



BTC



RESULTS REPORT 2016

ENHANCING CAPACITIES FOR INSTITUTION BUILDING PROGRAM



PALESTINE

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Acronyms

A(S)CO	Arab (Standard) Classification of Occupations
BTC	Belgian Technical Cooperation (Belgian Development Agency)
CGC	Career Guidance and Counselling
CVET	Continuous Vocational Education and Training
ECIB	Enhancing Capacities for Institution Building Program
EDSP	Education Development Strategic Plan
ETF	European Training Foundation
ESWG	Education Sector Working Group
FPCCIA	Federation of Palestinian Chambers of Commerce, Industry & Agriculture
HRD	Human Resources Development
GIZ	Gesellschaft für Internationale Zusammenarbeit
ISS	Industrial Secondary School
ITC-ILO	International Training Center of the International Labour Organisation
JFA	Joint Financing Arrangement
JMS	TVET-Labour Market Joint Management Structure
KfW	Kreditanstalt für Wiederaufbau
LETC	Local Employment and TVET Councils
LMIS	Labour Market Information System
LMS	Labour Market Survey
M&E	Monitoring and Evaluation
N/A	Not Applicable
MoEHE	Ministry of Education & Higher Education
MoF	Ministry of Finance
MoL	Ministry of labour
MoSA	Ministry of Social Affair
MoWA	Ministry of Women's Affair
NDP	National Development Plan
NIET	National Institute for Educational Training
NQF	National Qualification Framework
oPT	Occupied Palestinian Territories
OSS	One Stop Shop
PCBS	Palestinian Central Bureau of Statistics
PFI	Palestinian Federation of Industry
PMT	Program Management Team
POC	Palestinian Occupational Classification
QA	Quality Assurance
ST	Steering Committee
TE-VE-VT	Technical Education - Vocational Education - Vocational Training
TFF	Technical and Financial File
TVET	Technical and Vocational Education and Training
VTC	Vocational Training Centre
WBL	Work Based Learning

1 Intervention at a glance (max. 2 pages)

1.1 Intervention form

Intervention title	ENHANCING CAPACITIES FOR INSTITUTION BUILDING PROGRAM (ECIB)
Intervention code	PZA 12 029 11
Location	PALESTINE
Total budget	5 million Euros
Partner Institution	Ministry of Education and Higher Education (MoEHE), Ministry of Labour (MoL)
Start date Specific Agreement	17 July 2013
Date intervention start /Opening steering committee	24 July 2013 (CMO) & 31 July 2013 (SC "0")
Planned end date of execution period	60 months for the validity of the Specific Agreement
End date Specific Agreement	17 July 2018
Target groups	<ul style="list-style-type: none"> - Staff members of the Ministry of Education and Higher Education, Ministry of Labour, UNRWA and Private Sector Organizations (Federations, Chambers, Trade Unions, etc.) - Staff members of TVET institutions, staff of companies - Economically and socially disadvantaged students in Palestinian Higher Education Institutions (Technical Colleges) at the Under-graduate level, in Secondary Vocational Schools, Vocational Training Centers and in apprenticeship programs - Students, pupils and youth - The families of the students (final beneficiary)
Impact¹	Contribution is brought to State Building through enhancing the Palestinian capacities in view of institutional development
Outcome	The institutional capacities of the beneficiary institutions involved in the apprenticeships scheme and scholarships are improved
Outputs	<u>Output 1:</u> At the national level relevant policy makers, private sector organizations and other social partners are capacitated and working together to facilitate and supervise the implementation of different work-based learning schemes
	<u>Output 2:</u> At the local level relevant stakeholders are capacitated and are implementing Work Based Learning
	<u>Output 3:</u> Economically and socially disadvantaged youth have improved access to training and coaching
Year covered by the report	2016

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

1.2 Budget execution

	Budget	Expenditure		Balance	Disbursement rate at the end of year n
		Previous years	Year covered by report (n)		
Total	5.000.000	1,037,473	1.692,871	2.122,976	55%
Output 1	990.000	319.363	219.209	451.428	54%
Output 2	1.504.000	104,553	785.682	613.765	59%
Output 3	922.000	4.210	306.243	611.547	34%
Reserve	146.680	0	0	146.680	0%
General means	1.437.320	609,347	381,737	446,236	69%

1.3 Self-assessment performance

1.3.1 Relevance

	Performance
Relevance	A

The Mid-Term Review (MTR) of the ECIB program, which took place in June 2016, confirms that the program is "largely relevant both in its objectives and in the revised results it aimed to achieve" and that the "Intervention is in line with problems, needs and priorities of the country. The ECIB program is most relevant as by promoting and supporting apprenticeships and other forms of Work Based Learning (WBL) schemes in Palestine it offers the chance to the students to acquire real work experience during their training. It also provided TVET institutions and private sector the opportunity to define the skills and competences that are needed and revise or develop new programs according to the real needs of the labour market and better matching those skills. Relevance is also reflected through support to transversal themes. Support is in particular provided to the empowerment of female students through the institution's initiatives that encourage them to participate (nearly half of the participants are female). An important aspect of it is the provision of scholarships that allow them to attend the training."² (See also the chapters on Gender and Scholarships in this report).

The ECIB program fully corresponds to the priorities and development policies of the partner government at the national and local level. The revised TVET Strategy as well as the National Employment Program of the Palestinian government put TVET and WBL high on the agenda.

The revised TVET Strategy of 2010 has the overall objective "to create knowledgeable, competent, motivated, entrepreneurial, adaptable, creative and innovative workforce in Palestine contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people."³

² Report of the Mid-Term Review of the Intervention Enhancing Capacities for Institution Building Program, June 2016, p. 8.

³ The National TVET Strategy, 2010, p. 12.

According to the National Employment Program (NEP): "Unemployment is undoubtedly the key trigger for poverty, as well as economic and social marginalization. Accordingly, the Government of Palestine views sustainable employment generation by the private sector as the main vehicle for combating poverty and inequality at the social level, and for stabilizing the budget at the macro-economic level."⁴

The NEP is designed around the following three main components which are all closely related to the objective of the ECIB program:

- Stimulate Investment Opportunities
- Invest in the Palestinian Labour Force
- Improve the Enabling Environment.⁵

It comes therefore not as a surprise that the whole concept of Work Based Learning figures prominently in the National Employment Program as a strong instrument to combat youth unemployment and to make the labour market more efficient.

The MTR further states that: "The project is consistent with the Belgian government and BTC priorities as it focuses on education and Work Based Learning. The specific objective of the intervention is in accordance with the objectives of the Belgium Development Cooperation to combat poverty in fragile states and the new Sustainable Development Goals, in particular Objective 4.4: 'By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship'.⁶

Through its focus on the disadvantaged youth ECIB is further in line with SDG 8 that tackles immediately the problem of the high numbers of youth who are neither in employment, education or training (NEET) (SDG 8.6). To reach this last group of early school leavers, ECIB develops non-formal education programs that gives youngsters the opportunity to learn a skill in a relative short period of time (3 to 6 months) in close collaboration with the Vocational Training Centres and the private sector in Palestine.

The objectives of ECIB are also in line with the priorities in the European Joint Strategy for Palestine of two of its five pillars, namely Pillar 3 "Sustainable Service Delivery" and Pillar 5 "Sustainable Economic Development." While Pillar 3 focuses on "Safe, inclusive and equitable access to education in a quality learning environment as well as an enhanced governance will be prioritized especially to mitigate challenges in Gaza, Area C and East Jerusalem"⁷; Pillar 5 aims at "the creation of jobs by the private sector for the growing numbers of unemployed youth what entails "investing more in greater access to decent jobs through improving access and delivery of vocational education and training."⁸ Also the need to increase the participation of women in the economy by removing "embedded gender related impediments" receives a great deal of attention.

When we look at the Joint Results Framework of the European Joint Strategy, some of the expected results under pillar 3 correspond with the priorities of the ECIB program: "TVET programs are better aligned to the needs of the labour-market (including VTCs that operate under MoL). 50% of TVET programs under MoEHE include work-based learning components by 2020, with equal access to boys and girls, marginalised groups and accessible to children with disabilities."⁹

⁴ *The Integrated Strategic Program for Employment in Palestine*, Ministry of Labour, 2015, p. 2

⁵ *Ibidem*, p. 26.

⁶ *Mid-term Review*, p. 25.

⁷ *European Joint Strategy in support of Palestine, 2017-2020*, 2016, p. 27.

⁸ *Ibidem*, p. 28.

⁹ *Ibidem*, p. 96.

This same objective we see also under pillar 5 where “TVET is aligned with labour market needs, new decent jobs are created for youth and graduates without discrimination based on gender and disabilities and new start-up enterprises are created and sustained.”¹⁰

According to the MTR, the ECIB program has even created opportunities for future interventions: “The project also offers the opportunity for further extension of the BTC support in the future by building on the results and experiences of this project and supporting the government of Palestine. Two aspects are important. The first one is support both for the WBL and students (with pro-gender and pro-poor focus) through the WBL fund (which might lead to the establishment of the training fund) and forging a closer cooperation between education and training and private sector. The development of TVET programs that are based on the actual need of the labour market adds more relevance to the intervention.”¹¹

1.3.2 Effectiveness

	Performance
Effectiveness	A

We can state that the effectiveness of the ECIB program has dramatically improved after the revision of the intervention logic in 2015. The following actions have strongly contributed to this:

- The creation of a provisional TVET-LM Joint Management Structure in June 2015 comprising high level representatives of all relevant public and private stakeholders and the two main agencies active in the subsector (GIZ and BTC). The fact that all main decisions are now taken jointly by this structure has reduced significantly the fragmentation in the subsector and the duplication of initiatives - or even contradictory actions - as was often the case in the past. At the moment there are 5 Technical Working Groups operational that cover all the important topics (see also 2.3.3). The effectiveness of this Joint Management Structure is reflected in the decision of the Higher Council for TVET to mirror the structure of the planned Development Center to this intermediate structure.
- The successful launch of 73 WBL initiatives in 2016 has created a real momentum in the TVET-LM subsector and has proven to be very effective in increasing the employability of students. The tracer study of the WBL pilot of 2015 has resulted in a 20% increase of (self)employment of WBL graduates compared to the other TVET students (see also 2.2.1). The matching Scholarship Fund gives the opportunity to assure the participation of underprivileged groups.
- The integration of practical trainings for all of the WBL stakeholders including school principals, teachers and coaches, company managers and mentors, ministries, chambers of commerce and sector federations, etc. has turned the WBL program into a uniquely effective hands-on capacity building program for the whole subsector. Similar or better results can therefore be expected for the new WBL initiatives. It will also contribute to the sustainability of the program as a real transfer of knowledge takes place and this at the national as well as the local level: “Capacity building is addressing different aspects of Work Based Learning and is also part of the awareness building on the policy level. It will ensure that

¹⁰ *Ibidem*, p. 124.

¹¹ *Mid-term Review*, p. 25v.

high level officials have the necessary capacities to take the lead in the development of national TVET-LM policies and programs."¹² Some TVET institutions have already started with a second round of WBL without financial support of the ECIB program (see also 2.2.1).

- The tailor-made coaching, monitoring and evaluation of each individual WBL initiative gives the ECIB team the possibility of offering support and where necessary suggest changes in a very early stage and hence obtain better results.
- The WBL program has further contributed to the improvement of the communication and interaction between TVET institutions and the Private Sector. The organisation of awareness-raising campaigns in preparation of the WBL launch and during the roll out, has improved the image of TVET in the wider society and in particular among parents who play a crucial role in the decision of their children to opt for TVET.

1.3.3 Efficiency

	Performance
Efficiency	B

According to the MTR: "The efficiency increased in the second half of 2015 with a number of activities that were rolled out. The revised TFF provided a clear roadmap to the project but there were also important changes in the project's human resources."¹³

The reformulation of the TFF in different work packages (approved by the Steering Committee in 2015) contributed considerably to the efficiency of the program and allowed for the kick-off of the operational phase. At the end of 2016, most of the work packages are in an advanced state of implementation, while some are completed. For reasons of efficiency and to avoid duplication of efforts a division of labour was set up with GIZ.

