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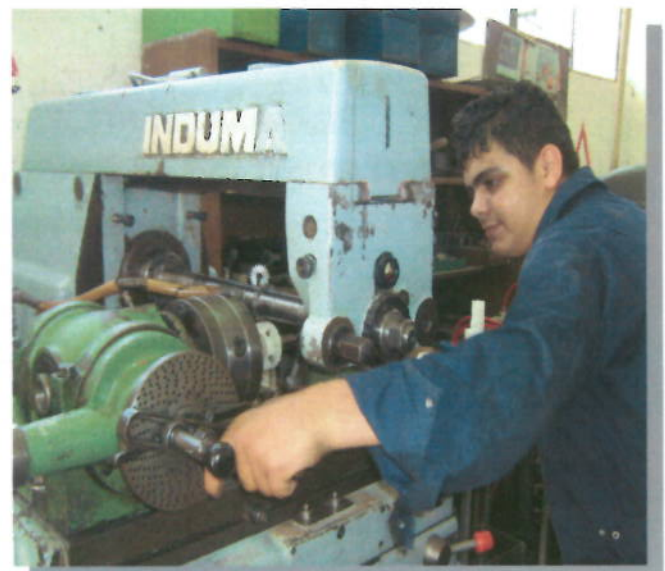
RESULTS REPORT 2014

ENHANCING CAPACITIES FOR INSTITUTION BUILDING PROGRAMME

PALESTINE

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1 Intervention at a glance (max. 2 pages)

1.1 Intervention form

Intervention title	ENHANCING CAPACITIES FOR INSTITUTION BUILDING PROGRAMME (ECIB)
Intervention code	PZA 12 029 11
Location	PALESTINE
Total budget	5 million Euros
Partner Institution	Ministry of Education, Ministry of Higher Education, Ministry of Labour
Start date Specific Agreement	17 July 2013
Date intervention start /Opening steering committee	24 July 2013 (CMO) & 31 July 2013 (SC "0")
Planned end date of execution period	60 months for the validity of the Specific Agreement.
End date Specific Agreement	17 July 2018
Target groups	<ul style="list-style-type: none"> - staff members of Ministry of Education and Higher Education, Ministry of Labour, UNRWA, and Private Sector Organizations (Federations, Chambers, Trade Unions...) - Staff members of TVET institutions, staff of companies - Economically and socially disadvantaged learners to Palestinian Higher Education Institutions(Technical Colleges) at the Under-graduate level, to Secondary Vocational Schools, Vocational Training Centres and to apprenticeship and internships - Students, pupils and youth - The Families to which the scholarship holder belong (final beneficiary)
Impact¹	Contribution is brought to State Building through enhancing the Palestinian capacities in view of institutional development.
Outcome	The institutional capacities of the beneficiary institutions involved in the apprenticeships scheme and scholarships are improved
Outputs	<p><u>Output 1:</u> At the national level relevant policy makers, private sector organisations and other social partners are capacitated and working together to facilitate and supervise the implementation of different work-based learning schemes.</p> <p><u>Output 2:</u> At the local level relevant stakeholders are capacitated and are implementing work-based learning.</p> <p><u>Output 3:</u> Economically and socially disadvantaged youth have improved access to training and coaching</p>
Year covered by the report	2014

¹ Impact refers to global objective, Outcome refers to specific objective, output refers to expected result

1.2 Budget execution

	Budget	Expenditure		Balance	Disbursement rate at the end of year n
		Previous years	Year covered by report (n)		
Total	5 million Euro	2,263	335,085	4,662,652	7%
Output 1	990,000	0	118,051	871,949	12%
Output 2	1,504,000	0	5,865	1,498,135	0%
Output 3	922,000	0	0	922,000	0%
Reserve	296,680	0	0	296,680	0%
General means	1,287,320	2,263	211,169	1,073,888	17%

1.3 Self-assessment performance

1.3.1 Relevance

	Performance
Relevance	C

- The intervention is in line with the following documents:
Technical & Financial File
The Five-year plan of the Ministry of Education
The Revised version of the National TVET Strategy – November 2010*
- WBL is the core of relevant to TVET (linking the private sector to the TVET institutions) facilitating the transfer from school to work.*
- BUT the intervention logic as presently designed in the TFF may affect the performance of intervention thus Inception Study and theory of change has been conducted to address these issues.*

1.3.2 Effectiveness

	Performance
Effectiveness	B

The installation of the PMT took place only beginning of 2014. The Inception Study was delayed due to political events during the summer (Gaza section) and due to quality concerns (feedback on draft versions, awaiting final report)

1.3.3 Efficiency

	Performance
Efficiency	A

Though the original intervention design needed some adaptation, the Inception study is launched and the results are expected Q1 2015. Due to theory of change, the intervention logic will be adapted to ensure that outcome will be met in a participatory approach.

1.3.4 Potential sustainability

	Performance
Potential sustainability	B

- *During Inception Study a lot of attention is given to ensure sustainability and institutionalization of the intervention – continuation of WBL funds are under study.*
- *Limited absorption capacity of partner ministries though the intervention has invested a lot on the absorption of the capacity building and support to establishment of joint steering of TVET with both Ministries and other technical and financial partners.*
- *Some concerns continue concerning fragmentation of TVET: where the project had foreseen an active support to the creation of a national TVET agency in the current year, the agency didn't materialize in 2014.*

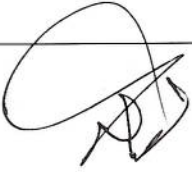

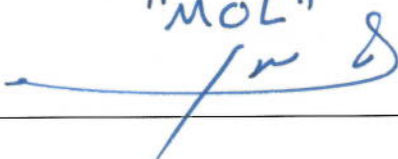

1.4 Conclusions

During its start-up year, the intervention has focused on positioning the program while building upon previous developments in apprenticeships in Palestine, creating a solid base for the further roll out of the project and searching a common ground amongst the main actors involved in the field of “work-based-learning” (WBL). Therefore 2014 did not include many implementation activities as such but rather focus on setting a framework for the coming years, including intensified donor coordination and building a framework for WBL with relevant stakeholders.

To ensure the integration of the regional experiences and examples of Work Based Learning, the program is working closely with **regional actors** in the field of TVET and work based learning such as ILO, ETF, GIZ, etc.

In **Q1 2014** the focus had been on a) logistical **setup** (installation of project offices), b) human resources (installation of Project Management Team (PMT) and training of project manager), and c) donor coordination.

In **Q3 2014** the project team together with the ministry focal points has been working on institutional set up of the project, identifying potential **liaison officers at the district level**, without being able to finalize this issue. In parallel, various **ad hoc technical sub-committees** have been set-up at national level to facilitate coordination and ensure ownership by the relevant ministries around thematic issues (such as 1.Capacity building, 2.WBL, 3.Communication, 4.M&E, etc.) anticipating the set-up of thematic units within the NAVET agency with representatives of the different units of the ministries of MoEHE and MoL, private sector and technical and financial partners.

National execution official	BTC execution official
	Thierry Foubert 
Samer Sakameh "MOL" 	Naser Ghanim 

2 Results Monitoring²

2.1 Evolution of the context

2.1.1 General context

The description of the general context of Palestine in general and the TVET subsector in specific as specified in the Technical and Financial File was still relevant in 2014.

The Labour Market Survey (LMS) which researched the state and requirements of the private sector vis-à-vis training and employability reconfirmed the importance of improved work based learning schemes (apprenticeships):

The main recommendation stated by enterprises to achieve relevance (16%) was to provide on-site training before graduation through internships, apprenticeships and others, and about half of the enterprises offered their willingness to provide such opportunity.³

IN 2014, ILO conducted a large scale research together with PCBS on “mismatch between skills & work” demonstrating a high unemployment rate amongst school graduates, with University students having 1 chance out 3 to find a job after graduation, leaving a potential for training for TVET jobs to boost employability.

