

	Vocational Directorate at MOEHE	Commerce and Industrial JCCI	facilitate implementation of the project	2009
4	General Manager of Technical and Vocational Directorate at MOEHE	Hebron Chamber of Commerce and Industrial HCCI	As Partner will facilitate implementation of the project	April 2009
5	Nablus Chamber of Commerce and Industrial NCCI	Nablus Vocational Center and Electricity Association	Execution of Result four (R4)	Jan - May 2013
6	Nablus Chamber of Commerce and Industrial NCCI	Women and Family Affaires and Top Tech Company	Execution of Result four (R4)	Jan - May 2013
7	Ramallah Chamber of Commerce and Industrial RCCI	Continues training Center and Palestinian Electrician Association	Execution of Result four (R4)	Jan - May 2013
8	Ramallah Chamber of Commerce and Industrial RCCI	Women Community College and Alqudes electric Company	Execution of Result four (R4)	Jan - May 2013
9	Ramallah Chamber of Commerce and Industrial RCCI	Al Ameen tech/National Institution Tech	Execution of Result four (R4)	Jan - May 2013
10	Jerusalem Chamber of Commerce and Industrial JCCI	Al Quads University and Electricity League	Execution of Result four (R4)	Jan - May 2013
11	Jerusalem Chamber of Commerce and Industrial JCCI	Al Umma College and Jerusalem Electrical Company (JDECO)	Execution of Result four (R4)	Jan - May 2013
12	Hebron Chamber of Commerce and Industrial HCCI	Hebron Industrial School and Royal Company	Execution of Result four (R4)	Jan - May

13	Hebron Chamber of Commerce and Industrial HCCI	Industrial Union and AI Tkamel Center at Polytechnic University	Execution of Result four (R4)	2013 Jan - May 2013
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5 Equipment

List equipment acquired during the intervention (annex7.4)

Equipment type	Cost (EUR)		delivery date		Remarks
	<i>budget</i>	<i>real</i>	<i>budget</i>	<i>real</i>	
Laptop		978		29/7/2010	
Equipments for Ramallah CCI		1,900.30		18/2/2010	
Equipments for Ramallah CCI		3,740.68		18/2/2010	
Equipments for Ramallah CCI		31,355		18/2/2010	
Equipment for Jerusalem CCI		10,122.78		18/2/2010	
Equipment for Jerusalem CCI		12,594.24		18/2/2010	
Equipment for Ramallah CCI		4,235.49		18/2/2010	
2 Laptops and printer		2,072.01		31/8/2010	
Printer for Nablus CCI		344.14		31/10/2010	
Scanner for Nablus CCI		602.49		31/10/2010	
IT equipment (laptop and projector) Nablus CCI		10,036.38		10/10/2010	
IT equipment (fax, TV, photocopier) Nablus CCI		4,527.03		10/10/2010	
Fax and toner		399.47		23/1/2011	
Computers and other equipments/ Jerusalem CCI		1,490.46		15/8/2013	
Laptop / Hebron CCI		607.98		22/8/2011	
Computer & other equipments for Hebron CCI		1,783.60		22/8/2011	
Scanner, Rams, LCD, Projector, External USB		1,279.86		10/10/2011	
LCD monitor, Shredder for Ramallah CCI		483.50		10/10/2011	
DVD, Modem, Binding Machine & Access point for Ramallah CCI		164.24		10/10/2011	
Fax for Ramallah CCI		398.89		10/10/2011	
Laptop, mouse, keyboard, docking station & monitor		1,351.83		14/2/2012	
Copy Machine & Fax for Nablus CCI		2,293.00		16/2/2012	
Printer for the project office		1,183.00		29/2/2012	
Laptop 5 and one printer		3,709.59		29/3/2012	
Laptop and digital Camera Nablus CCI		1,365.00		8/10/2012	
Fax Nablus CCI		530.00		8/10/2012	
Computer for Hebron CCI		617.76		29/11/2012	
Camera Canon/Hebron CCI		824.88		2/12/2012	
Color Printer Hebron CCI		439.93		7/2/2013	
Camera Canon, Ramallah CCI		808.83			
Acer Projector		542.51		27/2/2013	

Supply Equipment for Vocational Centers and Industrial Schools		6,250		19/5/2013	
Supply of Equipment for Vocational Center and Industrial School		9,756		19/5/2013	
Supply of equipments for Al Amin Technologies		945		3/7/2013	
Supply of equipments for Al Amin Technologies		4,682		3/7/2013	
Supply of equipments for Al Amin Technologies		250.47		3/7/2013	
Supply of IT equipment for Nablus Vocational Center		2,040		3/7/2013	
Supply of equipment for NABLUS Vocational Center		108,119		5/8/2013	
Supply of equipment for MoE & MoEHE		18,089		5/8/2013	
Supply of Equipment for MoE&MoL		20,116		5/8/2013	
Laptop 5 Lenova for training program		466.49		25/8/2013	
Laptop for the electricity Lab /Al Ummeh College		767.24		11/9/2013	
Supply of electrical raw material for Nablus Vocational Center		935		31/7/2013	
Furniture for Jerusalem CCI		1,989.69		18/2/2010	
Furniture for Hebron CCI		2,821.07		2/3/2010	
Furniture for Ramallah CCI		5,953.07		17/6/2010	
Air conditioning for Nablus CCI		498.61		10/10/2013	
Office equipment (scanner and projector)		883.72		14/10/2012	
Furniture for the training material		1,423.14		1/11/2013	
2cameras		1,076.13		13/12/2010	
Office furniture/ Project Office		1,035.18		21/3/2011	
Furniture for chamber of Jerusalem CCI		957.01		4/8/2011	
Air Conditioning for Ministry Project office		714.38		8/10/2012	
Air Conditioning /Jerusalem CCI		798.35		8/11/2012	
Supplies, equipment & accessories for electrical panel		9,000		31/8/2013	
Purchasing electric educational panels for Al Umeh College		15,275		11/9/2013	
Purchasing multi function tester for Al Umeh College		956		11/9/2013	
Supply of equipments for Nablus vocational center within R4		2,758		29/9/2013	
Purchase of equipments for Nablus Vocational Center		1,500		29/9/2013	
Supply of Equipment for Nablus Vocational Center within R4		11,246		29/9/2013	

6 Annexes 1

6.1 Original Logical Framework from TFF:

Include the original logical framework as presented in the TFF

<i>intervention logic</i>	<i>Indicators</i>	<i>Sources of verification</i>	<i>Assumptions</i>
<p>Overall objective (Specific Agreement BTC Palestine, 27-10-2005)</p> <p>Sustainable economic diversification and increased income opportunities are generated through the provision of appropriate vocational training</p>	<p>Increased employability & self-employability rates of youth</p> <p>Note: The Steering Committee reviews the indicators at one of its first meetings:</p>	<p>PCBS Statistics</p>	<p>Political & economic stability</p>
<p>Specific objective (Specific Agreement BTC Palestine, 27-10-2005)</p> <p>Youth and adults are enabled to acquire and update their competences on an equal basis through continuously adapting market-based vocational training programs in some selected priority fields (Electro-technology, Electronics, Communication technology, Information technology, Business administration)</p>	<p>The (self) employment rate 6 months after graduation in the fields with improved curricula is at least 60 % at the end of the second year, and 75 % at the end of the project (or at least 20% increase over the current employment rates of graduates).</p> <p>At least 30 % of the learners in the selected specializations are girls at the end of the second year, and 50 % at the end of the project.</p> <p>At least 30 % of the learners in the selected specializations are from marginalized urban and rural communities at the end of the second year, and 60 % at the end of the project.</p>	<p>Tracer Study of graduates within 6 months of graduation</p> <p>TVET institutes enrolment & graduates records</p> <p>Inquiries with graduates</p> <p>Tracer study</p> <p>Inquiries with employers</p> <p>Project reports</p> <p>Statistics at PCBS, MoL and Governorate-level Labor Offices</p> <p>Reports of MoEHE and MoL</p> <p>Reports of the participating CCI (moved from R3)</p>	<p>High priority for TVET on the agenda on the national level</p> <p>Effective & efficient bodies of the Palestinian TVET system (Higher Council & Executive Board) support the project and ensure its smooth implementation.</p> <p>Motivated & experienced project team and stakeholders.</p>
<p>Result 1</p> <p>Sustainable multi partner alliance established, linking training with the Labor market</p> <p>Enterprises and other users collaborate actively with training providers on the local level in demand analysis, programme selection and ongoing development, accept trainees for internships and apprenticeships and employ TVET graduates.</p>	<ul style="list-style-type: none"> The Focal Point in each one of the five locations will be responsible for one of the five fields: Electro-technology, Electronics, Communication technology, Information technology and Business administration. One year after project start, at least 10 companies and 5 institutions or organizations collaborate with the local TVET providers (Technical College, Vocational Secondary School, Vocational Training Centre etc.). One year after project start, each TVET provider collaborates with at least 3 companies and 1 institution or organization, in the selected field. Three years after project start, the number of internships of trainees from the TVET providers in companies has increased by 50 %. Three years after project start, more than 50% of graduates' employment is due to linkages with the Labor market. Local TVET Coordination Committee meets regularly (once every month) and agrees and reviews an agenda of activities, which includes activities planned under the project. 	<ul style="list-style-type: none"> Inquiries with Companies Project reports Reports of Chamber of Commerce and Industry and its Training Department Annual reports of TVET providers Reports of MoEHE and MoL Minutes of TVET Coordination Committee meetings 	<ul style="list-style-type: none"> Company managers and owners are conscious of the advantages of improved qualification of candidates for jobs through well managed TVET institutions which offer quality training close to market needs and potentials Motivation of companies to participate in project activities Companies recognize the Chambers of Commerce and Industry as their representative and aide CCI President and Board members support active engagement of CCI Director and Training Department in TVET CCI Director and Training Department manager are competent and assume an active role in the project and give it a key priority place

