



UNDP/PAPP

**Final Project Evaluation for “Support to the
Technical and Vocational Education and Training
(TVET) in East Jerusalem”**

November 7, 2023



مركز العالم العربي للبحوث والتنمية
Arab World for Research & Development

Key Personnel for the Evaluation

UNDP/PAPP

Evaluation Manager: Mahmoud Abu-Aisha

Program Portfolio Manager: Motaz Dawabsheh

Project Manager: Nada Nabris

Field Officer: Zeina Khatib

PREPARED BY

Dr. Nader Said-Foqahaa, Team Leader

Dr. Mazen Hashweh, TVET Expert and Co-author

Mr. Samer Said, Researcher, Lead Evaluator and Co-author

Mr. Nicolas Hyman, Co-author and Editor

Ms. Yasmin Ziad, Evaluation Manager

Mr. Khader Azar, Analyst

Ms. Tala Barham, Researcher

Ms. Atheer Assi, Researcher and Research Coordinator

Acknowledgements

The evaluation team is grateful for UNDP team for their support and guidance. The team would also like to thank the members of the Technical Committee for providing time and contributions to the evaluation, as well as supporting access to contacts and important data and documentation. This includes the UNDP, Ministry of Education (MoE), Jerusalem Directorate of Education (JDoE), and the National TVET Commission (NTC). Gratitude is also extended to the many project partners who shared their insights and time with us.

Important insight were also provided by project NGO partners including, Pal Vision, YMCA, EAJC.

Disclaimer

The opinions expressed in this report are those of the evaluation team, and do not necessarily reflect those of the UNDP. Responsibility for the opinions expressed in this report rests solely with the authors. Publication of this document does not imply endorsement by UNDP of the opinions expressed.

Contents

- Executive Summary 6
- Introduction 6
- Key Findings 6
 - Relevance 6
 - Coherence 7
 - Efficiency 8
 - Effectiveness..... 9
 - Impact 10
 - Sustainability 10
- Conclusions 10
 - Relevance 10
 - Coherence 10
 - Efficiency 10
 - Effectiveness..... 10
 - Impact 11
 - Sustainability 12
- Recommendations 12
- Introduction 14
 - Evaluation features 14
 - Evaluation methodology 15
 - Data Collection 18
 - Data Analysis and Reporting 20
- Relevance 21
- Coherence 28
- Efficiency 32
- Effectiveness..... 38
- Impact 53
- Sustainability 55
- Conclusions 57
- Lessons Learned 62
- Recommendations 66
- Annexes 69

Acronyms

AWRAD	Arab World for Research and Development
CSOs	Civil Society Organisations
TC	Technical Committee
DAC	Development Assistance Committee
EAJC	Engineers Association Jerusalem Center
EJ	East Jerusalem
Enabel	Belgian Development Agency
ET	Evaluation Team
FGDs	Focus Group Discussions
HQ	Head Quarters
JDoE	Jerusalem Directorate of Education
KfW	Kreditanstalt für Wiederaufbau
KIIs	Key Informant Interviews
KIs	Key Informants
LCCA	Life Cycle Cost Analysis
M&E	Monitoring and Evaluation
MoE	Ministry of Education
NGO	Non-governmental Organizations
NTC	National TVET Commission
OECD	Organization for Economic Co-operation and Development
oPt	Occupied Palestinian Territory
PA	Palestinian Authority
Pal-Vision	Palestinian Vision
PAPP	Programme of Assistance to the Palestinian People
PCBS	Palestinian Central Bureau of Statistics
PR	Progress Report
PSC	Project Steering Committee
SDGs	Sustainable Development Goals
SPSS	Statistical Package for the Social Sciences
ToR	Terms of Reference
TVET	Technical and Vocational Education and Training
UN	United Nations
UNDP	United Nations Development Programme
USD	United States Dollar
YMCA-CAC	Young Men's Christian Association – Career Advancement Center

Executive Summary

INTRODUCTION

This report presents the results of the Final Evaluation of the Support to Technical and Vocational Education and Training (TVET) in East Jerusalem Project. The project is implemented by UNDP's Programme of Assistance to the Palestinian People and funded by the Norwegian Representative Office. The report provides context, project overview, methodology, and evaluation findings structured by evaluation questions. It aims to serve the goals of accountability and learning.

The evaluation covers the entire duration of the project, conducted between June and October 2023, with a focus on assessing achievement, contributions to improved TVET access, identifying supporting and constraining factors, and offering lessons and recommendations.

The primary users of the evaluation are the Steering Committee, Technical Committee, government stakeholders, NGOs, and international organizations involved in the project. Data collection focused on the four targeted schools and units in East Jerusalem, and stakeholders in the TVET sector.

The methodology for this evaluation was developed during the inception stage. It involved a review of key project documents, including annual and semi-annual reports, results framework, and evaluation matrix. The methodology followed a sequential approach, with the evaluation matrix serving as the main reference for all stages of inquiry and analysis. The matrix provided the structure for the evaluation, and data collection tools were designed to address evaluation criteria and questions.

The primary evaluation questions focused on criteria such as relevance, efficiency, effectiveness, coherence, impact, and sustainability of the TVET project. Data was collected through various means, including document review, key informant interviews (KIIs), focus group discussions (FGDs), field visits, and surveys with students, graduates, and teachers. The data collection process aimed to provide both qualitative and quantitative insights into the project's performance.

Data analysis involved reviewing documents, statistical quantitative analysis, thematic analysis of KIIs and FGDs transcripts, and systematic data validation and triangulation. Findings were coded against specific indicators in the evaluation matrix, and triangulation was used to ensure the reliability and consistency of results.

The evaluation aimed to assess the project's achievement, its contributions to TVET access and linkages with the labor market, and the factors influencing its success or challenges. It also aimed to provide lessons and recommendations for enhancing project performance and informing future phases of the project.

KEY FINDINGS

Relevance

The project is closely aligned with the Palestinian Authority's strategy for Technical and Vocational Education and Training (TVET) and contributes to national goals, including enhancing the quality of education and addressing poverty. It also supports national education sector objectives and focuses on safe, inclusive, and equitable access to education and improved governance. Additionally, it dovetails with efforts to enhance the resilience of East Jerusalem. The project is well-timed, coinciding with the

government's commitment to TVET system reform, involving the National TVET Commission and the Ministry of Education. It serves as a model for enhancing the employability of TVET graduates, addressing social stigma, and aligning with private sector needs. The project is in line with UNDP's outcomes, emphasizing inclusive economic opportunities and transformative resilience in marginalized areas, aligning with the Sustainable Development Goals. It fosters national ownership and offers an alternative to Israeli providers in East Jerusalem.

The project focusing on Technical and Vocational Education and Training (TVET) plays a central role in advancing Sustainable Development Goals (SDGs) 4, 5, and 8. It significantly enhances access to quality education, especially in marginalized areas, equipping youth with practical skills and facilitating lifelong learning. The project also contributes to SDG 8 by promoting full and productive employment while reducing unemployment. Moreover, it aligns with SDG 5 by empowering women and girls, breaking down gender barriers, and promoting gender equality through increased access to education and skill development opportunities. However, there's an opportunity to enhance inclusivity, particularly for individuals with disabilities, to further advance these SDGs.

The project exhibited exceptional flexibility and adaptability throughout its implementation. Notable instances include its support for TVET reform, where it actively engaged in awareness-raising activities. Furthermore, the project promptly addressed emerging needs in schools, such as collaborating with Al Quds University to contract teachers for Al Thouri Tech School, ensuring the academic year started on schedule. The project also diligently monitored its context, identifying and mitigating various risks through a comprehensive risk matrix that included political, environmental, financial, and logistical concerns, with a notable focus on gender considerations. Moreover, the project engaged with the local community, holding awareness sessions and partnering with the private sector to ensure its activities aligned with stakeholders' needs and concerns. However, in the first year challenges arose regarding gender integration, regardless of early resistance the project managed to rollout co-education programming in Al Thouri Tech School, ensuring the inclusivity of female students in TVET streams. While the project established monitoring mechanisms and governing structures, some coordination issues were encountered. Despite its understanding of the unique challenges facing students, especially those with disabilities, the project's results framework lacked adequate measures of inclusiveness. Additionally, the project successfully assessed the prevailing circumstances and barriers in the Jerusalem TVET sector, incorporating these findings into its design. Overall, the project's ability to adapt, engage stakeholders, monitor risks, and understand the local context contributed to its success in promoting TVET in East Jerusalem.

Coherence

UNDP's instrumental role in the project's success can be attributed to its strong position, historical partnerships, and positive reputation. Leveraging its extensive experience with Palestinian national ministries, Jerusalem-based NGOs, and the local community, UNDP navigated the complex landscape of East Jerusalem effectively. Moreover, its enduring partnership with Norway, a significant donor, played a pivotal role in project implementation. With a cooperation portfolio exceeding US\$82 million, UNDP's 26-year relationship with the Palestinian Ministry of Education (MoE) supported infrastructure development, school rehabilitation, and program implementation. UNDP's commitment extended to enhancing education quality, addressing sector fragmentation, and providing soft components like teacher training and planning support. Furthermore, UNDP's active participation in private sector development and renewable energy initiatives opened doors for potential collaboration, fostering synergy between various

sectors. These findings highlight the comprehensive and sustainable impact of UNDP's engagement in East Jerusalem's educational and developmental landscape.

The early phases of the project encountered challenges related to aligning stakeholder expectations and project activities, which required extensive engagement with key partners. The project document was thoughtfully crafted to complement and build upon existing initiatives in the sector, ensuring coherence and support for TVET units within schools in East Jerusalem. While challenges included negative competition and fragmentation within the TVET sector, UNDP's historical presence, institutional relationships, and dedicated team were instrumental in reaching consensus and overcoming hurdles. However, the limited national sovereignty of the Palestinian Authority in East Jerusalem and uneven capacity among partners posed obstacles. Disruptions arose when consensus couldn't be reached, notably in the case of the Dar al Aytam school, resulting in a two-year delay in establishing the TVET unit. Despite these challenges, UNDP's role in mediating and facilitating solutions was commendable, with prospects for resolution. The project's success was shaped by its ability to navigate a complex landscape and address complex interplays between political, institutional, and capacity constraints.

The project successfully established a Palestinian led comprehensive ecosystem in East Jerusalem for Technical and Vocational Education and Training (TVET) students through collaboration with various stakeholders, including the Ministry of Education (MoE), the Jerusalem Directorate of Education (JDoE), and the private sector. The project identified suitable schools and specializations, raised awareness about TVET education, and engaged students with skill-building activities. While it made commendable efforts to involve the private sector in curriculum revision and teacher training, there were missed opportunities for further engagement due to capacity and willingness challenges within the private sector. Despite concerns about the preparation of students for the Israeli labor market, the project laid the groundwork for a Palestinian TVET education system in East Jerusalem, emphasizing resilience and employability.

Efficiency

The project's high level of stakeholder consultation, marked by differing priorities and competing interests, posed challenges to its timely delivery. While the consultative approach was beneficial for gaining technical insights and fostering shared ownership, it affected the project's implementation speed. However, most activities were delivered on schedule, with significant success in establishing and operating Al Thouri Tech School. The Project Implementation Unit (PIU) efficiently managed day-to-day operations. Despite initial challenges, the project adapted and recovered lost time. It effectively allocated the budget, with over two-thirds directed toward project activities and 13 percent to project staff, demonstrating efficiency from a value-for-money perspective. The project remained on track for closure and completion of outstanding activities by its closing period at the end of 2023.

The project successfully established monitoring mechanisms and a comprehensive framework for data collection and analysis, facilitating regular reports, field visits, and social media engagement. While the project demonstrated a dedication to learning through various studies and knowledge products, some missed opportunities were related to monitoring and evaluation, such as the absence of a midterm review. These activities could have provided valuable insights and recommendations for addressing the project's extensive challenges. Lastly, coordination among governing structures, comprising major stakeholders, faced challenges.

The project faced significant challenges forcing it to reprogram some of its resources. Delays in acquiring a building for the Omar Ibn Al Khattab School, which forced a shift in focus towards supporting TVET units at existing schools. Efforts to rebrand the Dar Al Aytam Vocational School were hindered by the expiration of the Memorandum of Understanding. External factors, such as gender norms, required additional resources for gender-segregated activities, and synchronization with the school year was essential to minimize disruptions. These factors collectively impacted the efficiency of project implementation.

Effectiveness

Output 1: which focuses on expanding and improving TVET offerings and 2 which focuses on enhancing technical and pedagogical skills of TVET teachers were effectively achieved. Output 3 which focus on skilling of students and forging partnerships with the private sector to provide apprenticeship opportunities lagged.

Offerings of TVET education for secondary students in East Jerusalem have both been expanded as well as improved. Offerings have expanded through the establishment of one new vocational school (the 1st governmental vocational school in EJ), and through the introduction of new vocational in several academic schools. Offerings have also been improved through upgrading of labs and workshops in terms of equipment, machinery, and tools. Offering expansion took place despite the inability of the project to establish two new TVET schools where only one was established, and despite the failure to re-brand Dar Al Aytam school as planned.

The activities conducted to strengthen the capacities of JDoE for improved TVET exposure and orientation and TVET-oriented career guidance had effects on enhancing the demand for training at the targeted TVET institutions in Jerusalem, but not at offering expansion. Furthermore, it is questionable how the implemented activities (most of which have targeted students directly) have contributed to strengthening JDoE capacities except through action that feeds into the enhancement of national policy through on ground feedback.

The project has contributed effectively to enhancing the technical and pedagogical skills of TVET teachers in the targeted TVET schools. 14 teachers were trained both pedagogically and technically. Teacher and schools' principals have positively assessed the trainings provided and believe that it has improved their training practises. More importantly, students have also positively assessed their teachers' competencies. Great efforts have been exerted to ensure quality and relevant trainings, however there is a need to better conceptualize how such efforts can be organically institutionalized and sustained at the system level.

Employability and complimentary skilling services for TVET students have been enhanced through developing partnerships with relevant private sector actors, and through the direct provision of comprehensive life and soft skills development services for TVET students. The main private sector partner EAJC has worked on reviewing the curricula of 5 specializations to be better aligned with the labour market needs and has technically trained 15 teachers. Its performance with regard to placement of students in on-the-job training places has been more modest as only 6 students were placed out of 85 students planned. As for the provision of comprehensive life and soft skills development services for TVET students, the YMCA-CAC has offered trainings to 127 students from the four TVET school / units targeted. A survey of students exposed to the life and soft skills training showed that the majority of students were satisfied with the training provided, despite the fact that around half of the school principals having serious concerns as to the quality and relevance of the training provided

Impact

The project's multifaceted efforts have significantly advanced vocational education and employment prospects for young individuals in East Jerusalem while addressing equity concerns and promoting inclusive learning opportunities. The accomplishments within vocational guidance and the establishment of a Palestinian TVET school are particularly notable achievements in this initiative.

Sustainability

The project demonstrates strong potential for sustainability by aligning educational offerings with labor market needs and developing human capacity. Training initiatives were tailored to meet labor market demands, and local engineers received comprehensive training. Efforts were made to raise awareness in the community about the importance of TVET. The project refrained from creating new institutions, and all supported institutions fall under the Ministry of Education, with staff being permanent government employees. However, sustainability depends on political realities, such as the Palestinian Authority's ability to maintain salary payments and the risk of Israeli attempts to exert control over supported schools, particularly Dar Al Aytam. Coordination with the newly established National Training Council (NTC) is vital for sustainability. To enhance sustainability, a permanent duty for teacher training, collaboration with other institutions, and modularizing curricula are recommended. The project adeptly managed various challenges, leading to increased student enrollment and diminished parental reluctance to enroll their children in supported schools.

CONCLUSIONS

Relevance

The project's alignment with national priorities, contribution to SDGs, adaptability, and understanding of the local context have contributed to its success in promoting TVET in East Jerusalem, but addressing challenges related to gender integration and inclusivity remains important for its continued effectiveness.

Coherence

In summary, the UNDP's comprehensive approach and strategic partnerships played a pivotal role in the success of the project in East Jerusalem, addressing various challenges and laying the groundwork for a resilient and employable workforce in the region. Despite the complexities of the local landscape, the project made significant progress in establishing a Palestinian-led TVET ecosystem.

Efficiency

In summary, the project faced challenges related to stakeholder consultation, timely delivery, monitoring and evaluation, governance, and reprogramming. Despite these challenges, it demonstrated efficiency in resource allocation and successfully established monitoring mechanisms. The project's ability to adapt to changing circumstances and recover lost time contributed to its progress towards closure and completion of outstanding activities.

Effectiveness

The project successfully expanded and improved Technical and Vocational Education and Training (TVET) offerings for secondary students in East Jerusalem. This expansion included the establishment of a new vocational school, the introduction of new vocational programs in academic schools, and improvements in lab and workshop equipment.

Efforts to strengthen the capacities of the Jerusalem Directorate of Education (JDoE) for improved TVET exposure, orientation, and career guidance have positively impacted students' interest in TVET programs.

The first governmental TVET school in East Jerusalem, Al Thouri Tech, witnessed a significant increase in student enrollment in its first year of operation and achieved enhanced academic achievements among its students.

Tala' Al Quds school experienced a substantial increase in the number of students over the years, introducing new specializations in Sound Technologies and Smartphone applications. However, challenges persisted due to delays in civil work and lab equipping.

The re-branding of Dar Al Aytam School faced challenges, and no final agreement was reached for the operation of the school. Nevertheless, project activities and interventions continue to target Dar Al Aytam students and teachers.

The capacity of the JDoE for improved TVET exposure and orientation was enhanced through various activities. However, the full strengthening of JDoE's capacity will require implementing the policy recommendations outlined in the policy paper.

It is recommended to continue providing national support to establish and fortify TVET exposure and orientation services across all schools in East Jerusalem, involving the national TVET commission and the leadership of the Ministry of Education and JDoE.

The project successfully enhanced the technical and pedagogical skills of TVET teachers in the targeted schools, training fourteen teachers in both aspects. The positive feedback from teachers and school principals indicates the training's success. However, a strategy is needed for institutionalizing and sustaining these efforts at the system level.

Pedagogical training was well-received, with male teachers generally rating it higher than their female counterparts. More skill-based training should complement theoretical aspects. Teachers with limited years of experience reported higher improvement in pedagogical skills.

Technical training covered various areas and was effective, with teachers reporting higher improvement based on their years of experience. Challenges included access to Jerusalem, changes in training schedules, and equipment availability.

Employability and soft skills development for TVET students were improved through private sector partnerships and life skills training. These partnerships aimed to align TVET curricula with market needs and provide on-the-job training for students. Some challenges were encountered, particularly with on-the-job training placements.

Life and soft skills training received mixed feedback from principals and students. Encouraging active engagement from parents and students is essential to address the lack of enthusiasm and ownership of skilling activities.

Impact

The project has not only advanced vocational education but has also played a transformative role in empowering the youth of East Jerusalem with the skills and opportunities needed for their future. It has addressed equity concerns, promoted inclusive learning opportunities, and fostered stronger connections

between vocational education and the labor market. These achievements set the stage for continued progress in technical and vocational education in the region.

Sustainability

In conclusion, the project has laid a strong foundation for sustainability through its close alignment with labor market needs, capacity building, and community engagement. Addressing political and institutional challenges, further engaging with the NTC, and focusing on teacher capacity building are recommended for ensuring long-term project sustainability. The project's adept management of various challenges, leading to increased student enrollment and diminished parental reluctance, demonstrates its resilience and adaptability.

