

REVIEWS OF POLICIES FOR LIFELONG LEARNING: PALESTINE

Findings and recommendations

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Torino Process architecture

Level 1

Monitoring policy and system performance



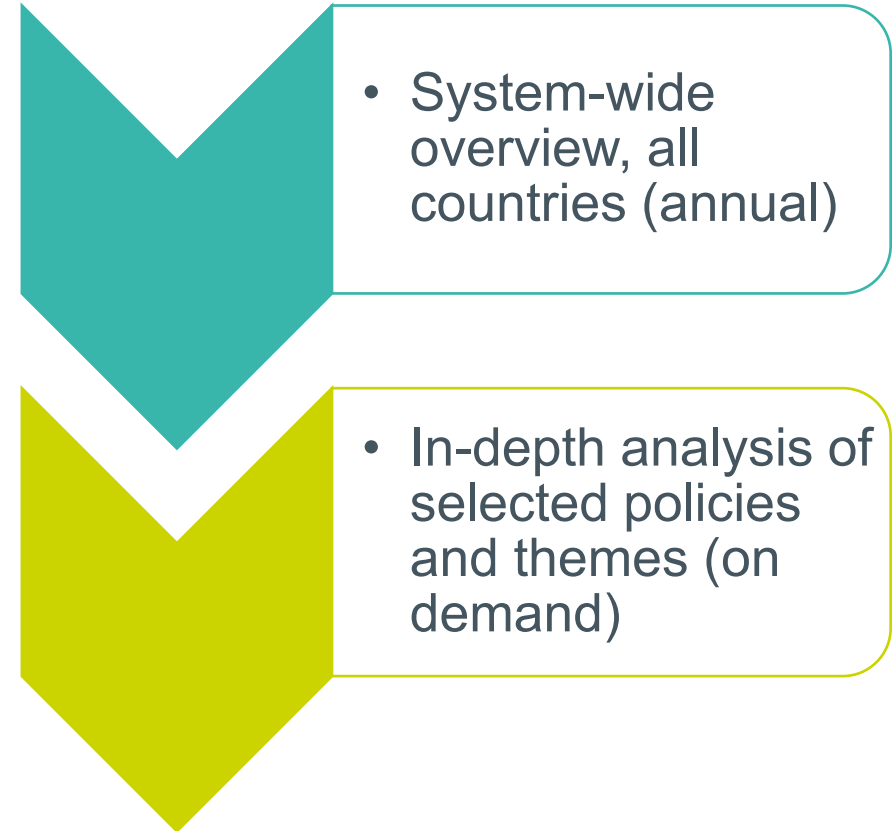
How well do education and training systems deliver good and equitable opportunities for learning?