INTERVENTION LOGIC	INDICATORS	SOURCES OF VERIFICATION	ASSUMPTIONS
<p>Result 2 - Improved institutional capacities of involved parties</p> <p>Members of coordination bodies and curriculum development groups (management, professional staff and consultants in training institutions, chambers of commerce and industry, enterprises and involved government departments at the national, regional and local level) are trained, have gained experience in curriculum development, and implement continuously TVET according to the new model.</p>	<ul style="list-style-type: none"> • All training conducted is gender sensitive and gender balanced • At least 30 % of those trained are women • 30 core group people of the professional stakeholders are trained to be multipliers for upgrading capacity of other stakeholders. • Curriculum developers in 5 locations are trained. • Stakeholders are trained and developing & implementing CBMT (Enterprises, TVET teachers & trainers, CCI training unit). • Exposure of working groups to TVET-CBMT in 6 countries in region & international • Annual conference is conducted at end of each year. 	<ul style="list-style-type: none"> • Evaluation of ongoing training • Evaluation missions • Project documentation • CCI reports • Official communication of TVET Development Centre, Executive Board and Higher Council • Public reports on visits abroad in a comparative view • Conference proceedings 	<ul style="list-style-type: none"> • Motivation of companies to participate in project activities • Relevance of training contents for professional careers • Recognition of formal "Training of Trainers" programs • Motivation of those trained to take an active role in implementation of new CBMT curricula and modules
<p>Result 3</p> <p>Market-based curricula developed and implemented with companies and other partners</p> <p>Training institutions provide relevant and effective training in the selected vocational fields, translating flexibly and continuously Labor market needs into existing and new programs, related to an efficient monitoring system and making use of the agreed methodology for adaptation and development of Labor market oriented programs and modules (including entrepreneurship)</p>	<ul style="list-style-type: none"> • All developed modules are gender sensitive and allow participation of women and special needs groups. • 1 year after project start, at least 20 occupational profiles are developed for the 5 fields. • 1 year after project start, in each of the 5 fields, occupational profiles, curriculum outlines and 1 training module are ready. • The local Curriculum Development Working Groups work regularly, produce curriculum outlines and modules and follow up their implementation. • 1 year after project start, the national Curriculum Team has proposed a working methodology, laid down in a guidebook. • At the end of year 2, at least 2 curricula per vocational field are new or revised. • At the end of the project, all occupations with high demand (in the 5 vocational areas) are served by a new or revised training program. 	<ul style="list-style-type: none"> • Evaluation of modules • Evaluation missions • Developed occupational profiles, curriculum outlines and training modules • Project documentation: reports from follow-up visits to implementation sites, from Project Manager and Project Advisor and from CCI Training Managers • Guidebook on the working methodology of the national Curriculum Team and the local Working Groups 	<ul style="list-style-type: none"> • Directors and teachers of TVET institutions accept to engage in the new direction. • The Ministries in charge certify graduates and license TVET institutions. • Transparency of project operations for all involved stakeholders • Efficient policy making bodies of TVET that meets regularly (to avoid delays & deliver on time) and supports the project.
<p>Result 4</p> <p>Locally and internationally accredited qualification standards</p> <p>Occupational profiles and competence-based modular curricula are accredited and implemented on a national scale, based on technically justified proposals presented by the stakeholders in the multi-partner bodies of the TVET system (Higher Council and Executive Board – Private sector organizations, Ministries, NGO, UNRWA)</p>	<ul style="list-style-type: none"> • Within 6 months from project start-up, trained TVET unit at AQAC has issued its accreditation criteria / regulation for CBMT certifications. • Within 6 months from project start-up, the Ministries in charge accept experimenting new CBMT curricula and modules. • In the second year of project operation, CBMT curricula and modules go for implementation in the whole country. • MoEHE and MoL certify graduates and accredit new training programs. • TVET Higher Council and Executive Board approve the new curricula and modules. 	<ul style="list-style-type: none"> • Regulation of CBMT certification • Declarations and press statements of the MoEHE • Project reports • Text of certificates 	<ul style="list-style-type: none"> • Existence of the TVET unit at AQAC in MoEHE with the participation of MoL and under supervision of TVET Higher Council. • Availability of approved Labor-market based Job Classification • TVET policy decision regarding entry & exit conditions of the levels, and training requirement. • MoEHE, MoL and other supervisory ministries and administrations accept application of new curricula and modules. • MoEHE, MoL and other supervisory ministries and administrations certify trainees and accredit training programs • Economic sectors collaborate actively in the multi-partner bodies and

6.2 Final Logical Framework

Logical Framework Matrix- Revised and agreed by JLCB March and April 2012
“Support to Technical and Vocational Education and Training in
Palestine”

<i>Intervention logic</i>	<i>Indicators</i>	<i>Sources of verification</i>	<i>Assumptions</i>
<i>Overall objective</i> <i>(Specific Agreement BTC Palestine, 27-10-2005)</i> <i>Sustainable economic diversification and increased income opportunities are generated through the provision of appropriate vocational training</i>	<i>Increased employability & self-employability rates of youth</i> <i>Note: The Steering Committee reviews the indicators at one of its first meetings:</i>	<i>PCBS Statistics</i>	<i>Political & economic stability</i>
<i>Specific objective</i> <i>(Specific Agreement BTC Palestine, 27-10-2005)</i> <i>Youth and adults are enabled to acquire and update their competences on an equal basis through continuously adapting market-based vocational training programmes in some selected priority fields (Electro-technology, Electronics, Communication technology, Information technology, Business administration)</i>	<i>The (self) employment rate 6 months after graduation in the fields with improved curricula is at least 60 % at the end of the second year, and 75 % at the end of the project (or at least 20% increase over the current employment rates of graduates).</i> <i>At least 30 % of the learners in the selected specializations are girls.</i> <i>At least 20% of Employers are better satisfied with trainees/ graduates competencies of the developed training programs.</i>	<i>Tracer Study of graduates within 6 months of graduation</i> <i>TVET institutes enrolment & graduates records</i> <i>Inquiries with graduates</i> <i>Training Needs Assessments</i> <i>Inquiries with employers</i> <i>Project reports</i> <i>Statistics at PCBS, MoL and Governorate-level Labor Offices</i> <i>Reports of MoEHE and MoL</i> <i>Reports of the participating CCI (moved from R3)</i>	<i>High priority for TVET on the agenda on the national level</i> <i>Effective & efficient bodies of the Palestinian TVET system support the project and ensure its smooth implementation.</i> <i>Motivated & experienced project team and stakeholders.</i>

Note : Revision was made following MTR findings and requested from stakeholders, it was endorsed by JLCB in March 2012. Overall objectives and specific objectives were un-changed

from original TFF file, while outputs 1-3 were revised. Output 4 were integrated later in April 2012, after developing the output's concepts and plans.

INTERVENTION LOGIC	INDICATORS	SOURCES OF VERIFICATION	ASSUMPTIONS
<p>Result 1 Sustainable multi partner alliance established, linking training with the Labor market</p> <p>Enterprises and other users collaborate actively with training providers on the local level in demand analysis, program selection and ongoing development, accept trainees for internships and apprenticeships and employ TVET graduates.</p>	<ul style="list-style-type: none"> At least 20 companies and 20 institutions or organizations collaborate with the local TVET providers in each area One year after project start, each TVET provider collaborates with at least 3 companies and 1 institution or organization, in the selected field. Three years after project starts The number of internships of trainees from the TVET providers in companies has increased by 50% Three years after project starts more than 70% of TVET institutes has systematized linkages with the Labor market in each area (send graduates, receive speakers, train employees,) Three years after project starts more than 50% of graduate employment is due to linkages with the Labor market The local TVET Coordination Committee meets regularly and agree and review an agenda of activities, which includes activities planned under project Over 70% of TVET institutes uses updated Labor Market Database that is linked to national LMIS 	<ul style="list-style-type: none"> Inquiries with Companies Project reports Reports of Chamber of Commerce and Industry and its Training Department Annual reports of TVET providers Reports of MoEHE and MoL Minutes of TVET Coordination Committee meetings 	<ul style="list-style-type: none"> Company managers and owners are conscious of the advantages of improved qualification of candidates for jobs through well managed TVET institutions which offer quality training close to market needs and potentials Motivation of companies to participate in project activities Companies recognize the Chambers of Commerce and Industry as their representative and aide CCI President and Board members support active engagement of CCI Director and Training Department in TVET CCI Director and Training Department manager are competent and assume an active role in the project and give it a key priority place
<p>Result 2 - Improved capacities of all stakeholders - Institutional capacity building</p> <p>Members of coordination bodies and stakeholders (management, professional staff and counselors in training institutions, chambers of commerce and industry, enterprises and involved government departments at the national, regional and local level) are trained, have gained experience in training program development linked to Labor market needs and development, new technology and methods of TVET-Labor market linkages)</p>	<ul style="list-style-type: none"> At least 30 core group people of the professional stakeholders are trained to be multipliers for upgrading capacity of other stakeholders. All training conducted is gender sensitive and have gender specific elements At least 30 % of those trained are women At least 70% of trained TVET trainers are able to use new technology through capacity building by 2013 At least 400 Stakeholders trained on developing & implementing market relevant training program development (Enterprises, TVET teachers & trainers, CCI training unit) per area by third year Annual conference to share lessons learned is conducted at end of each year 	<ul style="list-style-type: none"> Evaluation of on-going training Evaluation missions Project documentation CCI reports Public reports on visits abroad in a comparative view Conference proceedings 	<ul style="list-style-type: none"> Motivation of companies to participate in project activities Relevance of training contents for professional careers Recognition of formal "Training of Trainers" programs Motivation of those trained to take an active role in TVET-Labor market linkages and in implementing different market relevant training modes
<p>Result 3 Market-based training program developed and implemented with companies and other partners</p> <p>Training institutions provide relevant and effective training in the selected vocational fields, translating flexibly and continuously Labor market needs into existing and new programs, related to an efficient monitoring system and making use of the agreed methodology for</p>	<ul style="list-style-type: none"> By the end of the project At least 16 training programs are developed for the 5 fields. Including occupational profiles, training program outlines and 3 training program materials including modules. All developed training program materials are gender sensitive and allow participation of women and special needs groups 400 market representatives in the targeted fields have integrated their input in training program development A working methodology is laid down in a guidebook at the end of 2013 At least 2 training programs per vocational 	<ul style="list-style-type: none"> Evaluation missions Developed occupational profiles, training program outlines and training modules Project documentation: reports from follow-up visits to implementation 	<ul style="list-style-type: none"> Directors and teachers of TVET institutions accept to engage in the new direction. The Ministries in charge certify graduates and license TVET institutions. Transparency of project operations for all involved stakeholders Efficient policy making bodies of TVET that meets regularly (to avoid delays & deliver on time) and

adaptation and development of Labor market oriented programs and modules (including entrepreneurship)	field are new or revised and being implemented <ul style="list-style-type: none"> At the end of the project, all occupations with high demand (in the 5 vocational areas) are served by a new or revised training programme 	sites, from Project Manager and Project Advisor, TPDCs and from CCI Training Managers <ul style="list-style-type: none"> Guidebook on the working methodology 	supports the project.
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intervention logic	Indicators	Sources of verification	Assumptions
Result 4 Developing and Supporting initiatives of TVET Stakeholders Initiatives implemented by Private sector or their representatives AND TVET institute in the area/ governorate jointly through partnership relation to enhance market relevant training and employment.	<ul style="list-style-type: none"> Criteria, system, forms and mechanism are in place At least 8 projects implemented by entities (Company in cooperation with TVET institute), two in each area. At least one piloted model of the implemented initiative would be up-scaled. At least 30 employment and self-employment opportunity is generated, once initiative is accomplished At least 5 TVET- Market cooperation is initiated in each area At least 30% of female trainees and graduates are participating in the initiatives. The initiatives' lessons learned and successes is documented and disseminated 	<ul style="list-style-type: none"> The produced Criteria, system, forms and mechanism Signed Contracts with entities Companies-TVET Cooperation agreements Entities implementing Initiative reports Reports of Chamber of Commerce and Industry and its Training Department Project reports Reports of MoEHE and MoL Minutes of TVET Coordination Committee meetings Minutes of selection committee Minutes of Steering committee Documented lessons learned and successes 	<ul style="list-style-type: none"> Motivation of companies to participate in the initiative Motivation of TVET institutes to participate in the initiative Companies and TVET are willing to commit to cooperation and sign cooperation agreements CCI training Departments and local committees are willing to participate actively in the process Technical members are willing to engage in selection process Transparency of selection and implementation for all involved stakeholders

6.3 Complete Monitoring Matrix

Include the last (full) version of the monitoring matrix

Results / indicators	Baseline Value	End Target	End Value obtained	Comments
IMPACT:				
Increased employability & self-employability rates of youth	59.6%	65%	61.2%	Source is PCBS for employment data of youth in 2009 and 2012, yet the delay of the project will only enable the achievement of the planned impact after 3 years of project end (2016)
OUTCOME:				
The (self) employment rate 6 months after graduation in the fields with improved curricula is at least 60 % at the end of the second year, and 75 % at the end of the project (or at least 20% increase over the current employment	M:64.3% F: 43.2%	60% (M&F)	39% 2013 graduates within 3 months after grad. (15% F,45%M) Over 80% in	Baseline is based on 2006 study by PCBS. Follow-up of piloted graduates was done only 3 month after graduation for MOL , hence not enough time is available to assess the pilot results, while MOE started implementation in Sept. 2013, a

