ETF Working together Learning for life

European Training Foundation

Torino Process: Towards Lifelong Learning

National validation meeting Palestine online

17 November 2025

REVIEWS OF POLICIES FOR LIFELONG LEARNING: PALESTINE

Findings and recommendations

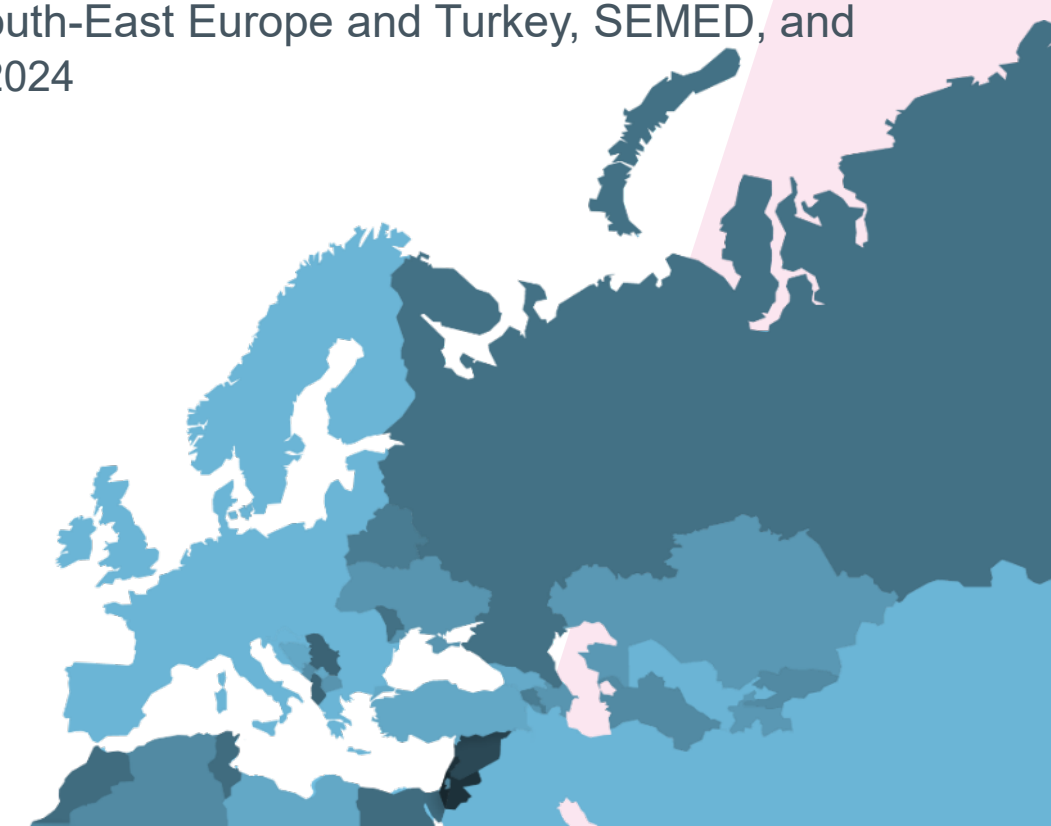
Rabeh Morrar

William Bartlett

Southern & Eastern Mediterranean, Western Balkans & Turkey, Eastern Europe and Central Asia.

Torino process: Coverage and purpose

- Biennial review of VET in countries of the Eastern Partnership, South-East Europe and Turkey, SEMED, and Central Asia. Rounds in 2010, 2012, 2014, 2016, 2018-2020, 2022-2024
- Records policy progress from the perspective of countries
- Enables context-sensitive interpretation of evidence
- Allows for wide array of questions for cross-country analysis



ETF Working together Learning for life

European Training Foundation

Torino Process architecture

Level 1: MONITORING

Focus on **RESULTS/PERFORMANCE**

How well do education and training systems deliver?

- System-wide overview, all countries (annual)

Level 2: REVIEWING

Focus on POLICIES/SYSTEM ARRANGEMENTS

Which policies help or prevent systems deliver?

- In-depth analysis of selected policies and themes (on demand)

What focus?

Access and participation

- Access to various levels of education
- Access to adult education and LLL
- Participation and graduation

Quality and relevance of learning

- Quality and relevance for youth
- Responsiveness to external developments
- Openness to innovation
- Promotion of excellence

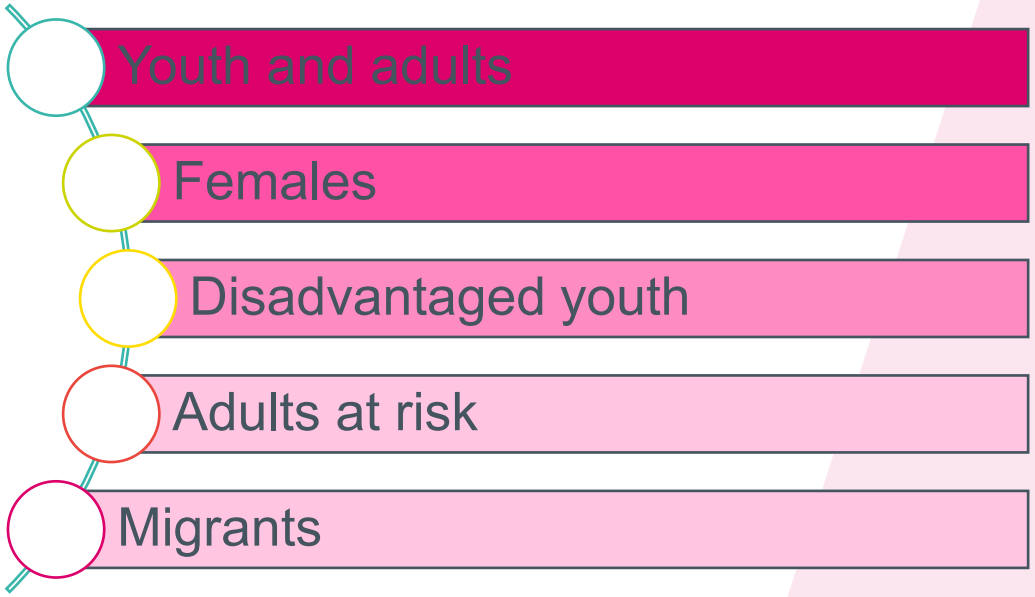
System organisation

- Management of education and training
- Human and financial resources

Contextual information

- Economy
- Society
- Demography

Populations of learners



ETF Working together Learning for life
European Training Foundation

REVIEW OF POLICIES FOR LIFELONG LEARNING

OBJECTIVES

- Support the **operationalisation of lifelong learning** policies by tracking and analysing system performance on lifelong learning
- Foster **policy learning on lifelong learning** through peer exchange and exploring options
- Improve **data collection on lifelong learning** and reinforce monitoring and evaluation culture in ETF partner countries

