



United Nations  
Educational, Scientific and  
Cultural Organization



European Union

A complex network diagram with numerous nodes and connecting lines, overlaid on a background of a spiderweb.

# **Analytical Review of Existing Tools and Mechanisms of Labour Market Information System (LMIS) for Education and Training Policy Making in Palestine**

**December 2018 | Ziad Jweiles (Ph.D)**

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This study is within the framework of UNESCO's Youth Employment in the Mediterranean (YEM) Project supported by the European Union (EU). This study is an analytical review of existing tools and mechanisms of labour market information system (LMIS) for education and training policy making in Palestine with the objective of anticipating the skills needed for the rapid changing labor market and to address the gap between supply and demand.

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# List of Acronyms

CGC	Career Guidance and Counselling
A(S)CO	Arab (Standard) Classification of Occupations
BTC	Belgian Technical Cooperation (Belgian Development Agency)
CVET	Continuous Vocational Education and Training
ECIB	Enhancing Capacities for Institution Building Program
EDSP	Education Development Strategic Plan
E2WTP	Education-to-Work Transition Project
ETF	European Training Foundation
EU	European Union
ESWG	Education Sector Working Group
FPCCIA	Federation of Palestinian Chambers of Commerce, Industry & Agriculture
HRD	Human Resources Development
GIZ	German International Cooperation/Gesellschaft für Internationale Zusammenarbeit
ISS	Industrial Secondary School
ITC-ILO	International Training Centre of the International Labour Organisation
ILO	International Labour Organization
JFA	Joint Financing Arrangement
JMS	TVET-Labour Market Joint Management Structure
KfW	Kreditanstalt für Wiederaufbau
LETC	Local Employment and TVET Councils
LM	Labour Market
LMIS	Labour Market Information System
LMS	Labour Market Survey
M&E	Monitoring and Evaluation
MAS	Palestine Economic Policy Research Institute
MIS	Management Information System
MoEHE	Ministry of Education & Higher Education
MoFP	Ministry of Finance and Planning
MoL	Ministry of Labour
MoSD	Ministry of Social Development
MoWA	Ministry of Women's Affairs
NDP	National Development Plan
NIET	National Institute for Educational Training



NGO	Non-Governmental Organization
NQF	National Qualification Framework
OECD	Organization for Economic Cooperation and Development
OPT	Occupied Palestinian Territories
OSS	One Stop Shop
PA	Palestinian Authority
PCBS	Palestinian Central Bureau of Statistics
PFI	Palestinian Federation of Industry
PMT	Program Management Team
POC	Palestinian Occupational Classification
PS	Private Sector
QA	Quality Assurance
ST	Steering Committee
TE-VE-VT	Technical Education - Vocational Education - Vocational Training
TFF	Technical and Financial File
TP	Training Provider
TVET	Technical and Vocational Education and Training
USAID	United States Agency for International Development
UNRWA	United Nations Relief and Work Agency for Palestine Refugees in the Near East
VTC	Vocational Training Centre
WB	World Bank
WBL	Work Based Learning

# Introduction

Palestine has a young population accounting for 72% of the total population<sup>1</sup> under the age of 30 years old. This place enormous pressure on social services and educational systems. Political instability and poverty threshold levels affect economic growth; likewise, labour force participation is around 40% consisting of large gender gaps and high youth unemployment. Technical and Vocational Education and Training (TVET) accounts for approximately 6% of total educational enrolments, which is well below the needs of the economy. The TVET system is perceived in a negative and unattractive light with an approach that is seen to be traditional and non-relevant in society. The negative perception and image reflect on the relevance of its provision for the labour market due to the inefficiencies and low quality; therefore, the revised TVET Strategy drives progress of reform in the sector. Since its adoption in 2009, several large achievements have taken place and have been achieved, specifically in: curriculum, human resource development, and labor market systems.

Despite the fact that donors and relevant development partners and stakeholders have achieved a high degree of cooperation, high-level governance of the TVET system remains an unresolved issue. Following the development of the skills forecasting model in Palestine, the European Union has extended their funds to UNESCO to implement a project entitled "Supporting Youth Employment in the Mediterranean (YEM) through improved skills anticipation systems and TVET promotion."

This intervention is aiming to address the challenges related to TVET sector in general, and LMIS, in specific. The main challenges identified are:

- Lack of appropriate labour market institutions with capacities to assess and anticipate the demands for skills;
- Lack of involvement of the private sector, regarding anticipation and identification of skills needs and matching skills demand and supply; and
- Fail of the TVET sector to attract youth to the TVET pathways.

In other words, the overall objective of the project is to support Palestine (Government, the private sector, the TVET providers and the youth organizations), in the design, implementation and evaluation of relevant TVET policies, strategies and programmes, which will contribute to increasing youth employment and entrepreneurship in the region. The project will achieve this through a consolidated regional and sub-regional approach. Annex (1) lists the objectives of the YEM Project.

*A mission from UNESCO HQ and Beirut Offices came to Palestine in the period 13-15 March 2018, to present the YEM project and brainstorm towards the way forward to address the challenges mentioned above. Besides, a roundtable discussion took place on the 15<sup>th</sup> of March at UNESCO Ramallah office*

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<sup>1</sup> [http://www.etf.europa.eu/Web.nsf/pages/occupied\\_Palestinian\\_territory](http://www.etf.europa.eu/Web.nsf/pages/occupied_Palestinian_territory)

# Background and Purpose

The objective of the mission is to detail and highlight the issues related to the project of “Youth Employment in the Mediterranean (YEM) project in Palestine”. In specific, the main objective is to outline the existing and emerging approaches for anticipating and assessing skills needs in Palestine, and the use of the information for decision-making, considering the status of education and training systems and of other forms of employment-related skills development in Palestine. Nonetheless, this report on the Review of the LMIS in Palestine is based on the findings of the consultant during special short-term contract with UNESCO, which was implemented in the period from March – May 2018.

The report is founded on the information collected by an analysis of interviews and reports received from stakeholders and key players in the TVET sector, governmental, public, development agencies and NGOs. This is in addition to an analysis of a set of publicly available documents and information. The information was enriched by numerous meetings and interviews with representatives of relevant stakeholders in the field of TVET sector and LMIS in Palestine. Annex (2) represents a list of these persons and institutions.

The report lists conclusions and recommendations of possible options for the governmental ministries, private sector organizations and federations. Likewise, the report details interventions in improving and expanding the use of LM Information for the future of UNESCO and the developmental sides.

The collected and analyzed information was developed in close cooperation, assistance and support with the respected staffs from UNESCO Palestine (Ms. Sonia Ezam and Mr. Pant, Tap Raj), UNESCO Beirut (Mr. Salim Shehadeh), and UNESCO Paris (Mr. Katayama, Hiromichi). These respected staffs provided excellent and detailed advice to assist in guiding the information in the report during the mission that has taken place in March 2018 onward. Likewise, this report aims to provoke a spark in further discussions and have an impact on the ongoing development to strengthen and modernize the Labour Market Information System LMIS in Palestine.

# YEM Country Profile: Palestine

## Key Economic Characteristics

Palestine has one of the highest population growth (2.6% in 2017) and fertility rates (4 children per women) in the region, although both indicators have declined over the past decade. The population of the West Bank and Gaza Strip was 4.8 million in 2016 (4.2 million in 2011). In addition, 1.4 million Palestinians live inside Israel and 5.6 million in exile. Despite a slight reduction since 2011, young people (15–24 age group) comprised 36.8% of the total population in 2016, making for one of the youngest populations not only in the region, but also in the world. While population growth is positive, it puts an enormous pressure on social services (education, health and housing) and the labour market, as well.

Palestine's GDP growth is severely constrained by political instability and difficulties in the progress of attaining peace, which results in strong fluctuations. Since the year 2000, GDP growth has ranged from extremely negative during periods of political instability (-12% in 2000-2012) to very positive (7.9% in 2011, 12.4% in 2015), slowing down to 5.4% in 2017. The structure of the economy is oriented towards services, which made up 73.3% of GDP in 2015, followed by the industry (22.5%) and the agriculture (4.2%). The Palestinian economy is largely dominated by small and family-owned enterprises. Some 82% of Palestinians are employed by small and medium-sized enterprises. Small enterprises in the very large informal sector are an important source of job creation, which nevertheless remains limited. The business environment of Palestine is not favourable. Palestine is situated very low in the World Bank's Ease of Doing Business Index, ranking 140 out of 190 economies in 2016 to reach 114 out of 190 in 2017. The difficult economic and labour market situation, characterised by a low job creation, pushes many Palestinians towards migrating-on. This pressure is translated into a growing demand for higher education, as most see a university degree as the best route to work in outside.

## Overview of the TVET System in Palestine

TVET Level	TVET Institution	Supervision	% of entrants (compared to other entrants to the system)
Vocational Education	Vocational Schools	MoEHE	3-4%
Technical Education	Technical/ Community colleges	MoEHE	5%
Vocational Training	Vocational Training Centers	MoL, MoWA, MoSA,	NA <sup>2</sup>

<sup>2</sup> As the entrants to the vocational training scheme are with various educational levels and from different ages, and due to the fact that the training programs are considered under the non-formal TVET sector, in terms of entry requirements, it is not feasible to state accurately the percent of those entrants with respect to their society. However, the MoL does have statistics about the training programs and the number of participants who are benefiting from them.

About 3% of the youngsters opt for formal vocational education at the secondary level (4.2% for males and 0.6% for females) (Ministry of Education 2016, 65). Adding those who are enrolled in technical education at a college level and vocational training schemes (non-formal education), one reaches as much as 15% of the total youth population between 15 and 29, what is still considerably below the regional and international norm. The reasons for this low number of enrolments can be found in a cultural tradition that respects intellectual competences over technical skills (explained further below). Most parents in Palestine prefer to send their children to general education that prepares them for university or a tertiary education degree.

There is a national interest by the government, the ministries and the private sector in TVET, including the launch and integration of TVET courses in grades 7 to 9 of the basic education, in addition to the decision of starting the TVET from grade 10 rather than grade 11.

## Institutional Context

Various structures in Palestine provide TVET: The Ministry of Education and Higher Education (MoEHE), the Ministry of Labour (MoL), Ministry - Commission- of Ex-Detainees, and the Ministry of Social Affairs (MoSA). In addition, and may be - typically for Palestine - by the NGO-VET League and the UNRWA. There is a large number of private providers of TVET, both for profit and non-profit. The entire system of TVET is supervised by the two ministries (MoEHE and the MoL). TVET reviewed strategy in 2010 has called for the quality and relevance of TVET and indicated the importance of TVET-Labour Market relations. Recently the Higher Council for TVET was activated.

TVET institutes are graduating over 10 thousand graduates annually in more than 70 fields of training (BTC 2013), with unequal access based on gender and localities. The two key issues arise: the high demand for skilled workers and the limited capacity of institutes that cannot meet the market demands. When assessing the demands of business owners, 21% of enterprises reported suffering from a lack of qualified and trained workers within the first three work levels in fields where training is not provided or not enough, or advanced technology is affecting the profession (BTC 2013).

## Requirements and Challenges

In general, the transition from general education to VET is governed by the traditional schemes for example, an individual's success in the 10<sup>th</sup> grade to enter the vocational school, either to the vocational stream or the applied one, leading to the Tawjeehi<sup>3</sup> Certificate in the stream. Also, entering the Tertiary TVET colleges requires the success in the Tawjeehi. Entry into the vocational training is somewhat flexible, as the entrant could go to the non- formal (vocational) training scheme, with almost no restrictions of pre-certificate or any other entry requirement; likewise, there is sometimes flexibility regarding age. Moreover, the progression to and between levels does have pre-conditions to administer the process. This issue is governed by what is called bridging between educational levels that the MoEHE had set up relevant regulations (explained below). These

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<sup>3</sup> Tawjeehi is the name of the General Secondary Certificate Examination- which has been re-named as Al-Injaz (achievement) Examination.

measures are equally applied to all students, including those who are categorized as with special needs or disadvantaged (economically, socially, or otherwise). However, the challenges standing in front of those disadvantaged groups are the factors connected to the suitability of the available infrastructure that allows them to have easy access to the premises of the centers.

In some cases, the travelled distance between their homes and VET centers and their economic conditions, being from the groups living under the poverty line, are substantial reasons for keeping them away of the training sector. Needless to mention the obstacles by Israeli occupation and by-pass roads that make the lives of families and their kids difficult. The recently established TVET institutions are taking care of some of these issues, such as incorporating a suitable infrastructure for individuals with special needs. Likewise, some TVET schools coordinate with a transport company to move between the city and the institution at specified times and with reduced fares, but this is not well applied or institutionalized on a vast level. Educational attainment above secondary among youth 2014 is 50.2; 44.5 males and 56.1 female (Palestine 2030 Demographic change: Opportunities for development summary report December 2016)

## Conclusions of the TVET System in Palestine

TVET in Palestine is mainly delivered as part of initial education followed by ten years of basic education. Public services provide most of the training through a variety of channels:

- Non-formal vocational education and training provided by Vocational Training Centers (VTCs) run by the Ministry of Labour and NGOs. The 15 VTC's (in Gaza and West Bank) are managed by the MoL, providing initial vocational training courses of 6-12 months' duration for young people above 15 years old. The non-formal nature of these programmes does not offer VTC graduates any pathway to re-enter formal education and access tertiary education.
- Secondary vocational education (grades 11–12), provided by the Ministry of Education and Higher Education (MoEHE). Enrolment in vocational streams represents only about 6.6% of the total numbers in secondary education. Vocational schools provide two-year vocational educational programmes in both applied and academic streams<sup>4</sup>. Only students graduating from the academic streams can sit for the General Secondary Education Examination or 'INJAZ', to access higher education, in a community/technical college or university.
- Technical education provided by community and university colleges in the form of two or four-year programmes leading to a diploma, or Bachelor, respectively.
- Second chance training for young people, provided by the Ministry of Social Development, Ministry of Women Affairs and some NGOs.
- Further training and retraining for adults, provided by NGOs, continuing education departments at higher education institutions, various other governmental agencies, professional employer and employee associations, and companies (in the form of in-service training).

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<sup>4</sup> Though the MoEHE has replaced the applied stream with the apprenticeship scheme, as from the new scholastic year 2018/ 2019.

- Non-formal TVET education for the refugee population. The UNRWA has its own vocational training centres and provides post-secondary TVET education through its own colleges. Moreover, UNRWA has their own system for the Career Guidance and counselling (PCGS).
- Palestine has been trying to set up an effective governance model to overcome the long-standing fragmentation of TVET- LM sector. A first crucial step was the revitalisation of the Higher TVET Council for TVET. This move, however, seems to be positive, given the strong commitment that has already been demonstrated by all the key private and public actors to cooperate and formulate common policies. Following this strategic change at the end of 2015, rapid progress is being made, and the legal frameworks for the Higher Council and its Executive Board have taken place. Most importantly, it will be crucial that the private sector feels the ownership of this body to re-direct the orientation of the sector from the supply to the demand side.
- The reactivation of the Higher Council for TVET is the latest attempt to agree on a high-level governance model. A Development Centre is being implemented under the auspices and hierarchal structure of the Higher Council for TVET. Its mandate is to define new policies within the framework of TVET reform. In addition to performing an operational role, it will also play a key role in providing policy advice. Discussions about a TVET law are ongoing. The TVET law would be the appropriate tool to formalize the new governance framework and would also provide an anchor for the new core processes (e.g., curriculum development and quality assurance) developed in the context of TVET reform.
- In September 2017, the Development Centre, which is the technical arm of the Higher TVET Council, was officially established. It aimed to provide consulting services, research, monitoring and evaluation. It will also develop relevant tools and standards in line with the directives and policies of the Higher Council and its Executive Board. When the structure is effectively operational, it is expected to have a major impact on the TVET sector, as it will become the driving force and national regulator of all TVET-related policies, reforms and activities in Palestine.
- From a governance perspective, the establishment of the Development Centre might be put at risk if not given the proper responsibilities and adequate resources for the professional operation.

## Labour Market Context and Relevance of TVET

The Palestinian Government has developed strategies to enhance national competitiveness in the industry, agriculture, housing, and tourism as levers of economic development. All these sectors need better-qualified human capital. Through the work of the Palestine Trade Centre (PALTRADE), the Palestinian government has developed a national export strategy and nine sectoral export strategies (stone and marble, fresh fruits and vegetables, olive oil footwear and leather, furniture, processed meat, textile and garment, ICT, and tourism)<sup>5</sup>. In each sectoral strategy, skills development is a focus of a specific chapter.

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<sup>5</sup> Source: European Training Foundation (2017). Palestine: Country Fiche.

# Contribution of Industries: Growth and Employment

## Status of employment in the labour market: by trade and by occupation

- The labour force participation in Palestine for both male and female have a good percentage, the percentage reaches around 87 in the Media and Information sector which is the highest, while the lowest percentage is in Law (about 67). Table (1) below details the specialization share for both males and females.
- The Private Sector is the main employer in Palestine with a percentage of 67% of the total employees while the Public sector employs about 21%, and the details are in Table (2).

**Table 1. shows the Labour Force Participation Rate by Sex, 2017**

Specialization	Labour Force Participation Rate by Sex		
	Both Sexes	Females	Males
Education Science and Teacher Rehabilitation	74.2	70.5	85.3
Humanities	68.9	64.2	76.3
Social and Behavioral Science	76.1	65.5	89.2
Mass media and Information	86.8	73.7	96.2
Business and Administration	79.5	61.4	93.7
Law	67.4	43.8	77.4
Natural Sciences	76.5	73.4	81.8
Mathematics and Statistics	82.4	75.0	92.8
Computer	80.8	62.3	97.7
Engineering and Engineering Occupations	83.2	76.4	85.3
Architectural and Construction	84.3	85.3	84.0
Health	81.0	70.7	89.9
Personal Services	76.2	51.7	95.0
Other Specialization	72.2	59.8	88.3
<b>Total</b>	<b>76.9</b>	<b>66.5</b>	<b>88.3</b>

**Table 2. Percentage Distribution of Employed Individuals by Sector, 2017**

Sector	Palestine	Gaza Strip	West Bank
Public Sector	21.4	36.3	15.3
Private Sector	65.6	63.7	66.3
Settlements & Israel	13.0	-	18.4
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>



However, the highest percentage of employees is found in the Commerce and services sectors, mainly in Hotels and Restaurants, reaching a percentage of about 29%. Table (3) lists the percent of employees as per the sector, and Table (4) shows the percent of employees as per the occupation, for both males and females, in the West Bank and Gaza Strip.

