



Beirut Office

United Nations  
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Cultural Organization

# Enhancing Institutionalized Partnerships between TVET

## Institutions and the World of Work in Palestine



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This report, a UNESCO initiative, examines partnerships between Technical and Vocational Education and Training (TVET) Institutions and the World of Work in Palestine. The information collected and research conducted follows the methodology and guidelines of UNESCO for the national reports on enhancing institutionalized partnerships between TVET institutions and the world of work in the Arab region. This report aims to support partners in the design and implementation of relevant Technical and Vocational Education and Training (TVET) policies that can contribute to employment.

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## Foreword

In line with its TVET Strategy, UNESCO promotes TVET as an integral part of education. The Organization strives to support the efforts of Member States to enhance the relevance of their TVET systems and equip youth and adults with skills required for employment, decent work, entrepreneurship, and lifelong learning.

In the Arab region, TVET's landscape is changing fast in response to social, political and economic factors, demographic developments and labour market trends driven by technological and work processes developments. To provide access to quality TVET, member States must define and strengthen regulatory frameworks for TVET to define roles, rights, obligations, and accountability of public and private actors, encourage stakeholders' participation, and foster partnerships. Effective governance models for TVET involve relevant local stakeholders and business associations and in particular, close partnership between TVET institutions and the world of work - public-private partnerships (PPP).

The adoption of PPP within the TVET sector in Arab countries has received varying levels of attention and prioritization. In some cases, PPP are embraced nationally, and in other cases, they are ad hoc, scatter-gun and dealt with at the municipal level. It is however increasingly clear, the private sector (PS) has demonstrated a keen interest in this modality and that some countries are having more success at harnessing PS dynamism, commercial know-how, and resources to their advantage than others. There is a need to understand i) how PPP in TVET can better serve the national interests of Arab countries and ii) which models best result in quality, affordable, inclusive and sustainable training.

This study on Palestine, part of a series, investigating PPP in three countries: Egypt, Jordan and Palestine, builds on the Palestine - TVET Practical Partnership project. The project had the aim to support Palestine TVET stakeholders to explore practical options to strengthen and improve TVET governance and implementation in Palestine.

A new kind of industrial revolution is happening all over the world and Palestine is becoming a middle-income country. TVET needs to support the country's medium and long-term targets for human capital development, crucial for achieving not only the Sustainable Development Goals (SDGs) but also economic growth. As both have common interests, it makes sense that the public and private sectors partner together to modernize the technical institutions and develop a skilled workforce.

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## List of Acronyms

AQAC	Accreditation and Quality Assurance Commission
BTC	Belgian Development Agency
CCI	Chamber of Commerce and Industry
DWP	Decent Work Programme
ENABEL	Belgian Development Agency
ETF	European Training Foundation
FPCCIA	Federation of Palestinian Chambers of Commerce, Industry and Agriculture
GAE	General Academic Education
HCTVET	Higher Council for Technical Vocational Education & Training
IVET	Initial Vocational Education and Training
LET Council	Local Employment & Training Council
LLL	Life-long learning
LM	Labour Market
MOEHE	Ministry of Education and Higher Education
MoL	Ministry of Labour
NIET	National Institute for Educational Training
OECD	Organization for European Cooperation and Development
PCBS	Palestinian Central Bureau of Statistics
PFI	Palestinian Federation of Industries
PPP	Public Private Partnership
QIF	Quality Improvement Fund
TNA	Training Needs Assessment
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNRWA	United Nations Relief and Works Agency
WBL	Work Based Learning

## 1. INTRODUCTION

UNESCO is implementing a Skills and Technical Education Programme in Palestine to underpin the expansion and improvement of equitable and gender-balanced TVET system in Palestine. In particular, the project is working to improve access to TVET, review the qualifications system, update curricula, and review the governance and management of the TVET system, and better train TVET teachers and trainers. For this purpose, the current programme aim is aiming to enhance the institutionalized Partnerships between TVET Institutions and the World of Work in the Arab States Region, for PALESTINE.

The objective of this study on public-private partnerships for TVET and skills development (hereafter, PPPs for skills development) is to support improvement of the governance of the TVET sector by fostering greater involvement of key stakeholders, especially those from the private sector (e.g. employers and workers organizations) and other stakeholders beyond their current involvement. This study began with a complete review of the TVET arrangements followed by an assessment of the level of stakeholder involvement, awareness and satisfaction with existing partnerships, in Palestine.

This study builds on the background of the partners' work on multilevel governance. It explores the inter-institutional and the coordination and cooperation of actors, in particular between representatives from governments and social partners on skills development.

Considering that cooperation in skills development also exists between governments, employers' organizations, trade unions, and civil society organizations (CSOs), this study will consider these experiences while constructing an overview of existing and developing PPPs.

Reviewing types and forms of PPPs in diverse contexts, will contribute to stronger awareness of the options for cooperation among actors, enabling TVET and skills reform. The articulation of coordinated and systematic alliances or forms of partnership between the education and world of work is in fact identified as a decisive factor.

Whereas social partnership in TVET has made progress in Palestine, different analyses assess the cooperation of government and social partners as occasional, and highlight that such an un-systematic approach slows down TVET reform implementation. Coordination and cooperation should go beyond generic dialogue for mobilizing actors and their resources on agreed reform-oriented actions.

The analysis made use of a wide range of international, regional and local studies, including the following documents:

- The revised TVET Strategy of (2010)
- The employment strategy (2010)
- Labour Market Strategy
- Publication: "Solutions for the Decent Work and decreasing the Unemployment Rate"
- Strategic Sector Objectives and Expected Results by 2022
- Many other international, regional and local studies.

## 2. BACKGROUND

Palestine has the largest youth (15-29 years old) population ratio, but also the highest youth unemployment rates! This is revealed in the latest PCBS statistics of August 2018, which show a dramatic increase in the rate of unemployment. The labour force participation rate among youth in Palestine reached 41 per cent in 2017 (63% among males and 18.9% among females) compared with nearly 39 per cent in 2007 (54.8% among males and 11.9% among females). The unemployment rate remains higher among youth graduates; it exceeded 55 per cent in 2017 (37.8% for males and 72.0% for females) compared to less than 42 per cent in 2007 (31.7% for males and 52.5% for females).

The Ministry of Labour, which is in charge of organizing employment and delivering employment services in Palestine, runs and manages fifteen employment offices in the West Bank to offer employment services to jobseekers; however, most of their activities address the Palestinians working in Israel or the free health insurance for the unemployed, which consumes the capacities and efforts of staff. This resulted in cutbacks to services assisting job seekers to enter the labour market and a lack of confidence by jobseekers in the ability of employment offices to assist in job placement.

The high rate of unemployment is attributed mainly to mismatching. There is a dramatic misalignment between the skills gained through education and the needs of the labour market. There are other mismatches as well: mismatches between the types of jobs that youth are raised to expect which does not correspond to those available in the labour market; Mismatches between the number of youth that have the required social connections to secure the most sought after positions and the number of youth who are ambitious, able and willing to hold those jobs. Youth with limited social capital, and young women, in particular, are the most affected.

### 2.1 Automation and the new world of work

This study builds on the McKinsey Global Institute's January 2017 report on automation, *Jobs lost, jobs gained: Workforce transitions in a time of automation*, which assesses the number and types of jobs that might be created and lost due to automation under different scenarios through 2030.

McKinsey had outlined the developments in his article (*Jobs lost, jobs gained: What the future of work will mean for jobs, skills, and wages*)<sup>1</sup>

That study tried to highlight the main issues related to the new development of the world of work. Powerful new technologies are increasing productivity, improving lives, and reshaping our world. But remains the main Question: **What happens to our jobs?**

The results reveal a rich mosaic of potential shifts in occupations in the years ahead, with important implications for workforce skills and wages. Key finding is that while there may be enough work to maintain full employment to 2030 under most scenarios, the transitions will be very challenging—matching or even exceeding the scale of shifts out of agriculture, production and manufacturing we have seen in the past. For this reason, the need arises to assess the awareness of both supply and demand sides of the labour force; that is simply the **PPP**.

<sup>1</sup> <https://www.mckinsey.com/featured-insights/future-of-work/jobs-lost-jobs-gained-what-the-future-of-work-will-mean-for-jobs-skills-and-wages>

The main issues that the expert found relevant to the topic of PPP are:

- What impact will automation have on work?
- What are possible scenarios for employment growth?
- Will there be enough work in the future?
- What will automation mean for skills and wages?
- How should the upcoming workforce transitions be managed?

## 2.2 Defining Public-Private Partnerships (PPPs)

PPPs can be defined based on the goals and the formal structures involved<sup>2</sup>. Most PPPs have become major tools for infrastructure investment by the private sector in the public domain<sup>3</sup>. PPPs aimed at sourcing funding have been perceived as a means to enhance private investment in public sector projects<sup>4</sup>. In such economic or business models, PPPs are defined as **“an arrangement between the government and one or more private partners (which may include the operators and the financiers) according to which the private partners deliver the service in such a manner that the service delivery objectives of the government are aligned with the profit objectives of the private partners”** (OECD, 2008:12). According to the former UN Secretary General, Ban Ki-Moon, “addressing global challenges requires a collective and concerted effort, involving all sectors. Through partnerships and alliances, and by pooling comparative advantages, we increase our chance for success”<sup>5</sup>. The PPPs are typically defined in terms of training goals and involve a range of public and private actors, from government policy makers to local businesses and TVET institutions. Often, in such partnerships, **“the government guides policy and provides the majority of the funding and training, while the private sector delivers opportunities for training services to students”**<sup>6</sup>.

Such partnerships involve a two-way approach to skills training; combining theoretical learning in public schools and colleges with a practical component integrated in workplace training provided by the private sector. Within such partnerships, theoretical learning is linked to real life experience and practical skills development in the workplace. Several examples of PPPs in education and training are constructing new TVET institutions and buildings, increasing the number of student enrolments, increasing financial support through private funding, and enhancing education experience and graduate outcomes. Therefore, successful partnerships demand a degree of equal input from the private sector on the goals, as well the governance and implementation of the partnerships.

<sup>2</sup> Kruss, G. et al. (2017). “Towards an Integrated Public-Private Partnership Strategy for Skills Development in The TVET College System”. Synthetic analysis on the skills development and economic responsiveness role of education and training institutions in South Africa.

<sup>3</sup> Hodge, G. A. & Greve, C. 2007. Public-Private Partnerships: An International Performance Review. *Public Administration Review*, 67: 545–558.

<sup>4</sup> Organization for European Cooperation and Development (OECD). 2008. *Public-private Partnerships; in Pursuit of Risk Sharing and Value for Money*. Paris: OECD.

<sup>5</sup> Chung, D.K. and Meissner, M. 2011. Public Private Partnerships in Social Protection. Background and discussion paper for ASEM Forum on Social Safety Nets: Enhanced Co-operation to Address Post-Crisis Challenges, Hanoi, Vietnam, 18–19 April. Retrieved from: [http://www.aseminfoboard.org/sites/default/files/documents/ASEM\\_Discussion\\_Paper\\_Public\\_Private\\_Partnerships\\_in\\_Social\\_Protection.pdf](http://www.aseminfoboard.org/sites/default/files/documents/ASEM_Discussion_Paper_Public_Private_Partnerships_in_Social_Protection.pdf).

<sup>6</sup> Patrinos, H.A., Osorio, F.B. & Guáqueta, J. 2009. *The Role and Impact of Public-private Partnerships in Education*. World Bank Publications.

## 2.3 Defining PPPs in the TVET sector

As the Third International Congress on TVET in Shanghai, May 2012 concluded, “scaling up existing models of TVET provision to include more young people and adults is not the solution” to the challenges facing skills development, but rather it necessitates “a paradigm shift that includes the active involvement of relevant stakeholders, such as industry” (Dunbar, 2013:3)<sup>7</sup>. The challenge for TVET institutions is to shift from administrative compliance to adaptability innovation.

This comes after the separate and independent sectoral institutional organizations faced challenges and difficulties in achieving the development goals at the ambitious target levels. Both developed and developing countries seek to create institutional structures, legislation and systems to adopt participatory organizations in which all sectors of society contribute to the direction, management, operation, and development of projects and businesses in order to serve their purposes on the basis of Njengele.

The following is a short list of the benefits and responsibilities of each of the parties mentioned<sup>8</sup>:

Institutional advantages of TVET institutions:

- Increasing enrollment ratios: Training programmes attract students of high quality, outstanding, and highly motivated.
- Provide well-qualified graduates: who are willing to take on productive and productive roles in society.
- Feedback from employers and employers on the quality and appropriateness of the applicable curriculum.
- Provide information on current research and development in the business sectors, with opportunities for joint collaborative projects

Benefits of the students from the implementation of PPP programmes:

- Enhancing classroom learning through on-the-job training, enriching the practical application of classroom learning, leading to the acquisition of relevant work skills, and creating realistic expectations about the workforce and work environment, before graduating.
- An opportunity for students to test and gain a broader understanding of career choices, and often represent exposure to working settings
- The possibility of receiving a financial reward to help cover some of the costs of education and training.
- Documenting practical experience, promoting CV, job search skills, as well as establishing a network of contacts that serve the trainee student after graduation
- Maturity and self-confidence as productive members of the workforce, as well as confidence and skills gained as a result of working with others

Benefits for the employer from the Partnership:

- The employer can choose from a group of applicants who have already achieved high admission requirements, completed some training, as well as some preparation for effective employment in the workplace.
- Employers and business owners can have access and chose from trained students, who are considered motivated, temporary employees for special projects, or for specified periods, or compensated during the holidays of permanent employees, or maternity leave for an employee, without the cost of expensive advs. and dozens of CVs needed to fill the jobs.
- Employers can evaluate potential professional staff, without committing to keeping a trainee for a permanent job.

<sup>7</sup> Dunbar, M. 2013. Engaging the private sector in skills development. *Health & Education Advice and Resource Team. Oxford Policy Management, Oxford, England.*

<sup>8</sup> [http://www.tru.ca/\\_\\_shared/assets/employer\\_handbook15008.pdf](http://www.tru.ca/__shared/assets/employer_handbook15008.pdf)

## 2.4 Importance of PPP

The weakness and isolation of TVET systems in the world of work are among the most important problems faced by countries and limit their effectiveness and efficiency (Khalifa and Abdulaziz, 2010)<sup>9</sup>. To address this situation, practical methodologies and mechanisms must be adopted to ensure the alignment of **education outputs with changes in labour supply and demand**. It is emphasized that the composition of the labour market and the nature of the changing professions and skills imposed by modern technological developments must be reflected in the structure of the TVET system in order to move towards the private sector. Therefore, TVET cannot bring about changes in the labour market without the active participation of the private sector.

In addition to creating a positive investment environment, the private sector should be supported to build a knowledge-based, open economy. The plan aims to provide higher quality and competitive products and services to the domestic and international market, expand the productive base, reduce unemployment, increase exports and create new employment opportunities to secure economic growth and higher incomes.

## 2.5 National policy mechanisms and intent to promote PPPs

The current study shows that PPPs are strongly encouraged by national policy, but the available evidence from evaluation reports suggests that policy intent may not yet have translated into practice. Indeed, the findings refer to the lack of sustainable PPPs as a blockage in the TVET system: “the lack of working partnerships between the TVET institutions and a range of players, private, public, community and industry players is a blockage to attracting students, ensuring graduate employment, and improving the image of TVET institutions”.

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<sup>9</sup> Khalifa, Mohammad, and Abdulaziz, Abdelwahhab (2010). Policies of developing the TVET capacity to meet the requirements of the SMEs. MAS Institute, Ramallah.

### 3. Policies, Regulations and Procedures for PPP

In general, the role played by social partners to support the TVET sector in Palestine is limited and often not well organized. This is the case on four levels of the system:

- At the level of central governance,
- The level of economic sector and labour,
- The level of institutions offering TVET,
- The level of implementation.

The inclusion of internship field training in academic programmes provides a unique opportunity for employers and educators to share the responsibility of preparing students for the rapidly and increasingly changing working conditions. The employer becomes an actual partner in the education and training process, thus helping to prepare the students to become qualified employees to navigate their career in the world of work.

When it comes to partnership, the partnership between the different sectors in the TVET sector is certainly intended. Here two types of partnership can be classified:

- Public-private partnership;
- Partnership between **education and training institutions**, and **labour and production institutions**.