REVIEW OF POLICIES FOR LIFELONG LEARNING

PROCESS

- **Highly participatory:** Ensure further ownership by the country stakeholders through co-creation of policy insights and actions – site visits, consultations, other types of dialogue.
- **Demand driven:** participation on a voluntary basis. Formal expression of interest by partner countries.
- **Anchored in researches and interactions: 1)** Preparation and desk research; **2)** Field visit and dialogue; **3)** discussion and validation of findings.

POLICY REVIEW IN PALESTINE

IMPLEMENTATION MODALITIES AND TIMING

PHASE 1 (February 2025)

- Launch event
- Review launch, team consolidation and workplan

PHASE 2: March 2025

- Desk research and issues paper

PHASE 3: April – June 2025

- Site visits, direct consultations with stakeholders in selected regions of the West Bank

PHASE 4: July – December 2025

- Reporting
- Validation event
- Review finalisation

ETF Working together Learning for life

European Training Foundation

SECTION

KEY FINDINGS

Torino Process 2022-2024: Towards Lifelong Learning

National validation meeting Egypt

Cairo , 26 May 2025

Key findings and policy recommendations: Outline

1. The institutional framework
2. The policy framework
3. The quality assurance framework
4. Private sector partnership for WBL
5. Challenges in access to TVET in Palestine
6. The quality and relevance of TVET
7. The Impact of the conflict in Palestine
8. Key policy recommendations

The institutional framework

TVET institutional framework in Palestine

The Palestinian TVET system is caught in a cycle where progressive policy ideas have been stifled by deep-seated institutional fragmentation

The recurring failure to establish a durable "national umbrella" authority ensures that reform efforts remain disjointed and non-sustainable

Institutional landscape and fragmentation

Diverse Actors, Fragmented Governance: The TVET sector is populated by numerous independent entities, including Government Ministries (MoEHE, MoL, MoSD), UNRWA, NGOs, and Private Companies

Core Issue: This independent operation leads to fragmented governance, resulting in duplicated responsibilities and significant policy inconsistencies

The Void: The system currently suffers from a critical lack of a coherent vision and unified strategic planning. There is not one institution or ministry guiding the sector

Failed attempts at centralisation

Higher Council for TVET (HCTVET):

- **Established:** 2005, as a strategic political body
- **Goal:** Improve coordination and align training with labour market needs
- **Outcome:** Paralysed by political division and later disbanded

National TVET Commission (NTC):

- **Approved:** 2014, to act as a "national umbrella" for policy, development, and evaluation
- **Initial Failure:** Frozen immediately due to stakeholder disagreements and overlapping mandates
- **Reinstated:** January 2020, replacing the HCTVET
- **Final Collapse:** Dissolved in April 2025 to streamline government expenditures, leaving a critical vacuum

Consequences of fragmentation

- **Policy & Reform Stagnation:**

Dissolution of the NTC was a step backward, leading to the collapse of governance and stalling of reforms (National Strategy, Qualifications Framework)

- **Quality Erosion & Duplication:**
  - Ministries and organisations oversee overlapping areas, causing inefficiency (e.g., institutions needing dual accreditation from MoL and MoEHE)
  - Proliferation of unlicensed, low-quality private centres (e.g., in beauty and short-course sectors) operating with limited oversight, which undermines established, compliant institutions
- **Human Capital Gap:**
  - Difficult to attract qualified private-sector practitioners due to low government salaries, resulting in trainers who may lack practical or modern technical experience
  - Emerging fields (e.g., AI, green tech) are hard to integrate without a national roadmap

Coordination mechanisms (limited progress)

Local Employment and TVET (LET) Councils:

Established by the Ministry of Labour to strengthen local-level collaboration and awareness

Government-Partner Structures: Established or planned efforts to align with donors/businesses:

Sector Working Group (SWG)

Planned National Sector Skills Councils (NSSCs) to promote demand-driven skills

Donor Coordination:

In the absence of a central body, donors must resort to bilateral coordination with individual ministries, inadvertently hindering sustainability and sometimes contributing to fragmentation by pursuing their own agenda

Monitoring & Evaluation (M&E) failure

- **Data Silos:**

M&E responsibilities are split across MoL, MoEHE, MoSD, PCBS, and UNRWA, with no unified database

- **Information Deficit:**

Data is often incomplete, inconsistent, and lacks the micro-level detail needed for evidence-based decision-making.

- **Poor Market Alignment:**

The system lacks a reliable, unified Labour Market Information System (LMIS) for skill forecasting, forcing providers to rely on informal signals or perceived "trends," leading to a mismatch between graduates and market needs.

The policy framework

Main policy milestones

Policy/Strategy	Year	Key Focus Areas
National TVET Strategy (Revised)	2010	Work-Based Learning (WBL) and apprenticeships to link learning to real work. Included "Green" skills and principles of Lifelong Learning.
Education Sector Plans (ESSP, ESS)	2017–2023	Reinforced WBL and apprenticeships; emphasised stronger collaboration between vocational schools and the private sector.
MoL Strategic Plan	2021–2025	1. Expand TVET (especially at university level). 2. Address structural/financial gaps. 3. Encourage entrepreneurship. 4. Expand Continuing VET (CVET) for job seekers.

The policy gap: Vision vs. reality

- **The policy problem**

Despite policy goals promoting coherence, the fragmentation of the TVET sector prevents them from being implemented effectively.

