



CTB



**Ministry of Education
& Higher Education**

ANNUAL REPORT 2011

SUPPORT TO TVET IN PALESTINE



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Acronyms

BTC	Belgian Technical Cooperation
SMCL	Structure Mixte de Concentration locale
M&E	Monitoring and Evaluation
AQAC	Accreditation and Quality Assurance Council (In the MoEHE)
CBMT	Competence Based Modular Training
CCI	Chamber of Commerce and Industry
EUR	Euro (European Currency)
GIZ	German Technical Assistance (Gesellschaft für Technische Zusammenarbeit)
MoEHE	Ministry of Education and Higher Education
MoL	Ministry of Labour
MoP	Ministry of Planning
MTR	Mid-Term Review
NGO	Non-Governmental Organisation
TFF	Technical Financial File (the Project Document)
UNRWA	United Nations Relief and Works Agency
VTC	Vocational Training Centre (Min. of Labour)
SC	Steering Committee
Apprenticeship	Dual system between TVET institutions and private sector& Labour market
AOC	Arab Occupational Classification
ISS	Industrial Secondary School
PMS	Project Management System
TPDC	Technical Program Development Consultant

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1 Project form

Project name	Support to TVET in Palestine
Project Code	PZA0401311
Location	Palestinian territories, West Bank and Gaza
Budget	EUR 2.2 million
Key persons	Belgian Resident Representative - BTC MoEHE- D.G of TVET
Partner Institutions	MoEHE, Mol, CCIs
Date of Implementation Agreement	Specific Agreement for 4 years signed on 27 Oct. 2005.
Duration (months)	48 Months
Target groups	-Youth, including women and special emphasis on under privileged 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
Global 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 field. (electro-technology and electronics, communications technology, information technology, business administration)
Results	01- Linking training with the labour market.
	02- Institutional capacity building

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	03- Market-Based Training Program Development
	04- Developing and Supporting Innovative ideas of TVET Stakeholders

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2 Summary

2.1 Analysis of the intervention

Intervention logic	Efficiency	Effectiveness	Sustainability
Specific objective Score: B	Efficiency of implementing activities was increased during the 2011. Obstacles related to financial and procurement procedures were minimized due to measures taken, effects were evident in 2011. Utilizing the facilities in the TVET institutions and the CCIs in implementation of the activities in 2011 had further minimized the costs.	Achievement of results will lead to the Specific objective, activating result 4 will further contribute to the Specific Objective.	The structures of cooperation between the private sector, the labour market and TVET institutions are sustainable, as well as capacity building elements and the final products of the training programs development.
Result 1 Score: A-B	- Activities implemented according to the action plan activities of producing the market data, the structures and the base line study (the Training needs assessment) were all conducted according to plan.	Activities are leading towards linking training to the labour market, through field visits and conducting workshops and activates with private sector.	The structures of cooperation between the labour market and TVET institutes at the local levels (Ramallah, Jerusalem, Hebron and Nablus) are sustainable, with committed and involved stakeholders in each chamber.
Result 2 Score B	- 4 central training courses conducted for multipliers from TVET sector related to the occupational analysis and curricula outlines by the training program development consultant. -12 training courses conducted in all governorates by Multipliers. -Two national workshops and exhibitions were conducted in the south and north regions.	- Development of human resources on different levels, CCIs, Trainers, private sector and others. Trainers have applied their training through result 3, in developing training programs.	- The use of multipliers to conduct training will lead to sustainability, as well as the training of trainers and teachers in the TVET system. Capacity building is targeting stakeholders within the TVET and labour market system, whom would transfer their developed capacities back into their systems;
Result 3 Score B	Efficiency of this result has increased after involving 2 Training Program	Conduction of the activities would lead to achievement	The involvement of different stakeholders in implementing the

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after involving 2 Training Program Development Consultants, instead of one, during the year, 16 committees worked on 16 training programs, and results were validated by the labour market.	would lead to achievement of the result.	stakeholders in implementing the result, being the ministries of education and labour, MOEHE & MOL, the NGOs, UNRWA would ensure its sustainability.
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Budget	Expenditure until (31/12/2011)	Balance of the budget
1,974,703	516,923	1,457,780

2.2 Key elements

The project had increased its efficiency during the year 2011, addressing various challenges and risks related to operational and financial ones. Project had to speed up the process in order to meet the delays witnessed during the years 2009 and 2010.

The project had to reorient its focus and strategy from curriculum development based on "Competency Based Modular Training" towards a more holistic "programme development" concept aligned with the revised TVET strategy based on Arab Occupational Classification (AOC), were activities and budget were revised and endorsed by steering committee in Sept 2010.

Various major results during the year including involvement of the labour market through the TNA and the validation workshops, results of both were integrated in training program development. On the other hand the various activities that incorporated linkages and was conducted through the built alliance through the project was also apparent during the year. The involvement of various stakeholders in main activities had increased commitment and ownership and contributed towards sustainable effects of the project.

Although result one was almost conducted with various activities still on-going, results two and three were accelerated during the second half of the year and additional resources were drawn to further speed up the process till the end of the project. Nevertheless progress was not achieved towards result 4.

The financial report of 2011 showed budget under-spending for different quarters due to the following facts: a) Payment for some of the accomplished activities is still in process (payments were expected in Q4). b) Project Management minimized the cost of the implementation activities of the workshops and training courses for multipliers and trainees by utilizing the facilities in the CCIs and TVET institutions, which in turn has minimized the cost of transportation for the participants, c) the use of multipliers from the

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TVET system institutes.