This partnership requires cooperation and coordination with the social partners in the TVET sector, with each of its special roles in the development and reform of the TVET system<sup>10</sup>.

**Therefore, the implementation of any training programme or programme of cooperation, involves the cooperation of three parties: the education and training institution (TVET), the student (learner), and the private sector (employer).**

#### 3.1 Ministry of Education and Higher Education

As per an interview with Wisam Nakhleh, D.G for TVET- MoEHE<sup>11</sup>, there is a role for the private sector in curricula development. For example, the MoEHE approached the representatives of the marble and stone sector (available in level 4)<sup>12</sup>, discussed together the needs of the market and prepared a curriculum for the level of vocational schools (Level 3). The design was followed as per the Standard National Guide (2018)<sup>13</sup>. Also, curricula in other sectors were designed in the same manner, e.g. interior design and acoustic systems (available in levels 4 and 5). It is worth mentioning here that, as per Nakhleh these occupations were designed and supported solely by Palestinian efforts (with no external support or support by any of the donors).

<sup>10</sup> Business%20Co-operative%20Education%20Student%20Handbook\_October%202014.pdf

<sup>11</sup> Interview with Ms. Nakhleh on the 11<sup>th</sup> April, 2019 in the MoEHE.

<sup>12</sup> The five levels adopted in Palestine are: Level 1: Semi skilled (VTC); Level 2 (VTC): Skilled; Level 3 (VS): Craftsperson; Level 4 (Colleges): Technician; and Level 5 (Universities and university colleges): Specialist

<sup>13</sup> The guide of the National Standard Methodology for Development of TVET curricula (Arabic Version). HCTVET, 2018

### 3.1.1. Policies and Practices

This section aims at clarifying the policy steps taken by the MoEHE to support the development of the TVET sector and contribute to improving the Palestinian situation and securing suitable job opportunities for youth in the local and regional markets. This is in line with the national policy agenda and the eighth priority "good and comprehensive education for all", which contributes to five national priorities in its achievement, including the national policy of "education to work", which has the following three policy interventions:

- Harmonize TVET and higher education with development and labour market needs, ensuring equal access for all,
- Develop and expand the TVET base,
- Develop capacities in the field of scientific research.

The vision and decisions of the **Council of Ministers** have contributed to the adoption of several new policies and directions, including the Education Law, such as the integration of vocational and technical education into basic education, the opening of the 10<sup>th</sup> vocational grade, the decision to adopt the course of Professional Competence, activating the Higher Council for TVET, which brings together the various local partners involved in this sector; from ministries, civil society organizations, labour market representatives, and UNRWA and the start of the preparation of the first TVET Law.

Annex 1 presents a letter by the minister of education to the development partners and donors regarding the Activation of the Higher Council for TVET, and its implementing bodies (The Executive Council and the Development Center).

### 3.1.2 MoEHE proclaimed 2017 as the Year of Vocational and Technical Education

The Ministry's development plans focused on a number of steps aimed at supporting the development of the vocational education sector in Palestine to serve the development objectives of the sector. The approach has involved collaboration with the Development Center, (the technical arm of the Higher Council for TVET), and other stakeholders. The General Directorate of Vocational and Technical Education has taken three important steps that contribute to achieving the main objective of the vocational and technical education sector in Palestine:

- *Integration of vocational education in public education*: Pursuant to the Education Act No. 8 of 2017, in its ninth article, this indicated the integration of vocational education into public education starting from the 6th grade. The plan for the integration of vocational education in public education includes a direct focus on practical education through the introduction of concepts and skills related to TVET in the early stages of the student's life. The programme presents skills related to the practical reality of the student and aims at exposing the students to the knowledge of the various disciplines and equipment.
- Opening the 10<sup>th</sup> Vocational Class in the Academic Schools
- *Career Guidance and Counseling*: The students from grades 7, 8, 9 and 10 are exposed to the labour market, in an attempt to give them (students) the taste of TVET. The labour market does assist here in the implementation of the plans. It participates in the process of nominating the specializations, determining its level, and in the allocation of students thereafter.

## 3.2 Governance

The issue of ensuring the success of the partnership is not limited to legislations and regulations, but rather, it must be linked to the concept of governance. Both have multiple dimensions with administrative, legal, economic and social aspects that meet common principles based on the



principles of transparency, accountability and responsibility. All this is done to increase resource efficiency, enhance competitiveness, attract sources of funding, expand projects, create new jobs and support national economic stability (World Bank & ETF, 2006).

### 3.3 Key Concepts for Public- Private Partnership

Boxes (1, 2 and 3) present the most important issues related to the governance of the TVET sector and its partnership with the labour market.<sup>14</sup>

#### BOX 1 National Qualifications Framework

##### Description

- Comprehensive standard for all qualification profiles within the National Education and TVET System, referring to learning outcomes which are required by the labour market and are defined in terms of Knowledge, Skills and Competence for each level.

##### Objectives

- Design/re-design of qualification profiles, curricula and examination requirements through PPP

#### BOX 2 Labour Market Relevance, Systems and Services

##### Description

- Promote coordinated Labour Market policies and measures.

##### Objectives

- Development of a Labour Market Information System (LMIS).
- LMIS should be used by planners, policy makers, decision takers, researchers, employers and job seekers.
- Additional LM activities and instruments which strengthen the linkages between TVET supply and LM demand.

#### BOX 3 LET Councils

##### Description

- The local cooperation between institutions and other relevant stakeholders is regulated and stipulated by regional LET councils.

##### Objectives

- Advance the local Labour Market and the local TVET sustainably.
- Initiate, support and monitor new LM instruments to improve local employment services.
- Advance a common understanding among social partners regarding unemployment, employment and self-employment creation and LM demand.

<sup>14</sup> Integrated TVET & Labour Market System- GIZ Support to the Implementation of the National TVET Strategy. Status and Achievements by 2018

### 3.4 Competitiveness

Several developing trends are likely to fundamentally reshape the future competitive environment, as the keys to success in 10 years' time, including the rapid advancement of artificial intelligence, the changing global economic order, and increasing scrutiny of the broader contribution of business to society.

So, how should the private sector prepare their companies to emerge as winners in the 2020s? World Economic Forum<sup>15</sup> sees five emerging imperatives that will apply across industries and regions in the next couple of years (quoted from **5 ways for business leaders to win in the 2020s**):

#### 3.4.1 Master the new logic of competition

The emerging wave of technology – including sensors, the internet of things and artificial intelligence – will turn every business into an information business.

Companies will increasingly compete on resilience. They **will therefore need to worry not only about their immediate competitiveness, but also about their ability to collaborate with TVET institutions.**

#### 3.4.2 Design the organization of the future

Companies must embed the technology in “integrated learning loops” that continuously gather information from data ecosystems, derive insights using machine learning, and act on those insights autonomously, all at algorithmic speed. In this regard, leaders will need to design organizations that learn and adapt on all timescales by combining the best of humans and machines.

#### 3.4.3 Apply the science of organizational change

Reinventing organizations to compete in the 2020s will not be a trivial task. Research shows<sup>16</sup> that the single biggest factor affecting the success of major transformation programmes is how early they are initiated. It is therefore critical to create a sense of urgency within the organization to ensure that everyone truly understands the need for change.

#### 3.4.4 Achieve innovation and resilience through diversity

The most obvious source of diversity is important in driving innovation. Variety of work experience and educational background are also meaningful – and companies that are diverse on multiple dimensions are even more innovative. Therefore, the companies need new ideas; for example install enabling measures like transformational leadership practices, open communication practices and a commitment to building diversity in top management.

#### 3.4.5 Pursue both social and business value

Employers need to focus on their companies in a scheme to ensure that the business creates social as well as economic value. This will strengthen the social partnership between business and society. TVET and other educational institutions are among the stakeholders that will benefit from this partnership.

<sup>15</sup> This article is part of the **World Economic Forum Annual Meeting** <https://www.weforum.org/agenda/2019/01/how-business-leaders-can-win-in-the-2020s/>

<sup>16</sup> 5 ways for business leaders to win in the 2020s

### 3.5 Fourth Industrial Revolution

A couple of years from now, over one-third of skills (35%) that are considered important in today's workforce will have changed<sup>17</sup>.

According to World Economic Forum, in years to come, the Fourth Industrial Revolution will have brought us advanced robotics and autonomous transport, artificial intelligence and machine learning, advanced materials, biotechnology and genomics.

These developments will transform the way we live, and the way we work. Some jobs will disappear, others will grow and jobs that don't even exist today will become commonplace. What is certain is that the future workforce will need to align its skill set to keep pace.

A new Forum report, The Future of Jobs<sup>18</sup>, looks at the employment, skills and workforce strategy for the future. According to this Global Challenge Insight Report, chief human resources and strategy officers from leading global employers responded to a question about what the current shifts mean, specifically for employment, skills and recruitment across industries and geographies. The answers are summarized in Table (1).

**Table 1. Top 10 Skills**

In 2020		In 2015	
1.	Complex Problem Solving	1.	Complex Problem Solving
2.	Critical Thinking	2.	Coordination with others
3.	Creativity	3.	People Management
4.	People Management	4.	Critical Thinking
5.	Coordination with others	5.	Negotiation
6.	Emotional intelligence	6.	Quality Control
7.	Judgment and Decision Making	7.	Service Orientation
8.	Service Orientation	8.	Judgment and Decision Making
9.	Negotiation	9.	Active Listening
10.	Cognitive Flexibility	10.	Creativity

Source: <https://www.weforum.org/agenda/2016/01/the-10-skills-you-need-to-thrive-in-the-fourth-industrial-revolution>

#### What skills will change most?

Both, Supply and Demand sides, Public and Private partners should Identify and Define key concepts of PPP to prepare for the future...

#### 3.5.1 Funding

There is an ongoing discussion on public-private partnerships (PPPs), and one area that is related to this, is the question of funding.

With the growing importance of TVET for employment, productivity, and international competitiveness, there is a renewed impetus round TVET reform; but more questions are being asked about how TVET is funded and financed. This is particularly the case because it is an expensive field for public policy, requiring small pedagogical group sizes for effective practical

<sup>17</sup> World Economic Forum: <https://www.weforum.org/agenda/2016/01/the-10-skills-you-need-to-thrive-in-the-fourth-industrial-revolution/>

<sup>18</sup> (2016) Global Challenge Insight Report. The Future of Jobs Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution January 2016. [http://www3.weforum.org/docs/WEF\\_Future\\_of\\_Jobs.pdf](http://www3.weforum.org/docs/WEF_Future_of_Jobs.pdf)

learning and appropriate levels of professional equipment and material. Along with other social policies, TVET is still commonly considered a cost rather than an investment and therefore an easy target for budget cuts<sup>19</sup>.

### 3.5.2 What type of incentive?

Discussions must address the most appropriate types of incentives, based on policy objectives and targets, and linked to a defined cost. The incentives operate by offsetting part or all of the costs associated with the training activities of eligible enterprises. These include:

- Direct training costs, e.g. for purchasing, procuring, and providing training, internally or externally. This can cover a wide range of costs including in-house trainer salaries, purchasing external training materials, and accreditation and certification costs.
- Indirect training costs, e.g. arising from lost productivity; travel to/from training; salary of trainees; and other payments, if required. Where there are tax deductions, this distinction is frequently used to deduct indirect as well as direct costs, especially for smaller enterprises.
- Recruitment/salary/social security costs of trainees, including apprentices and interns.

### 3.5.3 Defining Financial Incentives and their Objectives

Case studies from Austria, Ireland, and France explore financial incentives targeted at enterprises to increase their TVET expenditure (ETF, 2018). The cases show how the design of incentives depends on policy objectives, existing institutional structure, and perceptions of companies' current role in TVET financing. Incentives can be used to stimulate enterprise training markets, or in support of partnerships in public and/or economic policy. Among the main types of incentives in use, they are grants, involving a transfer of money or in-kind support from the State to companies; and tax relief, enacted by State regulation using the corporate tax system, resulting in a monetary benefit for companies<sup>20</sup>. A financial incentive to engage companies in TVET is a policy instrument through which a monetary benefit is designed and offered to encourage behavior or actions related to training, either on its own or as part of a group of measures. Incentives encourage rather than mandate TVET investments, can operate in place of formal regulation, and can be used alongside other existing policies aimed at improving Resource Allocation.

The design of a policy to incentivize enterprise involvement in TVET must take into account the perceptions of government and of enterprises in relation to their respective responsibilities; accrual of benefits from TVET investments; and potential obstacles to enterprise investment in TVET. The concept of added-value is central, because whatever the given policy objectives might be, there should, as a result of the policy, be more investment, more trainees, and more enterprises participating in TVET. Expectations of financial incentives differ according to whether they are viewed as a private market with voluntary enterprise investment, or a shared action between enterprises and government.

**In Austria and Ireland<sup>21</sup>, the incentive is linked to enterprises pursuing training for their own benefit, whereas in France the incentive encourages enterprises to fulfill public policy targets.**

<sup>19</sup> (ETF, 2018). Support to VET Financing Policy guidance note: Financial incentives for companies. ETF 2018 (<https://www.etf.europa.eu/en/publications-and-resources/publications/support-vet-financing-policy-guidance-note-financial>).

<sup>20</sup> These two are commonly considered by ETF partner countries (same Ref.)

<sup>21</sup> Support to VET Financing Policy guidance note: Financial incentives for companies. ETF 2018 (<https://www.etf.europa.eu/en/publications-and-resources/publications/support-vet-financing-policy-guidance-note-financial>).

## 4. Current Situation of the PPP

### 4.1 Overview

In Palestine there are 245 institutions offering vocational training. Nearly half are commercial providers, one third are NGOs, around 35 are governmental (state-owned), 12 are community-based; UNRWA operates 3 VET institutions. There are 22 Technical and Vocational Colleges offering training courses of two, three or four years. More than half of these facilities are managed by NGOs, the remainder are roughly divided into governmental and non- governmental<sup>22</sup>. All TVET institutions recruit their staff from the graduate classes of the universities and the sector companies.

In total, there are about 1,500 vocational teachers/trainers at TVET institutions in Palestine. 120 trainers are employed at the VTCs, which belong to the MoL. Around 280 trainers work at the TVET centers for which the MoEHE is responsible. About 1,100 teachers and trainers are employed at the Technical Colleges.

At present, social partners have a mainly consultative role in setting objectives and implementing vision and strategy, while the institutionalized participation in TVET governance bodies is minor. Funds for TVET come from the public budget, international donations, and to a small extent, students' tuition fees. There is increasing attention to possible blending of public and private contribution for on-the-job training, work- based learning, and skills provision, for which mechanisms should be built.

### 4.2 The Development Center

In Palestine, the law on TVET is under discussion, spelling out rights and obligations of the public and private partners, and paving the way to general TVET, including the PPP regulation (competence of the Government, public bodies, local authorities, federations, NGOs, etc). The law is seen to determine and specify participation modalities and the general provisions that define requirements of the private partner.

As per the director of the Development Center<sup>23</sup>, (the Technical Arm of the Higher Council for TVET), there was progress regarding many issues related to reform of the TVET sector, and the partnership between the private sector and TVET institutions was part of these developments. For example, as regards the preparation of the TVET law, the following actions had taken place:

- Prepared a first draft of the law,
- Discussed on the level of the Reform committee composed from the Council of Ministers (Headed by the Prime Minister),
- Discussed on the level of Higher Council for TVET,
- Discussed in a comprehensive workshop conducted on the 1<sup>st</sup> April, 2019 in the presence of Minister of EHE, Minister of Labour, Head of FPCCIA, Representative of the German GIZ and Head of the Development Center.

**Annex (2)** presents a photo of the workshop for the participants from different ministries, NGOs, UNRWA, and private sector (**The workshop to discuss the TVET Law, held on 1<sup>st</sup> April, 2019, in the presence of the Minister of Labour, Minister of Education and Higher Education, head of the PFCCIA, the GIZ representative, and representatives of different private and public stakeholders**).

<sup>22</sup> Non- governmental means either public (for non- profit) or private (for profit).

<sup>23</sup> On 11 April, 2019 Dr. Anwar Zakaria was met to discuss the role of the Development Center (the Technical Arm of the Higher Council for TVET).

