

**Work-Based Learning Study
Reviewing Work-Based
Learning (WBL) Programmes
for Young People
in Palestine**



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Work-Based Learning Study **Reviewing Work-Based Learning (WBL)** **Programmes for Young People** **in Palestine**

Ziad Jweiles

This report, a UNESCO initiative, under Youth Employment in the Mediterranean (YEM) Project funded by EU, examines Work-Based Learning programmes for young people in Palestine. The information collected and research conducted follows the methodology and guidelines of UNESCO for the national reports on reviewing work-based learning programmes for young people in the Arab region. This report aims to support partners in the design and implementation of relevant Technical and Vocational Education and Training (TVET) policies that can contribute to youth employment.

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Foreword

Work-based learning (WBL) has become a key issue in the international debate on human capital development. In line with UNESCO's TVET Strategy (2016-2021), UNESCO promotes TVET as an integral component of education, which is a human right and a building block for peace-building and inclusive sustainable development. With its humanistic and holistic approach to education, UNESCO strives to enhance inclusive education systems where all individuals benefit from meaningful and lifelong learning, delivered through multiple formal and informal pathways.

This case study seeks to inform policymakers and practitioners in Palestine, including private sector and civil society about how to design and manage effective work-based learning programmes targeting young people.

In Palestine, TVET's landscape is changing fast, as new programmes and new roles are emerging. Changes in TVET are the result of political and structural changes in the overall education and training system. They are also the result of external social, political and economic factors, notably youth unemployment, demographic developments, and labour market trends driven by technological and work processes and organizational changes, as well as geopolitical turmoil in the region.

In this context, WBL is a powerful driver for expanding and improving the relevance of TVET. However, realising the potential of WBL requires policymakers and social partners to engage in partnerships and in close cooperation.

In addition, this case study seeks to provide current information on the state of WBL in Palestine by examining the national context, the nature and extent of WBL, policies and legislations, employer and employee organizations, resources to improve the quality of WBL programs, funding, and data on performance of WBL on employment, productivity, growth, and sustainable development. The report also examines WBL as a vector for access to TVET for disadvantaged groups including young women.

This study was developed under (YEM) project funded by EU.

Abbreviations

BTC	Belgian Technical Cooperation (Belgian Development Agency)
CCI	Chamber of Commerce and Industry
CGC	Career Guidance and Counselling
CVET	Continuous Vocational Education and Training
ECIB	Enhancing Capacities for Institution Building Program
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
ILO	International Labour Organization
JFA	Joint Financing Arrangement
LETC	Local Employment and TVET Councils
LM	Labour Market
M&E	Monitoring and Evaluation
MAS	Palestine Economic Policy Research Institute
MoEHE	Ministry of Education & Higher Education
MoL	Ministry of labour
MoWA	Ministry of Women's Affair
NGO	Non-Governmental Organization
NQF	National Qualification Framework
PCBS	Palestinian Central Bureau of Statistics
PFI	Palestinian Federation of Industry
PS	Private Sector
QA	Quality Assurance
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNRWA	United Nations Relief and Work Agency for Palestine Refugees in the Near East
VTC	Vocational Training Centre
WBL	Work Based Learning

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Section One

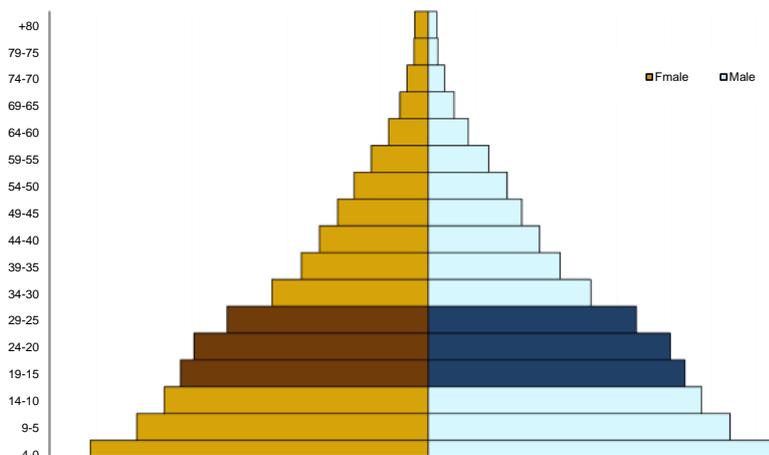
The National Context

1.1 Demographics

Palestine has a population of 4.952 (PSCB, 2017)¹, living in the West Bank and the Gaza Strip². It has the highest fertility rate in the region approximately 4.4 children per woman³. The share of population aged under 14 years old is amongst the highest in both the region and around the world (40.25% in 2013). This young population puts significant pressure on social services such as schools, health, and housing. In addition, with the share of the 15-29 age group (30%), the share of population under 30 is almost 70% of the total population. This burgeoning youth population increase the need for future jobs.

The age dependency ratio in Palestine has always been a burden. However, the reduction in the ratio of almost 15% points in the past six years has brought some relief to the system. Youth between the ages of (15-29) in Palestine comprise 30% of the total population, distributed by 36% in the age group between 15-19 years and 64% in the age group between 20-29 years. The sex ratio among the youth is 104 males per 100 females. According to estimates from 2017, the total population reached approximately 4.95 million.

Figure 1. Population Pyramid in Palestine, Mid-2017



A 2015 Palestinian youth survey showed that the percentage of households headed by a young person aged (15-29) reached an average of 14% specifically (13% in the West Bank and 17% in the Gaza Strip). The data also indicated that 72% of households have at least one young person (71% in the West Bank and 74% in Gaza Strip).

¹ http://www.pcbs.gov.ps/site/lang_ar/881/default.aspx#PopulationA

² The statistics are limited to the Palestinian situation in the occupied territories (West Bank, Jerusalem, and Gaza Strip). However, the overall Palestinian population is 12.365 million individuals. There are 1.8 million Palestinians living inside Israel and 5.6 million living in exile. At the end of 2015, about half of all Palestinians (49.71%) lived abroad, including Palestinian refugees living in neighbouring Arab countries: Syria, Jordan, Egypt, Libya, Lebanon, and Iraq.

³ All macroeconomic and demographic data is drawn from the World Bank and the PCBS. The only exception is the population by age group which is an ETF calculation from the United Nations Population Division (World Population Prospects: The 2010 Revision).

The unemployment rate among young people aged (15-29) reached 40% among youth actively involved in the labour force. The highest rate of unemployment was among individuals within the age group of (20-24) about 44% compared to 36% among individuals within the age group of (25-29).

The unemployment rate among young graduates reached 53% during the first quarter of 2017 (36% for males and 69% for females). The graduates of natural science specializations scored the highest unemployment rate about 70% specifically (48% for males and 78% for females). Instead, the unemployment rate for the health specialization was the lowest about 32% (19% for males and 49% for females).

The percentage of youth working in the following services:

- Services sector 24% (males 17% and females 76%)
- Trade, restaurants, and hospitality sector 27% (males 30% and females 7%)
- Construction sector 18% (males 21% and females 1%)
- Industrial sector 17% (males 18% and females 8%)
- Agriculture sector 8% (males 8% and females 7%).

Palestine has a young society where the percentage of children is high and the percentage of elderly is relatively low. In mid-2017, the percentage of elderly aged 60 and over reached 4.6% of the population in Palestine (5.1% in West Bank and 3.9% in Gaza Strip). Even though, the percentage of the elderly will increase during the coming years in Palestine, their percentage will stay relatively low and will not exceed 4.6% during the current decade. However, the elderly population may start increasing after the year 2020.

1.2 The Economy

Palestine falls in the lower middle-income category. In 2011, its gross national income per capita was \$4699.2 in purchasing power parity (PPP) dollars⁴. However, calculating Gross Domestic Product (GDP) in Palestine is controversial because GDP per capita in Gaza reached only 60% of that of the West Bank. In 2015, Palestinian GDP grew by a modest rate of 3.5%, falling short of expectations. This rate was comprised of a growth rate of 6.8% in Gaza and 2.5% in the West Bank.

Small businesses and micro-enterprises dominate the Palestinian economy. Most Palestinian business is informal with about 70% of the overall sector. According to the Palestinian Central Bureau of Statistics (PCBS), 90.5% of companies are micro (with fewer than four employees) and 8.38% are small (with fewer than 20 employees).

The majority of micro enterprises are informal and have unskilled and semi-skilled workers. The Israeli occupation has negatively affected the Palestinian economy by harming the private sector, dampening the investment atmosphere, and de-developing many sectors, all which have contributed to high levels of unemployment.

However, over the past few years, the overall economic situation in Palestine has improved due to an increase in GDP per capita despite the increase in population. In addition, despite the disproportionate youth population entering the labour market each year, figures such as activity and employment rates have somehow improved, while unemployment rates are unchanged.

⁴ United Nations Development Program 2017, Human Development indicators: Palestine

Israeli restrictions on access to land, water, and export markets have constrained growth in both the industrial and agricultural sectors. Land in areas A⁵ and B is mostly reserved for residential use, making their prices extremely high for industries. An urgent measure to solve this problem is increasing land registration with the purpose of reducing prices in areas A and B and simplifying the legal and regulatory environment, which is currently a complex mix of British Mandate, Jordanian, and Palestinian laws.

1.3 The Labour Market

The stagnation in economic growth in Palestine has resulted in further distress to the already weak Palestinian labour market. In addition to the occupation-related factors that have limited Palestinian trade, the labour market has suffered for many years from Israeli closure policies, heavy dependence on the Israeli labour market, and the lack of viable productive employment opportunities.⁶ Labour movement restrictions have resulted in unemployment for numerous Palestinian labourers by blocking their access to work, but have also further reduced employment opportunities by hampering economic activity.

According to the Palestinian Central Bureau of Statistics (PCBS) the overall unemployment rate was 27% in Q1 2017, rising to 41.1% in Gaza, among which the total unemployment rate for males was 21.9% compared with 46.6% for females. Unemployment is highest for youth aged 20–24 years, at 44.3%. Very low labour force participation rate for women persists at 19.4% as well as higher unemployment rate for women with higher educational attainment.

The Palestinian unemployment rate is among the highest in the world because the economy is not able to generate enough jobs (World Bank 2016; ILO 2015). In 2017, the official unemployment reached 41.7% in the Gaza Strip and 18.2% in the West Bank (PCBS 2017). Unemployment is even higher among youth, reaching 40% for over a decade (PCBS 2016). Moreover, there is a gender dimension in youth unemployment with an especially high employment-to-population ratio. Young men are seven times more likely have a job than young women are. The participation of women in the official economy is among the lowest in the world, just above 16%. “Inactivity is the dominant economic activity status among young women. The reasons for female youth inactivity after completing their education are family responsibilities or housework, which represents 30% of all inactive young women⁷.

The Palestinian labour force will increase by one million from 1.3 million in 2015 to 2.3 million in 2030. A growing female participation rate will be the main agent of this increase. Nevertheless, females’ share in the labour force will remain rather modest at less than one-third of the female population.

⁵ 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")

⁶ UNCTAD, (2016) “Report on UNCTAD assistance to the Palestinian people: Developments in the economy of the Occupied Palestinian Territory”, available at: http://unctad.org/meetings/en/SessionalDocuments/tdb63d3_en.pdf

⁷ (Hormans, Hilal, 2007): http://www.tvet-online.asia/issue9/Horemans_Hilal_tvet9.pdf

By 2030, job creation efforts must result in 72,000 new jobs annually to respond to the demographic changes and increase in the participation rate among women. However, job creation will also have to take into account the large reserve of unemployed.⁸

1.4 Education and Training

1.4.1 The TVET System

Technical and Vocational Education and Training (TVET) is provided by various institutions in Palestine: 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, the NGO-VET League and UNRWA also provide TVET. There is a large number of private providers of TVET: both for profit and non-profit. The two ministries (MoEHE and the MoL) supervise the entire TVET system. In 2010, the TVET reviewed strategy called for quality and relevance of TVET and highlighted the importance of TVET-labor market relations. Recently, the government created the Higher Council for TVET.

Annually, TVET institutes are graduating over ten thousand graduates in more than 70 fields of training (BTC 2013). However, these institutes have unequal access in terms of gender and locations. Skilled workers are in demand but the limited capacity of institutes cannot meet the market demands. Approximately 21% of enterprises suffer from a lack of qualified trained workers within the first three work levels in fields where training is not adequately provided or advanced technology is affecting the profession (BTC 2013).

1.4.2 Transition from General Education to VET: Requirements and Challenges

The transition from general education to VET is governed by the traditionally used schemes, such as completing 10th grade to enter the vocational school (either to the vocational or applied stream- leading to the Tawjeehi⁹ certificate). In addition, starting tertiary TVET colleges requires obtaining the Tawjeehi. Entry to vocational trainings is somewhat flexible, as the entrant can attend a non-formal vocational training scheme, with almost no prerequisites and sometimes there is flexibility with age. However, the progression between different levels has pre-conditions. This MoEHE has set up relevant regulations that explain how to bridge between educational levels. These measures apply to all students, including those who have special needs or are economically and socially disadvantaged. Disadvantaged TVET students face many challenges that keep them away of trainings: including adequate infrastructure, that allows them easy access to the training centres, distance between their homes and VET centres, and meagre economic conditions. Another important obstacle is the Israeli occupation and the by-pass roads that make the life of families and their kids difficult. However, recently established TVET institutions are now incorporating suitable infrastructure for individuals with special needs and some schools are coordinating with transportation companies to move students from the city to the institution at reduced fares. These new measures have not been well applied or institutionalized.

In 2014, educational attainment above the secondary level among youth is 50.2% specifically 44.5% for males and 56.1% for females (Palestine 2030 Demographic change: Opportunities for Development Summary report December 2016).

⁸ (Palestine 2030 Demographic change: Opportunities for development summary report December 2016)

⁹ Tawjeehi is the name of the General Secondary Certificate Examination- which has been re-named as Al-Injaz (achievement) Examination.

