



**STRUCTURES AND MECHANISMS  
FOR INFORMATION AND NEEDS  
FORECAST ON TRAINING  
QUALIFICATION AND EMPLOYMENT**

**THE OBSERVATORY FUNCTION  
SYRIA**



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**MARCH 2002**

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# INTRODUCTION

## BACKGROUND

The speed of technological development and the globalisation of trade and industry are rapidly modifying the type and nature of the skills required by the employers and the society in general. Therefore, the need for flexible training systems that are able to respond to new economic development requirements is increasing.

In such a situation it becomes particularly important for the countries themselves and the donor community to have access to reliable and relevant analysis, based on information compatible with international standards. Sound analysis on labour market requirements and socio-economic trends that can support the definition and implementation of long-term human resource development policies, including VET and labour market reforms, becomes vital.

The information requested should in particular serve to link economic development and labour market evolution, with the new qualification requirements and provide structured advice on future developments, options and scenarios to decision-makers.

To this end, one of the main priorities of the European Training Foundation over the past six years has been to act as a catalyst and to support the long-term development of systems in partner countries in order to produce information on vocational and education training (VET) systems and labour market. The ETF has, therefore, developed a considerable wealth of experience through its activities in Phare and Tacis regions.

As part of its regional framework of activity 2001-2003, the ETF included a multi-annual activity aiming at reinforcing Mediterranean partner countries' capacities for information and needs analysis and their ability to forecast requirements in the areas of training, new qualifications and employment (the observatory function).

The objective of this activity is twofold: (a) to reinforce the Mediterranean partners' national policymaking capacities in VET, labour market and employment through institutional building and expertise supporting actions targeted at observatory-type institutions; and (b) to enhance regional potentials for networking and exchange of information and good practice on VET and employment between the Mediterranean partners themselves and with the member states.

In 2001 an initial analysis of the existing situation regarding the observatory function in the Mashrek region was carried out. In addition, a pilot initiative to establish a coordinated network, taking the form of an inter-institutional observatory, was launched in Algeria.

In 2002 a similar stocktaking activity will be finalised for Morocco and Tunisia and specific support for capacity building will take place in most of the Mashrek region countries and in Algeria. In addition, the ETF intends to set up a regional (understood as multi-country) network function aiming at the exchange of good practices, methodologies and techniques between countries in the region. The network should also serve to put in common first results and experiences in the implementation of the observatory function project.

## AIMS AND METHODOLOGY OF THE REPORT

As mentioned above, the first phase of the multi-annual activity consisted on a stocktaking exercise. The present report is part of it. The aim of the report is to identify the current institutions/mechanisms for information and needs forecast on employment, qualifications and training in the partner countries. This included functions such as compilation, provision, production and analysis of data in the field of training and labour market. The report provides an analysis of the strengths and weaknesses and, on that basis, makes recommendations for further strengthening and developing of these functions.

Commonly to most of the stocktaking exercises, the methodology used has been a combination of desk research followed by field visits to relevant stakeholders (cf. Annex 2). To reinforce the need to reflect the local situation, the ETF has worked in teams with national experts.

An important feature of the analysis was the networking aspect of the observatory function, that is, the existence, nature and strength of the links between training and employment partners (such as relevant ministries, employers' association, trade unions, training providers and national statistical offices).

In the case of Syria, the observatory function stocktaking exercise was carried out in parallel to a wider research on the Syrian VET system and its relevance to labour market needs. Both reports should be seen as complementary. For further information on the Syrian VET system country report please address the ETF.

## ACKNOWLEDGEMENTS

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# 1. THE SYRIAN SOCIO-ECONOMIC CONTEXT

# 1

The Syrian socio-economic context presents some specific elements that explain the present situation regarding the (limited) relevance of the information on employment, qualifications and training needs. Three elements can be underlined that will be further explained in the sections below:

- The first element is the current undergoing changes the Syrian economy which would make difficult (or render meaningless) any attempt to extrapolate significant information on the current labour market conditions to the near future.
- The second element is the nature of the labour market in Syria and the existence of certain factors that distort the free convergence of supply and demand. One of those factors is the large size of the informal sector, estimated at 40% of the total number of workers. The search for reliable labour market data and the relevance of any labour market data (by definition based on the formal sector)

would, under the above conditions, be questionable.

- The third element is the limited role of Syrian social partners. Social partners (employers and employee organisations) in Western countries are an important element in the processes of labour market information analysis and in providing input to narrow the gap between vocational education and training and the labour market. In Syria social organisations do exist (Chambers, trade unions) however their role in labour market information processes and in vocational education and training in particular is rather limited.

## 1.1 THE NEW DIRECTION OF THE SYRIAN ECONOMY

According to the World Bank classification, Syria is a lower middle-income country.<sup>1</sup> The GDP per capita was estimated in 1999 at US\$1,030 (approximately €1,160).<sup>2</sup>

<sup>1</sup> UNIDO, 1996, Country Support Strategy: Syrian Arab Republic.

<sup>2</sup> Source: Economist Intelligence Unit Report, July 2001.

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It has one of the highest population growths (2.6%) in the region, which will increase the population from an estimated 17 million to approximately 32 million by 2025.

The composition of the GDP per economic sectors is as follows: agriculture (29%), industry (22%) and services (49%). This only partly matches the labour force by occupation: agriculture 40%, industry 20% and services 40%.<sup>3</sup>

As is well known, the Syrian economy is based on a centrally planned model with a large public sector. Although statistics regarding the respective contributions of the public and private sectors to GDP are hard to come by, many estimate that the private sector contribution to the GDP is higher than that of the public sector (the figure of 70/30 was put forward by one of the interviewees). The situation is reversed in terms of the respective contributions to employment: the public sector remains the main employer in the country.

### **A changing situation**

The economy of Syria is undergoing substantial changes although the pace of economic reform is still gradual.

The trends towards globalisation have not left the Syrian economy untouched. Syria has ambitious economic policies, and the country participates in the network of Mediterranean partnership countries that are aiming to establish an open trade zone by the year 2010. Other commercial agreements are being discussed with countries in the region.

The country is at a crossroads as far as future developments are concerned. Where this should lead to, or what in specific terms should be done, is still for many fields under consideration. A certain number of assumptions are, however, clear and widely accepted:

- The Syrian economy has evolved predominantly into a model of low wage and low skill production.
- The economic actors (public and private sector) are well aware that if the country

is to survive in a global market the economy needs to move towards higher value added and higher quality to its products and services. This would imply a shift towards a higher qualified workforce. The future economic direction will, therefore, require a major shift in the educational system for future generations as well as the present workers.

- The economic system and its actors do not have a history of market orientation. Not having been subject to much competition in the past, productivity levels are, in many fields, low and production methods are not cost-effective, let alone competitive.
- The future role of the public economy will gradually have to follow that pace of change and become better skilled, more productive and more efficient. In fact, public enterprises will have to be subjected to a fundamental review if they are to avoid becoming a millstone around the neck of future economic development.

In the past, in a planned economy, many organisations were “planning” the future. The economy developed, more or less, along the lines set by the authorities. The general guidelines for production were the markers for the resource planning, including the need for graduates of certain disciplines.

