



**DEVELOPMENT OF THE PALESTINIAN TECHNICAL
AND VOCATIONAL EDUCATION AND TRAINING
CURRICULUM**

PZA 04 013 11
NN 3001119

ANNUAL REPORT

2009



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1 PROJECT SHEET

Project Title	Development of the Palestinian Technical and Vocational Education and Training Curriculum
Navigation Code	'ZA0401311
Sector	Education
Signature Specific Agreement	7/8/2005
Technical and Financial File	Support to Technical and Vocational Education and Training in Palestine
Signature of Convention	
Starting Date	/2/2009
Ending Date	1/12/2012
Budget	.2 million €
Budget Disbursement	
Geographical Location	'alestinian Territory; West Bank and Gaza
Partner Institution	MoEHE, MoL, CCIs
Project Manager	Bassam Saleh

Objective:

General Objective

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

Specific Objective

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

Short description:

The project aims to develop TVET programs and curricula according to the labor market needs in specific areas (electricity, electronics, telecommunications, information technology and management), to provide vocational education and training opportunities for youth and adults of both sexes to expand work opportunities for them to increase their income.

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

- 1- Linking training with the labor market
- 2- Institutional capacity building
- 3- Curriculum adaptation and development
- 4- Accredited qualification standards

The Project will be implemented under the authority of the Ministry of Education and Higher Education MoEHE, in close cooperation with the Ministry of Labor MoL and the Chambers of Commerce and Industry CCIs.

Key Contacts:

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- Ziad Jweiles D.G of TVE, MoEHE
- Bassam Saleh, Project Manager

2 BRIEF FACTUAL OVERVIEW

2.1 Main developments in the sector/region

The National Center for Human Resources Development (NCHRD) in Jordan has achieved the Arab Standard Classification of Occupations 2008 (ASCO) in collaboration with public and private sector in Jordan, Egypt, Syria, Lebanon and Palestine through the regional project of Arab-Germany net work in TVET. 159 experts from the above mentioned countries participated to achieve ASCO. 2993 job were described in public and private sector. ASCO was comparable to the International Standard Classification of Occupations.

The ASCO has been approved in the 36th session of Arab labour conference which was held in Amman/ Jordan April 2009.

The Arab Standard Classification of Occupations will help in implementation the project activities (training needs assessment, occupational analyses and occupational profile).

A strategic document for the TVET sector in Palestine is also being drafted.

The overall objective of the strategy for TVET is to arrive at a TVET system which is:

- Efficient: by achieving an efficient coordination between the various education and training providers; especially in using the available resources in an efficient way.
- Effective: through the development of human resources and developing curricula and systems; including licensing and accreditation.
- Relevant: by establishing a real partnership with industry and business especially in the design and training provision.
- Flexible: by adopting the modular curricula and introducing a flexible mobility between training levels and streams.
- Sustainable: through the provision of a minimum governmental funding and diversifying sources of funding.
- Equitable: by providing equal education and training opportunity for all groups.

2.2 Main changes in term of institutions

There are no changes in the term of institutions; the MoEHE and the MoL share the major responsibilities within the TVET System:

- The Ministry of Education and Higher Education cares for Technical Education and Vocational Education whereas the Ministry of Labour cares for Apprenticeship and Short-term Training.
- The Ministry of Education and Higher Education has the responsibility for the Curricula at all Levels. The Ministry of Labour has the responsibility for the Occupational Profiles for all Levels.

2.3 Changes or developments within the project itself

A project Manager was hired in February 2009.

The Accreditation and Quality Assurance Committee (AQAC) is an expert body attached to the MoEHE. Its main task is to scrutinise academic programmes of universities, but it has also received the responsibility for the area of TVET. Most of its members have an academic

background, but no member has been specifically selected for the area of TVET. The TVET Higher Council has asked the AQAC to establish a special sub-committee dealing with TVET, the TVET unit in AQAC.

Given that this sub-committee does not exist yet, it is advisable that the project invests some of its resources in the establishment of TVET unit in the AQAC because it is a prerequisite for the accreditation of the prepared competency profiles and training modules. TVET unit members in AQAC need to receive training in international best practice of CBMT and on accreditation criteria and measures for accrediting CBMT programmes and modules.

3 OVERVIEW OF ACTIVITY PLANNING

3.1 Overview of completed activities

The following activities have been completed:

1. Establish and agree responsibilities and project support with Chambers of Commerce and Industry (CCI) for their involvement.
2. Run Inception Workshop to review project implementation plan with all stakeholders.
3. Establish Focal Point in each of the Chambers cooperating in the project.
4. Elaborate and agree on a plan of action for each Focal Point.
5. Establish and develop the relations between training institutions and the private sector, the local TVET Committee undertakes monitoring.
6. Develop, equip 4 Resource and Self-learning Centers with multi-media facilities, internet access and documentation.

3.2 Analysis of activity planning

Activities for result 1: Linking training with the labour market

Activity	Status
1. Establish and agree responsibilities and project support with Chambers of Commerce and Industry (CCI) for their involvement	Completed
2. Run Inception Workshop to review project implementation plan with all stakeholders	Completed
3. Establish Focal Point in each of the Chambers cooperating in the project	Completed
4. Elaborate and agree on a plan of action for each Focal Point	Completed
5. Establish and update a data base in the CCI for continuously collecting information of economic sectors, link the database with the Labour Market Information System (LMIS) of the Ministry of Labour and the Governorate-level Labour Office, the Palestinian Central Bureau of Statistics (PCBS) and link with Palestinian Authority development plans	Delayed
6. Link Focal Point in CCI with private sector establishments (companies, small workshops and self employed persons)	Delayed
7. Establish and develop the relations between training institutions and the private sector, the local TVET Committee undertakes monitoring, meets every 6 months	Completed
8. Establish in each TVET institution a contact point for relations with CCI and companies for project use	Delayed
9. Raise awareness on TVET with private sector companies and local communities through awareness campaigns involving publications, local media, and visits to training institutes	Delayed

10. Develop, equip and update five Resource and Self-learning Centres with multi-media facilities, internet access and documentation (curricula, textbooks, e-learning modules, Internet connection and computers)	Completed
11. Update the TVET website with the same documentation as the Resource and Self-learning Centres for dissemination, link TVET website to the CCI websites	Delayed
12. Conduct Training Needs Assessment and support surveys in companies and small workshops on labour market needs in the selected fields	On going
13. Relate each Focal Point with the central Director and the other Focal Points	On going

Activities for result 2: Institutional capacity building

Activity	Status
1. Provide orientation to all actors, major stakeholders in the project and project-related employees	Delayed
2. Train and coach Training Managers of Chambers of Commerce and Industry in the training provision for their members, the Palestinian TVET system, the relation between TVET institutions and enterprises, based on local expertise (Hebron CCI), to be enabled to function as the local hub of the project, using local staff as multipliers	Delayed
3. Train Curriculum Developers in developing occupational profiles, competence-based training module design, search of curricula, production and upgrading/ updating, and on quality assurance principles and techniques according to international standards	Delayed
4. Train TVET teachers, trainers and inspectors on the national level to implement programmes and modules and in making flexible use of curricula, teaching and learning materials, using the different resources and producing their own materials	To be planned in 2010
5. Inform and train directors of TVET institutions in establishing links with enterprises for training activities, including visits, internships and apprenticeships	To be planned in 2010
6. Train TVET teachers and trainers in establishing links with enterprises for training activities, including visits, internships and apprenticeships	To be planned in 2010
7. Train managers and selected staff of enterprises (engineers and technicians, human resource managers) in taking part in CBMT development and adaptation, including Training Needs Assessment	Delayed
8. Build capacity for company staff to follow-up trainees	Not planned
9. Expose Local TVET Group members to TVET settings in other countries with CBMT experience (regionally and internationally)	On going
10. Train the members of the TVET unit in the Accreditation and Quality Assurance Committee (AQAC) at MoEHE in international best practice of CBMT and on accreditation criteria and measures	Delayed
11. Train all stakeholders on the method of and their role in monitoring and evaluation of enterprise-CCI-TVET institution cooperation at the local level	Delayed
12. Support enterprises in identifying their qualification needs through orientation and training sessions and train CCI staff to conduct occupational surveys	Delayed
13. Exchange information about lessons learned and expertise gained etc.	On going