Results / indicators	Baseline Value	End Target	End Value obtained	Comments
rates of graduates).			electricity, car electrics , over 15% of 2010-2012 grad , but less than 40% and 11% in electronics and Secretarial 76% after graduation in 2010-2012 (78% F, 76% M)	real assessment should take place in 2014 for MOL Piloted group and 2016 for MOE piloted group. Nevertheless the tracer study (within the 3 months of after graduation for 2013 graduates) executed at the VTC (MoL) after a partial implementation of the draft curricula gives this preliminary picture: employment rates for piloted electric vocations, Car electrics and AC were above 80%. with an increase of at least 15% compared to 2010-2012 graduates, while electronics and secretary were lower than 40% and 11% respectively and lower than previous graduates rates. (see annex 7.7 for more details)
At least 30 % of the learners in the selected specializations are girls.	4specializations out of 5 have women, less than 20% women	30%	47.5% at MOL 20% at MoE	Percentage of female trainees in the targeted specialization, have increased through the years, especially at MOL, targeting of principles, and working in these fields has increased their presence, 'traditional female vocations' were added in 3 fields in Nablus ISS, increased intakes in other VET institutes.
At. Least 20% of Employer are better satisfied with trainees/ graduates competencies of the developed training programs		60 %	86% of those employing VET graduates are satisfied	Due to delay in implementation the satisfaction of employers of developed programs was not measured yet; the national LMS study measured satisfaction with VET grad generally (86%), that indicated high satisfaction
OUTPUT 1:				
At least 20 companies and 20 institutions or organizations collaborate with the local TVET providers in each area	13%*	100%	250%	45VET institutes are cooperating with more than 238 companies (see also next indicator)
One year after project start, each TVET provider collaborates with at least 3 companies and 1 institution or organization, in the selected field.	0	100%	100%	This target was met at larger number of companies at private sector with linkage of TVET institutions; with the 9 innovative projects (result 4) as most advanced form of cooperation, jointly implementing TVET relevant interventions between private sector and TVET institutes.
Three years after project starts The number of internships of trainees from the TVET providers in companies has increased by 50%	19%*	50%	Not possible to measure quantitatively but qualitatively there is enhancement due to a series project activities in this regard	Most of VET's and VTC's have a contact point with Labor market and are linking trainees with the market. MOL internship of their students with the Labor market has been partially systemized; the project enabled the supervision of some of the interns by professional unions and systemized relation with Labor market The MoE have included apprenticeship for 3 vocations, and have better systemized relations with Labor market through the CCI's. Despite the project has contributed to facilitating internships in companies, systematising such efforts falls outside the scope of the project and will rather be targetted under the ECIB programme.
Three years after project starts more	Less than	70%	90%	Project is facilitating various actions that have

Results / indicators	Baseline Value	End Target	End Value obtained	Comments
than 70% of TVET institutes has systematized linkages with the Labor market in each area	10%			lead to such achievement , all Targeted TVET institutes have the TVET-LM focal point in its institutes and have established the following links among the VET institutes: Nablus: Companies=28, VET=6, Hebron: Companies=24, VET=22, Jerusalem: Companies=136, VET=4, Ramallah: Companies=50, VET=9
Three years after project starts more than 50% of graduate employment is due to linkages with the Labor market	19% (obtained from TNA study)	50%	(25%)	Hundreds of VET trainees were supported in their market training (internships and apprenticeships). In recent surveys by the relevant ministries it was found that 30% of the MOEHE apprenticeship stream and 20% of the MOEHE and MOL graduates conducted internships were employed in same place of training. (Tentative figures to be confirmed)
The local TVET Coordination Committee meets regularly and agree and review an agenda of activities, which includes activities planned under project	0	100%	100%	There is a high commitment among stakeholders towards the project concept, and as various activities of the project is implemented locally committees headed by the local CCI's had to meet regularly and frequently; e.g. a part of the awareness activity plan of the CCI's.
Over 70% of TVET institutes uses updated Labor Market Database that is linked to national LMIS	NA	70%	70%	Labor market data-base was updated in 2012 at CCI level as the following Hebron 5,000 companies ,Ramallah 8,000, Jerusalem 2,500, and Nablus 5,500 and linked with LMIS,
OUTPUT 2:				
At least 30 core group people of the professional stakeholders are trained to be multipliers for upgrading capacity of other stakeholders.	0	30 core group	29+5 were trained (Achieving 113%)	29 trained multipliers in pedagogic, management and policy training for the project, in addition to 5 core trainers (trained through GIZ regional TVET project) facilitating the replication of the multiplied training through the project (matching funds).
All training conducted is gender sensitive and have gender specific elements	0	30%	30%	All conducted training ensured gender access, yet not all conducted training have gender specific elements. Nevertheless some had, as TVET systems training for TVET directors and stakeholders had a specific gender training component.,
At least 30 % of those trained are women	0	30%	31% in 2010/2011, 23% in 2013	In each training female teachers, trainers, directors and CCI representatives were involved. But the pedagogic and training methods that was conducted in 2010/2011 they represented 31%, while in 2013, they represented 23% as training were technical and mostly targeting 'traditionally male oriented fields'.
At least 70% of trained TVET trainers are able to use new technology through capacity building by 2013	NA	70%	62%	62% (120 M, 28 F) teachers and trainers from TVET institutes participated in the technical training courses conducted in 2013 and are able to use new 'technology' (upgraded techniques).
At least 400 Stakeholders trained on developing & implementing market relevant training program development (Enterprises, TVET teachers & trainers, CCI training unit) per area by third year	0	100%	87%	Over 350 stakeholders (teachers, market representatives, VET institutes directors and principles, local committees and CCI's) were trained in pedagogic, training program development, management and TVET- Labor market systems and linkages were trained
Annual conference to share lessons learned is conducted at end of each	0	4	3	Annual exhibitions were held in 2011 and 2012 that supported TVET and Labor market innovative initiatives, around 500 participants

Results / indicators	Baseline Value	End Target	End Value obtained	Comments
year				of different stakeholders participated each year, more than 30 projects that reflected innovation in TVET and cooperation between Labor market and VET were illustrated. In 2013 project participated in the annual employment week and conference presenting the new market study findings and sharing experience around youth employment and TVET
OUTPUT 3:				
By the end of the project At least 16 training programs are developed for the 5 fields. Including occupational profiles, training program outlines and 3 training program materials including modules.	0%	100%	194%	16 training programs are developed for the 5 fields including 1 life skills (in all vocations) as planned. In total 93 modules were developed instead of 48, which is on average 5-6 for each program. At least 1 copy of each of these 93 modules were printed and distributed to all the TVET institutes at MOEHE and MOL, UNRWA, NGO.
All developed training program materials are gender sensitive and allow participation of women and special needs groups	NA	100%	100%	Gender sensitivity elements were integrated initially. Gender units in both ministries MOE HE and MOL were involved in a technical committee for the project and have been invited to scrutinize on gender-sensitivity the new TVET modules before publication.
400 market representatives in the targeted fields have integrated their input in training program development	0	100%	100%	At least 1000 have participated in the first TNA allowing for their training needs to be incorporated in new training programmes. 400 employers and market representatives have further participated in validation of the training programs (through validation workshops and questionnaires). In addition some private sector have participated in committees that developed and reviewed the training programs. So target is more than achieved.
A working methodology is laid down in a guidebook at the end of 2013	0	100%	100%	A guiding manual was developed in 2013 that documents the process of market relevant training program development; it was approved by Steering committee and distributed to TVET institutes.
At least 2 training programs per vocational field are new or revised and being implemented	0%	125%	125%	1-4 training program per field were new or revised, 5 programs are currently piloted (from 3 fields), so partly indicator has over achieved (150% and 200% for some fields) and partly under achieved (50% for one field, and implementation only in 67% of fields). In Year 2012 the MOL starts piloting at least 1-3 from each field. In year 2013 MOEHE started piloting the electrical installation training program in all its industrial vocational schools.
At the end of the project, all occupations with high demand (in the 5 vocational areas) are served by a new or revised training program	0%	100%	100%	15 programs selected according to TNA were prepared, of which 10 were new to MOE and MOL schools and VTCs, and 5 were revised and new skills integrated. Yet there are still more occupations that would need developing according to TNA & LMS, but limited resources have prevented the project from doing so. This task is considered outside the scope of this project and is left with relevant ministries to continue updating the training programmes..
OUTPUT 4				

Results / indicators	Baseline Value	End Target	End Value obtained	Comments
Criteria, system, forms and mechanism are in place	0%	100%	100%	Criteria, system, forms and mechanism were developed in participatory way with PM and facilitated through the CCI's.
At least 8 projects implemented by entities (Company in cooperation with TVET institute), two in each area.	0%	100%	112.5%	Nine (9) projects were selected and implemented, two (2) in each area, except Ramallah, there are three (3) projects.
At least one piloted model of the implemented initiative would be up-scaled.	0%	70%	4 areas of development could be Up-scaled 400%	Implementation of project was during Q1 & Q2 2013, self-evaluation and internal evaluation indicated such potential. Preliminary results showed that there were 4 different areas for up-scaling that could be done. Ministries and partners showed committed for up-scaling during the lessons learned workshop in Nov 2013, yet further steps and commitments are needed as can be derived from Lessons Learned Report of these initiatives..
At least 30 employment and self-employment opportunity is generated, once initiative is accomplished	0%	90%	100%	From Final Project Reports of R4, it is apparent that at least 30 trainees of R4 projects landed in a job opportunity and not less than 240 whom obtained new electrician license or upgraded the level of their license where they can expand their horizon at the Labor market.
At least 5 TVET- Market cooperation is initiated in each area	NA	100%	180%	All 9 Supported projects has formed cooperation, hence almost double the target (1.8) Moreover, one could even state that cooperation reached 11 times of that planned (56) as follows (1120%): -27 projects participated, 9winning projects. -29 projects participated on the exhibition on June 2012.
At least 30% of female trainees and graduates are participating in the initiatives.	0%	30%	10%	Projects chosen through transparent methods planned for the participation of 38 female youth out of 372 young people only; hence female represents 10% of the beneficiaries. On the other hand, 1 project in Nablus for which gender was main focus, empowering vulnerable women trained in a otherwise traditionally male dominated field of office equipment maintenance.
The initiatives' lessons learned and successes is documented and disseminated	0%	100%	100%	A self-evaluation sheet was filled by the projects shared with program and CCIs, a final workshop was conducted on the 18 th Nov, illustrating lessons learned, A final report was produced documenting successes and lessons learned, report was shared among stakeholders.

6.4 Tools and products

In this annex, mention any material on the effects of the intervention or any experiences gained with the application of specific methods or tools.

