

Building a Shared Framework for VET teachers in Palestine through dialogue

*Report from the Expert Dialogue on Human Resource Development for TVET
Teachers and Trainers in Palestine, held in Turin, Italy on 21–24 June 2026*

Organised by GIZ Palestine, the European Training Foundation and the International Training Centre of the ILO,
with the participation of the Ministry of Education and Higher Education, the Ministry of Labour, the National
Institute for Educational Training, the National TVET Commissioner, UNRWA and UNESCO Palestine.



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— Dr Rabah Morrar, Head of the National TVET Commission of Palestine

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Table of contents

Executive Summary	3
1. Background	4
2. Methodology and Sources.....	5
3. Narrative of the Dialogue, by Building Block	6
4. Connecting the Systems: The UNRWA Approach.....	11
5. Study Visit to ENGIM: Exploring Inclusive and Work-Based Vocational Training.....	12
6 . Main results	13
7. Lessons Learned.....	14
8. Conclusions and next steps	15
ANNEX 1. Interview Record	17

Executive Summary

The Torino Expert Dialogue on Human Resource Development for TVET teachers and trainers in Palestine marked a shift from diagnosing fragmentation towards designing proposals for a shared national architecture for professional development within TVET. Convened in Turin from 21 to 24 June 2026 by GIZ Palestine, the European Training Foundation (ETF) and the International Training Centre of the ILO (ITC-IL), the dialogue brought together the Ministry of Education and Higher Education, the Ministry of Labour, the National TVET Commission (NTC), the National Institute for Educational Training (NIET), UNRWA and UNESCO Palestine around a concrete task: to shape the foundations of a coherent HRD concept covering formal and non-formal TVET streams.

The problem addressed was structural rather than procedural. MoEHE-affiliated vocational schools are moving towards a more institutionalised teacher-development pathway through NIET and GIZ-supported professional diploma programmes, while MoL-affiliated trainers and technical-college instructors still rely largely on project-based or ad hoc development opportunities. In parallel, UNRWA has its own teachers development model. This uneven landscape limits recognition, portability, career progression and the system-wide professionalisation of TVET teachers and trainers.

The dialogue produced three notable areas of technical convergence. These are preliminary results, pending formal institutional endorsement. First, the four working groups converged on a common vision: a future-ready, inclusive, labour-market-responsive TVET teaching workforce. Second, they produced compatible elements of a proposed four-tier professional pathway, from entry-level preparation to leadership development, subject to national confirmation. Third, they broadly converged on a governance logic in which the National TVET Commission is proposed to handle system-level policy oversight and coordination, while the Ministry of Education and Higher Education and the Ministry of Labour would coordinate, supervise and manage implementation within their own subsectors. Delivery may involve NIET, universities, technical colleges and other qualified providers, depending on the function and the TVET level. The accreditation and quality-assurance architecture, including the possible roles of the Accreditation and Quality Assurance Commission and the NTC, is still open for national discussion.

This convergence matters. It suggests the main obstacle is no longer a shortage of ideas, but the harder step of turning preliminary technical convergence into institutional adoption. Several issues remain open and need further national discussion: institutional mandates, accreditation and recognition arrangements, credential arrangements, financing, and implementation responsibilities. And the multi-party agreement will be the test of whether this preliminary convergence can be translated into formal institutional practice.

The strongest lesson from the dialogue is that professional development cannot be treated as a sequence of isolated workshops. It needs to operate as a recognised national cycle linking competence standards, coaching, monitoring, micro-credentials, accreditation, career progression and quality assurance. UNRWA's competency-based Professional Development Programme, with 33 units across 10 modules and coverage of 944 staff posts across eight Vocational Training Centers, offered a practical reference for how modular professional development can operate on an institutional scale.

The next phase is therefore about converting the workshop results into a policy instrument through a working policy paper, a national drafting process, and formal discussion and validation. This requires clarification of institutional mandates, accreditation and recognition arrangements, financing and implementation responsibilities, followed by political endorsement and a monitored pilot in selected institutions. The dialogue demonstrated strong convergence and preliminary technical consensus; implementation will depend on formal national decisions and institutional commitments.

1. Background

Palestine's TVET system is being asked to respond to several pressures at once: labour-market change, technological disruption, the green transition, youth employability needs, and the continued demand for more attractive and inclusive vocational pathways. In this context, the quality of TVET teachers and trainers is not a technical issue, but rather the main condition for whether reform can translate into better learning, stronger employability, and more credible institutions.