Activities for result 3: Curricula adaptation and development

Activity	Status
1. Do Training Needs Assessment in the labour market for the selected occupations on the national level, according to qualification levels in the labour market and to training levels, related to TVET institutions at the different levels in relation with the family – relate to regional standards in the first and in the third year (Baseline Study)	On going
2. Survey companies and small workshops for the occupational analysis in the selected specialisations and covering the existing levels	Delayed
3. Develop occupational profiles in the selected specialisations through DACUM workshops, based on occupational analysis for duties and skills, allocating them to the 5 different levels in the labour market	Delayed
4. Validate the occupational profiles with enterprises from different areas	Delayed
5. Determine the training profile	Delayed
6. Set the curriculum outlines for the selected specialisations. Resource and check existing curricula for their applicability in CBMT in the different levels, locally and regionally and integrate good quality curricula and modules in the curriculum framework (Al-Aroub, Hisham Hijawi)	Delayed
7. Analyse different methodologies, approaches and terminologies, agree on the “PalVec” for Competence-based Modular Training and get approval (include formal, informal and non-formal training)	Delayed
8. Develop a glossary on TVET technical terms	To be planned in 2010
9. Elaborate modules in priority areas to enable smooth piloting and implementation of CBMT	Delayed
10. Design, edit and produce modules in priority areas to enable smooth piloting and implementation of CBMT	Delayed
11. Produce the measures for assessment	Delayed
12. Select first implementation sites	Delayed
13. Set requirements for first implementation and assess availability of the necessary means for first implementation	Delayed
14. Run the module at the selected site	14-19 to be planned in 2010
15. Monitor and evaluate first implementation	
16. Revise in workshop and collect feedback from expert committee and companies	
17. Engage international consultant for feedback on final draft to ensure compliance with regional / international standards	
18. Produce final version (print and CD version) and prepare for dissemination	
19. Introduce modifications according to the received feedback	

Activities for result 4: Locally and internationally accredited qualification standards

Activity	Status
1. Ensure the activation of the TVET Unit at the Accreditation and Quality Assurance Committee (AQAC) at the MoEHE, for accrediting CBMT programmes and modules	On going
2. Check criteria for accreditation of CBMT modules and training programmes locally and internationally	Delayed
3. Facilitate labour market based job classification related with the selected specialisations (supported by ALO project), enabling the development of CBMT	Delayed
4. Agree on job profile and qualification level before doing modules and accreditation	Delayed
5. Facilitate setting standards for recognition of gained informal and non-formal experience and link to formal training (informal = vocational experience without formal training, non-formal = short-term training which is not accredited)	5-9 to be planned in 2010
6. Arrange for accrediting modules (TVET Higher Council and Executive Board, TVET Unit at AQAC)	
7. Benchmark modules with international examples	
8. Collect and update information on international CBMT	
9. Establish data base on existing and new curricula and modules	

4 FINANCIAL OVERVIEW

4.1 Overview of expenditure versus financial planning

Annual Planning vs Actuals (Year to Month) of PZA0401311						
Project Title : Development of the Palestinian Vocational and Technical Education Curriculum						
Planning Version: 2009Q1						
End date last closing : 31/12/2009						
Currency : EUR						
Status	Fin Mode	Forecast 2009 (version 2009Q1)	Actual Expenses YtM	Planning vs actuals	% Exec	
A RESULTS AND ACTIVITIES		372,55	0,00	372,55	0%	
01 Sustainable multi partner alliance established,		78,21	0,00	78,21	0%	
	01 Establish and agree responsibilities and project support	COGES	0,84	0,00	0,84	0%
	02 Run Inception Wkshop to review p/ implementation plan	COGES	2,27	0,00	2,27	0%
	03 Establish Focal Point in each of the Chambers	COGES	0,75	0,00	0,75	0%
	04 Elaborate and agree on a plan of action for each Focal	COGES	0,50	0,00	0,50	0%
	05 Establish and update a data base in the CCI for	COGES	9,06	0,00	9,06	0%
	06 Link Focal Point in CCI with private sector	COGES	4,50	0,00	4,50	0%
	07 Establish and develop the relations between training	COGES	1,99	0,00	1,99	0%
	08 Establish in each TVET instit. a contact point for	COGES	4,00	0,00	4,00	0%
	09 Raise awareness on TVET with private sector	COGES	8,09	0,00	8,09	0%
	10 Develop, equip and update five Resource and Self-	COGES	8,00	0,00	8,00	0%
	11 Update the TVET web site, link TVET web site to the	COGES	8,28	0,00	8,28	0%
	12 Conduct Training Needs Assessment and support	COGES	24,00	0,00	24,00	0%
	13 Relate each Focal Point with central coordinator and	COGES	5,93	0,00	5,93	0%
02 Improved Capacities of all stakeholders		108,20	0,00	108,20	0%	
	01 Provide orientation to all actors, major stakeholders in	COGES	2,75	0,00	2,75	0%
	02 Train and coach Training managers of CCI in the	COGES	12,44	0,00	12,44	0%
	03 Train Curriculum Developers (developing occupational	COGES	7,93	0,00	7,93	0%
	04 Train TVET teachers, trainers and inspectors on the	COGES	40,00	0,00	40,00	0%
	05 Inform and train directors of TVET instit. in establishing	COGES	2,00	0,00	2,00	0%
	06 Train TVET teachers and trainers in establishing links	COGES	1,80	0,00	1,80	0%
	07 Train managers and selected staff of enterprises	COGES	1,80	0,00	1,80	0%
	08 Build capacity for C ⁺ staff to follow-up trainees	COGES	5,00	0,00	5,00	0%
	09 Expose local TVET Group members to TVET settings in	COGES	17,10	0,00	17,10	0%
	10 Train the members of the TVET unit in ACAQ, CBMT	COGES	6,58	0,00	6,58	0%
	11 Train all stakeholders on the method of and their role in	COGES	5,30	0,00	5,30	0%
	12 Support enterprises in identifying their qualification	COGES	3,34	0,00	3,34	0%
	13 Exchange information about lessons learned and	COGES	2,16	0,00	2,16	0%

03 Market-based curricula developed and implemented		138,77	0,00	138,77	0%
01 Do training needs assessment in the labour market for	COGES	25,00	0,00	25,00	0%
02 Survey companies and small workshops for the	COGES	13,00	0,00	13,00	0%
03 Develop occupational profiles in the selected	COGES	4,60	0,00	4,60	0%
04 Validate the occupational profiles with enterprises from	COGES	4,97	0,00	4,97	0%
05 Determine the training profile	COGES	2,38	0,00	2,38	0%
06 Set the curriculum outlines for the selected	COGES	9,00	0,00	9,00	0%
07 Analyze different methodologies, approaches and	COGES	2,80	0,00	2,80	0%
08 Develop a glossary on TVET technical terms	COGES	0,90	0,00	0,90	0%
09 Elaborate modules in priority areas to enable smooth	COGES	45,00	0,00	45,00	0%
10 Design, edit and produce modules in priority areas to	COGES	5,00	0,00	5,00	0%
11 Produce the measures for assessment	COGES	6,60	0,00	6,60	0%
12 Select first implementation sites	COGES	3,40	0,00	3,40	0%
13 Set requirements for first implementation and assess	COGES	0,60	0,00	0,60	0%
14 Run the module at the selected site	COGES	6,00	0,00	6,00	0%
15 Monitor and evaluate first implementation	COGES	0,00	0,00	0,00	?
16 Revise in workshop and collect feedback from expert	COGES	2,54	0,00	2,54	0%
17 Engage international consultant for feedback on final	COGES	5,00	0,00	5,00	0%
18 Produce final version and prepare for dissemination	COGES	0,00	0,00	0,00	?
19 Introduce modifications according to the received	COGES	0,00	0,00	0,00	?
04 Locally and internationally accredited qualification		49,37	0,00	49,37	0%
01 Ensure the activation of the TVET Unit at the	COGES	4,00	0,00	4,00	0%
02 Check criteria for accreditation of CBMT modules and	COGES	18,70	0,00	18,70	0%
03 Facilitate labour market based job classification related	COGES	3,87	0,00	3,87	0%
04 Agree on job profile and qualification level before doing	COGES	1,80	0,00	1,80	0%
05 Facilitate setting standards for recognition of gained	COGES	0,00	0,00	0,00	?
06 Arrange for accrediting modules (TVET Higher Council	COGES	0,00	0,00	0,00	?
07 Bench mark modules with international examples for	COGES	7,00	0,00	7,00	0%
08 Collect and update information on international CBMT	COGES	9,00	0,00	9,00	0%