RECOMMENDATIONS

The report provides a set of recommendations to enhance the Technical and Vocational Education and Training (TVET) project in East Jerusalem. These recommendations are designed to address various aspects of the project and align it with national development priorities and Sustainable Development Goals (SDGs). The key recommendations include:

1. Gender and Inclusivity:

- Challenge social norms hindering girls' and boys' participation in non-traditional streams.
- Conduct awareness campaigns for equal access, aligning with SDG 5.
- Explicitly Incorporate measures for inclusivity of individuals with disabilities.

2. Policy Framework and Coordination:

- Advocate for clear education and TVET policy frameworks in East Jerusalem.
- Strengthen collaboration between UNDP/PAPP and national stakeholders such as NTC, MoE, Ministry of Awqaf and other national bodies for better coordination.

3. Stakeholder Alignment and Communication:

- Develop a comprehensive stakeholder engagement strategy for better alignment.
- Establish clear communication channels and conflict resolution mechanisms.

4. Monitoring and Evaluation:

- Establish a robust system to assess project impact on national priorities and SDGs.
- Regularly review progress and adjust strategies as needed.

5. Risk Assessment and Mitigation:

- Regularly update risk assessment, considering various concerns.
- Ensure gender considerations are part of the assessment, with mitigation strategies.

6. Private Sector Collaboration:

- Maintain and expand collaboration with the private sector to align TVET programs with labor market needs (SDG 8).
- Address private sector challenges through assessments, innovative approaches, and feedback.

7. Labor Market Concerns and Capacity Building:

- Develop strategies for students' labor market preparedness.
- Provide targeted capacity-building support to address challenges related to student numbers and dropout rates.

8. Inclusivity for Individuals with Disabilities and Summer Camps:

- Explore activities in summer camps to boost TVET enrolment and reduce stigma.

9. Impact and Sustainability:

- Use Al Thouri Tech School as a hub for extending TVET services.
- Explore alternative certification solutions, partnering with Palestinian institutions.
- Continue advocacy for TVET, self-employment, and entrepreneurship.
- Encourage resilience by promoting skills for local employment opportunities.

10. Capacity Building for Local Stakeholders:

- Provide capacity-building opportunities for local actors, enhancing project effectiveness and sustainability.

Introduction

The main purpose of this report is to present the results of the Final Evaluation of the Support to the Technical and Vocational Education and Training (TVET) in East Jerusalem Project. The project is implemented by UNDP's Programme of Assistance to the Palestinian People (UNDP/PAPP) and funded by the Norwegian Representative Office (NRO). This report provides a section on the context (section 1.2), which provides an overview of the issues surrounding East Jerusalem, education, and TVET. The context is an invaluable part of this evaluation and the evaluation references in the key findings section consistently. This is followed by an overview of the project with key programmatic features highlighted, presents the methodology for the evaluation. The following sections present the evaluation findings, structures by evaluation question. The final sections present the overall conclusions, lessons, and recommendations. Various annexes are referenced throughout the text and provide further details to support findings and results.

EVALUATION FEATURES

This evaluation was commissioned by UNDP/PAPP to produce evidence and analysis from implementation of the project in East Jerusalem (EJ) from January 2021 to October 2023. The evaluation covers the entire duration of the project; and the evaluation itself was conducted between June and October of 2023.¹ (Annex 2 presents the evaluation timeline). The evaluation serves the dual goal of accountability and learning. Indeed, the final evaluation aimed specifically at providing evidence on the achievements and results of the projects and identifying the factors that have positively or negatively contributed to the success of the project. The results of this analysis will document lessons learned from the current phase of the project and provide valuable insights for current discussions around the design of future phases and other TVET projects in EJ.

The specific objectives of the final evaluation of the project were to:

- 1- Assess and review the project level of achievement following Organization for Economic Co-operation and Development (OECD) -Development Assistance Committee (DAC) criteria (relevance, coherence, effectiveness, efficiency, likely impact and sustainability).
- 2- Investigate the ways that the project contributed to increased access to an improved learning environment TVET in East Jerusalem and enhanced linkages between TVET and the labor market.
- 3- Identify key findings that will illuminate what factors and issues supported or constrained progress towards achieving project outcomes and outputs.
- 4- Identify key learning lessons, good practices, and concrete actionable recommendations for enhanced project performance and for informing new phases of the project.

The evaluation was designed to answer the evaluation questions from the Terms of Reference (Annex 1); which were further refined and agreed on in the evaluation matrix (Annex 5). Importantly, the evaluation provides a systematic assessment of the project outputs and outcomes agreed during project design as

¹ The inception phase was completed in July 2023, following which the data collection and analysis phase began, spanning August and September 2023. The final, evaluation and reporting, phase, which involved the synthesis and reporting of the evaluation findings, was conducted in September and October 2023. A debriefing and validation workshop were also organized and held in the first week of October.

part of the results framework (detailed below in section 1.2 project features and reported on in Annex 3). The evaluation therefore covers activities and outcomes achieved in the 34 months of implementation.

The primary users of the evaluation are the Steering Committee which ensures that project activities are conducted and provides strategic vision and direction, The Technical Committee, which includes focal points for government stakeholders including the Ministry of Education (MoE), Jerusalem Directorate of Education (JDoE), and the National TVET Commission (NTC). The project was implemented in partnership with national NGOs including Palestinian Vision (Pal-Vision), Young Men’s Christian Association (YMCA-CAC), Engineers Association Jerusalem Center (EAJC). Wider users include other governmental and international users such as the Ministry of Awqaf and Religious Affairs (Ministry of Awqaf) and other active donors such as Enabel and KfW.

The evaluation took place in EJ. The evaluation mainly focused on the targeted four schools and units including Al Thouri Tech in Al Thouri, Dar Al Aytam in the Old City of Jerusalem, Tala’ Al Quds in Beit Hanina, and Abu Baker Al Sedeek in Sur Baher. Primary data collection was also conducted with sector stakeholders in Jerusalem including representative of the private sector and civil society.

The evaluation has been conducted by a team from Arab World for Research and Development’s (AWRAD). It was led by Dr. Nader Said, an experienced national researcher and evaluator with extensive knowledge of social policy and evaluation methodology in Palestine. Dr. Said was supported by a team of experts with complementary skills and experience, including Mr. Mazen Hashweh who served as a TVET consultant and co-authored the evaluation report along with Mr. Samer Said, a researcher and lead evaluator, and Mr. Nicholas Hyman, a researcher and editor with 10 years of experience in research and evaluation in Palestine. The senior experts were supported by AWRAD’s team for management, coordination, data collection, data analysis, and production of final deliverables. The team brought together a range of perspectives and expertise to ensure a comprehensive evaluation of the project.

EVALUATION METHODOLOGY

The methodology for this evaluation was developed during the Inception. To design the methodology, the Evaluation Team reviewed key project documents, including: Annual and Semi-Annual reports, the Results framework (Annex 3), and Evaluation Matrix (Annex 5). The results frameworks and project logic helped the Team understand the envisioned links between interventions and expected outcomes and to identify key underlying assumptions.

The evaluation methodology followed a sequential approach, with the Evaluation Matrix functioning as the main point of reference for all stages of inquiry and analysis. The Matrix provided the structure for the evaluation and all data collection tools were designed to inform responses to the evaluation criteria and their underlying questions and indicators. The suggested evaluation questions contained in the ToR were carefully reviewed and scrutinized for their logic, fit coverage, and clarity. An extensive list of indicators and measures of progress were compiled and added to the Evaluation Matrix. The key evaluation questions guiding the evaluation were:

Table 1: Evaluation Criteria and Evaluation Questions

<p>Relevance Extent to which the objectives of the projects are consistent with beneficiaries’ requirements, country</p>	<ul style="list-style-type: none"> ▪ To what extent is the programme in line with the national development priorities, TVET reform, UNDP’s mandate, and Strategic Plan? ▪ To what extent is the programme relevant for the broader achievements of the SDGs in the country?
---	---

<p>needs, global priorities and partners' and donors' policies.</p>	<ul style="list-style-type: none"> ▪ To what extent is there still a need to establish additional TVET schools in East Jerusalem? ▪ To what extent has the programme's interventions been able to address the actual needs among the different target groups, e.g. students, teachers, JDoE, MoE? Are there any unaddressed critical development challenges the programme has not addressed? In case yes, which challenges are to date unaddressed? ▪ To what extent did project strategies remain flexible and responsive to emerging TVET needs?
<p>Coherence To what extent is this intervention coherent with UNDP and other actors' intervention in the socio- economic recovery</p>	<ul style="list-style-type: none"> ▪ To what extent is the programme coherent with UNDP and other actors' interventions within in the TVET sector? This includes complementarity, harmonization and coordination with others which is adding value in the larger ecosystem while avoiding duplication of effort. ▪ To what extent has the project and other relevant interventions can be managed using a portfolio approach? And how has it supported coherency between the project's different outputs and strategies?
<p>Effectiveness: Extent to which the objective of the projects' interventions has been achieved, or are expected to be achieved, taking into account their relative importance.</p>	<ul style="list-style-type: none"> ▪ To what extent has progress been made towards achieving the outputs of the programme? ▪ To what extent are the programme's interventions effective towards addressing 1) improved learning environment and quality education and 2) reduced fragmentation of the educational system in East Jerusalem. Why/Why not? ▪ In which areas does the programme have the greatest achievements? Why and what have been the supporting factors? How can UNDP build on or expand these achievements? ▪ In which areas does the programme have the fewest achievements? Why and what have been the constraining factors? How could or can they be overcome? ▪ How effective was UNDP in its response towards the faced challenges in the establishment of the first TVET school in East Jerusalem? ▪ To what extent has UNDP's partnership strategy been appropriate and effective to achieve the desired results?













<p>Efficiency: Measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results.</p>	<ul style="list-style-type: none"> ▪ Has the programme delivered its expected results to date, including budget allocation and cost-efficiency of activities? And in case of challenges/issues, has the programme been able to solve these in an efficient way? ▪ To what extent has there been an economical use of financial and human resources? Have resources (funds, human resources, time, expertise, etc.) been allocated strategically to achieve the desired results? ▪ To what extent has the M&E system and approaches utilized by UNDP been contributing to effective and efficient project management (e.g. solve challenges, collect information on progress, adjust approaches based on lessons learned, etc.)? ▪ To what extent has the allocation and use of resources to target groups taken into account the need to prioritize certain groups, who are specially marginalized and/or discriminated against (e.g., male vs. female teachers, male vs. female students, crisis-affected children, etc.)? ▪ Are there alternative approaches, which could be implemented for a modest investment and enhance the integration of human rights and/or gender equality?
<p>(Likely) Impact: Positive and negative, primary and secondary long-term effects produced by the projects, directly or indirectly, intended or unintended.</p>	<ul style="list-style-type: none"> ▪ To what extent have/ are UNDP's interventions likely to contribute to an improved learning environment and quality of education as well as a reduced fragmented educational system in East Jerusalem? ▪ How has the project impacted the education-employment nexus? What are the (likely) effects of the interventions on the target groups' lives? Is it likely that the interventions will have a positive impact on the number of enrolled students in East Jerusalem, the learning outcomes for students and their future employability? ▪ How likely is it that the interventions will have a positive impact on relevant stakeholders' ability to continuously improve the educational system in East Jerusalem?
<p>Sustainability: Continuation of benefits from the projects' interventions after major development assistance has been completed. The probability of continued long-term benefits. The</p>	<ul style="list-style-type: none"> ▪ To what extent is it likely that the achievements of the projects can sustain after end support? What are the main factors influencing this? ▪ How does the coordination with the Palestinian National TVET Commission (NTC) support the

resilience to risk of the net benefit flows over time.	<p>sustainability of the project? How can this be enhanced further in the future?</p> <ul style="list-style-type: none"> What could be done to strengthen the possibility of sustainability of the interventions? Especially soft components as capacity building of teachers' learning techniques. What are the main risks and challenges that encountered the project implementation and how they affected the project sustainability? And to what extent has the project been able to effectively manage risks, including social and environmental risks?
Cross cutting issues:	<ul style="list-style-type: none"> To what extent has the project been effective and responsive in addressing gender equality and human rights considerations? Has the project contributed to addressing structural barriers to gender equality, influencing social norms and patriarchal attitudes perpetuating girls' access to TVET opportunities? To what extent has the programme been able to develop an enabling and adaptable environment for real changes on human rights and gender equality? To what extent has coherency with UNDP and other actors' interventions been effective in achieving the programme objectives, including the promotion of especially gender equality, and improved sustainability of results? What is the likely positive impact of the interventions towards breaking traditional gender structures and upholding students right to access to education?

Data Collection

The evaluation team followed a mixed methods approach by collecting and analysing qualitative and quantitative data from both primary and secondary sources.

Table 2: Data collection tools and numbers, disaggregated by sex

Desk Review	Field Visits			FGDs			KIIs		Survey with students		Survey with graduates		Survey with teachers		
Data and document review	#			#			#								
	4	13	5	2	0	8	1	7	9	33	31	23	0	11	2
		18		2	8	3	16	64	23	13					

Document review: A systematic review of programme documentation was conducted using the Evaluation Matrix to guide the review. A list of the reviewed documents can be found in Annex 11. The Team conducted a comprehensive review of key national documents that structure and govern the TVET, labour market, youth employability and entrepreneurship sectors in Palestine and EJ. The Team also reviewed the projects documents, such as activity reports, implementation documents, monitoring reports, annual reports and other key documents identified during the inception stage. The Team used the different data sources to inform the design of the Evaluation Matrix and contrast them with evidence extracted from other data sources.

Key Informant Interviews (KIIs): The KIIs included interviews with the donor, UNDP’s Project Management Unit, key stakeholders, and partners including: MoE, JDoE, NTC, PalVision, The East Jerusalem YMCA, EAJC, private sector representatives and perspective employers and other relevant stakeholders. Additionally, some interviews with targeted schools and TVET teachers were conducted during the field visits as explained in field visits section below.

A total of 9 interviews were conducted, with a total of 16 interviewees, a list of which is included in Annex 7. Interview guidelines systematically addressed the evaluation questions, with appropriate customization of sub-questions to increase their relevance relative to the Evaluation Matrix and their role in the project. KIIs were conducted through a combination of face-to-face, telephonic, and virtual modalities, according to the wishes of the informant. KIIs guidelines can be found in Annex 6.

Focus Group Discussions (FGDs): Two FGDs were designed by the Evaluation Team: one with community-based organizations in EJ, and one with the private sector. Across the two FGDs, 8 males. The FGDs were moderated by senior experts and were transcribed for future review and analysis. The Evaluation Team ensured the safety, security and confidentiality of all responses and communicated these protections clearly to participants. FGD guidelines can be found in Annex 8.

Field visits: The Evaluation Team undertook four visits to the targeted TVET schools and units: Al Thouri Tech. School in Al Thouri, Dar Al Aytam in the Old City Jerusalem, Tala’ Al Quds in Beit Hanina, and Abu Baker Al Sedeek in Sur Baher. The field visits provided further insights on the TVET streams provided by each school/unit, and the development of educational content to operationalize the new TVET streams, in addition to the level of enhancement in the technical and pedagogical skills of TVET teachers as a result of the project. Each field visit included as well three-four semi-structured interviews one with the administrative staff (school principal) and two-three with TVET teachers. In total, the team interviewed 18 principals and teachers (4 schools principals, 1 deputy, and 13 teachers).

Table 3: List of School Interviews

#	School	Interviewees
1	Al-Thouri Tech School	Principle, deputy principle, and teachers
2	Abu Baker Al Sadeeq School	Principle, and teachers
3	Al Tala’ School	Principle, and teachers
4	Dar Al Aytam	Principle, and teachers

Survey: The team developed three surveys, one targeted the students, one targeted the graduates (Annex 9) and the final one targeted the teachers (Annex 10). The surveys included closed and open-ended questions to provide more insight on the relevance and effectiveness of the project. Moreover, the developed survey questionnaires were based on the project indicators and is aligned with the evaluation matrix. The team reached a total of 23 graduates (0 males, 23 females), 64 students (31 males, 33 females) and 13 teachers (2 males, 11 females). AWRAD team administered pen and paper personal interviews

with the students with support from UNDP, and tablet assisted phone interviews with graduates, while the survey with teachers, it was self-administered online.

Data Analysis and Reporting

The data analysis phase followed several steps, using both quantitative and qualitative analysis techniques to ensure a full triangulation of evidence. These included:

Document review: Analysis was structured based on the evaluation questions and designed to extract relevant information according to its relevance for certain evaluation questions. The evaluation team also consolidated and analysed, as well as results data from across project's reports and secondary sources.

Statistical quantitative data analysis: The data of the three surveys were entered and analysed through SPSS. All survey results were disaggregated by gender of respondent. To allow for cross tabulation of results and to identify trends.

Thematic analysis of KIIs and FGDs transcripts: Each one of the three interviewers performed their own individual analysis, followed by a consolidation of this work through a team brainstorming session. This facilitated an evidence-based discussion of results between team members who may hold different perspectives, reflecting their background and experience. After this round of team analysis, the summary report was developed and validated. Importantly, initial findings pushed the Team to conduct more KIIs, engaging additional partners to fill any gaps in the data or to verify findings.

Systematic and thorough data validation and triangulation: All findings were first validated through other sources of information, validation process focused on diversifying the source of information and not the method of its collection per se. Data triangulation always relied on varying the data collection method. All findings were coded against the specific indicators in the evaluation matrix and indicators. Indicators calculation was done twice independently to ensure consistent results. The findings and analysis of this primary data served as one point of triangulation, with the secondary data from document review and publicly available statistical information as a second point of triangulation.

Relevance

ALIGNMENT

Finding 1: The project is closely aligned with the Palestinian Authority's strategy for Technical and Vocational Education and Training (TVET) and contributes to national goals, including enhancing the quality of education and addressing poverty. It also supports national education sector objectives and focuses on safe, inclusive, and equitable access to education and improved governance. Additionally, it dovetails with efforts to enhance the resilience of East Jerusalem. The project is well-timed, coinciding with the government's commitment to TVET system reform, involving the National TVET Commission and the Ministry of Education. It serves as a model for enhancing the employability of TVET graduates, addressing social stigma, and aligning with private sector needs. The project is in line with UNDP's outcomes, emphasizing inclusive economic opportunities and transformative resilience in marginalized areas, aligning with the Sustainable Development Goals. It fosters national ownership and offers an alternative to Israeli providers in East Jerusalem.

National Development Priorities

Project documents confirm that the project aligns with and amplifies the Palestinian Authority's (PA) strategy and policies regarding Technical and Vocational Education and Training (TVET). Specifically, the project is in line with the national objectives of the National Policy Agenda, with a primary focus on "enhancing quality education," integrating TVET into the education system to create opportunities for youth, and strategically improving living conditions and addressing poverty. Furthermore, the project aligns with National Policy 4: "From Education to Employment" under National Priority 8: "Quality Education for All." This involves aligning TVET and higher education with development and labor market needs, ensuring equitable access to these opportunities, and upgrading and expanding TVET infrastructure and facilities.

The project objectives also correspond to national education sector goals outlined in the Education Development Strategic Plan (EDSP): "A Learning Nation" (2014-2019) and the Updated Plan for EDSP III (2017-2022). Within these strategic documents, the project specifically targets Strategic Goals 1 (ensuring safe, inclusive, and equitable access to education) and 3 (enhancing accountable and results-based leadership, governance, and management). This alignment is crucial for ensuring the success and ownership of national stakeholders.

Additionally, given the project's specific focus on East Jerusalem, it dovetails with national action plans aimed at enhancing the resilience and connectedness of East Jerusalem. The project covers multiple elements related to this objective.