The current HRD landscape for TVET staff is fragmented. TVET teachers in MoEHE-affiliated vocational schools are increasingly linked to structured professional diploma pathways delivered through NIET, including programmes for TVET teachers and school principals. By contrast, MoL-affiliated trainers and MoEHE technical-college instructors continue to depend more heavily on project-based professional development, often with limited connection to a shared competence framework, recognised qualifications or career progression. This fragmentation creates a system problem. When training is not anchored in common standards, when learning outcomes are not formally recognised, and when institutions do not share the same pathway logic, professional development remains vulnerable to donor cycles and institutional silos. This same fragmentation may also affect how attractive the profession looks in some TVET branches compared to others. The result is not only inefficiency; it weakens the possibility of building a recognised profession for TVET teachers and trainers across formal and non-formal streams.

The Torino dialogue was organised to address this gap by **moving from scattered initiatives towards a national HRD concept**. Its design combined system diagnosis, international expertise, peer learning and structured group work across seven Concept Design Labs. These labs covered the core architecture of the HRD concept, competence frameworks, recognition and micro-credentials, innovation and future-readiness, inclusion and gender responsiveness, governance and quality assurance, and the roadmap for national validation.

The dialogue was the result of a balanced partnership. **ETF**'s added value in the process was its system-reform perspective. The dialogue did not focus only on training content, but on the institutional conditions needed for training to matter governance, standards, recognition, quality assurance, data, monitoring and implementation responsibility. **ITCILO** brought international learning expertise and a peer-learning environment in Turin, while **GIZ Palestine** connected the process to ongoing national reform and implementation needs.

The policy relevance extends beyond a single workshop. The materials produced in Turin point towards a practical reform question: how can Palestine build a coherent professional-development system that is nationally owned, institutionally recognized, able to reach all teachers and trainers more evenly than today's uneven access allows, and resilient enough to continue beyond individual projects? The present report therefore treats the dialogue not as a standalone event, but as an early test of whether a fragmented HRD landscape can be converted into a shared professional architecture.

2. Methodology and sources

This case study adopts an evidence-based analytical approach, synthesising multiple sources generated throughout the dialogue to examine areas of consensus, divergence, and emerging priorities for Palestine's national Human Resource Development (HRD) Concept for TVET teachers and trainers.

The analysis draws on the event concept note, the draft Core Building Blocks of the HRD Concept, the Working Templates completed by the four parallel working groups across seven Concept Design Labs, expert presentations, structured interviews, facilitators' notes, workshop outputs, and supporting documentation. Using multiple sources enabled triangulation and reduced reliance on any single discussion or participant perspective.

Attention is given to areas where parallel working groups converged on similar solutions, as these provide stronger evidence of emerging institutional consensus than individual contributions alone. As all groups worked from a common Working Template and received shared facilitation, similarities in their outputs may partly reflect the workshop methodology itself. The findings therefore interpret convergence as an indication of emerging consensus while recognising the influence of the common design process.

3. Narrative of the Dialogue, by Building Block

During the event, four parallel working groups engaged with seven Concept Design Labs, each guided by a shared Working Template corresponding to the building block under discussion. This design enabled outputs to accumulate progressively from one lab to the next and provided an analytical basis for cross-group comparison.