2.3 Key Risks (c,d)

No key risks are witnessed.

The previous years' risk was mitigated due to the exerted effort by the BTC representation, the BTC Project and the MOEHE to accelerate the financial procedures has resulted in having a smooth financial system -went through the past year- that can facilitate the running of the project. This element was a high risk in previous years as MTR has concluded. The involvement of the BTC Belgium office Educational Officer with his visits to the project and the area had contributed positively towards addressing the obstacles and accelerating the process

2.4 Key lessons learned and recommendations

-Linkage of the private sector with the TVET institutions through the CCIs played an important role, in defining the relationship between the chambers of commerce and the labour market and TVET institutions – it is important to keep such a relationship by supporting the labour market, this can be achieved by providing training programs to develop their skills and open new opportunities for them such as implementing the apprenticeship (dual system, the trainees would get the theoretical knowledge from the TVET institution and apply the practical training in the labour market in the same field).

- Developing the training programs in specified fields through engagement of the private sector was important in providing the up to date and know how technology and requirements and needs of the private sector.

- Various activities as conducting the training needs assessment, the validation with the labour market have involved the labour market in TVET programs and encouraged their participation in the work of the project.

- building the alliance of stakeholders on the local level, had been effective in implementing Labour market-TVET linkages activities.

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3 Analysis of the intervention

Background:

The project history goes back to an initial request from the Palestine Authority to Belgium in 2003. The request was followed up with a project identification mission in early 2005, which led to signing of the Specific Agreement in October 2005. It establishes that the 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. The Belgian contribution is 2 million Euros, whereas the Palestinian contribution is estimated at 200.000 Euros.

The main planned area of intervention of the project according to the TFF document¹ is curriculum development, planned to be linked with the other pillars of the national TVET system, in line with the « Palestinian National Vocational and Technical Education and Training Strategy », which was approved in 1999, it is updated, revised and approved from the ministers of MOEHE and MOL on 2010.

The political context in Palestine has delayed the implementation of the project till 2009, the project had faced various internal constraints, and based on the MTR conducted in July 2010 and the Steering Committee decision made afterwards in Sept 2010 the project was directed towards training programs development within the same Specific Objective of:

“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 and electronics, communications technology, information technology, business administration)”

Following this substantial change; results were reformulated and directed towards the new orientation of the project, whereas Result 1 remained unchanged, activities within Results 2 & 3 had to be altered and Result four was completely altered. Accordingly new Action Plan and Financial Plan were prepared and approved by the Project's Steering Committee. The Steering Committee represents the main stakeholders being the Ministry Of Education and Higher Education, The Ministry of Labour, the Ministry of Planning and the Federation of Chambers of Commerce and Industry, and The Palestinian Federation of Industry.

¹ Reference is the TFF file for the support to TVET in Palestine, 2006

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3.1 Context

3.1.1 Evolution of the context

The project started based on a request from the MOEHE to develop the Palestinian TVET curricula based on Arab Occupational Classification (AOC) approach. The need stemmed from the developed TVET Palestinian strategy that was endorsed in 1999, the action plan endorsed in 2003. The project has faced various obstacles during years 2009 and 2010, and during same years the National TVET strategy was revised and new revision endorsed Nov 2010, the strategy has highlighted main aims that it should be efficient, effective, accessible, relevant, sustainable and accessible.

While strategy had moved towards a more holistic approach, putting emphasis on aligning TVET with labour market through various suggested intervention such as construction of LMIS.

The development of the Arab Occupational Classification (AOC) on the regional level, while adopting it on the national level has enabled its use as a base for occupational analysis of the targeted fields.

3.1.2 Institutional Anchoring

Score: (Very Appropriate, Appropriate, Not appropriate, Not appropriate at all)

The institutional Anchoring from the BTC & MoEHE and CCIs is very appropriate for implementing the project activities, the steering committee composition of MOEHE, MOL, MOP, Federation of CCIs and PFI ensures institutional anchoring , all meetings with other stakeholders main partners refers to the project as a national effort in TVET and would have an impact on developing training programs.

3.1.3 Execution Modalities

Score: (Very Appropriate, Appropriate, Not appropriate, Not appropriate at all)

The Execution Modalities is very appropriate for implementing the project activities The local committees represents stakeholders at the local level, while steering committee represent stakeholders on the policy level, such modality have its effect on the commitment of different stakeholders to carry out the required activities and lay the foundation for sustainable structure.

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3.1.4 Harmon-dynamics

The project has participated in the 'pooling structure' with GIZ and the ministries (MOEHE, MOL). The initiative was initiated by GIZ and the MTR-team had the opportunity to discuss the approach and current status at some length with the GIZ team. In the MTR-team's view, the pooling structure is a very appropriate forum for harmonisation of donor support to the sector. What it implies is simply working according to a common, agreed plan and keeping other key actors continuously updated on activities. In that sense, activities complement each other, synergies can be obtained and duplication of efforts can be avoided.

The Welfare Association, an NGO also active in TVET, has joined the pooling structure and others may follow.

So far, the project has participated in the pooling structure but not been too active in informing and coordinating efforts. In future, the project should take a more proactive stance to the pooling structure.

