

Scoping Vocational Scholarships as a New Programmatic Area for Jusoor in Jordan and Lebanon

FINAL REPORT

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ABBREVIATIONS

AUB	American University of Beirut
FAO	Food and Agriculture Organization
FDG	Focus Group Discussion
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
IACL	Inter-Agency Coordination Lebanon
ILO	International Labour Organization
IRB	Institutional Review Board
NGO	Non-Governmental Organization
SIPA	Columbia University's School of Public and International Affairs
The Compact	The 2016 EU – Jordan Compact
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNEVOC	International Project on Technical and Vocational Education and Training
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Education Fund
USD	United States Dollars
WFP	World Food Programme

EXECUTIVE SUMMARY

This report concerns the scoping of vocational scholarships as a new programmatic area for Jusoor in Lebanon and Syria.

The study concerns whether it is feasible for Jusoor to use scholarships for technical and vocational education and training to improve the livelihoods of displaced Syrians in Lebanon and Jordan. To answer this question, the study sought to determine:

- What are the key sectors for employment in Lebanon and Jordan that displaced Syrians can work in / develop skills for?
- What are the key constraints for displaced Syrians in Lebanon and Jordan to engage in the workplace?
- Given these, against which criteria should Jusoor assess TVET providers?

The study analyzed data using the availability, accessibility, acceptability, adaptability framework:

- Availability: “what TVET opportunities exist for refugees?”;
- Accessibility: “what barriers and enablers do refugees encounter when pursuing TVET?”;
- Acceptability: “how useful is the provision [of TVET] to refugees?”; and
- Adaptability: “what efforts do policymakers, funders and providers make to include refugees in TVET and accommodate their needs?”.

The study concludes that there is potential employment of displaced Syrians in the agricultural, construction, and hospitality sectors in both countries, and in the manufacturing sector in Jordan. As such, TVET has the potential to develop market skills for displaced Syrians which they can use to better integrate into their host societies and improve their livelihoods.

The study also considers numerous challenges to such a project, including the poor reputation and quality of many TVET providers, legal barriers to employment, high general unemployment in host states, and the cultural and safety concerns of Syrians in general and Syrian women in particular, among other things. The report also considers the impact of the current financial crisis faced by Lebanon as well as the covid-19 pandemic.

The Report makes both medium- (January 2021 – December 2022) and short-term recommendations (May 2020 to December 2020).

In the short term in Lebanon, we recommend that Jusoor:

(2A) pause Investment Consideration in TVET Scholarships in Lebanon due to macroeconomic challenges.

(2B) use the Focus Group Discussion, Interview guides and information sheet (developed as annexes 7 – 16 of this report) with displaced Syrian communities to collect data on TVET preferences, information gaps for Lebanon.

In the short term in Jordan, we recommend that Jusoor:

(3A) pause Investment Decisions for TVET Scholarships in Jordan given pandemic-related school year disruptions and closures.

(3B) use the Focus Group Discussion and Interview guides (developed as annexes 7 to 16 of this report) with displaced Syrian communities to collect data on TVET preferences, information gaps for Jordan.

In the medium term in Lebanon, we recommend that Jusoor:

(2C) re-assess Lebanon's TVET sector along the 4As Framework: Availability, Accessibility, Acceptability, and Adaptability, with updated macroeconomic information.

In the medium term in Jordan, we recommend that Jusoor:

(3.C) Identify TVET institutions in the four identified priority sectors: construction, hospitality, agriculture, and manufacturing.

(3.D) Leverage data from interviews and FGDs to conduct recruitment for TVET Scholarship applicants.

(3.E) Assess TVET quality for targeted cohorts using the Jordan TVET Assessment Tool (which was developed in this report).

In general, we recommend that Jusoor:

(1A) consider targeted cohorts, adjacent to current programming, rather than launching a new large-scale TVET scholarship program

PART A: INTRODUCTION AND METHODOLOGY

INTRODUCTION

Overview of Jusoor and its Activities

Jusoor, or “Bridges” in Arabic, is an international NGO founded by members of the Syrian diaspora in 2011 with the mission to invest in Syria’s youth for a better tomorrow. In the past seven years, Jusoor has promoted access to education for displaced Syrians from three-years-old to completing postgraduate degrees. To date, Jusoor has: enabled 607 Syrian students to complete their university education in the United States, Europe, and the Middle East; enrolled over 7,000 children in primary education in Lebanon; and supported 560 Syrian entrepreneurs across the Middle East.

Jusoor helps Syrian youth to realize their potential through educational programs, career development, and global community engagement. Jusoor carries out its mission through five key programs, implemented at the local, regional, and global levels. At the local level in Lebanon, Jusoor runs the Refugee Education Program, operating three education centers for displaced Syrian children in the Beirut and Beka’a governorates. At the regional level in the Middle East, Jusoor’s Entrepreneurship Program has three main verticals: Entrepreneurship competitions, Entrepreneurship Boot Camps, and mentoring (Jusoor 2019). Lastly, Jusoor operates three programs at the global level. The Scholarships Program provides scholarships to Syrian students to matriculate at universities across the world, including scholarships for women under the 100 Syrian women, 10,000 Syrian lives program. The Career Mentoring and Advising Program brings together young Syrians based in the Middle East with mentors living across the globe, and Jusoor runs annual conferences to advocate for education for Syrians.

The Syrian Refugee Crisis

Many Syrian citizens have fled their country due to civil war (Federman & Akour 2019). The estimated Syrian population was at 22 million in 2017. Of the estimated 22 million, the UNHCR identified that in 2016, 13.5 million were displaced persons who needed financial assistance. At the beginning of civil wars in 2011, more than six million Syrian citizens were internally displaced in 2016, and approximately five million citizens fled to other countries as refugees.

Displaced Syrians now face many challenges to rebuild their lives where they find themselves, including finding decent work and a dignified livelihood in their host communities.

Project and Objectives

We framed Jusoor's objectives as follows:

1. Verify whether TVET has the potential to help Jusoor achieve its mission of creating a brighter future for Syrians living inside and outside of Syria through an in-depth study of:
 - a. The background, context and aspirations of displaced Syrians;
 - b. The labor market in Lebanon and Jordan as it relates to displaced Syrians;
 - c. Key gaps in the job markets in Syria and Jordan.
2. Map the TVET landscape in Lebanon and Jordan and identify the current players in the field.
3. Develop interview and FGD guides to assist Jusoor with further primary research on this subject in the future.

Definition and Importance of TVET

TVET has the potential to unlock employment opportunities for many in developing contexts. With lower fees than academic universities, lower requirements for entry, and a high number of empty vocational and technical jobs in many developing economies (even where there is broader unemployment), TVET could be a potent tool to empower vulnerable individuals, reduce poverty, and drive economic growth.

Simply put, TVET is *“concerned with the acquisition of knowledge and skills for the world of work”* (UNEVOC 2020). TVET is defined by Moustafa Wahba as “Non-academic technical education and practical training that develop the skills and knowledge of apprentices (learners of trades or crafts) working in different sectors of industry and trainees / students trained in different TVET Institutions (TVET Institutes, Centers & Schools). The TVET is that part of the education system that provides courses and training programs related to employment with a view to enable the transition from Secondary Education to work for young trainees / students (social objective) and supply the labor market with competent apprentices (economic objective)” (UNEVOC 2020).

For the purposes of this study, we will consider only post-secondary or tertiary TVET for individuals above the age of 18.

METHODOLOGY

Research Goals

Given the above, the following are our research goals:

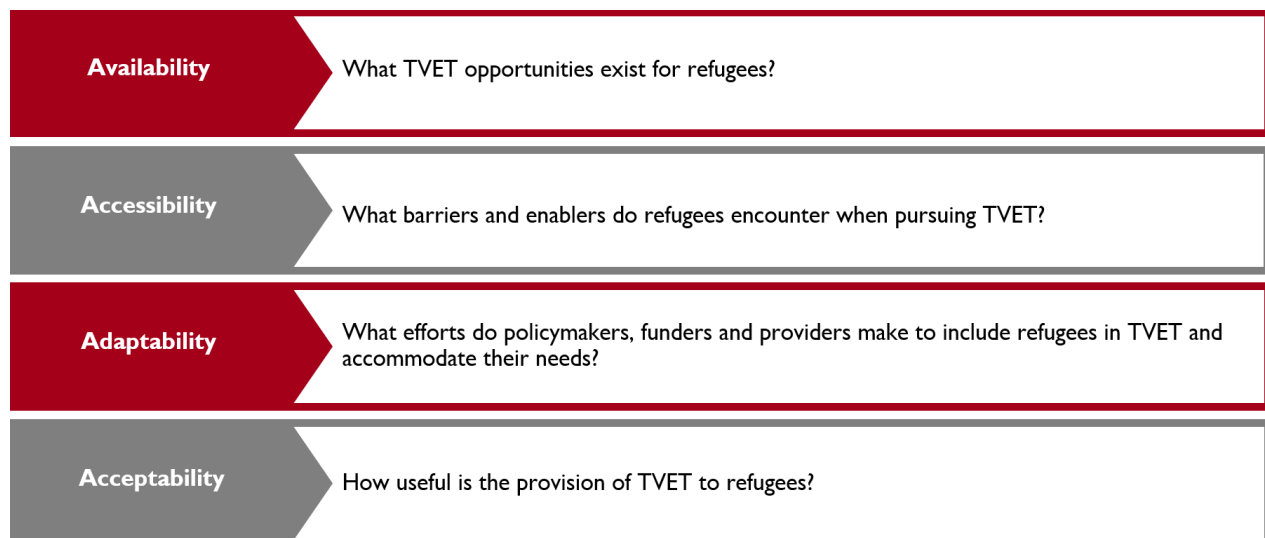
- What are the key sectors in Lebanon and Jordan that displaced Syrians can work in / develop skills for?
- What are the key constraints for displaced Syrians in Lebanon and Jordan to engage in the workplace?
- Given these, against which criteria should Jusoor assess TVET providers?

Collection of Data

This study was based primarily on desk research. We conducted four expert interviews to supplement this desk research.

Framework for Analysis

In analyzing gathered data, we adopted a framework used by other academics in this field. In a report compiled for the British Council in considering the inclusion of TVET in various countries (including Jordan), Williams (2018) uses the following analytical framework to analyze her data with respect to the appropriateness of higher education for displaced Syrian refugee youths, including in TVET. This framework rests on four pillars, which essentially comprises of four key questions:



Availability pertains to identifying whether and which TVET opportunities and providers are available. and would be a primary consideration of the identification of this project.

Accessibility is more complex. Key to this pillar are the many barriers refugees face in seeking TVET education. Among other barriers to access, Williams (2018) considers:

- legal barriers (including immigration status, possessing the necessary doctrine, having the right to work);
- a lack of information (or, misinformation) on the existence/usefulness of TVET;
- the ability to freely move (from their homes or shelters to TVET and/or employment opportunities);
- Financial barriers, including the oversubscription of scholarships (such as UNICEF scholarships available at the time in Jordan).

In considering **acceptability**, Williams (2018) mentions a number of issues:

- Williams recommends that preferences of refugees be made a research priority, especially with respect to their own desire for TVET education, as well as the challenges they face in accessing it. Both personal and cultural preference are highly important, she argues, and is often missing from research;
- Assessing the quality of TVET education is key. Williams mentions that there is insufficient information on the quality of non-state provided TVET providers, and proper impact assessments need to be conducted to ensure these providers are in fact providing useful training. This is particularly true in Jordan. During her research, she found that many private providers, especially those funded by donation, often sought to perform basic, short term training so that nominal training objectives could be achieved and reported to donors, despite the fact that the skills were not considered useful by the trainees, nor did it lead to employment for those trainees. Longer and more advanced courses were, in her research, more useful in this respect. As such, she argues that in assessing TVET providers, the mere number of trainees (and how quickly they are trained) should not be a decisive metric. Instead, she argues that the key metric for quality is the successful progression to work of students;
- It follows, therefore, that a labor market analysis is essential. Williams (2018, 22) makes this point quoting Hollader and Mar (2009, 42):

“In a situation of economic stagnation or jobless growth, even the well-trained and best-educated have problems finding employment and earning a living, let alone the poor and marginalized who often do not even have access to education and training. For TVET to effectively contribute to (self)- employment

and poverty alleviation there needs to be a labour market which can absorb the TVET graduates and provide them with decent work...”

Finally, on **adaptability**, Williams assesses how governments and institutions have adapted their policies to facilitate the involvement of displaced persons in TVET. In many ways, this pillar is in fact closely related to accessibility as it speaks to whether governments themselves have adapted law and policy to mitigate or exacerbate challenges faced by displaced persons in seeking TVET. On this point, she indicates that national policy does not always indicate what is occurring on the ground. In Jordan, for instance, she found that, despite the fact the national government has committed to allowing Syrians to work, the work permits process is often held up at local levels where local officials are concerned less with the international commitments of the national government and more with the perception of local Jordanians that Jordanian jobs are being given away to foreigners. As such, it is important for researchers to speak with an official who can discuss what happens practically, rather than simply explain the national policy on the issue (Williams 2018).

Risks and Assumptions

As the team was working with a vulnerable population group (that is displaced persons), it was necessary to seek approval of the research process by Columbia University’s Institutional Review Board. This approval was obtained.

We had originally assumed we would be able to travel to Lebanon and Jordan to conduct in person interviews and FGDs. However, the covid-19 pandemic interrupted these plans. Accordingly, the project’s methodology was shifted to remote interviews.

In the circumstances of the epidemic, we were not be able to connect with all the contacts whom we had intended to interview. Accordingly, the study is primarily limited to desk research and further study is recommended, particularly to engage directly with displaced Syrians.

PART B: LEBANON

PROFILE OF DISPLACED SYRIANS IN LEBANON

Demographic Overview and Geographical Presence

Lebanon hosts the largest number of Syrian refugees per capita. Currently, there are approximately 910,000 registered refugees in Lebanon, representing approximately 208,500 households (UNCHR 2019A). The vast majority of households consist of 4 to 7 members and included at least one child younger than 5. Only 18% of households are headed by women, with the highest share in Beka'a and the lowest in Beirut (UNHCR, UNICEF, WFP & IACL 2019).

In May 2015, the Lebanese government suspended UNHCR registration of Syrian refugees; yet, it is estimated that there are approximately 600,000 unregistered Syrian refugees in Lebanon, making the total number of registered and unregistered refugees in Lebanon approximately 1.5 million (UNHCR 2020). In a recent survey that was conducted by UNHCR, UNICEF, WFP and IACL in 2019, it was estimated that only 22% of individuals (above 15 years old) have legal residency. Regionally, Akkar, Baalbek-El Hermel and Beka'a have the lowest number of legal residents, 13%, 14% and 18% respectively (UNHCR, UNICEF, WFP & IACL 2019).

The largest concentration of Syrian refugees in Lebanon is in the Beka'a area, hosting approximately 344,000 registered refugees, followed by North Lebanon, hosting approximately 241,100 registered refugees, Beirut hosting approximately 223,000 registered refugees, and South Lebanon hosting approximately 102,200 registered refugees. Registered refugees are 48% men and 52% women. Age group 0-17 represent 55.3% of the refugee population, followed by age group 18-59 representing 42.2% (UNHCR 2019A).

Education Profile

75% of displaced Syrians in Lebanon have primary education or less, while 3% have obtained a university degree. Fewer women have completed secondary or tertiary university education, but men and women have a relatively similar education profile otherwise (UNESCO & UNHCR 2017).

Socio-Economic Status

In 2018, 69% of registered Syrians lived below the poverty line of \$3.41 per person per day, while 51% were considered severely vulnerable living under the extreme poverty line of \$2.90 per person per day. 68% of female-headed households live below the \$3.41 poverty line (International Crisis Group 2020) due to challenges we elaborate on in the “gender-specific challenges” section.

In 2019, the labor force participation rate was 38% - 66% among men and 11% among women. The highest percentage of labor force participation is in Beirut 42%, El Nabatieh, South Lebanon and Mount Lebanon 41% each. The total unemployment rate among the labor force was 31% in 2019, 37% for women and 30% for men. The highest unemployment rate is found in Beka’a 62%, followed by Baalbek-El Hermel 49% (UNHCR, UNICEF, WFP & IACL 2020).

According to the survey by UNHCR, UNICEF, WFP and IACL in 2019, the average monthly per capita income was \$66, with the lowest income in Baalbek-El Hermel at \$28 and Beka’a at \$30, and the highest in Beirut at \$127. Female-headed households earn on average \$47 compared to male-headed households that earn \$69. In terms of debt, 9 out of 10 households are in debt, and the average level of debt per household is \$1,115, which increased from \$919 in 2017. Syrians in Lebanon cite that their main reasons for borrowing are 75% food, 51% housing, and 34% healthcare (UNHCR, UNICEF, WFP & IACL 2020).

Only 30% of refugees have a full-time job, while 13% have multiple part-time jobs. The two main sources of income for Syrian refugees are 24% from World Food Program assistance and 22% from informal debt from friends and shops indicating the challenges (UNHCR, UNICEF, WFP & IACL 2020). All these elements showcase the seriousness of the refugees’ economic vulnerability and that they are continuously facing difficulty making ends meet through current employment circumstances.

Key Challenges for Accessing Better Livelihoods Faced by Displaced Syrians

Gender-Specific Challenges

Syrian women and girls of diverse backgrounds in Lebanon face various forms of gender inequality, resulting in less access to resources and opportunities, and higher risks of violence and exploitation. “confront widespread gender inequality, which manifests in less access to resources, services, and opportunities, as well as higher risks of violence, abuse, and exploitation .” According to the survey by UNHCR, UNICEF, WFP and IACL in 2019, Syrian women are 9% less likely to have legal residency in Lebanon compared to their male counterparts, and Lebanese sponsorship is rarely granted to women.

Claims intending to explain disparities in work permit issued between men and women suggest that men are prioritized because women are less likely to be pulled over and checked for permits. The lower number of permits for women is also explained by the fact that women are 30% less likely to be informed about the procedures for applying to legal residency. This results in overall higher insecurity for women, especially financial insecurity. As mentioned earlier in the “economic and employment status” section, 68% of female-headed households live below the \$3.41 poverty line, and women labor force participation is 11% compared to 66% for men (International Crisis Group 2020). In terms of occupations, 38% of women work in agricultural activities, followed by 10% in occasional work and 4% cleaning, but are paid less than half as much as men (UNHCR 2019B). As a result of lower income, 35% of female-headed households are food insecure compared to 28% of male-headed households (UNHCR, UNICEF, WFP & IACL 2020).

Women also face a higher risk of detention and deportation given the lower rates of residency status, and at higher risk of sexual exploitation and gender-based violence. 38% of women surveyed stated that violence against women is not reported, due to reasons including self-blame, fear of reprisal, cultural shaming, and mistrust in authorities (UN Women 2018).

Female-headed households face difficulty in finding secure shelters. 32% of female-headed households compared to 17% of male-headed households live in informal settlements and non-permanent shelters. According to a UNHCR study, 36% of surveyed female-headed households were denied rental shelters because landlords have concerns that women won’t pay rent or feel that they shouldn’t live alone (UNHCR 2019B).

78% of Syrian girls fall into the NEET category of “those who are neither enrolled in education nor participating in the labor market” compared to 52% of boys in part because they shoulder domestic work more than boys (UNHCR, UNICEF, WFP & IACL 2020, 68). At least 1 in 3 Syrian refugee girls are married as a household coping mechanism, which increases girls’ risk for “marital rape, domestic violence, severe health complications in childbirth, school drop-outs, and prostitution” (UNHCR 2019B).

Legal Constraints

Lebanese government policies and administrative regulations have increasingly put pressure on the Syrian refugee community. In October 2014, the Lebanese government adopted a policy that called for a reduction in the number of displaced Syrians by preventing the entry of more refugees and encouraging current displaced persons to return. Therefore, they suspended UNHCR registration in May 2015, and introduced visa requirements for arriving Syrians, who (until January 2015) had been legally allowed to enter Lebanon without a visa and stay for up to

6 months (renewable for another six months without a fee). A yearly residency permit was also available for \$200, yet many just restarted the visa with a trip to Syria.

