



ENHANCING YOUTH EMPLOYABILITY IN GAZA STRIP
مشروع تحسين فرص تشغيل الشباب في قطاع غزة

KEY STAKEHOLDERS' ATTITUDES TOWARDS TVET IN THE GAZA STRIP

PRE-SURVEY REPORT
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Abbreviations

EYE	Enhancing youth employability in Gaza Strip
GS	Gaza Strip
FG	Focus Group
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
LM	Labour Market
IRPAL	Islamic Relief - Palestine
IT	Information Technology
ICT	Information and Communications Technology
MoEHE	Ministry of Education and Higher Education
MoL	Ministry of Labour
PNA	Palestinian National Authority
TVET	Technical and Vocational Education and Training
ToR	Terms of Reference
UNRWA	United Nations Relief and Works Agency for Palestine Refugees

EXECUTIVE SUMMARY

This pre-survey was implemented as a component of the "Enhancing Youth Employability in the Gaza Strip" Project. The purpose of the pre-survey was to gather baseline information that will be used for the project implementation and evaluation. It reflected the different attitudes of stakeholders towards TVET. It focused on the perceptions and attitudes of TVET students, formal education students and their parents towards TVET. It also examined the current discourses expressed about TVET by other key stakeholders in the Gaza Strip, including teachers, principals, Ministry of Labour, Ministry for Education and Higher Education, UNRWA, GIZ and Trade Unions.

The multiple approach methodology was used to obtain quantitative and qualitative data from three TVET schools/centres, nine formal education schools and TVET stakeholders. The quantitative data was collected through a structured questionnaire and analysed. The qualitative data was collected through in-depth interviews and focus group discussions and analysed using thematic analysis.

The results obtained from formal education students and parents showed that low percentage of students willing to enrol in TVET and a low percentage of parents was willing to enrol their children in TVET schools. However, the level of willingness varied according to gender as the rate of enrolment of females in TVET is much lower than that of males. Results also showed that there is an influence of parents on their children's future career options. Moreover, it was found that parents and students do not have any sufficient prior knowledge about TVET and its importance and relevance.

The survey presented different media interventions in order to increase the awareness about vocational education and training for the different stakeholders. The survey showed a low level of satisfaction among TVET principals and teachers towards the current TVET status in terms of TVET schools' infrastructure, capacity of trainers, relevancy of the curriculum, quality of graduates, TVET outputs, linkage with labour market needs and the current levels of networking with labour market representatives and employers.

In the same context, findings acquired from other TVET stakeholders as employers, showed a low level of satisfaction towards the quality of graduates due to mismatching between growth-oriented labour force needs and the skill capacities of graduates gained through TVET education. Moreover, it was observed that the negative perception of community members is still one of main challenges facing the TVET sector. In addition to that, the limited budget allocated by local government to the TVET sector is relatively low which is posing additional constraints for improving this important sector.

It was concluded in this report that the negative attitudes of TVET stakeholders were implied by several factors including: the very low rate of students' enrolment in TVET institutions; the weaknesses in the infrastructure and resources of TVET institutions; the un-competitiveness of TVET graduates in the labour market, and the mismatching of TVET curricula with labour market current needs.

In light of this survey, several interventions are required to develop the TVET sector and to change the perception and attitudes of stakeholders towards TVET including:

- Implementing media campaigns and awareness raising programs across the Gaza Strip, which aim at encouraging the enrolment of potential students in TVET institutions;
- Providing work opportunities for TVET graduates such as internships, work placements and work experience opportunities with local, regional and international employers in order to increase their competitive advantage level in the labour market;

- Strengthening the professional, life and communication skills of TVET students in order to meet the expectations of potential employers;
- Strengthening the linkage between the private sector and TVET institutions, and
- Developing teachers' capacities and facilities of TVET institutions.

1 INTRODUCTION

1.1 Background

Islamic Relief-Palestine (IRPAL), in partnership with the Swiss Agency for Development and Cooperation (SDC), is responsible for the implementation of the TVET project entitled Enhancing Youth Employability in the Gaza Strip. The overall goal of the Enhancing Youth Employability (EYE) project is to improve youth employability in the Gaza Strip while, at the same time, improving the overall TVET system in the Gaza Strip.

The EYE project aims to enhance the employability of young men and women in the Gaza Strip through an improved and unified TVET system with public TVET centres providing trainees with Labour Market (LM) relevant skills and employment services.

Its objectives are to ensure that the Palestinian National TVET/LM Strategies are adopted by relevant ministries in Gaza, the capacity of public TVET institutions in Gaza is revitalized

in terms of improved working processes and human resources are enabled to deliver employment orientated training in selected priority occupations, and the vocational training in selected occupations is delivered to national standards and successful trainees are employed.

The purpose of the pre-survey is to assess the current attitude of stakeholders towards TVET in Gaza Strip through conducting a comprehensive pre-survey targeting a sample of all stakeholders. The pre-survey provides detailed information on the knowledge and attitudes of the stakeholders related to TVET.

The pre-survey findings will be used as a baseline for the project implementation and evaluation in relation to the promotion of positive attitudes towards TVET in the Gaza Strip. It will be followed with a post-survey at the end of the project to measure the differences of stakeholders' attitudes towards TVET.

1.2 Methodology & Data Collection

The following approach was adopted in order to ensure smooth implementation and outputs verification. The phasing of the implemented methodology was formulated considering the main objective of the consultancy. The pre-survey aims to assess the attitude of stakeholders towards TVET in the Gaza Strip through a variety of methods: quantitative and qualitative targeting a sample of all stakeholders. The quantitative data was collected through a structured questionnaire and SPSS program was used to analyse the data. The qualitative data was collected through in-depth interviews and focus group discussions and analysed using an open coding thematic analysis.

1.2.1 Mobilization

Mobilization phase is the preparatory phase of the actual work plan and schedule of activities and staff. In this phase of the pre-survey, specific notes made by the client on the methodology or by the consultant on the ToR were solicited. In addition, the project stakeholders were also identified and links with them were established. During this phase, the consultant, in cooperation with client's study team from EYE Project team, performed the following activities:

- ASSAHEL and IRPAL team orientation
- Stakeholder identification
- Methodology discussion and identification of partners and other stakeholders
- Issue the time frame of the pre-survey activities and due dates
- Arrange the necessary activities (data collection, meetings, deliverables, etc.)

1.2.2 Data Collection

The data collection methods and tools were identified. The pre-survey was to concentrate on the collection of both qualitative and quantitative data. The qualitative data was collected through desk review and field visits, in-depth interviews and focus group discussions. However, the quantitative data was collected through structured questionnaires.

A. Qualitative Methods of Data Collection

A.1. Desk review and field visits

The data collection started by desk review and field visits, as the consultant team reviewed and analysed all project documents including the project proposal and logical framework, the National TVET Strategy (revised 2010), previous market analysis studies, IRPAL report on the selection process of economic sectors and occupations. With regard to field visits, the consultant team interacted with TVET students, their teachers and principals of TVET centres.

A.2. In-depth interviews with key informants, including TVET staff

The consultant team conducted four in-depth interviews with the key informants from the Ministry of Labour (MoL), the Ministry of Education and Higher Education (MoEHE), GIZ and the Trade Union. The consultant team developed semi-structured question guides, and the guides were approved by the EYE Project team. Table (1) shows the list of in-depth interviews with the key informants. Appendix A1 shows the guiding questions for the key-informant interviews.

Interview No.	Organization
1	Ministry of Labour
2	Ministry of Education & Higher Education
3	UNRWA
4	GIZ
5	Trade Union

A.3. Focus group discussions

The consultant team conducted twelve focus group discussions with teachers and principals of the three selected TVET sectors (in particular the nine selected occupations), principals and teachers of the MoEHE, parents of students enrolled in TVET centres, TVET stakeholders from Union of Churches. Each focus group consisted of six to nine participants. Table (2) shows the list of focus groups by specialty.

Based on the in-depth interviews, the consultant team developed question guides as open-ended and one-dimensional questions to encourage participants to provide the information sought from the groups. Appendix A2 shows the guiding questions for the focus groups. Before finalizing the question guides, the consultant team got the approval from EYE Project team. Furthermore, the consultant team was actively engaged the EYE Project team in selecting the focus groups' participants.

Table (2): Focus groups by specialty

#	Participants	Focus groups and participants	Location
1	Principals and teachers of TVET schools	MoL-TVET center / construction department	Rafah
2		Agriculture school in Beit Hanoun, MoEHE	Beit Hanoun
3		Gaza girls school, Information technology, MoEHE	Gaza
4	Principals and teachers of schools nearby TVET schools	Beit Lahia boys school	Beit Lahia
5		Alshaimaa girls school	Beit Lahia
6		Ain Jaloot girls school	Gaza
7	Parents of young people	Parents of TVET students	in 3 centers
8		Parents of Students in formal education schools	Gaza
9	Formal education students	Ain Jaloot girls school targeting the ninth grade.	Gaza
10	TVET graduates	TVET Male graduates	Gaza
11	TVET providers	UNRWA and Union of Churches	Gaza/IRPAL
12	Private employers	Private TVET employers	Gaza/IRPAL

1 The three selected sectors and occupations are construction (Tiling, Plastering and Painting & decorating), Agriculture (Plant Production, Animal Production and Food Production) and ICT (Graphic Design, Mobile

1.2.2 Data Collection

B. Quantitative Methods of Data Collection:

The consultant team constructed two structured questionnaires. The first questionnaire was designed for TVET students in the three selected centres/schools, and the second one for formal education students targeting the ninth and tenth grades (potential TVET students). The quantitative data were collected from 650 students: 250 students from TVET centres and 400 students from formal education schools. These structured questionnaires were approved by the EYE Project team.

B.1. TVET students' questionnaire

The total population of TVET students in the three targeted schools is 286; 114 students in Rafah vocational training centre (MoL), 108 students in Hani Naeem Agriculture School in Beit Hanoun (MoEHE) and 60 students in Gaza Girls School (MoEHE). The sample was selected through using a stratified random sampling technique. The sample size from each school was proportionate according to the number of students in each occupation, in which 103 students from Rafah centre, 83 students from Agriculture school and 64 students from Gaza Girls' School were selected. The TVET student questionnaire covers different areas (as shown in Appendix B1) including:

1. General information about the student.
2. Information about his/her family.
3. Information about TVET education.
 - o Administration and organization.
 - o Capacity and infrastructure.
 - o Teacher's capacity and occupational development.
 - o Curriculum.
 - o Community's perception.

B.2. Formal education student's questionnaire

With regard to the other 400 students, based on mutual agreement with IR, the sample was selected from formal education schools through using a stratified random sampling technique. The formal education student questionnaire covers different areas (as shown in Appendix B2) including:

- o Availability of TVET centres/schools,
- o Students' attitude toward enrolment in the TVET centres
- o Main barriers that hinder the enrolment in the TVET centres
- o Motivations that encourage enrolment in the TVET centres
- o Characteristics of students who enrol in the TVET centres
- o Female participation in the TVET sector
- o Parents' attitude toward the TVET sector

The sample included girls and boys aged 14 and 15 years old and it was divided evenly across the nine schools to cover the Gaza Strip. The total population is 14,895, in which boys are 6,995 students and girls are 7,900 students. Figure (1) shows the population distribution based on location and gender.

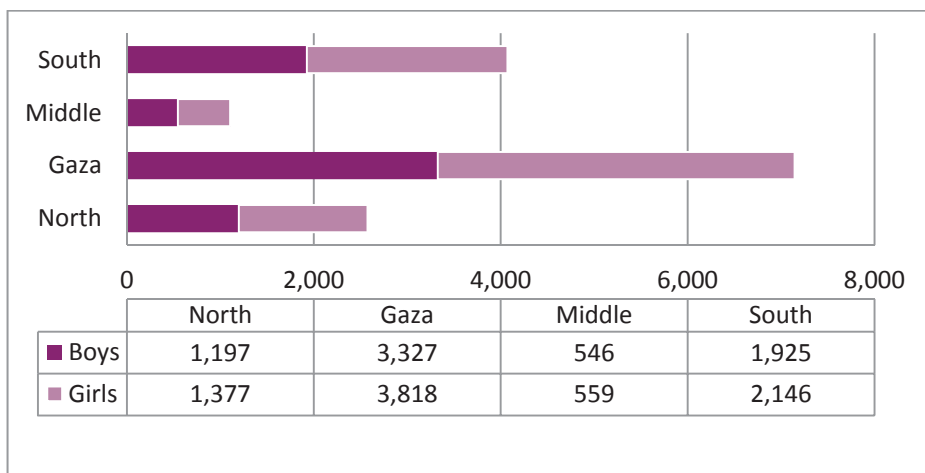


Figure (1): The population distribution of formal education students

The sample of 400 questionnaires of formal education students were distributed based on location and gender as shown in Figure (2). The sample was distributed into nine schools as shown in Table (3).