As explained above, the Syrian economy is moving towards a more open market economy, which may mean a more promising but also a more uncertain economic future. Obtaining relevant data on labour market development, future economic growth indications for the key sectors of the Syrian economy and the expectations on the desired outcome of the education system is very difficult.

### **Several reasons hinder good forecasts:**

- Economic development forecasts in general terms (for instance, growth rates, expected inflation) is a difficult issue. Also, in the western world more mistakes are made in the future economic prognoses than in any other

<sup>3</sup> Source: [www.cia.gov/cia/publications/factbook/geos/sy](http://www.cia.gov/cia/publications/factbook/geos/sy)

sector. This is even more valid for a country that is seeing a rapidly changing economy.

- In an economy with a growing market-orientation and given the new governmental policies, it is expected that the private sector will grow and, in some sectors, could gradually replace the large-scale public industries. In this complex situation, in which government still protects public industries (for instance by pricing policies), any prediction on the development of economic sectors is no more than a gamble.
- This effect is strengthened by the search in Syria for the concept of “the market”. Traditionally production was only to a limited extent market driven and highly planned. The invisible hand of the market makes it even more difficult to make decent projections for the (near) future.

### 1.2 A DISTORTED LABOUR MARKET

The current population of Syria is 17,460,000 inhabitants, of which no less than 41% are in the age group 0-14 years.

The total number of workers in 1999 in Syria was estimated at 4,095,000 (male and female) of which no less than 43% in the informal sector.

As mentioned before, the structure of the labour force by occupation is estimated at 40% in the agriculture sector, 20% in the industrial sector and 40% in services. Precise data on public versus private employment was not available but the state remains the main employer in the country. Data at regional or local level are not available.

The difference in payment between the public and private sector is substantial. According to the statistics the wages paid in the private sector are twice as high for unskilled workers, three times as high for semi-skilled workers and four times as high for highly-skilled workers. Civil servant wages (including teachers) are in the price range of semi-skilled workers.

It has proven difficult to find predictions on the future of the labour market in Syria and this is for several reasons **directly linked to the structure and mechanisms of the labour market:**

As explained before, Syria still has a large public industrial sector. These industries are centrally directed and steered. Human resources management policies are carried out by the government. While these policies may have some social benefits (e.g. employment security), they do not contribute to the understanding of the true market needs nor to the formulation of successful economic and employment policies.

- The “culture” towards information: the focus of data compilation has often been for registration purposes, and not for policy design reasons. One example of this is the responsibility of the Ministry of Labour and Social Affairs for unemployment, whose activities have, until now, focused on the registration of unemployed. The existing information has not been used for development of other active or passive employment policies.
- Of a totally different, but most important, order is the large-scale informal sector in Syria.

#### The informal workforce

A complex factor in the understanding of the economy in general and the labour market in particular, is the existence of a massive informal sector. As mentioned above, 43% of the workforce has a place in the informal market, and the number seems to be increasing (from 40% in 1995 to 43% in 1999). There is no unified definition of the informal sector, but the definition that is applied in Syria in the census of 1999 expressed those who are “playing a role in the economic activities outside the institutions”. That implies all small units and individuals producing and distributing goods and/or services, working for their own, with a very small capital (even without any) using primitive methods that need low level technologies and low skilled workers.

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The existence of the informal sector can be attributed to the high population growth rate, the slowly developing economy, the lack of adequate services and/or new projects in rural areas and the non-conducive environment for business start-ups. The strong craftsmanship tradition in the country can also be one of the reasons behind the existence of a relevant informal sector.

Main economic fields covered in the informal sector are agriculture, transport, mining and converting industries, trading, maintenance, building and construction, sewing, household, food preparing and serving, and personal services. Agriculture (41%), building and construction (24%) and trade (14%) cover 80% of the informal sector. The high proportion in the agriculture sector can be explained because 63% of the workers are located in rural areas, where agriculture is the dominant economic activity.

Over 50% of the workers in the informal sector are of the 15-29 age group, and about 19% are aged 15 to 19 years. This last group points at a high drop-out percentage from secondary education.

It may come as no surprise that the educational background of most of the informal sector workers is low. Around 77% of the total number of informal workers has an educational level below primary school, some of those are even not able to read and write and are, therefore, highly vulnerable.

### 1.3 LIMITED ROLE OF “SOCIAL PARTNERS”

In many of the western countries, social partners as representatives of the employers and employees play an important role in both the vocational education and training system and the qualitative and quantitative questions regarding the labour market and its future needs.

In Syria, as explained below, comparable structures exist. However, in an economic system in which an important part is still

government-owned, it must be understood that the function of an employer organisation is obviously different from representative organisations of private companies. The same applies to employee organisations: within a public industry, the trade unions are organised differently compared to trade unions of private industries and their centre of interest is different.

Employers are organised around regional chambers (of industry or commerce). Registration is compulsory in order to carry out specific transactions, etc. Public companies are under the supervision of the Ministry of Industry. They are organised under the umbrella of the so-called “general establishments” according to different trades (electric, food industry, etc.). These umbrella organisations (including the chamber) have rather an administrative role than a negotiating role for policymaking.

According to the legislative decree No 84 of the year 1968, the workers of any trade have the right to form a union to act on their behalf, and all these unions are under the umbrella of the federation that takes the responsibility as an organising and coordinating body. Enrolment of any worker (above 15 years) is allowed only in one of the unions, but it is not obligatory, for both public and private sector.

These organisations are funded via enrolment fees and monthly contribution of the members, state allocations, gifts and donations and investment of available capital.

Their responsibilities and activities are defined as follows:

- Protecting and developing the production (rights and duties) of both sides employer and employee.
- Participating in capacity building of the workers.
- Improving and maintaining workers affairs (health, culture, financial and social).
- Arranging activities and contacts with international organisations.

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De facto, the involvement of both trade unions and chambers in vocational education and training issues is very limited.

In short, the functions of both employer organisations and trade unions as “social partners” are fairly administrative and rather limited in terms of influence in the vocational education and training system

and the collection/analysis of economic data, at least in comparison to most EU countries. It must be recognised however that the chambers are an important source of quantitative information on the entrepreneurial tissue of the country, based on the registration databases. Some chambers have also participated, on an ad hoc basis, in surveys related to key economic sectors.



## 2. SHORT OVERVIEW OF THE VOCATIONAL EDUCATION AND TRAINING SYSTEM IN SYRIA

# 2

### 2.1 THE SYRIAN EDUCATION SYSTEM

The Syrian education system is made up of five stages: preschool, primary (grades 1 to 6), preparatory (grades 7 to 9), secondary (10 to 12) and post-secondary (or tertiary) education. The 1973 constitution guarantees free education for all, at all levels,<sup>4</sup> and stipulates compulsory education at primary level, that is, until the age of 12.

Almost 100% of children reaching compulsory school age attend the first year of primary school, the exception being the nomad population. However, and in spite of the widespread provision of school facilities and the high attendance, the literacy rate is still at 71%, with a considerable difference between men (85.7%) and women (55.8%).