TVET Reform

This project is well-timed, coinciding with the Palestinian government's commitment, under the leadership of Prime Minister Mohammad Shttayeh, to enhance the coordination and governance of the TVET system through an ambitious reform agenda. In 2021, the National TVET Commission (NTC) was established as the national body responsible for planning, policy-making, and oversight in the TVET sector. The Prime Minister's Office also established the TVET Sector Working Group to improve coordination within the sector. The project is deeply embedded in the TVET reform process through two distinct channels. Firstly, it directly engages with the NTC, not only for coordination but also to facilitate connections between the

NTC and the private sector and research institutions. Secondly, it directly collaborates with the Ministry of Education, the primary beneficiary and owner of the project.

This collaborative effort, involving UNDP/PAPP, the NTC, and MoE, serves as both a microcosm and a scalable model for TVET education. It focuses on key pillars to enhance the employability of TVET graduates, including the creation of a conducive learning environment, strengthening connections between TVET and the labor market, and reducing the social stigma associated with TVET education.

Notably, the project has effectively addressed key NTC priorities that intersect with the project's core focus. This includes reducing the social stigma surrounding TVET and aligning offerings with private sector needs. Project activities have involved large-scale social consultations, community engagement, awareness campaigns, summer camps, and school-based orientation activities in East Jerusalem. Alignment with private sector requirements has been achieved through teacher training in relevant skills, the identification of modern and in-demand specializations, and curricula revision.

Furthermore, the project has provided students with support and skill-building services to enhance their 21st-century skills and employability. This comprehensive approach addresses critical needs and supports the development of an ecosystem capable of delivering quality education and services with a particular focus on youth and students in need.

UNDP: Mandate and Strategic Plan

UNDP's Programme of Assistance to the Palestinian People (PAPP) derives its mandate from United Nations General Assembly Resolution 33/147 of 20 December 1978. Called upon by United Nations Member States, UNDP was tasked with "improving the economic and social conditions of the Palestinian people by identifying their social and economic needs and by establishing concrete projects to that end." UNDP/PAPP is committed to working collaboratively with the Palestinian people to achieve sustainable human development based on self-determination, equality, and freedom.

The project is well-aligned with UNDP's outcomes and outputs in the current Palestinian Programme Framework (PPF) 2023-2025 and the United Nations Sustainable Development Cooperation Framework (UNSDCF). It falls under the umbrella of inclusive economic opportunities, contributing to the enhancement of socio-economic resilience among the Palestinian population. This includes greater self-reliance, enhanced ownership and leadership, and a cohesive identity. It also aligns with UNDP's vision of a world in which all Palestinians can enjoy a dignified life and fulfill their vision of a unified, peaceful, and free society. Moreover, the project is in line with the goal of UNSDCF, providing Palestinians with access to equal opportunities through progressive achievements of Agenda 2030 and the Sustainable Development Goals (SDGs).

Specifically, according to project documents, the project works towards achieving Outcome 2 of the PPF, aiming to improve equitable access to economic opportunities, including decent jobs and sustainable livelihoods. It focuses on Output 2.1, enhancing employability and entrepreneurship among youth, women, people with disabilities, and other vulnerable groups. Furthermore, key informants and document analysis highlight that the project also contributes to UNDP's Outcome 1, specifically focusing on improving democratic governance through quality public and basic services. The project directly contributes to Output 1.3, enhancing the capacities of service providers for effective, efficient, and responsive public and basic services, and Output 1.4, rehabilitating, reconstructing, or restoring critical infrastructure for communities affected by crises.

The project is well-aligned with UNDP's approach to transformative resilience and its general focus on three marginalized geographic areas with the greatest needs: the Gaza Strip, East Jerusalem, and Area C. UNDP PAPP has prioritized its work in East Jerusalem and gained significant experience in implementing projects in this challenging context. In accordance with UNDP's strategic vision, the total portfolio amount in East Jerusalem exceeds US\$ 80 million, covering various themes, including infrastructure, education, and economic empowerment. Importantly, elements of UNDP's approach to transformative resilience are also evident in this project. It emphasizes national ownership and leadership of the TVET units provided, ensuring their operations rely on national resources. Furthermore, the project offers an alternative to Israeli providers, contributing to the consolidation of a cohesive Palestinian identity.

SDGS

Finding 2: The project focusing on Technical and Vocational Education and Training (TVET) plays a central role in advancing Sustainable Development Goals (SDGs) 4, 5, and 8. It significantly enhances access to quality education, especially in marginalized areas, equipping youth with practical skills and facilitating lifelong learning. The project also contributes to SDG 8 by promoting full and productive employment while reducing unemployment. Moreover, it aligns with SDG 5 by empowering women and girls, breaking down gender barriers, and promoting gender equality through increased access to education and skill development opportunities. However, there's an opportunity to enhance inclusivity, particularly for individuals with disabilities, to further advance these SDGs.

The project, centered on Technical and Vocational Education and Training (TVET), plays a crucial role in advancing the Sustainable Development Goals (SDGs), acting as an explicit path to realizing these global objectives. The project's outputs have been designed with evident alignment with both Sustainable Development Goals 4, 5, and 8.

SDG4

Enhancing Technical and Vocational Education and Training (TVET) significantly advances Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The project has broadened access to education by providing an alternative pathway tailored to a diverse range of learners. Its focus on highly disadvantaged areas in Jerusalem, coupled with extensive efforts in situation analysis, ensures that the project targets some of the poorest, underprivileged, excluded, and needy schools. The project's emphasis on promoting quality education is evident in its efforts to align choices with private sector and market needs. This commitment to providing practical and relevant skills is demonstrated through partnerships with the EAJ, thematic and pedagogical training for teachers. This emphasis on skill development aligns with the SDG 4 goal of ensuring quality education that equips teachers with valuable competencies.

TVET offers an alternative path for youth, incentivizing them to pursue lifelong education instead of dropping out due to academic challenges. TVET programs provide an alternative educational pathway catering to a diverse range of learners, including those who may not excel in traditional academic settings. By offering accessible and flexible learning opportunities, TVET increases overall access to education and makes lifelong learning a genuine possibility for many. Concurrently, the focus on skills development for students, with support from the YMCA, further advances SDG 4 by equipping students with the skills essential for employability and addressing workforce needs. Youth in secondary school are the ultimate beneficiaries of the project, and a key aspect of SDG 4 relates to preparing young people for productive employment.

SDG8

Project documents and the project approach explicitly align with SDG 8, which focuses on promoting sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. In East Jerusalem, the TVET project has worked diligently to advance this goal through the promotion of full and productive employment, the fostering of decent work, and the reduction of unemployment. Young adults in Jerusalem are at high risk of dropping out or seeking low-skilled jobs. The new TVET programs are particularly effective in addressing these issues by offering TVET streams with high demand for skilled workers, thereby increasing young people's chances of securing decent work and reducing youth unemployment in East Jerusalem.

SDG5

Improving Technical and Vocational Education and Training (TVET) is directly relevant to the achievement of Sustainable Development Goal 5, which focuses on achieving gender equality and empowering all women and girls. This is accomplished in several ways, including:

Enhancing TVET programs to provide greater access to education and training for women and girls, especially in fields traditionally dominated by men. This can break down barriers to gender equality by equipping women and girls with the skills and knowledge needed to access better employment opportunities. Enhancing access was a central focus of the project, demonstrated by providing TVET education for young girls at Abu Baker Al Sadeeq School for Girls and integrating girls at Al Thouri Tech School. Other purposeful alignment examples include targeting girls in exposure and orientation activities, engaging parents of girls during summer camps, and creating marketing materials that appeal to both males and females.

Moreover, insights from key informants and global literature correlating TVET education and gender equality affirm that TVET education plays a crucial role in advancing SDG 5. It provides women and girls with opportunities for skill development, economic empowerment, and leadership roles, while challenging gender stereotypes and promoting gender equality. It is an essential component of achieving a world where women and girls have equal opportunities and rights in all aspects of life.

It's worth noting that all three SDGs under focus encompass an inclusion dimension, which appears to be absent from project documents and the project approach. TVET can be inclusive, catering to the needs of individuals with disabilities. This presents an area of opportunity for the project, as increased focus in this area can better advance SDG 4, 5, and 8.

APPROPRIATENESS IN MEETING NEEDS

Finding 3: The project exhibited exceptional flexibility and adaptability throughout its implementation. Notable instances include its support for TVET reform, where it actively engaged in awareness-raising activities. Furthermore, the project promptly addressed emerging needs in schools, such as collaborating with Al Quds University to contract teachers for Al Thouri Tech School, ensuring the academic year started on schedule. The project also diligently monitored its context, identifying and mitigating various risks through a comprehensive risk matrix that included political, environmental, financial, and logistical concerns, with a notable focus on gender considerations. Moreover, the project engaged with the local community, holding awareness sessions and partnering with the private sector to ensure its activities aligned with stakeholders' needs and concerns. However, challenges arose regarding gender integration, with opposition from the community on co-educational programming. While the project established monitoring mechanisms and governing structures, some coordination issues were encountered. Despite

its understanding of the unique challenges facing students, especially those with disabilities, the project's results framework lacked adequate measures of inclusiveness. Additionally, the project successfully assessed the prevailing circumstances and barriers in the Jerusalem TVET sector, incorporating these findings into its design. Overall, the project's ability to adapt, engage stakeholders, monitor risks, and understand the local context contributed to its success in promoting TVET in East Jerusalem.

Flexibility

The project demonstrated a remarkable degree of adaptability and responsiveness to evolving requirements. Notable instances of this flexibility include the project's support for the TVET reform process, notably its contributions to the National Training Council (NTC). An example of this adaptability was the project's proactive involvement in awareness-raising activities, exemplified by dedicating an issue in the magazine "This Week in Palestine" to the subject of TVET. Additionally, the project swiftly addressed emerging needs within schools, exemplified by its collaboration with Al Quds University. Through direct teacher contracts and timely payments, the project ensured that Al Thouri Tech School could commence the academic year as scheduled. This became particularly crucial as the Ministry of Education's teacher hiring processes were still ongoing and expected to require additional time. The project also made concerted efforts to foster a shared vision between the Ministry of Education and the Al Awqaf Ministry to facilitate its work in Dar Al Aytam School in the Old City.

Risk Management

The project undertook a series of measures to ensure regular context monitoring, allowing it to anticipate and remain apprised of risks and react accordingly. The Project Document included a risk matrix identifying the major risks that could occur in the course of the project, also including the probability and impact of each individual risk and the measures and actors responsible for mitigating them. The matrix covered a wide variety of risks, including the political (e.g., Occupation restrictions), environmental (e.g., increased transmission of COVID-19), financial (e.g., inadequate funding), and logistical (e.g., inadequate coordination with partners). Importantly, the risk matrix also integrates gender considerations, noting how girls' rights and equality could be adversely impacted, and identifying the UNDP strategy on women's rights and empowerment as an effective means of countering these risks. On the basis of the risk analysis, the project also maintained a risk log, which was regularly updated and incorporated in PPRs.

Further, the project worked in a collaborative fashion to anticipate certain risks and identify mitigation measures. In 2021, the TC developed a strategic roadmap for the project, responsible for "identification of key issues faced or most likely [to be] faced and recommendations to the way forward."² The issue of certification of TVET streams by the Israeli authorities was identified as the most problematic.

Community Engagement

The project carried out several activities with local community members, including parents, students, and community representatives to ensure the perspectives of these stakeholders were solicited. These activities were important in promoting awareness among potential participants, as well as identifying problems and objections raised by the community, including issues around co-educational programming. Perhaps most notable is the project dedication to solicit the views of younger students through the ITIQ Summer Vocational and Technological Camp.

² Annual Progress Report 2021.

The project held a series of community awareness sessions, in which “community representatives, parent committees, and students” participated in sharing their views on how TVET programs could best align with their needs and concerns. The contracted TVET expert played an important role in organizing these activities and improving their value. UNDP also contracted a third party (ITIQ) to conduct a Vocational and Technological Camp, serving to test awareness activities towards the nine streams offered at that Aytam al Thouri and Omar Bin al Khattab schools that targeted both parents and potential students.

One of the principal obstacles encountered in the course of project implementation was diverging expectations on gender issues between project implementers and the local community. Consistent with its approach on promoting gender equality and not siloing boys and girls in TVET streams that conformed with “traditional” gender norms, a decision that encountered opposition from community members and teachers. In the case of the Vocational and Technological Camp organized by ITIQ in Sur Baher, community members and parents’ committees rejected a gender-integrated camp, requiring two separate camps to be held for boys and girls. Among teachers at the AlThouri Tech. school, several indicated they would resign if boys were enrolled alongside girls in the programs.³

An important element of the project’s effectiveness in understanding the contemporary TVET environment in East Jerusalem includes consistent incorporation of the unique circumstances and barriers facing boys and girls, as well as students with learning difficulties. However, while the project succeeded in integrating this data into its contextual understanding of the project, this was not transformed in the results framework, with many indicators missing key measures of inclusiveness for gender and disability.

Foundational documents provide clear evidence of the project’s intent to incorporate an understanding of contemporary gender circumstances in its activities. The context analysis that informed the overall project showed concerted efforts to integrate gendered considerations in an overall understanding of the TVET sector in Jerusalem, including relevant statistics pertaining to girls’ enrollment and experience, in addition to social, economic, and institutional factors that influence this reality. Importantly, the Project Document did not treat gender as a concept exclusive to girls, but also noted the barriers that exist to boys’ access to TVET education.

While the project made important strides to ensure that girls and students with disabilities were targeted for activities that engaged them in ways capable of breaking down discriminatory social norms, a key gap exists in the project’s results framework. To begin, while data on key indicators, such as the number of students enrolled or completing TVET programs is disaggregated by sex, there is no similar disaggregation on disability, thus precluding opportunities to assess this impact and to highlight success and challenges in this area. Although gender disaggregation is not included in the framework data on male and females were provided in the project monitoring reports. One of the goals of the project was in promoting the enrollment of girls in “non-traditional” streams and avoiding herding towards those more socially acceptable ones. However, indicators have not been designed to measure such developments, limiting the ability of the project to generate conclusions and lessons learned, save for anecdotal data.

Situation and Needs Assessment

The project succeeded in early attempts to identify the prevailing circumstances and factors that governed TVET in Jerusalem, with key project documents assessing the institutional, social, economic, and political

³ Annual Progress Report 2021.

drivers, in addition to mapping providers and understanding extant gaps. Project documents further show a high degree of application of these initial findings.

The project displayed a high degree of effort in understanding the factors that influenced the prevailing TVET environment, particularly those that necessitated the project and would play a role in encouraging or inhibiting progress towards desired outputs and outcomes. On the eve of project implementation, an evaluation of the state of TVET education in Jerusalem revealed that existing infrastructure was limited and had been insufficient up to that point. Chief among the barriers faced were inadequate infrastructure and instructors, curricula that did not include business-related soft skills, absent linkages with the private sector, a prevailing stigma against TVET education, limited to no accessibility for students with disabilities, and adverse influence of social norms that herd aspiring girls into “traditional” fields. Further, institutions were hampered by systemic barriers created by Israeli policies and regulations, principally the refusal to certify TVET institutions, as well as the circumstances of the labor market, such as the need to speak Hebrew or understand taxation and business policies. All of these circumstances were incorporated into program materials, underscoring efforts to apply knowledge in the project design and implementation.

The Project Document provides the most illustrative example of the project’s efforts to understand the factors and influences governing contemporary TVET education in East Jerusalem. The Document details the relevant regulatory, policy, and strategic context governing the sector, as established by both Palestinian and Israeli institutions, the state of contemporary education and factors inhibiting or fostering success, contemporary demographic and social factors with an influence on project implementation, and extant efforts by various actors (governmental and non-governmental) to develop TVET across East Jerusalem. A mapping of the existing TVET streams, educational institutions and curricula offered, and enrollment figures (disaggregated by sex of students) was also conducted, providing significant visibility on the operating environment and entry points for the project.

Activities to solicit the circumstances, needs, and concerns of local actors played an important role in informing activities, as well as identifying problems and requisite solutions. Identified from the outset, the decision of local actors, including community members, such as students, parents, and teachers, as well as private sector firms to engage with, as well as support, the project was vital to any success. The involvement of the private sector was especially crucial to progress towards Output 3 (Enhanced employability and complementary skilling services). Reflecting this recognition, a series of activities were undertaken with these stakeholders to ensure the project remained apprised of their perspectives. Based on the recommendations of the General Directorate of TVET, the project convened private sector representatives in May 2022 to gather their feedback and kick-off engagement with this segment of society. Soliciting the perspectives of private sector representatives proved valuable in developing trainings with the YMCA-CAC contracted to provide training on “21st century skills, Hebrew and English language, digital literacy, labour and taxation law, and entrepreneurship skills,” all of which were identified as critical to “bridge the gap with the demands and requirements of the labour market.”⁴ As for engagement with the local community, a Vocational and Technological Camp was held in October 2021.

⁴ Annual Progress Report 2022.

Coherence

INTERNAL COHERENCE

Finding 4: UNDP's instrumental role in the project's success can be attributed to its strong position, historical partnerships, and positive reputation. Leveraging its extensive experience with Palestinian national ministries, Jerusalem-based NGOs, and the local community, UNDP navigated the complex landscape of East Jerusalem effectively. Moreover, its enduring partnership with Norway, a significant donor, played a pivotal role in project implementation. With a cooperation portfolio exceeding US\$82 million, UNDP's 26-year relationship with the Palestinian Ministry of Education (MoE) supported infrastructure development, school rehabilitation, and program implementation. UNDP's commitment extended to enhancing education quality, addressing sector fragmentation, and providing soft components like teacher training and planning support. Furthermore, UNDP's active participation in private sector development and renewable energy initiatives opened doors for potential collaboration, fostering synergy between various sectors. These findings highlight the comprehensive and sustainable impact of UNDP's engagement in East Jerusalem's educational and developmental landscape.

UNDP's strong position and historical partnerships were instrumental in the successful implementation of the project. Leveraging its positive reputation, experience with Palestinian national ministries, Jerusalem-based NGOs, and the local community, UNDP was well-placed to navigate the complex landscape of East Jerusalem. The project also builds on an enduring partnership between UNDP and Norway. Both a current and historical donor to UNDP. In 2022, Norway donated over US\$ 30 million making them one of the largest donor for UNDP.

The size of the cooperation portfolio between UNDP and MoE exceeds US\$ 82 million. The project builds on a 26-year-old working relationship between UNDP/PAPP and the MoE. Since 1994, UNDP exerted a ray or efforts to support MoE in enhancing the quality of the Palestinian education system, especially through enhancing social and public infrastructure. This was done through the rehabilitation and construction of hundreds of schools. Additionally, UNDP/PAPP is a technical advisor for the Education in East Jerusalem Thematic Working Group (EJ-TWG), chaired by MoE and Norway as Deputy Chair.

UNDP/PAPP plays a pivotal role in advancing the Ministry's vision for the development of the education sector in Palestine at large, with a particular focus on East Jerusalem. The ongoing effort represents an extension of UNDP's commitment to establishing government-led and managed TVET facilities, including those in Jenin, Qalqilya, and Sheikha Fatima. Moreover, in East Jerusalem, the Ministry of Education selected UNDP/PAPP to implement support programs for private schools. With a direct financial contribution of US\$22 million from the Palestinian Authority, UNDP/PAPP significantly improved education service delivery in private schools. This involved addressing persistent educational challenges, such as sector fragmentation, financial management issues, and operational support. The project extended its support to 78 private schools and 80 kindergartens, making a substantial impact on the educational landscape.

