



Palestinian National Authority
Ministry of Education and Higher Education
Ministry of Labour

TVET Strategy

(Revised)

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List of Content

Foreword	5
Preface	7
Executive Summary	9
Strategic Frame	12
Labour Market Relevancy	16
Stakeholders	18
Systematic Frameworks of Jobs and Qualifications	20
PNA's Education System and the TVET -System	22
Legislative Basis for TVET	23
TVET-System	23
Organisational Development of TVET-Institutions	28
Development of Teaching and Learning Processes	30
Human Resources Development (HRD)	32
Beneficiaries (Target Groups) of the TVET-System	35
Financing	36
Quality Development and Assurance	40
List of Abbreviations	43
Glossary	45
References	45
List of Work Group Members	46
Annex: Implementation Plan of the TVET Strategy	

Foreword

This National TVET Strategy replaces the former edition adopted in 1999. It reflects an important paradigm shift of recent years which places quality and relevance of TVET as its priority. Major contents are accepted and have been updated. The new structure follows the inner logic of consistent and feasible TVET system. It integrates binding in all parts of the TVET system in the labour sector. Global experience has shown that the mere expansion of TVET does not solve the problems of unemployment and low productivity of the economy. TVET has to respond to the competence needs of the labour market and create a competent, motivated and adaptable workforce capable of driving economic growth and development.

This strategy was developed with the involvement of a broad range of stakeholders from the private and public sectors assisted by the GIZ (German Technical Cooperation (GTZ) became GIZ as of 01.01.2011)¹ as part of its mandate, GIZ has been supporting and moderating the revising process of the TVET strategy.

A TVET strategy kick-off-event was conducted on 25th of March 2009 in order to launch the revising process of the current TVET strategy. In this event the political approval by the Minister of Education and Higher Education and the Minister of Labour to start the revision of the existing strategy according to proposals made by GIZ is acquired. Four major fields of work, Organizational Development of the TVET – System, Organizational Development of the TVET – Institutions, Human Resources Development, and Improvement of the Quality of Teaching and Training were identified.

Working groups have been assigned to each field. Participants and other interested persons signed in for the work groups. The groups worked on the revision of the strategy and produced a revised strategy structure draft of their field. The work of all groups was combined into one revised structure and 1st draft of the strategy which has been agreed on at a final workshop on 25th of March 2010.

The revised strategy defines the major principles of the intended TVET development in the coming years. The main thrust of the strategy is that TVET development relies on a TVET system which is relevant, flexible, effective, efficient, accessible, sustainable, and which fulfills its general obligations as an integrated part of the educational system towards the Palestinian society.

On the other hand, the unified TVET strategy will provide the Palestinian labour force with market-oriented training, a structural ability to adapt quickly to changing circumstances and market needs, high quality in teaching through comprehensive and continuous teacher training and curricula development, a financially secure and independent TVET system and, ideally, equal participation of disadvantaged groups.

¹ GIZ was formed on 1 January 2011. It brings together the long-standing expertise of the Deutscher Entwicklungsdienst (DED) gGmbH (German Development Service), the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH (German Technical Cooperation) and Inwent – Capacity Building International, Germany

Preface

It is taken for granted that the healthy socio-economic growth of societies depends, to a great extent, upon the quality and effectiveness of their human resources development (HRD) systems. The gradual shift to knowledge economies and knowledge societies highlights, even more, the importance of such systems and their linkages with employment and labour market needs. Needless to say, Technical and Vocational Education and Training (TVET), which in Palestine is provided mainly in training centres, vocational schools and community colleges, plays a major role in this respect for the preparation of workers at the basic and intermediate occupational levels, including skilled workers, craftsmen and technicians (sub-professionals).

The challenge of new job creation and higher living standards will have to be accompanied by an education system capable of producing the right skills in a context of increased integration to world markets. So far, Palestine lags other countries of the world in terms of trade expansion, and job creation has not been able to keep pace with the expansion of the labour force. In addition, increasing numbers of unemployed among the educated indicate an increasing mismatch between education and jobs. The private modern sector has not yet become the main source of new jobs. Expanding trade and attracting private investment flows will be key for private-sector led job creation in the country. And it will require an education and training system that can adapt and produce the necessary skills.

Traditionally, Technical and Vocational Education and Training (TVET) has been fragmented and delivered by different providers at various qualification levels. The fragmentation has arisen from the uncoordinated actions of multiple government and non-government actors.

Governmental TVET institutions under the education sector were concentrating on producing middle level technical graduates. In parallel with this, public and private colleges and universities have had their own TVET programmes, as have NGOs and private TVET providers. Meanwhile, in non-formal TVET programmes, public institutions, NGOs, and private institutions offer employment-oriented TVET programmes to various target groups, including school leavers, people in employment, school drop outs and marginalized groups in the labour market. Unlike formal TVET, these programmes are not yet systematically delivered. Informal on-the-job training is widespread, but due to the absence of a systematic assessment and certification system there are currently no mechanisms to recognize informal occupational learning. Traditional apprenticeships in the small and micro enterprise sector constitute another presumably important, yet entirely un-researched, training environment.

The Palestinian economy is characterized by a number of strengths and weaknesses. Many of the challenges in this respect can be dealt with mainly by the availability of a well educated and trained labour force, which can be contributed to significantly by an efficient and effective

employment and TVET system within the wider framework of life-long learning and socio-economic mobility and equity. It is hoped that the implementation of this strategy will enhance both the socio-human aspects of the labor force that caters for the individual needs and abilities, and the economic aspects that promote the competitiveness of the Palestinian economy at regional and international levels.



Executive Summary

This National TVET Strategy replaces the former edition adopted in 1999. It reflects an important paradigm shift of recent years which places quality and relevance of TVET as its priority.

Major contents of the former strategy are accepted and have been updated.

The new structure follows the inner logic of a consistent and feasible TVET system. It integrates binding in all parts of the TVET system in the labour sector.

This strategy was developed with the involvement of a broad range of stakeholders from the private and public sectors.

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

The TVET system has to have a clear structure stipulated e.g. by a "TVET law", interventions and regulations. It will be characterized by the following attributes. It is unified, independent, and participative with all partners, and involves all stakeholders. Clear responsibilities, competence, commitment are empowered on different levels. The level of independence and mandate are described by law and a system of financing and budgeting is confirmed. The system will be able to deliver training at the levels of semi skilled workers, skilled workers, craftsmen, technicians, and technical specialists.

The TVET system will ensure options for the articulation of students within the entire educational system on the basis of comparable levels and accreditation of graduation certificates within the unique NQF. Providing vertical and lateral channels between the two streams of formal and non formal TVET, so that both patterns form an integrated system that allows learners to move from one stream to the other according to specific criteria and enabling Life Long Learning (LLL).

In order to ensure the participatory approach in governing the TVET system a new governance model will be adopted to ensure the harmonization of all TVET programs and interventions. A national *Governance structure* to develop, organize, coordinate and drive the entire system will be established.

TVET institutions should offer programs relevant to local market in their governorates, complementing each other and avoiding duplication; thus trying to excel in certain specialization

to be regional centres of competence. These centres should be able to offer services for the economy, training of trainers, and other services for local community.

On the top of that and to avoid the major limitation to the effectiveness of public TVET institutions in Palestine which is their lack of administrative autonomy from central ministries. TVET institutions should have clear mandate based on more decentralized approach. And their management approach should be democratic, participatory, and cooperative based on unified management procedures. To be able to take decisions on key issues like adaptation of curricula, financial and personnel management, sectors of involvement, etc. thus expanding their capacity to change and adapt.

Under the unified TVET system the curricula will ensure vertical and horizontal articulation (bridging and permeability) and will be subject to permanent review and update.

Additionally and to increase employability life skills should be developed and incorporated into TVET curricula, including critical thinking, problem solving, teamwork, entrepreneurship, social and life skills, etc..

Considering the economical, social and political uncertainties of the past due to the situation of occupation in the Palestinian Territories, a long term vocational training is not advisable. Qualifying to international standards of professions can only be obtained by applying a modular training oriented on complex tasks enhancing knowledge and skills step by step. Students trained in a module based on a complex task of a profession are qualified to fully complete an assignment independently.

The students will receive certificates of achievement after they successfully finish a modular training course and can graduate as skilled worker after attending all courses of a profession.

To develop, enhance, qualify, and retain all TVET human resources; including head masters, teachers, administrators, and support staff, teacher trainers, and system developers, as well as personnel of the underlying development and administration structure a national HRD will be established to be responsible for investigating the capacity building needs of the TVET HR, relate them to labour market needs and match them with the qualified HRD providers. The proposed TVET system will incorporate efficient means to insure access and equity of all target groups to the system with emphasis on the integration of marginalised groups with special measures and take into consideration gender issues.

Financing is considered of utmost importance to establish a sustainable TVET system. It is recognised that the need for financing will increase vastly in the coming years, as the capacity of

the system will have to be increased manifold, and as the system is in great need of development in this regard various means for financing the system are suggested.

The system will be completed by integrating entrepreneurship skills in all curricula and supported by a comprehensive career guidance and counselling system.

The labour market information system (LMIS) provides the TVET system and specifically the decision makers with relevant data. The decentralized structure will be based on the LMIS e. g. as justification for new programmes and courses.

Finally to ensure the continuous improvement and development of operations and outcomes of the TVET system, Quality management system will be adopted as an integral part of TVET system to assure the relevance of TVET outcomes with the labour market demands and to ensure the employability of TVET graduates through the effective and efficient use of the available resources and according to unified quality standards.

Furthermore and to ensure the quality of the system the TVET examination scheme will be decentralized for all qualification of TVET levels and will follow predefined examination system that will ensure the involvement of the private sector and external experts. The TVET examinations will combine practical and theoretical assessment and will evaluate knowledge, skills, and attitudes, passing these exams should lead to licenses or eligibility to move to upper TVET level. Comprehensive system for occupational tests and for the granting of licenses to individuals and work places to practice jobs, including performance and skill-level tests to really measure the needed competencies as outcome will also be part of the system.



Strategic frame

In the strategic frame the vision, strategic goals, objectives and main characteristics of the TVET system are described, the role of TVET in social and economical development in Palestine is highlighted. Thereby reinforcing the position of TVET in the Palestinian society and its importance as a main resource for further development of the Palestinian workforce especially the youth. To develop these human resources is a crucial precondition to attract national and international investments.

Vision and Aims

TVET roles and responsibilities are enlarged to enable to provide the human resources capable to meet the challenges and to participate actively in the economic and social development as well as holistic development towards building a Palestinian State and ending occupation. TVET has its own value and becomes a choice for all, linked to human rights and leads to individual development.