**The Syrian vocational education and training system** contains basically two sections, one at the secondary level (vocational secondary school) and one at the post-secondary level (intermediate institutes).

**First level:** Secondary vocational education and training (grades 10 to 12). Secondary vocational education and training programmes last for three years. Secondary vocational school graduates qualify with a vocational secondary certificate as skilled workers. The graduates can either join the labour market or continue their studies at post-secondary vocational education and training institutes or (in a very limited number of cases) at universities.

**Second level:** Post-secondary vocational education and training (grades 13 to 15). Post-secondary vocational education and training is provided at technical

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<sup>4</sup> A recent decree allows the set-up of private universities under payable basis.

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intermediate institutes. Post-secondary programmes last for two years. Entry requirements include a general or vocational secondary school degree. Intermediate institute graduates qualify with "high grade technician" degree. After that they can join the labour market or (in limited numbers) university studies.

**The position of vocational education and training in the Syrian educational system** is, in theory, an important switch point, leading from and to various following routes. In theory, because in practice the switchboard function of vocational education and training is limited strongly by the current regulation. Vocational education and training is in most cases an end route for students. It has, therefore, evolved into a second choice type of education with limited connection to more promising streams. The absence of a life-long learning facility makes it almost impossible to re-enter the school system.

### 2.2 DELIVERY AND GOVERNANCE OF VOCATIONAL EDUCATION AND TRAINING: MAIN ACTORS

Secondary vocational education and training is given at technical secondary schools. As many as 11 ministries participate in the provision of secondary vocational education and training. However, most of its provision (up to 90%) is under the Ministry of Education.

Sixteen ministries are involved in the provision of post-secondary vocational education and training, although the majority are under the responsibility of the Ministry of Education and Ministry of Higher Education (approx. 35% and 20%, respectively). The Higher Council for Intermediate Institutes, under the responsibility of the Ministry of Higher

Education, is the policymaking body for post-secondary vocational education and training.

The regulation and organisation of the two subsectors are under the overall supervision of the Higher Ministerial Committee for Technical Education and Vocational Training, headed by the Deputy Prime Minister for Service Affairs and which comprises ministers from all the ministries involved in vocational education and training. A follow-up committee headed by the Ministry of Education, vice minister for technical education and vocational training, acts as the executive body of the Higher Ministerial Committee.

The governance and administrative system is highly centralised. Both secondary and post-secondary institutions have very limited autonomy: main decisions regarding the educational supply, content, personnel, finance, equipment and building are taken by the central authority. Social partners are not involved, the exception being the pilot apprenticeship scheme where a mixed committee with ministry and enterprise involvement has been created ad hoc.

#### **Vocational education and training in figures**

The overall intake of students in the vocational education and training system is decided centrally by the Higher Ministerial Committee. Following a decision in 2000, the distribution of preparatory school graduates between vocational education and training and general education was changed to 50/50 (instead of the 70/30 ratio established in 1988).

Given the fragmentation of the vocational education and training system among different ministries, it is difficult to get overall statistics figures in terms of number of schools and students.



## 2. SHORT OVERVIEW OF THE VOCATIONAL EDUCATION AND TRAINING SYSTEM IN SYRIA

The table below summarises basic figures of vocational education and training provision under the Ministry of Education:

Vocational education and training secondary schools	Year 1999 <sup>5</sup>
Number of students	Approx. 135,000
Number of schools	655
Number of professions/specialisation	135
Technical intermediate institutes	Year 1999
Number of students	33,947 (number of secondary graduates accepted in institutes)
Number of institutes	131
Number of professions	119

From the table above, one can already conclude that the number and the average of the institutions is one of the main challenges for the future.

The number of vocational education and training students is rising however. According to the interviewees, in nearly all types of vocational education and training education, student numbers increased over the period 1990 – 1999. Participation in 1999 is estimated at a level of around 300,000 students in the various stages of vocational education and training education (all ministries included). That, in itself, with a population of around 17 million people, is a rather low figure, compared to, for instance, western European countries and neighbouring middle-eastern countries. The government has been trying for a number of years to increase the number of students and, as the figures show, has been successful to a certain degree.

### 2.3 CONTINUING TRAINING AND ATTITUDE OF FIRMS TOWARDS VOCATIONAL EDUCATION AND TRAINING

Syria has no organised system of continuing training for the existing labour force. If required, continuing training is given in the workplace, for instance if new equipment requires new skills and competencies, and organised by the company itself. Although according to the regulations the Ministry of Labour should organise training for unemployed people, this in practice has not yet taken place.

There are, however, a number of courses provided by several ministries that cater for a small proportion of current workers and education drop-outs.

Alongside standard vocational education and training provision in secondary schools and intermediate institutes, a number of more flexible vocational training courses ranging from two weeks to nine months are provided regularly by other ministries, mainly the Ministry of Education, Ministry of Industry, Ministry of Building and Construction and Ministry of Agriculture. Furthermore, short vocational in-service training courses are provided by variety of vocational training centres (VTC) under several ministries. **These variety of courses fall outside the regular educational path** and apply to only a small percentage of vocational education and training students. This training is also funded by the state.

*For the sake of clarity it must be understood that the above-mentioned ministries (and many others) are also involved in the provision of regular secondary and post-secondary vocational education and training under the formal initial training system.*

In the private sector, there are currently about 400 centres distributed throughout the country which depend on fees received from trainees. They cover subjects like languages, computing, tailoring, motor vehicles and the like. This training provision falls outside the formal training system.

<sup>5</sup> Source: Ministry of Education report on Technical and Vocational Education in Syria 1999 - 2000 (in Arabic).

### **Attitude of firms towards vocational education and training**

Vocational education and training in its present state is not considered an important part of the educational system. In society it is considered as a second choice education. This is due, on one hand, to the architecture of the education system that makes vocational education and training a dead-end route and, on the other hand, to the lack of relevance of the education provided.

Companies are no different from the rest of society. They commonly assume that they will have to spend a certain amount of time and financial resources in the retraining of young graduates joining their services.

Another important limitation is that there is limited understanding among companies on the need and benefits of training. Most of the private companies are small. The size and the family management style may be behind this approach. By their nature they are unlikely to have much interest in external support, in general, and training in particular. Many of these companies do not have outside capital, use locally-produced materials and sell in local markets, the investment in technology is low and therefore the need for external support is not felt. These companies are more concerned with survival than with the kind of long-term development that could justify investment in training. Family ownership implies that the companies are family run and they are therefore not used to getting advice from outside the family or the immediate circle.

In the case of bigger companies with a clear management structure, owners are more willing to invest in training because they recognise the benefits. In this case the problem becomes the lack of capacity to identify the key training needs.

Both aspects (the recognition of the benefits from training and the reinforcement of the training needs' analysis capacity) will need to be reinforced if a continuing training market is to be put in place.

## **2.4 THE RELEVANCE OF VOCATIONAL EDUCATION AND TRAINING SYSTEM TO LABOUR MARKET NEEDS**

The lack of responsiveness of the vocational education and training system can be attributed, on one hand, to the current economic context in which it operates, namely the changing environment from a centrally planned to open market economy and to the labour market (centrally geared for a large proportion and under informal economy for another large proportion). In such a search and changing context it is very difficult for vocational education and training institutions to be responsive to the right signals.