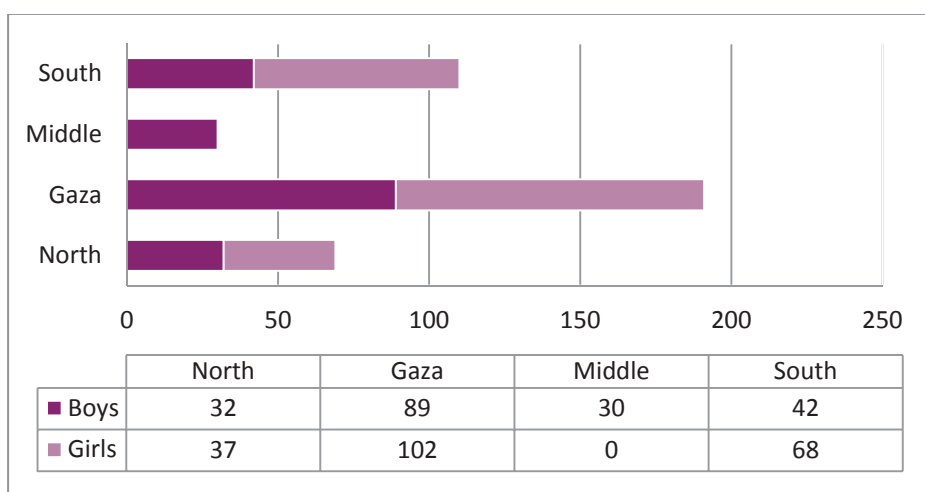


Figure (2): The sample distribution of formal education students

Table (3): The sample distributed to schools

Directorate	Gender	School Name	Size
Northern Gaza	Male	Beit Lahia school	37
	Female	Alshaima school	43
Gaza	Male	Abu Baker Alrazi school Suliman Sultan school	57 45
	Female	Ain Jaloot school	61
Middle Area	Male	Abdul Kareem Alaklook school	39
Southern Gaza	Male	Kamal Nasser school in Khanyounis	40
	Female	Bani Suhaila school Rabia Aladawia school in Rafah	40 38
Total sample size			400

2 THE PRE-SURVEY FINDINGS

This section focuses on the findings of the qualitative data gathered through TVET stakeholders' focus group discussions and interviews, and the quantitative data collected from TVET students and formal education students' surveys. The purpose of this section is to present perceptions and attitudes of the following participants towards the TVET:

- 2.1 TVET school principals and teachers.
- 2.2 Formal education school principals and teachers.
- 2.3 Parents of TVET students.
- 2.4 Parents of young people.
- 2.5 Formal education students.

- 2.6 TVET students.
- 2.7 TVET graduates.
- 2.8 Employers (private sectors).
- 2.9 TVET officials from MoEHE, MoL, GIZ and Near East Council of Churches, and.
- 2.10 TVET providers.

The findings are presented below and focused on the following issues:

- Perceptions and attitudes of TVET stakeholders towards TVET.
- Factors behind the formulation of these perceptions and attitudes.

2.1 TVET School Principals & Teachers' Attitudes

Below are the main results and findings collected from qualitative data gathered in focus group discussions with TVET school principals and teachers.

The results show a low level of satisfaction among TVET school principals and teachers towards the improvement of TVET institutions.

This is due to weaknesses in TVET educational curricula and equipment to match latest technology and teachers' skills.

The results also indicated a low level of satisfaction among TVET principal and teachers towards the rate of enrolment of female students in a TVET girls' school during the last years. It was indicated that the demand for TVET among female students (60 female TVET students) has been declining over recent years and is not meeting the enrolment capacity (120 potential female TVET students) thus creating a shortage in the demand in year 2013-2014, which formulates 50% of school enrolment capacity (60 female students out of a capacity of 120 female students).

In this context, based on a TVET principal and teachers perspectives, there are many obstacles acting as a deterrent to female students joining TVET schools which include public's negative stereotype and perception on TVET, early marriage, lack of financial resources, fear of parents towards sending their daughters to school and educational centres especially to those who reside far away from TVET centres. It was also observed that there is a low level of satisfaction towards the former in the agricultural school, and there is a shortage in the demand side for TVET in year 2013-2014, noting that the demand was low concerning school capacity and reached 80% as shown in Figure (3). In contrast, high demand was observed in student enrolment in Rafah TVET centre and the number of students (480 students) exceeded the centre's capacity (140 students). The high numbers of students applying to Rafah TVET centre is due to the short duration of the courses offered in the centre. Thus, short courses are found to be more attractive to people at different ages, even to the university graduates.

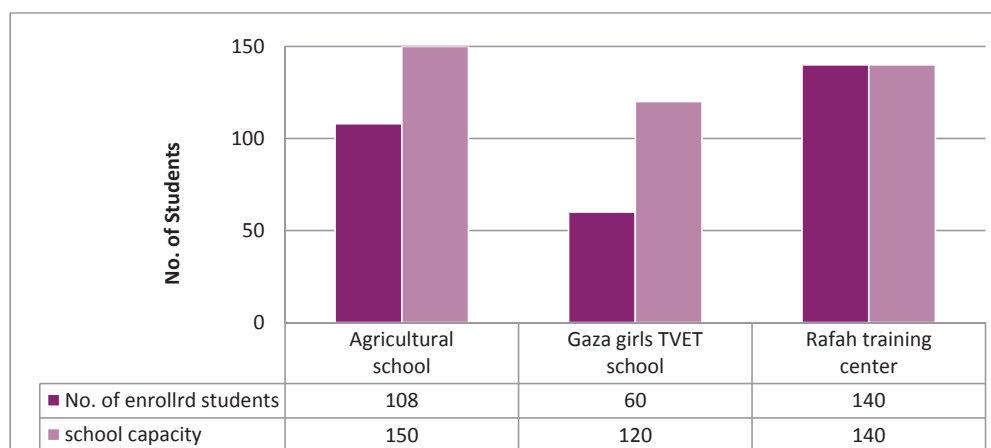


Figure (3): Capacity of schools vs. enrolled students

The results revealed that teachers are familiar with the aims and importance of TVET especially its contribution to strengthening the labour market and to the growth of the Palestinian national economy. In addition, there is a positive attitude and commitment among teachers and principals towards achieving TVET aims. However, the impact will be dependent on the continuous improvement and support for TVET schools.

In addition, teachers and principals showed a low level of satisfaction towards the level of networking of TVET institutions with the private sector and labour market. The existing coordination is limited to short term field training and students' visits. Accordingly, TVET institutions are not adapting to the labour market's latest rapid technology updates. This leads to gaps between TVET institutions and the labour market needs.

Furthermore, teachers have different perceptions on the adequacy of the study duration. Number of them has indicated that two years of study is adequate in the assumption that the level of educational achievement of enrolled TVET student is good. Others believed that the study duration is inadequate for students who will go directly to the labour market; while it is adequate for students who will pursue their education.

It was additionally found that the majority of principals and teachers of TVET institutions agreed to provide services and products to the community for generating income, in addition to the training services provided.

It is noted that there was a high interest among teachers to enhance the vocational and professional behaviour among TVET students. This can be enhanced through providing career guidance.

Moreover, there are negative trends among principals with regards to the availability and accessibility of TVET schools. The following are some examples elaborating these trends:

- o Majority (90%) of enrolled students in Gaza Girls' Vocational School are from nearby communities living in Zeitoun area in Gaza, noting that, it is the only vocational female school in the Gaza Strip.
- o Majority of enrolled students in the agricultural school are also from nearby communities living in the northern governorate and few of their students are from Gaza, noting that, it is the only agricultural school in Gaza Strip.
- o Majority of enrolled students in Rafah training centre are living in Rafah and Khan Younis.

This confirms the fact that students willing to join TVET schools if the locations of schools are close to their place of residence. Thus, TVET schools' accessibility and availability in diversified geographical locations are among the main factors to encourage potential students to join TVET schools.

Finally, it is noted that there is a low level of satisfaction among TVET principals towards budgets allocated for TVET schools. The principals manage the TVET schools and centres using limited budgets allocated to them from MoEHE, MoL and some donations from international projects. Accordingly, they are facing financial obstacles towards the improvement of TVET programs.

It is worth mentioning that providing incentives for the students plays an important role in attracting students towards joining TVET. These incentives include, but are not limited to, free transportation and meals subsidies.

2.2 Formal Education School Principals and Teachers' Attitudes

Based on qualitative data collected from formal education school principals and teachers, the results explore the following points:

- Teachers can play a vital role in the strengthening of the vocational career pathway among formal education school students. Thus, prior knowledge of TVET among teachers must exist. In some schools however, knowledge and awareness on TVET is limited among school teachers and principals. Additionally, nothing in the academic educational curricula directly refer to TVET and its importance, and there is not any clear policy adopted by a school or the MoEHE directed to encourage TVET enrolment.
- There is a negative attitude among some teachers and principals towards TVET, which is attributed to the negative public image about TVET.
- There are no awareness programs and vocational guidance activities directed to students and teachers at schools concerning the promotion of TVET knowledge and awareness.
- Based on teachers' views, female student prefer beauty, food processing and fashion design professions once they are willing to join TVET, while male students prefer agriculture.
- As indicated by the participants of focus group discussions, the difficult financial situation of students' families encourages them to join TVET.
- Based on teachers' perspectives, there are many means to attract formal education student towards TVET such as:
 - o Conducting awareness programs for students and their parents
 - o Providing students' incentives to join TVET programmes
 - o Securing decent jobs after graduation from TVET

2.3 Parents of TVET Students' Attitudes

Results gathered from focus group discussions revealed that there is a positive attitude among parents of TVET students towards TVET and its importance.

Based on parent's perspectives, the majority of community members have a negative image towards TVET. Community members believe that TVET is limited to students who have obtained low academic achievement in formal education schools and they may not be able to complete their academic studies. This image is due to ambiguity about TVET career pathways.

The Parents confirmed that they guided their sons/daughters to take a decision to join a TVET school, and they have found a positive response from them. The reasons behind their positive responses are:

- o High rate of unemployment among the university graduates,
- o Finding better job opportunities after TVET graduation, and
- o Having a family member associated with a certain professional work.

Parents of female students showed a high interest in their daughters' joining TVET schools. This is due to previous knowledge gained from their sons or daughters who already joined TVET schools. However, they indicated some constraints which female students often face when deciding to enrol in TVET schools, which are:

- o Female TVET schools are unavailable in all Gaza Strip governorates,
- o Negative image among community members towards female students joining TVET schools, and

Accordingly, the following suggestions are made by TVET parents to attract female students to join TVET schools:

- o Activate the role of mass media to promote knowledge about TVET and its importance
- o Establish TVET centres and schools in diversified places accessible to the students
- o Conduct awareness and counselling campaigns
- o Provide incentives for female TVET students
- o Provide jobs for TVET graduates

2.4 Parents of Formal Education Students' Attitudes

Based on qualitative data gathered from parents of formal education students, the results collected from focus group discussions show the following points:

- There is a negative attitude towards TVET among parents of formal education students, as they indicated that TVET is associated with students who have obtained low academic achievement. Therefore, TVET is considered to be a 'second choice' for those students who have not obtained success in their academic studies.
- Lack of TVET knowledge and its importance among parents of students was observed.
- There is a negative attitude among community members towards TVET as indicated by parents of students.
- Parents of students expressed that they have not participated in any awareness or guiding programs concerning TVET.

2.5 Formal Education Student's Attitudes

A sample of 400 formal education students participated in the pre-survey. The pre-survey sample varied to include 53.5% males and 46.5% females as shown in Figure (4), and it represented different residential areas including 94.5% from cities, 1.5% from villages and 4.0% from refugee camps as shown in Figure (5). The distribution by governorates was 20.7% from North; 40.4% from Gaza; 9.6% from Middle area; 19.7% from Khan Younis; and 9.6% from Rafah as shown in Figure (6).

The perceptions and attitudes of formal education students towards TVET are addressed in the following subsections:

- o Students' interest in TVET and the demand for TVET.
- o Extent of knowledge and awareness about TVET.
- o Vocational options: specialization options for students.
- o Vocational choices by gender.