- **Lack of a unified strategic vision**
  - The last comprehensive TVET strategy dates back to 2010 (nearly 15 years ago).
  - Recent strategic documents (Education, Employment, SDGs) address TVET outcomes but lack an overarching, unified vision for the sector itself.
  - The dissolution of the NTC sealed this fate, leading to "a lack of unified strategic vision and poor integration of outputs across institutions."

- **The consequence**

Each ministry or organisation works on its own strategy, resulting in overlapping and duplicated interventions instead of a cohesive national framework.

Mismatch with the labour market

- **Donor-driven agenda**

In the absence of a national strategy and reliable data, vocational programs are often "donor-driven" or "trend-based" rather than aligned with actual economic needs

- **Outdated curricula**

Curricula are often described as formal and irrelevant to the rapidly evolving needs of the private sector in emerging fields like digital marketing or renewable energy

- **Skills gap**

While the private sector demands specialised, modern skills, training programs frequently fail to provide them, creating a persistent gap between theoretical classroom knowledge and the practical competencies required for employment

Policy consequences of institutional fragmentation

Element	Challenge	Resulting Impact
Governance Structure	Fragmented Actors: Ministries (MoL, MoEHE, MoSD), NGOs, UNRWA, and private entities operate independently.	Duplication & Inconsistency: Roles overlap, leading to policy implementation inconsistencies and operational inefficiencies.
Central Authority	Institutional Void: Failure and dissolution of coordination bodies (HCTVET, NTC) have left the sector with "no one institution" to lead.	Policy Collapse & Loss of Vision: Lack of a unified national strategy, stalling critical reforms (e.g., Qualifications Framework).
Coordination	Bilateral Silos: Ministries focus on their own agendas; donors are forced into bilateral coordination.	Hindered Sustainability: Interventions are temporary, fragmented, and lack the holistic structure needed for long-term impact.

Quality assurance framework

Quality assurance framework: Policy tools in place

National Qualification Framework (NQF)

- **Established:** 2022
- **Purpose:** To provide a basis for quality assurance, classify qualifications, establish learning outcomes, and promote **transparency** regarding the value of qualifications

•Palestinian Occupational Classification (POC)

- **Purpose:** To formally recognise and classify skills and qualifications, especially those previously undocumented.

•Strategic Support: The Education Sector Strategic Plans (2017–2023) generally support the development and use of these tools

Critical gaps in implementation

- **Absence of central authority**

A national QA authority has not been created, and there is a significant "absence of a unified national system to monitor and evaluate" quality

- **Fragmented responsibility**

Several ministries (MoEHE, MoL, MoSD) are responsible for different parts of QA, leading to an inability to establish a coherent and responsive framework

- **Weak M&E culture**

Key tools like tracer studies and systematic M&E are not used regularly

Quality control efforts focus narrowly on inspections and inputs (paperwork) rather than continuous improvement based on regular feedback and adaptive planning

Data on student performance and outcomes is "unorganised and not systematically tracked."

Licensing and standardisation deficits

- **Licensing focus on input, not quality**

Licensing by the MoL is heavily criticised for focusing on space and documents, not actual training quality or student outcomes

There is a lack of mechanisms to control programme content or curriculum quality after initial licensing

- **Uncontrolled competition**

The weak QA system has enabled the "random spread" of non-accredited and unlicensed training centres

These centres operate cheaply, sometimes from private homes, undermining established, compliant institutions and diluting overall standards.

- **Lack of unified standards**

There is a deep issue related to unifying terminology, content, programme design, hours, and accreditation requirements across institutions

- **Trainer qualifications ambiguity**

No national framework exists for centres to approve virtually anyone to deliver a course based on regulating trainer qualifications, allowing internal assessment

Overcoming Constraints: Political and Financial Barriers

- **Mobility restrictions (occupation)**

Israeli restrictions on movement severely hinder the ability of official inspectors (MoL) to conduct consistent monitoring and field visits across the West Bank, allowing many unlicensed centres to operate unchecked

- **Government capacity**

The government's prolonged financial crisis has weakened the MoL's human and technical capacity to carry out consistent monitoring and enforcement

The lack of a functioning QA framework means there is no reliable way to guarantee that a qualification translates into the skills the labour market needs

Private sector partnership for work based learning (WBL)

Private sector partnership: The missing bridge

- **Limited and unsustainable**

Private sector involvement is generally limited, sporadic, and project-based (often donor-driven), not systematic or sustainably embedded

- **Perception of burden**

Businesses frequently view hosting trainees for Work-Based Learning (WBL) as an additional financial burden rather than an investment

  - Costs include raw materials, insurance, and overall operational time

- **Lack of recognition**

Investing in training is often perceived as having limited value because it is neither subsidised nor formally recognised within existing policy frameworks

Requirements for success with WBL

To make WBL systematic and sustainable, the following are needed

Sustainable Funding Mechanisms: Introduce wage subsidies for trainees, tax incentives, cost-sharing schemes, or performance-based grants to offset the burden on businesses

Robust National Framework: Establish a strong national body (the solution to the fragmentation crisis) with the political will to regulate and unify the sector

Key bafriers to effective work-based learning

Barrier Type	Description
Financial	Lack of Incentives: There are insufficient financial mechanisms (wage subsidies, tax exemptions, cost-sharing) to compensate businesses for the costs of training. Interviewees state: "The private sector must receive incentives."
Administrative	Administrative Hurdles: Businesses face administrative complexity and unclear return on investment for hosting trainees.
Strategic/Internal	Capacity Deficit: Small and micro-enterprise is often lack the internal capacity or strategic vision to: 1) Define their specific skill needs. 2) Build organised, long-term relationships with training institutions.
Systemic	No Standardised Mechanism: Lack of standardised, reliable tools for businesses to articulate their specific skill needs to TVET providers.

Challenges in access to TVET

Overview: Comprehensive Barriers to TVET Access

Crippling Financial Crisis

Students blocked by unsustainable transport costs; institutions paralysed by insufficient budgets and unstable donor dependency.

Resource & Infrastructure Gaps

Specialised programmes are cost-prohibitive. Modern equipment often sits unused due to a lack of basic materials or maintenance.

Critical Trainer Shortage

A lack of qualified, market-relevant instructors (especially in digital/AI) means training is outdated and disconnected from industry.