Level 2

Reviewing national policies and systems

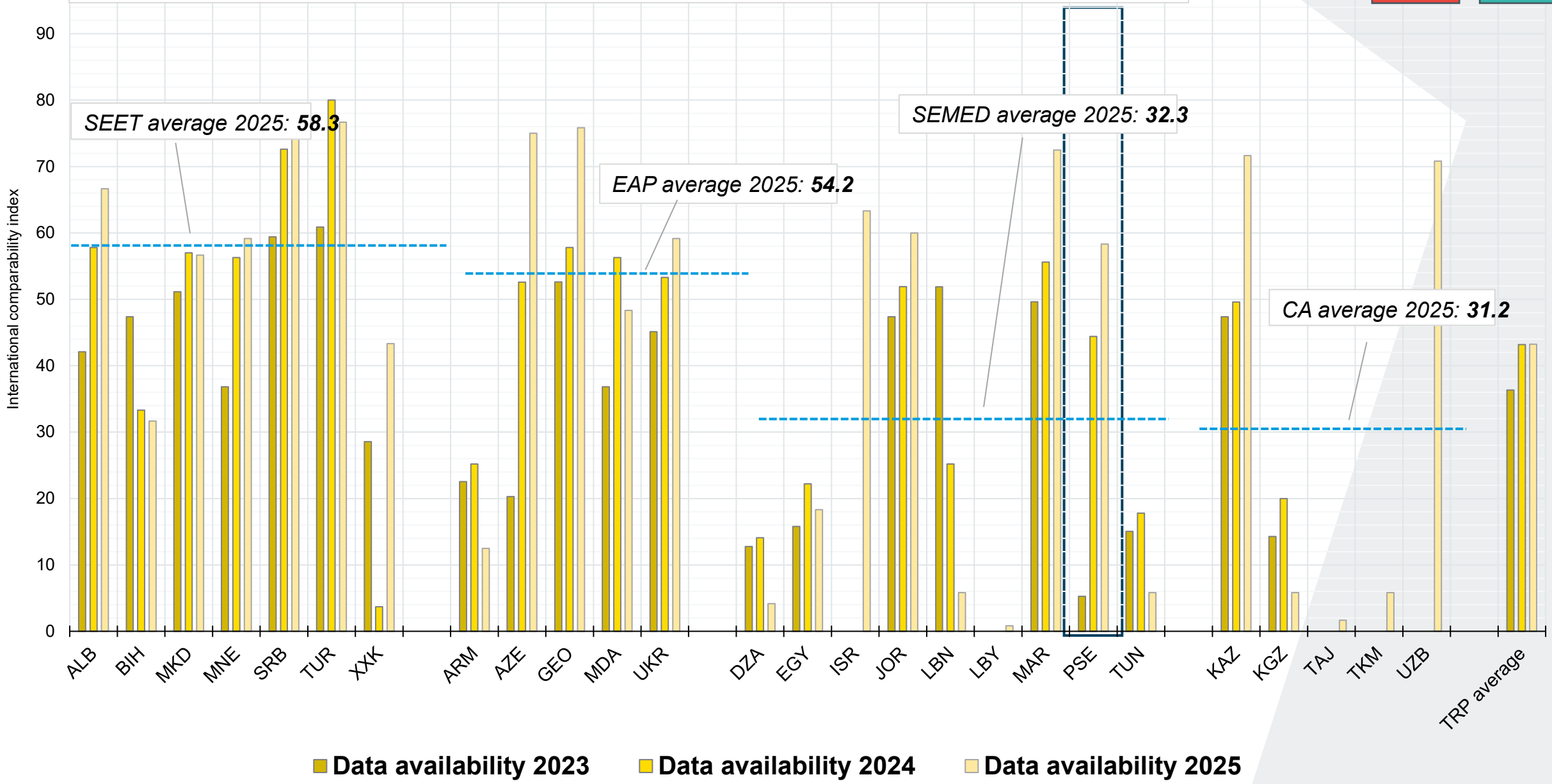


Which policies influence system performance for lifelong learning, and how?