- *(Scientific) Publications*
- *Capitalization reports*
- *Audio-visual material*
- *Other resources*
- *M&E approach/system*
- *Methods*

The conducted Training Needs Assessment by the project in 2010 that was used as a basis for analysis and program development was translated to English during the year 2012. The English and Arabic versions were published on the TVET official web-site used by MOE/MOHE/MOL, links are:

1. The English version:

<http://www.tvet-pal.org/en/content/qualitative-and-quantitative-training-needs-assessment-study-qualified-workforce-within>

2. The Arabic version:

<http://www.tvet-pal.org/sites/default/files/The%20Last%20Version-%20TNA.pdf>

Furthermore the English version is published on the BTC website:

<http://www.btcctb.org/en/news/training-needs-assessment>

The conducted Labor Market study by the project in 2012-2013, was printed and disseminated in Arabic with English summary in 2013, and published on the following [website](#):

The endorsed guideline for developing market-relevant training program development methodology printed and disseminated in Arabic with English summary, published on the following [website](#):

The 16 training programs and 93 modules were printed and disseminated in Arabic, (both hardcopy and softcopy) published on the following [website](#):

The web pages for the CCI's developed through the project are also announcing all workshops, agreements, training and achievements of the project, the links are:

- Nablus Chamber of Commerce and Industry: <http://nablus-chamber.org/?from=28&page=7>
- Ramallah Chambers of Commerce and Industry: <http://www.ramallahcci.org/Default.aspx>
- Jerusalem Chambers of Commerce and Industry: <http://jacci.org/>
- Hebron Chambers of Commerce and Industry: http://www.hebroncci.org/p/w/index.php?Lang_Direction=rtl

All activities of the project are also covered by the local media

7 Additional Annexes

7.1 Pilot Implementation plan

7.2 Exit strategy

7.3 Procurement plan

7.4 Inventory and handover of equipment list

7.5 Overview of capacity building activities

7.6 Results 4 lessons learned report

7.7 Annex: Detailed tables of the pilot graduates group follow-up (tracer study)

Table A 7.7.1: employed graduates according to year of graduation and gender

Gender			Graduation year (#)		Total (#)	Graduation year (Valid %)		Total (Valid %)
			2013 (Pilot Group)	Before_2013 (Non-pilot group)		2013 (Pilot Group)	Before_2013 (Non-pilot group)	
F	Employed	YES	3	40	43	15%	45%	39%
		NO	17	49	66	85%	55%	61%
		No Answer	2	1	3			
	Total		22	90	112	100%	100%	100%
M	Employed	YES	49	70	119	78%	76%	76%
		NO	14	23	37	22%	25%	24%
		No Answer	1	0	1			
	Total		64	93	157	100%	101%	100%
Total	Employed	YES	52	110	162	63%	60%	61%
		NO	31	72	103	37%	40%	39%
		No Answer	3	1	4			
	Total		86	183	269	100%	100%	100%

Table A 7.7.2: employed graduates according to year of graduation and specialization

Specialization			Graduation year (#)		Total (#)	Graduation year (Valid %)		Total (Valid %)
			2013 (Pilot Group)	Before_2013 (Non-pilot group)		2013 (Pilot Group)	Before_2013 (Non-pilot group)	
Executive Secretary	Employed	YES	2	41	43	11%	46%	39%
		NO	17	49	66	89%	54%	61%
		No Answer	2	1	3			
	Total		21	91	112	100%	100%	100%
Air Condition & Refrigeration	Employed	YES	4	26	30	100%	65%	68%
		NO	0	14	14	0%	35%	32%
	Total		4	31	35	100%	100%	100%
Electric Installation	Employed	YES	35	16	51	81%	62%	74%
		NO	8	10	18	19%	38%	26%
	Total		43	26	69	100%	100%	100%
Office Equipment Maintenance	Employed	YES	4	3	7	40%	60%	47%
		NO	6	2	8	60%	40%	53%
		No Answer	1	0	1			
	Total		11	5	16	100%	100%	100%
Vehicle/ car electrics	Employed	YES	7	25	32	100%	83%	86%
		NO	0	5	5	0%	17%	14%
	Total		7	30	37	100%	100%	100%
Total	Employed	YES	52	110	162	63%	60%	61%
		NO	31	72	103	37%	40%	39%
		No Answer	3	1	4			
	Total		86	183	269	100%	100%	100%

Belgian Project: support to TVET in Palestine
Updated version 17 December 2013

#	Task	Deadline	Responsible	Status	Comments
1	Project Activities (Outstanding Tasks)				
1.1	Conduct 1 remaining technical training course at Higher Education level (R2.2)	July	PMU	Done	
1.2	Training need assessments (R3.1), including initial feedback workshop, final editing, graphic design and printing	Aug	NA, CCI's, PMU	Done	Payment still awaiting
1.3	Producing final version of training modules and outlines (print and CD) (R3.18 & 3.21), including final editing of 10 new modules, organizing a launching ceremony to present the new modules in 15+1 vocations	Aug	PMU	Done	
1.4	Delivering remaining equipment to TVET institutions (R3.20)	July	CCI's, PMU	Done	
1.5	Follow up on the implementation of innovative ideas project in TVET (R4), including monitoring and collecting best practise and lessons learned stories	July	CCI's, PMU	Done	
1.6	Monitoring and Evaluation of implementation of training programmes, including tracer study by phone calls and through TVET institutes (R3.15)	Aug-Sept	PMU, CCI's, principles	Done	Paymentfor consultants still awaiting
1.7	Documentation of Methodology				
1.7.1	Documentation exercise of the training programme development approach	July	NA, TPDC, PM	Done	
1.7.2	Validation by Steering Committee	July	SC	Done	
1.7.3	Printing of documentation exercise	July	PMU	Done	
1.7.4	Organizing a workshop on the training programme development approach	Sept	PMU	Done	Payment still awaiting
1.8	Pilot Implementation				
1.8.1	Developing Ten Extra Modules	June	Experts, TPDC, PM	Done	
1.8.2	Final Editing & graphic design	June	CPDC, TPDC, PMU	Done	
1.8.3	Printing of modules on Electrical installations	Aug	PMU	Done	Payment and distribution of extra copies B&W by Mid Dec
1.8.4	Kick start of pilot by organizing a workshop for principles and teachers involved in Pilot	Sept	PMU, MOEHE	Done	
1.8.5	Roll out of pilot at MoEHE institutes (voc sec schools) and follow up	Sept 2013- June 2014	PMU, MOEHE, MOL	In progress	
1.8.6	Follow up on pilots at MoEHE and MoL institutes, collect feedback collect feedback on field testing of new final draft versions of training programmes	July 2013 onwards	MoEHE, MOL, PCDC	Not Yet	Next Year
1.8.7	Potential scale up of development of TVET training programmes according to market based, modular approach	July 2013 onwards	MoEHE, MOL, PCDC	Not Yet	Next Year
2	Inventory				
2.1	Preparing Inventory List by:				
2.1.1	PMU	July	PMU	Done	

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MOEHE
PMU-TVET PROJECT



2.1.2	MOEHE	July	MOEHE	Done	
2.1.3	MOL	July	MOL	Done	
2.1.4	TVET institutions	July	TVET institutions	Done	
2.1.5	CCI's	July	CCI's	Done	
2.2	Consolidate inventory lists including monitoring on site and distribution of donor stickers	July	PMU	Done	
2.3	Prepare draft (suggested) handover plan	July	PMU	Done	
2.4	Validation of handover plan by Steering Committee	July	SC	CLOSING SC	
2.5	Formal handover of project equipment to partner (relevant ministries and institutes involved in project)	Oct	PMU, SC	CLOSING SC	By end of Dec
2.6	Full control and maintenance of equipment by partner	Oct 2013 onwards	PMU, MOEHE, MOL	CLOSING SC	By end of Dec
3	Financial Planning				
3.1	Prepare monthly financial tracking report	Jan-Dec 2013	BTC, PMU	Done	
3.2	Inform all creditors of project (incl HR and service providers) in due time on project's ending	July-Aug	BTC, PMU	Done	
3.3	Prepare plan for utilization of saving	Sept	BTC, PMU	CLOSING SC	
3.4	Final Financial report	Dec	BTC, PMU	CLOSING SC	In Dec by Hanan
3.5	Final decision on utilization of saving	Dec	BTC, PMU	CLOSING SC	In Dec by BTC
3.6	Closing of all project accounts	Dec	BTC, PMU	Not Yet	In Dec by BTC
3.7	Exchange of letters	Dec	BTC, PMU	Not Yet	In Dec by BTC
4	Reporting				
4.1	Prepare final narrative result report	Sept-Oct	PMU, NA, ATI	Done	only appreciation of BTC and MoEHE to be completed
4.2	Conduct End of Term Review (ETR)	Sept-Oct	BTC	Done	awaiting final report
4.3	Conduct local external audit	Oct	BTC	Done	debriefing stage
6.2	Conduct capitalization exercise	Sept-Dec	BTC, PMU, KIT	Ongoing	continue in Jan-Febr 2013
5	Administrative handling of HR				
5.1	Evaluate PMU staff	Aug	BTC, PM, MOEHE	Not Yet	Expected in Dec
5.2	Prepare notice to PMU staff	Sept	BTC, MOEHE	Done	
5.3	Prepare notice to CCI's staff	Sept	PM	Done	

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5.4	Prepare notice to national advisor	Sept	BTC	N/a	
6	Exit Strategy				
6.1	Notifying all stakeholders of project's ending	Oct	SC, PMU	Done	
6.2	Prepare draft exit strategy and institutionalization plan	July	PMU	Done	
6.3	Validate exit strategy and institutionalization plan	July	SC	Done	
6.4	Prepare handover notes from PMU to BTC Representation, MOEHE and MOL	Sept	PMU	Not Yet	
6.5	Verification of missing files and documents	Oct	BTC, MOEHE	Done	
6.6	Official Discharge of PMT Staff	Oct	SC	CLOSING SC	
6.7	Official Discharge of steering committee	Dec	BTC, MOEHE	CLOSING SC	
6.8	Declaring Project Closure	Dec	BTC, MOEHE	CLOSING SC	
7	Archiving				
7.1	Prepare Archiving Plan	June	PMU	Done	
7.2	Prepare financial archiving (Regie/BTC)	June-Dec	BTC	Done	
7.3	Prepare financial archiving (Cogi/MOEHE)	June-Dec	BTC, MOEHE	Done	
7.4	Prepare project activity documentation (both physically and electronically)	Sept	PMU	Done	
7.5	Handover of Archive	Dec	PMU, BTC, MOEHE	CLOSING SC	
7.6	Keep archive for at least seven years time after project's end	Dec 2013- Dec 2020	MOEHE, BTC	Not Yet	BY MOEHE & BTC

List of Abbreviations	
Ministry of Education and Higher Education	MOEHE
Ministry of Labour	MOL
Nasser Awad	NA
Belgian Development Agency	BTC
Project Manager	PM
Project Management Unit	PMU
National Advisor	NA
Chamber of Commerce and Industry	CCI
Training Programme Development Consultant	TPDC
Steering Committee	SC
Palestinian Curriculum Development Center	PCDC
International Technical Advisor	ATI
Royal Tropical Institute (of the Netherlands)	KIT



TVET FINANCIAL REPORT


	Budget	Start - 2012	Expenses Q1.2013	Expenses Q2.2013	Expenses Q3.2013	Total	Balance	Oct. & Nov. Actual Exp.	Dec. Commitments	Remaining Balance
A Results And Activities										
01 Sustainable multi partner alliance established, linking training with the labour market.	1,275,430	649,425	105,663	141,826	293,417	1,190,331	85,099	24,287	50,534	10,279
	235,772	192,495	16,751	18,186	3,600	231,033	4,739	182	0	4,557
02 Run Inception Wkshop to review pj implementation plan with all stakeholders	3,300	3,299	0	0	0	3,299	1			1
05 Establish and update a data base in the CCI for continuously collecting information of economic sectors	35,500	35,478	0	0	0	35,478	22			22
06 Link Focal Point in CCI with private sector establishments (companies, small wkshops and self-employed persons)	10,600	8,339	973	0	2,048	11,381	-761			-761
07 Establish and develop the relations between training institutions and the private sector, the local TVET Committee undertakes monitoring, meets every 6 months	672	638	0	0	0	638	34			34
08 Establish in each TVET Instit. a contact point for relations with CCI and companies for pj use	23,000	15,631	6,476	708	776	23,592	-592			-592
09 Raise awareness on TVET with private sector companies and local communities (awareness campaigns, visit institutes)	40,000	14,665	3,307	17,478	776	36,226	3,774	182		3,592
10 Develop, equip and update five Resource and Self-learning centres	85,000	83,449	1,791	0	0	85,240	-240			-240
11 Update the TVET web site, link TVET web site to the CCI web sites	2,700	2,672	0	0	0	2,672	28			28
12 Conduct Training Needs Assessment and support surveys in companies and small wkshops on labour market needs in the selected fields	35,000	28,325	4,204	0	0	32,529	2,471			2,471
02 Improved Capacities of all stakeholders	301,270	203,367	34,966	46,530	11,587	296,450	4,820	0	2,600	2,220
02 Train and coach Training managers of CCI, directors, teachers to develop training programs & materials.	135,870	94,148	24,898	7,454	3,800	130,299	5,571		1,948	3,623
03 Train teachers trainers on "Training Program Development".	30,000	28,866	60	0	0	28,926	3,074			3,074
04 Provide training for TVET teachers, on implementing training & how to upgrade continuously.	60,000	8,426	8,472	39,076	7,787	63,761	-3,761		653	-4,413

