

TORINO PROCESS 2022-2024: SYSTEM PERFORMANCE MONITORING (Level 1)

Country questionnaire: **Palestine**

Useful links:

- [Repository of monitoring indicators available and collected for your country \(*.xls\)](#)
- [Torino Process Guidelines \(*.docx\)](#)
- [Full list of TRP Level 1 qualitative questions \(*.docx\)](#)

INTRODUCTION TO THE QUESTIONNAIRE

The new round of the Torino Process (Torino Process 2022-2024: Towards Lifelong Learning) has two main objectives: to monitor the performance of education and training systems regarding the creation and maintenance of opportunities for lifelong learning which are good and equitable; and to review the policies which influence that performance so that it can recommend improvements.

Each of these objectives is served by a dedicated methodology, which foresees specific actions. The methodology and actions serving the first objective are known under the umbrella term “Torino Process (TRP) Level 1: monitoring of system performance”. The methodology and actions serving the second objective are known as “TRP Level 2: reviews of policies for lifelong learning”. Both levels are the constituent parts of the new Torino Process framework for 2022-2024.

The current questionnaire supports the collection of monitoring evidence for TRP Level 1 only.

Purpose and place of the questionnaire in the monitoring process

The monitoring of performance through the new Torino Process relies on a targeted selection of indicators from international sources which cover all partner countries. These indicators (or “proxies” as we also call them) were chosen because they are suitable for tracking system performance in domains of strategic relevance for lifelong learning, which are included in the Torino Process monitoring framework (Level 1).¹ “Performance” in this context describes the outcomes which education policies and systems deliver within each of the TRP monitoring domains (dimensions), and the extent to which these outcomes support human capital development through lifelong learning.

The purpose of the current questionnaire is to compensate for gaps in the availability of monitoring indicators for your country. For each policy and system outcome for which there is no data, the questionnaire has a qualitative question. Your answers to that question will be used as a substitute for the missing data for that outcome. In this way we ensure that the occasional lack of internationally comparable data does not become an impediment to the reliable and trustworthy monitoring of your education and training system within the Torino Process.

The monitoring questionnaire is one among several key steps in the monitoring process. The preparation of the questionnaire was preceded by a collection of indicators for your country from publicly available international databases, such as those maintained by UNESCO, the World Bank, OECD, ILO, ETF, and Eurostat where applicable. The results of this data compilation helped us to identify the data gaps and determine which questions from the larger TRP repository of predefined Level 1 questions must be included in the questionnaire for your country.

After the responses are compiled and relayed to ETF by the national TRP coordinator for your country, the next step in the process is for ETF to verify whether these answers are valid. This means to check whether all questions have been answered and if not, to ask through the national coordinator for the missing responses or alternatively, for clarification why they are missing. Once the validation is complete, your responses will be quantified and integrated with the rest of the monitoring data into a single source of results from the performance monitoring of your country in the current year (in this case 2022).

The last stage in the monitoring process envisages that, through the national TRP coordinator, your country receives and double-checks the monitoring results before their public release in the form of a monitoring report. At that final stage you can also provide a short official comment to the monitoring results with the purpose of contextualising them and indicating what they imply in terms of current and future planning. Your comment will then become part of the monitoring findings and will be included in the release of the monitoring report along with the monitoring data.

¹ For an overview of domains in focus of monitoring and their definitions, see the [Torino Process Guidelines 2022-2024](#).

Thematic scope

As described in the Torino Process Guidelines (see link at the very beginning of this document), the new Torino Process monitors a total of 30 common policy and system outcomes, which are organised in 8 monitoring dimensions and three broad areas of system performance. The framework tracks also how well these 30 outcomes serve the needs of specific populations/groups of learners (i.e., males, females, youth, adults) in specific circumstances, such as formal and non-formal learning settings, general and VET pathways, and IVET and CVET programmes. We call these more specific monitoring aspects the “features” of each outcome. Different outcomes may have different combinations of features applicable to them.

This questionnaire covers only some of the outcomes and features in focus of Torino Process monitoring. Its thematic scope is tailored to the specific situation of your country in terms of availability of internationally comparable monitoring data. The questionnaire targets outcomes and features for which such data is missing. At the same time, it omits outcomes and features for which data is available.

The table below provides information about the coverage of your country questionnaire in this year. It shows which outcomes and features are addressed through a qualitative question (cells marked with “Q(n)”, where (n) is the unique number of the question).² It also shows which outcomes and features are covered by data and thus not covered by this questionnaire (cells marked with an “X”). Finally, the cells that are left empty (crossed out) signify features which are not applicable to a given outcome. At the very beginning of this document, you can find a link to an excel file containing this table (Table 2 – “Evidence availability”) and a full overview of data available and collected for your country in preparation of this questionnaire.

F1 (youth), F2 (adults); F3 (female); F4 (male); F5 (formal settings); F6 (nonformal settings); F7 (disadvantaged youth); F8 (longterm unemployed); F9 (inactive); F10 (adults with low or no education); F11 (first generation migrants); F12 (general pathway); F13 (VET pathway)

outcome	Policy and system outcome	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11	F12	F13
A.1.1	Access and attractiveness: initial VET	Q1		Q2	Q2	Q1		Q3				Q4		Q1
A.1.2	Access and attractiveness: continuing VET		Q5	X	X	X	Q8		Q9	Q10	Q11	Q12		Q5
A.1.3	Access to other opportunities for lifelong learning		X	Q14	X	Q15	Q16		Q17	Q18	Q19	Q20		
A.2.1	Flexible pathways: vertical permeability	Q21	Q21	Q22	Q22	Q21		Q23				Q24		Q21
A.2.2	Flexible pathways: horizontal permeability	Q25	Q25	Q27	Q27	Q26	Q26	Q28				Q29	Q25	Q25
A.2.3	Progression of learners to successive stages (graduation)	Q30	Q30	Q31	Q31	Q30		Q32				Q33		Q30
B.1.1	Key competences for lifelong learning	Q35	Q35	Q36	Q36	Q35		Q37				Q38		Q35
B.1.2	Adult skills and competences		X	X	X				Q41	Q42		Q43		
B.1.3	Links between learning and the world of work	Q44	Q44			Q44								Q44
B.1.4	Employability of learners	Q45	Q45	Q46	Q46	Q45	Q47					Q48		Q45
B.1.5	Opportunities for career guidance	Q54												Q54
B.2.1	Excellence in pedagogy and professional development					Q50								Q50
B.2.2	Excellence in programme content and implementation					Q51								Q51
B.2.3	Excellence in governance and provider management					Q52								Q52
B.2.4	Excellence in social inclusion and equity					Q53								X
B.3.1	Systemic innovation: access to opportunities for lifelong learning	Q54	Q54	Q55	Q55			Q56	Q57	Q58	Q59	Q60		Q54
B.3.2	Systemic innovation in promoting participation and graduation	Q61	Q61	Q62	Q62			Q63	Q64	Q65	Q66	Q67		Q61
B.3.3	Systemic innovation in boosting quality of outcomes	Q68	Q68											Q68
B.3.4	Systemic innovation in raising the relevance of outcomes	Q69	Q69											Q69
B.4.1	Relevance of learning content: green transition	Q70	Q70			Q70								Q70
B.4.2	Relevance of learning content: digital transition	Q71	Q71			Q71		Q72			Q73			Q71
B.4.3	Responsiveness of programme offering	Q74	X			X								Q74
C.1.1	Data availability	Q75	Q75	Q75	Q75	Q75	Q75	Q75	Q75	Q75	Q75	Q75	Q75	Q75
C.1.2	Participatory governance	Q76	Q76			Q76								Q76
C.1.3	Public accountability and reliable quality assurance	Q77	Q77			Q77								Q77
C.1.4	Professional capacity of staff in leadership positions	Q78	Q78			Q78								Q78
C.1.5	Internationalisation	Q79	Q79			Q79								Q79
C.2.1	Adequate financial resource allocations and use	Q80	Q80			Q80								Q80
C.2.2	Adequate human resource allocation and use	X	X			X								Q81
C.2.3	Adequate material base	Q82	Q82			Q82								Q82

If for some strategic or otherwise policy-related reason you prefer to respond to the full list of questions in the Torino Process irrespective of the availability of international data, please let us know and we will provide you with the full TRP Level 1 questionnaire. Alternatively, you may download it under the link

² Please note that the unique number of each question reflects its position in the bigger repository of TRP Level 1 questions, and not its position in this questionnaire. Therefore, the numbering of questions in the table and in this document is not always sequential.

provided at the very beginning of this document. We may also be able to provide you with external expert support for the compilation of the full questionnaire.

Structure of the questions and how to answer them

All questions in the questionnaire have the same structure. Each question is divided in three sub-sections or parts, each of which requires a response: a narrative part; a scale or self-assessment part; and a source part.

The **narrative part** is the first component of each question. It is a thematic sub-section which refers to specific policy and system outcomes and, where relevant, also to specific groups of learners and their learning settings. The narrative sub-question invites an open ended response (narrative) which can be formulated in your own words to describe the situation as you and stakeholders see it.

The **self-assessment part** is the second component of each question. It is a multiple-choice sub-section in which you can respond by choosing and ticking a box. Your choice indicates whether you agree or disagree with a statement which assesses whether the situation described in response to the first, narrative sub-question, is satisfactory or not.

The **source part** is the third and final component of each question in this questionnaire. In this part you are invited to provide evidence (i.e., data from national sources), references, or other sources which can corroborate your responses to the narrative and self-assessment parts of each question.

The procedure of answering the questions differs somewhat from the one applied in previous rounds of the Torino Process in the sense that it is lighter and faster. We still recommend adhering to the four TRP Principles (evidence-based answers, holistic approach to all themes, participatory processes, and strong country ownership) but, unlike before, there are no specific requirements regarding the process of preparing the responses. These can be generated as the result of consultations with stakeholders, or they can be prepared in advance and shared with them subsequently for validation, or in any other modality which fits your national context and needs.

There is only **one technical requirement** in this respect: to ensure that all three sub-sections of each question have been addressed. If one or more sections of a question are missing, this will invalidate your response to that question and will prompt us to come back to you for clarifications at the stage of validating your questionnaire.

Key terms and definitions

This section provides an overview and definition of terms, which are of significance for the proper handling of the questionnaire.

Youth: Population in the official age of entrance and participation in initial VET programmes

Adults: Population in working age (15+ years of age) not enrolled in initial VET programmes

Disadvantaged youth: This refers to socio-economic disadvantage and describes youth with access to below average levels of financial, social, cultural, and human-capital resources

Long-term unemployed: Long-term unemployment refers to the number of people who are out of work and have been actively seeking employment for at least a year

Inactive populations: Adults in working age who are outside of the labour force, meaning that they are neither employed nor registered as unemployed (that is, seeking employment)

Lifelong learning: any learning activity undertaken throughout life, with the aim of improving knowledge, skills/competences and/or qualifications for personal, social and/or professional reasons.

Initial VET: Vocational education and training carried out in the formal system of initial education (usually upper or post-secondary) before entering working life

Continuing VET: Formal or non-formal vocational education and training carried out after initial VET and usually after beginning of working life

Adult education: Adult education or learning may refer to any formal, non-formal, or informal learning activity, both general and vocational, undertaken by adults after leaving initial education and training

Formal settings: This refers to education and training that is institutionalized, intentional and planned through public organizations and recognized private bodies which, taken together, constitute the formal education system of a country

Nonformal settings: Nonformal learning is understood as structured learning with learning objectives (e.g., in-company training), which takes place outside of the formal system. A non-formal setting may refer to any setting which accommodates this type of learning.

-End of introduction-

AREA A. ACCESS, PARTICIPATION, AND OPPORTUNITIES FOR LIFELONG LEARNING

Dimension A.1 ACCESS

Outcome A.1.1: Access and attractiveness – initial VET

This outcome captures the degree to which initial VET is an attractive educational choice in comparison with other learning alternatives, and whether that choice is accessible to various target groups of learners. When it comes to target groups, this may include specific fields of study to capture better gender segregation.

Question 1

Part 1: In your own words, how accessible are initial VET programmes in your country and also, how attractive are they to prospective learners overall? In your response, please, cover both aspects of the question (access and attractiveness).

IVET programs in Palestine are provided by a range of institutions, including vocational schools and vocational units within the academic schools (upper secondary), technical colleges (post secondary), More than 30 IVET programs in vocational schools are available to students after completing the tenth grade, the duration of study in each program is two years and includes 3 tracks of vocational education (vocational, Competency and apprenticeship stream).

Access to IVET programs are available to those who have successfully completed the tenth grade, the cost of VET programs are not a barrier to access for individuals who do not have the financial resources to pay for tuition and other expenses given that tuition fees are almost symbolic, especially in governmental vocational institutions. In addition, vocational schools and vocational units, although few in number, are distributed over most geographical areas, access to VET programs may be limited for individuals who live in remote or isolated areas, or who may face barriers to transportation. For Technical colleges also the IVET programs within specified criteria are available after completing the high school exam (Tawjihi), and tuition fees are low compared to university education. Moreover, the study period is short (2 years duration) and the job prospects for graduates of a VET program can be a major factor in its access and attractiveness (the career prospects for graduates of the programs).

Another step for enhancing the image and attractiveness of VET is establishing more higher education within vocational fields and increasing the permeability from TVET to higher education.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://thisweekinpalestine.com/the-tvet-challenge-in-palestine/>

https://openspace.etf.europa.eu/sites/default/files/2020-11/TRPreport_2020_Palestine_EN.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 2

Part 1: Does gender influence access to initial VET programmes, and the attractiveness of these programmes for prospective students? Please, cover both aspects of the question (access and attractiveness).