Availability of internationally comparable data for system performance monitoring

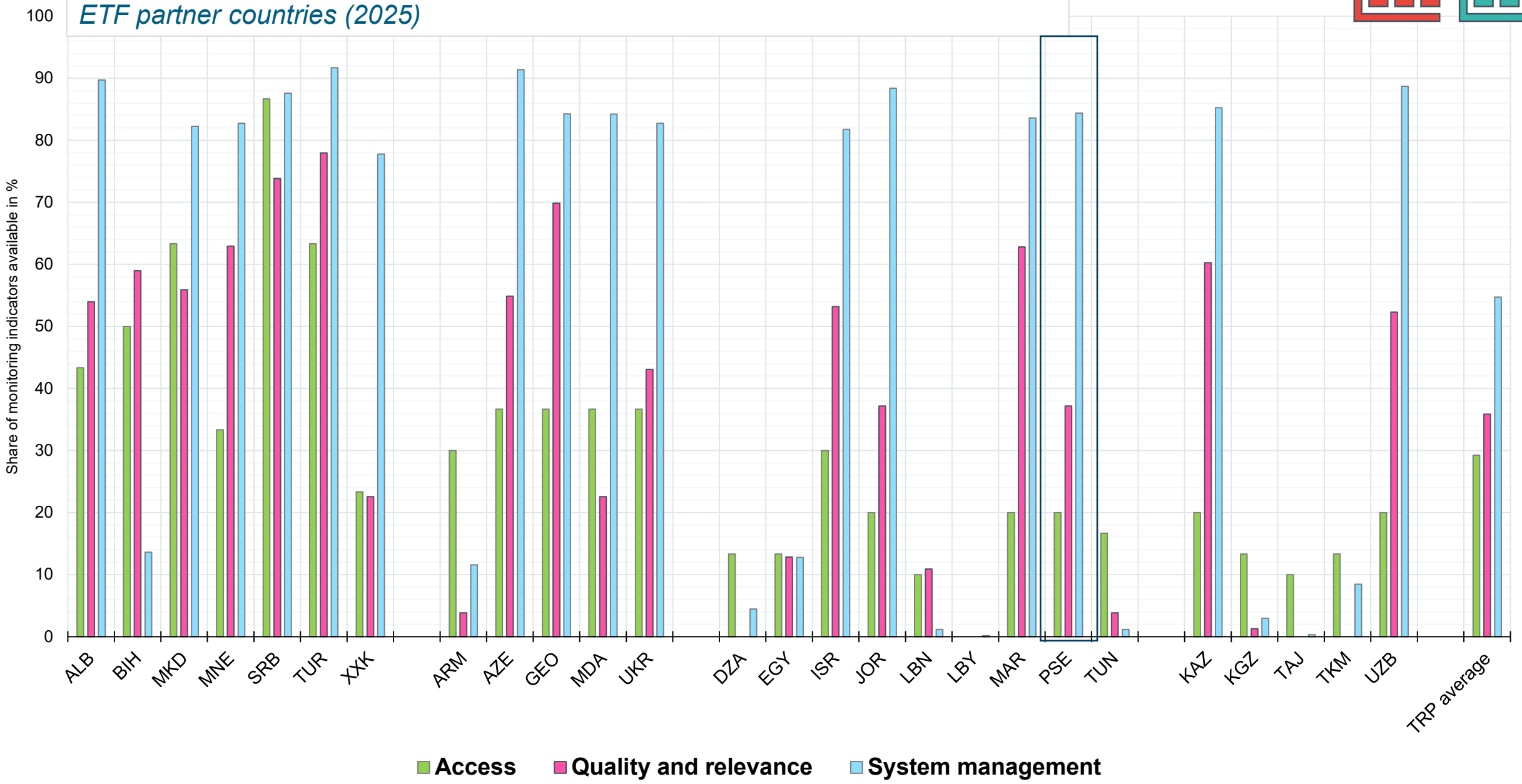
ETF partner countries (2023-2025)