09 Establish data base on existing and new CBMT	COGES	5,00	0,00	5,00	0%
Z MOYENS GENERAUX - GENERAL MEANS		290,90	28,84	262,26	10%
01 Human Resources		188,30	20,38	165,92	11%
01 National Project Manager	REGIE	25,00	17,50	7,50	70%
02 National Project Advisor (part time)	REGIE	31,00	2,88	28,12	9%
03 NPC & NPA DSA on missions outside Ramallah	COGES	7,00	0,00	7,00	0%
04 International Advisor (2 missions per year +	REGIE	30,50	0,00	30,50	0%
05 International Advisor DSA on missions in Palestine	REGIE	10,00	0,00	10,00	0%
06 International Advisor travel missions to and in	REGIE	3,00	0,00	3,00	0%
07 5 CCI Training Managers (compensation for overtime	COGES	14,00	0,00	14,00	0%
08 5 Project Assistants, 1 in each CCI, support to CCI	COGES	25,50	0,00	25,50	0%
09 Accountant (part-time)	COGES	9,00	0,00	9,00	0%
10 Office manager & Procurement officer	COGES	19,00	0,00	19,00	0%
11 Driver	COGES	12,30	0,00	12,30	0%
02 Capital expenditure		28,80	1,41	27,39	5%
01 Project office furniture	COGES	1,00	0,42	0,58	42%
02 Project office IT equipment	COGES	2,50	0,99	1,51	40%
03 Project office workshop facilitation equipment	COGES	0,80	0,00	0,80	0%
04 Project office audiovisual equipment	COGES	2,00	0,00	2,00	0%
05 Project vehicle	COGES	20,00	0,00	20,00	0%
06 Project office documentation (transfer to TVET	COGES	0,50	0,00	0,50	0%
07 Resource and self-learning centers furniture	COGES	2,00	0,00	2,00	0%
03 Running Cost		55,10	3,05	52,05	6%
01 Transport Project Office	COGES	4,60	0,00	4,60	0%
02 Transport 5 Focal points	COGES	8,00	0,00	6,00	0%
03 Communication Project Office	COGES	12,00	0,00	12,00	0%
04 Communication 5 Focal Points in CCIs	COGES	24,00	0,00	24,00	0%
05 Vehicle registration & insurance Project Office	COGES	1,00	0,00	1,00	0%
06 Stationary & supplies Project Office	COGES	2,00	3,05	-1,05	153%
07 Stationary & supplies 5 Focal Points	COGES	4,00	0,00	4,00	0%
	REGIE	108,20	24,18	84,02	22%
	COGEST	555,25	4,46	550,79	1%
	TOTAL	663,45	28,84	634,81	4%



Annual Planning vs Actuals (Year to Month) of PZA0401311 Printed on maandag 22 maart 2010

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4.2 Analysis of financial planning

The first year of the project had significant delays in expenditure. The reason is the late start of the project and the late transfer of the money as well as the lack of clarity for spending procedures at the Ministry of Education and Higher Education. A meeting was planned for early January 2010 in which the financial procedures were clarified and adopted.

Several activities, such as the supplies for the resource centers at the Chambers of Commerce were incurred in 2009, but will be processed in 2010.

In 2010, a significant increase in expenditure is expected. This is due to two reasons: 1) the kick of the project has been accelerated, and 2) solving any procedural challenges that hindered expenditures in 2009.

5 MONITORING OF THE INDICATORS

5.1 Specific objective

Specific Objective	Objective Verifiable Indicators	Comments
Youth and adults are enabled to acquire and update their competences through continuously adapting market-based vocational training programs in some selected priority fields.	<ul style="list-style-type: none"> •The (self) employment rate 6 months after graduation in the fields with improved curricula is at least 60 % at the end of the second year, and 75 % at the end of the project (or at least 20% increase over the current employment rates of graduates). •At least 30 % of the learners in the selected specialisations are girls at the end of the second year, and 50 % at the end of the project. •At least 30 % of the learners in the selected specializations are from marginalized urban and rural communities at the end of the second year, and 60 % at the end of the project. 	Not achieved yet. The reason is the late start of the project and the late transfer of the money as well as the lack of clarity for spending procedures at the MoEHE.

5.2 Results

The results have not been achieved yet. The reason is the late start of the project and the late transfer of the money as well as the lack of clarity for spending procedures at the MoEHE. In 2010, the project activities will be implemented according to the action plan without any delay, because the financial procedures problem has been solved.

Result	Result Verifiable Indicators
<p>Result 1: Sustainable multi partner alliance established, linking training with the labour market.</p> <p>Enterprises and other users collaborate actively with training providers on the local level in demand analysis, programme selection and ongoing development, accept trainees for internships and apprenticeships and employ TVET graduates.</p>	<ul style="list-style-type: none"> • The Focal Point in each one of the five locations will be responsible for one of the five fields: Electro-technology, Electronics, Communication technology, Information technology and Business administration. • One year after project start, at least 10 companies and 5 institutions or organisations collaborate with the local TVET providers (Technical College, Vocational Secondary School, Vocational Training Centre etc.). • One year after project start, each TVET provider collaborates with at least 3 companies and 1 institution or organisation, in the selected field. • Three years after project start, the number of internships of trainees from the TVET providers in companies has increased by 50 %.

	<ul style="list-style-type: none"> • Three years after project start, more than 50% of graduates' employment is due to linkages with the labour market. • Local TVET Coordination Committee meets regularly (once every month) and agrees and reviews an agenda of activities, which includes activities planned under the project.
<p>Result 2: Improved institutional capacities of involved parties.</p> <p>Members of coordination bodies and curriculum development groups (management, professional staff and consultants in training institutions, chambers of commerce and industry, enterprises and involved government departments at the national, regional and local level) are trained, have gained experience in curriculum development, and implement continuously TVET according to the new model.</p>	<ul style="list-style-type: none"> • All training conducted is gender sensitive and gender balanced • At least 30 % of those trained are women • 30 core group people of the professional stakeholders are trained to be multipliers for upgrading capacity of other stakeholders. • Curriculum developers in 5 locations are trained. • Stakeholders are trained and developing & implementing CBMT (Enterprises, TVET teachers & trainers, CCI training unit). • Exposure of working groups to TVET-CBMT in 6 countries in region & international • Annual conference is conducted at end of each year.
<p>Result 3: Market-based curricula developed and implemented with companies and other partners.</p> <p>Training institutions provide relevant and effective training in the selected vocational fields, translating flexibly and continuously labour market needs into existing and new programmes, related to an efficient monitoring system and making use of the agreed methodology for adaptation and development of labour market oriented programmes and modules (including entrepreneurship)</p>	<ul style="list-style-type: none"> • All developed modules are gender sensitive and allow participation of women and special needs groups. • 1 year after project start, at least 20 occupational profiles are developed for the 5 fields. • 1 year after project start, in each of the 5 fields, occupational profiles, curriculum outlines and 1 training module are ready. • The local Curriculum Development Working Groups work regularly, produce curriculum outlines and modules and follow up their implementation. • 1 year after project start, the national Curriculum Team has proposed a working methodology, laid down in a guidebook. • At the end of year 2, at least 2 curricula per vocational field are new or revised. • At the end of the project, all occupations with high demand (in the 5 vocational areas) are served by a new or revised training programme.
<p>Result 4: Locally and internationally accredited qualification standards Occupational profiles and competence-based modular curricula are accredited and implemented on a national scale, based on technically justified proposals presented by</p>	<ul style="list-style-type: none"> • Within 6 months from project start-up, trained TVET unit at AQAC has issued its accreditation criteria / regulation for CBMT certifications. • Within 6 months from project start-up, the Ministries in charge accept experimenting new

<p>the stakeholders in the multi-partner bodies of the TVET system (Higher Council and Executive Board – Private sector organisations, Ministries, NGO, UNRWA)</p>	<p>CBMT curricula and modules.</p> <ul style="list-style-type: none"> • In the second year of project operation, CBMT curricula and modules go for implementation in the whole country. • MoEHE and MoL certify graduates and accredit new training programmes. • TVET Higher Council and Executive Board approve the new curricula and modules.
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5.3 Indicator evolution

During the next three years 2010 – 2012, the specific objective and results will be achieved through implementing the planned activities.