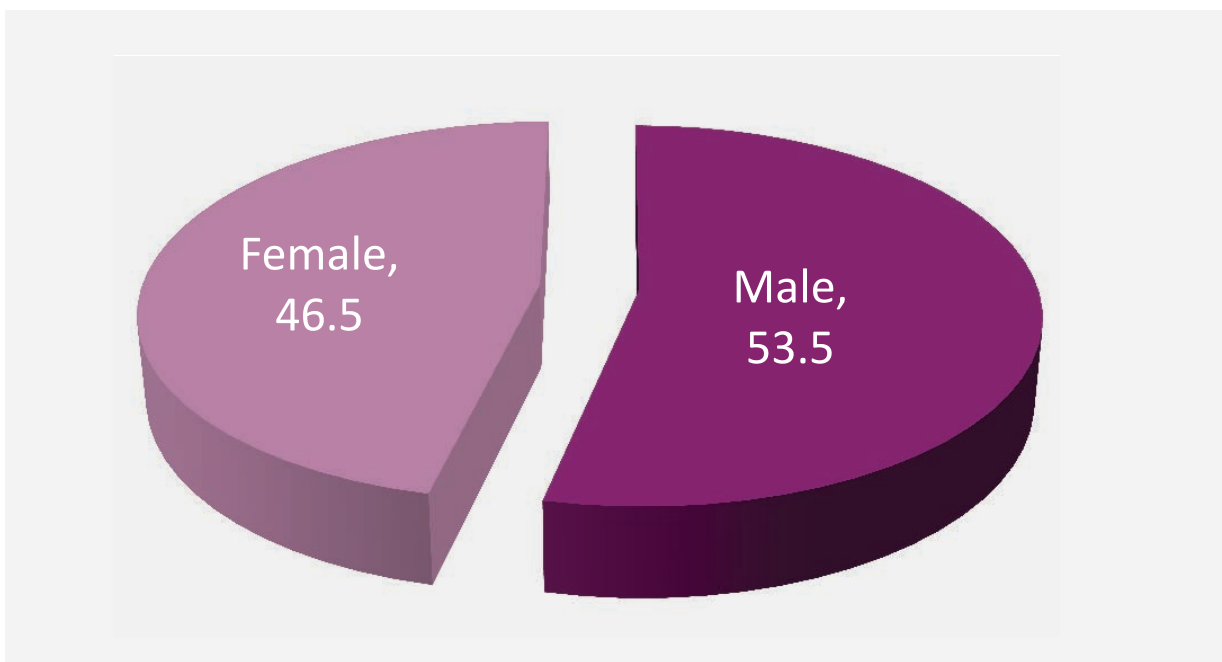


Figure (4): Distribution of students' sample by gender

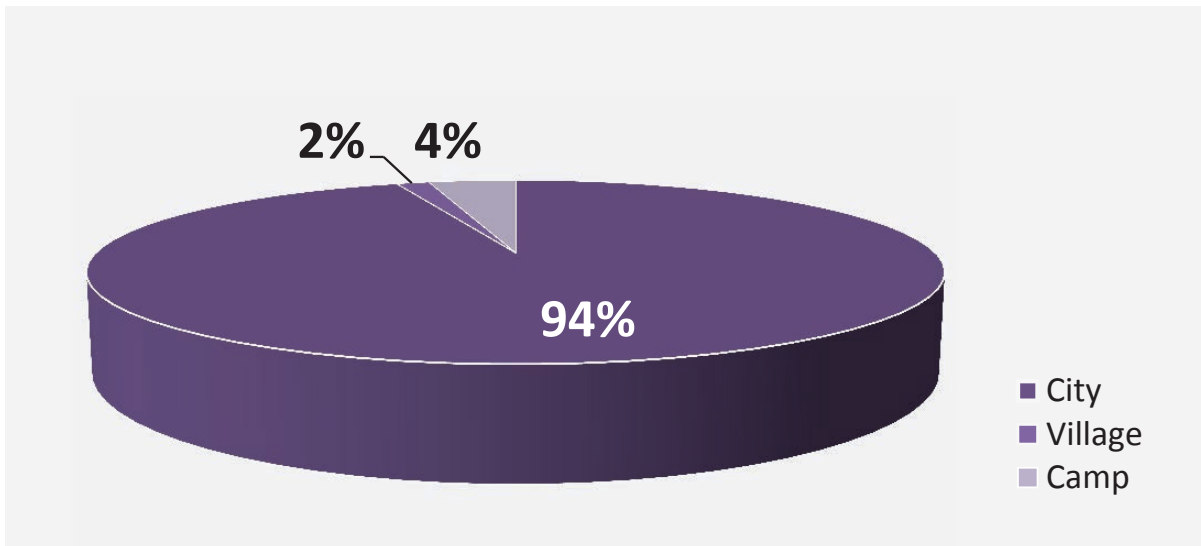


Figure (5): Distribution of students' sample by residential area

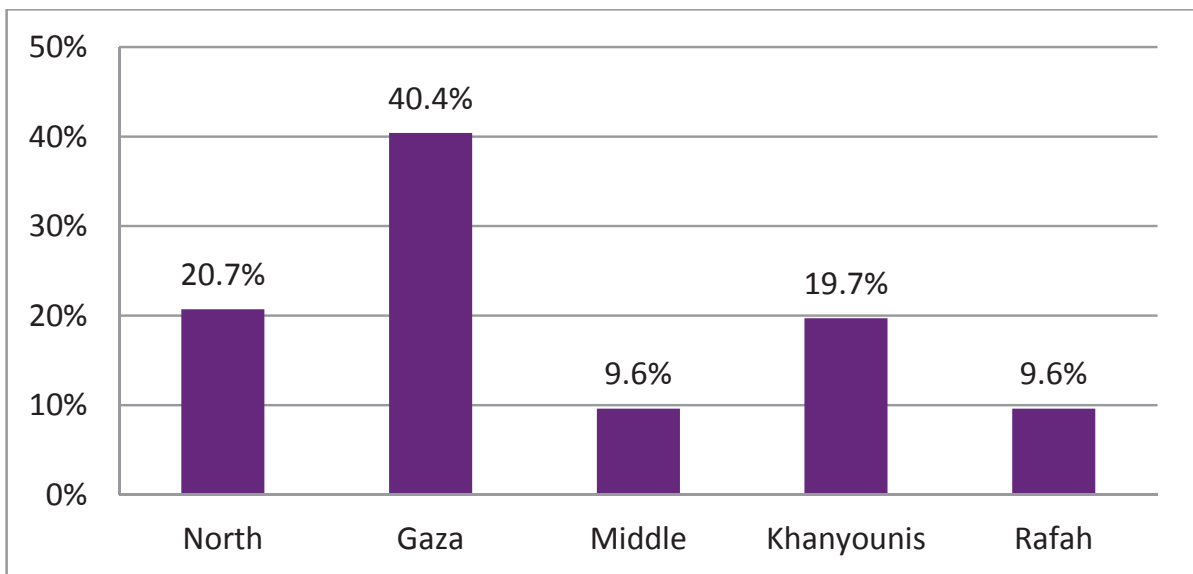


Figure (6): Distribution of students' sample by Governorates

Student interest in TVET and their demand

When students were asked about their future educational choices, it was found that the highest rates (87%) show a desire to pursue their academic education. However, 13% of the students expressed their desire to join TVET schools/centres as shown in Figure (7). These choices show negative attitude among formal education students towards TVET.

For students willing to join TVET, the reasons behind their choices are listed below:

- o Getting employment opportunities,
- o Helping their family get an additional income,
- o Availability of TVET institution nearby their residence,
- o Desire to become entrepreneurs after graduation,
- o Low academic achievement.

The percentages of students who expressed their willingness to join TVET are presented in Figure (8). The results indicate that selecting vocational option and track is associated with a group of factors such as getting employment opportunities, helping family to get additional income, low academic achievement and availability of TVET schools to their residence.

The results clarify to what extent that students' interests are affected by the type of their fathers' work. Students' demand for TVET education is higher for whose fathers are entrepreneurs as shown in Table (4). Self-employed parents have positive attitude towards TVET. The results elaborate to what extent that the interests of students are affected by their fathers' educational level. Students' demand for academic education is higher for whose fathers have higher educational level, and the demand for joining TVET is higher for the category in which their fathers are of basic secondary education or less as shown in Table (5).

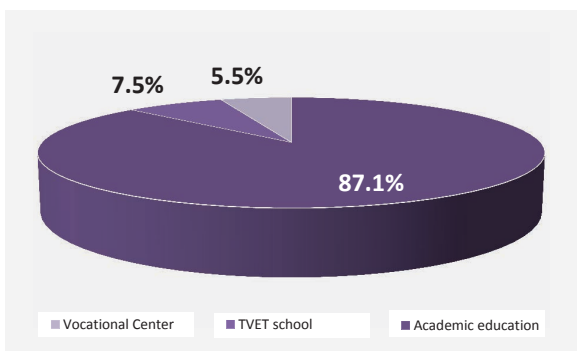


Figure (7): Students' interest after \the tenth grade

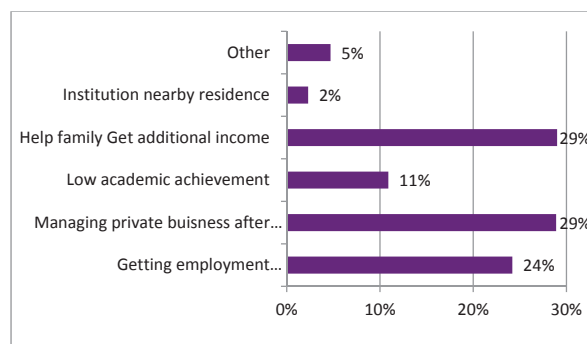


Figure (8): Reasons behind joining TVET schools

Father's work	Future educational choices		
	Academic secondary school, %	TVET school, %	TVET center, %
Governmental employee	25.2	18.5	9.5
Private employee	13.8	11.1	4.8
Worker	19.5	14.8	19.0
Self-employed	39.6	55.6	66.7
Unemployed	1.8	0.0	0.0
Total, %	100	100	100

Table (4): Students' future academic and professional choices according to father's work

Fathers' level of education	Future educational choices		
	Academic secondary school, %	TVET school, %	TVET centre, %
University	26.6	14.8	23.8
Faculty	7.5	11.1	0.0
Secondary	28.7	37.0	33.3
Primary	21.5	11.1	23.8
Less than Primary	15.8	25.9	19.0
Total, %	100	100	100

Table (5): Students' future academic and professional choices according to father's level of education

The results also explored to some extent that the interests of students are affected by the existence of students' relatives who have already joined TVET.

It was found that those students who have relatives in TVET are more likely to enrol in TVET than those who do not have any of their relatives in TVET training as shown in table (6). This is due relatives passing their experiences and professions to the young generation in their families.

Existence of student's relatives in TVET	Future educational choices			Total %
	Secondary school, %	TVET school, %	TVET center, %	
Yes	80.4	13.0	6.5	100.0
No	88.1	6.9	5.1	100.0

Table (6): Students' future academic and professional choices according to existence of student's relatives in TVET

Furthermore, it was observed that interest of students is affected by their household income. The results showed that households earning less than 2,000 Shekels a month are more likely to send their sons/daughters to a TVET school or centre in relative to those earning more.

Thus, there is an inverse correlation between household income and the desire to join a TVET school/centre as shown Table (7).

Monthly income, Shekels	Future educational choices		
	Academic secondary school, %	TVET school, %	TVET centre, %
Less than 2000	62.2	75.0	85.0
2000-4000	28.4	17.9	10.0
More than 4000	9.4	7.1	5.0
Total	100.0	100.0	100.0

Table (7): Students' future academic and professional choices according to their households' income

Moreover, findings from the quantitative and qualitative data showed that perceptions and attitudes towards TVET enrolment are generally not preferred. The vast majority of students were interested in completing their academic education rather than joining TVET. The results showed that the reasons behind their unwillingness to join TVET are: negative community stigma, low quality of TVET institutions,

lack of opportunities to find jobs after graduation from TVET and preference of joining academic education.

The majority of students (92%) prefer to continue their higher education after completing secondary school. Among these students, 85% prefer to join university as shown in Figure (9). These choices showed a positive attitude towards joining a university degree in relation to other options.

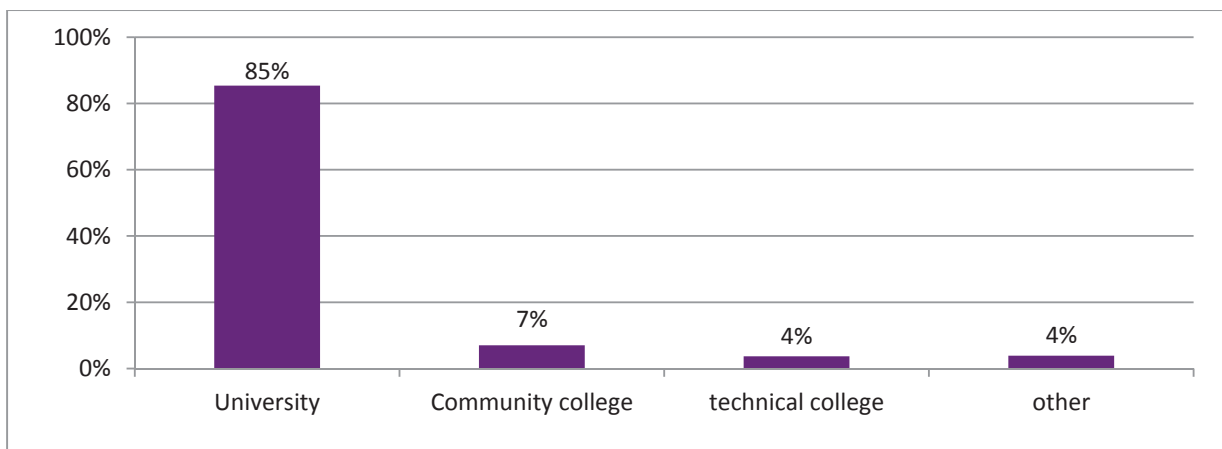


Figure (9): Student's preference to university education

Results strongly suggest that students' decisions concerning their future professions and career pathways are greatly influenced by their parents. 26.5% of students indicated that other people in their lives have an impact on their decision.