Strategic Goals and Objectives

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

Specifically, the National TVET Strategy aims to:

- Create a TVET system that is: unified, relevant, effective, efficient, crisis resistant, flexible, sustainable, accessible, participatory, LLL oriented, transparent, holistic, and attractive, ensures articulation and fulfils its general obligations towards the Palestinian society.
- Create a coherent framework for all actors and stakeholders in the TVET system.
- Strengthen TVET institutions in view of making them Centres for Technological Competence, Accumulation & Transfer based on local needs and capabilities.
- Improve the quality of TVET (formal and non-formal) at all levels and make it responsive to the needs of the labour market.
- Ensure equal access of women and people with special needs to TVET.
- Strengthen the culture of self-employment and support job creation in the economy.
- Take into consideration the participation of all stakeholders in the governance approach to ensure a unified system.

- Develop a sustainable financing system for TVET with efficient and cost-effective delivery systems and management structure.
- Build the necessary human resources of the system to effectively manage and implement TVET.

Main characteristics

In order to achieve the vision and the strategic goals of the TVET the system should have the following characteristics:

- **Unified System:** In terms of accreditation, certification, curricula, training programs, levels, classification, testing, and qualification profile on the basis of an integrative NQF.
- **Relevance:** Market relevancy, in terms of responding to the Labour market needs, and future economic trends, i.e. a system that is demand driven.
- **Effective & Efficient:** The effectiveness and efficiency of the system is based on comprehensive and continuous development of human resources and curricula as well as good management and use of resources at TVET institutions. As resources are scarce, effectiveness and efficiency will be important. The effectiveness of the system, or the extent to which training outputs correspond, especially in terms of quality, to what is intended to produce, is ensured through comprehensive and continuous teachers training and curricula development, and through the adaptation of a system, that focuses on exposing students primarily to practical work shop exercises in an industry like environment, rather than chalk and talk lectures. The efficiency of the system, or the relationship between inputs and outputs, will be improved by making better use of resources at the existing training institutions, and by integrating the vocational education institutions currently under the authority of the Ministry of Education and the vocational training institutions currently under the Ministry of Labour, and by improving the link between the TVET system and the Community Colleges. Both changes will reduce the present fragmentation of the educational system, and thus improve efficiency.
- **Flexible & Crisis resistance:** The system is proactive and flexible, in order to be able to operate under crises, able to use multiple and alternative approaches to take advantage of variety of options. The system is flexible in terms of its programs, curricula, training approach, and management structures, to adapt quickly to changes. To respond to the changing professional requirements and to accommodate the different demand of the various target groups, the TVET system will allow and encourage flexibility and dynamic development of the TVET offers. This applies to the organization and

delivery of TVET programs as well as to the way in which people can pursue their individual professional careers. In order to ensure a system that truly contributes to national development, i.e. a system that is demand driven, it will be necessary to create a system that is flexible, and has a high rate of participation of all concerned parties. This is necessary for two reasons:

- a) The demand for skills is difficult to predict, as technology develops at an ever increasing rate, and some skills accordingly become obsolete, and others in more demand, and
- b) The political situation facing Palestine is very unstable, making it very unsure whether or not it will be possible to count on employment of Palestinians in neighboring labor markets.

Thus flexibility of the system becomes paramount. The system must be capable of quickly adapting itself to the changing demands of the labor markets, if it is to remain relevant. Flexibility is obtained through modularization of the system, as small modules can easily be changed, abolished or developed in accordance with the perceived needs.

- **Sustainability:** The system has the ability to last through applicable legislations, which secures financial stability, social acceptance, functioning and efficient organizations, and market relevancy. Any training system that is relevant, flexible, effective and efficient will be sustainable, as long as sufficient financial resources are available. The financing of the Palestinian TVET system will be based on five sources of income: Government funding, a levy/tax on employers, payments from students, income generating activities and donations and grants.
- **Ensures equity and access:** The system will provide equal opportunity and access for all groups despite of gender, age, religion with special care to marginalized groups. Although it has been decided to create a demand driven system, it is realized, that the system has a responsibility towards the weaker groups of society, therefore preference to some students from disadvantaged groups has to be given.
- **Participatory:** All stakeholders and social partners at all levels shall be committed and responsible to take part in planning, policy making, implementation, and management of the system.
- **LLL-oriented:** Lifelong learning is vital for competitive advantage and economic success for nations, regions, organisations and individuals, the TVET system acknowledges and accumulates values of formal, non-formal and informal gained competences and emphasizing a culture within the Palestinian society where all citizens become active life-long learners.

- **Permeability:** The TVET system will promote vertical and horizontal articulation, mobility and progression between different TVET vocations/occupations and different qualification levels, and also between TVET and general and higher education. TVET should always create the possibility of career progression and continuation of learning.
- **Transparency:** Transparency is ensured in all levels and components of system.
- **Holistic:** Human is in the core of the training. The TVET system holds an obligation to assist in the preparation of its participants towards life in a democratic society, and towards the contribution to the economy of that society. Accordingly, emphasis will be put on installing certain values in the students who contribute to that end: Critical and independent thinking, self reliability, pride in being Palestinian and in obtained vocational skills, and finally a set of professional ethics, such as precision, reliability, high quality, and honesty.
- **Attractive:** As many among those who stay in schools are filtered out from general education into low-quality, second-choice vocational streams. Vocational streams are synonym to academic failure and are regarded as a second-choice alternative by parents and students. Large numbers of students are tracked out from general education, pushed-out more exactly, and for which little opportunities for lifelong learning are available. The new TVET system in consequence is attractive to all groups and fits their interests.

National role of TVET in social and economic development

By having these characteristics the TVET system will be a main component of social and economic development being able to contribute to poverty alleviation, enhancement of individual perspective, the integration of the marginalized, by building qualified human resources, thus promoting economic development, entrepreneurship, and the image of production.

Labour market relevancy

The TVET system should emphasis on demand driven vocational education and training through an intensive relation between TVET and the labour market by identifying the labour market policies, monitoring, career guidance, employment policies and other labour market activities and instruments. In accordance to the Palestinian Reform and Development Plans.

Although the system should primarily be demand driven, it should also serve as a catalyst, in providing a small excess pool of qualified trained persons. This decision is based on a number of arguments: It is realized that training does not create jobs, but a pool of skilled excess labour might attract investment, which in turn will result in jobs. And as trained persons are better equipped to compete for jobs, and as Palestinians hold a long tradition of working in neighboring labor markets, training will assist those who wish to obtain a job outside Palestine.

Labour market policy

The labour market policy should focus on the local and national labour markets and also be oriented towards regional and global labour market to ensure mobility of the labour force, with emphasis on providing special plans and services that enhance the employment of Palestinians in other Arab countries, including the provision of support to employment offices in the private sector, and developing the relevant capacities of Palestinian embassies, as well as coordinating with and supporting the role of the Arab Labour Organization in this respect.

These efforts should be supported by national strategies in terms of enhancing business environment and encourage investment, increasing and protecting employment opportunities quantitative and qualitative. Through promoting coordinated policies and measures that lead to improving linkages between employment and investment, and by providing adequate services that lead to the quantitative and qualitative development of SMEs

Monitoring

The TVET system also must establish some form of labour market monitoring, in close co-operation with the employers and trade unions, in order to establish the requirements of the labour market. In this regards Labour Market Information System (LMIS), recently developed with support by the GIZ program, should be utilized by planners, policy makers, decision takers, researchers, employers and job seekers.

LMIS should be used to develop and reorient the TVET training programs towards local market needs and future economic trends. And also should consider measuring the satisfaction of employers as an indicator of the quality of TVET outcomes

Career Guidance and Counselling

On the other hand the TVET system should integrate a comprehensive system of career guidance and counselling providing vocational orientation in close cooperation with the general education system in addition to career education and vocational guidance, job orientation and career information and employment counselling for graduates and the unemployed. Adequate career guidance and counselling services by the various concerned agencies in the public and private sectors, including TVET providers will be developed

Other labour market activities and instruments

Other labour market activities and instruments should be developed and effectively used to strengthen the linkages between TVET supply and labour market demand. The participation of the relevant stakeholders, including trade unions and employers' associations, in the planning and provision of employment services should be assured. The Local Employment and TVET Councils (LET-Councils) shall play a crucial role

Employment policy

Therefore the TVET system should be in line with the national employment strategy and within international recommendations, agreements and laws and emphasize on training that builds awareness towards promoting decent work culture. The employment policy should encourage TVET graduates' employment especially marginalized and vulnerable groups and should assist in self employment.

Development of new and revising existing vocations

In order to promote employability and self employment training in the fields of new vocations and revising of training in existing vocations should be done at regular intervals. This should be in accordance with the data acquired from LMIS and in line with NOC and NQF, with the participation of employers and trade and workers unions. In addition, creation of an ongoing system for revision of occupations qualifications from the labour market and integration of feedback into TVET vocations and skills, this system should link the needed LM qualifications and the competences provided by the TVET vocations. Clear and participatory procedures and tools for elaboration of curricula by expert workshops will guaranty the linkage.

Integration of TVET data into national statistical system

For the sake of development and revision of training it will be beneficial that the National Statistical system and the data provided through Palestinian Central Bureau of Statistics (PCBS) is consistent with the TVET classification NOC and NQF and other relevant TVET issues. Information provided by PCBS shall be utilized by TVET through the LMIS and serve the TVET, with periodical and customized data, reports and studies.

Stakeholders

The active role of all TVET stakeholders is the main component of the strategy.

The PNA recognizes the role of NGO's, UNRWA and others in providing training to the Palestinian people during the past decades. The PNA recognizes the value of the training provided, and the expertise gained by these institutions during the past years, and welcomes a close co-operation with the mentioned institutions, in order to utilize the mentioned experiences, in the development of a national TVET system. Already at this stage it is clear that the capacity of the revised training system will have to be increased vastly, and as resources are scarce, it only makes sense to encourage all other training providers to continue offering vocational education and training.

However, it is important that all training provided leads to qualifications that are recognized nationally, in order to ensure a transparent TVET-system. This means that the government should involve all training providers in developing unified curricula and testing and validation measures. Once these are developed, all training providers will be encouraged to use the unified curricula and testing and validation measures. The involvement of the other providers in the development process means that this process will benefit from all resources available not only those of the government. This is particularly important in the case of UNRWA which has benefited from extensive external support ever since the establishment of its centres

Government

Stakeholders should agree on sort of "Task-sharing" depending on their abilities and strengths. Government should participate in funding, provide legislation and regulations, put down policies and laws and enforce them to ensure the empowerment and proper function of the TVET system. The expected need of a TVET-law will be decided on short notice

Local communities

Local communities should support and promote TVET, participate in policy making processes, identify priorities, participating in monitoring of the outcomes of the TVET, and be part of assessment and evaluation of the system. Their contribution will be closely linked with the Local Employment and Training Councils (LET-Councils).

Private sector

The private sector should act as partner in policy making, funding, implementing, and participate in cooperative training (apprenticeship), developing programs and curricula, testing, assessment, and monitoring and evaluation.