### 4.3 Governance

Pathways to vocational education. The MoEHE has expanded its vocational education tracks to include three tracks designed to suit students' abilities and desires on the one hand, and on the other hand, to explore the potential creativity of the students in relation to the needs of the labour market. The MoEHE has three tracks for secondary vocational education:

- Graduates of General (high school) Examination; (**INJAZ**<sup>24</sup>) for all professional branches,
- **Professional Proficiency:** applied for the first time in the academic year 2018/2019, and aims to promote leadership and discover the talents and creativity of students. The student with a certificate of PP goes directly to the labour market, and can join the technical colleges in the same specialization
- **Apprenticeship:** Students are trained in the labour market for two days a week and pursue their studies in their vocational schools for three days a week. The apprenticeship system aims at preparing the vocational student to enter the labour market after graduation.

The private sector participated and contributed in the preparation of curricula and study plans for four new industrial specialties: sound and lighting techniques, interior decoration and design, stone and marble, and restoration of monuments.

### 4.4 Integrative Education at the Kadouri Technical University of Palestine

In line with the policy of harmonizing TVET and higher education with the needs of the Palestinian development and labour market, the Council of Ministers endorsed the policy paper on integrated education in institutions of higher education prepared by a committee in accordance with the Cabinet Resolution No. 04/139/17 dated 14 February, 2017.

In the current academic year, and in order to bridge the gap between education and work in the diploma phase (two years of study), the MoEHE started implementing complementary learning in both cooperative and dual studies in two faculties at the Technical University of Palestine – Kadouri. Education scheme here depends on training on practical application in the labour market for between 35 per cent and 50 per cent of the educational time; in which the student receives the theoretical part at the college while applying what he/she learns in the labour market directly, through four short courses, ranging from one to three months.

### 4.5 Work- Based Learning (WBL)

The largest type of partnerships reported take the form of training exchanges. Most commonly reported is work-based learning (WBL)<sup>25</sup>. Companies may send their employees to the TVET institutions, or through the provision of tailor made industry training courses, or training may be provided for students in the firm. Very few cases highlighted MoUs between industry and TVET institutions, to provide opportunities for student placements during their training and after graduation. Another mechanism for engagement and interaction at the TVET level that could be used on a wider scale is industry expos, typically held in TVET institutions to help them keep pace with the latest technology advancements in a sector. Through these expos, industry partners get to showcase what they have to offer for graduates, while graduates and students also get a chance to interact with prospective employers.

<sup>24</sup> The new term for TAWJIHI (the General Secondary Examination Certificate).

<sup>25</sup> A comprehensive study was conducted by the UNESCO

## 4.6 Cooperation Schemes

The amount of non-formal cooperation between TVET schools/training centers and the private sector is pleasingly high but mostly not regulated. In general, there are – with few exceptions – hardly any companies available who would have the capacity to offer internships or even deliver one part of the practical training in a professional way. Further, the private sector lacks incentives and information to invest more in the in-company training and to further qualify its staff.

## 4.7 TTT (Training The Trainers)

The (GIZ) is implementing Train the Trainers (TTT) – pre-service and in-service teacher training in Palestine. The programme supports the MoL, MoEHE, as well as the private sector in their efforts to align vocational training with the labour market needs, and improve the level of education both in TVET institutions, and in companies<sup>26</sup>. In particular, the programme is designed to train all instructors at TVET institutions and **in-company** trainers; the objective is to make teaching methods more effective and thus more beneficial for TVET students.

The TTT programme aims to improve the pedagogical qualification of TVET personnel in Palestine and has three major fields of interventions:

- Establishment of a legal framework to introduce mandatory preparatory and further training courses for TVET personnel;
- Development and implementation of demand oriented preparatory and further training courses for TVET teachers/trainers and school managers;
- Development and implementation of demand oriented further training courses for in-company trainers.

### Achievements

- Jointly with the partners, the project has developed first drafts of the occupational profiles “TVET Teacher/Trainer” and “In-company Trainer”.
- The trainings for TVET teachers/trainers and in-company trainers have started in the summer of 2018. Baseline studies which constitute the basis for the programme’s evidence-based monitoring system have already been conducted. Furthermore, a training programme for the in-company trainers has been developed.

### Developments

The vocational training and labour market strategies developed by the “*TVET and Employment Promotion programme*” (GIZ) in 2010 formed the basis of the Palestinian Authority’s education and employment policy. The core elements of both strategies have been incorporated into the National Development Plan 2014-2016 and are included in the Education Sector Strategy 2014-2019. This explicitly emphasizes the need to make education more responsive to the needs of the labour market and to involve the economy more closely and methodically in the planning, implementation, and certification of TVET.

<sup>26</sup> Al Markaz for Development and Marketing Consultancies – Study submitted to GIZ – January 2018

## 4.8 Employment Corners

Studies and analysis conducted in Palestine (by MAS, Care International, and others) found a gap between the education (and higher education) outputs and the needs of the labour market.

All stakeholders (MoL, MoEHE, and Chambers of Commerce) believe that it is difficult - to varying degrees - to fill job vacancies with the required technical and personal skills. Both employers and graduates believe it is more difficult to find the necessary technical skills than personal ones, but not by pronounced margins. Currently, private sector firms' express concerns in finding the necessary technical skills, but the greater concern is in finding the needed personal and organizational skills. On the other side, the working conditions remain very difficult in Palestine which results in continuous rotation and movement of the labour force from one job to another seeking better condition. The employment conditions also hinder the women employed in the labour market, moreover, the employers do not prefer to employ women and therefore their participation rate in the labour market continues to be very low.

Specifically, employers acknowledge that skills in the field of their respective industry; as oral communication, technology and marketing using social media are the most urgently needed skills. Among personal skills, employers identify communication and interpersonal effectiveness, work ethics, customer oriented skills, integrity and transparency and adaptability as most urgent. Nevertheless, the Palestinian labour market is relatively limited where almost 90% of the businesses are small. Therefore, the employers tend to employ the relatives and family members in their companies rather than announce the available vacancies for the qualified job seekers.

Because the Chamber of Commerce represents the employers, and is in direct contact with the enterprises, a new model of effective and quality employment services and matching is established at the Chamber of Commerce "Employment Corner", and shall be operated jointly between the Chamber of Commerce, MoL and MoEHE, and with the technical support of GIZ-TEP programme.

The Employment Corner<sup>27</sup> is a modern approach from the demand side of the labour market that allows job seekers to find the best job offers around, and get in touch with companies and employers who are looking for candidates through the Active Labour Market Policies and measures. The advantage of using an existing structure – Chamber of Commerce – and employers support and commitments are expected to make this new approach success and sustainable. The Employment Corner is mainly mandated to effectively facilitate and advance the matching between the employer's vacancies and jobseekers.

### 4.8.1 The functionality of the Employment Corners

To effectively perform and offer all outlined services for the target groups and the employers, at least one staff from the MoL – Employment Department and from the Chamber should be continuously present at the Employment Corner. To exchange on the status and activities, both staff from the Chamber and MoL shall be present at the Employment Corner on the same day at least one day per week. Presence of the MoEHE representative at the Employment Corner is not mandatory, but is recommended at least at the same day. Annex (3)

### 4.8.2 Working Mechanism of Employment Corner

To achieve effective matching and contribute to fulfilling the vacancies in the labour market, the Employment Corner offers a variety of services for the employers and the jobseekers. Annex (4) and Annex (5) represent the services of employment corner to employers and jobseekers, respectively.

<sup>27</sup> Employment Corners were established in 4 Chambers in West Bank (Ramallah, Hebron, Salfet, and Nablus)



#### 4.8.3 The activities performed by the Employment Corner are:

- Update the Labour Market Information System (LMIS) with jobseekers' and employers' data
- Promote job seekers to employers during the visits or events.
- Provide information to employers and companies on available capacity building measures or continuing education and training opportunities to upgrading their labour force.
- Submit a periodical report to the involved parties on the achievements of "Employment Corner" in general and the employment effects in specific.
- Cooperate with NGOs and CBOs in conducting employment events (i.e. job fairs) and invite jobseekers as well as employers.

### 4.9 The Palestinian Decent Work Programme (2017 – 2020)

The International Labour Organization's (ILO) longstanding commitment to social justice for the Palestinian people started over three decades ago – at the 66th session of the International Labour Conference in 1980, the ILO has collaborated with its tripartite constituents, namely: the Ministry of Labour, the Palestinian General Federation of Trade Unions (PGFTU), and the Palestinian Federation of Chambers of Commerce, Industry and Agriculture (FPCCIA) to respond to the challenges facing the Palestinian people in the world of work and to promote the Decent Work Agenda.

The Decent Work Programme (DWP) 2017-2020<sup>28</sup> aims to support the State of Palestine's *National Policy Agenda (NPA) (2017-22): Putting Citizens first* with its three main pillars: i) Path to Independence, ii) Ending Occupation and iii) Sustainable development. It also aligned with the Labour Sector Strategy and the Social Protection Sector Strategy. The DWP provides a framework of collaboration between the Palestinian Government and Social Partners on various aspects hinged to the three pillars of the Decent Work Agenda and the ILO Declaration on Fundamental Principles and Rights at Work with technical and financial assistance from the ILO.

The three overarching Decent Work Priorities include:

<b>Priority 1</b>	Enhance employment and livelihood opportunities for Palestinian women and men
<b>Priority 2</b>	Strengthen labour governance and the realization of fundamental principles and rights at work through freedom of association, strengthened collective bargaining and improved social dialogue mechanisms
<b>Priority 3</b>	Support the implementation and development of the Palestinian social security system and the extension of social protection to all

### 4.10 Labour Market situation

The stagnation of economic growth in Palestine has resulted in further distress to the already weak Palestinian labour market. The labour market has suffered for many years from the Israeli closure policies, the heavy dependence on the Israeli labour market, as well as the lack of viable productive employment opportunities.<sup>29</sup> Labour movement restrictions have not only resulted in unemployment for a large number of the Palestinian labourers by blocking their access to their work, but also have further reduced employment opportunities by hampering economic activity.

<sup>28</sup> The First Palestinian Decent Work Programme was implemented over the period 2013-2016.

<sup>29</sup> UNCTAD, (2016) "Report on UNCTAD assistance to the Palestinian people: Developments in the economy of the Occupied Palestinian Territory", available at: [http://unctad.org/meetings/en/SessionalDocuments/tdb63d3\\_en.pdf](http://unctad.org/meetings/en/SessionalDocuments/tdb63d3_en.pdf)

According to the Palestinian Central Bureau of Statistics (PCBS) the overall unemployment rate was 25.7 per cent in Q4 2016, rising to 40.6 per cent in Gaza, among which the total unemployment rate for males was 21.0 per cent compared with 43.9 per cent for females. Unemployment is highest for youth aged 20–24 years, at 41.6 per cent. Very low labour force participation rate for women persists at 19.1 per cent as well as higher unemployment rate for women with higher educational attainment. In addition, the gender wage gap persists despite substantive gains women have made in recent years in terms of education and employment experience.<sup>30</sup> In fact, data from 2015 points to a significant gender pay gap, with women’s median daily wage (US\$21.2) comprising 76 per cent of the median daily wage for men (US\$27.8).<sup>31</sup>

## 4.11 Tripartism and Social Dialogue

With ILO’s support, tripartite social dialogue in Palestine has resulted in concrete achievements, notably the adoption of the minimum wage, the Social Security Law, the development of a National Occupational Safety and Health (OSH) Policy and Programme, a labour inspection strategy and action plan, and a tripartite methodology for labour law reform. However, tripartite social dialogue is hindered by the absence of a legal framework and institutionalization including legal and institutional pillars that govern social dialogue, whereby the role of the state is a key requirement. Moreover, there is a need to continue strengthening the capacities of constituents with a view to promoting an understanding of mutual interests and building confidence amongst social partners. The Tripartite Committee for Labour Affairs should be further strengthened and streamlined to ensuring relevance and coherence of socio-economic policies and fostering comprehensive and sustainable development. The Second Decent Work Programme is going to capitalize on the achievements and address the needs and challenges particularly through consensus building among the social partners.

In order to create jobs for 400,000 unemployed people in Palestine, a stronger control of donors’ funding is needed to improve the quality of the interventions and link them strongly to creating job opportunities.

### 4.11.1 Employment diagnostics

ILO has commissioned an employment diagnostics in Palestine to map all existing employment programmes and services (both private and public), while assessing their impact and identifying their strengths and main shortfalls. This study will provide a full diagnostic on labour market trends, institutions and governance, while aiming to understand the nature of the deficiency of productive employment, and the context-specific constraints, challenges and opportunities for increasing productive employment through sustainable and inclusive job-rich growth as a basis for a sharper and more effective focus of employment policy in Palestine.

Over the years, the ILO has been working closely with the Palestinian Ministry of Labour and the employers and workers organizations through the tripartite OSH committee, to help strengthen its ability to develop and promote a national OSH policy and programme. In 2014, and with support from ILO, a National OSH Policy and Programme was adopted by the Cabinet that was based on a national OSH profile developed in 2013.

<sup>30</sup> ILO, (2016) “Exploring the gender pay gap in Occupied Palestinian Territory: A qualitative study of the education sector”, available at: [http://www.ilo.org/beirut/information-resources/factsheets/WCMS\\_542472/lang--en/index.htm](http://www.ilo.org/beirut/information-resources/factsheets/WCMS_542472/lang--en/index.htm)

<sup>31</sup> Palestinian Bureau of Statistics, 2015. Average Daily Wage for People Age 15 and above by Gender. Available at [http://pcbs.gov.ps/Portals/\\_Rainbow/Documents/wages-201502-a.htm](http://pcbs.gov.ps/Portals/_Rainbow/Documents/wages-201502-a.htm)

The National OSH Policy and Programme has the following objectives:

- To reinforce and develop the policies and legislations pertaining to occupational safety and health;
- To enhance, develop and institutionalize the institutional frameworks in a manner that guarantees the accomplishment and implementation of the policies pertaining to occupational safety and health;
- To develop support programmes, such as training and promotion of the culture of occupational safety and health, especially in the small and micro enterprises;
- To develop and enhance the capacities and capabilities, especially in relation to occupational health services (preventive and therapeutic) at the national and enterprises levels.

## 4.12 The LET Councils

### 4.12.1 The Purpose of LET Councils:

- Support and monitor the labour market with the suitable tools to improve the services offered.
- Support and Improve the TVET System and encourage lifelong learning.
- Improve and support the partnership between the social and economic partners and improve the Local Comprehensive Development and enhance the labour market in addition to reduce the unemployment and encourage the youth for self-employment.
- Support the strategic plans of the governmental and non-governmental organizations which are related to the labour market.

### 4.12.2 Responsibilities of LET Councils:

- Prepare feasibility studies for the local labour market of the governorate
- Give technical support and implement training programmes and projects in the governorate.
- Enhance the local partnership between all parties in the governorate for the sake of TVET.

### 4.12.3 Beneficiaries:

- All job seekers and the ones who are seeking training or self-employment, both male and female, in the governorate.

### 4.12.4 Local Partners:

- The local partners of the LET Council are local organizations in the governorate.
- The partners should prepare, implement and develop studies for the local labour market due to the needs of the governorate, in addition to easing the process of training services and after training services.

### 4.12.5 The Structure of the LET Council:

- The LET Council consists of all the representatives of the local governmental and non-governmental organizations in the governorate and the chairman is the Governor
- The executive members of the LET Council are 5 members and are selected from the general assembly of the council.
- The permanent members are both the Employment Manager in the Ministry of Labour and the Education Manager in the Ministry of Education in the governorate.

#### **4.12.6 The Composition of the LET Council:**

The LET council is composed from the following stakeholders:

- The Governmental Organizations in the governorate.
- The local municipalities and councils.
- The local development associations.
- Gender Organizations
- Chambers of Commerce and Industry in the governorate and the Employers Organizations if any.
- The Employees Unions
- TVET Government and non-government associations
- All the associations who are taking care of employment and self-employment.
- MSMEs

## 5. Coordination Mechanisms and Available Tools

In the current study, the gathered opinions, facts, and identified expertise covered the various regions. Many studies and reports were reviewed, and broad base of key stakeholders were met.