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02 National Project Advisor (part time)	REGIE	84,100	63,903	5,040	2,824	11,779	83,546	554	3,105	6,350	-8,901
03 NPC & NPA DSA on missions outside Ramallah	COGEST	1,000	0	0	507	49	556	444			444
04 International Advisor	REGIE	100,000	5,075	17,847	13,405	13,610	49,936	50,064			50,064
07 5 CCI Training Managers	COGEST	35,000	22,272	2,532	2,280	2,280	29,365	5,835	2,280	480	2,875
08 5 Project Assistants	COGEST	58,032	44,720	2,276	1,750	525	49,272	8,760	175	23	8,562
09 Accountant (part-time)	COGEST	43,500	32,884	3,998	1,887	2,726	41,395	2,105		4,815	-2,710
10 Office manager & Procurement officer	COGEST	75,000	47,784	7,080	7,080	12,376	74,319	681	4,720	10,967	-15,006
11 Driver	COGEST	15,000	7,256	2,539	2,025	3,691	15,511	-511	1,200	2,250	-3,961
02 Capital expenditure		35,800	33,559	0	0	0	33,559	2,241	0	0	2,241
01 Project office furniture	COGEST	4,800	3,661	0	0	0	3,661	1,139			1,139
02 Project office IT equipment	COGEST	10,000	9,231	0	0	0	9,231	769			769
04 Project office audiovisual equipment	COGEST	1,000	1,067	0	0	0	1,067	-67			-67
05 Project vehicle	COGEST	20,000	19,600	0	0	0	19,600	400			400
03 Running Cost		64,000	52,380	3,077	2,398	3,541	61,397	2,603	961	1,200	442
01 Transport Project Office	COGEST	6,000	4,230	103	73	92	4,497	1,503	6		1,497
02 Transport 5 Focal points	COGEST	8,000	5,456	222	19	207	5,904	2,096	55		2,040
03 Communication Project Office	COGEST	7,000	7,265	765	899	1,138	10,067	-3,067	200	200	-3,467
04 Communication 5 Focal Points in CCIs	COGEST	10,000	5,816	1,321	593	563	8,293	1,707	501	1,000	206
05 Vehicle registration & insurance Project Office	COGEST	2,000	706	5	0	0	711	1,289			1,289
06 Stationary & supplies Project Office	COGEST	12,500	11,857	399	500	963	13,719	-1,219	146		-1,365
07 Stationary & supplies 5 Focal Points	COGEST	16,500	14,559	0	21	122	14,702	1,798	6		1,793
08 Maintenance off. equipment Project Office and vehicle	COGEST	2,000	2,493	263	292	457	3,505	-1,505	47		-1,552
04 Monitoring & Evaluation		76,741	49,194	89	131	112	49,525	27,216	42	31,000	-3,827
01 BTC Monitoring Missions	REGIE	20,000	17,130	89	131	112	17,462	2,539	42		2,496
02 Local Monitoring	COGEST	14,000	12,788	0	0	0	12,788	1,212			1,212
03 Mid-term and Final Evaluation	REGIE	35,000	18,293	0	0	0	18,293	16,707		26,000	-9,293
04 Auditing	COGEST	6,000	0	0	0	0	0	6,000		5,000	1,000
05 Solde de la formulation	REGIE	1,741	962	0	0	0	982	759			759
	REGIE	351,941	190,630	26,385	22,097	33,533	274,644	77,297	6,655	41,966	28,676
	COGEST	1,622,762	903,069	127,066	159,753	318,606	1,508,494	114,268	33,623	75,268	5,377
TOTAL		1,974,703	1,093,698	155,451	181,850	352,139	1,783,138	191,565	40,277	117,234	34,054


 DIRECTOR GENERAL
 PALESTINE PROJECT

Belgian project: Support to TVET in Palestine
Outstanding commitments for payment after 31 December 2013
18-Dec-13

Beneficiary	Amount	Currency	Remarks
PMT	10,200	Euro	End of service benefits
PMT	13,850	USD	End of service benefits
CCI's training managers	1,520	Euro	salaries
Income Tax Dep.	7,900	Euro	Income Tax
Income Tax Dep.	1,950	USD	Income Tax
Hijjawi & Sons Co.	61,305	ILS	Printing TVET modules
Mohammad Matar	665	Euro	preparing R4 evaluation report
Kamal Khaled	475	Euro	preparing 2nd TNA study graphic design
Palestine Red Crescent Society	2,442	USD	Hall rent, hospitality & translation of workshops
Ahmad Othman	475	Euro	Fees for coding & data entry work
Jawwal	1,114	ILS	mobile invoices
Omega	22,630	ILS	Raw materials & electrical devices for Hebron CCI R4 project
CMC	2,092	Euro	supply of electrical devices for Al Quds University R4 project
Omega	1,320	Euro	supply of electrical devices for Al Quds University R4 project
Ayava for Trade & Investment	1,050	Euro	supply of electrical devices for Al Quds University R4 project
Randa Hilal	4,500	Euro	Fee for national advisor (in support of Capitalization)



الملفات الخاصة بالمشروع البلجيكي/ دعم التعليم المهني والتقني في فلسطين

TVET Project Archiving

رقم الملف	الموضوع	
1	ملف الارشاد والتوجيه المهني -العم والمناصرة	النتيجة الاولى R1
2	دراسة الاحتياجات التدريبية الاولى	النتيجة الاولى R1
3	تعزيز العلاقة ما بين سوق العمل والمؤسسات المهنية	النتيجة الاولى R1
4	تدريب المدربين (١) Multipliers	النتيجة الثانية R2
5	تدريب المدربين (٢) Multipliers	النتيجة الثانية R2
6	تدريب TOT اساليب التعليم والتعلم الحديثة	النتيجة الثانية R2
7	مدربي المدربين أعداد الوحدات التدريبية	النتيجة الثانية R2
8	دورة إدارة المشاريع	النتيجة الثانية R2
9	نماذج التقييم للدورات	النتيجة الثانية R2
10	معرض الابداع والتميز (١,٢)	النتيجة الثانية R2
11	لجان التحليل المهني	النتيجة الثالثة R3
12	لجان الخطوط العريضة لانتاج الوحدات التدريبية	النتيجة الثالثة R3
13	لجان التدقيق للخطوط العريضة	النتيجة الثالثة R3
14	لجان تأليف الوحدات التدريبية	النتيجة الثالثة R3
15	اعداد الوحدات التدريبية	النتيجة الثالثة R3
16	عطاء شراء الاجهزة المهنية	النتيجة الثالثة R3

17	منهجية تطوير برامج التعليم المهني والتقني	النتيجة الثالثة R3
18	الصادر (١)	كل النتائج
19	الصادر (٢)	كل النتائج
20	الصادر (٣)	كل النتائج
21	الصادر (٤)	كل النتائج
22	الصادر (٥)	كل النتائج
23	الصادر (٦)	كل النتائج
24	الصادر (٧)	كل النتائج
25	الوارد	كل النتائج
26	مصادقة معالي الوزارة	كل النتائج
27	أجهزة واثاث	كل النتائج
	الموارد البشرية	

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Draft Exit Strategy and institutionalization plan of Belgian project: support to TVET in Palestine

Draft 1.2 PMT 27 June 2013

Introduction

During the last (6th) Steering Committee (SC) of the project on 27 February 2013, the importance of documenting the gains of the project was underscored by all SC members. In the same meeting, 'institutionalization' of these project gains was put forward as a main target for the last year of the project.

In the second semester of 2013, the Project Management Team (PMT) is rounding up the last activities towards the project's end in December 2013. However some activities project impact will require follow up even after the project's end to assure continuation of certain activities and approaches, and safeguard or sustain certain results (after project's life).

Only this way a long term, measurable impact of project towards its objectives can be assured:

General Objective: Sustainable economic diversification and increased income opportunities are generated through the provision of appropriate vocational training

Specific Objective: Youth and adults are enabled to acquire and update their competences through continuously adapting market-based vocational training programmes in some selected priority fields

What needs to be done, with which resources, to with milestones? The scenario below provides a list of activities to assure continuity: for discussion and validation by the stakeholders represented in the project's Steering Committee.

Scenarios to ensure sustainability per results area

Result 1 Sustainable multi partner alliance established, linking training with the labour market

Issue	Impact	Responsible	Timing	Required resources	Comments
Continue to assume task of TVET focal points (and the assistants) at Chambers of Commerce and Industry (CCI)	Close gap between TVET and private sector; keep the private sector mapping updated (database, link to LMIS), ensure relevance of TVET for the local private sector; continue	CCI's	Continuous; Jan 2014 onwards; Action by Dec 2013; at least	1-2 full time employees (FTE)	Also role to play in the LET councils

Handwritten signatures and stamps are present at the bottom of the page. A circular stamp is visible in the center, and several handwritten signatures are scattered across the bottom, including one that appears to be 'Mohamed Ghannouchi'.

	raising awareness & advocacy for public-private linkage and share lessons learned regularly		one joint annual meeting		
Continue to assume task of private sector focal points at TVET institutes	Close gap between TVET and private sector; ensure relevance of TVET for the local private sector; ensure marketing of trainees for internships & entrance into labour market; continue raising awareness & advocacy for public-private linkage and share lessons learned regularly	TVET institute (and follow up by MoEHE and MoL)	Continuous, Jan 2014 onwards; Action by Dec 2013; at least one joint annual meeting	1 FTE	Also important link to one-stop-shops
Continue implementing action plan for awareness	Close gap between TVET and private sector; ensure relevance of TVET for the local private sector;	CCI's	continuous	Part of regular job description	

Result 2 Improved Capacities of all Stakeholders

Issue	Impact	Responsible	Timing	Required resources	Comments
Teachers, principles and staff of MoEHE and MoL trained in market based, modular training programme development	Scale up of approach to update market oriented, modular training programmes (6+1 core trainings), with specific focus on TVET principles and new teachers	MoL, MoEHE trainees (multipliers)	Sept 2013 onwards; at least 1 annual, exchange workshop at national level	Part of regular job descriptions? Additional tasks in coaching and ToT	
Teachers trained in	Implement new	TVET	Sept	Part of	Monitoring is


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application of subject specific updated training programmes (15+1 vocation)	training programmes in TVET institutes in 15 vocations (where relevant); replicate training to new and other colleagues	teachers , MoEHE and MoL supervisors for monitoring	2013 onwards	regular job descriptions? (additional time required for ToT to other teachers)	necessary to understand quality, collect feedback and do tracer analysis to assess long term impact
MoEHE and MoL trained personal in market based, modular development of training programmes	Scale up of updated, market oriented modular training programmes	MoL, MoEHE trainees	Sept 2013 onwards	Part of regular job descriptions? Additional tasks in coaching and ToT	

Result 3 Market-based curricula developed and implemented with companies and other partners

Issue	Impact	Responsible	Timing	Required resources	Comments
Marketing and maximize utilisation of findings and raw data of 2 nd training needs assessment (TNA)	Ensure relevance by updating market analysis for TVET institutions; guide MoL, MOEHE, TVET institutions and donors to revisions of training programmes; assist young un-employed to market relevant trainings	PMT, MoL, MoEHE, CCIs, LET council, etc.	Aug 2013 onwards	Part of regular job descriptions	
Validation and institutionalisation of approach and methodology	Update method of TVET training programmes development	SC, PCDC and other relevant TVET departments at MoEHE and	July 2013, continuous	Part of regular job descriptions?	

