



CTB



FINAL REPORT

SUPPORT TO TECHNICAL & VOCATIONAL EDUCATION AND TRAINING IN PALESTINE



PZA0401311

Table of Contents

TABLE OF CONTENTS.....	2
ACRONYMS.....	4
INTERVENTION FORM.....	5
GLOBAL APPRECIATION.....	6
PART 1: RESULTS ACHIEVED AND LESSONS LEARNED.....	7
1 ASSESSING THE INTERVENTION STRATEGY.....	7
1.1 CONTEXT	7
1.2 IMPORTANT CHANGES IN INTERVENTION STRATEGY	10
2 RESULTS ACHIEVED.....	12
2.1 MONITORING MATRIX	12
2.2 ANALYSIS OF RESULTS	16
3 SUSTAINABILITY.....	25
4 LEARNING.....	29
4.1 LESSONS LEARNED	29
4.2 RECOMMENDATIONS	31
PART2: SYNTHESIS OF (OPERATIONAL) MONITORING.....	32
1 FOLLOW-UP OF DECISIONS BY THE JLCB.....	32
EXPENSES.....	35
DISBURSEMENT RATE OF THE INTERVENTION.....	37
2 PERSONNEL OF THE INTERVENTION.....	39
3 PUBLIC PROCUREMENT.....	41
4 PUBLIC AGREEMENTS.....	41
5 EQUIPMENT.....	44
6 ANNEXES 1.....	47
6.1 ORIGINAL LOGICAL FRAMEWORK FROM TFF:	47
6.2 FINAL LOGICAL FRAMEWORK	49
6.3 COMPLETE MONITORING MATRIX	51
6.4 TOOLS AND PRODUCTS	55
7 ADDITIONAL ANNEXES.....	58
7.1 PILOT IMPLEMENTATION PLAN	58
7.2 EXIT STRATEGY	58
7.3 PROCUREMENT PLAN	58
7.4 INVENTORY AND HANDOVER OF EQUIPMENT LIST	58
7.5 OVERVIEW OF CAPACITY BUILDING ACTIVITIES	58
7.6 RESULTS 4 LESSONS LEARNED REPORT	58
7.7 ANNEX: DETAILED TABLES OF THE PILOT GRADUATES GROUP FOLLOW-UP (TRACER STUDY)	58

Acronyms

AOC	Arab Occupational Classification
BTC	Belgian Development Agency
CCI	Chamber of Commerce and Industry
EU	European Union
EUR	Euro (European Currency)
GIZ	German Technical Assistance (Gesellschaft für Technische Zusammenarbeit)
GU	Gender Units in MoE and MoL
ILO	International Labor Organization
ISS	Industrial Secondary School
JLCB	Joint Local Consultative Body
KAB	Know About Business
LMIS	Labor Market Information System
LMS	Labor Market Survey: Training Needs and VET Relevance Gaps' Analysis, conducted in 2012-2013 by program
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoEHE	Ministry of Education and Higher Education
MoHE	Ministry of Higher Education
MoL	Ministry of Labor
MoP	Ministry of Planning
NA	National Advisor
NGO-VET League	League of Non-Governmental Organizations providing Vocational Education and Training
oPt	Occupied Palestinian Territories
PA	Palestinian Authority
PFCCIA	Palestinian Federation of Chambers of Commerce, Industry and Agriculture
PMO	Project Management Office (Project Manager, Assistant, and finance officer)
PMS	Project Management System
POC	Palestinian Occupational Classification
PT	Palestinian Territories
SC	Steering Committee
SMCL	Structure Mixte de Concentration locale
TNA	Training Needs Assessment , conducted by program in 2010, published 2011
TPD	Training Program Development
TPDC	Training Program Development Consultant
TVET	Technical, Vocational Education and Training
USAID	United States Agency for International Development
VET	Vocational Education and Training
VSS	Vocational Secondary School
VTC	Vocational Training Center
Welfare Association	Donor organization with headquarters in Geneva
Apprenticeship	Dual system between TVET institutions and private sector & Labor market

Intervention form

Intervention name	Support to TVET in Palestine
Intervention Code	PZA0401311
Location	Palestinian Territories, West Bank and Gaza
Budget	EUR 2.2 million
Partner Institution	BTC MoEHE (or MoE & MoHE), Mol, CCI's
Date intervention start /Opening steering committee	Specific Agreement for 4 years signed on 27 Oct. 2005
End date Specific Agreement	December 31, 2012, extended one year to December 31, 2013.
Target groups	<ul style="list-style-type: none"> • Youth, including women and special emphasis on under privileged people • Unemployed people seeking employment opportunities through training • Workers and self-employed people requiring further education and training • Drop-outs from schools ,colleges and universities
Impact ¹	Sustainable economic diversification and increased income opportunities are generated through the provision of appropriate vocational training
Outcome	Youth and adults are enabled to acquire and update their competences on an equal basis through continuously adapting market-based vocational training programs in some selected priority fields such as electro-technology and electronics, communications technology, information technology, and business administration
Outputs	1) Linking training with the Labor market
	2) Institutional capacity building
	3) Market-Based Training Program Development
	4) Developing and supporting initiatives of TVET stakeholders
Total budget of the intervention	EUR 2.2 million
Period covered by the report	1st Jan 2009- 31st Dec. 2013

¹ Impact is a synonym for global objective, Outcome is a synonym for specific objective, output is a synonym for result

Global appreciation

Describe your global appreciation of the intervention (max 200 words):	Describe your global appreciation of the intervention (max 200 words):
<p><i>The project from beginning to the end has been owned by the MOEHE, with a dedicated follow up, support and guidance from the highest levels within the ministry.</i></p> <p><i>Through regular meetings (through the project Steering Committee) the MoEHE was able to follow up the project activities and assure their integration into the national TVET strategy. At the same time, the MoEHE appreciates the flexibility with which the project was implemented which allowed for necessary alignment of the project activities with the occurring priorities of the Ministry.</i></p> <p><i>Thanks to the sound project management and the significant efforts of the project partners including the Chambers of Commerce and Industry, the overall objectives of project have been achieved in all of the 4 results. Hereby strengthening the linkage between the private sector and TVET.</i></p> <p><i>The methodology commenced under this project and consolidated in the 'Guidelines' will be the base for continued development market relevant TVET training programmes, according the revised national TVET strategy.</i></p> <p><i>The various capacity building activities on the whole process of developing the TVET training programmes as such have empowered the TVET actors to ensure the continued and future development of market based TVET training programmes.</i></p> <p><i>In this regard, the MoEHE reconfirms its commitment to accompany the piloting the newly developed training programmes following the implementation and exit strategy plan.</i></p>	<p><i>By its closing date at the end of December 2013, the project has been generally recognized as a successful intervention.</i></p> <p><i>After a rather slow start up phase, the project was redirected during the MTR. After some significant changes in both the design of the project (redirection of result 4) and architecture of the project management (new enlarged PMT) the project has been able to implement all the foreseen activities and hence meet all the set targets at the different intervention levels.</i></p> <p><i>Moreover, all components together, the project has been able to contribute significantly to the change process in the TVET sector by improving the linkage between TVET and the private sector in general and by making the review of TVET training programmes a more relevant process thanks to this linkage. After the project's end, these efforts will be continued by the partner as agreed in the project exit strategy. The impact of the project to a more 'sustainable economic diversification' is hoped to be measurable in the years to come.</i></p>

Score your global appreciation of the intervention ² :	Score your global appreciation of the intervention ³ :
VERY SATISFACTORY	VERY SATISFACTORY
National execution official ⁴	BTC execution official ⁵

PART 1: Results achieved and lessons learned

1 Assessing the intervention strategy

1.1 Context

General context

The deteriorating economic status in the oPt had shed its effects on increasing unemployment and poverty of the population and of youth in particular throughout the years of project implementation, the deadlock of the peace process and the fiscal challenges the PA has faced during the last year has added further burdens to the economic situation of the population, the PA inability to pay salaries for its employees and the increasing PA employees strikes had its negative effect on the economy at large and the project in specific. Such context has affected the project in delaying some of the procurement processes due to the increased strikes. Furthermore the deteriorating economic status had its effect on increased unemployment of youth and VET graduates.

Nevertheless the TVET sector had increased attention from various donors and stakeholders, perceived as one of the tools that could address youth unemployment and increase of youth and women participation in the Labor force, in addition to being a tool

²Very satisfactory - Satisfactory - Non satisfactory, in spite of some positive elements - Non satisfactory

³Very satisfactory - Satisfactory - Non satisfactory, in spite of some positive elements - Non satisfactory

⁴ Name and Signature

⁵ Name and Signature

for economic development through providing the qualified human resources.

Various interventions for implementing the Palestinian TVET elements took place during the last year, with emphasis on aligning TVET with the Labor market, various interventions were implemented that addressed TVET through MOL, MOE, MOHE, UNRWA and NGO-VET League, main donors and international partners were EU, GIZ, ILO, USAID and Welfare association.

Interventions were mainly integrating the LMIS, working on the Palestinian Occupational Classification (POC) that is validating the adopted Arab Occupational Classification (AOC) which was developed on the regional level, still under development. Both provides the information and the standardization needed, for developing the training programs in the future, the BTC support to TVET has provided the know-how in this manner, while the developed modules (92 in 15 fields and one cross-cutting) and documentation of the procedures will be used for future sustainability, meanwhile the two studies conducted the project period provided information for TVET policy makers and institutes.

Meanwhile the USAID support to TVET had multiple elements of support to NGO-VET Leagues institutes, including developing the training programs of six (6) fields, four (4) of which are not targeted by the project, this development provided a pilot for the current work of the project within this element. The other two (2) were used as resources for the developed training programs.

The ILO development of Know About Business (KAB) element and integrating it into TVET institutes saved developing the training programs in this regard and linked the developed life skills to it. While the Welfare support to TVET in Jerusalem has provided apprenticeship opportunities and link of TVET graduates to the Labor market.

Institutional context

The institutional Anchoring starting from the local structures, to the ministerial structure, up until it reaches the multi-stakeholders steering committee has proved to be very appropriate for implementing the project activities.

The TVET- Labor market local alliances developed by the project in the four (4) targeted governorates, constitute from TVET and Labor market institutes, and led by CCI's, were spearheading the implementation of various project activities, and in the forefronts of coordinating national efforts for TVET and other supported projects in the field in their governorates.

The BTC – MoEHE cooperation, MoEHE and CCI's cooperation has proved to be very appropriate. Also, the steering committee composition of MOE, MOHE, MOL, MOP, Federation of CCI's and PFI further strengthens the progress of the project. It is considered a national effort towards the progress of all project activities.

For TVET national partners (MoL and MoEHE) the project's participatory approach in at all interventions levels has been highly appreciated, hence its high level of ownership is recognized and appreciated.

Another change in institutional context; is the governmental structure of splitting and

combining the ministry of (MOEHE) into two ministries, Ministry of Education and Ministry of Higher Education, same applies to the TVET department that were split into two added extra constraints and complexity, on the other hand the MOE continued to be a partner in the project and head of the steering committee. While combining them again as the case in the current government had returned the status as is with MOEHE heading the steering committee

Management context: execution modalities

The Execution Modalities have proven to be very appropriate for implementing the project activities. The local committees represent stakeholders at the local level, while steering committee represent stakeholders at 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.

At the project management level, the project management was placed within the partner ministry premises, and in direct contact with the ministry and the BTC office in Jerusalem. Both provided the on-going support allowed for smooth operations and immediate solving of rising issues. The project manager whom was an ex-official in TVET MOE has enabled communications with stakeholders and managing interlinked issues of the project. In addition the accompaniment of the national advisor to management with double roles of strategic and TVET advisor has added value to the modality, moreover the engagement of two (2) TPDC's instead of one enabled planned achievement and the facilitation of the training program development through the participation of different stakeholders during the year. The planning meetings carried between PM, NA and BTC office on pivotal times enabled the strategic management of the project, the backstopping missions by the BTC education officer in Brussels has also added reflection on achievements, monitoring of progress and presented an opportunity for reviewing plans. The planning meetings between PMT and CCI's has enabled higher participation of the local alliance and the CCI's in project related decision making and have enhanced commitment and ownership.

Moreover the increased capacity in the PM office to include PM assistant and a driver has further enhanced implementation and allowed parallel work to cater for the delays (as noted in the MTR), has enhanced communication and monitoring of implementation by the stakeholders alliance and the committees. In addition hiring the International Technical Advisor for the education projects by the BTC in Dec 2012 gave the project head start in finalizing the project deliverables, in preparation for the closure of the project.

Harmo-context

The project is implemented in partnership with other actors, on various levels. On the governorates or area level, the project cooperated highly with private sector and the Labor market in different ways, in addition to cooperating with all professional unions within the targeted sectors, as well as the different TVET institutes governed by public, private, NGO and UNRWA. Year 2013 has marked condensed participatory activities and processes that involved those actors, and enabled TVET institutes as well as the Labor market to engage in developing the relevance of TVET, a national goal for TVET strategy and MOE. The project was able to upgrade the employer's data and integrate within the national LMIS system, in addition the CCI's websites that were developed and linked

with the national website.

Moreover the first TNA was translated to English and published on the national TVET website in Arabic and English and accessed by various stakeholders, while the conduction of the second comprehensive study, enabled policy makers and supporting agencies to obtain first-hand information on all economic sectors that is relevant to TVET in all of the West Bank. The development of the modules, “Training Program Guideline” that was endorsed by the different stakeholders policy level, and the capacity development of trainers and teachers would enable sustainable outcomes of the project that would be capitalized on by different TVET stakeholders.