3.2 Specific objective

3.2.1 Indicators

Specific Objective						
Indicators	Baseline value (2006)	Progress year N-1	Progress year N	Target year N+1	End Target	Comments
The (Self) employment rates 6 months after graduation within the fields of improved training programs is at least 60% after second year and 75% at the end of the project period (or at least 20% employment rate over the current employment rate)	M:64.3% F: 43.2%		M: 90% F: 67% (source TNA)		60% overall (M&F)	Baseline is based on 2006 study. Needs to be altered as suggested in annex 7.1, check 3.2.4 and 3.2.6 due to delay in start of project the second year target will be used
At least 30% of learners are girls at the end of the second year, and 50% at the end of the project			4specializations out of 5 have women less than 20% women		30%	Due to delay in start of project the second year target will be used
At least 30% of learners are from					60%	Data base would be

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marginalized urban or rural communities girls at the end of the second year, and 60% at the end of the project						needed for all institutes
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3.2.2 Analysis of progress made

The delay in achieving results during the first 2 years of the project due to various reasons as specified in the MTR has affected the achievement of results and its contribution towards achieving the specific objective. Nevertheless there has been major achievement in result 1, "Sustainable multi-partner alliance established, linking training with the labour market", such achievement is an important base that would facilitate speeding, the achievement of results 2 and 3. However results 2 & 3 are progressing hand in hand, the recruitment of the training program development consultants (TPDCs) by the end of this year will accelerate the work by the end of the next year, it is expected that the achievement of results would lead to achieving the specific objective.

3.2.3 Risks and Assumptions

Risk (describe)	Probability (score)	Potential implications		Risk Level (score)
		Describe	Score	
Political & Economic Situation	(Low)	<ul style="list-style-type: none"> -Barriers plays a role in preventing the trainees to arrive in the appointed time for meetings or training courses. -Less motivated to work, because of the low rate of the salaries and delay in paying. -the labour market can't absorb all the number of the TVET graduates, 90% of the labour market classified as a small business. -the Israeli and regional closure of the labour market in front of the Palestinian labour market. -Lack of rules and legislation that support the TVET sector and graduates 	(Low)	A Acceptable Risk
Operational Risk		-the enrolment rate of students in TVET		

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	Medium	<p>sector is still low (5%).</p> <ul style="list-style-type: none"> -Female enrolling in the TVET sector rate is still low as it isn't available in all the areas -Perception of inferiority for the community to TVE. the society still need awareness of the importance of the TVET sector - The involvement of private sector and the labour market with public sector still weak, motivated initiative and incentives are needed. - The continuous changes of technology need updating the infrastructure and equipment which is expensive. - The lack of will to implement the developed training programs based on the needs of the labour market. - The TVET system is not unified, the absence of the unified national body that's responsible for the TVET sector. 	Medium	B Ensure follow-up of risk
Cultural and attitude related	Medium	<ul style="list-style-type: none"> - Attitude towards women's work as a second source of income affects her employment at the market - Women in acceptability in non-traditional vocations within the targeted professions (except office management), reduce employment of women graduates - Inferior attitude to vocational training compared to academic education affects enrolment at the system 	Medium	B Ensure follow-up of risk

One of the main risks appeared in MTR 2010 was “the complex and time-consuming finance management procedures of the ministry, which are in effect making disbursement almost impossible” as described by the MTR report, it was recommended that measures should be taken to adhere to the risk. Following MTR and decisions made by the steering

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committee, the exerted effort by the BTC representation, the BTC Project and the MOEHE to accelerate the financial procedures has resulted in having a smooth financial system -went through the past year- that can facilitate the running of the project. This element was a high risk in previous years as MTR has concluded. The involvement of the BTC Belgium office Educational Officer with his visits to the project and the area had contributed positively towards addressing the obstacles and accelerating the process. Following the above, the on-going tracking and coordination for facilitating the financial procedures with the Finance Officer /BTC, PT and Director of financial department-Higher Education has facilitated the payment procedures.

To overcome the obstacle of not achieving results due to the delay in implementing the activities of the project, two TPDCs were added to the project implementing team to cater for the 2 years delay, further addition of staff member(Assistant of project manager and the driver), to facilitate the parallel implementation of the activities would be needed. The cultural and attitude related obstacle could affect the move from successful results to the achievement of the specific objective; hence certain measures had to be included. (Such obstacle was highlighted in the TNA conducted and recommendations were made for interventions facilitating female graduates' employment)

3.2.4 Quality criteria

Criteria	Score	Comments
Effectiveness	B	Achievement of results will lead to the Specific objective, and lead to overcome the delay in activating the project
Efficiency	B	Efficiency of the project was an obstacle to the project progress after the project started due to the complex and time-consuming finance management procedures of the ministry, which are in effect making disbursement almost impossible, as mentioned by all stakeholders met by MTR-team ² . Measures taken after MTR of appointing admin and financial officer at the BTC office in Ramallah, following all financial issues at the ministry have enhanced efficiency of the project, evident during the year 2011. Measures were also taken to speed up the process due to the previous delay.
Sustainability	B	The structures of cooperation between the labour market and

² Mid-Term Review Report, Support to TVET in Palestine, July 2010

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		TVET are sustainable, the capacity building elements and the final products are sustainable is expected to be utilized by current structures; the external economic and political instability could provide some obstacles as the dynamics between the different TVET players.
Relevance	B	Within national priorities, and highly valued by main stakeholders, although at the policy level the planned structure for unified TVET is non-existent, developed LOGFRAME needs some improvements,

3.2.5 Potential Impact

The Project with its support for improving the Technical and Vocational Education and Training offer, to make it more relevant for employers and learners in the TVET sector, 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 and build a linkage between the private sector and the TVET institutions.

