

## Sustainable Economic Development, Employment, and Labour Market

# Demand-Oriented Technical Vocational Education and Training Programme (DoTVET)

### Background and Objective

The technical cooperation project "Demand-Oriented Technical and Vocational Education and Training (DoTVET)" in Palestine is one module in the German development programme "Sustainable Economic Development, Employment Promotion, and Education."

The project aims to align vocational education and training more closely with the private sector's needs and make it easier for young people to enter the labour market. In cooperation with educational institutions, the private sector, and ministries, DoTVET continues to develop demand-oriented vocational education and training based on the needs of both companies and apprentices.

DoTVET supports reforming the TVET system with the involvement of employers for vocational education & policies so that:

- The Palestinian TVET system reaches a high quality and functions efficiently.
- Palestinian youth get qualified and can earn their living.



Project name	Demand-Oriented Technical Vocational Education and Training (DoTVET) Programme
Commissioned by	The German Federal Ministry for Economic Cooperation and Development (BMZ)
Co-financed by	Norwegian Agency for Development (NORAD)
Project region	West Bank, Gaza Strip, East Jerusalem
Partners	National Commission for Technical and Vocational Education and Training (NTC) Federation of Palestinian Chambers of Commerce, Industry, and Agriculture (FPCCIA)
Duration	February 2021 – March 2024

DoTVET aims at the following three interconnected outputs, with a special focus on gender, green transformation, and digitisation:

- Private Sector Involvement in Vocational Education
- TVET Governance
- The Vocational Career Orientation



Students from Ramallah vocational girls school show their paintings in the graphic design workshop during the TVET summer camps 2023 in Ramallah city.

DoTVET wants to encourage the participation of women in the labour market and enhance the access to non-traditional occupations for women.



TVET teachers receiving specialised technical training in the auto electricity profession in Deir Albalah Industrial school 2022 in Gaza city.



*TVET exposure teachers (grades 7<sup>th</sup>- 9<sup>th</sup>) receiving specialised technical training in the Carpentry profession in Hebron Industrial school 2023 in Hebron city.*

*Assessment of TVET programmes in a cooperative manner between the labour market and the TVET institutions is one of the fields of intervention of DoTVET.*

## Achievements

### Key Activities

#### Private Sector Involvement in Vocational Education:

- Foster strong cooperation between public TVET providers and the private sector through an ideas competition: encouraging them to develop joint proposals and accompanying the implementation.
- Enhance self-coordination, cooperation, and advocacy capabilities of chambers, associations, and companies involved in TVET via exchange platforms, capacity enhancement initiatives, and joint activities with TVET institutions.

#### TVET Governance:

- Support the TVET system reform to promote its demand orientation and relevance through further developing and piloting several TVET system core processes.
- Support the employers' institutionalized involvement in the TVET system.
- Support the establishment and functioning of the National TVET Commission for a well-coordinated TVET steering structure.

#### Vocational Career Orientation:

- Develop youth in core work-related skills and knowledge practically and interactively in vocational summer camps, orientation days, and EXPOs.
- Empower professionals working in vocational institutions in vocational career guidance and counseling, by developing their skills, and assisting them in professional development in their work.
- Practical training for teachers responsible for TVET exposure for grades 7<sup>th</sup> - 9<sup>th</sup> grades. These trainings aim at enabling teachers to integrate vocational education with general education through practice-oriented teaching.

- Over 5,300 youth are better oriented on existing TVET professions through TVET exposure, orientation days, and summer camps in the West Bank and Gaza. This leads to an increase in the quantity and quality of the enrollment of pupils.
- Curriculum development of 30 training packages at different TVET qualification levels involving more than 200 companies in the process.
- 40 projects are being implemented in close cooperation between public and private institutions through implementation consortiums.
- Technical training has been provided to TVET exposure teachers (grades 7<sup>th</sup>-9<sup>th</sup>) from 300 schools in the West Bank, accompanied by the provision of tool kits to 100 of these schools.
- Equipping 7 centers of competence (technical arms) of the future TVET training facility under NTC.
- Specialized technical training programmes have engaged 450 TVET teachers, trainers, and in-company trainers in various professions across the West Bank and Gaza.
- Empower the National TVET Commission (NTC) through organizational development technical support, while also assisting in the establishment of the sector working group (SWG) on TVET to enhance donor coordination, harmonization, and cooperation.
- Brazil, Palestine, and Germany collaborated in triangular cooperation for renewable energy (RE) in TVET. This created a skills platform, trained 20 multipliers, aligned curricula, and connected RE specialists for enhanced research in technical colleges.
- Pilot the establishment of the Renewable Energy Skills Council as a permanent employer-led body that promotes skills development in the RE sector. This pilot aims to explore the potential success of the National Skills Council modality in Palestine.
- Pilot greening Nablus Industrial School based on the UNESCO manual for greening TVET institutions. The learnings from the experience will be used to develop a Greening Strategy for Palestine.
- The process for the design and development of the National Qualifications Framework (NQF) has started through supporting the ministerial technical committee created for this purpose.

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