Furthermore; the project activities and results are part of the overall matrix used within the “Informal Donor Coordination Group” for TVET, in which the main donors for TVET take part, within such structure the Belgium support to TVET in Palestine is identified as an important change agent in the national training programs development through a systemized TVET-Labor market engagement in addition to the general Belgian efforts to improve coordination amongst actors in TVET.

Last but not least, the project has continuously sought to harmonize activities with other donor interventions. In this regard, the replication of Know About Business (KAB) global training module of the ILO and the replication of the regional TVET Training of Trainers by the consultants trained by GIZ at regional level are worth mentioning, as well as the joint presentation by the PMT and the GIZ team on a systematized approach to competency based upgrading of market relevant TVET curricula.

1.2 Important changes in intervention strategy

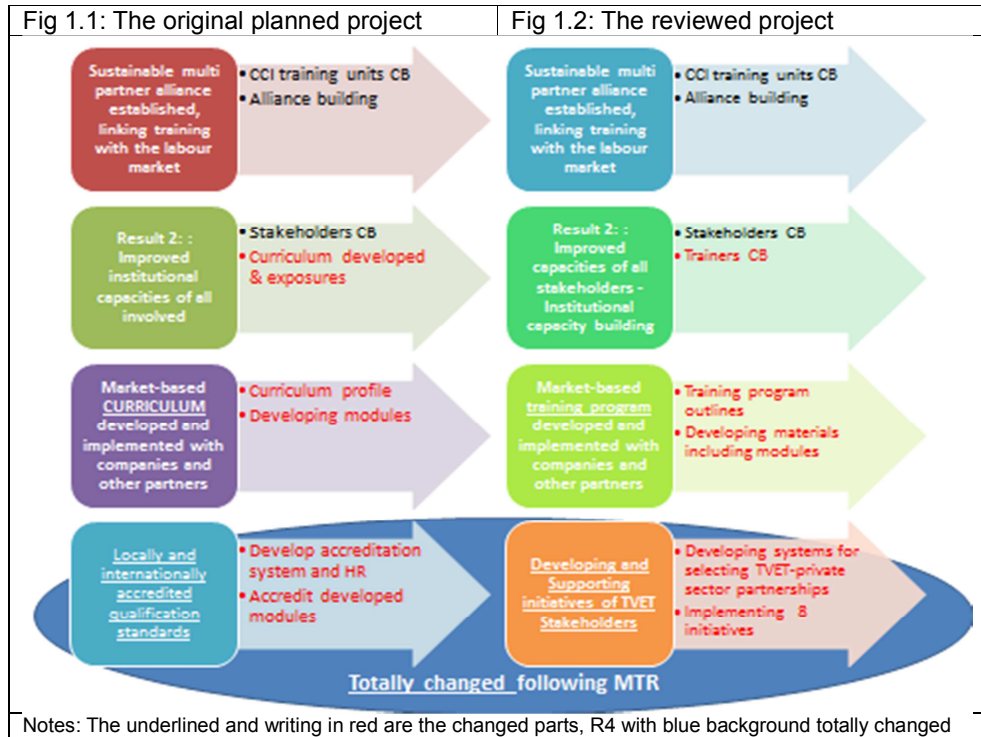
The project was planned towards market relevant curricula development and implementation based on MOEHE request from Belgium partner. The project was lined up with Belgium support towards Palestinian curricula development, and in-line with the Palestinian TVET endorsed strategy 1999.

Nevertheless, the delay incorporated with implementing the project due to political reasons and the slow start up phase of the project, had its impact on the Mid-Term Review conducted in 2010 (MTR); which geared the project towards developing training programs rather than curricula that identifies and uses parts of the previously developed curricula, while developing more of the new technology related modules, while using the materials and curricula developed on the other parts.

Hence the following changes were made to the 4 results of the project: (figure 1 below illustrate the change):

- R1: building the alliance, was kept intact as it represented the base of the project
- R2: capacity building CB, the review of the project have removed building the core of curricula developers, towards developing the capacities of trainers to enable them to develop market relevant training programs.
- R3: curricula development was geared towards training program development that uses the PA developed curricula, and what is available, and develops Labor market demanded outlines and new technology parts.
- R4: (the accreditation of developed curricula) was totally changed to (supporting initiatives by TVET stakeholders), encouraging implementation of partnerships

between TVET and Labor market.



Yet this change was approved by the steering committee in Oct 2010, and R4 was developed in a participatory way, facilitated by the CCI's as a broker and facilitator during implementation involving different stakeholders at all levels of the project structure.

2 Results achieved

2.1 Monitoring matrix

Results / indicators	Baseline Value	End Target	End Value obtained	Comments
IMPACT:				
Increased employability & self-employability rates of youth	59.6%	65%	61.2%	Source is PCBS for employment data of youth in 2009 and 2012, yet the delay of the project will only enable the achievement of the planned impact after 3 years of project end (2016)
OUTCOME:				
The (self) employment rate 6 months after graduation in the fields with improved curricula is at least 60 % at the end of the second year, and 75 % at the end of the project (or at least 20% increase over the current employment rates of graduates).	M:64.3% F: 43.2%	60% (M&F)	39% 2013 graduates within 3 months after grad. (15% F,45%M) Over 80% in electricity, car electrics , over 15% of 2010-2012 grad , but less than 40% and 11% in electronics and Secretarial 76% after graduation in 2010-2012 (78% F, 76% M)	Baseline is based on 2006 study by PCBS. Follow-up of piloted graduates was done only 3 month after graduation for MOL , hence not enough time is available to assess the pilot results, while MOE started implementation in Sept. 2013, a real assessment should take place in 2014 for MOL Piloted group and 2016 for MOE piloted group. Nevertheless the tracer study (within the 3 months of after graduation for 2013 graduates) executed at the VTC (MoL) after a partial implementation of the draft curricula gives this preliminary picture: employment rates for piloted electric vocations, Car electrics and AC were above 80%. with an increase of at least 15% compared to 2010-2012 graduates, while electronics and secretary were lower than 40% and 11% respectively and lower than previous graduates rates. (see annex 7.7 for more details)
At least 30 % of the learners in the selected specializations are girls.	4specializations out of 5 have women, less than 20% women	30%	47.5% at MOL 20% at MoE	Percentage of female trainees in the targeted specialization, have increased through the years, especially at MOL, targeting of principles, and working in these fields has increased their presence, 'traditional female vocations' were added in 3 fields in Nablus ISS, increased intakes in other VET institutes.
At. Least 20% of Employer are better satisfied with trainees/ graduates competencies of the developed training programs		60 %	86% of those employing VET graduates are satisfied	Due to delay in implementation the satisfaction of employers of developed programs was not measured yet; the national LMS study measured satisfaction with VET grad generally (86%), that indicated high satisfaction
OUTPUT 1:				
At least 20 companies and 20 institutions or organizations collaborate with the local TVET providers in each area	13%*	100%	250%	45VET institutes are cooperating with more than 238 companies (see also next indicator)

Results / indicators	Baseline Value	End Target	End Value obtained	Comments
One year after project start, each TVET provider collaborates with at least 3 companies and 1 institution or organization, in the selected field.	0	100%	100%	This target was met at larger number of companies at private sector with linkage of TVET institutions; with the 9 innovative projects (result 4) as most advanced form of cooperation, jointly implementing TVET relevant interventions between private sector and TVET institutes.
Three years after project starts The number of internships of trainees from the TVET providers in companies has increased by 50%	19%*	50%	Not possible to measure quantitatively but qualitatively there is enhancement due to a series project activities in this regard	Most of VET's and VTC's have a contact point with Labor market and are linking trainees with the market. MOL internship of their students with the Labor market has been partially systemized; the project enabled the supervision of some of the interns by professional unions and systemized relation with Labor market The MoE have included apprenticeship for 3 vocations, and have better systemized relations with Labor market through the CCI's. Despite the project has contributed to facilitating internships in companies, systematising such efforts falls outside the scope of the project and will rather be targeted under the ECIB programme.
Three years after project starts more than 70% of TVET institutes has systematized linkages with the Labor market in each area	Less than 10%	70%	90%	Project is facilitating various actions that have lead to such achievement , all Targeted TVET institutes have the TVET-LM focal point in its institutes and have established the following links among the VET institutes: Nablus: Companies=28, VET=6, Hebron: Companies=24, VET=22, Jerusalem: Companies=136, VET=4, Ramallah: Companies=50,VET=9
Three years after project starts more than 50% of graduate employment is due to linkages with the Labor market	19% (obtained from TNA study)	50%	(25%)	Hundreds of VET trainees were supported in their market training (internships and apprenticeships). In recent surveys by the relevant ministries it was found that 30% of the MOEHE apprenticeship stream and 20% of the MOEHE and MOL graduates conducted internships were employed in same place of training. (Tentative figures to be confirmed)
The local TVET Coordination Committee meets regularly and agree and review an agenda of activities, which includes activities planned under project	0	100%	100%	There is a high commitment among stakeholders towards the project concept, and as various activities of the project is implemented locally committees headed by the local CCI's had to meet regularly and frequently; e.g. a part of the awareness activity plan of the CCI's.
Over 70% of TVET institutes uses updated Labor Market Database that is linked to national LMIS	NA	70%	70%	Labor market data-base was updated in 2012 at CCI level as the following Hebron 5,000 companies ,Ramallah 8,000, Jerusalem 2,500, and Nablus 5,500 and linked with LMIS.
OUTPUT 2:				
At least 30 core group people of the professional stakeholders are trained to be multipliers for upgrading capacity of other stakeholders.	0	30 core group	29+5 were trained (Achieving 113%)	29 trained multipliers in pedagogic, management and policy training for the project, in addition to 5 core trainers (trained through GIZ regional TVET project) facilitating the replication of the multiplied training through the project (matching funds).
All training conducted is gender sensitive and have gender specific elements	0	30%	30%	All conducted training ensured gender access, yet not all conducted training have gender specific elements. Nevertheless some had, as

Results / indicators	Baseline Value	End Target	End Value obtained	Comments
				TVET systems training for TVET directors and stakeholders had a specific gender training component.,
At least 30 % of those trained are women	0	30%	31% in 2010/2011, 23% in 2013	In each training female teachers, trainers, directors and CCI representatives were involved. But the pedagogic and training methods that was conducted in 2010/2011 they represented 31%, while in 2013, they represented 23% as training were technical and mostly targeting 'traditionally male oriented fields'.
At least 70% of trained TVET trainers are able to use new technology through capacity building by 2013	NA	70%	62%	62% (120 M, 28 F) teachers and trainers from TVET institutes participated in the technical training courses conducted in 2013 and are able to use new 'technology' (upgraded techniques).
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	0	100%	87%	Over 350 stakeholders (teachers, market representatives, VET institutes directors and principles, local committees and CCI's) were trained in pedagogic, training program development, management and TVET- Labor market systems and linkages were trained
Annual conference to share lessons learned is conducted at end of each year	0	4	3	Annual exhibitions were held in 2011 and 2012 that supported TVET and Labor market innovative initiatives, around 500 participants of different stakeholders participated each year, more than 30 projects that reflected innovation in TVET and cooperation between Labor market and VET were illustrated. In 2013 project participated in the annual employment week and conference presenting the new market study findings and sharing experience around youth employment and TVET
OUTPUT 3:				
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.	0%	100%	194%	16 training programs are developed for the 5 fields including 1 life skills (in all vocations) as planned. In total 93 modules were developed instead of 48, which is on average 5-6 for each program. At least 1 copy of each of these 93 modules were printed and distributed to all the TVET institutes at MOEHE and MOL, UNRWA, NGO.
All developed training program materials are gender sensitive and allow participation of women and special needs groups	NA	100%	100%	Gender sensitivity elements were integrated initially. Gender units in both ministries MOE HE and MOL were involved in a technical committee for the project and have been invited to scrutinize on gender-sensitivity the new TVET modules before publication.
400 market representatives in the targeted fields have integrated their input in training program development	0	100%	100%	At least 1000 have participated in the first TNA allowing for their training needs to be incorporated in new training programmes. 400 employers and market representatives have further participated in validation of the training programs (through validation workshops and questionnaires). In addition some private sector have participated in committees that developed and reviewed the training programs. So target is more than achieved.
A working methodology is laid down in a guidebook at the end of 2013	0	100%	100%	A guiding manual was developed in 2013 that documents the process of market relevant training program development; it was

Results / indicators	Baseline Value	End Target	End Value obtained	Comments
				approved by Steering committee and distributed to TVET institutes.
At least 2 training programs per vocational field are new or revised and being implemented	0%	125%	125%	1-4 training program per field were new or revised, 5 programs are currently piloted (from 3 fields), so partly indicator has over achieved (150% and 200% for some fields) and partly under achieved (50% for one field, and implementation only in 67% of fields). In Year 2012 the MOL starts piloting at least 1-3 from each field. In year 2013 MOEHE started piloting the electrical installation training program in all its industrial vocational schools.
At the end of the project, all occupations with high demand (in the 5 vocational areas) are served by a new or revised training program	0%	100%	100%	15 programs selected according to TNA were prepared, of which 10 were new to MOE and MOL schools and VTCs, and 5 were revised and new skills integrated. Yet there are still more occupations that would need developing according to TNA & LMS, but limited resources have prevented the project from doing so. This task is considered outside the scope of this project and is left with relevant ministries to continue updating the training programmes..
OUTPUT 4				
Criteria, system, forms and mechanism are in place	0%	100%	100%	Criteria, system, forms and mechanism were developed in participatory way with PM and facilitated through the CCI's.
At least 8 projects implemented by entities (Company in cooperation with TVET institute), two in each area.	0%	100%	112.5%	Nine (9) projects were selected and implemented, two (2) in each area, except Ramallah, there are three (3) projects.
At least one piloted model of the implemented initiative would be up-scaled.	0%	70%	400%	Implementation of project was during Q1 & Q2 2013, self-evaluation and internal evaluation indicated such potential. Preliminary results showed that there were 4 different areas for up-scaling that could be done. Ministries and partners showed committed for up-scaling during the lessons learned workshop in Nov 2013, yet further steps and commitments are needed as can be derived from Lessons Learned Report of these initiatives..
At least 30 employment and self-employment opportunity is generated, once initiative is accomplished	0%	90%	100%	From Final Project Reports of R4, it is apparent that at least 30 trainees of R4 projects landed in a job opportunity and not less than 240 whom obtained new electrician license or upgraded the level of their license where they can expand their horizon at the Labor market.
At least 5 TVET- Market cooperation is initiated in each area	NA	100%	180%	All 9 Supported projects has formed cooperation, hence almost double the target (1.8) Moreover, one could even state that cooperation reached 11 times of that planned (56) as follows (1120%): -27 projects participated, 9 winning projects. -29 projects participated on the exhibition on June 2012.
At least 30% of female trainees and	0%	30%	10%	Projects chosen through transparent methods planned for the participation of 38 female

Results / indicators	Baseline Value	End Target	End Value obtained	Comments
graduates are participating in the initiatives.				youth out of 372 young people only; hence female represents 10% of the beneficiaries. On the other hand, 1 project in Nablus for which gender was main focus, empowering vulnerable women trained in a otherwise traditionally male dominated field of office equipment maintenance.
The initiatives' lessons learned and successes is documented and disseminated	0%	100%	100%	A self-evaluation sheet was filled by the projects shared with program and CCIs, a final workshop was conducted on the 18 th Nov, illustrating lessons learned, A final report was produced documenting successes and lessons learned, report was shared among stakeholders.