Access to IVET programs for both females and males are available to those who have successfully completed the tenth grade, the cost of VET programs are not a barrier to access for individuals who do not have the financial resources to pay for tuition and other expenses given that tuition fees are almost **symbolic**, especially in governmental vocational institutions

In technical colleges, IVET programs are available for females, as girls can enrol in the program they wish to attend.

A shortage of educational, vocational and technical institutions close to where girls live especially in the rural areas may limit the accessibility and the limited number of specializations (9 specializations offered by vocational schools and vocational units for females) may be also cause a lack of accessibility and attractiveness.

In addition to that certain VET programs may be perceived as being more appropriate for one gender than another, such as certain trades being seen as being more suitable for men and others for women. This can lead to unequal access to certain programs for individuals based on their gender.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

FOR FEMALES

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

(Tick one box only)

FOR MALES

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://pdf.usaid.gov/pdf_docs/PA00ZBPF.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 3

Part 1: What is the relationship between access to initial VET, attractiveness of initial VET, and the socio-economic background of students? Specifically, does socio-economic disadvantage have an impact on access to initial VET programmes and on the likelihood of prospective students to see these programmes as an attractive educational choice?

IVET students in Palestine tend to come from economically disadvantaged families. Students from socio-economically disadvantaged backgrounds do not face practical barriers to accessing TVET programmes.

Students from socially and economically disadvantaged backgrounds prefer vocational education and training programs because they are inexpensive and of short duration, to improve the economic conditions of their families after graduation.

Families of students from good economic and social backgrounds direct their children to enrol in vocational and technical education programs to help them manage their companies, since the majority of enterprises in Palestine are family-based.

IVET programs may be less expensive than university programs, which may be appealing to families who are concerned about the cost of education.

Technical and vocational education and training programs are also attractive to families with high economic status and owners of family-based companies.

Transportation costs may be a reason for not enrolling in vocational education programs, as vocational schools are in general concentrated in cities (The location of a VET program can be a significant factor in its access and attractiveness). Programs that are located in areas with good transportation links and a high concentration of potential employers are likely to be more attractive and have better access).

Age may sometimes constitute a reason for not accessing vocational education and training programs, since the regulations specify the exact age for enrolment in these programs, especially the formal IVET programs.

Private vocational schools and private technical colleges charge higher tuition fees. This may be a factor in limiting access due to the economic conditions for those wishing to enroll in these programs.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://www.researchgate.net/publication/309556429> The Role of Vocational Education and Training in Palestine in Addressing Inequality and Promoting Human Development

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 4

Part 1: Does immigrant status/background influence access to initial VET programmes in any way, and how attractive are these programmes for youth with such background? Please, focus on first generation migrants only and cover both aspects of the question (access and attractiveness).

There are no immigrants from other nationalities due to the closure policies of the occupation and complex permit regime, hence the inability of people to reside in Palestine without a residency or a permit.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the

question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://openspace.etf.europa.eu/sites/default/files/2020-11/TRPreport_2020_Palestine_EN.pdf

Outcome A.1.2: Access and attractiveness – continuing VET

This outcome captures the degree to which continuing VET, including tertiary VET where available, is an attractive choice in comparison with other skills development alternatives on post-secondary level and with non-formal alternatives, as well as whether that choice is accessible to various target groups.

Question 5

Part 1: In your own words, how accessible are continuing VET programmes in your country and also, how attractive are they to learners in working age overall? In your response, please, cover both aspects of the question (access and attractiveness).

CVET programs in Palestine are provided by various institutions (Vocational training centres VTCs, continuing education centres in universities, technical colleges, TVET units in in the chambers of commerce and industry and other private training providers

The accessibility and attractiveness of continuing vocational education and training (CVET) programs in Palestine may depend on a range of factors. Some possible factors that may influence the accessibility of CVET programs include:

Location: CVET programs may be more accessible to learners in certain geographic areas, depending on the availability of programs in those areas.

Time: CVET programs may be more accessible to learners who have flexible schedules, as they may be offered in the evenings or on weekends.

Funding: The availability of funding or financial assistance may affect the accessibility of CVET programs, as learners may need to pay for tuition or other costs associated with the programs.

Prerequisites: Some CVET programs may have prerequisites, such as a certain level of education or work experience, which may impact the accessibility of the programs for some learners.

The attractiveness of CVET programs may be influenced by a number of factors as well, including:

Relevance to the labour market: CVET programs that are seen as relevant to the needs of the labour market may be more attractive to learners in working age.

Quality: CVET programs that are perceived as high quality, with good teaching and resources, may be more attractive to learners.

Flexibility: CVET programs that offer flexible learning options, such as online or distance learning, may be more attractive to learners who have busy schedules or who live in areas with limited program availability.

Cost: The cost of CVET programs may influence their attractiveness to learners, as some learners may not be able to afford the tuition or other costs associated with the program

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://www.etf.europa.eu/sites/default/files/2019-12/tracer_study_palestine.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 8

Part 1: How accessible and attractive are non-formal CVET opportunities for people of working age? If pertinent, feel free to disaggregate your response by specific non-formal CVET opportunities.

Non-formal CVET opportunities can be a valuable way for people of working age to gain new skills and knowledge they need to stay competitive in the labour market and to adapt to changing economic conditions. CVET programs may be offered by a range of institutions, including universities, vocational schools, VTCs, TVET units in the chambers of commerce and industry and private training providers and can be a good fit for those who may not have the time or resources to pursue formal education programs.

In Palestine: CVET has not yet been given due attention. It faces several weaknesses such as limited relevance to labour market needs, a lack of quality assurance and a lack of structured links with formal education.

The Ministry of Labour MoL, in cooperation with the private sector, the chambers of commerce and industry, and the bodies that offer these programs, is working to institutionalize CVET programs

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://www.etf.europa.eu/sites/default/files/m/49583C88B3C1AD0DC1257CD1003DA5FC_Employment%20policies_Palestine.pdf

https://www.etf.europa.eu/sites/default/files/2021-01/quality_assurance_in_vet_palestine.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 9

Part 1: In your own words, how accessible and attractive is CVET for people of working age who are long-term unemployed? If possible, please, cover both aspects of the question (access and attractiveness).

Non-formal CVET programs that are offered for people of working age who are long –term unemployed in Palestine are limited for many reasons:

Not offering flexible learning options: Providing flexible learning options, such as online courses or part-time programs, can help to make learning more accessible for individuals who may have commitments outside of education, such as work or family responsibilities.

Not providing financial assistance: Offering financial assistance, such as subsidies or grants, can help to make CVET programs more affordable and accessible for individuals who are long-term unemployed.

Not promoting the benefits of CVET: Highlighting the benefits of CVET programs, such as the opportunity to update skills and knowledge, improve employability, and increase income potential, can help to make these programs more attractive to long-term unemployed individuals.

Not offering support services: Providing support services, such as career counselling, academic advising, and assistance with job placement, can help to ensure that individuals who are long-term unemployed have the support they need to succeed in CVET programs and transition into employment.

In general there are a number of reasons that limit the access to continuing education and vocational training CVET programs, including the cost of the programs, the lack of transportation allowances, the unavailability of programs in their geographic area.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://www.un.org/unispal/wp-content/uploads/2018/04/ILOSTUDY_040418.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 10

Part 1: In your own words, how accessible and attractive is CVET for inactive adults? If possible, please, cover both aspects of the question (access and attractiveness).

Overall, the accessibility and attractiveness of CVET for **inactive adults** can vary and may be influenced by a range of factors such as the availability and cost of programs, the flexibility of the program, and the perceived value and relevance of the program to the needs and goals of inactive adults.

In terms of accessibility, CVET programs may be more or less accessible to inactive adults depending on factors such as the availability of programs in their geographic area, the cost of tuition and other fees, and the flexibility of the program (e.g. whether it is offered online or in-person, full-time or part-time). Inactive adults who face barriers to accessing education, such as lack of transportation or childcare, may find it more difficult to participate in CVET programs.

In terms of attractiveness, CVET programs may be more or less appealing to inactive adults based on factors such as the perceived value and relevance of the program, the reputation of the institution offering the program, and the availability of support services such as academic advising or career counselling. Inactive adults who are seeking to re-enter the workforce or change careers may be more motivated to participate in CVET programs that are perceived to have strong links to employment opportunities or that provide support in finding work.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://www.un.org/unispal/wp-content/uploads/2018/04/ILOSTUDY_040418.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 11

Part 1: In your own words, how accessible and attractive is CVET for people of working age with low educational attainment and for those without education? If possible, please, cover both aspects of the question (access and attractiveness).

1. Accessibility of CVET programs: People of working age with low educational attainment or without education may face barriers to enrolment in CVET programs due to financial constraints, lack of access to transportation or childcare, or other factors. In addition, those learners may face challenges in terms of their basic knowledge, such as literacy and numeracy, which can impact their ability to participate in and benefit from CVET programs.
2. Attractiveness of CVET programs: The attractiveness of CVET programs to people of working age with low educational attainment or without education may be influenced by a range of factors, such as the perceived value and status of the programs, the employment prospects of graduates, and the relevance of the programs to the needs of employers. These learners may also be more likely to be attracted to CVET programs that offer flexible learning options, such as part-time or distance learning, or that offer support services, such as tutoring or language instruction
3. Government policies and initiatives: the absence of government policies and initiatives that support the accessibility and attractiveness of CVET programs for people of working age with low educational attainment or without education that include financial assistance for tuition and other fees, support for learners with disabilities or other special needs, and initiatives to promote the recognition and mobility of CVET qualifications.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://blogs.worldbank.org/arabvoices/education-education-s-sake-conundrum-facing-palestinian-youth>

https://pdf.usaid.gov/pdf_docs/PA00ZBPF.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 12

Part 1: In practice, how accessible and attractive is CVET for learners in working age who are first generation migrants in your country? If possible, please, cover both aspects of the question (access and attractiveness).

There are no immigrants from other nationalities due to the closure policies of the occupation and complex permit regime, hence the inability of people to reside in Palestine without a residency or a permit.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://openspace.etf.europa.eu/sites/default/files/2020-11/TRPreport_2020_Palestine_EN.pdf

Outcome A.1.3: Access and attractiveness – other opportunities for lifelong learning

This outcome captures access to other opportunities for lifelong learning not covered by outcomes A.1.1 and A.1.2 of the Torino Process framework (IVET and CVET), such as active labour market policies (ALMPs), participation in VNFIL, etc. Depending on country context, it may also include ISCED level 5 programmes (short-cycle tertiary education) which are preparing learners to enter the labour market.

Question 14

Part 1: Does gender influence access to opportunities for lifelong learning beyond those concerning IVET and CVET, and the attractiveness of these opportunities for learners in working age? Examples of such opportunities could include ALMPs, in-company

training, ISCED level 5 programmes, etc. If possible, cover both aspects of the question (access and attractiveness).

All individuals, regardless of their gender, have equal access to education and training opportunities throughout their lives, but women are less likely than men to participate in continuing education and training programs, particularly if they have caregiving responsibilities or work in lower-paying jobs. This may be due to a number of factors, such as lack of time or financial resources, or simply lack of awareness about available opportunities. Additionally, certain fields or industries may be perceived as more attractive to one gender over the other, which could also impact participation in lifelong learning opportunities.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

FOR FEMALES

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

(Tick one box only)

FOR MALES

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://asala-pal.org/cached_uploads/download/2021/09/15/tvet-1631710034.pdf

https://pdf.usaid.gov/pdf_docs/PA00ZBPF.pdf

<https://palestine.unwomen.org/sites/default/files/Field%20Office%20Palestine/Attachments/Publications/2019/9/UNWPALCOGenderAlert2019.pdf>

https://en.unesco.org/sites/default/files/palestine_study_on_enhancing_institutionalized_partnerships_between_tvet_institutions_and_the_world_of_work_in_palestine_september_2019.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 15

Part 1: Thinking of opportunities for lifelong learning beyond those concerning IVET and CVET, such as ALMPs, in-company training, ISCED level 5 programmes, etc., how accessible and attractive are those which take place in formal settings? If pertinent, feel free to disaggregate your response by specific forms of formal learning opportunities beyond VET.

ISCED level 5 programs refer to post-secondary non-tertiary education programs that are designed to provide learners with the skills and knowledge they need to succeed in the labour market. These programs are typically shorter than degree programs, and may be offered by technical colleges, community colleges, and other institutions. These programs are easy to access if the high school exam (Tawjihi) is successfully completed, and the study period is two years. The cost is low compared to universities, especially government colleges

In-company training :These programs are offered by some vocational schools and they are easy to access if the tenth grade is successfully completed. The duration of the study is two years. The cost is nominal, and the percentage of obtaining a job opportunity after completing these programs is high, therefore, they are considered attractive programs

In-company training :These programs are offered by some companies, these companies usually have a small training centres within their premises, this is not accessible and limited to those who are working in these companies or those supposed to work their.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://www.etf.europa.eu/sites/default/files/document/Country%20Fiche%202020%20Palestine%20-%20Education_%20Training%20and%20Employment%20Developments.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 16

Part 1: Thinking of opportunities for lifelong learning beyond those concerning IVET and CVET, how accessible and attractive are those which take place in non-formal settings? If pertinent, feel free to disaggregate your response by specific types of non-formal settings.

Life Long Learning LLL is a policy priority in Palestine, the key strategic document concerning Adult Learning Education in Palestine is the National Strategy for Adult Education 2014 – 2019 which is currently being reviewed and revised to develop the experiences, qualifications and abilities of adult learner to enable them to find new job opportunities in line with the needs of labour market.