2.1.2 Institutional context

During 2014 discussions were on-going for the creation of a unified TVET body, ensuring the coordination between the main ministries involved in the subsector but no political consensus, by the end of the year TVET was still managed by the respective Ministry of Labour and the Ministry of Education and Higher Education. A Continued active support by project is on-going to joint implementation of TVET.

2.1.3 Management context: execution modalities

The execution modalities of both the PMT and the Steering Committee have been discussed at the Steering Committees and were deemed adequate.

Reiterating the importance of coordination with and between the programme partner ministries a Daily Management Body (DMB) was initiated, including the PMT staff together with the ministerial focal points assigned to follow up on the programme on behalf of the relevant ministries. The division of labour has been described in updated in a detailed Terms of References for the long term personnel of the project.

However, the project, together with other interventions in TVET, suffers from fragmentation of TVET sub-sector in Palestine, therefore a continued and active support is given to thematic working groups facilitating coordination on specific themes, e.g. M&E, Communication, etc. to overcome the administrative burden on the TVET staff in the ministries and focus the debates on thematic issues.

² Impact refers to global objective, Outcome refers to specific objective, output refers to expected result

³ Labour Market Survey was initiated under the outgoing *Support to TVET in Palestine* project, interviewing over 3600 private sector actors in the West Bank including East-Jerusalem in early 2013. The final report was presented in December 2013.

2.1.4 Harmo context

To mitigate concerns of fragmentation & duplication, PMT consults with prominent actors in Technical and Vocational Education and Training (TVET) such as the International Labour Organisation (ILO), the European Training Foundation (ETF) and the Gesellschaft für Internationale Zusammenarbeit (GIZ) taking in both local and regional experiences in the field of apprenticeships and other forms of work based learning.

The approach of joint implementation of activities has been taken where possible, throughout 2014 number of activities implemented in coordination with other donors e.g.:

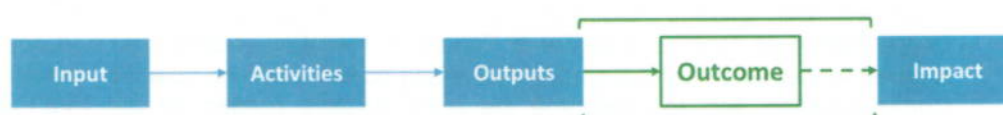
1. M&E Unit with ETF, GIZ, ILO
2. Study visit to Morocco with ILO and GIZ
3. Communication activity such as open days in Halhoul VTC in coordination with GIZ
4. Torino process (ETF)
5. Joint presentation by GIZ and BTC at regional conference in Torino.

The Project coordinator participated in a Study visit to Jordan (TVET association) focusing on the WBL and the accreditation which has been organized by GIZ and MoL. Despite concentration on the issue of TVET coordination in 2014, there is yet no TVET working group of sub-working group under the LACS structure. Therefore in December 2014, an official letter was sent to Minister of Education and Higher Education and Minister of Labour, copying the prime Minister Office, signed by 4 major TVET donors (Belgium, Germany, EU and Swiss) requesting more TVET coordination in Palestine.

From the capacity building perspective a continued and active support is given to thematic working groups facilitating coordination on specific themes, e.g. M&E, Communication, Human Resource Development, Curricula, Career Guidance, WBL, NQF/POC, etc. Through these working groups the project aims to avoid duplication with other donor activities and seeks division of labour & synergies through matching funds. Hereby the project aim to anticipate joint implementation of TVET through a future unified body governing and/or steering TVET in Palestine.

2.2 Performance outcome

Only on 19 January 2015, a final draft version of inception study has been received including a theory of change revision of the intervention logical framework and 'O' measurement of indicators. The documents still needs clearing from the TVET M&E unit, therefore no information can be inserted in this report. This will be completed once inception study is finalized.



2.2.1 Progress of indicators⁴

N/A

Outcome ⁵					
Indicators ⁶	Baseline value ⁷	Value year N-1 ⁸	Value year N ⁹	Target year N ¹⁰	End Target ¹¹

2.2.2 Analysis of progress made

While waiting for the results of the inception study some scoping activities have been implemented during 2014 in cooperation with main partners (MoL, MoEHE), Private sector and donors (GIZ, ILO, ETF) to ensure immediate action/impact in the academic year 2014/2015. More details are to be found under different results below.

⁴ You can use the table provided, or you can replace it by your own monitoring matrix format. Add/delete columns according to the context (some interventions will need to add columns for previous years while other – new - interventions will not have a value for the previous year).

⁵ Use the formulation of the outcome as mentioned in the logical framework (TFF)

⁶ Use the indicators as shown in the logical framework (from TFF or last version of logical framework)

⁷ The value of the indicator at time 0. Refers to the value of the indicators at the beginning of the intervention (baseline)

⁸ The achieved value of the indicator at the end of year N-1

⁹ The achieved value of the indicator at the end of year N. If the value has not changed since the baseline or since the previous year, this value should be repeated.

¹⁰ The planned target at the end of year N

¹¹ The target value at the end of the intervention

2.2.3 Potential Impact

N/A

2.3 Performance output 1¹²



2.3.1 Progress of indicators

N/A

Output 1:					
Indicators	Baseline value	Value year N-1	Value year N	Target year N	End Target

2.3.2 Progress of main activities

Progress of <u>main</u> activities ¹³	Progress:			
	A	B	C	D
1 TVET awareness in coordination with GIZ and ministries (joint fund)	A			
2 Inception study including launching ToC workshop			C	
3 Study tour to Morocco with ILO		B		
4 Qualitative research on Recruitment Process in Palestine with ILO			C	
5 Regional workshop on apprenticeship with ILO			C	

¹² The template accommodates up to 3 Outputs (chapters 2.2, 2.3, 2.4). If the intervention has more outputs, simply copy and paste additional output chapters. If the intervention has less than 3 outputs, simply delete the unnecessary chapters. As for the outcome level, you may also replace this table by the intervention's own format (e.g. from your operational monitoring tool)

¹³ A: The activities are ahead of schedule
 B: The activities are on schedule
 C: The activities are delayed, corrective measures are required.
 D: The activities are seriously delayed (more than 6 months). Substantial corrective measures are required.

2.3.3 Analysis of progress made

The main activity during **Q2** has been the preparations for the **inception study**. This study does not only include a benchmark (0 measurements) but also involves a mapping of relevant apprenticeship experiences (local and regional) and a listing of recommendations and action points. It is a comprehensive exercise for which a team of international and local consultants is recruited. The assignment started effectively on the 21 of June 2014 with the awarding of the public service contract to the tenderer EPRD Office for Economic Policy and Regional Development Ltd - Poland for the verified amount tendered of 135,500 €. However due to the hostilities in Gaza which prevented the study team to roll out the Gaza section an amendment of the contract has been granted with an increase of 6,400 euro on the total budget of the contract to be 141,900 euro. As part of the Inception Study, a Theory of Change workshop has been conducted on the 22nd and 23rd of September 2014 with all the main stakeholders to update the project's framework including project activities and project M&E matrix and project indicators, based on local and regional references.

In Q4 a high level **study visit to Morocco** has been conducted to expose (public and private) actors to good practices on apprenticeships in the region. In addition, a Qualitative Research on Recruitment Processes in Palestine has been launched in Q4 2014 in cooperation with ILO.