1.4.3 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	MoE, MoWA, MoSA,..	NA ¹⁰

In addition, about 3% of youth opt for formal vocational education at a secondary level 4.2% for males and 0.6% for females (Ministry of Education 2016, 65). By adding students who are participating in technical education at a college level and vocational training schemes in non-formal education than 15% of the total youth population in Palestine between 15 and 29 are part of TVET. These numbers are considerably below regional and international standards. The reason for the low enrolment in TVET is due to a cultural tradition that respects intellectual competencies over technical skills. Parents in Palestine tend to prefer sending their children to general education that prepares them for university or for a tertiary education degree.

The government, ministries, and private sector involved in TVET seek to launch and integrate TVET courses from 7th to 9th grade in basic education and start TVET from 10th grade instead of 11th grade.

1.4.4 Culture and Society

Palestinian society has negative attitudes towards the TVET sector. Its' seen as the choice of those who have no choice and remains a second-best option for youth. Only a small fraction of the total student population enters formal TVET education. Apprenticeship trainings and WBL schemes are associated with negative societal views. Therefore, these negative values affect the readiness of families to send and encourage their kids to join these schemes of training. There is a lack of awareness and counselling for families, labour market institutions, and decision makers. Other factors include the lack of trust, limited support for TVET students such as financial aid, and societal attitudes preventing the participation of female students, especially when projects are for both males and females.¹¹ Due to these factors, the labour market and companies lack trust and interest in the TVET sector and in its graduates.

¹⁰ As entrants to the vocational training scheme are from different educational levels and ages, and because training programs are part of the non-formal TVET sector, in terms of entry requirements, it is not feasible to state accurately the percentage 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.

¹¹ BTC- Optimum Report: WBL Committee, SWOT Analysis Results (29/03/2017).

Section Two

The Nature and Extent of Work-Based Learning (WBL) Programmes, including Apprenticeships

The definition of work-based learning is “learning that occurs when people do real work. This work can be paid or unpaid, but it must be real work that leads to the production of real goods and services” (ETF 2014, 3). WBL is part of the TVET sector and has complementary classroom-based learning. WBL serves two main purposes: it improves the practical skills of TVET students and facilitates the transition from school to work for graduates. TVET providers benefit from it by saving on equipment needed for the trainings in their campuses. The private sector benefits since it is a potential employer for graduates. Hence, employers save money and time, through avoiding a costly re-training process. Through TVET, the private sector can hire young people trained in skills relevant for the labour market and acquainted with prior work experience.

2.1 Apprenticeship Training in Small and Medium Sized Enterprises Project Implemented by GIZ 2005-2007 ¹²

2.1.1 The Implemented Concept

The Apprenticeship Training in Small and Medium Sized Enterprises Project is a project implemented in Gaza and the West Bank, in cooperation with MoL, MoEHE, and the Palestinian Federation of Chambers of Commerce. The target group was 10th grade students. The purpose of the project is to transfer the experience and knowledge of technicians to new generations and link practical experiences with theoretical knowledge. Annex 1 shows the structure of the apprenticeship system. Table 1 explains the overview of the implemented apprenticeship-training program and Table 2 looks at the implementation process for the car mechatronics profession, as one of the three implemented topics.

Box 1. Overview of the Implemented Programme

200 apprentices were trained in two main fields:

- Car mechatronics in Hebron, Ramallah, and Gaza,
- Restaurant services (cooking and hospitality training) in Ramallah
- Technical support and consultancy by German experts

¹² From a comprehensive presentation on the ATS implementation Presentation by Mr. Taysir Isayed: for the GIZ (GTZ), an expert for the GIZ- summarizing the lessons learned experience in the implementation of the Apprenticeship Training in Small and Medium Sized Enterprises project (ATS) – Mr. Isayed is currently the coordinator for the CCI TVET units under Handwerkskammer zu Köln: TVET Partnership Palestine.

Box 2. Example of the Car Mechatronics Implementation, in Three Pillars

First pillar: in-school training two days a week for two years (total hours: 1,120)

Developed training materials:

- **Learning materials:** 14 modules were developed by local consultants in cooperation with the private sector
- **Working sheets:** 8-15 students and teachers working sheets for the 14 modules

Second pillar: in-company training for 4 days a week
(minimum 1,500 hours of training each year)

Developed training materials

- In-company training manual, which serves as an overall checklist of skills for each profession. The in-company trainer has to mark (X) on the skills achieved by the apprentice
 - first level – works as an assistant
 - second level – works with supervision (imitation)
 - third level – works independently

Third pillar: additional training (compensatory training) 480 hours of practical and theoretical training conducted by the chamber of commerce in cooperation with PPU

Main training content:

- Introduction to car mechatronics
- Electronic systems and car electricity
- Starter, starter battery, and generator
- Motor mechanic and diesel engine management
- Manufacturing, assembling, and jointing
- Transmission system, suspension, chassis and brake systems

Developed training materials:

Introduction to car mechatronics, electronic systems, car electricity, starter, battery, generator, motor mechanic, diesel engine, transmission, suspension etc.

The chamber of commerce acted as a coordination body for the training scheme. Some of its duties were promotion of the scheme, registration, matching of apprentices with job vacancies, testing and certification, and developing training materials. The apprentice was exposed to two types of testing: the industrial applied Tawjihi (under the scheme of the national general Tawjihi examinations of the MoEHE), and the Programme test; through which a committee was formed from all partners to administer comprehensive theoretical and practical tests and integrate the evaluation of the in-company training into the programme testing procedures.

The apprentices who successfully complete this programme receive MoEHE's certificates and English and Arabic certificates accredited by all partners.

2.3 Results of Project Implementation

Based on the implementation of the pilot scheme, the MoEHE adopted the approach within the TVET system and strongly cooperated with the Chambers of Commerce and Industry (CCIs). Annex 2 shows the ATS statistics on the implementation of ATS in the Hebron Industrial Secondary School.

Lessons Learned from Implementation of the Apprenticeship Training Scheme (ATS)¹³:

There were many benefits from the implementation process of the pilot ATS scheme:

- A new approach was successfully adopted by the TVET system in Palestine
- Reduces cost of training by 2/3
- Increases employability
- Encourages the participation of the private sector to financially contribute in TVET

Some of the challenges from the implementation process include:

- A comprehensive approach needs intensive coordination among all stakeholders,
- Only some experts are available and able to implement this approach nation-wide on both management and technical levels,
- Good results require governorates with a stable economical situation,
- Costs of the additional training (compensatory training) is high and needs funding.

In conclusion, the implementation of ATS has been a huge success and one of the main achievements is the start of a WBL programme in Palestine - jointly implemented with the Belgian Development Agency (BTC)¹⁴.

2.4 Occupations and Industry Sectors

WBL and ATS schemes address the following occupations: painting and decoration, air conditioning, survey engineering, electricity installations and electrical equipment maintenance, maintenance of office equipment, photographing and film production, and electronics and computer maintenance. Other specializations include food processing and other traditional occupations like auto mechanics.

However, the MoL is now implementing many professions under WBL schemes in some of its vocational training centres in the north and south of the West Bank¹⁵. These professions are:

¹³ Same reference as in footnote (12) above.

¹⁴ In May 2013, a five-day regional training on apprenticeship system resulted in concrete action plans for the participating countries and territories, including (a) the Occupied Palestinian Territories, (b) the Kingdom of Saudi Arabia, (c) Jordan, (d) Lebanon, (e) Yemen, (f) Oman, (g) Iraq, (h) Morocco. (**Regional Follow-up Training on Apprenticeship Systems in the Arab States ILO-BTC, 2015**).

¹⁵ An official letter from the coordinator of the WBL system in the MoL to the BTC in Palestine on 10th May, 2017, indicating the initiation of 16 professions in 6 different vocational training centers, stating: "Please note that vocational training centers have started to implement WBL in new specialties in whole or in part from the beginning of the current training year 2016/2017, based on lessons learnt from previous experience applied through the Belgian- Funded Project.

Electrical Installations and Solar Energy	Aluminium Works	Air Conditioning	Fashion Design
Car Electricity	Metal Works and metal Formation	Vehicle Mechanics	Vehicles Body Works and Painting

2.5 Types of Enterprises Participating in WBL Schemes

All enterprises in Palestine are private. Those participating WBL range from micro to small and medium enterprises (SMEs) and to enterprises employing more than 200 workers, such as a food processing company, companies of furniture manufacturing, under a cluster having 51 member companies, and leather and shoes sector, which has almost 100 companies and employment workshops.

One of the main outcomes of the WBL pilot programme¹⁶ was the creation of public-private partnerships (PPP), based on mutual benefits between the different stakeholders in the TVET sector. There have been various initiatives to formalize the relationship between TVET institutes and the private sector through of training of school-based institutes, the presence of private sector representatives in TVET national and regional structures, and through local support of the private sector to TVET institutes. The WBL programme helps institutionalize these private public partnerships. The obligation to introduce a joint proposal with one or more companies to benefit from WBL funds has helped encourage TVET institutes to engage directly with the private sector. Employers understand the benefit of entering a WBL programme and in most cases offer jobs to students after completion of the apprenticeship training.

2.6 Types and Characteristics of Apprenticeship and WBL Schemes in Palestine

The table below summarizes the different types of apprenticeship schemes that exist in Palestine, including the different characteristics of each type. Annex 3 defines each type of scheme, extracted from a BTC (2016) document¹⁷.

¹⁶ HOREMANS & HILAL (2017) www.tvet-online.asia Issue 9 10

¹⁷ (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.*

Work-Based Learning Characteristics and those existing in Palestine

WBL Schemes	Wages	Legislative Framework	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	Yes
Internship	Maybe	-	Yes	-	Maybe	-	-	-	Variable	Yes
First job Experience	Maybe	-	Yes	-	-	-	-	-	Variable	Yes
Formal school-based apprenticeship	Maybe	-	Yes	Yes	Yes	Yes	Yes	Yes	Fixed	Yes
Formal company-based apprenticeship	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Fixed	No
Informal company-based apprenticeship	Pocket money or in kind	-	Yes	-	Maybe	-	-	-	Variable	Yes

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

In Palestine, all WBL schemes with the exception of formal company-based apprenticeship. In the formal TVET sector, school-based apprenticeship 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 provide long-term internships, while colleges and other TVET institutes provide traineeships and internships. The first job experience schemes with a matching fund to support temporary employment for graduates are all project-based.

2.7 WBL Existing Schemes (Paid, Unpaid, Students, Workers)

The most common WBL scheme in Palestine is when unpaid students join the labour force. Job placement projects pay students as workers and share the costs of students' salaries, which is subject to minimum wage regulations (i.e. minimum salary should not be less than \$420).

2.7.1 Nature of Contracts - Typical Durations

There are different types of contracts for apprenticeship and work-based learning:

1. **Training contracts:** Although these types of contracts are not yet common, they follow the similar approach of the dual studies program from Al Quds University.¹⁸ In this approach, students spend half of their time at a university and the other half at a partner company, doing meaningful work and receiving a symbolic payment. There are over one hundred companies participating in this program covering a wide range of activities from dairy products to the plastic industry.
2. Donor support projects such as the support of BTC and job placement projects cover contracts with over one hundred firms for a limited period (6 months -1 year).
3. **Semi employment contract for recent graduates:** The main purpose of these donor support projects is to encourage and help companies employ recent graduates without work experience.¹⁹
4. **Grants for WBL fund for initiatives:**²⁰ The on-the-job component depends on the nature of the profession, but in all cases and for all provided programs, this should not be less than 30% of the overall structure of any implemented WBL program.
5. Voluntary work ²¹
6. **An informal agreement:** This type of agreement occurs between the employer and apprentice and usually depends on family ties, especially for small enterprises and workshops. Contractually, these arrangements usually apply to the entrants as relations and ethical commitments, rather than legally binding contracts. They are informal voluntary contracts between individual employers and apprentices.

2.7.2 The Skill Levels of the Occupational Areas

According to a labour market survey of (Hormans & Hilal, 2007),²² 21% of Palestinian enterprises suffer from a lack of qualified workers within the first three work levels (semi-skilled, skilled, and artisan level) in fields where training is either not provided or advanced technology affects the profession.

¹⁸ Dual study at Al-Quds university www.ds.aquds.edu

¹⁹ FPCCIA - Job placement project

²⁰ Enhancing capacity for imitation(ECIB) Call for proposal

²¹ Pyalara (Palestinian Youth Association for Leadership and Right Activation) final workshop " voluntary is working experience

²² (Hormans, Hilal, 2007): http://www.tvet-online.asia/issue9/Horemans_Hilal_tvet9.pdf

2.7.3 The Balance between Theoretical, Practical Work, and Core Education

The distribution between practical work, theoretical knowledge, and general education varies according to the profession. Some occupations need substantial information, which leads to the need of acquainting students with enough theoretical knowledge in preparation for the profession. Other professions necessitate more emphasis on practical work and some focus on general soft skills and core courses. Programs related to technology and modern industries need solid preparation in all three areas (theoretical knowledge, general education, and practical work).

2.7.4 Initiation, Management and Quality Assurance of Programs

As a joint mission TVET institutions and relevant private sector representatives start and manage the programs, as well as prepare and develop the curricula and materials. Usually, the TVET institution is responsible for providing the off-the-job training included in the WBL program. However, ensuring the quality of education under WBL is also a co-responsibility of the partner organization, during the delivery and either preparation process at the training facility or while performing the practical component on-the-job.

BTC initiated a series of complementary actions to ensure the quality of trainings and the integration of skills and tools within TVET institutes and private companies implementing WBL:

- Orientation workshops for directors of TVET institutes and company managers to ensure a common understanding of WBL and define the roles and responsibilities of different stakeholders. The Ministry of Labor, Ministry of Education, and other social partners actively engage as mediators in the entire process.
- Specialized trainings for trainers in TVET institutes so that they can support trainees before, during, and after WBL programs, including an introduction to the tools and materials that were developed by the BTC program (WBL manual, logbooks, etc.).
- Master artisan trainings for private sector mentors to prepare them for their role in supporting and mentoring the trainees during the in-company trainings. The Belgian Agency for Entrepreneurship Training helped develop the training modules and materials.
- A tailor-made coaching and monitoring system for each individual institute and its private sector counterpart by the BTC program to detect problems in an early stage and propose corrective measures.