**Table 3. Employees in different sectors, 2017**

Economic Activity	Region		
	Palestine	Gaza Strip	West Bank
Agriculture, Hunting & Fishing	11.0	10.1	11.4
Mining, Quarrying & Manufacturing	17.4	11.0	19.6
Construction	26.9	10.4	32.6
Commerce, Hotels & Restaurants	28.4	37.9	25.1
Transportation, Storage & Communication	6.7	14.0	4.1
Services & Other Branches	9.6	16.6	7.2
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>

**Table 4. Employees in different Occupations, 2017**

Sex and Economic Activity	Place of Work			
	Total	Israel and Settlements	Gaza Strip	West Bank
<b>Males</b>				
Agriculture, Hunting & Fishing	6.5	7.6	5.8	6.7
Mining, Quarrying & Manufacturing	13.5	13.1	6.5	17.4
Construction	20.0	62.5	6.6	15.8
Commerce, Hotels & Restaurants	23.3	11.1	23.2	26.6
Transportation, Storage & Communication	7.3	2.4	9.4	7.4
Services & Other Branches	29.4	3.3	48.5	26.1
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Females</b>				
Agriculture, Hunting & Fishing	7.7	8.2	2.6	9.5
Mining, Quarrying & Manufacturing	10.7	8.6	3.8	13.2
Construction	0.9	6.2	0.7	0.8
Commerce, Hotels & Restaurants	11.9	18.9	6.9	13.6
Transportation, Storage & Communication	2.4	-	1.8	2.6
Services & Other Branches	66.4	58.1	84.2	60.3
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Both Sexes				
Agriculture, Hunting & Fishing	<b>6.7</b>	7.6	5.4	7.2
Mining, Quarrying & Manufacturing	<b>13.1</b>	13.0	6.1	16.6
Construction	<b>17.2</b>	61.6	5.8	13.0
Commerce, Hotels & Restaurants	<b>21.6</b>	11.2	21.0	24.1
Transportation, Storage & Communication	<b>6.5</b>	2.4	8.4	6.5
Services & Other Branches	<b>34.9</b>	4.2	53.3	32.6
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

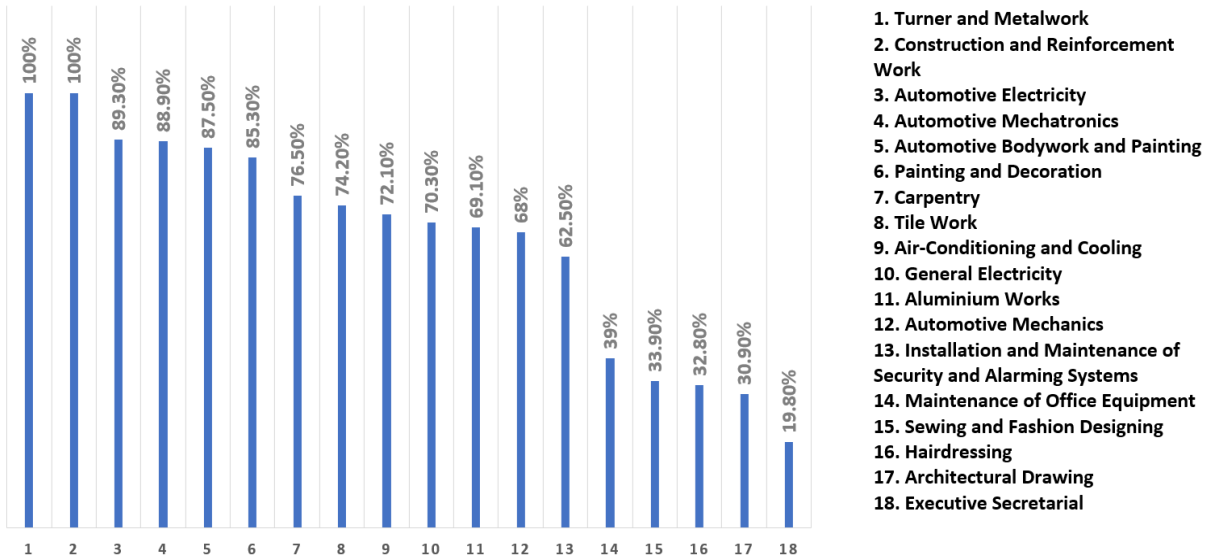
### Employment Rate:

Graduates from the various technical fields found a job as per the percentage in table (5) below.

**Table 5. Employment rate per field of training**

Field of Occupation	% employment
– Turner and Metalwork	100%
– Construction and Reinforcement Work	100%
– Automotive Electricity	89.3%
– Automotive Mechatronics	88.9%
– Automotive Bodywork and Painting	87.5%
– Painting and Decoration	85.3%
– Carpentry	76.5%
– Tile Work	74.2%
– Air-Conditioning and Cooling	72.1%
– General Electricity	70.3%
– Aluminium Works	69.1%
– Automotive Mechanics	68%
– Installation and Maintenance of Security and Alarming Systems	62.5 %
– Maintenance of Office Equipment	39%
– Sewing and Fashion Designing	33.9%
– Hairdressing	32.8%
– Architectural Drawing	30.9%
– Executive Secretarial	19.8%

### EMPLOYMENT RATE PER FIELD OF TRAINING



# The Societal Context and the Characteristics of the Labour Market in Palestine

## Participation of Women in the Economy

The participation of women in the formal economy in Palestine is extremely low and just above 16%: "Inactivity is the dominant economic activity status among young women, and the reasons for their inactivity differ from those of young men. The second most frequent reason for female youth to be inactive after education is family responsibilities or housework which represents 30% of all inactive young women."<sup>6</sup>

## General context

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The socioeconomic environment in Palestine suffers from the political and economic restrictions imposed on Palestinians because of the Israeli occupation.

Therefore, the economic situation is bleak and declining, the ability of the private sector to function let alone thrive is limited. The Palestinian economy remains highly dependent on its public sector, which is good for 21.6% of employment (36.4% in Gaza Strip and 15.4% in the West Bank).<sup>7</sup> The financing of this sector is highly dependent on external budgetary support. Longer-term reforms, which are key for the Palestinian Economy, and the sustainability of the PA, still need to be addressed. More efforts will be therefore necessary on the side of expenditures, with the PA's wage bill (15% of GDP) amongst the highest in the world.

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

The unemployment among labour force participants increased with a full percent from 25.9% in 2015 to 27.2% in 2017. The official unemployment rate was the highest in Gaza Strip topping 48.2% compared to 13.2% in the West Bank. Unemployment has also a strong gender dimension: the

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<sup>6</sup> Torino Process Report for Palestine, 2016.

<sup>7</sup> Press Release on the Results of the Labour Force Survey in Palestine, 2016. Palestinian Central Bureau of Statistics (PCBS), 16 February 2017.

unemployment rate for males in Palestine was 24.4% compared with 40.1% for females in 2017. The highest unemployment rate was among youth aged 20-24 years reaching 43.2%. For years of schooling, the highest unemployment could be found among females with 13 years of schooling, which reaches 50.6%. In addition, the disparity in labour market participation rate between men and women is extremely high: 71.6% for males compared with 19.3% for females. All these results must be treated with considerable caution, as it is most probable over 50% of the economy is informal in Palestine with less than 25% of the employees benefitting from a written contractual agreement:

“Informal employment is the norm for virtually every young employed person in Palestine. The majority of employed youth (57.4 per cent) held an informal job in the formal sector and 37.6 per cent worked in the informal sector. Only 5.1 per cent of employed youth were in formal employment”<sup>8</sup>.

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

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

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<sup>8</sup> For a more detailed look into the socio-economic situation of youth in Palestine, refer to a report of the ILO: Tareq Sadeq, 3 - *Labour market transition of young women and men in the Occupied Palestinian Territory. Results of the 2015 school-to-work transition survey*, July 2016.

In the meantime, the challenging macroeconomic context seriously affects labour market outcomes. Though labour market participation has increased (45.8% in 2016, against 43% in 2011), this does not translate into higher employment. Activity and employment rates are particularly low for women (19.3% and 10.7% respectively). The labour market is highly gender-segmented. Employment data shows a very extensive gender gap, reaching 45 percentage points in 2016. Women can access a very limited number of low-growth sectors of the economy, which are unable to absorb new female labour market entrants. Cultural resistance compounds the problem where, families are not willing to allow women to travel and there is a lack of social policies such as childcare. In addition, micro and small enterprises are reluctant to hire women. This leads to a persistently high rate of female unemployment in recent years. Aggregate unemployment is very high (26.9% in 2016) and increasing for both, men and women (22.2% and 44.7%), with female unemployment growing dramatically from 2011 by 13.3 percentage points. Youth unemployment is also high (41.7% of unemployment rate for 15-24), reaching a dramatic figure of 65.9% among young women. Poor labour market outcomes for young people combined with high dropout rates lead to a large proportion of young people not in employment, education or training (NEETs), reaching 32.3% in 2016.

While the education and training system does not provide the Palestinian economy with the number of technicians and skilled workers it needs, efforts on the part of the Palestinian Authority (PA) and individuals to increase access to higher levels of education have had a limited effect on employment. The overall unemployment rate for highly skilled people (52.2% in 2016) is significantly higher than for other skills levels. While it has been decreasing over recent years (58.7% in 2011), it demonstrates the limited capacity of the economy to create high-quality jobs. While tertiary education significantly increases female activity and employment, it also raises unemployment, which confirms the weak performance labour market and the greater vulnerability of educated women.

The public sector is still a significant employer, comprising 21.6% of total employment in 2016. However, its capacity is currently subject to limitations. Until 2011, it had an annual growth of 5% and absorbed many unemployed youths to reduce the risks of instability. However, in the framework of the Palestinian National Development Plan, public employment has been capped to a net increase of 3,000 jobs per year, mainly affecting the education and health sectors.

Entrepreneurship is seen as a possible solution for unemployment, but it would need an enabling environment and investment in developing entrepreneurial capacities. Currently, self-employment accounts for 30.5% of total employment (2016). A transition from the informal to the formal sector is extremely limited. The World Bank calculated that in 2014 about 81.2% of the Palestinian labour force (both formal and informal) did not contribute to any social security scheme.

## Access to Work through Business Creation: Self- Employment and Entrepreneurship

Since 2010, the MoL and through the support of the ILO introduced a new training methodology to create awareness about entrepreneurship among its VTCs trainees and provide them with the essential tools to establish their own business; KAB (Know about Business) program was integrated into the initial training programs in all VTCs. In 2011, the MoEHE followed the MoL in accommodating the KAB curricula in the programs of its vocational schools and then in the technical/ community colleges.

In all new curricula, elements of entrepreneurship are integrated into the learning units. KAB programme by the ILO is one of the examples of incorporating the aspects of entrepreneurship in the levels of education.

KAB – Know About Business Program in cooperation with ILO was implemented at 11<sup>th</sup> grade – Vocational stream since 2011. It aimed to build the capacity of trainers and prepare them to teach entrepreneurship skills in vocational programs. KAB is a training methodology to create awareness about entrepreneurship among youth.

Partnership programs were established between vocational institutions, the private sector, to support entrepreneurship among young people

In addition, since 2016 MoL with the partnership of IYF and CYEE embedded the life skills within its programs according to the Passport to Success international program.

Through the Networks of Mediterranean Youth (NET-MED Youth) project, funded by the European Commission, UNESCO supported the development of capacities in undertaking skills forecasting work in 2014-17. The main achievements in Palestine are as follows:

**Employment projections by industry:** There is no macro model as such. The Palestinian Central Bureau of Statistics (PCBS) produced consistent projections of Gross Value Added/GDP (but these are not available to outside organizations). A bridge was built between System of National Account (SNA) classification (used for GDP measurement) and ISIC classification used by the Labor Force Survey. Preliminary forecasts 2016-2020 were achieved using trend regression and expert analysis by industry. Final forecasts were achieved by benchmarking the results to the IMF economic growth scenario for Palestine (IMF scenario published in August 2016) while preserving the share of each industry in the total as calculated in the preliminary forecast.

**Employment projections by occupation:** Occupations are categorized using the ISCO-08 system, for a total of 43 occupations (at the 2 digits level). Quantitative information feeding these categories includes employment projections by industry and by occupation, and growth and replacement determinant factors. The average of 2012, 2013 and 2014 occupational structures (proportion of each occupation in total employment for each industry) was used to estimate the occupational structure of each industry. Total employment for each industry was allocated by

occupation by multiplying that total employment by the proportion of each occupation in each industry. The occupational structure was assumed to remain constant over the forecast period.

**Supply-side projections:** Annual Demographic Projections up to 2020 produced by PCBS. Participation rates forecast by age group. Data validated by an appropriate institution. Separate projections of TVET and higher education graduates.

**Key findings from the initial projections:** GDP growth will likely lead to stagnant per capita incomes and rising unemployment. Between 2016 and 2020, about 198,047 jobs are forecast (excluding replacement demand). Replacement demand will continue to account for nearly half of the total job openings. Labor force growth will progressively exceed job creation. The main issue is lack of job creation rather than skills mismatch.

The attempt to set up a **systemic M&E function** for the TVET sector by MoL and MoEHE had mixed results. The primary outcome of the initiative in 2017 has been the finalisation and formal approval of a monitoring framework (including a list of indicators to be monitored on a regular basis). The establishment of the Development Centre could provide a new start for the initiative. Indeed, one of the first units to be established should be that in charge of the M&E of the TVET system.

## Key Elements of Progress

In the first quarter of the year 2015, the LET Councils (full details for them follow in the report), started the initiative of youth entrepreneurship lending, the amount of the loan up to \$100,000 for three persons and more, and \$5000 for individual enterprises (one employee only), for three years duration and a grace period of 6 months. The most prominent condition to meet by the applicant is being unemployed, or poorly employed, and being registered on LMIS.

LET Councils were also involved in bringing together the TVET institutions and businesses from the labour market. A national steering committee was established from the Ministries (MoL & MoEHE), Private sector (FPCCIA & PFI), GIZ and BTC, to evaluate the submitted proposals of the GIZ TEP and BTC ECIB programmes.

Furthermore, with the help of an Italian loan of 20 million USD, Micro credit fund, employment and social fund provide credits for micro and small enterprises and start-ups.

**More information about Entrepreneurship can be obtained from a Workshop Report conducted on 23 January 2018 about:** Entrepreneurship and Job Creation- Program of the Belgian Development Agency – Enabel (<https://www.enabel.be>).



# Work Based Learning (WBL)

As mentioned earlier, the unemployment rate of Palestinian youth is very high. There is a mismatch between the labour market needs and the skills and competencies of graduates who enter into the labour market at the end of their education and/or training. Nearly all graduates have academic degrees and are facing great difficulties in obtaining employment, some remaining unemployed. On the other hand, less than 3% of the total students' population attend TVET education. The labour market needs a higher volume of skilled young people with a TVET degree making them specialized in a specific line of work. On the contrary, TVET seems still to be a second or last option for students. There is a mismatch between the skills and competences needed by the labour market and those developed in the formal TVET system. Programmes do not allow students to gain real work experience before their employment. The ECIB programme with the support of the Belgian Development Agency (BTC and recently re-named as ENABEL<sup>9</sup>), is most relevant by promoting and supporting different forms of work-based learning (WBL)<sup>10</sup> schemes in Palestine. It offers the chance for students to acquire real work experience during their training. It also provides TVET institutions and the private sector with the opportunity to define the skills and competences that are needed. Likewise, it revises and develops new programmes according to the real needs of the LM and better matching those skills.

The TVET sector has a solid and close connection to the labour market and can establish cooperation between TVET institutions and the private sector for mutual benefit. With WBL and the connection between the TVET sector and the LM, the cooperation and collaboration prove to be more feasible and sustainable as it is also more relevant. Close collaboration was established between TVET institutions and private sector organisations has been reinforced after the implementation of the Belgian - funded WBL scheme. Some forms of collaboration had been developed in previous programmes existed before, not only in BTC/ENABEL interventions. However, it became more relevant with ECIB, and closer to the needs of learners and private sector that participated in the WBL initiatives. TVET programmes within the initiatives were designed or revised according to the needs of the labour market better matching skills needed. Considering the labour market needs, not only are learners provided with the opportunity to learn what they really need in a workplace, but also the private sector benefits with well-trained individuals with competences needed for the workplace and no need for additional training.

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<sup>9</sup> (BTC, 2016), Assessment of Informal Apprenticeship in Palestine **Enhancing Capacity for Institution Building (ECIB) Program** In consultation with MOL, MOEHE and ILO- a study report Conducted By: OPTIMUM for Consultancy and Training.

<sup>10</sup> The provided material here summarizes the situation of the WBL in Palestine. However, more detailed information regarding the WBL scheme could be found from: (BTC, 2016). **BTC Results Report- ECIB. ENHANCING CAPACITIES FOR INSTITUTION BUILDING PROGRAM**, BTC (2016): Midterm Review Report: MTR Final Version. REPORT OF THE MID-TERM REVIEW OF THE INTERVENTION ENHANCING CAPACITIES FOR INSTITUTION BUILDING PROGRAMME- July 2016.

## Types and characteristics of apprenticeship and WBL schemes in Palestine

The table below summarizes the different types of apprenticeship schemes existing in Palestine, including the different characteristics of each type. Annex (4) describes the definition for each type, extracted from a BTC (2016) document<sup>11</sup>.

### Work-Based Learning Characteristics and those existing in Palestine

WBL Schemes	Wages	Legislative Frame work	Work- place based	Programme of learning	On- the-job training	Off- the- job Training	Formal assessment	Recognized certification	Duration	Availability
Traineeship	Maybe	-	yes	-	Maybe	-	-	-	Variable	<b>Yes</b>
Internship	Maybe	-	yes	-	Maybe	-	-	-	Variable	<b>Yes</b>
First job Experience	Maybe	-	yes	-	-	-	-	-	Variable	<b>Yes</b>
Formal school-based apprenticeship	Maybe	-	yes	Yes	Yes	yes	Yes	Yes	Fixed	<b>Yes</b>
Formal company-based apprenticeship	Yes	Yes	yes	Yes	Yes	yes	Yes	Yes	Fixed	<b>No</b>
Informal company-based apprenticeship	Pocket money or in kind	-	Yes	-	<b>May be</b>	-	-	-	<b>Variable</b>	<b>Yes</b>

Source: BTC- ECIB (Enhancing Capacities for Institution Building (ECIB) Programme) Inception Study 2015: Table 2 on p. 10: Work-Based Learning Characteristics and those existing in Palestine

All types occur with the exception of formal company-based apprenticeship. On the formal TVET side, school-based apprenticeship actually exists in only four institutes. In 2015, only 253 students graduated (193 males and 60 females) from these four institutes (BTC 2017, 19-20). A small number of other institutes provided long-term internships, while colleges and other TVET institutes provided traineeships and internships. The first job experience schemes, with matching fund to support temporary employment for graduates, were all project based.

<sup>11</sup> (BTC, 2016), Assessment of Informal Apprenticeship in Palestine Enhancing Capacity for Institution Building (ECIB) Program In consultation with MOL, MOEHE and ILO- a study report Conducted By: OPTIMUM for Consultancy and Training.

## Overview of the WBL

Work- Based Learning programs are funded by Belgium and executed by the Belgian Development Agency (BTC). Small grants up to €10,000 for existing vocations, and €20,000 for new ones are given to joint initiatives of TVET institutions and private sector companies to develop WBL schemes whereby students spend a part of their training in companies while doing real work under the supervision of a trained mentor. The grants (70% for the TVET institution and 30% for the companies), are meant to cover the extra costs related to the development of WBL schemes. A matching scholarship fund must facilitate the access to the program for disadvantaged youth. In addition, nearly at the same period, German Chamber of Crafts Cologne supported a study for Palestinian Chambers Training Needs Assessment and appointed (9) staff members in (9) chambers of commerce as leaders of newly established TVET Units across the West Bank.

The work-based learning (WBL) model implemented at all levels of TVET is successful. The model has been positively accepted by both providers and employers, 82 initiatives implemented at 50 TVET institutions (TCs, VSSs, and VTCs) - in West Bank, East Jerusalem and Gaza, with partnership of 350 companies where around 2600 trainees graduated. Trainer, Trainee Manuals for mentors and craftsperson, Log Book for trainees were produced in addition to Coaching WBL Manual with the annexes for TVET institutions, WBL Strategy and the WBL Legislation should be finalized by the end of April 2018. Initial doubts about the sustainability of such model in a country with a clear majority of micro and small enterprises have been dispelled and the WBL model has been formally established in both the MoEHE and MoL. According to data gathered during interviews and field visits, the employability of WBL students was between 70 and 80%, including also self-employment and opening own businesses. Besides, the matching Scholarship Fund gives the opportunity to assure the participation of underprivileged groups. Annex (5) provides some facts and figures as quoted from the (ENABEL) Evaluation Report of the WBL, while Annex (6) represents a matrix for **Effective implementation of WBL**- the situation of Effectiveness on Strategic and Operational levels for the WBL<sup>12</sup>.

## The Dual Studies Program at Al-Quds University: A Leading Program in Palestine

"Dual studies" is an educational system that combines the theoretical study with the practical application. Al-Quds University launched the Dual Studies in 2015 with funding from the German Government through GIZ. Dual Studies have been designed to contribute to raising the professional level of the Palestinian youth and providing good jobs for students after graduation. Moreover, it aims to bridge the gap between the academic educational outcomes and the needs and requirements of the Palestinian labor market. Dual studies is being implemented along the lines of the German experience which mainly depends on the integration of academic study and linking students in the work environment since the first day of enrolling to the specialty. All of which provides students with the opportunity to study at Al-Quds University as well as have the chance to practice the profession

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<sup>12</sup> BTC (2016). **REPORT OF THE MID-TERM REVIEW OF THE INTERVENTION ENHANCING CAPACITIES FOR INSTITUTION BUILDING PROGRAMME- Final Report / July 2016**

their studies suggest in one of the specialized Palestinian companies throughout the bachelor years. Dual Studies, representing a concrete scheme of the work-based learning; WBL, puts a priority to encourage the participation of women at the same level of male students. <http://www.ds.alquds.edu/en/>.

