

○ STRENGTHENING TVET SYSTEMS AND INCREASING TVET ENROLMENT IN LINE WITH LABOUR MARKET NEEDS

Implementing the Palestinian National Employment Strategy

○ Thematic Fiche 06

○ *Background*

The Occupied Palestinian Territory has

76 TVET CENTRES,

including

58 *managed by*

THE MINISTRY OF EDUCATION

(vocational and industrial schools), and

THE MINISTRY OF LABOUR

(vocational training centres).

In addition, over 200 educational and cultural centres provide TVET services. Still, enrolment in these schools and centres remains very low. In 2018, TVET students represented only five per cent of total secondary education students (10-12 grades). In 2019, some 4,500

students applied to attend MoL-run vocational training centers that have capacity for about half that number.

>200 educational and cultural centres provide TVET services.

The Palestinian Authority has prioritized increasing enrolment in TVET centres to counter unemployment and bridge the supply-demand gap in the labour market. As such, the National TVET Commission was established by Decree-Law No. (4) of 2021, with the aim of establishing a national policy, regulatory and supervisory references for the TVET sector, and building a TVET system capable of contributing to social and economic development, in line with national policies and international standards. The establishment of the TVET Commission aims to reduce unemployment, informed by labour force survey data which consistently suggest a lower unemployment rate among TVET graduates compared to those graduating from academic programmes.

In addition, TVET provides

a pathway for skilled workers.


However, potential drawbacks of vocational training are its relatively high start-up cost, as well as the low wages of its graduates compared to the wages received by university graduates. Most TVET graduates are employed in the service sector despite inadequate government and private sector engagement in this sector. Furthermore, TVET programmes entrench horizontal gender segregation in the labour market, whereby women end up with traditional occupations and jobs.

○ **Main gaps**

Despite recent achievements in educational enrolment and the expansion of programmes, many reforms have yet to be introduced to the TVET sector.

 **Though in place, the TVET Strategic Plan has not been translated into action,**

particularly in relation to coordination and governance.


 **TVET service providers continue to operate within a fragmented framework,**


reporting to different ministries. A consolidated accreditation and certification system is not in place.

 **Coordination between TVET programmes and the private sector appears feeble.**


Most non-governmental-funded vocational apprenticeship programmes are

Most students engaging in vocational apprenticeship activities


 **do not receive any income,**
with the exception of a mediocre transportation allowance.

 **Employers report that TVET graduates lack life skills,**


including languages, customer service and persistence.


 **neither adequately organized nor do they award recognized TVET certificates.**

In-training and on-site rewards to vocational apprentices can help employers build a workforce, rather than only training apprentices who leave the facility after training and move to another workplace.

 **TVET-private sector linkages continue to be weak.**

Most TVET curricula focus on a narrow number of occupations, and teaching methods remain teacher-centred.

 **Interest in TVET remains poor, especially among females.**

 **Teaching staff lack proper qualifications**

to keep pace with the evolving world of work, and even TVET needs. Overall, major investment is needed.

○ **Geography, Gender & Social Inclusion**

Women are half as likely to enrol in TVET programmes as their male counterparts (9.1% males compared to 4.6 % females).¹ This compounds an existing skills gap that influences female and youth employment. Employers from all sectors say they face difficulties in filling vacancies and in finding employees with the requisite technical skills.

Often employers' attitudes towards female applicants are highly discriminatory in terms of employability and what women workers can do.²

The agriculture sector views the skill gap as more severe as compared to respondents in other sectors; notably, females do not enrol in agricultural TVET programmes at all. It is important to note, too, that Area C students and graduates live in remote areas far from most existing TVET centres and services.

¹ PCBS, 2018

² See The Belgian Project – Supporting (TVET) in Palestine. (2011) "Qualitative and Quantitative Training Needs Assessment Study for the Qualified Workforce Within the Basic Work Levels."