2.4 Performance output 2

2.4.1 Progress of indicators

N/A

Output 1:					
Indicators	Baseline value	Value year N-1	Value year N	Target year N	End Target

2.4.2 Progress of main activities

Progress of <u>main</u> activities ¹⁴	Progress:			
	A	B	C	D
1 WBL Pilot fund Call for proposal for a selection of 10 partnerships (TVET with private sector)		B		
2 communication campaign /awareness at TVET institution in cooperation with GIZ	A			
3				
4				
5				

2.4.3 Analysis of progress made

Following the first project **steering committee** (SC) of 11 June 2014 the team worked out some specific actions points as directed by the SC. The team, together with the ministry focal points, was identifying relevant activities (capacity building, M&E, awareness, apprenticeship rolls out, back-to-back to other (TVET) programs) that could be rolled out in during the scholastic year (2014-2015). While systemic change will require the results

¹⁴ A: The activities are ahead of schedule
 B: The activities are on schedule
 C: The activities are delayed, corrective measures are required.
 D: The activities are seriously delayed (more than 6 months). Substantial corrective measures are required.

of the inception study, "Work based learning" has been promoted through an open call for TVET institutions linking up with the private sector. To this end, a call for proposals for a bottom up **pilot fund** has been launched in Q3 (as a seed fund & a dry run for the Result 2: apprenticeship fund) during scholastic year 2014-2015; the fund is set up back to back to other (ongoing) TVET interventions (SDC, BMZ, etc.) facilitating synergies and matching funds.

In parallel to the roll out of the inception study, the project has started organizing a first set of **"field activities" during Q2**. In cooperation with GIZ and the BTC Communication department, an awareness campaign has been worked out through a series of promotion activities.

In Q2, a series of "Open days" have been organized in cooperation with GIZ to promote TVET in the region. In addition, a series of visits from the TVET institutions to the private sector has been facilitated focusing on "school to work transition" linking TVET institutions with the labour market & vice versa.

2.5 Performance output 3¹⁵

2.5.1 Progress of indicators

N/A

Output 1:					
Indicators	Baseline value	Value year N-1	Value year N	Target year N	End Target

2.5.2 Progress of main activities

Progress of <u>main</u> activities ¹⁶	Progress:			
	A	B	C	D
1 Participatory workshop with youth communities (UNESCO)			C	
2 Tracer study on Hebron apprenticeship pilot in cooperation with GIZ	A			
3				
4				
5				

2.5.3 Analysis of progress made

Preparation for organization of participatory workshops with youth communities in conjunction with UNESCO's Net-Med Youth initiative has been delayed to Q1 2015.

¹⁵ If the Logical Framework contains more than three Outputs, copy-paste the 2.4 chapter and create 2.6 for Output 4 , 2.7 for Output 5, etc.

¹⁶ A: The activities are ahead of schedule
 B: The activities are on schedule
 C: The activities are delayed, corrective measures are required.
 D: The activities are seriously delayed (more than 6 months). Substantial corrective measures are required.

2.6 Transversal Themes

Overall consideration of gender in intervention activities E.g.: Qualitative Research on procurement Processes in Palestine.

2.6.1 Gender

The Inception and baseline study of the ECIB program is gender sensitive, and is looking into WBL in a gender oriented perspective, In addition to formalizing modalities for pro-gender funds.

During the gender advisor mission from HQ, several discussions were regarding an innovative gender sensitive awareness campaign to encourage families to enrol females in TVET (beyond gender stereotypes)

2.6.2 Environment

Limited consideration toward environmental issues however prospection is on-going to support the TVET sector in potential activities such as:

1. To include systems of waste management in the curricula used in the WBL models relating to life skills or subject specific, taking into account recycling and climate change issues. (e.g. environmental piloting and potential study visit regarding green economy will be examined and further developed, support of initiative ideas related to solar energy)
2. Improvement of systems for the management of liquid, solid and hazardous waste (e.g. recycling of liquid in TVET workshops.)
3. Promotion activities such a national exhibition for pilot competition on green economy.
4. Utilize green jobs in order to raise appreciation for TVET vocations (green economy, bio-pharming, solar energy)
5. Development of a system to encourage the use of clean and alternative energy through implementation of pilot programmes;
6. In the next planned call for proposal for the WBL pilot fund, the PMT will include environmental consideration in the selection criteria
7. Verify legislation for Private Sector workshops together with EQA, GIZ and CCI's
8. Seek cooperation with other BTC interventions in Palestine for coordination on potential joint activities related to environmental issues.
9. Promotion of behaviours associated with environment preservation and increase public environmental awareness especially the cost benefitting of recycling.

2.6.3 Other

The overall activities of the intervention is taking into consideration Pro-poor, social economic concerns and vulnerable groups (area C, refugees, poor, marginalized groups)

2.7 Risk management

Identification of risk or issue		Analysis of risk or issue			Deal with risk or issue		Follow-up of risk or issue		
Risk description	Period of identification	Category	Likelihood	Potential impact	Total	Action(s)	Resp.	Deadline	
MoE, MoL, MoHE and Private Sector Organizations do not yet have a close working relationship or MoU defining their cooperation, Effective coordination and cooperation between the three ministries and the private sector will be essential to the programme at central and local level.					High Risk	1- Regular coordination and cooperation will be stimulated through the close follow-up by the Programme Management Team. An International Sector Expert recruited to ensure the overview and coordination of the activities.	PMT + DMB	Cont	Invitation of Private Sector to Steering Committee
		OPS	Medium	High		2- The common definition of the apprenticeships scheme, models and capacity building strategies through regular exchange, will be an initial step towards a better coordination. Furthermore, the intervention will build further on existing local networks which will explore possible ways of coordination and collaboration in the first stage, which can be used as an example to other locations.	PMT + DMB	Cont	
						3- Finally, coordination will be guaranteed through periodic field supervision and outreach.	PMT	Cont	
						<i>Insert a line here</i>			

Political instability. This risk is situated at the level of the global objective.	OPS	Medium	Medium	Medium Risk	The situation will be followed -up regularly and if needed, certain flexibility can be built in the programme (selection of regions, selection of trades,...)	PMT	Cont	
Private Sector companies and training providers do not engage themselves sufficiently in Apprenticeship	DEV	Low	High	Medium Risk	The federations will be a main stakeholder of the programme and can mobilize their members from the beginning Specific campaigns and activities are foreseen to mobilise new entrants & Survey at inception study	SC	Cont	Representatives of the Chambers of Commerce and Industry & the Palestinian Federation of Industries have been invited to SC
						PMT	Cont	
There is a risk of using programme funding for purposes not specified in the TFF and budget	FIN	Low	Medium	Low Risk	Insert a line here The Programme will recruit a financial officer to mitigate this risk and annual audits and running monitoring will be regularly organized	BTC RR	Q1 2014	
Inadequate understanding and experience of the Apprenticeships scheme and model	DEV	Medium	Medium	Medium Risk	Insert a line here The Programme will provide support to all local entities (Macro,Meso, Micro) where apprenticeships will be implemented.	PMT +	Cont	Inception study to do mapping of experience and understanding
						DMB		
Staff members of MoE, MoHE, MoL and Social Private organizations, designated to the program may not have sufficient time available for implementing the activities	OPS	Medium	Medium	Medium Risk	Insert a line here Responsibilize SC members Inception Study to investigate capacity, needs & availability of stakeholders	SC	Q2 2014	
						PMT	Q2 2014	

The sustainability of the intervention will be limited when the policy dialogue with ministries staff and the donor stakeholders regarding TVET continued to be limited	DEV	Medium	Medium	Medium Risk	Findings and lessons learned from the program will feed into the on-going policy dialogue through regular contact with the national TVET council (who act as a technical committee for the program) and the other donors.	PMT, BTC	Cont.	
						PMT	Cont.	
						BTC, PMT	Cont.	
The results of capacity building programs are difficult to demonstrate as they struggle to measure and prove results	DEV	Low	Medium	Low Risk	<i>Insert a line here</i>			
					A baseline will be established in order to adequately assess the capacity building efforts	PMT	Q2	Tender for inception study launched in Q1
					<i>Insert a line here</i>			
The social screening of the applicants for the open scholarships is reliable	DEV	Medium	Medium	Medium Risk	<i>Insert a line here</i>			
					The applicants of the open scholarships will be selected based on criteria of previous experiences and lessons learned. A tracer study will orient future orientations.	PMT + DMB	Q2	mapping of current social criteria incorporates in ToR of inception study

3 Steering and Learning

3.1 Strategic re-orientations

During the inception phase of the project, the Project management Team has worked on the main concepts as described in the TFF. Below a list of key issues are presented around which the programme will be build.

