynamically; and fair cost-sharing in financing TVETs by public funds and employers' contributions.

3.3. SESRIC

Ms. Esmâ Demirtaş, Project Officer at SESRIC, made a presentation on the role of SESRIC in supporting the efforts on Vocational Education through its OIC-VET Programme. First, she touched upon demographic profile of youth and then the challenges faced while implementing TVET in the OIC Member Countries. Afterwards, she presented the OIC-VET Programme and lastly she mentioned about the OIC-TVET Strategic Roadmap 2020-2025.

Regarding the youth population Ms Demirtaş indicated that OIC Member States are home to 350.8 million youth which represents the 29 percent of the world's total youth. She expressed that the youth literacy rate of the OIC Member Countries stands at 84,8 percent while this rate is about 94 percent for the non-OIC developing countries. She also highlighted that the youth literacy rate of the developed countries is around 99,5 percent while the world average is 91,3 percent.

Ms. Demirtaş also shared the youth unemployment rate of some country groupings including the OIC Member Countries. She pointed out that the rate of unemployed youth is 15.8 in the OIC group while this rate is 11.7, 16.2 and 15.6 percent for developed countries, non-OIC developing and the world respectively. In this respect, she highlighted the importance of TVET in terms of sustainable socioeconomic development, economic growth, competitiveness and equipping people.

Concerning the challenges faced while implementing TVET Ms. Demirtaş enumerated some important issues for the OIC Member Countries including insufficient teacher capacity, mismatch between TVET supply and labour market skill demand, lack of digitalization, cost sharing by public and private sectors and insufficient access to relevant TVET programs.

Afterwards, Ms. Demirtaş mentioned about the OIC-VET Programme which was launched in 2009 with the aim of supporting and supplementing the OIC Member States' efforts to overcome the current challenges and limitations faced in the area of TVET, enhancing the quality and innovation capacity of TVET systems, and strengthening cooperation among TVET institutions, enterprises, social partners and other relevant bodies in the OIC Member States. She also gave information about the organizational structure of the OIC-VET Programme namely, Monitoring and Advisory Committee (MAC), Executing OIC Organ and National Focal Points (NFPs).

Ms. Demirtaş lastly presented the OIC-VET Strategic Roadmap 202-2025 which was welcomed by the 35th Ministerial Session of the COMCEC, held in 2019. She pointed out that the Roadmap has 4 cooperation areas namely, Legislative Framework, Governance and Promotion; TVET Teacher Education; Occupational Standards and Qualification & Quality Assurance System; and Certification and Modular Training Programs. Then she touched upon the implementation modalities of the Roadmap which are training of trainers, projects, training courses, training workshops, and study visits.

4. COMCEC Financial Support Instruments

Mr. Hasan Yenigül, Program Coordinator at the COMCEC Coordination Office, made a presentation on COMCEC Financial Support Instruments, namely COMCEC Project Funding, COMCEC Covid Response Program and COMCEC Al-Quds Program.

Mr. Yenigül informed the participants about the essentials and details of the COMCEC Project Funding. In his presentation, Mr. YENİGÜL gave information on the main elements of COMCEC Project Funding, namely its objectives, sectoral areas, priorities, actors, project types etc.

He also touched upon the updates and improvements regarding the multilateral aspect of the projects under COMCEC Project Funding. In this respect, participants were informed about the opportunity to implement the projects individually.

Mr. Yenigül continued his presentation by highlighting the timeline and budget limits for the project submission. He stressed the importance of finding a project idea and informed the participants on how they can find project topics. He also explained the main project types along with the criteria for being an applicant for a project.

He informed the participants about the Project Preparation and Submission Guidelines as well as Project Management Information System.

Lastly, participants were informed about the poverty alleviation projects implemented under COMCEC Project Funding in 2023.

Closing Remarks

The Meeting ended with closing remarks of Mrs. Filiz Kayacı Boz, Chairperson of the Meeting from Ministry of Family and Social Services of the Republic of Türkiye and Mr. Can AYGÜL, Head of Department at the COMCEC Coordination Office. In her closing remarks, Ms. Boz conveyed her appreciations to all the presenters and participants for the fruitful deliberations made during the Meeting. Afterwards, Mr. AYGÜL expressed his thanks and appreciation to all participants for their contributions to the discussions throughout the Meeting. The Meeting ended with vote of thanks.