To assure the efficient management of the program a full-time International Technical Adviser and Operations Officer were hired. In order to respond to the explicit request of the Belgian Development Cooperation to increase the activities in the Gaza Strip, a field officer based in Gaza was hired at the end of 2015. The Gaza officer has proven to be indispensable for the coordination and follow-up of the program in the Gaza Strip and resulted in a very successful series of activities in this part of Palestine.

Based on the recommendations of the audit report of mid-2016, a financial assistant was hired to assure the efficient financial follow-up and control of the 73 WBL initiatives. For Gaza the option was taken to hire a consultant to offer additional financial and administrative support to the Gaza officer.

The ECIB program benefited greatly from the M&E support given by the Junior Technical Assistant since the beginning of March 2016. Thanks to her contributions, ECIB has now an efficient M&E system that is capable of measuring the main results and key performance indicators of the program.

The additional staff has made the program more efficient and guarantees the necessary financial control and strict compliance to all existing and new financial and administrative regulations as requested by the auditors. In particular the new regulations concerning the

¹² *Ibidem*, p. 29.

¹³ *Ibidem*, p. 26.

grant agreements was a real challenge. The limited financial-administrative capacities of the numerous partner institutions created a lot of additional work for the financial and administrative team. At the same time, it gave the opportunity to the ECIB program to include a capacity building dimension in the financial follow-up what will be beneficial for the institutions once they continue with the WBL program independently of ECIB.

The creation of the TVET-LM Joint Management Team did not only contribute to the effectiveness of the ECIB program, but increased also to a great extent the efficiency: "It is a good example of opportunities that such a coordination brings to the sector. It is also important as GIZ (in this case) can provide some inputs from their own resources that bring synergy and additional value to the project."¹⁴

1.3.4 Potential sustainability

	Performance
Potential sustainability	B

According to the Mid-Term Review there are several elements in the implementation of the ECIB program that support the sustainability of the results:

- There is the great sense of ownership of the results of the project, both in the TVET institutions and in the private sector. This is an important aspect for the sustainability beyond the lifetime of the project. Initiatives that have been implemented are the result of joint efforts of the two partners. The ECIB program could also build on the existing relationships with the different stakeholders of the previous BTC project that focussed on the development of TVET curricula based on a participatory approach
- TVET institutions are building their capacity during the development and implementation of the WBL in partnership with the Private Sector and some are extending it to other programs using their own resources. This focus on capacity development will contribute to the sustainability in the longer term. The trained staff in the TVET institutions and in the companies represent a pool of experts that can be used to further extend trainings to other vocations and/or sectors
- The WBL initiatives are based on the needs of the labour market as a logical consequences of the private public partnership. TVET institutions see in this an opportunity to expand or change their existing training programs to better match the labour market needs and to offer programs that give students better chances for effective employment
- Because of the close cooperation between the TVET institutions and the private sector, companies directly benefit as they follow and support students in the practical part of their training and have the possibility to give immediate feedback to the training institution
- Awareness building about the opportunities that TVET offers is an important element in attracting students. Examples of good practices and success stories and in particular of real employment opportunities for TVET graduates will raise the interest for TVET among the population. In this sense the successes of WBL will convince more people to opt for TVET.

¹⁴ *Ibidem*, p. 28.

The Mid-Term Review also mentions some conditions most of them beyond the control of the program that affect negatively the sustainability of the program:

- The TVET sector in Palestine is fragmented due to the fact that the responsibilities are split among different ministries, mainly the MoL and MoEHE, with a lack of sufficient coordination, cooperation and management capacities. The Higher Council for TVET and the underlying governance structures should in the near future contribute to the reduction of this fragmentation. At the moment, however, it is not yet clear if this will effectively be the case (see also 2.2.1). The Thematic Working Group for TVET and Employment, established in 2016 within the framework of the Reformed Education Sector Working Group (ESWG), is another attempt to overcome the fragmentation, but also here it is far from clear if this will really result in a coordinated approach
- The Ministry of Labour, although a crucial actor in the whole TVET-LM subsector, does not have the necessary means and capacities at the moment to take the leading role in TVET. The private sector is still not fully aware of the role it can and should play in this subsector
- At the moment there is no legal framework for WBL, neither for TVET. One of the work packages of the ECIB program is therefore to provide support for the development of the legal basis for WBL. Most of the preparatory work has been done. It will depend on the will of the Palestinian government to finalise the work and develop a bylaw on WBL as part of a more comprehensive TVET law
- Another crucial issue that requires a clear solution concerns the financing of the WBL and TVET in general. As the practical part of the training is for the largest part carried out in companies, insurance, transportation and incentives must be provided. TVET institutions, neither the government or the students have the means to cover this, so that the private sector have to be convinced to take its responsibility at this level to make the entire system sustainable. The establishment of (sectoral or regional) Training Funds might offer a solution here, but this requires a lot of time and the right conditions to set up and even then success is not at all guaranteed
- In order to assure the coordination between the different TVET-LM stakeholders at the local level, it will be necessary to (re)establish local coordination structures. With the support of GIZ, Local Employment and TVET or LET Councils were created at the governorate level. Only three are more or less functional at the moment (Hebron, Ramallah and Nablus), and only because of substantial support of GIZ. The existence of self-subsistent hubs for economic development at the local level is nevertheless essential for the coordination of WBL and other TVET initiatives. A close cooperation between ECIB and other BTC programs that focus on this might be a more effective approach
- The pro-gender and pro-poor Scholarship Fund has allowed the most vulnerable students to enrol in the program. The financing of this fund is for the moment entirely depending on the ECIB program. In order to make this Scholarship Fund sustainable alternative financing mechanisms have to be found either by the government, the private sector or by both.

1.4 Conclusions

1.4.1 Closing the Gap: Work Based Learning

The introduction of Work Based Learning (WBL) schemes in Technical and Vocational Education and Training (TVET) in Palestine has proven to be a very successful approach to link education and training with employment and has i.a. contributed to:

- A decrease of the existing mismatch between the subjects taught in the TVET institutions and the real skills and competences needed in the labour market
- A substitution of informal apprenticeship by WBL schemes offering a better pedagogical support, legal protection (Decent Work) and official recognition of skills (certificate) for the youngsters in cooperation with the TVET institutions and the private sector at the local level and the ministries and private sector organisations at the national level
- A significant increase in the employability of TVET graduates (80% of WBL graduates find an employment or is self-employed within 1 year compared to 60% or lower in traditional TVET)
- A marked improvement of the quality of TVET applying the WBL approach
- A further institutionalisation of the cooperation between the public and private sector at the national, regional (governorates) and local level
- A substantial increase of the enrolment of female students in TVET including non-traditional vocations.

The overwhelming success of WBL was further highlighted by 3 important decisions at the highest level since its introduction on a national scale in Palestine in 2015:

- The increased interest of the ministries and the private sector in TVET, including the launch of TVET initiation courses in grade 7 to 9 and the decision to start TVET from grade 10 (instead of grade 11)
- The firm commitment of the different ministries and private sector organisations to bring TVET under a joint multi-stakeholder private-public management structure
- The decision of the EU member states to reach an enrolment rate of 5% in TVET by 2019 (currently 2,1% under the MoEHE) including the integration of WBL in at least 50% of the TVET institutions, irrespective under which ministry they reside
- The decision of other international actors active in TVET (GIZ, World Bank, IRPAL, etc.) to include WBL in their new programs replacing gradually the model of Centres of Competence (CoC) which implied a substantial investment in expensive infrastructure and equipment.

The WBL pilot project has reached its objectives. From its central position in the intersection of education and employment and of public and private sector, it was in a privileged position to stimulate the interaction between these traditionally self-contained domains.

However, it became obvious that the focus on initial TVET only tackles part of the problem and remains at the end limited in its contribution to the sustainable economic development of Palestine. Therefore, a new intervention can further increase the impact by extending its scope to include private sector development. At the same time, there is a need for a focus and division of labour, which can be found in the adoption of a sector development approach and the limitation to TVET vocations.

1.4.2 Widening the Scope: From WBL to Sector Training Funds

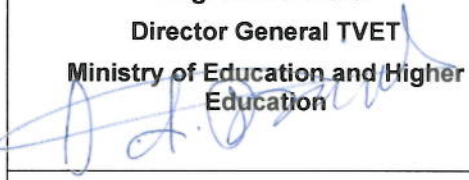

WBL brought the public and private sector together around the shared objectives of improving the skills and competences of the TVET graduates and to facilitate the transition from school to work. The private sector, however, encounters itself great difficulties in keeping up with the technological evolution due to a limited access to specialised training. A holistic approach widening the spectrum of TVET to include private sector development could tackle these different problem simultaneously.

The logical next step is therefore to transform the current WBL fund into sectoral training funds offering several advantages:

- The private sector takes the lead - although public sector representatives are part of the structure - and can hence define its own priorities and can seek the best partners to reach its objectives
- By starting from a small number of limited sector funds the situation remains manageable and can produce quick wins in a short time without too much administrative burden

The following components can be part of the next phase:

- The further development of the institutional and legal framework for the TVET-LM subsector allowing e.g. TVET institutions to operate in a Private Public Partnership (PPP) setting and acquiring greater autonomy, which is at the moment as good as inexistent in public TVET institutions
- Launch pilot sector training funds focussing on the most promising sectors in terms of growth, employment potential and readiness to opt for this financing mechanism. In an initial phase a pooled donor fund or another external financing mechanism will support the start-up costs of these funds. In a later phase these fund will be run autonomously by the private sector
- Extending initial TVET training to Continuous Vocational Education and Training (CVET) offering skills upscaling and upgrading for private sector employers, employees and jobseekers including lifelong learning schemes to increase the competitiveness of the Palestinian private sector
- Create hubs for regional economic development by creating synergies between public (local governance structures, ministries, etc.) and private sector organisations (federations, Chambers, etc.) and developing joint initiatives
- Promote entrepreneurship and self-employment among TVET graduates by integrating entrepreneurship courses in TVET and offer business development support to employers and starters through CVET.

National execution officials	BTC execution officials
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2 Results Monitoring

2.1 Evolution of the context

2.1.1 General context

The socioeconomic environment in Palestine suffers from the political and economic restrictions imposed on Palestinians as a consequence of the Israeli occupation. The conflict in Gaza and the quasi total blockade of the strip has significantly brought back economic development in this part of Palestine. The lack of control over the majority of the land is preventing any serious economic development.

As a consequence, the economic situation is bleak and declining, the ability of the private sector to function let alone thrive is limited. The Palestinian economy remains highly dependent on its public sector which is good for 21.6% of employment (36.4% in Gaza Strip and 15.4% in the West Bank).¹⁵ The financing of this sector is highly dependent on external budgetary support. Longer-term reforms, which are key for the Palestinian Economy and the sustainability of the Palestinian Authority, still need to be addressed. More efforts will be therefore necessary on the side of expenditures, with the PA's wage bill (15% of GDP) amongst the highest in the world.

Although the number of employed in Palestine increased slightly from 846.200 in 2015 to 861.200 in 2016, the official unemployment, especially among youth, is increasing as well due to the rapid population growth and the number of people that enter the labour market.

The unemployment among labour force participants increased with a full percent from 25.9% in 2015 to 26.9% in 2016. The official unemployment rate was the highest in Gaza Strip topping 41.7% compared to 18.2% in the West Bank. (Un)employment has also a strong gender dimension: the unemployment rate for males in Palestine was 22.2% compared with 44.7% for females in 2016. The highest unemployment rate in 2016 was among youth aged 20-24 years reaching 43.2%. For years of schooling, the highest unemployment can rate can be find among females with 13 years of schooling which reaches 50.6%. Also the disparity in labour market participation rate between man and women is extremely high: 71.6% for males compared with 19.3% for females. All this results however have to be treated with considerable caution. Most probable over 50% of the economy is informal in Palestine with less than 25% of the employees benefitting from a written contractual agreement: "Informal employment is the norm for virtually every young employed person in the oPT. The majority of employed youth (57.4 per cent) held an informal job in the formal sector and 37.6 per cent worked in the informal sector. Only 5.1 per cent of employed youth were in formal employment."¹⁶

Unrealistically high growth figures of more than 12% would be needed to invert the curves to reasonable unemployment numbers. In reality there was a very modest rate of real GDP growth of 3.5%. Palestine will need therefore to ensure productive employment for its expanding labour force, and policies should address investment in human capital and job creation, especially for youth and women.