The rollout of the WBL Fund has increased more than tenfold the number of WBL students in Palestine. There are over 40% females students, which is considerably above the pre-set target. This is a remarkable result because the BTC program was able to implement effective gender policies.

Section Three

Policies, Legislation and Regulation

3.1 National Legislations and Regulations

Currently, there is no legal framework for WBL, neither for the TVET sector in general.²³ There are no regulations for apprenticeship and work-based learning. However, concerning the TVET sector, there are some acts and regulations in place; for example, the Ministry of Education and Higher Education and the Ministry of Labour set up a Higher Council for TVET. In addition, other players like FPCCIA, UNRWA, NGOs, federations, and trade unions play an important role.

The Belgian Development Cooperation (BTC) has initiated a new project called “*Enhancing capacities for Institution Building Program (ECIB)*.”²⁴ The first phase of the project consists of a comprehensive review of numerous documents including legislation, studies, and international and Arab conventions. Specialized studies in legal drafting help draw a clear picture about the set of legal legislation and regulations that can regulate WBL and apprenticeship systems.

The BTC contracted a firm to draft a legal bylaw for WBL and apprenticeship training schemes. Stakeholders including FPCCIA and two relevant ministries look at the draft submission. The stakeholders stated that the received draft covered other issues in addition to the WBL scheme. However, the relevant ministries found that the outcomes were not sufficient, and did not respond to the requirements targeted at WBL. The purpose of the follow-up workshop was to give needed input to the study. However, this issue is still pending until the conclusion of the study.²⁵ A tailored bylaw for WBL will be in place next year.

3.2 National Apprenticeship and WBL Policy Frameworks

The MoL and MoEHE have split the TVET sector in Palestine due to low coordination and cooperation. Ministries lack the managerial, operational, and financial capacities to deal with TVET. The MoL, the MoEHE and GIZ co-chair the Thematic Working Group for TVET, which is within the framework of the Reformed Education Sector Working Group (ESWG). The government has set up the Higher Council for TVET, announcing the revitalization of a national TVET governance and hoping to represent a national unified structure for TVET. The newly created Development Centre is a tool of the Higher Council and is now operating, but it is still too early to assess its merits and impact on the TVET sector. Stakeholders hope that the Higher Council for TVET with the Development Centre will provide the necessary support for WBL in mainstreaming of this approach in the TVET sector.

Despite the implementation of WBL, as part of BTC funding, it is far too early to assess the impact of the project activities. TVET institutions and the private sector have set up continuous dialogue.

²³ BTC (2016): MTR Final Version. REPORT OF THE MID-TERM REVIEW OF THE INTERVENTION ENHANCING CAPACITIES FOR INSTITUTION BUILDING PROGRAMME- July 2016

²⁴ Report of Third Phase - (Memorandum of Legislative Policy of Proposed WBL Legislation in Palestine)- February, 2017- Annex (4)

²⁵ An interview with the coordinator of the WBL in the MoEHE on 1st November, 2017.

The private sector is still not clear about the role it can play, and BTC and GIZ are supporting the projects to provide sustainability over a longer period. WBL students are empowered, better prepared for the LM, and are often employed by companies where they took their WBL training. There are also positive examples of how WBL programs empower female students. These initiatives affect TVET institutions and the private sector by bringing a systemic approach to learning and work. WBL can build awareness in companies regarding safety, health issues, and organisation of work and support of students in the practical part of their trainings. WBL is also a capacity-building opportunity for the private sector because it provides trained mentors by the project, which is also a benefit for the company²⁶.

Nevertheless, the introduction of WBL schemes in the TVET sector in Palestine have proven to be a successful approach in linking education and training with employment. Other outcomes include:²⁷

- Bridging the gap between education and training and labour market requirements, decreasing the mismatch between the supply side (subjects taught in TVET institutions) and the demand side (real skills and competencies required in the labour market);
- Substituting informal apprenticeships with WBL schemes and offering pedagogical support, legal protection (decent work), and official recognition of skills (certificate) for youth in cooperation with TVET institutions, the private sector, and ministries at the local and national level;
- A significant increase in the employability of TVET graduates (80% of WBL graduates find employment or are self-employed within one year, compared to 60% or lower in traditional TVET);
- A marked improvement in the quality of TVET applying the WBL approach;
- Institutionalizing cooperation between the public and private sector at the national, regional (governorates), and local levels;
- A substantial increase in the enrolment of female students in TVET including in non-traditional vocations.

The introduction of WBL on a national scale in Palestine in 2015 highlights that decision makers understand the overwhelming success of WBL:

- Increased interest of the ministries and private sector in TVET, including the introduction of TVET courses from 7th to 9th grade and the decision to start TVET from 10th grade instead of 11th grade;
- Commitment from the different ministries and private sector to bring TVET under a joint multi-stakeholder private-public management structure.

3.3 National Policies on WBL: Goals and Objectives

The national policies existing on apprenticeship and work-based learning schemes stem from the fact that poverty alleviation starts from addressing unemployment among the youth. Youth must be equipped with employable skills, which meet the needs of the labour market. The WBL schemes have resulted in success stories and significant impact for those who have entered the pilot programmes. Stakeholders will now implement these programmes across the nation. However, it is still too early to assess the benefits, but the implementation of WBL will improve the overall quality of the TVET system, increase the skills needed for the economy, and promote

²⁶ BTC (2016): MTR Final Version. REPORT OF THE MID-TERM REVIEW OF THE INTERVENTION ENHANCING CAPACITIES FOR INSTITUTION BUILDING PROGRAMME- July 2016

²⁷ BTC (2016): Results Report 2016. ENHANCING CAPACITIES FOR INSTITUTION BUILDING PROGRAM

economic development within the country. The section “Benefits or Stakeholders” extracted from the handbook “For Policymakers and Social Partners in ETF Partner Countries”²⁸ highlights the goals and objectives of WBL. This document summarizes why policymakers, companies, and social partners, including learners and employees, should be interested in introducing, expanding, and improving the quality of work-based learning.

3.4 Pilot Projects for WBL

In 2014, BTC through the ECIB²⁹ Programme, launched a pilot programme for 10 WBL initiatives and succeeded in enrolling 216 students of which 94 females in 10 different vocations implemented by 10 different TVET institutions in cooperation with over 30 local companies combining at least 30% in-company training with training at a TVET institution. By 2016, the pilot programme was benefitting TVET institutions and companies by reducing costs for participating institutions and companies, increasing enrolment of young people in TVET, training students with relevant skills, and increasing employment among graduates.

The ECIB program set up a **Work Based Learning (WBL) Fund** to support the development and rollout of WBL schemes for TVET students with the objective of establishing an integrated system of demand-driven TVET that promotes WBL in Palestine, including East Jerusalem and the Gaza Strip. In collaboration with the private sector, 44 TVET institutions successfully led 73 WBL initiatives.

The proposed initiatives follow a set of criteria:

- **Institutional Partnerships:** The degree of coordination between TVET institutions and the private sector, including the participation of a group of teachers/trainers/coaches. This will guarantee institutional anchoring of the proposed initiatives;
- **Quality:** The ability of the initiative to increase employability of TVET graduates by improving the quality of WBL in the TVET institution and at the workplace (private sector);
- **Enhanced Capacity-Building:** Its ability to enhance the capacities of institutions and individuals working on the implementation of WBL initiatives (training staff at TVET institutions as well as private sector partners involved) to guarantee the sustainability of the public-private partnerships;
- **Relevance:** The extent to which the targeted vocation matches the needs of the labour market, the local economy, and is aligned with the relevant national strategies in this domain;
- **Action Plan:** The quality and clarity of the action plan ensures the timely implementation of WBL initiatives;
- **Human Resources:** The proposal should be ambitious but also feasible, i.e. the availability of HR to implement WBL initiatives;
- **Multiplier effect:** The extent to which WBL initiatives are organised in a systemic way and allow for replication;
- **Monitoring and Evaluation (M&E):** The proposal includes an integrated M&E mechanism to ensure follow-up through qualitative monitoring that will be able to correct deficiencies and integrate lessons learned;

²⁸ WORK-BASED LEARNING: A HANDBOOK FOR POLICY MAKERS AND SOCIAL PARTNERS IN ETF PARTNER COUNTRIES
Prepared for the ETF by Professor Richard Sweet, 2014

²⁹ The WBL Fund is part of the Enhancing Capacities for Institution Building (ECIB) Programme. The programme is funded by the Belgian Government and is implemented through cooperation between the Belgian Development Agency (BTC) and the Palestinian Ministry of Education and Higher Education (MoEHE) and the Ministry of Labour (MoL).

- **Accessibility:** The proposal seeks to increase the participation of female youth in the initiative and increase access to trainings and coaching of economically and socially disadvantaged youth, including TVET students with disabilities.

The WBL pilot project has reached its objectives.³⁰ The project’s intersection between education and employment, and public and private sectors helps revive these interactions between these traditionally siloed domains.

In 2014-15, 10 TVET institutions, 30 companies, and 200 students participated in the successful WBL pilot programme. By the end of 2015, there were more than 73 WBL schemes in the West Bank and Gaza. For the first time in Palestine, 44 TVET institutions in collaboration with nearly 200 private sector companies covered 35 vocations, of which 16 initiatives situated in Gaza and 57 in the West Bank, would now include WBL in their training programs. The new 2016 BTC regulations on grant agreements slightly delayed the start of the WBL initiatives.

In 2016, the successful launch of 73 WBL initiatives³¹ created momentum in the TVET-LM subsector and has proven to be effective in increasing the employability of students. The tracer study of the WBL pilot of 2015 has resulted in a 20% increase in self-employment of WBL graduates compared to the other TVET students (see also 2.2.1). The matching scholarship fund helps ensure the participation of underprivileged groups.

3.5 Lessons Learned

The implementation of the pilot project resulted in an agreement with the Federation of CCI's to prepare local antennas for the 73 WBL initiatives approved, including a scholarship fund.

Box 3 describes the experience of one of the female participants in the WBL scheme.

Box 3. A Success Story³²

Ghadeer Salem is a 23-year-old female, who participated in a WBL scheme. “I did not pass Tawjihi and I thought that this was the end of my educational journey, or that is what I thought until I found about WBL,” said Ghadeer. She studied office management at the YWCA while training at a small accounting firm. Ghadeer says, “I learned a lot during my study; for example, how to deal with people, communicate with others, use office equipment, use Microsoft Office, keep records, answer phone calls, and many other things.” After graduation, she got a job at a local school with the title of “Administrative Assistant.” Ghadeer likes the new job and feels that she is well paid. “I was able to use everything I learned through the project in the new job and share my expertise with new colleagues who refer to me if they need help in printing, formatting documents, building their CVs, and other computer-related issues,” said Ghadeer. She believes that the knowledge, skills, and certificate she got were the reason behind getting the new job. She also mentioned, “after failing Tawjihi my life stopped and I felt worthless, now I feel great, I feel that I am empowered and I have a career that I am proud of.”

³⁰ (BTC, 2016). **BTC Results Report**- ECIB. **ENHANCING CAPACITIES FOR INSTITUTION BUILDING PROGRAM.**

³¹ Same reference

³² 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

Section Four

Employer and Employee Organisations

The Federation of the Palestinian Chambers of Commerce, Industry, and Agriculture (FPCCIA) is a recognized employer organization. It is an umbrella organization with over 18 chamber members (specifically 13 chambers from the West Bank and five in the Gaza Strip). The federation reaches 65,000 businesses in different sectors. The FPCCIA directly coordinates and communicates with all ten private sector organizations namely:

1	Federation of Palestinian Chambers, Industry, and Agriculture (FPCCIA)	6	Pal Trade
2	Palestinian Federation of Industry (PFI)	7	Union of Insurance Companies
3	Palestinian Businessmen Association	8	PITA
4	Pal Trade	9	Business Women Forum
5	Shipper Council	10	Contractors Union

The three largest private organizations after FPCCIA are the Federation of Palestinian Industry (PFI), Pal Trade, and Palestinian Businessmen Association, whom their member firms are members. However, membership is mandatory in law but not in practice.

Member chambers finance FPCCIA through 10% percent of their total income. Donors also fund capacity building. Registration and membership fees help finance Chambers.

The PFI has 16 sector member associations covering all industry sectors:

Leather and Shoes	Plastic industry	Traditional and Tourism Industry	Food Industry
Marble and Stone	Renewable Energy	Metal industry	Textile
Paper Industry Plastic industry	Wood and Furniture industry	Engineering industry	Gold and Precious Metal Industry
Pharmaceutical Industry	Construction industry	Chemical Industry	Aluminium Industry

However, nearly half of the member associations are effective; for example, the food, leather and shoes, stone and marble, wood and furniture, and metal and metal industrial associations. Member companies based in Gaza, like the wood and furniture industry, head some associations.

Membership is mandatory for industrial businesses with more than five employees and \$100,000 capital.

4.1 FPCCIA Role

FPCCIA is committed to TVET and believes in the organic link between productivity and human resource development. For example, FPCCIA integrates work-based learning in a systematic way in TVET to get an indication of the needs of the labour market via the availability of qualified graduates as needed by the specific sectors. Currently, FPCCIA is involved in many projects geared to this objective, including but not limited to:

- A. WBL program (under BTC's support), whose focus is to increase labour market relevance of TVET work.
- B. GIZ and its Thematic Working Group, especially the one for Curriculum Development together with the two lead Ministries (MOL and MOEHE).
- C. Business Hub at Birzeit University: The "B-Hub" is an innovation space that matches students with enterprises and empowers them to serve the most needed economic sectors: micro and small industries, farming, and services. B-Hub helps maximize employability amongst university graduates.
- D. Dual Study Program at Al-Quds University where students alternate between spending half of their time at a university and the other half at the workplace, specifically in three majors: business, management, and electrical engineering.