Broken Work-Based Learning

Private sector views training as a "financial burden." Apprenticeships lack formal structure or accreditation, failing to bridge the skills gap.

Pervasive Mobility Barriers

Checkpoints, road closures, and severe safety risks (especially for women) make travel unpredictable and a primary driver of high student dropout.

Social & Systemic Exclusion

Deep social stigma (devaluing TVET for women), a lack of career guidance, and cessation of services for students with disabilities undermine equity.

ETF Working together Learning for life

European Training Foundation

SECTION

CHALLENGES IN ACCESS TO TVET:

Financial constraints
Educational resources and equipment
Barriers to work-based learning opportunities
Dropout and retention
Territorial mobility and barriers to access
Students with disabilities
Gender disparities

Financial constraints: Student/family financial strain

- **Costs of access: Inability to afford tuition and especially significantly increased transportation costs (often doubling/tripling), leading to withdrawals.**
- **Costs for programmes: Specialised technical programmes (e.g., Culinary Arts, AI, Vehicle Maintenance) are undermined by expensive equipment, consumables, and software licenses.**
  - *Example:* One culinary programme postponed due to needing over $55,000 in equipment.
- **Cost of living: Families prioritise basic needs (food/rent) over education due to reduced incomes (unemployment, part-time public salaries).**

Students often choose immediate, sometimes informal, work over continued education.

Educational resources and equipment

- **Insufficient funding**

Government budgets fail to cover essential running costs (e.g., daily consumables, raw materials), leading to course pauses or inability to launch key programmes

Shortages and inadequate facilities directly limit student enrolment capacity and degrade the quality of practical, hands-on training.

- **Underutilisation of assets: Existing equipment (often donor-funded) is frequently left unused due to:**

Lack of qualified trainers who can operate and teach with the modern tools.

Lack of raw materials or maintenance support.

- **Weak industry links: Institutions rely heavily on unstable donor funding for major equipment purchases due to:**

Few formal, long-term industry partnerships for resource-sharing or co-investment.

Digital & Trainer Gaps in TVET

- **Digital gaps limit the development of practical skills:**
  - Remote learning does not fully replace hands-on practice for fields requiring manual skills (e.g., mechanics, culinary, carpentry). Students risk graduating with gaps in technical competence
- **The high cost of modern tech limit access to cutting-edge courses:**
  - Institutions cannot afford the expensive software licenses and hardware (e.g., for AI or hybrid vehicle maintenance) without donor support
- **Critical shortage of qualified trainers:**
  - It is challenging and expensive to find instructors proficient in emerging, in-demand technical and digital fields (e.g., AI applications)
  - Institutions rely on academic staff who lack sufficient industry experience for practical relevance
  - Modern equipment often goes unused due to a lack of qualified staff to operate or teach with it
- **Quality and relevance risk:**
  - The digital ecosystem for quality tracking and certification is immature
  - Training can become outdated due to the need for continuous costly revision and upgrade.

Barriers to work-based learning opportunities

- **Lack of structure and accreditation:**
  - WBL opportunities, including apprenticeships, are not systematically implemented and lack a formal regulatory framework
  - Apprenticeships are often unaccredited, unpaid, and not closely coordinated with the private sector
- **Private sector hesitation and financial burden:**
  - Businesses, especially SMEs, view WBL as an "additional financial burden," not an investment
  - Lack of government incentives (e.g., tax exemptions) to encourage private sector participation
- **Quality gaps and oversight:**
  - Lack of national framework to assess the quality or consistency of practical training
  - Institutions report a "lack of institutional follow-up" on training content, creating a disconnect between learning and market needs
- **Resource and mismatch issues:**
  - TVET centres lack modern, specialised equipment (they are "expected to prepare students for the future of work, but without the future's tools")
  - Placement efforts are often restricted by mobility/checkpoint issues, forcing schools to place students locally rather than where the best market opportunity exists

Dropout and retention

- **Financial difficulties cause dropping out:**
  - Dropout rates are as high as 20–25% due to the collapse of family income.
  - Increased transportation costs make regular attendance impossible for many.
- **Geographical and security barriers:**
  - Road closures and checkpoints turn a 15-minute trip into hours making attendance unpredictable
  - This disproportionately affects female students, with many withdrawing due to parents' fears.
- **Expectation mismatch and guidance failure:**
  - Students choose specialisations "without sufficient guidance" or labour market data, leading to dropping out when the field proves too difficult or job prospects are unclear
  - A preference for university education leads some students to leave the vocational track
- **Institutional weaknesses (retention):**
  - Most centres lack structured retention strategies (e.g., formal policies, early dropout alerts, counselling).

Adaptation and resilience:

Institutions have adopted hybrid models (Zoom + in-person) and offered financial flexibility (instalment payments, accommodation) to maintain student continuity.

Territorial mobility and barriers to access

- **Physical and financial access blocked:**
  - High transportation costs, security checkpoints, and road closures make daily travel difficult for rural students and trainees
  - Occupation checkpoints and violence create safety concerns for female students
- **WBL quality compromised:**
  - To mitigate mobility issues, students are placed close to home (often in rural enterprises).
  - These lack the equipment or qualified mentors, so trainees acquire outdated skills
- **Institutional strain:**
  - Urban centres are more appealing and accessible, but rural students struggle to reach them.
  - Monitoring and follow-up of trainees is difficult due to distant training locations
- **Partial digital solutions:**
  - Hybrid learning models (e.g., Zoom classes) have been adopted to overcome time and mobility constraints, expanding access to learning for those who couldn't attend otherwise
  - But this insufficient as a substitute for practical training using real equipment and labs

Students with disabilities

- **High costs of specialisation**

Vocational rehabilitation is inherently complex and costly, requiring specialised equipment and staff, which is unaffordable during a financial crisis

- **Access severely constrained**
  - The financial crisis has led to the closure of essential services like assisted transportation
  - Many conventional TVET institutions lack basic accessibility infrastructure (e.g., elevators) and adapted specialisations
- **Mobility crisis amplified (case study)**
  - The only dedicated public TVET centre for disabilities (in Nablus) had its budget sharply reduced, forcing it to cut specialised transportation
  - Attendance is now largely restricted to local Nablus residents, as frequent checkpoints and violence prevent students from surrounding areas from commuting

Adaptation and support

Specialised centres strive to provide access through individualised assessments, content customisation, and support systems (coordination with NGOs, counselling, financial aid)

Gender disparities

- **Entrenched social stigma:**
  - Parents favour university over TVET for daughters, viewing vocational certificates as "merely symbolic" rather than credible qualifications for professional employment
  - Parental influence limits girls' choices, often steering them toward traditionally "female" fields (beauty, cooking) and away from technical ones (mechanics, carpentry)
- **Safety and mobility barriers:**
  - Female students face disproportionately greater safety risks from checkpoints, road closures, and settler attacks
  - Parents' fears for their daughters' safety and privacy in mixed-gender or distant training centres
- **CVET challenges (adult learners):**
  - Financial burdens, mobility restrictions, and a lack of affordable childcare disproportionately affect female adult learners, leading to dropouts or non-enrolment.