There are also a number of elements intrinsic to the present vocational education and training system that hinder improved connection with the labour market.

1. The vocational education and training system is centrally managed with the involvement of a high variety of ministries, without the involvement of the social partners either at national or local level. At the same time, the large number of government actors involved calls for simplified management mechanisms.
2. The gap between education in schools and the real world of work is substantial. Furthermore, there are few integrated mechanisms to fill that gap. (Limited involvement of social partners in management, design and delivery of training; no vocational guidance systems; limited performance of employment services and labour market information systems, etc.) Training provision is almost fully school based (with the exception of the pilot apprenticeship scheme).
3. The educational model is mono-dimensional. It provides only (secondary) three-year courses and (intermediate level) two-year courses, while the labour market needs a wider variety of levels varying from assistants to higher management levels. There is no clear qualification structure that

## 2. SHORT OVERVIEW OF THE VOCATIONAL EDUCATION AND TRAINING SYSTEM IN SYRIA

- would satisfy the variety of skill needs and levels required by the labour market.
4. The high number of schools and their limited size hinder any possible quality improvements and bring down the overall cost-effectiveness of the system.
  5. The schools resources are quite limited. The educational climate does not promote innovation. Teachers are working under difficult conditions. The preservice training and recruitment procedures do not ensure the best match of skills for the teaching profession. Although some facilities for in-service training are available, there is not a system that would allow a constant updating of skills.
  6. The present vocational education and training system does not represent an attractive alternative for general secondary education. For students who would like to continue their studies after completing the first or second cycle it is practically a dead-end route.
  7. Given the desire of economic progress and the shift from a low-wage, low added value production to a higher standard and value-added products, the retraining of many adults will be the automatic consequence. The present vocational education and training system has limited potential to address the issues of life-long learning, including the continuing training of the existing labour force.



### **3. THE OBSERVATORY FUNCTIONS IN SYRIA**

# 3

In previous chapters, the specific nature of the Syrian socio-economic system, including its labour market and the Syrian training system have been explained. From these, it can already be concluded that the basis for human resources information, in terms of employment and qualification needs and its translation into training needs, is very narrow.

In the context of the European Training Foundation project, the observatory function is understood as the production, gathering, analysis and interpretation of information, dissemination and the coaching of relevant stakeholders to incorporate relevant information into the vocational education and training decision-making process.

#### **3.1 THE STATE OF THE ART OF THE OBSERVATORY FUNCTIONS IN SYRIA: THE INSTITUTIONS, THE PRODUCTS, THE CLIENTS**

In Syria, basically three type of organisations have responsibilities for the collection of data that could be under the heading of this study:

- Each ministry has a statistical and planning department that collects information on the particular field of interest. Statistics are compiled for registration and documentation purposes. In general, they are not followed by any analytical work.
- The Central Bureau of Statistics (CBS) collects a massive amount of information and publishes an annual yearbook (collecting statistical data from different ministries). It also collects data on a five-year regularly organised census, which also is an important source of quantitative information.

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■ The State Planning Commission (SPC) is the most important ministerial organisation in charge of the collection of economical forecasts in the broad sense of the word. The SPC plays an important role in the policy development process in Syria and in the coordination of foreign aid. The SPC also does some forecasting in terms of, for example, the

number of new entries into the labour market based on different population growth scenarios. Forecasting is oriented to quantitative results (number of new entries) rather than qualitative changes (type and level of skills).

In the following table these **three type of organisations** are pictured:

Mechanism, structure or function	Organisational profile	Mandate and statute	Products of information	Main users	Technical staff
Central Bureau of Statistics (CBS )	Governmental with access to all ministries and institutions	Presidential decree	Yearbook, periodic census, and individual surveys	The cabinet, some ministries and private institutions	70
State Planning Commission (SPC)	Governmental with access to all ministries and institutions	Presidential decree	Different studies and survey results	The cabinet and the government	40
Statistical and planning departments in different ministries	Departments in most of the ministries / organisations	Different laws	Yearbook of information	Central Bureau of Statistics	10-15

The other observatory functions (analysis, interpretation, dissemination and coaching) are very poorly covered or non-existent. Few analyses are carried out, in most cases on an ad hoc basis. The dissemination is done via the publication of (some of the) statistics. The publication consists of compilation of data not targeted to a specific group.

**Concerning the coaching function,** understood as an advisory function on how to use the information available into the decision-making process, for vocational education and training issues it does not exist. As mentioned in previous chapters, the policymaking body for vocational education and training is the Higher Ministerial Committee. The committee, under the Vice Prime Minister for Services, comprises the ministers involved in training. The council does not have representation from social partners. The committee has an executive (or follow-up) committee, chaired by the Vice Minister for Vocational Education and Training at the Ministry of Education, to implement the policy decisions. As such there is no coaching or advisory body to the council.

Some of the interviewees during the study mentioned the fact that the decisions of the committee are often taken without an analysis of the labour market needs (because that analysis does not exist). As one of the interviewees put it, “decisions on the distribution of students are taken on the fact that there is a block of students that should be accommodated in the education system”. A new position of vocational education and training consultant to the Vice Prime Minister has now been created which could mean an improvement or at least a positive start.

It must be clarified that at present **there are no vocational guidance and counselling systems** in place. As previously related, the links between the labour market and the vocational education and training system are quite limited. This implies that any vocational guidance and/or counselling system would be built on quicksand in Syria. In other words, there is a mismatch between the current system – based exclusively on two skill levels – and the variety of skills levels required by the labour market.

### 3. THE OBSERVATORY FUNCTIONS IN SYRIA

Equally, at present **there are no employment services or labour offices**. In Syria, the Ministry of Labour and Social Affairs is responsible for the unemployed. Although legislation suggests that this ministry should play an active role in looking for jobs and/or the (re) training of clients, in practice its work has been focused on the registration of those who are unemployed. Even then, registration is not compulsory and, since there are no visible unemployment benefits (for example, no unemployment subsidy), people often do not register themselves. This also implies that official figures for unemployment tend not to correspond to

reality. The government has recently adopted a programme to fight unemployment, with special emphasis on youth unemployment that could imply a change in the ministry's role.

Looking at the **products presented by these organisations**, the table below summarises the products in terms of their content, methodology, the type of processing, frequency, regularity, publication, diffusion and accuracy. It should be noted that, as mentioned before, these publications predominantly present the data without further analysis.

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Institution/ products	Content	Methodology	Processing	Frequency	Regularity	Publication	Diffusion	Accuracy
CBS / Year Book of Statistics	Providing necessary statistics for local studies and planning * (see below)	Quantitative, administrative records, census and / or projection	Manual and computerised	Annual	Regular	Yes (to official sectors)	Number of copies	Medium
CBS / general census results	Population indicators	Quantitatively, facts	Manual data collection, computerised processing	Every undefined number of years	Irregular	Yes (to official sectors)	Number of copies	Medium
SPC / individual surveys	general indicators for planning (multipurpose )	Quantitatively, statistics	Manual data collection, computerised processing	Occasionally	Irregular	No	Close to specific users	Medium
SPC / analysis for some indicators	Future planning indicators (demographics, education, employment needs, and labour market)	Parameters, analysis	Computerised	Occasionally	Irregular	No	Close to specific users	Medium

\* Data on the following fields: Physical features, population and demographic indicators, manpower and labour force, agriculture, industry, building and construction, transport and communication, tourism, culture and information, foreign trade, prices and internal trade, education, health, justice, cooperatives and unions, finance and national accounts.