4.2 Role of Employer Organisations in Promoting and Supporting WBL

The chambers of commerce execute a needs assessment study to identify the needed vocations and skills in the labour market. The main purpose of establishing TVET units at different chambers across the West Bank is to be more involved in partnership cooperation schemes³³. Moreover, the FPCCIA is an effective member in the Higher Council for TVET and in LET councils.³⁴ In 2017, they co-chaired the technical delegation for the World Skills Competition in Dubai.

Box 4. Participation in the World Skills Competition, 2017

Palestine has been an official member of the World Skills Competition for the past two years. Recently, Palestine participated in the competition in Abu Dhabi, where there were 1300 competitors from around the world. The competition tested 51 different skills; ranging from floristry to concrete laying to mobile robotics. Palestine competed in two fields: painting/decoration and graphic design. It hopes to participate in the Moscow 2019 competition to enhance WBL. This event was coordinated by FPCCIA in cooperation with the MOL.

FPCCIA's main achievement in WBL is its participation in the successful pilot of 10 WBL initiatives in the West Bank in 2014. BTC helped launch the program and FPCCIA was heavily involved as a representative of the private sector. The pilot program resulted in the implementation of 73 initiatives for WBL schemes at the end of 2015 (57 in the West Bank and 16 in Gaza). FPCCIA and

³³ This is a GIZ-funded project through which the German Chamber of Crafts Cologne supported a study for Palestinian Chambers; Training Needs Assessment, resulting in the appointment of 10 staff members in 10 chambers of commerce across the governorates of the West Bank, as leaders of newly established TVET units in the governorates.

³⁴ LET Councils are initiated by a German-funded project, through GIZ, through which the Federation of Chambers of Commerce, and through the Chambers of Commerce in the governorates, is an active member (in addition to other stakeholders) of the LET councils for TVET and employment, providing joint proposals for appropriate interventions and reaching a mutual understanding between the economic and social partners on fundamental issues related to unemployment and the opportunities of self- job creation. LET councils were formed to provide support and coordination between education and training and private sector in one of the GIZ projects; their existence is vital for WBL.

PFI are representatives of the private sector and participated in the evaluation committee, together with the MoL (through its vocational training centres), and the MoEHE (through its secondary vocational industrial schools and technical colleges). The joint role was to select and establish 43 partnerships between TVET institutions and businesses (14 **Technical colleges, 10 Vocational schools and 19 Vocational training centers**). Therefore, 44 TVET institutions cooperated with 100 companies in 35 vocations through 73 initiatives. Section 6 explains in detail the funding of these initiatives.

According to a set of requirements employers, ministries, federations of industry, and federations of chambers participate in evaluation committees. These committees participate in the following activities:

1. Prepare the terms of reference and applications for grants;
2. Prepare the contracts for participants in WBL;
3. Conduct the evaluation process for the initiatives submitted (and membership of the evaluation committees);
4. Select eligible institutions to benefit from WBL initiatives (Annex 6);
5. Participate with training institutions in the preparation of technical and financial proposals;
6. Sign contracts of WBL initiatives;
7. Receive students from different levels and institutions and implement initiatives;
8. Conduct follow-ups and M&E for participants in WBL initiatives.

The Federation of Chambers of Commerce also cooperate with other players and help implement the practical components of the curricula at companies. In cooperation with the labour market, the Federation of Chambers of Commerce help prepare a Guide for Continuing Education and set up evening courses. TVET institutions from across the West Bank and Gaza Strip help carry out these initiatives. Annex 7 lists the institutions benefiting from programs and related professions and activities, and the allocated budgets for each activity.

Occupations include but are not limited to painting and decoration, survey engineering, electronic and mobile repairing, photographing and film producing, food making and food processing, car mechanics and electrician, and electric installations. These institutions also cover Gaza using the same condition applied in the West Bank. In addition, it includes a wide range of enterprises, in terms of size, ranging from a small mechanic workshop of three workers, to a public shareholding meat exporting company of a few hundred employees, such as the Saniora Food Company. Two clusters were included; one in wood industry and furniture (furniture cluster in Salfet), such cluster is composed of 51 furniture companies and carpentries and related workshops with more than three thousand workers. One of the tertiary TVET institutions in Nablus helps implement this initiative.³⁵ The second cluster is for leather and shoes, has more than 100 companies and workshops, and implements the WBL initiative with a famous TVET university in the Hebron area.³⁶

During the same period, the German Chamber of Crafts Cologne supported the establishment of 10 TVET units on cost sharing principles where Cologne pays part of their staff salaries. The study “Palestinian Chambers Training Needs Assessment” helps identify and create units. These units carry out an annual needs assessment of chamber members in the private sector. However,

³⁵ Hisham Hijjawi College of Technology (HHCT).

³⁶ Palestine Polytechnic University (PPU).

chambers already conduct these studies because the need assessment of chamber members is one of their key assignments and included in their terms of reference.

4.3 Trade Unions in Palestine

Historically, trade Unions in Palestine are more involved in politics than in labour related issues. However, this trend is gradually changing towards their involvement in some events and activities related to education and training. Nevertheless, trade unions remain fragmented and represent many organizations: the Palestinian Trade Union, the Palestine General Federation of Trade Union, and independent unions. According to the PCBS, less than 25% of employees in Palestine are members of trade unions.

4.4 Role of Trade Unions in Promoting and Supporting WBL and Apprenticeship Trainings

Trade unions are minimally involved in the implementation of WBL schemes in Palestine³⁷, though they are members of many steering committees and LET councils overseeing the planning and implementation of the TVET sector in the country. In addition, they play a crucial role in raising awareness and counselling their members in the labour market. Moreover, their main role is to advocate for safety and health measures at workplaces, as well as advance the rights of the work force in terms of obtaining the minimum wages as per the law and other statutory rights.

4.5 Tripartite and Social Dialogue

With ILO's support, tripartite social dialogue in Palestine (composed of the government, employers, and trade unions), resulted in concrete achievements, notably the adoption of the minimum wage, the social security law, the development of a National Occupational Safety and Health (OSH) Policy and Programme, a labour inspection strategy and action plan, and a tripartite methodology for labour law reform. However, tripartite social dialogue lacks the existence of a legal framework and institutionalization, including legal and institutional pillars that govern social dialogue, whereby the role of the state is a key requirement. Moreover, there is a need to continue strengthening the capacities of constituents to promote an understanding of mutual interests and build confidence amongst social partners.

³⁷ An email response on 9th November, 2017 by Mr. Husain Al Foqahaa, National Secretary- Palestine General Federation of Trade Unions, that represents 14% of the total labor force.

Section Five

Resources Supporting and Improving WBL and Apprenticeships Programmes

5.1 Training Content

The material covered by WBL schemes is similar to the curriculum available at TVET providers. However, BTC funded a project designed to increase partnerships with the private sector, so that they can help design and develop curricula for many occupations.³⁸ Currently, the TVET institution and the company implementing the WBL initiative prepare and modify the curricula and training materials including theoretical and practical content.

5.2 Delivery of Training in the Workplace

Students observe the daily tasks taking place at work. This process usually takes place after the participant attended an orientation at the off-the-job institute, to ensure that the required range of knowledge and skills are learned. At the company, the entrant practices practical skills and follows the work procedures as per a pre-planned process. Some enterprises have their own training schemes and their staff supervisors provide the training to ensure that the apprentice participating in the scheme is acquiring the full range of knowledge and skills they need.

5.2.1 WBL Programmes Enacted Wholly in Workplaces - Outside Educational Programs

Only a few enterprises provide special training programs in their own facilities. Some large companies offer programs tailored to their own employees, but in some cases can accommodate employees from other firms. These types of trainings only occur in the workplace and are not part of a structured educational program. For example, sectors like the food industry (Saniora company), plastic and manufacturing industry (Royal company), and electrical energy supplies (JDECO; Jerusalem District Electricity Company) implement these types of trainings. Some employees will assess the skills and needs of their company, train staff in new skills and competencies, and target other employees working in the same sector but in other companies.³⁹

5.2.2 Requirements to Implement WBL by Enterprises:

Chamber of commerce must nominate and register local enterprises who wish to implement WBL programmes. Enterprises must be compliant with labour law requirements in terms of working conditions and ability to host trainees. Safety and health measures are crucial to approve WBL programs. Section 3 lists the main criteria for proposed initiatives. Annex 8 provides an example of the selection criteria and assessment grid based on the BTC Grant 2015.

³⁸ This was implemented in Developing market needs based curricula and alliance building through the Chambers of Commerce under the BTC- Funded Project to the ministry of Education: "Support to Technical and Vocational Education and Training in Palestine". 2013

³⁹ For example, one could refer to JDECO (Jerusalem District Electricity Company), one of the largest leading companies in Jerusalem and the West Bank, involved in the electricity supply services, where they have their own training center, in which they train new employees, develop those already employed, and accept other participants from other electricity companies and individual workers in their training programs.

5.2.3 Nature and Quality of Training

DGs at MoEHE or MoL approve the implemented programs, in addition to the federation of chambers, through the chamber of commerce at the governorate that the company is located.

5.2.4 Training Facilities and Resources: Providers of the Off-Job Training

Usually, TVET institutions (vocational schools, vocational training centres, and technical colleges) implement WBL, apprenticeships, and any other types of trainings. These institutions accommodate most facilities needed for educational and training purposes. They cover the curriculum of any provided program (theoretical, practical, and general). TVET institutions fall under the umbrella of their relevant supervising ministry. In addition, technical staff at DGs evaluate their efforts and implementation.

5.2.5 Assessment and Certification

Apprentices and participants in WBL schemes are required to undertake examinations to demonstrate their achievement under the scheme. Students must complete the program successfully as a pre-condition to obtaining a certificate. These tests include theoretical knowledge, practical skills and competencies in both axes: the off-the-job TVET institution, and the knowledge skills and practices learned in the workplace.

Committees oversee the quality and performance of trainings by conducting monitoring and evaluation efforts. Committees are composed of ministries (government supervisors), representatives from the education and training sector (schools/vocational training centres), and members from the labour market (employer organisation). These committees are responsible for carrying out all examinations.

Currently, there are discussions to involve trainers from the implementing firms in the practical examinations. However, capacity-building initiatives should target trainers from TVET institutions and instructors from companies.

Those who successfully complete an apprenticeship or WBL scheme obtain a certificate. Students must demonstrate their achievements under the scheme and complete the program successfully as a pre-condition to obtaining the certificate. Ministries, the federation of chambers of commerce, implementing agencies, and donors endorse certificates.

Annex 9: shows a template for a certificate provided under one of the BTC-funded and implemented WBL initiatives.

5.2.6 Human Resources

Profile of the On-The-Job and Off-The-Job Trainers

In firms, there are no specific profiles for **on-the-job trainers**. They can have different skills and qualifications, but must be technical staff at the company. Usually, firms nominate staff members who graduate with certain qualifications such as (engineering or otherwise), and in other cases they chose technicians who have a diploma in a specific specialization. In cases where there are no staff members from these groups, companies then select the most experienced person, with the longest time at the enterprise. Instead, trainers who supervise the **off-the-job** trainings in (vocational schools, training centres or colleges), are hired based on their technical background and qualifications, including pedagogical and practical expertise.

5.2.7 Information and Advice Systems

Information on WBL for Youth

There are national and local schemes for career guidance and counselling system covering the entire TVET sector. However, the focus of these programs is partnership with the private sector and employers, in addition to issues related to employability and job options for youth after graduation. The MoEHE now integrates the TVET sector in its basic education curriculum (7th, 8th and 9th Grade). In addition, MoL leads some initiatives through its VTCs, and German GIZ has taken the lead in other areas.⁴⁰

The TVET sector promotes WBL thorough awareness-building activities of crosscutting issues such as increasing female participation by providing scholarships and covering some costs. BTC is now supporting gender and environmental analysis and providing recommendations to improve the sector. Scholarships and funds help support WBL initiatives and guarantee the participation of underprivileged and vulnerable youth.⁴¹ GIZ is currently overseeing and training ministries (MoEHE, MoL), VTCs, vocational schools, and chambers of commerce on career guidance and counselling, including self-development and understanding the labour market. These individuals are going to act as multipliers and guide youth towards existing schemes of training, including WBL and ATS.

Information about WBL for Employers

For employers, in addition to the presence of the private sector in different TVET and employment structures, implemented projects and initiatives connected with WBL incorporate employers through the federation of chambers of commerce and industry federations. In addition, TVET units under the chambers of commerce, play a crucial role through targeting companies, informing them of relevant TVET activities, and implement apprenticeship and WBL schemes.

Previously, BTC used to coordinate, design, and tailor WBL programmes with the relevant ministries and now they directly work with TVET institutions and the non-for-profit private sector.⁴²

⁴⁰ The GIZ, under the TVET & Labour Market Program, funded by the German BMZ, the Welfare Association, and the ministries (MoEHE & MoL) have published “the Guide for vocational and employment counseling”, in an attempt to develop the tools and services of the labour market, that mainly target the youth groups in the field of Career Guidance and Counseling.

⁴¹ BTC (2016): MTR Final Version. REPORT OF THE MID-TERM REVIEW OF THE INTERVENTION ENHANCING CAPACITIES FOR INSTITUTION BUILDING PROGRAMME- July 2016

⁴² An interview with Mr. Bart Hormans about the role of the BTC in Palestine, on 19th October, 2017.

Section Six

Funding Work-Based Learning Programmes

Funding WBL is an important issue that affects the sustainability of programmes. Students who undergo trainings at companies must receive insurance, transportation funds, and other financial incentives. Insurance is fundamental because students out of VET institutions can have accidents at the work place. Transportation is also an expense for students specifically when the company is far from their home. Most TVET students come from poor or underprivileged backgrounds and these costs are a financial burden for them.