The new visa policy, however, requires that Syrians have either a Lebanese guarantor, or prove a legitimate purpose for entry (e.g. being of Lebanese descent, having close relatives, formal education, healthcare, property ownership, transit or business). In addition, traveling to Syria revokes the residency permit obtained on the basis of UNHCR registration (International Crisis Group 2020).

According to the survey by UNHCR, UNICEF, WFP and IACL in 2019, 52% of legal residents are in Lebanon on the basis of a UNHCR certificate and 40% on the basis of a Lebanese guarantor. For unregistered refugees, 16% cited that they weren't able to obtain legal residency because they couldn't find a Lebanese sponsor, while 12% because they unofficially crossed borders (UNHCR, UNICEF, WFP & IACL 2020).

As a result of the above, the number of unregistered refugees and refugees without a valid residency status have increased. This leads to many inconveniences such as "harassment at checkpoints and temporary detention. It also adds another layer of complication to existing difficulties with formal procedures (lack of information, opaque procedures, delays, fees), such as obtaining documentation (marriage and birth certificates) and school enrolment." Even though many of these services don't require a valid residency card, some Lebanese public entities and private enterprises deny providing services should such a card not be produced (International Crisis Group 2020).

Prior to the Syrian civil war, Syrians migrant laborers made up a large portion of the unskilled workforce in Lebanon. Restrictive labor policies mark a reversal in the previous tolerance (if not reliance on) Syrian labor.

Low wages have become increasingly common among daily Syrian laborers who "gather at specific spots in Lebanese towns and cities to be picked up for hire. Small businesses like minimarkets, one-dollar shops and restaurants (including Syrian-owned shops) hire Syrians to work shifts of 10-12 hours for as little as \$150-200 per month, sometimes less" (International Crisis Group 2020 12).

Lebanon has generally refrained from deportations; yet, in spring 2019, a decision by the Higher Defence Council was issued to deport all Syrians who entered the country illegally after April 24, 2019. As a result, the Lebanese Armed Force, Internal Security Forces and General Security have deported more than 2,500 people by the end of August 2019 (International Crisis Group 2020).

Community Integration Challenges

In addition to the government's restrictive policies, there has been a clear growth in hostility and public resentment against Syrian refugees in Lebanon, which have created unsustainable and difficult conditions for their survival and wellbeing. The severe economic recession and fiscal crises that Lebanon has been experiencing, in addition to the rise of mass protests in October 2019, have particularly increased public resentment against refugees due to rhetoric by some politicians who conveyed a message that there are alleged plans for permanent resettlement of Syrians in Lebanon, encouraging citizens to take action against illegal Syrian workers. In addition, other politicians have directed blame towards refugees for Lebanon's dire fiscal conditions. For example, Riad Salame, the governor of the Lebanese Central Bank, has claimed that the government spent \$1 billion per year on hosting refugees (a difficult to substantiate argument given that the Lebanese government "received more than \$7 billion in external loans and grants between 2012 and 2018 to cope with the crisis, and pledges for another \$3 billion for the period 2018- 2020" (International Crisis Group 2020, 5).

Low income refugees face difficulty in integrating into the Lebanese society, given that they are perceived as "beggars and menial workers, share already inadequate public services and infrastructure with poor Lebanese and compete for jobs in the bottom bracket of the labor market" (International Crisis Group 2020). According to the survey by UNHCR, UNICEF, WFP and IACL in 2019, 51% of surveyed Syrians in Lebanon cited that competition for jobs was the main driver of tension with host communities, and 20% due to competition for services and resources, only 10% was due to political differences (UNHCR, UNICEF, WFP & IACL 2020). On the other hand, wealthier refugees are able to integrate into privileged urban quarters easily, and not face similar negative public perceptions (International Crisis Group 2020).

Education Related Challenges

Due to significant financial challenges, displaced Syrian children have low school attendance due to the significant financial pressure. Even though public schools are free, "transportation, uniforms, school supplies and other related costs are not affordable for many families, and in many cases, school-age children have to work for the family to make ends meet" (International Crisis Group 2020, 13). Public TVET education is free to Lebanese citizens, but not for displaced Syrians, making such education even more unaffordable than education for children (Daru 2020; Gaskin 2020).

Some regulatory and policy constraints by Lebanese institutions of higher education are hindering the ability of Syrian refugees to be enrolled in tertiary education facilities. To enroll in undergraduate or graduate education, Lebanese universities require students to provide authenticated secondary certificates, university transcripts or equivalent. Unfortunately, many

are unable to provide these documents because they have lost the documents throughout the displacement journey and are unable to obtain a copy of the documents due to the lack of communication intermediaries with Syrian Universities, or simply lack of response for these requests. In addition, residency is another requirement for university admission. However, results showed that despite this, participants from six private universities said that they do not follow up; students are getting their degrees without showing proof of residency (UNESCO & UNHCR 2017).

Uncertain Aspirations of Displaced Syrians

We were unable to assess personal aspirations and goals of displaced Syrians from primary research, yet we have noted from secondary sources that a decision to return to Syria is on the minds of many displaced Syrians in Lebanon. Increasing economic and social challenges in Lebanon have prompted many Syrians to consider returning to Syria despite the unsafe situation (International Crisis Group 2020). Syrians have many fears of returning to Syria, including insecurity, detention, inability to freely move around the country, economic instability, and social exclusion (International Crisis Group 2020).

Other studies claim that the notion of Syrians wanting to go back to home is in fact a narrative pushed by host countries who believe that the presence of Syrians is impacting their economy. Despite apprehensions over cultural change and discrimination in Lebanon, displaced Syrians worry more about the dangerous situation in Syria and put heavier weight on safety concerns. Research conducted by Carnegie Middle East Center states that the younger the refugee, the less they wanted to return home. Testimonies of Syrians suggest a widespread belief that return to Syria remains dangerous under the regime of President Assad (International Crisis Group 2020). They hope for a democratically governed country with a strong rule of law, carrying new values based on freedom, equality and justice. One refugee stated, “we want a solution that will give us back our dignity - no more, no less” (Yahya 2018, 13).

LABOR MARKET ANALYSIS: LEBANON

Macroeconomic Trends

As of April 2020, Lebanon is beset by twin historic crises: the ongoing financial crisis and the impacts of the global COVID-19 pandemic. In early March 2020, Lebanon defaulted on its Eurobond debt obligations for the first time in its history. As the country grapples with the prospect of debt restructure and relief from the International Monetary Fund, short-term economic contraction will likely exacerbate high unemployment and rising poverty levels. Lebanon’s displaced Syrians already face structural barriers to entering the country’s vocational schooling system and the shrinking labor market. Within this rapidly evolving and unpredictable

climate of economic crisis, displaced Syrians are likely to face more barriers to accessing stable and sustainable jobs in Lebanon.

On March 27, 2020, Lebanon's Ministry of Finance declared that "Lebanon is going through an unprecedented economic crisis" (Ministry of Finance 2020) in a presentation for Lebanon's international creditors. Faced with a sovereign debt crisis, the Ministry of Finance stated that "all economic indicators point to a prolonged and sizable real GDP contraction, while unemployment and poverty are rising fast, reaching dangerous levels" (Ministry of Finance 2020).

Prior to the pandemic outbreak, Lebanon's economy faced a short- and mid-term economic crisis owing to an untenable debt position at the end of 2019. Since 2011, real GDP growth rates have been sluggish, especially in key sectors of the economy: real estate, construction, and tourism. As of 2018, all key sectors, with the exception of tourism, contracted – with real estate contracting by 29.8% and 28.1% year-on-year from 2017 to 2019. Prior to the political uprisings in November 2019, tourist arrivals grew by 7.6%, indicating a potential for growth in the tourism sector. Any potential gains have since been erased due to the country's tight travel restrictions owing to the 2020 pandemic (World Bank 2019A).

Lebanon's employment outlook remains of the gravest concern. An independent research firm, Inspo, predicted that from October 2019 to February 2020, over 220,000 people had lost their jobs. The number of company closures increased by 20% between November and January, and a third of all companies reduced their workforces by 60%. The food and beverage sector – a key sector within the hospitality industry – experienced job losses of around 25,000 people, or 17% of those working in the sector, between September to December 2019 alone (Associated Press 2020). An Oxfam Bank report, published in March 2020, estimates that current unemployment stands at 30% for Lebanese citizens and upwards of 40% for Lebanon's displaced Syrian population (Zeina et al. 2020). As the World Bank predicts that Lebanon's economy will likely contract by at least 1% over the course of the next year, these trends are likely to accelerate (Associated Press 2020).

Lebanon's economy is service-oriented. Key sectors include business services, hotels and restaurants, health and education, and financial services, comprising over 76% of the economy. Industrials are estimated to comprise around 20% of the economy, whereas agriculture accounts for only 3.2% of total output (World Bank 2019A). According to a Labor Market Study conducted by Lebanon's Ministry of Labor, most jobs created in the economy in recent years have been concentrated in low productivity sectors. Since the end of the civil war, there has been a "long-term drift" away from agriculture and industry into service sectors, including wholesale and retail, motor vehicle maintenance, transportation and storage, hospitality, and

food and beverage services, which now employ large numbers of people (Ministry of Labor 2019).

Further, Lebanon's economy is characterized by a high percentage of micro, small, and medium enterprises (SMEs) and a relatively large informal economy. According to UNDP and ECOSOC definitions, micro-enterprises hire less than 10 people, whereas small and medium size enterprises employ from 10 to 250 people. According to UNDP data, micro-enterprises comprise 80% of firms in the agriculture, agro-business, and construction sectors (UNDP 2016). According to Lebanon's Ministry of Labor, 90% of all firms across the Lebanese economy are considered small and medium-sized businesses (Ministry of Labor 2019). Therefore, a successful TVET strategy must take into account the role of micro-enterprises and small and medium businesses, in the Lebanese economy.

A working paper by the International Monetary Fund estimated that the size of the informal economy in Lebanon average 31.6% of GDP annually during the 1991 to 2015 period. The informal economy – also known as a “shadow” economy – accounts for all economic activities hidden from official authorities for monetary, regulatory or institutional reasons. The size of Lebanon's informal economy as a portion of GDP therefore outranks most of the Middle East, with an average informal economy of 25.1% of GDP per country in a 16-country data set (Byblos Bank Economic Research & Analysis Department 2019).

Lebanon's 1964 Labor Code, the basis for much employment law, stipulates that all workers have contracts. Yet, many sectors and types of employers are exempted from the law, including domestic workers, agricultural corporations, family owned and operated businesses, and casual wage earners in municipal and government services. This legal framework creates a permissive environment for informal employment, in which workers typically lack work contracts and are not covered by social security. Further, the incidence, depth, and severity of poverty in Lebanon is highest among non-salaried employees in the informal economy. Across Lebanon, “regional disparities in economic opportunities are stark,” with higher rates of poverty in regions outside of Beirut and neighboring Mount Lebanon (World Bank, 2018). Outside of these two governates, lagging regions have much lower labor force participation, higher unemployment, and higher reliance on self-employment (World Bank 2018).

Labor Market Profile and Skill Deficits

Lebanon has recently suffered from both short-term cyclical unemployment and long-term structural unemployment (Ministry of Labor 2019). According to a 2016 UNDP report, “jobs created in the economy in recent years have been concentrated in low productivity sectors, hiring low skilled workers. Meanwhile, the demand for skilled labor remains lower than supply, creating a significant mismatch in the labor market.” Therefore, both labor market demand and

labor market supply issues drive a fundamental, economy-wide “skills mismatch.” Owing to this gap, the World Bank estimates that Lebanon must create six times more jobs than are currently available to absorb the 23,000 yearly Lebanese labor entrants (discounting the influx of foreign workers and displaced Syrian people) (World Bank 2018, 1). Further, the World Bank estimates that “41% of wage earners perform jobs that are not in their scope of education and skills” (UNDP 2016, 3).

The prevalence of relatively low-skill and low-productivity jobs has accelerated the phenomenon of brain drain. Lebanon has a relatively high level of tertiary education compared to the region, many people working in “liberal professions” such as lawyers, doctors, engineers, dentists, and pharmacists struggle to find employment upon graduation (Ministry of Labor 2019). Faced with low incomes as new graduates and only a small number of people retiring, high-skilled workers in these professions emigrate out of the country.

The limited employment opportunities for high-skilled workers in Lebanon suggest low returns on university education. People in Lebanon with a primary school education could expect to earn \$600 per month, whereas this figure increased only by \$33 for those with secondary education and \$133 more for those with university education (UNDP 2016, 10). Low returns on this scale appear to suggest that tertiary education does not yield increased returns on income. Further, a 2015 survey conducted by the European Training Foundation found that university graduates typically spent 1.2 years seeking a job, whereas those with secondary level education spent 1.4 years, only a few weeks more, securing employment. Lastly, there appears to only be a small wage increment between earnings by primary, secondary, and tertiary educated Lebanese (Ministry of Labor 2019).

Prior to the 2020 Pandemic and 2019 financial crisis, the employment opportunities remained concentrated in the low-skilled sector. Unemployment rates “actually increased with university education: As of 2019, Lebanon’s National Youth Policy Document states that the youth unemployment rate was 35% but higher for higher-educated youth: 21.8% for secondary graduates and 36.1% for university graduates” (Ministry of Labor 2019, 9). The heavily congested low-skill, low-productivity sector therefore fails to provide ample opportunities for higher-skilled workers. The large influx of Syrian workers has only furthered congested an already weak labor market.

The COVID-19 trend appears to be further accelerating the flight of higher-skilled, university educated workers to lower-skilled, low-productivity jobs. In a January 2020 interview with Al-Jazeera, Lebanon’s newly appointed Labor Minister, Lamia Yammime, stated that “Lebanese citizens will have to take on low-skilled jobs traditionally filled by migrant workers to cope with the effects of the country’s worst economic crisis in a generation” (Azhari 2020). Yammime

continued that “Many employees accustomed to salaried jobs with benefits could find themselves taking low-skilled jobs with hourly or low pay” (Azarhi 2020).

The skills gap therefore “remains the main obstacle preventing economic growth and job creation” in Lebanon (Ministry of Labor 2019, 9). The economic contraction caused by the 2019 financial crisis and 2020 pandemic will likely create a further “race to the bottom,” (International Rescue Committee 2016, 5) in which a large number of workers compete for lower-skilled, low-productivity work in industries such as wholesale and retail, motor vehicle maintenance, transportation and storage, hospitality, and food and beverage services.

Lebanese Labor Regulations & Constraints for Displaced Syrians

Lebanon’s labor laws create “structural disadvantages” for displaced Syrian people in the job market (Fitch Solutions 2019, 21). Since 2013, Lebanon has evolved its labor laws in an effort to restrict displaced Syrians to lower-skilled, low-wage, and frequently informal jobs in the agriculture, construction, and environmental sector (including waste management and cleaning). Despite these restrictions, a 2018 World Bank document determined the impact on the employment of displaced Syrians as “unclear.” While increasingly the Lebanese government has mounted increasing complex barriers for Syrians to obtain a work permit, Lebanon’s recent Minister of Labor noted that “these rules are not respected,” (Rose 2019) particularly in the hospitality sector (encompassing tourism and food and beverage).

Beginning in 2015, the Ministry of Labor has passed successive regulations limiting the ability of displaced Syrians to gain access to many sectors of the economy. As of December 2015, the Ministry of Labor issued Decision no. 1/218, indicating that Syrian nationals are only allowed to work in agriculture, construction, and the environment sector (World Bank 2018). Further, in January 2017, the Ministry of Labor introduced Decision no. 1/49, creating restrictions on the number of foreign workers permitted per company, although “modified ratios” applied to agricultural workers, cleaning companies, and “construction or equivalent work” (World Bank 2018, 115).

In a strategy document for the World Bank’s “Creating Economic Opportunities” project in Lebanon, the bank assessed “the impacts of legislation on the rights of the displaced to work” as “unclear” (World Bank 2018, 58). Evidence suggests that displaced Syrians have “largely worked in construction, agricultural, and environmental sectors” (World Bank 2018, 58). Yet, many of these workers lack contracts or work agreements, owing to “the complexity of the process to get these agreements in place” (World Bank 2018, 58). Outside of these sectors, the Ministry of Labor lacks the capacity to monitor for compliance with labor legislation. Therefore, it appears that many Syrian workers continue to work informally, within these key sectors but

also across other sectors, “without any consequence to their status in the country” (World Bank 2018, 58).

According to the International Rescue Committee, as Syrian refugees in Lebanon therefore “work outside the protection of the law,” many “face harmful working conditions and exploitation.” (International Rescue Committee 2016, 4). Even compared to other migrant workers in the informal sector, IRC claims that “Syrian refugees are generally paid less, required to work longer hours, and are more vulnerable to employers arbitrarily withholding wages, and typically work with no formal contract between employer and employee” (International Rescue Committee 2016, 4).

Further, owing to the high-level macroeconomic strains created by the twin crises, the Lebanese government has signaled a greater willingness to enforce compliance to Lebanese Labor law. The newly appointed Minister of Labor stated that she would “continue a process that her predecessor began to have foreigners apply for work permits, rather than work without proper documentation.” (Azarhi 2020).

Identification of Key Sectors for Employment

Tourism

Tourism historically constitutes “one of Lebanon’s leading economic sectors,” (Invest in Lebanon 2018) with a direct contribution of travel and tourism valued at 7% of Lebanon’s GDP in 2018. Tourism can be viewed as a “driver for job creation ... particularly for women and young people, while also fueling growth through micro-, small and medium-sized enterprises” (ILO 2020, 1). Prior to the COVID-19 Pandemic, the sector was viewed as relatively stable despite regional turmoil. The tourism and hospitality sectors also attract large numbers of displaced Syrian workers in informal positions (Ministry of Labor 2019).

Despite the past promises of this sector, the International Labor Organization describes the COVID-19 crisis as “having a devastating impact” on the tourism industry (ILO 2020, 1). According to the ILO, accommodation and food services has been identified as a subsector of the global economy “that is extremely likely to witness a drastic fall in economic output as a result of the COVID-19 crisis.” (ILO 2020, 4) Across the world, the sector is both highly informal and labor intensive. Workers in the food, accommodations, and tourism sectors are now facing “drastic and devastating reductions in their working hours, significant pay cuts, and the potential loss of employment” (ILO 2020, 2). The COVID-19 pandemic will therefore likely deliver a productivity shock to the tourism sector, gravely reducing short-term employment opportunities.

Construction

Lebanon's construction sector has been in contraction in 2016. According to data provided by the Orders of Engineers in Beirut and Tripoli, a leading Labor organization, the total number of construction permits per annum has declined significantly since 2016, reaching a five year low in 2019. Regionally, the Mount Lebanon governate has the highest share of new construction, with about 33% of permits issued in that region, followed by the South governate, or 22% of the total (Blom Bank 2020).

Despite this contraction, a 2018 World Bank assessment of Lebanon's economy claims that the "centrality of the sector" and "its labor force composition make its development crucial for Lebanon's socio-economic stability" (UNDP, 2016: 19). Lebanon's construction workforce is highly dominated by foreign workers, with the World Bank estimating that foreign workers comprised at least 55% of works in the sector (UNDP, 2016: 14). Given the reliance on an influx of relatively low-skilled laborers, Lebanon's construction sector faces an absence of technically-skilled workers, the absence of institutions that certify skills, and an absence of quality monitoring in the workforce. Further, Lebanon's Ministry of Labor claims that there is limited formal maintenance services or organized follow-up on construction work by skilled technicians.

Given a relative paucity of semi- and high-skilled laborers in the sector, a UNDP labor force study in 2016 indicated that more than half of construction companies surveyed encountered "weaknesses in engineers and skilled professionals" particularly in the fields of waste management and environment impact (UNDP 2016, 6). Among semi-skilled laborers, construction companies often face shortages of the following industry-specific skills: plumbers, heating, ventilation and air-conditioning (HVAC) specialists, carpenters, and health and safety supervisors (UNDP 2016).

Agriculture and Agro-Food Processing

Agriculture contributes about 5% of Lebanon's GDP. Agricultural activities are more predominant in the relatively poorer regions of the country, including the Northeast, Central, and Southern regions, where agriculture can account for up to 80% of local GDP (FAO 2020). Undocumented migrant workers from Syria are considered essential to the Lebanese agricultural industry (Habib 2010). Despite the lack of official statistical collection, it is "widely acknowledged that migrants constitute a large percentage of the workforce" (Habib 2010, 1). Historically, migrant workers are hired on ad hoc and informal bases and face significant psychosocial, socio-economic, cultural, legal, and physical barriers. Compared to Lebanon's overall poverty rate of 8 percent, over 20 percent of households engaged in agriculture fall

below the poverty line, and the sector is currently experiencing downward pressure on wage labor.

