

TECHNICAL AND FINANCIAL FILE

Support to Technical and Vocational Education
and Training in Palestine

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List of Abbreviations.

APEFE	Association pour la promotion de l'éducation et de la Formation à l'étranger
BTC	Belgian Technical Cooperation
CCI	Chamber of Commerce and Industry
CTB	Coopération technique belge
DACUM	Develop a Curriculum
DGDC	Directorate General for Development Cooperation, Ministry of Foreign Affairs, Government of Belgium
EC	European Commission, European Community
ECTAO	European Community Technical Assistance Office
EU	European Union
EUR	Euro
GTZ	Gesellschaft für Technische Zusammenarbeit, German technical cooperation agency
ILO	International Labour Office, International Labour Organisation
ISS	Industrial Secondary School
LWF	Lutheran World Federation
MoEHE	Ministry of Education and Higher Education
MoL	Ministry of Labour
MoP	Ministry of Planning
MoSA	Ministry of Social Affairs
“PalVec”	The new Palestinian TVET system and methodology
PCBS	Palestinian Central Bureau of Statistics
PCDC	Palestinian Curriculum Development Centre
PFI	Palestinian Federation of Industries
PITA	Palestinian IT Association of Companies
PNA	Palestinian National Authority

PTA	Palestinian Technical College
SDC	Swiss Development Cooperation
SME	Small and Medium-sized Enterprises
TC	Technical College
TVET	Technical and Vocational Education and Training
ToR	Terms of Reference
ToT	Training of Trainers
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNRWA	United Nations Relief Works Agency
USAID	United States Agency for International Development
VET	Vocational Education and Training
VTC	Vocational Training Centre
YMCA	Young Men's Christian Association
YWCA	Young Women's Christian Association

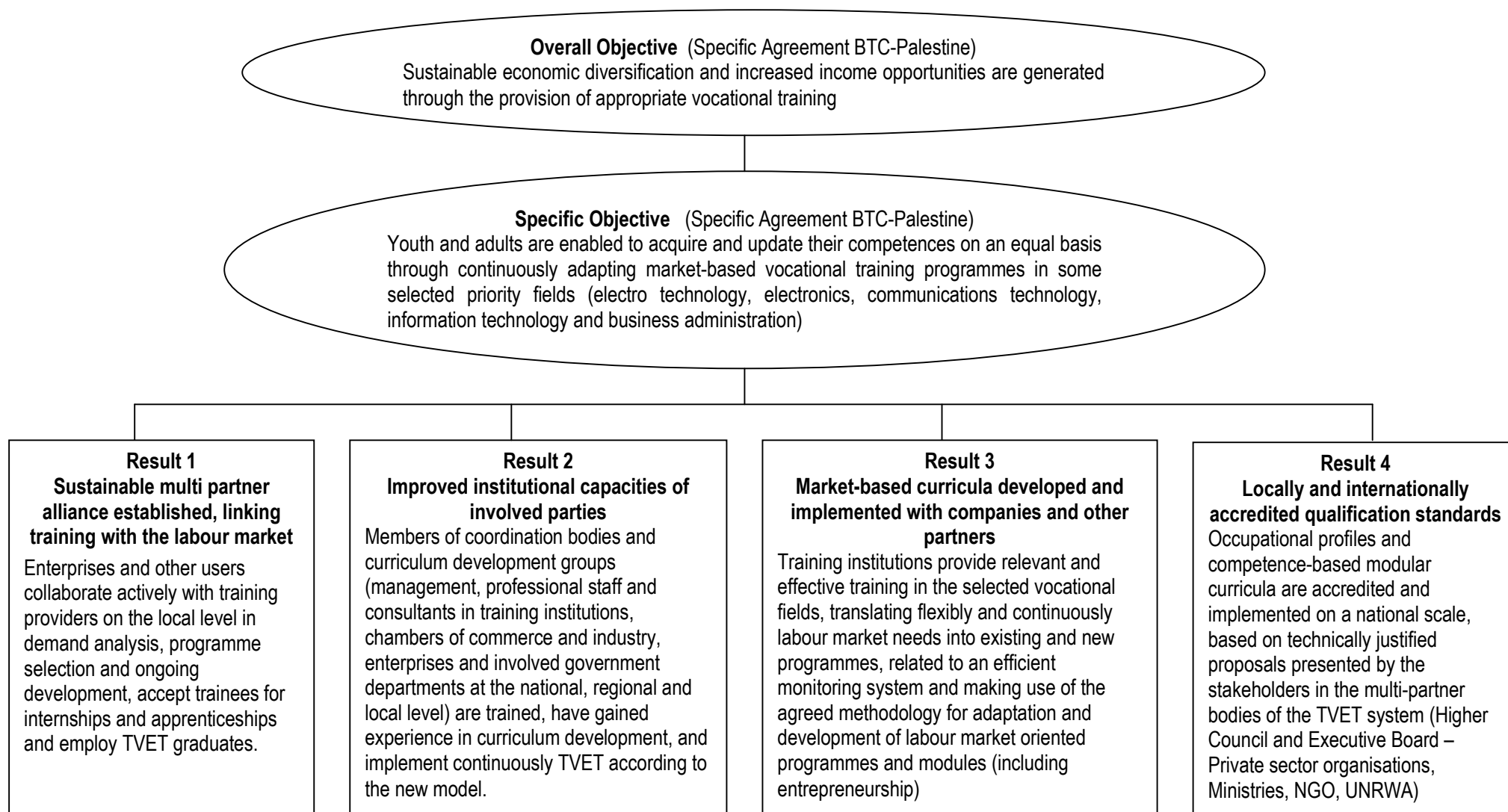
Map of Palestine – West Bank & Gaza Strip December 2005



Cooperation Belgium – Palestine

“Support to Technical and Vocational Education and Training in Palestine”

Logical Framework



1 Executive Summary

1.1 Background

The Government of the Kingdom of Belgium has approved a grant supporting the improvement of Technical and Vocational Education and Training in Palestine (West Bank and Gaza Strip).¹ A « Specific Agreement » concerning the project was signed on 27 October 2005. It establishes that this project will specifically support the Palestinian Authority in reorienting TVET curricula and programmes towards labour market demand, in close collaboration with companies, Chambers of Commerce and Industry and other users of qualified human resources.

It has been agreed that this support would spread over all qualification levels, in line with the « Palestinian National Vocational and Technical Education and Training Strategy », which was approved in 1999. The main area of intervention of the new project is curriculum development, which has to be linked with the other pillars of the national TVET system.²

The amount available from the Belgian side is 2 million Euros³, whereas the Palestinian contribution is estimated at 200.000 Euros (minimum). The implementation period stretches over 4 years from the entry in service of the national Project Manager and the national Project Advisor.

1.1.2 Project Identification (January-February 2005)

The project identification mission for this new cooperation project took place between 29 January and 17 February 2005, with the financial support of the Palestinian-Belgian Study and Consultancy Fund. In the identification phase, several possible options for intervention have been presented and widely discussed, and both parties decided to launch a feasibility study for one option, which proposed to involve strongly the demand side and to work in close cooperation with local Chambers of Commerce and Industry.⁴

At the end of the project identification, the following General Objective and Specific Objective were formulated, agreed and included in the project financing agreement (« Specific Agreement »):

¹ The term “Technical and Vocational Education and Training” comprises formal, non-formal and informal learning for occupations in the labour market. It encompasses all technical education at the secondary and the tertiary level (Secondary Technical Schools and post-secondary Technical Colleges) and all vocational training in Vocational Training Centres, companies, apprenticeships, involving youth in the transition from school to work and adults who are employed or unemployed.

² See Chart 4 in the cover pages before this executive summary

³ The cost of the Project Formulation Mission is deducted from this amount.

⁴ The Project Identification Mission has concluded with prioritising the following option (Option 4; Memo at the end of the Project Identification Mission,):

- “Select 3 – 4 specialisations within occupational families, on 3 levels (1 – 2 – 3), linked to the 2 other levels, in 3 areas of the West Bank (North, Central and South), including Jerusalem, and Gaza;
- Start with identifying occupational profiles;
- Work with training providers, including Vocational Training Centres, Industrial Secondary Schools, Technical Colleges under MoEHE, MoL, MoSA and MoEF, NGOs, UNRWA and private actors such as enterprises, Chambers of Commerce, branch associations (e.g. Palestinian IT Association) and the Palestinian Federation of Industries.”

General Objective

Sustainable economic diversification and increased income opportunities are generated through the provision of appropriate vocational training

Specific Objective

Youth and adults are enabled to acquire and update their competences through continuously adapting market-based vocational training programmes in some selected priority fields

1.1.3 Strategic orientation of the project proposal

The project proposal is guided by the following considerations:

- It is necessary to change the focus of Technical and Vocational Education and Training towards the labour market demand side, instead of concentrating on the training offer;
- Any future support should improve the relevance and quality of the existing training offer;
- It is of strategic importance to improve the reputation, status and funding of non-academic technical and vocational education and training, as compared with university studies, as they offer better employment opportunities and respond to existing demand from companies and other users;
- One has to take into account the scattered and unequal state of the Palestinian training provision, which is partially a result from the large number and great variety of donor support. Therefore the need for the future project to integrate the different approaches, to include the various stakeholders and to build in the positive experiences, in order to disseminate best practice and to consolidate it within the TVET system;
- The national framework, established by the “National TVET Strategy” (1999) and its “Implementation Plan” (decided in 1999 and revised in 2003), is an excellent conceptual and structural system of reference for the future project.
- There is a challenge and a unique chance to collaborate closely with companies and other users of TVET graduates in the development and adaptation of occupational profiles, training programmes and modules, as they may benefit from the better qualification and versatility of new entrants in the labour market.

1.1.4 Project Formulation

The following results have been formulated for the project:⁵

Result 1 Sustainable multi partner alliance established, linking training with the labour market

Enterprises and other users collaborate actively with training providers on the local level in demand analysis, programme selection and ongoing development, accept trainees for internships and apprenticeships and employ TVET graduates.

⁵ These results have been presented and discussed at the Validation Workshop on Tuesday, 13 December 2005, in the main building of the Ministry of Education and Higher Education. 35 participants from the Ministries of Education and Labour, TVET institutes, Chambers of Commerce and Industry, other private sector representatives, and of international cooperation projects, contributed actively to the proceedings.

Result 2 Improved Capacities of all Stakeholders

Members of coordination bodies and curriculum development groups (management, professional staff and consultants in training institutions, Chambers of Commerce and Industry, enterprises and involved government departments at the national and local level) are trained, have gained experience in curriculum development, and implement continuously TVET according to the new model.

Result 3 Market-based curricula developed and implemented with companies and other partners

Training institutions provide relevant and effective training in the selected vocational fields, translating flexibly and continuously labour market needs into existing and new programmes, related to an efficient monitoring system and making use of the agreed methodology for adaptation and development of labour market oriented training programmes and modules (including entrepreneurship)

Result 4 Locally and internationally accredited qualification standards

Occupational profiles and competence-based modular curricula are accredited and implemented on a national scale, based on technically justified proposals presented by the stakeholders in the multi-partner bodies of the TVET system (TVET Higher Council and Executive Board, private sector organisations, Ministries, NGOs, UNRWA).

The project is planned for a duration of 4 years⁶, to allow for accompanying a full cycle of training (Vocational Secondary Schools and Technical Colleges have a full training cycle of two years each).

1.1.5 Implementation structure

The proposed implementation structure is as follows:

- A national project Manager with managerial skills along with professional experience in labour market-oriented TVET Curriculum Development will be in charge of the day-to-day operations. S/he will be staff member of the future TVET Development Centre;
- A Part-time national project advisor with professional experience in labour market-oriented training systems and will be in charge of the strategic orientation and monitoring of project operations;
- An international professional will ensure strategic monitoring and identification of international best practice by means of several support missions every year
- The professionals in charge of training in the collaborating Chambers of Commerce and Industry will coordinate operations at the local level – Focal Points, involving training providers (TVET institutions) on the offer side and companies and other users on the demand side. The project will support the Chambers with professional assistants funded on a decreasing scale (75 % in the first year, 50 % in the second year, 25 % in the third year and 0 % in the last year);

⁶ Starting after the signature of the TFF and the appointment of Project Manager and Part time Project Advisor.

1.1.6 Preconditions:

- 1) Cooperation agreements with the participating Chambers of Commerce and Industry in Nablus, Ramallah, Hebron, Gaza and Jerusalem (East), specifying the roles and responsibilities of these Chambers, the two Ministries and the Project Management structure in the framework of the allocated resources, will be concluded in the initial phase of the project (during the first three months).
- 2) The establishment of the planned TVET Unit in the Accreditation and Quality Assurance Committee (in line with the Implementation Plan of the National Palestinian TVET Strategy) is a prerequisite for the national implementation of any new training programme and module.
- 3) A policy level decision (TVET Higher Council and Executive Board, MoEHE and MoL) will be necessary at several steps of preparation and implementation of new TVET curricula and modules:
 - 1) Job classification
 - 2) Levels of training
 - 3) Training profiles (corresponding to occupational profiles in the labour market)
 - 4) Duration of training programmes and modules in relation to levels and the whole national TVET system
 - 5) Newly developed training outlines and modules
- 4) Practical modalities at several political (TVET Higher Council and Executive Board) and administrative (MoEHE, MoL) levels have to be found and agreed to allow for swift implementation and to avoid barriers and delays.
- 5) It is in the interest of a smooth project implementation that the representatives of the two Ministries of Education and Labour on the Project Steering Committee are the same who are sitting on the TVET Higher Council and Executive Board, to ensure coherence in understanding and practical implementation.

2 Context

2.1 Country background, national development policy and TVET sector strategy

2.1.1 The National TVET Strategy (1999) and its Implementation Plan (1999, 2003)

The Palestinian TVET System has developed over the past 10 years from the establishment of the Palestinian National Authority to the present date from a scattered, mainly offer-driven training system to a more systematic and more labour market oriented system. Between 1995 and 1999, a “Joint Team” formed by three Ministries and the “Expert Team” as its technical arm, worked on a National TVET Strategy and an Implementation Plan. The Expert Team was financed with a support from the Swiss Development Cooperation, and its members went on individual career tracks, as soon as the external support had ended.

The National TVET Strategy is still seen as the policy basis for any major reform. The Implementation Plan of 1999 has been updated in 2003. Linked with the National TVET Strategy, a management structure was planned, of which only the Steering Committee, later on renamed “Executive Board”, has met regularly.

The Palestinian National Authority sees an investment in Technical and Vocational Education and Training (TVET) and an improved Qualification System as a means for supporting economic growth, reducing the high rates of unemployment, combating poverty and improving the framework conditions for increased investment in the Palestinian economy. Therefore the Palestinian Authority has concentrated an important contribution from the international Donor community in this area. It can be said, that thanks to the national and international efforts, buildings, infrastructure and human resources in Palestinian TVET are at a comparatively high level.

However, only a very small proportion of pupils and students (around 4 % at the Secondary Education level and 10 % at the Post-Secondary Education level) go through the various TVET channels to the labour market. This is mainly due to the fact that parents and students traditionally opt for university studies, although they are more onerous for individual families and represent a higher cost for government and society. It is evident that university studies lead in many cases to unemployment, without filling the existing needs and gaps in the labour market.

Therefore, the PNA has adopted a National TVET Strategy in 1999 and it has promulgated an Implementation Plan in the same year, which was updated in 2003.

In the Strategy document, the prevalent TVET system is described as follows:⁷

“The PNA has inherited a run-down system of VTET⁸ designed to train low-skill workers for the Israeli labour market, a VTET system that is teaching according to curricula that are at least 25 years old, or according to no curricula at all, that utilise equipment and buildings that are vastly outdated or obsolete, and based on teachers and trainers that have received little training, in pedagogic and in vocational skills, and which only have the capacity of training 3 % of the student population in any given year.”

⁷ National TVET Strategy, 1999, p. 1 + 2).

⁸ The Palestinian National Authority uses officially the term “Vocational and Technical Education and Training”, which is equivalent with the internationally used term in the inverted sequence “Technical and Vocational Education and Training”.

The new National TVET System was supposed to hold the following characteristics:⁹

- It is unified, competency based and flexible;
- It is linked to Higher Education, allowing graduates to continue their studies in Community Colleges or Universities;
- It is relevant, efficient, effective and sustainable;
- It lays the emphasis on practical learning rather than talk and chalk lectures
- It is participatory and involves all concerned, especially the social partners;
- It is based on labour market monitoring, tries to meet the labour market needs and is responsive to change;
- It is demand-driven, but produces a small excess pool of skilled labour in areas with a development potential;
- It introduces Life-long Learning;
- It makes use of available resources and is based on diversified funding.

The promoters of the new TVET system proposed specifically:¹⁰

- A provision of apprenticeship-training for at least 3 areas;
- Modern curricula for TVET tracks for 15 specialisations
- An efficient system for licensing, accreditation and certification
- An efficient management system

As target groups of the new TVET System were seen:¹¹

- Graduates of the Compulsory General Education system
- Drop-outs from the General Education system
- Adults in employment (training and / or retraining)
- Adults in unemployment (training and / or retraining)

Training provision should aim at the Palestinian labour market, but also at neighbouring labour markets.

In terms of its structure, the system was supposed to be modular, the same module being used as a stand-alone training unit, or as a component in initial or continuing training programmes, and also on different qualification levels.

The National Strategy was innovative in the sense that it was built on the participation of employers in financing training by means of a levy on their turnover or payroll, at the same time granting them tax deductions as incentive, if they engaged in training their staff and others. The Strategy called also for preparing TVET centres for income generating activities through production and services.

The National Strategy proposed a new modular and flexible TVET System with horizontal and vertical mobility:¹²

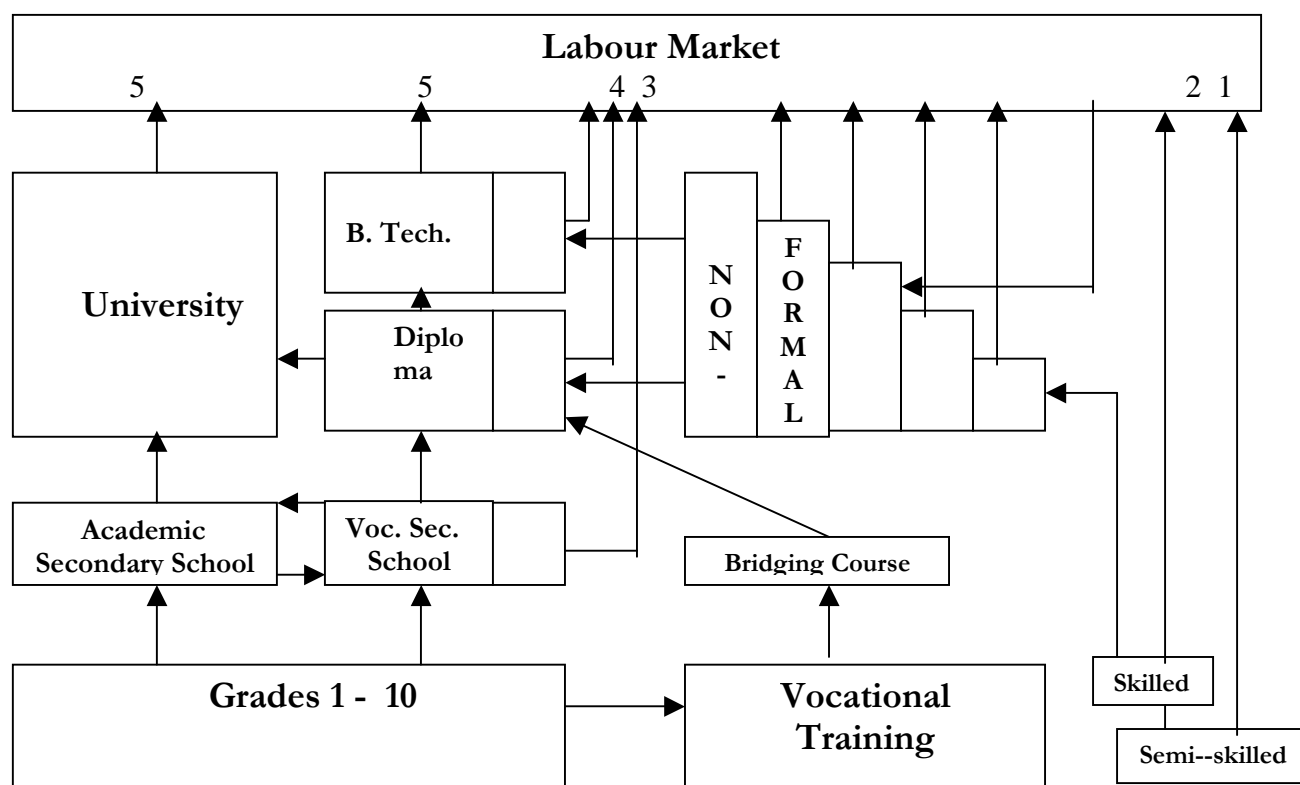
⁹ National TVET Strategy, 1999, p. 4

¹⁰ Same source

¹¹ National TVET Strategy, 1999, p. 4

¹² See Chapter 2.3.3 below: "The concept of Competency-based Modular Training (CBMT)"

Chart 1 The new national TVET System



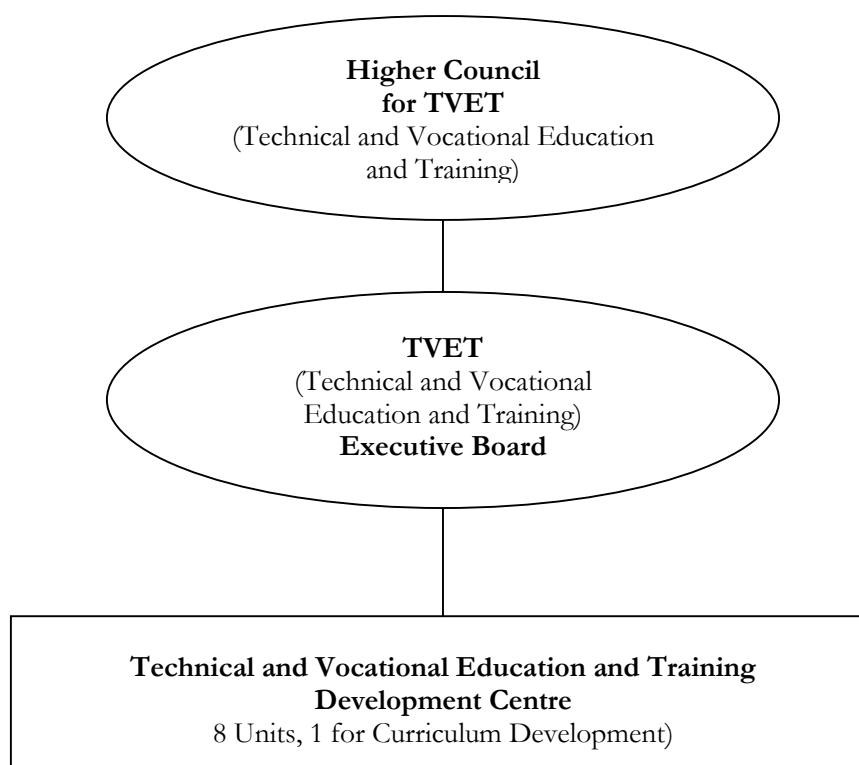
Note 1) Levels 1 – 5 = limited skills worker, skilled worker, vocational worker (equivalent to master-craftsman), technician, specialist.

Note 2) Non-formal training includes continuing training of already employed and unemployed persons.

An important innovation of the National Strategy was, that it created a proper management system for TVET, transgressing the limits of individual technical ministries (for Education, Labour etc.). A three-tier management system was established, with the Higher Council for TVET, an Executive Committee and a TVET Development Centre. In the meantime, the first two layers have come into life, whereas the last layer, the TVET Development Centre as the technical arm of the system, is not yet operational.¹³

¹³ The Palestinian-Belgian cooperation project will be attached to this Centre once it is established.

Chart 2 The new management structure of the TVET System



The third level with the TVET Development Centre does not exist yet. However, it is the only permanent body and the only one, which has professional expertise. It is planned that part of its staff will come from the TVET Directorates at the Ministry of Education and Higher Education and the Ministry of Labour, and that other professionals may be recruited from the labour market. The TVET Development Centre will be a public body with a salary framework similar to public universities.

Table 1 Tasks and members of the TVET Management Bodies

TVET Higher Council – Policy Level

Roles and responsibilities	Members
1) Policy and system monitoring and development	1) The Ministers of Labour and of Education and Higher Education
2) Fund allocation	2) Ministries of National Economy, Social Affairs, Finance, Planning
3) Supervision of system implementation	3) Chambers of Commerce and Industry
	4) Labour Unions
	5) NGO
	6) 3 – 5 local experts

TVET Executive Board (Steering Committee) – Implementation Level

Roles and responsibilities	Members
1) Policy implementation	1) Ministries of Education and Higher Education, of Labour, of National Economy, of Social Affairs
2) Coordination between agencies, bodies and institutions	2) Chamber of Commerce and Industry, Palestinian Federation of Industries, Labour Unions
3) Development of by-laws	3) Director of TVET Development Centre
4) Ratify project documents	

TVET Development Centre – Technical Support¹⁴

Roles and responsibilities	Units
1) Provide technical support for policy development	1) Management Support Unit
2) Technical arm for the TVET system	2) Human Resources Development Unit
3) Propose development	3) Standards Unit
4) Set curricula guidelines	4) Information and Communication Unit
5) Research & Development	5) Monitoring and Evaluation Unit
6) Formulate project documents	6) Curricula Unit
	7) Projects Unit
	8) Research & Resource Unit

The new project will ideally be placed in the new TVET Development Centre. However, for the time that this dedicated professional body does not exist, the project office may be located in the premises of the Palestinian Curriculum Development Centre, under the condition that it preserves full autonomy in its operations. Another option will be an office space in another building within or outside the MoEHE structure.

The National TVET Strategy laid a strong emphasis upon the human side of qualification and training, it underlined the opportunity and need to instil human values in the students, to prepare them for life in a democratic society and for their contribution to its economy: Critical and independent thinking, self reliability, pride in being Palestinian and in having obtained vocational skills, and finally a set of professional ethics, such as: precision, reliability, high quality, and honesty.¹⁵

The National TVET Strategy promoted a clear orientation towards the labour market. It stated cautiously that training does not create employment. Already in the period of its formulation 1995-99, unemployment was high in both Gaza and the West Bank. It was hoped that the existence of a pool of qualified labour might contribute to attracting increasingly investment in industry and production, and that this would constitute a competitive advantage over competing countries in the region. However, the precondition for such a choice is open borders, a feature, which is presently absent from Palestine as destination for investment. The Strategy accepted a certain degree of overproduction of graduates, recommending that it should be at least partially placed in economic sectors that are pinpointed by the PNA as strategic areas of development.¹⁶

The drive behind the implementation of the national TVET strategy has suffered some obstacles and delays, as other priorities have gained the attention of both politicians and donors. Albeit this innovative and carefully designed strategy, the situation on the labour market has hardly improved. The ubiquitous roadblocks restrain the mobility of persons within the West Bank and between the West Bank and the Gaza Strip, and the restrictions on transport and trade between the Palestinian Territories, Israel and the neighbouring countries have severely affected production, investment and employment.

Although some of the existing training offer is of satisfactory quality, training provision is still scattered, whereas coverage and quality are far below the needs and potentials of the labour market, including very small enterprises and self-employment. Stakeholders on the demand side (companies, Chambers of Commerce and Industry, employers federations and labour unions) express even today serious concerns as to the relevance and quality of the existing training offer.

¹⁴ Source: Concept Paper for the Palestinian TVET Development Centre, Ramallah, September 2004

¹⁵ National TVET Strategy, 1999, p. 4

¹⁶ National TVET Strategy, 1999, p. 18

2.1.2 The Palestinian Development Strategy

The Medium-term Development Plan 2005-07 considers “Vocational skills and training” as:

“Crucial to enable Palestinians to translate their formal education into productive employment. Significant improvements are needed in this area to help the Palestinian population take advantage of existing and potential economic opportunities. Long term unemployment and isolation from the international economy have led to an erosion of such skills during the past four years; traditional teaching methods employed in Palestinian schools continue to be employed, although they do not provide the cognitive skills necessary for engagement in the modern global economy; and links between educational institutions and the private sector are currently limited.”¹⁷

In the annexes to the Medium-term Development Plan, Technical and Vocational Education and Training and Skills Development are only marginally mentioned, so for instance Vocational Education in the framework of the goals and strategies for East Jerusalem. (p. 134-135): The document spells out the following: Skilled workers should be enabled to establish their own business, the utilisation rate of training institutions should be increased, drop-out rates decreased, trainers should receive technical and pedagogical training and the relevance of training programmes should be increased through tracer and back tracer studies, vocational guidance and counselling services. A whole annex (Annex 4) is dedicated to a job creation strategy (August 2003). However, its proposals are not linked with the potential of TVET in improving the potential of creating jobs... (p. 169-199)

2.1.3 Coherence of the project proposal with the Millennium Development Goals

The General Assembly of the United Nations promulgated the Millennium Development Goals in September 2000, and they are from then known as the “United Nations Millennium Declaration”. In the Millennium Development Goals there is no direct reference to Technical and Vocational Education and Training.¹⁸

However,

- **Goal 2** calls for ensuring “that all girls and boys (to) complete a full course of primary schooling”;
- **Goal 3** calls for “eliminating gender disparity in primary and secondary education”, and
- The broad **Goal 8** calls a) for “decent and productive work for youth” and b) for making available “the benefits of new technologies, especially information and communication technologies”

2.2 Previous experiences and lessons learned by national and international partners; international cooperation in the field of TVET

There are various examples of “best practices” in labour market oriented training, which will be presented in the following paragraphs.

¹⁷ Medium-term Development Plan 2005-07, Palestinian National Authority, Ministry of Planning. Produced with technical assistance from the World Bank, UDP and the LACC Secretariat. Ramallah 2005 (?)

¹⁸ Source: UN Millennium Goals on UN Website: www.un.org/millenniumgoals, search of 23 February 2005

2.2.1 Modular-based Curricula

- *The UNESCO funded Mechatronics project in Hebron*

The MoEHE- General Directorate for TVET has developed modular training in Hebron. The vocation selected was “Mechatronics” for Levels 2 & 3, which is presently not trained in any school or training centre. This specialisation exists only in the Polytechnics at Levels 4 & 5. Piloting included the Industrial Secondary School in Hebron, the Polytechnic, the Chamber of Commerce and Industry, and 20 companies. A core group of trainers went for training to Jordan, and trained after their return other trainers in Hebron. Enterprises in Hebron were involved from the first stage, an occupational profile analysis was carried out, modules were selected, and 4 out of more than 30 modules were developed.

- *The Palestinian Technical College in Al-Aroub*

Administrative assistance course: Trainers were trained according to ScotVec modular training (the public TVET body of Scotland, United Kingdom). Modules were developed in the Secretarial Work vocation. The Palestinian Technical College in Al-Aroub (near Hebron) has implemented the modular based training for 2 groups graduated in 2001 and 2003. But the training process was halted, as the testing & examination issue was not solved. The approach of market involvement, with participation of several banks, was used for developing a new course of banking at the college.