### 5.1 Developing the relationship with the labour market

The relationship between the MoEHE and the labour market, represented by the PFCCIA, is still insufficiently organized<sup>32</sup>. There is a need to focus on the relation and enhance the partnership with the private sector. This is especially important to secure the role fo the labour market in supporting the development of the vocational education sector, including its role in the development of educational curricula, defining the need for new specialties, the development of equipment, building the capacity of teachers, and cooperating in opening of the labour market to train students, etc., altogether contributing to raising the efficiency of the graduates.

In summary, the partnership provides:

- A higher quality of education through participation in the development of curricula and study plans, based on the national standard methodology for the preparation of curricula, training of students for different paths of vocational education and awareness and vocational guidance.
- Sector governance through participation in the proposal of new disciplines and levels required by the labour market on the one hand, and follow the needs of the labour market through analysis of data and studies collected by the executive arms, LET councils, and Employment Corners of the Chambers of commerce in the governorates and provinces.

### 5.2 Laws and regulations

In parallel with the development and implementation of policies in support of vocational and technical education, the MoEHE adopted a set of instructions at the working level of the Ministry, in a manner that supports and codifies the procedures for their implementation.

Currently, the development center is preparing the first Law for TVET. The national policy agenda included a national priority (2017-2022), which supports vocational and technical education, under "**from education to work**". The MoEHE, under its development strategy (2017-2022), developed an integrated programme to support the development of vocational and technical education to support and develop its quality, in line with the needs of the market.

### 5.3 Training needs of establishments registered in FPCCIA

A study of training needs in establishments registered in Palestinian industrial chambers by Federation of Chambers of Commerce and Agricultural Industry in partnership with the Cologne Chamber of Commerce and the Palestinian Ministry of Labour<sup>33</sup> was conducted.

<sup>32</sup> As per D.G for TVET at the MoEHE.

<sup>33</sup> A study in December, 2017, by Dr. Bassam Banat and a team of training coordinators in training units in various Palestinian Chambers of Commerce ( PFCCIA in cooperation with cologne chamber of commerce and MoL).

The study population consisted of all establishments registered in the Federation of Palestinian Chambers of Commerce and Industry in the West Bank, totaling to **26,603** establishments (Table (2)) lists the Number of firms registered in the chambers of Commerce and Industry in the Governorates of the West Bank). The study used stratified random sampling in terms of the conservatory variable. The sample consisted of **2202** establishments registered in the Federation of Chambers of Commerce and Industry in the West Bank with different sectors. The total number of workers in the establishments surveyed was 1,900.

**Table 2. Number of firms registered in the chambers of Commerce and Industry in the Governorates of the West Bank**

	CC GOVERNORATE	NO. OF REGISTERED ENTERPRISES
1.	South Hebron	1464
2.	Hebron	2690
3.	North Hebron	1100
4.	Tobas	950
5.	Tulkarem	2451
6.	Jerusalem	1985
7.	Nablus	3500
8.	Bethlehem	1500
9.	Ramallah & Al- Bireh	4234
10.	Jenin	3500
11.	Salfeet	750
12.	Qalqilyah	1550
13.	Jericho & the Valley	929
		<b>26603</b>

The above study revealed and confirmed that the perception of employers in the private sector for an urgent need for training of employees working in the industrial firms is crucial. It also stressed the fact that the existence of partnership between TVET supply institutions and companies reflects positively on the satisfaction degrees of employers. Annex (6) presents the detailed data and information for these attributes. The next section focuses on the challenges which hinder the existence of an efficient and reliable scheme for PPP.

## 6. Constraints and Challenges

A major obstacle to the promotion of PPPs in the TEVT sector is that TVET institutions are losing credibility with industry. Firms are uncertain of the current purpose of TVET institutions, and the relevance and quality of skills produced in the TVET system. Therefore, enterprises are not considering and positioning the TVET institution as a value-adding partner.

Despite the achievements of the reform process for the TVET system in Palestine, critical economic challenges remain. Below are major constraints and challenges that might hinder the partnership between TVET institutions and private enterprises.

- The economy remains narrowly-based, centered on a few industries and groups<sup>34</sup>
- The participation of women in the economy remains limited.<sup>35</sup>
- Despite significant support from donors and development agencies to the TVET sector, the country is far from institutionalizing the necessary tools and services.
- Current job creation rates are insufficient to absorb the growing number of entrants to the Workforce.

In general, the lack of systematic data on PPPs and partnerships on the ground across the TVET system is a major gap.

Business people simply cannot be expected to know the detail of what goes on in the factory floor. Even if they did, their needs should be put into a language that, educators and training designers, can then convert into appropriate curriculum/ training packages.

The private sector and the public sector move at different paces and sometimes don't talk the same language. In Singapore, for example, PPP is successful because the private sector has a strong support to the training institutions, whereas in Palestine (as might be the case in most of the Arab countries<sup>36</sup>), most of private companies are business oriented to the extent that they look at training as an undesirable cost.

In order for PPP to be meaningful, TVET institutions need to identify themselves first and clarify what they want, then look for those companies that have a common understanding with them; Training institutions must know what they want and how they can achieve their objectives.

The engaging of community as significant players in TVET is not an easy educational objective. This is especially true in Palestine, where two thirds of the labour force generally works in jobs that require a skill level which is usually associated with vocational education and training. This view (engaging the community), is also shared by Wahba, in a UNEVOC Forum on 8<sup>th</sup> February, 2019<sup>37</sup>.

<sup>34</sup> PCBS 2018

<sup>35</sup> Same reference.

<sup>36</sup> Jweiles, Z, 2016. A qualitative study about Technical and Vocational Education and Training System in the Arab World- Presented to: Arab Labour Organization Cairo, August 2016.

<sup>37</sup> (Competency Assurance & TVET Consultant- Scottish Qualification Authority SQA Qualified Internal Verifier). From [UNEVOC.TVeT-Forum@unesco.org](https://unevoc.unesco.org/go.php?q=e-Forum+-+Message+Board&thread=4210)- on Feb 8, 2019/ [UNEVOC] Social Image of TVET <https://unevoc.unesco.org/go.php?q=e-Forum+-+Message+Board&thread=4210>

## 6.1 Employers and the Status of TVET

The challenge is to create TVET programmes that deliver professionally successful graduates. When we rise to this challenge, the outstanding students will be fighting for a place in TVET Institutions.

In Developed Countries, employers are queuing up to hire graduates of TVET programmes and there are more requests from employers each year than there are graduates. This means graduates of TVET institutions earn income better than graduates from other tertiary education institutions. This in turn means more trust by employers and more readiness for networking with TVET intuitions towards an effective partnership. In other words, employers should value TVET Institutions' graduates to increase their trust with these institutions. This will in turn result into and lead to higher performance and productivity of TVET trained graduates and hence higher wages and more job chances.

It has been always a challenge to change the mindset of parents, the community and stakeholders about TVET being second choice to academic education. Most families want to see their children becoming engineers, doctors, lawyers, etc. just because they believe this will give them better social image and more job opportunities. This challenge is vital to the development of TVET and it is apparently one of the major obstacles to improve the social status of TVET, and hence to encourage the PPP.

### ***Parity and Mobility between GAE (General Academic Education) and TVET:***

A study report of Boston Consulting Group (BCG) on TVET<sup>38</sup>, reveals that students' negative perception of TVET stems from the current practice of separating TVET into a distinct education "stream," to which students who fail to meet GAE standards are sent, with no option to return. Changing this perception and increasing student interest in TVET requires increasing the horizontal and vertical mobility between the two paths. Credit transfers between TVET and GAE would attract more and higher-quality students to TVET programmes. These programmes could also offer post graduation training to let both TVET and GAE students gain new skills after a period of time in the workforce.

Box (4) below lists **four factors** that are key to the partnership success in TVET systems: (Boston Consulting Group's in depth research on education in markets around the world)<sup>39</sup>:

#### **BOX 4** lists of four factors that are key to the partnership success in TVET systems

1. The presence of a coordinated ecosystem in which all stakeholders, including a central agency with clear oversight of TVET ecosystem, actively cooperate,
2. Performance-based government funding and support,
3. Parity between GAE and TVET and clear means for students to transition between the two tracks.
4. Sustained collaborative efforts from industry and the world of work.

Hence, skills training can benefit from private sector involvement as private training providers improve the efficiency, quality and coverage of job skills trainings. However, private firms can be reluctant to fully participate in these programmes due to fear that they will not receive a return on investment or lack of resources, expertise, time to participate or information about the benefits to the private sector.

<sup>38</sup> The title of the report is "Vocational Education: The Missing Link in Economic Development". The URL of the report: <https://www.bcg.com/documents/file117152.pdf>

<sup>39</sup> "Vocational Education: The Missing Link in Economic Development" <https://www.bcg.com/documents/file117152.pdf>



The participation of the private sector in the design of interventions, and in all subsequent stages, is essential to ensure effectiveness. The private sector is skeptical in engaging the public sector, where the public sector is seen as ineffective.

## 6.2 Opportunities in Public- Private Partnership

There are some challenges in front of enhancing the PPP<sup>40</sup>:

- Lack of a system to track graduates despite efforts by the Ministry of Labour to complete a special system, for easy analysis of the needs of the market for the different professions.
- The use of traditional methods in vocational education, despite the progress of countries in the use of virtual education and technology (high cost and lack of sufficient local expertise) in education to ensure access to an education system that meets future needs.
- Lack of a national qualification framework (NQF) and occupational classification that supports and unifies the TVET system and facilitates the transition and progression between levels for both graduates of educational institutions and training institutions.

### 6.2.1 Policies

A tendency to have employers more involved in the delivery of TVET;

The extension of TVET (higher proportion of young people embarking in the vocational track and an increased representation of work-based learning in the curricula);

A policy concern with the 'replication' of the dual system.

Mentioning the challenges and obstacles does not mean that the Palestinian system is not responding positively. The most important positive trends as far as Palestinian TVET system is concerned are:

- TVET sector is no more limited only to the traditional trades/occupations.
- Strengthened linkage between TVET and employment creation
- Perception among the youth towards TVET is changing positive.

### 6.2.2 Services

The three major trends in TVET are:

- A. Deliver Demand-Based TVET;
- B. Deliver Quality-Based TVET;
- C. Engage community and industry as significant players in TVET.

As per Wahba (2018)<sup>41</sup>, the following is a list of most of the strategic concepts and trends for TVET Reform Systems which were concluded from working in the field (**with a focus on issues related to PPP**):

- The aim and objective of the TVET Strategy is to create a TVET System that is: Effective, Efficient, **Relevant**, Flexible, Modular Responsive, Accessible, Affordable, Accountable, Sustainable, and which fulfils its general obligations towards the society;
- TVET must train individuals to meet the demands of the "**market**" (Demand **Based** TVET and not only Supply Based);

<sup>40</sup> D.G. for TVET- MoEHE.

<sup>41</sup> Wahba, Moustafa (2018). Competency Assurance & TVET Consultant- Scottish Qualification Authority SQA Qualified Internal Verifier; [mmm.wahba@gmail.com](mailto:mmm.wahba@gmail.com).

- TVET will be efficient if integrated into the **socio- economic policies** for **Employment & Human Resources Development**;
- The development and expansion of TVET as continuing education and training , within the framework of lifelong learning is a main objective to achieve effective TVET;
- Effective TVET can be achieved via the establishment of **Enterprises and Training Providers Partnerships (PPPs)**;
- TVET will be efficient in proportion as the environment in which the learner is trained is a replica of the environment in which the learner must **subsequently work**;
- Effective TVET can only begin where the training jobs are carried on in the same way with the same operations, the same tools and the same machines as in the occupation itself;
- TVET will be effective in proportion as the specific awareness, knowledge and skill competencies required to be acquired via training are repeated to the point that the habits developed are those of the finished competencies necessary for **gainful employment**;
- The effective establishment of process habits in any learner will be secured in proportion as the training is given **on actual jobs**, and not on exercises.

## 7. Best Practices and Standards of PPP

In this chapter, best practices in the scheme of PPP are discussed. Specific outcomes are expected to achieve as a result of the activities accompanying these objectives:

- The first strategy is to reduce unemployment rates. To achieve these and the following outcomes, the partners in their joint interventions will have an impact. The objective of the reciprocal and participatory relationship between the labour force, employers and workers is activated and strengthened.
- The high level of reliability and reliance on the needs of employers for the labour market labour market database.
- The agreement between the partners to increase the percentage of women working in private sector establishments.
- Cooperation between the partners on the implementation of the Palestinian labour law to increase the percentage of disabled at least 5% between private sector employees.
- LMIS (labour market information system) Periodic workshops for partners to modernize the system and enhance its role in the operation and provision of data
- The process of harmonization through the system between the supply of workers and the demand from employers will increase
- The size and accuracy of the database provided by the system to workers Employers and their enterprises will be raised.
- The Employment Fund will increase its role in bringing more funds and implementing more employment programmes for the graduates from both women and disabilities.
- Strengthening the Individual and collective entrepreneurial projects.

### 7.1 TVET Partnership Palestine - HWK zu Köln

The TVET Partnership Palestine implemented by Handwerkskammer zu Köln (HWK Cologne) with its partners (MOL) and Federation of Palestinian Chambers of Commerce, Industry and Agriculture (FPCCIA), started its 1<sup>st</sup> phase in October 2015 for 3 years, then it was extended for other new three years, until November 2018.

The objective of the partnership is: The private sector improves professional qualification in Palestine in a sustainable way through competent and active cooperation of CCI with governmental bodies, companies and TVET institutions.

The partnership aims foremost to strengthen the regional CCIs and TVETs through Human Resources and capacity development.

#### 7.1.2 Achievements of TVET Partnership Palestine - HWK zu Köln

A training needs assessment (TNA) was carried out by 13 CCIs with the support of HWK zu Köln. Out of a total number of (16,944) member companies, (1,551) took part in the survey. The results of these TNAs were disseminated to all local TVET institutions by the CCIs. Based on the results of the TNA, the CCIs started to implement further training courses in various fields in cooperation with relevant TVET institutions. The partners decided after analyzing the results of the TNAs to focus mainly on three technical fields; (welding, industrial machine maintenance, and car maintenance).

The TVET Partnership Palestine - HWK zu Köln supported Palestinian Chambers in establishing active TVET units: 10 TVET coordinators were employed to start implementing TVET activities at the CCIs in order to serve the needs of the member companies.

In order to reach a common understanding on the importance of TVET as an instrument to develop the local economy, workshops were conducted to develop the Human Resources capacities of the newly employed TVET coordinators. Besides, a study tour to the German dual TVET system took place in Cologne – Germany. Representatives from FPCCIA, GIZ, BTC (ENABEL), MOL, and MOEHE, participated in the workshops and study tour.

*A base-line study concerning the quality of VTC/ MOL graduates was carried out. The aim was to collect feedback from employers and graduates on the quality of graduates and the employment options after obtaining a level 2 qualification. The main results of this study was that 53.3% of the targeted group of the graduates were employed or self-employed, 20.9% of the employers (total of 320 employers interviewed) said that the quality of the graduates' competencies were high and 50.9% said that it were moderate.*

Offering further training courses is the most important activity of the CCIs' TVET units which are supported by the TVET Partnership Palestine – Handwerkskammer zu Köln. The TVET units at the 10 partner CCCIs organized further trainings with the aim to upgrade the skills of the staff of *member companies*. the TVET units were able to conduct 156 further training courses, 2437 workers and technicians participated in the various trainings with a total of 9642 hours of training.

In this context, the dual studies programme (bilateral studies programmes designed by GIZ), can be mentioned as one of the examples being implemented at Al-Quds University<sup>42</sup> to enhance partnership and address the problem of harmonization, the gap between what is learned and what the economy- the labour market needs.

## 7.2 Samples of PPP

### 7.2.1 Cooperation of Al-Ommah Community College with Jerusalem District Electricity. Company (JDECO)

The College opened a two-year programme in Electrical Engineering through full partnership cooperation with JDECO. This programme was built as per the requirements of JDECO, as future employer for the graduates. In addition to assisting in the design of curricula for the specialization, JDECO is helping in absorbing the students in its facilities and department during the education stage (conducting Field Training, as a college requirement for graduation.

### 7.2.2 Development of the Auto Mechatronics programme at HHTC

An Evaluation project about the Development of the Auto Mechatronics Diploma programme at Hisham Hijawi Technical College, HHTC; (one of the TVET institutions at the north) was conducted to assess the impact of the private sector and the partnership with the world of work<sup>43</sup>.