Agro-Food Processing accounts for 2.4% of GDP, employing around 20,000 people (or 25% of all industrial production) (FAO, 2020). The main enterprises include bakery and pastry products, confectionaries, and dairies. Over 700 companies are registered as agro-food processors in Lebanon, with the majority comprised of micro- and small-enterprises. Similar to the agricultural sector, non-Lebanese are estimated to make up nearly 50% of the workforce. In a 2016 UNDP survey, agro-food processors reported that low and semi-skilled workers lacked understandings of new technologies and struggled with quality and cost control. These businesses therefore sought workers with marketing, retail, and management skills. Despite this fact, because the agro-food processing industry is largely comprised of micro- and small-sized business, most enterprises are unable to employ people at the level of training required (UNDP 2016).

THE LEBANESE TVET SYSTEM

General Profile

The Lebanese TVET sector has seen limited leadership and thought guidance from any specific organization. National strategy on TVET is limited in its coherence and consolidation. Below are some national strategies that discuss TVET in some capacity.

The National Strategic Framework for TVET in Lebanon 2018 – 2022 was developed by four Lebanese ministries including Education and Higher Education, Social Affairs, Labor, and Agriculture with the support of UNICEF Lebanon and International Labor Organization and received funding from Canada, Australia, and the United States of America (Ministry of Higher Education, Lebanon, 2018).

Several working groups including the MEHE represented by the DGTVE; the MOL including the NEO and the NVTC, the MOA, the MOL, MOSA, and NGOs were created within the framework. A Crisis Response Plan was formulated by Lebanon to address the education needs of displaced Syrians and is discussed below. A Strategic Multi-Annual Action Plan was also approved by the Ministry of Education and Higher Education to fill the gap created by not addressing TVET in its National Education Strategy Framework in 2010. This plan, however, was not operationalized (Ministry of Higher Education, Lebanon, 2018).

Accessibility to Syrians

The Lebanese government prioritized the expansion of educational opportunities for all children including Syrian and Palestinian refugees under the Reaching all Children with Education Programme. This includes access to vocational and technical education (Ministry of Higher Education, Lebanon, 2018).

Accessibility of the public TVET education for adults however to Syrians is ambiguous. The Lebanon Crisis Response Plan stipulates that around 6% of total registered 15 – 18-year-old Syrian refugees are enrolled in formal education including TVET. The plan includes TVET as a response strategy to address social and economic risks faced by adolescents. The plan also includes the development of competency-based training programs and apprenticeships in non-formal settings. As per our interview with Mr. Patrick Daru, however, Senior Skills and Employability Specialist & Coordinator for Amman Decent Work Country Programme, Syrians may not access public education for free, rendering such education prohibitively expensive. Most Syrians access such education only with funding assistance of donor agencies (Ministry of Higher Education, Lebanon 2018).

Governance and Finance

The TVET ecosystem is managed by multiple organizations and actors. There is no single authority acting as the apex body responsible for the sector. Recommendations from the ILO, European Training institutions and under the National Framework suggest a tripartite system involving Vocational Training Education enterprises, government authorities, and private authorities (Gualino & Severo n.d.). The exact nature and implementation of this tripartite system remains unclear. A table of key institutions in this system is attached as annex 1.

Financing for public TVETs is largely dependent on the Ministry of Higher Education and Education which relies on the recommendations of the DGTVE which collects individual budget applications from TVET institutions. Private institutions are not funded under the DGTVE and rely on NEO and MOSA for funding agencies (Ministry of Higher Education, Lebanon 2018).

Structure

Decree 8590 divides TVET into largely two sections – technical education and vocational training, Technical education covers opportunities that require scientific knowledge and high-level techniques. Vocational training is concerned with manual trades that do not “require substantial general knowledge” (UNESCO, UNEVOC, Government of Lebanon – Ministry of Higher Education and Education 2019, 11). The formal path offers programs across seven level beginning at secondary school up to tertiary level. A detailed description of each program is

available in annex 2. A description of key elements of the Lebanese quality assurance and evaluation measures in the system is attached as annex 3.

Challenges for Displaced Syrians to Access Quality TVET in Lebanon

Respectability of TVET

Students and families appear reluctant to engage in TVET programs due to limited decent job opportunities, high competition for jobs, expectation mismatch in terms of salaries, and the absence of career guidance (Ministry of Higher Education and Education Lebanon 2018).

Inclusiveness

TVET institutions are currently unable to challenge existing norms of gendered labor. Programs offered are also less accessible to persons with disabilities (UNESCO, UNEVOC, Government of Lebanon – Ministry of Higher Education and Education 2019). Although enshrined as a core component in the National strategic Framework, disappointing results in terms of inclusiveness is visible in limited capacity in the TVET space in Lebanon.

Weak Infrastructure

Several TVET institutions appear in need of updated facilities and equipment to match advances in the labor market. Available tools resources in the public sector are limited and malfunctioning. Weakness in infrastructure can also be attributed to a gap in an effective needs assessment of displaced Syrians (UNESCO, UNEVOC, Government of Lebanon – Ministry of Higher Education and Education 2019).

Decentralization

Highly centralized operations impede multiple financing options and also result in multiple centers that are largely underutilized (UNESCO, UNEVOC, Government of Lebanon – Ministry of Higher Education and Education 2019). A more decentralized approach would have likely been better able to ease out funding by diversifying sources and including provisions for the private sector.

Governance

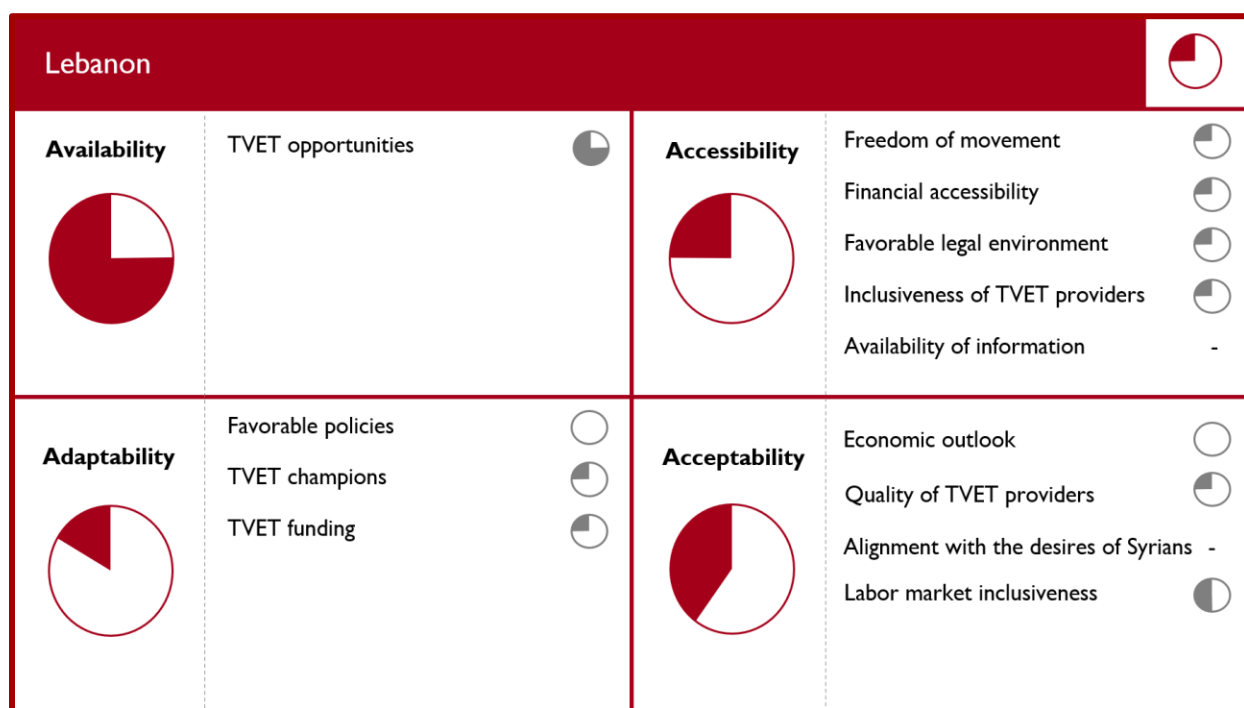
Limitations in inter-institutional coordination has hindered harmonization of practices. The absence of clear demarcations in terms of responsibilities has yielded undefined priorities and obstructed learning (UNESCO, UNEVOC, Government of Lebanon – Ministry of Higher Education and Education 2019).

Private Sector Engagement

The private sector remains unmotivated towards collaborating with the public sector. Such a partnership seems to be more likely to produce higher quality services that generate skills in demand (Ministry of Higher Education and Education Lebanon 2018).

ANALYSIS OF THE FEASIBILITY OF TVET FOR DISPLACED SYRIAN IN LEBANON

Given the data set out above, we will now use the framework of availability, accessibility, acceptability, and adaptability set out in the methodology in Part A.



Availability	
TVET Opportunities Score: 3/4	Lebanon has a highly fragmented TVET sector, with 162 public and 398 private TVET institutions serving over 80,000 students in 2017. During the 2016-2017 school year (the latest publicly recorded figures), over 80,000 students were enrolled in TVET institutions, with nearly 60% enrolled in Public institutions and 40% enrolled in private institutions. Over 30% of TVET students were enrolled in TVET programs in Mount Lebanon, and

	around 30% of students were enrolled in the North Governorate. Over 12,000 students attended TVET programs in Beka'a Governorate.
Accessibility	
Favorable Legal Environment Score: 1/4	Lebanon's labor regulations technically only permit registered Syrian refugees to work in the construction, agriculture, and environmental sectors. Despite these provisions, there is limited <i>de facto</i> enforcement of labor regulations. Many Syrians - whether registered refugees with UNHCR or displaced without registration - work in the informal sector and therefore do not enjoy legal protections according to Lebanon's labor law. Yet, high legal barriers exist to acquire legal immigration status and legal work permits. Therefore, the legal environment in Lebanon is highly unfavorable for displaced Syrians seeking to find sustainable, well-paying, and non-exploitative work across all sectors.
Availability of Information Research Gap	Owing to the inability to conduct targeted focus group discussions due to travel restrictions, analysis is limited regarding displaced Syrians' access to information on TVET education. Despite this research gap, Lebanon's Ministry of Higher Education and Education claims that there is a "lack of clarity" within the general population of Lebanon regarding the return on investment provided by TVET in Lebanon. According to a 2018 MEHE report, limited understanding exists in the public regarding "competencies acquired by graduates through TVET programs."
Freedom of Movement Score: 1/4	While the displaced Syrian community is dispersed across all of Lebanon, poorer and less-skilled displaced Syrians are concentrated outside of peri-urban and urban areas - including in Beka'a Governorate and in North Governorate. Despite limited primary research from displaced communities, open source data indicates that lower income displaced Syrian communities may face challenges to freedom of movement.
Financial Accessibility	According to 2019 survey data from UNHCR, the average monthly per capita income for displaced Syrians in Lebanon was \$66. Income is highly variable across rural, peri-urban, and urban areas, with incomes as low as

Score: 1/4	\$30 per month in Beka'a and \$127 per month in Beirut. While limited secondary data exists on TVET costs, although a European Training Foundation report indicates that the average inflation-adjusted cost for private TVET could cost \$1500 (Gualino & Severo n.d.). Therefore, TVET education is considerably out of reach for displaced Syrians in Lebanon.
Inclusiveness of TVET Providers Score: 1/4	Due to the inability to conduct primary research with TVET institutions, limited data exists regarding inclusion of displaced Syrians by TVET institutions. The Ministry of Higher Education and Education notes that TVET providers fail to "challenge the gender division in labor market specialization" apparent in Lebanon. Further, many programs are inaccessible to persons with disabilities.
Acceptability	
Economic Outlook: Score: 0/4	Facing the twin crises of the COVID-19 pandemic and the Government's financial crisis, Lebanon's Ministry of Finance forecasts near-term economic contraction. The two macroeconomic shocks are likely to increase both unemployment and poverty across all sectors. Further, Lebanon's Ministry of Labor has indicated that there will likely be both a dearth of semi- and high-skilled jobs, as well as high competition for low-skilled jobs. High-level economic contraction over the next year means there will likely be limited new job opportunities, even through TVET channels.
Quality of TVET Providers Score: 1/4	In a 2018 report, Lebanon's Ministry of Education and Higher Education claimed that "despite rapid expansion in the provision of technical and vocational education and training (TVET) in Lebanon, the current system does not meet the personal aspirations of youth or the needs of local and regional labour markets." Overall, "TVET provision has remained delinked from the actual skills of employers." Lebanon's TVET sector remains beset by access, service delivery, and quality control challenges. Therefore, despite the apparent availability of TVET providers, the quality of TVET providers remains low.

Alignment with Desires of Syrians: Research Gap	Owing to travel restrictions, no primary research was able to be conducted with displaced Syrian communities in Lebanon. Therefore, the SIPA team has designed focus group discussion tools in order to collect data regarding displaced Syrians' preferences regarding TVET (available as annex 7).
Labor Market Inclusiveness Score: 2/4	Lebanon's labor market is characterized by "a low contribution of women in the labor force." Female participation in Lebanon's Labor market is 23.3%, which is considered moderate in comparison to the region yet below the global average. Gender inclusion varies by key sector. Both tourism and agro-food processing are considered accessible sectors for women, particularly in positions of administration and management. Historically, construction has been "male oriented and mostly depends on a male workforce." Further, the incidence of youths working in the construction sector is low.
Adaptability	
Favorable Policies Score: 0/4	In Lebanon, policymakers, funders, and providers have made comparatively little effort to include refugees in TVET and accommodate their needs. The Ministry of Education and Higher Education published a "National Strategic Framework" for TVET in Lebanon in 2018 acknowledging the importance of integrating displaced Syrian youth into TVET. Despite the strategic vision, limited policies have been implemented towards the Strategic Framework's vision. Further, as political strife and negative economic trends accelerate, there is limited likelihood for a high-level policy push for integrating Syrians in TVET education in the near term.
TVET Champions Score: 1/4	The TVET sector enjoys some champions in Lebanon - particularly amongst large multilateral donors and NGOs. The World Bank's "Creating Economic Opportunities in Support of the Lebanon National Jobs Program" proposed providing TVET training in the construction sector in Tripoli for over 3,000 Syrians. Yet, most international donors highlight the need to run vocational training for unemployed Lebanese parallel to programs for displaced Syrians in order to promote social inclusion. The

	employers and the public generally mistrust the quality of education at public providers (Ministry of Higher Education and Education Lebanon 2018).
TVET Funding Score: 1/4	Private TVET institutions are largely funded on a fee structure. Alternatively, the TVET funding system appears to be fragmented by responsible government agencies by sector. For example, the Ministry of Agriculture's budget "budget does not allow to offer technical or short-term training courses," thus compromising the quality of education in these sectors. Public funding for TVET institutions does not appear to be based on quality standards, thus leading to significant quality control issues.

Conclusions on the Feasibility of TVET for Displaced Syrians in Lebanon

As of 2017, 560 TVET providers existed in Lebanon, comprising 71% private institutions. Therefore, TVET opportunities are readily available in Lebanon. Despite the availability of the TVET sector, Lebanon's TVET sector remains highly inaccessible to displaced Syrian refugees, nor will TVET providers likely deliver secure employment. Further, Lebanon's current policy environment is not adaptable to the situation of displaced Syrians, with unfavorable policies, few TVET champions, and limited funding.

Both public and private TVET institutions are available for student enrollment in Lebanon. Over 80,000 students per year have enrolled in TVET programs as of 2017 - the last year in which the Ministry of Higher Education and Education recorded open source enrollment data. TVET providers, both public and private, appear to be geographically concentrated in the Mt. Lebanon and North Governorates, followed by the South and Beka'a. The Ministry of Higher Education and Education recorded no public TVET providers in the city of Beirut. Despite the availability of TVET in Lebanon, the sector appears to be highly inaccessible to displaced Syrians. Significant financial and legal barriers exist which prevent displaced Syrians from enrolling in these institutions.

In addition to accessibility issues, TVET education appears to not be "acceptable" for displaced Syrians - there appears to be limited evidence of clear, demonstrated pathways from TVET to stable employment for displaced Syrians in Lebanon. The general labor market outlook remains grim in the near-term - with unemployment expected to soar as a result of unexpected

economic shocks. Further, TVET providers - both public and private - appear to fail to equip workers with adequate skills that employers lack.

At the policy level, Lebanon's government has not demonstrated the willingness nor the capacity for public-led efforts to enroll displaced Syrians in TVET education. While some multilateral organizations, including the World Bank, have invested in TVET for displaced Syrians, these programs are typically nested within programs to promote Lebanese employment and social inclusion. TVET education for displaced Syrians in Lebanon appears to be a low priority policy area for Lebanon's government and international funders.

PART C: JORDAN

PROFILE OF DISPLACED SYRIANS IN JORDAN

Demographic Overview and Geographical Presence

Like Lebanon, the proximity of Jordan to Syria has made it a natural refuge for displaced Syrians. The Jordanian government and people have a long history of welcoming and sheltering refugees in their country. The Jordan government, together with the UNHCR, provides essential services such as financial assistance, education, and health services to displaced Syrians.

The influx resulting from the Syrian crisis has placed a great deal of pressure on Jordan, however. Displaced Syrians and Jordanians are under pressure due to increased expenditure, pressures on education, infrastructure, and other public services, and labor market related pressures (Farishta 2014).

The settlement of displaced Syrians is concentrated in camps and in urban areas. Jordan has two major camps: Azraq and Zaatari. Azraq, which is 80kms by road from the centre of Amman, is home to 35,709 Syrian refugees, where 8,952 shelters are useful in the camp (Relief Web 2019A). With progress, the camp can be further expanded to accommodate a population of 120,000 to 130,000 people maximum. Zaatari camp, 65kms by road from the centre of Amman, is on Jordan's northern border with Syria is a home for many displaced Syrians living in Jordan. Zaatari is home to 76,143 Syrian refugees (Relief Web 2020A).

Increasingly, however, Syrians have moved to Jordan's urban centers, in part to escape poor opportunities and inadequate facilities in the camps (Kumaraswamy & Singh 2016). Approximately 83 percent of Syrian refugees are living in urban areas like Amman (Relief Web 2018).

Officially, 662,010 Syrian are registered refugees in Jordan (Francis 2015). The total number of Syrian refugees in Jordan however is estimated at approximately 1.3 million (Krafft & Salemi 2018). It is estimated that 80 percent of refugees are affected by poverty, while 90 percent are heavily indebted.

At 48% in 2016, children aged from 0-14 make up the largest age segment among displaced Syrians in Jordan. In both Jordan refugee camps, 22 percent of the population in Azraq camp are children under five years old (Relief Web 2019A), whereas 20 percent of the population in Zaatari camp are under five years of age (Relief Web 2020A). Still, in Azraq camp, 1,204 Syrian refugees have disabilities. Regarding the household position, one of four homes are headed by women (Relief Web 2018).

Education Profile

A large number of Syrian refugees in Jordan are youth and children. The Education Strategic Plan 2018-2022 allows free access to education for displaced children (UNHCR 2019C). The UNHCR has developed strategic plans to ensure quality education provision for both Jordanian citizens and Syrian refugees. The Education Sector Working Group (ESWG) performs inter-agency coordination to ensure that refugees have participation chances to determine their education opportunities and gaps to enhance quality education access.

The DAFI scholarship program which enables Syrian students to access higher education. The program covers registration requirements, payment of tuition fees, and other students' needs in institutions of higher learning. The program has worked in support of Syrian refugees since 2018 when forty-one scholarship qualifications were granted to Syrian refugees in Jordan.

In Zaatari camp in Jordan, there are learning programs for youth refugees having access to university education (Culbertson & Krishna 2015). The youths are provided with programming training and digital learning projects. Similarly, in Azraq camp, there are special learning programs for refugee children. Children are provided with a learning hub that offers educational resources. There is also a digital program to deliver skills for future employability and blended learning courses.