Also the TVET Strategy 2010 focuses on LLL, contributes it by providing continuous learning opportunities (CVET) as well as providing initial learning opportunities (IVET). Some TVET institutes adopts CVET as a part of their program, while others link it with provided initiatives, various initiatives were provided for CVET. The Ministry of Labour is making continuous efforts to expand the CVET for workers in the labour market through evening courses in VTCs, most of which are in partnership and at the request of professional unions and chambers of commerce at the local level, various CVET programs were adopted with the support of international funded projects (GIZ, Enable,others, ...).

There are CVET programs for job seekers provided by TVET institutes. The unemployed people attend some vocational training courses individually, through projects, initiatives, and sometimes through the TVET units in the chambers of commerce, but no clear policy in this regard.

Non-formal lifelong learning opportunities can be particularly accessible and attractive to people who may not be able to participate in more formal education and training programs due to time or financial constraints, or other responsibilities.

However, it is worth noting that non-formal lifelong learning opportunities are not recognized may also have some limitations in terms of recognition and credit on national level, and may not be as widely accepted as formal education and training programs in certain contexts.

One key benefit of non-formal learning is that it can be more accessible to people who may not have the opportunity to participate in formal education, such as individuals who are working, have family commitments, or live in rural areas. These types of learning opportunities can also be less expensive than formal education, as they may not require tuition or other fees.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree

Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://planipolis.iiep.unesco.org/sites/default/files/ressources/palestine_tvete_strategy.pdf

https://www.dvv-international.de/fileadmin/files/Inhalte_Bilder_und_Dokumente/News/2022/01_Digitalisation_in_ALE_in_Asia_Country_report_Palestine.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 17

Part 1: Thinking of opportunities for lifelong learning beyond those concerning IVET and CVET, such as ALMPs, in-company training, ISCED level 5 programmes, etc., how accessible and attractive are they for those who are long-term unemployed? Feel free to disaggregate your response by specific types of opportunities and/or groups of long-term unemployed.

In general, anyone can enhance their abilities by obtaining vocational training in many governmental centres run by the Ministry of Labour, which are free programs. Anyone can also obtain vocational training in many vocational training centres that offer various programs in many fields and with reasonable fees. High Technical colleges also offer some vocational programs through continuing education centres with nominal fees. Some companies provide training to their employees through capacity building programs and it is usually free.

Review and evaluation of **ALMPs** is either non-existent or very weak, with most ALMPs only tracking process and output level indicators, rendering the measurement of impact and efficiency of nearly all ALMPs, including those most institutionalized, nearly impossible.

ALMPs in both the West Bank and Gaza are fragmented, often with similar goals, overlapping objectives, and target groups, without necessarily being coordinated, and are implemented by different organisations or funded by different donors. Proliferation and fragmentation of ALMPs often leads to in-efficiencies (such as double targeting), with several organisations working to serve the same (often not necessarily the most disadvantaged) target groups. It is believed that many organisations have established these programmes without a clear long-term vision in order to diversify their funding sources.

The Palestinian employment fund PEF: The Palestinian Employment Fund (PEF) is the national umbrella for employment and the executive arm of the national employment policies and the Ministry of Labour policies in the field of employment. We seek to provide sustainable work opportunities for youth graduates, women, marginalized groups, persons with disabilities, and unemployed persons. We do so by either providing job opportunities or supporting self-employment and entrepreneurial projects through providing financial

portfolios and technical services including business advisory services (This type of program provides unemployed individuals with training and resources to start their own businesses).

Through the “**Employment Corner**”, job seekers can find open job opportunities whereas companies can find matching candidates for their job vacancies. In addition to job opportunities, the “Corner”, will also be a focal point for finding internships and in-job training opportunities – especially for young graduates who are in transition from education to employment

Labour market information services LMIS: It provide accurate and up-to-date information about the labour market, job opportunities, and the skills required for various jobs, to help job seekers make informed decisions about their career. This type of services may be more targeted or more extensive for long-term unemployed.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://yplus.ps/wp-content/uploads/2021/01/ILO-The-Occupied-Palestinian-Territory-An-Employment-Diagnostic-Study.pdf>

https://www.etf.europa.eu/sites/default/files/m/4AA8C1C2FC72E77BC1257D69002AE631_ALMPs_youth.pdf

<https://www.etf.europa.eu/sites/default/files/document/Country%20Fiche%202020%20Palestine%20-%20Education%20Training%20and%20Employment%20Developments.pdf>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 18

Part 1: Thinking of opportunities for lifelong learning beyond those concerning IVET and CVET, such as ALMPs, in-company training, ISCED level 5 programmes, etc., how

accessible and attractive are they for economically inactive adults? Feel free to disaggregate your response by specific types of opportunities and/or inactive populations.

Active Labor Market Policies (ALMPs) are government-funded programs designed to help the unemployed find work or improve their employability. These programs can be particularly attractive for economically inactive adults who may be seeking to re-enter the workforce or to improve their employability

Review and evaluation of ALMPs is either non-existent or very weak, with most ALMPs only tracking process and output level indicators, rendering the measurement of impact and efficiency of nearly all ALMPs, including those most institutionalized, nearly impossible.

ALMPs in both the West Bank and Gaza are fragmented, often with similar goals, overlapping objectives, and target groups, without necessarily being coordinated, and are implemented by different organisations or funded by different donors. Proliferation and fragmentation of ALMPs often leads to in-efficiencies (such as double targeting), with several organisations working to serve the same (often not necessarily the most disadvantaged) target groups. It is believed that many organisations have established these programmes without a clear long-term vision in order to diversify their funding sources.

In-company training programs, may be less accessible to economically inactive adults who are not already employed, as they are typically offered by employers and may require a job offer or employment contract. Additionally, these types of programs may be more attractive to individuals who are already employed, as they may offer opportunities for career advancement and improved job security.

ISCED level 5 programs, which are non-university post-secondary programs that provide vocational or technical education, may be more accessible and attractive to economically inactive adults. These programs can provide the skills and knowledge needed for specific jobs and industries, which can help increase employability. However, the accessibility can be limited by the cost of the program, location, and availability in certain regions (companies).

It's also important to note that economically inactive adults can be a diverse group, with different needs, skills, and barriers to accessing education and training opportunities. Factors such as age, educational background, language proficiency, and personal circumstances can impact their accessibility and attractiveness to these opportunities.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://www.etf.europa.eu/sites/default/files/m/4AA8C1C2FC72E77BC1257D69002AE631_ALMPs_youth.pdf

<https://www.etf.europa.eu/sites/default/files/document/Country%20Fiche%202020%20Palestine%20-%20Education%20Training%20and%20Employment%20Developments.pdf>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 19

Part 1: Thinking of opportunities for lifelong learning beyond those concerning IVET and CVET, such as ALMPs, how accessible and attractive are they for people of working age with low educational attainment and for those without education? Feel free to disaggregate your response by specific types of opportunities and/or educationally disadvantaged populations.

Accessibility and attractiveness of active labor market policies (ALMPs) beyond initial and continuing vocational education and training (IVET and CVET), such as training programs are less accessible and attractive to individuals with low educational attainment and those without formal education, as these programs may require a certain level of basic education or prior knowledge.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://www.etf.europa.eu/sites/default/files/document/Country%20Fiche%202020%20Palestine%20-%20Education%20Training%20and%20Employment%20Developments.pdf>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 20

Part 1: Thinking of opportunities for lifelong learning beyond those concerning IVET and CVET, such as ALMPs, how accessible and attractive are they for learners in working age who are first generation migrants in your country? Feel free to disaggregate your response by specific types of opportunities and/or migrant populations.

There are no immigrants from other nationalities due to the closure policies of the occupation and complex permit regime, hence the inability of people to reside in Palestine without a residency or a permit.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://openspace.etf.europa.eu/sites/default/files/2020-11/TRPreport_2020_Palestine_EN.pdf

Dimension A.2 PARTICIPATION

Outcome A.2.1: Flexible pathways – vertical permeability

This outcome strives to capture the vertical permeability of the education and training system vis-à-vis initial and continuing VET, understood as possibility for transition between pathways to successive stages of education and training

Question 21

Part 1: In your own words, how accessible are successive stages of general education (non-tertiary and tertiary) to graduates from initial and continuing VET? In your response, please, cover both types of VET (initial and continuing VET).

IVET: Graduates from initial vocational education and training (IVET) programs have the opportunity to pursue further education at successive stages of general education, depending on their interests and goals. For example, a graduate from an IVET program in electricity may choose to pursue a non-tertiary education program in a related field, such as a technical college program in electrical engineering. Alternatively, they may choose to pursue a tertiary education program in electrical engineering at a university.

In addition, graduates from initial vocational education have the opportunity to peruse a non-tertiary education program and tertiary education program that are not related to their majors in vocational schools and technical colleges (Based on the terms of the bridging program between the college and higher education – universities).

CVET: The Palestinian education system does not allow graduates of CVET programs to pursue further education at successive stages of general education due to the lack of a National Qualifications Framework NQF (under development)

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://www.etf.europa.eu/sites/default/files/m/C8BB22EF48079D99C1257D93005CD04E_Palestine_mapping%20VET%20governance.pdf

https://planipolis.iiep.unesco.org/sites/default/files/ressources/palestine_education_sector_strategic_plan_2017-2022.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 22

Part 1: Does gender influence access to successive stages of general education (non-tertiary and tertiary) for graduates from initial and continuing VET? In your response, please, cover both types of VET (initial and continuing VET).

For graduates from initial and continuing VET gender doesn't influence access to successive stages of general education (The same as in Q 21) with the exception of some programs traditionally reserved for males, such as programs related to the fields of mechanical and metal works, construction work ... etc.

Part 2: Would stakeholders in your country agree or disagree with the following statement: "The current situation as described in the answer to the first part of the question, is satisfactory and adequate"? Please, note that we are not asking for your personal views.

(Tick one box only)

FOR FEMALES

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

(Tick one box only)

FOR MALES

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://www.etf.europa.eu/sites/default/files/m/C8BB22EF48079D99C1257D93005CD04E_Palestine_mapping%20VET%20governance.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 23

Part 1: Does the socio-economic background of graduates from initial and continuing VET influence their access to successive stages of general education (non-tertiary and tertiary)? In your response, please, focus in particular on socio-economically disadvantaged students.

It is generally that socio-economic background can influence a person's access to education at all levels, including initial and continuing vocational education and training (VET) as well as successive stages of general education, including non-tertiary and tertiary education. Individuals from lower socio-economic backgrounds may face a range of challenges in accessing education, including financial barriers, limited access to information and resources, and a lack of support from family and community. These challenges can make it more difficult for individuals from lower socio-economic backgrounds to pursue education and training opportunities and may limit their access to successive stages of education.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://www.researchgate.net/publication/309556429> The Role of Vocational Education and Training in Palestine in Addressing Inequality and Promoting Human Development

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 24

Part 1: In practice, how accessible are successive stages of general education (non-tertiary and tertiary) to graduates from initial and continuing VET who are first generation migrants?

There are no immigrants from other nationalities due to the closure policies of the occupation and complex permit regime, hence the inability of people to reside in Palestine without a residency or a permit.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://openspace.etf.europa.eu/sites/default/files/2020-11/TRPreport_2020_Palestine_EN.pdf

Outcome A.2.2: Flexible pathways – horizontal permeability

This outcome strives to capture the horizontal permeability of the education and training system vis-à-vis initial and continuing VET, understood as the possibility for transition between parallel tracks of education and training (general and vocational), and between formal and non-formal learning settings, i.e. through validation of non-formal and informal learning (VNFL).

Question 25

Part 1: In your own words, how developed are the procedures and practices for the transition of students between parallel VET and general education pathways and, overall, does your country enable more flexible pathways for VET students along these lines? Please, disaggregate your response by types of VET (initial and continuing).

Efforts were made to ensure system permeability. Students are now allowed movement up and across both the TVET system and the general education system as a whole, thus combating the image that TVET is a closed path, which in the past discouraged many from embarking upon it. In addition, the government has decided to set up multipurpose TVET institutions, where various levels of TVET are offered in a single institution in order to

enhance efficiency. Furthermore, the capacity was expanded by enabling these institutions to offer their training not only in the mornings but also in the afternoons and evenings to allow for adult training.

the transition between the two pathways is well-established and there are clear guidelines and procedures in place for students to follow. This might include information about credit transfer and articulation agreements between institutions, counselling and support services for students, and programs or initiatives to encourage students to continue their education.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://thisweekinpalestine.com/the-tvet-challenge-in-palestine/>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 26

Part 1: How developed in your country are the procedures and practices which enable the transition of people of working age from non-formal to formal learning settings (in CVET and/or elsewhere), for instance through the validation of their prior non-formal and informal learning?

Establishing a system for validation of non-formal and informal learning is one element in the NQF plan, which have been developed in 2010. NQF is a step towards recognizing the qualifications of non-formal graduates (initial IVET, and continuing vocational education CVET) as well as those who have gained experience through practice (NQF enable recognition of prior learning (RPL)); but it is lower in the priority list behind adopting legislation, defining the level descriptors etc., so no work has been undertaken yet.

CVET: Palestinian education and training system haven't processes in place for recognizing and crediting the learning and experience that students have gained through non-formal and

informal learning, including VET. This can help to smooth the transition between VET and general education pathways and recognize the value of students' prior learning.

In limited cases, the Ministry of Labor grants certificates of recognition of prior training.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://www.etf.europa.eu/sites/default/files/document/Palestine.pdf>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 27

Part 1: How does the gender of students impact their prospects of a successful switch between parallel pathways in VET and general education? If possible, please disaggregate your response by types of VET (initial and continuing).

The gender of students does not affect the prospects for successful transition between parallel pathways in vocational education and training and general education (the same as Q26).