2.2 Analysis of results

The intervention has managed to attain almost all of its results. Level of attainment for some results was higher than planned, while for others it was below that planned. It has to be noted that although the project was delayed due to various reasons, nevertheless it managed to succeed in obtaining its results and in leaving an impact on TVET and its stakeholders, contributing to enhancing employability of youth in the future.

2.2.1 To what extent will the intervention contribute to the impact⁶ (potential impact)?

The impact/ Overall objective, based on the Specific Agreement BTC Palestine, 27-10-2005, is:

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

The process in which the training program were developed and introduced were market relevant; it is expected that the graduates of such training programs would meet the needs of the Labor market.

The project has conducted a training needs assessment in 2010, through which identification of market relevant opportunities was done. The 2298 consulted stakeholders, half of them are employers, have identified market relevant training opportunities, following which 15 of these programs were developed in further consultation with employers and were piloted, and currently partially adopted by MOL and MOEHE, it is expected that the outputs of the training would be producing better qualified VET graduates with skills relevant to the Labor market.

Moreover; the 15 developed training programs led to introducing new training fields within priority specializations that would support economic diversification of opportunities. Producing the VET graduates with market relevant skills, will facilitate

⁶ Terminology : Impact = General Objective ; Outcome = Specific Objective; Outputs = Expected Result

employment and increased income of the graduate and the employer; it would provide the employer with the required qualified Labor force to develop and expand the business.

In theory, an **impact can be measured three years after project ends**, yet preliminary data of first pilot graduates follow-up after 3 month of graduation (less than the period allowed to assess employment rates of graduates 6 month to 1 year) indicates that over 80% of graduates were employed within electricity, car electric and air conditioning (training program was not developed but training modules from other fields were integrated) fields, employment rates in these fields were higher than the 2010-2012 graduates with an increase of at least 15%. While the results were less obvious the fields of office equipment (with a ratio of only 40%) and secretarial work (a limited 11%). The follow-up of the same group in 2014 could provide the assessment needed for the pilot, and could highlight issues to be included in the assessment and feedback for the pilot. These training were piloted by MoL while MoEHE has only started the piloting in 2013, graduation will be in 2015 of the group, while other training programs are not piloted yet. An impact assessment to be done in 2016 could provide an insight and true measure of achieved impact, and would be able to assess pilots and provide feedbacks. Such a follow up for impact tracing, as well as the continued roll out of the newly developed training programs in 15+1 vocations and the collection of feedback from the field are activities featuring the exit strategy of the project with dedicated roles for the partner ministries.

Yet the new market study conducted by the project in 2012-2013 addressing 3681 employers, has indicated the demand for VET graduates within the developed fields and other fields, the demand reached 19% of current Labor force annually for the coming three years, opening up the opportunity for youth graduates to be employed in market relevant fields. **Indicating that introducing market relevant field of training has a significant potential for increased employment of its graduates.** The demand has increased to 31% for female youth, indicating that introducing the training programs would lead to employment of male and female youth.

Furthermore result 4 were directed towards initiatives that would update workers competencies and increase employment for youth and graduates, to complement the other outputs of the project and lead to the specific objective and impact. Results of the 9 small scale projects indicated the creation of 29 effective employment opportunities through the initiatives.

2.2.2 To what extent has the outcome been achieved? Explain

The outcome: specific objective of the project is:

Youth and adults are enabled to acquire and update their competences on an equal basis through continuously adapting market-based vocational training programs in some selected priority fields (Electro-technology, Electronics, Communication technology, Information technology, and Business administration)

The 15 developed training programs with the 93 developed modules were prepared, published and handed officially in hard and soft copies to all VET responsible bodies, including MOL, MOEHE, UNRWA and NGO-VET institutes, part of the programs were piloted in MOL VTCs, others are being piloted in MOEHE VSS, while in developing other programs for NGO-VET League they were used as a main resource. *Enabling youth graduates to update their competencies through continuously adapting market-based*

vocational training programs.

Furthermore, the training program development guideline that was developed and officially endorsed by the MoEHE and MoL and disseminated to all will enable further adaptation of the market relevant training program development methodology, and in using the developed training program and modules as resource for further development.

In addition, a series of ToT and other training sessions have enhanced the capacities of the TVET stakeholders and private sector representatives to engage and continue to engage utilizing this methodology for upgrading of additional TVET fields.

Some of the developed modules will be used for upgrading courses for employees and practitioners in the market, *hence enabling adults working in the field to update their competencies through continuously adapting market-based vocational training programs.* This fact was supported by the recent Labor Market Survey findings, as 85% of employers stated to be interested in linking with VET institutes, 73% of employers indicated that upgrading courses for their employees is needed from VET institutes, while a quarter of employers mentioned they would upgrade their employees especially in new 'technology' (enhanced technical competencies) related to the field, most of the modules were developed in the new technology related to the field.

2.2.3 To what extent have outputs been achieved? Explain

The outputs were mostly achieved, some have achieved more than originally targeted, as follows:

- Sustainable multi partner alliance is fully established and functional (R1), and working on linking VET institutes with the Labor market, other donors are linking with the training centre in the CCI's the project had developed its capacity, CCI's head of training are also linking with VET institutes and enterprises for other VET support in their areas. (fully achieved)
- Progress towards the capacity building of stakeholders and institutes was evident (R2), as the people trained in training program development were able to implement immediately, the multipliers were able to transfer the skills to others, and some directors started implementing some VET-Labor market initiatives. In addition, technical training given to the teachers for implementing the pilot programs in targeted fields was also achieved. The use of multipliers enabled increase of training outputs and spread (more than planned) to reach most of the VET teachers and trainers in MOL and MOEHE VET institutes (including not targeted governorates).
- The activities allowed the development of market relevant training (R3), and the implementation in all MOL VTCs in the reviewed taught vocations they have resources for (5 of 15), purchasing the planed equipment allowed the implementation of the new training programs in the VTCs. Furthermore, MOEHE started implementation of training programs (Electrical Installation) in all its vocational schools this Sept 2013, the guideline for developing the market-relevant training program was also developed and endorsed by stakeholders. The modules developed were more than planned (5-6 instead of 3 each).
- Supporting TVET Stakeholders' Initiatives was conducted, as the implementation of the nine (9) projects was completed mid of year 2013. Accordingly, lessons

learned have been documented in a report allowing for well informed scaling up in the future (but not necessary during the remaining lifetime of the project). This result was changed based on MTR results in 2010; hence preparation took part in 2011-2012 and implementation in 2012-2013. Preparation included agreeing on the concept of implementation, developing the concept, the related plans and upgrading the Log-frame in a participatory way with stakeholders, while endorsing them by the JLCB, projects varied but all related to TVET- Private Sector and other stakeholders linkages in-line with program planning. (the number of initiatives were more than planned, yet documenting and disseminating its effects and studying up-scaling will require more time)

2.2.4 To what extent did outputs contribute to the achievement of the outcome

Firstly; establishing the stakeholder alliances at the local level in the four (4) geographic areas led by the CCI's (R1) has constructed the base for conducting various TVET-Labor market linkage activities that is linked to all results in the project, leading to achievement of the outcome. Moreover, the capacities built and the experiences gained over the course of the project, have reinforced the CCI's role as a broker for making TVET more relevant to the labor market.

Secondly; conducting the second training needs assessment, which identified market relevant fields followed by the development of training programs in 15 market relevant fields within the priority sectors, in addition to enhancing TVET-Labor market linkages and capacities of TVET teachers/trainers and directors (R2&R3) enabled achieving the objective of: youth and adults acquire and update their competences on an equal basis through continuously adapting market-based vocational training programs in some selected priority fields. The identification of the new fields in the priority area and development of their programs would enable higher participation of women in the priority fields hoping to narrow the gender gaps in the field and allow equal access, hence contributing to the outcome.

Lastly, R4 which supports TVET-Labor market initiatives, enabled acquiring of competencies by youth and adults, adding to the achievements of the outcome,

Overall the program has increased TVET-Labor market relations and awareness towards this linkage and towards the importance of market relevant VET programs, as the following was noted by the recently conducted Labor market study:

- 10% of the establishments have benefited or currently benefiting from cooperation with VET institutes, as stated in LMS 2013 (this percentage is higher in governorates and fields targeted under the project).
- **Over 78% of the establishments in the targeted fields and governorates by the program are willing to participate with VET institutes as stated in LMS conducted in 2012-2013 as opposed to 53% as stated by establishments in 2010.**
- 13% of the establishments are cooperating with CCIs, and 95% are willing to cooperate in the future, this percentage is much higher in targeted governorates,
- The case of Jerusalem CCI, using the alliance lead by CCI as a hub for other VET and Labor market support and development, was reflected in the LMS findings, where 47% of establishments mentioned they are cooperating with CCI and most wanted to cooperate in the future.
- 20% of the institutes in the targeted governorates and fields have worked with

the program, 63% in training program analysis, 2% in training program development, 20% in TNA and assessment workshops, and 9% in exhibitions.

In addition to the physical outputs (alliance built, training programs developed and capacities enhanced), all the outputs contributed to linking the labor market to VET institutes, most of these institutes had very weak linkages before. **Such linkages changed attitudes towards market relevance of the provided training**, as illustrated above.

2.2.5 Assess the most important influencing factors. What were major issues encountered? How were they addressed by the intervention?⁷

Major encountered obstacle was the financial procedures delays during the first 18 months of the program: One of the main influencing factors at the start of the project, and 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, this risk has jeopardized the results of the project at that time, stakeholders were frustrated, time and effort were consumed, efficiency was low with planned activities below that achieved and program budget was under spent, it was recommended by the MTR that measures should be taken to adhere to this risk.

The exerted effort by the BTC representation, the BTC Project and the MOEHE to accelerate the financial procedures (included on-going meetings, and appointing admin and financial officer at the BTC office in Ramallah, to follow all financial issues at the ministry, with on-going monitoring of the BTC representative office) during the year 2011 has resulted in having a smooth financial system during the years 2012 and 2013 that facilitated the running of the project.

The management change agreed by the JLCB after the MTR, has had also its effect on accelerating implantation. While expanding the project for one year till 2013, has enabled the program to compensate for the delay witnessed during years 2009-2010 due to the above.

The continued meetings between the Program Management, National Advisor and BTC representation, at pivotal times in year 2011, has enabled planning to accelerate the process and ensure achievement. 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.

Measures taken to accelerate the process and compensate for the delay were many, including contracting 2 TPDCs instead of 1 so as work on (R3) can be done in parallel for the planned achievement, including more staff to the PMU, assistant and driver, measures included enabling elements as well, such as adding missing equipment to enable the implementation of the developed training program.

A second obstacle is the lack of the unified body for TVET and the scattered responsible bodies, MOE, MOL and MOHE, although agreement was signed with MOE, MOE and MOHE were joined and split during the project implementation, nevertheless representation in the JLCB took into consideration these changes.

⁷ Only mention elements that aren't included 1.1 (Context), if any.

Another effect of this issue is the seriousness towards sustaining the results of the program; (Non-TVET officials) and their perception of the program as another curricula development program, rather than TVET- Labor market linkages program and that of market-relevance of VET provided programs, which is introducing new method of work in developing the VET training programs, that would lead to better employment of youth within current contextual changes, such method is a Labor market demand based approach as conducted through the TNA and the Labor market study.

Such issue was reflected in the MTR suggesting reviewing the curricula development elements and removing the fourth result of accreditation among other suggestions.

To address the issue; in reviewing the program, the curricula development element was changed to training program development using available developed curricula, while presenting a market relevant training program outline, with developed modules that addresses the new technology in the profession, and R4 was changed based on thorough consultation with stakeholders and steering committee, it was ensured that R4 was linked more closely with the specific objective of the program and would lead to it. Moreover; priority was given to measures that would sustain outcomes of the program, hence measures as documenting lessons learned and endorsing the guidelines, as well as piloting in MOE and MOL VET institutes was given priority.

Program was also faced with various challenges related to political and economic instability, and PA employees' strikes at various instances, close monitoring and re-planning of activities ensured that program met its planned activities.