Adaptation & mitigation efforts:

Institutions are addressing bias through awareness campaigns, guidance efforts, and opening new specialisations (e.g., in ICT) to attract more women

The provision of childcare facilities has been crucial in easing access for mothers

The quality and relevance of TVET

The Quality and relevance of TVET

Monitoring and follow-up by TVET providers

Responsiveness to labour market needs

Donor dependency

Professional capacity and training gaps

Quality and relevance

- **Commitment to quality (internal efforts):**
  - Many TVET centres have established internal vetting processes for trainers and content, emphasising continuous improvement
  - Training often has a strong focus on practical application in workshops and structured assessments to align with labour market needs
  - Curriculum design is frequently updated in consultation with external experts to ensure market responsiveness, often going beyond outdated official standards
- **Major systemic barriers:**
  - The absence of a unified national framework for curricula, trainer qualifications, and monitoring creates uneven standards across the sector
  - Many official curricula are decades old and poorly aligned with evolving market demands, requiring donor-funded workarounds
  - The increasing number of providers and unlicensed centres operating informally (often in rural areas/Area C), challenges effective monitoring and quality control
  - Competition leads to low-quality programme imitation and redundancy, with institutions launching courses even when they lack qualified trainers or infrastructure

Adaptation and resilience:

TVET centres adopt hybrid models and reassign existing staff to cover new specialisations (e.g., smart buildings) to cope with trainer shortages and mobility restrictions

Monitoring and follow-up by TVET providers

- **Weak accountability and graduate outcome tracking**
  - Oversight bodies rarely request or follow up on graduate employment data, weakening accountability and learning loops
  - Limited collection and sharing of post-course outcomes ("we never hear from them again") severely hinders the ability to assess programme effectiveness or track employability
- **Inadequate systems and methods**
  - M&E relies heavily on manual, irregular, and unorganised processes (e.g., student feedback, WBL tracking)
  - Digital evaluation, certification systems and unified institutional data collection platforms are not widely implemented
- **Deficiencies in work-based learning**
  - Significant gaps exist in the supervision and follow-up for WBL and internships, which typically lack digital tracking
  - Practical training completion is often certified by merely approving a document, without verifying if the trainee acquired the necessary skills or if content complied with market needs
- **Underlying challenges and mitigation**
  - A lack of unified standards, human resources, and technical capacity hinders effective M&E across many institutions
  - Mitigation Strategy: Some institutions proactively engage the private sector for real-time labour market information, bypassing the absence of reliable centralised systems

Responsiveness to labour market needs: positive examples

- **Positive steps in alignment**
  - An increasing number of institutions carry out needs assessments and market studies before launching new specialisations
  - Curricula are continuously updated to reflect technological advancements (e.g., digital printing, hybrid cars, AI tools)
  - Private sector and unions are involved in curriculum development and advisory committees
  - Programmes incorporate "21st-century skills" (e.g., communication, entrepreneurial thinking) and emphasise entrepreneurship/self-employment
- **Examples of successful adaptability**
  - Successful TVET centres actively tailor courses based on local demand, new trends (e.g., e-commerce, smart buildings), and continuous consultation with local businesses/chambers of commerce
  - Some partnerships extend to course co-design and delivery, particularly in high-tech sectors

Responsiveness to LM needs: Difficulties

- **Persistent gaps and obstacles**
  - TVET only partially meets market needs; private sector involvement in shaping curricula remains limited
  - Gaps continue to exist between skills acquired and competencies employers seek
  - Government ministries lack data for skills anticipation; TVET programmes are often based on individual initiatives or "trendy" specialisations, not realistic labour market demand
  - Information gathered from employers is fragmented, hindering identification of needs and strategic planning
  - The expense of establishing and maintaining training facilities discourages private sector investment in TVET
- **Challenges in implementation**
  - Programme design is often based on "individual initiative," – graduates are "strong in theory but weak in practical skills."
  - Integrating emerging fields (AI, green tech) is difficult without a national roadmap or funding for modern equipment and trainer upskilling

Donor dependency

- **Pervasive reliance on external funding**
  - TVET institutions are heavily dependent on donors for equipment, infrastructure, and trainer fees.
  - Up to 98% of equipment in some centres is from donor projects (e.g., CNC machines, hybrid car tools) .
  - Launching new, market-relevant specialisations (like AI, electric vehicle maintenance) is often *contingent* on external funding due to the "very high" cost of equipment and software licenses.
- **Critical role of donor support**
  - Provides indispensable equipment and facilities for specialised technical programmes financial viability
  - Funds curriculum updates, skills forecasting models, and integrates 21st-century skills (soft, green, entrepreneurship) into programmes
  - Provides financial aid, grants, and scholarships (especially for women and marginalised families), removing financial barriers to access
  - WBL initiatives often would not exist without direct donor involvement and grants
- **Major risks to sustainability**
  - Over-reliance is a significant risk if funding ceases, halting programmes or leaving them without essential resources
  - Projects are often shaped by the donor's vision rather than a coherent national framework, undermining strategic planning and consistent quality
  - Donor payments are crucial for incentivising private-sector engagement in WBL; without them, employers are less willing to host trainees