### **The benefits to enrolling at the Dual Studies**

- Gain practical experience in addition to theoretical study by working in specialized companies since the first day of study.
- Learning and working in small groups, which helps raise the efficiency of students.
- Students receive the skills and abilities required in the Palestinian labor market depending on their professional field.
- Students receive a monthly allowance offered by the Palestinian partner companies during the practical period students spend with them.
- Students receive intensive classes in English language.
- Students have the chance to learn German.
- Distinctive students get the chance to receive short-term apprenticeships in German Companies.
- Dual Studies' students have better work chances than others due to the practical experience gained during their course of study.

### **The benefits to the Palestinian partner companies**

- Get the opportunity to participate in determining the educational objectives and the development of the curriculum according to the needs of the labor market.
- Allow companies to address potential educational problems in collaboration with the academic support.
- The companies become the link for the latest developments in the academic specialties and scientific innovations.

Ensure the graduates ability to work directly, in addition to master the English language and have a decent level of knowledge in German.

A list of the (126) Private sector companies participating in the implementation of the Dual Studies program at Al-Quds University could be found at: (<http://www.ds.alquds.edu/en/about-dual-studies/partners.html>).

Designed jointly between the GIZ and Al-Quds University/ Abu Dis, its main aim is to apply the program in full partnership between the education and the labour work, represented by companies and factories. A KICK-OFF event for the program has taken place on the 11<sup>th</sup> of February 2015, at Al-Quds University/ Abu Dis. The main title of the event was: "Discussion forum with Palestinian companies interested in the Dual Studies Programme". 56 students enrolled in the program at its first stage.

## Transversal Themes

Relevance is also reflected through support to transversal themes. Support has been provided to the empowerment of female students through the institution's initiatives that encourage them to participate (nearly half of participant in the WBL scheme are female). An important aspect of it is provision of scholarships that allow them to attend training.

## Ownership

There is a strong feeling of ownership of the project in both ministries, the focal points and in the Thematic Working Groups. The ownership is strong in TVET institutions that developed the new initiatives and established links with the private sector. The WBL approach offered them a window of opportunity to provide TVET of higher quality, based on the local labour market needs and develop their own capacities. Some TVET institutions also continued the development of the new programmes on their own as it gives them also a comparative advantage on the market. There is also a feeling of ownership in the private sector, in the companies or associations that participated in the WBL initiatives. They expressed their need to participate more actively in the earlier phases, revisions of existing TVET programmes or development of new ones, to be more sensitive to the needs of the labour market.

# Curricula Development

There is slow but continuous development of new core processes, such as **competence-based education, partnerships with private sector, quality assurance, continuing Vocational Training (CVT)**. The complexity of the situation in Palestine and the limited capacity to run the revised TVET system, has not led to immediate and sustainable results. The national stakeholders still lack the capacity to run the revised processes autonomously, but there is evidence of commitment to sustain the outcomes of international processes and to continue reforms. This is an important step forward compared to the past.

**The decentralised tracer study model** supported by the **ETF- European Training Foundation**<sup>13</sup>, through the EU-funded Governance for Employability in the Mediterranean (GEMM) initiative has not been scaled-up yet. The network of monitoring and evaluation focal points (one per provider) has not become operational due to decreasing ownership, in parallel to the overall slowdown of TVET reform. The initiative of the Federation of Chambers of Commerce, supported by the Köln Chamber of Commerce, has led to the establishment of TVET units in different governmental chambers with the aim of assessing the relevance of the competences of TVET graduates on entering the world of work. Compared to other internationally supported initiatives, both projects had better prospects of sustainability, as the staff in charge of the tracer studies and the employers' survey are already working in the organisations concerned and are not paid by donor projects; there is limited sustainability. However, the tracer studies initiative has to deal with a more volatile environment and will probably need additional external support to scale up and become a fully nationally owned process. These initiatives are crucial because they aim to demonstrate the effectiveness of the reforms that the TVET sector has been undergoing in recent years. The idea is to use the positive results of these tools to enhance the attractiveness of the TVET sector, disseminate the results to the wider public, and lobby with high-level policy makers on the importance of expanding this sector.

**Vocational career guidance and counselling services** are considered a priority for TVET reform. These services have been significantly improved both in TVET providers and in the one-stop shops (OSS). Career guidance in TVET institutions has been significantly strengthened, and some of the changes, for instance the establishment of career guidance units in universities, have become systemic and sustainable. Career guidance services for adults are provided by the one-stop shops as part of the transformation of employment offices.

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<sup>13</sup> Source: European Training Foundation (2017). Palestine: Country fiche.

# Conclusions

From the above, general conclusions can be drawn. The TVET system in Palestine faces several challenges, including the fragmented provision of TVET provided by multiple systems, low job creation in the labour market, unfavourable business environment and investment climate, and lack of enabling environment and investment in developing entrepreneurial capacities. However, there are some positive movements: with a view to improving the governance of TVET system in Palestine, the Development Centre, a technical arm of the Higher TVET Council was officially established. It is expected that the Centre will become the driving force and national regulator of all TVET-related policies, reforms and activities in Palestine.

## Main findings

- **Commitment of the government:** The Deputy Minister of the Ministry of Labor (MoL) (Samer Salameh) and the Ministry of Education and Higher Education (MoEHE) (Basri Saleh) confirmed their commitment to implementing YEM project. MoL stressed that YEM project should be built on the achievements of the employment component of NET-MED Youth project, and challenges on TVET to meet skills demands in the labor market should be addressed by YEM project. MoEHE emphasized that, in view of several existing researches and studies on TVET produced with development partners, it is necessary to conduct stocktaking of these existing studies, and YEM project should focus on the implementation of the recommendations of those reports, rather than conducting additional studies.
- **Establishment of the new governance structure:** The establishment of the Higher Council on TVET and the TVET Development Center, which is the technical arm of the Higher Council, was officially approved by MoL and MoEHE on March 14, 2018. Officials of MoL and MoEHE will be seconded to the TVET Development Center. A priority issue on the Development Center is the development and enactment of TVET law. The timeframe and milestones for the operation of the Development Center remain undecided. Among the development partners, GIZ has supported the establishment of the Higher Council on TVET and the TVET Development Center. ENABEL, from their side, expressed readiness to take a role considering the success of their supported WBL scheme.
- **Skills forecasting model:** The **skills forecasting** model developed with MAS under the NET-MED Youth project has not yet been handed over to the Government of Palestine. According to MAS, the methodology of the model (**particularly demand-side forecasting**) will have to be improved and the model should be updated with the new census data which was released at the end of March 2018. It is anticipated that the skills forecasting model will be hosted by the TVET Development Center by 2020. In the meantime, (I) the methodology of forecast will need to be improved, (II) the model will need to be updated with new data, and (III) the technical staff of the Development Center should be trained so that they can host and continuously update the model. MAS can undertake all these tasks if necessary funding can be mobilized.

# Basic Information on LMIS Functions in Palestine

The International Labor Organization (ILO) defines an LMIS and its functions "as a network of institutions (and persons) with mutually agreed and recognized roles and functions with respect to the production, storage, dissemination, and use of labour market information and analysis. Overall, a LMIS serves three key functions:

1. Supporting labour market analysis;
2. Facilitating the design, monitoring, and reporting on employment and labour market policies;
3. Creating a mechanism for exchange and coordination between users and producers of labor market information and analysis".<sup>14</sup>

## Mechanisms for Identifying Supply and Demand for Skills

There are various schemes and initiatives that were planned in Palestine to extract and produce information on labor market demands. Below is the list of schemes and initiatives that were used:

- The Higher Council for TVET and its arms,
- The Thematic Working Groups,
- Local Employment and TVET Councils (LET Councils),
- Work based learning (WBL) and;
- Graduates Tracking Schemes- Tracer Studies

**Throughout the report, there is a brief explanation on each of these.**

### Thematic and Technical Working Groups

With a support from the GIZ and ENABEL (previously BTC), six different working groups were formulated to support the implementation of the GIZ -TEP and BTC- ECIB programmes. They are: Curriculum Development/NQF/ AOC & POC, Quality Assurance and Monitoring and Evaluation (QA and M&E), Human Resources Development (HRD), Employment Services Labour Market Information System (LMIS), Career Guidance and Counseling (CGC) and One Stop Shop Services (OSS)), Work-based learning (WBL) and LET-Councils. These thematic/ technical working groups were formed from representatives from: MOL, MOEHE, Private sector and Donors (GIZ and ENABEL).

However, Palestine does not have a systemic approach for identifying and anticipating skills needs. In recent years, it has established a series of institutions, systems and processes that could generate a high volume of information and extensive analysis capacities. The Local Employment and TVET (LET) councils, together with the recently established units within the regional Chambers of Commerce, should provide a good insight into developments at local level. All 16 employment offices have been transformed into 'one-stop shops' and a **LMIS** was set up in 2013 to **monitor labour demand and**

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<sup>14</sup> ILO, 2016.



**supply** and to allow an easier job-matching process<sup>15</sup>. All these developments have a strong element of institutional and financial sustainability (the funds used to support them came from national resources rather than projects), which must be considered a significant achievement, as they create a very fertile ground for sound **skills identification** and **skills anticipation** policies. Some of these institutional developments and tools still need time to become effective and, in some cases, it is not clear how ready the national stakeholders are to run these systems autonomously.

The LMIS are responsible for the labour market analysis and are usually under the supervision of a (central) governmental body, very often related to Ministry of Labour, Ministry of Manpower, etc. The LMIS should provide a mechanism to exchange information and coordinate different actors and institutions that produce and utilize LMIS and analyses. It is well known that the LMIS does not create jobs but may reduce the job search costs for both; job seekers (labour market supply side) and job providers-employers who provide vacancies (demand side of the labour market). Hence, a LMIS may support a shift from a Supply- Driven labour market to a more Demand- Driven labour market.

There is a need to focus on the LMIS considering the importance of the role entrusted to the DG for Employment in the Ministry of Labor and the employment offices in the governorates. This is also true and in line with the strategy and vision of the Ministry of Labor for the need to activate the roles assigned to the employment offices, to be certified references to the labor market information system and to provide all the services assigned to them. In his intervention during a national workshop about Employment Offices<sup>16</sup>, the representative of the ILO in Palestine, Mr. Munir Qleibo, focused on the need to guide the organization of work and the creation of productive opportunities. He presented a summary of the ILO's most important interventions for the years 2018-2022 within the Decent Work Agenda - where the unemployment rate in Palestine exceeded 29% in general and exceeded the 45% among the youth and this is a catastrophic proportion of all national and international efforts to find quick solutions to save the situation and the bleeding of acute unemployment, especially among university graduates. Mr. Qleibo said that the Organization and within the Decent Work Agenda for the years 2018-2022 are continuing to provide the necessary technical support to the labor market sector, specifically in terms of governance, administration and operation, as well as providing technical support to review the strategy of the Palestinian Employment Fund after assessing its performance over the past five years.

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<sup>15</sup> TORINO PROCESS 2016–17 PALESTINE: **Executive Summary** [http://www.etf.europa.eu/web.nsf/pages/TRP\\_2016-17\\_Palestine](http://www.etf.europa.eu/web.nsf/pages/TRP_2016-17_Palestine)

<sup>16</sup> From A Workshop about: **Employment Offices and the Reforms in the DG for Employment**: Vision, Mission, and Roles - Towards New implementation... 24-25 January 2018 / Jericho- Palestine.

# Standards and Principles of a Reliable LMIS

- 1. LMIS is needed to inform relevant stakeholders about list of dimensions:**
  - Economic and labour market conditions;
  - Education, qualifications, training, competencies and skills;
  - Current and future demand and supply of labour an;
  - Jobs and Vacancies.
- 2. LMIS includes both labour market information (descriptive data such as statistics or survey results), and labour market intelligence (analysis, interpretation, conclusions, and relevant policy recommendations).**
- 3. A reliable LMIS necessitates the existence of a database and information about vacancies and information about the professional profile of job seekers.**

On the systemic level, an interview was conducted with Mr. Abdel Kareem Mardawi – Director of External employment, MoL, Mr. Moath Abu Baker- Head of Programs Section, and Mr. Saed Odeh- Director of Qalqiliah Employment Office (7<sup>th</sup> May 2018). The LMIS has the following features:

- There is an LMIS, but nobody could claim that it is a comprehensive system on the national Palestinian level. The MoEHE is not involved in the data entry nor there is an opportunity to access their graduates from the vocational schools, the technical/ community colleges, and even the TEIs (though the MoEHE have the GTS for the graduates of the TEIs, the ID number of the beneficiary persons is needed and this is not yet available, besides they use a different coding system).
- Other gaps and challenges are due to the low level of involvement and engagement of the ministry of national Economy and the PFCCI.
- The private employment offices and companies do not feed the national LMIS, though they sign a pledge in which they commit themselves to register ALL job seekers on the data base of the LMIS at the MoL<sup>17</sup>, also those have been employed, but this does not take place.

The Palestinian Labour Market Information System could be accessed through: [www.lmis.pna.ps](http://www.lmis.pna.ps)

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<sup>17</sup> Item No. (8) of the Pledge that is signed by any private office approaching the MoL for licensing (A copy obtained from the Department of External Employment at the Mo).

# Characteristics of the LMIS in Palestine

## Background

The labor market in Palestine is witnessing a remarkable change in the unemployment rate in the Palestinian labor market, especially among young people, in addition to the unexpected changes in the labor market and the difficulty of transferring Palestinian labor (both internally and externally) due to the prevailing economic and political situation in Palestine. Therefore, national and professional responsibility requires a kind of flexibility and ability to adapt to all these elements at every stage of life in general, and professional life in particular, and to find solutions to address these problems and changes. There needs to be a special orientation for students, graduates and new entrants to the job market, as they need help in making sound and successful decisions to get jobs and develop their skills.

The labor market information system LMIS was developed with the technical support of GIZ. The program was preceded by a series of steps, starting from the discussion of the concept with partners and stakeholders in a national conference held in Ramallah, where the overall model was accepted by the conference

## Vision

Palestine aspires to be one of the leading countries in the field of human resources development and the provision of qualified and trained manpower in relation to the global levels to meet the current and future needs of the local and foreign labor markets, with an LMIS that will link all institutions related to the labor market in a single computer system to increase the efficiency of the national employment strategy and labor market.

## Objectives

Launched on 9/1/2013, the main objective of the LMIS is to create a dynamic information system for the labor market and the educational/ training system in Palestine, in order to provide accurate and up-to-date data and information on the supply and demand sides, to help decision-makers, employers and individuals identify the current and future needs of different skills and disciplines and formulate education. Besides, to help individuals choose the type of education and training appropriate to their ability and the needs of the current and future labor market.

## Management of LMIS

It will be through Board of Directors: The Ministry of Labor, the Ministry of Education, the Ministry of Higher Education, the Private Sector, the Palestinian Federation of Chambers of Commerce and the PCBS. Its role is to identify the overall structure of the Palestinian LMIS and ensure a constructive environment around the operators of the LMIS.

The most important services provided by the LMIS:

**Services for Job Seekers:**

1. View the CV and Update his contacts and information.
2. Search for available vacancies through the system.
3. Get an invitation to interview him.
4. After registration, it is possible to review the work office to follow up his file and verify his data.

**Services for Job Providers (Employers):**

1. Registration of the establishment and obtaining a reference number from the Labor Office to follow up most of the services with the concerned bodies of the Labor Office.
2. Updating the information of its establishment and its employees' data and addresses.
3. Vacancy applications for job seekers.
4. Invite job seekers to interview them.
5. Add a new employee.
6. Review the CVs of employers and job seekers alike

LMIS is a national employability portal that has a database for both job seekers from the youth and graduates and from the side of the employer side. The platform connects youth to career paths, online learning and job opportunities, and links potential entrepreneurs to mentors, partners and funding prospects. Available in Arabic, the portal is hosted in the MOL and operating in all the offices of the MOL in the West bank. This system was supported by GIZ. The Private Sector, and mainly the Palestinian Federation of Chambers of Commerce, Industry and Agriculture (PFCCIA) is one of the main partners of this portal, and recently the Federation began to implement this idea in a practical way to reach all its members. For this purpose, the Federation with the support of the GIZ established the Workers Corner in Ramallah Chamber as a pilot project and they use the LMIS as a tool. In specific, the LMIS aims to:

- Increase linkages with the industry and employers,
- Collect information on employment opportunities and vacancies profiles,
- Register the vacancies.
- Collect information on types of jobs available, current and future needs of skilled labor from the employers,
- Register and Collect information on job seekers and their profiles,
- Provide information about needed qualifications and conditions of work for different types of occupations and jobs,
- Contribute to provide data - inputs on unemployment and job seekers,
- Contribute to provide data - inputs on employment opportunities and vacancies,
- Promote the available vocational training opportunities to young men and women, and assist them by counseling in the choice of specialties,
- Provide information to workers on continuing education and training as well as the specialized capacity building programmes that would enable them to be promoted and adapt to the development of the professional methods of production, and ultimately, ensure job security,
- Provide the unemployed with information on training opportunities and help their participation in training courses that would facilitate their (re)integration in the labor market.
- Prepare and submit to the involved parties periodical reports on the achievements of the "Employment Corner",
- Provide guidance and counseling on available business support services for self-employment and small business creation.

# The Palestinian Graduate Tracking System

## Partnership between tertiary educational institutions and the labour market

The MoEHE has developed and implemented an electronic Graduate Tracking System (GTS) in all Tertiary Education Institutions (TEIs) in the West Bank and Gaza Strip, and at MoEHE to collect information about graduates, their fitness to join the labour market and their transition into the labour market. GTS is an important component of the Education-to-Work Transition Project (E2WTP) financed by the World Bank. It aims to improve the quality and content of higher education and to bridge the gap between this and the labour market. GTS – developed and implemented by New Soft for Programming and Information Technology - allows TEIs to design surveys and target them to specific student groups within the institution, and to graduates who left the institution as well as to major employers in the labour market to capture a variety of information and opinions including information about:

1. Improving the quality and content of higher education;
2. Educational choices in terms of TEIs, degrees, courses and specializations;
3. Post-graduation employment and how difficult/easy it was to find a job;
4. Fitness between educational training and the skills needed in the job market;
5. Bridging the gap between the Education Process and the labour market (i.e. provision of suggestions regarding educational curricula, methods and specializations);
6. Changes to career and professional choices after graduation.

## Project's Goals

- The project aims to improve the transition from education to work for young Palestinians enrolled in institutions of higher education through:
- Strengthen the partnerships between higher education institutions and employers to make study programs more relevant to the needs of the labor market,
- Increase the capacity of the MoEHE and higher education institutions to collect, analyze and disseminate data through the system of follow-up graduates in these institutions to monitor the outputs of the curricula of these institutions and enrich the process of formulation and implementation of educational policy.
- *Annex (7) gives a summary of the World Bank project- Graduates Tracking System.*

## ETF Funded- GEMM Pilot Project for Palestine

GEMM was an ETF funded project, targeting the Governance of Employability in the Mediterranean, which had diagnosed the employability and its relevant issues for the youth. It also covered pilot projects (PP) in the beneficiary countries, and the PP for Palestine was aiming at providing proper and reliable career information to enable the individuals to make their choices towards their education, training and occupational pathways, and to manage their careers. As eventually these information and guidance services are to be provided by various actors and stakeholders, such as industry's representatives, TVET institutions and employment services (i.e. MoL, MoEHE, Chambers of commerce, Federations of Industries, UNRWA, NGO training providers NGOs..), strong coordination is required for a realistic and reliable partnership.

In addition, the feed-back that could be obtained through the tracing and tracking of the graduates of the TVET institutions would serve these institutions in improving their efforts in bridging the mismatch between the supply and demand, and therefore enable them to, smoothly transfer their students to the labour market.

#### Launching Event of PP:

A conference served to present the Role of Torino Process<sup>18</sup> in the monitoring of TVET system and TVET reform, and to be as a launching event for the GEMM pilot project: **TVET Graduates' tracking System** Monitoring the TVET and its reform was conducted on the 17<sup>th</sup> November 2014. The event was opened by the delegation of the ETF, represented by the country manager, and by representatives of: MoL, MoEHE, EU representative in Palestine, GIZ, BTC, the chambers of commerce, public and private sectors, federations, unions and associations, UNRWA, press and media, and many others.