- *The Hisham Hijawi College of Technology in Nablus*

A Palestinian-German team of experts has developed market oriented (but not competence-based) curricula for 9 vocational professions in the fields of mechanics, electricity & electronics at Level 4 = Technician level.

- *Available Modular based curricula*

- UNRWA has developed various modules in various vocations that could be used in future project. Training modules are continuously updated, integrating new technologies.
- The GTZ-sponsored Training of TVET Trainers project has developed a Training of Trainers course programme that is modular based.
- The Non-formal training project, also supported by GTZ, provided various modules in various fields. The production process involved other training providers and companies. Such modules could be used in future project.
- Tourism & Hotel Management curriculum development is also under way for 6 specialisations, preparing for the new Apprenticeship project, which will be piloted in the two areas Car Mechatronics and Tourism & Hotel Management.
- NGOs have developed various manuals according to market needs. Continuous upgrading of new technologies is carried out in some of the NGOs training centres.
- Full modules of various vocations are available and used at the Jerusalem Industrial Secondary School. They were developed with the assistance of the GTZ.

2.2.2 The Multiple System approach

- *Lutheran World Foundation – Vocational Training Centre, Jerusalem:*

The Training Centre is preparing trainees at semi-skilled & skilled levels (Levels 1 & 2). It offers bridging courses for the Tawjeehi (national certificate exam at the end of Grade 12 = Baccalaureate). This system is a model of the new TVET strategy that allows trainees to meet their needs, and to advance to further levels and to the labour market and even back to the general education track or to university.

- *Hebron Polytechnic and Tulkarem Palestinian Technical College*

Training for Levels 4 & 5 according to the “Multiple System approach, which added more students to the system. Other PTCs (Palestinian Technical College) have also started with such approach.

- *Multi-purpose Training Centre in Halhul near Hebron*

The same is planned for the Halhul “Multi-purpose Training Centre” near Hebron: This multi-level training centre is supposed to provide a model for the TVET strategy, becoming a basis for training trainers and for curricula development. Construction work has been finished, most equipment is installed, and the centre is due to open in the coming months. (Funding from the European Community: 4,2 Million Euros).

2.2.3 Training within the market place, apprenticeships and internships

- *NGOs & UNRWA*

Several NGOs and UNRWA have introduced a practicum part (internship) in their training before graduation, for periods ranging from 1 month during the 2 years to one day a week in the second year.

- *YMCA-ESU*

The YMCA is providing a special training course for graduates from vocational training centres & schools in the market place and provides assistance (training and loans) to be self-employed.

- *Lutheran World Foundation Vocational Training Centre Ramallah*

LWF has started an apprenticeship-training programme in Ramallah at the semi-skilled level. Part of the training is at the work place, while another is in the training centre. Training is in 3 vocations (car mechanics, carpentry and electronics repair. The training centre staff is dealing with over 60 companies, which provide the training places in their workshops. The trainees have a training contract with the employer. The training takes 11 months; it is accredited by MoL, and started in September 2004. The first group of trainees graduated and enjoyed a high employment rate (67 % average with over 94 % in some profession) when followed-up, and businesses were satisfied upon evaluation. The training modality showed market relevance and cost effectiveness.

- *New Apprenticeship Training Scheme pilot project (GTZ)*

GTZ has started a project developing apprenticeship training in car-mechatronics (in Gaza and Hebron) and in the tourism and hospitality sector (West Bank Central Region), involving more than 100 companies and workshops. Training is for two years, accredited from MoEHE, and started in September 2005. Training takes place in the labour market, while classes are conducted at Vocational Secondary Schools of MoEHE.

2.2.4 Career guidance and counselling

- *NGOs & UNRWA:*

Different NGOs & UNRWA are providing this service for their trainees through counsellors within their training institutes; UNRWA has a Placement and Career Guidance office as well.

- *YMCA*

YMCA runs two programmes that provide such services for the wider community, the first is guidance for schoolgirls YMCA-WTP; the second is guidance for graduates of TVET training institutes.

- *Ministry of Labour*

The MoL has started a Career Guidance & Counselling service through its offices spread in different locations of the West Bank and Gaza Strip. They link with both market place and job seekers and care for matching offer and demand. A Palestinian Labour Market Information System (LMIS) is being developed to assist in such efforts.

2.2.5 Entrepreneurship training

- *Maastricht-Birzeit University entrepreneurship programme*

The YMCA-VTC and the LWF-VTCs are implementing an entrepreneurship programme as part of their training, that assist trainees to gain needed real skills for self-employment. The programme is conducted with the assistance of a cooperation programme involving Birzeit University and Maastricht University. Trainers were trained and teaching tools prepared before the programme started.

It is recommended that Entrepreneurship training modules be integrated in every training programme at any level and in any specialisation.

2.2.6 Industrial & agricultural training for women

- *Industrial training at YMCA*

YMCA has been a pioneer in introducing training for women in non-conventional fields, in Electronics Equipment Maintenance, in a historically known male training centre. Training started in 1996. Another 2 specialties were added afterwards, Maintenance of Office Equipment & Graphic Design. The Industrial Secondary School in Hebron (MoEHE) followed in 1998 with Industrial Electronics & Computer Maintenance. The LWF Vocational Training Centre in Jerusalem followed in 2000 with Telecommunications.

- *New Vocational Secondary Schools for Girls in Dura and Jenin*

The Ministry of Education and Higher Education is launching a series of new 2-year Vocational Secondary Schools for girls (years 11 and 12 with the Tawjeehi certificate), with specialisations in electronics, communication and information technology. One of them is situated in the South of Hebron (Dura) and has been built with a grant from USAID. It is too early to see whether a relevant percentage of the girls will enter the labour market, instead of opting for continuing their studies at the university.

- *Agriculture training in Vocational Secondary Schools*

The two Agricultural Secondary Schools in Beit Hanoun (Gaza Strip) and Al-Aroub near Hebron have started integrating women in their schools in 1999 and 2000 respectively.

2.2.7 Complementarities with projects and programmes supported by other donors¹⁹

Five donors are supporting the area of TVET development towards the labour market:²⁰

- The German bilateral cooperation has supported TVET in Palestine since the beginning 1960s. The Jerusalem Industrial Secondary School was opened in 1960 by the German ambassador in Amman and King Hussein of Jordan. Presently, GTZ runs a programme in the area of TVET, with the following components:
 - Support of Human Resource Development for TVET Personnel (Training of Trainers, and of TVET managers and administrators)
 - Non-formal Education (NFE)
 - Support to Hisham Hijawi College of Technology, Nablus
 - Cooperative apprenticeship training in Small & Medium size enterprises
- The Swiss Development Cooperation (SDC) has supported, from 1995 to 1999, the TVET Expert Team, which was attached to the Ministry of Labour and helped in elaborating the National TVET Strategy and its implementation plan. SDC has offered its support for the establishment and operation of the new TVET Development Centre during the first two years. However, the centre does not exist yet and it has not been confirmed that the Swiss cooperation still maintains this offer.
- UNESCO has supported the pilot project on Mechatronics training in Hebron, which was implemented over several months in the year 2004 (as mentioned before, 2.2.1).
- ILO supports the Ministry of Labour in establishing a Labour Market Information System, which is for the moment being limited to matching offer and demand on the labour market. It is not yet extended to training needs and training provision.
- The European Community has supported the establishment of a new large Vocational Training Centre in Halhul in the North of Hebron (Multi-purpose Training Centre). The new training centre will start operations in a few months.
- USAID has approved a 10-million programme for the whole TVET system. This programme has been suspended after having a Hamas-led government in PA. It is supposed to include curricula development for the metal trades and would thus be complementary to the present project and to the GTZ initiative to develop training curricula for TVET directors.

¹⁹ Representatives of GTZ, SDC and UNESCO took part in the Project Identification Workshop; representatives of GTZ and UNESCO were also present at the Debriefing session of the Identification Mission. During the Project Formulation Mission, two representatives of GTZ participated in the Project Planning Workshop and one in the final Debriefing meeting.

²⁰ See detailed table on Donor cooperation with Palestine in the Annex (Annex 5).

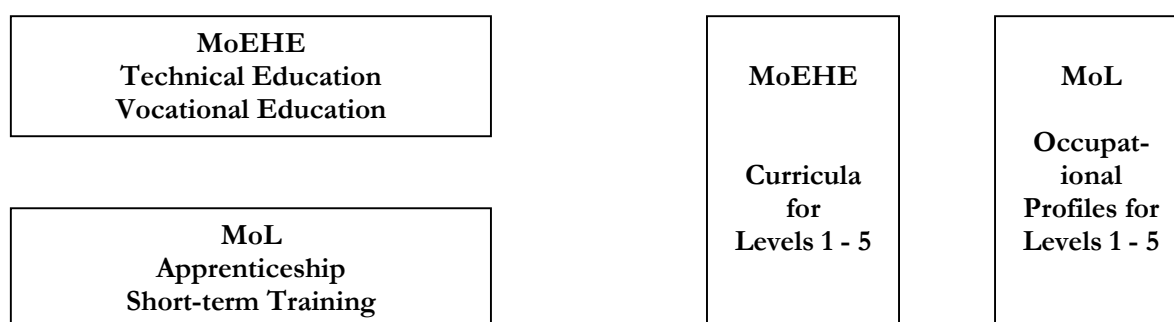
2.3 Institutional and organisational framework in the sector of the project

2.3.1 Ministries of the Palestinian Authority involved in TVET

The Ministry of Education and Higher Education and the Ministry of Labour share the major responsibilities within the TVET System:

- 1) The Ministry of Education and Higher Education cares for Technical Education and Vocational Education (left hand side above) whereas the Ministry of Labour cares for Apprenticeship and Short-term Training (left hand side below).
- 2) The Ministry of Education and Higher Education has the responsibility for the Curricula at all Levels (right hand side left). The Ministry of Labour has the responsibility for the Occupational Profiles for all Levels (right hand side right).

Chart 3 Sharing of Responsibilities between MoEHE and MoL



Note: Qualification levels in the labour market are: 1) Limited skills worker; 2) Skilled worker; 3) Vocational worker; 4) Technician; 5) Specialist.

A number of other Ministries of the Palestinian Authority maintain specialised technical colleges and vocational training centres, such as the Ministry of Social Affairs, which has recently been merged with the Ministry of Labour.

2.3.2 The training offer in Palestine²¹:

1) Governmental Sector

- Ministry of Education and Higher Education: Industrial Secondary Schools, Technical Colleges & Polytechnics provide training at Levels 3, 4 and 5. There is also a new plan for training at Level 2.
- Ministry of Labour: Vocational Training Centres provide training at Levels 1 and 2.
- Ministry of Social Affairs: Community Training Centres provide basic training at Level 1 for juveniles with an emphasis on rehabilitation.

²¹ Source: Technical & Vocational Education & training- Palestine, TVET in Palestine, Retrieved Feb, 16th,2005, from <http://www.tvet-pal.org>.

2) Non-Governmental Sector (NGO)

- UNRWA, the UN Agency for Refugee Works runs a number of colleges, schools and training centres mainly for refugees. Training is offered at Levels 1, 2, 3 and 4. In the area of TVET, there are: the Al Teera College for Girls and the Educational Science Colleges, both in Ramallah, and the Qalandia Vocational Training Centre (in Qalandia half way between Jerusalem and Ramallah, close to the Qalandia checkpoint).
- A number of NGOs run their own training institutes, such as YMCA and YWCA, LWF, the Salesian Congregation and others: YMCA Vocational Training Centre in Jericho, Lutheran World Federation Vocational Training Centre in Jerusalem and Ramallah; Talitha Kumi Vocational Training Centre – training in hotel & tourism; Daril Karima Vocational School – training in arts and crafts; Salesian Vocational Training Centre, all three are located in Bethlehem; Episcopal Technology and Training Centre in Ramallah, etc.

3) Several for-profit training institutes provide training mainly at levels 1 and 4.

2.3.3 The concept of “Competency-based Modular Training” (CBMT)

Building on experiences in Canada, Ireland and Scotland, the Palestinian National Authority has opted in the design of its National TVET Strategy, for the “modular approach”, in a perspective of merging formal and non-formal education and training, and initial and continuing education and training:

At the basis is the following definition (National TVET Strategy Implementation Plan 1999, English version, p. 14):

“Curricular modules are learning units offering employable skills.”

“The curricular module is, to a large extent, a self-contained unit. There are certain qualifications to enrol and accomplish it with a certain degree of proficiency. Its contents are:

- Teaching / learning subjects
- Teaching / learning methods
- Teaching / learning objectives
- Necessary materials and equipment
- Evaluation methods and criteria

The training modules will cover skills related to a specific job as well as the general skills needed to perform this job. The general subjects are kept to the minimum and their contents are integrated in the modules as much as possible.

Some training modules dealing with certain vocational skills might need prerequisites from the general modules. As an example, a pre-requisite for a training module in advanced electronics, is a training module in mathematics.” ...

“...the modules of each programme will be defined according to the competencies required in the vocation to be trained at. The curricula development process will start with a job analysis and a specification of the worker’s required skills level, to be followed by preparing a job profile describing these skills upon which the contents, number and sequence of the modules will be based. The modules’ size can be estimated as follows: one vocational field might involve 20 – 40 skills requiring 3 – 4 weeks of full training for each module for a period of two years.”

In the document “TVET in Palestine - A National Strategy”, which also dates from 1999, the building principle of a modular curriculum is explained in a similar way (p. 12 – 15):

Quotation from “TVET in Palestine – A National Strategy”, 1999

“Modularisation

The unification of the Vocational Education and Vocational Training systems will be achieved through a modularisation of the two systems. A modular curriculum furthermore ensures a curriculum that is flexible, and thus can be adapted to the changes that Palestine might face, and a curriculum that can serve initial training as well as upgrading.

Modular training is the combination of different training elements (modules) on the building block principle. Each module provides a qualification in a specific job. The modularisation of vocational training has two aspects:

- A large number of ways of varying the module combination and thus a wide degree of adaptability to different needs. The individual student can arrange the modules horizontally for obtaining broad basic training, or vertically to obtain a highly specialised qualifications profile. Combining modules, which fit together horizontally and vertically results in a profile of qualifications, which very much resembles that of high quality long-term training.
- The possibility of standardising small, self-contained learning packages, and thus of quick adaptation to industrial and economic change.

Modularisation will thus enable students to either participate in short training programmes (one or two modules) for 2 - 8 weeks, or longer training by combining a whole series of modules, enabling a student to move from completely unskilled to skilled worker.

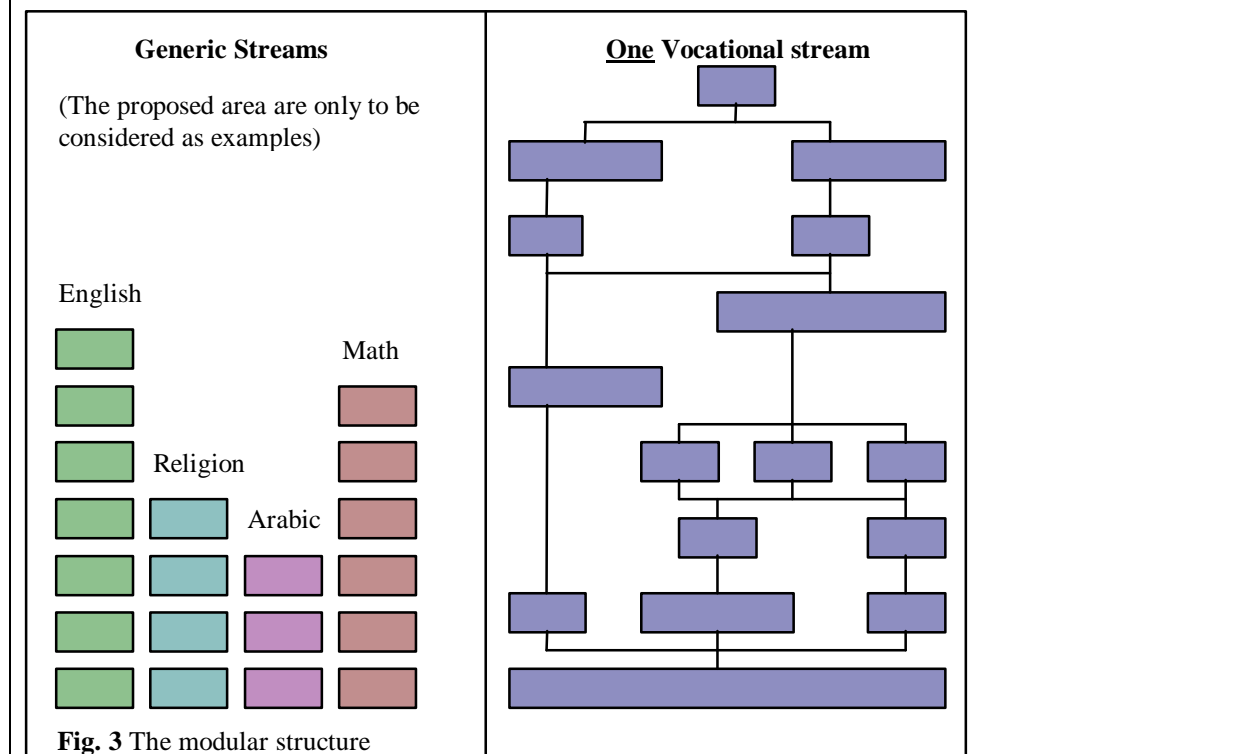
In this manner there will be no reason for differentiating between VE (Vocational Education) and VT (Vocational Training), and thus between the vocational institutions of the Ministry of Labour and the vocational institutions of the Ministry of Education, and the curricula, teachers training and other developmental work of the two types of institutions can be unified.

The modularisation will comprise not only the job-specific skills, but also generic skills, allowing students to combine the two, or to only take job-specific modules.

Some of the more specialised job-specific modules within certain occupational branches may also have as a prerequisite one or more of the generic modules. For instance, a module in advanced electronics may have modules in mathematics as a prerequisite.

The modular structure of the system thus will look like fig. 4. below:"

Chart 4



The Project Management will launch a decision process involving the authorities, the training providers and the actors in the labour market (companies, Chambers of Commerce and Industry, branch associations), which modules within which training programmes and in which vocational families and specialisations should be prioritised, always respecting the main criterion of an urgent need in the labour market and of the feasibility and adaptability of the approach.²²

The methodology should be understandable for everyone, and not be prescribed to a small number of self-declared “experts” who tend to keep the expert knowledge for themselves and to “money it” accordingly, although the work has been done with international cooperation funds.

2.3.4 The place of Curriculum Development within the Palestinian TVET System²³

The Ministry of Education and Higher Education sees Curriculum Development as one of the core elements of the National TVET Strategy. The task, as formulated by the MoEHE, is here, to “develop a modern Palestinian curriculum which meets maximum flexibility and relevancy to labour market needs.”²⁴

²² The TVET Higher Council or the TVET Executive Committee may take the formal decision after a participatory deliberation process.

²³ See the chart “The Pillars of the Technical and Vocational Education and Training System in Palestine”. In chapter 2.3.5.

²⁴ Power Point Presentation by Hisham Kuhail, Assistant Deputy Minister of Education and Higher Education, 29 January 2005

The corresponding activities are, according to the same presentation:

- Lay down general curricula framework;
- Develop complete curricula and training manuals for trainers and trainees for 15 specialisations at least;
- Train trainers and supervisors;
- Develop a mechanism for curricula development and updates.

The adaptation of existing curricula and the development of new curricula have to be seen in the framework of the whole National TVET System. They will have to be linked over time to a national system for licensing TVET institutions and accrediting TVET programmes – without overloading the system, increasing cost and complexity. The aim is to improve the careers for individual learners and young persons, who are keen to receive training and to enter the labour market, and to move from one level to the other, and from training to general education, and from there back to the labour market or to another training phase, all this in a perspective of life-long learning.

2.3.5 Curriculum development and the other components of the TVET System

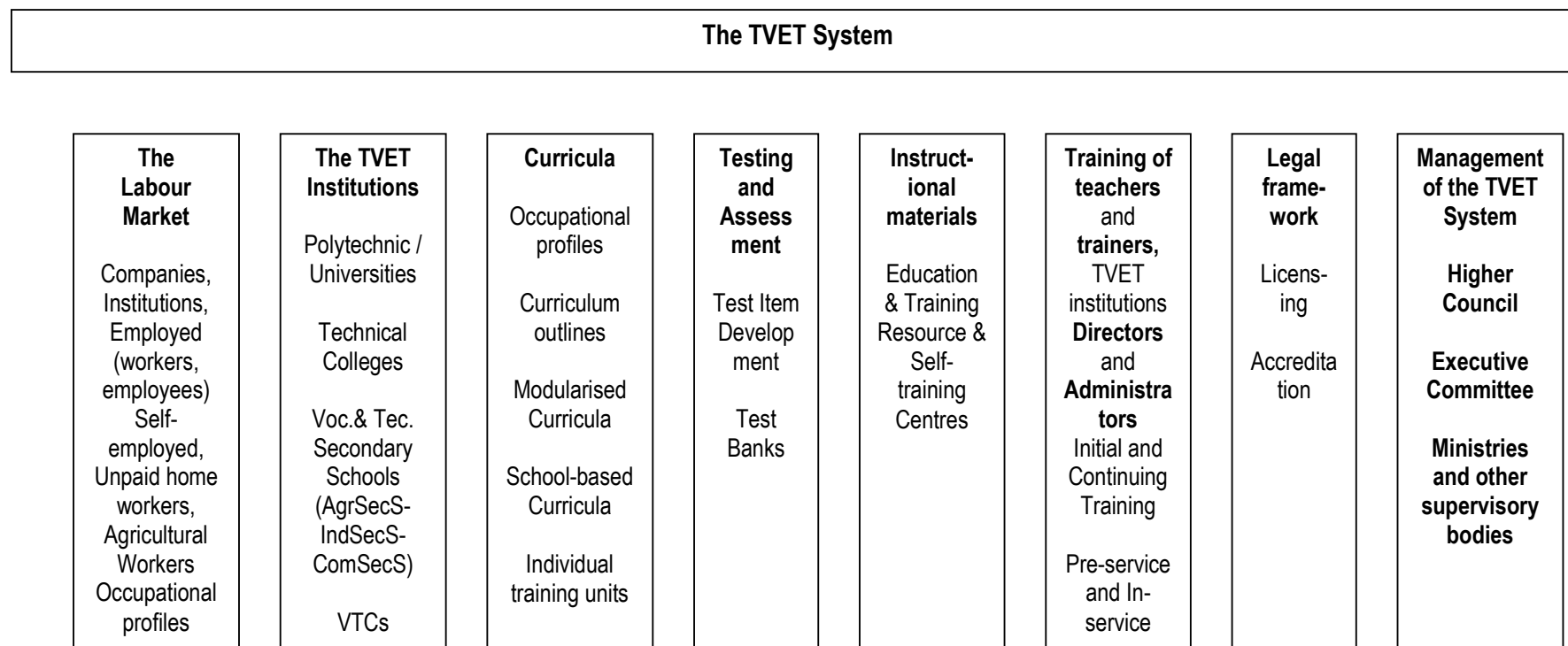
Components of a future National TVET Systems, which are still not in place, but which the authorities deem necessary to reach a quality TVET System, which responds to the needs of the Labour Market, are the following:²⁵

Table 2 Other Components of the TVET System

	Component	Objective	Contents
1	Labour Market Information System Ministry of Labour	Arrive at an efficient Labour Market Information System, with indicators for supply and demand	<ul style="list-style-type: none"> • Complete list of data, sources • List of LMIS indicators • Efficient system of indicators processing and production • Efficient information dissemination and reporting mechanism
2	Vocational Qualifications & Standards Ministry of Labour	Set up a National Vocational Qualifications & Standards System	<ul style="list-style-type: none"> • Accredited system of job profiles • Accredited qualification and standards manuals
3	Human Resources Development Ministry of Education and Higher Education	Upgrade the efficiency of HR working in the implementation of TVET programmes	<ul style="list-style-type: none"> • Qualification standards for HR • Training programme (pre-service and in-service) • Comparative study of existing HR qualifications with QS • Long-term training plan
4	Vocational Guidance and Counselling Ministry of Labour	Develop modern and sustained system for vocational guidance & counselling to enable youngsters and adults (Education, Training, Employment)	<ul style="list-style-type: none"> • National centre for TVET Guidance and Counselling • Provision of Vocational Guidance and Counselling across different geographic areas • Training qualified counsellors • National campaigns

²⁵ Power Point Presentation by Hisham Kuhail, Assistant Deputy Minister of Education and Higher Education, 29 January 2005

Chart 5
The Pillars of the Technical and Vocational Education and Training System
in Palestine



2.4 Belgian strategy in the sector

2.4.1 Belgian cooperation strategy in Palestine

The Government of the Kingdom of Belgium supports in its cooperation with third countries among others the development of the social sectors, including education and health. In the education sector, major attention is given to basic education, higher education, and teacher education and training. In some partner countries, the Belgian bilateral cooperation supports also initiatives in the area of Technical and Vocational Education and Training.

2.4.2 Belgian cooperation in the Education sector in the Palestinian Territories

In the past, the Government of Belgium has helped the Palestinian National Authority in expanding the number of available classrooms, by building a secondary school for girls in Kufr Rae village in Jenin Governorate. Belgium contributed to implementing the national policy of offering Education for All, which represents a huge challenge in view of the high birth rate and the destruction of school buildings due to incursions by Israeli armed forces.

Furthermore, the Belgian Government has for many years extended scholarships to Palestinian students for Master and PhD studies at Belgian universities, and by granting one-year scholarships for studies in Gaza and West Bank universities. The Belgian Technical Cooperation has supported the Palestinian Authority in drafting the first integrated curricula in the Palestinian Territories, an initiative, which started immediately after the Oslo agreement in 1994. The support includes not only textbook production, but also teacher training, to ensure that the books are properly used, assessed and enriched. 230 different textbooks have been published and distributed to all districts.²⁶

The Belgian bilateral cooperation has contributed over years to developing the Palestinian National Curricula and to writing and printing textbooks. Those, which serve school grades 11 and 12, will also be available for the general subject courses of Vocational Secondary Schools under the new project.

3 Validation of the identification

3.1 The Palestinian request

The Ministry of Education and Higher Education hopes to receive through this project a support in

*“developing a national TVET curriculum framework, to produce a competency based modular system, that will be implemented on the national level, in accordance with the Palestinian National TVET Strategy”.*²⁷

²⁶ Belgian Technical Cooperation in the Palestinian Territories. Belgian Technical Cooperation, Jerusalem East, 2004

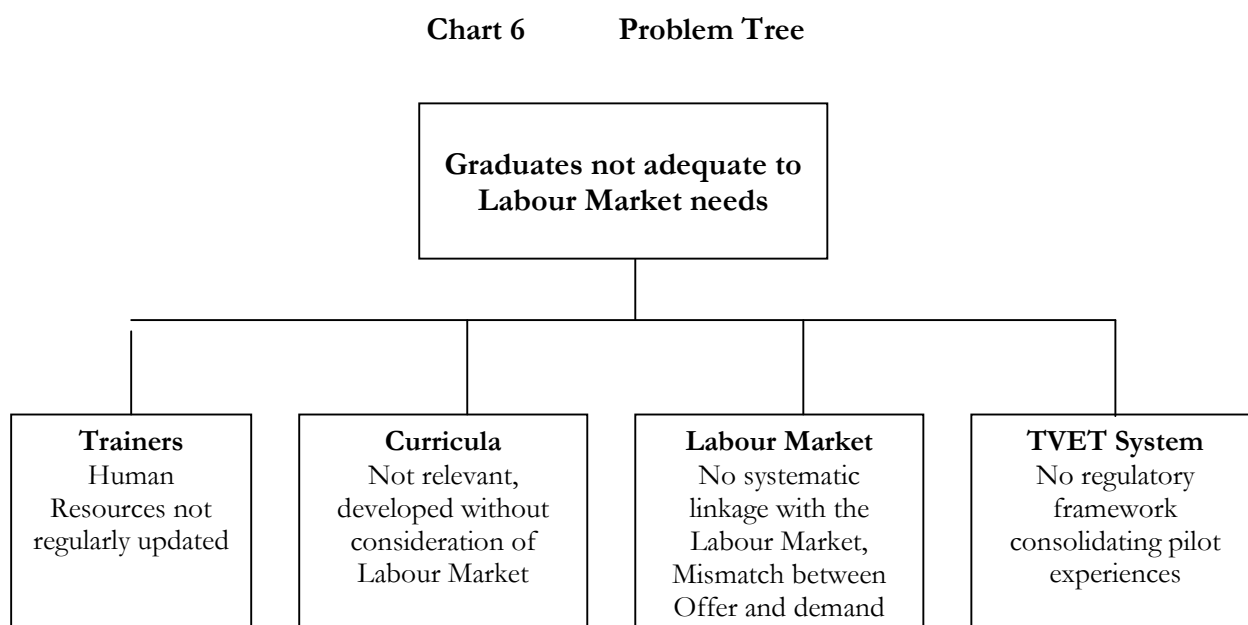
²⁷ See the corresponding paragraph in the “Memo for the Director of the Palestinian-Belgian Study and Consultancy Fund”, dated January 12, 2005:

3.2 The core problem and the problem tree

The participants at the Project Identification Workshop, held on 16 February 2005, formulated the following Core Problem:

“Graduates not adequate to Labour Market needs”

The whole Problem Tree was designed as follows:



3.3 Overall Objective and Project Objective

The Overall Objective and the Project Objective, which were developed at the end of the Project Identification Mission, have become an integral part of the “Specific Agreement” for the project, which was signed on 27 October 2005.

Overall Objective:

Sustainable economic diversification and increased income opportunities through the provision of appropriate vocational training

Project Objective

Youth and adults are enabled to acquire and update their competences *on an equal basis* through continuously adapting market-based vocational training programmes in some selected priority fields.²⁸

The Project Formulation Mission has confirmed the Overall Objective and the Project Objective.

It has been agreed to add *“on an equal basis”* in the formulation of the Specific Objective, in order to stress the accessibility of improved training opportunities for girls and marginalized communities (see the specific indicators in the Logical Framework Matrix and in Chapter 4.6.)

²⁸ These fields have been selected in the meantime.

The Palestinian partners have in the meantime selected the vocational fields, on which the project will work: Electro-technology, electronics, communications technology, information technology and business administration.