¹⁵ Press Release on the Results of the Labour Force Survey in Palestine, 2016. Palestinian Central Bureau of Statistics (PCBS), 16 February 2017.

¹⁶ For a more detailed and nuanced look into the socio-economic situation of youth in Palestine, see the excellent report of the ILO: Tareq Sadeq, *Labour market transition of young women and men in the Occupied Palestinian Territory. Results of the 2015 school-to-work transition survey*, July 2016.

We can further observe a growing mismatch between the labour market needs and the qualifications of the graduates at the end of their education and/or training. Many of them have academic degrees, mostly in humanities, but can find employment only with great difficulties or remain unemployed. This is in particular the case for female graduates (see also the chapter on Gender). On the other hand, less than 3% of the total student population attends TVET education, while the private sector is in dire need of more and better skilled young people with a TVET degree. Notwithstanding excellent job opportunities TVET seems still to be a second or even a third option for youngsters.

The political situation in Palestine remains largely unchanged. The Palestinian Authority is still governing the West Bank, as far as Israel allows it, without significant power shifts. The Gaza strip is still firmly in the hands of Hamas, maintaining a *de facto* political split between the two parts of Palestine. All efforts to form a new national consensus government including Hamas has not given any tangible results. The near complete blockade of Gaza reinforces this political reality. The Palestinian cabinet, headed by Prime Minister H.E. Rami Hamdallah, announced on 23 June a decision to hold municipal elections on 8 October 2016. These elections were however suspended by the Palestinian Court early September and they are planned to take place in 2017. Until now Hamas has refused to give its approval to hold local elections.

The continuation of isolated acts of violence by individuals is to be expected as not one of the political issues have been dealt with in the last months and years and the economic situation for most of the Palestinians will only deteriorate in the near future. The likelihood of large scale violence, in particular in the Gaza Strip, is equally rising seen the extreme harsh live conditions and increasing desperation of the population. Only a major breakthrough in the stalled Middle East Peace Process might bring the start of a solution.

2.1.2 Institutional context

The Palestinian stakeholders have been trying to set up a clear and effective governance model to overcome the fragmentation of the TVET-LM subsector for a long time. After the unsuccessful attempt to establishing a TVET Agency some years ago, they decided to change their approach and to opt for a more gradual and 'lighter' process. A first crucial step was the revitalisation of the Higher Council for TVET. While the TVET Agency would have determined a big power shift in terms of responsibilities and authority in the sector, the Higher Council leaves the current responsibilities of the different stakeholders unaltered, adding only a coordination layer upon them.

This attempt to set up the Higher Council in Palestine seems to have more guarantee for success given the strong commitment of all key private and public actors who have demonstrated in the framework of several reform initiatives to be willing to cooperate and formulate common policies. It will be crucial that the private sector feels the ownership of this body to re-direct the orientation of the sector from the supply to the demand side.

After this change of strategy at the end of 2015, the process is going very fast and by-laws for the Higher Council and for its Executive Board are in preparation. There are also very concrete plans for the establishment of a Development Centre, which will act as the technical arm of the Higher Council. It will provide consulting services, research, M&E, and developing the relevant tools and standards in line with the directives and policies of the Higher Council and its Executive Board.

Another reason, which supports optimism to the reform of the governance system, is that, historically, the main stakeholders already had a very strong cooperation at operational level. The two main Ministries for the subsector, the MoEHE and the MoL, together with the Federation of Chambers of Commerce and other non-state actors (UNRWA, NGO TVET league, etc.) have always communicated and cooperated through direct channels.

This cooperation has become more formal and more effective with the establishment of an informal TVET-LM joint Management Structure, with the purpose of coordinating the interventions of the main international agencies, GIZ and BTC. This included three layers of coordination (policy, technical and operational), the last of which is structured in thematic-based Technical Working Groups where all key stakeholders are represented. This informal structure will be replicated in the new formal governance model.

As much as public and private stakeholders cooperate closely among themselves, NGOs involved in TVET have from their side also created a coordination structure, The NGO TVET League, and meet on a regular basis. What was missing until now was the coordination between the Ministries and the NGOs. By actively involving the NGOs in the Technical Working Groups they take now active part in the TVET reform.

The creation by the MoEHE of a high level Technical Working Group for TVET under the umbrella of the Reformed Education Sector Working Group (ESWG) at the end of 2015 improved coordination and cooperation among the wider group of TVET stakeholders. The TWG is co-chaired by the MoEHE, the MoL and Germany. After a difficult start in 2016, the working of the TWG improved dramatically near the end of 2016.

From the moment this structure will be effectively operational, it will have a major impact on the ECIB program, as it will become the driving force and national regulator of all TVET-LM related policies, reforms and activities in Palestine. The ad hoc TVET-LM Joint Management Structure (JMS) created by BTC and GIZ can be considered as a predecessor of this national TVET-LM coordination structure.

2.1.3 Management context: execution modalities

The ECIB program is executed under BTC management. This has obvious advantages as it simplifies disbursement procedures and there is less chance that the program will accumulate delays due to internal procedures of the different partner ministries. This is particularly relevant in the case of ECIB which has a large number of partners and stakeholders from the public and private sector and the civil society.

At the same time the ownership of the main partners: the MoEHE, the MoL and the private sector is assured through the Steering Committee and the Joint TVET-Labour Market Management Structure (see below). The ECIB Steering Committee remains responsible for providing the strategic guidance for the program and approves the action plans and any modification or adaptation of the intervention, including the budget.

A number of work packages have been developed during the inception phase of the program that will help the implementation. The document has been formally adopted by the Steering Committee in June 2015 and is now an integral part of the TFF.

The ECIB program has developed its own monitoring and evaluation system. The initial idea was to align to the national M&E framework which was foreseen to be operational at the start of the program. Unfortunately this was not the case and since then progress is slow with nonetheless some minor progress. Once the Development Center will fully be operational, an M&E unit will take the lead in developing this national M&E framework.

2.1.4 Harmo context

Notwithstanding the substantial progress that has been made in the last 2 years, the TVET-LM subsector in Palestine remains highly fragmented with a large number of stakeholders on the Palestinian and the international side and a lack of coordination and cooperation.

In the effort to overcome this fragmentation, GIZ and BTC explored the possibilities to create a coordinating structure for TVET. This TVET-LM Joint Management Structure (JMS) was fully operational mid-2015 after the decision was taken 6 months earlier to opt for a coordination and joint implementation structure consisting of representatives of the MoL, the MoEHE, the private sector, NGOs, social partners, GIZ's TEP program and BTC's ECIB program. This JMS operates as a Technical Advisory Committee of both programs.

This JMS has the obvious advantage of improving coordination and cooperation between the two programs which have similar objectives. It will avoid duplication, contradictory implementation and overburdening of the (same) partners. It includes joint planning, joint execution and joint evaluation, but it does not include joint funding as each partner keeps his full financial autonomy. Both agencies remain accountable to their own Steering Committees and national ministries.

On the strategic level, we saw the creation of a high level Technical Working Group for TVET by the MoEHE. It replaces the informal multi-donor/agencies coordination meeting that until then brought the most important international partners together on a regular basis to exchange information and define joint strategic actions in the TVET-LM subsector.

2.2 Performance outcome



2.2.1 Progress of indicators

Outcome: The institutional capacities of the beneficiary institutions involved in the apprenticeships scheme and in scholarships are improved					
Indicators	Baseline value	Value year N-1	Value year N	Target year N	End Target
1. Number of Work Based Learning (WBL) graduates who conduct more than 30% structured field training in the work place					
Overall	329	545	1637	1400	2000
Male	254	376	1075	1081	1544
Female	75	169	562	319	456
West Bank	329	545	1485	1050	1500
Gaza	0	0	152	350	500
2. Percentage of WBL graduates who transition to (self)employment					
TVET graduates rate by:					
Technical Education graduates	49.1%	N/A*	68%	58%	63%
Vocational Education graduates	66.9%		89%	79%	86%
Vocational Training graduates	68.5%		77%	81%	88%
*this indicator will be measured by a tracer study in 2016 and 2017					
3. TVET providers and Social Partners / PS representatives are jointly engaged in monitoring WBL and developed policies (numbers of strategic meetings jointly conducted at three levels for WBL)					
Macro: National level	0	3	5+	3	3
Meso: Governorate level	0	1	2	2	4
Micro: Institute level	0	2	3	2	4

2.2.2 Analysis of progress made

To measure the change in the capacities of the partners to develop the necessary policies, laws, regulations and action plans as well as the roll out of an apprenticeship or Work Based Learning (WBL) provision, three indicators were jointly defined in a theory of change workshop tackling each time on other aspect.

The first indicator measures the number of TVET students that successfully completed a WBL program and obtained a certificate before the end of 2016.

Work Based Learning is defined by the ECIB program as a TVET training whereby at least 30% of the training takes place in the workplace while the student is doing real work under the supervision of a mentor on the work floor and a coach in the TVET institution. It excludes informal apprenticeships where the student is not followed by a mentor, short internships as well as all other forms of in-company training in which the student is not integrated in the work processes (e.g. observation internship).

ECIB's final objective is to have a least 2000 new WBL graduates by the end of the intervention, meaning a more than fivefold increase of the number of WBL graduates compared to the baseline value (2013) over a period of less than five years.

The figures include WBL organized by third parties what is justified by the fact that the main objective of ECIB is to promote WBL at a national level and hence institutionalise WBL schemes in Palestine. The piloting of WBL schemes by the ECIB program is at the end only a vehicle to reach this objective.

A first pilot of 10 WBL initiatives was launched by ECIB in 2014 and succeeded in enrolling 216 students of which 94 females in 10 different vocations implemented by 10 different TVET institutions in close cooperation with over 30 local companies combining in-company training (at least 30%) with training at a TVET institution. The pilot was completed at the beginning of 2016 and proved to be successful offering considerable advantages to both the TVET institutions and the companies: a substantial reduction in costs for the participating institutions and companies, increased enrolment of young people in TVET, better trained students acquiring relevant skills and significantly higher employment among graduates (see also the results of second outcome indicator).

The 20 recommendations made in the external evaluation report of this first pilot were extremely important as lessons learned and were used as a base for the second launch of WBL initiatives at a far larger scale.¹⁷

The evaluation concluded that "the project as a whole has been successful in increasing awareness of the TVET mission and role in education and the role played by apprenticeship to achieve that. Moreover, we found out this program has helped strengthening the linkages among various partners such as TVET institutions and the business enterprises. The program has helped increase students' ability to transition to the world of work by acquainting them with the nature and requirements of the labour market. The project has increased access at both ends (i.e. students and businesses) to each other and allowed benefits and gains for both: a pool of candidates for businesses as well as creating opportunities for training and employment for apprentices."¹⁸

After this successful pilot, ECIB decided to set up a **Work Based Learning (WBL) Fund** to support the development and roll out of WBL schemes for TVET students with the objective of establishing an integrated system of demand-driven TVET that promotes WBL in Palestine, including East-Jerusalem and the Gaza Strip. A total number of 73 WBL initiatives were successfully introduced by 44 TVET institutions in cooperation with the private sector (see Result 2 under 2.4. for more details).

To facilitate the access of disadvantaged groups a matching **pro-gender and pro-poor Scholarship Fund** is linked to the WBL Fund (see also Scholarships under Result 3).

Based on the recommendations of the evaluation report, the following measures were taken to assure the quality of the training in the TVET institutions and the private sector:

- A local consultancy company was hired to follow-up the 73 new WBL initiatives by putting in place an effective system that allows for tailor-made coaching, monitoring and evaluation of each individual institution and its private sector counterpart in order to assure qualitative results. This assignment includes field work all over Palestine including the Gaza Strip

¹⁷ *Monitoring of the pilot projects of the WBL Call ECIB Program*. Evaluation Report submitted by the Arab European Foundation for Consulting & Training AEF, 2016, p. 23.