The material is collected basically from the following sources:

Source and its holder	Population of reference	Frequency	Reliability	Accessibility
Public and private institutions (CBS)	Census of population, educational status	Periodically	Reliable	Available for official institutions
Projection of statistical figures (SPC)	Labour force surveys, Industrial surveys	Occasionally	Reliable (mostly based on quantitative factors)	For decision-makers



### 3. THE OBSERVATORY FUNCTIONS IN SYRIA

The final issue at stake is the description of the relevant stakeholders for the training at national, regional and local/sectoral level. The chapter on the vocational education and training system in Syria describes in detail the type of institutions in charge of delivering training and the bodies responsible for policymaking. In Syria, **eight types of institutions are responsible for delivering training**:

Stakeholder	Organisational profile	Mandate and statute	Decisions or activities	Territorial or sectoral level
Departments in different ministries (11 ministerial for secondary vocational education and training and 16 ministries for post-secondary vocational education and training)	Central and regional offices	Presidential decrees	Running and regulating vocational education and training schools under the "formal" initial training system, both at secondary and post-secondary level	Territorial
Training centres in some ministries in charge of training outside the "formal" training system	Regional institutions	Presidential decrees	Running training centres	Territorial
Labour unions federation	Central department	Legislative decree	Running individual training courses	Sectoral
Farmers federation	Regional centres	Legislative decree	Running missions to carry on site training	Sectoral
Women federation	Regional centres	Presidential decree	Running centres for training women on some skills	Sectoral
Association of engineers	Regional branches	Law	Running regional training courses	Sectoral
Chambers of Industry	Regional	Law	Running training courses	Sectoral
Private institutions	Regional	Ministerial permission	Running individual unofficial courses	Regional

### 3.2 ANALYSIS OF THE SITUATION REGARDING THE OBSERVATORY FUNCTIONS IN SYRIA

From the information presented above, it is clear that although the quantity of the material collected is high, **the relevance for labour market policies and/or vocational education and training planning is weak**. Some reasons linked to the Syrian socio-economic situation are at the root of this problem (see chapter on the Syrian socio-economic context). Furthermore, and as pointed out before, most of this material has at its starting point no intention to serve that role. Data compilation is mostly done for registration and documentation purposes. This in itself has to do with the lack of local mechanisms to make that data available (lack of vocational guidance, employment services, social partnership, etc.). Beyond that there is also a need for local capacity building regarding methodological approaches to data compilation and analysis and to raise awareness on the use of that analysis for policy development.

As mentioned before, the coaching function is not yet developed. This has also to do with the fact that stakeholders are often not used to taking decisions on the basis of systematic analytical information and, therefore, the need for that function is not yet felt.

Linked to the coaching function, it is important to stress that there is not yet an established network of stakeholders that could make use of that data for policymaking. The main policymaking body for vocational education and training is composed of ministerial representatives involved in training, without representatives from the social partners and/or the world of work.

In other words, the challenges phasing the development of an observatory function in Syria are to start at the awareness raising level on the need and use of relevant analytical information, in other words, at an understanding of the meaning and use of observatory function. At a second stage, the development/strengthening of a network of training and labour market partners that can best put that information in use and the development of local capacities for data analysis would be a priority.

The institutions currently gathering statistical data should obviously be part of the network but it is unlikely that they would, by their mandate and culture, develop into an observatory hub. Furthermore, institutionally they may not be representative enough, either from the training or from the labour market side.

## 4. CONCLUSIONS AND RECOMMENDATIONS

# 4

Syria is still at what has been called “informal generation” stage with regard to the observatory function: there is no single institution in charge of compilation, production and analysis of data. The functions of data gathering and production are represented by three types of organisations: Statistical departments at different ministries, the Central Bureau of Statistics and the State Planning Commission. Although quantitative updated data is gathered, the existing data on training and employment are limited and forecast studies are carried out on an ad hoc basis. The culture of information gathering has often been for registration purposes rather than analysis and forecast.

The basis for human resources information, in terms of employment, qualification and training is, at the moment, quite narrow.

The study has put forward a number of **factors due to the current economic situation, the specific nature of the labour market and the limited social**

**partnership.** These factors can be summarised as follows:

- The economy is undergoing major changes from a rather centrally planned economy to a more market-oriented system. The limited information currently available regarding the labour market (including the prognoses) is still predominantly related to the timeframe in which the economy had a centrally planned character. Its value for the market direction in the coming years is thus very limited.
- The present labour market presents a number of “distorting elements” : even if it is possible to make statistical predictions, they may have little relevance. Amongst those elements the large size of the informal workforce, estimated over 40%, is probably the most easily recognisable. The search for relevant data, directed to desired change in policies, will address less than 60% of the labour force.
- Syria still has a predominant public industrial sector. These industries are

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centrally directed and steered. Human resources policies are also carried out by government. This system may have clear social benefits (for example, employment security). However, in terms of the formulation of a successful policy it does not contribute to the understanding of the true market needs.

- Limited role of social partners in labour market and vocational education and training issues. Social partners (as we know them in western Europe) do not exist to the level that existing organisations of employers and trade unions could easily take the role to be an intermediate between the labour market and the educational system. Although employee and employer associations exist in Syria, they play an administrative role rather than a policymaking role. Presently the chambers (especially the Damascus Chamber of Industry) are emerging but the links with the government and/or vocational education and training institutions are not yet clearly structured so that information can be fed back into the system.

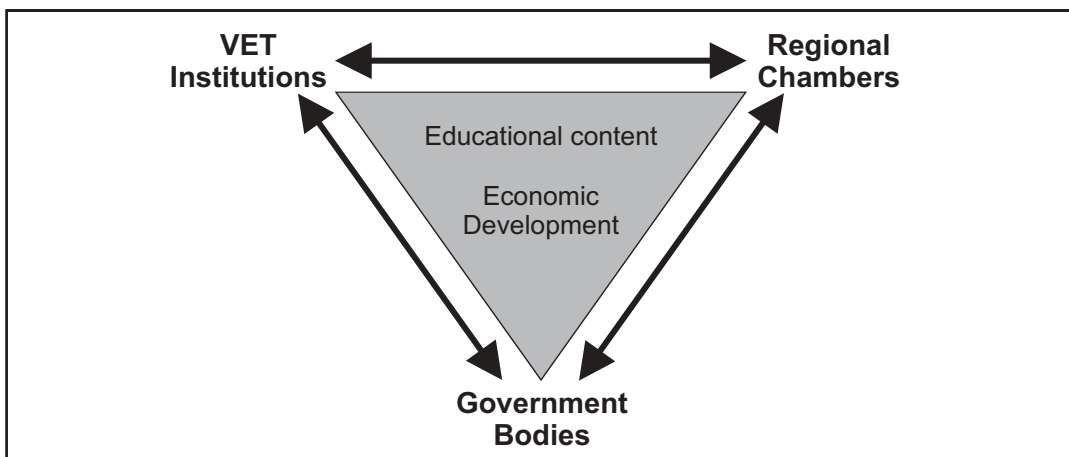
- All important decisions, including the content of the curriculum, are taken centrally by government agencies involved in training (represented at the Higher Ministerial Committee). The governments' understanding of the market or, in a more broader sense, the economic needs is no better than that of any ministerial bureaucracy in other countries, thus limited.
- The absence of compensating mechanisms of vocational education and training institutions to find their way into the changing demand of regional labour market requirements (such as involvement of social partners in design and/or delivery of training, or on the school management), hinders effective government policies strongly.