The project was designed to upgrade programme curriculum and infrastructure and build the capacity of the academic staff **in partnership with the private sector employers**. It aimed also to

<sup>42</sup> The program, which was adopted at Al-Quds University couple of years ago, offers a creative approach to education by linking academic studies with training in real-time work in companies and factories to achieve complementarity between theory and practice, between education outputs and labour market needs.

<sup>43</sup> Final Comprehensive Report Formative Evaluation "Development of the Auto Mechatronics Diploma Program" Hisham Hijawi College of Technology (HHCT) The Quality Improvement Fund (QIF) Education to Work Transition (World Bank-Funded Project)- September 2017

enhance the students' employability and strengthen collaboration between the college and the private sector's employers.

The review that targeted also the employers, revealed that the new curricula, being designed and developed in cooperation and partnership with the world of work, did have positive impact on the students as well as the delivery process<sup>44</sup>. In summary, it was noticed that the relations with the representatives of the labour market and industry were enhanced and taken a more cooperative scheme. Box (5) summarizes the main benefits to supply and demand sides.

#### BOX 5 Enhancing the students' Employability

Among the major issues related to the employability of students in the labour market are the skills and competencies that they possess and get during their training. The partnership resulted to acquainting them with the following skills and capabilities:

- Ability to function as technician in automotive maintenance and related businesses.
- Ability to interpret wiring diagrams, fault codes, and to use technical reference materials.
- Ability to use various diagnostic equipments for fault detection and rectification in various brands.
- Knowledge of and commitment to observe and abide by the relevant safety measures in the automotive maintenance practice.

#### BOX 6 Success Story: Impact of a Partnership Project

The following issues were seen as a result of implementing the project:

- The project has resulted into positive networking and partnership with the private sector and world of work: the most important indicators are the increasing joint workshops and increasing number of students accepted in the companies for the field training sessions.
- The project was a main reason to change the Internship and FT scheme in the department, and in the college.
- The project has established an electronic form to follow up the Field Training
- The practical hours have been increased in the overall structure of the programme.
- The relevant equipment has been developed as per the recommendations of the representatives of the private sector, positively meeting the needs of new trends in the auto- Mechatronics specialization.

#### ***Skills development for ToT and mentors in the labour market:***

The intervention resulted to empowering the staff from the private sector, as it exposed them to exchange experiences with their counterparts from the TVET institutions.

<sup>44</sup> The items of the questionnaire for this group were consulted, with some modification from: "Introduction to Internship and Co-operative Education Prepared for E2WTP Participating Institutions prepared and edited by: K. Nijim.

### 7.3 Work- Based Learning: Full partnership on all levels

Under the Work- Based Learning (WBL) project, federations associations, TVET institutions and all stakeholders were closer together, being from the central entities (the ministries or unions of federations), or from the institutions in the governorates on the local- regional levels, as the project necessitated the coordination and collaboration.

Students learned how to live with real situations while being under the WBL scheme. This had given rise to both the students and their institutions to live real situations during the implementation<sup>45</sup>. In the traditional field training schemes, the attendance of the student had sometimes taken the form of being in the workplace just as a prerequisite to the grade. In the WBL the participant had to live the real situation, to observe activities connected with his/ her specialization, preparing a reflective report, and eventually to be exposed for an evaluation session, presented and performed by representatives from three sides: the supply side, the workplace and federations and unions of the relevant sector.

Previously, the relations between the supply side and demand side were on personal basis, after the WBL, it became institutionalized: this fact was elaborated through evaluating the submitted proposals and the benefits and incentives seen by the employers. For example, the students were working and providing some services in the companies, almost similar to what the ordinary worker provides, with the companies benefiting from the installation of some equipment on the expense of the project. The students received some coverage for the consumables in the field, the students being trained at their places used to be covered and insured against injuries, and the provision of uniforms and cloths in addition to some safety and health requirements. Box (7) lists **Examples of Good Practice under the WBL Project** and Box (8) describes **Innovative ideas from the trainees under PPP**.

#### BOX 7 Examples of Good Practice under the WBL Project

- The WBL increased the employability (e.g.: 80% graduates were employed: MoL statement by the DG for TVET in the meeting on February 2<sup>nd</sup> 2018).
- Most of the trainees stayed with the same company where they were trained in the WBL scheme;
- The provided curriculum was designed with the unions of relevant sectors (e.g. the curricula of hair dressing was designed with the support and in coordination with the Union of owners of Saloons-Barber Saloon Associations);
- Representatives of the labour market noticed the increased trust and confidence in the personality and mindset of the trainees;
- Savings in the costs of conducting the training due to the contribution of the companies in the training process under the WBL.
- Increased the capacity of institutions to receive more applicants due to the sharing process and availability of workplaces: this was due to the fact that the TVET institutions could accommodate double of its capacity and increasing the utilization of their equipment.
- WBL resulted in exposing the supply side institutions to the new technology.

**Reflected positively on creating employment (e.g. in some places 100% female employment and 70% male employment in the profession of Computer maintenance and networks, and 75-80% employment of the - male - students in the Car Mechanics - light vehicles and cars electricity). i.e. created satisfaction by the labour market towards the skills and competencies of the trainees**

<sup>45</sup> From **Report of the End-term Review of the intervention "Enhancing Capacities for institution building programme" PZA 12 029 11** Sergij Gabrscek and Ziad Jweiles Transtec May 2018

**BOX 8 Innovative ideas from the trainees under PPP<sup>46</sup>**

The short term CVET at PPU in the profession of Gypsum - Design and implementation of gypsum works, was one of the successful stories: It resulted to the production of a CNC machine for the works of gypsum, which was considered an added value in terms of reducing the waste in the production of gypsum works and reflected positively to the environment.

The manual shearing (cutting the plated by hand!- not automation) was resulting to 30% waste in the gypsum plates, while the manufactured machine succeeded in utilizing more than 95% of the plate, with its impact on both the cost and the environment. The participating employer: 'I am proud to tell that we are unique on the level of the region that produce gypsum on the machine- of course there are Sculpture and engraving on wood and stone, but NOT on the gypsum- the machine was manufactured locally- 95% of our trainees have found a job”.

**7.4 Examples of Private Sector participation mechanisms in some Countries**

All countries with successful experiences in TVET stick to the role of the Government to be planning, supervision and co-financing, and the majority of these educational patterns follow the private sector. It is the private sector that determines the programmes provided within the professional workplace experience.

**The following is a summary of the experiences and reality of the relationship between education and work in some countries:**

What distinguishes private sector institutions in these countries is that they work on providing training opportunities for students and trainees, and participating in the supervision of their training in the work sites, guide them and evaluate their performance.

**7.4.1 Canada**

The private sector in Canada participates in TVET institutions in the planning of educational and training programmes, defining their objectives in line with the requirements of professions and businesses, and following up the implementation of various activities and evaluating their results. The board of directors of a vocational school, training center or advisory body is composed of representatives from the relevant private sectors. Their responsibility is for the preparation of a programme or curriculum, and for any pilot project in VET. The objectives of the partnership process include:

- Providing students with the opportunity to learn common governance in real business facilities,
- Enhancing their personalities to gain decision-making skills and teamwork; from the partnership schemes with the private sector, students would have a moral and social responsibility and economic awareness,
- Extensive participation in programme planning and preparation, curriculum formulation and programme delivery and implementation,
- Participate in the financing of education programmes, as well as contribute to the preparation, implementation and financing of national skills standards for the purpose of training and qualifying students and trainers of TVET centers.

<sup>46</sup> Source: From **Report of the End-term Review of the intervention “Enhancing Capacities for institution building programme” PZA 12 029 11** Sergij Gabrscek, Ziad Jweiles Transtec May 2018

### 7.4.2 Germany

Germany sits at the top of the global pyramid in the TVET sector. It is distinguished by the fact that it has the highest enrollment rate in this sector, as well as the involvement of private sector companies in its TVET system (GTZ, 2007), and is known for providing the so-called dual system, which is close to the apprenticeship system.

The reality of the participation of the private sector in Germany can be summarized as follows:

- The labour market provides indicators that define the quantitative relationship between the natures of the needs on the one hand, and the TVET on the other. It is also the employment requirements of employers' institutions that determine the specific aspect of such education and training.
- The work sites are responsible for the field training of the trainees. The vocational training is regulated by regulations and controls, and the state directly and indirectly controls this process.
- The private sector, in principle, funds on-site training and is often funded through the "financing fund", in which the State cooperates with the private sector (BIBB, 2004).

### 7.4.3 Sweden

"The National Employers Association and the Professional and Crafts Unions in Sweden are a fundamental reference in the relationship between education and employment. It has national craft councils aimed at the development of TVET and cooperates with local TVET institutions to strengthen their association. The private sector participates in TVET institutions in Sweden with the following activities (Abrahamsson, 1999):

- Provide training sites for students and trainees.
- Provide facilities for continuing education programmes for teachers and trainers to expand and update their information on various matters related to modern technologies and production.
- The participation of many industrial companies in providing opportunities to make the workplaces work fields for the labour market projects for students and trainees.
- Organizing summer orientation training courses for students to encourage them to engage in TVET in the technical and professional programmes they will be joining in the world of work in the future.

### 7.4.4 Japan

The private sector institutions in Japan cooperate in several activities, e.g.:

- Provision of equipment for TVET centers.
- Provide labour market expertise to invest in the development of curricula and study programmes and training and contribute to its implementation.
- Provide field training opportunities for students and trainees at the workplace.
- Provide economic incentives for trainees by selecting outstanding people for their achievements and employment.

### 7.4.5 Malaysia

Malaysia has embarked on a 40-year strategic plan, called 20-20 Vision. Its educational components related to the TVET sector were:

- Review and develop the curricula from time to time and link and harmonize the continuous, accurate and detailed schemes between the outputs of education and the **world of work** and its **labour market's** changing needs.
- Encouraging the private sector to contribute to TVET and to restore the labour force as needed, to TVET institutions, to modernize their knowledge, develop their capacities and know what is new in their fields of work and specialization.



In Malaysia there are **5 types of models** that are implemented in connection with PPP. They are (PPP, 2018)<sup>47</sup>:

1. Transforming
2. Buying places
3. National Dual Training System
4. Apprenticeship scheme to reskill/up skill workers
5. Work-based learning (WBL) programme

#### 7.4.6 South Korea

Taking the case of the Republic of Korea as an example (where it is considered having a unique position in this sector, and has a very low unemployment rate), TVET and public-private partnerships have been strongly emphasized in recent years. It is worth emphasizing here that the government policies are not intended to support or prepare for a specific task, but rather to promote entrepreneurship education, which may help graduates to create new courses of action of their own.

South Korea's experience was based on a strategic development vision (Lee-Y, 2000). TVET plays a key role in linking education to the world of work. Since its inception, Korea has focused on the importance of TVET, its development, adaptability and changing its scope, according to the changing nature of business. The strengthening of TVET's link with the labour market in South Korea has led to the improvement of the quality of education at various levels. (UNEVOC-UNESCO, 2009).

**Annex (7)** illustrates the structure of the main objectives of Career Development Competency: (CDC) and their sub-components<sup>48</sup>:

#### 7.4.7 Austria, Ireland and France

In other countries, the incentives have universal eligibility and are applicable to pre-defined training activities. For example, in the Irish case, the incentives are placed within a broader set of local economic and enterprise development policies. In France, there are a set of priorities to improve apprenticeship placement in enterprises. The common factor among them is that enterprises receive a financial reward or cost offset for their actions (ETF, 2018).

(Box 9) lists examples of enhancing the PPP by targeting different characteristics)<sup>49</sup>

<sup>47</sup> Public- Private Partnership in Malaysia – A Case Study for Dakchyata: TVET Practical Partnership Project - Report produced by Independent Consultant, May 2018.

<sup>48</sup> (2012). Ministry of Education. Goals and Indicators of School Career Education. Republic of Korea.

<sup>49</sup> Support to VET Financing Policy guidance note: Financial incentives for companies. ETF 2018 (<https://www.etf.europa.eu/en/publications-and-resources/publications/support-vet-financing-policy-guidance-note-financial>).

## BOX 9 Examples of Enhancing the PPP by targeting different characteristics

### Targeting by enterprise characteristics

- Size by employee numbers or turnover, e.g. micro, SME, large.
- Profit e.g. to support companies experiencing difficulties or facing restructuring.
- Economic sector e.g. to support competitiveness of enterprises in new sectors or development of under-performing enterprises.
- Geographical area e.g. to support enterprises in certain regions.

### Targeting by training activities

- Formal, accredited training or non-formal training.
- External and/or internally provided.
- Leading to a specific qualification.

### Targeting by group

- All or some employees, e.g. defined by wage/grade levels, job tenure, or contract type.
- Specific groups defined in public policy, e.g. apprentices, interns, or groups viewed as experiencing a labour market disadvantage such as women returners, older workers, or low-skilled employees.

### 7.4.8 Palestine

A model for the partnership between the institutions of the TVET, and the labour market- in light of reality and contemporary international experiences, was built for the case of Palestine<sup>50</sup>. The partnership was proposed, as perceived by three groups: a) the staffs of the supply institutions; deans, principals, engineers, teachers and technicians, and b) the graduates of these institutions, and finally c) the representatives of the institutions in the labour market and world of work.

The developed model proposed a partnership scheme, resulting from the reality, the Palestinian national vision, and getting of the international experiences, from countries that had gone away in this regard. **Annex (8)** presents the proposed model. Box (10) presents A statement by Volker Ihde (2011)<sup>51</sup> describing the PPP Model:

## BOX 10 A statement by Volker Ihde (2011) describing the PPP Model

The model clearly elaborated starting point for obligatory participation and involvement of all relevant labour market stakeholders on all three levels (makro, mezzo and micro) as basic elements to really achieve the goal of connecting TVET and Labour market systems. It is theoretical comprehensive and creates the fundament for practical implementation.

The PPP Model was developed, focussing on labour market orientation and employability creation. The model clearly describes the logical structure of the system itself and the multiple inter-dependent linkages and relations as well the multidirectional influences and interventions. It opens concrete leverages for possible implementation processes allowing starting also from different

<sup>50</sup> Jweiles, Ziad (2011). Unpublished Ph.D Thesis titled: "A Model for Building a Partnership Between the Institutions of the Technical and Vocational Education and Labour Market- in the Light of Reality and Contemporary International Experiences", Amman Arab University, Jordan- Amman, 2011.

<sup>51</sup> Volker Ihde- GIZ Programme manager : "Promotion of TVET and Labour market, Palestinian Territories" (2011).

components in parallel enabling coordination in order to contribute to target oriented steering of these complex processes . The convincing theoretical approach connected with practically oriented measures and remarks this thesis is considered as very important dokument and contribution to further develop and install functional TVET system in especially Arab background<sup>52</sup>.

- The roles of LMIS and career guidance and counseling are core elements and to be considered as gateway between the two concerned social subsystems TVET and Labour market on system level. Consequently resulting information from these elements and it's utilization in steering and decision making processes increase the modell's relevance and connectivity and are considered as additional success factor of the modell and any implemenation.
- For steering the proposed system a adequate, applicable and pratical quality assurance system including all levels focussed on processes could be an asset. Monitoring and Evaluation could be enriched by beeing integrated in a quality assurance system covering the whole system and the educational processes and elements from regulations, need assessment up to finally examination of students and all other important elements in between.
- The urgently recommended legal and other kinds of clear and obligatory regulations and support activities through manuals and HRD measures are elaborated and the importance of integration of these instruments should be emphasised to be core elements of any consideration of applicating the model.
- Success factor of the applicability of the modell is the coherence of the related policies and national strategies for TVET and Labour market and most probably for national Economy and for any coordinated implementation.
- In the regional context an offensive opening for alternative and creative financial instruments and ressources elaborated in the modell is a must. Taking international involvement into consideration in long run financing of running costs of TVET institutions and the administrative system on local and national level should be financed independetly from international support and by combining contributions from all parts of public and private sector in order to create sustainability. Future involvement of international donors should mainly concentrate on upscaling and modernization of institutions and the system in general.