*Annex (8): describes the methodologies and tools of the GEMM Pilot Project for Palestine: "TVET Graduates' Tracking System -Tracer Studies for TVET institutions- skills matching"*

### Career Guidance and Counseling (CGC)

There should be an effective, accessible, independent, and proactive career guidance and counseling system, backed by solid career information. Career guidance and counseling is still too often a weak by-product of school general, social counseling. The guidance profession needs to be upgraded and supported with good labour market information.

Strengthened career guidance services and established TVET monitoring policies and tools are additional key reforms required to support the TVET system in delivering the skills needed by the labour market.

- 65,000 businesses are registered with the chambers of commerce, while there are around 125,000 businesses (excluding the doctors 'clinics and offices of Lawyers). The informal sector is the difference between the two numbers.
- The area C (Israeli controlled zones)<sup>19</sup> is affecting the follow up and control issues. 95% of the agricultural areas are in area C.

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<sup>18</sup> *The Torino process*- ETF/ Palestine. The report was prepared by a working group led by Ministry of Labour, and included members from MoL (including DG for VT and DG for Employment Department), MoEHE, UNRWA, federation of Palestinian Chambers, Palestinian Central Bureau of Statistics (PCBS) and General Federation of Trade Unions.

<sup>19</sup> - According to the Oslo Accords, the Palestinian Authority was designated to have exclusive control over both security-related and civilian issues in Palestinian urban areas (referred to as "Area A") and only civilian control over Palestinian rural areas ("Area B"). The remainder of the territories, including Israeli settlements, the Jordan Valley region and bypass roads between Palestinian communities, were to remain under Israeli control ("Area C")

## UNRWA Graduates' Follow-up System (PCGS)

**SOURCE:** Information from the user manual for PCGS System that is used in UNRWA to follow-up with the work information for the graduates and generates the yearly statistical reports.

Mr. Raed Abu Baha | Placement & Career Guidance Office -UNRWA | Department of EDU | West Bank  
T: +972 2 2351825 Ext: 142 | M: +970 56 2 940826 | +970 59 9 201884 by  
Email: [r.abu-baha@unrwa.org](mailto:r.abu-baha@unrwa.org) on 29 May 2018.

The Placement and Career Guidance System (PCGS) was developed and built by UNRWA to follow-up and track the employment status of UNRWA Vocational Training Centers VTCs and UNRWA Education Science Faculties ESFs graduates. Many informative and statistical reports such as employment status, employment rate, job related, Curriculum vita and employer's information are now produced by PCGS. The graduates' personal and academic information are imported automatically from Student Registration System (SRS). The Employment data for all VTC/ ESF graduates since 2005 are available in the system; these data are used in finding suitable job opportunities for UNRWA graduates in Arab Gulf Countries & in local Labour Markets in all UNRWA fields.

**UNRWA operations fields are:  
Jordan, Syria, Lebanon, West Bank and Gaza**

PCGS is a multi-user system used mainly by the Placement and Career Guidance Unit at UNRWA's Fields. It is related to employment of graduate trainees from all UNRWA Vocational Training Centers (VTC's) and Education Sciences Faculties.

The system provides an automatic search/match for the candidates' education and experience information defined in the system and the vacancies' qualifications required.

### Features of the UNRWA Placement and Career Guidance System (PCGS)

1. Electronic Data importation (graduates' personal and academic information are imported automatically from Student Registration System (SRS))
2. Macro & Micro statistical reporting (Graduates information according to: Training Courses, Training Centers & field levels are provided.)
3. Ability to modify graduate's employment status according to their progresses.
4. Historical Curriculum vita for each graduate
5. Data security-based system
6. Data filtering tool
7. Employers' Information Database

Annex (8) explains the features of the UNRWA PCGS.

## Employability Portal: Palestine Ta3mal

### About Ta3mal (Taamal=To Work)

Silatech<sup>20</sup> and Microsoft Citizenship joined hands in April 2012 to create Ta3mal, a regional employability portal that personally relates to each young person across countries and economic divides. The platform connects youth to career paths, online learning and job opportunities, and links potential entrepreneurs to mentors, partners and funding prospects. Available in English and Arabic, the portal is supported by organizations across the world bringing together the best resources and the right tools to help youth take the first step towards success.

Ta3mal is a joint initiative of International firms and Organizations: International youth Foundation, Silatech and Microsoft in partnership with key Palestinian actors that includes the Ministry of Labor and (jobs.ps). Ta3mal offers state-of-the-art employability solutions to employers and youth seeking employment.

#### Objectives:

1. Ta3mal, a regional employability portal that personally relates to each young person across countries and economic divides.
2. The platform connects youth to career paths.
3. Offers online learning and job opportunities.
4. Links potential entrepreneurs to mentors, partners and funding prospects.
5. The portal is supported by organizations across the world bringing together the best resources and the right tools to help youth take the first step towards success.
6. Ta3mal Develops the Employability by combining all workforce development and employability stakeholders.
7. Ta3mal utilizes technology to enhance national and regional efforts to facilitate transition into the workplace.
8. Ta3mal Offers: Industry Leading Technology Solutions.
9. It's an initiative that offers state-of-the-art job matching engine, up to date courses in IT, languages and entrepreneurship, in addition to Silatech's industry leading Tamheed assessment, an interactive psychometric tool for career counselling and development.

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<sup>20</sup> Silatech is an international social initiative that works to create jobs and expand economic opportunities for young Arabs. The organization promotes large-scale job creation, entrepreneurship, access to capital and markets, and the participation of young people in economic development thus contributing to the attainment of a number of Sustainable Development Goals.



# Classifying of the LMIS in Palestine

LMIS in Palestine could be classified from two categories:

## 1. Sub-systems of the LMIS Model in Palestine

To effectively manage this system and to reduce complexity, it has been divided into four subsystems that are interconnected with many common points that can be explained as follows:

### I. Population LMIS subsystem

This subsystem was built in cooperation between the Ministry of the Interior and the PCBS. Where the system feeds the population data periodically, the total population and the number of people able to go to work.

### II. The education LMIS subsystem

This subsystem was built in cooperation between the Ministries of Education, Higher Education and other institutions and the PCBS Education. Vocational and technical education, non-formal vocational education and vocational retraining will also be included.

### III. Employers LMIS subsystem

It was built in cooperation between the Palestinian Federation of Chambers of Commerce, Industry and Agriculture and the Ministry of National Economy. Data obtained from companies, sectors, skills, practical experience and the region will be included. As well as data on arrivals and departures from the country, inability to meet public demands and insufficient recruitment.

### IV. Labor market subsystem

This subsystem is based on cooperation between the work department, multi-service operating offices and all partners. Vacancies will be included by partners, job seekers and vacant positions that have been mobilized.

## 2. Main actors and features of LMIS in Palestine

LMIS/ Location	Owner	Description
<b>The LMIS Portal (<a href="http://www.lmis.pna.ps">www.lmis.pna.ps</a>)</b>	MoL	Which is the official site of the Ministry of Labor, unfortunately it's the weakest site in Palestine, and its data is not updated regularly. Also the documents and statistics in this site are very old and since 2015, there is a huge data in this site supported by the Chambers of Commerce (65,000 records for companies) but the problem that the portal is inactive as should be and the data is not updated in regular bases.
<b>The Palestinian Graduate Tracking System</b>	MoEHE	This system was developed by MoEHE to collect information about graduates, their fitness to join the labour market and their transition into the labour market. GTS is an important component

		of the Education-to-Work Transition Project (E2WTP) financed by the World Bank. It aims to improve the quality and content of higher education and to bridge the gap between this and the labour market.
<b>Nine TVET Units located at the Chambers of commerce in the Governorates (West Bank).</b>	The Federation of Palestinian Chambers of Commerce, Industry and Agriculture: FPCCIA	FPCCIA is very active in the TVET System in Palestine: 9 TVET Units were established in 9 Chambers in the west bank to follow and improve the needs of Chambers' members in TVET (awareness about jobs, guidance about needed skills, LMIS to members, etc.).
<b>Employability Portal: Palestine Ta3mal</b>	Microsoft & MoEHE	Silatech and Microsoft Citizenship joined hands in April 2012 to create Ta3mal, a regional employability portal that personally relates to each young person across countries and economic divides. The platform connects youth to career paths, online learning and job opportunities, and links potential entrepreneurs to mentors, partners and funding prospects.
<b>Placement and Career Guidance System (PCGS)</b>	UNRWA	Provides Electronic Data importation (graduates' personal and academic information). Graduates information according to: Training Courses, Training Centers & field levels. Modifies graduate's employment status according to their progresses. Historical Curriculum vita for each graduate, and provides Employers' Information Database.
<b>Jobs.ps</b>	Private Sector	It's one of the effective tools for both, the job seekers and the employers, and there is an online search which gives immediate results, and thousands of jobs are mentioned in this site classified depending on profession. Jobs.ps became very famous and effective tool for both the job seekers and job providers; the employers.
<b>shobiddak.com "what you want"</b>	Private Sector	Showbidak Site: This means " <b>what you want</b> ". This site is very famous, it began with buying and selling products and mainly cars, but now it has a section for job opportunities, also hundreds of jobs offered are shown in the data base of this site
<b>Education for Employment; EFE</b>	NGO	Invites employers to identify required skills in the labour market, Designs training programs in cooperation with the private sector (meeting the market requirements), securing commitments from the employers to employ graduates who are looking for work (after completing the training programs of the institution).

<p><b>The Employment Corner in Ramallah Chamber of Commerce (CCI):</b></p>	<p>Semi-Governmental</p>	<p>Raising awareness among job seekers and job providers about the employment services, the available opportunities in the labour market, the needs of employers, and the employment services (registering and announcing vacancies, identifying and recommending suitable job seekers). Facilitating the matching process in the labour market in accordance to the employers' needs and job seekers' profiles. Improving the communication, coordination and cooperation among all stakeholders who focus on training and employment services.</p>
<p><b>Hebron Chamber of Commerce (HCCI)</b></p>	<p>Semi-Governmental</p>	<p>Use the different media platforms to announce on the trainings. Contact with governments, civil society, and local media and the press, and organize trade shows and events. Provide training programs to the members and the community, as per the needs of demand side, upon studies and mappings. Helps the MoL to improve the LMIS Portal by supporting this system with the list of Chambers' Members to be opened to the job seekers in Hebron District. Hebron CCI is the only registered TVET Center in the Ministry of Labor and this center now offers several training courses for the Chambers' Members with the cooperation with the Vocational Training Centers which belongs to the MoL. (Hebron CCI will establish the Employment Corner to give the opportunity to 2000 positions required by the Chambers' Members).</p>
<p><b>Some industrial Sectors (leather, marble and stone, industrial and engineering)</b></p>	<p>Private Sector</p>	<p>Conduct their own studies to their members' needs and provide training sessions to potential future workers in the field.</p>

# Analytical Review of Existing LMIS Schemes in Palestine

As seen, there are various portals, locations and possibilities for the LMIS in Palestine. From one hand, they vary from being governmental, semi-governmental, NGOs, or private sector- nonprofit and private sector for profit. Secondly, some of them are national, covering the Palestinian territories- West Bank and Gaza Strip (such as the LMIS under the MoL and Graduates Tracking System under the MoEHE). Others could be considered as covering the west bank only. Although existing LMIS systems and categories provide portals and overviews to the job seekers and job providers, they could not be seen as reflecting the necessary inputs and feedback to the decision makers, nor they are concretely used for education and training policies. The MoL, which is steering the national LMIS in the country, is still working separately from the MoEHE in the regard of having joint committees to administer the LMI system. The data of the LMIS Portal ([www.lmis.pna.ps](http://www.lmis.pna.ps)), which is the official site of the Ministry of Labor, is not updated regularly with documents and statistics on this site that are said to be old and not updated since 2015. There is an abundant amount of data on this site supported by the Chambers of Commerce (65,000 records for companies), but the problem is that the portal is not very active and the data is not updated on regular bases.

That being said, some of the challenges are due to lack of coordination between the stakeholders. The MoL is saying that they use the ID numbers as main data for the beneficiaries from the system, while the MoEHE is using different coding in their statistical reports and the two ministries are not matched in this regard. Besides, it wasn't noted that the national ministries are institutionally exchanging the information and data available in other institutions. For example, the HCCI is stating that the information obtained from the national LMIS is not accurate, and it might be approached by the job seekers for the sake of having permits to work in Israel, or to have coverage for health insurance. Therefore, the chamber goes to find the data through their own measures. The CEO of HCCI stressed the point that there are tens, and sometimes hundreds of vacancies available for workers, without finding those who apply, though they (the HCCI) expressed the readiness and availability of providing the necessary training for the skills needed in these occupations (such as gold works and plastic industries)<sup>21</sup>.

## Limitations and Challenges Reflected in the Education and Training Policies

However, the sections throughout the report provide detailed information about all what have been mentioned here. For example, section of Existing Gaps, highlights the most important constraints and challenges in front of using the information for TVET policies. It describes the role of employment offices in the governorates, the issue of non-formal economic sector (and therefore lack of formal data due to reluctance of companies and businesses to provide full information fearing of possible

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<sup>21</sup> Meeting with Mr. Tareq Tamimi - CEO of Hebron Chamber of Commerce and Industry (HCCI), 24/05/2018.

government inquiry or disputes with the Tax authorities), lack of qualifications that match the skills' needed by labour market, and the need of LM data to build the capacity of staff in the private sector. Not to forget in this regard the absence of hard regulations that are needed at each stage and level in the policy cycle, and the gaps left in the policy making process due to conflict in the roles and responsibilities of different stakeholders.

## **The Quality of Competencies of Graduates of TVET Centers of the Palestinian Ministry of Labour**

A study conducted by: TVET Partnership Palestine - Handwerkskammer (HWK) zu Köln in cooperation with FPCCIA and MoL<sup>22</sup>.

**Study Results:** This study aimed at identifying the quality of competencies of graduates of VTCs of the MoL, as perceived by graduates and employers with regards to the needs of the labour market and the career perspectives of the graduates. The study can be regarded as a pioneering effort and a unique experience at national level. It is consistent with the mission of the VTCs, which seek to improve the technical, vocational and educational knowledge of their trainees.

## **The Existing Institutional Infrastructure**

### **Ministry of Labour**

Employment is one of the priority areas on the development agenda of the Palestinian National Authority (PNA). Given the increasing unemployment rate, resulting from frequent closures and the decreased number of Palestinian workers allowed to work inside Israel, the PNA has focused on developing the capacity of the Palestinian economy to absorb the highest number of workers.

Under the MoL, there are fifteen (15) employment offices in the West Bank offering employment services to the clients; however, most of their activities address the Palestinians working in Israel or the free health insurance for the unemployed, which consumes the staff capacities and efforts. This situation resulted in minimizing the services to assist job seekers to enter the labour market and a lack of confidence of employers in the services of employment offices.

### **Ministry of Education and Higher Education**

Palestinian Education and Higher Education has witnessed fast developments in the past four decades. Its original goals were to establish educational and learning models which achieve students and graduates capable of engaging in the local, regional and international labour markets as competent human resources with high qualifications. These developments were accompanied by many challenges and problems, such as the problem of expansion resulting from the urgent demand which came as result of the fast increase in the number of secondary school graduates (Tawjihi/Injaz)<sup>23</sup>.

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<sup>22</sup> Quality of Competencies of Graduates of TVET Centers of the Palestinian Ministry of Labour (2017), B. Ibrahim Banat, T. Isayed, U. Stein. Handwerkskammer (HWK) zu Köln

<sup>23</sup> The MoEHE changed the name of the The General Secondary Examination Certificate- to: INJAZ after being called TAWJEEHI previously.

**Basri Saleh, Deputy Minister, MoEHE**

- MoEHE supports the launch of YEM project.
- There are 3 types of TVET which have been implemented by MoEHE:
  - I. At the upper-basic education (Grade 6, 7, 8 and 9), the Ministry integrated TVET courses within the general education system where students in the mentioned grades are exposed to 3 modules each year ending up with 9 before they reach to the 10<sup>th</sup> grading an average of at least 2 hours per week; The main objective of this decision is to encourage students to enroll in TVET programmes as a way to reduce the high unemployment rate which is high within the university graduate'
  - II. At Grade 10, the Ministry just recently introduced a vocational education stream, which includes actual vocational training (6 hours per week) to help students decide whether they will continue to study at the general academic stream at Grade 11 and 12 or they will select a vocational stream after the end of Grade 10; and
  - III. At the tertiary education level, GIZ has introduced the dual system at Al Quds University. At the governmental universities, an integrated education including both academic and practical components (which is more flexible than the German dual system) has been introduced. The National Employment Fund provides soft loan schemes for graduates of technical colleges and universities to start up their own businesses.
- MoEHE expects that the newly established Higher TVET Council will integrate various TVET programs provided in Palestine, particularly in coordination with MoL, and a proper monitoring and evaluation system on TVET will be established under the Council.

**Anwar Zakaryia, Head, TVET Development Center, Higher Council on TVET**

Wesam Nakhleh, Director General, Vocational and Technical Education, MoEHE

Nedal Ayeshe, Director General, Vocational Training, MoL

- The outline of the roundtable (on March 15) was confirmed, aiming to elaborate YEM project activities with relevant stakeholders based on the national context. They accepted to moderate the sessions at the roundtable
- It is necessary to clarify how YEM project is prepared building on the skills forecasting model developed by NET-MED Youth project.
- The budget and operational plan of the Higher Council on TVET will be discussed on March 14. (The TVET Development Center has not yet been operational.)
- It is expected that MAS will provide technical support for maintaining and updating the skills forecasting model in 2018 and 2019 (the fund will need to be mobilized for MAS). The skills forecasting model is expected to be handed over to the TVET Development Center after 2019, and MAS is expected to train the staff of the Development Center for hosting the model in the meantime.
- Engagement of the private sector in TVET is still not sufficient in Palestine. That is why the Chamber of Commerce and private industry representatives have been involved in the establishment of the Higher Council on TVET.
- Besides MoEHE, MoL, Chamber of Commerce and the private sectors, some other relevant stakeholders should be engaged in YEM, such as the Ministry of Women, Ministry of Economy,

Accreditation and Quality Assurance Commission (AQAC), UNRWA, YMCA and other development partners and donors.

- Stocktaking of existing relevant policy researches or studies on skills for employment will be needed, and YEM should focus on the implementation of the recommendations – No further researches or studies will be needed.

### **Ministry of Social Development; MoSD**

The MoSD is a leader in the social protection sector, seeking in partnership and with coordination with the ministries, governmental institutions, civil society organizations and the private sector and international organizations, to provide social protection for the Palestinian people, through programs in areas of protection, care and prevention, empowerment and awareness-based approach based on rights. In addition, to ensure transparency and justice, and to strengthen the resilience of the citizens, and to maintain social cohesion and solidarity.

The MoSD is one of the executive authorities that play a role of specialized training in integrative framework with other ministries and various governmental bodies to establish rules of basic social Palestinian state according to modern bases to build a healthy society and to raise the standards of living to ensure a decent life for people of Palestine.

The message of the ministry focuses on achieving comprehensive development, social security and economic growth for all Palestinian families, and to access to social welfare to build a healthy society, also to raise the standards of living to ensure a decent life for everyone on an equal basis without any ethnic, sexual, ideological or sectarian discrimination, in the process of coordinating a comprehensive understanding between the official sector and civil and private sectors, to meet work requirements with the utmost efficiency and flexibility.

### **The Federation of Palestinian Chambers of Commerce, Industry and Agriculture - FPCCIA<sup>24</sup>**

The FPCCIA was established in 1989 in Jerusalem as the umbrella organization for all chambers (Jerusalem Chamber was established in 1936, most chambers were established during the 40s and 50s in the last century) in the west bank and Gaza, as a legal and autonomous body representing the interest of all chambers and the private sector. Its mandate is derived from the chambers' law, which defines the legal boundaries for the federation's operations, and the decisions made by its council that are approved by the general assembly. FPCCIA is very active in the TVET System in Palestine and for this purpose 9 TVET Units was established in 9 Chambers in the west bank to follow and improve the needs of Chambers' members in TVET.