The private sector should be encouraged to participate in changing the culture in both TVET- and LM for mutual cooperation and to allocate in-house resources for training. Deepened involvement of employers in the delivery of TVET, through cooperative and in-company training has a significant potential to increase cost-effectiveness in the TVET system and specifically to reduce the relative share of expenditure for public TVET provision. The focus is not on reducing the total amount of public spending on TVET but to tap into other financing sources in order to expand the quantity and quality of TVET provision. The participation of the private sector – Private Training Providers (PTPs) and employers – in TVET policy making and governance is often hampered by distrust. This is not only the case between the public and private sector, but also among the different members of the private sector who tend to view each other as competitors. Weak coordination among members of the private sector (e.g. employers' associations, trade unions, PTP associations) makes it difficult for the government to find reliable interlocutors who truly represent their peers. To systematically involve the private sector in the reform and governance of TVET awareness raising about the benefits of getting involved is needed, capacity building in communication and networking, as well as technical assistance for organisational development of the private sector associations should be done

Unions

Unions should participate effectively in the policy making and implementation of the TVET system, to enhance TVET towards decent employment of the Palestinian youth. And should encourage its members to participate in retraining and further training programs. Thus enhancing their employment status

Local labour market institutions

Local labour market institutions should be supported to deliver all needed services to all from one place (One-Stop-Shop concept). Private initiatives should be promoted, supported and motivated to deliver additional services to the public labour market institutions on complementary approach

Other civil society organisations

Other civil society organisations should be involved in policy making and implementation of the system, promotion, awareness, support of the TVET system, participate in training, and ensuring the role of TVET in meeting the social needs, especially those of the marginalized groups. On local level those institutions are invited to contribute through the LET Councils.

Systematic Frameworks of Jobs and Qualifications

National Occupational Classification and NQF will improve the matching between qualifications demanded by the labour market and the competencies provided by the TVET system, and will facilitate work force mobility. National Qualification Framework to provide certification of workers' competences, to increase workers' job mobility, provide assessments and accreditation, should be developed.

National Occupational Classification (NOC)

Every vocation is usually composed of a large number of jobs, tasks and skills that are carried out by individuals of varying performance abilities and who have various degrees of professional responsibility. This means that there is a variety of the required skill levels within what is called the "skill ladder". Such a skill ladder can be divided into major specific categories that will be utilized in "Occupational Classification and Standard System (NOC)", specification of performance levels, description of organizational relations between individuals, definition of responsibilities entailed in each category of the skill ladder, and facilitating the setting up of a comprehensive vocational education and training system.

In general, occupational levels can be divided into two major groups; namely, the upper occupational levels for which those involved are generally prepared in higher education institutions. The second is the basic occupational level for which workers are generally prepared in institutions of up to secondary education or in equivalent vocational education and training institutions. Activities that complement the specification of occupational levels include occupational classification and standards. "Occupational classification" deals with the identification of jobs and tasks exercised in society, specifying their titles and grouping them into vocational groups or families according to economic sectors. "Occupational standards" and job descriptions, on the other hand, define every job, including the tasks and skills it comprises, and the level it occupies on the vocational skill ladder. In order to upgrade the performance standards and improve the productivity of the labour force in the various occupational levels and fields and to developing a comprehensive system for the practising of jobs according to recognized criteria. NOC will be developed based on Arab Occupational classification (AOC). Job Description and Standards System which is compatible with the International Standard Classification of Occupations (ISCO), as a general framework for occupational classification and standards.

On the other hand the necessary legislative and organizational frameworks for licensing to practice a job by both individuals and work places, in compatibility with the national occupational classification and standards, including the relevant technical criteria should be developed and adopted

National Qualification Level

Additionally, national qualification levels, covering the complete educational system, should be developed and incorporated. The new NOC is to be considered as the basis for the NQF. Ensuring the adoption by the government and non-government sectors of the NQL, especially in such activities as recruitment, wage structures, labour mobility, accreditation, licensing criteria, research, statistical frameworks, and TVET programmes and curricula



PNA's Education System and the TVET System

The TVET system should be encouraged to build an interrelationship with the rest of the education system taking into consideration the comparability of levels in the general and in the TVET system, flexibility and permeability, acknowledgement and accreditation. Developing organizational structures fostering linkages and channels between general education and TVET system, laterally and vertically

Bridging and permeability (enabling articulation)

The TVET system should ensure options for the articulation of students within the entire educational system on the basis of comparable levels and accreditation of graduation certificates within the NQF. Providing vertical and lateral channels between the two streams of formal and non formal TVET, so that both patterns form an integrated system that allows learners to move from one stream to the other according to specific criteria

Overlapping of some programs especially in community colleges

Therefore community colleges and universities should be encouraged to orient their traditional programmes towards TVET thus encouraging the articulation from lower level. Capable graduates shall be able to proceed with their professional career within the educational system. This is a precondition to attract qualified students into the labour market oriented TVET system. TVET must not longer be considered as a "Dead-End-Road" for individual professional careers



Legislative basis for TVET

Laws and regulations that should be adopted by the government to strengthen the TVET sector as a whole and to facilitate the implementation of the TVET strategy and operation of the system. Legislative tools related to TVET should be developed to provide an adequate legal framework for the relevant systems and issues. Updating and developing legislation that deals with the various issues and systems related to non-formal education and training in general and non-formal TVET in particular. The actor involvement of the social partners shall be clearly defined.

TVET System

A new revamped TVET system with holistic management approach should be developed and adopted.

Structure of the system

TVET Structure

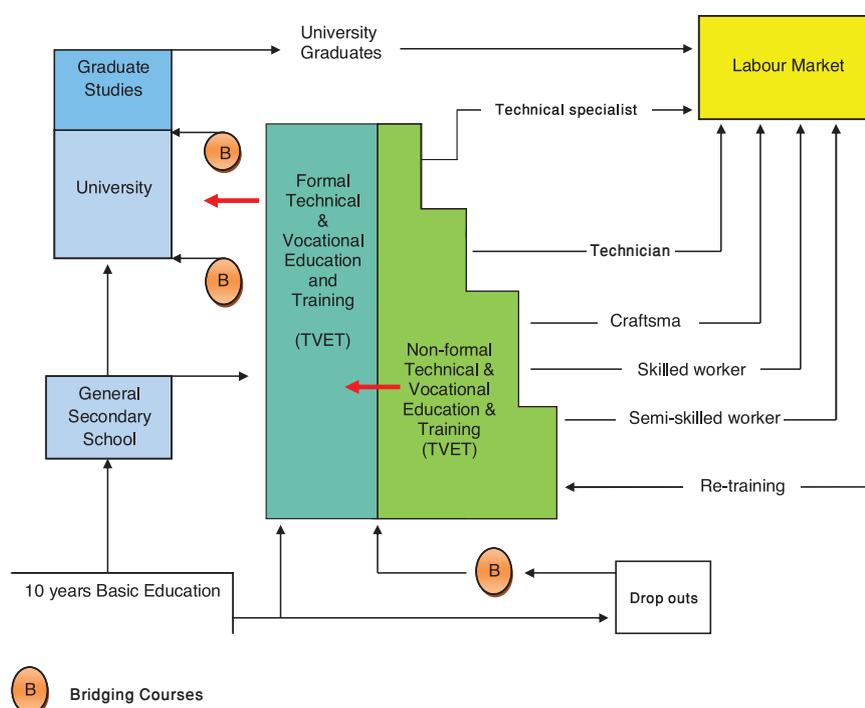


Figure: 1 The New TVET Structure

The TVET system has to have a clear structure stipulated e.g. by a “TVET law”, interventions and regulations. It should be characterized by the following attributes. It is unified, independent, and participative with all partners, and involves all stakeholders. Clear responsibilities, competence, commitment are empowered on different levels. The level of independence and mandate are described by law and a system of financing and budgeting is confirmed

The new structure will take into consideration five TVET levels of qualifications within NQF and should be in line with the NOC and NQF to ensure articulation on the formal and non-formal paths of TVET. The differentiation between Vocational Education (VE), Vocational Training (VT) and Non-Formal Education (NFE) becomes increasingly irrelevant.

The system in figure (1) contains a number of characteristics:

The earlier mentioned problem of fragmentation of the present TVET system is removed by unifying the two streams of respectively Vocational Education and Vocational Training, and by creating a strong link between the VET system and the present community colleges, thus making it a real TVET system, comprising all the tasks that are traditionally found in/carried out by respectively Vocational Education, Vocational Training and Technical Education (hence the term TVET - Vocational Technical Education and Training).

Furthermore it is noted that students that wish to obtain further education after obtaining certification as semi skilled workers (the present VET centres), may directly continue their education to obtain a degree as technicians (the present Community Colleges).

Persons holding a degree as technicians will also have the possibility to continue to University, without taking the Tawjihi.

These options for continued studies should however not obstruct the main point of the revised system, namely to produce skilled workers, such as carpenters, plumbers, car mechanics, electricians etc. Consequently some form of numerical limitation on the possibility of continued studies will be necessary, ensuring that only the very best graduates continue their studies, while the rest join the labour market.

The system will be modular to cater for both retraining/training to all levels of the system, utilizing one or more of the individual modules to become semi-skilled, and utilizing the full range of modules in any given specialization to become technical specialist. This also means that students that join the system and take only one or a limited number of modules after which they join/rejoin the labour market, may come back at a later point in time in order to take the remaining modules in their line of specialization.

The system will be able to deliver training at the following levels:

- Semi skilled worker
- Skilled worker
- Craftsman
- Technician
- Technical Specialist

TVET institutes

In order to apply the revised structure all TVET institutes should orient their TVET programs and activities in accordance with the TVET system and its modules and certificates and they should follow the unified system components and approaches in terms of standards regulation, curriculum, HRD, accreditation, NQF ...etc

NGOs

The position of TVET NGOs League should be strengthened to play it's development role within the vision and aims of the national TVET strategy and it's implementation plan.

Public institutions

Furthermore public institutions should follow entrepreneur oriented approaches and should be given more responsibilities and authorization (Mandate) based on decentralized decision making

Private institutes

The private institutions shall orient their programs to be in line with the unified system and since a large number of these institutions provide short term training courses to the community, these initiatives and programs should follow the NFE approach of the TVET system to ensure accreditation and certification of the graduates based on accumulation of modules. Developing criteria and procedures for the accreditation, licensing and quality control of institutions, agencies and centres that offer non-formal education and training in general and non-formal TVET in particular.

Private TVET providers' associations, such as the TVET League, should be formed to play a pivotal role in increasing the capacity of their members to deliver good quality services. This underlines the importance of providing financial and technical assistance to develop and professionalize such associations.