6 ASSESSMENT OF MONITORING CRITERIA

6.1 Efficiency

Not all of the project activities progressed as planned.

6.2 Effectiveness

The project results have not been achieved yet.

6.3 Sustainability

The main focus will be on whether the outcomes and changes brought about by the project are likely to continue after the end of the project and whether they can be sustained at the sector level. In particular,

- Extent to which the MoEHE, MoL, and TVET Institutions own the objectives and achievement of the project.
- Policy support available to the project from the MoEHE and MoL.
- Institutional capacity of the TVET Institutions, and to continue the project activities after the end of the project, including good will and financial and technical capacities.
- Conduciveness of the socio-cultural factors to the continuity of the project activities.

Any training system that is relevant, flexible, effective and efficient will be sustainable, as long as sufficient financial resources are available. The financing of the Palestinian TVET system will be based on five sources of income: Government funding, a levy/tax on employers, payments from students, income generating activities and donations and grants.

The components of the system are being worked on and once all of the components are in place then we will have put a system in place that will be workable and usable. This will in time become sustainable in Palestine.

The professionals working under the project are already employed technical and vocational teachers and trainers, managers and administrators of TVET institutions, owners, managers and technical staff of companies and small workshops, personnel of private sector bodies such as the Chambers of Commerce and Industry.

Curriculum adaptation and development is a regular task of TVET institutions and their supervising bodies, independently from the Project. It is one of the core tasks of the Project to invest heavily in capacity building.

7 MEASURES AND RECOMMENDATIONS

7.1 Summary of assessment criteria

The evaluation is intended principally for learning and accountability purposes. It is expected to generate relevant findings, lessons, and recommendations which will be shared with key stakeholders of the project. The evaluation will also assess the performance of the project against key parameters including the project's efficiency, effectiveness, and sustainability, timelines of activity implementation. This information will also be shared with key stakeholders of the project. To assess the performance of the project along the following dimensions;

- **Efficiency**
How economically were project inputs (funds, expertise, time, etc) converted into results in required quantity and quality and in good time? Was the use of the project resources cost-effective? Could they have been done more cost efficiently?
- **Effectiveness**
To what extent have the stated project results and purpose been achieved in a sustainable way?
- **Sustainability**
Measures should be put in place in order to measure sustainability.

7.2. Recommendations

The following recommendations are aiming to improve implementation of project activities and practice in the future:

1. Do Training Needs Assessment in the labor market for the selected occupations on the targeted governorates, according to qualification levels in the labor market and to training levels, related to TVET institutions at the different levels according to regional standards.
2. Expose Local TVET Group members to TVET settings in other countries with CBMT experience regionally in Jordan, Egypt and Turkey.
3. Establish a specialized committee to study the training modules which were developed before by UNESCO, UNRWA and GTZ.
4. Analyze different methodologies, approaches and terminologies for Competency-based Modular Training and get approval.
5. Train Curriculum Developers in developing occupational profiles, competency-based training module design.
6. Develop occupational profiles in the selected specializations through DACUM workshops, based on occupational analysis for duties and tasks.
7. Use the Arab Standard Classification of Occupations in implementation the project activities (training needs assessment, occupational analyses and occupational profile).
8. Establish TVET unit in the AQAC because it does not exist yet, and it is a prerequisite for the accreditation of the prepared competency profiles and training modules. TVET unit members in AQAC need to receive training in international best practice of CBMT and on accreditation criteria and measures for accrediting CBMT programs and modules.

Also Recommendations made by the Minister at the Steering Committee included:

1. To concentrate on the West Bank and postpone Gaza for the time being and get advantage of substitution in other chamber in the West Bank. It was agreed by the Committee members to concentrate on the four focal points Nablus, Jerusalem, Hebron, and Ramallah.
2. Inclusion of UNRWA representation in the project to gain from UNRWA experience and knowledge.
3. To consider gender issues especially that TVET for women proved to have big successes in some cases.
4. Ensure flexibility of curricula that will be developed. This will allow updating to changes in the market
5. Consider job market needs in the region, and not solely in Palestine. Examples could be for the Gulf countries.

8 PLANNING FOR THE UPCOMING YEAR (YEAR N+1)

8.1 Activity planning year 2010

Belgian Technical Cooperation (BTC)
Education (MoEHE)

Ministry of Education and Higher

Development of the Palestinian TVET Curricula Draft TVET Project Plan for the year 2010

No	Activities	1	2	3	4	5	6	7	8	9	10	11	12	Respon.	Notes
1	Linking training with the labour market														
1.1	Establish and agree responsibilities and project support with Chambers of Commerce and Industry (CCI) for their involvement and attribute one specialisation (family) to each CCI														Achieved
1.2	Run Inception Workshop to review project implementation plan with all stakeholders														Achieved
1.3	Establish Focal Point in each of the Chambers cooperating in the project														Achieved
1.4	Elaborate and agree on a plan of action for each Focal Point														Achieved
1.5	Establish and update a data base in the CCI for continuously collecting information of economic sectors, link the database with the Labour Market Information System (LMIS) of the Ministry of Labour and the Governorate-level Labour Office, the Palestinian Central Bureau of Statistics (PCBS) and link with Palestinian Authority development plans													PM, CCIs	
1.6	Link Focal Point in CCI with private sector establishments (companies, small workshops and self employed persons)													PM, CCIs	
1.7	Establish and develop the relations between training institutions and the private sector, the local TVET Committee undertakes monitoring, meets every 6 months														Achieved
1.8	Establish in each TVET institution a contact point for relations with CCI and companies for project use													PM, CCIs	
1.9	Raise awareness on TVET with private sector companies and local communities through awareness campaigns involving publications, local media, and visits to training institutes													PM, CCIs	
1.10	Develop, equip and update five Resource and Self-learning Centres with multi-media facilities, internet access and documentation (curricula, textbooks, e-learning modules, Internet connection and computers)													PM, CCIs	On going
1.11	Update the TVET website with the same documentation as the Resource and Self-learning Centres for dissemination, link TVET website to the CCI websites													PM, CCIs	
1.12	Conduct Training Needs Assessment and support surveys in companies and small workshops on labour market needs in the selected fields													PM, CCIs	On going
1.13	Relate each Focal Point with the central Director and the other Focal Points													PM, CCIs	On going

PM: Project Management (Project Team, Advisors/ Consultants)

CCIs: Chambers of Commerce and Industry

Development of the Palestinian TVET Curricula
Draft TVET Project Plan for the year 2010

No	Activities	1	2	3	4	5	6	7	8	9	10	11	12	Respon.	Notes
2	Institutional capacity building														
2.1	Provide orientation to all actors, major stakeholders in the project and project-related employees													PM, CCIs	
2.2	Train and coach Training Managers of Chambers of Commerce and Industry in the training provision for their members, the Palestinian TVET system, the relation between TVET institutions and enterprises, based on local expertise (Hebron CCI), to be enabled to function as the local hub of the project, using local staff as multipliers													PM, CCIs	
2.3	Train Curriculum Developers in developing occupational profiles, competence-based training module design, search of curricula, production and upgrading/ updating, and on quality assurance principles and techniques according to international standards													PM, CCIs	
2.4	Train TVET teachers, trainers and inspectors on the national level to implement programmes and modules and in making flexible use of curricula, teaching and learning materials, using the different resources and producing their own materials													Next Plans	
2.5	Inform and train directors of TVET institutions in establishing links with enterprises for training activities, including visits, internships and apprenticeships														
2.6	Train TVET teachers and trainers in establishing links with enterprises for training activities, including visits, internships and apprenticeships														
2.7	Train managers and selected staff of enterprises (engineers and technicians, human resource managers) in taking part in CBMT development and adaptation, including Training Needs Assessment													PM, CCIs	
2.8	Build capacity for company staff to follow-up trainees													Next Plans	
2.9	Expose Local TVET Group members to TVET settings in other countries with CBMT experience (regionally and internationally)													PM, CCIs	
2.10	Train the members of the TVET unit in the Accreditation and Quality Assurance Committee (AQAC) at MoEHE in international best practice of CBMT and on accreditation criteria and measures													PM, CCIs	
2.11	Train all stakeholders on the method of and their role in monitoring and evaluation of enterprise-CCI-TVET institution cooperation at the local level													PM, CCIs	
2.12	Support enterprises in identifying their qualification needs through orientation and training sessions and train CCI staff to conduct occupational surveys													PM, CCIs	
2.13	Exchange information about lessons learned and expertise gained etc. Conduct an annual workshop													PM, CCIs	