While the TFF speaks for example about apprenticeships and internships, the PMT has worked around the concept of WBL, which is the newly coined term for apprenticeship in the international literature (ETF, ILO, etc.). Locally the understanding of WBL requires a certain flexibility to allow TVET institutions to take part in this schema/programme while respecting their respective TVET levels, regulations, instructions and expectations of their respective ministries.

Key issues of the ECIB program:

The 1st key issue:

Apprenticeships, internships, scholarships, etc.: The project will not be dependent on any strict definition of the above nor be limited to either; in general under “work based learning” it is to be understood as any kind of scheme facilitating the transition from school to work resulting in a trainee spending time at the work floor during, or right after graduation, including informal apprenticeships and first employment promotion.

The 2nd key issue:

TVET subsector: The program focuses on the TVET sub-sector, including private sector providers, vocational training centres, over industrial schools to technical colleges at the higher education level. The program will not focus on academic (university) systems as such, but could be integrated or aligned to relevant administrative and management examples of similar schemes.

The 3rd key issue:

Capacity building: The program aims to enhance the institutional capacity of the governmental and private sector institutions involved in technical and vocational skills development in order to allow them to facilitate, supervise and implement work-based learning models at national, district and local level.

The 4th key issue:

Gender and disadvantaged groups: The program aims at opening up opportunities for youth from lower income families with focus on pro-poor, pro-gender, environment-friendly and pro-good governance orientations by providing well-targeted scholarships. The program seeks to pro-actively enhance the access to training and coaching of economically and socially disadvantaged learners.

The inception study has followed a participatory process (crystalizing in a ToC workshop attended by over 50 relevant stakeholders) to facilitate reorientations and roll out of WBL in with relevant stakeholders.

Project Management Team is still preparing the local setup for project. Based on previous example, the plan is to create local WBL antennas through the involvement of local CCI's (PS) in main 5 localities (Nablus (North), Hebron (south), Ramallah (Central WB), East-Jerusalem and Gaza) and 1 national WBL advisor

Intensified coordination with other TVET implementing partners, through joint steering bodies and through thematic working groups to enhance joint implementation of TVET and avoid duplication within context of TVET provision and to maximize impact through division of labour, where the ECIB will take the lead on WBL in Palestine,

3.2 Recommendations

Recommendations	Actor	Deadline
Continue to seek joint implementation of TVET activities		Q1 2015
Continue to enhance the capacities the thematic communication /working units		Continuous
Seek a memorandum of understanding with the federation of CCI's for the set-up of local antennas		Q1 2015

3.3 Lessons Learned

Lessons learned	Target audience
Limited absorption capacity and fragmentation of TVET ownership at relevant ministries; this = challenge is not only linked to project implementation but also to sustainability of the intervention.	BTC EST
Regional example show that working on introduction of WBL systems requires a long term investment (e.g Albania, SDC, GIZ Lebanon & Egypt 20 year)	DGD, BTC EST
WBL change process will require setting up a framework (law, insurance,...) but there is also a need for controlled piloting environment to test before national roll (to ensure sustainability)	BTC EST

4 Annexes

4.1 Quality criteria

1. RELEVANCE: The degree to which the intervention is in line with local and national policies and priorities as well as with the expectations of the beneficiaries					
<i>In order to calculate the total score for this quality criterion, proceed as follows: 'At least one 'A', no 'C' or 'D' = A; Two times 'B' = B; At least one 'C', no 'D' = C; at least one 'D' = D</i>					
Assessment RELEVANCE: total score		A	B	C	D
				C	
1.1 What is the present level of relevance of the intervention?					
...A	A	Clearly still embedded in national policies and Belgian strategy, responds to aid effectiveness commitments, highly relevant to needs of target group.			
...	B	Still fits well in national policies and Belgian strategy (without always being explicit), reasonably compatible with aid effectiveness commitments, relevant to target group's needs.			
...	C	Some issues regarding consistency with national policies and Belgian strategy, aid effectiveness or relevance.			
...	D	Contradictions with national policies and Belgian strategy, aid efficiency commitments; relevance to needs is questionable. Major adaptations needed.			
1.2 As presently designed, is the intervention logic still holding true?					
	A	Clear and well-structured intervention logic; feasible and consistent vertical logic of objectives; adequate indicators; Risks and Assumptions clearly identified and managed; exit strategy in place (if applicable).			
	B	Adequate intervention logic although it might need some improvements regarding hierarchy of objectives, indicators, Risk and Assumptions.			
C	C	Problems with intervention logic may affect performance of intervention and capacity to monitor and evaluate progress; improvements necessary.			
	D	Intervention logic is faulty and requires major revision for the intervention to have a chance of success.			

2. EFFICIENCY OF IMPLEMENTATION TO DATE: Degree to which the resources of the intervention (funds, expertise, time, etc.) have been converted into results in an economical way					
<i>In order to calculate the total score for this quality criterion, proceed as follows: 'At least two 'A', no 'C' or 'D' = A; Two times 'B', no 'C' or 'D' = B; at least one 'C', no 'D' = C; at least one 'D' = D</i>					
Assessment EFFICIENCY : total score		A	B	C	D
			B		
2.1 How well are inputs (financial, HR, goods & equipment) managed?					
	A	All inputs are available on time and within budget.			
B	B	Most inputs are available in reasonable time and do not require substantial budget adjustments. However there is room for improvement.			
	C	Availability and usage of inputs face problems, which need to be addressed; otherwise results may be at risk.			
	D	Availability and management of inputs have serious deficiencies, which threaten the achievement of results. Substantial change is needed.			

2.2 How well is the implementation of activities managed?		
	A	Activities implemented on schedule
B	B	Most activities are on schedule. Delays exist, but do not harm the delivery of outputs
	C	Activities are delayed. Corrections are necessary to deliver without too much delay.
	D	Serious delay. Outputs will not be delivered unless major changes in planning.
2.3 How well are outputs achieved?		
A	A	All outputs have been and most likely will be delivered as scheduled with good quality contributing to outcomes as planned.
	B	Output delivery is and will most likely be according to plan, but there is room for improvement in terms of quality, coverage and timing.
	C	Some output is/will be not delivered on time or with good quality. Adjustments are necessary.
	D	Quality and delivery of outputs has and most likely will have serious deficiencies. Major adjustments are needed to ensure that at least the key outputs are delivered on time.