2.2.6 Assess the unexpected results, both negative and positive ones

The local stakeholder alliance lead by the CCIs as a hub for the TVET-Labor market at the local/governorate level, planned to enable the implementation of the project, was utilized as a hub for the implementation of the added R4, concerning the TVET-Labor market initiatives. Moreover, the alliance and the developed TVET-Labor market mechanism and dynamics enabled its use for implementing other projects, as Jerusalem case, paving the way towards the sustainability of the approach.

Matching with other donors initiatives has increased the achievements, where the program has developed the data base for the CCIs feeding into the LMIS system (supported by the GIZ), and has enabled the regionally trained trainers on methods of learning and teaching (by the GIZ) to deliver the training for 240 VET trainers and teachers and roll out the Know About Business (KAB) capacity building program of ILO.

The addition of result 4 at the second year of the project (2011), which was suggested in MTR, and then conceptualized and planed at the beginning of the year with the approval of the JLCB, would strengthen outcome achievement without deviation, the set criteria and selected projects accordingly would lead to increased employment opportunities for youth, increased access for women into TVET and to increased TVET-Labor market linkages.

The capacity development of VET teachers, trainers and professionals has enabled implementing similar USAID and EU supported projects to NGO-VET institutes. Hence the use of the methodology has spread on national level involving more stakeholders,

paving the way to higher impacts and sustainability, as well as has contributed to make competency based, market relevant upgrading of modular TVET curricula the standard process for Palestine.

Other unexpected positive results were:

- The innovation in the TVET awareness plan in each governorate was a positive unexpected result, which has enabled debate and discussions on VET among stakeholders on local level with involvement of media, theatre and social media.
- The project supported an exhibition titled “innovation and excellence for year 2012”. Approximately thirty (30) projects participated between both TVET institutions and the private sector will lead to hiring Information Technology (IT) graduates from TVET sector. The winning project was “Designing CNC Router”. One of the other projects participated in the exhibition has won an international prize, indicating the innovation of VET students, and giving value to their training.
- The 2011 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, by donors and stakeholders for policy making.
- The second TNA was foreseen to be limited to measure the change from first TNA based on achievement of the project, was changed to be a comprehensive national study that addresses Labor market demand in all sectors and subsectors relevant to VET graduates, enabling stakeholders and policy makers to make use of it.
- Other governorates and fields benefited from the program, as multipliers were (mainly principles trainers and teachers from various TVET institutes) they have transferred training back into their institutes not limited to the targeted fields. Moreover exhibitions and activities has involved economic establishments beyond the targeted governorates and fields.
- The creative and flexible set up for the selection of the Result 4 projects has yielded a variety of project each with its own modus of operandi for linking the private sector and the TVET institutions. Therefore the important lessons learned are to be drawn out of these experiences mapping out best practices and the return on investment for each actor involved.

No negative unexpected results were encountered except for the mentioned challenges such as ministerial strikes and delays linked to the original set up of the project.

2.2.7 Assess the Integration of Transversal Themes in the intervention strategy

Gender:

Gender was not the first target of the project, nevertheless gender aspects have been mainstreamed throughout the project activities. The following gender sensitive components of the project are worth mentioning on: a. analysis, b. capacity building and c. implementation of project activities including result number 4.

a) Analysis

Female participation in the Palestinian Labor force is reportedly among the lowest in the world (15-17% and less than 10% for female youth). Providing relevant TVET training programs for women is therefore considered a top priority, as various studies including the TNA has indicated that women graduates of VET have higher participation rate of the national ones. To this regard the graduates survey part of the TNA has indicated: that female VET graduates participation rates increased to 61% compared to national figures of 8.4%, while unemployment rates were at 23% lower than that of female youth of 49.6%.

TNA and Labor market studies, the two main analytical reports produced under this project focused on important gender sensitive component. The studies confirmed findings of other national studies, indicating that other factors than skills development exert influence on female employment, in specifically social and cultural related attitudes.

These obstacles affect market acceptance and family decision to women participation in the Labor force, as stated in the recent conducted Labor market study, (employers have difficulty in finding female VET graduates, and if they do; they often leave their employment once they get married due to local custom of taking up family responsibilities). The graduate's survey of the TNA 2010 has found low employment rates of women in the targeted fields, in certain areas more than others; female graduates also mentioned the constraints in the market conditions to enter non-traditional fields. Such constraints and societal perception towards women role would require special added interventions to enhance employment of TVET female graduates, as was recommended in the TNA 2010 and recent LMS study.

b) Capacity building

The gender sensitive studies conducted by the program: the TNA in 2010 and Labor market study in 2012 have identified training needs and gaps that are gender sensitive, following which actions, policies and measures could be taken. Within this regard the TNA 2010 had identified a gap in VET provided to female youth in Nablus governorate, the Nablus Industrial schools as a result introduced VET for women in 3 fields in 2012, which enabled 35 female youth to enroll, constituting 14% of vocational education enrolment, hence increasing female youth access to VET. The VET training for principles and policy makers (on VET-Labor market linkages) that included a gender part of the training and applications within VET through participatory approach have contributed to this achievement, as confirmed by the vocational school principle.

The same training was provided to CCIs and alliances at the beginning of the program, these training and the various elements of the program that included gender related elements (strongly supported by the National Advisor expert in TVET), with application and relevance to VET, contributed to a gender sensitive approach within the context of

VET.

c) implementation of project activities including result 4

The gender balance was taken into consideration for the selection of to be targeted specializations for upgrading of TVET programmes. It was intended to increase intake of number of girls, by including traditionally ‘female vocations (business admin.) as well as electronics, IT and telecommunications. Hereby it was expected that enhancing training, providing different training programs would increase women participation.

Also, R4 selection criteria and guidance were developed to include gender related criteria. One of the R4 interventions focused specifically on gender sensitivity. It provided support for women from socially challenged environments to enter the Labor market and be employed in an otherwise traditionally male sector or office equipment maintenance. This intervention enabled the employment of 6 out of 18 trained women. Such element could be up-scaled to provide support for women graduates through cooperation with women organizations in their areas.

The consequent involvement of gender units of MOEHE and MOL during 2012 and 2013 in project activities was aimed to leave sustainable bodies within ministries with products that they could use to enhance integration of women in VET.

Environment:

Integrating environment related elements into the developed training programs was taken into consideration by the program. Integrating techniques and elements that highlight environment concerns into the different modules of the training programs and within the developed materials was mainstreamed at various levels to match the type of developed module.

This is in line with a global shift towards the use of renewable energy in response to climate change rather than the traditional sources of energy in order to protect the environment, such shift was reflected in new technology used, and hence was requested as a new upgrade by the Labor market. This upgrade was integrated in the relevant developed training programs and modules. Efforts to make sure that skills integrated in the training programs and the modules themselves are environment sensitive or directly related to environment, such as e.g. the increased use of solar energy in electric installations, testing gazes in auto-mechanics, etc.

In addition, Occupational Health & Safety standards are integral parts of the modules, including elements that are linked with the environment such as waste minimization and reuse, work-space safety, etc.. Furthermore, the theoretical knowledge within the developed training programs provides info for best use of energy in electric field vocations, taking into consideration what should enable VET graduates to mainstraem the

knowledge, skills and attitude towards best use and conversation, towards environmental consideration.

Lastly, R4 has included one intervention to produce energy saving equipment in industries, and other interventions that were training electricians on calculations, saving and use of solar cells.

2.2.8 To what extent has M&E, backstopping activities and/or audits contributed to the attainment of results? How were recommendations dealt with?

The MTR in 2010 has highlighted challenges and enabled focusing the direction of the project towards achievable results within the current set-up, as mentioned earlier; referring to section 1.2 for change done, and for part 2 sections 1 for the JLCB relevant decisions made.

In addition the missions from Belgium education officer during the period 2009-2013 has contributed to keeping the project focussed, addressing challenges, in addition to discussing and deciding and measures and steps with the team of BTC and PMU including the National Advisor and the International Technical Advisor..

3 Sustainability

3.1.1 What is the economic and financial viability of the results of the intervention? What are potential risks? What measures were taken?

Sustainability on the national / policy making level: the integration of the intervention within the sustainable bodies provided economic viability of the results, the involvement of MOEHE and MOL with their existing VET institutes as well as the CCIs should ensure economic and financial viability. The capacity building for training program development was done within the teacher/trainer bodies of the VET institutes also add to the financial and economic viability of the intervention.

The sustainability on the institutional level, is higher as the trained multipliers were principles at the different VET institutes, and the trainers trained were all teachers and trainers within the MoE and MoL VET institutes, which laid down the elements for sustainable know how within the institutes, furthermore more than half of the projects implemented through R4 that initiated or developed the TVET-LM linkages have institutionalized the relation and would widen and enhance such linkages.

Sustainability of the product: the produced modules are products that were put in the hand of all VET institutes (Hard and Soft Copies) and accessible through the internet, used by different other donors and VET providers including NGO institutes through their training program development efforts.

Furthermore; the MOEHE has integrated the training development approach and modular training within its strategy, which would allocate required budget to continue the work. And the alliance existence and empowerment of the CCIs should encourage other donors to implement its projects within such alliance.

Non-implementation of the developed programs was an earlier potential risk identified during the program implementation (refer to 2012 report), plans were set and opportunities were picked up with quick and organized response, plans were put for the piloting in the MoL, and adherence to the MoE request to implement through producing the extra 10 modules was done, an implementation plan to implement the module was also prepared with MoE and one program piloted.

Potential risks are the lack of funding for the work continuation; the on-going work with the ministries, and the concept integration within the MOEHE strategy will allocate required funding for it, as expressed by the minister in the last JLCB meeting (Feb 2013).

Another potential risk was the different approaches adopted by different donors and the approach of certain donors in bringing their approach rather than using nationally adopted approaches. The program has developed a guideline documenting the process, and got the endorsement of the policy level on the process, this issue was discussed by the donors through the informal TVET donors' coordination group and the joint announcement at the final workshop of BTC, that CBT and CBMT adopted approaches on the national level engage the Labor market and have largely a similar approach, both contributing to the standardized process of producing market relevant competency based modular TVET training programs in Palestine.

For Result 4, there was a potential risk for having merely 'one shot' activities without further impact. To prevent this from happening, a lessons learned workshop was organized. The results and lessons learned were made available through the implemented workshop and its final report documenting lessons learned that will be made available to all stakeholders. So far, 4 areas of scaling-ups were mentioned during the Result 4 workshops and adopted by ministry representatives, including: the systemized inclusion of professional unions in follow-up of graduates during internships, the use of TVET-Labor market linkages in introducing new skills and revising provided skills, while training of trainers on new technology, providing an incubator for innovative applications, and activating the hub of TVET-LM to provide services and solutions for the market while integrating market feedback into curricula.

3.1.2 What is the level of ownership of the intervention by target groups and will it continue after the end of external support? What are potential risks? What measures were taken?

Level of ownership of the stakeholders to the various outputs of the intervention vary and depend on various factors:

1. **Ownership of the developed method:** the involvement of stakeholders and actors in TVET in designing the method based on international experiences and previous lessons learned has created ownership, in addition to the process that created ownership for the method. The process was written out in a guideline document receiving the endorsement from the JLCB on the method. The document was disseminated and uploaded on website in Arabic and English summary.
2. **Ownership of the developed training program and modules:** the training program and modules were a need for the MoL that did not have any documented

market relevant training program beforehand. For them the new training programs covered a clear gap. The MoEHE on the other hand, had to pilot with all developed modules, hence the program had to develop the extra 10 modules to ensure the implementation. To support in piloting and future implementation, the project has supported TVET institutes in relevant enabling equipment, printed the training programs and modules and made it available through the internet. The future ownership of these modules is stipulated in the Exit Strategy of the project, with MoEHE as the driver behind the implementation of the pilot in Electrical Installations and an agreement for continued updating of TVET training programmes.

3. **Ownership of the alliances led by CCIs:** the alliance built was utilized in other projects and interventions, it facilitated the TVET Labor-market relations through the alliance, and proven to be a successful modality, the Labor market need to the linkage was apparent from the LMS, were 95% wanted to cooperate and benefit from services of the CCIs and 84% wanted to cooperate and benefit from services of the TVET institutes, while most of employers wanted to benefit TVET institutes.

The program has reinforced the alliance and formalized the CCI's role of broker for these linkage initiatives through the addition of R4 (the development of guideline, selection criteria, and selection tools). The institutionalized implementation of such interventions, has empowered the CCIs as a hub between the private sector and the TVET institutions with a sustained 'TVET unit'; yet the the CCIs require additional attention to enhance their financial and management capacities to monitor implementation of such interventions.

4. **Ownership of the TNA and LMS study findings:** policy makers of TVET, Labor offices, employment departments and stakeholders have used the TNA findings and asked to use the LMS. The LMS was planned as a second TNA addressing targeted professions and fields, but in consultation with stakeholders, they have requested the spread of fields and coverage, hence flexibility of the program and on-going cooperation has enabled the program to respond to the stakeholders demand to allow for broader focus on the relevance gap in all West Bank districts including East-Jerusalem. The wider marketing of the LMS survey allowed/will allow for other actors to orient their TVET programs on this study, e.g. COOPI's identification of its new TVET program for East-Jerusalem.
5. **Ownership of lessons learned from the implemented (TVET-Labor market) interventions R4:** although interventions implemented were small with 20,000USD each (compared to other interventions with 200,000 USD), yet results obtained and lessons learned were helpful and could be used for future scaling-up.

3.1.3 What was the level of policy support provided and the degree of interaction between intervention and policy level? What are potential risks? What measures were taken?

The general director of the TVET directorate in the MOEHE was responsible for the program and was following closely with PMU its implementation, the JLCB: the steering committee for the program represented those responsible for TVET (MOEHE and MOL) and those representing the private sector (the federation of chambers and the federation of industry) as well as the BTC. The JLCB used to be headed by the minister and meetings took place around 2 times a year.