Professional capacity and training gaps

- **Severe shortage of qualified trainers**
  - A critical shortage exists, especially in modern technical and specialised fields (e.g., AI, digital marketing, hybrid cars).
  - programmes are sometimes cancelled entirely due to an inability to find or retain suitable staff
  - New, donor-funded equipment often remains underutilised due to a shortage of qualified trainers
- **Uncompetitive salaries and retention issues**
  - Low public sector salaries are a major bottleneck, often significantly lower than private sector wages
  - This financial imbalance makes it nearly impossible to attract and retain top talent and leads to high turnover
- **Practical experience deficit**
  - Many trainers, especially those with academic backgrounds, lack practical or hands-on field experience ("strong in theory but weak in practical skills")
  - This disconnect means graduates often require an additional 3–6 months of post-graduation training to become job-ready
- **Limited professional development**
  - Opportunities for continuous training and upskilling are limited, preventing instructors from keeping pace with rapid technological advancements
- **Inconsistent standards**
  - Programme quality varies widely due to a lack of unified standards and a national registry/licensing framework for trainers

Impact of the conflict in Palestine

Impact of the conflict on TVET and post-conflict recovery

Impact of the conflict on TVET in the West Bank

Impact of the conflict on TVET in Gaza

Impact of conflict and occupation in the West Bank on the learning environment

- **Economic recession:**
  - Business activity is drastically reduced, leading to unemployment and a financial crisis for families
  - The downturn directly reduces the opportunities for students to secure Work-Based Learning (WBL) placements
- **Increased financial burden on students:**
  - Rising unemployment and reduced family income make it difficult for students to afford essential costs such as transport and tuition fees
  - This economic strain often forces young people to prioritise immediate, informal work over long-term education and training
- **Profound social and psychological trauma:**
  - Students and families experience heightened fear and anxiety due to security incidents, violence, and movement restrictions
  - This psychological instability makes it difficult for individuals to focus on studies or long-term career planning, undermining the educational environment
- **Gendered access barriers:**
  - Existing gender challenges persist, with increased safety concerns and transportation costs potentially deterring girls from enrolling in certain vocational programmes .

The West Bank: TVET under strain

The TVET system faces challenges across three fronts: access, relevance, retention:

The physical and logistical assault on access

Demolition orders against schools (84 schools serving over 12,000 students as of June 2025) destabilise education, while many TVET centres lack adequate local funding for maintenance

Checkpoints, road closures, and military operations make it challenging, dangerous, or impossible for students and teachers to reach training centres. This leads to increased student dropout and lost class time, and daily closures reach 20% in some areas disrupting the learning process

The economic impact

Workshops and businesses, especially in the north, operate at reduced capacity or have closed entirely, so WBL/apprenticeship opportunities are disappearing. Graduates have nowhere to practice or be absorbed

Rising poverty has forced nearly 30% of households to cut education spending, with 7% resorting to child labour. Many young people especially those of TVET age leave school for work, often informal

Teachers are going unpaid for over six months, destabilising the quality of teaching

Relevance versus reality

Reduced labour market opportunities create intense competition for the few available jobs

Equipment in training centres is often outdated due to insufficient local funding. Even the training that *is* delivered often fails to align with the changing needs of the modern market

The West Bank faces a forced retreat from established educational gains, making the TVET system less accessible, less safe, and less relevant when its services are most needed

Gaza: The near-total annihilation of TVET and education

The situation in Gaza, resulting from 17 years of blockade and the current conflict phase since October 2023, is not one of disruption, but of systemic destruction—a phenomenon described by the UN as "scholasticide." A functioning TVET system has been obliterated.

Catastrophic TVET infrastructure destruction

Nearly 91.8% of all schools (518 out of 564) require full reconstruction or major rehabilitation to be functional

Over 60 university buildings have been destroyed, dismantling the facilities needed for higher technical training, including laboratories, specialised workshops, and libraries

More than 2,308 educational facilities (kindergartens to universities) have been destroyed, essentially wiping out the physical learning environment. The foundational investment required for TVET—specialised workshops, heavy machinery, IT labs, and practical training spaces—has been reduced to rubble

The loss of human capital

The crisis has inflicted an irreversible toll on the personnel essential for skills development

As of September 2025, over 17,237 school students, 1,271 university students and 967 educational staff have been killed, with thousands more injured. The loss of experienced TVET trainers and specialised instructors is a critical blow that cannot be quickly replaced

Surviving staff and students are dealing with immense psychological trauma and displacement, reducing their ability to teach and learn

Gaza: Impact on students and emergency responses

Survival over learning

Almost all regular TVET and education activities have ceased, leaving over 658,000 school-age children and 87,000 tertiary students without access to formal learning

The economic crisis and mass displacement have forced many out-of-school children into child labour, damaging their educational pathways and future earning potential

The emergency response and limitations

In an extraordinary effort to maintain a semblance of learning, over 500 Temporary Learning Spaces (TLS) have been established

These spaces operate on a three-day rotation and short shift model (averaging 2.5 hours per shift). While heroic, this minimal structure can only provide basic, non-technical instruction and psychosocial support, *not* the intensive, hands-on, sustained training required for TVET

Possibilities for the restoration of TVET

The conditions necessary for restoring the TVET sector—physical space, equipment, human capacity, and a functional economy to employ graduates—do not currently exist in Gaza

Restoration is entirely dependent on an immediate, permanent cessation of conflict (which continues despite the announced ceasefire) and a massive, internationally-funded reconstruction and development effort

ETF Working together Learning for life

European Training Foundation

SECTION

KEY RECOMMENDATIONS

Torino Process 2022-2024: Towards Lifelong Learning

National validation meeting Egypt

Cairo, 26 May 2025

Conclusions and policy recommendations

The organisation of IVET and CVET

TVET system management

Barriers in access to TVET

The quality and relevance of TVET

Response to the impact of the conflict

The organisation of IVET and CVET

The organisation of TVET, encompassing both IVET and CVET, in Palestine faces significant systemic challenges that hinder its coherence, effectiveness, and responsiveness to labour market needs. Policy should target these structural weaknesses to foster a more integrated, responsive, and high-quality TVET system.

TVET Systemmanagement

The management of the TVET system in Palestine, including the institutional and policy frameworks, needs systemic reforms to address governance, institutional coordination, data collection and utilisation, quality assurance, and human resource development. The overall quality of system management has declined, emphasising the urgency for policy improvements.