ANNEXES

Annex I: Agenda of the Meeting



THE 20TH MEETING OF THE COMCEC POVERTY ALLEVIATION WORKING GROUP

(May 10th, 2023; Virtual Meeting)

***“EFFECTIVE VOCATIONAL EDUCATION AND TRAINING STRATEGIES TO
REDUCE YOUTH UNEMPLOYMENT IN THE OIC MEMBER COUNTRIES”***

AGENDA

(1st Session - Discussion and Review of the First Draft of Report)

Opening Remarks

1. Background and Key Concepts of Youth Unemployment
2. Main Findings of the Selected Case Country Analysis and the Lessons Learnt
3. Experiences/Perspectives of the Member States, International Institutions
4. COMCEC Project Support Instruments

Closing Remarks

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Annex II: Program of the Meeting



COMCEC

PROGRAMME

20TH MEETING OF THE COMCEC POVERTY ALLEVIATION WORKING GROUP (May 10th, 2023, Virtual Meeting)

“Effective Vocational Education and Training Strategies to Reduce Youth Unemployment in the OIC Member Countries”

(1st Session - Discussion and Review of the First Draft of Report)

13.15 – 13.30	Joining the Online Meeting
13.30 – 13.40	Opening
13.40 – 14.10	Background and Key Concepts of Youth Unemployment <ul style="list-style-type: none">- <i>Presentation : Dr. Bekir GÜR Consultant</i>
14.10 – 14.20	<i>Questions and Answers (Q & A)</i>
14.20 – 14.50	Main Findings of the Case Country Analysis of Germany and the Lessons Learnt <ul style="list-style-type: none">- <i>Presentation : Ms. Gamze BOZGÖZ Consultant</i>
14.50 – 15.00	<i>Q & A</i>
15.00 – 15.30	Experiences/Perspectives of the Member States and International Institutions <ul style="list-style-type: none">- <i>Presentation: Supporting People’s Capabilities through TVET Ms. Nuran TORUN ATIŞ International Labour Organization (ILO)</i>- <i>Presentation: The Role of SESRIC in Supporting the Efforts on Vocational Education through its OIC-VET Programme Ms. Esma DEMIRTAŞ The Statistical, Economic and Social Research and Training Centre for Islamic Countries (SESRIC)</i>
15.30 – 15.40	<i>Q & A</i>
15.40 – 15.55	COMCEC Project Support Instruments <ul style="list-style-type: none">- <i>Presentation: Mr. Hasan YENİGÜL COMCEC Coordination Office</i>
15.55 – 16.00	<i>Q & A</i>
16.00 – 16.05	Closing Remarks

Annex III: List of Participants

LIST OF PARTICIPANTS

20TH MEETING OF THE POVERTY ALLEVIATION WORKING GROUP

(May 10th, 2022, Online)

A. MEMBER COUNTRIES OF THE OIC

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

- Ms. Salima OUBOUSSAD
Sub Director, Ministry of National Solidarity, Family and Woman Condition (MNSFWC)
- Ms. LEILA ELFIAD
Research and Synthesis Officer, MNSFWC
- Mr. MOUTIE LARDJOUR
Principal in charge of studies, Social Development Agency-(MNSFWC)
- Mr. RACHID EL HADJ MESSAOUD
Director, Ministry of Vocational Education and Training

REPUBLIC OF AZERBAIJAN

- Ms. SAIDA HUSEYNOVA
Chief advisor, Ministry of Economy

REPUBLIC OF BENIN

- Mr. HYACINTHE MONTCHO
Director of Studies and Aid Development Coordination, Ministry of Economy & Finances

ARAB REPUBLIC OF EGYPT

- Ms. MERVAT SABREEN
Assistant to Minister of Social Solidarity for social Protection

REPUBLIC OF GAMBIA

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

REPUBLIC OF INDONESIA

- Mr. ARIEF ROMADHONI
Staff, Ministry of Social Affairs Republic of Indonesia
- Ms. ARIMBI SOFYAN
Policy Planner, Ministry of Social Affairs

REPUBLIC OF IRAQ

- Ms. RANA TOBYA

Responsible of International Organizations Department, Ministry of Labor&Social Affairs