**The results of the research work and in consequence the lessons learned resulting of this work are enriching the regional discussion and the development activities in TVET sectors. This is explicitly important within the current situation in the region and a contribution to seriously face the challenges of extremely high socially dangerous and individually destructive youth unemployment**

To conclude for the varoius models of PPP, Box (11) presents **A checklist designed by Al-Wedyan (2009)<sup>53</sup>, to guide the implementation of PPPs for skills development in TVET.**

<sup>52</sup> Volker Ihde- GIZ Programme manager :“Promotion of TVET and Labour market, Palestinian Territories” (2011).

<sup>53</sup> Al-Wedyan, H., Lane, T.S., Lowther, D., & El Sawi, G. 2009. Public-Private Partnerships: Lessons Learned from a Partnership. Consolidated Contractors Company and the Morganti Group Inc. (Ccc/Morganti), Al-Balqa' Applied University (Bau)/Al-Huson University College (Ahuc) and the Usaid Jordan Economic Development Program. *Center for Social Policy Publications, Paper 35*. Retrieved from- [http://scholarworks.umb.edu/csp\\_pubs/35](http://scholarworks.umb.edu/csp_pubs/35)

**BOX 11** Implementation of PPP for skills development in TVET**PHASE I: CHOOSE THE PARTNERS**

- Identify an economic sector in the local economy.
- Identify key players in the sector and propose collaboration with a training partner;
- Review the match between labour force demands of the private sector partner and the existing labour supply produced by the TVET institution.

**PHASE II: FORM THE PARTNERSHIP**

- Develop curriculum plan and responsibilities for implementation.
- Identify staffing needs and sources of trainers.
- Set enrolment and graduation targets and develop a recruitment plan.
- Prepare a budget that identifies start-up costs and ongoing operating costs.
- Develop a plan for programme M & E strategy.
- Establish roles and responsibilities of the partners.
- Create and sign a Memorandum of Understanding amongst the partners.

**PHASE III: MONITOR AND MODIFY THE PARTNERSHIP**

- Hold regular review sessions to review changes in environmental/ external factors and progress of programme components.
- Modify the programme as needed. Flexibility to meet changing demands in the labour market is critical for sustainability.
- Explore public policy implementation of principles of public-private partnerships.

*Source:* Al-Wedyan, H et al (2009).

## 8. Interviews and Key Findings

A set of interviews were conducted with several stakeholders, concentrating on the different dimensions related to the PPP. The following represents the results of these interviews and meetings.

### 8.1 Ministry of Labour

Couple of interviews with representatives of the MoL<sup>54</sup> were conducted and the following facts were given.

**Policies:** The policies which appears in the PPP from the point of view of the TVET Manager in MOL are mainly appears in the following points:

- There is a structured cooperation between Public and Private Sector
- The funds of the projects of TVET comes through the Government and Donors
- Stakeholders are involved in processes, they are in all planning committees and Steering Committees of all TVET Projects (ECIB Belgium Project, TEP – GIZ Project, TTT – GIZ Project, SDC – Swiss Project, EU Project – Implemented by GIZ, Cologne Project which is a partnership between MOL, FPCCIA and Cologne Chamber of Hand Crafts.), Private Sector is represented in LET Councils in all Governorates
  - The Relation between the TVET Centers and the Chambers of Commerce in all Governorates: New Model and methodology was founded between the TVET Center and the Chambers of Commerce and Industry in the Governorate, this model enhance the relation between the Public TVET Centers and the Chambers as a Private Sector representatives, the TVET Centers in this case designs the suitable training courses depending on the needs of the market. This is the first time that the TVET Centers open its facilities during afternoon time since it's the best time for the companies to send their employees for training. Also this process build a new model which is "The Long Life Learning". The private Sector now is heavily involve
  - The Relation between the Employment Departments in the Governorates and the Chambers of Commerce in all Governorates are strong and there is a continuous cooperation.

#### Legislations and regulations

- The Private Sector is represented in all committees which is responsible in reforming the TVET Law in Palestine.
- The Private Sector is represented in the TVET Strategic Committee which was formed by ILO.

#### Practices

- The Partnership between the TVET Centers and the Chambers of Commerce and Industry in all Governorates.
- WorldSkills/Palestine is a good practice for the Partnership between Government (Ministry of Labour and Ministry of Education Higher Education) and the Private Sector (FPCCIA).

<sup>54</sup> (Mr. Nidal Ayesh - Director General of Vocational Training Directorate, Mr. Rami Mahdawi Director General of Employment - Ministry of Labour, Mr. Asem Abu Baker- Employment Department - Ministry of Labour "19 January 2019")

- Cologne Project which is a partnership between the Palestinian Side (Ministry of Labour and FPCCIA) with Cologne Chamber of Hand Crafts.
- The Partnership between the Employment Departments in the Governorates and the TVET Departments in the Chambers in organizing the Employment Days, Employment Corners in 4 Chambers’.

#### **Funding mechanisms**

- Funds mainly come from the Government and the Donors.
- There are more than 90% of the TVET Centers are belonging to the Government.
- 10% of the Centers are profit Centers and belongs to the Private Sector.
- 100% of the operational Costs are covered by the Government and the development of these centers is supported by the Government and the Donors.

#### **Challenges**

- From the Government side there is no clear system till this time for TVET, the Higher Council is a solution for this challenge but till now it didn’t take its serious role in this point.
- The TVET System is not Unified between the Ministries, each Ministry have its policy in TVET.
- Insufficient Governmental Support for TVET.
- The Palestinian Economy till now is connected with the Israeli Economy and related to the political situation which is not stable.
- No Legal Frame to organize the relation between the Government and the Private Sector.
- No National Fund for TVET and the Private sector is not involved in funding TVET in a systematical way.
- No Incentives for the Private Sector if they participate in TVET System in a serious way
- The percentage of unemployment in Palestine is very high (28% of University Graduates).
- Shortage in Skilled people in most of the Skills.
- Graduated Students from Universities don’t fit the Employers needs and they need a lot of soft skills and special training.

## **8.2 Ramallah Chamber of Commerce and Industry<sup>55</sup>**

#### **Partnership**

- The Belgium Project (BTC) in the Curriculum Reforming, the partnership was between the Private Sector (Field Experts) and the Ministry of Labour.
- The first step was analyzing the skills depending on the Arab Classification (AOC), several workshops was done and finally a full set of curriculums was generated by this project.
- The needs of the Employers and the market needs was the most important point in this project.
- The Project was supported by Belgium’s and GIZ with the partnership of the Ministry of Labour, Ministry of Education High Education and the Private Sector (FPCCIA).
- Joint Activities especially in training with TVET Centers and Industrial Schools.
- Helping graduated students from TVET Centers and Industrial Schools to find their jobs in the market.

<sup>55</sup> Mr. Ayman Mimi - Head of Vocational Training Department- Chamber of Commerce and Industry - Ramallah-Palestine – “22<sup>nd</sup> of January.2019”

- TTT Project supported by GIZ to train trainers in the companies.
- LET Council for the first time and the only LET Council hosted in the Chamber.
- Through the CBTSEC Project 40 startups from the TVET Centers, Colleges and Universities where trained in the Chamber, 10 of them began their own business.
- Training the unemployed TVET Centers graduates and sending them to the market to be employed.
- The Employment Corner in Ramallah Chamber with the Partnership of Ministry of Labour and the support of GIZ, this project have been implemented in January 2019 in other 3 Chambers (Nablus, Salfeet and Hebron).

#### Recommendations

- The Private Sector should be involved heavily in the process of evaluation of students, making practical exams and giving the certifications which enable the students to work in the field or even open their own business.
- The private Sector should be involved in the auditing process for the TVET Centers

### 8.3 Hebron Chamber of Commerce and Industry<sup>56</sup>

#### Policies

- HCCI went through a formal process and took the license for a TVET Center from the Ministry of Labour in training courses (adopting vocational training programmes) with the Palestinian Ministry of Labour.
- The main objective of the training unit is to provide services to raise the efficiency of the employees of the members of the Chamber of Commerce, in addition to preparing technicians to enter the labour market according to the needs of the labour market.
- The policy of the training programmes in the Chamber is offering a service of the local community and the market and the private sector with qualified graduates and local trainers

#### Practices

- Establishment of centers of excellence in Palestine approved by the Ministry of Labour, education and higher education, financed by the Swiss government and implemented by GIZ. The committee is headed by a steering committee of partners and the private sector represented by the Federation of Palestinian Chambers of Commerce, Industry and Agriculture Signed a memorandum of understanding for the establishment of the Center of Excellence with Al – Aroub Agricultural College and Halhoul Center.
- Signing a partnership agreement with Cologne Chamber of Hand Crafts to support vocational training for the next three years to carry out professional vocational training programmes to raise the efficiency of workers in the labour market.
- Representation of Hebron Chamber of Commerce in the Local Council for Employment, Training and Vocational and Technical Education (TEC) Local Employment and TVET Council (Hebron LET Council)
- Where the Hebron Council for Employment and Training was established in 2009 by a decision of the Minister of Labour in coordination with Hebron governorate and through technical support from the German Agency for Technical Cooperation (GIZ)

<sup>56</sup> Mr. Tareq Tamimi – CEO, Mr. Alaa Amro – Studies & Advocacy Department - Hebron Chamber of Commerce and Industry - Hebron the “15 March 2019”

- The EU support project for the development of vocational and technical education and training in Palestine was implemented.
- Four memorandums of understanding were signed to implement joint activities with universities and vocational training centers in the governorate (Continuing Education - Palestine Polytechnic University, Industrial School for Girls, Industrial School for Boys, Vocational Training in the Palestinian Ministry of Labour)

### **Modalities**

- Signing MOUs with vocational training centers in Hebron.
- Agreements for the implementation of direct projects (Agreement for the implementation and management of the Chamber of Commerce of the Belgian project by the Ministry of Education)
- Conducting joint studies with vocational training institutions in the governorate
- Conducting a field survey of training needs jointly with vocational training institutions
- Implementing joint workshops in strengthening the capacities of vocational training centers

### **Planning**

- An annual plan for the vocational training center shall be drawn up within the main plan of the Chamber of Commerce
- Partners in the field of vocational training are included in the action plan (Belgian Project, Cologne Chamber of Craft, German Cooperation GIZ)
- Develop a separate operational plan for each training programme containing training topics, training dates and content

### **Funding Mechanism**

- Self-financing: through the announcement of training programmes within the Chamber of Commerce paid by the students enrolled in the programmes (since 1996 the training department has carried out more than 251 courses in the fields of craft, administration and languages. The courses benefited 4618 participants and the total number of hours spent on 14993 training hours)
- External financing: Through projects directed by the Palestinian government (such as the Belgian project (the project to support vocational and technical education in Palestine) - the European project and the project of the Cologne Chamber of Craft (vocational and technical training project in partnership with Palestine)
- Find a finance through submitting proposals to different donors and organizations (eg TIPH, Red Cross, ActionAid)
- The contribution of 33% of the salary of the training coordinator in the Chamber of Commerce of the Cologne Chamber of Craft programme to support vocational training for the next three years where the contribution of Kowloon in the previous three years was 50%.

### **Challenges**

- Meeting the requirements of the labour market training and changing continuously
- Weak representation of Chambers of Commerce in the formulation of training policies and strategies at the government level
- There is no unified vision from all government agencies and the private sector about training programmes in the country.



## Recommendations

- Support the implementation of the modified TVET strategy
- Provide the local labour markets with the required qualifications and increase the employment opportunities of graduates of TVET
- Increasing the efficiency of TVET institutions to become more attractive learning places
- Facilitate partnerships between TVET institutions and private sector institutions and companies
- Increase the attractiveness of the Palestinian TVET sector through innovative educational and learning initiatives.
- Identify private sector and community institutions in TVET through awareness campaigns, including publications, local media and visits to training institutes.
- Work awareness and training programmes for the owners of the relationship and complete specialized workshops in the vocational training sector between the Chamber of Commerce and the private sector
- Establishment of joint cooperation agreements between the Chamber of Commerce, the private sector and the government sector on the implementation of specific training programmes
- Forming a joint steering committee aimed at strengthening the partnership between the private sector and the academic sector in education, training and awareness-raising.
- Involve the Palestinian Chambers of Commerce in developing professional plans, standards and employment strategies with the government

## 8.4 Head of Union of Metal and Engineering Industries<sup>57</sup>

Encourages the issue of partnership with the TVET schools. Focused on issues related to the necessity to organize the training process at the workplaces. The trainees do not come back to work after training. There was a complain that the employers train the students, who don't show up to the places where they were trained, despite the good incentives and working conditions that they (companies) provide. Besides, he expressed readiness to support, financially the activities related to the training process (there was a support of around \$ 20,000 to one of the training institutions in Hebron).

## 8.5 Palestinian Education for Employment (PEFE) Meeting<sup>58</sup>

- Palestine Education for Employment (PEFE), established in 2009, is an affiliate of Education for Employment (EFE Global- US), EFE Europe and six other NGO's in Egypt, Jordan, Yemen, Tunisia, Morocco, and Saudi Arabia as well as a representative office in Dubai. The PEFE network shares a common vision of empowering unemployed university and technical college graduates with the skills and opportunities they need to build careers that ensure a brighter future for them and satisfy the employment needs of the organizations they are employed in.
- PEFE had an agreement with the Employment Fund (Ministry of Labour) in 2011-2015, this agreement aim to train and employ the skilled people in the Market, this agreement took place in Ramallah, Hebron (Halhoul Center) and Tubas, 50 skilled was trained and employed in the market.
- PEFE was one of the main stakeholders in the committees which was formed for planning and preparing the strategy for training and employment.

<sup>57</sup> Met **Mr. Roubin Joulani, Head**, on 25<sup>th</sup> February, 2019 in Ramallah.

<sup>58</sup> Mr. Saro Nakashian - CEO of PEFE - "25<sup>th</sup> of January 2019"

- Joining the activities of the let Councils Ramallah and Qalqilia Governorates for training and employing the University Graduates in these two Governorates.
- Joining the Committees which was formed by the MOEHE with the cooperation with QUIF and World Bank
- A project with UNICEF for training the school's students in West Bank and Gaza Strip in Entrepreneurship, 2300 students were trained and 250 teachers was trained as trainers (TOT).
- The same project focused on 1200 students to produce projects needed by the Private Sector, 50% of the projects was implemented, and a Technology Fair was organized in Ramallah for the projects done by the students.
- An agreement with the Universities in West Bank and Gaza Strip was signed and implemented for training the graduates and employ them in the Private Sector.
- An agreement with the Universities in WB and Gaza for training the students in the 3<sup>rd</sup> level to prepare them for the market, the project was called FJIJ (Finding a Job is a Job). The training was including Soft Skills and other skills 600 students were trained.
- Agreement with Al Quds University for implementing training in Al Quds Incubator in Al Hamra Cinema Building in the old city of Jerusalem, this project was with the cooperation with the Private Sector and supported from the Indian and Chinese Embassies.

#### **Funding**

- Drossos fund the PEFE with a seed money fund for four years began in 2009 - GIZ Fund-UNISIF.
- MEPI- WELFARE (AL TAAWON) – USAID.

#### **Recommendations**

The TVTE in my opinion should if not done already try to be captured in the national and regional development plans, It should also be bridged at some point to be allowed to have access to higher institutions certification and admission.

- Advocacy for having projects to qualify the Family Businesses Companies since they are the most important works for employments.
- Advocacy for improving the TVET system in Palestine.
- Adding new specializations in the Universities in the TVET Skills (Diploma or Specialized Courses)
- Improving the TVET Centers and supplying them with the high tech equipment's and tools.

## **8.6 Industrial Synergy Center – Palestine Polytechnic University<sup>59</sup>**

#### **Policies**

- Continue to serve community affairs at the university and its relationship is open with industry
- Offers some projects and consulting for the industry
- Performs an advisory role for the governmental sector (providing feasibility studies) and a partnership for the implementation of some projects
- There is a vision and a message to the center

#### **Legislations and regulations**

- The existence of models for the provision of advisory services and agreed with the private sector

<sup>59</sup> Dr. Loay Shahin – GM of Industrial Synergy Center – Palestine Polytechnic University 10<sup>th</sup> of April 2019.