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<sup>24</sup> <http://www.pal-chambers.org>

### **Ramallah and Al-Bireh Chamber of Commerce<sup>25</sup>**

The Chamber was established in 1950 as a legal and autonomous body representing the interest of the business community in Ramallah and Al-Bireh Governorate. The Chamber provides services to more than 4000 registered members from all economic sectors and segments, including SMEs and large companies. The Chamber's mandate is derived from the Chamber Law and Bylaws. The Chamber's role and tasks can be summarized as follows:

- Capacity building to members, specifically to SMEs, through conducting training services and consultations.
- Promoting trade and improving the competitiveness of the national product.
- Representing the business community at governorate level.
- Lobbying and advocacy.
- Networking: with local, regional and international organizations, as well as organizing B2B delegations and participation in trade fairs and economic seminars and conferences.

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<sup>25</sup> <http://www.ramallahcci.org>



# The Employment Corner in Ramallah Chamber of Commerce (CCI)

The Employment Corner was founded in December 2017 by Ramallah CCI with the support of GIZ as a pilot project, Ramallah CCI represents the employers in the Governorate and is in direct contact with the enterprises. It is expected that the new model of employment services at the Chamber, the "Employment Corner", operated jointly between the Chamber, MoL, and MoEHE, and with the technical support of GIZ-TEP, will raise the effectiveness of matching between employers' vacancies and job seekers and contribute to reduce the high unemployment rates.

The "Employment Corner" is foreseen to offer employment services for job seekers and employers. It aims at achieving the following objectives:

1. Raising awareness among job seekers about the employment services, the available opportunities in the labour market and the needs of employers,
2. Raising awareness among employers about the employment services,
3. Offering employment services for the employers, e.g. registering and announcing vacancies, identifying and recommending suitable job seekers.
4. Facilitating the matching process in the labour market in accordance to the employers' needs and job seekers' profiles.
5. Improving the communication, coordination and cooperation among all stakeholders who focus on training and employment services (e.g.: LET Councils, Donors, etc.),
6. Outreach to job seekers, especially unemployed, under qualified and underemployed.
7. Striving to improve employment services and strengthen the relationship with actors of the social and economic environment.

# Hebron Chamber of Commerce and Industry (HCCI)

## **Meeting with Mr. Tareq Tamimi - CEO of Hebron Chamber of Commerce and Industry (HCCI),**

**24/05/2018:**

- The Hebron Chamber of Commerce and Industry is a local organization of businesses and companies in Hebron with the intention to develop and further the interests of local companies and businesses in Palestine. Many businesses are international operating companies with offices in Palestine.
- Main activities of Chambers of Commerce are, among others, safeguarding business interests and sharing business experiences and business interests, contact with governments, civil society, and local media and the press, and organizing trade shows and events.
- During the meeting Eng. Tamimi gave a brief about the services provided by the Chambers of Commerce in general, and the Vocational Training Department in particular, stressing the diversity of training programs provided to the members and the community,
- Data on unemployed youth provided by the Ministry of Labour is not accurate and usually they (the chamber) rely on their own efforts to bring the unemployed to train them on the different vocations and link them with the private sector to secure their employment.
- They use the different media platforms to announce on the trainings, mainly through newspapers, radio, Face book and their own website.
- Eng. Tamimi highlighted several success stories that developed their businesses through the Hebron chamber of commerce, either after receiving the training or through the business incubator unit.
- Hebron labour market is huge for job opportunities
- There is lack in the skilled labour in Hebron due to the work in Israel
- Chamber of Commerce developed data base for unemployed youth with disabilities in Hebron
- There are several employment opportunities in Hebron especially the skilled people, as an example the Plastic Industry Sector will accept 100 skilled employees, and this is what we are doing now through training people in 3 specialized courses and preparing them to begin working in the Plastic Companies in Hebron.
- Hebron CCI helps the MoL to improve the LMIS Portal by supporting this system with the list of Chambers' Members to be opened to the job seekers in Hebron District.
- TVET Department in the Chamber is the most important department and the TVET is one of the strategic goals in the next 5 years.
- TVET and Innovation are very important tools to develop and improve the SMEs in Hebron District.
- Hebron CCI registered its TVET Center in the Ministry of Labor and this center now offers several training courses for the Chambers' Members with the cooperation with the Vocational Training Centers which belongs to the MoL.

- Hebron CCI supported Halhoul VTC with supplying its labs with a High-Tech Hybrid System through the partnership project with Cologne Handcrafts Chamber in Germany, and these equipment will be used for training on Hybrid Systems.
- Hebron CCI is involved in the Work Based Learning (WBL) System which is supported by ENABEL, a training course in Sewing and Textile for 16 young girls took place in the previous time with 300 training hours.
- 100 skilled young people in the field of precious metals are needed to work immediately in this sector. Also, several opportunities are needed in the welding field for the factories and workshops.
- Hebron share in the GDP is 40% and 45% of the Industry in Palestine is in Hebron.
- Hebron CCI will establish the Employment Corner to give the opportunity to 2000 positions required by the Chambers' Members.
- Skilled Workers in the field of construction are needed since most of the skilled workers in this field are working in Israel, preferring the high salaries offerings there.
- A special Employment Day for the Special Needs People took place in the Chamber and 200 of them are now employed in the companies of Hebron, a database for the special needs people is established in HCCI.
- The first Incubator among the Chambers of Commerce was established in Hebron CCI, and 6 Projects are running now in this Incubator with the support of Al Taawon Organization (Welfare).

# GIZ TEP Programme

Funded by the BMZ, the GIZ TEP programme addresses training and employment challenges of young people under the tense economic and social situation in the Palestinian Territories. The overall objective of the TEP programme is<sup>26</sup> "Young People in the West Bank, including East Jerusalem, and in Gaza, who have participated in an integrated labour market and TVET programme, are employed or self-employed in a skill-related field".

The GIZ – TEP supports their partners, the MoL the MoEHE and the institutionalized private sector, in coordinating and enhancing their activities in TVET and Employment Services in order to improve the relevance and quality of TVET, to increase employment opportunities for graduates and to supply the private sector with the needed, qualified labour force.

## **Sabina Gebauer, Cora Goetemann, Shorooq Shabillo, GIZ**

- GIZ has been supporting MoL and MoEHE to establish the Higher Council on TVET and the Development Centre, they will be providing a comprehensive support to the Center through legislation (by drafting the bylaw and ToRs) infrastructure, capacity building, developing TVET curriculum, monitoring and evaluation tools and quality assurance. This effort will be combined with the BTC as members of the Steering Committee.
- Although LMIS exists in MoL, the quality of information collected by LMIS is insufficient. GIZ plans to continue its support on LMIS in a broader plan of supporting employment services provided by MoL.
- GIZ has conducted skills analysis and developed a standard for curricula development (syllabus and modules) adopting DACUM.
- GIZ has supported Local Employment and Training Council (LET Council) to conduct labor market analysis for training in the governorates in both West Bank and Gaza. Priority areas of labor market analysis are different depending on the context of each governorate.
- There has been an effort to establish NQF. It is expected that the newly developed TVET Development Center will take the lead and complete the establishment of NQF for Palestine.
- BTC has supported the work-based learning in Palestine. GIZ has supported both the apprenticeship programs at the vocational schools under the supervision of MoEHE, as well as the dual studies at Al Quds University in close partnership between the University and the private sector

## **Bart Horemans, Enabel (BTC)**

- BTC has piloted WBL initiatives at the technical colleges and VTCs. 77% of graduates found a job within 6 months after the graduation.
- The supported WBL initiatives have not been institutionalized at the MoL and MoEHE.

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<sup>26</sup> <https://www.giz.de/en/worldwide/37717.html>

- BTC has developed a manual for WBL training.
- BTC has supported CVET (continuous vocational training) targeting those without jobs and those who are employed and would like to upgrade their skills.
- There is not much progress on LMS managed by MoL. A management problem as well as capacity exists in MoL – particularly on data entering as well as on the management of the number of Palestinian workers in Israel (they don't want to be transparent on this).

**Michael Vogele, Marzia Dalla Vedova, European Union**

- Through GIZ, EU has supported the modernization of TVET in Palestine. From GIZ's experience, it seems that a bottom-up approach (by strengthening the Local Employment and Training Council (LET Council)) work in Palestine, rather than a top-down approach. It would be worthwhile to consider promoting decentralization in TVET.
- Policy-level intervention on TVET can be conducted in coordination with the sub-sector working group on TVET (among the development partners). EU asks UNESCO to share the inception report of YEM project (once it is available) with EU office in Jerusalem and with the sub-sector working group on TVET.
- A clear linkage between the achievement of NET-MED Youth project (the skills forecasting model) and YEM project will need to be shown. EU would like UNESCO to ensure that the skills forecasting model will be handed over from MAS to the government to ensure its sustainability.
- In view of the difficult situation of Gaza strip, it would be worthwhile to consider activities implemented both in West Bank and Gaza. This has been reassured during the discussion by UNESCO as all activities within the NET-Med youth project and throughout the development of the skills forecasting model were conducted at both places.

# The Existing Statistical Infrastructure

## The Role of PCBS

The PCBS<sup>27</sup> should take a leading role in skills anticipation and identification as they have excellent capabilities and strong competences, in addition to possessing the relevant data from the labour force surveys. At present, however, institutional cooperation on these issues between PCBS, MoEHE and MoL, is not clearly structured and the responsibilities of the respective institutions are not well defined beyond the framework of internationally funded initiatives. If new functions need to be added beyond the current PCBS remit, then an additional financial allocation could be discussed.

A new labour market needs analysis is generally performed each time new qualifications are developed within the framework of an international project in line with the curriculum development standards, but Palestine is still lacking a structured approach to skills anticipation, independent of and outside the external aids. The new standard process for curriculum development approved by MoEHE and MoL includes competence identification as a structural element in the second of eight steps of the process. However, the developed manuals provide the detailed procedure to identify the work processes and tasks, and the needed skills, knowledge and competences. These are then transferred to the modules of the curriculum.

### **Maher Sbieh (education statistics), Suha Kana'an (labor statistics), Haleemeh Saeed, PCBS**

- Census data collected in 2017 will be disseminated end of March 2018. (this exercise is conducted every 10 years)
- Education data: MoEHE collects data through its EMIS from formal schools, informal education centers, and on adult literacy. Census data covers enrolment in schools and qualifications.
- Labor data: Labor force surveys covers 30,000 households. New questions on TVET has been added (attendance of TVET in the past 12 months, bridging from diploma to degree programs, etc.). Establishment surveys collect data from private companies on their economic activities.
- Although LMIS exists in MoL, MoL does not rely on the data collected by LMIS because of the technical problems (double counting, etc.).
- The questionnaires and data of census and surveys are available on PCBS website.

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<sup>27</sup> [www.pcbs.ps](http://www.pcbs.ps)

## Palestine Economic Policy Research Institute MAS

### Raja Khaldi, MAS

- There is no system on skills assessment and anticipation in Palestine. A partial system may exist at MoEHE, but no such system exists in MoL.
- MAS<sup>28</sup> has conducted skills gap analysis on construction, health and tourism sectors (for MoL).
- MAS has set up a permanent in-house macroeconomic modelling for economic forecast with PCBS and UNCTAD.
- With ILO, MAS will publish: (i) an economic monitoring results; (ii) an annual report on the performance on SDG (especially SDG8); and (iii) labor market forecast.
- The World Bank has completed the computable general equilibrium (CGE) model in Palestine. MAS will take over the CGE model from the WB.
- No ministries in Palestine have capacity to develop economic models. The only existing reliable economic models in Palestine are: (i) the economic forecast developed with PCBS and UNCTAD and (ii) the economic forecast made by the Palestinian Monetary Authority (PMA). Both the Ministry of Finance and the Ministry of National Economy do not have capacity for economic modeling.
- The skills forecasting model (developed by NET-MED Youth project) has some technical shortcomings. Supply side is fine because of the reliable data provided by MoEHE. Demand side has challenges – the methodology of forecast (currently based on the GDP growth and IMF forecast) will need to be revisited, based on other available economic forecasts in Palestine. Also, upon availability of funds, the model will be hosted and updated by MAS to include the number of Palestinian workers in Israel (130,000-140,000). According to the agreement with UNESCO and the two ministries (MoL& MoEHE) MAS is ready to update both the methodology (of demand side) and data of the skills forecasting model and to train the newly appointed staff of the Development Center where the model will be permanently hosted.

### Zaher Bassioni, Operations Manager, Leaders

- Leaders Organization is one of the Net-Med youth project youth organizations who were part of the development of the skills forecasting model for Palestine. As a social enterprise supporting the development of digital skills they were invited to the meeting as YEM project will be also looking into the digital skills.
- Leaders work to support youth in opening their own enterprises through different approaches, one of them is digital skills which was the focus of the meeting.
- Leaders are working towards training youth on encoding and promoting the idea of virtual Reality (VR) and Augmented Reality (AR).
- Great potential is seen, and great successes were achieved through their different programs.
- Leaders are promoting the results of the skills forecasting model by focusing on economic empowerment through their different TVET entrepreneurship approaches.

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<sup>28</sup> ([www.mas.ps](http://www.mas.ps))

# The Geographical and Sectoral scope

## The LET Councils

### EU-programme launched for Bethlehem, Nablus and Hebron:

A cooperation programme between the European Union, the German government development program and the partners Ministry of Education and Higher Education, and Ministry of Labour was launched. A 4-year EU funded with 4 million € programme, targeting on strengthening and up-scaling the TVET institutions in three pilot regions of Bethlehem, Nablus and Hebron Governorates and encouraging partnership between local institutions for technical and vocational education and labour market (LET Councils) and the private sector, has started in mid-September 2011 and supported innovative training and learning concepts oriented on labour market needs. The local partners in TVET and authorities (LET Councils) were expected to steer and supervise the EU-funded programme. The programme had supporting the implementation of the revised National TVET Strategy and contributes to the National Development Plan. The programme was executed by the (GIZ) on behalf of the German Ministry of Economic Cooperation and Development, together jointly with the German Program "Promotion of TVET and Labour Market in Palestine.

### Who are Local Employment and TVET Councils (LET Councils)?

LET Councils are non-formal bodies established at local (Governorates) level, and are chaired by the office of the Governor, with the exception of the Gaza LET Council is chaired by the Minister of Labour. They are composed of a varied set of stakeholders (e.g. government offices representing MoEHE and MoL-employment offices in the region, social partners, local development agencies, TVET providers, NGOs, institutions working in the field of employment, self-employment and SMEs, etc.). LET Councils have been previously set up at regional level (in four governorates: Hebron, Bethlehem, Ramallah and Al-Bireh, and Nablus), to ensure proximity to the local labor market in the four governorates. The four LET Councils can be considered a success story, representing the first attempt at regular and structured cooperation between TVET providers, the world of work and government at the local level. Due to this success, LET Councils have now been expanded to be in all West Bank governorates and in Gaza.

The LET councils, through their composite structure, of being from all supply and demand sides, design the evaluation criteria to be used to assess the submitted proposals, and due to their knowledge with the development needs, they decide about the priorities in their districts. Besides, they conduct workshops and seminars to their beneficiaries, to acquaint them with the skills of proposal writing, technical needs assessment, etc. The LET Councils usually ensure the visibility of any accepted programme at national and local level through appropriate actions. LET councils have been a major success in the reform process of the TVET and Employment sector in Palestine. They serve now as the central point for linking TVET stakeholders for joint decision making related to labour market in connection with the development of the TVET sector.



Main program's objectives included increasing the learning places and processes and made them more effective and relevant to the labour market demand; improving utilization of TVET institutes; and improving attractiveness of the Palestinian TVET sector. "Through strong cooperation between TVET institutions and the private sector and innovative ideas from vocational schools, technical colleges and training centers, this programme indeed increased the employability of the students and matching education with the demand of the labour market"<sup>29</sup>.

"Despite a slight increase in the enrolment rate in the TVET system in recent years, the TVET is unfortunately still considered a second-class education. It is hoped that through improving the quality of the teaching and the potential employability of TVET graduates, this programme will raise the profile of TVET education among Palestinian youth"<sup>30</sup>.

The main idea of the establishment of the LET councils was that the Public TVET institutions, in partnership with the private sector in the governorates, were invited to send their project ideas, thus applying for financial support. The Local Employment and Training Councils (LETC) – representing all stakeholders in the areas - are considered as the driving force of the program. This was to guarantee the orientation of all initiatives on the demand of the local economy. Also, the private sector organizations and TVET providers were supported with the aim of enhancing their technical and managerial capacities. Finally, the good practices were disseminated and were considered in the national TVET policy decisions. The LET Councils then expanded to take place in more governorates across the West Bank and Gaza Strip.

The LET Councils consist of representatives of:

- Governmental offices in the region representing especially the Ministry of Labour and the Ministry of Education and Higher Education
- Municipalities
- Local development agencies
- Chambers of Commerce and Industry
- Employer's organizations
- Trade unions
- Vocational Education and Training institutions (private and public)
- Institutions and organizations working in the field of employment, self-employment and development
- Institutions and organizations working in the field of small and medium sized enterprises.

An important reason for establishing the Local Employment and TVET Councils (LET Council) is to:

- Interrelate the local labour market, the local employment services and the local TVET provisions,

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<sup>29</sup> Volker Ihde, Head of GIZ programme (TVET and Labour Market), in the kickoff event of the LET councils in Palestine, in the press release event on 25 October 2011.

<sup>30</sup> By Sergio Piccolo, Head of Operations at the European Union Representative Office for the West Bank, Gaza Strip and UNRWA, in the kickoff event of the LET councils in Palestine, in the press release event on 25 October 2011.

- Have employment services and TVET provisions jointly prepare appropriate interventions needed for a adequately educated and trained labour force
- Reach a mutual understanding between the economic and social partners about essential issues related to unemployment, employment and self-employment creation.

The tasks and objectives of the LET Councils include:

- Initiate, support and monitor (new) labour market instruments to improve and coordinate the local employment services and other relevant institutions / organizations to reduce unemployment and poverty
- Initiate, support and monitor the implementation of a modernized TVET system and the improvement of TVET institutions in order to guarantee a highly motivating and professional technical and vocational education standard, adapted to lifelong learning and based on labour market needs
- Create a common understanding among social partners regarding unemployment, employment and self-employment issues
- Activate the social and economic partners in taking increased responsibility for social development, improvement of the labour market and social equity
- Offer a platform for all relevant and interested institutions and enterprises to discuss and develop ideas for further improvement of labour market policies from the local point of view and to be a reflecting organ for decision makers on national level
- Support the governmental and non-governmental labour market strategy and its action plans

Due to its ambition – to relate policies, provisions and practices – the LET Council is a multi-partner organization too.

**During an interview with Mr. Marwan Sultan; Deputy of Hebron Governor (Head of LET council at Hebron Governorate), on 24<sup>th</sup> May 2018 at his office in Hebron Governorate, stated that:**

- There is a need for an open dialogue with the community and the private sector: LET Councils are very important and they are playing an important role to shorten the gap between the training and the market needs, in addition to establishing a good network from business people to accept the trainees in the Labor Market.
- There is a very important role for the LET Councils to strengthen the partnership with the Private Sector (3 Chambers in Hebron Governorate are very active partners in the LET Council), and through the donors and the projects they offer, we try to fulfill the needs of the Labor Market, several projects through the European Union funds through GIZ and the Netherlands.
- Fund was implemented in Hebron and hundreds of people where trained and employed as skilled workers.
- There is a need to conduct trainings based on labour market needs and labour market trends.
- Unemployment rate is much higher than what is announced through PCBS, there is hidden unemployment with no data, and there is a need for developing unconventional programs which leads to the change in the mind set.
- There should be a dialogue platform between the supply and demand sides in order to tailor programs that contribute to bridge the gap in the Palestinian labour market. The Dual Studies Program which is implemented in Al Quds University and supported by GIZ, is a very good program and have good solutions to reduce the unemployment percentage in Palestine, since this project is combining between the theory and practice and generate graduates who are aware of the needs of the labor market.

# Education for Employment (EFE)

Established in 2006 to provide tangible economic opportunities for young people, the EFE operates in the West Bank, Jerusalem and Gaza Strip<sup>31</sup>. It implements its programs through cooperation with local companies and universities to train youth and students and provide entrepreneurs with the support and advice they need.

## Competitive Advantage

Unlike most youth employment programs, which focus primarily on training alone, EFE provides comprehensive services based on market needs and aims primarily at providing employment opportunities for its graduates.