	OPENING AND FRAMING		CONCEPT DESIGN LAB 1	CONCEPT DESIGN LAB 5	CONCEPT DESIGN LAB 7
9:00 – 10:30	Opening & Strategic Framing Icebreaker (30min)	9:00 – 10:30	HRD Concept Design – Core Architecture (ETF) Professional Competence Framework for TVET teachers and trainers	Governance & Quality assurance: successful models from international panorama (ETF) Governance & Institutionalization Monitoring and Quality Assurance	Consolidation of HRD Concept
	National HRD System Presentations (PA) (60min)				
10:30 – 11:00	COFFE BREAK	10:30 – 11:00		COFFE BREAK	
	EXPERT INPUT 1		CONCEPT DESIGN LAB 2	CONCEPT DESIGN LAB 6	STRUCTURED DIALOGUE 2: VALIDATION AND CLOSING
11:00 – 12:30	Connecting the systems: the UNRWA approach (UNRWA) International Perspectives (ITCILO)	11:00 – 12:30	Recognition, Accreditation, and Micro-Credentials (ETF) TVET HRD Pathways	Roadmap & National Validation Process - PA Consolidation of HRD Concept	From HRD Concept to Policy Paper Validation by the group Followed by Closing & next steps
12:30 – 14:00	LUNCH	12:30 – 14:00	LUNCH	LUNCH	LUNCH AND DEPARTURE (AT 14:00)
	EXPERT INPUT 2		CONCEPT DESIGN LAB 3	STUDY TOUR	
14:00 – 15:00	International Perspectives (ETF) Q&A with experts inputs	14:00 – 15:30	Innovative and stackable HRD: successful models from international panorama (ETF / ITCILO) Innovation and Future-Readiness	PEER LEARNING VISIT: ENGIN TVET SCHOOL (TRANSFER BY BUS) followed by Reflection & Transferability Dialogue	
15:00 – 15:30	COFFE BREAK	15:30 – 16:00	COFFE BREAK		
	STRUCTURED DIALOGUE 1		CONCEPT DESIGN LAB 4		
16:30 – 16:30	System Diagnosis Fishbowl discussion	16:00 – 17:30	Inclusion and Gender Responsiveness (ITCILO) Inclusion and Gender Responsiveness		
Evening activities	City Tour (leaving from campus at 17:30) followed by dinner (starting about 19:00)	Evening activities	free	Official dinner (leaving campus at 19:00)	

3.1 Vision, Target Groups and Competence Framework (Lab 1)

Despite working independently, the four groups demonstrated a strong convergence around the strategic direction of Palestine's future HRD system for TVET teachers and trainers. While each vision statement used different language, they consistently emphasised teacher empowerment, quality, innovation, sustainability and stronger links to employment, suggesting broad agreement on the long-term ambitions of the proposed framework. Group 1 described **"a trusted and competitive HRD TVET system that empowers people with competencies for decent work, innovation and sustainable economic development."** Group 2 emphasised **"quality and resilience... empowering individuals with motivated, modernized, responsive, and decent work opportunities."** Group 3 envisioned **"an empowered and innovative vocational teacher/trainer leading high impact, future ready learning,"** while Group 4 proposed **"a modern, unified TVET system in Palestine led by competent educators to achieve digital innovation, sustainability, and alignment with markets need."**

This convergence extended beyond the vision statements. Across all four groups, the proposed competency framework consistently centred on five core domains: pedagogical competence, technical and occupational updating, digital and AI-enabled teaching, green and sustainability-related competencies, and inclusive and gender-responsive teaching. Facilitators' synthesis of the workshop outputs confirmed this alignment by consolidating the proposals into six common categories, demonstrating that independently developed frameworks reflected the same underlying priorities rather than competing approaches. The same pattern emerged in the identification of target groups. Teachers in vocational schools, trainers in vocational training centres, instructors in technical colleges and trainers of trainers were consistently prioritised as

the primary beneficiaries of the HRD Concept. Supervisors, pedagogical support staff and institutional leaders were generally identified as secondary target groups, while one group further highlighted employers, labour-market actors, private providers and civil society organisations, recognising their role in strengthening the wider TVET ecosystem.

3.2 Pathways, Recognition and Accreditation (Lab 2)

The dialogue demonstrated a shared understanding that professional development should be organised as a structured career pathway rather than a series of isolated training opportunities. Although each working group focused on a different professional persona, together they developed compatible elements of a proposed four-tier progression model covering entry-level induction, continuous professional development, advanced specialisation and institutional leadership. The model was developed through the working groups and remains subject to national discussion, validation and confirmation.

The personas represented four possible stages in a teacher's professional learning journey. **Layla Haddad** represented an entry-level teacher, whose needs focused on classroom management, lesson design and induction leading to a Professional Diploma. **Omar Nasser** represented a mid-career teacher, with a pathway focused on modular learning, mentoring and work-based development linked to stackable micro-credentials. **Rana Saleh** represented a more specialised teacher, whose pathway highlighted competency-based curriculum design, applied research and stronger industry engagement. **Tariq Mansour** represented a senior teacher or leader, with needs linked to strategic planning, coaching, quality assurance and institutional management

"Rana needs access to high quality, recognised professional development opportunities that support her career advancement and academic progression. Her main challenge is balancing work responsibilities with further study and professional learning, while also finding accessible and accredited pathways that are valued by employers and higher education institutions." — Group 3, Lab 2

Despite representing different career stages, the personas identified remarkably similar barriers. Across all four pathways, participants consistently referred to limited time, weak recognition of prior learning, resistance to change, and restricted access to professional development opportunities. This suggests that the challenges facing teacher development are systemic rather than linked to individual career stages, reinforcing the need for an integrated national framework.