In East Jerusalem, UNDP made substantial contributions to infrastructure development and improvement. Collaborations with various partners, including Norway, the Islamic Development Bank, and KfW, enabled the construction and rehabilitation of additional classrooms. Soft components, such as enhancing the quality of education, providing teacher training, counselling services, and planning capacity support, were also integral to the project's success.

In addition to its involvement in the education and TVET sectors, UNDP actively participates in various initiatives related to private sector development and renewable energy. Project stakeholders have expressed a keen interest in exploring opportunities for synergy and collaboration between these areas. Concrete evidence showcases efforts to establish connections between the TVET project and ongoing renewable energy projects within UNDP. This alignment opens up possibilities for cooperation and partnership, including potential collaboration with the Jerusalem District Electricity Company to offer training and skill development programs for students outside regular school hours in the designated units.

EXTERNAL COHERENCE

Finding 5: The early phases of the project encountered challenges related to aligning stakeholder expectations and project activities, which required extensive engagement with key partners. The project document was thoughtfully crafted to complement and build upon existing initiatives in the sector, ensuring coherence and support for TVET units within schools in East Jerusalem. While challenges included negative competition and fragmentation within the TVET sector, UNDP's historical presence, institutional relationships, and dedicated team were instrumental in reaching consensus and overcoming hurdles. However, the limited national sovereignty of the Palestinian Authority in East Jerusalem and uneven capacity among partners posed obstacles. Disruptions arose when consensus couldn't be reached, notably in the case of the Dar al Aytam school, resulting in a two-year delay in establishing the TVET unit. Despite these challenges, UNDP's role in mediating and facilitating solutions was commendable, with prospects for resolution. The project's success was shaped by its ability to navigate a complex landscape and address complex interplays between political, institutional, and capacity constraints.

The initial phases of the project encountered various challenges related to aligning stakeholder expectations and engagement with the project's workplan. This primarily involved synchronizing project activities and anticipated outcomes with the ongoing and concurrent efforts in the field. During the early months of 2021, significant efforts were dedicated to engaging with key partners, specifically the Ministry of Education (MoE), General Directorate of TVET, General Directorate of Buildings, the Jerusalem Directorate of Education (JDoE), ENABEL, GIZ, and NORAD.

The foundation of the project document and its original plan was built upon a thorough review of existing initiatives and ongoing endeavors by other donors and partners within the sector. As an example, the project specifically considered complementing the efforts of GIZ and NORAD by providing support for TVET units within established schools in East Jerusalem. UNDP's commitment in this regard was highly regarded during site visits and received positive feedback from school stakeholders, including principals. UNDP effectively delivered cohesive units that seamlessly integrated with the selected schools. The alignment of these units and, subsequently, the coherence of project outputs with the actual needs and realities were meticulously ensured through extensive collaboration with local stakeholders. The project also made endeavors to coordinate with and build upon the ongoing efforts of other EU stakeholders in East Jerusalem, such as Enable. Although this effort encountered some challenges, it was nevertheless exerted and is well-documented.

Discussions and concerns raised during interactions with government partners highlighted the necessity for a TVET expert who could provide technical assistance to the MoE and support project implementation. This expert was successfully recruited in 2021 and played a vital role in collaborating with the Ministry on matters related to strategy and technical assistance, ensuring a harmonious working relationship. In the latter half of 2021, the Technical Committee (TC) was established and conducted two meetings during the

remainder of the year, during which a strategic roadmap for the project was drafted. The role of the project team in shaping a coherent vision for the project was instrumental.

The challenges faced during the project included the negative competition between national and civil actors operating in East Jerusalem, as well as fragmentation within the TVET sector. However, partners ultimately managed to reach a consensus on the way forward. This progress often demanded significant time and effort from UNDP, and its achievement can be largely attributed to UNDP's established history, institutional relationships, and its experienced and dedicated team.

A notable hindrance to achieving a more effective level of project cohesion was the limited national sovereignty and influence of the Palestinian Authority in East Jerusalem. In several critical instances, this detachment or lack of essential resources led to delays and hindered project activities and outcomes. The support and supervision provided by the MoE to the JDoE were often inadequate, leaving the JDoE without guidance or the necessary resources to address emerging challenges. These deficiencies were exacerbated by the intense pressures exerted by Israeli authorities on the JDoE throughout the project's duration, culminating in the closure of their office. This further deepened the JDoE's dependence on external actors to continue providing services across Jerusalem.

Certain instances of uneven capacity among project partners also posed obstacles to project implementation. A striking example was the insufficient documentation within the MoE related to TVET, particularly the lack of statistics and outdated manuals and guidance. Despite substantial support efforts, the exposure and orientation activities conducted by the project team were not institutionalized due to limited human resources and capacity constraints. These pre-existing deficiencies impeded cooperation and required significant efforts to rectify. Additionally, the JDoE faced limitations in its ability to contribute to project activities, from strategy to implementation, due to its fragile status resulting from intense political pressures and the MoE's limited capacity to provide support.

The absence of clear policy frameworks for education and TVET development in East Jerusalem disrupted original plans and muddled the division of roles and responsibilities among different governmental actors involved in project implementation. In specific cases, the inability to reach a consensus created disruptions and impediments for the project. For two years, UNDP endeavored to facilitate an agreement between the MoE and the Ministry of Awqaf, allowing activities to commence at the Dar al Aytam school. However, all efforts proved unsuccessful, resulting in a two-year delay in establishing the TVET unit at that school. Eventually, resources had to be redirected elsewhere. In-depth interviews with government partners during this evaluation commended UNDP's role in attempting to mediate and bridge differing views, expressing optimism that a resolution was imminent. Building consensus around this school required the involvement of the Ministry of Awqaf, which was not part of the Steering or Technical counterparts for this project. Despite UNDP's best efforts, this likely limited the ownership and buy-in of the Ministry of Awqaf for the project. This challenge was significantly compounded by the long-standing competition with the MoE over the facility.

PORTFOLIO APPROACH

Finding 6: The project successfully established a Palestinian led comprehensive ecosystem in East Jerusalem for Technical and Vocational Education and Training (TVET) students through collaboration with various stakeholders, including the Ministry of Education (MoE), the Jerusalem Directorate of Education (JDoE), and the private sector. The project identified suitable schools and specializations,

raised awareness about TVET education, and engaged students with skill-building activities. While it made commendable efforts to involve the private sector in curriculum revision and teacher training, there were missed opportunities for further engagement due to capacity and willingness challenges within the private sector. Despite concerns about the preparation of students for the Israeli labor market, the project laid the groundwork for a Palestinian TVET education system in East Jerusalem, emphasizing resilience and employability.

The comprehensive project approach facilitated the establishment of a model ecosystem in which a diverse range of stakeholders collaborated to provide a holistic service for TVET students in East Jerusalem. The project closely collaborated with the Ministry of Education (MoE) and the Jerusalem Directorate of Education (JDoE) to identify schools and specializations. Concurrently, an assessment of private sector needs of relevant specializations and community engagement involving parents and children to assess their interest and appetite for specific specializations were conducted. These initiatives also aimed to raise awareness about TVET education and dispel the stigma associated with it. Notably, this was achieved through engaging activities centered around technology, robotics, and critical thinking, all in a fun and engaging atmosphere to incentivize children.

Once the schools and specializations were identified, the project partnered with representatives from the private sector through the East Jerusalem Engineering Association (EJEA) to revise the curricula. This phase also included the identification and recruitment of teachers, along with comprehensive training in the new specializations. The training encompassed both technical and pedagogical aspects to ensure that teachers were well-equipped to impart skills relevant to the job market, using innovative methods. These efforts demanded a high level of coordination and active involvement from various stakeholders, including the National Institute for Education and Training (NIET). Concurrently, infrastructure rehabilitation efforts were initiated to establish TVET units and undertake a complete rehabilitation of Al Thouri Tech School.

While these activities were ongoing, the project collaborated with the JDoE to develop exposure and orientation programs, launching a campaign targeted at prospective students. These initiatives were funded by the project and culminated in the development of an Exposure and Orientation Policy, which can serve as a guiding framework for future efforts by the JDoE.

Additionally, the project worked with students to provide them with skill-building activities to enhance their employability. These activities, conducted by the YMCA, covered 21st-century skills, language training, an introduction to taxation, and other relevant services.

The project's approach, which involved the private sector in curriculum revision, engaged private sector practitioners in teacher training, and increased their role in the TVET reform process, was commendable and could be expanded upon through broader consultations and assessments of skill gaps. While the project's approach was comprehensive and engaged multiple partners and layers, some opportunities were missed. Project stakeholders, including project owners, would have appreciated increased private sector involvement. This was a vision actively pursued by project implementers during the project's execution. Some stakeholders suggested providing on-the-job training or work-based learning and apprenticeship opportunities. However, several challenges were noted, particularly concerning the capacity and willingness of the private sector to participate or offer such opportunities. The private sector's challenges were further compounded by the fact that a significant portion of it operates informally. Some informants proposed direct training by private sector practitioners or companies at schools, while others suggested summer camps combined with on-the-job training during limited summer periods.

The project is graduating students within the framework of the Palestinian national system in East Jerusalem and providing a Palestinian alternative to Israeli providers. Notably, it successfully established the first Palestinian TVET school in East Jerusalem and laid the groundwork for a TVET education system for the Palestinian Ministry of Education in the city. However, despite these successes, key informants, partners, and focus group participants expressed concerns and criticisms regarding the preparation of highly skilled Palestinian youth to enter the Israeli labor market rather than the Palestinian market. This conversation, while relevant, extends beyond the project's scope and reflects broader issues in Palestine related to the substantial presence of Palestinian laborers working in the Israeli market. The project, nevertheless, addressed these issues transparently, demonstrating an approach that is essential for UNDP to minimize project risks, foster local buy-in, and encourage ownership. The evaluation concludes that in line with UNDP's transformative resilience approach, preparing young students and equipping them to create their own businesses or work as highly skilled, well-paid employees in their city is vital for enhancing their resilience and steadfastness.

The project's focus on every aspect of the TVET education process, with a clear prioritization of the ultimate beneficiaries, including the private sector and young students, establishes clear linkages to employability and is noteworthy.

Efficiency

Finding7: The project's high level of stakeholder consultation, marked by differing priorities and competing interests, posed challenges to its timely delivery. While the consultative approach was beneficial for gaining technical insights and fostering shared ownership, it affected the project's implementation speed. However, most activities were delivered on schedule, with significant success in establishing and operating Al Thouri Tech School. The Project Implementation Unit (PIU) efficiently managed day-to-day operations. Despite initial challenges, the project adapted and recovered lost time. It effectively allocated the budget, with over two-thirds directed toward project activities and 13 percent to project staff, demonstrating efficiency from a value-for-money perspective. The project remained on track for closure and completion of outstanding activities.

Timely and Cost Efficient Delivery

The high level of stakeholder consultation, characterized by differing priorities, competing interests, and a lack of a national long-term vision for East Jerusalem, significantly impeded project delivery. While the consultative approach was successful in providing technical inputs, clarifying priorities, and promoting shared ownership, it adversely affected the project's implementation speed. Moreover, differences in implementation approaches, strategies, and models caused additional delays, with ripple effects on the synchronization of delivery and capacity alignment with the character and level of needs. These factors collectively posed challenges to the timely execution of project interventions.

Most of the activities outlined in the original plan were delivered on schedule. Notably, the project achieved considerable success in establishing and operating Al Thouri Tech School, a pioneering institution in East Jerusalem now in its second year of program offerings. The relatively small project size, combined with the need for occasional reprogramming of activities, demonstrated the Project Implementation Unit's (PIU) efficiency in managing day-to-day operations. Qualitative feedback from key informants corroborated the effectiveness of UNDP's implementation and management capabilities. This is further supported by quantitative analysis of project financial data, as illustrated in the table below.

While not initially planned or envisaged, the project frequently grappled with complex policy issues necessary to create an enabling environment for project activities. Delays and additional efforts were required at various stages to ensure the successful delivery of project activities, and original plans had to be reprogrammed multiple times. Although the project team demonstrated resilience and dedication to successful project delivery, the timeline and scope were ultimately too limited to address the multifaceted complexities of the operating environment while simultaneously delivering project activities. Furthermore, UNDP minimized some of the high entry cost, considering its established relationships with the numerous governmental actors and given the limited Palestinian Authority's capacity to deliver services in East Jerusalem.

The project faced typical challenges during its setup and kick-off phase. The staffing and launch process unexpectedly consumed six months, accounting for 20 percent of the original project timeline, given the project's relatively short duration. Initial project materials indicate that only six percent of the budget was expended in the first year. However, once the project reached full operational capacity, it managed to recover lost time and adapt its approach as required. Notably, the project faced the challenge of limited existing knowledge regarding East Jerusalem, necessitating extensive stakeholder engagement to improve activity alignment with available capacities. This effort paid off in the second year, with the project delivering 52 percent of the budget within 12 months. A similar trend continued in the first six months of the third year, with over 20 percent of the budget expended. Remaining activities related to project closure, including this evaluation, as well as the finalization of the TVET unit at Al Tala' School and the publication of the TVET study, are either completed or on track for completion by October.

Table 4: Budget Expenses Over the Project Timeline

Year	Delivered	Committed	Planned	% Delivered of budget	% Delivered of planned budget
2020 ⁵	1,956.63	-	-	0.1%	0.1%
2021 ⁶	148,491.61	148,392.00	300,000	5.7%	6.3%
2022 ⁷	1,342,439	1,104,478	850,000	51.7%	56.8%
2023 (May) ⁸	520,206	584,261	1,212,553	20.0%	22.0%
Total	2,013,093.24	1,837,131.00	2,362,552.74	77.5%	85.2%

The project demonstrated efficiency from a value-for-money perspective. Over two-thirds of the allocated budget was directly attributed to project activities, while an additional 13 percent was allocated to project staff. The remaining costs were primarily related to indirect expenses such as management, evaluation, communication, and marketing. While it was challenging to isolate overhead and delivery costs per activity due to document allocation methods and data limitations, an overall examination as of May 31, 2023, indicated that 80 percent of the total budget was directly spent on project delivery. This ratio is considered above average for a project with both soft and hard components.

⁵ Financial report (1 Jan 2021 – 31 Dec 2021).

⁶ Ibid.

⁷ Financial report (1 Jan 2022 – 31 Dec 2022).

⁸ Financial report (1 Jan 2023 – 31 May 2023).

Monitoring and Evaluation

Finding 8: The project successfully established monitoring mechanisms and a comprehensive framework for data collection and analysis, facilitating regular reports, field visits, and social media engagement. While the project demonstrated a dedication to learning through various studies and knowledge products, some missed opportunities were related to monitoring and evaluation, such as the absence of a midterm review. These activities could have provided valuable insights and recommendations for addressing the project's extensive challenges. Lastly, coordination among governing structures, comprising major stakeholders, faced challenges.

In early phases, the project established a series of monitoring mechanisms and governing structures responsible for key activities and management. While the project succeeded in undertaking monitoring activities, as envisioned and scheduled, the governing structures, though including the major project stakeholders, struggled at times to coordinate in an effective manner.

Adding to these measures, from the earliest project phases, an expansive monitoring framework was also established, which enhanced UNDP's ability to collect and analyze information, as well as inform key stakeholders and take necessary decisions. Key monitoring activities included:

- Semi-annual, annual, and final donor reports, covering financial, technical, and management aspects.
- Midterm review (scheduled for March 2022) and endline evaluation (scheduled for June / July 2023)
- Regular field visits to the schools. These visits allowed project staff to assess the implementation on the ground, identify challenges, and ensure that project activities were aligned with the intended goals. Daily interactions with school principals and project stakeholders during these visits provided valuable insights into the project's progress.
- Comprehensive students tracking system was implemented, which included data on each student's registration, their source school, tracking numbers for identification, and their gender. This data was essential for tracking student progress, dropout rates, and demographic trends. Also, TVET teachers' tracker with information on their background, years of experience.
- Utilize social media platforms, such as the Department of Education (JDoE) Facebook page, and individual school Facebook pages were leveraged to provide real-time updates and engage with project stakeholders. This included answering questions from parents, sharing success stories, and facilitating interactions between students, parents, and the schools. The online presence served as a platform for raising awareness and sharing project achievements.

The dedication to learning was well evident through the significant set of studies, policies, and knowledge products produced under this project. But some missed opportunities directly related to monitoring and evaluation were present. For example, the midterm was never conducted and for a project with such an extensive set of challenges would've benefited from the findings and recommendations learned from such an activity and pre-post training surveys with teachers were also not conducted even though planned for in the results framework.

Governance and Decision Making

In addition to these measures, related materials were mandated, and structures established to ensure sound management, including resources related to tracking risks, problems, and lessons. The project established several structures and governing bodies to oversee and manage the implementation of the project, as well as ensure collaboration and joint decision-making by key project stakeholders. These

included a project Steering Committee, Technical Committee, and Project Board, the characteristics of which are enumerated below:

- **Steering Committee:** The SC was composed of the NRO, MoE, National Commission for TVET, and UNDP. Over the course of the project, the SC convened three times.⁹ Responsibilities vested in the SC included: high-level decision making on project activities, principally those related to engaging governmental actors and implementing partners.
- **Technical Committee (TC):** The TC was composed of the MoE (GD TVET, GD Buildings, NIET, and “other respective departments”), JdoE, NRO, UNDP, representatives of the private sector, syndicates in East Jerusalem, and the YMCA Career Advancement Center. It met on a semi-annual basis, though could also be convened for ad-hoc requests. Over the course of the project, the TC convened four times. The key responsibilities of the TC included: briefing partners on progress towards program outputs and decision-making on technical and logistical matters pertinent to project implementation (e.g., procurement of materials, consultations to develop necessary educational materials, recruitment of personnel, and commissioning of studies to inform project activities, among others).
- **Project Board:** The Project Board was composed of NRO and UNDP. It was expected to convene twice, in September 2022 and March 2023, aligned with the submissions of the semi-annual progress and financial reports.

These bodies met according to pre-established schedules, as well as ad-hoc requests, and were responsible for generating materials pertaining to technical and financial matters. Annual work plans and meetings of the Technical and Steering Committees served as guides for project delivery. For UNDP, these meetings provided opportunities for reviewing progress and making consultative adjustments to ensure support and buy-in.

Box 1: Employing **Innovative Strategies to Deliver Results**

The success of Al Thouri Tech School was achieved through a combination of innovative strategies, hard work, cooperation, and unwavering commitment. It is a testament to the dedication of the school management, JDoE, the Vocational Education Directorate, and UNDP in overcoming the multifaceted challenges that initially confronted them.

The opening and operation of Al Thouri Tech School encountered a series of challenges:

Negative Historical Image: The school had inherited a negative image from its past, which resulted in its attraction of primarily low-achieving students with behavioral issues. This tarnished reputation also made parents hesitant to enroll their children in the school.

Closed Gates: The school faced obstacles with its two main gates. One gate was closed due to a conflict with neighbors, while the second gate remained shut for security reasons related to the presence of Israeli settlers in the vicinity.

Silwan / Al Thouri Club Arrangement: An old arrangement with Silwan / Al Thouri Club granted the club access to various school premises. This arrangement had led to the club occupying significant spaces within Al Thouri Tech School. The club even requested the contractor not to proceed with civil works at four locations within the school, asserting ownership of these areas. This situation posed a substantial obstacle to the timely execution of remodeling works at the school.

Societal Perception: There was a prevailing negative perception of education offered by Palestinian TVET systems when compared to Israeli counterparts.

⁹ The three meetings were held on: May 30 2022, September 6 2022, and May 2 2023.