THE STATE OF KUWAIT

- Ms. JAMANAH AHMAD

Foreign Relation Researcher, Ministry of Finance

MALAYSIA

- Mr. SAHARUDIN BIN HAJI YUSOFF

Deputy Director (Training), Ministry of Economy

- DATO' HERMAN BIN ABDUL HAMID

Deputy Director (Inclusive Development), Ministry of Economy

- Mr. MOHD ZAINAL BIN OTHMAN

Principal Assistant Director (Poverty Eradication), Ministry of Economy

- Ms. KHAIRUL FITRIAH BINTI RAMLI

Principal Assistant Director (Training & APEC), Ministry of Economy

- Mr. MUHAMMAD SYAZWAN BIN ADZHAR

Assistant Director (Poverty Eradication), Ministry of Economy

SULTANATE OF OMAN

- Mr. FAISAL ALMAHROUQI

Director, Ministry of Higher Education,

Research and Innovation

- Mr. NABHAN ALBATTASHI

International Cooperation Specialist, Ministry of Labor

- Ms. MAYA ALHAJRI

Financial Analyst, Ministry of Economy

ISLAMIC REPUBLIC OF PAKISTAN

- Mr. SYED ALI IMRAN IMRAN

Deputy Chief - Manpower Section, Ministry of Planning, Development&Special Initiatives

THE STATE OF PALESTINE

- Mr. ASEM KHAMIS

Deputy Minister of Social Development

STATE OF QATAR

- Mr. ALKHULAIIFI ALI

International Cooperation Expert, Ministry of Social Development and the Family

KINGDOM OF SAUDI ARABIA

- Mr. QASIM ALALAWI

Senior specialist, General Authority of Foreign Trade

- Ms. LATIFA ALSALEH

Program Manager, Ministry of human resources and social development

- Ms. LULWAH AYYOUB

Director of Social Protection, Ministry of Human Resources and social Development

REPUBLIC OF SURINAME

- Ms. MANISHIKA SEWTAHAL

Policy Official, Ministry of Social Affairs and Public Housing

REPUBLIC OF TOGO

- Ms. TCHEKPI BADAWI

Specialist in Administration and Management, Directorate of Youth and Youth Employment

REPUBLIC OF TUNISIA

- Ms. MAKHLOUF LILIA

Director, Ministry Of Employment and Vocational Training

TÜRKİYE CUMHURİYETİ

- Mr. KÜRŞAT ALİ ÖZDEMİR

Head of Department, Ministry of Family and Social Affairs

- Mr. ÇAĞATAY GÖKYAY

Employment Expert, Turkish Employment Agency

- Mr. ERCAN DANSUK

Senior Expert, Ministry of Family and Social Services

- Ms. Pınar MARDIN YILMAZ

Senior Expert, Ministry of National Education

- Ms. HANDE ZENGİN

Expert, Ministry of Family and Social Services

- Mr. MUSTAFA ÖZEN

Expert, Ministry of Family and Social Services

- Ms. ISIL HIMMELSPACH

Project Coordinator, İŞKUR

B. THE OIC SUBSIDIARY ORGANS

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

- Dr. ESAT BAKIMLI
Senior Researcher, SESRIC
- Ms. ESMA DEMİRTAŞ
Project Officer, SESRIC

C. OIC STANDING COMMITTEES

STANDING COMMITTEE FOR SCIENTIFIC AND TECHNOLOGICAL COOPERATION (COMSTECH)

- H.E. Prof. Dr. MUHAMMAD IQBAL CHOUDHARY
Coordinator General (CG), OIC Ministerial Standing Committee on Scientific and Technological Cooperation (COMSTECH)

D. INTERNATIONAL ORGANISATIONS

INTERNATIONAL LABOR ORGANIZATION

- Ms. NURAN TORUN ATIŞ, Governance and Compliance Officer

COMCEC COORDINATION OFFICE

- Mr. SELÇUK KOÇ
Deputy Director General
- Mr. CAN AYGÜL
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- Mr. MEHMET CELALETTİN AKTAŞ
Head of Department
- Mr. MEHMET AKİF ALANBAY
Senior Expert
- Mr. ALİ ORUÇ
Senior Expert
- Dr. BEKİR GÜR
Consultant
- Dr. GAMZE BOZGÖZ
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- Mr. HAKAN USLU
Coordinator
- Mr. Selim UYAR
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