Syrian refugees have been provided with Technical and Vocational Education and Training (TVET), largely in cooperation with NGOs and IGOs. Indeed, many Syrian refugees are equipped with favorable skills and expertise that are useful in job opportunities and in solving day to day life issues. The highly skilled refugees are significant since they can reside in Jordan and contribute to the development or return to Syria and improve the living conditions of other Syrian citizens (Razzaz 2017).

Socio-Economic Status

Displaced Syrians in Jordan are largely poor, with 9 in 10 registered refugees living below the Jordanian poverty line. These individuals rely on cash assistance programs, and the transition to self-reliance and employment has been difficult to achieve (Verme et al. 2016).

Commenting on the impact of certain interventions on the wellbeing of displaced Syrians in Jordan, the World Bank predicted “weak or no effects for policies that would affect level of education, skills, or work status of the principal application. The reasons are simply explained. Due to their status, refugees live in an environment in which returns to education and skills are almost nil” (Verme et al. 2016).

The World Bank claims that participation in training and education programs, or even obtaining a work permit, has no statistically significant impact on the welfare of displaced Syrians in Jordan, and in some cases higher skill levels are in fact associated with higher levels of poverty as these high skill level jobs are not legally open to refugees. Overcoming this challenge requires expanding “the set of economic opportunities available to refugees” (Verme et al. 2016). It also appears that the design of the Compact kept in mind primarily the Jordanian government’s concerns. Consultation with displaced Syrians was extremely limited, and the Compact does not appear to have taken their skills, needs and ambitions into adequate consideration (Barbelet et al. 2018).

With a view to integrate Syrians better into the Jordanian workforce (and with financial and other support from the EU), Jordan has expanded education and legal employment options to displaced Syrians within its borders by way of the 2016 EU-Jordan Compact. This is discussed in more detail below.

Key Challenges for Accessing Better Livelihoods Faced by Displaced Syrians

Gender-Specific Challenges

As a result of the displacement of Syrians in Jordan, most of whom are women, the issue of gender difference has significantly affected Syrian refugees. Women tend to have the sole responsibility of family care. Conservative gender role expectations mean that the participation of girls and women in the public sphere is limited. Reportedly, women and girls deny themselves a right to better living so as to provide limited resources to other family members instead (UNHCR 2017).

In the case of accessing employment opportunities, males and females are granted unequal opportunities. Gender inequality is evident through the uneven issuance of work permits. As of 2016, over 146,000 permits were issued to men, while 7,000 permits were issued to women (Heisbourg 2015).

Given the nature of Syrian refugees due to war, displacement, and losses, there has been a significant impact on gender norms (Relief Web 2020B). Specific gender impacts have raised a major point of concern to address the gender challenges facing Syrian refugees. Particularly,

women and girls are enduring due to the difficulties related to financial issues, family separations, and different types of violence. Young girls are at the risk of early marriages and psychological distress due to the pressure caused by family households (UNHCR 2014). Traditional family structures mean that young girls are left with the responsibility of acting as mothers and caregivers after separation from their families.

Only 5% of work permits issued have been issued to women. Anecdotal evidence suggests that women may be overcoming these pressures by self-employing at home, but it is not clear how widespread this practice is (Williams 2018).

Legal Constraints

In Jordan, Syrian refugees were originally denied work permits, thereby limiting their access to employment (ILO 2017). At the beginning of 2016, UNHCR confirmed the issuance of over 153000 work permits to Syrian refugees in Jordan. Syrian refugees issued with the permits are eligible to work in the sectors of hospitality, agriculture, construction, and manufacturing (Williams 2018).

While limitations on changes of sector and employer were loosened in late 2017, the options remain very limited, and “technical professions” remain closed to refugees (Husseini 2019). Home-based businesses can also be opened, but only in the food processing, handicraft and tailoring sectors. Cumbersome business registration processes, together with limitations on financing options, can further limit the ability of refugees to use their skills to become self-sufficient (Huang & Gough 2019).

Community Integration Challenges

According to one MIT researcher, cultural, religious and even familial ties, as well as the decades-long established Jordanian culture of welcoming refugees, appears to have made the integration of displaced Syrians into Jordanian society much easier than has elsewhere in the world (Parker-Magyar 2019).

This is not to say that the transition has been seamless, however. When Syrian refugees fled to Jordan, they left behind their normal living standards and alienated new lifestyles (Panter-Brick et al. 2017). The cultural shift is not an easy process; people lose their rituals, educational practices, and religious practices.

As will be discussed in more depth below, some research suggests that Syrians are not themselves disliked in Jordan, but Jordanians do blame many economic woes on the

phenomenon of their presence. This has led to increasing resentment among Jordanians (Razzaz 2017).

Infrastructural Challenges

In addition to inadequate health, housing, water and other services, displaced Syrians also struggle with transportation infrastructure. Commuting is a major challenge for Syrians in camps seeking work, as those who live in camps are far from urban centres. Accessing job opportunities is difficult despite the issuance of permits due to a few employment platforms. Resultantly, men are forced to travel long distances to seek jobs, whereas women remain at home, attending to their family responsibilities (Razzaz 2017).

Uncertain Aspirations of Displaced Syrians

As with Lebanon, we were unable to conduct focus groups with refugees as anticipated in the original work plan. As such it is very difficult to assess personal aspirations and goals. This is a key research area which, unfortunately, we will not properly be able to assess in this report.

Although many Syrian refugees are willing to return back to Syria, security reasons in particular give them pause (Relief Web 2019B). Indeed, displaced Syrians appear to be quite settled in Jordan at least for the time being. Only 8% of refugees intend to return to Syria within the next 12 months, while only 24% say that they hope to return to Syria “one day” (UNHCR 2018).

Returns did however spike in 2019 when 28,889 were estimated to have returned, up from only 7,273 the year before (UNHCR 2019A). Some anecdotal evidence suggests, however, that many refugees are not entering into TVET education as they do not expect to stay in Jordan indefinitely (Williams 2018).

LABOR MARKET ANALYSIS: JORDAN

Macroeconomic Trends

The Jordanian economy has experienced relatively slow GDP growth over the last few years, with annual growth remaining flat at approximately 2%. Various structural reforms, including higher taxes and reduced subsidies, were imposed on Jordan since a 2016 IMF economic aid package (Sánchez 2020). Jordan ultimately earned a place among the top 20 performers for the World Bank’s *Doing Business* report (World Bank 2020), as well as a further \$1.3 billion loan from the IMF. The loan had originally been granted for general economic growth. IMF has also agreed to adjust the terms of this loan to help Jordan in their response to the COVID-19 outbreak. Jordan has also sought to stimulate its economy by reducing interest rates as well as reserve requirements for banks (Al-Khalidi 2020).

Jordan's trade balance has improved recently with lower oil prices decreasing the price of imports and good export figures. Tourism was a robust industry, however, with Jordan on one of the world's strictest COVID-19 lockdowns, naturally its tourism industry has been hit hard (Sánchez 2020). It remains too early to tell how Jordan's economy will be affected by the COVID-19 pandemic, though it goes into the pandemic with, ostensibly, a somewhat stronger footing than Lebanon.

Unemployment is relatively high and on a deteriorating trend, however, at approximately 19.2% at the end of the second quarter of 2019 (with higher levels for youth) (World Bank 2019B). Unemployment has been an endemic issue with very little change in unemployment figures even before 2008 when growth was stronger (Daru 2020; Gaskin 2020).

Wages are suppressed across Jordan due to the abundance of low-cost migrant workers. Remittances by migrant workers also diminish the multiplier effect from wages being spent within an economy (Razzaz 2018).

Jordan does not have a shortage of workers. Indeed, even its highly skilled local workforce is suffering from unemployment. While employers are very willing to take on non-Jordanian workers, they usually do so as non-Jordanians are willing to accept low pay and poor working conditions. Most gaps in the market are poorly paid and have poor working conditions (Razzaz 2018).

Labor Market Profile and Skill Deficits

The active workforce is largely divided into Jordanian and migrant workers. The economy is based primarily on "low-productivity, low-wage occupations", which is dominated by migrant and refugee workers (Razzaz 2018, 26). Jordanians seek primarily public sector jobs and jobs which require a university degree.

The local Jordanian potential workforce (people of working age) is approximately 3.5 million, though less than half of this workforce is active. Indeed, only approximately 1.4 million Jordanians work (Razzaz, 2018). Women and the youth are the least active (Daru 2020; Gaskin 2020).

Migrants equal local Jordanians in the workforce, with approximately 1.4 million working in Jordan, including approximately 200 000 Syrians (Razzaz 2018).

A large part of the economy resides in the informal sector, and large numbers of refugees and migrant workers compete particularly for less skilled jobs (Razzaz 2018), though 100 000 Jordanians without secondary education are employed and compete for these jobs. The

Jordanian government has suggested that the TVET sector in particular is under pressure, noting that “the recent influx of refugees has added to the competition for jobs” (Government of Jordan 2014, 13). This means that there appears to be a great deal of competition for jobs in the technical and vocational sectors, potentially rendering TVET less attractive to displaced Syrians, and/or effective for poverty alleviation.

Half of the over 1.3 million Syrians in Jordan (twice the number registered by the UNHCR) are of working age. A very small number of these individuals are economically active. It is estimated that between 85 000 and 330 000 Syrians currently work in Jordan though it is difficult to estimate. Almost half of working age male Syrians are economically inactive (neither employed nor seeking employment), while barely 7 percent of Syrian women participate in the labor market and a small fraction of this number are in fact employed (Razzaz 2018).

Jordanians are largely well educated, though their skills are often mismatched to available jobs. As mentioned, most jobs available on the market are low skill, low wage jobs which are unattractive to Jordanians. Jordanians occupy highly skilled jobs, dominating managerial, professional and clerical roles. However, many unemployed Jordanians have university degrees (Razzaz 2018).

The Jordanian government is seeking to encourage Jordanians to take on vocational jobs and is using work permit fees to fund such public TVET for Jordanians. In so doing, they hope to end the dominance of migrant laborers in vocational jobs (Razzaz 2018).

Migrant workers are generally less well educated than Jordanians, while displaced Syrians are the least well educated of the three groupings. Only 9 percent of Syrians have a better education than high-school education, while 46 percent of displaced Syrians have only an elementary education or less. Syrians appear to have an advantage over migrant workers with respect to marketable technical skills however, and often work in “crafts and trades, services and sales, and skilled agriculture”, with a smaller percentage of Syrians working in “elementary occupations” as compared to migrant workers (Razzaz 2018, 30).

Reportedly, migrant workers, including displaced Syrians, accept much lower wages and much poorer working conditions. Desperate poverty drives these individuals to accept these conditions. This also drives down wages for Jordanian workers. Unlike most migrant workers, however, Syrians are in Jordan with their families. As such, they prefer not to commute as far, live on site, work as long hours, and also demand higher wages. Migrant workers are apparently favored by Jordanian employers in the manufacturing sector for doing unpleasant tasks without complaining (Razzaz 2018).

Jordanians (including labor inspectors) reportedly feel a mixture of sympathy and frustration with the presence of Syrians, empathizing with Syrians as individuals, but “resentful of the impact of the uncontrolled labor supply shock” (Razzaz 2018, 48).

Jordanian Labor Regulations & Constraints for Displaced Syrians

Legal non-Jordanian workers have much of the same labor law protections as Jordanians, with few exceptions. Enforcement of labor protections is the responsibility of inspection units. These units cover the construction sector well, but the agricultural sector poorly (Razzaz 2018). Indeed, the agricultural sector is so poorly covered by inspectors that labor laws reportedly often do not apply *de facto* (Daru 2020; Gaskin 2020).

In general, Jordanian labor law makes it an offence to hire a non-Jordanian when a Jordanian is available for the job. Work permits are required. To acquire a work permit, a non-Jordanian worker must have a sponsor to employ them and take responsibility for them and may not transfer to other employment without the permission of the sponsor. A fee must be paid by employers which is intended to disincentivize the hiring of non-Jordanians. These fees are higher for domestic workers and farm workers on smaller farms, but much lower for garment workers (Razzaz 2018).

The government has made work permits easier to acquire for displaced Syrians by the following means (Razzaz 2018):

- Allowing displaced Syrians who did not cross by official entry points into Jordan to apply for work permits;
- Relaxing identification requirements regarding passports;
- Launching a moratorium on recruitment of new migrant workers;
- Launching a moratorium on deportation of Syrians working without permits;
- Reducing the cost of acquiring a work permit for displaced Syrian workers;
- Granting more flexible work permits for displaced Syrians in the agricultural sector so that they are not tied to single employers.

The government is seeking to move the economy away from migrant work (Razzaz 2018).

There exist a number of Jordanian-only professions (including “sales, warehousing, mechanics, drivers, guards, office boys, and clerical occupations”) as well as professions that have Jordanian quotas (including construction at approximately 50%; and hotels at up to 88%) (Razzaz 2018, 37).

The Jordan Compact

Jordan expanded education and legal employment options to displaced Syrians within its borders by way of the 2016 EU-Jordan Compact. Among the commitments made in the Compact was to provide 200,000 work permits to displaced Syrians, as well as access to skills training, among other goals (Barbelet et al. 2018). Though uptake has been very slow, 153,000 work permits have been issued to displaced Syrians as of October 2019 (Husseini 2019).

There are, however, various limitations to the opportunities available under the Compact. For instance, work permits are mostly only available to those seeking work in the agricultural (37.9% of permits), manufacturing (10.7% of permits), construction (30.4% of permits), and hospitality sectors (8.2% of permits) (Jordanian Ministry of Labor 2018). This strictly limits the economic prospects of refugees with other skills. Less than 5% of work permits issued have been issued to women (Husseini 2019).

While limitations on changes of sector and employer were loosened in late 2017, the options remain very limited, and “technical professions” remain closed to refugees (Husseini 2019). Home-based businesses can also be opened, but only in the food processing, handicraft and tailoring sectors. Cumbersome business registration processes, together with limitations on financing options, can further limit the ability of refugees to use their skills to become self-sufficient (Huang & Gough 2019). Certain industries require 15 percent minimum employment of Syrian Refugees (Razzaz 2018).

Failing to have a work permit may lead to deportation. Work permits are enforced largely by inspectors. Despite this, the vast majority of non-Jordanians do not have work permits at all (usually through no fault of their own as the work permit process is run by employers, not employees). Many individuals also acquire work permits fraudulently through the black market so as to avoid deportation (Razzaz 2018).

Inspectors are reportedly very prevalent on construction sites where they reportedly only seek to check work permits. These inspections often result in undocumented non-Jordanian workers fleeing the site during shifts, rendering the site a less safe workplace. Inspectors rarely operate in the agricultural sector (Razzaz 2018).

Identification of Key Sectors for Potential Employment

Most employed Syrians are employed in construction, accommodation and food services and agriculture. Fewer are employed in manufacture and wholesale/retail. Professional sectors, public sector work, education, health, and social work is reserved almost exclusively for Jordanians (Razzaz 2018).

Jordan's economic complexity index score is middling by global standards and on a negative trend, with amply cheap labor being directed into construction and textiles industries, using labor-intensive techniques (Razzaz 2018). Few high skill jobs have been created for many years.

Informal work is also present in the manufacturing sector, where some employers exploit undocumented migrant labor and ignore labor regulations (Razzaz 2018). Anecdotal evidence suggests that women are self-employing at home, but it is not clear how widespread this practice is (Williams 2018).

Several sectors have potential for the application of skills learnt through TVET: agriculture; manufacturing; construction; and hospitality.

Agriculture

Despite having lost access to markets due to the Syrian civil war, and having water scarcity, the Jordanian agricultural sector reportedly has great potential, especially for crops with low water needs. This potential can be unlocked increasingly as more complex methods of production are introduced (Razzaz 2018).

The sector is mostly staffed by non-Jordanian workers. Syrians appear to have a strong presence in the agricultural workforce, representing between 23 and 40% of such workers in 2018, though accurate data in this regard is not available. There is reportedly a perception that employers in this sector consider Syrians better at performing skilled tasks on the farm rather than purely manual labor. Syrians working in agriculture often move around the country to continue working on different crops during winter unlike other migrant workers who will often rotate to a different industry during these months (Razzaz 2018).

Working in agriculture is reportedly considered female friendly in Jordan due to the communal nature of recruitment and work in agriculture. However, Syrian women by-and-large still prefer not to work outside of the home, which is usually necessary in agricultural work, particularly for many Syrians who live in refugee camps. Indeed, the long commute from these camps for Syrian men is also often prohibitive (Razzaz 2018).

Construction

Despite contributing 4.5 per cent to GDP in 2014, the construction sector has been in decline in recent years (and if a global economic depression results from the COVID-19 pandemic, this sector may continue to decline) (Razzaz 2018).

The sector apparently employs a large number of both Jordanian and non-Jordanian workers, though the underreporting of undocumented workers probably means that the number of non-Jordanian workers are underreported (Razzaz 2018).

As with agriculture, the sector could benefit by introducing better skilled specialists. Also, as in agriculture, Syrians are perceived in the construction sector to be tradespeople and are often favored by employers for these jobs. The industry remains somewhat labor intensive in its methods however, so many jobs require physical strength and few skills. Jordanian employers reportedly prefer Egyptian workers for such tasks (Razzaz 2018).

Jordanian government policy, however, is seeking to encourage Jordanians to train for trade orientated jobs and displace migrant workers in these jobs, though a shortage of Jordanian workers in these areas means trades appear to remain dominated by non-Jordanians. However, TVET education in this sector is reportedly looked down on, with employers claiming that classroom work poorly prepares trainees for the construction site, preferring their employees to learn on the job (Razzaz 2018). TVET has apparently considered a gateway to achieving a work permit among Syrians in the past, rather than as a way to learn a new skill (Razzaz 2018).

Construction is perceived as a respectable occupation in Jordanian society. Again, however, Syrian workers struggle to be on site as consistently as other migrant workers, and their work (specialized as it is) is often only required for short term portions of the project. While construction is broadly not considered to be an appropriate sector in which women should work in Jordan, female engineers and artisans are not unheard of. Indeed, they are reportedly well respected by contractors, though communities and families are usually resistant (until the women start generating income) (Razzaz 2018).

Manufacturing

The Jordanian manufacturing sector contributes approximately 25% of Jordan's annual GDP and employs over 200 000 employees. Value-add is low, however, due to scarce local raw materials and growth has been slow in recent years. The potential of the sector is thus somewhat limited, particularly in light of the lingering economic crisis resulting from the COVID-19 pandemic. Appliance and garment manufacturing are major focuses of manufacturing (Razzaz 2018).

The vast majority (up to 80%) of workers employed in garment manufacturing are reportedly migrant workers. This is despite efforts to recruit Jordanians who consider the work unattractive as physically demanding. The Compact's requirements for 15% employment of Syrian refugees applies to this sector as well. The work is largely in the form of low-skill assembly lines and is poorly paid, with wages lower in the garment sector than the manufacturing sector (Razzaz 2018).

Manufacturing (of garments in particular) is considered a potentially female friendly profession in Jordan, and there is anecdotal evidence that Jordanian women seeking work are willing to take on manufacturing jobs, provided that labor regulations are followed in the factory. Though there is also a concern that factory bosses are harsh and subject women to harassment. Full time work and long commutes are also prohibitive for many women who perform free domestic work in their own homes. Factories tend to attract more women when they are located within urban centers close to the homes of potential employees, as well as when there are childcare options available to them (Razzaz 2018).

Factories have been incentivized to employ Syrians with lower work permit fees. Anecdotally, factory bosses are eager to hire Syrians but struggle to find them, or simply don't have the vacancies. There in fact appears to be a job-matching problem, as both Syrian men and women have expressed willingness to work in manufacturing, but men are often recruited to the garment sector (where they would prefer not to work), while it seems like safety and time concerns for Syrian women appears to be reducing employment for these demographic in manufacturing (Razzaz 2018).

Female Jordanians (and their male family members) prefer if they do not work alone with men (as if often perceived to be the case in manufacturing (as well as hotel work). Manufacturing bosses are perceived to be harsh. Women are also expected to perform household responsibilities, meaning short commutes and short working hours are preferable for female Jordanians (Razzaz 2018).