Reinforce unified governance and strategic planning

- **Empowering a unified, central national authority for TVET governance**

A strong central body is essential for providing a national roadmap, ensuring long-term sustainability, and overcoming the current governance void perception.

- **Clarify and streamline institutional responsibilities**

Address overlapping mandates and inconsistent policy implementation among the NTC, MoEHE, MoL, MoSD, UNRWA, civil society organisations, and independent private providers to foster a cohesive system.

Strengthen labour market information and data-driven decision making

- **Develop and implement a robust National LMIS**

The current system is characterised by inconsistent data collection, fragmented information across various ministries, and a lack of detailed, micro-level data for precise skill anticipation. A unified LMIS is critical for evidence-based policy making, demand-driven programme development, and reliable skill forecasting.

- **Develop and implement functional digital evaluation and certification systems**

Implement systems for systematic tracking of student progress, training outcomes, and graduate employability, moving away from manual and irregular methods.

Improve the policy framework for TVET

Enhance political will and commitment

Tackle the perceived lack of sincere political will that has historically hindered coordination efforts and the sustained functioning of central TVET bodies

Develop and regularly update a unified national TVET strategy

The last comprehensive strategy dates back to 2010, and subsequent references within broader frameworks remain fragmented. A new, overarching strategy is crucial to align TVET with national development priorities and the evolving needs of the Palestinian labour market, moving beyond donor-driven or trend-based programme development

Integrate contingency planning

Develop and integrate contingency planning and support mechanisms within TVET policies to ensure system resilience and continuity during periods of conflict and instability. This includes supporting flexible delivery models (e.g., hybrid and online learning for theoretical components) and localised training options where physical access is restricted

Develop and implement the NQF

Fully implement the NQF

Utilise the NQF to provide a national map of qualifications, making them more transparent, comparable, and consistent in describing and referencing qualifications across different sectors.

Use the NQF to clarify learning pathways

Formally recognise prior learning, and facilitate vertical mobility between TVET and higher education, reducing the sole reliance on the Tawjihi exam for TVET graduates.

Establish mechanisms for formal recognition of non-formal and informal learning

Address the lack of formal recognition for skills gained outside traditional pathways, which currently reduces their visibility and credibility in the labour market and limits progression.

Develop the quality assurance framework based on the NQF

Establish a national TVET quality assurance authority

Create a unified M&E framework for TVET programmes , focusing on outcomes, employer satisfaction, and continuous improvement.

Implement robust licensing and accreditation processes

Control the uncontrolled expansion and proliferation of unlicensed providers, particularly in the private sector, and ensure consistent quality standards beyond basic physical standards. Licensing and registration processes should include mechanisms for controlling programme content and curriculum quality after initial approval.

Develop unified standards, curricula, and competency assessments

Unify terminology and content and address the lack of standardisation in programme design, hours, and accreditation requirements across institutions. This will ensure consistency and credibility of qualifications.

Promote flexible learning opportunities

Encourage the development and formal recognition of flexible learning models (e.g., short courses, hybrid models, evening classes) to cater to adults, job seekers, and those upgrading skills, ensuring these pathways lead to career progression.

Enhance private sector engagement

Establish a robust national framework for structured WBL and apprenticeships

Ensure formal accreditation, clear learning outcomes, and close coordination with the private sector to bridge the gap between classroom and workplace. This framework should include clear roles, responsibilities, and benefits for both trainees and employers.

Provide financial incentives to the private sector for WBL

Implement sustainable mechanisms like wage subsidies, tax exemptions, cost-sharing schemes, and performance-based grants to encourage private sector engagement in work-based learning and training. Address the perception of hosting trainees as a "financial burden".

Promote resource sharing and specialised labs

Encourage structured partnerships for shared labs and equipment between TVET institutions and with industry to optimise resource utilisation and provide students with exposure to diverse tools and technologies. Strengthen institutional partnerships with private sector companies and chambers of commerce for curriculum co-design, training placements, and post-training employment opportunities.

Support small and micro-enterprises

Build capacity of small and micro-enterprises to host trainees and articulate their skill needs, recognising their significant presence in the Palestinian economy.

ETF Working together Learning for life

European Training Foundation

SECTION

BARRIERS INACCESS TO TVET

To enhance access to learning within the TVET system in Palestine, particularly by addressing socioeconomic and economic barriers, several key policy recommendations are crucial.

Ease financial constraints

Increase government budget allocations for TVET

Significantly increase core government funding for TVET institutions based on long-term funding strategies to cover operational costs, procure modern equipment, secure raw materials, ensure adequate maintenance and reduce the heavy and unsustainable reliance on external donor funding.

Diversify funding sources

Explore innovative financing mechanisms, such as cost-sharing with industry or local endowments, to ensure the long-term sustainability of TVET programmes .

Implement comprehensive student aid programmes

Prioritise the establishment and expansion of grants and scholarships for students, especially those from economically disadvantaged backgrounds, rural areas, and vulnerable groups such as women and persons with disabilities. These programmes should aim to cover tuition fees, transportation costs, and living expenses, which are significant barriers to access.

Formalise flexible payment plans

Implement and expand policies for flexible payment plans, instalment options, and fee waivers for vulnerable groups to alleviate the immediate financial burden of programme costs.

Invest in educational resources and equipment

Invest in modern equipment and facilities

Prioritise significant government and donor investment in acquiring state-of-the-art equipment, software licenses, and raw materials for high-demand specialisations (e.g., AI, hybrid vehicles, renewable energy).

Provide funding for personal equipment

Explore mechanisms to help students acquire necessary personal equipment, such as computers, which are increasingly vital for developing digital skills in modern TVET programmes .

Address barriers to work-based learning opportunities

Establish a robust national framework for WBL

Develop and implement a standardised national framework for WBL and apprenticeships to ensure meaningful, structured practical training opportunities. This framework should include clear roles, responsibilities, and benefits for both trainees and employers.

Provide capacity building for small businesses

Support small and micro-enterprises, especially in rural areas, to develop the necessary infrastructure, advanced equipment, and qualified mentorship to host trainees effectively.