The TNA conducted 2010 has indicated that employment rates of VET graduates is enhanced, that could be related to attribution of various intervention and economic development, a new survey similar to the 2006 conducted by PCBS need to be conducted to measure employment of VET graduates compared to graduates from other systems and to traditional apprentices.

3.2.6 Recommendations

Recommendations	Source	Actor	Deadline
Support the initiative for linkage of the TVET institutions with the labour market through main stakeholders (R4)	Section 3.2.2	CCIs& Private sector, MoEHE, MoL.	During the project period
Encourage the enrolling of students in the TVET sector by raising awareness of the importance of TVET specializations	Section 3.2.3	CCIs& Private sector, MoEHE, MoL.	2012-2013
Facilitate the financial procedures, especially for salaries and expenses that requires quick payments	Section 3.2.3	CCIs&, MoEHE, BTC.	2012-2013

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Sub projects to be implemented directly by the chambers of commerce and industries, especially in employment of TVET fresh graduates.	Section 3.1.1 and 3.2.3	CCIs& Private sector, MoEHE, MoL.	During the project period
Facilitate conduction of national survey to test employment of TVET compared to other systems	Section 3.2.5	PT	Q3 2012
Support implementation of short courses or training programs implemented similarly to test contribution to outcome	Section 3.2.1	PM,CCIs	Q1 2012
Further harmonize efforts with GIZ through the training program development by the project versus the NQF planed by through the support of the GIZ, use of occupational profiles.	Section 3.1.4	PT and BTC	Q1& Q2 2012
Addition staff (Assistant of project manager and the driver) to coordinate parallel activities with other PT for speeding up the process on the admin and coordination level.	Section 3.2.3	BTC&,MoEHE,	Q1 2012

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3.3 Result 1: Sustainable multi-partner alliance linking training with the labour market

3.3.1 Indicators

Result 1: Sustainable multi-partner alliance established, linking training with the labour market						
Indicators	Baseline value	Progress (2010)	Progress (2011)	Target (2012)	End Target (2013)	Comments
At least 20 companies and 20 institutions or organizations collaborate with the local TVET providers in each area		13%*	50%	75%	100%	
Three years after project starts The number of internships of trainees from the TVET providers in companies has increased by 50%		19%*	25%	25%	50%	
Three years after project starts more than 70% of TVET institutes has systematized linkages with the labour market in each area		15%	25%	50%	70%	Project is facilitating apprenticeship training programs implementation
Three years after project starts more than 50% of graduate employment is due to linkages with the labour market		19%*	25%	40%	50%	TNA have indicated that TVET graduates are the most to benefit from Linkages with the market
The local TVET Coordination Committee meets regularly and agree and review an agenda of activities, which includes activities planned under project		60%	80%	90%	100%	
Over 70% of TVET institutes uses updated Labour Market Database that is linked to national LMIS		0	0	50%	70%	Finalize Updating in Q1 2012 data will be: Hebron 5000 companies ,Ramallah 8000, Jerusalem 2500, and Nablus 5500

* Based on Training Needs Assessment (TNA) findings conducted in 2010, considered as base line data

3.3.2 Evaluation of activities

R1: Linking training with the labour market

Activities	Sub activities	Status	Evaluation
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1:5: Establish a data base in the CCI, link it with LMIS and PCBS	1.5.4: Update the database and link it with LIMS and PCBS	On going to be completed within two months- Q1-2012.	B: the activities are on schedule, they were previously delayed deliberately to ensure the national LMIS system supported by GIZ is established.
A1.6: Link Focal Point in CCI with private sector establishments	A1.6.1: Visiting companies	Continuous process,	B
	A1.6.2: Meetings with companies in CCI	Continuous process,	B
	A1.8.3: Conduct meetings and visits	Continuous process	B
A1.8: Establish in each TVET institution a contact point for relations with CCI and companies	A1.8.1: Prepare contact point description	completed	B
	A1.8.2: Conduct meetings and visits	Continuous process	B
	A1.8.3: Establish the contact points	Completed	B
A1.9: Raise awareness on TVET with private sector and local communities	A1.9.1: Conduct a training course in raise awareness	Under process	B
	A1.9.2: Produce media campaign products	Under process	B
A1.10: Develop, equip and update five Resource and Self-learning Centres with multi-media facilities, internet access and documentation (curricula, textbooks, e-learning modules, Internet connection and computers)	A1.10.2: Purchase computers , and other resource materials	Completed	A
A1.11: Update the TVET website and link it with CCI's websites	A1.11.1: Prepare CCIs websites specification and tender documents	Completed	A
	A1.11.2: Collect price offers from IT consultant companies	Completed	A

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	A1.11.3: Study the offers and referral	Completed	A
	A1.11.4: Design the CCI's websites	Completed	A
	A1.11.5: Link TVET website to the CCI's websites	Completed	A
A1.12:Conduct Training Needs Assessment and support surveys in companies and small workshops on labor market needs in the selected fields	A1.12.1:Finalize TNA	Completed	B
	A1.12.2:Workshop	Completed	B
	A1.12.3:Translate & Print	Completed, the English translation is under process	B

3.3.3 Analysis of progress made

Planned Activities as scheduled are implemented, with some activities conducted ahead of time for this result,

The implementation of the project is running smoothly, and according to the action plan, the results so far are satisfactory, and it is working on establishing a long term relationship between the stakeholders, starting from the ministry, private sector and TVET institutions, at different levels starting from the steering committee level to the focal points in selected governorates. The progress in result 1 contributes largely to achieving the other results in capacity building and developing the training programs. Various small activities were held under this result in support of the TVET centres, and enhancing their communication with the private sector.