Hospitality

While tourism has historically been an important sector for Jordan, regional instability has deterred tourism in recent years (Razzaz 2018). Unsurprisingly, the industry has already been hard hit by the COVID-19 pandemic, with many businesses decimated by the near global lockdown (Sánchez 2020).

Jordanians consider this sector a good employment option, especially among more prestigious hotels (but also among cheaper hotels which don't serve alcohol). They do, however, prefer to take rare managerial jobs rather than more numerous custodial jobs, and are frustrated by poor promotion prospects (Razzaz 2018).

The sector has been targeted by TVET providers in the past to boost productivity and employment in the industry. Despite these efforts, employers report that they often don't get the applicants they need for jobs they advertise, in part because of restrictions on non-Jordanian labor. Indeed, there appears to be a shortage of qualified workers in hotels, though it is not clear in which areas (Razzaz 2018).

As mentioned, the sector is not considered attractive to women due to safety concerns and only 10% of hospitality workers are women. Despite this, women are being encouraged to join hospitality training programs (Razzaz 2018).

Government regulations limit the number of non-Jordanians that can be employed by hotels, fast food restaurants, and tourist restaurants to 15, 20 and 35 per cent respectively. These limits are reportedly routinely ignored by managers who struggle to maintain the quota due to a lack of local applicants. Migrants working in hospitality generally work as housekeepers and stewards and in food and beverages, and warehousing, which are poorly paid jobs. These workers are reportedly poorly treated (Razzaz 2018).

Syrians are perceived to be good cooks and good customer service representatives and restaurants in particular are eager to employ Syrians. Reportedly this perception is shared by many Syrians who consider themselves well suited to these jobs. Despite this, employers have expressed frustration with hiring Syrians in that hiring Syrians means hiring more Jordanians to satisfy quota requirements. They also fear that skilled Syrians will be poached by other restaurants, other sectors, or even emigrate to Europe. As a result, employers are reluctant to sponsor work permits for Syrians, while Syrians are nervous of working without one and struggle to get one outside of the black market (Razzaz 2018).

Syrians struggle to get work in hotels however, as previously qualifications are rarely recognized, and security clearances (necessary for jobs especially in higher end hotels) are difficult to acquire. As such, even Syrians trained by a hospitality focused TVET provider in partnership with UNICEF reported that potential for employment of Syrians in the hotel sector is very limited.

THE JORDANIAN TVET SYSTEM

General Profile

The Jordanian TVET system is organized by way of a complex system of overlapping policies and institutions, which are summarized in annex 4.

Governance and Finance

The Ministry of Labor chairs the E-TVET Council – the apex national steering body. The ministry is supported by the Education Ministry and sees engagement from training institutions, chambers of commerce, associations, trade unions, and employers.

The ETVET Council and its secretariat were established under the ETVET strategy to supervise all TVET related matters. The council also oversees an E-TVET fund which provides most of the public funding in TVET (Government of Jordan n.d).

Other funding sources vary within the public sector with the inclusion of donor-funds for several private, non-for-profit and enterprise-based training providers (Government of Jordan n.d).

Structure

The TVET sector mainly consists of four public segments including community colleges under the aegis of Al-Balqa Applied University; secondary vocational education (grades 11 and 12) under the MOE, the Vocational Training Corporation, and the National Employment Training Company (Government of Jordan n.d). There are additional private, not-for-profit, and enterprise-based training programs. Details on specific programs at different levels of education can be found in annex 5.

Major Players

The TVET landscape in Jordan is a crowded one with a large majority of public providers and other private players. The following are two of the major providers apart from the institutions that fall directly under government ministries. The key institutions in this system are described in the table in annex 6.

Quality Assurance and Evaluation

The National Qualifications Framework (NQF) was established as part of the key actions under the ETVET strategy as a tool to regulate qualifications, facilitate the development of progression pathways, and enhance lifelong learning opportunities (Government of Jordan n.d). The current NQF has four levels of qualifications. A new NQF with ten levels is pending approval and implementation (UNESCO, UNEVOC, and Government of Lebanon – Ministry of Higher Education and Education 2019).

The E-TVET strategy also established CAQA as the national authority for accreditation and qualifications of TVET providers as well as trainees. The CAQA, however is largely concerned with vocational training institutes and private institutes other than those affiliated to BAU and the Ministry of Education are governed by separate laws under the ministries. According to key experts from ILO, Amman the accreditation system has clarity in its governance, and its certification is reliable. The overarching legal structure that governs different actors within the

TVET space, however, require cohesion and must be reviewed for clarity as recommended by the ETVET strategy (Government of Jordan 2014).

Challenges for Displaced Syrians to Access Quality TVET in Jordan

Accessibility to Syrians

Under Jordan's education for all policy, young adolescents are required by law to have access to education, which includes non-formal education and all refugees including Syrians and Palestinians (Government of Jordan 2018).

Accessibility to public provisions of adult technical and vocational programs for Syrians remains ambiguous.

Crowded Landscape

The TVET landscape is crowded with a range of public, private, and non-profit providers leading to limitations in standardizing processes and creating best practices (Government of Jordan n.d). Despite a central authority and a respectable accreditation system, processes of placements, enrollment, and standards of services are neither standardized nor assessed against any benchmarks.

Excessive Training Burden on MOE
















A large majority of engagements in the TVET sector come from participation in the high school or secondary vocational stream managed by the MOE which results in excessive burden on the ministry which in turn affects the quality of training services provided (Government of Jordan n.d.).

Respectability of TVET

Widespread perception of TVET graduates as "academic failures" and limited translation into decent jobs deters involvement in the TVET sector (Government of Jordan n.d., 43). Perhaps this explains why the World Bank claims in a 2016 study that participation in training and education programs, or even obtaining a work permit, has no statistically significant impact on the welfare of displaced Syrians in Jordan, and in some cases higher skill levels are in fact associated with higher levels of poverty as these high skill level jobs are not legally open to refugees. Overcoming this challenge requires expanding "*the set of economic opportunities available to refugees*" (Verme et al. 2017, 12).

ANALYSIS OF THE FEASIBILITY OF TVET FOR DISPLACED SYRIAN IN JORDAN

Given the data set out above, we will now use the framework of availability, accessibility, acceptability, and adaptability set out in the methodology in Part A.

Jordan			
Availability 	TVET opportunities		Accessibility 
			Freedom of movement  Financial accessibility  Favorable legal environment  Inclusiveness of TVET providers  Availability of information -
Adaptability 	Favorable policies  TVET champions  TVET funding 		Acceptability 
			Economic outlook  Quality of TVET providers  Alignment with the desires of Syrians - Labor market inclusiveness 

Availability	
TVET Opportunities Score: 3/4	Our research demonstrates evidence of a range of TVET programs available for Syrians in Jordan. There are several programs, some with scholarships offered by organizations in partnership with UN agencies such as but perhaps not limited to UNESCO and UNICEF. Most of the programs available and targeted to Syrians are non-formal and relatively short term in nature. Access to formal tertiary TVET programs largely provided by public institutions remains undetermined.

Accessibility	
<p>Favorable Legal Environment</p> <p>Score: 2/4</p>	<p>Jordan imposes an exhaustive and rigid list of closed professions including drivers, guards, teachers, health professionals limits the inclusion of Syrians in the labor market to a few industries like agriculture, manufacturing, construction, and hospitality. The Agriculture and Construction sectors allow for flexible work permits which most importantly allow Syrians to hold a permit without having a specific employer. Flexibility of work permits in other areas such as manufacturing, and hospitality could not be determined.</p> <p>The Jordanian government with the support of the EU and World Bank also created special economic zones with a higher (15%) threshold of displaced Syrians as part of the workforce. The practical benefits of the SEZs have however been limited.</p>
<p>Availability of Information</p> <p>Research Gap</p>	<p>Owing to the inability to conduct targeted focus group discussions due to travel restrictions, analysis is limited regarding displaced Syrians' access to information on TVET education. A UNDP survey conducted between 2013-2014 determined that 61% of the youth surveyed was unaware of any TVET opportunities. The Jordanian government has since prioritized access to TVET in policy, however without any evidence of actionable inputs, the team anticipates limited significant change in the availability of information.</p>
<p>Freedom of Movement</p> <p>Score: 1/4</p>	<p>Limited secondary information was available on the ability of Syrians to move across cities and governorates and the status of their work permits within the country.</p>
<p>Financial Accessibility</p> <p>Score: 2/4</p>	<p>Despite the ad hoc availability of scholarships from donor agencies and some private institutions, the absence of an institutional source of funding for TVETs for Syrians has been a challenge. Speculative analysis can lead us to believe that low or close to no savings, along with living and travel costs may impede participation in TVET programmes despite scholarships.</p>

	In terms of other costs, the Jordanian government has waived the fees for work permits for most Syrians. It must be noted that this waiver is subject to certain conditions that the team was unable to determine with clarity due to our constraints.
Inclusiveness of TVET Providers Score: 1/4	Our primary research did not demonstrate any direct barriers to TVETs for displaced Syrians. The extent of access to TVETs, including admission and funding requirements for Syrians, however, remains uncertain.
Acceptability	
Economic Outlook: Score: 2/4	The translation of TVETs to job placements is key to the success of the training. Given that job opportunities are largely dependent on macroeconomic conditions, an economy already experiencing slow growth, and struck by the COVID-19 crisis, is likely to witness disturbances in the labor market. It is important to note here that labor markets can be relatively quick to respond to crises such as the ongoing COVID-19 crisis, and the long-term implications are difficult to ascertain. We anticipate that these changes will impede efforts to generate employment through TVET. However, these situations can also be quick to change depending on the government's response to the crisis.
Quality of TVET Providers Score: 3/4	Jordanian public accreditation system is seen as a trustworthy authority in determining the quality of TVET services. The existing four level quality framework acts as a sufficient signal for basic characteristics of TVET institutions, however it may not be able to communicate sufficiently nuanced differences in the quality of services provided. The new ten level framework yet to be implemented may be a better indicator of the quality of TVET services. There are also no available standardized metrics and indicators for TVET services in Jordan. Global literature on TVETs provides some guidance, but evaluation necessarily needs to be context specific. In that light, available literature largely makes recommendations to national governments to develop robust quality control systems.

<p>Alignment with Desires of Syrians:</p> <p>Research Gap</p>	<p>According to a UNDP survey in 2013-2014, 23% of Jordanian youths opted out of TVETs due to the unavailability of courses that match their interests. A research report by a Columbia University student group suggested that displaced Syrians preferred to work in the informal sector due the availability of higher wages.</p> <p>The sector and industry focus of TVETs available to Syrians also remain ambiguous from secondary research. Despite some evidence of training programmes in the hotel and service industry, along with manufacturing, it is hard to discern without any further investigation, what the focus of training for Syrians is and whether it matches their desires.</p>
<p>Labor Market Inclusiveness</p> <p>Score: 2/4</p>	<p>Despite a documented commitment to inclusiveness in employment and education, a significant difference in the number of permits granted to men and women is alarming. It is difficult without further research to attribute the significantly lower number of permits issued to women to particular factors. However, anecdotal evidence suggests that long and difficult travel routes to work and the threat of aggression and harassment from employers deter women from seeking employment outside home. Women, therefore, appear to be engaging in home-based employment opportunities in some capacity, the extent of which was also indiscernible.</p> <p>Constrained by our limited capacity to conduct research, we were unable to find gender disaggregated data for TVET enrollments. Albeit subject to verification, women demonstrated a preference to work in the manufacturing sector. However, data on their levels of existing skills and the need for training in the sector was unavailable.</p>
<p>Adaptability</p>	
<p>Favorable Policies</p> <p>Score: 1/4</p>	<p>The National Government of Jordan has shown commitment to improving the livelihoods of Syrians, including through work and education allowances as set out in the Compact.</p> <p>However, it seems that national policy has not achieved all its goals, as implementation at the local level seems to frustrate the goals of the</p>

	<p>Compact. Further the unstable and imbalanced power dynamics of host and refugee relationships have created an atmosphere of discrimination against displaced Syrians. This makes it increasingly difficult for Syrians to live in Jordan, find sponsors for permits, and access other basic services.</p> <p>The existence of a large informal economy that prefers hiring Syrians increases the probability of employed Syrians being subject to limited welfare and below minimum wages. Our interview with the ILO representatives, highlighted that low inspections especially in the agriculture sector provided employment opportunities to Syrians but at a cost of precarious living conditions.</p>
<p>TVET Champions</p> <p>Score: 1/4</p>	<p>The Vocational Training Corporation, Al Balqa Applied University, and National Education Training stand out as champions in the public sector. UN agencies and donor agencies such as UNHCR, UNDP, ILO, and GIZ work in the TVET sector mostly in partnership with private organizations. An effective public private partnership is a strongly desired potential champion in Jordan.</p>
<p>TVET Funding</p> <p>Score: 1/4</p>	<p>Jordan has limited diversity in funding sources for TVET. The majority of its E-TVET fund comes from a portion of the work permit fees issued to migrant workers. The limited source of funding and the ambiguity pervading is likely to disproportionately impede the inclusion of migrant workers such as Syrians.</p>

Conclusions on the Feasibility of TVET for Displaced Syrians in Jordan

Although the importance of TVET remains enshrined in Jordan's national strategies, they make limited considerations that address specific needs of the Syrian population. Despite a commitment to TVET and Syrians at the policy level, we were unable to identify local targeted inputs or actionable plans directed towards Syrians. The Jordanian government's policy to replace certain migrant dominated jobs with Jordanians is likely to create hindrances for Syrians.

We also identified a mismatch in the availability of training and the existence of jobs. It appears that sectors where workers require training (either to acquire skills or to compensate for the lack of recognition of their past certifications) like hospitality restrict employment for Syrians.

However, sectors like agriculture that seem to already recognize and value the skills possessed by Syrians, seem to offer a higher number of training opportunities. It is possible that TVETs in this context are used as a path towards securing work permits rather than securing jobs or acquiring skills.

We were able to identify agriculture (mostly for men), construction (mostly for men), manufacturing (preferred by women), and hospitality as major sectors of interests and with access. We were also able to draw a general conclusion that the quality of TVET institutions and their governance seems to be between intermediate and advanced as per guidelines by UNESCO.

PART D: RECOMMENDATIONS

Given the research above, it is our view that, while TVET certainly holds promise to improve the livelihoods of displaced Syrians, several factors discussed above challenge the immediate feasibility of a program to introduce TVET scholarships. Bearing these circumstances in mind, we make the recommendations below for both the short and medium term. In our view, implementing these recommendations will greatly improve the feasibility of the proposed project in the long term.

TVET Sector: Recommendations Road Map Based on our research findings and analysis, Jusoor ought to consider re-assessing a TVET program strategy in the near-term, as well as pausing on immediate interventions owing to challenging macroeconomic headwinds.		
	SHORT TERM May 2020 to December 2020	MEDIUM TERM January 2021 to December 2022
	PROGRAM STRATEGY (1.A) Consider targeted cohorts, adjacent to current programming, rather than launching a new large-scale TVET scholarship program: Multilateral organizations, including the World Bank, have published data indicating that TVET has limited impact <i>at a broad scale</i> on the livelihoods of displaced persons in Jordan. As such, Jusoor should consider adopting a TVET strategy based on smaller cohorts receiving high-quality, sector-specific TVET rather than a broader TVET scholarship program.	
LEBANON PROGRAM	(2.A) Pause Investment Consideration in TVET Scholarships in Lebanon due to macroeconomic challenges (2.B) Use Focus Group Discussion and Interview guides and information sheet (attached as Annexes 7 – 16) with displaced Syrian communities to collect data on TVET preferences, information gaps for Lebanon	(2.C) Re-assess Lebanon's TVET sector along the 4As Framework: Availability, Accessibility, Acceptability, and Adaptability, with updated macroeconomic information

JORDNA PROGRAM	<p>(3.A) Pause Investment Decisions for TVET Scholarships in Jordan given pandemic-related school year disruptions and closures</p> <p>(3.B) Use FGD and interview guides, and information sheet (attached as Annexes 7 – 16) with displaced Syrian communities to collect data on TVET preferences, information gaps for Jordan</p>	<p>(3.C) Identify TVET institutions in four identified priority sectors: construction, hospitality, agriculture, and manufacturing</p> <p>(3.D) Leverage data from interviews and FGDs to conduct recruitment for TVET Scholarship applicants</p> <p>(3.E) Assess TVET quality for targeted cohorts using the Jordan TVET Assessment Tool</p>

Jordan Further Research and TVET Assessment Tool	
1	<p>NQF Certification</p> <p>Jusoor ought to consider Jordan’s official four level quality framework (NQF) in identifying TVET partners. A standardized and well-respected certification may equip displaced Syrians with higher bargaining power in securing better wages.</p>
2	<p>Course Length</p> <p>In Jordan, displaced Syrians identify and are considered as competent in a variety of trades. The basic short-term courses favored by informal TVET providers are poorly suited for skilled individuals, and they would be better served with longer, intermediate or advanced level courses to improve skills.</p> <p>Informal TVET is better suited for older adults, especially female displaced Syrians, seeking a new vocation. These programs are more oriented towards less-skilled individuals seeking immediate employment. Further, these informal courses are more likely to accept displaced Syrians self-employed and/or in the informal sector.</p>
3	<p>Apprenticeship Components</p> <p>According to the ILO, apprenticeship programs have been key and priority for employment for refugees in Lebanon. Employers in trades often identify learning on the job a superior method of learning.</p>
4	<p>Commuting Requirement</p> <p>Service providing centers must be in accessible geographic areas by cost-effective modes of transport. A safe and short travel route is necessary, particularly for women. A long commute often precludes participation altogether, particularly for women. It is also important to provide a perception of safety to family members who may be in charge of making travel decisions for women. The training facility must be well lit and must include women’s only bathroom spaces. Jusoor could seek to partner with TVET providers to provide training closer to displaced Syrian’s homes, or discuss and funding alternative</p>

	commuting options with potential students. Jusoor could also consider providing commuting solutions as part of its intervention.
5	<p>Gender Inclusion</p> <p>Owing to cultural and gender norms, some women and their families only feel safe interacting with female staff and trainers. Women would be more likely to attend classes at TVET institutions that recognize this need and have permanently hired female trainers and other staff.</p> <p>Some women hold a strong preference for same-gender classrooms and may be more likely to attend and continue attending classes with only female students. This may help women acquire skills without being forced to break any cultural barriers.</p> <p>Women will more likely be able to attend classes with childcare facilities or child play areas. These facilities could ease the burden of reproductive labor at home and work outside, making these services accessible in practice for displaced women. If a TVET provider is unable to provide such a service, Jusoor could consider contributing to such services as part of its intervention.</p>
6	<p>Host Community Integration</p> <p>While Jusoor's primary goal is to assist displaced Syrians, research indicates that integrating displaced persons into a host community requires interventions that uplift displaced persons <i>together</i> with their host communities. Jusoor could consider how to integrate individuals of the host community together with the displaced persons community via TVET programming. According to a GIZ TVET expert suggests that TVET, when offered in an integrated manner to both host and refugee communities, has potential to build bridges between local communities and displaced communities.</p>
7	<p>Formalization of the Informal Sector</p> <p>With a large presence in the informal sector (employment which does not guarantee essential social safety nets) it is crucial to assess TVETs and their placements in these areas. We recommend working with TVETs focused on using training and certification to formalize employment, to subsequently improve access to welfare and decent wages.</p>
8	<p>Self-Employment Component</p> <p>We recommend assessing TVETs for their ability to provide services that focus on self-employment. Training programs geared towards acquisition of skills related to home-based entrepreneurship can be of especial aid to women. We also strongly recommend further research on this topic to validate out anecdotal hypothesis.</p>

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ANNEXES

Annex 1: Table of Key Institutions in the Lebanese TVET System

Institution	Description
Directorate General of Higher Education	The DGHE largely manages the transition of TVET to tertiary education and falls under the MEHE.
The Directorate General of vocational and technical education	The DGTVE manages the public provision of TVET and supervises the performance of private institutions. It conducts exams and grants certificates and is also in charge of coordination among various ministries involved.
National Employment Office and Ministry of Labour	Both organs engage in demand driven workforce management, exact details of the nature of their work remain abstruse
National Centre for Vocational Training	The center is responsible for fast tracked TVET through mobile trucks, which are currently, however not operational.
Ministry of Social Affairs	The MSA governs aspects of TVET under operation through NGOs.
Ministry of Agriculture	The MOA manages TVET within the agricultural sector including animal husbandry.
Higher TVET Council	The council serves in advisory capacity to DGTVE guiding policy and planning (UNESCO, UNEVOC & Government of Lebanon – Ministry of Higher Education and Education 2019). The Council has been recommended to enhance coordination between public providers of TVET, a priority for the 2016-2017 Torino Process report for Lebanon (Ministry of Higher Education and Education Lebanon 2018). The Torino Process is an international participatory process leading to an evidence-based analysis for vocational and training.