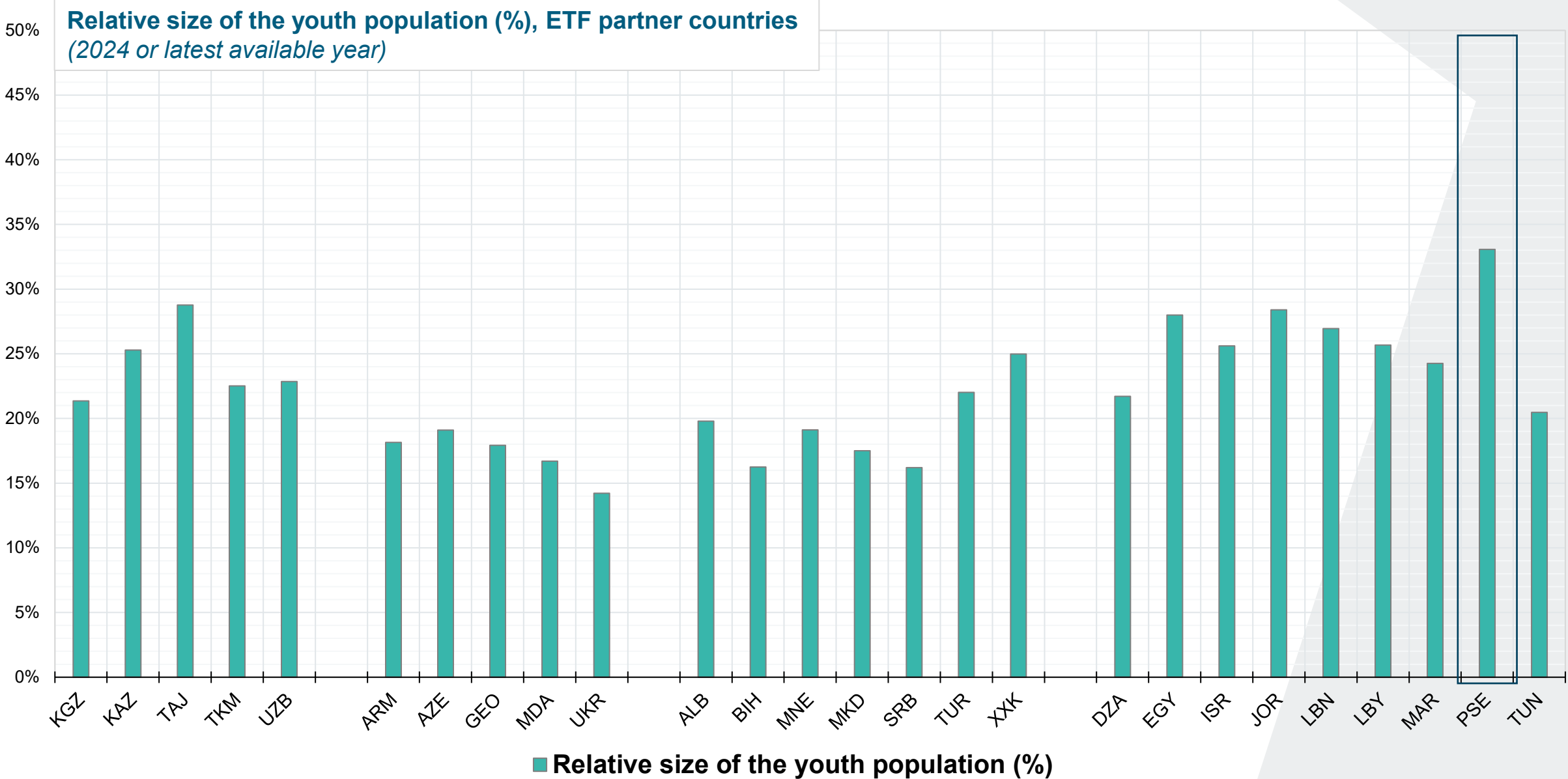


Availability of internationally comparable data by area of policy monitoring

ETF partner countries (2025)



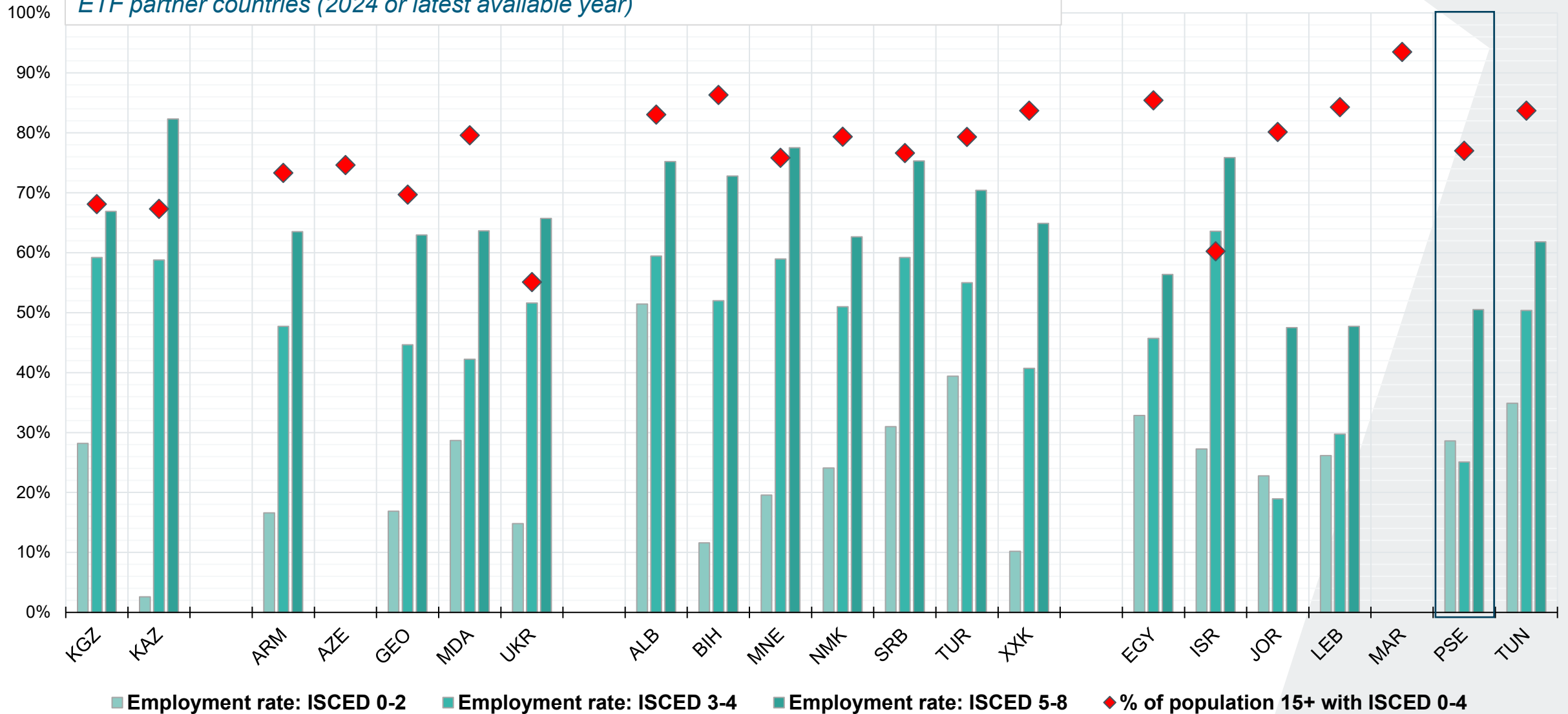
GAUGING DEMAND FOR LEARNING? (YOUTH)