3. EFFECTIVENESS TO DATE: Degree to which the outcome (Specific Objective) is achieved as planned at the end of year 2014					
<i>In order to calculate the total score for this quality criterion, proceed as follows: 'At least one 'A', no 'C' or 'D' = A; Two times 'B' = B; At least one 'C', no 'D' = C; at least one 'D' = D</i>					
Assessment EFFECTIVENESS : total score		A	B	C	D
		A			
3.1 As presently implemented what is the likelihood of the outcome to be achieved?					
A	A	Full achievement of the outcome is likely in terms of quality and coverage. Negative effects (if any) have been mitigated.			
	B	Outcome will be achieved with minor limitations; negative effects (if any) have not caused much harm.			
	C	Outcome will be achieved only partially among others because of negative effects to which management was not able to fully adapt. Corrective measures have to be taken to improve ability to achieve outcome.			
	D	The intervention will not achieve its outcome unless major, fundamental measures are taken.			
3.2 Are activities and outputs adapted (when needed), in order to achieve the outcome?					
	A	The intervention is successful in adapting its strategies / activities and outputs to changing external conditions in order to achieve the outcome. Risks and assumptions are managed in a proactive manner.			
B	B	The intervention is relatively successful in adapting its strategies to changing external conditions in order to achieve its outcome. Risks management is rather passive.			
	C	The intervention has not entirely succeeded in adapting its strategies to changing external conditions in a timely or adequate manner. Risk management has been rather static. An important change in strategies is necessary in order to ensure the intervention can achieve its outcome.			
	D	The intervention has failed to respond to changing external conditions, risks were insufficiently managed. Major changes are needed to attain the outcome.			

4. POTENTIAL SUSTAINABILITY: The degree of likelihood to maintain and reproduce the benefits of an intervention in the long run (beyond the implementation period of the intervention).				
<i>In order to calculate the total score for this quality criterion, proceed as follows: At least 3 'A's, no 'C' or 'D' = A ; Maximum two 'C's, no 'D' = B; At least three 'C's, no 'D' = C ; At least one 'D' = D</i>				
Assessment POTENTIAL SUSTAINABILITY : total score	A	B	C	D
		B		
4.1 Financial/economic viability?				
	A	Financial/economic sustainability is potentially very good: costs for services and maintenance are covered or affordable; external factors will not change that.		
B	B	Financial/economic sustainability is likely to be good, but problems might arise namely from changing external economic factors.		
	C	Problems need to be addressed regarding financial sustainability either in terms of institutional or target groups costs or changing economic context.		
	D	Financial/economic sustainability is very questionable unless major changes are made.		
4.2 What is the level of ownership of the intervention by target groups and will it continue after the end of external support?				
	A	The steering committee and other relevant local structures are strongly involved in all stages of implementation and are committed to continue producing and using results.		
B	B	Implementation is based in a good part on the steering committee and other relevant local structures, which are also somewhat involved in decision-making. Likelihood of sustainability is good, but there is room for improvement.		
	C	The intervention uses mainly ad-hoc arrangements and the steering committee and other relevant local structures to ensure sustainability. Continued results are not guaranteed. Corrective measures are needed.		
	D	The intervention depends completely on ad-hoc structures with no prospect of sustainability. Fundamental changes are needed to enable sustainability.		
4.3 What is the level of policy support provided and the degree of interaction between intervention and policy level?				
	A	Policy and institutions have been highly supportive of intervention and will continue to be so.		
	B	Policy and policy enforcing institutions have been generally supportive, or at least have not hindered the intervention, and are likely to continue to be so.		
C	C	Intervention sustainability is limited due to lack of policy support. Corrective measures are needed.		
	D	Policies have been and likely will be in contradiction with the intervention. Fundamental changes needed to make intervention sustainable.		
4.4 How well is the intervention contributing to institutional and management capacity?				
A	A	Intervention is embedded in institutional structures and has contributed to improve the institutional and management capacity (even if this is not an explicit goal).		
	B	Intervention management is well embedded in institutional structures and has somewhat contributed to capacity building. Additional expertise might be required. Improvements in order to guarantee sustainability are possible.		
	C	Intervention relies too much on ad-hoc structures instead of institutions; capacity building has not been sufficient to fully ensure sustainability. Corrective measures are needed.		
	D	Intervention is relying on ad hoc and capacity transfer to existing institutions, which could guarantee sustainability, is unlikely unless fundamental changes are undertaken.		

4.2 Decisions taken by the steering committee and follow-up

Decision				Action			Follow-up	
Decision	Identification period (mmm.yy)	Source *	Actor	Action(s)	Resp.	Deadline	Progress	Status
Invitation to a representative of PFI, FPCC and IA in the SC				revision of composition SC	SC	Q1 2014		
				<i>Insert a line here</i>				
Creation of a new position of National Program Coordinator within the PMT				BTC to adapt ToR for PMT members and send out job description to SC for their (electronic) approval	SC	Q3 2013	HR process completed	CLOSED
				BTC to advertise job ofes for PMT members		Q4 2013	HR process completed	
				<i>Insert a line here</i>				
Agreement on a cost sharing of positions of International Sector Expert and Administrative and Financial Officer				extend contracts of ISE and AFO	BTC	Q4 2013	HR process completed	CLOSED
				<i>Insert a line here</i>				
Revision of the title of National Technical Assistant (NTA), leaving out "Expert in Capacity development Co-Coordinator				BTC to adapt ToR for PMT members and send out job description to SC for their (electronic) approval	BTC	Q3 2013	HR process completed	CLOSED
				BTC to advertise job ofes for PMT members		Q4	HR process	

				2013	completed	
Hosting of the PMT within the MoEHE at least the 1st year of the program						
			MoEHE		PMT office temporarily hosted at the BTC Offices in Ramallah, until MoEHE has increased office space, expected by end of 2014	CLOSED
Organize next SC meeting to discuss HR and Baseline Study						
				Q4 2013	HR process completed	CLOSED
				Q1 2014		
Install ad hoc technical sub-committees to follow up implementation of the project, including (not limitative): communication, M&E, WBL, etc.						
				Q3 2014	Ad hoc committees initiated for M&E, Communication; other committees yet to be initiated	ONGOING
				Q3 2014		

4.3 Updated Logical framework

minor changes / corrections after inception study

4.4 MoRe Results at a glance

Logical framework's results or indicators modified in last 12 months?	N/A
Baseline Report registered on PIT?	N/A
Planning MTR (registration of report)	Q4 2015
Planning ETR (registration of report)	N/A
Backstopping missions since 01/01/2012	January 2014

4.5 “Budget versus current (y – m)” Report

See attached FIT report

4.6 Communication resources

N/A

4.7 Minutes of “0 Steering Committee”

1. See attached file with minutes of Steering Committee of 11 of June 2014
2. See attached file with minutes of Steering Committee of 11 of November 2014

4.8 Updated job descriptions of long-term personnel

Update 31 July 2013 – based on Steering Committee approval

0 Project management structure

A **Programme Management Team** (PMT) will be established to facilitate and manage the implementation of the intervention. It is composed of:

- 1 BTC National Programme Coordinator (NPC), expert in apprenticeship-TVET Co-Coordinator
- 1 BTC National Technical Assistant (NTA)
- 1 BTC International Sector Expert TVET, specialised in TVET and capacity

development

- 1 BTC Administrative and Financial Officer (BTC)
- 2 Support staff: Driver (Shared), admin and communication officer
- Junior assistant: To be decided

The **Daily Management Body (DMB)**, comprising of the PMT and the Ministry Programme Focal Points (MPFP) will be responsible for the overall coordination and follow-up of the intervention in close coordination. It will include:

- Overall planning of the programme activities and adjustments on a quarterly basis;
- Organisation, coordination and supervision of the implementation of programme activities in accordance with the approved programme work plans;
- Provision of timely compilation of progress reports and budgeted work plans to be submitted to the Steering Committee;
- Acting as the secretariat of the Steering Committee (dissemination of reports, proposal of agenda, drafting of minutes of Steering Committee meetings etc);
- Acting as the secretariat of the Technical Committee (prepare meetings, etc);
- Compilation of the programme final report at the end of the programme.