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

FOR FEMALES

(Tick one box only)

FOR MALES

<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Strongly disagree
<input type="checkbox"/> Disagree	<input type="checkbox"/> Disagree
<input checked="" type="checkbox"/> To some extent agree or disagree	<input checked="" type="checkbox"/> To some extent agree or disagree
<input type="checkbox"/> Agree	<input type="checkbox"/> Agree
<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://www.etf.europa.eu/sites/default/files/document/Palestine.pdf>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 28

Part 1: How does the socio-economic background of students impact their prospects of a successful switch between parallel pathways in VET and general education? In your response, please, focus in particular on socio-economically disadvantaged students.

Students from lower socio-economic backgrounds may face greater challenges in successfully transitioning between parallel pathways in vocational education and training (VET) and general education. These challenges can be due to a variety of factors, including limited access to financial resources, lack of knowledge about available educational options, and lack of support from family and community

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we

kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://thisweekinpalestine.com/the-tvet-challenge-in-palestine/>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 29

Part 1: How does the immigration background of students impact their prospects of a successful switch between parallel pathways in VET and general education? In your response, please, focus in particular on students who are first generation migrants.

There are no immigrants from other nationalities due to the closure policies of the occupation and complex permit regime, hence the inability of people to reside in Palestine without a residency or a permit

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://openspace.etf.europa.eu/sites/default/files/2020-11/TRPreport_2020_Palestine_EN.pdf

Outcome A.2.3: Progression of learners to successive stages of education and training and completion of learning (graduation)

This outcome refers to the degree of success of learners in VET in comparison with other education and training alternatives, as captured through retention rates, progression rates, low drop-out rates by type of programme and learning setting, graduation rates by type of programme and learning setting, including non-formal settings and VNFIL.

Question 30

Part 1: How adequately does your country support learners in IVET and CVET in completing their programmes successfully, for instance by promoting their graduation, preventing drop-out and repetition, etc. Please, disaggregate your response by type of VET (IVET and CVET) and feel free to draw comparisons also with general education and other, non-VET pathways, as relevant.

Providing learners with financial assistance, such as scholarships or grants, can be an important way of supporting them in completing their programs successfully. This can help to reduce financial barriers that may otherwise prevent learners from completing their studies.

The Ministry of Higher Education and Scientific Research in Palestine provides support to graduates of initial vocational education and training IVET by providing scholarships to complete their studies in programs related to their majors in technical colleges and universities. Recently, through the Palestinian Telecommunications Company, the Ministry provided more than 300 scholarships for students who graduated from vocational secondary schools to complete their studies in technical colleges.

CVET: Initial vocational education and training institutions provide further support for continuing vocational education training CVET programs and these programs are often donor-supported initiatives.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://www.etf.europa.eu/sites/default/files/m/49583C88B3C1AD0DC1257CD1003DA5FC_Employment%20policies_Palestine.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 31

Part 1: Is one of the genders at a disadvantage when it comes to the successful completion of IVET and CVET programmes in your country, for instance by being at a greater risk of not completing certain programmes successfully, of dropping out, repeating a year, etc.? Please, disaggregate your response by type of VET (IVET and CVET) and feel free to draw comparisons also with general education and other, non-VET pathways, as relevant.

The evidence indicates that males may be more likely to enroll in and complete IVET and CVET programs than females. This may be due to a range of factors, including (gender stereotypes and societal expectations), as well as the availability of programs in fields that are traditionally male-dominated. However, it is important to note that there are also many initiatives and programs in place that aim to support females in accessing education and training opportunities in non-traditional fields, (but still limited) and research suggests that these initiatives can be effective in increasing the participation of females in IVET and CVET.

In general education, research has shown that, females are more likely to enroll in and complete primary and secondary education than males. However, the reverse is often true at the tertiary level, where males may be more likely to enroll in and complete higher education programs. This pattern may be due to a range of factors, including gender stereotypes and societal expectations, as well as the availability of programs in fields that are traditionally male-dominated.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

FOR FEMALES

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

(Tick one box only)

FOR MALES

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://pdf.usaid.gov/pdf_docs/PA00ZBPF.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 32

Part 1: Does the socio-economic background of students in IVET and CVET affect, (positively or negatively) their chances of completing their learning successfully? Specifically, are socio-economically disadvantaged students at a greater risk of (or less prone to) failing, dropping out, repeating a year, etc.? Please, disaggregate your response by type of VET (IVET and CVET) and feel free to draw comparisons also with general education and other, non-VET pathways, as relevant.

Socio-economic background can have a significant impact on the chances of students in initial vocational education and training (IVET) and continuing vocational education and training (CVET) completing their learning successfully. In particular, socio-economically disadvantaged students may be at a greater risk of dropping out, or repeating a year, due to the financial and social barriers that they may face.

Financial barriers: Students from disadvantaged socio-economic backgrounds may have limited financial resources, which can make it more difficult for them to afford the costs of education, such as tuition fees and living expenses. This can make it harder for them to pursue education and training opportunities, including IVET and CVET programs.

A lack of support from family and community: Students from disadvantaged socio-economic backgrounds may have limited support from family and community, which can make it harder for them to succeed in education. This may include a lack of encouragement and guidance from family members, as well as limited access to social and networking opportunities that can help them to build connections and achieve their goals.

Limited access to information and resources: Students from disadvantaged socio-economic backgrounds may have limited access to information and resources that can help them to make informed decisions about their education and career goals. This can make it more difficult for them to navigate the education system and take advantage of opportunities to succeed in their studies.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 33

Part 1: Does the immigrant background of students in IVET and CVET affect (positively or negatively) their chances of completing their learning successfully? Specifically, are students who are first generation migrants at a greater risk of (or less prone to) failing, dropping out, repeating a year, etc.? Please, disaggregate your response by type of VET (IVET and CVET) and feel free to draw comparisons also with general education and other, non-VET pathways, as relevant.

There are no immigrants from other nationalities due to the closure policies of the occupation and complex permit regime, hence the inability of people to reside in Palestine without a residency or a permit.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://openspace.etf.europa.eu/sites/default/files/2020-11/TRPreport_2020_Palestine_EN.pdf

AREA B. QUALITY OF LIFELONG LEARNING OUTCOMES

Dimension B.1 QUALITY AND RELEVANCE

Outcome B.1.1: Key competences for lifelong learning and quality of learning outcomes

This outcome captures the extent to which the education and training system succeeds in the provision of basic skills and key competences for learners in formal education, as defined in regular international surveys and international assessments.

Question 35

Part 1: How would you describe, in your own words, how proficient are learners in IVET and CVET in your country in basic skills, such as problem-solving, reading, math, and how well they are equipped with key competences needed for successful participation in society? Please, disaggregate your response by type of VET (IVET and CVET).

The Ministry of Education & higher education, Ministry of labour has completed the development of their curricula which was based on the complex tasks and learning situations methodology, which aims to harmonize qualifications and link them to the needs of the labour market. Entrepreneurial skills are integrated, literacy, problem –solving and maths are integrated in all programs. Also digital competencies are integrated by many TVET institutes through extra-curricular activities.

Both the MoL and the MoEHE have officially included Know About Business **KAB** training into their national training curricula, which includes entrepreneurial skills needed for the successful participation in society.

Thus, through implementing a learning situation, the student is not only gaining the technical skills, but he/she rather acquires the necessary skills to carry out the work in its natural environment; for example: communicating with beneficiaries and co-workers, problem-solving, research, documentation, advocacy, learning from peers, and critical thinking.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://www.linkedin.com/pulse/glance-tvet-curriculum-development-national-standard-al-batran>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 36

Part 1: Are there differences by gender in the proficiency of learners in IVET and CVET in basic skills, such as problem-solving, maths, reading, and in how well they are equipped with the key competences necessary for successful participation in society? Please, disaggregate your response by type of VET (IVET and CVET).

There is evidence to suggest that there may be gender-based differences in the proficiency of learners in vocational education and training (VET) in basic skills such as problem-solving, math, and reading. For example, research has shown that females tend to perform better than males in reading and writing, while boys tend to perform better in math and science. However, it is important to note that these differences are not always consistent and may vary depending on the specific skills being measured and the population being studied.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

FOR FEMALES

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

(Tick one box only)

FOR MALES

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://unevoc.unesco.org/pub/yem_project_country_factsheets.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 37

Part 1: Does the socio-economic background of learners in IVET impact their proficiency in basic skills, such as problem-solving, maths, reading, and in how well they are equipped with the key competences necessary for successful participation in society? Please, focus specifically on socio-economically disadvantaged youth.

Overall, while students from all socio-economic backgrounds may face challenges in acquiring the skills and competences they need to succeed, those from lower socio-economic backgrounds (specifically on socio-economically disadvantaged youth) may be particularly disadvantaged and may need additional support and resources in order to overcome these challenges.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://unevoc.unesco.org/pub/yem_project_country_factsheets.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 38

Part 1: Does the immigrant background of learners in IVET and CVET impact their proficiency in basic skills, such as problem-solving, maths, reading, and in how well is this group of learners equipped with the key competences necessary for successful participation in society? Please, focus specifically on first generation migrants and disaggregate your response by type of VET (IVET and CVET).

There are no immigrants from other nationalities due to the closure policies of the occupation and complex permit regime, hence the inability of people to reside in Palestine without a residency or a permit.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://openspace.etf.europa.eu/sites/default/files/2020-11/TRPreport_2020_Palestine_EN.pdf

Outcome B.1.2: Adult skills and competences

This outcome captures the extent to which adults in working age dispose of basic skills and key competences, as defined in regular international surveys.

Question 41

Part 1: Thinking of people of working age who are long-term unemployed, what is their proficiency in the basic skills which you consider are needed for successful participation in society and the economy (i.e., maths, reading, problem-solving),³ and to what extent does that influence their prospects of finding a job?

These basic skills can influence an individual's prospects of finding a job. Employers often look for candidates who have strong communication, problem-solving, and critical thinking skills, as well as a solid foundation in literacy and numeracy. Demonstrating strong basic skills can also help individuals to be more competitive in the job market and more successful in their careers.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the

³ For further examples of basic skills, see for instance the Programme for Assessment of Adult Competences (PIAAC) of the OECD.

question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://unevoc.unesco.org/pub/yem_project_country_factsheets.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 42

Part 1: Thinking of people of working age who are economically inactive, how do you assess their proficiency in the basic skills which you consider are needed for successful participation in society and the economy (i.e., maths, reading, problem-solving),⁴ and to what extent does that influence their prospects of becoming economically active again?

It should be noted that there are no studies available on the proficiency of the economically inactive adults in basic skills in Palestine.

To a large extent, the proficiency of economically inactive individuals in basic skills can influence their prospects of becoming economically active again. Demonstrating strong basic skills can help individuals to be more competitive in the job market and increase their chances of finding employment. It may also be helpful for economically inactive individuals to consider seeking out training or development opportunities that can help them improve their basic skills and increase their employability.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

⁴ For further examples of basic skills, see for instance the Programme for Assessment of Adult Competences (PIAAC) of the OECD.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://unevoc.unesco.org/pub/yem_project_country_factsheets.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 43

Part 1: Thinking of people of working age who are first generation migrants to your country, how do you assess their proficiency in the basic skills which you consider are needed for successful participation in society and the economy (i.e., maths, reading, problem-solving),⁵ and to what extent does that influence their prospects of finding a job and integrating?

There are no immigrants from other nationalities due to the closure policies of the occupation and complex permit regime, hence the inability of people to reside in Palestine without a residency or a permit.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

⁵ For further examples of basic skills, see for instance the Programme for Assessment of Adult Competences (PIAAC) of the OECD.

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://openspace.etf.europa.eu/sites/default/files/2020-11/TRPreport_2020_Palestine_EN.pdf

Outcome B.1.3: Links between learning and the world of work

This outcome reflects the pragmatic relevance of initial and continuing VET programmes through the lens of participation in work-based learning and the share of programmes with outcomes/objectives that include a WBL component.

Question 44

Part 1: How available is work-based learning to students in IVET and CVET programmes in your country, and what is the participation rate and attractiveness of programmes which feature a work-based learning component? Please, disaggregate your response by types of VET (initial and continuing).

Apprenticeship scheme as one of the forms of work-based learning WBL is applied to a limited extent in a number of vocational schools and in a limited group of programs. This is due to several reasons, the most important of which is the lack of training sites in the private sector. These programs have gained acceptance in recent years and became more attractive, thus it generates good job opportunities in the workplaces in which they were trained.

WBL: There are no current legal frameworks for WBL in Palestine, nor are there any for the TVET sector more generally. However, there is some institutional framing organized through the Belgian Development Cooperation that has set down some guidelines for institutional capacity-building associated with WBL for young people. The claim is that these schemes have been very successful in linking education and training provisions with employment, and have contributed effectively to the development of the Palestinian economy (Jweiles, 2017). This arrangement provides an example of specific and locally based initiatives of the kind that might be effective in the absence of central leadership, legislation and institutions that are able to promote and support such arrangements.

The work-based learning (WBL) model implemented at all levels of TVET (vocational schools, colleges, universities) with Enabel's support is considered to be successful. In 2017, 83 WBL initiatives were successfully launched in the West Bank and Gaza. Forty-four TVET institutions signed agreements with over 200 companies relating to a wide range of technical vocations which are in high demand in the labour market. According to the Monitoring and Evaluation Report published by the Ministry of Education and Higher Education¹⁷, 22.8% of students in vocational schools participated in internships or practical training in the labour market in 2016 (the target for 2019 is 31%). The WBL model has been positively received by both providers and employers. In August 2018, the Ministry of Labour and the Ministry of Education and Higher Education approved the WBL strategy for the period 2018 to 2022

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://en.unesco.org/sites/default/files/palestine_01.pdf

<https://www.etf.europa.eu/en/publications-and-resources/publications/palestine-education-training-and-employment-developments-1>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Outcome B.1.4: Employability of learners

This outcome refers to the labour market relevance of lifelong learning opportunities as captured through evidence of employability of graduates from initial VET, continuous VET, and other forms of lifelong learning with a VET component.