Currently, there are no funds, budgets, or financial support allocated specifically for WBL schemes in Palestine. However, donors like BTC support WBL schemes by providing funds for institutions as well as for companies. Some funds cover transportation, clothing, insurance and other costs. In some cases, funds cover tuition fees for vulnerable participants.

Some projects use a pro-gender and a pro-poor approach to attract students to participate in WBL initiatives. Scholarships also incentivize students to enrol in programmes because many would be unable to participate without financial support.

Discussions around financing work-based learning programmes often focus on three areas: paid or unpaid wages for participants; ways to fund work-based learning within the enterprise and compensate employers for costs of trainings; and ways to fund classroom-based training that is part of such programmes.

The government of Belgium, through the Belgian Development Agency (BTC) funds WBL initiatives and allocates funds for both the supply and demand sides. They give small grants up to €10,000 per profession already available in a TVET institution and €20,000 for each new profession, which is added to a TVET institution. The objective of this scheme is to empower joint initiatives and partnerships between TVET institutions and the private sector to develop WBL schemes. Students spend part of their training in companies while doing meaningful work under the supervision of a trained mentor. The grants (70% for the TVET institution and 30% for the company) cover extra costs related to the development of WBL schemes. A matching scholarship fund has to facilitate access to the program for disadvantaged youth.

Box 5 lists the criteria for financing the supply side, whereas Box 6 looks at the criteria for the demand side.

Box 5. *The Supply Side (TVET Institutions)*

The funds allocated to the TVET institution shall be less than or equal to 70% of the value of the grant and shall be carried out as follows:

- Cover purchases of required infrastructure, consumable raw materials, required tools and apparatus, and illustration means needed to implement the proposed initiative,
- Strengthen capacities of human resource of the institution to implement the WBL initiative, practices and applications, plans and systems (modern methods of teaching and learning, supervision methods, networking with institutions in the private sector and labor market, etc.).
- Cover transportation costs and any other related expenses for the implementation of the initiative, as well as give stipends to coordinators, supervisors, and administrators in order to carry out the necessary follow-up and M&E efforts.
- Provide insurance against injuries and accidents for trainers participating in the workplace, in case not covered by the ministry.
- Oversee relevant activities (visit relevant workplace and labour market institution).
- Cover stationery expenses that facilitate learning practices.

Box 6. *The Demand Side (the Enterprises)*

The fund for private sector institutions is more than or equal to 30% of the grant value, and shall be carried out as follows:

Strengthen the capacities of the private sector and labour market to implement WBL initiatives, practices, and applications, to be able to utilize modern methods in terms of teaching and learning, supervision methods, networking with private sector and labour market, etc.).

- Provide participating institutions with in-kind assistance to ensure project success.
- Develop and update the training manual to develop the skills in the WBL project through working with the private sector.

The government and the private sector are discussing the establishment of a training fund and taxation incentives. However, FPCCIA decided not to wait and is currently considering adding a small fund (approximately \$7) to membership fees for the TVET sector (but this is not yet in place).

6.1 Payments to Apprentices and Participants in WBL Schemes

6.1.1 Job Placement Projects

Apprentices in WBL schemes do not receive a full wage by employers. However, employers subsidise job placement projects for graduates in their firms by sharing the costs of their salaries for a certain time (normally not less than six months). Trainees, like employees, carry out daily work tasks with close supervision. A special contract is set for those purposes unless the company retains the trainee after the agreed period, then the contract becomes an employment contract. The outcomes of job placement and salaries subsidies are encouraging and the retention rate is more than 70% in most cases. Trainee contracts occur when salaries are subsidized and companies pay petty cash and allowances for transportation. Insurance is normally provided by schools (currently covered by donors) or by hosting companies.

The labour market now believes that the involvement of apprentices has given rise to benefits and returns, through the ideas and proposals submitted by apprentices and students in the implemented WBL programs.⁴³

6.1.2 Contributions of Employers to the Costs of WBL Schemes

Some companies in the private sector cover some costs of students and apprentices such as transportation costs and/or provide meals during the trainings.⁴⁴

6.1.3 Government Incentives for Employers

Ministries do not have specific budgets allocated for WBL schemes. However, the BTC is funding WBL by giving 70% of its allocated budget to a TVET institution and the remaining 30% to an employer (company). This budget covers the funding of equipment necessary for the implementation of programs. Regarding benefits to students and apprentices, BTC covers the costs of transportation, uniforms, safety measures, and insurance for youth. However, in some cases, funds cover tuition fees for underprivileged students.

BTC has also bought relevant equipment for WBL programs at training facilities for the companies to keep after the implementation.

6.1.4 Meeting the Cost of the Off-The-Job Training in WBL Schemes

Constitutionally, relevant ministries involved in the provision of the TVET sector cover the costs of education and training in their institutions, including formal and non-formal activities. This means that ministries should cover the costs of the off-the-job training in apprenticeships and enterprise-based learning schemes.

However, the MoEHE has accredited a budget of \$150,000 for 2018 under the Joint Financing Agreement (JFA), for the implementation of WBL in different TVET institutions to cover transportation costs for students, toolkits, uniforms, transportation costs for supervisors from TVET institution to work places, and insurance for work-based injuries.

⁴³ The leather industry federation in cooperation with the Palestine Polytechnic University

⁴⁴ E.g. Royal Company in Hebron paid all relevant expenses incurred for the implementation of the program at their company.

Section Seven

Evidence, Data and Research, and Conclusions

7.1 Statistics Related to WBL

WBL schemes, introduced in the past couple of years, are not part of the national official statistics. However, currently projects and initiatives implemented in WBL and enterprise-based learning schemes take into account statistics. It is the role of these initiatives to register the characteristics of apprentices: number, age, gender, address, etc. (donors and relevant ministries, conduct surveys on the outcomes of WBL schemes). However, ministries conduct annual statistics for their relevant institutions (MoEHE on primary, secondary, TVET and higher education, and MoL on VTCs). The Palestinian Central Bureau of Statistics (PCBS) is considering adding WBL and other apprenticeship schemes as one of its parameters in its annual activities, and therefore PCBS will include this sub sector of education and training in its numbers.

7.2 Statistics Related to Providers Off-The-Job Trainings for WBL

The MoEHE publishes an annual statistical publication containing data and information regarding institutions under the ministry. These figures include data for all primary, secondary, TVET and tertiary education institutions (programs offered, number of students, etc.). The MoL has statistics about its vocational centers and other relevant information. However, the PCBS publishes general statistics about all institutions, including those under other ministries (e.g. Ministry of Social Affairs, Ministry of Ex-Detainees, etc.). However, for WBL schemes, ministries remain responsible for collecting data on off-the-job trainings, in cooperation with donors.⁴⁵

Organisations that Focus on Research and Evaluation of WBL:

- **Ministries:** MoEHE, MoL.
- **Donor and international agencies:** BTC, GIZ, ILO, EU, ETF, etc.

⁴⁵ In certain cases, and when an NGO organisation is involved in the training scheme (e.g. UNWRA), it is their responsibility to conduct and publish the relevant statistics, but in all cases, the PCBS will take care of these issues when they start covering these schemes in their studies and surveys.

Section Eight

Conclusions and Ways Forward

The introduction of WBL schemes in the TVET sector in Palestine has proven to be an effective approach in linking education and training with employment. Other outcomes include:

- Decreasing the mismatch between subjects taught in TVET institutions and providing graduates with skills and competencies needed in the labor market;
- Substituting informal apprenticeships with WBL schemes, offering better pedagogical support, and official recognition of skills (certificates) for youth in cooperation with TVET institutions and the private sector;
- Increasing the employability of TVET graduates: 80% of WBL graduates find employment or are self-employed within 1 year compared to 60% or lower in traditional TVET;
- Institutionalizing cooperation between the public and private sector at the national, regional (governorates), and local level to improve the overall quality of TVET;
- Facilitating the enrollment of female students in TVET in traditional and non-traditional vocations;
- The overwhelming success of WBL manifests through the introduction of WBL on a national scale;
- The Ministries of Education and of Labor will fully integrate WBL in their education and training programs allowing for more youth to be enrolled in TVET and follow a vocational or technical training based on the needs of the labor market;
- The different ministries and private sector organizations will bring TVET under a joint multi-stakeholder private-public management structure and create a development center for quality assurance and innovation;
- The main international actors' active in Palestine will include WBL in their new TVET programs.

Based on the studies from ministries, donors and researchers WBL programmes implemented in Palestine have the following strengths, weaknesses, opportunities, and barriers/challenges:⁴⁶

8.1 Strengths

1. Acquire experiences in TVET institutions and in the labour market during implementation of WBL;
2. Readiness of TVET institutions, parents, and trainees to engage in WBL;
3. Willingness to adopt the learning model in the work environment due to:
 - a. Readiness of the labour market to implement training programs in the work environment;
 - b. The existence of adequate equipment in the labor market to implement the program, which reduces the financial burden on institutions;
 - c. The system reduces the cost of trainings and budget of TVET institutions by providing training materials and equipment;

⁴⁶ Some of the recommendations are extracted from the following sources: ILO-BTC Report 2015, MID-TERM REVIEW OF THE INTERVENTION ENHANCING CAPACITIES FOR INSTITUTION BUILDING PROGRAMME- July 2016, GIZ – Lessons learnt, Torino Process 2016/ 17

- d. The model helps develop the acquisition of experiences in the labor market and transfer them to TVET institutions;
- e. The model helps promote the involvement of young women in the labour market;
- f. The model increases the percentage of students enrolled in TVET programs in some specializations;
- g. Strengthens the relationship with the labour market.

8.2 Weaknesses

1. Lack of institutionalization of WBL;
2. Lack of funding mechanisms for WBL;
3. The absence of laws regulating the subject;
4. Lack of a learning strategy for WBL;
5. Absence of a manual procedure to carry out trainings in the workplace;
6. Lack of awareness on WBL among stakeholders: institutions, labour market, parents, civil society, enterprises, and decision makers;
7. Lack of cooperation with social partners to ensure the success of WBL programs;
8. The study instructions in the formal education institutions are opposed to the subject at some levels (in particular colleges);
9. Lack of a special unit for WBL in relevant ministries;
10. No entity in the labour market or TVET institutions can oversee WBL.

8.3 Opportunities

1. The readiness and willingness of TVET providers and labour market institutions to implement;
2. Availability of funding from donors;
3. The system is in line with the national priorities adopted in the national strategy for TVET, in particular:
 - Increase the employment rate among young people, as the system leads to trainees acquiring practical skills required for employment;
 - Fast response to labor market needs by providing flexibility in the development of new specialties at lower costs;
 - Increase the efficiency of the system by reducing training costs.

8.4 Barriers and Challenges

1. Weak confidence in the labour market;
2. Lack of qualified human resources in training institutions and the labour market who are qualified to implement WBL;
3. Lack of adequate curriculum based on the implementation of WBL schemes;
4. Lack of sustainable funding.

8.5 Ways Forward: Recommendations

The following measures serve as recommendations to develop sustainable WBL schemes in Palestine integral to the overall TVET system:

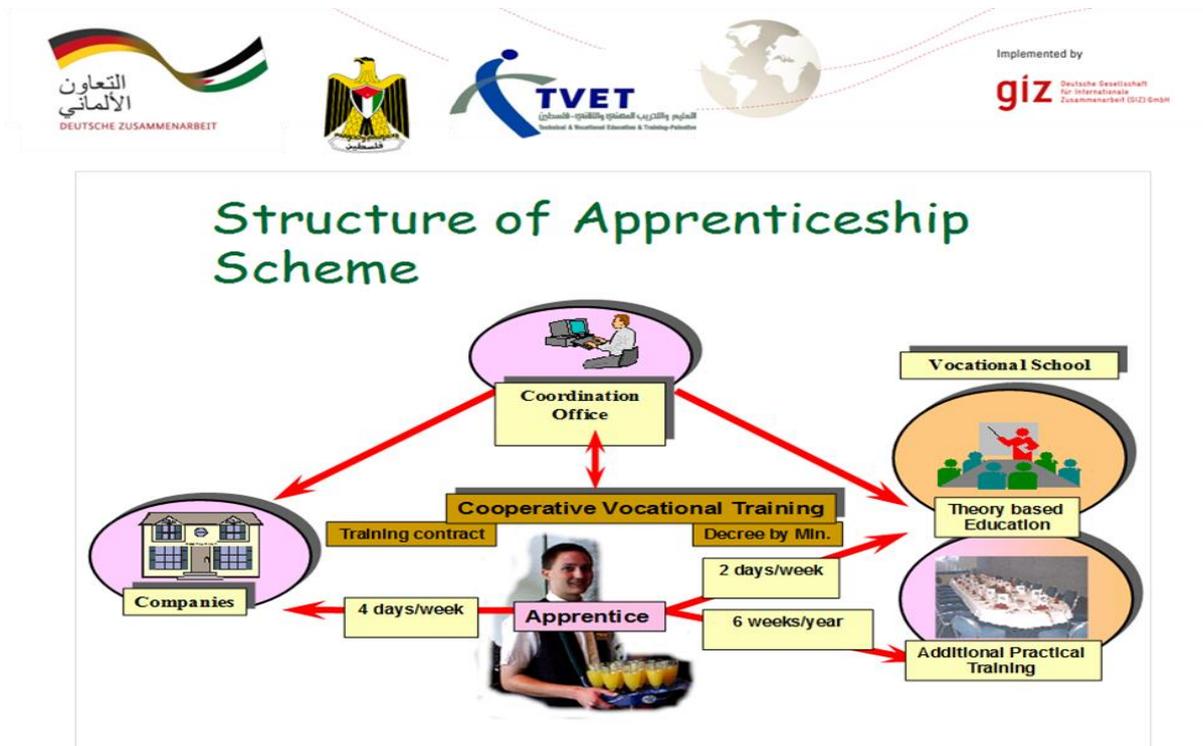
- Provide support for the legal basis for WBL, through a legal analysis that would provide the basis for necessary changes of laws and/or bylaws. The MoL and MoEHE should support this process, as changes in the legislation should facilitate WBL processes;
- Establish local hubs for coordinating WBL;
- Build the capacity of stakeholders and raise awareness about WBL among private and public stakeholders;
- Conduct sectoral studies to define feasibility of WBL and apprenticeship schemes.
- Sign MOUs between training providers and private sector representatives;
- Identify an organizational framework for an apprenticeship system (covering legal and financial issues) and establish occupational standards;
- Extend WBL and apprenticeship programmes to higher education through feasible pathways and bridging schemes;
- Develop a WBL strategy and legal framework on the national level;
- Create a national training fund co-financed by the private sector to ensure the institutionalisation of WBL;
- Register economic establishments that provide trainings;
- Adopt the National Qualification Framework (NQF) to ensure organizational regulations needed for the implementation of WBL and apprenticeship schemes.