Within the Programme Management Team (PMT), the National Programme Coordinator (NPC), and the International Sector Expert (ISE) will be in charge of the daily management of the programme and the planning of the activities. While the NTA, the ISE and the Administrative and Financial Officer will be in charge of the daily resources management of the PMT.

The PMT will :

- Prepare the overall planning of the activities,
- Organise, coordinate and supervise the programme activities in accordance with the approved programme work plans,
- Assure good management of the programme resources,
- Provide technical guidance on programme methodology and strategy,
- Supervise the preparation and tendering of contracts for procurement of goods and services,
- Provide financial management, accounting and timely compilation of progress reports and budgeted work plans,
- Propose adjustments and or modification of programme activities and results,
- Establish the full programme work plan and budget that will be presented to the Steering Committee during the first 3 months of the programme start-up.
- Update work plans on a quarterly basis (compiling information regarding

operations, procurement and financial planning).

- Compile the information for the six-monthly progress reports to be presented to the Steering Committee.
- Compile the information for the organisation of the Technical Committee meetings.
- Motivate any request to change the TFF and submit the file to the Project Steering Committee for possible approval.
- Use BTC templates in order to provide consolidated reporting on the whole programme.

Budget vs Actuals (Year to Month) of PZA1202911

Project Title :

Enhancing Capacities for institution building project

Budget Version :

C01

Currency :

EUR

YIM :

Report includes all closed transactions until the end date of the chosen closing

Year to month : 31/12/2014

	Status	Fir Mode	Amount	Start to 2013	Expenses 2014	Total	Balance	% Exec
02 National expert capacity development /management		REGIE	192.000,00	0,00	78.424,69	78.424,69	113.575,31	41%
03 Administrative and accounting officer		REGIE	120.000,00	0,00	7.056,52	7.056,52	112.943,48	6%
04 Support staff		REGIE	55.200,00	0,00	10.806,78	10.806,78	44.393,22	20%
05 Recruiting Costs		REGIE	2.600,00	0,00	0,00	0,00	2.600,00	0%
02 Investments			59.500,00	0,00	13.745,89	13.745,89	45.754,11	23%
01 Vehicles		REGIE	25.000,00	0,00	0,00	0,00	25.000,00	0%
02 Office equipment		REGIE	12.700,00	0,00	3.026,68	3.026,68	9.673,32	24%
03 IT equipment		REGIE	16.450,00	0,00	4.824,34	4.824,34	11.625,66	29%
04 Office rehabilitation		REGIE	5.350,00	0,00	5.894,87	5.894,87	-544,87	110%
03 Operating costs			156.020,00	2.262,59	24.453,29	26.715,88	129.304,12	17%
01 Offices supplies		REGIE	24.000,00	0,00	2.211,75	2.211,75	21.788,25	9%
02 Vehicle running costs, maintenance and insurance		REGIE	28.800,00	0,00	952,63	952,63	27.847,37	3%
03 Communications incl. internet		REGIE	16.800,00	0,00	1.825,80	1.825,80	14.974,20	11%
04 IT maintenance		REGIE	7.200,00	0,00	94,74	94,74	7.105,26	1%
05 Project Travels & Missions costs		REGIE	57.600,00	1.416,60	5.839,19	7.255,79	50.344,21	13%
06 Bank Costs		REGIE	720,00	0,00	413,58	413,58	306,42	57%
07 Training		REGIE	4.000,00	0,00	1.789,97	1.789,97	2.210,03	45%
08 Other operating costs		REGIE	14.400,00	0,00	11.325,63	11.325,63	3.074,37	79%
09 Communications/publications		REGIE	2.500,00	845,99	0,00	845,99	1.654,01	34%
04 Audit Monitoring and Evaluation			162.000,00	0,00	4.455,79	4.455,79	157.544,21	3%
		REGIE	5.000.000,00	2.262,59	335.084,80	337.347,39	4.662.652,61	7%
		COGEST						
TOTAL			5.000.000,00	2.262,59	335.084,80	337.347,39	4.662.652,61	7%



Budget vs Actuals (Year to Month) of PZA1202911

Project Title : **Enhancing Capacities for institution building project**

Budget Version

Currency:

YTM :

Year to month : 31/12/2014

C01
EUR
Report includes all closed transactions until the end date of the chosen closing

OBJECTIVE	Status	Fin Mode	Amount	Start to 2013	Expenses 2014	Total	Balance	% Exec
A OBJECTIVE			3.416.000,00	0,00	123.915,60	123.915,60	3.292.084,40	4%
01 Result 1.1: Ministry Staff and PSO facilitate and			990.000,00	0,00	118.051,02	118.051,02	871.948,98	12%
01 Development of a national Apprenticeship model		REGIE	240.000,00	0,00	81.371,74	81.371,74	158.628,26	34%
02 Implement the apprenticeships strategy		REGIE	40.000,00	0,00	0,00	0,00	40.000,00	0%
03 Implement the (national) capacity building strategy		REGIE	640.000,00	0,00	20.270,61	20.270,61	619.729,39	3%
04 Promote apprenticeships		REGIE	70.000,00	0,00	16.408,67	16.408,67	53.591,33	23%
02 Result 1.2: The partners at the local level implement			1.504.000,00	0,00	5.864,58	5.864,58	1.498.135,42	0%
01 Implement the apprenticeship model		REGIE	300.000,00	0,00	3.209,68	3.209,68	296.790,32	1%
02 Implement the local capacity building strategy		REGIE	1.204.000,00	0,00	2.654,90	2.654,90	1.201.345,10	0%
03 Result 3: Institutional and organizational capacities -			922.000,00	0,00	0,00	0,00	922.000,00	0%
01 Develop an implementation strategy		REGIE	30.000,00	0,00	0,00	0,00	30.000,00	0%
02 Develop and implement M&E system		REGIE	80.000,00	0,00	0,00	0,00	80.000,00	0%
03 Grant for scholarships		REGIE	799.000,00	0,00	0,00	0,00	799.000,00	0%
04 Guaranty continuity of already allocated scholarships		REGIE	13.000,00	0,00	0,00	0,00	13.000,00	0%
X BUDGET RESERVE			296.680,00	0,00	0,00	0,00	296.680,00	0%
01 Budget Reserve		REGIE	296.680,00	0,00	0,00	0,00	296.680,00	0%
01 Budget reserve (direct management)		REGIE	296.680,00	0,00	0,00	0,00	296.680,00	0%
Z GENERAL MEANS			1.287.320,00	2.262,59	211.169,20	213.431,79	1.073.888,21	17%
01 Human resources		REGIE	909.800,00	0,00	168.514,23	168.514,23	741.285,77	19%
01 International sector expert TVET/cap development		REGIE	540.000,00	0,00	72.226,24	72.226,24	467.773,76	13%
COGEST			5.000.000,00	2.262,59	335.084,80	337.347,39	4.662.652,61	7%
TOTAL			5.000.000,00	2.262,59	335.084,80	337.347,39	4.662.652,61	7%



Budget vs Actuals (Year to Month) of PZA1202911

Project Title :

Enhancing Capacities for institution building project

Budget Version :

C01

Currency :

EUR

YTM :

Report includes all closed transactions until the end date of the chosen closing

Year to month : 31/12/2014

	Status	Fin Mode	Amount	Start to 2013	Expenses 2014	Total	Balance	% Exec
01 Monitoring and evaluation costs		REGIE	90.000,00	0,00	0,00	0,00	90.000,00	0%
02 Financial Audit		REGIE	36.000,00	0,00	0,00	0,00	36.000,00	0%
03 Backstopping		REGIE	36.000,00	0,00	4.455,79	4.455,79	31.544,21	12%

REGIE	5.000.000,00	2.262,59	335.084,80	337.347,39	4.662.652,61	7%
COGEST						
TOTAL	5.000.000,00	2.262,59	335.084,80	337.347,39	4.662.652,61	7%