Question 45

Part 1: How relevant for the labour market are the knowledge, skills, and abilities of IVET and CVET graduates in your country? Please, disaggregate your response by type of VET (initial and continuing) and feel free to refer to specific programmes, if necessary.

In general, IVET and CVET programs are designed to provide students with the skills and knowledge needed to enter a specific occupation or industry, and graduates of these programs may be more competitive in the job market as a result. However, it is important for graduates to stay up to date with the latest developments and trends in their field, as well as to continuously learn and adapt to new technologies and techniques, in order to remain relevant in the labour market.

IVET and CVET graduates may have an advantage in the job market over those who do not have similar training and education.

In general the skills and knowledge learned through VET education (IVET and CVET) can help to make graduates more attractive to employers and can increase their chances of finding employment and can increase their chances of finding employment in related fields or through self-employment.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://en.unesco.org/sites/default/files/palestine_study_on_enhancing_institutionalized_partnerships_between_tviet_institutions_and_the_world_of_work_in_palestine_september_2019.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 46

Part 1: Does the gender of graduates from IVET and CVET in your country influence their employability upon graduation? Please, focus on the knowledge, skills, and abilities they may have acquired and disaggregate your response by type of VET (initial and continuing). Feel free to refer to specific programmes, if necessary.

There may be certain industries or occupations that are traditionally male- or female-dominated, and this can influence the employment opportunities available to graduates of IVET and CVET programs. For example, if a particular industry or occupation has a high proportion of one gender, this may create barriers to employment for individuals of the other gender. However, these barriers are not necessarily related to the knowledge, skills, and abilities acquired through IVET or CVET programs, but rather to societal or cultural biases and stereotypes.

*In certain fields and regions, there may be a high demand for graduates of a particular gender, regardless of their education. For example, in industries such as construction and

manufacturing, which have historically been male-dominated, there may be a growing need for female workers.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only) <u>FOR FEMALES</u> <input type="checkbox"/> Strongly disagree <input checked="" type="checkbox"/> Disagree <input type="checkbox"/> To some extent agree or disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree	(Tick one box only) <u>FOR MALES</u> <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input checked="" type="checkbox"/> To some extent agree or disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
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Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://pdf.usaid.gov/pdf_docs/PA00ZBPF.pdf

https://en.unesco.org/sites/default/files/palestine_study_on_enhancing_institutionalized_partnerships_between_tvete_institutions_and_the_world_of_work_in_palestine_september_2019.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 47

Part 1: Thinking of people of working age who participate in various forms of non-formal learning, how would you assess the labour market relevance of what they have learned in terms of knowledge, skills, and abilities? Feel free to refer to specific forms of non-formal learning, as needed.

The relevance of the knowledge, skills, and abilities acquired through non-formal learning for the labour market can vary depending on the specific content and focus of the learning, as well as the individual's career goals and the demands of the job market. In general, non-formal learning can be an effective way for individuals to gain new skills and knowledge that are relevant to their current or desired occupation, and can help them to advance in their career or transition to a new field.

For example, if an individual is working in a particular industry and participates in a non-formal learning program that focuses on the latest technologies or techniques used in that

industry, they may be more competitive in the job market as a result. Similarly, if an individual is seeking to transition to a new field and participates in a non-formal learning program that provides the necessary skills and knowledge for that field, they may be more likely to be successful in finding employment in their desired occupation.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://en.unesco.org/sites/default/files/palestine_study_on_enhancing_institutionalized_partnerships_between_tvete_institutions_and_the_world_of_work_in_palestine_september_2019.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 48

Part 1: How relevant for the labour market are the knowledge, skills, and abilities acquired by IVET and CVET graduates in your country, who are first generation migrants? Please, disaggregate your response by type of VET (initial and continuing) and feel free to refer to specific programmes, if necessary.

There are no immigrants from other nationalities due to the closure policies of the occupation and complex permit regime, hence the inability of people to reside in Palestine without a residency or a permit.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://openspace.etf.europa.eu/sites/default/files/2020-11/TRPreport_2020_Palestine_EN.pdf

Outcome B.1.5: Opportunities for career guidance

This outcome strives to capture the timely availability of up-to-date information about professions and education programmes, which allows prospective and current students in VET to take informed decisions concerning their education and employment paths.

Question 49

Part 1: Do prospective and current VET students in your country have access to timely an up-to-date information about professions and education programmes, which can support them in taking informed decisions about their education and employment prospects? Please, feel free to refer to specific programmes, as needed.

The labour market information system (LMIS) is another employment service recently developed by the government, which aims to provide 'accurate and up-to-date data on the supply and demand sides' of the labour market and so 'assist the decision makers, employers and individuals in identifying current and future skills and specialisation needs and designing TVET and employment policies' and also to 'help individuals choose appropriate training and education according to their needs and abilities and the current and future needs of the labour market. However, the LMIS is still not functional or productive because of weak stakeholder contributions in terms of expertise and relevant data to the system. Another public employment service is career guidance and counselling aimed at providing services and activities that assist primary, secondary, vocational, and higher education students, jobseekers, graduates, the unemployed and education dropouts in making educational, training and occupational choices and in managing their career according to their aptitudes and abilities and labour market needs

There are a number of resources that may be available to students to help them access this information, including career counselling services, educational advisors, and online resources such as career websites and vocational education portals. It is important for

students to take advantage of these resources and to do their own research in order to make informed decisions about their education and career path.

Vocational schools, vocational training centres and colleges have career (vocational) counsellors or advisors who can provide guidance and support to students as they explore different careers and educational programmes.

Many vocational institutions and industry organizations offer information sessions and career fairs, vocational summer camps which can provide an opportunity to learn more about different professions and education programs, and to talk to representatives from different schools and companies.

There are many websites, portals and online resources that can provide information about different professions and education programs (mehani online

The Palestinian Ministry of Higher Education and Scientific Research developed a comprehensive and interactive website that provides students and their families with access to relevant and accurate information about VET and higher education programs, as well as information about employment opportunities.

This information can be provided by the government, educational institutions, and professional associations. It can also be found online through various resources such as government websites, educational portals, and profession-specific websites.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://www.etf.europa.eu/sites/default/files/m/49583C88B3C1AD0DC1257CD1003DA5FC_Employment%20policies_Palestine.pdf

https://unevoc.unesco.org/pub/lmis-palestine_2018-final_002.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Dimension B.2 EXCELLENCE

Outcome B.2.1: Excellence in pedagogy and professional development

This outcome captures the extent to which excellence in teaching and training is an acknowledged policy priority, as well as the extent to which its implementation is bearing fruit across the education and training system, including in the domain of professional development of teachers.

Question 50

Part 1: To the extent excellence in pedagogy and professional development of VET teachers and trainers is a policy priority in your country, how would you describe the systemic impact of actions in support of that priority? In your response, please cover both aspects of the question (teaching and professional development).

Professional development of VET teachers and trainers is a part of the revised TVET strategy 2010 and many TVET institutions plans.

In 2010, the Ministry of Labour (MoL) and the Ministry of Education and Higher Education (MoEHE) adopted a TVET Strategy, part of this strategy is the concept of a unified and demand oriented Human Resource Development System for TVET in Palestine. Special attention is being devoted to pre-service and in-service training which is considered a basis for a quality delivery of labour market oriented TVET.

Teachers in beneficiary (TVET) institutions were targeted with a large number of teacher training activities through pedagogy, technical and management training. Additional group of employees in VET have been trained in the Know About Business (KAB) program in cooperation with ILO.

Teachers and trainers are also subjected to TOT program by GIZ, more than 500 trainers / teachers have been trained pre-service, in-service, training was also provided for supervisory and management personnel.

More than 500 TVET teachers and trainers in the West Bank and Gaza have been trained. The action-oriented learning programmes addressed 190 pre-service and 195 in-service teachers, 64 management personnel and 45 supervisors.

A core element of UNESCO's TVET4Future project, generously supported by the Belgian Government through Enabel, is the Training of Trainers (ToT) programme which aims to upskill TVET trainers and personnel in digitalisation, 21st century skills, green skills, and entrepreneurship. The programme combines theory and practice, taking learning outside the classroom to allow the participants see examples of what they are learning in real-life contexts. In both the West Bank and Gaza field visits were conducted to support them in building knowledge and inspiration they can pass onto their own trainees.

Also within the Passport to Success program PtS implemented with the Ministry of Labour through Sharek Youth Forum the trainers of 15 vocational training centers VTCs in West Bank and Gaza have received life skills training.

Support to Technical and Vocational Education and Training (TVET) program in East Jerusalem implemented by UNDP pedagogical and technical skills of TVET teachers for targeted TVET schools in East Jerusalem will be enhanced..

Commission for developing the teaching profession CDTP at the Ministry of Education developed professional standards for vocational teachers in 2017.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://iyfglobal.org/country/palestine>

https://info.undp.org/docs/pdc/Documents/PAL/124511-PD_Support%20to%20TVET%20in%20East%20Jerusalem%20Nov.%202020.pdf

<https://www.unesco.org/en/articles/theory-practice-training-tvet-trainers-palestine-0>

https://www.giz.de/de/downloads/FS%20TTT_Pterr.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Outcome B.2.2: Excellence in programme content and implementation

This outcome captures the results of efforts to promote excellence in the content and implementation of VET programmes, with a specific focus on bringing them closer to the world of work (i.e. through work-based learning), on prioritising greening in curricula and teaching, as well as on promoting excellence in learning.

Question 51

Part 1: To the extent the promotion of excellence in the content and implementation of IVET and CVET programmes is a policy priority in your country, how would you assess progress in this respect? If possible, corroborate your response with a focus and examples from the following three domains: work-based learning; introduction of greening in curricula and teaching, and excellence in learning.

Excellence in the content and implementation of IVET (Initial Vocational Education and Training) and CVET (Continuous Vocational Education and Training) programs have been achieved through several key strategies and initiatives in Palestine :

Development of new curricula (programs) using learning situations or scenarios that simulate real-world working environments and allow students to apply the skills and knowledge they have learned.

Recruiting and retaining high-quality, experienced teachers and trainers, who are experts in their field and providing ongoing professional development opportunities to keep them up-to-date with industry trends and best practices (pre-service and in-service training programs).

Incorporating hands-on, practical learning experiences that allow students to apply their knowledge and skills in real-world settings (Apprenticeship scheme, developing and implementing vocational dual study programmes in universities, WBL initiatives, ...).

Introduction of greening in curricula and teaching:

Recently, and within the activities of the Do TVET GIZ project, the initiative of greening TVET institutions will be implemented. In addition to curricula, "greening" will also be integrated into the teaching methods and practices used in VET programs. This can include the use of environmentally friendly teaching materials and resources, as well as the implementation of sustainable practices in the daily operations of the education and training facility.

Within the activities of the Do TVET GIZ project, some milestones were reached towards developing a greening strategy for Palestine:

- An online training was conducted in Nov 2022 to introduce the concepts of: Greening TVET institutions, Green skills and green jobs, TVET for sustainable development
- Green team was established (from the 3 TVET levels and private sector representative)
- A competition was announced to select a good school for the pilot and Nablus Industrial school was selected to pilot the greening TVET manual
- The pilot is happening currently in Nablus Industrial school (implementing the UNEVOC manual /greening TVET institutions)
- Greening TVET institutions has five key activities/pillars (greening campus, curricula, institutional governance & culture, community, teaching methodology)
- The learnings from the pilot will be considered for the development of a greening strategy in close cooperation and coordination with UNESCO.

"**Greening**" also have been integrated into core subjects within VET programs in vocational schools, vocational training centres, technical colleges, such as Know About Business KAB, which includes defining procedures for greening institutions and their products, managing waste, and increasing the efficiency of energy and natural resources in institutions.

In addition, the new established National TVET Commission NTC is mapping out the field of needed and new occupations related to climate change adaptation efforts highlighted in the 2030 International Sustainable Development Goal Agenda. Under the headline Green TVET Strategy, the NTC will develop progressive courses and training schemes in the broad field of renewable energy, such as photovoltaic and wind-turbine power, electric vehicle maintenance, and smart building and construction technologies. In accordance with this, greening modernization efforts of TVET institutions such as TVET schools, TVET colleges, and vocational training centres will be implemented by the NTC as well.

Part 2: Would stakeholders in your country agree or disagree with the following statement: "The current situation as described in the answer to the first part of the

question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://thisweekinpalestine.com/wp-content/uploads/2022/09/Sep-2022-293.pdf>

<https://unevoc.unesco.org/pub/lmis-palestine-2018-final-002.pdf>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Outcome B.2.3: Excellence in governance and provider management

This outcome captures the results of efforts to promote excellence in the domains of financing, leadership, and governance, as well as the extent to which these examples are systemic or not.

Question 52

Part 1: To the extent your country promotes excellence in the financing and governance of the VET system, and in the management of IVET and CVET providers, how would you assess progress with this policy priority? Please, cover both aspects of the question (governance of the system and management of providers).

To promote excellence in financing and governance in VET system in Palestine , there was a historical decision by the government through decree law No.4 in February 2021 and in accordance with the provisions stated by this law a national commission named “The National TVET Commission NTC” was established, it is the sole authority which is responsible for issuing policies, monitoring, and setting the necessary plans for advancement of the government’s technical and vocational education and training, as well as oversight of the private and non-governmental technical and vocational education and training.

The National TVET Commission is responsible for organizing, supervising, following up, directing, and controlling all operating TVET institutions affiliated with ministries and

government institutions is transferred to this Commission during a maximum period of one year starting from the date on which the provisions of this law come into force, and all TVET institutions operating in this sector are committed to the legislation, policies, and instructions issued by this Commission, before the establishment of National TVET Commission the TVET institutions have been managing by the line ministries and that is leading to more fragmentation in the TVET system in Palestine.