¹⁸ *Ibidem*, p. 5.

- Orientation workshops were conducted for the directors of the TVET institutions and the managers of the companies to assure a common understanding of WBL, to define the roles and responsibilities of the different stakeholders and to enable them to prepare action as well monitoring and evaluation plans
- Trainings were organised for the trainers and counsellors in the TVET institutions to prepare them for the accompanying of the trainees before, during and after the WBL program including an introduction in the tools and materials that were developed by ECIB (WBL manual, logbooks, etc.)
- Master Craftspersons' trainings were organised for the private sector mentors to prepare them for their role of accompanying the trainees during their in-company training. The training modules and material were developed in cooperation with the Flemish Agency for Entrepreneurship Training Syntra Vlaanderen
- A close monitoring of all the initiatives by the M&E team of the ECIB program in order to detect problems in an early stage and propose corrective measures
- A specific coaching program was developed to assure a sound administrative and financial follow-up of the initiatives by the TVET institutions, including training and regular field visits by the financial team of the ECIB program

The roll-out of the WBL Fund will result in a sharp increase of WBL graduates in the coming years and will surpass the objective of 2000 graduates by a considerable number.

Until the end of 2016 a total number of 1637 TVET students graduated following a WBL scheme. 1055 or 65% of these graduates participated in the WBL scheme of the ECIB program. The remaining 582 graduates or 35% followed the WBL program organised by the 3 other WBL providers in Palestine: the Hebron Industrial Secondary School and the two centers of the Lutheran World Foundation in Jerusalem and Ramallah.

The number of female graduates of third party initiatives reached 23%, while ECIB trained a total of 427 or more than 40% female graduates, bringing the national total to nearly 35% or considerable above the pre-set target of 23%. This can be considered as a remarkable result seen the extremely low number of female students enrolled in TVET in Palestine and a proof of the effective gender policy ECIB adopted (see also the chapter on Gender in this report).

This indicator takes only into consideration the number of students that graduated before the end of 2016. Due to the fact that most of the WBL initiatives effectively started after April 2016, a large number of WBL initiatives are still ongoing, in particular those in the schools and colleges which have a duration of 1 to 2 years.

This also explains the low number of graduates in Gaza. Before the launch of the ECIB program, there was not one single provider of apprenticeship programs corresponding to the minimal criteria to be called WBL. The WBL pilot was also not implemented in Gaza. The ECIB program itself encountered considerable organisational and financial difficulties to launch its own WBL Fund in the Gaza Strip. Currently there are 319 students enrolled in the WBL initiatives in Gaza of which only 152 graduated in 2016.

Not yet visible in the results of the indicator for 2016, is the fact that on the one hand a large number of TVET institutions decided to continue with WBL after the pilot and this largely with their own means and that on the other hand agencies such as GIZ and IRPAL decided to integrate WBL in their programs from 2017 onwards or consider to do so in the future in case of the World Bank.

In this sense we can speak of clear evidence of the integration of WBL and the development of an institutional framework. An additional indicator is the fact that the EU decided at the end of 2016 to set the target of a minimum of 50% of WBL in all the TVET

programs in Palestine by 2020 in the Joint Results Framework of the European Joint Strategy (see also under the self-assessment chapter above).

The second outcome indicator focuses on the effective (self)-employment of the WBL graduates. Two tracer studies will measure the number of students who found a job or were self-employed one year after they graduated from a WBL program. Seen the fact that the WBL initiatives under the WBL Fund started in April 2016, the only results we have from the tracer studies so far concern the WBL pilot that was organised in 2015. The results are hence very partial but give nevertheless a clear indication of the success rate of the WBL program.

When we have a closer look at the results, we can immediately observe a steep increase in the number of TVET graduates that found a job after completing a WBL program compared with those that followed a traditional TVET training. On average for the three levels combined (technical education, vocational education and vocational training) we see an increase above 20% from 61% to 78%.

This means that nearly 80% of all the WBL students found a job within 1 year after graduation, what can be seen as remarkable outcome in a context of an official youth unemployment rate of around 40 per cent.

This result lies with the exception of the vocational training graduates 10% above the target for the reference year. The target for 2016 was calculated to be at least 10% above the baseline value and with an annual increase of 8% for all levels. The reason for the high target of 81% for vocational training for 2016 can be found in the high baseline value of this level of training, and is in itself a strong indication for the success of vocational training in Palestine. This can further be explained by the fact that these vocational training centers fall under the Ministry of Labour (MoL) or the Ministry of Social Affairs (MoSA) and have as direct objective to prepare the students for the labour market. The two other levels of TVET, technical and vocational education, are administered by the Ministry of Education and Higher Education (MoEHE). Graduates can opt in this official educational programs either for the labour market or for further specialisation in a technical college or university.

Notwithstanding the excellent results of the WBL pilot we have to look into more details at the result to get the full picture. When we separate the obtained numbers by sex, we come to very interesting results:

Level of education / Sex of graduates	Males	Females	Overall
Technical Education graduates	82%	44%	68%
Vocational Education graduates*	89%	-	89%
Vocational Training graduates	89%	51%	77%
Total of TVET graduates	87%	56%	77%

* There were no female vocational secondary school students who participated in the WBL pilot

Although this concerns only a relative small sample of 216 students of which 122 male and 94 female, the contrast is striking enough to give a clear indication. Looking at the great disparity between the numbers for the female and male, we can only conclude that far less women/girls found a job after graduation.

An explanation for these results can be found in the overall societal context and the characteristics of the labour market in Palestine. The participation of women in the (official) economy in Palestine is extremely low and just above 16%: "Inactivity is the dominant economic activity status among young women, and the reasons for their inactivity differ from those of young men. The second most frequent reason for female youth to be inactive after education is family responsibilities or housework and represents 30% of all inactive young women."¹⁹ "While 48.0 per cent of young men were working at the time of the survey, only 7.1 per cent of young women were doing so. The female youth employment-to-population ratio was among the lowest in the world."²⁰ The fact that so few women are looking for a job in the labour market, makes it increasingly difficult for those women who are willing to work to find a job as they encounter many cultural and practical obstacles to enter the labour market.

We can conclude that the increased participation of young women and girls in the WBL program has a positive impact on the employability and employment rate of female youth. At the same time it is evident that this measure by itself is not sufficient to change the whole gender setup of the labour market in Palestine. To change this reality a further reaching and comprehensive strategy will be necessary. This can be part of future initiatives (see also the chapter on Gender).

The third outcome indicator measures the level of interaction and cooperation between the different stakeholders in the TVET-LM subsector: the ministries, the TVET providers, the social partners, in particular the private sector organizations, the civil society and the international actors and this at the national, regional and local level.

We can consider the year 2016 as a crucial year in the development of strategic cooperation between the different stakeholders in the TVET-LM subsector. What started as a joint initiative of GIZ and BTC at the project level mid-2015, the regular organisation of stakeholder meetings under the umbrella of the Joint TVET-LM Management Structure, triggered the reactivation of the of the Higher Council for TVET that became dormant soon after its creation by a Cabinet Decision in 2004.

The Joint GIZ-BTC TVET-LM Management Structure met 4 times in 2016, assuring an efficient management and coordination of both the TVET programs of GIZ and BTC with the full implication of the main Palestinian stakeholders. A total of 5 Technical Working Groups consisting of the technical experts of the ministries, the private sector, GIZ and BTC are operational covering the main topics of TVET.

On the national level, there was an important breakthrough in the re-activation of the Higher Council for TVET. The Higher Council and the Executive Board met no less than 8 times in 2016 to prepare the ground for the development of the TVET Governance Structure in Palestine. A number of bylaws on the new TVET governance structure have been approved and the final endorsement by the Cabinet is in process at the moment of writing.

4 structures will govern the TVET sector:

- A Higher Council under rotating leadership of MoL and MoEHE (in 2016 this was the Minister of Labour)
- An Executive Council, currently lead by the MoEHE
- A Development Center (still to be created)
- A specialized unit for the purpose of accrediting and licensing TVET institutions and programs within the structure of the National Commission for Accreditation and Quality Assurance (still to be created)

¹⁹ Tareq Sadeq, O.c., p. 2.

²⁰ *Ibidem*, p. 30.

The creation of the Development Center as the technical arm of the Higher Council is of particular importance to develop the necessary tools and systems to guarantee an efficient joint management of the TVET-LM subsector. A small committee was established to draft an action plan for the center. During the meeting of the Higher Council on 4 January 2017, the structure and the action plan of the Development Center have been approved. The Higher Council gave the mandate to the Executive Board to prepare the organisational chart of the center and draft a financial plan. Shortly after this, a general manager and a small team will be appointed to lead the Development Center. It is most likely that the Development Center will be operational by the end of 2017. Once this is the case, the 5 TWG will be transferred to the Development Center and integrated in the 8 operational units that are foreseen.

At the level of the TVET institutions, ECIB organised a series of stakeholder meetings bringing public and private sector together within the framework of the roll out of the WBL program. These meetings turned out to be very beneficial for the stakeholders to have a better understanding of WBL and the role of each in it. The objective is to create hubs for economic development and employment related to TVET at the local level by creating synergies between local public (local governance structures, TVET institutions, etc.) and private sector actors (Chambers, sector federations, private companies, etc.) and developing joint initiatives to promote labour market relevant TVET. Currently, 20 institutions, all involved in WBL, organise coordination meetings at a regular basis.²¹

At the governorate level the situation is less positive. In those governorates where the Local Employment and TVET (LET) Councils are supported by GIZ, effective consultation is taken place, in others this has still to be developed. These consultations seem to be donor or even project driven without being really embedded in the local dynamics. This is mainly due to the current set-up of these LET councils. A new approach might be necessary in the future to assure the synergy between the different stakeholders at the local level.

²¹ Data based on field research conducted by the external M&E consultant Optimum of the ECIB program.

2.2.3 Potential Impact

Impact: Contribution is brought to State Building through enhancing the Palestinian capacities in view of institutional development						
Indicators	Baseline value	Value year N-1	Value year N	Target year N	End Target	
1. Percentage of youth with TVET qualification	Overall Gender: Male Female Location: West Bank Gaza Qualification level: TE VE VT	23.3% 26.6% 18.3% 20,6% 23.1% 13.9% 1.7% 7.7%	24.6% 29.3% 19.5% 23.8% 26.2% 14.8% 1.7% 8.1%	N/A	At least 3% increase	At least 5% increase at the end of the project
2. Sustainable nationally recognized body is facilitating and monitoring WBL for all systems at national level	N/A	20%	60%	60%	YES (100%)	

The final objective of the ECIB program has been defined by the stakeholders in a participatory workshop during the inception phase of the intervention as follows:

“Enhancing the capacities of youth for employment and economic development & (contributing to state building) through enhancing the institutional capacities and integrating the work place, its actors and its representatives in Technical Vocational Education and Training (TVET).”

Two indicators were defined to measure to what extent this desired impact will be reached by the intervention:

- The percentage of youth with TVET qualification in Palestine
- A nationally recognised structure facilitates coordination and cooperation between the different stakeholders in the TVET-LM subsector and creates a legal and institutional framework for Work Based Learning

The values for the first indicator were not available for 2016 at the moment of writing this report. Due to a change in strategy of the Palestinian Central Bureau of Statistics (PCBS) the information to define this indicator is not any longer collected on an annual basis. To start from the existing data in the reports of the different TVET providers will give results that are not comparable with the baseline data as these data are not systematically collected in Palestine for the moment. The values of this indicator will be available before the end of the project and will give us a clear indication of the impact of the ECIB program.²²

The target for 2016 for the second qualitative indicator on the creation of a national TVET-LM coordination structure has been reached: an informal intermediate structure is effectively in place. As mentioned above, the creation of a Joint TVET-LM Management

²² Our M&E experts had a lengthy discussion with PCBS on this topic and came to the conclusion that the only valid option was to wait for the census results in 2017. Once the Development Center is operational the collecting of reliable data will be one of its main tasks. At the moment there is no functioning M&E framework for TVET in Palestine. See also the country report for 2016 containing a self-assessment of the TVET governance and monitoring in Palestine in the framework of the Torino Process, currently in preparation but available from March 2017: http://www.etf.europa.eu/web.nsf/pages/Torino_process.