The sustainability risks identified by the team, was the support of the technical team and the curriculum center, whom were involved during the years 2012-2013 through a technical committee that represented (TVET departments at both ministries, gender heads and curricula center), curricula center was also involved in the process of training program development, which should sustain the process, and developed materials, as well as use the developed capacities in the future.

Within this regard, and to ensure institutionalization and piloting, the program prepared a pilot implementation plan and an exit strategy with clear time table and the distribution of responsibilities (detailed in annexes 7.1 and 7.2)

3.1.4 How well has the intervention contributed to institutional and management capacity? What are potential risks? What measures were taken?

The intervention has enabled the CCIs in the four governorates to lead the alliances built, it enabled them to plan, implement, and monitor and evaluate relevant activities and interventions they were responsible for conducting the field work for the TNA and the LMS, they were also responsible for planning for other activities in R2 and R3 as planning validation workshops for the Labor market, they were involved in monthly meeting with the team to oversee and steer the program, they were responsible in monitoring the implementation of the R4 intervention.

The selection process for R4 implementing initiatives conducted on a professional way and through clear criteria, guidelines, and selection of intending assessment committee and providing them with relevant unified format was highly transparent and provided a capacity building process for stakeholders involved in transparent selection processes.

Although management, networking and monitoring capacities enhanced for the CCIs training heads, yet the financial system followed their own financial system without involvement in developing their procurement and financial procedures with accordance to World Bank procedures, a weakness that affected the smooth implementation of R4.

In addition to the capacity development of the CCIs training unit (that included the head and the assistance), the program has developed the capacities of the 20 focal points in VET institutes allocated through the project of existing staff, and enabled their capacities in TVET-Labor market linkages through various training activities, it assisted them in planning and implementing these linkages and activities.

Risks foreseen is in the loss of the training departments assistants, yet the capitalization process would reflect on the modality use and disseminate results among donors and stakeholders, which could raise the appreciation for the modality and integrate other intervention through it.

A major risk to sustainability which was highlighted in the program initial planning document was in lack of a national unified body for TVET, such risk did jeopardize the intervention results and outcomes on the long run this risk was raised during various workshops by stakeholders and was highlighted in the LMS to bring attention to the issue. Though the lack of a unified governance structure for TVET posed a certain burden on the project, the good relations between the PMU and the relevant ministerial and TVET bodies were able to deal with this gap.

4 Learning

4.1 Lessons Learned

Lessons learned	Target audience
Engaging all stakeholders and identifying their role have enhanced their participation. The participatory approach used throughout the implementation has increased commitment and ownership of partners and stakeholders.	Stakeholders, BTC
The findings of the conducted TNA were used to develop the outputs of the project, and hence provided relevance to the developed and reviewed training programs. Analysis of the local market needs of workers should be done on regular and continuous basis. It should also be directed towards enhancing the quality of training and education at TVET institutions. It should be a pre-requisite for projects and initiatives support in the sector.	Stakeholders, MOE/MOHE, MOL
The alliance building through the CCIs proved to be an effective hub and main base for supporting the initiation of TVET-Labor market linkages used for implementing various activities and results of the project, its currently an address for various donors working on the local level, and could serve as a hub for possible future BTC- Labor market initiatives, and other donors and stakeholders initiatives.	Stakeholders, BTC for future initiatives
Implementing the project has contributed to the development of standardized process for developing market relevant training program development and modules development. At implementation level the documentation of the guidelines and endorsing it, as well as involving PCDC and technical committee (done in the final year) has further enhanced this process, leaving the implementation of the pilot in the hand of MOEHE and MOL for future follow up and continued collection of feedback.	Stakeholders, MOE/MOHE, MOL
The complicated multi-layered program has required a PMT keeping track of a multitude of activities while keeping a focus on the main strategic goals of the project. Though such strategic comprehensive approach is not evident; recent MoRE Results training of BTC on results based management has facilitated the process in the last year of implementation.	BTC
Enabling management, financial and organizational structures are key factors in the progress of the project. PMT was able to address the complexity of the project, addressing multiple actors and levels, in addition to dealing with the lack of a unified body representing TVET.	BTC, involved ministries

Lessons learned	Target audience
<p>The project was able (through interacting in the TVET sector) to utilize the outputs of other initiatives provided with other donors in maximizing projects outputs, and was able to provide part of its output to other projects to utilize instead of duplicating. (anchoring and harmonizing)</p>	<p>Stakeholders, BTC</p>
<p>The guideline, the process and criteria set for R4 projects enabled including the new introduced element within the program and to lead to achievement of the specific objectives of the program (e.g. process included 2 partners be responsible for implementation and sign cooperation agreement, one from LM and one form TVET, criteria indicated that initiative should lead to employment of graduates.</p>	<p>Stakeholders, BTC</p>
<p>The selection process for R4 implementing initiatives conducted on a professional way and through clear criteria, guidelines, and selection of intending assessment committee and providing them with relevant unified format was highly transparent and provided a capacity building process for stakeholders involved allowing for genuine bottom up activities to be selected and their home grown concepts to be tested. (Yet, other projects with equally innovative ideas were excluded as they were not provided with coaching in proposal writing).</p>	<p>Stakeholders, BTC for future initiatives</p>
<p>Management and financial support to CCIs in order to monitor implementation of the interventions including Labor market TVET related could assist in monitoring implementation of the intervention; yet measures for enhancing the financial management system in the CCIs were not yet integrated for better implementation of the project, presenting a challenge for the management of the R4 projects. Hence putting an extra burden on the PMT and the BTC Ramallah office.</p>	<p>Stakeholders, BTC for future initiatives</p>
<p>The execution of R4 in the last year of the project enabled the project to implement all its activities and achieve most of its results. Yet the assessment of the pilot and reintegration of feedback was not fully done yet. Though some of the R4 interventions had integrated LM in reviewing programs, implementing new technology and assessing its results, such success could be scaled-up to enhance LM involvement in continually updating of the programs. By the end of the project lessons learned report of R4 projects was available for future projects with similar modality that can capitalize on such findings.</p>	<p>BTC, MOL and MOEHE, BTC for future initiatives</p>
<p>The programme with all its activities and results has laid the ground for implementing important concept of TVET strategy which is TVET-LM linkages and relevance of TVET programs to LM needs, it has contributed to the change in attitudes on both sides towards working with each other, yet to safeguard all accomplishment further work is needed on strategies and policies to ensure further cooperation and integration in an institutional home for TVET.</p>	<p>BTC and TVET policy level</p>

4.2 Recommendations

A recommendation is a decision to be taken, to the attention of a user of the final report. Recommendations should be as specific as possible. Operational is recommendations by adding ‘Source’ and ‘Target Audience’.

Recommendations can be relevant for:

- *Country strategy*
- *Sector strategy*
- *A next intervention*
- *The exit-strategy*

The major achievements through the project amidst all challenges, and the introduced sustainability elements have paved the way towards accumulating achievements in the future with regard to developing, implementing and standardizing market-relevant modular training programs.

The recent conducted Labor market study by the program has indicated that Private sector is more than willing to increase linkages with TVET and to provide training and employment for its graduates. Yet increased relevance of TVET programs and TVET-Labor market linkages face certain institutional and structural constraints, which would need addressing.

Recommendation	Source	Target audience
<i>Description of the decision to be taken.</i>	<i>The source to which the recommendation refers</i>	
To continue collecting feedback, updating the future development of modules as well as systematizing the the approach of the developed market relevant modular training programs for all TVET streams and vocational fields.	Developed training programs	MOEHE and MOL
To facilitate finding ways for scaling up the TVET stakeholders initiatives	3.1.2 point 5 in the final Report	BTC, MOL and MOEHE
To introduce systematized training in the market place before graduation (internships, apprenticeships, etc)	TNA 2011 and Labor market study 2013	BTC, MOL and MOEHE
To activate the TVET agency (unified system) as an address to increase relevance and address related challenges, and to continue engaging LM through policies and regulation, while monitor and support graduates through regulations, in addition to being a hub to sustain outcomes of TVET programs	Chapter 3 and Labor market study as well as all focus groups and discussions with market	MOEHE and MOL

Recommendation	Source	Target audience
Review training program provided by MOEHE and MOL based on training program developed and the Labor study findings (including training programs related to agriculture, tourism and industry)	Labor market study	MOEHE and MOL
Provide support services for VET female graduates	2.2.7 and findings of TNA and LMA	BTC, MOL and MOEHE
Future project for the BTC and other donors to utilize built capacities, resources and modalities (such as CCIs as a hub) through this project, for further sustainability of approaches and ways of work	Final report 3 and 4	BTC and TVET donors
Future BTC and other donors' projects to integrate elements for implementation of produced products (modules, studies) through adult training, applied stream, apprenticeship schemes and others to be introduced to ensure further sustainability of results	3.1.1 in final report	BTC and TVET donors
Documentation of various lessons learned and success stemming from the project (e.g. R4) and sharing it with global community through scientific publications and articles	Final report findings	BTC
To develop and systemize the tracer study for graduates, so as to enable assessment of the different groups, assess pilots, and provide desegregated data for policy making and impact assessment	2.2.1, and Ministers request in Fall 2012 JLCB meeting	BTC, MoE, MOL and donors
To conduct an impact assessment 3 years after the project and provide meaningful info for the ministries to develop the pilot and improve the results further	2.2.1	BTC
To undertake an actor mapping for similar projects linking TVET with the private sector allowing for selection of most appropriate change agents in the field (e.g. pivotal role of the CCIs)	capitalization study	BTC, other donors, MoEHE, MoL
To further pilot developed modules and training programs through other TVET interventions.	2.2.1	MoEHE, MoL

PART2: Synthesis of (operational) monitoring

1 Follow-up of decisions by the JLCB

*Report on the follow-up of decisions. Provide an overview of the **important strategic***

decisions taken by the JLCB during the intervention (do not include minor decisions). Next, describe how the intervention followed up on those decisions. These decisions may also emanate from recommendations withheld by the JLCB pursuant to Results Reports, the MTR, backstopping, audits and ETR. This should normally be a copy-paste from the intervention's updated operational monitoring.

Following are major decisions by MTR and SC that were implemented:

Decisions in chronological order:

1. Review of the program based on MTR (results, activities and budget according to MTR findings)
2. Approve the reviewed project plan, Log frame and budget
3. Assigning a budget line in Regie Financial Mode for financial Officer within TVET project
4. 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)
5. Approval for new employment of PM assistant instead of procurement officer
6. Approved **R4 action and financial plans and Log frame**
7. MOEHE approved TOR in principle of the international technical assistant
8. Approved criteria for selection of TVET Institutes to Pilot the Developed Training Programs and receive the equipment
9. Approved selection of applicants based on approved criteria and selection mechanism for stakeholders' initiative projects. R4
10. Endorsed the Guideline for training program development as an introductory for the developed training programs
11. Endorsed the 16 training programs and the 93 modules
12. Piloting of 5 of the programs in MOL VTCs
13. Piloting of one of the training program (Electric Installation) in all MoEHE VET institutes (VSS)
14. Approval of the capitalization mission to be supported from the study fund
15. Approval of closure plan including project exit strategy

Expenses

Export an overview of expenses from FIT

Disbursement rate of the intervention

Source of financing	Cumulated budget	Real cumulated expenses	Cumulated disbursement rate	Comments and remarks
Direct Belgian Contribution	1,974,703	1,806,742	91%	
Contribution of the Partner Country	200,000	200,000	100%	
Other source				

2 Personnel of the intervention

Personnel (title and name)	Gender (M/F)	Duration of recruitment (start and end dates)
National personnel put at disposal by the Partner Country: 1. GD of TVETR in MOEHE Ziad Jwails, 2. Steering committee	3 M/1F	<ul style="list-style-type: none"> • Feb 2011-Jul 2013 • Apr 2011- Oct 2013 • Jun 2012- Oct 2012
Support personnel, locally recruited by BTC: 3. Project Manager: Bassam Saleh (recruited by BTC) 4. Project Manager: Naser Ghanem (recruited by BTC) 5. Project Manage Assistance: Nedal khouri (recruited by project) 6. Office Manager: Hilda Awad (recruited by project) 7. Driver: Mohammad Naser (recruited by project) 8. Staffing of TVET units at 4 CCIs, including support for additional tasks of 4 focal points (head of TVET unit) and decreasing support for Assistants of TVET units	3M/ 1F 3M / 1F 3M / 1F	<ul style="list-style-type: none"> • Feb 2009-Nov 2010 • Dec 2010- Dec2013 • Jul 2012-Dec 2013 • Mar 2010-Dec 2013 • Apr 2012- Dec 2013 • April 2009-Dec 2013 • April 2009-Dec 2013
Training and consultants personnel, locally recruited: 9. Training Program Development Consultant: Basam Saleh 10. Training Program Development Consultant: Naser Darweesh	<ul style="list-style-type: none"> • M • M • M • M 	<ul style="list-style-type: none"> • Feb 2011-Jul 2013 • Apr 2011- Oct 2013 • Jun 2012- Oct 2012 • Jan 2011 – Dec 2012