According to degree law No. 4 for the year 2021 Article (8) a special fund labelled the “National Fund for Technical and Vocational Education and Training” is to be established. This fund aims to provide the necessary support for TVET activities and skills development through linking financing policies to performance, efficiency, and responsiveness to the TVET commission policies. It is determined by a distinct bylaw prepared by the Commission and issued by the Cabinet. The fund aims to finance the following:

- . Technical and Vocational Education and Training programs and activities.
- . Training programs related to employments.
- . Production work in Technical and Vocational Education and Training institutions.
- . Development and operational expenses for the programmes
- . Any other activities and programs determined by the council.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://thisweekinpalestine.com/tvet-advancing-the-palestinian-workforce/>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Outcome B.2.4: Excellence in social inclusion and equity

This outcome captures the results of efforts to promote excellence in the domain of equity and social inclusion in education and training, as well as the extent to which these examples are systemic or not.

Question 53

Part 1: In your own words, how would you assess progress with the promotion of excellence on system level in the domain of social inclusion and equity in VET? Feel free to provide specific examples, as needed.

The 2017–2022 education sector strategic plan aims at ensuring safe, inclusive and equitable enrolment in the education sector (including TVET) at all levels of the system regardless of their socio-economic background, race, gender, or other characteristics, have equal access to quality VET programs and opportunities. This includes efforts to ensure that underrepresented groups, such as low-income students, students with disabilities, and students from ethnic minorities, have access to the same opportunities and resources as other students, and that they are able to complete VET programs and enter the workforce successfully. In this regard, it aims at increasing the rate of integration of students with special needs within a clear national strategy that defines relations with all concerned.

2017–2022 education sector strategic plan also includes adapting the vocational education and training curricula for grades 11 and 12 in line with the needs of students with special needs (three courses on average annually).

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://planipolis.iiep.unesco.org/sites/default/files/ressources/palestine_education_sector_strategic_plan_2017-2022.pdf

Interviews and focus group meetings with representatives from relevant ministries (MoE, MoHE and SR, MoL, MoSD and private sector representatives

Dimension B.3 INNOVATION

Outcome B.3.1: Systemic innovation in providing access to opportunities for lifelong learning

This outcome captures the presence of innovative practices and policy solutions in the domain of access to opportunities for lifelong learning.

Question 54

Part 1: Are there any policy or other systemic innovations which aim at supporting access to lifelong learning opportunities for youth and adults and if yes, what results are they delivering? Please, provide specific examples and, if applicable, please focus also on the specific contribution of VET (initial and continuing) to these innovations.

Development of National Qualifications Frameworks (NQF) – NQF is a system that define and recognize the skills, knowledge, and competencies acquired through formal, non-formal and informal learning. NQF provides individuals with a clear and transparent overview of their learning achievements and facilitate the recognition of these achievements across borders, sectors and education system. **NQF has been developed and is now under review by a decision of the Council of Ministers.**

Work-based learning and apprenticeships - Work-based learning and apprenticeships provide individuals with the opportunity to acquire practical skills and knowledge on the job. They offer individuals the chance to gain hands-on experience and apply what they have learned in real-world situations, making it easier for them to develop the skills and competencies they need for their careers. Work is underway in the Ministry of Education to develop a curriculum for the apprenticeship track, in coordination with private sector institutions

According to the Ministry of Labour, not less than 25% of vocational training programs are implemented using the WBL methodology.

In addition to that the adoption of National Strategy for Adult Education (2014-2019) to develop the experiences, qualifications and abilities of adult learner to enable them to find new job opportunities in line with the needs of labour market.

Another systemic innovations is setting up skills development fund SDF is a demand-driven program that provides financial support for training programs and skills development initiatives that are aligned with the needs of the Palestinian labour market. The program aims to improve the employability and productivity of the Palestinian workforce by providing individuals with the skills and competencies they need to succeed in the labour market.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree

- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://www.dvv-international.de/fileadmin/files/Inhalte_Bilder_und_Dokumente/News/2022/01_Digitalisation_in_ALE_in_Asia_Country_report_Palestine.pdf

<https://open.enabel.be/en/PSE/2356/1315/u/a-skills-development-fund-governance-and-financing-of-the-tvet-system.html>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 55

Part 1: Are there any policy or other systemic innovations which aim at supporting access to lifelong learning opportunities for learners based on their gender (i.e. initiatives in support of female participation, the participation of boys or males at risk, etc.)? Please, provide specific examples and, if applicable, please focus also on the specific contribution of VET (initial and continuing) to these innovations.

One example of such an initiative is the National Gender Strategy for Education (2017-2022) developed by the Ministry of Education and Higher Education in Palestine. This strategy aims to promote gender equity in education, with a focus on enhancing the participation and achievement of females. The strategy includes a range of measures, such as increasing the number of female teachers, improving the quality of education for females, and addressing gender-based violence and discrimination in schools. The strategy also includes a focus on promoting vocational education and training (VET) for females, to enhance their employability and economic empowerment.

In terms of VET, the Ministry of Labour in Palestine has implemented several initiatives aimed at enhancing access to vocational training and employment opportunities for marginalized groups, including women and youth. For example, the National Employment Strategy (2021-2025) includes a focus on improving the quality and relevance of VET programs to meet the needs of the labour market, and to enhance the employability of disadvantaged groups. The strategy also includes measures to improve the accessibility of VET, such as providing transportation and childcare services for learners.

The ILO's Second Decent Work Programme (DWP) 2018-2022 is designed to support the State of Palestine's National Policy Agenda (NPA) 2017-22: Putting Citizens First. The DWP will help with the rollout of the new social security system and implementation of labour market policies as part of efforts to address globalization, employment, economic, and social protection challenges.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

<p>(Tick one box only)</p> <p><u>FOR FEMALES</u></p> <p><input type="checkbox"/> Strongly disagree</p> <p><input type="checkbox"/> Disagree</p> <p><input checked="" type="checkbox"/> To some extent agree or disagree</p> <p><input type="checkbox"/> Agree</p> <p><input type="checkbox"/> Strongly agree</p>	<p>(Tick one box only)</p> <p><u>FOR MALES</u></p> <p><input type="checkbox"/> Strongly disagree</p> <p><input type="checkbox"/> Disagree</p> <p><input checked="" type="checkbox"/> To some extent agree or disagree</p> <p><input type="checkbox"/> Agree</p> <p><input type="checkbox"/> Strongly agree</p>
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Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://www.unicef.org/sop/what-we-do/education-and-adolescents>

https://planipolis.iiep.unesco.org/sites/default/files/ressources/palestine_education_sector_strategic_plan_2017-2022.pdf

<https://www.unrwa.org/userfiles/2012042913344.pdf>

https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---program/documents/genericdocument/wcms_629011.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 56

Part 1: Are there any policy or other systemic innovations which aim at supporting access to lifelong learning opportunities for socio-economically disadvantaged youth? Please, provide specific examples and, if applicable, please focus also on the specific contribution of VET (initial and continuing) to these innovations.

Yes, there are several policy and systemic innovations in Palestine that aim to support access to lifelong learning opportunities for socio-economically disadvantaged youth. These initiatives aim to address the disparities in access to education and training opportunities that exist in Palestine, particularly for youth from low-income families.

One example of such an initiative is the National Employment Strategy (2021-2025) developed by the Ministry of Labour in Palestine. This strategy aims to improve the quality and relevance of vocational training programs, to meet the needs of the labour market and enhance the employability of disadvantaged groups, including socio-economically disadvantaged youth. The strategy includes measures such as the development of curricula

and training programs that are tailored to the needs of the labour market, and the provision of training and support services to help disadvantaged youth transition into the workforce.

Another initiative is the “Youth Employment: Building Capacities” project, which is being implemented by the International Labour Organization (ILO) in partnership with the Ministry of Labour in Palestine. This project aims to improve the employment prospects of youth, particularly those from disadvantaged backgrounds, through a range of measures such as skills development, job placement services, and entrepreneurship training. The project also aims to enhance the capacity of VET providers to deliver high-quality training programs that meet the needs of the labour market.

The Youth Economic Empowerment in Palestine (YEP) : The Overall Objective of the Palestinian Youth Empowerment Programme which implemented with Enabel is to improve Palestinian youth’s contribution to economic, social and public life and to enhance Palestinian young people's employability and economic empowerment.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://open.enabel.be/en/PSE/2502/p/palestinian-youth-empowerment-programme.html>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 57

Part 1: Are there any policy or other systemic innovations which aim at supporting access to lifelong learning opportunities for adults who are long-term unemployed? Please, provide specific examples and, if applicable, please focus also on the specific contribution of VET (initial and continuing) to these innovations.

The same answer to question 56, because the same employment programs in Palestine target the adults who long-term unemployed.

The Skills Development Fund SDF is a demand-driven program that provides financial support for training programs and skills development initiatives that are aligned with the needs of the Palestinian labour market. The program aims to improve the employability and productivity of the Palestinian workforce by providing individuals with the skills and competencies they need to succeed in the labour market.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://open.enabel.be/en/PSE/2502/p/palestinian-youth-empowerment-programme.html>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 58

Part 1: Are there any policy or other systemic innovations which aim at supporting access to lifelong learning opportunities for adults who are economically inactive? Please, provide specific examples and, if applicable, please focus also on the specific contribution of VET (initial and continuing) to these innovations.

The same answer to question 56, because the same employment programs in Palestine target the adults who are economically inactive.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://open.enabel.be/en/PSE/2502/p/palestinian-youth-empowerment-programme.html>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 59

Part 1: Are there any policy or other systemic innovations which aim at supporting access to lifelong learning opportunities for adults with low or no education? Please, provide specific examples and, if applicable, please focus also on the specific contribution of VET (initial and continuing) to these innovations.

The same answer to question 56, because the same employment programs in Palestine target the adults with low or no education.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://open.enabel.be/en/PSE/2502/p/palestinian-youth-empowerment-programme.html>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 60

Part 1: Are there any policy or other systemic innovations which aim at supporting access to lifelong learning opportunities for youth and adults who are first generation migrants? Please, provide specific examples and, if applicable, please focus also on the specific contribution of VET (initial and continuing) to these innovations.

There are no immigrants from other nationalities due to the closure policies of the occupation and complex permit regime, hence the inability of people to reside in Palestine without a residency or a permit.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://openspace.etf.europa.eu/sites/default/files/2020-11/TRPreport_2020_Palestine_EN.pdf

Outcome B.3.2: Systemic innovation in promoting participation and graduation

This outcome captures the presence of innovative practices and policy solutions in the provision of support for participation in (and graduation from) opportunities for lifelong learning.

Question 61

Part 1: Are there any policy or other systemic innovations which aim at supporting the successful participation and graduation of youth and adults from IVET and CVET and if yes, what results are they delivering? Please, provide specific examples and, if possible, disaggregate your response by type of VET (initial and continuing).

Yes, there are many policies and systemic innovations aimed at supporting the successful participation and graduation of youth and adults from IVET (Initial Vocational Education and Training) and CVET (Continuing Vocational Education and Training).

National TVET Strategy - The National Technical and Vocational Education and Training (TVET) Strategy 2010 is a policy document that outlines the government's priorities for TVET in Palestine. The strategy aims to improve the quality and relevance of TVET, increase access to training opportunities, and enhance the linkages between TVET and the labour market.

One example of a policy aimed at supporting IVET and CVET is the "Dual System of Vocational Education and Training – Apprenticeship ". This system combines on-the-job training with classroom instruction, which is designed to provide individuals with the skills and knowledge needed to be successful in the workforce. The "Dual System" has been successful in providing individuals with the skills and knowledge needed to be successful in the workforce, with a high percentage of graduates finding employment in their chosen field.

Engaging employers to provide work-based learning WBL opportunities and to support the integration of adult learners into the workforce.

Develop technical and vocational education and training curricula based on modern and relevant methodologies that meet the changing needs of the workforce and support the career development of adult learners.

Skills competitions such as Palestine Skills are events that showcase the skills and competencies of TVET students. The competitions provide a platform for students to demonstrate their skills and to compete against their peers. The competitions also raise awareness about the importance of TVET and the potential career opportunities available to those who pursue TVET.

The Ministry of Higher Education and Scientific Research in Palestine provides support to graduates of initial vocational education and training IVET by providing scholarships to complete their studies in programs related to their majors in technical colleges and universities. Recently, through the Palestinian Communications Group Foundation, the Ministry provided more than 300 scholarships for students who graduated from vocational secondary schools to complete their studies in technical colleges.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://planipolis.iiep.unesco.org/sites/default/files/ressources/palestine_tvete_strategy.pdf

<https://foras.ps/opportunity/553?lang=en>

<https://unevoc.unesco.org/pub/lmis-palestine-2018-final-002.pdf>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 62

Part 1: Are there any policy or other systemic innovations which aim at supporting the successful participation and graduation of youth and adults from IVET and CVET based on their gender (i.e. in support of female participation and graduation) and if yes, what results are they delivering? Please, provide specific examples and, if possible, disaggregate your response by type of VET (initial and continuing).

All the policies and systemic innovations aimed at supporting the successful participation and graduation of youth and adults from IVET (Initial Vocational Education and Training) and CVET (Continuing Vocational Education and Training) based on their gender are the same mentioned in Q61

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

FOR FEMALES

- Strongly disagree
- Disagree

(Tick one box only)

FOR MALES

- Strongly disagree
- Disagree

<input checked="" type="checkbox"/> To some extent agree or disagree	<input checked="" type="checkbox"/> To some extent agree or disagree
<input type="checkbox"/> Agree	<input type="checkbox"/> Agree
<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://planipolis.iiep.unesco.org/sites/default/files/ressources/palestine_tvete_strategy.pdf

<https://foras.ps/opportunity/553?lang=en>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 63

Part 1: Are there any policy or other systemic innovations which aim at supporting the successful participation and graduation from IVET and CVET of socio-economically disadvantaged youth? Please, provide specific examples and, if possible, disaggregate your response by type of VET (initial and continuing).