○ Areas for Development

TVET development should be accelerated in line with government planning and strategies by

Expanding the TVET system

and available opportunities, particularly at the university level, including establishment and development of TVET institutions;

Upgrading TVET curricula

to include life/soft and non-vocational skills and work-based learning;

Supporting the MoL and Ministry of Higher Education and Scientific Research

to bridge institutional, legal and financial gaps

and ensure full National Qualifications Frameworks (NQF) implementation and application (this should include submission of professional skills certificates, recognition of prior learning and current competencies, and efficiency standards of skills as essential components to implement NQF);

Addressing TVET system shortfalls that lead to

low educational outputs;

Supporting TVET schools

to develop work- and competency-based education by, inter alia, upgrading facilities, expanding schools, increasing enrolment rates, and building partnerships between schools, TVET colleges and private sector to design and implement work-based learning programmes;

Promoting education management information systems

as education planning tools and monitoring the importance of education outcomes; and

Aligning educational outputs with labour market needs

through partnering with private sector establishments in manufacturing, agriculture, banking, and ICT sectors.

○ Risks & Challenges

Given the persistence of COVID-19 and its impact on the economy, the TVET action plan may need to be revised to take account of the unfavourable economic cycle and to place more emphasis on short-term labour-intensive programmes.

○ Desired Outcomes

1. Improve alignment of education and higher education with labour market needs.

Access to employment through appropriate education and training is vital for socioeconomic development and welfare. Affecting all sectors, the mismatch between workers' and jobseekers' skills and the needs of the labour market not only risks increasing unemployment rates, but also undermines any potential economic growth.

Accordingly, this objective focuses on accelerating the development and reform of TVET and promoting quality education to achieve the following:

- ▶ Increase TVET enrolment rate (currently at 4.8 per cent) of the total number of 10th graders.
- ▶ Increase by 2025 the percentage of students registered and enrolled in TVET institutions (from 11.3 per cent) of the total number of students who successfully complete secondary education.
- ▶ Increase the number of schools with integrated TVET and life-long learning education.
- ▶ Ensure that unemployed male and female youth (aged 15-29) acquire and develop life skills to undertake employment in an occupation.

Vocational units will be established and equipped for immediate use in at least 100 schools. At least 50 training of trainer courses will be held using those units, targeting at least 100 teachers in partnership with employers. A system for monitoring student preferences will be developed and tested in 2021, and deployed in 2022. An awareness and guidance programme will be designed in partnership with the private sector. Local media programmes will be prepared to raise public awareness, among primary and secondary school students in particular, of the importance of TVET and its employment prospects. This will be accomplished by building on existing interventions, which have proved instrumental for promoting TVET enrolment in recent years.

1.a. Align TVET with labour market needs, both quantitatively and qualitatively through close private–public partnership

Indicators

- ▶ Number and nature of TVET programmes developed or created on the basis of labour market needs, and number of students enrolled in these programmes by gender.
- ▶ Rate of annual increase in TVET institutions which introduce entrepreneurship and life skills courses or programmes within compulsory education programmes.
- ▶ Percentage of students enrolled in TVET and receiving labour market training.
- ▶ Percentage of qualified teachers by vocational qualification competencies.
- ▶ Percentage of employers' satisfaction with TVET processes and outputs.

1.b. Encourage TVET enrolment, particularly among females

Indicators

- ▶ Percentage increase in TVET enrolment rates, by gender.
- ▶ Percentage of academic schools with active TVET units, by gender of students.

○ *Priority Investment Needed*

\$150,000



for aligning
**TVET with
 labour market
 needs**

in public-private
 partnership.

\$3.2 MILLION



**for developing
 and upgrading
 TVET curricula**

at vocational schools,
 TVET centers and higher
 education institutions.

\$250,000



for development of
**TVET programme
 accreditation
 framework.**

\$1.9 MILLION



**for specialized
 training
 programmes**

for TVET employees
 in line with the
 TVET strategy.

\$103 MILLION



**for new schools
 and TVET centres**

to be constructed
 and equipped.

\$8.8 MILLION



**for increasing
 absorptive
 capacity**

of TVET schools
 and centres

by at least 20 per cent,
 including a governmental
 TVET university.

\$3 MILLION



for infrastructure development

for three higher TVET institutions in line with labour requirements.

\$150,000



for a national system

to identify and bridge student educational gaps.

\$3.5 MILLION



for vocational units

in at least 100 schools.

\$500,000



for a unified system

to track TVET graduates, measure employer satisfaction and forecast market needs.

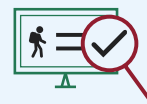
\$1 MILLION



50 training of trainers courses

for at least 1,000 teachers.

\$120,000



to develop and deploy a system **to examine students' preferences in schools.**