USAGE INTERNE - N5 - INTERN GEBRUIK

11.	Awareness and Advocacy Consultant: Dr. Maher Jabree	• M	• Jan 2011 – Dec 2012
12.	Manger of TVET schools at MOE HQ- Osamma Eshhtia	• M	• Jan 2011 – Dec 2012
13.	Head section of TVET schools at MOE HQ- Issam Dwekkat		
14.	Head section of TVET schools at MOE HQ- Akram Mansour		
15.	Head section of training department for TVET schools at MOE HQ- Raeef Shbanne		
16.	Principle of Nablus Industrial School- Manour Alsaedi		
17.	Principle of Deir Debwan Industrial School- Sameer Hethnawii		
18.	Principle of Hebron Industrial School- Mohmmad Alkarakey	• M	• Jan 2011 – Dec 2012
19.	Principle of Jerusalem Industrial School- Wasffi Tamimi	• M	• Jan 2011 – Dec 2012
20.	Principle of Tulkarem Industrial School- Fakhry Subah	• M	• Jan 2011 – Dec 2012
21.	Train of Trainers (TOT)- Ammar Shashtrry	• M	• Jan 2011 – Dec 2012
22.	Train of Trainers (TOT)- Nancy Iqllan	• M	• Jan 2011 – Dec 2012
23.	Principle of Selt Thaher Industrial School- Jamal Ibrahim	• M	• Jan 2011 – Dec 2012
24.	Principle of Jenin Industrial School- Wathiq Hethnawii	• F	• Jan 2011 – Dec 2012
25.	Deputy Principle of Hebron Industrial School- Deiaa Jabrri	• M	• Jan 2011 – Dec 2012
26.	Development Manger of VET at MOL- Hamdallh Saber	• M	• Jan 2011 – Dec 2012
27.	Head Section of VET at MOL- Abdalleh Selawwi	• M	• Jan 2011 – Dec 2012
28.	Curricula Manger of VET at MOL- Sawssan Abu Shanib	• M	• Jan 2011 – Dec 2012
29.	Head Section at MOL- Nessreen Wajjeh	• M	• Jan 2011 – Dec 2012
30.	Manager of Jenin Vocationl Training Center- Sunduus Abu Baker	• F	• Jan 2011 – Dec 2012
31.	Lecturer At Hisham Hejawi College- Iyad Beshawwi	• F	• Jan 2011 – Dec 2012
32.	Dean Deputy at teachers institutes for UNWRA- Ghadejji Shedaai	• F	• Jan 2011 – Dec 2012
33.	Deputy Manager for Qalandia Vocational Center- Khalid Shwabkee	• M	• Jan 2011 – Dec 2012
34.	Manager of Bait Jala Vocationl Training Center- Nidal Ayash	• F	• Jan 2011 – Dec 2012
		• M	• Jan 2011 – Dec 2012
		• M	• Jan 2011 – Dec 2012
35.	International Personnel (outside BTC):		Null

National Advisor (BTC):			
36.	National Advisor: Randa Hilal (locally recruited by BTC)	1F	Nov 2009-Dec 2013
International experts (BTC):			
37.	Technical Advisor Education: Thierry Foubert	1M	Dec 2012-Dec 2013

3 Public procurement

Insert public procurement table (annex7.3)

4 Public agreements

Insert public agreement table.

#	Owner	Implementer Entity	Purpose	Start-End Dates
1	General Manager of Technical and Vocational Directorate at MOEHE	Nablus Chamber of Commerce and Industrial NCCI	As Partner will facilitate implementation of the project	April 2009-Dec 2013
2	General Manager of Technical and Vocational Directorate at MOEHE	Ramallah Chamber of Commerce and Industrial RCCI	As Partner will facilitate implementation of the project	April 2009
3	General Manager of Technical and	Jerusalem Chamber of	As Partner will	April

USAGE INTERNE - N5 - INTERN GEBRUIK

	Vocational Directorate at MOEHE	Commerce and Industrial JCCI	facilitate implementation of the project	2009
4	General Manager of Technical and Vocational Directorate at MOEHE	Hebron Chamber of Commerce and Industrial HCCI	As Partner will facilitate implementation of the project	April 2009
5	Nablus Chamber of Commerce and Industrial NCCI	Nablus Vocational Center and Electricity Association	Execution of Result four (R4)	Jan - May 2013
6	Nablus Chamber of Commerce and Industrial NCCI	Women and Family Affaires and Top Tech Company	Execution of Result four (R4)	Jan - May 2013
7	Ramallah Chamber of Commerce and Industrial RCCI	Continues training Center and Palestinian Electrician Association	Execution of Result four (R4)	Jan - May 2013
8	Ramallah Chamber of Commerce and Industrial RCCI	Women Community College and Alqudes electric Company	Execution of Result four (R4)	Jan - May 2013
9	Ramallah Chamber of Commerce and Industrial RCCI	Al Ameen tech/National Institution Tech	Execution of Result four (R4)	Jan - May 2013
10	Jerusalem Chamber of Commerce and Industrial JCCI	Al Quads University and Electricity League	Execution of Result four (R4)	Jan - May 2013
11	Jerusalem Chamber of Commerce and Industrial JCCI	Al Umma College and Jerusalem Electrical Company (JDECO)	Execution of Result four (R4)	Jan - May 2013
12	Hebron Chamber of Commerce and Industrial HCCI	Hebron Industrial School and Royal Company	Execution of Result four (R4)	Jan - May

USAGE INTERNE - N5 - INTERN GEBRUIK

				2013
13	Hebron Chamber of Commerce and Industrial HCCI	Industrial Union and Al Tkamel Center at Polytechnic University	Execution of Result four (R4)	Jan - May 2013

5 Equipment

List equipment acquired during the intervention (annex7.4)

Equipment type	Cost (EUR)		delivery date		Remarks
	<i>budget</i>	<i>real</i>	<i>budget</i>	<i>real</i>	
Laptop		978		29/7/2010	
Equipments for Ramallah CCI		1,900.30		18/2/2010	
Equipments for Ramallah CCI		3,740.68		18/2/2010	
Equipments for Ramallah CCI		31,355		18/2/2010	
Equipment for Jerusalem CCI		10,122.78		18/2/2010	
Equipment for Jerusalem CCI		12,594.24		18/2/2010	
Equipment for Ramallah CCI		4,235.49		18/2/2010	
2 Laptops and printer		2,072.01		31/8/2010	
Printer for Nablus CCI		344.14		31/10/2010	
Scanner for Nablus CCI		602.49		31/10/2010	
IT equipment (laptop and projector) Nablus CCI		10,036.38		10/10/2010	
IT equipment (fax, TV, photocopier) Nablus CCI		4,527.03		10/10/2010	
Fax and toner		399.47		23/1/2011	
Computers and other equipments/ Jerusalem CCI		1,490.46		15/8/2013	
Laptop / Hebron CCI		607.98		22/8/2011	
Computer & other equipments for Hebron CCI		1,783.60		22/8/2011	
Scanner, Rams, LCD, Projector ,External USB		1,279.86		10/10/2011	
LCD monitor ,Shredder for Ramallah CCI		483.50		10/10/2011	
DVD, Modem, Binding Machine & Access point for Ramallah CCI		164.24		10/10/2011	
Fax for Ramallah CCI		398.89		10/10/2011	
Laptop, mouse, keyboard, docking station & monitor		1,351.83		14/2/2012	
Copy Machine & Fax for Nablus CCI		2,293.00		16/2/2012	
Printer for the project office		1,183.00		29/2/2012	
Laptop 5 and one printer		3,709.59		29/3/2012	
Laptop and digital Camera Nablus CCI		1,365.00		8/10/2012	
Fax Nablus CCI		530.00		8/10/2012	
Computer for Hebron CCI		617.76		29/11/2012	
Camera Canon/Hebron CCI		824.88		2/12/2012	
Color Printer Hebron CCI		439.93		7/2/2013	
Camera Canon Ramallah CCI		808.83			
Acer Projector		542.51		27/2/2013	

USAGE INTERNE - N5 - INTERN GEBRUIK

Supply Equipment for Vocational Centers and Industrial Schools		6,250		19/5/2013	
Supply of Equipment for Vocational Center and industrial School		9,756		19/5/2013	
Supply of equipments for Al Amin Technologies		945		3/7/2013	
Supply of equipments for Al Amin Technologies		4,682		3/7/2013	
Supply of equipments for Al Amin Technologies		250.47		3/7/2013	
Supply of IT equipment for Nablus Vocational Center		2,040		3/7/2013	
Supply of equipment for NABLUS Vocational Center		108,119		5/8/2013	
Supply of equipment for MoE &MoEHE		18,089		5/8/2013	
Supply of Equipment for MoE&MoL		20,116		5/8/2013	
Laptop 5 Lenova for training program		466.49		25/8/2013	
Laptop for the electricity Lab /Al Ummeh College		767.24		11/9/2013	
Supply of electrical raw material for Nablus Vocational Center		935		31/7/2013	
Furniture for Jerusalem CCI		1,989.69		18/2/2010	
Furniture for Hebron CCI		2,821.07		2/3/2010	
Furniture for Ramallah CCI		5,953.07		17/6/2010	
Air conditioning for Nablus CCI		498.61		10/10/2013	
Office equipment (scanner and projector)		883.72		14/10/2012	
Furniture for the training material		1,423.14		1/11/2013	
2cameras		1,076.13		13/12/2010	
Office furniture/ Project Office		1,035.18		21/3/2011	
Furniture for chamber of Jerusalem CCI		957.01		4/8/2011	
Air Conditioning for Ministry Project office		714.38		8/10/2012	
Air Conditioning /Jerusalem CCI		798.35		8/11/2012	
Supplies, equipment &accessories for electrical panel		9,000		31/8/2013	
Purchasing electric educational panels for Al Umeh College		15,275		11/9/2013	
Purchasing multi function tester for Al Umeh College		956		11/9/2013	
Supply of equipments for Nablus vocational center within R4		2,758		29/9/2013	
Purchase of equipments for Nablus Vocational Center		1,500		29/9/2013	
Supply of Equipment for Nablus Vocational Center within R4		11,246		29/9/2013	

6 Annexes 1

6.1 Original Logical Framework from TFF:

Include the original logical framework as presented in the TFF

<i>intervention logic</i>	<i>Indicators</i>	<i>Sources of verification</i>	<i>Assumptions</i>
<p><i>Overall objective (Specific Agreement BTC Palestine, 27-10-2005)</i></p> <p><i>Sustainable economic diversification and increased income opportunities are generated through the provision of appropriate vocational training</i></p>	<p><i>Increased employability & self-employability rates of youth</i></p> <p><i>Note: The Steering Committee reviews the indicators at one of its first meetings:</i></p>	<p><i>PCBS Statistics</i></p>	<p><i>Political & economic stability</i></p>
<p><i>Specific objective (Specific Agreement BTC Palestine, 27-10-2005)</i></p> <p><i>Youth and adults are enabled to acquire and update their competences on an equal basis through continuously adapting market-based vocational training programs in some selected priority fields (Electro-technology, Electronics, Communication technology, Information technology, Business administration)</i></p>	<p><i>The (self) employment rate 6 months after graduation in the fields with improved curricula is at least 60 % at the end of the second year, and 75 % at the end of the project (or at least 20% increase over the current employment rates of graduates).</i></p> <p><i>At least 30 % of the learners in the selected specializations are girls at the end of the second year, and 50 % at the end of the project.</i></p> <p><i>At least 30 % of the learners in the selected specializations are from marginalized urban and rural communities at the end of the second year, and 60 % at the end of the project.</i></p>	<p><i>Tracer Study of graduates within 6 months of graduation</i></p> <p><i>TVET institutes enrolment & graduates records</i></p> <p><i>Inquiries with graduates</i></p> <p><i>Tracer study</i></p> <p><i>Inquiries with employers</i></p> <p><i>Project reports</i></p> <p><i>Statistics at PCBS, MoL and Governorate-level Labor Offices</i></p> <p><i>Reports of MoEHE and MoL</i></p> <p><i>Reports of the participating CCI (moved from R3)</i></p>	<p><i>High priority for TVET on the agenda on the national level</i></p> <p><i>Effective & efficient bodies of the Palestinian TVET system (Higher Council & Executive Board) support the project and ensure its smooth implementation.</i></p> <p><i>Motivated & experienced project team and stakeholders.</i></p>
<p>Result 1</p> <p>Sustainable multi partner alliance established, linking training with the Labor market</p> <p>Enterprises and other users collaborate actively with training providers on the local level in demand analysis, programme selection and ongoing development, accept trainees for internships and apprenticeships and employ TVET graduates.</p>	<ul style="list-style-type: none"> The Focal Point in each one of the five locations will be responsible for one of the five fields: Electro-technology, Electronics, Communication technology, Information technology and Business administration. One year after project start, at least 10 companies and 5 institutions or organizations collaborate with the local TVET providers (Technical College, Vocational Secondary School, Vocational Training Centre etc.). One year after project start, each TVET provider collaborates with at least 3 companies and 1 institution or organization, in the selected field. Three years after project start, the number of internships of trainees from the TVET providers in companies has increased by 50 %. Three years after project start, more than 50% of graduates' employment is due to linkages with the Labor market. Local TVET Coordination Committee meets regularly (once every month) and agrees and reviews an agenda of activities, which includes activities planned under the project. 	<ul style="list-style-type: none"> Inquiries with Companies Project reports Reports of Chamber of Commerce and Industry and its Training Department Annual reports of TVET providers Reports of MoEHE and MoL Minutes of TVET Coordination Committee meetings 	<ul style="list-style-type: none"> Company managers and owners are conscious of the advantages of improved qualification of candidates for jobs through well managed TVET institutions which offer quality training close to market needs and potentials Motivation of companies to participate in project activities Companies recognize the Chambers of Commerce and Industry as their representative and aide CCI President and Board members support active engagement of CCI Director and Training Department in TVET CCI Director and Training Department manager are competent and assume an active role in the project and give it a key priority place