Development of the Palestinian TVET Curricula
Draft TVET Project Plan for the year 2010

No	Activities	1	2	3	4	5	6	7	8	9	10	11	12	Respon.	Notes
3	Curricula adaptation and development														
3.1	Do Training Needs Assessment in the labour market for the selected occupations on the national level, according to qualification levels in the labour market and to training levels, related to TVET institutions at the different levels in relation with the family – relate to regional standards in the first and in the third year (Baseline Study)													PM, CCI's	
3.2	Survey companies and small workshops for the occupational analysis in the selected specialisations and covering the existing levels													PM, CCI's	
3.3	Develop occupational profiles in the selected specialisations through DACUM workshops, based on occupational analysis for duties and skills, allocating them to the 5 different levels in the labour market													PM, CCI's	
3.4	Validate the occupational profiles with enterprises from different areas													PM, CCI's	
3.5	Determine the training profile													PM, CCI's	
3.6	Set the curriculum outlines for the selected specialisations. Resource and check existing curricula for their applicability in CBMT in the different levels, locally and regionally and integrate good quality curricula and modules in the curriculum framework (Al-Aroub, Hisham Hijawi)													PM, CCI's	
3.7	Analyse different methodologies, approaches and terminologies, agree on the "PaVec" for Competence-based Modular Training and get approval (include formal, informal and non-formal training)													PM, CCI's	
3.8	Develop a glossary on TVET technical terms													Next Plans	
3.9	Elaborate modules in priority areas to enable smooth piloting and implementation of CBMT													PM, CCI's	
3.10	Design, edit and produce modules in priority areas to enable smooth piloting and implementation of CBMT													PM, CCI's	
3.11	Produce the measures for assessment													PM, CCI's	
3.12	Select first implementation sites													PM, CCI's	
3.13	Set requirements for first implementation and assess availability of the necessary means for first implementation (training institution, company)													PM, CCI's	
3.14	Run the module at the selected site													Next Plans	
3.15	Monitor and evaluate first implementation														
3.16	Revise in workshop and collect feedback from expert committee and companies														
3.17	Engage international consultant for feedback on final draft to ensure compliance with regional/international standards														
3.18	Produce final version (print and CD version) and prepare for dissemination														
3.19	Introduce modifications according to the received feedback														

Development of the Palestinian TVET Curricula
Draft TVET Project Plan for the year 2010

No	Activities	1	2	3	4	5	6	7	8	9	10	11	12	Respon.	Notes
4	Locally and internationally accredited qualification standards														
4.1	Ensure the activation of the TVET Unit at the Accreditation and Quality Assurance Committee (AQAC) at the MoEHE, for accrediting CBMT programmes and modules													PM, CCI's	
4.2	Check criteria for accreditation of CBMT modules and training programmes locally and internationally													PM, CCI's	
4.3	Facilitate labour market based job classification related with the selected specialisations (supported by ALO project), enabling the development of CBMT													PM, CCI's	
4.4	Agree on job profile and qualification level before doing modules and accreditation													PM, CCI's	
4.5	Facilitate setting standards for recognition of gained informal and non-formal experience and link to formal training (informal = vocational experience without formal training, non-formal = short-term training which is not accredited)													Next Plans	
4.6	Arrange for accrediting modules (TVET Higher Council and Executive Board, TVET Unit at AQAC)														
4.7	Benchmark modules with international examples														
4.8	Collect and update information on international CBMT														
4.9	Establish data base on existing and new curricula and modules														

**Development of the Palestinian TVET Curriculum
Proposed Project Budget for 2010**

Bud. Code	Description of Budget	Subtotal	2010			
			Qrt1	Qrt2	Qrt3	Qrt4
Results and Activities						
R 1	Result 1: Sustainable multi partner alliance established, linking training with the labour market.					
A 1.1	Establish and agree responsibilities and project support with Chambers of Commerce and Industry (CCI) for their involvement. Attribute one specialisation to each CCI	0				
A 1.2	Run Inception Workshop to review project implementation plan with all stakeholders	0				
A 1.3	Establish Focal Point in each of the Chambers cooperating in the project	0				
A 1.4	Elaborate and agree on a plan of action for each Focal Point	0				
A 1.5	Establish and update a data base in the CCI for continuously collecting information of economic sectors, link the database with the Labour Market Information System (LMIS) of the Ministry of Labour and the Governorate-level Labour Office and with the Palestinian Central Bureau of Statistics (PCBS); link with Palestinian Authority development plans	12,000			6,000	6,000
A 1.6	Link Focal Point in CCI with private sector establishments (companies, small workshops and self-employed persons)	4,000	1,000	1,000	1,000	1,000
A 1.7	Establish and develop the relations between training institutions and the private sector, the local TVET Committee undertakes monitoring, meets every 6 months	0				
A 1.8	Establish in each TVET institution a contact point for relations with CCI and companies for project use	4,000		2,000	2,000	
A 1.9	Raise awareness on TVET with private sector companies and local communities through awareness campaigns involving publications, local media, and visits to training institutes	15,000	5,000	5,000	5,000	
A 1.10	Develop, equip and update five Resource and Self-learning Centres (Gaza, Hebron, Jerusalem, Ramallah, Nablus) with multi-media facilities, internet access and documentation (curricula, textbooks, e-learning modules, Internet connection and computers)	60,000	60,000			
A 1.11	Update the TVET website with the same documentation as the Resource and Self-learning Centres for dissemination, link TVET website to the CCI websites	8,000	4,000	4,000		
A 1.12	Conduct Training Needs Assessment and support surveys in companies and small workshops on labour market needs in the selected fields	30,000	10,000	20,000		
A 1.13	Relate each Focal Point with central coordinator and the other Focal Points	1,000		500		500
	Subtotal Result 1	134,000				

**Development of the Palestinian TVET Curriculum
Proposed Project Budget for 2010**

R 2	Result 2: Improved Capacities of all Stakeholders	Subtotal	Qrt1	Qrt2	Qrt3	Qrt4
A 2.1	Provide orientation to all actors, major stakeholders in the project and project-related employees	1,500		1,500		
A 2.2	Train and coach Training Managers of Chambers of Commerce and Industry in the training provision for their members, the Palestinian TVET system, the relation between TVET institutions and enterprises, based on local expertise (Hebron CCI and others), to be enabled to function as the local hub of the project, using local staff as multipliers	7,500	2,500	5,000		
A 2.3	Train Curriculum Developers in developing occupational profiles, competence-based training module design, search of curricula, production and upgrading / updating, and on quality assurance principles and techniques according to international standards	30,000	5,000	10,000	10,000	5,000
A 2.4	Train TVET teachers, trainers and inspectors on the national level to implement programme and modules and in making flexible use of curricula, teaching and learning materials, using the different resources and producing their own materials	0				
A 2.5	Inform and train directors of TVET institutions in establishing links with enterprises for training activities, including visits, internships and apprenticeships	0				
A 2.6	Train TVET teachers and trainers in establishing links with enterprises for training activities, including visits, internships and apprenticeships	0				
A 2.7	Train managers and selected staff of enterprises (engineers and technicians, human resource managers) in taking part in CBMT development and adaptation, including Training Needs Assessment	5,000	1,000	1,500	1,500	1,000
A 2.8	Build capacity for company staff to follow-up trainees	0				
A 2.9	Expose Local TVET Group members to TVET settings in other countries with CBMT experience (regionally and internationally)	50,000	10,000	15,000	15,000	10,000
A 2.10	Train the members of the TVET unit in the Accreditation and Quality Assurance Committee (AQAC) at MoEHE in international best practice of CBMT and on accreditation criteria and measures	10,000		5,000	5,000	
A 2.11	Train all stakeholders on the method of and their role in monitoring and evaluation of enterprise-CCI-TVET institution cooperation at the local level	5,000				5,000
A 2.12	Support enterprises in identifying their qualification needs through orientation and training sessions and train CCI staff to conduct occupational surveys	8,000		4,000	4,000	
A 2.13	Exchange information about lessons learned and expertise gained etc. Conduct an annual workshop.	2,500				2,500
Subtotal Result 2		119,500				