UNRWA

As UNWRA serves a wide part of the Palestinian society it should play a major role in the development of TVET system oriented to the unified system

Governance structure

In order to ensure the participatory approach in governing the TVET system a governance model shall be adopted to ensure the harmonization of all TVET programs and interventions. The proposed structure will include representation from relevant stakeholders, including government policy makers, employers, employees, public and private training providers, civil society, and development partners. This structure – based on the approved TVET strategy 1999 - should be implemented to work continuously and not on ad-hoc basis and is to serve transitional phase for the implementation of the revised national TVET strategy

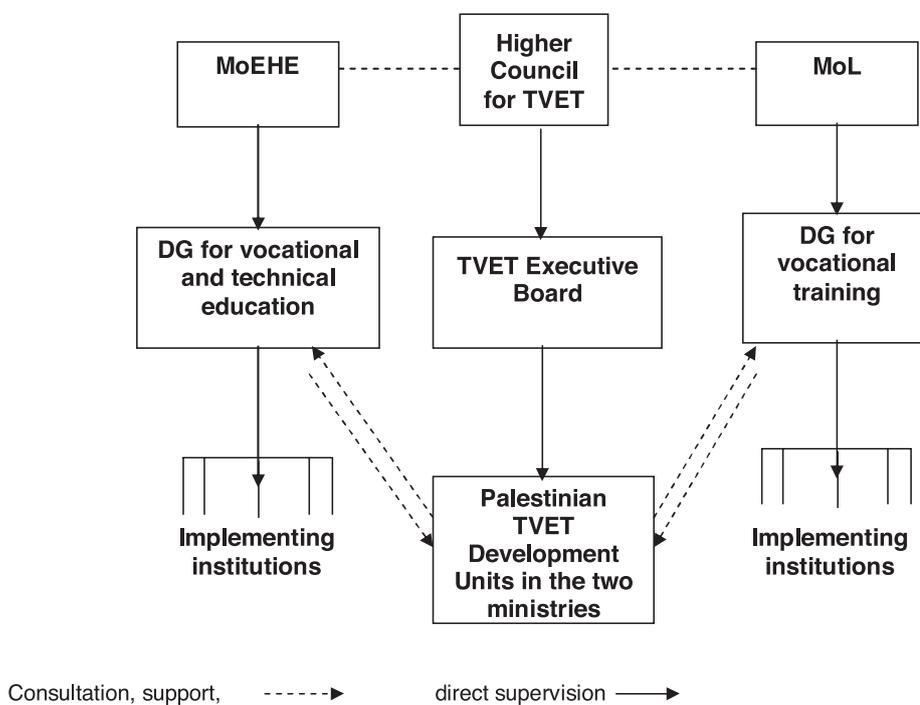


Figure 2: Governance structure

The Higher Council as the political and strategically working body shall be revitalized to facilitate the existing decision of the cabinet upon the recommendation of both Ministers Labour and Education and Higher Education. The chairmanship of this Council will be, on a rotating basis, between the Minister of Education and Higher Education and Labour. The mandate, internal working procedures and regulations will be reviewed by the Higher Council after reactivation.

The Executive Board will be revitalized upon a decision of the Ministers of Labour and Education and Higher Education / Chair of the Higher Council. The Executive Board will be chaired by Ministry of Labour or Ministry of Education & Higher Education on a rotating basis. The Executive Board

shall be entrusted with the total implementation responsibility for the TVET system in Palestine. The details on mandate, internal working procedures and responsibilities will be reviewed and approved by the Higher Council. The executive board will prepare and organize the detailed implementation plan of this strategy.

The existing development units in the Ministry of Labour and the Ministry of Education and Higher Education shall be empowered to take over their responsibilities towards fulfilling the strategy goals and tasks e.g. for accreditation, curricula development, labour market monitoring, HRD and others.

The Ministry of Labour decided in their Labour Sector Strategy to install Agencies for non-academic vocational training and employment beside others. The objective is to release the ministry from implementing and administrative tasks in order to increase the efficiency and effectiveness. Both agencies will be linked to the Higher Council regarding technical subjects. The cooperation will be defined during the implementation of the TVET strategy.

Finally a training fund will be established to provide the necessary funding for the system under the supervision of the Higher Council for TVET

Monitoring and evaluation system

To ensure a smooth operation of the system, and to get the required feedback for the development of the system a monitoring and evaluation system will be implemented. Monitoring and evaluation will be done through conducting not only tracer studies for graduates, but also through monitoring the internal efficiency of training programs, focusing on costs, access, repetition and drop-out rates and quality also measuring the value added and cost-benefit of TVET interventions. Thus the monitoring and evaluation system shall be designed to measure the internal and external efficiency also impact evaluation shall be conducted. Thus paving the way for system development. The responsibility regarding monitoring and evaluation will be clarified and decided by the Higher Council

System development

TVET development is currently hampered by a serious lack of relevant data and information about issues such as costs of TVET, labour market developments, availability and impact of existing TVET delivery schemes especially outside of the public TVET delivery system, perceptions of stakeholders, etc. Such information, however, is necessary to inform planning, monitoring and innovation in the TVET system. Research and development related to TVET should be encouraged to ensure the development of the system by empowering the existing development and research units in the two ministries and by promoting research and studies related to TVET, on the other hand activating the roles of universities and other research concerned agencies in this respect

Organisational Development of TVET Institutions

TVET institutions should be developed by improving their structures, infrastructure, management style, processes in accordance with national standards with linkage to the labour market

Specialisation

TVET institutions should offer programs relevant to local market in their governorates, complementing each other and avoiding duplication; thus trying to excel in certain specialization to be regional centres of competence. These centres shall beside regular courses be able to offer services for the economy, training of trainers, and other services for VTCs.

TVET institutions and training providers shall be encouraged to concentrate on the type of training they can best deliver and shall be supported to reach their highest potential rather than being dependent on government or donor support.

To promote gender participation in TVET the system should develop and ensure the provision of gender oriented specializations

Cooperation

Centres of Competence will need intensive cooperation. Therefore TVET institutions shall complement each others and cooperate with the private sector and relevant stakeholders in order to share resources, facilities and facilitate the transfer of trainees between institutions, and to exchange expertise and best practice. In addition, TVET institutions should have cooperation internationally. The local cooperation between institutions and other relevant stakeholders will be regulated and stipulated by regional LET councils.

The TVET system will support the principle of diversification in relation to the number and type of TVET providers, while at the same time avoiding duplication and scattering of efforts, facilities and services, as well as ensuring a suitable degree of complementarity and coordination

Equipment

To ensure quality and efficiency TVET institutions should be continuously equipped with up-to-date, coping with new technologies, sufficient, relevant to curricula, meeting international standard tools and equipment

Facilities

And their facilities should meet standards enforced by the National Accreditation and Quality Assurance Unit (AQAC) in terms of space and layout of classrooms, workshops, institutes premises,

safety & health, Special needs, Gender...etc). The design and appearance shall follow a unique corporate identity. The role of AQAC shall be empowered and extended to meet the needs of TVET sector

Technology, Information and knowledge management (informatics management) of TVET institutions

TVET institutions also shall utilize ICT in all of its activities, including teaching and learning approaches, management information systems (MIS), electronic network between TVET institutions.

The introduction of modern information and communication technologies (ICT) to TVET delivery and assessment is an important tool for enhancing access and quality in TVET and for developing life-long learning opportunities. Through ICT, training, teaching and learning, as well as assessment materials, can be provided at lower cost. It supports learner-centred TVET delivery, improves access to information and knowledge and allows for self- and self-paced learning and assessment

Management system

On the top of that and to avoid the major limitation to the effectiveness of public TVET institutions in Palestine which is their lack of administrative autonomy from central ministries. TVET institutions will have clear mandate based on more decentralized approach to avoid bureaucracy. And their management approach should be democratic, participatory, and cooperative based on unified management procedures. To be able to take decisions on key issues like curricula, financial and personnel management, sectors of involvement, etc. thus expanding their capacity to change and adapt.

Quality management (QM)

Taking into consideration that quality tasks shall be ensured in each TVET institution through quality units in large institutions or through committees from existing staff or a QM-officer in small institutions. Thus a Quality Management System (QMS) will be designed and integrated

Reporting

Reporting and documenting system as part of QMS must be developed after stipulating roles and responsibilities within the system. It also reflects the local labour market development and the reaction of the institute on it

Development of Teaching and Learning Processes

Curriculum development methods, approaches of modern teaching and learning should be used in accordance to NQF, labour market demands and the levels of up-to-date technologies that should be adopted. Emphasising on integrating social and individual development and Life Long Learning (LLL).

Curricula development and entrepreneurship

The curricula shall ensure vertical and horizontal articulation (bridging and permeability) and will be subject to permanent review and update.

Additionally and to increase employability soft skills will be developed and incorporated into TVET curricula, including critical thinking, problem solving, teamwork, entrepreneurship, social and life skills, etc.. Curriculum development will be done by expert groups manned by all relevant stakeholders. All new and revised curricula will focus on a clear action orientation and target on needed competences for both individual life as well as on employability.

Entrepreneur culture shall be integrated in the curricula from the early stages of education and training. It shall be also broadened with the advancement of students

Modular Curricula

Considering the economical, social and political uncertainties of the past due to the situation of occupation in the Palestinian Territories, a long term vocational training is not advisable. And taking into account the special situation in Palestine characterized by mainly small family driven enterprises, qualifying to international standards of professions can only be obtained by applying a modular training oriented on complex tasks enhancing knowledge and skills step by step. Students trained in a module based on a complex task of a profession are qualified to fully complete an assignment independently. In the course of attending further modular training courses, employability will increase. They will be enabled to continue independently on the personal technical update (LLL) and to steer their own career self-responsibly. The students will receive certificates of achievement after they successfully finish a modular training course and can graduate as skilled worker after attending all courses of a profession. Standards and structural maps of modules shall be designed to be used in NFE and LLL as a basis for accumulating and proving of competencies in line with the NQF for either accessing the formal system or getting a value related to the NQF.

There are plenty of so called modular training course systems available, which might serve the purpose they were designed for, but not for the above described situation in Palestine which is almost unique.

Unified curricula

To ensure the effectiveness and efficiency all institutions offering vocational training and education shall adopt the same curricula within the same professional fields and levels

Apprenticeship scheme

Traditional apprenticeship in the informal sector is the main entry point for drop-outs from basic and post-basic education. Kinship or personal relations predominate in traditional apprenticeships, as opposed to work contracts. The apprentice, bear the cost of training through reduced wages. This type of training can last long periods of time, between 4 and 8 years, while the apprentice progresses from helper to skilled worker. There is no certification of acquired competences. Important shortcomings of traditional apprenticeships however, include the partial transfer of knowledge from the master to the apprentice, large variations in the quality of the training provided, the perpetuation of existing low-productivity technologies and a tendency for slow innovation. Learning in traditional apprenticeships is generally passive and non-experimental. Masters tend to lack the appropriate pedagogical skills and apprentices are always subject to the risk of being employed as cheap labour for menial jobs.