The working groups also generated proposals on institutional responsibilities, but these were not formally endorsed. A possible governance arrangement would place system-level policy oversight and coordination with the NTC, while MoEHE and MoL would coordinate, supervise and manage implementation within their respective subsectors. Delivery should not be assigned exclusively to NIET: depending on the function and TVET level, NIET, universities, technical colleges and other qualified providers may contribute.

The possible progression from accredited micro-credentials towards higher qualifications, including a pathway to the Master's programme in TVET Education at Palestine Technical University-Kadoorie, should be treated as an option. It requires formal agreement among the responsible institutions and confirmation under applicable university and national regulations.



3.3 Innovation and Future-Readiness (Lab 3)

Rather than focusing solely on current system challenges, Lab 3 encouraged participants to define the long-term ambitions of Palestine's TVET system before identifying the institutional changes required to achieve them. This foresight exercise shifted the discussion from immediate reforms towards the capabilities and governance structures needed to prepare teachers and trainers for future labour market demands.

Although the four groups articulated different aspirations for 2035, their vision consistently reflected a more innovative, internationally connected and responsive TVET system. Group 1 envisaged **"Palestine exports a qualified workforce to 100 countries across the world,"** expressing an ambition to strengthen the international competitiveness of Palestinian graduates. Group 2 described **"an Innovative and Inclusive TVET system in Palestine leads to a major breakthrough in employability hitting 95% this year."** Group 3 envisioned **"a smart, flexible and innovative TVET system aligned with global market demands,"** while Group 4 focused on educators leading **"fully hybrid pedagogical learning environments"**, supported by AI-powered learning pathways and regular exchange residencies with local and international industries. The subsequent back-casting exercise highlighted broad agreement on the direction of reform, with different levels of implementation planning. Group 1 developed the most detailed roadmap, while Groups 2 and 3 focused on broader strategic priorities. Group 4 emphasised governance, identifying a multi-party Memorandum of Understanding and a unified digital performance portfolio for trainers as immediate priorities. Overall, participants shared a common vision for 2035, with differences emerging primarily in the level of operational detail rather than strategic ambition.

3.4 Inclusion and Gender Responsiveness (Lab 4)

Inclusion was treated as a core condition for a stronger HRD system, not as an additional theme. All four groups proposed similar measures: gender-neutral training materials, balanced representation, flexible or hybrid delivery, stronger participation of women in non-traditional technical fields, and accessible infrastructure for persons with disabilities. Group 4 went further by

calling for **"legally binding decrees ensuring equal employment and promotion paths for female trainers,"** alongside national funding for inclusive upgrades. Mary Kent's presentation reinforced this system-level view by asking **"what's the link between TVET inclusion and economic growth, and resilience?"** The discussion therefore positioned inclusion as part of system quality, not only social policy

3.5 Governance, Institutionalisation and Quality Assurance (Lab 5)

Governance discussions showed strong convergence on the need for nationally owned policy oversight, system-level coordination, clear implementation responsibilities and credible quality assurance. This convergence should be understood as preliminary technical consensus on governance principles, not as a final institutional decision or formal endorsement of a fixed architecture.

The working groups proposed a central role for the National TVET Commission in policy oversight and system-level coordination. They also pointed to the Ministry of Education and Higher Education and the Ministry of Labour as the bodies responsible for coordinating, supervising and managing implementation within their respective subsectors. These arrangements remain proposals requiring further national discussion, clarification and validation.

The proposed delivery architecture should be plural rather than centred on a single national delivery body. NIET may play an important role, particularly in areas linked to teacher development, while universities, technical colleges and other qualified providers may also deliver relevant functions according to the target group, programme type and TVET level. The appropriate distribution of delivery responsibilities must be agreed nationally.

Accreditation and external quality assurance were not formally assigned during the dialogue. Further national discussion is required to determine whether these roles should rest with AQAC, the NTC, or a combined arrangement, and how recognition and credential decisions will be governed. The proposed multi-party Memorandum of Understanding was therefore framed as a mechanism for future agreement on roles, funding, quality assurance, data sharing, monitoring and evaluation, rather than evidence that these matters had already been settled.