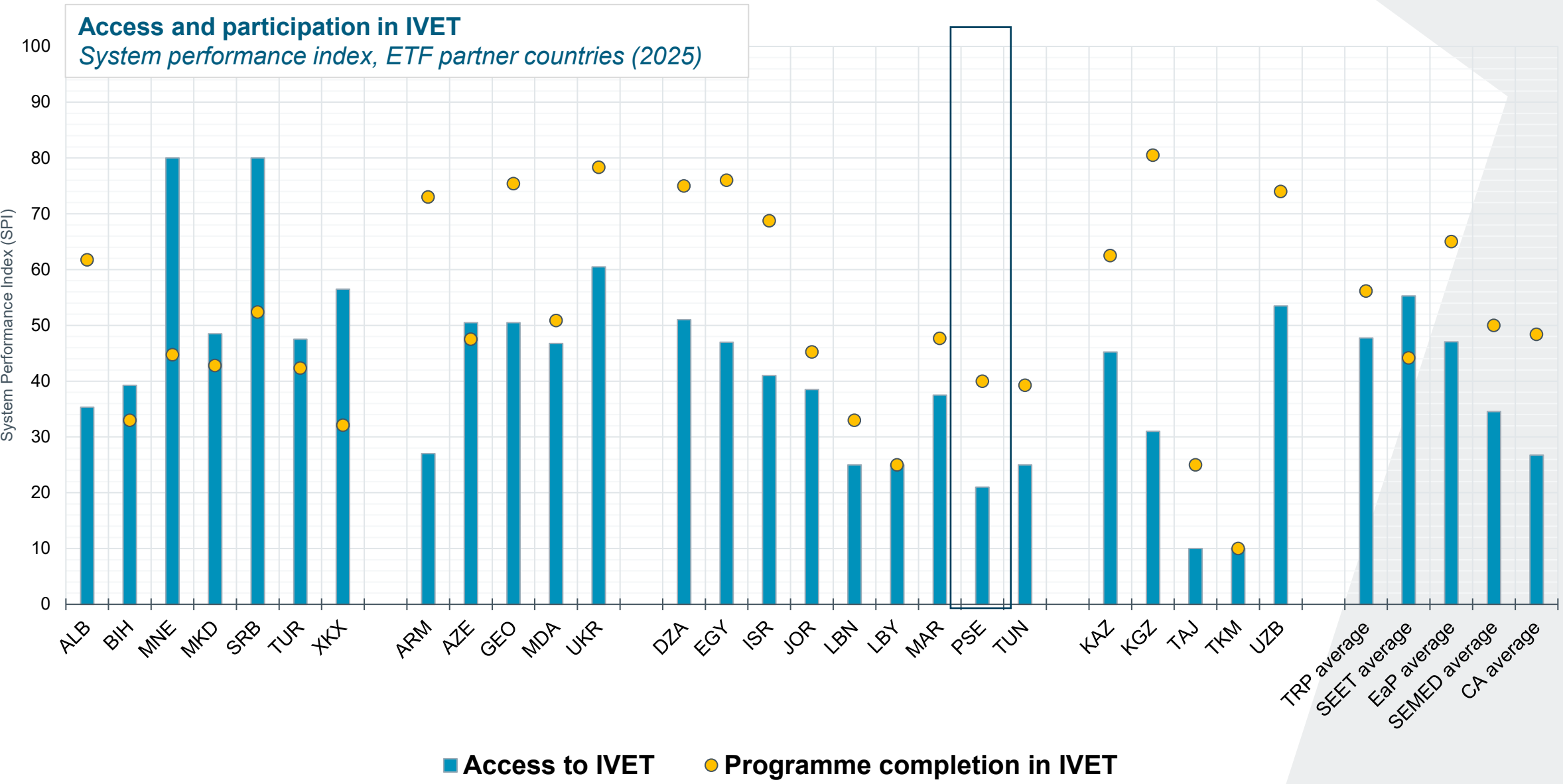
GAUGING DEMAND FOR LEARNING? (ADULTS)