Taking into account the advantages of this system, which is concentrating on practical learning and learning by doing and to avoid it's deficiencies the traditional apprenticeship shall be improved by focusing on the introduction of apprenticeship contracts, setting remuneration levels, incentives to the employers in terms of exemptions for the payment of tax obligations, age requirements, Introduction of compulsory 'accident insurance' for apprentices, and a new apprenticeship scheme must be introduced to combine practical and theoretical learning in close cooperation between the TVET institutions and the employers

Teaching methods

The current teaching methods tend to emphasize pure memorization and reward passive learning. The Teaching methods shall impart higher-order cognitive skills, such as problem solving. Teaching and training methods shall also concentrate on action orientated, role playing, problem based learning, focused on students and trainees, developing and promoting technical, methodological, social and personnel competences

Assessing TVET students and trainees

Finally the students' performances monitoring and assessment, and exams shall be in line with the unified curricula and teaching methods and match the requirements of a national examination scheme for TVET students and trainees. (see: *Quality development and Assurance / Examination scheme*)

Human Resources Development (HRD)

A HRD system is developed and should be implemented to serve all levels of the TVET system

Objective of HRD

The goal of HRD of the TVET system is to develop, enhance, qualify, and retain all TVET manpower. This includes head masters, teachers, administrators, and support staff, teacher trainers, and system developers, as well as personnel of the underlying development and administration structure.

HRD concept

For this purpose a national HRD unit shall be established to be responsible for investigating the capacity building needs of the TVET HR, relate them to labour market needs and match them with the qualified HRD providers.

Staff of the TVET system and staff training

All people working in the TVET sector on all operational and management levels will be trained continuously (ongoing training) based on labour market needs and demands. Staff participation in advanced training shall be considered as a precondition for promotion

HRD Training providers and staff training

HRD training providers including institutions, centres, experts, etc. that are capable and able to develop and deliver quality training for TVET staff shall be able to convert the requirements to training modules according to standardized format in line with labour market demands. This has to be justified by a standardized accreditation process

Content of the HRD Measures

The content of the measures shall follow the didactic concepts, be instruction, action and life-long-learning (LLL) oriented. Thus empowering the participation for autonomous planning, deciding, executing and controlling through action oriented learning

Quality of the HRD Measures

To ensure the quality of HRD measures national standards will be developed and used, e.g. standards for teachers and standards for HRD measures. The TVET system shall ensure strong ties between accreditation and monitoring and evaluation (M&E)

Pre/ In and after service training strategy

Pre/in service training shall be adopted and the training must concentrate on both subject and

pedagogical qualification as well as life skills (Minds-on and hands-on training). After service training shall consist of training of trainers and generate a number of experts TVET consultants acting as multipliers.

Roles and responsibilities of stakeholders

A committee for human resources development will be established and linked to the TVET **Governance structure** to undertake the responsibilities of planning, police-making, and coordination for HRD at the national level. All CHRD members will be delegated by all stakeholders

Conceptual and diversity of approaches

The unified system of TVET will follow one concept: the matching between supply and demand will be run through a central unit (HRD-Agency/Unit). Training measures shall be implemented based on local need and demand. Flexibility should be insured.

The HRD system should have the following structure.

Structure and Processes of the HRD system

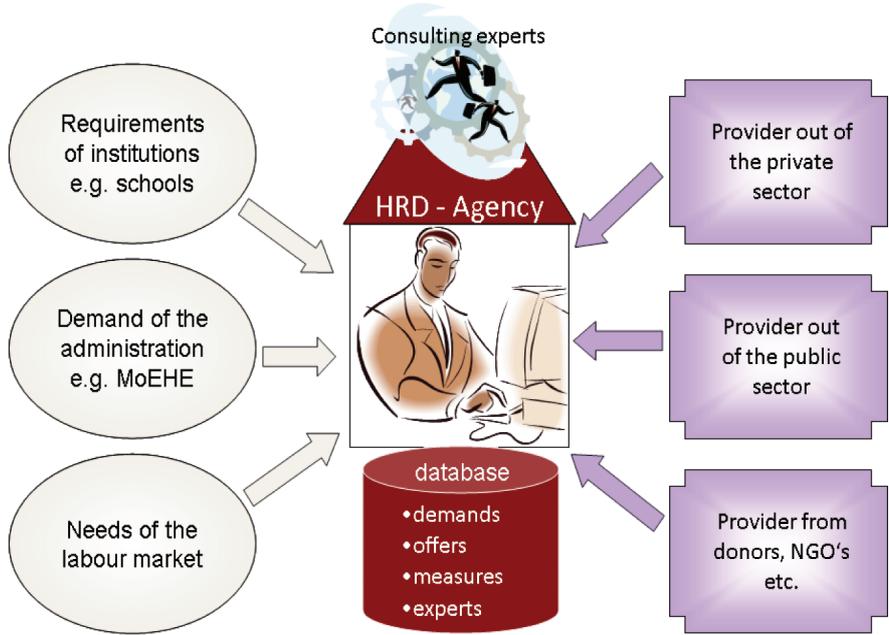


Figure 3: Structure and processes of the HRD system

HRD unit

A unit has to be established within the ministries' structure and will include a unified data base that will contain the demands, offers, accredited measures, and experts and should be linked to labour market through LMIS. In order to have the latest information about the development of professions at one's disposal an advisory council or advisory committee for each profession (family) shall be implemented

Incentive, benefit approaches (obligations and commitment)

In order to encourage TVET staff to participate in HRD measures intrinsic and extrinsic incentives will be taken into consideration, such as a legal obligation to participate in HRD measures. Credit points and a portfolio of each TVET staff member should be an important part for further career appliances

Financing and funding HRD

The financing of the HRD system shall be part of financing the TVET system by government contributions, participation of the beneficiaries in the financing, a national training fund by as well as national and international grants and donations. Income generating activities of training institutions will be regarded as means of reducing government fund allocations to the TVET sector

HRD Monitoring and evaluation concept

To ensure the quality of the system monitoring and evaluation will be according to the objectives of HRD and the interests of the stakeholders

Levels and qualifications

TVET HR ladder shall be adopted and based on qualifications and progress in HRD measures. This ladder must be in-line with NQF /NOC and with the Teachers' education strategy

Salary schemes

A new salary scale should be adopted by the government. The salary scale must be based on qualifications of the employees, skills level, and years of experience in each level

Beneficiaries (Target groups) of the TVET System

The TVET system shall incorporate efficient means to insure access and equity of all target groups to the system with emphasis on the integration of marginalised groups with special measures and take into consideration gender issues.

The TVET system aims to provide more TVET opportunities to a wider range of different target groups than previously. In addition to school leavers, the TVET system will therefore address:

- School drop-outs
- People without formal education, including illiterate people
- Entrepreneurs and employees (including formal and informal apprentices) in both formal and informal enterprises who require skills upgrading and access to recognized qualifications
- Unemployed people who need initial TVET or retraining to support their reintegration into the labor market
- People with special constraints to properly engage in economic participation, such as people with disabilities, people from marginalized groups and other groups that have been marginalized in the labor market

The system may include some form of quotas for women and marginalised groups, such as handicapped, ex-political prisoners, juveniles and school drop-outs. For social reasons some preference will be given to these and other relevant disadvantaged groups

Financing

Financing is considered of utmost importance to establish a sustainable mode of financing the TVET system. It is recognised that the need for financing will increase vastly in the coming years, as the capacity of the system will have to be increased manifold, and as the system is in great need of development. Justification for public funding of the TVET sector is based on a number of assumptions: It promotes industrial growth and development, it promotes employment, and it provides continued education for school drop-outs etc. The participation of employers in the financing is considered important. The implementation of this financial approach avoids or reduces social problems and costs in the future

Government contributions to financing

As the government has a major interest in the labour market being supplied with trained people to match the quantitative and qualitative demands of employers, consequently it will contribute to financing the TVET sector from its annual budget, and regulate the supply of other sources of finance, such as employers and trainees.

Also the government will establish a training levy system which will channel funds from employers to the National Training Fund. The levy system will be based on employers turn over (e.g. one percent tax on distributions of net profits of firms). The government will offer deductions in these contributions as incentive in relation to training carried out by employers. The participation of employers in financing of the TVET system is important, as this stresses industry's interest in, and responsibility towards, the training system, and thus strengthens the link between industry and the training system.

The participation of the beneficiaries in the financing

The participation of the beneficiaries in the financing of the system is considered important. The trainees will be requested to pay a small token course fee. However if the trainees or parents are unable to pay fees, the government will offer assistance in the form of revolving training loans or scholarships.

In rural programs, local communities will, if possible, contribute materials and labour for the construction and for maintenance of institutions (self-help).

The skills upgrading activities currently carried out will be expanded, and course fees charged, covering all costs and a profit, thus contributing to the financing of the system. The areas offered as income generating skills up-grading courses will be expanded to semi high-tech areas, such as ABS systems and fuel injection in the car maintenance sector. The equipment needed for these

types of training can be financed through the fees charged, but might also be used in the ordinary training activities for non-paying students.

Traditionally, TVET fees have tended to be heavily subsidised, making only a very small contribution to covering the costs of TVET institutions. This can be a severe budgetary burden where public resources are scarce. The justification for cost-sharing with trainees is that since TVET graduates benefit from higher incomes – due to increased employability and better payment – they shall contribute to bearing the cost of TVET. Trainees can contribute to sharing the burden of TVET financing by paying higher, more realistic (i.e. covering a higher percentage of the actual training cost) up-front fees, through loan schemes, or by paying and ex-post “graduate tax”.

The risks of increasing TVET fees are that total TVET enrolment may decrease (especially if other tracks of education are not subject to fees) and that disadvantaged candidates may be excluded from accessing TVET. These risks can be resolved by selective exemptions and selective grants. Selective exemptions and selective grants tend to create a considerable burden on public budgets when the number of deserving candidates is high. This is where loan schemes come into consideration

Income generating activities in training institutions

To reduce the burden on the public budget TVET institutions shall recover a substantial share of its recurrent costs through more systematic income-generating activities.

However, in developing and executing income generating activities, the following guidelines must be observed:

- Income generating activities may never impair the training objective of the TVET institutions and courses taught
- Income generating activities may not impose unfair competition on the local or national industry.
- Income generating activities may not finance more than 50 % of any given course, or 20 % of the total running costs of any TVET institution.

The TVET institutions may trade directly with consumers, or may act as a subcontractor to other suppliers. This in itself will be part of the efforts to direct training towards self-employment.