Reports and References

- (BTC, 2016), Assessment of Informal Apprenticeship in Palestine *Enhancing Capacity for Institution Building (ECIB) Programme In consultation with MOL, MOEHE and ILO- a study report - Conducted By: OPTIMUM for Consultancy and Training* -The Programme benefited from ILO technical support for this research component.
- MoEHE: <http://www.mohe.pna.ps/>
- MoL: <http://www.mol.pna.ps>
- BTC (2016): The Monitoring Frame Work-Indicators Review for the “Enhancing Capacities for Institutional Building program (ECIB)”.
- 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
- PSCB: Palestinian Statistical Central Bureau
- ETF, 2017: Torino Process 2016/ 17 - Palestine

Annexes

Annex 1. Structure of Apprenticeship Scheme



Annex 2. Statistics on the Implementation of ATS in HISS

Name of program	Year started	Total Numbers of Appr. benefited	Number of Appr. 2014
Care mechatronics	2005-2008	67	--
IMM (EU)	2012	19	19
Lathing and leveling	2011	65	32
Car body repair and paint	2013	7	7

Annex 3: 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 4. Work Based Learning (WBL) Legislation

Work Based Learning (WBL) Legislation

“Enhancing capacities for Institution Building Program (ECIB) PZA 1202911”

Report of Third Phase

Memorandum of Legislative Policy of Proposed WBL Legislation in Palestine)

Submitted to:



THE BELGIAN
DEVELOPMENT COOPERATION **.be**

February, 2017

Annex 5. “Benefits for Stakeholders”

(SOURCE: the HANDBOOK about WBL “FOR POLICY MAKERS AND SOCIAL PARTNERS IN ETF PARTNER COUNTRIES”)

There are a number of reasons for policy makers, individual companies and social partners to be interested in introducing, expanding and improving the quality of work-based learning.

- From the enterprises’ point of view, workplaces in which employees constantly learn new skills and new ways of doing things tend to be more productive and more profitable. They tend to be more innovative, be better at using employees’ knowledge to improve product quality and customer service, and have lower staff turnover.
- From the learners’ point of view, work-based learning can make their programmes of study more interesting and connect them more directly to the world of work. It can improve their job prospects by giving them more relevant work skills and by connecting them to employers who may offer them jobs after they graduate. This can be an important way of expanding opportunities and increasing social inclusion among groups that are disadvantaged in the labour market.
- From the employees’ point of view, the chance to learn new things makes work more interesting. It encourages employees to be more interested in improving their career prospects, and increases the chances that they will undertake formal VET.
- For public policy makers in initial, post-secondary and continuing VET, work-based learning:
 1. produces higher-quality skills that are more relevant to real work situations than does learning that occurs entirely in the classroom; and it produces skills that are likely to be more up to date with current practices in the workplace;
 2. helps to strengthen cooperation between education and business, and to create strong links, both for individual students and for the system as a whole, between vocational education and the real demands of the labour market;
 3. increases the link between learners and the labour market and so improves their chances of getting a job after they complete their training;
 4. involves employers in designing and managing VET, thus increasing their confidence in the system;
 5. makes economic sense, with costs shared between employers and government rather than all being met from the public purse; this means that government budgets should go further;
 6. makes greater use of plant and equipment on employer premises for training, and so reduces the need to purchase expensive training equipment;
 7. can create learning opportunities that many publicly financed VET schools and colleges cannot afford.

For those who run schools and colleges, work-based learning:

1. can be a powerful way to develop generic skills such as team-work and problem solving, and basic work habits such as punctuality;
2. shows students the relevance of their courses to future jobs, and so makes them more interested in studying; this can be important for increasing participation and outcomes for disadvantaged students;
3. can be used in career guidance programmes to teach young people about what is involved in jobs and careers.

4. leads to better school-to-work outcomes: young people who have been involved in work-based learning are more likely to get jobs, as their skills are more relevant to employers' needs, they have better basic work habits, and their contacts with employers are stronger.

For policy makers in public employment services, work-based learning:

1. can re-motivate those who are long-term unemployed and maintain their motivation to seek work;
2. increases unemployed people's contact with employers, and so can increase their chances of getting a job;
3. is a way to develop new skills in a more interesting and relevant way than classroom-based training, particularly for people who have low levels of education

Annex 6. Call For Proposals by BTC Project



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Annex 1

Enhancing Capacities for Institution Building (ECIB) Programme

PZA 12 029 11

Work Based Learning (WBL) Fund

Call for Proposals

Application Form

Introduction:

The application form consists of Six main parts:

- | | |
|--------------------|---|
| Part one: | Contains information on the applicant's profile |
| Part two: | Contains information and details about the suggested initiative, its mechanism and quality |
| Part three: | Contains details about the current Work Based Learning programmes in the TVET Institutions |
| Part four: | Contains information regarding planning the initiative, suggested activities and related outputs and outcomes |
| Part five: | Contains information and data about the required resources to implement the initiative |
| Part six: | Contains Statement of responsibility and validity of information |

1. The original application and its attachments are to be submitted in a sealed envelope to the Directorate General of TVET at the concerned Ministries. The submitted envelope should include two printed copies of the application and its attachments
2. A certified copy is to be delivered to the Coordinator of the BTCECIB Programme and to the following e-mail address: naser.ghanim@btcctb.org
3. The application should be delivered no later than 01/10/2015 at 3:00 pm.

ECIB programme - Work Based Learning Fund - Call for proposals - p. 13

Source: Enhancing Capacities for Institution Building (ECIB) Programme
PZA 12 029 11 Work Based Learning (WBL) Fund

Annex 7. Institutions benefiting from programs and related professions and activities, including allocated budgets for each activity

(The participation of the Federation of Chambers of Commerce in the preparation of a guide to continuing education courses and evening courses which were carried out in the TVET institutions)

CVET						
#	Inst.	Region	Action	Type	Hours	Budget
1	VTC Jericho	Jericho	Design, installation and maintenance of swimming pools and water treatment	VTC	100	6500
2	Deir Dibwan Secondary Industrial School	Ramallah	Maintenance and calibration of central heating devices	SVS	60	3500
3	Jenin VTC	Jenin	Clothing for men	VTC	100	4000
4	Qalqilia Secondary Vocational School	Qalqilyah	Advanced Course on Handmade Crafts	SVS	100	6500
5	Nablus Industrial Secondary School	Nablus	Installation and maintenance of elevators and electrical equipment	SVS	100	6500
6	Palestine Technical College for Girls	Ramallah	3d E-poxy and wall papers	TC	60	6000
7	Palestinian Polytechnic University	Hebron	Design and execution of modern plasterwork using CNC technology	TC	80	6500
8	Beitour VTC	Ramallah	Electrical Control	VTC	70	6000
9	YWCA Jerusalem	Jerusalem	customer relations management	VTC	60	6000
10	Hisham Hijjawi College	Nablus	Hybrid auto maintenance	TC	60	6000
11	Halhoul VTC	Hebron	CNC skills	VTC	120	4500
12	Selat Edaher Secondary Industrial School	Jenin	Solar photovoltaic cells	SVS	100	6500
13	Hebron Secondary School	Hebron	Advanced Course on Handmade Crafts	SVS	80	6500
14	Al Aroub Palestinian Technical College	Hebron	Accounting and management for MSME's	TC	60	3500
15	Tulkarem VTC	Tulkarem	recycling of carpentry	VTC	100	6500
16	Kufr Ni'ma Secondary Industrial School	Ramallah	Low Voltage Electrical Systems	SVS	100	6500
17	Dora Vocational Secondary School	Hebron	Android Mobile Applications	SVS	60	3500
18	Hebron VTC	Hebron	Manufacture and upholstery of furniture	VTC	120	7000

Sub-Total West Bank						102000
19	Al-Emam Al-Shafee	Gaza	Plumbing	VTC	120	7000
20	Khanyounis VTC	Gaza	Electrical installation	VTC	120	6000
21	Deir Al-Balah VTC	Gaza	Tiling	VTC	120	5000
22	North VTC	Gaza	Solar Energy	VTC	120	7000
23	Rafah VTC	Gaza	Shuttering	VTC	120	7000
24	Abed Al-Motee Al-Rayyes School	Gaza	Mobile application	SVS	120	6000
			Graphic Design		120	6000
25	Deir Al-Balah industrial school	Gaza	Alarm systems	SVS	120	7000
26	Hani Naim Agricutulre school	Gaza	Poultry farming	SVS	100	4000
27	IRADA	Gaza	Social Media	VTC	120	6000
28	Palestine Technical College	Gaza	Air conditioning	TC	120	6000
29	UCAS	Gaza	Urban agriculture	TC	120	7000
			Smart phone		80	4500
30	CST-Khanyounis	Gaza	Medical devices	TC	120	6000

Annex 8. Example of the Selection Criteria and Assessment Grid- BTC Grant 2015

Selection criteria and assessment grid- BTC grand 2015															
Pre-selection Grid															
Evaluator Name															
Initiative Number															
Name of TVET Institution/project:															
Vocation/ Area of concentration of the															
A	Eligibility criteria	Yes	No												
A1	The project focused on the implementation of the WBL practices														
A2	Privet sector partner participation exists														
A3	Public TVET institution or licensed from relevant ministry														
وضع الرقود 1 فقط بالخانات حسب تقييمك و بحسب البرنامج النتيجة لود															
B	Criteria / rate	Rate Guidline	10	9	8	7	6	5	4	3	2	1	Weight	Score	Final Score
			v. good		good		Adequate		poor		v. poor				
B1	Relevance (20%)														Out of 200
B11	The core problem is clearly defined												5	0	0
B12	The outcomes (results) are clear feasible and quantified (Indicators)												5	0	
B13	The planned activities are sufficient to the planned results												5	0	
B14	Budget relevance, realistic and reasonable (the value of money)												5	0	
B2	Implementation (30%)														Out of 300
B21	Realistic work plan, activities, outcomes duration.... and M&E plan												10	0	0
B22	The proposal offers solution to partners and the labour market												10	0	
B23	The roles and responsibilities are clear and realistic and the lead institution has the necessary technical capacity and experience.												10	0	
B3	Impact and Sustainability of the proposal (20%)														Out of 200
B31	Has the potential to improve the quality of WBL practices.												5	0	0
B32	Describes the change expected by the end of the project.												5	0	
B33	Provides clear & practical methods to ensure initiative sustainability after implementation and practical activities to disseminate the												10	0	
B4	Core selection criteria (30%)														Out of 300
B41	Partnership with the labour market and good potential for employability												10	0	0
B42	Capacity building of the institutions in WBL in a sustainable and replication.												5	0	
B43	The harmonization with the needs of the labour market and economic												5	0	
B44	Enhancing participation of females, and socially disadvantaged groups.												5	0	
B45	Number of students enrolled												5	0	
														Result (out of 1000)	0
														Result (out of 100)	0.00

Annex 9. A template of a certificate provided under one of the BTC-funded and implemented WBL initiatives

شهادة تويرب

  شعار المؤسسة التدريبية 

التعليم والتدريب المهني والتقني - فلسطين
Technical and Vocational Education & Training - Palestine

THE BELGIAN DEVELOPMENT COOPERATION .be

وزارة التربية والتعليم العالي

تشهد إدارة _____ اسم المؤسسة التدريبية (مدرسة صناعية ، كلية ، مركز)

والسادة في مشروع تعزيز قدرات مؤسسات التعليم والتدريب المهني والتقني (BTC-ECIB)
وبالشراكة مع مؤسسات سوق العمل السادة (اسم / أسماء الشركاء من القطاع الخاص)

بأن الطالب _____ اسم الطالب مكون من أربعة مقاطع رئيسية

قد تدرب ضمن مشروع تعزيز قدرات مؤسسات التعليم والتدريب المهني والتقني (BTC-ECIB)
من خلال منهجية التعلم من خلال العمل ((WBL)) بمعدل 15 ساعة اسبوعياً
خلال العام 2016 والعام 2017 ، على مهارات وكفايات مهنة _____ اسم المهنة التي تدرب عليها الطالب