3.4 The options for intervention discussed during the Project Identification Mission

The project was at the time of the first request in 2003 understood as a support to textbook production for Grades 11 and 12 for the Vocational stream of Secondary Schools. The Palestinian partners have excluded this approach right from the beginning of the Project Identification Mission and did not come back to it.²⁹

The Project Identification Mission team has presented *four Options* to the participants of the Project Identification Workshop (16 February 2005), and it has communicated its preference for Option 4:

Table 3 Options for Intervention (Project Identification Mission)³⁰

Option 1	Option 2	Option 3	Option 4
Develop training modules only for Grades 11 and 12 of Industrial / Commercial / Agricultural Schools (training for Level 3 of the qualification ladder)	Regional concentration in localities which are less served by donor support (Tulkarem, Jenin, Jericho, Gaza)	Concentrate on the vertical line of only one Ministry (MoEHE or MoL)	<ul style="list-style-type: none"> • Select 3 – 4 specialisations within 2 – 3 occupational families • Work on 2 – 3 levels (2 – 3 or 1 - 2 –3) and link with the remaining other levels • Work in 3 areas in the West Bank (North, Central, South) and Gaza • Start with identifying occupational profiles (participative approach) • Work with training providers (VTC / ISS / TC under MoEHE, MoL, MoSA, MoEF, NGOs, UNRWA and private actors: Enterprises, Chambers of Commerce, PFI and Branch Associations (PITA))

The participants of the Project Identification Workshop (16 February 2005) have expressed their preference for Option 4, which resulted as the best choice, satisfying the quality criteria Relevance, Development Goals, Gender, complementarily with other Donors, and Realism:

²⁹According to the “Memo for the Director of the Palestinian-Belgian Study and Consultancy Fund”, dated January 12, 2005, the Project Identification Mission had the purpose “to set up a methodology and work plan for developing a national TVET curriculum framework to produce a competency based modular system that will be implemented at the national level in accordance with the Palestinian National TVET Strategy, parallel to the ongoing activity of the Palestinian Curriculum Development Centre (PCDC) of producing vocational curricula for grades 11 and 12 according to the Palestinian Curricula Plan.”

³⁰ Project Identification Mission report, p. 35

Table 4 Evaluation of the Options (Project Identification Mission)³¹

Option 1	Option 2	Option 3	Option 4
Training modules only for Grades 11 & 12 Vocational Secondary School	Regional concentration on less served localities	Vertical line of one Ministry only: either MoL / Levels 1 & 2 or MoEHE / Levels 3 – 4 - 5	Prioritise Levels 1 – 3, involve demand side, work with various types of training providers
Easy, but low on <i>Impact</i> on the TVET System, continuous <i>Relevance</i> and <i>Sustainability</i>	Easy, but limits <i>Impact, Sustainability</i> and serving the <i>Development Goals</i>	Easy, but limits <i>Impact, Sustainability</i> and serving the <i>Development Goals</i>	More complicated, but fits criteria and serves <i>Impact</i> . Potentials for <i>Sustainability</i> and serving the <i>Development Goals</i> are high.

- *Relevance*: The option is relevant for present and future Labour Market needs and potentials.
- *Stakeholder involvement*: The option ensures the highest possible degree of stakeholder involvement: It allows involving all stakeholders and target groups.
- *Sustainability*: Know-how is available and will be available in the future.
- *Impact* on the TVET System: The option serves the TVET strategy, favours mobility from one level to another and from general education to TVET and back, and facilitates entry in the Labour Market and back to (continuing) training.
- *Development Goals*: The option serves the Development Goals of the PNA and of the Donor Community: It helps reducing poverty and unemployment.
- *Gender*: The option is Gender-sensitive.
- *Complementarily with other Donors*: The option facilitates synergy with other Donors and allows for the complementarily of efforts.
- *Realism*: The option is realistic, it is not too ambitious and it is possible to build on what exists already.

As to the method of project implementation, the following steps were proposed for the work in the area of developing labour market oriented training programmes:

1. Starting with an occupational analysis (For this purpose, it was recommended to launch a baseline study in the locations to be selected.);
2. Defining the occupational profiles (by means of DACUM workshops involving stakeholders), attributing them to the five levels (*worker with limited skills, skilled worker, vocational worker (equivalent with master-craftsman), technician, specialist*);³²
3. Developing training outlines, which contain various training modules and units;
4. Starting from the bottom of the qualification ladder, prepare, pilot and move up simultaneously;
5. Building on what is available and serve the vocations taught
6. Developing at the same time framework regulations for testing, certification and accreditation; consolidate pilot programmes in the national regulatory framework.

³¹ Project Identification Mission report, p. 36

³² There is still a debate as to the denomination of the five levels and it is not clear, to which qualification levels they correspond in the labour market (self employed persons / small / medium-sized and large companies, different economic sectors etc.)

7. Offering training in public training centres (MoL), vocational secondary schools (MoEHE), Technical and Community Colleges (MoEHE) and not-for-profit non-governmental training centres and Technical Colleges (UNRWA, MAJ, LWF, YMCA, YWCA, Don Bosco), which lead to the same certificates.
8. Linking with GTZ supported Apprenticeship Training Scheme (in the two specialisations Auto-mechanics / Gaza and Hotel & Tourism West Bank Central Region)
9. Making use of existing market-oriented training programmes and competence-based modules (such as modules at Level 4 in Hisham Hijawi Technical College, Nablus / GTZ, at Level 3 in Jerusalem Industrial Secondary School / GTZ, UNRWA, Mechatronics in Hebron / UNESCO and other cooperation projects)
10. Ensuring complementarity with other projects and not duplicating efforts
11. Training trainers and piloting training programmes and modules

The opinions at the workshop were not yet harmonised as to the question, whether the project should work from the outset on all families and specialisations and all levels, or rather select between two and five families with several specialisations each.

- Office management with secretarial work, accounting, purchasing, marketing and sales. Demand is considered high, given the prevalence of family-type small-sized companies and the potential of improving efficiency and effectiveness of these companies.
- Mechanics - electro-technology – electronics – informatics below the level of mechatronics. Many interlocutors, including all representatives of Chambers of Commerce and the Palestinian Federation of Industries stress the high demand for well-qualified and versatile maintenance workers and technicians.
- Construction trades. The construction sector is the only one, which has maintained high volumes of production.

There was not yet a unified opinion as to the question, whether the project should concentrate on Levels 2 and 3 (“skilled worker” and “vocational worker”), or rather work on all 5 Levels from limited skilled worker level to specialist level.

The Project Identification Mission has proposed that the project works in a decentralised manner, with up to 4 Focal Points of intervention:

- 1) Nablus - West Bank Northern Region
- 2) Ramallah – West Bank Central Region / Jerusalem / Jericho
- 3) Hebron – West Bank Southern Region
- 4) Gaza – Gaza Strip

3.5 Decisions taken between the Project Identification Mission and the Project Formulation Mission

The Ministry of Education and Higher Education has, in coordination with the Ministry of Labour, confirmed Option 4 and the proposed intervention strategy, and it has agreed the Overall Objective and the Project Objective (Specific Agreement).

The Palestinian partners have confirmed their willingness to involve the social partners in project implementation and they have given green light for the validation of the choice of the local Chambers of Commerce and Industry as implementation partners. It can be interpreted as an expression of this will, that the Palestinian Federation of Industry “or” the Federation of

Palestinian Chambers of Commerce and Industry will take part in the Project Steering Committee, side by side with the two Ministries of Education and Higher Education and of Labour, and with the representatives from the Donor's side.³³

3.6 Adaptations and further precisions resulting from the Project Formulation Mission

3.6.1 Role of the Chambers of Commerce and Industry

In the course of the Project Formulation Mission, the officials of the Chambers, the representatives from the “offer side” (training institutions) and from the “demand” side (companies) in Gaza, Hebron, Ramallah, Nablus and Jerusalem, have expressed the need for close collaboration between training providers, companies and organisations of the private sector, in order to improve training provision for the benefit of enterprises, the individuals undergoing training and their families, and the community at large. At the same time they expressed their willingness to collaborate actively in the project activities.

The project concept and the specificities of curriculum development were presented and discussed and the feasibility of the approach has been confirmed. The directors of the Chambers will inform their respective boards and sign a “Memorandum of Understanding” with the Ministry of Education and Higher Education as the implementing authority of the project (one per participating Chamber).

More specifically the Federation of Chambers of Commerce and Industry will :

1. Serve as a focal point for communication among key partners in the a/s unions and federations;
2. Coordinate and facilitate the recruitment of different partners with other Private sectors (PS) stakeholders.;
3. Facilitate periodic meetings among the different PS partners to design a detailed work plan and time table.
4. Secure integration and comprehensiveness of the PS needs in TVET.
5. Build an efficient and effective communication system among the PS partners , on the one hand, and the MoEHE , on the other hand to ensure direct and continuous exchange of information.
6. Design, discuss and finalize the general structure of PS representation in the project
7. Set-up mechanisms for ensuring real participation and cooperation among the different PS partners.

It is part of the project concept that each one of the up to five localities will take on one out of up to five technical areas: Electro-technology, Electronics, Communication technology, Information technology and Business Administration. Each one of these larger areas will be subdivided in several specialisations, e.g. for electro-technology a) housing electricity – single phase current; b) industrial electricity – triple phase current; and c) electrical equipment maintenance and repair.

The curriculum development and adaptation work will address all five levels of the qualification ladder within vocational fields and specialisations,³⁴ to ensure coherence and also to

³³ Both organisations will have a seat in the Project Steering Committee, to underline the significance of an active and balanced participation of the labour market demand side (see Chapter 3.6).

facilitate, that the same or similar modules may be used at different levels, either stand-alone or integrated in formalised curricula (e.g. applied in Vocational Training Centres, Vocational Secondary Schools and Technical Colleges).

The Ministry of Education and Higher Education will take the initiative to consult the involved parties in an open and participatory decision-making process to decide which locality adopts which technical area.

In the case of Jerusalem (East), the communication has been less intensive and took shape only in the course of the Project Formulation Mission, for various reasons. However, the official of the Jerusalem Chamber of Commerce and Industry, in charge of communication and training, took part in the Project Planning Workshop. The Project Formulation Mission team has proposed, discussed and preliminarily agreed, to add a fifth area “business administration” to the four technical areas proposed by the Ministry of Education and Higher Education, for the following reasons:

- There is a high need of qualified staff at the operational level in industrial and commercial enterprises in the area of business administration: secretarial work, business correspondence, sales, accountancy and finance, marketing, purchasing and sub-contracting, operation of the standard office computer programmes, filing and general office organisation, business English. The need is especially high in small enterprises which lack a modern, rational and simple office organisation;
- It is relatively easy to place qualified women in office worked, as compared with shop-floor factory work;
- The Commercial Secondary Schools are at present rather used as a second track (parallel to the General Secondary School track) on the way to university studies. But the potential for remunerated employment may represent an attractive alternative for many students in levels 11 and 12 of school.

3.6.2 Representation of two private sector organisations in the Project Steering Committee

The provision of the “Specific Agreement” that either a representative of the Palestinian Federation of Industries or a representative of the Federation of Palestinian Chambers of Commerce and Industry sits on the Steering Committee, will be changed to giving a seat and vote to each one of these organisations, in order to reflect better the engagement and participation of companies, Chambers and other private sector organisations in the project.

3.6.3 Integration of recent experiences in the project concept and implementation plan

Already in the Project Identification phase, the promoters of a number of recent initiatives in TVET Curriiculum Development and implementation have shared their experiences and offered their collaboration in or with the future Palestinian-Belgian project. These same initiatives were present again at the “Validation Workshop” at the end of the Project Formulation Mission:

- Development of a curriculum for training in mechatronics, Chamber of Commerce and Industry Hebron, with the support of UNESCO;
- Development of competence-based training modules in secretarial work and business administration; Al-Aroub, with the support of ScotVec;

³⁴ Limited skills worker – skilled worker – vocational worker – technician - specialist

- Informal apprenticeship in car mechanics, carpentry and metal work, Lutheran World Federation training centre with 35 companies and small workshops in Ramallah;
- Apprenticeship in car mechatronics and hospitality and tourism (cuisine and service) in Gaza, Hebron and Ramallah, with the support of GTZ;

The new project will build on these experiences and involve the professionals, who were and are actively working in TVET Curriculum Development and associated fields, in its capacity building activities, working teams and information exchange events.

The methodology of work is explained in Chapter 4.8 “Intervention Strategy”.

4 Description of the project

4.1 General objective (Overall objective)³⁵

The Project with its support for improving the Technical and Vocational Education and Training offer, to make it more relevant for employers and learners, will serve economic diversification over the medium and long term and it will improve the income opportunities for learners, but also for employers and other users of better-trained people.

Therefore, the *General Objective* is:

“Sustainable economic diversification and increased income opportunities through the provision of appropriate vocational training”

4.2 Specific objective (Project objective)

The project addresses directly curriculum development in a number of areas, which have priority in the labour market. A methodology will be developed and implemented, which has immediate benefits for learners, and which allows to update regularly training programmes and modules jointly with the users of trained persons (demand side), who have gone through Technical and Vocational Education and Training, be it school-based, training centre-based, or workplace-based (apprenticeship), or training modalities, which combine various places of learning and work.

Therefore, the *Specific Objective* is:

“Youth and adults are enabled to acquire and update their competences on an equal basis through continuously adapting market-based vocational training programmes in some selected priority fields (electro-technology, electronics, communications technology, information technology and business administration)”

4.3 Beneficiaries

The following *intermediate beneficiaries* can be identified:

- TVET providers: public (Industrial Secondary Schools, Commercial Secondary Schools, Vocational Training Centres, Technical Colleges, Polytechnics), UNRWA, NGO, not for profit and private for profit organisations
- Technical teachers and trainers
- Directors, chiefs of department and administrators of TVET institutions
- Directors and officials in the Ministries of Education and Higher Education, Labour, Social Affairs, Economy and Trade
- Directors and training officers in Chambers of Commerce and Trade Unions
- Owners, directors, human resources managers and middle management of companies and small workshops
- Curriculum developers in various institutions, organisations and as individuals

³⁵ Both the *General Objective* or *Overall Objective* and the *Specific Objective* or *Project Objective* have been agreed already and are part of the “Specific Agreement” governing the project. The Specific Agreement was signed on 27 October 2005. The words “on an equal basis” were added to the Project Objective and are reflected in specific indicators, which the project has to achieve (see Logframe and Chapter 4.6). Also the specializations have been added, according to the choice of the Palestinian partners.

- Individual consultants working in the field of TVET

Final beneficiaries of the project are:

- Youth, including women and special groups with special emphasis on underprivileged people
- Unemployed people seeking employment opportunities through training
- Workers, staff and self-employed persons requiring further education and training
- Drop-outs from schools, colleges and universities

As *local institutional partners* can be included in the project:

- Chambers of Commerce and Industry (CCI), sector associations such as PITA (Palestinian IT Association), professional associations, Palestinian Federation of Industries, Federation of Palestinian Chambers of Commerce and Industry
- Trade Unions
- Municipal governments and local structures of national ministries
- Education and training institutions (Training Providers)
- Companies, cooperatives
- Women organisations, Youth development organisations, NGOs
- NGO-VET League
- UNRWA- Vocational training body and representatives

4.4 Results

The project is structured in four components, which correspond to four Results:

- Component 1: Linkage with the Labour Market;
- Component 2: Institutional capacity building;
- Component 3: Curriculum adaptation and development;
- Component 4: Linkage with the national TVET System and integration in the normative framework.

Result 1
Sustainable multi partner alliance established, linking training with the labour market
Enterprises and other users collaborate actively with training providers on the local level in demand analysis, programme selection and ongoing development, accept trainees for internships and apprenticeships and employ TVET graduates.

Result 2
Improved institutional capacities of all involved parties
Members of coordination bodies and curriculum development groups (management, professional staff and consultants in training institutions, chambers of commerce and industry, enterprises and involved government departments at the national, regional and local level) are trained, have gained experience in curriculum development, and implement continuously TVET according to the new model.

Result 3
Market-based curricula developed and implemented with companies and other partners
Training institutions provide relevant and effective training in the selected vocational fields, translating flexibly and continuously labour market needs into existing and new programmes, related to an efficient monitoring system and making use of the agreed methodology for adaptation and development of competence-based programmes and modules (including entrepreneurship)

Result 4
Locally and internationally accredited qualification standards
Occupational profiles and competence-based modular curricula are accredited and implemented on a national scale, based on technically justified proposals presented by the stakeholders in the multi-partner bodies of the TVET system (Higher Council and Executive Board – Private sector organisations, Ministries, NGO, UNRWA)

4.5 Activities³⁶

4.5.1 Activities under Result 1 Labour Market Integration

Result 1
Sustainable multi partner alliance established, linking training with the labour market
Enterprises and other users collaborate actively with training providers on the local level in demand analysis, programme selection and ongoing development, accept trainees for internships and apprenticeships and employ TVET graduates.

Activity 1.1

Establish and agree responsibilities and project support with local Chambers of Commerce and Industry (CCI) for their involvement as a coordinating body that represents the Private sector. The composition is not to solely be from the Chambers but has to include other key partners from the different federations and unions enlisted above.

Activity 1.2

Run Inception Workshop to review project implementation plan with all PS stakeholders

Activity 1.3

Establish Focal Point in each of the Chambers cooperating in the project. The focal points will coordinate with other PS federations.

Activity 1.4

Elaborate and agree on a plan of action for each focal point

Activity 1.5

Establish and update a database in the CCI for continuously collecting information of economic sectors, link the database with the Labour Market Information System (LMIS) of the Ministry of Labour and the Governorate- level Labour Office, the Palestinian Central Bureau of Statistics (PCBS) and link with Palestinian Authority development plans

Activity 1.6

Link Focal Point in CCI with private sector establishments (companies, small workshops and self employed persons)

Activity 1.7

Establish and develop the relations between training institutions and the private sector, Committee undertakes monitoring, meets every 6 months

Activity 1.8

³⁶ Please refer to Annex 4 for a detailed presentation of each activity and the planned means for its realisation.

Establish in each TVET institution a contact point for relations with CCI and companies in each TVET institution for project use (counselling and guidance)

Activity 1.9

Raise awareness on TVET with private sector companies and local communities through awareness campaigns involving publications, local media, and visits to training institutes

Activity 1.10

Develop, equip and update five Resource and Self-learning Centres (Gaza, Hebron, Jerusalem, Ramallah, Nablus) with multi-media facilities, Internet access and documentation (curricula, textbooks, e-learning modules, Internet connection and computers)

Activity 1.11

Update the TVET website with the same documentation as the Resource and Self-learning Centres for dissemination, link TVET website to the CCI websites

Activity 1.12

Support increasing relations between training institutions and enterprises, to facilitate internships and apprenticeships

Activity 1.13

Conduct Training Needs Assessment and support surveys in companies and small workshops on labour market needs in the selected fields

Activity 1.14

Relate each Focal Point with central Coordinator and the other Focal Points

4.5.2 Activities under Result 2:

Improved institutional capacities of the involved parties

Result 2 Improved Capacities of all Stakeholders
Members of coordination bodies and curricula development groups (management, professional staff and consultants in training institutions, chambers of commerce and industry, enterprises and involved government departments at the national, regional and local level) are trained, have gained experience in curriculum development, and implement continuously TVET according to the new model.

This Result is the capacity building for all stakeholders participating in the project, in the methodology of work, in the curriculum development and in the in the initial stage to start the project and in the ongoing part to continue it.

Activity 2.1

Provide orientation to all actors and major stakeholders in the project and project related employees

Activity 2.2

Train and coach Training Managers of Chambers of Commerce in the training provision for their members, the Palestinian TVET system, the relation between TVET institutions and enterprises, based on best practice (Hebron CCI and others), based on local expertise, to be enabled to function as the local hub of the project, using local staff as multipliers

Activity 2.3

Train Curricula Developers in developing occupational profiles, competence-based training module design, search of curricula, production and upgrading / updating, and on quality assurance principles and techniques according to international standards

Activity 2.4

Train TVET teachers, trainers and inspectors on the national level to implement programme and modules and in making flexible use of curricula, teaching and learning materials, using the different resources and producing their own materials

Activity 2.5

Inform and train directors of TVET institutions in establishing links with enterprises for training activities, including visits, internships and apprenticeships

Activity 2.6

Train TVET teachers and trainers in establishing links with enterprises for training activities, including visits, internships and apprenticeships

Activity 2.7

Train managers and selected staff of enterprises (engineers and technicians, human resource managers) in taking part in CBMT development and adaptation, including Training Needs Assessment (see Result 1 Activity 1.6)

Activity 2.8

Build capacity for company staff to follow-up trainees

Activity 2.9

Expose Local TVET Group members to TVET settings in other countries with CBMT experience (regionally and internationally)

Activity 2.10

Train the members of the TVET unit in the Accreditation and Quality Assurance Committee (AQAC) at MoEHE in international best practice of CBMT and on accreditation criteria and measures

Activity 2.11

Train all stakeholders on the method of and their role in monitoring and evaluation of enterprise-CCI-TVET institution cooperation at the local level

Activity 2.12

Support enterprises in identifying their qualification needs through orientation and training sessions and train CCI staff to conduct occupational surveys

Activity 2.13

Exchange information about lessons learned, and expertise gained etc. Conduct an annual workshop

4.5.3 Activities under Result 3: Curriculum adaptation and development

Result 3
Market-based curricula developed and implemented with companies and other partners
Training institutions provide relevant and effective training in the selected vocational fields, translating

flexibly and continuously labour market needs into existing and new programmes, related to an efficient monitoring system and making use of the agreed methodology for adaptation and development of competence-based programmes and modules (including entrepreneurship)

Activity 3.1

Do Training Needs Assessment in the labour market (link with Result 1, Activity 1.4) for the selected occupations on the national level, according to qualification levels in the labour market and to training levels, related to TVET institutions at the different levels (in relation with the family – relate to regional standards (R 4, Activity 4.12), in the first and in the third year (Baseline Study). These assessments will benefit from the studies conducted by Paltrade in collaboration with MoEHE.

Activity 3.2

Survey companies and small workshops for the occupational analysis in the selected specialisations and covering the existing levels

Activity 3.3

Develop occupational profiles in the selected specialisations through DACUM workshops, based on occupational analysis for duties and skills, allocating them to the 5 different levels in the labour market

Activity 3.4

Validate the occupational profile with enterprises from different areas

Activity 3.5

Determine the training profile

Activity 3.6

Set the curriculum outlines for the selected specialisations, Resource, check existing curricula for their applicability in CBMT in the different levels, locally and regionally and integrate good quality curricula and modules in the curriculum framework (Al-Aroub Technical College, Hisham Hijawi Technical College)

Activity 3.7

Analyse different methodologies, approaches and terminologies, agree on the “PalVec” methodology for Competence-based Modular Training and get approval (include formal, informal and non-formal training)

Activity 3.8

Elaborate modules in priority areas to enable smooth piloting and implementation of CBMT

Activity 3.9

Design, edit and produce (draft print and CD versions) (only pilot production)

Activity 3.10

Produce the measures for assessment

Activity 3.11

Select first implementation sites

Activity 3.12

Set requirements for first implementation and assess availability of the necessary means for first implementation (training institution, company)

Activity 3.13

Run the module at the selected site

Activity 3.14

Monitor and evaluate first implementation

Activity 3.15

Revise in workshop and collect feedback from expert committee and companies

Activity 3.16

Engage international consultant for feedback on final draft to ensure compliance with regional / international standards

Activity 3.17

Produce final version (print and CD version) and prepare for dissemination

4.5.4 Activities under Result 4: Linkage with the national normative framework

Result 4
Locally and internationally accredited qualification standards
Occupational profiles and competence-based modular curricula are accredited and implemented on a national scale, based on technically justified proposals presented by the stakeholders in the multi-partner bodies of the TVET system (Higher Council and Executive Board – Private sector organisations, Ministries, NGO, UNRWA)

Activity 4.1

Ensure the activation of the TVET Unit at the Accreditation and Quality Assurance Committee (AQAC) at the MoEHE, for accrediting CBMT programmes and modules

Activity 4.2

Ensure that Terms of Reference are set for the TVET Unit at AQAC

Activity 4.3

Check criteria for accreditation of CBMT modules and training programmes locally and internationally

Activity 4.4

Facilitate labour market based job classification related with the selected specialisations (supported by ALO project), enabling the development of CBMT

Activity 4.5

Agree on job profile and qualification level before doing modules and accreditation

Activity 4.6

Facilitate setting standards for recognition of gained informal and non-formal experience and link to formal training (informal = vocational experience without formal training, non-formal = short-term training which is not accredited)

Activity 4.7

Arrange for accrediting modules (TVET Higher Council and Executive Board, TVET Unit at AQAC)

Activity 4.8

Benchmark modules with international examples for CBMT curricula and modules

Activity 4.9

Collect and update information on international CBMT

4.6 Indicators and means of verification

4.6.1 Indicators of achievement at the level of the General Objective or Overall Objective

General Objective	Logic of Intervention	
	Sustainable economic diversification and increased income opportunities through the provision of appropriate vocational training	
	Indicators	Means of verification
	Increased employment & self-employment rates of youth and other persons trained in the new or adapted training programmes and modules	Statistics of PCBS - the Palestinian Central Bureau of Statistics

4.6.2 Indicators of achievement at the level of the Specific Objective or Project Objective

Specific Objective	Logic of Intervention	
	Youth and adults are enabled to acquire and update their competences through continuously adapting market-based vocational training programmes in some selected priority fields	
	Indicators	Means of verification
	<ul style="list-style-type: none"> • The (self) employment rate 6 months after graduation in the fields with improved curricula is at least 60 % at the end of the second year, and 75 % at the end of the project. (or at least 20% increase over the current employment rates of graduates) • At least 30 % of the learners in the selected specialisations are girls at the end of the second year, and 50 % at the end of the project. • The Focal Point in each one of the five locations will be responsible for one of the five fields: Electro-technology, Electronics, Communication technology, Information technology and Business administration 	<ul style="list-style-type: none"> • Tracer Study of graduates within 6 months after graduation • TVET institutes enrolment & graduates records • Inquiries with graduates • Tracer study • Inquiries with employers • Project reports • Statistics at PCBS, MoL and Governorate-level Labour Offices • Reports of MoEHE and MoL • Reports of the participating CCI (moved from R3)

4.6.3 Indicators of achievement for Result 1

		Logic of Intervention	
		Sustainable multi partner alliance established, linking training with the labour market Enterprises and other users collaborate actively with training providers on the local level in demand analysis, programme selection and ongoing development, accept trainees for internships and apprenticeships and employ TVET graduates.	
Result 1 Labour Market Integration	Indicators	Means of verification	
	<ul style="list-style-type: none"> Two years after project start, at least 10 companies and 5 institutions or organisations collaborate with the local TVET providers (Technical College, Vocational Secondary School, Vocational Training Centre etc.). Two years after project start, each TVET provider collaborates with at least 3 companies and 1 institution or organisation, in the selected field. Three years after project start, the number of internships of trainees from the TVET providers in companies has increased by 50 %. Three years after project start, more than 50% of graduates' employment is due to linkages with the labour market. The local TVET Coordination Committee meet regularly (once every month) and agree and review an agenda of activities, which includes activities planned under the project. 	<ul style="list-style-type: none"> Inquiries with Companies Project reports Reports of Chamber of Commerce and Industry and its Training Department Annual reports of TVET providers Reports of MoEHE and MoL Minutes of TVET Coordination Committee meetings 	

4.6.4 Indicators of achievement for Result 2

		Logic of Intervention	
		Improved Capacities of all Stakeholders Members of coordination bodies and curricula development groups (management, professional staff and consultants in training institutions, chambers of commerce and industry as representative of the PS, enterprises and involved government departments at the national, regional and local level) are trained, have gained experience in curriculum development, and implement continuously TVET according to the new model.	
Result 2 Capacity building	Indicators	Means of verification	
	<ul style="list-style-type: none"> All conducted training is gender sensitive and balanced. At least 30 % of those trained are women 30 core group people of the professional stakeholders are trained to be multipliers for upgrading capacity of other stakeholders. Curriculum developers in 5 locations are trained. Stakeholders are trained and develop & implement CBMT (Enterprises, TVET teachers & trainers, CCI training unit). Exposure of working groups to TVET-CBMT in 6 countries in region & international. Annual workshop is conducted at end of each year. 	<ul style="list-style-type: none"> Evaluation of training Inquiries with Companies Project reports Reports of Chamber of Commerce and Industry and its Training Department Annual reports of TVET providers Reports of MoEHE and MoL Minutes of TVET Coordination Committee meetings 	

4.6.5 Indicators of achievement for Result 3

		Logic of Intervention	
		Market-based curricula developed and implemented with companies and other partners	
		Training institutions provide relevant and effective training in the selected vocational fields, translating flexibly and continuously labour market needs into existing and new programmes, related to an efficient monitoring system and making use of the agreed methodology for adaptation and development of competence-based programmes and modules (including entrepreneurship)	
Result 3 Curriculum development	Indicators		Means of verification
	<ul style="list-style-type: none"> All modules developed are gender sensitive and allow for participation of women and special needs groups Two year after project start, at least 20 occupational profiles are developed for the 5 fields. Two year after project start, in each of the 5 fields, occupational profiles, curriculum outlines and 1 training module are ready. The local Working Groups work regularly, produce curriculum outlines and modules and follow up their implementation. Two year after project start, the national Curriculum Team has proposed a working methodology, laid down in a guidebook. At the end of year 2, at least 2 curricula per vocational field are new or revised. At the end of the project, all occupations with high demand (in the 5 vocational areas) are served by a new or revised training programme 		<ul style="list-style-type: none"> Evaluation of modules / evaluation mission Developed occupational profiles, curriculum outlines and training modules Reports from follow-up visits to implementation sites, from Project Manager and Project Advisor and from CCI Training Managers Guidebook on the working methodology of the national Curriculum Team and the local Working Groups (from R2)

4.6.6 Indicators of achievement for Result 4

		Logic of Intervention	
		Locally and internationally accredited qualification standards	
		Occupational profiles and competence-based modular curricula are accredited and implemented on a national scale, based on technically justified proposals presented by the stakeholders in the multi-partner bodies of the TVET system (Higher Council and Executive Board – Private sector organisations, Ministries, NGO, UNRWA)	
Result 4 National framework	Indicators		Means of verification
	<ul style="list-style-type: none"> Within 6 months from project start-up trained TVET unit at AQAC has issued its accreditation criteria / regulation for CBMT certifications. Within 6 months from project start,-up, the Ministries charge accept experimenting new CBMT curricula and modules. In the second year of project operation, CBMT curricula and modules go for implementation in the whole country. MoEHE and MoL certify graduates and accredit new training programmes. TVET Higher Council and Executive Board approve the new curricula and modules. 		<ul style="list-style-type: none"> Regulation of CBMT certification Declarations and press statements of the MoEHE Project reports Text of certificates

4.7 Treatment of transversal themes

4.6.1 Environment

Concern for the environment is not the first priority in the occupied Palestinian Territories, due to the protracted confrontation with Israeli military forces.

Any project in the area of Technical and Vocational Education and Training has a direct and indirect influence on the environment. Content matter concerning the respect and active protection of the environment and of safety norms and regulations has to be part of the education and training programmes used and introduced under the project.

In the five selected vocational fields (Electro-technology, Electronics, Communication technology, Information technology, Business administration), concern for the environment is mainly related with:

- a) Disposal of waste generated in the course of maintenance and repair of electrical, electronic, telecommunication and information technology equipment, which has to be dismantled and where possible recycled;
- b) The selection of sites for the installation of electrical, electronic and communication equipment (like mobile telephone transmitter antennas, masts for electrical cables, external cables and wires, satellite antennas etc.);
- c) The economic use of electrical energy (energy efficiency) and the promotion of making use of solar energy may increase the demand for specialised training and create additional employment on a limited scale;
- d) The respect of occupational safety and health (OSH) plays an important role in handling all electrical and electronic equipment and tools.