Structure, including a programme committee and 5 Technical Working Groups in June 2015 tackled successfully the fragmentation in the subsector. Since the creation of this structure, all relevant public and private stakeholders including the two main agencies in the subsector, GIZ and BTC, are meeting at a regular basis at the strategic and operational level and decisions are taken jointly.

The success of this Joint Management Structure triggered the reactivation of the Higher Council for TVET and the creation of the Development Center as the technical arm of the Higher Council, which is now in the last stage of preparation. Once this center will be operational, we will realise the main objective of the institutionalisation of the TVET-LM governance structure in Palestine.

According to the Mid-Term Review, there are clear indications that the ECIB program will have a decisive impact on the TVET-LM subsector in Palestine: "It is still premature to decide on the impact the project has or will achieve. However, the list below provides examples of the impact that the project is already showing. Many of them are on the individual or local level but show positive trends and changes that are happening:

- Continuous dialogue has been established between the TVET institutions and the private sector. The dialogue is an important element in defining the labour market needs and needed skills analysis
- The TVET programs in the initiatives that were implemented regardless of their teaching and learning approach generally match better the needs of the labour market. Revision of existing programs or development of new ones is based on the Labour Market needs analysis and as this becomes an accepted methodology, it will change the landscape of the TVET sector
- Students that participated in the WBL initiatives feel empowered, better prepared for the Labour Market and are often employed by companies where they took their WBL training. During the practical part in companies they don't only develop technical skills related to their TVET program, but also soft skills which are needed for successful employment
- Some examples show that the private sector also benefits from the students that participate in the WBL. On some occasions students bring knowledge that might not exist in the company (e.g. ICT skills and using IT equipment)
- There are positive examples of the empowerment of female students. The project provides means for their TVET training which they wouldn't attend without this support. It also builds their capacities and competences, and in particular self-esteem and inner strengths giving them the opportunity for employment and independence
- The initiatives bring a more systemic approach to learning and work and affect both TVET institutions and private sector
- Awareness is built in companies regarding safety, health issues, organisation of work and support to the students in the practical part of their training
- Capacities are also built in the private sector as it provides mentors that are trained by the project, which is also an added value to the company."²³

²³ *Mid-term Review*, p. 30.

2.3 Performance output 1



2.3.1 Progress of indicators

Output 1: At the national level relevant policy makers, private sector organizations and other social partners are capacitated and working together to facilitate and supervise the implementation of different work-based learning schemes					
Indicators	Baseline value	Value year N-1	Value year N	Target year N	End Target
1. A WBL strategy at the national level that provides for different WBL schemes and is approved by relevant authorities with policies and regulations	NO (0%)	20%	40%	70%	YES (100%)
2. Laws and regulations are amended to enable WBL implementation	NO (0%)	15%	60%	60%	YES (100%)
3. Number of policy level staff at central and decentralized level and social partners employees that are capacitated to facilitate and supervise WBL as a result of the project	0	18	181	50	100
4. Pro-marginalized strategy and policies of scholarships are developed	NO (0%)	10%	40%	70%	YES (100%)

2.3.2 Progress of main activities

Progress of <u>main</u> activities²⁴	Progress:			
	A	B	C	D
1 Develop a temporary multi-stakeholder TVET-LM structure to prepare the development of a TVET strategy and structure at the national level		X		
2 Support the TVET-LM stakeholders in the development of legislation and a regulatory framework for WBL		X		
3 Perform research on informal apprenticeships in Palestine to provide a detailed knowledge base and to identify opportunities for upgrading of informal apprenticeships		X		
4 Disseminate information and organise promotion campaigns to improve awareness of TVET for and in cooperation with partners and other stakeholders		X		
5 Develop and implement a capacity building strategy for the TVET sector at the national level			X	
6 Develop a gender strategy for the TVET-LM subsector at the national level			X	

²⁴ A: The activities are ahead of schedule
 B: The activities are on schedule
 C: The activities are delayed, corrective measures are required.
 D: The activities are seriously delayed (more than 6 months). Substantial corrective measures are required.

2.3.3 Analysis of progress made

The creation of a temporary multi-stakeholder TVET-LM structure by GIZ and BTC in mid-2015 has intensified the coordination and cooperation between the different stakeholders in the TVET-LM subsector and was very successful in preparing the ground for a national TVET-LM governance structure.

Starting from an original number of 12 technical working groups (TWGs) in 2015 to cover all the main topics of the TVET-LM subsector, the decision was taken in 2016 to reduce the number of TWGs to 5+1 to keep the structure workable, in particular for the private sector. The sixth TWG covering communication will be incorporated in the Management Team Secretariat.²⁵

Technical Working Groups	Components	
TWG 1	CD AOC/POC NQF	Curriculum Development Arab/Palestinian Occupational Classification National Qualifications Framework
TWG 2	M&E QA	Monitoring and Evaluation Quality Assurance
TWG 3	WBL LETC	Work-Based Learning Local Employment and TVET Councils
TWG 4	ES OSS/CGC LMIS	Employment Services One-Stop-Shops / Career Guidance and Counselling Labor Market Information System
TWG 5	HRD	Human Resources Development
TWG 6	COMM	Communication (incorporated in the MT Secretariat)

Not all Technical Working Groups managed to make important progress yet, but all developed action plans and met on a regular basis so that tangible results can be expected in the future. Once the Development Center will be operational this 5 TWG will be incorporated in the national TVET-LM governance structure.

With the same objective of institutionalisation, ECIB offered support to the TVET-LM stakeholders in the development of a regulatory framework for WBL. A draft framework was developed under the guidance of a national legal expert applying a participatory approach. The document will be submitted to the Higher Council for further discussion and adoption. In a later stage the regulatory framework can be integrated in the new legislation on TVET which is in an early preparatory stage at the moment.

The final report of the research on informal apprenticeship has provided a clear picture of the scope and internal structuring of this form of work-based apprenticeships in Palestine. In many cases Work Based Learning has replaced informal apprenticeship schemes with the obvious advantage of offering better pedagogical support and legal protection for the apprentices. An action plan will be developed in close cooperation with the different stakeholders to further formalise the current system.²⁶

The ECIB program developed an efficient communication strategy to disseminate information on TVET and WBL among the different target groups. Together with other TVET-LM stakeholders different promotion campaigns were organised to improve awareness of TVET among the Palestinian population. By far the most important in 2016 were the organisation of the TVET week and the TVET summer camps in Gaza and the

²⁵ Report of the Technical Working Groups and the Program Committee Coordination Workshop, 4 August 2016.

²⁶ Assessment of Informal Apprenticeship in Palestine. Study Report Prepared By Randa Hilal, December 2016.

national Palestinian competition of WorldSkills in preparation of the global WorldSkills competition in Abu Dhabi. Many other smaller activities took place to create awareness for TVET in close cooperation with the TVET institutions and the private sector. A more detailed overview can be found in the Chapter on Communication Resources.

Within the framework of the newly established Technical Working Group on Human Resources Development (TWG HRD) a series of preparatory activities took place for the development of a capacity building strategy for the TVET-LM stakeholders including an organisational needs assessment of the TVET departments of the MoL and the MoEHE by the public employment service of Flanders, VDAB. In cooperation with the International Training Center of the ILO a training on Management of TVET institutions was organised in April 2016 applying a multi-stakeholder approach.

In 2016 a total of 163 policy level staff at central and decentralized level and staff of social partners and private sector organisations were trained by the ECIB program to facilitate and supervise the WBL initiatives. Complementary to the efforts of the ECIB program, GIZ and the Chambers of Commerce of Cologne organised different capacity building programs for staff of Ministries, TVET institutions as well as private sector organisations.

The development of a national capacity building strategy has been delayed because of the new developments around the Development Center. The creation of the Development Center and in particular of the HRD unit implies that the development of the national capacity building strategy for the TVET-LM subsector will be the primary task of the HRD unit and not any longer of the international partners. Seen the fact that GIZ will receive a considerable amount of funds for this objective, the ECIB Steering Committee has decided during its meeting of 8 December 2016 to redirect the attention and the financial means of the ECIB program to the CVET scheme.

There is a delay in the development of a gender strategy for the TVET-LM subsector at the national level mainly caused by the difficulty of bringing the many stakeholders together. Preparations started in 2016 to create a specific technical working group on gender within the TVET-LM Joint Management Structure. The first task of the working group will consist in defining a roadmap for the development of a TVET gender strategy. A more detailed discussion of the gender component of the ECIB program can be found in the chapter on Gender in this report.

2.4 Performance output 2

2.4.1 Progress of indicators

Output 2: At the local level, relevant stakeholders are capacitated and are implementing work-based learning					
Indicators	Baseline value	Value year N-1	Value year N	Target year N	End Target
1. Number of TVET institutions that are implementing formal and structural WBL					
Overall	4	14	49	30	50
Location (TVET institutions):					
West Bank	4	14	38	7	40
Gaza	0	0	11		10
Type of TVET institution:					
Colleges	0	3	14	6	12
VSS	2	4	12	8	16
VTC	2	7	23	11	22
2. Number of TVET Institutions that have staff/ teachers/trainers and Companies that have mentors capacitated to implement WBL					
Institutions:	4	9	48	35	58
Companies:	N/A	9	195	128	160
3. Number of TVET institutions that adopt documented regulations and policies that are pro-poor, pro-marginalized and gender sensitive	2	N/A	N/A	N/A	80% of TVET institutions

2.4.2 Progress of main activities

Progress of <u>main</u> activities	Progress:			
	A	B	C	D
1 Launch a nationwide WBL program to support joint initiatives of TVET institutions & private sector organization to develop labour market relevant courses for TVET students		X		
2 Develop and implement a capacity building strategy at the local level for TVET providers and private sector organizations that participate in the WBL program		X		
3 Develop a national coaching, monitoring and evaluation system to support the WBL initiatives at the local level and support the national TVET M&E framework		X		
4 Promote and support an optimal use of human resources and infrastructure in the TVET sector (including short term training courses and CVET)		X		
5 Initiate and develop innovative teaching methodologies in de TVET sector		X		

2.4.3 Analysis of progress made

After a successful WBL pilot in 2014-5 involving 10 TVET institutions, more than 30 companies and over 200 students, a total number of 73 initiatives were selected at the end of 2015 to implement WBL schemes in the West Bank and Gaza. 44 TVET institutions in combination with nearly 200 private sector companies covering a wide range of 35 vocations of which 16 initiatives are situated in Gaza and 57 initiatives in West Bank would for the first time introduce WBL in their training program. The effective start of the WBL initiatives was slightly delayed to comply with the new BTC regulations on grant agreements that became effective in the beginning of 2016.

The selected institutions are accredited under either the Ministry of Education and Higher Education (MoEHE), the Ministry of Labour (MoL) or the Ministry of Social Affairs (MoSA). It includes formal education at the secondary (schools) and tertiary level (colleges) and non-formal (Vocational Training Centres) and covers 4 of the 5 different skill levels as defined by the Palestinian Occupational Classification (POC) framework. The institutions are either public or non-for profit private establishments:

- 14 Technical Colleges (level 4 “technicians”), of which 9 in the West Bank (14 initiatives) and 5 in the Gaza Strip (8 initiatives)
- 10 Vocational Secondary Schools (Level 3 “Craftsperson”), of which 9 in the West Bank (13 initiatives) and 1 in the Gaza Strip (1 initiatives)
- 20 Vocational Training Centres (level 1 and 2 “semi-skilled and skilled”), of which 15 in the West Bank (28 initiatives) and 4 in the Gaza Strip (7 initiatives)

If we look in more detail at the indicators, we can see that all the target values for 2016 have been met. For the first indicator we have now 49 TVET institutions that implement WBL of which 11 are situated in Gaza. It also covers the three levels of TVET with a higher number for the VTC what is in line with the objectives of the ECIB program to target in particular the youngsters with a disadvantaged background.