92.5% of them indicated that their decision is influenced by their families. Figure (10) shows the percentage of students affected by other parties. Results also reveal that the school's influence on student's decision is very low.

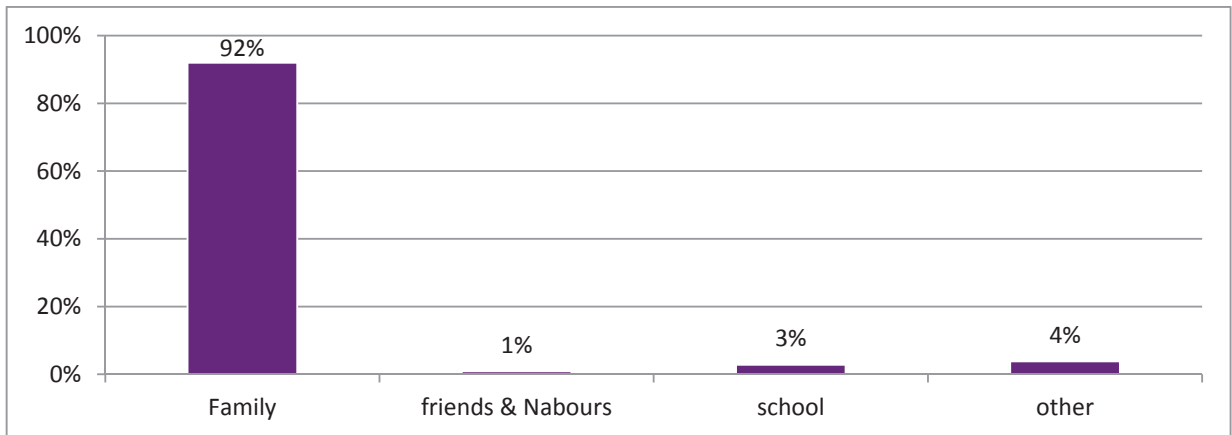


Figure (10): Student's decision affected by different parties

Extent of knowledge about TVET

When asked about the extent of knowledge regarding TVET, the results show that 50% of students have idea about TVET. It was additionally found that there are different sources of knowledge regarding TVET as shown in Figure (11). The results revealed that friends and relatives are ranked as first; mass media as second; and teachers and the principals as third.

As identified, vocational guidance campaigns were stated as the last source of knowledge in TVET. When asked about the lack in awareness about TVET, the results reveal that 71.4% of students believe that there is lack of awareness about TVET.

Finally, results indicated that prior knowledge has an impact on the vocational choices to some extent; 50% of the students willing to join TVET have a prior knowledge in TVET.

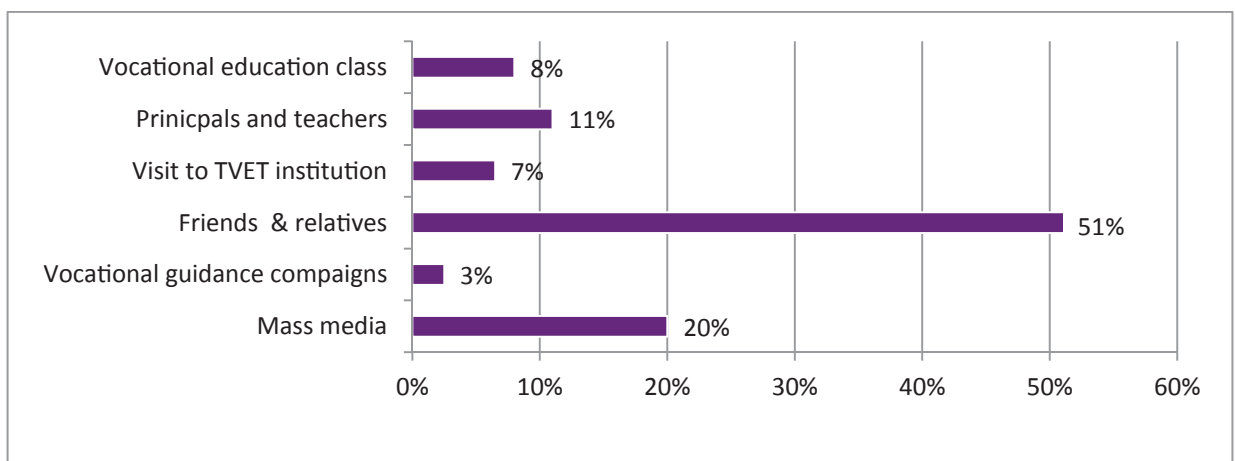


Figure (11): Source of knowledge about TVET

Vocational options and specialization

The sample students were asked about their preferred specialization in TVET as a career pathway. The results revealed that beauty had the highest percentage of preference (23%), construction (21%), and IT had a percentage of (20%), while agriculture, sewing and communication were the lowest as shown in Figure (12).

Therefore, there is a positive attitude among formal education students who desire to join TVET towards the specializations of beauty, construction and information technology. However, female students' choices of specializations are limited to a fewer number of choices in relation to choices available for male students.

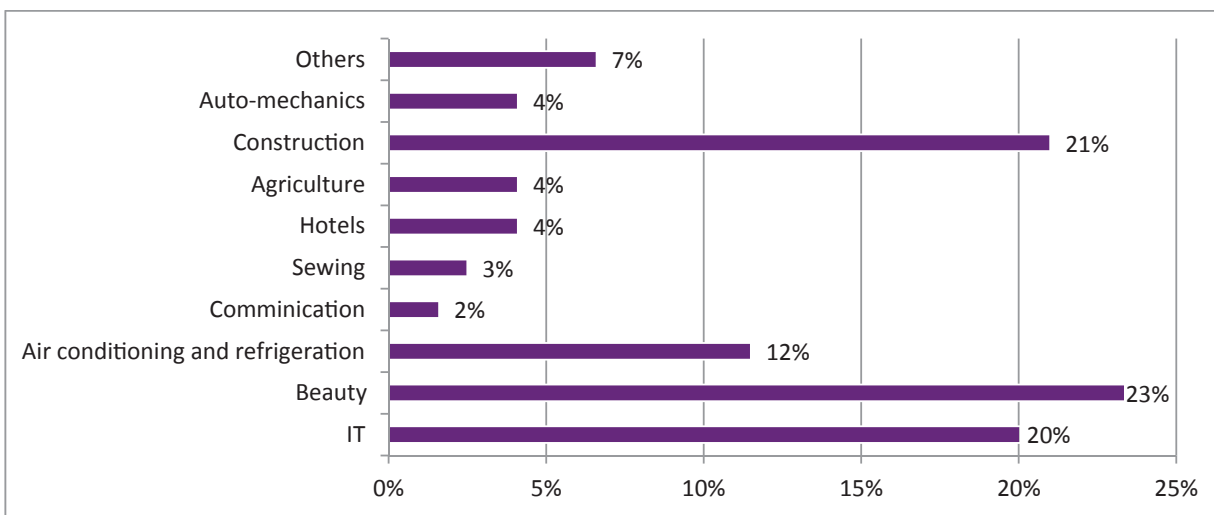


Figure (12): TVET specialization for students willing to join TVET

Vocational choices by gender

The results indicated a low rate of females willing to join TVET (7%) compared with a higher rate of males willing to join TVET (18%), as shown in Figure (13). 55% of females prefer to enrol in the beauty profession and 21% prefer to enrol in Information Technology, while none of the females expressed any interest in agricultural profession. On the other hand, the preferences for males are construction, Information Technology and air conditioning. It is clear from the above results that vocational choices are affected by gender, even though Information Technology professions are among the preferences of both genders.

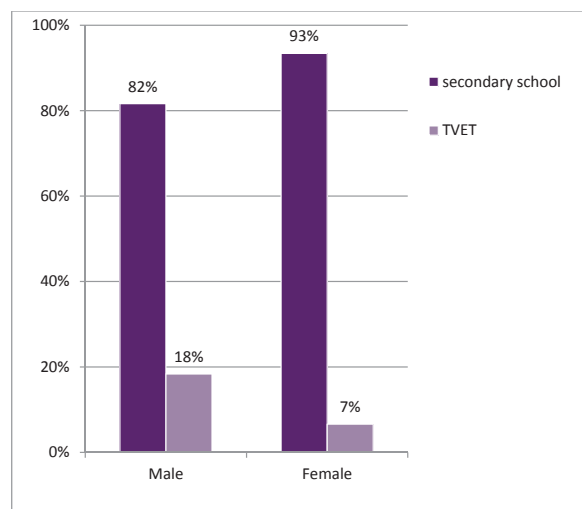


Figure (13): Willingness to join TVET or secondary school

2.6 TVET Students' Attitudes

250 TVET students participated in the pre-survey. The pre-survey includes 73.8% male and 26.2% female as shown in Figure (14). The distribution over the governorates is shown in Figure (15), 32.4% from North, 27.0% from Gaza, 8.0% from Middle area, 6.2% from Khan Younis and 33.6% from Rafah. The majority of respondents (89%) are aged between 15 and 20 years old.

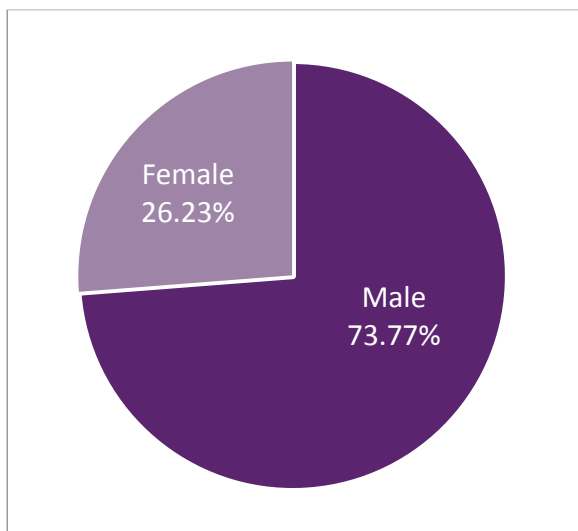


Figure (14): Male to female TVET students' ratio

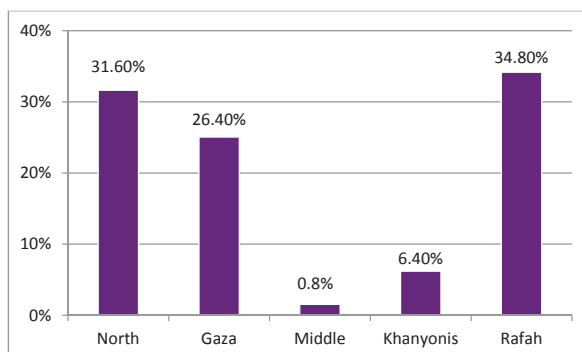


Figure (15): TVET students' distribution by governorates

Results reveal that 6% of the total students are disabled. This confirms that TVET schools have a positive attitude towards acceptance of disabled students in the vocational track.

It was noted that the majority (78%) of TVET students are living in cities, 15% of them living in refugee camps, while 7% are living in villages. In other words, the majority of TVET students come from cities and urban areas.

Results show that 77% of TVET students' parents have a secondary education and below. The results clarify that, to some extent, students' interests towards joining TVET are affected by their fathers' educational level. Students' demand for vocational education is high, for those whom fathers have low education level.

Results reveal that the households' income for the majority (82.4%) of TVET students is less than 2,000 Shekels. This means that lower earning households in the community are more likely to send their children to TVET.

In terms of plans after completing TVET training, 56% of TVET students are willing to join the labour market while 44% of them have an interest to complete their higher education after graduation. Out of those willing to join the labour market after graduation from TVET, 76% of them are willing to start-up their own business.