(Ministry of Higher Education and Education Lebanon, 2018).

Annex 2: Table Describing TVET Program Levels Available in Lebanon

Levels	Description
<i>Formal System</i>	
Vocational Complementary Level Courses (Brevet Professionnel)	This degree lasts for two years and is taught mostly through DGTVE accredited institutions. Prerequisites for the degree are either completion of seventh grade or of fifth and sixth grade with additional training sessions of 800 hours and 400 hours respectively. The students are also required to pass a training examination at the end of their course.
Vocational Executive Level Courses (Lycée Professionnel /Dual System)	The degree lasts for three years and is taught through DGTVE accredited institutions. Admission to the course requires the students to have completed the Brevet Professionnel degree or 9 th grade. Students may enroll before they pass ninth grade but are required to hold candidacy and must pass to graduate. Students may continue into higher technical and vocational education after completing this degree.
Technical Executive Level (Baccalauréat Technique)	This degree lasts for three years and is taught through DGTVE and Ministry of Agriculture. Prerequisites for the degree are BP or completion of ninth grade. Graduates of this course will be able to pursue higher education at universities or continue in higher levels of technical education.
Vocational Middle Level Courses (Meister)	Offered at the post-secondary level with a duration of two years, the course lasts for two years and requires LP with minimum 2 years of experience or BT with three years of practical experience or general secondary certificate with five years of experience. Meister is the highest level of vocational education.
Technical Middle Level Programmes (Technicien Supérieur)	The course is offered at the post-secondary non tertiary level and has a duration of two years. Admission to the course requires BT or a General Secondary Certificate. Taught in DGTVE institutions, graduates can pursue the Licence Technique studies.

Technical Higher Level Programmes	Offered at the tertiary level, this one-year course is also taught in DGVTE institutions and requires a TS certification as a prerequisite.
Technical Higher Level Programmes (LET)	Also offered at the tertiary level, the course requires a general secondary certificate or BT certificate for students to graduate in four years a TS certification to graduate in two and an engineering diploma to graduate within a year.
<i>Non-formal</i>	
Market Based Skills Training	Provided under the Lebanon Crisis Response Plan. Details of the Plan's engagement in the training are unclear as are admission requirements and qualifications received. The courses can range between 15 and 144 hours over a three-month period, two thirds of which are dedicated to on the job training.
Accelerated Agriculture Vocational Training	Most of these short-term courses are provided by the Ministry of Agriculture. These courses have no major requirements except an age limit of 15 – 30 years.

(UNESCO, UNEVOC, Government of Lebanon – Ministry of Higher Education and Education 2019)

Annex 3: Table Describing Key Elements of the Lebanese Quality Assurance and Evaluation System

Institution	Description
National Qualifications Framework	A framework with 8 levels of qualifications was established in 2011, however was not nationally adopted. The framework was only piloted in selected sectors including education, agro-food, health, electrical works, and hospitality in 2012 (Ministry of Higher Education and Education Lebanon 2018).
DGTVE Accreditation	All private and public institutions must receive accreditation from the DGTVE. Graduates from private institutions are required to sit through an official examination by the central administration (UNESCO, UNEVOC, Government of Lebanon – Ministry of Higher Education and Education 2019).

Annex 4: Table of Key Documents for the Jordanian TVET System

Instrument	Description
TVET under National Strategy	The Jordanian government instituted TVET as a priority to generate employment in most of its recent national plans including Jordan Vision 2025, National Education Strategic Plan (2018 – 2022), National E-TVET Strategy (2014 – 2020), and National Employment Strategy (2011 – 2020).
National Education Strategic Plan (2018 – 2022)	<p>As of 2016, the Jordanian government’s budgetary commitments to vocational education and training institution stood at 3.6% of the total government budget (UNESCO, UNEVOC, and Government of Lebanon – Ministry of Higher Education and Education 2019). TVET was made one of the three pillars of the National Education Strategic Plan (2018 – 2022) which is aligned with the goals of Jordan’s National Human Resource Development Strategy (2016 – 2025).</p> <p>Under a steering committee led by the Ministry of Education, one working group is assigned to TVET alongside one group for Early Childhood Education and Development, and four working groups for Basic and Secondary Education. The strategic plan focuses on three specific strands of the TVET sector; Improving management, increasing access, and improving quality.</p>
National E-TVET Strategy (2014 – 2020)	<p>The strategy for 2014 – 2020 placed TVET as the driver of employment, prosperity, and social inclusion and had the following major objectives:</p> <ul style="list-style-type: none"> • Governance; • Relevance of Education and Training for Employability; • Increased Inclusiveness of the TVET System; • Performance Measurement; and • Sustainable and Effective Funding. <p>The strategy also established the ETVET Council and its secretariat, and the Center for Accreditation and Quality Assurance, along with the implementation of the E-TVET fund. The ETVET fund also underwent reforms related to management and financing criteria. Along with these</p>

	establishments, the strategy also resulted in the creation of a four step National Qualifications Framework.
National Employment Strategy (2011 – 2020)	Jordan's National Employment Strategy highlighted the weakness and fragmented nature of the TVET space in Jordan and made recommendations that led to the reform and implementation of the ETVET fund (Government of Jordan n.d.).
National Strategy for Human Resource Development (2016 – 2025)	The strategy for the period 2016-2025, focuses on enhancing coordination mechanisms between different ministries engaged in the TVET space (Government of Jordan n.d.).

(Government of Jordan 2018)

Annex 5: Table Describing TVET Program Levels Available in Jordan

Levels	Description
<i>Formal System</i>	
<u>Secondary level</u>	
Comprehensive and Apprenticeship Track	This program lasts for two years and requires a basic education certificate as admission requirements. The program is taught in grades 11 and 12 and offers four specializations – industrial, agricultures, hospitality, and home economics. After graduating from the program, students are free to either pursue further education at community colleges or universities for vocational or general education.
<u>Post-secondary level</u>	
Technical Diploma Programme	This program lasts for two years and requires 12 years of education as admission requirement. Taught in vocational training institutions, the programs focus on students unable to pass the general secondary examination. Graduates may enter the labor market and are not offered access to higher education.
<u>Tertiary Level</u>	
Technical Education and Training	This program lasts for two years and requires a secondary education certificate as admission requirements. These programs are offered by community colleges in collaboration with Al-Balqa University (BAU).
TVET Programs	This program lasts for two to five years and requires a secondary education certificate as admission requirements. The course is taught at universities along with private and public communities.

<i>Informal system</i>	
Enterprise Based Training	These trainings are provided through non-public formal and informal enterprises. Further information on these programs were unavailable due to limited availability of secondary information on non-public provisions.
Training for Construction Industry	These trainings are provided by the National Employment Training Company which is a public private partnership between Jordanian Armed Forces, Ministry of Labor, and the private sector.

(UNESCO, UNEVOC, and Government of Lebanon – Ministry of Higher Education and Education 2019)

Annex 6: Table Describing Key Institutions in the Jordanian TVET System

Institution	Description
Vocational Training Corporation	VTC is an autonomous body and one of the key providers of technical and vocational education in Jordan. The Corporation runs several centers that provide vocational and technical education (Government of Jordan 2014).
Al-Balqa University	BAU has its own public technical colleges in addition to oversight private technical and community colleges (Government of Jordan 2014).
National Education Training Company	Established most recently in 2007 by the armed forces, the company provides mostly construction related training to men. The NET is known for its ability to mobilize effectively and has gathered positive feedback from the construction industry. However, evaluators have also noted drawbacks in meeting recruitment targets, and high costs (using up a significant portion of the E-TVET fund) (Government of Jordan n.d.).

Annex 7: Focus Group Guide - Displaced Syrians

Focus Group Guide I: Displaced Syrians

[The guide would be translated into Arabic and the discussion would be conducted in Arabic by the Arabic speakers on Jusoor's study team, or by other team members with translation support from an Arabic interpreter.]

Participant(s): *In each of Jordan and Lebanon, 2-4 focus groups including 6-10 young Syrian refugees in each. To the extent possible, focus groups would be organized with similar characteristics (such as gender, education and/or employment status). Participants from Jordan would be recruited mainly from Amman. Participants from Lebanon would be recruited mainly from Beirut. Alternatively to in person focus groups, this focus group guide may be adapted for Skype, Zoom or telephone interviews or focus groups with individual Syrian youth residing in Jordan and/or Lebanon.*

Age: *Between ages 18 and 25.*

Location: *For Jordan, focus groups would be held in a quiet, comfortable and convenient location for the participants, such as the offices of a community organization.*

Time: *Approximately 1 hour.*

Equipment needed: *Chairs, whiteboard or flip-chart paper, sticky notes, pens, markers*

Objectives:

- *To gain more information about the challenges that displaced Syrian youth have in seeking employment in Jordan and Lebanon.*
 - *To learn more about the types of work that displaced Syrian youth are interested in doing.*
 - *To learn more about young displaced Syrians' attitudes toward technical and vocational education and training (TVET) programs.*
-

Introduction – [5-10 minutes]:

[Ensure the interviewee knows who we are and understands the overarching goal of the team's project].

Good morning/afternoon. Thank you for being here today. My name is [name 1] and I am here with [name 2] and [name 3]. We are part of a study team from the NGO Jusoor [an international NGO founded by members of the Syrian diaspora in 2011], to understand more about the interests of young Syrians in skills development and work opportunities in Jordan and Lebanon. As part of the Syrian community in Jordan/Lebanon, your opinions and experiences are very valuable, and we would look forward to talking with you today. We will try to not take up more than an hour of your time.

[Provide and explain the contents of the information sheet for the study.]

Before we start, we would like to make sure you are still willing to participate in this focus group, to have notes of the discussion written down, and to have your answers recorded. We will not be using your name or any of your personal information in our report. However, if you do not want to have your answers recorded, please let us know and we will not do the recording, or we will stop recording at any time. You are also free to leave now, before we begin the session, if you do not wish to participate. This is perfectly fine, participation is voluntary; there is no penalty for declining to participate for any reason. You should also feel free to leave the group discussion at any time.

Now we'd like to get your formal consent:

- Do you agree to participate in this discussion with us?
- Do you agree to allow notes to be taken on this discussion?
- Do you agree to allow a recording to be made of this discussion?

[Wait for all participants to respond. If anyone wants to leave, allow them to do so. Then move to Ground Rules.]

Ground Rules – [5-10 minutes]

Affirm some set rules to abide by during the discussion, to help facilitate respectful participation. Also begin to engage with students on any additional rules they would like to begin building rapport.

Before we begin our discussion, we'd like to propose a few rules:

- First, you may get up at any point if you need a break.
- You do not have to ask permission to speak.
- You do not need to answer or participate if you do not feel comfortable.
- Let's agree not to use cell phones in the room, as it would disrupt our conversation.
- Let's agree to be respectful of each other's opinions.

I hope that everyone feels free to share their experiences openly, but for that to happen we must respect and listen to what others have to say. There are no right or wrong answers, please feel free to be critical. We are here to learn from you.

Are there any other rules that you would like to set for our discussion today?

Thank you again for taking the time to come today. Before we begin, does anyone have any questions so far about today's discussion, about our project, or about us?

Introduction of the Participants [10 mins]

Icebreaker: First, we would like to know you a little bit better. So I will go around the circle and ask you to share your name and a favorite dish that you enjoy cooking or eating. *[The facilitator starts with their own and then moves around the circle – or choose another icebreaker that is more appropriate for the group]*

It's very nice to meet you all. Now we would like to ask you about your background and some of your experiences.

Part 1: Previous Experiences [5-10 mins] *[Adjust depending on the work experience in the group]*

- Is anyone currently working, or have you worked recently?
- Can you tell us more about your work experience?
- Has anyone applied for a job before? What kind of job, how did you apply?
- Has anyone taken any technical or vocational training before? If yes, what kind of training was it? Do you remember the name of the training provider?

Part 2: Work Opportunities and Skills Training [5-10 mins]

- What kinds of jobs are available for young people in your community?
- Do you have any concerns about these jobs? *[Probe for possible concerns about safety or legality of jobs that Syrians may be forced to take.]*
- Are there many job openings? Do many people apply?
- What kinds of skills do you think are needed for these jobs?
- Where or how can you develop these skills – in secondary school? Vocational or technical school? University? Online courses? On the job?

Part 3: Challenges [5-10 mins]

- What are the main challenges that young people in your community face when seeking work?
- Do you think technical or vocational training could help you to find a job?
- What else would help you find work?

Part 4: Other Vocational Training Courses [5-10 mins]

- Many organizations are providing technical or vocational training courses. Have you heard about any of them? What do you think about them? How could they be more responsive to the needs of young people in your community?

Part 5: Brainstorming Activity [10-15 mins]

[Give the participants pens and sticky-notes. Depending on the size of the focus group, you may want to split it into two or three smaller groups for this activity. Give each group a large sheet of white flip-chart paper, or have each group use part of a whiteboard if available. Depending on

the literacy level of participants, it may make sense to ask a volunteer in each subgroup who feels comfortable doing so to jot down everyone's ideas on sticky-notes.]

Now we would like your advice on the types of skills training that you think would be useful for young people in your community. So please take a few minutes to think about a few types of training that would be useful, and write each type of training on a different sticky-note. Then put the sticky-notes on your flip-chart sheet (or whiteboard). If you have time, you could arrange the notes in any way that makes sense to you.

[Organize the notes in categories and read them out loud, or ask each subgroup member to read their notes aloud.]

Does anyone have any other suggestions for providing useful skills training to young people in your community?

Conclusion [5 mins]

Thank you so much for sharing all this information. Your participation is very valuable and will help Jusoor improve its support for young Syrians in Jordan/Lebanon. As we mentioned earlier, we will not share any of your names in our report. Feel free to contact us if you have any questions or concerns about today's discussion, or if there is anything else you'd like to share. *[Share contact information.]*

Annex 8: Focus Group Guide - TVET Students and Graduates

Focus Group Guide II: TVET Students and Graduates

[The guide would be translated into Arabic and the discussion would be conducted in Arabic by the Arabic speakers on Jusoor's study team, or by other team members with translation support from an Arabic interpreter.]

Participant(s): *In each of Jordan and Lebanon, 2-4 focus groups including 6-10 current or graduated students of technical and vocational education and training (TVET) programs in each. To the extent possible, focus groups would be organized with similar characteristics (such as gender, education and/or employment status). Participants from Jordan would be recruited mainly from Amman. Participants from Lebanon would be recruited mainly from Beirut. Alternatively to in person focus groups, this focus group guide may be adapted for Skype, Zoom or telephone interviews or focus groups with individual Syrian youth residing in Jordan and/or Lebanon.*

Age: *Between ages 18 and 25.*

Location: *For Jordan, focus groups would be held in a quiet, comfortable and convenient location for the participants, such as the offices of a TVET organization. A location with a childcare facility would be ideal.*

Time: *Approximately 1 hour.*

Equipment needed: *Chairs, whiteboard or flip-chart paper, sticky notes, pens, markers*

Objectives:

- *To understand the choices that young people in Jordan and Lebanon are making among TVET program and their experience in these programs.*
- *To learn more about the experiences of TVET students in seeking employment in Jordan and Lebanon after they graduate.*

Introduction

Hello, my name is _____. With me are my colleagues _____ and _____. We are part of a study team with Jusoor – an international NGO founded by members of the Syrian diaspora in 2011 – to help understand more about technical and vocational training opportunities in Jordan/Lebanon.

Through this focus group discussion, we would like to hear about your experience in a technical or vocational training program, how it has added to your skill sets, and how it has addressed your needs and interests. We hope not to take up more than an hour of your time.

[Provide and explain the contents of the information sheet for the study.]

Before we start, we would like to make sure you are still willing to participate in this focus group, to have notes of the discussion written down, and to have your answers recorded. We will not be using your name or any of your personal information in our report. However, if you do not want to have your answers recorded, please let us know and we will not do the recording, or we will stop recording at any time. You are also free to leave now, before we begin the session, if you do not wish to participate. This is perfectly fine, participation is voluntary; there is no penalty for declining to participate for any reason. You should also feel free to leave the group discussion at any time.

Now we'd like to get your formal consent:

- Do you agree to participate in this discussion with us?
- Do you agree to allow notes to be taken on this discussion?
- Do you agree to allow a recording to be made of this discussion?

[Wait for all participants to respond. If anyone wants to leave, allow them to do so. Then move to Ground Rules.]

Ground Rules

Affirm some set rules to abide by during the discussion, to help facilitate respectful participation. Also begin to engage with students on any additional rules they would like to begin building rapport.

Before we begin our discussion, we'd like to propose a few rules:

- First, you may get up at any point if you need a break.
- You do not have to ask permission to speak.
- You do not need to answer or participate if you do not feel comfortable.
- Let's agree not to use cell phones in the room, as it would disrupt our conversation.
- Let's agree to be respectful of each other's opinions.

I hope that everyone feels free to share their experiences openly, but for that to happen we must respect and listen to what others have to say. There are no right or wrong answers, please feel free to be critical. We are here to learn from you.

Are there any other rules that you would like to set for our discussion today?

Thank you again for taking the time to come today. Before we begin, does anyone have any questions so far about today's discussion, about our project, or about us?