- Tests for some solar cell systems are offered by fees through a price offer with the private sector
- Performs industrial designs
- Conduct research studies and research questionnaires to solve problems in the market
- The Center is responsible for the management of the University's energy systems

#### Practices

- Signing agreements to support graduation projects with the private sector (Al-Mohandes Electronics Company)
- A networking agreement between graduation projects and industry to solve a problem
- Implementation of cooperation with Al-Wafa Plastic Industries
- Training courses for the private sector are announced

#### Planning

- The Plan of the Center as an apt of the University Plan.
- The plan mainly developed in cooperation and through the involvement of the private sector

#### Funding Mechanisms

- Self-Funding through services, consultations and examinations
- Presenting proposals to municipalities and institutions for funding
- External funds through the production of machine designs and solar energy projects.

#### Challenges

- The need to strengthen centers with cadres
- There is a fear of investment in industrial research and preliminary models where the industrial sector is purchasing ready solutions.

## 8.7 Palestinian Stone and Marble Center (PSMC) – Palestine Polytechnic University<sup>60</sup>

#### Policies

- It is one of the units of the Polytechnic University of Palestine (continued engineering consulting)
- Its objective is to develop the stone and marble sector
- There is a quality policy adopted and applied
- The Center was established on the basis of a tripartite partnership and an agreement of understanding between the three partners (Polytechnic University of Palestine (Academic Sector), the Union of Stone and Marble Industry (Private Sector), Ministry of National Economy (Government).

#### Legislations and regulations

- The Center's internal and financial system has been developed through the efforts of the three partners
- The presence of the Council of the Center (the President of the Council is the President of the University, the Secretary of the Fund is a representative of the Federation of the stone industry, and the secretariat of the Ministry of National Economy)
- There is a vision and a message to the center

<sup>60</sup> Eng. Jawad Alhaj – GM of PSMC – 10<sup>th</sup> of April 2019

### Practices

- A training course was carried out through the GIZ course of art and stone formation and private trainer
- Specialized technical workshops were conducted in Hebron and Nablus to cover the whole country on the subject of technical specifications of the stone and its uses
- Memorandums of understanding have been implemented
- Implement research and projects with the Faculty of Engineering in applied research
- A study was carried out on how to take advantage of the remnants of stone in the production of new products
- Communicate with the North Hebron Chamber as a member of the Council in the Center
- Research projects are carried out on the effect of the use of the water of the stone factories on the quality of the ready-made concrete, and the effect of using the water of the stone factories on the quality of the ready-made stone.
- A study is carried out on the effect of the use of treated wastewater on the quality of stone and marble

### Modalities

- A survey project was carried out on the stone and marble structures and the Catalogue project for the Palestinian stone.
- A memorandum of understanding has been signed with An-Najah University on the geophysical tests of the soil layers
- The academic diploma of two years and is affiliated to the College of Applied Professions and has 8 years of origin
- Employment of many graduates through the network of relations with the private sector
- The process of training students in the stone factories through two semesters through an official book for training and follow-up formal models where training opportunities are an opportunity to work
- The Center is a member of the Committee for the Modernization of the Palestinian Stone Specification in the Palestinian Standards and Metrology Institution
- Most physical and mechanical tests are carried out for the quality of stone, marble and laboratory approved by the Palestinian Accreditation Unit.

### Planning

- The Plan of the Center as an apt of the University Plan.
- The plan mainly developed in cooperation and through the involvement of the private sector

### Funding Mechanisms

- Self-financing (student fees and a 50% discount) 25% of the university and 25% of the stone industry union
- The cost of workshops is covered by the stone industry association
- Self-financing from the quality inspection laboratory, as requested by the stone factories for inspection, and the fees shall be based on the type of inspection and the stone class
- Certification fees.
- Financing from funded projects such as the Stone and marble Catalogue financed in cooperation with Stone and Marble Cluster.
- The financing of the Dutch project Research, the stone library project of the stone pool, the project of the stone cycle of GIZ.

### **Challenges**

- The existence of competitors from the private sector who do tests for fees (the construction center and the International Center for the private sector)
- Competition in quality inspection of stone.
- The stone sector is a family business sector, and is not convinced of professional specialties and training courses.
- The closure of many quarries in areas c, which leads to a decrease in the number of requests for examination of stone samples.

### **Recommendations**

- Updating and developing a new field survey for the stone and marble facilities. The training needs are studied and the size of the sector as a whole and the center is one of the partners
- Focus on accuracy of data through direct communication with the private sector and that the survey staff have experience
- Financing training and courses in cooperation with the Chambers and the private sector
- The need to sign memorandums of understanding with chambers of commerce in order to represent their members

## 9. Recommendations

This paper proposes a couple of categories of recommendations. They are related to the overall process of the development of the PPP, and proposed directly to the roles and responsibilities of the main players in the context of PPP. These are recommendations to support the progress of the expansion of vocational and technical education, and are based on careful analysis which still indicates a trend in increasing enrollment rates of students enrolled in the academic branches and a decline in vocational paths.

Hence TVETs need to be strategic about how they use PPPs to contribute to local economic development, and the industry must be helped and guided so that they can articulate their needs particularly in Competency terms.

In other words, TVET institutions must get down to the operating level and talk to the operators – and not just to the managers.

To explore the opportunities in PPP in Palestine, the TVET practitioners have a big role to play, For example:

- To set up a standardized quality TVET systems based on international standards to be able to equip students and trainees with the required skills and competencies.
- To build mutual trust with employers to get them on-board.
- TVET teachers and trainers have to be well trained to do their job.

### 9.1 Recommendations to the relevant ministries and governmental bodies

The relevant ministries should agree to and be committed to the following<sup>61</sup>:

- Harmonize policies, legislations, strategies, programmes and action plans for PPP to accelerate progress towards establishing knowledge-based economies; to speed the issuance of the TVET Law and its executive regulations.
- Strengthen the links between applied research and the development of enterprises, and encourage the youth, especially girls, to enroll in TVET programmes;
- Strengthen the TVET sector by using innovative technologies and strengthening entrepreneurial networks; i.e. encourage private initiatives and entrepreneurship in science and technology to accelerate inclusive and sustainable growth and create jobs for the youth and women.
- Strengthen the catalytic role of public investment in mobilizing private investment through Public-Private Partnerships (PPP) for the development of TVET in Palestine;
- Strengthen collaboration among partners and regional initiatives in order to optimize the use of resources and ensure sustainability of the various interventions;
- Incentivize the private sector to encourage the partnership and cooperation with the TVET and other educational institutions.

<sup>61</sup> Consulted from the Declaration by the Ministers in Rabat (2014): The 2nd Forum on Science, Technology and Innovation (STI). Took place in Rabat, October 14-17, 2014, was hosted by the government of Morocco and organized by the African Development Bank (AfDB), the government of Finland, and a number of partners including ADEA, the African Union Commission, UNESCO, ISESCO and UNECA.

- Accelerate the adoption of the national strategy for TVET to ensure consistency and identification of the roles of supporting partners and stakeholders in this sector.
- Provide budgets for the establishment and expansion of schools and vocational units to ensure the appropriate geographical distribution of students, with a focus on women.
- Complete the preparation of the NQF and professional classification, so as to facilitate the transition between different levels.

## 9.2 The Higher Council for TVET, and the Development Center

- Build an institutional environment that supports institutions' engagement in PPPs;
- Organize and participate in national and local networking platforms involving private sector, government, and TVET institutions actors;
- Develop performance management frameworks for incentivizing PPPs, and reporting frameworks for monitoring and evaluating PPPs;
- Provide adequate funding for TVET institutions to build their capabilities to meet the needs of PPPs (transportation and other expenses).
- Launch an awareness campaigns aimed at scaling the concepts and values of PPP towards enhancing the productivity and economic development in Palestine.

## 9.3 Recommendations Related to the Internship and Field Training

### 9.3.1 The role of the TVET and educational institutions in the PPP

- Conduct evaluation on continuous bases, as the process of partnership is an on-going and pathway and not a station;
- Pilot and implement a PPP model, to test and modify it, as per the specific needs of each governorate and institution;
- Develop and maintain relevant curricula to the needs of employers;
- Assist employers through all the research platforms and facilitation to solve the technical problems arising in the workplace;
- Monitor the placements of students through a work-site visit, ensuring that the needs of both the employers and the students are being met.
- Focus on conducting follow-up rounds to assess the students in the workplaces (all students and their employers are contacted and visited at least once during each work term);
- Ensure that the letters coming from the TVET institution includes specific objectives describing the specific issues that the TVET institution would like the company to concentrate on while training the student in the workplace (to avoid putting them - employers- under ambiguity and unclear schemes of follow up).
- Develop and provide technology-related learning tools more widely to ensure that students acquire future competencies;
- **Establish Advisory Committees:** to discuss the skills and competencies of the graduates who have been employed and have the relevant feedback about their performance in the market.

### **9.3.2 The role of Students in the PPP**

- Work towards personal growth and building a positive reputation of their educational institution in the workplace, to maintain the employers' confidentiality;
- Achieve a satisfactory employer evaluation for each work term;
- Conform to all conditions and rules that apply to employees in the organization where which they exercise their field training.

### **9.3.3 The role of Enterprises and Employers in the PPP**

- Provide supervised learning opportunities to the trainee out of the scope of the classroom.
- Provide the students with an orientation to the workplace, including, but not limited to: safety practices and the duties and tasks expected during the work term.
- Assume the same responsibilities to the trainees as those associated with hiring any short-term/temporary employee (provide salaries and benefits during the work term), including supervision and evaluation.
- Ascribe a supervisor for the internship student who will oversee the student's work and to provide the student with feedback on his/ her performance.



## 10. Conclusion

Building TVETs' interactive capabilities is crucial for promoting PPPs that are beneficial for the institutions and contribute to building the TVET system. In this way, the world of work can move beyond the assumption that TVETs' engagement in PPPs will automatically have benefit for the TVET system itself, and that more engagement equals more benefit. **Three strategies are important for building interactive capabilities.**

1. **The first strategy** is to position the institution as a value-adding partner by building a reputation for producing quality graduates and developing specialized expertise for contributing to local economic development.
2. **A second strategy** is to provide a point of contact for private sector actors through creating an institutional environment that supports TVET institution engagement in PPPs.
3. **A third strategy** is to diversify the TVET institution' funding base to reduce dependency on limited public funding, which has adversely impacted on how the TVET institution fulfils its mandate.

### A final Word

Disruption in industry is an inevitable result for the time to come. The nature of the change will depend very much on the industry itself. Global media and entertainment has already seen a great deal of change in the past years.

The financial services and investment sector, however, have yet to be radically transformed. Those working in sales and manufacturing will need new skills, such as technological literacy.

Some advances are ahead of others. Mobile internet and cloud technology are already impacting the way we work. Artificial intelligence, 3D printing and advanced materials are still in their early stages of use, but the pace of change will be fast.

Change won't wait for us: business leaders, educators and governments all need to be proactive in up-skilling and retraining people so everyone can benefit from the Fourth Industrial Revolution. There is therefore the need to carry out a review of the tabled options and models of Public- Private Partnership; PPP, and critically analyze the costs implications for all options, with a view to offer a cost benefit analysis comparing the options so that decision makers have necessary information to move forward.

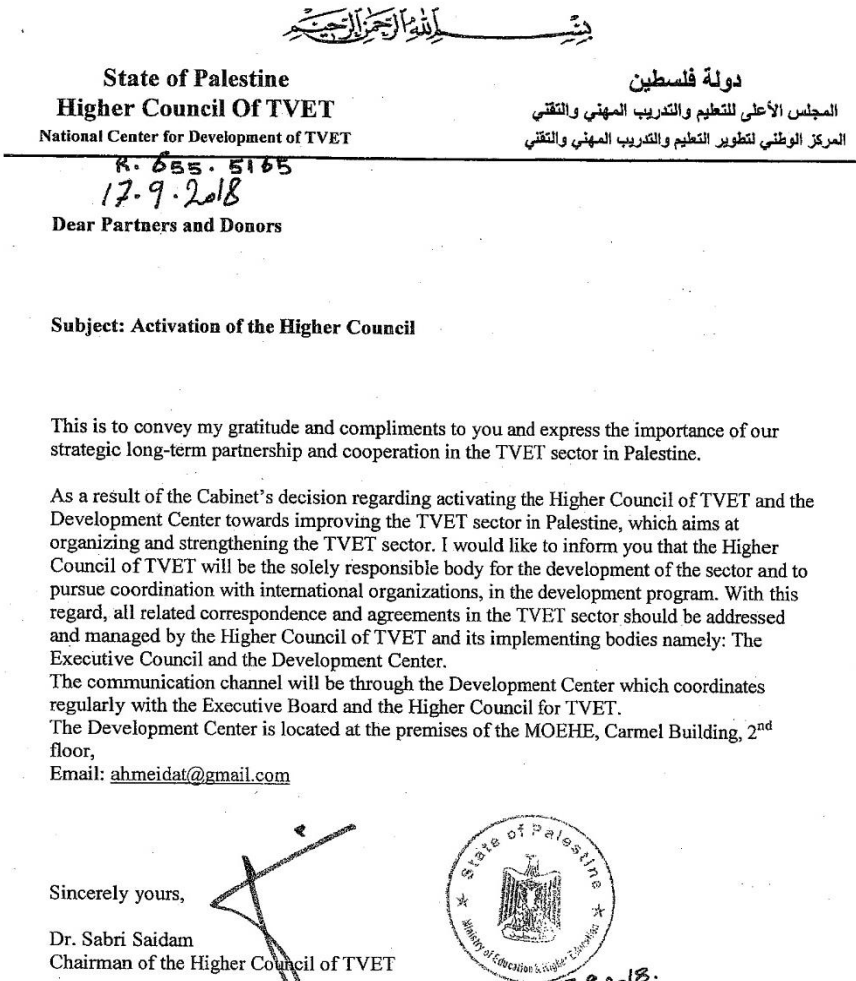
Skills Mismatch/Skills Shortage/Skills Gap are the terms used in the literature of partnership between education & training, and world of work. They are both systematic and systemic. Considering the rate of growth of new jobs and the obvious extinction of established ones, especially due to disruptive forces such as Digitalization, and its derivatives, all raise the Question:

**Are we doing enough to respond and prepare the TVET youth to survive the onslaught?**

## 11. ANNEXES

### Annex 1.

A letter by the Minister of EHE to the development partners and donors regarding the Activation of the Higher Council for TVET, and its implementing bodies (The Executive Council and the Development Center).



CC: Vice Chairman of the Higher Council of TVET (H.E. Minister of Labour)  
CC: Chairman of the Executive Council (Mr. Samer Salameh, Deputy Minister of Labour)  
CC: Vice Chairman of the Executive Council (Dr. Basri Saleh, Deputy Minister of MOEHE)

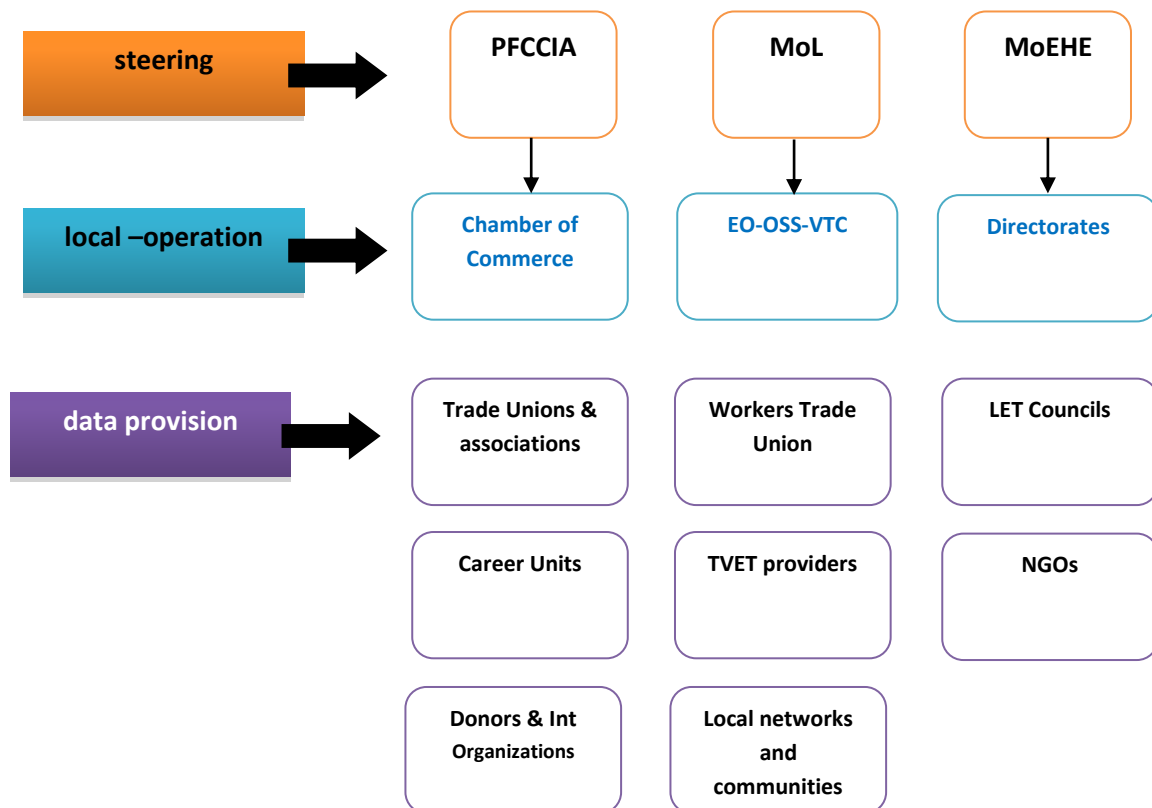
## Annex 2.