As a method for decreasing the chance of the production objective impairing the training objective, the TVET centres may separate into a production centre and a training centre, and thus having two different entities: -The training entity in which trainees spend the first section of their training period. The training entity shall be staffed with trainers and teachers, who have the goal

of transmitting all the necessary skills, and where only exercises are executed. The second entity - the production entity, where students spend the second section of their training period, shall be staffed by master craftsmen, and have profit as a goal. The trainees here work in a simulated, but almost true firm, which besides producing a profit that can contribute to the costs of training, also conveys to trainees; punctuality, quality awareness, the ability to co-operate, and to work fast and efficient.

Production units serve the double purpose of raising some income for the TVET institution and improving the quality level of relevance of TVET through exposure of the trainees and their instructors to the world of work.

However, there is a concern that in some cases the pressure to raise enough income distracts the TVET institution from its core business of delivering good quality vocational training. This may particularly be the case when the learning and working processes are not integrated in a systematic way. Examples of this are cases where workload is irregular, and unpredicted work peaks disrupt the in-class teaching process, or when the tasks to be performed by the trainees are repetitive and do not really offer the opportunity to acquire relevant competences. In order to counter this, there is a tendency to separate theoretical training from on-the-job training. This separation does not necessarily mean that the two learning processes cannot take place within the same institution, but rather that they are designed and combined in such a way as to complement rather than compete with each other. Within the production process the tasks assigned to trainees should be selected according to their training value, depending on the trainees' level of competence. Establishing training quality standards may also be helpful in balancing out IGA and training objectives. The standards can be outcome-based and assessed within the context of a qualifications framework or be input based and stipulate the proportion of time dedicated to on-the-job and in-class training. It is also important to equip the instructors in the production units with appropriate teaching skills.

Transparent 'rules of the game', capacity building, technical assistance, subsidies and tax incentives are named as incentives for TVET institutions to engage in IGA and capacity utilization improvement. One important aspect in providing tangible incentives is to ensure that they are well coordinated by a lean administrative structure invested with a clear mandate.

The rules of the game will include criteria which entitle or oblige TVET institutions to develop IGAs, criteria for application for public subsidies, guidelines regarding financial management and utilization of generated funds, and accountability mechanism. Another important aspect to consider is what impact the generation of income by the TVET institutions will have on the amount of public resources they are assigned. If income generated by a certain TVET institution leads to a reduction of the total amount of public subsidies received, this may be a disincentive.

Instead, it may be more conducive to IGAs development to establish that a certain percentage of the institution's budget has to be covered by IGAs

National Training Fund

The government will establish a National Training Fund (NTF). The NTF will receive all funds collected for the use of the TVET system, and allocate this funding according to the decisions of the Council on Technical and Vocational Education and Training. The funding policies will be linked to performance standards and efficiency criteria in the implementation of TVET systems, programs and services. The NTF should be supported by a donor coordinated approach, which eases coordination between different contributors and align them with the implementation of the strategy's action plan and the ownership by the PNA

National and International grants, endowments and donations

Despite the availability of the four sources of income, it is foreseen that it will be difficult to cover the running expenses of the TVET system, as well as the expenses of expanding and developing the system. The government thus welcome all national and international grants and donations. Grants and donations may be earmarked to any training institution, whether private or public as wished by the donor, as long as it is in compliance with the established national priorities elaborated by this strategy. Grants and donations may also be given to the National Training fund for the general use of the TVET system

Quality Development and Assurance

A quality system will be used for all components of the TVET system, including internal and external evaluations to insure the quality of the output.

Goals and objectives of quality management

Quality management aims to facilitate continuous improvement and development of operations and outcomes of the TVET system. Quality management is an integral part of TVET which should assure the relevance of TVET outcomes with the labour market demands to ensure the employability of TVET graduates through the effective and efficient use of the available resources and according to unified quality standards. Quality management will not replace institutional revision and inspection

TVET Quality system

TVET quality system will view quality as a strategic issue with emphasis on top management leadership, continuous improvement, shared problem solving, using statistical quality control and best practice benchmarking. On the other hand as all TVET employees are responsible for quality, training and education shall be made available for all employees. The quality management system must be easily applicable and through this acceptable by all TVET staff members

Quality criteria

To apply a QMS, national quality criteria will be developed based on regional and international criteria for good practice in TVET. Unified, simple and easy quality measurement tools should be developed to measure all aspects of quality according to the standards; these tools must be used by all TVET institutions in the system to monitor their performance and to draw their development plans

Quality Assurance Unit for TVET system

TVET National Accreditation and Quality Assurance responsibilities must be defined to be realized within AQAC

Roles and tasks of NAQAU

The AQAC shall approve and maintaining the quality criteria, develop the quality standards, accredit TVET institutions and programs, monitor and evaluate TVET institutions and programs to ensure adherence to quality standards. This will mentor the TVET institutions in spreading the quality culture and should provide them with guidance and advisory services in quality and quality management issues

Structure of TVET NAQAU

TVET responsibilities and tasks in AQAC will be linked to Higher Council and managed by a steering committee that includes representatives from the MEHE, MOL, labour & trade unions, experts from the TVET institutions, and will have subunits and/or qualified staff to implement the roles and tasks of the unit

Quality culture

Quality culture will be promoted and enhanced across TVET sector through highlighting the importance of quality management in increasing the efficiency of TVET system and institutions, encouraging a participatory approach in quality management, raising the awareness and responsibility of employees, and by providing incentives based on quality achievements

Examination scheme for TVET students and trainees

To ensure the quality of the system the TVET examination scheme shall be decentralized for all qualifications on TVET levels and shall follow predefined examination system that will ensure the involvement of the private sector and external experts. The TVET examinations shall combine practical and theoretical assessment and will evaluate KSA, passing these exams shall lead to licenses or eligibility to move to upper TVET level. Comprehensive system for occupational tests and for the granting of licenses to individuals and work places to practice jobs, including performance and skill-level tests to really measure the needed competencies as outcome must be adopted.

Occupational assessment and certification will be accessible to all candidates who feel competent that they meet the requirements of the respective occupational standard, irrespective of how and where they were trained or learned. Access to occupational qualifications will no longer be dependent on attending a formal TVET programme. Graduates from any formal and non-formal TVET programme will, in the future, have access to occupational assessment and certification, as well as those who have learned informally (i.e. on the job, through traditional apprenticeship or through self-learning). Hence, occupational assessment will be the major tool to integrate different TVET delivery modes and recognize prior learning, significantly increasing access to the TVET system and its qualifications for a greater section of the society. Occupational assessment will take place in designated or accredited public or private assessment centers. Assessments will be conducted by accredited assessors, possibly experts from the world of work or trainers. In order to improve the employability of TVET graduates, occupational qualifications and certificates need to be recognized by employers. It is therefore vital that experts from the enterprises are essential members of the groups of assessors. As far as possible, relevant business or employers' associations will be integrated into the management of assessment



List of Abbreviations

AOC	Arab Occupational classification
AQAC	Accreditation and Quality Assurance Committee
ARJDC	Arab Regional Job Description and Classification
BTC	Belgian Development Agency
CHRD	Council of Human Resources Development
EB	Executive Board
ETF	European Training Fund
EU	European Union
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
HCTVET	Higher Council of TVET
HRD	Human Resource Development
ICT	Information Communication Technology
IDB	Islamic Development Bank
IGA	Income Generating Activities
ISCO	International Standard Classification of Occupations
ISS	Industrial Secondary School
KSA	Knowledge Skills Attitude
LET	Local Employment and TVET Councils
LLL	Life Long Learning
LM	Labour market
LWF	Lutheran Word Federation
MCC	Modrin Community College
M&E	Monitoring and Evaluation
MIS	Management Information System
MoEHE	Ministry of Education an Higher Education
MoL	Ministry of Labour
MoNE	Ministry of National Economy

MoSA	Ministry of Social Affairs
MoTIT	Ministry of Telecom and Information Technology
NAQAU	National Accreditation and Quality Assurance Unit
NFT	Non Formal Training
NGO	Non Government Organisation
NOC	National Occupational Classification
NORAD	Norwegian Agency for Development Cooperation
NQF	National Qualification Framework
PNA	Palestinian National Authority
PFCCIA	Palestinian Federation of Chambers of Commerce, Industry and Agriculture
PPU	Palestinian Polytechnic University, Hebron
PTP	Private Training Providers
QMS	Quality Management System
TCN	Technical College Nablus Hisham Hijawi
TVET	Technical and Vocational Education and Training
VE	Vocational Education
VET	Vocational Education and Training League of Non-Governmental Organizations
VT	Vocational Training



Glossary

refer to the

Arabic Glossary for TVET Curricular Terms

produced by Regional Arab -German Network on TVET
Funded by GIZ

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MoL
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MoSA
PFCCIA

Work Group 4: Quality of Teaching and Training

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Multi purpose TVET center
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UNRWA
MoWA
GIZ

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Implementation Plan of the TVET Strategy - 1st Draft

Priority under time frame: H=High, M=Medium, L=Low

Labour market relevancy

Strategy sub item	Task	Time frame	Commitment / Responsibility	Donor commitments and potential contributions ²	Remarks
Labour market policy	<ul style="list-style-type: none"> Build a structure providing information about employment of Palestinians in other Arab countries, e.g. by supporting the role of the Arab Labour Organisation. 	(2011 - 13) M	MoL, MoFA,	ILO (potential)	
Labour market policy	<ul style="list-style-type: none"> Develop and implement a national strategy in terms of enhancing business environment and thus promoting SMEs 	(2011 - 13) M	MoNE, MoL,	GIZ (ongoing) IDB (to be identified)	GIZ – PSDP to be involved
Monitoring	<ul style="list-style-type: none"> Building a labour market information system (LMIS). 	Ongoing (ready 2012) M	MoL, MoEHE, Private Sector, PCBS	GIZ (ongoing)	
Monitoring	<ul style="list-style-type: none"> Enable LMIS to be used to serve as a source to develop and reorient the TVET training programs towards local market needs and future economic trends. 	(2011-12) H	MoL, MoEHE, PCBS	GIZ (ongoing)	
Monitoring	<ul style="list-style-type: none"> Enable LMIS to measure the satisfaction of employers as an indicator of the quality of TVET outcomes. 	Ongoing (ready 2011) H	MoL, MoEHE, Private Sector	GIZ (ongoing)	