Operational Challenges: The school faced operational difficulties, including an insufficient number of teaching staff and engineers. Additionally, the staff benefits were inadequate, making it challenging to attract and retain qualified personnel.

However, the project team displayed resilience, innovative thinking, and cooperation in overcoming these challenges. Their commitment and hard work led to a successful transformation of Al Thouri Tech School. Here are some key strategies that were employed:

Collaborative Efforts: The school management, the Jerusalem Directorate of Education (JDoE), the Vocational Education Directorate, and UNDP worked relentlessly to address these issues.

Parental Engagement: The school actively engaged with parents, offering them tours and informative lectures to dispel misconceptions and improve the school's image.

Marketing Campaign: A comprehensive campaign was launched to create a positive perception of the school and attract a larger number of students. This included online and offline promotional activities.

Transportation Solutions: The Ministry of Education (MoE) agreed to provide transportation for students coming from distant areas.

Temporary Expertise: UNDP hired three engineering graduates from Al-Quds University to work at the school for four months until the MoE could hire permanent engineering instructors.

Tenacity in Resolving Al Thouri Club Issue: The challenge posed by the Al Thouri Club was addressed through extensive follow-up and negotiations with relevant stakeholders. Ultimately, the issue was peacefully resolved by the end of 2022, allowing the school's remodeling works to proceed unhindered.

Directly recruit and hiring teachers: UNDP took on the responsibility of ensuring an adequate number of teachers for the school year at Al-Thouri Technological School, partnering with Al Quds University to provide qualified teachers on a temporary basis.

Finding 9: The project faced significant challenges forcing it to reprogram some of its resources. Delays in acquiring a building for the Omar Ibn Al Khattab School, which forced a shift in focus towards supporting TVET units at existing schools. Efforts to rebrand the Dar Al Aytam Vocational School were hindered by the expiration of the Memorandum of Understanding. External factors, such as gender norms, required additional resources for gender-segregated activities, and synchronization with the school year was essential to minimize disruptions. These factors collectively impacted the efficiency of project implementation

Reprogramming

Project planning was built around existing realities and commitments made by sector partners. However, several anticipated plans were significantly delayed, resulting in time and economic inefficiency. The delay was most evident in the case of acquiring a building for the Omar Ibn Al Khattab School. Despite initial plans to purchase the second TVET school, the execution never materialized, forcing the project to shift its focus toward establishing and supporting TVET units at existing schools. This decision was only made by the Steering Committee at the end of 2022, when about 80 percent of the project's original 30-month timeline had already passed.

The project invested substantial effort in developing a rebranding strategy and coordinating its rollout with both the Ministry of Education and the Ministry of Awqaf and Religious Affairs. However, efforts to rebrand Dar Al Aytam Vocational School were thwarted due to the expiration of the Memorandum of Understanding between the Ministry of Education and the Ministry of Awqaf and Religious Affairs regarding the operation of school facilities.

External Factors

Gender norms, which prohibited mixed-gender educational activities, posed a persistent challenge, exacerbating the issue and requiring additional resources for gender-segregated activities. The ITIQ camp serves as a prominent example of this dynamic. Innovative efforts were also made to persuade partners to open TVET streams for both male and female students within the same facilities. This transformation was particularly evident at Al Thouri Tech School, where the project successfully introduced TVET streams for both genders, overcoming initial resistance.

Synchronizing activities with the school year was particularly crucial. UNDP made an effort to align rehabilitation and equipping activities with the school year's conclusion to minimize disruptions to student life. The project also allocated resources for the delivery of a smaller set of specializations during the short summer window instead of a larger offering before the school year. This synchronization was equally important for data collection activities conducted in this evaluation, as the evaluation team had to wait until the school year began to collect enrolment data and conduct on-site data collection activities with students, teachers, and principals.

Effectiveness

ACHIEVEMENT OF OUTPUTS

Finding 10: Output 1: which focuses on expanding and improving TVET offerings and Output 2 which focuses on enhancing technical and pedagogical skills of TVET teachers were effectively achieved. Output 3 which focuses on skilling of students and forging partnerships with the private sector to provide apprenticeship opportunities lagged.

OUTPUT 1

Finding 11: Offerings of TVET education for secondary students in East Jerusalem have both been expanded as well as improved. Offerings have expanded through the establishment of one new vocational school (the 1st governmental vocational school in EJ), and through the introduction of new vocational in several academic schools. Offerings have also been improved through upgrading of labs and workshops in terms of equipment, machinery, and tools. Offering expansion took place despite the inability of the project to establish two new TVET school where only one was established, and despite the failure to re-brand Dar Al Aytam school as planned.

The activities conducted to strengthen the capacities of JDoE for improved TVET exposure and orientation and TVET-oriented career guidance had effects on enhancing the demand for training at the targeted TVET institutions in Jerusalem, but not at offering expansion. Furthermore, it is questionable how the implemented activities (most of which have targeted students directly) have contributed to strengthening JDoE capacities except through action that feeds into the enhancement of national policy through on ground feedback

Table 5: Output 1: Expanded and improved offerings of TVET education for secondary students in East Jerusalem.

Indicators	Base-line 2020	Target	Endline (2023)
# of TVET schools established or improved	0	1 established (Al Thori)	1 School Established, 4 Units established at 2 different schools
# of students benefitting from new or improved TVET offerings	38 All male students	127 students (71 girls, 56 boys)	196 students (113 boys, 86 girls) Abu Baker: 68 (Females) Al Thouri: 66 (51 boys, 15 girls) Dar Al Aytam: 36 boys Tala Al Quds: 26 boys
# of students completing TVET education in the targeted schools	0	Graduated: 0	Graduated May: 30 all females

% of students in new or improved TVET schools who feel satisfied with the quality of TVET education provided	N/A	80% of the targeted students	55% ¹⁰ of students in new or improved TVET schools who feel satisfied with the quality of TVET education provided
--	-----	------------------------------	--

Al Thouri Tech:

Al Thouri school when first established used to be a vibrant secondary school catering for 500-700 orphan students annually. However, the number of students diminished slowly to reach as low as 20 students. Accordingly, a decision was taken to change the school in the year 2022/2023 into a vocational school to be run by the Palestinian Ministry of Education through the Jerusalem Directorate of Education (JDoE).

On 1 September 2022, Al Thouri Tech school - the first governmental TVET school in East Jerusalem under the management of Ministry of Education (MoE) and Jerusalem Directorate of Education (JDoE) was opened with around 30 boys' and girls' students. Students came to rehabilitated labs and classrooms fully equipped for the new technological streams. A site visit to the school showed well-equipped and orderly facilities and equipment.

Prior to the opening of the school, a pioneering promotional and marketing campaign was carried out by a local Palestinian organization 'Pal-Vision' with creative online and offline tools to attract female and male students to enroll at the school that included establishing social media account for the school, engaging youth Influencers, promoting the streams and the school on the public transportation, and implementing motivational activities during the first week of the school. As a follow up to the promotional activities to render comprehensive branding and promotion themes, UNDP and Pal Vision finalized the external beautification works at the school including the banners. Additionally, a safety and security system including an inventory system and CCTV cameras was installed at the school.

The number of new enrolled students for the current year 2023/2024 is around 60 students. In other words, the number of new enrolled students has doubled within one year of operation. Other evidence of success is the ability of the school to enhance the academic achievements of students. For example, the school managed to enhance the performance of 5 female students (2 with learning difficulties) to higher academic achievers.

Tala' Al Quds:

As for building the second school: Omar Ibn Al Khattab TVET School, unfortunately, ENABEL decided to suspend the purchasing of the building structure which was intended as a second school for TVET transformation. The alternative plan was agreed at the Steering Committee to allow UNDP to finalize the technical assessments of adding additional TVET units at Tala' Al Quds school. In August 2022, consultation meetings with relevant stakeholders were carried out and two new TVET streams were identified to be added at Tala' Al Quds school: Sound Technologies and Smart-phone applications.

Tala' Al Quds school was established in the year 2016 and offered academic education to classes 7-12. The number of students at that time was very small (36 students), and the school attracted namely children

¹⁰ This is partially driven by the fact that re-branding and renovation activities planned for Dar Al Aytam were never carried. Quality enhancements for that group is expected only as a result of trainings provided for teachers. As concluded below the overall environment at Dar Al Aytam is not conducive for quality education.

with behavioral problems. Things gradually changed positively, and the number of students last year reached 105 students, in other words, around 300% increase. In the year 2020/2021, a class 10 vocational class was opened, and in the year 2022/2023 class 11 vocational class in the Smart Building specialization was opened.

With this project support, two new specializations, Sound Technologies and Smart-phone applications were opened this year 2023/2024. Design works commenced in January 2023 and civil works in April 2023. A site visit to the school showed that civil works is still underway but almost done, and equipment will be procured this month of September. The number of students in class 11 this year is 15 students, and they will be distributed over the two offered specializations. The main challenge facing the project is the relatively late finalization of civil work and lab equipping.

Re-branding Dar Al Aytam School:

As for Dar Al Aytam TVET school in the Old City, UNDP carried out a series of meetings with project stakeholders and the community to develop the re-branding strategy of the school, including the renewal of the agreement between MoE and the Ministry of Awqaf for the operation of the school. The agreement between MoE and the Ministry of Awqaf was signed in 2019 with a duration of two years. A management board made of 8 persons was formed, and this board was to manage the school during the partnership period. The renewal of the agreement took longer time than anticipated and to date, no final agreement has been reached. MoE offered to manage all 6 TVET streams at Dar Al Aytam but they are currently managing the same two streams, namely general electricity, and heating and air conditioning within the limited spaces provided to them.

UNDP team conducted a needs assessment to improve the quality education of the existing TVET streams within the current available spaces provided to MoE. However, following the visit of Government of Norway to the school, concerns were raised with regards to investments in Dar Al Aytam with the limited spaces provided to Jerusalem Directorate of Education and MoE, especially that there are better spaces available in the compound that can be remodeled and utilized for TVET education.

The concerns were discussed during the fourth technical committee (TC) meeting on 7 December 2022 and JDoE suggested to assess the possibility of investing at al Isra' school which is adjacent to Dar Al Aytam to be used as the educational classrooms and rehabilitate the labs at Dar Al Aytam. UNDP commissioned an additional assessment and found that linking the two schools together within the current situation is not feasible.

Despite considering various alternatives, re-branding Dar Al Aytam did not take place, and looks that it will not take place. Nonetheless, the students and teachers at Dar Al Aytam are targeted in project activities and its soft interventions. Dar Al Aytam students are participating in the life and soft skills training offered by the YMCA-CAC and teachers attended the pedagogical and TVET training provided by the NIET, in addition to the technical training assigned to EAJC during the same period.

The prioritization of Dar Al Aytam as a strategic national focus underscores the need to persist in efforts to foster consensus between the two-line ministries, namely, the Ministry of Education (MoE) and the Ministry of Awqaf. Dar Al Aytam requires a revitalization plan and not only a rebranding plan. The school cannot exist on the long run without a clear agreement of the two relevant ministries at the highest level. This will help in revitalizing the TVET offerings of the school and aligning the streams with market needs, serving as foundational steps to safeguard the facility and boost enrolment.

The field visit to Dar AL Aytam revealed the following:

- The vocational school under MoE consumes a small part of Dar Al Aytam school, and offers two specializations: general electricity, heating and air conditioning.
- Three classes (10, 11, and 12) are offered at the school. Class 10 was opened in 2022/2023, but the school has insufficient number of classrooms and labs. Additionally, the existing classrooms and labs are small, inadequate, and poorly equipped. Hand tools are not well stored.
- The current situation at the school is completely unsustainable and unacceptable. School management have no keys to the school and can only enter and exit at specific time controlled by the guard. Access to the PC lab was restricted this year to the school students and staff. All schools' staff are cramped into a single small staff room.

Despite encountering significant challenges, there has been a notable increase in the number of students attending the school. In class 10, there are currently 19 students, compared to 8 last year. In class 11, the current student count is 15, up from 8 the previous year. In class 12, there are presently 6 students, down from 9 last year. This rise underscores the growing demand for Technical and Vocational Education and Training (TVET) in Jerusalem, particularly in vulnerable areas like the Old City. According to key informants, the surge in enrollment can be attributed to the recognition that TVET education offers a viable alternative pathway to employment, especially in a vibrant and contested space that is home to many of those students. This is evident in the provision of highly sought-after services in the Old City, such as those related to carpentry work. The increase was also attributed to macro level factors such as an improved image of TVET education in the city. Capacities of JDoE: Exposure and Orientation

The initiatives aimed at enhancing the capabilities of the Jerusalem Directorate of Education (JDoE) in the realm of improved TVET exposure, orientation, and career guidance had a discernible impact on increasing students' interest in TVET streams and units established within the project under evaluation. The project's primary objective was to fortify the JDoE's capacity to provide exposure and orientation to students in academic schools, along with delivering TVET-oriented career guidance. It became evident that exposure and orientation activities were not standardized at the Ministry of Education (MoE) or at the directorate level. Currently, no vocational counselors are in place, with teachers assuming the role of vocational counseling. Furthermore, East Jerusalem was overlooked in terms of TVET supported exposure and orientation interventions carried out by other international organizations.

In response, the UNDP engaged a TVET consultant to identify policy requirements and conduct exposure and orientation sessions at 15 schools in East Jerusalem, centered around Al Thouri and Dar Al Aytam schools, during April and May 2022. The primary goal was to provide practical, on-ground feedback to enhance national policy. These sessions were targeted at students in Grades 9 to 10, with approximately 800 students in attendance. The sessions were highly regarded by school principals, teachers, counselors, and students, who emphasized their importance and advocated for their regular implementation. Additionally, the consultant organized a one-day technical workshop aimed at about 40 academic teachers who teach TVET subjects to students in grades 7 to 9. This workshop took place on May 17, 2022, at the Ramallah TVET Girls School.

In order to institutionalize this intervention, a policy paper was developed, offering recommendations and a clear roadmap for proposed actions. One of the critical recommendations from the policy paper is to invest in training school counselors to take on the responsibility of conducting exposure and orientation activities within their schools. In Jerusalem schools, there are currently 54 school counselors who require

training, and the guidance provided by the MoE to assist them in delivering vocational counseling needs further enhancement to enable them to perform their roles adequately.

The JDoE's capacities for improved TVET exposure, orientation, and career guidance have been enhanced through several means:

- Conducting Exposure and Orientation sessions with a focus on students in Grades 9 to 10, reaching around 800 students from nine academic schools. The goal was to provide valuable, on-ground feedback to enhance national policy.
- Organizing a one-day technical workshop for approximately 40 academic teachers responsible for teaching TVET subjects to students in grades 7 to 9.
- Conducting one-on-one sessions as part of the capacity-building efforts.
- Crafting a comprehensive policy paper on exposure and orientation to institutionalize this intervention within the JDoE.

A close examination of the work related to exposure and orientation reveals an impressive level of analysis and professionalism. The policy paper, designed to institutionalize exposure and orientation, encompasses roughly 30 recommendations for actions to be taken across various areas, including curriculum development, teacher and counselor training, improvements in the learning environment, monitoring and supervision, and more.

The project's endeavors in exposure and orientation, reaching a broad and substantial number of students, indeed represent a noteworthy achievement. This outreach likely contributed to an increased demand for participation in the TVET system in East Jerusalem, which is further reflected in the surge in the number of applicants and students accepted into the supported schools. However, the extent to which these efforts have substantially contributed to the capacity development of the JDoE for improved TVET exposure, orientation, and career guidance remains a subject of inquiry. These actions have primarily informed and enhanced national policy through tangible feedback from the field.

It is essential to recognize that the true strengthening of the JDoE's capacity will only come to fruition once the recommendations outlined in the policy paper are implemented. Given the need for an extended timeframe to execute this strategic initiative, it is advisable to continue providing national support to establish and fortify this service across all schools in East Jerusalem. Such an endeavor should involve the national TVET commission and the leadership of the MoE and JDoE.

OUTPUT 2

Finding 12: The project has contributed effectively to enhancing the technical and pedagogical skills of TVET teachers in the targeted TVET schools. 14 teachers were trained both pedagogically and technically. Teacher and schools' principals have positively assessed the trainings provided and believe that it has improved their training practises. More importantly, students have also positively assessed their teachers' competencies. Great efforts have been exerted to ensure quality and relevant trainings, however there is a need to better conceptualize how such efforts can be organically institutionalized and sustained at the system level.

Table 6: Output 2: Enhanced technical and pedagogical skills of TVET teachers for targeted TVET schools

Indicators	Baseline 2020	Target	Achieved:
# of TVET teachers benefitting from improved pedagogical or technical skills training	N/A	14	15
% of targeted teachers with increased knowledge (survey before training and after training to measure difference) and practices (observation of teacher teaching using a protocol before training and after training)	N/A	At least 80%	76%

Pedagogical Training

The pedagogical training provided by the National Institute for Education and Training (NIET) and the Ministry of Education (MoE) was a significant component of the "Supporting Technical and Vocational Education and Training in East Jerusalem 2020-2023" project.

The pedagogical skills training was executed collaboratively by the (NIET) and MoE, leveraging their experience in the Training the Trainers (TTT) program. The initiation of the pedagogical training was postponed due to delays in the recruitment of academic teachers. To address this, multiple meetings and discussions were convened with key stakeholders, including the NIET and the General Department for Technical and Vocational Education and Training (TVET). This served to identify the training team responsible for conducting the program.

In January 2023, a 4-day preparatory workshop was conducted, engaging TVET school principals and teachers. The workshop facilitated the identification of specific training requirements and allowed for the design of the training program through a participatory approach, ensuring it met the participants' needs.

The actual training sessions took place between February 2023 and May 2023. The program comprised comprehensive training sessions, interactive learning workshops, and visits to TVET schools. A total of 14 teachers (10 females and 4 males) participated, with 3 from Al Thouri Tech, 5 from Dar Al Aytam, 2 from Tala' Al Quds, and 4 from Abu Bakr Al Siddiq. These teachers, with backgrounds in engineering, actively engaged in the training and benefited from the valuable knowledge and expertise shared during the program.

The training encompassed four key topics:

- Planning for Innovative Teaching.
- Authentic Assessment and Evaluation.
- Teaching Implementation and Workshop Management.
- Innovation in Ideas Marketing.

Additionally, a field visit to an established vocational school was conducted, and participating teachers developed and presented developmental plans they created during the training. Online virtual teaching was also part of the program. This pedagogical and TVET training equipped the participating teachers with essential skills and techniques that would enhance their teaching capabilities and positively impact the quality of TVET education in East Jerusalem.