		MoL			
Roll out of pilot at MoE TVET institutions (coaching, facilitating the enabling environment (equipment) and roll out to other schools)	Introduce newly developed (modular) training programmes in TVET institutes	Participating MoEHE TVET inst. & MoEHE for monitoring	Sept 2013-July 2015	1 dedicated principle & (at least) 1 dedicated teacher in each school; 1 FTE at MoEHE dedicated to monitoring	
Edit final draft versions of 93 modules produced in project after collecting feedback from the piloting schools	Field testing of newly developed training programmes	MoEHE, MoL, PCDC	2013-2014	1 FTE as a focal point (at PCDC?) for follow up	
Development of missing modules in 15 vocations	relevance of TVET training programmes; complete textbooks for 16 vocations	MoEHE, MoL, PCDC	2014	1 FTE/month for each module	
Development of training programmes in other vocations, using the newly adopted market based, modular approach	Mainstream approach in development training programmes in TVET sector;	MoEHE, MoL, PCDC	tbc	1 FTE/year for each vocation	
Ensure enabling environment for the roll out of new market based modular training programmes	Allow TVET institutes to provide up to date training with adequate equipment	TVET institute, potential role for JFA	Tbc	n/a	



Dr. Naser Chaudhry
JFA-TVET Project

Result 4 Developing and Supporting Initiative Ideas of TVET Stakeholders

<i>Issue</i>	<i>Impact</i>	<i>Responsible</i>	<i>Timing</i>	<i>Required resources</i>	<i>Comments</i>
Continue piloting public-private partnerships initiated through the R4 projects	Close gap between TVET and private sector; replicate or scale up innovative approach of R4 projects; ensure (additional) internship or apprenticeship opportunities for TVET students	Participants of R4 projects form private sector and TVET	Cont.,	Part of regular job description	Commitments of stakeholders to be discussed during M&E visits for R4 projects
Scale up of public-private partnership based on the lessons learned from the result 4 projects	Close the gap between TVET and private sector; share lessons learned and good practises out of the pilots under result 4	CCI's	Cont.	Part of regular job description	

Support to TVET in Palestine
Capacity building activities throughout the project

Update Nov 26, 2013

1. Training of Trainers (TOT)

The basic intention of this training is to equip the participants (TVET teachers and technicians in vocational secondary schools) with enhanced pedagogical skills.

The training was executed by trainers (3 out of 5) that have been trained, certified and qualified as Multipliers during the regional TVET capacity building project funded by GIZ.



The number of implemented training courses was (20) during 2011 and 2012, supervised directly by MoEHE in all governorates of the West Bank and for all professional vocational specializations (targeting 184 vocational teachers).

The ToT training followed the structure of the GIZ funded regional TVET capacity building training course, focusing on:


- Didactical Theory
- Methods for Teaching and Training
- Examples
- Assessment and Examination
- Glossary




The Program (TOT) comprised of 3 Specific Modules:

- a. Action Oriented & Problem Based Learning: 30 Training Hours
- b. Aebli's Approach for Vocational Training: 30 Training Hours
- c. Andragogy & Vocational Training at Workplace : 30 Training Hours



CD


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GIZ PROJECT COORDINATOR



2. Multipliers

This training focuses on the approach followed by project for designing modular TVET Training Programs in line with the demand of the labor market and adapted to modern technology, based on the Arab Occupational Classification (AOC).

The principles of TVET institutes have been accredited as 'Multipliers' in this training and in their turn facilitated the roll out of the training courses (cascading) to the teachers and technicians in their respective TVET institutions.

In total this training is targeting 214 trainees, including all principles and all teachers in all the TVET institutions at Vocational Secondary Schools (Ministry of Education and Higher Education) and Vocational Training Centers (Ministry of Labor), in all governorates of the West Bank and for all the professional disciplines available to them.

The multipliers training followed an holistic approach and was spread out over the course of the project (at different stages of the process of the development of the training programs), focusing on the following issues:

- a. How to prepare Occupational analysis and the Validation with the Labor Market.
- b. How to prepare Curricula Outline
- c. How to produce Training material (modules)
- d. How to implement the produced training units (modules)
- e. How to assess student performance and examination.
- f. How to Link TVET institutions with the labor market.


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ON-TVET PROJECT

3. Technical training courses (Updated Market based training modules)


This training program focuses on the implementation of newly developed modules of the market based upgraded training programs was for 15 +1 vocations.

The training focuses on the practical implementation of the technical training modules(upgrading based on the labor market needs and modular approach, based on AOC and certified by the project Steering Committee) for teachers and technicians of Industrial and Vocational School (MoEHE), Vocational Center (MoL), technical colleges (MoHE), UNRWA, TVET league and the private sector (22). Overall 148 trainees were trained to implement the modules in their TVET institutions per following technical course:


- a. Automechanics Maintenance
- b. Information Technology
- c. Electrical Installation
- d. Computer and Networking Maintenance
- e. Telecommunication network Installation
- f. Electronics Systems Installation and Maintenance
- g. Office Equipment Maintenance
- h. Office Management
- i. Life Skills

4. Capacity building of the Private Sector & partners

- a. Training course in Project management for private sector (through CCIs) 42 trainees
- b. Training course in proposal writing (Hebron CCI) 23 trainees
- c. Training course in awareness (through CCIs) 74 trainees
- d. Training course in M&E (all participating members of Result 4) 26 trainees
- e. Training course in Know About Business (KAB) by ILO 47 trainees


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#	Name of Training program	Name of Trainer	Multiplier/ non-multiplier	Location of the Training	Male	Female	Total number of trainees
1	Action Oriented & Problem Based Learning	Fakry Shah	TOT	North & Middle Districts	59	10	69
2	Aebl's Approach for Vocational Training	Fakry Shah	TOT	North & Middle Districts	59	10	69
3	Androgey & Vocational Training at Workplace	Fakry Shah	TOT	North & Middle Districts	59	10	69
4	Action Oriented & Problem Based Learning	Nancy Eqilna	TOT	Southern Districts	27	16	43
5	Aebl's Approach for Vocational Training	Nancy Eqilna	TOT	Southern Districts	27	16	43
6	Androgey & Vocational Training at Workplace	Nancy Eqilna	TOT	Southern Districts	27	16	43
7	Action Oriented & Problem Based Learning	Amer shashry	TOT	North & Middle Districts	66	6	72
8	Aebl's Approach for Vocational Training	Amer shashry	TOT	North & Middle Districts	66	6	72
9	Androgey & Vocational Training at Workplace	Amer shashry	TOT	North & Middle Districts	66	6	72
10	Know About Business	Ahmad Samhan	ILO	North Districts	18	8	26
11	Know About Business	Obaan Abdallah	ILO	Middle Districts	19	2	21
13	Occupational Analysis & Curricula Outlines	Mansour Saddi	Multiplier	Nablus	24	6	30
14	Design of Training Modules	Mansour Saddi	Multiplier	Nablus	24	6	30
15	Implementation of Training Modules	Mansour Saddi	Multiplier	Nablus	24	6	30
16	Monitoring and Evaluations	Mansour Saddi	Multiplier	Nablus	24	6	30
17	Awareness and Advocacy	Mansour Saddi	Multiplier	Nablus	24	6	30
18	Relating TVET system to labour market	Mansour Saddi	Multiplier	Nablus	24	6	30
19	Occupational Analysis & Curricula Outlines	Mansour Saddi	Multiplier	Nablus	24	6	30
20	Design of Training Modules	Mansour Saddi	Multiplier	Nablus	24	6	30
21	Implementation of Training Modules	Mansour Saddi	Multiplier	Nablus	24	6	30
22	Monitoring and Evaluations	Mansour Saddi	Multiplier	Nablus	24	6	30
23	Occupational Analysis & Curricula Outlines	Jamal Ibrahim	Multiplier	Selt Thaher/Jenin	16	6	22
24	Design of Training Modules	Jamal Ibrahim	Multiplier	Selt Thaher/Jenin	16	6	22
25	Implementation of Training Modules	Jamal Ibrahim	Multiplier	Selt Thaher/Jenin	16	6	22
26	Monitoring and Evaluations	Jamal Ibrahim	Multiplier	Selt Thaher/Jenin	16	6	22
27	Awareness and Advocacy	Jamal Ibrahim	Multiplier	Selt Thaher/Jenin	16	6	22
28	Relating TVET system to labour market	Jamal Ibrahim	Multiplier	Selt Thaher/Jenin	16	6	22
29	Occupational Analysis & Curricula Outlines	Jamal Ibrahim	Multiplier	Selt Thaher/Jenin	16	6	22
30	Design of Training Modules	Jamal Ibrahim	Multiplier	Selt Thaher/Jenin	16	6	22
31	Implementation of Training Modules	Jamal Ibrahim	Multiplier	Selt Thaher/Jenin	16	6	22
32	Monitoring and Evaluations	Jamal Ibrahim	Multiplier	Selt Thaher/Jenin	16	6	22
33	Occupational Analysis & Curricula Outlines	Wahiq Hethnawy	Multiplier	Jenin	12	0	12
34	Design of Training Modules	Wahiq Hethnawy	Multiplier	Jenin	12	0	12
35	Implementation of Training Modules	Wahiq Hethnawy	Multiplier	Jenin	12	0	12
36	Monitoring and Evaluations	Wahiq Hethnawy	Multiplier	Jenin	12	0	12
37	Awareness and Advocacy	Wahiq Hethnawy	Multiplier	Jenin	12	0	12
38	Occupational Analysis & Curricula Outlines	Mohammad Yagoub	Multiplier	Tulkarem	16	6	22
39	Design of Training Modules	Mohammad Yagoub	Multiplier	Tulkarem	16	6	22
40	Implementation of Training Modules	Mohammad Yagoub	Multiplier	Tulkarem	16	6	22
41	Monitoring and Evaluations	Mohammad Yagoub	Multiplier	Tulkarem	16	6	22
42	Awareness and Advocacy	Mohammad Yagoub	Multiplier	Tulkarem	16	6	22
43	Relating TVET system to labour market	Mohammad Yagoub	Multiplier	Tulkarem	16	6	22
44	Occupational Analysis & Curricula Outlines	Mohammad Yagoub	Multiplier	Tulkarem	16	6	22
45	Design of Training Modules	Mohammad Yagoub	Multiplier	Tulkarem	16	6	22
46	Implementation of Training Modules	Mohammad Yagoub	Multiplier	Tulkarem	16	6	22
47	Monitoring and Evaluations	Mohammad Yagoub	Multiplier	Tulkarem	16	6	22
48	Occupational Analysis & Curricula Outlines	Mohammad Yagoub	Multiplier	Tulkarem	16	6	22
49	Design of Training Modules	Smeer Hethnawy	Multiplier	Dir Debwani/Ramallah	22	0	22
50	Implementation of Training Modules	Smeer Hethnawy	Multiplier	Dir Debwani/Ramallah	22	0	22
51	Monitoring and Evaluations	Smeer Hethnawy	Multiplier	Dir Debwani/Ramallah	22	0	22
52	Awareness and Advocacy	Smeer Hethnawy	Multiplier	Dir Debwani/Ramallah	22	0	22
53	Relating TVET system to labour market	Smeer Hethnawy	Multiplier	Dir Debwani/Ramallah	22	0	22
54	Occupational Analysis & Curricula Outlines	Smeer Hethnawy	Multiplier	Dir Debwani/Ramallah	22	0	22
55	Design of Training Modules	Smeer Hethnawy	Multiplier	Dir Debwani/Ramallah	22	0	22
56	Implementation of Training Modules	Smeer Hethnawy	Multiplier	Dir Debwani/Ramallah	22	0	22