3.6 Roadmap and National Validation (Lab 6)

The working groups identified different risks and priorities for moving the HRD Concept towards national discussion and possible endorsement. Group 1 consistently identified the security situation as the main risk across implementation steps. Group 2 emphasised the need for broader stakeholder consensus, particularly stronger engagement of labour-market partners. Group 3 highlighted stakeholder underrepresentation and weak data and assessment systems; it also proposed a pilot evaluation role for AQAC, but this was a group proposal not a formally agreed institutional assignment. Group 4 focused on coordination challenges during the early stages, followed by resistance to change and limited financial resources during piloting and institutionalisation.

The proposed endorsement timelines also varied. Group 2 proposed national consultation followed by Prime Ministerial endorsement, Group 3 envisaged endorsement by the Ministerial Council within four months, and Group 4 identified December 2026 as a target date. These timelines should be read as working-group proposals subject to the national drafting, consultation and validation process, not as agreed commitments.

3.7 Consolidation and Validation (Lab 7)

The closing plenary session provided an opportunity to consolidate the draft HRD Concept, review areas of strong convergence and preliminary technical consensus, and identify issues requiring further refinement before national consultation. Participants reviewed the outputs from the Concept Design Labs and discussed possible actions and timelines. Formal agreement on institutional mandates, accreditation and recognition, credential arrangements, financing and implementation responsibilities remained pending.

4. Connecting the Systems: The UNRWA Approach

This section is based on the presentation delivered by Reem Jiebat of UNRWA's TVET & Youth Division, within the session "Connecting the systems: the UNRWA approach". A second UNRWA presentation, "UNRWA Experience in HRD for TVET Instructors," was delivered the same day by Kifah Ibrahim Mahmoud Imara and Baha Ahmad Salem Awad. Reem Jiebat's presentation describes UNRWA's transition from its legacy Vocational Training Instructor (VTI) course, a face-to-face, exam-based pedagogical qualification limited to instructional staff — to a modernised Professional Development Programme (PDP) covering both academic and administrative staff.

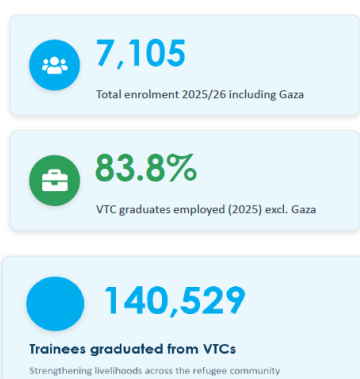
The PDP is built on three frameworks (a Competency Framework, a Learning Framework and a Programme Profile) and delivered through 33 training units across 10 modules of 25 hours each, covering governance and leadership, inclusive TVET, quality assurance, labour-market linkages, training delivery, assessment, digital transformation, and career guidance. Assessment has moved from a single written examination to continuous, competency-based, practice-focused and digitally enabled evaluation. The programme reaches 944 filled staff posts across UNRWA's eight Vocational Training Centres, which enrolled 7,105 students in 2025/26, with 83.8% of VTC graduates employed in 2025 (excluding Gaza).

The relevance to the national concept is structural. UNRWA's PDP demonstrates how a modular, competency-based structure can operate at scale within one institution. It provides a useful reference, but it does not predetermine the national delivery, accreditation or quality-assurance architecture, which remains subject to national discussion and confirmation.

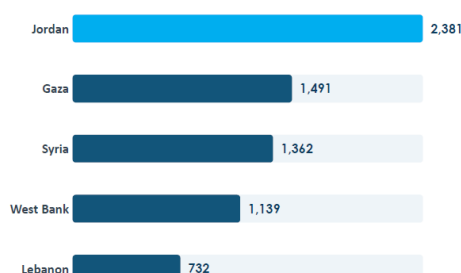
TVET PROGRAMME IN NUMBERS



Eight VTCs across the Five Fields of operation



Enrolment by Field



5. Study Visit to ENGIM: Exploring Inclusive and Work-Based Vocational Training

On the third day, participants visited ENGIM, an Italian vocational education and training organisation that promotes labour-market inclusion through practical learning, employer partnerships, and personalised support. The visit showcased ENGIM's training enterprises, where students gain hands-on professional experience alongside classroom instruction, as well as its approach to supporting vulnerable groups and developing the capacities of vocational teachers. For the Palestinian delegation, the visit offered a practical example of how stronger links between training providers, employers, and educators can improve teaching quality and support more inclusive, labour-market-responsive TVET systems.