Subject: Minutes of Meeting Steering Committee '1'
Project Name: "Enhancing Capacities for Institution Building (ECIB) Programme"
Location: Ministry of Education and Higher Education meeting room (new building, 3rd floor)
Meeting Date: June 11th, 2014
Time: 10:00 – 11:30 am

Meeting Agenda:

- Follow up on previous SC decisions.
- Update on Inception Study.
- Project Terminology & Results
- Action Plan 2014: Main Activities.
- Financial Plan 2014.
- Organizational chart: Project Management Team (PMT), Ministerial set up, Local Districts set up.
- Technical Advisory Committees.
- Coordination Activities (Communication).
- AOB

Present

Dr. Basri Saleh	Assistant Deputy Minister Planning & Development, MOEHE
Dr. Willy Demeyer	Resident Representative, BTC
Mahmoud Njoum	Director General of Vocational Training, MOL
Osama Eshtayeh	Acting Director General of Vocational Education, MOEHE
Dr. Afaf Abbasi	Program Officer, BTC
Marwan Carmi	Finance and Administrative Officer, BTC
Charlotte Cox	Junior Assistant Communication
Hannan Wahhab	Projects Admin and Finance Officer, BTC
Thierry Foubert	Technical Advisor Education, BTC
Naser Ghanim	National Project Coordinator, BTC
Maram Saeed	National Technical Assistant, BTC

Excused

Ameer Daoud	Representative of Ministry of Planning, MOP
Jamal Jawabreh	Secretary General/ Federation of Palestinian Chambers of Commerce, Industry and Agriculture

WD



The PMT stressed the necessity to have an ad hoc technical advisory committee following up (steering) on the roll out of the assignment with representative of the relevant ministries, private sector partners as well as other technical and financial partners active in the field of work-based-learning (WBL). This technical committee should function as a reflection board for the assignment and ensure liaising with the TVET Monitoring and Evaluation (M&E) task force following up on Torino process.

Dr Basri urged the importance to fully integrate the inception study with all relevant departments in the ministries and recommended that in addition to the advisory committee the PMT should organize a “pre-inception” workshop with all relevant stakeholders (officials of MoEHE, MoL, private sector, etc.) in preparation of the inception study.

In response to the concern iterated by the MoEHE, the PMT reassured that a concrete action plan is one of expected outputs of the assignment including a roadmap for (a) Spearheading and institutionalization, (b) Capacity enhancement at ministry and at TVET institutions’ level, (c) Introduction of funding schemes (scholarships subsidy, ...). As an example, Dr Basri expressed the wish that consultants of this assignment should come up with a hands-on-plan on how to systematize the selection criteria for scholarship grants, for perusal of and adoption by the ministries.

Project Terminology & Results

To clarify the scope of the ECIB program, some terminologies were shared and the project results were presented in a ‘nutshell’.

- **Apprenticeships, internships, scholarships, etc.:** The project will not be dependent on any strict definition of the above nor be limitative to either or; in general under apprenticeships it is to be understood any kind of “*work based learning*” scheme facilitating the transition from school-to-work resulting in a trainee spending time at the work floor, including informal apprenticeships and first employment promotion.
- **TVET subsector:** The project will focus on TVET sub-sector, including private sector providers, vocational training centers, over industrial schools to technical colleges at the higher education level. The project will not focus on academic (University) systems as such, but could integrate relevant administrative and management examples of similar schemes

In reference to the ‘demarking’ of the TVET sub-sector, the importance of coordination with all actors & ongoing projects was underlined; also prior to the anticipated creation of the National TVET agency (NAVET). Though the project is expected to focus on the TVET sub-sector, Dr Basri urged to also guarantee the necessary coordination with World Bank Quality Improvement Fund (QIF) program to avoid duplication; ensuring that the QIF experiences in linking the academic with private sector are taken into consideration by the inception study and add a QIF representative to the mentioned Ad Hoc Technical Committee.

A handwritten signature in blue ink, appearing to be 'CD'.



Since a project car is foreseen, Dr Basri urged that for the procurement, registration and car “movements” of the car is expected to follow the Palestinian ministry regulations. It will require an exchange of letters to authorize the PMT members for utilizing the car for project purposes.

Organizational chart: Project Management Team (PMT), Ministerial set up, Local Districts set up

Following the update of the project organizational chart by the previous steering committee, the need for completing the organizational set up of the project was presented. In addition to the PMT and the ministry focal points, the program would require the set up of ad hoc/thematic Technical Advisory Committees to ensure integration in the different relevant ministry departments as well as a number of core “catalysts” to accompany the implementation of the project at the national and the local level.

National level: Dr Basri confirmed the need for technical sub-committees for each component of the project to ensure clear follow up of each layer of the implementation of the project. It is suggested to have the DMB to identify representatives of the different units of the ministries of MoEHE and MoL for each of these sub-committees.

Regional level: Dr Basri confirmed the need for liaison officers at the district level. In view of the ownership of the project at that level, these officers are preferably appointed within the available structures (TVET institutes, CCI, unions, Local employment and TVET (LET) councils). It is suggested to have the DMB to identify potential liaison officers that are both an integral part of the (TVET) system as can be held accountable to follow up on the project.

Technical Advisory Committees

Following the previous discussions on need to ensure integration of all stakeholders in all ministries & private sector, the PMT presented the approach of organizing technical advisory committees for the different technical aspects of the program. Regional references from partner agencies and sector specialists (such as GIZ, ETF, ILO, etc.) can also be channeled through this approach. The mentioned actors have already met on the issue of communication (awareness), and an M&E committee is in the pipeline to accompany the baseline/inception study), while other potential subject could involve: career guidance & counseling, Capacity building, etc.

Coordination Activities (Communication)

The PMT continued by explaining that coordination is ongoing at various levels:

- In May, BTC and GIZ joint forces to support the joint implementation of activity of a TVET awareness campaign in Halhoul, namely an Open Day for the South of the West Bank. The ECIB program has also organized a coordinated call for open days & study visits to the private sector in the North of the West Bank.
- On a regional level, coordination is ongoing with actors such as ILO, ETF and UNESCO to capitalize on regional Work based learning experiences and seek mutual interest for joint activities and matching funds.

WD



- Identify representatives of the different units of the ministries of MoEHE and MoL for ad hoc technical sub-committees at national level (DMB)
- identify potential liaison officers at the district level both an integral part of the (TVET) system (TVET institutes, CCI, unions, Local employment and TVET (LET) councils) & are accountable to follow up on the project within the available structures (DMB)
- Investigate how modular curricula will play a role in the role out of the 'work based learning' scheme, referring to the Technical & Financial File of the project and in coordination with GIZ

Signatures

Date

Dr. Basri Saleh
Assistant Deputy Minister Planning & Development, MOEHE

Dr. Willy Demeyer
Resident Representative, BTC

10/07/2014

Mr. Osama Eshtayeh
Acting Director General of Vocational Education, MOEHE

Mr. Mahmoud Njoum
Director General of Vocational Training, MOL

Mr. Jamal Jawabreh
Secretary General, FPCCIA

Mr. Ameer Daoud,
Representative of MOP



Subject: Minutes of Meeting Steering Committee '2' (extra ordinary session)
Project Name: "Enhancing Capacities for Institution Building (ECIB) Programme"
Location: Ministry of Education and Higher Education meeting room (new building, 3rd floor)
Meeting Date: November 11th, 2014
Time: 9:00 – 10:30 am

Meeting Agenda:

- Action points – SC 1
- Study Visit to Morocco
- Update on Inception Study
- Indicative planning of 2015 (update of MONOP)
- Pilot call for Proposal – WBL
- AOB