**Recommendations**

In the current Syrian context, it is difficult to find easy answers with regard to the issue of observatory function.

- Taking into consideration the Syrian reality **three important actors should be involved** in the further development of the observatory function in the coming period. They are pictured in the following figure.

From the vocational education and training system, some actors also hinder the establishment of proper observatory functions:



## 4. CONCLUSIONS AND RECOMMENDATIONS

The regional chambers of industry and commerce should play a key role in that process especially because of the fact that Syria lacks recognisable “social partners” that could play a role in the interplay of education and the labour market. For the collection of national labour market data, the present collecting services should be part of the network.

Vocational education and training institutions should be involved in the search for and interpretation of labour market information. Their role in such a search could be instrumented by giving them a role in the scanning of the regional requirements. The “interpretation of labour market information” should lead to a curriculum that caters for the required skills and competencies and an entry policy directed to the needs of the labour market.

Government bodies should include the ministries involved in training and labour market issues, the coordinating bodies and statistical offices.

All three main actors (vocational education and training institutions; regional chambers and government agencies) could, in the search for an optimal stimulation of the observatory function, be facilitated to strengthen the key elements that are the basis of their relationship. In other words, the next step into the observatory function should be to facilitate the relations in the above picture.

- A first recommendation would be the need for a first phase of **awareness raising** on the meaning of the observatory function. Following that and considering the very specific Syrian context, there is a need to reinforce the network of training-employment stakeholders. This would allow a discussion on the country needs in terms of labour market information for VET decision-making.
- In the reformation of government economic policies, the “**local level**” (be it a region or a smaller identity) is the most important level of economic development. Hence, the strategy should be directed more towards a better understanding of the regional needs. National data are of more limited importance.
- Linked to the above (the local approach) and for reasons linked to their mandate and their institutional representation, it is **not recommended to extend the function of the existing organisations performing data collection to labour market/training analysis**. They should, however, be part of the network of key stakeholders and provide the basic statistical data needed for any analytical study.
- In that sense, it could be recommended a **reinforcement of local capacities** in terms of methodologies for data gathering and analysis.

### Short-term recommendations

- Start with a first phase of awareness-raising on the meaning of the observatory function. This could be done via a number of seminars with relevant national stakeholders. They should be confronted with some existing examples of observatory functions in other countries and how those functions are used for vocational education and training policy design.
- The seminars should also serve to identify the key network of stakeholders (government bodies, vocational education and training institutions, social partners) to be involved in the process of definition of the observatory function in Syria. This network could be institutionalised in a small taskforce led by a key figure in the country.
- These seminars and other intermediate meetings should lead to the identification of specific needs in terms of relevant labour market information needed for vocational education and training policy design and on that basis design a clear action plan for the observatory function development in Syria over 2003 - 2004. This action plan should be presented to key stakeholders at the end of the year.
- Given the relatively complicated institutional set-up, it is of paramount importance that all elements proposed above are well managed, facilitated and directed from one focal point that will be accepted by both the training and labour

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market partners. Considering the pilot character of the action and thinking on the possible future dissemination and on the recommendations that will be drawn from it, it would be advisable that the overall coordination is done from a policymaking body with decision-making capacity.

- Parallel to the recommendations above and at another level, the exchange of experiences and discussions at international/regional level on comparable content, standards and standardisation/formatting of information is also recommended.

## ANNEXES

### ANNEX 1. STATISTICAL DATA

#### A. Main economic and social indicators

##### A.1 Economic data<sup>6</sup>

GDP: purchasing power parity - \$42.2 billion (1999 est.)
GDP - real growth rate: 0% (1999 est.)
GDP - per capita: purchasing power parity - \$2,500 (1999 est.)
GDP - composition by sector: <ul style="list-style-type: none"><li>● agriculture: 29%</li><li>● industry: 22%</li><li>● services: 49% (1997)</li></ul>
Population below poverty line: 15%-25%
Household income or consumption by percentage share: <ul style="list-style-type: none"><li>● lowest 10%: NA%</li><li>● highest 10%: NA%</li></ul>
Inflation rate (consumer prices): 2.3% (1999 est.)
Labour force: 4.7 million (1998 est.)
Labour force - by occupation: agriculture 40%, industry 20%, services 40% (1996 est.)
Unemployment rate: 12%-15% (1998 est.)
Budget: <ul style="list-style-type: none"><li>● revenues: \$3.5 billion</li><li>● expenditures: \$4.2 billion, including capital expenditures of \$NA (1997 est.)</li></ul>

<sup>6</sup> Source is also <http://www.cia.gov/cia/publications/factbook/geos/sy.html#Econ>

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Industries: petroleum, textiles, food processing, beverages, tobacco, phosphate rock mining
Industrial production growth rate: 0.2% (1996 est.)
Agriculture - products: wheat, barley, cotton, lentils, chickpeas, olives, sugar beets; beef, mutton, eggs, poultry, milk
Exports: \$3.3 billion (f.o.b., 1999 est.)
Exports - commodities: petroleum 65%, textiles 10%, manufactured goods 10%, fruits and vegetables 7%, raw cotton 5%, live sheep 2%, phosphates 1% (1998 est.)
Exports - partners: Germany 14%, Turkey 13%, Italy 12%, France 9%, Lebanon 9%, Spain (1998 est.)
Imports: \$3.2 billion (f.o.b., 1999 est.)
Imports - commodities: machinery and equipment 23%, foodstuffs/animals 20%, metal and metal products 15%, textiles 10%, chemicals 10% (1998 est.)
Imports - partners: Ukraine 16%, Italy 6%, Germany 6%, Turkey 5%, France 4%, South Korea, Japan, US (1998 est.)
Debt - external: \$22 billion (1999 est.)
Economic aid - recipient: \$199 million (1997 est.)
Currency: 1 Syrian pound = 100 piastres
Exchange rates: Syrian pounds per US\$1: 50.6 (2001); 46 (1998); 41.9 (1997);
Fiscal year: calendar year

## A.2 Social data<sup>7</sup>

Facts and figures regarding the population:

Population: 17,460,000 (2001)
Age structure: <ul style="list-style-type: none"> <li>● 0-14 years: 41% (male 3,410,417; female 3,210,215)</li> <li>● 15-64 years: 56% (male 4,688,967; female 4,476,022)</li> <li>● 65 years and over: 3% (male 254,448; female 265,590) (2000 est.)</li> </ul>
Population growth rate: 2.58% (2000 est.)
Birth rate: 31.11 births/1,000 population (2000 est.)
Death rate: 5.29 deaths/1,000 population (2000 est.)
Net migration rate: 0 migrant(s)/1,000 population (2000 est.)
Sex ratio: <ul style="list-style-type: none"> <li>● at birth: 1.05 male(s)/female</li> <li>● under 15 years: 1.06 male(s)/female</li> <li>● 15-64 years: 1.05 male(s)/female</li> <li>● 65 years and over: 0.96 male(s)/female</li> <li>● total population: 1.05 male(s)/female (2000 est.)</li> </ul>
Infant mortality rate: 34.86 deaths/1,000 live births (2000 est.)
Life expectancy at birth: <ul style="list-style-type: none"> <li>● total population: 68.46 years</li> <li>● male: 67.35 years</li> <li>● female: 69.64 years (2000 est.)</li> </ul>
Total fertility rate: 4.06 children born/woman (2000 est.)
Religions: Sunni Muslim 74%, Alawite, Druze, and other Muslim branches 16%, Christian (various branches) 10%
Languages: Arabic (official); Kurdish, Armenian, Aramaic, Circassian widely understood; French, English somewhat understood

<sup>7</sup> <http://www.cia.gov/cia/publications/factbook/geos/sy.html#People>



Literacy:
● definition: age 15 and over can read and write
● total population: 70.8%
● male: 85.7%
● female: 55.8% (1997 est.)

## B. Labour market

### B.1 Labour force and unemployment<sup>8</sup>

Labour force: 4.7 million (1998 est.)
Labour force - by sector: agriculture 40%, industry 20%, services 40% (1996 est.)
Unemployment rate: 12%-15% (1998 est.)

### B.2 Distribution of the employed population by sectors<sup>9</sup>

Distribution of active labour force 1991			
	As % of GDP	No	%
Agriculture, hunting, forestry and fishery	30	917,000	28.2
Mining, quarrying and oil refinery	10	6,700	0.2
Manufacturing	5	456,200	14
Electricity and water	1	8,400	0.25
Construction	4	340,800	10.4
Trade, hotel industry and gastronomy	24	378,300	11.6
Transport and communication	9	167,000	5.1
Finance and insurance	3	24,700	0.76
Governmental, social and personal services	14	951,000	29.2
<b>Total</b>	<b>100</b>	<b>3,249,900</b>	<b>100</b>

### B.3 Wages and salaries in the public and private sector<sup>10</sup>

Status of occupation	Nominal income	
	(public sector)	(private sector)
Unskilled or semi-skilled worker	1,000	2,000
Semi-skilled worker	2,500	7,000
Engineer	3,500	15,000
Civil service and administration	2,500 – 3,500	
Teacher in governmental schools	2,500 – 3,500	

<sup>8</sup> Source <http://www.cia.gov/cia/publications/factbook/geos/sy.html#Econ>

<sup>9</sup> Regional Study on Labour Market Oriented Training – submitted to the Regional Economic Development Working Group of the Middle East Peace Process – Country Monograph, Technical Education and Vocational Training in The Syrian Arab Republic, September 1995, p. 6 (No information available regarding employment by region).

<sup>10</sup> Regional Study on Labour Market Oriented Training – submitted to the Regional Economic Development Working Group of the Middle East Peace Process – Country Monograph, Technical Education and Vocational Training in The Syrian Arab Republic, September 1995, p. 8.

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**B.4 Percent distribution of labour force by category's age and sex, 1999<sup>11</sup>**

Age	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
10-14	1.7	1.2	1.6	2.9	8.8	4.2	2.2	6.0	3.0
15-19	11.3	5.8	10.5	14.1	24.7	16.5	12.7	17.7	13.5
20-24	13.9	17.0	14.3	14.3	18.3	15.2	14.1	17.8	14.7
25-29	13.9	19.3	14.6	14.0	12.7	13.7	14.0	15.2	14.1
30-34	12.8	18.0	13.5	11.6	10.0	11.2	12.2	12.8	12.3
35-39	11.0	14.8	11.5	10.0	8.7	9.7	10.5	11.0	10.6
40-44	10.0	10.2	9.6	8.5	5.2	7.8	9.0	7.1	8.7
45-49	8.1	7.3	8.0	7.2	4.0	6.5	7.7	5.2	7.3
50-54	7.0	4.0	6.6	6.0	3.3	5.3	6.5	3.5	6.0
55-59	4.0	1.5	4.1	3.5	1.8	3.1	4.0	1.7	3.6
60-64	3.0	0.7	2.7	3.2	1.3	2.8	3.1	1.2	2.7
65+	3.3	0.2	3.0	4.7	1.2	4.0	4.0	0.8	3.5
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

**B.5 Percent distribution of labour force by sex, educational level and business sector 1999<sup>12</sup>**

Work sector		Elementary	Preparatory	Secondary	Post-secondary vocational education and training	University	Total
	F	6.8	45.5	70.4	92.0	74.9	36.5
	T	12.0	26.7	48.1	97.1	62.2	26.0
Private organised	M	33.5	34.0	27.9	16.6	31.0	32.0
	F	28.5	19.9	12.9	5.1	19.9	21.6
	T	32.7	32.2	25.3	12.1	28.5	30.1
Private non-organised	M	52.9	41.6	28.3	12.6	10.0	43.8
	F	63.3	34.5	16.4	2.5	4.2	40.9
	T	54.6	40.8	26.2	8.6	8.7	43.3
Collective co-operative	M	0.6	0.3	0.4	0.2	0.4	0.5
	F	1.4	0.1	0.3	0.4	1.0	1.0
	T	0.7	0.3	0.4	0.2	0.6	0.6
<b>Total</b>	<b>T</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

<sup>11</sup> Source: Central Bureau of Statistics, statistical abstract 2000, p. 77 – table 2/3.

<sup>12</sup> Source: Central Bureau of Statistics, statistical abstract 2000, p. 83 – table 7/3.