All the policies and systemic innovations aimed at supporting the successful participation and graduation of youth and adults from IVET (Initial Vocational Education and Training) and CVET (Continuing Vocational Education and Training) of socio-economically disadvantaged youth are the same mentioned in Q61

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we

kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://planipolis.iiep.unesco.org/sites/default/files/ressources/palestine_tvete_strategy.pdf

<https://foras.ps/opportunity/553?lang=en>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 64

Part 1: Are there any policy or other systemic innovations which aim at supporting the successful participation and graduation from IVET and CVET of adults who are long-term unemployed? Please, provide specific examples and, if possible, disaggregate your response by type of VET (initial and continuing).

All the policies and systemic innovations aimed at supporting the successful participation and graduation of youth and adults from IVET (Initial Vocational Education and Training) and CVET (Continuing Vocational Education and Training) who are long-term unemployed are the same mentioned in Q61

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://planipolis.iiep.unesco.org/sites/default/files/ressources/palestine_tvete_strategy.pdf

<https://foras.ps/opportunity/553?lang=en>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 65

Part 1: Are there any policy or other systemic innovations which aim at supporting the successful participation and graduation from IVET and CVET of adults who are economically inactive? Please, provide specific examples and, if possible, disaggregate your response by type of VET (initial and continuing).

All the policies and systemic innovations aimed at supporting the successful participation and graduation of youth and adults from IVET (Initial Vocational Education and Training) and CVET (Continuing Vocational Education and Training) of adults who are economically inactive are the same mentioned in Q61

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://planipolis.iiep.unesco.org/sites/default/files/ressources/palestine_tvete_strategy.pdf

<https://foras.ps/opportunity/553?lang=en>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 66

Part 1: Are there any policy or other systemic innovations which aim at supporting the successful participation and graduation from IVET and CVET of adults with low or no

education? Please, provide specific examples and, if possible, disaggregate your response by type of VET (initial and continuing).

All the policies and systemic innovations aimed at supporting the successful participation and graduation of youth and adults from IVET (Initial Vocational Education and Training) and CVET (Continuing Vocational Education and Training) with adults with low or no education are the same mentioned in Q61

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://planipolis.iiep.unesco.org/sites/default/files/ressources/palestine_tvete_strategy.pdf

<https://foras.ps/opportunity/553?lang=en>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 67

Part 1: Are there any policy or other systemic innovations which aim at supporting the successful participation and graduation from IVET and CVET of youth and adults who are **first generation migrants**? Please, provide specific examples and, if possible, disaggregate your response by type of VET (initial and continuing).

There are no immigrants from other nationalities due to the closure policies of the occupation and complex permit regime, hence the inability of people to reside in Palestine without a residency or a permit.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://openspace.etf.europa.eu/sites/default/files/2020-11/TRPreport_2020_Palestine_EN.pdf

Outcome B.3.3: Systemic innovation in boosting quality of learning and training outcomes

This outcome captures the presence of innovative practices and policy solutions for raising the quality of learning and training in terms of the knowledge, skills, and abilities acquired by learners

Question 68

Part 1: Are there any policy or other systemic innovations which aim at improving the student achievement against learning and training outcomes in IVET and CVET and if yes, what results are they delivering? Please, provide specific examples and, if possible, disaggregate your response by type of VET (initial and continuing).

There are policies and systemic innovations aimed at improving student achievement against learning and training outcomes in IVET (Initial Vocational Education and Training) and CVET (Continuing Vocational Education and Training).

One example of a policy aimed at improving student achievement in IVET and CVET is the "National Qualifications Framework" (NQF). The NQF provides a common framework for comparing the level of qualifications across different fields and levels of education and training. It aims to ensure that qualifications are of a high standard and are recognized by employers and other education and training providers.

National Qualifications Framework (NQF) - The Palestinian Ministry of Education and Higher Education, Ministry of Labour has developed a National Qualifications Framework

(NQF) that outlines the qualifications, competencies, and learning outcomes expected of students in vocational education and training. The NQF is based on international best practices and is designed to ensure that students have the skills and knowledge they need to succeed in the labor market.

Competency-Based Curriculum - Many vocational education and training providers in Palestine have adopted a competency-based curriculum, which focuses on developing the specific skills and competencies required by employers. This approach ensures that students have the practical skills and knowledge they need to succeed in their chosen field.

In addition to government policies, there are also many non-profit organizations and NGOs that work to improve student achievement in IVET and CVET. For example, "WorldSkills" is an international non-profit organization that aims to promote and support vocational education and training, by organizing international competitions and providing training and resources to individuals, educators and employers.

Some examples of initiatives that aim to improve student achievement against learning and training outcomes in IVET and CVET include:

Curriculum reform: Reviewing and updating the curriculum of VET programs to ensure that it is relevant, up-to-date, and aligned with the needs of the labour market can help to improve student achievement.

Professional development for teachers and trainers: Providing ongoing professional development opportunities for VET teachers and trainers can help to improve their skills and knowledge, which can in turn improve student achievement.

Student support services: Providing academic advising, career counselling, and other support services can help to improve retention and graduation rates for VET students, and can also support student achievement.

Improving the education and training environment and the use of technology: Incorporating technology into the classroom, such as through the use of online learning platforms or educational software, can improve student engagement and achievement.

Implementing WBL initiatives and apprenticeship scheme in TVET institutions also improve the skills and support students achievement.

Professional standards and evaluation methods are being developed in cooperation with the private sector will support the achievement

Part 2: Would stakeholders in your country agree or disagree with the following statement: "The current situation as described in the answer to the first part of the question, is satisfactory and adequate"? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://www.etf.europa.eu/sites/default/files/document/Palestine.pdf>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Outcome B.3.4: Systemic innovation in raising the relevance of learning and training

This outcome captures the presence of innovative practices and policy solutions for raising the labour market relevance of knowledge, skills, and abilities acquired by learners

Question 69

Part 1: Are there any policy or other systemic innovations which aim at improving the relevance of learning and training in IVET and CVET for the labour market and if yes, what results are they delivering? Please, provide specific examples and, if possible, disaggregate your response by type of VET (initial and continuing).

Some examples of initiatives that aim to improve the relevance of learning and training in IVET and CVET for the labour market include:

Industry partnerships: Developing partnerships with industry employers can help to ensure that VET programs are aligned with the needs of the labour market and provide students with relevant skills and knowledge.

Curriculum reform: Reviewing and updating the curriculum of VET programs with the participation of the private sector to ensure that it is relevant, up-to-date, and aligned with the needs of the labour market can help to improve the relevance of these programs.

Work-based learning: Incorporating work-based learning opportunities, such as internships or apprenticeships, into VET programs can provide students with practical experience and help to bridge the gap between education and employment.

Career counselling and advising: Providing career counselling and advising to VET students can help to ensure that they are aware of the employment opportunities available to them and are prepared to pursue these opportunities.

National Sector Skills Councils are being formed by the National TVET Commission, is to provide strong employer leadership that is capable of delivering sustained improvements in public and private sectors' productivity and competitiveness through the better use and development of people's skills. They provide bridges between the labour market and the education and training systems to improve the match between demand and supply on the labour market. Sector skills council for renewable energy already established.

UNESCO launched the first Skills Forecasting Model in Palestine, in cooperation with the Ministry of Education, the Ministry of Higher Education, the Ministry of Labour, MAS

(Palestine Economic Policy Research Institute), the International Labour Organization (ILO) and GIZ. The Skills Forecasting Model is a simulation model and a tool that provides quantitative projections on the future supply and demand of skills in the Palestinian labour market. The model aims at anticipating and identifying the skills needs and translate them into education programmes and employment strategies.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://en.unesco.org/fieldoffice/ramallah/skills-for-work-and-life>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Dimension B.4 RESPONSIVENESS

Outcome B.4.1: Relevance of learning content – green transition

This outcome captures the extent to which curricula for youth and adults consider themes of significance for sustainability and climate change awareness, including “green skills” for sustainable economies.

Question 70

Part 1: What themes concerning climate change awareness and “green skills” do IVET and CVET programmes cover, and what is the extent to which learners leave (complete) these programmes with such awareness and skills? If possible, please, cover both initial and continuing VET in your response.

Energy efficiency: This include training on how to design and implement energy-efficient systems and technologies, as well as how to assess and reduce energy consumption in various settings.

Renewable energy: Programs cover the basics of renewable energy technologies, such as solar, wind, and hydroelectric power, as well as how to design and implement renewable energy systems.

Sustainable resource management: This include training on how to conserve and manage natural resources, such as water and forests, in a sustainable manner.

Sustainable construction: This could include training on green building practices, such as energy-efficient design and the use of sustainable materials.

Greening TVET : also refer to Q. 51

Both the MoL and the MoEHE have officially included KAB training into their national training curricula, which includes defining procedures for greening institutions and their products, managing waste, and increasing the efficiency of energy and natural resources in institutions.

In Palestine, there have been efforts to integrate green concepts into TVET curricula. For example, the Palestinian Environmental Quality Authority (EQA) has developed a project called "Greening TVET," which aims to integrate environmental sustainability into TVET programs. The project includes developing a green TVET curriculum, establishing green technology labs in TVET institutions, and providing training to teachers on environmental sustainability.

A Triangular Cooperation Project between Brazil, Palestine, and Germany on TVET in Renewable Energy sector was signed. The ongoing Brazilian-Palestinian-German project in cooperation with GIZ in the field of renewable energy will play an important role in developing the national curricula in accordance with the requirements of the energy, providing technical support for vocational and technical education and training institutions in the field of renewable energy, supporting teachers with training and educational materials and developing their competencies and skills and establishing a platform for dialogue between stakeholders on coordinating the framework in the energy and education sectors.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we

kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://www.giz.de/de/downloads/DoTVET%20Factsheet_Nov2021.pdf

<https://thisweekinpalestine.com/wp-content/uploads/2022/09/Sep-2022-293.pdf>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Outcome B.4.2: Relevance of learning content – digital transition and equitable digitalisation

This outcome tracks the extent to which curricula for youth and adults incorporate themes concerning digitalisation, and the extent to which learners are provided with basic digital skills as a result.

Question 71

Part 1: What themes concerning digitalisation do IVET and CVET programmes cover and how (e.g., as a stand-alone subjects and/or as themes across subjects), and what is the extent to which learners are provided with the basic digital skills they need as a result – for instance to compete on the labour market and in further education? Please, cover both initial and continuing VET in your response.

Digital literacy: This includes the ability to use digital tools and technologies, such as computers, software, and the internet, effectively and efficiently. This theme is often covered as a stand-alone subject, or as a theme across subjects, such as information and communication technology (ICT) related fields.

Digital skills: This includes the ability to use digital tools and technologies to solve problems, communicate effectively, and create and share digital content. This theme is often covered as a theme across subjects, such as in business and administration, and ICT-related fields.

However, many IVET and CVET programs have recognized the importance of digital skills and have incorporated digitalization as a core theme across different subjects.

The extent to which learners are provided with the basic digital skills they need to compete on the labour market and in further education can vary depending on the specific program and institution.

A separate course "**Digital Skills**" has recently been developed by the MoHE and SR and will be included in the study plans for diploma programs in technical colleges, It aims to enhance students' skills on modern concepts of information technology, skills in dealing with digital devices, modern computer applications in practical life and the Internet, concepts of information security and data analysis etc, ...

Educational platforms for e-learning, distance and blended education were developed, and all students and trainers were trained to use it and employ it in the training process, especially during the Corona pandemic.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the

question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://dspace.alquds.edu/server/api/core/bitstreams/2681accb-1e27-4a92-9c80-0e766490f2f4/content>

https://openspace.etf.europa.eu/sites/default/files/2020-11/TRPreport_2020_Palestine_EN.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 72

Part 1: How do you ensure that IVET provides socioeconomically disadvantaged youth with the basic digital skills they need?

IVET institutions target all trainees for providing digital skills including the socioeconomically disadvantaged youth.

to ensure that all trainees receive the basic digital skills they need, IVET institutions integrate the digital skills into their curricula, facilitate access to digital infrastructure, provide professional development training to instructors, collaborate with the private sector, provide awareness-raising and career guidance, and receive government support.

Evaluation takes place through exams to assess the extent to which students acquire digital skills.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Question 73

Part 1: How do you ensure that CVET provides adults with low or no education youth with the basic digital skills they need?

CVET institutions target all trainees for providing digital skills including the adults with low or no education youth.

To ensure that CVET provides adults with low or no education youth with the basic digital skills they need by integrate digital skills instruction into the curriculum of CVET programs. This can include basic digital literacy skills, such as using a computer and the internet, as well as more advanced skills, such as using specific software or programming languages

By offering flexible learning opportunities, such as evening or weekend classes, or online courses that can accommodate the schedules of working adults.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Outcome B.4.3: Responsiveness of programme offering

This outcome captures the degree and speed of responsiveness of initial and continuing VET systems to the needs of the labour market and to other changes concerning demography and socio-economic developments.

Question 74

Part 1: How do you assess the responsiveness of the IVET and CVET systems in your country to labour market needs and to demographic/socio-economic developments, for instance in terms of curricular changes, adjustments in programme and provider evaluation and accreditation criteria and processes, etc.? Please, cover both types of VET in your response (initial and continuing).