Part of the workshop to discuss the TVET Law held on 1<sup>st</sup> April, 2019, in the presence of the minister of labour, minister of education and higher education, head of the PFCCIA, and the GIZ representative.



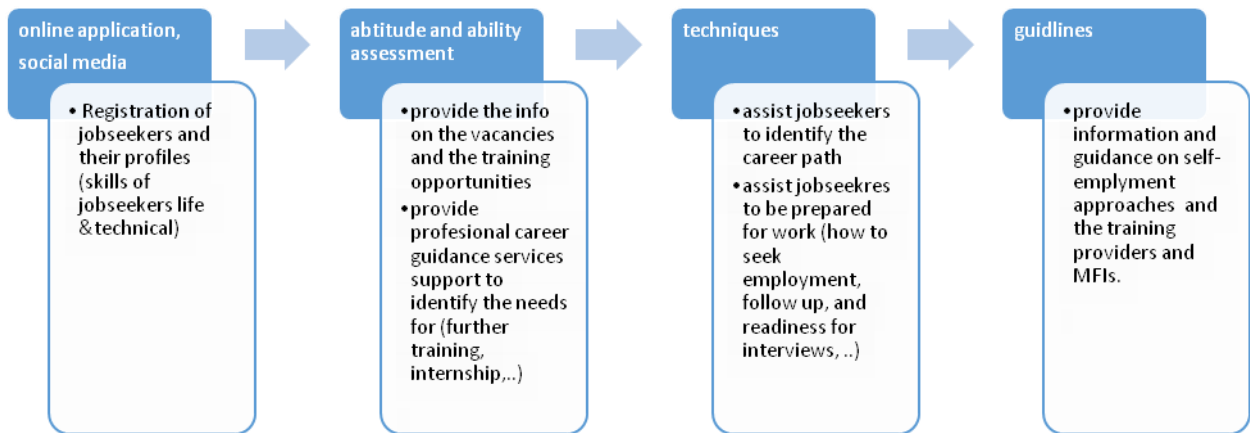
## Annex 3.

Stakeholders of the Employment Corner



source: Document of the Employment Corner - chamber of commerce/Ramallah and al-Bireh Governorate.

## Annex 4.

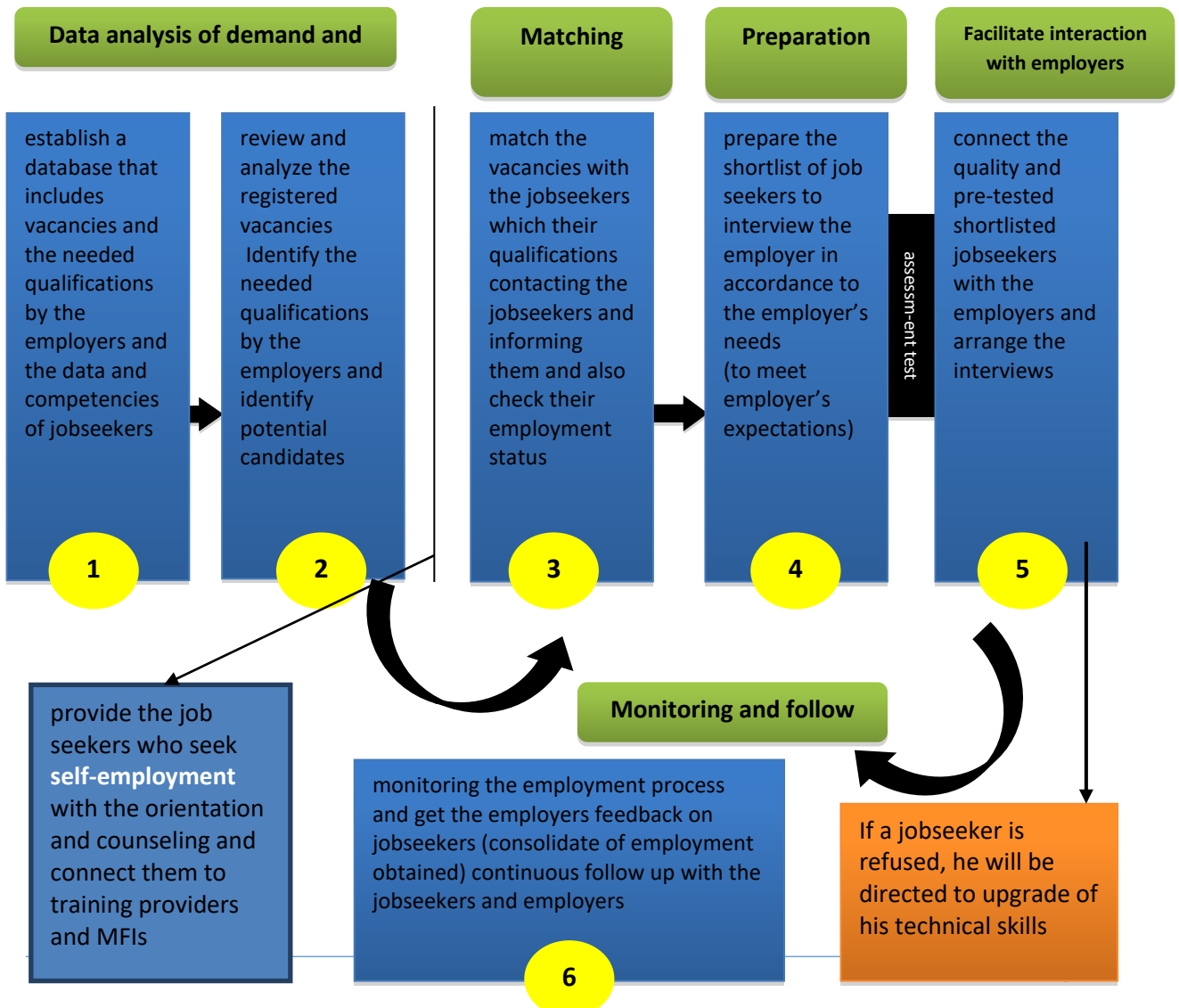


Services to employers: (demand)

source: Document of the Employment Corner - chamber of commerce/Ramallah and al-Bireh Governorate.

## Annex 5.

Services to Jobseekers



## Annex 6.

Summary of The results included detailed data on the training needs of workers in establishments operating in the city of Nablus and registered in the FPCCIA:

1. **Technical problems in the production process:** The results indicate that the establishments are facing technical problems in the production process, foremost among them: **shortage of trained man power.**
2. **Need for training courses:** Confirmation of a majority (100%) of the owners of the establishments in **need of training courses.** The majority (58.4%) stressed their need for administrative and technical courses.
3. **The needs of the labour market and the areas of future operation in the establishments:**
  - I. **The professions needed by the local labour market as a result of future professional development:** The study reflected the needs of the labour market and the future areas of employment in the establishments as a result of the future professional development as realized by the owners of the establishments operating in the city of Nablus, namely: construction work, industrial automation, craftwork, programming, e-marketing, food processing, Alternative energy, automotive electricity, and automotive mechanics.
  - II. **Areas of future operation expected in enterprises:** The most important areas of future operation expected in the establishments: the need for business management, electronic marketing, food processing, hairdressing, stone and marble industry, confectionery industry, skilled workers, industrial technicians, mechanics
1. **Satisfaction with the performance of the graduates of the TVET institutions and their absorption in the establishments:** The degree of satisfaction of the majority (70.0%) of the owners of establishments operating in the city of Nablus to the performance of graduates of TVET institutions was moderate.
2. **Training Needs**
  - I. **Crafts and professional courses:** Introduction to the requirements of professional training in operating establishments: maintenance of industrial machines, various industrial welding (oxygen, Stalin, point welding), and analysis and design of solar systems.
  - II. **Training requirements for the computer and its various applications:** Computer training requirements and its various applications for employees in establishments, which included: Methods of electronic marketing (preparation and management of marketing plans using computer), modern accounting and financial applications using computer (computerized accounting), CAD application skills, the ICDL, and multimedia technology.
  - III. **Training requirements for administrative aspects:** Introduction to the training requirements of the employees of the establishments: marketing and e-marketing, external procurement and import, customs clearance and taxation, commercial correspondence in English, customer service, management of SME projects and skills development of office management and modern secretaries.
  - IV. **Training requirements in language development:** In the forefront of the training needs in the field of language development for workers in the establishments: English, Hebrew, Turkish and Chinese.
  - V. **Training requirements in the field of tourism and hotel:** Tourism, hotel management, hospitality development, hotel hospitality, food and drink preparation, food and drink.

- VI. **Training Needs in Agriculture:** In the forefront of the training needs in the field of agriculture for workers in operating establishments: packaging of herbs and agricultural products, and the construction and processing of plastic (Green) houses.
6. **Participation in the training courses offered by the Chamber of Commerce and degree of satisfaction**
- I. **The level of participation of workers in establishments in training courses offered by the Chamber of Commerce:** The data indicated that only 10.3% of the employees in the establishments participated in the training courses offered by the Chambers of Commerce, and 89.7% did not participate in such courses. In contrast, the majority of the owners of establishments (99.6%) said that they are interested in the participation of workers in such courses in the future.
  - II. **Degree of satisfaction with the training courses offered by the Chamber of Commerce:** The study shows the indicators of satisfaction with the training courses offered by the Chamber of Commerce as realized by the owners of the establishments: which came in the forefront: satisfaction with the place of training, training methods, transfer of training experiences gained to the employees in the establishment, the efficiency of trainers, , Training tools, level of application of acquired skills in the field of work, followed by level of satisfaction with acquired training skills and training materials.

**The need for training courses for workers in establishments operating in the city of Nablus:**

%	NUMBER	NEED A TRAINING
%100	243	Yes
%0	0	No
100		Total

**Satisfaction with the performance of graduates of TVET institutions from the point of view of owners of establishments operating in the city of Nablus**

%	NUMBER	DEGREE OF SATISFACTION
%1.2	3	High
%95.9	233	Medium
%2.9	7	Low
100	243	Total

**Satisfaction with the performance of graduates of TVET**

**The degree of preference for the owners of establishments operating in the city of Nablus to employ graduates of TVET institutions:**

%	NUMBER	degree of preference
%29.2	71	High
%70.0	170	Medium
%0.8	2	Low
100	243	Total

**The degree of preference for the owners of establishments**



**Annex 7.**

The main objectives of Career Development Competency: (CDC) and their sub-components<sup>62</sup>:

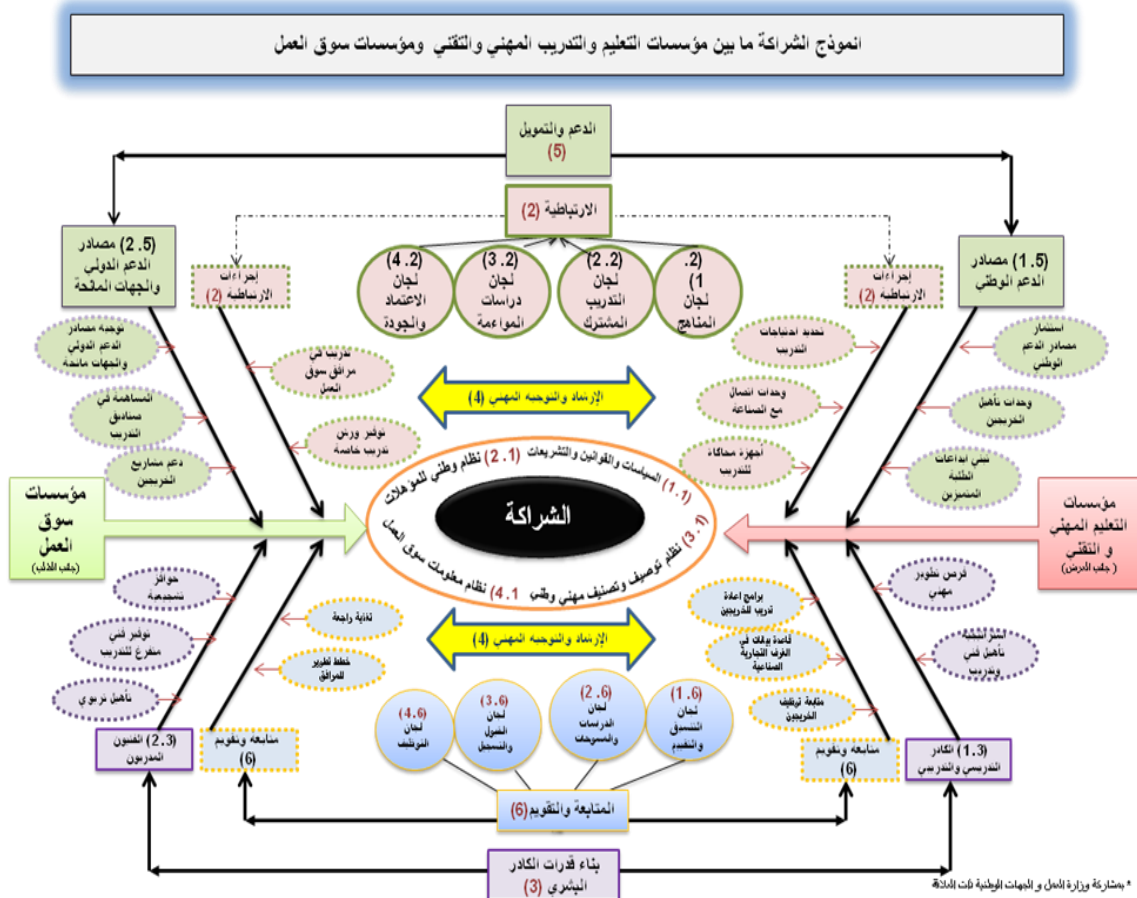
**Career Development Competencies**

Goal	Sub- Goal
I Self-Understanding and Social Skills	<ul style="list-style-type: none"> <li>Self-understanding/self-management skills</li> <li>Social competence (communication skills, interpersonal skills)</li> </ul>
II Understanding the World of Work	<ul style="list-style-type: none"> <li>Understanding the world of work</li> <li>Improve business ethics</li> </ul>
III Career Exploration	<ul style="list-style-type: none"> <li>Exploring educational opportunities</li> <li>Exploring career/career opportunities</li> </ul>
IV Career Design and Preparation	<ul style="list-style-type: none"> <li>Profession design</li> <li>Preparation for the profession</li> </ul>

Source: Ministry of Education. Republic of Korea “Goals and Indicators of School Career Education”. 2012

**Annex 8.**

Proposed model scheme for partnership between vocational and technical education institutions and labour market institutions<sup>63</sup>



<sup>62</sup> (2012). Ministry of Education. Goals and Indicators of School Career Education. Republic of Korea.

<sup>63</sup> Source: Jweiles, Ziad (2011). Unpublished Ph.D Thesis titled: “A Model for Building a Partnership Between the Institutions of the Technical and Vocational Education and Labour Market- in the Light of Reality and Contemporary International Experiences”, Amman Arab University, Jordan- Amman, 2011.



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Educational, Scientific and  
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## Enhancing Institutionalized Partnerships between TVET

### Institutions and the World of Work in Palestine