**Development of the Palestinian TVET Curriculum
Proposed Project Budget for 2010**

R 3	Result 3: Market-based curricula developed and implemented with companies and other partners	Subtotal	Qrt1	Qrt2	Qrt3	Qrt4
A 3.1	Do training needs assessment in the labour market for the selected occupations on the national level, according to qualification levels in the labour market and to training levels, related to TVET institutions at the different levels (in relation with the family – relate to regional standards, in the first and in the third year (Baseline Study)	25,000		25,000		
A 3.2	Survey companies and small workshops for the occupational analysis in the selected specialisations and covering the existing levels	20,000		10,000	10,000	
A 3.3	Develop occupational profiles in the selected specialisations through DACUM workshops, based on occupational analysis for duties and skills, allocating them to the 5 different levels in the labour market	17,500	7,500	7,500	2,500	
A 3.4	Validate the occupational profiles with enterprises from different areas	18,000	6,000	6,000	6,000	
A 3.5	Determine the training profile	2,500			2,500	
A 3.6	Set the curriculum outlines for the selected specialisations. Resource and check existing curricula for their applicability in CBMT in the different levels, locally and regionally and integrate good quality curricula and modules in the curriculum framework (Al-Aroub, Hisham Hijawi)	15,000		5,000	5,000	5,000
A 3.7	Analyse different methodologies, approaches and terminologies, agree on the "PalVec" methodology for Competence-based Modular Training in Palestine and get approval (integrate formal, informal and non-formal training)	2,500		2,500		
A 3.8	Develop a glossary on TVET technical terms	0				
A 3.9	Elaborate modules in priority areas to enable smooth piloting and implementation of CBMT	120,000		20,000	40,000	60,000
A 3.10	Design, edit and produce modules in priority areas to enable smooth piloting and implementation of CBMT	10,000				10,000
A 3.11	Produce the measures for assessment	5,000			2,500	2,500
A 3.12	Select first implementation sites	2,000				2,000
A 3.13	Set requirements for first implementation and assess availability of the necessary means for first implementation (training institution, company)	500				500
A 3.14	Run the module at the selected site	0				
A 3.15	Monitor and evaluate first implementation	0				
A 3.16	Revise in workshop and collect feedback from expert committee and companies	0				
A 3.17	Engage international consultant for feedback on final draft to ensure compliance with regional / international standards	0				
A 3.18	Produce final version (print and CD version) and prepare for dissemination	0				
A 3.19	Introduce modifications according to the received feedback	0				
	Subtotal Result 3	238,000				

**Development of the Palestinian TVET Curriculum
Proposed Project Budget for 2010**

R 4	Result 4: Locally and internationally accredited qualification standards	Subtotal	Qrt1	Qrt2	Qrt3	Qrt4
A 4.1	Ensure the activation of the TVET Unit at the Accreditation and Quality Assurance Committee (AQAC) at the MoEHE, for accrediting CBMT programmes and modules	15,000		7,500	7,500	
A 4.2	Check criteria for accreditation of CBMT modules and training programmes locally and internationally	10,000		5,000	5,000	
A 4.3	Facilitate labour market based job classification related with the selected specialisations (supported by ALO project), enabling the development of CBMT	5,000		5,000		
A 4.4	Agree on job profile and qualification level before doing modules and accreditation	2,000			2,000	
A 4.5	Facilitate setting standards for recognition of gained informal and non-formal experience and link to formal training (informal = vocational experience without formal training, non-formal = short-term training which is not accredited)	0				
A 4.6	Arrange for accrediting modules (TVET Higher Council and Executive Board, TVET Unit at AQAC)	0				
A 4.7	Benchmark modules with international examples for CBMT curricula and modules	0				
A 4.8	Collect and update information on international CBMT	0				
A 4.9	Establish data base on existing and new CBMT curricula and modules	0				
	Subtotal Result 4	32,000				
	Results and Activities		Qrt1	Qrt2	Qrt3	Qrt4
R 1	Subtotal Result 1 Multi-partner alliance	134,000				
R 2	Subtotal Result 2 Training of involved partners	119,500				
R 3	Subtotal Result 3 Curriculum development	238,000				
R 4	Subtotal Result 4 Accredited qualification standards	32,000				
Volet A	Results and Activities	523,500	112,000	168,000	132,500	111,000

**Development of the Palestinian TVET Curriculum
Proposed Project Budget for 2010**

Budget Code	Description of Budget					
Volet B:	General Means		Qrt1	Qrt2	Qrt3	Qrt4
C	Capital expenditure					
C 1	Project office furniture	1,000	1,000			
C 2	Project office IT equipment	4,500	4,500			
C 3	Project office workshop facilitation equipment	800	800			
C 4	Project office audiovisual equipment	2,000	2,000			
C 5	Project vehicle	20,000	20,000			
C 6	Project office documentation (transfer to TVET Development Centre)	0				
C 7	Learning Resources Centres furniture (document. & equipment in Activities budget)	10,000	10,000			
	Subtotal Capital Expenditure	38,300				
HR	Human Resources					
HR 1	National Project (salary) Partner contribution (MoEHE)					
HR 2	National Project Manager	24,000	6,000	6,000	6,000	6,000
HR 3	National Project Advisor (Part Time)	24,000	6,000	6,000	6,000	6,000
HR 4	NPC & NPA DSA on missions outside Ramallah	6,000	1,500	1,500	1,500	1,500
HR 5	International Advisor	25,000		12,500		12,500
HR 6	International Advisor DSA on missions in Palestine	5,000		2,500		2,500
HR 7	International Advisor travel missions to and in Palestine	1,600		800		800
HR 8	5 CCI Training Manager part-time contribution - Partner contribution 5 CCI	0				
HR 9	5 CCI Training Managers (compensation for overtime work)	12,000	3,000	3,000	3,000	3,000
HR 10	5 Project Assistants, 1 in each CCI, support to CCI Training Unit	0				
	Year 1 75 %	25,200	6,300	6,300	6,300	6,300
	Year 2 50 %	0				
	Year 3 25 %	0				
	Year 4 0 %	0				
HR 11	Accountant (part-time)	6,000	1,500	1,500	1,500	1,500
HR 12	Office manager & Procurement officer	12,000	3,000	3,000	3,000	3,000
HR 13	Driver	7,200	1,800	1,800	1,800	1,800
	Subtotal Human Resources	148,000				

**Development of the Palestinian TVET Curriculum
Proposed Project Budget for 2010**

RC	Running Cost					
RC 1	Share of rent Project Office (PCDC, TVET Development Center) (MoEHE)					
RC 2	Share of rent 5 Focal Points & Resource Centres in CCIs (5 CCI)					
RC 3	Transport Project Office	2,400	600	600	600	600
RC 4	Transport 5 Focal Points	2,400	600	600	600	600
RC 5	Communication Project Office	6,000	1,500	1,500	1,500	1,500
RC 6	Communication 5 Focal Points in CCIs	9,600	2,400	2,400	2,400	2,400
RC 7	Vehicle registration & insurance Project Office	500	500			
RC 8	Water & Electricity & other services Project Office (MoEHE)	0				
RC 9	Water & Electricity & other services 5 Focal Points (5 CCI)	0				
RC 10	Stationary & supplies Project Office	1,200	300	300	300	300
RC 11	Stationary & supplies 5 Focal Points	2,400	600	600	600	600
RC 12	Maintenance office equipment Project Office and vehicle	1,000	250	250	250	250
RC 13	Maintenance office equipment 5 Focal Points (CCI)	0				
	<i>Subtotal Running Cost</i>	25,500				
	Subtotal General Means	211,800	74,150	51,150	35,350	51,150
	Subtotal Results and Activities	523,500	112,000	168,000	132,500	111,000
	<i>Total Project Budget</i>	735,300	186,150	219,150	167,850	162,150