There is no result or activity specifically dealing with environmental considerations. Environmental, safety and health concerns will be built in the curricula and modules, which will be prepared and implemented under the project. This concern can also be respected in a sustainable way, as the training programmes will be continuously updated and adapted to changing requirements, including environmental protection and the protection of occupational safety and health.

4.6.2 Social Economy

The project concept builds on the capacity of Palestinians to communicate across the barriers of economic units, as it supports sustainable linkages, cooperation and direct collaboration of directors, teachers and administrators of TVET institutions, enterprises in the industrial, commercial and services sectors, representative organisations of the economy and autonomous professionals working in the area. The project may contribute at a modest extent, through its model of public-private partnership, to pluralistic forms of social and political organisation.

The project tries, as it involves Chambers of Commerce and Industry as representative organs of the private economy, to bridge the gap between the “unproductive” education sector and the “productive” entrepreneurial sector. In the setting of many countries, enterprises and their representative organs would only assume to engage in and share the cost of continuing education and training = in-service training and upgrading of their staff, whereas they would be hesitant or refuse to engage in initial education and training, which is in fact the main area of action of the project. Local Chambers of Commerce and Industry will be the coordination and

work basis for the teams of professionals developing and implementing demand-oriented training programmes and modules, and the CCI training managers or officials in charge of training will dedicate a part of their time for project activities.³⁷

The private sector representatives are part of the Project Steering Committees with one vote out of five, giving a seat either to the Palestinian Federation of Industries or the Federation of Palestinian Chambers of Commerce and Industry. The Project Formulation Mission team recommends giving two seats to the private sector representatives (one for each of the mentioned organisations), in order to give a real importance to the demand side in TVET.

The trainees, apprentices and other learners have no representation in the project. It may be feasible to include one or two representatives in the local Coordination Committees and in the local Working Groups, but without a monetary compensation.

The project will:

- a) Reinforce the role and weight of non-governmental actors in the Palestinian society (CCI, executives of companies and autonomous professionals);
- b) Encourage social dialogue;
- c) Contribute to decentralisation, as a large part of the activities will take place in the five selected localities (Nablus, Ramallah, Jerusalem, Hebron, Gaza);
- d) Create development opportunities and improve career prospects for those individuals who take an active role in the project.

4.6.3 Gender

The participation of women in the active workforce in Palestine is one of the lowest around the globe. 67 % of men are working, but only 14,6 % of women.³⁸ This observation deviates sharply from the participation and share of girls and women in secondary and tertiary education, as women represent almost half of the students at schools, colleges and universities. In fact, in the last two years of school (grades 11 and 12), girls represent 45 % of the total, as compared with 55 % for boys. At the tertiary level, girls and women represent 50 % of the students, however with a remarkable lower share for non-university training at the Technical Colleges.

In the first three levels of the TVET system, participation of women is lower than that of men, and is mainly in the stigmatised professions such as hairdressing and serving. Their participation in industrial fields is minimal. Women's access to training has only been opened since 1966 by the YMCA in the electronics fields. MoEHE followed and LWF started in 2000 in telecommunications. In 2005, MoEHE started a new industrial secondary school for women in Dura in electronics and telecommunications. Women participation in training reaches significant levels only in the commercial stream of vocational training, and in secretarial work, computer applications, cloth making and hairdressing in MoL Vocational Training Centres.

³⁷ The Chambers of Commerce and Industry in Hebron and Jenin and the Federation of Palestinian Chambers of Commerce and Industry have received during 10 years a support for improving their management and professionalising their services, among them the provision of training to member companies. The Cologne Chamber of Crafts (Handwerkskammer Köln) provided technical assistance with a financial support from the Federal Government of Germany. (Project volume around 2,5 M Euros).

³⁸ See Project Identification Report, p. 12. Source: Labour Force Survey, PCBS, 2005. This statement does not value estimate and value real workload women are assuming within their family etc. without being paid!

So the integration of women in TVET faces many challenges³⁹:

- Stigmatisation of women's training based on traditional roles and responsibilities. Hence access for women is heavily restricted in the first three levels of TVET and in technical education at the college and university level;
- Miss-conception of women's abilities by women themselves, families, employers and human resource managers;
- Families living in poverty use to prioritize men's education and training over women's (even if education and training are free, reaching training centres, schools, colleges & polytechnic costs transportation fees), cutting down on commodities as well as women's education has been one of their survival strategies to face poverty;
- Accessibility is also limited by the number of available training places for women in the first 3 levels of TVET;
- Scarce support provided for women training and entering the market after training, although several NGOs have engaged in this area;
- The current curricula for the lower levels of the TVET system are not gender sensitive and reflect only the needs of men.

The Project will:

- 1) Add the field "Business Administration" to the four priority areas proposed by the Ministry of Education and Higher Education, to open more opportunities of employment for girls;
- 2) Integrate gender awareness within all training sessions with stakeholders, to facilitate access for girls and women into training and employment;
- 3) Ensure that all programmes and modules become gender sensitive and allow for gender access into training and employment;
- 4) Set quantitative indicators to ensure that more girls and women enter training and find employment corresponding to their qualification;
- 5) Encourage specific support for girls and women who join training programmes, during experimentation and regular implementation.

The efforts of the project have to be interlinked with other awareness raising campaigns and projects undertaken by other stakeholders and donors, targeting families and employers. Complementary actions could include specific support to girls and women who join TVET under the project or linked with it.

4.7.4 AIDS / HIV

The Project Formulation team has not had access to any significant information as to the importance of AIDS and how to address it within the project. The Mid-term Development Plan does not mention AIDS as an area of concern.

³⁹ Hilal, R. presentation paper in Japan, February 2006, for the Japan –Middle East women exchange program, vocational training, project with MOWA.

4.8 Intervention strategy

4.8.1 Methodology of work

The project is conceived in a way to support a collective learning process, involving technical trainers and teachers in Technical and Vocational Schools, Technical Colleges and Vocational Training Centres, directors and other professional staff of Training Providers, Training Department directors of Chambers of Commerce, Quality and Human Resources Development professionals of branch associations and of SME support organisations and consultancies, owners, managers and Human Resource professionals of companies, and finally professional curriculum developers. The learning process includes the identification of qualification gaps in enterprises, of labour market needs and potentials and the rapid development of answers to such needs and potentials, but at a same time engaging in a more systematic medium term development of a national curriculum framework, which in order to be efficient and effective, can only work, if it is accepted by a wide majority of stakeholders, who recognise themselves in its shape and continuous updating.

The project will promote that the actors in the labour market (companies, Chambers of Commerce and Industry, branch associations) take part in the decision process, which modules within which training programmes and in which vocational families and specialisations should be prioritised, always respecting the main criterion of an urgent need in the labour market and of the feasibility and adaptability of the approach.

The project management will take care that the methodology is understandable for everyone, instead of remaining prescribed to a small number of self-declared “*experts*” who tend to keep the expert knowledge for themselves and to “*money it*” accordingly, although the work has been done with international cooperation funds. (see Chapter 2.3.3, presentation of the concept of “*Competency based Modular Training*”).

Even if *Competence-based Modular Training (CBMT)*, as defined in the National TVET Strategy (1999), is the guiding methodology of the curriculum development process, other methodologies will not be excluded, if they favour labour market orientation and participation of companies and other actors on the demand side of qualifications. It is the aim of the project to unite those who are working for a change of mentalities and practices in view of achieving a common goal: To bring more adolescents and adults, including a high percentage of girls and women, through training and internships into meaningful and adequately remunerated work and further education and training opportunities during their lives.

The project will engage in supporting and maintaining this collaborative work and spirit, and in establishing the roots that this becomes a sustained process. So the project should be measured by the composition of its cooperative network and not by the number of modules and curricula developed. The notion of the day is improvement and adaptation, and not “*curriculum development*” as “*l'art pour l'art*”. Therefore also the idea of establishing small resource centres attached to institutions, which have a bridging function by definition, the Chambers of Commerce and Industry. These bodies seem more active and more interested in human resource development than in some of the neighbour countries, which should be a positive condition for this choice.

The users of TVET will take part in the project planning process and in its implementation structure, and the local “*Focal Points*” will be based in the Chambers of Commerce and Industry, if they agree to join the project. This corresponds best to the current situation of restrictions on mobility and facilitates interaction and close collaboration among local stakeholders, as it has

been evidenced in past experiences (Hebron-Mechatronics, Al-Aroub-Business Administration and Secretarial Work etc.).

The project will support creating, at each one of the up to 5 locations, a “*Resource and Self-learning Centre*”. This will generate a meeting point for the professionals working in the area of TVET in the locality and its surroundings. The Resource and Self-learning Centres will be open for Technical Teachers, Trainers and Human Resource staff from companies, who want to enquire about and exchange experience concerning training programmes, curricula, training modules, textbooks, practical training units, and test items.

The decision on which locality will adopt which out of the five areas Electro-technology, Electronics, Communication Technology, Information Technology and Business Administration, will be taken by the Palestinian Authority in close consultation with the Chambers of Commerce and Industry and in communication with the Resident Representative of the Belgian Technical Cooperation

The new project adopts a national implementation strategy and establishes a national coordination, under which the technical work is done in a decentralised manner, involving training providers, companies and other users, under the coordination from the local Chambers of Commerce and Industry. This approach is in line with the National TVET Strategy of 1999 and with its Implementation Plans of 1999 and 2003. The proposed approach has been fine-tuned in the course of the Project Formulation Mission and has received a positive response in the short Workshop sessions held at the three Chambers of Commerce and Industry (6 December 2005 in Ramallah, 7 December in Hebron and 8 December in Nablus) and from the final Validation Workshop (13 December 2005) audience.⁴⁰

The project will work to a large extent with the national expertise, which has been built in several earlier and ongoing initiatives. In this spirit, the most advanced Chamber of Commerce and Industry will transfer its experience in training and curriculum development to its peers in the other Chambers. The tool of “*Peer Review*” will be used for assessing progress in local development and implementation at the different project sites. International expertise will mainly be used for a) bringing in expertise not available in Palestine, b) for training Palestinian professionals to become facilitators and multipliers, and c) for project monitoring in a strategic view, allowing for adaptation of the project strategy and its methodology of work, if conditions change, in the interest of reaching the project objective in the planned time.

Curriculum work is understood as an ongoing activity, which is closely linked with implementation. The proposed methodology takes into account the shortcomings of several of the earlier initiatives, which were limited to “*pilot projects*” and “*pilot phases*” and have stopped, once the external funding ended, and were not adopted at a national scale, as the bodies in charge of licensing did not accept the proposed and experimented changes. Although there is no guarantee for success, the project will be able to accompany application of new training profiles, curriculum outlines and training modules on a national scale over a period of two years, as its duration is four years and as the Ministry of Education and Higher Education plans to implement the first series of innovations of curricula and modules on a national scale from the school year 2007-08 (September 2007).

The proposed approach will allow to improve and adapt gradually, and to establish an agenda with the stakeholders from the training offer and the labour market demand side, deciding on a sequence of priority specialisations and modules, which to a high extent will include practical

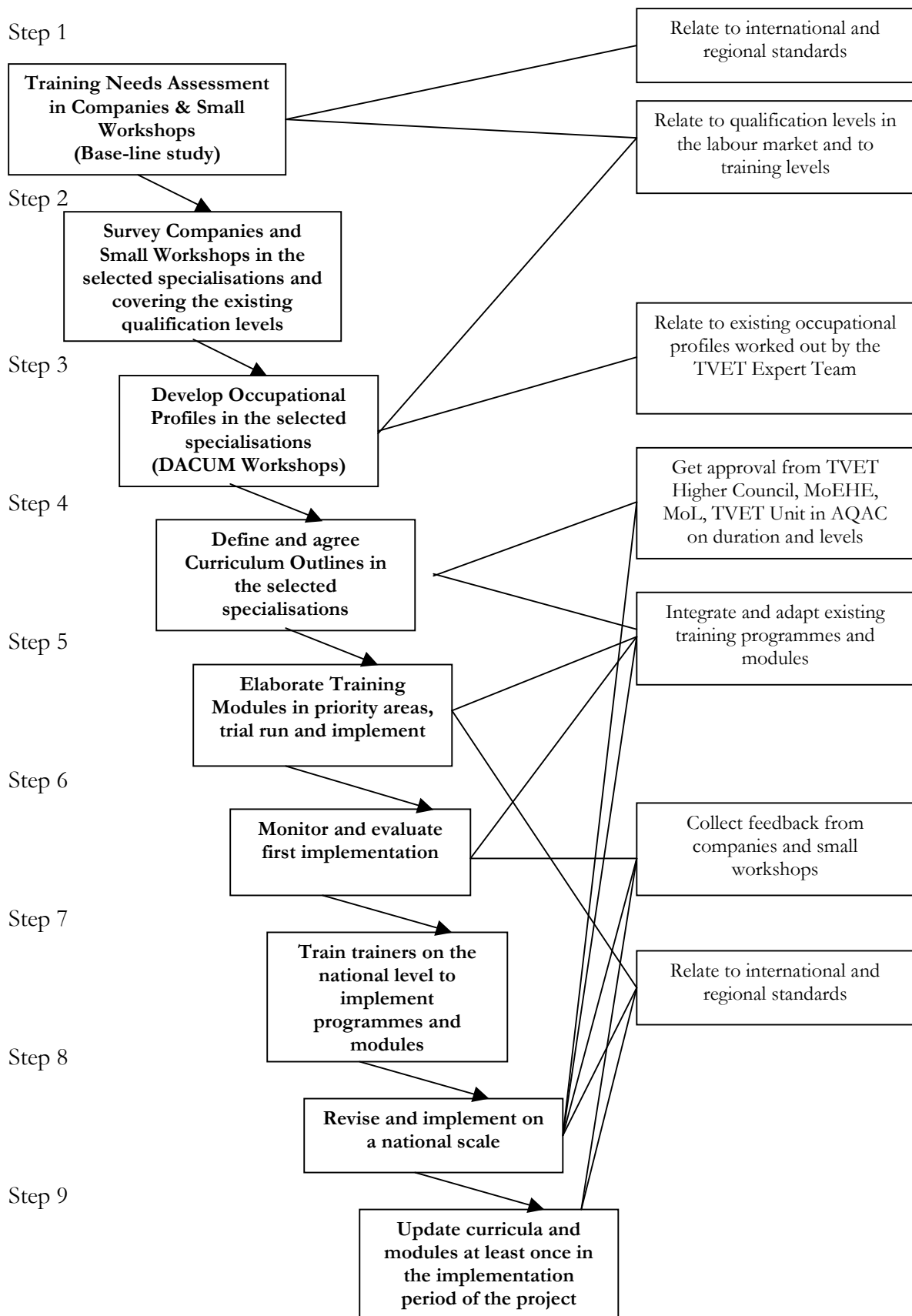
⁴⁰ See the simplified organisation chart below (Chart 7).

training phases in training workshops and production sites. Involvement of professionals and officials in charge of licensing and certification through capacity building activities and their direct participation in curriculum development activities will hopefully lower the barrier for the transition from experimental status to officially approved and recognised national programmes and modules.

Many interlocutors have formulated and repeated that it is preferable to use and, if necessary, adapt existing programmes and modules in the five selected fields, instead of *“reinventing the wheel”*, if such programmes and modules are available within Palestine or from neighbouring countries in Arabic language and without paying royalties or other types of user fees. In fact, many of these programmes and modules have been developed with the support of international cooperation with funds from Official Development Aid (ODA), so they should be available with a simple approval from the donor country and the funding agency. Going this way would also offer the advantage of a) being close to or identical with international standards prevailing in the European Union and in the Arabic countries and therefore b) offering better and maybe even better paid employment opportunities.

The work on TVET curriculum development will follow a sequence, which is detailed in the description of activities and means, leading from the base-line study and the determination of occupational profiles at the work place to monitoring national implementation and introducing adaptations and improvements in curriculum outlines, programmes and modules.

Schematically, this process can be described in the following **Chart 7**:⁴¹



⁴¹ This description is not exhaustive and gives a simplified view of the complex relations between the activities planned under the 4 Results of the project.

The project will mainly work on the qualification levels 2 (vocational worker), 3 (skilled worker) and 4 (technician) and deal with Vocational Training Centres, Vocational Secondary Schools and Technical Colleges in the five selected fields.

4.8.2 Organisation of project intervention

The Project organisation is presented on the three organisational charts on the following pages.

Day-to-day management of the project will be in the hands of the National Project Coordinator, who is a) an official or contractual staff member of MoEHE, b) has as a professional a documented expertise in TVET Curriculum Development c) and can demonstrate a solid management experience.⁴²

The Part Time Part Time National Project Advisor is an independent professional with proven experience in labour market-oriented TVET and curriculum development. S/he will assume and supervise the strategic orientation of the project, in conjunction with the International Project Advisor, who will advise the project by means of a number of short-term missions.

The main professional bodies of the project will be the “National Curriculum Team” at the national level and up to five “Local TVET Groups”, one in each locality with a collaborating Chamber of Commerce and Industry.

In each participating locality, the project management will initiate creating a Local TVET Group. The Training Manager or the official in charge of training of the local Chamber of Commerce and Industry participating in the project, will ensure the administrative coordination of its work. The Chamber of Commerce will host the Local TVET Groups in their premises, and they will authorise its members to use the equipment and documentation facilitated by the project.

The content matter coordination will be in the hands of the National Project Director and an appointed thematic Director per technical area. If all five Chambers of Commerce (Gaza, Hebron, Ramallah, Nablus, Jerusalem) agree to join the project, there will be a total of five Local TVET Groups, each one in charge of one thematic area: Electro-technology, Electronics, Communication technology, Information technology, and Business Administration.

Most of the members of the Local TVET Groups will take on tasks in the framework of the project activities on a project / per-job or per-task basis. They will not receive a salary, as they will maintain their jobs, either as teachers or as managers, engineers or technicians employed by companies and business organisations, or as self-employed professionals.⁴³

The project may support those Chambers of Commerce and Industry, which are less experienced in curriculum work with training institutions and companies, with an Assistant to the Training Manager or the official in charge of training activities of the Chamber. This Assistant, a younger professional with work experience in the field of TVET, will form part of the Local TVET Group.

⁴² The roles and functions of the different bodies and persons are detailed in Chapter 6.

⁴³ The project will provide a modest compensation for work done after the official working hours.

The National Curriculum Team is the overarching group of professionals who collaborate in the project. It will integrate those members of the (up to five) Local TVET Group, who collaborate on a regular basis in project activities and have an accumulated expertise, which may be useful for dissemination or further development. The professional staff in charge of TVET curriculum development and capacity building of the Ministry of Education and Higher Education, the Ministry of Labour and Social Affairs, UNRWA and other organisations may also become regular members of the Curriculum Team: Membership in the Team does not imply any change in status of employment. The project will only compensate the working time per accomplished work task. It will not create any new post of employment.

The National Curriculum Team may work in close cooperation with the TVET Development Centre, as soon as this new institution is established, but only in those areas, which coincide with the work programme of the project.

An Educational Resource and Self-learning Centre will be established at each one of the 5 locations. These centres will serve as local meeting points and be open for Technical Teachers, Trainers and Human Resource staff from companies, who want to enquire about and exchange experience concerning training programmes, curricula, training modules, textbooks, practical training units, and test items. It has been considered that the Chambers of Commerce and Industry are the most adequate place for the Focal Points and the Resource Centres, as they have access to companies and consider training (mainly in-service training) as part of their services for member companies.

Chart 8
The project management structure

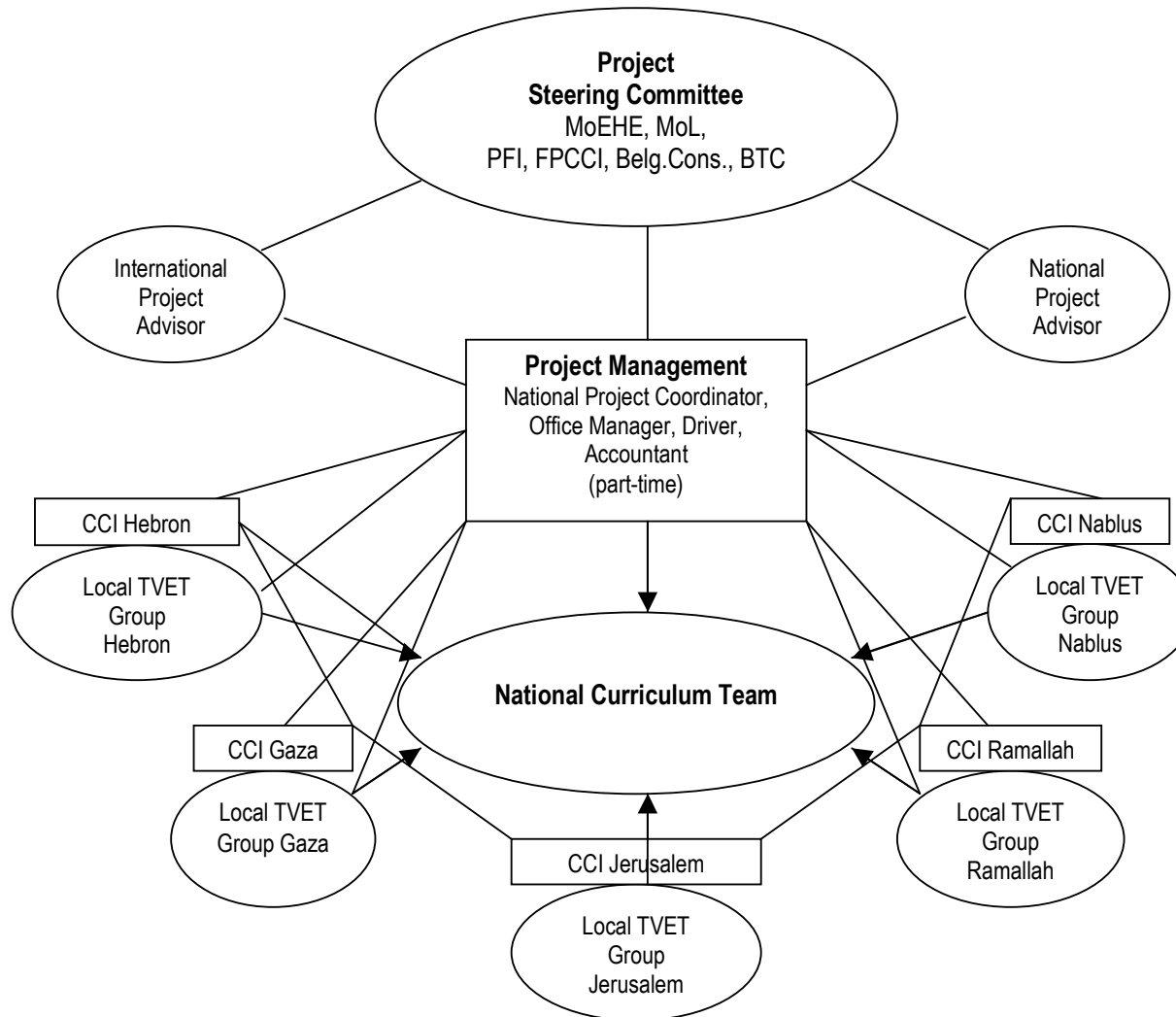
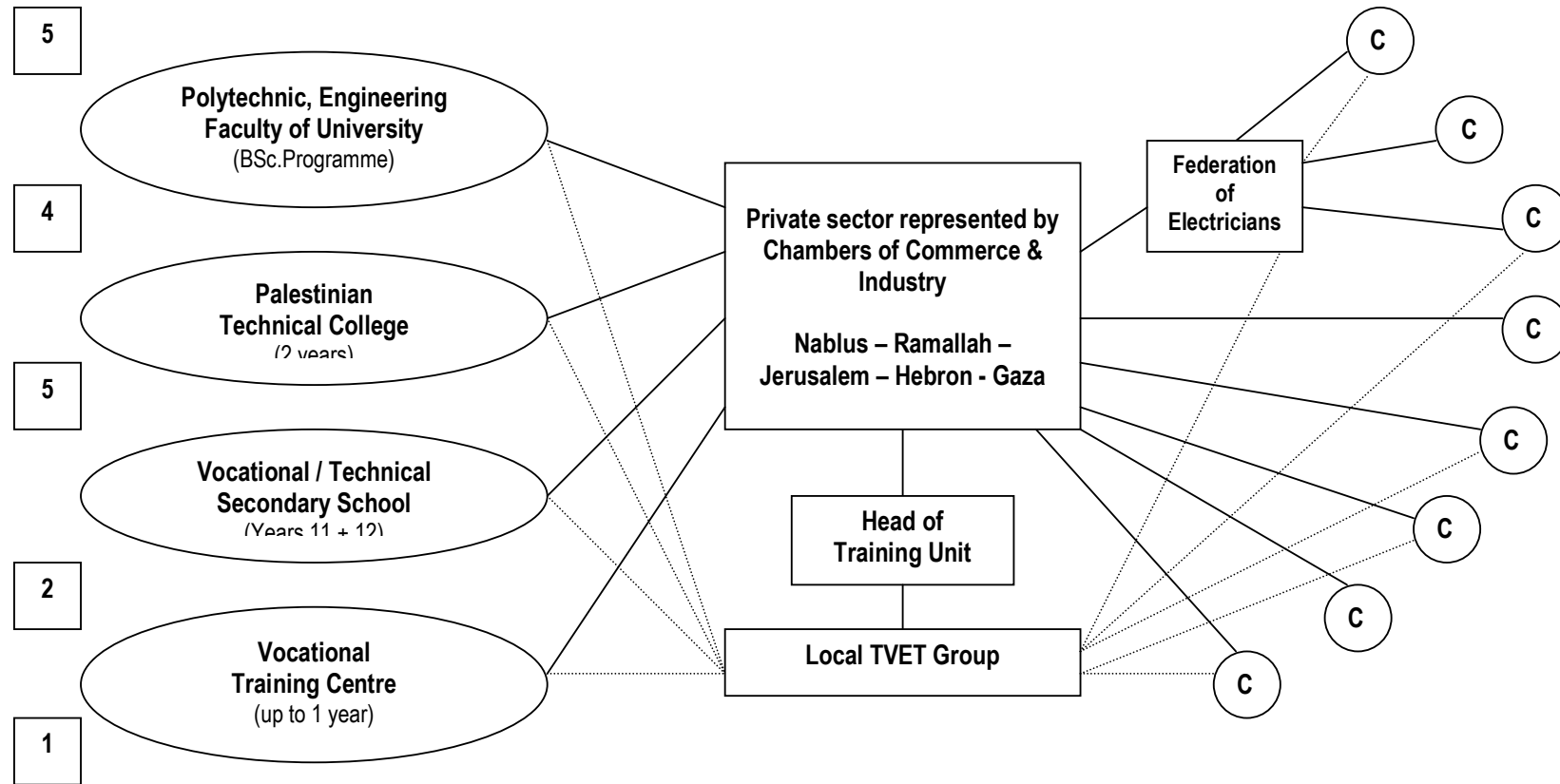


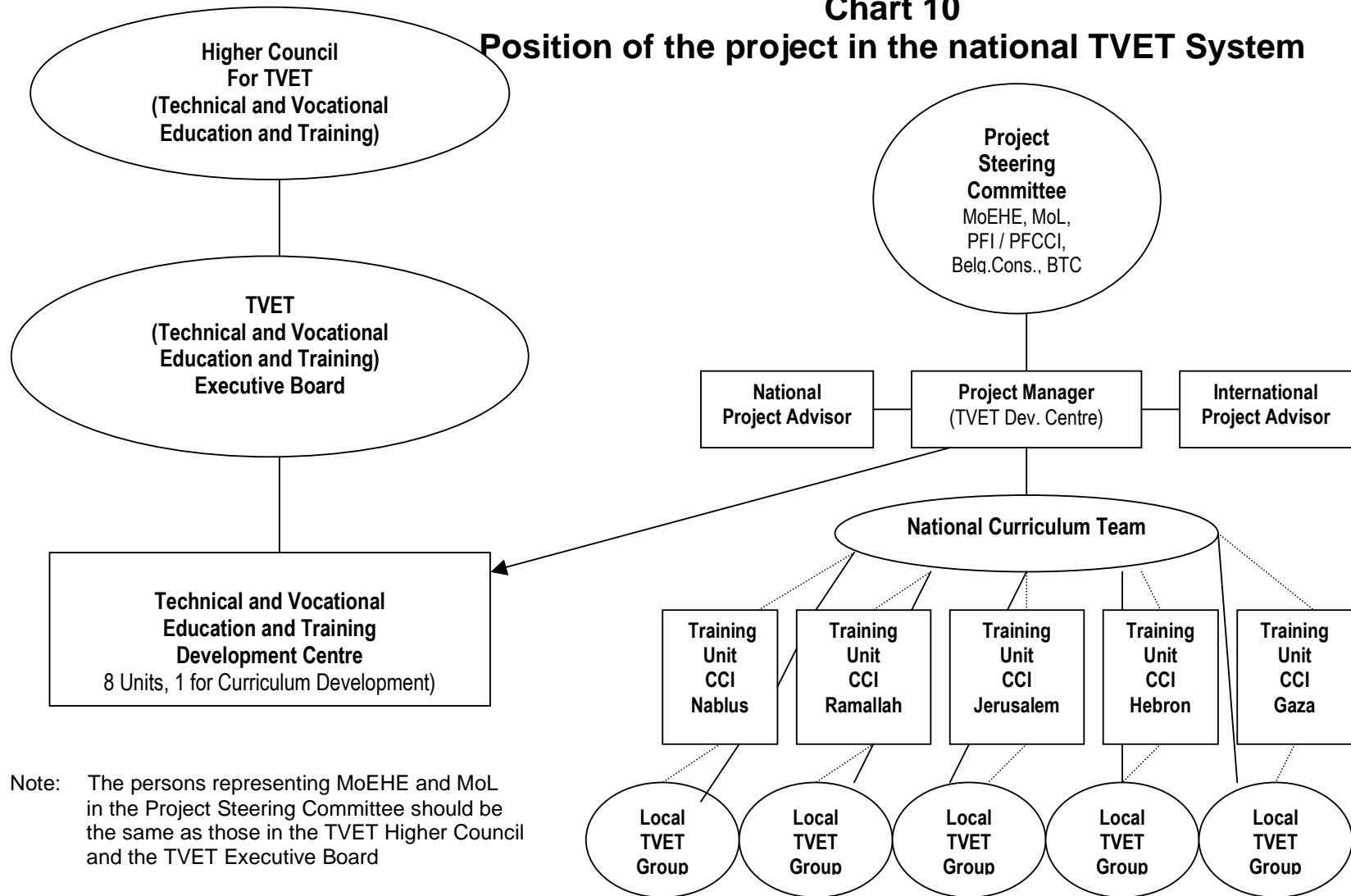
Chart 9
Multi-partner alliance for project implementation at the local level
(up to five Focal Points)



Notes: 1) C = Companies
 2) Figures 1 – 5 = Levels in the Labour Market:
 1 - Limited Skills Worker; 2 – Skilled Worker; 3 - Vocational Worker (Master-Craftsman); 4 - Technician; 5 – Specialist

Chart 10

Position of the project in the national TVET System



Note: The persons representing MoEHE and MoL in the Project Steering Committee should be the same as those in the TVET Higher Council and the TVET Executive Board

5 Preconditions, assumptions and risks

5.1 Preconditions for project implementation (from Memo at the end of the Project Formulation Mission)

- 1) Cooperation agreements with the participating Chambers of Commerce and Industry in Nablus, Ramallah, Hebron, Gaza and Jerusalem (East), specifying the roles and responsibilities of these Chambers, the two Ministries and the Project Management structure in the framework of the allocated resources, will be concluded in the initial phase of the project (during the first three months).
- 2) The establishment of the planned TVET Unit in the Accreditation and Quality Assurance Committee (in line with the Implementation Plan of the National Palestinian TVET Strategy) is a prerequisite for the national implementation of any new training programme and module.
- 3) A policy level decision (TVET Higher Council and Executive Board, MoEHE and MoL) will be necessary at several steps of preparation and implementation of new TVET curricula and modules:
 - Job classification
 - Levels of training
 - Training profiles (corresponding to occupational profiles in the labour market)
 - Duration of training programmes and modules in relation to levels and the whole national TVET system
 - Newly developed training outlines and modules
- 4) Practical modalities at several political (TVET Higher Council and Executive Board) and administrative (MoEHE, MoL) levels have to be found and agreed to allow for swift implementation and to avoid barriers and delays.
- 5) It is in the interest of a smooth project implementation that the representatives of the two Ministries of Education and Labour on the Project Steering Committee are the same who are sitting on the TVET Higher Council and Executive Board, to ensure coherence in understanding and practical implementation.