As mentioned before under the Outcome Results, the roll out of the WBL schemes was combined with a coaching, monitoring and evaluation program as well as a capacity building strategy at the local level for all the TVET providers and private sector organizations that participate in the WBL program. In total 48 TVET institutions and 195 representatives of private sector companies took part in a tailor-made coaching, monitoring and evaluation program and received training in accompanying and mentoring WBL trainees. They also received financial support were needed (see a more detailed list of support under 2.2 Outcome Performance).

With the double objective of making better use of the existing Human Resources and infrastructure present in the TVET institutions, the ECIB program launched a Continuous Vocational Training and Education (CVET) pilot at the end of 2015. In total 10 CVET initiatives were launched by 1 college, 3 vocational schools and 2 vocational training centers. The courses were organised during the evening using the otherwise unused infrastructure of the TVET institutions. The trainers were in most cases professionals working in the private sector, what gave them the advantage of knowing the skills the students had to acquire to find a job. The TVET institutions worked also closely together with the private sector to define the content of the course. In total 180 students participated in the pilot of which 56 or over 30% women/girls.²⁷ After the successful pilot a more extensive CVET program was launched at the end of 2016.

²⁷ Alexandra Verniers, *Evening Training Courses Pilot Fund 2015 – 2016. Evaluation Report*, July 2016.

2.5 Performance output 3

2.5.1 Progress of indicators

Output 3: Economically and socially disadvantaged youth have improved access to training and coaching					
Indicators	Baseline value	Value year N-1	Value year N	Target year N	End Target
1. Number of recipients of scholarship		216	1827	1400	2000
Overall					
Gender:					
Male	0	122	1180	1081	1544
Female		94	647	319	456
The indicator is further divided into subcategories: location, poverty level, type of marginalization. See M&E matrix for more detailed information					
2. Approved follow-up and monitoring scheme for scholarship is implemented	NO	10%	40%	70%	YES (100%)

2.5.2 Progress of main activities

Progress of <u>main</u> activities	Progress:			
	A	B	C	D
1 Joint development of a national pro-marginalized strategy and relevant policies for scholarships			X	
2 Development and roll out of the WBL Scholarship Fund in parallel with the WBL fund in order to maximize the efficiency and effectiveness of the program		X		
3 Support the development and roll out of a national M&E system for the TVET-LM subsector in cooperation with the European Training Fund (ETF)			X	
4 Implement tracer studies to assess the outcomes of the Scholarship Fund		X		
5 organize awareness workshops in cooperation with MOWA and female units in the related ministries (MoL, MoEHE, MoSA) to promote the participation of females in TVET			X	

2.5.3 Analysis of progress made

To facilitate the access of vulnerable and disadvantaged groups, in particular those with special needs and whose families face economic or social hardships, to the WBL program, a matching pro-gender and pro-poor Scholarship Fund is linked to the WBL Fund. To tackle the low number of female students and graduates in TVET, specific attention is given to the participation of girls and women in the WBL program. The fund will cover different costs related to the participation of the students in the WBL program.

The fund anticipates covering items such as (reduced) tuition fees, transportation to and from the companies, insurance, costs of work uniforms and safety equipment, basic training instruments, etc. For the most vulnerable students a special fund is foreseen to a pay a minimal subsistence fee (ca. 100 €/month) during their in-company training.

By the end of 2016, a total number of 1827 scholarships have been granted to students in the West Bank as well as in Gaza who fulfilled the eligibility criteria. Of those 647 or more than 35% were women/girls, hence surpassing the objective of having at least 23% of scholarships for female students (see also the chapter on Gender).

Interviews with different stakeholders show that the Scholarship Fund is a crucial element for the success of WBL schemes. In many cases it is decisive for the student to enrol in the program, in particular for girls/women. It is also an efficient and effective instrument to reach one of the main objectives of the ECIB program: improve the access of economically and socially disadvantaged youth to TVET.

The decision was taken to wait with the development of a national scholarship strategy and specific pro-marginalised policies and strategies till 2017 to take into consideration the findings of the current ECIB Scholarship Fund.

The roll out of the Scholarship Fund in combination with the WBL Fund provides a unique opportunity to test the impact of different types of scholarship schemes on the overall enrolment rate in TVET and the type of students that can be reached. This will give ECIB the opportunity to present a well-documented report to the stakeholders once the preparation for the adaptation of the existing national scholarship strategy starts. One of the options could be that the future national scholarship schemes will become part of an overarching Training Fund that will be financed by public as well as private funds.

The development of a national M&E system for the TVET-LM subsector is still in progress. Most of the preparatory work took place in the Technical Working Group on M&E and Quality Assurance which is part of the TVET-LM Joint Management Structure. The TWG received technical support from the European Training Fund, GIZ and BTC. The main challenge is to develop a system that is sophisticated enough to provide all the important data and that is at the same time easy to use for the different stakeholders at the local and national level. A specialised Monitoring and Evaluation Unit within the Development Center will have as task to develop a high-performing M&E system at the national level.

ECIB developed a high-quality tracer system to track the employability and effective (self) employment of the WBL students after they graduated (see also the chapter on Outcome). Until now the system is only applied on the graduates of the first WBL pilot. This has given ECIB the opportunity to further improve the system on a relative small sample. GIZ has equally developed a tracer study using a similar approach. Discussions are ongoing to integrate the two systems that can be used as a model for the development of a national tracer system for TVET.

2.6 Transversal Themes

2.6.1 Gender

The ECIB program has put right from the start a strong emphasis on the promotion of gender in TVET. The following measures were developed in this perspective:

- The Baseline Study was gender sensitive, and looked into developing Work Based Learning schemes integrating a strong gender perspective
- The M&E framework adopts a gender-sensitive approach and developed gender-specific indicators
- The objectives of the ECIB program and target values of the indicators are ambitious to assure a maximum effort to promote gender equality in TVET
- Specific attention is given to innovative gender-sensitive awareness-raising campaigns to promote women/girls to enrol in TVET beyond gender stereotypes
- A matching pro-gender and pro-poor Scholarship Fund is linked to the WBL Fund to tackle the low number of female students and graduates in TVET and promote the participation of girls/women in the WBL program
- The development of a gender strategy for the TVET-LM sector

The results for 2016, just as those for 2015, show clearly that the approach adopted by the ECIB program favours the enrolment of women/girls in the WBL program. The gender sensitive awareness-raising campaigns and the positive discrimination policy towards female candidates of the Scholarship Fund have strongly contributed to this result and is a proof of the effective gender policy the ECIB program adopted.

Until the end of 2016, 427 women/girls graduated from the WBL program organised by ECIB representing 40% of the total number of graduates surpassing significantly the already ambitious objective of the logframe of having at least 23% female graduates. This number is also considerably higher than the 23% of the other WBL providers. A similar result has been obtained for the scholarships: More than 35% were granted to women surpassing the objective of 23% (see also the chapter on Scholarships).

At the same time it is clear that this does not imply that the society as a whole is now ready to accept female employees as we could observe in the far lower number of female graduates from the WBL pilot that found a job. It neither solves the problem of the extremely low participation rate of women in the labour market and the limited “willingness” of women to work as an employee.

In its contacts with the different TVET-LM stakeholders the ECIB program adopts a gender-sensitive approach, underlining the importance of taken appropriate measures to increase the number of female students in TVET, in particular in non-traditional vocations. Evidence of the growing gender-sensitivity of the stakeholders can be found in the significant increase of the number of female students in non-traditional vocations such as ICT as well as in the targets the MoEHE and the MoL have set themselves on the percentage of women/girls in TVET they want to reach in the coming years.

These same ambitions are also reflected in the objectives of the Joint Results Framework of the European Joint Strategy to “expand the access to Vocational Education, in particular for girls in non-traditional Sectors” or to “reduce barriers that prevent the full participation of women in the economy.”²⁸

²⁸ EJS, p. 94 & 125.

The ECIB program developed and implements a gender-sensitive communication plan and organised innovative gender-sensitive awareness-raising campaigns while taking great care in reaching in particular women/girls in its communication. In 2016 a number of success stories were highlighted through the different communication channels of the program (see also the chapter on Communication Resources).

In 2016 the MoEHE conducted with the support of Belgium and in partnership with the Ministry of Women Affairs (MoWA) a comprehensive systematic review of the public education system in Palestine to identify the most significant achievements in the field of gender equality and to identify the important gaps and obstacles that prevent (or limit) the integration of gender issues in the education system.²⁹ The objective was to strengthen the evidence base of how educational systems can address gender issues, and how it can be more reflective to global efforts towards gender equality and equity.

Conform the limited attention that is given by the MoEHE on TVET, there was little research on this stream of education from a gender perspective apart from the fact that study found that there was a gap in favour of males in TVET. A specific study in the TVET-LM subsector will therefore be necessary to have a better insight in the role played by gender.³⁰

The preparation started in 2016 to create a specific technical working group on gender within the TVET-LM joint management structure consisting of representatives of the different stakeholders. The first task of the working group will be the development of a specific gender strategy for the TVET-LM subsector at the national level, based on the positive experience of the ECIB program.

2.6.2 Environment

The ECIB program adopts an environmental policy in all its activities and in its relation with its partners. It supports initiatives that promote the integration of environmental topics in the TVET-LM subsector such as:

- The integration of environmental topics in the curricula used in the WBL schemes
- The promotion of WBL initiatives in the domain of green economy: solar systems, waste management, green technology, recycling, green alternatives, etc.
- The integration of environmental criteria in the call for WBL proposals

In the new call for proposal for Continuous Vocational Education and Training (CVET) launched at the end of 2016, the ECIB program went a step further and required that the beneficiary include environmental education in its program as well as a course on occupational health and safety (OHS). It further need to take into account the environmental impact of their proposed activities and strive for the most environment-friendly options to realise its objectives.

The ECIB program promotes environmental conscience behaviour in its daily operations and among its staff, by i.a.:

- Recycling paper and using as much as possible recycle material
- Raising awareness to be more conscious of energy consumption
- Limiting the number of missions to what is strictly necessary

²⁹ The study was finalised in Arabic with an English Summary. At the moment of writing this report it was not yet published.

³⁰ A study was conducted by GIZ on gender in TVET but mainly focusses on the positions of female teachers: Fidaa Al-Barghouthi, *Boon or bane. Gender Analysis of Women's' Absence as Teachers and Trainers and at Management Level in TVET Fields*, Ramallah, 2016.