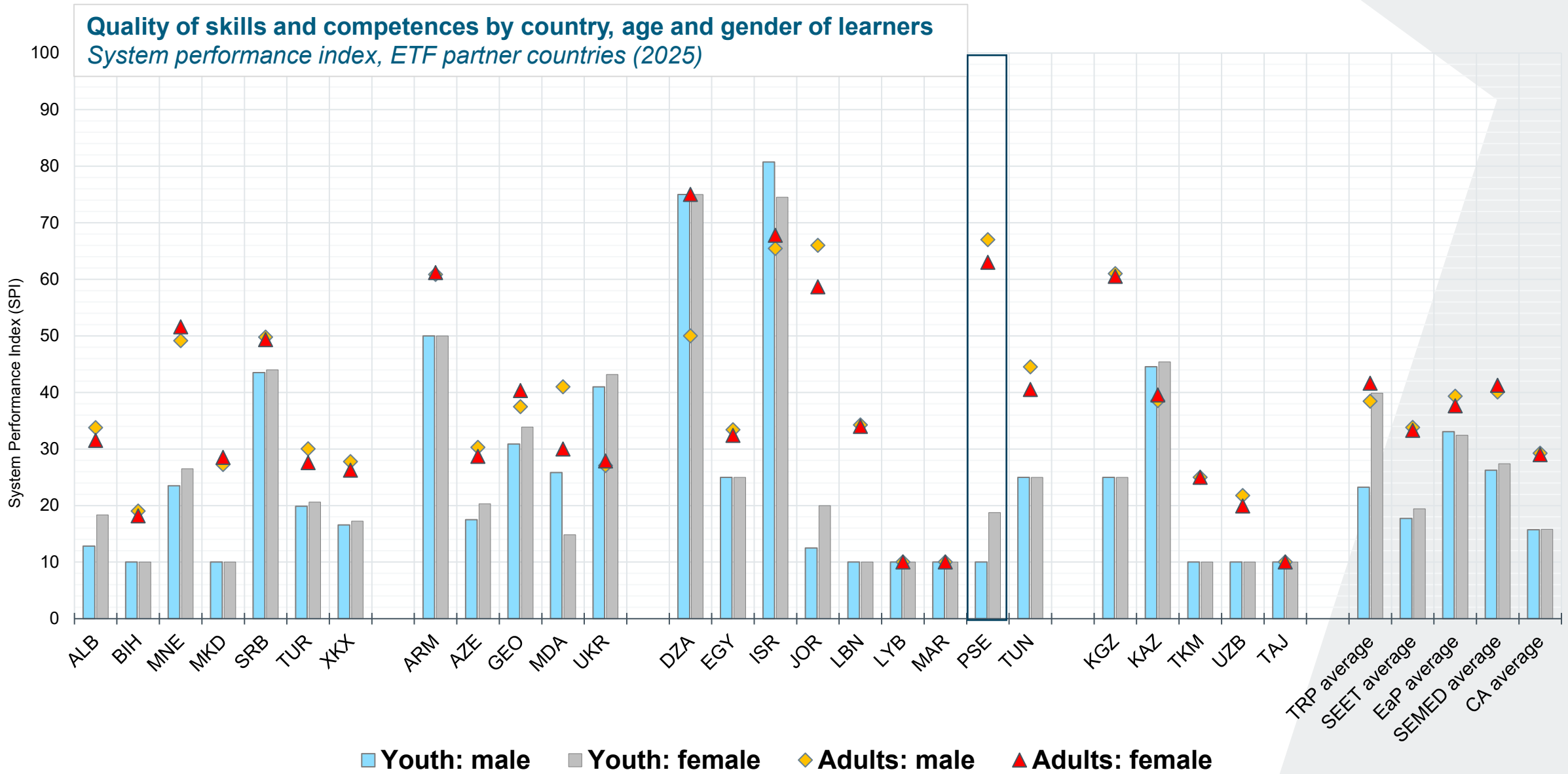
Employment rate by educational attainment (15+) and population 15+ with ISCED 0-4
ETF partner countries (2024 or latest available year)