## Mechanism of Action

- Invite employers to identify required skills in the labour market.
- Design of training programs in cooperation with the private sector, which meet the market requirements.
- Obtain a commitment from the employers to employ graduates who are looking for work and who have completed the training programs of the institution.

## Programs of EFE

- Program of training and employment
- Entrepreneurship
- University programs: The Way to work
- Programs of the graduates

### Results from the EFE for the Year 2016:

- Age group of Beneficiaries: 18-35 years
- Graduates of EFE 1797- Graduation = 100% ----- 61% Female
- The EFE has established partnerships with 150 companies and institutions to support the programs' implementation and employ graduates
- Percentage of those who worked after training 73%

## The Leather and Shoes Sector in Palestine

The Leather and Shoes sector is considered one of the most important industrial sectors in Palestine. According to industry-sector studies carried out in 2009 by the Federation of General Industries, the investment volume in this sector is more than US\$120 million. Although the industry is concentrated in the city of Hebron, factories operate also in other governorates such as Nablus and Gaza. The history

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<sup>31</sup> From the Annual Report 2016 of the efe, and the interview of the DG of efe - Mr. Saro Nakashian, on the 7<sup>th</sup> May, 2018. Also [www.efe.org](http://www.efe.org), and [www.pefe.ps](http://www.pefe.ps)

of the shoe and leather industry in Palestine dates to the 1960s; it reached its peak in the 1990s, when nearly 13 million pairs of shoes were manufactured, and more than 10,000 workers worked directly in the sector, according to the Palestinian Central Bureau of Statistics (PCBS). However, the footwear and leather industry faced difficult challenges especially in the late 1990s with the opening of the Palestinian markets to unprecedented foreign trade, especially with China, which flooded the market with Chinese shoes and left very little to the local industry, and with the breakout of the second Intifada. For example, in 2009, no more than 4 million pairs of shoes were produced and, according to the PCBS, the number of workers had dropped to 2,500.

One of the most important, built-in strengths that contributed to the development of the footwear and leather sector in Palestine is the local availability of most of the supply chain supporting the industry. Not only is the main and largest component, namely the shoe manufacture and leather tanning, carried out locally,<sup>32</sup> many supporting industries have developed as well, including design and the manufacture of shoe soles, shoe molds, heel manufacturers, and mold makers.

### **The Stone and Marble Sector in Palestine**

The Palestinian stone and marble sector is an important sector from the perspective of employment generation, contribution to gross domestic product (GDP) and export potential. The comparative advantage in this sector mainly stems from the availability of large deposits of high quality stone available primarily in Hebron, Bethlehem, Nablus, Ramallah and Jenin. Because of the location of most quarries, and cutting factories in the West Bank, Gaza plays a relatively minor role in the sector's operations. CURRENT CONTEXT Sector enterprises can be divided into three main categories depending on their specific activities: quarries (300), stone and marble factories (750), and workshops (600). The sector is labor-intensive, although use of heavy machinery and automation is increasingly becoming commonplace. Enterprises primarily operate on a family owned model, with techniques being passed down over generations. Current employment ranges between 15,000 and 20,000 employees, and more than 99% of the sector's employment base is male.

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<sup>32</sup> About 60 percent of the leather used in the sector is tanned locally from hides obtained in Palestine and Israel. The remaining leather is imported ready-to-use from Italy and Turkey.

# Existing Gaps

The LMIS is the most ambitious reform within the framework of the employment strategy, planned as a parallel activity to restructuring of the (16) employment offices across the country. These employment offices were previously offering limited services to Palestinians, mainly in terms of the provision of work permit. The LMIS was officially launched by the Minister of Labor in January 2012 and was later installed within the OSSs. By the end of 2015, the number of accumulated job seekers registered on the system reached (107,270) job seekers<sup>33</sup>.

This data shows that the system is growing fast, but still too far from being recognised as a reliable national tool for finding job opportunities. Unfortunately, the scale of the LMIS is not yet significant enough for it to function as an analytical tool for skills anticipation and identification. Two obstacles and challenges have been identified; first is the size of informal businesses, and second is the issue of company's register in LMIS.

**Although the MoL received the relevant information about listed companies from the databases of chambers of commerce and industry and fed it to the LMIS, still many companies are extremely reluctant to provide full information, fearing of possible government inquiry or disputes with the tax authorities.**

**The new employment strategy has led Palestine to initiate the transformation of these offices into One-Stop-Shops (OSSs), providing a more comprehensive package of services including career guidance and counseling.**

The next key building block of TVET reform, involves the development or updating of qualifications that match the skills' needs identified as required by the labour market, as this is the area of TVET reform where the greatest efforts have been made. One of the main challenges has always been the relevance of TVET qualifications to the labour market, as the TVET system has traditionally been too rigid. The system lacks the flexibility to be more responsive, with decisions on opening or closing specialisations made in a highly-centralised manner. Policy makers are also severely constrained by the budget and human resource ramifications of such choices, particularly among public training providers. Training staff have no opportunities to interact with businesses and industry, or to keep up to date with the latest pedagogical and technological innovations. Managers are generally not empowered to respond effectively to the required needs in a timely fashion. The LM data is required to build the capacity and train the staff of the private sector. Below are some challenges and gaps, which are seen to have impact on a reliable LMIS:

- Evidence shows that roles and responsibilities of stakeholders conflict and leave gaps in the policy-making process;

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<sup>33</sup> Torino Process Report 2016-17 Palestine.

- Hard regulation (laws, etc.) and soft regulation (recommendations, cooperation agreements, etc.) do not apply at each stage and level in the policy cycle;
- Management information systems and other data do not meet the governance needs of the stakeholders;
- Different actors at vertical and horizontal levels are not yet working in partnership to shape the anticipation of TVET policies and systems.

To sum up, and as already known, TVET does not create directly job opportunities, except for a rather small number of start-ups. However, **TVET can achieve and secure better matching of demanded and supplied skills**, thus resulting in increased productivity and competitiveness of companies. In the long run, this might lead to creating new jobs. Besides, TVET could facilitate transition to work from unemployment and inactivity through an increase of work-based learning, and better integration of the TVET sector with the employment services.

### Solutions for Matching Demand for Skills

To get around the challenges associated with the LMIS, its ownership should be widespread between all relevant stakeholders and not remain confined to the national statistical institutions in the country. Moreover, there should be focus on generation of broad, macro-level data, side by side of providing information useful for employers and workers (e.g. on skills supply, employment opportunities or career options). Also, the exclusion of the private sector from effectively taking part in the governance and the formation of new information, and failure to address the informal sector even though it comprises the vast majority of the labour force, would certainly give rise to negative impact and is considered by large as an obstacle in front of achieving the planned objectives of the LMIS.

# Mechanisms for Identifying Demand for Skills and Matching Skills Supply

Historically, there have been limited mechanisms for identifying skills needed by the labor market, one of the main reasons for development of the Employment Strategy (published in November 2010), was the desire to meet this challenge. However, the requirements of matching the demand with the supply needs are becoming clearer recently. The executed and planned to implement projects are promising potential to enhance the partnership between the stakeholders. The establishment of the geographically distributed TVET units in the chambers across the districts, (covering the North, the South and the middles of West Bank), with the support of German Cologne chamber, to assess the needs of employers, will give rise to developments and enhancement of the partnership and collaboration between the industry and the TVET

## **TVET Partnership Palestine - HWK zu Köln (Kolon Chamber of skilled crafts)**

The TVET Partnership Palestine implemented by Handwerkskammer zu Köln (HWK Cologne) with its partners Ministry of Labour (MOL) and Federation of Palestinian Chambers of Commerce, Industry and Agriculture (FPCCIA) started on October 1 2015. Objective of the partnership is: The private sector improves professional qualification in Palestine in a sustainable way through competent and active cooperation of CCI (Chambers of Commerce and Industry) with governmental bodies, companies and TVET institutions (VTCs - Vocational Training Schools and Centers). The partnership aims foremost at strengthening the regional CCIs and VTCs through Human Resources capacity development.

A study conducted by TVET partnership Palestine in cooperation with FPCCIA and MoL<sup>34</sup>, revealed that around 47% from the graduates from the VT centers are unemployed, where 24% were employed in their specializations. However, among the main recommendations of the study was studying the needs of the labour market in partnership with companies and developing the TVET centers to keep up with the labour market needs. Annex (9) presents the main results of the study.

**Meeting - Mr. Tayseer Saeed – Head of TVET Units of chambers of Commerce - Palestine Partnership Project with Cologne Handcrafts Chamber:**

- The Kolone chamber of commerce together with the MoL are main partners to enhance the work of the chamber of commerce in Palestine.
- 10 coordinators received ToT training and now they provide trainings in West Bank distributed on the various vocational training centers
- Usually there is a German expert together with the local expert to conduct the training.

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<sup>34</sup> Study ???

- They conducted labour market needs assessment and provided vocational training based on labour market needs mentioning modern car maintenance, welding and equipment maintenance.
- 70 projects were implemented through the vocational training centers in cooperation with the chambers of commerce
- GIZ are implementing projects through the VTCs.
- There is a problem in the maximum use of resources.
- There is no problem with equipment, however, the problem is the lack of skilled trainers.
- There is a need to develop the LMS system at the MoL.
- Through this Project and Partnership with the Federation of Palestinian Chambers of Commerce, Industry and Agriculture and the Ministry of Labor, 10 TVET Units established in 10 Chambers and 10 new employees as TVET Coordinators was employed in these 10 units.
- A study for the Chambers Members training needs was conducted through the TVET Coordinators in the Chambers, and because of this study 3 specialized courses in the fields of Car Maintenance, Machines Maintenance and Welding was organized by the project and more than 100 trainees was trained on the up-to-date technologies through German Experts, these trainees will train other people in the mentioned fields.
- 3 Welding Workshops was established through the Partnership Project in Beit Our Center in Ramallah, in TuKarem Training Center and Halhoul Training Center, and these new workshops are accepting students now to be trained on Welding.
- To increase the awareness and the importance of the TVET, 3 different study Visits to Cologne Chamber of Handcrafts in Germany was organized for the Chairmen of the Palestinian Chambers, the Managers of Palestinian Chambers and the TVET Coordinators in the Palestinian Chambers, also the deputy Minister of Ministry of Labor and the Manager of the Vocational Training in the Ministry participated in these study visits.
- This project encourages other donors to support the TVET Units in the Chambers such as GIZ with the More Job Opportunities Project which support in training with a short-term course and after training 30% of the trainees are employed in the companies and establishments.



# Key Conclusions

The Cedefop (2016) listed the main characteristics for a high-quality LMI system. It should be characterized by having:

- Accuracy (e.g. statistically reliable);
- Completeness (e.g. in terms of sectors, regions);
- Timeliness (recent data, frequently updated);
- Relevance to user needs and adapted needs of different user groups; visually attractive and available in different formats (pictures, tables, charts, and graphs);
- Accessibility: considering different capabilities and backgrounds, easy to understand text, access without registration, at low cost or free of charge as much as possible, plus available in electronic and hard copy;
- Impartial: the information provided is in accordance with the user's interest only, is not influenced by provider, institutional and funding interests, and does not discriminate on the basis of gender, age, ethnicity, social class, qualifications, ability;
- Authority; comparability of data over time, and over different geographic levels; and
- Transparent: sources of data are indicated; flexible and be easy to update.

However, the LMIS, though has not yet been institutionalized on the national level, it had helped in the context of identifying the needs and mechanisms of the reform of the TVET sector in Palestine. For example, in connection with the current study. The introduction of WBL schemes in the TVET sector has proven to be a very successful approach to link education and training with employment and has contributed to list of outcomes:

- A decrease of the existing mismatch between the subjects taught in the TVET institutions and the real skills and competences needed in the labour market,
- A significant increase in the employability of TVET graduates (80% of WBL graduates find an employment or are self-employed within one year, compared to 60% or lower in traditional TVET),
- A further institutionalisation of the cooperation between the public and private sector at the national, regional (governorates) and local levels,
- A substantial increase of the enrolment of female students in TVET including non-traditional vocations.

There is a clear evidence of the integration of WBL and the development of an institutional framework. An additional indicator is the fact that the EU decided at the end of 2016 to set the target of a minimum of 50% of WBL in all the TVET programs in Palestine by 2020 in the Joint Results Framework of the European Joint Strategy<sup>35</sup>.

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<sup>35</sup> From the self-assessment chapter of ENABEL Evaluation Report

In other words, there are initiatives and interventions that brought the public and private sector together around the shared objectives of improving the skills and competences of the TVET graduates and to facilitate the transition from school to work. A holistic approach widening the spectrum of TVET and LMIS could tackle different problems and challenges simultaneously.

- The cooperation between the two main Ministries for the subsector, the MoEHE and the MoL, together with the Federation of Chambers of Commerce, PCBS and other non-state actors (UNRWA, NGO TVET league, etc.) has become more formal and more effective. With the establishment of an informal TVET-LM joint Management Structure, with the purpose of coordinating the interventions of the main international and development agencies, GIZ and ENABEL. This included three layers of coordination (policy, technical and operational), the last of which is structured in thematic-based Technical Working Groups where all key stakeholders are represented. This informal structure will be replicated in the new formal governance model.
- The creation by the MoEHE of a high level Technical Working Group for TVET under the umbrella of the Reformed Education Sector Working Group (ESWG) at the end of 2015 improved coordination and cooperation among the wider group of TVET stakeholders. The TWG is co-chaired by the MoEHE, the MoL and Germany.

The main priorities for improving TVET responsiveness to economic and labour market needs are the following:

- Scaling up the LMIS through more active cooperation from Social Partners and capacity building for OSS staff, scaling up the LMIS and its use by MoL, and Chambers, capacity development and better outreach in the areas of job preparation and job matching
- Execute Labour Market Needs Assessments to define the needed vocations and skills in the Labour Market.
- Integrate Work-Based Learning, WBL in a systematic way in TVET, which gives a good indication of the needs of the labour market via the availability for students to work in specific sectors.

## Vision and progress

An LMIS is a permanent task, which requires skilled personnel (capacity development aspect) at different levels as well as a long-term secured financing basis. Besides, it needs an M&E system to assess the effectiveness, efficiency, and impact. Therefore, the LMIS needs the employment and labour market policies to be established to complete the system and produce evidence for its continuous and sustained development.

The campaign to increase the attractiveness of TVET, and LMIS should be reinforced by publicizing data on the employability of TVET graduates, their salaries and career opportunities as soon as this data becomes available with the establishment of a national M&E system. The LMIS is the main tool to achieve these objectives.

Below are lists of recommendations to the different clusters, some could be considered as **Policies**, Mechanisms, Implementation or M&E. Others under Development of a Framework for an Optimal and Operational Labour Market Information System. In all cases, these recommendations should be in line with two crucial factors:

- a) **Situational analysis of the currently available labour market information collection, analysis, and dissemination systems at the national level shall be conducted and reported to the concerned parties, taking into consideration that the analysis must include all the ministries, governmental and non-governmental organizations collecting labour market information;**
- b) **A framework for an optimal national labour market information systems (LMIS) for Palestine should be tailored based on the situational analysis, the study of the best practices and the selection criteria for possible hosting bodies, the frame work is to provide a design for an optimal LMIS with the capacity to map the entire set of interlinked institutions and processes that determine the flows of job opportunities and labour supply all over the country.**

# Recommendations

An attempt was made to introduce skills foresight through the use of input-output tables in 2014, but the model was considered difficult to apply in the Palestinian context and the project has been frozen. UNESCO funded by EU works in their NET-MED Youth project on "Skills Forecasting in Palestine" (supported by PCBS and MAS, with the involvement of MoL and MoEHE)

## Recommendations for the MoEHE and MoL

- Provide a consistent governance structure for the TVET through the Higher Council for TVET and the Development Centre defining clearly define the mandate, roles and responsibilities of different stakeholders in the TVET system and appropriate coordination; provide centralisation of planning and decentralization of implementation.
- Allocate resources and tools for the M & E, including allocating budgets, centrally and for the field institutions.

## Recommendations for the Private Sector FPCCIA and PFI

- Seek an active role in the development and revisions of TVET programmes based on the LM needs.
- Provide further sensitization/awareness building for companies regarding the benefit of the LMIS.
- Disseminate good practices and success stories, depending on regional and international cases.
- In terms of reforming the LMIS, it is important that representatives of the world of work (employers and workers) take a leading role not only in defining the occupational profiles and required competences, but also in the assessment procedures.
- Encourage sectoral organizations and individual employers to commit to TVET reform and to become more engaged in TVET processes. By this, we can guarantee their strong and reliable engagement in the management and utilization of LMIS.

## General Recommendations

- Establish the Development Centre which is crucial to the effective steering of TVET reform. It would be advisable for the Development Centre to play a policy advisory role but also to perform an operational function. To be able to function institutionally, the Development Center should gradually finalize all revised core processes and should consider the LMIS as one of the themes and axes under its umbrella and within its priorities. Therefore, it should be provided with the necessary resources to take over the operational role towards this mission, to be able to implement and identify possible gaps.
- Investigate current solutions to increase the efficient use of LMIS to increase the autonomy of TVET institutions in the management, operation and M&E of the LMIS, are good incentives for the supply side to feel the ownership towards the LMIS, to encourage being most effective.

- Determine a follow-up process that should be used by putting in place an effective LMIS system that allows for coaching, monitoring and evaluation of each individual institution and its private sector counterpart to assure qualitative results. This assignment includes field work all over Palestine including Gaza Strip.
- Develop an institutional and legal framework for the TVET-LM subsector allowing e.g. TVET institutions to operate in a Private Public Partnership (PPP) setting and acquiring greater autonomy, which is now as good as inexistent in public TVET institutions, with freedom to have access to the portals of the LMIS and its tools.
- Create hubs for regional economic development by creating synergies between public (local governance structures, ministries, etc.) and private sector organisations (federations, Chambers, etc.) and developing joint initiatives.
- Promote entrepreneurship and self-employment among TVET graduates by integrating entrepreneurship courses in TVET and offer business development support to employers and starters through CVET.
- Provide incentives to the companies registering and participating in the LMIS (e.g. lower taxes, facilities in the import/ export procedures, etc.).
- Working on the institutionalization of graduate follow-up studies periodically.
- Establish an integrated database for graduates of TVET centres.
- The MoEHE, the MoL, and the employers should all cooperate to develop curriculums and to keep up with the latest developments and innovations in the world of work.
- Develop a TVET Law that should provide formal accreditation for the role of the Higher Council for TVET and its Development Centre, with utmost attention to the issues related to LMIS.
- Create an enabling business environment for Entrepreneurship and Innovation (facilitating the process of starting a business, getting credit, resolving controversies).
- Activate female participation in the labour market by establishing Governmental measures. In the context of TVET education, the stakeholders could investigate creating new qualifications that are more attractive to girls. They could also make additional efforts to bring vocational training to remote areas and villages.
- Establish a core process to identify labour market needs. This process should exploit the competences and resources recently set up in the form of new units, institutions and tools. The current developments (new TVET units in regional Chambers of Commerce, LET councils, LMIS) represent an excellent starting point, but stakeholders should ensure that the responsibilities of the various actors are complementary and coordinated.
- Develop the NQF, ensuring close cooperation between the different subsectors in education (Vocational, Technical, and University). By this, the LMIS and the TVET sector, in general, would gain a lot of credibility with the labour market.
- Export the best practices in the application and utilization of existing LMIS that have been developed regionally and/ or internationally (focusing on the success stories and lessons learnt from their applications). The successful results of should be used to draw up a national policy.

- Reinforce the role of the LET councils in the context of LMIS. Their active participation in some of the core processes (e.g. anticipating labour market skills) should be institutionalized and formalized.
- Work on the institutionalization of graduate follow-up studies periodically.
- Establish an integrated database for graduates of TVET centers.
- Consider priority areas for government cooperation:
  - Cooperate with the Ministry of National Economy
  - Develop of the TVET system (and its links with employment services), together with the Ministry of Education and Higher Education in implementing the revised TVET-strategy
  - Promote of the participation of women on the labour market with the Ministry of Women Affairs
  - Address youth unemployment measures with the Ministry of Youth and Sport
  - Develop rehabilitation programmes for ex-detainees with the Ministry of Detainees.

## Final Summary

The LMIS should play a key role in improving transparency in all fields of employment, education and social security for realistic planning and credible information for capacity building and career options.