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57	Monitoring and Evaluations	Sincer Hethnawy	Multiplier	Dir Debyan/Ramallah	22	0	22
58	Occupational Analysis & Curricula Outlines	HishamKarkey/Deyaa Jaabry	Multiplier	Hebron	16	6	22
59	Design of Training Modules	HishamKarkey/Deyaa Jaabry	Multiplier	Hebron	16	6	22
60	Implementation of Training Modules	HishamKarkey/Deyaa Jaabry	Multiplier	Hebron	16	6	22
61	Monitoring and Evaluations	HishamKarkey/Deyaa Jaabry	Multiplier	Hebron	16	6	22
62	Awareness and Advocacy	HishamKarkey/Deyaa Jaabry	Multiplier	Hebron	16	6	22
63	Relating TVET system to labour market	HishamKarkey/Deyaa Jaabry	Multiplier	Hebron	16	6	22
64	Occupational Analysis & Curricula Outlines	HishamKarkey/Deyaa Jaabry	Multiplier	Hebron	16	6	22
65	Design of Training Modules	HishamKarkey/Deyaa Jaabry	Multiplier	Hebron	16	6	22
66	Implementation of Training Modules	HishamKarkey/Deyaa Jaabry	Multiplier	Hebron	16	6	22
67	Monitoring and Evaluations	Majeda Amrou	Multiplier	Dora	0	14	14
68	Occupational Analysis & Curricula Outlines	Majeda Amrou	Multiplier	Dora	0	14	14
69	Design of Training Modules	Majeda Amrou	Multiplier	Dora	0	14	14
70	Implementation of Training Modules	Majeda Amrou	Multiplier	Dora	0	14	14
71	Monitoring and Evaluations	Majeda Amrou	Multiplier	Dora	0	14	14
72	Awareness and Advocacy	Majeda Amrou	Multiplier	Dora	0	14	14
73	Occupational Analysis & Curricula Outlines	Nidal Ayash	Multiplier	Bit Jala	12	2	14
74	Design of Training Modules	Nidal Ayash	Multiplier	Bit Jala	12	2	14
75	Implementation of Training Modules	Nidal Ayash	Multiplier	Bit Jala	12	2	14
76	Monitoring and Evaluations	Nidal Ayash	Multiplier	Bit Jala	12	2	14
77	Awareness and Advocacy	Nidal Ayash	Multiplier	Bit Jala	12	2	14
78	Relating TVET system to labour market	Nidal Ayash	Multiplier	Bit Jala	12	2	14
79	Occupational Analysis & Curricula Outlines	Nidal Ayash	Multiplier	Bit Jala	12	2	14
80	Design of Training Modules	Nidal Ayash	Multiplier	Bit Jala	12	2	14
81	Implementation of Training Modules	Nidal Ayash	Multiplier	Bit Jala	12	2	14
82	Monitoring and Evaluations	Nidal Ayash	Multiplier	Bit Jala	12	2	14
83	Occupational Analysis & Curricula Outlines	Osam Ayesh	Multiplier	Qiqila/Saift	20	0	20
84	Design of Training Modules	Osam Ayesh	Multiplier	Qiqila/Saift	20	0	20
85	Implementation of Training Modules	Osam Ayesh	Multiplier	Qiqila/Saift	20	0	20
86	Monitoring and Evaluations	Osam Ayesh	Multiplier	Qiqila/Saift	20	0	20
87	Awareness and Advocacy	Osam Ayesh	Multiplier	Qiqila/Saift	20	0	20
88	Relating TVET system to labour market	Osam Ayesh	Multiplier	Qiqila/Saift	20	0	20
89	Occupational Analysis & Curricula Outlines	Osam Ayesh	Multiplier	Qiqila/Saift	20	0	20
90	Design of Training Modules	Osam Ayesh	Multiplier	Qiqila/Saift	20	0	20
91	Implementation of Training Modules	Osam Ayesh	Multiplier	Qiqila/Saift	20	0	20
92	Monitoring and Evaluations	Osam Ayesh	Multiplier	Qiqila/Saift	20	0	20
93	Occupational Analysis & Curricula Outlines	Hamdath Saber/Abdallah Selay	Multiplier	Qiqila/Nabius/Ramallah/Jenin	20	16	36
94	Design of Training Modules	Hamdath Saber/Abdallah Selay	Multiplier	Qiqila/Nabius/Ramallah/Jenin	20	16	36
95	Implementation of Training Modules	Hamdath Saber/Abdallah Selay	Multiplier	Qiqila/Nabius/Ramallah/Jenin	20	16	36
96	Monitoring and Evaluations	Hamdath Saber/Abdallah Selay	Multiplier	Qiqila/Nabius/Ramallah/Jenin	20	16	36
97	Awareness and Advocacy	Hamdath Saber/Abdallah Selay	Multiplier	Qiqila/Nabius/Ramallah/Jenin	20	16	36
98	Relating TVET system to labour market	Hamdath Saber/Abdallah Selay	Multiplier	Qiqila/Nabius/Ramallah/Jenin	20	16	36
99	Occupational Analysis & Curricula Outlines	Hamdath Saber/Abdallah Selay	Multiplier	Qiqila/Nabius/Ramallah/Jenin	20	16	36
100	Design of Training Modules	Hamdath Saber/Abdallah Selay	Multiplier	Qiqila/Nabius/Ramallah/Jenin	20	16	36
101	Implementation of Training Modules	Hamdath Saber/Abdallah Selay	Multiplier	Qiqila/Nabius/Ramallah/Jenin	20	16	36
102	Monitoring and Evaluations	Hamdath Saber/Abdallah Selay	Multiplier	Qiqila/Nabius/Ramallah/Jenin	20	16	36
103	Awareness and Advocacy	Independent Consultant	Multiplier	Nabius, Ramallah, Jerusalem, Hebron	49	25	74
104	Project Management	Independent Consultant	Multiplier	Nabius, Ramallah, Jerusalem, Hebron	30	12	42
105	Proposal Writing	Independent Consultant	Multiplier	Hebron	20	3	23
Total					2,112	636	2,748
Percentage					77%	23%	


 Eng. Nasser Chahin
 TVET PROJECT

Training Courses for Year 2013

#	Name of Training Program	Date	Multiplier/ non-multiplier	Location of the Training	Male	Female	Total number of trainees
1	Monitoring and Evaluation	January 21-22	Independent Consultant	Ramallah/Ankers	21	5	26
2	Automechanics Maintenance	April 13-14	Independent Experts	Ramallah Red Crescent	10	0	10
3	Life Skills	March 28-30	Independent Experts	Ramallah Red Crescent	14	0	14
4	Office Equipment Maintenance	April 27-29	Independent Experts	Ramallah Red Crescent	5	2	7
5	Computers and Networking Maintenance	April 20-22	Independent Experts	Ramallah Red Crescent	15	6	21
6	Electronics System Installation (radio, DVDs,	May 4-9	Independent Experts	Ramallah Red Crescent	16	3	19
7	Information Technology	July 1-3	Independent Experts	Ramallah Red Crescent	5	7	12
8	Electrical Installation, machines and Home	May 18-23	Independent Experts	Ramallah Red Crescent	25	0	25
9	Telecommunication network Installation	May 25-30	Independent Experts	Ramallah Red Crescent	19	5	24
10	Office Management	April 6-8	Independent Experts	Ramallah Red Crescent	11	5	16
11							0
12							0
13							0
14							0
15							0
16							0
17							0
18							0
19							0
20							0
21							0
22							0
23							0
24							0
25							0
26							0
27							0
28							0
29							0
30							0
31							0

Total

141

33

174

Percentage

81%

19%



Date: 8thDec/2013

Project's Equipments Inventory Overview and Suggested Handover Belgian project, Support TO TVET in Palestine

الاجهزة الإلكترونية والأثاث للمشروع البلجيكي/ دعم التعليم المهني والتفني في فلسطين				Institution Name		No
Suggested Handover	الجهة المقترحة لتسليم الاجهزة	عدد البنود ITEM	البند Item	اسم المؤسسة		الرقم
	كلية فلسطين التقنية للبنات- رام الله	26	اجهزة الكترونية، اثاث	وحدة ادارة المشروع البلجيكي- كلية فلسطين التقنية للبنات- رام الله		1
	الادارة العامة للتعليم المهني	2	acer جهاز لاب توب (2)	وزارة التربية والتعليم العالي/ قطاع التعليم العام		
	الادارة العامة للتعليم التقني	1	Lenova (1)	وزارة التربية والتعليم العالي/ قطاع التعليم العالي		
	الادارة العامة للتدريب المهني	1	Lenova (1)	وزارة العمل		
	مركز المناهج	1	Lenova (1)	وزارة التربية والتعليم العالي/مركز المناهج		
	غرفة تجارة وصناعة رام الله	20	اجهزة الكترونية، اثاث	غرفة تجارة وصناعة رام الله		2
	غرفة تجارة وصناعة الخليل	12	اجهزة الكترونية، اثاث	غرفة تجارة وصناعة الخليل		3
	غرفة تجارة وصناعة نابلس	23	اجهزة الكترونية، اثاث	غرفة تجارة وصناعة نابلس		4
	غرفة تجارة وصناعة القدس	28	اجهزة الكترونية، اثاث	غرفة تجارة وصناعة القدس		5
				MoEHE/ Education Higher Sector		
				وزارة التربية والتعليم العالي/قطاع التعليم العالي		
	كلية فلسطين التقنية العروب- الخليل	1	سيارة هونداي 30 I	وزارة التربية والتعليم العالي		6
	كلية فلسطين التقنية للبنات- رام الله	31	اجهزة الكترونية	كلية فلسطين التقنية العروب- الخليل		7
	كلية فلسطين التقنية للبنات- رام الله	32	اجهزة الكترونية	كلية فلسطين التقنية للبنات- رام الله		8
	كلية الامة القدس	31	اجهزة الكترونية	كلية الامة القدس		9
				MoEHE/ General Education Sector		
				وزارة التربية والتعليم العالي/ قطاع التعليم العام		
	مدرسة دير ديوان الصناعية- رام الله	7	اجهزة الكترونية	مدرسة دير ديوان الصناعية- رام الله		10
	مدرسة نابلس الصناعية- نابلس	81	اجهزة الكترونية	مدرسة نابلس الصناعية- نابلس		11
	مدرسة بنات دورا المهنية الثانوية- الخليل	6	اجهزة الكترونية	مدرسة بنات دورا المهنية الثانوية- الخليل		12

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Prof. Naser Ghannam
TVET PROJECT

13	مدرسة الخليل الصناعية- الخليل	32	أجهزة الكترونية	مدرسة الخليل الصناعية- الخليل	13
14	كتب منهاج التعليم المهني- الأردن				14
15	كتب متنوعة لقطاع التعليم المهني والتقني				15
16	نشرات خاصة بالتعليم المهني والتقني				16
	Mol				
	وزارة العمل				
17	مركز تدريب مهني نابلس- نابلس	34	أجهزة الكترونية		17
18	مركز التدريب المهني- حاحول- الخليل	27	أجهزة الكترونية		18
19	مركز تدريب مهني الخليل- الخليل	6	أجهزة الكترونية		19
20	مركز تدريب مهني بيت عور- رام الله	77	أجهزة الكترونية		20
21	نشرات خاصة بالتدريب والتعليم التقني				21
	Hebron CCI				
	غرفة تجارة وصناعة الخليل				
21	شركة أوميغا- الخليل	50	أجهزة الكترونية		21
22	مدرسة الخليل الثانوية الصناعية- الخليل		أجهزة الكترونية		22
	Nablus CCI				
	غرفة تجارة وصناعة نابلس				
23	مركز تدريب مهني نابلس- نابلس	470	أجهزة الكترونية		23
24	مركز شؤون المرأة- نابلس	7	أجهزة الكترونية		24
	Ramallah CCI				
	غرفة تجارة وصناعة رام الله				
25	شركة الامين للتقنيات- رام الله	10	أجهزة الكترونية		25
26	كلية مجتمع المرأة- وكالة الغوث الدولية- رام الله	321	أجهزة الكترونية		26
	Jerusalem CCI				
	غرفة تجارة وصناعة القدس				
27	كلية الامة القدس	45	أجهزة الكترونية		27
28	جامعة القدس- أبو ديس- القدس	277	أجهزة الكترونية		28


Belgian Project, support to TVET in Palestine
PZA 0401311

Projected project savings
&
Suggested utilization of savings

Based on the most recent budget estimates, the TVET project is expected to reach an almost 99% expenditure rate, with a projected project saving by 31/12/2013 of 34000 EUR.

The project management team would like to suggest the SC members to transfer this remaining project savings for a (projected) amount of 34,000 EUR to the Enhancing Capacities and Institution Building (ECIB) Programme.