5.2 Assumptions and risks

General Objective	Logic of Intervention
	Sustainable economic diversification and increased income opportunities through the provision of appropriate vocational training
	Assumptions and Risks
	<ul style="list-style-type: none"> • Political & economic stability

Specific Objective	Logic of Intervention
	Youth and adults are enabled to acquire and update their competences <i>on an equal basis</i> through continuously adapting market-based vocational training programmes in some selected priority fields (Electro-technology, electronics, communication technology, information technology, business administration).
	Assumptions and Risks
	<ul style="list-style-type: none"> • High priority for TVET on the agenda on the national level • Effective & efficient bodies of the Palestinian TVET system (Higher Council & Executive Board) support the project and ensure its smooth implementation. • The TVET Development Centre becomes operational in the first half of the implementation period. • Motivated & experienced project team and stakeholders.

Result 1 Labour Market Integration	Logic of Intervention
	Sustainable multi partner alliance established, linking training with the labour market Enterprises and other users collaborate actively with training providers on the local level in demand analysis, programme selection and ongoing development, accept trainees for internships and apprenticeships and employ TVET graduates.
	Assumptions and Risks
	<ul style="list-style-type: none"> • Company managers and owners are conscious of the advantages of improved qualification of candidates for jobs through well managed TVET institutions which offer quality training close to market needs and potentials • Motivation of companies to participate in project activities • Companies recognise the Chambers of Commerce and Industry as their representative and aide • CCI President and Board members support active engagement of CCI director and Training Department in TVET • CCI Director and Training Department manager assume an active role in the project and give it a key priority place

Result 2 Capacity building	Logic of Intervention
	Improved Capacities of all Stakeholders
	Members of coordination bodies and curriculum development groups (management, professional staff and consultants in training institutions, chambers of commerce and industry, enterprises and involved government departments at the national, regional and local level) are trained, have gained experience in curriculum development, and implement continuously TVET according to the new model.
	Assumptions and Risks
<ul style="list-style-type: none"> • Motivation of companies to participate in project activities • Relevance of training contents for professional careers • Recognition of formal “Training of Trainers” programmes • Motivation of those trained to take an active role in implementation of new CBMT curricula and modules 	

Result 3 Curriculum development	Logic of Intervention
	<p style="text-align: center;">Market-based curricula developed and implemented with companies and other partners</p> <p>Training institutions provide relevant and effective training in the selected vocational fields, translating flexibly and continuously labour market needs into existing and new programmes, related to an efficient monitoring system and making use of the agreed methodology for adaptation and development of competence-based programmes and modules (including entrepreneurship)</p>
	Assumptions and Risks
	<ul style="list-style-type: none"> • Directors and teachers of TVET institutions accept to engage in the new direction. • The Ministries in charge certify graduates and license TVET institutions. • Transparency of project operations for all involved stakeholders • Efficient policy making bodies of TVET that meets regularly (to avoid delays & deliver on time) and supports the project.

Result 4 National framework	Logic of Intervention
	<p style="text-align: center;">Locally and internationally accredited qualification standards</p> <p>Occupational profiles and competence-based modular curricula are accredited and implemented on a national scale, based on technically justified proposals presented by the stakeholders in the multi-partner bodies of the TVET system (Higher Council and Executive Board – Private sector organisations, Ministries, NGO, UNRWA)</p>
	Assumptions and Risks
	<ul style="list-style-type: none"> • The existence of the TVET unit at AQAC in MoEHE with the participation of MoL and under supervision of TVET Higher Council. • The availability of approved Labour-market based Job Classification • TVET policy decision regarding entry & exit conditions of the levels, and training requirement. • MoEHE, MoL and other supervisory ministries and administrations accept application of new curricula and modules. • MoEHE, MoL and other supervisory ministries and administrations certify trainees and accredit training programmes • The economic sectors collaborate actively in the multi-partner bodies and support project activities.

Main Assumptions for project implementation

- The project depends on the willingness of private sector enterprises and organisations to collaborate with the Ministries of Education and Higher Education and of Labour, and with the training providers on improving training provision. It can be expected, that this assumption will materialise. When the project starts, an arrangement will have to be formalised, involving the Chamber of Commerce and Industry, training providers and associated companies. This is a precondition for project implementation, but not for starting the project. It will be sufficient to formalise the collaborative links within the first three months.
- Increasing mobility: The restrictions on mobility may be overcome by establishing focal points in the major local labour markets (Northern Area - Nablus, Central Area – Ramallah and Jerusalem, Southern Area – Hebron, Gaza Strip – Gaza). This corresponds best to the current situation of restrictions on mobility and facilitates interaction and close collaboration among local stakeholders, as it has been evidenced in past experiences (Hebron-Mechatronics, Al-Arub etc.).
- The relevance of the prioritised specialisations, qualification levels and training modules for the labour market is a key concern. The baseline study and the consultations with the local and national stakeholders will mitigate the risk of missing relevance.

- During the Project Identification Mission, it has been discussed that other Donors might be interested to join this project. If other Donors are interested to join the intervention, they are welcome. A complementary approach (regional / per level / per vocational family and specialisation) is preferable over “basket funding” (co-financing one and the same project), as the preparations for such basket funding may be protracted and the project start up would risk to be delayed for several months. Under a complementary approach, it would be possible to expand the number of vocational fields and specialisations, whilst working with the same agreed methodology, and it would allow for an economy of scale when using the same capacities for management and professional expertise. Going this way allows also to open up project operations at any stage of implementation.

5.3 Sustainability

The Project relies heavily on existing structures and professional know-how and invests mainly in group-work and coordination bodies, which both can subsist after project termination with very limited additional funding (only funds for transport and communication are necessary, and eventually a compensation for work which exceeds the contractual working hours).

The existing permanent structures are:

- The Ministry of Education and Higher Education and the Ministry of Labour and Social Affairs (with their TVET directorates) as the two technical administrations of the Palestinian Authority in charge of education, training and the labour market. The two Ministries are also leading the structure of the TVET system, being represented at all its levels, under the lead of each alternatively;
- The political and technical structure of the Palestinian TVET System, with the TVET Higher Council, the TVET Executive Board and the TVET Development Centre⁴⁴;
- The Chambers of Commerce and Industry established in major Palestinian cities (Nablus, Ramallah, Jerusalem, Hebron, Gaza), which undertake training activities as part of their services to companies;
- The TVET institutions, on various levels and possessing various types of legal status (public, private for profit and not for profit, non-governmental and not for profit, UNRWA)

In fact, the Project does not create new posts and does not add to the financial burden of existing institutions and organisations. The Project Manager is an official or employee of the MoEHE and will become a staff member of the forthcoming TVET Development Centre. The professionals working under the project are already employed technical and vocational teachers and trainers, managers and administrators of TVET institutions, owners, managers and technical staff of companies and small workshops, personnel of private sector bodies such as the Chambers of Commerce and Industry and other representative bodies (PFI, PITA etc.), self-employed persons and consultants.

Curriculum adaptation and development is a regular task of TVET institutions and their supervising bodies, independently from the Project. It is one of the core tasks of the Project to invest heavily in capacity building (Result 2). A limitation is the habit in many public institutions and also with professionals in the education sector that they consider continuing training and

⁴⁴ See Chapter 2.1 The National TVET System

updating of professional capacities and capabilities as an additional financial burden, instead of including it in planning and budgeting as a part of recurrent expenditure.

It has to be said clearly that quality TVET with regularly updated and adapted training programmes is more expensive than maintaining the same curricula and training programmes for 10 or 20 years, and that cooperative education and training involving partners in the labour market for internships is more expensive than education and training exclusively done in schools and training centres. Only apprenticeship may save costs, as compared with school-based education and training, as apprentices work part-time in companies and workshops and contribute to income generation. However, these are general phenomena, which remain the same, whether the Project comes into life or not.

6 Implementation modalities⁴⁵

6.1 Management modalities

6.1.1 Modality of co-management

The project will be managed according to the mode of “co-management”, that means that the project funds are jointly managed by the partner country and BTC, according to the following three principles:

- The Palestinian Authority is the project owner and has the contracting authority;
- BTC ensures the appropriate use of the project funds and the respect of its procedures, and it contracts the national and the international Project Advisor;
- The project is managed according to the World Bank procurement regulations / procurement regulations of the Palestinian Authority.

The rule of “co-management” applies to all budget lines and types of expenditure, except for the contracts with the National Project Advisor, the International Project Advisor, Monitoring, Evaluation and Auditing. The Belgian Technical Cooperation will conclude and honour these contracts according to the modalities of “regie”. The partner side will arrange for procurement and contract the Project Office Manager, the part-time Accountant and the Driver.

The Project Manager signs together with the officer of the MoEHE designated by the MoP and the MoEHE for this purpose.

6.1.2 The authority in charge

The Project will be implemented under the authority of the Ministry of Education and Higher Education (MoEHE), in close cooperation with the Ministry of Labour, which has recently merged with the Ministry of Social Affairs. Curriculum Development for Technical and Vocational Education and Training (TVET) is primarily under the supervision of the MoEHE, but it will come under the future TVET Development Centre, as soon as this new institution is established.⁴⁶

⁴⁵ It is recommended to consult the two organisation charts 2 and 3 in the top part of the report, pages xviii and xix.

⁴⁶ See Chart 3 in Chapter 2.3.1 and Chart 10 in Chapter 4.8.2.

6.1.3 The Project Steering Committee

The Project Steering Committee will supervise project implementation.

Composition

It is made of :

- The Minister of the Education and Higher Education (Chair)
- The Minister of Labour
- A representative of the Palestinian federation of Industry or the Palestinian Chambers of Commerce and Industry
- The Project Authorizing Officer
- The BTC Resident Representative
- Any of the above mentioned members might delegate his/her authorities and responsibilities of attendance and voting to any representing deputy in writing

Care will be taken that the MoEHE and MoL representatives in the Project Steering Committee are the same as those in the national TVET bodies (TVET Higher Council and Executive Committee).

Responsibilities and tasks

The Project Steering Committee has the following tasks and responsibilities:

- “Examine the Technical and Financial File (TFF) before its approval by the Parties to the Specific Agreement;
- Set up the structures required to carry out the Project,
- Oversee execution of the commitments undertaken by the respective parties;
- Assess the project progress and the results achieved on the basis of the implementation reports of the Project;
- Approve the planned activities of the Project;
- Approve any adjustments or modifications to the intermediate results or activities, while both adhering to the specific objective and to the overall budget set by the (present) Agreement and ensuring that all actions remain practicable;
- Make recommendations to the competent authorities of the two Parties;
- Solve any problem relating to the management of the resources (human, financial or material) or the interpretation of the Specific Agreement or the TFF, which may hinder the smooth progress of the Project and cannot be solved by the Project Manager;
- Make decisions or changes in the Project components, budgets and future directions;
- Appraise the annual financial audits;
- Approve the final report and conclude the project.”

Organisation of the meetings

The steering Committee draws up its rules of internal procedure in accordance with other provisions of the Specific Agreement and this technical and financial file.

The Steering Committee is convened and chaired by the MoEHE.

The Steering Committee normally meets every three months by invitation of its chairman or extraordinarily if so requested by a member.

The Steering Committee takes decisions by consensus.

The proceedings of each meeting are records in Minutes signed by all members.

The Steering Committee shall also meet no later than three months before the project activities are completed in order to study the draft final report drawn up according to BTC standards.

Approval of amendments to the technical and Financial File

As long as the specific objective, the duration and the total budget of the project mentioned in the Specific Agreement signed on 7th October 2005 don't change, the BTC together with the MoEHE decide in common agreement on necessary amendments to the technical and financial file

For amendments related to the following aspects, the approval of the Project Steering Committee is required beforehand:

- intermediate results of the logical framework and their respective budget;
- project implementation modalities;
- competences, attributions, composition and mode of functioning of the Steering Committee
- motivational and approval mechanisms for the adaptations made in the technical and financial file
- result and specific objective indicators of the project;
- financial modalities regarding the set up of the contributions by the parties.

BTC and MoEHE shall inform the Government of Belgium (through the Counsellor for Development Cooperation) about these modifications.

Whenever the modifications involve changes of the specific objective, the total budget and/or the duration of the specific agreement an exchange of letters is required between the Palestinian Party and the Government of Belgium.

6.1.4 The Project Team

The National Project Manager, leads the Project Team, which consists of the Project Office Manager, the part-time accountant and a driver.

A National Project Advisor, who works on a part-time consultancy basis, will support the Project Team in its operations and mainly care for the strategic orientation of the project, in line with the national policy as established by the TVET Higher Council and Executive Board.

The National Project Manager will take on the responsibility for project implementation, whereas the Part Time National Project Advisor for the quality aspect of activities, products and results. The National Project Manager has the exclusive decision making power, under the supervision of the Project Steering Committee.

The International Project Advisor, who works on a consultancy basis, will ensure the linkage with innovative TVET development in other countries and regions, monitoring of project progress, and sourcing of required international expertise for the project.

The Project Team will validate the orientations of the Project Feasibility Study and the concept of the project in an open Project Inception Workshop, which will take place during the first three weeks of project implementation. The involved Chambers of Commerce and Industry will be present and contribute actively to this event. Once the workshop being concluded, the project team will update the project plan and draw up a work plan for the whole period and for the first year of implementation.

The Project Manager will care for the timely realisation of the planned activities according to the plan of operations, and he will regularly monitor the implementation of the different project components and activities.

The Project Team has the following mandate:

1. Producing the intermediate results of the Logical Framework
2. Planning of project activities
3. Organisation, coordination and supervision of implementing project activities
4. Adaptation of project planning in the line with the project's development
5. Administrative and financial management of the project according to the official procedures
6. Coordination and networking with other national and international partners
7. Implementation of procurement activities
8. Preparation of the written notice to attend the Project Steering Committee (PSC)
9. Dissemination of preparatory documents for Steering Committee meetings
10. Agenda setting for the Steering Committee
11. Minutes drafting of Steering Committee meetings (and being the secretariat for the PSC)
12. Reporting: Implementation reports, follow-up evaluation reports, and final report
13. Interacting with national, Governorate-level and local authorities, international organisations and stakeholders
14. Interacting with company owners, managers and staff, workshop owners and staff, representative organisations of companies, such as Chambers of Commerce and Industry, economic branch associations and federations, trade unions etc.
15. Coordinating, managing, administering, planning, budgeting, implementing, monitoring and evaluating all project activities
16. Assuring timely replenishment of project accounts and correct accounting
17. Preparing all documents, Steering Committee meetings and assignment of national and international short-term experts and other human resources
18. Participating in presentations to stakeholders.

6.1.5 The National Curriculum Team

This is the professional “Think tank” of the project. It is an open group of expertise, which works on the project activities. Its members are: Technical teachers, trainers, curriculum developers, consultants in the areas of education, training and education and training related ICT (Information and Communication Technologies). Membership in the Curriculum Team does not give right to any contractual relation or income. Each member may have a specific arrangement for his or her services. It is hoped that the professionals working more than on just one short-term assignment under the project, continue sharing the knowledge building and exchange within the Curriculum Team and between this informal body and the wider professional community in the field of TVET. The professional engaged in the local Working Groups will become part of the Curriculum Team, but without gaining automatically the right of working on other assignments outside of their own locality.

The National Curriculum Team has the following mandate:

1. Support the Working Groups in their curriculum development work
2. Identify expertise if it is not available in the locality where it is needed
3. Elaborate, discuss and adapt working methodologies
4. Communicate with and between the involved parties
5. Take part in monitoring implementation in TVET institutes and workplaces in companies
6. Coordinate with the Project Team
7. Identify and source support from potential partners outside the narrow field of TVET in Palestine
8. Brief the authorities other than the MoEHE and MoL on TVET issues and on the project

6.1.6 The Local TVET Groups

The “Local TVET Groups” are the local correspondent to the national “Curriculum Team” in the up to 5 localities. They unite the professional know-how from TVET institutes, companies, the Chamber of Commerce and Industry, other institutions and individual consultants at the local level. Up to 5 Working Groups will come into life under the project, their principal task being their participation in all project activities at the local level: Work on training needs assessment, curriculum development and adaptation, advice to TVET institutes and companies.

Each Working Group is at the same time in charge of one of the five specialisations Electro-technology, electronics, communication technology, information technology and business administration. The decision, which specialisation will be based in which location, is up to the Ministry of Education and Higher Education, in consultation with the local Chambers of Commerce and Industry, other private sector organisations and the Ministry of Labour. The Resident Representative of the Belgian Technical Cooperation will be closely informed about progress and choices, as this decision process may touch sensitive issues with political implications.

The Working Group has the following mandate:

1. Do Training Needs Assessment
2. Support TVET institutes in their efforts to establish linkages with companies, Chambers and other entities of the demand side in the labour market

3. Determine occupational profiles
4. Do curriculum development work
5. Implement new modules
6. Monitor implementation in TVET institutes and workplaces in companies
7. Coordinate with the Project Team
8. Brief the CCI Training Manager or the person in charge of training, the Assistant, and the CCI Director

Common tasks of the National Curriculum Team and the Local TVET Groups:

1. Report on activities every quarter in a standardised format
2. Plan new activities for the following quarter
3. Participate in the national Project Inception Workshop and in the annual national conferences
4. Act as a pool of expertise.

6.1.7 The role of the local Chambers of Commerce and Industry

The Chambers of Commerce and Industry are privileged implementation partners of the project. Up to 5 Chambers of Commerce and Industry become partners of the implementation by signing an agreement with the MoEHE as the project implementation authority.

The participating Chambers of Commerce and Industry assume the following mandate:

1. Assigning the Training Manager or in the absence of a dedicated person, the official in charge of training as the liaison person with the project (Project Coordinator, Project Advisor, MoEHE, TVET institutes, companies, Working Group)
2. Appoint an Assistant to the Training Manager or the official in charge of training, as a professional support for the active participation in project activities
3. Host the project Working Group in the locality
4. Launch promotion campaigns towards the companies in the locality concerning the project, its goals, recommending the companies to take part in capacity building activities for Training Needs Assessment, Occupational Profile development, design of Training Programme outlines, and to take part in new training initiatives linked with the Curriculum Development process
5. Inform companies about the project and about TVET in Palestine
6. Host the local Resource and Self-learning Centre
7. Allocate office space to the local Focal Point for project activities
8. Award staff members work time on project activities, with the agreement of the CCI manager

It will be a precondition of participation that the Chambers agree to share the cost for the Assistant. According to the budget estimate, in order to ensure smooth transition at project end and in the interest of sustainability, the project may pay up to 75 % of his salary in the first year, up to 50 % in the second year, up to 25 % in the third year and 0 % in the fourth year.

Furthermore, the Chambers will have to take on a share of running costs and ensure professional operation and maintenance of the equipment provided by the project with the Belgian funding.

6.1.8 The role of the Training Managers or the officials in charge of training activities at the participating Chambers of Commerce and Industry

The Training Manager or the official in charge of training activities is the interface between the project management and the local partners. Working in the project is only one of several or even many tasks of the Training Manager or the official in charge of training activities. Their role in relation with the project is mainly one of coordination and management, and less of involvement in technical issues of curriculum development. These issues are in the hands of the Working Group and the Curriculum Team at the national level.

The Training Managers or the officials in charge of training in the up to five Chambers of Commerce and Industry have the following mandate:

1. Be the interface for the TVET institutes and companies collaborating in project activities
2. Allocate spaces for group work in the CCI building
3. Supervise the establishing and operation of the Resource and Self-learning Centre in the CCI
4. Represent the project to the outside on the local level
5. Call for and conduct meetings of the local TVET Committee
6. Call for and conduct project workshops with TVET institutes and companies
7. Communicate on all issues with the national National Project Manager and the National Project Advisor
8. Brief the CCI Director and Board on project issues and on TVET in general

6.1.9 Implementation partners

The project will cooperate with the following institutional partners:

1. The national Ministries of Education and Higher Education and of Labour and Social Affairs, as well as with other Ministries when they engage in the area of the project
2. The Governorate-level administrations of these Ministries
3. Municipalities in the West Bank and Gaza
4. Companies, small workshops, self-employed persons and their representative organisations, such as Chambers of Commerce and Industry and economic branch organisations
5. Technical and Vocational Education and Training institutions in the whole country
6. Organisations of the United Nations engaged in education, training and employment, such as UNRWA, UNESCO and ILO
7. Projects and initiatives supported by other donors such as GTZ / Germany, Austria, Switzerland, the European Community / European Union⁴⁷, the European Training Foundation, USAID / United States of America, KOICA / South Korea, Canada
8. Other projects and initiatives supported by the Belgian bilateral cooperation, including BTC and APEFE (Association pour la promotion de l'éducation et de la formation à l'étranger, an organisation depending of the French-speaking community in Wallonia and Brussels).

⁴⁷ International Cooperation comes under the European Community and is managed by the European Commission / EuropeAid and the Technical Assistance Office in East-Jerusalem.

6.2 Legal framework

Recruitment of personnel

Contracts for existing and additional staff of the MEHE financed through the project will follow national rules and regulations applied within the MEHE, and approved by BTC prior to employment.

Procurement of goods and services

The appropriate World Bank regulations shall apply in line with nationally endorsed Country Procurement Strategies and Regulations for the awarding of supplies, work, and services contracts finances in 'co-management'. For orders totalling the equivalent of EUR 25,000 or more, the preliminary agreement of the Co-authorizing officer is required before tendering and/or awarding.

Funds in 'regie' will fall under Belgian rules and regulations.

Up to the present stage, each education and training institution adopts its training programmes and hands out certificates either of its own or together with a supervising authority, according to its own rules and regulations, be it the Vocational Training Centres of the Ministry of Labour, the Vocational Training Centres of the former Ministry of Social Affairs, the Vocational Secondary Schools of the Ministry of Education and Higher Education, the Palestinian Technical Colleges of the same Ministry, the Vocational Training Centres and Technical Colleges of the United Nations Refugee Works Agency (UNRWA). The non-profit TVET institutes of NGOs and the non-profit and for-profit TVET institutes of other private organisations are governed by the rules and regulations of the MoEHE.

The MoEHE is the technical ministry of the Palestinian Authority, which reigns over the accreditation of training programmes and which supervises TVET delivery, according to the level of provision, as MoL supervises the first two levels, whereas MoEHE supervises the upper three levels.⁴⁸

There is a national Academic Quality Assurance Committee (AQAC), which is the specialised body in charge of quality assessment in the education and training sector. It was agreed in the TVET Strategy Implementation Plan (2003) that accrediting new programmes for TVET will be the responsibility of the MoEHE through AQAC, by creating a specific TVET unit in this consultative body. However, the TVET unit is not established yet. The MoEHE will base its decisions on the expert opinion of this body. The project undertakes among its many capacity building activities one, which is targeting capacity building for the members of the TVET unit under this body (Result 2, Activity 2.10).

The Palestinian Authority has instituted a multi-partner structure for policy formulation and implementation within the larger area of TVET, with the TVET Higher Council and Executive Committee. The policy decisions of the TVET Higher Council may become binding national regulations, if they are adopted by Parliament or taken on by the relevant Ministry of the Palestinian Authority.

⁴⁸ See Chart 3 in Chapter 2.3.1

6.3 Implementation and follow-up structures

6.3.1 Project staff and advisors

a) The National Project Manager

The Project Manager is in charge of overall project implementation. His roles and responsibilities and qualification profile are presented in the following table.

	Roles and Responsibilities	Qualification Profile
	<p>S/he:</p> <ul style="list-style-type: none"> • Implements project activities according to the Plan of operations • Keeps record of the financial situation of the project • Dresses quarterly reports • Undertakes quarterly planning of activities • Represents the project to the outside • Is the disciplinary superior of the financial officer • Is responsible for the project vis-à-vis the Belgian Technical Cooperation • Does everything to make the project a success • Ask for professional advice in areas in which are outside of his specialisation • Builds a positive image of the project 	<p>S/he is or has:</p> <ul style="list-style-type: none"> • Graduate from university studies (Master level or Technical Teacher certificate, and / or engineer) • Enjoys managerial capacities • Teaching experience in TVET • Expertise in curriculum development • Experience in an industrial enterprise • Experience in TVET Curriculum development • Experience in the management of international cooperation projects • Good presentation and facilitation skills • Good written formulation skills • Good level of English

b) Part-Time National Project Adviser

He or she should have experience in Curriculum Development, TVET strategy formulation, management of training institutions and of international cooperation projects.

	Roles and Responsibilities	Qualification Profile
	<p>S/he gives advice on:</p> <ul style="list-style-type: none"> • Curriculum development • Methodology of Competence-based modular training, specifically in the fields of specialisation of the project: Electro-technology, electronics, communication technology, information technology, business administration • TVET Strategy • Participation of economic actors = the demand side in the labour market • Workplace-based training, apprenticeship, internships • Management of TVET institutes • Project monitoring and evaluation methodology • Revision of Logical Framework 	<p>S/he has:</p> <ul style="list-style-type: none"> • Relevant degree in economics - social economy, / education – social work – social sciences / technical engineering (BA or BSc, MA or MSc, Dr.phil. or Dr.sc or Dr. ing) • Certificate in technical education or vocational training • At least 5 years experience with an international cooperation agency • At least 5 years experience in project management (planning, activities, finance, administration) in TVET • Proven relevant experience in TVET • Proven experience in private enterprises (Chambers of commerce and industry / social partner organisations) • Good level of English • Good presentation and facilitation skills • Good written formulation skills

c) International Project Adviser

	Roles and Responsibilities	Qualification Profile
	<p>S/he gives advice on:</p> <ul style="list-style-type: none"> • Sourcing of international expertise • Judgement on the project with an international view • Methodology of Competence-based modular training • TVET Strategy • Participation of economic actors = the demand side in the labour market • Workplace-based training, apprenticeship, internships • Project monitoring and evaluation methodology • Revision of Logical Framework • Identifying international partners • Information on international cooperation in TVET • Benchmarking of Curricula and Certificates with European models 	<p>S/he has:</p> <ul style="list-style-type: none"> • Relevant degree in economics - social economy, / education – social work – social sciences / technical engineering (BA or BSc, MA or MSc, Dr.phil. or Dr.sc or Dr. ing • Certificate in technical education or vocational training • At least 5 years experience with an international cooperation agency • At least 5 years experience in project management (planning, activities, finance, administration) in TVET • Proven relevant experience in TVET • Proven experience in private enterprises, Chambers of commerce and industry and social partner organisations • Good level of English • Good presentation and facilitation skills • Good written formulation skills • Training and competence in one or several fields of specialisation

e) Other Project Staff

An Office Manager supports the National Project Manager in preparing meetings, keeping agendas, facilitating communication, ensuring that the office is always operational, also in times of absence of the National Project Coordinator.

The Driver transports project staff, invited consultants and others upon order from the Project Manager. He takes care of the project car and ensures its regular maintenance. Apart from his role as a driver, he is in charge of delivery services and ordinary clerk services.

The Accountant is an independent person who works on a part-time basis for the project. He may have his or her own business or be a partner in an accountant office or an agent of an accounting firm.

6.4 Financial Management

The Belgian contribution will essentially be managed in ‘co-management’, which implies that funds in co-management are jointly managed by an Authorizing Officer (the Palestinian Minister of Planning or his/her Deputy and by a Co-authorizing Officer (the BTC Resident Representative or his/her Deputy°) .

The National Project Manager (MEHE) is in charge of overall project implementation, including financial management. The project accountant supports him in keeping accounts, observing the cash flow and respecting the deadlines for replenishing the project accounts and other operations.

6.4.1. Financial flows

The financial contribution of the Belgian Party (funds in co-management) will be disbursed via BTC-Brussels to a EURO main account opened in the name of the project by BTC at the Arab Bank in Ramallah. The signatories of this account will be the Palestinian Authorizing Officer for the project (Palestinian Minister of Planning or his/her Deputy) and the BTC Resident Representative in Jerusalem as Co-authorizing officer (or their Deputies). This account will be on regular basis replenished in function of the degree of realisation of the project's activities and based on the project work plans. Transfers of money will be made on joint demand of the project authorizing officers to the financial officer of BTC-Brussels.

A second bank account (the project or the running account) will be opened in the name of the project. This co-management project account shall operate by dually authorized signatories of the Palestinian Party, being the National Project Manager and the officer of the MoEHE designated by the MOP and the MoEHE. .

This account will be replenished by the Authorizing and Co-authorizing officers on requests of the Project Manager based on the progress of the work plans with a maximum amount of 75.000 € by replenishment.

This account will be used for expenditures that don't exceed 25.000€.

For a limited number of budget lines, such as technical assistance and monitoring and evaluation (see budget), funds will be managed in 'regie' through a BTC account of which BTC is the only authorizing officer.

The contribution of the Palestinian party will be disbursed through the regular national channels.

6.4.2. Financial follow up

The National Project Manager, in coordination with the Project accountant shall send a monthly Financial Activity Statement (FAS) to BTC Jerusalem together with a copy of all invoices, receipts, and supporting documents related to the sent FAS. Monthly Financial Activity Statements should be sent to BTC by the 7th of the next month. BTC should control, verify and send its feedback report to the project manager by the 12th of the same month the FAS has been received. BTC Jerusalem will then approve and send the Financial Activity Statements to BTC Brussels.

Any needed corrections should be adjusted and rectified in the next month's accounting period.

The National Project Manager, in coordination with the Part Time National Project Advisor should provide a quarterly financial planning to BTC office by the 10th of the beginning of each quarter.

The MoEHE shall provide annual and final financial audit reports to the Belgian side. These reports shall be prepared by an external auditor. The cost of the audit shall be paid by the project's budget.

6.4.3 Tendering

In the awarding of supply, works and service contracts in co-management, the appropriate World Bank Regulations shall apply.