8.2 Financial planning year 2010

Financial Planning Version : PZA0401311-2010Q1

Read-Only

Budget Version PZA0401311C01 Comments
 Budget Currency EUR
 Start Project 2004 Q 3
 Duration (months) 66

Amounts in 1000 EUR

Output to... Export Delete Approve Quit

- Financial Planning - Overview
- Financial Planning - Total to Quarter
- Financial Planning - Detail by Quarter

			2010											
1	2	3	Status	Fin. mode	Budget	TtY-1	Balance	Commitments	Avail.	Q1	Q2	Q3	Q4	TOTAL
A RESULTS AND ACTIVITIES					1,118.96	0,00	1,118.96	0,00	2,08	110,50	186,87	132,16	111,00	620,53
01 Sustainable multi partner alliance established, linking					204,79	0,00	204,79	0,00	0,00	78,50	32,50	14,00	7,50	132,50
01 Establish and agree responsibilities and project support with					COGEST	0,84	0,00	0,84	0,00					
02 Run Inception Wkshop to review pj implementation plan with all					COGEST	2,28	0,00	2,28	0,00					
03 Establish Focal Point in each of the Chambers cooperating in					COGEST	0,75	0,00	0,75	0,00					
04 Elaborate and agree on a plan of action for each Focal Point					COGEST	0,50	0,00	0,50	0,00					
05 Establish and update a data base in the CCI for continuously					COGEST	14,06	0,00	14,06	0,00			6,00	6,00	12,00
06 Link Focal Point in CCI with private sector establishments					COGEST	4,50	0,00	4,50	0,00	1,00	1,00	1,00	1,00	4,00
07 Establish and develop the relations between training institutions					COGEST	1,99	0,00	1,99	0,00					
08 Establish in each TVET instit. a contact point for relations with					COGEST	12,07	0,00	12,07	0,00		2,00	2,00		4,00
09 Raise awareness on TVET with private sector companies and					COGEST	33,09	0,00	33,09	0,00	5,00	5,00	5,00		15,00
10 Develop, equip and update five Resource and Self-learning					COGEST	58,50	0,00	58,50	0,00	58,50				58,50
11 Update the TVET web site, link TVET web site to the CCI web					COGEST	10,28	0,00	10,28	0,00	4,00	4,00			8,00
12 Conduct Training Needs Assessment and support surveys in					COGEST	60,00	0,00	60,00	0,00	10,00	20,00			30,00
13 Relate each Focal Point with central coordinator and the other					COGEST	5,93	0,00	5,93	0,00		0,50		0,50	1,00
02 Improved Capacities of all stakeholders					382,78	0,00	382,78	0,00	0,00	18,50	42,00	35,50	23,50	119,50
01 Provide orientation to all actors, major stakeholders in the pj and					COGEST	2,75	0,00	2,75	0,00		1,50			1,50
02 Train and coach Training managers of CCI in the training					COGEST	24,44	0,00	24,44	0,00	2,50	5,00			7,50
03 Train Curriculum Developers (developing occupational profiles,					COGEST	37,93	0,00	37,93	0,00	5,00	10,00	10,00	5,00	30,00
04 Train TVET teachers, trainers and inspectors on the national					COGEST	123,00	0,00	123,00	0,00					
05 Inform and train directors of TVET instit. in establishing links					COGEST	7,20	0,00	7,20	0,00					
06 Train TVET teachers and trainers in establishing links with					COGEST	7,80	0,00	7,80	0,00					
07 Train managers and selected staff of enterprises (engineers and					COGEST	7,80	0,00	7,80	0,00	1,00	1,50	1,50	1,00	5,00
08 Build capacity for C ² staff to follow-up trainees					COGEST	30,38	0,00	30,38	0,00					
09 Expose local TVET Group members to TVET settings in other					COGEST	67,10	0,00	67,10	0,00	10,00	15,00	15,00	10,00	50,00
10 Train the members of the TVET unit in ACAQ, CBMT and on					COGEST	21,58	0,00	21,58	0,00		5,00	5,00		10,00
11 Train all stakeholders on the method of and their role in					COGEST	18,30	0,00	18,30	0,00				5,00	5,00
12 Support enterprises in identifying their qualification needs					COGEST	16,34	0,00	16,34	0,00		4,00	4,00		8,00
13 Exchange information about lessons learned and expertise					COGEST	18,16	0,00	18,16	0,00				2,50	2,50
03 Market-based curricula developed and implemented with					428,25	0,00	428,25	0,00	1,84	13,50	76,00	68,38	80,00	237,88
01 Do training needs assessment in the labour market for the					COGEST	65,00	0,00	65,00	0,00		25,00			25,00
02 Survey companies and small wkshops for the occupational					COGEST	23,25	0,00	23,25	0,00		10,00	10,00		20,00
03 Develop occupational profiles in the selected specialisations					COGEST	18,80	0,00	18,80	0,00	7,50	7,50	2,50		17,50
04 Validate the occupational profiles with enterprises from different					COGEST	24,97	0,00	24,97	0,00	6,00	6,00	6,00		18,00
05 Determine the training profile					COGEST	2,38	0,00	2,38	0,00			2,38		2,38
06 Set the curriculum outlines for the selected specialisations					COGEST	24,30	0,00	24,30	0,00		5,00	5,00	5,00	15,00

07 Analyze different methodologies, approaches and terminology/s,	COGEST	2,80	0,00	2,80	0,00	0,00	2,50			2,50	
08 Develop a glossary on TVET technical terms	COGEST	0,90	0,00	0,90	0,00	0,00					
09 Elaborate modules in priority areas to enable smooth piloting and	COGEST	150,00	0,00	150,00	0,00	0,00	20,00	40,00	60,00	120,00	
10 Design, edit and produce modules in priority areas to enable	COGEST	20,00	0,00	20,00	0,00	0,00			10,00	10,00	
11 Produce the measures for assessment	COGEST	9,60	0,00	9,60	0,00	0,10		2,50	2,50	5,00	
12 Select first implementation sites	COGEST	3,40	0,00	3,40	0,00	0,40			2,00	2,00	
13 Set requirements for first implementation and assess	COGEST	0,60	0,00	0,60	0,00	0,10			0,50	0,50	
14 Run the module at the selected site	COGEST	12,00	0,00	12,00	0,00	0,00					
15 Monitor and evaluate first implementation	COGEST	15,30	0,00	15,30	0,00	0,30					
16 Revise in wkshop and collect feedback from expert committee	COGEST	2,54	0,00	2,54	0,00	0,04					
17 Engage international consultant for feedback on final draft to	COGEST	10,03	0,00	10,03	0,00	0,03					
18 Produce final version and prepare for dissemination	COGEST	10,80	0,00	10,80	0,00	0,80					
19 Introduce modifications according to the received feedback	COGEST	31,80	0,00	31,80	0,00	0,00					
04 Locally and internationally accredited qualification standards		103,14	0,00	103,14	0,00	0,22	16,37	14,30		30,67	
01 Ensure the activation of the TVET Unit at the Accreditation and	COGEST	17,18	0,00	17,18	0,00	0,18	7,50	7,50		15,00	
02 Check criteria for accreditation of CBMT modules and training	COGEST	20,70	0,00	20,70	0,00	0,00	5,00	5,00		10,00	
03 Facilitate labour market based job classification related with the	COGEST	3,87	0,00	3,87	0,00	0,00	3,87			3,87	
04 Agree on job profile and qualification level before doing modules	COGEST	1,80	0,00	1,80	0,00	0,00		1,80		1,80	
05 Facilitate setting standards for recognition of gained informal	COGEST	1,50	0,00	1,50	0,00	0,00					
06 Arrange for accrediting modules (TVET Higher Council and	COGEST	1,94	0,00	1,94	0,00	0,04					
07 Bench mark modules with international examples for CBMT	COGEST	27,25	0,00	27,25	0,00	0,00					
08 Collect and update information on international CBMT	COGEST	20,50	0,00	20,50	0,00	0,00					
09 Establish data base on existing and new CBMT curricula and	COGEST	8,40	0,00	8,40	0,00	0,00					
Z MOYENS GÉNÉRAUX – GENERAL MEANS		855,77	35,55	820,22	0,00	34,23	75,99	54,00	67,00	55,00	251,99
01 Human Resources		535,23	20,38	514,85	0,00	17,85	21,00	23,00	37,00	37,00	118,00
01 National Project Manager	REGIE	60,00	17,50	42,50	0,00	0,50	6,00	6,00	6,00	6,00	24,00
02 National Project Advisor (part time)	REGIE	93,80	2,88	90,72	0,00	0,72	4,50	4,50	4,50	4,50	18,00
03 NPC & NPA DSA on missions outside Ramallah	COGEST	24,00	0,00	24,00	0,00	0,00					
04 International Advisor (2 missions per year + consultation on	REGIE	100,00	0,00	100,00	0,00	13,00			12,00	10,00	22,00
05 International Advisor DSA on missions in Palestine	REGIE	20,70	0,00	20,70	0,00	0,70					
06 International Advisor travel missions to and in Palestine	REGIE	6,40	0,00	6,40	0,00	0,40					
07 5 CCI Training Managers (compensation for overtime work)	COGEST	48,00	0,00	48,00	0,00	0,00	3,00	5,00	7,00	9,00	24,00
08 5 Project Assistants, 1 in each CCI, support to CCI Training	COGEST	81,73	0,00	81,73	0,00	1,73					
09 Accountant (part-time)	COGEST	24,00	0,00	24,00	0,00	0,00	2,00	2,00	2,00	2,00	8,00
10 Office manager & Procurement officer	COGEST	48,00	0,00	48,00	0,00	0,00	4,00	4,00	4,00	4,00	16,00