INTERVENTION LOGIC	INDICATORS	SOURCES OF VERIFICATION	ASSUMPTIONS
<p>Result 2 - Improved institutional capacities of involved parties</p> <p>Members of coordination bodies and curriculum development groups (management, professional staff and consultants in training institutions, chambers of commerce and industry, enterprises and involved government departments at the national, regional and local level) are trained, have gained experience in curriculum development, and implement continuously TVET according to the new model.</p>	<ul style="list-style-type: none"> • All training conducted is gender sensitive and gender balanced • At least 30 % of those trained are women • 30 core group people of the professional stakeholders are trained to be multipliers for upgrading capacity of other stakeholders. • Curriculum developers in 5 locations are trained. • Stakeholders are trained and developing & implementing CBMT (Enterprises, TVET teachers & trainers, CCI training unit). • Exposure of working groups to TVET-CBMT in 6 countries in region & international • Annual conference is conducted at end of each year. 	<ul style="list-style-type: none"> • Evaluation of ongoing training • Evaluation missions • Project documentation • CCI reports • Official communication of TVET Development Centre, Executive Board and Higher Council • Public reports on visits abroad in a comparative view • Conference proceedings 	<ul style="list-style-type: none"> • Motivation of companies to participate in project activities • Relevance of training contents for professional careers • Recognition of formal "Training of Trainers" programs • Motivation of those trained to take an active role in implementation of new CBMT curricula and modules
<p>Result 3</p> <p>Market-based curricula developed and implemented with companies and other partners</p> <p>Training institutions provide relevant and effective training in the selected vocational fields, translating flexibly and continuously Labor market needs into existing and new programs, related to an efficient monitoring system and making use of the agreed methodology for adaptation and development of Labor market oriented programs and modules (including entrepreneurship)</p>	<ul style="list-style-type: none"> • All developed modules are gender sensitive and allow participation of women and special needs groups. • 1 year after project start, at least 20 occupational profiles are developed for the 5 fields. • 1 year after project start, in each of the 5 fields, occupational profiles, curriculum outlines and 1 training module are ready. • The local Curriculum Development Working Groups work regularly, produce curriculum outlines and modules and follow up their implementation. • 1 year after project start, the national Curriculum Team has proposed a working methodology, laid down in a guidebook. • At the end of year 2, at least 2 curricula per vocational field are new or revised. • At the end of the project, all occupations with high demand (in the 5 vocational areas) are served by a new or revised training program. 	<ul style="list-style-type: none"> • Evaluation of modules • Evaluation missions • Developed occupational profiles, curriculum outlines and training modules • Project documentation: reports from follow-up visits to implementation sites, from Project Manager and Project Advisor and from CCI Training Managers • Guidebook on the working methodology of the national Curriculum Team and the local Working Groups 	<ul style="list-style-type: none"> • Directors and teachers of TVET institutions accept to engage in the new direction. • The Ministries in charge certify graduates and license TVET institutions. • Transparency of project operations for all involved stakeholders • Efficient policy making bodies of TVET that meets regularly (to avoid delays & deliver on time) and supports the project.
<p>Result 4</p> <p>Locally and internationally accredited qualification standards</p> <p>Occupational profiles and competence-based modular curricula are accredited and implemented on a national scale, based on technically justified proposals presented by the stakeholders in the multi-partner bodies of the TVET system (Higher Council and Executive Board – Private sector organizations, Ministries, NGO, UNRWA)</p>	<ul style="list-style-type: none"> • Within 6 months from project start-up, trained TVET unit at AQAC has issued its accreditation criteria / regulation for CBMT certifications. • Within 6 months from project start-up, the Ministries in charge accept experimenting new CBMT curricula and modules. • In the second year of project operation, CBMT curricula and modules go for implementation in the whole country. • MoEHE and MoL certify graduates and accredit new training programs. • TVET Higher Council and Executive Board approve the new curricula and modules. 	<ul style="list-style-type: none"> • Regulation of CBMT certification • Declarations and press statements of the MoEHE • Project reports • Text of certificates 	<ul style="list-style-type: none"> • Existence of the TVET unit at AQAC in MoEHE with the participation of MoL and under supervision of TVET Higher Council. • Availability of approved Labor-market based Job Classification • TVET policy decision regarding entry & exit conditions of the levels, and training requirement. • MoEHE, MoL and other supervisory ministries and administrations accept application of new curricula and modules. • MoEHE, MoL and other supervisory ministries and administrations certify trainees and accredit training programs • Economic sectors collaborate actively in the multi-partner bodies and

			support project activities.
--	--	--	-----------------------------

6.2 Final Logical Framework

*Logical Framework Matrix- Revised and agreed by JLCB March and April 2012
“Support to Technical and Vocational Education and Training in Palestine”*

<i>Intervention logic</i>	<i>Indicators</i>	<i>Sources of verification</i>	<i>Assumptions</i>
<p><i>Overall objective (Specific Agreement BTC Palestine, 27-10-2005) Sustainable economic diversification and increased income opportunities are generated through the provision of appropriate vocational training</i></p>	<p><i>Increased employability & self-employability rates of youth</i></p> <p><i>Note: The Steering Committee reviews the indicators at one of its first meetings:</i></p>	<p><i>PCBS Statistics</i></p>	<p><i>Political & economic stability</i></p>
<p><i>Specific objective (Specific Agreement BTC Palestine, 27-10-2005) Youth and adults are enabled to acquire and update their competences on an equal basis through continuously adapting market-based vocational training programmes in some selected priority fields (Electro-technology, Electronics, Communication technology, Information technology, Business administration)</i></p>	<p><i>The (self) employment rate 6 months after graduation in the fields with improved curricula is at least 60 % at the end of the second year, and 75 % at the end of the project (or at least 20% increase over the current employment rates of graduates). At least 30 % of the learners in the selected specializations are girls. At least 20% of Employers are better satisfied with trainees/ graduates competencies of the developed training programs.</i></p>	<p><i>Tracer Study of graduates within 6 months of graduation TVET institutes enrolment & graduates records Inquiries with graduates Training Needs Assessments Inquiries with employers Project reports Statistics at PCBS, MoL and Governorate-level Labor Offices Reports of MoEHE and MoL Reports of the participating CCI (moved from R3)</i></p>	<p><i>High priority for TVET on the agenda on the national level Effective & efficient bodies of the Palestinian TVET system support the project and ensure its smooth implementation. Motivated & experienced project team and stakeholders.</i></p>

Note : Revision was made following MTR findings and requested from stakeholders, it was endorsed by JLCB in March 2012. Overall objectives and specific objectives were un-changed

from original TFF file, while outputs 1-3 were revised. Output 4 were integrated later in April 2012, after developing the output's concepts and plans.

INTERVENTION LOGIC	INDICATORS	SOURCES OF VERIFICATION	ASSUMPTIONS
<p>Result 1 Sustainable multi partner alliance established, linking training with the Labor market Enterprises and other users collaborate actively with training providers on the local level in demand analysis, program selection and ongoing development, accept trainees for internships and apprenticeships and employ TVET graduates.</p>	<ul style="list-style-type: none"> At least 20 companies and 20 institutions or organizations collaborate with the local TVET providers in each area One year after project start, each TVET provider collaborates with at least 3 companies and 1 institution or organization, in the selected field. Three years after project starts The number of internships of trainees from the TVET providers in companies has increased by 50% Three years after project starts more than 70% of TVET institutes has systematized linkages with the Labor market in each area (send graduates, receive speakers, train employees.) Three years after project starts more than 50% of graduate employment is due to linkages with the Labor market The local TVET Coordination Committee meets regularly and agree and review an agenda of activities, which includes activities planned under project Over 70% of TVET institutes uses updated Labor Market Database that is linked to national LMIS 	<ul style="list-style-type: none"> Inquiries with Companies Project reports Reports of Chamber of Commerce and Industry and its Training Department Annual reports of TVET providers Reports of MoEHE and MoL Minutes of TVET Coordination Committee meetings 	<ul style="list-style-type: none"> Company managers and owners are conscious of the advantages of improved qualification of candidates for jobs through well managed TVET institutions which offer quality training close to market needs and potentials Motivation of companies to participate in project activities Companies recognize the Chambers of Commerce and Industry as their representative and aide CCI President and Board members support active engagement of CCI Director and Training Department in TVET CCI Director and Training Department manager are competent and assume an active role in the project and give it a key priority place
<p>Result 2 - Improved capacities of all stakeholders - Institutional capacity building Members of coordination bodies and stakeholders (management, professional staff and counselors in training institutions, chambers of commerce and industry, enterprises and involved government departments at the national, regional and local level) are trained, have gained experience in training program development linked to Labor market needs and development, new technology and methods of TVET-Labor market linkages)</p>	<ul style="list-style-type: none"> At least 30 core group people of the professional stakeholders are trained to be multipliers for upgrading capacity of other stakeholders. All training conducted is gender sensitive and have gender specific elements At least 30 % of those trained are women At least 70% of trained TVET trainers are able to use new technology through capacity building by 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 Annual conference to share lessons learned is conducted at end of each year 	<ul style="list-style-type: none"> Evaluation of on-going training Evaluation missions Project documentation CCI reports Public reports on visits abroad in a comparative view Conference proceedings 	<ul style="list-style-type: none"> Motivation of companies to participate in project activities Relevance of training contents for professional careers Recognition of formal "Training of Trainers" programs Motivation of those trained to take an active role in TVET-Labor market linkages and in implementing different market relevant training modes
<p>Result 3 Market-based training program developed and implemented with companies and other partners Training institutions provide relevant and effective training in the selected vocational fields, translating flexibly and continuously Labor market needs into existing and new programs, related to an efficient monitoring system and making use of the agreed methodology for</p>	<ul style="list-style-type: none"> 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. All developed training program materials are gender sensitive and allow participation of women and special needs groups 400 market representatives in the targeted fields have integrated their input in training program development A working methodology is laid down in a guidebook at the end of 2013 At least 2 training programs per vocational 	<ul style="list-style-type: none"> Evaluation missions Developed occupational profiles, training program outlines and training modules Project documentation: reports from follow-up visits to implementation 	<ul style="list-style-type: none"> Directors and teachers of TVET institutions accept to engage in the new direction. The Ministries in charge certify graduates and license TVET institutions. Transparency of project operations for all involved stakeholders Efficient policy making bodies of TVET that meets regularly (to avoid delays & deliver on time) and

adaptation and development of Labor market oriented programs and modules (including entrepreneurship)	<p>field are new or revised and being implemented</p> <ul style="list-style-type: none"> 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 	<p>sites, from Project Manager and Project Advisor, TPDCs and from CCI Training Managers</p> <ul style="list-style-type: none"> Guidebook on the working methodology 	supports the project.
---	---	---	-----------------------

intervention logic	Indicators	Sources of verification	Assumptions
<p>Result 4 Developing and Supporting initiatives of TVET Stakeholders Initiatives implemented by Private sector or their representatives AND TVET institute in the area/ governorate jointly through partnership relation to enhance market relevant training and employment.</p>	<ul style="list-style-type: none"> Criteria, system, forms and mechanism are in place At least 8 projects implemented by entities (Company in cooperation with TVET institute), two in each area. At least one piloted model of the implemented initiative would be up-scaled. At least 30 employment and self-employment opportunity is generated, once initiative is accomplished At least 5 TVET- Market cooperation is initiated in each area At least 30% of female trainees and graduates are participating in the initiatives. The initiatives' lessons learned and successes is documented and disseminated 	<ul style="list-style-type: none"> The produced Criteria, system, forms and mechanism Signed Contracts with entities Companies-TVET Cooperation agreements Entities implementing Initiative reports Reports of Chamber of Commerce and Industry and its Training Department Project reports Reports of MoEHE and MoL Minutes of TVET Coordination Committee meetings Minutes of selection committee Minutes of Steering committee Documented lessons learned and successes 	<ul style="list-style-type: none"> Motivation of companies to participate in the initiative Motivation of TVET institutes to participate in the initiative Companies and TVET are willing to commit to cooperation and sign cooperation agreements CCI training Departments and local committees are willing to participate actively in the process Technical members are willing to engage in selection process Transparency of selection and implementation for all involved stakeholders

6.3 Complete Monitoring Matrix

Include the last (full) version of the monitoring matrix

Results / indicators	Baseline Value	End Target	End Value obtained	Comments
IMPACT:				
Increased employability & self-employability rates of youth	59.6%	65%	61.2%	Source is PCBS for employment data of youth in 2009 and 2012, yet the delay of the project will only enable the achievement of the planed impact after 3 years of project end (2016)
OUTCOME:				
The (self) employment rate 6 months after graduation in the fields with improved curricula is at least 60 % at the end of the second year, and 75 % at the end of the project (or at least 20% increase over the current employment	M:64.3% F: 43.2%	60% (M&F)	39% 2013 graduates within 3 months after grad. (15% F,45%M) Over 80% in	Baseline is based on 2006 study by PCBS. Follow-up of piloted graduates was done only 3 month after graduation for MOL , hence not enough time is available to assess the pilot results, while MOE started implementation in Sept. 2013, a