Individual orders totalling the equivalent of € 25.000 or more shall get the approval of the Belgian Party before tendering and awarding. (on the method of awarding, the list of companies to be consulted if appropriate, the proposed award of the contract).

6.5 Monitoring, evaluation and auditing

6.5.1 Project-internal monitoring

A Base-line study is part of the project activities during the first 6 months of project implementation. It will mainly address companies, the labour market at large and economic prospects in the project regions, in order to lay a reliable basis for the professional work on occupational profiles, curricula and training modules. However, the documentary basis will also serve the purposes of project monitoring.

Monitoring is the task of the project management, which is composed of the national Project Coordinator, the Part Time National Project Advisor and the international Project Advisor. Monitoring has to be part of the scheduled activities of the Project Team, and there should be one overall monitoring every six months, taking the Logical Framework of the Technical and Financial File (TFF) as the formal basis and reporting correspondingly to the Steering Committee, the MoEHE and BTC.⁴⁹

The monitoring task is shared with the Training Managers of the (up to five) participating Chambers of Commerce and Industry or the officials in charge of training activities within these Chambers. The national Curriculum Team and the local Working Groups will be the main informants within the project, whereas stakeholders such as participating companies, TVET institutions, the TVET departments of the two Ministries involved (MoEHE and MoL) will:

- a) Report on progress,
- b) Give their appreciation of highlights and shortcomings,
- c) Communicate their suggestions as to the project activities.

There are mainly three instances of monitoring:

- a) Participation in project events, such as curriculum development workshops and training sessions, on-site observations in companies linked with specific project activities (such as Training Needs Assessment, specific studies),
- b) Individual visits to stakeholders such as companies, TVET institutions, the two Ministries, observers who are not directly involved,
- c) Analysis of produced documents as to their coherence with the project purpose.

⁴⁹ The TFF will become part of the Specific Agreement governing the project.

A number of activities planned for the project will produce some of the evidence, which can be used for monitoring purposes, such as the regular meetings of the 5 local TVET Committees, the monitoring of the first implementation and general application of new training modules, benchmarking with international examples and the annual workshop.⁵⁰

6.5.2 Project-internal and external evaluation

An external and independent evaluation will take place after 2 years of activities are concluded (mid-term evaluation). The evaluation team should consist of one international and one national expert. The attention to the “lessons learned” and the positive experiences is at least as important as the appreciation of the external and internal successes and shortcomings. So the evaluation should be planned, implemented and understood as a collective learning exercise. The timing has to reflect that sufficient time remains to introduce eventual changes in project orientation or in one or the other result, if considered necessary for achieving the project objective.

A second external evaluation (final evaluation) should take place at the beginning of the year 4, to prepare for project closure and transition in the Palestinian institutional structures.

The evaluation teams will elaborate on the five standard evaluation criteria “relevance”, “efficiency”, “effectiveness”, “impact” and “sustainability”, and they will formulate observations, comments, lessons learned, and recommendations. The methodology will follow the BTC evaluation guidelines in force at the time of each evaluation.

The project team should engage in an annual internal evaluation process, which can immediately precede the elaboration of the work plan for the following year. Both external preparations should be prepared by an internal evaluation. This will facilitate the external evaluation process, mainly in the opening phase, as a number of issues will already be on the table and ready for discussion, including the strategies for corrective action.

6.5.3 Auditing

There will be yearly audits of the accounts. The audit reports will be addressed to the project Steering Committee and to the BTC. The project will perform through hundreds of work contracts or work orders, which are concluded per task.

6.6 Ending the project

An “exit strategy” has been thought out from the beginning. It consists in:

- Attaching the project at the National TVET Development Centre, which is the technical body in charge of curriculum development and overall development of the TVET System in Palestine under the TVET Higher Council and Executive Committee⁵¹
- Institutionalising regular adaptation, new development and out-phasing of training outlines (curricula), training programmes and modules

⁵⁰ See Annex 4

⁵¹ See Chapter 2.1.1

- Involving the representative organisations of companies on the demand side of the labour market (Chambers of Commerce and Industry) in policy development, management and technical work.

The large majority of activities under the project will continue regularly once the project has ended. A Curriculum Unit is a one of 8 units in this new technical body, which is planned to start operations within the coming months.⁵² A cabinet decision concerning its creation has been taken recently.

The largest issue at the end of the project will be to keep up and alive the professional know-how developed under the project, and which will mainly lie outside the TVET Development Centre, with teachers, trainers, professional staff in companies and Chambers of Commerce and Industry, and officials and consultants in the TVET Departments of the two Ministries MoEHE and MoL. The project should therefore advise and coach the relevant management and staff in the TVET Development Centre, but also the members of the TVET Higher Council and Executive Committee on how to deal with this accumulated capital of expert knowledge, how to cultivate and encourage it and how to keep alive a spirit of (individual and collective) self-improvement of the professionals in the area.

The Project Manager will prepare the Final Report with the support of the national Project Advisor, for submission to the Steering Committee, MoEHE and BTC. The report will establish the accountability of activities and expenses to the authorities (“the Beneficiary”) and the donor. It will contain a summary of major lessons learned for the same audience.

The obligatory contents of the Final Report are:

1. Project description
2. Background, achievements, management, financial overview and major challenges
3. Overall appraisal and its justification
4. Lessons learned and comments on sustainability

The Annexes to the Final Report should include:

1. An overview of budget and expenses of the Belgian contribution and of Partner contributions
2. A list of persons who have worked under the project
3. A list of all contracts
4. An inventory of equipment and materials, indicating their localisation and property
5. A list of training activities and materials developed / provided
6. An overview of Steering Committee reports and annexes
7. A copy of the Final Evaluation report.

7 Resources

7.1 Human resources

The Human Resources involved in the project are:

1. The National Project Manager, the Part Time National Project Advisor and the International Project Advisor, the Project Office Manager, the part-time accountant and the driver

⁵² See Chapter 2.1.1

2. The training managers or the officials in charge of training in the participating Chambers of Commerce and Industry
3. The teachers, trainers and other professionals working under the project, as members of the national Curriculum Team and of the local Working Groups and on individual work contracts
4. The students, trainees and apprentices, who are experimenting the adapted and new training programmes and modules in an experimental and less-than perfect stage
5. The professionals of the TVET Departments in MoEHE and MoL
6. The members of the TVET Unit in AQAC (Accreditation and Quality Assurance Committee, MoEHE)
7. International and national consultants on work assignments with the project
8. The members of the TVET Higher Council and Executive Committee and the professional staff of the TVET Development Centre.

For the quantitative aspect and the types of assignments, please confer the project budget and the detailed document “Activities and Means”.

7.2 Material resources and services

The project will acquire information technology equipment (Personal computers, printers, modems for Internet access, photocopying and fax machine, audio-visual equipment and workshop facilitation equipment etc.) for the project office and up to 5 focal points in the collaborating Chambers of Commerce and Industry (CCI). It will purchase documentation for the project office and the up to 5 Resource and Self-learning Centres.

The equipment installed in the CCI will become property of these organisations with a guarantee of availability for all project activities, and for education, training and development purposes after project termination. The documentation procured under the project for the use of the local Working Groups and the Resource and Self-learning Centres will become property of the participating CCI.

The equipment purchased with project funds and installed in the Project Office and the documentation procured for its use will become property of the national TVET Development Centre, and not of the Palestinian Curriculum Development Centre. MoEHE will be the owner of this equipment and documentation in the period until the establishment of the TVET Development Centre and before the installation of the project office in its premises.

The partners (MoEHE, Palestinian Curriculum Development Centre / TVET Development Centre, up to 5 CCI) will provide office space, office furniture, heating and air conditioning, electricity, water and access to telephone lines and Internet communication. They will take over the charges for heating and air conditioning, electricity, water and access to telephone lines and Internet communication. The corresponding expenditure is estimated as counterpart contribution.

7.3 Financial resources

The financial resources of the project are generated by the contribution from the Kingdom of Belgium, whereas the contributions from the Palestinian partners (MoEHE, CCIs) will mainly be in kind (salaries, office space, furniture, electricity and fuel, water, documentation).

Categories of the budget are:

1. Project preparation
2. Capital expenditure
3. Human resources
4. Other running cost
5. Monitoring and evaluation

A budget overview is in the Annex. The Project Formulation team has elaborated a detailed budget estimate, as a constituent of the Feasibility Study, calculating the cost of each activity according to the necessary means, with breakdown per budget category. This detailed budget will not become part of the legally binding document, in order to leave the necessary room of manoeuvre to the project team.⁵³

The estimated contribution from the Kingdom of Belgium is 2.000.000 Euros; the estimated contribution from the Palestinian partner side is 200.000 Euros. These amounts have been fixed in the Specific Agreement, whose signature has preceded the Project Formulation Mission.

⁵³ See the Excel files “Budget” and “Activities and Means”. The Activities and Means appear also in the main report, Chapter 4.5.

Annex 1

Logical Framework Matrix

Annex 1 Logical Framework Matrix
“Support to Technical and Vocational Education and Training in Palestine”

INTERVENTION LOGIC	INDICATORS	SOURCES OF VERIFICATION	ASSUMPTIONS
<p>Overall objective (Specific Agreement BTC Palestine, 27-10-2005)</p> <p>Sustainable economic diversification and increased income opportunities are generated through the provision of appropriate vocational training</p>	<p>Increased employability & self-employability rates of youth</p> <p>Note: The Steering Committee reviews the indicators at one of its first meetings:</p>	<p>PCBS Statistics</p>	<p>Political & economic stability</p>
<p>Specific objective (Specific Agreement BTC Palestine, 27-10-2005)</p> <p>Youth and adults are enabled to acquire and update their competences on an equal basis through continuously adapting market-based vocational training programmes in some selected priority fields (Electro-technology, Electronics, Communication technology, Information technology, Business administration)</p>	<ul style="list-style-type: none"> • The (self) employment rate 6 months after graduation in the fields with improved curricula is at least 60 % at the end of the second year, and 75 % at the end of the project (or at least 20% increase over the current employment rates of graduates). • At least 30 % of the learners in the selected specialisations are girls at the end of the second year, and 50 % at the end of the project. • At least 30 % of the learners in the selected specialisations are from marginalized urban and rural communities at the end of the second year, and 60 % at the end of the project. 	<ul style="list-style-type: none"> • Tracer Study of graduates within 6 months of graduation • TVET institutes enrolment & graduates records • Inquiries with graduates • Tracer study • Inquiries with employers • Project reports • Statistics at PCBS, MoL and Governorate-level Labour Offices • Reports of MoEHE and MoL • Reports of the participating CCI (moved from R3) 	<ul style="list-style-type: none"> • High priority for TVET on the agenda on the national level • Effective & efficient bodies of the Palestinian TVET system (Higher Council & Executive Board) support the project and ensure its smooth implementation. • Motivated & experienced project team and stakeholders.

INTERVENTION LOGIC	INDICATORS	SOURCES OF VERIFICATION	ASSUMPTIONS
<p>Result 1 Sustainable multi partner alliance established, linking training with the labour market</p> <p>Enterprises and other users collaborate actively with training providers on the local level in demand analysis, programme selection and ongoing development, accept trainees for internships and apprenticeships and employ TVET graduates.</p>	<ul style="list-style-type: none"> The Focal Point in each one of the five locations will be responsible for one of the five fields: Electro-technology, Electronics, Communication technology, Information technology and Business administration. One year after project start, at least 10 companies and 5 institutions or organisations collaborate with the local TVET providers (Technical College, Vocational Secondary School, Vocational Training Centre etc.). One year after project start, each TVET provider collaborates with at least 3 companies and 1 institution or organisation, in the selected field. Three years after project start, the number of internships of trainees from the TVET providers in companies has increased by 50 %. Three years after project start, more than 50% of graduates' employment is due to linkages with the labour market. Local TVET Coordination Committee meets regularly (once every month) and agrees and reviews an agenda of activities, which includes activities planned under the project. 	<ul style="list-style-type: none"> Inquiries with Companies Project reports Reports of Chamber of Commerce and Industry and its Training Department Annual reports of TVET providers Reports of MoEHE and MoL Minutes of TVET Coordination Committee meetings 	<ul style="list-style-type: none"> Company managers and owners are conscious of the advantages of improved qualification of candidates for jobs through well managed TVET institutions which offer quality training close to market needs and potentials Motivation of companies to participate in project activities Companies recognise the Chambers of Commerce and Industry as their representative and aide CCI President and Board members support active engagement of CCI Director and Training Department in TVET CCI Director and Training Department manager are competent and assume an active role in the project and give it a key priority place
<p>Result 2 - Improved institutional capacities of involved parties</p> <p>Members of coordination bodies and curriculum development groups (management, professional staff and consultants in training institutions, chambers of commerce and industry, enterprises and involved government departments at the national, regional and local level) are trained, have gained experience in curriculum development, and implement continuously TVET according to the new model.</p>	<ul style="list-style-type: none"> All training conducted is gender sensitive and gender balanced At least 30 % of those trained are women 30 core group people of the professional stakeholders are trained to be multipliers for upgrading capacity of other stakeholders. Curriculum developers in 5 locations are trained. Stakeholders are trained and developing & implementing CBMT (Enterprises, TVET teachers & trainers, CCI training unit). Exposure of working groups to TVET-CBMT in 6 countries in region & international Annual conference is conducted at end of each year. 	<ul style="list-style-type: none"> Evaluation of ongoing training Evaluation missions Project documentation CCI reports Official communication of TVET Development Centre, Executive Board and Higher Council Public reports on visits abroad in a comparative view Conference proceedings 	<ul style="list-style-type: none"> Motivation of companies to participate in project activities Relevance of training contents for professional careers Recognition of formal "Training of Trainers" programmes Motivation of those trained to take an active role in implementation of new CBMT curricula and modules

<p style="text-align: center;">Result 3 Market-based curricula developed and implemented with companies and other partners</p> <p>Training institutions provide relevant and effective training in the selected vocational fields, translating flexibly and continuously labour market needs into existing and new programmes, related to an efficient monitoring system and making use of the agreed methodology for adaptation and development of labour market oriented programmes and modules (including entrepreneurship)</p>	<ul style="list-style-type: none"> • All developed modules are gender sensitive and allow participation of women and special needs groups. • 1 year after project start, at least 20 occupational profiles are developed for the 5 fields. • 1 year after project start, in each of the 5 fields, occupational profiles, curriculum outlines and 1 training module are ready. • The local Curriculum Development Working Groups work regularly, produce curriculum outlines and modules and follow up their implementation. • 1 year after project start, the national Curriculum Team has proposed a working methodology, laid down in a guidebook. • At the end of year 2, at least 2 curricula per vocational field are new or revised. • At the end of the project, all occupations with high demand (in the 5 vocational areas) are served by a new or revised training programme. 	<ul style="list-style-type: none"> • Evaluation of modules • Evaluation missions • Developed occupational profiles, curriculum outlines and training modules • Project documentation: reports from follow-up visits to implementation sites, from Project Manager and Project Advisor and from CCI Training Managers • Guidebook on the working methodology of the national Curriculum Team and the local Working Groups 	<ul style="list-style-type: none"> • Directors and teachers of TVET institutions accept to engage in the new direction. • The Ministries in charge certify graduates and license TVET institutions. • Transparency of project operations for all involved stakeholders • Efficient policy making bodies of TVET that meets regularly (to avoid delays & deliver on time) and supports the project.
<p style="text-align: center;">Result 4 Locally and internationally accredited qualification standards</p> <p>Occupational profiles and competence-based modular curricula are accredited and implemented on a national scale, based on technically justified proposals presented by the stakeholders in the multi-partner bodies of the TVET system (Higher Council and Executive Board – Private sector organisations, Ministries, NGO, UNRWA)</p>	<ul style="list-style-type: none"> • Within 6 months from project start-up, trained TVET unit at AQAC has issued its accreditation criteria / regulation for CBMT certifications. • Within 6 months from project start-up, the Ministries in charge accept experimenting new CBMT curricula and modules. • In the second year of project operation, CBMT curricula and modules go for implementation in the whole country. • MoEHE and MoL certify graduates and accredit new training programmes. • TVET Higher Council and Executive Board approve the new curricula and modules. 	<ul style="list-style-type: none"> • Regulation of CBMT certification • Declarations and press statements of the MoEHE • Project reports • Text of certificates 	<ul style="list-style-type: none"> • Existence of the TVET unit at AQAC in MoEHE with the participation of MoL and under supervision of TVET Higher Council. • Availability of approved Labour-market based Job Classification • TVET policy decision regarding entry & exit conditions of the levels, and training requirement. • MoEHE, MoL and other supervisory ministries and administrations accept application of new curricula and modules. • MoEHE, MoL and other supervisory ministries and administrations certify trainees and accredit training programmes • Economic sectors collaborate actively in the multi-partner bodies and support project activities.

Major activities	Major means of implementation ⁵⁴
<p>For Result 1: Sustainable multi partner alliance established, linking training with the labour market Enterprises and other users collaborate actively with training providers on the local level in demand analysis, programme selection and ongoing development, accept trainees for internships and apprenticeships and employ TVET graduates.</p> <p>A 1.1 Establish and agree responsibilities and project support with Chambers of Commerce and Industry (CCI) for their involvement and attribute one specialisation (family) to each CCI</p> <p>A 1.2 Run Inception Workshop to review project implementation plan with all stakeholders</p> <p>A 1.3 Establish Focal Point in each of the Chambers cooperating in the project</p> <p>A 1.4 Elaborate and agree on a plan of action for each Focal Point</p> <p>A 1.5 Establish and update a data base in the CCI for continuously collecting information of economic sectors, link the database with the Labour Market Information System (LMIS) of the Ministry of Labour and the Governorate-level Labour Office, the Palestinian Central Bureau of Statistics (PCBS) and link with Palestinian Authority development plans</p> <p>A 1.6 Link Focal Point in CCI with private sector establishments (companies, small workshops and self employed persons)</p> <p>A 1.7 Establish and develop the relations between training institutions and the private sector, the local TVET Committee undertakes monitoring, meets every 6 months</p> <p>A 1.8 Establish in each TVET institution a contact point for relations with CCI and companies for project use (see Result 2, Activities 2.5 and 2.6)</p> <p>A 1.9 Raise awareness on TVET with private sector companies and local communities through awareness campaigns involving publications, local media, and visits to training institutes</p> <p>A 1.10 Develop, equip and update five Resource and Self-learning Centres (Gaza, Hebron, Jerusalem, Ramallah, Nablus) with multi-media facilities, internet access and documentation (curricula, textbooks, e-learning modules, Internet connection and computers)</p> <p>A 1.11 Update the TVET website with the same documentation as the Resource and Self-learning Centres for dissemination, link TVET website to the CCI websites</p> <p>A 1.12 Conduct Training Needs Assessment and support surveys in companies and small workshops on labour market needs in the selected fields</p> <p>A 1.13 Relate each Focal Point with the central Coordinator and the other Focal Points</p>	

⁵⁴ See Annexes “Detailed Budget” and “Activities and Means”. CBMT = Competence-based modular training

Major activities	Major means of implementation
<p>For Result 2: Improved institutional capacities of all involved parties Members of coordination bodies and curriculum development groups (management, professional staff and consultants in training institutions, Chambers of Commerce and Industry, enterprises and involved government departments at the national, regional and local level) are trained, have gained experience in curriculum development, and implement continuously TVET according to the new model.(</p> <p>A 2.1 Provide orientation to all actors, major stakeholders in the project and project-related employees</p> <p>A 2.2 Train and coach Training Managers of Chambers of Commerce and Industry in the training provision for their members, the Palestinian TVET system, the relation between TVET institutions and enterprises, based on local expertise (Hebron CCI), to be enabled to function as the local hub of the project, using local staff as multipliers</p> <p>A 2.3 Train Curriculum Developers in developing occupational profiles, competence-based training module design, search of curricula, production and upgrading / updating, and on quality assurance principles and techniques according to international standards (see Result 4, Activity 4.12)</p> <p>A 2.4 Train TVET teachers, trainers and inspectors on the national level to implement programmes and modules and in making flexible use of curricula, teaching and learning materials, using the different resources and producing their own materials</p> <p>A 2.5 Inform and train directors of TVET institutions in establishing links with enterprises for training activities, including visits, internships and apprenticeships</p> <p>A 2.6 Train TVET teachers and trainers in establishing links with enterprises for training activities, including visits, internships and apprenticeships</p> <p>A 2.7 Train managers and selected staff of enterprises (engineers and technicians, human resource managers) in taking part in CBMT development and adaptation, including Training Needs Assessment (see Result 1 Activity 1.6)</p> <p>A 2.8 Build capacity for company staff to follow-up trainees (Link with Result 1, Activity 1.15)</p> <p>A 2.9 Expose Local TVET Group members to TVET settings in other countries with CBMT experience (regionally and internationally)</p> <p>A 2.10 Train the members of the TVET unit in the Accreditation and Quality Assurance Committee (AQAC) at MoEHE in international best practice of CBMT and on accreditation criteria and measures</p> <p>A 2.11 Train all stakeholders on the method of and their role in monitoring and evaluation of enterprise-CCI-TVET institution cooperation at the local level</p> <p>A 2.12 Support enterprises in identifying their qualification needs through orientation and training sessions and train CCI staff to conduct occupational surveys</p> <p>A 2.13 Exchange information about lessons learned and expertise gained etc. Conduct an annual workshop</p>	

Major activities	
<p>For Result 3: Market-based curricula developed and implemented with companies and other partners Training institutions provide relevant and effective training in the selected vocational fields, translating flexibly and continuously labour market needs into existing and new programmes, related to an efficient monitoring system and making use of the agreed methodology for adaptation and development of labour market oriented training programmes and modules (including entrepreneurship)</p> <p>A 3.1 Do Training Needs Assessment in the labour market (link with Result 1, Activity 1.4) for the selected occupations on the national level, according to qualification levels in the labour market and to training levels, related to TVET institutions at the different levels in relation with the family – relate to regional standards (Result 4, Activity 4.12), in the first and in the third year (Baseline Study)</p> <p>A 3.2 Survey companies and small workshops for the occupational analysis in the selected specialisations and covering the existing levels</p> <p>A 3.3 Develop occupational profiles in the selected specialisations through DACUM workshops, based on occupational analysis for duties and skills, allocating them to the 5 different levels in the labour market</p> <p>A 3.4 Validate the occupational profiles with enterprises from different areas</p> <p>A 3.5 Determine the training profile</p> <p>A 3.6 Set the curriculum outlines for the selected specialisations. Resource and check existing curricula for their applicability in CBMT in the different levels, locally and regionally and integrate good quality curricula and modules in the curriculum framework (Al-Aroub, Hisham Hijawi)</p> <p>A 3.7 Analyse different methodologies, approaches and terminologies, agree on the “PalVec” for Competence-based Modular Training and get approval (include formal, informal and non-formal training)</p> <p>A 3.8 Elaborate modules in priority areas to enable smooth piloting and implementation of CBMT</p> <p>A 3.9 Design, edit and produce modules in priority areas</p> <p>A 3.10 Produce the measures for assessment</p> <p>A 3.11 Select first implementation sites</p> <p>A 3.12 Set requirements for first implementation and assess availability of the necessary means for first implementation (training institution, company)</p> <p>A 3.13 Run the module at the selected site</p> <p>A 3.14 Monitor and evaluate first implementation</p> <p>A 3.15 Revise in workshop and collect feedback from expert committee and companies</p> <p>A 3.16 Engage international consultant for feedback on final draft to ensure compliance with regional / international standards</p> <p>A 3.17 Produce final version (print and CD version) and prepare for dissemination</p> <p>A 3.18 Introduce modifications according to the received feedback</p>	

Major activities	Major means of implementation 55
<p>Result 4: Locally and internationally accredited qualification standards Occupational profiles and competence-based modular curricula are accredited and implemented on a national scale, based on technically justified proposals presented by the stakeholders in the multi-partner bodies of the TVET system (Higher Council and Executive Board – Private sector organisations, Ministries, NGO, UNRWA)</p> <p>A 4.1 Ensure the activation of the TVET Unit at the Accreditation and Quality Assurance Committee (AQAC) at the MoEHE, for accrediting CBMT programmes and modules</p> <p>A 4.2 Check criteria for accreditation of CBMT modules and training programmes locally and internationally</p> <p>A 4.3 Facilitate labour market based job classification related with the selected specialisations (supported by ALO project), enabling the development of CBMT</p> <p>A 4.4 Agree on job profile and qualification level before doing modules and accreditation (related to Result 3)</p> <p>A 4.5 Facilitate setting standards for recognition of gained informal and non-formal experience and link to formal training (informal = vocational experience without formal training, non-formal = short-term training which is not accredited)</p> <p>A 4.6 Arrange for accrediting modules (TVET Higher Council and Executive Board, TVET Unit at AQAC)</p> <p>A 4.7 Benchmark modules with international examples for CBMT curricula and modules</p> <p>A 4.8 Collect and update information on international CBMT (see Result 1 and 3)</p> <p>A4.9 Establish database on existing and new CBMT curricula and modules</p>	

⁵⁵ See Annexes “Detailed Budget” and “Activities and Means” – CBMT = Competence-based modular training

Annex 2

Implementation Calendar

Annex 2 Implementation calendar / Planning per result

Project title : « Support to Technical and Vocational Education and Training in Palestine »					Date of planning : 30/1/2006											
Overall objective : Sustainable economic diversification and increased income opportunities are generated through the provision of appropriate vocational training																
Specific objective : Youth and adults are enabled to acquire and update their competences on an equal basis through continuously adapting market-based vocational training programmes in some selected priority fields (Electro-technology, Electronics, Communication technology, Information technology, Business administration)															Indicator :	
Result 1 : Sustainable multi partner alliance established, linking training with the labour market Enterprises and other users collaborate actively with training providers on the local level in demand analysis, programme selection and ongoing development, accept trainees for internships and apprenticeships and employ TVET graduates.															Indicator :	
Activities for Result 1	Year 1				Year 2				Year 3				Year 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
A 1.1 Establish and agree responsibilities and project support with Chambers of Commerce and Industry (CCI) for their involvement and attribute one specialisation (family) to each CCI																
A 1.2 Run Inception Workshop to review project implementation plan with all stakeholders																
A 1.3 Establish Focal Point in each of the Chambers cooperating in the project																
A 1.4 Elaborate and agree on a plan of action for each Focal Point																
A 1.5 Establish and update a data base in the CCI for continuously collecting information of economic sectors, link the database with the Labour Market Information System (LMIS) of the Ministry of Labour and the Governorate-level Labour Office, the Palestinian Central Bureau of Statistics (PCBS) and link with Palestinian Authority development plans																
A 1.6 Link Focal Point in CCI with private sector establishments (companies, small workshops and self employed persons)																
A 1.7 Establish and develop the relations between training institutions and the private sector, the local TVET Committee undertakes monitoring, meets every 6 months																
A 1.8 Establish in each TVET institution a contact point for relations with CCI and companies for project use (see Result 2, Activities 2.5 and 2.6)																
A 1.9 Raise awareness on TVET with private sector companies and local communities through awareness campaigns involving publications, local media, and visits to training institutes																

Activities for Result 1 (continued)	Year 1				Year 2				Year 3				Year 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
A 1.10 Develop, equip and update five Resource and Self-learning Centres (Gaza, Hebron, Jerusalem, Ramallah, Nablus) with multi-media facilities, internet access and documentation (curricula, textbooks, e-learning modules, Internet connection and computers)																
A 1.11 Update the TVET website with the same documentation as the Resource and Self-learning Centres for dissemination, link TVET website to the CCI websites																
A 1.12 Conduct Training Needs Assessment and support surveys in companies and small workshops on labour market needs in the selected fields																
A 1.13 Relate each Focal Point with the central Director and the other Focal Points																

Implementation calendar / Planning per result

Result 2: Improved Capacities of all involved parties														Indicator :			
Members of coordination bodies and curriculum development groups (management, professional staff and consultants in training institutions, Chambers of Commerce and Industry, enterprises and involved government departments at the national, regional and local level) are trained, have gained experience in curriculum development, and implement continuously TVET according to the new model.																	
Activities for Result 2	Year 1				Year 2				Year 3				Year 4				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
A 2.1 Provide orientation to all actors, major stakeholders in the project and project-related employees																	
A 2.2 Train and coach Training Managers of Chambers of Commerce and Industry in the training provision for their members, the Palestinian TVET system, the relation between TVET institutions and enterprises, based on local expertise (Hebron CCI), to be enabled to function as the local hub of the project, using local staff as multipliers																	
A 2.3 Train Curriculum Developers in developing occupational profiles, competence-based training module design, search of curricula, production and upgrading / updating, and on quality assurance principles and techniques according to international standards (see Result 4, Activity 4.7 and 4.8)																	
A 2.4 Train TVET teachers, trainers and inspectors on the national level to implement programmes and modules and in making flexible use of curricula, teaching and learning materials, using the different resources and producing their own materials																	

A 2.5 Inform and train directors of TVET institutions in establishing links with enterprises for training activities, including visits, internships and apprenticeships																
Activities for Result 2	Year 1				Year 2				Year 3				Year 4			
A 2.6 Train TVET teachers and trainers in establishing links with enterprises for training activities, including visits, internships and apprenticeships																
A 2.7 Train managers and selected staff of enterprises (engineers and technicians, human resource managers) in taking part in CBMT development and adaptation, including Training Needs Assessment (see Result 1 Activity 1.12)																
A 2.8 Build capacity for company staff to follow-up trainees																
A 2.9 Expose Local TVET Group members to TVET settings in other countries with CBMT experience (regionally and internationally)																
A 2.10 Train the members of the TVET unit in the Accreditation and Quality Assurance Committee (AQAC) at MoEHE in international best practice of CBMT and on accreditation criteria and measures																
A 2.11 Train all stakeholders on the method of and their role in monitoring and evaluation of enterprise-CCI-TVET institution cooperation at the local level																
A 2.12 Support enterprises in identifying their qualification needs through orientation and training sessions and train CCI staff to conduct occupational surveys																
A 2.13 Exchange information about lessons learned and expertise gained etc. Conduct an annual workshop																

Implementation calendar / Planning per result

Result 3: Market-based curricula developed and implemented with companies and other partners													Indicator :			
Training institutions provide relevant and effective training in the selected vocational fields, translating flexibly and continuously labour market needs into existing and new programmes, related to an efficient monitoring system and making use of the agreed methodology for adaptation and development of labour market oriented training programmes and modules (including entrepreneurship)																
Activities for Result 3	Year 1				Year 2				Year 3				Year 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
A 3.1 Do Training Needs Assessment in the labour market (link with Result 1, Activity 1.12) for the selected occupations on the national level, according to qualification levels in the labour market and to training levels, related to TVET institutions at the different levels in relation with the family – relate to regional standards (Result 4, Activity 4.12), in the first and in the third year (Baseline Study)																
A 3.2 Survey companies and small workshops for the occupational analysis in the selected specialisations and covering the existing levels																
A 3.3 Develop occupational profiles in the selected specialisations through DACUM workshops, based on occupational analysis for duties and skills, allocating them to the 5 different levels in the labour market																
A 3.4 Validate the occupational profiles with enterprises from different areas																
A 3.5 Determine the training profile																
A 3.6 Set the curriculum outlines for the selected specialisations. Resource and check existing curricula for their applicability in CBMT in the different levels, locally and regionally and integrate good quality curricula and modules in the curriculum framework (Al-Aroub, Hisham Hijawi)																
A 3.7 Analyse different methodologies, approaches and terminologies, agree on the “PalVec” for Competence-based Modular Training and get approval (include formal, informal and non-formal training)																
A 3.8 Elaborate modules in priority areas to enable smooth piloting and implementation of CBMT																
A 3.9 Design, edit and produce modules in priority areas to enable smooth piloting and implementation of CBMT																
A 3.10 Produce the measures for assessment																
A 3.11 Select first implementation sites																
A 3.12 Set requirements for first implementation and assess availability of the necessary means for first implementation (training institution, company)																

Activities for Result 3 (continued)	Year 1				Year 2				Year 3				Year 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
A 3.13 Run the module at the selected site																
A 3.14 Monitor and evaluate first implementation																
A 3.15 Revise in workshop and collect feedback from expert committee and companies																
A 3.16 Engage international consultant for feedback on final draft to ensure compliance with regional / international standards																
A 3.17 Produce final version (print and CD version) and prepare for dissemination																
A 3.18 Introduce modifications according to the received feedback																

Implementation calendar / Planning per result

Result 4: Locally and internationally accredited qualification standards Occupational profiles and competence-based modular curricula are accredited and implemented on a national scale, based on technically justified proposals presented by the stakeholders in the multi-partner bodies of the TVET system (Higher Council and Executive Board – Private sector organisations, Ministries, NGO, UNRWA)														Indicator :			
Activities for Result 4	Year 1				Year 2				Year 3				Year 4				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
A 4.1 Ensure the activation of the TVET Unit at the Accreditation and Quality Assurance Committee (AQAC) at the MoEHE, for accrediting CBMT programmes and modules																	
A 4.2 Check criteria for accreditation of CBMT modules and training programmes locally and internationally																	
A 4.3 Facilitate labour market based job classification related with the selected specialisations (supported by ALO project), enabling the development of CBMT																	
A 4.4 Agree on job profile and qualification level before doing modules and accreditation (related to Result 3)																	
A 4.5 Facilitate setting standards for recognition of gained informal and non-formal experience and link to formal training (informal = vocational experience without formal training, non-formal = short-term training which is not accredited)																	
A 4.6 Arrange for accrediting modules (TVET Higher Council and Executive Board, TVET Unit at AQAC)																	
A 4.7 Benchmark modules with international examples																	
A 4.8 Collect and update information on international CBMT (see Result 1 and 3)																	
A 4.9 Establish data base on existing and new curricula and modules																	

Annex 3

**Detailed Description
of
Activities and Means**

Annex 3 Detailed description of Activities and Means⁵⁶

1 Activities under Result 1 Labour Market Integration

Result 1
Sustainable multi partner alliance established, linking training with the labour market
Enterprises and other users collaborate actively with training providers on the local level in demand analysis, programme selection and ongoing development, accept trainees for internships and apprenticeships and employ TVET graduates.