11 Driver	COGEST	28,80	0,00	28,80	0,00	0,80	1,50	1,50	1,50	1,50	6,00
02 Capital expenditure		30,80	1,41	29,39	0,00	0,00	29,39				29,39
01 Project office furniture	COGEST	1,00	0,42	0,58	0,00	0,00	0,58				0,58
02 Project office IT equipment	COGEST	4,50	0,99	3,51	0,00	0,00	3,51				3,51
03 Project office workshop facilitation equipment	COGEST	0,80	0,00	0,80	0,00	0,00	0,80				0,80
04 Project office audiovisual equipment	COGEST	2,00	0,00	2,00	0,00	0,00	2,00				2,00
05 Project vehicle	COGEST	20,00	0,00	20,00	0,00	0,00	20,00				20,00
06 Project office documentation (transfer to TVET Development	COGEST	0,50	0,00	0,50	0,00	0,00	0,50				0,50
07 Resource and self-learning centers furniture	COGEST	2,00	0,00	2,00	0,00	0,00	2,00				2,00
03 Running Cost		114,00	3,05	110,95	0,00	2,35	12,80	19,00	20,00	11,00	62,80
01 Transport Project Office	COGEST	9,80	0,00	9,80	0,00	0,80	2,00	1,00	1,00	2,00	6,00
02 Transport 5 Focal points	COGEST	12,00	0,00	12,00	0,00	0,00	2,00	2,00	3,00	2,00	9,00
03 Communication Project Office	COGEST	24,00	0,00	24,00	0,00	0,00	4,00	5,00	5,00	4,00	18,00
04 Communication 5 Focal Points in COIs	COGEST	48,00	0,00	48,00	0,00	0,00		9,00	9,00		18,00
05 Vehicle registration & insurance Project Office	COGEST	2,00	0,00	2,00	0,00	0,00	2,00				2,00
06 Stationary & supplies Project Office	COGEST	4,80	3,05	1,75	0,00	1,75					
07 Stationary & supplies 5 Focal Points	COGEST	9,80	0,00	9,80	0,00	0,00	1,80	2,00	1,00	2,00	6,80
08 Maintenance office equipment Project Office and vehicle	COGEST	4,00	0,00	4,00	0,00	0,00	1,00		1,00	1,00	3,00
04 Monitoring & Evaluation		175,74	10,71	165,03	0,00	14,03	13,00	12,00	10,00	7,00	42,00
01 BTC Monitoring Missions	REGIE	30,00	10,32	19,68	0,00	-1,32	8,00			7,00	15,00
02 Local Monitoring	COGEST	72,00	0,00	72,00	0,00	0,00		12,00			12,00
03 Mid-term and Final Evaluation	REGIE	40,00	0,20	39,80	0,00	14,80	5,00				5,00
04 Auditing	COGEST	20,00	0,00	20,00	0,00	0,00			10,00		10,00
05 Solde de la formulation	REGIE	13,74	0,19	13,55	0,00	0,55					
Created: 18/01/2010 00:00, by marwan.	REGIE	364,44	31,09	333,35	0,00	29,35	23,50	10,50	22,50	27,50	84,00
Approved: 26/01/2010 10:53, by jaak	COGEST	1.610,29	4,46	1.605,83	0,00	6,94	182,99	210,37	176,66	138,50	688,52
Username: marwan											
Profile: R	TOTAL	1.974,73	35,55	1.939,18	0,00	36,29	186,49	220,87	199,16	166,00	772,52
Project Code: PZA0401311											

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9 CONCLUSIONS

9.1 Activities and Finance

9.2 Monitoring criteria

9.2.1 Efficiency

The financial and administrative procedures inside the Ministry have been a major hindering point for progress. Some planned activities during this year have not moved due to these internal factors. Procurement of services or goods has not been easy and needs to be more efficient in order for the planned activities to take place.

9.2.2 Effectiveness

The results have not been achieved yet in order to contribute to the Specific Objective.

9.2.3 Sustainability

It has been a slow start for the project and activities have not been completed under the results in order to actually measure any kind of sustainability at this stage in the project.

9.3 Advice of the JLCB on the recommendations

9.3.1 Recommendations on activity planning

9.3.2 Recommendations on financial planning

9.3.3 Recommendations on Logical Framework

9.3.4 Other recommendations

10 ANNEXES

10.1 Tracking Gantt view / Activities

10.2 Baseline report / Activities (AdeptTracker)

10.3 Measuring indicators

10.4 Checklist efficiency

Timeliness of results	Yes / No / High - Low	comments
Are activities being completed on time?	Not all Medium	
Is there any delay which might affect whether the results are achieved?	Yes	
Use of resources in completing activities		
Could resources be better utilised?	Yes	
How high is the quality of the activities?	High	
Has the organisation model for the project been a positive one?	Yes	
Could activities be carried out more efficiently?	Yes	
Progress in achieving results indicators		
To what extent have results indicators been achieved?		
Are the activities contributing to the planned results?	Yes	
Could the project be made more efficient and if so how?		

10.5 Checklist effectiveness

Level of progress as regards indicators for the Specific Objective		Comments
What progress has been made in terms of the indicators for the Specific Objective?	Low	
Are the results contributing to the Specific Objective?	Yes	
Can the suitability of the project be improved and if so how?		
Other factors affecting the Specific Objective		
Are external factors affecting the Specific Objective?	Yes	
Are there any positive or negative side effects?		
Target groups' satisfaction with the results		
What kind of target groups are involved?	Women, Youth Private institutions	
Do the target groups have access to the results achieved?		
Do the target groups use the results?		
Does the project respond to their problems and priorities?		

10.6 Checklist sustainability

Development processes brought about by the project		Comments
Have development processes been launched in any of the following fields: political, cultural, social, economic, technical, organisational or institutional)?	Yes	Technical, institutional and organizational
Is the project rooted in local institutions?	Yes	
Is there a plan to integrate the project within the partner institution?	Yes	
Responsibilities of the various partners		
Is the partner institution involved in carrying out the project?	Yes	Leading
Is the partner institution preparing to take over management of the project?	Yes	
Are the partners fulfilling their obligations?	Yes	
Preconditions for sustainability		
Are resources available to continue the project once it has been completed?	Yes	
Are there any plans for institutional training for the partner institution?	Yes	
Are efforts being made to consolidate skills (capacity-building)?	Yes	
Project framework		
Is the project governed by conditions imposed by the donor?	No	
Is the principle of untied aid being respected?	Yes	
Is the implementation framework conducive to sustainability?	Yes	
Is the aid framework conducive to sustainability?	?	

10.7 Input in PIT

10.8 Logical framework year

10.9 Overview public contracts

There have been no tendering during 2009 therefore no public contracts were signed.