The perceptions and attitudes of TVET students towards TVET were arranged under the following items:

- 1- Managerial and organizational aspects in TVET institutions
- 2- TVET institutions infrastructure
- 3- Teachers' capabilities
- 4- TVET curriculum
- 5- Students' vision towards TVET

1- Managerial and organizational aspects in TVET schools

Based on the results shown in Table (8), negative attitude of TVET students towards managerial and organizational aspects of TVET schools was observed in the following areas:

- The majority of the students (91%) were unsatisfied regarding the availability of incentive plans for TVET students such as scholarships and training.
- 47% of students believe that to the safety and insurance scheme does not cover them in case of accidents, whereas, 40% are satisfied and the rest are uncertain
- 47% of TVET student showed a negative attitude towards providing practical training opportunities by TVET schools.
- 48% of TVET students are satisfied with the location of the TVET School (living nearby the school), while 43% are not.
- 57 % of TVET students believe that a TVET certificate does not provide them with opportunities for employment after graduation.
- 55% of students are enrolled in TVET due to financial difficulties facing their families as they could not afford attending formal higher academic education.

However, there are positive attitudes towards some aspects of TVET as follows:

- 78% of TVET students believe that their specialization is associated to the needs of the labour market.
- The majority of TVET students (92%) find that TVET programs enhance professional ethics and accuracy and safety at work

Table (8): Statistical analysis for managerial and organizational aspects in TVET schools

#	Item						Average	Relative Importance	Asymp . Significance	Standard Deviation
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree				
20	There are available incentive plans for students in TVET such as scholarships and training.	1.2	6.6	7.8	5.3	79.1	4.5	0.91	0.00	0.97
21	Safety and insurance schemes are available for students accidents	20.9	19.3	13.1	14.8	32.0	3.2	0.64	0.34	1.56
22	School provides you with the opportunity to field training in the labour market institutions	19.3	18.9	16.0	10.7	35.2	3.2	0.65	0.22	1.56
23	Your residence is located close to the school	18.9	24.2	9.0	16.4	31.6	3.2	0.64	0.57	1.55
24	Study costs are somewhat high	11.9	9.8	11.1	22.5	44.7	4.5	0.91	0.00	1.41
25	Your specialty is associated to the need of the Palestinian labour market	45.5	27.0	13.9	8.6	4.9	2.0	0.40	0.00	1.18
26	TVET system provides you with opportunities for employment after graduation	7.0	16.4	19.3	17.2	40.2	3.7	0.73	0.03	1.33
27	TVET system enhances your skills towards professional ethics and accuracy and safety at work	69.3	23.0	4.9	0.4	2.5	1.4	0.29	0.00	0.82
28	I completed last year in a formal education school at a low grade rate	18.4	34.4	19.3	18.4	9.4	2.7	0.53	0.00	1.24
29	You have an easy access to school	25.0	17.6	13.1	16.8	27.5	3.0	0.61	0.08	1.57
30	I enrolled in TVET due to the difficult financial situation of the family and because I cannot afford to complete my studies	34.4	20.9	9.0	16.4	19.3	2.7	0.53	0.00	1.55

2- TVET institutions infrastructure

TVET students showed negative attitudes in the following aspects as shown in Table (9):

- The majority of TVET students (88%) indicated that TVET institutions are not adapting the latest technological equipment that matches labour market needs, leading to a low level of satisfaction.

- 84% of TVET students pointed out that the available equipment-student ratio is low.
- 57% of TVET students find that the technical labs-student ratio is low.

However, 74% of students agreed that the equipment used in TVET schools was compatible with the curriculum.

Table (9): Statistical analysis for TVET institutions' workshops and equipment

#	Item						Average	Relative Importance	Asymp . Significance	Standard Deviation
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree				
31	Technical workshops are sufficient in your school	15.2	12.3	16.0	25.0	31.6	3.5	0.69	0.05	1.4
32	Equipment fit with the number of students in the workshop	6.1	9.0	5.7	19.3	59.8	4.2	0.84	0.00	1.2
33	Equipment is updated in your workshop to fit in with the rapid developments.	4.1	5.3	6.6	15.6	68.4	4.4	0.88	0.00	1.1
34	Equipment in your school is compatible with those available in the labour market	21.3	12.7	11.5	18.9	35.7	3.3	0.67	0.18	1.6
35	Means of occupational safety are available in your school	17.6	25.8	7.8	14.8	34.0	3.2	0.64	0.75	1.6
36	Equipment in your workshop is compatible with applicable curriculum	36.9	36.5	16.4	4.1	6.1	2.1	0.41	0.00	1.1

3- TVET Teachers' Capabilities

The results in Table (10) show positive attitudes towards the teachers' capabilities in the following aspects:

- The majority of students (89%) indicated that they are learning practical professional activities under the direct supervision and guidance of their teachers.
- The majority of students (88%) indicated that their teachers encourage them towards teamwork.

- The majority of students (88%) indicated that teachers assist them in applying theory into practice.

- 77% of TVET students think that their teachers are familiar with the scientific theoretical and practical knowledge in the field of their specialization/occupation.

However, 43% of students think that their teachers are not utilizing the use of modern teaching tools.

Table (10): Statistical analysis for TVET teachers' capacities

#	Item						Average	Relative Importance	Asymp . Significance	Standard Deviation
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree				
37	Your teachers use modern teaching aids	13.9	23.8	19.3	10.2	32.8	3.2	0.65	0.03	1.5
38	I practice and training activities effectively under the guidance of the teacher	56.1	33.2	5.3	3.3	2.0	1.6	0.32	0.00	0.9
39	Teacher uses traditional teaching methods far from modernity to teach courses	18.4	29.1	18.0	14.3	20.1	2.9	0.58	0.00	1.4
40	Your instructor guides you to work in a team	40.2	48.4	7.0	3.3	1.2	1.8	0.35	0.00	0.8
41	Teacher helps in linking what you have learned in theory and practice	53.7	34.8	5.3	2.9	3.3	1.7	0.33	0.00	0.9
42	Your teacher is familiar with the scientific and practical knowledge in the field of specialty	57.0	19.7	11.1	6.6	5.7	1.8	0.37	0.00	1.2

4- TVET Curriculum

The results in Table (11) show negative attitude towards TVET curriculum in which 64% of TVET students indicated that the curriculum is dominated with theoretical learning compared with practical training. The following points, however, show an evidence of positive attitude:

- 75% of students indicated that TVET curriculum is relevant to the labour market needs.
- 72% of students pointed out that the curriculum is relevant to getting a future career.

Table (11): Statistical analysis of TVET curriculum

#	Item						Average	Relative Importance	Asymp. Significance	Standard Deviation
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree				
43	The basic theory curriculum burden your study	40.6	23.4	18.4	7.8	9.8	2.2	0.45	0.00	1.3
44	Your courses are dominated with theory.	33.2	32.8	20.9	7.8	5.3	2.2	0.44	0.00	1.1
45	TVET curricula commensurate with the needs of the market	34.8	40.2	13.1	3.3	8.6	2.1	0.42	0.00	1.2
46	The number of classes allocated for practical training is sufficient	38.5	22.5	5.7	9.4	23.8	2.6	0.51	0.00	1.6
47	The courses you study serves in applying what you've learned in your everyday life situations	40.2	41.4	13.9	3.3	1.2	1.8	0.37	0.00	0.9
48	Curricula currently in place will entitle you to gain a future career	43.4	28.7	20.9	2.9	4.1	2.0	0.39	0.00	1.1

5- Students' vision towards TVET

The results in Table (12) show the following positive attitudes towards TVET:

- o 58% of TVET students are familiar with the importance of TVET and its fields before their enrolment in TVET Schools.
- o 83% of TVET students are proud of joining TVET School.
- o 91% of TVET students join TVET schools based on their preferences.
- o 89% of TVET students chose their specialization based on their preferences.
- o 69% of TVET students do not think that their choice for TVET negatively affect their social life.

- o 59% of TVET students say that their colleagues and neighbours encouraged them when they joined a TVET school.

- o 75% of students indicated that their families encouraged them to join TVET school

However, the results revealed a lack of support for students from the teachers in their formal education schools to join TVET School. This reflects the fact that, a negative attitude among formal education schools' teachers towards TVET is prominent.

Table (12): Statistical analysis for TVET student vision and knowledge of TVET

#	Item						Average	Relative Importance	Asymp . Significance	Standard Deviation
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree				
49	Your receive support from primary school teachers for enrolment in TVET	13.5	18.0	13.5	10.7	44.3	3.5	0.71	0.14	1.5
50	Your colleagues and your neighbours encouraged you when you enrolled in TVET school	32.8	26.2	16.4	10.2	14.3	2.5	0.49	0.00	1.4
51	Your dad/family encouraged you to attend TVET school	50.4	25.0	14.8	2.9	7.0	1.9	0.38	0.00	1.2
52	I was familiar with the importance of TVET and with its fields before enrolment in TVET school	29.6	28.8	21.0	9.5	11.1	2.4	0.49	0.00	1.3
53	I feel proud of belonging to TVET school	53.5	29.2	9.9	4.5	2.9	1.7	0.35	0.00	1.0
54	Your choice of TVET may cause for you social problems	8.6	12.3	10.3	20.2	48.6	3.9	0.78	0.00	1.4
55	You went to school with you desire	70.4	20.2	6.2	2.1	1.2	1.4	0.29	0.00	0.8
56	You chose your specialty with you desire	68.7	20.2	4.1	1.2	5.8	1.6	0.31	0.00	1.0

2.7 Employers' Attitudes

Focus group discussions were held with several employers representing different private sectors. Qualitative findings are given below:

Firstly, a low level of satisfaction among employers appeared towards the quality of TVET graduates. This is attributed to the lack of practical and field experience provided to TVET students as part of learning process. The results also revealed that the employers have a negative attitude towards graduate skills and competences. The employers have mentioned some of the graduate's deficiencies during their employment such as lack of communication and marketing skills; difficulty in reading catalogues in English language; lack of occupational health and safety procedures; difficulties in applying theory into practice and inability to work under pressure.

Secondly, it was noted that there is a preference among employers to hire skilled workers who obtain practical experience from the labour market prior to their recruitment rather than new TVET graduates. This is varied according to employers' sectors; in which the preference is high to employ TVET graduates in the construction sector, moderate preference in the agriculture sector (food processing field) and low preference to employ TVET graduates in ICT sector. The reasons behind employers' preferences to employ non-TVET graduates are due to their high productivity, ability to follow directions, high professional experience and working under pressure.

Thirdly, results show that there is a high preference among employers towards the following skills and competencies expected to exist in TVET graduates in order to employ them:

- o Proficiency in communication skills at work in general and dealing with customers in particular,
- o Cooperation with others and ability to work within a team,
- o Accuracy and ability to follow directions/instructions,
- o Self-confidence, honesty and truthfulness,
- o Having a good appearance, and
- o Positive attitudes towards work.

Fourthly, employers expressed no interest to contribute in developing TVET sector through cooperation and communication with TVET centres. Furthermore, they are unwilling to financially support TVET activities. This is because they recognize that, for instance, providing internship opportunities to TVET graduates will cause them disruption at their work and will overload them.

Finally, the results show that there are high employment opportunities available in the mobile application and programming fields in the ICT sector in addition to work opportunities in the construction sector, according to the employers' perspectives.

2.8 TVET Graduates' Attitudes

TVET graduates appeared to be not too confident towards their readiness to work in the labour market directly after their graduation. Based on their perspectives, they still need more professional experience and skills to match the market needs.

TVET graduates expressed their happiness to join TVET centres/schools, their correct choice of occupation, and they showed a high level of satisfaction towards their decision to select their specialization (occupation). The reasons behind their decision to join TVET centres are:

- o TVET centres provide better opportunities for employment,
- o Better chances to open their own private business, especially for those who are interested in working in agriculture sector and having their own business.
- o High rate of unemployment among university graduates, and
- o Their low academic achievement.

A negative trend among the TVET graduates towards labour market absorption capacity was indicated. The capacity is weak due the limited job opportunities and the current economic conditions in the Gaza Strip, because of the siege and lack of raw materials.

The results revealed a weak link between the TVET schools/centres and labour market in terms of coordination, cooperation and communication, which led to a significant gap in the following areas:

- o Informing the labour market about TVET institutions, their services and development.
- o Preparing and disseminate brochures and promotional programs
- o Developing trainers' capabilities in modern technology
- o Enhancing TVET equipment to match the profession's technological updates,
- o Providing TVET students with on job training programs and following-up with them
- o Updating the required competencies identified by the labour market.

The TVET graduates showed a high interest to send TVET students to labour market during the study and follow them after graduation. This will enable the TVET institutions to get feedback and lessons learned about graduate readiness and relevancy to labour market.

There is positive attitude among TVET graduates towards their affiliation to the TVET sector and they are proud to join TVET.

2.9 TVET Officials' Attitude

Results in this part of the survey present the following TVET stakeholders attitudes towards TVET in Gaza Strip, based on qualitative data collected from four interviews targeting MoEHE, MoL, GIZ and UNRWA-TVET representatives.