Activity 1.1
Establish and agree responsibilities and project support with local Chambers of Commerce and Industry (CCI) for their involvement and attribute one specialisation (family) to each CCI

Description A1.1

Negotiate and sign MoU between the MoEHE & CCI, to clarify ToR of the CCI and project support for them, visits could be in both directions. Project coordinator, project advisor and MoEHE representative visit all 5 CCI.

Means A1.1

Transportation & lodging and boarding for some areas, 3 visits per location x 3 persons (only 2 visits for Gaza); project advisor, Manager and MoEHE representative.

Activity 1.2
Run Inception Workshop to review project implementation plan with all stakeholders

Description A1.2

Organise during the first three weeks of implementation a three-days planning workshop, in which all stakeholders (MoEHE, MoL, up to 5 CCI, PFI, TVET institutions directors and heads of departments, curriculum developers) are briefed about the Technical and Financial File, review the activities and define the roles and responsibilities of the involved actors.

Means A1.2

30 participants, 5 from each location plus 5 other participants. Transportation, lodging and boarding for 25 participants.

Activity 1.3
Establish Focal Point in each of the Chambers cooperating in the project

Description A1.3

Project Director and project advisor visit Chambers in the 5 locations to ensure participation of stakeholders. They take part in 1 meeting with representatives from enterprises and training institutions

Means A1.3

Transportation; DSA for lodging and boarding for 1 travel for 2 persons (project advisor & project coordinator), and catering for meeting.

⁵⁶ This presentation corresponds exactly with the details of the budget for the project Activities under the 4 Results.

Activity 1.4

Elaborate and agree on a plan of action for each Focal Point

Description A1.4

Project Director and project advisor visit Chambers in the 5 locations. They facilitate a workshop to agree upon a plan of action for Focal Point activities. Participants: Chamber manager and staff, Board president and members, directors from training institutions and some active private sector representatives.

Means A1.4

Transportation; DSA for lodging and boarding for 1 travel for 2 persons (project advisor & project coordinator) and catering for meeting.

Activity 1.5

Establish and update a database in the CCI for continuously collecting information of economic sectors, link the database with the Labour Market Information System (LMIS) of the Ministry of Labour and the Governorate-level Labour Office, the Palestinian Central Bureau of Statistics (PCBS) and link with Palestinian Authority development plans
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Description A1.5

1) A national expert in economics & statistics assists CCI in introducing and updating database for local economic data according to project needs, linking with MoL LMIS and PCBS. Selection through public advertising.

Means A1.5

1) 1 person travels to 5 locations, for 10 workdays each = 50 work days + 5 days introduction at the Project Office in Ramallah. Expertise fees for 55 work days, travel & per diem. Advertising fee

2) Involve Employment service in Governorate level Labour Office in project activities, such as database registering and sourcing, in providing guidance for training candidates, trainees and graduates.

Employment office staff visits TVET institutions and CCI during the presence of the expert of Activity 1.4. One information meeting with all TVET institutions and CCI to agree on the methodology of career guidance for TVET graduates.

The Project Management has to assume this task.

Activity 1.6

Link Focal Point in CCI with private sector establishments (companies, small workshops and self employed persons)
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Description A1.6

1) CCI Training Manager and assistant visit companies, meetings at CCI. In each location 2 meetings per year. Each meeting with 50 participants x 5 locations.

Means A1.6

1) Local transportation for 1 day per week visits to enterprises and meetings catering.

2) Support enterprises in identifying their qualification needs through orientation and training sessions (see Result 2, Activity 2.7)

The activity consists mainly in capacity building and is therefore described under Result 2 in Activity 2.7.

Activity 1.7

Establish and develop the relations between training institutions and the private sector, the local TVET Committee undertakes monitoring, meets every 6 months

Description A1.7

Establish a local committee, with the support of the project Manager and the project advisor. Meeting in the CCI with the presence of the project Manager & advisor, meeting could involve all committees in different areas through video conferencing.

Means A1.7

2 meetings per year x 25 persons, in 5 locations. Travel cost and catering for meeting

Activity 1.8

Establish in each TVET institution a contact point for relations with CCI and companies for project use (counselling and guidance)

Description A1.8

1) Counselling and guidance focal point

A national expert in counselling & guidance visits each location for 2 days to enhance the work in career guidance of the TVET institutes, and advise on how to resource information on employment / training opportunities for trainees / students and graduates.

Organise tracer studies following up TVET graduates on their career paths, in up to five locations.

Means A1.8

Expertise fees, transportation and DSA for lodging and boarding; lump sum for tracer studies

2) Open doors day

Its objective is to support increasing relations between training institutions and enterprises, to facilitate internships and apprenticeships

Organise one open day for each locality for all TVET institutions, and include all interested companies, coordinated by CCI, involve parents & alumni associations if available.

Activity 1.9

Raise awareness on TVET with private sector companies and local communities through awareness campaigns involving publications, local media, and visits to training institutes

Description A1.9

National expertise on awareness campaigns in the media to train multipliers in each location, that raise of the community & the private sector, as well as media and opinion leaders in the community, youth & women groups, religious communities and community based organizations.

National expertise on awareness campaign in the media. This same person trains multipliers in each location who raise awareness of the community and the private sector: career counsellors: local radio, TV stations and newspapers, opinion leaders and community based organisation, youth groups, women groups, religious communities. Media campaign, posters, Local TV & Radio spots.

Means A1.9

Expertise for the training; pocket money for multipliers (2 days / month per location for 5 days per location). Producing of media campaign products (posters, newsletter, TV & Radio spots).

Activity 1.10
Develop, equip and update five Resource and Self-learning Centres (Gaza, Hebron, Jerusalem, Ramallah, Nablus) with multi-media facilities, Internet access and documentation (curricula, textbooks, e-learning modules, Internet connection and computers)

Description A1.10

The project will support the CCIs in purchasing equipment (multi-media, audiovisuals and computers according to needs of each location), documentation collecting and updating through the other 3 years.

Means A1.10: Equipment: essential set at the first year, and update in each year.

Activity 1.11
Update the TVET website with the same documentation as the Resource and Self-learning Centres for dissemination, link TVET website to the CCI websites

Description A1.11

Assist the CCIs to establish their own website if not existing, develop their existing one, link all web-sites, develop the TVET web-sites, add project info & products in all.

Means A1.11

Web-site developer national expertise (individual or company) to set-up and link websites and train the CCI training managers & assistants and project Manager & assistant to continually update the website.

Activity 1.12
Conduct Training Needs Assessment and support surveys in companies and small workshops on labour market needs in the selected fields

Description A1.13

Training needs assessment to be conducted consisting the economic survey, the training survey and the matching part, that could be the base line study. The National Survey in the related fields with expertise and students in each location. Cross cutting economic survey of the sectors and sub-sectors under consideration by the project, looking into current & future trends of employability and skills needed, within all localities. This is considered as a base line study. Taking into consideration the different job classification levels and different sizes of enterprises, as well as across the West-Bank & Gaza.

Means A1.13 Involves one national expertise, train and use students

Activity 1.13
Relate each Focal Point with central Coordinator and the other Focal Points

Description A1.14

One meeting per year on the central level, which allows the CCI Manager and Training Managers to exchange experience, discuss problems and support themselves mutually.

All others pay one visit a year to one location

CCI Manger, training manager, their assistant for annual peer review centrally. CCI Manger, training manager, their assistant & core group of enterprises visit. and inspect the work there.

Means A1.13 Transportation and DSA for lodging and boarding

2 Activities under Result 2: Improved Capacities of all Stakeholders

Result 2 Improved Capacities of all Stakeholders
Members of coordination bodies and curriculum development groups (management, professional staff and consultants in training institutions, chambers of commerce and industry, enterprises and involved government departments at the national, regional and local level) are trained, have gained experience in curriculum development, and implement continuously TVET according to the new model.

Description

This Result is the capacity building for all stakeholders participating in the project, in the methodology of work, in the curriculum development and in the in the initial stage to start the project and in the ongoing part to continue it.

Activity 2.1
Provide orientation to all actors and major stakeholders in the project and project related employees

Description A2.1

CCI managers, CCI training directors, MoEHE TVET staff, MoL TVET staff, TVET unit in AQAC, MoL-LMIS staff, PCBS professional for TVET & Labour market, MoL- employment offices in the 5 locations, training institutions in the 5 locations, meet with the project team for an inception workshop for 3 days in Ramallah. The project team will then elaborate the project work plan, overall plan, and first annual work plan, in presence of the Part Time National Project Advisor & the international consultant.

Means A 2.1

The project advisor and the international consultant will guide the project inception workshop. Transportation, DSA for lodging and boarding, catering.

Activity 2.2
Train and coach Training Managers of Chambers of Commerce in the training provision for their members, the Palestinian TVET system, the relation between TVET institutions and enterprises, based on local expertise (Hebron CCI and others), to be enabled to function as the local hub of the project, using local staff as multipliers

Description A2.2

One week training for the whole group of the CCI training Managers & assistants in detailed relations, best practices, understand the private sector environment, the relation to the TVET institutes, workshop will be conducted in Ramallah (3 Days) & visits to Hebron (2 days). In addition to ongoing coaching by the most experienced CCI training manager (Hebron at the beginning), to the other CCIs through visits of their location of 2 days per months throughout the project.

Activity 2.3

Train Curriculum Developers in developing occupational profiles, competence-based training module design, search of curricula, production and upgrading / updating, and on quality assurance principles and techniques according to international standards (see Result 4, Activity 4.12)

Description A2.3

Use the already trained curriculum developers from UNESCO Hebron project (120 trained), from the previous ScotVec project to become multipliers for the project activities. The first step is to unify the terminology in a start-up workshop, to agree upon the methodology and to start working on “PALVEC” = on a proper Palestinian CBMT methodology. This group will be the think tank of the project. But they have to be guided by an international consultant, who is really experienced in this area, in implementing CBMT according to the needs of the country, based on greater knowledge of the different methodology.

A 3 days workshop in each area and a central 10 days training workshop to finalise the work and the methodology, out of the large group the working groups will be formed, the 5 local working groups and the national curriculum team.

Refresher events 2 days a year centrally for the 30 people, the curriculum team and the working group.

Means A2.3

International consultant for 5 weeks for initial workshop, travel, workshop expenses, internal travel with the project Manager & National project advisor. Workshop & travel for refresher events.

Activity 2.4

Train TVET teachers, trainers and inspectors on the national level to implement programmes and modules and in making flexible use of curricula, teaching and learning materials, using the different resources and producing their own materials

Description A2.4

The 30 professionals of the core group will act as trainers for 150 to 200 TVET teachers all over West Bank and Gaza at the national level, in the five selected fields. The teachers belong to all TVET institutes under MoHE, MoL, MoSA, NGOs & UNRWA. The teachers are those who will use the modules. They remain in their locality, no travel and DSA, only professional fee.

In the first year production of the modules. Training is conducted from the second year on, once the modules are ready and approved, before implementation. Trainers are part of the core group, different trainers to different areas on the national level. In the 5 fields there are 2 trainers who conduct the training nationally - in Gaza and Ramallah or the place where they develop the modules. The trainers teach for each field once in the West Bank and once in Gaza.

In each one of the 5 selected fields, there are 2 trainers that are conducting the training nationally in Gaza & Ramallah (or the place where they have developed the modules).

Means A 2.4

Training will start in the second year after preparation of the modules. In the second year 15 days, and 5 days in each one of the two following years.

Trainers fees, transportation, DSA, catering for training workshops.

Activity 2.5

Inform and train directors of TVET institutions in establishing links with enterprises for training activities, including visits, internships and apprenticeships
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Description A2.6

Multipliers (from Activity 1.10) such as distinguished TVET institution directors, CCI Manager, company directors, professional staff and free lancers inform and train TVET institution directors in awareness raising workshops in each locality. 2 days per year, always two persons intervening, 1 from CCI / company and one from an experienced TVET institution

Means A 2.5

1 awareness raising workshop in each locality for 2 days a year, 2 persons conduct the activity in each locality (1 from an experienced TVET institution, 1 from a company). Compensation for multipliers; catering for workshop

Activity 2.6

Train TVET teachers and trainers in establishing links with enterprises for training activities, including visits, internships and apprenticeships

Description A2.6

2 days workshop, trainers will be one of the above multiplier of A1.10, and 1 experienced curriculum developers produced in A2.3 and have participated in developing the curricula. Starting the second year. Project Manager present in the event.

Means A 2.6 Training fees, workshop catering.

Activity 2.7

Train managers and selected staff of enterprises (engineers and technicians, human resource managers) in taking part in CBMT development and adaptation, including Training Needs Assessment (see Result 1 Activity 1.6)

Description 2.7

The CCI training manager is the host of the event; the 30 professionals of the core groups will conduct training. Training is for the members of the enterprises who want to take part in the CBMT development, through a 3 days workshop.

Means A2.7 Training fees for 2 trainers, workshop catering.

Activity 2.8

Build capacity for company staff to follow-up trainees (relate to Result 1.8)
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Description A2.8

The companies will designate middle management and / or technical staff (or the owner him / herself) as monitors for trainees on internships and apprenticeships. The training will include aspects of life skills, occupational safety and health, youth psychology and the methodology of practical training. For a more systematic approach, it is recommended to link up with the GTZ supported apprenticeship initiatives, which include training of workshop trainers.

Professionals from the core group (the 30 professionals) will be the trainers, together with national experts in pedagogy and psychology; experience in apprenticeship would be an

advantage. This activity will start with the second year, when curricula and modules are already developed or adapted.

5 days training period, according to availability of participants. For each session, 1 professional from the core group and 1 national expert.

Means A 2.8

5 days training fees for one national external expert and compensation fee for each locality core group member. Catering for training event

Activity 2.9
Expose Local TVET Group members to TVET settings in other countries with CBMT experience (regionally and internationally)

Description A2.9

All members of the professional core group of 30 will be exposed to international experience and best practice, in two settings: a) countries of the region: Jordan, Turkey, Egypt (Mubarak-Kohl Initiative), b) countries in Europe: Belgium, Ireland and Scotland (United Kingdom). The Project Manager and the Project Advisor take part in these missions, and each group is obliged to report on the experience with a comparative analysis in the annual Project CBMT Conference

They travel in groups of 5, in 6 groups, each 6 persons per group; duration of 10 days. Each group travels to 1 destination.

Visits: a) In the region with countries such as Turkey, Jordan and Egypt (Mubarak-Kohl Initiative); b) in Europe to countries such as Belgium, Ireland, and Scotland

Internships: see Result 4, Activity 4.12

Research abroad: see Result 4, Activity A 4.13

Means A2.9 Air & road transport, internal transportation and DSA for lodging and boarding

Activity 2.10
Train the members of the TVET unit in the Accreditation and Quality Assurance Committee (AQAC) at MoEHE in international best practice of CBMT and on accreditation criteria and measures

Description

International expert and professional practitioner from Jordan for 5 days initial training, and follow-up one day in each of the following years.

Means A2.10 Training fees, transportation and DSA for lodging and boarding, catering for training event

Activity 2.11
Train all stakeholders on the method of and their role in monitoring and evaluation of enterprise-CCI-TVET institution cooperation at the local level

Description A2.11

National expert in participatory monitoring (good governance & democracy expert), 3 days training in the first year in the 5 locations for the local committees & CCI, and then monitoring events of 2 days per year in each locality.

Means A2.11

Training fees, transportation and DSA for lodging and boarding, catering for training event

Activity 2.12
Support enterprises in identifying their qualification needs through orientation and training sessions and train CCI staff to conduct occupational surveys.

Description A2.12

Professionals from the core group give 5 days training on methodology and analysis at the workplace in each location focussing on the selected field, 3 days training and 2 days field visit CCI staff and professionals from the Core Group, with a support from a Arab Labour Organisation expert.

The ALO expert trains the Working Groups and CCI staff centrally in one location according to occupational classification. During the training of three days, at the beginning of the first year, case studies in companies participating in the training and which take part in the project. For the case studies, see Result 3.

Training should be in line with the job classification adopted in Palestine. The ALO (Arab Labour Organisation) expert trains the working group (multipliers) centrally (in one of the locations) and the CCI staff through 3 days training at the beginning of the first year and field visits and case studies in companies participating in the training and are part of the partners in the project. Training should be in line with the job-classification adapted in Palestine.

The professional people in the working group & CCI will train the enterprises to identify qualification needs.

CCI & working group will also enhance their capacities in conducting the occupational surveys.

Means A 2.12 Training fees, transportation, DSA for lodging and boarding, catering.

Activity 2.13
Exchange information about lessons learned, and expertise gained etc. Conduct an annual workshop.

Description A2.13

Meeting of the core group with the project staff and ministries TVET dept, with 1 open session for publicity and participation of the local community and the enterprises (around 50 participants), 3 days workshop with one open event, with media coverage.

Means A2.13 Transportation, DSA for lodging and boarding, catering

3 Activities under Result 3: Curriculum adaptation and development

Result 3
Market-based curricula developed and implemented with companies and other partners
Training institutions provide relevant and effective training in the selected vocational fields, translating flexibly and continuously labour market needs into existing and new programmes, related to an efficient monitoring system and making use of the agreed methodology for adaptation and development of competence-based programmes and modules (including entrepreneurship)

Activity 3.1
Do Training Needs Assessment in the labour market (link with Result 1, Activity 1.4) for the selected occupations on the national level, according to qualification levels in the labour market and to training levels, related to TVET institutions at the different levels in relation with the family – relate to regional standards (R 4, Activity 4.12), in the first and in the third year (Baseline Study)

Description A3.1

Training needs assessment (Link with A 1.14 Establish database with information on economic sectors). Collect information on the employment of TVET graduates. Introduce data of TNA in CCI database. Analyse the real employment situation, the specialisations and the levels of workers and staff, and of “self-employed” and informal workers. Duration of 3 months; engaging students from the local universities, enquiries in companies, with self-employed people, with public authorities and civil society organisations. The Project Manager drafts the Terms of Reference, the Project Advisor checks them, public tender for services, selection, the Project Manager supervises the ongoing study, the Project Advisor monitors every 2 weeks over the period of 3 months. Meeting of all 5 study teams before start up, to give them the same information on the project, on the objectives and the methodology of the study. Each study must include an executive summary with not more than 5 pages. Any sources of information have to be identified clearly. The Project Manager and the Project Advisor check randomly for objectivity and reliability of all information. The structure of the enquiry must be simple and evident to allow for an TNA update two years later.

Means A3.1

1 study 3 months in each location = 5 studies, 10.000 Euros per location for the first TNA and 3.000 Euros for the second, which will last 4 weeks, in the third year.

Activity 3.2
Survey companies and small workshops for the occupational analysis in the selected specialisations and covering the existing levels

Description A3.2

This will be done for each specialisation and in each location, in close cooperation with each CCI, based on Activity 3.1 Training Needs Assessment, based on the training received in A2.12 Support enterprises in identifying their qualification needs. Per location a working group of 5 members who are all part of the core group, with the assistance of a national expert. Supervision: The Training Manager of the local CCI, with the support from the Assistant. In each location analyse all five specialisations, in order to get a wider overview of the situation. In the following steps, the work will concentrate on just one specialisation per location.

Means A3.2

1 national expertise per location, expert fee for 3 weeks, 5 working group members per location, half-day compensation. Local transport.

Activity 3.3

Develop occupational profiles in the selected specialisations through DACUM workshops, based on occupational analysis for duties and skills, allocating them to the 5 different levels in the labour market

Description A3.3

Professionals from the working group conduct the workshop, with coordination of project Manager & supervisor. 3 members of the working group will work out an average of 4 occupational profiles in each one of the 5 fields of Electro-technology, Electronics, Communication technology, Information technology and Business Administration.(a total of 20 profiles)

Means A 3.3

4 2-days workshops per specialisation, in five locations plus 1 week per group per location to finalise the profiles. Half-day compensation, local transport, catering for workshops.

Activity 3.4

Validate the occupational profile with enterprises from different areas

Description A3.4

1) CCI staff and Working Group members validate with volunteers (students) the 20 occupational profiles developed in the participatory workshops, sending out questionnaires to companies not represented in the DACUM workshops. Once this work being accomplished, the whole Curriculum Team meets in order to agree on the revised occupational profiles.

Means A 3.4

- a) Questionnaire review with companies: Half-day compensation for working group members, 2 professionals for 3 days per Occupational Profile x profiles. Compensation for students, 5 students per location x 4 Occupational Profiles, transportation, communication cost (telephone, fax, electronic mail)
- b) 1 Curriculum Team plenary meeting in one of the 5 locations, Half-day compensation, transportation, DSA, catering

2) Update existing occupational profiles in the selected specializations proposed by the expert team 1995-1999, in parallel with 1) and using the same means.

Activity 3.5

Determine the training profile

Description A3.5

1) The Curriculum Team meets with the TVET officials to discuss the training profiles for the 20 specialisations, based on the occupational profiles and the social demands. The training profiles may have to comply with regulations from the ministries in charge of the TVET institutions (MoEHE, MoL-MoSA), concerning duration, entry level, exit level and general education requirements. Participants from MoEHE, MoL-MoSA, link with A 3.12.

Means A3.5

1 national workshop in Ramallah per field, 1 day each. Half-day compensation, transportation, DSA for lodging and boarding, catering.

2) Get approval from TVET Higher Council, MoEHE and MoL / TVET unit in the Accreditation and Quality Assurance Committee (AQAC) on the duration and levels before starting the curriculum development

The Project Manager transmits the existing documentation with a comment from the collaborating Chambers of Commerce and Industry, to the official organs for consideration and approval.

Activity 3.6

Set the curriculum outlines for the selected specialisations, Resource, check existing curricula for their applicability in CBMT in the different levels, locally and regionally and integrate good quality curricula and modules in the curriculum framework (Al-Aroub Technical College, Hisham Hijawi Technical College)
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Description A3.6

The Working Groups elaborate the curriculum outlines in their respective fields, take into account Palestinian precedents and examples from neighbouring countries. The national Curricula Team discusses the proposals and approves them in a national workshop.

Means A3.6:

3 days workshop in each one of the 5 fields in the 5 locations & 3 days workshop centrally for the Curriculum Team meeting

Activity 3.7

Analyse different methodologies, approaches and terminologies, agree on the “PalVec” methodology for Competence-based Modular Training and get approval (include formal, informal and non-formal training)

Description A3.7

Work on this activity follows Activity 2.3, “Train Curriculum Developers in developing occupational profiles, competence-based training module design, search of curricula, production and upgrading / updating, and on quality assurance principles and techniques according to international standards”. The Curriculum Team meets with officials from MoEHE and MoL-MoSA in charge of Curricula (Directorates HC & EB). Directors and managers of TVET institutions are invited to take part in the event.

Means A3.7

2 days meeting / workshop for 50 participants to finalise the work and to present the results. Transportation, DSA for lodging and boarding, catering

Activity 3.8

Develop a glossary on TVET technical terms

Description A3.8

Review the TVET glossary produced by the GTZ regional project, introduce the new curricula related one and agree in the Curriculum Team on it and present it in the Workshop of 3.9.

Means A3.8

2 members of the Curriculum Team review the TVET glossary produced by the GTZ regional project, link the terminology with the recently elaborated curricula and present the result in the workshop of A 3.9. Invite professionals in the wider area of TVET who are linked with other projects (GTZ).

Activity 3.9

Elaborate modules in priority areas to enable smooth piloting and implementation of CBMT

Description A3.9

The Working Groups elaborate modules that cover the 20 profiles.

Means A 3.9

The production cost of a module with 2 - 3 people working on it, is 1500 Euro per module. 20 * 35 modules.

Activity 3.10

Design, edit and produce (draft print and CD versions) (only pilot production)

Description A 3.10

The PCDC will be responsible for the production, it will cost (??) per module

Means A 3.10 Production cost per module * modules * xx Euro per unit

Activity 3.11

Produce the measures for assessment
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Description A3.11

Standards for the accreditation from TVET unit in AQAC accreditation unit should be clarified, measures for assessment by TVET institutes & market should be suggested by the work group, approved by the curricula team, and discussed with the general workshop in A3.9

Means A 3.11 Are covered by other activities

One international consultancy on trade testing and assessment, but this is not a priority now.

Half-day compensation for Working Group members: 2 work for 3 days on assessment tools in their area (in 20 specialisations) and elaborate a proposal for discussion. 2 x 3 x 20

Activity 3.12

Select first implementation sites
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Description A3.12

The working group will analyse and describe the previous setting of the TVET institutes, users of graduates, through data and short field study (internal assessments for the first implementers)

Means A 3.12

4 days work for 2 members in each area, Transportation for internal visits.

Activity 3.13

Set requirements for first implementation and assess availability of the necessary means for first implementation (training institution, company)
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Description A3.13

This is a part of the preparation of the module. The Working Group assesses this in collaboration with the local TVET committees.

Means A3.13 Transportation for internal visits.

Activity 3.14

Run the module at the selected site
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Description A3.14

1) **Run the programmes** with TVET institutions under MoL & MoSA & NGOs (VTC) for trial within the actual running program.

Additional support may be given to 1-3 modules as part of upgrading with CCIs.

Means A 3.14 Cost of 1 module 5000, *3 or more.

2) **Define the necessary resources for regular implementation, infrastructure, and equipment.**

It may be part of the module preparation (description), to identify the needed equipment, but also the near by other institutes or market place, by giving equipment.

Activity 3.15

Monitor and evaluate first implementation
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Description A3.15

The Working Groups pay a monitoring visit once every 3 months at the implementing TVET institutes and their training partners in their localities (visit over 3 days, 2-3 persons).

Engage an external consultant, who will visit the implementation sites with the National Advisor and Working Group members / Curriculum Team member who are involved in curriculum development. Do the monitoring after the first year, when one can meet the first graduates of the new training modules and structure in TVET institutions of MoL, MoSA & NGOs.

Means A3.15

Working group compensation *3 days* 3 times/year, transportation

External Consultant (refer to main budget)

Activity 3.16

Revise in workshop and collect feedback from expert committee and companies
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Description A3.16

Organise 5 workshops for the 5 fields, with the Working Group, representatives from enterprises & the external consultant. This is an activity at the central level.

Produce final draft of curriculum and training modules.

Means A 3.16 Workshop, the workgroups can revise.

Activity 3.17

Engage international consultant for feedback on final draft to ensure compliance with regional / international standards

Description A3.17

1) **Feedback on final draft**

1 external consultant comes for 1 week, from ScotVec or another organisation with large experience in CBMT, to further revise & approve the draft training curricula and modules.

Means A3.17

External consultant can revise methodology & content.

2) Get approval from TVET Unit in the Accreditation and Quality Assurance Committee (AQAC) for final draft

The responsible Ministry has to apply, but the project should explore and the Project Manager and the Project Advisor should follow through the first test cases

Activity 3.18
Produce final version (print and CD version) and prepare for dissemination

Description A3.18

1) Monitor and evaluate during the training process

2 members of the core group go to the implementation sites every 3 months and observe the ongoing training, interview teachers, chiefs of department and Manager in the TVET institute, interview CCI and companies which have hosted trainees and recruited graduates from the renewed training programmes

The Project Advisor and the Project Manager ensure that systematic monitoring is going on locally, under the supervision of the local committee.

Means A3.18

Annual evaluation workshop, organised by the Curricula Team at the local level with participation from CCI, the concerned TVET institutes and companies

2) Update curricula and modules at least once in the implementation period of the project

The process of updating should go on, ensuring the feedback from the workplace, the Working Groups, the local TVET Committees and the CCIs are suggesting adaptations according to changes in the market. This means institutionalising the regular reviewing and updating of curricula. The Working Groups, mainly teachers in the TVET institutes, will probe the market and transpose the new developments into the curricula.

Activity 3.19
Introduce modifications according to the received feedback

Description A3.19

The teachers, who are part of the working groups, will propose modifications. These have to be endorsed by the national expert group dealing with the specific area, the curriculum department in the future TVET Development Centre, the TVET Higher Council and the Executive Board, for approval and will be endorsed by the TVET Unit in the Accreditation and Quality Assurance Committee (AQAC).

Means A3.19

2 teachers / curriculum developers per specialisation for the 20 specialisations will explain the revised or new modules to the TVET Unit in AQAC. 3 days per person per year in years 3 and 4.