Present

Dr. Basri Saleh	Assistant Deputy Minister Planning & Development, MOEHE
Dr. Willy Demeyer	Resident Representative, BTC
Mahmoud Njoum	Director General of Vocational Training, MOL
Osama Eshtayeh	Acting Director General of Vocational Education, MOEHE
Dr. Afaf Abbasi	Program Officer, BTC
Marwan Carmi	Finance and Administrative Officer, BTC
Thierry Foubert	Technical Advisor Education, BTC
Naser Ghanim	National Project Coordinator, BTC
Maram Saeed	National Technical Assistant, BTC

Excused

Ameer Daoud	Representative of Ministry of Planning, MOP
Jamal Jawabreh	Secretary General/ Federation of Palestinian Chambers of Commerce, Industry and Agriculture

Introduction of participants

His Excellency, the Assistant Deputy Minister of Planning & Development, Ministry of Education and Higher Education (MoEHE), Dr. Basri Saleh started the meeting by welcoming the participants to an extra ordinary session of a project Steering Committee (SC) on the occasion of the preparations of a study visit to Morocco. Due to the fact that the Palestinian ministries close



early for a commemoration, it was suggested to not go into details on all agenda points but discuss the issue of the study visit right away.

Study visit

Dr Basri passed the floor to Naser Ghanim, the project coordinator, who gave an overview of the preparations of the Study visit to Morocco. He introduced the purpose of the study tour: to expose members of a representative delegation of Ministry Staff and Private Sector Organisations to the rich experience of Morocco in the area Work Based Learning & Occupational Licensing and share experiences. Based on a previous SC decision the PMT prepared the ToR for this activity in coordination with the Daily Management Body (DMB), including the focal points of both Ministry of Labour (MoL) and Ministry of Education and Higher Education (MoEHE).

As per agreement with the DMB, the indicative timing for the visit is the first week of December 2014. The BTC Rabat office has kindly offered to assist in facilitating the visit and is happy to share the lessons learned an outgoing Belgian intervention in Morocco (FORAP).

A participation of ILO has been coordinated to include “occupational licensing” in the visit as well as a technical support for wrap up sessions.

For the participants it is suggested to have a vertical representation, including not only decision makers but also work-based learning (WBL) practitioners in the field, to join. For more details, Naser referred to the ToR that was shared earlier. At the meeting a suggested participants list has been circulated for which the final approval of the SC is requested.

In a follow up discussion Dr Basri raised some concerns about that study visits to ensure that it is organized as efficient as possible: reducing the number of participants, ensure restitution of knowledge with other stakeholders of the relevant institutions and ensure that communication on the event uses the relevant communication channels.

In response, Mr Thierry Foubert, on behalf of the project management team (PMT) clarified that in the ToR, it is foreseen that a group of maximum 12 participants should join and that daily wrap up sessions should facilitate debriefing and restitution once back in Palestine.

After some exchange of ideas on the issue, the SC tasked the DMB (PMT and both Ministry focal points) to finalize preparations of this important activity and review the invitation list. The DMB is tasked to reduce the number of participants and clarify each participant’s role in the study visit. The final list will be then approved by the SC through circulation of emails.

Project steering

The steering committee also exchanged ideas on project steering. All parties agreed on the need for excellent communication channels between PMT and both partner ministries to ensure both efficient project implementation as well as ownership of the project by the partner ministries.

A handwritten signature in blue ink, appearing to be 'C.D.' or similar initials.



BTC informed that it has a strict mandate structure with delegation of authorities for project implementation through direct execution (as is the case for this project), but nevertheless encourages co-management in decision-making. While the MoL focal point reconfirmed its mandate on behalf of its ministry, the MoEHE requested to keep the Assistant Deputy Ministry involved on all activities as well.

To ensure ministerial ownership of the project, the SC tasked the DMB to organize follow up meetings reviewing, clarifying and modifying (if necessary) the organizational set up of the project. The project's Technical Financial File (TFF) and consecutive SC decisions will be the basis for this discussion. Delegation of

Decisions Taken

1. Number of participants to the study visit to Morocco needs to be reduced and final list to be approved by SC through circulation of letters SC
2. The organizational set-up of the project needs to be discussed to ensure efficient implementation of project and guarantee ownership

Action Points

- Review and reduce the number of participants in the study visit, for final approval by SC by 12 Nov. 2014 (DMB: PMT and both Ministry focal points)
- Organize follow up meetings reviewing, clarifying and modifying (if necessary) the organizational set up of the project, identifying representatives of the different units of the ministries of MoEHE and MoL for project follow up (DMB)

Signatures

Dr. Basri Saleh
Assistant Deputy Minister Planning & Development, MOEHE

Date

7/12/2014

Dr. Willy Demeyer
Resident Representative, BTC

11/12/2014

Mr. Osama Eshtayeh
Acting Director General of Vocational Education, MOEHE

8/12/2014



Mr. Mahmoud Njoum
Director General of Vocational Training, MOL



10/12/2014

Mr. Jamal Jawabreh
Secretary General, FPCCIA

11/12/2014

Mr. Ameer Daoud,
Representative of MOP

8/12/2014



THE BELGIAN
DEVELOPMENT COOPERATION



**Enhancing Capacities for Institution Building Program (ECIB)
PZA 1202911**

List of Participants

***Work Based Learning*
Regional STUDY VISIT**

DRAFT VERSION 11 NOV 2014

For efficiency and logistical arrangement the group is expected to be limited to maximum 10 participants only.

Please note the list of participants below is merely a suggestion, is subject for approval by the SC.

Vertical representative group

The aim is to have a representative group with a vertical representation, including decision makers as well as WBL practitioners in the field (7 pax).

Facilitation

In addition to member of the project team (1 pax), there is an additional resource person is foreseen to facilitate the daily wrap up sessions and assist the group in drawing lessons from the field visits that can be capitalised upon for the Palestinian context. This role will be taken up by ILO (1 pax).

Additional participants

To ensure coordination in TVET sub-sector and to capitalize on the previous apprenticeship pilot in Palestine, GIZ representative will participate in the study visit.

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Suggested list of participants:

	Organization	Position	Name	Level	Status	Justification
1	Ministry of Labour	DG vocational training	To be confirmed		pending	Project focal point Ministry (representing VTC's)
2	Ministry of Education and Higher Education	DG vocational and education training VET	To be confirmed		pending	Project focal point Ministry (representing vocational secondary schools)
3		DG Technical Education	To be confirmed		pending	Project focal point Ministry (representing technical colleges)
4	PFCCIA	Representative of CCI's District branch	Moussa Salameh	Nat.	OK	Private sector lead is precondition for WBL (representing 17 CCI's)
5	Federation of Industries	Representative at national level	Dr. Odeh Shehadeh	Nat.	OK	Private sector lead is precondition for WBL (representing 15 sector unions)
6	Trade Union representative	Representative at national or District level	MUNAWEL ISSA AHMAD ABEDEL-ALL		OK	Tripartite governance is precondition for WBL (representing labour unions & occupational licensing)
7	UNRWA	TVET, JCP related officer	Adeeb Suleiman (principle Qalandia Training Centre)	Loc.	OK	Important actor for systemic change in TVET / WBL (representing UNRWA Technical colleges and VTC's)
Reference persons - facilitators						
8	Project Management Team	Coordinator	Nasser Ghanem	Nat.	OK	Project coordination
9	ILO	MENA region WBL focal point	Josee-Anne La Rue	Int.	OK	Regional WBL focal point at ILO and representing ILO on occupational licensing and facilitating wrap up sessions (reporting)
10	GIZ	National WBL focal point	Taysir Isaid	Nat.	OK	coordination in TVET sub-sector and capitalize on previous apprenticeship pilot in Palestine