	Key Questions to Guide FGDs	Probe for...
<p><u>Opening Questions</u></p> <p>Let's start with a brief introduction. Could you identify yourself to the rest of the group? Please tell us your name, where you are originally from, where you live right now, and how long have you lived here?</p> <p>Could you tell us a little about who you live with as well? <i>[Probe for whether any of them have children or other dependents, especially for female participants.]</i></p> <p>Please could you also tell us which TVET you are attending or attended, which year you're in (or how long ago you graduated), and what your field of study is?</p> <p><i>Thank you so much for introducing yourselves. We would like to now move on to understand why you chose TVET education.</i></p>		
Topic 1: Choosing TVET		
	<p>Why did you choose TVET education?</p> <p>What kind of jobs are you hoping for?</p> <p>What kind of remuneration were you expecting?</p> <p>What were your alternatives?</p>	<p>Assess why the participants undertook TVET education.</p> <p>Was it in tune with their interests?</p> <p>What else was available to them?</p>
	<p>Why did you choose the particular TVET provider you are studying with?</p> <p>Were there other options? If so, why didn't you pick them.</p>	
	<p>How did you hear about/get into contact with your TVET provider?</p>	
<p><i>Thank you for sharing that information, let us now talk a little about your time before TVET education.</i></p>		
Topic 2: Education, Awareness, and Prior Experience		

	What is the highest level of education you have acquired prior to TVET education?	Determine levels of education prior to TVET
	What were you doing before you entered TVET education?	Find out where the students were coming from
	Did you have any work experience or skills in the fields you're studying in?	Identify previous experience
	Do you have any other skills you think could be marketable?	Identify whether there were alternatives, or untapped skills
<i>Thank you for sharing this background with us. We will now move on to how you are experiencing/experienced TVET education. Please remember that none of this information will be given to your TVET provider.</i>		
Topic 3: Educational experience		
	What were your expectations of TVET education and are they being/were they met during your TVET education? Why would you say you're satisfied or unsatisfied?	Determine whether the participants are satisfied with their experience
	Do you/did you find what you learnt practical and useful? Have you been able to use it in a professional context? How much practical experience are you getting?	Find out if participants feel what they are learning is useful
	Are you being apprenticed with a working craftsperson? If so: Do/did you feel that you are learning from this person? Were /are you working for this person, and if so, are you being remunerated? What is this person's nationality? Did/do you expect to get a job from this person on completion of your education?	Find out if they are receiving apprenticeship training and the quality/potential for employability this apprenticeship training provides

	What is the best part and worst part of your experience in TVET education?	A general probing question to determine satisfaction with the TVET provider that is not otherwise captured by the more specific questions
	Please describe an average day of education with your provider, as well as any other major features of experience if they're not daily.	Understand broadly how the program is structured
<i>Thank you for sharing your experiences with us. Could you now also tell us about your experiences outside of your TVET education?</i>		
Topic 4: General experience and challenges		
	Do/did you have any challenges outside of your studies which are making/made it difficult for you to study? <i>(Responses might include financial difficulties, transport difficulties, health difficulties, time difficulties – remind participants that they should only respond if they feel comfortable doing so)</i> How did you/are you overcoming those difficulties?	Determine whether participant's non-educational lives are conducive to success in their educational experiences
	What are you doing during your studies other than your studies? Are you working? If so, how many hours are you working a week? Do you have family responsibilities? If so, please elaborate? how many hours a week is this taking?	Determine what time pressures there are for participants
	Do you have sufficient financial resources to finish your studies? If so, how are you financing your studies?	Determine whether finances are a problem for participants
	Are there any other pressures from your family or your community to continue/not to continue with your education or to focus on other things? <i>(Again, remind participants that they should only reply if they feel</i>	Determine whether communities are supportive

	<p><i>comfortable doing so.)</i></p> <p>If so, please tell us how you navigate these pressures</p>	
<p><i>Thank you for sharing your experiences with us. We would now like to discuss your activities post TVET education.</i></p>		
<p>Topic 5(A): Post TVET plans (for current students only)</p>		
	<p>What are your plans post TVET education?</p> <p>Do you have any jobs lined up?</p> <p>Are you making any applications for jobs?</p> <p>Where do you expect to working and living?</p> <p>For whom do you expect to be working?</p>	<p>Ascertain whether TVET education translated to employment, and if not why not</p>
	<p>Is your TVET provider helping you plan for your future? Are they helping you with job applications?</p>	<p>Find out if graduated participants have found education useful post-graduation</p>
<p><i>Thank you for sharing your plans with us.</i></p>		
<p>Topic 5(B): Post TVET experience (for graduates only)</p>		
	<p>Are you now working in the field in which you studied?</p> <p>If so:</p> <p> what is your job?</p> <p> How did you find it?</p> <p> Are you satisfied with your job? If not why not?</p> <p>If not:</p> <p> Are you employed? If so as what?</p> <p> Why did you not end up in the field in which you studied?</p>	<p>Ascertain whether TVET education translated to employment, and if not why not</p>

	<p>Did your TVET provider/apprenticeship help you find a job?</p> <p>If so, how?</p> <p>If not, how did you/are you looking for a job?</p>	
	<p>Do you find the education you received useful now that you have graduated?</p> <p>Are you using the skills you learnt in your career/life?</p> <p>Which skills, if any, were you taught that were the most helpful to you? Which, if any, have not been helpful?</p> <p>Which skills do you wish you'd been taught but were not?</p>	<p>Find out if graduated participants have found education useful post-graduation</p>
	<p>Do you still have any links with your TVET provider?</p> <p>Are you involved in any of their programs?</p> <p>Are you involved in tutoring/apprenticing students?</p> <p>If not, would you like to be?</p>	<p>Find out whether graduated students are being used as an apprenticeship/mentorship asset.</p>
<p><i>Thank you for sharing your experiences with us</i></p>		
<p>Thank you so much for answering these questions. We are now close to the end of our discussion.</p>		
<p><u>Concluding Question</u></p> <p>Is there anything else that you'd like to share, related to your TVET experience, or your skill building or employment goals?</p>		

Conclusion

Thank you so much for sharing all this information. Your participation is very valuable and will be a great help to us in our study. As we mentioned earlier, we will not share any of your names in our report. Feel free to contact us if you have any questions or concerns about today's discussion, or if there is anything else you'd like to share. *[Share contact information.]*

Annex 9: Interview Guide - Community Leaders

Interview Guide: Community Leaders

[This guide would be translated into Arabic. The interview would be conducted either in Arabic or English, depending on the interviewee's preference.]

Background and Setting

Location: *These interviews would be conducted in-person or over Skype, Zoom or telephone. Recruitment would occur through Jusoor's network or direct outreach.*

Language: *Depending on the preference of the participant, the interview would be conducted in English or Arabic. If in Arabic, the interview would be led by one of the team's Arabic speakers, or by one of the team's other members with translation support from an Arabic interpreter.*

Number of interviews: *Up to 5 community leaders in each of Jordan and Lebanon.*

Time: *Approximately 40 minutes*

Interview objectives

- *To better understand the challenges faced by displaced Syrians in Jordan and Lebanon related to skill acquisition and work opportunities.*
- *To gain more information on opportunities and challenges related to TVET for this community.*

Introduction:

Good morning/afternoon. My name is [name 1] and my colleagues are [name 2] and [name3]. We are part of a study team with the NGO Jusoor [an international NGO founded by members of the Syrian diaspora in 2011], to better understand the skills training needs of people in the Syrian communities in Jordan and Lebanon.

If your schedule allows, we are hoping to take only around 40 minutes of your time today. We would like to hear about your experience working with Syrian refugees and to learn about their situation in Jordan/Lebanon and the challenges they are facing.

[Explain the information sheet]

This is an informal discussion, so please be comfortable. If you do not feel comfortable, please feel free to stop the interview at any point. If there is anything you share with us that you don't want us to include in our report, please let us know and we will respect your decision. If you have any questions, please let us know.

Do we have your consent to participate in an interview and to include you in our study? *[Record verbal consent. If any participant does not consent, thank them for their time and leave the room.]*

In order to not miss any of the information you will share, we would like to record this interview.

Would you mind if we record this conversation? We will delete all recordings when our work is finished. *[Pause to allow for an answer. If yes, start recording.]*

Discussion:

Thank you! There are several questions we would like to ask you:

- First, could you tell us about your background...
 - Where are you from?
 - How long have you been in this city?
 - When did you start working with Syrian refugees?
 - Could you tell us more about your work?
- Now we would your views on the local labor market...
 - What are some of the key skills demanded in the current labor market in Jordan/Lebanon? Are these key skills being met?
 - What are some of the key gaps in the current labor market here? What do you think is driving these gaps?
- Being a [insert job title], we would be interested in your views on...
 - The challenges that Syrian refugees are facing in the community in general and when looking for a job?
 - What do they do for a living and how do they finance themselves?
 - What work opportunities are most available for young Syrians in Jordan/Lebanon?
 - What skills do you think young Syrians need most to meet these opportunities?
 - Are technical or vocational training (TVET) centers available in this city? Do you think this sort of skills training is useful for the current job market? Why or why not?

Closing:

Thank you very much for your time. Your insights will be very helpful to us.

- Is there anything else you would like to share with us?
- Do you have any additional questions regarding our work?
- Is there anyone you know and would recommend we reach out to?
- Do you mind if we include your name in our final internal report?

If you have any additional questions or comments, please do not hesitate to reach out. [Provide contact details.] Thank you so much for your time, and we hope you have a [wonderful morning/afternoon/evening].

Annex 10: Interview Guide – UN Agency Staff Members

Interview Guide: UN Agency Staff Members

Key Informant Background and Information

UN Agencies serve as key stakeholders providing a broad range of humanitarian services and development programming to displaced Syrian communities in Lebanon and Jordan. Multiple agencies provide specific livelihoods programming to displaced Syrian communities or observe and report on key trends influencing the livelihoods of displaced Syrians in Jordan and Lebanon. These UN agencies include (and are not limited to): the International Labor Organization (ILO), the World Food Programme (WFP), the United Nations High Commissioner for Refugees (UNHCR), the United Nations Development Programme (UNDP), and the United Nations Educational, Scientific, and Cultural Organization (UNESCO).

Experts in livelihoods programming and research analysts serving across these UN agencies could help guide research regarding the labor market dynamics in Jordan and Lebanon and the role of TVET institutions in Jordan and Lebanon in meeting the needs of displaced Syrians in these localities. All experts would likely have proficiency in English, and the interviews could be conducted in English.

Background and Setting

Location: *Interviews with UN Agency staff in Jordan would take place in person or would be conducted by Skype, Zoom or telephone. Recruitment would occur through direct outreach or Jusoor's network.*

Number of interviews: *Up to 5 staff members of UN agencies supporting livelihoods projects in each of Jordan and Lebanon.*

Introduction:

Good Morning/Good Afternoon, My name is [insert name], and I am here with [name 2] and [name 3]. We are part of a study team with Jusoor, an NGO providing education and livelihoods programming to displaced Syrians in Jordan and Lebanon. Jusoor is interested in possibly expanding its programming to providing vocational scholarships for displaced Syrians based in these two countries. In order to understand whether or not to invest in this new area, Jusoor is seeking to understand the labor market in [Country] and the current TVET landscape.

As a [insert Interviewee's background/title here], we would greatly appreciate your insights into these areas. We anticipate the conversation will take about a half hour of your time.

[Provide information sheet]

Our final research findings will remain internal within Jusoor and will not be shared with the public. If there is anything you share with us that you would prefer we don't include in our report, please let us know.

Do we have your consent to participate in an interview and to include you in our study? *[Record verbal consent. If any participant does not consent, thank them for their time and leave the room.]*

In order to not miss any of the information you will share, we would like to record this interview. Would you mind if we record this conversation? We will delete all recordings when our work is finished. *[Pause to allow for an answer. If yes, start recording.]*

Do you have any questions before we begin?

Question Topics:

[Note: The same question set would be used for interviewees in Lebanon and Jordan. Therefore, the term [Country] is placed and would be adapted according to the interviewee.]

Topic #1: Macroeconomic Factors driving Labor Supply, Demand in [Country]

- What are some of the most significant trends shaping the future of [Country's] labor market? Do you anticipate these trends to have positive or negative impacts on future employment?
- What are some of the key skills demanded in [Country's] current labor market? Are these key skills being met?
- What are some of the key gaps in the [Country's] current labor market? What drives these gaps?
- How has the Syrian conflict impacted the labor market in [Country]?
 - Which sectors (firms/suppliers?) have been primarily impacted?
 - How has the government responded to these impacts?
 - Which segments of the labor force have been impacted (high skill/lower skill)?
 - How have impacts of the crisis differed according to a laborer's *gender*? How have impacts differed on men, women, and marginalized groups?
 - How have impacts of the crisis differed according to *able-bodied* vs. non-able bodied laborers?

Topic #2: UN Agency Livelihoods Programming in [Country]

- I see that you are the [insert job title] for the [insert office and/or program]. What are the program's core goals?
- Does your program work with the displaced Syrian community in [Country]?
- What have some of the major successes in your programming been recently?
- What are some of the major risks that your programming has faced recently?

Topic #3: The TVET Landscape in [Country]

- In your capacity as [insert job title], do you work with the TVET sector?
 - If YES - who are some of the major TVET players in this [Country]?
- In which sectors have you seen TVET institutions succeed? What are some of the factors behind this success?
- Do TVET institutions in [Country] seem to be welcoming to young people from displaced Syrian communities? Do young people from these communities seem interested in attending training programs offered by these institutions? Why or why not?

Closing:

Thank you very much for your time. Your insights will be extremely helpful to us.

- Is there anything else you would like to share with us?
- Do you have any additional questions regarding our work?
- Is there anyone within the organization or at other organizations that you would recommend that we reach out to?
- Do you mind if we include your name in our final internal report?

If you have any additional questions or comments, please do not hesitate to reach out. [Provide contact details.] Thank you so much for your time, and we hope you have a [wonderful morning/afternoon/evening].

Annex 11: Interview Guide – International NGO and Local NGO Staff Members

Interview Guide: International NGO and Local NGO Staff Members

Key Informant Background and Information

A broad range of non-governmental organizations (NGOs) provide livelihoods programming to displaced Syrian communities in Jordan and Lebanon. These organizations can be loosely organized into two segments: International NGOs and local NGOs. Major international NGOs providing livelihoods services to displaced Syrian communities in our two target countries include (but are not limited to) the International Refugee Committee (IRC), the Danish Refugee Council, the Norwegian Refugee Council, Save the Children, CARE International, Premiere Urgence International, and ICRC. Two particularly salient Jordan based local NGOs providing services to refugees include iMMAP and the Jordan River Foundation.

Experts in livelihoods programming serving across multiple international and local NGOs could help guide research regarding the labor market dynamics in Jordan and Lebanon and the role of TVET institutions in Jordan and Lebanon in meeting the needs of displaced Syrians in these localities. All experts would likely have proficiency in English, and the interviews could be conducted in English.

Background and Setting

Location: *Interviews with NGO staff in Jordan would take place in person or over Skype, Zoom or telephone. Recruitment would take place through direct outreach or through Jusoor's network.*

Number of interviews: *Up to 5 staff members of international and/or local NGOs supporting livelihoods projects in each of Jordan and Lebanon.*

Introduction:

Good Morning/Good Afternoon, My name is [insert name], and I am here with [name 2] and [name 3]. We are part of a study team with Jusoor, an NGO providing education and livelihoods programming to displaced Syrians in Jordan and Lebanon. Jusoor is interested in possibly expanding its programming to provide vocational scholarships for displaced Syrians based in these two countries. In order to understand whether or not to invest in this new area, Jusoor is seeking to understand the labor market in [Country] and the current landscape for technical and vocational training and education (TVET).

As a [insert interviewee's background/title here], we would greatly appreciate your insights into these areas. We anticipate the conversation will take about a half hour of your time.

[Provide information sheet]

Our final research findings will remain internal within Jusoor and will not be shared with the public. If there is anything you share with us that you would prefer we don't include in our report, please let us know.

Do we have your consent to participate in an interview and to include you in our study? *[Record verbal consent. If any participant does not consent, thank them for their time and leave the room.]*

In order to not miss any of the information you will share, we would like to record this interview. Would you mind if we record this conversation? We will delete all recordings when our work is finished. *[Pause to allow for an answer. If yes, start recording.]*

Do you have any questions before we begin?

Question Topics:

[Note: The same question set will be used for interviewees in Jordan and Lebanon. Therefore, the term [Country] is placed and will be adapted according to the interviewee.]

Topic #1: Macroeconomic Factors driving Labor Supply, Demand in [Country]

- What are some of the most significant trends shaping the future of [Country's] labor market? Do you anticipate these trends to have positive or negative impacts on future employment?
- What are some of the key skills demanded in [Country's] current labor market? Are these key skills being met?
- What are some of the key gaps in the [Country's] current labor market? What drives these gaps?
- How has the Syrian conflict impacted the labor market in [Country]?
 - Which sectors (firms/suppliers?) have been primarily impacted?
 - How has the government responded to these impacts?
 - Which segments of the labor force have been impacted (high skill/lower skill)?
 - How have impacts of the crisis differed according to a laborer's *gender*? How have impacts differed on men, women, and marginalized groups?
 - How have impacts of the crisis differed according to *able-bodied* vs. non-able bodied laborers?

Topic #2: NGO Livelihoods & Training Programming in [Country]

- I see that you are the [insert job title] for the [insert office and/or program]. What are the program's core goals?
- Does your program work with the displaced Syrian community in [Country]?
- What have some of the major successes in your programming been recently?
- What are some of the major risks that your programming has faced recently?

Topic #3: The TVET Landscape in [Country]

- In your capacity as [insert job title], do you work with the TVET sector?
 - If YES - who are some of the major TVET players in this [Country]?
- In which sectors have you seen TVET institutions succeed? What are some of the factors behind this success?
- Do TVET institutions in [Country] seem to be welcoming to young people from the displaced Syrian communities? Do young people from these communities seem interested in attending training sessions at these institutions? Why or why not?

Closing:

Thank you very much for your time. Your insights will be very helpful to us.

- Is there anything else you would like to share with us?
- Do you have any additional questions regarding our work?
- Is there anyone within the organization or at other organizations that you would recommend that we reach out to?
- Would you mind if we included your name in our final internal report?

If you have any additional questions or comments, please do not hesitate to reach out. [Provide contact details.] Thank you so much for your time, and we hope you have a [wonderful morning/afternoon/evening].

Annex 12: Interview Guide – TVET Institutions

Interview with TVET Institutions

[This guide would be translated into Arabic. The interview would be conducted either in Arabic or English, depending on the interviewee's preference.]

Key Informant Background and Information

The study calls for an understanding of the institutions currently providing technical and vocational education and training (TVET) in Jordan and Lebanon, and their receptivity to accepting youth from the displaced Syrian communities in those countries as students. Interviews with representative TVET providers in both countries would therefore be important to the study.

Background & Setting

Location Details: *Interviews in Jordan would take place in person or would be conducted over Skype, Zoom or telephone.*

Number of Interviews: *Up to 5 TVET providers in both Jordan and Lebanon.*

Language: *Depending on the preference of the TVET provider, the interview could be conducted in English or Arabic. If in Arabic, the interview would be led by one of the study team's Arabic speakers, or by one of the team's other members with translation support from an Arabic interpreter.*

Interviewee: *The interviewee should be a sufficiently senior staff member of the TVET provider, with knowledge of (a) the provider's typical student profile, (b) the provider's academic offering, (c) knowledge of student employment opportunities, and (d) the post-training job market. If necessary, this may necessitate the interview of more than one individual at the organization.*

Introduction

Hello, my name is _____, and these are my colleagues _____ and _____. We are members of the study team with Jusoor - an international NGO founded by members of the Syrian diaspora in 2011.

Jusoor is interested in possibly expanding its programs to provide scholarships to displaced Syrians to attend vocational schools in Jordan/Lebanon. We are conducting research to explore what TVET opportunities exist for displaced Syrians in Jordan/Lebanon. We are interested in learning from your insights based on your experiences as a TVET provider. The information you share with us will be incorporated into our report. We would appreciate about 40-45 minutes of your time.

[Provide information sheet]

Our final research findings will remain internal within Jusoor and will not be shared with the public. If there is anything you share with us that you would prefer we don't include in our report, please let us know.

Do we have your consent to participate in an interview and to include you in our study? *[Record verbal consent. If any participant does not consent, thank them for their time and leave the room.]*

In order to not miss any of the information you will share, we would like to record this interview. Would you mind if we record this conversation? We will delete all recordings when our work is finished. *[Pause to allow for an answer. If yes, start recording.]*

Do you have any questions before we begin?

Opening Questions:

[Objective: The opening questions will seek to gain an understanding of _____'s personal and professional background and seek to build personal rapport.]

We'd like to begin with some questions to understand your background here at _____ (name of TVET institution).

- How long have you worked here, and what has your role been?
- What was your experience prior to working here?
- Why did you choose to work in TVET education?
- Why did you choose to work at _____?
- What is your role here?

Topics#1: Incoming student profile

[Objective: Topic #1 seeks to understand the makeup of the student profile at _____.]

Thank you for sharing regarding your personal experience. We are also interested to learn more about your students.

- What is the typical education and experiential profile of your students?
- Do you have any requirements for admission?
- Do you turn away students, and if so why?
- How do you recruit your students?
- Why do you think students choose _____?
- What are the demographics of your students? For example, what is the age range?
 - About what percentage are women?
 - About what percentage are displaced persons? About what percentage are displaced Syrians in particular? Palestinians? Palestinians from Syria?
 - Is there any reason for this demographic profile?

Topics#2: Training offering

[Objective: Topic #2 seeks to understand what programs the TVET provider is offering.]

Now we would like to learn more about your program.

- What are your fees?
 - Do you know of potential students who wish to attend but cannot afford your fees?
- How long do your programs last, and what is the typical weekly time commitment?
- In which fields do you provide training?
 - Why do you focus on these areas?
 - How do you determine if there is demand for these skillsets?
- What is the typical daily training program for one of your students?
- Do you find any differences between the young men and women in your program in terms of the courses they choose, or the kind of support they need to succeed?
- Do you provide access to apprenticeships?
 - If so:
 - With whom?
 - With what kind of work?
 - Is there any remuneration or fees for these apprenticeships?
 - If not:
 - Why not?
 - How do you provide practical training to the students?

Topics#3: Post-program employment

[Objective: Topic #3 seeks to understand what the TVET provider is doing to get students employed, as well as to better understand the labor market from the TVET provider's perspective.]

We'd also like to know more about the employment prospects of your students after completion of the program.