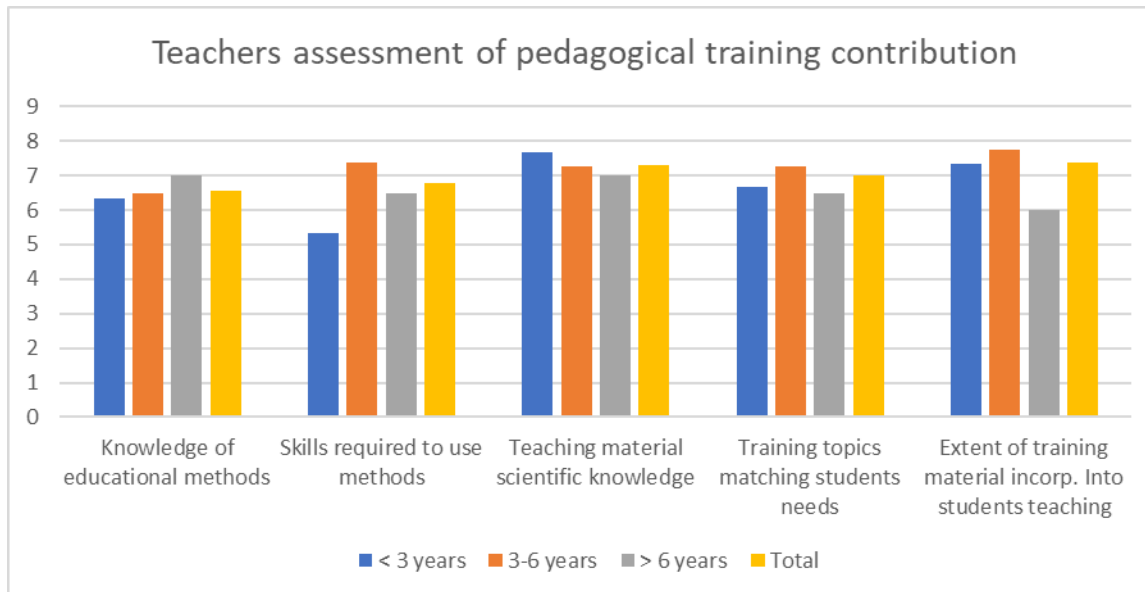
To assess the impact of the training, a survey was conducted with teachers to measure their satisfaction and the extent to which they implemented the acquired knowledge. The survey results indicate that, overall, teachers were satisfied with the pedagogical training, with male teachers rating all components of the training higher than their female counterparts. However, the reasons behind this gender difference are not evident.

Notably, teachers with 3 to 6 years of experience appeared to place significant value on both the pedagogical and technical aspects of the training, deriving substantial benefits from both. This inclination can be attributed to their accumulation of practical experience, which not only underscored the value of new pedagogical methods but also facilitated effective implementation. Furthermore, the results suggest that teachers with less than three years of experience reported greater improvements in pedagogical skills but relatively smaller enhancements in technical skills. Conversely, teachers with over 6 years of experience noted higher improvements in technical skills but comparatively smaller advancements in pedagogical skills. These insights should be considered when developing future teacher training programs and selecting participants. Self-reported results from the teacher survey indicate that the pedagogical training positively contributed to improving the skills and practices of teachers. Notably, the 5 dimensions evaluated has an average of 7.2. Teachers reported highest improvement (8) in their scientific knowledge of the topics and reported relatively lower improvement rate (6) as it pertains to the skills required for using education methods. This could be an indication that teachers need more skill-based training rather than theoretical training. A view confirmed by qualitative interviews. Indeed, all six teachers interviewed thought that the two sessions provided by the two engineer trainers (vocational teachers and trainers from Tulkarem and Nablus) was of notable value. Moreover, as per Figure 1 teachers with 3 years of experience or less reported the highest level of improvement.

Table 7: Reported Improvement associated with Pedagogical Training: NIET

To what degree did the training you received within the framework of the “Supporting Technical and Vocational Education and Training in East Jerusalem 2020-2023” project, which was implemented through the UNDP/PAPP, contribute to improving the following? Please answer from 1-10, where 1 indicates that the training did not contribute at all to improving the relevant skills and 10 indicates that the training greatly contributed to improving the following:	Gender					
	Male		Female		Total	
	Mean	Median	Mean	Median	Mean	Median
Knowledge of educational methods	8.00	8.00	6.27	7.00	6.54	7.00
The skills required for using educational methods.	8.00	8.00	6.55	6.00	6.77	6.00
Scientific knowledge of the topics of the teaching materials provided	8.00	8.00	7.18	8.00	7.31	8.00
The extent to which training topics match the needs of students	8.00	8.00	6.82	7.00	7.00	8.00
The extent of incorporating training materials into student teaching.	7.50	7.50	7.36	7.00	7.38	7.00

Figure 1: Years of Experience and Reported Improvement of Pedagogical Teaching Methods

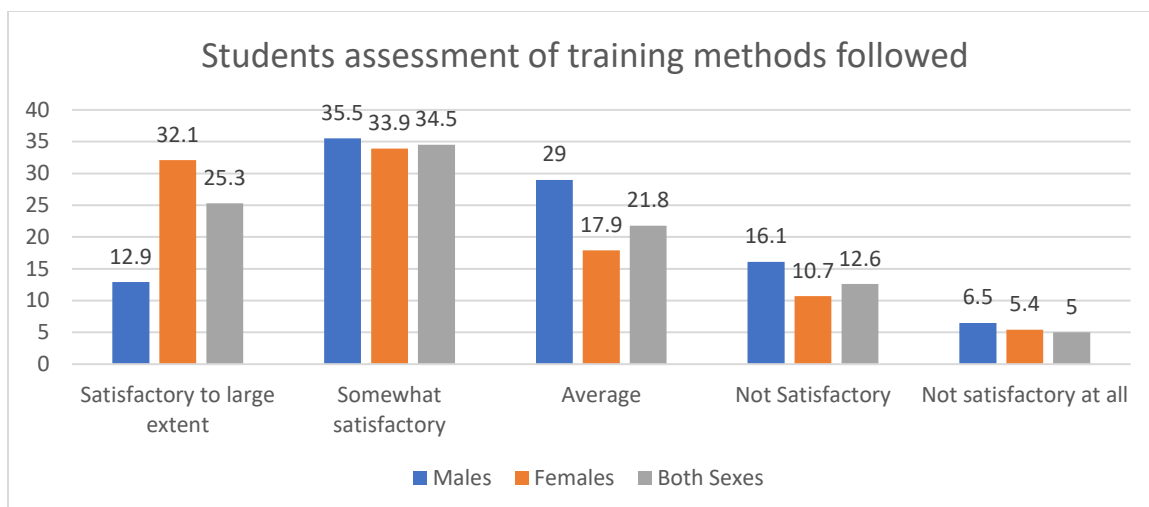


Additionally, these findings are confirmed by interviews conducted as part of this evaluation with four school principals and 6 teachers showed the following concerning the pedagogical training provided by NIET:

- 3 out of 4 principals evaluated the pedagogical training very good and beneficial. They noted that they noticed real improvement in teachers' performance following the training. Teachers started conducting pioneering projects with students. Teachers became also much motivated in their work. Principals noted that prior to the training, there were several consultations with principals and teachers to identify training needs and develop the teaching plan. One principal did not share the above views, and thought that the training was not useful. "Trainers had experience in training academic teachers and not TVET trainers/teachers/engineers. Training was ok for new teachers who had no experience at all." All interviewed principals noted that they have participated in the training in addition to the teachers which was good thing.
- 3 out of the 6 teachers interviewed thought that the training was very good to excellent, and highly useful to them. They noted that the training duration was adequate, and that the use of on-line training substituted the face-to-face training especially when/since many of the trainers could not access Jerusalem. All 6 teachers interviewed thought that the two sessions provided by the two engineer trainers (engineers assigned to cater for vocational education in Tulkarem and Nablus) was of great value.

The end beneficiary of training of teachers are the students themselves who should be able to acquire better teaching. The following figures present students views of their teachers and teaching who were exposed to the pedagogical training. The majority of students find the training methods used by their teachers as satisfactory (34.5%) and highly satisfactory (25.3%).

Figure 2: Students Assessment of the training methods followed by teachers:



Provided documents did not allow for detailed inspection of pedagogical training syllabus. What is known is that training was made up of 6 sessions and that it included the subjects of: Planning for innovative teaching; Authentic assessment / evaluation; Teaching implementation and workshop management, and; Innovation in ideas marketing. Some of the teachers interviewed expressed the need for additional training in project-based teaching methodologies, and in class management and discipline (particularly in handling students with negative behaviors). Experts also recommended that training needs could be discerned by reviewing teacher competency profiles at the Ministry of Education.¹¹ This approach serves as a valuable guide for assessing and anticipating future training requirements.

It was further noted that some of the trainers / coaches were not trained to train TVET teachers, something that has to be addressed if NIET is to conduct further trainings in this field, or if NIET is to become official hub for such trainings in the future.

Technical Training

Shifting focus to the technical training, UNDP entered into an agreement with the Engineering Association Jerusalem Centre (EAJC) to collaborate with private sector engineering firms for the training. This training was tailored according to the needs of teachers and primarily took place in the schools from February 2023 to May 2023. Additionally, a peer-to-peer coaching approach was designed and implemented to facilitate knowledge and experience sharing between the new TVET teachers in East Jerusalem and their peers in the West Bank.

Self-reported results from the teacher survey indicate that the technical training positively contributed to improving the skills and practices of teachers. Notably, the 5 dimensions evaluated had an average of 8. Teachers were consistent in their evaluation across all dimensions. In contrast to pedagogical trainings,

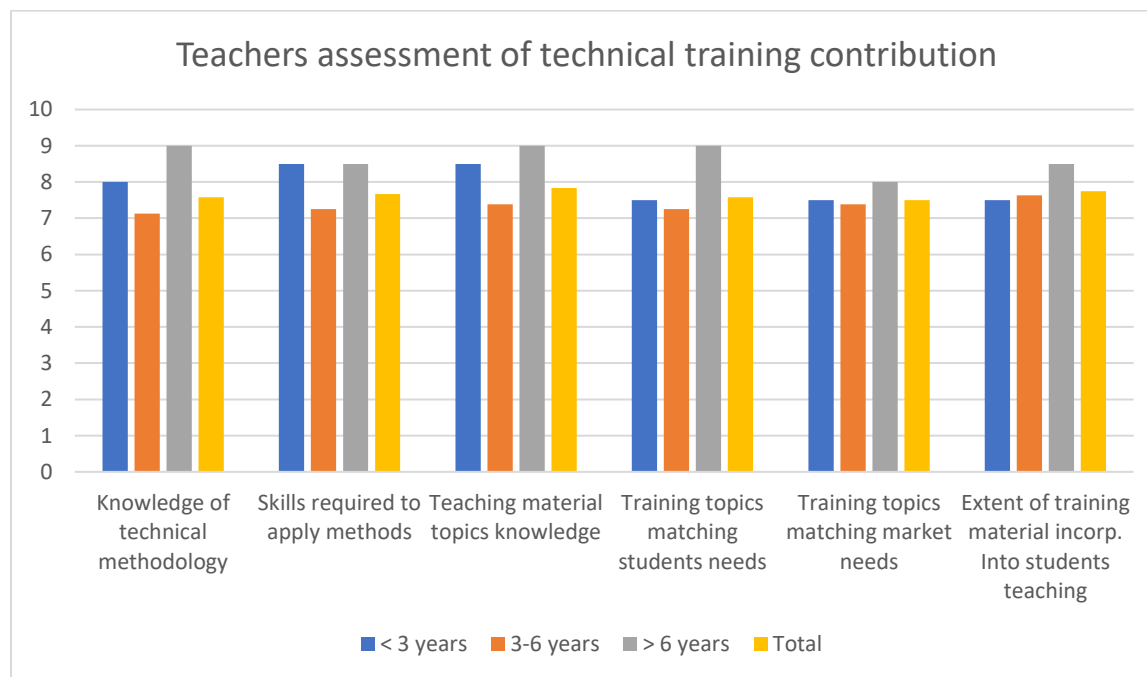
¹¹ A teacher competency profile is a comprehensive summary of the skills, knowledge, abilities, and qualifications required for effective teaching in a specific educational context. This profile typically includes information about educational qualifications, subject matter, expertise, pedagogical skills, classroom management abilities, interpersonal and communication skills, technology proficiency, and any other essential qualities relevant to the teaching profession. The Ministry of Education or educational institutions often use teacher competency profiles as a guideline for recruitment, professional development, and performance evaluation. By defining the expected competencies, these profiles help ensure that teachers are equipped with the necessary skills to meet the educational goals and standards of a particular institution or educational system. Additionally, teacher competency profiles can serve as a basis for identifying training needs and designing professional development programs to enhance teachers' skills and knowledge.

and per Figure 3 teachers with 6+ years of experience or more reported the highest level of improvement in their technical skills. This contrasting trend between years of experience and reported improvement in skills is worth considering when designing future projects, especially when considering training needs of teachers.

Table 8: Technical Training: EAJC

	Gender					
	Male		Female		Total	
	Mean	Median	Mean	Median	Mean	Median
Technical Methodology Knowledge.	8.00	8.00	7.50	8.00	7.58	8.00
The Skills Required for Applying Technical Knowledge	8.00	8.00	7.60	8.00	7.67	8.00
Knowledge of the Topics Presented in the Teaching Materials	7.50	7.50	7.90	8.00	7.83	8.00
The extent of alignment between the training topics and the students' needs	6.50	6.50	7.80	8.00	7.58	8.00
to English is "The extent of alignment between the training topics and the market needs."	7.00	7.00	7.60	8.00	7.50	8.00
The extent of incorporating training materials into student teaching.	7.50	7.50	7.80	8.00	7.75	8.00

Figure 3: Teacher's assessment of technical training provided disaggregated by years of experience



Interviews conducted with various teachers who participated in the technical training yielded the following insights:

- A comprehensive gap analysis was conducted to identify training needs, and the training plan was developed accordingly.

- Technical training, conducted by EAJC, commenced in May 2023.
- The technical training covered five key areas: Graphic Design, 3D Max, Smart Building Technologies, General Electricity, and Air Conditioning. EAJC contracted experts and companies in these five streams, and the trainings were conducted within the schools. For Air Conditioning, training would also take place in Hebron.

A detailed assessment of the five offered technical training programs is as follows:

Graphic Design: Training in 3D Max, conducted in Abu Bakr Al Siddiq School, lasted five days and covered over 80% of the curriculum provided at the schools. The teachers interviewed found the training to be sufficient, and they did not feel the need for further technical training.

Smart Building Technologies: Two groups of teachers who attended Smart Building Technologies training were interviewed. The first group noted that the training was very relevant and that the training period was insufficient. Training was conducted at Tala' Al Quds, Al Thouri Tech, and Elektra Company premises in Ramallah. A WhatsApp group was formed, allowing teachers to stay in touch, exchange experiences, and network. Recommendations from this group included selecting coaches with experience in teaching technical components in TVET and familiarity with the ministry's examination system for future projects.

Air Conditioning: Technical training in the field of Air Conditioning was ongoing during data collection.

General Electricity: Technical training in General Electricity took place at Al Thouri Tech and had a duration of 30 hours. While teachers felt that the training duration was insufficient, they praised the excellence of the trainer/coach. They also noted challenges with the training equipment available, which differed from what they had in their own schools.

The main challenges faced by EAJC in implementing its activities as expressed by EAJC are as follows:

- 1) The accessibility of trainers to Jerusalem, two trainers from Jerusalem and three trainers had to get permits to enter Jerusalem and, there were some delays, while the HVAC trainer failed to get the permit and the training for the teachers was provided at the Polytechnic in Hebron.
- 2) The training had occurred at the end of the academic year, many teachers (trainees) were busy with the final exams and Tawjihi exams. Accordingly, the program of training had to be changed several time to fit with the teachers' availability.
- 3) Some of the materials in the laboratories / workshops were missing and some time there was not adequate Internet connections.

OUTPUT 3

Finding 13: Employability and complimentary skilling services for TVET students have been enhanced through developing partnerships with relevant private sector actors, and through the direct provision of comprehensive life and soft skills development services for TVET students. The main private sector partner EAJC has worked on reviewing the curricula of 5 specializations to be better aligned with the labour market needs and has technically trained 15 teachers. Its performance with regard to placement of students in on-the-job training places has been more modest as only 6 students were placed out of 85 students planned. As for the provision of comprehensive life and soft skills development services for TVET students, the YMCA-CAC has offered trainings to 127 students from the four TVET school / units targeted. A survey of students exposed to the life and soft skills training showed that the majority of students were satisfied with the training provided, despite the fact that

around half of the school principals having serious concerns as to the quality and relevance of the training provided

Table 9: Output3: Enhanced employability and complementary skilling services for TVET students

Indicators	Target 2023	Status
# of TVET students who accessed soft skills development opportunities	127	52%
# of partnerships established with private sector actors for the provision of internship opportunities to TVET students	5-7	1
# of students in apprenticeships (# of apprenticeships established)	85 students (54 girls, 31 boys)	6

Private Sector Partnerships

A partnership with relevant private sector actors, including Micro, Small, and Medium Enterprises (MSMEs) and self-employed individuals, has been developed to provide on-the-job training opportunities for TVET students. This partnership is particularly focused on technology and engineering disciplines, and an agreement has been signed with EAJC to facilitate engagement with private sector companies and engineering firms. The intervention comprises the following key components:

Review of Educational Content: The first component involves a comprehensive review of the educational content to ensure alignment with the current needs of the market. This review specifically addresses the educational content related to the five specializations within the TVET streams. As a result of this review, a document containing recommendations to enhance the learning experience in these five streams has been developed.

Technical Training for Teachers: The second aspect of this partnership is the provision of technical training to TVET teachers. Fifteen teachers have already received training in various areas, including General Electricity, Graphic Design, Smart Building Technologies, and Interior Design. This training is critical to equip teachers with up-to-date knowledge and skills, enabling them to effectively instruct students in these specialized fields.

On-the-Job Training for Students: The third component focuses on providing on-the-job training opportunities to grade 11 and 12 students. Thus far, six students have completed four days of on-the-job training. The total number of students set to benefit from these training opportunities is expected to reach 85 by the end of the project. These practical experiences are invaluable for students as they gain real-world exposure to the skills and knowledge, they have acquired in their TVET studies.

Field Visits for Grade 10 Students: Although field visits for grade 10 students have not yet taken place, they are a planned part of this initiative. These visits will provide younger students with insights into the practical applications of technology and engineering disciplines. These field visits are expected to occur in the coming months.

The EAJC Progress Report, submitted in September 2023, highlights the significant achievements made under this partnership. Specifically, it outlines the successful review of curricula to align them with market demands, the provision of technical training to teachers in relevant fields, and the commencement of on-the-job training for students. The upcoming field visits for grade 10 students represent a valuable component that will further enhance students' understanding of the technology and engineering disciplines. This partnership is a critical step in preparing TVET students for successful and relevant careers in the evolving job market.

Provision of Comprehensive Life Skills

An agreement was established through a Responsible Party Agreement (RPA) with the YMCA Career Advancement Center (YMCA-CAC) to execute life and soft skills training, encompassing topics like 21st-century skills, Hebrew and English language, digital literacy, labor and taxation law, and entrepreneurship skills. The primary objective of this skills enhancement initiative is to equip the targeted students with the necessary competencies and skills to improve their employment and educational prospects, effectively bridging the gap with the demands of the labor market, particularly the Israeli labor market.

Responding to the Jerusalem Directorate of Education's (JDoE) request, life and soft skills training was made available to all 127 students from the four TVET schools/units in Jerusalem. However, project management, taxation, and finance training were exclusively offered to grade 12 students. The comprehensive training activities were successfully completed in May 2023.

The project facilitated training delivery to eight distinct cohorts as follows:

- 2 training cohorts at Al Thori School - 28 students (21 males, 7 females)
- 1 training cohort at Al Talaa' Al Quds School - 16 male students.
- 1 training cohort at Dar Al Aytam School - 25 male students.
- 4 training cohorts at Abu Bakir Al Sidiq School - 60 female students.

Trainings provided included:

Life Skills: A total of 244 life skills training hours were delivered to 127 students from four TVET schools in East Jerusalem (Al Thori Technology School, Dar Al Aytam School, Al Tale' School, and Abu Bakr School). The training covered topics such as leadership, communication, conflict resolution, time management, stress management, and negotiation skills.