## C. Education

C.1 Global number of students in the technical and professional secondary schools, and technical institutes, 1997 – 2000<sup>13</sup>

	Class	1997/98	1998/99	1999/2000
Secondary technical industrial	1st	13,743	13,147	15,840
	2nd	11,405	9,807	11,501
	3rd	10,214	10,236	11,099
	Total	35,362	33,190	38,440
Secondary commercial	1st	10,217	11,471	11,430
	2nd	8,195	8,751	10,240
	3rd	7,934	8,204	9,070
	Total	26,346	28,426	30,740
Secondary for woman	1st	15,168	16,071	17,103
	2nd	12,006	11,662	12,380
	3rd	11,807	10,789	10,340
	Total	38,981	38,522	39,823
Total technical secondary	1st	39,128	40,689	44,373
	2nd	31,606	30,220	34,121
	3rd	29,955	29,229	30,509
	Total	100,689	100,138	109,003
Professional industrial	1st	2,255	2,632	2,965
	2nd	2,169	1,664	1,782
	Total	4,424	4,296	4,747
Professional commercial	1st	0	0	0
	2nd	0	0	0
	Total	0	0	0
Professional for women	1st	0	0	0
	2nd	0	0	0
	Total	0	0	0
Total professional	1st	2,255	2,632	2,965
	2nd	2,169	1,664	1,782
	Total	4,424	4,296	4,747
Global technical and professional		105,113	104,434	113,750
intermediate institutes, technical industrial	1st	2,960	3,178	3,393
	2nd	2,087	2,472	2,561
	Total	5,047	5,650	5,954
Intermediate institutes, technical commercial	1st	1,194	1,434	1,499
	2nd	968	1,097	1,294
	Total	2,162	2,531	2,793
Intermediate institutes, technical female	1st	1,774	2,136	2,286
	2nd	1,669	1,705	2,005
	Total	3,443	3,841	4,291
Total intermediate institutes	1st	5,928	6,748	7,178
	2nd	4,724	5,274	5,860
	Total	10,652	12,022	13,038
<b>Grand total</b>		<b>115,765</b>	<b>116,456</b>	<b>126,788</b>

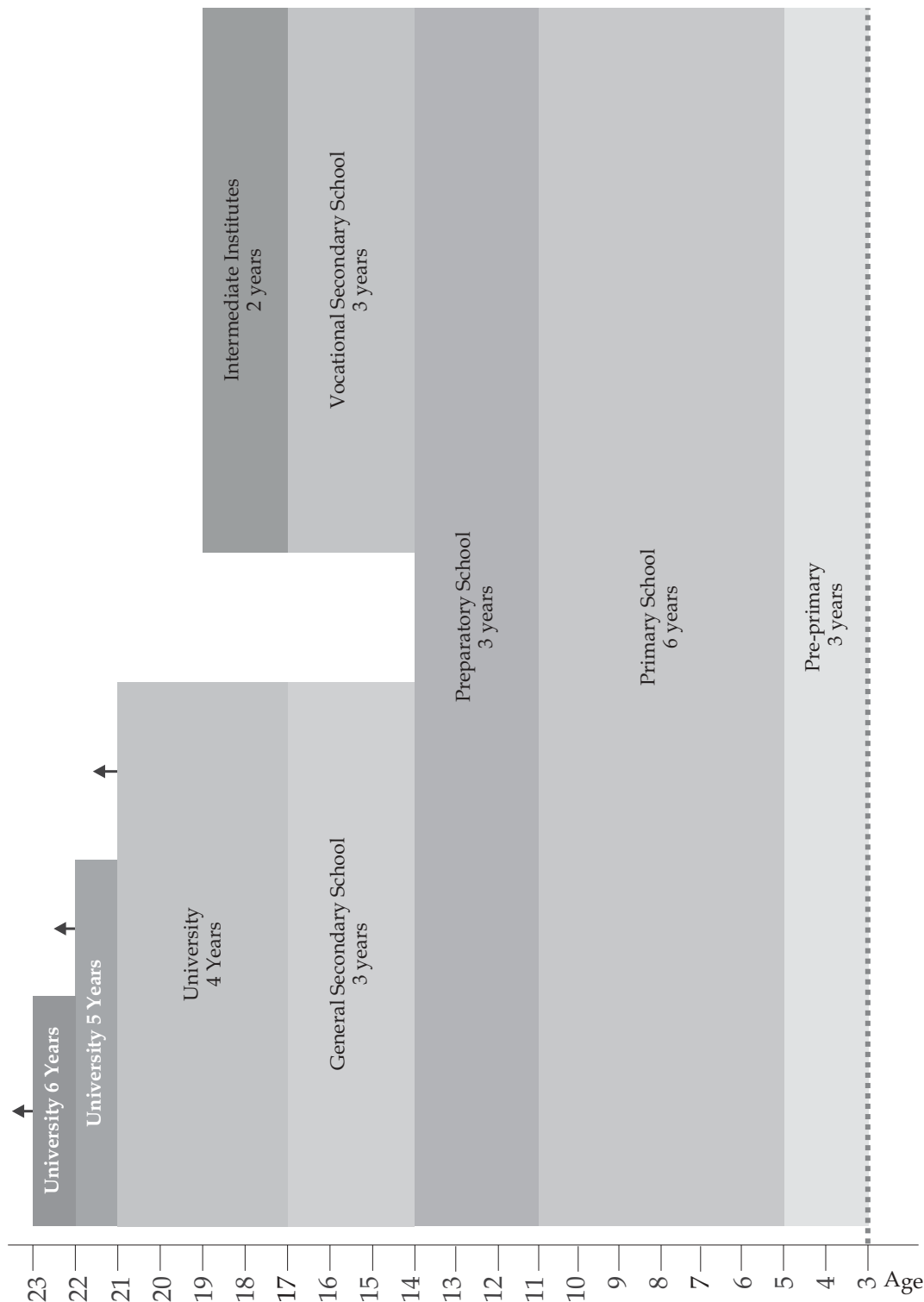
<sup>13</sup> Source: Ministry of Education / Planning and Statistics Department.

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ANNEX 2.  
LIST OF CONTACTS

Institution	Contact person	Title
Ministry of Education	Samir Habbabah	Deputy Minister for Vocational Education and Training
	Hazwan Al Waz	Director of Vocational Education and Training Department
Ministry of Higher Education	Omar Karmo	Deputy Minister
Ministry of Industry / General Organisation for Engineering Industries	Ziad Kutayni	General Director
	Nidal Fallouh	Assistant to General Director
Ministry of Labour and Social affairs	Rakan Ibraheem	Director of Labour office
State Planning Commission	Sheih Oughli	Director of Labour Force and Population Department
	Maher. Al Rez	Director of Training
Vice Prime Minister for Services Office	Hatem Al Homs	Adviser on TVET Affairs to Vice Prime Minister
Syria. Euro. Business Centre (SEBC )	Alf Monaghan	Director
	Nawaf Zeidan	Training and Development Manager
Second Intermediate Institute	A.K.Khudr	Director
Bassam Hamsho School for Women's Education	Manal Bisharah	Director assistant
First Commercial School	Fakrieh delli	Director assistant
Damascus Training Centre of Ministry of Industry	M.K.Jasayri	Director
General Company for Cables Industry	M. Balsheh	General Director assistant
General Converting Industries Company	Salah Zaza	General Director
Al - Rasheed Factory (private)	Haytham Al Yafi	General Director
Al - Hafez Factory (private)	Nael Hammami	Production Director
Damascus Chamber of Industry	Samer Debs	Chairman
	Haytham Al Yafi	Board member
	Said Al-Halabi	Consultant

ANNEX 3.  
STRUCTURE OF EDUCATION SYSTEM IN SYRIA<sup>14</sup>



This diagram represents the first stage in the ongoing development of a standard graphical model for vocational education and training systems. Future refinement may include the further alignment of terms, student enrolment and dropout figure, and local language terms.

<sup>14</sup> Source: Report on Vocational Education and Training in the Syrian Arab Republic, Ministry of Education, 1999 – 2000.