Curriculum in IVET and CVET systems had been developed between 2017-2019 based on the methodology of complex tasks and learning situations to keep pace with the technological changes and volatilities in the labour market. Some of the obsolete programs closed and many new programs have been opened according to the developments in the labour market ,Criteria of recruiting trainers have been modified based on the new curriculum and technological changes as well. Most of the trainers in TVET institutions have got training in Pedagogy, Greening, and Digitalization. Many vocational units have been established in the general education schools to cover the areas which do not have a vocational schools or vocational training centres.
Within the National TVET Commission NTC plans is to build and develop vocational and technical education and training institutions in areas that lack such institutions

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://thisweekinpalestine.com/tvet-advancing-the-palestinian-workforce/>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

AREA C. SYSTEM ORGANISATION

Dimension C.1 STEERING AND MANAGEMENT

Outcome C.1.1: Data availability and use

This outcome refers to the availability of administrative and big data as covered by Level 1 of the monitoring framework, participation in large scale international assessments, as well as technical capacity to generate/manage evidence to support monitoring and improvement.

Question 75

Part 1: How would you describe the availability, reliability, and use of internationally comparable data for monitoring and policy-making purposes in VET in your country? And what about the availability, reliability, and use of national data for the same purposes? In your response, please cover both aspects of the question (international data, national data).

On international level:

For the purpose of monitoring and policy-making, National TVET Commission and line ministries follow up the new international policies and directions in TVET through the participation in many international workshops and conferences (virtual or in person), at the same time getting and sharing a lot of data from\with the international organisations which are interested in TVET system internationally and have a lot of studies, researches, and projects such as: UNESCO, ETF, ILO.

On national level:

For the purpose of monitoring and policy-making, National TVET Commission and line ministries take into consideration the recommendations of the studies, surveys ,and researches in TVET on national level, in addition to implementation of needs assessments and defining the strategic priorities on national level as well, at the same time a lot of data and statistics are available and reliable in the Palestinian Central Bureau of Statistics..

National TVET Commission NTC is planning to establish MIS-TVET in cooperation with all partners and stakeholders, this system will include information and data about all components of TVET sector in Palestine, the main aim of this system is to unify the data

base of the TVET system and to avoid fragmentation, concept note has been prepared for this system.

In 2010 the ETF launched the **Torino Process** as a participatory review of progress in VET policy, to be carried out every two years by all thirty ETF partner countries neighbouring the European Union. The Torino Process provides a concise, documented analysis of VET reform in each country, including the identification of key policy trends, challenges and constraints, as well as good practice and opportunities, in order to support countries' evidence-based policy-making, with a view to improving the contribution of VET to sustainable development, and in particular to competitiveness and social cohesion

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

REGARDING INTERNATIONAL DATA

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

(Tick one box only)

REGARDING NATIONAL DATA

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://thisweekinpalestine.com/tvet-advancing-the-palestinian-workforce/>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Outcome C.1.2: Participatory governance

This outcome captures the degree of involvement of the private sector and other external stakeholders in consultations and decisions concerning lifelong learning opportunities through initial and continuing VET.

Question 76

Part 1: How involved are different stakeholders (public education agencies, public health agencies, NGOs, private providers, etc.) in the formulation, implementation, and evaluation of policies that aim at opening and sustaining opportunities for lifelong learning through initial and continuing VET?

The National TVET Commission NTC is the high national umbrella for TVET in Palestine, so it involve all partners and stakeholders in all activities, decisions, components of TVET, and specially in LLL, for example : NTC has started establishing sector skills councils that will involve the labour market and private sector in skills development and forecasting , work based learning, and lifelong learning, the board of these councils will include:

- Representative/s from the National TVET commission
- Representative/s from level 5 TVET (University level)
- Representative/s from Accreditation and Licensing Commission (AQAC);
- Representative/s from Federation of Chambers of Commerce, Industry, and Agriculture (FPCCIA)
- Representative/s from Palestinian Federation of Industries (PFI)/respective associated federation;
- Representative/s from Businesses/industries from the respective sector
- Representative/s from Learning Providers (Universities, training centres, etc....);
- Other members as decided by stakeholders in the sector.

It's worth mentioning that the involvement of the different stakeholders in the TVET system in Palestine is important to ensure the system is meeting the needs of the students, employers and the society. However, the level of involvement and the way it is executed may differ based on the specific context and the current situation of the country and the region.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://onedrive.live.com/?authkey=%21AHR2RN2vQUYRAyk&id=2022C658F6CA0730%211496&cid=2022C658F6CA0730&parId=root&parQt=sharedby&o=OneU>
<https://thisweekinpalestine.com/tvet-advancing-the-palestinian-workforce/>

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Outcome C.1.3: Public accountability and reliable quality assurance

This outcome tracks the extent to which reliable and trustworthy quality assurance mechanisms and accountability arrangements are in place which cover learners, teachers, and providers, as well as the extent to which the quality assurance results are publicly available.

Question 77

Part 1: How would you assess, in your own words, the availability and reliability of quality assurance arrangements concerning IVET and CVET learners, teachers, and providers, as well as the public accessibility of quality assurance results? If possible, please cover all three groups (learners, teachers, providers) separately, and disaggregate your response by type of VET (initial and continuing)

The Palestinian Council of Ministers established the Accreditation and Quality Assurance Committee (AQAC) for the purpose of licensing higher education institutions and programmes and accrediting qualifications using the quality standards. This is applied to all universities, technical colleges and their new programmes.

The Ministries of Education and Labour run the systems for accrediting and licensing VET institutions and the adoption of their programmes. However, there is not yet a systematic availability and application of qualification standards, and assessment and certification standards and guidelines, to quality-assure qualifications and their assessment and award.

NTC (National TVET Commission) has prepared a draft for AQAC- TVET, and during the year of 2023 will be reviewed and approved by the Cabinet.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we

kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://www.etf.europa.eu/sites/default/files/2021-01/quality_assurance_in_vet_palestine.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Outcome C.1.4: Professional capacity of staff in leadership positions

This outcome monitors the availability and professional capacity of qualified staff in leadership roles and in other key administrative roles on the provider level

Question 78

Part 1: How would you describe, in your own words, the extent to which staff in leadership positions on the level of IVET and CVET providers (i.e., school leaders, key administrators) is available and qualified for their job? If possible, please cover both types of VET (initial and continuing).

Availability and qualification of staff in leadership positions at the level of IVET and CVET providers in Palestine is fairly good due to several reasons:

- 1.The leadership staff is recruited and retained through effective processes can help to ensure that the VET institutions has the necessary expertise and experience in place. Developing clear job descriptions and requirements: Clearly defining the duties and responsibilities of leadership positions, as well as the qualifications and experience required for these roles, can help to ensure that the VET institutions is attracting the right candidates for these positions.
- 2.In addition to that providing ongoing professional development opportunities for leadership staff can help to ensure that they are up-to-date on best practices and able to effectively carry out their duties and continue to grow and develop in their roles.
- 3.The leadership staff has the support and resources they need to carry out their duties effectively can be important in promoting their availability and qualifications.
- 4.Within the Demand-Oriented Vocational Education and Training (DoTVET -GIZ) Programme capacities are developed at management level regarding the financing of vocational education and training, demand-oriented planning, management and networking of vocational education and training institutions, as well as the management of training flows and cooperation with industry

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://www.giz.de/de/downloads/DoTVET%20Factsheet_Nov2021.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Outcome C.1.5: Internationalisation

This outcome monitors the degree of internationalisation in initial and continuing VET, such as internationalisation of quality assurance arrangements, curricular content, qualifications (i.e. recognition of international credentials, awarding bodies being active beyond their country of origin, etc.)

Question 79

Part 1: What is the availability and quality of internationalisation efforts for IVET and CVET in your country, such as student exchange programmes, the hosting of visiting teachers and trainers, participation of students and providers in international initiatives and projects? If possible, please cover both types of VET (initial and continuing).

In general the availability of internationalization efforts for IVET and CVET such as student exchange programs, the hosting of visiting teachers and trainers, participation of students and providers in international initiatives and projects are limited due to the limited financial resources and usually depends on funded projects. For example Participation of the administrative and training staff of some vocational schools in specialized training programs such as those implemented with the Korean Agency for International Cooperation KOICA within the project of establishing the Jenin Industrial School and Kufr Nima Industrial School

In June 2015, Palestine was approved as the 75th Member of World Skills International. Since then, palestinian students and trainers in IVET and CVET participating in World Skills events and competitions.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://worldskills.org/media/news/welcome-new-members-worldskills-international/>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Dimension C.2 RESOURCING

Outcome C.2.1: Adequate financial resource allocations and use

This outcome captures the adequacy of financial resources invested in initial and continuing VET in terms of level of investment and allocation, as well as the degree of diversification of funding between public and private sources

Question 80

Part 1: How do you assess the adequacy of financial resources and their spending in IVET and CVET overall (i.e. level of spending and efficiency of resource use) and, in your view, is there sufficient degree of diversification between public and private sources of funding in VET? If possible, disaggregate your response by type of VET (initial and continuing).

The financial resources for the TVET can be categorized into 3 items:

- A) The governmental funding that comes through the Ministry of finance. This fund is not enough to cover all the recurrent expenditures for TVET institutions. This fund includes salaries and other operational costs.
- B) The donors' focuses on developmental expenditures. This foreign aid is usually conditional and not sustainable. Also, it does not cover all the targets anticipated in the plans.
- C) The contributions of the private sector which is very limited and not sustainable. The diversity of resources is narrow. I.e., the contribution of private sector is minimal. Mainly training and capacity building. There is no regulatory framework or policy that organizes the contributions of the private sector.

Skills Development Funds (SDF) will be developed and implemented to contribute to the establishment of an institutional framework for skills development funding and governance in Palestine, whereby the set-up will mirror the future TVET commission. The SDF will serve as a flexible financing mechanism to stimulate bottom-up initiatives and partnerships between training institutions (public or private not-for-profit training providers) and the private sector, as well as social partners, in order to provide flexible, qualitative and demand-driven, i.e. labour market relevant, training and to facilitate the transition from the world of school (training institutions) to the world of work.

In 2021 the Ministry of Education launched the **National School Adoption Program** which aims to maximize the societal contribution to supporting education by financing the construction, rehabilitation and maintenance of school facilities (including vocational schools) and responding to their development needs.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

<https://www.moe.pna.ps/tabani-about>

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Outcome C.2.2: Adequate human resource allocation and use

This outcome captures the efficiency of human resource management in terms of availability of teachers and trainers, and the adequacy of their deployment and career management.

Question 81

Part 1: How do you assess the adequacy of human resources in IVET and CVET, in particular the availability of teachers and trainers, the efficiency of their deployment

(distribution) across the VET system, and the extent to which their careers are managed adequately? If possible, disaggregate your response by type of VET (initial and continuing).

Teachers and trainers in TVET sector often hold university degrees relevant to the vocation they teach and train, some hold a post secondary diploma in the field (limited number in some vocations such as Carpentry, Fashion design, ... etc).

Teachers in beneficiary institutions were targeted with a large number of teacher training activities through pedagogy, technical and management training.

Additional groups of employees in VET institutions have been trained in the Know about Business (KAB) program in cooperation with the International Labour Organization (ILO). Half of the MOL-VTCs were trained in KAB.

Training of 28 trainers in the MOL-VTCs through a program to develop capabilities in the field of life skills (the Passport to Success PtS Program), as the program was applied to selected groups of trainees in VTCs. It is a program that aims to build the student's personality and prepare them for interviews to get a job, in addition to skills for dealing with others after joining work.

Teachers and trainers are also subjected to TOT by GIZ . Until now 500 trainers / teachers have been trained before service, in-service, training was also provided for supervisory and management personnel

Because of the financial crisis there is a shortage in the number of trainers in the MoL-VTCs in Palestine, particularly in some disciplines. Some trainers are recruited on permanent full and the majority on partial appointment.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

https://openspace.etf.europa.eu/sites/default/files/2020-11/TRPreport_2020_Palestine_EN.pdf

Interviews and focus group meetings with representatives from National TVET Commission NTC, relevant ministries (MoE, MoHE & SR, MoL, MoSD and private sector representatives

Outcome C.2.3: Adequate material base

This outcome captures the extent to which the material base for learning and training is adequate, including learning and training materials, which are supportive of and promote effective teaching, training, and learning.

Question 82

Part 1: How would you describe, in your own words, the extent to which quality education and training materials are available for learners in IVET and CVET in your country, and how adequate is the physical infrastructure in which their learning and training is taking place? If possible, disaggregate your response by type of VET (initial and continuing).

For improving the quality and access to vocational education and training, the concerned ministries (MoE, MoHE and Scientific Research , MoL in recent years invested in the development of high-quality learning materials and the improvement of training facilities. They also worked to develop partnerships with private sector organizations, to ensure that the training offered matched the needs of the local labour market and that learners had access to relevant and up-to-date resources. (They may also work to establish partnerships with industry, to ensure that the training provided aligns with the needs of the local job market and that learners have access to relevant, up-to-date resources).

Additionally, with the technology advancements, the e-learning platforms, distance learning, and digitalization of materials is becoming more accessible, which can help bridge the gap in places where resources are scarce.

Part 2: Would stakeholders in your country agree or disagree with the following statement: “The current situation as described in the answer to the first part of the question, is satisfactory and adequate”? Please, note that we are not asking for your personal views.

(Tick one box only)

- Strongly disagree
- Disagree
- To some extent agree or disagree
- Agree
- Strongly agree

Part 3: Please provide one or more sources to corroborate your answers and the self-assessment. The sources can be in the form of references to documents, for which we kindly ask you to provide hyperlinks (URLs), if available. Also, sources can be various quantitative indicators, if available.

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Thank you for responding to the questions!