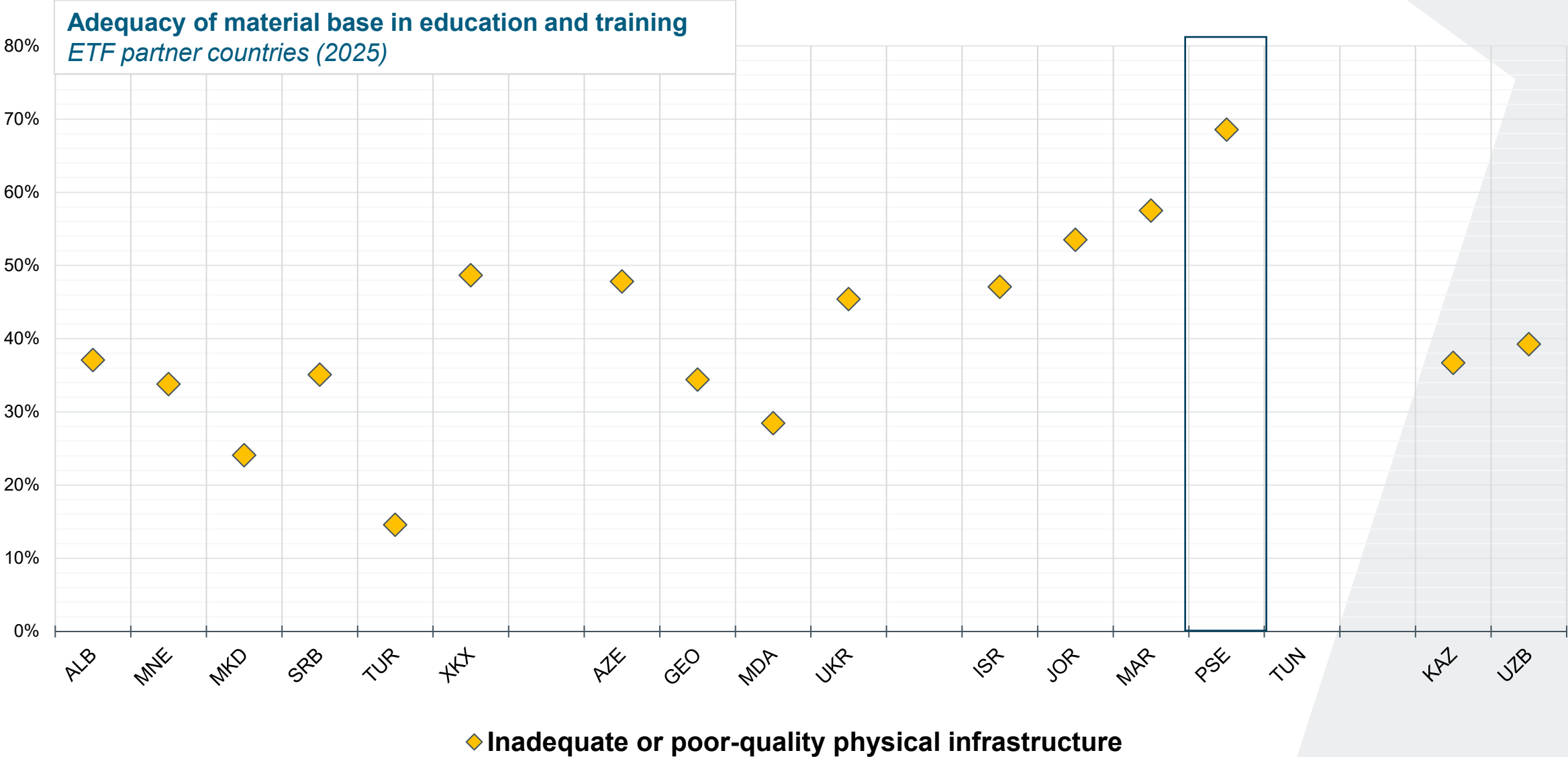
ACCESS AND PARTICIPATION: PROVIDER LEVEL