Further implementation of small intervention at each governorate linking training with the labour market would enhance achievement of result. Implementation would be facilitated through the focal points (the established alliance between private sector and TVET institutes facilitated by the CCI's). It is expected that facilitation of apprenticeship training related initiative, and increase of activities related to TVET-labour market linkages would increase the effect and benefit of the activities and the result towards achieving the outcome. In addition Result 4 implementation within this alliance to facilitate linkages

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between TVET and labour market would solidify the outputs and outcomes of the project.

The Training needs assessment (TNA) results were used as a base line data and it also provided the quantitative and qualitative labour market demands that was later used in training program development, result 3, it also engaged the targeted labour market in the project and in the labour market-TVET linkages, which would contribute to the outcome.

Unexpected result is: The Training Needs assessment made as an activity to provide data needed for the training program development within the selected field is considered as a national study used by researchers in the TVET sector nationally.

3.3.4 Risks and Assumptions

Risk (describe)	Probability (score)	Potential implications		Risk Level (score)
		Describe	Score	
Political & economic stability	(Low)	Mentioned in 3.2.3	(Low)	A, Acceptable Risk
Operational and Financial Risk	(Medium)	Mentioned in 3.2.3	(Medium)	B Ensure follow-up of risk
Cultural and attitude related	Medium	Mentioned in 3.2.3	Medium	B Ensure follow-up of risk

*The project was designed to function within the challenging Palestinian context, were areas can function independently if required.

Refer to 3.2.3 for further information on risk analysis

3.3.5 Quality criteria

Criteria	Score	Comments
Effectiveness	A	Conduction of the activities would lead to achievement of the result, negative effects have been mitigated.
Efficiency	B	Activities were on-time, and some times ahead of time for

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		result 1, motivated CCIs had facilitated any rising challenges in implementation and project facilitated operational issues that could affect efficiency.
Sustainability	A	The structures of cooperation between the labour market and TVET institutes at the local levels are sustainable, with committed and involved stakeholders. The economic sustainability is not the determining factor for sustainability of this result,

3.3.6 Budget execution (TFF)

Reallocation of the budget based on re-planning of the activities followed the MTR in Sept 2010, and was adopted by the steering committee during its meeting in Q4 2010; the reallocated budget is used as a reference for 2011 report.

Financial report indicates Actual expenditures that meet the budgeted, however due to various activities within result 1 that enhances sustainability and lead to achieving the result and the outcome, additional amount of were added to the budget.

The extra amount was granted from the amount underspent (in the other results mainly) during the last 2 years and the need to speed up the process after mitigating the operational risks,

Refer to annex 7.3 for “2011 Budget versus current expenditure” financial report

Amount Undrespent during years 2008- 2009- 2010- 2011

	Budget	SPENT			Balance
		Until end of 2010	2011	Total until end of 2011	
Reg.	364,441	63,373	42,983	137,451	226,990
Cog.	1,610,262	146,032	228,982	379,472	1,230,790
Total	1,974,703	209,405	271,965	516,923	1,457,780

3.3.7 Recommendations

The following recommendations are made in addition to the recommendations mentioned in 3.2.6

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Recommendations	Source	Actor	Deadline
Implement Result 4 using lessons learned and within the sustainable alliance developed in R1to contribute to specific objective	Section 3.3.3	PT	2012-2013
Facilitate institutionalization of the apprenticeship training and internship training in the TVET institutes and the private sector	Section 3.3.1 and 3.3.3	CCIs, Focal points, MOEHE, MOL	2012-2013
Facilitate awareness initiatives for the communities and the labour market towards TVET	Section 3.3.4	PM, CCIs	Q3 & Q4 2012
Use the results of the Training Needs Assessment to crystalize opportunities of support in each area based on identified needs and challenges	Section 3.3.3	NA,PM	Q1 2012

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3.4 Result 2: Improved capacities of all stakeholders - Institutional capacity building

3.4.1 Indicators

Result 2: : Improved capacities of all stakeholders -Institutional capacity building						
Indicators	Baseline value	Progress (2010)	Progress (2011)	Target (2012)	End Target (2013)	Comments
Al least 30 core group people of the professional stakeholders are trained to be multipliers for upgrading capacity of other stakeholders.		0	40%	80%	100%	
All training conducted is gender sensitive and have gender specific elements		30%	30%	100%	100%	2010 only 30% of training, while it is planned that during the coming years all trainings should be gender sensitive and have gender specific elements
At least 30 % of those trained are women		10%	20%	30%	30%	
At least 70% of trained TVET trainers are able to use new technology through capacity building by 2013		0	0	50%	100%	Training will be conducted 2012. Assessment will be carried in 2013
At least 400 Stakeholders trained on developing & implementing market relevant training program development (Enterprises, TVET teachers & trainers, CCI training unit) per area by third year		20%	50%	80%	100%	TNA have indicated that female graduates are the most to benefit from Linkages with the market
Annual conference to share lessons learned is conducted at end of each year	1 annually	0	2 (one in North and 1 in South)	1	1	Annual conference highlighting lessons learned with participation of Labour market is important

Exposure of working groups to relevant TVET lessons learned in 6 countries in region & international was part of the indicators in the previous plan, 1 visit to Jordan was done in 2010 by CCIs focal points, it is expected that PT will participate in 2012 in sharing lessons learned with other BTC TVET projects, while other exposures is essential to learn from other experiences and share lessons learned.