6. Main results

1. The dialogue established a shared strategic direction for the HRD Concept. Participants showed strong convergence on the overall direction of reform and preliminary technical consensus on several design principles. This provides a foundation for further development and national validation, while formal institutional endorsement remains pending.

2. Professional development was consistently framed as a lifelong, competency-based system. Across all thematic discussions, participants moved beyond viewing professional development as a collection of training activities. Instead, they consistently positioned teacher development as a continuous process linked to career progression, institutional quality, labour market responsiveness and improved learning outcomes, reinforcing the systemic nature of the proposed HRD framework.

3. The dialogue strengthened the basis for national ownership. Participants increasingly worked across institutional perspectives to shape a shared framework. This indicated growing ownership of the reform process. Further consultations, validations and institutional approval are required at the national level.

4. Inclusion became embedded as a principle for system development. Inclusion progressively informed conversations on competencies, governance, professional development pathways and implementation. This demonstrated a shared understanding that equity, accessibility and gender responsiveness are fundamental characteristics of a high-quality HRD system rather than standalone policy objectives.

5. The dialogue clarified both implementation options and unresolved decisions. Discussions moved towards governance, coordination, sequencing and implementation risks while confirming that institutional mandates, accreditation and recognition, credential arrangements, financing and implementation responsibilities still require national decisions.

7. Lessons Learned

1. Structured and participatory design methodologies strengthen both the quality of outputs and stakeholder ownership. The use of personas, Concept Design Labs and facilitated group work enabled participants to translate strategic discussions into practical solutions while exposing recurring implementation challenges across different professional contexts. Combining structured methodologies with collaborative design created both stronger technical outputs and greater stakeholder engagement.

2. Technical convergence should come with early institutional commitment. The dialogue generated real convergence on the design of the HRD Concept. But unresolved governance arrangements show that convergence alone doesn't get you to implementation. One design gap worth noting for future dialogues: alongside the technical Concept Design Labs, a dedicated lab on organisational and institutional capacity to change could have offered additional guidance on the pathway from technical agreement to formal institutional decision-making. Future reform processes would do better securing formal institutional commitments and governance arrangements alongside the technical design, not after it.

3. Long-term sustainability depends on institutional capacity rather than project-based interventions. The dialogue consistently reinforced that sustainable teacher professional development requires nationally owned systems capable of continuing beyond externally funded initiatives. As highlighted by stakeholders, approaches combining standardisation, institutional capacity-building and multiplier mechanisms provide a stronger basis for scaling professional development and maintaining reform over time.

4. UNRWA's modular, competency-based Professional Development Programme provides a useful operational reference. Its 33 units across ten modules, flexible delivery formats and continuous portfolio-based assessment demonstrate one approach operating at scale. It should inform national discussion without being treated as a predetermined national model.

5. Persona-based pathway design and foresight were effective. Assigning one professional persona to each proposed career stage produced specific, comparable outputs. The resulting four-tier pathway remains a proposed model subject to national confirmation.

8. Conclusions and next steps

The dialogue generated strong convergence and preliminary technical consensus on the direction of an HRD Concept for TVET teachers and trainers. It did not constitute formal institutional endorsement. The next phase should therefore translate the technical work into a policy instrument through a national drafting, consultation and validation process

The National process should give particular attention to the following issues:

- Institutional mandates and the respective roles of the NTC, MoEHE, MoL and others.
- Accreditation, recognition and quality-assurance responsibilities, including the possible roles of AQAC, the NTC, or a combined arrangement.
- The status and recognition of micro-credentials and their relationship to career progression and higher-education pathways.
- The delivery architecture across NIET, universities, technical colleges and other qualified providers.
- Sustainable financing, implementation responsibilities, data, monitoring and pilot evaluation arrangements.

The following next steps emerged from the discussion:

- Establish the national drafting committee and refine the HRD Policy Paper through expert, legal and technical review.
- Conduct national consultation with public institutions, social partners, labour-market stakeholders and relevant education and training providers.
- Confirm the NTC's system-level oversight role and clarify how MoEHE and MoL will coordinate, supervise and manage implementation within their respective subsectors.
- Agree the delivery, accreditation, recognition and quality-assurance architecture.
- Secure political endorsement and sustainable financing only after the institutional arrangements have been nationally validated.
- Develop an implementation, monitoring and evaluation framework with clear responsibilities and indicators, followed by a monitored pilot in selected institutions.