MoEHE and MoL officials' attitudes

MoEHE and MoL are key stakeholders in the TVET sector in Gaza Strip. They play an important role in developing and regulating TVET sector. MoEHE is responsible for three TVET schools and MoL is responsible for five training centres.

The interviewed governmental officials from MoEHE and MoL expressed government support and recognition for TVET as the way forward for the growth of the national Palestinian economy in terms of providing skilled workers to the labour market. They explained that the first major challenge for developing and enhancing TVET was the lack of allocated budget. Thus, they encourage foreign aid support from international donors to implement development projects in TVET sector.

MoL official stated: "The teaching core material adopted in TVET institutions in the Gaza Strip is highly outdated. It is dated back to the years 2000/2001."

As a result of limited governmental budget allocated to TVET investments, it was found that there is a low level of satisfaction among governmental officials towards TVET in terms of:

- o Availability and accessibility of TVET schools and centres in diversified geographical areas,
- o The relevancy of educational and training curricula
- o Teachers' and trainers' capabilities,
- o The occupations introduced within TVET centres don't meet students' preferences and Labour Market needs
- o The availability of the latest modern equipment relevant to TVET institutions' needs,
- o The quality of TVET education.

MoL official said: "Many ways should be taken into consideration to change the negative image of TVET among the public community. He replied "One needs to change the perception of parents, by securing an attractive and safe learning environment through the provision of professionally certified trainers, establishment of modern high tech training centers and the availability of updated workshops and equipment."

Results also show that, there is a negative attitude towards the rate of enrolment in TVET governmental schools, due to weak teachers' capabilities, lack of students' incentives, limited jobs opportunities in the labour market and the public's negative perception towards TVET. On the other hand, the rate of enrolment in TVET centres is relatively higher, as stated by the MoL official. This is due to the fact that community members became more aware about TVET and are looking for alternative jobs rather than traditional jobs. This fact is also confirmed by 250 students - out of a total of 2250 students - who have completed a university/diploma degree and have applied to join TVET centres. It was noted that the TVET centres' capacity is up to 700 students.

MoEHE official indicated that the negative community perception is still a challenge and an obstacle towards students joining TVET institutions. This challenge can be overcome by disseminating TVET knowledge and clarifying its importance for future generations, conducting visits to TVET institutions, arranging field visits for parents, and conducting awareness raising campaign and guidance programs regarding TVET using different types of media.

MoEHE official stated: "Among the reasons behind the unwillingness of students to enroll in governmental TVET schools is the lack in the provision of TVET student educational needs such as securing means of transportation, providing a daily meal and the availability of special training uniforms".

GIZ and UNRWA representatives' attitudes

GIZ TVET representative expressed low level of satisfaction about TVET situation in Gaza strip which is the result of fragmented TVET efforts, lack of TVET relevancy to labour market needs, lack of TVET unified system and lack of TVET institutional coordination.

In addition, it was indicated that the current TVET situation can be improved by:

- o Building trainers' capabilities
- o Developing TVET institutions
- o Developing relevant curricula
- o Linking TVET institutions with labour market

Results also show that the deteriorating economic conditions in Gaza Strip contribute to encouraging low-income households to send their children to TVET institutions.

The Head of UNRWA vocational training centre in Khan Younis stated that there is a necessity to fill the gap by supplying skilled workers to the labour market in Gaza strip, especially after the ban of Palestinian-Gaza workers to work in Israel . Nowadays, TVET institutions should play an important role in filling this gap.

It is found that there is a positive attitude among UNRWA TVET staff to some TVET aspects in terms of:

- o Participation of employers and labour market actors in activities related to UNRWA-TVET centres, especially their engagement in the practical testing of TVET graduates and their participation in preparing/ updating training curricula.
- o Conducting an annual evaluation to assess quality of TVET students and TVET curricula.
- o Follow up UNRWA /TVET centres' graduates after their graduation (from 1 to 2 years).

2.10 TVET Providers' Attitudes

Based on the qualitative data gathered from some TVET providers UNRWA training centre and Near East Council of Churches (NECC), the results show the following:

- There is a positive attitude among students towards joining UNRWA/TVET Centre compared to TVET governmental schools. This is due to the high quality of UNRWA TVET education system, available incentives provided by UNRWA and its good reputation.
- There is a linkage between UNRWA/TVET centre and the needs of the labour market. This is, however, limited to students' field training, curriculum updates, and initiating/ending TVET specializations based on changing market needs.
- It is found that there is a tracing studies conducted by UNRWA in order to follow up with their graduates.
- Both TVET providers' programs are relevant to labour market needs and are linked with labour market institutions.
- The rate of employment among UNRWA/TVET training centre's graduates is relatively high compared to other TVET centres.
- There is a need for developing/updating the curricula in TVET institutions to match changing in the labour market which requires specialized experts.
- There are insufficient TVET awareness programs targeting students, parents and community members. Thus, there is a need for more efforts concerning raising the awareness of TVET knowledge and its importance.
- Positive attitude was observed among TVET students in UNRWA training centre; UNRWA/TVET training centre has attracted the enrolment of students who have obtained good educational achievement in relation to other training centres.

3 CONCLUSION AND RECOMMENDATIONS

3.1 Conclusion

Results have shown different perceptions and attitudes towards accepting TVET as a high quality career pathway in Gaza Strip. Negative attitudes appeared at different stakeholder levels ranging from parents, school students, employers, principals and teachers of schools, TVET students and the public community in general. Those negative attitudes were attributed to weak TVET infrastructure in the Gaza Strip with regards to availability, accessibility and capacity of TVET institutions, competitive level of TVET graduates in the labour market, student enrolment (especially women) and relevancy of TVET curricula. Any intervention at the aggregate level towards the development of TVET must involve the commitment of public and private sectors, academic and TVET institutions and NGOs. The intervention must take place in a systematic development approach, within a specified time frame and allocated investment funds.

Initiatives and positive attitudes, on the other hand, resulted in the survey's findings, towards the commitment of developing TVET and its role in developing the national economy. A variety of effective promotion tools should be utilized for raising awareness which target school students, parents and the public community. Such effective tools include, but not limited to, mass and digital media, social media and exchange visits.

3.2 Recommendations

Based on the pre-survey findings, the following points are highly recommended to change the negative attitudes and perceptions of TVET stakeholders. The recommendations focus on four aspects:

- Meeting TVET graduates expectations.
- Increasing enrolment of students in TVET institutions.
- Increasing the support of employers and the private sector in TVET development.
- Promotion and development of TVET institutions' capacities and infrastructure.

Meeting TVET graduates' expectations

- Conducting intensive training programs which should be linked with the Labour Market needs to gain the required competencies which will contribute to provide Labour Market with skilled workers.
- Follow up with TVET graduates and systematically record the lessons learned for future reference and adjustment.
- Supporting female and male graduates in accessing the labour market through placements, internships and job advisory services.

Increase the enrolment of students in TVET schools

- Conducting orientation programs directed to raise the awareness of parents about possible professional career options and prospects and addressing the importance of TVET and its outputs.

- Launching media campaign across Gaza Strip using several media tools such as newspaper, radio, TV, social media, websites, brochures and billboards. The campaign should aim at changing the perception of TVET stakeholders towards TVET, and should target formal students' parents, formal education school students, the private sector and the local community.
- Developing career guidance system in public schools through:
 - o Raise TVET awareness among students in public schools through conducting field visits to TVET School.
 - o Add informative units in the educational curriculum which refer to TVET in order to guide students towards joining VET.
 - o Disseminate information about TVET programs and institutions within schools, using leaflets and brochures.
 - o Provide incentives for TVET students such as subsidizing their transportation costs and daily meals.
 - o Changing the community's perception of TVET by providing awareness and informative programs on vocational education to improve the community perception through advertisement, mass, digital and social media campaign

Increase the support of private sector and employers in the development of TVET

- Provide practical training opportunities to TVET students prior to graduation.
- Conduct workshops/ meetings for labour market actors and TVET institutions to introduce students and TVET teachers to the latest developments in the labour market needs.
- Provide expert professional advice which informs TVET institutions of recent developments of new technologies.
- Sharing of technical problems faced by enterprises in the market with educational institutions in order to address them in their TVET curricula and training programs.

Promotion and development of TVET schools

The following recommendations are addressed to promote and develop TVET inputs, programs and outputs:

- Increase TVET institutions' capacities and resources.
- Enhance and develop TVET programs to match the needs of the labour market in order to meet the expectation of TVET graduates. It is worth noting that the adjustment process must be continuous and flexible (repeated on a regular basis i.e. annually) and corresponds to sudden changing market needs.
- Build trainers' and teachers' capabilities and enhance equipment to match latest updates in technology.
- Activate cooperation and linkages between TVET institutions and labour market.
- Advocate at different policy levels the need for increased foreign aid support towards the sustainable development of TVET.
- Integrate life skills into TVET programs, such as leadership, communication, networking and teamwork skills.

APPENDICES

Appendix A: Guiding Questions for Interviews and Focus Groups

Appendix B: Structured Questionnaires

Appendix C: List of Participants in Focus Groups Discussions

Appendix D: Consultant Team and Task Assignment

APPENDIX A: GUIDING QUESTIONS FOR INTERVIEWS AND FOCUS GROUPS

Appendix A1: Guiding Questions for Interviews

1. What is the role played by your institution? What are the activities that you do in TVET sector?
2. Does your institution have plans for TVET and labor market?
3. What are the strengths and weaknesses of currently applied TVET system?
4. What is the level of students who enroll in TVET?
5. How to change the Community perception on enrollment in TVET?
6. How appropriate is TVET programs for Palestinian labor market?
7. What are the economic, geographic and social factors that encouraging students to enroll into TVET programs?
8. What are the ways of upgrading the situation of TVET?
9. What are the suggestions that you see appropriate to improve the performance of TVET schools and centers?
10. How can we increase the community awareness of the need and importance of upgrading TVET sector professionally and organizationally?
11. How to improve the quality of graduates from TVET schools and centers?
12. What are the mechanisms to be followed to guide the technical and financial support for TVET sector?
13. Do you think that the enrollment in TVET centers of after primary school is appropriate? Explain that?

Appendix A2: Guiding Questions for Focus Groups

FG.01. Teachers and Principals of TVET Centers/Schools

The First Field: management and Organizational aspects

1. What are the objectives of TVET at individual and public level? Are they achievable?
2. What is the relevance of the objectives of TVET to the needs of the labor market?
3. Is there communication and coordination with the private sector? And in what areas?
4. What are the opportunities for graduates of TVET schools to enroll in university education?
5. Do you think that the years studied in TVET are sufficient to achieve their professional goals?
6. Is it possible for the local community to take advantage of productivity and business services offered by TVET schools?
7. How appropriate is the available TVET programs to the needs of local labor market?
8. Does the system of TVET in schools promote professional ethics and behaviors among students? Explain that?
9. Are the new disciplines opened based on the study of the needs of the local labor market?
10. What are the ways of upgrading the situation of TVET in Palestine?
11. What are the suggestions that you see appropriate to improve the performance of TVET schools?
12. Is there a demand from students for enrollment in TVET schools? Explain that?
13. To what extent the labor market accommodates for graduates of TVET schools?
14. What are the steps that must be followed to increase the enrollment of students in TVET schools?
15. Is there awareness of the importance of TVET in economic terms at the community level?

16. What is the role of government in TVET?
17. What is the geographical distribution of students enrolled in TVET? How easy is the accessibility of students to the TVET center? Is the location of the center a barrier for enrolment of students in TVET?
18. What are dominant disciplines that females prefer according to your opinion? (Especially for female schools?)

The Second Field: the possibilities and equipment available in TVET

19. How adequate are the technical workshops for the number of students enrolled in schools?
20. How adequate are the equipment? Are they commensurate with the number of students?
21. Does the equipment coincide with curricula currently in place in TVET?
22. Does the equipment in TVET coincide with those available in the labor market?
23. Are the equipment exploited efficiently?

The Third Field: Capacity Building and Professional Growth

24. Is the new teacher in TVET subjected to pre-service training to ensure possession of qualifications?
25. Are the appropriate personnel available at TVET schools?
26. Is the capacity of teachers built through the service professionals in line with the rapid developments to ensure the preservation of their performance?
27. Is modern methods used in the education curriculum?
28. To what extent is the relevance of the teacher in terms of theory and practice?
29. Is there communication channel with knowledge fields to support creativity and innovation?

The fourth Field: Curriculum

30. Are the education curricula in TVET predominantly theoretical or practical nature and to what extent is the linkage between them?
31. To what extent is the contribution of the private sector and employers in the preparation of the curriculum?
32. To what extent the curriculum keep up with scientific developments and modern process?
33. To what extent the teachers participate in curriculum development?
34. Is there a control on the quality of applied programs?