- Do you make any efforts to secure employment for your students? If so, please describe these efforts in detail.
- Do you know the employment rate of your students post-completion?
 - Where are they being employed?
 - What types of work are they doing?
 - Who are the typical employers?
 - What are the typical wages?
 - Are there differences in the employment experiences of your male and female graduates?
- Where do think there is the best potential for employment in the market? What gaps are not being filled?

Topic #4: TVET market

[Objective: Topic #5 seeks to understand the TVET provider market.]

As you have been working in the TVET sectors, we would like to understand your perspective on how the sector is developing.

- Is being a TVET provider a sustainable and profitable business?
- What other TVET providers are you aware of? Could you describe them? Which skills are they providing training for?
- Do you think the demand for TVET is currently being met or is there an over-provision of TVET in the country?

- Are you aware of scholarship providers for TVET? If so, could you give us detail on them?
- Would you have any advice for Jusoor, as it thinks about possibly providing scholarships for TVET?

Closing Questions & Comments

Thank you for your time. We appreciate your insights and your work here. Your perspectives will help us to guide Jusoor's programmes.

- Are there any additional issues that we have not discussed that you have any comments on?
- Are there any other organizations that you recommend we connect with to discuss these topics?
 - IF **YES**, then: How do you recommend we reach out to them? Do you have the contact information that you could share with us?
- Do you have any questions regarding our work?
- Do you mind if we include your name in our final internal report?

If you have any additional questions or comments, please do not hesitate to reach out. [Provide contact details.] Thank you so much for your time, and we hope you have a [wonderful morning/afternoon/evening].

Annex 13: Interview Guide – Lawyers

Interview Guide for Lawyers

[This guide would be translated into Arabic. The interview would be conducted either in Arabic or English, depending on the interviewee's preference.]

Interviewees: *Advocates/lawyers in Jordan and Lebanon who are familiar with the labor and immigration laws/regulations affecting the ability of displaced Syrians to work in those countries*

Number of interviews: *Up to 2 - 3 interviews of lawyers in each country*

Location: *Interviews with lawyers may take place in person or may be conducted over Skype, Zoom or telephone.*

Language: *Depending on the preference of the lawyer/interviewee, the interview could be conducted in English or Arabic. If in Arabic, the interview would be led by one of the study team's Arabic speakers, or by one of the team's other members with translation support from an Arabic interpreter.*

Time: *Approximately 30 minutes*

Interview objectives:

- *To understand the legal constraints to employing Syrian refugees.*
- *To understand ways in which these constraints can be addressed or eased.*

Introduction of Team – [Time allocated: 2 minutes] *Ensure the interviewee knows who we are and understands the overarching goal of the team's project.*

Good morning/afternoon [interviewee's name] It's very nice to meet you. My name is [name 1] and this is [name 2]. We are part of a study team with the NGO Jusoor. [As you may know, Jusoor helps Syrian youth to realize their potential through educational programs, career development, and global community engagement.] Jusoor is considering the possibility of providing technical and vocational training opportunities to displaced Syrian youth in Jordan and Lebanon. They have therefore asked us to investigate various issues related to this proposal.

Your expertise on the legal context in Jordan/Lebanon would be extremely helpful to our study, so we look forward to speaking with you today. We hope to only take about 30 minutes of your time.

[Provide and explain the contents of the information sheet for the study.]

Getting Consent – [Time allocated: 3 minutes] *Confirm the interviewee understands the availability of information arising in the interview, understands their right to withdraw any information they choose to, and willingly consents to these principles.*

Before we begin, we would first like to confirm that we have your permission to speak with you and ask you questions.

1. Do we have your consent to participate in this interview for our research? *[Record verbal consent if they said yes. If the interviewee is not interested in participating, stop, say thank you, but do not continue.]*

2. In order to fully capture your ideas, we will take notes of the conversation. We would also like to record the interview to ensure we don't miss any details. The recording will be deleted upon completion of the study. The recording will not be shared with anyone outside of our study team. Do we have your consent to record the interview? *[Pause for an answer. If yes, begin recording/taking notes.]*

If at any point, you would like to stop the interview, you may. The information we collect from you will be used in a report; however, if there is any information you would rather we not to use in our report, please feel free to let me know, either during or after our discussion.

3. Before we begin, do you have any questions for us?

Part 1. Opening/Icebreaker Questions [Time allocated: 4 minutes] *Attempt to build a rapport with the interviewee, lay out a cadence for the discussions, while at the same time gaining deeper insight into their background and role in the project.*

1. Could you begin by sharing a little bit about the background of your work and your legal expertise?

a. *[Follow-up questions if not explicitly mentioned]* What are the types of cases that you take in general?

Thank you so much for this information. Based on your experience in the area, we would appreciate your insights on the legal context for refugees and displaced persons seeking to work in Jordan/Lebanon.

Part 2. General Questions about Legal Context for Employment [Time allocated: 5 minutes]

1. What are the general legal requirements for employment in Jordan/Lebanon?
2. Does this vary depending on the sector?
3. We understand that a large percentage of the population in Jordan/Lebanon work in the “informal sector” – do any of these legal requirements apply to them?

Part 3. Questions about Legal Context for Employment of Refugees/Displaced People [Time allocated: 10 minutes] *Try to understand the legal options available for refugees.*

1. What are the general legal restrictions on employment of refugees and displaced people in the country? Are there any exceptions or exclusions?
2. Are these restrictions consistent with the country's international law obligations?
3. Are there organizations advocating for greater employment rights for refugees and displaced persons?
4. What steps can refugees and displaced persons take to work here legally?
5. How can organizations like Jusoor ensure greater safety for them?
6. What are the penalties or other possible consequences for refugees or displaced persons who work without authorization?
7. Could you share some examples where refugees have obtained legal support from the government or other parties?
8. What policy changes would be most useful to expand the employment opportunities for refugees and displaced persons in the country?

Part 4. Closing Questions [Time allocated: 5 minutes] *General closing section to probe for any other research directions or potential contacts, as well as allowing the interviewee to cover any additional topics they may wish to discuss.*

1. Do you know of anyone else we should meet/talk to to understand these issues better?
 - a. *[If yes:]* Would you have any contact information for [name(s) of organization(s)]?
2. Is there anything else you would like to share with us?
3. Would you mind if we include your name in our final internal report?

Conclusion and Follow-up [Time allocated: 3 minutes] *Wrap up the meeting, making sure to remind the interviewee of any follow-ups, reaffirming the information sharing principles discussed earlier, and informed the interviewee of our openness to further discussion and contact.*

This was very helpful. Thank you so much for taking the time to answer our questions in such great detail.

[If the respondent has agreed to share any resources with the team, slip in a gentle reminder to send across the information.]

Also, would you be open to us contacting you if we have any further questions on the information provided by you during this interview?

If any other points come up, please feel free to contact our team. [Share contact information.]
Again, thank you for your time and cooperation!

Annex 14: Interview Guide – Employers

Interview Guide for Employers

[This guide would be translated into Arabic. The interview would be conducted either in Arabic or English, depending on the interviewee's preference.]

Interviewees: *Employers in Jordan and Lebanon who may hire graduates of technical and vocational education and training (TVET) programs.*

Number of interviews: *We would like to interview 5-7 employers each in Jordan and Lebanon.*

Location: *Interviews would be conducted in person or through Skype, Zoom or telephone.*

Language: *Depending on the preference of the interviewee, the interview could be conducted in English or Arabic. If in Arabic, the interview would be led by one of the study team's Arabic speakers, or by one of the team's other members with translation support from an Arabic interpreter.*

Time: *Approximately 30 minutes*

Interview objectives:

- *To understand the current job market in Jordan and Lebanon from the employer's perspective.*
- *To understand employers' receptiveness towards refugees or displaced Syrians.*
- *To observe any room for partnerships that may exist between Jusoor and these employers.*

Introduction of Team – [Time allocated: 2 minutes] *Ensure the interviewee knows who we are and understands the overarching goal of the team's project.*

Good morning/afternoon [interviewee's name] It's very nice to meet you. My name is [name 1] and this is [name 2]. We are part of a study team with the NGO Jusoor. [As you may know, Jusoor helps Syrian youth to realize their potential through educational programs, career development, and global community engagement.] Jusoor is considering the possibility of providing technical and vocational training opportunities to displaced Syrian youth in Jordan and Lebanon. They have therefore asked us to study various issues related to this proposal.

As employers who create jobs, your opinions and experiences are very valuable, and we would like to learn more about your work. We will try not to take up more than 30 minutes of your time.

[Provide and explain the contents of the information sheet for the study.]

Getting Consent – [Time allocated: 3 minutes] *Confirm the interviewee understands the availability of information arising in the interview, understands their right to withdraw any*

information they choose to, and willingly consents to these principles.

Before we begin, we would first like to confirm that we have your permission to speak with you and ask you questions.

1. Do we have your consent to participate in this interview for our research? *[Record verbal consent, if they said yes. If the interviewee is not interested in participating, stop, say thank you, but do not continue.]*

2. In order to fully capture your ideas, we will take notes of the conversation. We would also like to record the interview to insure we don't miss any details. The recording will be deleted upon completion of the study. The recording will not be shared with anyone outside of our study team. Do we have your consent to record the interview? *[Pause for answer. If yes, begin recording/taking notes.]*

If, at any point, you would like to stop the interview, you may. The information we collect from you will be used in a report; however, if there is any information you would rather we not to use in our report, please feel free to let me know, either during or after our discussion.

3. Before we begin, do you have any questions for us?

Part 1. Opening/Icebreaker Questions [Time allocated: 4 minutes] *Attempt to build a rapport with the interviewee, lay out a cadence for the discussions, while at the same time gaining deeper insight into their background and role in the project.*

1. To begin with, we would be very interested to learn more about your work/company. How long have you been in business? What are your main products/services?

a. *[Follow-up questions if not explicitly mentioned]* How many employees do you currently have? What is the typical background of your employees? What skills do you look for most in a job applicant? Do you provide additional training on the job?

Thank you so much for this information.

Part 2. General Questions about Sector [Time allocated: 5 minutes]

[We explain the TVET program that Jusoor wants to offer and then delve deeper in the job market discussion with that reference point.]

1. What are the current employment prospects in your sector/industry?
2. What skills will be most important for job applicants in the sector in the next few years?
3. Are there any other key sectors of the economy (in terms of market: manufacturing, construction, hospitality, etc.) that you think are emerging or will emerge in the new future?
4. What skills will be needed for the youth entering the job market in these sectors?

[Talk about TVET education in general not Jusoor only.]

5. Do you think that young people need stronger skills to compete in the current job market

in Jordan/Lebanon?

6. How can young people best develop these skills – through university studies? technical or vocational training? other means?
7. Do you think current TVET institutions are providing relevant skills to job seekers in Jordan/Lebanon? Are there enough TVET institutions in the market? Is there a need for more? If yes, then where are the current TVET gaps?

Part 3. Questions About Acceptance of Refugees/Displaced People and their Impact on the Market [Time allocated: 10 minutes] *Try to understand the impact of influx on the overall market, their impact on local jobs and how are the locals taking.*

1. How has the influx of refugees impacted the job market in Jordan/Lebanon? What have you observed?
2. What is the reaction of employers to the refugees? *[Hint: Are they welcomed or not?]*
3. Do you know of any employers who have employed refugees or displaced youth? What has been their experience?
4. Would you be open to employing refugees or displaced youth?

Part 4. Closing Questions [Time allocated: 5 minutes] *General closing section to probe for any other research directions or potential contacts, as well as allowing the interviewee to cover any additional topics they may wish to discuss.*

1. Do you know of anyone else we should meet/talk to understand this better?
 - a. *[If yes:]* Would you have any contact information for [name(s) of organization(s)]?
2. Is there anything else you would like to share with us?
3. Would you mind if we included your name in our final internal report?

Conclusion and Follow-up [Time allocated: 3 minutes] *Wrap up the meeting, making sure to remind the interviewee of any follow-ups, reaffirming the information sharing principles discussed earlier, and informed the interviewee of our openness to further discussion and contact.*

This was very helpful. Thank you so much for taking the time to answer our questions in such great detail.

[If the respondent has agreed to share any resources with the team, slip in a gentle reminder to send across the information.]

Also, would you be open to us contacting you if we have any further questions on the information provided by you during this interview?

If any other points come up, please feel free to contact our team. Again, thank you for your time and cooperation!

Annex 15: Interview Guide – Government Officials

Interview Guide for Government Officials

[This guide would be translated into Arabic. The interview would be conducted either in Arabic or English, depending on the interviewee's preference.]

Key Informant Background and Information

Possible interviewees could include staff in the Labor Ministries of Jordan and Lebanon, as well as staff in the municipal governments of Amman and Jordan. In the Amman municipal government, the interviewee could be Mr. Zaid Khlifat, Public Relations Representative at the Mayor's Office in the Greater Amman Municipality, or a staff member at a similar level at the municipality.

The Greater Amman municipality is the capital and the largest municipality in Jordan. Along with Irbid, Al-Mafraq, and Jerash, Greater Amman municipality has the largest percentage of refugees in Jordan. It works in partnership with the private sector and nonprofit sectors including NGOs. These municipalities are the forefront of the refugee crisis and are therefore a crucial stakeholder for the study.

Background & Setting

Location: *Interviews with officials would be held in person or would be arranged through Skype, Zoom or telephone.*

Estimated Time Required: *45 minutes*

Language: *Depending on the preference of the interviewee, the interview could be conducted in English or Arabic. If in Arabic, the interview would be led by one of the study team's Arabic speakers, or by one of the team's other members with translation support from an Arabic interpreter.*

Introduction & Opening Statements

Thank you so much for agreeing to do this interview. We are very grateful for your time. My name is _____, and I am here with [name 1] and [name 2]. We are part of a study team with Jusoor, an international NGO founded by members of the Syrian diaspora in 2011. Jusoor seeks to better understand the technical and vocational training needs of displaced Syrians in Jordan/Lebanon.

Your perspective would be extremely helpful to our study, so we look forward to speaking with you today. We hope to only take about 30-40 minutes of your time.

[Provide and explain the contents of the information sheet for the study.]

Obtaining Consent *Confirm the interviewee understands the availability of information*

arising in the interview, understands their right to withdraw any information they choose to, and willingly consents to these principles.

Before we begin, we would first like to confirm that we have your permission to speak with you and ask you questions.

1. Do we have your consent to participate in this interview for our research? *[Record verbal consent if they said yes. If the interviewee is not interested in participating, stop, say thank you, but do not continue.]*

2. In order to fully capture your ideas, we will take notes of the conversation. We would also like to record the interview to ensure we don't miss any details. The recording will be deleted upon completion of the study. The recording will not be shared with anyone outside of our study team. Do we have your consent to record the interview? *[Pause for an answer. If yes, begin recording/taking notes.]*

If at any point, you would like to stop the interview, you may. The information we collect from you will be used in a report; however, if there is any information you would rather we not to use in our report, please feel free to let us know.

3. Before we begin, do you have any questions for us?

Opening Questions

How long have you been working in your current position, and what are your current responsibilities? What was your experience prior to this?

Topic: Basic Structure of the Ministry/Municipality and Refugee Response

Could you tell us a little about the structure of the Labor Ministry/municipality?

How are refugee issues structurally handled by the ministry/municipality? How does the ministry/municipality coordinate with other government offices on these issues?

Topic: Employment for Refugees

Are there specific programs that the ministry/municipality has to address the issue of employment for refugees? *[Probe for different treatment of Palestinian and Syrian refugees based on different legal or refugee status.]*

What are the some of the most crucial issues that we should keep in mind in considering employment opportunities for refugees? *[Again, probe for different issues related to the different status of Palestinian and Syrian refugees.]*

Topic: TVET Programs

Are there any technical and vocational education and training (TVET) programs that the ministry/municipality is currently supporting for refugees either by itself or in partnership with any other organizations? Are there any other ministries or agencies supporting TVET programs for refugees?

- *(If yes)* Could you talk a little more about some of the programmes? *(Improvise specific questions about specific programs to get more detail.)*
- Are these programs more targeted towards the youth as a replacement to traditional high school education? Or do you also work on adult TVET programs?
- *(If no)* Why has the municipality chosen not to work in the TVET sector?

Topic: TVET and Best Practices

(If TVET programs are working with refugees) Have TVET programs been beneficial to the refugee communities? Do you have any data on TVET and employment that you can share with us?

(Depending on the answer, if it leans towards a no, ask the following) Are there programs other than TVET that you think could be more effective in securing employment for refugees?

What, in your opinion, makes a good TVET program?

What role do you think organizations like Jusoor can play in the TVET sector?

Topic: Challenges: Host Community and Social Cohesion

(If TVET programs are working with refugees) Do the TVET programs you are associated with also work with host communities?

What has been the general response of the host communities to the employment of the refugee community?

Do you think TVET programs that target both host and refugee communities could help in building social cohesion among the host and refugee communities?

Topic: Other Challenges

From our research, we gather that a large number of Syrians and Palestinians are engaged in the informal sector? Does your experience corroborate this and what do you think is the best way to address this challenge?

How big a barrier do you think language is for some of the refugees (especially Kurds) seeking employment opportunities? Do you think TVET organizations can address this effectively? Does the government have any language programs?

Our understanding is that local municipalities are at the forefront of the refugee crisis. How much autonomy does the municipality have in terms of programming decisions?

Are there any other challenges or insights that you would like to share with us?

Topic: Way Forward *[for interviews with Jordanian officials]*

We understand that the Jordanian government is making efforts to decentralize the government structure. Do you see this taking effect soon? How do you think the proposed decentralization could affect your work with the refugee community?

The Jordanian government appears to be making strong efforts to digitize government services? Could you speak more about this, and how it could affect the refugee community?

Conclusion:

Thank you very much for speaking with us. Your perspectives will be very helpful in guiding Jusoor's programs.

- Are there any additional issues that we have not discussed that you have any comments on?
- Are there any other organizations that you recommend we connect with to discuss these topics?
- Do you have any questions regarding our work?
- Do you mind if we include your name in our internal report?

If you have any additional questions or comments, please do not hesitate to reach out. [Provide contact details.] Thank you so much for your time, and we hope you have a [wonderful morning/afternoon/evening].

Annex 16: Sample Info Sheet

Information on Participating in a Study

[This information sheet would be translated into Arabic and provided to interviewees and participants in any focus groups. The description of the study could be revised depending on the scope and location of the interviews and/or focus groups.]

Description of the study and your participation

You are invited to participate in a study with Jusoor, a non-profit organization based in Lebanon. The study team would like to:

1. Gain an understanding of the labor markets in Jordan and Lebanon, especially as they relate to displaced Syrians
2. Scan the technical and vocational education and training (TVET) space in Jordan and Lebanon; and
3. Learn about the challenges and aspirations of Syrian communities residing in Jordan and Lebanon, and their sentiments regarding TVET and related work opportunities.

Your participation would involve answering some questions related to one or more of these topics. These questions would be asked by a member of the study team, or by an interpreter, based on a guide developed by the study team.

The study team will take notes of the discussion, and if you agree, they may make an audio recording to ensure the accuracy of their notes. The team will store their notes and any audio recording on password-protected laptops, and they will delete the notes and any recording after the study is completed.

The interview or focus group will not last longer than one hour for interviews and two hours for focus groups.

Voluntary participation

Your participation in this study is completely voluntary. You can choose not to participate and to stop the interview at any time. You will not be penalized in any way if you decide not to participate or to withdraw from the study.

Potential risks and benefits

We do not foresee any risks to you from participating in the study. If at any time you prefer not to answer, or if you would like to stop the interview/focus group before it is finished, you should feel free to let the interviewer/facilitator know. If you have any questions, the interviewer will try to address any concerns you may have.

There are no direct benefits to participating in the study. However, there may be indirect benefits to the displaced Syrian community from participating in the study, such as helping Jusoor improve their programming to better serve their mission of “investing in Syria’s youth for a better tomorrow.”

Protection of confidentiality

The study team will not use your name, address, or any other personal information without your express permission. The team also will not quote you directly without your permission. If you have any concerns about your privacy, please let the interviewer know.

Contact Information

If you have any questions or concerns about this study or if any problems arise, please contact:

*[Insert name and contact information
for head of Jusoor study team]*