QUALITY AND RELEVANCE OF LEARNING



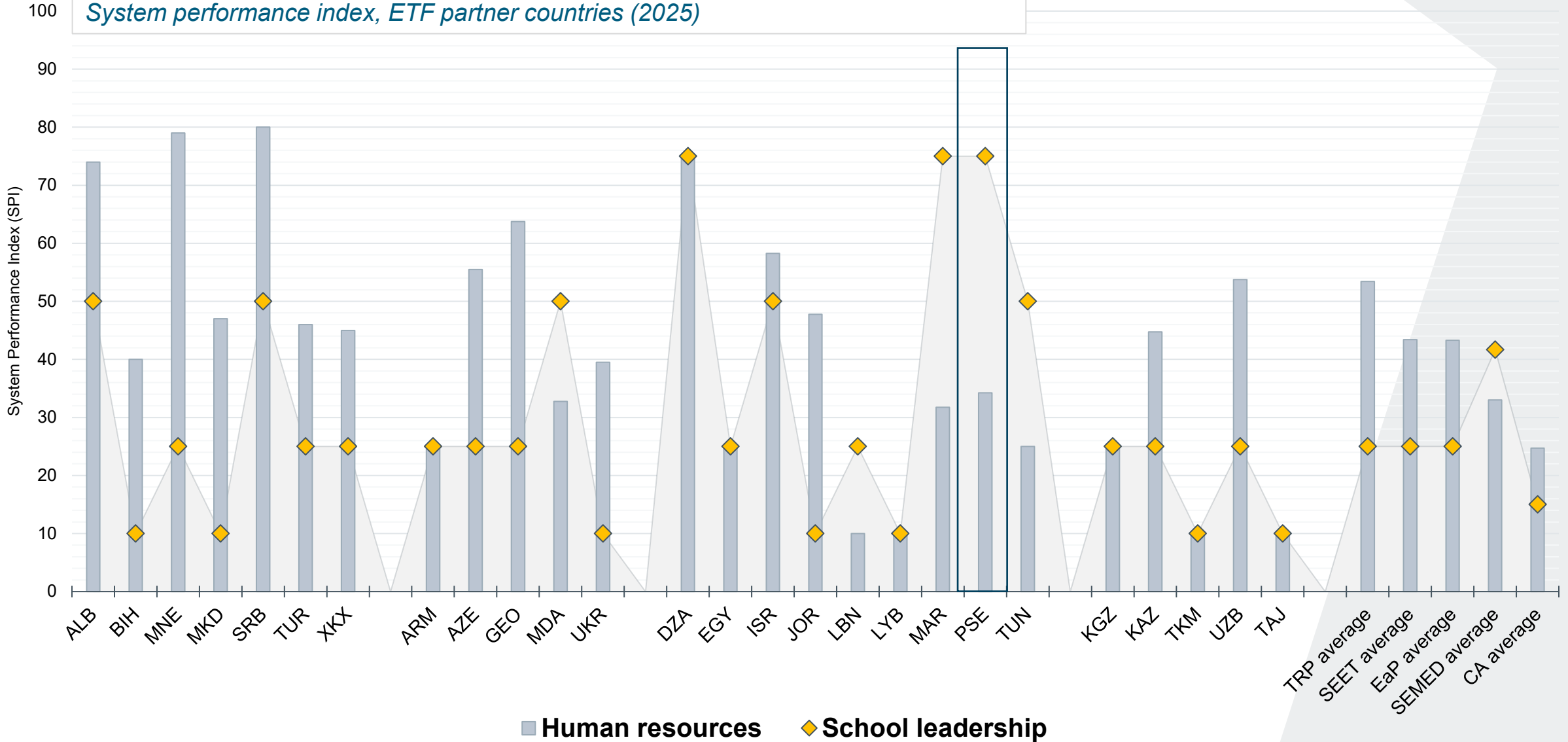
CONDITIONS OF TEACHING AND LEARNING



CONDITIONS OF TEACHING AND LEARNING



Adequacy of human resources and school leadership in education and training
System performance index, ETF partner countries (2025)





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

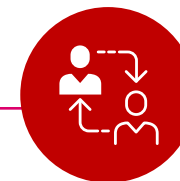
PROCESS

- **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

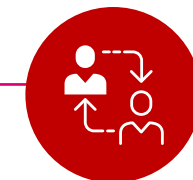
OVERALL SCOPE

- A review of policies for lifelong learning (LLL) in Palestine, with a specific focus on the Technical and Vocational Education and Training (TVET) system.



POLICY REVIEW IN PALESTINE

SPECIFIC SCOPE



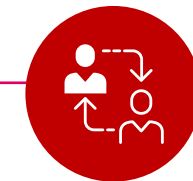
Specifically, a review of policies and practices that influence the performance of TVET in the areas of:

- **Access** to initial VET and adult education (including student retention and successful completion for both);
- **Quality** and relevance of the education and training provided through VET;
- **VET system efficiency** in terms of financial and human resources, participatory governance, and quality assurance.



POLICY REVIEW IN PALESTINE

IMPLEMENTATION MODALITIES AND TIMING



- **PHASE 1 December 2024**
 - Review launch, team consolidation and workplan
 - Launch event 17 December 2024

- **PHASE 2: January – April 2025**
 - Desk research and issues paper

- **PHASE 3: May – July 2025**
 - Site visits, direct consultations with stakeholders

- **PHASE 4: August - November 2025**
 - Reporting
 - Validation event 17 November 2025
 - Review finalisation



THANK YOU!