General Recommendation: Call for a national workshop to discuss the issues related to the LMIS and the necessity of involving all stakeholders in the feedback, utilization and building policies, before adapting any future Labour Market Information and Intelligence system.

# ANNEXES

## Annex 1.

### The Objectives of the YEM Project

- **Result 1** “National systems for skills needs assessment and anticipation strengthened”: The following activities will be considered:
  - 1.1 Update the existing labor market information system (LMIS) at the MoL, ensure the quality of data collected by LMIS and facilitate the use of those data by education and training policymaking by MoL and MoEHE. Collaborate with GIZ, which has a plan to provide continuous support to strengthen LMIS within a broader plan of supporting employment services provided by MoL.
  - 1.2 Establish a unified governance system of the management of tools and mechanisms of labor market analysis under the umbrella of the TVET Development Center (or MoL and MoEHE for the time being). Ensure the engagement of the private sector (e.g. chamber of commerce, federation of employers) in this governance system. Use the relevant data collected by PCBS: among others, EMIS data, labor force surveys, and establishment surveys. Collaborate with GIZ and ENABEL, which has been technically supporting the establishment of the Higher Council on TVET. (Ziad Jweiles, UNESCO consultant, will develop a comprehensive mapping of existing available tools and mechanisms of labor market analysis in Palestine to facilitate this work.)
- **Result 2** “TVET promoted as a quality and attractive pathway, especially for young women”: The following activities will be considered:
  - 2.1 Ensure the provision of relevant career guidance (consider working with UNRWA).
  - 2.2 Conduct tracer studies for the graduates of TVET institutions. Institutionalize work-based learning scheme in training programs offered by MoL and MoEHE (building on the pilot works on WBL conducted by ENABEL).
  - 2.3 Support the TVET Development Center (or MoL and MoEHE for the time being) to development and implement a holistic national TVET policies and strategies in order to address the challenges of access, quality and relevance of TVET sector in Palestine. (Consider updating the existing TVET strategy which was developed in 2009.)
- **Result 3** “Regional platform for cooperation on assessing and anticipating changing skills needs established”: The following activities will be considered:
  - 3.1 Since several Palestinian work outside the country, identify skills needs assessments in relevant countries and consider using them for education and training provision in Palestine (particularly focusing on the labor market of other Arab states).
  - 3.2 Use a regional platform of European Training Foundation (ETF) to promote regional cooperation on skills assessment and anticipation.
  - 3.3 Since many Palestinian working in Israel (approximately 140,000 workers) and their data have not been fully captured by the skills forecasting model, identify and use relevant data and assessments produced by the Government of Israel.

## Annex 2.

### List of Persons and Institutions Interviewed

Samer Salameh	<ul style="list-style-type: none"><li>Ministry of Labor (MoL): (Deputy Minister)</li></ul>
Rami Mehdawi	<ul style="list-style-type: none"><li>MoL (Director General of Employment)</li></ul>
Nedal Ayesb	<ul style="list-style-type: none"><li>Ministry of Labor (MoL): (Director General, Vocational Training)</li></ul>
Abdel kareem Mardawi	MoL - Department of External Work
Moath Abu Baker	MoL - Department of External Work
Saed Odeh	MoL - Director of Qalqiliah Employment Office
Basri Saleh	Ministry of Education and Higher Education (MoEHE): (Deputy Minister)
Wesam Nakhleh	(Director General, Vocational and Technical Education)
Bart Horemans	ENABEL
Naser Ghanim	ENABEL
Zaher Bassioni	Leaders
Sabina Gebauer	GIZ
Cora Goetemann	GIZ
Shorooq Shabillo	GIZ
Mechael Vocele	European Union
Marzia Dalla Vedova	European Union
Maher Sbieh	PCBS: (education statistics)
Suha Kana'an	PCBS (labor statistics)
Raja Khaldi	MAS
Anwar Zakaryia	Development Center: (Head)
Saro Nakashyan	EFE
Taysir Alsaïd	TVET Units - chambers of commerce
Tareq Tamimi	CEO- HCCI
Majdi Qaood	TVET Unit- HCCI



### **Annex 3. Methodology**

(FROM: Inception mission of Youth Employment in the Mediterranean (YEM) Project in Palestine March 14, 15 and 16, 2018)

#### **Organization of the Mission**

The mission has been conducted on March 13-15, 2018 by Salim Shehadeh (UNESCO Regional Bureau for Education in the Arab States), Tap Raj Pant and Sonia Ezam (UNESCO National Office for Palestine), Hiromichi Katayama (UNESCO HQs), and Ziad Jweiles (UNESCO consultant, former Director General for TVET, Ministry of Education and Higher Education (MoEHE) in Palestine).

The team had bilateral meetings with the following persons and organizations to discuss the content of YEM project in Palestine:

- Ministry of Labor (MoL): Nedal Ayeshe (Director General, Vocational Training)
- Ministry of Education and Higher Education (MoEHE): Basri Saleh (Deputy Minister), Wesam Nakhleh (Director General, Vocational and Technical Education)
- Higher Council on TVET, TVET Development Center: Anwar Zakaryia (Head)
- MAS: Raja Khaldi
- PCBS: Maher Sbieh (education statistics), Suha Kana'an (labor statistics)
- European Union: Michael Vogeles, Marzia Dalla Vedova
- GIZ: Sabina Gebauer, Cora Goetemann, Shorooq Shabillo
- ENABEL: Bart Horemans
- Leaders: Zaher Bassioni

The team organized a roundtable on March 15, 2018 at the UNESCO National Office for Palestine to discuss the content of YEM project in Palestine with the following persons and organizations:

- Ministry of Labor (MoL): Samer Salameh (Deputy Minister), Ms. Nisreen Barri (Director of Development Department), Mr. Rami Mahdawi (Director General of Employment)
- Ministry of Education and Higher Education (MoEHE): Wesam Nakhleh (Director General, Vocational and Technical Education)
- PCBS: Maher Sbieh
- GIZ: Cora Goetemann
- ENABEL: Bart Horemans

#### Annex 4.

**Definitions Extracted from: Source-(BTC, 2016), Assessment of Informal Apprenticeship in Palestine Enhancing Capacity for Institution Building (ECIB) Programm in consultation with MOL, MOEHE and ILO - a study report Conducted By: OPTIMUM for Consultancy and Training.**

**Work-Based Learning (WBL):** is acquisition of knowledge and skills through carrying out – and reflecting on tasks in a working context. It is career awareness and exploration, work experience, structured training, and/or mentoring at the work site. There are Work-Based Learning activities appropriate for every grade level to support students in developing career awareness, exploring career options, developing appropriate workplace skills, and relating academic skills to real-world applications. (Cedefop, 2011)

**WBL Implemented by TVET: Traineeships** are “a work practice including an educational component which is limited in time (a few weeks up to 6 months). The purpose of these traineeships is to help the trainee's school to work transition by providing the practical experience, knowledge and skills that complete his/her theoretical education” (ETF, 2012) **Internships** constitute “a form of learning in a real work situation which can either be part of a formal education programme or be done voluntarily outside formal education, with the aim of acquiring competencies through executing “real” work tasks whilst being financially compensated and having access to according social protection” (ETF, 2012)

**First job experience practice** is a period of temporary student employment, within a framework of learning objectives, in which the student takes control of the learning experiences and improves the chance of a becoming permanently employed. (ILO, 2011)

**School based Apprenticeships** are a systematic, long-term training for a technical occupation with alternating periods in the workplace and in an educational institution or training centre, where the employer assumes responsibility for providing the training leading to a specific occupation.

**Company –Based Apprenticeship:** is the formal apprenticeship detailed above (ILO 2012)

## Annex 5.

### Facts and Figures as Quoted from the (ENABEL) Evaluation Report of the WBL

- The implementation of the project started with the development and piloting of 10 work-based learning initiatives. They were implemented in the West Bank only, including East Jerusalem. They were implemented in different TVET institutions. The Evaluation at the end of the cycle provided an overview of activities, conclusions and recommendations that were guiding the second, main call for proposals.
- The selection committees for the second call for proposal selected 57 initiatives in the West Bank and 16 in Gaza. The selection was made based on a set of criteria and proposals were evaluated and discussed among the stakeholders. Both the FPCCIA and PFI took an active role in the process. The successful launch of 73 WBL initiatives has created a real momentum in the TVET-LM subsector and has proven to be very effective in increasing the employability of students. The tracer study of the WBL pilot of 2015 has resulted in a 20% increase of (self) employment of WBL graduates compared to the other TVET students.
- According to data gathered during interviews and field visits, the employability of WBL students was between 70 and 80%, including also self-employment and opening own businesses. The matching Scholarship Fund gives the opportunity to assure the participation of underprivileged groups.
- The duration of the WBL initiatives differs depending on the institution, from 6 months to 2 years. The initiatives are based both on revisions of the existing programmes and development of new ones, but all based on the actual needs of the labour market. There was no limitation to the type of the programme and/or curriculum methodology used. **The main conditions were to link TVET institution with the private sector and provide the practical part of the training in companies.**
- Beside the opportunity to provide the practical part of the training in companies, a set of evening courses was developed and piloted. It is part of the continuous vocational education and training (CVET) programme and aims at increasing the employability of unemployed youth or at further upgrading the skills of those who are already employed. Participants of CVET programmes were also graduates from universities that were not able to find job and decided to develop more practical competences. That too helped many of them to be employed after finishing their programmes.
- Coaching for WBL Initiatives was provided using tailor-made coaching, monitoring and evaluation of each individual institution and its private sector counterpart to assure qualitative results. However, these institutions received an initial training and were further trained during the second round of WBL.
- Awareness building activities of some cross-cutting issues were also carried out regarding promotion of WBL, and TVET in general for female students, providing scholarships and covering some of the costs. There was also additional support from Enabel for gender and environment issues through financing consultants to analyze the situation and provide recommendations that could be used by the project.

- WBL and scholarship funds were established to support initiatives and guarantee the participation of underprivileged young people. Scholarships (that were managed together with GIZ) were provided in East Jerusalem and supported dual studies in Al-Quds University:
- The WBL project was igniting better communication between TVET institutions and the private sector institutions. The benefit is mutual as TVET institutions are aware of the labour market needs and skills that are needed in companies, while the private sector gets a better skilled workforce. It often also benefits from the knowledge and skills of the students that are taking practical part of training in their companies.
- The integration of practical trainings for all the WBL stakeholders including school principals, teachers and coaches, company managers and mentors, ministries, chambers of commerce and sector federations, etc., has turned the WBL program into a uniquely effective hands-on capacity building program for the whole subsector. It contributed to the sustainability of the program as a real transfer of knowledge takes place and this at the national as well as the local level.
- The tailor-made coaching, monitoring and evaluation of each individual WBL initiative gave the ECIB team the possibility of offering support and where necessary suggest changes in a very early stage and hence obtain better results.
- The WBL program has further contributed to the improvement of communication and interaction between TVET institutions and the Private Sector. The organization of awareness-raising campaigns in preparation of the WBL launch and during the roll out, has improved the image of TVET in the wider society and among parents who play a crucial role in the decision of their children to opt for the TVET sector.

## Annex 6.

### A Matrix for Effective Implementation of WBL- The Situation of Effectiveness on Strategic and Operational Levels for the WBL

Effective implementation of WBL: The situation of Effectiveness on Strategic and Operational levels is as follows:

Strategic level	
<b>WBL legislation/ strategy</b>	<ul style="list-style-type: none"><li>- Draft of WBL legislation framework reviewed, waiting for final adoption</li><li>- Draft strategy prepared, needs to be discussed with the WG, stakeholders, reviewed and endorsed</li></ul>
<b>National M&amp;E system for TVET</b>	<ul style="list-style-type: none"><li>- Specific M&amp;E Indicators for TVET were defined and endorsed by the relevant Ministries</li><li>- A tracer study is ongoing to assess the employment outcomes of the WBL Fund. Collaboration with GIZ and ETF is ongoing for a joint publication of the tracer study results.</li></ul>
<b>Promotion of WBL</b>	<ul style="list-style-type: none"><li>- Intensive promotion is carried out using social media, competitions, and personal promotion<sup>36</sup></li></ul>

Operational Level	
<b>WBL Fund</b>	<ul style="list-style-type: none"><li>- 82 WBL initiatives in Palestine (WB:65 / Gaza:17)</li><li>- Budget: 1.3 M Euro + 600.000 Euro matching Scholarship Fund</li><li>- Number of Trainees WB and Gaza: 1,868 (1,235 male and 633 females)</li><li>- 71 initiatives finalized the training and 11 initiatives are still ongoing (to be finalized end of March)</li></ul>
<b>Quality assurance of the WBL initiatives</b>	<ul style="list-style-type: none"><li>- Training and coaching of teachers/ councilors of TVET institutions by Optimum</li><li>- Operational WBL Manual has been developed. After review and approval, it will be distributed to all TVET institutions and relevant stakeholders</li><li>- Training of mentors in the private sector through the roll out of the Master Craftsperson Training Package developed in cooperation with Syntra</li><li>- A manual for craftsperson and a logbook for WBL students is finalized and distributed to the different TVET institutes</li></ul>

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<sup>36</sup> World skills Competition: Palestine won the 9th place worldwide in Painting and Decoration vocation in Abu Dhabi. The trainee who won the competition graduated from one of the Enabel WBL initiatives (Jenin VTC)

<b>Continuous Vocational Education &amp; Training (CVET) Fund</b>	<ul style="list-style-type: none"> <li>- 31 selected initiatives (West Bank:17, Gaza:14)</li> <li>- Budget: 165,480 Euro (West Bank: 96,000 Euro, Gaza: 69,480 Euro)</li> <li>- Number of trainees: West bank 250 trainees (153 males, 97 females), Gaza 236 trainees (163 males, 73 females)</li> <li>- Short specialized training courses between 2 and 6 months</li> <li>- 25 initiatives had a WBL component</li> <li>- All initiatives finished in December 2017</li> </ul>
<b>Capacity building programme for TVET-LM stakeholders on the national, regional and local level:</b>	<ul style="list-style-type: none"> <li>- Teachers/councilors</li> <li>- WBL manual</li> <li>- Training of mentors in PS using Master Craftsperson training package</li> <li>- Manual for craft persons and logbook for students</li> </ul>

## **Annex 7.**

### **A summary of the World Bank project - Graduates Tracking System**

#### **The first phase of the project – the graduates tracking system:**

1. Forming a team of educational institutions to be part of the leading institutions in the implementation of the project in: An-Najah National University, Palestine Polytechnic University, Islamic University-Gaza, and Palestine Technical College for Girls-Ramallah.
2. The World Bank has provided technical assistance to the MoEHE to assess the current activities of Higher education institutions in relation to graduates tracking system, the experience of a follow-up system, including a data collection tool.

#### **Objectives of the system of the graduates tracking system:**

- This component supports the establishment of a system to track graduates of Tertiary Education (TE) through the AQAC in the MoEHE in coordination with the TEIs, the system aims to:
- Evaluating the quality of higher education programs and their relevance to the needs of the labor market in the West Bank and Gaza Strip through feedback from employers and make this information available through a dedicated online portal for a wide range of stakeholders.
- Supporting the capacities of TEIs to track their graduates and inform the Ministry of the necessary information, reports and analytical statistics, and use them at the university, college and department levels. This will help decision makers to develop curricula and plan future.
- Research in academic programs chosen by students and analyze the characteristics of graduates leading to a direct comparison between different programs, colleges and universities.
- Analyzing the effectiveness of the disciplines offered by TEIs and evaluating them to suit the requirements of the labor market and the required professional opportunities.
- Strengthen the capacity of the MoEHE and the AQAC to collect and use information collected by TEIs to support the process of policy formulation and implementation and monitor the transfer of graduates of these institutions from higher education programs to the labor market.
- Develop an institutional GTS that provides systematic feedback on the transition of graduates from education to work.
- Develop a partnership with secondary schools aimed at directing students towards educational institutions and the labor market.

#### **Beneficiaries of the project**

- Ministry of Higher Education
- Institutions of higher education
- Employers and local, international, development institutions
- Society in general, including graduates and parents

**Project outputs**

- The interim results of the project will be evaluated through the following indicators:
- The Ministry of Higher Education issues two policy documents on the relevance of educational programs of the TEIs requirements with the labour market, using data collected through the GTS.
- Information from the Alumni follow-up system will be available on the portal of the Ministry and interested parties can enter it regularly.
- Because of TEIs being able to evaluate their programs effectively, designing curricula, and teaching methods to suit the needs of the labor market.
- Because of the development and partnership of educational institutions with the private sector to develop their programs through the first component of the project "Quality Development Fund", the MoEHE and TEIs will be able to measure the outputs of these programs through the GTS.



## Annex 8.

### ETF- Funded GEMM Pilot Project for Palestine:

#### “TVET Graduates’ Tracking System -Tracer Studies for TVET institutions- skills matching”

##### **Methodologies and tools for local skills need analysis- The PP was characterized by:**

- Quantitative and qualitative approaches to skills needs and gaps analysis (to be acquainted with the scientific schemes in the research).
- Collection and analysis of labour market information, incorporating:
  - Types and sources of data.
  - Data collection and data distribution (Capacity Building to translate the needs of the labour market into educational/ pedagogical terms, and vice versa).
  - Assessing local employers’ satisfaction: supply, demand, and mismatch.
  
- **Institutional mechanisms and roles of different actors for needs analysis & matching incorporating:**
  - Labour market information systems, LMIS.
  - Governance and partnerships: national and regional/territorial approaches, (i.e. Creating and managing networks for PPP: examples of support by different donors: GIZ- LET councils, EBABEL (**BTC**)- Curricula Development with Chambers of commerce, Centres of Competences, ILO-KAB; **Know About Business**. Etc.).
  
- **Translation into practice:**
  - Ways to improve relevance of training delivery, involving local labour market actors (open days, career and employment days).
  - The role of principals, directors, teachers and trainers (CB for them to deal with the new developments in the context- as they have been in their positions since a long time with almost no or just some rehabilitation).
  
- **Career information, guidance and counselling**
  - Collecting and disseminating career information (and linkages to LMIS)
  - Partnerships for preparing, placing and tracing learners (utilising the IT and ICT).
  - Setting up and implementing tracer studies to follow up the graduates of the TVET institutions (for the preparation of the questionnaires and getting them back, i.e. CB to be able to set up, distribute, receive back, sort out and analyse the received data).

## Annex 9.

### The Features of the UNRWA- Placement and Career Guidance System (PCGS)

#### Introduction

In the late eighties, the functions and roles of the Placement Office in UNRWA were developed and expanded to include career guidance and counseling services, and the office was renamed to become the Placement and Career Guidance Office (PCGO). The office stationed at UNRWA HQ (Amman), but at the same time, similar small single-staff offices with placement and career guidance assistants (PCGAs) were established in each Field to coordinate and perform the Placement and Career Guidance Office tasks at Field level in the light of local supply and demand with respect to graduates and job opportunities. The scope of its activities was then expanded to include the provision of career guidance services to the preparatory and secondary cycle, vocational training centers & Education Sciences Faculties applicants and graduates. As a result of expanding roles and responsibilities for PCGO in HQ (A) and PCGAs in five fields Placement and Career Guidance System (PCGS) was developed by PCGO and Partnership, Advocacy, Communication and ICT Unit (PAC&ICT) in collaboration with Information Systems Division (ISD) in HQ (A). PCGS launched in 2005 in order allow PCGO and PCGAs to follow-up and track the employment status of UNRWA graduates in Vocational Training Centers (VTCs) and UNRWA Education Science Faculties (ESFs. Current version of PCGS was released in March 2009.

#### PCGS Features

1. PCGS provides a complete record of information for each UNRWA graduates. These are: Identification number, full name, gender, address, phone number, employment status, date of employment, company name, address and phone numbers, salary and the follow-up date.
2. PCGS provide employment status in seven categories, they are: Working, not working, working not related work, refused to work, unreachable, continue studying & implementing the military services.
3. PCGS enables PCGAs to produce curriculum vita for UNRWA graduates.
4. Allows PCGAs to modify employment status for graduates according to their Career progresses.
5. Data in PCGS are used in finding suitable job opportunities for UNRWA graduates in the Arab Gulf Countries & in the local Labor Markets in all UNRWA fields
6. Provides PCGAs with flexible filter tool to inquire about UNRWA graduate's Information
7. Provides PCGO & PCGAs with macro and micro statistical reports such as: employment status, employment rate, job related, curriculum vitae and employer's information.
8. Serves PCGO, decision makers and strategic planners at Education Department to inquire for various types of data about employment statutes for UNRWA graduates
9. Helps in comparing number of graduates for each specialization for current year with previous years.
10. PCGS imports personal and academic information for UNRWA graduates automatically from Students Registration System (SRS) which installed at VTCs and ESFs
11. Data integration between PCGS and SRS allows PCGAs to be up-to-date with offered courses at VTCs and ESFs in each academic year
12. PCGS has UNRWA graduate's employment data since 2005.
13. PCGS allows users to export PCGS reports to Microsoft office applications.