The dialogue created a credible basis for continued national work. Its value lies in the convergence achieved across the working groups and in making the remaining decisions visible. The four-tier pathway, governance arrangements and progression options should now be tested, refined and formally confirmed through the national process rather than presented as completed decisions.

Voices from the room: Enas Sawi, TVET and Labour Market Advisor, GIZ, Palestine- described what made the week feel different. “For once, policy-level actors, technical experts and international partners sat around the same table long enough to walk away with a first draft, not just another diagnoses”.

ANNEX 1. Interview Record

The following is the interview record collected during the dialogue, reproduced by question and respondent as documented.

One-sentence reflections on the workshop

"The workshop was robust and productive. It highlighted the readiness and willingness of stakeholders to strengthen the fundamental elements of TVET in Palestine." — Hamdallah S. A. Jaber, Director of the VET Centre

"The workshop was excellent in terms of logistics, organisation, and the way activities were conducted. However, more time could have been dedicated to governance and policy discussions. One important expected outcome could have been the signing of an understanding between the Ministry of Education, the Ministry of Labour, and UNRWA." — Hanan Jabriel, Supervisor and Trainer, NIET

"The workshop successfully brought together national stakeholders from across the TVET system in Palestine, including policy-level actors, human capital development experts, and international partners such as ITCILO and ETF. It helped diagnose the current human resource development system and produced a first draft of the Human Capital Development concept, which will be further refined and validated in Palestine." — Enas Sawi, TVET and Labour Market Advisor, GIZ, Palestine

"The workshop brought together stakeholders from all levels of the TVET system, including leadership, practitioners, teachers, international organisations, and UN agencies, creating an opportunity to combine local experience with global expertise." — Reem Jeibat, PMP, UNRWA

"The workshop provided an opportunity to brainstorm the most efficient allocation of resources for TVET in Palestine." — EU Representative

"The workshop was fruitful and brought together a strong mix of participants, creating a rich exchange of perspectives and expertise." — Reem Jeibat, UNRWA

Interview questions and responses

What makes TVET reforms sustainable after the project ends?

"Sustainability depends on strengthening standardised processes within the TVET system. This includes the National Qualifications Framework, human resource development, and standardised curriculum development processes. Sustainability also requires a multiplier approach, where capacity development activities include participants who can transfer knowledge and experience to others after the project ends." — Enas Sawi, TVET and Labour Market Advisor, GIZ, Palestine

What challenges are unique to TVET learners in refugee communities?

"TVET learners in refugee communities face multiple challenges, including limited access to TVET opportunities, security and safety concerns, transportation barriers, and financial constraints. These issues are especially significant for girls, as parents may be reluctant to send them to training centres. Learners also face digital exclusion due to limited internet access and lack of devices, weak transition pathways to employment, restrictions in host countries, limited inclusion, and the psychosocial impact of stress and trauma." (as recorded in the interview notes, following the previous answer by Enas Sawi, TVET and Labour Market Advisor, GIZ, Palestine)

How can TVET become more inclusive for women and vulnerable communities?

"Based on UNESCO's experience in Palestine, making TVET more inclusive for women, persons with disabilities, and other vulnerable groups requires action at three levels: system level, institutional level, and community level. Key approaches include expanding access through flexible learning pathways, promoting gender-responsive TVET, encouraging women's participation in non-traditional sectors, addressing social norms and stereotypes through awareness-raising and career guidance, and strengthening support services such as scholarships, transportation assistance, and childcare solutions."

What is your vision for TVET in Palestine, and what reforms are currently the highest priority?

"The vision for the TVET system in Palestine over the next five years is to develop a flexible, demand-oriented, and efficient delivery system. This system should focus on multi-competency, transversal skills, cross-regional relevance, and global competitiveness. The priority is to create a contemporary skills system that can adapt to technological change and respond to the needs of society and the labour market." — Jihad Draidí, MoEHE, Director General for TVET

How should teacher professional development be organised nationally?

"Professional development should not be organised in isolated workshops or donor-driven activities — it should be part of a coherent national system led by the NTC, MoE and MoL, with clear professional standards and partnership with universities. Training must be based on teachers' actual needs, leading to career professionalism, and be supported through school-based coaching, peer learning, and digital platforms — taking into consideration financial problems and challenges. We need a sustainable and coordinated approach which builds teacher competencies. Investing in teachers is investing in the quality of education and the future of Palestine." — Dr Rabah Morrar, Head of National TVET Commission in Palestine