2.7 Risk management

Risk Identification			Risk analysis			Risk Treatment			Follow-up of risks	
Description of Risk	Period of identification	Risk category	Probability	Potential Impact	Total	Action(s)	Resp.	Deadl.	Progress	Status
MoEHE, MoL and Private Sector Organizations do not yet have a close working relationship or MoU defining their cooperation. Effective coordination and cooperation between the two ministries and the private sector will be essential to the program at central and local level	During Formulation	OPS	Medium	High	High Risk	Regular coordination and cooperation will be stimulated through the creation of a TVET Management Structure. An International Sector Expert recruited to ensure the overview and coordination of the activities	PMT	Cont.	The TVET management structure including 5 thematic working groups comprised of all parties is installed and operational which has decreased the risk	Terminated
Political instability. This risk is situated at the level of the global objective	During Formulation	OPS	Medium	Medium	Medium Risk	The situation is assessed on a regular basis and, if needed, certain flexibility can be built in the program (prioritization of regions, contingency planning...)	PMT	Cont.	A security team has been created to access the political situation and joint decisions are implemented	Terminated
Private Sector companies and TVET providers do not engage themselves sufficiently in WBL	During Inception Study	DEV	DEV	Medium	High	The chambers and federations will be a main stakeholder of the program and can mobilize their members from the beginning	SC	Cont.	Representatives of the Chambers of Commerce and the Palestinian Federation of Industries have been invited to SC and TVET management structure	In progress
						launch specific campaigns and activities to increase the involvement of private sector and TVET institution	PMT	Cont.	Effective campaigns have been launched	
						Conduct a mapping of existing practices in the field of WBL during inception phase	PMT	Q2 2015	Results of mapping in Inception Study	
						Organize meetings with Private Companies on a regular basis to promote cooperation	PMT	Q3 2015	Meetings with private sector took place during Employment Week and will continue	

There is a risk of using program funding for purposes not specified in the TFF and budget	During Formulation	FIN	Low	Medium	Low Risk	The program will recruit a financial officer to mitigate this risk and annual audits and continuous monitoring will be regularly organized	BTC RR	Q1 2014	Financial officer recruited and operational. Annual audit foreseen on a regular basis	Terminated
Inadequate understanding and experience of the WBL scheme and model	During Inception Study	DEV	Medium	Medium	Medium Risk	The program will provide support to all national and local entities (Macro, Meso, Micro) where WBL will be implemented	PMT	Cont.	National and local stakeholders are supported in implementing WBL initiatives	In progress
						Joint definition of different categories and modalities of WBL schemes	PMT	Q2 2015	Inception Study defines different categories and modalities of WBL schemes	
Staff members of MoEHE, MoL and Social Private organizations designated to the program may not have sufficient time available for implementing the activities	During Inception Study	OPS	Medium	Medium	Medium Risk	Responsibilize TVET management structure members by trainings, technical support, etc.	SC	Cont.	Specific tasks and responsibilities have been designated to thematic working groups	Terminated
						Inception Study to investigate capacity, needs & availability of stakeholders	PMT	Q2 2015	Inception Study provides initial mapping of stakeholders capacity	
						Pragmatic use of WBL fund to ensure inclusion of the relevant stakeholders at various levels (Macro, Meso, Micro)	PMT	Cont.	Provisions have been made during launch of WBL fund	
The high number of stakeholders involved in the program	During Inception Study	OPS	Medium	High	High Risk	The program will work closely with the central institutions who have an oversight of the local initiatives. Those will be developed in 2 stages: First there will be a focus on those regions where previous experiences are experimented; second: a roll-out of tested initiatives will be organized	PMT	Cont.	Thematic technical committees are being set up to facilitate coordination on specific TVET issues such as awareness, capacity building, M&E, etc. Work in progress with MoL, MOEHE, GIZ, etc.	Terminated
						The implementation of all these activities will be supported by a strong Program Management Unit and a Programming Committee (PC) within the framework of the TVET management structure	PC, PMT	Cont.	TVET Management Structure is operational	

						Close cooperation with different technical and financial partners by launching joint calls for proposals for TVET actors (Public and private institutions)	PMT, SC, TFP	Cont.	WBL and Scholarship Fund launched early Q4 2015 back to back to other TVET interventions (SDC, BMZ, etc.)	
Limited Availability of local expertise (management and technical)	During Inception Study	OPS	Medium	Medium	Medium Risk	Regular technical backstopping from HQ & Field and other organisations such as VDAB, Syntra, etc.	BTC	Cont.	Different backstopping are planned	Terminated
						Recruitment of International Sector Expert	BTC	Q1 2014	ISE has been recruited	
						Use external consultancies according to specific needs	PMT	Q2 2015	Inception Study finalized with support of consultants. Other consultancies in progress	
						Technical committee to be included as reflection body in project activities with international and local expertise	PMT	Cont.	Technical committees per thematic issues are being set up, including regional experts of ETF, ILO, GIZ, etc. Close collaboration with regional experts on study visit, etc.	
Rotation of the PMT among the two involved ministries	During Formulation	OPS	Medium	High	High Risk	The feasibility will be examined during the first year of implementation	SC	Q4 2014	It was agreed that the PMT remains on neutral ground at the BTC office in Ramallah seen the highly sensitive nature of this topic	Terminated
The priorities of the current TVET strategy regarding apprenticeships will change in the course of the program	During Inception Study	DEV	Low	Medium	Low Risk	The intervention will be supported by a series of thematic Technical Advisory Committees, who are responsible for the follow-up of the implementation of the TVET strategy	PMT	Cont.	Thematic technical committees are installed and operational to facilitate coordination on specific TVET issues such as awareness, capacity building, M&E, etc. Work in progress with MoL, MOEHE, GIZ, etc	Terminated
High staff turnover and brain drain prevents long-term capacity building	During Formulation	DEV	Low	High	Medium Risk	The capacity building strategy will address many people at central and local level and focusses on the implementation of WBL schemes	PMT	Cont.	Capacity mapping is ongoing as part of the Inception Study and supplementary needs analyses in 2016	In progress
The sustainability of the intervention will be limited when the policy dialogue with ministries staff and the	During Formulation	DEV	Medium	Medium	Medium Risk	Findings and lessons learned from the program will feed into the on-going policy dialogue	PMT, BTC	Cont.	TVET Management Structure is operational and will allow for intensive policy dialogue	In progress

donor stakeholders regarding TVET continued to be limited						Regular exchange of information will be organized by the program	PMT	Cont.	Regular bi-weekly meeting with PC	
						Improve donor coordination in TVET sector	BTC, PMT	Cont.	regular informal TVET meetings amongst donors/implementing agencies continue, while detailed coordination is initiated through thematic working groups (TWG), dialogue with ministries and joint planning for M&E, etc. to create a culture of joint implementation of the TVET strategy	
The results of capacity building programs are difficult to demonstrate by quantitative indicators	During Formulation	DEV	Low	Medium	Low Risk	A baseline will be established in order to adequately assess the capacity building efforts	PMT	Q2 2015	Inception Study includes baselines for capacity building indicators	Terminated
						Close cooperation with HRD core group	PMT	Cont.	TWG on HRD is established and will monitor progress	In progress
The social screening of the applicants for the open scholarships is not fully reliable	During Inception Study	DEV	Medium	Medium	Medium Risk	The applicants of the open scholarships will be selected based on criteria of previous experiences and lessons learned	PMT	Cont.	Mapping of current social criteria incorporates in ToR of Inception Study	Terminated
						A tracer study will evaluate results and provide recommendations for further improvement	PMT	Cont.	Tracer studies are planned on a continuous basis during the roll out of the program	
WBL related legislation and regulation are not drafted and implemented	During Inception Study	DEV	Medium	Medium	Medium Risk	A legal consultancy tender will be launched to support MoEHE and MoL in the assessment of legislation and regulation framework which will facilitate WBL schemes	PMT	Q4 2015	Tender has been awarded and the legal support has started	Terminated
There is no segregation of duties covering the various petty cash functions	During financial & System audit	FIN	Low	High	Medium Risk	A new staff (Communication & operation officer) was assigned on the beginning of October 2015 as a finance assistant. The major task of the finance assistant is managing the petty cash	LAF	Q3 2016	A new financial assistant will be recruited in Q4 2016 to better segregate all financial duties	Terminated

A significant amount of the total expenditure incurred during the audit period was disbursed from the petty cash	During financial & System audit	FIN	High	Low	Medium Risk	An operational bank account in local currency (ILS) will be opened to be used for the payment of large amounts through cheques	LAF	Q3 2016	An operational bank account in ILS has been opened	Terminated
No written authorization/approval for payments made out of the petty cash	During financial & System audit	FIN	Medium	Medium	Medium Risk	Beginning of May 2016, a payment control voucher started to be used to authorize/approve payments done from the petty cash	PAFO	Q3 2016	Payment control vouchers operational	Terminated
Surprise petty cash counts are not documented	During financial & System audit	FIN	Medium	Medium	Medium Risk	The surprise petty cash counts will be properly documented.	PAFO	Q3 2016	The financial and administrative officer documents the regular surprise petty cash checks	Terminated
Certain beneficiary institutions do not have a bank account thus BTC directly transfer funds through the issuance of checks in the names of the related institution manager/director. In addition, institutions who maintain a general bank account for the institution did not open a separate bank account for the sub-grant	During financial & System audit	FIN	High	Medium	High Risk	Close follow up with the project on the implementation of the grant agreement	RR, LAF	Cont.		New
						Close follow up with the selected beneficiary institutions to open separate bank account for the sub-grant and ensure following the procedures of not transferring funds any more as long as this condition is not met	PMT	Q4 2016		New
Certain institutions started implementing the activities under the sub-grant before the date of signing the sub-grant.	During financial & System audit	FIN	Medium	Low	Low Risk	Ensure the availability of an employee to conduct regular visits, monitoring and coaching of selected institutions to ensure proper and timely utilization of funds	PMT	Q4 2016	A new financial assistant will be recruited in Q4 2016 to support the fin admin officer in the follow up	In progress

3 Steering and Learning

3.1 Strategic re-orientations

An important element in the reorientation of the ECIB program was the implementation of a large Theory of Change (ToC) workshop in 2015 that brought together all major stakeholders. The most important result was the refocusing of the program after the ToC workshop on Work Based Learning. A number of work packages (WP) have been developed during the inception phase of the program to support an efficient and effective implementation.

Based on the conclusions of the inception study, an annex to the TFF has been drafted and approved by the Steering Committee in June 2015. It also includes an adaptation of the implementation strategy. Along with 13 work packages, there are also 10 WP to be outsourced or their implementation coordinated with other TVET actors.³¹ This is not a real outsourcing (with financial obligations) but contribution from other actors, in most of the cases from GIZ. With a clear division of labour and an agreed scheme of joint implementation and matching funds it tends to maximise the impact of donor support to the TVET sector in Palestine. In accordance with it, a revised M&E framework was adopted in January 2016, with further decrease of the number of indicators.

The Mid-Term Review of June 2016 confirms that the ECIB program is now at the right track after the revision and is highly relevant for the TVET-LM subsector: "The ECIB program is still very relevant for Palestine as it is in line with the priorities and development policies of the Palestinian government at the national and local level. The Integrated Strategic Program for Employment in Palestine (2015) foresees the central role for TVET, including Work Based Learning and entrepreneurship training. This is a strong instrument to combat unemployment and increase the efficiency of the labour market."³²

3.2 Recommendations

The Mid-Term Review formulates 46 recommendations directed at the different stakeholders of the program: Ministries, Private Sector, BTC Palestine, BTC HQ and the project itself.³³ We enumerated here only the most important recommendations that are directly aimed at the management team of the ECIB program.

Recommendations	Actor	Deadline
Coherence of project activities should be provided throughout different phases of the project	ECIB, BTC HQ	Continuous
Implementation of additional initiatives for VTCs and other institutions to ensure consistency of capacity building	ECIB, TVET institutions, Private Sector	Continuous
The project should follow closely the activities regarding legislation as time is limited due to long procedures at the government level. This is an important element for the sustainability of the project results	ECIB, Ministries, Private Sector Organisations	Q4/2017

³¹ See *Annex to TFF: Work Packages*, June 2015.

³² *Mid-term Review*, p. 42.

³³ *Ibidem*, p. 44-47.