21st Century Skills: A comprehensive package of 21st-century skills training was provided, encompassing: a. Digital Literacy Skills: 12 training hours delivered in a single training cycle at Al Talaa' School. b. E-marketing skills: 48 training hours distributed across four training cycles, with 12 hours in each cycle, were conducted at Al Thori Technology School, Al Talae School, and Dar Al Aytam School. c. Project Management: 24 training hours split into two training cycles, with 12 hours in each cycle, were provided at Abu Baker Al Sidiq School.

Basic Level in Hebrew Language: Students in grades 10, 11, and 12 received a total of 358 training hours in basic Hebrew. The students were organized into seven training cohorts, with each receiving varying training hours. For example, 66 training hours were provided to cohorts at Al Thori Technology School, Al Talae' School, and Dar Al Aytam, while cohorts at Abu Bakr Al Siddiq School received 40 training hours each.

English Language Course: An optional 40-hour English language course was offered to students, with 13 students from the four partner schools choosing to attend.

Awareness-Raising Sessions: Two awareness sessions, each lasting four hours, were conducted on labor law and tax law, with 10 TVET students in attendance.

The implementation of the life and soft skills training encountered several challenges, as reported by the YMCA:

Changes to the Project Design: The project's initial design and scope presented to UNDP involved working with three schools, reaching an estimated 50-75 students. However, a fourth school was added early in the project, resulting in an additional 62 female students. This necessitated the allocation of available resources according to the grant agreement to accommodate these additional students across four training cycles.

Limitations in Implementation Timeframe: The proposed number of training hours required a more flexible and extended timeframe of at least 10-12 months for implementation, considering external challenges like students' commitment, school closures due to various factors such as the political situation, teacher strikes, and official holidays. These challenges impacted the delivery of training sessions as originally scheduled.

Change in Training Location and School Access Limitations: Initially, the training cycles were planned to be implemented at the CAC with flexible hours for both trainers and beneficiaries to meet the high number of training hours. However, at the JDoE's request, the training cycles were conducted at the school, with limited weekly training hours (6 hours per school). This change limited the achievement of the originally planned training hours.

Strict Regulations for School-Based Training: The requirement to conduct all training on school days and during school hours was one of the primary challenges faced after the project's kickoff. This restriction hampered the CAC and trainers in delivering the training packages as initially planned.

In interviews conducted during the evaluation, school principals provided various insights into their perspectives on life and soft skills training. Principals held diverse opinions regarding the training, with some finding it beneficial and valuable, while others expressed disagreement.

Weaknesses Noted: Several principals highlighted shortcomings in trainers, training content, and logistical arrangements, even deeming the training irrelevant and of no value in some cases.

Concerns About Training Condensation: A common concern was that the training program, while beneficial to students, was too condensed. Some felt that certain training modules were unsuitable for the age group, causing students to view the training as inconsequential, especially Tawjihi students constrained by time.

Timing Challenges: The timing of the training sessions, often held at the end of the school day when students were eager to leave, posed a significant challenge. This issue was exacerbated by a teacher strike during the training period. Nonetheless, some principals recognized the YMCA's commendable efforts to address these challenges.

Commendation for Hebrew Language Training: Hebrew Language training received specific praise, particularly the trainer's performance. However, a few principals raised concerns about the timing and duration of Hebrew training, as it disrupted regular academic classes.

Sports Activities: While there was satisfaction with the swimming sessions at the YMCA, concerns were raised about the lack of adequate follow-up for sports training at the gym and limited student access. On a positive note, the nature gathering in Sataf was highly appreciated.

In conclusion, several recommendations were offered based on these insights:

- Commence Training at the Start of the School Year.
- Consider Recruiting Older Trainers.
- Evaluate the Inclusion of Tawjihi Students in the Program Due to Their Specific Needs and Time Constraints.

The evaluation underscores a significant challenge regarding stakeholder collaboration and endorsement of skilling activities by students. Project partners emphasized that these activities needed more support from schools, principals, teachers, and parents. Additionally, they noted limited enthusiasm among students, resulting in a certain degree of dropout. The evaluation revealed that the JDoE and schools made efforts to facilitate activities but lacked a clear mandate to guide their endeavors. This has resulted in operational challenges and disputes, ultimately constraining student engagement. Buy in activities and attempts to engage parents were also limited. Despite these obstacles, project stakeholders continuously prioritized students and implemented mitigation measures, emphasizing the importance of active engagement from all stakeholders.

The evaluation has illuminated a significant challenge: the lack of enthusiasm and ownership of the skilling activities within the program. Although the Jerusalem Directorate of Education (JDoE) assessed the needs and provided high-level guidance to the implementing partner, it fell short in delivering adequate support and direction to schools, principals, teachers, students, and parents. This resulted in minimal parental involvement and a lack of logistical support associated with moving these activities to schools. The importance of and the added workload for principals and teachers were also not adequately considered or planned for.

Moreover, while principals and teachers were instructed to facilitate these activities, they were not explicitly mandated to lead the implementation. Consequently, students found themselves with little supervision or guidance when attempting to benefit from these services. The absence of teacher support, especially during teacher strikes, or the active participation of principals and parents had a notable impact, and their involvement could have made a substantial difference.

In addition, students seemed to lack the motivation and, in many cases, the interest to attend these sessions or take advantage of the provided services. For example, none of the students from Dar Al Aytam school utilized the sports facilities offered by the YMCA. Many students either dropped out of sessions or chose not to attend due to other commitments or simply a lack of interest. Moreover, the expectations of the students were not clearly defined or managed. Notably, students participating in voluntary sessions displayed higher engagement compared to those in non-voluntary sessions.

Despite these challenges, the YMCA took considerable mitigation measures, as evidenced by project documents and the testimonies of school principals and teachers. These measures included direct

engagement with teachers and principals, opening their facilities for them to supervise students, and a high degree of flexibility and understanding.

It is crucial to emphasize that the success of such activities should not solely depend on the JDoE's interest; it should also involve active engagement from parents and the students themselves. This collaboration can be a pivotal factor in future programs. One potential solution could be to incorporate these activities into the context of summer camps on the school campuses or at the YMCA, or to combine these services with apprenticeship programs during the summer. This approach may help address many of the operational issues related to implementation.

Impact

Finding 14: the project's multifaceted efforts have significantly advanced vocational education and employment prospects for young individuals in East Jerusalem while addressing equity concerns and promoting inclusive learning opportunities. The accomplishments within vocational guidance and the establishment of a Palestinian TVET school are particularly notable achievements in this initiative.

The overarching goal of the project is to empower young individuals in East Jerusalem by equipping them with pertinent technical and vocational skills that will enable them to pursue gainful employment, secure decent jobs, or explore entrepreneurial opportunities.

The tracking of graduates, based on a sample of 23 individuals, has revealed some promising insights. A substantial 73.9% of these graduates have chosen to continue their education, while 21.7% are balancing both education and part-time work. Importantly, none of them are engaged in full-time employment. Furthermore, a survey conducted among the current cohort of 80 students indicates that 72.5% (comprising 24.0% of male students and 94.5% of female students) have aspirations to pursue higher education in technical colleges or universities. Within this group, approximately 40% of students (comprising 58.1% males and 21.9% females) are currently employed while pursuing their studies.

It's important to note that experts hold differing opinions on whether TVET should serve as an alternative pathway to higher education or to employment. Initial findings from graduates indicate that male students often view TVET as a route to employment, while female students see it as a pathway to higher education. These disparities in impact underscore the significance of considering gender-specific outcomes and entertaining a focus on continued education in planning future projects. From an impact perspective, the positive outcomes of both continued education and improved employability directly align with project goals and activities, particularly those related to SDG 4 and SDG 8.

The project's Impact extends to promoting equity on multiple fronts:

Gender Inclusivity: In the year 2022, of the 127 students benefiting from the new and enhanced TVET programs, 56% were female students, signifying a commitment to gender balance.

Supporting the Underprivileged and Underserved: The selected project areas, including Sur Baher, Al Thouri, Old City, and Wadi Al Dam/Beit Hanina, are characterized by high population density, limited economic resources, and a lack of access to essential services. Importantly, the education provided in these supported schools is offered free of charge, while transportation services have been arranged to ease the student's commutes to remote schools.

Inclusive Education: The project has been successful in integrating students with learning difficulties and behavioral issues into the educational system, demonstrating a commitment to providing equal opportunities for all.

The successful attainment of the project's three main objectives has resulted in broader outcomes, including improved access to enhanced learning environments for TVET in East Jerusalem and strengthened connections between TVET and the labor market. These outcomes are demonstrated through the following achievements:

Increased Enrollment: The project has led to the enrollment of a significant number of students in the targeted and supported schools. Additionally, the proportion of Palestinian students enrolled in national TVET schools, out of the overall service provision (combining Palestinian and Israeli institutions), has notably risen from 4% to 21% in 2022.

Diversified TVET Streams: The number of new and improved national TVET streams and accredited courses has expanded from two in 2022 to twelve in 2023. This includes new offerings in Al Thouri, Dar Al Aytam, Abu Baker Al Seddek, and Tala Al Quds schools.

Equitable Access: The increase in access to TVET programs has not only been in terms of size but has also aimed to address equity issues, particularly in the areas of gender balance and in underprivileged regions.

Enhanced Linkages with the Labor Market: Collaboration with the private sector, especially through the partnership with EAJC, has played a pivotal role in enriching the curriculum and upgrading the competencies of teachers and trainers. Additionally, the research project titled "The Status of Vocational Counseling and Guidance Programs in East Jerusalem and their Relevance to the Real Needs of the Labor Market" has contributed to policy formulation and decision-making, catering to local, regional, and international training needs.

Beyond its core objectives, the project has made significant strides in the field of vocational guidance counseling. Key accomplishments in this area include:

Research Endeavors: The completion of the research project "The Status of Vocational Counseling and Guidance Programs in East Jerusalem and their Relevance to the Real Needs of the Labor Market" conducted by Dr. Yahya Hijazi and Yousef Abu Ghosh.

Policy Development: The creation of a policy paper titled "Towards institutionalizing vocational counseling (Orientation and exposure) in jDoE schools" authored by Dr. Busaina Nazzal.

Educational Initiatives: Implementation of exposure and orientation sessions for approximately 800 students, with a focus on those in Grades 9 to 10. Additionally, a one-day technical workshop was conducted for around 40 academic teachers responsible for teaching TVET subjects to Grade 7-9 students.

Technology Summer Camps: Hosting Technology Summer Camps to facilitate hands-on learning experience and to fight the stigma around TVET. Summer camps also resonated through a positive association between TVET and technology.

TVET Reform Support: The project's contributions to the reform process in TVET education.

Foundation of a Palestinian TVET School: The establishment of the first Palestinian TVET school, contributing to the development of a robust Palestinian-owned TVET system in Palestine.

Sustainability

Finding 15: The project demonstrates strong potential for sustainability by aligning educational offerings with labor market needs and developing human capacity. Training initiatives were tailored to meet labor market demands, and local engineers received comprehensive training. Efforts were made to raise awareness in the community about the importance of TVET. The project refrained from creating new institutions, and all supported institutions fall under the Ministry of Education, with staff being permanent government employees. However, sustainability depends on political realities, such as the Palestinian Authority's ability to maintain salary payments and the risk of Israeli attempts to exert control over supported schools, particularly Dar Al Aytam. Coordination with the newly established National Training Council (NTC) is vital for sustainability. To enhance sustainability, a permanent duty for teacher training, collaboration with other institutions, and modularizing curricula are recommended. The project adeptly managed various challenges, leading to increased student enrollment and diminished parental reluctance to enroll their children in supported schools.

In the context of project sustainability, it is evident that most of the project's achievements are poised to endure, thanks to the synergy between educational offerings and the labor market, as well as the development of robust human capacity. Nevertheless, there remain crucial areas demanding additional attention to fortify long-term sustainability, including community engagement and securing adequate financial resources.

From a program sustainability standpoint, the project's training initiatives were meticulously tailored to address the discerned labor market needs, ensuring a sustained demand for these programs. Significantly, Palestinian engineers received comprehensive pedagogical and technical training, evolving into integral components of networks that encompass fellow trainers and mentors from academia and the private sector, thereby facilitating continuous professional development. Simultaneously, curricula were adapted and enriched to align with local market requirements and evolving technological trends.

However, it's imperative to acknowledge that program sustainability hinges on the broader ecosystem's receptivity. Recognizing this, the project invested considerable efforts in fostering awareness among parents and the larger community about the significance of TVET. It directly engaged with parents and local communities to promote the schools and their offerings.

In terms of institutional and financial sustainability, the project refrained from creating new institutions, transforming Al Thouri school from an academic to a vocational institution. All supported institutions fall under the purview of the Ministry of Education (MoE), with staff comprising permanent government employees, and operational expenses funded by Palestinian public resources. Notably, the project actively worked on institutionalizing project interventions. This culminated in the development of a policy paper outlining clear recommendations for institutionalizing vocational guidance and counseling within the JDoE. Furthermore, extensive advocacy efforts were made to secure full support for the established programs from governing bodies such as the MoE and NTC.

In conclusion, the project is well-positioned for sustained success after the conclusion of external support. Key factors influencing this continuity are primarily tied to political realities, including the Palestinian Authority's ability to maintain salary payments to staff in East Jerusalem. There is also the potential risk of Israeli attempts to exert control over the supported schools. A critical concern pertains to the situation of Dar Al Aytam school, which may become unsustainable without an adequate agreement between Al Awqaf and the MoE.

Another vital finding underscores the close coordination between the project and the newly established NTC, which plays an instrumental role in shaping the future of these operations. The NTC provides essential political backing and advocates for the creation and functioning of new programs. The NTC's responsibilities encompass planning, resource development, and oversight, all of which are pivotal for the intervention's sustainability. The NTC's support for multi-level TVET offerings in supported institutions is a recommendation that could be effectively executed through their involvement.

To enhance the prospects of intervention sustainability, particularly regarding soft components like teacher capacity building, certain priorities should be addressed. The establishment of a permanent duty for teacher training is essential and should not rely on ad-hoc arrangements. Institutions like NIET can serve as effective platforms for this purpose but require capacity-building for TVET-specific training. Collaborative efforts with the Palestinian Chamber of Commerce, Trade, and Industry's "Training Units" and AQU could further institutionalize the technical training of trainers. Moreover, it is crucial to study and prioritize the recommendations presented in the policy paper on exposure and orientation, implementing them gradually. Modularizing curricula is another viable strategy, enabling students to obtain certification in specific modules, such as Hebrew, and diversifying the training venues, including non-governmental and civil society organizations or for-profit training institutions, with the provision of training stipends for students.

Regarding the challenges encountered, the project confronted a spectrum of obstacles, ranging from environmental to institutional concerns. Nonetheless, a judicious management approach effectively mitigated many of these threats and risks, ultimately yielding promising results. Principal challenges included impediments related to the occupation, which restricted access to schools and the broader Jerusalem area. Societal challenges encompassed issues associated with the perception of TVET, gender dynamics affecting co-education prospects, youth motivation issues, particularly among males, and inter-ministerial disputes, notably in the case of Dar Al Aytam school. Operational challenges tied to the Palestinian Authority and the Ministry of Education involved staff appointments, salary and benefits, the availability of engineers willing to join the education system in Jerusalem, and other logistical hurdles.

The evaluation team commends the project for its adept management of these challenges, evident in the increased enrollment of students in the supported schools and programs, despite obstacles like gate closures at Al Thouri Tech. Moreover, the project succeeded in diminishing parental reluctance to enroll their children in supported schools, attracting students with stronger academic backgrounds and fostering the inclusion of female students. Notably, despite severe financial constraints, the Palestinian Authority effectively recruited teachers and trainers, ensuring the operation of the established schools and new training programs.

Conclusions

RELEVANCE

Alignment with National Priorities: The project is well-aligned with the Palestinian Authority's strategies for Technical and Vocational Education and Training (TVET) and contributes to national goals, including improving education quality and addressing poverty. It supports national education sector objectives and is in sync with UNDP's outcomes, emphasizing inclusive economic opportunities and transformative resilience, aligning with the Sustainable Development Goals. It fosters national ownership and offers an alternative to Israeli providers in East Jerusalem.

Contribution to SDGs: The project plays a central role in advancing Sustainable Development Goals (SDGs) 4, 5, and 8 by enhancing access to quality education, promoting full and productive employment, and empowering women and girls. However, there is an opportunity to enhance inclusivity, particularly for individuals with disabilities, to further advance these SDGs.

Appropriateness in Meeting Needs: The project exhibited exceptional flexibility and adaptability throughout its implementation. It actively engaged in TVET reform, promptly addressed emerging needs in schools, monitored and mitigated various risks, and engaged with the local community. Challenges arose regarding gender integration, with opposition from the community on co-educational programming. The project's results framework lacked adequate measures of inclusiveness for gender and disability.

Situation and Needs Assessment: The project thoroughly assessed the prevailing circumstances and barriers in the Jerusalem TVET sector, which informed its design and implementation. It identified institutional, social, economic, and political drivers, mapped providers, and understood existing gaps. The engagement with various stakeholders, including the private sector and local community, played a crucial role in shaping the project's activities.

COHERENCE

UNDP played a crucial role in the success of the project in East Jerusalem, and this success can be attributed to its strong position, historical partnerships, and positive reputation. The organization leveraged its extensive experience with Palestinian national ministries, Jerusalem-based NGOs, and the local community, enabling it to effectively navigate the complex landscape of East Jerusalem. UNDP's enduring partnership with Norway, a significant donor, also played a pivotal role in project implementation, with a cooperation portfolio exceeding US\$82 million. Over the course of a 26-year relationship with the Palestinian Ministry of Education (MoE), UNDP supported infrastructure development, school rehabilitation, and program implementation, including enhancing education quality, addressing sector fragmentation, and providing soft components like teacher training and planning support. Furthermore, UNDP's active participation in private sector development and renewable energy initiatives fostered synergy between various sectors, opening doors for potential collaboration.

The project document was thoughtfully crafted to complement and build upon existing initiatives in the sector, ensuring coherence and support for TVET units within schools in East Jerusalem. The early phases of the project encountered challenges related to obtaining a clear idea of what other actors have committed to do in the sector. This had implications for reprogramming of Omar Bin Al Khatab School and re-branding of Dar Al Aytam School. Other challenges included negative competition and fragmentation

within the TVET sector, but UNDP's historical presence, institutional relationships, and dedicated team were instrumental in reaching consensus and overcoming hurdles. The limited national sovereignty of the Palestinian Authority in East Jerusalem and uneven capacity among partners posed obstacles, leading to disruptions when consensus couldn't be reached, resulting in a two-year delay in establishing the TVET unit at the Dar al Aytam school. Nevertheless, UNDP's role in mediating and facilitating solutions was commendable.

The project successfully established a Palestinian-led comprehensive ecosystem in East Jerusalem for Technical and Vocational Education and Training (TVET) students through collaboration with various stakeholders, including the Ministry of Education (MoE), the Jerusalem Directorate of Education (JDoE), and the private sector. It identified suitable schools and specializations, raised awareness about TVET education, and engaged students with skill-building activities. While it made commendable efforts to involve the private sector in curriculum revision and teacher training, there were missed opportunities for further engagement due to capacity and willingness challenges within the private sector. Despite concerns about the preparation of students for the Israeli labor market, the project laid the groundwork for a Palestinian TVET education system in East Jerusalem, emphasizing resilience and employability. The project's focus on every aspect of the TVET education process, with a clear prioritization of the ultimate beneficiaries, including the private sector and young students, establishes clear linkages to employability and is noteworthy.

EFFICIENCY

Stakeholder Consultation: The high level of stakeholder consultation, while beneficial for gaining technical insights and fostering shared ownership, posed challenges to the project's timely delivery. This consultative approach, marked by differing priorities and competing interests, adversely affected the project's implementation speed.