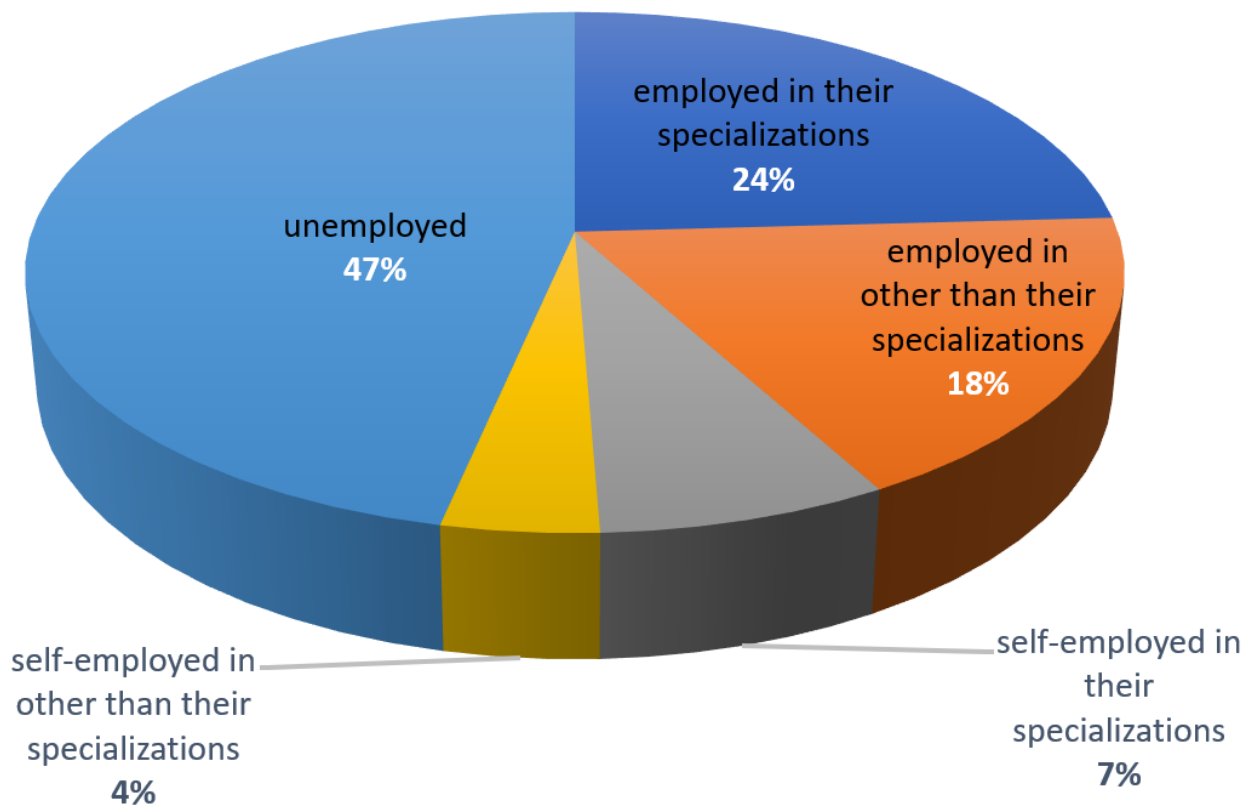
## Annex 10.

### The Main Results of the Study of Colon Chamber of Commerce in Cooperation with PFCCIA

#### 1.1 Do the graduates work?

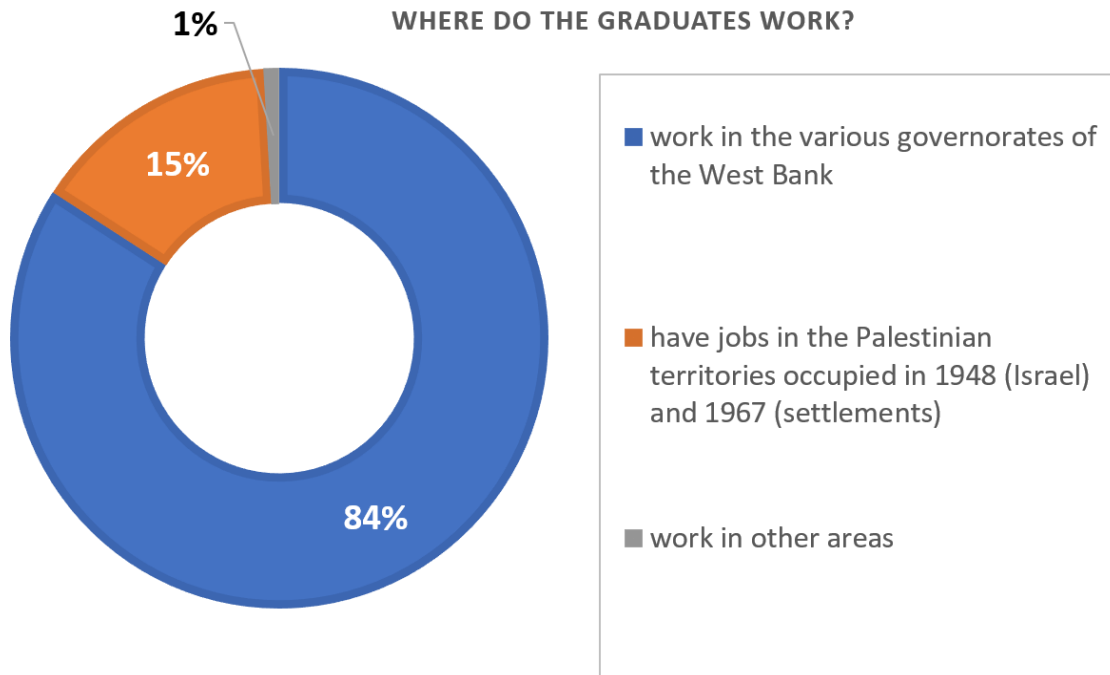
- 24.12% of the graduates of TVET centres in the West Bank indicated that they are gainfully employed in the field of their specializations,
- 17.84% of the graduates pointed out that are gainfully employed in fields other than their specializations,
- 7.41% of them are self-employed in the field of their specializations,
- 4.00% of them are self-employed in fields other than their specializations,
- 46.63% unemployed.

#### DO THE GRADUATES WORK?



#### 1.2 Where do the graduates work?

- 84.1% work in the various governorates of the West Bank,
- 15.0% have jobs in the Palestinian territories occupied in 1948 (Israel) and 1967 (settlements),
- 0.9% work in other areas.



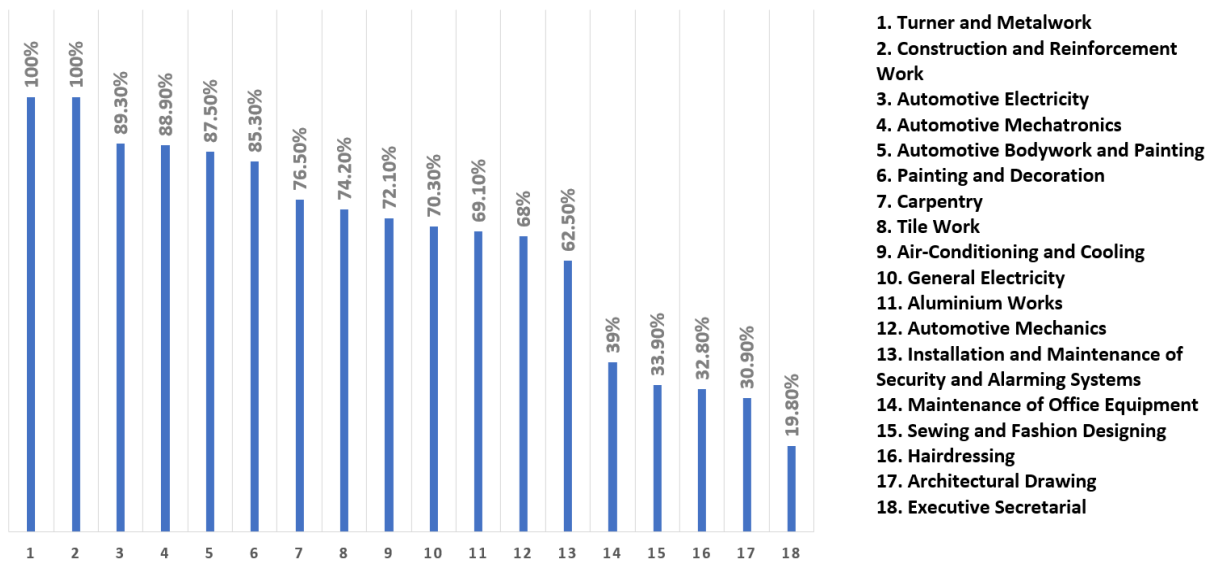
### 1.3 Employment rate per field of training

Graduates from the below various technical fields found a job up to the mentioned percentage:

- Turner and Metalwork: 100%,
- Construction and Reinforcement Work: 100%,
- Automotive Electricity: 89.3%,
- Automotive Mechatronics: 88.9%,
- Automotive Bodywork and Painting: 87.5%,
- Painting and Decoration: 85.3%,
- Carpentry: 76.5%,
- Tile Work: 74.2%,
- Air-Conditioning and Cooling: 72.1%,
- General Electricity: 70.3%,
- Aluminium Works: 69.1%,
- Automotive Mechanics: 68%,
- Installation and Maintenance of Security and Alarming Systems: 62.5 %,
- Maintenance of Office Equipment: 39%,
- Sewing and Fashion Designing: 33.9%,
- Hairdressing: 32.8%,
- Architectural Drawing: 30.9%,

- Executive Secretarial: 19.8%.

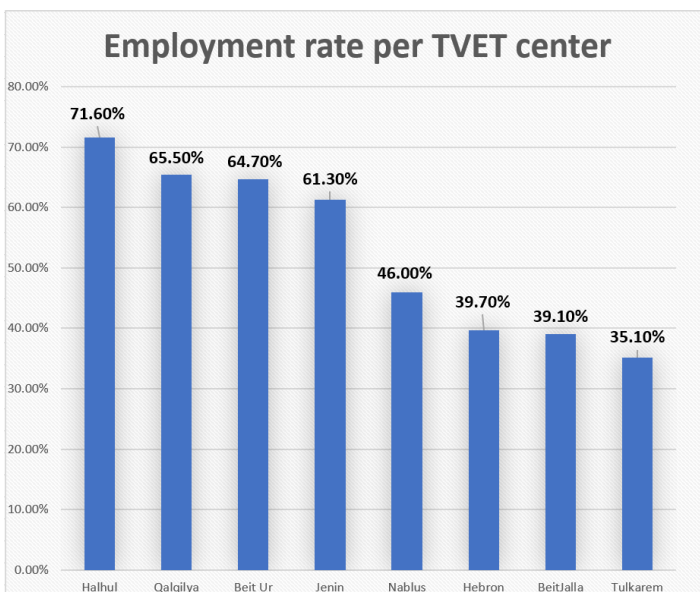
**EMPLOYMENT RATE PER FIELD OF TRAINING**



#### 1.4 Employment rate per TVET center

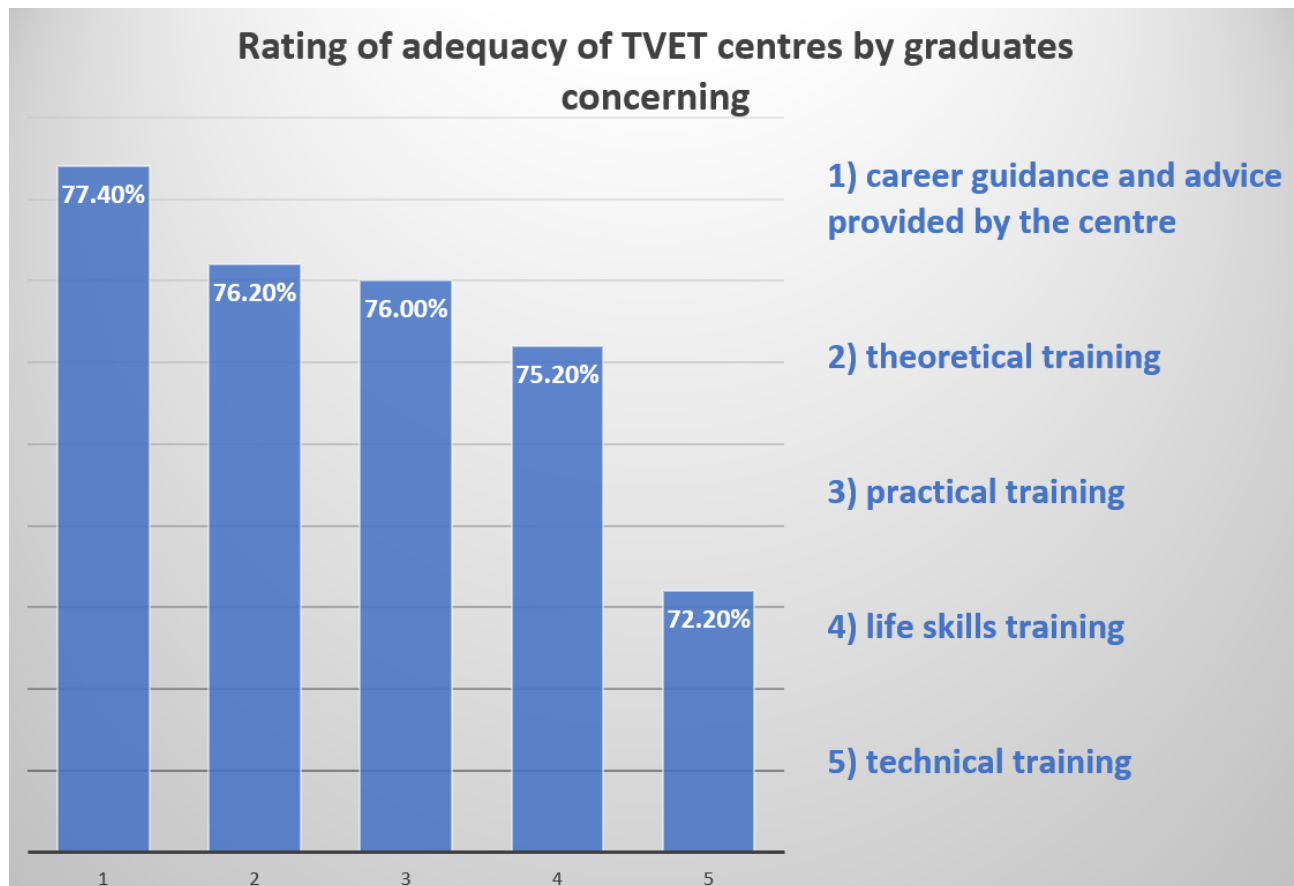
The employment rate differs according to the TVET center where the trainees graduated:

- Halhul: 71.6%
- Qalqilya: 65.5%
- Beit Ur: 64.7
- Jenin: 61.3%
- Nablus: 46.0%
- Hebron: 39.7%
- BeitJalla: 39.1%



### 1.5 Rating of adequacy of TVET centres by graduates concerning

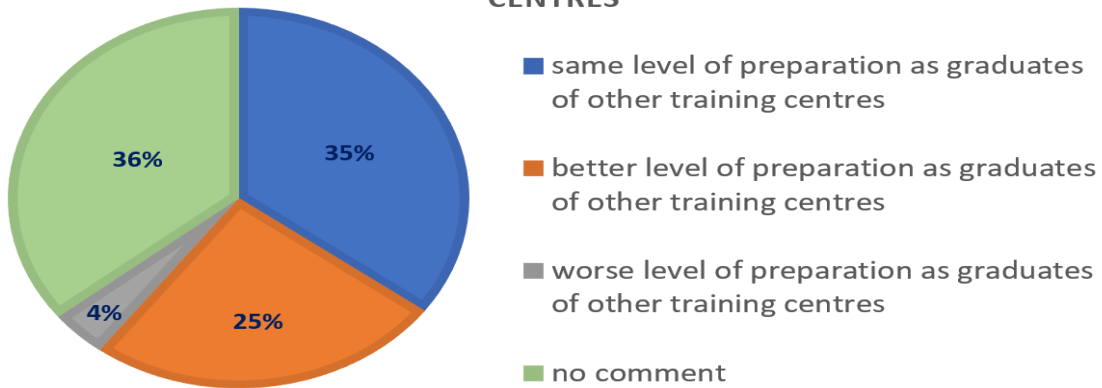
- career guidance and advice provided by the centre 77.4%
- theoretical training 76.2%
- practical training 76.0%
- life skills training 75.2%
- technical training 72.2%



### 1.6 Satisfaction of graduates concerning preparation for vocation in comparison with other training centers

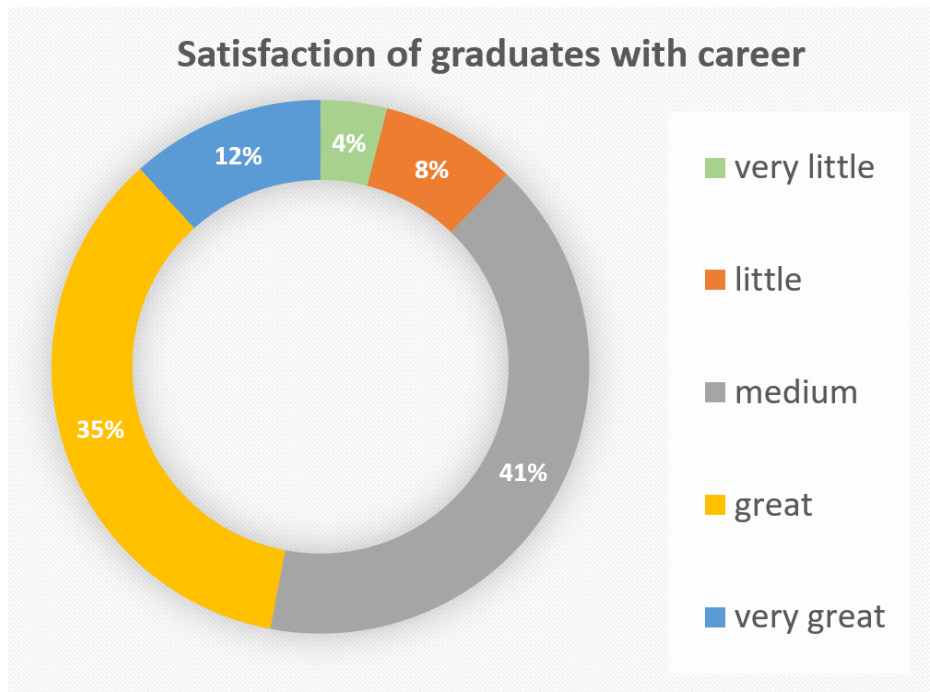
- 35.1%: same level of preparation as graduates of other training centres,
- 25.2%: better level of preparation as graduates of other training centres,
- 4%: worse level of preparation as graduates of other training centres,
- 35.7%: no comment

**SATISFACTION OF GRADUATES CONCERNING PREPARATION FOR VOCATION IN COMPARISON WITH OTHER TRAINING CENTRES**



**1.7 Satisfaction of graduates with career**

- very little: 4.0%
- little: 8.2%
- medium: 40.8%
- great: 35.3%
- very great: 11.7%



**1.8 Ambitions of graduates**

- continue my current job: 23.5%
- start my own business: 29.6%
- develop my skills: 38.7%
- other: 8.2%

### 1.9 Obstacles faced by graduates

- Lack of jobs: 39.7%
- Low wages: 21.1%
- Training for a long time before getting a job: 17.2%
- Perception of graduates of TVET centres as inferior: 14.5%
- Employers' exploitation of graduates of TVET centres: 7.5%