The fifth Field: Funding Opportunities for TVET

35. What are the sources and opportunities for funding of TVET sector?
36. Is there encouragement for TVET schools to production and competence with the local market in order to finance itself?
37. Is there funding from employers and private sector institutions for TVET?

The Sixth Field: community's Perception of TVET

38. What is the level of the students who enroll in TVET?
39. What is community's perception of TVET?
40. Do graduates of TVET schools feel of belonging and pride in their profession?
41. Are there any activities for guidance and awareness about TVET geared to elementary school students from public education?
42. What are the barriers that limit enrollment in TVET? And how can they be overcome?
43. What are the problems faced by female enrollment in TVET schools?

FG.02. Student's Parents of TVET Centers/Schools

1. What comes to your mind when the term, TVET, is mentioned?
2. How do Palestinians in the Gaza Strip feel about TVET?

3. Who makes the decisions on enrollment in TEVT schools?
4. What is the reason for guiding your sons for enrollment in TEVT centers?
5. From your point of as parents, what are the strengths and weaknesses of TVET system in Gaza Strip?
6. What are the obstacles faced by students in enrollment in TVET schools?
7. What do we need to do to encourage parents to enroll their sibling in TVET?
8. Are you satisfied with the service provided to your sibling in TVET schools in terms of use and integration into the labor market in the future?
9. What are your suggestions for improving the situation of TVET in Gaza Strip?
10. Is the return of economic important in deciding your sibling's enrollment in TVET?
11. Did you face difficulty in finding the right TVET center to suit your desire?
12. Do you agree for your daughters to enroll in TVET providing that they have desire? What are disciplines that you encourage them to enter?

FG.03. Teachers and Principals in Formal Education Schools

1. Does the Ministry of Education adopt a clear policy to move towards TVET?
2. Does the curriculum contain identifiable units of TVET and statement of its importance and its fields?
3. Is there guidance and awareness programs designed to enroll students in TVET?
4. What are the mechanisms that should be followed to guide students in the Primary stages towards TVET?
5. What are the factors that hinder directing students towards TVET?
6. According to your opinion, what is the imagine of students in primary stages towards TVET?
7. Suggestions you see appropriate to encourage students towards TVET...

FG.04. Participants/ Managers of TVET Centers

1. What is your organization's role in TVET? And what are the activities that you are doing it?
2. What are the problems facing TVET centers?
3. Is there a demand from students to enroll in TVET centers? Explain that?
4. Is there a linkage and coordination between responsible persons of TVET and the labor market in terms of access to the labor market requirements, job creation and field exercises?
5. How appropriate curriculum (theoretical/practical) with the requirements of the labor market?
6. Are technical workshops enough for the number of students enrolled in TVET programs?
7. Is there coordination between TVET centers with each other any or with others? (In which areas)?
8. Suggestions you deem appropriate to improve the system of TVET and to upgrade it.....

FG.05. Employers

1. What are the professional skills required in your work that workers should possess in terms of punctuality, continuity, desire to training, precision and perfection?
2. Evaluate the possession of the graduates of TVET schools for professional adequacy? To what extent your trust in them?
3. To what extent you accommodate for graduates of TVET schools in your work?
4. Is there a communication and coordination with TVET schools?
5. Do you have tests of the capabilities of TVET graduates before starting employing them?
6. Do you have a willingness to finance activities in TVET school at least partially to promote TVET (either financial or technical support)?
7. What do you suggest to those who are responsible of TVET schools based on your experience to develop professional work and the development of students' abilities?

FG.06. Students of Formal Education Schools

1. Are you familiar with the concepts of TVET in terms of the knowledge, the importance and the fields?
2. Do you have a desire to attend in TVET schools? Explain that?
3. Have You ever participated in guidance and awareness programs about TVET?
4. Is there what refers to TVET in the curriculum?
5. Are there courses in the primary stage that help you to develop you oriented career?
6. What are the suggestions you deem appropriate for the development of students direction towards TVET?
7. In case you desire to enroll in TVET, are there obstacles that limit your enrollment? Explain that? (especial for girls)

FG.07. Student's Parents of Formal Education School

1. What comes to your mind when the term, TVET, is mentioned?
2. Do you have adequate knowledge about TVET in terms of its importance and fields?
3. Do you have a desire for your siblings' enrollment in TVET schools? Explain that?
4. According to your opinion what is perception of the local community about TVET?
5. What do you suggest to increase and encourage students to enroll in TVET schools?
6. Have you ever participated in activities related to awareness programs and guidance especially for TVET?
7. Do you encourage your sibling to enroll in TVET centers if they are available and close to living area?
8. In case you desire to enroll your sibling in TVET centers, is the economic factor prevents achieving this desire?

FG.08. TVET Students

The first Field: Administration and Organization

1. Were courses available in the primary stage helped you to develop you vocational orientation?
2. What are the reasons that made you directed to TVET?
3. Is there an incentive plans for students as scholarships and training courses?
4. Are there opportunities for field training in the local labor market?
5. Are tuition and supplies for the study appropriate in TVET schools?
6. Is your specialization associated with needs of the labor market in the Gaza Strip?
7. Do you think that TVET gives you good skills entitle you to join the labor market after graduation?
8. What are the skills and behaviors that were acquired during the enrollment in TVET?
9. Did you choose your specialty based on the desire from you or based on external factors? Mention them if they exit?
10. How easy is your access to the center? Is the center site a hindrance a burden for you?
11. Is the reason for your joining in the center the economic return after graduation?
12. Did you experience difficulty in finding the right center to suit your desire?

The second Field: the Possibilities and Equipment

13. Are the technical workshops enough for the number of students?
14. Are the equipments commensurate with the number of students in your workshop?
15. Are the equipment updated in the workshop in line with rapid technological developments?
16. Are the equipments in your school fitted with those available in the local market?
17. Are there safety measures in TVET schools?
18. Are the equipments in your workshop fitted with applicable curriculum?

The Third Field: The Efficiency of Teachers and Professional Growth

19. Do teachers use appropriate educational methods?
20. Does your teacher help you to connect what you have learned in theory and in practice?
21. What is your impression about the level of scientific and practical knowledge for teachers?
22. How to take advantage of the practical and theoretical courses?
23. Is the basic theory curriculum burden of study on you?

24. Which is predominant in your courses, is it the theory or the practice?

25. Is the curriculum related to special topics in ethics and behavior of the different professions?

26. Do the curricula of TVET you fit with the needs of the labor market?

27. Do you think the curriculum currently applied entitle you to gain a future career?

28. Do the established courses help you applying what you learned in your everyday life situations?

The Fourth Field: Community's Perception of TVET

29. Did you receive awareness and guidance from primary school teachers to enroll in TVET?

30. Have you encountered opposition from others when enrollment in TVET?

31. Do you feel proud to when you belong to TVET School?

32. Do you expect that your profession will cause social problems?

33. Do you want to continue your professional education in the next stages?

34. Is your impression of TVET changed positively or negatively after enrollment in this area?

FG.09. TVET Graduates

1. Define the extent of benefit of your study in TVET (technically and professionally)?

2. Do you find it difficult to get jobs? Explain?

3. Did you get jobs (If yes)?

4. How did you get the opportunity to work? (Through professional school, office work, advertising in newspapers, acquaintances and friends)

5. Does the nature of your current work agree with the kind of education that you have received?

6. Does TVET program (skills, behaviors) fit with current requirement of your work?

7. Do you think that your vocational education has fully qualified you to practice your current job?

8. Do you face problems through practicing your current work / indicate the problems in case they were found?

9. What do you suggest to those who are responsible in TVET to improve programs and sites of TVET through your experience in the labor market?

10. Do you pursued your studies for higher qualification\ If the answer is yes, what is the main reason for pursuing your study?

o Lack of jobs.

o Personal ambition to improve the social status.

o Not convicted of TVET that you have received.

11. Other suggestions? To improve the quality of TVET graduates.

APPENDIX B: STRUCTURED QUESTIONNAIRES

Appendix B1. Students of Formal Education Schools' Questionnaire

First: General information about student

1	NAME:	TELEPHONE:
2	RESIDENCE	<input type="checkbox"/> CITY <input type="checkbox"/> VILLAGE <input type="checkbox"/> CAMP
3	THE GOVERNORATE:	<input type="checkbox"/> NORTH <input type="checkbox"/> GAZA <input type="checkbox"/> MIDDLE <input type="checkbox"/> KHANYOUNIS <input type="checkbox"/> RAFAH
4	GRADE:	<input type="checkbox"/> NINTH <input type="checkbox"/> TENTH
5	SEX:	<input type="checkbox"/> MALE <input type="checkbox"/> FEMALE
6	AGE:	
7	GRADE IN THE LAST YEAR:	

Second: Information about the family

8	NUMBER OF PERSONS IN THE FAMILY:
9	FATHER'S WORK: <input type="checkbox"/> GOVERNMENTAL EMPLOYEE <input type="checkbox"/> PRIVATE SECTOR EMPLOYEE <input type="checkbox"/> WORKER <input type="checkbox"/> WORK OWNER <input type="checkbox"/> NOT WORKING <input type="checkbox"/>
10	THE GOVERNORATE: <input type="checkbox"/> NORTH <input type="checkbox"/> GAZA <input type="checkbox"/> MIDDLE <input type="checkbox"/> KHANYOUNIS <input type="checkbox"/> RAFAH
11	GRADE: <input type="checkbox"/> NINTH <input type="checkbox"/> TENTH
12	SEX: <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE
13	AGE:
14	GRADE IN THE LAST YEAR:

Third: Educational track for students

14	WHERE DO YOU WANT TO CONTINUE YOUR STUDY AFTER GRADUATION FROM THE TENTH GRADE? <input type="checkbox"/> ACADEMIC EDUCATION <input type="checkbox"/> TVET SCHOOL <input type="checkbox"/> VOCATIONAL CENTER
15	IF THE ANSWER OF Q15 IS YES, IN WHICH FIELD DO YOU WANT TO CONTINUE: <input type="checkbox"/> UNIVERSITY <input type="checkbox"/> COMMUNITY COLLEGE <input type="checkbox"/> TECHNICAL COLLEGE <input type="checkbox"/> OTHER:
16	HAS THE FATHER OR THE MOTHER OR OTHER PEOPLE EFFECT ON YOUR DECISION ABOUT ENROLLMENT IN THE EDUCATIONAL/ TRAINING FIELD? <input type="checkbox"/> YES <input type="checkbox"/> NO
17	IF THE ANSWER OF Q17 IS YES, WHO AFFECT YOUR DECISION? <input type="checkbox"/> FAMILY <input type="checkbox"/> FRIENDS AND NABORS SCHOOL OTHER:
18	DO YOU HAVE TECHNICAL OR PROFESSIONAL SKILLS THAT YOU HAVE TRAINED? <input type="checkbox"/> YES <input type="checkbox"/> NO
19	IF THE ANSWER IS YES, WHAT ARE THE SKILLS?
20	HAVE YOU EVER WORKED? <input type="checkbox"/> YES <input type="checkbox"/> NO
21	IF THE ANSWER IS YES, WHAT IS THE NATURE OF WORK?