The justification for this lies in the fact that the ECIB programme is also focussing on the TVET sector in Palestine and therefore the synergies between the two are multifold and moreover the ECIB programme is being implemented with the same partners as the outgoing TVET project (MoEHE and MoL).



التاريخ: 2013-8-13

قائمة التجهيزات الفنية وتوزيعها

ملاحظات	المكان	الكمية	الأدوات والأجهزة	
جهاز فحص متقدم	جامعة بوليتكنك فلسطين	1 /	Power analyzer	1
جهاز فحص متقدم	جامعة بوليتكنك فلسطين	1 /	Combustion analyzer	2
تابع لوحدة تدريبية	جامعة بوليتكنك فلسطين	1 /	Analogue Flow sensor	3
تحسينات فنية تعليمية	شركة ايجل فلक्स	1 /	inverter 15kw	4
تابع لوحدة تدريبية	جامعة بوليتكنك فلسطين	1 /	inverter 0.4 kw	
تابع لوحدة تدريبية	جامعة بوليتكنك فلسطين	1 /	inverter 4kw	
تابع لوحدة تدريبية	جامعة بوليتكنك فلسطين	3	Enclosures	/
تابع لوحدة تدريبية	جامعة بوليتكنك فلسطين	9	Contactors	8
تابع لوحدة تدريبية	جامعة بوليتكنك فلسطين	3	CIRCUIT BREAKERS	9
تابع لوحدة تدريبية	جامعة بوليتكنك فلسطين	3	Power factor contactors	10
تابع لوحدة تدريبية	جامعة بوليتكنك فلسطين	3	Capacitor bank	11
تابع لوحدة تدريبية	جامعة بوليتكنك فلسطين	1	Electrical filter	12
تابع لوحدة تدريبية	جامعة بوليتكنك فلسطين	1	Chock	13
تحسينات فنية تعليمية	شركة ايجل فلक्स	1	Analogue pressure sensor	14
تابع لوحدة تدريبية	جامعة بوليتكنك فلسطين	1	Lights (lamps)	15
تابع لوحدة تدريبية	جامعة بوليتكنك فلسطين	1	Accessories	16
تحسينات فنية تعليمية	شركة رويال الصناعية	3	Power led(50 WATT)	17
تحسينات فنية تعليمية	شركة النشأة للخرافة	6	T8 nion(80 WATT)	18
تحسينات فنية تعليمية	شركة نيروخ الصناعية	3	Power led(50 WATT)	19
تحسينات فنية تعليمية	شركة الديب	4	T8 nion(80 WATT)	20

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Eng. Naser Ghanim
OM-TVET PROJECT

شركة ايجلفلكس ابريسيف

نموذج استلام عهدة

التاريخ: 2013/06/12

تقر شركة ايجلفلكس أبريسيف أنها استلمت من السادة "شركة أوميغا للإلكترونيات والكهرباء"
جهاز تحكم بالسرعة (iNVERTER PART NO.CIMRVC4A0031)، عدد (1) بقدرة 15 واط
وذلك ضمن المشروع البلجيكي الممول للبرنامج التدريبي "إدارة وترشيد استهلاك الطاقة
الكهربائية في المصانع".

المستلم عن الشركة .

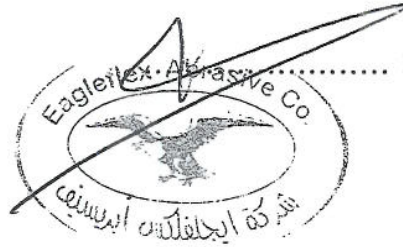
الإسم: السيد الجوهري

التاريخ: 12/6/2013

التوقيع: 

لإستخدام إدارة شؤون الموظفين فقط

تم تسليم العهدة للمذكور أعلاه من قبل: خريز عرجة بتاريخ 10/6/2013



توقيع مدير شؤون الموظفين:



التاريخ: 2013/06/19

نموذج استلام عهدة

نقر نحن في اتحاد الصناعات المعدنية والهندسية بأنن استلمنا من "شركة زاهدة للكمبيوتر والانترنت" جهاز لابتوب من نوع LENOVO عدد (1) وذلك ضمن المشروع اتبجيكي الممول للبرنامج التدريبي "إدارة وترشيد استهلاك الطاقة الكهربائية في المصانع".

الإسم:
التوقيع:

التاريخ: 2013/6/19

لإستخدام إدارة شؤون الموظفين فقط

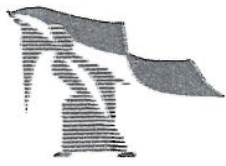
تم تسليم العهدة للمذكور أعلاه من قبل شركة زاهدة للكمبيوتر والانترنت

بتاريخ 2013/6/19

وعليه نقر ونوقع ..



Eng. Husein Ghannim
PFI-TVET PROJECT



مركز شؤون المرأة والأسرة
Women And Family Affairs Center

6/8/2013

السيد مدير المشروع البلجيكي المحترم
المهندس نصر غانم المحترم
السادة في غرفة تجارة وصناعة نابلس المحترمين

الموضوع: المعدات "الأجهزة المكتبية" التي تم استلامها من المشروع البلجيكي.

تحية طيبة وبعد،

بعد التحية، إليكم ما تم استلامه من المعدات "الأجهزة" ضمن المرحلة الثالثة من مشروع "حق في اختيار وظيفة مناسبة" المنفذ من قبل مركز شؤون المرأة والأسرة وشركة توب تيك للالكترونيات بالتعاون مع غرفة تجارة وصناعة نابلس وبدعم من المشروع البلجيكي "مشروع دعم التعليم والتدريب المهني والتقني في فلسطين".

قائمة بأسماء المعدات (الأجهزة المكتبية) التي تم استلامها من المشروع البلجيكي:		
العدد	المعدات	
١	Laptop: HP ProBook 4540S Notebook PC I5-3230M	
٣	Desktop: HP Pro 3500 Mico Tower PC I5-3470	
٢	External HD 1T	
١	Camera Canon EOS 600D	

شاكرين لكم حسن تعاونكم واهتمامكم

مديرة المركز
سمية الصفدي

مركز شؤون المرأة والأسرة
ص.ب (١١٩٤) نابلس - الضفة الغربية
تلفون وفاكس: ٠٩/٣٧٧٧٢٤

نابلس، ص.ب ١١٩٤ الضفة الغربية - فلسطين، هاتف: ٠٩-٢٣٤٥٧٧٤، فاكس: ٠٩-٢٣٤٣٨٠٧

Nablu, P.O. Box 1194, West Bank, Tel:09-2345774, Fax: 09-2343807

E-mail: wafsum@yahoo.com

Original

NO
3031

Delivery Note

مشتغل مرخص رقم
VAT NO.987700267

Order No: A3.141-13-76

Date: -- 4/6/2013 -- التاريخ

المشردى الكهربائى بوزارة
صناعة وقطاع نابل

sent to: ... نابلس ...

Address: ... نابلس ... العنوان

ITEM	DESCRIPTION	Model	QTY
1	Demonstration Panel for study and Testing on Distribution systems		1
2	Training System for studying Electric Testing in Building		1
3	Loop/Psc Tester 400371231 400371232		2
4	Demolition Hammers GSH 388 BOSCH		2
	40000000 40000000		

Sig: ... مستلم توقيع

تم الإستلام بذكر اولى ومدرى فقط

ing. M. ...
PM-TVEI PROJECT

التاريخ: 2013/12/08

السادة كلية فلسطين التقنية المحترمون.
رام الله - فلسطين.

الموضوع: محضر اجتماع إعادة توزيع أجهزة المشروع البلجيكي لتطوير التدريب المهني في فلسطين (تطبيقات المحمول والمحتوى الرقمي).

تحية طيبة وبعد،،

بعد انتهاء المشروع أعلاه، وبناء على طلب من كلية فلسطين التقنية، فقد تم الاجتماع بتاريخ 2013/12/04، وقد حضر كل من:

1. السيد مصعب العيوشني النائب الأكاديمي - كلية فلسطين التقنية.
2. السيد م. رزق شاهين - كلية فلسطين التقنية.
3. /نسرین الشیخ - كلية فلسطين التقنية.
4. السيد لؤي القطر مدير شركة الأمين للتقنيات.

وقد نوه السيد لؤي القطر الى التوصية ببقاء الأجهزة لدى الشركة للأسباب التالية:

1. الأجهزة انتقلت بعناية رغم تخفيض الميزانية من 20000 الف يورو الى 11000 يورو، وذلك لتكون بيئة تطوير وفحص تطبيقات المحمول على عدة أنظمة مختلفة، وعدة موديلات من هذه الأنظمة وخاصة المشهورة منها والأكثر انتشاراً، وهذه المجموعة بفضل أن تكون وحدة واحدة.
2. هذه الأجهزة سوف تستعمل في مشاريع أخرى سواء مع الكلية أو مع مؤسسات تدريب فلسطينية أخرى، حسب الرسالة التي وجهت للمشروع البلجيكي، وبناء عليه دخلت في أصول الشركة، بناء على طلب من إدارة المشروع.
3. سهولة نقل هذه الأجهزة واستخدامها في مشاريع أخرى بدون الدخول في بيروقراطية الإدخال والإخراج خاصة في المؤسسات الرسمية.
4. لم يشارك المدربون في المشروع بشكل فاعل مما يؤهلهم استخدام هذه الأجهزة في التدريب والتطوير.
5. اقترحت الشركة في إعطاء دورات حديثة لطلبة الكلية لمواكبة التطور التكنولوجي Android, iOS, HTML5، وإشراك الطلبة في مشاريع للشركة.
6. من إحدى أهداف المشروع هي الديمومة، وتوزيع هذه الأجهزة يفقد هذه الديمومة.

وبناء على رغبة الكلية في الحصول على جزء من هذه الأجهزة، فقد تم الاتفاق التوزيع حسب الجدول المرفق.

الأجهزة التي ستكون بحوزة كلية فلسطين التقنية هي:

رقم	الوصف Description	النوع Type	الموديل Model	رقم التسلسل Serial No.	تاريخ الاستلام Delivery Date
3	Mac Mini	PC	MD387LL/A	C07JC3NMDWYL	17-3-2013
4	iPhone 4	Smart	MD128B/A		17-3-2013

	820314KXA4T		phone		
17-3-2013	GH90-10615K	GT-19300	Smart phone	Samsung Galaxy SIII	5
17-3-2013	R32CB055ZTK	GT-P8110HAAXAR	Tablet PC	Nexus 10 Tablet	7
14-3-2013	C3TJRZEEF4K4	MD723BT/A		iPod 5	8
14-3-2013	DMPK58NCF182	MD510HB/A	Tablet PC	iPad4	10

الأجهزة التي بحوزة شركة الأمين:

رقم	الوصف	النوع	الموديل	رقم التسلسل	تاريخ الاستلام
رقم	Description	Type	Model	Serial No.	Delivery Date
1	iPod touch		ME178BT/A	CCQJT324F96T	24-2-2013
2	Mac Book Pro	Laptop	MC975LL/A	C02JXIERDKQ1	17-3-2013
6	LG Nexus 4	Smart phone	LG-E960	301KPDT796498	17-3-2013
9	iPad Mini	Tablet PC	MD531LL/A	F4LK412YF196	14-3-2013

وبناء عليه سنقوم بإخراج هذه الأجهزة التي ستتقل إلى كلية فلسطين التقنية من أصول الشركة، وإدخالها إلى أصول كلية فلسطين.

وبناء عليه تم التوقيع على محضر هذا الاجتماع.

أديال البردوي

نسخة كلية فلسطين التقنية

نسخة شركة الأمين للتقنيات

نسخة إدارة المشروع البلجيكي.

Dr. Naser Ghannam
M-TVET PROJECT

PROJECT TENDERS

PROJECT : Support to TVET in Palestine

Works
Goods
Services

Own management
Joint management

[illegible]