Strategy sub item	Task	Time frame	Commitment / Responsibility	Donor commitments and potential contributions ²	Remarks
Career guidance and counselling	<ul style="list-style-type: none"> Integrate a comprehensive system of career guidance and counselling in close cooperation with the general education. 	Ongoing (ready 2011) H	MoL, MoEHE,	GIZ (ongoing on system level and pilot implementation), USAID (school to work activities, integration in the system needed), Welfare (support the implementation of measures in the planning)	
Career guidance and counselling	<ul style="list-style-type: none"> Develop adequate career guidance and counselling services by the various concerned agencies in the public and private sectors, including TVET providers. 	Ongoing (ready 2011) H	MoL, MoEHE, Private Sector	GIZ (ongoing, One-Stop-Shop) USAID (school to career activities), Welfare (in the planning)	
Other labour market activities and instruments	<ul style="list-style-type: none"> Strengthen the LET- Councils to provide a strong linkage between TVET supply and labour market demand. 	Ongoing (ready 2011) H	MoL, MoEHE, local social and private sector partners	GIZ (ongoing)	
Employment policy	<ul style="list-style-type: none"> Stipulate a guideline for the employment policy to encourage TVET graduates' employment and to assist in self employment. 	Ongoing (ready 2011) H	MoL, MoEHE	GIZ (ongoing, Employment strategy developed – 1.draft) ILO (to be identified), UNDP (to be identified)	



Strategy sub item	Task	Time frame	Commitment / Responsibility	Donor commitments and potential contributions ²	Remarks
Development of new and revising existing vocations	<ul style="list-style-type: none"> Adopt the NOC and NQF to serve as a base for the development of new and revising of existing vocations. 	Ongoing (ready 2011) H	MoL, MoEHE	GIZ (ongoing, based on the regional AOC developed by GIZ)	
Development of new and revising existing vocations	<ul style="list-style-type: none"> Create an ongoing system for revision of occupation qualifications. 	(2010- 11) H	MoL, MoEHE	GIZ, BTC (part of ongoing TA Pooling)	
Integration of TVET data into national statistical system	<ul style="list-style-type: none"> Institutionalize the relationship between TVET and the Palestinian Central Bureau of Statistics (PCBS). 	Ongoing (ready 2011) H	MoL, MoEHE, Private Sector, PCBS	GIZ (ongoing, LMIS implementation)	

Stakeholders

Strategy sub item	Task	Time frame	Commitment / Responsibility	Donor commitments and potential contributions	Remarks
Government	<ul style="list-style-type: none"> Enact a TVET-law stipulating a clear structure and to ensure the empowerment and proper function of the TVET system. 	(2010 - 12) H	MoL, MoEHE, MOSA, PNA Cabinet, Legislative Council or Presidential decree,	GIZ (planned as part of ongoing program, Draft law by GIZ)	
Local communities	<ul style="list-style-type: none"> Develop and implement a system of contribution towards the LET-councils. 	Ongoing (ready 2011) H	MoL, MoEHE, local social and private sector partners	GIZ (ongoing, Pilots)	
Private sector	<ul style="list-style-type: none"> Institutionalize the partnership between the private sector and TVET on local and central level. 	(2010 - 11) H	MoL, MoEHE, private sector partners	GIZ (ongoing, LET councils)	
Unions	<ul style="list-style-type: none"> Institutionalize the partnership between the unions and TVET on local and central level. 	(2010 - 12) H	MoL, MoEHE, Trade Unions	GIZ (ongoing, LET councils)	
Local labour market institutions	<ul style="list-style-type: none"> Establish, finance and support One-Stop-Shops as service providers as well to TVET system. 	Ongoing (ready 2011) H	MoL,	GIZ (ongoing, One-Stop-Shop)	
Other civil society organisation	<ul style="list-style-type: none"> Institutionalize the relationship between civil society organisations and TVET. 	Ongoing (ready 2011) H	LET council	GIZ (ongoing, LET councils)	
Other civil society organisation	<ul style="list-style-type: none"> Launch awareness and PR campaign to support the TVET system. 	Ongoing (ready 2011) H	MoL, MoEHE,	GIZ (ongoing), USAID (ongoing)	



Systematic Frameworks of Jobs and Qualifications

Strategy sub item	Task	Time frame	Commitment / Responsibility	Donor commitments and potential contributions	Remarks
National Occupational Classification (NOC)	<ul style="list-style-type: none"> Develop a NOC based on Arab Occupational classification (AOC) which is compatible with the International Standard Classification of Occupations (ISCO). 	Ongoing (ready 2013) M	MoL, MoEHE, PCBS, Private Sector	GIZ (ongoing, based on the AOC developed by GIZ)	
National Occupational Classification (NOC)	<ul style="list-style-type: none"> Adopt the necessary legislative and organizational frameworks for licensing to practice a job by both individuals and work places. 	Ongoing (ready 2013) M	MoL, MoEHE, PNA Cabinet, Legislative, Private Sector	GIZ (planned as part of ongoing program)	Based on NQL
National Qualification Levels (NQL)	<ul style="list-style-type: none"> Develop and incorporate national qualification levels, covering the complete educational system. 	(2010 - 11) M	MoL, MoEHE, Private Sector	GIZ (planned as part of ongoing program)	Part of NQF

PNA's Education System and the TVET System

Strategy sub item	Task	Time frame	Commitment / Responsibility	Donor commitments and potential contributions	Remarks
Bridging and permeability (enabling articulation)	<ul style="list-style-type: none"> Develop and adopt organizational structures fostering articulation of the students within the TVET system. 	(2010 - 12) H	MoL, MoEHE,	GIZ, BTC (planned as part of ongoing TA Pooling)	Precondition is approved TVET law / bylaw
Bridging and permeability (enabling articulation)	<ul style="list-style-type: none"> Develop and adopt organizational structures fostering linkages and channels between general education and TVET system 	(2010 - 12) H	MoEHE, MoL, T	GIZ, BTC (planned as part of ongoing TA Pooling)	Precondition is approved TVET law / bylaw
Overlapping of some programs especially in community colleges	<ul style="list-style-type: none"> Orient community colleges programmes towards TVET. 	(2010 - 12) H	MoEHE,		Precondition is approved TVET law / bylaw

Legislative basis for TVET

Strategy sub item	Task	Time frame	Commitment / Responsibility	Donor commitments and potential contributions	Remarks
	<ul style="list-style-type: none"> (See: Stakeholders / Government) Enact a TVET-law stipulating a clear structure and to ensure the empowerment and proper function of the TVET system. 	(2010 - 12) H	MoL, MoEHE, MOSA, PNA Cabinet, Legislative Council or Presidential decree,	GIZ (planned as part of ongoing program)	See above



TVET System

Strategy sub item	Task	Time frame	Commitment / Responsibility	Donor commitments and potential contributions	Remarks
Structure of the system	<ul style="list-style-type: none"> Adopt the new structure taking into consideration the five levels of TVET qualification. 	Ongoing (2010 - 11) H	MoEHE, MoL	GIZ (planned as part of ongoing program)	Related to NQF Established Governance Structure is precondition
TVET institutes	<ul style="list-style-type: none"> Orient its TVET programs and activities in accordance with the TVET system. 	(2011 - 13) M	MoEHE, MoL		
NGOs	<ul style="list-style-type: none"> Strengthen the NGOs Institutions to play it development role within the vision and aims of the national TVET strategy. 	Ongoing (ready 2012) H	HCTVET,	USAID (the link to TVET strategy is to be identified)	
Public institutions	<ul style="list-style-type: none"> Giving public TVET institutes more decentralized responsibilities and authorities 	(2011-13) H	MoEHE, MoL		
Public institutions	<ul style="list-style-type: none"> Adopt entrepreneur oriented approaches. 	Ongoing H	MoEHE, MoL	GIZ-CBTSEC	Pilot programs
Private Institutions	<ul style="list-style-type: none"> Orient its TVET programs and activities in accordance with the TVET system. 	(2011-13) M	NAQAU		According to the NQF and TVET regulations
UNWRA	<ul style="list-style-type: none"> Participate in the development of the system. 	(2011-13) M	UNWRA	UN (to be identified)	According to the NQF and TVET regulations
UNWRA	<ul style="list-style-type: none"> Orient their programmes and activities towards the unified system. 	(2011-13) M	NAQAU UNWRA	UN (to be identified)	According to the NQF and TVET regulations

Strategy sub item	Task	Time frame	Commitment / Responsibility	Donor commitments and potential contributions	Remarks
Governance structure	<ul style="list-style-type: none"> Adopt a new or revised unified governance model of TVET. 	Ready by 2010 H	MoL, MoEHE, PNA Cabinet, President decree		
Governance structure	<ul style="list-style-type: none"> Establish a national agency to develop, organize, coordinate and drive the entire system. 	Ready by 2010 H	MoL, MoEHE, PNA Cabinet,		Suggested structure
Governance structure	<ul style="list-style-type: none"> Establish a TVET fund, providing the funding of the whole TVET system. 	Ready by 2010 H	MoL, MoEHE, PNA Cabinet,	GIZ (ongoing)	Concept to be elaborated in ongoing GIZ program
Monitoring and evaluation system	<ul style="list-style-type: none"> Implement a monitoring and evaluation system to ensure feedback and the development of the system. 	Ongoing ready by 2011 H	MoL, MoEHE,	GIZ (ongoing), Palfip (Finland)	Linked with LMIS
System development	<ul style="list-style-type: none"> Establish a development centre within the TVET Agency to carry out TVET related research in close cooperation with universities and other research agencies. 	(2010-11) H	MoL, MoEHE,		Development centre as a part of the TVET agency



Organisational Development of TVET Institutions

Strategy sub item	Task	Time frame	Commitment / Responsibility	Donor commitments and potential contributions	Remarks
Specialisation	<ul style="list-style-type: none"> Promote specialisation of TVET institutes including the provision of gender oriented specializations. 	(2011-13) M	MoL, MoEHE, MoWA,	TA pooling (GIZ, BTC) ongoing, Norway, ILO	
Specialisation	<ul style="list-style-type: none"> Promote development of regional centres of competency, serving the region with regular programs and provide further education in specialized fields. 	(2011-13) M	MoL, MoEHE,	EU (in the planning)	
Cooperation	<ul style="list-style-type: none"> Facilitate and institutionalize cooperation of TVET institutes to avoid duplication and scattering of efforts, facilities and services. 	(2012-13) L	MoL, MoEHE,	TA pooling (GIZ, BTC) ongoing,	
Equipment / Facilities	<ul style="list-style-type: none"> Develop and update equipment and (existing) facilities meeting standards enforced by the National Accreditation and Quality Assurance Unit (NAQAU). 	Ongoing end by 2013 H	MoL, MoEHE, MoP,	GIZ, BTC, USAID, Arab Countries, EU, NORAD, IDB, UNDP, KfW, KOICA, JICA, Brazil	Contribution are provided on different scopes (individual labs up to complete facilities) Significant contribution is still needed.
Technology, information and knowledge management (informatics management) of TVET institutions	<ul style="list-style-type: none"> Introduce information and communication technologies ITC in all of TVET institutions' activities. 	(2010 -13) H	MoL, MoEHE, MoTIT,	EU, USAID, TA pooling ETF	Initiatives such as Educational Networks and Palestinian Education Initiative (PEI)