A Training Fund is an important element for the sustainability. Explore different options for the establishment of the Training Fund based on the experience of the WBL Fund used by the project	ECIB, BTC PAL, Ministries, Private Sector	Q1/2018
Review and optimise the existing procedures and documents for the monitoring of the WBL. Focus on criteria that are important for the monitoring and use the feedback for improvements	ECIB, Ministries, Private Sector organisations	Q4/2017
A comprehensive toolbox including training material and manuals for the development and introduction of the WBL could be prepared and could be used in other TVET institutions	ECIB, Ministries, Private Sector organisations	Q4/2017
TVET institutions should be asked to provide their self-assessment of the WBL experience and lessons learnt based on a self-evaluation instrument developed by the project	ECIB, TVET institutions, Private Sector organisations	Q1-Q4/2017
Develop communication and awareness building tools based on modern approaches that can reach the target population, focused on individual students and their parents and delivered in Arabic language. Focus on good practices and success stories	ECIB, Ministries, Private Sector organisations	Continuous
The project should ensure that the activities in the Gaza Strip are carried out as planned and meet possible future challenges	ECIB, TVET institutions, Focal Points, Private Sector	Continuous
The project should develop mechanism for the quality assurance of the WBL program together with other stakeholders	ECIB, Ministries, Private Sector organisations	Q4/2016
The WBL initiatives offered in the TVET system are managed by the MoEHE and the MoL. The project could explore the possibility of sharing information with other relevant ministries and associations	ECIB, Ministries, Private Sector organisations	Q4/2016
Entrepreneurial training empowers individuals to start their own businesses. This is in particular important for women as it would offer them more opportunities to start in areas where they feel comfortable due to cultural limitations	ECIB, BTC programs, Ministries, Private Sector organisations	Q4/2016
Area C should continue to get special attention. The situation is becoming critical in East Jerusalem, so additional initiatives should be supported there	ECIB, Ministries, Private Sector organisations	Q4/2016
There is a number of issues regarding sustainability of the project results. It is important to think about the exit strategy focusing on the most important parts (governance, legislation, financing) and providing options for further support probably in the second phase	ECIB, Ministries, TVET institutions, Private Sector organisations	Q4/2017
Encourage collaboration among different interventions of BTC in Palestine to exploit synergies. An example where synergies could be achieved is with the Local Government Reform and Development Program (LGRDP), the Regeneration of Historic Centers (RHC) project and the Schools Construction project	ECIB, BTC programs, REP	Continuous

3.3 Lessons Learned

The following lessons learned were formulated during the Mid-Term Review and are highly valuable in the light of the formulation of new TVET-LM programs.³⁴

Lessons learned	Target audience
<p>The Technical and Financial File is developed well in advance before the actual start of the intervention. Sometimes the situation changes considerably and the quality of the document does not meet always the required standards. In most cases the TFF does not allow direct implementation of project activities. It is important to consider that a project really starts with a well planned and executed baseline study, with a duration up to 6 months. The baseline study would allow familiarisation of the project team with the situation in the sector the project is addressing, review and revision of the logical framework and development of the M&E framework. With a Theory of Change workshop, it would involve all stakeholders in discussing and agreeing on the necessary changes to the original design.</p>	<p>BTC HQ, REP, PMT</p>
<p>Different donors in the country provide support to a particular sector. There are often cases when they address the same area of intervention with different methodologies. Often valuable resources are lost due to un-coordinated approaches. The ECIB program provides an example of excellent cooperation among the two strongest international actors in the TVET sector, BTC and GIZ. With the Joint Management Structure, coordination of activities and providing matching inputs, a strong synergy was obtained. Both organisations benefit from this arrangement. Such collaboration and coordination could be also used in other projects or interventions.</p>	<p>EST, OPS, REP, PMT</p>
<p>Capacity building activities should be initiated and implemented as early as possible in the project. There is a need for a comprehensive capacity needs assessment on all levels. The project should ensure that the activities follow a planned order, in particular if they are dependent on the finalisation of the previous set of activities.</p>	<p>EST, OPS, REP, PMT</p>
<p>There is little or no cooperation among projects that are implemented in different sectors. It is important to find synergies also among those projects or interventions as they often implement common activities. An example is the Support to Local Government Reform and Development (LGRDP) program. There are certain areas that are of interest of both projects and experiences could be easily shared. Capacity building is provided in both projects and some common themes could be shared.</p>	<p>EST, OPS, REP, PMT</p>
<p>Cooperation between TVET institutions and the private sector has been established in different projects but was in most cases not sustained for long after the end of the project. It is important to find a mechanism that would provide a sustainable structure for supporting future intervention. The new projects shouldn't look for new bodies but try to rewrite, if needed, the mandate of the existing structures. Their participation in different projects would also ensure them stable financing.</p>	<p>BTC-HQ, REP, PMT</p>

³⁴ Mid-term Review, p. 48.

4 Annexes

4.1 Quality criteria

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

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

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

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

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

4.2 Decisions taken by the steering committee and follow-up

	Decision				Action			Follow-up	
N°	Decision	Identifica- tion period (mmm.yy)	Source	Actor	Action(s)	Resp.	Deadline	Progress	Status
1	DMB to be equipped with local antennas / field coordinators to assure implementation of the program in the districts	Q2 2014	SC	SC	Identify potential liaison officers at the district level both an integral part of the TVET system, CCI, Unions, local employment and LET councils & are accountable to follow up on the project within the available structures (DMB)	PMT	Q4 2016	Agreement with Federation of CCI's to be prepared for local antennas and national WBL advisor	CLOSED
2	The organisational set-up of the project needs to be discussed to ensure efficient implementation of project and guarantee ownership	Q3 2014	SC	SC	Organize follow up meetings reviewing, clarifying and modifying (if necessary) the organisational set up of the project, identifying representatives of the different units of the ministries of MoEHE and MoL for project follow up	PMT	Q1 2015	Meeting with Ministry officials took place debating joint steering by TVET management committee and joint thematic TVET units	CLOSED
						PMT	Q1 2015	Follow-up meeting on implementation of TVET activities took place	
3	Endorsement of the ECIB results report 2014	Q4 2014	RR	SC	Result has been discussed and approved	SC	Q1 2015	Result Report signed by SC	CLOSED
4	Endorsement of the selection process of 10 Work Based Learning (WBL) pilot initiatives	Q4 2014	Selection Report	SC	Provide a report on the initial impact of the first round of WBL before June 2015 (PMT)	PMT	Q2 2015	Final report approved by SC	CLOSED
5	Approval of the 2015 Action Plan and Financial Planning	Q4 2014	Operational Planning	SC	SC to revise the 2015 planning and budget with actions identified by inception study (PMT)	PMT	Q2 2015	Revised Action Plan and Financial Planning approved by SC	CLOSED
6	Endorsement of new steering modality of the ECIB intervention delegating the strategic and technical discussion to the joint TVET-LM management body (JMS) while keeping the ECIB Steering Committee as legal structure	Q1 2015	Backstopping	SC	Initiate the first joint TVET Management Structure meeting (MOEHE, MOL, BTC and GIZ)	PMT	Q2 2015	Meeting took place as foreseen and TVET Management Team is operational	CLOSED
7	Endorsement of the Inception Study Report	Q1 2014	Inception Study	SC	Endorsement of final report by SC	SC	Q2 2015	Recommendations of inception study report are incorporated in the work packages	CLOSED
8	Endorsement of initial list of Work Packages (WP)	Q1 2015	Backstopping	SC	Work out in detail the work packages with GIZ and technical committees (PMT) & add communication and M&E to the list of WP's	PMT	Q3 2015	joint implementation of the WP by the Technical Working Groups	ONGOING
9	73 Work Based Learning (WBL) initiatives approved including Scholarship Fund	Q3 2015	Selection Report	SC	Evaluation of the received WBL initiatives by a mixed committee of MoL, MoEHE and PS	PMT	Q4 2015	SC has approved WBL initiatives	CLOSED

10	Establishment of a WorldSkills Palestine management structure	Q1 2015	WorldSkills Agreement	SC	TVET JMT has to assure follow up with PS	PMT	Q1 2016	WorldSkills Palestine management structure is operational	CLOSED
					Organize a Skills Palestine competition	SC	Q1 2017	Competition successfully organised	
11	Operationalization of Technical Working Groups (TWGs)	Q4 2015	TVET JMS Report	SC	Organize a workshop in Jericho for all technical working groups	PMT	Q1 2016	Workshop was organized and 5 TWGs are officially established	CLOSED
					Organize regular meetings of the TWGs	PMT	Continuous	BTC is co-leading 2 TWGs: M&E/Q, WBL-LET and will assure that regular meetings will take place	ONGOING
12	Approval of CVET (Evening training courses) pilot by SC	Q4 2015	TVET JMS	SC	SC has approved the organization of CVET pilot	SC	Q1 2016	Develop common guidelines and procedures for the roll out of CVET	CLOSED
13	Opening of new office in Gaza	Q3 2015	Backstopping	SC	The new Gaza officer Mrs. Haneen Abu Nahla, has been appointed	PMT	Q1 2016	Office is operational	CLOSED
					Bring a visit to the office for official opening of office in Gaza	PMT	Q1 2016	Visit was organised	
14	Organize a TVET week in GAZA including a Career day in February 2016	Q4 2015	Operational Planning	PMT	SC has approved the organization of a TVET week in Gaza	PMT	Q1 2016	TVET week and Career Day successfully organised	CLOSED
15	Endorsement of the 2015 Results Report	Q4 2015	Result Report	SC	PMT presented the annual report 2015. SC approved the 2015 Result Report	SC	Q1 2016	SC approved the 2015 Result Report	CLOSED
16	Endorsement of the adapted monitoring matrix	Q4 2015	Backstopping	SC	PMT presented the modified monitoring matrix to the SC members	SC	Q1 2016	SC approved the adapted monitoring matrix	CLOSED
17	Approval of the 2016 Action Plan, Financial Planning and budget modifications	Q4 2015	Operational Planning	SC	SC to approve the 2016 Action Plan, Financial Planning and budget modifications	SC	Q1 2016	2016 Action Plan, Financial Planning and budget modifications approved by SC	CLOSED
18	Approval of the launching of a call for proposal for the Continuous Vocational Education and Training fund (CVET)	Q3 2016	MTR	SC	PMT presented the concept of the call for proposal for the CVET to the SC members. SC approved the launch of the call	PMT, SC	Q4 2016	Call was launched. 2 information sessions took place in Gaza and WB. A selection committee was assigned from both ministries and private sector	ONGOING
19	Approval of the scholarship fund for the Dual Studies Program at Al-Quds University for the academic year 2016-17	Q3 2016	Operational Planning	SC	SC to approve the scholarship fund for the Dual Studies Program	PMT, SC	Q4 2016	SC approved the scholarship fund for the Dual Studies Program and grant agreements were prepared	CLOSED
20	Approval of financial provision for extension of contract of the International Technical Advisor	Q3 2016	Audit	SC	SC to approve the financial provision for the extension of the ITA contract	SC	Q4 2016	Financial provision approved by SC	CLOSED
21	Approval of the 2017 Action Plan and Financial Planning	Q3 2016	Operational Planning	SC	SC to approve the 2017 Action Plan and Financial Planning for 2017	SC	Q4 2016	217 Action Plan and Financial Planning approved by SC	CLOSED

4.3 Updated Logical framework

See attached report.

4.4 MoRe Results at a glance

Logical framework's results or indicators modified in last 12 months?	Yes
Baseline Report registered on PIT?	Yes
Planning MTR (registration of report)	Q3/2016 (YES)
Planning ETR (registration of report)	Q2/2018 (estimate)
Backstopping missions since 01/01/2012	Q1 & Q4/2014 ; Q2/2016 ; Q1/2017

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

See attached report.

4.6 Communication resources

4.6.1 Communication Tools

With the support of the Communication Officer of the Representation in Palestine and the Communication Department at BTC-HQ, a set of tools was developed to inform the wider public about the activities and results of the ECIB program:

Website BTC Interventions:

<https://open.btcctb.org/en/PSE/2032/p/enhancing-capacities-for-institution-building-project.html>

<https://www.btcctb.org/content/btc-palestinian-territory>

Facebook website BTC interventions Palestine:

<https://www.facebook.com/BTC-Palestine-Belgian-Development-Agency-873655456020516/>

Facebook website of WorldSkills Palestine:

<https://www.facebook.com/Palestineskills/>

4.6.2 Promotion and Information Activities

A large number of activities were organised in 2016 with the objective of either promoting or informing the wider public or specific target groups on the ECIB program and the TVET-LM sector in Palestine. The following main activities took place:

- TVET Week in Gaza (15-18/2) including a Career Day (18/2)
- Official Launching Ceremony of WBL (27/4)
- Career Day in Hebron (3/5)
- Open Days in TVET institutions (May/June)
- Entrepreneurship Boot Camps in Gaza (31/5 – 2/6)
- Graduation ceremonies in TVET institutions (June)
- TVET Summer Camps in Gaza (17-31/7)
- TVET Summer Camps in the West Bank (13-22/8)
- First National 'PalestineSkills' Competition (4/10)
- Multi-stakeholder workshop on Informal Apprenticeship (18/10)
- Job Fairs and Business Diners in Tulkarem, Ramallah and Hebron (October)
- ExpoTech Conference and Fair (27-29/11)

For more information about these activities consult the above-mentioned communication tools.