Timely and Cost-Efficient Delivery: Despite challenges, most activities were delivered on schedule, with a significant success being the establishment and operation of Al Thouri Tech School. The Project Implementation Unit (PIU) efficiently managed day-to-day operations and adapted to recover lost time. The project allocated its budget effectively, with over two-thirds directed toward project activities, demonstrating efficiency from a value-for-money perspective.

Monitoring and Evaluation: The project successfully established monitoring mechanisms and a comprehensive framework for data collection and analysis, including regular reports, field visits, and social media engagement. However, some missed opportunities related to monitoring and evaluation, such as the absence of a midterm review and pre-post training surveys for teachers, could have provided valuable insights.

Governance and Decision Making: The project established governing structures, including a Steering Committee, Technical Committee, and Project Board, to ensure sound management, collaboration, and joint decision-making. These structures met according to pre-established schedules, although coordination among governing structures faced challenges at times.

Reprogramming: Delays in acquiring a building for the Omar Ibn Al Khattab School forced the project to shift its focus towards supporting TVET units at existing schools. Efforts to rebrand the Dar Al Aytam Vocational School were hindered by the expiration of the Memorandum of Understanding. External

factors, such as gender norms, required additional resources and synchronization with the school year, impacting the efficiency and effectiveness of project implementation.

Effectiveness

The expansion and improvement of TVET education offerings for secondary students in East Jerusalem have taken place. This expansion involved the establishment of a new vocational school and the introduction of new vocational programs in academic schools. Improvements were made to labs and workshops in terms of equipment, machinery, and tools.

Efforts to strengthen the capacities of the Jerusalem Directorate of Education (JDoE) for improved TVET exposure, orientation, and career guidance have had a positive impact on increasing students' interest in TVET programs.

Al Thouri Tech, the first governmental TVET school in East Jerusalem, experienced a significant increase in the number of enrolled students in the first year of operation, and it has successfully enhanced the academic achievements of its students.

Tala' Al Quds school has seen a significant increase in the number of students over the years, and new specializations in Sound Technologies and Smart-phone applications were added to the school. However, the late finalization of civil work and lab equipping remains a challenge.

Re-branding Dar Al Aytam School faced challenges, and no final agreement was reached for the operation of the school between the Ministry of Education and the Ministry of Awqaf. Despite this, project activities and interventions continue to target Dar Al Aytam students and teachers.

The capacity of the JDoE for improved TVET exposure and orientation has been enhanced through exposure and orientation sessions, technical workshops, and policy development. However, the true strengthening of JDoE's capacity will require the implementation of the policy recommendations outlined in the policy paper.

Enhancement of TVET Teacher Skills: The project effectively improved the technical and pedagogical skills of TVET teachers in the targeted schools. Fourteen teachers were trained in both pedagogical and technical aspects. The positive assessments by teachers and school principals indicate the training's success. However, there is a need to develop a strategy for institutionalizing and sustaining these efforts at the system level.

Pedagogical Training: The training covered key areas and was well-received by teachers, with male teachers generally rating it higher than their female counterparts. There is a need for more skill-based training to complement theoretical aspects. Teachers with limited years of experience reported higher improvement in pedagogical skills.

Technical Training: Technical training was conducted in collaboration with the Engineering Association Jerusalem Centre (EAJC). The training included areas such as Graphic Design, 3D Max, Smart Building Technologies, General Electricity, and Air Conditioning. Teachers with more years of experience reported higher improvement in their technical skills. There were some challenges faced, including access to Jerusalem, changes in training schedules, and equipment availability issues.

Employability and Soft Skills: The project improved employability and soft skills development for TVET students through private sector partnerships and life skills training.

Private sector partnerships aimed to align TVET curricula with market needs and provided on-the-job training for students. EAJC partners successfully reviewed curricula and provided technical training for teachers. On-the-job training for students began, but challenges with placements were noted.

Life and soft skills training were offered by YMCA-CAC and received mixed feedback from principals and students. Some students found the training valuable, while others had concerns about training condensation and timing.

Challenges include changes in project design, timing issues, and limitations in the implementation of life and soft skills training. The lack of enthusiasm, ownership, and engagement of skilling activities is a significant challenge. Active engagement from parents and students should be encouraged.

Impact:

Enhanced Vocational Education and Employment Prospects: The project has made significant advancements in promoting vocational education and employment prospects for young individuals in East Jerusalem. Notably, the establishment of a Palestinian TVET school and vocational guidance counseling initiatives have been particularly noteworthy achievements.

Empowering Youth with Technical Skills: The project's overarching goal of empowering young individuals in East Jerusalem by equipping them with relevant technical and vocational skills is being realized. This empowerment aims to facilitate gainful employment, decent job opportunities, and entrepreneurial endeavors for the youth.

Promising Outcomes for Graduates: Early tracking of graduates indicates promising outcomes. A substantial proportion of graduates have chosen to continue their education, with a significant percentage aspiring to pursue higher education. Importantly, the majority of these students are balancing education and part-time work.

Gender Inclusivity: The project has demonstrated a strong commitment to gender inclusivity by enrolling a substantial percentage of female students in the TVET programs, promoting gender balance in vocational education.

Supporting the Underprivileged and Underserved: The project's focus areas, characterized by high population density and limited economic resources, have been effectively served. The provision of free education and transportation services has reduced barriers to access for underprivileged students.

Inclusive Education: The project has successfully integrated students with learning difficulties and behavioral issues into the educational system, underscoring its commitment to inclusive education and equal opportunities for all.

Broad Outcomes and Achievements: The successful attainment of the project's primary objectives has led to broader outcomes, including increased enrollment in targeted schools, diversified TVET program offerings, equitable access to vocational education, and strengthened linkages between TVET and the labor market.

Collaboration with Private Sector: Collaboration with the private sector, particularly through the partnership with EAJC, has significantly enriched the curriculum and improved the competencies of teachers and trainers, contributing to more relevant vocational education.

Policy Formulation and Decision-Making: Research projects and policy papers have played a vital role in policy formulation and decision-making, catering to local, regional, and international training needs, and addressing the real needs of the labor market. The project has achieved substantial progress in the field of vocational guidance counseling through research endeavors, policy development, educational initiatives, and technology summer camps.

Foundation of Palestinian TVET School: The establishment of the first Palestinian TVET school is a significant milestone, contributing to the development of a robust Palestinian-owned TVET system in Palestine.

Sustainability

Strong Potential for Sustainability: The project exhibits strong potential for sustainability due to its alignment with labor market needs, capacity development, and a focus on awareness in the community about the importance of TVET. All supported institutions fall under the Ministry of Education, staffed by permanent government employees.

Sustainability Factors: Sustainability, however, depends on political realities such as the Palestinian Authority's ability to maintain salary payments and the risk of Israeli attempts to exert control over supported schools, particularly Dar Al Aytam. Close coordination with the newly established National Training Council (NTC) is crucial for long-term sustainability.

Community Engagement: The project has invested significant efforts in fostering awareness among parents and the broader community about the significance of TVET, directly engaging with parents and local communities to promote the schools and their offerings.

Institutional and Financial Sustainability: The project refrained from creating new institutions and has taken steps to institutionalize project interventions. All supported institutions are under the Ministry of Education's purview, with operational expenses funded by Palestinian public resources.

Fiscal Stability: The project's sustainability post-external support is tied to political realities, including salary payments to staff in East Jerusalem and the potential risk of Israeli influence over supported schools. Dar Al Aytam school's situation is a critical concern.

Coordination with NTC: Close coordination with the NTC is vital for the sustainability of the project, as it provides political backing and plays a significant role in shaping the future of the interventions.

Teacher Capacity Building: Prioritizing teacher capacity building and establishing a permanent duty for teacher training is essential for sustainability. Collaborative efforts with relevant organizations can further institutionalize technical training of trainers.

Lessons Learned

RELEVANCE

Alignment with National Priorities and SDGs: The project's strong alignment with Palestinian Authority's (PA) strategies for Technical and Vocational Education and Training (TVET) and national development priorities was crucial for securing support. It also contributed significantly to the Sustainable Development Goals (SDGs), highlighting the importance of aligning projects with broader international development agendas.

Flexibility and Adaptability: The project's flexibility and adaptability were key to its success, allowing it to address emerging needs and challenges promptly.

Effective Risk Management: A comprehensive risk management approach, which included a detailed risk matrix covering various dimensions, allowed for better anticipation and mitigation of potential challenges. Integrating gender considerations into the risk analysis was critical.

Community Engagement: Engaging with the local community was crucial for promoting awareness, identifying issues, and building support. It highlighted the significance of involving stakeholders in project design and implementation.

Inclusivity for Individuals with Disabilities: The project identified the need for greater inclusivity for individuals with disabilities, suggesting an opportunity for future projects to focus on addressing the needs of this marginalized group.

Engagement with the Private Sector: Engaging with the private sector was crucial for aligning TVET offerings with labor market demands. Challenges related to capacity and willingness within the private sector limited further engagement.

Soliciting Stakeholder Perspectives: Activities to solicit the perspectives of stakeholders proved valuable in identifying challenges, gaining support, and adapting project activities. Utilize social media and online platforms for real-time updates and stakeholder engagement.

COHERENCE

Strong Position and Historical Partnerships: Leveraging UNDP's strong position, historical partnerships, and positive reputation was instrumental in the project's success.

Engagement in Various Sectors: UNDP's active participation in private sector development and renewable energy initiatives opened doors for potential collaboration and synergy between sectors.

Limited National Sovereignty: The limited national sovereignty of the Palestinian Authority in East Jerusalem posed obstacles and led to delays and disruptions in project activities.

Capacity and Documentation Challenges: Uneven capacity among project partners and insufficient documentation within the MoE regarding TVET hindered project implementation, requiring efforts to rectify these deficiencies.

Portfolio Approach:

Collaborative Ecosystem: The project successfully established a Palestinian-led comprehensive ecosystem for TVET students in East Jerusalem through collaboration with various stakeholders.

Identification of Suitable Schools and Specializations: The project identified suitable schools and specializations, raised awareness about TVET education, and engaged students with skill-building activities.

EFFICIENCY

Stakeholder Consultation: Balancing differing priorities and competing interests among stakeholders is a challenge for project implementation. A consultative approach, while beneficial for gaining technical insights and fostering shared ownership, can slow down project progress. Maintaining clarity of project priorities and minimizing implementation approach differences among stakeholders is crucial.

Timely and Cost-Efficient Delivery: Adapting to unforeseen challenges and reprogramming resources as needed can help recover lost time. Efficient budget allocation is essential, with a focus on directing funds towards project activities. Leveraging existing relationships and knowledge of the operating environment can mitigate high entry costs.

Monitoring and Evaluation: Ensure that monitoring and evaluation activities, such as midterm reviews and pre-post training surveys, are conducted as planned to provide valuable insights and recommendations. Enhance coordination among governing structures to improve the effectiveness of monitoring mechanisms.

Reprogramming: Be prepared to reprogram resources and adjust project plans in response to unexpected delays or challenges. Ensure that changes in project focus align with the project's overall objectives and are communicated effectively to relevant stakeholders.

Innovative Strategies for Overcoming Challenges: Collaboration, hard work, and innovative thinking are crucial in addressing multifaceted challenges. Be persistent in addressing external issues and actively engage in negotiations to resolve them.

External Factors: Consider external factors like gender norms and their impact on project activities. Synchronize project activities with the school year to minimize disruptions to students.

EFFECTIVENESS

Expansion and Improvement of TVET Offerings: The project demonstrated that it's possible to expand and improve TVET education offerings in a region, even in the face of challenges. Adaptability and creative solutions can lead to success.

Promotional and Marketing Campaigns: Effective promotional and marketing campaigns can significantly boost enrolment and success of new TVET schools. Utilizing various tools can attract both male and female students.

Timely Implementation: Timely implementation of construction and equipping of TVET schools is crucial for their success. Delays in such work can hinder the progress of the project.

Importance of Teacher Experience: Teachers with less than 3 years of experience benefited the most from the pedagogical training. In contrast, teachers with over 6 years of experience benefited the most from technical trainings.

Review of Educational Content: Collaborating with private sector actors to review and align educational content with market demands is crucial.

Involvement of Parents and Students: The lack of enthusiasm and ownership of skilling activities within the program can be attributed to minimal parental involvement and a lack of logistical support.

Clear Expectations and Motivation: Clear expectations for students and their active involvement in choosing and participating in skilling activities are essential. Voluntary sessions seemed to have higher engagement.

Consideration of Operational Issues: Programs should consider operational issues such as the timing of training sessions, the location of training, and the workload of teachers and principals when implementing skilling activities.

Summer Camps and Apprenticeship Programs: Incorporating skilling activities into summer camps or combining them with apprenticeship programs during the summer could help address operational issues and increase student engagement. Moreover, hosting Technology Summer Camps has been a successful initiative in changing perceptions about vocational education.

IMPACT

Early and Comprehensive Needs Assessment: A thorough needs assessment early in the project's lifecycle allowed for a better understanding of the specific challenges and opportunities in East Jerusalem.

Focus on Gender Inclusivity: The commitment to gender inclusivity has contributed to equity and showcased the importance of providing equal opportunities for all in vocational education.

Addressing Barriers to Access: Providing free education and arranging transportation services helped remove barriers to access.

Integration of Students with Special Needs: The successful integration of students with learning difficulties and behavioral issues into the educational system highlighted the importance of inclusive education.

Empowering Youth for Future Opportunities: The project's focus on equipping young individuals with technical and vocational skills is important to empower them for lifelong learning opportunities.

Policy Formulation Based on Research: Research projects and policy papers have contributed significantly to policy formulation and decision-making processes.

SUSTAINABILITY

Long-Term Vision and Sustainability: The project's long-term vision and commitment to sustainability are evident in the establishment of the first Palestinian TVET school.

Institutionalization over Creating New Institutions: Transforming existing institutions into vocational ones can contribute to sustainability by utilizing permanent government employees and public resources.

Alignment with Labor Market Needs: Aligning educational offerings with labor market needs is crucial for sustained demand and relevance.

Community Awareness: Building awareness within the community about the significance of TVET is vital for overcoming reluctance and encouraging student enrollment.

Political Realities: Understanding and addressing the impact of political realities is essential for sustainability.

Close Coordination with NTC: Coordination with the National Training Council is essential for the sustainability of TVET programs.

Recommendations

RELEVANCE

- ✓ **Policy Framework Development:** Advocate for the development of clear policy frameworks for education and TVET in East Jerusalem to ensure better coordination and minimize disruptions. This should be done at two levels at the NTC level and the Ministry of Education level.

COHERENCE

- ✓ **Strengthen Coordination Mechanisms:** Address the coordination issues encountered by further strengthening the collaboration between UNDP/PAPP, the National TVET Commission (NTC), and the Ministry of Education (MoE). Support NTC in developing a strategy in which it clearly defines roles, responsibilities, and communication channels to ensure smooth implementation and better alignment of TVET with national priorities and SDGs.
- ✓ **Enhance Stakeholder Alignment:** This includes developing a comprehensive stakeholder engagement strategy to ensure better alignment of expectations and activities in the early phases of projects.

EFFICIENCY

- ✓ Establishing **clear communication** channels and mechanisms for resolving conflicts and achieving consensus among stakeholders.
- ✓ **Regular Monitoring and Evaluation:** Establish a robust monitoring and evaluation system to continually assess the impact of the project on national development priorities and SDGs. Regularly review progress and make adjustments as needed. Regularly assess the effectiveness of awareness campaigns and community engagement activities to measure changes in attitudes and perceptions, particularly related to gender integration and co-educational programming.
- ✓ **Regularly Update Risk Assessment:** Continue the practice of regularly updating the risk assessment and risk matrix, taking into account political, environmental, financial, and logistical concerns. Ensure that gender considerations remain a part of this assessment and that mitigation strategies are in place.

EFFECTIVENESS

- ✓ Use Al Thouri Tech School as **hub** to extend TVET related services, among other roles this could include a leading role for the school in exposure and orientation activities across the city. Additionally, providing continued national support to establish and fortify TVET exposure and orientation services across all schools in East Jerusalem is recommended, involving the national TVET commission and the leadership of the Ministry of Education and JDoE.
- ✓ **Address Social Norms:** Implement activities aimed at challenging and changing social norms that hinder the participation of girls and boys in non-traditional streams. This could include awareness campaigns focused on the importance of equal access to education and skills development, aligned with SDG 5.
- ✓ **Address Labor Market Concerns:** Develop strategies to address concerns related to students' preparedness for the labor market, including providing guidance on job placement, career

development, and entrepreneurship opportunities. YMCA certified student tests and assessments can be of use here. Summer camps: By incorporating TVET components into summer camps, students can gain hands-on experience, discover their interests, and develop a deeper appreciation for vocational education. This approach can lead to increased enrolment in TVET programs and contribute to a more skilled workforce in the long run. It can also help minimize some of the stigma associated with TVET, especially among parents.

- ✓ **Capacity Building and Technical Assistance:** Provide targeted capacity-building support to project partners, including the Palestinian Ministry of Education, to address capacity and documentation challenges. Especially those related to number of students and dropout rates.
- ✓ **Enhance Inclusivity for Individuals with Disabilities:** Address the gap in the project's results framework by incorporating specific measures and indicators to ensure inclusivity for individuals with disabilities. Develop and implement programs, curriculum adaptations, or support services tailored to the needs of students with disabilities to advance SDGs 4, 5, and 8.
- ✓ Early commencement of training, recruiting older trainers, evaluating the inclusion of Tawjihi students, and considering incorporating activities into summer camps or combining services with summer apprenticeship programs to improve implementation.
- ✓ **Continued Collaboration with Private Sector: Maintain and *expand*** the collaboration with the private sector to ensure that TVET programs align with labor market needs and offer relevant training, thereby contributing to SDG 8. Continue gathering feedback from private sector representatives.
- ✓ **Strengthen Private Sector Engagement:**
 - Address capacity and willingness challenges within the private sector by conducting assessments of skill gaps and the specific needs of businesses.
 - Continue efforts to engage the private sector in curriculum development and teacher training while actively addressing their challenges.
 - Explore innovative approaches such as on-site training and summer camps to increase private sector participation.
- ✓ **Explore** opportunities for on-the-job training, work-based learning, and apprenticeship programs in collaboration with the private sector.
- ✓ **Self-employment and entrepreneurship:** Collaborate with relevant stakeholders to promote Palestinian self-employment and businesses to create job opportunities within East Jerusalem.

IMPACT AND SUSTAINABILITY

- ✓ **Explore Alternative Certification Solutions:** Given the challenges with Israeli certification of TVET streams, explore alternative certification options or work closely with Palestinian actors to seek viable solutions, which could open up more opportunities for graduates and further align with SDG 8. Recommendations included discussion and assessments of international certification and accreditation as well as the value of partnerships with Palestinian institutions that certified and provide TVET services in Israel.
- ✓ **Advocacy and Outreach:** Continue to raise awareness about the importance of TVET education and its role in addressing unemployment and promoting economic development.
- ✓ **Resilience in Jerusalem:** Encourage students to develop skills and knowledge that enable them to create their own businesses or secure well-paid jobs locally.

- ✓ **Resilience in Jerusalem:** Encourage students to develop skills and knowledge that enable them to create their own businesses or secure well-paid jobs locally.
- ✓ **Capacity Building for Local Stakeholders:** Provide capacity-building opportunities for local actors involved in the project, including teachers, principals, and JDoE staff. This can improve the effectiveness and sustainability of the project and lead to enhancements in TVET offerings in East Jerusalem.

Annexes

Attached Separately.