Train trainers on the national level to implement programmes and modules (budget in Result 2, Activity 2.4)

See Result 2, Activity 4 “Train TVET teachers and trainers on the national level to implement programmes and models and in making flexible use of curricula, teaching and learning materials, using the different resources and producing their own materials.”

4 Activities under Result 4: Linkage with the national normative framework

Result 4
Locally and internationally accredited qualification standards
Occupational profiles and competence-based modular curricula are accredited and implemented on a national scale, based on technically justified proposals presented by the stakeholders in the multi-partner bodies of the TVET system (Higher Council and Executive Board – Private sector organisations, Ministries, NGO, UNRWA)

Activity 4.1
Ensure the activation of the TVET Unit at the Accreditation and Quality Assurance Committee (AQAC) at the MoEHE, for accrediting CBMT programmes and modules

Description A4.1

1) Ensure the activation of the AQAC TVET Unit

The Accreditation and Quality Assurance Committee (AQAC) is an expert body attached to the Ministry of Education and Higher Education. Its main task is to scrutinise academic programmes of universities, but it has also received the responsibility for the area of Technical and Vocational Education and Training. Most of its members have an academic background, but no member has been specifically selected for the area of TVET. The TVET Higher Council has asked the AQAC to establish a special sub-committee dealing with TVET, the TVET unit in AQAC.

Given that this sub-committee does not exist yet, it is advisable that the project invests some of its resources in the area of “capacity building” to prepare the earmarked professionals in the future sub-committee on TVET, the TVET unit, or that it helps to prepare some professionals with an industrial, commercial or agricultural work experience, which would enrich the composition of such body.

It is crucial for the project that the AQAC does not block its work in modernising TVET programmes and modules according to the Competence Based Modular Training concept. This would constitute a major risk for its implementation (see chapter “Hypotheses and Risks” in the Technical and Financial File).

Means A 4.1

Training sessions of 1 week for individuals or a small group, or the whole team of the AQAC TVET unit, to be budgeted under Result 2, Activity 2.10.

Exposure to similar settings in Jordan, maybe also in Turkey. But rather as a gratification after one or two years of its operation.

1 study mission to Jordan and one to Turkey, for 6 persons each, accompanied by the Project Director and the Project Advisor, for 10 days each.

2) Ensure that Terms of Reference are set for the TVET Unit at AQAC

The project has no direct influence on this, but the Project Manager and the Project Advisor can inform the Minister of Education and the TVET Higher Council and Executive Board of the imminent creation of the TVET unit and its implications for the project and other initiatives, which will work for an adaptation of training programmes to market needs. The guideline should be, that AQAC gives free way to the experimentation of programmes, but takes part in monitoring and evaluation exercises, in order to get acquainted with the specific features and needs of TVET programmes.

The intervention of the project must be political and technical: a) political, in order not to lose the political leverage; b) technical, in order to be able to transpose positive political decisions in technical work and improvements for the learners and their employment opportunities.

The Project Manager and the Project Advisor will formulate background notes, strategy papers and guidelines for preparing and implementing market-oriented TVET programmes and competence-based training modules, including testing and accreditation.

Activity 4.2
Check criteria for accreditation of CBMT modules and training programmes locally and internationally

Description A4.2

1) The project needs to have its own expertise in the area of accreditation of TVET programmes. The Project Manager and the Project Advisor will collect information and documentation.

Means A 4.2

Documentation on international practice in accreditation, 2 short term expert missions

2) Assist accreditation body in setting accreditation criteria for CBMT

The Project Manager and the Project Advisor will follow-up on this issue.

3) Get approval from TVET Unit at AQAC on the duration and levels before starting the curriculum development (link with Result 3, Activity 3.6)

The Project Manager and the Project Advisor will take the initiative. The political decision as to levels and duration of curricula should be sought from the TVET Higher Council and Executive Board, and the TVET Unit at AQAC should comply with this decision.

4) Facilitate policy decision (TVET Higher Council) determining entry and exit conditions and training requirements (time-based or competence-based) and skills needed for each qualification level

Participate in the preparing of TVET Higher Council and Executive Board meetings, as long as the TVET Development Centre does not exist yet. After its creation, coordinate with its staff assuming the role of a technical secretariat for the two bodies.

Activity 4.3
Facilitate labour market based job classification related with the selected specialisations (supported by ALO project), enabling the development of CBMT

Description A4.3

Discuss with the bodies in charge for the selected specialisations a job classification methodology, which reflects the real situation in Palestine, in companies, small workshops and self-employed technicians and professionals. Avoid over-specialisation and favour definitions, which facilitate multi-tasking. Link with Activity 2.12 “Support enterprises in identifying their qualification needs through orientation and training sessions and train CCI staff to conduct occupational surveys”

Means A 4.3

1 regional expertise from the Arab Labour Organisation for 1 week

Activity 4.4

Agree on job profile and qualification level before doing modules and accreditation (related to Result 3)

Description A4.4

This is a task for the project management: Project Manager and Project Advisor. The subject should be brought up in a meeting of the TVET Executive Board. The Project Manager will prepare a report on the main results achieved by the project so far (“executive summary”) and provide for an argumentation basis. A half-day workshop to present and discuss the project progress in general and the work on job profiles and qualification levels more specifically.

Means A 4.4

½ day workshop with 50 participants from the 5 locations, 1 professional per location reports on progress, half-day compensation for 5 persons

Activity 4.5

Facilitate setting standards for recognition of gained informal and non-formal experience and link to formal training (informal = vocational experience without formal training, non-formal = short-term training which is not accredited)

Description A4.5

Organise a study on present practice in the recognition of gained professional experience, in the different sectors in Palestine (construction, others?). Search for information on regional experience in the recognition of gained professional experience (Jordan, Egypt, Turkey) in the project specialisations and wider areas.

Subjects: Definition, target group, methodology of assessment applied, certification, overall cost and cost for the individual, recognition at the work place or not?

Means A 4.5

Study of 1 week, 1 professional for 7 days

Activity 4.6

Arrange for accrediting modules (TVET Higher Council and Executive Board, TVET Unit at AQAC)

Description A4.6

1) Arrange for accrediting modules

This is again a task for the Project Coordinator. He may collaborate closely with 1 “rapporteur” for each one of the 5 areas Electro-technology, Electronics, Communication technology, Information technology, Business administration

Means A4.6

1 meeting with the five professionals, 1 per area of specialisation, who travel to Ramallah for 2 days to meet with the entities in charge. Half-day meeting with TVET Higher Council and Executive Board and TVET unit at AQAC.

Train accreditation body members (see Result 2, Activity 2.10)

Activity 2.10 reads as follows:

”Train the members of the TVET unit in the Accreditation and Quality Assurance Committee (AQAC) at MoEHE in international best practice of CBMT and on accreditation criteria and measures”

This is a crucial task. If it turns out, that all members of the TVET unit have only an academic background, it is worthwhile trying to change the composition of this unit and to include professionals with proven experience in TVET.

Activity 4.7

Benchmark modules with international examples for labour market oriented modules and curricula

Description A4.7

The Palestinian qualification system does not stand alone, albeit its isolated situation. In fact, there are already many different systems present, due to the fact that so many different cooperation agencies, UNRWA and NGOs have brought in their models and different methodologies. As the employment perspective at home remains precarious, nearly every qualified individual will reflect about the opportunity to go abroad for work. The recognition of Palestinian certificates in the host countries is one among other conditions of success. Benchmarking modules and curricula will allow to keep up training standards, but also, to fit in more rigid employment ladders in some host countries, as compared to the Palestinian labour market.

Means A 4.7

Send ready-made curricula and modules out to major host countries? Inquire about certification and accreditation requirements in other countries, via ETF, CEREQ France, BIBB Germany and similar bodies in other countries. After the establishment of the TVET Development Centre: send professional staff members out for internships in major host countries. Each beneficiary takes with him/her one or several curricula and modules. S/he has to come back with a proposal, which has been discussed with the competent authorities in the host country.,

Internships in host countries, 5 professionals 3 months each, 1 in each area. 1 month scholarship for installation. Salary continues, only boarding and lodging in host countries

Activity 4.8

Collect and update information on international CBMT (see Result 1 and 3)
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Description A4.8

Insert the professionals in the area in the international network of institutions and experts working in the field of CBMT. Collect information and update it regularly. Charge 10 professionals in the Curriculum Team with this task, 2 professionals per field. The same persons will give professional input for the Resource and Self-learning Centre in his or her locality (Nablus – Ramallah – Hebron – Jerusalem – Gaza). The TVET Development Centre will take on this task institutionally, once the centre has been created.

Means A 4.8

Research scholarships, publications

Activity 4.9

Establish database on existing and new CBMT curricula and modules
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Description A4.9

Prepare the structure and input those curricula and modules directly relevant for the project. Prepare everything that it fits within the IT set-up of the future TVET Development Centre. 1

national expertise and 2 members of the national Curriculum Team, who will be in charge until the opening of the TVET Development Centre.

Means A 4.9

Professional fee 2 weeks, half-day compensation for 2 persons 10 days per year x 4 years

Annex 4

Project Monitoring

Annex 4 Project Monitoring

A number of activities planned for the project will produce some of the evidence, which can be used for monitoring purposes:

Result 1

Sustainable multi partner alliance established, linking training with the labour market

	Activity	Explanation
A1.8	Establish and develop the relations between training institutions and the private sector; the local TVET Committee undertakes monitoring, meets every 6 months	Establish a local committee, with the support of project Manager and project advisor. Meeting in the CCI, 2 meetings per year x 25 persons. In 5 locations. The project pays the first two years. Later on, the CCI will take on this cost.

One can expect that the up to 5 local TVET Committees will be important sources of information in the monitoring process.

Result 2 Improved capacities of all stakeholders

The series of training activities under Result 2 will be a source of information for monitoring purposes.

	Activity	Explanation
A2.2	Train and coach Training Managers of Chambers of Commerce and Industry in the training provision for their members, the Palestinian TVET system, the relation between TVET institutions and enterprises, based on best practice (Hebron CCI and others), based on local expertise, to be enabled to function as the local hub of the project, using local staff as multipliers	a) After the Orientation Workshop, 1 week training for the whole group of CCI training managers and assistants in Ramallah (3 days) and visits in Hebron (2 days). b) Coaching, the most experienced CCI Training Manager visits the 4 other locations and coaches his colleagues throughout the project 2 day per months (Hebron at the beginning)”

	Activity	Explanation
A2.3	Train Curriculum Developers in developing occupational profiles, competence-based training module design, search of curricula, production and upgrading / updating, and on quality assurance principles and techniques according to international standards	b) 3 days workshop in each area and 1 central workshop of 10 days in Ramallah to finalise the work. Out of the large group, the working groups will be formed: the national Curriculum Team and the 5 local TVET Groups

	Activity
A2.4	Train TVET teachers, trainers and inspectors on the national level to implement programme and modules and in making flexible use of curricula, teaching and learning materials, using the different resources and producing their own materials

	Activity
A2.5	Inform and train directors of TVET institutions in establishing links with enterprises for training activities, including visits, internships and apprenticeships

Activity	
A2.6	Train TVET teachers and trainers in establishing links with enterprises for training activities, including visits, internships and apprenticeships

Activity	
A2.7	A 2.7 Train managers and selected staff of enterprises (engineers and technicians, human resource managers) in taking part in CBMT development and adaptation

Activity A 2.11 in Result 2 is directly linked with Monitoring und Evaluation, not of project progress as such, but of preparing stakeholders to become active participants in M&E of the project and of their role in TVET.

In order to avoid that stakeholders are overwhelmed with tasks, which they do not consider as their core tasks, and become frustrated either immediately or over time, it is recommended to give a strong role to the Chambers of Commerce and Industry as the institutional partners of the project.

	Activity	Explanation
A 2.11	Train all stakeholders on the method of and their role in monitoring and evaluation of enterprise-CCI-TVET institution cooperation at the local level	Engage expert on participatory monitoring - "good governance and democracy" expert. 3 days training in the five locations in the first year for the local committees and CCI, monitoring events of 2 days in each location in the following years

The annual conferences (one year on the national level, the following year on the international level) will be a privileged opportunity for the monitoring and evaluation exercise. Monitoring is always understood as a direct task and tool of project management, whereas evaluation should be reserved for the critical regard from outside. Both can happen at the same occasion, which is the case at the conferences.

	Activity	Explanation
A 2.13	Exchange information about lessons learned and expertise gained etc. Conduct an annual conference	Conference of 3 days. Meeting of the core group of the project (Curriculum Team) and the project staff with TVET departments in MoEHE and MoL. Each time in a different location, 1 annual conference with 60 participants with 1 open event for the public with 200, with the Mayor, the President of the CCI Board, the media

Result 3

Market-based curricula developed and implemented with companies and other partners

Under Result 3, there is one specific monitoring and evaluation activity: A 3.18 "Monitor and evaluate first implementation". It does not concern project management, but the first implementation of newly developed or adapted curricula and modules. However, such an event will certainly provide live information as to the progress and health of the project.

	Activity	Explanation
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A 3.18	Monitor and evaluate first implementation	The local TVET Groups pay a monitoring visit once every 3 months at the implementing TVET institutes and their training partners in their localities during 1 year maximum (visit over 3 days, 2-3 persons). The International Consultant will visit the implementation sites with the Part Time National Project Advisor and Working Group members / Curriculum Team members who are involved in curriculum development. Do the monitoring after the first year, when one can meet the first graduates of the new training modules and structure in TVET institutions of MoL, MoSA & NGOs.
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The purpose of the visits the Local TVET Groups pay to the implementing TVET institutes and their training partners is different from the monitoring exercise of the project management, but this “Monitoring and evaluation of the first implementation” will tell more in shorter time than any separate monitoring and evaluation exercise. This means that project monitoring (and external evaluation) is essential at this instance of project implementation.

Another opportunity are monitoring and evaluation at a later stage, when the training process is regularly under way. This Activity is A 3.22 “Produce final version (print and CD version) and prepare for dissemination”. This is not an exercise of the Project Management, but of the Working Group and Curriculum Team. However, one can assume, that a combination of both is quite economical.

	Activity	Explanation
A 3.22	Produce final version (print and CD version) and prepare for dissemination	Monitor and evaluate during the training process. 3 members of the Local TVET Group / National Curriculum Team go to the implementation sites every 3 months over a period of 1 year maximum and observe the ongoing training, interview teachers, chiefs of department and Manager in the TVET institute, interview CCI and companies which have hosted trainees and recruited graduates from the renewed training programmes. The Project Advisor and the Project Manager ensure that systematic monitoring is going on locally , under the supervision of the local TVET Committees. The Local TVET Groups organise, with the support of the National Curriculum Team, one annual evaluation workshop at the local level in each location, with participation from CCI, the concerned TVET institutes and companies. Visits are covered in Activity 3.18

Another activity linked with monitoring, is Activity A 3.23 “Update curricula and modules at least once in the implementation period of the project”.

	Activity	Explanation
A 3.23	Update curricula and modules at least once in the implementation period of the project	The process of updating goes on, ensuring the feedback from the workplace, the Local TVET Group, the local TVET Committees and the CCIs, who are suggesting adaptations according to changes in the market. This means institutionalising the regular reviewing and updating of curricula. The Local TVET Groups, mainly teachers in the TVET institutes, will probe the market and transpose the new developments into the curricula.

Result 4 Linkage with the national normative framework

Benchmarking adapted or new modules with international examples in Activity A.4.12 will give a feedback, which can be immediately used for correcting shortcomings and errors of appreciation in management. This is at first a monitoring task. If the Project Management does not take in account this

external response, it can wait for the next evaluation, which might present the potential criticism in even a stronger way.

	Activity	Explanation
A 4.12	Benchmark modules with international examples for CBMT curricula and modules	Send ready-made curricula and modules out to countries with an excellent record in accreditation practices. Inquire about certification and accreditation requirements in other countries, via ETF, CEREQ France, BIBB Germany and similar bodies in other countries. After the establishment of the TVET Development Centre: send professional staff members out for internships in major host countries

Annex 5

Documentation

Annex 5 - Documentation

List of Documentation used for the Project Identification Report and the Project Formulation Report

1 Policy Documents

- 1.1 Vocational Technical Education and Training in Palestine – A National Strategy Ramallah, 1999
- 1.2 Vocational and Technical Education and Training Strategy in Palestine – Implementation Plan, Ramallah 1999
- 1.3 TVET National Strategy Proposed Implementation Plan, Ramallah, April 2003
- 1.4 Concept Paper for the Palestinian TVET Development Centre, Ramallah, September 2004
- 1.5 Reference Paper on the National Palestinian Vocational and Technical Education and Training Strategy. No place, no year
- 1.6 First Palestinian Curriculum Plan, Ramallah 1998
- 1.7 Medium-term Development Plan 2005-07, Palestinian National Authority, Ministry of Planning. Produced with technical assistance from the World Bank, UDP and the LACC Secretariat. Ramallah 2005 (?)
- 1.8 UN Millennium Goals on UN Website: www.un.org/millenniumgoals, search of 23 February 2005

2 Studies

- 2.1 Human Resources Development in the West Bank and the Gaza Strip. By Mazen Hashweh, revised by Ronald Sultana, Ramallah, October 2005
- 2.2 Strategic Approach and Implementation Plan xxx. By Mazen Hashweh and xxx

3 Other Documents

- 3.1 Specific Agreement between the Kingdom of Belgium and the Palestinian Liberation Organisation for the benefit of the Palestinian Authority on the cooperation project “Support to Technical and Vocational Education and Training in Palestine”, signed on 27 October 2005, p. 5
- 3.2 Support for Technical and Vocational Education and Training in Palestine – Report of the Project Identification Mission report, Brussels and Ramallah, March 2005
- 3.3 Memo for the Manager of the Palestinian-Belgian Study and Consultancy Fund, dated January 12, 2005:
- 3.4 Memo at the end of the Project Identification Mission, 15 February 2005
- 3.5 Memo at the end of the Project Formulation Mission, 14 December 2005
- 3.6 Hilal, Randa. presentation paper in Japan, February 2006, for the Japan –Middle East women exchange program, vocational training, project with MOWA.
- 3.7 Belgian Technical Cooperation in the Palestinian Territories. Belgian Technical Cooperation, Jerusalem East, 2004
- 3.8 Curriculum Development in the Ministry of Education & Higher Education, MoEHE, www.tvet-pal.org/curricula/edu.html
- 3.9 Curriculum Development in UNRWA, www.tvet-pal.org/curricula/unrwa.html

- 3.10** Projects for TVET Development, Ministry of Education and Higher Education, March 30, 2004
- 3.11** Technical & Vocational Education & training- Palestine, TVET in Palestine. Retrieved February 16, 2005, from <http://www.tvet-pal.org>.
- 3.12** Donor's Assistance in the occupied Palestinian Territory for the year 2003. Ministry of Planning, June 2004.

4 Statistical Data

4.1 Data used in the Project Identification Report

- 4.1.1** Labour Force Survey, Palestinian Central Bureau of Statistics, 2005
- 4.1.2** Demographic and Health Survey, PCBS, 2003
- 4.1.3** Population, Housing and Establishment Census 1997 and updates until 31.12.2003, PCBS, 2003
- 4.1.4** Palestinian Higher Education Statistics 2004 MoEHE
- 4.1.5** Education Statistics Year Book 2002/03, 2003/04, Ramallah, April 2004

4.2 Data published after the Project Identification Mission

- 4.2.1** Press Release on Labour Force Survey Results (July-September 2005), PCBS Website, retrieved on December 5, 2005

Occupational Profiles

List elaborated by the Expert Team on TVET – Ministry of Labour, in
the period 1997-99

29 Occupations 1997 + 1999 (grouped in 13 groups (MR / RH 11-12-2005))

	Group		Occupation
A	Woodwork	1	Woodwork and painting of wood
B	Automotive	3	Auto-body repair
		13	Auto mechanics
		16	Car electricity
C	Metalwork	10	Lathing
		23	Metal work, welding and forging
		24	Aluminium work
D	Electricity and electronics	2	Maintenance of electronic house appliances
		7	Office equipment maintenance
		6	Computer maintenance
		12	Electrical installation single phase (home installations)
		15	Air conditioning and refrigeration
E	Home economics	4	Beautician and hairdressing
F	Media	17	Printing
G	Office work	5	Secretarial work
H	Hospitality and tourism	19	Food and beverage service
		20	Receptionist
		32	Tourist guide
I	Construction	8	Surveying
			Architectural drawing
		21	Concrete building structures
		22	Interior building work
		14	Plumbing and sanitary work
		29	Architectural engineering
K	Textile and garment	11	Sewing
		18	Upholstry and decoration
		34	Fashion design and cloth production
L	Media	17	Printing
M	Education and Health	25	25 Kindergarten work
		26	26 Physiotherapy
		28	28 Clinical laboratory work
		30	30 Nursing
		31	31 Pharmacy
		33	33 Scanning
		35	35 Veterinarian
N	Leather and plastics	36	36 Midwife
		27	Shoemaking

- 2.1 College requirements: Arabic and English language, Arabic and Islamic Studies, Entrepreneur Studies, Computer Science (Office Tools), Physical Education
- 2.2 Department requirements: Fundamentals of the specialisation, Mathematics, Basic concepts of Physics, Technical English, Quality Management
- 2.3 Specialisation Requirements
- 3 Course overviews with the same subdivision and
- 4 Detailed curriculum, again subdivided in College Requirements, Department Requirements and Specialisation Requirements

Around 15 % of the overall contact hours is for the College Requirements, 30 % for Department Requirements, and the remaining 55 % for Specialisation Requirements

Curricula for Industrial Secondary Schools in Palestine
Pilot project: Jerusalem Industrial Secondary School
 (never applied!)

Produced with the support of the German Agency for Technical Cooperation (GTZ)

There are Curriculum outlines for 9 different occupations, which have not been applied, as the ISS were bound to use the national curriculum. (produced around 1985-89, before the use of personal computers).

Outlines and textbooks produced by the Palestinian Curriculum Development Centre

Produced for 15 specialisations in industrial areas (see table below), 1 agricultural specialisation (in 2 schools: Al-Aroub Agricultural Secondary School, Beit Hanoun Agricultural Secondary School), 1 commercial specialisation, 2 in hotel management (food production and service), 1 commercial and 2 home economics (beautician and garment making)

Specialisations	
1	Sheet metal work and welding
2	Lathing and machining
3	Plumbing and central heating
4	Automobile mechanics
5	Air conditioning and refrigeration
6	Radio and television repair
7	Construction and land survey
8	Carpentry
9	Electrical installation
10	Automobile electricity
11	Industrial electronics
12	Computer maintenance
13	Communications technology
14	Maintenance of office equipment
15	Upholstery and decoration

Industrial Secondary Schools in: Nablus, Tulkarem, Salizain, Dier Debwan, Hebron, Deir al-Balah, Sielat al-Dahr, Yalim al-Arabi, Abdulla Bin al-Hussain, Dar al-Aylam

Annex 6

Tables

International Cooperation

Annex 6 Donor Contributions to TVET in Palestine⁵⁹

Projects implemented or ended after 1999

Table 1: Through Government

Donor Country	Project Name	Implementing Organisation	Palestinian Partner Org.	Duration		Project Purpose	Budget US\$
				Start	End		
Austria	IT & vocational training programmes	Bir-Zeit University	Bir-Zeit University	Oct. 2003	Dec. 2003	Develop, institutionalise IT training	330.000
Austria	Renovation & equipment of 2 VTCs Rafah & Tulkarem	The Austrian North-South Institute	MoL	Dec. 1997	June 2003	Renovation, equipping, new specialization, library	1 M
Austria	Further contribution to Tulkarem VTC / TVET	ARO & MoL	MoL	Dec. 2003	Feb. 2004	Furthering first intervention	28.276
Canada	Women income generation and vocational training Project	CIDA	MoSA	1999	2004	Establishing 2 centres in Gaza for Women, equipping and TOT	Around 3 M
EU	Establishment a multi-purpose TVET Training Centre in Halhul	EU	MoL / MEHE	2001	2006	Construction of multipurpose Centre in Halhul	4,3 M
EU, PECDAR, Presid. Arafat	New building Kan Yunis College of Science & Technology	Kan Yunis College Science & Technol.	MEHE			Increase college capacity and improve quality	774.000
Germany	Support to Hisham Hijawi Technical College; Nablus	GTZ + KfW	MEHE	2000	2008	Provide modern professions	7,8 M
Germany	Non Formal Education NFE	GTZ	MoL	2002	2003	300 courses for the unemployed in WB+ GS	1,3 M
Germany	Apprenticeship training GTZ	GTZ	MoL	Jan 2005	End 2008	Preparing & piloting AT in Auto-mechanics & Tourismr	1,6 M (1,2 M Eur)
Germany	Development & completion of Khan Yunis VTC	UNDP	MoL	March 2003	Sept. 2003	Developing & expanding building	150.000
Germany	Support to PTC-Tulkarem	GTZ	MEHE	2002	2003	Continuing education for the community.	55.000
Germany	Human resource development of TVET system	GTZ	MoL / MEHE	1999	2007	Teacher training & capacity building	1,3 M

⁵⁹ Source: Projects for TVET Development, MEHE, March 30, 2004
Source: www.tvet-pal.org Website

Donor Contributions to TVET in Palestine
Projects implemented or ended after 1999:
Table 1 (cont'd): Through Government

Donor Country	Project Name	Implementing Organisation	Palestinian Partner Organisation	Duration		Project Purpose	Budget US\$
				Start	End		
ILO	Better skills for better future	ILO	MoL	January 2003	Dec. 2003	Training on IT, Labs, TOT, priority programs	130.000
Ireland	Construction & Equipping cooling & central heating at Dir-Debwan ISS.	DGTVET MEHE	MEHE	Nov.01	Nov.04	Developing infrastructure, equipment & human resources.	480.000
Kuwait	Construction of new building 3 Palestinian Technical Colleges	PECDAR	MEHE			Expanding & developing campuses of the college	1.636.000
Local community	Construction & equipping workshops at Jenin ISS	MEHE	MEHE	Jan 2003	Sept. 2004	Developing ISS, increase student numbers & add specialisations	50.000
Netherlands	Agriculture education & training / 2 phases	MEHE,UNDP (P 1) & Dronten Agric.College, Netherlands	MEHE	P1:1995 P2:1998	1998 2003	P1: Al-Arub rehabilitation; P2: capacity building & curricula development	2,8 M
Norway	Rehabilitation of Tulkarem Industrial school	DGTVET MEHE	MEHE	Sept 2003	Sept. 2006	Construction and equipping of 6 workshops,	1.195.000
Norway	Establishment of a computer maintenance programme at Hebron ISS	DGTVET MEHE	MEHE	Feb.02	Dec.04	Developing infrastructure, equipment & human resources.	250.000
Switzerland	Expert Team on Vocational training	Swiss Agency for Development & Cooperation	MoL	1995 1997	1997 2001	Phase I: Expert Team Phase II: Expert Team	650.000 1,8 M
UNESCO	Training on the modular system	DG TVET MEHE	MEHE	Sept. 2003	2004	Support for curriculum development, Mechatronics	60.000

Donor Contributions to TVET in Palestine
Projects implemented or ended after 1999:
Table 1 (cont'd): Through Government

Donor Country	Project Name	Implementing Organisation	Palestinian Partner Organisation	Duration		Project Purpose	Budget US\$
				Start	End		
World Bank	Construction & equipping 4 vocational units at academic schools	DGTVET MEHE	MEHE	June 02	Aug.04	Construction & equipping of 4 vocational units.	2.750.000
Haseeb Al Sabagh Foundation	Construction of college housing & theatre PTC-Tulkarem	PTC Tulkarem	MEHE			Reconstruction of theatre, construction of dormitory for girls	1.200.000
USAID-Mercy Corps	Construction of an industrial school for girls at Dora-Hebron	DGTVET MEHE	MEHE	Nov. 2003	June 2004	Construction of an ISS for girls.	500.000

Donor Contributions to TVET in Palestine

Project implemented or ended after 1999:

Table 2: Through NGOs⁶⁰:

Institute	Project	Partner	Duration	Details of project
LWF-VTC	Women's Training	EZE	1999 - 2000	Telecommunication equipment
		Welfare	2000	Renovation of Telecommunication workshop
		SIDA / Church of Sweden	2002 - 2003	Training
	Equipment Upgrading	Welfare Consortium	2000 / 2001	For Auto mechanics, Aluminium & Metalwork
	Increasing Capacity of Boarding Section	ACT	2003	Increased spaces for trainees boarding
	Working Program for Trainees	ACT	2003 & 2004	To assist paying their fees
		NCA	2002	
	Infrastructure Upgrading	Welfare Consortium	2003 / 2004	Cafeteria for boarding, Metalwork & boarding upgraded
	Technology / Computer Lab Upgrading	NCA / SIDA	2003	Purchasing & upgrading computers & equipment
	Network of NGOs	Movimondo	2000 / 2001	Included upgraded trainers & new Auto-mechanics equipment
	Short courses	GTZ / NFE	2002 / 2003	Vocational Courses for the unemployed & upgrading of vocational trained people
	Short courses	Social Affairs	2001, 2002, 2003	Vocational courses for Juveniles
Satellite Training Program	ACT	2004 / 2005	Initiation of satellite training in the West Bank, based Ramallah	
YMCA-VTC	Women's Training	NPA	1999 - 2001	Training women in 3 professions (Graphic Design, Communications, Office equipment maintenance)
	Short courses	GTZ / NFE	2002 / 2003	Vocational Courses for the unemployed & upgrading of vocational trained people
	Vocational Training & Democracy	USAID	2001 / 2002 & 2002/ 2003	Providing Vocational training for Youth

⁶⁰ Source: Technical & Vocational Education & training- Palestine, TVET in Palestine, Retrieved Feb, 16th,2005, from <http://www.tvet-pal.org>.

**Donor Contributions to TVET in Palestine
Projects implemented or ended after 1999
Table 2: Through NGOs**

Institute	Project	Partner	Duration	Details of project
YWCA-VTC	1 ST floor renovations	PCMD	2002	
	Electricity rehabilitation	PCMD	2003	
	4 th floor renovations	British Consulate	2004	to become a youth centre, and for the use of the VTC.
	Adding new training programme	YWCA	2003	Physiotherapy is added 2003 / 04
	Adding new training programme	YWCA	2004	Nutrition will be added 2004 / 05
AI-Bir VTC	Equipment Upgrading	UCODEP	2000	For Carpentry, Painting, Aluminium & Metalwork
	Construction of Lathing Dept.	UCODEP	2000	
	Equipment Upgrading	Skelleftehamn	2000	For Auto-mechanics
	Short Courses	OBS	1998-2000	Auto-mechanics upgrading courses for practitioners in the field
Salesian SVS & VTC	Infra-structure upgrading	UNDP	2002	
	Crafts workshops & museum	UNDP	2003 / 2004	
AOC-JISS	Adding new Department	Welfare	1998 - 1999	Department of Hotel management was added, Training in hotel management, tourism, house economy & finance.
	Short courses	GTZ / NFE	2003	Vocational courses for the unemployed & upgrading of vocational trained people
	Production upgrading	PCMPD	2003	New machines for carpentry, and exhibition hall renovation

Annex 7

Budget