مؤسسات سوق العمل _____ مدير المشروع البلجيكي _____ مؤسسة التدريب _____

Annex 10. List of Vocations Training

Nr. Schools Nr. Initiatives Nr. initiatives +2nd groups	TVET Inst	Location	Vocation	Dates	Trainees	New in Palestine	Traditional/ Emerging
Nr. schools: 1 Nr. Initiatives: 1 Nr. initiatives +2nd group: 1	AL Mustaqbal Polytechnic (TC)	Gaza	Beautification	04/01/2016 – 31/12/2016	Male: 0 Female: 17 Total: 17	No	
Nr. schools: 1 Nr. Initiatives: 2 Nr. initiatives +2nd group: 2	AL Mustaqbal Polytechnic (TC)	Gaza	Air-conditioning	04/01/2016 – 31/12/2016	Male: 17 Female: 0 Total: 0	No	
Nr. schools: 2 Nr. Initiatives: 3 Nr. initiatives +2nd group: 3	Al-Emam Ashafei/ Al-Shafee (VTC)	Gaza	Fashion Design	01/04/2016 – 30/09/2016	Male: 0 Female: 13 Total: 13	No	
Nr. schools: 2 Nr. Initiatives: 4 Nr. initiatives +2nd group: 4	Al-Emam Ashafei/ Al-Shafee (VTC)	Gaza	Industrial Electronics / Computer Maintenance	01/04/2016 – 30/09/2016	Male: 10 Female: 0 Total: 10	No	
Nr. schools: 3 Nr. Initiatives: 5 Nr. initiatives +2nd group: 5	Andaleeb Amad College for Nursing (TC)	Nablus	Heart & Lungs (ALS)	10/01/2016 – 12/08/2016	Male: 7 Female: 18 Total: 25	Yes	Emerging
Nr. schools: 4 Nr. Initiatives: 6 Nr. initiatives +2nd group: 6	Anglican Vocational school (SVS): ETVTC	Ramallah	Cooking	01/02/2015 – 20/12/2016	Male: 14 Female: 5 Total: 19	No	
Nr. schools: 4 Nr. Initiatives: Nr. initiatives +2nd group: 7	Anglican Vocational school (SVS): ETVTC	Ramallah	Cooking	01/09/2016 - 31/05/2017	Male: 5 Female: 2 Total: 7	No	
Nr. schools: 5 Nr. Initiatives: 7 Nr. initiatives +2nd group: 8	Beit Jala VTC	Bethlehem	ICT/Computer maintenance	1/09/2015 – 30/06/2016	Male: 7 Female: 7 Total: 14	No	
Nr. schools: 5 Nr. Initiatives:	Beit Jala VTC	Bethlehem	ICT/Computer maintenance	04/09/2016 - 30/06/2017	Male: 6 Female: 5	No	

Nr. initiatives +2nd group: 9					Total: 11		
Nr. schools: 5 Nr. Initiatives: 8 Nr. initiatives +2nd group: 10	Beit Jala VTC	Bethlehem	Auto Mechanics	1/09/2015 – 30/06/2016	Male: 22 Female: 0 Total:22	No	
Nr. schools: 5 Nr. Initiatives: Nr. initiatives +2nd group: 11	Beit Jala VTC	Bethlehem	Auto Mechanics	04/09/2016 – 30/06/2017	Male: 18 Female: 0 Total: 18	No	
Nr. schools: 6 Nr. Initiatives: 9 Nr. initiatives +2nd group: 12	Beit Our VTC	Ramallah - Beit Our	Sewing & Fashion Design	09/01 – 30/06/2016	Male: 0 Female: 11 Total: 11	No	
Nr. schools: 6 Nr. Initiatives: Nr. initiatives +2nd group: 13	Beit Our VTC	Ramallah - Beit Our	Sewing & Fashion Design	1/09/2016- 30/06/2017	Male: 0 Female: 14 Total: 0	No	
Nr. schools: 6 Nr. Initiatives: 10 Nr. initiatives +2nd group: 14	Beit Our VTC	Ramallah - Beit Our	Electrical Installations	01/09/2015 – 30/06/2016	Male: 21 Female: 0 Total: 21	No	
Nr. schools: 6 Nr. Initiatives: Nr. initiatives +2nd group: 15	Beit Our VTC	Ramallah - Beit Our	Electrical Installations	1/09/2016- 30/06/2017	Male: 17 Female: 0 Total: 0	No	
Nr. schools: 7 Nr. Initiatives: 11 Nr. initiatives +2nd group: 16	Bethlehem Cultural Center (VTC) - Bethlehem Star Society	Bethlehem	Hairdressing	02/01/2016– 14/11/2016	Male: 3 Female: 18 Total: 21	No	
Nr. schools: 8 Nr. Initiatives: 12 Nr. initiatives +2nd group: 17	Deir Al Balah VTC	Gaza (Deir Balah)	Auto Mechanics	01/04 – 01/10/2016	Male: 16 Female: 0 Total: 16	No	
Nr. schools: 8 Nr. Initiatives: 13 Nr. initiatives +2nd group: 18	Deir Al Balah VTC	Gaza (Deir Balah)	Megatronics / Car Electrician	04/09/2016 – 30/04/2017	Male: 18 Female: 0 Total: 18	No	
Nr. schools: 9 Nr. Initiatives: 14 Nr. initiatives +2nd group: 19	Deir Debwan SVS/ISS	Ramallah	Auto Mechanics	02/01/2016 – 04/07/2016	Male: 4 Female: 0 Total: 4	No	

Nr. schools: 9 Nr. Initiatives: Nr. initiatives +2nd group: 20	Deir Debwan SVS/ISS	Ramallah	Auto Mechanics	Group 2: 15/09/2016 – 15/05/2017	Male: 8 Female: 0 Total: 8	No	
Nr. schools: 10 Nr. Initiatives: 15 Nr. initiatives +2nd group: 21	Dora Girls Vocational School (SVS)	Hebron	Fashion Design	01/01 – 31/12/2016	Male: 0 Female: 17 Total: 17	No	
Nr. schools: 11 Nr. Initiatives: 16 Nr. initiatives +2nd group: 22	Elya Centre for Practical Studies and Education	Gaza	Computer Maintenance	1/04/2016- 30/12/2016	Male: 0 Female: 13 Total: 13	No	
Nr. schools: 11 Nr. Initiatives: Nr. initiatives +2nd group: 23	Elya Centre for Practical Studies and Education	Gaza	Computer Maintenance	1/11/2016- 31/01/2017 == 1/04/2016 to 0/11/2016	Male: 11 Female: 0 Total: 11	No	
Nr. schools: 12 Nr. Initiatives: 17 Nr. initiatives +2nd group: 24	UNRWA Faculty of Educational Sciences (TC)	Gaza	Fashion Design	02/02/2016– 29/06/2016	Male: 0 Female: 32 Total: 32	No	
Nr. schools: 12 Nr. Initiatives: 18 Nr. initiatives +2nd group: 25	UNRWA Faculty of Educational Sciences (TC)	Gaza	Surveying Engineering	02/02/2016 – 30/06/2016	Male: 17 Female: 0 Total: 17	No	
Nr. schools: 13 Nr. Initiatives: 19 Nr. initiatives +2nd group: 26	Gaza Community College for Tourism Studies GCCT(TC)	Gaza	Electrical Installations	03/04/2016 – 02/10/2016	Male: 15 Female: 0 Total: 0	No	
Nr. schools: 14 Nr. Initiatives: 20 Nr. initiatives +2nd group: 27	Halhoul VTC	Hebron	Carpentry	01/09/2015 – 30/06/2016	Male: 31 Female: 0 Total: 31	No	
Nr. schools: 14 Nr. Initiatives: 21 Nr. initiatives +2nd group: 28	Halhoul VTC	Hebron	Electrical Installations	01/09/2015 – 30/06/2016	Male: 32 Female: 0 Total: 32	No	
Nr. schools: 14 Nr. Initiatives: 22 Nr. initiatives +2nd group: 29	Halhoul VTC	Hebron	Mechatronics	01/09/2015 – 30/06/2016	Male: 30 Female: 0 Total: 30	No	

Nr. schools: 15 Nr. Initiatives: 23 Nr. initiatives +2nd group: 30	Hani Naeem/Naim Agricultural School (SVS) - Beit Hanoun	Gaza (Beit Hanoun)	Plant and Animal Production	01/09/2016 – 11/05/2017	Male: 17 Female: 13 Total: 30	No	
Nr. schools: 16 Nr. Initiatives: 24 Nr. initiatives +2nd group: 31	Hebron Industrial School (SVS)	Hebron	Autotronics	1/04/2016 - 31/03/2018	Male: 40 Female: 0 Total: 40	No	
Nr. schools: 16 Nr. Initiatives: 25 Nr. initiatives +2nd group: 32	Hebron Industrial School (SVS)	Hebron	Maintenance of Industrial Machines	1/04/2016 - 31/03/2018	Male: 22 Female: 0 Total: 22	No	
Nr. schools: 16 Nr. Initiatives: 26 Nr. initiatives +2nd group: 33	Hebron Industrial School (SVS)	Hebron	Car Body Repair & Painting	1/04/2016 - 31/03/2018	Male: 17 Female: 0 Total: 17	No	
Nr. schools: 17 Nr. Initiatives: 27 Nr. initiatives +2nd group: 34	Hebron VTC	Hebron	Sales Representative	01/09/2015 – 30/06/2016	Male: 0 Female: 19 Total: 19	No	
Nr. schools: 17 Nr. Initiatives: Nr. initiatives +2nd group: 35	Hebron VTC	Hebron	Sales Representative	04/09/2016 – 30/06/2017	Male: 7 Female: 15 Total: 22	No	
Nr. schools: 18 Nr. Initiatives: 28 Nr. initiatives +2nd group: 36	Hisham Hijawi Technical College	Nablus	Autotronics	24/08/2016 - 27/05/2017	Male: 10 Female: 0 Total: 10	No	
Nr. schools: 18 Nr. Initiatives: 29 Nr. initiatives +2nd group: 37	Hisham Hijawi Technical College	Nablus	Agriculture	10/01/2016 - 27/5/2017	Male: 5 Female: 0 Total: 5	No	
Nr. schools: 18 Nr. Initiatives: 30 Nr. initiatives +2nd group: 38	Hisham Hijawi Technical College	Nablus	Beautification	01/10/2016 – 30/05/2017	Male: 0 Female: 10 Total: 10	No	
Nr. schools: 19 Nr. Initiatives: 31 Nr. initiatives +2nd group: 39	Jenin ISS (SVS)	Jenin	Auto Mechanics + Autotronic Automobile engine and electricity	1/10/2015 - 1/08/2016	Male: 12 Female: 0 Total: 12	No	

Nr. schools: 20 Nr. Initiatives: 32 Nr. initiatives +2nd group: 40	Jenin VTC	Jenin	Form working & steel Reinforcement	1/10/2015 - 1/08/2016	Male: 10 Female: 0 Total: 10	No	
Nr. schools: 20 Nr. Initiatives: Nr. initiatives +2nd group: 41	Jenin VTC	Jenin	Form working & steel Reinforcement	1/09/2016-30/06/2017	Male: 8 Female: 0 Total: 8	No	
Nr. schools: 20 Nr. Initiatives: 33 Nr. initiatives +2nd group: 42	Jenin VTC	Jenin	Painting & Decoration	01/09/2015 – 30/06/2016	Male: 25 Female: 0 Total: 25	No	
Nr. schools: 20 Nr. Initiatives: Nr. initiatives +2nd group: 43	Jenin VTC	Jenin	Painting & Decoration	1/09/2016-30/06/2017	Male: 18 Female: 0 Total: 18	No	
Nr. schools: 21 Nr. Initiatives: 34 Nr. initiatives +2nd group: 44	Khan Younis VTC	Gaza (Khan Younis)	Beauty and Stylist / Hairdressing	05/09/2016-30/05/2017	Male: 0 Female: 21 Total: 21	No	
Nr. schools: 21 Nr. Initiatives: 35 Nr. initiatives +2nd group: 45	Khan Younis VTC	Gaza (Khan Younis)	Photography and montage	05/09/2016-15/05/2017	Male: 0 Female: 23 Total: 23	No	
Nr. schools: 22 Nr. Initiatives: 36 Nr. initiatives +2nd group: 46	Modern college (TC)	Ramallah	Pharmacy (Dar Alshifa)	25/09/2016–21/12/2016	Male: 2 Female: 5 Total: 7	No	
Nr. schools: 22 Nr. Initiatives: Nr. initiatives +2nd group: 47	Modern college (TC)	Ramallah	Pharmacy (Dar Alshifa)	1/11/2016-10/12/2016	Male: 3 Female: 2 Total: 5	No	
Nr. schools: 22 Nr. Initiatives: Nr. initiatives +2nd group:48	Modern college (TC)	Ramallah	Pharmacy (Dar Alshifa)	22/02/2017-10/05/2017	Male: 1 Female: 6 Total: 7	No	
Nr. schools: 22 Nr. Initiatives: Nr. initiatives +2nd group: 49	Modern college (TC)	Ramallah	Pharmacy (Dar Alshifa)	3/10/2017-20/12/2017	Male: 3 Female: 9 Total: 12	No	
Nr. schools: 22	Modern college (TC)	Ramallah	Land Survey	18/09/2016-	Male: 4	No	

Nr. Initiatives: 37 Nr. initiatives +2nd group: 50				17/12/2016	Female: 3 Total: 7		
Nr. schools: 22 Nr. Initiatives: Nr. initiatives +2nd group: 51	Modern college (TC)	Ramallah	Land Survey	22/02/2017- 10/05/2017	Male: 10 Female: 0 Total: 10	No	
Nr. schools: 22 Nr. Initiatives: Nr. initiatives +2nd group: 52	Modern college (TC)	Ramallah	Land Survey	9/10/2017- 20/12/2017	Male: 8 Female: 0 Total: 8	No	
Nr. schools: 23 Nr. Initiatives: 38 Nr. initiatives +2nd group: 53	Nablus vocational School (SVS)	Nablus	Fashion Design	04/09/2016- 30/05/2018	Male: 0 Female: 16 Total: 16	No	
Nr. schools: 23 Nr. Initiatives: 39 Nr. initiatives +2nd group: 54	Nablus vocational School (SVS)	Nablus	Electrical Installation	04/09/2016- 30/05/2018	Male: 28 Female: 0 Total: 28	No	
Nr. schools: 23 Nr. Initiatives: 40 Nr. initiatives +2nd group: 55	Nablus vocational School (SVS)	Nablus	Car Mechanic	04/09/2016- 30/05/2018	Male: 60 Female: 0 Total: 60	No	
Nr. schools: 24 Nr. Initiatives: 41 Nr. initiatives +2nd group: 56	Palestine Technical College (Deir Balah)	Gaza (Deir Balah)	Photographer & Media Prog. Producer	01/05/2016- 31/03/2017	Male: 12 Female: 3 Total: 15	No	
Nr. schools: 25 Nr. Initiatives: 42 Nr. initiatives +2nd group: 57	Palestine Technical College	Ramallah	Film Making	1/11/2016- 01/06/2018	Male: 0 Female: 10 Total: 10	No	
Nr. schools: 26 Nr. Initiatives: 43 Nr. initiatives +2nd group: 58	Polytechnic Palestine University (TC)	Hebron	Leather Industry	2/03/2017- 31/03/2018	Male: 15 Female: 3 Total: 18	Yes	Traditional
Nr. schools: 27 Nr. Initiatives: 44 Nr. initiatives +2nd group: 59	Palestinian Technical College Al Aroub (TC)	Hebron	Food Processing	01/04/2016 – 31/07/2016	Male: 6 Female: 13 Total: 19	No	
Nr. schools: 27 Nr. Initiatives:	Palestinian Technical College Al Aroub (TC)	Hebron	Food Processing	01/07/2016- 30/09/2016	Male: 5 Female: 12	No	