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3.4.2 Evaluation of activities

R2: Institutional capacity building

Activities	Sub activities	Status	Evaluation
A2.3.1: Train teachers and trainers on developing occupational analysis	A2.3.1.1: Preparation for the training workshops	Completed	B
	A2.3.1.2: Conduct the training workshops	Completed	B
	A2.3.1.3: Preparing the training workshops reports	Completed	B
A2.3.2: Train teachers and trainers on developing curriculum outlines	A2.3.2.1: Preparation for the training workshops	Completed	B
	A2.3.2.2: Conduct the training workshops	Completed	B
	A2.3.2.3: Preparing the training workshops reports	Completed	B
A2.5: Train directors of TVET institutions in establishing links with enterprises for training activities	A2.5.1: Prepare for the training workshops	Under process	B
	A2.5.2: Conduct the training workshops	Under process	B
	A2.5.3: Preparing the training workshops reports	Under process	B
A2.7: Train managers and selected staff of enterprises in integrating feedback into TVET Programs	A2.7.1: Prepare for the training workshops	Under process	B
	A2.7.2: Conduct the training workshops	Under process	B
	A2.7.3: Preparing the training workshops reports	Under process	B
A2.10: : Provide technical and Pedagogic training for TVET teachers and trainers when needed to develop training program or to introduce new program	A2.10.1: Gap analysis of teachers need based on TNA results ,occupational analysis and current training provided	Completed	B
	A2.10.2: Preparing a training plan and identifying trainers and resources	Completed	B
	A2.10.3: Invitation & Logistics	Under Process	B Would need to go in parallel with R3
	A2.10.4: Conduct the trainings	Under Process	

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A2.13: Organize an annual workshop to exchange information about lessons learned and expertise gained	A2.13.1:Preparation for the workshop	Completed	As 2 workshops were conducted (one in the North & 1 in the South of the West Bank) with participation of the labour market and with an exhibition of TVET students work
	A2.13.2:Conducting the workshop	Completed	

3.4.3 Analysis of progress made

Planned activities in result 2 are progressing. Some activities were delayed due to its connection to Result 3, the involvement of 2 TPDCs to speed up the implementation in results 2 and 3.

The implementation of activities linked to this result would involve more than 400 stakeholders in various activities around the main anticipated change of linking TVET to the labour market that would lead to the planned outcome.

Capacity building is an important element in the project as various TVET providers are operating away from other stakeholders. The findings of the TNA have indicted the importance of TVET labour market linkages that would lead to enhancing competencies and better employment of youth in the labour market. Training and participation in various activities of TVET and market representatives would enhance the appreciation and the skills needed to carry out the linkages.

Implementation of this element is carried within the structure established in Result 1 and some elements are carried in parallel with result 3, all are functioning in coherence and is anticipated to contribute to the outcome.

Further linking of the activities in the different result would enhance achievement of results and would increase sustainability, the training for directors and labour market could be linked with implementing the apprenticeship and internship highlighted in result 1.

Point of concern that have to be introduced within the activities are the integration of the gender specific elements in the training, although it is integrated in the training provided to focal points, local committees and directors, it needs to be integrated within the training provided to the labour market and the TVET teachers and trainers.

Unexpected result is: The project supported innovative project by the graduates to be illustrated in an exhibition accompanying the annual national conference has won an innovative prize over all projects in Palestine for introducing new technique in car operation that reduces oil consumption and reduces produced gases that affects the environment .

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3.4.4 Risks and Assumptions

Risk (describe)	Probability (score)	Potential implications		Risk Level (score)
		Describe	Score	
Political & economic stability	(Low)	Mentioned in 3.2.3	(Low)	A, Acceptable Risk
Operational and Financial Risk	(Medium)	Mentioned in 3.2.3	(Medium)	B Ensure follow-up of risk
Cultural and attitude related	Medium	Mentioned in 3.2.3	Medium	B Ensure follow-up of risk

Refer to 3.2.3 for further information on risk analysis

3.4.5 Quality criteria

Criteria	Score	Comments
Effectiveness	B	Conduction of the activities would lead to achievement of the result.
Efficiency	B	Activities were on-time, some delays existed but did not harm the delivery of activities, as plans were revised and process would be speeded.
Sustainability	B	Capacity building is targeting stakeholders within the TVET and labour market system, whom would transfer their developed capacities back into their systems; people involved are committed, with high level of ownership. The use of multipliers to conduct training will lead to sustainability, as well as the training of trainers and teachers in the TVET system

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3.4.6 Budget execution (TFF)

The amount spent was below budgeted due to the delays in implementation during the first two years of the project, budget were reallocated to cater for steps taken to speed up the process. Refer to annexes 7.3 and 7.5.