Fourth: TVET

22	DO YOU HAVE AN IDEA ABOUT INSTITUTIONS OF TVET? <input type="checkbox"/> YES <input type="checkbox"/> NO
23	IF THE ANSWER OF IS YES, HOW DID YOU KNOW? <input type="checkbox"/> MASS MEDIA <input type="checkbox"/> VOCATIONAL GUIDANCE CAMPAIGNS <input type="checkbox"/> FRIENDS AND RELATIVES <input type="checkbox"/> VISIT TO TVET INSTITUTIONS <input type="checkbox"/> PRINCIPALS /TEACHERS <input type="checkbox"/> VOCATIONAL EDUCATION CLASS
24	IS THERE IN THE CURRICULUM COURSES WHAT REFERS TO TVET? <input type="checkbox"/> YES <input type="checkbox"/> NO
25	DO YOU SEE A LACK IN AWARENESS ABOUT TVET? <input type="checkbox"/> YES <input type="checkbox"/> NO
26	DO HAVE A DESIRE TO ENROLL IN ONE OF TVET SCHOOLS OR CENTERS? <input type="checkbox"/> YES <input type="checkbox"/> NO IF THE ANSWER IS NO, PLEASE GO TO QUESTION 30.
27	IF THE ANSWER OF IS YES, IN WHAT SPECIALIZATION DO YOU WANT TO ENROLL? <input type="checkbox"/> IT <input type="checkbox"/> BEAUTIFICATION <input type="checkbox"/> AIR CONDITIONING AND REFRIGERATION <input type="checkbox"/> COMMUNICATION <input type="checkbox"/> SEWING <input type="checkbox"/> HOTELS
28	WHAT IS THE REASON OF YOUR DESIRE OF ENROLLING IN TVET? <input type="checkbox"/> GETTING EMPLOYMENT OPPORTUNITIES <input type="checkbox"/> HELP FAMILY GET ADDITIONAL INCOME <input type="checkbox"/> EXISTING OF TVET INSTITUTION NEARBY RESIDENCE <input type="checkbox"/> MANAGEMENT PRIVATE BUSINESS AFTER GRADUATION <input type="checkbox"/> LOW ACADEMIC ACHIEVEMENT <input type="checkbox"/> OTHER:
29	WHAT IS THE REASON OF NOT DESIRING OF ENROLLING IN TVET? <input type="checkbox"/> LACK OF OPPORTUNITY TO FIND JOBS <input type="checkbox"/> LIMITED FIELDS OF TVET <input type="checkbox"/> COMMUNITY STIGMA <input type="checkbox"/> WEAKNESS OF TVET IN OUR AREA <input type="checkbox"/> OTHER:
30	WHAT ARE YOUR SUGGESTIONS FOR DEVELOPING TVET IN ORDER TO INCREASE ITS DESIRE? <input type="checkbox"/> DEVELOPING OF OFFERED PROGRAMS <input type="checkbox"/> IMPROVEMENT OF QUALITY OF TVET <input type="checkbox"/> CHANGING THE VISION OF COMMUNITY <input type="checkbox"/> LINKING TVET WITH LABOR MARKET <input type="checkbox"/> OTHER:

Appendix B2. TVET Students Questionnaire in the Gaza Strip

1. General information about student

1	NAME:	TELEPHONE:
2	SEX: <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE	
3	AGE	
4	ARE YOU ENROLLED IN: <input type="checkbox"/> TVET SCHOOL <input type="checkbox"/> TVET CENTER	
5	YEAR OF ENROLLMENT: <input type="checkbox"/> 2012 <input type="checkbox"/> 2013	
6	TVET SCHOOL: <input type="checkbox"/> THE ELEVENTH GRADE <input type="checkbox"/> THE TWELFTH GRADE	
7	YOUR SPECIALIZATION: <input type="checkbox"/> CONSTRUCTION <input type="checkbox"/> IT <input type="checkbox"/> AGRICULTURE <input type="checkbox"/> OTHERS:	
8	DO YOU SUFFER FROM DISABILITY? <input type="checkbox"/> YES <input type="checkbox"/> NO	
9	RESIDENCE: <input type="checkbox"/> CITY <input type="checkbox"/> VILLAGE <input type="checkbox"/> CAMP	
10	THE GOVERNORATE: NORTH <input type="checkbox"/> GAZA <input type="checkbox"/> MIDDLE <input type="checkbox"/> KHANYOUNIS <input type="checkbox"/> RAFAH	

2. Information about the family

11	NUMBER OF PERSONS IN THE FAMILY
12	FATHER'S WORK: <input type="checkbox"/> GOVERNMENTAL EMPLOYEE <input type="checkbox"/> PRIVATE SECTOR EMPLOYEE <input type="checkbox"/> WORKER <input type="checkbox"/> WORK OWNER <input type="checkbox"/> NOT WORKING
13	THE SCIENTIFIC QUALIFICATIONS FOR THE FATHER: <input type="checkbox"/> UNIVERSITY <input type="checkbox"/> COLLEGE <input type="checkbox"/> SECONDARY SCHOOL <input type="checkbox"/> PRIMARY SCHOOL <input type="checkbox"/> LESS THAN PRIMARY SCHOOL
14	THE SCIENTIFIC QUALIFICATIONS FOR THE MOTHER: UNIVERSITY COLLEGE <input type="checkbox"/> SECONDARY SCHOOL <input type="checkbox"/> PRIMARY SCHOOL <input type="checkbox"/> LESS THAN PRIMARY SCHOOL
15	DID ANYBODY OF YOU FAMILY ENROLLED IN TVET? <input type="checkbox"/> YES <input type="checkbox"/> NO IN CASE OF YES, HOW MANY PERSONS WERE ENROLLED?
16	THE MONTHLY INCOME FOR THE FAMILY (IN SHEKELS): <input type="checkbox"/> LESS THAN 2000 <input type="checkbox"/> 2000-4000 <input type="checkbox"/> MORE THAN 4000

3. Future thinking of students

17	AFTER THE TERMINATION OF TVET STAGE. DO YOU WANT TO JOIN THE: <input type="checkbox"/> UNIVERSITY EDUCATION <input type="checkbox"/> LABOR MARKET
18	IF YOU WANT TO JOIN THE LABOR MARKET, DO YOU WANT TO START YOUR OWN PROJECT: <input type="checkbox"/> YES <input type="checkbox"/> NO
19	IF THE ANSWER IS YES, HOW WILL THE PROJECT BE FINANCED? <input type="checkbox"/> SELF-FINANCING <input type="checkbox"/> LENDING INSTITUTIONS <input type="checkbox"/> PARENTS' HELP <input type="checkbox"/> OTHERS:

4. INFORMATION ON TVET FOR STUDENTS

TICK (✓) IN FRONT OF WHAT EXPRESSES YOUR PERSONAL OPINION OF EACH PARAGRAPH

The First field: Administration and Organization						
		Strongly agree	Agree	Uncertain	Opposing	Strongly opposing
20	There are available incentive plans for students in TVET such as scholarships and training.					
21	Safety and insurance system are available for incidents of students					
22	School provides you with the opportunity to field training in labor market institutions					
23	Your residence is located close to the school					
24	Study costs are somewhat high					
25	Your specialty is associated to the need of the Palestinian labor market					
26	TVET system gives you an opportunities for employment after graduation					
27	TVET system enhances to have professional ethics as accuracy, safety and perfection					
28	I finished last year in primary education at a low rate grade					
29	You access easily to school					
30	I enrolled in TVET due to the economic situation of the family and because I cannot complete the study					

The Second Field: Possibilities and Equipment

		Strongly agree	Agree	Uncertain	Opposing	Strongly opposing
31	Technical workshops are sufficient in your school					
32	Equipment commensurate with the number of students in the workshop					
33	Equipment is updated in your workshop to fit in with the rapid developments.					
34	Equipment in your school is compatible with those available in the labor market					
35	Means of occupational safety are available in your school					
36	Equipment in your workshop is compatible with applicable curriculum					

The Third Field: Teachers' Capacity

		Strongly agree	Agree	Uncertain	Opposing	Strongly opposing
37	Your teachers use modern teaching aids					
38	I practice and training activities effectively under the guidance of the teacher					
39	Teacher uses traditional teaching methods far from modernity to teach courses					
40	Your instructor guides you to work in a team					
41	Teacher helps in linking what you have learned in theory and practice					
42	Your teacher is familiar with the scientific and practical knowledge in the field of specialty					

The Fourth Field: Study Curriculum						
		Strongly agree	Agree	Uncertain	Opposing	Strongly opposing
43	The basic theory curriculum burden your study					
44	Your courses are dominated with theory.					
45	TVET curricula commensurate with the needs of the market					
46	The number of classes allocated for practical training is sufficient					
47	The courses you study serves in applying what you've learned in your everyday life situations					
48	Curricula currently in place will entitle you to gain a future career					

The Fifth Field: Community Vision to TVET						
		Strongly agree	Agree	Uncertain	Opposing	Strongly opposing
49	You receive support from primary school teachers for enrollment in TVET					
50	Your colleagues and your neighbors encouraged you when you enrolled in TVET school					
51	Your dad/family encouraged you to attend TVET school					
52	I was familiar with the importance of TVET and with its fields before enrollment in TVET school					
53	I feel proud of belonging to TVET school					
54	Your choice of TVET may cause for you social problems					
55	You went to school with you desire					
56	You chose your specialty with you desire					

APPENDIX C: LIST OF PARTICIPANTS

#	Interview/Focus group		Participants
1	Key informants interviews	MoL MoEHE UNRWA GIZ	Dr. Ayman Al Yazouri Dr. Ziad Thabit Dr. Ghassan Abu Orf Eng. Hazem Masharawi
8	Principals and teachers of TVET schools	Rafah center/ construction department	حسن محمد الهمص، طارق فايز أبو عاذره، عماد ناجي أبو شبكية، محمد إبراهيم جاد الله، يحيى يوسف، جهاد زاهر قطوم، محمد إسماعيل أبو ماضي، خالد عبد العزيز الجبين، تامر يونس شاهين.
3		Agriculture school in Beit Hanoun	جمال النجار، احمد الانقح، عدنان ابو ورد، ياسر العماوي، ابراهيم درويش البطنجي.
4		Gaza girls school, ICT	منهل صالح فروانة، سماح نصار بعلوشه، انشراح خالد شحير، اعتماد أحمد حسونة، إيمان محمد توفيق الخولي، منال يحيى نصار، وفاء عطا الله الآسي، ماجدة إبراهيم بدره، نضال عماد يونس البنا، أماني أحمد البطنجي، إكرام خالد مصلىح.
5	Principals and teachers of schools nearby TVET schools	Beit Lahia boys school	عبد الحكيم مصطفى أبو جراد، العسلي مصطفى زاير، محمد إبراهيم المدهون، أحمد محمد زقوت، فؤاد سليم البسوس، إبراهيم إسماعيل الحلبي،
6		Alshaimaa girls school in Beit Lahia	حنان عبد الكحلوت، مروة محمد المغني، جميلة خليل طافش، نبيلة عبد الرازق خضر، إيمان سعيد الشافعي، صباح جميل الكيلاني.
7		Ain Jaloot girls school in Gaza	كفاح عبد القادر الهور، عفاف علي السلول، سميرة شعبان الدهشان، هبة جمال حنون، إسراء صادق الحداد، هالة فرحان اللوح، رهام على موسى، عايذة أحمد أبو عشية، ياسمين مطر أبو عوجة، آلاء فرح عقيلان، ناهد عمر البحطيطي، آلاء زهير ياسين.
8	Parents of young people	Parents of TVET students in 3 centers	محمد سلمان عياش، سعيد عبد الجواد شلايل، يونس شاهين، أنور جميل مطر، مهند محمود أبو عودة، سمير رزق جابر، طلال عبد الهادي رماحة، محمد ديب أبو دف، علاء أبو دف.
9		Parents of formal education students	أيمن احمد جرادة، ضياء المنسي، رفيق هاني مشتهي، رياض ابراهيم المشهراوي، معتصم حجازي، جمال سعد الدين.
10	Formal education students	Ain Jaloot girls school targeting the ninth grade in Gaza	نورين أحمد الصيفي، شيرين محمد صبح، دينا سمير أبو شماله، رنا محمد شلدان، شروق اللوح، رانيا طه، عين الحياة زلوم، نرمين عرفات، إيمان الأشقر.
11	TVET graduates	TVET Male graduates	جبريل ابو عودة، نادر سعادات، زكي نصير، تامر شاهين، حسين وائل ميدان، يحيى زياد الهبيل.
12	TVET providers	UNRWA and Union of Churches	غالب المصري، موسى عيسى الزقروق، نصري أحمد عيسى، رامز سليم شاهين، إياد عمر الأخرس
13	Private employers	Private TVET employers	جمال الدين سليم أبو عيطة، محمد عبد السميع الإفرنجي، أسامة أبو زبيده، سعود أبو نداء، هاشم سكيك، رمضان عيد، مصباح النجار، محمد الحسيني.

APPENDIX D: ASSAHEL CONSULTANTS TEAM

Qualified staff in the fields of evaluation, assessment, statistics, data collection and analysis, social studies and reporting has form the consulting team. Experience of undertaking surveys, as well as assessments, evaluations, collecting and analyzing quantitative and qualitative data from sample surveys.

Table below includes the names and relevant information of the project team members.

#	Team Position	Name	Qualifications and Experience
1	Key informants interviews	Dr. Mazen Abualtayef	PhD in engineering, management and environment, high education, data collection and analysis, statistics, reporting, research, evaluation and assessment.
2	Evaluation and data analysis expert	Eng. Mahmoud Abdlatif	MSc in engineering, monitoring and evaluation, research, statistics and data analysis, programming, water modelling.
3	Task coordinator	Eng. Mahamed Jarada	MSc in planning and management. Solid experience in data analysis, reporting, evaluation, research and assessment.
4	Evaluation and data analysis expert	Dr. Essam Almasri	PhD. in engineering, SPSS statistics, data analysis, evaluation, assessment, reporting and research.
5	Field surveyors	Fadi Tanteesh Mohamed Samara Jamal Baraka	Data collection and entry.
6	Logistics staff	Secretary and office staff	Practiced experience in providing logistics for surveys, and consultancy services.

KEY STAKEHOLDERS' ATTITUDES TOWARDS TVET IN THE GAZA STRIP