Reduce dropout and increase retention

Implement robust, early career guidance

Policy should integrate structured career guidance and counselling into general education from early stages. This guidance must provide students with accurate labour market information, skill forecasting data, and personalised aptitude assessments to enable informed specialisation choices, free from gender stereotypes or peer pressure.

Address territorial and mobility barriers to access

Subsidise transportation and promote localised training

Develop policies to offer subsidised transportation or support the creation of localised training initiatives closer to students' residences. This is critical to reduce the significantly increased transportation costs and overcome mobility barriers caused by checkpoints and security measures, which disproportionately affect women and students with disabilities.

Support students with disabilities

Increase government budget allocations

This is necessary to cover operational costs, procure modern equipment, and secure raw materials, which are particularly crucial for the specialised needs of PwD training.

Implement comprehensive student aid programmes and formalise flexible payment plans

Including grants and scholarships for PwD to cover tuition fees, transportation costs, and living expenses, instalment options, and fee waivers to alleviate the immediate financial burden for vulnerable groups, including PwD.

Prioritise significant government and donor investment in acquiring specialised equipment

Invest in state-of-the-art and specialised equipment, software licenses, and raw materials required for PwD, as current resource limitations mean many specialised technical programmes are cost prohibitive.

Subsidise transportation and promote localised training initiatives

This is critical to overcome significantly increased transportation costs and mobility barriers (e.g., checkpoints, security measures) that disproportionately affect students with disabilities, often leading to reduced attendance or dropouts when specialised transport is unavailable.

Attract and retain qualified trainers capable of working with PwD

Vocational rehabilitation requires trained professionals who are currently in short supply. Provide financial incentives to the private sector for WBL through mechanisms like wage subsidies and tax exemptions to overcome employers' hesitation to accept PwD due to fear, stigma, or misconceptions about productivity and safety.

Address gender disparities

Launch awareness campaigns

Develop and fund comprehensive public awareness campaigns to challenge the persistent societal stigma against vocational education. These campaigns should highlight the prestige, diverse career opportunities, and direct pathways to employment and self-employment that TVET offers, showcasing successful graduates.

Promote non-traditional fields for women

Actively encourage and support female participation in traditionally male-dominated technical fields through targeted scholarships, awareness programmes , and the provision of gender-sensitive facilities and training environments.

THE QUALITY ANDRELEVANCE OF TVET

To enhance the quality and relevance of TVET in Palestine, the sources suggest several policy recommendations aimed at addressing systemic fragmentation, resource limitations, and a disconnect from labour market needs. These recommendations are derived from identifying key challenges and successful isolated initiatives within the TVET system.

Strengthen monitoring and follow-up by TVET providers

Standardise data collection, tracking, and evaluation

Move away from manual, informal, and unorganised data management practices. Implement functional digital evaluation and certification systems to systematically track student progress, training outcomes, and graduate employability.

Institutionalise systematic employer feedback mechanisms

Establish structured mechanisms for gathering, consolidating, and integrating employer feedback on skill demands and training quality into curriculum development and programme adjustments.

Formalise and track WBL outcomes

Policy should mandate the implementation of national mechanisms for assessing the quality and consistency of practical training components and systematically tracking graduate employability and employer satisfaction from WBL programmes . Strengthen systematic follow-up mechanisms for WBL and graduates, including employer satisfaction surveys and impact assessments, to create crucial feedback loops for programme adjustment and accountability.

Improve responsiveness to labour market needs

Ensure continuous and timely updates of curricula

Integrate modern technologies (e.g., AI, digital marketing, smart homes, renewable energy, hybrid/electric vehicles), green skills, and essential 21st-century skills (communication, entrepreneurship, adaptability, digital literacy).

Promote competency-based approaches (CBA)

Emphasise practical, hands-on training, including real-world production experience, to ensure graduates are job-ready from day one.

Develop flexible programme design and accreditation processes

Allow for quick adjustments to existing programmes to align with dynamic market needs.

Reduce donor dependency

Develop sustainable national funding mechanisms for TVET

Reduce over-reliance on external donor funding for equipment, infrastructure, and operational costs to ensure long-term stability and strategic planning, making the system more self-sufficient.

Increase professional capacity and reduce training gaps

Invest in modern equipment and facilities

Prioritise significant government and donor investment in acquiring state-of-the-art equipment, software licenses, and raw materials for high-demand specialisations (e.g., AI, hybrid vehicles, renewable energy).

Attract and retain qualified trainers

Implement policies for competitive compensation, structured professional development, and a clear national framework for trainer licensing and evaluation. This is crucial to attract and retain skilled professionals from the private sector and ensure trainers possess up-to-date market expertise and practical experience, particularly in emerging technical fields.

Implement a national framework for trainer qualifications, licensing, and continuous professional development

Include specialised training in emerging fields and pedagogical skills to address the shortage of qualified instructors.

Revise public sector salary structures for TVET trainers

Make salaries competitive with the private sector, attracting and retaining experienced practitioners with up-to-date market expertise.

Encourage and facilitate the recruitment and engagement of industry practitioners as trainers

Use flexible employment models (e.g., part-time, guest lecturers) and allow public sector trainers to engage in private sector work to maintain current skills.

Provide dedicated national support for trainer upskilling

Ensure instructors remain current with technological advancements and industry needs through continuous professional development programmes .

Respond to the impact of the ongoing conflict in Palestine

Prioritise restoration of damaged facilities

Advocate for and prioritise international aid and government funding for the restoration of damaged educational and TVET facilities in conflict-affected areas, such as Gaza, to re-establish access to formal learning environments.

Develop and institutionalise contingency and adaptive delivery plans

Implement blended/online learning and decentralised training in local communities to ensure continuity of TVET during periods of conflict, mobility restrictions, and crises.

Prioritise funding for reconstruction and modernisation

Focus on TVET facilities in conflict-affected areas, including provision of essential equipment and resources, especially in the West Bank and Gaza.

Provide comprehensive financial, logistical, and psychosocial support

Support students and staff impacted by conflict, addressing transportation costs, tuition fees, and mental well-being to prevent dropouts and ensure access.

Develop specific, conflict-sensitive incentives and support mechanisms

Encourage private sector participation in WBL, especially when businesses are operating at reduced capacities or facing closures due to conflict conditions.