3.4.7 Recommendations

The following recommendations are made in addition to the recommendations mentioned in 3.2.6

Recommendations	Source	Actor	Deadline
Capacity building on Gender sensitive and gender specific	Section 3.4.3 and 3.4.4	PM, trainers	2012-2013
Regional and international visits for gaining experience and exchange information	Section 3.4.1	PM	Q3 & Q4 2012
Training of TVET institutes and the labour market to be directed towards internship and apprenticeship implementation	Section 3.3.3 and section 3.4.3	NA,CCIs,PM	Q1 & Q2 2012

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3.5 Result 3: Market-based Training Programs developed and implemented with companies and other partners

3.5.1 Indicators

Result 3: Market-based Training Programs developed and implemented with companies and other partners						
Indicators	Baseline value	Progress (2010)	Progress (2011)	Target (2012)	End Target (2013)	Comments
By the end of the project At least 16 training programs are developed for the 5 fields. Including occupational profiles, training program outlines and 3 training program materials including modules.		10%	30%	75%	100%	
All developed training program materials are gender sensitive and allow participation of women and special needs groups				50%	100%	Modules will only be developed in 2012 and 2013
400 market representatives in the targeted fields have integrated their input in training program development			100%			400 participated in validation of the analysis, part will be engaged in reviewing the training program developed
A working methodology is laid down in a guidebook at the end of 2013			20%	80%	100%	Steps are documented, by end of project it should all be laid down in guidebook
At least 2 training programs per vocational field are new or revised and being implemented			30%	80%	100%	
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		0	0	50%	100%	

This result was the most affected by the delays and had to be revised based on MTR

3.5.2 Evaluation of activities

R3: Training programs development

Activities	Sub activities		
A3.3: Develop occupational	A3.3.1: Establish occupational analysis committees	Completed	

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analysis in the different specializations based on AOC	A3.3.2: Prepare the occupational analysis	Completed	
	A3.3.3: Review and finalize the occupational analysis	Completed	
A3.4: Validate the occupational analyses with enterprises from different areas	A3.4.1: Prepare all logistics and selection of people for filling questionnaires and obtaining authorization of survey teams	Completed	
	A3.4.2: Conduct survey in market for validation	Completed	
	A3.4.3: Conduct 1 workshop with market for each profession	Completed	
	A3.4.4: Amend Occupational profile based on validation	Completed	
A3.6: Set the training programs outlines in the different specializations A3.6: Set the training programs outlines in the different specializations	A3.6.1: Set the template of the Training Programs outlines	Under Process, completed within 2 weeks	
	A3.6.2: Establish training programs outline committees	Under Process, completed within 2 weeks	
	A3.6.3: Prepare the training programs' outlines	Under Process, completed within 2 months	
	A3.6.4: Review and finalize the training programs' outlines	Under Process, completed within 3 months	
A3.7: Gather Resource of training materials from Palestine and other countries, regional and international	A3.7.1: Identify training material resources from national, regional & international resources	Completed	
	A3.7.2: Require permission of use from different sources	Completed	
	A3.7.3: Purchase resources from national, regional & international	Completed	

3.5.3 Analysis of progress made

Result 3 was highly affected by the project delays. In addition this result had to be reoriented towards training program development rather than curricula development

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based on MTR findings and relevant steering committee decisions, which delayed it further.

Result 3 was directed towards training program development that is highly market relevant and can be used by the different training providers and for different levels instead of developing CBT that is accredited by the ministries. Hence the program was directed towards reviewing and developing market related training programs that are flexible and could be integrated in different settings.

The implementation of this result would lead to achieving the outcome and would spread the benefit for all systems. The engagement of the labour market through the validation workshop and the questionnaires filled have enhanced their engagement in developing the training programs and enhanced their commitment to linking to TVET.

Unexpected positive result is: The NGOs were able to use same methodology to review and develop their training programs that is transitional until a national one is developed. Anchoring to this result would be to support its implementation, to pilot result and enhance the outputs.

3.5.4 Risks and Assumptions

Risk (describe)	Probability (score)	Potential implications		Risk Level (score)
		Describe	Score	
Political & economic stability	(Low)	Mentioned in 3.2.3	(Low)	A, Acceptable Risk
Operational and Financial Risk	(Medium)	Mentioned in 3.2.3	(Medium)	B Ensure follow-up of risk
Cultural and attitude related	Medium	Mentioned in 3.2.3	Medium	B Ensure follow-up of risk

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3.5.5 Quality criteria

Criteria	Score	Comments
Effectiveness	B	Conduction of the activities would lead to achievement of the result.
Efficiency	B	Activities were delayed, measures taken to involve 2 TPDCs would speed up the process and mitigate its effect
Sustainability	B	The involvement of different stakeholders in implementing the result, being the ministries of education and labour, MOEHE & MOL, the NGOs, UNRWA would ensure its sustainability.

3.5.6 Budget execution (TFF)

The amount spent was below budgeted due to the delays in implementation during the first two years of the project, budget were reallocated to cater for steps taken to speed up the process. Refer to annexes 7.3 and 7.5.