Nr. initiatives +2nd group: 60					Total: 17		
Nr. schools: 27 Nr. Initiatives: 45 Nr. initiatives +2nd group: 61	Palestinian Technical College Al Aroub (TC)	Hebron	PC Hardware & Software (Repairing and Programming of Smart Devices)	01/04/2016–31/07/2016	Male: 9 Female: 6 Total: 15	Yes	Emerging
Nr. schools: 27 Nr. Initiatives: Nr. initiatives +2nd group: 62	Palestinian Technical College Al Aroub (TC)	Hebron	PC Hardware & Software (Repairing and Programming of Smart Devices)	01/10/2016 - 28/02/2017	Male: 7 Female: 4 Total: 11	Yes	Emerging
Nr. schools: 27 Nr. Initiatives: Nr. initiatives +2nd group: 63	Palestinian Technical College Al Aroub (TC)	Hebron	PC Hardware & Software (Repairing and Programming of Smart Devices)	1/10/2017-31/01/2018	Male: 8 Female: 5 Total: 13	Yes	Emerging
Nr. schools: 28 Nr. Initiatives: 46 Nr. initiatives +2nd group:64	Qalqilya ISS (SVS)	Qalqilia	Office Equipment Maintenance	1/02/16-31/12/16	Male: 12 Female: 0 Total: 12	No	
Nr. schools: 28 Nr. Initiatives: Nr. initiatives +2nd group:65	Qalqilya ISS (SVS)	Qalqilia	Office Equipment Maintenance	01/01/2017-31/12/2017	Male: 14 Female: 0 Total: 14	No	
Nr. schools: 29 Nr. Initiatives: 47 Nr. initiatives +2nd group: 66	QalqiliaRawdah Tech. comm. College (TC)	Nablus	Special Needs Assistance Teacher	01/01/2017-31/12/2017	Male: 0 Female: 20 Total: 20	Yes	
Nr. schools: 29 Nr. Initiatives: Nr. initiatives +2nd group: 67	QalqiliaRawdah Tech. comm. College (TC)	Nablus	Special Needs Assistance Teacher	19/09/2016-24/11/2016	Male: 0 Female: 5 Total: 5	Yes	
Nr. schools: 30 Nr. Initiatives: 48 Nr. initiatives +2nd group: 68	Rayyan Beauty Center (VTC)	Ramallah	Women Hair Dressing	18/01/2016 – 31/10/2016	Male: 0 Female: 24 Total: 24	No	
Nr. schools: 30 Nr. Initiatives: 49 Nr. initiatives +2nd group: 69	Rayyan Beauty Center (VTC)	Ramallah	Men Hair Dressing	22/05/2016 - 31/01/2017	Male: 10 Female: 0 Total: 10	No	

Nr. schools: 31 Nr. Initiatives: 50 Nr. initiatives +2nd group: 70	Saeb Annather (VTC)	Hebron	Chef	1/10/2016- 30/05/2017	Male: 10 Female: 0 Total: 10	No	
Nr. schools: 32 Nr. Initiatives: 51 Nr. initiatives +2nd group: 71	Selat Edaher SVS	Jenin	Beauty & Stylist	01/02/2016 – 01/10/ 2016	Male: 0 Female: 14 Total: 14	No	
Nr. schools: 33 Nr. Initiatives: 52 Nr. initiatives +2nd group: 72	Sheikh Khalefa Center (VTC)	Nablus	Hair Cutting	10/11/2016 – 31/05/2017	Male: 0 Female: 14 Total: 14	No	
Nr. schools: 34 Nr. Initiatives: 53 Nr. initiatives +2nd group:73	Talita Qoomi college (TC)	Bethlehem	Hotel	19/09/2016 – 30/05/2018	Male: 1 Female: 3 Total: 4	No	
Nr. schools: 35 Nr. Initiatives: 54 Nr. initiatives +2nd group: 74	Tulkarem Industrial School (SVS)	Tulkarem	Electric Installation	01/02/2016- 1/06/2016	Male: 14 Female: 0 Total: 14	No	
Nr. schools: 35 Nr. Initiatives: Nr. initiatives +2nd group:75	Tulkarem Industrial School (SVS)	Tulkarem	Electric Installation	01/02/2017 - 1/06/2017	Male: 15 Female: 0 Total: 15	No	
Nr. schools: 36 Nr. Initiatives: 55 Nr. initiatives +2nd group: 76	Tulkarem VTC	Tulkarem	Aluminium Works	1/09/2015- 30/06/2016	Male: 18 Female: 0 Total: 18	No	
Nr. schools: 36 Nr. Initiatives: Nr. initiatives +2nd group: 77	Tulkarem VTC	Tulkarem	Aluminium Works	1/09/2016- 30/06/2017	Male: 20 Female: 0 Total: 20	No	
Nr. schools: 36 Nr. Initiatives: 56 Nr. initiatives +2nd group: 78	Tulkarem VTC	Tulkarem	Auto Mechanics	1/09/2015- 30/06/2016	Male: 22 Female: 0 Total: 22	No	
Nr. schools: 36 Nr. Initiatives: Nr. initiatives +2nd group: 79	Tulkarem VTC	Tulkarem	Auto Mechanics	1/09/2016- 30/06/2017	Male: 23 Female: 0 Total: 23	No	
Nr. schools: 36	Tulkarem VTC	Tulkarem	Tiling	01/02/2017-	Male: 22	No	

Nr. Initiatives: 57 Nr. initiatives +2nd group: 80				30/06/2017	Female: 0 Total: 22		
Nr. schools: 37 Nr. Initiatives: 58 Nr. initiatives +2nd group: 81	Univ. coll. For Science & Tech. (TC) - Khan Younis	Gaza (Khan Younis)	Air-Conditioning	15/10/2016 – 15/06/2017	Male: 15 Female: 0 Total: 15	No	
Nr. schools: 37 Nr. Initiatives: 59 Nr. initiatives +2nd group: 82	Univ. coll. For Science & Tech. (TC) - Khan Younis	Gaza (Khan Younis)	Website Development	15/10/2016 – 15/06/2017	Male: 15 Female: 0 Total: 15	Yes	Emerging
Nr. schools: 38 Nr. Initiatives: 60 Nr. initiatives +2nd group: 83	Univ. College for Applied Sciences UCAS (TC)	Gaza	Elevators Maintenance	25/09/2016 – 31/05/2018	Male: 16 Female: 0 Total: 16	Yes	
Nr. schools: 38 Nr. Initiatives: 61 Nr. initiatives +2nd group: 54	Univ. College for Applied Sciences UCAS (TC)	Gaza	Home Appliances Maintenance/Electrical Device Maintenance	17/09/2016 – 31/05/2017	Male: 27 Female: 0 Total: 27	No	
Nr. schools: 39 Nr. Initiatives: 62 Nr. initiatives +2nd group: 85	Nablus VTC	Nablus	Surveillance and Alarm Maintenance	10/02/2016 – 15/11/2016	Male: 14 Female: 0 Total: 14	No	
Nr. schools: 39 Nr. Initiatives: Nr. initiatives +2nd group: 86	Nablus VTC	Nablus	Surveillance and Alarm Maintenance	2/11/2016- 31/8/2017	Male: 9 Female: 0 Total: 9	No	
Nr. schools: 39 Nr. Initiatives: 63 Nr. initiatives +2nd group: 87	Nablus VTC	Nablus	Electric Installation	01/09/2015 – 30/06/2016	Male: 22 Female: 0 Total: 22	No	
Nr. schools: 39 Nr. Initiatives: Nr. initiatives +2nd group: 88	Nablus VTC	Nablus	Electric Installation	4/9/2016- 30/6/2017	Male: 17 Female: 0 Total: 17	No	
Nr. schools: 39 Nr. Initiatives: 64 Nr. initiatives +2nd group: 89	Nablus VTC	Nablus	Hair Dressing	01/09/2015 – 30/06/2016	Male: 0 Female: 24 Total: 24	No	
Nr. schools: 39 Nr. Initiatives:	Nablus VTC	Nablus	Hair Dressing	10/02/2016 – 15/11/2016	Male: 0 Female: 24	No	

Nr. initiatives +2nd group: 90					Total: 24		
Nr. schools: 39 Nr. Initiatives: Nr. initiatives +2nd group: 91	Nablus VTC	Nablus	Hair Dressing	2/11/2016- 31/8/2017	Male: 0 Female: 22 Total: 0	No	
Nr. schools: 40 Nr. Initiatives: 65 Nr. initiatives +2nd group: 92	Qalqilya VTC	Qalqilya	Aluminium	03/01/2016 – 30/06/2016	Male: 16 Female: 0 Total: 16	No	
Nr. schools: 40 Nr. Initiatives: Nr. initiatives +2nd group: 93	Qalqilya VTC	Qalqilya	Aluminium	24/10/2016- 24/08/2017	Male: 20 Female: 0 Total: 20	No	
Nr. schools: 40 Nr. Initiatives: 66 Nr. initiatives +2nd group: 94	Qalqilya VTC	Qalqilya	Tiling	24/10/2016- 24/08/2017	Male: 20 Female: 0 Total: 20	No	
Nr. schools: 41 Nr. Initiatives: 67 Nr. initiatives +2nd group: 95	Rafah VTC	Gaza	Blacksmith	01/04/2016– 01/10/2016	Male: 15 Female: 0 Total: 15	No	
Nr. schools: 42 Nr. Initiatives: 68 Nr. initiatives +2nd group: 96	Yatta VTC	Hebron - Yatta	Beauty & Hair Dressing	20/01/2016 - 29/11/2016	Male: 0 Female: 48 Total: 48	No	
Nr. schools: 42 Nr. Initiatives: Nr. initiatives +2nd group: 97	Yatta VTC	Hebron - Yatta	Beauty & Hair Dressing	1/11/2016- 3/09/2017	Male: 0 Female: 50 Total: 50	No	
Nr. schools: 42 Nr. Initiatives: 69 Nr. initiatives +2nd group: 98	Yatta VTC	Hebron - Yatta	Electrical Installations and Solar Power	01/01/2016 – 29/11/2016	Male: 17 Female: 0 Total: 17	Yes	Emerging
Nr. schools: 42 Nr. Initiatives: Nr. initiatives +2nd group: 99	Yatta VTC	Hebron - Yatta	Electrical Installations and Solar Power	1/11/2016- 3/09/2017	Male: 23 Female: 0 Total: 23	Yes	Emerging
Nr. schools: 42 Nr. Initiatives: 70 Nr. initiatives +2nd group: 100	Yatta VTC	Hebron - Yatta	Tiling	04/02/2016– 29/11/2016	Male: 32 Female: 0 Total: 32	No	

Nr. schools: 42 Nr. Initiatives: Nr. initiatives +2nd group: 101	Yatta VTC	Hebron - Yatta	Tiling	1/02/2017- 1/09/2017	Male: 48 Female: 0 Total: 48	No	
Nr. schools: 43 Nr. Initiatives: 71 Nr. initiatives +2nd group: 102	YMCA (VTC) - Jericho VTC	Jericho	Cooking & Waitering	06/12/2016 - 31/03/2017	Male: 9 Female: 15 Total: 24	No	
Nr. schools: 44 Nr. Initiatives: 72 Nr. initiatives +2nd group: 103	YWCA (VTC) - Ramallah VTC	Ramallah	Information Technology Specialization and Website Development	01/10/2016 - 01/06/2018	Male: 9 Female: 4 Total: 13	Yes	Emerging
Nr. schools: 45 Nr. Initiatives: Nr. initiatives +2nd group:	Palestine Education for Employment PEFE	Jerusalem	Nursing	1/11/2016- 31/07/2017	Male: 7 Female: 26 Total: 33	No	
Nr. schools: 45 Nr. Initiatives: Nr. initiatives +2nd group:	Palestine Education for Employment PEFE	Jerusalem	Midwifery	1/11/2016- 31/07/2017	Male: 0 Female: 3 Total: 3	No	
Nr. schools: 45 Nr. Initiatives: Nr. initiatives +2nd group:	Palestine Education for Employment PEFE	Jerusalem	Chef Assistant	1/11/2016- 31/07/2017	Male: 8 Female: 12 Total: 20	No	
Nr. schools: 46 Nr. Initiatives: Nr. initiatives +2nd group:	Juhoud for Community & Rural Development	Jerusalem	HRD and YDD	Group 1:1/11/2016- 30/09/2017	Male: 7 Female: 6 Total: 13	Yes	
Nr. schools: 46 Nr. Initiatives: Nr. initiatives +2nd group:	Juhoud for Community & Rural Development	Jerusalem	HRD and YDD	Group 2 1/11/2016- 30/09/2017	Male: 3 Female: 12 Total: 15	Yes	
Nr. schools: 46 Nr. Initiatives: Nr. initiatives +2nd group:	Juhoud for Community & Rural Development	Jerusalem	HRD and YDD	Group 3 1/11/2016- 30/09/2017	Male: 5 Female: 10 Total: 15	Yes	

Total Nr. Trainees	637	1226	1863
Including Dual Studies	706	1256	1962