Strategy sub item	Task	Time frame	Commitment / Responsibility	Donor commitments and potential contributions	Remarks
Management system	<ul style="list-style-type: none"> Hand a clear mandate based on a more decentralized approach to TVET institution to avoid bureaucracy and based on local labour market needs 	(2011-13) M	MoL, MoEHE, MoTIT,		
Quality management (QM)	<ul style="list-style-type: none"> Acquire and support the design and integration of a quality management system at TVET institutes. 	(2011-13) M	NAQAU	TA pooling (GIZ, BTC) ongoing,	
Reporting	<ul style="list-style-type: none"> Develop and implement a reporting and documenting system to be used as well for TVET planning and program decisions. 	(2010-13) H	NAQAU	TA pooling (GIZ, BTC) ongoing,	



Development of Teaching and Learning Processes

Strategy sub item	Task	Time frame	Commitment / Responsibility	Donor commitments and potential contributions	Remarks
Curriculum development	<ul style="list-style-type: none"> Install expert groups for curriculum development manned by all relevant stakeholders. 	(2010 -13) H	MoL, MoEHE,	TA pooling (GIZ, BTC) ongoing, EU planned	
Modular curricula	<ul style="list-style-type: none"> Qualify students to international standards of professions by applying a modular training oriented on complex tasks enhancing knowledge and skills step by step. Integrate soft skills in the curriculum. Integrate entrepreneur culture in the curricula from the early stages of education and training. 	(2010 -13) H	MoL, MoEHE,	TA pooling (GIZ, BTC) ongoing, GIZ – PEP, ILO-KAP	
Unified curricula	<ul style="list-style-type: none"> Reach an agreement with all institutions offering vocational training and education to use the same curricula within the same professional fields and levels as a precondition for accreditation. 	(2010 -13) H	MoL, MoEHE, MoSA, Private Sector NGOs	TA pooling (GIZ, BTC) ongoing,	
Apprenticeship scheme	<ul style="list-style-type: none"> Develop and adopt rules and regulations to introduce an alternate training system between the place of work and specialized training institutions. 	(2011 -13) H	MoL, MoEHE, MoNE; Trade Unions; Chambers Private Sector	TA pooling (GIZ, BTC) ongoing, Welfare planned	

Strategy sub item	Task	Time frame	Commitment / Responsibility	Donor commitments and potential contributions	Remarks
Teaching methods	<ul style="list-style-type: none"> Implement teaching methods that impart higher-order cognitive skills, such as self learning, LLL, problem solving skills and also concentrate on action orientated, role playing, problem based learning. 	(2011 -13) M	MoL, MoEHE, private training providers	TA pooling (GIZ, BTC) ongoing,	TOT program of GIZ
Assessing TVET students and trainees	<ul style="list-style-type: none"> Develop the TVET examination scheme for all qualification levels based on required qualifications by LM. 	(2012 -13) M	MoL, MoEHE,	TA pooling (GIZ, BTC) ongoing,	
Assessing TVET students and trainees	<ul style="list-style-type: none"> Involve the private sector and external expert in developing the examination scheme. 	(2011 -12) M	MoL, MoEHE, MoNE, Trade Unions; Chambers Private Sector	TA pooling (GIZ, BTC) ongoing,	
Assessing TVET students and trainees	<ul style="list-style-type: none"> Develop a comprehensive system for vocational tests to grant licences for individuals and work places. <i>(see: Quality Development and Assurance / TVET quality system)</i> 	(2012 -13) L	MoL, MoEHE, MoNE, NAQAU, Trade Unions; Chambers Private Sector	TA pooling (GIZ, BTC) ongoing,	Partly done for ATS scheme



Human Resources Development (HRD)

Strategy sub item	Task	Time frame	Commitment / Responsibility	Donor commitments and potential contributions	Remarks
HRD concept	<ul style="list-style-type: none"> Develop a national HRD concept 	done		GIZ	Pilot phase
HRD concept	<ul style="list-style-type: none"> Agreement about the concept 		MoEHE / MoL	GIZ	Pilot phase
HRD concept	<ul style="list-style-type: none"> Run pilot phase 	Ongoing end by 2011	MoL, MoEHE	GIZ (ongoing)	Pilot phase
HRD concept	<ul style="list-style-type: none"> Establish a national HRD Unit with in the TVET Agency. 	(2010 -11) H	MoL, MoEHE,	GIZ	Pilot phase
Roles and responsibilities of stakeholders	<ul style="list-style-type: none"> Establish a committee for human resources development. 	(2010 -11) H	MoL, MoEHE,	TA pooling (ongoing)	
HDR training providers	<ul style="list-style-type: none"> Adjust the requirements to training modules according to standardized format in line with labour market demands. 	(2011 -13) H	MoL, MoEHE, Private sector	TA pooling (ongoing)	
Conceptual and diversity of approaches	<ul style="list-style-type: none"> HRD system adopts the concept of the unified system, market driven and flexible. 	(2011 -13) H	MoL, MoEHE,	TA pooling (ongoing)	Part of TVET agency
Content of HRD measures	<ul style="list-style-type: none"> Adopt didactic concepts and life-long-learning (LLL) oriented measures. 	(2011 -13) H	HRD Unit, HRD committee	GIZ (ongoing)	Pilot phase Draft available
Quality of the HRD measures	<ul style="list-style-type: none"> Develop national standards. 	(2011 -13) H	HRD Unit, HRD Committee, NAQAU	GIZ (ongoing)	Draft available
Quality of the HRD measures	<ul style="list-style-type: none"> Use national standards to ensure the quality of the HRD measures. 	(2011 -13) H	HRD Unit, HRD Committee	GIZ (ongoing)	Draft available

Strategy sub item	Task	Time frame	Commitment / Responsibility	Donor commitments and potential contributions	Remarks
The structure and processes of the HRD system	<ul style="list-style-type: none"> Introduce incentive approaches 	(2011 -13) M		GIZ (ongoing)	Draft available
The structure and processes of the HRD system	<ul style="list-style-type: none"> Ensure the finance of the HRD system. 	(2011 -13) H	MoEHE, MOL ,	TA pooling (ongoing)	Draft available
The structure and processes of the HRD system	<ul style="list-style-type: none"> Build a monitoring and evaluation system. 	Ongoing end by 2012	HRD Unit	GIZ, TA pooling (ongoing)	Draft and instruments are available
Staff of the TVET system and staff training	<ul style="list-style-type: none"> Train TVET staff continuously. 	Ongoing end by 2013	HRD Unit	GIZ, TA pooling (ongoing)	Pilot phase (TVET Management Competences' Program in Palestine (TMCP) and other training programs)
Pre/ In and after service training strategy	<ul style="list-style-type: none"> Concentrate on subject and pedagogical qualification as well as life skills. 	(2011 -13) H	HRD Unit, HRD committee	TA pooling (ongoing)	TOT Pedagogical program developed by GIZ and accredited by AQAC
Levels and classification	<ul style="list-style-type: none"> Stipulate the HR levels in line with NQF and the NOC. 	(2011 -13) H		TA pooling (ongoing)	
New salary scheme	<ul style="list-style-type: none"> Adopt a new salary scheme based on qualification and skills level. 	(2012 -13) M	PNA		



Beneficiaries (Target groups) of the TVET System

Strategy sub item	Task	Time frame	Commitment / Responsibility	Donor commitments and potential contributions	Remarks
	<ul style="list-style-type: none"> Incorporate efficient means to insure access and equity of all target groups to the system 	(2010-13) H	MoEHE, MoL, NGO League	TA pooling (GIZ, BTC), Welfare ILO, USAID.	GIZ support on system building level, gender equity main stream by ILO

Financing

Strategy sub item	Task	Time frame	Commitment / Responsibility	Donor commitments and potential contributions	Remarks
Government contributions	<ul style="list-style-type: none"> Contribute to financing the TVET sector from its annual budget. Regulate other sources of financing. Establish training levy system. Foster the linkage between the industry and the TVET system. 	(2010 -13) H	MoL, MoEHE, MoNE, PNA Cabinet,		
The participation of the beneficiaries in the financing	<ul style="list-style-type: none"> Introduce a fee system, to be paid by the participants. Introduce a revolving training loans and scholarship schemes. 	(2012 -13) M	MoL, MoEHE, MoNE, PNA Cabinet,	World Bank	Higher Education – student revolving loans

Strategy sub item	Task	Time frame	Commitment / Responsibility	Donor commitments and potential contributions	Remarks
Income generating activities in training institutions	<ul style="list-style-type: none"> Encourage income generating activities. Encourage the establishment of production units 	(2010 -13) H	MoL, MoEHE,		
National training fund (NTF)	<ul style="list-style-type: none"> Establish the NTF. Link NTF with the donors and TA pooling and TVET Agency. 	(2011 -13) H	MoL, MoEHE, PNA Cabinet,	TA pooling (GIZ, BTC)	Technical assistance by GIZ
National and International grants, endowments and donations	<ul style="list-style-type: none"> Attract more international donations and grants in line with the strategy Establish endowments for TVET in Palestine. Involve TA pooling as one of the modalities 	(2010 -13) H	MoL, MoEHE, MoP, PNA Cabinet,	TA pooling (GIZ, BTC) ILO (potential), USAID. (potential)	Advisory support and promotion for TA pooling instrument



Quality Development and Assurance

Strategy sub item	Task	Time frame	Commitment / Responsibility	Donor commitments and potential contributions	Remarks
TVET quality system	<ul style="list-style-type: none"> Establish TVET National Accreditation and Quality Assurance Unit (TVET NAQAU). 	End by 2010 H	MoL, MoEHE,	TA pooling (GIZ, BTC) (ongoing)	
TVET quality system	<ul style="list-style-type: none"> Develop and apply a TVET quality system. 	(2011 -12) H	NAQAU	TA pooling (GIZ, BTC) (ongoing)	
Quality culture	<ul style="list-style-type: none"> Promote quality culture across the whole TVET sector. 	(2010 -13) M	MoL, MoEHE,	TA pooling (GIZ, BTC) (ongoing)	
Examination scheme for TVET students and trainees	<ul style="list-style-type: none"> Graduates from any formal and non-formal TVET program should have access to occupational assessment and certification, as well as those who have learned informally (i.e. on the job, through traditional apprenticeship or through self-learning) 	(2011 -13) H	MoL, MoEHE,	TA pooling (GIZ, BTC) (ongoing)	Started within NFE of former GIZ program
Examination scheme for TVET students and trainees	<ul style="list-style-type: none"> (See: <i>Development of Teaching and Learning Processes / Assessing TVET students and trainees</i>) 	(2012 -13) L	MoL, MoEHE, MoNE, NAQAU, Trade Unions; Chambers Private Sector	TA pooling (GIZ, BTC) (ongoing)	Started with ATS scheme

² The content of this column was compiled by the working groups without sufficient references. A final clarification on donor contribution will be provided after reviewing of all ongoing and planned interventions of all development partners in the TVET sector in cooperation with the two ministries MoEHE and MoL.