3.5.7 Recommendations

The following recommendations are made in addition to the recommendations mentioned in 3.2.6

Recommendations	Source	Actor	Deadline
Pilot implementing the developed training programs by other providers to assess and review the process.	Section 3.5.4 and 3.2.3	PM	2012-2013
The involvement of international TVET and training program development consultant to review process and output	Section 3.5.3	PM	Q3 & Q4 2012

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4 Transversal Themes

4.1 Gender

Female participation in the Palestinian labour force is reportedly the lowest in the world. Providing relevant TVET programmes for girls/women is therefore a priority, but the record-low labour market participation would indicate that other factors than skills also exert influence on female employment.

The specialisation intended to increase intake of girls, (business admin.) would lead to increase participation and benefit, the growth in TVET institutes providing training in the addressed fields and the market demand for women in the targeted fields highlighted by the Training needs assessment conducted would encourage increased training in the field.

However the cultural related obstacles that affect market acceptance and family decision would require special added interventions to enhance employment of TVET female graduates. The planned result 4 could urge beneficiaries to have gender specific elements when applying for project funding.

4.2 Environment

Integrating environment related elements in the training program developed would be a main concern for the project. Integrating techniques and elements that highlights environment concerns in the different parts of the training programs and within developed materials would be of importance, specially that new technology in the different fields are integrating environment concerns, such as use of solar energy in electric installation, testing gazes in auto-mechanics...etc.

Project would raise awareness among stakeholders and training program developers on the issue, to reach a long term goal of mainstreaming environmental considerations as a natural part of all TVET programmes. Occupational Health & Safety, waste minimisation and recycling, handling of hazardous substances etc. should be natural parts of all vocational learning, and the teacher/trainer should be a role model for students. Judged from our impressions from the field visits, the team doubts that this is satisfactory at the moment. The general level of tidiness and orderliness of workshops /training facilities

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visited was not too impressive.

Another important dimension of environmental learning could be specific measures and concerns that are relevant for a specific occupation. For example: The electrician should also be an expert in energy conservation and be able to choose and advise customers on the most energy-efficient solution. All new programmes should pay serious attention to such issues.

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5 Decisions taken by the JLCB and follow-up

Decisions	Source	Actor	Time of decision	Status
<ul style="list-style-type: none"> The Director General of TVET and the RR would work out together and improve the efficiency of the project by the measures of the management response and following the recommendation of the TVET steering committee 	SC meeting number 3	BTC, MoEHE	Sept 2010	Measures taken and on-going follow-up has increased project efficiency
<ul style="list-style-type: none"> Provide assistance and expertise to the project management team for: <ul style="list-style-type: none"> Elaborating the details of the implementation modality Revision of the results, activities and budget according to the <ul style="list-style-type: none"> new approach Review and approve the new project plan 	MTR SC meeting number 3	BTC, MoEHE	Sept 2010	Completed Revision of the results was conducted by PT, approved by steering committee meeting number 3 Result 4 was planned to add the project fund modality .
<ul style="list-style-type: none"> Assigning a budget line in Regie Financial Mode for financial Officer within TVET project 	SC meeting number 3	BTC, MoEHE	Sept 2010	Completed Financial officer recruited and is following up with PT the financial process
<ul style="list-style-type: none"> Appoint a part-time international advisor to review, guide and inspire the project (20 days per year, including monitoring visits and ad hoc advice from abroad). 	TFF and MTR	BTC & MoEHE	2006 & Sept 2010	Not yet
<ul style="list-style-type: none"> The project will liaise with partners involved and with other donors to ensure avoidance of any duplication of activities in the field (MOU with GTZ to be maintained) 	SC meeting number 3	BTC & MoEHE	Sept 2010	On-going
<ul style="list-style-type: none"> Result 4: the consultancy of developing the concept and coaching stakeholders 	SC meeting number 3	BTC & MoEHE	Sept 2010	Announced, none were selected, result 4 was postponed till other results

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to identify possible innovative TVET proposals will be announced for universities and firms that has expertise in the field				of the project have come more efficient
<ul style="list-style-type: none"> Change the focus and strategy from curriculum development based on "Competency Based Modular Training" towards a more holistic "programme development" concept aligned with the revised TVET strategy Based on AOC. 	SC meeting number 3	BTC&MoEH E	Sept 2010	Done through developing the action plan and confirmation of steering committee Q4 2010

6 Lessons Learned

Lessons learned	Target audience
Engaging all stakeholders and identifying their role have enhanced their participation, the participatory approach used throughout the implementation have increased commitment and ownership of partners and stakeholders	Stakeholders, BTC
Analysis of the local market needs of labour should be done on regular basis. And should be directed toward enhancing the quality of training and education at TVET institutions, and help in running project that target the graduates. The Training needs assessment (TNA) results were used as a base line data and it also provided the quantitative and qualitative labour market demands that was used in training program development and graduates related challenges that could be used as assumption in planning, further interventions are suggested to address these challenges.	Stakeholders, MOEHE
The alliance building is a main base for implementing the project; small initiatives that were implemented in the labour market-TVET linkages had facilitated the implementation of the concept, and the commitment of different stakeholders towards it.	Representation
Enabling management, financial and organizational structures are key factors in the progress of the project,	BTC-HQ

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7 Annexes

7.1 Logical framework

Attached

7.2 M&E activities

- MTR
- Training Needs Assessment carried

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

Attached

7.4 Beneficiaries

7.5 Operational planning 2012

Attached