Results / indicators	Baseline Value	End Target	End Value obtained	Comments
rates of graduates).			electricity, car electrics , over 15% of 2010-2012 grad , but less than 40% and 11% in electronics and Secretarial 76% after graduation in 2010-2012 (78% F, 76% M)	real assessment should take place in 2014 for MOL Piloted group and 2016 for MOE piloted group. Nevertheless the tracer study (within the 3 months of after graduation for 2013 graduates) executed at the VTC (MoL) after a partial implementation of the draft curricula gives this preliminary picture: employment rates for piloted electric vocations, Car electrics and AC were above 80%. with an increase of at least 15% compared to 2010-2012 graduates, while electronics and secretary were lower than 40% and 11% respectively and lower than previous graduates rates. (see annex 7.7 for more details)
At least 30 % of the learners in the selected specializations are girls.	4specializations out of 5 have women, less than 20% women	30%	47.5% at MOL 20% at MoE	Percentage of female trainees in the targeted specialization, have increased through the years, especially at MOL, targeting of principles, and working in these fields has increased their presence, 'traditional female vocations' were added in 3 fields in Nablus ISS, increased intakes in other VET institutes.
At. Least 20% of Employer are better satisfied with trainees/ graduates competencies of the developed training programs		60 %	86% of those employing VET graduates are satisfied	Due to delay in implementation the satisfaction of employers of developed programs was not measured yet; the national LMS study measured satisfaction with VET grad generally (86%), that indicated high satisfaction
OUTPUT 1:				
At least 20 companies and 20 institutions or organizations collaborate with the local TVET providers in each area	13%*	100%	250%	45VET institutes are cooperating with more than 238 companies (see also next indicator)
One year after project start, each TVET provider collaborates with at least 3 companies and 1 institution or organization, in the selected field.	0	100%	100%	This target was met at larger number of companies at private sector with linkage of TVET institutions; with the 9 innovative projects (result 4) as most advanced form of cooperation, jointly implementing TVET relevant interventions between private sector and TVET institutes.
Three years after project starts The number of internships of trainees from the TVET providers in companies has increased by 50%	19%*	50%	Not possible to measure quantitatively but qualitatively there is enhancement due to a series project activities in this regard	Most of VET's and VTC's have a contact point with Labor market and are linking trainees with the market. MOL internship of their students with the Labor market has been partially systemized; the project enabled the supervision of some of the interns by professional unions and systemized relation with Labor market The MoE have included apprenticeship for 3 vocations, and have better systemized relations with Labor market through the CCI's. Despite the project has contributed to facilitating internships in companies, systematising such efforts falls outside the scope of the project and will rather be targeted under the ECIB programme.
Three years after project starts more	Less than	70%	90%	Project is facilitating various actions that have

Results / indicators	Baseline Value	End Target	End Value obtained	Comments
than 70% of TVET institutes has systematized linkages with the Labor market in each area	10%			lead to such achievement , all Targeted TVET institutes have the TVET-LM focal point in its institutes and have established the following links among the VET institutes: Nablus: Companies=28, VET=6, Hebron: Companies=24, VET=22, Jerusalem: Companies=136, VET=4, Ramallah: Companies=50,VET=9
Three years after project starts more than 50% of graduate employment is due to linkages with the Labor market	19% (obtained from TNA study)	50%	(25%)	Hundreds of VET trainees were supported in their market training (internships and apprenticeships). In recent surveys by the relevant ministries it was found that 30% of the MOEHE apprenticeship stream and 20% of the MOEHE and MOL graduates conducted internships were employed in same place of training. (Tentative figures to be confirmed)
The local TVET Coordination Committee meets regularly and agree and review an agenda of activities, which includes activities planned under project	0	100%	100%	There is a high commitment among stakeholders towards the project concept, and as various activities of the project is implemented locally committees headed by the local CCI's had to meet regularly and frequently; e.g. a part of the awareness activity plan of the CCI's.
Over 70% of TVET institutes uses updated Labor Market Database that is linked to national LMIS	NA	70%	70%	Labor market data-base was updated in 2012 at CCI level as the following Hebron 5,000 companies ,Ramallah 8,000, Jerusalem 2,500, and Nablus 5,500 and linked with LMIS.
OUTPUT 2:				
At least 30 core group people of the professional stakeholders are trained to be multipliers for upgrading capacity of other stakeholders.	0	30 core group	29+5 were trained (Achieving 113%)	29 trained multipliers in pedagogic, management and policy training for the project, in addition to 5 core trainers (trained through GIZ regional TVET project) facilitating the replication of the multiplied training through the project (matching funds).
All training conducted is gender sensitive and have gender specific elements	0	30%	30%	All conducted training ensured gender access, yet not all conducted training have gender specific elements. Nevertheless some had, as TVET systems training for TVET directors and stakeholders had a specific gender training component.,
At least 30 % of those trained are women	0	30%	31% in 2010/2011, 23% in 2013	In each training female teachers, trainers, directors and CCI representatives were involved. But the pedagogic and training methods that was conducted in 2010/2011 they represented 31%, while in 2013, they represented 23% as training were technical and mostly targeting 'traditionally male oriented fields'.
At least 70% of trained TVET trainers are able to use new technology through capacity building by 2013	NA	70%	62%	62% (120 M, 28 F) teachers and trainers from TVET institutes participated in the technical training courses conducted in 2013 and are able to use new 'technology' (upgraded techniques).
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	0	100%	87%	Over 350 stakeholders (teachers, market representatives, VET institutes directors and principles, local committees and CCI's) were trained in pedagogic, training program development, management and TVET- Labor market systems and linkages were trained
Annual conference to share lessons learned is conducted at end of each	0	4	3	Annual exhibitions were held in 2011 and 2012 that supported TVET and Labor market innovative initiatives, around 500 participants

Results / indicators	Baseline Value	End Target	End Value obtained	Comments
year				of different stakeholders participated each year, more than 30 projects that reflected innovation in TVET and cooperation between Labor market and VET were illustrated. In 2013 project participated in the annual employment week and conference presenting the new market study findings and sharing experience around youth employment and TVET
OUTPUT 3:				
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.	0%	100%	194%	16 training programs are developed for the 5 fields including 1 life skills (in all vocations) as planned. In total 93 modules were developed instead of 48, which is on average 5-6 for each program. At least 1 copy of each of these 93 modules were printed and distributed to all the TVET institutes at MOEHE and MOL, UNRWA, NGO.
All developed training program materials are gender sensitive and allow participation of women and special needs groups	NA	100%	100%	Gender sensitivity elements were integrated initially. Gender units in both ministries MOE HE and MOL were involved in a technical committee for the project and have been invited to scrutinize on gender-sensitivity the new TVET modules before publication.
400 market representatives in the targeted fields have integrated their input in training program development	0	100%	100%	At least 1000 have participated in the first TNA allowing for their training needs to be incorporated in new training programmes. 400 employers and market representatives have further participated in validation of the training programs (through validation workshops and questionnaires). In addition some private sector have participated in committees that developed and reviewed the training programs. So target is more than achieved.
A working methodology is laid down in a guidebook at the end of 2013	0	100%	100%	A guiding manual was developed in 2013 that documents the process of market relevant training program development; it was approved by Steering committee and distributed to TVET institutes.
At least 2 training programs per vocational field are new or revised and being implemented	0%	125%	125%	1-4 training program per field were new or revised, 5 programs are currently piloted (from 3 fields), so partly indicator has over achieved (150% and 200% for some fields) and partly under achieved (50% for one field, and implementation only in 67% of fields). In Year 2012 the MOL starts piloting at least 1-3 from each field. In year 2013 MOEHE started piloting the electrical installation training program in all its industrial vocational schools.
At the end of the project, all occupations with high demand (in the 5 vocational areas) are served by a new or revised training program	0%	100%	100%	15 programs selected according to TNA were prepared, of which 10 were new to MOE and MOL schools and VTCs, and 5 were revised and new skills integrated. Yet there are still more occupations that would need developing according to TNA & LMS, but limited resources have prevented the project from doing so. This task is considered outside the scope of this project and is left with relevant ministries to continue updating the training programmes..
OUTPUT 4				

Results / indicators	Baseline Value	End Target	End Value obtained	Comments
Criteria, system, forms and mechanism are in place	0%	100%	100%	Criteria, system, forms and mechanism were developed in participatory way with PM and facilitated through the CCI's.
At least 8 projects implemented by entities (Company in cooperation with TVET institute), two in each area.	0%	100%	112.5%	Nine (9) projects were selected and implemented, two (2) in each area, except Ramallah, there are three (3) projects.
At least one piloted model of the implemented initiative would be up-scaled.	0%	70%	4 areas of development could be Up-scaled 400%	Implementation of project was during Q1 & Q2 2013, self-evaluation and internal evaluation indicated such potential. Preliminary results showed that there were 4 different areas for up-scaling that could be done. Ministries and partners showed committed for up-scaling during the lessons learned workshop in Nov 2013, yet further steps and commitments are needed as can be derived from Lessons Learned Report of these initiatives..
At least 30 employment and self-employment opportunity is generated, once initiative is accomplished	0%	90%	100%	From Final Project Reports of R4, it is apparent that at least 30 trainees of R4 projects landed in a job opportunity and not less than 240 whom obtained new electrician license or upgraded the level of their license where they can expand their horizon at the Labor market.
At least 5 TVET- Market cooperation is initiated in each area	NA	100%	180%	All 9 Supported projects has formed cooperation, hence almost double the target (1.8) Moreover, one could even state that cooperation reached 11 times of that planned (56) as follows (1120%): -27 projects participated, 9winning projects. -29 projects participated on the exhibition on June 2012.
At least 30% of female trainees and graduates are participating in the initiatives.	0%	30%	10%	Projects chosen through transparent methods planned for the participation of 38 female youth out of 372 young people only; hence female represents 10% of the beneficiaries. On the other hand, 1 project in Nablus for which gender was main focus, empowering vulnerable women trained in a otherwise traditionally male dominated field of office equipment maintenance.
The initiatives' lessons learned and successes is documented and disseminated	0%	100%	100%	A self-evaluation sheet was filled by the projects shared with program and CCIs, a final workshop was conducted on the 18 th Nov, illustrating lessons learned, A final report was produced documenting successes and lessons learned, report was shared among stakeholders.

6.4 Tools and products

In this annex, mention any material on the effects of the intervention or any experiences gained with the application of specific methods or tools.

- *(Scientific)Publications*
- *Capitalization reports*
- *Audio-visual material*
- *Other resources*
- *M&E approach/system*
- *Methods*

The conducted Training Needs Assessment by the project in 2010 that was used as a basis for analysis and program development was translated to English during the year 2012. The English and Arabic versions were published on the TVET official web-site used by MOE/MOHE/MOL, links are:

1. The English version:

<http://www.tvet-pal.org/en/content/qualitative-and-quantitative-training-needs-assessment-study-qualified-workforce-within>

2. The Arabic version:

<http://www.tvet-pal.org/sites/default/files/The%20Last%20Version-%20TNA.pdf>

Furthermore the English version is published on the BTC website:

<http://www.btctb.org/en/news/training-needs-assessment>

The conducted Labor Market study by the project in 2012-2013, was printed and disseminated in Arabic with English summary in 2013, and published on the following **website:**

The endorsed guideline for developing market-relevant training program development methodology printed and disseminated in Arabic with English summary, published on the following **website:**

The 16 training programs and 93 modules were printed and disseminated in Arabic, (both hardcopy and softcopy) published on the following **website:**

The web pages for the CCI's developed through the project are also announcing all workshops, agreements, training and achievements of the project, the links are:

- Nablus Chamber of Commerce and Industry: <http://nablus-chamber.org/?from=28&page=7>
- Ramallah Chambers of Commerce and Industry: <http://www.ramallahcci.org/Default.aspx>
- Jerusalem Chambers of Commerce and Industry: <http://jacci.org/>
- Hebron Chambers of Commerce and Industry: http://www.hebroncci.org/p/w/index.php?Lang_Direction=rtl

All activities of the project are also covered by the local media

7 Additional Annexes

7.1 Pilot Implementation plan

7.2 Exit strategy

7.3 Procurement plan

7.4 Inventory and handover of equipment list

7.5 Overview of capacity building activities

7.6 Results 4 lessons learned report

7.7 Annex: Detailed tables of the pilot graduates group follow-up (tracer study)

Table A 7.7.1: employed graduates according to year of graduation and gender

Gender			Graduation year (#)		Total (#)	Graduation year (Valid %)		Total (Valid %)
			2013 (Pilot Group)	Before_2013 (Non-pilot group)		2013 (Pilot Group)	Before_2013 (Non-pilot group)	
F	Employed	YES	3	40	43	15%	45%	39%
		NO	17	49	66	85%	55%	61%
		No Answer	2	1	3			
	Total		22	90	112	100%	100%	100%
M	Employed	YES	49	70	119	78%	76%	76%
		NO	14	23	37	22%	25%	24%
		No Answer	1	0	1			
	Total		64	93	157	100%	101%	100%
Total	Employed	YES	52	110	162	63%	60%	61%
		NO	31	72	103	37%	40%	39%
		No Answer	3	1	4			
	Total		86	183	269	100%	100%	100%

Table A 7.7.2: employed graduates according to year of graduation and specialization

Specialization			Graduation year (#)		Total (#)	Graduation year (Valid %)		Total (Valid %)
			2013 (Pilot Group)	Before_2013 (Non-pilot group)		2013 (Pilot Group)	Before_2013 (Non-pilot group)	
Executive Secretary	Employed	YES	2	41	43	11%	46%	39%
		NO	17	49	66	89%	54%	61%
		No Answer	2	1	3			
	Total		21	91	112	100%	100%	100%
Air Condition & Refrigeration	Employed	YES	4	26	30	100%	65%	68%
		NO	0	14	14	0%	35%	32%
	Total		4	31	35	100%	100%	100%
Electric Installation	Employed	YES	35	16	51	81%	62%	74%
		NO	8	10	18	19%	38%	26%
	Total		43	26	69	100%	100%	100%
Office Equipment Maintenance	Employed	YES	4	3	7	40%	60%	47%
		NO	6	2	8	60%	40%	53%
		No Answer	1	0	1			
	Total		11	5	16	100%	100%	100%
Vehicle/ car electrics	Employed	YES	7	25	32	100%	83%	86%
		NO	0	5	5	0%	17%	14%
	Total		7	30	37	100%	100%	100%
Total	Employed	YES	52	110	162	63%	60%	61%
		NO	31	72	103	37%	40%	39%
		No Answer	3	1	4			
	Total		86	183	269	100%	100%	100%